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Introduction to Kindergarten 2

Welcome to Christian Light Education's Kindergarten 2 program! May God bless you as you not only teach little ones reading and math, but also the practical aspects of "being in school." Little ones' enthusiasm for school can be quickly damaged. Their expectations of starting "to go to school" may be unrealistic, so be careful not to let their expectations dampen their enthusiasm. Kindergarten is the time to teach children how school works. The schedule is not quite as strict as in a regular school.

Smaller children who are not used to sitting still at a desk need frequent short breaks vs. fewer longer ones. Usually, after several weeks, they develop the ability to sit for longer study periods. Gradually help them get used to sitting at a desk or table in preparation for first grade.

If the children get restless, take a short five-minute break and do a fast "follow the leader" walk around the classroom or, if suitable, 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. Teach them to ask before sharpening a pencil and using the restroom. Requiring children to use the restroom during break times cuts down on class time exits, but likely will not altogether eliminate them.

If a child constantly asks for a drink, it may be because he really does need water. Consider allowing a cup with a lid. (But do not substitute juice for water!)

The student materials for kindergarten are five Workbooks and five Activity Books. The goal of the course is introduction, not mastery, of the concepts taught. Although mastery is not the goal of the program, it can occur in some cases if a teacher drills and supplements with the additional materials given in the teacher's guide.

In the beginning, children may find an entire lesson per day overwhelming. Feel free to adjust the amount done per day as needed.

Components of Kindergarten 2

Kindergarten 2 includes five LittleLight Workbooks and five LittleLight Activity Books.

Each LittleLight consists of six lessons. A day's work consists of a lesson in the Workbook and its corresponding lesson in the Activity Book. 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 appendixes, which include several sets of flash cards (letters, numbers, shapes, and crayons), Bible verses, song suggestions, poems, rhymes, motor skills, and fun projects. We suggest cutting up calendar pages to provide students with sets of numbers from 1-30 to use in ordering numbers, etc.

Workbooks

The five Workbooks introduce the concepts of matching, letter dot-to-dot, letter sounds, letter

writing, recognizing and writing numbers 1-100, math facts, and more.

Activity Books

The five Activity Books introduce listening skills, matching, number dot-to-dot, eight primary colors, dot maps, and more. They provide fun activities such as coloring, cutting and pasting, and identifying.

To provide variety, we suggest doing the Activity Book lesson between the letter and number sections in the Workbook.

Teacher's Guide

The LittleLight Workbooks and Activity Books contain some basic instructions that make it possible to use them without this Teacher's Guide. However the Teacher's Guide provides for a more in-depth kindergarten experience, and

is especially useful for schools. It gives detailed instructions for the teacher for each lesson.

Each lesson is divided into three sessions:

Session 1: Sound and letter comprehension, using the first part of the Workbook lesson

Session 2: Support, reinforcement, and fun activities, using the Activity Book lesson

Session 3: Numbers and counting activities, using the last part of the Workbook lesson

In the lessons, information given in bold text is designed to be read verbatim by the teacher. Regular text is for your information only. Answers for questions appear in italics in parentheses.

Optional activities appear in two types of shaded boxes in the teacher's notes:



– Optional activities related to the lesson.



– Optional activities to add fun and variety.

Lesson Components

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

Each lesson begins with a brief overview, containing objectives for Sessions 1, 2, and 3 of the lesson and a list of materials needed for the lesson. Some lessons include materials needed for optional activities suggested in the teacher's notes.

Session 1: Sound and Letter Comprehension

The first section of each workbook lesson deals with letter sounds. When the sound symbol // is used, you are to teach the sound, not necessarily the letter name, (e.g. /d/). Letter sounds are taught using the rhymes in CLE's Learning to Read program.

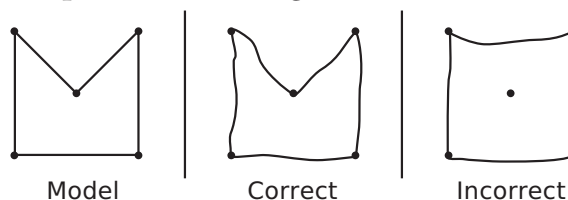
Children learn to write their names, sharpen listening skills, recognize letters and their sounds, and how to write letters and small words. Some three-letter spelling words are introduced.

Session 2: Activities (Activity Book)

The activity books focus more on hands-on activities with cutting, pasting, and coloring; recognizing categories, matching, dot maps, and more.

Dot Maps are one type of exercise in the Activity Books. In these exercises children copy a design by connecting dots with lines. Dot maps develop eye-hand coordination. Some children may find them very difficult. Help them think through what they must do to correctly copy the dot map, but do not give them the answers. You may first want to show them how by doing a few examples on the board. The dot maps in the lessons become progressively more complex.

Examples for evaluating student work:



If a child finds them frustrating and is unable to do them correctly, do not force mastery. They will be introduced to them again in first grade in CLE's Learning to Read program.

Session 3: Numbers and Counting

The second section of the Workbook lesson deals with numbers and counting. Students learn to recognize and write numbers 1-100, dot-to-dot exercises, and simple addition and subtraction facts.

Motor Skills

One purpose of motor skills activities is to give opportunity for action. The activities are usually listed near the end of each lesson, but may be incorporated into any part of the school day. The activities will not always be practical to do at the suggested times and may be exchanged or replaced.

All the motor skill activities are listed in Appendix G. Feel free to switch activities in lessons or to substitute with your own ideas.

Bible Memory/Singing

A Bible verse is studied in each Workbook. These may be reviewed at any appropriate time of the day, whenever it works best. Mastery is not required, although after six consecutive days some will memorize them. A chart in Appendix B may be used if desired.

Introduction

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

Story Time

Each lesson has a story to be read aloud. Use the stories whenever it fits into your day. Some stories relate well to the Bible verse or to the letter sound taught that day. Others have the sole purpose of teaching a truth or a character trait, or are for the children's enjoyment.

There are a few stories in Appendix D. These are extras and may be used at your discretion.

Support Material in the Appendixes

The appendixes provide a variety of useful helps for the course. Instead of including a separate scope and sequence of the course in an appendix, the table of contents of this Teacher's Guide serves as a scope and sequence.

Appendix A. Flash Cards

This appendix includes five sets of reproducible flash cards: capital letters A-Z, lowercase letters a-z, numbers and dots 0-20, "crayons" for eight colors, and four geometrical shapes.

Appendix B. Bible Memory Verses

This appendix lists the five verses children work with in Bible memory, and includes a reproducible chart for them to put stars on each time they review the verses.

Appendix C. Song Suggestions

This appendix lists over seventy songs for small children. It includes titles (with numbers) from the books *Praises We Sing*, *Praises for Children*, and *Our Hymns of Praise*.

Appendix D. More Stories

Children love stories! So here are six more short stories, of similar length to the ones in the lessons. Use them whenever or however you

want. Each story includes questions you may ask children after reading it to them.

Appendix E. More Poems

The first part of this appendix is an index of all poems in the student books and Teacher's Guide.

The larger part of this appendix is "Extra Poems for Enjoyment," which includes eighteen poems for use whenever you need a poem.

Children naturally learn to love poetry when the adults in their lives love it and read or quote it to them. So feel free to go beyond what is supplied here and read other good poetry to your children.

Appendix F. Letter and Number Rhymes

Here are listed the letter rhymes used to teach the sound each letter makes. The rhymes are listed in the order the letters are introduced in the LittleLights, including the lesson number where introduced. These letter rhymes are the same ones used in CLE's first grade Learning to Read program.

Also listed here are the number rhymes used to help children learn to form their numbers correctly, again listed in order, with LittleLight and lesson numbers included. These rhymes are the same ones used in CLE's first grade math.

Appendix G. Motor Skills and Teaching Tips

This appendix lists, by LittleLight and lesson number, all of the "Motor Skills" activities suggested in the teacher's notes in the lessons. Feel free to use any of these at any time when children need a break from "bookwork."

The "Teaching Tips" section of this appendix includes several interest enhancers you may want to consider for your classroom.

Appendix H. Fun Projects

This appendix gives instructions for several projects mentioned in the teacher's notes.

LittleLight 1

LittleLight 1, Lesson 1

Workbook 1, pp. 1-9, Activity Book 1, pp. 1-5

Before Class

- the child's name written on each new book, by the child or teacher
- five envelopes or five ziplock bags to store each child's sets of flash cards: *number/dot cards*, *letter cards*, *crayon cards*, *calendar squares*, and *shape cards*.

Objectives

Session 1 (Workbook 1, pages 1-5)

Listening to differences in sounds
Tracing lines and circles

Session 2 (Activity Book 1, pages 1-3, 5)

Introducing the word *red*
Introducing *same* and *different*
Following a maze
Cutting and pasting: things that belong together

Session 3 (Workbook 1, pages 6-9)

Writing number 1
Recognizing and counting numbers 1-2

Materials Needed

- flash card with (red) crayon
- calendar page to cut out numbers
- number 1/dot flash card

Materials for Optional Activities

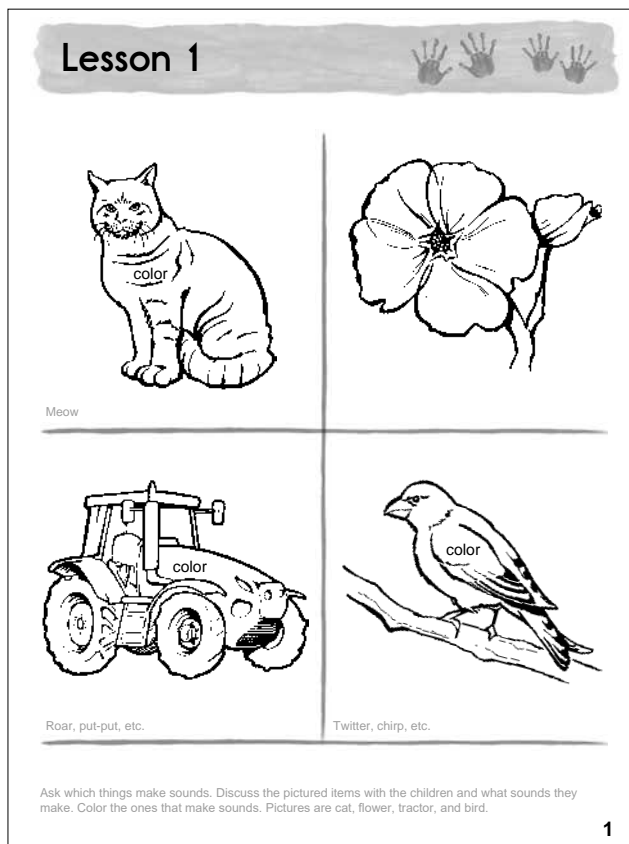
- glycerin, Dawn dish soap, clothes hanger, ric-rac (See bubbles recipe in Appendix H.)
- picture book – identify pictures for beginning /s/ sounds
- picture book – identify pictures for beginning /m/ sounds
- some toys

Sound and Letter Comprehension



Turn to page 1. Before we do anything in our workbook, I would like you to close your eyes and listen. When you hear a sound, raise your hand and tell me what you hear. What kind of sounds do you hear? Listen carefully; some sounds are not very loud. Each time you hear a new sound, raise your hand. Take about a minute to see what the students come up with.

Now look at page 1 of your workbook. Tell me what pictures you see. (*cat, flower, tractor, bird*) Which one of these makes a sound? Cat—what sound does it make? (*meow*) Can you think of another sound the cat makes? (*purr*) Tractor—what sound does it make? (*roar, put-put, etc.*) Bird—what sound does a bird make? (*twitter, chirp, etc.*) Not all birds make the same sound. Some birds sound like they are singing, and other birds have a loud, harsh sound like *caw-caw*. Does a flower make a sound? (*no*) Some things don't make any sound. Color only the pictures that make sounds.



Poetry

Read the poem. "I Speak, I Say, I Talk"

Cats purr.	Monkeys chatter.	Flies hum.
Lions roar	Cows moo.	Dogs growl.
Owls hoot.	Ducks quack.	Bats screech.
Bears snore.	Pigeons coo.	Wolves howl.
Crickets creak.	Pigs squeal.	Frogs croak.
Mice squeak.	Horses neigh.	Parrots squawk.
Sheep baa.	Chickens cluck.	Bees buzz.
But I speak!	But I say!	But I talk!

—Arnold Shapiro

After reading the poem, name each animal and see if children remember the sound it makes. Have them make the sound as well—*purring, roaring*, etc. Discuss the poem and the different animals—whether they are wild or tame. If children are unfamiliar with an animal, refer to an encyclopedia to show what it looks like. The children can tell about the animals they have at home and what sounds they make.



Give each child a chance to make a sound and have the other children guess what the sound is.



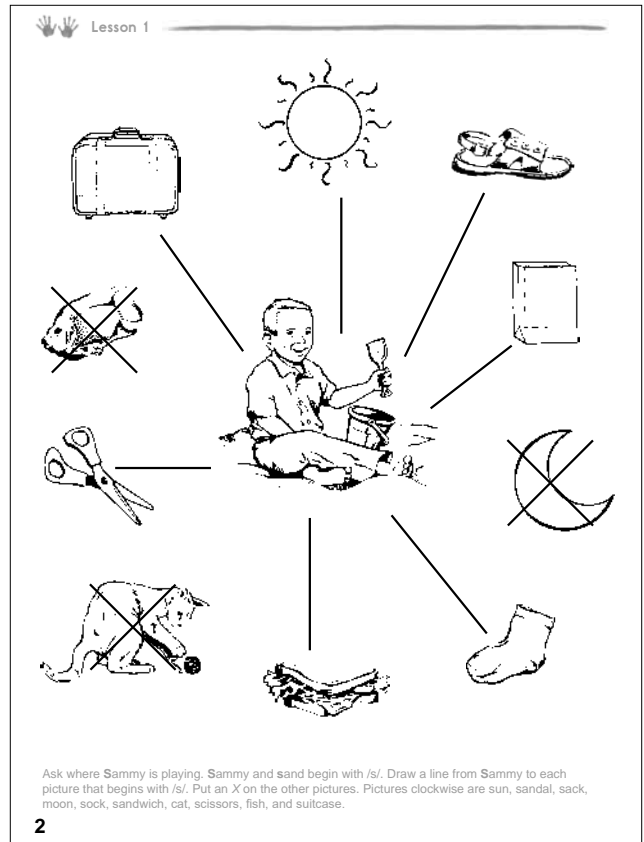
As you read the directions, emphasize the underlined letter sound. **Remember the different sounds we learned about on page 1? When we talk, we use different sounds to make different words. Listen to the word sound.**

What sound do you hear at the start of the word sound? /s/, right? Turn to page 2. In the middle of the page, we see Sammy playing.

Where is Sammy sitting to play? (*in the sandbox*) What sound do you hear when I start to say sand? (/s/) What sound do you hear when I say Sammy? (/s/) Now look at the pictures around Sammy, starting at the very top.

- What do you see? (sun)
- Does sun start with /s/? (*yes*)
- Next picture? (sandal)
- Does sandal start with /s/? (*yes*)
- Next picture? (sack)
- What sound does sack start with? (/s/)
- What picture do you see next? (moon)
- Moon. Do you hear a /s/ sound? (*no*)
- Next picture? (sock)
- What do you hear? (/s/)
- Next picture? (sandwich)
- What sound do you hear in sandwich? (/s/)
- What is the next picture? (cat)
- Can you hear a /s/ in cat? (*no*)
- What do you see next? (scissors)
- What sound does scissors start with? (/s/)
- Two more pictures to go. What do you see next? (fish)
- Does it start with /s/? (*no*)
- And the last picture is a suitcase. Does suitcase start with /s/? (*yes*)

The words “Sammy sitting in the sandbox” start with the /s/ sound. Go around the page again and draw a line from Sammy in the sandbox to each picture that starts with the /s/ sound. Put an X on the pictures that do not begin with /s/. (*Moon, cat, and fish* get an X. All the other pictures get a line drawn to Sammy.)



Look at a picture book with the child. Have him point out pictures beginning with /s/.

Motor Skills

Please stand up and look at the board.

Teacher: trace your left hand on the board with a chalk. **This is my left hand. Can you all raise your left hand? Put it down. Now watch the board again.** Trace your right hand on the board. **This is my right hand. Can you raise your right hand? Put it down. Raise your left hand. Raise your right hand. Now put them both down. Touch your right ear with your right hand. Touch your left ear with your right hand. Touch your right arm with your left hand.** If time permits, have children go to the board and practice tracing their left and right hands.



What is the girl Sally doing? (blowing bubbles)
What shape are bubbles? (round) When you trace the dotted line on a bubble, it makes a circle. A circle is round. Help Sally blow bubbles by drawing the circles. Start on the dot and follow the arrow to the left. Which side is the *left*? Remember when you make your circle it should go to the left. Draw a circle in the air, making it go to the left. Now you may draw your circles on the page.

Make sure each child holds his pencil or crayon correctly and traces in the right direction.

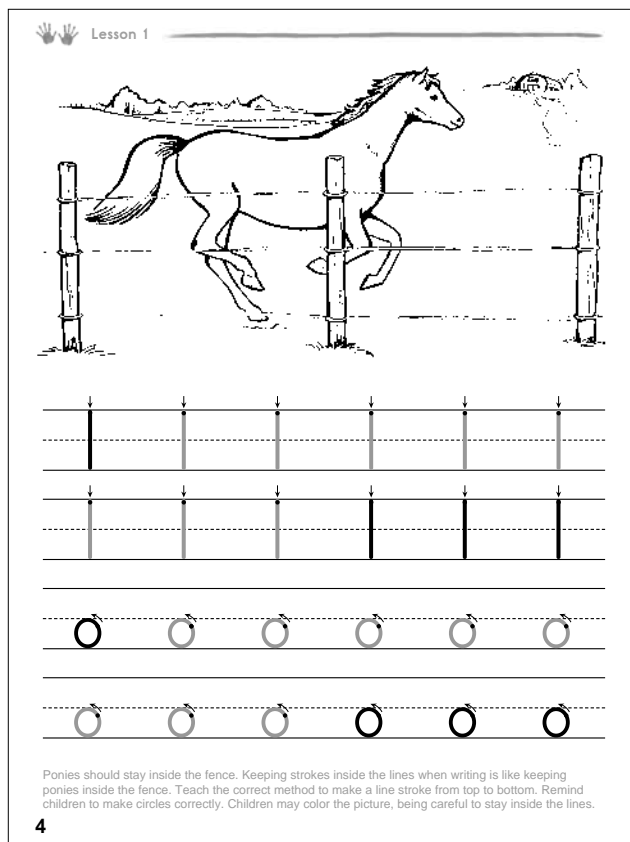
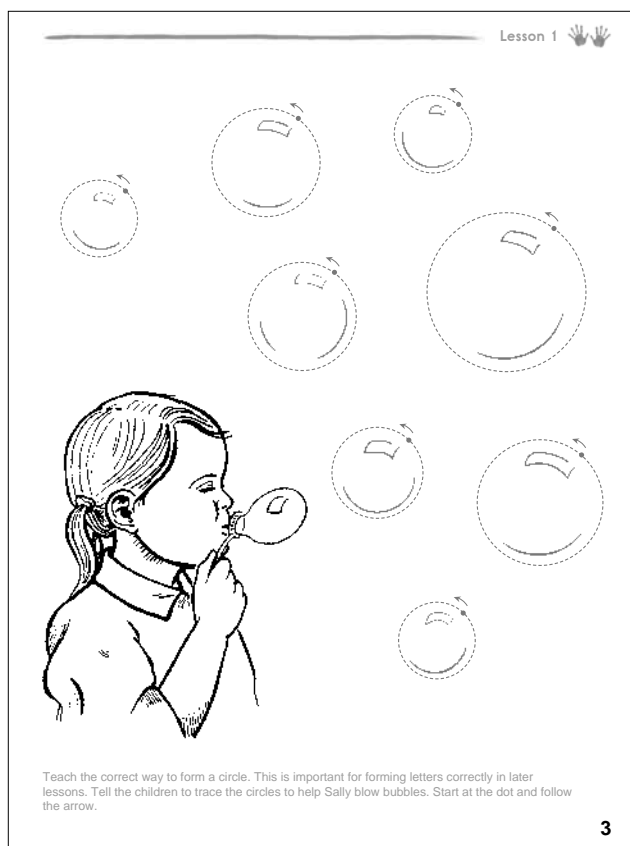


Let the children blow bubbles at your next recess time. (See Appendix H for the recipe.)



Ponies should stay inside fences. When they get out, it makes trouble. Lines for writing are like fences for your pencil. They help you know where your pencil is supposed to stay.

On this page you will make two rows of straight lines and two rows of round circles. Start making the line at the top of the row where you see the dot. Try to make the line down nice and straight, like a fence post. Draw your lines now.



Have the children practice making lines and circles on the board, giving opportunity to stretch and to practice writing. Remind them to go to the left when drawing circles.

Remember how to make the circle? Start at the dot and go up and around to the left, until you get back to the dot. Check the children's pencil grasp and help them if they are having trouble.

Children may color the picture, being careful to stay inside the lines.



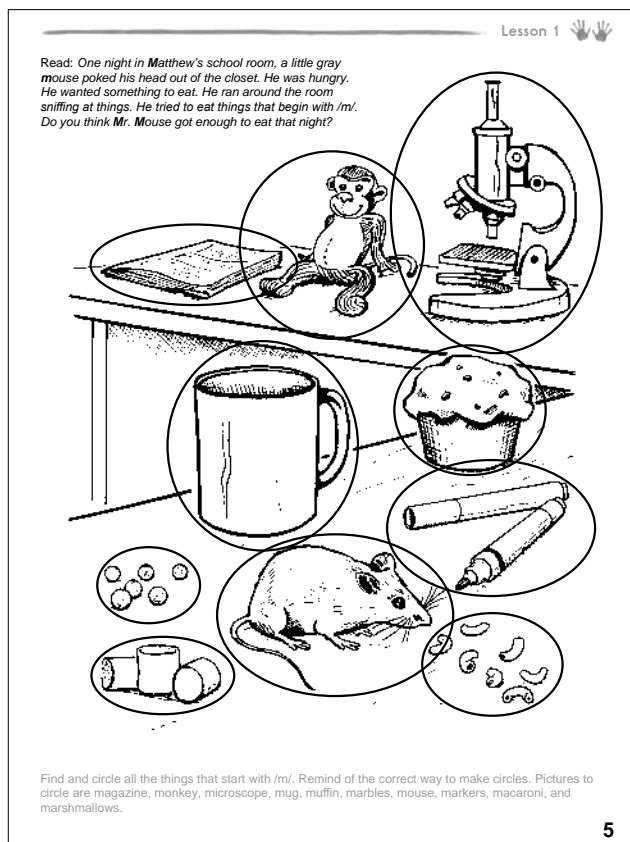
Turn to page 2 again. Do you remember what sound a lot of these pictures start with? (/s/)

Now turn to page 5. We will listen for another sound. "One night in Matthew's schoolroom, a little gray mouse poked his head out of the closet. He was hungry. He wanted something to eat. He ran around the room sniffing at things. He tried to eat the things that begin with /m/. Do you think Mr. Mouse got enough to eat that night?"

Point to Mr. Mouse. Now let's see what all the mouse found in the school room. Start at the top and name the pictures you see.

(magazine, monkey, microscope, mug, muffin, markers, marbles, mouse, macaroni, marshmallows)

Which things do you think the mouse could eat? (muffin, macaroni, marshmallows) Circle all the pictures that start with /m/. All the pictures should be circled. Watch how children make their circles.



Look at a picture book. Have them point out items that begin with the sound /m/. Have them point to different items in the book and say what it is, listening for the /m/ sound. They may also notice the /s/ sound, but do not stress looking for both.

Lesson 1, Session 2

Activity Book 1, pp. 1-3, 5

Before beginning this book, give a little instruction lesson on coloring. Make a few samples to show how it looks when you color every which way, out of the lines, leave white spaces in-between, or outline first and fill in neatly. Teach the children to color by outlining carefully, then filling in the inside coloring from side to side.

The Activity Book has activities to reinforce some of the concepts in the regular lessons. **We are going to do some work in another workbook.** Give each child an *Activity Book 1* and some time to look at it.

Ask what each child's favorite color is. Discuss the many colors God made and how colors make

LittleLight 1 – 1, Session 2

things so much more enjoyable. What if everything was gray or brown or white?



Can you find page 1? You may get out your crayons. Find the red crayon. Give help as needed. Do you see the word *red* on it? The crayon in your book says *red*, so color it red. In the top part of this page, color the pictures that could be red. (*tulip, apple*) Put an X on the pictures that would not be red. (*moose, sun*)

The bottom part of your page also shows a big red crayon. Do you see the word on the crayon? It says *red*. Color the crayon red. Look at the words on the smaller crayons. Color all the crayons that say *red*. Count the words. You should find five.

- Give each child a “red” crayon flash card from Appendix A, page 269. Have them color the crayon *red*.
- Provide an envelope or ziplock bag with a picture of a crayon on the outside to file their crayon flash cards.



Let’s do another page in this book. Look at the first picture in each row. Now find one picture in that row that is exactly the same as the first picture in the row. Be very careful. Some pictures look almost the same but you should find one that is *exactly* the same.

When the children are finished, go over each row and ask what is different about the other two pictures that they did not circle. (*pies are different kinds, two marshmallows instead of three, straw is not bent, cupcakes are shaped differently, cakes have less candles, cheese not hanging out of sandwich*)

Lesson 1

Top: Color the crayon and pictures that could be red. (tulip, apple) Put an X on the ones that could not be. Bottom: Use your red crayon to color all the crayons that say red.

1

Lesson 1

Circle the picture that is the same as the first one in each row.

2



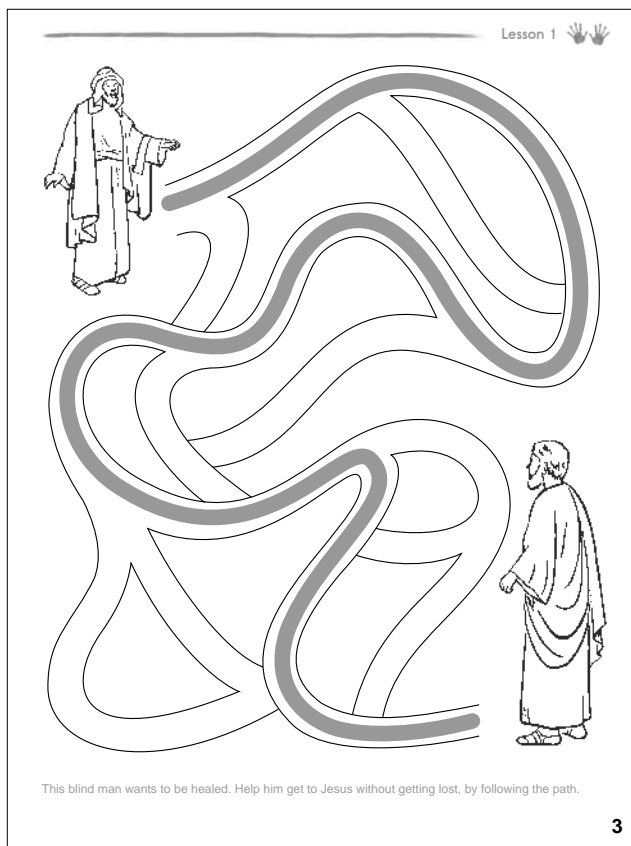
Learning to follow a maze takes skill and practice. The first time, you may find it helpful to copy the page and let each child practice following this maze before tackling it in the book.

Do you see the man at the top of the page? He is blind. Do you know how it feels to be blind? Let's close our eyes. Can you see? No, and that is how it is for a blind person. He cannot see anything.

This blind man wants to be healed. Do you see Jesus at the bottom of the page? The blind man needs to get Jesus without getting lost, but there is a jumble of paths between them.

The blind man needs to follow the path that connects to Jesus, and he needs your help. See if you can help him find his way without crossing any lines. There is only one path that follows all the way through to Jesus. Use any color crayon (or pencil) that you want to and follow as near in the middle of the path as you can.

Does Jesus still help us today? Yes, even when we cannot see Him, Jesus can hear us when we talk to Him.



For this page you will need your scissors. If a child is unfamiliar with using a scissors, show him how to hold a scissors and emphasize carefulness, going slow, and guiding the scissors on the line. **Carefully cut along the green dotted line so that you have a strip of pictures. Now cut out each picture along the purple dotted lines.**

Get out your glue. Put each cut out picture beside the picture it goes with. Look at the first picture.

- **It is a cow. Where does the cow belong?** (*in the barn*) **The barn goes beside the cow.**
- **Where does the dress belong?** (*on a hanger*)
- **Where does the flip-flop belong?** (*on a foot*)
- **What belongs on the bookshelf?** (*the book*)
- **What will you do with a glove?** (*catch a ball*)

Now put glue on each empty box and press on each picture beside the one it belongs with.



Numbers and Counting



- Do you know what the first number is when we start to count? (*1*) Yes, one.
- How many wagons do you see? (*one*)

Color the number 1 beside the spider web, and color the wagon. Once children have finished coloring, go to the next activity on the page.

How do you write a 1? Draw a 1 in the air with your hand as you say the rhyme. Let's say the one rhyme together. *A straight line down, and then you're done—this is how to make a one.* Now say it again. *A straight line down, and then you're done—this is how to make a one.* Now find “one” items about the room and draw a 1 in the air for each.

Trace each gray Number 1 the same as you traced a straight line before. Then make more ones, starting at the dots at the top of the line.

Help children turn to the *Number Chart* on page 55 of the Workbook. Have them count to ten while pointing at each number as they count. Do this several times.

Lesson 1

A straight line down,
and then you're done—
This is how to make a one.

1					

Top: Count how many wagons there are. Color the number 1 and the wagon.

Bottom: Trace and write the 1. Use the number chart on page 55 and have the children count to 10.

6

- Give the Number 1 flash card from Appendix A, page 262. Number 1 is on one side and one dot on the other. You may leave these cards open or fold and glue the backs together to make it two-sided. Or cut them apart to use with counting and matching. Color the 1. Count the dot and color it. Say the *one* rhyme.
- Take a calendar page and cut out the squares 1-10. Place them in an envelope. The children should practice putting the numbers in order 1-10. They may use the counting chart if needed.
- Provide an envelope or ziplock bag with numbers 1, 2, 3 on the outside to file the number flash cards. Provide a second envelope/bag with “Calendar Squares” on the outside.
- Introduce a penny. Describe it; pass it around. Ask if anyone knows how much it is worth. Tell them this rhyme: *Penny, penny easily spent. Copper-brown and worth one cent.* Hold up one finger and emphasize *one*.



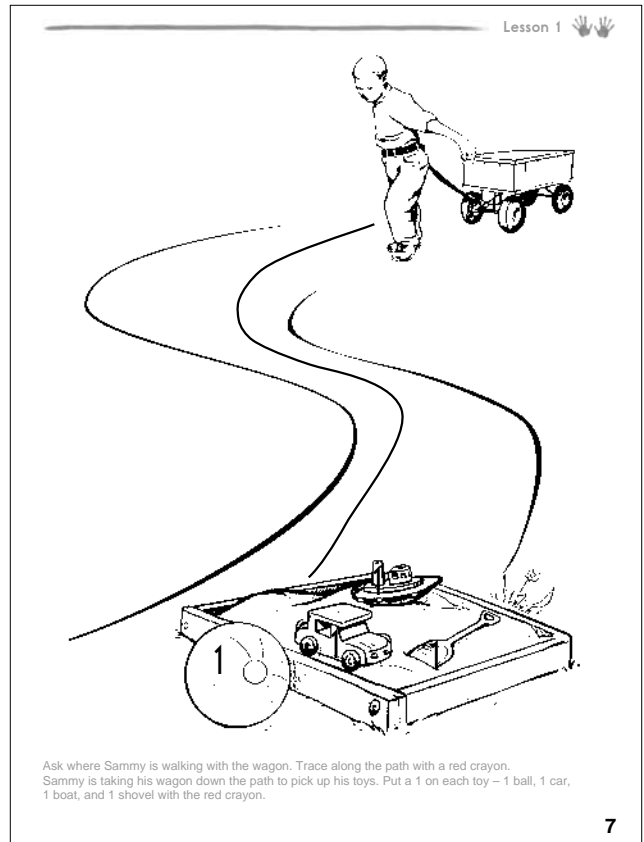
Do you remember how Sammy was playing in the sandbox? Look at this picture. Where is Sammy going with his wagon? (to the sandbox) Find your red crayon. If they have trouble finding the crayon, remind them of the word they circled in their Activity Book.

With the red crayon, trace the path that Sammy will take with his wagon to get to the sandbox. Sammy wants to pick up his toys. Help him by putting a 1 on each toy. Do you see the toys?

- Name them and tell how many he will pick up. (1 ball, 1 car, 1 boat, 1 shovel)
- Do you have a sandbox?
- What kind of toys do you have in your sandbox?



If homeschooled, have children look through some of their toys to see if they can find some that begin with the /s/ sound. Or have children each bring one toy to school that starts with /s/. Or use objects from the classroom.



7

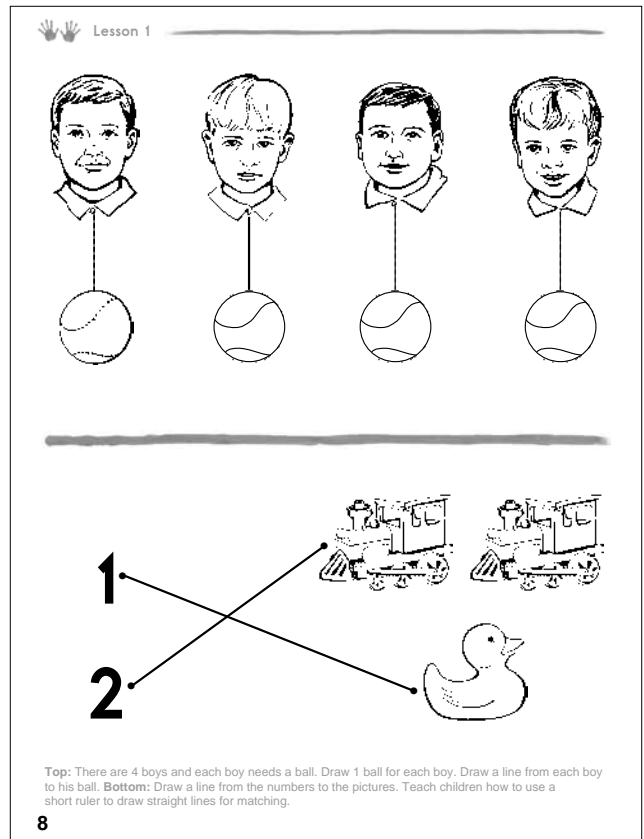


The first boy, Jim, has a new ball. He also brought a ball for each of his friends. Count the boys at the top of the page. (four boys) How many balls do you see? Only one? Trace the first ball that is for Jim. Then draw one ball for each of Jim's friends. Draw a line from each boy to his ball. Now each boy has a ball.

Look at the bottom of the page.

- What numbers do you see? (1, 2)
- What pictures do you see? (2 trains, 1 duck)

Count them. Draw a line from each number to the picture that shows the same amount of toys. If you want the children to use a ruler, we suggest using a six-inch ruler.



8



Sammy and his mom are going shopping. They want to buy a doughnut for each of them and one for Sammy's dad at home. Draw a doughnut for each one. If the child needs pictures, use the board and draw a big stick-woman and small stick-boy. Draw a big stick-man to the right of them.

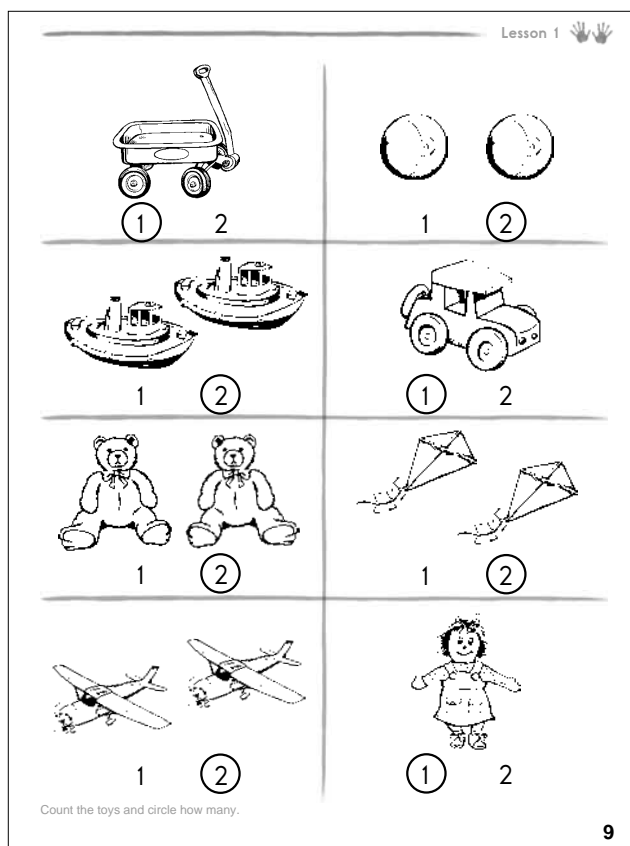


Using Workbook page 9 as an example, draw several items on the board with the numbers 1, 2 under them. Ask the children which number you should circle for each group of items. Give each child an opportunity to answer.

On this page we have lots of pictures and numbers. Each block has one or two pictures and the numbers 1 and 2. You will count the picture(s) in the box and circle the correct number. Let's go over the pictures and numbers first before we write on the page.

- What is the first picture? (*a wagon*) How many are there? (1) Point to Number 1.
- What do you see in the next box? (2 balls) Point to Number 2.
- The next box has boats. How many are there? (2) Point to Number 2. Good.
- What is in the next box. (*a car*) Only one car. Point to Number 1?
- Tell me what is in the next box. (*bears*) How many? (2) Point to 2.
- Do you know what is in the next box? (*kites*) How many? (2) Point to 2.
- What do you see in the next box? (*airplanes*) How many? (2) Point to 2.
- Did you ever have an airplane ride? (*yes/no*)
- What do you see in the last box? (*a doll*) How many? (1)

With your pencil, circle the number that shows how many pictures are in each box.



Bible Memory/Singing

Memory verse: "He that hath ears to hear, let him hear." –Matthew 11:15

Song suggestion: "Oh, be Careful Little Ears What You Hear." Appendix C lists other songs to choose from.

Story Time

Music of the Night

–Jane Landreth

The round yellow moon was shining brightly and stars were twinkling overhead as grandpa and Katy rocked on the porch. Grandpa sat in his big black rocking

chair with a fluffy cushion. His eyes were closed. Katy sat in her little red rocking chair with a fluffy cushion Grandma had made for her. She looked at Grandpa.

“Grandpa, are you asleep?” she asked.

“No,” replied Grandpa. “I’m listening to the music of the night.”

“I don’t hear any music,” said Katy.

Grandpa smiled at Katy. “Close your eyes and listen.”

Katy closed her eyes and listened. “I hear a dog that sounds a long way off, Grandpa.”

“That’s a coyote, Katy,” said Grandpa softly. “Can you hear the croak of the frog over by the pond?”

“Yes, and what’s that *chirp, chirp* sound?” whispered Katy.

“That’s the crickets talking to each other,” answered Grandpa.

“I hear the horses in the pasture.” Katy leaned

forward in her rocker. “The cows are making a little music too. Oh, Grandpa, what’s that noise?” asked Katy as she moved her rocker closer to Grandpa.

“That’s the hoot of an owl. Listen carefully. Do you hear the leaves rustling in the tree?”

“Yes,” said Katy. “Did God make all those sounds?”

“God made everything, Katy,” answered Grandpa.

“He made all the music of the night. Isn’t it pretty?”

Squeak, squeak, went Grandpa’s rocker. *Creak, creak*, went Katy’s rocker.

Grandma came out on the porch. “What are you doing out here?” she asked.

“We’re listening to God’s music of the night,” said Grandpa.

“And we’re making some music of our own,” said Katy, as she giggled.

Questions to ask the children:

1. **What were Grandpa and Katy doing on the porch?** (*sitting in their rocking chairs and listening to night sounds*)
2. **What animal did Katy think was a dog?** (*coyote*)
3. **What was making a *chirp, chirp* sound?** (*crickets*)
4. **What noise made Katy move her rocker a little closer to Grandpa’s?** (*the hoot of an owl*)
5. **What music were Grandpa and Katy making?** (*Their rockers were going squeak, squeak, and creak, creak.*)

LittleLight 1, Lesson 2

Workbook 1, pp. 10-18; Activity Book 1, pp. 7-11

Objectives

Session 1 (Workbook, pages 10-14)

Introducing the letter *Dd* and sound /d/

Writing the letter *d*

Session 2 (Workbook, pages 7-9, 11)

Recognizing the word *red*

Recognizing *same* and *different*

Listening skills activities

Cutting and pasting: make a duck picture

Session 3 (Workbook, pages 15-18)

Writing number 2

Recognizing and counting 1-3

LittleLight 1 – 2, Session 1

Materials Needed

- light blue construction paper, 8" × 11"
- letter *Dd* flash card
- cut out calendar numbers, 1-10
- number 2/dot flash card

Materials for Optional Activities

- books or magazines – identify pictures for beginning sounds /d/, /s/, /m/
- hula hoop

Lesson 2, Session 1

Workbook 1, pp. 10-14

Sound and Letter Comprehension



Point to the *Dd* in the top corner of the page. Here are the first letters you will learn. They are a capital *D* and a lowercase *d*. They make the sound /d/. Find and circle one capital *D* and one lowercase *d* on the page.

Here is a rhyme for the letter *D*. /D, d, d, d/ *Debbie Duck, can say quack but can't say cluck*. Let's try and say the rhyme together. /D, d, d, d/ *Debbie Duck, can say quack but can't say cluck*. Again. /D, d, d, d/ *Debbie Duck, can say quack but can't say cluck*. Have each child say the sound /d/ to make sure they are saying it correctly.

Let's find 11 pictures on this page that start with /d/. (*dog, doghouse, dog food, daisy, dish, duck, doll, dollhouse, dove, door, doorknob*) Help the children find them if they are having trouble. Coloring the picture is optional.

- Give the *Dd* flash card from Appendix A, page 253. Color the letter. When done, file the card.
- Provide an envelope or ziplock bag with letters ABC on the outside, to file the letter flash cards.

Lesson 2

Find and circle the *D* and *d*. Find and name 11 things that start with the /d/ sound. Pictures are dog, doghouse, dog food, daisy, dish, duck, doll, dollhouse, dove, door, and doorknob.

10