



LANGUAGE ARTS

Student Book 1



► **Kindergarten**

LANGUAGE ARTS KINDERGARTEN

GETTING READY TO READ

Student Book 1

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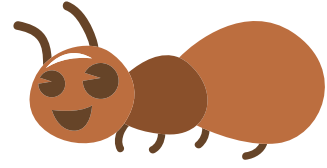
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Write a A.

a



apple



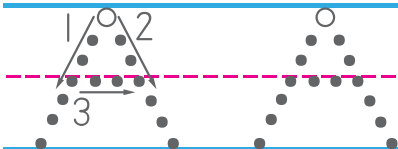
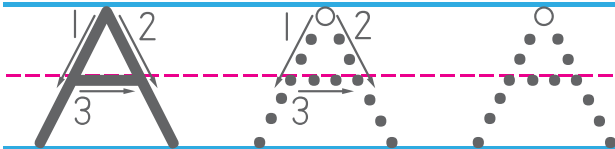
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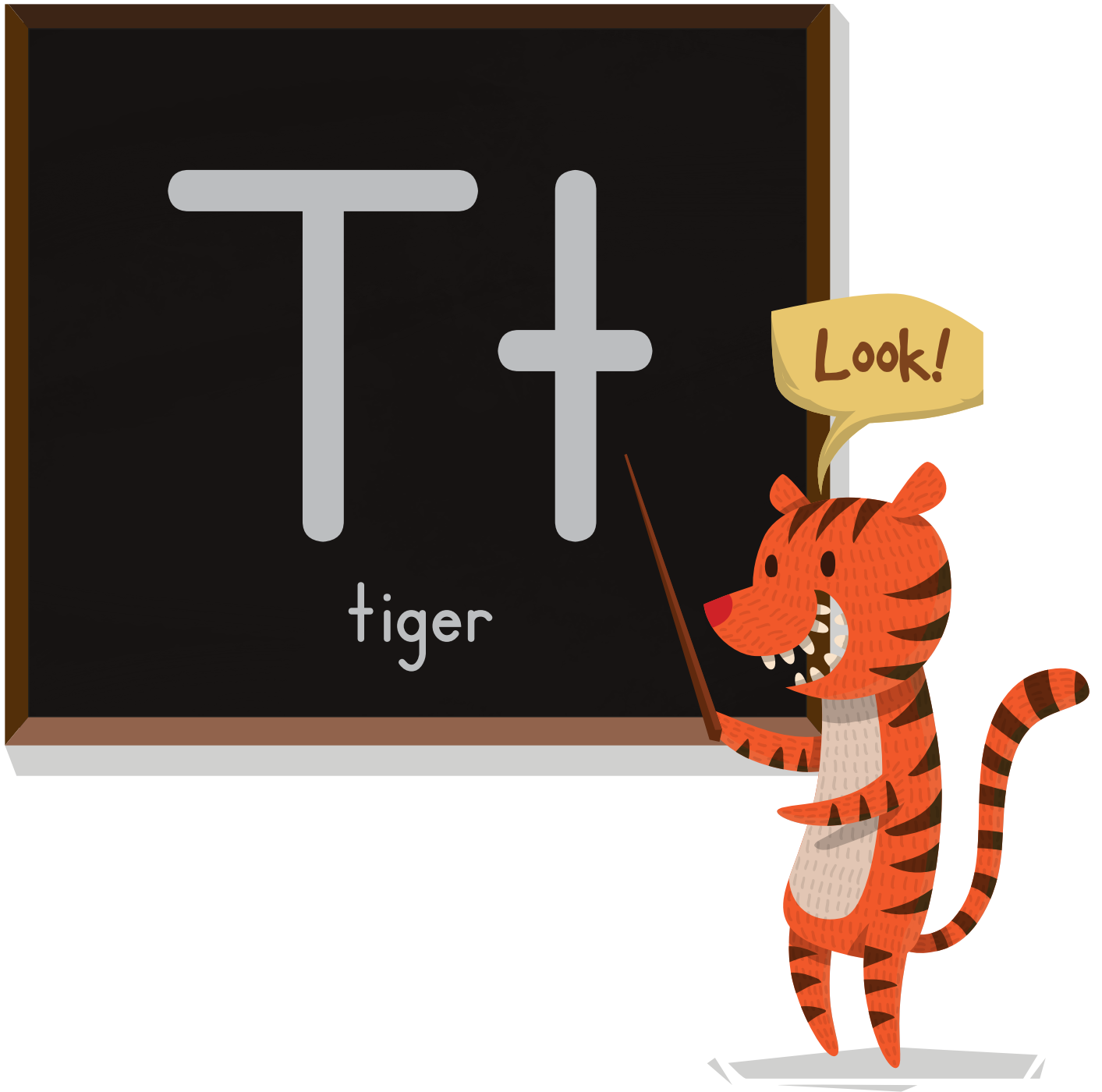
A

Adam

Abraham

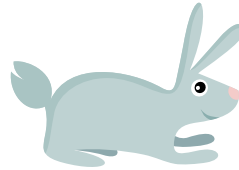
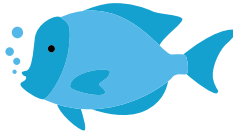
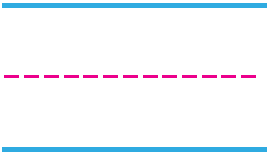


My Tt page.

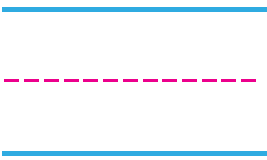


Write the letter. Circle the picture.

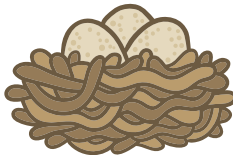
r



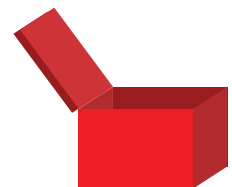
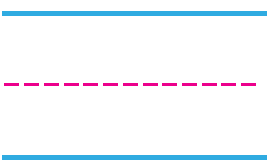
t



m



b



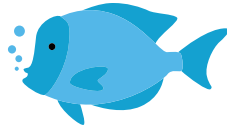
Ii

How does short /i/ sound?



pig

Handwriting practice lines for the word 'pig'. The word is written in dotted letters on a set of three horizontal lines (top blue, middle dashed pink, bottom blue).



fish

Blank handwriting practice lines for the word 'fish' on a set of three horizontal lines (top blue, middle dashed pink, bottom blue).



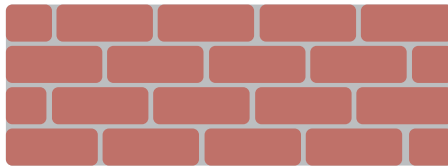
pin

Blank handwriting practice lines for the word 'pin' on a set of three horizontal lines (top blue, middle dashed pink, bottom blue).



hill

Blank handwriting practice lines for the word 'hill' on a set of three horizontal lines (top blue, middle dashed pink, bottom blue).



brick

Blank handwriting practice lines for the word 'brick' on a set of three horizontal lines (top blue, middle dashed pink, bottom blue).

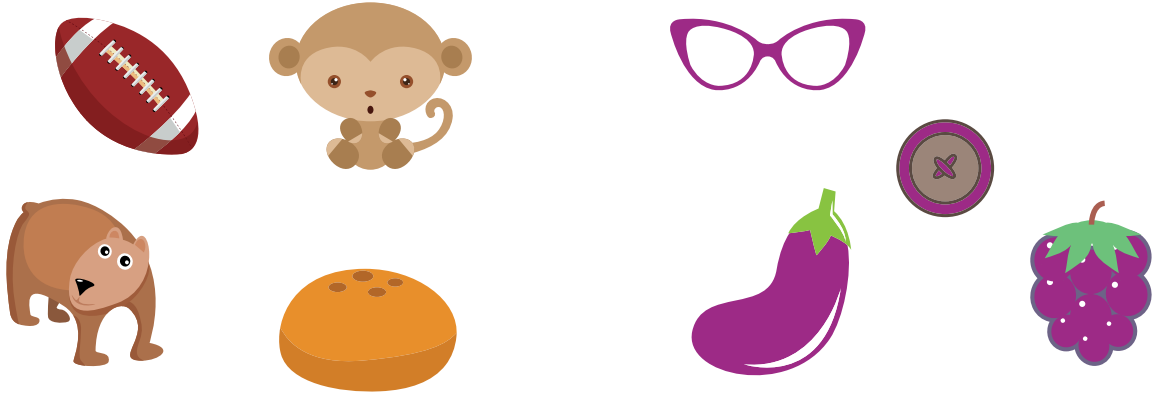
6

six

Blank handwriting practice lines for the word 'six' on a set of three horizontal lines (top blue, middle dashed pink, bottom blue).

Listen for short /i/.
Can you find more?

More color names.



brown

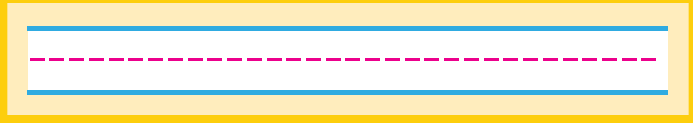
purple



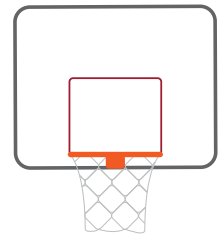
pink

orange

Say the names with your teacher.



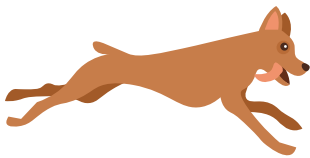
Draw a line from left to right.



I can run.



A dog can run.



We can run.

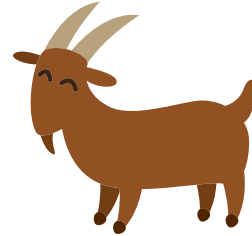


Circle the letter.



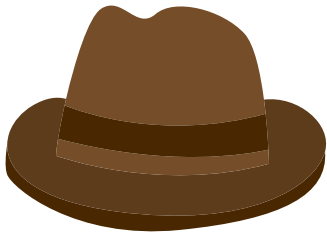
c

r



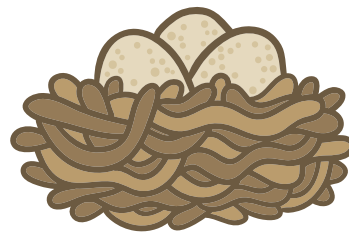
h

g



h

j



s

n



s

j



l

m



b

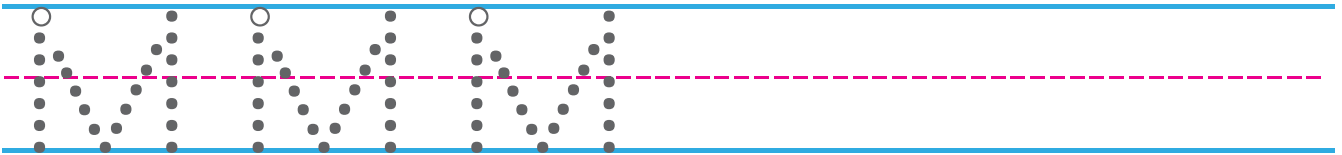
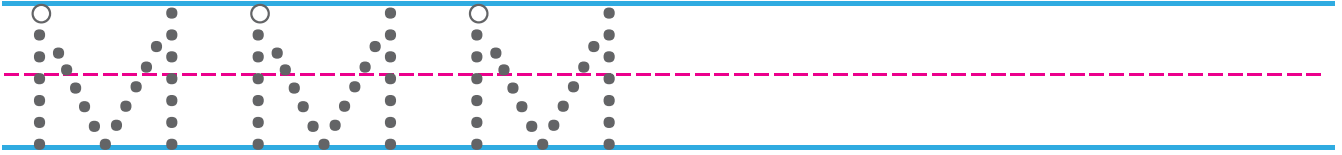
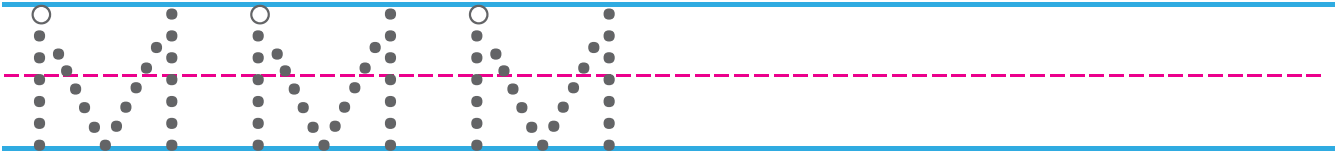
c

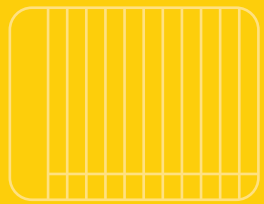
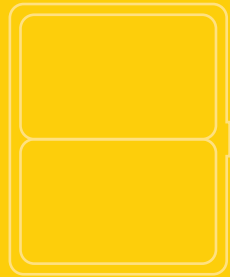


k

t

Trace and write.





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LANGUAGE ARTS

Student Book 2



► **Kindergarten**

SAMPLE

LANGUAGE ARTS KINDERGARTEN

GETTING READY TO READ

Student Book 2

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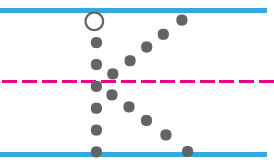


Name _____

Match the letters.

P	d	s	E
H	b	a	A
B	h	e	S
D	p	h	F
G	n	f	H
M	m	t	L
N	g	l	T

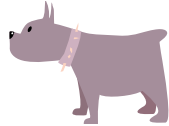

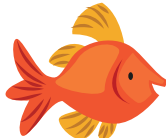





Write the letters.

k	_____	_____
	h	g
_____	_____	_____
r	p	q
_____	_____	_____
j	f	u
_____	_____	_____

b c d f



Write the letter. Circle the picture.

b		
f		
d		
c		

Write the letter.









<hr style="border-top: 1px solid blue;"/>	<hr style="border-top: 1px solid blue;"/>	<hr style="border-top: 1px solid blue;"/>
<hr style="border-top: 1px dashed pink;"/>	<hr style="border-top: 1px dashed pink;"/>	<hr style="border-top: 1px dashed pink;"/>
<hr style="border-top: 1px solid blue;"/>	<hr style="border-top: 1px solid blue;"/>	<hr style="border-top: 1px solid blue;"/>

l m n p



Circle the letters.

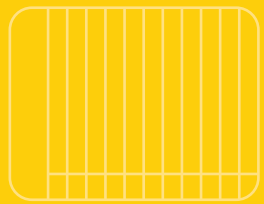
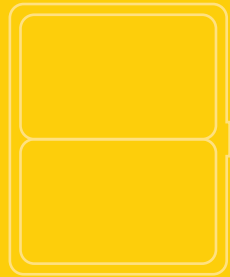
 <p>m b</p>	 <p>d p</p>	 <p>n f</p>
 <p>l n</p>	 <p>t n</p>	 <p>k m</p>

Write the letter.









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LANGUAGE ARTS

Teacher's Guide



► **Kindergarten**

LANGUAGE ARTS KINDERGARTEN

Teacher's Guide

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INSTRUCTIONS FOR KINDERGARTEN LANGUAGE ARTS

This Language Arts Kindergarten Reading Readiness Program is meant to prepare the students for the LA 100 series of LIFEPACs. It is geared to children of Kindergarten age (usually five-year-olds) and is meant to lead them gradually to reading. It provides the basis from which more advanced children can move into reading at any time while moving children who simply are not yet ready to read gradually into the reading process.

Each Student Book of 80 lessons is divided into four sections: the main lessons; a writing practice section; a story log section; and a story book section. The last three sections are intended for use along with the main lessons throughout the year.

The pages of the student workbooks are perforated for easy tear-out. We recommend that the pages be torn out so the paper lies flat on the desk or table to promote better penmanship.

The *Writing Practice* section in Student Book One gives additional space to practice each letter of the alphabet as it is presented in the lessons. In Student Book Two, this section gives additional practice space for name, address, color, number, and shape words as well as position and direction words. This section is to be used in “small doses” according to the child’s abilities and individual needs. Correct letter formation and word spacing are the goal, not completion of a large number of pages in a short space of time. If a child forms some letters easily and well very quickly, additional practice for those particular letters may not be needed. Other letters, however, may cause more difficulty and need practice.

The *Story Log* section provides space for teacher, parent, or both to record the titles of stories and poems read aloud to the child,

as well as stories read by the child as abilities increase. Reading aloud to children has been found, in several studies, to be one of the most important factors in successful learning for children. Reading aloud to children from an early age promotes vocabulary understanding and development; increases attention span; develops imagination; helps the child not only gain an interest in reading, but actually read more quickly; and establishes a bond between child and reader which is very important for learning and growth. A key to this program is spending at least 15 to 30 minutes a day, every day, reading to the children. Trips to the library, which allow the children to select the books to be read and to choose the books they are able to read, are also suggested.

The *Story Book* section of the children’s book provides space for stories *created by the children* but *scripted by teacher, older child, or other adult*. Telling and writing stories, reciting and creating poems are another key to developing the vocabulary and skills needed for reading. This program contains many activities, both within the lessons and supplementary to the lessons, for creating stories and poems. Children should not be expected to write out all of the stories and poems created. This can be handled in several ways:

1. Write group stories or poems on chart paper and save them like a “big book.”
2. Write stories or poems on the board, copying them later and reproducing them to be made into booklets for the children to review and reread.
3. Have parents, aides, or older children who write legibly script the stories and poems for the children in the back of their book, or in a notebook.

LANGUAGE ARTS K INDEX OF CONCEPTS: LESSONS 1–40

CONCEPT	LESSON	CONCEPT	LESSON
Address:	2	Vowels, short:	
Age:	1	Aa:	7, 8, 17, 40
Alphabetical order:	4, 6, 22, 39	Ee:	21, 22, 33, 40
Individual letter recognition:		Ii:	34, 35, 40
	7, 10, 13, 15, 18, 21, 24, 25, 27, 29, 31, 34, 37, 40	Position and Direction:	
Colors:	9, 11, 12, 14, 23, 36, 38	Left to Right:	5, 8, 9
Following Directions/Listening:		Sentences:	26, 30, 33
	2, 3, 14, 17, 20, 26, 36	Sequence:	
Name:	1, 26, 39	Stories:	36
Numbers:		Shapes:	9, 11, 12, 14, 16, 17, 19, 23, 32, 38
Counting:	11, 16, 20, 23	Story writing:	most lessons
Patterns:	5	Writing:	1, 5, 6, 7, 10, 13, 15, 18, 21, 24, 27, 29, 31, 34, 37
Phonics		Word Formation:	28, 30, 33
Initial sounds:			
Bb:	10, 11, 17, 20, 40		
Tt:	13, 14, 17, 20, 40		
Mm:	15, 16, 20, 40		
Rr:	18, 19, 20, 39		
Ss:	24, 25, 33, 39		
Nn:	27, 28, 33, 39		
Dd:	29, 30, 33, 39		
Pp:	31, 32, 33, 39		

LESSON 8

MATERIALS NEEDED

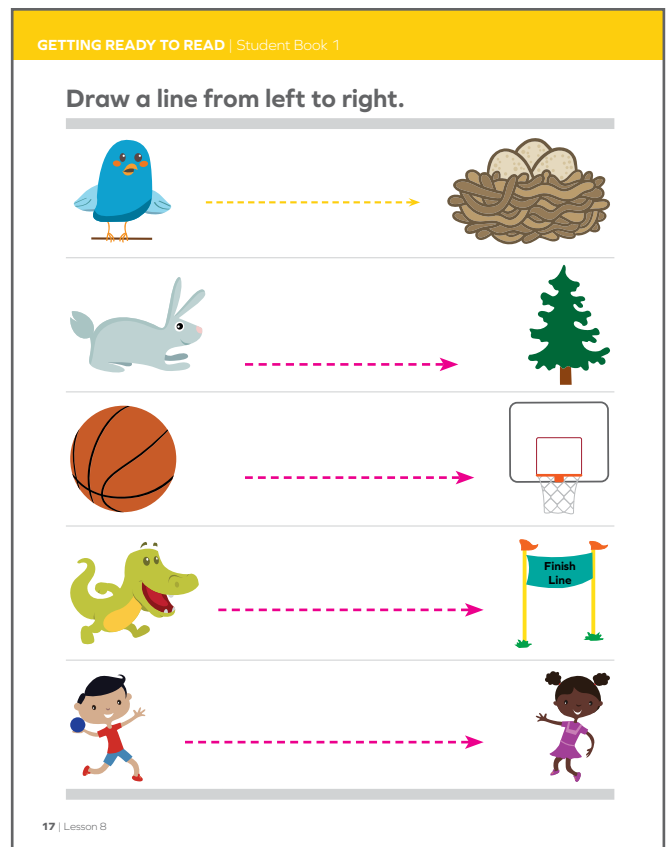
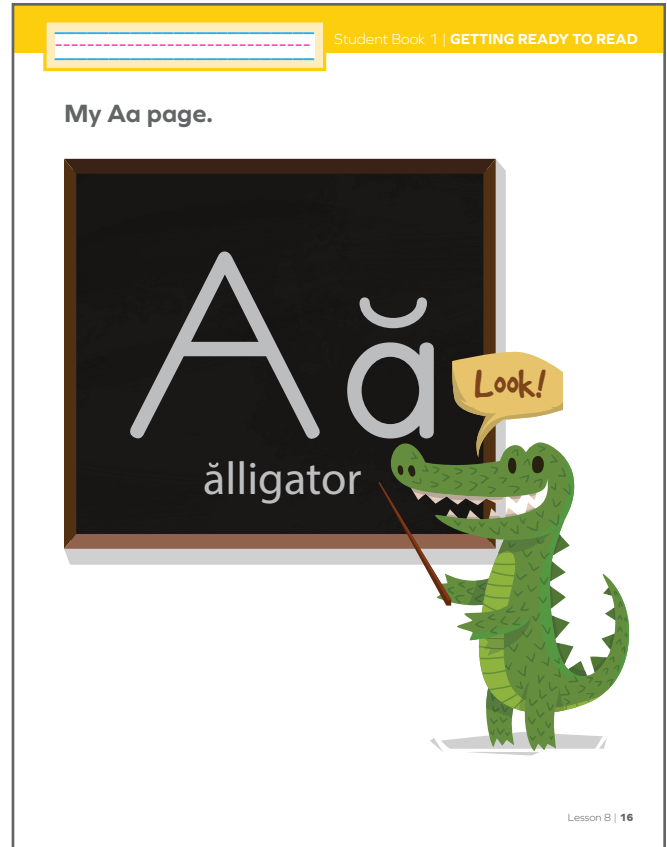
- pencils
- crayons
- old magazines or catalogs
- scissors
- paste or glue
- notebook or binder

Objectives:

1. To recognize capital *A* and small *a*.
2. To write capital *A* and small *a*.
3. To recognize the sound of short *a*.
4. To find words and pictures with the short *a* sound.
5. To work from left to right.

Teaching Pages 16 and 17:

1. Page 16 is a short *a* review and reinforcement page. It gives the children an opportunity to work with you to find pictures and words which have the short *a* sound. Talk about the short *a* work done in Lesson 6.
2. Have the children trace both the capital and small short *a* on the page.
3. Have the children look through magazines and catalogs to find pictures and words that have the short *a* sound. This page may be a collage of written words, drawings, and cut-and-paste words and pictures. Help the children stress the short *a* sound when they find it. Help as needed with the writing, cutting, and pasting to complete the page.
4. To teach page 17, have the children put their fingers on the arrow. Have them follow the direction words from left to right as you read the direction.
5. Ask the children to look at the first two pictures and tell what is happening. Have them trace the line first with a finger and then with a crayon or pencil.



LESSON 29

MATERIALS NEEDED

- pencils
- crayons
- Bible
- magazines or newspapers
- paste or glue
- chart paper or poster board
- alphabet or flashcards for *Dd*
- 3" x 5" cards

Objectives:

1. To recognize the capital *D* and small *d*.
2. To write capital *D* and small *d*.
3. To recognize the sound of *Dd*.

Teaching Pages 58 and 59:


1. To introduce *Dd* on pages 58 and 59, follow the procedures for pages 20 and 21 (Lesson 10). Stress the words *dog*, *duck*, *Daniel*, and *David* on page 58.
2. Read a list of words such as those which follow. Have the children raise their hands or hold up a card with a *d* on it when they hear the *d* sound. Examples: *doctor*, *boy*, *daddy*, *dark*, *ball*, *man*, *Douglas*.
3. How do the children make the *d* sound? Are their tongues in the same place as they put them for the letter *t*? What is the difference? Explain that some letters let air pass through and have a softer sound (*t*, *s*, *p*). Other letters need the children's voices to be heard (*b*, *d*, *n*, and so on).

Extended Activities:


1. Make a *Dd* chart.
2. Have the children who are able play the letter game introduced in Activity 2 for pages 30–31. Add *d* cards to those already made. Have the children spread the cards out and see if they can add more words to those found before. Examples: *Dan*, *dad*,

Student Book 1 | GETTING READY TO READ


Practice d D.




dog



dog



duck




duck

dog duck


dog duck

dog duck


dog duck




Daniel



Daniel



David



David

Daniel David


Daniel David

Daniel David


Daniel David

Lesson 29 | 58


GETTING READY TO READ | Student Book 1




What sound does d make?



doll



dime




door


doll dime door

doll dime door


doll dime door



doctor



dad



donkey

doctor dad donkey

doctor dad donkey

doctor dad donkey

Listen for d.
Can you find more?

59 | Lesson 29

LESSON 39

MATERIALS NEEDED

- pencils
- name cards with first and last names written on them
- alphabet flashcards
- charts or scrapbook pages for *l, p, d, n, s,* and *r*

Objectives:

1. To recognize and write first and last name.
2. To recognize and identify the alphabet.
3. To review the initial sounds *l, p, d, n, s,* and *r*.

Teaching Pages 78 and 79:

1. Read the first direction on page 78. Have the children point to each letter as they read it to you. Circle the letters they read without hesitation.
2. Give each child a name card with both first and last name written on it. Have the children practice their full names on the lines provided. Circle letters that the children still do not make correctly. Give the children extra help on these letters. Give them extra practice copying their name cards as needed.
3. For page 79, have the children break into groups. Give each group a letter (*l, p, d, n, s,* or *r*). Ask the children in the group to find in the room or to think of as many things as they can that begin with their letter. Have each group present what they have found. Ask the other groups if they can add any words to the group's collection. Allow each group time to share. Look at page 79. Read the directions. Have the children identify the pictures for each box. Let them do the page independently. Check. Reinforce any letters that are still weak.

Student Book 1 | GETTING READY TO READ

Read the alphabet to your teacher.

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

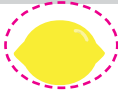













Write your name.

Lesson 39 | 78

GETTING READY TO READ | Student Book 1

Circle the picture. Write the small letter.

l	_____		
p	_____		
d	_____		
n	_____		
s	_____		
r	_____		

79 | Lesson 39

LESSON 62

MATERIALS NEEDED

- pencils
- crayons
- sequence cards

Objectives:

1. To listen carefully.
2. To follow directions given only once.
3. To review writing of names.
4. To review letter recognition.
5. To put things in order.

Teaching Pages 124 and 125:

1. Read the direction on page 124. Tell the children that you will read a sentence only once. They should listen carefully and circle the correct picture. Ask them to put their fingers on the picture while you read the sentence.

Read:

Top: The cat is wrapping a box.

Kite: The cat gives the box to the bird.

Block: The bird opens the box and finds a truck.

Car: The bird thanks the cat.

When they have circled the pictures, tell them to recall the story, to look at the pictures, and then to write a 1 in the box that shows what happened first, a 2 in the box next to what happened second, a 3 in the box next to what happened third, and a 4 in the box next to what happened last.

2. Tell the children that page 125 is a page they can do by themselves after you read the directions. They have done each type of activity before and should be able to do this on their own. Read the first direction slowly. Have the children write their names (first and last if they are able, if not, only the first). They may use their name cards if

Student Book 1 | GETTING READY TO READ

Circle the pictures.

Lesson 62 | 124

GETTING READY TO READ | Student Book 1

Write your name.

Match the letters.

o	A	D	b
a	O	A	d
c	E	B	a
e	C	E	e

Circle the letter.

c	at	can	do
a	egg	dog	am
b	bat	and	at
o	an	oh	do
d	oh	do	an

125 | Lesson 62

LESSON 108

MATERIALS NEEDED

- pencils
- crayons
- short *o* and short *u* charts, stories, and flashcards
- pattern blocks and cards

Objectives:

1. To review the sound of short *o*.
2. To review the sound of short *u*.
3. To copy a shape pattern.
4. To copy a color pattern.

Teaching Pages 56 and 57:

1. Review the short *o* chart and story before beginning page 56. Ask the children to find things around them that have the short *o* sound. Have the children look at the top of the page. Ask them what the first picture is (top). Ask them what vowel sound they hear (short *o*). Have them name all of the pictures emphasizing the vowel sound in each. Ask them to circle all of the short *o* pictures. Check.
2. Follow the same procedures for the short *u* review at the bottom of the page.
3. Prepare for page 57 by using the pattern cards created for the color and number word lessons. Put some simple shape patterns on the board and ask a child to come forward and complete the pattern. Give all children a turn at this.
4. Ask the children to go to the first box at the top of page 57. Have them tell what shapes and colors they see. Ask if anyone can tell what shape and color comes next (blue triangle). Have them trace the triangle with a blue crayon. Ask what follows the blue triangle (red circle). Tell them to add a red circle after the blue triangle. Follow the

Student Book 2 | GETTING READY TO READ

Circle short /o/ pictures.

Put an X on short /u/ pictures.

Lesson 108 | 56

GETTING READY TO READ | Student Book 2

What comes next?

57 | Lesson 108

LESSON 129

MATERIALS NEEDED

- pencils
- crayons
- charts for ending sounds *m*, *p*, *n*, and *r*
- alphabet chart

Objectives:

1. To review the ending sounds: *m*, *p*, *n*, and *r*.
2. To review the alphabet.
3. To put letters in order.









Teaching Pages 98 and 99:

1. Prepare for page 98 by putting *_m*, *_p*, *_n*, and *_r* on the board. Ask the children to help you find words for things that end in these letters. Each time they say a word and you write the word, emphasize the ending sound. Go to page 98. Ask the children to look at the box at the top of the page and say the ending sounds they see in the box. Read the direction. Ask the children to point to the picture in the first box (swim). Have them say the name emphasizing the ending sound (*m*). Ask them to put their finger on the letter that shows the ending sound. Tell them to draw a circle around the letter. Check. Note any child who checks the beginning rather than the ending sound and redo the box. Complete the page in the same manner. If any children are able, allow them to complete the page on their own.
2. On page 99 ask the children to say or sing the alphabet. On the bottom of the page, have them put the letters in order and write them on the line.

Student Book 2 | GETTING READY TO READ

_m _p _n _r

Circle the letter.

 _m _d	 _c _p
 _m _n	 _r _j
 _m _p	 _m _h
 _r _k	 _f _n

Lesson 129 | 98

GETTING READY TO READ | Student Book 2

Say the names.

A B C D E F G H I J K

L M N O P Q R S T U V

W X Y Z

Write letters.

g j i h

g
h
i
j

Q O P R

O
P
Q
R

99 | Lesson 129

LESSON 142

MATERIALS NEEDED

- pencils
- crayons
- short o charts and stories
- pictures and charts for initial consonants: *h, v, j, t, k, s, l, r, d*

Objectives:

1. To recognize and read short o words.
2. To review initial consonants: *h, v, j, t, k, s, l, r, d*.

Teaching Pages 124 and 125:

1. Prepare for page 124 by reviewing short o words from the list of words which the children have been forming with their letter cards throughout the year. Some of the children may already be reading books. Others may be very close to this stage. Some will not be ready for several months. This page gives the children a wider range of words and word formation. Read what Sam is saying at the top of the page. Look at the word box. Ask the children if they see any words that they can sound out. Let them pick any words from the box and try them. When they pick a word, ask them to use it in a sentence. After they have finished all the words they can read, help them with any remaining words, showing them how to sound them out.
2. Give each child one of the following letters: *h, d, v, j, t, k, l, or r*. Ask anyone who has the same letter to work together. Have the children try to find things or people whose names begin with their letter. Limit the search to the room and what can be seen from the window. Have the children report their findings to the class. If nothing can be found, allow the children to think of other items to present that are not in the room.

Student Book 2 | GETTING READY TO READ



I like short /o/ words.

Can you say them?




God	got	pop
rod	hot	hop
pod	not	top
sod	pot	mop
cob	fox	lock
Bob	box	clock

Listen.
Can you find more?

Lesson 142 | 124

GETTING READY TO READ | Student Book 2

Circle the letters.

 h d v s t j
 b t g k s k
 l p r b k d

125 | Lesson 142

LESSON 157

MATERIALS NEEDED

- pencils
- initial charts and stories for *h, k, d, v, s, l, j,* and *r*
- number chart
- alphabet chart
- sequence cards

Objectives:













1. To review initial consonants: *h, k, d, v, s, l, j,* and *r*.
2. To put pictures in order.
3. To put letters in order.
4. To put numerals in order.

Teaching Pages 154 and 155:

1. Review the initial sounds *h, k, d, v, s, l, j,* and *r*. Proceed with page 154 as in previous initial review lessons (Lesson 152, pages 144-145). (hill, king, dog, vase, ship, leaf, jug, lion, doll, table, rake, horse)
2. Review sequence cards, alphabet sequence, and numerical sequence briefly. Read the first direction on page 155. Ask the children what is happening in the pictures. Tell them they are to write a 1 under the picture that comes first, a 2 under the picture that shows what happened next, and a 3 under the picture that shows what happens last. (3, 1, 2)
3. Read the second direction. Ask the children to look carefully at the letters. Have them write the letters in the correct order on the lines. Check.
4. Read the third direction. Ask the children to look carefully at the numerals. Have them write them in order on the lines. Check.

Student Book 2 | GETTING READY TO READ




Circle the letters.

 h l	 g k g	 g d
 v s	 t s l	 f
 g j l	 n d l	 d l
 l t r	 k s	 h

Lesson 157 | 154

GETTING READY TO READ | Student Book 2

Write the numbers.

 3	 1	 2
--	--	--

Write the letters.

b d c e

b c d e

Write the numbers.

8 6 7 9

6 7 8 9

155 | Lesson 157

Review all final consonants covered to this point using pictures or objects. Take them in groups of 4 or 5.

___ b	___ m	___ ck	___ d
___ g	___ k	___ l	___ p
___ n	___ r	___ s	___ t
___ v	___ w	___ x	___ z

Review all final consonant digraphs either using pictures and objects as above or by reading words which end in the digraphs and asking the student to select the card for the correct digraph. Lay cards for *_ch, _th, _sh*.

___ ch	___ th	___ sh
--------	--------	--------

Writing:

Have paper and pencils ready for the student and an alphabet chart which shows the correct formation of letters. Check the student on all letters of the alphabet.

Check off all letters formed correctly.

___ A	___ B	___ C	___ D	___ E	___ F	___ G
___ H	___ I	___ J	___ K	___ L	___ M	___ N
___ O	___ P	___ Q	___ R	___ S	___ T	___ U
___ V	___ W	___ X	___ Y	___ Z		
___ a	___ b	___ c	___ d	___ e	___ f	___ g
___ h	___ i	___ j	___ k	___ l	___ m	___ n
___ o	___ p	___ q	___ r	___ s	___ t	___ u
___ v	___ w	___ x	___ y	___ z		

Left / Right:

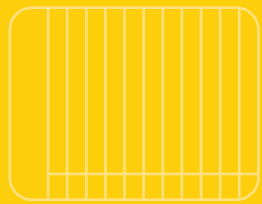
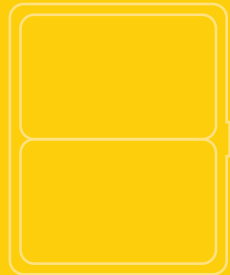
Check left/right progression in writing. Ask the student to look at a page in a large print book and show you where to begin reading and in what direction to read.

Position / Direction / Listening:

Have several small objects available. Tell the student that you will ask him to do certain activities. You will give a direction only once. Using the objects give simple directions which check the understanding of the following concepts:

___ up	___ down	___ in	___ out	___ in front of
___ behind	___ open	___ closed	___ over	___ under
___ high	___ low	___ inside	___ outside	___ top
___ bottom				

Examples: Put the ball under the table.
Place the crayons in the box.



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