

# Pre-K

## COURSE BOOK



Letters & Sounds | Vowels | Numbers  
Colors | Motor Skills | Sorting | Matching | Rhyming

# PRE-K COURSE BOOK

Written by Jenny Phillips

A special thanks to the many educators, reading specialists,  
homeschool parents, and editors who gave invaluable input.



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# About This Course

**T**he preschool years are an important time for molding a child's attitude and perspective toward learning. Little children's hearts and minds are most impressionable during this stage. Your example of enthusiasm and effort, as well as the way you teach in an uplifting manner, can help mold these precious minds and hearts toward a love of learning and a desire for all things good and beautiful in life.

This course can help bring you and your child together as you feel the joy of bonding through teaching. You will be able to guide your children from the start of their educational foundation and connect learning to God, high character, beautiful artwork, and parent/child interaction. This course strives to make that process affordable, effective, easy, and fun through interactive, hands-on learning that requires minimal preparation time.

## What Does the Course Cover?

This course helps children ages three to five recognize numbers and letters and learn the sounds of the letters. It also gives children practice with fine motor skills and teaches about colors, shapes, counting, rhyming, sorting, order of events, and more.

Some letters have more than one sound. This course teaches only the most common sound of each letter. Children will learn the other sounds of the letters in the Level K Primer and the Level K course. The creators of this course believe it is less confusing for children to first learn only the most common sound of each letter.

Although some handwriting is included in this course, this is not a handwriting course. It is suggested that children start with The Good and the Beautiful Level K

Handwriting Course when they are ready to begin the Level K course.

## What Does the Course Set Include?

- **Full-color, spiral-bound course book** (113 pages)
- **Set of four spiral-bound letter flip charts**
- **Activity Packet** (*Includes the following games and activities on full-color, glossy card stock: Number Slider, Letter Cube, Mouse House, Feed the Elephant, Hide & Seek Pets, Swat the Fly, Letter Memory*)

## At What Age Should I Start My Child with the Pre-K Course?

If your child can count to five and recognize pictures of and say the words for apple, monkey, alligator, garbage can, elephant, and dinosaur, they are ready for the course. Most children will be ready to start the course at age three or four. If your child is five years old but does not know the names and sounds of all the letters, it is suggested you either do the entire Pre-K course or simply use the letter flip charts to help your child master the letter names and sounds before beginning the Level K course. Younger children (ages three and four) may need to go slower through the course than the average five-year-old child.

## When Should I Start My Child with the Level K Primer Course?

Your child is ready to begin the Level K Primer course once he or she has completed this Pre-K course and/or has acquired the following skills:

- sings most of the alphabet with or without the help of a parent.

- knows the majority of the letters and their sounds but has not mastered them all
- counts to ten
- knows basic shapes and colors

## How to Get Started with This Course

To get started, simply cut out and prepare the games and activities in the Activity Packet, cut the flip cards on the dotted lines, and gather the items needed for the course. ***No other preparation time is required for the entire course except for occasionally gathering supplies needed for the lesson.***

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

## Items to Always Have on Hand

- Flip books
- Games & activities from the Activity Packet
- Pencil
- Crayons
- Scissors
- Glue stick
- Glue (squeeze bottle)
- Playdough
- Paint, paintbrushes, paper for painting
- 10 pennies, 10 nickels, 1 dime

## Extra Items Needed

**Lesson 3:** A real flower (any kind, optional), 12 flower seeds (any kind; optional)

**Lesson 4:** A clothespin

**Lesson 6:** 12 cotton balls (optional)

**Lesson 9:** 8 cotton swabs

**Lesson 19:** A clothespin

**Lesson 21:** 19 pieces of cold cereal (optional)

**Lesson 23:** A clothespin

**Lesson 25:** 7 cotton balls

**Lesson 30:** 17 dried beans (optional)

**Lesson 32:** 8 dried beans

**Lesson 34:** A fly swatter

**Lesson 36:** A cotton swab

**Lesson 39:** 8 wiggle eyes (10–12 mm each)

**Lesson 43:** A fly swatter

**Lesson 44:** 6 disposable plastic cups, a clothespin

**Lesson 49:** 12 cupcake liners, 12 ping pong balls

**Lesson 50:** 15 pieces of dried pasta (optional)

**Lesson 52:** 20 chocolate chips (optional), a fly swatter, 6–10 of the following items: toy car, toy tractor, apple, pencil, book, block, spoon, fork, tape, glue, envelope, banana, crayon, cup, paper clip, or other household items

## Important Safety Notice

This course suggests using small items such as dried beans. Please monitor all young children in your home around these items at all times to prevent problems with choking. If you feel these items put any of your children at risk, do not use the items. All small items are optional, and the activities can be done without them.

## Should I Do One Lesson Each Day?

The number of lessons completed and time spent with the child each day depends completely upon the child. Most three- and four-year-old children should be able to focus for 10–30 minutes, especially since the course includes many games and different methods of learning. Our suggestion is that you watch for your child’s cues and not push the child too far. Make learning enjoyable, and do not move too fast through the material.

Far more important than the academic learning is the time you will spend with your child and what they will learn from you as you display love, patience, and enthusiasm for learning. Rather than making it a goal to finish a lesson each day, use this course to help you meet the needs of your child. For example, if your child is loving one of the games and wants to play it again and again—do it. Don’t feel as if you need to stop so that you have time to finish a full lesson that day. If your child is grumpy, make sure he or she is not hungry or tired; pause to take a walk or do another activity until the child is ready to learn.



## Helpful Hints

- Be as positive with the child as possible, and look for genuine and meaningful ways to praise the child. For example, instead of saying, “You are so smart!” you might want to say things that praise the child’s EFFORTS, such as the following: “You are such a hard worker. You are such a good listener today. I’m so grateful for your cheerful attitude. You are so much fun to work with. Your smile makes me so happy. Thank you so much for not giving up!”
- Children develop motor skills at different rates. Let the child do as much as possible on his or her own with things such as cutting and gluing, but do not let the child get too frustrated before you help.

## Activity Packet

It is suggested that you cut out and prepare all the games and activities before you start the course. Store each game or activity in a separate zip-top bag. Store all the games and activities together in a box or bag for easy access. Note: Each game focuses on a certain set of letters, not the whole alphabet.

## Flip Books

You will start using the flip books in Lesson 7. The lessons will instruct you on how to use them. Remember to cut on the dotted lines before you use the books. For tips on cutting and using the flip books, view the “How the Course Works” video on [www.goodandbeautiful.com](http://www.goodandbeautiful.com) (in the Pre-K section).

## The Vowel Song

A recording of “The Vowel Song,” written by Jenny Phillips, is available as a free download on [www.goodandbeautiful.com](http://www.goodandbeautiful.com) in the Pre-K section. If desired, use this song to help your child memorize the vowel letters. The course book does not instruct you to use the song. Just use the song when you would like, encouraging the child to sing along with you. In this course book, children begin learning which letters are vowels in Lesson 42.

# Unit 1

## LESSON 1

*Item needed: scissors*

- Read to the child and have the child complete the instructions: There are 26 letters in the alphabet. How many letters are in the alphabet? [26]

Every letter makes a sound. We use letters and the sounds they make to read. Do you see all the letters in the box below? Those letters make up words. I will read the words. [Read the poem in the box.](#) Would you like to learn how to read? [Pause for answer.](#) I think you can do it! The first thing you have to do is learn all the letters and their sounds.



A little yellow apple  
Hung high in a tree.  
I looked up at it,  
And it looked down at me.  
“Come down, please,” I called.  
And what do you suppose?  
That little yellow apple  
Dropped right on my nose!

THE GOOD AND THE BEAUTIFUL — PRE-K

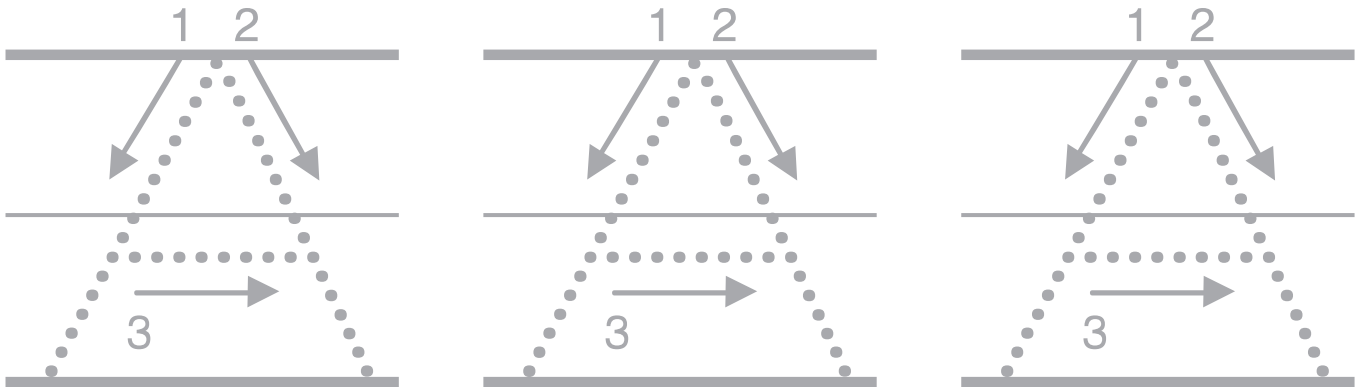
- Read to the child and have the child complete the instructions:

Every letter can be written in two ways. For example, let's look at the letter A. Point to the big A. This is also called uppercase A. Point to the little A. This is also called lowercase A. Let's practice again. Point to the uppercase A. Point to the lowercase A.

A a

The A says /ă/ as in APPLE. What does the letter A say? [/ă/ (as in APPLE)]

- Have the child trace the uppercase As. Make sure the child holds the pencil correctly and follows the numbers and arrows. If the child struggles with tracing, you may help guide the child's hand.



- Have the child circle all the uppercase As below.



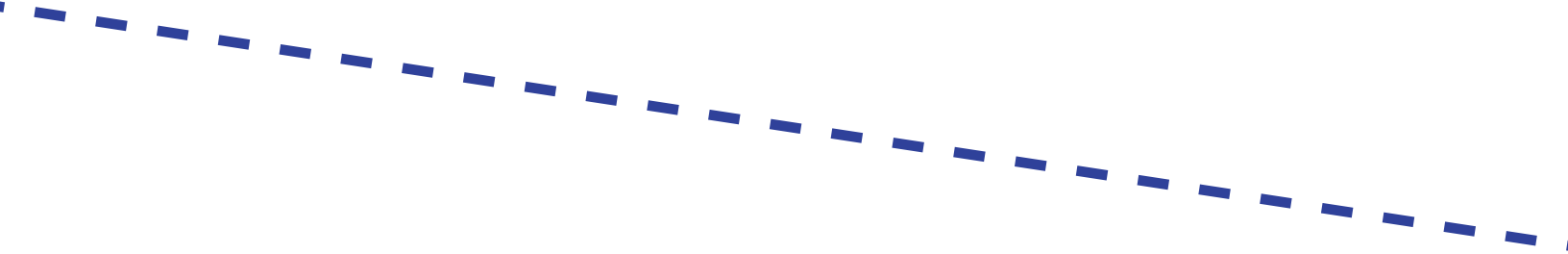
- Determine how high your child can count. Teach the child the next five numbers. Practice several times.

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# Cutting Practice



Have the child cut the lines as straight as possible.



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- Go outside with the child and observe the clouds. Ask the child what he or she notices. Point out that God made the clouds. They are beautiful and help us by giving us beauty, shade, and water.
- Using this chart, have the child point to the letter on the first cloud and say the letter name (e.g., uppercase B or lowercase A.) Have the child do this for all the letters on the path. Then, do the path again, this time having the child say the sound each letter makes. If desired, have the child place a cotton ball on each cloud after the child says the letter or sound.



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- Read to the child and have the child complete the instructions:** Let's explore this picture. The girl in the picture is from Japan. Her name is Ren. Ren means "love" in Japanese. She has a pet dog. The girl is very kind to her dog, and the dog loves her. It is morning, and Ren is saying a prayer before she starts her day.

How many ears are in the picture? [four] How many eyes are in the picture? [four] Point to the dog. What letter does DOG start with?

What colors are on the girl's dress? [red, yellow, white] What letter does DRESS start with?

Point to the girl's hair. What color is it? [black] What letter does BLACK start with? The dog's fur is white and brown. What letter does BROWN start with?

Do you think the dog is cute? What letter does CUTE start with?

Colors can be lighter or darker. Point to a part of the girl's dress that is lighter red. Point to a part of the girl's dress that is darker red.



- Read to the child:**

Let's review. How many letters are in the alphabet? [26]

Point to the big E. Point to the little E. Point to the uppercase E.

Point to the lowercase E.

E e

- Help the child paint an uppercase E.**

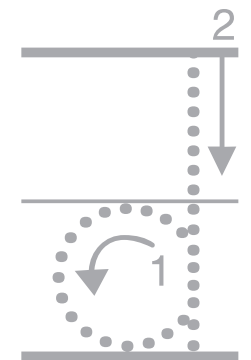
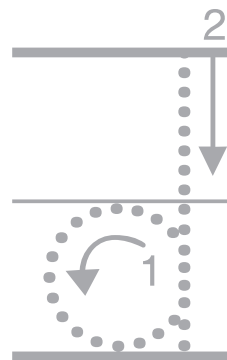
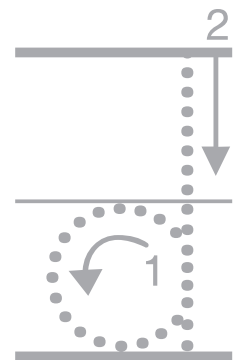
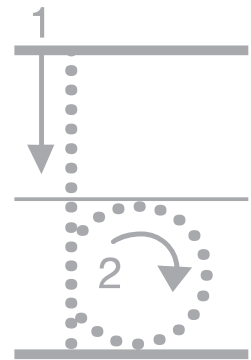
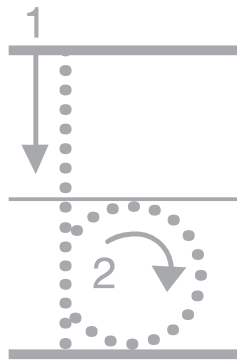
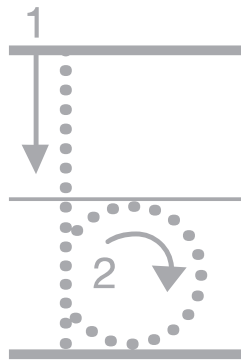


## THE GOOD AND THE BEAUTIFUL — PRE-K

## LESSON 12

**Items needed: a penny, a nickel, "Feed the Elephant" game (from the Activity Packet)**

- Practice letters using the *Letter Flip Book A–F*.
- Read to the child and have the child complete the instructions: We are going to practice writing lowercase Bs and Ds again. Have the child trace the lowercase Bs and Ds. As the child does so, have them say what they are starting with (BAT for B or DOUGHNUT for D).



- Give the child a penny. Read to the child: This is a penny. A penny is worth one cent. Give the child a nickel. Read to the child: This is a nickel. It is worth five cents. Show me the penny. How many cents is it worth? [one] Show me the nickel. How many cents is it worth? [five] Put the penny on the girl in the orange dress. Put the penny on the boy with the blue hat. Put the penny on the girl in the purple dress. Put the penny on the boy with a red and white shirt. How many children are in the picture?



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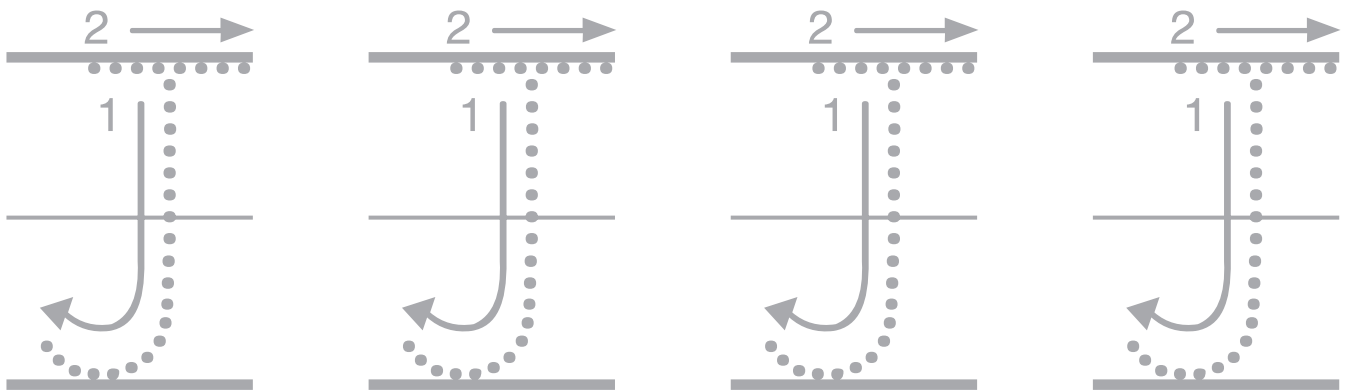
## LESSON 19

**Item needed: clothespin**

- Read to the child and complete the instructions:** These letters are uppercase and lowercase J. The letter J says /j/ as in JAM. Point to the uppercase J. Point to the lowercase J. What does the letter J say? [/j/ (as in JAM)]



- Have the child trace the uppercase Js.** Make sure the child holds the pencil correctly and follows the numbers and arrows.



- Using the *Letter Flip Book G–L*, help the child practice the letter names and sounds and match uppercase, lowercase, and the picture that has the first sound matching the letter.

- Complete the Clothespin Game on this page.

Tell the child to pin the clothespin on the number one. Do the same thing for all the numbers on the strip in random order. Repeat several times. Then, ask the child to put the clothespin on the RED number, the BLUE number, etc. Repeat several times.




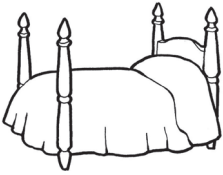
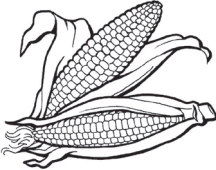

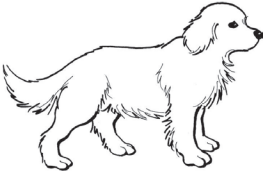




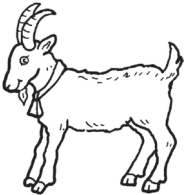




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# Match the First Letter

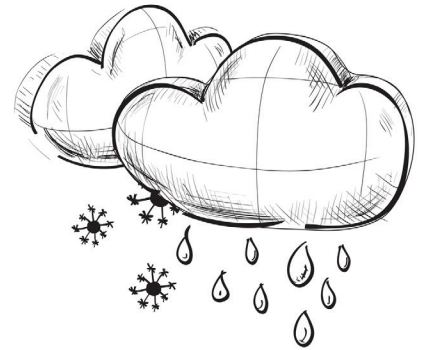
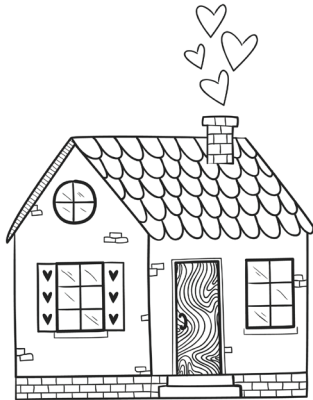
Have the child say the name of the picture and circle the letter with which it starts.

 <p>b      d</p>	 <p>c      e</p>	 <p>h      a</p>
 <p>d      b</p>	 <p>g      c</p>	 <p>a      g</p>
 <p>d      b</p>	 <p>d      b</p>	 <p>h      e</p>
 <p>f      h</p>	 <p>f      i</p>	 <p>a      g</p>

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# Sorting

Have the child cut out the boxes on the bottom of the page. Then, have the child choose one of the boxes and tell you the name of the picture and the letter with which it starts. Then, have the child glue the box in the correct category.



Things in a House

Things Outside



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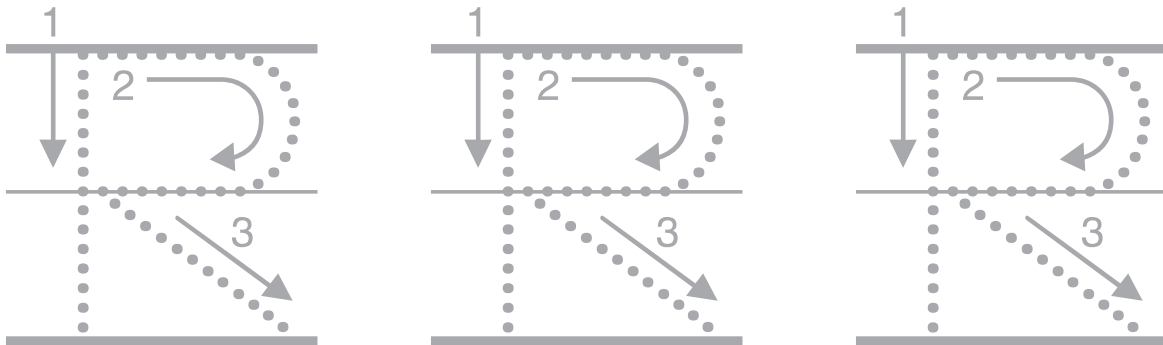
## LESSON 35

**Items needed:** "Hide & Seek Pets" game (from the Activity Packet), a penny, a nickel, a dime

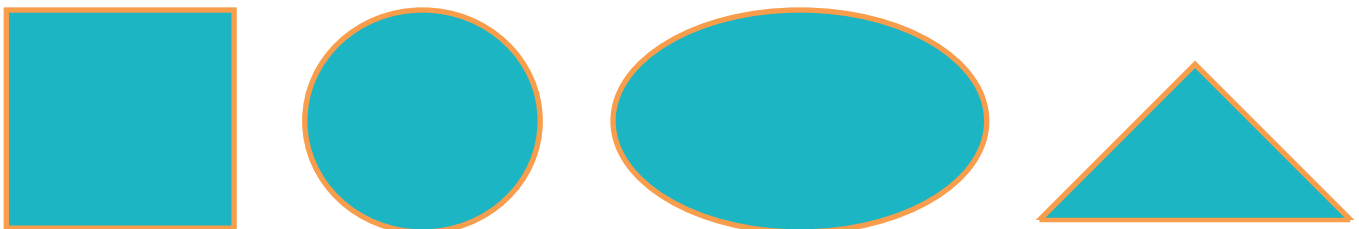
- Read to the child and complete the instructions:** These letters are uppercase R and lowercase r. We have been practicing these letters in the flip book. Point to uppercase R. Point to lowercase r. What does the letter R say? [/R/ (as in RUN)]

R r

- Have the child trace the uppercase Rs.** Make sure the child holds the pencil correctly and follows the numbers and arrows.



- Have the child play the game "Hide & Seek Pets"** (from the Activity Packet) by following these instructions.
  1. Lay out all the items. Without the child seeing, place the three animals behind three of the items.
  2. Have the child choose an item and say the letter name and the sound the letter makes. The child may then pick up the item to see if a pet is behind it. Have the child continue until they find all three pets. Repeat the game if desired.
- Read to the child and complete the instructions:** These are shapes. Say a shape and have the child point to the shape. Repeat all the shapes several times. Then, give the child a penny, a nickel, and a dime. Ask the child how many cents each coin is worth. **Read to the child:** Put the penny on the circle. Put the dime on the square. Put the nickel on the triangle. Put the penny on the oval. Put the nickel on the square. Put the dime on the triangle.



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- Practice letters and sounds using the *Letter Flip Book M–S*.
- Read to the child and complete the instructions: Look at this beautiful photograph of a little brown bird. A painting or drawing is made by a person using paint, crayons, or pencils. A photograph comes from someone taking a picture with a camera. I am going to read a poem about a little brown bird.

A little bird, with feathers brown  
Sat singing on a tree;  
The song was very soft and low  
But sweet as it could be.

Read the poem again, one line at a time, and have the child repeat each line. Have the child find and circle two letter As in the poem. Have the child find and circle two letter Bs in the poem.

- Read to the child: Point to the bird's beak. What letter does BEAK start with? Point to the bird's feathers. What letter does FEATHERS start with?



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# Cotton Swab Dots

Using a cotton swab and paint, have the child make the number of dots indicated in each box.

3

2

5

4

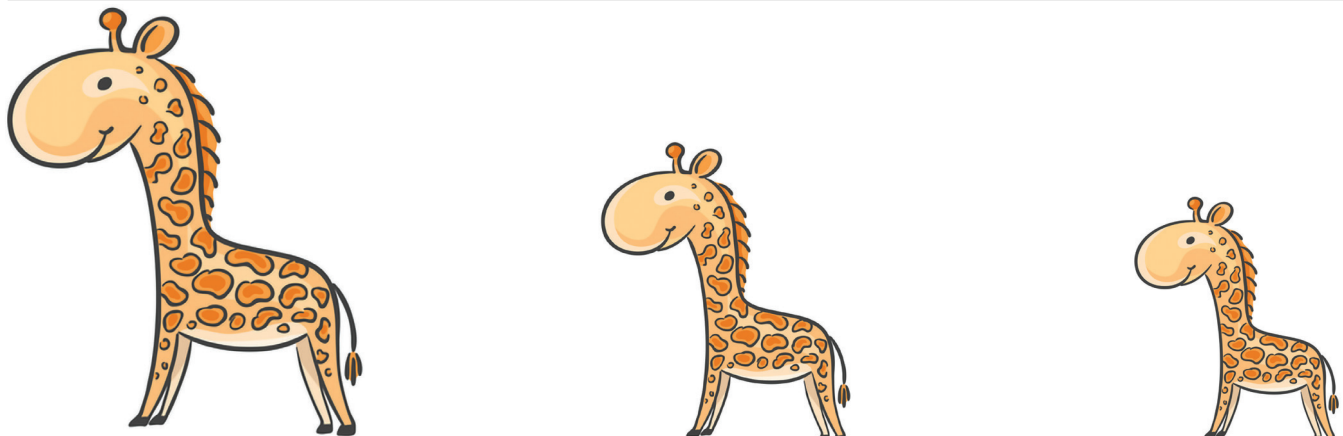
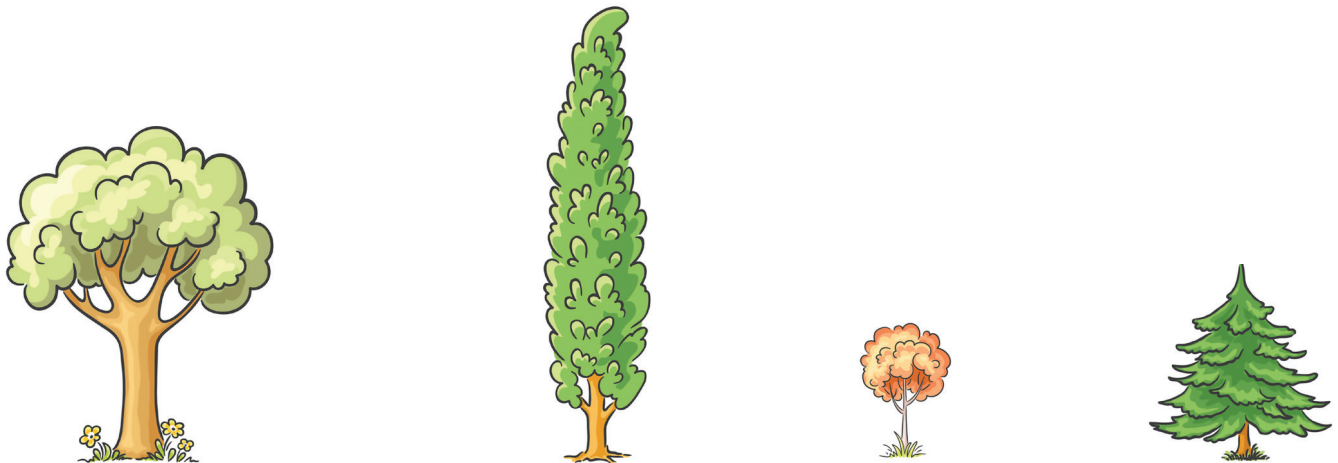
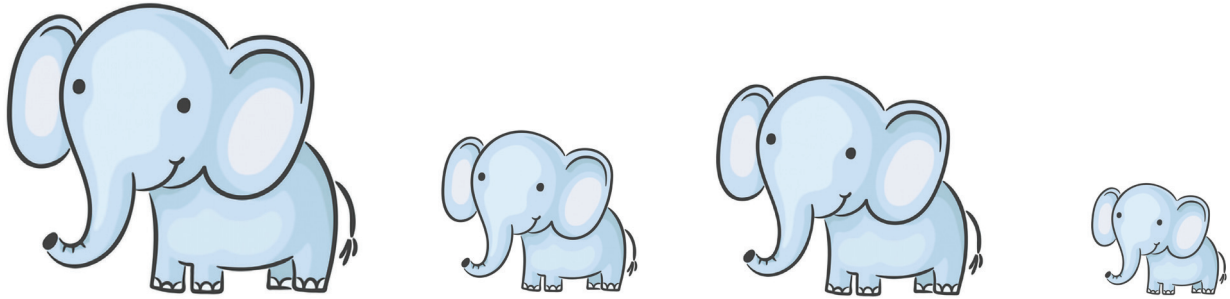
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# Tallest and Shortest

Have the child count the items in each row. Then, have the child point to the tallest and shortest item in each row.

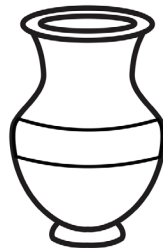
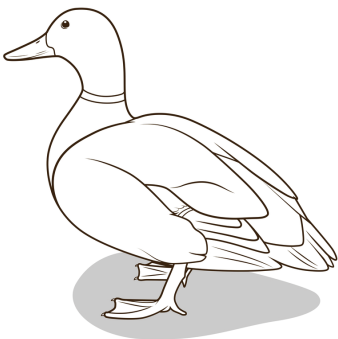
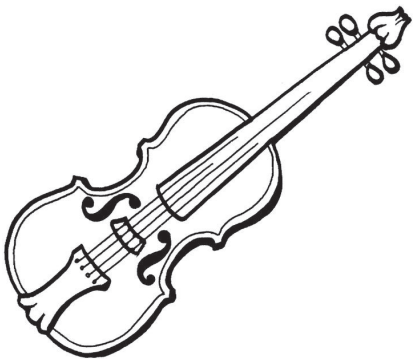




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# Rhyming Words

1. Have the child color the picture or pictures that start with the letter V on each row.
2. Have the child circle the two words that rhyme on each row. Explain that rhyming words end with the same sounds.



## THE GOOD AND THE BEAUTIFUL — PRE-K

## LESSON 46

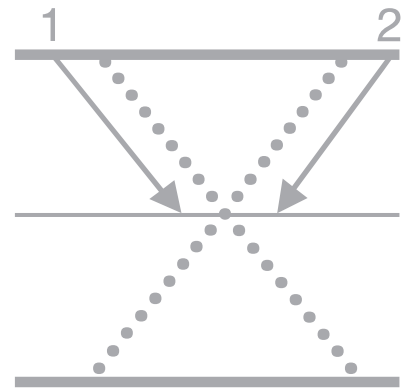
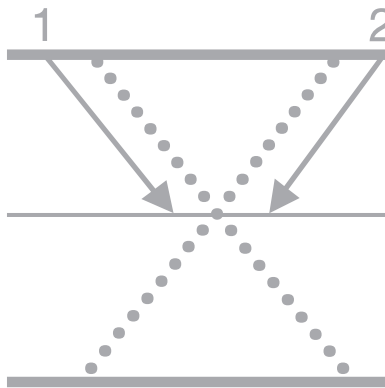
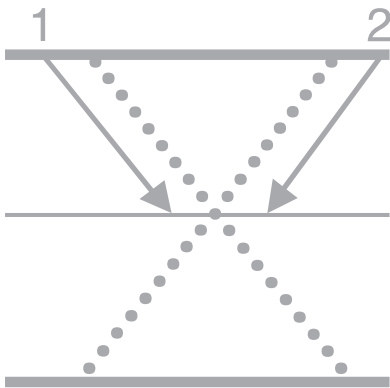
**Items needed: crayons**

- Using the *Letter Flip Book T–Z*, help the child practice the letter names and sounds.
- Read to the child and complete the instructions:

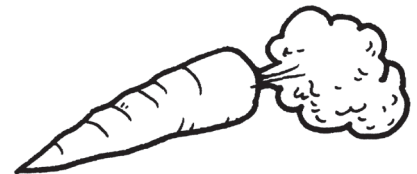
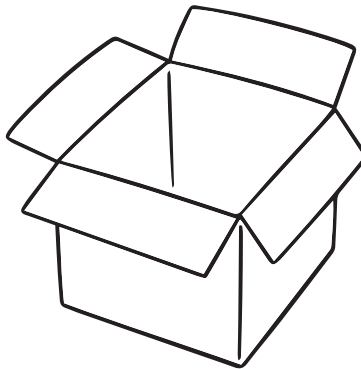
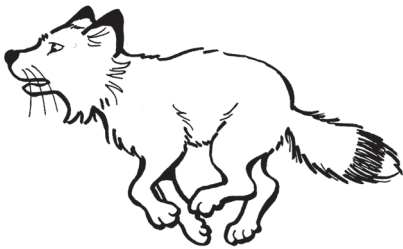
These letters are uppercase X and lowercase x. The letter X says /KS/ as at the end of FOX. Point to the uppercase X. Point to the lowercase x. What does the letter X say? [/KS/ (as at the end of FOX)]

X x

- Have the child trace the uppercase Xs. Make sure the child holds the pencil correctly and follows the numbers and arrows.



- Have the child color all the items that **END** with X.



- Have the child sing the alphabet. Work on any parts of the song with which the child struggles.




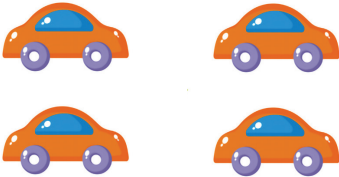
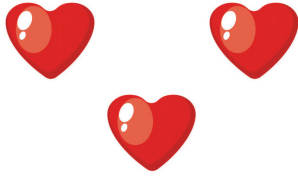
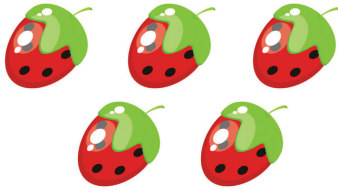


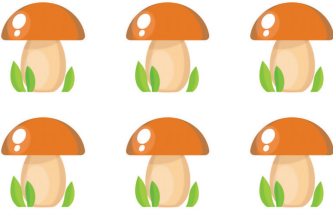
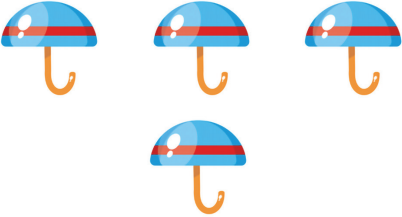



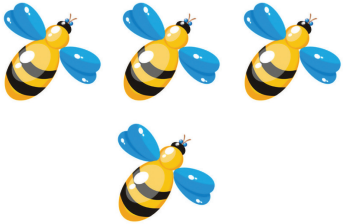
## THE GOOD AND THE BEAUTIFUL — PRE-K

- Read to the child and complete the instructions:** Let's look at the picture below of a family. What letter does FAMILY start with? How many people are in the picture? What letter does PEOPLE start with? What is the mom holding? What letter does CAKE start with? What letters are on the cake? What color is the sun? What letter does SUN start with? What color is the little girl's dress? What letter does RED start with? What color are the dad's pants? What letter does BLUE start with?



# Number Match

Have the child name the item in each picture and the letter with which it starts. Then, have the child count how many there are and circle the correct number.

 1                      3	 2                      4	 6                      3
 5                      7	 2                      3	 4                      3
 6                      7	 4                      5	 7                      1
 7                      8	 4                      2	 5                      4

THE GOOD AND THE BEAUTIFUL — PRE-K

## LESSON 52

**Items needed: household items (see below), 20 chocolate chips (optional), "Swat the Fly" game (from the Activity Packet), fly swatter**

- Practice naming the vowels with the child (A, E, I, O, U, and sometimes Y).
- Have the child cross out the letter on each row that is not a vowel.

A   E   I   T  
E   I   K   U  
A   O   W   E

- As a review, have the child play "Swat the Fly" (from the Activity Packet). Lay out each of the sets of letters. Say a letter, and then have the child swat that letter with a fly swatter and say the name of the letter.
- Read to the child and complete the instructions: For each line below, point to the letters and say the name of each letter. For the empty spot, say the name of the vowel that is missing.

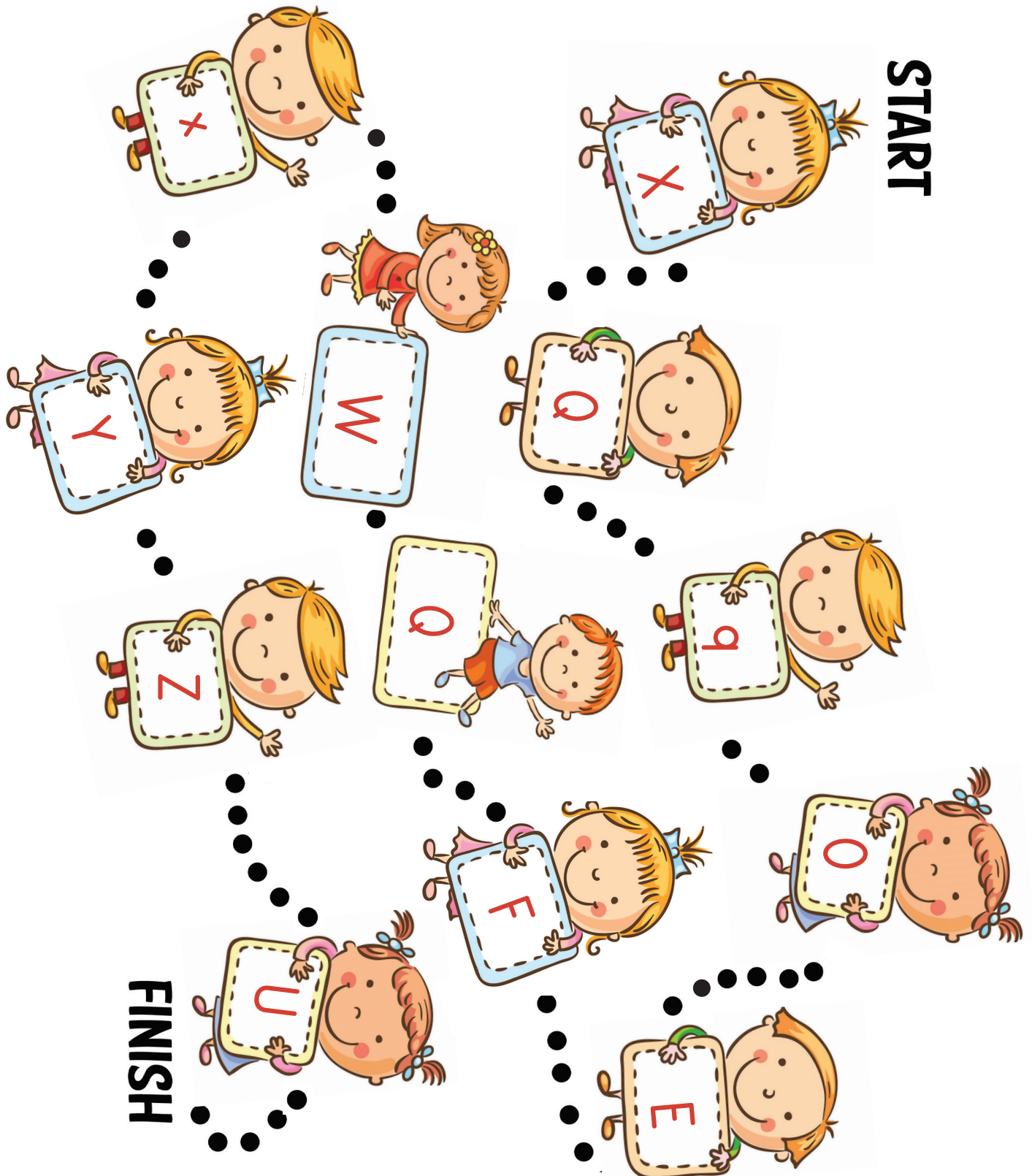
\_   E   I   O   U   and sometimes Y  
A   \_   I   O   U   and sometimes Y

- In a box or on the table, place 6–10 of the items listed below. Explain to the child that you will tell them a letter and they must pick up an item that begins with that letter. Keep going until all the items have been picked up.

toy car, toy tractor, apple, pencil, book, block, spoon, fork, tape, glue, envelope, banana, crayon, cup, paper clip (or other small items of your choosing)

## THE GOOD AND THE BEAUTIFUL — PRE-K

- Read to the child:** The children on this page are all smiling! When we smile, it makes us happy and it makes other people happy too! It is a wonderful thing to make other people feel happy. **Have the child point to the letter on the first sign and say the letter name. Have the child do this for all letters on the path. Then, do the path again, this time saying the sound the letter makes.**



# ACTIVITY PACKET



## PRE-K COURSE

FOR USE WITH THE PRE-K COURSE BOOK

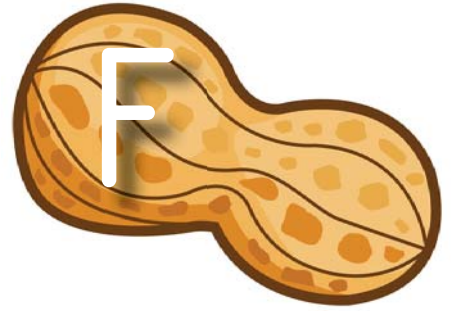
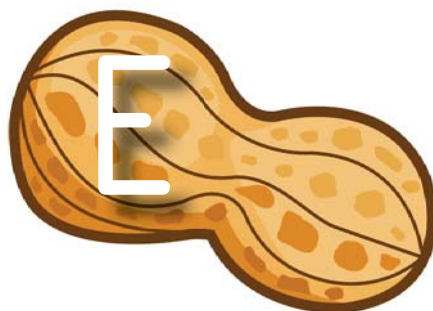
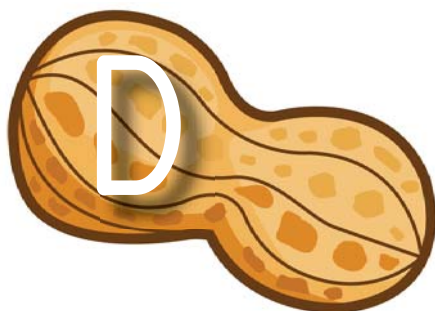
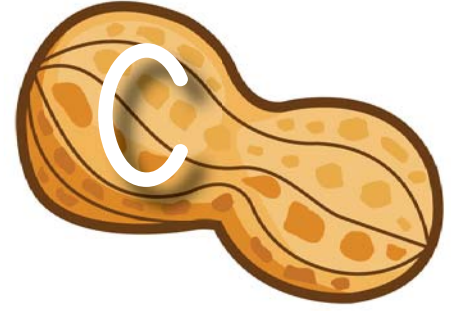
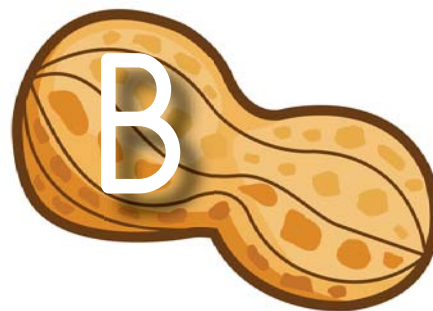
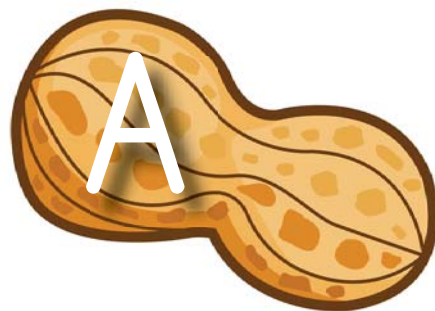
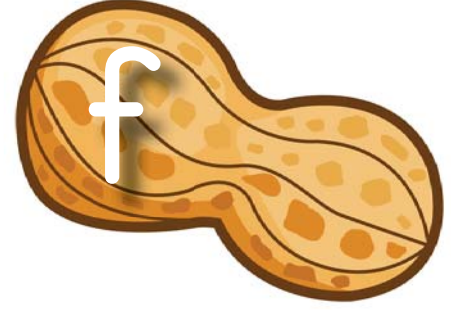
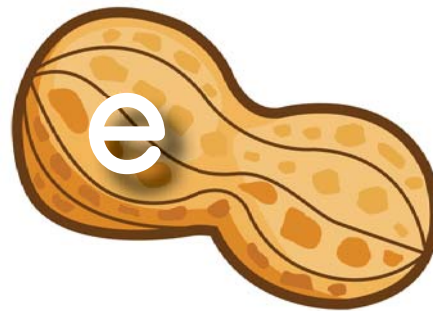
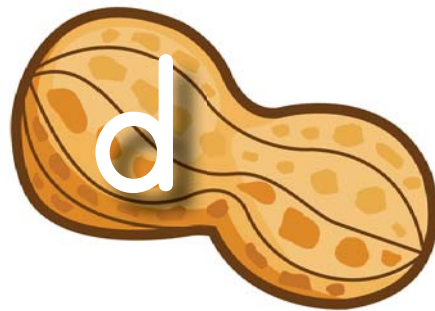
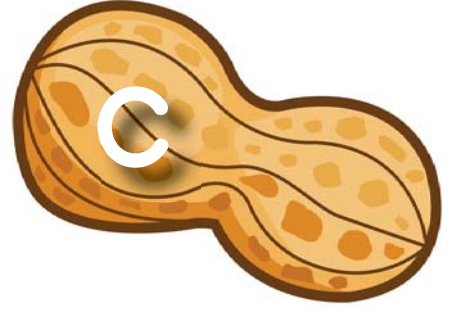
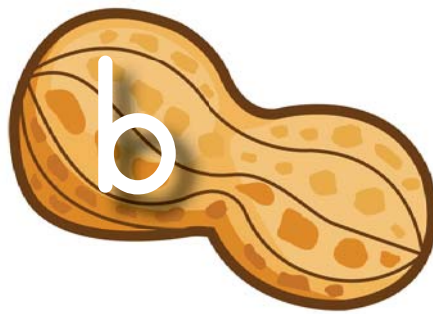
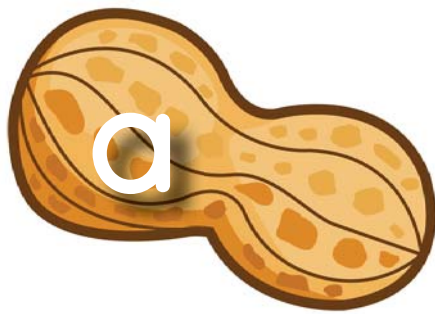
- Feed the Elephant
- Letter Cube
- Mouse House
- Hide & Seek Pets
- Swat the Fly
- Number Slider
- Letter Memory

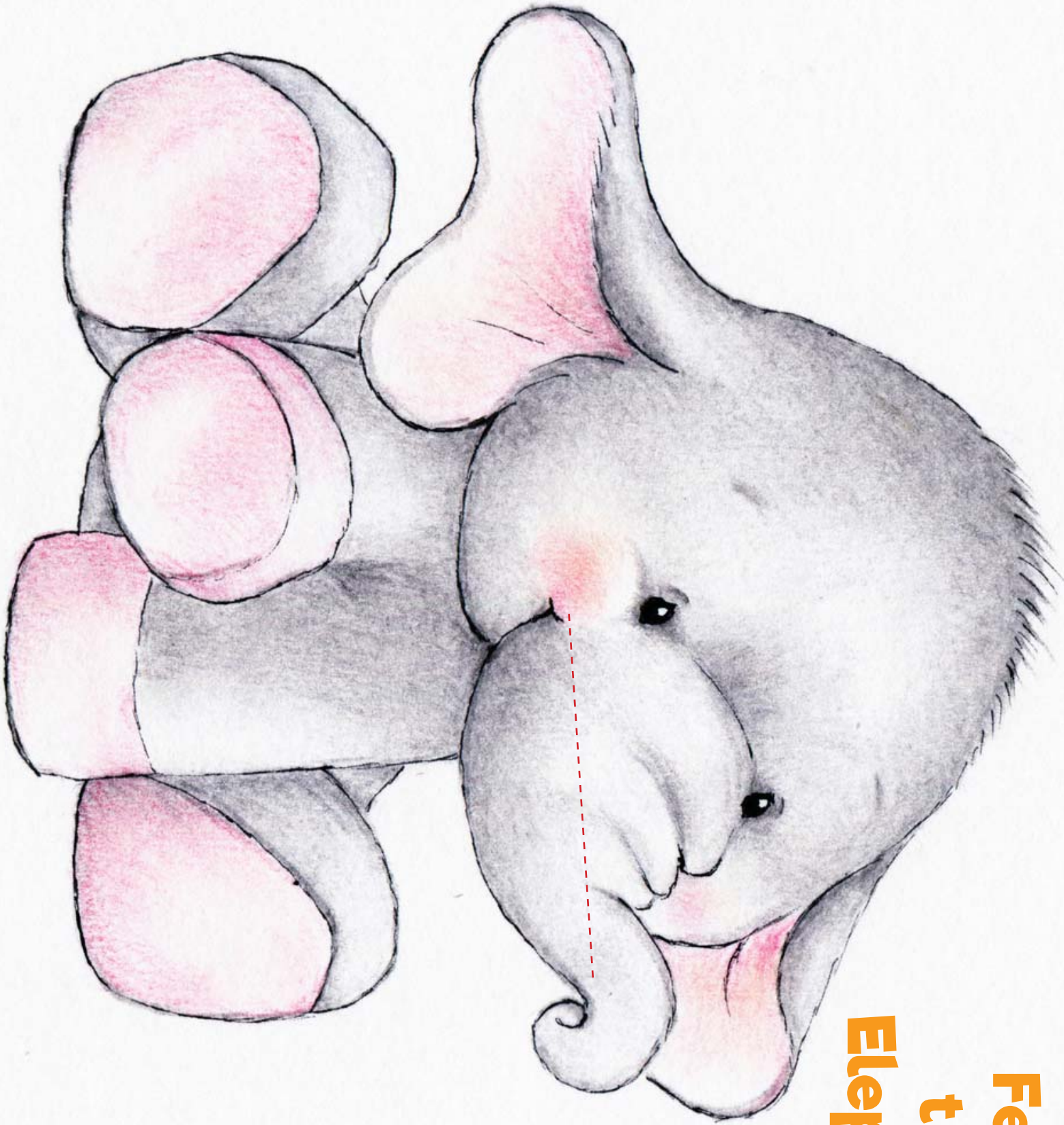
**Instructions:** Cut out the instructions and the activities before beginning the course. Store each activity in a zip-lock bag with the instructions. Complete games and activities when indicated by course book or whenever desired.



# Feed the Elephant

1. Cut out the peanuts on this page. Cut along the red dashed line (on the elephant's trunk) on the next page.
2. Lay the peanuts and the next page, titled "Feed the Elephant," on the table.
3. Tell child to choose the upper case A peanut and "feed" it to the elephant by inserting it into the trunk of the elephant. Repeat with all of the letters.





**Feed**

**the**

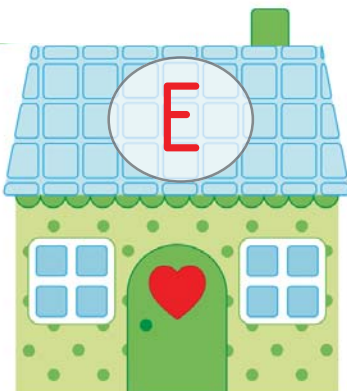
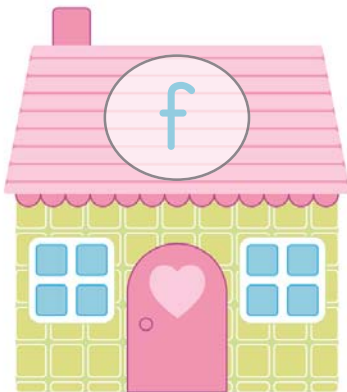
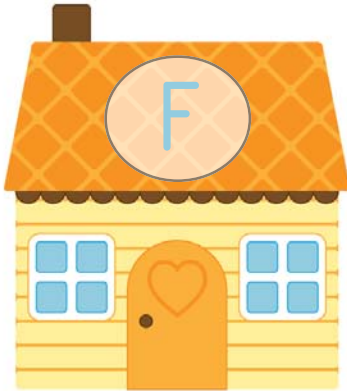
**Elephant**





# MOUSE HOUSE

1. Cut out the houses and the mouse.
2. Lay out all of the houses face up. Without child seeing, place the mouse behind one of the houses.
3. Have child choose a house and say the letter name and the sound the letter makes. Child may then pick up the house to see if the mouse is behind it. Have child continue until they find the mouse. Repeat the game if desired.





# Number Slider

1. Cut out circle. Cut slits on dotted lines.
2. Cut out the number strip on next page. Insert strip into slider so one number shows on the front at a time.
3. Have child pull the number strip through as they say the name of the number.



**Number Slider**



# Letter Memory

## Two Ways to Play After You Have Cut Out All of the Cards

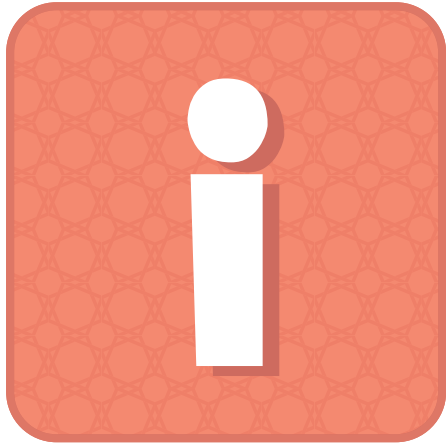
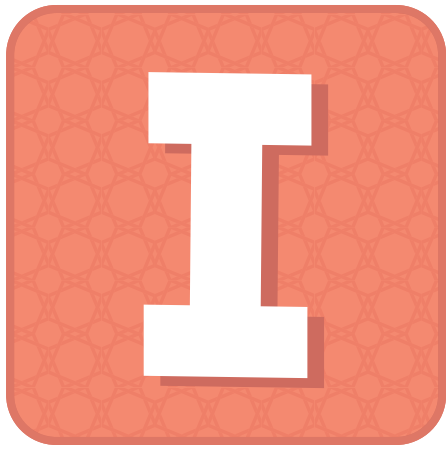
### #1

1. Use only the cards with letters on the back. Lay the cards out facedown.
2. The first player selects two cards. If the cards are matching letters (upper case and lower case), the player gets to keep the cards and go again. If the cards do not match, the player returns the cards to their spot, and their turn is over. It is then the turn for the second player.

### #2

1. Use all of the cards. Lay the cards out facedown.
2. The first player selects two cards. If the cards are a letter that matches the first sound of a picture, the player gets to keep the cards and go again. If the cards do not match, the player returns the cards to their spots, and their turn is over. It is then the second player's turn. Note that there are two of each picture since there are two of each letter (upper case or lower case).









# LETTERS A-F

PRE-K ALPHABET FLIP BOOK

The Good and the Beautiful

A

b



F

C





E

a



D

f



B

e



c

d

