

Christian Liberty Preschool



Teacher's Guide

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Page 1—Listening Skills

Unit 1

Listening Skills pages are designed to help the student learn how to follow directions. The point of these pages is to have the student sit with the teacher and listen to the instructions before he does anything on the page.

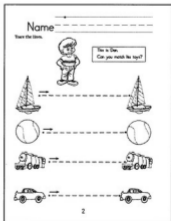
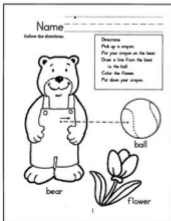
Read the first line of the directions (e.g., "Pick up a crayon.")—page 1 of the *Activity Book*) to the student and wait for him to do what you asked. Then read the second line of the directions ("Put your crayon on the bear") and wait for him to do it. Next, read the third line ("Draw a line from the bear to the ball"). Then read the next line of the directions ("Color the flower"). End with the final line ("Put down your crayon").

Page 2—Pre-Writing Skills

On pages like this, the student should work on the proper **pencil-holding technique**. We recommend the use of a fat, triangular-shaped pencil or pencil grip to help small fingers get a good hold and proper position.

The student should also work on **eye-hand coordination** and developing **fine motor skills** as he works on staying on the lines. Teach your student to "look ahead" to figure out where he is supposed to end up before he starts to make lines; in this way he can stay on target as he draws the lines. Remind him to hold his pencil properly every time he draws lines.

"Practice makes perfect" and develops good habits! For further practice, see the *Drill Book* pages 1-4.



Page 3—Listening Skills

The point of this page is to have the student sit with the teacher and listen to the instructions before he does anything on the page.

Read the first line of the directions (e.g., "Pick up a blue crayon.")—page 3 of the *Activity Book* to your student and wait for him to do what you asked. Then read the second line of the directions ("Draw a line from the swan to the fish") and wait for him to do it. Next, read the third line ("Color the cat"). End with the final line ("Put down your crayon").

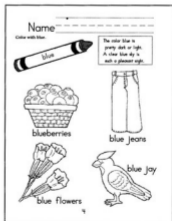
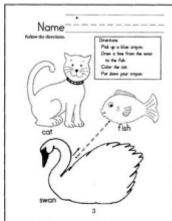
Page 4—Colors

On pages like this, play games or do activities to develop color awareness. For example, have your student go around the room and see what she can find that is the color blue (see page 4 of the *Activity Book*). Having her use a particular color when coloring or painting is also helpful. Another way to reinforce color awareness is to play *Candy Land*®.

In a school setting, use "circle time" to have the students find something in the room that is a certain color and bring it back to their seats. One by one, ask them to stand up and tell what they found.

Another way to do this in a school setting is to have the students bring something from home that is a certain color. Have a day when students wear that color and you provide a snack of that color (e.g., blue day—blueberries; yellow day—bananas).

This is also a good time to have your students paint with the color they are learning.



Page 5—Listening Skills

The point of this page is to have the student sit with the teacher and listen to the instructions before he does anything on the page.

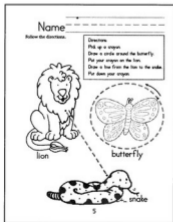
Read the first line of the directions (e.g., "Pick up a crayon."—page 5 of the *Activity Book*) to your student and wait for him to do what you asked. Then read the second line of the directions ("Draw a circle around the butterfly") and wait for him to do it. Next, read the third line ("Put your crayon on the lion"). Then read the next line of the directions ("Draw a line from the lion to the snake"). End with the final line ("Put down your crayon").

Page 6—Pre-Writing Skills

The student should work on the proper **pencil-holding technique**. We recommend the use of a fat, triangular-shaped pencil or pencil grip to help small fingers get a good hold and proper position.

The student should also work on **eye-hand coordination** and developing **fine motor skills** as he works on staying on the lines. Teach your student to "look ahead" to figure out where he is supposed to end up before he starts to make lines; in this way he can stay on target as he draws the lines. Remind him to hold his pencil properly every time he draws lines.

"Practice makes perfect" and develops good habits! For further practice, see the *Drill Book* pages 1–4.



Page 7—Listening Skills

The point of this page is to have the student sit with the teacher and listen to the instructions before he does anything on the page.

Read the first line of the directions (e.g., "Pick up a red crayon,"—page 7 of the *Activity Book*) to your student and wait for him to do what you asked. Then read the second line of the directions ("Put your crayon on the leaf") and wait for him to do it. Next, read the third line ("Draw a line from the leaf to the sun"). Then read the next line of the directions ("Color the apple"). End with the final line ("Put down your crayon").

You may use this time to discuss how God created the sun to help plants (e.g., apple trees) to grow and produce fruit (e.g., apples).

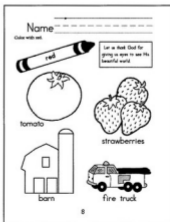
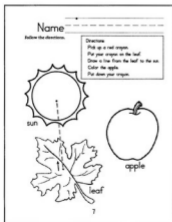
Page 8—Colors

Play a game or do an activity to develop the awareness of the color red. For example, have your student go around the room and see what she can find that is the color red (see page 8 of the *Activity Book*). Having her use a particular color when coloring or painting is also helpful. Another way to reinforce color awareness is to play *Candy Land*[®].

In a school setting, use "circle time" to have the students find something in the room that is a certain color and bring it back to their seats. One by one, ask them to stand up and tell what they found.

Another way to do this in a school setting is to have the students bring something from home that is a certain color. Have a day when students wear that color and you provide a snack of that color (e.g., red day—apples; green day—kiwi fruit).

This is also a good time to have your students paint with the color they are learning.



The *Christian Liberty Preschool* program introduces students to the letters of the alphabet and the counting numbers, 0 through 10. Students will also learn about colors, shapes, size, matching, opposites, patterns, and other basic skills. This 30-week program provides preschool students with an excellent foundation for the Christian Liberty Press *Adventures in Phonics* program.

This *Preschool Teacher's Guide* provides page by page guidelines for teaching the *Christian Liberty Preschool* program, focusing on the *Activity Book* in conjunction with the *Drill Book* and five phonics readers. A suggested course outline, teacher hints, evaluation forms, alphabet charts and cards, a number line, and other helpful ideas and activities are also included.



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