



Preschool Overview and Samples



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All of this curriculum is available for your entire family for only \$59!

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Introduction to Torah Foundations (Bible Curriculum)

This curriculum is only the first in a series of three, and it covers Genesis to Deuteronomy using the typical Jewish Torah portions read in synagogues each week (Acts 15:21).

A Typical Day

We'd like to show you what a typical study of the weekly Torah portion looks like in our home.

1. First, if we haven't already done so, **we start our day with prayer.**
2. Now **we work on learning the week's memory verse.** You can read some of our methods below.
3. Dad, Mom, or an older student, then **reads the day's Torah portion aloud.** You may use the Bible translation of your choice.
4. Often we will suggest **discussion questions and activities for you to do.** Please feel free to add to or subtract from our suggestions, depending on the needs and interests of your family, always listening to the leading of the Spirit.
5. Twice each week, we like to have a **"Bible Drill."** This is a game in which children race each other to find passages of Scripture in their own Bibles. We urge you to play this game often so your children will gain the essential skill of finding passages in God's Word quickly! You might want to wait until your children are old enough to read fairly well on their own (typically 2nd or 3rd grade). At this age, we purchase a good-quality Bible for our children, one which lies flat when opened.
6. At the end of each week, our notes suggest that your children **write in their journals.** Our children each have a spiral or 3-ring notebook that is their Bible Journal. Once a week, they review what they've learned that week by telling about it in their journal. Young ones might draw a picture and have Mom write about it below. They might copy their memory verse. Older ones might tell what they've learned in their private Bible reading or copywork time. This journal will not only provide a record of their education; it will also become a priceless treasure that helps to cement God's truth in their hearts.
7. **Please be open to the Holy Spirit as you work through His Torah portions.** Always be ready to discuss important concepts with your children and answer their questions. We have added notes and teaching ideas for some of the lessons but not all. (Note: these are all *optional* and will vary in difficulty). If you come up with additional learning ideas, record them so that you'll remember them next time you cover this material. Ask YHWH to make His Torah meaningful to each of your children.

B'reisheet | בראשית | "In the Beginning"

(Genesis 1:1 - 6:8)

	Day 1	Day 2	Day 3	Day 4	Day 5
Memory Verse*	<input type="checkbox"/> illustrate	<input type="checkbox"/> write	<input type="checkbox"/> motions	<input type="checkbox"/> contests	<input type="checkbox"/> test
Read the Parashah	<input type="checkbox"/> Genesis 1:1-2:3	<input type="checkbox"/> Genesis 2:4-3:24	<input type="checkbox"/> Genesis 4	<input type="checkbox"/> Genesis 5:1-6:8	<input type="checkbox"/> Haftarah: Isaiah 42:5 - 43:10
Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Activities		<input type="checkbox"/> Bible drill*		<input type="checkbox"/> Bible drill*	<input type="checkbox"/> Journals*

Mom's Notes:

Memory Verse:

Hebrews 11:3 – "Through faith we understand that the worlds were framed by the word of God, so that things which are seen were not made of things which do appear."

Bible Drills:

Tuesday – The Word is...

- ☐ Psalm 119:105
- ☐ Ephesians 5:26
- ☐ John 1:14
- ☐ Hebrews 4:12
- ☐ James 1:25

Thursday – The Word is...

- ☐ John 15:3
- ☐ Jeremiah 23:29
- ☐ Ephesians 6:17
- ☐ Jeremiah 20:9
- ☐ Revelation 19:13

Optional Activities and Links:

- <http://ministry-to-children.com/bible-coloring-pages/creation/>
- <http://www.challahcrumbs.com/wonderful-word-search-bereshit/>
- [http://www.onetorahforall.com/childrens%20parasha/B'reshit%20\(Children's%20Parsha\).pdf](http://www.onetorahforall.com/childrens%20parasha/B'reshit%20(Children's%20Parsha).pdf)
- <http://www.restorationoftorah.org/images/torahportions/children/BereishitChildren.pdf>
- http://www.hoshanarabbah.org/pdfs/te/te_breisheet.pdf

*See tips for Bible memory, Bible drills, and journals [on our website](#).

B'reisheet – Discussion and Activities

Day 1

- ☐ According to Genesis 1:3, how did YHWH create the world? (“And God said”) Look up John 1:1-3, 10 and Hebrews 11:3. How did God create the world? (by His Word)
- ☐ What does it mean to be made in the image of God? (See Genesis 1:27.) You may also wish to read Genesis 5:2, Psalm 8:1-9, and 1 Corinthians 11:7.
- ☐ Using a Strong’s concordance, look up the words “ended” and “rested” in Genesis 2:2. What do these words mean in Hebrew? Why did God cease from His labor? (Note: We will frequently use a Strong’s concordance in this curriculum. You may wish to use <http://blueletterbible.org> online.)
- ☐ Note the fun Creation song on the next page.

Day 2

- ☐ Look up the Hebrew meaning of the name “Adam.” (See Genesis 2:19-20.)
- ☐ Look up the Hebrew meaning of the name “Eve.” (See Genesis 3:20.)
- ☐ According to Genesis 1:26-30 and Genesis 2:5, what was man’s job?
- ☐ One way the serpent tempted Even was to cause her to doubt what God really said. (See Genesis 3:1.) Look up three kinds of temptation listed in 1 John 2:15. How did Yeshua defeat temptation in Matthew 4:4, 7, and 10? (“It is written...”) You might also wish to read Ephesians 6:10-18.

Day 3

- ☐ Why do you think YHWH would not accept Cain’s sacrifice? Read Hebrews 11:4.
- ☐ Name some inventions and first things that are listed in Genesis 4. (For instance, the first city (verse 17), the first music (verse 21), etc.)
- ☐ Read Genesis 4:26. What do you think it means to “call upon the name of YHWH”?

Day 4

- ☐ Look up the meanings of the names listed in chapter 5. What do these tell you about what the world was like at this time?
- ☐ What does it mean to “walk with God”? (See Genesis 5:24.)
- ☐ What does it mean that Noah “found grace in the eyes of YHWH”? (See Genesis 6:8.) Read Hebrews 11:5-7.

Day 5

- ☐ The “Haftarah” was compiled during the time of the Maccabees, when the Greek government over Judah would not allow the Jews to read from the Torah. Righteous men compiled a *haftarah* schedule of passages outside the Torah that would help them remember what each Torah portion was about. Can you find the similarities between each week’s Torah portion and Haftarah portion?
- ☐ As you read today, name some specific things which YHWH created.

**Our activities are based on the King James Version. If you’re using another translation of the Bible, feel free to adapt these activities.*

“On Day One”

by Melody Waring (to the tune of “This Old Man”)

On day one,
Yahweh made light,
He made day and He made night.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day two,
Yahweh made Heaven,
Made it as a place for livin’.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day three,
Yahweh made earth
With some trees and plants and herbs.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day four,
He made the sun,
Stars and moon for sparkly fun.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day five,
Yahweh made fish,
Birds and whales with tails that swish.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day six,
Yahweh made critters,
You and me and things that jitters,
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day seven,
Yahweh said, “Rest
‘Cause I love you, and it’s best!”
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

Some people
Seem to think
Yahweh did not make everything, but
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

Source: <http://torahschool.wordpress.com/2011/10/08/breisheet-%D7%91%D7%A8%D7%90%D7%A9%D7%99%D7%AA-in-the-beginning-2/>

Through faith we understand
that the worlds were
framed by the word of God,
so that things which are
seen were not made of
things which do appear.

Hebrews 11:3

*Through faith we understand that the worlds
were framed by the word of God, so that things
which are seen were not made of things which do
appear. - Hebrews 11:3*

Craft - B'reisheet

One of the reasons we make crafts each week is so that we can learn to bless others with the things our hands have made. We think you'll probably agree with us that just filling our homes with paper isn't a very good use of time and resources.

However, this week we have two crafts that are intended as learning devices, to help your children remember the works of creation. You may wish to have your children present these crafts to some elderly people in your congregation or a local nursing home, giving a short "teaching" about the days of creation and what they learned in this week's Torah portion. On the other hand, you might wish to keep these crafts at home in a notebook or on display so that your children will remember what they have learned.

Craft #1

[Creation Wheel Craft](#) – This simple "wheel" will help your children remember what YHWH created on each day of the first week.

Craft #2

["Create in Me a Clean Heart"](#) – This craft is taken from [Psalm 51:10](#). When YHWH created Man, He created him without sin and perfect. How did Man's sin harm God's creation? What personal sins do we struggle with? How does YHWH create a new heart within us? See also [2 Corinthians 5:17](#).

Source for this week's crafts: <http://www.maryricehopkins.com/educators/crafts.htm>

Introduction to Foundations of Preschool

We have three goals in providing lesson plans for children who are aged 5 and younger:

- **To train them in orderliness, respect for others, self-control, and biblical character** - These character qualities form the foundation of everything else in life. The books of Deuteronomy and Proverbs are emphasized, and plenty of advice and help for parents is included in the lesson plans.
- **To give them special time with Mom** - Little ones can get left out when life gets busy. Our plans will remind you of priorities of motherhood. You'll enjoy spending time doing activities with your children, and you'll cultivate special memories while feeling good that you remembered to teach them important skills and life lessons from Scripture.
- **To help mothers feel less overwhelmed** - You don't have to do everything we recommend, but you'll probably enjoy having "check boxes" of the common sense things you want to remember with your preschoolers. We even remind you of character qualities you can develop in your own life, such as joy, peace, and contentment.

Our lesson plans are based on 5 activities we recommend for preschoolers each day. Please note that we believe in short, easy lessons.

- **Learning Time** - We'll give you short and pleasurable ideas for basic life skills that all preschoolers should learn, from Scripture memory work, ABCs, 123s, telling time, manners, and more.
- **Creative Time** - We'll recommend fun table-time activities your preschoolers can work on by themselves, with you or an older sibling in the room.
- **Building Time** - We'll suggest hands-on playtime activities that will help your preschoolers develop self-control, imagination, and attention-building skills.
- **Outside Time** - We'll recommend ways to encourage your preschoolers to play outside, weather permitting, or at least to get up and moving inside.
- **Rest Time** - We'll give gentle ideas for ways your youngest children can rest, relax, and get away from the over-stimulation that often occurs in a busy, homeschooling household.

Skills We Cover

- Five Senses
- Language Development
- Pre-reading
- Relationships (longer/shorter, on top of, etc.)
- Sorting and Classifying
- Counting and Measuring
- Problem Solving
- Exploring
- Creativity
- Family Identity
- Physical Growth

AGES

Preschool curriculum is intended primarily for children ages 3-5 who do not yet know the sounds of the letters of the alphabet.

A Note about Schedules

“Schedule” is often a bad word among parents of preschoolers. Maybe “flexible routine” would be a more realistic way to say it, but we have found that having a daily schedule is a foundation to a peaceful and joyful home. You can read more about why we believe this way in our book, *The Four Foundations of Lifelong Learning*, available free with your membership.

We strongly advise that you set up a schedule for your preschooler’s day. Here are some tips to help you get started:

- Get out a **blank piece of paper** and divide it into half-hour time slots.
- Pencil in 3 consistent **meal times**, plus maybe some snack times. For the sake of your child’s metabolism and circadian rhythms, try to feed him at close to the same times each day.
- Plan for a **nap** after lunch.
- What time does your child normally **wake up** in the morning? What time would you like to have him **in bed** at night? (Preschool children need at least 10 hours of sleep each night.)
- What are some **other activities** that happen each day? Baths, bedtime routines, and events outside the home?
- Don’t forget to start training your child to do simple household **chores**. After breakfast, before supper, and before bed are three good times for picking up toys, taking care of his room and play areas, and helping with small kitchen jobs.
- What **“together” times** does your family have? Do you read the Torah portion together as a family each day? Do you have a family read-aloud time?

Now you can start to see how much time is left over in your child’s day. If you have school-aged children that you’re teaching, you probably face some frustration of finding things for your preschool child to do during that time. Here are some suggestions:

- Can your preschooler **play alone** while you teach phonics or other, more intensive subjects to your older children? Plan 20-30 minutes a day for your child to play in a safe place, supervised but not needing to be entertained by anyone else. (By the way, this is *good* for him! It teaches him many helpful skills, increases his attention span, and boosts his creativity.)
- Our curriculum provides suggestions for 5 time periods. Depending on the age of your child and your family’s circumstances, put these time periods into your schedule, giving each one 30-60 minutes.
 - **Learning Time** — This is with Mom.
 - **Creative Time** — This one is near Mom and needing Mom’s help at the beginning and maybe at the end to clean up.
 - **Building Time** — This one is in the same room as Mom or a responsible sibling. This could also be done during his independent, alone time (see above).

- **Outside Time** — Depending on your circumstances, this one is with a responsible sibling or with Mom nearby. (“Outside time” means “active movement time,” so when weather outside is bad, just move the activity to a safe place indoors.)
- **Rest Time** — This one is maybe in the living room, or in a quiet corner of the house, with Mom’s oversight but not necessarily anyone else’s presence. (Use your good judgment....)
- **Siblings** can be a big help. Can they take turns playing with each other, as partners, for a short time each day? You’ll have to decide how well this could work in your own particular family.

The number one skill your child will need, in order for a schedule to work, is *obedience*. But isn’t this one of the most important things your child needs to learn anyway?

“Honor your father and your mother, that your days may be long in the land that the Lord your God is giving you” (Exodus 20:12, ESV).

“Children, obey your parents in the Lord, for this is right. ‘Honor your father and mother’ (this is the first commandment with a promise), ‘that it may go well with you and that you may live long in the land’” (Ephesians 6:1-3, ESV).

If I ask my children to do something, I expect them to obey. In our home, obedience is defined as obeying immediately and completely, with a happy spirit.

So I ask myself:

- Did the child obey immediately?
- Did the child obey completely?
- Did the child have a happy spirit?

If I had to answer “No” to any of these questions, then the child did not obey.

“The rod and reproof give wisdom, but a child left to himself brings shame to his mother” (Proverbs 29:15, ESV).”

Preschool – Week 1

Learning Time

- ☐ Learn the letter Aa this week, using *Let's Learn Our Bible!* from Sonbeams, pp. 1 – 13 (included with curriculum).
- ☐ Sing “All Have Sinned” (track 1) of *ABC Bible Memory Verse Songs* (included with curriculum).

Notes:

- ☐ The Sonbeams curriculum does not use sacred names, such as Yeshua. It isn't hard to adapt, however; and her emphasis on both our redemption through the Messiah as well as obedience to our Father is very nice.
- ☐ You might want to adapt phrases such as “live as a Christian” to “live as disciples of Yeshua” (p. 6). These mean the same thing, but this might be closer to what your children are used to.

Supplies Needed This Week:

- ☐ Poster board – to make a Bible verse chart (p. ii)

Creative Time

This week we're going to make a “Touch and Tell” box that your child can use to guess what's inside.

- ☐ Prepare a box.
 1. Get a large cardboard box, scissors, and heavy tape (such as duct or packing tape).
 2. Tape the top of the box closed.
 3. Cut 3-inch holes on the two opposite sides of the box.
- ☐ *Note: Let your child help you while you prepare the box! Talk with him while you work, using words such as up, inside, opposite, under.*

During the child's “Creative Time,” Let your child decorate the box however he wishes, using markers and paint, or cutting out shapes from construction paper and gluing them on the box. He could even decorate a little bit each day.

How to Play:

Fill the box with fun objects – a spoon, plastic cup, stone, sponge, straw, mitten, crayon, scarf, small toy, sock.

See if your child can identify the objects by feeling them.

Let your child try filling the box for other family members to feel inside and guess. He'll probably giggle a lot!

Note: See "Rest Time" below for a second activity that could be completed when the "Touch and Tell" box has been fully decorated.

Build Time

Idea #1 – Follow the Leader (with trucks or dolls)

You select one truck (or doll), and your child selects another. Take the two on a trip around the room, talking about where you are as you move about.

"... under the chair, around the table, over Grandma, over the plant, to the left of the lamp, backwards, after the cat, faster!"

Now let your child use both toys, making one toy be the leader and the other the follower. Encourage him to play this by himself for awhile.

Idea #2 – Blocks

Do you have wooden blocks in your home? We like to keep our blocks in one big container and to pull it out during this scheduled play time. Children love to stack blocks *up*, and knock them *down*. The ability to stack a certain number of blocks is actually used to test cognitive ability!

But making houses, castles, horse bars, and roads is also fun with blocks. You could even combine blocks with Idea #1 above. (Or put a block in your child's "Touch and Tell" box when he isn't looking.)

Outside Time

The theme for this week is "Water, Water, Everywhere." Water play is one of a preschooler's favorite activities. All you need to do is supply some water, a place to play, a few rules, and some materials to supplement.

Places to Play:

- ☐ Bathtub
- ☐ Outside with a big tub filled halfway to the top.
- ☐ A smaller container on a table or floor.
- ☐ In the kitchen sink.
- ☐ With a cleaning bucket and soap suds in the driveway.

Note: Be sure to supervise your child at all times when water is involved.

Other materials that are fun:

- ☐ Old raincoat
- ☐ Sieve
- ☐ Pitcher

- ☐ Plastic bottle tops
- ☐ Balls
- ☐ Sponges
- ☐ Medicine dropper
- ☐ Empty dish detergent or shampoo bottles
- ☐ Turkey baster
- ☐ Plastic sandwich bag
- ☐ Funnel
- ☐ Egg beater
- ☐ Blocks
- ☐ Plastic sippy cup
- ☐ Straws

For variety, try adding salt to the water. What will float and what will sink in salt water? Test in plain water, too.

Rest Time

Note: This idea could be continued up in Creative Time, when the “Touch and Tell” box has been fully decorated.

Begin to make a “Quiet Book” that your child can look at during rest time each day. Prepare by first getting a 3-ring binder for your child and filling it with 20–30 sheets of blank, white paper. (If you have older children doing school work each day, your child will probably be thrilled to have his own notebook!)

We’re going to add pages to this book throughout the year, but let’s begin by having your child make a diary. Each day this week, allow him to draw a picture of what he did today. Even a very small child who is still making scribbles will know exactly what his scribbles are supposed to be.

Have discussions with your child about these pictures. Always try to turn the conversation around to your Heavenly Father. (You may even wish to call Him *Abba*.)

“What did you do today, Honey?”

“Isn’t it a good thing that Abba was watching over us and keeping us safe?”

“Did you play with the dog? Aren’t we so glad that Yeshua made dogs for us to enjoy? We should thank Him!”

“Did you see the new moon today? Abba placed the moon in the sky so we would know what day it is. He is so smart. Could you make the moon, Honey? Me, neither.”

Introduction to Beginner Phonics

Our “beginner” reading program is not really so much a reading program as an introduction to all the letter sounds for ages 4-6. This is a gentle “kindergarten” approach, with one letter sound learned each week. By the end of the year, your child will be able to blend consonants and short vowels and read simple 3-letter words (like *c-a-t*).

Topics Covered

This is the order in which we teach letter sounds for our beginner program:

F, B, M, T, R, A, H, P, S, I, C, D, J, O, N, K, L, U, V, W, G, Y, E, Z, X, Qu

Each week’s lessons include fun activities such as making a letter-of-the-week page, playing fun games, learning a Bible memory verse to go with each letter (with a matching song), and learning beginning handwriting skills.

How to Use This Curriculum

LESSON PLAN FORMAT

The lessons include a “Teacher’s Manual” and “Student Worksheets” that are designed to be printed and inserted into 3-ring binders.

Members may print or download the following:

- Sticker Chart
- ABC Bible Memory Songs - free mp3 download
- Blank Writing Paper

OPTIONAL BOOKS

The following books are scheduled in the lesson plans but ***are not required***. They are just fun additions for families who wish to use them.

- *Get Ready for the Code: Book A*
- *Get Set for the Code: Book B*
- *Go for the Code: Book C*

AGES

This curriculum is intended primarily for children ages 4-6 who do not yet know the sounds of the letters of the alphabet.

Learning Letter Sounds - Week 1

Ff

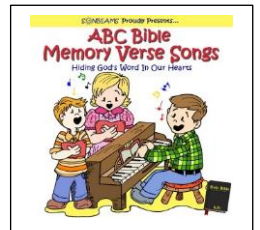
Activities

Day 1

- ☐ Mom should write **Ff** on a piece of colored paper. (Write it nice and big! If you are planning to insert the paper into a plastic sheet protector later, you may want to trim the paper to fit first.)
- ☐ With your child, find five or six pictures that begin with that sound. You could use magazines, but really it might be easier to find clip art online and just print it off.

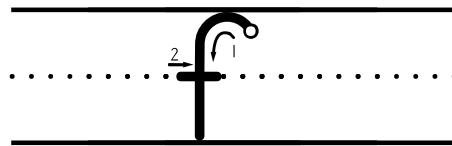
Ideas: frog, flower, farm, fan, fish, feather, fireman, flag, food, fossil, fox, fork, fruit

- ☐ Your child will cut out the pictures and glue them onto her paper. When the glue has dried, insert into a plastic sheet protector and place in her special 3-ring binder.
- ☐ As you work with your child, teach her that **F** says /f/.
- ☐ Sing "For God So Loved the World" (track 6 of *ABC Bible Memory Verse Songs*).



Day 2

- ☐ Make a flashcard for the letter **Ff**. See p. 3.
- ☐ Take a walk around your home, looking for things that start with the sound of the letter /f/.
- ☐ Using a white board (or a big piece of blank paper), teach your child how to correctly write the letter **f** (lowercase only).



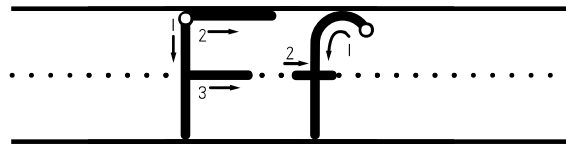
- ☐ Sing "For God So Loved the World" (track 6 of *ABC Bible Memory Verse Songs*).

Day 3

- ☐ Play a game with the letter F:
 - Fish in the Ocean – Fill balloons with water. Draw on fins, mouths, etc. Let your children play with these in the bathtub.
 - Fish, Fish, Shark! – Play just like duck, duck, goose!
 - Freeze Dance – Have your children dance to music. When you yell "FREEZE" they have to stop and hold the position they are in.
- ☐ Sing "For God So Loved the World" (track 6 of *ABC Bible Memory Verse Songs*).

Day 4

- ☐ Using a white board (or a big piece of blank paper), teach your child how to correctly write the letter F (uppercase).
- ☐ Review how to make a lowercase f.



- ☐ Sing "For God So Loved the World" (track 6 of *ABC Bible Memory Verse Songs*).

Day 5

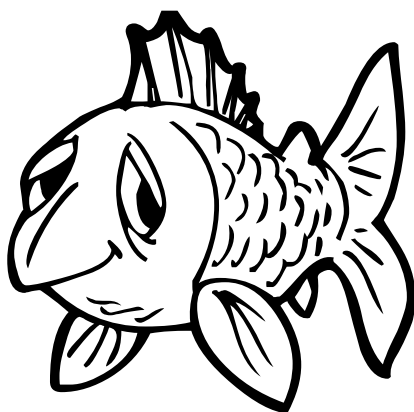
- ☐ Snuggle on the couch and read a story together. See if your child can locate F or f on the page.
- ☐ Sing "For God So Loved the World" (track 6 of *ABC Bible Memory Verse Songs*).
- ☐ Have your child choose a sticker for her "What I've Learned So Far" Sticker Chart, covering up the Ff, of course. 😊

Optional

If you want a workbook for extra practice (not necessary, but my kids like it), use *Get Ready for the Code* this week, pp. 1–12. These are fun. There are 12 pages for this letter, so divide them into 5 days (or whatever). They include lots of things to color and circle. Easy on the motor skills!

You may wish to cut these out and paste onto a blank 3"x5" card:

Ff



Introduction to Phonics Level 1

Our “learning to read” program is based upon the Orton-Gillingham approach to phonics. We use the Bible to teach phonics, combining it with the latest research to provide your younger students with a firm foundation in reading. Our method is multisensory (sight, sound, and touch), and phonics concepts are taught in a logical, sequential way. Each lesson builds upon the previous lesson, but Mom remains in charge — helping her child move as quickly or slowly as needed. We believe in teaching “phonograms” so that no guessing is involved. Order and the beauty of language will be emphasized, with lots of opportunity for review and practice each day.

Topics Covered

Each lesson includes the following activities:

1. **Flashcard Review** - Student sees letter or phonogram and tells you the sound. Then you’ll reshuffle the cards. Now you’ll say the sound, and student will spell and write it.
2. **Practice Reading Blends and Words** - Student begins with simple blends and progresses to words. Finally, he will read sentences. We transition to reading from Scripture as soon as possible.
3. **New Sounds** - You’ll teach new phonograms to the student, who will write them, spell them, and read them.
4. **Practice Sounds** - Student will use magnetic letters to spell words.
5. **Dictate Words** - You’ll dictate words to the student, who will repeat them, spell them, and write them.
6. **Dictate Sentences** - As student’s reading proficiency increases, you will dictate sentences to the student, who will repeat them and write them.
7. **Games** - You will end each lesson with a fun activity.
8. **Stickers** - As student masters a sound, he can add a sticker to his Sequence Sticker Chart so that he can see his progress.

How to Use This Curriculum

UNIT FORMAT

The lesson plans are set up in “units” rather than daily plans. We want you to help your child **master a set of skills before moving on** to the next unit, so we purposely kept the units short and without daily numbers.

Practice, practice, practice — this is what makes a confident reader!

We strongly recommend that you **pace the instruction to the needs of your child** rather than simply trying to complete the next lesson as rapidly as possible. Children mature at a variety of rates. Take as much time as your child needs!

LESSON ATMOSPHERE

Try to have your daily reading, writing, and spelling lessons at the **same time and place each day**. The room should be orderly, uncluttered, and without too many distractions. A predictable daily routine has been shown to create a state of mind that is conducive to learning.

(Maybe this would be a good time to have babies and toddlers spend a few minutes playing safely by themselves in a playpen or gated room. Older siblings could take turns supervising other younger children. Try to make it possible to have 15-20 minutes of uninterrupted time with your beginning reader.)

Have your child face in the **same direction each day**, working at a comfortable table. This will help orient your child in space and in the awareness of left-right directionality.

LESSON PLAN FORMAT

The lessons include a “**Teacher’s Manual**” and “**Student Worksheets**” that are designed to be printed and inserted into 3-ring binders.

In addition, **we include charts** that can be printed on standard 8 1/2” x 11” paper. You may print them with color or black-and-white ink. We recommend inserting the charts into plastic sheet protectors or taking them to a local office-supply store to be laminated. You may wish to hang the charts on the wall, or Mom can keep them handy in her “Teacher’s Manual” binder.

We also include “writing paper” that you can print. If it would be less expensive to purchase writing paper at a store near you, be sure to get the right size. Have your child write his name on an unlined piece of paper, then select the writing-paper size that provides a close fit to his spontaneous writing. Bigger is better.

AGES

This curriculum is intended primarily for children ages 4-8 who are first learning to read. You may easily use it with older children (or adults) to teach remedial reading, but you will probably be able to move much more quickly through the lessons.

SEQUENCE CHART

Foundations of Reading teaches phonograms in the following order
(reading *down* each column):

c (cat)	ir (bird)
o (olive)	ur (burn)
a (apple)	ow (clown)
d	ou (ouch)
g (go)	igh (light)
m	-ble, -fle, -tle, -dle, -gle, -kle, -ple, -zle
l	-ly, -vy-, -by, -dy, -ty, -fy, -ny, -py, -sy
h	ild-old-ind-ost-olt (words)
t	ar (star)
i (igloo)	or (horn)
j	oo (zoo)
k	y (vowel)
p	hard-soft c
ch (chin)	hard-soft g
u (up)	ge-dge
b	aw (straw)
r	au (August)
f	a (ball)
n	oi (oil)
e (egg)	oy (boy)
s (sit)	tch (catch)
sh	-ing as an ending
th (that)	-ed as a suffix
w	ew (grew)
wh	eigh (eight)
y (yes)	ie (chief)
v	eu (Europe)
x	ei (ceiling)
z	ue (rescue)
th (thin)	tion (action)
qu (queen)	sion (division)
-ing, -ang, -ong, -ung	ow (snow)
-ink, -ank, -onk, -unk	ch (school)
silent e	ea (head)
ph (phone)	oo (good)
ck (black)	ew (few)
ea (eat)	ei (vein)
oa (soap)	ue (true)
ai (mail)	ou (group)
ee (tree)	sion (mansion)
ay (play)	ea (great)
oe (toe)	ch (machine)
er (her)	s (is)

Learning to Read - Unit I

C (cat)
O (olive)

Mom's Notes

- ☐ Make a flashcard for the letter c. Using black ink on a white card, write c on the front and "cat" on the back (for your reference).
- ☐ Make a flashcard for the letter o. Using red ink on a colored card, write o on the front and "olive" on the back (for your reference).

Activities

New Sound

- ☐ c (cat) - Teach your child that "C says /c/ in cat."
- ☐ Can you think of any other words that start with /c/?
cab cake etc.
can coat
cup cone
cut cute
- ☐ Teach child to write the letter c in both manuscript and cursive.
(Student book, p. 2-3)
Note: We start with letters that are formed by going around the circle to the left (c, o, a, d, and g).

New Sound

- ☐ o (olive) - Teach your child that "O says /ō/ in olive."
- ☐ Can you think of any other words that start with /ō/?
ostrich ox odd opposite
- ☐ Teach child to write the letter o in both manuscript and cursive.
(Student book, p. 4-5)

Practice Blending

- ☐ Mom, write oc on the white board in large letters.
- ☐ Point under the o and say /ō/.
- ☐ Slide your finger under the c and say /c/.
- ☐ Now start again, and slide your finger quickly under first the o and then the c. Say /ōc/.
- ☐ Have your child repeat this process with you several times.

Practice New Sounds

- ❑ Let your child use the white board. Say a sound (c or o) and have your child write the sound.
- ❑ Use this procedure each time:
 - Write the sound.
 - Say the name of the letter.
 - Repeat the sound.
- ❑ For instance, Mom says /c/ (the sound, not the letter name). Child writes a c on the white board while saying "c" (yes, the letter name). Then the child says the sound, /c/.
- ❑ This procedure is in preparation for when we begin spelling words.

Game

- ❑ Play "Build a Burger." Show the child either the c or the o flashcard. If the child can correctly say the sound of the letter on the card, begin to draw a hamburger on the whiteboard (first the burger bun, then some meat, then some cheese, then a tomato slice, then some lettuce, etc.). If the child misses a sound, erase some of the toppings with an eraser. Once an entire hamburger is drawn, child may "eat" the entire hamburger with an eraser.

Sticker Time

- ❑ This unit is completed when the child knows his c and o sounds thoroughly. You may celebrate by placing stickers on his "Sequence Sticker Chart."

Note

Take your time through each unit. The activities may be repeated for several days if needed, until the letter sounds and the ability to correctly write them are mastered.

Learning to Read - Unit 1

C (cat)

O (olive)

C says /c/ in cat. Say /c/ while you trace each letter.



Trace the letter and write 5 more. Say /c/ while you write each letter.



Trace the letter and write 5 more. Say /c/ while you write each letter.

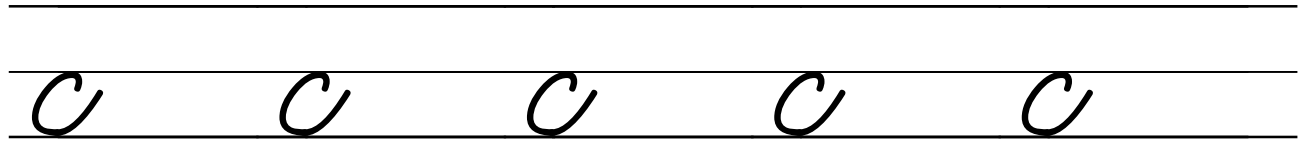


Notes to Mom:

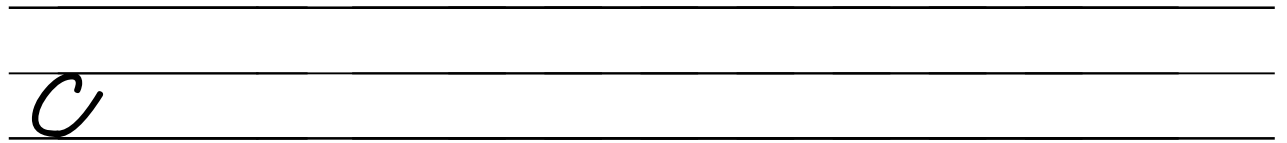
Child should learn how to write a letter by first tracing the model then writing it independently.

Now let's practice writing in cursive.

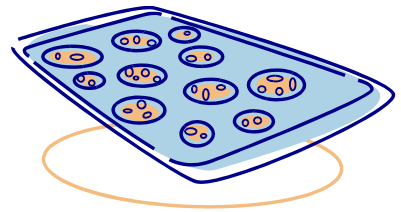
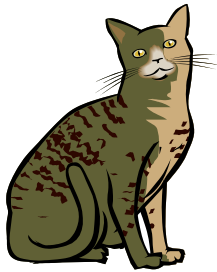
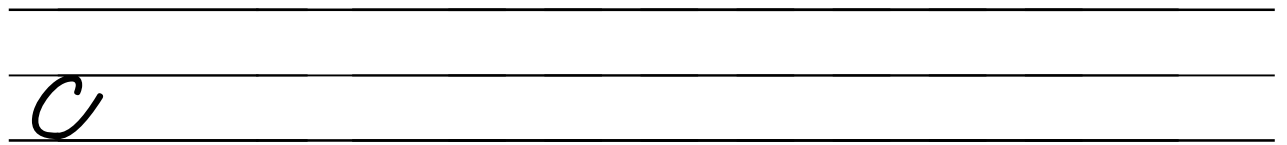
Say /c/ while you trace each letter.



Trace the letter and write 5 more. Say /c/ while you write each letter.

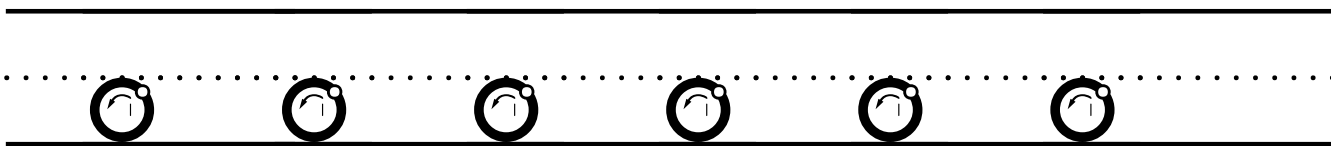


Trace the letter and write 5 more. Say /c/ while you write each letter.

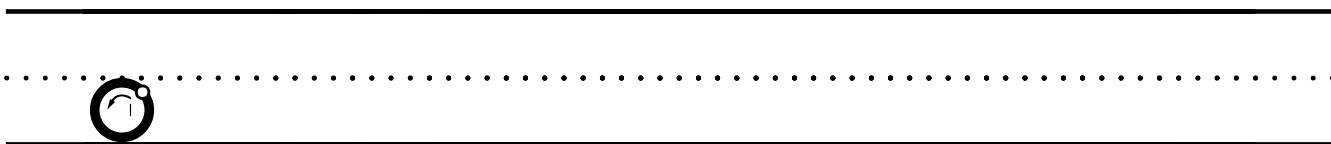


Notice that cursive letters reach out to "tag" the next letter.

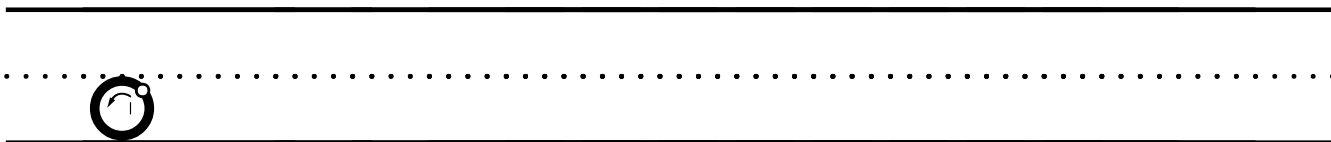
O says /ō/ in olive. Say /ō/ while you trace each letter.



Trace the letter and write 5 more. Say /ō/ while you write each letter.



Trace the letter and write 5 more. Say /ō/ while you write each letter.

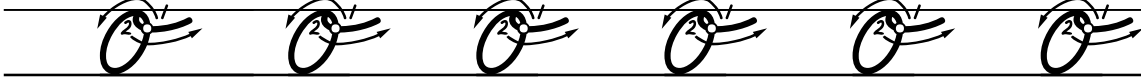


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Child should learn how to write a letter by first tracing the model then writing it independently.

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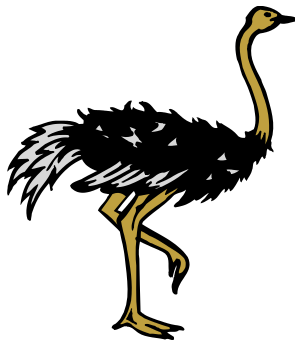
Say /ō/ while you trace each letter.



Trace the letter and write 5 more. Say /ō/ while you write each letter.



Trace the letter and write 5 more. Say /ō/ while you write each letter.



Notice that cursive letters reach out to “tag” the next letter.

Together Math Drills

Week 5

K-1st Grades

Supplies Needed This Week:

Hundreds Chart

Whiteboard and markers

Addition Flashcards*

Raisins (or other small snack)

Calendar

Straws

Rubber Bands

Clock Memory Game

We are going to play “Dominoes” starting this week. You can purchase Dominoes for about a dollar at most discount stores, or you can make your own set using these instructions online:

[>> Felt Dominoes](#)

[>> Pebble Dominoes](#)

*If you need addition flashcards, you can print out the A-1 Addition set at DonnaYoung.org, or you can make simple cards yourself.

Day 1

Using the Hundreds Chart, count by 1s from 88 to 100.

Now count by 1s from 99 back to 85.

Point to a number between 1 and 10. Your child begins counting by 2s. *Do not count past 20.* This means that the greatest even number he can count is 20 and the greatest odd number is 19.

Using flashcards, review addition facts adding 1, 2, or 3 to a number.

Lay 1 raisin on the table. Pretend it is your child's favorite animal. Say, “There is one *dog* sitting in the grass. Two *dogs* came to join him.” (Move 2 more raisins next to the first one.) “How many *dogs* are there now?”

Show this addition fact on a whiteboard: “ $1 + 2 = 3$ ”

Continue playing until 10 raisins are on the table, writing the addition fact after each one.

“Two *dogs* ran away.” (Eat 2 raisins.) “Now how many *dogs* are there?”

Show this subtraction fact on a whiteboard: $10 - 2 = 8$

Continue playing until the raisins are gone, writing the subtraction fact after each one.

Look at a calendar together. Count from the *first* day up until today. Note that we don't say 1, 2, 3, when we count the dates. We use *first*, *second*, and *third*.

Day 2

Using a Hundreds Chart, count by 2s from 76 down to 56.

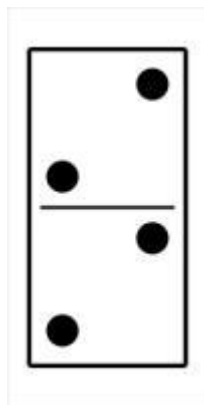
Count from 75 to 100. Have your child stand as he counts even numbers, and sit as he counts odd numbers. Since 75 is an odd number, begin by sitting.

Count by 2s from 2 to 50. Ask, "Did you count even or odd numbers?" (even)

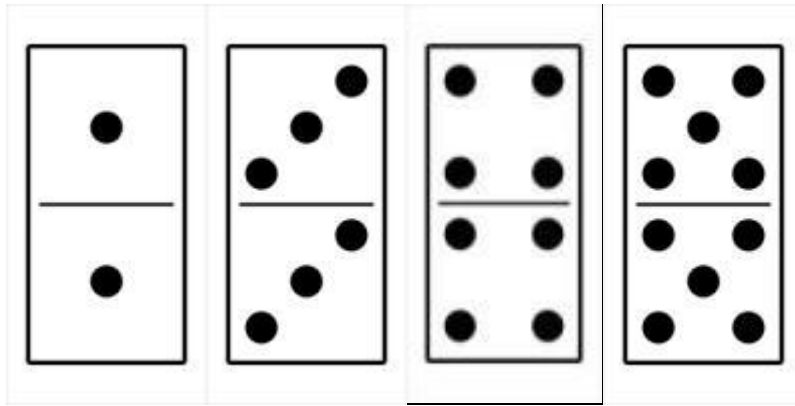
Point to an even number on the Hundreds Chart, such as 24. Say, "What number is 2 more than 24? What number is 2 less than 24?" Continue with other numbers.

Using pennies, count out 12 cents. Then count out 15 cents.

Set a clock to 3:00 and 9:00.



Show this domino: Write $2 + 2 = 4$ on the whiteboard. Flip the domino around. Ask, "Does it still equal 4?" Continue with other "double" dominoes...



Hard Questions (optional):

Ask, "What is the double of zero?"

"What is the double of ten? twenty? thirty? forty? fifty?"

Day 3

On the Hundreds Chart, point to a number. Have your child give a number that is greater or less than that number.

Standing up: Count by 2s from 2 to 30.

Sitting down: Count by 2s from 1 to 29.

Standing up: Count by 2s from 20 back to 2.

Sitting down: Count by 2s from 19 back to 1.

Show an addition flashcard. As your child answers correctly, he gets to be a rabbit and take one hop toward you.

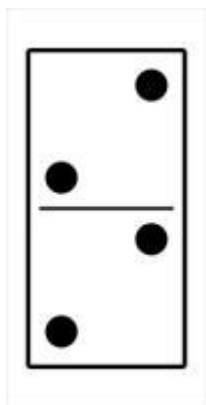
Have your child count out 10 straws. Put a rubber band around those 10 straws and lay the group on the table. Say, "Putting the 10 straws into a group makes it easier for us to count. You know that the group with the rubber band has 10."

On the white board, write " $10 + 0 = 10$ "

Have your child count out 11 straws by counting the *group of ten* plus one more straw. On the white board, write " $10 + 1 = 11$ "

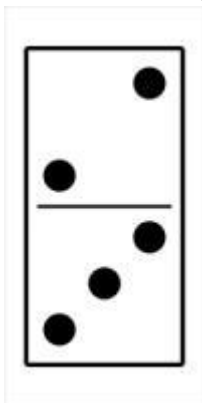
Have your child count out 12 straws by counting the *group of ten* plus two more straws. Can your child figure out what addition fact to write on the whiteboard? ($10 + 2 = 12$)

Continue on until you get to 20.



Show this domino:

Write $2 + 2 = 4$ on the whiteboard.



Now show this domino:

Write $2 + 3 = 5$ on the whiteboard.

Continue with these dominoes:

$$1 + 1 = 2 \quad 1 + 2 = 3$$

$$3 + 3 = 6 \quad 3 + 4 = 7$$

$$4 + 4 = 8 \quad 4 + 5 = 9$$

$$5 + 5 = 10 \quad 5 + 6 = 11$$

Day 4

Play "Clock Memory."

Preparation – Print out the game here. (You may want to print the clocks in one color, and the times in another color.) Cut out the squares.

To Play – Players turn up two cards attempting to find a match. If the turned cards are not a match, the cards are again placed face-down, and the next player takes a turn.

Day 5

Play Dominoes together.

Introduction to Foundations of Science for Little Ones

Our lesson plans will include a simple, weekly science discussion topic (with learning ideas) for parents of young children.

We recommend you do these activities with your children each Sabbath day, as you remember that *“in six days YHWH made heaven and earth, the sea, and all that is in them”* (Exodus 20:11, ESV).

INTERNET STUDIES

Throughout this curriculum, we recommend various websites to study topics in further depth. If you don't have access to the Internet, a local library should be able to provide you with many similar resources.

Science - Littles - Week 5

Light is made up of all the colors of the rainbow, so when God created light, He was filling our world with color.

Primary Colors

- Visit our website for instructions on how to make rainbows in milk. (Fun!)

You may also enjoy Marble Painting. (Our children rank this as one of their favorite things to do!)

You will need:

- Marbles or small rubber balls
- Pie pan or another type of metal pan
- Tempera or poster paints
- White paper
- Scissors

Cut the paper to fit inside the bottom of a pie pan. Squeeze a few drops of paint onto the paper. Then put a few marbles into the pan. You can use different colors of paint at once or wait until one color dries before adding another color. Hold the pan and gently roll the marbles back and forth through the paint.

Introduction to Chore Time

Each week, we'll suggest chores for your children — and we include fun charts, forms, and teaching ideas — so your children can learn to participate in the smooth running of any household. Our chore system is appropriate for all ages, from your youngest toddlers to your oldest high-school students.

Chore Time - Week 1

Chores for All

In our house, everyone from the 1-year-olds to the 100-year olds does the following chores each day:

- ☐ Get dressed
- ☐ Put pajamas away
- ☐ Put dirty clothes away
- ☐ Make bed
- ☐ Brush teeth
- ☐ Fix hair

We do our chores right after breakfast and Torah portion reading. Sometimes Mom puts on some fun music.

If we are doing our chores too slowly, she will set a timer. If we don't complete our chores within that reasonable amount of time, we know we will be punished.

Mom (or an older sibling) helps the very youngest ones do their chores.

1. She first changes their diapers. She helps them walk to the garbage can to dispose of their diapers until they are old enough to do it themselves.
2. Next, she walks with them to the dresser for clean clothes and shows them where to put their pajamas.
3. Next, she helps them tug and pull on their blankets and smooths the wrinkles out for them. She helps them place favorite dolls and blankets on their pillows. (To make it easier for little ones to make their beds, she only uses a fitted sheet – not a top sheet.)
4. Then she walks them into the bathroom and brushes their teeth. As they get older, she lets them have a turn holding the toothbrush when she is done.
5. Finally, she brushes their hair. She shows them where to put the brush or comb when she is done.

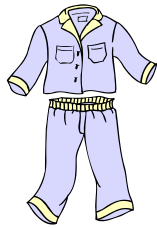
Mom expects that any potty-trained toddlers should also be able to dress themselves and do most of their chores without help.

For children who can't yet read, she has placed a chore chart on the refrigerator (see p. 2). We "read" it every morning and do our chores in this order. By the time we are old enough to read, we're in the habit of doing these chores *first*, and we don't really need the chart any longer.

When we are done with our chores, we check if Mom has any additional chores she wants us to do (see each week's lesson plans, beginning p. 3).



Get dressed.



Put my pajamas away.



Put my dirty clothes
away.



Make my bed.



Brush my teeth.



Fix my hair.

Chores to Learn

Below are chores that you can teach (or review with) your child this week. Note that they are arranged by approximate ages:

- Preschool – ages 2 to 5
- Primary – 1st to 3rd grade
- Junior – 4th to 6th grade
- Middler – 7th to 8th grade

However, if your older children haven't learned a chore from a younger category, be sure to take the time to teach it.

Week 1

This week's focus: "Getting Dressed"

- ☐ Preschool: Learn how to dress himself and, if old enough, tie shoes.
- ☐ Primary: Learn how to efficiently organize his dresser drawers and closet.
- ☐ Junior: Learn how to tie a necktie (boys *and* girls).
- ☐ Middler: Learn how to match clothes and dress sensibly.

Menu

Date _____

Week – Vayechi

	Breakfast	Lunch	Supper
1st Day Snack Ideas: Prep Jobs:			<u>Easy Hot Wings</u>
2nd Day Snack Ideas: Prep Jobs:			<u>Jalapeño Popper Pizza</u>
3rd Day Snack Ideas: Prep Jobs:			<u>Ground beef and mashed potato pie</u>
4th Day Snack Ideas: Prep Jobs:			<u>Crockpot Turkey Chili</u>
5th Day Snack Ideas: Prep Jobs:			<u>Cheesy Potato Casserole</u>
6th Day Snack Ideas: Prep Jobs:			Your family's special Shabbat dinner Dessert – <u>Pumpkin Spice Lattes</u>
Sabbath Snack Ideas:	<u>Cinnamon Crumble</u> <u>French Toast Casserole</u>		<u>Slow-Cooker Potato Soup</u>

Notes: [This week's recipes are all available online at Pinterest.](#)

Each week, we'll suggest a menu and include all recipes, so that you have one less thing on your plate. 😊

Become a Preschool Member Today

ATTENTION: Are you looking for a complete preschool curriculum that is written specifically for Torah-observant families?

Join Today and Receive Your Entire Preschool Curriculum

Especially designed to help parents teach their young children from Scripture, with tools they can just pick up and use each day....

Dear Moms and Dads,

We've talked to many Torah-observant and Messianic families recently who homeschool with Christian or secular curriculum — but they're frustrated. They may have many books and lesson plans on their shelves — but their days are filled with tweaking, fixing, and adapting. Finances are tight. Time is even tighter.

If this sounds like you, my husband and I would like to help you change that!

We are offering something new.

We'd like to give you an affordable plan for preparing your young children for school, using the entire Scriptures as your foundation and primary textbook.

HERE'S EXACTLY WHAT YOU'LL GET

Benefit #1:

Daily Lesson Plans Specially Written for Young Children

As a member of our website, you'll be able to use the Scriptures to teach



The Weekly Torah Portions

Crafts

Preschool ABCs, Numbers, Songs, Games, and Practical Life Skills

If you also have kindergarten or first-grade children, you are welcome to access:

Beginner Phonics (Kindergarten)

Phonics 1 (First Grade)

Arithmetic for K and 1st Grade

Science for Little Ones

Chores

Benefit #2:

Tools, Training, and Fellowship for Mom



Membership includes **easy-to-follow instructions** for new homeschoolers and veterans alike, with **practical planning helps** for Mom – such as **household planners**, **menus**, and **recipes** (featuring biblically clean foods!).

Plus, you'll have access to all our e-books, training audios, teaching tips, and ideas for celebrating biblical holidays.

We've done the prep work for Mom, freeing her up so that she has energy for priorities of home, children, and marriage..

PLUS, we'll give you **private access** to our Facebook **community** of like-minded parents who are also committed to Torah and Yeshua the Messiah. Both new and experienced homeschool moms can find **mentoring**, as older women train younger women...

Your Membership will include...

- ✓ When you become a member, you'll get **immediate access to our website** so you can start using your preschool curriculum.
- ✓ All lesson plans and worksheets are available as PDF **downloads that you can print**, or you can simply view them on your computer, laptop, Kindle, tablet, or other device. We even offer technical help when you need it!

Membership includes all this, PLUS...

- ✓ You'll receive **planning emails** each month, which will include helpful ideas for implementing the curriculum and news and prayer requests from other members.
- ✓ Plus, you'll receive monthly **teaching tips** for upcoming biblical holidays, ideas for teaching from a Torah perspective, and Scriptural encouragement for your marriage and parenting. You'll also have access to *all* our blog posts, including dozens of posts that only members can see.

All members receive...

- ✓ Homemaking forms (menus, chore charts, and helpful planning tools) in Word® and Excel® formats, so you can **customize everything** for your own family.
- ✓ Your content is **immediately available** in your Member area, for an entire year - and you can view it by the week, by the subject, or by the Torah portion you're reading.

Plus all members get BONUSES...



You'll have full access to our bonus **training** e-books, audios, and webinars — so you can learn to teach your preschoolers with confidence.



Is money tight? We think \$59 for the year is a great value — but we also offer an affiliate program. We don't have a lot of time to market our curriculum, so we'll pay you a 50% commission each time a friend joins the site through your special affiliate link. If only two friends join, you'll have your entire curriculum for free! If more than two friends join, you could earn extra money to buy some fun books. Our affiliate program is open to all, not just to members. [Learn more >>](#)

Take advantage of this special offer now!

FOLLOW THESE SIMPLE STEPS

1

When you become a member, you will be able to log in right away. You can start planning your school year and start downloading your curriculum, or simply use it on your computer, laptop, tablet, or other device. You'll receive access to planning forms, teacher training, and household helps, too.

2

You'll be immediately eligible to join our member's-only Facebook Community, which is a private group only visible to other members of our website. (Note: Membership is optional. You must request to join, and your membership will be approved within 48 hours of your request.)

3

You'll receive an email each month with ideas, hints, and special instructions for the coming month.

4

You can visit the website to download your curriculum at *any* time, for as long as you're a member.

5

Your free bonuses are yours to keep, no matter how long you stay with us.

Yes! I want to get started today!



- [\\$59 annual membership](#) - Your one-time charge will be \$59. You will have access to our curriculum for one full calendar year.

We're eager to have you join our homeschooling family! [Get started today...](#)

Kraig and Anne

[We want to be readily available to answer your questions. You can contact us here.](#)