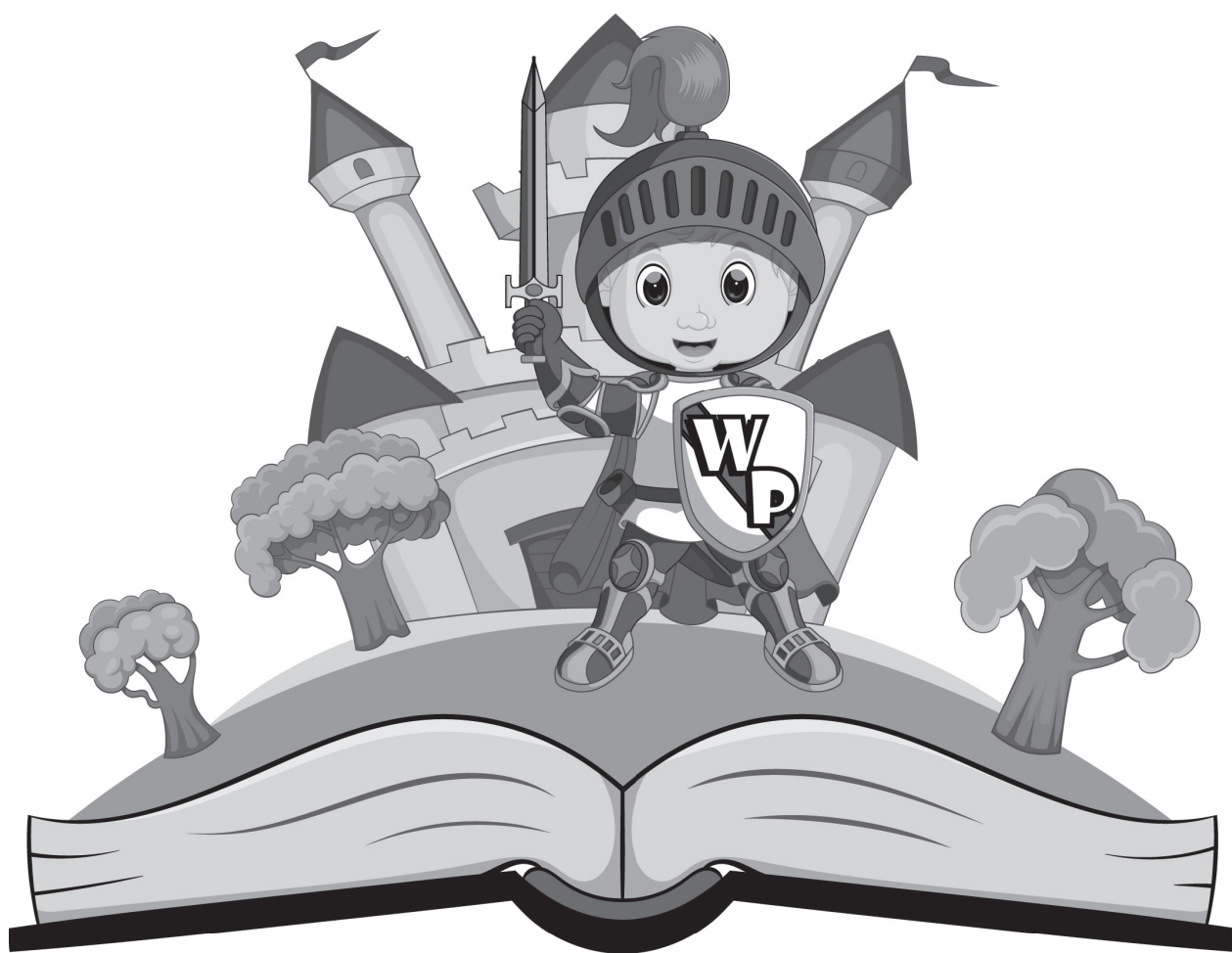


K

WORD POWER



The Bible Is Your Primary Textbook

ANNE ELLIOTT

WELCOME TO WORD POWER K

Our “beginner” reading program is a delightful 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).

Researchers have shown that learning the alphabet, both the names of the letters and their sounds, lays a strong foundation for reading phonetically. In fact,

the ability to both name and write all the letters of the alphabet in under a minute is a strong predictor of future reading success.

Each week’s lessons include child-friendly activities such as making a letter-of-the-week page, playing fun games, singing rhymes, and learning beginning hand-writing skills. Because we are training future Bible students, we also introduce your child to the letters of the Hebrew *alephbet*.

RECOMMENDED RESOURCES

- Flashcards for Word Power K are scheduled in each lesson and are available from <https://foundationspress.com/product/word-power>.
- Optional music is scheduled each week, one song for each letter of the alphabet. Audio downloads for all the songs are available from Sonbeams Preschool, at <https://foundationspress.com/sonbeams-preschool>.
- Help your child cut out pictures that start with the letter F. Glue them onto the first page of this lesson. You can download FREE images by clicking here: <https://foundationspress.com/2019/08/free-pictures-for-kindergarten-alphabet-book>.

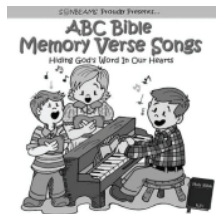
SUPPLIES NEEDED

- Pencil with an attached eraser
- Crayons
- Glue
- Scissors
- Stickers (included)

Optional:

- Pencil grips
- Dry-erase board with markers, or chalkboard and chalk
- Magnetic letters

If money is tight, be creative with what you have on hand!



NOTES ON THE LESSONS

- The Sacred Name of the Creator has been changed to יהוה throughout this book. Since your child will be learning to read the Hebrew letters, you can begin to teach him what the letters in God’s name are. While the authors of this curriculum pronounce His name “Yehovah,” other pronunciations are possible. We feel it is not to be a divisive issue.
- We use the male gender for your child throughout this book (“he,” “him,” etc.). This is done because we want to be consistent in our use of English grammar. It becomes messy to say “he or she” each time, and it is incorrect to use “they” for only one student.
- You will see that the lessons are quite repetitive. Kindergarten students love predictable routines, and we urge you not to skip activities simply because an adult might find them boring.
- We occasionally recommend the use of a white board. We recently read research that indicated writing on a chalkboard or large piece of paper might actually be better for the brain development of young children, simply because the friction involved helps form brain pathways. If you only have a white board, we recommend purchasing sidewalk chalk and occasionally doing lessons outside!

TEACHING HANDWRITING

While our lessons have lots of ideas for wiggly, growing children, we recommend that you have your student do his handwriting practice 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.

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

We found the many ideas listed in this article to be of huge benefit. We highly recommend that you read it:

http://donpotter.net/pdf/shortcut_to_manuscript.pdf



A SAMPLE DAILY KINDERGARTEN SCHEDULE

We recommend short, easy lessons. We suggest keeping school subjects to 15-30 minutes, but attempting to change to a new activity before interest wanes.

Aim to both read and write twice per day.

A child will learn to read more easily if lessons are:

Breakfast
Chore Time
Bible Time
Word Power
Math Time
Play Time
Lunch Time
Story Time
Rest Time
Play Time
Clean Up Time
Singing Time (while supper is being made)
Supper Time
Copywork Time
Walk with the Family
Bath Time
Bedtime Story
Bedtime

Four foundational character qualities are needed for learning to be successful:

1. Order in the Home
2. Respect for Others
3. Ability to Pay Attention
4. Biblical Parental Example

If your child seems to be struggling or refuses to participate in learning, check these four areas. You can get more information from Anne's book, *The Four Foundations of Lifelong Learning*. Anne also has teacher-training videos available for free at:

<https://foundationspress.com/2019/05/free-teacher-training-for-homeschoolers>

WEEKLY WORD POWER LESSONS

Day 1

Help your child cut out pictures that start with the letter of the week. Glue them onto the first page of the week's lesson. You can download FREE images by clicking here:

<https://foundationspress.com/2019/08/free-pictures-for-kindergarten-alphabet-book>.

Finish by singing the alphabet song, tapping each letter of the alphabet as you sing its name.

Day 2

Enjoy activities that help your child hear the sound made by the letter of the week. Look at the flashcard for the letter of the week, noticing how the letter looks in both manuscript and cursive. Teach your child how to correctly write the letter. Finish by singing the alphabet song, tapping each of the letters on the opposite page.

Day 3

Look again at the flashcards already learned, reviewing to see if your child remembers the sound each letter makes. Learn how to make a capital letter. Enjoy more activities, including songs, word plays, and crafts. Finish by singing the alphabet song again. A playlist with all the songs in Word Power K can be found on YouTube at <http://bit.ly/2UskZ0f>.

Day 4

Write the letter of the week, in both manuscript and cursive, on a white board, chalk board, or outside on the sidewalk. Check that your child is properly forming the letter every time he writes, and that he is using a proper pencil grip when writing on paper. Consistency is very important! A Hebrew letter is also introduced on this day. The same letter will be practiced in Copywork time. You may wish to also use Hebrew Alephbeit for Psalm 119, by Lydia Hirn (Foundations Press):

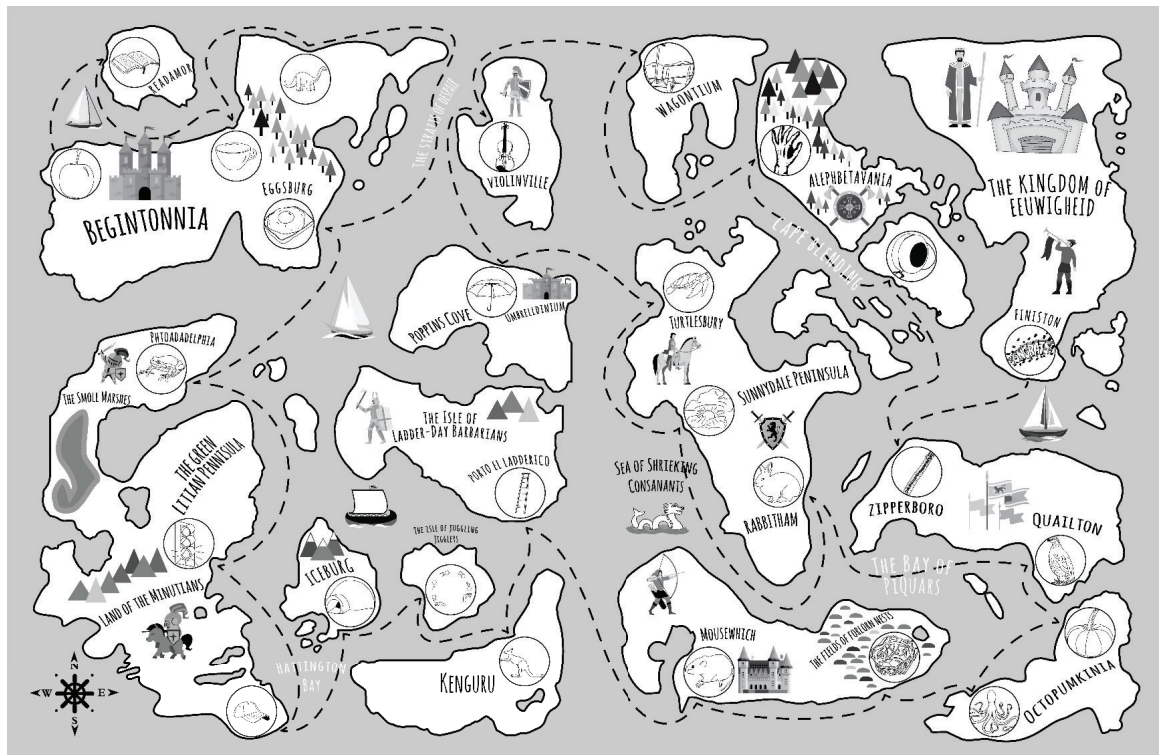
<https://lydialanguages.com>

Day 5

Practice writing the letter learned this week, and later in the year, learn to blend it together with other letters to make words. Snuggle on the couch as you read a story from a favorite book or a chapter from your Bible. Point to the letter of the week as you see it. Can your child find more of that letter? What sound does the letter make? Don't forget to place a sticker on your child's Achievement Map (Appendix I) and encourage your child about a job well done.

When all the letters have been learned (after 26 weeks) and all the stickers have been placed on the Achievement Map, we suggest having a special ABC party as a celebration. Here are some fun ideas:

- <https://preschoolalphabet.blogspot.com/2012/05/z-is-end-of-alphabet-party.html>
- <https://forums.atozteacherstuff.com/index.php?threads/alphabet-party.55765>



Aa

**TO THE
TEACHER:**

- Teach your child that “a says /ă/” as in apple, apricot, asteroid, alligator, etc.
- With your child, find several pictures that begin with this sound.
- Your child will cut out the pictures and glue them onto this page.

Tap each letter with your finger as you sing the alphabet song.

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

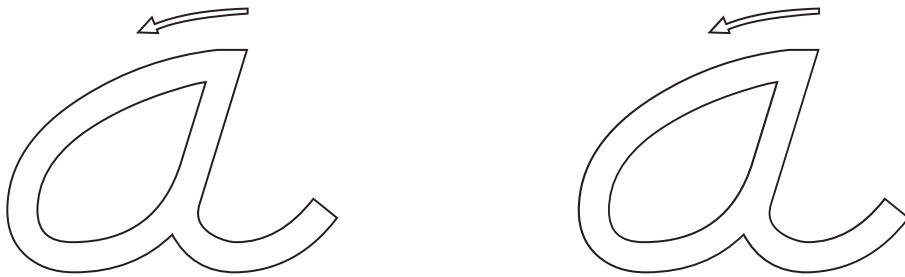
A a

Day 2

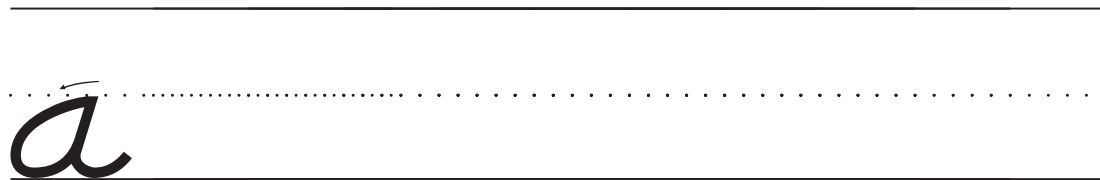
Trace with your finger.

MAKE THE LETTER:

The letter a is a short letter. Short letters fill up the space halfway up to the line above. Start far enough in from the edge of the paper to make a circle. Start at the dot, go up around the circle back to where you started, and then make a line straight down to the baseline.

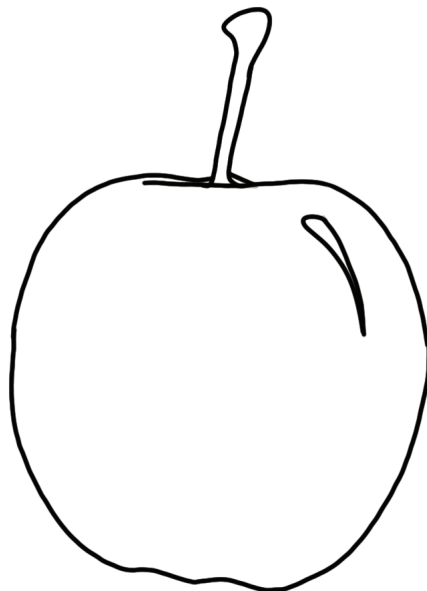


A says /a/. Trace one and write 4 more. Say /ă/ while you write each letter. Can you close your eyes while you write the last one?



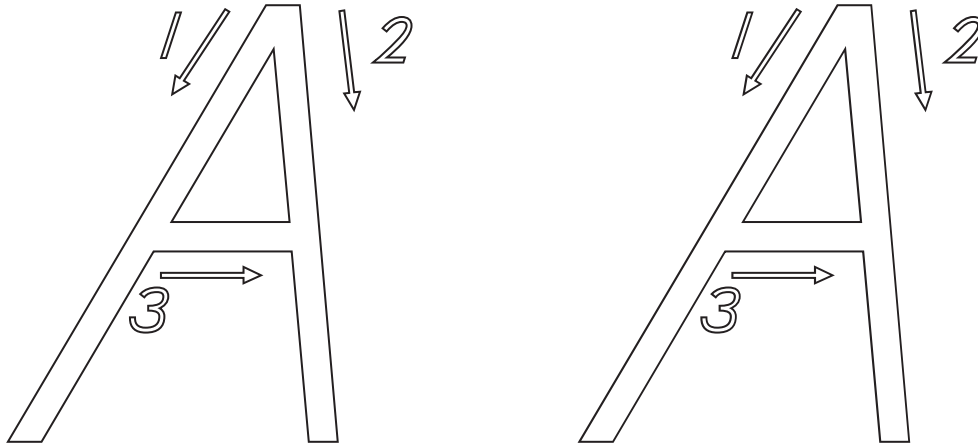
TO THE TEACHER:

- Take a walk around your home, looking for things that start with an /ă/ sound.
- Look at the flashcards for the letter Aa, both cursive and manuscript.
- Teach your child how to correctly write the letter a (lowercase only).
- Sing the alphabet song.



Day 3

Trace with your finger.



TO THE TEACHER:

- Look at the flashcards for the letter Aa.
- Teach your child how to correctly write the letter A (uppercase only).
- Sing the alphabet song.

PLAY A GAME:

- Cut an apple in half. On the cut surface, carve out the shape of the letter A. Have your child stamp the letter on a sheet of paper and say the short /ă/ sound each time they stamp.
- Use a small paper bag to make an alligator puppet. You can find a template online at <http://www.first-school.ws/activities/crafts/animals/reptiles/bagalligator.htm>.
- Make your own ant by gluing fun things on a strip of egg carton. You might want to try cotton balls, googly eyes, pipe cleaners, or glitter. Talk about the marvelous way יְהוָה created ants. Read Proverbs 30:25 and 6:6-8.

- Enjoy this song together:

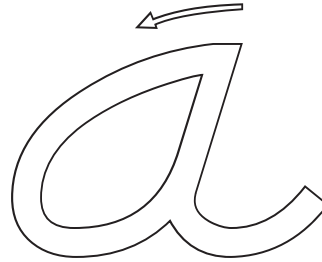
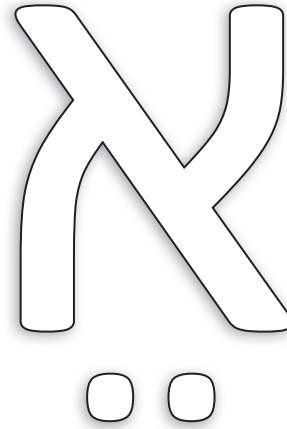
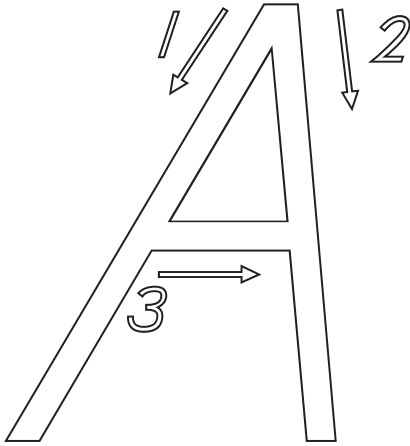
The ants go marching one by one, hoorah, hoorah.
 The ants go marching one by one, hoorah, hoorah.
 The ants go marching one by one.
 The little one stops to suck his thumb,
 And they all go marching
 Down, into the ground,
 Boom, Boom, Boom.

The ants go marching two by two...
 The little one stops to tie his shoe...

The ants go marching three by three...
 The little one stops 'cause he skinned his knee...

The ants go marching four by four...
 The little one stops to shut the door....

Trace with your finger.



A says /a/. Trace one and write 4 more. Say /a/ while you write each letter. Can you close your eyes while you write the last one?



A says /a/. Trace one and write 4 more. Say /a/ while you write each letter. Can you close your eyes while you write the last one?

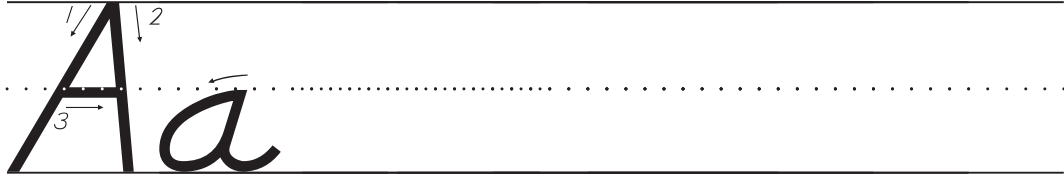


TO THE TEACHER:

- Using a white board (or a big piece of paper), teach your child how to correctly write a in both manuscript and cursive. Sing the alphabet song.
- Snuggle on the couch and read a story together. See if your child can locate A or a on the page.

Day 5

Practice printing your letters. Remember to say the sound as you write 2 more.



TO THE TEACHER:

- ☐ Sing the alphabet song. You will want to sing this song often throughout the entire year. Continue to tap the letters on page 14 as you sing. You could also arrange all the letter flashcards in alphabetical order on the floor before you sing.

Add a sticker to your path on the map!



PLAY A GAME:

- ☐ Say the following words. Ask your child to jump as high as possible everytime he hears a word that contains an /ă/ sound. (Those words are marked in bold.)

bag**mat****bat**

pin

frog

man**fan**

red

cat

mom

dog

dad**hat**

lid

none

flag

sun

- ☐ How many of these words can your child use in a sentence? It is okay if you think of the first few sentences, then see if your child can think of one.

Examples:

What is in your **bag**?

The **bat** is made of wood.

The **fan** feels cool.

- ☐ Point to the word on this page when you or your child uses it in a sentence.

Bb

**TO THE
TEACHER:**

- Teach your child that “b says /b/.”
- With your child, find several pictures that begin with this sound.
- Your child will cut out the pictures and glue them onto this page.

Tap each letter with your finger as you sing the alphabet song.

Day 1

a b c d

e f g

h i j k

l m n o p

q r s

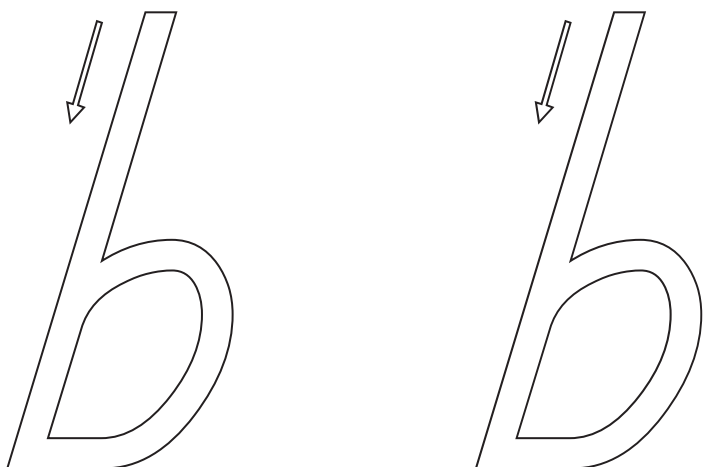
t u v

w x y z

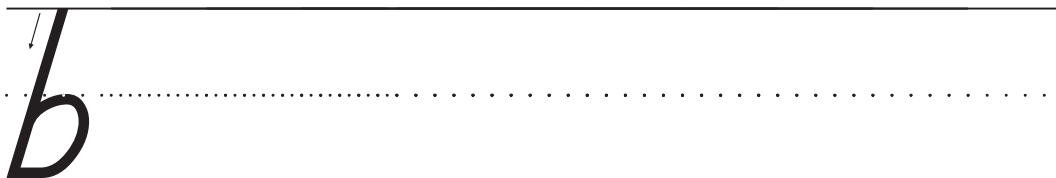
B b

Day 2

Trace with your finger.



B says /b/. Trace one and write 4 more. Say /b/ while you write each letter. Can you close your eyes while you write the last one?



MAKE THE LETTER:

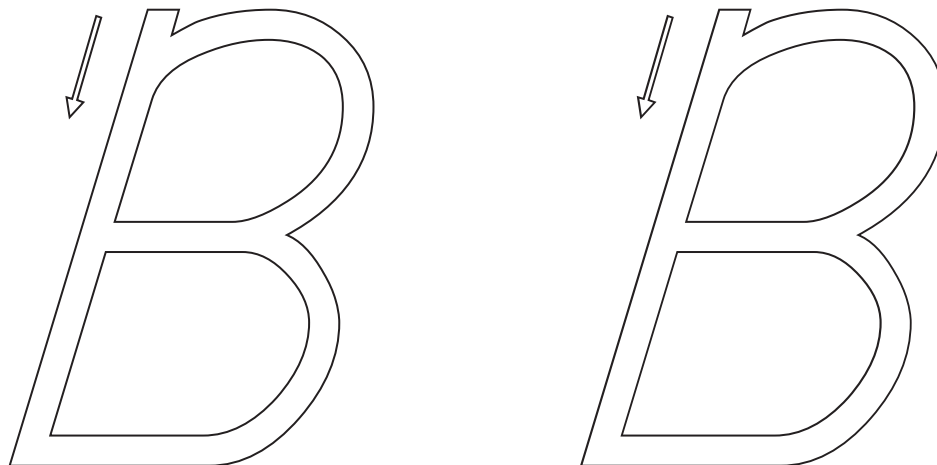
The letter b is a tall letter with a short part. Always start at the top, and pull the pencil down to the baseline. Without lifting your pencil, go up and around the circle until you're back at the first tall line.

TO THE TEACHER:

- Take a walk around your home, looking for things that start with a /b/ sound.
- Look at the flashcards for the letter Bb.
- Teach your child how to correctly write the letter b (lowercase only).

Day 3

Trace with your finger.



TO THE TEACHER:

- ❑ Look at the flashcards for the letter Bb.
- ❑ Teach your child how to correctly write the letter B (uppercase only).

PLAY A GAME:

- ❑ Play “Bring the Bears.” All children in the family may bring their teddy bears to learn with them today. You can then rank them by height, weight, fluffiness, firmness, cutest, cuddliest, fastest, funniest, most lovable, etc.
- ❑ Sing to the tune of “The Wheels on the Bus” (sort of...)

This is the way we bounce the balloons,
bounce the balloons, bounce the balloons,
This is the way we bounce the balloons, gently in the air.

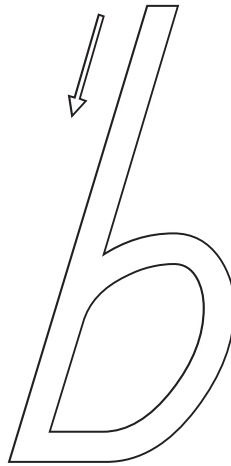
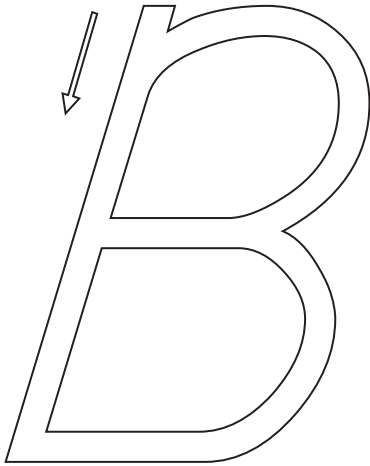
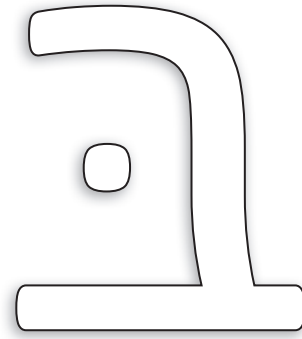
This is the way we blow up our balloon (put hands together at mouth)
Blow up our balloons; blow up our balloons. (Spread hands apart wider and wider)
Oh, oh, uh - no! (Clap loudly) my balloon burst!
- ❑ Same tune:

This is the way we make the bread
Make the bread, make the bread
This is the way we make the bread
To make this bread for you

This is the way we knead the dough
Knead the dough, Knead the dough
This is the way we knead the dough
To make this bread for you

Additional Verses:
Mix the dough
Shape the dough
Bake the dough
Eat the bread
- ❑ Play “Baby Relay.” Set up a small obstacle course (and decide if siblings may participate). Student has to crawl through like a baby. Great to help kids learn how babies move around.
- ❑ Make binoculars by gluing two toilet paper tubes together and then painting them.

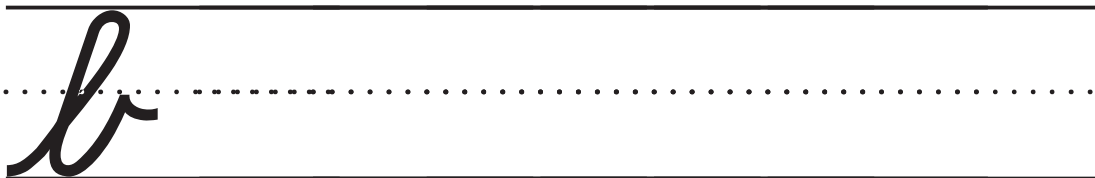
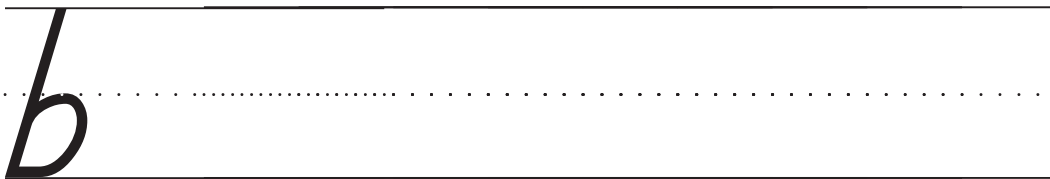
Trace with your finger.
This is the Hebrew letter that says /b/.



**TO THE
TEACHER:**

- Using a white board (or a big piece of paper), teach your child how to correctly write both B and b.

B says /b/. Trace one and write 4 more. Say /b/ while you write each letter. Can you close your eyes while you write the last one?



Day 5

Practice printing your letters. Remember to say the sound as you write 2 more.

Bb

**TO THE
TEACHER:**

- ❑ Snuggle on the couch and read a story together. See if your child can locate B or b on the page.

Say /a/. Say /b/. Say /ab/.
Say /ab/ as you write more.

a b ab

ab

Add a sticker to your path on the map!



The image shows the uppercase letter 'C' and the lowercase letter 'c' in a large, bold, black serif font. The 'C' is on the left and the 'c' is on the right, both centered vertically.**TO THE
TEACHER:**

- Teach your child that “c says /k/.”

Note: It is common for a child to think that c says /s/. If your child asks, you can tell your child that c has two sounds: /k/ and /s/. We'll only be using the /k/ sound right now.

- With your child, find several pictures that begin with this sound.
- Your child will cut out the pictures and glue them onto this page.

Tap each letter with your finger as you sing the alphabet song.

a b c d

e f g

h i j k

l m n o p

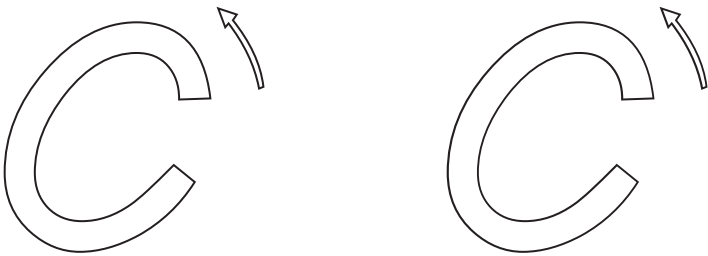
q r s

t u v

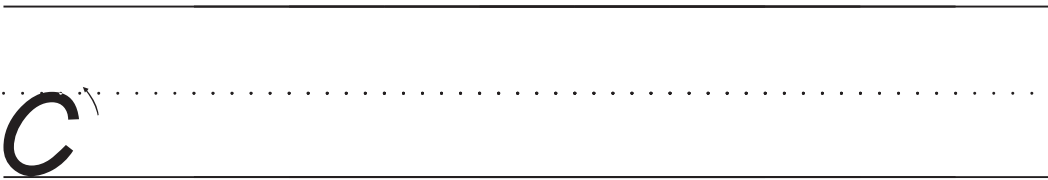
w x y z

C c

Trace with your finger.



C says /k/. Trace one and write 4 more. Say /k/ while you write each letter. Can you close your eyes while you write the last one?



MAKE THE LETTER:

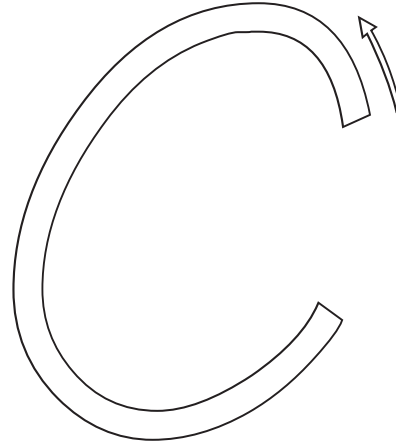
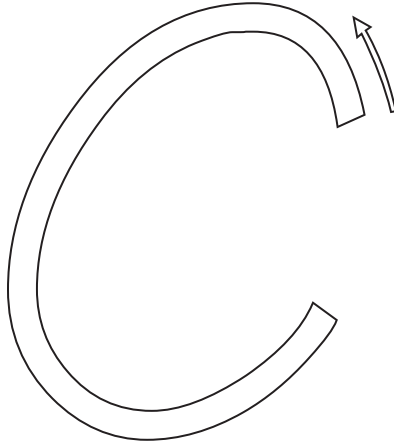
Always start at the top.

TO THE TEACHER:

- Take a walk around your home, looking for things that start with a /k/ sound.
- Look at the flashcards for the letter Cc.
- Teach your child how to correctly write the letter c (lowercase only).

Day 3

Trace with your finger.



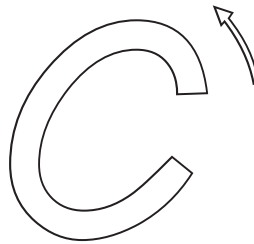
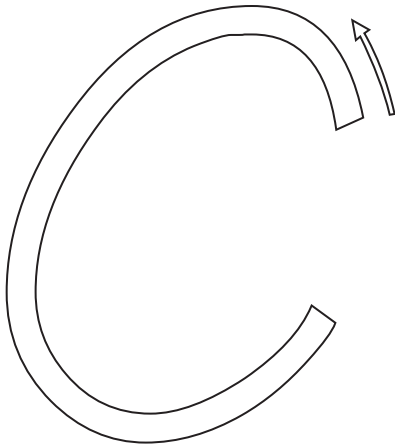
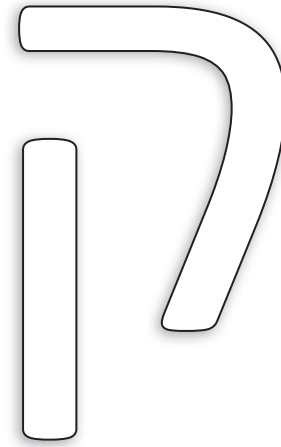
TO THE TEACHER:

- Look at the flashcards for the letter Cc.
- Teach your child how to correctly write the letter C (uppercase only).

PLAY A GAME:

- Enjoy this action rhyme:
 - The fuzzy little caterpillar went up into a tree, (act like you're climbing)
 - Spun his cocoon and then (yawn) went to sleep. (spin hands)
 - While he was sleeping, he dreamed that he could fly. (making flying motion)
 - When he woke up (loud, excited) he was a butterfly.
- Make sugar cookies and decorate with frosting and sprinkles. Say this action rhyme:
 - Who stole the cookies from the cookie jar?
 - Who, me? Yes, you!
 - Couldn't be! Then who?
 - (child's name) stole the cookies from the cookie jar.
 - Who, me? Yes, you!
 - Couldn't be! Then who?
 - Note: Continue for as many children as you want.
- Show your child what coupons are. Take your child with you to the store to redeem a coupon.
- Clothesline Art – Have your child attach yarn to a piece of paper and then cut out clothes shapes from separate pieces of paper. She can then paint these clothes to make them look like her favorite outfit. Finally, once the clothes have dried, have her use miniature clothespins to hang the clothes on the yarn clothesline.

Trace with your finger.
This is the Hebrew letter that says /k/.



TO THE TEACHER:

- Using a white board (or a big piece of paper), teach your child how to correctly write both C and c.

C says /k/. Trace one and write 4 more. Say /k/ while you write each letter. Can you close your eyes while you write the last one?

C

c

Day 5

Practice printing your letters. Remember to say the sound as you write 2 more.

Cc

**TO THE
TEACHER:**

- Snuggle on the couch and read a story together. See if your child can locate C or c on the page.

Say /a/. Say /b/. Say /ab/.

Add c to the beginning of the word. Blend the letters together to say /cab/.

Say /cab/ as you write more.

a b

ab

cab

Add a sticker to your path on the map!

