



WEEK ONE

Items needed: Child-sized scissors, magazine picture or a photo of something beautiful God has created, and lettuce leaves that your child can help tear up for salad.

Day 1

P. 2 **God Made the Wonders of Creation.** The directions are simple but important. Looking and talking about something beautiful God has created is a way to help your child use new vocabulary. Printing your child's words on the paper while he watches is the first step in word-to-print correspondence, which is a necessary skill for future reading.

P. 3 **God Made the Earth, the Water and the Sun.** Discuss what is happening in the picture. Make circles in the air (see P. 8 **Heavenly Writing** for explanation) before having your child trace and color this page. Help your child to use a "tripod grasp," which is the correct grasp for the smoothest use of a pencil or crayon. See FAQ section of book for more information on teaching the tripod grasp.

Supplement with P. 9 in *Adventures with Books*.

Day 2

P. 4 **God Made the Moon, the Stars, and the Sky.** Scribbling is a precursor to writing as well as good exercise for pre-school fingers, and the first stage in learning to use a pencil or crayon.

P. 5 **Hello, Yellow!** Encourage oral expression by asking your child questions about the picture. What is the duck doing? What is the hen doing? What do you think they might be saying? Make up your own story to go with the picture. Help your child to practice making circles in the air.

Supplement with P. 10 in *Adventures with Books*.

Day 3

P. 6 **God Made the Trees and the Grass.** Today your child will trace vertical lines, color with brown, and snip with scissors. See FAQ section for tips in teaching your child how to use scissors. Even junk mail can be used, if you first cut it into strips, then let your child snip it over the trash can. He can be your personal shredder!

Day 4

P. 7 **I See Green.** Talk about the picture. Is your child readily using verbs to describe actions? The frog is *riding* on the turtle. The turtle is *walking*. Tearing is another fine motor skill which is not easy for little ones. It requires using a pincer grasp with each hand, then tearing by pulling the lettuce in opposing directions. Tearing strips of paper into bits develops stronger hand muscles.

Supplement with P. 14 in *Adventures with Books*.

P. 8 **Heavenly Writing.** This is an explanation page for you and your child, which we referred to earlier. Take time to try this a few times today with a circle, a vertical line and the letter T. Making a letter or stroke in the air provides more receptive input for your child.

WEEK TWO

Items needed: 3-ring binder with blank or lined paper; clear vinyl shoe holder (the over-the-door type) with 24 pockets; Sharpie marker, yellow and blue food coloring; pictures of items that begin with T (possibly of a tabernacle or St. Thérèse); small items that begin with the sound of /t/.



Day 1

P. 9 **A Time for Turtles.** Practice Heavenly Writing for the letter T. Make the letter T on large vertical surfaces such as a chalkboard. Using a large paintbrush dipped in water, make T's on an outside wall if weather permits. Color and count the turtles. Try making T's in salt on a large kitchen tray or cookie sheet with sides (see P. 23 for picture.) After working with Heavenly Writing, try making T's on a large vertical surface like a blackboard. After using these sensory approaches, have your child try writing T using a pencil.

Day 2

P. 10 **I Can Say "T."** Sound of /t/. Introduce the sound by saying it clearly, and close to your child, so he or she can see your mouth. "This letter says /t/." Show each picture to your child, emphasizing the initial sound. "This is a **tiger**. **Tiger** starts with the /t/ sound. Can you say it? Listen to this word: **turtle** starts with the same sound as **tiger**. Can you hear it? They start with the same sound, /t/." Emphasize that **tuba** also starts with the /t/ sound. Find the T's on the page. Color the tiger.

Start Letter Pockets. Use an over-the-door, clear vinyl shoe holder with 24 pockets to make a "sound sorting center." Use a sharpie (permanent marker) to label each pocket with an uppercase alphabet letter, one letter per pocket. Combine the letters W with X, and Y with Z on the last two pockets. As you play the games with your child, save some small, safe items that begin with /t/ to store in the letter pocket. (Tooth brush, tape, tea bag.) You will continue to use letter pockets throughout the year, as each sound is introduced.

Day 3

P. 11 **There's a Tiger in My Tub.** Help your child to point to all the things that begin with /t/. Start your child's alphabet notebook in a 3-ring binder. Make a sheet with the newly introduced letter. Your child may trace the letter. For extra reinforcement, help your child to find or draw pictures of items which begin with that letter to glue on the opposite page. This is a good place to reinforce Catholic imagery and vocabulary. Look for a picture of a Tabernacle or St. Thérèse. Remember to print the word under the picture while your child watches.

Supplement with P. 48 in *Do It Carefully*.

Day 4

P. 12 **A Tiger and a Turtle Too.** A rebus story uses pictures to tell a story. Help your child "read" the rebus pictures as you read the sentences. Point with your finger, left to right. This teaches tracking from left to right, an important skill for reading. Pointing to the T's on the page reinforces recognition of the letter.

P. 13 **Blue Too!** Talk about all the things in the picture. Does your child know the words: tulip, goldfish bowl, treasure box, Blessed Virgin Mary, halo? Do you have a statue in your home of Mary wearing blue robes? Take time to say a little prayer to Our Lady today, with your child asking for her help.

P. 14 **You Make a New Color.** Follow the instructions for this experiment with color. Let your child help get it ready, do the experiment, and record your child's observations. You are introducing basic scientific investigation today!

If time permits, supplement with PP. 8 and 13 in *Adventures with Books*.

WEEK THREE

Items needed: Cereal box, oatmeal carton, or shoe box, glue; green tempera paint or washable green stamp pad, pencil with flat-end eraser; sticky notes; cookie pan with sides, salt (see picture, P. 23) to use in practicing letters; pictures of items that begin with O, for example: items with long /o/ sounds: oatmeal,



oval, oak tree; short /**o**/ sounds (says “ah”) : octopus, owl, orange, olive ; small items that begin with the /**o**/ sound. Because of the difference in sounds between the long /**o**/ and the short /**o**/, you may prefer to stick to one or the other sound for now.

Day 1

P. 15 **I Met a Tiger Today.** Help your child to say the names of the pictures and circle those which begin with /**t**/. Today, your child is using the previously practiced circle in a more functional way.

Supplemental Activity: Feed the Tiger. This simple game will reinforce the sounds heard at the beginning of a word. Use an empty cereal box, oatmeal carton, or shoe box.

Cut out the face of the tiger from the appendix. Place the cut-out on the front of your box in order to mark the spot on your box where the mouth line will be. Cut the box on the line, on three sides, leaving the fourth side as a hinge, which you will bend back.

Glue the tiger face onto your box, so the opening is the mouth.

Cut out the picture/sound cards from the appendix which begin with the sound of /**t**/ plus one or two distractor cards (that begin with a different sound). You may also use some of the small items you collected in the letter pockets or for today’s treasure hunt. Items could be: teabag, toothpick, toothbrush, tape, trash, a tiny truck. The game is to have your child say the name of the picture or item, and feed it to the Tiger. If it begins with the sound of /**t**/ the tiger can purr with appreciation because he is eating what he wants! He can growl when he’s fed something that doesn’t begin with /**t**/!

Your child can take turns being the tiger, or the one who feeds the tiger. Either way, he gets practice in discriminating the /**t**/ sound.

Supplement: P. 48 in *Do It Carefully*.

Day 2

P. 16 **Is It Blue, Yellow, or Green?** Talk about the picture with your child. Whom does he see? What might be going to happen? Begin to introduce liturgical colors and talk about Father’s vestments. Purple is for penance (self-denial) and preparation (Lent and Advent); green is for Ordinary Time; white is for celebrations (Christmas, Holy Thursday, Easter, weddings, major feasts); red is for Pentecost, Good Friday, and feasts of martyrs.

P. 17 **God Made the Flowers and the Plants.** More practice today with vertical lines. Try making the leaves using a little green tempera. With supervision, let your child dip one finger into the paint, and “print” leaves on the stems. Or, if you prefer, let him dip the eraser end of a pencil in the paint to “print” some leaves.

Supplement with P. 7 in *Adventures with Books*.

Pre-teach the letter O using Heavenly Writing and a large vertical surface.

Day 3

P. 18 **Owl and Ostrich.** Look at the stroke direction for the letter O. Your child has already made circles, so a quick practice in the air before tracing O is a good idea. For further practice, have him try making O’s on a large vertical surface. He could also try making O’s in salt, sand, shaving cream, or with play dough. Color the pictures.

Add O to the alphabet book. Look for a picture of an item that begins with O to glue next to the O.

Supplement: P. 2 in *Do It Carefully*.