

Kindergarten

Interactive Guide

Includes printable sample lessons!

Welcome!

If you are new to CHC, or new to homeschooling, welcome! If you aren't sure of how this adventuresome path begins, we invite you, with this Kindergarten Guide, to sample a "taste" of CHC's gentle approach to gain confidence that, as it has for thousands of other families, the CHC approach will work for you, too. Within this guide you'll find a virtual "tour" of those special and well-loved materials which are written by experienced homeschool parents and distributed exclusively by CHC.

Did you know that we homeschool, too? Do we understand what it's like to feel pressed for time to fit in all the tasks that go along with being wife, mother, homemaker, and homeschooler? You bet!

Our years of homeschooling, preschoolers to high schoolers, have led to the development of academically solid materials that are time-proven to enrich the homeschooler, both academically and spiritually, *without being burdensome to mom or students.*

In fact, it is CHC's philosophy that *homeschooling should be a joyful, natural offshoot of parenting and family life, not a "weight" to be dragged along the path throughout childhood!* CHC lifts the burden, but keeps the family on the path.

During our schooldays, our family marvels at God's loving guidance, resulting in the academic and spiritual growth that we have seen in our children over the years. Like you, we look forward to more of those *aha!* moments when the spark of understanding flashes in wide eyes, when the excitement of discovery bursts into shared smiles and bubbles throughout the family.

We are grateful, not only for the business interactions that we have with you, our "CHC family," but the dear friendships and mutual support that have developed between us. It is our prayer that we can continue to serve you, as all of us, the entire "CHC Family," work together to win Heaven, educating for eternity.

Your CHC Family

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Please note: These sample pages are provided for review purposes only. Sample pages are not complete lessons. View more product details and reviews @ www.chcweb.com. All content is copyright © 2026 Catholic Heritage Curricula. • 1-800-490-7713

CHC Typical Course of Study

Kindergarten

LANGUAGE ARTS

- Letter and sound recognition; sound blends
- Phonics (short-vowel sounds)
- Reading short-vowel words
- Letter formation and manuscript practice
- Literature: stories, rhymes, poems, animal stories, fairy tales, & fables

MATH

- Understanding numbers
- Counting and writing to 31
- Sequencing numbers; ordinal numbers
- Addition sums through 9
- Subtraction facts through 6
- Working with pennies, nickels and dimes; adding and subtracting money
- Beginning graphs and fractions (whole, $^1/_2$, $^1/_3$, $^1/_4$)
- Geometry (polygons)
- Measurement (units of measure, perimeter)
- Telling time to the hour
- Calendar (days of week, months of year)

RELIGION

- Who God is; who I am; why I am here; where I am going; how to get there
- Basic catechism (sin, grace, life of Jesus, Redemption, Holy Mass, Mary, etc.)
- Participation in the life of the Church and liturgical seasons

SCIENCE

- Exploring creatures that live in a variety of habitats
- Guided nature walks
- Basic facts about mammals, reptiles, amphibians, birds, insects, and plants
- Hands-on exploration of the created world

CHARACTER FORMATION

- Respect, Attitude, Church Manners, Charity at Table, and Virtue

FINE ARTS

- Introduction to art masterpieces
- Beauty, composition, color, and line
- Introduction to poetry through nursery rhymes
- Music: exposure to systematic variety of meters, tonalities, styles, and languages

How do I know if my child is ready for Kindergarten?

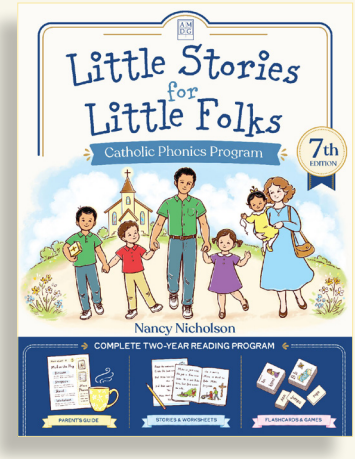
Some clues that will help you decide if he is ready for kindergarten are: Does he work and play independently for at least half an hour at a time? Can he hold his pencil correctly? Can he button his coat and tie his own shoes? Does he know colors and shapes? Does he recognize basic numbers and letters? Does he have good small and large motor control? Does he express himself well verbally? Does he listen and sit quietly for at least 15 minutes or more? Does he understand the difference between yesterday, today and tomorrow? Can he classify, label and sort various objects? All these concepts are important for him to know as he transitions into kindergarten.

Another way that you can check readiness is by observing what he wants to do, and does not want to do when you introduce concepts to him. If he seems eager to learn more math concepts, you can move him ahead. If he seems disinterested in going any further in reading, you can wait, all the while exposing him to more books and reading aloud to him.

Kindergarten Materials Guide

TITLE	CONSUMABLE	NONCONSUMABLE*
CORE SUBJECTS		
Little Stories for Little Folks	✓	
Little Folks' Letter Practice	✓	
Catholic Heritage Handwriting, Level K	✓	
My Book House: Story Time		✓
The Complete Brambly Hedge		✓
Aesop's Fables for Children		✓
Little Folks' Number Practice	✓	
MCP Mathematics, Level K: Student	✓	
MCP Mathematics, Level K: Teacher		✓
Who Am I? Kindergarten Teacher's Manual		✓
Who Am I? Kindergarten Workbook	✓	
Behold and See K	✓	
DAILY LESSON PLANS		
CHC Lesson Plans for Kindergarten	✓	
NON-CORE SUBJECTS		
Art Masterpieces: Rhyme-Time Collection	✓	
Art Prints: Rhyme-Time Collection	✓	
Building Good Character, Level B	✓	
Making Music Praying Twice		✓
Coloring with the Saints	✓	

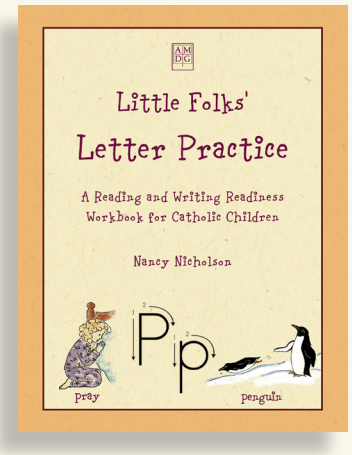
*Denotes a non-consumable title. May be used by more than one student, and often for more than one grade level.



Language Arts : : Phonics and Reading

Little Stories for Little Folks is a complete, phonics-based reading program designed for use through kindergarten and first grade. The program begins in kindergarten with letter recognition flash cards and pre-reading exercises that teach the child how to blend sounds into words, followed by the first level of *Little Stories* booklets. Story booklets in Levels 2–4 are mastered in first grade. Each element contained in the *Little Stories for Little Folks* package leads the child step-by-step into reading on his own!

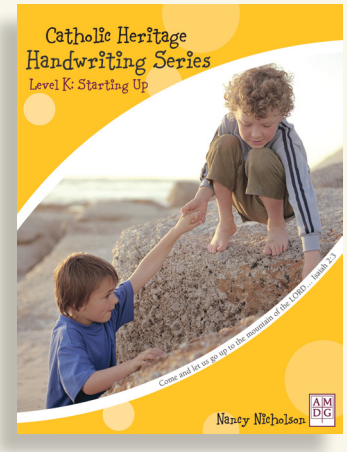
Samples:
- What Is Phonics?, page 8
- Sample Story Booklet, page 9
- How Is *Little Stories for Little Folks* Different from Other Phonics Programs?, pages 10–11
- Sample Parent Instruction Sheet, page 11



Language Arts : : Handwriting

Little Folks' Letter Practice introduces beginning phonics and provides practice in letter formation while simultaneously exposing young children to tenets of our Catholic Faith.

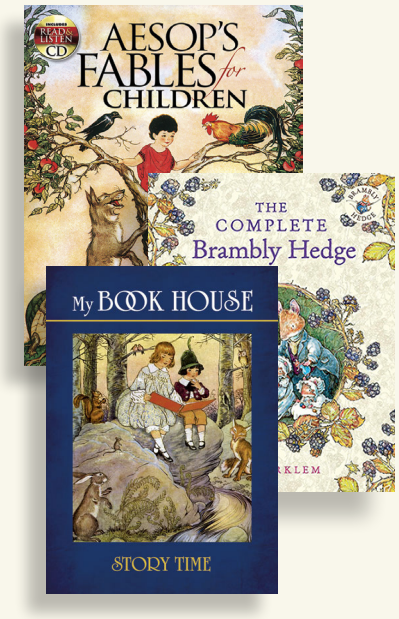
Samples:
- Letter B, pages 12–13



Catholic Heritage Handwriting, Level K dovetails neatly with the phonics and reading instruction in *Little Stories for Little Folks*. This handwriting workbook provides story-by-story phonics practice as students copy and reinforce letter combinations and words that they have just read in *Little Stories for Little Folks.* Book is spiral-bound at the top of the page to facilitate use by both left-handed and right-handed users.

This workbook is introduced in Week 15, after the student has completed *Little Folks' Letter Practice* and while he is beginning Level 1 of the *Little Stories* booklets.

Samples:
- Sample lessons, pages 14–17



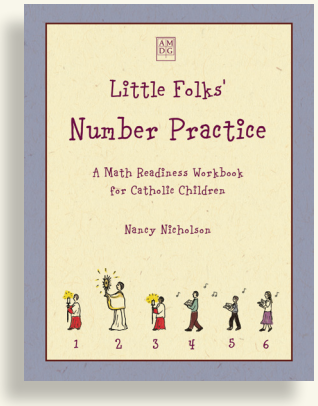
Language Arts : : Foundations in Literature

Reading aloud to your kindergartner is crucially important because it develops his vocabulary, imagination, love of reading, understanding of cause and effect, and moral sense.

The wide range of rhymes, poems, and stories in *My Book House: Story Time*, *The Complete Brambly Hedge*, and *Aesop's Fables for Children,* in addition to recommended favorite fairy tales, provides a solid foundation in literature.

Samples:

- Sample pages from *My Book House: Story Time*, page 18
- Sample pages from *Aesop's Fables for Children* and *The Complete Brambly Hedge*, page 19

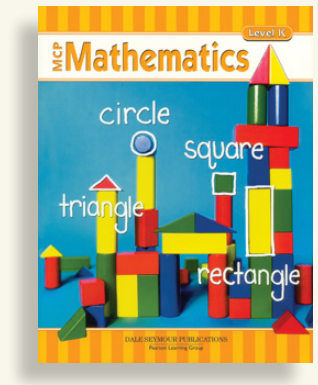


Mathematics

Little Folks' Number Practice provides parents of young children the opportunity to introduce basic numbers and number concepts to their children while simultaneously exposing them to tenets of our Catholic Faith.

Samples:

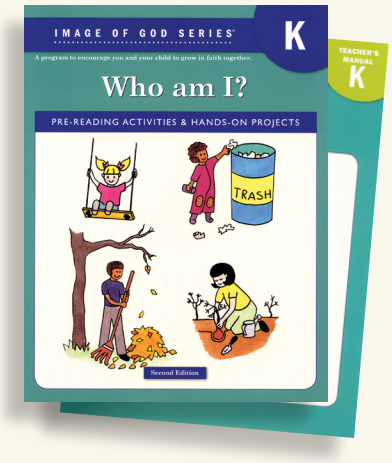
- Sample from Week 1: Number 1, pages 20–22
- Sample from Week 15: Simple Addition, page 23



MCP Mathematics Level K: This series from Modern Curriculum Press provides all core mathematics knowledge needed for each grade level and lays a solid foundation for future grades. The Teacher's Manual is highly recommended.

Samples:

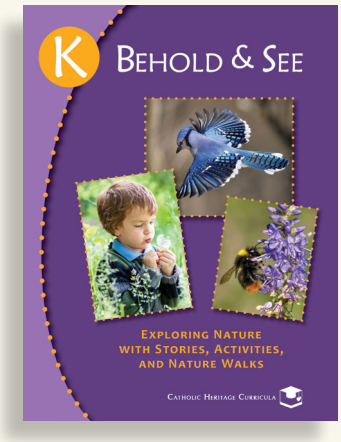
- Excerpt from Student Workbook, page 24
- Excerpt from Teacher's Manual, page 25



Religion

The *Who Am I? Kindergarten* program stresses the dignity of each individual as a person made in the image of God. The Kindergarten level emphasizes two key truths of the Faith: God and creation. The material in each lesson revolves around fundamentals of our Faith stated in terms young children can understand and remember. Teacher's Manual is highly recommended.

Samples:
- Excerpts from Teacher's Manual, page 26
- Sample Worksheet, page 27



Science

Behold and See K: Exploring Nature with Stories, Activities, & Nature Walks: This colorful worktext combines guided Nature Walks, bite-sized science facts, engaging video clips, nature read-alouds, and coloring pages into a foundational science program that holds a child's interest as he explores the wonders of God's creation.

Behold and See K users need no additional workbooks, teacher's manuals, or answer keys; all lessons, activities, and explanations are found within the worktext.

Samples:
- Table of Contents, page 28
- Week 1: Rodents, pages 29–31

What Is Phonics?

Have you ever approached the sink in an airport restroom only to freeze in confusion as you searched high and low for the water faucet? Perhaps, to the amusement of fellow travelers, you artfully waved your hands around, above, and below the sink in vain hope of locating the latest technological advance in triggering mechanisms. It was only when you stepped back in consternation, accidentally stumbling over a button located on the floor, that water finally gushed forth—if only for a few seconds. Now imagine that, worldwide, each water-dispensing device in sink, tub, and shower were unique. Think of the time and frustration involved in learning and memorizing the operation of each individual device that one might encounter over a lifetime. How much time and frustration is saved by familiarity with a few variations of a standardized faucet!

Perhaps this seems an odd way to introduce a comparison between whole-language and phonics approaches to reading. However, the parallel is not such a stretch as it might seem. "Whole-language," or the "look-and-guess" system of reading, requires the reader to memorize thousands of individual words before he can begin to approach literacy. Since he lacks the decoding tools that phonics provides, each word he chances upon is a frustrating unknown. On the other hand, the student of phonics learns word-attack skills that enable him quickly to decipher virtually any word he may encounter.

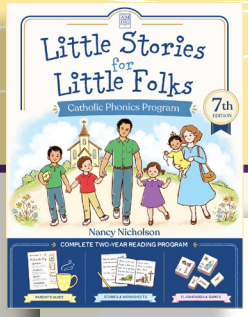
What is phonics? Simply put, phonics is an approach to reading that begins by teaching letter sounds, then progresses to the blending of those letter sounds to form syllables and words. The English language is comprised of 45 sounds, 21 of which are vowel sounds. Consonant and short vowel sounds are taught first, and can be learned by most children with about three months' instruction. A child who can identify and blend only these sounds already has the word-attack skills to read well in excess of 1,200 words.

In contrast, with the "look-and-guess" or "whole language" approach, the average child memorizes about 300–400 words per year. Since minimal or no instructional time is given to teaching letter sounds or sound blending, the child lacks the skills to decode any word outside his memorized list. By the time the "whole language" student reaches fourth grade, he will be able to identify approximately 1,500 words. Meanwhile, the phonics student will long since have mastered the remaining consonant and vowel blends, gaining the capability of reading more than 24,000 words.

The failure of the "whole language" method extends beyond reading to encompass spelling and nearly every other subject, for virtually all academics are based in some way upon reading. The child who has learned letter sounds and blends has a head start not only in spelling, but also in writing, history, science, math, and religion.



Photo submitted by Angie, SD.



LEVEL 1
15

Messy Room



NEW WORDS AND SOUNDS

dust dusty messy fix
spotless dirty himself

WORDS THAT FOLLOW DIFFERENT RULES

good do he

Mom sent Pat to see the mess in his room. Pat went in.

A bat is under the bed, and a ball is on his rug. Ann's little bottle is under the rug with dirt on it.

"See under the bed, Pat," says Mom. "See the fuzzy dust? It is dusty under the bed."

Mom asks Pat, "Can you get the mop and do the job well? After the mess is up, you can have a pop."

Pat grins. "I can do a good job. I can get this stuff and put it up. I will mop the dirt and get the dust. I want to do a better job."

Pat wants to fix the mess himself. It is his room and his job. This is not Mom's job. Pat is happy that he did his best job.



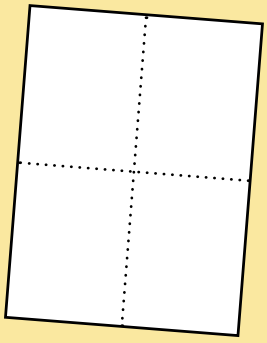
"Mom, see the room! It is a lot better. It is not dusty and dirty and messy."

"I can tell that you did a good job, Pat," says Mom.

"This room is spotless."



Copyright © 1996 Nancy Nicholson. Photocopyi



Fold each 8.5" x 11" sheet into a booklet. Bite-size stories for children's little hands!

How Is *Little Stories for Little Folks* Different from Other Phonics Programs?



Little Stories for Little Folks was developed by Nancy Nicholson, who drew on courses in linguistics from her major in Secondary Education—English and comparative studies of phonics programs by Monica Foltzer, M.Ed., Edward Fry, Ph.D., Marion Hull, Ph.D., and others. While appreciating the work done by these prominent educators, Nancy Nicholson knew that the average child does not need a course in linguistics in order to learn how to read, and that the average parent does not need (nor have time for) a course in linguistics in order to teach her child how to read. Motivated by this realization, the author set out to develop a phonics program that would:

- maximize ease-of-use for busy parents;
- be interesting and enjoyable for young readers;
- instill a love for our Lord, develop character, and promote Catholic family life.

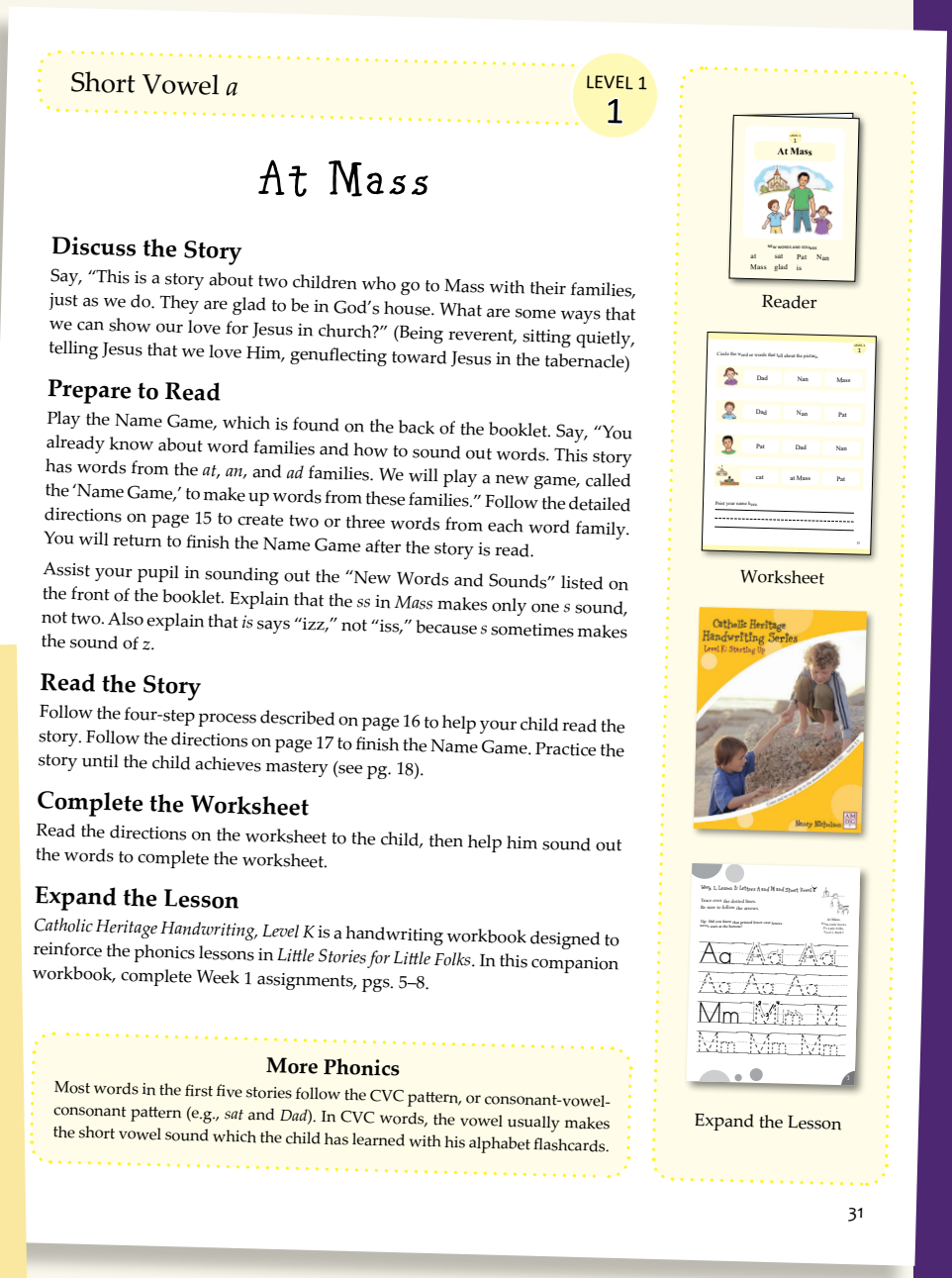
Nancy Nicholson's approach to phonics is similar to Rosetta Stone's approach to teaching foreign languages. That is, as infants we didn't learn speech by conjugating endless columns of verbs. Rather, we learned verbs within the context of speech. Similarly, instead of requiring the child (and parent) to memorize abstract lists of phonograms and phonics rules, *Little Stories for Little Folks* teaches phonics patterns within the context of word families. Instead of relying on technical terminology ("phoneme," "grapheme," "phonogram"), *Little Stories for Little Folks* utilizes more familiar vocabulary, instructing the child, for example, to be aware of "silent" letters, and letters or sounds that he can "hear."

Teaching phonics-based word families, the author believes, is the most gratifying way for children to discover quickly that there are patterns to words and that they can read a LOT of words even when they are just beginning. Phonics drill can seem so pointless and dry to

youngsters that it is almost self-defeating. They want to READ! In *Little Stories for Little Folks*, students are quickly launched into reading interesting, phonics-based short stories, and children discover with the very first story that they can actually read a "whole book"! This early success quickly breeds more success, producing eager readers with excellent word-attack skills.

The testimony of countless homeschooling families confirms the efficacy of Nancy Nicholson's approach. One mother writes:

"I LOVE the *Little Stories for Little Folks* phonics program. I had looked at several phonics programs and was reduced to tears due to the complexity/ cost of them. Nancy Nicholson's curriculum is easy to read and understand and is affordable!"



Short Vowel *a*

LEVEL 1
1

At Mass

Discuss the Story

Say, "This is a story about two children who go to Mass with their families, just as we do. They are glad to be in God's house. What are some ways that we can show our love for Jesus in church?" (Being reverent, sitting quietly, telling Jesus that we love Him, genuflecting toward Jesus in the tabernacle)

Prepare to Read

Play the Name Game, which is found on the back of the booklet. Say, "You already know about word families and how to sound out words. This story has words from the *at*, *an*, and *ad* families. We will play a new game, called the 'Name Game,' to make up words from these families." Follow the detailed directions on page 15 to create two or three words from each word family. You will return to finish the Name Game after the story is read.

Assist your pupil in sounding out the "New Words and Sounds" listed on the front of the booklet. Explain that the *ss* in *Mass* makes only one *s* sound, not two. Also explain that *is* says "izz," not "iss," because *s* sometimes makes the sound of *z*.

Read the Story

Follow the four-step process described on page 16 to help your child read the story. Follow the directions on page 17 to finish the Name Game. Practice the story until the child achieves mastery (see pg. 18).

Complete the Worksheet

Read the directions on the worksheet to the child, then help him sound out the words to complete the worksheet.

Expand the Lesson

Catholic Heritage Handwriting, Level K is a handwriting workbook designed to reinforce the phonics lessons in *Little Stories for Little Folks*. In this companion workbook, complete Week 1 assignments, pgs. 5–8.

More Phonics

Most words in the first five stories follow the CVC pattern, or consonant-vowel-consonant pattern (e.g., *sat* and *Dad*). In CVC words, the vowel usually makes the short vowel sound which the child has learned with his alphabet flashcards.

Reader

Worksheet

Expand the Lesson

31

"Four reasons why I like *Little Stories for Little Folks*"

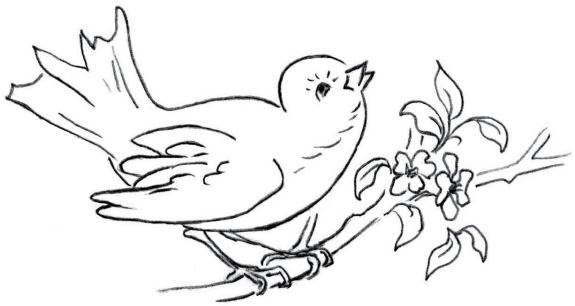
1. Affordable: *Most programs are so high priced.*

2. Easy to use for parents: *I like being able to just pick up a story and dive in without having to mull over a lesson plan for the day.*

3. No lengthy charts *of sounds or foreign terms to memorize: the same goals are achieved with the Name Game, which is great fun.*

4. Sense of accomplishment *for the child as he finishes "a whole book."*

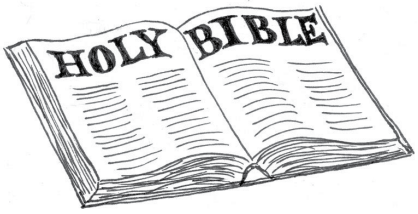
Every booklet is immediately preceded by a parent instruction page which shows in simple steps how to present the reading exercises, worksheets, games, and stories.



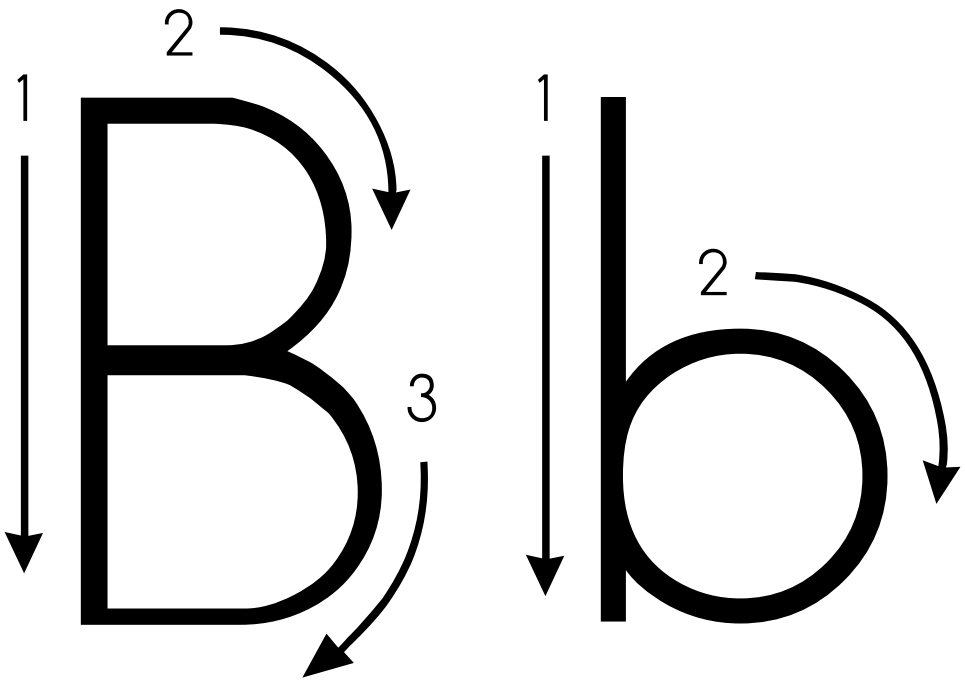
bird

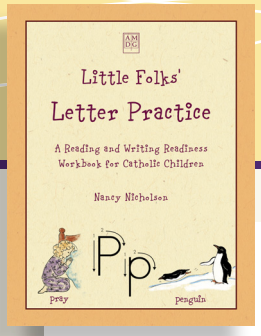


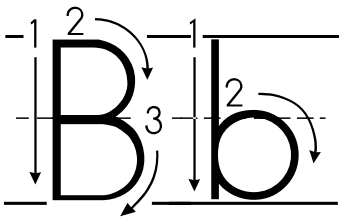
baby

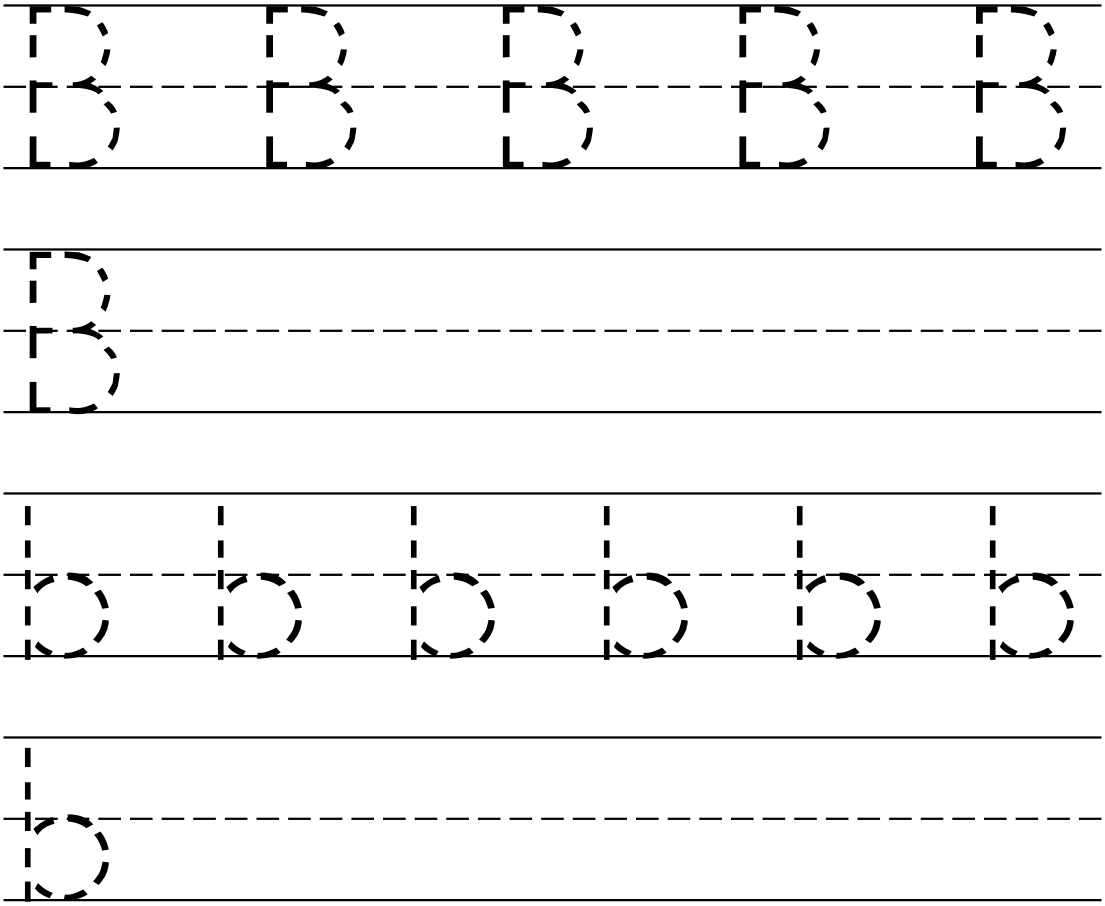


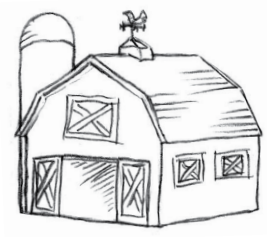
Bible





I can make a 

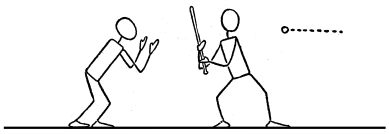




barn



butterfly



baseball

Student begins Catholic Heritage Handwriting, Level K *after completion of* Little Folks' Letter Practice.

Week 1, Lesson 3: Letters A and M and Short Vowel a

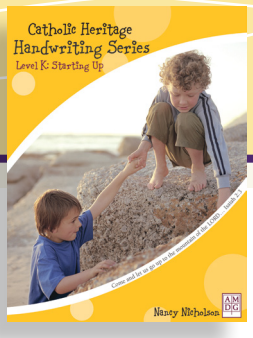
Trace over the dotted lines.
Be sure to follow the arrows.

Tip: Did you know that printed lower case letters never start at the bottom?



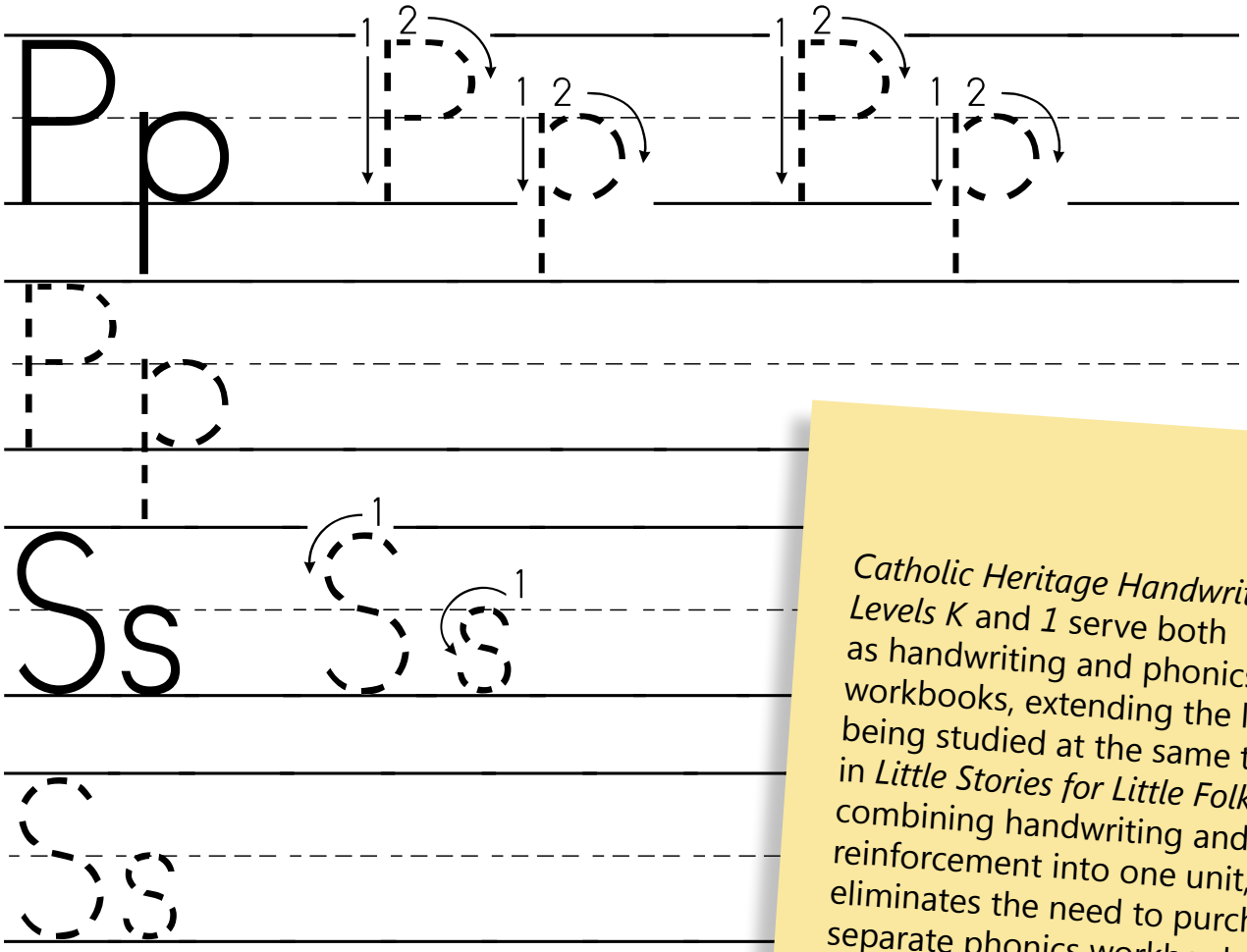
At Mass.
From *Little Stories for Little Folks, Level 1, Book 1*





Week 6, Lesson 1: Letters P and S and Sounds of oo

Directions: Trace over the dotted lines. Be sure to follow the arrows. Then print the letters on the blank part of the lines.



Catholic Heritage Handwriting, Levels K and *1* serve both as handwriting and phonics workbooks, extending the lessons being studied at the same time in *Little Stories for Little Folks*. By combining handwriting and phonics reinforcement into one unit, CHC eliminates the need to purchase a separate phonics workbook.

Week 10, Lesson 4

Directions: Trace over the dotted lines.
Then print the words on the blank lines.



Jesus is the Good Shepherd.

Good

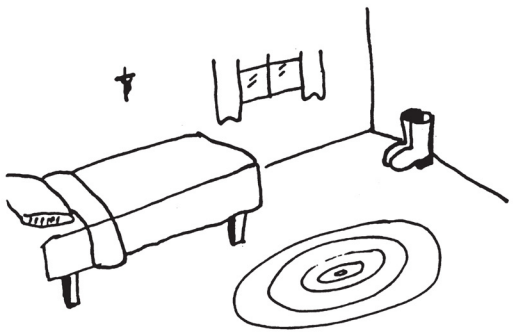
Shepherd



Week 15, Lesson 4

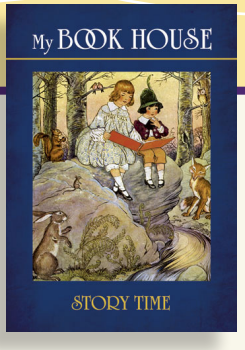
Print the words on the blank lines.

Pat did
a good job.
Pat fixed a mess.
Pat is happy.



Pat did a good job on his room.
From *Little Stories for Little Folks, Level 1, Book 15*

Most handwriting programs are printed on both sides; *Catholic Heritage Handwriting* pages are **single sided**. This eliminates the problem of pencils and erasers gripped in little fingers, pressing grooves, wrinkles, and holes in the paper. Better penmanship and neater papers mean little faces that beam with pride rather than frustration, and teacher can remove the page from the book for proud display without losing the use of a page printed on the reverse side, or pulling the book apart.



MY BOOK HOUSE



The Rooster and the Sultan

A HUNGARIAN FAIRY TALE

ONCE there lived in Hungary, a very poor old woman who had nothing at all in the world except one Little Small Rooster. This Rooster was scratching the ground one day, looking for something to eat, when suddenly what should he find but a shiny diamond penny! Now it chanced at just that moment that the big, fat Turkish Sultan, who had conquered the people of Hungary, came strutting along up the highway wearing his best silk turban, his red shoes with upturned toes, and his big baggy pantaloons. Well, the Sultan noticed the penny glittering there in the dust and he said to the Little Small Rooster, "Rooster, give me that penny!"

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STORY TIME

But the Little Small Rooster said, "No! I will give my mistress this penny, for she is poor and she needs it."

Then the Sultan snatched the penny away from the Little Small Rooster. He stuck up his nose in the air and he marched off home with the penny.

The Rooster was ready to cry, but he gave himself a good shake. He ruffled up his feathers as if getting ready to fight. He lifted his head up high, and he hurried after the Sultan. He ran into the Sultan's garden, and hopped up on the fence.



"Cock-a-doodle-doo!" he cried, "give me back my penny!"

What a noise! The Sultan clapped his hands to his ears. He ran as fast as he could to the most distant room in his great big, enormous palace. But the Little Small Rooster followed him and perched on his window sill.

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water and he was safe on dry ground. Then he flew
Sultan's window. And once again he cried, "Cock-a-d
doo! Give me back my penny!"

Well, the Sultan was in a rage. He called a slave an
"Go slave, get that Rooster and throw him in the fire!"

So the slave caught the Little Small Rooster and
him in a roaring fire. But the Little Small Rooster cri



"Pour out, my throat, the water.
All the water, pour it! Put this big fire out!"

Instantly his throat poured all the water from the well into the leaping flames. The fire died down with a hiss. And the Rooster was safe again. Then he flew to the Sultan's window and cried as he had before, "Cock-a-doodle-doo! Give me back my penny!"

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How to order *My Book House: Story Time, Aesop's Fables for Children* and *The Complete Brambly Hedge*:

Go to ***chcweb.com/Kindergarten*** for direct links to purchase these books from affordable sources.



Samples from *Aesop's Fables for Children*



THE DOG AND HIS REFLECTION

A Dog, to whom the butcher had thrown a bone, was hurrying home with his prize as fast as he could go. As he crossed a narrow footbridge, he happened to look down and saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than his own.

If he had stopped to think he would have known better. But instead of thinking, he dropped his bone and sprang at the Dog in the river, only to find himself swimming for dear life to reach the shore. At last he managed to scramble out, and as he stood sadly thinking about the good bone he had lost, he realized what a stupid Dog he had been.

It is very foolish to be greedy.

THE HARE
TORT

A Hare was ma
Tortoise one day for b

"Do you ever get any
he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

The race is not always to the swift.



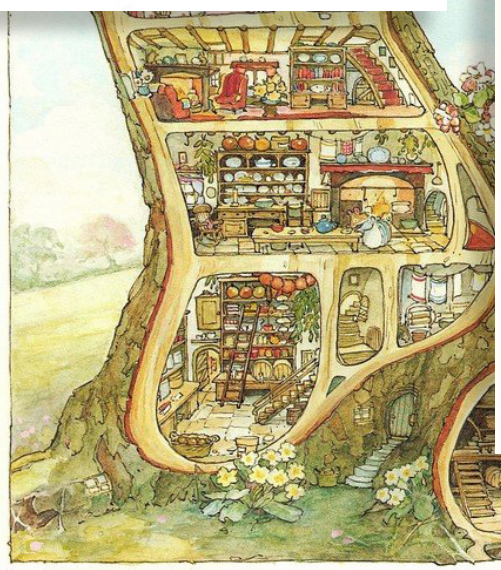
Mr and Mrs Apple lived next door at Crabapple Cottage. The sound of Wilfred's whistle floated in through their bedroom window. Mrs Apple got up and stretched. She sniffed the sweet air and went down to the kitchen to make a pot of elderflower tea. She was a very kindly mouse and a wonderful cook. The cottage always smelled of newly-made bread, fresh cakes and blackberry puddings.



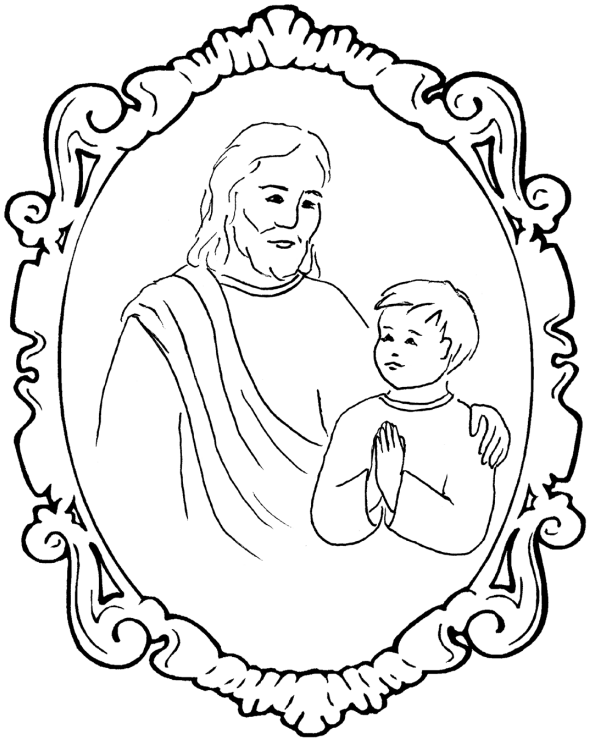
"Breakfast's ready," she called. Mr Apple got out of bed with a sigh and joined her at the kitchen table. They ate their toast and jam and listened to Wilfred's warbling.

"I think somebody needs a lesson from the blackbird," said Mr Apple, brushing the crumbs from his whiskers and putting on his coat.

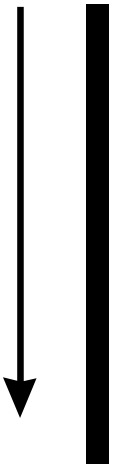
Mr Apple was a nice, old-fashioned sort of mouse. He was warden of the Store Stump where all the food for Brambly Hedge was kept.



Samples from *The Complete Brambly Hedge*



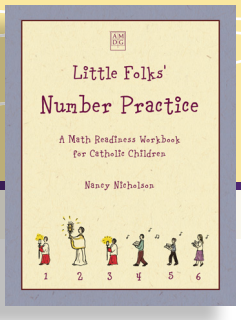
There is just ONE God and there is just one me!



The number one can also be written like this:

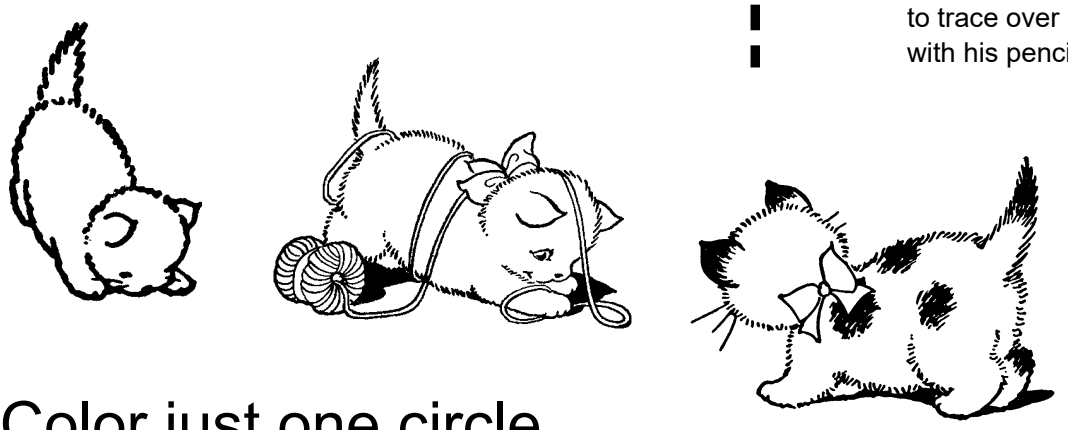
1 or 1

Draw one picture of yourself here.

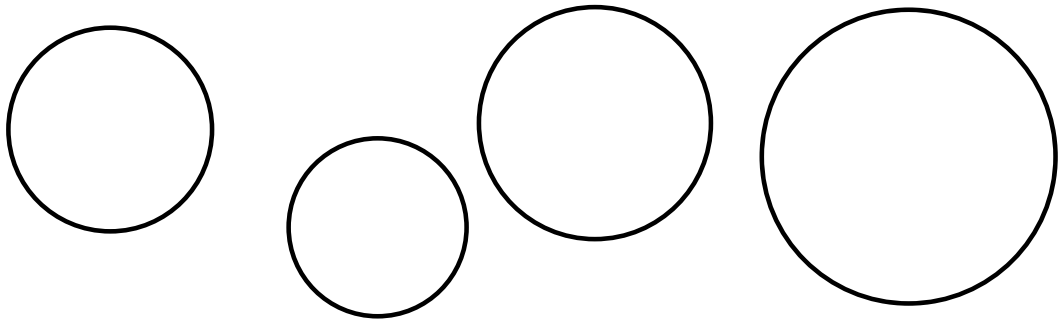


Pick the best cat.
Just one cat. Circle it.

When a number is printed with a dotted line like the "1" at left, instruct the child to trace over it with his pencil.



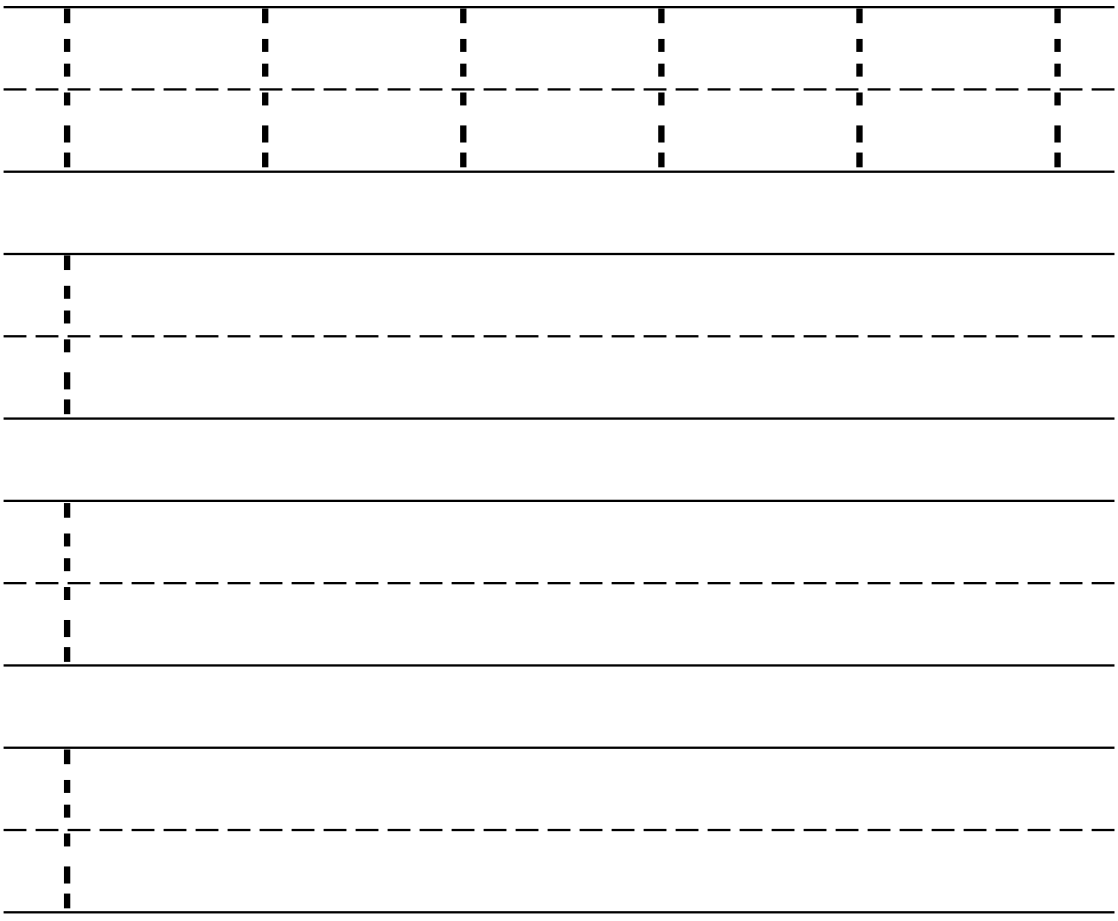
Color just one circle.

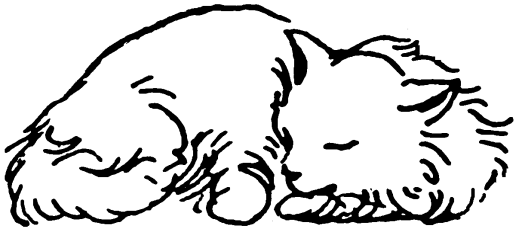


Put an X on one baby chick.



I can make a 





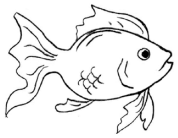
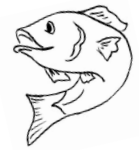
one cat

Simple Addition

\+ When we see this sign, we say "and." We can also say "plus."

= When we see this sign, we say "is." We can also say "equals."

For example: 4 **plus** 1 **equals** 5 in all

1 + 1 = ____

Draw a circle around ALL the fish. Then write the number that tells how many there are in all.



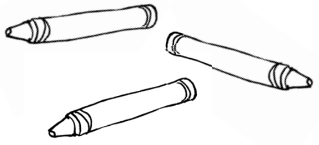

4 + 1 = ____

Draw a circle around ALL the buttons. Then write the number that tells how many there are in all.




2 + 1 = ____

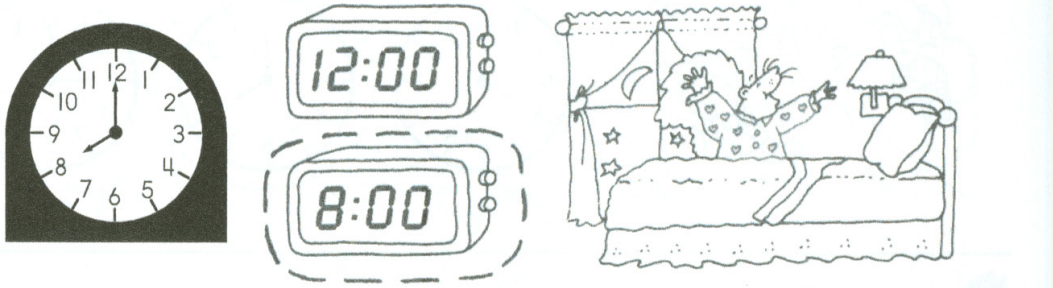
Draw a circle around ALL the shells. Then write the number that tells how many there are in all.

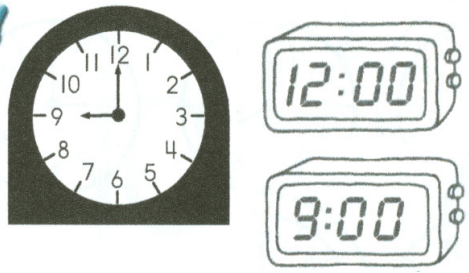


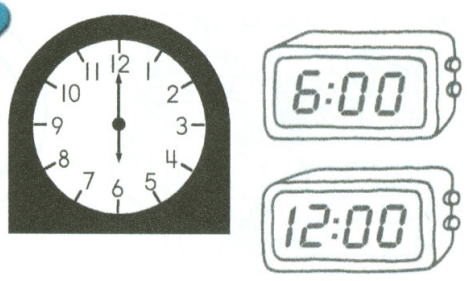

3 + 1 = ____

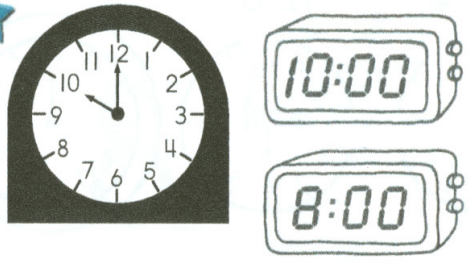
Draw a circle around ALL the crayons. Then write the number that tells how many there are in all.

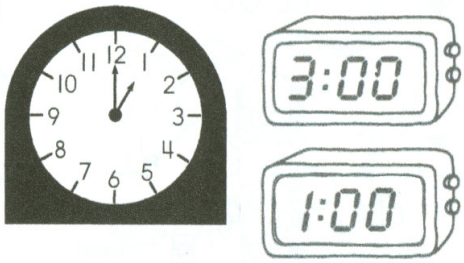
Name _____ Lesson 5-4

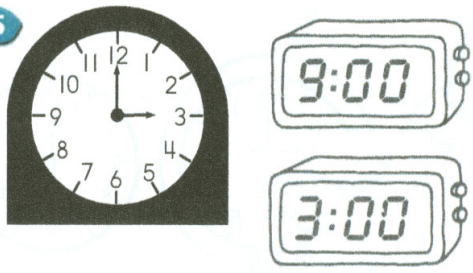


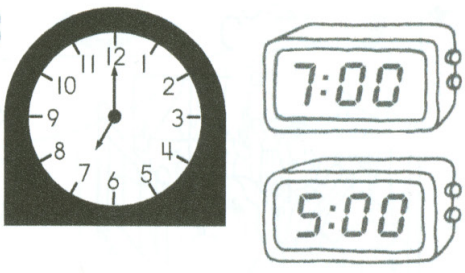
1


2


3


4


5


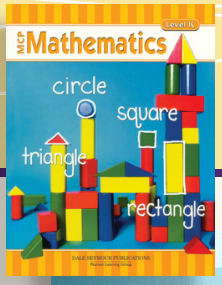
6


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Circle the digital clock that matches the clock face.

How to order *MCP Math, Level K* Homeschool Kit (2005 ed.):

Go to ***chcweb.com/Kindergarten*** for a direct link to purchase this kit from an affordable source, or search online by ISBN: 9780765273871.



9-4 Adding 2

pages 167–168

1 Getting Started

Objective

- To add 2 to a number for sums through 6

Materials

*object cards 1 through 6; *card with plus sign; *card with equal sign; 6 counters

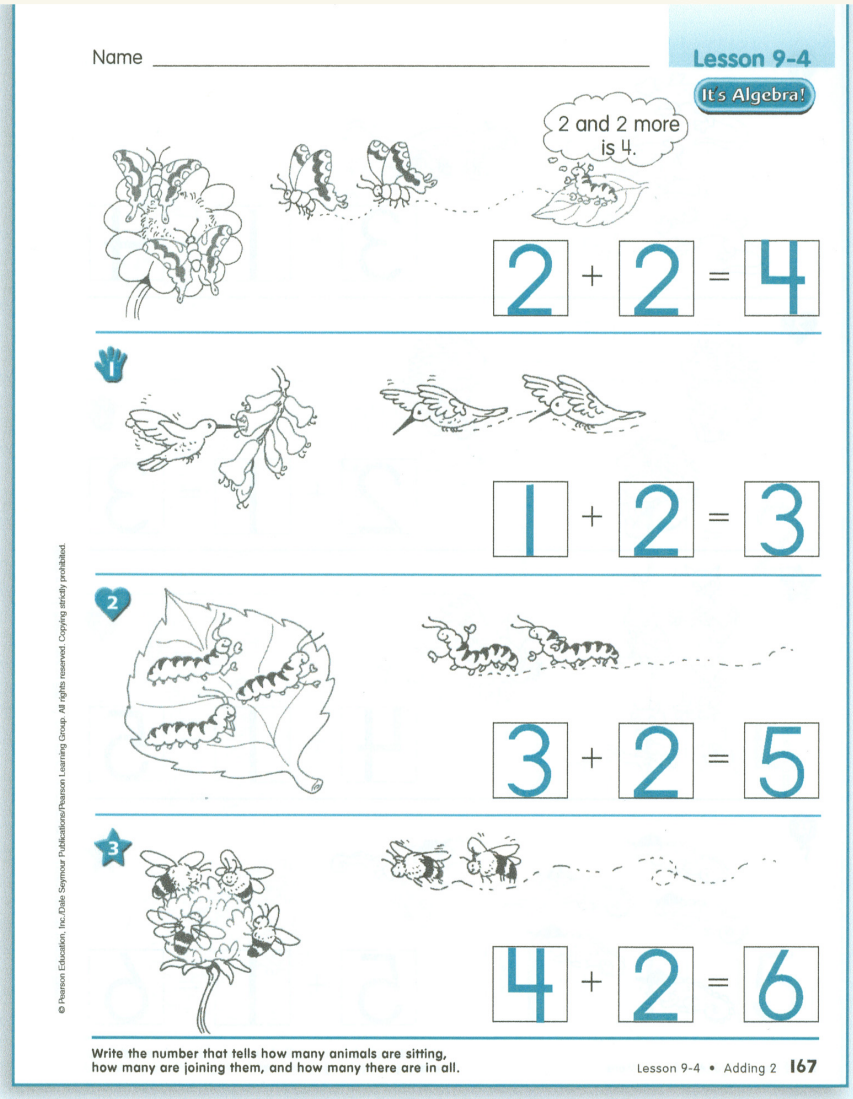
Warm Up • Mental Math

Tell students to name the number that is 1 more.

1. 16 (17)
2. 0 (1)
3. 2 + 1 (4)
4. 30 (31)
5. 4 + 1 (6)

Warm Up • Number Sense

Display object cards 1 through 6 on a table. Use these cards as the addends for sums through 6, where one addend is always 1. Place cards with the plus and the equal signs in their proper places. Have a student identify and position the object card that tells how many objects there are in all. Then, have students write the corresponding addition sentence on the board.


Name _____ Lesson 9-4

It's Algebra!

2 and 2 more is 4.

2 + 2 = 4

1 + 2 = 3

3 + 2 = 5

4 + 2 = 6

Write the number that tells how many animals are sitting, how many are joining them, and how many there are in all.

Lesson 9-4 • Adding 2 167

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2 Teach

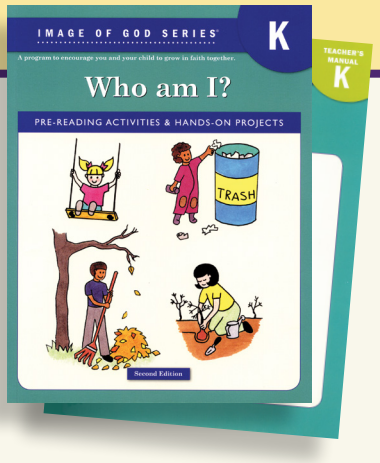
Develop Skills and Concepts Give each student 6 counters. Tell students a story about Jane who has 2 goldfish and 2 hamsters. Tell students that we want to know how many pets Jane has in all. Have students show 2 counters as goldfish and 2 as hamsters to answer the question. Then, have a student write the addition sentence on the board for all students to read in unison. (2 + 2 = 4) Repeat this procedure for stories that present problems of 1 + 2 = 3, 4 + 2 = 6, 2 + 1 = 3, 5 + 1 = 6, and 3 + 2 = 5. Encourage students to make up the stories. Continue to use the words *and* and *plus*, and *equals* and *is* interchangeably.

- Have students act out the following number sentences: 2 + 4 = 6, 3 + 2 = 5, 4 + 2 = 6, and 2 + 3 = 5. As each addition sentence is acted out, have a student write the addition sentence on the board for classmates to read orally.
- Tell a student to write and solve 2 + 4 on the board as classmates solve the problem with their counters. (6) Have students read the addition sentence aloud with you. Repeat for 2 + 3, 5 + 1, and 4 + 2.
- Read the poem "Adding 2" on page T161a. Have students lay out counters to work the problems in the poem.

It's Algebra! The concepts of this lesson prepare students for algebra.

3 Practice

Using page 167 Have students use sentences such as "Two butterflies and two more butterflies is four butterflies" to tell about the action in each exercise. Help students note that the plus sign between the two numbers in these exercises means the numbers are to be added. Have them write the two 2s for Exercise 1 to tell that two butterflies are being joined by two more.



LESSON 3: I AM SPECIAL TO GOD WHO MADE ME

LESSON FOCUS

Emphasis

We are all made in the image of God. This concept may cause some confusion in the children's minds. They may think that, since we are all made in the image of God, we look like God. This confusion can be clarified by pointing out physical differences among the children. For example, some have brown hair, some blond; some have blue eyes, some brown; some are tall, some short; yet we are all made in the image of God. Even twins who strongly resemble each other have personal differences: one is quiet, one talkative; one likes to eat something that the other does not like. We all reflect God in different ways. Stress that no one or two of us or even a million of us reflect God completely or accurately. We should want to reflect God as clearly as we are able.

Correspondence to the *Catechism of the Catholic Church*

Man created in the image of God: CCC 355–57, 380–81

Equality and difference willed by God: CCC 369

Vocabulary

image: the reflection of ourselves and others as in a mirror

soul: the gift from God that gives us life

Cor

Why
We a
God.

LESSON PRESENT

Proclamatic

All persons are made in the ima

LESSON EXPLANA

Begin by holding a large mirror toward the children. What they see is their reflection. Refer to this reflection as an image. Turning your back to the class, and facing the mirror, place the mirror in such a way that the children can see you in it. Change your expression (smile or frown), and then ask the children to guess what you are doing. When they guess correctly, a that they can see you in the mirror. Your image in the mirror show of God, we want to teach others about God and His love for us. Th see and learn about God through us.

LESSON 3: I AM SPECIAL TO GOD WHO MADE ME

Review Questions

1. **Who made each of us?**
   God made each of us.
2. **How are we made?**
   We are made in the image of God.
3. **Are we all exactly alike?**
   No.
4. **Do we all reflect God in the same way?**
   No, we all do things in a different way, but all the good things we think, say, and do reflect God.
5. **What are some ways you can act as images of God?**
   We can act as images of God by picking up our toys, helping our parents, sharing our toys, etc.
6. **Is everyone an image of God?**
   Yes, but when we make the wrong choice and do things that we know are not right, we are not as less clear images of God—like the sun on a cloudy day.

SCRIPTURE STORY: Adam and Eve

Based on Genesis 1:26 and 2:18–23

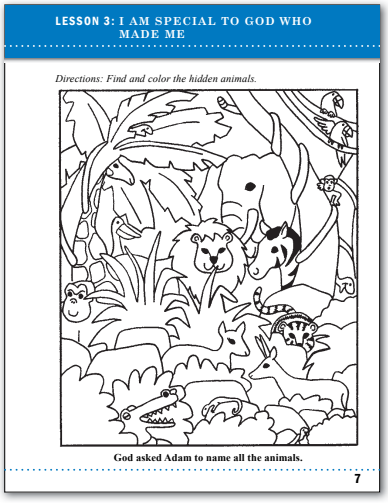
After God made the angels, He made the world and all the plants and animals. God then made Adam, the first man. Adam was special because he was made in the image of God. Adam did not look like God, but he could love and work like God. He could also share God's life.

God had some work for Adam to do. All the animals that God made needed names. God asked Adam to name them. Adam obeyed God because he loved God very much. Adam looked at all the animals as he was naming them and saw that he was different from them. Adam knew he was special. He could think and make choices, but the animals could not. He could act like God, but the animals could not. Only Adam was made in the image of God. Only Adam was a person.

Adam loved God and took care of God's world, but Adam was very lonely. There was no one to share God's love with Adam. He was the only person God made with a body. The angels were persons, but they did not have bodies. The animals had bodies, but they were not persons. Poor Adam was very lonesome!

God knew it was not good for Adam to be alone, so He made the first woman. Her name was Eve. Eve did not look exactly like Adam, but she was made in the image of God, just like Adam. She was a person too. Adam and Eve could love each other with a God-like love. Best of all, they could grow as a family in God's love.

Have the children complete page 7 in their workbooks.


LESSON 3: I AM SPECIAL TO GOD WHO MADE ME

Directions: Find and color the hidden animals.

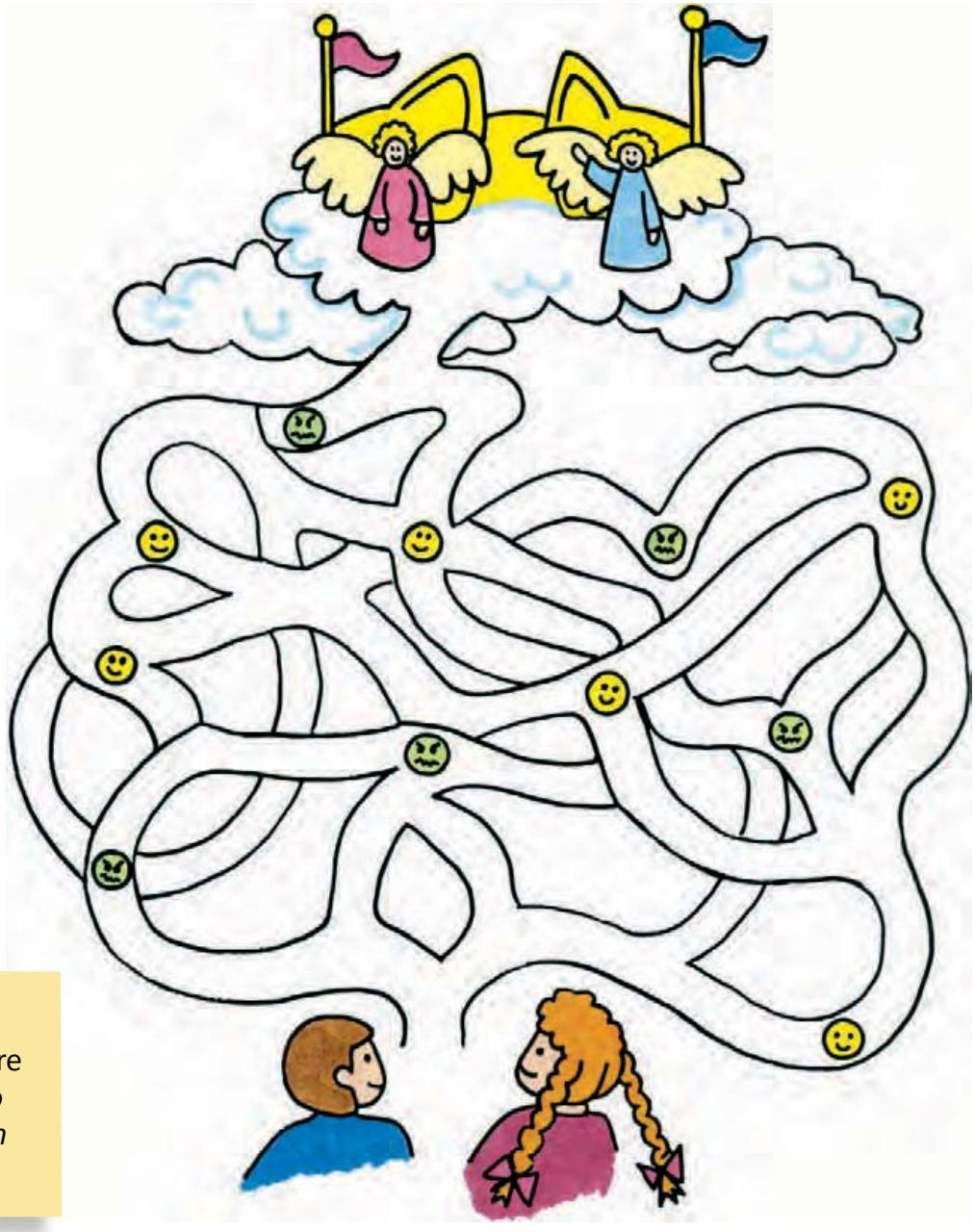
God asked Adam to name all the animals.

7

Click Here for more sample pages from *Who Am I? Kindergarten Teacher's Manual*

LESSON 7: WRONG CHOICES—SIN

Directions: Follow the correct path to heaven.



We can make good choices and be bright images of God.

Click Here for more samples from *Who Am I? Kindergarten Workbook*

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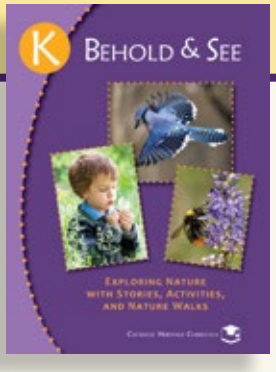
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Sample weekly planning page

Unit 1: Exploring Woods and Forest

Week 1: Rodents

Day 1



Day 2

LESSON PLAN

In this first unit your child will be exploring the Woods and Forest habitat. Read aloud the basic facts about the squirrel on page 2 [Creature Feature], while your child looks at the photos. Next, read the information on page 3 to introduce your child to other small rodents. Help your child identify the animal in each photo based on the description you read.

Red and gray squirrels are two of the most common types of North American squirrels. If you have difficulty determining whether the squirrels in your area are red or gray, it's possible you have fox squirrels, another common species which has a mixture of red and gray fur.

Though the term "rodent" is not formally introduced at this age level, all the animals shown on page 3 are classified as rodents. One characteristic feature of rodents is a pair of teeth on the upper and lower jaws that never stop growing.

Creature Clips: View recommended video clips at *chcweb.com/creature-clips* or by scanning the QR code on the left.

• • • • • • • • •

Nature Walk: The primary purpose of Nature Walks is to allow your child to explore the wonders of God's creation in a hands-on way. Before taking your walk, cut or tear out "Nature Walk," page 133, or another appropriate Nature Walk Take-Along Sheet from the back of the book. Bring the sheet with you on your walk and encourage your child to search for the items pictured on it. (See page vi for a complete introduction to Nature Walks.)

If you can't go on a Nature Walk, turn to pages 167–186 for Rainy Day Activities.

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Invite your child to color the squirrel on page 4 while you read aloud a book about squirrels or woodland animals. For book suggestions, turn to page 188.



Sample Nature Walk Take-Along Sheet

Creature Feature: Squirrel



God made the squirrel a frisky little animal.

His eyes are very bright.

He has two sharp front teeth.

The squirrel cracks nuts and gnaws them with his teeth.

When he eats nuts, he sits on his hind legs.

He holds the nuts in his two front paws.

The squirrel builds his nest in hollow trees.

His nest is lined with leaves.

He has a pretty fur coat.

The squirrel's tail is bushy.

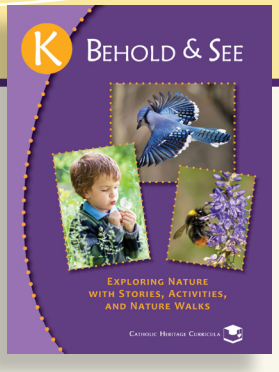
He holds it over his back.

It helps him to jump from tree to tree.

Some squirrels are red and some are gray.

Circle the kind of squirrel that lives in your area.





Here are some animals that are related to the squirrel: a mouse, a chipmunk, and a gopher.

A chipmunk has a bushy tail just like a squirrel does. Look at the stripes on his back! The chipmunk stuffs his cheeks with nuts and carries them to his home in the ground to eat later. Use a crayon to draw a **brown circle** around the chipmunk.

A mouse has a long tail with no fur on it at all! Can you spot him? The mouse usually sleeps during the day and looks for food at night. He likes to eat fruit and seeds. Draw a **gray square** around the mouse.

A gopher likes to make tunnels in the ground, so he has big front paws for digging. He likes to eat juicy plants. His favorite parts are the roots! Draw an **orange triangle** around the gopher.



Mouse



Chipmunk



Gopher

3

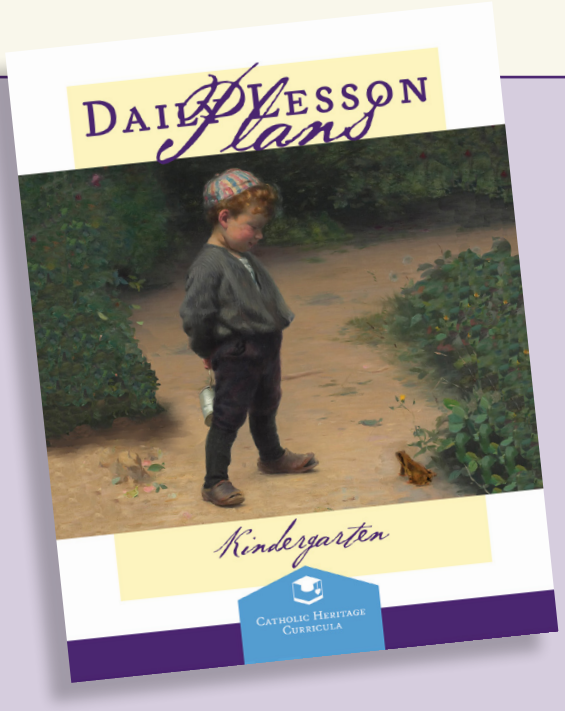
Color a Squirrel!



Make music to our God . . . Who gives animals their food. —*Psalm 147:7, 9*

4

Coloring Page from Week 1: Rodents



CHC Daily Lesson Plans: Kindergarten

The kindergarten lesson plans are designed for 30 weeks, four days a week.

What Are CHC Lesson Plans?

CHC Lesson Plans provide an organized and flexible framework for learning and developing specific skills. The lesson plans are laid out day-by-day, with weekly goals for those who prefer a simpler guide. These goals form a scope and sequence that builds from skill to skill, year-to-year, providing a solid foundation for your child as he progresses in his studies through the elementary, middle, and upper grades.

The lesson plans are designed around three key features: flexibility, ease of use for the busy mom, and incorporation of the Faith with practical living. At a glance you can differentiate between required core subjects and optional non-core subjects.

Included in CHC Kindergarten Lesson Plans:

- **Introduction & FAQ:** An extensive resource with practical advice and encouragement to make your year a joyful one.
- **Comprehensive Subject Guide:** This handy guide offers specific teaching helps for each subject. Full of tips and suggestions!
- **Daily Lesson Plans:** Two page-per-week format. Weekly checklist goals are placed alongside daily plans that offer flexibility and guidance without formality. Core subjects are shaded to make it easy to prioritize.
- **"Year at a Glance" Chart:** Lists the topics covered by subject and week; particularly helpful when you come across additional enrichment material you wish to incorporate. Just check the chart to see which week the topic is being taught and then insert your notes/materials in the lesson plan.
- **"Typical Course of Study" and "Achievement Record":** Useful for record-keeping purposes and/or to fulfill state reporting requirements.
- **Certificate of Completion**

Week 17 Goals	Kindergarten ☑ Monday	☑ Tuesday
LANGUAGE ARTS PHONICS AND READING ☑ *Little Stories for Little Folks* Level 1, Book 3: "Dad's Hat"	Introduce and begin reading Level 1, Book 3, following the instructions on pg. 43.	Continue reading Book 3, or read it again for practice. Remember to review flashcards frequently.
PENMANSHIP ☑ *Catholic Heritage Handwriting K* Week 3, pgs. 13-16	Complete Week 3, Lesson 1, pg. 13.	Comple
FOUNDATIONS IN LITERATURE ☑ Stories, Rhymes, & Poems ☑ Animal Stories ☑ Fairy Tales ☑ Fables	Stories, Rhymes, & Poems *My Book House: Story Time* Choose one or more stories, rhymes, or poems to read aloud, such as pgs. 124-130.	*The Com* Read aloud 7-8 pages and spend time together looking at the illustrations.
iew	*MCP Mathematics K* Complete pgs. 93-94.	*MCP Mathematics K* Complete pgs. 95-96.
Teacher's Manual: pgs. 99-107 Workbook: pgs. 33-36	*Who Am I? Kindergarten* Teacher's Manual: Prepare for this week's lesson by reviewing pg. 99.	*Who Am I? Kindergarten* Teacher's Manual: Present pgs. 100-101. See pg. 101 for Mass Booklet. Workbook: Complete pgs. 33-36.
SCIENCE ☑ *Behold and See K* Exploring Farm and Field Week 17: Birds of Prey, pgs. 65-68	Prep Day: Prepare for the week by reviewing the Lesson Plan in the text, pg. 65.	s at
NON-CORE ☑ *Making Music Praying Twice*	Enjoy a 15-minute instructional session; see Parent Manual for full lesson plans.	Enjoy a 15-minute instructional session.
☑ *Building Good Character, Level B* ☑ *Art Masterpieces: Rhyme-Time* ☑ Physical Education ☐ _____ ☐ _____ ☐ _____	*Building Good Character, Level B* Discuss and display "Charity at Table #17" Character-Building Card. "Catch" good behavior during the week. On Friday, reward for 5 or more stars.	*Art Masterpieces: Rhyme-Time* Display Honthorst's *Adoration of the Shepherds,* read the rhyme on pg. 38, and read "About the Artist" and "Art Story," pg. 39.

Daily attendance may be checked off (as shown) or a cumulative number written in the box for those required to keep attendance records.

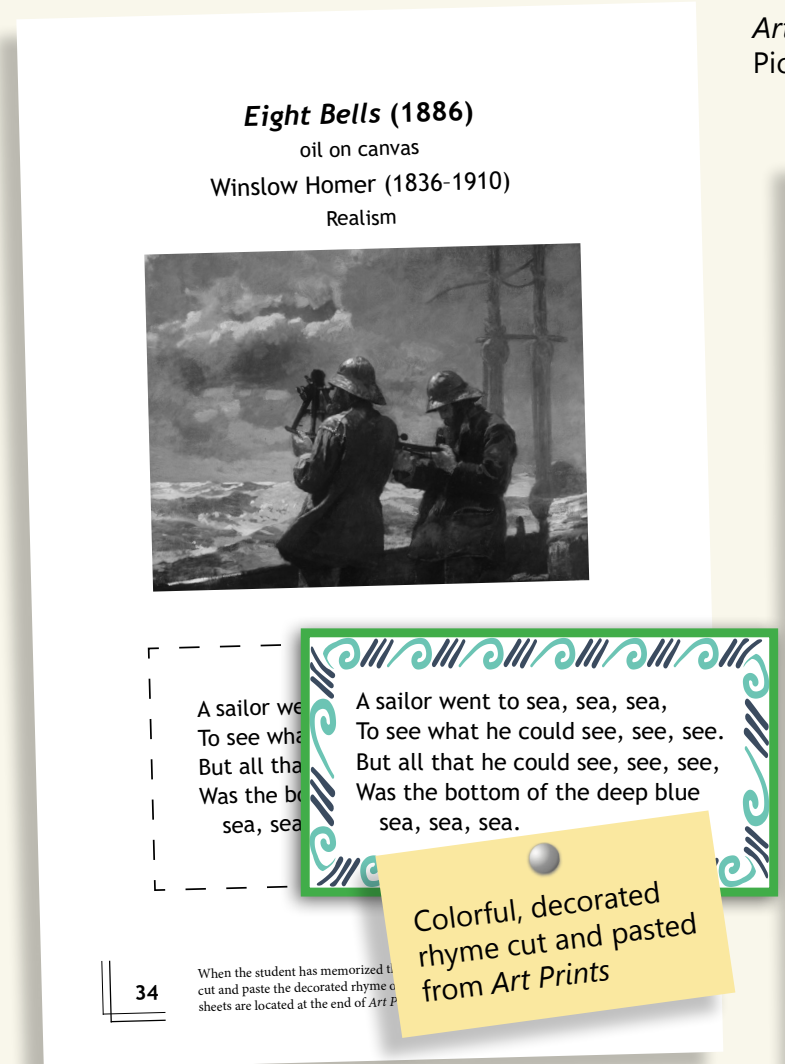
Weekly goals are listed in the left-hand column and are easily checked off as completed. Use this alone as your lesson guide if you prefer not to utilize the day-to-day lesson plan.

Core subjects are **shaded** so you know at a glance what is essential.



Non-Core Subjects: : Art Appreciation & Poetry

Art Masterpieces: Rhyme-Time Collection is designed to develop a young child's appreciation for art and poetry. The 15 paintings included in the collection—by artists such as Millet, Homer, and Rubens—are presented alongside traditional children's rhymes for the student to memorize. The detailed picture studies in the **Teaching Booklet** encourage close observation of the paintings and instill a recognition of beauty, composition, color, and line. The 15 full-color prints in the **Art Prints** are accompanied by three sheets of decorated rhymes and eight sheets of Mini Masterpieces.



Art Masterpieces Teaching Booklet:
Picture Study on *Eight Bells* by Winslow Homer

About the Artist:

Winslow Homer was an American artist. He lived many years ago and liked to paint pictures of sailors.

Art Story:

The two sailors in the painting are standing on the deck of their ship. The sun is just coming out from behind the clouds. The sailors are pointing special instruments, or tools, at the sun as a way of finding out where they are on the ocean. This is important because they don't want to get lost at sea.

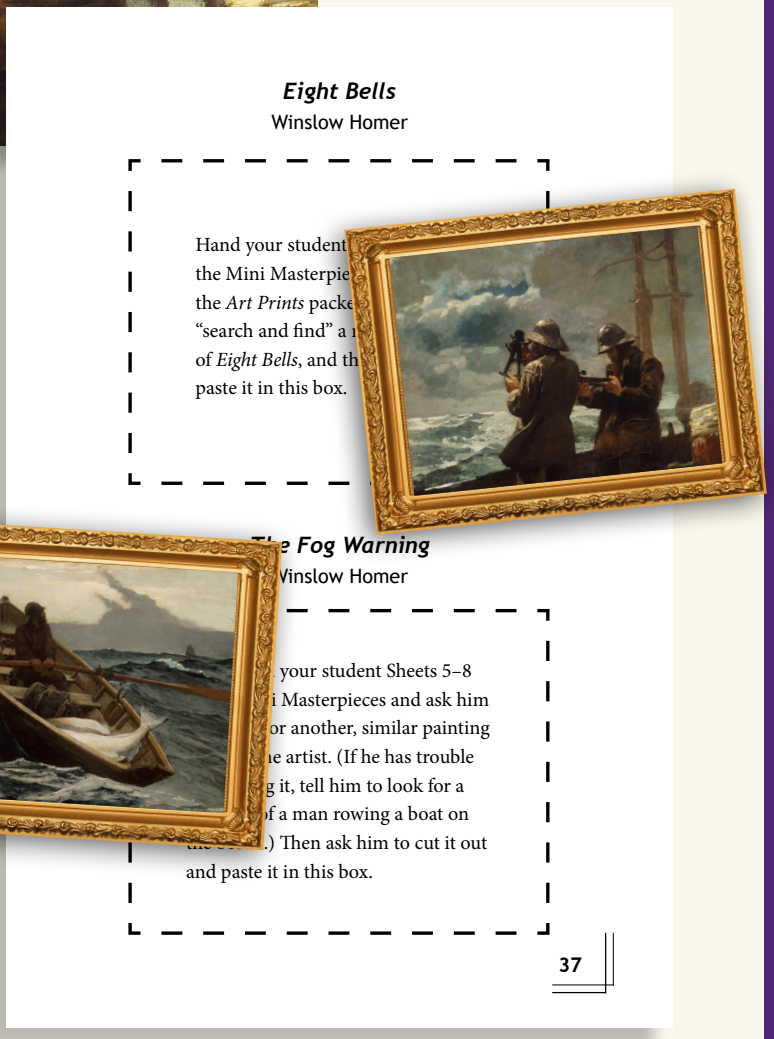
Did you know that sailors have a special way of counting time on board ships? In this system, a bell is rung every half hour to tell people what time it is. At noon, the bell is rung eight times. The artist named his painting *Eight Bells* to tell us that it is noon. This was the normal time for sailors to check where they are on the sea, as the sailors in *Eight Bells* are doing.

Art Theory:

What is the weather like in the painting? [stormy, rainy] How can you tell? [sailors are wearing raincoats; the clouds are gray] It is also windy in the painting. Do you know how we can tell? The artist painted the rope



Sample 8½"×11" print:
Eight Bells, Winslow Homer



Eight Bells
Winslow Homer

Hand your student
the Mini Masterpie
the *Art Prints* packe
"search and find" a
of *Eight Bells*, and th
paste it in this box.

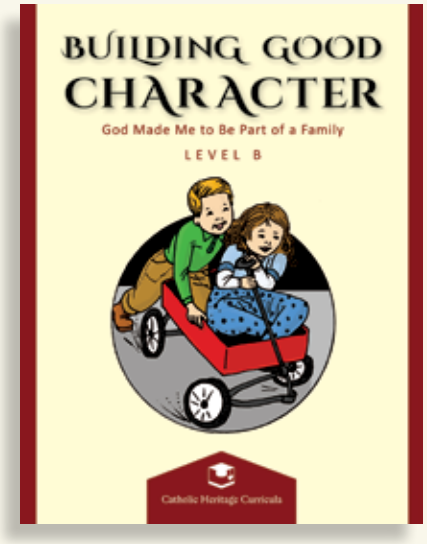
e Fog Warning
Winslow Homer

your student Sheets 5–8
i Masterpieces and ask him
or another, similar painting
e artist. (If he has trouble
g it, tell him to look for a
f a man rowing a boat on
.) Then ask him to cut it out
and paste it in this box.

37

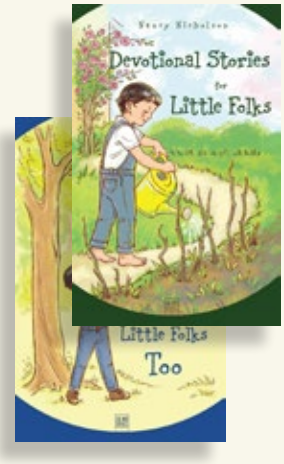
Why teach art appreciation?

The most fundamental answer is that the experience of beauty in art helps to form the mind and heart for the pursuit of truth and goodness. As Prof. John Crosby has said, "the child who is raised to respond to the beautiful is thereby sensitized to all that is good and right and worthy." Taking time to expose our children to great art gives them the opportunity "to contemplate the ray of beauty that strikes us to the quick, that almost 'wounds' us, and that invites us to rise toward God" (Benedict XVI).



Non-Core Subjects : : Character Formation

The use of Character-Building Cards in *Building Good Character, Level B: God Made Me to Be Part of a Family* is a positive way to reinforce good behavior and develop the practice of virtue and courtesy in young children. This character course includes 30 full-color illustrated cards covering five topics: Respect, Attitude, Church Manners, Charity at Table, and Virtue. Each character card comes with an illustration and a description of the virtue or good character trait to be practiced that week.



Character-Building Stories: Along the left margin of each Character-Building Card is a suggested read-aloud story chosen from *Devotional Stories for Little Folks* and *Devotional Stories for Little Folks, Too*. These engaging stories introduce your child to the featured topic. Children love hearing these "Greg stories" read aloud!

Chore Chart: If your child does not already help with chores, this is an excellent time to begin. Posting the chore chart included in the program, and giving rewards for jobs done well and cheerfully, can be a great motivator.

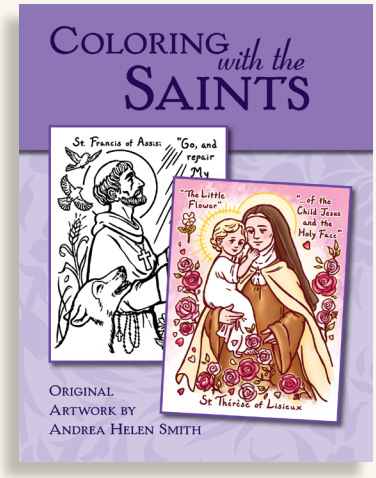




Non-Core Subjects : : Music

Making Music Praying Twice, developed by homeschooling parents John and Kate Daneluk, allows you to do **real early childhood music and movement education** at home, preparing children for future formal music studies and developing a lifetime love of music and prayer. *Making Music Praying Twice* exposes the growing mind to a systematic variety of meters, tonalities, styles, and languages. Five seasonal and liturgical Music CDs feature professional music from various cultures alongside simple *a cappella* pieces and more complicated vocal and instrumental folk ensembles. The Parent Manual includes detailed daily and weekly lesson plans for the entire school year as well as instructions for making an "unstructured music education plan" for your child.

Purchase directly from the producer @ ***makingmusicprayingtwice.com.***



Non-Core Subjects : : Coloring

Coloring with the Saints is an all-new coloring book featuring the original artwork of Andrea Helen Smith. *Coloring with the Saints* contains full-page, black-and-white illustrations of over 60 saints.

Illustrations are on one side only so there is no show through; after being colored the page can be cut out of the book and displayed.

Coloring pages for 60 saints, organized chronologically by their feasts.