

# Quick Start Package

For K/1

Regent Christian Online Academy

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# Homeschooling Methods

There are many different homeschooling methods. If you are new to homeschooling, you will find it helpful to read about the most common methods to discover what best suits you and your family.

**Traditional Method** - Using curriculum and teaching method that is similar to what is used in public school.

[Classical Education Method](#) - Based on a three-part process of training your mind; Grammar Stage (memorization), Logic Stage (“why”), and Rhetoric Stage (applying knowledge). This method is best described by Susan Wise Bauer.

[Charlotte Mason Method](#) - A three-pronged educational approach centered on atmosphere, discipline, and life teaching.

**Eclectic Method** - The family takes bits and pieces of various different methods to form their own unique homeschooling environment.

[Montessori Method](#) - Based on the idea that learning should be a natural, self-directed process. It is also commonly referred to as child-led learning.

**Unschooling** – A child-led type of approach to homeschooling. Unschooling homes typically let their current interests dictate what they choose to study, incorporating traditional subjects as they go. This method is more difficult to make work in the DL environment, but can be done if there is extensive parent reporting and strong evidence of learning.

[Homeschooling Styles Overview](#)

# Language Arts Strategies

## Beginning Reading

Blending Sounds – Print out the Blending Mat on page 10. Place it in a protective sheet, and have your child write on it using a dry erase crayon. Dictate three letter words to your child, and have him/her sound out the beginning sound, beginning and ending sounds, or, for more advanced students, all three sounds. Examples of words to use – cat, bed, pig, dog, bug, etc.

Word Families – Print out the Word Family worksheet on page 11. You will need one worksheet per word family. Fill in the word family in the roof box. Suggestions of word families to use are at, an, ed, et, ip, ot, op, ug. Brainstorm with your child a list of words that rhyme with the chosen word family. Record a master list of the words brainstormed. (For example, if the chosen word family was at, the rhyming words could be cat, bat, sat, mat, hat, etc.) Have your child choose four of the brainstormed words to write down, one in each room of the house, and then illustrate with a picture.

Phonetic Practice – Print out the Explode the Code sample worksheets on pages 12-13. Have your child work through the two provided worksheets. [Explode the Code](#) is offered as either a workbook or online program.

Syllables – Clap out the syllables to your child's name, and other family members' names. Then clap out the syllables to a variety of other words. Once your child is confident with identifying the number of syllables, print out the Syllable worksheet on page 14 and have your child trace the correct number of syllables for each word.

## Printing Practice

Paper – Use printing practice worksheets to learn to print the alphabet letters. See page 15 for a sample printing practice worksheet.

Missing Letters – Print out the Missing Letters worksheets on pages 16-17. Have your child fill in the missing alphabet letters for the uppercase alphabet, and lower case alphabet.

## Reading Comprehension Skills

Predicting Without Pictures – Begin reading a story that your child has not looked at or heard before. At the height of the conflict, have your child make a prediction about what he/she thinks will happen. Finish reading the story and discuss whether or not your child's prediction was correct.

Narration – After reading a story, ask your child to explain or retell the story to you. You can guide your child by asking him/her more pointed questions about the story. Encourage your child to provide specific examples from the text.

Story Sequencing – Read a story to your child and discuss what happened at the beginning of the story, the middle of the story, and the end of the story. Do this a few times orally with different stories. Print out the Story Sequencing worksheet on page 18 and have your child sound out simple words/sentences and draw pictures to illustrate the events for the beginning, middle, and end of the chosen story.

Literary Elements – After reading a story, have your child identify who the story was about (use the term “character”), where the story took place (setting), what the problem in the story was (conflict), and how the problem was solved (resolution). After completing this orally for several different stories, have your child complete the Story Map worksheet on page 19. Your child can sound out simple words/sentences and draw pictures to explain each literary element.

# Math Curriculum

For more information about the different math curriculums available please see the [Regent Christian Online Academy](#) webpage.

## [Math U See](#)

The first book of Math U See is Primer. You do not have to complete the Primer book in order to begin Alpha. There is no placement test for Primer, but the Alpha placement test is included in this package.

[Primer Sample](#)

[Alpha Sample](#)

## [Saxon Math](#)

Saxon math starts with a Kindergarten book. The placement test is included in this package.

[Saxon Math K Sample](#)

[Saxon Math I Sample](#)

## [ABeka Math](#)

ABeka offers a Kindergarten book, entitled Numbers 5. The Grade I book is entitled Arithmetic I. There are no placement tests available.

[Numbers 5 Sample](#)

[Arithmetic I Sample](#)

## [Horizons Math](#)

Horizons Math offers a Kindergarten book. The placement tests begin with the Grade I book, which is included in this package.

[Horizons K Sample](#)

[Horizons I Sample](#)

## [Jump Math](#)

Jump Math is available beginning in Grade I. There are no placement tests available.

[Jump Math Samples](#)

## Five Senses Mini Unit

### Christian Foundations

Memory Work - Read and memorize Psalm 139:13-14 with your child. *"For you created my inmost being; You knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; Your works are wonderful, I know that full well."*

Scripture Verses and the Senses – As you introduce each of the five senses, help your child look up the verses in the Bible. Read and discuss each verse with your child.

Sight – Psalm 141:8 *"But my eyes are fixed on you, O Sovereign Lord; in you I take refuge..."*

Taste – Psalm 34:8 *"Taste and see that the Lord is good; blessed is the one who takes refuge in him."*

Hearing – Isaiah 55:3 *"Give ear and come to me; hear me, that your soul may live."*

Smell – Ephesians 5:2 *"Walk in the way of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God."*

Touch – Isaiah 64:8 *"Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand."*

### Language Arts

God Made Me Special Book – Print out the God Made Me Special book on pages 20-22. Cut the pages in half and staple together. Read each page with your child, and have him/her trace over the dotted words, and fill in the blank to complete the sentence. Your child can draw a picture to represent what he/she wrote in the blank.

## Math

Graphing – Have your child ask family members or friends which of the five senses is his/her favourite. Colour in the Favourite Senses bar graph on page 23 to show the final results.

Five Senses Counting Book - Print out the Five Senses Counting Book on pages 24-26. Cut the pages in half and staple together. Have your child count the items on each page and write in the corresponding number. Then your child can colour the pictures and practice reading the book.

This counting book was taken from [www.mrswillskindergarten.com](http://www.mrswillskindergarten.com)

## Science

Borrow books on the senses from your local library. I would recommend the senses series by Mari Schuh or Rebecca Rissman.

Sight – Print out the Sight worksheet on page 27. Have your child first draw the object he/she sees with just his/her eyes. Then have your child view the object again through a magnifying glass, and draw what is seen. Some suggested items include a leaf, coin, orange, crayon, etc.

Touch - Discuss the different ways to describe the way an object feels, including soft, scratchy, fuzzy, rough, hard, smooth, etc. Print out the Touch worksheet on page 28. Have your child go on a scavenger hunt around the house or yard to find, draw, and label these objects.

Hearing - Fill pairs of containers (film canisters work well) half full with the following objects: rice, beans, toothpicks, nails, marbles, and cotton balls. Label the containers 1-12. Have your child shake the container and find the matching container, using their sense of hearing. Print out the Hearing worksheet on page 29, and have your child complete the response sheet and make a guess as to what's inside.



Smell - Fill pairs of containers with cotton balls that have been rubbed in the following objects: coffee, lemon juice, cinnamon, pickle juice, vanilla extract, and mustard. Label the containers 1-12. Poke holes in the lid or place a piece of cloth over the lid and secure it with a rubber band. Have your child sniff each container and find the matches. Print out the Smell worksheet on page 30. Have your child complete the response sheet and make a guess as to what's inside.

Taste – Discuss the four main tastes, sweet, sour, salty, and bitter, and where the taste buds are located on the tongue. Prepare the following items: tortilla chips, salted sunflower seeds, hard fruit candy, honey, lemon juice, butter milk or dill pickle juice. Have your child taste each food item. Print out the Taste worksheet on page 31. Have your child complete the response sheet and write about his/her favourite.

The science senses activities/worksheets were taken from [www.mrswillskindergarten.com](http://www.mrswillskindergarten.com)

## Mini Lapbook Introduction

A lapbook is a large folder full of smaller booklets. Each small booklet covers a different part of the overall theme. Lapbooks provide an enjoyable hands-on way for children to organize information. Lapbooks work well with different learning styles and ages because lapbooks can be easily tailored to your child's needs. Upon completion, the child has a beautiful booklet that can be proudly shown to the Home Learning Support Teacher, as well as family and friends. Because a lapbook is flat, it is easy to keep for years to come!

In this Quick Start Package Folder you will find a lapbook based on Eric Carle's story The Grouchy Ladybug. Begin this lapbook study by reading this wonderful story together.

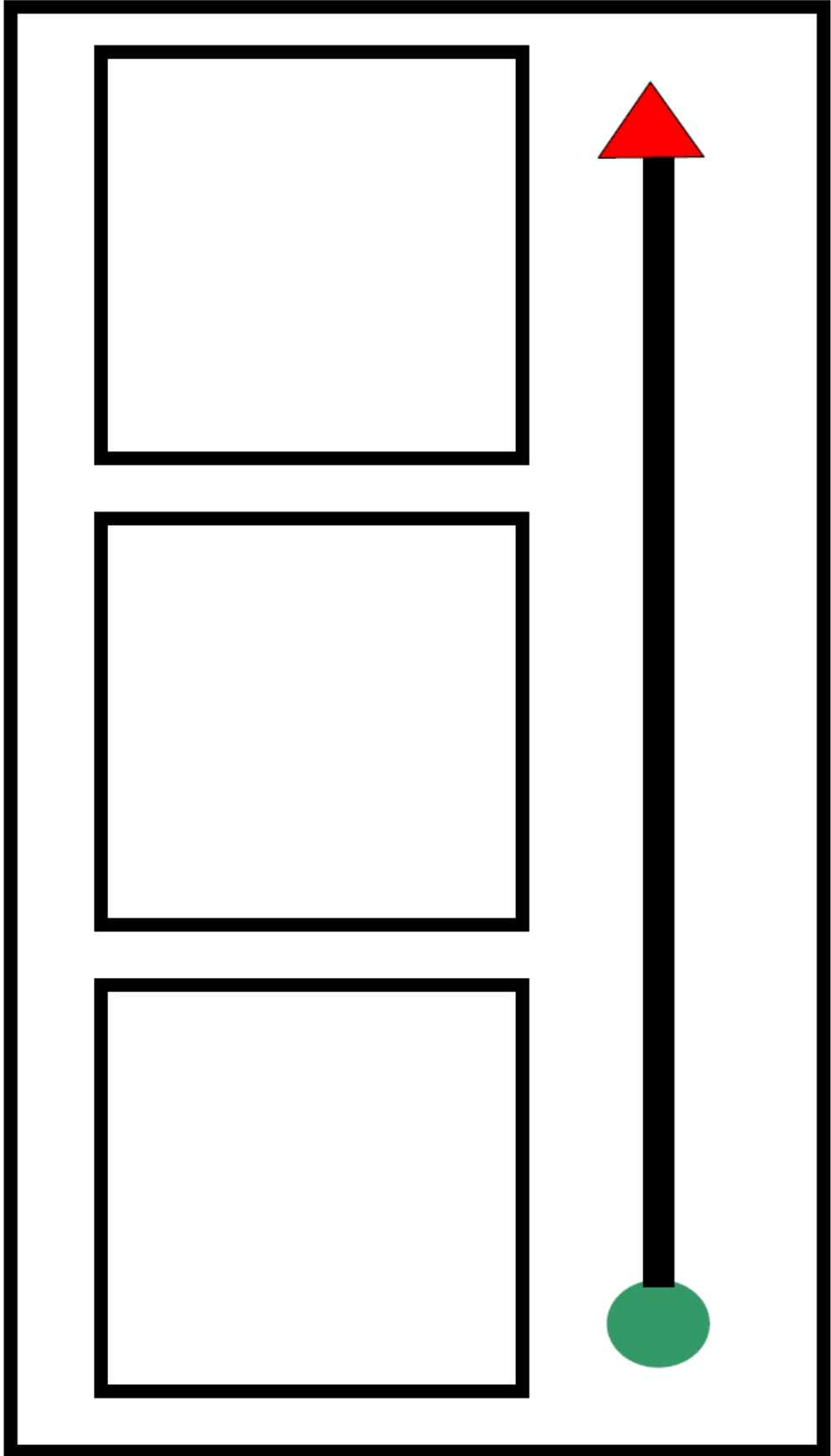
There are many lapbook websites with free resources, resources that can be purchased, or even blank templates to make your own. Here are a few recommendations

[Homeschool Share](#)

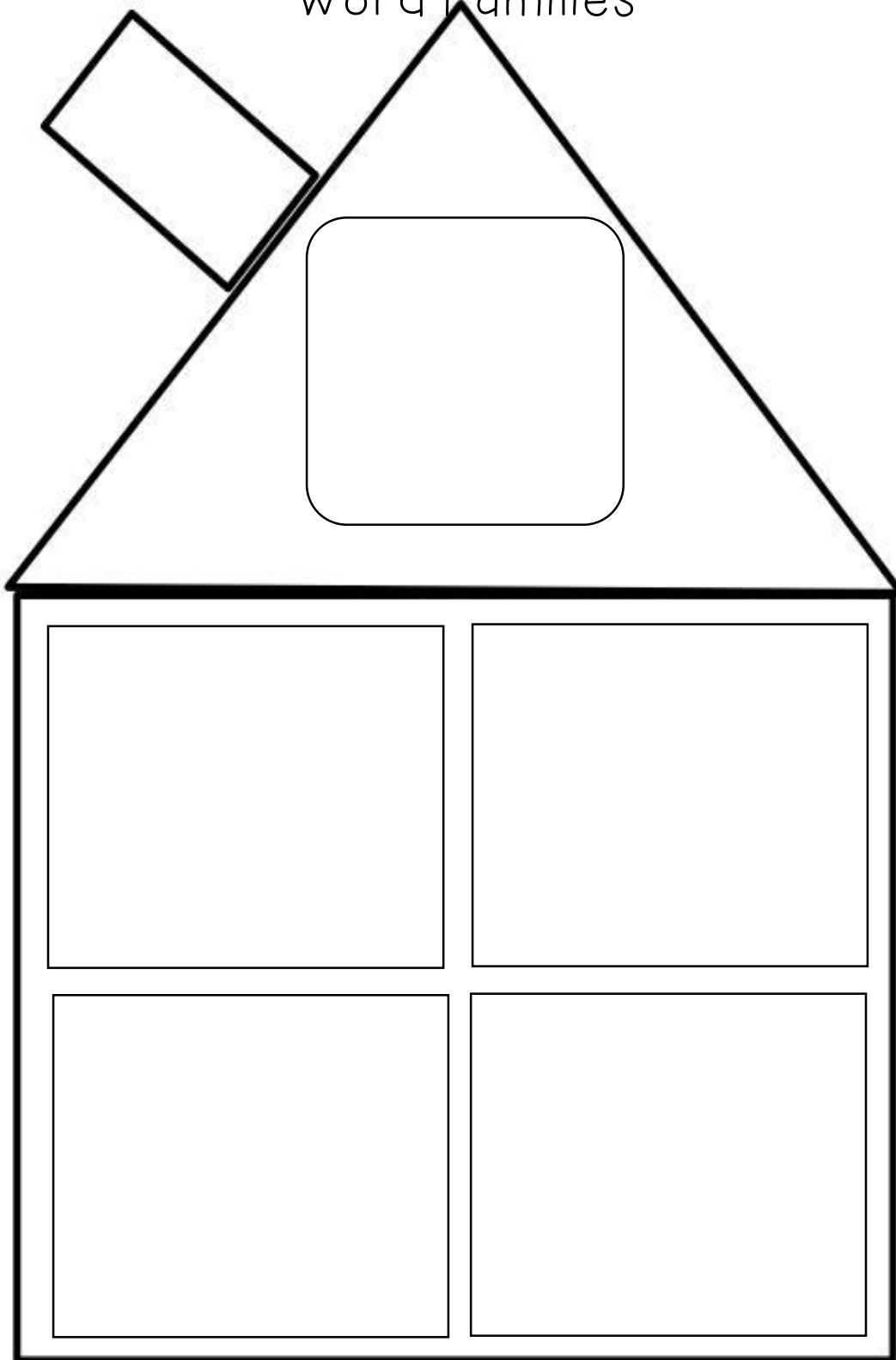
[Live and Learn Press](#)

[Hands of a Child](#)


# Blending Mat




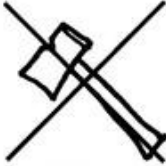





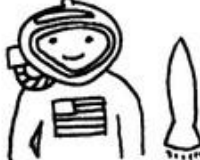









# Word Families



Explode the Code Sample Worksheet from Book 1  
**Lesson 1**

**a says /ă / as in** 

Find the picture that begins with the sound of the letter below.  
 "X" it.

ă			
ă	$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$		
ă			
ă			
ă			
ă			

Explode the Code Sample Worksheet from Book 1  
"X" the same word.

fan	ban	<del>fan</del>
can	con	can
had	lad	had
ran	ram	ran
tan	nat	tan
bad	dad	bad
pan	pan	ban

# Syllable Practice

Name: \_\_\_\_\_

-----

\_\_\_\_\_

## Syllables at the Zoo

INSTRUCTIONS: Clap the syllables as you say each animal then trace the number of syllables each word has.

Elephant 1 2 3	Fox 1 2 3
Giraffe 1 2 3	Gorilla 1 2 3
Monkey 1 2 3	Moose 1 2 3
Lion 1 2 3	Zebra 1 2 3
Fish 1 2 3	Flamingo 1 2 3

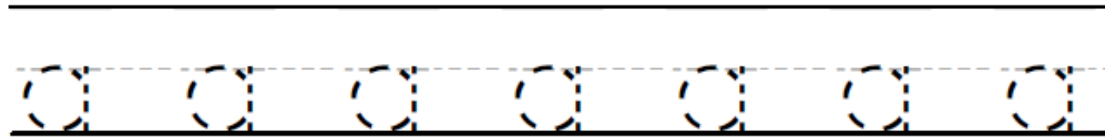
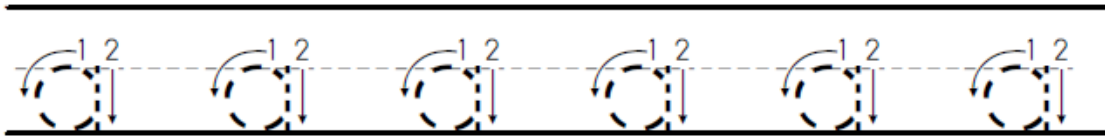
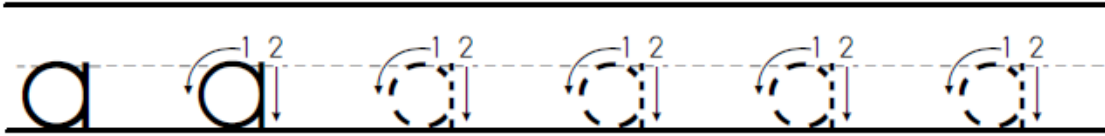


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Name: \_\_\_\_\_

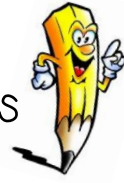
Handwriting Practice

# Letter a





Print the Missing Letters



A    \_\_\_\_\_    C    D    \_\_\_\_\_    F

G    H    \_\_\_\_\_    J    \_\_\_\_\_    L

\_\_\_\_\_    N    \_\_\_\_\_    P    Q    \_\_\_\_\_

S    T    \_\_\_\_\_    V    \_\_\_\_\_

X    Y    \_\_\_\_\_

Print the Missing Letters



a b \_\_\_\_\_ d e \_\_\_\_\_

g \_\_\_\_\_ i \_\_\_\_\_ k \_\_\_\_\_

\_\_\_\_\_ n \_\_\_\_\_ p \_\_\_\_\_

r s \_\_\_\_\_ u \_\_\_\_\_ w

\_\_\_\_\_ y \_\_\_\_\_

# Story Sequencing

Beginning

Middle

Ending

**Setting:**

**Solution:**

**Story Map**

**Title:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Characters:**

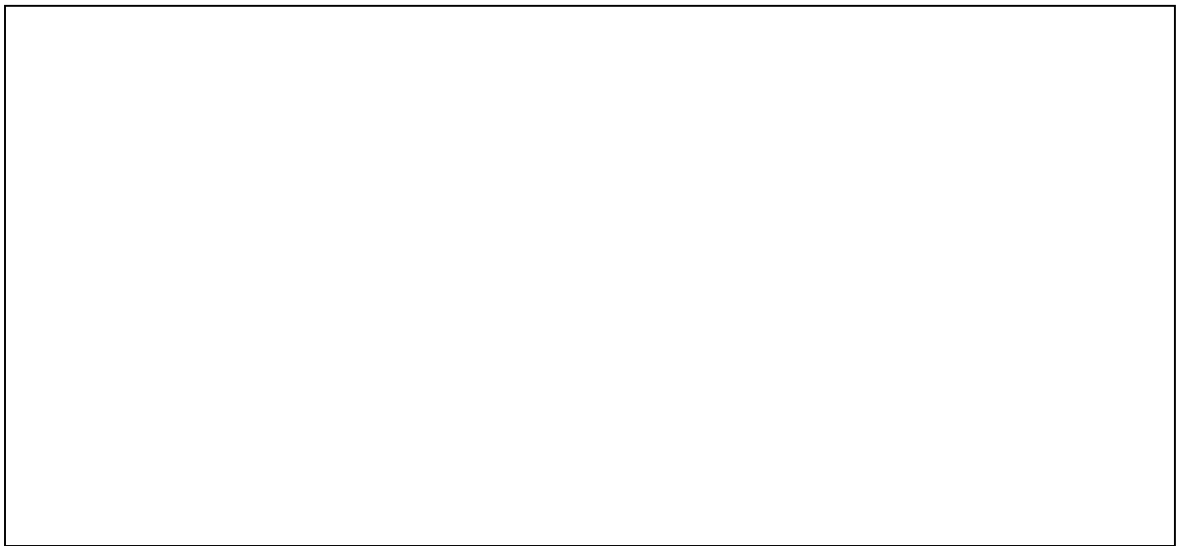
**Problem:**

**GOD MADE**

**ME**

**SPECIAL**

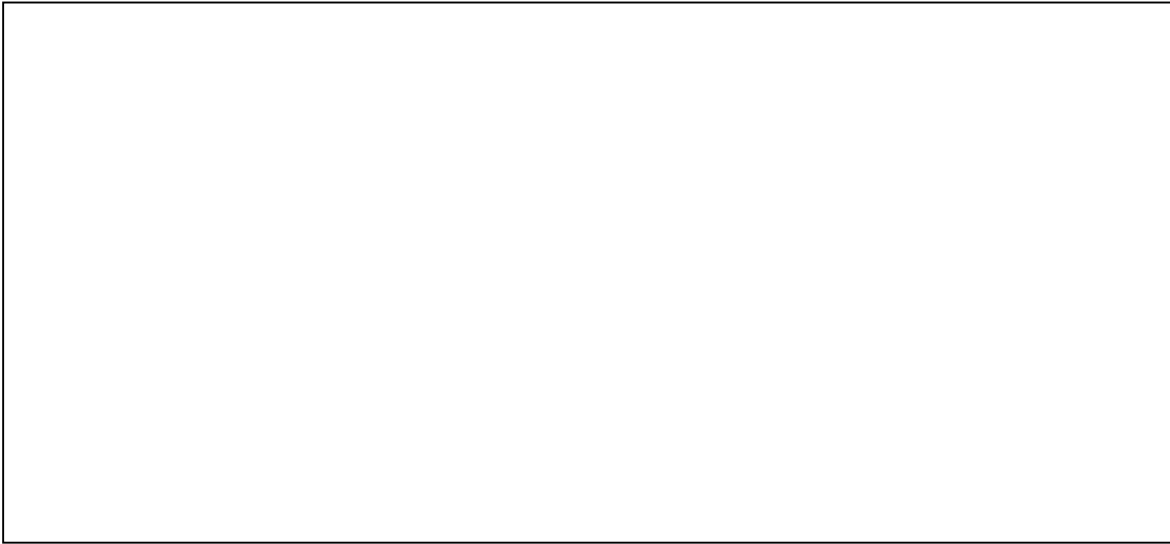
By \_\_\_\_\_



God created my sense of sight.

My favourite thing to see in God's creation is

\_\_\_\_\_



God created my sense of hearing.

My favourite thing to hear in God's creation is

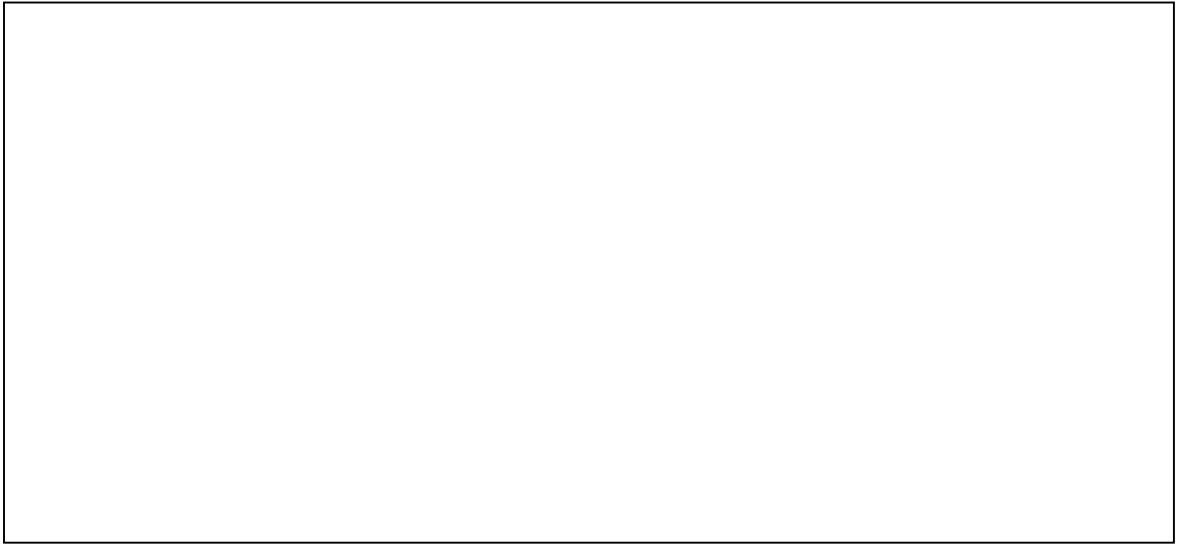
\_\_\_\_\_.



God created my sense of smell.

My favourite thing to smell in God's creation is

\_\_\_\_\_.



God created my sense of taste.

My favourite thing to taste in God's creation is

\_\_\_\_\_.








God created my sense of touch.

My favourite thing to touch in God's creation is

\_\_\_\_\_.

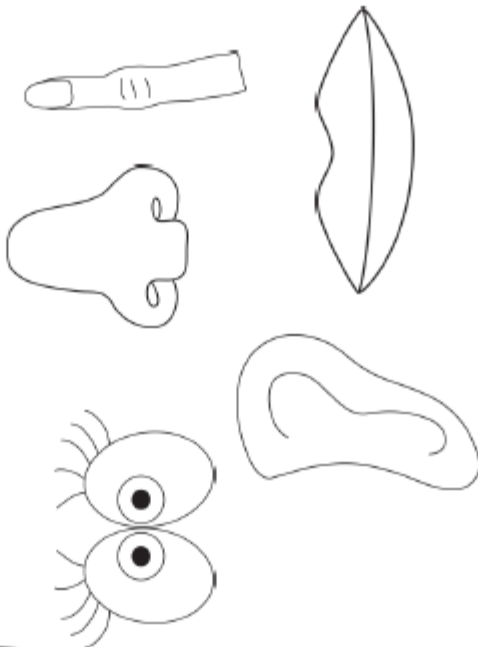
# WHAT IS YOUR FAVOURITE SENSE?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	 Sight	 Hearing	 Taste	 Touch	 Smell

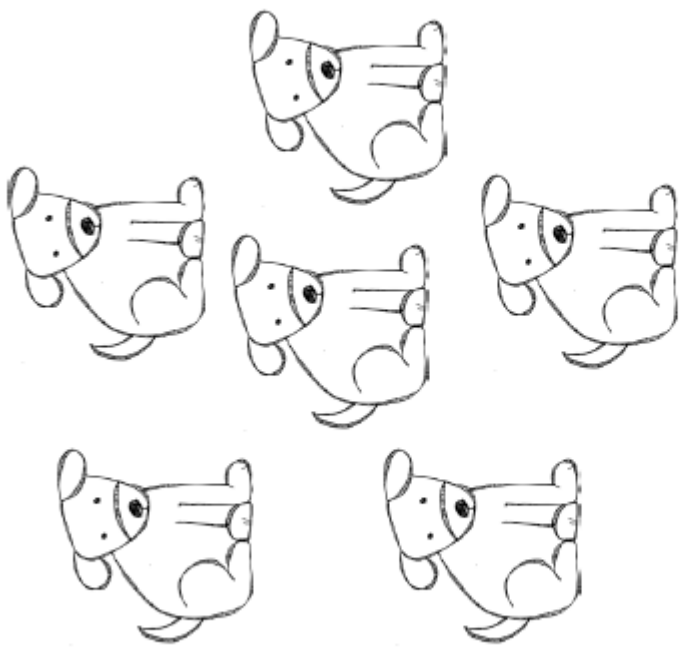


# My Five Senses

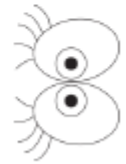
## A Counting Book

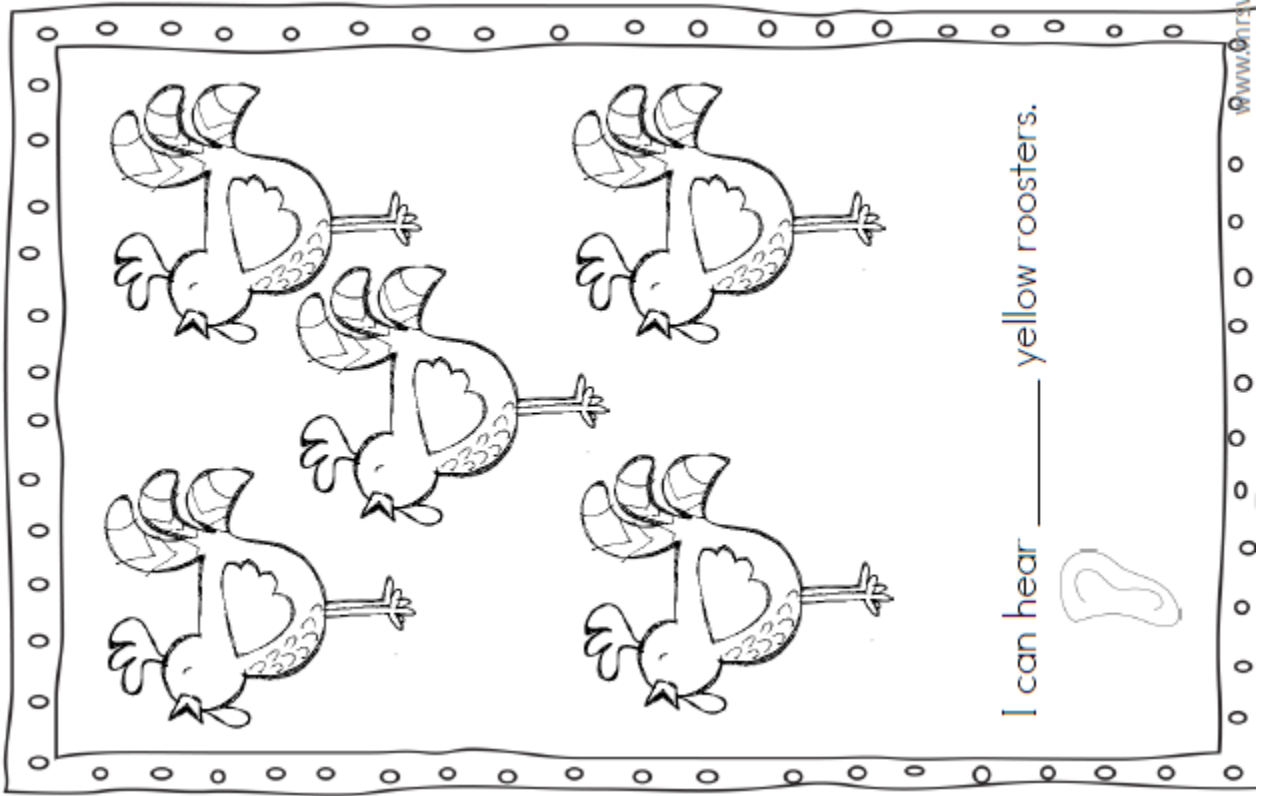


Counted  
and colored by: \_\_\_\_\_

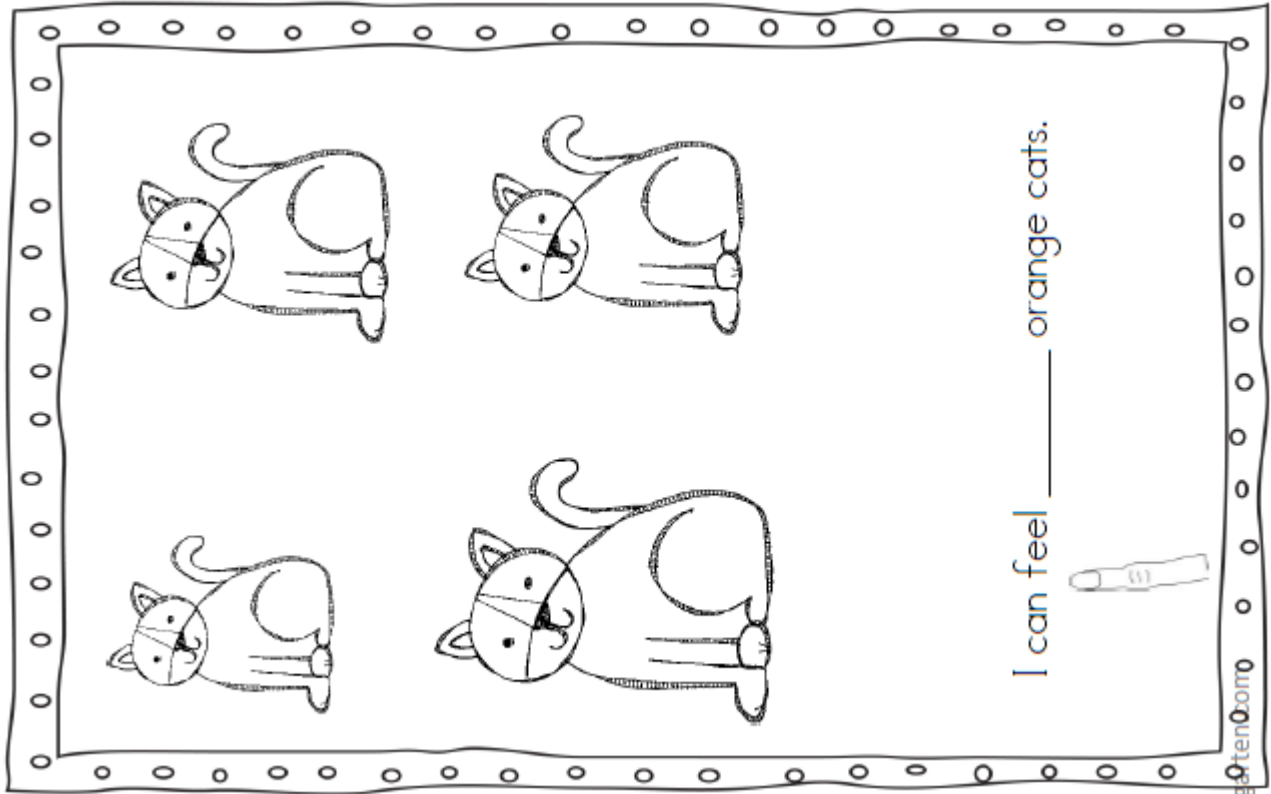


I can see \_\_\_\_\_ brown dogs.

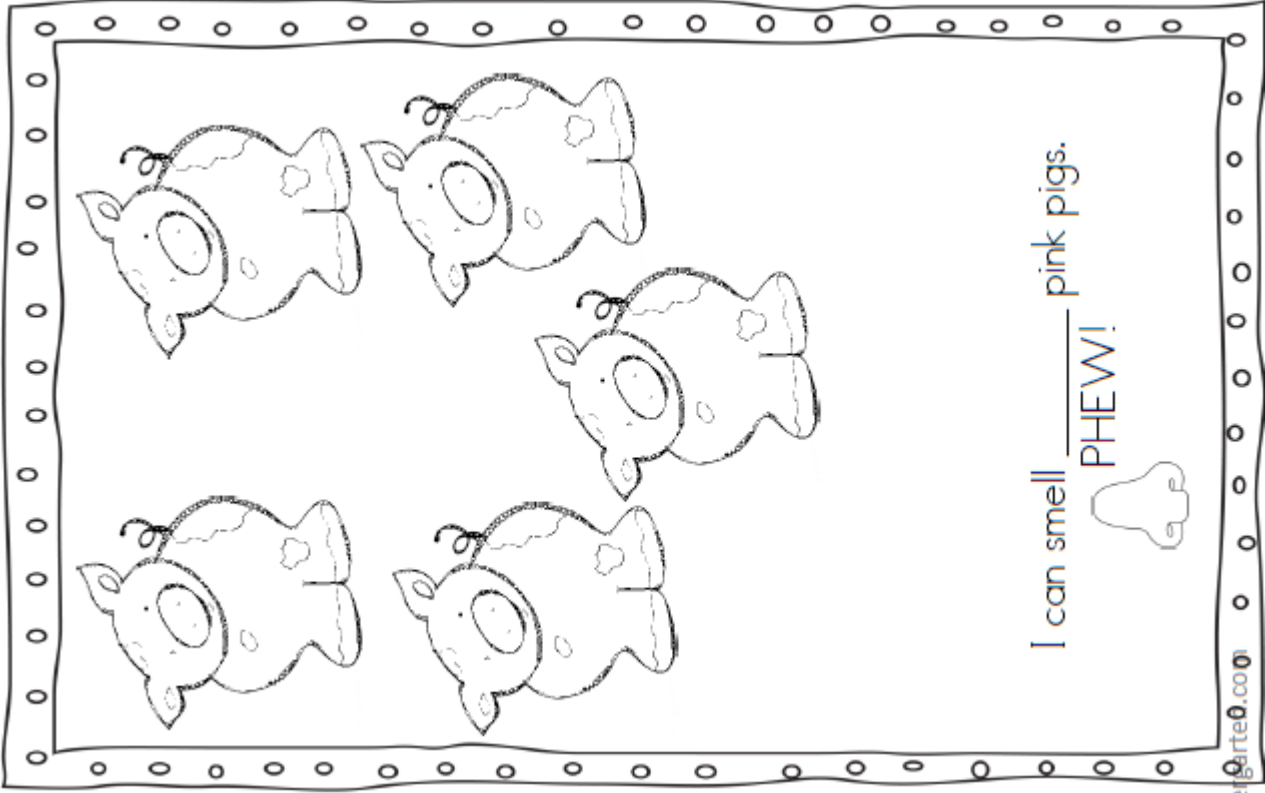




I can hear \_\_\_\_\_ yellow roosters.



I can feel \_\_\_\_\_ orange cats.

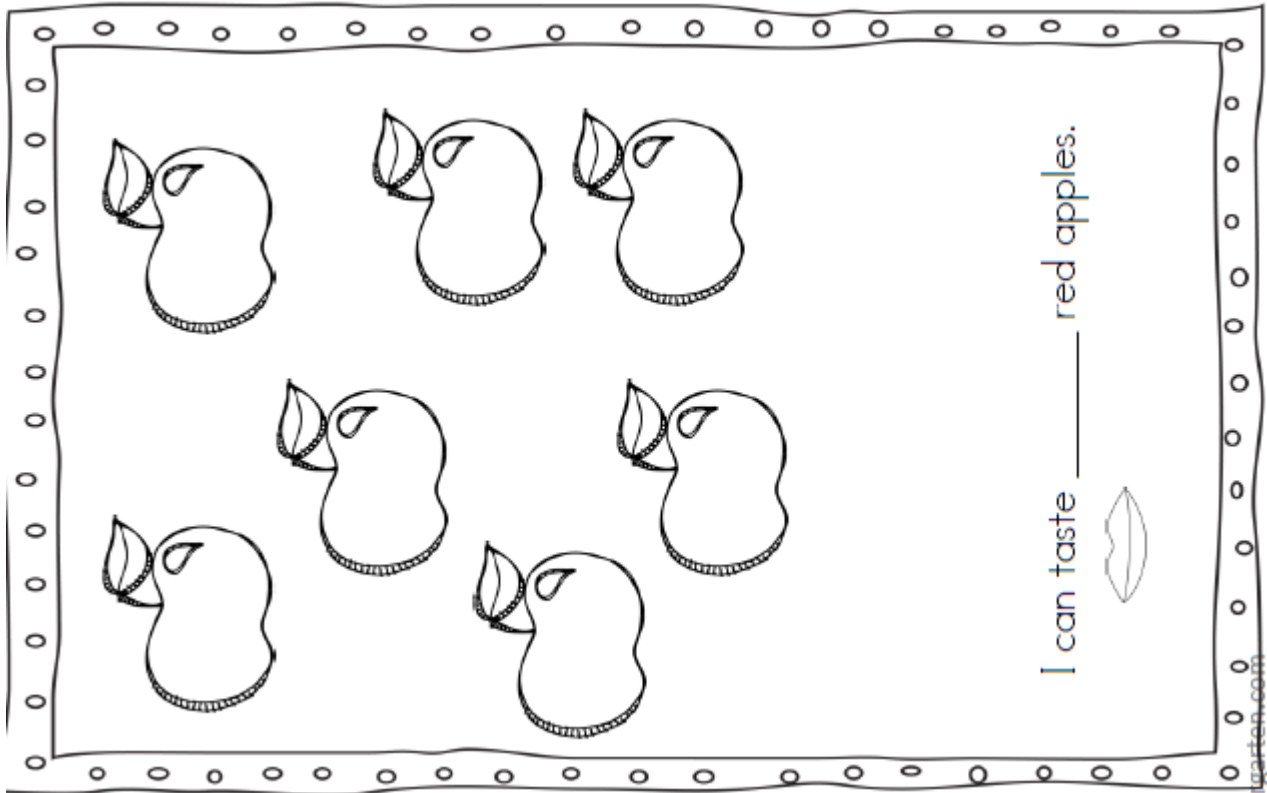


I can smell \_\_\_\_\_ pink pigs.

**PHEW!**



igarten.com



I can taste \_\_\_\_\_ red apples.



igarten.com



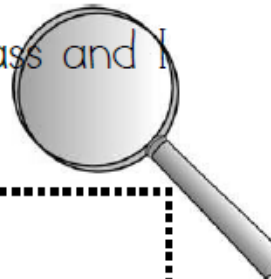
# My Five Senses – Sight

Name: \_\_\_\_\_

First I saw...

A large rectangular area defined by a dashed border, intended for a child to draw or write their first visual observation.

Then I looked with a magnifying glass and I saw...



A second large rectangular area defined by a dashed border, intended for a child to draw or write what they saw through the magnifying glass.



## My Five Senses – Touch

Name: \_\_\_\_\_

Use words and pictures to show what you found.

Something soft:

Something scratchy:

Something fuzzy:

Something rough:

Something smooth:

Something hard:



# My Five Senses – Hearing

Name: \_\_\_\_\_

These containers sounded the same. Write the numbers on the tubs. Guess what is inside.



It sounded loud soft

It is \_\_\_\_\_



It sounded loud soft

It is \_\_\_\_\_



It sounded loud soft

It is \_\_\_\_\_



It sounded loud soft

It is \_\_\_\_\_



It sounded loud soft

It is \_\_\_\_\_



It sounded loud soft

It is \_\_\_\_\_



# My Five Senses – Smell

Name: \_\_\_\_\_

These containers smelled the same. Write the numbers on the tubs. Guess what was inside.



It smelled good bad

It is \_\_\_\_\_



It smelled good bad

It is \_\_\_\_\_



It smelled good bad

It is \_\_\_\_\_



It smelled good bad

It is \_\_\_\_\_



It smelled good bad

It is \_\_\_\_\_



It smelled good bad

It is \_\_\_\_\_



# My Five Senses – Taste

Name: \_\_\_\_\_

Sweet

Salty

Sour

My favorite was: \_\_\_\_\_

\_\_\_\_\_