



# **MOORE ACADEMY**

*Leading The World In Family Education*

## **Kindergarten**



Student: **Student Name**

Using The Moore Philosophy Of *Better Late Than Early*.



LEADING THE WORLD IN FAMILY EDUCATION

## **Moore Academy**

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Published by Moore Academy

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# KINDERGARTEN

## SPOTLIGHT on Instructions

**Welcome to the un-stressful Kindergarten program; using the Moore's philosophy of Better Late Than Early.**

1. You are receiving this years program with instructions and reporting forms.
2. Your educational consultant will plan a special curriculum just for your child!
3. Along with using books you already have, you will possibly place a book order buying some suggested items from our website. Some of the books we may suggest you obtain are: **Better Late Than Early**, **Home Grown Kids**, **Home Made Health**, **Home Built Discipline**, and last but not least the **Moore Formula Manual**.
4. Out of the books above you might like to read at least pages 111-186 in **Home Grown Kids** giving some information about the 'Exploring Threes and Fours' and 'Creative Fives and Sixes' as well as pages 171-190 in Better Late Than Early talking about 'Age 4 to Age 7'.
5. Please read the instructions included in your manual for 'Topical Teaching Notes'. These notes will give you more ideas of what activities you can do with the different topics.
6. At the end of each month turn in the reporting forms as listed. Please make a copy of the forms before you turn them in so you will be able to remember what you have marked on the forms and you can continue to use the forms as learning tools.
7. If you have any questions, please contact your educational consultant.





# KINDERGARTEN

## SPOTLIGHT on Topical Teaching Notes

The following topics are listed in the order in which they are to be sent. Obedience and story time are both the focus of the first month. **All of the following topics are to be covered every month**; however, *you will only report on those numbered items appropriate for that month*. In other words, you will read all the topics every month or two to get ideas about what activities you might do to satisfy every topic, but *you will not report on more than the one or two designated for that month*.

However, if you have a question about a different topic than the one(s) you are reporting on, feel free to ask that question when you do your regular report.



### Right Away

Phi 2:3 Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself.



### All the Way

Col 3:23, 24 And whatever you do, do it heartily, as to the Lord and not to men, knowing that from the Lord you will receive the reward of the inheritance; for you serve the Lord Christ.



### With a Happy Heart

Phi 2:14,15 Do all things without complaining and disputing, that you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world

## 1

## OBEDIENCE

As you've guessed, we truly believe that Obedience is your number one area of concern. It is not getting the child ready to read, write, or do his or her numbers; ***it is binding the child to your heart in loving obedience.*** This is the kind of obedience where you speak once, quietly, with prompt, loving obedience as a result. If this is already established in your home, you've already passed '**Preschool 101**'. If not, you and your child will want to begin '**Preschool 102**' with Obedience the prime focus.

Obedience on the first request means you will resist any temptation to speak two, three, or eight times! **How** you carry this out is the tricky part. You may need a system of rewards and consequences to help your youngster learn this new habit – without complaining or whining. If you are studying seashells, they may begin with five 'free' shells and receive one for every sweet obedient act; they will lose one when they forget to respond quickly! If you are studying character traits, their rewards and losses might be 'pearls' (like the pearl of great price – our friend Jesus); if you are studying rocks and minerals, the rewards might be beautiful, small, varied rocks; if the subject is trees, the reward could be laminated fall leaves.

**WARNING:** *Obedience is taught with carrying out housekeeping chores; helping you with folding the clothes, putting silverware in the drawer, setting the table, arranging veggies on a plate, sorting laundry, fixing a food basket, taking flowers to a neighbor, or feeding the cat. Never work on obedience when the child is unable and not ready to learn writing, reading, or working with numbers. Always take the stand that he or she is possibly not ready for whatever learning demands are normally made on preschool or kindergarten children. Make no teaching demands on a four- or five-year-old youngster to perform with academics. Yes, there will come a time when he or she must 'buckle down and complete a page', but it is not now! It may be several years before your child is able to come to that place. If he or she is largely a kinesthetic learner and learns by moving, making, building, creating, pretending, etc. you will work with that. Your child was born with unique and much-needed skills; be glad he or she is who he or she is and let us help you appreciate this bundle of energy.*

If you need more help with discipline in general, please contact your educational consultant immediately!





## ***1B***

### **STORYTIME**

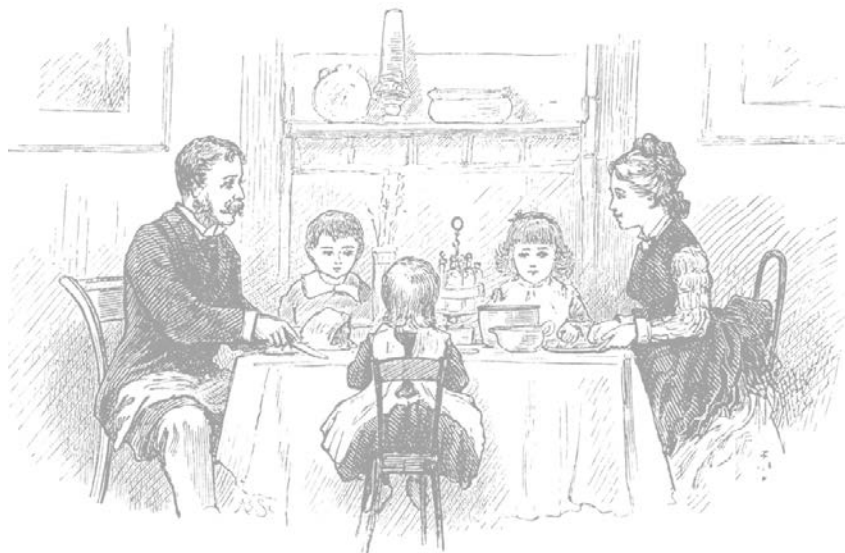
Make this story time count by thinking of how it contributes to your child's salvation. How does it help them to choose the right and resist the wrong? How does it help them build character, contribute to their knowledge and understanding of who God is, motivate them to do right, and develop in them a love for hearing the simple scripture stories of the Bible 'greats'.

Consider, too, that this story time is helping to develop their language skills. As you read the best in 'literature', whether it is straight from the Bible or well-written character-building stories, ***you are teaching them to read***. They are hearing the 'prosody' of language; the beauty of how things are said from written speech. They are hearing the inflection in your voice when you read conversations that will influence their own reading after a while. They are hearing new words that develop their own vocabulary. They are comprehending meaning in stories written at 4<sup>th</sup>, 5<sup>th</sup>, and even 6<sup>th</sup> grade level; in this way their own education is not being 'dumbed down'. You are building it up!

## **2**

### **MEALTIME/LANGUAGE**

Why do we put mealtime and language together? Because it's a natural time to talk! We encourage you to make meals a 'together time' for all the family who are home. This is a great time to talk about plans for the day, or hearing what older children might have studied in their private devotional.



Mealtime is a normal time to discuss good nutrition and how important it is to eat small helpings of even those foods we don't particularly like. It's the place to put our table manners and common courtesy into action. We can practice speaking in full sentences when asking for a second helping. This is the casual learning place for learning and speaking the King's English – the language of Heaven!

## **2B**

### **LANGUAGE (continued)**

You will have fun using the following response forms going along with the activities of: Feely Bag, Friendship Tree, Leaf Language, and Flower Power.



## **2C**

### **FEELY BAG**

Feely Bag is so much fun! It's an activity you can do as often or as little as you wish. Simply choose an object from one or more of the places suggested on the Reporting Form, hide the object in the bag, and have your child feel it then describe it without showing it. You will find out a lot about their ability to talk about something! You may need to help them.

## **2D**

### **FRIENDSHIP TREE**



Since you can extend language development with any of these activities, you may need to use all of these suggestions and find more like them! Think long-term with this and any of the suggestions.



## **2E**

### **LEAF LANGUAGE**

This is probably done best in fall or spring but certain leaves are available all year long. If you are not familiar with 'leaf rubbing', the most common technique is putting a piece of paper over a leaf and coloring rapidly across the leaf area. This makes the outline of the leaf stand out.

## **2F**

### **FLOWER POWER**



Flower activities are intriguing, especially taking photos or drawing of flower actions. Good flowers to use are: dandelions, sunflowers, scarlet pimpernel, hollyhocks, and poppies. You will think of others in your local area. Be sure to include times like sunup, sundown, and several times throughout the day to do the activities. Can you see a spiritual correlation in any of the flower actions?

## 3 HEALTH



These two points of focus consist of two parts – learning about our bodies and getting sufficient exercise.



### 3B GROSS MOTOR SKILLS

This is where free play is so important. Not only is the child free to devise their own ‘practice for adult work’, but also they are free to run, jump, skate, climb, slide, and walk through their activities; building up their muscles, making strong bones, and stimulating their circulatory and lymph system. Usually, no specific motor skills need to be promoted. Occasionally, when the weather keeps everyone housebound, simple marching to march music or jumping (up and down, sideways, etc.) can be done as a family activity. Their mind will be clearer and they will be better able to be calm indoors.



## 4 WORK AND SERVICE

Involving your young child in the work of the home is service. Yes, you may branch out to the community and church service, like church cleanup indoors and out, but the main training ground is in the daily needs of the home. Helping prepare meals, cleaning up after meals, making beds, keeping toys picked up, and all those suggestions found on pages 220 & 221 in **The Moore Formula Manual** fall in this category. These should be unpaid jobs since they are a resident of your home; a place where everyone works together to keep that home running smoothly.

Once in a while, you could elect to pay them 25 cents for a special job, and you might want to use that money to begin teaching the rudiments of money management; tithing, freewill offerings, saving, and responsible spending. A portion of that spending money could be that part used for **Playing Store** – instructions you will receive later. That occasional ‘job’ for 25 or 50 cents is the ‘Work’ part of **Work and Service**. Gradually, the amount should grow as they get older.



### 4B ART

The best artwork for little children is free sketching. Allow time and materials for drawing with pencils, crayons, colored pencils, or finger paint. Don’t forget working with modeling clay, sculpting clay, colored paper, scissors, glue; all of which could be kept in a special drawer that the kindergartener can reach on their own, yet not accessible to the toddlers in the house!





## 5 BIBLE

This is the one subject you need to have every single day. Even if this is one of those ‘emergency days’, and you know your life will be hurried and harried, take a few moments to read one text of Scripture, then hold your child close and pray the angels will be near all day to guide you as a family, to help your little ones to be cooperative and helpful, to be sweet to any younger siblings, and to seek to follow Jesus.

## 6 NUMBER FUN

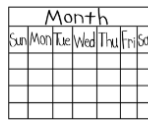


There are numbers all around us. Since this is a **thinking** topic, your child should do this in the morning with you supporting what they discover with ‘see-able’ numbers and ‘feel-able’ numbers (i.e. numbers cut out of sandpaper, made with Play Doh®, 3D magnetic numbers, or sticky numbers that cling to a window). However, math encompasses everything, so ask your child to think ‘how many’ with whatever exciting things they come in contact with that is of major interest to them. Remember, the ‘teachable moment’ makes the number stick.

## 6B NUMBER FUN (continued)

Numbers emerge everywhere, so be number conscious with whatever you do such as: while shopping, driving, walking, when reading books, the Bible, cooking, cleaning, bathing (you can make soapsuds numbers on your child’s back and have them guess the number), or playing. Knowing how many and matching the correct symbol with how man is a very teachable moment.

## 6C CALENDAR TIME



On a daily basis this can so easily be part of your opening exercises every day. Do it before story time if you like; it only takes a few minutes to notice the date and talk about yesterday and what happened then, with a few more minutes to discuss today and tomorrow with anything significant about those dates.

ee ur ow  
wh y au PRE-PHONICS

7

Phonics and Spelling are like fraternal twins; they both are brought together and almost emerge at the same time. Phonics is before Spelling because a child hears you speak first, understands what you say by 8 months, then coos, babbles, and begins to speak. Spelling is Phonics in written form. First see something they are interested to learn about, then see the 'whole' word describing it, begin to learn the letter sounds to that word, then see how these sounds are put together to make words. These words they will later read.

7B  
PRE-SPELLING



Spelling is the written form of a child making sounds, as when they begin to babble. They need to experiment with letters as they did with sounds. As they begin to make letters and watch how letters form words (the way they learned how sounds formed words and word phrases, sentences, etc.) this completes their language experience.



8  
PREPARATION FOR HANDWRITING

Here is the skill that a few children are so eager to do from the time they can grasp a pencil. It is also the skill that a high percentage of little children resist the most. It can become a big stressor. Refer to pages 84 & 85 in The Moore Formula Manual for reminders of some non-writing activities that could help your youngster to develop fine motor skills. Let that be enough for the child who finds holding a pencil so distasteful. Be content with large motor skill activities for now – even if this stage seems to persist for several years. Since they are a homeschooler, it's ok. They don't need to write for you will hear what they have to say. You are not like the classroom teacher who may have 20 students and for whom writing is so important!

8B  
CREATIVE WRITING



Writing is just speaking in written form. This is the last stage your child will develop; first there will be understanding, then speaking, next reading, then writing. Begin the writing instruction by letting them draw a picture and make drawing a continuous activity. Show your child that words help tell what their drawing is showing. Let your child dictate to you what they want to say about their drawing, while you write what they say. Type their words on the bottom and turn their masterpiece into a book to read back during reading/story time. This requires you to have paper readily available for their use.

## 9



### NATURE STUDY/SCIENCE

Little children as young as two or three are usually intrigued with something in God's great creation. Follow these interests and don't forget to introduce the other created works as well. The reporting form will help you think of the critters and creatures that will keep your youngster enthralled. Center on animals one month, birds another, insects on yet another, etc. That will be fun for all the family!

## 10

### HOME/NEIGHBORHOOD



As with the rest of these topic reports, it is not necessary to do everything listed here. The ideas are given as teaching hints, and if they fit your style, time and interests, they will be fulfilling this social studies thrust.

The Home is the closest 'social studies' study and fits best with the preschooler who is about 4 years old. It includes understand the extended family of grandparents, great-grandparents, aunt, uncles and cousins, as well as the direct family unit.

The Neighborhood extends to the radius around the home; people who live nearby and can be included the first year you are with us if the child is already five, or wait until the second year with us, depending on the child's maturity level and needs. We might learn what people do for a living, how they care for their yard, and what animals they have. Most important of all, we learn how to show the love of Jesus without pressuring them to believe exactly the way we do. We will keep our ears open to determine if there is anything we can do to help them. We learn not to gossip and repeat things we hear unless it is to meet a need that we learn.

# Kindergarten

## ***1B*** ***STORYTIME***



**Books and Resources Used:** *Nature Reader Book K; Shared Reader Psalms; A Sweet Singer; A Hive of Busy Bees*

Many of these books can double with other parts of the curriculum, and one thing to remember is that reading to your child will help them learn Language skills which will aid them in learning how to read later as well as spell. The Nature Reader book goes through the alphabet, so one idea is to read one page (letter) per week at the beginning of the week then spend the rest of the week on that letter...finding things in nature and around the house that begin with the letter you're on for the week. The child learns the sound of that particular letter and learns how to identify it by the way the words are spoken.

**Topics or Concepts to be covered:** Besides building language skills, the stories read to your child during this time will help them build character and will contribute to their salvation.

**Samples to keep for your records:** See Topic Report Checklist in the Spotlight Program.

# Kindergarten



## 2

### ***MEALTIME/ LANGUAGE***

**Books and Resources Used:** *Early Primary Language Skills; Education Before Ages 8 – 10* DVD

**Topics or Concepts to be covered:** Language; how words sound when spoken

**Samples to keep for your records:** See Topic Report Checklist in the Spotlight Program.

## 9

### NATURE STUDY/SCIENCE



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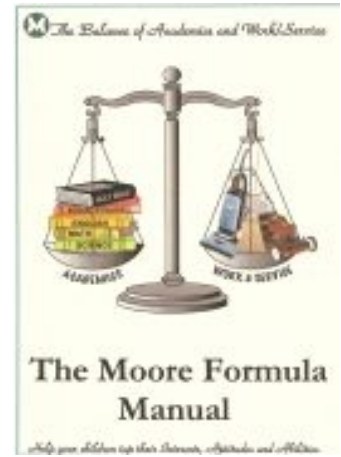
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# Kindergarten

## ***PARENT/TEACHER HELPS & RESOURCES***



**Books and Resources Used:** *The Moore Formula Manual; Home Grown Kids DVD; Learning to Read from Nature's Pages*

The above resources are designed to assist the parent/teacher in this homeschool process. Ideas and suggestions can be utilized from these additional resources, and are recommended.



# KINDERGARTEN - 1

## SPOTLIGHT on Obedience

Date of Report \_\_\_\_\_ Student's Name \_\_\_\_\_ Age \_\_\_\_\_

**Check resources you have read in whole or part:**

- Better Late Than Early**
- Minding Your Own Business**
- Home Built Discipline**
- The Successful Homeschool Family Handbook**
- Child Guidance**
- Other** \_\_\_\_\_

Ideas gained from your reading: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Rate the following activities with **1) Always, 2) Sometimes, 3) Rarely, or 4) Never**

My child comes to me, or does exactly what I say on the 1<sup>st</sup> command. \_\_\_\_\_

My child smiles and obeys sweetly. \_\_\_\_\_

We enjoy sweet companionship together. \_\_\_\_\_

My child loves to help by folding clothes, picking up toys, clearing the table, or sweeping the porch. \_\_\_\_\_

Are you satisfied with your child's performance? \_\_\_\_\_  
 \_\_\_\_\_

Would you like more help? \_\_\_\_\_

Do you have a specific comment or question? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Parent-Teacher Self Evaluation for Obedience:** (Circle one)

**OUTSTANDING      SATISFACTORY**



# KINDERGARTEN LANGUAGE RESPONSE FORM – 2C

Date of Report \_\_\_\_\_ Student's Name \_\_\_\_\_ Age \_\_\_\_\_

## FEELY BAG



*Circle the place where you found this object*



**Kitchen**

**Bedroom**



**Material**

**Bathroom**



**Closet/Dresser**

**Toy Box**



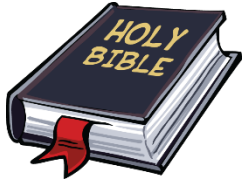
It felt \_\_\_\_\_

I liked it because \_\_\_\_\_

I didn't like it because \_\_\_\_\_

The object was a \_\_\_\_\_

**Descriptive examples:** soft, smooth, bumpy, scratchy, prickly, hard, furry, sharp, dull, cold, hot, slippery, slimy, wet, dry, slick, punchy, squishy



# KINDERGARTEN – 5

## SPOTLIGHT on Bible/Worship



Date of Report \_\_\_\_\_ Student's Name \_\_\_\_\_ Age \_\_\_\_\_

**Check any of the following activities done:**

(Additional comments are welcome!)

- Character Characters** (i.e. making a paper chain to link names of good character traits we should develop such as fruits of the Spirit (kindness), self-control, goodness, gentleness, joy)
- Daily Journaling** (Special events, feelings, and short dictation on thankfulness and praise, concerning circumstances that arise)
- Bible and nature correlation**
- Character building stories** read \_\_\_\_\_
- Bible memorization** (simple) – number of scriptures \_\_\_\_\_
- Personal devotion time** with parent or older sibling
- Bible booklets** (ask your child to draw what you are telling them in your Bible story, and use this page as part of a booklet for later review)
- Church related activities** (attending preschool/kindergarten-age program weekly)
- Nature and Bible correlation** (story in Bible based on thematic/unit topic studied)
- Other** (Specify) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Was there anything about this subject that presented a special challenge, accomplishment, or that excited your child? \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Parent-Teacher Self Evaluation for Obedience:** (Circle one)

**OUTSTANDING      SATISFACTORY**



## KINDERGARTEN – 8 SPOTLIGHT on Preparation for Handwriting

Date of Report \_\_\_\_\_ Student's Name \_\_\_\_\_ Age \_\_\_\_\_

### Check any of the following activities done during this time period:

(Additional comments will be helpful)

- Make letters** from pipe cleaners or wire
- String beads, colored straws, or macaroni** in color and shape sequence
- Reproduce sequences** with different colored snap clothespins, blocks, letters, or numbers

**ATTENTION:** The following is only for students with great fine-motor dexterity and eagerness to write. See *The Moore Formula Manual* pages 84 & 85 for other activities from **How to Develop Fine Motor Skills** necessary before these steps.

- Highway Helps** (Tell your child that when they write letters, it's like on a highway; going over the middle line can cause an accident and going over the shoulder can put them in the ditch, so they should stay in the lines)
- Accident Awareness Game** (Make a letter that disobeys all the highway rules. Have it go over the middle line into oncoming traffic, and have it go over the shoulder into the ditch. Ask your child to be a police officer and write up a ticket for what is wrong)
- Noodle Neatness** (Make spaghetti noodles and have your child place the shape of the noodle on a previously constructed pretend highway made from roofing felt purchased at a hardware store or lumber yard)

How frequently was handwriting specifically taught? \_\_\_\_\_

If your student is eager to write, make sure he or she uses good posture at his or her desk, and also a rubber pencil holder to assist him in proper hand positioning.

Did you feel your child was ready for this last group of activities? \_\_\_\_\_ If not, do not continue them for now; try again in 6 months from now.

**Parent-Teacher Self Evaluation for Obedience:** (Circle one)

**OUTSTANDING      SATISFACTORY**

## **What to expect from your child now that Kindergarten is over:**

- Follow class rules
- Separate from a parent or caregiver with ease
- Take turns
- Cut along a line with scissors
- Establish left- or right-hand dominance
- Understand time concepts like yesterday, today, and tomorrow
- Stand quietly in a line
- Follow directions agreeably and easily
- Pay attention for 15 to 20 minutes
- Hold a crayon and pencil correctly
- Share materials such as crayons and blocks
- Know the eight basic colors: red, yellow, blue, green, orange, black, white, and pink
- Recognize and write the letters of the alphabet in upper- and lowercase forms
- Know the relationship between letters and the sounds they make
- Recognize sight words such as the and read simple sentences
- Spell first and last name
- Write consonant-vowel-consonant words such as bat and fan
- Retell a story that has been read aloud
- Identify numbers up to 20
- Count by ones, fives, and tens to 10
- Know basic shapes such as square, triangle, rectangle, and circle
- Know address and phone number

*Remember, these are GUIDELINES ONLY and it is important to remember that not all children learn at the same pace. Some pick up math concepts earlier than others, while struggling with reading. They are still young and there is plenty of time to absorb everything they need to know. Children learn like the building blocks below; one skill (block) at a time. Once they have the base, or foundation, their growth will be astonishing and wonderful to see. Sometimes, though, patience is necessary while they find just that right skill to put in their foundation before they begin their tower.*

*IF, however, you are interested in knowing more details per subject (Math, Language Arts, etc.) contact your consultant. She will be happy to provide you with a list of specific concepts that your child will strive to learn for each subject at their grade level*



## ***IN CONCLUSION***

*It is our prayer that this year has been a profitable one for you, in that you have enjoyed the freedom of homeschooling as well as a well-rounded curriculum that has been Bible based.*

*May God decidedly bless you as you continue in the process of educating your student(s) in the admonition of the Lord and His purposes for you and your family.*

***Now it's time  
for***

**1<sup>st</sup> GRADE**







## Right Away

Phl 2:3 Let nothing be done through selfish ambition or conceit, but in lowliness of mind let each esteem others better than himself.



## All the Way

Col 3:23, 24 And whatever you do, do it heartily, as to the Lord and not to men, knowing that from the Lord you will receive the reward of the inheritance; for you serve the Lord Christ.



## With a Happy Heart

Phl 2:14,15 Do all things without complaining and disputing, that you may become blameless and harmless, children of God without fault in the midst of a crooked and perverse generation, among whom you shine as lights in the world



*Thank you for giving your child Moore!*



**Dr. Raymond & Dorothy Moore**

*Grandparents Of The Home-Schooling Movement*

**Founders of Moore Foundation & Moore Academy**



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