

Literacy and ESL Program

The Alphabet
Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss
Tt Uu Vv Ww Xx Yy
Zz

PROJECT LIGHT™

Literacy for Life Transformation

Supplemental Tutor Manual and Student Workbook for

A-Z Who God Says I Am Software



"Your word is a lamp to my feet and a light for my path." Psalm 119:105



TABLE OF CONTENTS

Terms of Use	3
Project Light at a Glance	4
A Message from the President	5
Educational Summary	6
Extension Activities	17
Scripture References	22
Interactive Questions	25
Appendix	28
Word Families Examples	
Minimal Pairs Examples	
Tracing Upper and Lower Case Worksheets	
Scripture Tracing Worksheets	
Beginning Consonant Worksheets	

Terms of Use Agreement for the Project Light Manual

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Historically, Project Light has been interested in the dissemination of Literacy and English as a Second Language (“ESL”) materials incorporating scripture to facilitate our mission of teaching people to read so that they can read the Bible and learn about God. We do this by aiding those reaching out to individuals in need of Literacy, ESL or seeking a GED. It is our hope that those who use our Software, manual and materials will continue in this attitude of fellowship and service.

Project Light at a Glance

Project Light was established in 1979 and has successfully provided unique, software-based one-to-one tutoring systems for literacy, English as a Second Language, and GED preparation programs over its long history.

Hundreds of Learning Centers have been established all over the world by Project Light partnering with faith and community-based organizations to plant Learning Centers in communities in need to reach individuals on a one-to-one basis. Many missionaries all over the world have used our materials reach those in need. Relationships are key to the use of our materials whether it is a parent/child or a volunteer tutor with a student.

Thousands of students' lives have been transformed by learning to read or learning English using Project Light programs.

For more in depth information about Project Light, please visit www.projectlightinfo.org.

A Message from the President

This vision for the *Literacy for Life Transformation A to Z: Who God Says I Am* program arose from a desire to impart God's truth to the student about their identity as a child of God. I wanted to help students, whether a child, teen, or adult seeking Literacy or English as a Second Language, to strive not only for educational excellence but also for spiritual excellence. My desire is for students to receive the truth that we have a gracious, righteous and compassionate God Who created us in His image. Scripture is God's love letter to mankind. It was my desire to capture in these materials, not just educational excellence, but scripture that teaches about the true character of God from His Word.

"God is light; in Him there is no darkness at all," 1 John 1:5. God is love. "This is how God showed his love among us: He sent his one and only Son into the world that we might live through him," 1 John 4:8-9.

Sherri Crawford

In Dedication and Memory of Barbara Gray

This software program is also dedicated to the memory of Barbara Gray. Barbara tirelessly served Project Light by training churches, ministries and missionaries on the Project Light programs. Barbara captured the vision of Project Light and spread it across the globe. Barbara was an inspiration to so many others on how to effectively use Project Light programs to minister to others in need and share God's love letter to us, His scripture. Barbara was a true disciple of Christ, she walked as God's chosen one, showing compassion, kindness, humility, meekness and patience, Colossians 3:12. When she trained others, she would cup her hand behind her ear and say, "Are you listening?" We are listening and it is our desire this software honors her memory.



The Educational Summary

The purpose of this educational summary is to provide background information about the educational content and the purpose behind each lesson of Project Light's "Literacy for Life Transformation: Who God Says I Am" Alphabet Software. The lessons described below accompany the letters of the alphabet. The scriptures that have been selected from the Bible are God's promises to His children. They are intended to teach the student about their identity in Christ, that they are loved and accepted by Him and God has a plan for their life.

We also have another version of this software that has the same lessons as this alphabet, but has different scriptures which are focused on who God is. This is called "Literacy for Life: Who God Is".

This software was made possible through the collaborative efforts of a dedicated and hard working team and our donors. The team consisted of members of the educational community including an instructional specialist, a certified TESL linguistics specialist, and a special education instructor. The software would not have come together without their hard work and dedication to the vision. We would like to thank this team and our generous donors.

Note: The educational summary uses the letter "W" as a sample, however the principles apply to each letter. The extension activities use various letters as examples, however the activities apply.



Why is this lesson important?

Letter recognition is important for a student to build pre-reading and writing skills. Research shows that the best indicator of early reading achievement is accurate, rapid identification of the letters. Combined with the letter sound, a student will learn to associate the letter symbol with the sound, creating links to word recognition.

Standards of Learning

K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.

K.7 The student will develop an understanding of basic phonetic principles.

K.7 a.) Identify and name the upper and lowercase letters of the alphabet.

K.7 b.) Match consonant and short vowel sounds to appropriate letters.

Phonological Awareness Literacy Screening (“PALS”) –PreK¹

Alphabet Knowledge

Upper Case Recognition

Lower Case Recognition

Letter Sounds

¹ These PALS standards were developed and released by the University of Virginia.

Click the picture to hear the word.

wolf

Click the picture to hear the word.

water

Click the picture to hear the word.

window

Why is this lesson important?

These slides connect words to pictures, building a student's vocabulary. Vocabulary is important because students build reading comprehension skills when they increase their oral and print vocabularies. These slides also introduce beginning sounds in words. It is especially useful for introducing ESL students to new vocabularies.

Standards of Learning

- K.2 The student will use listening and speaking vocabularies.
- K.2 b.) Use number words.
- K.2 b.) Use words to describe/name people, places, and things.
- K.5 d.) Match voice with print: syllables, words, and phrases.
- 1.5 c.) Identify letters, words, and sentences.

PALS-PreK

Beginning Sound Awareness

Adobe Flash Player 9

File View Control Help

Which word starts with w?

whale

start Executive Summary Adobe Flash Player 9 11:56 AM

Why is this important?

This slide continues to emphasize beginning sounds, which is an important skill in building a student's phonological awareness, or the ability to identify and reflect on basic units of sound in spoken language. Beginning sound awareness is important in building successful readers because it helps a student decode a word, sound by sound. It also continues to help students build vocabulary skills, by connecting pictures with words.

Standards of Learning

K.2 b.) Use words to describe/name people, places, and things.

K.2 f.) Follow one-step and two-step directions.

K.4 b.) Identify words orally according to shared beginning or ending sounds.

1.6 Student will apply phonetic principles to read and spell.

1.6 a.) Use beginning and ending consonants to decode and spell single-syllable words.

PALS-PreK

Beginning Sound Awareness

Why is this important?

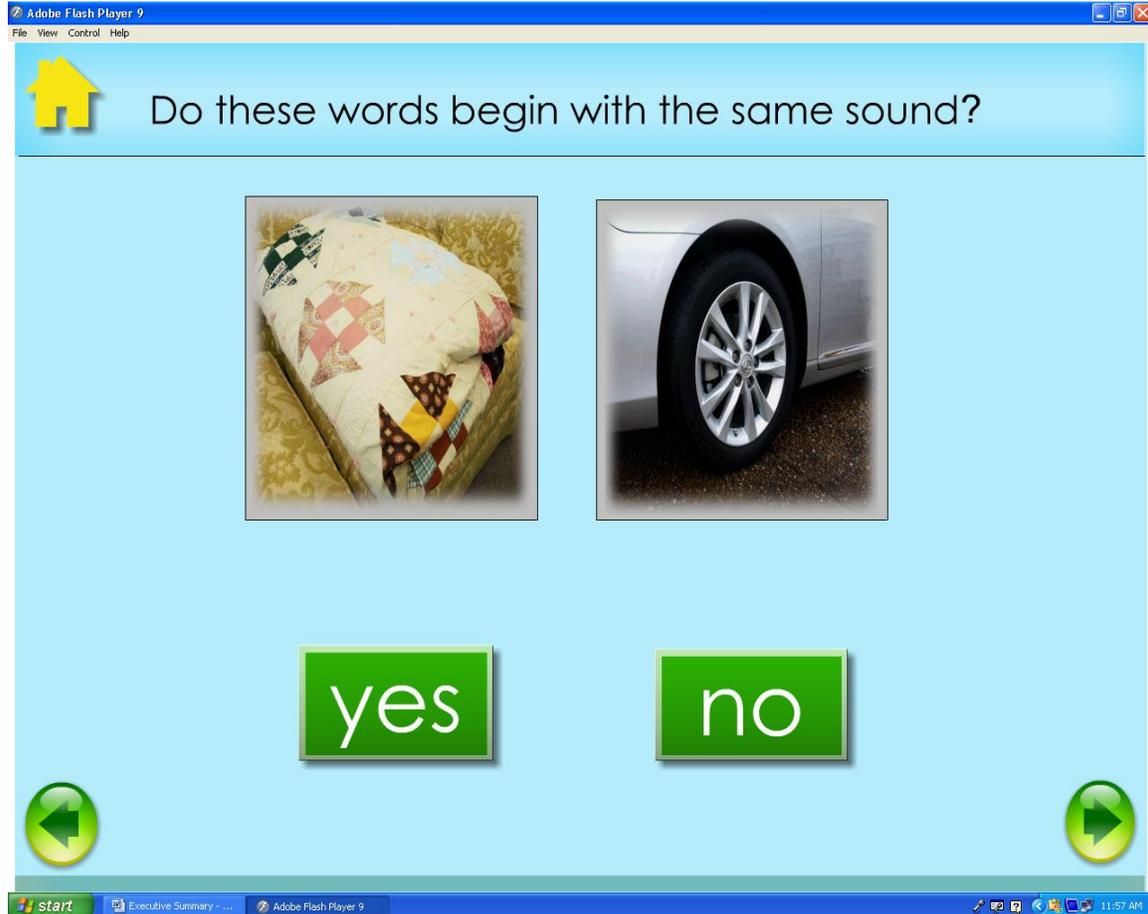
This slide focuses on word families and rhyming skills. Word families are important because when a student can master a word family, (i.e. “-ave”) they will make connections in reading and vocabulary with other words that feature that family, (save, cave, shave). Rhyming skills play on the same concept. If a student can read and spell “wave”, they are more likely to read and spell similar rhyming words.

Standards of Learning

- K.1. e.) Recognize rhyming words.
- K.2 b.) Use words to describe/name people, places, and things.
- K.2 f.) Follow one-step and two-step directions.
- K.4 a.) Identify orally words that rhyme.
- K.7 c.) Identify beginning consonant sounds in single syllable words.
- 1.4 Student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.
- 1.4 b.) Add or delete phonemes (sounds) orally to change syllables or words.
- 1.4 c.) Create rhyming words orally.
- 1.6 Student will apply phonetic principles to read and spell.
- 1.6 a.) Use beginning and ending consonants to decode and spell single-syllable words.

PALS-PreK

Rhyme Awareness



The image shows a screenshot of an Adobe Flash Player 9 window. The window title is "Adobe Flash Player 9" and it has a menu bar with "File", "View", "Control", and "Help". The main content area has a light blue background. At the top left, there is a yellow house icon. To its right, the text "Do these words begin with the same sound?" is displayed. Below this text are two square images: on the left, a quilted bedspread with various patterns and colors; on the right, a close-up of a silver car wheel with a black tire. Below the images are two green rectangular buttons with white text: "yes" on the left and "no" on the right. At the bottom left and right corners of the content area are green circular buttons with white arrows pointing left and right, respectively. The Windows taskbar is visible at the bottom, showing the "start" button, a taskbar with "Executive Summary - ..." and "Adobe Flash Player 9", and a system tray with the time "11:57 AM".

Why is this important?

This slide continues to emphasize beginning sounds, which is an important skill in building a student's phonological awareness, or the ability to identify and reflect on basic units of sound in spoken language. Beginning sound awareness is important in building successful readers.

Standards of Learning

K.2 b.) Use words to describe/name people, places, and things.

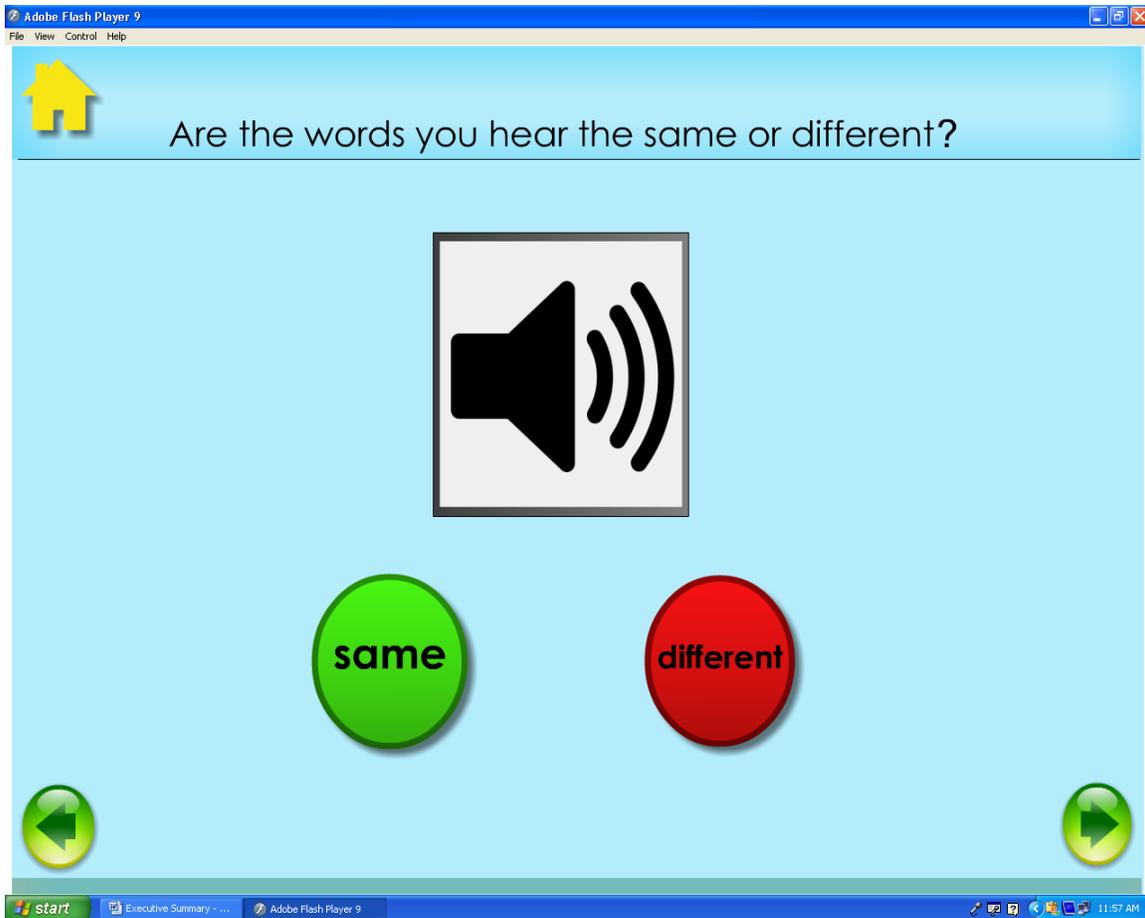
K.2 f.) Follow one-step and two-step directions.

K.4 b.) Identify words orally according to shared beginning or ending sounds.

K.7 c.) Identify beginning consonant sounds in single syllable words.

PALS-PreK

Beginning Sound Awareness



Why is this important?

This slide emphasizes minimal pairs. Words that have different meanings but sound the same except for one sound difference are called minimal pairs. Minimal pairs are a good way to compare and contrast between two similar sounds that are important for meaning. They are important for training the ear to hear the difference between the two sounds. Often two sounds that create a minimal pair in English would not create a minimal pair in another language. It is important that ESL students begin to hear the different meaningful sounds in the English language, and minimal pairs practice helps them do this.

Standards of Learning

K.1. e.) Recognize rhyming words.

K.2 f.) Follow one-step and two-step directions.

K.4 a.) Identify orally words that rhyme.

1.4 Student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.

1.4 b.) Add or delete phonemes (sounds) orally to change syllables or words.

1.4 c.) Create rhyming words orally.

PALS-PreK

Beginning Sound Awareness

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Version 08292018

Adobe Flash Player 9

File View Control Help

Type the word.

wagon

start Executive Summary Adobe Flash Player 9 11:57 AM

Why is this important?

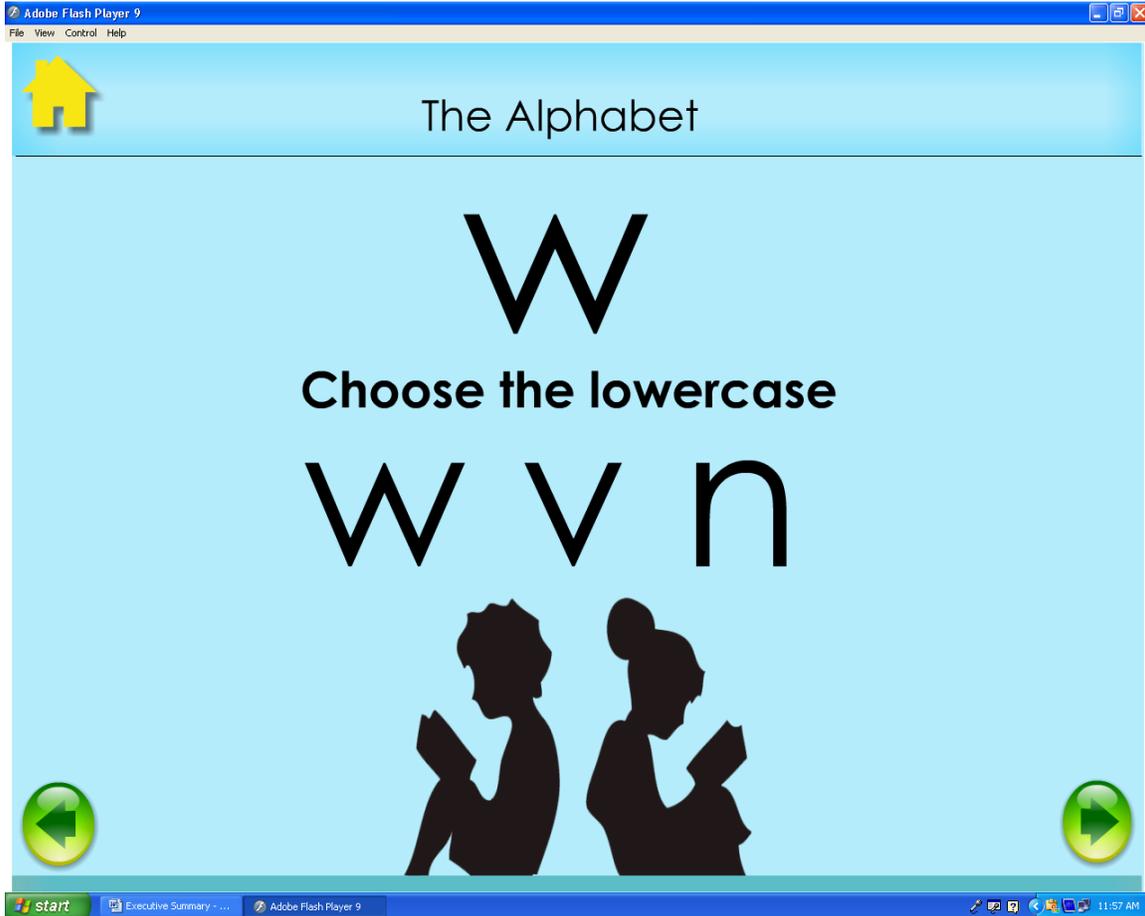
This slide emphasizes the use of computer technology, an important skill for today's students. In addition to mastering keyboard skills, the student is also being introduced to print organization, or reading a word from left to right.

Standards of Learning

- K.2 b.) Use words to describe/name people, places, and things.
- K.2 f.) Follow one-step and two-step directions.
- K. 5 The student will understand how print is organized and read.
- K.5 c.) Follow words from left to right and from top to bottom on a printed page.
- K.12 The student will explore the uses of available technology for reading and writing.
- 1.1 a.) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
- 1.12 Use available technology.

PALS-PreK

Print and Word Awareness



Why is this important?

Letter recognition is important for a student to build pre-reading and writing skills. Research shows that the best indicator of early reading achievement is accurate, rapid identification of the letters.

Standards of Learning

K.2 f.) Follow one-step and two-step directions.

K.7 The student will develop an understand of basic phonetic principles.

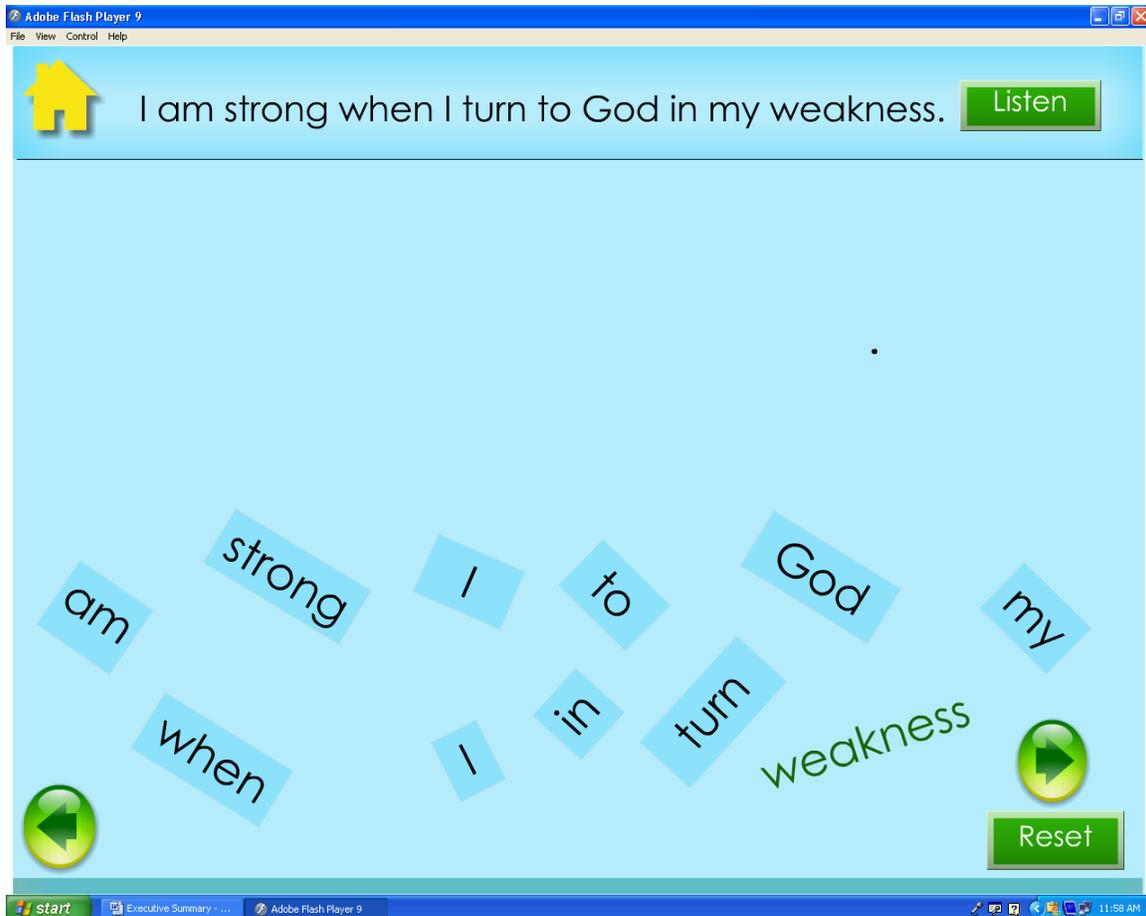
K.7 a.) Identify and name the uppercase and lowercase letters of the alphabet.

PALS-PreK

Alphabet Knowledge

Upper Case Recognition

Lower Case Recognition



Why is this important?

This lesson emphasizes the spiritual aspect of our software. Students are encouraged to arrange the words in order to reflect the scripture they see and hear when they click “Listen”. As the student clicks on the words, they automatically arrange in the place they would appear in the sentence. The student currently interacts with scripture and learns it via clicking-on it and then hearing it. When this software is available on the iPad the student will be able to trace the words with their finger which accommodates what is called tactile or kinesthetic learning, for those students who learn by doing, such as students with dyslexia. Scriptures were chosen with a focus word, (i.e. “weakness” for letter W) that also illustrates a truth about the student’s identity in Jesus Christ that they are accepted as God’s child. The slide that appears before this slide includes the scripture reference.

Standards of Learning

- 1.5 The student will apply knowledge of how print is organized and read.
- 1.5 a.) Read from left to right and from top to bottom.
- 1.5 b.) Match spoken words with print.
- 1.5 c.) Identify letters, words, and sentences.
- 1.12 Use available technology.

PALS-PreK

Print and Word Awareness

Sight Words

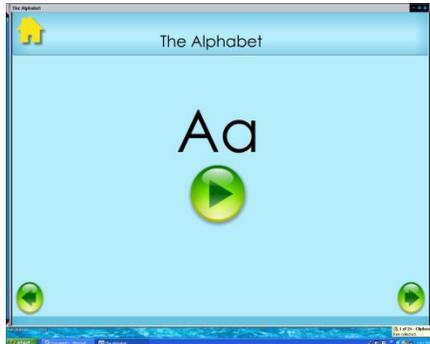
Sight words are words that a reader can recognize as a whole by sight rather than using any strategies to decode the word. They are an important building block in creating good readers because when a reader can identify the word automatically, it allows him/her to concentrate on the meaning of the text. Sight words are typically high frequency words and comprise a large amount of written literature, especially in early reading materials. The list of sight words included in the Literacy for Life Transformation series are the 50 most common words in the English language. Practicing reading these words frequently and memorizing them is starting point in building vocabulary by sight and is a useful tool in creating readers for life.

50 Most Common English Words

- | | |
|----------|-----------|
| 1. the | 26. they |
| 2. be | 27. we |
| 3. to | 28. say |
| 4. of | 29. her |
| 5. and | 30. she |
| 6. a | 31. or |
| 7. in | 32. an |
| 8. that | 33. will |
| 9. have | 34. my |
| 10. I | 35. one |
| 11. it | 36. all |
| 12. for | 37. would |
| 13. not | 38. there |
| 14. on | 39. their |
| 15. with | 40. what |
| 16. he | 41. so |
| 17. as | 42. up |
| 18. you | 43. out |
| 19. do | 44. if |
| 20. at | 45. about |
| 21. this | 46. who |
| 22. but | 47. get |
| 23. his | 48. which |
| 24. by | 49. go |
| 25. from | 50. me |

EXTENSION ACTIVITIES FOR LETTERS A-Z

Alpha Slide



Promote Flexible Learning of Letters

To promote flexible learning of letters, students must acquire knowledge of letters in many different ways. A simple rule is to begin with the easiest letters- those letters with maximum contrast (for example, m, b, f, s, r) – and promote over learning with these letters. The idea is to provide students with a systematic way of learning how to learn letters. As students acquire knowledge of letters, they are prompted to search for known letters that are embedded within words. To encourage this type of processing, tutors should emphasize letter learning in multiple ways:

- The name of the letter
- The way the letter looks
- The sound the letter makes
- The feel of the letter in the mouth
- The movement of the letter as it is written
- A word associated with the letter
- The way the letter looks embedded with a word.

I Spy

Look around the room you are in and try and find the key letter somewhere in the room. If the student has upper and lower case knowledge, challenge the student to find one of each.

Tracing Paper

See Appendix

Beginning Letter Slides



Sound Search

Encourage the student to look around the room and find other objects or names that begin with the focus sound. Emphasize finding things that begin with the sound, not necessarily the letter.

Word Chain

This game is useful in emphasizing beginning and ending sounds, especially for ESL students. This game can be played with two or more people. The first player chooses a word, and the next player must choose a word that begins with the first words ending sound. The game continues until one player cannot think of a word. (Example: chair – rain – nap – paint – tail.) Rules can be established to make the game more challenging, for example only foods can be used or only classroom objects. If a word ends in a silent vowel, play the ending sound, not let letter. (Example: cake – kite – teacher)

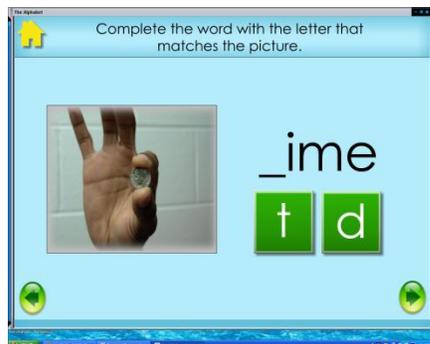
Which Word Slide/Same Sound Slide



Which Word

Look around the room and choose groups of items and ask the student to choose which one, if any, begin with the focus sound. Allow the student to challenge you as well. Add variety by choosing words from certain categories, like foods or things in nature. (Example: I see a mouse, a chalkboard, and a pencil. Which one starts with 'p'?)

Fill in the Letter Slide



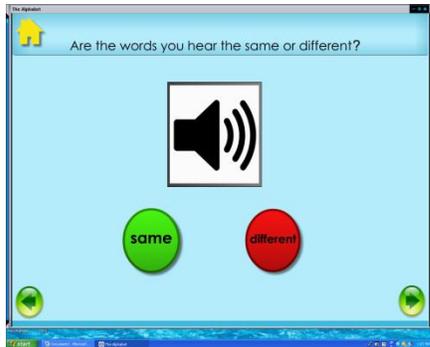
Rhyme Time

Using the words on the slide as a starter, encourage the student to think of words that rhyme with the word on the slide. You can also see how many nonsense words the student can rhyme with the focus word. Use the word family extension in the appendix as a guide.

Odd Man Out

Recite a three or four words that rhyme but throw in a non-rhyming word. Have the student choose the odd man out. Encourage the student to come up with their own list and challenge you or another student. (Example: sat, bag, cat. Which is the odd man out?)

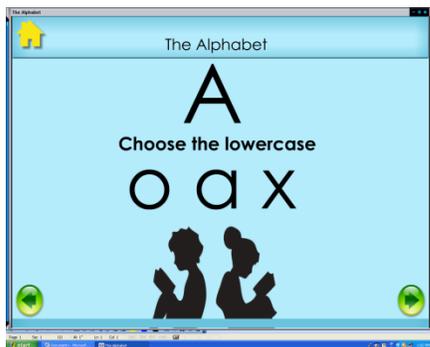
Minimal Pairs Slide



Minimal Pairs Examples

See Appendix

Upper and Lower Case Slide



Mama and Baby

Print all 26 upper and lower case letters of the alphabet and cut them into individual pieces. Glue the upper case letters to print outs of mother animals, and glue the lower case letters to print outs of corresponding baby animals. Lay out all the lower case letters "babies" and have the student help the upper case "mama" find her lower case "baby".

Tracing Upper and Lower Case Printable Worksheets

See Appendix

Scripture Slide



Write the Word

Using the tracing paper provided in the appendix, encourage students to practice writing by rewriting selected words or the whole passage.

SCRIPTURE REFERENCES

All scripture quotations are taken from the New Life Translation unless otherwise noted.

A- I am accepted as God's child.

"God already planned to have us as His own children. This was done by Jesus Christ. In His plan God wanted this done." *Ephesians 1:5*

B- I am blessed and God's beloved.

"Let us honor and thank the God and Father of our Lord Jesus Christ. He has already given us a taste of what heaven is like." *Ephesians 1:3*

"I am my love's, and my love is mine, he who feeds his flock among the lilies." *Song of Solomon 6:3*

C- I can do all things through Christ who gives me strength.

"I can do all things because Christ gives me the strength." *Philippians 4:13*

D- I am chosen and dearly loved.

"God has chosen you. You are holy and loved by Him. Because of this, your new life should be full of loving-pity. You should be kind to others and have no pride. Be gentle and be willing to wait for others." *Colossians 3:12*

E- I have eternal life because of Christ.

"For sure, I tell you, he who puts his trust in Me has life that lasts forever" *John 6:47*

F- I am Christ's friend.

"I do not call you servants that I own anymore. A servant does not know what his owner is doing. I call you friends, because I have told you everything I have heard from My Father." *John 15:15*

G- I have been given God's loving favor.

"We thank God for His loving-favor to us. He gave this loving-favor to us through His much-loved Son." *Ephesians 1:6*

H- I have a future filled with hope.

"For I know the plans I have for you," says the Lord, "plans for well-being and not for trouble, to give you a future and a hope." *Jeremiah 29:11*

I- I was created in God's image.

"And God made man in His own likeness. In the likeness of God He made him. He made both male and female." *Genesis 1:27*

J- I have the joy of the Lord which is my strength.

"Ezra said to them, "Go, eat and drink what you enjoy, and give some to him who has nothing ready. For this day is holy to our Lord. Do not be sad for the joy of the Lord is your strength." *Nehemiah 8:10*

K- I have God's kindness towards me which is great.

"He did this to show us through all the time to come the great riches of His loving-favor. He has shown us His kindness through Christ Jesus."
Ephesians 2:7

L- I am loved by God.

"Who can keep us away from the love of Christ? Can trouble or problems? Can suffering wrong from others or having no food? Can it be because of no clothes or because of danger or war?" *Romans 8:35*

M- I am fearfully and wonderfully made.

"I will give thanks to You, for the greatness of the way I was made brings fear. Your works are great and my soul knows it very well." *Psalms 139:14*

N- I have all my needs met if I seek God.

"Do not worry. Do not keep saying, 'What will we eat?' or, 'What will we drink?' or, 'What will we wear?' The people who do not know God are looking for all these things. Your Father in heaven knows you need all these things. First of all, look for the holy nation of God. Be right with Him. All these other things will be given to you also." *Matthew 6:31-33*

O- I am God's offspring.

"It is in Him that we live and move and keep on living. Some of your own men have written, 'We are God's children.'" *Acts 17:28*

P- I have peace in Christ.

"We have peace because of Christ. He has made the Jews and those who are not Jews one people. He broke down the wall that divided them."
Ephesians 2:14

Q- I can ask God questions and he will answer my prayers.

"But You, O Lord, are a covering around me, my shining-greatness, and the One Who lifts my head. I was crying to the Lord with my voice. And He answered me from His holy mountain." *Psalms 3:3-4*

R- I am an ambassador of reconciliation in Christ.

"For if a man belongs to Christ, he is a new person. The old life is gone. New life has begun. All this comes from God. He is the One Who brought us to Himself when we hated Him. He did this through Christ. Then He gave us the work of bringing others to Him. God was in Christ. He was working through Christ to bring the whole world back to Himself. God no longer held men's sins against them. And He gave us the work of telling and showing men this. We are Christ's missionaries. God is speaking to you through us. We are speaking for Christ and we ask you from our hearts to turn from your sins and come to God." *2 Corinthians 5:17-2*

S- I am saved by grace.

“For by His loving-favor you have been saved from the punishment of sin through faith. It is not by anything you have done. It is a gift of God.”

Ephesians 2:8

T- I am God’s treasure.

“Now then, if you will obey My voice and keep My agreement, you will belong to Me from among all nations. For all the earth is Mine.”

Exodus 19:5

U- I am united with God.

“But if you join yourself to the Lord, you are one with Him in spirit.”

1 Corinthians 6:17

V- I am victorious in Christ.

“But God is the One Who gives us power over sin through Jesus Christ our Lord. We give thanks to Him for this.”

1 Corinthians 15:57

W- I am strong when I turn to God in my weakness.

“It may look to you as if we had been trying to make everything look right for ourselves all this time. God knows and so does Christ that all this is done to help you.”

2 Corinthians 12:19

X- I am an expression of the life of Christ.

“God has chosen you. You are holy and loved by Him. Because of this, your new life should be full of loving-pity. You should be kind to others and have no pride. Be gentle and be willing to wait for others.”

Colossians 3:12

Y- I take Christ’s yoke which gives me rest.

“Follow My teachings and learn from Me. I am gentle and do not have pride. You will have rest for your souls.”

Matthew 11:29

Z- I am zealous for God.

“Do not let your heart be jealous of sinners, but live in the fear of the Lord always.”

Proverbs 23:17

Interactive Questions

A- I am accepted as God's child: What does it mean to be accepted? Why did God include me in His plan? What is my purpose in God's plan? When is a time you did not feel accepted?

B- I am blessed and God's beloved: What are some ways God has blessed me? How can I embrace God's blessings? How can I let God know that I am thankful that He loves and blesses me? What does it mean to be God's beloved?

C- I can do all things through Christ who gives me strength: What is something you think you cannot do in your own strength? How do you call on God to help?

D- I am chosen and dearly loved: What does it mean to be dearly loved? What do you think it means to be chosen? Since God loves me, will that help me love others?

E- I have eternal life because of Christ: What is eternal life? What do I need to do to have eternal life?

F- I am Christ's friend: How can you tell someone is your friend? How is Christ like a friend to us?

G- I have been given God's loving favor: What does it mean to have God's favor? What did I do to deserve God's favor? How can I show my thankfulness for God's favor toward me?

H- I have a future filled with hope: What is hope? What are some things you hope for? How can I know God's plans for me? How do I stay on God's path?

I- I was created in God's image: What do you see when you look in a mirror? In what ways do I look like God? How do I reflect God's image?

J- I have the joy of the Lord which is my whole strength: What is the joy of the Lord? Are joy and happiness the same thing? What things make you joyful? How can joy make you strong?

K- I have God's kindness towards me which is great: How has God showed kindness to you? How does it make you feel when someone is kind to you or you show kindness to someone else? What are some things you can do to show kindness?

L- I am loved by God: How do you know you are loved by God? What are some ways that you know you are loved by other people? How do you know you are loved by God?

M- I am fearfully and wonderfully made by God: What do you think the most wonderful thing about you is? Do you think God took special care when he created that thing about you?

N- I have all my needs met if I seek God: What are some of our most basic needs? How does God supply those needs? What does it mean to seek God? Who supplies the needs of a child?

O- I am God's offspring: Does a rabbit reproduce chickens? If I am God's offspring does that make me His child? What does offspring mean?

P-I have peace in Christ: Can you describe peace? Have you ever experienced peace? If I am in a hard situation can I still experience peace? Have you heard the story of Jesus calming the sea during a storm? How do you think Jesus was able to calm the sea?

Q- I can ask questions and He will answer my prayers: What are a few questions you have for God? How do I listen or wait for the answer? Has God answered your prayers in the past?

R- I am an ambassador of reconciliation in Christ: What is an ambassador? What does reconciliation mean? Have you been born again in Christ? If so, what are some ways your life has been made new? If not, would you like to have your life be made new in Christ?

S- I am saved by grace: What does it mean to be saved? What does grace mean? How has God shown you grace? How can you show grace to other people? Would you like to take a leap of faith and ask Jesus to be your Savior?

T- I am God's treasure: Can you describe treasure? What does it mean to be God's treasure? How does it make you feel to know that you are a treasure to God?

U- I am united with God: What does united mean? What are other words or phrases that mean united? What does it mean to be united with God?

V- I am victorious in Christ: What does it mean to be victorious? Can you recall a time that you experienced victory in something? How can you be victorious in Christ?

W- I am strong when I turn to God in my weakness: What are some areas of weakness in your life? How can God strengthen you through weakness?

X- I am an expression of the life of Christ: What does it mean to be an expression of someone? How can someone show who Christ is by how they live their life?

Y-I take Christ's yoke which gives me rest: What is a yoke? What is the purpose of a yoke? How can a heavy harness be light? Why do you think Christ's yoke is light? How can learning about God's ways (yoke) help you in your daily life?

Z- I am zealous for God: What is zeal? What does it mean to be zealous? What are some ways you can show your enthusiasm for God and His purposes?

APPENDIX

Word Families Examples

Minimal Pairs Examples

Tracing Upper and Lower Case Worksheets

Scripture Tracing Worksheets

Beginning Consonant Worksheets

Word Families Examples

-ime

chime slime overtime crime time dime bedtime grime daytime lime sometime
mime springtime prime anytime

-ive

five live drive arrive hive alive dive

-an

an pan van ban plan began bran ran orangutan can scan clan span fan tan man
than

-ate

date fate Kate late mate grate skate rate plate slate gate

-and

band sand hand land bland brand grand stand strand

-oat

boat coat float goat throat

-ug

pug rug bug dug jug hug mug tug chug snug plug

-ap

cap gap lap map nap rap sap tap yap clap flap scrap snap stap trap slap

-un

bun fun sun pun gun run stun shun

-ail

fail jail pail mail sail hail nail tail snail trail

-ag

bag sag tag rag wag brag snag drag flag

-ine

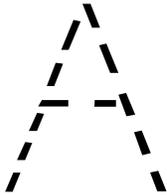
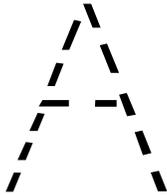
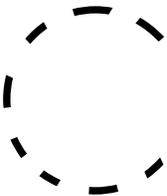
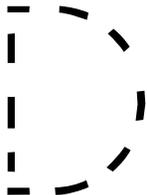
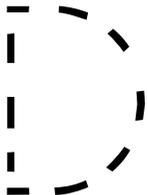
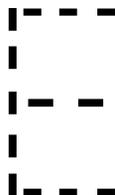
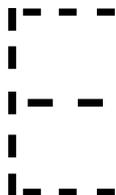
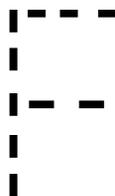
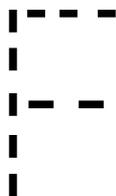
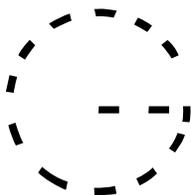
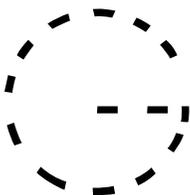
dine mine fine nine vine line pine shine spine twine swine

Minimal Pairs Examples

/b/ and /d/	/b/ and /p/	/p/ and /f/	/t/ and /d/	/l/ and /r/	/g/ and /k/	/y/ and /j/
bad dad bean dean bark dark bib bid beep deep bunk- dunk big dig bump- dump cub cud robe road rib rid brag drag sob sod brain- drain web wed bribe bride bait date stub stud bay day buck duck	rib rip mob mop gab gap lab lap big pig bet pet sub sup but putt	pan fan past fast pat fat paint- faint pig fig gulp gulf beep beef cheap- chief leap leaf cop cough pace face copy coffee pact fact pale fail pile file	bat bad ate aid fat fad fate fade hat had set said pat pad knot nod pot pod hurt- heard ten den heart- hard tip dip tent dent coat code	lock rock liver- river lake rake light- right fly fry blue brew glass- grass flea free flute fruit long- wrong	got cot clog clock grab crab tugged- tucked glad clad ghost coast bag back gripped- crypt bug buck grew crew lag lack haggle hackle peg peck rig rick tug tuck	yam jam yard- jarred yet jet use juice year jeer yacht jot yoke joke yak Jack yes Jess yell gel
/sh/ and /ch/	/s/ and /sh/	/b/ and /v/	/r/ and /w/	/v/ and /w/	/v/ and /f/	/s/ and /th/
bash batch she's cheese hash hatch hush hutch lash latch mash- match marsh- march mush much	mass mash crust- crushed sake shake fist fished same- shame rust rushed save shave sack shack seat sheet cell shell sip ship sock shock plus plush said shed self shelf sigh shy sell shell	base- vase bend- vend bent- vent best vest boat vote bail veil bow vow berry- very	ray way crest- quest rent- went raise- ways rate wait rich- witch rave- wave rail wail raid- wade rage- wage rest west raced- waist	vet wet vow wow vest west vipер- wiper vent went vary- wary vend- wend vine wine Vic wick verse- worse	vat fat have- half vast fast view few vest fest veil fail save safe vine fine veal feel leave- leaf strive- strife lived lift	mass- math tense- tenth moss moth force forth pass path sigh thigh seam- theme gross- growth sin thin mouse- mouth face faith saw thaw sank thank worse- worth sink think some- thumb sick thick

Name _____

Trace and Write

A				
B				
C				
D				
E				
F				
G				

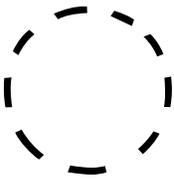
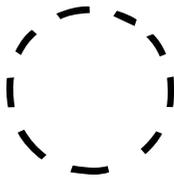
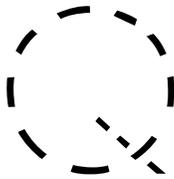
Name _____

Trace and Write

H	H	H		
I	I	I		
J	J	J		
K	K	K		
L	L	L		
M	M	M		
N	N	N		

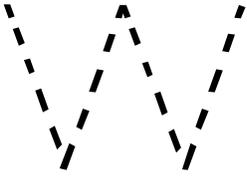
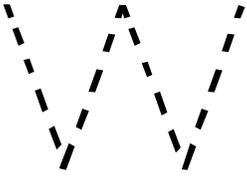
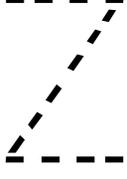
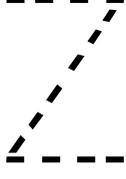
Name _____

Trace and Write

O				
P				
Q				
R				
S				
T				
U				

Name _____

Trace and Write

Name _____

Trace and Write

a

a

a

b

b

b

c

c

c

d

d

d

e

e

e

f

f

f

g

g

g

Name _____

Trace and Write

h	h	h		
i	i	i		
i	i	i		
k	k	k		
l	l	l		
m	m	m		
n	n	n		

Name _____

Trace and Write

o	o	o		
p	p	p		
q	q	q		
r	r	r		
s	s	s		
t	t	t		
u	u	u		

Name _____

Trace and Write

V				
W				
X				
y				
Z				

Student Name _____

Date _____

Aa

I am accepted

as God's child.

Student Name _____

Date _____

Bb

I am blessed and

God's beloved.

Student Name _____

Date _____

C c

I can do all things

through Christ who

gives me strength.

Student Name _____

Date _____

Dd

I am chosen and

dearly loved.

Student Name _____

Date _____

I e

I have eternal life

because of Christ.

Student Name _____

Date _____

Ff

I am fearfully and

wonderfully made.

Student Name _____

Date _____

Eg

I have been given

God's loving favor.

Student Name _____

Date _____

Ih

I have a future

filled with hope.

Student Name _____

Date _____

I i

I was created

!
in God's image.

Student Name _____

Date _____

Jj

I have the joy of the

Lord which is my

strength.

Student Name _____

Date _____

Kk

I have God's kindness

towards me which is

great.

Student Name _____

Date _____

I I

I am loved by

God.

Student Name _____

Date _____

Mim

I am fearfully and

wonderfully made by

God.

Student Name _____

Date _____

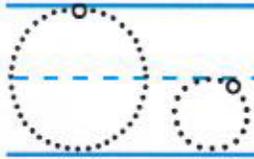
Nn

I have all my needs

met if I seek God.

Student Name _____

Date _____



I am God's

offspring.

Student Name _____

Date _____

Pp

I have peace in

Christ.

Student Name _____

Date _____

Qq

I can ask God

questions and he will

answer my prayers.

Student Name _____

Date _____

Rr

I am an ambassador of

reconciliation in Christ.

Student Name _____

Date _____

Ss

I am saved by

grace.

Student Name _____

Date _____

I f

I am God's

treasure.

Student Name _____

Date _____

Uu

I am united

with God.

Student Name _____

Date _____

V v

I am victorious

in Christ.

Student Name _____

Date _____

Ww

I am strong when I

turn to God in my

weakness.

Student Name _____

Date _____

Xx

I am an expression of

the life of Christ.

Student Name _____

Date _____

Yy

I take Christ's yoke

which gives me rest.

Student Name _____

Date _____

Z z

I am zealous

for God.

Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

b, c, d

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

  **ook**

 lown

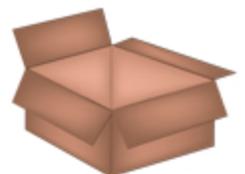
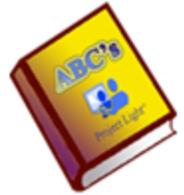
 at

 oor

 og

 ox

 oat



Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

b, c, d

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

_____  ar

_____ all

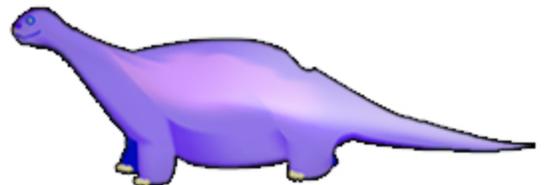
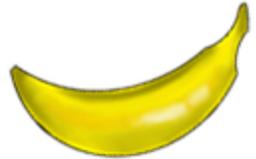
_____ ress

_____ uck

_____ rayons

_____ inosaur

_____ anana



Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

b, c, d

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

  ice

 op

 amera

 lock

 oll

 at

 omb



Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

b, c, d

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

 **asket**

_____ **rane**

_____ **ow**

_____ **esk**

_____ **ape**

_____ **ear**

_____ **octor**



Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

b, c, d

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

  **ast**

 utter

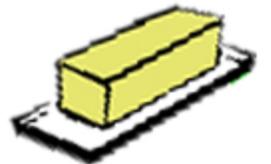
 onkey

 ake

 read

 ity

 esert



Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

b, c, d

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

ANSWER KEY

Page 1:

1. book
2. cat
3. clown
4. door
5. box
6. dog
7. boat

Page 2:

1. car
2. ball
3. dress
4. crayons
5. duck
6. banana
7. dinosaur

Page 3:

1. dice
2. camera
3. clock
4. cop
5. doll
6. comb
7. bat

Page 4:

1. basket
2. crane
3. cow
4. desk
5. cape
6. bear
7. doctor

Page 5:

1. cast
2. butter
3. donkey
4. cake
5. bread
6. city
7. desert

Name: _____

Date: _____

Skill: Beginning Consonants: F, G, H, J

Which Letter Comes First?

f, g, h, j

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

_____ **f** eet

_____ **o**at

_____ **a**t

_____ **a**cket

_____ **i**re

_____ **o**use

_____ **e**llo



Name: _____

Date: _____

Skill: Beginning Consonants: F, G, H, J

Which Letter Comes First?

f, g, h, j

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

 old



 orse



 ay



 an



 orilla



 and



 lowers



Name: _____

Date: _____

Skill: Beginning Consonants: F, G, H, J

Which Letter Comes First?

f, g, h, j

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

hammer

_____ish

_____rown

_____lasses

_____ockey

_____rog

_____irl



Name: _____

Date: _____

Skill: Beginning Consonants: F, G, H, J

Which Letter Comes First?

f, g, h, j

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

 ellyfish

 amily

 amburger

 rass

 ump rope

 um

 heart



Name: _____

Date: _____

Skill: Beginning Consonants: F, G, H, J

Which Letter Comes First?

f, g, h, j

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

_____ friends

_____ grapes

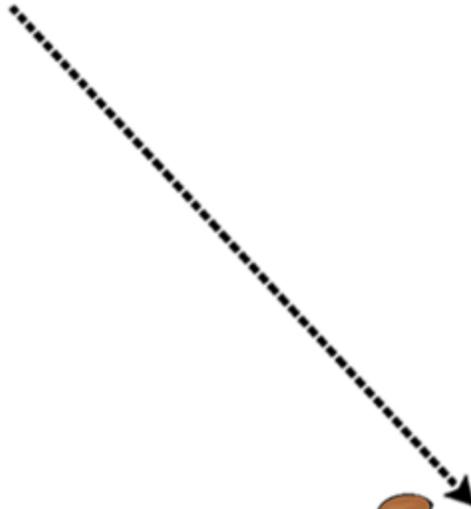
_____ judge

_____ jug

_____ lipppers

_____ goggles

_____ helmet



Name: _____

Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?

f, g, h, j

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

ANSWER KEY

Page 1:

1. feet
2. goat
3. hat
4. jacket
5. fire
6. house
7. jello

Page 2:

1. gold
2. horse
3. hay
4. fan
5. gorilla
6. hand
7. flowers

Page 3:

1. hammer
2. fish
3. frown
4. glasses
5. hockey
6. frog
7. girl

Page 4:

1. jellyfish
2. family
3. hamburger
4. grass
5. jump rope
6. gum
7. heart

Page 5:

1. friends
2. grapes
3. judge
4. jug
5. flippers
6. goggles
7. helmet

Name: _____

Date: _____

Skill: Beginning Consonants: K, L, M

Which Letter Comes First?

k, l, m,

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

  ey

 oney

 amp

 adder

 etchup

 ilk

 outh



Name: _____

Date: _____

Skill: Beginning Consonants: K, L, M

Which Letter Comes First?

k, l, m,

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

_____ **antern**

_____ **onkey**

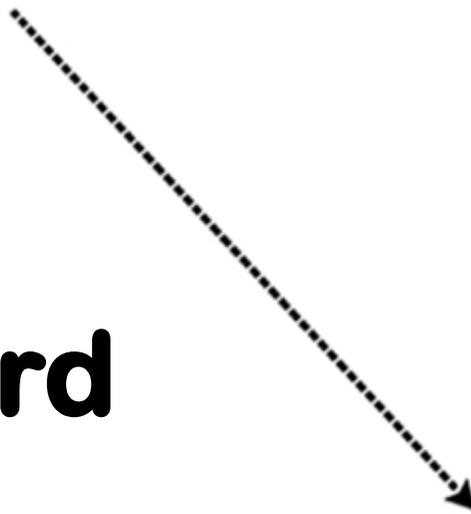
_____ **eyboard**

_____ **onster**

_____ **ouse**

_____ **ettle**

_____ **ighthouse**



Name: _____

Date: _____

Skill: Beginning Consonants: K, L, M

Which Letter Comes First?

k, l, m,

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

ask

_____arate

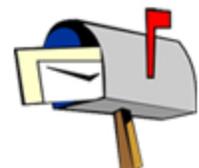
_____izard

_____ailbox

_____etter

_____ing

_____arker



Name: _____

Date: _____

Skill: Beginning Consonants: K, L, M

Which Letter Comes First?

k, l, m,

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

 id

 eaf

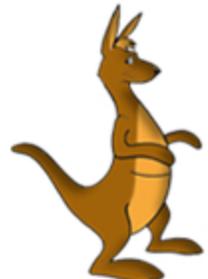
 ightning

 angaroo

 icrophone

 adybug

 night



Name: _____

Date: _____

Skill: Beginning Consonants: K, L, M

Which Letter Comes First?

k, l, m,

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

_____ **ettuce**

_____ **unch**

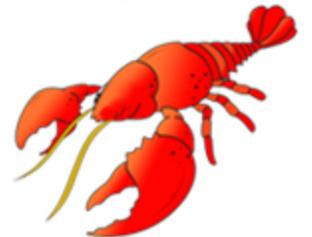
_____ **iss**

_____ **emon**

_____ **usic**

_____ **ittens**

_____ **obster**



Name: _____

Date: _____

Skill: Beginning Consonants: K, L, M

Which Letter Comes First?

k, l, m

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

ANSWER KEY

Page 1:

1. key
2. money
3. lamp
4. ladder
5. ketchup
6. milk
7. mouth

Page 2:

1. lantern
2. money
3. keyboard
4. mop
5. mouse
6. kettle
7. lighthouse

Page 3:

1. mask
2. karate
3. lizard
4. mailbox
5. letter
6. king
7. marker

Page 4:

1. kid
2. ladybug
3. lightning
4. kangaroo
5. microphone
6. leaf
7. knight

Page 5:

1. lettuce
2. lunch
3. kiss
4. lemon
5. music
6. mittens
7. lobster

Name: _____

Date: _____

Skill: Beginning Consonants: N, P, Q, R

Which Letter Comes First?

n, p, q, r

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

nails

_____uarter

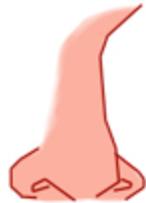
_____ake

_____ose

_____olice

_____ing

_____ain



Name: _____

Date: _____

Skill: Beginning Consonants: N, P, Q, R

Which Letter Comes First?

n, p, q, r

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

encil

_____acket

_____ecklace

_____aint

_____est

_____ueen

_____abbit



Name: _____

Date: _____

Skill: Beginning Consonants: N, P, Q, R

Which Letter Comes First?

n, p, q, r

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

 quilt

 planet

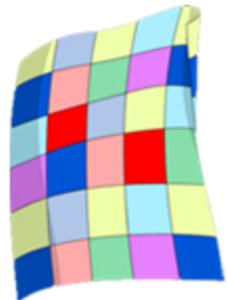
 newspaper

 rainbow

 pizza

 radio

 night



Name: _____

Date: _____

Skill: Beginning Consonants: N, P, Q, R

Which Letter Comes First?

n, p, q, r

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

 iver

 lant

 inja

 uestion

 un

 hone

 utcracker



Name: _____

Date: _____

Skill: Beginning Consonants: N, P, Q, R

Which Letter Comes First?

n, p, q, r

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

 uts

 at

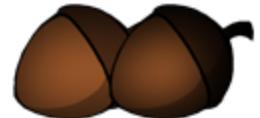
 resent

 en

 urse

 eading

 arterback



Name: _____

Date: _____

Skill: Beginning Consonants: N, P, Q, R

Which Letter Comes First?

n, p, q, r

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

ANSWER KEY

Page 1:

1. nails
2. quarter
3. rake
4. nose
5. police
6. ring
7. rain

Page 2:

1. pencil
2. necklace
3. racket
4. paint
5. nest
6. queen
7. rabbit

Page 3:

1. quilt
2. planet
3. newspaper
4. rainbow
5. pizza
6. radio
7. night

Page 4:

1. river
2. plant
3. nickle
4. question
5. run
6. phone
7. nutcracker

Page 5:

1. nuts
2. present
3. rat
4. pen
5. nurse
6. reading
7. quarterback

Name: _____

Date: _____

Skill: Beginning Consonants: S, T, V

Which Letter Comes First?

s, t, v

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

 **un**

_____ **able**

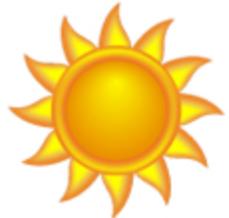
_____ **ase**

_____ **ocks**

_____ **ent**

_____ **iolin**

_____ **urtle**



Name: _____

Date: _____

Skill: Beginning Consonants: S, T, V

Which Letter Comes First?

s, t, v

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

_____  **omato**

_____ **cissors**

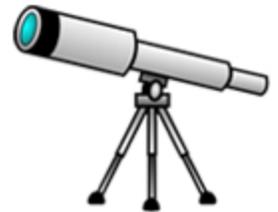
_____ **eeth**

_____ **ruck**

_____ **lide**

_____ **lescope**

_____ **chool**



Name: _____

Date: _____

Skill: Beginning Consonants: S, T, V

Which Letter Comes First?

s, t, v

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

 v est

 rumpet

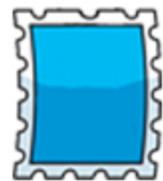
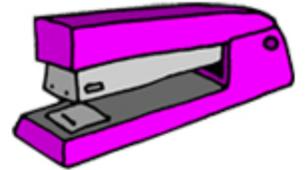
 tapler

 rash

 ie

 tamp

 ree



Name: _____

Date: _____

Skill: Beginning Consonants: S, T, V

Which Letter Comes First?

s, t, v

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

_____  **t**ornado

_____ **r**ain

_____ **c**rew

_____ **e**getables

_____ **o**rnado

_____ **t**ar

_____ **e**levision



Name: _____

Date: _____

Skill: Beginning Consonants: S, T, V

Which Letter Comes First?

s, t, v

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

_____  **elephone**

_____ **trawberry**

_____ **acuum**

_____ **and**

_____ **axi**

_____ **eddy bear**

_____ **axophone**



Name: _____

Date: _____

Skill: Beginning Consonants: S, T, V

Which Letter Comes First?

s, t, v

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

ANSWER KEY

Page 1:

1. sun
2. table
3. vase
4. socks
5. tent
6. violin
7. turtle

Page 2:

1. tomato
2. scissors
3. teeth
4. truck
5. slide
6. telescope
7. school

Page 3:

1. vest
2. trumpet
3. stapler
4. trash
5. tie
6. stamp
7. tree

Page 4:

1. stove
2. train
3. screw
4. vegetables
5. tornado
6. star
7. television

Page 5:

1. telephone
2. strawberry
3. vacuum
4. sand
5. taxi
6. teddy bear
7. saxophone

Name: _____

Date: _____

Skill: Beginning Consonants: W, X, Y, Z

Which Letter Comes First?

W, X, Y, Z

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

Wheelbarrow

_____ - ray

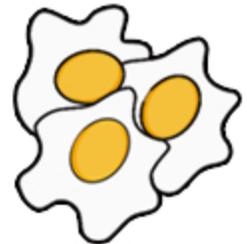
_____olk

_____and

_____ipper

_____o - yo

_____oo



Name: _____

Date: _____

Skill: Beginning Consonants: W, X, Y, Z

Which Letter Comes First?

W, X, Y, Z

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

  - ray

 agon

 ebra

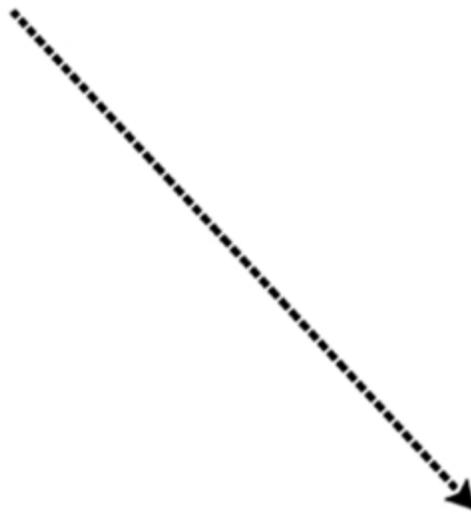
 heel

 ero

 inner

 ashing

0



Name: _____

Date: _____

Skill: Beginning Consonants: W, X, Y, Z

Which Letter Comes First?

W, X, Y, Z

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

Yacht

_____ife

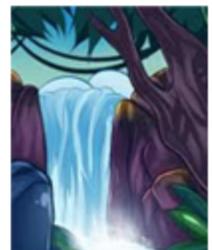
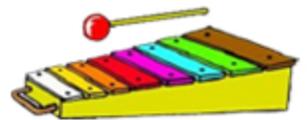
_____ylophone

_____indy

_____ell

_____atch

_____aterfall



Name: _____

Date: _____

Skill: Beginning Consonants: W, X, Y, Z

Which Letter Comes First?

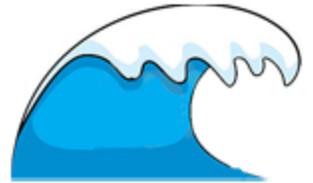
W, X, Y, Z

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

Zucchini



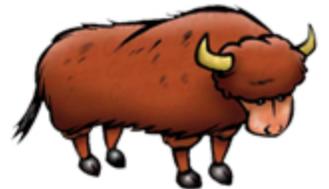
_____hale



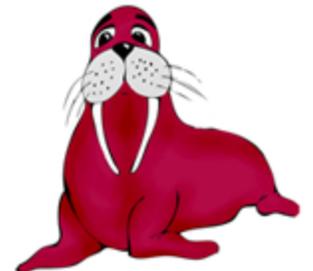
_____ave



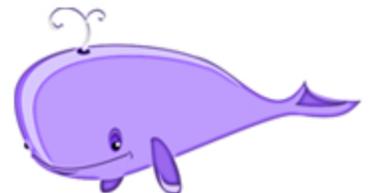
_____alrus



_____indow



_____ak



Name: _____

Date: _____

Skill: Beginning Consonants: W, X, Y, Z

Which Letter Comes First?

W, X, Y, Z

Directions: Fill in the beginning consonant letter for each word.

Then draw a line from the word to the matching picture.

Wolf

_____asp

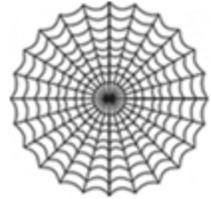
_____ater

_____ard

_____edding

_____eb

_____histle



Name: _____

Date: _____

Skill: Beginning Consonants: W, X, Y, Z

Which Letter Comes First?

W, X, Y, Z

Directions: Fill in the beginning consonant letter for each word.
Then draw a line from the word to the matching picture.

ANSWER KEY

Page 1:

1. wheelbarrow
2. x-ray
3. yolk
4. wand
5. zipper
6. yo-yo
7. zoo

Page 2:

1. x-ray
2. wagon
3. zebra
4. wheel
5. zero
6. winner
7. washing

Page 3:

1. yacht
2. wife
3. xylophone
4. windy
5. yell
6. watch
7. waterfall

Page 4:

1. zucchini
2. whale
3. wave
4. walrus
5. window
6. yak

Page 5:

1. wolf
2. wasp
3. water
4. yard
5. wedding
6. web
7. whistle

Literacy and ESL Program

Student Name _____ Date _____

Aa

I am accepted
as God's child.

Absolutely the fastest and easiest way to teach reading - www.ReadingEY.com
Materials provided from your friends at www.handwritingworksheets.com

Scripture Tracing Worksheets

Name _____

Trace and Write

A	A	A	
B	B	B	
C	C	C	
D	D	D	
E	E	E	
F	F	F	
G	G	G	

Tracing Upper and Lower Case Worksheets

Name: _____ Date: _____

Skill: Beginning Consonants: B, C, D

Which Letter Comes First?
b, c, d

Directions: Fill in the beginning consonant letter for each word. Then draw a line from the word to the matching picture.

 ook lown
 at oor
 og ox
 oat

Beginning Sound Worksheets

PROJECT LIGHT™

Literacy for Life Transformation

Supplemental Tutor Manual and Student Workbook for

A-Z Who God Says I Am Software

Choose the letter that completes the word.

dime

Are the words you hear the same or different?

dog

Letter D: Completed

I am chosen by God and dearly loved.

Colossians 3:12



"Your word is a lamp to my feet and a light for my path." Psalm 119:105

