

Horizons

Preschool

Teacher's Guide

Part 1

Lessons 1-90

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A Horizons Preschool Student Book should be purchased for each student, whether in the Christian School classroom or in the Homeschool. In the classroom setting, always order one extra for the teacher so that you have copies of everything to reference. Students will take home the pages of the Student Book throughout the year.

You may use whatever Bible version your family studies. Horizons Preschool uses the KJV King James Version and the NIV New International Version of the Bible. Scripture is taken from the HOLY BIBLE, NEW INTERNATIONAL VERSION® Copyright © 1973, 1978, 1984 by International Bible Society. Used by permission of Zondervan. All Rights Reserved.

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Lesson 41

Week 9: Day 1

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Field Trip, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: When God made the plants, He made the grasses. He also made herbs. Herbs are bushes, including those bushes that give fruit.

Bible Lesson: Our God is so wonderful. Do you remember when I told you about the grasses God made? Well, God made other kinds of plants as well. The kinds of plants we will study about this week are very special plants. They are called herbs in the Bible, but we often call them bushes today. Bushes are very important to our earth. They help to keep the soil from washing or blowing away. They also give food for us and for animals and birds. They provide homes for animals and birds. I am thankful God gave us bushes and herbs.

Multimedia Resources: Listen to the song "Everything I See" from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Social Studies: Herbs are important for the life of animals and birds, as well as for people. We use herbs to eat, to cook, and we use their fruits for dessert. Birds eat herbs, too. They make homes for themselves in the branches of bushes. Other animals live under a bush and depend on the bush for shelter. Discuss the kinds of birds and animals that depend upon bushes for food and shelter.

Science: *Prepare ahead - Find a small bush and pull it up by the roots. If the ground is dry, you may want to first soak the dirt with a dribble from a hose overnight. Gently pull it out, roots and all. Wash the bush and roots well, removing all dirt and bugs. Set it aside on a piece of cloth or poster board.* Show students the bush. Let them examine the root system. Provide the magnifying glass for students that want to use it. Say, Herbs or bushes all have some things in common. They all have a root system. Roots are at the bottom of a bush. They go deep into the ground to get water and food for the bush. The branches of a bush carry the water and food to the leaves of the bush. A bush has roots, branches, and leaves. Show students a picture of a bush and ask him where the root system would be. Where would a bird live in the bush? Where would a mouse live?

Let's look at some of our own living roots. Get the grass sponges. Instruct the students to carefully pull up a small bunch of grass. Lay the pieces of grass out and separate them. What do the grass roots look like today? Are they bigger? Water the sponges before putting them back on the shelf.

Check on the garden seeds that were prepared for sprouting in Lesson 40.

Language Arts: Review the seed cards prepared for Lesson 40.

Lesson 41

(Cont.)

Phonics: Teach the letter Mm.

Show the students the letter Mm flashcard. Point out any student's name beginning with the letter *M*. Write some words beginning with the letter *M* on the board. Include any student names from the class that begin with letter *M*. Underline the capital *M* that begins the words. Read through the words and point out the shape of letter *M*. Have the students trace the *M* in the air as you trace the letter *M* beginning each name.

Boys: Malik, Manuel, Marc, Marco, Marcos, Marcus, Mario, Mark, Martin, Mason, Mathew, Matthew, Max, Maxwell, Micah, Michael, Micheal, Miguel, Mitchell

Girls: Mackenzie, Madeline, Madison, Makayla, Mallory, Margaret, Maria, Mariah, Marisa, Marissa, Mary, Maya, Mayra, Mckenzie, Meagan, Megan, Meghan, Melanie, Melissa, Mercedes, Meredith, Mia, Michaela, Michelle, Mikayla, Miranda, Molly, Monica, Monique, Morgan

Vocabulary words: March, May, Men's (restroom), Miss, Monday, Mr., Mrs., Ms.

Do the Lesson 41 Phonics worksheet. Complete the letter Mm worksheet. Have the students trace the letters Mm with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Mm letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Multimedia Resources: View the Aa-Mm segments of "Rev-Up for Reading" from the "Rev-Up for Learning" DVD to drill letter recognition and sound. The students should say each letter sound along with the presentation.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Drawing horizontal and vertical lines between two points. Incorporate writing strokes cane and hook.

Multimedia Resources: View the Aa-Mm segments of "Rev-Up for Writing" from the "Rev-Up for Learning" DVD to review the writing of upper- and lowercase letters. The students should write each letter in the air along with the presentation. Since the first half of the presentation covers lowercase letters and the second half uppercase letters some navigation will be needed to skip to the letters that are covered in this lesson.

Memory Verse: Genesis 8:22.

"As long as the earth endures, seedtime and harvest...will never cease." Genesis 8:22 NIV

While the earth remaineth, seedtime and harvest,...shall not cease. Genesis 8:22 KJV

Make cards with the words of the verse on them. Explain the memory verse to your class. Make sure they understand "endures," "harvest," and "cease." Give students the word cards. Have them arrange the words in order, helping them read the words. Though they can't read every word, it is good for them to see the written words. Make sure they memorize the reference, too. Let the students take home their Memory Verse Card 6.

Math: Teach number recognition of 9. Show the students the number 9 flashcard. Begin to teach the number 9 by counting items. Count in sequence to 9. Represent the concept on 9 with the symbol of 9. If you have hung cards for the week of the school year point out the Week 9 card.

Teach oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 41 Math worksheet. Have the students trace the large number 9 with the proper strokes by following the arrows. Instruct the students to count each group of items and then trace the number. Instruct the students to draw a line between the groups that have the same number.

Multimedia Resources: View "Rev-Up for Arithmetic" from the "Rev-Up for Learning" DVD to practice number recognition and counting 1-9.

Shapes: Review the square shape.

Do the Lesson 41 Shapes worksheet. Color the shapes at the bottom of the sheet, cut them out, and paste them under the correct group.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.

Story Time: Read a story or stories of your choice.

Music: Review "I'm a Little Seed," "Count Our Numbers (Math)," and "America the Beautiful." Teach the following song to the tune of "Are You Sleeping, Brother John?" (Frère Jacques)

We Are Planting

Tune of Frère Jacques

We are planting

We are planting

Seeds to grow

Seeds to grow

Soon we will have green plants

Soon we will have green plants

Just to show

Just to show

... Carol McSpadden Sheldon

Lesson 41

(Cont.)

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: The Fruit Of The Spirit" CD.

Arts & Crafts: Do one or both of the following activities.

This one is pretend: Have the students make a bush from construction paper. Make the bark from brown construction paper, the leaves from green. Glue onto another paper. In the bush, place a bird's nest and a bird. Under the tree place a rodent in a nest of thin fringed paper.

This one is with real stuff: Gather leaves of bushes, bark, stems, etc. Permit students to glue them onto paper in any form they desire.

Field Trip: Take a field trip to a local grocery store to look at things from plants in the produce section. Compare textures, colors, shapes, and sizes of the different fruits and vegetables. Have the produce manager explain how to select good fruits and vegetables and how to store them at home. Perhaps the bakery can provide a free cookie as a treat. As an alternative, have a grocery store produce manager bring in some fruits and vegetables and do a similar activity in the classroom.

Physical Education: If we were to dramatize a bush, we would squat. Show your students how to squat. Next do a duck waddle in the squatted position. Pretend to squat in the sunshine, in the shade, beside a house, under a larger tree.

NOTES:

Lesson 42

Week 9: Day 2

Activities in this Lesson: Bible Lesson, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Color, Story Time, Music, Arts & Crafts, Outdoor Activity, Physical Education, Optional Math/Language Arts/Bible/Arts & Crafts Activity

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God made many things on the third day.

Bible Lesson: Review the lesson from Lesson 41. Give each student paper and poster pens. Instruct them to draw some of the things they have learned about the third day of Creation. Remind them of bushes and what grows on and lives in bushes. Remind them about berries and parsley and cilantro and rosemary. Remind them that plants and trees are homes for animals.

Science: *Bring some herbs and spices for the children to smell. Go through your own collection at home for samples: oregano, rosemary, bay leaves, thyme, parsley, etc. Get some fresh cilantro, it smells wonderful! Spices are dry seeds, pods, or vegetables. Bring what you have: cinnamon, nutmeg, pepper, cocoa, etc. Let the children smell and compare everything.*

Check on the garden seeds that were prepared for sprouting in Lesson 40.

Language Arts: *If you can purchase some herbs in bulk or at a craft store inexpensively, let the students create a painting with glue and herbs. Have them write the word HERBS on their piece of paper, then sprinkle the glue with different kinds of herbs. This makes a form of potpourri paper that will smell good wherever it is hung.*

Phonics: Review the letter Mm.

Teach the small letter *m*. Write some words beginning with the letter *m* on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline the small *m* that begins the words. Read through the words and point out the shape of letter *m*. Have the students trace the *m* in the air as you trace the letter *m* beginning each word.

Common words: made, make, man, many, may, me, mean, men, might, more, most, mother, move, much, must, my

Vocabulary words: map, medium, middle, month, more than, morning, mouth

Do the Lesson 42 Phonics worksheet. Complete the letter Mm worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Mm are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the letters between the guide lines. Review the pictures and the colored first letter of the words. The students can color the letters as desired.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Lesson 42

(Cont.)

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Drawing horizontal and vertical lines between two points. Incorporate writing strokes cane and hook.

Memory Verse: Review Genesis 8:22. Review with the word cards. Give students the word cards. Have them arrange the words in order, helping them read the words. Though they can't read every word, it is good for them to see the written words. Make sure they memorize the reference, too.

Math: Review number recognition of 9.

Teach oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 42 Math worksheet. They can color the fish after connecting the dots.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.

Story Time: Read a story or stories of your choice.

Music: Review "I'm a Little Seed," "Count Our Numbers (Math)," "America the Beautiful," and "We Are Planting."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: The Fruit Of The Spirit" CD.

Arts & Crafts: Give the students playdough. Let them create whatever they want.

Outdoor Activity: If there are any berries growing, go on a walk to pick some. If this is not possible, bring a pint of strawberries or other berries to class. Remind the students that berries grow on bushes. Enjoy eating the berries together.

Physical Education: Hot Circles. Lay out different colored hula hoops, one for each student. This activity will practice jumping using both feet and landing on two feet from the inside to the outside of the hoops. Have the students stand in a hoop to start the game. Call out a circle color as being "hot" and the students in those hoops must jump out and get into different color hoop. Set a limit of four students in one hoop at a time. Choose a circle as hot by saying, "red circles are hot!" Keep calling circles as hot until there is no more space, then call the color of the full circle. Watch for jumping skill and movement in a safe manner.

Optional Math/Language Arts/Bible/Arts & Crafts Activity:

9 Unthankful Men: Luke 17:12-19, read the Bible verses and tell the story.

One day Jesus was going into a village. Ten men who had leprosy asked Jesus to make them well. Jesus healed the ten men, but nine of them forgot to thank Jesus. Only one remembered to say "thank you."

Do the Lesson 42 Bible Numbers worksheet. Give each student a sheet of white construction paper and the worksheet. Cut out the items on the worksheet and glue them to construction paper as illustrated in the drawing. Draw in the arms, legs, and face for the "9" happy man. Draw in the rest of the picture.

Note: Look ahead to Lesson 44. You need to prepare the bread for the bird feeders.

NOTES:

Lesson 43

Week 9: Day 3

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God made many kinds of herbs when He created the plant world.

Bible Lesson: Not all bushes are alike. Some of the bushes God made are bigger than others. Some have big strong branches. Some just seem to have stems and leaves. Some bushes have flowers. Some do not. Some bushes hide their seeds in fruit. Some bushes have big seeds and some have little seeds. Do you like blackberries? Blackberries are very good in pie, aren't they? Did you know that blackberries come from a bush? But not all bushes give us blackberries, do they? Some bushes give us raspberries and some bushes do not grow anything that we can eat. I am thankful God made many different bushes for us to enjoy.

Social Studies: A farmer is a person who plants seeds in the ground to produce more plants, and then sells the seeds from those plants to earn money. A farmer works with the soil, and it is very important that a farmer knows how to plant seeds and care for plants. Farmers are important to us because they grow our food. Discuss farm life. Discuss how farmers get up early, feed the animals, milk the cows, then go to the fields to plant the seeds or work up the field. Often they do not go to bed until very late. A farmer must enjoy his work, or the time spent would not be worth the amount of money he makes. Pretend to be a farmer. What would you do first in the day? How would you plant the field? Dramatize this.

Science: Bushes give seeds. This is how they have little baby bushes. Some of the seeds from bushes are inside a soft shell. Some are on the outside of a soft shell. We call these soft shells fruit. A blackberry has seeds all over the outside of it. A tomato has its seeds on the inside of the fruit. When either a blackberry seed or a tomato seed are buried in soil, it will produce a plant. If you have access to both types of fruit, plant them (not too deep). Keep them watered, and see what happens. Let the students have the responsibility of watering, with reminders from you. Note how both seeds sprout and produce a plant.

Check on the garden seeds that were prepared for sprouting in Lesson 40.

Language Arts: Rhyme words with the following: tomato, berry, seed, and plant.

Before dinner would you please peel this large _____ ? POTATO

The storm had a cloud that looked like the funnel of a _____ . TORNADO

Plants have energy which our bodies _____ . NEED

The farmer gave his horse some oats for _____ . FEED

Coming out of the hill of dirt in the yard was an _____ . ANT

When the circus comes to town we can see the big _____ . ELEPHANT

Phonics: Teach the letter Nn.

Show the student the letter Nn flashcard. Point out any student's name beginning with the letter *N*. Write some words beginning with the letter *N* on the board. Include any student names from the class that begin with letter *N*. Underline the capital *N* that begins the words. Read through the words and point out the shape of letter *N*. Have the students trace the *N* in the air as you trace the letter *N* beginning each name.

Boys: Nathan, Nathaniel, Nicholas, Nicolas, Noah

Girls: Nancy, Naomi, Natalie, Natasha, Nichole, Nicole

Vocabulary words: November

Do the Lesson 43 Phonics worksheet. Complete the letter Nn worksheet. Have the students trace the letters Nn with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Nn letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Drawing horizontal and vertical lines between two points. Incorporate writing strokes cane and hook.

Memory Verse: Review Genesis 8:22. Let the students use their film canisters filled with rice to march around the room or the yard, singing their verse.

Math: Review number recognition of 9. Continue to teach the number 9 by counting items.

Teach oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 43 Math worksheet. Demonstrate how the students should draw the candles on the cupcakes. Have them circle the cupcake that has the same number as their age.

Shapes: Introduce the shape of a rectangle today. Show the student the rectangle shape flashcard. Again, make a stick puppet similar to those we used for the triangle, circle, and square. Make this puppet a rectangle. Use the "I'm a Rectangle" poem that follows.

Lesson 43

(Cont.)

I'm a Rectangle

I'm a rectangle
Ron is my name
I have four sides
They are not the same

Count one long side (tap side)
Then count two (tap side)
Count a short side (tap side)
One more will do. (tap remaining side)

Four sides in all
On me you'll find
Now do you know me?
Please use your mind.

My name is Ron
That's who I am
Now what's my shape?
Tell me if you can.

Do the Lesson 43a Shapes worksheet. Have the students trace the rectangle.

Do the Lesson 43b Shapes worksheet. Count and color the rectangles. Color some of them gray.

Color: Teach the color gray. This is the final color to be learned this year. Show the student the gray color flashcard. Find items in the room that are gray. Look for items of clothing that are gray.

Review the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.

Story Time: Read a story or stories of your choice.

Music: Review "I'm a Little Seed," "Count Our Numbers (Math)," "America the Beautiful," and "We Are Planting." Teach the following song to the tune of "London Bridge is Falling Down."

I'm Just a Little Tiny Seed

Tune of London Bridge is Falling Down

I'm just a little tiny seed (Crouch down as a tiny seed, and then stretch up to "grow.")

Tiny seed

Tiny seed

I'm just a little tiny seed

Learning, growing, knowing

Soon I will be big and strong (Stretch arms into the air and wave them back and forth.)

Big and strong

Big and strong

Soon I will be big and strong

Giving fruit all day long

... Carol McSpadden Sheldon

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: The Fruit Of The Spirit" CD.

Arts & Crafts: Cut out several types of seed pictures from a seed catalog. Permit students to paste them at random on a sheet of paper, making a seed collage. The *Usborne First Book of Nature* has a great article on fruits and seeds.

Physical Education: Run a foot race. If you have more than one student, include them all in the race. This does not need to be long or strenuous. Rather, work to make it a fun time to pace yourself and enjoy the activity together. Use a rectangle shaped route for the race.

NOTES:

Lesson 44

Week 9: Day 4

Activities in this Lesson: Bible Lesson, Language Arts/Music, Phonics, Reading, Writing, Memory Verse, Math, Color, Story Time, Music, Arts & Crafts, Language Arts/Arts & Crafts, Outdoor Activity, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God provided for us. He made sure we would always have plants by giving every plant seeds.

Bible Lesson: Review the story from Lesson 43. Explain that every kind of bush and grass has seeds. Some of the seeds are hard and some are soft. God made every variety.

Science: *Bring in some unusual fruits and seeds: guava, avocado, papaya, tomato, coconut.* Talk about how unusual some things are that God made. What would it be like if He only made one kind of fruit? Cut the fruits and give everyone a taste. The guava is very hard to cut. The tomato seeds are enclosed in gel. Papaya seeds look like fish eggs.

The coconut is the biggest seed. It was originally encased in a hard shell. Coconuts are wonderful examples of God's care and provision for plants to make more plants. This fruit of the coco palm begins life on a tree that towers from 60 to 100 feet high. It's an incredibly nutritious and useful food—providing milk, meat, sugar, and oil and acting as its own food dish and cup. Its husk can also be burned as a fuel to cook the fruit and its milk. Break the coconut open in front of the students. Start with scissors. Using one blade of the scissors, probe the three "eyes" on the end of the coconut until you locate the soft one. Drain the coconut water. Now put the coconut into a plastic bag, the bags that grocery stores use. Then put it in another plastic bag, so it is doubled. Take the class outside to a concrete step or wall. Holding the double bag by the handle, smack the coconut against the concrete. Do this several times, to break the shell into pieces. Any coconut meat that clings to the shell may be loosened by inserting a knife in between meat and husk. Let all of your students enjoy some coconut meat. Thank God for coconuts.

Check on the garden seeds that were prepared for sprouting in Lesson 40.

Language/Music: Sing "America, the Beautiful." See if students have it memorized. Talk about what the song means, that America has every kind of landscape. Thank God that we were born in a country like America. (Or apply to your country.)

Phonics: Review the letter Nn.

Do the Lesson 44 Phonics worksheet. Complete the letter Nn worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Nn are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the let-

ters between the guide lines. Review the pictures and the colored first letter of the words. The students can color the letters as desired.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Drawing horizontal and vertical lines between two points. Incorporate writing strokes cane and hook.

Memory Verse: Review Genesis 8:22. Repeat the verse several times during the school day.

Math: Review number recognition of 9.

Teach oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 44 Math worksheet. Can the students correctly identify the shapes under the steps? (Rectangles)

Teach verse 9 to the song "This Old Man."

This Old Man, He Played One

Verse 1

This old man, he played one, He played nick-nack on my thumb;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 2

This old man, he played two, He played nick-nack on my shoe;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 3

This old man, he played three, He played nick-nack on my on my knee;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 4

This old man, he played four, He played nick-nack on my door;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 5

This old man, he played five, He played nick-nack on my hive;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 6

This old man, he played six, He played nick-nack on my sticks;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 7

This old man, he played seven, He played nick-nack up in Heaven;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Lesson 44

(Cont.)

Verse 8

This old man, he played eight, He played nick-nack on my gate;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 9

This old man, he played nine, He played nick-nack on my spine;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Shapes: Review the shape of a rectangle. Look for rectangles in everyday objects. Review "I'm a Rectangle" poem.

Color: Continue to teach the color gray. Review the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.

Story Time: Read a story or stories of your choice.

Music: Continue learning the song "I'm Just a Little Tiny Seed." Review "We Are Planting" and "I'm a Little Seed."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: The Fruit Of The Spirit" CD.

Prepare ahead, see Lesson 42. - Using heavy white bread, cut slices with a simple cookie cutter shape, like hearts or stars. Poke a hole in the top of each slice with a straw. Cut enough for each student to have one. Bring some ribbon cut into 12" pieces, plastic knives and a large jar of peanut butter. **Let the slices dry overnight. This must be done ahead of time!** Give each student a piece of dry bread and a piece of ribbon. Help them tie the ribbon on the bread, inserting it through the hole. Give each student a plastic knife. Put a spoon full of peanut butter on their bread and instruct them to spread it evenly. They must be very careful not to tear or break the bread. Give them each some left-over grass seed from last week. Tell them to spread it all over the peanut butter with their knife.

Take time to water the grass sponges.

Arts & Crafts: Do the Lesson 44 Arts & Crafts worksheet. Count the number of pieces in the puzzle. Cut out the pieces. Practice putting the puzzle together.

Language Arts/Arts & Crafts: Go to the library and get *Planting a Rainbow* by Lois Elhert. Say, When we plant seeds, we often get flowers. What is your favorite color of flower? We're going to read a book about flowers. Read the book. Ask, Who was working in the garden with mother? Give the students colored construction paper, scissors, and glue sticks. Let them design their favorite flowers.

Outdoor Activity: Take the class on a walk to hang the Bread Bird Feeders. Find a place away from the feeders to sit and wait for the birds or students may put them in zippered sandwich bags and take them home.

Physical Education: Play Hot Circles again. This time have the students jump both in and out of the circles. Lay out different colored hula hoops, one for each student. This activity will practice jumping using both feet and landing on two feet from one side to the other side of the hoops. Have the students stand in a hoop to start the game. Call out a circle color as being "hot" and the students in those hoops must jump out and jump into a different color hoop. Set a limit of four students in one hoop at a time. Choose a circle as hot by saying, "red circles are hot!" Keep calling circles as hot until there is no more space, then call the color of the full circle. Watch for jumping skill and movement in a safe manner.

NOTES:

Lesson 45

Week 9: Day 5

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God made the bushes to have seeds so there would be more bushes.

Bible Lesson: God made the bushes, or herbs, in our world to be very special. He knew that there would need to be a way for the bushes to create more bushes. So He gave bushes the ability to make seeds. Inside of each seed is everything that is needed to make another bush. God made the soil as a place for the seed to rest and grow. Each kind of bush has its own seeds. Some seeds are found on the outside of the fruit. Others are found on the inside of the fruit. Wherever the seeds are found, the seeds will grow that kind of plant. In this way, God was sure that what He created would continue to grow. I am happy that God thought of such a wonderful idea.

Social Studies: We use the seeds from bushes in many ways. Sometimes we eat them. An example of this would be a tomato plant. In eating the fruit of the bush, we eat the seeds. We eat the seeds of a sunflower plant, too. Consider the use of cotton seeds, tomato seeds, sunflower seeds, and vanilla bean seeds. After you have told how each is used, have your students choose one to illustrate in a sketch as to what the plant looks like, where the seeds are kept and how we use them.

Science: Obtain a gardening book that will list and show pictures of various types of herb and bush plants. Note the differences in the leaves and fruit of each. If you live in a locality where you are able to go outdoors, do so, and gather several types of leaves from bushes. Place them under paper, and by rubbing the side of a crayon over the leaf, make a leaf rubbing of the various types of leaves of bushes. The larger the leaf, the better the detail. You may point out to your student how the veins vary in location on each one, but how each leaf contains veins to transport the nutrients.

Make a final check on the garden seeds that were prepared for sprouting in Lesson 40.

Language Arts: Play the game of "Upset the Fruit Basket." Have two of several kinds of fruit cut from construction paper, or use plastic or real fruit. Place the fruit on a tray. Have students match fruit with its own kind. As the student matches them, have him place them into a basket. Upon the completion of all the fruit being matched, students may upset the basket, and it becomes a free-for-all to gather as many as one child can.

Phonics: Review the letters Aa-Nn.

Teach the small letter *n*. Write some words beginning with the letter *n* on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline the small *n* that begins the words. Read through the words and point out the shape of letter *n*. Have the students trace the *n* in the air as you trace the letter *n* beginning each word.

Common words: name, near, need, never, new, night, no, north, now, number

Vocabulary words: nail, narrow, neck, next, next to, nickel, night, nine, nineteen, ninth, none, nose, not

living

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Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Drawing horizontal and vertical lines between two points. Incorporate writing strokes cane and hook.

Memory Verse: Review *Genesis 8:22*. Repeat the activity with the word cards.

Math: Review number recognition of 9. Continue to teach the number 9 by counting items.

Teach oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 45 Math worksheet. Instruct the students to trace the numbers, count each group, and then draw a line to the number for the group.

Shapes: Do a rectangle search around the room. Let the students call out the name of every rectangular object. Write them on the board.

Do the Lesson 45 Shapes worksheet. Count the shapes on the sheet that are the same. Draw lines to connect the rectangles that are the same inside. They can color the worksheet as they wish.

Color: Continue to teach the color gray. Review the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.

Story Time: Read a story or stories of your student's choice or ones they have brought from home.

Music: Review "We Are Planting" and "I'm a Little Seed." Continue learning the song "I'm Just a Little Tiny Seed."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: The Fruit Of The Spirit" CD.

Arts & Crafts: *You'll need whole cloves, small oranges and ribbon.* Explain to students that cloves come from a bush type plant. Using the ribbon, tie it around the oranges twice, as if you were dividing each orange into quarters. In the four spaces, push the stick-like part of the clove into the orange. Fill the entire area with cloves. It is important for the preservation of the orange that you not leave empty spaces. Complete all the sections of the orange. It will take some time to complete. You may make this a two day project. Tie the ribbon in a bow on the top with a loop so as to hang it in a closet. You now have a pomander for the closet or a nice gift for Grandma.

Lesson 45

(Cont.)

Physical Education: Begin to develop the ability to walk briskly for a period of time. Walk a block or so to begin with and continue this practice while gradually adding a block over the period of the week. If a child has health problems, consult a doctor previous to doing this. Do not expect students to do what you will not do. Enjoy the walk. Discuss plants as you go. Continue this activity throughout the next week.

NOTES:

Lesson 46

Week 10: Day 1

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Field Trip, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: On the third day of Creation, God made the trees.

Bible Lesson: Can you tell me what God made on the first day of Creation? Hold up the #1 Days of Creation Number to remind them. That's right. God made light. What did God make on the second day of Creation? Hold up the #2 Days of Creation Number to remind them. Yes. God made the air. On the third day of Creation, what did God make? Hold up the #3 Days of Creation Number to remind them. You are right. God made the dry land and plants. We have talked about two kinds of plants. We talked about plants that do not grow very tall, like the grasses. We talked about plants that grow a bit bigger than the grasses, as a bush does. God made great big plants, too. He made them to grow very tall. Some are so very tall, we have to look way up to see them. He called these kinds of plants trees. God made some trees to be a little bit tall, some are medium tall, and some are very, very tall. Did you know that some trees are so tall; you must look very carefully to even see the top of them? These trees grow in Northern California and are called Giant Sequoia trees. They have been growing for many, many years. Some of them were growing when Jesus lived here on earth. God made the trees for many reasons. He planned some trees to give us fruit to eat. He planned some trees for wood for our homes. God gave us a very wonderful gift when He made trees for us.

Multimedia Resources: Listen to the songs "Je T'aime King Of Kings" and "Just One God Is He" from "Sir Oliver's Song" CD.

Social Studies: We use trees in many ways. One of the most common uses for trees is in building houses. Visit a lumber yard. Show students all the ways trees are cut to make different parts of our homes.

Science: God made the trees very special. See the Lesson 46 Resource page. Point out the various parts of the tree. Emphasize that God made each part of a tree especially for a certain use. Discuss the need for bark, for the roots, the branches, the trunk of the tree, the leaves, and the fruit of the tree. There is a chapter on trees in *Usborne's First Book of Nature*.

Language Arts: Read Joyce Kilmer's "Trees," a poem. Although students will be too young to really understand this poem, the appreciation for good literature must be developed at a young age. So read it, and share with your students how much you like the poem.

Trees

I think that I shall never see
A poem as lovely as a tree.
A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast.

Lesson 46

(Cont.)

A tree that looks to God all day
And lifts her leafy arms to pray.
A tree that may in summer wear
A nest of robins in her hair.
Upon whose bosom snow has lain;
Who intimately lives with rain.
Poems are made by fools like me
But only God can make a tree!
Joyce Kilmer

You may use the following poem as well. Review the position words that begin each phrase.

In the Tree

In the tree is a nest for Mr. Bluebird
From the tree hangs a hive for Mr. Bee
Under the tree is the hole for Mr. Bunny
From the tree comes a house for me.
... Author Unknown

Phonics: Teach the letter Oo.

Show the students the letter Oo flashcard. Point out any student's name beginning with the letter O. Write some words beginning with the letter O on the board. Include any student names from the class that begin with letter O. Underline the capital O that begins the words. Read through the words and point out the shape of letter O. Have the students trace the O in the air as you trace the letter O beginning each name.

Boys: Omar, Oscar

Girls: Olivia

Vocabulary words: October, Office

Do the Lesson 46 Phonics worksheet. Complete the letter Oo worksheet. Have the students trace the letters Oo with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Oo letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Multimedia Resources: View the Aa-Oo segments of "Rev-Up for Reading" from the "Rev-Up for Learning" DVD to drill letter recognition and sound. The students should say each letter sound along with the presentation.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Multimedia Resources: View the Aa-Oo segments of "Rev-Up for Writing" from the "Rev-Up for Learning" DVD to review the writing of upper- and lowercase letters. The students should write each letter in the air along with the presentation. Since the first half of the presentation covers lowercase letters and the second half uppercase letters some navigation will be needed to skip to the letters that are covered in this lesson.

Memory Verse: Continue learning Genesis 8:22. Use the word cards.

Math: Teach number recognition of 0.

Review oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Ask counting questions that have 0 as an answer. For example ask how many elephants or how many swimming pools are in the room. Have the students ask similar questions for which 0 is the correct answer. Give each student several counters or blocks. Ask them to move 0 counters to the other side of the table. Ask them to move other numbers of counters and then ask for 0 again. Ask them how many counters are under the table or on top of the door to the room. Any question that has 0 for an answer is OK to use. Show the students the letter 0 flashcard.

Do the Lesson 46 Math worksheet. Count each group. Instruct the students to draw a line between the groups that have the same number.

Multimedia Resources: View "Rev-Up for Arithmetic" from the "Rev-Up for Learning" DVD to practice number recognition and counting 1-9 and 0.

Shapes: Continue giving your students exposure to rectangles. Cut several rectangles out of paper, as well as several circles. Have students make rectangle cars with circle wheels. Vary the sizes so that they become familiar with differing sizes of the same shape. You may also obtain a shoe box, place circles on it for wheels, and make a three dimensional car. Let your students experience some playtime with this.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "We Are Planting," "I Am a Little Seed," and "I Am Just a Tiny Seed."

Multimedia Resources: This week, listen and sing along to selections from "Sir Oliver's Song" CD.

Arts & Crafts: Have your students draw a tree and label or tell you the parts, simply, as they are able.

Field Trip: Visit a nursery to see the different types of trees that they have available. Talk about the bark, the branches, the leaves and other obvious differences. You could also take a walk in a park that is nearby.

Physical Education: Continue working on your brisk walking as suggested in Lesson 45.

NOTES:

Lesson 47

Week 10: Day 2

Activities in this Lesson: Bible Lesson, Science/Outdoor Activity, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Health & Safety/Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education, Optional Math/Language Arts/Bible/Arts & Crafts Activity

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: Trees are awesome creations of God. Some trees have been on the earth since the time of Christ.

Bible Lesson: Review yesterday's story. *Bring a picture of a giant redwood tree.* Talk again about how big and how old these trees are. There are only a few stands left in California. They are now protected so that they can't be cut down. See <http://www.pcimagenetwork.com/tree/pc.html>, for a picture of a cut redwood, showing the rings. Explain to the students that trees usually grow a new ring every year. So if we count the rings, we know how old the tree is. The site for Muir Woods, California, also has some good information. <http://www.nps.gov/muwo/> Think about the giant redwoods, high on the California hills, watching the first ships entering San Francisco Bay. They were there when the Russians came to Fort Ross. They were there when the earth shook with the 1906 earthquake. When you walk through Muir woods, you feel a sense of the history, and awe toward a powerful Creator. Try in some way to get the students to experience the majesty of these mighty trees.

Science/Outdoor Activity: Take a walk. Find some branches. Try to find some that are big enough to see the rings when you cut them. Cut them with a serrated knife or small saw. Show students the rings. Look at the bark on each branch, comparing different barks and colors. Try to find an old stump; it will have some wonderful ring history. A thick ring means that there was a lot of rain that year. Experts can tell what year goes with each ring. A black ring could be the result of a fire.

Language Arts: Write some words on the board associated with "trees." Let the students volunteer the words. List anything and everything to do with trees. Examples: bees, bee hives, branches, roots, leaves, maple syrup, bark, birds, bird nests, owls, bugs, cicadas, oranges, apples, lemons, walnuts, plums, shadows, blowing leaves, changing leaves, yellow leaves, etc. After writing the words on the board, let the students draw their favorite "tree" things. Encourage those that can write to write the names under their drawings. Review the poems "Trees" by Joyce Kilmer and "In a Tree."

Phonics: Review the letter Oo.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Review Genesis 8:22. Let the children act out the verse.

Math: Review number recognition of 0.

Review oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 47a Math worksheet. Connect the dots from 0 to 9 to form the tree.

Do the Lesson 47b Math worksheet. Notice that the numbers 0-12 are displayed on the page and that the number 0 is highlighted with a background. As the students get better at number recognition you can call out a number and ask the students to point it out with their finger. Have the students trace the large number 0 with the proper stroke by following the arrow. Instruct the students to count each box of 0 items and then trace the number.

Health & Safety/Shapes/Arts & Crafts: Review traffic lights and the meanings of the colors. Do Lesson 47a and 47b Arts & Crafts worksheets. The Traffic Light craft. Paint with sponges, fingers, brushes or cotton swabs, or color the rectangle black and the circles red, yellow and green. Cut out the circles and the rectangle. Paste the circles on the rectangle to make the traffic lights.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "We Are Planting" and "I Am Just a Tiny Seed."

Multimedia Resources: This week, listen and sing along to selections from "Sir Oliver's Song" CD.

Arts & Crafts: Give the students playdough. Let them make their own trees.

Bring out the soil pictures made for Lesson 34. Let the students add trees to their picture. Another choice is to let them bring in tiny branches from their walk and glue them onto their pictures.

Physical Education: Play the game Red light Green light. Continue to walk briskly.

Optional Math/Language Arts/Bible/Arts & Crafts Activity:

0 Manna Found: Exodus 16:26-27, read the Bible verses and tell the story.

For six days God provided the people in the wilderness with manna. On the sixth day they were to gather enough for two days. The seventh day, the Sabbath, was holy and set apart for God. Those who did not gather extra on the sixth day were surprised when they went to gather manna on the Sabbath. The Bible says that they found none. Zero manna was on the ground the seventh day.

Lesson 47

(Cont.)

Do the Lesson 47 Bible Numbers worksheet. Give each student a sheet of white construction paper and the worksheet. Cut out the items on the worksheet and glue them to construction paper as illustrated in the drawing. Draw in the arms, legs, and face for the "0" manna man. Draw in the rest of the picture.

Multimedia Resources: Listen to the song "Here Comes a Miracle" from "The Amazing Miracles" CD.

NOTES:

Lesson 48

Week 10: Day 3

Activities in this Lesson: Bible Lesson, Health & Safety, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1: 11-13.

Bible Concept to Present: When God made the trees He made many kinds of trees.

Bible Lesson: God made many kinds of trees for us to enjoy. Some trees He made to give us special foods. We eat oranges, apples, and bananas. All of these come from different trees. God made some trees to be very tall. He made some trees to be very small. Some trees are very big around. Some trees are skinny. The leaves on some trees are big. On other trees, the leaves are small. Let's go for a walk now and discover the differences in trees. Let's gather some of the different leaves as we go.

Health & Safety: Say, As we walked today, we gathered a lot of leaves to look at and study. We need to be careful and immediately wash our hands after gathering leaves. Some leaves can give us a skin rash. We wash off any powder or moisture from the leaves. Everyone wash his hands with lots of soapy water.

Social Studies: Trees are used to make many things. We talked about how trees are used to make houses and we went to the lumber yard to look at all the different ways wood is used. Trees are also used to make paper. People take little chips of wood and grind them up. Then they are pressed together and run through big rollers. This makes the paper thin. We use paper for many things. We use it for writing and drawing. We use it for tissue, to wipe our hands, wash our windows, and clean up spills. We use it to wrap gifts. Let's see how many ways we use paper. (Go for a walk through the school or house looking for paper products.)

Science: As you are taking your walk for Bible, gather some of the leaves. When you return to class, discuss how they all are different. Have the students trace the veins of the leaves with their fingers. Lay all the leaves out on white paper, grouping similar leaves together. Save the leaves for crafts. Have the students wash their hands.

Language Arts: Look in your library for poetry dealing with trees. Did you find anything you particularly liked? The following poems deal with trees.

OAK TREE

Here is an oak tree, straight and tall
And here are its branches wide,
Here is a nest of twigs and moss
With three little birds inside
The breezes blow, and the little leaves play
But the branches keep the little nest safe
As they sway and sway
And rock the little birds to sleep.

Lesson 48

(Cont.)

THE TREE

I am a tall tree
I reach toward the sky.
Where bright stars twinkle
And clouds float by.
As the wild winds blow,
They bend forward,
Laden with snow.
When they sway gently
I like it best.
Then I rock birdies to sleep
In their nest.

Phonics: Review the letters Aa-Oo.

Teach the small letter *o*. Write some words beginning with the letter *o* on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline the small *o* that begins the words. Read through the words and point out the shape of letter *o*. Have the students trace the *o* in the air as you trace the letter *o* beginning each word.

Common words: of, off, old, on, only, or, other, our, out, over, own

Vocabulary words: ocean, once upon a time, one, orange, outside, oval

Do the Lesson 48 Phonics worksheet. Have the students put a gray rectangle around the Mm letters, a purple circle around the Nn letters, and a green X on the Oo letters. Give them one direction at a time so they can focus on finding the correct letter shape. Begin with capital *M*, then lower case *m*, etc. Show them examples with flashcards or letters written on the board.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Continue learning Genesis 8:22. Say the verse together several times during the school day.

Math: Teach oral counting backward, 10-0. Review number recognition of 0.

Use the "Ten Green Bottles" song to help teach counting backwards.

Ten Green Bottles

Written By: Unknown

Copyright Unknown

Ten green bottles
Hanging on the wall
Ten green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be nine green bottles
Hanging on the wall

Nine green bottles
Hanging on the wall
Nine green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be eight green bottles
Hanging on the wall

Eight green bottles
Hanging on the wall
Eight green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be seven green bottles
Hanging on the wall

Seven green bottles
Hanging on the wall
Seven green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be six green bottles
Hanging on the wall

Six green bottles
Hanging on the wall
Six green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be five green bottles
Hanging on the wall

Five green bottles
Hanging on the wall
Five green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be four green bottles
Hanging on the wall

Four green bottles
Hanging on the wall
Four green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be three green bottles
Hanging on the wall

Three green bottles
Hanging on the wall
Three green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be two green bottles
Hanging on the wall

Two green bottles
Hanging on the wall
Two green bottles
Hanging on the wall
And if one green bottle
Should accidentally fall
There'll be one green bottle
Hanging on the wall

One green bottle
Hanging on the wall
One green bottle
Hanging on the wall
If that one green bottle
Should accidentally fall
There'll be no green bottles
Hanging on the wall

Lesson 48

(Cont.)

Review oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 48 Math worksheet. Count each group of items and circle the correct number for the group.

Shapes: Review rectangles today with students. They should be able to state what a rectangle is upon sight. Take two sheets of paper and make doors in one by cutting two sides into the paper and folding the third side. Under each door, let your student draw a person in his family. Stress that the doors are rectangles.

Do the Lesson 48 Shapes worksheet. Trace the rectangles, count the rectangles in each drawing, and match pictures that are the same.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "I Am Just a Tiny Seed." Learn the song "My God Is So Big" from the "Horizons Preschool Music" CD.

Multimedia Resources: This week, listen and sing along to selections from "Sir Oliver's Song" CD.

Arts & Crafts: Place small pieces of crayon shavings around the leaves that were collected on the walk on waxed paper. Now place another sheet of wax paper over this. Press with a warm iron until the crayons have melted and the wax has formed around the leaf. After this is cool, place strips of paper stapled around the outside of the picture for a frame. Hang in a window. The light will come through to create a lighted stained-glass effect.

Do the Lesson 48 Arts & Crafts worksheet. Color the tree house.

Give the students colored pencils. Permit them to create as they desire. One idea to give them is to design a tree house of their own.

Physical Education: Continue to walk briskly for a period of time each day.

NOTES:

Lesson 49

Week 10: Day 4

Activities in this Lesson: Bible Lesson, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Science/Health & Safety, Physical Education, Homework

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God planned for man to use trees to build homes.

Bible Lesson: Review the story from Lesson 47. God knew we would use trees. He knew we would use them for houses and for paper. He knew that many people would be architects, people who design houses and buildings. God made trees strong and thick. There were trees covering much of the land years ago. Pioneers, the first Americans, cut these trees down to make houses and fences. Some families made their houses totally out of trees. These houses were called "log cabins."

Illustration: *Bring a set of LINCOLN LOGS® or similar toys to class.* Let the students try to build a log cabin.

Language Arts: *If possible, bring in an evergreen bush or branch.* Say, What happens to trees during the year? Do the trees change? Talk about the seasons and the changes that occur. Talk about some trees that don't change much, evergreens like pines, fir, cypress, juniper, and spruce. Pass some of the evergreen around for students to smell. What does it smell like? Christmas! Review the poems "Oak Tree" and "The Tree."

Phonics: Review the letters Aa-Oo.

Do the Lesson 49 Phonics worksheet. Complete the letter Oo worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Oo are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the letters between the guide lines. Review the pictures and the colored first letter of the words. The students can color the letters as desired.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Finish learning Genesis 8:22. Let the students recite if they want to.

Lesson 49

(Cont.)

Math: Teach oral counting backward, 10-0. Sing the "Ten Green Bottles" song.

Review number recognition of 0.

Review oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 49 Math worksheet. Connect the dots to make the sailboat and color the picture. Count how many triangles are in the drawing.

Shapes: Review rectangles today with students.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "My God is So Big" and "I Am Just a Tiny Seed."

Multimedia Resources: This week, listen and sing along to selections from "Sir Oliver's Song" CD.

Arts & Crafts: *Bring in a variety of noodles.* Talk about the flour in noodles. We dry the noodles so that they will keep a long time. Then cooking them in boiling water makes the noodles soft so we can eat them. Let the students glue noodles on construction paper with tacky glue. They may paint the noodles with poster pens.

Let the students take their grass sponge home. Encourage them to tell their families what they learned about grasses and roots. This can be told and given to a relative or shut-in as a gift.

Science/Health & Safety: *Bring in some dry corn or wheat kernels, a small round rock and a flat rock.* Let the students grind the grain. Place the grain on the flat rock and roll the round rock over the grain to crush it. Talk about bread, a staple food in every culture. There are so many kinds of bread. What is your favorite? Pita bread, crackers, white bread, wheat bread, corn bread, muffins, nut breads, and buns for burgers or hot dogs. Explain that noodles are also made from ground up grain. Bread is very good for us. It fills us up and gives our body energy for activities.

Physical Education: Continue to walk briskly for a period of time each day.

Homework: Pass out the Lesson 49 Homework worksheet, the Plant Eating Chart. Talk about what the students will be doing with the chart. We eat plants every day in many of the foods we eat. The students will bring back their chart in one week.

NOTES:

Lesson 50

Week 10: Day 5

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Field Trip, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God made the trees to have seeds so that each type of tree would have little trees.

Bible Lesson: When God made the plants He made each of them with seeds so that each plant would make new plants like itself. God made grasses to be like this. He made bushes to be like this. He made trees to be like this. Yes, God made the trees to have seeds, too. If you were to cut open an orange, you would see an orange seed inside. The same is true for apples and cherries. All of these fruits come from trees. All of them have seeds inside their fruit. Sometimes trees have seeds that are not on the inside of the fruit. Walnuts are from trees, and they have a hard outer shell. Sometimes the seeds of a tree are hard to see. In a pine cone, for example, the seeds are harder to see. There are many seeds within one pine cone. An avocado is a fruit which has only one seed in it. Inside of each seed from the avocado is the ability to make a tree just like the tree the seed came from. An apple seed will only make an apple tree. An apple seed would never make a cherry tree; neither would a cherry seed make an apple tree. God made each seed so it would make the exact kind of tree from which it came. I am happy God planned for each seed to be special.

Social Studies: Several of the seeds from trees are edible. Seeds are very good for us for they contain protein. List several of the seeds or nuts from trees that people eat. Using a bag of *mixed bird seed* let the students make a drawing on construction paper with seeds and glue. Be sure your students understand that unless you tell them that the seeds may be eaten, seeds from any plant should not be eaten.

Science: Purchase some beans. Place a dampened paper towel in a glass bottle. Now place two bean seeds between the dampened paper towel and the glass. Leave in a darkened place (under the sink is great) for two days. Take out the glass and observe the changes in the seed. The seeds should have begun to sprout. Tell your students that the part of the plant that is beginning to grow now will be the root of the plant. Let the seed continue to sprout, noticing stem and leaves. Discuss how every seed grows its own type of plant. **Note:** You will want to mention to your students that the bean seed is not a tree seed. The length of time it requires a tree seed to germinate is prohibitive as a useful illustration for small children.

Language Arts: Play a game called "Find the Fruit." Take the fruit patterns you made in Lesson 45. Hide them all over in one large room. Have students find all the fruit. Give your students a basket to place the fruit in, encouraging them to take turns. This is similar to "Hide the Thimble."

Phonics: Teach the letter Pp.

Show the students the letter Pp flashcard. Point out any student's name beginning with the letter P. Write some words beginning with the letter P on the board. Include any student names from the class

Lesson 50

(Cont.)

that begin with letter *P*. Underline the capital *P* that begins the words. Read through the words and point out the shape of letter *P*. Have the students trace the *P* in the air as you trace the letter *P* beginning each name.

Boys: Parker, Patrick, Paul, Pedro, Peter, Philip, Phillip, Preston

Girls: Paige, Patricia, Priscilla

Do the Lesson 50 Phonics worksheet. Complete the letter Pp worksheet. Have the students trace the letters Pp with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Pp letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students trace all the letters of their first name. During this time, write the students' names on all worksheets and papers making all the letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Finish learning Genesis 8:22. Let the students recite if they want to.

Math: Teach oral counting backward, 10-0. Use a variation of the "Ten Green Bottles" song called "Ten Brown Beavers." You can probably make up other variations yourself using colors and objects that have been studied like "There were ten pink piglets, playing in the mud."

Ten Brown Beavers

Tune of Ten Green Bottles

There were ten brown Beavers building up a dam

Ten brown Beavers building a dam

And if one brown Beaver left and swam,

There'd be nine brown Beavers building up a dam.

(Continue going 8,7,6,5,4,3,2,1, then....)

There'd be no brown Beavers left to build up a dam.

Review number recognition of 0.

Review oral counting 1-10. Use the "Ants Go Marching" song.

The Ants Go Marching

The ants go marching one by one, hurrah, hurrah,

The ants go marching one by one, hurrah, hurrah,

The ants go marching one by one,

The little one stopped to suck his thumb.

And they all go marching down, to the ground, to get out, of the rain.
Boom, boom, boom, boom, boom, boom, boom.

Two by two - ... to tie his shoe.
Three by three - ... to climb a tree.
Four by four - ... to sleep some more.
Five by five - ... to joke and jive.
Six by six - ... to do some tricks.
Seven by seven - ... to point to Heaven.
Eight by eight - ... to shut the gate.
Nine by nine - ... to read a sign.
Ten by ten - ... to start over again. - ... to say THE END.

Do the Lesson 50 Math worksheet. Instruct the students to trace the numbers, count each group, and then draw a line to the number for the group.

Shapes: Review rectangles today with students.

Do the Lesson 50 Shapes worksheet. Discuss the one-to-one correspondence between a shape on the left of the page and a similar shape on the right side of the page. Count the number of shapes on each side of the page. Select students to name the shapes from top to bottom on each side of the paper. Draw lines to connect the shapes that are the same.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your student's choice or ones they have brought from home.

Music: Review "My God is So Big." Teach the following song to the tune of "Three Blind Mice."

I Am a Tree

Tune of Three Blind Mice

I am a tree (Crouch on ground)
I am a tree
My arms stretch and grow (Stretch out arms)
My arms stretch and grow
Watch me, watch me and up I go (Spring up)
I am a tree
I am a tree

Multimedia Resources: This week, listen and sing along to selections from "Sir Oliver's Song" CD.

Arts & Crafts: *Bring enough pine cones for each student to have one. If you gather pine cones from outside with the students, bake the pine cones for one hour at low heat to kill any insects inside. Pass out Lesson 50 Arts & Crafts worksheet. Have the students color the parts of the turkey before cutting them out. Attach to the pine cones with tacky glue.*

Lesson 50

(Cont.)

Field Trip: Visit a lumber yard to see the different types of products that are made from wood. You can cover the same topic by looking around the room for things made from wood but nothing substitutes for the smell of a real lumber yard. A person who does hobby work with wood might bring in some of his items to show to the students.

Physical Education: Continue to walk briskly. Have you progressed in the ability of how far you and your students can walk without tiring?

NOTES:

Lesson 51

Week 11: Day 1

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: When God made the plants, He made them for food for us to enjoy.

Bible Lesson: God made the plants on the third day of Creation. I am so happy that He did. He gave us grasses, bushes and trees. From these types of plants we get food which our body needs. When God first made man, the only kind of food he ate was plants. We call some plants we use as food, vegetables. Vegetables are plants that are usually closer to the ground. Vegetables give us important nutrients for our body. Some vegetables are corn, peas, beans, lettuce, cabbage, turnips, and carrots. God made all of these for us. They, too, have seeds to help them make more of their kind. Fruit is another kind of food from plants. Oranges, apples, cherries, lemons, and grapefruit are all kinds of fruit that we eat. We need both fruits and vegetables to grow strong. Let's thank God now for the fruits and vegetables He has made for us.

Social Studies: Our bodies need fruits and vegetables to stay healthy. How do you serve fruits and vegetables? How many of them do you eat raw? How many of them do you cook? Which is better for you? Discuss all of these with your students, and if you wish you may discuss one or two vitamins which are contained in fruits and vegetables. For example, vitamin C is found in oranges and parsley. Carrots are a good source of vitamin A which is known to be very good for our eyes.

Science: Some of the vegetables that we eat are the leaves of plants (lettuce), some are the roots (turnips, beets, radishes), some are the stems (celery), some are the fruit (tomato), and some are the seeds. Cut out pictures of several plants from a gardening magazine. Classify them according to the leaf, stem, fruit, root, or seed of a plant. Which foods do we classify as a grain? How do we use grains?

Language Arts: Do this finger activity:

Picking Apples

Here's a little apple tree (Left arm up, fingers spread)
I look up and I can see (Look at fingers)
Big red apples, ripe and sweet (Cup hands to hold apple)
Big red apples, good to eat! (Raise hands to mouth)
Shake the little apple tree (Shake the tree with right hand)
See the apples fall on me (Raise cupped hands and let fall gently on head several times)

Here's a basket, big and round (Make circle with arms)
Pick the apples from the ground (Pick up and put in basket)
Here's an apple I can see (Look up to the tree.)
I'll reach up. It's ripe and sweet (Reach up to left thumb with right hand)
That's the apple I will eat! (Hands to mouth)

Lesson 51

(Cont.)

Phonics: Review the letter Pp.

Teach the small letter *p*. Write some words beginning with the letter *p* on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline the small *p* that begins the words. Read through the words and point out the shape of letter *p*. Have the students trace the *p* in the air as you trace the letter *p* beginning each word.

Common words: page, part, people, picture, place, plant, play, point, port, press, put

Vocabulary words: penny, pink, please, present, purple

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Multimedia Resources: View the Aa-Pp segments of "Rev-Up for Reading" from the "Rev-Up for Learning" DVD to drill letter recognition and sound. The students should say each letter sound along with the presentation.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Multimedia Resources: View the Aa-Pp segments of "Rev-Up for Writing" from the "Rev-Up for Learning" DVD to review the writing of upper- and lowercase letters. The students should write each letter in the air along with the presentation. Since the first half of the presentation covers lowercase letters and the second half uppercase letters some navigation will be needed to skip to the letters that are covered in this lesson.

Memory Verse: This week review all of the verses learned so far. *Genesis 1:1, Genesis 1:3, Genesis 1:6, Genesis 1:10, I Peter 1:24-25, and Genesis 8:22.* The students might like to learn a Bible thought this week: *He gives us all things to enjoy.*

Math: Teach number recognition of 10. Show the students the number 10 flashcard. Begin to teach the number 10 by counting items. Find 10 of a number of items and have your student count them. Concentrate on teaching the counting only of 10 today. Say the "Ten Little Fingers" finger play.

Ten Little Fingers

I have ten little fingers and they all belong to me! (hold up 10 fingers)

I can make them do things, would you like to see? (point to eyes)

I can shut them up tight, or open them wide. (hold up and close, open hand)

I can hold them in front, or make them all hide. (open in front, close)

I can hold them up high, I can put them down low. (open high, open low)

I can hide them in back, then hold them just so. (open behind back, open by side at attention)

Teach oral counting backward, 10-0. Review oral counting 1-10. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 51a Math worksheet. Notice that all of the numbers are displayed on the page and that the number 10 is highlighted with a background. As the students get better at number recognition you can call out a number and ask the students to point it out with their finger. Have the students trace the large number 10 with the proper strokes by following the arrows. Instruct the students to count each group of items and then trace the number.

Do the Lesson 51b Math worksheet. Instruct the students to draw a line between the groups that have the same number.

Multimedia Resources: View "Rev-Up for Arithmetic" from the "Rev-Up for Learning" DVD to practice number recognition and counting 1-10.

Shapes: Review rectangles today with students.

Do the Lesson 51 Shapes worksheet. Select students to name the shapes top to bottom on both sides of the sheet. Select students to describe the items inside the shapes. Have them use complete sentences. Instruct the students to draw a line between shapes that are the same.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "I Am a Tree," "Ten Brown Beavers" (Math), "The Ants Go Marching" (Math), and "My God is So Big." Work on the song from the "Horizons Preschool Music" CD, "He Plants Me Like A Seed."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: All About Love" CD.

Arts & Crafts: *Bring in some women's magazines.* Cut out several pictures of foods to eat. Let the students find the pictures in old magazines. After they have cut them out, let the students paste them onto a paper plate.

Bring in green peppers, several large mushrooms, potatoes, and broccoli. Wash the veggies and dry them well. Pour a thin layer of paint into several white foam deli trays. Provide an assortment of colors. Cut each vegetable in half, in a direction to make the most interesting cut surface. Let the students stamp with the vegetable stamps on white construction paper. Guide the students to press the stamps gently but firmly to make the best impressions.

Lesson 51

(Cont.)

Physical Education: Begin to teach a few stretching exercises to your students. Lie flat on the floor. Reach your arms as high above the head as you can. Now stretch up as if reaching for something way above you. Now lift each leg, one at a time upwards toward the sky. Now sit up. With your legs straddled in front of you, stretch your body to the right, now to the left. See if you can touch your toes. Grab your toes and stretch to the count of five. Then release and grab the other toe and stretch to the count of five. Now fold your legs in front of you so that you are sitting cross-legged. Stretch the trunk of your body to the right, to the left and to the center. Continue to stretch to the ceiling for five counts and to the floor for five counts. Shake out your limbs and rest.

NOTES:

Lesson 52

Week 11: Day 2

Activities in this Lesson: Bible Lesson, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Outdoor Activity, Health & Safety, Physical Education, Optional Math/Language Arts/Bible/Arts & Crafts Activity

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God loved variety. God gave us many tastes and textures in the fruit and vegetables He made for us.

Bible Lesson: Review yesterday's story. *Bring one kind of each growing style of fruit or vegetable: root, stalk, leaf, flower, and fruit. Cut them into bite size pieces.* God made vegetables and fruit in all sizes. Some grow way up high in trees, some grow in bushes, some grow on the ground, and some even grow underground! Tell me some fruits that grow high in trees. Tell me some fruits or vegetables that grow on bushes. Now tell me some vegetables that grow close to the ground. And finally, what vegetables do we eat that are really roots and grow underground? Let the students guess then provide them with more answers. Now let the students taste the different kinds of produce.

Language Arts: Say the alphabet together. Talk about vegetables and fruits. What letter of the alphabet do they start with? Let's start with A and see if we can name one vegetable or fruit for each letter. Allow students some time to guess, and then provide an answer. Be prepared the answer the "What's that?" question about some of the fruits on the list.

A = apple, apricot, artichokes, asparagus, avocado; **B** = banana, blackberry, broccoli;
C = cantaloupe, cherry, coconut, cranberry, cauliflower, celery, carrot; **D** = date, durian, dill; **E** = endive, egg plant, elderberry, eggfruit; **F** = fig, fennel, filbert; **G** = grape, gooseberry, grapefruit, guava, green beans; **H** = haw (hawthorn), huckleberry, honeydew, horseradish; **I** = Ita palm, Indian corn; **J** = June berry, jicama, jackfruit; **K** = kiwi, kumquat, key lime; **L** = lemon, lime, lettuce; **M** = mango, mulberry, mandarins, mushrooms; **N** = nuts, navy beans, nectarine; **O** = orange, onion, olive; **P** = pineapple, pear, plum, pomegranate, pumpkin, peach, persimmon, prickly pear, papaya, peas, potato, pepper; **Q** = quince, quinoa; **R** = rhubarb, raspberry, radish; **S** = strawberry, sunflower seeds, saguaro, spinach, soybeans, spinach; **T** = turnip, tomato, tangerine; **U** = ugli fruit; **V** = voacanga, velvet apple; **W** = wasabi, white radish, watercress, walnut, watermelon; **X** = ximenia fruit, xigua; **Y** = yam, yucca; **Z** = zucchini

Repeat the "Picking Apples" action verse from yesterday's Language Arts.

Phonics: Review the letters Aa-Pp.

Do the Lesson 52 Phonics worksheet. Complete the letter Pp worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Aa are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the let-

Lesson 52

(Cont.)

ters between the guide lines. Review the pictures and the colored first letter of the words. The students can color the letters as desired.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: This week review all of the verses learned so far. *Genesis 1:1, Genesis 1:3, Genesis 1:6, Genesis 1:10, I Peter 1:24-25, and Genesis 8:22.* The students might like to learn a Bible thought this week: *He gives us all things to enjoy.*

Math: Review number recognition of 10.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 52 Math worksheet. Cut out the numbers from the strip. Count each group of objects and paste the correct number in the box.

Shapes: Review rectangles today with students.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "He Plants Me Like a Seed," "I Am a Tree," "Ten Brown Beavers (Math)," "The Ants Go Marching (Math)," and "My God is So Big."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: All About Love" CD.

Arts & Crafts: Go to the Creation Mural. Let the students take turns adding some fruits and vegetables to Day 3 of Creation. They may be creative, drawing just the fruit or the fruit on the tree.

Give the students playdough. Let them create their favorite vegetable.

Field Trip: Take a trip to the grocery store or a vegetable stand nearby. Walk the vegetable and fruit aisles, especially noticing unusual items. Talk about how the store sells the produce, usually by

the pound. Put something on the scale and let the students see it being weighed. Buy some carrots or celery to eat later.

Health & Safety: Even when vegetables and fruit seem clean, they need to be washed. They travel a long way to get to our stores. They grow in dirt. They are often sprayed to keep bugs off. Wash the carrots and celery carefully in water. Show students how to hand wash each piece of produce. Slice the items and share with all the students. Some ranch dip would be nice, too!

Physical Education: Continue to teach a few stretching exercises to your students. Lie flat on the floor. Reach your arms as high above the head as you can. Now stretch up as if reaching for something way above you. Now lift each leg, one at a time upwards toward the sky. Now sit up. With your legs straddled in front of you, stretch your body to the right, now to the left. See if you can touch your toes. Grab your toes and stretch to the count of five. Then release and grab the other toe and stretch to the count of five. Now fold your legs in front of you so that you are sitting cross-legged. Stretch the trunk of your body to the right, to the left and to the center. Continue to stretch to the ceiling for five counts and to the floor for five counts. Shake out your limbs and rest.

Optional Math/Language Arts/Bible/Arts & Crafts Activity:

10 Girls: Matthew 25:1-13, read the Bible verses and tell the story.

Ten girls were invited to a wedding. While they were waiting for the bridegroom, five of the girls' lamps went out. They didn't have enough oil. While they were gone to get oil, the bridegroom came and the five girls whose lamps were still burning went to the wedding.

Do the Lesson 52 Bible Numbers worksheet. Give each student a sheet of white construction paper and the worksheet. Cut out the items on the worksheet and glue them to construction paper as illustrated in the drawing. Draw in the arms, legs, and faces for the "10" girls. Draw in the rest of the picture.

NOTES:

Lesson 53

Week 11: Day 3

Activities in this Lesson: Bible Lesson, Social Studies, Language Arts, Phonics, Reading, Writing, Math, Language Arts/Math, Shapes, Colors, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: When God made the plants He made them for our use. We use the plants or products from the plants for the purpose of clothing and shelter.

Bible Lesson: When God made plants He made them for a very specific purpose. They not only are needed for our food, but they also are used by us for houses and clothing. Cotton is one of the plants that we use to make clothes. The cotton plant gives us a seed fiber that can be spun into thread. From this thread, our clothes are made. Plants are used in the making of our homes, too. We discussed before how trees were used for the wood in our homes. In some places of the world, the grasses themselves are bundled together and made into roofs for the houses. Sometimes sticks are used for the walls. God knew we would need the things which plants provide when He made the plants. Let's thank God for the things plants provide for us by reading this poem:

Thank You Lord

Thank You Lord for the plants you give
For us to use and enjoy.
Thank You for the fruits we eat
The food for every girl and boy.

Thank You for the plants that make
Clothes for us to wear.
To keep us warm in the winter-time
Until the days turn fair.

Thank You for the trees that make
The house in which we live.
Thank You Lord, for everything
That to us you give.

Social Studies: We use plants in more ways than just for clothes and shelter. We use plants for medicine also. We have learned much about what is good for our health. In the days when your great-grandparents lived, plants were used often for medicine. It was all they had. For example, cherry bark was often boiled and the juices used for treating colds. Seeds from a mustard plant were ground together to make a paste and put with onions in a bag under a child when he was sick with a cold and cough. We don't use these particular plants now for medicine, but we still use plants. For example, aspirin is a part of a plant. Penicillin is made from mold, which is a type of plant.

Language Arts: Notice the types of plants that we use for shelter, clothes, and medicine. Try to help your students identify some of them by looking at pictures with them. Ask them to identify plants used only for shelter, etc.

Phonics: Teach the letter Qq. They should trace the letters with their fingers and say the names of the letters.

Show students the Qq flashcard. Point out any student's name beginning with the letter Q. Write some words beginning with the letter Q on the board. Include any student names from the class that begin with letter Q. Underline the capital Q that begins the words. Read through the words and point out the shape of letter Q. Have the students trace the Q in the air as you trace the letter Q beginning each name.

Boys: Qabil, Qadir, Qaiser, Qiao, Qshawn, Quacey, Quanah, Quennel, Quentin, Quico, Quillan, Quincy, Quinlan, Quinn, Quinton, Qusay

Girls: Qiao, Qona, Qrystal, Qrysti, Qrystin, Qsari, Queena, Queenie, Querida, Questa, Queta, Quilla, Quin

Do the Lesson 53 Phonics worksheet. Complete the letter Qq worksheet. Have the students trace the letters Qq with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Qq letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: This week review all of the verses learned so far. *Genesis 1:1, Genesis 1:3, Genesis 1:6, Genesis 1:10, I Peter 1:24-25, and Genesis 8:22.* The students might like to learn a Bible thought this week: *He gives us all things to enjoy.*

Math: Review number recognition of 10.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 53 Math worksheet. Count the objects in each group and then circle the correct number.

Language Arts/Math: Make a fishing pole from a dowel rod. On the end of the dowel rod, place a string. On the end of the string, add a magnet. Use the patterns on the Lesson 53 Resource page to cut out several fish from cardstock. On the back of the fishes, place a magnet that will attract the magnet on the fishing pole. Place numbers 0 - 10 on the fishes. If your students are capable, circle a part of the fish on each fish pattern. (Examples: fins, head, eyes, scales) Let the children go "fishing."

Lesson 53

(Cont.)

The child will tell you the number on the fish he catches. Some students will tell you the part of the fish that is circled.

Shapes: Review triangles, circles, squares, and rectangles with students.

Do the Lesson 53 Shapes worksheet. Trace each of the shapes, cut them out and paste them on a sheet of paper in order of big, bigger and biggest.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "He Plants Me Like a Seed," "I Am a Tree," "Ten Brown Beavers (Math)," "The Ants Go Marching (Math)," and "My God is So Big."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: All About Love" CD.

Arts & Crafts: Have the students build a sample of a house made of sticks and gathered grasses, similar to the ones the Indians used. You may need to place the sticks in a clay foundation so that they will hold. Encyclopedias will have an illustration of this type of home. Look under California Indians or Africa.

Give your students craft sticks and playdough and permit them to create.

Physical Education: Teach the students to play hopscotch. Lay out the hopscotch court as shown. Each player has a marker such as a stone, beanbag, shell, button, etc. The first player stands behind the starting line to toss her or his marker in square 1. Hop over square 1 to square 2 and then continue hopping to square 8, turn around, and hop back again. Pause in square 2 to pick up the marker, hop in square 1, and out. Then continue by tossing the stone in square 2. All hopping is done on one foot unless the hopscotch design is such that two squares are side-by-side. Then two feet can be placed down with one in each square. A player must always hop over any square where a marker has been placed. A player is out if the marker fails to land in the proper square, the hopper steps on a line, the hopper loses balance when bending over to pick up the marker and puts a second hand or foot down, the hopper goes into a square where a marker is, or if a player puts two feet down in a single box. The player puts the marker in the square where he or she will resume playing on the next turn, and the next player begins. Sometimes a dome-shaped "rest area" is added on one end of the hopscotch pattern where the player can rest for a second or two before hopping back through. The goal is to get to the top square with the least amount of rolls of the rock. You can allow the students to hop on both feet if balance is a problem for them. This activity can also provide review in the numbers being learned.



NOTES:

Lesson 54

Week 11: Day 4

Activities in this Lesson: Bible Lesson, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Outdoor Activity, Physical Education, Homework

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: It is amazing how much we can do with just one creation, cotton!

Bible Lesson: Review the lesson from yesterday and the "Thank You, Lord" poem. When God made cotton, He knew we would use it for lots and lots of things. All of us have worn something made with cotton in our lives. Probably every day!

Illustration: Bring in a garment made of cotton that says "Cotton" on the label. Also bring some cotton balls, enough for every student to have one, and a small piece of cotton broadcloth. Show the students the garment made of cotton. Cotton can be used alone, or mixed with other materials. Hand out the cotton balls. Let the students try to pull strings out of the cotton balls. But God didn't give us the cotton material on a roll. People have to work very hard to make the cotton into cloth. God expects us to work for what we have. Turn the garment inside out. Show students the seams and talk about sewing cotton material together. Even the thread is made of cotton. Take the square of broadcloth and start pulling out some of the threads. Let the students pull out threads. Show them that the material is actually made of rows and rows of crossed cotton threads. They are put together in what is called "weaving."

Language Arts: Tell the "Cotton" story. Let the students act it out the second time you read it.

Cotton

People have been weaving cotton cloth for thousands of years. First, farmers plant the cotton. They go up and down the rows of soil, spreading seeds. With rain and sun, the cotton plants grow. When the cotton bushes are grown, they are covered with puffs of cotton. Workers go up and down the rows, pulling the cotton off of the bushes. It can hurt, because the cotton bushes have thorns. The farmer takes the cotton to the market in his big truck. A factory buys the cotton. In the factory, workers spin the cotton into cloth on big machines. Many different weights and colors of cotton are made. These cotton fabrics are sent to the clothing factory. There, the material is cut into pieces and sewn into garments like shirts, pants, and dresses. They are put in plastic bags and shipped away to the stores, where children go shopping with their family to buy new clothes.

Get the book *Eating the Alphabet*, by Lois Ehlert, from the library. Read to the class. Use the index of fruits and vegetables to find out where they originated. Find the country on a globe.

Phonics: Review the letter Qq.

Do the Lesson 54 Phonics worksheet. Complete the letter Qq worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Qq are highlighted with a background.

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Teacher's Guide, Part 1

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Lesson 54

(Cont.)

As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the letters between the guide lines. Review the pictures and the colored first letter of the words. The students can color the letters as desired.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: This week review all of the verses learned so far. *Genesis 1:1, Genesis 1:3, Genesis 1:6, Genesis 1:10, I Peter 1:24-25, and Genesis 8:22.* The students might like to learn a Bible thought this week: *He gives us all things to enjoy.*

Math: Review number recognition of 10.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 54 Math worksheet. Count each group of items and draw a line to the correct number.

Teach verse 10 of the song "This Old Man."

This Old Man, He Played One

Verse 1

This old man, he played one, He played nick-nack on my thumb;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 2

This old man, he played two, He played nick-nack on my shoe;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 3

This old man, he played three, He played nick-nack on my on my knee;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 4

This old man, he played four, He played nick-nack on my door;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 5

This old man, he played five, He played nick-nack on my hive;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 6

This old man, he played six, He played nick-nack on my sticks;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 7

This old man, he played seven, He played nick-nack up in Heaven;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 8

This old man, he played eight, He played nick-nack on my gate;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 9

This old man, he played nine, He played nick-nack on my spine;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Verse 10

This old man, he played ten, He played nick-nack once again;
with a nick-nack paddy whack, give a dog a bone. This old man came rolling home.

Shapes: Review triangles, circles, squares, and rectangles with students.

Do the Lesson 54 Shapes worksheet. Point out the circle, square, and dotted lines on the worksheet. Tell the students to cut from the circle to the square following the dotted lines as closely as is possible.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "He Plants Me Like a Seed," "I Am a Tree," "Ten Brown Beavers (Math)," "The Ants Go Marching (Math)," and "My God is So Big."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: All About Love" CD.

Arts & Crafts: *Prepare ahead - Buy some large embroidery needles, needles with a blunt tip. Also buy some different colors of yarn. Buy a yard or more of loosely woven linen. Cut it into pieces, giving each student a large piece. Cut the yarn into long pieces. Let the students have fun. They can edge the linen with yarn stitches. They can make shapes. You will need helpers if you have a big class. Talk about cotton as they work.*

Physical Education: Continue to learn to play Hopscotch. Try using different things as game pieces. Pieces of chain, coins, paper clips. See what works best.

Homework: Send Lesson 54 Homework Cotton Items worksheet home with the students. Instruct them to bring it back tomorrow. The students should have brought their eating charts back. Remind them to bring them tomorrow.

NOTES:

Lesson 55

Week 11: Day 5

Activities in this Lesson: Bible Lesson, Social Studies, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Science/Arts & Crafts, Physical Education, Homework

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: God gave the plants He made for us to care for. If we do not care for them, they will become extinct.

Bible Lesson: God made our wonderful world with every kind of a plant you could ever dream about. We have beautiful flowering plants such as the orchid. We have tall grasses, short grasses, tall bushes, short bushes, tall trees, and short trees. Every kind of a plant that God made He made for us to enjoy. Plants must be cared for. We must take care of the plants God gave us. If we ruin the air that plants need, or put unnatural things in our soil the plants cannot live in it. Our plants will die and we will not have them any more. When an entire type of plant dies, it is called *extinction*. We must care for our world so that our plants do not become extinct. We want other people to enjoy what God has made, too.

Multimedia Resources: Watch the video, "Music Machine: Benny's Biggest Battle," which is a lesson in self-control.

Social Studies: God gave us the plants to enjoy, but we must take care of them. Plan a trip to a location that you know needs some yard work. This might be the school grounds or the home of an elderly friend or neighbor. Plan to spend some time pulling weeds and watering. Explain that some plants need our care. Make sure students know what area has weeds and what area doesn't have weeds. Remind them of their health lesson and instruct them to wash their hands well when they are all finished.

Language Arts: Play a concentration game with your students. Start by naming a type of fruit. Then have your student name a fruit. When it is your turn again, repeat your first choice, then the student's, then your second choice. Keep this up as long as your students can repeat all the types of fruit mentioned. Your goal is for the students to remember the list in order, going as long as possible. Start over and play again.

Give students a digital recording device and record ideas on how to care for the world which God has made, especially for the plants.

Read *Eating the Alphabet* again. Have students share which fruits and vegetables are their favorites as you read.

Phonics: Review the letters Aa-Qq.

Teach the small letter *q*. Write some words beginning with the letter *q* on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline

the small *q* that begins the words. Read through the words and point out the shape of letter *q*. Have the students trace the *q* in the air as you trace the letter *q* beginning each word.

Common words: qualify, quality, quantity, queen, quick, quit, quite, quiver

Vocabulary words: quarter, quiet

Do the Lesson 55 Phonics worksheet. Have the students put an orange square around the Pp letters and a blue circle around the Qq letters. Give them one direction at a time so they can focus on finding the correct letter shape. Begin with capital *P*, then lower case *p*, etc. Show them examples with flashcards or letters written on the board.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: This week review all of the verses learned so far. *Genesis 1:1, Genesis 1:3, Genesis 1:6, Genesis 1:10, I Peter 1:24-25, and Genesis 8:22.* Students might like to learn a Bible thought this week: *He gives us all things to enjoy.*

Math: Review number recognition of 10. Use the pattern Lesson 55 Resource page to cut out 10 shells. Have your students count the shells, and then, if capable, number them 1 - 10.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 55 Math worksheet. Instruct the students to trace the numbers, count each group, and then draw a line to the number for the group.

Shapes: Review triangles, circles, squares, and rectangles with students.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your student's choice or ones they have brought from home.

Music: Review "He Plants Me Like a Seed," "I Am a Tree," "Ten Brown Beavers (Math)," "The Ants Go Marching (Math)," and "My God is So Big."

Multimedia Resources: This week, listen and sing along to selections from the "Music Machine: All About Love" CD.

Lesson 55

(Cont.)

Science/Arts & Crafts: Divide a sheet of paper into four parts. In each section have the students draw ways they can help to care for plants. The following can serve as ideas:

1. Keep the plant in good light.
2. Water the plant.
3. Feed the plant food that is good for the plant.
4. Put the plant in a bigger container if needed.

Physical Education: Continue to play hopscotch.

Homework: Did you have fun writing down the foods you ate? Did you find out that lots and lots of foods contain plant parts? Tell us some of the foods you ate. Let's thank God for plants and our good food that He provides.

NOTES:

Lesson 56

Week 12: Day 1

Activities in this Lesson: Bible Lesson, Social Studies, Science/Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Health & Safety, Physical Education

Bible Reference: Genesis 1:14-19.

Bible Concept to Present: God made the sun.

Bible Lesson: Let's review the days of Creation that we have learned. Use the Days of Creation Numbers. Before God the Father, God the Son, and God the Holy Spirit began to create our world, all was dark. Then, on Day One of Creation, God made light. On the second day of Creation, God made the air to separate the waters that were above and below the earth. He also made clouds on the second day. On the third day, God made the dry land, the rocks, the plants and seeds for the plants to continue to make new plants. All of this happened on the third day of Creation. On the fourth day of Creation, God made something very wonderful. He made something very big. He made something very, very bright. He made something we cannot live without. Do you know what He made on Day Four of Creation? He made the sun. Hold up the #4 Days of Creation Numbers. The sun is a very big star in our sky. Although there are stars in the Milky Way that are brighter than our sun, the sun is the closest star to us. The moon is not brighter than the sun. The sun is the closest, brightest star in our sky. But the sun is also a long way away from us. If you got on a space ship now and traveled to the sun, you would be older than I am before you got there. The sun is so very far away. We would not want to be any closer to the sun than we are. If we were closer, we would burn up. And if we were further away, we would freeze. God knew He would need to put the sun just exactly where it is now. He made the sun to be very hot, and to be just the right distance away from us. I am so happy to have God for my Heavenly Father, for He is such a wise God.

Multimedia Resources: Listen to the songs "God's Wonderful Love" and "I Know Somebody Who Knows" from the "Bullfrogs and Butterflies: God is Great" CD. Listen to the song "Je T'aime King Of Kings" from "Sir Oliver's Song" CD.

Social Studies: The sun does many good things for us. It is the sun that keeps our earth warm. We use the sun to dry clothes and dry foods. We use the sun to keep us warm. Man has even found a way to heat our homes with the sun. This kind of heat is called solar heat. The sun gives us our light by day. It is very important for us to have the sun, for without it we would not live. Discuss the ways we use the sun.

Science/Language Arts: People who take trips into space are called astronauts. Because people have gone up into space, we know much more about our world than your great-grandparents knew. Astronauts are a very special kind of people. They are a kind of a scientist. A scientist is someone who studies science. Astronauts study about the sun and its planets. Astronauts go up in space capsules to find out about the sun and its planets. Let's pretend to be an astronaut now.

Note: You may make an astronaut suit from duct tape, aluminum foil, oatmeal boxes, paper bags, and construction paper. Tell students how the astronauts float about the capsule, how they have work to

Lesson 56

(Cont.)

do inside the capsule, when it is in flight, and the type of food they would eat. The Usborne book *Rockets and Space Flight* has lots of information about astronauts. Point out the pictures of a space-suit. Go through a countdown process, having students count down from 10 - 0, and then **BLAST OFF!** Let them continue to fantasize about the trip. Encourage stories with little or no correction of falsehood at the time of the story. If you wish to correct a misunderstanding, do it after some time has passed and in such a way so that the child personally is not put in a derogatory position.

Phonics: Teach the letter Rr.

Show the students the letter Rr flashcard. Point out any student's name beginning with the letter R. Write some words beginning with the letter R on the board. Include any student names from the class that begin with letter R. Underline the capital R that begins the words. Read through the words and point out the shape of letter R. Have the students trace the R in the air as you trace the letter R beginning each name.

Boys: Rafael, Randy, Raul, Raymond, Ricardo, Richard, Ricky, Riley, Robert, Roberto, Rodney, Ronald, Ruben, Russell, Ryan

Girls: Rachael, Rachel, Raven, Rebecca, Rebekah, Renee, Rosa

Do the Lesson 56 Phonics worksheet. Complete the letter Rr worksheet. Have the students trace the letters Rr with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Rr letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Multimedia Resources: View the Aa-Rr segments of "Rev-Up for Reading" from the "Rev-Up for Learning" DVD to drill letter recognition and sound. The students should say each letter sound along with the presentation.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Multimedia Resources: View the Aa-Rr segments of "Rev-Up for Writing" from the "Rev-Up for Learning" DVD to review the writing of upper- and lowercase letters. The students should write each letter in the air along with the presentation. Since the first half of the presentation covers lowercase letters and the second half uppercase letters some navigation will be needed to skip to the letters that are covered in this lesson.

Memory Verse: Genesis 1:16a.

God made two great lights-the greater light to govern the day... Genesis 1:16a NIV

And God made two great lights; the greater light to rule the day... Genesis 1:16a KJV

One of the most interesting facts about Creation is that God made light on the first day but didn't make the sun until the fourth day. Cut a circle out of yellow construction paper. Print the words of the verse on individual strips of white paper. Let the students help glue the circle onto a big piece of blue construction paper. Then glue the strips around the circle, in order, like rays of the sun. Read the verse strips together, pointing to each word. Pass out Memory Verse Card 7 for the students to take home. Explain that you will be learning more of this verse in weeks to come. Save the sun for a later time.

Math: Review number recognition of 10. Review the counting of numbers 1 - 10 for this entire week. If your students are capable, you may play a game of hide and seek with the numbers. Place 10 numbers down on the table in order. Have a student look at the numbers. He hides his eyes, and you remove a number. Have the student guess which number you removed.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 56 Math worksheet. Instruct the students to begin at the left and color the correct number of squares in each strip. Review colors by telling them a color to use for each strip. Demonstrate how to do this on the board if the students need the help.

Multimedia Resources: View "Rev-Up for Arithmetic" from the "Rev-Up for Learning" DVD to practice number recognition and counting 1-10.

Shapes: Review triangles, circles, squares, and rectangles with the students.

Do the Lesson 56 Shapes worksheet. Count the triangles and the rectangles. Count the triangles and rectangles altogether. Trace the triangles and rectangles on the dotted lines. Color the shapes. Cut out the shapes and paste them on another sheet of paper to make the sailboat.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "He Plants Me Like a Seed," "I Am a Tree," "Ten Brown Beavers" (Math) and "The Ants Go Marching" (Math). Learn the "Countdown" song on the "Horizons Preschool Music" CD.

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Lesson 56

(Cont.)

Arts & Crafts: Give your students clay (may be purchased clay, but should be yellow and be able to dry in the sun) and have them fashion a sun similar to one you have made as a sample. After making the suns, place them in the sun to dry. This will give you a chance to discuss the drying power of the sun.

Health & Safety: We use many foods that are dried by the sun. Some of them are included on trips that astronauts take. Breakfast bars contain dried grains and are high in protein. They have been taken into space for food. Purchase breakfast bars or a bar that is similar. Also purchase a bag of dried fruit. Provide one bar and one piece of fruit per student. Discuss the texture of the bar. How does dried food taste? How is the fruit different from fresh fruit?

Physical Education: Astronauts need to be in good shape physically to be able to go into space. We need to be in good shape, too. Astronauts have to do exercises to help them stay in good physical shape. Choose an exercise of your choice and spend a period of time today working on being in good physical shape.

NOTES:

Lesson 57

Week 12: Day 2

Activities in this Lesson: Bible Lesson, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Science/Outdoor Activity, Health & Safety/Science, Physical Education, Homework

Bible Reference: Genesis 1:14-19.

Bible Concept to Present: The sun is part of our life every day.

Bible Lesson: Review the introduction of day four of Creation. The sun God made not only provides light, it provides heat. Explain to the students that our air around the earth helps protect us from the sun's heat. Without the layers of air, it would be much too hot on earth. Even though we can't see the air, there are layers and layers of air that go way, way up into the sky. The sun's rays have to shine down through the air layers.

Multimedia Resources: Listen to the song "God Is So Big" from the "Music Machine: The Majesty of God" CD.

Illustration: Put a large flashlight in the center of the room, facing the ceiling. Turn out the lights. Explain that we are pretending that the flashlight is the sun and the students are the earth. Let the students spin as they walk around the flashlight in a big circle. Talk about the earth spinning around the sun. Try to help them understand the light of the sun moving over the earth.

Language Arts: Let's play a rhyming game again today. Help me finish these sentences with a word that rhymes with "sun."

I usually eat my hot dog on a _____. BUN

The kid that wins the race can yell, "I _____." WON

It's nice to finish all my work and say, "I'm _____." DONE

I love the things we do in school because they're _____. FUN

When the sun is shining, I like to make my legs move fast and _____. RUN

Phonics: Review the letter Rr.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Lesson 57

(Cont.)

Memory Verse: Review Genesis 1:16a. Use the verse sun you made yesterday in Lesson 56 to review the memory verse. Explain that this is really half of the verse, and that students will be learning the rest of the verse later in the month. Make sure that the children understand that the sun is "...the greater light...."

Math: Review number recognition of 10.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 57 Math worksheet. Count the dots on each of the tiles and match it to the correct number.

Shapes: Review triangles, circles, squares, and rectangles with students.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Review "Countdown." Learn "What's the Weather." This is something that you can sing everyday with your class. Select a different student to be the "weatherman" each day. After singing their name in the song they should go outside to "check" the weather for the class. When the song is done have the "weatherman" report on the weather. Verse 1 or the entire song could be repeated until the "weatherman" gets back.

What's The Weather?

Tune of Clementine

Verse 1

What's the weather?

What's the weather?

What's the weather like today?

Tell us (child's name),

What's the weather?

What's the weather like today?

Verse 2

Is it sunny? (hold arms above head in a circle)

Is it cloudy? (cover eyes with hands)

Is it rainy out today? (flutter fingers downward)

Is it snowy? (wrap arms around body and shiver)

Is it windy? ("blow children over" with a swoop of your arms)

What's the weather like today?

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Arts & Crafts: *Bring gold glitter and popsicle sticks to class.* Instruct the students to draw a circle on a piece of pale blue construction paper. Have them spread some glue on their circle using popsicle sticks. Give them a bit of gold glitter in the middle of their circle. Instruct them to spread the glitter all around the circle making their own glittering sun. Carefully set the sun art on the floor. Bring out the little individual flashlights for each student. Let them shine the lights on their sun picture.

Science/Outdoor Activity: The sun makes our weather. Weather happens all the time. Our weather can be so different every day: cold or hot, windy or calm, rainy or dry. Sometimes, we don't even pay attention to our weather, yet it is affecting our lives. Sometimes, the weather can get really bad and we have a storm. The sun and its heat play a big part in making our weather. Let's go outside and see what the weather is like today.

Health & Safety/Science: *Prepare ahead - Needed: one inexpensive wood frame, as used for art canvas; one yard cheesecloth, cut in half; aluminum foil; twine; two pieces of 4 x 4 lumber; bananas.* Put this project together in the classroom, with students watching. Tell them you are going to dry some fruit in the sun. This is a way to preserve fruit for a long time, for hiking trips or vacations, or just for snacks. Cover the frame with half of the piece of cheesecloth. Staple the cheesecloth to the edges of the frame. Wrap some twine around the frame, corner to corner as shown. This will give some strength to the cheesecloth. Peel and slice the bananas into 1/4 inch slices. Carefully lay the bananas on the cheesecloth. Gently lay the other piece of cheesecloth over the bananas. Find a place in the bright sun where you can prop the frame up on the 4 x 4's. Air needs to circulate around the frame. Cover the ground or concrete with foil. At the end of class, bring the frame inside. Turn each banana slice over. Put the solar dryer outside every day for several days, until the bananas are brittle. Plan to serve them as a snack on the fourth day with honey. (It might be wise to spray the ground first with bug spray the day before this activity.)



Physical Education: Choose another exercise or several exercises of your choice and spend a period of time today working on being in good physical shape.

Homework: Instruct students to take home Lesson 57 Homework worksheet. They will watch the weather for a month, filling in the squares with a sun, clouds, or some rain.

NOTES:

Lesson 58

Week 12: Day 3

Activities in this Lesson: Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1:14-19.

Bible Concept to Present: The sun, which God made on the Fourth Day, gives us our daytime.

Bible Lesson: When God made the sun, He made it to be very bright. He also made it for a very specific reason. The Bible says that God made the sun to be the closest, brightest light to make our day. Is it daytime now? Yes, it is. And it is daytime because the sun is in the sky. When we no longer see the sun, it is not daytime, but nighttime. In times long ago, man thought that the sun ran across the sky each day. We know now that is not true. The sun does not move across the earth each day, we do. That's right. Our earth spins. Let's get the globe, and I will show you how this happens, and how we get daytime. Using a flashlight to pretend it is the sun, let's see where the light is. My finger is now on the place where we live, and the light or the sun is shining on us. Now let's slowly turn the globe and see what happens with our light. Oh! Look! The light is no longer on where we live. It is now away from us. Where we live would now be dark or night time. Isn't it wonderful how God made our world to turn so that it gives everyone a chance to have daytime? It always takes the same amount of time for our earth to spin, so our time is always the same. Our days always have 24 bits of time in them. We call those bits of time, hours. I am happy God made the hours of our day and the sun to give us daytime.

Multimedia Resources: Listen to the song "Tick Tock" from "The Amazing Miracles" CD.

Social Studies: The sun makes it possible to have daytime. We need the daytime for several reasons. Would you like to have nighttime all the time? I wouldn't. On sheets of paper draw some of the things you do in daytime. Label the drawings as students tell you about each one.

Science: We measure our time by how long it takes our earth to spin around once. While we are spinning around, the sun shines on different parts of the earth. We call the time the sun is above us, shedding its light on us, daytime. We call the time the sun is away from us, nighttime. We divide time up into segments. We call the biggest segment of time in a day, an hour. An hour is divided up into minutes, and a minute is divided up into seconds. All of this time depends on the sun and how long it takes our earth to spin.

Language Arts: Do this action rhyme:

Stars

Over there the sun gets up (extend arm horizontally, to the east if possible)

And marches all the day (raise arm slowly)

And noon, it stands right overhead (point straight up)

At night, it goes away. (lower arm slowly and drop down to west if possible)

Phonics: Review the letters Aa-Rr.

Teach the small letter *r*. Write some words beginning with the letter *r* on the board. Include words from stories or activities that tie this lesson to other things that have already been done. Underline the small *r* that begins the words. Read through the words and point out the shape of letter *r*. Have the students trace the *r* in the air as you trace the letter *r* beginning each word.

Common words: read, real, right, round, run

Vocabulary words: rectangle, red, river, roots

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Review Genesis 1:16a. Use the verse sun you made in Lesson 56 to review the memory verse. Explain that this is really half of the verse, and that students will be learning the rest of the verse later in the month. Make sure that the children understand that the sun is "...the greater light...".

Math: Teach oral counting 1-20. Review number recognition of 10. Continue to review numbers 1 - 10. Play the hide and seek game again today.

Teach oral counting 11-20. As a visual you may want to add cars to the Counting Train or you can simply use beads on a string or wire, or an abacus. The focus is not on number recognition but on oral counting.

Review oral counting 1-10 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 58 Math worksheet. Follow the Snake Path by coloring the correct number of steps. Do the worksheet together as a class by saying the color and how many steps need to be colored. How many students made it to the finish line?

Teach the students to recognize and be aware when it is daytime and when it is nighttime. Classify things that occur during the daytime and during the nighttime. Perhaps you will wish to cut from magazines or draw things that you do in daytime and nighttime. You may wish to have your students separate these and place those things that occur in daytime on a yellow sheet of paper that represents the sun. Place the night time activities on a black piece of paper to represent the night.

Lesson 58

(Cont.)

Shapes: Teach the star shape. Look at the stars in the American flag. Many other countries also have stars on their flags. Search for flags of the world on the Internet or in other resource materials for examples to show the students. Color either the flag of Chile or the flag Panama and review the shapes and colors in the flags.

Do the Lesson 58 Shapes worksheet. Have the students trace the star. Color the flag of Chili like the sample.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Continue with "Countdown." Continue "What's the Weather."

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Arts & Crafts: *Using construction paper cut out some basic shapes of things you do at certain times.* A suggestion would be: breakfast at 7, playtime at 9, lunch at 12, dinner at 5, bedtime at 8. Use shapes of a bowl and spoon for breakfast, balls and blocks for playtime, a plate or sandwich for lunch, a plate for dinner, and a bed for bedtime. Place them in a time line as to when you do these things. Then scramble them. Let the students place them back into order. An older child may place the time notation beside the activity suggested. Use these shapes again for tomorrow's lesson.

Physical Education: Take a walk today and time yourself. Walk a block at a regular pace and record the time it takes you to walk that distance. Then try to beat your time on following walks.

Homework: Remind the students to keep working on their Lesson 57 Homework worksheet where they record the weather each morning by drawing a sun, clouds, or rain.

NOTES:

Lesson 59

Week 12: Day 4

Activities in this Lesson: Bible Lesson, Outdoor Activity, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education

Bible Reference: Genesis 1:14-19.

Bible Concept to Present: God keeps all of His Creation running smoothly and precisely.

Bible Lesson: Review yesterday's lesson. Isn't it amazing that God keeps the earth spinning around the sun at the same speed, year after year after year? Years and years ago, before electricity or batteries, people used the sun to help them tell the time and the seasons. Remember when we studied shadows? And we learned that the shadow of the sun can tell us the time? What if we look outside and see very short shadows? We know it is around noon. What if we see very long shadows? We know it is early morning or late afternoon.

Multimedia Resources: Listen to the songs "I Will Praise You Lord" from the "Bullfrogs and Butterflies: God is Great" CD and "Today Is My Favorite Day" from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Outdoor Activity: Let's go outside and see how long our shadow is. Will my shadow be longer than yours?

Social Studies: Help students understand how long an hour is. Bring in a small timer. Set the timer for one hour. Let the timer go off. Talk about how long the hour was. Then set it again. Reset the alarm throughout the day, always talking about how long the hour was and what students did in the hour of time.

You may have to do most of this project, as it is too hard for the children to do completely on their own. Make each student a clock. Use the Lesson 59 Time worksheet. Cut on the dotted line. Cut out the clock hands. If desired, glue the pattern to card stock to make a sturdier clock. Poke a little hole in the clock and the two hands with a pencil. Using a brad, attach the clock little/short hand to the clock. Save the big/longer hands for later. Give one to each student. Let them move the hands. Show them how the clock works for the hour times.

Multimedia Resources: Listen to the song "Tick Tock" from the "The Amazing Miracles" CD.

Science: *Prepare ahead - Bring a shallow metal pan, a shallow glass pan, and have water available. Say, The sun's rays contain lots of energy. Energy is important. Energy is light, heat, sound, motion, growth, and electricity. Do you think we can use the sun's energy? Yes, we can. The sun's energy, called Solar Energy, is used to heat homes, heat water, and cook. We are going to see if we can trap some of the sun's energy. Take the two pans outside and fill them with an inch of cool water. Set them on a level surface out in the sun. Let the students feel the temperature of the water. Back in the classroom, check the time. Plan to go back outside in several hours. Let the students feel the water temperature and note it is hot, containing the sun's heat energy. Did the kind of pan make a difference? Go to a tree or rock in the area. Feel the side of the tree facing the sun. Then feel the side of the tree away from the sun.*

"Energy is the ability to do work. It can come in the forms of heat and light. There are two types of energy: working energy and stored energy. Stored energy becomes working energy when we use it."

<http://www.eere.energy.gov/erec/factsheets/savenrgy.html>

Lesson 59

(Cont.)

Language Arts: Instruct students to look around the room. How many things can you see that use energy? Do an energy search around the school or home. Write the items on the board. Repeat the words and follow with your finger so that students can see the words.

Do this action rhyme.

Mister Sun

Oh Mister Sun, Sun, Mister golden Sun (arms circle overhead)
Please shine down on me (flutter fingers down)
Oh Mister Sun, Sun, Mister golden Sun (arms circle overhead)
Hiding behind a tree (cover eyes)
These little children are asking you (tap fingers on chest)
To please come out so we can play with you (wave hand "come")
Oh Mister Sun, Sun, Mister golden Sun (arms circle overhead)
Please shine down on me. (flutter fingers downward)
Author Unknown

Review the "Stars" action rhyme from Lesson 58.

Phonics: Review the letters Aa-Rr.

Do the Lesson 59 Phonics worksheet. Complete the letter Rr worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Rr are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the letters between the guide lines. Review the pictures and the colored first letter of the words. The students can color the letters as desired.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name free-hand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Continue to work on Genesis 1:16a. Write the words of the verse on rectangles of paper. Let the students arrange the words in the correct order, helping them to read.

Math: Review number recognition of 10. Play a game called "Guess that Number" with your students. On a chalkboard, begin to write a number, but stop part way through. See if a student can guess what number you are writing. Complete numbers 1 - 10 in a mixed up order. Your objective is that the students be able to recognize the formation of the number and the number name.

Review oral counting 1-20 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 59 Math worksheet. Count the dots on each of the tiles and match it to the correct number.

Shapes: Review the star shape. Give each student a round cracker, a square saltine, a triangle corn chip, a rectangle wafer cookie, and a star shaped marshmallow. Talk about these shapes that we see everyday. Ask the following questions and have the students hold up the correct shape to answer the question. After answering the questions the students may eat their shapes.

What shape is round? (circle)

What shape has 0 corners? (circle)

What shape has three corners? (triangle)

What shape has four sides that look different? (rectangle)

What shape has curved edges? (circle)

What shape has four sides that are all the same? (square)

What shape has five corners? (star)

What shape has 3 sides? (triangle)

What shapes have 4 corners? (square, rectangle)

Do the Lesson 59 Shapes worksheet. Have the students trace the circle. All of the letters in the word *circle* have been covered. Point out the letter *r* in the word *circle*. Have the students trace the letters in the word *circle*.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your choice.

Music: Continue with "Countdown." Continue "What's the Weather."

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Arts & Crafts: Bring out the shapes of things that are done at specific times during the day from yesterday. Let the students practice putting the shapes in the correct order. When they can do it well, time them. Help them to understand how long a minute is and that there are sixty minutes in an hour.

Physical Education: Repeat the block walk taken yesterday and time yourself. Try to beat your time.

NOTES:

Lesson 60

Week 12: Day 5

Activities in this Lesson: Bible Lesson, Social Studies, Science/Language Arts/Physical Education, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time

Bible Reference: Genesis 1: 14-19.

Bible Concept to Present: The sun which God made helps us to have seasons.

Bible Lesson: When God made our sun and earth, He made them so that the earth spins around. We talked about this when we were learning about how we get our daytime. Will you show me now how the earth gets its daytime? You may use the globe for the earth and the flashlight for the sun.

Note: You want your child to be able to recall that the earth spins around and around and that the sun stays in one position. It is the spinning of the earth that brings our days.

Now I want to tell you another wonderful fact about our earth and sun. Our earth not only spins around and around, it also moves around the sun like this. (Take the globe and move it in a circle around the flashlight. The diagram on Lesson 60 Resource page will also help you to explain this to your students.) The earth's relationship to the sun determines our seasons. It is so wonderful that God gives us a change in season. I would not like it if it were always winter. We would get so tired of the cold. And if it were always summer, it would be so hot and we would be tired of the hot weather. I am glad God gave us a change in seasons. Aren't you?

Social Studies: Our seasons are very important to us. They are important for our plants. Many plants need the cold to help them produce seeds. The seasons are important to animals too, because many animals sleep all winter long. If there were not a winter time they would get very tired! (Name an animal that hibernates.) Each season is important to us. Briefly discuss with students the four seasons. We will be studying each season in depth during the coming weeks. We suggest you use this time now to begin preparing students for the study to come. Discuss what season it is now and that there is more than one season.

Science/Language Arts/Physical Education: You may take this time to go into detail as to how the seasons come to be. For instance, following a study of the illustration on Lesson 60 Resource page, you could set up an area for Season Play. Mark a large circle on the floor (A driveway will work nicely for this.) Place an X on the four stopping points of the earth for each season. You may pretend to be the sun, and let a student be the earth. Let them walk around the circle. When they come to an X on the circle, they may then pretend to be the season. For example, where summer would be, wave hand as if to fan and pretend to be summer. On winter, a shiver would do. In fall, pretend to play with leaves. In spring, sounds like a bird. Repeat this several times. You may also make this a game if you have enough children. Let the children walk around the circle with music playing until the music stops. Then whatever X they are on, they must tell you by pantomime the season that they are on.

Do the Lesson 60 Language Arts worksheet. Identify the items on the worksheet. Talk about what season they belong to. Have the students trace the lines to match the items for the same season.

Phonics: Teach the letter Ss.

Show the students the letter Ss flashcard. Point out any student's name beginning with the letter S. Write some words beginning with the letter S on the board. Include any student names from the class that begin with letter S. Underline the capital S that begins the words. Read through the words and point out the shape of letter S. Have the students trace the S in the air as you trace the letter S beginning each name.

Boys: Samuel, Scott, Sean, Sebastian, Sergio, Seth, Shane, Shawn, Skyler, Spencer, Stephen, Steven

Girls: Sabrina, Samantha, Sandra, Sara, Sarah, Savannah, Selena, Shannon, Shelby, Sierra, Sophia, Stephanie, Summer, Susan, Sydney

Vocabulary words: Saturday, September, STOP, Sunday

Do the Lesson 60 Phonics worksheet. Complete the letter Ss worksheet. Have the students trace the letters Ss with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Ss letters that begin them.

Reading: Dictate a description to accompany one's drawings of people, objects, events, or activities, derived from experience or imagination. Follow a simple recipe.

Writing: For these two weeks focus on having the students write the first letter of their first name freehand. During this time, write the students' names on all worksheets and papers leaving space for the first letter and make the rest dotted or something that can be traced. They should have their Name Plates to look at as they do this.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes cane and hook.

Memory Verse: Finish memory work on Genesis 1:16a today. Let those students recite that want to do so.

Math: Review number recognition of 10. Play a game called *Guess that Number* with your students. On a chalkboard, begin to write a number, but stop part way through. See if a student can guess what number you are writing. Complete numbers 1 - 10 in a mixed up order. Your objective is that the students be able to recognize the formation of the number and the number name.

Review oral counting 1-20 and 10-0. Use any of the different counting visuals, songs, or rhymes.

Do the Lesson 60 Math worksheet. Count the dots on each of the tiles and trace the number.

Continue to classify things according to time. You may also begin to teach the months of the year. A little song will do this nicely. Using the tune to "Old MacDonald Had A Farm," sing the following words:

Lesson 60

(Cont.)

Months of the Year

Tune of "Old McDonald Had A Farm"

There are twelve months in our year

E I E I O

January is the first

E I E I O

Then February, March,

April, May,

June, July,

August, September,

October, November,

E I E I O

And then comes the last

Our favorite of all is

De-cem-ber

Yes, December

E I E I O

Shapes: Review the star shape. Look for star shaped objects in the classroom.

Color: Review the colors red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray.

Story Time: Read a story or stories of your student's choice or ones they have brought from home.

Music: Review "What's the Weather" and "Countdown." Begin to teach your students the hymn "Great Is Thy Faithfulness" on the "Horizons Preschool Music" CD.

Multimedia Resources: This week, listen and sing-along to selections from "Bullfrogs and Butterflies: God Loves Fun" CD.

Homework: Remind the students to keep working on their Lesson 57 Homework worksheet where they record the weather each morning by drawing a sun, clouds, or rain.

NOTES: