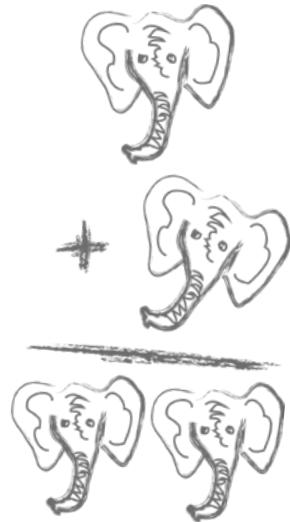
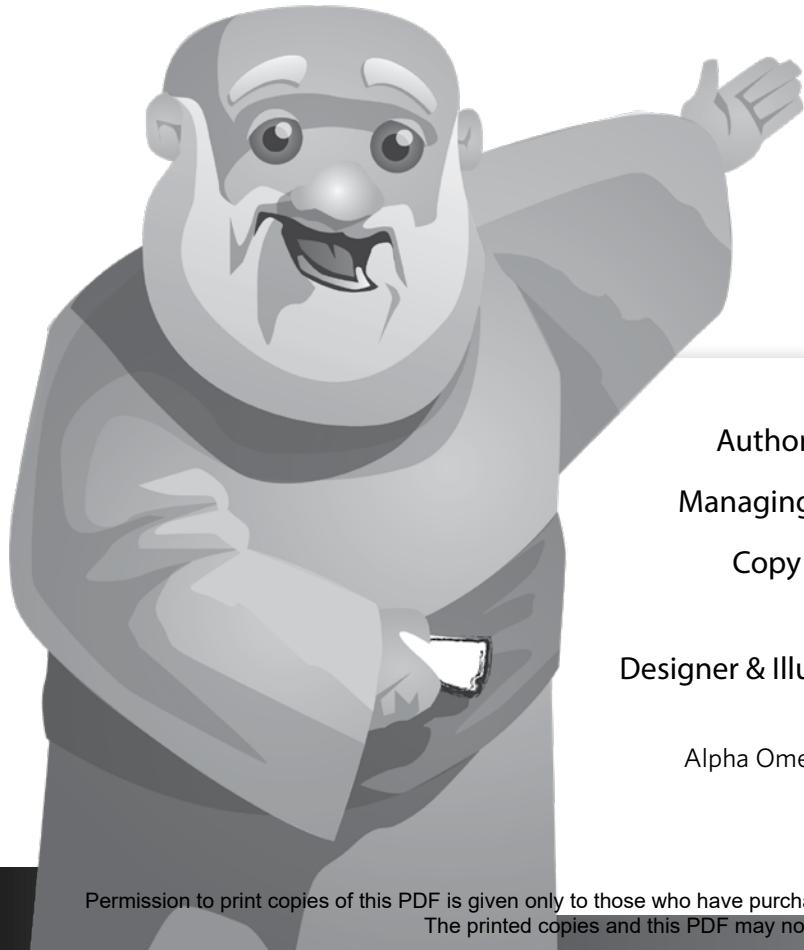


# Horizons

## Preschool For Three's

# TEACHER'S GUIDE



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# LESSON 9: FOOD IN THE DESERT

## Supplies:

Bible Story Reader

Student Worksheets

Pencil

Crayons

Table setting

**Bible Reference:** Exodus 16

**Bible Concept:** God provided food for the Israelites in the desert.

## Bible Lesson

Before reading the Bible story, have the students create a “tent” using a clothesline or chairs and blankets. Climb in the tent with the students. Remind the students of the previous lesson and God’s people leaving the land of Egypt. Tell the students that on the way to their new home in Canaan the people of Israel had to live in tents. Discuss what it would be like to live in a tent for many years. Ask the students what kinds of things they would need to make tent living comfortable. What kind of food would they eat? Tell the students that the story you are going to read tells about a special type of food God sent His people.

Read the Bible selection to the students. Go over the Thought Questions. Close with the Prayer.

## Memory Verse

Exodus 16:4a

I will rain down bread from heaven for you. (NIV)

Behold, I will rain bread from heaven for you. (NKJV)

Behold, I will rain bread from heaven for you. (KJV)

## Worksheets

Write the student’s name on the top of each of the worksheets in mixed case letters that can be traced with a finger, crayon, or pencil.

**Worksheet 41:** This lesson begins a study of transportation methods. Ask the students to look at this worksheet for Lesson 9. The students will see a picture of a car. Ask the students to trace the word “car” with a finger. As the students trace, say the letters. Ask the students to name some shapes they see on the car. Have the students count the number of each shape. When the students have finished, they can color the car.

# LESSON 9: FOOD IN THE DESERT (CONT.)

**Worksheet 42:** This worksheet continues the study of numbers. The students should trace the number 4 as well as trace the word “four” with a finger. As the students trace, say the letters. Ask the students to count the number of cars on the worksheet. If time permits, have the students color the number 4.

The second side of the worksheet asks the students to choose those items which do not belong in the living room. The students can either circle the items or point to them. Extend the worksheet by asking the students where the item should belong. For example a tiger might be found in the zoo or the wild.

**Worksheet 43:** This worksheet continues counting practice. The students will be asked to count a number of items on a picture of a car. Ask the students to count the number of tires, windows, and stars that appear on the car. Have the students color each of these items a particular color. This will help the students with color identification.

The second side of the sheet has the students identify which picture in each row is different from the rest. Ask the students to color the picture that is different. You may also want to ask the students how they determined which car was different.

**Worksheet 44:** The Bible worksheet asks the students to follow dashes to create baskets. The worksheet reminds the students of how God sent manna each day to His people. Display this picture with others from previous lessons on a wall or bulletin board.

**Worksheet 45:** This sheet found in the *Student Workbook Companion* for Lesson 9 is an overview of a table setting. The students should identify the different items on the worksheet noting where the plate, glass, and silverware belong. Give the students a place setting and have them arrange it like the worksheet pattern.

## Music

Sing a familiar song like, “Twinkle, Twinkle, Little Star.” Sing the song at different tempos. Ask the students to tell you if you are singing the song slow or fast. Have the students sing the song in different tempos with you.

## Math

After taking some socks out of the laundry, have the students match them. While matching the socks, discuss which socks are bigger or smaller. You can also discuss the colors or patterns of the different socks.

# **LESSON 9: FOOD IN THE DESERT (CONT.)**

## **Shapes**

Point out square objects around the house. The students may see squares in floor tiles, breakfast cereal, and fabric patterns. Count the number of sides in a square. Point out that all four sides are the same length. Compare a square to a rectangle and point out the difference. Have the students find other examples of squares.

## **Colors**

Create a bingo card of the eight colors the students have learned so far. Make a card with eight squares. Color the squares blue, green, yellow, red, orange, black, white, or purple. Have the students place a penny or a bean on each square as you call the color. This activity can be done periodically for review.

## **Arts and Crafts**

Gather some letter stamps and washable ink. You will also need a piece of paper. Ask the students to stamp letters on the paper. Identify the letters as the students stamp.

## **Health and Safety**

Go on a walk with the students where you will have to cross a street. Talk about the importance of looking both ways before crossing a street. If you have a traffic light, point out the WALK and DON'T WALK symbols. You will want to discuss what rules you have for the students crossing or not crossing streets without you.

## **Physical Education**

Play "Simon Says" with the students. The students will learn to listen carefully for the words, "Simon Says" as well as have an opportunity to practice different physical skills. Some commands to use include jump up and down, walk backwards, and turn around.

## **Manners**

Ask the students to help you set the table for family meals. Teach the students how the silverware should be placed along with the plates and glasses. The students can use Worksheet 45 as a guide. You could also set a table setting incorrectly and see if the students can recognize what was placed in the wrong spot.

## **Creative Cooking**

No one knows the exact taste of manna. Exodus 16:31 states that manna tasted like wafers made with honey. Serve the students pieces of bread with honey. Talk about how God provided for His people in the desert. God also provides for people today.

# LESSON 10: A NEW HOME

## Supplies:

Bible Story Reader

Student Worksheets

Pencil

Crayons

Scissors

**Bible Reference:** Joshua 1–4

**Bible Concept:** God guided His people to their new home in Canaan.

## Bible Lesson

Ask the students to describe their home. Discuss the home God provided for the students. Tell the students that God took the Israelites from slavery in Egypt to a new home in Canaan.

Read the Bible story to the students. Discuss the Thought Questions. Spend time reflecting on how God keeps His promises. Finish the lesson with the Prayer.

## Memory Verse

Joshua 1:9b

The LORD your God will be with you wherever you go. (NIV)

The LORD your God *is* with you wherever you go. (NKJV)

The LORD thy God is with thee whithersoever thou goest. (KJV)

## Worksheets

Write the student's name on the top of each of the worksheets in mixed case letters that can be traced with a finger, crayon, or pencil.

**Worksheet 46:** This worksheet looks at another method of transportation. This time the students will be asked to trace the word "train" with a finger while saying the letters. The students should color the picture of the train.

**Worksheet 47:** The students will look at the number 5 with this worksheet. The students should begin by tracing the number 5 with a finger. Ask the students to trace the word "five" with a finger. As the students trace, say the letters. The students should count the number of train engines on the worksheet. If there is time, have the students color the number 5.

The second side of the worksheet asks the students to match the socks which are the same. The students can do this by pointing to the similar socks or drawing lines between them. The students will need to look for similar colors as well as patterns.

# LESSON 10: A NEW HOME (CONT.)

**Worksheet 48:** This worksheet asks the students to count the number of train cars. When the students are finished, they can color the picture.

The second side of the worksheet asks the students to identify various types of food. In the first column will be one item of food such as a banana. The second column will have a number of foods such as bunch of bananas. Have the students identify the items in the first column. Next have the students name the items in the second column. For some children, having a different number of the same item can create confusion. Ask the students to match the items.

**Worksheet 49:** This worksheet which reviews the Bible lesson is a simple maze. The students need to follow the maze from Egypt to the Promised Land. Have the students try it with a finger before using a pencil or crayon. Remind the students how God guided the people to their new land. Point out the things that happened on the journey like the Ten Commandments, water from the rock, manna, quail, Aaron's rod that budded, and the serpent. Display this picture with others from previous lessons on a wall or bulletin board. Use these pictures as a way to review the stories.

**Worksheet 50:** This sheet found in the *Student Workbook Companion* for Lesson 10 will need to be cut apart. The game will be played like the memory game except the pictures will not be the same. Instead, the students will need to match the number and the correct number of items pictured. You will want to do this with the cards facing up the first time. After the students have successfully matched the cards, turn the cards over and play the memory game with them. Store the cards in a zip top bag and occasionally review the concept.

## Language Arts

Play and have the students recall the rhyme, "This Little Piggy." You can also use this rhyme to help the students with counting.

### This Little Piggy

This little piggy went to market.

(Softly squeeze a big toe.)

This little piggy stayed home.

(Softly squeeze a second toe.)

This little piggy had roast beef.

(Softly squeeze a third toe.)

This little piggy had none.

(Softly squeeze a fourth toe.)

This little piggy cried "Wee-wee-wee!" all the way home.

(Softly squeeze a pinkie toe.)

# **LESSON 10: A NEW HOME (CONT.)**

## **Writing**

Have the students draw lines on a piece of paper from left to right. This will help the students prepare for writing.

## **Math**

Give the students blocks or other small items. Have the students place the items in groups of five.

## **Shapes**

Have the students look at a picture of a train. Ask the students to identify the various shapes they see. Some shapes include squares, rectangles, and circles.

## **Colors**

Go on a “color walk” with the students. On the walk, ask the students to name the colors of houses and cars they see.

## **Physical Education**

Give the students a hula hoop. Ask the students to roll the hula hoop across the room or an outside area. The students can roll the hula hoops with their hands.

## **Outside Activity**

Go to a place where you can watch trains with the students. Together count the cars. Talk about how trains need to travel on special tracks rather than roads. Discuss how trains bring goods from one place to another.

## **Creative Cooking**

Cut pieces from different kinds of fruit. Have the students match the kinds of fruit. Then enjoy the healthy snack.

# LESSON 11: JERICHO

## Supplies:

Bible Story Reader

Student Worksheets

Pencil

Crayons

Scissors

**Bible Reference:** Joshua 6

**Bible Concept:** God is strong and mighty.

## Bible Lesson

Read the story of Joshua, the people of Israel, and Jericho. After reading the story, form a paper trumpet cone out of construction paper. With the students, march around the house or a room of the house. Say “day one” and march around the area once. Next say “day two” and march around the area again. Continue this until you reach day seven. At this time, march around the area seven times pretending to blow the trumpet.

After the activity talk about how God miraculously destroyed the walls of Jericho. Go over the Thought Questions to help the students better understand the story. Conclude with the Prayer. The students can repeat the phrases of the Prayer after you have said them.

## Memory Verse

Joshua 6:16b

Joshua commanded the army, “Shout! For the LORD has given you the city!” (NIV)

Joshua said to the people: “Shout, for the LORD has given you the city!” (NKJV)

Joshua said unto the people, “Shout; for the LORD hath given you the city!” (KJV)

## Worksheets

Write the student’s name on the top of each of the worksheets in mixed case letters that can be traced with a finger, crayon, or pencil.

**Worksheet 51:** Give the students this worksheet for Lesson 11 which is a picture of a truck.

Have the students trace the word “truck” with a finger while saying the letters. Ask the students to say the word, emphasizing the opening and closing sounds. Talk about what things can be hauled in a truck and why trucks are useful. Conclude by having the students color the truck.

# LESSON 11: JERICHO (CONT.)

**Worksheet 52:** This worksheet reviews the numbers 1–5. The students will need to match the number with the item(s) depicting the number. The students can do this by drawing a line or by pointing to the number and the picture of objects with the same number.

The second side of the worksheet works on the students' counting skills, 1–6. With the students, count the trucks in each group. Have the students circle the group which has six trucks. If time permits, the students can color the trucks.

**Worksheet 53:** This worksheet looks at color identification in a different way. The students will be asked to look at food items and determine if they are the correct colors. The students should be able to verbalize which items are the incorrect colors. As an added activity, have the students tell you the correct colors of the items.

Continue to the second side of the worksheet. In this activity the students will be asked what is missing from certain items. For example, a tail is missing from the picture of a cat. Either have the students color in the missing object, or you can draw the object the students indicate.

**Worksheet 54:** This worksheet reinforces the Bible lesson. The students will see a picture of the fall of Jericho. In the picture the students should identify the following hidden items: wheel, trumpet, rope, dog, and coin. The picture can be colored after finding the objects. Display this picture with the others from previous lessons on a wall or bulletin board.

**Worksheet 55:** This sheet found in the *Student Workbook Companion* for Lesson 11 provides practice in dialing a phone number. Use this worksheet to teach the students their home phone number. If they do not have a home phone, teach the students a parent's cell phone number. This may be a challenging activity for some students. Take your time teaching the students sections of the phone number and how to dial it in an emergency. You may also want to teach the students how to dial 911 in an emergency. This is especially important for a student who may have a family member with a health problem.

## Reading

Read a favorite book to the students. Have the students add possible details to the story or explain details in the pictures.

## Shapes

Look at the picture of the truck on the first worksheet. Ask the students to name the shapes they see. Examples may include circles, squares, and triangles.

# **LESSON 11: JERICHO (CONT.)**

## **Colors**

Continue lessons on correct and incorrect colors. Ask the students to tell you if the following colors for items are right or wrong: purple dog, red grass, blue sky, and white milk.

## **Music**

Teach the students the chorus of, “Joshua Fit the Battle of Jericho.” If you are not familiar with the song, the tune and additional verses can be easily found online. The word “fit” is dialect for “fought.”

### **Joshua Fit the Battle of Jericho**

(African-American spiritual)

Joshua fit the battle of Jericho  
Jericho Jericho;  
Joshua fit the battle of Jericho  
And the walls came tumbling down.

## **Health and Safety**

The heavy worksheet asks the students to learn their phone number. Teach the students the name of their parents or caregivers. Too many children when lost do not know their parents’ names. Create a mock conversation where the students respond with something like, “My mom is Molly Andrews.” The students should be able to give both the first and last name.

## **Creative Cooking**

Make chocolate chip cookies with the students. Do not put the chocolate chips in the batter. Instead, once the batter is on the cookie sheet, ask the students to put the chocolate chips on the dough before baking. Direct the students in putting 1–5 chips on each cookie. Have the students count as they do this.

# LESSON 12: HANNAH'S PRAYER

## Supplies:

Bible Story Reader

Student Worksheets

Pencil

Crayons

Scissors

Glue/Tape

Toy cars and trucks

**Bible Reference:** 1 Samuel 1

**Bible Concept:** God answers prayers with yes, no, and wait.

## Bible Lesson

Find a baby picture of each of the students. Discuss how even before the students were born you or someone else prayed for them. Talk about the types of prayers that may have been offered. Explain how you or someone else prayed for the health of the baby, that the student would love Jesus, or that the student would be a blessing to others. Tell the students that in today's Bible story, a woman will say a special prayer for her child. Read the Bible story to the students. Go over the Thought Questions to help the students better understand the story. Close with the Prayer.

## Memory Verse

1 Samuel 2:1a

Then Hannah prayed and said: "My heart rejoices in the LORD." (NIV)

And Hannah prayed and said: "My heart rejoices in the LORD." (NKJV)

And Hannah prayed, and said, "My heart rejoiceth in the LORD." (KJV)

## Worksheets

Write the student's name on the top of each of the worksheets in mixed case letters that can be traced with a finger, crayon, or pencil.

**Worksheet 56:** This worksheet for Lesson 12 continues the study of transportation vehicles. Ask the students to trace the word "plane" with a finger. Say the letters as the students trace them. The students should also color the plane.

# LESSON 12: HANNAH'S PRAYER (CONT.)

**Worksheet 57:** This worksheet reviews colors. The students will be asked to match items which are the same color. The students can point to the matching colors or draw a line between them.

The second side of the worksheet works on the students' counting skills, 1–7. With the students, count the planes in each group. Have the students circle the group which has seven planes. If time permits, the students can color the planes.

**Worksheet 58:** This worksheet begins a study of traffic and other signals. Give the students red, green, and yellow crayons. Help the students color the WALK and DON'T WALK signs. The students should note that the color red often indicates stop or danger. Next have the students color the TRAFFIC LIGHT. Again, the students should recognize that the color red indicates STOP.

The second side of the worksheet will direct the students in how the items should be colored. Read the directions on the paper to the students and have them follow them.

**Worksheet 59:** This worksheet reviews the Bible lesson. The students will be asked to do a simple dot-to-dot of Hannah and her baby Samuel. Guide their hand as they do this. After the students have completed the dot-to-dot, have them color the picture. As the students color the picture, recall the story of Hannah and Samuel. Display this picture with the others from previous lessons on a wall or bulletin board. Each time a new picture is put up you can use it as an opportunity to review some of the previous Bible stories.

**Worksheet 60:** This sheet found in the *Student Workbook Companion* for Lesson 12 has a number of traffic signs with tabs underneath. Cut out the signs and fold the tabs underneath so that the sign will stand up. Have the students choose a toy car or truck. Create an imaginary road on the floor. Have the students drive the vehicles as you talk about the signs the toys pass. Keep the signs for the students to review.

## Social Studies

This lesson begins a series focusing on traffic and other signs. Create some universal signs that you can place around the home or classroom for the students to see. Create a universal sign for the bathroom. If boys and girls share the same bathroom, point out how in a new place they would know which bathroom is for boys and which is for girls. You could put a hotel sign on a bedroom door or a dining sign on a kitchen door.

# **LESSON 12: HANNAH'S PRAYER (CONT.)**

## **Math**

Write the numbers 1–5 on a piece of paper. Have the students point to the correct number as you ask some of the following questions. Choose questions which fit the students' situation. How old are you? How many people live in your home? How many eyes do you have? How many heads do you have? How many beds are in your room? How many fingers do you have on one hand? How many noses do you have?

## **Arts and Crafts**

Make a simple paper airplane. Take turns flying it to see how far it can travel.

## **Health and Safety**

Keep reviewing the students' phone numbers. If you or a parent has business cards, give them to the students to put in a pocket or on an outfit. This way if they get lost the card can be given to an adult to contact you or the parent.

Have a baby doll, some doll clothes and a blanket. Discuss the care of infants. Talk about the correct way to hold an infant. Make sure the students understand they should not pick up an infant if an adult is not present. Use this material to review the lesson on Hannah's care for her son Samuel.

## **Outside Activity**

Go on a walk outside, pointing out the different traffic signs. Follow their directions where appropriate.

## **Creative Cooking**

Make stoplight crackers with the students. Take a rectangular cracker and cover with peanut butter or frosting. Give the students three candy coated chocolate dots in red, yellow, and green. Have the students place these on the cracker in the order of a traffic light.