

Horizons

Preschool

Teacher's Guide

Part 1

Lessons 1-90

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Horizons Preschool Teacher's Guide, Part 1
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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 21

Week 5: Day 1

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

Bible Reference: Genesis 1:6-8.

Bible Concept to Present: God made the air on the second day of Creation.

Bible Lesson: For the past two weeks we have studied about light that God made for us. Hold up the #1 Days of Creation Number. (See the Table of Contents for the location of the instructions.) We learned that 1) God made the light; 2) Light is the opposite of dark and light dispels darkness; 3) Light is important for all living things; 4) We need light to see; 5) Light causes shadows; 6) Light reflects; 7) Colors come from light.

All of this happened on the first day of Creation. On the second day of Creation, God made air. Hold up the #2 Days of Creation Number where the blue paper represents the sky that is filled with air. Air is all around us. We don't see air, we don't really feel air (because our skin adjusts to the pressure automatically), and we don't hear air unless it is moving. Can you taste air? But air is there. Air is very important to us. God made the air to separate the waters that were above and below the earth. God made the air for us so that we can breathe. We could not live without air. I am thankful God made the air for us.

Social Studies: *Bring some old magazines to class. We need air to live. God made us so that if there were no air, we would not be able to live. Animals need air too. So do fish. Everything around us needs air. Pass out the magazines. Let the students cut out pictures of things that need air. Glue them onto a piece of construction paper. Label the paper "Things that God made that need air" or "Thank you God for air."*

Science: Air contains very special things. Air contains gases which we call oxygen and nitrogen. Without oxygen, nothing could live. Oxygen is a gas our bodies need to live. Air also contains water. Show students how water evaporates into the air in the form of steam. Take students into a kitchen for an experiment. Place a pan of water on the heat and bring it to a hard boil. While it is heating, talk to students about always being very careful around stoves or anything hot. Pan handles are always turned in so the pan can't be knocked off the stove. When the water is boiling, notice the steam. Be sure students know to keep hands away from the steam. Where does the steam go? Into the air. Do we see the steam in the air now, after the heat has been shut off? No. Yet the steam is there. Steam is water that is evaporating. Our air contains water too, but we don't always see the water.

Multimedia Resources: Watch "Self-Control" from the *Character Builders Video Series*.

Additional Idea: Using the air from a bicycle pump, blow up an inner-tube. Ask your students questions concerning how the tube gets larger and how air plays a part in this. This can also be illustrated by blowing up a balloon.

Language Arts: Do this finger activity with your students:

The Wind is Full of Tricks Today

The wind is full of tricks today (Make sweeping motion with hand for wind)

He blew my Mommy's hat away (Pretend to sweep hat off head)

He chased our paper down the street (One hand chases the other around)

He almost blew me off my feet (Pretend to almost fall down)

He makes the trees and bushes dance (Make dancing motions with arms)

Just listen to him howl and prance (Cup hand to ear)

... Author Unknown

Phonics: Teach the letter Gg.

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

Boys: Gabriel, Gage, Garrett, Gary, Gavin, George, Gerardo, Giovanni, Grant, Gregory

Girls: Gabriela, Gabriella, Gabrielle, Genesis, Gina, Grace, Guadalupe

Vocabulary words: Girls

Do the Lesson 21 Phonics worksheet. Complete the letter Gg worksheet. Have the students trace the letters Gg 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 Gg letters that begin them.

Reading: Dictate a simple letter, invitation, or thank you note.

Multimedia Resources: View the Aa-Gg 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 the first two letters of their first name. During this time, write the students' names on all worksheets and papers making the first two letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Coloring a simple drawing. Incorporate writing strokes horizontal and vertical lines, point, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Lesson 21

(Cont.)

Give the students some time to locate the letters found in their names in the old magazines used in the Social Studies activity. They will cut out the letters and paste them on a sheet of paper in the correct order to form their names. They will need their Name Plates for this activity.

Multimedia Resources: View the Aa-Gg 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 1:6.

And God said, "Let there be [air] between the waters to separate water from water." Genesis 1:6 NIV

Then God said, "Let there be [air] in the midst of the waters and let it separate the waters from the waters." Genesis 1:6 NASB

And God said, Let there be a firmament in the midst of the waters, and let it divide the waters from the waters. Genesis 1:6 KJV

(We are translating "an expanse" into "air.") Begin to teach Genesis 1:6. Put the verse to a tune you know or make up a tune to go with it. Let the students take home Memory Verse Card 3, their memory verse.

Math: Teach number recognition of 5. Show the students the number 5 flashcard. Teach your students the concept of 5. Count 5 spoons, 5 raisins, 5 plates, etc. Show your child the number 5 and tell him that this associates with 5 in counting. You may continue to make the footprints if you desire. If you have hung cards for the week of the school year point out the Week 5 card.

Teach oral counting 1-10. Use the Counting Shapes Lesson 21 Resource sheet which counts the shapes you will cover this year or make a large poster of shapes to hang on the wall.

Do the Lesson 21 Math worksheet. Notice that all of the numbers are displayed on the page and that the number 5 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 5 with the proper strokes by following the arrows. Instruct the students to count each group of items and then trace the number. Draw dots on the hats to match the number. The students can color the clown hats.

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

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

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

Music: Review "Wheels On the Bus," "This Little Light of Mine," "I Have A Shadow," and "I Am One." Review the song "I'm A Little Candle" from the "Horizons Preschool Music" CD. *Blow up enough balloons so that each student can have one.* Play some lively music. Instruct students to keep the balloons in the air until you stop the music. For added interest have students keep the balloons in the air by blowing on them.

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Children" CD.

Arts & Crafts: Paint a picture of the sky. Using blue tones, teach students to go from a darker blue at the top of the sky to a lighter one at the bottom of the sky. Water colors work well with this. Paint the blue on the top of the paper, and simply add water to your brush to smear it down the page. Save this paper, because in Lesson 25 we will be adding clouds.

Outdoor Activity: Water the flowering plants that were planted in Lesson 17.

Physical Education: Air is important for our breathing. We will be doing some exercises so that we will need to breathe deeply. **Note:** If a student has a heart condition - do not have him do these exercises.

Begin by bending down to touch your toes. Then stretch up to the ceiling.

Stretch to your right three times, and to your left three times.

Now jump in place for five counts, jump forward for five counts, jump backward for five counts, and in place again for five counts.

Run in place for five counts, backward five counts, and forward five counts.

How hard are you breathing now? Do you need lots of air?

Now begin to slow down. Walk slowly around the room, but do not stop. Pretend to be on a lion hunt, look under and around furniture for the lion. Walk slower and slower until your breathing is back to normal. Now how hard are you breathing? Does your body still need air?

NOTES:

Lesson 22

Week 5: Day 2

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

Bible Reference: Genesis 1:6-8.

Bible Concept to Present: The air God made can be different temperatures.

Bible Lesson: Review yesterday's introduction of Genesis 1:6-8. Remind students that we are now studying Day 2 of Creation. We thank God for air. The air around us can be different temperatures. If the air is cold, we are cold. If the air is hot, we are hot. How does the air feel today? What is it like outside today? Thank you, God, for keeping the air around us comfortable.

Science: *Bring a fan in to class.* There is a lot of air around our earth. When we look up into the sky, we can't see the top of the air. We can't even see the air itself. But birds use the air to fly on. Airplanes fly on the air. When can we see air? When there is smoke in it. Or fog. When the wind is blowing, we can see how the air moves by watching the leaves and dust. What do we do when the air is cold? We wear coats and hats, and maybe mittens, to stay warm. Often, we have to stay inside because the air outside is so cold. What happens if we leave a window open? The cold air comes inside. What happens to our breath when it is cold outside? We can see the air coming out of our mouths. When it is hot, we try to move the air to make us feel cooler. We might use a fan to move the air. Let's turn the fan on and see how it feels. Is it cold? In summer time, it feels really good. Summer is the time of year when it is hot.

Language Arts: Ask the students if they have ever had something blow away. Have them describe the item that blew away and how the wind moved the item. Did the item slide along the ground? Did the item float up in the air? Did the item tumble over and over? Did the item move back and forth? Was the item pulled out of their hand? What was it like trying to catch the item? Work on their oral skills in describing the item.

Phonics: Review the letter Gg.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Coloring a simple drawing. Incorporate writing strokes horizontal and vertical lines, point, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:6. Say the verse together several times.

Math: Review number recognition of 5.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 22 Math worksheet. Count the items in each box. Draw a line to match the number with the group of objects.

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

Do the Lesson 22 Color worksheet. Have the students color one animal red and one of them brown. The third animal can be colored any color of their choice.

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

Music: Review "Wheels On the Bus," "This Little Light of Mine," and "I Have A Shadow." Review the song "I'm A Little Candle" from the "Horizons Preschool Music" CD. Continue to teach the "ABC Song." If the students do not already know it, work on one line at a time until all lines are mastered. This will help to develop an awareness of the entire alphabet. The students can sing along even though they cannot recognize the individual letters.

A B C Song

Tune of Twinkle, Twinkle, Little Star

A B C D E F G

H I J K L M N O P

Q R S T U and V

W X Y and Z.

Now I've learned my ABCs.

Next time won't you sing with me!

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Children" CD.

Arts & Crafts: *Prepare ahead - blow up long skinny balloons, about six inches long, for each student.* Hand out Lesson 22a and 22b Arts & Crafts worksheets. Let the students color the butterfly wings with markers. Classes with several students will need helpers. Help the students to cut out the butterfly wings, **MAKING SURE THEY DO NOT CUT OFF THE TAB**, and attach them to their balloons with tape. Talk about the beautiful colors that God gave to butterflies.

Give students playdough. Encourage them to make something that flies on the air.

Health & Safety: Yesterday, we did some fun exercises. Was it hard? Did you breathe hard? Breathing draws air from around us into our body. Our body has to have the air to live. Our body uses the oxygen in the air as a fuel. Take a big deep breath. Stop. Now let it out. Didn't that feel good? Some people have difficulty breathing. They can't do a lot of work or exercise. It isn't their fault. A friend of mine, Karen, has to sit and watch other children play. We should be kind to Karen, because she really would like to play. How could we be kind to Karen?

Lesson 22

(Cont.)

Outdoor Activity: Go outside and check on the plants again. You should be able to see the difference that the light makes. Be sure to call it "the light" and not "the sun." Share the fact that things don't grow as well in shadow. But sometimes, we need to have a shadow to help us stay cool. Trees planted by buildings help keep the buildings cool.

Physical Education: Continue walking around the buildings and playground areas looking for places that are cool or hot. You will need a warm sunny day to do this. Perhaps the wind can be a factor in whether an area is warm or cold. Go inside and outside if needed to find warm and cold areas. Discuss what you have learned about warm and cold places. After some areas have been found have the students run to an area that is hot and then run to an area that is cold when you shout the words "hot" or "cold."

Optional Math/Language Arts/Bible/Arts & Crafts Activity: Throughout this year, the students will be learning the numbers 0 - 12. In the student worksheet booklet you will find patterns and illustrations for Bible Numbers. You may either use these to reinforce the teaching of the number at the time you teach that number, or use them for a review later in the year. They may also be used as an additional Language Arts project as you tell the stories. This activity will be given on Day 2 of the weekly schedule but it can be spread over several days or moved to other days of your yearly schedule.

5 Stones: I Samuel 17:32-54, read the Bible verses and tell the story.
David took five stones from a brook with him when he went to fight Goliath. He knocked Goliath down with the very first stone.

Do the Lesson 22 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 "5" David. Draw in the rest of the picture.

NOTES:

Lesson 23

Week 5: 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, Outdoor Activity, Physical Education

Bible Reference: Genesis 1:6-8.

Bible Concept to Present: God made air so that it had weight, to contain dust, and to move about.

Bible Lesson: We learned that God made air for us on the second day of Creation. Air is very important for us to breathe, isn't it? We also learned that air contains gases and water. Did you know that when God made the air, He made it to have weight? Just like you weigh a certain amount, air has weight also. Some air is heavier than others. Helium balloons can go up in the sky because the helium air inside of them weighs less than the normal air outside. Let's go out now and see if we can make a balloon go up into the air. I am thankful God made the air to have weight. (Go outside and bat a balloon around.) It would be fun to bring helium balloons to class. Let the students play, observing the way they float.

The air also contains dust particles. Did you ever wonder why, when we get done dusting the house, it gets dusty again? That is because the air carries some dirt in it. Little hairs in our nose help keep the dirt outside our bodies.

The wind sometimes carries dirt around. The wind is air that is moving very fast from one place to another. The wind will sometimes carry dirt and little seeds with it. The wind is very important to us. It helps to keep our air clean.

Can you see if the wind is blowing now? How do you know the wind is blowing? Will the balloon we release tell us if the wind is blowing? Why? I'm thankful God made the wind. It helps us in so many ways.

Multimedia Resources: Listen to the song "Jesus Gave Me Wings" from the "Bullfrogs and Butterflies: God is Great" CD.

Social Studies: Discuss how we use the wind. One way we use the wind is to dry our clothes. The wind blows the air around the clothes and makes the clothes dry. You may want to illustrate how the wind dries our clothes by placing a wet article in a place where the wind can reach it easily. Tell students how this was once the only way the clothes could be dried. Discuss how the electric dryer uses air.

The wind keeps our air clean too. In large cities the air gets dirty from dust, fires, fumes and engine exhaust. The wind can blow this dirty air away and replace it with cleaner air.

Science: We use the pressure (weight) of air when we suck a straw. Discuss how the straw has air in it. When we suck the air out of the straw, we suck up the liquid. Use the air in the straw to air paint to illustrate this. Place the bottom of the straw in paint, and place your finger over the end of it. Then

Lesson 23

(Cont.)

lift your finger off the straw over the paper and let the paint go. For added interest, blow on the straw end where your finger was. Do not let the child suck on the straw.

Language Arts: Take a hair dryer or blow dryer. Blow dry two wet rags. Discuss what happens when the wind blows. How do we know the wind is blowing? Trees move, dust blows, things on the ground blow, signs wiggle, our hair blows, windows rattle, and the wind makes a noise. Everyone make a sound like the wind blowing. You may allow students to straw paint. Put a little bit of liquid paint in small cups. Let the students stick a straw into the paint and then blow it out onto white paper. Be sure to tell them not to suck on the straws!

Multimedia Resources: Listen to the song "The Whistle Song" from the "Music Machine: The Fruit of the Spirit" CD.

Phonics: Review the letters Aa-Gg.

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

Common words: *get, give, go, good, great, grow*

Vocabulary words: *globe, good morning, good-bye, good evening, good night, gray, green*

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Coloring a simple drawing. Incorporate writing strokes horizontal and vertical lines, point, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms. Do the Lesson 23 Writing worksheet to practice horizontal and vertical lines.

Memory Verse: Review Genesis 1:6. Repeat the music that you made up to the memory verse from Lesson 21.

Math: Review number recognition of 5. Continue to teach the concept of 5 by counting items. Today, if your students can count out 5 items, let them take a fun test. Give them several raisins. If they can count to 5 and only 5, let them eat the raisins they counted. Have each student separate items into 5 of each item at lunch, such as 5 small pieces of cheese, 5 chips, 5 slices of apple, etc.

Do this Finger Activity.

Five Little Firefighters

Five little firefighters sit very still. (hold up five fingers)
Until they see a fire on the top of the hill;
Number one rings the bell, ding-dong; (bend down thumb)
Number two pulls his big boots on; (bend down pointer finger)
Number three jumps on the fire engine red; (bend down middle finger)
Number four puts a red fire hat on his head; (bend down ring finger)
Number five drives the red fire truck to the fire, (bend down little finger)
As the big, yellow flames go higher and higher. (spread arms)
'Whooooo-oooo! Whooooo-oooo! Hear the fire truck say. (imitate siren)
All of the cars get out of the way.
Shhhhhh! goes the water from the fire hose spout, (rub palms together)
And quicker than a wink the fire is out. (clap hands)

Teach oral counting 1-10. Use the Counting Pennies or the Counting Shapes Resource sheets.

Do the Lesson 23 Math worksheet. Count each row of items and then have the students draw a line from the number to the row of items.

Shapes: Do the Lesson 23 Shapes worksheet. Have the students name the shape of the balls, count the number of circles and then color the circles.

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

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

Music: Review "Wheels On the Bus" and "This Little Light of Mine." Learn the song "God Made You, God Made Me" from the "Horizons Preschool Music" CD.

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Children" CD.

Arts & Crafts: Splatter paint with tempera paint and straws. Cover the tables with newspaper. Give each student a sheet of paper and a straw. Make sure the students have their craft shirts on. Dab some watered down tempera paint onto each student's paper and have them blow the paint around with the straw to make drawings.

Outdoor Activity: Water the flowering plants that were planted in Lesson 17.

Physical Education: Have your students act out how the wind would feel when it is blowing.

NOTES:

Lesson 24

Week 5: Day 4

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

Bible Reference: Genesis 1:6-8.

Bible Concept to Present: Air helps us in many ways.

Bible Lesson: Review yesterday's lesson. Air is very important to our lives. Air helps us. Air can be pressed together to be stronger. Air in tires is pressed together. When divers go down deep into the ocean, they wear tanks filled with air. Airplanes pump air into the plane so people can breathe far up in the sky.

Illustration: Man has learned how to use the air God gave us. When we heat our homes, cold air is brought into a heater, heated up and then blown back out into our houses. The same is true of cooling our homes. Except in this case the hot air is cooled. Our bodies need a certain temperature around them. It can't be too hot or too cold in our homes for our bodies to be comfortable.

Science: *Bring in a can of room freshener or perfume.* Say, Remember, we talked about dust in the air? What do you think dust is? Dust is little pieces of our clothes, of dirt and of our skin, that float around and land on furniture. Let's look at a dusty shelf. See, all of that dust was floating in the air. Write the word "dust" in the dust. Explain that we have tiny, tiny hairs in our nose that catch the dust in the air so it won't go down into our lungs. When there is smoke in the air, it can go through the hairs and into our body. This isn't good for us. Spray a can of room freshener. Ask, how is the smell getting from the can to your nose? It is being carried on the air. You might let the students get out their little flashlights. Turn off the light in the room. Tell students to turn on their lights and point them at the room freshener can. Now spray the freshener. They should be able to see the spray going out into the air.

Language Arts: Play a rhyme game. Say the sentence, leaving the last word blank. Let the students fill in the blank with words that rhyme with "air."

I use a brush to comb my _____. HAIR

There are rides and cotton candy at the _____. FAIR

He lives in the forest and has brown fur. He sleeps in the winter and is a _____ BEAR

When I have two socks, they are called a _____. PAIR

James fell and ripped his pants. That's called a _____. TEAR

When I tell someone I love them, and hug them, and help them, it shows that I _____ CARE

A shape that has four equal sides is called a _____. SQUARE

Phonics: Review the letters Aa-Gg.

Do the Lesson 24 Phonics worksheet. Complete the letter Gg worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Gg 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 simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Coloring a simple drawing. Incorporate writing strokes horizontal and vertical lines, point, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms. Do the Lesson 24 Writing worksheet to practice horizontal and vertical lines.

Memory Verse: Review Genesis 1:6. Let the students lie on the floor. Turn out the lights. Have a quiet time reciting the memory verse together several times.

Math: Review number recognition of 5.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 24 Math worksheet. Use a red crayon to connect the dots to make the umbrella.

Learn another verse of "This Old Man, He Played One."

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.

Lesson 24

(Cont.)

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

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

Music: Review "God Made You, God Made Me" and "Wheels On the Bus."

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Children" CD.

Arts & Crafts: Let the students draw a picture of their favorite way that man uses air.

Health & Safety: *Try to obtain an inexpensive breathing mask. Most pharmacies carry them. If possible, get one for each student. Say, Some cities have problems with dirty air. It is called smog. Smog is caused by cars, trucks, and factories. The air also gets dirty if there is a fire, especially a forest fire. Have you seen pictures of fire fighters wearing masks? That is to keep the junk in the air out of their bodies. Sometimes, germs can float in the air. (Put on the mask.) Doctors and nurses wear a mask so that they don't give their patients a sickness or so that patients don't give THEM a sickness. Sickness can travel from one person to another. Even when we sneeze, germs can travel in the air. That is why we cover our noses when we sneeze or our mouths when we cough. That is also why we need to wash our hands often, to keep the germs off our body.*

Outdoor Activity: Take one more look at the flowers outside, talking about shadow and light. Are the plants looking different? Mention that plants also need air. Tell students that the leaves on the plants "breathe." They take in oxygen.

Physical Education: Cloud Hopping. The air helps to make things float. Clouds seem to float through the air. Spread out carpet squares or hula hoops that are far enough apart so that the students will need to jump to get from one to another. Give each student a ribbon stick which can be made by attaching two or three 36 inch strips of 1 1/2 to 2 inch wide ribbon to a plastic shower ring. Use a hot glue gun to attach the ribbons to the ring and fold the free end of the ribbon over twice and glue to keep it from fraying. Explain to the students that they are going to be the wind blowing across the sky. To do this they will jump across the clouds and wave their ribbons. Watch as the ribbons float on the air.

Homework: Pass out Lesson 24 Homework worksheet, Dust Around the House, for the students to take home. Tell the students to bring it back tomorrow.

NOTES:

Lesson 25

Week 5: Day 5

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

Bible Reference: Genesis 1:6-8.

Bible Concept to Present: God made the air to contain clouds. Hold up the #2 Days of Creation Number where the cotton balls represent the clouds in the sky. Clouds are particles of dirt and water. God planned it so that the air would separate the waters above and below the earth.

Bible Lesson: When God made the air He made it for a very special reason. Not only did God know that we would need it to breathe, but God made it to separate the waters that were above the earth from the waters below the earth. In a way He made a sandwich of water and air. God gathered little pieces of dust and little pieces of water together and called them clouds. There are different kinds of clouds in our sky. But they all look fluffy and like cotton, don't they? Let's go out now and look at the clouds God made. **Note:** As you go outdoors, teach the Science lesson below.

Science: There are basically three types of clouds. Cumulus clouds look like fluffy bits of cotton. They look so soft and almost like you could bounce on them. Stratus clouds look like a blanket has been spread out over our earth. They look sort of thin sometimes. Cirrus clouds look like little wisps of cotton floating in the sky. Can you look at the sky now and identify some of the clouds? Help your students with this. Now it is time to go indoors.

Multimedia Resources: Listen to the song "Some Invisible Things Are Real" from the "Music Machine: The Majesty of God" CD.

Homework Review: Ask students to share their homework page. Did anyone find anything interesting in the dust? How does a magnifying glass help us discover facts?

Social Studies: Some people like to look at the clouds to find shapes or patterns. Our minds like to find shapes that we can identify. That is why, when we write letters or numbers, we try to make them look the same every time that we write them. If the letters or numbers are written correctly other people can identify and read them. It is important that everyone learns the same way of writing and speaking so that we can understand each other. Think of how confusing it is to try to speak to someone who speaks a different language. The clouds in the sky are living artwork because they are always moving. It is fun to look for animal, letter or number shapes in the clouds.

Language Arts: Clouds not only have different shapes but they also have many colors. Ask the students to describe a rain cloud. How do they know from looking at the cloud that it may rain? What colors have they seen in a sunrise or a sunset? The sun shining through the clouds makes these colors. Say the old weather proverb.

Red sky at night, sailor's delight...

Red sky in the morning, sailors take warning.

Lesson 25

(Cont.)

Phonics: Teach the letter Hh.

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

Boys: Harrison, Hayden, Hector, Henry, Hunter

Girls: Hailey, Haley, Hanna, Hannah, Hayley, Heather, Holly, Hope

Do the Lesson 25 Phonics worksheet. Complete the letter Hh worksheet. Have the students trace the letters Hh 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 Hh letters that begin them.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Coloring a simple drawing. Incorporate writing strokes horizontal and vertical lines, point, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:6. Cut cloud shapes out of white paper. If your student can say the memory verse by today have him glue cotton to the clouds and place it on a ribbon. For every day in the following week that he can say his memory verse, have him place more cotton on the clouds and glue them on a ribbon. The number of clouds he has at the end of the week will represent the number of days he has been able to say his verse on his own. Praise students for their work on their memory verse.

Math: Review number recognition of 5. Review the concept of the number 5 by counting items. Be certain that your students understand that the number 5 is the symbol for 5 of an item. You may review 5 with the following finger play.

Five Little Monkeys

Five little monkeys jumping on the bed (Fingers jump in palm)

One fell off and hurt his head (point to head)

Mamma called the doctor (Pretend to dial on phone)

And the doctor said (Shake finger)

No more monkeys jumping on the bed. (Shake head 'No')

(Continue this counting down to one monkey.)

Teach oral counting 1-10. Use the Counting Pennies or the Counting Shapes Resource pages. Do the Lesson 25 Math worksheet. Instruct the students to count each group and then trace the number for the group. Read and trace the numbers at the bottom of the page.

Color: Teach the color pink. Show the students the pink flashcard. Look for pink things in the room. Look for pink clothing items that the students might be wearing. Teach the color pink as in pink flowers. Legend has it that pink has been associated with baby girls since the Middle Ages. It was thought that baby girls were born inside pink roses. Baby boys have been clothed in blue because blue was a color of heavenly spirits who could combat the evil spirits that hung around in a baby's room. Review the colors red, green, blue, black, white, yellow, and brown. Review the color blue as in the sky is blue.

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

Music: Review "God Made You, God Made Me" and "Wheels On the Bus."

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Children" CD.

Arts & Crafts: Give the students several pieces of cotton, some paper and some glue. Have them glue the clouds on their paper to look like the clouds in the sky. Make all three types of clouds mentioned in the Science lesson. Let the students cut around their cotton clouds. Bring them to the blue sky background you painted for Lesson 21. Use tacky glue or a stapler to attach the clouds to the blue sky.

An alternative procedure would be to have the students make the clouds directly on the blue sky background that was painted in Lesson 21. Give each of the students their blue sky painting and 4-5 cotton balls. Go around the room and put 4-5 drops of glue in a cluster pattern on each students painting. Have them put one of the cotton balls on each of the drops of glue. These should represent cumulus clouds discussed in the science lesson. Next give each student a scrap of white cloth or white construction paper that has been cut into a cloud shape to represent a stratus cloud. Smear a spot of glue on each students painting where they can glue on the stratus cloud. Finally, give each student one more cotton ball. Have them pull the cotton ball into long thin strips to represent cirrus clouds. Do one more smear of glue on each students painting and have them glue on their cirrus cloud.

Another alternate is to make clouds from foam packing peanuts and toothpicks.

Praise the students for their hard work on this project.

Physical Education: The air helps to make things float. Clouds seem to float through the air. Ask students to interpret for you how a floating cloud would feel. You may wish to put on some peaceful music to help them with this. After you are done, go out and lie on the grass and look at the clouds. What do you see? Any animal shapes?

NOTES:

Lesson 26

Week 6: 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, Science Activity, Creative Cooking, Physical Education

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: God gathered the waters together to make dry land on Day 3 of Creation. (See the Table of Contents for the location of the instructions.) Hold up the #3 Days of Creation Number where the rocks represent the dry land. He called the dry land Earth, and the waters He called sea.

Bible Lesson: When God made our world, thousands of years ago, He said "Let there be light" and there was light. That was the first day of Creation. The second day of Creation, God made the air to separate the waters above and below the earth. God was happy with everything that He had made. But God's work was not done yet. The earth was covered with water. It did not have any dry land yet. So on day three, God made the dry land to appear. He also made the waters to be gathered into one place and He called them seas. The dry land He made He called Earth. Remind the students of the earth card that they took home that was copied from the Lesson 1 Resource page.

I am very glad God made the dry land. I would not like to have to live in water, would you? But God did make the seas to be very special. It is fun to go to the seashore and play, isn't it? God is a very good God to carefully make these things for us. Let's thank Him for them.

Social Studies: Where you live right now is dry land. If you did not live on dry land you would have to live in water. Do you think you would get along very well living in water? I don't think I would. God did not make us to live in water. He made us to live on the dry land which He made for us. Look on a globe and find all the areas of dry land. Find the specific area of dry land on which you live. Now point out where the seas are. You may wish to tell your students some of the names of the bodies of water. Most of our world is water. God made it this way. He made the water because it is important for us. He made the dry land because it is important for us to live on dry land.

Science: Our earth is round. God made it the shape of a circle. It is round like a circle, but it is solid and round, so we call it a sphere. Can you say that word? A sphere is like a ball. Our earth is the shape of a ball. Our earth has air all around it, water above it and water below it. It has dry ground on it and water on it. Our earth spins around and around (spin globe). God keeps our earth in just the right place at the right time. I am happy that God made our earth for us to live in and that He takes care of it. Hand out Lesson 26 Science worksheet to each student. Point out the areas that are water and those that are land. Have the students color the land areas brown and the water areas blue.

Multimedia Resources: Listen to the song "Water, Water" from "The Amazing Miracles" CD.

Language Arts: Finger Activity, "So Big." Review the size and position words used in the poem.

So Big

How big is God's World?
So Big (Stretch arms wide)
How high is God's sky?
So High (Stretch arms up)
Where is God's child?
So Near (Cross arms over chest)
... Author Unknown

Phonics: Review the letter Hh.

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

Common words: had, hand, hard, has, have, he, head, help, her, here, high, him, his, home, hot, house, how
Vocabulary words: hair, hearing, heart, heavy, heel, hello, hi, hip

Reading: Dictate a simple letter, invitation, or thank you note.

Multimedia Resources: View the Aa-Hh 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 the first two letters of their first name. During this time, write the students' names on all worksheets and papers making the first two letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Dictate a caption for a photo or drawing. Incorporate writing strokes spiral, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Multimedia Resources: View the Aa-Hh 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.

Lesson 26

(Cont.)

Memory Verse: Genesis 1:10.

God called the dry ground "land," and the gathered waters He called "seas." And God saw that it was good. Genesis 1:10 NIV

And God called the dry land Earth; and the gathering together of the waters called he Seas: and God saw that it was good. Genesis 1:10 KJV

Go over the memory verse with your students. Repeat it as they do the following project: From construction paper, draw a circle and cut it out. On the circle, place blue bodies of water and brown shapes of land. Glue the pieces on the "earth" you have made. Write the memory verse underneath it. Repeat the verse again. Ask this question: Did God like what He had made? (Yes) Do you like what you made? Pass out Memory Verse Card 4 for students to take home.

Math: Teach number recognition of 6. Show the students the number 6 flashcard. Begin by showing your students a number 6 and having them count out 6 of an item. Practice with various items. Count groups of six at every opportunity. If you have hung cards for the week of the school year point out the Week 6 card.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 26 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 1-9.

Shapes: Review the circle. We are discussing the earth, which is shaped like a circle. Trace your student's fingers around the shape of a circle. Place cornmeal with a little rice (rice keeps the moisture out of the cornmeal) into a 9x13 pan. Let the children trace the shape of a circle all over the bottom of the pan.

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

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

Music: Review "God Made You, God Made Me." Teach the following song to the tune of "Three Blind Mice."

Let's Make a Garden

Tune of Three Blind Mice

Let's make a garden

Let's make a garden

And watch things grow

And watch things grow

First we dig and rake the ground (Pretend to dig and rake)
Then we plant, but not too deep (Pretend to plant a seed)
Now our seed must go to sleep (Hands folded by head)
So tuck them in (Place right fingers into left cupped hand)
Tuck them in (Place right fingers into left cupped hand)

Multimedia Resources: This week, listen and sing along to selections from the "Nathaniel the Grublet" CD.

Arts & Crafts: Roll playdough flat to about an inch in thickness. Have the students make a flat map of the earth. This will be very simple. They may wish to add a mountain on it or an indent for an ocean. You may need to show them how to do this. Next roll playdough into a ball shape. This is how our earth looks. Let the students practice making Earth.

Science Activity: *Prepare ahead - Bring enough paper plates so that each child has one. Fill one or several tubs with dirt, depending on the number of students. It would be nice if every student had a magnifying glass and tweezers, but bring as many as you have. Set one tub of dirt before one or several students. Let them use the tweezers to separate the parts of the dirt such as sand, gravel, etc. You may then examine them under the magnifying glass. After observing the content of the dirt, you may add water to the dirt and examine the result.*

Creative Cooking: *Bring paper plates and celery, washed and cut into three inch pieces. Bring peanut butter and plastic spoons. Be sure to check for peanut allergies. Give each student a piece of celery on a plate. Then give each one a big spoonful of peanut butter. Tell students to spread the "soil" on the celery. Raisins may be added to represent "bugs" on the "dirt." You may discuss how celery grows, and how the earth's soil is important to the celery for nutrients to grow.*

Physical Education: We will be doing activities with balls all this week. Teach each student to roll the ball to you or to another child. If he can roll the ball in the general vicinity of where it should be, good. If he cannot, keep up the practice. Next, teach each child to bounce the ball to you. It does not have to be a certain number of bounces to you, just so it gets to you. When he can do this, have him throw the ball to you. If he has trouble with this, begin working with a larger ball, going gradually to a smaller ball over a period of time. Practice his throwing the ball to you and then your throwing the ball to him. This larger muscle coordination must be developed before the child should be taught to do finer muscle coordination skills such as writing. If your student can do these things, play a game with him such as "Foursquare" where the bouncing must be done in certain confines. Continue this the entire week.

NOTES:

Lesson 27

Week 6: Day 2

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

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: God made everything in and on the land on Day 3.

Bible Lesson: Review yesterday's story. God was amazing when He made the land. How many different things did He make when He made the land? Talk about mountains and valleys, rocks and sand, dirt and gravel. He made the precious stones in the ground: diamonds, emeralds, gold, and silver.

Illustration: If you have samples of any of these precious metals, show them to your students. If you have access to a rock collection, the students would love to see it.

Multimedia Resources: Listen to the song "Shout Hallelujah" from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Science/Language Arts: Children love to gather rocks. Take a walk outside and look for "special" rocks. Only allow students to gather their favorite two or three so that you don't get too many. Come back inside and have students describe the rocks that they collected. Have them tell why they picked those rocks. They should speak in complete sentences. For example: I found this rock by the..., I like this rock because it is..., My rock is..., I would like to give my special rock to... These rocks can be saved for an Arts & Crafts activity in Lesson 28.

Language Arts: Do the finger activity again, from yesterday, "So Big."

Phonics: Review the letters Aa-Hh.

Do the Lesson 27 Phonics worksheet. Complete the letter Hh worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Hh 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 simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Dictate a caption for a photo or drawing. Incorporate writing strokes spiral, moon, and cross. Trace and then independently

draw the outlines of geometric shapes and irregular forms. Do the Lesson 27 Writing worksheet to practice spiral, cross and horizontal lines.

Memory Verse: Review Genesis 1:10. The verse assigned is kind of long. You might divide it into three sections, learning one section at a time.

ONE God called the dry ground "land,"
TWO and the gathered waters He called "seas."
THREE And God saw that it was good. Genesis 1:10

Math: Review number recognition of 6.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 27 Math worksheet. Cut out the numbers from the strip. Count each group of objects and paste the correct number in the box.

Shapes: Do the Lesson 27 Shapes worksheet. Review shapes with the Over and Under worksheet. Color and cut out the shapes and put the circles over the line and the triangles below the line.

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

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

Music: Review "Let's Make a Garden" and "God Made You, God Made Me." Continue to teach the "ABC Song." If the students do not already know it, work on one line at a time until all lines are mastered. This will help to develop an awareness of the entire alphabet. The students can sing along even though they cannot recognize the individual letters.

A B C Song

Tune of Twinkle, Twinkle, Little Star

A B C D E F G

H I J K L M N O P

Q R S T U and V

W X Y and Z.

Now I've learned my ABCs.

Next time won't you sing with me!

Multimedia Resources: This week, listen and sing along to selections from the "Nathaniel the Grublet" CD.

Arts & Crafts: Give each student a piece of construction paper, tacky glue, and a paper cup of sand. Let the students first "draw" with the glue on their paper, then carefully pour sand over the glue. After the sand 'sets' a bit, shake it off into the trash. Talk about sand being dirt or earth. Let the artwork dry overnight before letting the students take it home to hang it on the refrigerator. This would make a nice outdoor activity in good weather.

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Lesson 27

(Cont.)

Outdoor Activity: Check the plants outside. Time has passed. Are there major differences in the plants? We do hope so! Bring the students back into the classroom and have them draw the plants and the differences they saw in them.

Physical Education: We will be doing activities with balls all this week. Teach each student to roll the ball to you or to another child. If he can roll the ball in the general vicinity of where it should be, good. If he cannot, keep up the practice. Next, teach each child to bounce the ball to you. It does not have to be a certain number of bounces to you, just so it gets to you. When he can do this, have him throw the ball to you. If he has trouble with this, begin working with a larger ball, going gradually to a smaller ball over a period of time. Practice his throwing the ball to you and then your throwing the ball to him. This larger muscle coordination must be developed before the child should be taught to do finer muscle coordination skills such as writing. If your student can do these things, play a game with him such as "Foursquare" where the bouncing must be done in certain confines. Continue this the entire week.

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

6 Days: Genesis 1:1-31, read the Bible verses and tell the story.

God made the earth and everything in it in six days. The animals were made on the sixth day. Adam and Eve were also made on the sixth day.

Do the Lesson 27 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 "6" Creation man. Draw in the rest of the picture.

NOTES:

Lesson 28

Week 6: Day 3

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

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: When God made the earth, He made rocks with it. Rocks are part of the land God made. Hold up the #3 Days of Creation Number. There are many kinds of rocks which God made.

Bible Lesson: God made the dry land to appear from the water. He gave the dry land a name. He named the dry land Earth. When God made the dry land, He made some of it to be rocks. Rocks are very hard. Not all rocks are the same. Rocks are very different from each other. Some rocks were made from the earth being very hot. Some rocks were made by sand and dirt settling into piles and becoming hard. Rocks are necessary for us. I am happy God made the rocks for us when He made the Earth.

Social Studies: We use rocks for many things. It is on rocks that we build our houses. Under the ground of your house is a solid base of rock. The rock helps to keep our house safe. We use rocks in the building of houses and buildings too. Some of the rocks are to make the building look pretty. Some of the rocks make the walls stay up.

Science/Outdoor Activity: Take a walk outside to find various kinds of rocks. Look for mica and various colors in the rocks. Identify the rocks that you can. Have the students identify what they can. Collect various sizes of rocks. You may want to make a rock garden using rocks as ornamentation.

Language Arts: In Science, you have already collected rocks. Sort the rocks into categories. Encourage students to verbalize as you compare hardness, size and weight of rocks.

Phonics: Teach the letter Ii.

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

Boys: Ian, Isaac, Isaiah, Ivan

Girls: Isabel, Isabella

Do the Lesson 28 Phonics worksheet. Complete the letter Ii worksheet. Have the students trace the letters Ii 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 Ii letters that begin them.

Lesson 28

(Cont.)

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Dictate a caption for a photo or drawing. Incorporate writing strokes spiral, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms. Do the Lesson 27 Writing worksheet to practice spiral, cross, moon, vertical, and horizontal lines.

Memory Verse: Review Genesis 1:10. Have the students repeat phrase after phrase after you. For added interest you may place three circles on the wall. Write part of the Memory Verse on each circle. When the children can say that part of the memory verse, place a sticker on the circle. At the end of the two-week period, your students should be able to say the verse completely and have stickers on all of the circles.

Math: Review number recognition of 6. Teach your students the symbol for the number 6. For each group of 6 items they count, place the number 6 beside it. Have the students find the number 6 in their environment.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 28 Math worksheet. Notice that all of the numbers are displayed on the page and that the number 6 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 6 with the proper stroke by following the arrow. Instruct the students to count each group of items and then trace the number.

Shapes: *Previous to this lesson cut out a square from construction paper and place it on a craft stick, as you did when you taught triangles and circles.* Introduce the shape of a square. Show your student what a square is. Show the students the square flashcard. Use the square stick puppet with the following finger play poem:

Sammy Square

My name is Sammy
I'm a square.
Count my sides
If you dare.

I have one side (point to one side)
I have two (point to another side)
I have three sides (point to third side)
Four is for you. (point to last side)

I'm the same
Wherever you look.
Watch with care,
I'm Sammy Square.

Do the Lesson 28 Shapes worksheet. Have the students trace and color the square.

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

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

Music: Review "Let's Make a Garden" and "God Made You, God Made Me." Teach the following song to the tune of "The Mulberry Bush."

Here We All Go Around the Rock

Tune of The Mulberry Bush

Here we all go around the rock
Around the rock
Around the rock
Here we all go around the rock
And then we all sit down

(Other verses)

Here we all run around the rock
Here we all skip around the rock
Here we all jump over the rock.

(You may pretend to actually have a rock, and do the exercises.)

Multimedia Resources: This week, listen and sing along to selections from the "Nathaniel the Grublet" CD.

Arts & Crafts: Do the Lesson 28 Arts & Crafts worksheet. Make the Square Train. Count, color, cut, and paste the squares to make the train. Count the wheels (circles) on the train.

Gather various small rocks. Make rock pictures or paint faces on the rocks. You may glue them on a heavy piece of cardboard for a rock family.

Physical Education: Continue the ball exercises.

NOTES:

Lesson 29

Week 6: Day 4

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

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: Some rocks that God made are huge. They are famous with famous names.

Bible Lesson: Review yesterday's story. Go on the Internet and print out some pictures of some famous rocks that God made to show your students. Find just a few: Morro Rock, Morro Bay, California; Pike's Peak, Colorado Springs, Colorado; The Rosetta Stone, British Museum, London; Stonehenge, England (actually, a collection of rocks); Rock of Gibraltar, Spain; Plymouth Rock, Plymouth, Massachusetts; the Hope Diamond, Smithsonian, Washington D.C. Find a picture of Mount Rushmore, South Dakota. Ask your students if God made this rock. Explain that God made it and then man carved it.

Social Studies: God made many parts of our earth to be used by man. Some rocks are used in building and carving. Coal is used for heat. In order to get the rocks and coal out of the ground, we have to mine it. There are many kinds of mines. Miners are people that work in mines. Mines can be above ground or underground. There are three basic kinds of underground mines: slope, shaft and drift. Slope: the tunnel goes into a hillside at an angle; shaft: a tunnel goes straight down into the earth; drift: a tunnel goes straight into the middle of a hill. Would you like to work in a mine? Why would it be hard? Miners have to use flashlights like ours, but much bigger. Sometimes, their flashlight is on their hard hat. They also have to use a breathing mask because the air gets full of dust and fumes.

Science: *Prepare ahead:* a 2 liter soda bottle, cut in half; paper towels; sand; small pieces of charcoal; cotton balls; dirty water - made by stirring dirt clods into water. Set the top half of the soda bottle down in the bottom, like a funnel. Let the students help you layer filtering materials in the funnel. Talk about each material, especially the sand and the charcoal, parts of the earth God made. Isn't it interesting that sand and charcoal can actually CLEAN water? Layer the filtering materials in this order, from the bottom: cotton balls, paper towel folded, sand, charcoal. Ask, what do you think each of these will filter out? Slowly pour the dirty water through your filter. Do this at a sink or table where all of the students can see. After the water filters through, take the filter apart and look at each filter material to see what it stopped. How could we make the filter better? You might do the experiment several times to see what order of filtering works best.

Language Arts/Shapes: Have a square hunt. Let the students roam the room, looking for squares. Write the name of each object on the board, familiarizing students with the written words.

Phonics: Review the letter Ii.

Do the Lesson 29 Phonics worksheet. Complete the letter Ii 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 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 simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Dictate a caption for a photo or drawing. Incorporate writing strokes spiral, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:10. Continue as directed in previous lessons by learning sections of the verse.

Math: Review number recognition of 6. Give each student at least 6 counters. Call out numbers 1-6 and have them make groups of the number. Have individual students point to the items in their group and count it for the entire class. Make a large die from a square cardboard box. Number each side of the cube. Roll the die and have the students make groups of counters that equal the number.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 29 Math worksheet. Count each group of items and circle the correct number for the group.

Learn verse six of "This Old Man, He Played One."

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.

Lesson 29

(Cont.)

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

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

Music: Review "Let's Make a Garden" "and God Made You, God Made Me." Repeat the song "Here We All Go Around The Rock."

Multimedia Resources: This week, listen and sing along to selections from the "Nathaniel the Grublet" CD.

Arts & Crafts: Do the Lesson 29 Arts & Crafts worksheet. Cut out the animal mix-up pieces, glue them on another sheet of paper and color the completed animals.

Physical Education: Continue the ball activities.

Homework: Send Lesson 29 Homework worksheet, Find Three Squares, home with students. Ask them to return the page tomorrow.

NOTES:

Lesson 30

Week 6: Day 5

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

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: God made some special rocks when He made our earth. They are very special to us, because He did not make very many of them.

Multimedia Resources: Listen to the songs "Diamond In The Rough" and "Gifts In My Heart" from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Bible Lesson: When God made our earth and the rocks in it, He made some very special rocks. He did not make very many of them, and they are very special to us. We call these rocks gem stones. God says in His Word that He will use some of these special kinds of rocks when He makes our new home in Heaven. I am glad God made some rocks to be very special. You may describe some of the gems and show your student any gems that you possess.

Social Studies: Purchase some packages of little glass "gems" for the crowns. Do Lesson 30 Social Studies worksheet. Say, We use special rocks in many ways. Usually we use them in jewelry. They are of value to us and cost very much money. Sometimes special gems will mean something special. A diamond means a promise. Queens and Kings use diamonds and other gems in their crowns. Gems used to be used in place of money to buy things. There are crowns that belong to the Queen of England that are worth millions of dollars. Let's make our own crowns today. Hand out the worksheet of the crown. First have the students color them. Then the students may cut out the pieces and staple, glue, or tape them into a crown. If you are having the students glue on fake gems, let the glue dry overnight before cutting out the pieces.

Science: Identify the various kinds of gems. Perhaps a trip to a museum will be of help in this. Take crayons, paper, and pencil to draw the various rocks and color them. Label the rocks.

Language Arts: Form a circle with masking tape on the floor. Have students stand beside the circle, in the circle or on the circle. Your goal is to have students verbalize where they are in relationship to the circle with position words. Do the same with a square shape.

Phonics: Review the letters Aa-Ii.

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

Common words: if, in, is, it

Vocabulary words: immediately, in a circle, in a line, in a little while, in a row, in front of, in the middle, inside

Lesson 30

(Cont.)

Do the Lesson 30 Phonics worksheet. Have the students put a pink triangle around the Gg letters, a blue circle around the Hh letters, and a white X on the Ii letters. Give them one direction at a time so they can focus on finding the correct letter shape. Begin with capital G, then lower case g, etc. Show them examples with flashcards or letters written on the board.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Dictate a caption for a photo or drawing. Incorporate writing strokes spiral, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:10. Continue as directed in previous lessons by learning sections of the verse.

Math: Review number recognition of 6. Continue to teach the number 6 by counting items. Incorporate Physical Education into this exercise with the following ideas. Have students stand and hold their right hand up into the air beside their head. Trace with your hand the outline of the "Six." Now try to make your whole body into a "Six." Jump in the air six times. Stamp your right foot six times. Stamp your left foot six times. Get on the floor, roll your body into a ball, and roll over six times. Clap your hands six times.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 30 Math worksheet. Instruct the students to trace the numbers, count each group, and then draw a line to the number for the group.

Shapes: Squares are found in many places. Look for squares around you. There are squares for windows in a house. Some books are square, too. Give your student several paper squares of various colors. Have him glue them to paper to make a house, windows in a house, etc. You may need to show him how to place these items together. Review the "Sammy Square" finger play poem.

Do the Lesson 30 Shapes worksheet. Count and color the squares. Color at least one of the squares purple.

Color: Teach the color purple. Show them the purple color flashcard. Teach the color purple as in purple flowers. Bring some purple flowers to school or find some pictures of purple flowers to help teach this concept. Like the gems discussed in this lesson the color purple has often been associated with queens, kings, and royalty. Review the colors red, green, blue, black, white, yellow, brown, and pink.

Multimedia Resources: Listen to the song "Be Like Children" from "The Amazing Children" CD.

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

Music: Review "Let's Make a Garden" and "God Made You, God Made Me." Repeat the song from Lesson 28: "Here We All Go Around The Rock." You may also include "Heaven Is A Happy Place" from the "Horizons Preschool Music" CD.

Multimedia Resources: This week, listen and sing along to selections from the "Nathaniel the Grublet" CD.

Field Trip/Outdoor Activity: Call a few jewelry stores to see if they can give a tour to your students. Explain the scope of the Bible lessons to the jeweler. You might plan a picnic at a park after the visit.

Physical Education: Continue to use the balls for muscle coordination.

Homework: We've talked a lot today about squares. Did you find a lot of squares at your house last night? Share your homework page with the class.

NOTES:

Lesson 31

Week 7: 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 1:9-10.

Bible Concept to Present: On the third day God made the soil. Soil is part of the dry land.

Bible Lesson: On the third day of Creation, God made dry land. Last week we learned about the rocks God made. God made something else very special when He made dry land. God made soil. Soil covers all our earth. It is important that we have soil. Without soil plants could not live. If a plant were to try to live on a rock alone, it could not. The sun would be too hot and there would be no food, because rocks do not have the right food for plants. Soil is important for many things. God knew the soil He made would be needed by us. Thank You, God, for the soil you have made.

Social Studies: Soil is all around us. Take a walk. Look for the soil around you. Point out that there is soil under the grass, under the trees, under the houses and buildings. Everywhere on the earth is soil. As you are outside discussing this aspect of soil, drift naturally into the Science lesson.

Science: Soil is made of many things. Soil has little pieces of rock in it. Wind, rain, and water washing off a rock over time will break off little pieces of rock. These collect with sand and clay to help make soil. When plants die, they rot and become a material we call humus. This humus is really just rotted plants. It becomes a part of soil, too. Animals help the soil too. Sometimes our soil contains small pieces of metal. If you have a magnet, run it over your soil to see if it contains filings of metal. Take a sample of soil and place it on wax paper. Now look closely at the soil sample. Ask students to identify the sand, rocks, and clay in the soil.

Language Arts: Finger Activity "There Was A Little Turtle." Say each line and have the students repeat it after you.

There Was A Little Turtle

There was a little turtle (Make a small circle with hands.)

Who lived in a box (Make a box with both hands.)

He swam in the puddles (Wriggle hands.)

And He climbed on the rocks (Climb fingers of one hand up over the other.)

He snapped at a mosquito (Clap hands.)

He snapped at a flea (Clap hands.)

He snapped at a minnow (Clap hands.)

And He snapped at me (Point at self.)

He caught the mosquito (Hold hand up, palm forward; quickly bend fingers shut.)

He caught the flea (Repeat)

He caught the minnow (Repeat)
But He didn't catch me (Bend fingers only half-way shut.)
Vachel Lindsey (1879-1931) Public Domain

Phonics: Teach the letter Jj.

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

Boys: Jack, Jackson, Jacob, Jaime, Jake, James, Jared, Jason, Javier, Jeffery, Jeffrey, Jeremiah, Jeremy, Jerry, Jesse, Jesus, Jimmy, Joe, Joel, John, Johnathan, Johnny, Jonathan, Jonathon, Jordan, Jorge, Jose, Joseph, Joshua, Josue, Juan, Jude, Julian, Julio, Justin

Girls: Jaclyn, Jacqueline, Jade, Jamie, Jasmin, Jasmine, Jazmin, Jazmine, Jenna, Jennifer, Jessica, Jillian, Joanna, Jocelyn, Jordan, Julia, Julie, Justine

Vocabulary words: January, Jr., July, June

Do the Lesson 31 Phonics worksheet. Complete the letter Jj worksheet. Have the students trace the letters Jj 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 Jj letters that begin them.

Reading: Dictate a simple letter, invitation, or thank you note.

Multimedia Resources: View the Aa-Jj 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 the first three letters of their first name. During this time, write the students' names on all worksheets and papers making the first three letters dotted or something that can be traced.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes circle, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Multimedia Resources: View the Aa-Jj 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: Review Genesis 1:10. Be sure students can effectively state all the Memory Verses up to this point. Regular review of the memory verses will help students always remember the scriptures.

Lesson 31

(Cont.)

Math: Teach number recognition of 7. Show the students the number 7 flashcard. Begin to teach your student the concept of 7 by counting items. Take your math manipulative (blocks or whatever you have been using to count) and show your child seven. Practice counting 7 of varying items around your school. Look at the days of the week chart and count the number of days in a week and say the days in a week. Ask the students to name what day it is today. If you have hung cards for the week of the school year point out the Week 7 card.

Teach oral counting 1-10. Use the *Counting Train*, *Counting Pennies*, or *Counting Shapes* visuals.

Do the Lesson 31 Math worksheet. Notice that all of the numbers are displayed on the page and that the number 7 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 7 with the proper strokes by following the arrows. Instruct the students to count each group of items and then trace the number.

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

Shapes: Let's find the squares in our room. Each student walks to a square and touches it. How many squares can we find? List them on the board.

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

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

Music: Review "Here We All Go Around the Rock," "Let's Make a Garden," and "Heaven Is A Happy Place."

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Miracles" CD.

Arts & Crafts: Make a sand painting. You may either color your own sand by mixing it with dry tempera paint, or purchase small vials of colored sand. Choose a design of your own making, preferably simple. Have your students glue the sand onto the pictures in the directed colors.

Field Trip: Visit a nursery and have the staff explain to the students how they prepare the soil for plants. Find out what is mixed together for potting soil, for tree soil, for lawns, etc. As an alternative have someone come into the classroom to demonstrate how he/she prepares the soil for different plants.

Physical Education: Pretend to be a plant, planted in rich soil. Pretend to be the seed planted in the soil that is asleep. As the sun becomes warm, start to stretch up toward the sun; spread out arms to grow tall and bloom. Repeat this more than once.

NOTES:

Lesson 32

Week 7: Day 2

Activities in this Lesson: Bible Lesson, Science, 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 1:9-10.

Bible Concept to Present: Soil is different in different parts of the world.

Bible Lesson: Review yesterday's Bible lesson. God made many different kinds of soil. People describe soil types in all kinds of ways such as heavy, light, sandy, clay, loam, poor, or good. Soil scientists describe soil types by how much sand, silt, and clay are present. Particle size has a lot to do with a soil's drainage and nutrient holding capacity. All over the world, these same particles are in the soil. Some soil drains really well and is good for planting vegetables and flowers. Some soil drains very slowly and is very thick and hard.

Try this great website to find some interesting information about plants.

<http://www.urbanext.uiuc.edu/gpe/index.html>

Science: *Prepare ahead - Bring soil and clay into class. Put the soil in one planter or jar and the clay in another. Say, God made soil to absorb water, so that plants could drink. Add water to the clay and see if any is absorbed. Explain that "absorbed" means to soak into. Add water to the soil. See how the soil absorbs the water? Now, mix some of the soil into the clay. Try adding water again. Mixing loose soil into the clay makes the clay more absorbent.*

Language Arts: Continue learning "There Was a Little Turtle" from yesterday. Say each line and have the students repeat it after you.

Phonics: Review the letter Jj.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes circle, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:10. Students should be practicing the whole memory verse, all three parts together. Let the students march around the building or house, shaking their rice film canisters, chanting the memory verse. Take special care with each word this time, making sure they have it memorized.

Lesson 32

(Cont.)

Math: Review number recognition of 7.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 32 Math worksheet. Cut out the numbers from the strip. Count each group of objects and paste the correct number in the box.

Shapes: Do the Lesson 32 Shapes worksheet. Trace the squares, color the large square purple and color the small square pink. Complete the square on the bottom of the page and decorate it to make it look like a birthday present.

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

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

Music: Review "ABC Song," "Here We All Go Around the Rock," "Let's Make a Garden," and "Heaven Is A Happy Place."

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Miracles" CD.

Arts & Crafts: Give the students playdough to create whatever they like.

Outdoor Activity: Take a walk. Make this a brisk walk, heading for any areas outside that might have different types of soil, or rocky ground versus dirt. A place where a fresh trench has been dug would be excellent for seeing layers in the soil. Let the students pick up handfuls of soil and feel it, crumbling it, smelling it. How does the earth smell? Do rocks smell?

Health & Safety: Ask, Did you know that lots of tiny, tiny animals live in soil? Bacteria and germs can also live in soil. Animal waste goes into the soil. Even though we love the dirt and planting things and smelling it, the thing is, dirt is dirty! We must always remember to wash our hands very well after digging in the dirt. This is especially true if we visit a farm where there are farm animals. If bacteria or germs are in the soil, they get on our hands. They then get on our food and into our mouths! Let's take turns washing our hands with lots of soapy water.

Physical Education: Jumping Beans. Give each student a ribbon stick. Instructions for making them are in Lesson 24. Use the ribbon sticks to demonstrate seeds that are placed into the ground and then pop up and grow into a plant. Have the students hold their ribbon sticks down on the floor, then they should pop up in the air like growing plants and wave their ribbons in the air like the leaves of a plant. The students could pantomime the following instruction. You could say, "First we dig up the soil, then we plant the seed (place ribbon stick on the floor), we add some water, and then the plant grows out of the soil (pick up ribbon stick and grow into the air). Review the sequence of digging, planting, watering, and growing several times.

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

7 Dips in the Jordan: II Kings 5:1-14, read the Bible verses and tell the story. Naaman had a bad disease called leprosy. God's prophet told him to dip in the Jordan River seven times and he would be healed. Sure enough, as he came up out of the water the seventh time he was well.

Do the Lesson 32 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 and face for the "7" dipping man. Draw in the rest of the picture.

NOTES:

Lesson 33

Week 7: Day 3

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

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: When God made the soil, He knew plants would need it to grow. He made the soil to help us.

Bible Lesson: Our God is such a wonderful God. He knew just what we would need before He even made us. When God made the dry land on the third day of Creation, He made the soil very special. He put special food in the soil that plants would need to grow and live. He also made the soil so that it could keep enough water in it to help the plants live. We need the plants to grow, because we eat plants, and animals eat plants too. God planned the soil, so that it would contain all the necessary food that plants would need. God loves us so much; He takes care of everything we need.

Social Studies/Science: Plants need special foods to grow, just like you do. If you did not have food, you would not grow. Plants are the same. Use some of the soil from yesterday and let each student transfer a plant into a small pot. Explain to your students as you do this that the soil has special food in it already for the plant to use to grow. Only after the plant has used all the food in the soil, does it need to be fed more. We call these special foods, minerals. Let your student plant the plant in the container. Water it well making sure there is a lid or container underneath. Explain proper drainage of plants. Let the students be responsible for watering the plant with your supervision. Set the plants along a window sill or in an area that gets some sun. It will take some time for the seeds to grow.

Multimedia Resources: Watch "Patience" from the *Character Builders Video Series*.

Language Arts: Finger Activity "Watch It Grow."

Watch It Grow

God sends the Sun to warm the seeds (Make hands to form small seed)
He sends the rain to make them swell (Motion for rain)
They burst their little brown coats (Push hands outward)
Up comes one little green shoot (Hold up one finger)
The others follow one by one (Hold up other fingers on same hand)
And that is how our gardens grow.

Phonics: Review the letters Aa-Jj.

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

Common words: just

Vocabulary words: jump, jungle

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes circle, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:10. Say the entire verse.

Math: Review number recognition of 7. Continue to teach the concept of 7 by counting items. Equate items and things with the number 7. You may use the footprint idea if you desire to aid in teaching this.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 33 Math worksheet. Count each group of items and circle the correct number under the items.

Shapes: Review "Sammy Square." Have your students build a square house with the blocks. Count the number of blocks for each wall, such as 7 blocks in each wall. Lay the blocks so they seem to be even. How many square blocks can you pile on top of one another to make a square tower?

Do the Lesson 33 Shapes worksheet. Color the large squares yellow, the small squares green, and the rest any other colors.

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

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

Music: Review the songs "Here We All Go Around the Rock" and "Heaven Is A Happy Place."

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Miracles" CD.

Arts & Crafts: This will be so much fun! *Bring some clean earthworms to class, enough for each student to have one. If they are in dirt, let the students help wash them off. Mix a little non-toxic paint with at least half that amount of water or more. Give each student a piece of white freezer paper. Place a drop of paint in the middle of each paper. Now place a worm in the middle of the drop of paint. Students will watch the worm move. Give the worms lots of time to "paint." When done, collect the worms and wash them off. Put them outside in the plant soil. They are wonderful soil workers.*

Note: An alternate to this activity could be done with gummy worms, chocolate pudding, and a paper plate. Have the students "paint" on the plate with the worms and pudding. The worms and pudding can be eaten at the end of the activity.

Lesson 33

(Cont.)

Outdoor Activity: *Prepare ahead - Fill a large rectangular pan with soil or dirt. Or use foil containers so that each student has his own.* Take the students for a walk, collecting things to stand up in the dirt, such as twigs to represent trees, rocks for mountains, grass etc. Let the students create their own world. Encourage them to verbalize as they do this. Listen carefully to what they say so you will know what they are retaining.

Physical Education: Many forms of life exist in soil. Discuss a few of them. Now do some of the actions that would imitate those forms of life. Example: Crawl like a worm. Walk like a beetle. Roll like a Roly-Poly Bug. Jump like a grasshopper. Which does your student like the best? Why? Ask him and then note his answer. It will also be of interest to him to dig up soil and look for some of those types of insects. Observe them.

NOTES:

Lesson 34

Week 7: Day 4

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

Bible Reference: Genesis 1:9-10

Bible Lesson: Review the Bible lesson from Lesson 33. God knew what we would need in order to live. There are seven basic requirements that plants need in order to grow. This is true for all living things. When God made the soil, He was providing for the plants that He would make. Plants need warmth, light, water, air, nutrients, time, and room. God made the light on Day 1, the air and clouds on Day 2, and the soil filled with nutrients on Day 3.

Illustration: Start a large Creation Mural today. Use banner paper, preferably a wide roll. Cut off a piece as long as your longest wall space. Divide the mural into eight even sections. Write Day 1, 2, 3, 4, and 5 on the first 5 sections. Then make Day 6 double wide. Day 7 is the last space. Let the students take turns drawing light, air and clouds, and soil in the first three days, in the correct day. Be sure to leave room for plants and trees in Day 3. Students will add to the mural in the next weeks and months.

Language Arts: Repeat "Watch It Grow" from Lesson 33.

Phonics: Review the letters Aa-Jj.

Do the Lesson 34 Phonics worksheet. Complete the letter Jj worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Jj 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 simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes circle, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:10. If students are able, let them recite the memory verse alone. Don't pressure them to do it.

Lesson 34

(Cont.)

Math: Review number recognition of 7. Have the students lie on the floor and make 7's with their bodies. Review the Days of the Week chart, counting the 7 days in every week. Use the monthly calendar to count the 7 days in each week.

Practice counting with the "One Potato, Two Potatoes" chant. The students can hold up fingers while chanting.

One Potato, Two Potatoes

One potato, two potatoes, three potatoes four
Five potatoes, six potatoes, seven potatoes more
One potato, two potatoes, three potatoes four
Five potatoes, six potatoes, seven potatoes more

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 34 Math worksheet. Count each group of items and draw a line to the correct number.

Learn verse 7 of "This Old Man, He Played One."

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.

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

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

Music: Review "Here We All Go Around the Rock" and some of the songs you've learned from the "Horizons Preschool Music" CD. Let the students make musical instruments.

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Miracles" CD.

Arts & Crafts: *Prepare ahead - Tear pieces of brown construction paper in half horizontally, trying to make the tear a bit uneven. Give each student a piece of pale blue construction paper, and a half sheet of the torn brown. Let them glue the brown on the edge of the blue, to look like soil. Now give them markers and let them add a sun and clouds, reminding them that God made clouds and air on the second day. Let them add rocks and sand to the soil, as God made soil and everything in it on the third day. Collect the artwork to use for a later time, Lesson 47.*

Do the Lesson 34 Arts & Crafts worksheet. Cut out the animal puzzle worksheet. Practice putting the puzzle together.

Physical Education: Soil is made of many things. There are rocks, sticks, old grass, dead leaves, roots, etc. in the soil. If you were a worm living in the soil you would have to move over, under, around, or through objects to travel in the soil. Set up an obstacle course of things that the students must go over, under, around, or through to get from the start to the finish. You can make a tunnel by draping a blanket over several chairs. Outline the sides of the course with jump ropes or string. Have the students travel the obstacle course and then discuss which items they had to go over, under, around, or through.

NOTES:

Lesson 35

Week 7: Day 5

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

Bible Reference: Genesis 1:9-10.

Bible Concept to Present: God's gift of soil is a very special gift. We are to take care of God's gift of soil.

Bible Lesson: God made such a wonderful gift when He gave us soil. He knew we would need soil to help us live. Soil is important to plants and animals and people. I am thankful God gave us soil. We need to take care of this special gift God has given to us. Long ago when only Indians lived in America, our soil was very thick. If you dug down, you would find nice top soil for many inches. Then people began to chop down the trees that helped keep the soil in its place. When people did this, the soil began to wash away with the rain, and it blew away with the wind. Soon the soil was not as thick as it used to be. Soil is so very important to us and we need to take care of it. It is important that plants cover the soil to keep it from blowing or washing away. As caretakers of God's world, we need to plant plants and trees to keep the soil where it belongs.

Illustration: Continue the large Creation Mural today. Use banner paper, preferably a wide roll. Cut off a piece as long as your longest wall space. Divide the mural into eight even sections. Write Day 1, 2, 3, 4, and 5 on the first 5 sections. Then make Day 6 double wide. Day 7 is the last space. Let the students take turns drawing light, air and clouds, and soil in the first three days, in the correct day. Be sure to leave room for plants and trees in Day 3. Students will add to the mural in the next weeks and months.

Social Studies/Science: We will combine these two subjects today in one activity. Find a place outside where some ground cover is needed. Work up the soil, fertilize it if necessary, and plant some ground cover. This can take many forms. Consult your nursery for ideas as to what would work best in your part of the country. As you do this work (include students), discuss how important it is to take care of our soil. It takes a very long time to make new soil. If we do not care for the soil God gave us, we will not have any. We cannot neglect this important job God has given us. If you live in the colder section of the United States, plant a small tree indoors, or plant the seeds for the ground cover for later. In the coming weeks we will be doing more planting. The area that you work up now does not need to be extremely large.

Language Arts: Review caring for the soil with the poem "God Made The Soil." Say each line and have the students repeat it after you.

God Made The Soil

God made the soil
He left it in our care
He made it for us
And for all to share

We must take care
Of God's wonderful gift
He's given to us.
Without it we would miss

The joys He wants us
To share and enjoy
And the wonderful things He has made
For all little girls and boys.

Phonics: Teach the letter Kk.

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

Boys: Kaleb, Keith, Kenneth, Kevin, Kristopher, Kyle

Girls: Kaitlin, Kaitlyn, Kara, Karen, Karina, Karla, Kasey, Kassandra, Katelyn, Katherine, Kathleen, Kathryn, Katie, Katrina, Kayla, Kaylee, Kelli, Kelly, Kelsey, Kendall, Kendra, Kiara, Kimberly, Kirsten, Krista, Kristen, Kristin, Kristina, Krystal, Kylie

Do the Lesson 35 Phonics worksheet. Complete the letter Kk worksheet. Have the students trace the letters Kk 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 Kk letters that begin them.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Incorporate writing strokes circle, moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review Genesis 1:10, Genesis 1:1, Genesis 1:3, and Genesis 1:6. Take some time today to review the verses you have learned so far. Praise students for their hard work.

Math: Review number recognition of 7. Continue to teach the number 7 by counting items. Have your students write the number. You will want to be certain that students count by rote, recognize the number of, and equate the number with the concept, of every number up through 7. The writing of these numbers is optional, depending upon the readiness of the child. Writing can take place in a pan of rice and cornmeal, or on a large sheet of paper.

Lesson 35

(Cont.)

Practice counting with the "One Potato, Two Potatoes" chant. Students stand in circles in groups of three to six. They put their clenched fists stretched out into the center of the circles. One student taps each fist in turn while chanting the rhymes. The fist that is tapped on "more" is out and is placed behind the player's back. When a player has both fists counted out, he should leave the game. The winner is the last one left in the game.

One Potato, Two Potatoes

One potato, two potatoes, three potatoes four
Five potatoes, six potatoes, seven potatoes more
One potato, two potatoes, three potatoes four
Five potatoes, six potatoes, seven potatoes more

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, or Counting Shapes visuals.

Do the Lesson 35 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, and squares with your students by having them sort triangles, circles, and squares into three different piles. Construction paper shapes will work for this. Then review the number seven. Have the students count seven items for you to be sure they know that seven equals seven.

Do the Lesson 35 Shapes worksheet. Count the squares. Count the circles. To reinforce the concepts of put together and altogether, tell the students that we are going to put the squares and circles together. Count both squares and circles. How many squares and circles are there altogether? Color the squares green, color the circles red, then color the party hat black. For variety you can have the students choose the colors.

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

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

Music: Review "Here We All Go Around the Rock" and "Heaven Is A Happy Place."

Multimedia Resources: This week, listen and sing along to selections from "The Amazing Miracles" CD.

Physical Education: Your students will be working quite hard helping you to dig up the soil and plant the ground cover. If extra activity is needed on this day, take a brisk walk.

NOTES:

Lesson 36

Week 8: Day 1

Activities in this Lesson: Bible Lesson, Science, Social Studies, 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: On the third day of Creation, God also made plants. One of the many types of plants are the grasses.

Bible Lesson: After God made the dry land, He began to make something very special to go into the dry land. God made the plants. God has made every plant you see around you. We are going to be discussing several kinds of plants, and we will first look at one special kind of plant God made. These plants are grasses. Some grasses are very tall, taller than you. Some grasses are short. Some grasses spread themselves along the ground. Others creep over rocks. Every kind of a grass we can think of God has made. Remember, soil needs to have something to cover it so that it does not blow away with the wind. God made the grasses so that the soil will not blow away or wash away with rains. I am happy God has made the grasses to help cover the ground, and keep the soil in place.

Science: Take a walk with your students and note the various kinds of grasses in the world around you. Anything that is low to the ground, that is not a bush type plant or a tree, is classified as a grass. Collect samples of the various grasses around you. Note the difference in blades, flowers, etc. **Note:** We will use the classifications of grasses, herbs, and trees because this is how the Bible classifies the plant life. Save the sample you collect for the next lesson.

Social Studies: God made many plants. He made grasses to be very special plants. Many things need grasses to live. For example, cows and sheep eat grass. Do you know of anything else that eats grass and depends on grass to live? Make drawings to represent animals that eat grass.

Language Arts: After having gathered several types of grasses, place one of each in a row. Have students examine them carefully, noting the differences in each. Then, with eyes closed, have students describe one or two of the grass types you picked on your walk in Science. Save the grasses until tomorrow. Spread them on a piece of construction paper or poster board overnight.

Phonics: Review the letter Kk.

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

Common words: keep, kind, know

Vocabulary words: kick, knee

Reading: Dictate a simple letter, invitation, or thank you note.

Multimedia Resources: View the Aa-Kk 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.

Lesson 36

(Cont.)

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Recognition of the initial letter of student's name. Incorporate the writing strokes of moon and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Multimedia Resources: View the Aa-Kk 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: I Peter 1:24-25.

"The grass withers, and the flower fall, but the word of the Lord stands forever." I Peter 1:24-25
NIV

The grass withereth, and the flower thereof falleth away: But the word of the Lord endureth for ever. I Peter 1:24-25 KJV

What a beautiful verse! Take some time to explain the verse to your students. Be sure to explain "withers" and "forever." Share with the children that when we memorize God's word, it will live forever in our hearts. This would be a good time to share a memory you have of memorizing scripture. Hand out Memory Verse Card 5 for students to take home.

Math: Teach number recognition of 8. Show the students the number 8 flashcard. Begin to teach your students the number 8 by counting items. Introduce them to counting to 8 and the symbol for 8. Count 8 of several different items. If you have more than one child, have them place their bodies on the floor so as to form a number 8. You may want to replace one child, so each student can see what the "Human Eight" looks like. If you have hung cards for the week of the school year, point out the Week 8 card.

Teach oral counting 1-10. Use the "Count Our Numbers" song.

Count Our Numbers

Original Author Unknown

Sung to: "Oh, My Darling Clementine"

Count our numbers, Count our numbers,

Count our numbers every day.

It is fun to count our numbers,

As a class every day.

One-two-three-four,

Five-six-seven-eight,

Nine and ten we'll count today.

It is fun to count together,
One to ten and then again.

Do the Lesson 36a Math worksheet. Notice that all of the numbers are displayed on the page and that the number 8 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 8 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 36b 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 1-9.

Shapes: Do the Lesson 36 Shapes worksheet. Count the squares, count the circles, and then count how many squares and circles there are altogether. Color the squares purple, the circles green, and the teapot yellow.

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

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

Music: Review "Let's Make A Garden" from Lesson 26 and "Heaven Is A Happy Place."

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: I've Been Born Again" CD.

Arts & Crafts: *Bring a small plastic plate for each student, preferably in different colors. Bring a small bag of grass seed and some little craft sponges, one for each student. The sponges can be purchased at craft stores and are usually used for stamping. They come in all different shapes. Or you can get rectangular sponges. Give each student a plastic plate, a sponge, and a small amount of grass seed. Instruct them to put the sponge on the plate, and then spread the grass seed over the top of the sponge. Walk around the class with a pitcher of water, pouring water onto each sponge, just enough to wet them. Have the students set their plates on a shelf or counter. Each day, let them pour a little water on the sponge. Make one grass sponge for the teacher. DON'T add any water to it. As the days go by, check to see what the seeds with no water are doing. You will follow-up on this activity for several days.*

Physical Education: Enjoy the grass throughout this exercise. Pretend the grass is a pool of water. Can you swim through it? Pretend the grass is a jungle. How will you get through? Pretend the grass is very fragile. How would you walk through it so as not to ruin it? Now pantomime a grass blade growing for your students. Begin in a little ball and slowly uncurl yourself as you begin to stretch up to the sun. Have your students imitate your actions. Verbalize what you are doing as you do it.

NOTES:

Lesson 37

Week 8: Day 2

Activities in this Lesson: Bible Lesson, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, 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: When God created the plants, He created grass.

Bible Lesson: Review the story from yesterday. Grass is very important to everyone.

Illustration: Animals eat grass. Cows eat rich grass so that they can give good milk, and milk is good for everyone. Isn't it amazing that cows eat green, green grass to give us pure white milk? Many animals eat dried grass or hay. Dried grass can be saved for months if it is kept dry. Oats are a grass. Oats can also be dried and fed to animals. Horses love oats. Show students any pictures you have of cows or horses in a field of grass.

Science: Bring some stalks of wheat to show the students. They can be purchased in a craft store in bunches. Also bring out the grasses from yesterday. Say, Let's look at the grasses that we collected yesterday. Do they look different? Why do you think they look so droopy and shriveled up? They aren't connected to their plant any more. They aren't getting any water or nutrients through their roots. Living things need to get their basic needs met. Remember the seven basic needs? Plants need warmth, light, water, air, nutrients, time, and room. These plants weren't getting water or nutrients. So they had no strength to get light or air. When we pick flowers, they are beautiful for a few days, but then they will die. Some flowers and grasses are pretty when they are dried. Let each student have a stalk of wheat to examine. Pass the magnifying glass around. The students may pull the wheat apart to see how it is made.

Language Arts: Play a rhyming game. Rhyme the following words with HAY:

My favorite thing to do is _____. PLAY
I wake up with the light of _____. DAY
When my team wins, I clap and say _____. YEAH
The month before June is _____. MAY
The way I talk to God is to _____. PRAY
Light from the sun comes down in a _____. RAY
When I buy a treat, I first must _____. PAY

Phonics: Review the letters Aa-Kk.

Do the Lesson 37 Phonics worksheet. Complete the letter Kk worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Kk 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 simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Recognition of the initial letter of student's name. Incorporate the writing strokes of moon, and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review I Peter 1:24-25. Practice the memory verse, dividing it into three parts. Learn one part each day.

ONE	The grass withers
TWO	And the flowers fall
THREE	But the word of the Lord stands forever. I Peter 1:24-25

Math: Review number recognition of 8.

Teach oral counting 1-10. Use the Counting Train, Counting Pennies, Counting Shapes visuals, or a counting song.

Do the Lesson 37 Math worksheet. Count each group of objects and draw a line to the correct number.

Shapes: Review triangle, circle, and square shapes. Write a letter Kk on the board. Select a student to see how many triangles can be made by drawing lines to connect the points of the letter Kk. Ask the students to name a letter with a circle shape.

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

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

Music: Review "Count Our Numbers" (Math).

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: I've Been Born Again" CD.

Arts & Crafts: Let the students color with crayons on white paper. Instruct them to draw a field of wheat. What color would they like wheat to be? How much wheat can they put on their paper? What did the inside of the wheat look like?

Physical Education: Make motions like grass with ribbon sticks. Give each student a ribbon stick and have everyone spread out through the area. Use carpet squares for them to stand on to help them understand that they must not get into someone's self space. Practice a variety of motions similar to the motion of tall grass. Have the children move their hands and arms from left to right and back and forth in a high arching motion like a windshield wiper on a car. Move hands and arms in large circles, in

Lesson 37

(Cont.)

front, to the sides and overhead. Make back and forth motions in front, to the sides and overhead. Make casting motions like you would with a fishing pole.

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

8-Year-Old King: II Kings 22:1, 2, read the Bible verses and tell the story.

Josiah was eight years old when he became king. He was a good king. He always did what God wanted him to do.

Do the Lesson 37 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 "8" king. Draw in the rest of the picture.

NOTES:

Lesson 38

Week 8: Day 3

Activities in this Lesson: Bible Lesson/Field Trip, 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: There are many kinds of grasses that God made.

Bible Lesson/Field Trip: We have talked about how on the third day of Creation, God made the dry land. He made the rocks, sand, clay, and soil. We also talked about how God made plants, and especially grasses. Did you know that God made many kinds of grasses? Remember our walk we took during which we collected samples of kinds of grasses? Wasn't it neat to see how many grasses God made?

Today, we are going to see more grasses which God has made. We are going to go to a nursery to see many of the kinds of grasses God made. A nursery is where plants are grown and kept healthy. Let's go now to see this. While we are there I want you to notice the different kinds of grasses. And let's count how many different ones we see. Call ahead if you have more than five students. Visit a local nursery, preferably with an employee that can give your group a tour. Visit in the morning, and then have lunch at a park with grass.

Social Studies: Discuss with your students how people who work in nurseries work with plants all day. These people help us very much. They must know a lot about plants to do the work they do. Some of them have been to school for a long time to learn how to take care of the plants. As you are on the field trip, ask the nursery personnel questions about the plants, and how they care for them. Encourage your students to ask questions too.

Science: Note the various kinds of plants and how they resemble and are different from each other. You may wish to comment on which grasses are larger than others.

Be sure to water the grass sponges today. Add just enough water to each sponge so that it is wet. Let the students observe what is happening to the seeds.

Language Arts: Upon your return from the nursery, have the students describe what they have seen. What did they like the best? Try to get them to use descriptive terms. Ask leading questions regarding their interpretation of the smell and feel of the nursery.

After the field trip have the students dictate a thank you letter to send to the nursery. Encourage the students to share what they liked the most about what they saw. Include something from each student if possible in the letter. Write or type the letter out and go over the format of the letter with the class. Show them how to fold the letter and how to put it into the envelope. Show them the format of the information on the envelope. Remind the class that it is good to let people know that you are thankful for things that they do for them.

Lesson 38

(Cont.)

Phonics: Teach the letter Ll.

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

Boys: Lance, Larry, Lawrence, Levi, Logan, Louis, Lucas, Luis, Luke

Girls: Lacey, Laura, Lauren, Leah, Leslie, Linda, Lindsay, Lindsey, Lisa, Lydia

Vocabulary words: Ladies (restroom)

Do the Lesson 38 Phonics worksheet. Complete the letter Ll worksheet. Have the students trace the letters Ll 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 Ll letters that begin them.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Recognition of the initial letter of student's name. Incorporate the writing strokes of moon and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review I Peter 1:24-25. Work on the memory verse. Let the students march around the room, or outside, reciting the verse together.

Math: Review number recognition of 8. Continue to teach the number 8 by counting items. Have your student practice putting the number 8 in order with numbers 1 - 7.

Teach oral counting 1-10. Use the "One, Two Buckle My Shoe" rhyme.

One, Two, Buckle My Shoe

One, two, buckle my shoe

Three, four, knock at the door

Five, six, pick up sticks

Seven, eight, lay them straight

Nine, ten, a good fat hen

Do the Lesson 38 Math worksheet. Count each group of items and circle the correct number for the group.

Shapes: Do the Lesson 38 Shapes worksheet. Draw lines to connect pictures that look the same. They can color the pictures as they like.

Color: Teach the color orange. Show the students the orange color flashcard. Look for items around the room that are orange. Bring oranges for a snack.

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

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

Music: Review "Count Our Numbers" (Math). Teach the following song to the tune of "I'm a Little Teapot."

I'm a Little Seed

Tune of I'm a Little Teapot

I'm a little seed all brown and dry
The dirt is my bed and that's where I lie
Till you give me water and plant food, too
Then I'll grow and grow for you
... Carol McSpadden Sheldon

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: I've Been Born Again" CD.

Arts & Crafts: Give students playdough. Ask them to design their own kinds of plant. What would their plants look like?

Physical Education: Continue to make motions like grass with ribbon sticks. Give each student a ribbon stick and have them spread themselves throughout the area. Use carpet squares for them to stand on to help them understand that they must not get into someone's self space. Practice a variety of motions similar to the motion of tall grass. Have the children move their hands and arms from left to right and back and forth in a high arching motion like a windshield wiper on a car. Move hands and arms in large circles, in front, to the sides and overhead. Make back and forth motions in front, to the sides and overhead. Make casting motions like you would with a fishing pole. Hold the ribbon in front and make sweeping motions. Do fast and slow movements.

NOTES:

Lesson 39

Week 8: Day 4

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

Bible Reference: Genesis 1:9-13.

Bible Concept to Present: God has blessed us with a beautiful country.

Bible Lesson: Continue to review verses 9-13. Read all the verses to the students, reminding them of all that God made on the third day. Sing "America the Beautiful" to the class. Find a picture of "waves of grain." Many clip art collections have pictures of grain. Explain that the grasses grew very high, and when the wind blew, it looked like waves moving across the prairie. Years ago, wagon trains traveled across our country and left trails in the grasses. The wheels of the wagons pressed down the grass. For miles, you would be able to see lines in the grass from the passing wagons.

America the Beautiful

Oh, Beautiful for spacious skies
For amber WAVES OF GRAIN
For purple mountains majesties
Above the fruited plain
America, America
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea.

Illustration: Did you know we can eat seed sprouts? Make some bean sprouts as a class. This project will take several days. Bring some ranch dressing at one lunch time and let the students sample the sprouts. Go to: <http://www.sproutpeople.com/index.html>. This website is the home of a sprout company. There are instructions on this site for growing sprouts. Here are some of their basic instructions:

Put 2/3 cup of seed into a bowl or into a seed sprouter.

Add 2-3 times as much cool (60-70 degree) water.

Mix seeds up to assure even water contact for all.

Allow seeds to soak for 6-12 hours.

Note: Though when sprouted individually some of the seeds in this mix require less soak time, they will do fine in the context of this mix when soaked 6-12 hours.

Empty the seeds into a sprouter.

Drain off the soak water.

Rinse thoroughly with cool (60-70°) water.

Drain thoroughly.

This also works with beans. Small mung beans work well. Thank God for the miracle of sprouting.

Language Arts: Following a sequence of instructions like a recipe is an important skill for your students to learn. Have the students act out and repeat the steps of the sprout recipe.

Science: Let's take a look at our grass seed. Let each student carry their grass sponge back to their desk or table. Now, have each student gently pull out a small amount of grass seed (you might need helpers for this experiment) and lay them on a plate. Is anything happening to any of the grass seeds? Some should be splitting open or sprouting. Pass a good magnifying glass around and let the students study their seed samples. What is it that signaled the seeds to open? Water. Seeds can stay dry and whole for years and years, but when they meet water, they use the water to start the special process of sprouting and growing into a plant. Set the grass sponges back on the counter to grow some more. Check each sponge to be sure it is wet.

Phonics: Review the letter Ll.

Do the Lesson 39 Phonics worksheet. Complete the letter Ll worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Ll 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 simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Recognition of the initial letter of student's name. Incorporate the writing strokes of moon and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review I Peter 1:24-25. Practice the memory verse, dividing it into three parts.

Math: Review number recognition of 8.

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

Teach verse 8 to the song "This Old Man, He Played One."

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.

Lesson 39

(Cont.)

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.

Do the Lesson 39 Math worksheet. Trace the numbers and then draw lines to match the group of the same number.

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

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

Music: Review "Count Our Numbers" (Math). Repeat "I'm a Little Seed." Help the students to memorize it.

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: I've Been Born Again" CD.

Arts & Crafts: Do the Lesson 39 Arts & Crafts worksheet. Cut out the animal puzzle. Practice putting the puzzle together.

Outdoor Activity: This would be a wonderful day for a walk through a field of grass. If you have one nearby, take a walk to make trails in the grass. If possible, find a high point, even a rock, and look at the trails that students have made in the grass.

Health & Safety: *Bring whole wheat, high fiber bread, small paper plates, plastic knives and soft margarine.* Eating the right food is our responsibility to our bodies. God gave us grasses to help us get the vitamins we need for strong bodies. If we don't eat the wonderful grasses He made for us, our bodies won't work well. God gave us wheat, oats, barley, maize and rye as our main grass foods. Give each student a piece of whole wheat bread on a plate and one plastic knife. Let the students cut their piece of bread in half. With one half, tear the bread into small pieces, looking at the seeds and fiber in the bread. Explain that there are 90% more vitamins in this bread than in white bread. Let the students eat the other half of the slice.

Physical Education: Continue to make motions like grass with ribbon sticks. Give each student a ribbon stick and have everyone spread out through the area. Use carpet squares for them to stand on to help them understand that they must not get into someone's self space. Practice a variety of motions similar to the motion of tall grass. Have the children move their hands and arms from left to right and back and forth in a high arching motion like a windshield wiper on a car. Move hands and arms in large circles, in front, to the sides and overhead. Make back and forth motions in front, to the sides and overhead. Make casting motions like you would with a fishing pole. Hold the ribbon in front and make sweeping motions. Do fast and slow movements. Give the students some free time at the end to run and wave as they wish with the ribbon sticks. Remind them to look for others and to not get into another child's space.

Homework: Give students Lesson 39 Homework "America the Beautiful" worksheet to take home. It doesn't need to be returned.

Catch Up: Do any assignment that you didn't have time for earlier in the month.

NOTES:

Lesson 40

Week 8: Day 5

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

Bible Reference: Genesis 1:11-13.

Bible Concept to Present: Grass makes seeds so there will be more grass.

Bible Lesson: Inside of every type of grass God made, He gave the capability to do a very special thing. God made each grass so it would make seeds. Seeds are very important so that grasses can continue to live. Grass does not live very long, so when it is ready to die and dry up, it puts out seeds. The seeds then fall to the ground and sprout, and make more grass. One blade of grass will give off many seeds. I am thankful God made it so that we will always have grasses. I am thankful God gave us seeds.

Social Studies: People who work with plants will often grow grass just for the seeds that it produces. Then they collect the seeds and package them and sell them to us. Without these people doing their jobs, it would be hard for us to have seeds to plant when we needed grass. They do very important work.

Science: Do you remember how there were so many kinds of grass? Did you know that each grass produces its own kind of seeds? It does. Each plant produces its very own kind of seed. This means that when we want a certain type of grass, we can get that kind of seed, and it will make that kind of a grass. Seeds are very special. Inside of the little grass seed is the ability to grow more grass just like the kind of plant from where the seed came. Note various kinds of grass seeds. Some nurseries have them in bulk and you can note the differences in the seeds. Gather as many as possible. Glue them on a piece of paper to show the differences in seeds of grasses. Many of the plants in a garden are considered grass-type plants, because they are close to the ground.

Purchase some garden seeds. Take a few of them and place them in a clear glass. Layer damp paper towels around them, but be sure that the seeds can be seen from the outside of the glass. Place under the sink or in a dark place. Note the changes in the seeds over a period of days.

Language Arts: Glue seeds of a garden plant on one side of a 3x5 card and a picture of that plant on the other. Select seeds that are very different in shape and size. Have students identify the plant by its mature picture and by its seed. Explain that each plant has its own seed.

Phonics: Review the letters Aa-Ll.

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

Common words: land, large, last, late, learn, left, let, life, light, like, line, little, live, long, look, low

Vocabulary words: lake, larger, largest, later, leaf, leg, less than, lip, living, long ago, longer, longest, loud,

lungs

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Do the Lesson 40 Phonics worksheet. Do the Letter Find worksheet. Have the students put an orange square around the Jj letters, a purple circle around the Kk letters, and a yellow triangle on the Ll letters. Give them one direction at a time so they can focus on finding the correct letter shape. Begin with capital J, then lower case j, etc. Show them examples with flashcards or letters written on the board.

Reading: Dictate a simple letter, invitation, or thank you note.

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

Writing Skill Builders: Keep these objectives in mind as you direct the class. Recognition of the initial letter of student's name. Incorporate the writing strokes of moon and cross. Trace and then independently draw the outlines of geometric shapes and irregular forms.

Memory Verse: Review I Peter 1:24-25. Finish this week's memory work. Let the students recite to the class if they want to.

Math: Review number recognition of 8. Continue to teach the number 8 by counting items. Count to 8, sequence to 8, and write the number 8 in the cornmeal box.

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

Do the Lesson 40 Math worksheet. Instruct the students to count each group and then draw a line to match groups with the same number.

Shapes: Do Lesson 40 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, and orange.

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

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

Multimedia Resources: This week, listen and sing along to selections from the "Bullfrogs and Butterflies: I've Been Born Again" CD.

Outdoor Activity: Take another walk to the grassy field. Stand on the high point and see if you can see the trails from yesterday. Can you? Probably not. The grass lifts its head up during the night, erasing the trails made by the student walkers.

Lesson 40

(Cont.)

Health & Safety: Bring an apple, some strawberries, and some seeds. Bring sunflower seeds, in shell and out of shell, pumpkin seeds, and sesame seeds. Explain that some seeds we eat, some we don't. Some seeds grow in the inside of food; some grow on the outside. Show the students the seeds of an apple. Let them see the "star" inside when you cut the apple across the center. Show them the strawberries, with the seeds on the outside. Have a seed snack today. Give each student some seeds on a napkin. Give them enough to get a good taste of the different seeds. We will study more about seeds later.

Physical Education: Do a brisk aerobic workout today. Start with a few warm-up stretches. Stretch to the right, left, front, and back doing each four times. Then hop to the right three times, then to the left three times. Next hop forward three times and backwards three times. Jump in place for two counts. Now jog around the room while you sing "Jesus Loves Me." Begin now to slow down. Walk slower around the room as you quote one of your memory verses. At the end of the verse, your heart should have begun to slow its rapid beating somewhat. Now lay down on the floor (or grass) and stretch your arms to the sides of you. Reach out and then pull them in. Lift each leg and bring it toward your chest. Do this twice. Now lay very, very still.

NOTES:

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