



INTRODUCTION

THREE-YEAR-OLD CHILDREN are delightfully inquisitive. As they explore their world, they are developing physically, emotionally, spiritually, and academically. The gospel of Luke speaks of Jesus' own growth as a child. "And Jesus grew in wisdom and stature, and in favor with God and men," Luke 2:52 (NIV). As the students you are teaching grow, you will also want to see development in these same areas. The *Horizons Preschool For Three's* will assist you in that process.

The *Horizons Preschool For Three's* curriculum has been carefully researched and based on the best practices for teaching these young children. However, it is important that you keep in mind that not all children develop at the same rate. You may also find huge differences in learning between a student who has just turned three and one who is a half a year older. You will need to adjust the time and activities presented in the material to account for these differences.

The curriculum materials are divided into three different categories. The first is a bible story reader. The second is an extensive student workbook. This includes a student workbook companion that has the craft pages that require heavier paper. Finally, a teacher's guide is provided to help you implement the lessons and provide supplemental material.

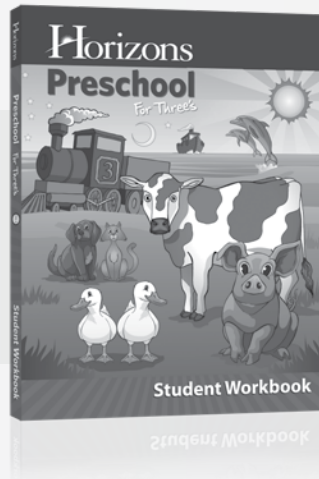
The *Bible Story Reader* is composed of 40 Bible stories. The selections include 20 from the Old Testament and 20 from the New Testament. Each selection includes a simple retelling of the Bible story suitable for a three-year-old. However, if you have older children, they may enjoy the reading as well. A work of art depicts each selection. These rich illustrations bring the story to life for young students. Included with the story and picture are a number of questions to help you further engage the students in the story. At times these questions can extend the lessons learned into the students' life. Each Bible story concludes with a simple prayer. The student workbook includes at least one activity for each Bible story. An optional short memory passage is also included.

A student workbook and student workbook companion are provided to help the students in skill development. Each lesson will include four workbook pages along with one page from the workbook companion that is on heavy stock. Some of the heavy pages have an activity that is designed to be repeated by the students throughout the lesson, as well as beyond. Each lesson will also contain an activity which supplements the Bible lesson.

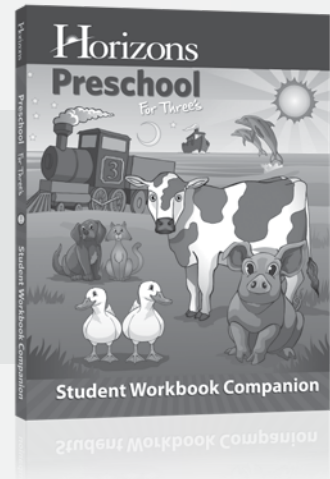
The lessons begin with letter identification readiness. The students will see in simple words,

Horizons **Preschool** For Three's

Student Workbook



Student Workbook Companion



like duck and cat, that letters work together to form words. However, they will not be asked to identify the letters. Later in the course the students will learn the alphabet. However, letter identification is introduced and the students are not expected to know or identify all of the letters at this point. Letter mastery will take place in preschool and kindergarten. This course prepares the students for these later skills.

The student workbook also includes lessons on counting and numbers. The numbers one through ten will be repeated throughout the lessons. While the students may or may not be able to identify the numbers, they should be able to count to ten by the time they are four.

Additional concepts taught through the worksheets include teaching how to identify colors and shapes. The students will also learn how to identify patterns in shapes and objects. Learning the difference between happy and sad expressions will also be taught. Throughout the course the students will be asked to identify things which match or do not match. The skills chosen for the worksheets will help prepare the students for preschool and kindergarten.

Some worksheets ask the students to draw or color different items. Perfection is not needed.

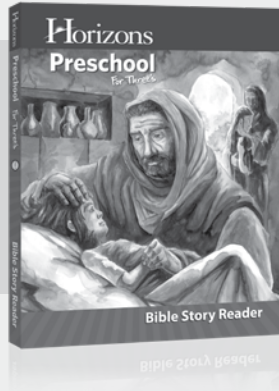
Fine motor coordination is a skill that develops as children age. Encourage the students in their work and efforts. When matching items you may find it works better for the students to point to the items that match rather than have the students try to draw lines between the matching objects.

The final component is the teacher's guide. The teacher's guide will provide ideas in how to teach the materials for each lesson. Three-year-old children differ in their attention spans. You may find that some days your lessons need to be shorter than others. The curriculum provides for flexibility.

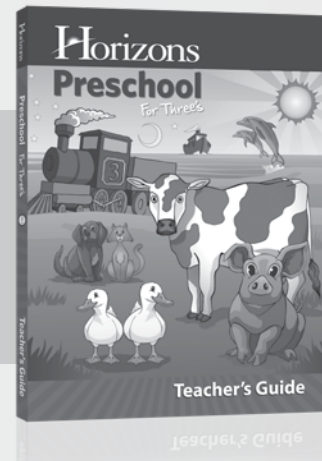
Similar to all other Horizons teacher guides this one has been written from the perspective of teaching a group of students. The purpose of this is not to exclude the possibility of a single student setting but to provide consistency and similarity across the product line. The activities that have been chosen for this course will function just as well with a single student or with a small group of students. It will just take a little mental adjustment for the parent or teacher who is working with a single student to reword the instructions for their setting.

The teacher's guide also provides numerous lesson extensions. These include ideas for developing the students' gross motor skills. The

Bible Story Reader



Teacher's Guide



extensions also provide ideas to engage all of the students' senses. Three-year-olds learn best when their whole bodies are engaged. There may be times where you want to use the lesson extensions rather than the worksheets.

Additionally, you will want to visit your local library and find books to read and enjoy with the students. There are many internet sites which have recommendations for books appropriate for children ages 3–5. Some of these highlight

Christian children's books. Because of the changing nature of publishing, the teacher's guide does not include specific recommendations of books.

As you work through these lessons, take time to enjoy the child or children you are teaching. Three-year-olds have their own take on the world they are exploring. Revel in their delight at hearing Bible stories. Enjoy their interpretations of what accounts for things being opposite. Pray for them as they develop as God's children.

Finger Writing

Finger writing is a good way to help children develop fine motor skills and begin to understand the formation of alphabet letters. The students should be working on the process of writing and not the product of writing. Have the students trace letters with their pointer finger. The pointer finger will later control the movement of a pencil when writing. The teacher should model the process of finger writing before asking the students to complete the activity.

As the students finger write, say each letter. Point out the letter that begins the student's name like "K" for "Katie." Eventually the students will identify this letter with their name. The students should work on the idea of tracing and writing and not the perfection of the skill. Encourage the students' efforts in these pre-writing activities.

Schedule

This program has been designed to give the parent/teacher flexibility in determining the schedule. By starting with a weekly schedule, the parent/teacher can decide whether to have school 2 days a week, 3 days a week, 4 days a week, or 5 days each week. Also, it is not necessary that every week be the same. It is important for students of this age to have fun so keep the schedule flexible to match their moods and interests. Depending on the day or time of the day, the students may have a longer or shorter attention span. If the students do not seem particularly focused or interested one day, stop working on the lesson. The next day they may be more focused.

Each week has four different worksheets available plus a worksheet on heavier stock that is used as a craft or a manipulative that can be used multiple times for review and reinforcement. Some of them can be completed in a short amount of time, others will take more time, and some will require assistance. Many of the worksheets are two-sided with the front side providing practice on a new concept and the back giving review practice of a previous concept.

A new Bible story is also presented each week. You may want to read and discuss the Bible story each day you have class. Students at this age enjoy having stories read and reread to them. Eventually the students may want to look at the picture and tell you the story.

Five day schedule

- Monday Read the Bible story, do the 1st worksheet, introduce the memory verse, do some of the activities listed for the lesson
- Tuesday Review the Bible story, do the 2nd worksheet, review the memory verse, do other activities listed for the lesson
- Wednesday Do the 3rd worksheet, review the memory verse, do other activities listed for the lesson
- Thursday Do the 4th worksheet, review the memory verse, do other activities listed for the lesson
- Friday Do the 5th worksheet, review as needed and complete any other activities that you wish to include

The Lesson Structure of the Horizons Preschool For Three's Program

In the *Horizons Preschool For Three's Teacher's Guide* the lessons are divided into subdivisions of Supplies, Bible Reference, Bible Concept to Present, Bible Lesson, Memory Verse, Worksheets, Extensions, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education, Outdoor Activity, Creative Cooking, Computer Work, Manners, Health & Safety, and Field Trips. An appropriate selection of these subdivisions is included in each lesson. These divisions will be examined in the paragraphs that follow.

- **Supplies** is a list of the basic supply type items that will be needed for the lesson. The majority of materials needed are basic school supplies. These lists should be looked over in advance so any items not readily available can be obtained.
- **Bible Reference** is given for the purpose of going directly to the Scripture and researching any reference previous to teaching. We desire that you understand directly from the Bible what is being taught.
- **Bible Concept to Present** will give you an overall view of what we consider to be the objective of the lesson. This is presented from a nondenominational viewpoint.
- **Bible Lesson** is a format giving you the information that should be presented to the students. This will guide you in presenting the Bible story, picture, Thought Questions, and Prayer which are contained in the Bible Story Reader.
- **Memory Verses** are suggested that correspond with the Bible lesson. A young child is very capable of memorizing verses of Scripture with the help of the teacher and repetition. The planting of the seeds of the Word of God now will aid the child greatly in the future. As it is common with young children to easily memorize, you will be surprised at the rapid rate with which they can learn the verses. At this point, they may not put all of the verses in their long term memories. Have them learn the verse, then the reference. Always insist that they add the reference to the end of their recitation. We give you the verses from the New International Version, the New King James Version, and the King James Version of the Bible. However, you may use whichever version your school prefers. There are reproducibles for NIV, NKJV, and KJV in the back of the Teacher's Guide. Make copies of the version that you wish to use.

- **Worksheets** will reinforce the Bible lesson and the theme for the week. Some themes may focus on numbers or letters. Additional subject material may also be introduced and reinforced in the worksheets.

Each of the worksheets has a Name blank at the top of the sheet. Write the student's name on the blank in mixed case letters. The students need to become accustomed to seeing their name at the top of the sheet. Initially, you may ask the students to say and trace these letters with their finger. As the students' fine motor skills develop, you may ask them to say and trace dotted or dashed letters with a crayon or pencil. Letters for tracing can also be drawn with a highlighter. Mixed case letters are a little more natural to look at, but all uppercase letters can also be used if they are easier for the students to trace.

- **Extensions** are provided to give the teacher more ideas or activities to teach students of this age. These extensions may include ideas for physical activities, art projects, or field trips.
- **Social Studies** is concerned with how the materials being studied affect the students' lives. Discussed under this subject will be items that have an impact on the students' lifestyles, those people around them, and how we use the Creation of God. Many of the suggestions are activity oriented.
- **Science** is concerned with the details of God's Creation. These are activity oriented ideas with specific subjects discussed. You will want to generally introduce the materials.
- **Language Arts** consists of the verbalization (expression) of ideas and preparatory materials for the teaching of reading. Language Arts in the Horizons Preschool For Three's includes word exercises, poems, verbalization, games, etc. Note: Reading should be taught only when the students are individually ready. Many of the action rhymes do not have specific actions given. This provides an excellent opportunity for you and the students to create actions to go along with the rhymes. Do them in an echo, response format: teacher says the verse, students repeat the verse. Some of these will become favorites of the students so repeat them more often than what is suggested in the lesson plan. They also can be dramatized as one group of students says the rhyme and another acts it out.
- **Phonics** initially focuses on letter recognition and alphabet order. Associating, differentiating, and blending the letter sounds comprise the remainder of the program.

- **Reading** is an extremely important aspect to the entire program. One of the primary goals for the year is to increase the verbal skills of the students. This is a time when stories are read to the students and they work on listening and comprehension skills. After a story has been read, reviewed, and discussed, it can be acted out by one or more students. This will help them learn and remember how to sequence events into a logical order.
- **Writing** is a section that contains general suggestions for building the skills young students will need to be able to write. A developmental progression of activities is presented with the goal of preparing the student to write in preschool and kindergarten.
- **Math** lessons are planned to teach the fundamentals of number sense. They are multisensory experiences to aid the students in the acquisition of skills. Counting and number recognition are the initial focus.
- **Shapes** lessons will introduce and provide practice in identifying the basic geometric shapes that students will need to be able to recognize in preschool and kindergarten. Through the year the students will learn to recognize the circle, triangle, rectangle, square, star, heart, oval, and diamond shapes.
- **Colors** lessons will introduce and provide practice in identifying the basic colors that students will need to be able to recognize in preschool and kindergarten. Through the year the students will learn to recognize the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.
- **Story Time** is a wonderful time to generate an excitement for reading. In a very short time, the preschoolers will begin to see letters as words, words as sentences, and sentences as stories. Stories create a visual image of an object or an event. Storybook reading is an effective means of helping preschool students improve their vocabulary. With strong vocabulary skills, young students are better prepared to begin reading on their own. They then can focus on gaining skill in decoding words that already have meaning for them.

Story Time for the *Horizons Preschool for Three's* program has been left very open. We have not provided a list of possible books to use because the publishing industry quickly changes. There are many different opinions about what books are appropriate for preschool children. If possible, choose a balanced list that includes modern,

classic, and traditional titles. We would recommend that you begin by borrowing books from a local library before you develop a list of titles that you would like to purchase and add to your classroom collection of resources. Many libraries have age appropriate reading lists that can help guide your selection of the titles.

The books that you read during Story Time should be read several times. Each time you are helping the students to deepen their vocabulary skills. Spend time talking about and retelling the stories. Work on both listening and speaking skills during Story Time. Talk about the setting, the characters, and the sequence of events in the story. Stop at strategic times in the story to ask the students to predict what might happen next. Give the students an opportunity to use their imaginations to create a story based on the pictures or in creating a new ending for the story. Discuss the book format with title pages, illustrations, and story lines. Review the problem, conflict or question raised by the story, and how it is resolved in the sequence of events.

One day of the week could be used for story favorites. Allow the students to select books that have already been read or to bring books from home for this special day. Seeing what books are brought from home will give you an insight into what recommendations need to be given to parents. Encourage the parents to read to their preschoolers on a regular basis. This will reinforce what they are learning in the classroom.

- **Music** is suggested for some lessons. The songs are either character building songs or teaching songs that help to reinforce concepts. There is nothing wrong with making up a new melody for any of the teaching songs. If you are unfamiliar with a song, most can be found online. There are also lessons which ask the students to make simple instruments or follow rhythms.
- **Arts & Crafts** are the processes by which students create. We have given you the suggestion of the medium; the students will add the ideas. Note what they create and praise them highly for work accomplished. Provide time for this activity to occur. Arts & Crafts are designed for sharpening the skills of observation in the students and for familiarizing them with various art tools. Do not expect perfect performance in these projects. The action involved will be of more value to the students than a perfect project.

- **Physical Education** is designed to not only be subject oriented when possible, but to develop the motor coordination needed in the students previous to the teaching of reading. Be certain your students are in good health prior to any exercise period. The physical education time should be used to develop the large muscle motor skills so the students can move with gracefulness and rhythm.
- **Outdoor Activities** are a time to observe the wonders of Creation and the responsibility of caring for it.
- **Creative Cooking** is a fun part of learning. It is a way to involve more of the senses in the learning process.
- **Computer Work** suggestions are provided in many lessons. Students at this age quickly become computer literate. There are many wonderful learning games, story books, and other activities which can be accessed online or purchased. Some suggestions for search words are provided to help you locate these materials. Since online materials quickly come and go, no web addresses are provided. Additionally, you will want to check out all materials ahead of time. Some materials may not be as advertised or have inappropriate advertising or links.
- **Manners** are an important skill for students to learn at a young age. Manners may include please, thank-you, and how to address adults.
- **Health & Safety** is learning habits of hygiene and everyday safety skills.
- **Field Trips** are another way for the students to experience firsthand what they have been learning. Suggestions are given for possible field trips. It is not necessary that the trip occur on the day that it is mentioned in a lesson. Look ahead so that you can be prepared. These do not need to be complicated or elaborate. Simply walking down the street and around the corner to visit a grocery store can serve as an excellent field trip. Make arrangements to have some parents help with the supervision of the students. As an alternative have an expert come to give a simple demonstration to the students. Use the ideas that are given in the lessons as a springboard to come up with your own plans for a field trip.

LESSON 1: CREATION

Supplies:

Bible Story Reader
Student Worksheets
Pencil
Crayons
Shoelace
Scissors
Hole punch

Bible Reference: Genesis 1–2

Bible Concept: God created the world and everything in it.

Bible Lesson

Turn to the *Bible Story Reader*. Read the Bible story to the students. Use the picture and the Thought Questions to help the students better understand the story. Conclude with the Prayer. The students can repeat the phrases of the Prayer after you have said them.

Memory Verse

Genesis 1:1b

In the beginning God created the heavens and the earth. (NIV)

In the beginning God created the heavens and the earth. (NKJV)

In the beginning God created the heaven and the earth. (KJV)

Worksheets

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

Worksheet 1: Give the students the first worksheet for Lesson 1. Have the students trace the word “cat” with a finger. As the students trace, say the letters. Have the students repeat the letter names. The students should color the picture of the cat.

Worksheet 2: Give the students the worksheet. The students will be asked to match the animals. The students can do this verbally or by drawing a line between the matching animals.

The second side of the worksheet introduces numbering skills 1–3. With the students, count the cats in each row. Have the students circle the picture which has only one cat. If time permits, the students can color the cats.

LESSON 1: CREATION (CONT.)

Worksheet 3: This worksheet asks the students to draw a picture of themselves. An oval is provided. Write the student's name under the picture. Remind the students of how God made people. You may want to keep this completed worksheet until the end of the year. At that time ask the students to draw another picture of themselves. The pictures will illustrate the ways in which the students have developed over the course of the year. Some parents keep a collection of self-portraits their children have created over their school careers.

Worksheet 4: This worksheet reinforces the Bible lesson. The students will be asked to color animal shapes on the nature scene. As the students color, remind them of the beautiful world God created.

Worksheet 5: The final worksheet for Lesson 1 is printed on heavier paper and is found in the *Student Workbook Companion*. The activities on heavy paper are designed so that the students can repeat the activity on their own. You will need to cut out the shape on the worksheet. Use a hole punch to punch the holes around the shape. The students will be asked to lace the card. This will assist the students in developing fine motor skills. To make this sheet more durable it can be glued to a sheet of cardstock or you can attach the backside of the sheet to contact paper before punching the holes.

Science

Go on a nature walk. As you walk, ask the students to look at or touch different objects. Objects the students can point to or touch include trees, birds, grass, a bug, a dog, or a leaf.

Language Arts

The students should learn the following poem. Actions can be used to help the students remember the poem. Repeat the poem in lessons beyond this one.

God Made the Animals

God made the animals large and small,

(The students should move their hands from far apart to close together.)

Some were short while others were tall.

(The students should move a hand from close to the ground to high in the air.)

A few had feathers and others fur,

(The students should flap their arms as wings and then use a hand to mime petting a dog.)

He made a cat that liked to purr. (The students should place hands like ears on the head.)

Each animal soon received a name, (Point as if identifying animals.)

Adam made sure none were the same. (Shake head no.)

In God's garden they lived and played, (Jump in place.)

Where God's words were all obeyed. (Point a finger to the sky and nod head yes.)

LESSON 1: CREATION (CONT.)

Phonics

Ask the students to say the word “cat.” Have the students say the word slowly hearing the /k/ sound at the beginning of the word. Have the students repeat other words with a strong /k/ sound at the beginning. Words to include are car, can, and catch.

Math

Find household objects or toys for the students to count. Emphasize counting and categorizing to the number three. For example have the students count three blocks. The students should be able to place the blocks into groups of one, two, and three.

Shapes

Point out circular objects around the house. The students may see circles in plates, glasses, and sink drains. Have the students find other examples of circles.

Colors

One of the colors God made was green. Things that are green include frogs, grass, and leaves. Use the color green to draw a picture.

Health and Safety

Work with the students on personal hygiene. Remember that as God’s children, we must take care of our bodies. One way we can do this is by washing hands after playing outside, petting animals, or using the bathroom. Talk about washing in between fingers, duration of washing, and the amount of soap to use. This will be a lesson you will want to repeat.

Supplies:

Bible Story Reader
Student Worksheets
Pencil
Crayons

Bible Reference: Genesis 3

Bible Concept: Adam and Eve disobeyed God and sin entered the world.

Bible Lesson

Turn to the *Bible Story Reader*. Read the Bible story to the students. Use the picture and the Thought Questions to help the students better understand the story. Conclude with the Prayer. The students can repeat the phrases of the Prayer after you have said them.

Memory Verse

Genesis 3:23a

The LORD God banished him (Adam) from the Garden of Eden. (NIV)

The LORD God sent him (Adam) out of the garden of Eden. (NKJV)

The LORD God sent him (Adam) forth from the garden of Eden. (KJV)

Worksheets

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

Worksheet 6: Give the students this worksheet for Lesson 2. Have the students trace the word “dog” with a finger. As the students trace, say the letters. Have the students repeat the letter names. The students should color the picture of the dog.

Worksheet 7: The students will be asked to identify the largest dog on the worksheet. You may also want to have the students identify the smallest dog. If time permits, the students can color the dogs.

The second side of the worksheet continues work on the students' numbering skills 1–3. With the students, count the number of dogs in each group. Have the students circle the group which has 2 dogs. If time permits, the students can color the dogs.

LESSON 2: SIN (CONT.)

Worksheet 8: This worksheet asks the students to match the colors which are the same. The students can do this by pointing to the similar colors or drawing lines between them. Have the students identify each color by name. You can extend the activity by having the students identify the different shapes. These skills will be repeated throughout the curriculum.

The second side of the worksheet reinforces the Bible lesson of sin entering the world. Remind the students that when Adam and Eve sinned, weeds began to grow and made it difficult for flowers to bloom. Ask the students to point to the pictures of weeds. Have the students take a black crayon or pencil and place a mark over the weeds. Next have the students point to the flowers and draw a circle around them.

Worksheet 9: This worksheet reinforces the Bible lesson. The students will be asked to show the results of sin on the beautiful picture. The students will be asked to draw weeds. Remind the students that before Adam and Eve sinned there were no weeds. The world was perfect. After Adam and Eve sinned, there were weeds that needed to be pulled. The students can also make some of the water and sky dirty. This picture can be displayed on a wall or bulletin board.

Worksheet 10: The final worksheet for Lesson 2 is on heavier paper and is found in the *Student Workbook Companion*. The activities on heavy paper are designed so that the students can repeat the activity on their own. Have the students look at the face on the page. Ask the students to identify the various parts of the face. The students should identify eyes, ears, nose, chin, cheeks, hair, and mouth. After the students have identified these on the picture, have the students find them on their own face. This activity can be repeated throughout the year until the concept is mastered.

Science

Take the students outside if the weather is nice and have them identify weeds. If you are at a park or have a flower garden, talk about how weeds choke out good plants.

Phonics

Have the students say the word “dog.” Have the students repeat the /d/ sound at the beginning of the word. Ask the students to think of other words that begin with the /d/ sound such as duck, day, and dinner.

Math

Take out three washcloths or squares of toilet paper. Have the students count the squares. Count to three.

LESSON 2: SIN (CONT.)

Shapes

Point out square shapes around the house. Examples may include windows, books, and washcloths.

Colors

One of the colors God made was yellow. Have the students identify items with the color yellow. These may include books, clothing items, or flowers. The students may count the number of yellow items they find.

Music

Make a drum for the students out of a small plastic container filled with beans or rice. Have the students tap or shake the container to make music.

Health and Safety

Go around the house and identify things which can be dangerous for a child. These may include electrical outlets, the stove, and the hot water faucet. Talk about why it is important to avoid these unsafe items.

Creative Cooking

Have the students help you make a square meal. Use squares of bread and cheese in your meal. Also cut some fruit, such as watermelon, into squares. Other “square” foods may include gelatin cut square in a pan, crispy rice treats, and crackers.

LESSON 3: NOAH

Supplies:

Bible Story Reader

Student Worksheets

Pencil

Crayons

Scissors

Animal-shaped crackers

Bible Reference: Genesis 6:1–9:17

Bible Concept: God saved Noah, his family, and animals from the flood.

Bible Lesson

Have the students imagine a rainy day. Ask the students what kinds of things they do on a rainy day. Now tell the students to imagine that there were 40 days of rainy days and nights. The students should recognize that this is a long time. Where would all the water go? What would happen to the houses, streets, and flowers? Tell the students that the Bible story in this lesson is about a huge flood that took place after many days and nights of rain. Read the Bible story. Use the picture and the Thought Questions to help the students better understand the story. Conclude with the Prayer.

Memory Verse

Genesis 6:22

Noah did everything just as God commanded him. (NIV)

Thus Noah did; according to all that God commanded him, so he did. (NKJV)

Thus did Noah; according to all that God commanded him, so did he. (KJV)

Worksheets

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

Worksheet 11: This worksheet for Lesson 3 asks the students to trace the word “pig” with a finger. As the students trace, say the letters. Have the students say the word “pig” emphasizing the /p/ sound. Have the students color the picture of the pig.

LESSON 3: NOAH (CONT.)

Worksheet 12: On this worksheet the students should match the pigs which are the same. This can be done by having the students point to the two pigs which are the same or drawing a line between the pigs which match. Have the students explain why each set of pigs match.

The second side of the worksheet has the students count the number of pigs in each row. The students should choose the row which has 3 pigs. If time allows, have the students color the pigs.

Worksheet 13: This worksheet asks the students to look at various shapes. The students should first of all match the shapes which are the same. Once the students have identified the matching shapes, have the students name each shape. The students should go on to color the matching shapes the same color. For example, the students could color the two circles red.

The second side of the worksheet asks the students to identify the largest and smallest item in each row. The students should circle the largest item and put an X or just draw a line on the smallest one. Alternately, the students could point to the largest and the smallest items.

Worksheet 14: This worksheet ties in with the Bible lesson. The students should color the animals on the picture of the ark. Have the students retell the story of Noah's ark while completing this activity. This sheet can be displayed on a wall or bulletin board. Periodically, review the Bible story worksheets and have the students tell the story.

Worksheet 15: The final worksheet for Lesson 3 is on heavy paper and is found in the *Student Workbook Companion*. Before presenting the activity to the students, cut out the ten cards. Show the students the cards. Ask the students to match the animals which are the same. This also provides another opportunity for the students to retell the story of Noah's ark. After the students are successful at matching the pictures, turn them over so the pictures are not visible. You may want to start with four cards to play a memory game with the students. Have the students turn pairs of cards over until they make a match. As the students become successful, add other pairs to the game. Store the pieces in a zip top bag. The memory game can be played repeatedly throughout the year.

Science

Go outside with the students on a nature walk. Have the students touch different textures and describe what they are touching. For example, the students can touch tree bark and describe how it is rough. The students could touch a flower petal and describe its velvety feel.

LESSON 3: NOAH (CONT.)

Language Arts

Ask the students to choose a favorite toy. Have the students express to you why they like this particular toy.

Phonics

Have the students say the word “pig.” Ask the students to say the word loud and soft. Have the students emphasize the first /p/ sound of pig. Tell the students that other words beginning with the /p/ sound include pot, pan, and pen. Have the students say these words loud and soft. Have the students emphasize the first sound of each word.

Math

Give the students a basket with three to four pairs of socks. Separate the pairs and have the students match the socks which go together. The students need to consider the size, color, and shape differences.

Shapes

Show the students a picture of a triangle. Together count the three corners and the three sides. Find objects that have triangles. One example is the roof of a house.

Colors

Highlight the color red. Play “I Spy” with the students by having them find objects which are red. Red objects may include passing cars, apples, or clothing.

Arts and Crafts

Help the students color a picture of a rainbow. In the correct order, give the students the colors of a rainbow: red, orange, yellow, green, blue, indigo, and violet (purple). Tell the students how the rainbow reminds us that God will never again destroy the entire world with a flood.

Physical Education

Have the students pretend to walk like different animals. Give the students the name of an animal and have them imitate how that animal might walk. Animals to include are an elephant, dog, monkey, and duck.

Creative Cooking

Get a box of animal crackers. Have the students gather two of each type of animal found in the box. Recall how Noah gathered two of every type of animal to place on the ark.

LESSON 4: TOWER OF BABEL

Supplies:

Bible Story Reader

Student Worksheets

Pencil

Crayons

Scissors

Blocks

Jars of different sizes with lids

Bible Reference: Genesis 11:1–9

Bible Concept: God created new languages after people tried to build a tower to heaven.

Bible Lesson

Before reading the story, ask the students to build a tower of blocks as high as possible. Ask the students if they can build a tower as tall as the ceiling. What about as high as a water tower or a similarly tall building in the community? Do they think they could build a tower to the moon? Tell the students that in this Bible story, the people try to build an incredibly high tower. Read the Bible story to the students. Use the picture and the Thought Questions to help the students better understand the story. Conclude with the Prayer. The students can repeat the phrases of the Prayer after you have said them.

Memory Verse

Genesis 11:8

So the LORD scattered them from there over all the earth, and they stopped building the city. (NIV)

So the LORD scattered them abroad from there over the face of all the earth, and they ceased building the city. (NKJV)

So the LORD scattered them abroad from thence upon the face of all the earth: and they left off to build the city. (KJV)

Worksheets

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

Worksheet 16: Give the students this worksheet for Lesson 4. The students should trace the word “duck” with a finger. Say the letters of the word as the students trace. Next the students should color the duck yellow. Help the students choose the yellow color.

LESSON 4: TOWER OF BABEL (CONT.)

Worksheet 17: On this worksheet the students will be asked to distinguish different colors. In each row the students need to choose a specific colored duck. After the students have chosen the correctly colored duck, ask them to name the other colors in the row.

The second side of the worksheet asks the students to trace the number 1 as well as trace the word “one” with a finger. As the students trace, say the letters. The students should count the number of ducks on the worksheet. If time permits, ask the students to color the number 1.

Worksheet 18: This worksheet reviews largest and smallest. The students should identify and circle the smallest tower. Next the students should color the largest tower.

The next activity continues the practice of numbering skills 1–3. With the students, count the number of ducks in each group. Have the students circle the group which has one duck. If time permits, the students can color the ducks.

The second side of the worksheet asks the students to identify a small family. Ask the students to identify the mom, dad, and baby. If your family uses different terms such as mother or father use these for the activity. After the students have successfully completed that exercise, have the students say the names mom, dad, and baby while they point to the people in the picture.

Worksheet 19: This worksheet reviews the Bible lesson. The students should identify the tower and talk about the Bible story. The students can color the picture as they wish. Display the picture on a wall or bulletin board.

Worksheet 20: The worksheet found in the *Student Workbook Companion* for Lesson 4 needs to be cut apart before being given to the students. Ask the students to arrange the objects from smallest to largest. You may want to do this with three squares before going on to all five. You can also have the students arrange the squares from largest to smallest. Put the pieces in a zip top bag so this activity can be repeated throughout the year.

LESSON 4: TOWER OF BABEL (CONT.)

Language Arts

Teach the students the song, “Old MacDonald Had a Farm.” Repeat the verses with the various animals found in the first four lessons. If you are not familiar with the song, you can easily find the tune on the internet.

Old MacDonald Had a Farm

Old MacDonald had a farm,
Ee i ee i oh!
And on that farm he had some ducks,
Ee i ee i oh!
With a quack, quack here,
And a quack, quack there
Here a quack, there a quack,
Everywhere a quack, quack
Old MacDonald had a farm
Ee i ee i oh!

Phonics

Have the students say the word “duck.” Ask the students to say the word quickly and to draw out the word. You will want to sample how to say the word short and long. The students should say the word “duck” emphasizing the /d/ sound. Tell the students that other words beginning with the /d/ sound include deer, dish, and dig. Have the students repeat these words saying them both long and short.

Math

Ask the students to find the number 1 around the room or house. Places to look include clocks, phones, and appliances.

Shapes

Put two plates of different sizes together. Have the students choose which plate is larger. Most plates are in the shape of a circle. Point out other items around the house that have a circle shape. Pick other familiar objects of two different sizes. Ask the students to choose which item is larger.

LESSON 4: TOWER OF BABEL (CONT.)

Colors

Focus on the color blue. Tell the students that two items which can appear blue are the sky and water. Have the students draw a picture with blue sky or blue water.

Matching

Have a number of empty jars with twist-on lids. The students should match each lid to the correct jar. Ask the students to screw the various lids off and on the jars.

Health and Safety

Work with the students on brushing their teeth. Talk about the correct way to brush teeth. Tell the students how long they should brush their teeth. Explain the importance of taking care of a person's teeth.

Physical Education

Ask the students to imagine they had to climb a tall tower. Have the students climb stairs two different ways. The first time the students should climb each step with two feet per step. The next time the students should climb one foot per step.