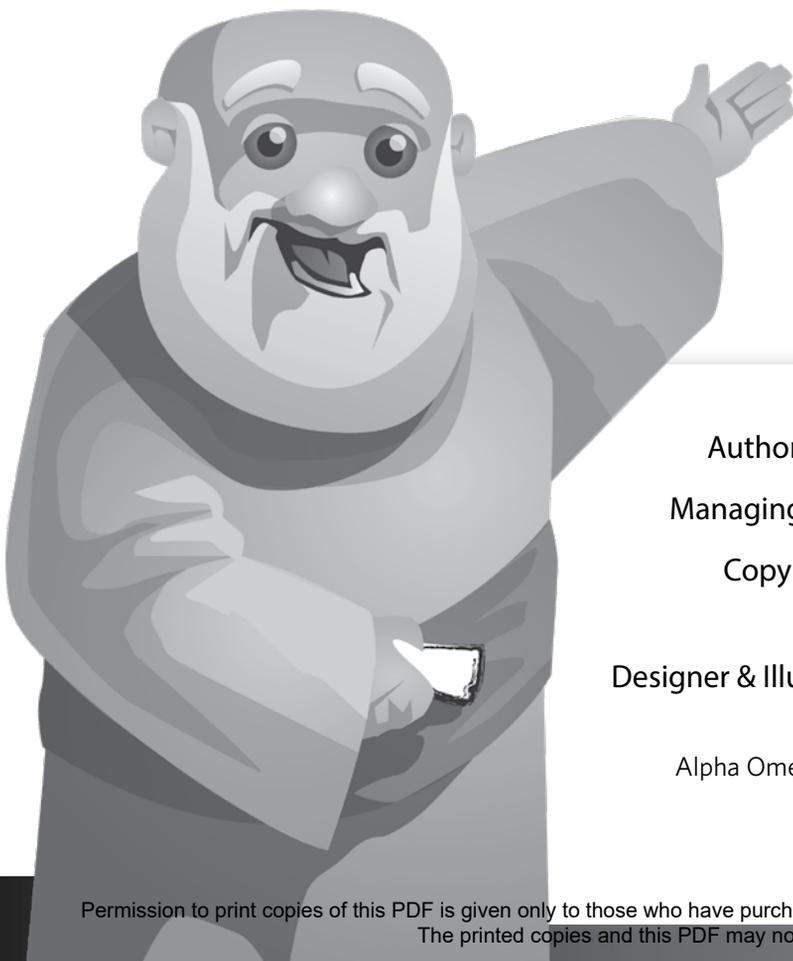
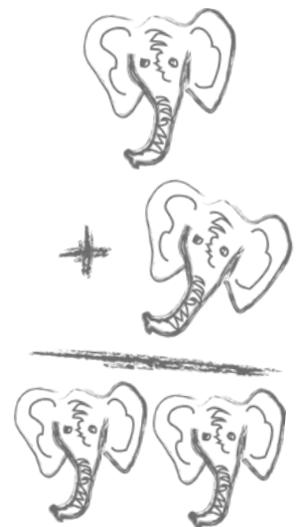


# Horizons

## Preschool

For Three's

# TEACHER'S GUIDE



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Alpha Omega Publications • Rock Rapids, Iowa

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804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

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*Printed in the United States of America*

ISBN 978-0-7403-2999-9

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# LESSON 5: MOSES

## Supplies:

*Bible Story Reader*  
Student Worksheets  
Pencil  
Crayons  
Scissors  
Red and yellow food coloring  
Stuffed animal  
Family photo

**Bible Reference:** Exodus 2:1–10

**Bible Concept:** God loved and cared for Moses.

## Bible Lesson

Begin by talking about how older children often take care of younger children. If the students have older brothers or sisters, discuss how older siblings may help take care of the children. Otherwise, talk about how older children may take care of younger children in a church nursery or as babysitters. Tell the students to listen to the story and how God used an older sister to help care for her baby brother. 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

Exodus 2:10b

She named him Moses, saying, “I drew him out of the water.” (NIV)

She called his name Moses, saying, “Because I drew him out of the water.” (NKJV)

She called his name Moses: and she said, Because I drew him out of the water. (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 21:** Give the students this worksheet for Lesson 5. Have the students trace the word “cow” with a finger. Say the letters as the students trace the word. The students should complete the worksheet by coloring the cow.

# LESSON 5: MOSES (CONT.)

**Worksheet 22:** This worksheet focuses on the number 2. The students should begin by tracing the number 2 with a finger. Next the students will trace the word “two” with a finger. As the students trace, say the letters. The students should count the number of cows on the page. If time permits, have the students color the number 2.

The second side of the worksheet continues with identifying people in a family. In this photo the students need to identify the mother, father, children, grandmother, and grandfather. If your family uses different terms such as “mom” or “grandpa” use these for the exercise. Next ask the students to point to the family members and say the words at the same time.

**Worksheet 23:** This worksheet is one that may be challenging for some children. The heavy paper worksheet will review the same concept. The students will be asked to identify the cow in different locations. The first location is to identify the cow that is *under* the cloud. Continue by having the students identify the cow *next* to the tree, and finally the cow *on* the grass. You can do the activity a second time by using different descriptors such as the cow *near* the tree or the cow *in* the grass.

The second side of the sheet works on the students’ numbering skills 1–3. With the students, count the number of camels in each group. Have the students circle the group which has 3 camels. If time permits, the students can color the camels.

**Worksheet 24:** This worksheet has the students review the Bible lesson. The students should find a number of objects in the picture of baby Moses and Pharaoh’s daughter. Assist the students in finding and circling a baby, a crown, the pyramids, the sandals, and a basket.

**Worksheet 25:** Cut out the picture and the rabbit on the worksheet for Lesson 5 that is found in the *Student Workbook Companion*. Begin by having the students place the rabbit in different places on the picture. The teacher should then state if the rabbit is on the bridge, next to the bridge, or under a tree. Continue by asking the students to place the rabbit in different places on the picture. This can be repeated throughout the year.

## Social Studies

Find a family photo which includes the student. Ask the students to identify the various people in the photo.

# LESSON 5: MOSES (CONT.)

## Language Arts

Have a stuffed animal available. Ask the students to put the animal over the child's head, under the chair, and next to the table. Next, take the animal and put it in different places. Have the students describe where the animal has been placed.

## Music

Teach the students the song "Jesus Loves the Little Children" by Clare Herbert Woolston. If you are not familiar with the song there are examples online that you can listen to or watch.

### Jesus Loves the Little Children

(C. Herbert Woolston)

Jesus loves the little children,  
All the children of the world.  
Red and yellow, black and white,  
All are precious in His sight.  
Jesus loves the little children of the world.

## Phonics

Have the students say the word "cow." Ask the students to say the word "cow" loudly and then softly. Ask the students to say "cow" in a high voice and a low voice. Practice using different volumes and pitches with other words beginning with the /k/ sound like cat, cup, and clothes.

## Math

Have the students find the number 2 around the house. Places to look include clocks, phones, and appliances.

## Colors

Orange is the color to focus on for this lesson. Take a glass of water and put in a couple of drops of yellow and red food coloring. Mix. Tell the students that the color in the glass is orange. See if the students can identify some objects which are orange.

## Physical Education

Tell the students that they need to cross a river. Set up "rocks" in the river by using pillows or pieces of paper. The students need to walk or jump from paper to paper in order to cross the river and not get wet.

# LESSON 5: MOSES (CONT.)

## Computer Work

There are many free games on the internet that are appropriate for young children. Some of these involve learning shapes. Because internet addresses change frequently, we are not including them in the Teacher's Guide. Instead, do a search for the terms "shape identification games" or "preschool shape games." Make sure to check the games for age appropriateness before having the students play them.

# LESSON 6: BURNING BUSH

## Supplies:

*Bible Story Reader*  
Student Worksheets  
Pencil  
Crayons  
Scissors  
Glue  
Blank sheet of paper

**Bible Reference:** Exodus 2:11–4:17

**Bible Concept:** God had a special job for Moses.

## Bible Lesson

Ask the students if they have ever seen a campfire. Talk about the fact that if a log is put on a fire it will eventually burn up and new logs will need to be added. This Bible story is about a bush that starts on fire but doesn't burn up. God used the bush as a way to get Moses' attention so that he would listen to what God had to say.

Read the Bible story to the students. Go over the Thought Questions at the end. Spend some time talking about what special jobs God has in mind for the students. These jobs may be listening to parents, helping pick up toys, or learning Bible stories. Close the time with the Prayer.

## Memory Verse

Exodus 3:12a

And God said, "I will be with you." (NIV)

So He said, "I will certainly be with you." (NKJV)

He said, "Certainly I will be with thee." (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 26:** This worksheet for Lesson 6 continues to build the students' understanding that letters work together to form words. Have the students trace the word "sun" with a finger. As the students trace, say the letters. The students should then color the picture of the sun on the worksheet.

# LESSON 6: BURNING BUSH (CONT.)

**Worksheet 27:** This worksheet has the students tracing the number 3 as well as tracing the word “three” with a finger. As the students trace, say the letters. The students should then count the number of suns on the worksheet. If time allows, have the students color the number 3.

The second side of the worksheet works on identifying the parts of the body. Ask the students to point to different parts of the picture and tell the students if that part is an arm, leg, feet, hands, or head. Next point to the various parts and have the students name the parts for you. Follow this up by having the students identify the different parts on their own bodies.

**Worksheet 28:** This worksheet asks the students to color a picture of a sun where it should appear in the picture. The students should understand that the sun appears in the sky. Also have the students color the flowers on the picture.

The second side of the worksheet reviews the colors the students have learned. The students should match the color with the fruit of the same color. This can be done by pointing to the matching items or drawing a line between them. Additionally, ask the students to name the various colors as well as the fruits.

**Worksheet 29:** This worksheet reinforces the Bible lesson. Review the story of Moses and the burning bush as you look at the picture. Have the students color the picture. This picture can be displayed on a wall or bulletin board. The stories from previous lessons can be reviewed by looking at the displayed pictures.

**Worksheet 30:** The worksheet found in the *Student Workbook Companion* for Lesson 6 will need to be cut apart for the students. Have a blank piece of paper available. Ask the students to identify the shapes you have cut out of the heavy paper. The students should identify triangles and a circle. Have the students place the circle in the middle of the blank piece of paper and glue it in place. Around the circle, they should place the triangles so that a sun is formed. Help the students glue the rays for the sun on the page.

## Phonics

Have the students say the word “sun” emphasizing the ending. Tell the students that when words have the same sound at the end they rhyme. The students may not understand the concept of rhyming, but they should be able to hear the rhyme. Tell the students the words “sun” and “fun” rhyme. Play around with words with the same end rhyme. Nonsensical words are fine for this activity. Other words which rhyme with sun include bun, done, fun, and run.

# LESSON 6: BURNING BUSH (CONT.)

## Reading

Present the students with two short books that they enjoy. Ask the students to choose one for you to read. You may want to ask the students to explain their choice.

## Writing

Have the students draw pictures of a circle or sun with different types of materials. For example, have the students draw a picture of the sun with chalk on the sidewalk. Have the students use a large paint brush with water to draw a picture of the sun on the same surface. The students could use a pencil to draw a picture of the sun on a piece of paper.

## Shapes

Point out that the sun forms a circle shape. The moon is also a circle. Have the students point out other examples of circles that are outside the house. Find some items that form triangles. Triangles are a little harder to find but you can see them in the roof of a house, the shape of a simple tent, a rubber door stop, yield signs, pyramids, corn chips, a slice of pie, or a stairway.

## Colors

Review the colors green, yellow, red, blue, and orange with the students. Before beginning, gather two or three objects of each color. Have the students identify the color of each object. Next have the students match all the items which are the same color.

## Health and Safety

Discuss how the sun is a wonderful thing, but too much sun can be dangerous. Talk with the students about the importance of sunscreen to keep the skin from becoming burned. You can talk about other types of sun protection such as hats and swim shirts.

## Physical Education

Have the students practice standing on one foot. Ask the students to raise a hand while standing on one foot. The students should stand on the other foot and raise a hand as well. This activity will help the students' balance.

## Science

Take a piece of construction paper. On top, place an object such as a leaf or block. Place the construction paper and item outside in the sun or in front of a sunny window for a few hours. Take the object off the paper. Show the students how the power of the sun fades the construction paper. Together discuss the sun's power to melt snow, warm the earth, and help plants grow. Take time to praise God for the gift of sunshine.

# LESSON 6: BURNING BUSH (CONT.)

## Creative Cooking

Have the students help you make “Ants on a Stick” for a healthy snack. Cut celery into pieces that are 2–3 inches long. Put peanut butter on the celery. Have the students place raisin “ants” on the celery stick.

# LESSON 7: PLAGUES

## Supplies:

*Bible Story Reader*  
Student Worksheets  
Pencil  
Crayons  
Glue  
Scissors

**Bible Reference:** Exodus 5:1–13:16

**Bible Concept:** God sent plagues to Egypt so Pharaoh would let the Israelites leave the country.

## Bible Lesson

Start with the first two Thought Questions before reading the Bible story. Define for the students the word “plague.” Talk about what it would be like to have a house full of frogs. Read the Bible story. Use the picture and the Thought Questions to help the students better understand the story. Follow this with the Prayer.

## Memory Verse

Exodus 6:6a

I am the LORD, and I will bring you out from under the yoke of the Egyptians. (NIV)

I *am* the LORD; I will bring you out from under the burdens of the Egyptians. (NKJV)

I am the LORD, and I will bring you out from under the burdens of the Egyptians. (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 31:** Give the students this worksheet for Lesson 7. Have the students trace the word “star” with a finger. As the students trace, say the letters. Together count the points of the star. The students should color the star.

**Worksheet 32:** This worksheet explores the difference between full and empty. Ask the students to identify the glasses on the worksheet that are full and circle them. Next the students should identify the glasses that are empty and place an X on them.

The second side of the worksheet has pictures of clothing items. The students should match the clothes which are the same. If possible, have the students draw a line between the two items. The students could also point to the pictures which match.

# LESSON 7: PLAGUES (CONT.)

**Worksheet 33:** This worksheet has the students looking at a picture of the night sky. On the picture are four stars. The students will be asked to color four stars in the sky. Count four stars and have the students color them.

The second side of this worksheet asks the students to match the items which contain the same colors. The students will need to look for items which share two colors like red and green or yellow and red. The students can do this by pointing to the items or drawing lines between them.

**Worksheet 34:** This worksheet has the students reexamine the Bible story. The Bible story was about the plagues of Egypt. Some of these plagues are pictured on the worksheet. Name one of the plagues and have the students find that plague in the picture. For example, remind the students of the plague of frogs. Have the students find the picture of frogs on the page. Display this page with others from previous lessons on a wall or bulletin board.

**Worksheet 35:** This sheet found in the *Student Workbook Companion* for Lesson 7 asks students to place stars on the picture of the sky. Cut out the picture and the stars for the students. Help the students count the stars as they glue them on the picture.

## Science

Line up a number of glasses. Fill some of them full of water. Leave others empty. Ask the students to identify those which are full and those which are empty. Have a pan available so that the students can empty the glasses.

## Phonics

Ask the students to follow a simple clapping pattern. Begin by clapping once, then twice, and finally three times in a row. Once the students can follow the directions correctly, introduce one, two, and three syllable words to say while clapping. For example, as you clap once say the word “star.” The students should follow this pattern. While clapping twice, say the word “little.” For clapping three times, say the word “remember.” Make sure the claps match the syllables in the words. By repeating this exercise, the students will learn that words have syllables. The word syllable will not be introduced to three-year-olds, but they can learn the concept.

# LESSON 7: PLAGUES (CONT.)

## Reading

Read a book to the students. Have them turn the pages. This will help the students become familiar with how books are read from left to right. You may also want to use your finger to follow the words on the page so the students see how left to right works for sentences.

## Math

Take a number of forks and spoons out of the drawer. Have the students match the items which are the same and which are different. You can also have the students count the number of spoons versus the number of forks.

## Shapes

Point out star shapes around the house. The students may see stars in jewelry, cookie cutters, decorations on toys, and marshmallows. Have the students find other examples of stars.

## Colors

Focus on the colors black and white in this lesson. Have the students locate objects which are both black and white. The students should point to the white part of the object and then the black part. Some food labels are black and white.

## Music

Teach the students the song or the poem, “Twinkle, Twinkle, Little Star.” After going through the song a number of times, leave out the words at the end of the lines to see if the students can remember them.

### **Twinkle, Twinkle, Little Star**

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are!

## Physical Education

Give the students a sweater or coat with large buttons. Have the students practice buttoning and unbuttoning the item. This will help the students practice fine motor skills. Do this activity periodically with items with increasingly smaller buttons. Eventually, have the students put on the clothing item and button it themselves.

# LESSON 7: PLAGUES (CONT.)

## Outside Activity

Go outside on a clear evening and look at the stars. Discuss how God created the stars. There are so many of them that we are unable to count them all.

# LESSON 8: RED SEA

## Supplies:

*Bible Story Reader*  
Student Worksheets  
Pencil  
Crayons  
Scissors

**Bible Reference:** Exodus 13:17–15:21

**Bible Concept:** God separated the Red Sea so the Israelites could walk across on dry land.

## Bible Lesson

Begin by talking about a trip you have taken to a swimming pool, large river, lake, or ocean. Ask the students how they would be able to get across the water. Talk about using a boat, swimming, or needing a bridge. Ask the students if they think they could walk across the body of water. It is possible to walk across shallow bodies of water. Do you think you could walk across the water without getting even your feet wet?

Tell the students to listen carefully to the Bible story. God is going to do something special so that His people can cross some water without getting wet. Read the selection to the students. Discuss the Thought Questions and close with the Prayer.

## Memory Verse

Exodus 15:1a

I will sing to the LORD, for he is highly exalted. (NIV)

I will sing to the LORD, For He has triumphed gloriously! (NKJV)

I will sing unto the LORD, for he hath triumphed gloriously. (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 36:** Give the students this worksheet for Lesson 8. The students should trace the word “moon” with a finger. As the students trace, say the letters. Point out that the word has letters which are the same. Have the students point out the two letter “o’s.” Next ask the students to color the picture of the moon.

**Worksheet 37:** This worksheet is a picture of a night sky. The students should color the picture of the moon yellow. Have the students note that the sky only has one moon but many stars. Count the stars. The students should then color the stars blue.

# LESSON 8: RED SEA (CONT.)

The second side of the worksheet asks the students to work on counting. The students should count the number of moons in each row. The students should circle the moons in the row that has five.

**Worksheet 38:** This worksheet has the students practice identifying things which are large. The students should look at each set of pictures. Have the students identify the largest item in each row and then color the pictures. As an extended activity the students can be asked to find the smallest item in each row.

The second side of this worksheet asks the students to match the items you would use for a meal. The students can do this by pointing to the similar items or drawing lines between them. Have the students identify the items.

**Worksheet 39:** This worksheet reviews the story of the Israelites crossing the Red Sea. The students should look at the picture and see that there is no path for the Israelites to cross the sea. Have the students use a brown crayon to draw a path through the sea. As the students draw the path, recall how God created a path for the Israelites through the Red Sea. Display this picture with others from previous lessons on a wall or bulletin board.

**Worksheet 40:** This worksheet found in the *Student Workbook Companion* for Lesson 8 will help the students review colors. Cut apart the six squares of different colors. Give the students one color at a time. Ask the students to identify the color. The students should then find objects that are the same color as the square. Continue through all six of the colors. Store the pieces in a zip top bag. This is an activity that can be repeated at a later time.

## Science

Place a pan of water on the table. The pan should be a few inches deep. Gather a number of items that will float or sink. Items to include are silverware, a small plastic lid, and a pencil. Ask the students to name each item and decide if they think it will sink or float. Have the students put each item in the pan to check if their prediction is correct.

## Language Arts

Choose a picture book that the students have not seen before. Have the students tell you what they think the book is about based on the pictures. Then read the book.

# LESSON 8: RED SEA (CONT.)

## Phonics

Ask the students to guess animal sounds you make. Some sounds you may want to make include “meow,” “moo,” and “quack.” After the students have guessed your sounds, have them make sounds for you to guess.

## Math

Take a number of different sizes of glasses or containers out of your cupboard. Ask the students which container would hold the most water and which the least. Use a measuring cup filled with water to illustrate which glass or container holds the most and which the least. You can have the students help you do this over the sink or a towel.

## Shapes

Point out rectangular objects around the house. The students may see rectangles in a table top, television screen, building block and bricks, doors, paper, picture frames, paper money, and candy bars. Count the four sides and count the two long sides and two short sides. Remind the students that a rectangle always has two long sides and two short sides. Have the students find other examples of rectangles.

## Colors

Focus on the color purple. Look at a magazine or book together. Have the students point out the color purple in the various pictures.

## Arts and Crafts

Have the students create a picture using shaving cream, whipped topping, or pudding. This can be done either on a piece of paper or on a cookie sheet. The students can finger-paint using one of these as a medium.

## Physical Education

Ask the students to imitate the different ways animals walk. Examples of animals to imitate include a dog, elephant, duck, and frog. You could also have the students imitate the walk of an animal and have another person guess the type of animal being imitated.

## Computer Work

The internet has a number of free color matching games. Because the internet frequently changes, you will want to do a search for “color matching game preschool” or something similar in order to find appropriate games for the students.