

## Introduction

A preschool program is now a part of the Horizons product line. This program will serve as both a complement and an introduction to the other fine Horizons products. Give your preschoolers a foundation that will help them to be successful in kindergarten with this flexible and comprehensive curriculum choice from the Horizons series.

Our goal in early childhood education is to develop the best style of education, the optimum learning environment and to establish within the child the correct foundation emotionally, intellectually, socially, and spiritually.

*Horizons Preschool* is based upon the most perfect source available, the Bible. You and your students will be studying the world around you from the viewpoint of the Creator. Lessons begin with a Bible concept and flow into activities and academic subjects including social studies, language arts, math, phonics and science. Arts and crafts, music, story times, outdoor excursions, and other exciting learning activities enhance the student lessons. The Teacher's Guides contain daily lesson plans making learning and teaching fun and easy. *Horizons Preschool* helps students gain the important knowledge that God is the beginning of all things. It gives them a perspective of the world which can be gained in no other way.

The *Horizons Preschool* program is adaptable to many school situations, the home school, a day care setting or the traditional school classroom. Five days a week are provided, with the understanding that any number of days per week may be used successfully. New concepts are introduced on days 1, 3, and 5 of the week. Days 2 and 4 have activities that expand and further practice those concepts. You will be given a variety of learning experiences from which to choose in the material. Students coming into this program with preschool exposure will be more successful with the fine motor skills required to complete some of the worksheets. Students with less background may need more time writing letters in corn meal, sand or whipped cream. The great thing is that you will have lots of ideas to choose from in running a program that fits your situation.

## Understanding the Young Child

As teachers and parents, we desire the best for our students. We go to great lengths to assure that they receive a good education. We want an environment where a child can freely explore the world using the five senses, feelings, and intellect to encompass the world. This type of a learning environment is rarely found in any school. What then, are the factors that give a special quality to the learning that will take place?

A young child is not at a mental distance from his world. A child will put his hand flat on the summer turf, feel it, and give a little shiver of private glee at the elastic firmness of the globe. He is not thinking how well it will do for some game, or to feed the sheep upon, he has an ecstatic sense of the thing's inherent characteristics. The image in the mind, and the actual object, are not clearly differentiated for the young child. The almost obsessive concern of some adults with reason and intellectualizing is not present in the young child. It isn't there to act as a barrier to the process of feeling deeply and gaining pleasure from sensual experience. A young child takes an element of our world and makes it his own. It is this personal relationship, this intermingling of self and experience that is characteristic of the development of understanding in young children. The knowledge is always acquired with personal sensual experience and it is in this way that a child gets close to the "inherent characteristics" of things.

An observant teacher will note that there is a world of difference between the learning experience in which the child is personally involved and one in which he is "going through the motions" with a task regarded as "school learning." We desire for the child to be personally involved. This can only occur through real-life, hands-on, manipulative experiences; i.e., through the use of as many of the five senses as possible. What the child feels, he internalizes. And what he has internalized, he has learned, for learning is internalization.

We must also come to the realization that to the child there is no separation between the experience of the object at hand and himself. Knowing this, the teacher understands that while we may separate subjects in our mind and call them Social Studies and Science, they are not so to the child. Nor should they be presented as such. They are simply another part of his world, and rightly so, for in the integration of an experience into self true learning is achieved.

If we can grasp this understanding of a young child, we will save ourselves a tremendous amount of time and energy. The normal sequence of teaching involves the teaching of separation of subjects, and then, when the child has learned that, an attempt to integrate the subjects again. The resulting confusion is not necessary.

The *Horizons Preschool* has integrated the subject materials for you throughout the lessons. Although we have listed them in categories, you will want to flow between the lessons without notifying your students of a change in what you are teaching. Each lesson is formulated to flow smoothly, discussing the same subject throughout, and giving the child opportunities to explore, through various senses, the world about him. We do not desire to begin with a list of subjects, but rather with the child's relationship with his world. We desire to teach the child HOW to think rather than WHAT to think.

Following the teaching period, the child will also require a time period for internalizing what has been taught. An indication of internalization of teaching will occur when the child begins to play the subject that has been taught. The allowance for a play period is, therefore, very important to the school, as this is how the child learns. The concept is that the teacher should allow for a play period, and not expect the child to have internalized the materials presented before an adequate time span has passed.

In understanding and evaluating your student, you must decide when to make them a "student." How old should a "preschooler" be? All students are different at different ages so it makes sense that there is no hard and fast age to consider your child a preschooler. The usual age for starting *Horizons Preschool* is four years old. But there are three year olds that are more than ready, anxious to do school. And there are five year olds that simply aren't ready yet. This is a decision totally up to the parents and their observation of the child. If you just can't decide, try it. The child will let you know by complaint and disinterest if they aren't ready. The most important rule is "Don't Push." Let the child's actions and desires guide your decision, not their age.

## The Environment of the School

The first step to successful education in early childhood is discipline. You need to discipline your students with a Godly perspective. Your students need to obey your voice command. They need to know the limits you have set. This gives them a sense of security, a sense of being loved.

There are many wonderful Christian books on the market about discipline. We suggest you read the books by Dr. James Dobson, Dr. Raymond Moore's writings on the subject, and *The Hurried Child* by

David Elkind. Charles Stanley's book *How To Keep Your Children On Your Team* is also excellent. These books will give you an overall view of Godly discipline and how our society interacts with children. Godly discipline should be a priority in the home before formal education is begun.

The second step (but more important than the first) in successful education is the teacher's and/or parent's relationship with God. You cannot teach your students about someone whom you do not know. Throughout this course you will be using the Word of God in depth to teach about the world around us. You need to know the Creator on a personal level. When you do, you then have access to the wisest Teacher on earth from whom to learn.

The third step is the routine of your school. Students need to have a set routine which guides their days and nights. Without this, they lose their sense of judgment as to the time and the occurrence of things. A routine gives the child the security needed to expand his world. This is true for the home school and for the traditional school.

We suggest that the preschool student have no more than two hours of actual school. By interspersing action activities and meaningful play between the quieter academic sessions you will fill the time that is available. Morning time usually works better as the child is refreshed. Planning a schedule will benefit the teacher more than the child. Even though you retain a routine for school, let the teaching time be natural and flexible.

Knowing that the young child learns best by doing, you will want to plan the day to include times when everyone is working together at a task. In this way the child learns how to do a variety of things. Encourage the children to learn to do some of the jobs around the house and/or classroom. A four year old is quite capable of dusting, straightening books, or cleaning up toys. Give sufficient work so that the student realizes that he is a productive part of the society of your classroom or home. This type of scheduling alone will greatly improve his or her self-esteem.

As noted previously, internalization of what you have taught and what the child has experienced will only take place through play. The child needs to have sufficient unstructured time to play. It is only through play that the child relives, rethinks, and clarifies what he has seen and done. Following field trips and time spent "studying," give students the opportunity to verbalize and recreate their experience. Knowing this, the wise teacher not only allows for play time, but encourages it. If you will listen to your students while they play, it will give you an insight into what they have understood of the materials you have presented.

## **The Classroom**

The environment at school needs to be clean and safe. Make it a school habit that everything is back in its place at the end of every day. Develop a routine of basic cleaning. Regularly spray and wipe any toys or manipulatives with disinfectant.

Consistency is the key to a smoothly running school. Make sure there is a big clock with large easy-to-read hands at the front of the room. Print out your basic schedule and post it in two or three places around the room. This said, remember that the schedule is your guide, not your task master.

We have scheduled the teaching lessons to cover five days a week. We suggest that if you want to do a three day school, that you chose Days 1, 3, and 5. If you are running a half day program you will want to select activities that can be completed in the time that is available. There are 180 lessons in

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this guide, so in some situations where a three day school is in session on a year long basis most of the lessons in this guide can be covered.

Set aside a special area where school supplies are kept. The child needs to know where supplies needed for creativity are kept and that he can reach them without your help. Include in this area glue, children's scissors, pencils, paper, color crayons, and colored markers. As the year progresses, add pets, plants, bulletin boards, and other items that will add to the educational environment. A supply list is included in this guide.

Younger children in the home may often distract you in the homeschool. Keep special toys for them to play with during your schooling time. This should be the only time they are allowed to play with these toys. Should the younger child be closer to the age of the preschool age child, you may use some of the preschool level with him. We caution you not to push the young child into work above his level. Rather, let him exist along with your teaching, gaining what he will. As the younger child grows he can be trained to sit still by gradually increasing the time he spends with you in a required quiet time. The home school works best if a special room is set aside as a classroom. At the least, have a bookcase set aside for school supplies, notebooks, and school work.

There are many wonderful books available for the Preschool age student. Try to provide good books in the classroom at all times. Purchase those that you can, then use the library regularly.

In the traditional school, make sure to provide a special cubby, drawer or cubicle for each student. Stacking plastic drawers work very well. Any personal items may be kept in the cubby. Notes for the parents have a better chance of success for reaching them if put in the cubby. Each student needs a small pillow or blanket for rest times.

## Determining Your Type of Program

The *Horizons Preschool* program has been designed to meet the needs of two different types of preschool programs. We will call them an *activity-centered* program and an *academically-centered* program. What's the difference? An *activity-centered* program places a stronger focus on meaningful play. Students form letter shapes with their bodies, write letters in pans of sand and/or cornmeal, trace the shapes of large felt letters. They build letters out of sticks, toys or items glued onto paper. Oral counting is practiced by counting objects as they encounter them in their surroundings. In this setting you see more emphasis on social skills, speaking skills, large motor development and discovery.

An *academically centered* program places more emphasis on a structured classroom setting. Students not only learn to recognize letters of the alphabet, they also learn to write them and learn introductory phonics skills that teaches them to sound out and read words. In addition to counting objects, they learn to recognize and write numbers, and begin to practice addition and subtraction skills. These students are talking about stories that the teacher reads, acting them out and creating new endings. Fine motor skills of cutting, pasting, coloring, and writing are used to complete worksheets and projects. The teacher spends a short portion of each day "teaching" with lecture, demonstration, review, and group practice of the concepts.

What does this mean to you? Basically, it means that there is far more material presented in this teacher's guide than what some classes of students can cover. You as the teacher or school administrator must first decide the overall goals and objectives for your school. From there you can use this teacher's guide to pick out the specific activities that support your philosophy of education. If the

emphasis of the school is focused on meaningful play, you will choose activities from the guide that support that focus. If the emphasis is academic, you will select activities that include the worksheets and a deeper study of the concepts. For either program this guide provides a basic structure and sequence of activities.

We have also tried to accommodate the various schedules of the typical preschool programs. Some are half-day programs, some are three-day programs and some are all-day programs. Obviously, if the guide contains enough material for an all-day program the others must pick and choose activities based upon their school's goals and objectives. Because some of the three-day and half-day programs may be either activity or academically focused, this guide makes no attempt to make the decision for you as to which activities are recommended for the various programs.

Another factor that will determine the selection of activities is the previous experience of your students. During the school year you will have to take the students from where they currently are with their skills and abilities to where your school has determined they should be by the end of the year. As the instructor you must bridge whatever gap exists between the student's previous "school" experience and the goals and objectives of your school. If your students come from a play centered three year-old preschool program and you wish to be more academically focused, the gap to bridge will be greater and the activities you choose from the guide will be different than those one would choose if their students came from an experience with more academic focus.

It has been necessary to assume in designing this teacher's guide that the preschool teachers who will be using it have experience, training or knowledge of how to run a preschool program. We have not gone into detail about learning center layout, schedules, procedures, strategies or methods. There is enough here in the guide to give you direction but not enough to dictate what is done every minute of the preschool day. The guide suggests the concept to teach. For example, if you are to teach the letter M, whether you do board work, air writing, writing in sand/cornmeal, flashcards, felt shapes, body shapes or whatever to teach the concept has been left up to you. Through experience and practice a teacher "finds" her own methods of instruction that fit both her own personality and the needs of her students. Methods are a variable that each teacher must learn and develop on her own. If you are apprehensive about this issue there are plenty of methods resources available either from print resources or on the Internet. You will be amazed at the volume of preschool information available on the Internet. For some reason this group of people loves to share and display what they have learned about their preschool experience.

## Components of the Horizons Preschool Program

This product has several distinctive components.

1. **Horizons Preschool Student Workbooks** contain the consumable student materials. Consumables are items that a student uses once either for arts and crafts or for practice in math, phonics or other academic topics.  
The 180 student lessons have been separated into two books. **Student Book 1** has lessons 1-90 and **Student Book 2** has lessons 91-180. These are 4-color; perfect-bound books with perforated pages for easy tear out. Most pages are front and back but some are 1-sided to be cut out for crafts.
2. **Horizons Preschool Teacher's Guide** is a detailed daily lesson planner that includes sufficient activities for a normal school day. The daily lesson planner includes an integrated selection of

activities that as naturally as is possible flow from one to the other. All topic areas relate in some way to the themes examined in the Bible lesson for the day.

The **Horizons Preschool Teacher's Guide** has 180 lessons. The 180 teacher lessons have been separated into two books. **Teacher's Guide Book 1** has the course introduction and lessons 1-90. **Teacher's Guide Book 2** has the course introduction and lessons 91-180. These are black and white books with a coil binding.

3. **Horizons Preschool Resource Packet** includes full-color **Teaching Aids** and **Black Line Masters** for reproducibles. The **Black Line Masters** include the **Memory Verse** cards, the **Alphabet Puzzle**, and other reproducible items for art and crafts. The **Teaching Aids** pages consist of **Flashcards** and colored pictures of animals, body systems, and other items found in nature that are used to demonstrate and illustrate lesson concepts. There are approximately 300 pages in this packet, of full-color loose sheets, that are shrink wrapped for shipping.
  - a. **Memory Verse** cards are send-home reproducibles for the memory verses learned in the program. The teacher has the option of choosing either KJV or NIV to reproduce for the memory verses.
  - b. **Alphabet Puzzle** is a manipulative to aid in teaching letters. The needed puzzle pieces are reproduced and cut out for the students.
  - c. **Flashcards** are used as manipulatives for teaching concepts. These include **Numbers** (1-12); **Letters** (Aa-Zz); **Colors** (red, green, blue, black, white, yellow, brown, pink, purple, orange, gray); **Shapes** (triangle, circle, square, rectangle, star, heart, oval, diamond); **Time** (analog clocks, digital clocks, and o'clock time to the hour); **Seasons** (Fall, Winter, Spring, Summer); and **Months** (January-December).

The **Numbers** cards have items on them for counting. The **Letters** cards have an animal or item that illustrate the sound that the letter makes. The **Colors** cards have a picture of a fruit or item that normally has the color. The **Shapes** cards are large geometric shapes, colored with the colors being taught in the program. The **Time** cards are very simple with both analog and digital clocks. The **Seasons** cards have illustrations that depict typical events for the season. The **Months** cards have illustrations that depict typical events for the month.

The **Flashcards** include both a handi-size for individual or small class instruction and a display-size which is a full page for large class instruction or wall display. All of the flashcards are two sided. The front side of the card includes a picture clue with the letter or word for the concept. The back side has either the letter or a picture clue for drilling the concept.

4. Several **Multimedia** items are included in the curriculum package. These include:
  - a. **Horizons Preschool Music CD** of the songs taught to the students that reinforce key topic areas. This has been recorded using some children's voices and serves as a sing-along instructional aid.
  - b. **Horizons Preschool Multimedia Package** consists of Videos, CDs, and Software that fit the lesson themes from the AOP library of titles. These can be purchased as a package or by individual titles from AOP.
  - c. **Suggested multimedia that is NOT part of the Package.** There are several recommended items that can be purchased or obtained from other sources.

## The Lesson Structure of the Horizons Preschool Program

Each *Horizons Preschool* lesson is divided (for teacher purposes only) into subdivisions of Bible Reference, Bible Concept to Present, Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Health & Safety, Arts & Crafts, Outdoor Activity, Homework, and Physical Education. These divisions will be examined in the paragraphs that follow.

- **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. We suggest you do not read this directly from the book, but rather interpret it into your own terminology. Any illustration that can be used will supplement and reinforce your teaching.
- **Social Studies** is concerned with how the materials being studied affects the student's lives. Discussed under this subject will be items that have an impact on the child's lifestyle, those people around him, 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* 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 letters sounds comprise the remainder of the program. When the student reaches the Kindergarten level, we suggest *LIFEPAC Kindergarten Language Arts* or *Horizons Kindergarten Phonics and Reading*, both available from Alpha Omega Publications.
- **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 a young child will need to be able to write. A developmental progression of activities is presented with the goal of enabling the student to independently write his first name.
- **Memory Verses** are suggested with ideas to illustrate them. The 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. 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 both the New International Version and the King James Version of the Bible. However, you may use whichever version your school prefers. There are reproducibles in the *Horizons Preschool Resource Packet* for both KJV and NIV. Make copies of the version that you wish to use for sending home with the students. We give you new verses almost every week, but the choice of how many to do is up to the teacher.
- **Math** lessons are planned to teach the fundamentals of number sense. They are multi-sensory experiences to aid the child in the acquisition of skills. Counting and number recognition are the initial focus with simple addition and subtraction concepts closing out the year. When the student reaches the Kindergarten level, we suggest *LIFEPAC Kindergarten Math* or *Horizons Kindergarten Math*, both available from Alpha Omega Publications.
- **Shapes** lessons will introduce and provide practice in identifying the basic geometric shapes that a student will need to be able to recognize in kindergarten. A new shape to study is introduced about every two weeks. 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 a student will need to be able to recognize in kindergarten. A new color to study is introduced about every two weeks. Through the year the students will learn to recognize the red, green, blue, black, white, yellow, brown, pink, purple, orange, and gray colors.
- **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 the preschool child improve his vocabulary. With strong vocabulary skills a young child is better prepared to begin reading on his own. He then can focus on gaining skill in decoding words that already have meaning for him.  
  
Story Time for the *Horizons Preschool* program has been left very open. We have provided a list of possible books to use but often do not give a specific book in the lesson



plan. This gives you, the teacher, the opportunity to pick books from our list or use others that you like or have found work well with your students. We have included the list only to get you started in selecting the books that you will use with your program. There are many different opinions about what books are appropriate for preschool children. We have attempted to provide a balanced list that includes conservative, 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. Any of the poems in this guide can be read again at a later time as part of the story time.

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 preschooler on a regular basis. This will reinforce what they are learning in the classroom.

- **Music** is suggested for each lesson. You will find the tune to the songs suggested listed for you. Should they not be familiar tunes, the "Horizons Preschool Music" CD will have many of the songs for you. 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. Each new song appears in the lesson plan for seven lessons. This doesn't mean that you cannot use them any more, in fact some will become favorites of the students and they will ask to sing them very often. A few of the lessons do not specify any songs for the music time, on these days do any of the teaching songs that the students need or let them sing any of their favorites.
- **Arts & Crafts** are the process by which children create. We have given you the suggestion of the medium; the child will add the ideas. Note what he creates and praise him highly for work accomplished. Provide time for this activity to occur. Arts & Crafts are designed for sharpening the skills of observation in the child 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 child 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 child previous to the teaching of reading. Be certain your student is in good health prior to any exercise period. The physical education time should be used to develop the large muscle motor skills so the student can move with gracefulness and rhythm.

- **Outdoor Activities** are a time to observe the wonders of Creation and the responsibility for caring for it.
- **Creative Cooking** is the fun part to learning. It is a way to involve more of the senses in the learning process.
- **Health & Safety** is learning habits of hygiene and everyday safety skills.
- **Field Trips** are another way for the students to experience first hand 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 in and 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.
- **Homework** pages are provided in the *Horizons Preschool Student Books*. Traditional school teachers may send the pages home with students as directed. Homeschool teachers may use the pages as they choose. These pages might be done with dad in the evenings. The main goal of the homework pages is to involve parents in what the student is learning.
- **Catch Up** time is listed every six to eight weeks. When you don't have time to do a lesson, make a note to save it for a Catch Up day.

## Things to do Before School Begins

Make *Name Plates* for each student. Several will be needed for each student. Themed or seasonal ones will add color and interest to the classroom and can be either made or purchased. One name plate for each child should be taped to the top of the table where you want him/her to sit. Another set of name plates should hang on a bulletin board as a class roster. Another set can be used for flashcards in helping the students learn to read the names of their classmates.

Make a simplified, illustrated *Daily Schedule* of activities. This can be a poster or section of a bulletin board. If the activities are put on individual cards the schedule can be easily rearranged. If you plan to vary the schedule for each day of the week a weekly schedule may be needed.

Purchase or make a *Monthly Calendar*. This should be a blank template where the name of the month and the numbers for the dates can be changed each month. Themed artwork for the month will make this colorful and interesting for the students.

Plan to have the *visuals* constructed well ahead of the time that they are needed. There may be ways in which you can involve the students in making some of these.

## Scheduling Suggestions

The difficult thing about scheduling is that each day is different. Science might take ten minutes on Monday and forty minutes on Thursday. Wednesday might include music while Friday has no music. These schedule plans are merely to be guidelines or suggestions. Use them with much flexibility.

### HALF-DAY SCHEDULE

9:00 Bible Time  
9:20 Social Studies/Science/Language Arts  
10:00 Snack  
10:15 Recess/Play break  
10:30 Phonics/Memory Verse  
10:45 Music/Physical Education/Health & Safety  
11:00 Math  
11:30 Arts & Crafts/Outdoor activity  
12:00 Dismiss

### ALL-DAY SCHEDULE

9:00 Bible Time  
9:20 Social Studies/Science/Language Arts  
10:00 Snack  
10:15 Recess/Play break  
10:30 Phonics/Memory Verse  
11:00 Music/Physical Education  
11:30 Math  
12:00 Lunch break  
12:20 Recess/Play break  
12:50 Reading  
1:20 Arts & Crafts  
1:40 Health & Safety/Outdoor activity  
2:00 Dismiss

**Preparing Ahead:** *Horizons Preschool* helps you prepare ahead by *ITALICIZING* things that need to be done ahead of school time.

**Naptime:** Many preschool children will need a time to rest if they are involved in an all-day program. This is an excellent time to read a story to the children. You can also review the shapes of figures, letters or numbers by drawing them on the ceiling with a flashlight while the room is dark. Each student should have a rug, mat or blanket on which to lie down on the floor.

**Cubbies:** Each student should have his own cubby or box in which to store his crayons, scissors, counters, shapes, flashcards, etc. Students may need both a cubby and a pencil box. If the cubbies are large enough they can store sleeping mats, jackets, etc. in them.

## Media Resources

The following resources will need to be obtained in advance of when they are needed for the Lessons. They can be used several times if desired.

### Lesson 1:

- "Love" from the *Character Builders Video Series*
- "The Amazing Book" CD

### Lesson 2:

- "Music Machine: The Majesty of God" CD
- "The Amazing Book" CD

### Lesson 3:

- "Bullfrogs and Butterflies: God Loves Fun" CD
- "The Amazing Book" CD

### Lesson 4:

- "The Amazing Book" CD

### Lesson 5:

- "Music Machine" video
- "The Amazing Book" CD

### Lesson 6:

- "Music Machine: The Majesty of God" CD
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD
- "Bullfrogs and Butterflies: God is Great" CD
- "Horizons Preschool Music" CD

### Lesson 7:

- "Bullfrogs and Butterflies: God is Great" CD

### Lesson 8:

- "Music Machine: The Majesty of God" CD
- "Sir Oliver's Song" CD
- "Politeness" from the *Character Builders Video Series*
- "Bullfrogs and Butterflies: God is Great" CD

### Lesson 9:

- "Joy" from the *Character Builders Video Series*
- "Bullfrogs and Butterflies: God is Great" CD

### Lesson 10:

- "Bullfrogs and Butterflies: God Loves Fun" CD
- "Sharing" from the *Character Builders Video Series*
- "Bullfrogs and Butterflies: God is Great" CD

### Lesson 11:

- "The Amazing Miracles" CD
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD
- "Music Machine: The Majesty of God" CD
- Where Does Electricity Come From?*, Usborne Publishers

### Lesson 12:

- "Bullfrogs and Butterflies: I've Been Born Again" CD
- "Music Machine: The Majesty of God" CD
- A simple biography of Helen Keller

### Lesson 13:

- "Music Machine: The Majesty of God" CD
- A simple biography of Helen Keller
- "Horizons Preschool Music" CD

### Lesson 14:

- "Music Machine: The Majesty of God" CD
- A simple biography of Helen Keller

### Lesson 15:

- "Music Machine: The Majesty of God" CD
- A simple biography of Helen Keller

### Lesson 16:

- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD
- "Bullfrogs and Butterflies: God is My Friend" CD
- "Horizons Preschool Music" CD

### Lesson 17:

- "Faith" from the *Character Builders Video Series*
- "Bullfrogs and Butterflies: God is My Friend" CD

### Lesson 18:

- "Horizons Preschool Music" CD
- "Bullfrogs and Butterflies: God is My Friend" CD

**Lesson 19:**

"Bullfrogs and Butterflies: God is My Friend" CD

**Lesson 20:**

"Bullfrogs and Butterflies: God Loves Fun" CD  
"Bullfrogs and Butterflies: God is My Friend" CD

**Lesson 21:**

"Self Control" from the *Character Builders Video Series*  
"The Amazing Children" CD  
"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 22:**

"The Amazing Children" CD

**Lesson 23:**

"Bullfrogs and Butterflies: God is Great" CD  
"Music Machine: The Fruit of the Spirit" CD  
"Horizons Preschool Music" CD  
"The Amazing Children" CD

**Lesson 24:**

"The Amazing Children" CD

**Lesson 25:**

"Music Machine: The Majesty of God" CD  
"The Amazing Children" CD

**Lesson 26:**

"The Amazing Miracles" CD  
"Nathaniel the Grublet" CD  
"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 27:**

"Bullfrogs and Butterflies: God Loves Fun" CD  
"Nathaniel the Grublet" CD

**Lesson 28:**

"Nathaniel the Grublet" CD

**Lesson 29:**

"Nathaniel the Grublet" CD

**Lesson 30:**

"Bullfrogs and Butterflies: God Loves Fun" CD  
"The Amazing Children" CD  
"Nathaniel the Grublet" CD

**Lesson 31:**

"The Amazing Miracles" CD  
"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD  
"Horizons Preschool Music" CD

**Lesson 32:**

"The Amazing Miracles" CD

**Lesson 33:**

"Patience" from the *Character Builders Video Series*  
"The Amazing Miracles" CD

**Lesson 34:**

"The Amazing Miracles" CD

**Lesson 35:**

"Horizons Preschool Music" CD  
"The Amazing Miracles" CD

**Lesson 36:**

"Bullfrogs and Butterflies: I've Been Born Again" CD  
"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 37:**

"Bullfrogs and Butterflies: I've Been Born Again" CD

**Lesson 38:**

"Bullfrogs and Butterflies: I've Been Born Again" CD

**Lesson 39:**

"Bullfrogs and Butterflies: I've Been Born Again" CD

**Lesson 40:**

"Bullfrogs and Butterflies: I've Been Born Again" CD

**Lesson 41:**

"Bullfrogs and Butterflies: God Loves Fun" CD  
"Music Machine: The Fruit Of The Spirit" CD  
"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 42:**

"Music Machine: The Fruit Of The Spirit" CD

**Lesson 43:**

"Music Machine: The Fruit Of The Spirit" CD  
*First Book of Nature*, Usborne Publishers

**Lesson 44:**

"Music Machine: The Fruit Of The Spirit" CD  
*Planting a Rainbow*, by Lois Ehlert

**Lesson 45:**

"Music Machine: The Fruit Of The Spirit" CD

**Lesson 46:**

"Sir Oliver's Song" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD  
*First Book of Nature*, Usborne Publishers

**Lesson 47:**

"The Amazing Miracles" CD  
 "Sir Oliver's Song" CD

**Lesson 48:**

"Sir Oliver's Song" CD

**Lesson 49:**

"Horizons Preschool Music" CD  
 "Sir Oliver's Song" CD

**Lesson 50:**

"Sir Oliver's Song" CD

**Lesson 51:**

"Music Machine: All About Love" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD  
 "Horizons Preschool Music" CD

**Lesson 52:**

"Music Machine: All About Love" CD

**Lesson 53:**

"Music Machine: All About Love" CD

**Lesson 54:**

"Music Machine: All About Love" CD  
*Eating the Alphabet*, by Lois Ehlert

**Lesson 55:**

"Music Machine: Benny's Biggest Battle" video  
 "Music Machine: All About Love" CD

**Lesson 56:**

"Bullfrogs and Butterflies: God is Great" CD  
 "Sir Oliver's Song" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD  
 "Horizons Preschool Music" CD  
*Rockets and Space Flight*, Usborne Publishers

**Lesson 57:**

"Music Machine: The Majesty of God" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 58:**

"The Amazing Miracles" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 59:**

"Bullfrogs and Butterflies: God is Great" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD  
 "The Amazing Miracles" CD

**Lesson 60:**

"Horizons Preschool Music" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 61:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea* adventure video series  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 62:**

"Thankfulness" from the *Character Builders Video Series*  
 "The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea* adventure video series

**Lesson 63:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea* adventure video series

**Lesson 64:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea* adventure video series

**Lesson 65:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 66:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series  
 "Rev-Up for Learning: Reading, Writing, &  
 Arithmetic" DVD

**Lesson 67:**

"Joy" from the *Character Builders Video*  
*Series*  
 "Nathaniel the Grublet" CD  
 "The Amazing Children" CD  
 "Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 68:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 69:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 70:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 71:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series  
 "Rev-Up for Learning: Reading, Writing, &  
 Arithmetic" DVD

**Lesson 72:**

"Peace" from the *Character Builders Video*  
*Series*  
 "Horizons Preschool Music" CD  
 "The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 73:**

"Bullfrogs and Butterflies: I've Been Born  
 Again" CD  
 "The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series  
*Rockets and Space Flight*, Usborne Publishers

**Lesson 74:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 75:**

"The Birthday Party" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 76:**

"Music Machine: The Majesty of God" CD  
 "Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series  
 "Rev-Up for Learning: Reading, Writing, &  
 Arithmetic" DVD  
*The Christian Mother Goose Book of Nursery*  
*Rhymes*, by Marjorie Ainsborough Decker

**Lesson 77:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 78:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 79:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 80:**

"Once Upon A Christmas" CD  
 "The Gift" from the *Kingdom Under the Sea*  
 adventure video series

**Lesson 81:**

"Rev-Up for Learning: Reading, Writing, &  
 Arithmetic" DVD  
 "Music Machine: Benny's Biggest Battle" video

**Lesson 82:**

"Music Machine: Benny's Biggest Battle" video

**Lesson 83:**

"Music Machine: Benny's Biggest Battle" video

**Lesson 84:**

"Music Machine: Benny's Biggest Battle" video

**Lesson 85:**

"Bullfrogs and Butterflies: God Loves Fun" CD

"Music Machine: Benny's Biggest Battle" video

**Lesson 86:**

"The Amazing Book" CD

"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

"Horizons Preschool Music" CD

**Lesson 87:**

"The Amazing Book" CD

**Lesson 88:**

"The Amazing Book" CD

**Lesson 89:**

"The Amazing Book" CD

**Lesson 90:**

"The Amazing Book" CD

**Lesson 91:**

"Bullfrogs and Butterflies: God is Great" CD

"The Red Tide" from the *Kingdom Under the Sea* adventure video series

"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

"Horizons Preschool Music" CD

*First Book of Nature*, Usborne Publishers

**Lesson 92:**

"The Amazing Miracles" CD

"Bullfrogs and Butterflies: God is Great" CD

"The Red Tide" from the *Kingdom Under the Sea* adventure video series

**Lesson 93:**

"Bullfrogs and Butterflies: God is Great" CD

"The Red Tide" from the *Kingdom Under the Sea* adventure video series

**Lesson 94:**

"Bullfrogs and Butterflies: God is Great" CD

"The Red Tide" from the *Kingdom Under the Sea* adventure video series

**Lesson 95:**

"Bullfrogs and Butterflies: God is Great" CD

"The Red Tide" from the *Kingdom Under the Sea* adventure video series

**Lesson 96:**

"Bullfrogs and Butterflies: God is Great" CD

"Bullfrogs and Butterflies: God is My Friend" CD

"Music Machine: The Majesty of God" CD

"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 97:**

"Sharing" from the *Character Builders Video Series*

"Music Machine: The Majesty of God" CD

*The Rainbow Fish*, by Marcus Pfister and J. Alison James

**Lesson 98:**

"Music Machine: The Majesty of God" CD

**Lesson 99:**

"Music Machine: The Majesty of God" CD

*One Fish, Two Fish, Red Fish, Blue Fish*, by Dr. Seuss

**Lesson 100:**

"Music Machine: The Majesty of God" CD

**Lesson 101:**

"Bullfrogs and Butterflies: God is Great" CD

"Music Machine: The Fruit of the Spirit" CD

"Bullfrogs and Butterflies: God is My Friend" CD

"Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

"Horizons Preschool Music" CD

*First Book of Nature*, Usborne Publishers

**Lesson 102:**

"Bullfrogs and Butterflies: God is My Friend" CD



**Lesson 103:**

"Bullfrogs and Butterflies: God is My Friend" CD

**Lesson 104:**

"Bullfrogs and Butterflies: God is My Friend" CD  
*Feathers for Lunch*, by Lois Ehlert

**Lesson 105:**

"Bullfrogs and Butterflies: God is My Friend"  
CD

**Lesson 106:**

"The Amazing Children" CD  
"Rev-Up for Learning: Reading, Writing, &  
Arithmetic" DVD

**Lesson 107:**

"The Amazing Children" CD

**Lesson 108:**

"The Amazing Children" CD

**Lesson 109:**

"The Amazing Children" CD

**Lesson 110:**

"The Amazing Children" CD

**Lesson 111:**

"Nathaniel the Grublet" CD  
"Rev-Up for Learning: Reading, Writing, &  
Arithmetic" DVD  
*First Book of Nature*, Usborne Publishers

**Lesson 112:**

"Nathaniel the Grublet" CD

**Lesson 113:**

"Nathaniel the Grublet" CD

**Lesson 114:**

"Nathaniel the Grublet" CD  
*Stellaluna*, by Janell Cannon

**Lesson 115:**

"Nathaniel the Grublet" CD

**Lesson 116:**

"Gentleness" from the *Character Builders*  
*Video Series*  
"The Amazing Miracles" CD  
"Rev-Up for Learning: Reading, Writing, &  
Arithmetic" DVD

**Lesson 117:**

"Bullfrogs and Butterflies: God is Great" CD  
"Bullfrogs and Butterflies: God Loves Fun" CD  
"The Amazing Miracles" CD  
*Millions of Cats*, by Wanda Gag

**Lesson 118:**

"The Amazing Miracles" CD

**Lesson 119:**

"Responsibility" from the *Character Builders*  
*Video Series*  
"The Amazing Miracles" CD  
"Babe" a Universal Studios video

**Lesson 120:**

"The Amazing Miracles" CD

**Lesson 121:**

"Bullfrogs and Butterflies: God is Great" CD  
"Bullfrogs and Butterflies: I've Been Born  
Again" CD  
"Rev-Up for Learning: Reading, Writing, &  
Arithmetic" DVD

**Lesson 122:**

"Bullfrogs and Butterflies: I've Been Born  
Again" CD  
*A, You're Adorable*, by Buddy Kaye, Fred Wise  
and Sidney Lippman, illustrated by Martha G.  
Alexander

**Lesson 123:**

"Bullfrogs and Butterflies: I've Been Born  
Again" CD

**Lesson 124:**

"Bullfrogs and Butterflies: I've Been Born  
Again" CD

**Lesson 125:**

"Bullfrogs and Butterflies: I've Been Born  
Again" CD

**Lesson 126:**

"Music Machine: The Majesty of God" CD  
 "Goodness" from the *Character Builders Video Series*  
 "Music Machine: The Fruit Of The Spirit" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD  
 "Horizons Preschool Music" CD  
*First Book of Nature*, Usborne Publishers

**Lesson 127:**

"Music Machine: The Fruit Of The Spirit" CD  
 Five of the following Eric Carle books: *The Very Hungry Caterpillar, The Grouchy Ladybug, The Honeybee and the Robber, The Very Busy Spider, The Very Quiet Cricket,* or *The Very Lonely Firefly*

**Lesson 128:**

"Bullfrogs and Butterflies: God is Great" CD  
 "Bullfrogs and Butterflies: God is My Friend" CD  
 "Music Machine: The Fruit Of The Spirit" CD  
 Five of the following Eric Carle books: *The Very Hungry Caterpillar, The Grouchy Ladybug, The Honeybee and the Robber, The Very Busy Spider, The Very Quiet Cricket,* or *The Very Lonely Firefly*

**Lesson 129:**

"Music Machine: The Fruit Of The Spirit" CD  
 Five of the following Eric Carle books: *The Very Hungry Caterpillar, The Grouchy Ladybug, The Honeybee and the Robber, The Very Busy Spider, The Very Quiet Cricket,* or *The Very Lonely Firefly*

**Lesson 130:**

"Bullfrogs and Butterflies: God is Great" CD  
 "Music Machine: The Fruit Of The Spirit" CD  
 Five of the following Eric Carle books: *The Very Hungry Caterpillar, The Grouchy Ladybug, The Honeybee and the Robber, The Very Busy Spider, The Very Quiet Cricket,* or *The Very Lonely Firefly*

**Lesson 131:**

"The Amazing Children" CD  
 "Sir Oliver's Song" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD  
 Five of the following Eric Carle books: *The Very Hungry Caterpillar, The Grouchy Ladybug, The Honeybee and the Robber, The Very Busy Spider, The Very Quiet Cricket,* or *The Very Lonely Firefly*

**Lesson 132:**

"Bullfrogs and Butterflies: I've Been Born Again" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD  
 "Sir Oliver's Song" CD  
 Five of the following Eric Carle books: *The Very Hungry Caterpillar, The Grouchy Ladybug, The Honeybee and the Robber, The Very Busy Spider, The Very Quiet Cricket,* or *The Very Lonely Firefly*

**Lesson 133:**

"Sir Oliver's Song" CD  
*The Little Engine That Could*, by Watty Piper

**Lesson 134:**

"Music Machine: The Fruit of the Spirit" CD  
 "Sir Oliver's Song" CD

**Lesson 135:**

"Music Machine: The Majesty of God" CD  
 "Love" from the *Character Builders Video Series*  
 "Bullfrogs and Butterflies: God is My Friend" CD  
 "Sir Oliver's Song" CD

**Lesson 136:**

"The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 137:**

"The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series

**Lesson 138:**

"The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series

**Lesson 139:**

"The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series  
*My Five Senses*, by Alik

**Lesson 140:**

"The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series

**Lesson 141:**

"Bullfrogs and Butterflies: God Loves Fun" CD  
 "The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 142:**

"Music Machine: The Fruit of the Spirit" CD  
 "Bullfrogs and Butterflies: God is Great" CD  
 "Rack, Shack, and Benny," a Veggie Tales® movie by Big Idea. Or "Obedience" from the *Character Builders Video Series*  
 "The Amazing Miracles" CD  
 "The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series

**Lesson 143:**

"Music Machine: The Fruit of the Spirit" CD  
 "Horizons Preschool Music" CD  
 "The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series  
*Bread and Jam for Frances*, by Russell Hoban (1993)  
*Gregory, the Terrible Eater*, by Mitchell Sharmat  
*Oliver's Fruit Salad*, by Vivian French

**Lesson 144:**

"Bullfrogs and Butterflies: God is My Friend" CD  
 "The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series

**Lesson 145:**

"The Story of Little Tree" CD  
 "Return of the King" from the *Kingdom Under the Sea* adventure video series

**Lesson 146:**

"Music Machine: All About Love" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 147:**

"Honesty" from the *Character Builders Video Series*  
 "Music Machine: All About Love" CD  
*Dem Bones*, by Bob Barner, 1996

**Lesson 148:**

"Music Machine: All About Love" CD  
*Oliver's Milk Shake*, by Vivian French, 2000

**Lesson 149:**

"Music Machine: All About Love" CD  
*Junie B. First Grader: Toothless Wonder*, by Barbara Park

**Lesson 150:**

"Music Machine: All About Love" CD

**Lesson 151:**

"Bullfrogs and Butterflies: God Loves Fun" CD  
 "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 152:**

"Music Machine: The Majesty of God" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 153:**

"Horizons Preschool Music" CD  
 "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 154:**

- "The Amazing Children" CD
- "Bullfrogs and Butterflies: God Loves Fun" CD
- "Where's God When I'm Scared," a Veggie Tales® video from Big Idea

**Lesson 155:**

- "Love" from the *Character Builders Video Series*
- "The Amazing Book" CD
- "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 156:**

- "Music Machine: Benny's Biggest Battle" video
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 157:**

- "Kindness" from the *Character Builders Video Series*
- "Music Machine: Benny's Biggest Battle" video
- The Berenstain Bears and Too Much Junk Food*, by Jan and Stan Berenstain

**Lesson 158:**

- "The Amazing Book" CD
- "The Amazing Children" CD
- "Music Machine: Benny's Biggest Battle" video
- Mike Mulligan and His Steam Shovel*, by Virginia Lee Burton. Written in 1939

**Lesson 159:**

- "Music Machine: Benny's Biggest Battle" video

**Lesson 160:**

- "Music Machine: Benny's Biggest Battle" video

**Lesson 161:**

- "Music Machine: The Majesty of God" CD
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD
- "Horizons Preschool Music" CD
- Any one of the following: *The Tale of Peter Rabbit* by Beatrix Potter, *Frog and Toad Are Friends* by Arnold Lobel, *A Bear Called Paddington* by Michael Bond, *Winnie the Pooh* by A. A. Milne, *The Boxcar Children* by Gertrude Chandler Warner, any of the *Little House on the Prairie* books by Laura Ingalls Wilder, *Mr. Popper's Penguins* by Richard Atwater, *Sarah Plain & Tall* & its sequel,

*Skylark*, by Patricia MacLachlan, or *Black Beauty* by Anna Sewell

**Lesson 162:**

- "Sir Oliver's Song" CD

**Lesson 163:**

- "Joy" from the *Character Builders Video Series*
- "Horizons Preschool Music" CD
- "The Hallelujah Chorus," by George Frideric Handel from *The Messiah* audio CD

**Lesson 164:**

- "Bullfrogs and Butterflies: God Loves Fun" CD
- "Faith" from the *Character Builders Video Series*
- "Dave and the Giant Pickle," a Veggie Tales® video from Big Idea

**Lesson 165:**

- "Music Machine: The Majesty of God" CD

**Lesson 166:**

- "Confidence" from the *Character Builders Video Series*
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 167:**

- "Horizons Preschool Music" CD

**Lesson 168:**

- a baby name book

**Lesson 169:**

- "Bullfrogs and Butterflies: God is My Friend" CD
- Stone Soup*, by Marcia Brown

**Lesson 170:**

- "Sir Oliver's Song" CD

**Lesson 171:**

- "Kindness" from the *Character Builders Video Series*
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 172:**

- "Nathaniel the Grublet" CD
- "Obedience" from the *Character Builders Video Series*

**Lesson 173:**

- "Nathaniel the Grublet" CD
- "Josh and the Big Wall," a Veggie Tales® video by Big Idea

**Lesson 174:**

- "Sharing" from the *Character Builders Video Series*
- "The Amazing Book" CD
- "The Amazing Children" CD

**Lesson 175:**

- "Bullfrogs and Butterflies: God Loves Fun" CD

**Lesson 176:**

- "Faith" from the *Character Builders Video Series*
- "Bullfrogs and Butterflies: God is My Friend" CD
- "The Amazing Book" CD or "The Amazing Sing Along" DVD
- "The Amazing Miracles" CD or "The Amazing Sing Along" DVD
- "Rev-Up for Learning: Reading, Writing, & Arithmetic" DVD

**Lesson 177:**

- "Bullfrogs and Butterflies: God is My Friend" CD
- "The Amazing Book" CD or "The Amazing Sing Along" DVD
- "The Amazing Miracles" CD or "The Amazing Sing Along" DVD

**Lesson 178:**

- "Bullfrogs and Butterflies: God is My Friend" CD
- "The Amazing Book" CD or "The Amazing Sing Along" DVD
- "The Amazing Miracles" CD or "The Amazing Sing Along" DVD
- "Peace" from the *Character Builders Video Series*
- "Horizons Preschool Music" CD

**Lesson 179:**

- "Bullfrogs and Butterflies: God is My Friend" CD
- "The Amazing Book" CD or "The Amazing Sing Along" DVD
- "The Amazing Miracles" CD or "The Amazing Sing Along" DVD
- "Fantasia 2000" a Disney video
- The Honey Makers*, by Gail Gibbons (1997)

## Internet Links

Occasionally there are some suggested Internet links in the lessons. As with all materials found on the Internet, these materials need to be used with care and caution. The links were current when this material went to press but since web content is very dynamic the links may no longer point to the correct location. If a link is broken then do a search for keywords that fit the topic. You will find many other sites with good content that can be used to supplement the lesson material.

**Reading Resources:** Totally optional but very helpful.

*The Big Book of Books and Activities: An Illustrated Guide for Teacher, Parents, and Anyone Who Works With Kids!*, by Dinah Zike, Dinah-Might Activities, Inc., 1996  
*Creation Crafts*, by Darlene Hoffa, Concordia, 1993  
*Nature Crafts for Kids*, by Diehn and Krautwurst, Sterling Publishers Co., Inc., New York, 1997  
*Play and Find Out About Science: Easy Experiments for Young Children*, by Janice VanCleave, John Wiley & Sons, 1996  
*Preschool Readiness*, by Mary Ellen Quint, Alpha Omega Publications, 800.622.3070  
*Six-Minute Science Experiments*, by Faith Hickman Brynie, Sterling Publishers Co., Inc., 1996  
*What is Inside You?*, Usborne Publishers  
*What Makes It Rain?*, Usborne Publishers  
*Why Do People Eat?*, Usborne Publishers  
*The Usborne Big Book of Experiments*, Usborne Publishers

**Story Time Reading List:** Optional but very helpful.

*A Child's Garden of Verses*, by Robert Louis Stevenson (illustrated by Tasha Tudor)  
"A Hunting We Will Go," (Traditional Rhyme)  
*A Rainbow All Around Me*, by Sandra L. Pinkney  
*A Story for Bear*, by Dennis Haseley  
*Aesop's Fables*  
*Agapanthus Hum and Major Bark*, by Jennifer Plecas  
*Alfie Gives a Hand*, by Shirley Hughes  
*Aloha, Dolores*, by Barbara Samuels  
*Alphabet Under Construction*, by Denise Fleming  
*America's Champion Swimmer: Gertrude Ederle*, by David A. Adler  
"An Old Person From Ware," by Edward Lear (Poem)  
*Apple Pie 4th of July*, by Janet S. Wong  
*At the Edge of the Woods: A Counting Book*, by Cynthia Cotten  
"At the Seaside," by Robert Louis Stevenson (Poem)  
"Bat, Bat," (Traditional Rhyme)  
*Beatrix Potter: The Complete Tales*, by Beatrix Potter (Peter Rabbit, etc.)  
*Bedtime for Frances*, by Russell Hoban, 1960 (Harper)  
*Blessings Every Day*, by Carla Barnhill, Tyndale House Publishers, Inc.  
"Bobby Shafto," (Traditional Rhyme)  
*Bonaparte*, by Marsha Wilson Chall  
*Boundless Grace*, by Mary Hoffman  
*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr.  
*Cam Jansen and the Birthday Mystery*, by David A. Adler

*Caps for Sale*, by Esphyr Solbodkina  
*Cinderella*, Anonymous. Fairy tales, folk tales, and nursery rhymes  
*Clifford, the Big Red Dog*, by Norman Bridwell  
*Corduroy at the Zoo*, by Don Freeman  
*Corduroy*, by Don Freeman, 1968 (Viking Press)  
*Curious George*, by H. A. Rey  
 "Diddle, Diddle Dumpling, My Son John," (Traditional Rhyme)  
 "Doctor Foster," (Traditional Rhyme)  
*Dog Food*, by Saxton Freymann  
*Dream Carver*, by Diana Cohn  
*Duck on a Bike*, by David Shannon  
*Eaglet's World*, by Evelyn Minshull  
*Emily's First 100 Days of School*, by Rosemary Wells  
*Everything to Spend the Night: From A to Z*, by Ann Whitford Paul  
*Faraway Home*, by Jane Kurtz  
*Farmer Brown Shears His Sheep: A Yarn About Wool*, by Teri Sloat  
*Flower Garden*, by Eve Bunting  
*Frog's Best Friend*, by Marion Dane Bauer  
*Giant Steps for Little People*, by Kenneth N. Taylor, 1985 (Tyndale House Publishers)  
*Go, Dog, Go*, by Philip D. Eastman, 1961 (Beginner Books)  
 "Goldilocks and the Three Bears," Anonymous. Fairy tales, folk tales, and nursery rhymes  
*Goodnight Moon*, by Margaret Wise Brown  
*Hamster Chase*, by Anastasia Suen  
*Harry, the Dirty Dog*, by Gene Zion  
*Henry Hikes to Fitchburg*, by D. B. Johnson  
 "Here We Go Round the Mulberry Bush," (Traditional Rhyme)  
 "Hickety, Pickety, My Black Hen," (Traditional Rhyme)  
 "Higglety, Pigglety, Pop!" by Samuel Goodrich (Poem)  
*How Many? How Much?* by Rosemary Wells  
*How to Catch an Elephant*, by Amy Schwartz  
*Hunter's Best Friend at School*, by Elliott, Laura Malone.  
*I Stink!* by Kate McMullan  
*Ira Sleeps Over*, by Bernard Waber, 1972 (Houghton Mifflin)  
*It's Just in Time, Amber Brown*, by Paula Danziger  
 "Jack-o-Lantern," by Aileen Fisher (Poem)  
 "January," by Maurice Sendak (Poem)  
 "Jump or Jiggle," by Evelyn Beyer (Poem)  
*Just in Case You Ever Wonder*, by Max Lucado, 1992 (Word Publishers)  
*King of the Stable*, by Melody Carlson, Crossway Books/Good News Publishers  
*Letters and Sounds*, by Rosemary Wells  
 "Little Red Riding Hood," Anonymous. Fairy tales, folk tales, and nursery rhymes  
 "Lucy Locket," (Traditional Rhyme)  
*Mad Maddie Maxwell*, Zonderkidz, The Children's Group of Zondervan Stacie Maslyn  
*Madeline*, by Ludwig Bemelmans, 1963 (Viking Press)  
*Make Way for the Ducklings*, by Robert McCloskey, 1941 (The Viking Press)  
*Max and Jax in Second Grade*, by Jerdine Nolen  
*Measuring Penny*, by Loreen Leedy  
*Millions of Cats*, by Wanda Gág, 1928 (Coward, McCann & Geoghengan)  
*Miss Nelson Is Missing!* by Harry Allard

Mother Goose rhymes.

*Mouse in King Solomon's House*, by Mack Thomas, Questar Publishers, Inc.

*Nicholas Pipe*, by Robert D. San Souci

*Noah's Ark*, by Peter Spier, 1977 (Doubleday)

*Old Thunder and Miss Raney*, by Sharon Darrow

*Oliver Finds His Way*, by Phyllis Root

*On My Way*, by Tomie De Paola

"Once I Saw a Little Bird," (Traditional Rhyme)

"One for the Money," (Traditional Rhyme)

*One Lighthouse, One Moon*, by Anita Lobel

"One Misty, Moisty Morning," (Traditional Rhyme)

"Pat-a-Cake," (Traditional Rhyme)

"Pease Porridge Hot," (Traditional Rhyme)

*Peekaboo Morning*, by Rachel Isadora

"Peter, Peter Pumpkin Eater," (Traditional Rhyme)

*Peter's Chair*, by Ezra Jack Keats, 1967 (Harper & Row)

"Polly Put the Kettle On," (Traditional Rhyme)

*Praise And Worship*, by Ken & Angela Abraham, Tommy Nelson

"Pussy Cat, Pussy Cat," (Traditional Rhyme)

"Rain, Rain Go Away," (Traditional Rhyme)

*Rainbow Fish to the Rescue*, by Marcus Pfister

"Raindrops," by Aileen Fischer (Poem)

"Ride a Cock Horse," (Traditional Rhyme)

"Ring Around the Rosey," (Traditional Rhyme)

*Ring! Yo?* by Chris Raschka

"Rock-a-bye, Baby," (Traditional Rhyme)

"Singing Time," by Rose Fyleman (Poem)

*Sixteen Cows*, by Lisa Wheeler

*Song of Night: It's Time to Go to Bed*, by Katherine Riley Nakamura

*Spaghetti Eddie*, by Ryan SanAngelo

*Stone Soup*, by Ann McGovern, 1986 (Scholastic)

*Stories Jesus Told*, by Nick Butterworth and Mick Inkpen, Questar Publishers, Inc.

*Tanya and the Red Shoes*, by Patricia Lee Gauch

*The Berenstain Bears*, by Stan & Jan Berenstain

*The Bravest Cat: The True Story of Scarlett*, by Laura Driscoll

*The Cat in the Hat*, by Dr. Seuss, 1957 (Houghton Mifflin)

*The First Thing My Mama Told Me*, by Susan Marie Swanson

"The Gingerbread Man," Anonymous. Fairy tales, folk tales, and nursery rhymes

*The Girl Who Spun Gold*, by Virginia Hamilton

*The Honest to Goodness Truth*, by Pat McKissack

*The Hosanna Bible*, by Ken and Angela Abraham, Word, Inc.

*The Kidderminster Kingdom Series - King Leonard's Celebration*, by Christopher Lane, Victor Books

*The Lion and the Mouse and Other Aesop Fables*, by Doris Orgel

*The Little Engine That Could*, by Watty Piper, 1976 (Platt & Munk)

*The Little House*, by Virginia Lee Burton

*The Little Red Hen*, various authors since 1942

*The Lorax*, by Dr. Seuss

*The Moffats*, by Eleanor Estes

*The New Bible in Pictures for Little Eyes*, by Ken Taylor, Moody Publishers



"The Old Woman Must Stand at the Tub,Tub,Tub," (Traditional Rhyme)  
 "The Pancake," by Christine Rossetti (Poem)  
*The Parable Series* (Set of 4), by Liz Curtis Higgs, Tommy Nelson  
*The Puppy Who Wanted a Boy*, by Jane Thayer, 1958 (Morrow)  
*The Rhyme Bible Storybook for Toddlers*, by Linda Sattgast, Zondervan Publishing House  
 "The Snowy Day," by Ezra Jack Keats  
*The Story About Ping*, by Marjorie Flack  
*The Story of Babar, the Little Elephant*, by Jean De Brunhoff  
*The Tale of Peter Rabbit*, by Beatrix Potter (Public Domain, online versions available)  
 "The Three Little Pigs," Anonymous. Fairy tales, folk tales, and nursery rhymes (Public domain)  
*The Velveteen Rabbit*, by Margery Williams (Public domain)  
*The Very Hungry Caterpillar*, by Eric Carle  
 "The Worm," by Ralph Bergengren (Poem)  
 "There was a Crooked Man," (Traditional Rhyme)  
 "There Was a Fat Pig," by Arnold Lobel (Poem)  
 "This Is the Way the Ladies Ride," (Traditional Rhyme)  
 "This Little Piggy Went to Market," (Traditional Rhyme)  
*Three Cheers for Catherine the Great!* by Cari Best  
 "To Market, To Market," (Traditional Rhyme)  
 "Tom, Tom, the Piper's Son," (Traditional Rhyme)  
 "Two Little Blackbirds," (Traditional Rhyme)  
 "Wee Willie Winkie," (Traditional Rhyme)  
*What's Up, What's Down?* by Lola M. Schaefer  
*Where the Wild Things Are*, by Maurice Sendak, 1963 (Harper & Row)  
*Willie's Birthday*, by Anastasia Sue  
*Winnie-the-Pooh Series*, by A.A. Milne  
*Yoshi's Feast*, by Kimiko Kajikawa  
*Young Classics: Alice in Wonderland*, by Julie Fior

## Supply List

Though supplies are listed for each week, you will only need supplies for the activities you choose to do. We include this supply list to help you prepare in advance. Please plan your week at one time so you will know which activities you are doing and which supplies you need.

**Student Supplies:** Each student should be responsible for bringing some basic supplies. Develop a list prior to the school year that can be communicated as early as possible to the parents. Each student should bring an old shirt for Arts & Crafts time.

### Room Supplies:

Abacus or a set of 20 beads on a wire, clothesline or dowel (for counting and addition/subtraction practice)  
 Alphabet blocks  
 Banner paper for the Creation Mural (the larger this can be the better)  
 Bulletin boards  
 Calendar (perpetual monthly, see instructions)  
 CD player

### Chore list:

- clean white board
- change week of the year card
- empty trash
- turn off lights
- turn on lights
- hold door, etc.

Clock (analog, moveable hands)

Clock (digital, wipe off or one with changeable numbers)

Clock hour flashcards (o'clock time on top, clock face in center, digital time on bottom, analog clock only on back side)

Color dice (one color on each side)

Color flashcards: red, green, blue, black, white, yellow, brown, pink, purple, orange, gray

Color spinners (pointer points to color and number)

Computer for word processing

Counters (coins, seeds, sticks, tokens)

Counting Train (see the instructions)

Daily schedule

Days of the week chart (Sunday-Saturday, numbered 1-7)

Days of the week flashcards

Letter flashcards Aa-Zz

Months of the year chart (January-December)

Months of the year flashcards

Name plates

Number blocks

Number flashcards 1-20

Pop Beads

Rope

Shape flashcards: triangle, circle, square, rectangle, star, heart, oval, diamond

Recording device (phone or computer)

Television or computer with DVD player

Week of the school year cards to hang on a peg, numbered 1-36. One of the classroom chores can be to have a student hang a new card each week of the school year.

White board

Wooden blocks of a variety of shapes and sizes

### **General Supplies:** Always have on hand

Aluminum foil

Cardstock, all colors including white

Cellophane tape

Cotton balls

Craft sticks

Crayons (Keep the crayons nice. Nothing is more depressing than a big box of broken crayons. BUT keep the pieces for crafts.)

Construction paper, 8.5 X 11 and 11 X 17, all colors including white

Magnifying Glass: It would be beneficial if each student had a magnifying glass. But also have at least one high quality magnifying glass.

Masking tape

Markers (Test the markers occasionally to be sure they still have ink)

Paint brushes  
Paint: Tempura washable  
Pencils  
Plain, white paper  
Play-doh®  
Poster board  
Ribbon  
Scissors (children's)  
Stickers, a variety of shapes, characters, and sizes  
Tacky Glue, glue sticks  
Waxed paper

It is recommended that you purchase a roll of white freezer paper (butcher paper or banner paper), especially if you have more than one or two students. Paper with a plastic backing will be ideal for some of the activities.

Many usable supplies are thrown away in our trash each day. As a teacher, it is a good habit to save certain items through the year. If you have a large class, enlist parents to help you. Send a list home of item for them to save and send to school. Also keep cardboard boxes labeled "Paper scraps" and "Craft scraps." There will be many art and craft lessons that use bits and pieces of paper, yarn, chenille wire, pipe cleaners, etc.

Here is a brief list of usable items to save:

cardboard egg cartons	pieces of thin cardboard
clear lids, like coffee can	scraps of foil
film canisters	shoe boxes
foam deli food trays	small jars with lids
frozen dinner containers	toilet paper rolls
magazines	yarn scraps
old sponges	wrapping paper rolls
paper towel rolls	plastic berry baskets
fabric scraps	

#### **Other Resources:**

*The Picture Rulebook of Kids' Games*, by Roxanne Henderson and Michael Brown, McGraw-Hill/Contemporary Books; April 1, 1996

*Hopscotch, Hangman, Hot Potato, & Ha Ha Ha : A Rulebook of Children's Games*, by Jack Macguire, Fireside, August 1, 1990

## Weekly Supplies:

### Supplies for Week 1, Lesson 1-5

box of inexpensive small envelopes  
world globe  
lunch bags, the brown kind  
old magazines and catalogs to cut pictures from  
craft sticks  
carpet squares (samples)  
recording device (phone or computer)  
11 X 17 colored construction paper  
freezer paper (from a grocer or a food service supply)

narrow sponges  
clothespins  
tempera paint  
liquid dish soap  
puppet  
glitter  
cotton balls  
contact paper

### Supplies for Week 2, Lessons 6-10

pencil  
peanut butter  
honey  
dry milk  
rolling pin  
cardboard  
dull knife  
contact paper or wallpaper  
empty film canisters, one each, a small plastic water  
bottle will also work

stickers  
various sizes of pom-poms  
small wiggly eyes  
fresh eggs, one each  
little disposable bowls  
large weed  
rice  
graham crackers

### Supplies for Week 3, Lessons 11-15

alphabet cereal  
magnetic alphabet letters  
flashlight  
candle and matches  
lamp  
9 x 13 pan  
cornmeal  
rice  
science book on the workings of the eye  
abacus or a simple set of 20 beads on a wire or string  
that can slide back and forth for counting exercises

stickers  
number line  
blindfolds  
piece of board  
flour, salt, oil: clay recipe  
tissue paper  
alarm clock  
colored blocks  
magazines

### Supplies for Week 4, Lessons 16-20

yard stick  
blackboard or poster board  
flashlight  
blocks  
computer  
number line  
raisins or beans or dominoes  
bright light  
cut out numbers 1-9  
sand paper  
foil cookie sheets

large ball  
shaving cream  
prism  
tempera paint-yellow, blue and red  
classical music  
any other music  
lamp or large flashlight  
long piece of string  
several flowering plants  
gardening tools  
water colors

**Supplies for Week 5, Lessons 21-25**

bicycle pump  
 colored blocks  
 music tape  
 balloons, round and long  
 water colors with brush  
 drinking straw  
 blow dryer  
 two wet rags  
 paper triangle, circles and squares  
 ribbon sticks or ribbons glued to a plastic shower ring

cotton balls  
 stickers  
 ribbon  
 hula hoops  
 a fan  
 long skinny balloons, one each  
 a helium filled balloon  
 small glider airplanes

**Supplies for Week 6, Lessons 26-30**

globe  
 tub of dirt  
 magnifying glass  
 tweezers  
 9 x 13 pan  
 cornmeal  
 rice  
 room freshener  
 breathing mask  
 rolling pin  
 sand ball  
 celery

peanut butter  
 plastic spoons  
 raisins  
 heavy cardboard  
 masking tape  
 Fruit Loops® or Cheerios®  
 string  
 empty 2-liter soda bottle  
 paper towels  
 small amount of sand  
 charcoal

**Supplies for Week 7, Lesson 31-35**

large magnet  
 rolled cookie recipe  
 raisins  
 frosting  
 stapler  
 blocks  
 two planters or jars  
 several small plants, one each  
 ribbon sticks or ribbons glued to a plastic shower ring

sand  
 soil  
 dirt  
 bucket or pan  
 ground cover to plant in yard  
 clay  
 small planters, one each

**Supplies for Week 8, Lessons 36-40**

blocks  
 grass seed  
 waterproof glue  
 shoe box  
 garden seeds  
 3 x 5 cards

sponges, one for each  
 magnifying glass  
 high fiber wheat bread  
 margarine  
 plastic knives, one each  
 small paper plates

**Supplies for Week 9, Lessons 41-45**

number line  
tomato  
blackberry  
potting soil  
two pots  
shapes previously cut from construction paper  
seed catalog  
seeds or pictures of fruit and seeds  
gardening book  
tray  
baskets

blocks  
whole cloves  
orange  
ribbon  
vegetables  
peanut butter  
loaf of bread  
ribbon pieces  
plastic knives  
zippered sandwich bags

**Supplies for Week 10, Lessons 46-50**

electric clothes iron  
crayon shavings  
stapler  
raisins  
colored pencils  
dry beans  
glass bottle  
fruit patterns from week 9 day 3  
basket  
number line

pine cones  
serrated knife or saw  
mixed bird seed  
a set of Lincoln Logs™  
evergreen branch  
dry corn or wheat kernels  
small round rock  
large flat rock  
a variety of noodles

**Supplies for Week 11, Lessons 51-55**

vitamins found in fruits and vegetables  
gardening magazines to cut up  
old magazines with pictures of food  
sidewalk chalk for marking hopscotch  
sticks  
grass  
clay  
encyclopedia  
globe

digital recording device (phone or computer)  
veggies  
white foam meat trays  
garment made of 100% cotton  
blunt tip large embroidery needles  
several colors of yarn  
woven linen material

**Supplies for Week 12, Lessons 56-60**

oatmeal boxes  
paper bags  
yellow clay  
breakfast bars  
globe  
flashlight  
old magazines  
sidewalk chalk  
gold glitter  
pieces of 4 x 4 wood

bananas  
large wooden frame  
cheesecloth  
staples  
artist's blade  
brads  
kitchen timer  
shallow metal pan  
shallow glass pan

**Supplies for Week 13, Lessons 61-65**

butcher paper  
 glitter  
 supplies for marshmallow topping  
 umbrella on a toothpick  
 small, green leaves from a tree  
 fall colored leaves from real trees or magazines  
 twig from a tree in the shape of a rake  
 old December, January, and February magazines

sand  
 popcorn  
 yellow tennis ball  
 candy corn  
 pipe cleaner  
 piece of terry cloth  
 plastic cling wrap  
 tape

**Supplies for Week 14, Lessons 66-70**

yellow and black pipe cleaners  
 short pencil  
 wiggly eyes  
 number line

house plant  
 glitter glue  
 pictures of heat sources  
 yellow and/or gold yarn

**Supplies for Week 15, Lessons 71-75**

globe  
 flashlight  
 small ball  
 blocks  
 cheese slices  
 9 x 13 pan

cornmeal  
 rice  
 laundry baskets  
 cardboard  
 chairs

**Supplies for Week 16, Lessons 76-80**

poems about stars  
 number line  
 cardboard  
 star stickers  
 yellow clay  
 cement blocks  
 rock  
 binoculars  
 2 x 4 that is 6 feet long with a brick for  
 each end for a balance beam

cookie dough to roll out  
 cornmeal/rice box  
 hanger, one each  
 yarn  
 glitter  
 foil pie pan, one each  
 nails  
 string  
 chicken & stars soup

**Supplies for Week 17, Lessons 81-85**

poster or map of stars  
 cardboard tube  
 number line  
 glitter  
 musical instrument or pan lids

lively music  
 quiet music  
 calm music for ballet  
 gold star stickers  
 toilet paper tubes, one for each

**Supplies for Week 18, Lessons 86-90**

foam balls:

- 1 - 10 inches in diameter
- 1 - 8 inches
- 1 - 6 inches
- 3 - 1 1/2 inches
- 2 - 7/8 inches

straight pin with a bright colored head  
white or silver glitter glue

string and thumbtacks  
masking tape  
ball  
tempera paint

**Supplies for Week 19, Lessons 91-95**

large map of U.S.  
dowel rod  
string  
magnet  
long piece of ribbon

classical music  
globe  
book on sea life  
a whole fish  
crab legs or a whole crab

**Supplies for Week 20, Lessons 96-100**

big plastic bag  
chalkboard  
chalk  
multi-colored sequins  
frog hatchery kit (optional)  
fish eggs from a bait shop

sardines  
small plates  
plastic knives  
craft clear varnish  
small paint brushes

**Supplies for Week 21, Lessons 101-105**

active music  
gliding, serene music  
disinfecting solution, Lysol®  
dark paint  
string  
adding machine tape

egg recipe for family  
eggs for boiling  
markers to use on eggs  
library book on birds  
real bird nest

**Supplies for Week 22, Lessons 106-110**

pine cone  
bird seed  
fat  
globe  
four pencils  
chocolate chips

Chinese noodles  
jelly beans and/or M&Ms®  
balloons, one for each  
flour  
whisk  
string and/or yarn

**Supplies for Week 23, Lessons 111-115**

magazine with animals in it  
small carton of milk, one for each  
plastic animals

a bathroom scale  
a mammal pet



**Supplies for Week 24, Lessons 116-120**

book with pictures of mammals  
straws  
yarn

animal coloring books  
baby animal video

**Supplies for Week 25, Lessons 121-125**

music  
book with snakes  
colored beads  
string  
fake fur  
leather  
piece of fish with skin  
feathers (these may need to be purchased due to recent health problems associated with birds)

baby doll  
glitter  
fake eyes  
a reptile pet  
flour and salt  
computer or old typewriter

**Supplies for Week 26, Lessons 126-130**

bug jar  
cardboard or foam with pins  
small jars, like baby food jars  
small, lightweight rug  
large tea jar  
smaller jar  
sand or soil  
ants  
the game Cootie®  
spray paint  
Chinese noodles  
cream cheese  
crackers  
paper plates  
plastic knives  
sugar cookies, round or oval (vanilla wafers will work)

piece of real silk  
magnifying glasses  
tweezers  
stamp pads with colored ink  
paper towel rolls  
bug eyes  
small foam balls  
pipe cleaners  
magnifying glasses  
lids or trays  
red and/or black frosting  
black licorice  
black jelly beans  
sliced black and green olives  
computer or old typewriter

**Supplies for Week 27, Lessons 131-135**

mirror  
paper plates  
magazines  
stamp pad  
soapy sponge  
clay recipe

computer  
box of gingerbread mix  
gingerbread cookie cutters  
canned frosting  
fine dirt

**Supplies for Week 28, Lessons 136-140**

two clear plastic 8 oz glasses  
sugar  
yeast  
two liter bottle  
a big deflated balloon  
a dozen eggs  
zippered sandwich bags  
two pieces of bread

cinnamon  
applesauce  
wire  
paper towel tube, one for each  
pair of glasses  
contact lenses  
chicken skin

**Supplies for Week 29, Lessons 141-145**

8 oz foam cups  
a hearing aid  
all different scents  
cinnamon  
paper plates  
ribbon  
apples

onion  
sugar free Jell-O®  
gingerbread man cookie cutter  
cheese  
plastic knives  
big bone

**Supplies for Week 30, Lessons 146-150**

large rubber bands  
English muffins, cut in half and toasted  
American or jack cheese  
various fruits, cut into chunks  
skeleton kit  
food from the food groups or plastic food  
instant pudding  
milk

a set of dentures  
toothbrush, one for each  
poster on tooth brushing  
clay recipe  
vanilla or peppermint flavoring  
balloons, one for each  
small bottle  
sponges, one piece for each

**Supplies for Week 31, Lessons 151-155**

stethoscope  
cow heart  
teddy bear shaped cookies or grahams

camera and film  
large butcher paper

**Supplies for Week 32, Lessons 156-160**

cardboard egg cartons  
bug eyes  
pipe cleaners  
string or ribbon  
occupational accessories

detergent  
medicine  
some kind of good food  
waffles  
toaster

**Supplies for Week 33, Lessons 161-165**

a chapter book  
 dry noodles, several kinds  
 Handel's Messiah, or similar work  
 a set of eight glasses  
 teaspoons  
 musical instruments  
 whale songs CD  
 candy sprinkles/coconut/chopped nuts  
 envelopes

pretzels  
 candy melts  
 paper towels  
 pipe cleaners  
 wooden clip clothespins  
 compass, one for each would be great  
 magnet, one for each would be great  
 carrots  
 bottle of blow bubbles, one for each

**Supplies for Week 34, Lessons 166-170**

straws or toothpicks  
 cookie sheet  
 soil or dirt  
 toilet paper tubes  
 fake jewels  
 coloring book

cardboard egg cartons  
 clay recipe  
 green food coloring  
 a cake mix  
 egg  
 soil

*Optional:* chocolate chips, coarsely chopped semi-sweet chocolate, white chocolate chips, peanut butter chips, butterscotch chips, raisins, coconut, toasted-coarsely chopped nuts  
 cookie sheets

**Supplies for Week 35, Lessons 171-175**

paper plates  
 large brown grocery bags, one for each  
 plastic animals from Week 23  
 paper towel rolls, one for each  
 real or play phone

computer  
 ceramic praying hands, one for each  
 silver or gold ceramic paint  
 magnetic strip  
 foam board

**Supplies for Week 36, Lessons 176-180**

wood pieces, variety  
 a family tree  
 Noah's ark set  
 long piece of white butcher paper  
 Noah's Trail mix: popcorn, pretzels, raisins, sunflower seeds, almonds, walnuts, pecans, or coconut

rainbow party goods  
 rainbow rewards  
 party food and punch  
 glitter

## Memory Verses

<b>Week</b>	<b>Verse</b>
Weeks 1 and 2	Genesis 1:1
Weeks 3 and 4	Genesis 1:3
Week 5	Genesis 1:6
Weeks 6 and 7	Genesis 1:10
Week 8	I Peter 1:24-25
Weeks 9 and 10	Genesis 8:22
Week 11	Review
Week 12	Genesis 1:16a
Week 13	Psalms 90:12
Week 14	Psalms 89:1
Week 15	Genesis 1:16 a and b
Week 16	Genesis 1:16 all
Week 17	Revelation 22:16
Week 18	Psalms 148:13
Week 19	Genesis 1:26
Week 20	Psalms 48:1
Weeks 21 and 22	Matthew 6:26a
Weeks 23 and 24	Genesis 1:24a
Weeks 25 and 26	Review
Weeks 27 - 30	Psalms 139:14-16
Week 31	Review
Weeks 32 - 33	Genesis 2:2
Week 34	Proverbs 17:17a
Week 35	Romans 3:23
Week 36	Review

## Days of Creation Numbers

Many of the Bible Lessons use a set of the Days of Creation Numbers as a visual aid. These numbers have two functions:

- A. They aid in number recognition.
- B. They provide a visual summary of what God created on that day of the Creation week.

We suggest that the days of Creation be illustrated by making the numbers one through seven from cardboard, foam core, or poster board. A set of numbers that can be used as patterns is provided on the back pages of this Teacher's Guide. The size of the pattern numbers can be increased or reduced using a scanner or copier depending on your needs. To these numbers add:

- #1. Foil overlay for Day One
- #2. Blue paper with cotton ball clouds for Day Two
- #3. Rocks and various seeds for Day Three
- #4. Sun, moon, stars, comets, and planets for Day Four
- #5. Fish and bird stickers for Day Five
- #6. Mammal and people stickers for Day Six
- #7. Make Day Seven look like a bed, with a coverlet of material and a cotton ball for a pillow.

Use these numbers to both teach and review what God did on each of the seven days. Size the numbers appropriate for the number of students that you will be teaching.

During the Bible Lesson a number will be held by the teacher as they discuss the Creation events that occurred on that day. Eventually, all seven numbers will be posted on a bulletin board or on the wall for review.



## Lyrics to The "Horizons Preschool Music" CD

### I Know He Loves Me Too (# 1)

I love (student's name) .  
I love (student's name) .  
I love (student's name) .  
And I know she (he) loves me too.

**Note:** Continue through the group, singing each student's name. Include the teacher's name.  
The last verse is:

We love Jesus.  
We love Jesus.  
We love Jesus,  
And we know He loves us too.

### I Have a Shadow (# 2)

Frank Hernandez / Copyright 2007 His & Hernandez  
Music

I have a shadow, (I have a shadow)  
That follows me, (That follows me)  
(Everywhere I go.)

I have a shadow, (I have a shadow)  
If I go fast, (If I go fast)  
If I go slow, (If I go slow)  
It follows me, (It follows me)  
(Wherever I go.)

### I'm A Little Candle (# 3)

Frank Hernandez / Copyright 2007 His & Hernandez  
Music

I'm a little candle shining in the dark,  
It's the light of Jesus shining in my heart,  
I will shine,  
I will shine,  
Like a candle in the dark,  
I will shine.

We are little candles shining in the dark,  
It's the light of Jesus shining in our hearts,  
We will shine,  
We will shine,  
Like little candles in the dark,  
We will shine.

### God Made You, God Made Me (# 4)

Frank Hernandez / Copyright 2007 His & Hernandez  
Music

God made you, God made me  
God made us how we should be  
Birdies fly  
Fishes swim  
God made you and me to love like Him

(Additional verses)

God made you, God made me  
God made us how we should be  
Bunnies hop  
Fishes swim  
God made you and me to love like Him

God made you, God made me  
God made us how we should be  
Horses prance  
Fishes swim  
God made you and me to love like Him

### Heaven Is A Happy Place (# 5)

Frank Hernandez / Copyright 2007 His & Hernandez  
Music

Heaven is a happy place,  
Heaven is a happy place,  
Hallelujah, Hallelujah,  
We will smile and see God's face,  
That's why Heaven is a happy,  
It's a happy place.

Heaven is a happy place,  
Heaven is a happy place,  
Hallelujah, Hallelujah,  
We will smile and see God's face,  
That's why Heaven is a happy,  
It's a happy place.

### **My God Is So Big (# 6)**

Karen Mitzo Hilderbrand & Kim Mitzo Thompson,  
1999 Twin Sisters IP, LLC

My God is so big, so strong and so mighty.  
There's nothing my God cannot do. (clap, clap)

My God is so big, so strong and so mighty.  
There's nothing my God cannot do. (clap, clap)

The mountains are His. The valleys are His.  
The trees are His handiwork, too. (clap, clap)

My God is so big, so strong and so mighty.  
There's nothing my God cannot do. (clap, clap)

### **He Plants Me Like A Seed (# 7)**

Dave Huntsinger & Dottie Rambo, 1978  
HeartWarming Music (Admin. by Brentwood-  
Benson Music Publishing Inc.

He plants me like a seed,  
And watches as I grow.  
He waters me with love  
And shields me from the cold.  
My tender leaves may bend  
Beneath the storms and wind.  
But comes the morning sun  
I'm growing strong again.

He plants me like a seed  
Beneath the fertile land.  
My roots grow strong and deep  
While tended by His land.  
And soon the plants will bear  
The harvest sweet and fair.  
The Master smiles to see  
The fruit from one small seed.

### **Countdown (# 8)**

Dorothy Montgomery, 1966 by Dorothy G.  
Montgomery

Somewhere in outer space,  
God has prepared a place,  
For those who trust Him and obey.  
Jesus will come again,  
And though we don't know when,  
The countdown's getting lower everyday.

Ten and nine,  
Eight and seven,  
Six and five and four,  
Call upon the Savior while you may.  
Three and two,  
Coming through the clouds in bright array.  
The countdown's getting lower everyday.

### **Great Is Thy Faithfulness (# 9)**

Thomas Obediah Chisholm & William Marion Runyan,  
1923. Renewed 1951 Hope Publishing Company

Summer and winter and springtime and harvest,  
Sun, moon and stars in their courses above  
Join with all nature in manifold witness  
To Thy great faithfulness, mercy and love.

Great is Thy faithfulness.  
Great is Thy faithfulness.  
Morning by morning new mercies I see.  
All I have needed Thy hand has provided.  
Great is Thy faithfulness, Lord unto me.

### **He's Still Working On Me (# 10)**

Joel Hemphill, 1980 Family & Friends Music (Admin.  
by Brentwood-Benson Music Publishing, Inc.

He's still working on me  
To make me what I ought to be.  
It took Him just a week to make the moon and  
stars  
The sun and the earth and Jupiter and Mars.  
How loving and patient He must be  
He's still working on me.

### **Peter, James, and John In A Sailboat (# 11)**

Peter, James and John in a sailboat.  
Peter, James and John in a sailboat.  
Peter, James and John in a sailboat,  
Out on the deep, deep sea.

We are fishers of men for Jesus.  
We are fishers of men for Jesus.  
We are fishers of men for Jesus,  
Out on life's big sea.

### **The Birds Upon The Treetop (# 12)**

Hal Wright, Karen Hilderbrand & Kim Thompson,  
2002 Twin Sisters IP,LLC

The birds upon the treetops sing their song.  
The angels chant their chorus all day long.  
The flowers in the garden blend their hue.  
So why shouldn't I, why shouldn't you  
Praise Him too?

### **Skeeters And The Bed Bugs (# 13)**

(Sometimes called "The Whipper Whopper" song or  
"Eener Meener" song)

I woke up Saturday morning  
And looked up on the wall.  
The skeeters and the bed bugs  
Were playin' a game of ball.  
The score was six to nothin'  
The skeeters were ahead.  
The bed bugs hit a home run  
And knocked me out of bed, I'm singing ...

Eenie, meenie and a miny-mo  
Catch a wiffle-waffle by his toe.  
And if he hollers, hollers, hollers  
Let him go, singing  
Eenie, meenie and a miny-mo

### **The Wake-up Song (# 14)**

Frank Hernandez / Copyright 2007 His & Hernandez  
Music

Wake up, wake up,  
Wake up you sleepy head.  
It's time, It's time,  
It's time to get out of that bed.

There's lots of work and things to do,  
There's lots of play and fun things, too.  
Wake up, wake up,  
Wake up you sleepy head!

(repeat)

### **God Put A Rain Cloud In The Sky (# 15)**

God put a rain cloud in the sky.  
And Noah was safe in the ark.  
God put a rain cloud in the sky.  
And Noah was safe in the ark.  
Lions, tigers, and kangaroos,  
Monkeys, zebras, and people too.  
God put a rain cloud in the sky.  
But Noah was safe in the ark.

God put a rainbow in the sky.  
And Noah knew it was safe.  
God put a rainbow in the sky.  
And Noah knew it was safe.  
He freed the animals, big and small.  
And thanked God for saving them all.  
God put a rainbow in the sky.  
And Noah knew it was safe.

### **Head And Shoulders, Knees and Toes (# 16)**

Head and shoulders, knees and toes  
Knees and toes,  
Knees and toes.  
Head and shoulders, knees and toes.  
Clap your hands and praise Him.

(repeat)

### **Say To The Lord I Love You (# 17)**

Debby Kemer Rettino & Ernie Rettino, 1981  
Rettino/Kerner Publishing (Admin. by Word Music  
Group, Inc.)

Touch your finger to your nose,  
Bend from the waist way down and touch your  
toes,  
And when you come up slowly,  
Start to sing,  
And say to the Lord, I love You.

I love You, I love You  
Say to the Lord, I love You  
I love You, I love You  
Say to the Lord, I love You.





# Lesson 1

Week 1: Day 1

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

**Bible Reference:** Genesis 1:1.

**Bible Concept to Present:** God is our Father who always was, is now, and always will be.

**Bible Lesson:** Before time began, God was alive. God has always been alive. God does not have a Mommy or a Daddy or a birthday. God has always been. God is alive right now. This very minute, even as we talk, God is alive. God knows everything. He knows what you are doing now. He knows your name is \_\_\_\_\_ (have students say their name). He knows all about you. God even knows what you had for breakfast this morning. God loves you very much. He cares about what you think and do.

Did you know that God never goes on vacation? He never goes to sleep. He is always there to take care of us and help us. I am happy to have a God who takes such good care of me and is so loving and kind. God is my Heavenly Father, just like your Dad who takes care of you and loves you like my dad who loves me. God is our Father. (Be sensitive in your comments to any children who have lost their father or who live in single parent homes.)

Fathers do very special things for their children. Do you remember a time when your dad bought you a present? Or fixed your lunch? Or helped you get dressed? Our Heavenly Father (God) has done something very nice for us, too. He has given us a very special gift. Do you know what that very special gift is? God gave us our world, every little bug, our beautiful trees and flowers, the ocean and the beautiful sky. God gave all these things to us. He made all of them for us.

I am happy to have God for my Heavenly Father, and to have him make such a nice gift for me. Let's thank God now for the world He made for us and for being such a nice Father to us. Pray here, thanking God for our earthly Dad who gives us good things and then our Heavenly Father who gives us a beautiful world.

*Illustration: Prepare ahead - Make copies of the Lesson 1 Resource page on white cardstock. Make enough copies so that each student can have a small picture of the world. Address one small envelope to each student personally. Put a picture of the world inside the envelope. Pass out the envelopes to the students, explaining that just as it is special to receive a gift from Dad, so it is special to receive the gift of our world from our Heavenly Father, God. Let the students color their world pictures and take them home. Note: If your students have not been acquainted with the concept of the globe representing our world, you will need to introduce that thought previous to the unwrapping of the globe picture. The children should be introduced to the fact that the globe is like a picture of our world.*

**Social Studies:** Discuss with your students the relationship of a father to his child. Talk about how special your father, or a grandfather, is to you. Ask questions that will require more than a yes or no answer. The following are types of questions you may ask:

## Lesson 1

(Cont.)

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1. Why do you love your Daddy?
2. What do you like to do best with your Daddy?
3. How does your dad let you know he loves you?
4. When do you like to spend special time with your dad?

After your students have answered these questions, have them draw a picture of themselves and their Daddy. Use a half sheet of paper that is folded in half to make the card. Make this a special card to take home to the student's fathers. Write FATHER or DAD on the cards for the students. Have a Praise Yell for fathers. Let the students shout, "I love my daddy because..." or "I love my grandpa because..." Allow them to call out things for as long as they will participate.

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

**Language Arts:** Use old magazines and catalogs to cut out pictures to represent Daddy. Glue onto a craft stick. Cut out other pictures of men that could represent the father of a friend. Try to find a variety of hair colors on the models. Discuss how fathers may look different and have different names, but they still are someone's daddy.

Do the following action activity with your students. Your goal is for the students to imitate your actions, and say as many of the words after you as possible.

### Three Little Ducks

Three little ducks went out to play (Hold up three fingers)  
Over the hill and far away (Make a waving motion with fingers)  
When the Mommy says "Quack, Quack" (Children repeat quack sound)  
Two little ducks come waddling back (Hold up two fingers as your body waddles as a duck)

Two little ducks went out to play (Hold up two fingers)  
Over the hill and far away (Make a waving motion with fingers)  
When the Mommy says "Quack, Quack" (Children repeat quack sound)  
One little duck comes waddling back (Repeat as above)

One little duck went out to play (Hold up one finger)  
Over the hill and far away (Make a waving motion with finger)  
When the Mommy says "Quack, Quack" (Children repeats quack sound)  
No little ducks come waddling back (Clench fist, and waddle body)

No little ducks went out to play (Clench fist to represent 0)  
Over the hill and far away (Waving motion)  
When the Daddy says "Quack, Quack" (BIG quack sound)  
Three little ducks come waddling back (Hold up three fingers)

**Note:** The above poem is not intended to teach disobedience to a mother figure, but rather to emphasize obedience to the father. You may discuss the actions of the ducks in relationship to the mother.

**Phonics:** Teach the letter Aa. The first step to learning to read is to be able to consistently recognize the alphabet. You may find that your students already know the order of the alphabet, having learned it from the traditional "ABC Song" or by other means. If so, all you need to do at this point is to be certain that your students know each letter of the alphabet when it is shown to them. It is vital that consistency is apparent, that they can name the letters every time and name them correctly.

If your students can not yet recognize all the letters of the alphabet, or can only recognize some of them consistently, then you must teach them. This can be done very simply provided you are not in a rush to do so. Begin by using the alphabet letter flashcards that are provided in the Resource Packet. These can be displayed to the students as you drill the letter recognition. You can also make letter patterns from felt cloth or contact paper for the students to recognize or trace with their fingers. If you use contact paper (like the sticky kind you use to line your shelves), trace the outline of the letter on the contact paper. Then cut it out, leaving the back on the contact paper. Have the children repeat the name of the letter after you, while tracing the letter with their fingers.

We will be learning the letters in alphabetical order. This will lead to skills in dictionary usage as well as reinforce the concepts like before, after, and between. Initially you will be focusing on learning the letter names, letter sounds will come later.

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

Boys: Aaron, Abel, Abraham, Adam, Adrian, Alan, Albert, Alberto, Alec, Alejandro, Alex, Alexander, Alexis, Allen, Andre, Andres, Andrew, Angel, Anthony, Antonio, Armando, Arthur, Austin

Girls: Abby, Abigail, Adriana, Adrianna, Alejandra, Alexa, Alexandra, Alexandria, Alexis, Alicia, Alisha, Alison, Allison, Allyson, Alyssa, Amanda, Amber, Amelia, Amy, Ana, Andrea, Angel, Angela, Angelica, Anna, Anne, April, Ariana, Ariel, Ashlee, Ashleigh, Ashley, Asia, Audrey, Autumn

Vocabulary words: April, August

**Note:** The names used for capital letter recognition have been taken from lists of common names that parents have given to their children in recent years. You should also add the name of your city and state when it becomes appropriate.

Do the Lesson 1 Phonics worksheet. Complete the letter Aa worksheet. Have the students trace the letters Aa 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 Aa letters that begin them.

**Reading:** Recognize written first name. If you have posted a Name Plate for each student have them find their Name Plate on the bulletin board. Point out any of the first names that begin with the letter *A*.

**Writing:** For the first two weeks focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

## Lesson 1 (Cont.)

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Other writing practice will take place in the Phonics and Math subject areas. These activities will not be listed under the Writing category. This is a good example of the holistic approach that each lesson takes.

**Writing Skill Builders:** These objectives are listed in each lesson for you to keep in mind as you direct the class. They are things to watch for and to incorporate into work and play in all areas. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Note:** For those children who have difficulty holding a pencil correctly, rubber pencil grips can be used to teach the proper tripod grip.

**Math:** Teach number recognition of 1. For this week we will be studying the concept of one with your students. As a teacher, you need to be aware of the "one" concept in all that you do. We will be doing some patterning with the number one, learning about the number one around us, etc. Look for "ones" in everything that you do with the students to facilitate their acquisition of the concept of one.

Show the students the 1 flashcard. Ask them how many objects or animals are on the card. Talk about the shape of the number 1 and ask them what it reminds them of. Have them draw the number 1 in the sand or with chalk on the sidewalk.

Purchase or make a perpetual monthly calendar for one of the bulletin boards of the classroom. Make 12 monthly banners and 31 calendar pieces. You will need a row for the days of the week and 6 rows of 7 squares on which to hang or pin the calendar cards.



Point to your beginning school date on the calendar, this is day 1 of the school year. Point to the week that begins the school year, this is week 1 of school. If you have hung cards for the week of the school year point out the Week 1 card. You can point out the number 1 on the calendar. Explain that the days of the month are numbered. One (1) is used to count the first day of the month. Find other ways to illustrate the concept of 1. The line leader will be person number 1 in our line. Have the line leader carry a 1 flashcard as you move from place to place in lines. The Bible reference is Genesis 1:1.

Do the Lesson 1 Math worksheet. Identify the pictures and count the number in each group. Example: 1 tree, 1 house, 1 car, etc. Draw the lines to match the ones that are the same. Remember that all pages should be removed from the student workbook to promote good penmanship.

**Color:** Introduce the colors red, green, and blue. Point out the red and blue colors in the American flag. Talk about grass being the color green. Ask the student's to find things in the classroom that are red. What things do they see that are green? What things can they find that are blue? Show them the red, green, and blue flashcards. Associate the items on the cards with the colors. If this is too many colors to cover at one time focus on one color for 2-3 days and then add another for 2-3 days until all 3 can be recognized by the students. These three colors will be reviewed for about two weeks and then one new color will be introduced at a time.

Throughout the curriculum, you will find notes referring to a color to teach your students. We suggest you teach the colors by utilizing a natural, relaxed teaching style. We also suggest you concentrate on one color at a time. For example, when teaching the color red, you may choose to serve students a red apple, commenting on the fact that the apple is red. The children may wear a red blouse or shirt. Every time you see red, comment on the color. When describing an object, name its color. You may also have a color day where everything eaten is the color you are learning and you and the students wear that color.

**Story Time:** Read one short story to the students.

**Music:** Teach students this little song, to the tune of "Twinkle, Twinkle Little Star"

### Daddy We Love You

Daddy, Daddy, we love you  
And we know you love us, too.  
You are very big and strong  
You work for us all day long.  
Daddy, Daddy we love you  
And we know you love us, too.

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 Book" CD.

**Arts & Crafts:** Use Lesson 1 Resource page to make a "World" card.

## Lesson 1

(Cont.)

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**Physical Education:** Self Space. Children need to know the difference between self space and general space. Some space is shared like a sidewalk or a hallway. Other space is self space and only one person can be there at a time. Give each student a carpet square (hula hoops could also be used) and then ask them to arrange the squares into a circle and sit down on them. Dots or taped X's in a circle pattern on the floor will help them with this. Explain to them that the square on which they are sitting is their space and that no one else can get into that space. Illustrate this by trying to sit down on a carpet square where a student is sitting. What happens? You would have to sit down on top of them and they would get hurt. Have the students close their eyes and think about the movements that they could do in this space. Can they wiggle their fingers? Can they breathe in and out? Can they smile? The concepts of self space and general space are critical so that the students can move safely in physical education and also in the classroom environment throughout the school year. Have each student stand up and put their carpet square away.

**Homework:** Take the "World" card home and share it with dad or grandfather. Tell them what you learned today.

**Additional Bible Lesson:** If you choose to teach an additional Bible Lesson to your students, the story of Abraham and Isaac makes a wonderful lesson to present. Place emphasis on the idea that Abraham really wanted Isaac and was happy when God sent Isaac to Abraham and Sarah. The story is found in Genesis 21:1-8.

# Lesson 2

Week 1: Day 2

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

**Bible Reference:** Genesis 1:1.

**Bible Concept to Present:** God is ever present, always there for us.

**Bible Lesson:** Review yesterday's Bible lesson. Repeat the lesson, letting the students share in the telling, filling in important words. Ask them questions about the lesson: What does God know about us? Does God ever go on vacation? Does God ever go to sleep? He is always watching over us. He is always there, just like our police officers and fire fighters are always there.

**Multimedia Resources:** Listen to the songs "The Majesty Of God" and "Here, There, Everywhere" from "Music Machine: The Majesty of God" CD.

**Social Studies:** Does anyone know a police officer or fire fighter? These city helpers work in shifts so that some of them are always on duty. Many of them work through the night, while we are sleeping. What are some of the things they do? Ask students that want to participate, to stand up and act out one of the things that these helpers do for us. Let the students that want to participate take a turn. Examples: They protect us. They keep people from doing crimes. They help at accidents. They put out fires. They help us cross the street. They direct traffic, even when it is raining or storming. They help us in emergencies. Let us thank God for our police officers and fire fighters. (Share a brief prayer. Let children pray that want to.) **Note:** This would be a good day for a visit from a police officer or fire fighter.

This would be a good time to talk about the 911 emergency phone number. Remind the students that it should be dialed only when there is a real emergency. Many young children have saved the life of a parent or adult by calling 911. Ask some of the questions that the 911 operator will ask when 911 is called.

**Homework Review:** Ask the children to share about taking the card to their dads or grandfathers. Use the globe to show students the world. Show them where they live on the globe. Explain that there are dads and granddads all over the world, loving their children and families. And there are police officers and fire fighters all over the world, helping to take care of people.

**Language Arts:** Repeat the Three Little Ducks action activity from yesterday with students.

**Phonics:** Review the letter Aa. With an Aa letter flashcard and at least one other letter flashcard hold one card in each hand and have the students tell you where the Aa card is located. (left/right, top/bottom, over/under, etc.) Review some of the A words from Lesson 1.

We will be learning the letters in alphabetical order. This will lead to skills in dictionary usage as well as reinforce the concepts like before, after, and between.



## Lesson 2

(Cont.)

Provide a classroom setting that is rich in printed materials. Letter shapes and word posters can be made by the students and displayed for constant review.

Point out any student's name beginning with the letter *A*.

**Reading:** Recognize written first name. Change the order of the Name Plates that you have posted and have each student find their Name Plate on the bulletin board. Point out any of the first names that have a small letter *a* in them.

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Share with your students that God likes us to memorize or learn His Word. Remember that some students might not know what a Memory Verse is. Read *Genesis 1:1* from a Bible.

In the beginning, God created the heavens and the earth. *Genesis 1:1 NIV*

In the beginning, God created the heaven and the earth. *Genesis 1:1 KJV*

Write the verse on the board or on poster board, whether all of the students can read or not. Point to each word as you say it again. Let the students try to say it with you. Be sure to hand out a prepared copy of the Memory Verse for the students to take home, *Memory Verse Card 1*. Duplication masters are provided for both NIV and KJV cards in the *Horizons Preschool Resource Packet*. Duplicate the version that you plan to use. Cut the cards out and send home only one card at a time. Instruct the students to show the memory verse to their parents and to take the *Memory Verse Card* to their room, perhaps keeping it on their nightstand or posting it on a bulletin board.

**Math:** Review number recognition of 1. Ask the students questions about items of 1 regarding their bodies. Ask the students, "How many noses do you have?" "How many heads do you have?" "How many mouths do you have?" "How many chins do you have?" "How many necks do you have?" "How many hearts do you have?" "How many stomachs do you have?" "How many backs do you have?" Have them draw the number 1 in the air or on the board. If your students form a line to go outside or to the restroom point out the students that are standing tall and straight by saying, "I see a 1 here; I see another 1 here, as you move your arm to trace a 1 over how they are standing.

Do the Lesson 2 Math worksheet. Cut out the numbers from the strip. Help the students as is needed with cutting out the numbers. Count each group of objects and paste the correct number in the box.

**Shapes:** Students will learn how to use scissors. Provide children's scissors for each student. Give each student a piece of construction paper, using all different colors. Show them some examples of trian-

gles. Pass out several samples that can be traced and cut out or draw the shapes on light colored construction paper for the students. Ask them to cut out triangles of all sizes and colors. See how many they can cut out of one piece of paper. If there is more than one student, let them trade triangles with other students, collecting lots of colors. Share with the children how thankful we are that God gave us so many beautiful colors in our world. Make sure that there is time for cleaning up, placing all of the trash in the trash can.

**Color:** Review the colors red, green, and blue.

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

**Music:** Review "Daddy We Love You." 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 Book" CD.

**Arts & Crafts:** Do the Lesson 2 Arts & Crafts worksheet. The letter Aa maze. Draw some simple mazes on the board to demonstrate how to do them. The students can also make a maze out of objects or toys on the table or floor.

**Outside Activity:** Take a nature walk. Ask, How many things can you see that are green? Red? Blue? Emphasize the goodness of God and the beauty He made for us.

If possible, this would be a good day to make a visit to a firehouse or police station. The focus of the visit should be on how these workers help us. How do they keep us safe? What are they doing to help protect our homes? How can the students help them back?

**Physical Education:** *Self Space.* Children need to know the difference between self space and general space. Give each student a carpet square and then ask them to arrange the squares into a circle and sit down on them. Dots or taped X's in a circle pattern on the floor will help them with this. They may need assistance getting into position. Greet each student now that they are in their self space. This is a good time to complement them on something good that they have done. Ask the students for movements that they can do while sitting on the squares. Have them perform the movements as they say them. End the time by having them close their eyes and spend some time resting quietly. Have each student stand up and put their carpet square away.

## Lesson 2

(Cont.)

**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.

**1 Lost Coin:** Luke 15:8-10, read the Bible verses and tell the story.

Jesus told the story of a woman who lost one coin. She had nine other coins, but she hunted through her house until she found the one lost coin.

Do the Lesson 2 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 "1" lady. Glue glitter on the lamp flame. Glue toothpicks and yarn on the drawing to make the broom.

**NOTES:**

# Lesson 3

Week 1: Day 3

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

**Bible Reference:** John 14.

**Bible Concept to Present:** Jesus and God are one. They both helped to create the world.

**Bible Lesson:** Ask, Do you remember the Christmas story when Jesus was born to Mary and Joseph? You will recall that Jesus was God's son, too. And that He came to earth for us because He loved us. Well, today's story tells us about something that happened when Jesus was here on earth.

One day, Jesus was with His special friends. These friends were men who loved Jesus and obeyed Him. Jesus had often told them about His Father, God. On this day, Jesus was telling them about His wonderful home in Heaven where God was making beautiful homes for each of them. Jesus told them that where He went, they would go, too. One of Jesus' friends became worried about where Jesus was taking them and how he would know the way to get there. Jesus told them that He knew the way to God's home because He had lived there before He came to earth.

Do you remember the story we had about how God made the world? Well, Jesus was with God when He made the world. Jesus helped God to make our world. And then later, Jesus came down to earth to be a little baby. I am happy that God and Jesus are together. I am happy that Jesus came down to earth, and that someday we, too, can go to live in the beautiful home God is making for us in Heaven. Let's thank God now for Jesus. Let's thank Jesus for making our world with God. Let's thank Jesus and God for the home they are making for us in Heaven.

**Multimedia Resources:** Listen to the song "A Great Big God" from the "Bullfrogs and Butterflies: God Loves Fun" CD.

Do the Lesson 3 Bible worksheet. Identify each of the items on the sheet and discuss that these are things that Jesus and God created. Have the students color the items, cut them out, and paste them on a piece of construction paper.

**Social Studies:** God is Jesus' Father too. Discuss more facts about fathers. You may wish to include a very special loving story about your own dad to illustrate how special daddies are. Discuss the home you live in and how your dad worked very hard to give you the home you had as a child. Then relate this to the home God is making for us now in Heaven.

Teach your students the address of their home. *Pass out cards with student's addresses on them.* To teach the address, use a puppet. Any puppet will be adequate. Manipulate the puppet to "say" the address, and then have your student repeat it. Students may make simple puppets out of paper lunch bags, and then make the puppets say their address.

**Language Arts:** Here's another option for an effective way to teach your students their home address. Use a digital recording device to record your students saying their address in a full sentence.

## Lesson 3

(Cont.)

Example: I live at \_\_\_\_\_. It is a \_\_\_\_\_ (color) house. Replay the recorded message. The objective is for your student to verbalize in complete sentences.

Read the following story.

### The Country Mouse and the City Mouse

Once upon a time, a country mouse had a friend who lived in the city. He invited the city mouse to come and visit him for a peaceful and quiet vacation. He prepared all the best morsels that he had, even though they were plain and simple. He wanted the best for his friend. When the city mouse came to visit, he was not used to the simple fare, so he picked carefully at his food, all the while thinking of how much better his food was at home. After a time, he asked the country mouse, "How can you stand this simple and dull life when so many exciting things await you in the city? There are fine restaurants, luxurious hotels, fine cars, and shopping malls to visit. And you would meet the finest people in the city. In fact, I live with some very rich folks. You are wasting your life here in the country. Why don't you come with me now, and see the 'good life'?"

These words were too much for the country mouse, so he decided to pack his suitcase, and have a vacation in the city. It was midnight when the two mice reached the great house where the city mouse lived. The house was gorgeous inside. The furnishings showed great wealth. On the table, was a splendid uneaten meal. The city mouse ran all over trying to give the country mouse the best food. They ate tidbit after tidbit, when suddenly the door opened, and in came beautiful women and handsome men. The two mice ran for cover and breathing hard, looked for a hiding place and found one under the velvet drapes. Before they could begin to relax, a large cat came into the room, smelling and searching. The big cat came closer and closer and was about to discover their hiding place when the lady of the house called the cat to dinner. The two mice were terribly frightened! That cat had almost found them! The mice remained hidden until all was quiet. When they knew the household was asleep, they crept out of their hiding place. The country mouse whispered in the city mouse's ear, "This has been a nice visit, but I want to return to the peace and quiet of the country, where there is security and no fear of becoming a tasty morsel myself."

(Moral: It is better to live in peace and be safe, than to have the best and live in danger.)

**Phonics:** Review the letter Aa. Make a capital letter A on the floor with 5 students lying down. First make a triangle with 3 students and then have 2 students make the legs. Repeat with other groups of 5 students.

As each letter of the alphabet is taught be sure to include activities that enable the students to experience the letter through all of their senses.

**hear** the letter

**see** the letter

**say** the letter

**touch** the letter

write the letter  
read the letter

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

Common words: *a*, *about*, *act*, *add*, *after*, *again*, *air*, *all*, *also*, *am*, *an*, *and*, *animal*, *answer*, *any*, *are*, *as*, *ask*, *at*

Vocabulary words: *above*, *addition*, *afternoon*, *against*, *alive*, *already*, *always*, *ankle*, *arm*, *around*, *away*

**Note:** The lists of vocabulary words given for lowercase letter recognition include color, shape, and number words and other basic vocabulary words that a preschool student should know. The common words have been taken from lists of most common words of the English language and other resources.

**Reading:** Use a simplified, illustrated daily schedule of activities. Go over the activities on the Daily Schedule poster. Ask before and after questions about the schedule.

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Review Genesis 1:1. Say the verse together with the students several times.

**Math:** Review number recognition of 1. Ask the students questions about items of 1 regarding the classroom. Ask the students: "How many ceilings are in the room?" "How many clocks are on the walls of the room?" "How many floors are in the room?" "How many red cabinets are in the room?" "How many blue balls are in the room?" "How many green plants are in the room?" "How many trucks are on top of the book shelf?" Use any question that has 1 for an answer. Mix in a review of colors and position words if possible.

Do the Lesson 3 Math worksheet. Count each group of items and circle the correct number for the group.

Teach oral counting 1-10. Make a Counting Train with an engine, ten cars and a caboose. Patterns can be found in the *Horizons Preschool Resource Packet*. Plan to extend the train to include the numbers 11-20. This should be large enough to hang above the white board or over a bulletin board. You can make the train from construction paper or simply draw and color a train on banner paper. Color the boxcars with the colors that will be learned this year. 1 should be red, 2 green, 3 blue, 4 black, 5 white, 6 yellow, 7 brown, 8 pink, 9 purple, and 10 orange. Plan to extend the train to include the numbers 11-20 once the numbers 1-10 have been mastered.

## Lesson 3

(Cont.)



Introduce the students to the Counting Train. Point out that there are 10 boxcars in the train to help learn counting 1-10 and that each boxcar is a different color that will be learned during the year. With a pointer or yardstick point to the numbered boxcars and have the students count after you. The students are not expected to recognize the numbers or to count objects to 10, they are simply memorizing how to say the number words in order 1-10.

Learn the "One, Two, Buckle My Shoe" rhyme/song to help learn counting 1-10. Use the 1-10 lines of either of the two versions below.

### One, Two Buckle My Shoe

One, Two—buckle my shoe;  
Three, Four—open the door;  
Five, Six—pick up sticks;  
Seven, Eight—lay them straight;  
Nine, Ten—a good fat hen.

Eleven, Twelve—I hope you're well;  
Thirteen, Fourteen—draw the curtain;  
Fifteen, Sixteen—the maid's in the kitchen;  
Seventeen, Eighteen—she's in waiting.  
Nineteen, Twenty—my stomach's empty.

### 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 big fat hen

Eleven, twelve, dig and delve  
Thirteen, fourteen, maids a-courting  
Fifteen, sixteen, maids in the kitchen  
Seventeen, eighteen, maids in waiting  
Nineteen, twenty, my plates empty

**Shapes:** Introduce the shape of the triangle. Show your student what a triangle is and count the sides of the triangle. Look around the room, pointing out any triangle shapes. *Use a triangle you have made with wooden craft sticks as a visual aid. Also make a stick puppet for triangles. You will make one of these for each shape that is taught. To make the puppet, cut a triangle out of construction paper and glue it to a craft stick.* Allow students to make their own triangles with craft sticks. Repeat the poem below while holding up the triangles.

**Timmy Triangle**

I'm a triangle  
Timmy's my name.  
I have three sides  
I play a little game.

I pretend to stand upon my head. (Turn triangle to a side)  
I lay on my side (Turn triangle to another side)  
I lay on my bed. (Continue to turn to 3rd side of triangle)

Some people don't see the difference in me.  
They just see three sides; one, two, and three.  
(Count sides as you say the number, tapping each side)

**Note:** The objective is for your student to recognize the shape of the triangle. He will, by practice, learn to count to three, but this is not the primary objective. Let your student manipulate the stick triangles. Allow adequate time for the child to internalize what he has just learned. He will do this by playing with the puppet.

Do the Lesson 3 Shapes worksheet. Have the students trace the triangle with a red, blue or green crayon.

**Color:** Review the colors red, green, and blue. Hold up colored sheets of construction paper. See if the students can correctly identify the color.

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

**Music:** Review "Daddy We Love You." Teach the song "Around the Circle We Will Go" to the tune of "London Bridge is Falling Down."

**Around the Circle We Will Go**

Tune of London Bridge is Falling Down  
Author Unknown

Around the circle we will go  
We will go  
We will go  
Around the circle we will go  
Hallelujah!

Jesus is God's Son, I know  
God's Son, I know  
God's Son, I know  
Jesus is God's Son, I know  
Hallelujah!



## Lesson 3

(Cont.)

**Note:** Transition music may be used any time you change activities. One suggestion is to use the tune "All Around The Mulberry Bush," such as, "This is the way we pick up our toys, pick up our toys, pick up our toys. This is the way we pick up our toys so early in the morning."

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

**Arts & Crafts:** Use the Lesson 3 Arts & Crafts worksheet to illustrate what Heaven might be like. Add cotton for clouds and glitter for the city buildings to highlight them. You may label it "God's House." Although your students cannot read this, the labeling is great for visual preparation for reading, especially if you take the time to read it, and point out the words. You may even discuss the letters in the word "God."

**Physical Education:** Self Space. Have each student pick up a carpet square and then arrange themselves into a circle and sit down on the squares. Dots or taped X's in a circle pattern on the floor will help them with this. They may need assistance getting into position and will need enough space to do the Timmy Triangle activity that follows. Greet each student now that he is in his self space. This is a good time to complement each one on something good that he/she has done.

Ask your student to attempt to shape his body into the shape of a triangle. Can he look like Timmy Triangle? Add verbal directions such as: Sit on the floor with your legs straight out in front of you. Make your back as straight as you can, and then bend slightly forward to stretch your arms to your toes. Grab your toes. Do you look like a triangle?



Ask your students to tell you some movements that they cannot do while they are sitting on the carpet squares. Select a couple of students to follow-the-leader with you being the leader. Have them stand up and follow you as you walk around the circle and through open spaces in the circle of students. Lead them back to their squares where they can be seated again. Do this with several groups of students. Have all the students stand and put their carpet squares away.

**Homework:** Continue the discussion of the home that fathers have made for their families and the home that God is making for His children. Tell the students that they will be drawing a picture of their home on their homework sheet. Send home the Lesson 3 Homework worksheet where the students will draw a simple picture of their home. A parent may help them draw the place where they live. The worksheet is to be brought back tomorrow. Praise every student for his efforts.

**NOTES:**

# Lesson 4

Week 1: Day 4

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

**Bible Reference:** John 14.

**Bible Concept to Present:** Jesus and God are one. Jesus is preparing Heaven for us.

**Bible Lesson:** Review yesterday's Bible lesson. Repeat the lesson, letting the students share in the telling, filling in important words. Ask questions about the lesson: Who was Jesus' mother and father? What did Jesus tell His friend about Heaven? (That He is preparing homes for us there; that one day we will be there with Jesus; that Jesus would know the way because He used to live there.)

**Social Studies:** Review addresses. Ask the students to repeat their addresses to one another or to the teacher. Wait until everyone has had several turns of saying their address. Talk to the children about sharing their address. Let them know it is OK to share in class, but that they should never tell a stranger their address, or tell anyone that they don't know who calls on the phone.

Review the discussion of the 911 emergency phone number. The 911 operator may ask for your address so knowing it is very important.

**Language Arts:** Review the Reading story from yesterday, Lesson 3. Be sure to review the information asked in the game below. Play "YES OR NO." Ask the students these questions and let them respond together:

Let's play "YES OR NO." You tell me if the sentence I say is TRUE=YES or FALSE=NO:

The city mouse visited the country mouse for a quiet vacation. YES

The city mouse *just loved* the simple food in the country. NO

The city mouse missed his rich friend and fancy house. YES

The country mouse went to visit the city mouse, arriving *at noon*. NO

Both mice had to hide under the velvet drapes when all the rich people came in to eat. YES

The mice were so scared when the huge *dog* came closer and closer. NO

The country mouse was very happy to return to his simple, quiet life. YES

**Phonics:** Review the letter Aa. Make a large letter A on the floor with colorful masking or plastic tape. One at a time, have the students hop, crawl, jump or walk along the lines of the letter. They can either walk backwards or turn around and retrace steps to stay on the line.

Do the Lesson 4 Phonics worksheet. Complete the letter Aa 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.

## Lesson 4

(Cont.)

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**Reading:** Use a simplified, illustrated daily schedule of activities. Go over the activities on the Daily Schedule poster once again. Ask before and after questions about the schedule.

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Review Genesis 1:1. Say the verse, leaving out one word. Let the students repeat the verse, filling in the word. Repeat several times, leaving out a different word each time.

**Math:** Review number recognition of 1. Send your students on a scavenger hunt. Have them find one of the following items: one sock, one shoe, one teddy bear, one piece of candy (make sure there is enough candy for all students), one ruler, one pencil. Make sure these are around the room. Students may work together. Reward each student with one hug.

Do the Lesson 4 Math worksheet. Count each group of items and draw a line to the correct number.

Learn the "This Old Man, He Played One" song to help learn counting. Just work on verse 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.

Teach oral counting 1-10 with the Counting Train. Review the "One, Two, Buckle My Shoe" rhyme/song to help learn counting 1-10.

**Shapes:** Do the Lesson 4 Shapes worksheet. Have the students color the triangles red and then cut them out. They will be making a set of red, blue, and green triangles over the next couple of days. The different sizes and colors can be used for sorting exercises.

**Color:** Review the colors red, green, and blue. Display 2 colors of construction paper at a time to the students. Hang them on a line, pin them to a bulletin board or stand them up on the tray of the board. Put one color of construction paper on the left and another on the right. Ask the student's to identify the color by telling you whether the color you ask for is on the right or on the left.

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

**Music:** Review "Daddy We Love You." Sing yesterday's song "Around the Circle We Will Go" to the tune of "London Bridge is Falling Down," using a digital recording device to record the students as they sing. Let the girls sing one verse then the boys sing the next. Then everyone sing together. Allow the students to listen to themselves singing the song. Children love to hear themselves on tape.

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

**Arts & Crafts/Homework:** Ask, Did you complete your homework from yesterday? Tell us a little bit about what you drew. Everyone lives in a different kind of home. How is your home different from other homes around your town?

**Health & Safety/Arts & Crafts/Outdoor Activity:** First, talk to the students about a clean environment in our city. What is litter? Where does all the litter around the streets come from? What do we call someone who throws trash around the town? A LITTER BUG. Ask, If Gordon throws out a gum wrapper in the yard, how many gum wrappers are there? ONE. If everyone in our class or home throws a gum wrapper in the yard, how many gum wrappers would there be? (NUMBER OF STUDENTS) What if everyone in our neighborhood threw down a gum wrapper? Help the students understand that every piece of trash is litter and is important.

Give every student a paper lunch bag. Let them draw their version of a LITTER BUG on the bag. Give them complete creative freedom to draw their LITTER BUG. Then take a walk around the perimeter of your school or property. Have the children pick up litter, putting it in their bags. Bring it all back inside and dump it in a large trash can. Students can take their litter bags home to use in their cars, or pick up litter on their streets. Make sure to tell them to go with a sibling or parent. You may want to give each child a pair of plastic disposable gloves to use while picking up trash. Also, have the students wash hands thoroughly and/or use waterless hand sanitizer when finished.

**Physical Education:** Take a shape walk. As you walk around your neighborhood, look for various triangle shapes.

Self Space - Rise and Sink. Have each student pick up a carpet square and then arrange themselves into a circle and sit down on the squares. Greet each student now that he is in his self space. This is a good time to complement each one on something good that he/she has done. Ask them to close their eyes and relax. Have them wiggle their fingers, rock back and forth, wiggle their toes, move their heads back and forth, etc. Have them open their eyes and get onto their knees and make themselves as small as is possible on their carpet square. From this position do a Rise and Sink, by slowly rising into the largest shape they can make with their bodies, and then slowly sinking back into the smallest shape. Count to eight as they rise and back down to one again as they sink. Repeat this several times counting faster each time so that by the end they are rising and sinking very quickly. End the time with some relaxation activities while seated on the carpet square. Have the students stand and put their carpet squares away.

**NOTES:**

# Lesson 5

Week 1: Day 5

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

**Bible Reference:** Genesis 1:2.

**Bible Concept to Present:** The Holy Spirit was with God when He made our world. God, Jesus, and the Holy Spirit all worked together in making our world.

**Bible Lesson:** This week in school we have been talking about how Jesus and God made the world in which we live. They made it so beautiful, didn't they? Tell me one thing you like about the world God made for us. (Students answer. You then relate one thing you particularly like.) God and Jesus did a wonderful job of making us a beautiful world. But did you know that there was someone else who helped them to make our world? That someone was the Holy Spirit. In the second verse of the Bible, God tells us that the Holy Spirit was with Him and helped Him to make our world. I am glad that the Holy Spirit was part of God and Jesus and helped to make our world, too. The Holy Spirit was a friend who helped God make the world, and He is a friend who helps us now. The Holy Spirit is a very special helper to people who believe in Jesus. The Holy Spirit helps people who believe in Jesus to love Jesus and to obey Him. I'm glad the Holy Spirit helps people like you and me to love Jesus and obey Him. Let's thank God now for the Holy Spirit and the world He made for us with Jesus and God. Let's tell God "Thank You" for giving us the Holy Spirit as a special friend to help us.

**Illustration:** Review with your students that God, Jesus, and the Holy Spirit made our world. To illustrate this, say the "In the Beginning" finger play poem. Have the students repeat each line after you say it first.

## In the Beginning

A long time ago (wave arms in a circular motion)  
Our world was made (form hands into circle)  
God says it was so. (Hold hands like a Bible)

God made our world (Hold up one finger)  
The Holy Spirit did too (Hold up two fingers)  
Jesus was there (Hold up three fingers)  
God says this is true. (Hold hands like a Bible)

Thank You Dear God (Hands formed for prayer)  
For the world you made.  
Thank You Jesus  
For the help You gave.  
Thank You Holy Spirit  
For the work that You did.  
Thanks to all Three (Hold up three fingers)  
It is as God has said. (Hands held to form a Bible)

**Social Studies:** Discuss the concept that God tells the truth all the time. What God says is always true. Tell your student that God always tells the truth. If you need to explain what "Truth" is, explain that when someone is telling the truth and they say they will do something, they do it. For example, "If I am telling the truth and I say I will give you a big hug, I give you a big hug." God said that the Holy Spirit was with Him and Jesus when they made our world, so we know this is true.

Play a game similar to "Simon Says." Use the statement "God Said" prefacing the statement you make. The students will clap their hands if they hear you say "God Said." Use the following statements:

God said, "Jesus helped me make the world." (Child claps)  
God said, "The Holy Spirit helped me make the world." (Child claps)  
God said, "I helped to make the world." (Child claps)  
We all made the world. (Child does not clap)  
(Continue with your own statements.)

**Multimedia Resources:** Watch the video "Music Machine" which teaches about the Fruit of the Spirit.

**Language Arts:** Do this activity with a tape recorder. Record a series of true statements about yourself repeating the previous statements each time. For example: "I am a lady." "I am a lady. I have brown hair." "I am a lady. I have brown hair. I am tall." "I am a lady. I have brown hair. I am tall. I have brown shoes." Play each statement, and then let the students repeat the information. See how far they can go with more and more information.

**Phonics:** Teach the letter Bb. Today teach capital B.

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

Boys: Ben, Boaz, Betty, Bob, Blake, Bobby, Bradley, Brady, Brandon, Brendan, Brent, Brett, Brian, Bryan, Bryce

Girls: Bethany, Bianca, Brandi, Brandy, Breanna, Brenda, Briana, Brianna, Bridget, Britney, Brittany, Brittney, Brooke

Vocabulary words: Boys (restroom), Bus Stop

Do the Lesson 5 Phonics worksheet. Complete the letter Bb worksheet. Have the students trace the letters Bb 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 Bb letters that begin them.

**Reading:** Read the first names of classmates. See if students can recognize the names of their fellow students. Have each student find the Name Plate of someone who sits next to him on the Class Roster bulletin board.

## Lesson 5

(Cont.)

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Review Genesis 1:1. Say phrases of the verse and have the students complete the rest.

**Math:** Review number recognition of 1. For today's lesson of the number one, trace your student's footprints onto construction paper. On the left footprint, place one dot - on the right, write the number one. Tell your student to count the dots on the left footprint. How many are there? One. Now show him the number one on the other footprint. Tell him this number (1) represents one. *Prepare a pan (9x13) which contains cornmeal and rice mixed together (covering the bottom of the pan well) and have students practice writing the number one. Practice counting one item throughout the house or classroom.*

Do the Lesson 5 Math worksheet. Notice that all of the numbers are displayed on the page and that the number 1 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 1 with the proper stroke by following the arrow. Count each group of items and trace the number.

Review verse one of "This Old Man, He Played One."

Teach oral counting 1-10 with the Number Train.

**Shapes:** *Prepare ahead - Cut out some really large triangles from 11 X 17 colored paper. Review again the "Timmy Triangle" poem found in Lesson 3. Discuss the concept of larger and smaller as you show students the triangles. You will want to encourage students to verbalize the relationship between the triangles.*

Do the Lesson 5 Shapes worksheet. Have the students color the triangles blue and then cut them out. They will be making a set of red, blue, and green triangles. The different sizes and colors can be used for sorting exercises.

**Color:** Review the colors red, green, and blue. Drill with flashcards.

**Story Time:** Read a story or stories of your student's choice.

**Music:** Review "Daddy We Love You" and "Around the Circle We Will Go." Teach the "Three In One" song to the tune of "Three Blind Mice."

**Three In One**

Tune of Three Blind Mice

Three in one (Hold up three fingers, then one)

Three in one (Hold up three fingers, then one)

See how they work

See how they work

They all are working together to make

Our world which is so neat and great

Three in one (Hold up three fingers, then one)

Three in one. (Hold up three fingers, then one)

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

**Arts & Crafts:** Obtain some narrow sponges from the grocery store. Cut them into the basic shapes of a circle, square, rectangle, and triangle. Place a clothespin on the back of them for ease in picking them up. Dip the shape sponges into thick finger paint and then place them onto paper. **Note:** Thick paint can be mixed easily by purchasing the dry tempera paints. If you will add a few drops of liquid dish soap to the paint before you mix, it will more easily be removed from clothing. Freezer paper works the best for this type of painting, as it contains a wax on the back of it to stop leakage. This type of paper may be purchased from your grocer, a food service supply or businesses online.

**Physical Education:** Cut large triangles from contact paper. Place them on the floor of the room where you exercise. Can your student do these things while standing on the shape?

1. Touch your hand to your head?
2. Touch your finger to your nose?
3. Place your ear on your shoulder?
4. Bend down and touch your toes?
5. Hold your arms out straight and pretend to be an airplane?
6. Bend at the waist, putting your hands on top of your head?
7. Hop on one foot?
8. Hop on two feet?
9. Hold one leg while hopping?
10. Smile real big for the teacher?

**Note:** If your students do not know the parts of their body, illustrate them for them. If they cannot hop on one foot, or hold one leg while hopping, this is an indication that they may not be ready for the reading or writing skills in this program.

**NOTES:**



# Lesson 6

Week 2: Day 1

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

**Bible Reference:** Genesis 1:26 uses a plural term when referring to the Creation. By this reference and others, we know there was more than one personage present in Creation. Colossians 1:13-16 states that Jesus created, with God, all things. Genesis 1:2 states that the Spirit was upon the face of the waters. Thus we have Three in One in the Creation of our world. This is referred to as the Trinity. Review the "Three In One" finger play song from Lesson 5.

**Bible Concept to Present:** God the Father, God the Holy Spirit, and God the Son are one.

**Note:** Your students will not fully understand this. It is not our intent that they do so. Rather, we are presenting this information as a "trail blazer" so as to have a path to follow later. This is one instance in which you as a teacher expect nothing more than the names of the Godhead and the fact that they interrelate in some manner, to be retained by your students. Refer back to this concept in normal conversation by personal reference to God as "The Father," "The Son - Jesus" or "The Holy Spirit."

**Illustration:** At tables, give each student a disposable bowl. Bring in one egg for each student. (If you have a small class, you may do this illustration with one egg, but it is more fun if each student has his own egg.) First, hold up an egg. Help each student to break the egg into the bowls. Ask, "What is inside the egg? We have an egg yolk, egg white, and egg shell. That is three things. Yet they are all one egg. Three in one." Clean up and wash hands then continue with the story below.

**Bible Lesson:** In the beginning God, Jesus, and the Holy Spirit created our world. God, Jesus, and the Holy Spirit are one. Can you tell me about the egg we just studied? How many eggs were there? (Students should answer: one.) But how many parts were there to the egg? (Three.) This is like our God. We use the name God when we are talking about God, the Father. We use the name God when we are talking about God, the Son (Jesus). We use the name God when we are talking about God, the Holy Spirit. All three have different names, but yet they are One. They each have special things that they do. I am happy that God, Jesus, and the Holy Spirit are one, aren't you?

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

**Social Studies:** You will be presenting the concept that although there are different members in a family, it is still one family. Ask students to share who the people are in their family. Let them list the names. Share the members of your family. Though there are several members, it is still one family. We have the same last name. (Be sensitive to the fact that some families have two or three last names represented.) This is the way it is with God, Jesus, and the Holy Spirit. They are individual, but one.

**Language Arts:** Call each child by his first and last name. Ask them to come and sit with you in a separate area (such as on the floor) of the room. Have him repeat the following, echoing you: "My name is \_\_\_\_\_ (First and Last Name)." Now, play a game using three things that are related

(example: scissors, glue, pencil). Have your students look at them for one minute. Then remove one item as the children close their eyes. Have them open their eyes and guess which item is missing.

**Phonics:** Review the letter Bb. Make a capital letter *B* with your body. Have the students stand up straight and tall to make the straight side of capital *B*. Then have them hold their hands together and touch their foreheads. Now make a big circle motion down to their waists and from their waist down to their ankles. They will have to bend over to do this. Have them stand tall and straight again with arms at their sides. Can they “see” the big circles they made in front of themselves as a capital letter *B*?

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

Common words: back, be, been, before, between, big, boy, build, but, by

Vocabulary words: behind, below, black, blood, blue, body, bottom, breathe, brown, bulb

**Reading:** Read the first names of classmates. See if students can recognize the names of their fellow students. Have each student find the Name Plate of someone who sits next to him on the Class Roster bulletin board.

**Multimedia Resources:** View the Aa-Bb 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:** Continue to focus on having the students recognize their own first name. During this time, write the students’ names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Multimedia Resources:** View the Aa 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 6

(Cont.)

**Memory Verse:** Review Genesis 1:1. Recite the verse several times during the school day.

**Math:** Teach number recognition of 2. Introduce the number 2 by counting items. Show them the number 2 flashcard. Use the student's footprints again. On one footprint draw two circles or dots and on the other write the number 2. Have your students count two of items around your home or classroom then find two shoes, two eyes, two ears, two fingers, two feet, two teddy-bears, two dolls, two raisins, etc. If you have hung cards for the week of the school year point out the Week 2 card.

Compare the number 1 and number 2 flashcards. Count the items on each card.

Teach oral counting 1-10 with the Number Train. Review the "One, Two, Buckle My Shoe" rhyme/song.

Review the number 1 by learning the "One Little Puppy" finger play.

### One Little Puppy

by Al Christopherson

One little puppy, one little flea, (Hold up one finger)

One puppy sitting, there by the tree, (Hold up one finger, point to a tree)

One puppy running, along with me, (Hold up one finger, wiggle fingers like running legs)

One is a number I love, you see. (Hold up one finger, cross arms over heart)

Do the Lesson 6 Math worksheet. Count each group and draw lines to match groups that have the same number.

**Shapes:** Look for everyday items that are triangular in shape. Items such as the hands on a clock, etc. can be pointed out to students. See if your students can observe other triangles around the room or home. Repeat the "Timmy Triangle" poem in the first day's lesson.

Do the Lesson 6 Shapes worksheet. Have the students color the triangles green and then cut them out. They now have a set of red, blue, and green triangles. The different sizes and colors can be used for sorting exercises.

**Color:** Review the colors red, green, and blue.

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

**Music:** Review "Daddy We Love You," "Around the Circle We Will Go," and "Three In One." Sing the following song, inserting the names of your students. Play the song "I Know He Loves Me Too" from the "Horizons Preschool Music" CD.

**I Know He Loves Me Too**

I Know He Loves Me Too

I love (student's name)

I love (student's name)

I love (student's name)

And I know she (he) loves me too.

The song continues as above with each student's name inserted. The last verse is sung as "We love Jesus," and continued as above.

**Multimedia Resources:** This week, listen and sing along to selections from "Bullfrogs and Butterflies: God is Great" CD.

**Arts & Crafts:** Let each student draw his family, including every member. Be certain that each student knows his first and last name and his father's name. **Note:** Be aware of how your students draw the people in their family. Do they have the arms coming out of the head? Does the person they have drawn have legs and arms? The way a child draws people is an indication of their readiness to teach reading.

"A Ripping Good Time." Have the students rip various shapes from red, green, and blue construction paper and put them into a bag. Make a collage by gluing the torn pieces of paper onto a sheet of white paper. Hang them around the room for all to enjoy before sending them home.

**Physical Education:** Do the following activity items in sets of three to go with the three in one theme of this lesson. Repeat the activity in sets of two to reinforce the study of the number 2.

1. Take three steps forward.
2. Take three steps backward.
3. Hop three times.
4. Jump on one foot three times.
5. Hop on the other foot three times.
6. Stretch your arms toward the sky three times.
7. Breathe deeply three times.
8. Touch your toes three times.
9. Sit down on the floor, relax your body like a rag doll, and count to three.

**NOTES:**

# Lesson 7

Week 2: Day 2

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

**Bible Reference:** Genesis 1:26.

**Bible Concept to Present:** God has three names: God the Father, God the Son, and God the Holy Spirit

**Bible Lesson:** Review yesterday's story. Make sure students know the three names: God the Father, Jesus the Son, and Holy Spirit. Review the "Three In One" finger play song.

**Illustration:** Find a large weed. Carefully pull it up including the roots. Wash off the roots. Spread it out on a piece of white construction paper, placed on a cookie sheet. Show the weed, or plant, to the students. Ask, "What is this? This plant has three parts." Point to the roots and ask, "What are these?" Point to the leaves and ask, "What are these?" Point to the stem and ask, "What are these?" Your students probably won't know all three; tell them what the parts of the plant are, if necessary. Let them feel the plant. "So, we have leaves, stems, and roots. But these are all one plant. Three in one."

**Social Studies:** Talk about our families. What makes a family? The typical family is a dad, mom, and children. But there are many kinds of families. Let the students share about their families. Who has the biggest family? Who has the most sisters? The most brothers? Are pets part of a family? What kind of pets do you have? Who has the most pets? If you could be any pet, what would it be? Let the students have a little loud time, pretending to be their favorite pet. Have some students talk about their extended family. How many brothers and sisters does dad have? Does mom have?

**Language Arts/Arts & Crafts:** Before class, write the students' names large and very clearly on white construction paper. Give each student his piece of construction paper with his name on it. Have poster pens available. Ask them to decorate their names. You might use a dry erase board to show them how to make animals out of letters, by adding eyes or feet or wings. Encourage them to use their imaginations. Collect these for a follow-up exercise that will be done tomorrow.

**Phonics:** Review the letter Bb.

Do the Lesson 7 Phonics worksheet. Complete the letter Bb worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Bb 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:** Use a simplified, illustrated daily schedule of activities. Continue to review the schedule by asking before and after questions.

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse/Music:** Review Genesis 1:1. Say the memory verse for the class. Remember, some students might have never done a memory verse before. Have a big bowl of rice available for the students. Give each child an empty film canister. Let them scoop up some rice into their canister and carefully snap on the lids. Make sure all lids are tightly closed. Lead a Memory Verse March. Let the children march around the room, or outside, chanting the memory verse and shaking their rice.

**Math:** Review number recognition of 2. Continue to teach your students to count to, and understand by counting items, the number 2. Give them various blocks and have them count two of each. Give them a stack of shapes (triangles and squares) and have them find two of each. Have them glue two of each on a piece of paper. Each two must be on a separate sheet glued side by side. Ask them with each activity to count the sets of two. How many are in each set?

Teach oral counting 1-10 with the Number Train.

Review the number 1 by reviewing the "One Little Puppy" finger play.

Do the Lesson 7 Math worksheet. Cut out the numbers from the strip. Assist the students as is needed with cutting out the numbers. Count each group of objects and paste the correct number in the box.

**Shapes:** Continue to look for everyday items that are triangular in shape.

Do the Lesson 7 Shapes worksheet. Have the students count the number of triangles on the sheet. They can color, cut, and paste the triangles to make the hats.

**Color:** Review the colors red, green, and blue. Play the game Red light/Green light by holding up red or green flashcards rather than saying the word. Large circles can also be cut from colored construction paper to play the game.

Red Light, Green Light is played with two lines at opposite ends of the playing area. One line is the goal line; the other is the starting line. One player is "IT" and stands on the goal line. IT shuts his eyes and counts to 10 a number of times. At the end of a count to 10, he calls out, "Green light" or any other color light. While he is counting to 10 again, the players advance toward the goal line. When IT calls "Red light," he opens his eyes and all of the players must stop moving. Any player who IT catches in motion must return to the starting line. Players can continue moving if any color other than "Red light" is called. The suspense of the game occurs as the players wonder what color will be called. The first player to reach the goal wins. The last one is IT for the next game.

## Lesson 7 (Cont.)

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

**Music:** Review "Daddy We Love You," "Around the Circle We Will Go," "Three In One," and "I Know He Loves Me Too." 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 "Bullfrogs and Butterflies: God is Great" CD.

**Health & Safety:** Bring the weed from the Bible illustration back to the class. Talk about different kinds of "weeds." There are some weeds that we shouldn't touch. Mention some weeds or plants in your area of the country that are poisonous. Explain to the students that they should never touch weeds or plants unless they are sure that they are OK. Examples of plants poisonous to humans: fox-glove, irises, lily of the valley, mushrooms, oleander, poison ivy, poison oak, poison sumac, wisteria.\* Did you ever get a rash from touching a plant? A rash is little red bumps on your skin. And it is very itchy. If you get a rash anywhere on your body, be sure and tell your parents.

**Physical Education:** *Self Space and General Space.* Have each student pick up a carpet square and then arrange themselves into a circle and sit down on the squares. Start by asking the students to look around the room and name some of the things that they can see. Explain to the students that what they have seen and mentioned is their space. Within this space we can explore both self space and general space. Show them an example of self space by standing in one spot and moving your arms and legs. Say, Within this space I can make these kinds of movements. Then move all around the room using the whole body which is general space. Say, In the rest of the room I can make these kinds of movements. Have the students do some movements in their self space on the carpet squares and then do some movements in the general space of the room. After moving around the room, have them return to their carpet square and do some more movements while standing on the square. Have the students pick up the squares and put them away.

**Homework:** Say, Tomorrow, we will be talking about work. Take the Lesson 7 Homework worksheet, home and help your parents with a chore tonight. Bring your homework sheet back tomorrow.

**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.

**2 Boys:** Genesis 25:24-28, read the Bible verses and tell the story.

Isaac and Rebekah had two baby boys. They were twins. Their names were Jacob and Esau. A tent was their home as they were growing up.

Do the Lesson 7 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 faces for the "2" boys. Draw a tent in the background and sand under the numbers.

**NOTES:**

\*Cornell University Poisonous Plants Database from the Internet



# Lesson 8

Week 2: Day 3

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

**Bible Reference:** Genesis 1:26.

**Bible Concept to Present:** Jesus, God, and the Holy Spirit all created our world.

**Bible Lesson:** On our last school day, we talked about how God is really three persons. Can you remember the special names we have for God? There is God the Father, God the Son, and God the Holy Spirit. Did you know that when God created our world, God the Father, God the Son, and God the Holy Spirit all had a special job they did? That's right. All three of them worked together to make our world for us. We are not told in the Bible what each of them did, but we are told that they all had very special things they did and that they all worked together to make our world very beautiful for us. I am happy God the Father, God the Son, and God the Holy Spirit worked together to make our world. They did such a nice job for us. Let's thank God now for the work He, Jesus, and the Holy Spirit did to make our world for us.

**Multimedia Resource:** Listen to the song "God Cares" from the "Music Machine: The Majesty of God" CD and the song "Only Elohim" from "Sir Oliver's Song" CD.

**Illustration:** Tell your students how important it is for people to work together. "God, Jesus, and the Holy Spirit worked together to create our world. God wants us to do things together, too. Let's clean our classroom together. You will help to get the work done." As you work, explain to your students how much faster the work goes when we have help. Hand out damp paper towels for students to use. Relate how the work you are doing together is similar to the work the Trinity did when they created our world, in the relationship that they worked together.

**Social Studies:** Working together is important. Discuss things we do in our family every day working together. Ask students to share any chores they already do. Talk about what is too hard and what is doable. Explain that students will be making a Chore Chart to help them start doing helpful chores for their family. Everyone needs to learn how to work and help one another.

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

**Language Arts:** Do the "Left, Right Finger Play" finger activity:

## Left, Right Finger Play

This little hand is left (Hold up left hand)

This little hand is right (Hold up right hand)

Both little hands will work for *Teacher (Mommy, Daddy, Jesus, etc.)*

Every day and night.

*Make a "Touch 'n' Say" box by covering a small box with contact paper or wallpaper. Cut a hole in the lid. Put several items into the box, at least as many items as you have students: pencils, eraser, fork, spoon, balloon, quarter, wash cloth, small ball, paper cup, etc. Have each student guess what each item is before he pulls it from the box. Ask, How does your object feel? Is it soft? Is it heavy?*

**Phonics:** Teach the letter Cc.

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

Boys: Cain, Carmen, Chris, Caleb, Calvin, Cameron, Carl, Carlos, Casey, Cesar, Chad, Chance, Charles, Chase, Christian, Christopher, Clayton, Cody, Colby, Cole, Colin, Collin, Colton, Conner, Connor, Corey, Cory, Craig, Cristian, Curtis

Girls: Caitlin, Caitlyn, Candace, Carly, Caroline, Carolyn, Casey, Cassandra, Cassidy, Catherine, Chelsea, Chelsey, Cheyenne, Chloe, Christina, Christine, Ciara, Cierra, Cindy, Claire, Claudia, Colleen, Courtney, Cristina, Crystal, Cynthia

Do the Lesson 8 Phonics worksheet. Complete the letter Cc worksheet. Have the students trace the letters Cc 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 Cc letters that begin them.

The Alphabet Puzzles from the Resource Packet can be used to reinforce letter recognition. Follow the given instructions for duplicating and using the puzzles.

**Reading:** Read the first names of the classmates. Use the Language Arts/Arts & Crafts activity from yesterday to review first names. Point out at least one good thing about each person's artwork. Ask a few of the students to describe their artwork to the class. (If you are on a three day schedule you can do both the artwork and the discussion today.)

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

Writing Skill Builders: Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Review Genesis 1:1. Make up some actions for the verse.

**Math:** Review number recognition of 2. Show your students what a number 2 looks like. When we count to two we are counting (write this out...) 1 and 2. In writing, it looks like this. Let's make our own counting book. Make a simple book from a folded 1/2 sheet of paper that has an outline of the number one on the front. On that page the student colors the one, and places one sticker beside it. On the next page write an outline of the number 2. Have students color it, and place two stickers on that page. Praise him for his work. You will want him to stay inside the lines when he colors, and he will need to count out the number of stickers to place beside each number.

Review the number 1 by reviewing the "One Little Puppy" finger play.

Do the Lesson 8 Math worksheet. Demonstrate how to do this on the board. Have several students come up and draw the lines that match the number of objects to the number. Go through the objects on the work-

## Lesson 8

(Cont.)

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sheet together recognizing the item and counting how many there are of each thing. Have the students count again to themselves and draw the line to the number.

Start learning the second verse to "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.

Teach oral counting 1-10 with the "Counting Train."

**Additional Math:** Ask your students to line up in size sequence. Who is the tallest? Who is next? Who is the shortest or smallest? Emphasize that people come in all sizes and God made each one special and loves them just as they are.

**Shapes:** Make some triangle-shaped cookies. *Use the recipe below to make cookie dough.* Then using a plastic knife, outline the shape of a triangle on the dough several times and have students cut the cookies. You may also cut a shape from cardboard and have students cut around it. Teach safety as you do this exercise.

### **Peanut Butter Playdough**

1 part peanut butter  
1 part honey  
2 parts dry milk

Mix together and roll into a flat circle. Cut out shapes. If dough is sticky, add more dry milk.

Do the Lesson 8 Shapes worksheet. Have the students count, trace, and color the triangles. They can color the rest of the picture.

**Color:** Review the colors red, green, and blue.

Start a growth chart either on banner paper or a chart that has been purchased. Measure your students regularly, naming and dating the notation.

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

**Music:** Review "I Know He Loves Me Too," "Three In One," "Around the Circle We Will Go," and "Daddy We Love You."

Teach this little song to the tune of "The More We Get Together."

**For Here We are Together**

Tune of *The More We Get Together*

For here we are together, together, together

For here we are together

Helping teacher work (add Mommy, Daddy, etc.)

Use the "Hokey Pokey" song to help teach the concept of right and left.

**Hokey Pokey**

You put your left foot in

You take your left foot out,

You put your left foot in,

And you shake it all about.

You do the Hokey Pokey and you turn yourself around.

And that's what it's all about.

Hey! (clap)

*(Continue using various body parts and left and right.)*

**Multimedia Resources:** This week, listen and sing along to selections from "Bullfrogs and Butterflies: God is Great" CD.

**Arts & Crafts:** Ask your students to make large items and small items with playdough. Then ask them to make an item we would use in work with someone else (rolling pins, knives, plates, outdoor tools, etc.). Give students plenty of time to create. Accept their interpretation of a subject without criticism from you in any form.

**Physical Education:** Explore ways to make yourselves very small and very large similar to the Rise and Sink activity done in Lesson 4. Can you make yourself very small? How? Make yourself to be the smallest you can be. Now how can you make yourself to be the largest you can be? Discuss the ways, and then try it. (For small, roll into a tight ball. For large, stretch out as tall as you can.) This activity can be done on the carpet squares or outside in a grassy area. The students can demonstrate for each other how they make themselves small and large.

**Homework:** Talk about the chores the students did last night. Are chores sometimes fun? Do they need to be done even if they are hard? Send the Lesson 8 Homework worksheet *Making Chore Hands* home with the students. Make sure that they understand that these will not be returned to class.

**NOTES:**

# Lesson 9

Week 2: Day 4

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

**Bible Reference:** Genesis 1:26.

**Bible Concept to Present:** God, Jesus, and the Holy Spirit created with joy.

**Bible Lesson:** Review yesterday's story. Emphasize that God, Jesus and the Holy Spirit joyfully did their work.

**Outdoor Activity:** Say, Everyone learns how to work. When we work hard, it makes our play time more special. Today, we are going to work outside. Take the students outside to clear the grounds of sticks, leaves, twigs, and trash. As they did trash last week, look more for sticks, leaves, and twigs. You may provide plastic bags or lunch bags for each student. Explain that if they work for fifteen minutes, then they can play for fifteen minutes.

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

**Music:** While clearing the grounds, sing this song with the students to the tune of "The Mulberry Bush." Review "For Here We are Together," "Hokey Pokey," and "I Know He Loves Me Too."

## **This is the Way We Do Our Work**

Tune of The Mulberry Bush

This is the way we do our work, do our work, do our work.

This is the way we do our work, so early in the morning.

This the way we pick up leaves...

This the way we help our school...

This is the way do our part...

**Multimedia Resources:** This week, listen and sing along to selections from "Bullfrogs and Butterflies: God is Great" CD.

**Social Studies:** *Bring tools or pictures of tools: a broom, a hammer, a phone, gardening tools, a sewing machine, a ruler, a watering can, a computer, anything that can be used for work.* Say, Look at this hammer. This is a tool. We use tools to do work. What kind of work can we do with this hammer? Let children respond. Repeat with all of the tools you have brought.

**Phonics:** Review the letter Cc.

Do the Lesson 9 Phonics worksheet. Complete the letter Cc worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Cc are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace the let-

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

The Alphabet Puzzles from the Resource Packet can be used to reinforce letter recognition. Follow the given instructions for duplicating and using the puzzles.

**Reading:** Use a simplified, illustrated daily schedule of activities. Read the first names of classmates.

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Finish work on *Genesis 1:1* today. Let the students recite if they are willing.

**Math:** Review number recognition of 2. Use the Lesson 9 Resource sheet, Counting Pennies chart to count the group of 1 penny and the group of 2 pennies. Say the number 1 and then count one penny. Say the number 2 and then count one, two pennies, point to each penny as you count.

Teach oral counting 1-10 with the Counting Train.

Review the number 1 by reviewing the "One Little Puppy" finger play.

Do the Lesson 9 Math worksheet. Count each group of items and circle the correct number for the group.

**Shapes:** Continue to look for everyday items that are triangular in shape. Create some shape songs to sing to your favorite tunes. They can be very simple and funny. Something like "Old MacDonald had a Triangle" is all they need to have some fun. Combine the song with some actions whenever possible.

Do the Lesson 9 Shapes worksheet. Trace the triangles, color the biggest triangle blue, color the smallest triangle red, and draw lines to complete the triangle ice cream cone.

**Color:** Review the colors red, green, and blue.

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

**Arts & Crafts:** *Gather some old newspapers. Cut the full newspaper sheets in half. Make hats with the students, folding them in the same way you fold to make a boat. Say, We are all going to be workers today, workers that wear hats. What kind of worker are you? Put on your hat and tell us who you are. Examples: crossing guard, construction worker, fast food salesperson, police officer, fire fighter; baker, baseball player, nurse, doctor, butcher, etc.*

## Lesson 9

(Cont.)

**Health & Safety/Creative Cooking:** Make cookies. As you make the cookies together, explain how important clean hands are to everyone. Everything we touch has germs so we wash our hands several times throughout the day. Measuring is very important. Each ingredient has to be measured. Let the students help measure and mix. When the cookies are done, talk about size. Use the terms "large, larger, largest, small, smaller, smallest" for the cookies.

### Pumpkin Chocolate Chip Cookies

#### INGREDIENTS:

1 can of pumpkin	1 teaspoon cinnamon
1 egg	1 1/2 teaspoons salt
1/2 c. oil	1 teaspoon baking soda
1 c. sugar	1 teaspoon milk
2 teaspoons Baking Powder	1 teaspoon vanilla
2 c. Flour	1 - 12 oz. bag Chocolate chips

Pre-heat the oven to 350 degrees. Mix ingredients together as listed. Let the students stir by turns between each addition. Drop by spoonfuls on an un-greased cookie sheet. Bake for 12-15 minutes. Let cool on waxed paper.

**Physical Education:** Continue to explore Self Space and General Space. Sing the song "Hokey, Pokey" while standing on the carpet squares.

**Homework:** Let the students share who have completed their homework. Did they make their hand card? What chores are they doing?

#### NOTES:

# Lesson 10

Week 2: Day 5

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

**Bible Reference:** The Bible references on this concept are scattered throughout Scripture. John 10:30, Colossians 2:8 & 9, Romans 1:20, Matthew 3:16-17, Deuteronomy 6:4. We, as adults, understand that the work that is done by each personage of the Godhead differs somewhat. In this lesson we will be presenting the basic concept of each Personage's work.

**Bible Concept to Present:** God, Jesus, and the Holy Spirit are very special friends to us.

**Bible Lesson:** God, Jesus, and the Holy Spirit are three very special friends of ours. God is our Father. He cares for us very much and knows how to do very nice things for us. God loved us so much He made our beautiful world for us, and then gave us His own Son. (Refer to whatever facts your students already know about Jesus.) Jesus came to live on earth. He came as a little baby, and He loves us so much that He is now busy making a home for us in Heaven. The Holy Spirit is with us now. He helps us to love Jesus and to obey what Jesus and God have said for us to do. He helps us everyday to do good things. He cares about us very much and gives us special help when we need it. God, Jesus, and the Holy Spirit are good friends of ours. I am very happy to have God, Jesus, and the Holy Spirit for my friends.

**Illustration:** Use the Lesson 10 Resource page to illustrate this lesson.

**Social Studies:** Say, We have friends here on earth that we enjoy. Who are your friends? We are all friends here. What do you like about one another? Have older students make a card for each friend that says "Thank You for being such a good friend." The drawing on the front of the card can be of your student and his friend doing something together that is very special to each.

**Multimedia Resources:** Listen to the song "Friends Forever" from the "Bullfrogs and Butterflies: God Loves Fun" CD.

**Language Arts:** Sharing Project: Give every other student a whole graham cracker. Have him share it with the teacher or another student. Talk about sharing. Prepare ahead of time a box with two things that go together, for example, a sock and a shoe, hammer and nail, fork and spoon, salt and pepper. Mix them up and let the students sort and put the items together. The more items you have, the more challenging the game will be.

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

Complete the Lesson 10 Language Arts worksheet. Use a crayon or pencil to draw straight and wavy lines to connect the items that go together.

**Phonics:** Review the letter Cc.

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



## Lesson 10

(Cont.)

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Common words: call, came, can, cause, change, city, close, come, could, country, cover, cross  
Vocabulary words: calendar, catch, cheek, chest, chin, circle, climb, clock, cold, countryside

Do the Lesson 10 Phonics worksheet. Have the students put a red X on the Aa and Cc letters and a blue triangle around the Bb letters. Give them one direction at a time so they can focus on finding the correct letter shape. Begin with capital A, then lower case a, etc. Show them examples with flashcards or letters written on the board.

**Reading:** Use a simplified, illustrated daily schedule of activities. Read the first names of classmates.

**Writing:** Continue to focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

**Writing Skill Builders:** Keep these objectives in mind as you direct the class. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Memory Verse:** Finish work on Genesis 1:1. Let the students recite if they are willing.

**Math:** Review number recognition of 2. Orally drill number recognition of 1 and 2 with flashcards. Give the students 3 counters and place them at the top of their desks or tables. Hold up a 1 or 2 flashcard and have the students move that number of counters from the top of their desk to the bottom. Do this several times.

Teach oral counting 1-10 with the number train.

Review the number 1 by reviewing the "One Little Puppy" finger play.

Do the Lesson 10 Math worksheet. Notice that all of the numbers are displayed on the page and that the number 2 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 2 with the proper strokes by following the arrows. Count each group of items and trace the number.

**Size Relationships:** Reinforce the concept of big and little. We will do this by *cutting out two sizes of triangles (one noticeably larger than the other), and several of each size* or use the triangles made in Lessons 4-6. Mix the two sizes of triangles together and then let the students take turns sorting the various triangles into their two respective piles. Tell students over and over again: "This one is larger" or "This one is smaller." Toward the end of the sorting period, ask students to verbalize which is larger and which is smaller. Intersperse terms such as big, little, smaller, and larger in your daily conversation.

**Shapes:** This will be the last day to review the shape of the triangle. We recommend that on this day you give your students various sizes of triangles and have them make a picture, drawing on faces, etc.

You may also take a large triangle and cut it into three smaller triangles. Reinforce the idea that there are three Personages in one in the Godhead. Although your students may not fully understand this idea, they will see how to cut smaller triangles from a larger one and make three pieces from one.

**Color:** Teach the color black. Show them the black color flashcard. Teach the color black as in the "black night." Review the colors red, green, and blue.

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

**Music:** Review "This is the Way We Do Our Work," "For Here We are Together," "Hokey Pokey," "I Know He Loves Me Too," and "Three In One." Teach the following song to the tune of "Frère Jacques" (Are You Sleeping, Brother John).

**Be a Friend**

Tune of Frère Jacques

Be a friend

Be a friend

All the time

All the time

Working together

Loving together

Be a friend

Be a friend

**Multimedia Resources:** This week, listen and sing along to selections from "Bullfrogs and Butterflies: God is Great" CD.

**Arts & Crafts:** From a craft store, obtain various sizes of pom-poms. You may also obtain small wiggly eyes. Have students glue the pom-poms together to make "people." Smaller sizes of pom-poms may serve for arms. If you do not have the eyes available, use small beads. Remember to tell students not to place anything in their mouths. They may make their entire family, friends of the family or special pets.

For added fun, encourage your students to invite a friend over to create with them. When a child has a friend over, it is a good opportunity to teach the child how to share, how to treat company and how to cooperate with others. You need to give your students clear direction as to what friendship is about and how to keep friends. Be alert enough to notice when your students are being selfish, and correct them appropriately.

**Physical Education:**

Walk to a friend's house for a visit. If you do not live in an area near your child's friend, make friends with a neighbor by paying a friendly call. This is a good time to enforce "visiting manners."

**NOTES:**