

**Lesson Title**

**Stories of Creation**

**Foundation Theme**

**Jesus is God**

**Age Level**

**Infants**

|  |   |
|--|---|
| <a href="#">Unit Overview</a>  | <a href="#">Spiritual Domain</a><br>Including Worship Time; Nature Study; Object Lessons  |
| <a href="#">Scope and Sequence</a>   | <a href="#">Physical &amp; Health Domain</a><br>Including: Gross Motor; Fine Motor; Sensorial   |
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| <a href="#">Introduction</a>   | <a href="#">Intellectual / Cognitive Domain</a><br>Including: Math; Science; Technology; Social Studies; General Knowledge            |
| <a href="#">Introduction of Unit to Children</a>                                       |   |
| <a href="#">How to Use Learning Activities</a>   | <a href="#">Emotional Domain</a><br>Including: Intrapersonal Character Building   |
| <a href="#">Story</a>  | <a href="#">Social Domain</a><br>Including: Interpersonal Character Building  |
| <a href="#">Teaching Resources</a> (websites, books, CD/DVD/VHS/Cassette recordings)   | <a href="#">Linguistic Domain</a><br>Including: Literacy; Language; Communication; Expressive and Receptive Language Skills;          |
| <a href="#">File Attachments</a><br>(black line masters, electronic books, recordings) |   |
| <a href="#">Teacher Tips</a>   | <a href="#">Creative Expression Domain</a><br>Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics; |
| <a href="#">Learning Centers</a>   |   |

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| <p style="text-align: center;"><a href="#"><u>Letter to Parents</u></a></p> | <p style="text-align: center;"><a href="#"><u>Learning Extension Opportunities</u></a></p> <p style="text-align: center;">Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented &amp; Special Needs; Fine Motor; Center/Home Connections</p> |
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About the author and editor

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## **Unit Overview**

During the first year of life, the emotional and social development of the young child has the most impact on future development and learning. All other learning domains are impacted by the security and trust built during this dependent stage of life. The purpose of the *Stories of Creation* Foundation unit is to introduce the young child to Jesus Christ, the Divine Son of our Heavenly Father through the loving and caring relationships formed with parents and primary early childhood professionals. For the young infant between birth and twelve months of age, this unit is designed as an introduction to our wonderful Creator God and the love He has demonstrated in so many various ways.

## **Scope and Sequence**

| <b>Foundation</b>   | <b>Infants (Birth - 12 months)</b> |
|---------------------|------------------------------------|
| Stories of Creation | Jesus is God                       |
|                     | Jesus Made Our World               |
|                     | Jesus Loves Me                     |

## **Learning Objectives**

By using the instructional suggestions as listed and adapted from the Learning Experiences section, the young infant will:

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Learn to appropriately express and experience emotions and feelings
3. Consistently demonstrate socially acceptable and selfless behaviors
4. Participate in learning activities
5. Begin to recognize and name various objects of nature
6. Participate in group prayer time
7. Become familiar with the name of Jesus
8. Learn to recognize pictures of Jesus

## **Introduction**

Whether working with one child, several children, or the entire classroom of children, the instructor must set up the learning environment and prepare the children for learning. The term “developmentally appropriate practice” (DAP) has become a national cliché signifying the necessity to provide both aspects of early childhood education *and* care. The significance of the term has often been questioned, but early childhood professionals believe the concepts are inseparable. In the field of early childhood education, we not only provide custodial care for children, we also provide education – developmentally appropriate education for young children. Our goal is to prepare them for formal schooling and social stability.

The concept of developmental appropriateness has two dimensions: age appropriateness and individual appropriateness. Age appropriateness refers to the knowledge of child development that provides a framework from which teachers prepare the learning environment and plan appropriate experiences. This knowledge encompasses physical development, emotional development, social development, linguistic and creative expressive development, cognitive development and, yes, spiritual development.

Individual appropriateness is when a teacher focuses a child’s learning experiences to match their developing abilities while also challenging their interests, understanding and critical thinking skills. Consideration factors are the child’s individual pattern and timing of growth, personality, learning style, coping skills and family background.

The notion of development-based strategies does not mean that children are left to explore and experiment without careful teacher preparation. Rather, the teacher’s role is critical in planning, observing, and guiding learning through direct instruction, environmental support, appropriate materials, and thoughtful questioning strategies.

Hyson (2003) wrote: “Without a nurturing, playful, responsive environment, an academic focus may diminish children’s engagement and motivation. But a ‘child-centered’ environment that lacks intellectual challenges also falls short of what curious young learners deserve”.

In such classrooms, the benefits of DAP have been verified repeatedly by developmental psychologists and educational researchers, many of which are enumerated by Rebecca Marcon in her 2002 quasi-experimental follow-up study. For instance, the benefits of DAP are demonstrated through:

- The positive classroom climate which is conducive to children’s healthy emotional development
- Less exhibited stress and higher levels of motivation to learn
- Facilitated creativity, increased verbal skills and receptive language skills, and higher levels of cognitive functioning
- Higher achievement scores throughout their primary grade years
- Smoother transitions from primary to later elementary grades with academic gains holding constant.

This is developmentally appropriate academics and the academic aptitude of young children is dependent upon the teacher’s ability to focus the environment and activities so as to develop the child’s skills in organization, coordination, cooperation, and independence. The concepts of organization, coordination, cooperation, and independence are specifically defined as:

- Organization - Broad structures of thinking, such as classification, time, and space

- Coordination - More specific aspects of behavior that can be easily observed because they are often based on imitation
- Cooperation - Habits of mind or characteristic ways of approaching learning, other people, or situations
- Independence - The affective domain which includes one's sense of belonging, security, and self-worth.

### **Introduction of Unit to Children**

When introducing a concept to children, the specific lessons and activities used to facilitate interest, meaning and comprehension are building foundational information across the learning domains. The children need not memorize the information for it to be impressionable. Even so, as they grow and develop, they will be presented with additional information and the things they learn will build upon past knowledge and experiences.

Young children need the unit introduction (anticipatory set) to be short and engaging.

1. Briefly review previously shared/learned information: "Remember how we learned..."
2. Using songs, books, finger plays, prop(s) or short activity, briefly explain what is about to be shared/learned.
3. Share new concept via story, book or pictures.
4. Briefly explain how the information is relevant to the child(ren).
5. Ask questions. Answer questions.
6. Provide lots of various opportunities for self-exploration, handling and playing to aid in comprehension and the development of meaning.

### **How to Use Learning Experiences**

The learning experiences in this unit are divided into the separate learning domains: Spiritual, linguistic intellectual/cognitive, emotional, social, physical and health, and creative expression with additional activities categorized for learning centers and learning extension opportunities. When planning the weekly and/or daily lessons for the children, choose the learning experience(s) which best meet their needs and interests, creatively adapting the recommended activities.

It may be helpful to print the unit and then cut apart the various activities from each domain. In this way, the learning activities can be mixed and matched as desired. This can also provide a visual display on a bulletin board for the teachers, children and parents.

## **Story**

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### **The Creation of Earth, Day One**

How did everything begin? Who was the first person? Which was the first tree? The first bird? The first animal? It all had to start somewhere. It started with God.

Your daddy, your mommy, your sister, your brother, you. Everyone comes from the same place. God made us all. In the beginning.

Imagine the darkness. So dark. Darker than the darkest midnight. Before God made the world, that's how dark it was.

But we hear a swishing. A gurgling. A bubbling sound. It's *water*. Nothing but water everywhere. But we can't see it in the dark.

Then there is a beautiful, musical voice, deep and strong. It says, "Let... there... be... ***light!***"

The darkness is gone instantly! There's light everywhere! And water... water... water...

The first day of creation is over. God made the light and called it "good". Everything God does is good!

### **The Creation of Earth, Day Two**

There is only thick, misty clouds and no sky; no air to breathe. What is God going to do next?

The musical voice begins to speak again. "Separate the mist and fog from the water underneath. Let the sky appear!"

The fog begins to lift. Higher and higher and higher it goes. What's that between the water and the mist?

God has made...clear blue sky! It's beautiful! The air is so fresh! It's the first air the world has ever known!

We need light to see and air to breathe so God made them for us. God thinks of everything! He takes care of us.

The second day of creation is over. God made the blue sky and called it "good". Everything God does is good!

### **The Creation of Earth, Day Three**

There is air. There is a blue sky. But all around you can see only water. Restless waves rolling on, on, on to nowhere. Surely God has something more in mind for this world?

Then you hear God's voice speaks again over the waters. "Gather all the water under the blue sky together into oceans and let land appear!"

Then you hear the rumbling. The entire world below you is moving! What is God doing now?

Look over there! Is that an island forming right before our eyes? It's getting bigger. And bigger. It's dry land! More and more and more land appears every second as the water rushes away at lightning speeds.

God has made land. First light, then a blue sky, and now land, land everywhere. But God is just getting started today. He has a plan.

The music from God's mouth now sounds like a piano. He says, "Fill the earth with grass, with flowers, with trees and with all kinds of things that grow from the land!"

Instantly, all kinds of plants are coming up everywhere. Tall pine trees. Tiny grasses. Green is filling up the land everywhere you can see.

Day is dying now. The day started with water everywhere. Because of God's voice, now there is an amazing garden.

The third day of creation has ended. God looks over what he has done and calls it "good". Everything God does is good!

### **The Creation of Earth, Day Four**

It only took God three days to make a lifeless, water-filled world into a beautiful garden! How powerful He is!

The voice of God once again says: "Let there be lights, one for the day and one for the night. I command the sun, moon and stars to be created!"

All around you, the air fills with the gentle sound of flowers and trees turning toward...toward what? What is that huge new fiery ball in the sky? It's the sun! All day it shines. All day it warms.

Then, the sun begins to set behind the trees. As you look up, you notice more lights!

One big light, called the moon, and lots and lots of little, twinkling lights high in the sky. God called them stars!

As night draws on, the fourth day of creation has ended. God looks over what He has done and calls it "good". Everything God does is good!

### **The Creation of Earth, Day Five**

As morning dawns on the fifth day there are no sounds anywhere. Without warning, God's voice splits the silence again. This time, it says: "I want fish and all kinds of sea life to come into my waters! Whales and dolphins! Bass and sturgeon! Octopus and squid! I also want the sky filled with birds, birds, birds! Pelicans, seagulls, penguins and storks. Ostrich, emus, finches and hens!"

What a beautiful assortment of sea and air creatures! God must have had so much fun making them. What an imagination!

The day started with no sounds. Now, the air is full of the songs of the birds! Sparrows, robins, and jays are all praising God in full, beautiful whistles!

Not only that, but if you could hear under the water, you'd hear the clicking of the dolphins as they have fun together. You'd hear the long, low voices of the humpback whales as they talk to each other. You would know that God never meant our world to be without the sounds of creatures.

The fifth day of creation has ended. God looks over the lovely birds and sea animals He has made, and calls them all "good". Everything God does is good!

### **The Creation of Earth, Day Six**

The voice of God echoes again, "Let the earth bring forth all living creatures!"

Suddenly, a deep, fierce ROAR splits through the sounds of the birds in the trees. But that's not all. Thumpitty-thump, thumpitty-thump, thumpitty-thump: A bunny rabbit hops by. Then, a herd of horses come running through the trees. Dogs bark, cats meow; snakes hiss and frogs croak. Loud animals, quiet animals. Fast animals, slow animals. Tall animals, short animals. Big animals, small animals. God made them all.

The sixth day of creation, unlike the other days, has only just begun! Still, God looks over the creatures He has made and calls them all "good". Everything God does is good!

God must have planned for this special day all week long. First, a world. Then a sky with air and water. Next, dry land to live on. After that, food from all kinds of plants. Then fish and birds and animals of all sizes, shapes and colors.

Finally, when everything was ready and perfect, God said, "Let's make man just like us. We'll give him power over every plant and animal, every bird and every fish. We'll even give him power over the weather!"

When God made the animals and birds, they just appeared after He said it. God could have said, "Let's make man like an eagle". He could have said, "Let's make man like a monkey". But no, God said, "Let's make man just like us". Just like God! God actually "built" man out of dirt. He molded the head and the body, the eyes, ears, nose and mouth. He fashioned the fingers and toes with His own hands. When he was finished, God drew near to the new body He had made, and breathed into it His own breath. It was only then that man woke up and became alive.

Adam woke up and the first thing he saw was the face of his Creator. His life came from God's own hands and mouth! What an amazing day!

As Adam walked around the newly-created world, he noticed something interesting. Every bird, every fish and every animal had a special friend. The boy animals seemed to just *need* to be with a girl animal. Boy and girl birds paired off all around Adam. Even the fish in the sea seemed to want to swim off with

each other. Something amazing was happening right in front of Adam's eyes! Adam must have wondered if there would be a special friend for him.

Later that day, Adam suddenly felt very, very sleepy. Lying down, he fell fast asleep. Then God came to him, barely able to contain His excitement. Carefully, more carefully than the finest doctor in the world, God cut Adam's side open and took out a rib. Then He closed up Adam's side. He took Adam's rib and began making it into something. Then, God breathed His mighty breath into it. Moments later, there was another human being on the ground lying beside Adam! This one looked a lot like Adam, but something was different. This human was graceful, gentle and she was beautiful!

God woke up the woman, and she looked at God's face. Then God pointed down to the ground beside her where Adam lay sleeping. God said, "I have made you for him." Then God woke up Adam and said, "Adam, my son, I have made a special friend for you. Just look at her!" Adam looked and saw the most beautiful thing he had ever seen. Then he felt his side where God had just done His work, and said, "I think I'll call you Woman, because God made you from me!" And Adam named the woman Eve.

The sixth day of creation is over. The birds, animals, Adam and Eve are all about to go to sleep for the night. Everything was so perfect that Adam and Eve couldn't imagine anything that could make life better. God saw all that He had created and called it "good". Everything God does is good.

### **The Creation of Earth, Day Seven**

Adam and Eve looked around the brand new world God had created and must have thought, "What could God possibly do better than all this?" Everything was perfect.

Six days of creation are now finished. The light, air, sky, sun, moon, stars, fish, birds, animals, plants, fruits, vegetables, Adam and Eve... all created in just six days. Now, God set out to create something very special. Something more special than anything we can see, hear or taste. Get decided to create a special day; a day of rest; a day for spending time with God.

God wanted to show Adam and Eve that they must rest from time to time. They needed to rest from their work and play and spend time with God. So God came very close to Adam and Eve. On this special Sabbath day Adam, Eve and God spent the entire together.

Adam and Eve learned about God on that special Sabbath day. Adam and Eve learned about themselves on that special Sabbath day. Adam and Eve learned about their beautiful world on that special Sabbath day. Adam and Eve learned to love God more and more on that special Sabbath day.

What a wonderful Creator the God of Heaven is. What wonderful things He made for us to see, smell, hear, taste and touch. How thoughtful of Him to give us friends to play with and families to love. How kind of Him to give us one day a week for a Sabbath. What an honor it is for us to learn more about our wonderful Creator. He loves us so much. Would you like to love this wonderful God of Heaven?


God saw all that He had created, including the Sabbath day of rest, and called it "good". Everything God does is good.

## Learning Experiences

| Supplies Needed  | <b>Spiritual Domain</b><br>Including Worship Time; Nature Study; Object Lessons  |
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| Picture or felt of Jesus                                       | <p>A. Jesus Bulletin Board:</p> <p>Depict children interacting with Jesus; Jesus sitting amongst the children.</p> <p>Display songs, poems, Bible text, memory verse, and/or devotional thought in Rebus, a kind of word puzzle or pictogram, which uses pictures to represent words or parts of words.</p> <p>For samples of Rebus verses see Resource book: Thiessen, Tony. (1997). <i>Heart Hiders: Kids Discover How to Memorize God's Word!</i> Off the Curb Publishing: Escondido, CA. Phone: (760) 738-7039. <a href="http://www.amazon.com">www.amazon.com</a></p>   |
|  | <p>B. Whisper a Prayer</p> <p>Young children are fascinated by whispering. Whispering teaches a child sound awareness, self control and requires concentration. Whispering is also a way of speaking politely when in a quiet place. Teach children how to whisper. Encourage them to practice whispering.</p> <p>Help them learn the songs <b>“Whisper a Prayer in the Morning”</b> (Traditional tune) and <b>“Whisper Sounds”</b> <i>New Sabbath Songs for Tiny Tots: Cradle Roll</i> (1980). Review and Herald Publishing Association: Hagerstown, MD. ISBN: 0-8280-0999-6.</p> <p>This skill is especially important for infants and toddlers who like to shriek and scream.</p> |
| Felts or puppets of anything depicting nature and animals      | <p>C. Story of Creation Felts and/or Puppets</p> <p>Tell the story of creation while slowly demonstrating it with puppets and/or felts. Allow the children to handle the felts and practice using the puppets. Finger puppets are great with young infants and toddlers. Discuss the various aspects of the different plants and animals; practice making animal sounds and signs. Sing creation songs and say a prayer of thanksgiving to God for the wonderful things He created.</p>  |
| Large Floor Puzzle or see File Attachment Section for pictures | <p>D. Creation Puzzle</p> <p>Tell the story of creation while slowly assembling a floor puzzle. Allow the children to handle the pieces. Point out specific details such as a beautiful flower or animal. Discuss the picture and details. Sing creation songs and say a prayer of thanksgiving to God for the wonderful things He created.</p>  |

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| Pine cones, flowers, apple, orange, bread, rock and other natural items | <p>E. Nature's Kind Gifts</p> <p>The wonder of and appreciation for nature is a basic life skill from which many later lessons about life and God can be derived and taught. Place nature items in a bag or box to conceal them. Talk about how wonderful God is for making so many different things for our enjoyment. Bring out one item at a time. Tell the children the name of the object. Discuss what the object does for us, why it is wonderful and emphasize how wonderful, loving and thoughtful God is to have given it to us. Sing creation songs and say a prayer of thanksgiving to God for the wonderful things He created.</p> |
| Props to help illustrate the significant words of the memory verse      | <p>F. Genesis 1:1 Memory Verse</p> <p>It is not an expectation that young infants and toddlers should recite memory verses. However, it is important for the seeds of truth to be planted during the formative years of the young child. In order to plant these seeds, read, recite and sing the memory verse often – as part of the learning time, in response to teachable moments and during opportunities of relevance.</p> <p>“In the beginning God created the heaven and the earth. Genesis 1:1” (KJV)</p>  |
| Props to help illustrate the significant words of the memory verse      | <p>G. Exodus 20:8-10 Memory Verse</p> <p>It is not an expectation that young infants and toddlers should recite memory verses. However, it is important for the seeds of truth to be planted during the formative years of the young child. In order to plant these seeds, read, recite and sing the memory verse often – as part of the learning time, in response to teachable moments and during opportunities of relevance.</p> <p>“Remember the Sabbath day, to keep it holy. Six days shalt thou labor, and do all thy work: But the seventh day is the Sabbath of the LORD thy God. Exodus 20, verse 8-10.” (KJV)</p>                    |

## Learning Experiences

| Supplies Needed                                     | Linguistic Domain   |           |            |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
|---|---|-----------|------------|---------|-------|-------|--|-----|-----|------|--|--------|------|-----|--|------|-------|------|--|------|------|--------|--|-----------|------------|--------------|--|-----|-----|-----|--|------|-------|------|--|--------|-------|-------|--|-------|--------|
|   | Including: Literacy; Language; Expressive and Receptive Language Skills;  |           |            |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Photos of people and animals showing loving actions | <div>A. Communicating Love</div> <p>Nonverbal communications help develop secure attachments between infants and their primary caretakers. From these, the young child will learn to trust in the love and care of adults in their lives. With training and teaching, this trust is later applied to their Heavenly Father. Make the most of daily care routines (eating, changing, cleaning, sleep preparations) by holding the infant close, looking into his/her eyes, smiling and touching noses/cheeks/foreheads. Respond to his/her sounds and facial expressions while teaching new sounds and expressions.</p>  |           |            |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
|   | <div>B. Books, Books, Books</div> <p>There are a plethora of books on the market for young infants: First Words, First Sounds, First Animals, etc. Repetitious text, picture books and short books with cadence are a joy. Books of various sizes and topics relative to Jesus, creation, animals and nature are ideal. They introduce new words while reinforcing the story of creation.</p> <p>As the infants mature, they will enjoy flap books, pop-up books, books that make sounds and sing songs. Tiny, hand size books will be popular as will be books nestled into a box or container.</p>    |           |            |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Poster(s) or photos demonstrating various ASL signs | <div>C. Creation Signs</div> <p>Have fun teaching a plethora of signs for the different days of creation. The children especially enjoy learning the signs and sounds for different animals.</p> <table><tr><td>Cold</td><td>Dark</td><td>Morning</td><td>Night</td></tr><tr><td>Light</td><td></td><td>Sky</td><td>Day</td></tr><tr><td>Tree</td><td></td><td>Flower</td><td>Leaf</td></tr><tr><td>Sun</td><td></td><td>Moon</td><td>Stars</td></tr><tr><td>Fish</td><td></td><td>Bird</td><td>Duck</td></tr><tr><td>Spider</td><td></td><td>Butterfly</td><td>Bug/Insect</td></tr><tr><td>Rabbit/Bunny</td><td></td><td>Cat</td><td>Dog</td></tr><tr><td>Cow</td><td></td><td>Bear</td><td>Horse</td></tr><tr><td>Lion</td><td></td><td>Monkey</td><td>Mouse</td></tr><tr><td>Snake</td><td></td><td>Sheep</td><td>Turtle</td></tr></table> | Cold      | Dark       | Morning | Night | Light |  | Sky | Day | Tree |  | Flower | Leaf | Sun |  | Moon | Stars | Fish |  | Bird | Duck | Spider |  | Butterfly | Bug/Insect | Rabbit/Bunny |  | Cat | Dog | Cow |  | Bear | Horse | Lion |  | Monkey | Mouse | Snake |  | Sheep | Turtle |
| Cold  | Dark  | Morning   | Night      |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Light   |   | Sky       | Day        |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Tree  |   | Flower    | Leaf       |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Sun   |   | Moon      | Stars      |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Fish  |   | Bird      | Duck       |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Spider  |   | Butterfly | Bug/Insect |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Rabbit/Bunny  |   | Cat       | Dog        |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Cow   |   | Bear      | Horse      |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Lion  |   | Monkey    | Mouse      |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |
| Snake   |   | Sheep     | Turtle     |         |       |       |  |     |     |      |  |        |      |     |  |      |       |      |  |      |      |        |  |           |            |              |  |     |     |     |  |      |       |      |  |        |       |       |  |       |        |

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|  | Daddy Mommy God Jesus <p>See Resource: American Sign Language Pro online ASL Video Dictionary:<br/> <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a></p>   |
|  | <p>D. Listening Stroll</p> <p>Take a walk or stroller ride with the express purpose of listening to the sounds we hear while outdoors. Teach the children to remain quiet with their mouths while listening with their ears. Identify the different sounds that can be heard (e.g. cars, trucks, big trucks, birds, dogs, lawn mower, voices, sirens, Cicadas, etc.). Encourage the children to say the names of the different sounds. Rejoice with them when they correctly identify a sound that they have heard. Remember, too, a child might hear a sound that you do not, so be careful not to hastily correct them.</p> |
|  | <p>E. Books to read, discuss and enjoy:</p> <p>See Resource list.</p>   |

## Learning Experiences

| Supplies Needed  | <b>Intellectual / Cognitive Domain</b><br><br>Including: Math; Science; Technology; Social Studies; General Knowledge;<br>Approach to Learning   |
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| Camera   | <p>A. Class Photo</p> <p>Take pictures of the children as they move through their daily routines and activities. Place in a book and/or on a bulletin board. Provide opportunities for the children to view them. Take appropriate opportunities to talk to the children about the Wonderful Creator who made each one of us. Point out their features, tell them the names of the people in each photo and reminisce about the activities depicted in the photos.</p>   |
| Various objects which can be shaken or tapped to make noise  | <p>B. Noise Makers</p> <p>Provide rattles of different shapes and sizes, maracas and other hand-held noise makers for young infants between birth and 10 months of age. They will enjoy listening to and making noise. For older infants, 10-24 months of age, add to the collection various rhythm instruments such as sticks, tambourines and other noise maker items. Remember to include plenty of pots, pans, tubs and buckets for pounding with hands or sticks.</p> <p>Point out how wonderful Jesus is for giving us ears so that we can hear sounds. At each stage, talk to the children about the different sounds being made: some are similar, different, soft, loud or funny and sometimes the sounds are frightening.</p> <p>Alternative: Use animal sounds to help build auditory discrimination skills. Using pictures, puppets and stuffed animals will enhance this activity and make it all the more fun.</p> <p>Enhancement: Teach the children to discriminate between and find two items with identical sounds.</p> <p>Further Study: Using real or recordings of musical instruments, teach the children how to discriminate between various instruments. At this stage, focus only on the most obvious instruments such as a piano versus an organ, a trumpet versus a violin.</p> |
| Various items from nature with strong scents; or, soft plastic bottles, cotton balls, fruit scented oils | <p>C. Stop to Smell</p> <p>Learning to sniff can be a difficult skill for young children. An introduction to the world of smells can be just as fun as it is intellectually challenging. This activity can be repeated over and over using a plethora of props from nature. Flowers make a wonderful introduction to smells and lend easily to an introduction to colors and sizes. Be sure to repeatedly discuss the love of</p>  |

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|  | <p>Jesus as demonstrated through the wonderful smells we find in nature.</p> <p>Alternative: Fresh fruits have wonderful scents, but they may not be readily available at the time of this activity. Try using cotton balls soaked in fruit scented oils and placed in plastic bottles. Each bottle should contain a different scent. When squeezed, the puff of air coming out of the bottle will smell like a fresh piece of fruit.</p> <p>Enhancement: Teach the older infants how to discriminate between and identify identical scents.</p>   |
| Water play table; or, large metal casserole dishes; warm water; cold water | <p>D. Warm vs. Cold</p> <p>Infants typically love water play and learn much through their interaction with water. This activity is specifically targeted to teaching the children the difference between cold and warm (not hot) water. Initially, present a tray of cold water and contrast it with a tray of warm water. Allow the children to play, sift, spoon, pour and splash.</p> <p>Enhancement: Provide prepackaged sponge animals within capsules. Be sure to use the ones that require warm water to dissolve the capsule. Compare and contrast the dissolution response of the capsules in warm water versus cold water. Set a timer or stopwatch and keep track of how long it takes for the capsules to dissolve and for the sponge animals to appear.</p> <p>Remind the children that God spoke the words and the animals, all the animals, all the different kinds of animals - came into existence. Emphasize that this is something only God can do by asking the children, one by one, if they are able to create an animal by simply calling out its name.</p> <p>Be sure to have some fun with the sponge animals such as “painting” with water or water colors. Once the sponges dry, they might be able to be used in a “touch and feel” box.</p> |
| Small box with a lid/purse/bag/cup or bowl; miscellaneous items and toys   | <p>E. “Touch and Feel” Box or “What’s Inside?” Box</p> <p>Infants and toddlers love to reach into boxes, bags, purses or bowls to pull things out. Little surprises and familiar items are thrilling and provide a lot of learning opportunities. This is an ideal activity for introducing new concepts. First demonstrate and then allow the children to reach in, grasp something, bring it out and practice naming the object. Help them replace the items into the container in order to repeat the activity. As the infants become toddlers, they will enjoy dumping the items out, replacing them and dumping the items out again.</p>  |

## Learning Experiences


| Supplies Needed  | <b>Emotional Domain</b><br><br>Including: Intrapersonal Character Building   |
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|  | <p>A. Bulletin Board</p> <p>Provide information regarding the learning process including a simplified scope and sequence of the current unit of study. Illustrate the week of creation and God's love for the children. Be sure to include family photos that demonstrate loving relationships. Depict Jesus as the head of a loving household.</p>  |
|  | <p>B. Who's Holding You?</p> <p>Have fun bonding with young infants and toddlers by playing this simple little game. While holding the child in your arms, use a rhythmic lilt to chant:</p> <p style="padding-left: 40px;">Who's holding on to me?</p> <p style="padding-left: 40px;">You are! You are!</p> <p style="padding-left: 40px;">Who's holding on to you?</p> <p style="padding-left: 40px;">I am! I am!</p> <p>Be sure to add in names as often as possible and encourage the child to repeat them. Also, pause and encourage the child to respond accordingly.</p>  |
| Pictures, puppets, and/or dolls, etc. depicting a range of emotions; | <p>C. Expressing and Experiencing Emotions</p> <p>Young children experience a wide range of emotions. However, their ability to express them appropriately is hindered by their immaturity. Observe the young child to determine the emotion(s)/feeling(s) which they are experiencing. Name the emotion(s)/feeling(s) and help guide them toward appropriate expression.</p> <p>For instance, if the child is having difficulty succeeding with a task/toy, the child is probably confused and frustrated. Instead of letting the child act out by fussing, hitting or throwing, approach the child, explain how they are feeling and show them how to persevere with their task in order to achieve successful completion. Encourage them to continue trying; offer help as appropriate.</p> <p>Note particularly if the child is using positive emotions. Model the positive expression of affection and encourage the children to do likewise.</p> |

## Learning Experiences

| Supplies Needed   | Social Domain<br><br>Including: Interpersonal Character Building  |        |           |     |        |             |    |       |      |      |          |      |      |
|---|---|--------|-----------|-----|--------|-------------|----|-------|------|------|----------|------|------|
| Camera; photo of each child, laminated with clear contact paper; Velcro strips; | A. Bulletin Board<br><br>On a small bulletin board or designated wall space, place pieces of Velcro strips. On the back of each child’s laminated photo, place Velcro strips. During daily greeting and routine activities let each child find their own photo and stick it on the bulletin board/wall. As the children mature, encourage each to practice finding pictures of their peers; name and describe each child as their pictures are chosen.  |        |           |     |        |             |    |       |      |      |          |      |      |
| None  | B. Please and Thank You<br><br>During the regular daily schedule, teach the children to practice using the words “Please” and “Thank you” at contextually appropriate times. Teaching them to use the ASL sign for both “Please” and “Thank you” is also a good way to solidify the acquisition of new words and their meanings. Continue adding words of politeness to their repertoire over weeks and months.<br><br>See Resource: American Sign Language Pro online ASL Video Dictionary:<br><a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a> |        |           |     |        |             |    |       |      |      |          |      |      |
| Posters/Charts depicting particular signs; nature walks/rides; nature objects   | C. Politeness in Sign<br><br>Teach specific classroom management and courtesy signs, such as:<br><table><tr><td>Please</td><td>Thank you</td><td>Yes</td></tr><tr><td>Listen</td><td>Focus/Watch</td><td>No</td></tr><tr><td>Sorry</td><td>Stop</td><td>Wait</td></tr><tr><td>All-done</td><td>Help</td><td>Slow</td></tr></table><br>See Resource: American Sign Language Pro online ASL Video Dictionary:<br><a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a>  | Please | Thank you | Yes | Listen | Focus/Watch | No | Sorry | Stop | Wait | All-done | Help | Slow |
| Please  | Thank you   | Yes    |           |     |        |             |    |       |      |      |          |      |      |
| Listen  | Focus/Watch   | No     |           |     |        |             |    |       |      |      |          |      |      |
| Sorry   | Stop  | Wait   |           |     |        |             |    |       |      |      |          |      |      |
| All-done  | Help  | Slow   |           |     |        |             |    |       |      |      |          |      |      |
| Puppets, dolls and stuffed animals  | D. Gentle Touches<br><br>Using puppets, dolls and stuffed animals, teach the children how to give gentle touches such as petting, hugging, kissing, patting, etc. When appropriate and necessary, emphasize that hands are not for hitting, feet are not for kicking, teeth are not for biting. See Resource list for relevant children’s books such as the Best Behavior series by Elizabeth Verdick.  |        |           |     |        |             |    |       |      |      |          |      |      |
| Large cardboard box   | E. Creation Surprises<br><br>Use a large cardboard box for several teaching techniques. Let the children crawl inside, close the lid and call out the different commands God made during the week of creation, such as “Let there be light!” Then shine a flashlight into the box. “Let   |        |           |     |        |             |    |       |      |      |          |      |      |

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|  | <p>there be air!” Then use a small, hand held fan to blow air into the box.</p> <p>The same box can be used as a type of discovery box which the children explore to learn about different things God made. One day it could contain different flashlights. The next, felt clouds, cloud puppets or large pieces of cotton – cotton balls are a choking hazard; avoid using them.</p> |
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## Learning Experiences

| Supplies Needed                   | <b>Physical &amp; Health Domain</b><br>Including: Gross Motor; Fine Motor; Sensorial  |
|-----------------------------------|---|
| Feather                           | <p>A. Tactile Taps</p> <p>Babies need a large variety of tactile experiences to become familiar with their world. In their earliest months, the young infant will enjoy the sensorial and relationship aspects of this game while developing initial learning. Using two fingers or a feather, gently tap or stroke different parts of the infant's body. As you tap or stroke, name the part of the body being touched. Repeat the activity, tapping or stroking different parts of the body. Repeatedly emphasize that Jesus made each part of our bodies.</p>  |
| Stroller or buggy with seat belts | <p>B. Going for a Ride</p> <p>Stroller and buggy rides are always a favorite with young children. Be sure to talk to them as they ride along, observing nature, people and animals – all the world that Jesus made. This activity can be enhanced by helping the children put out bird feeders, bird baths, and leaving bread crumbs for other wild life. Explain to the children that kindness toward others and to animals is very important; it shows our love and respect for other people as well as toward God's creatures.</p> <p>Before and during the outing sing: <b>"Shall We Go For A Walk Today"</b> found in <i>Sabbath Songs for Tiny Tots: Cradle Roll</i>. (1998). Review and Herald Publishing Association: Hagerstown, MD. ISBN 10: 0-8280-1221-0; ISBN 13: 978-0-8280-1221-8 <a href="http://www.adventistbookcenter.com/">http://www.adventistbookcenter.com/</a>. Also found in <i>Little Voices Praise Him</i>. (2001). Review and Herald Publishing: Hagerstown, MD. ISBN: 0-8280-1522-8.</p> |
| None                              | <p>C. Prayerful Statue</p> <p>Teaching infants and young toddlers how to pray respectfully can be quite difficult. Repetition and practice are the keys. Begin with teaching the children how to hold their hands for prayer. When this behavior is well learned, teach them to bow their heads and close their eyes. Soon it will be time to teach them to kneel during prayer. In order to teach this skill, be sure to have the children kneel at different times throughout each day for various reasons. For example: Ask them to kneel when picking up toys or books. This will help teach them the concept of kneeling. It will also make them more willing to kneel upon request during prayer time.</p>   |

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|  | <b>Sing: “A Little Talk With Jesus”</b> <i>Little Voices Praise Him</i> . (2001). Review and Herald Publishing: Hagerstown, MD. ISBN: 0-8280-1522-8.   |
| None   | <p>D. Meeting and Crossing the Midline</p> <p>Find activities that are enjoyable and easily lend themselves to clapping. Read books and play with toys, applauding the completion of the activity. Sing songs that require clapping and the use of the arms to cross the body’s midline. While singing songs of Jesus’ love, teach young toddlers to sign the word “love” by crossing their arms across their upper chest.</p>   |
| Stack of paper cups; set of graduated plastic mixing bowls | <p>E. Nesting Cups and Bowls</p> <p>Toddlers enjoy shaking, stacking and knocking over toys that nest and pile. Provide several options: Round, square, rectangle. Provide various textures as well: Metal, plastic, paper. While the young child is gaining control over fine motor skills, they are also developing cognitive abilities by exploring the relationships of space, shapes and sizes.</p> <p><i>Caution: Do not use Styrofoam. Young children can bite off small pieces and swallow, choke on or inhale them.</i></p> |

#### Nesting Cups and Bowls



## Learning Experiences


| Supplies Needed   | <b>Creative Expression Domain</b><br>Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics;  |
|---|---|
| Rhythm band instruments including gourds and seed shakers   | A. Songs to Learn and Enjoy<br><br>“In the Beginning God Created” (Waters, 2001)<br>“Let Us Make Man” (Evenson, 1993/1994)<br>“Remember the Sabbath” (Evenson, 1993/1994)<br>“God So Loved the World” (Evenson, 1993/1994)<br>“Unfailing Love” (Evenson, 1993/1994)   |
| Felt Bibles or miniature Bibles with a picture of Jesus inside; Rhythm band instruments                   | B. “Jesus Loves Me” (Adapted) in <i>Sabbath Songs for Tiny Tots: Kindergarten</i> . (1970). RHPA: Washington, D.C.<br><br>Jesus loves me this I know<br>For the Bible tells me so<br>Little ones to Him belong<br>They are weak but He is strong.<br><br>Chorus:<br>Yes, Jesus loves me!<br>Yes, Jesus loves me!<br>Yes, Jesus loves me!<br>The Bible tells me so.<br><br>Jesus loves us this is true<br>He loves me and He loves you<br>We should listen and obey<br>And we’ll live with Him someday                     |
| Felt Bibles or miniature Bibles with a picture of Jesus inside; hand held mirror; Rhythm band instruments | C. “Jesus Loves the Little Children” (Adapted) in <i>Sabbath Songs for Tiny Tots: Cradle Roll</i> . (1998). RHPA: Washington, D.C.<br><br>Jesus loves the little children<br>All the children of the world<br>Red and yellow, black and white<br>All are precious in His sight<br>Jesus loves the little children of the world.<br><br>You are loved by precious Jesus<br>More than you could ever know<br>He will show you what to do,<br>What to say and where to go.<br>Jesus loves you more than you could ever know. |

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|---|---|
| <p>Felt Bibles or miniature Bibles with a picture of Jesus inside; hand held mirror; Rhythm band instruments</p>  | <p>D. “Jesus Loves Even Me” (Adapted) in <i>Sabbath Songs for Tiny Tots: Kindergarten</i>. (1970). RHPA: Washington, D.C.</p> <p>I am so glad that Jesus loves me<br/>Jesus loves me, Jesus loves me.<br/>I am so glad that Jesus loves me<br/>Jesus loves even me.</p> <p>I am so glad that (Mommy/Daddy) loves me<br/>(Mommy/Daddy) loves me, (Mommy/Daddy) loves me.<br/>I am so glad that (Mommy/Daddy) loves me<br/>(Mommy/Daddy) loves even me.</p> <p>I am so glad God gave you to me<br/>Gave you to me, gave you to me<br/>I am so glad God gave you to me<br/>Jesus gave you to me.</p>   |
| <p>Various stuffed animals, animal puppets, felts or pictures of animals; Rhythm band instruments</p>   | <p>E. “Animals, Animals” (Adapted) <i>Little Voices Praise Him</i>. (2001). Review and Herald Publishing: Hagerstown, MD. ISBN: 0-8280-1522-8.</p> <p>Animals, animals<br/>Jesus made the animals<br/>Great, big animals<br/>Little, tiny animals<br/>Animals, animals<br/>Jesus made the animals<br/>This is one of them that Jesus made...</p> <p>Questions to ponder: Is this a big animal? Is this a little animal? What sound does this animal make?</p>   |
| <p>Pre-mixed, bottled paint or Powdered, non-toxic, washable tempera paint or pudding of different colors; paper/paper plates/ construction paper; or try fabrics, tile, ceramics, etc.; paint brushes; smocks; rags and running water close by</p> | <p>F. Animal Handprints</p> <p>The feeling of ooey, gooey substances squishing through fingers is much loved by most infants and toddlers. Take advantage of this in order to create fun memories and keepsakes. For young infants and toddlers who are still taste-testing, allow them to use edible items such as pudding. For older infants and toddlers, mix up some powdered, non-toxic, washable tempera paint to a desired, pudding-like consistency.</p> <p>After donning smocks, use a paint brush to color the child(ren)’s hand(s). You might have better success if the children are allowed to play with the paint prior to the formal activity.</p> <p>For special effects, try adding some glitter to the paint or using a glitter pen to outline the artwork, name, date and words. For help with how to add details for animal likenesses, look at a cartoon picture or do a search on the internet for how to draw cartoon animals.</p> |

For some really creative handprint ideas, be sure to visit <http://funhandprintart.blogspot.com/>. A few ideas for animal prints are:

- Peacock, duck and other birds: Use the palm of the hand for the body, a fanned tail by spreading fingers wide, and a head with the first digit of the forefinger.
- Four legged animals: Use entire painted hand with fingers slightly apart and thumb spread out from fingers. Once print is made, turn paper upside down so the fingertips are pointed down. The fingers are the animal's legs; the thumbprint is the head; the palm print is the body. Add details and tail to define the type of animal, e.g. stripes for zebra, spots for cheetah or dog, wrinkles for elephant, fur for cat, etc.
- Spider or octopus: Paint fingers and palm, excluding the thumb and press one hand on paper. Then place the second palm so as to overlap the print with another one. Add detail to finish.
- Butterfly and dragonfly: Print palms and fingers with different colors. Place both palms close together, with closed fingers facing away from each other to represent the wing span.
- Fish: Paint entire hand a bright color. Once print is made, turn the paper so the hand is sideways and the thumb facing down. Add little fish by painting just the thumb or forefinger and adding detail. When handprint is dry, draw or paint a face and other details including tail. Add bubbles by using white or light blue fingerprints.
- It's not an animal, but little hands can also make a shining sun. Simply paint both hands with yellow, using the entire palm and fingers. Place hands down on the paper, one at a time in a circular motion, palms touching and fingers spread outward.

## Learning Experiences

| Supplies Needed          | Learning Centers   |
|--------------------------|--|
|                          | <p>A. Stuffed Animals</p> <p>Stuffed animals can serve so many purposes. Be sure to keep a wide array of animals with various textures and sizes as well as some that make sounds. When stuffies are kept in a specific area such as a mini-wading pool, the children will be more attracted to them and know where to find them and to where they should be returned.</p>   |
| Books                    | <p>B. Read, Read, Read</p> <p>Be sure to have low shelves or baskets of books for the children to browse through and look at, with or without assistance. Board books, picture books, flap books, pop-up books, singing and/or talking books are only a few of the wonderful options available for infants. Be sure to consistently teach and demonstrate the proper care for books and mend injured books as quickly as possible.</p>                                     |
| Plastic swimming pool(s) | <p>C. Indoor/Outdoor Play</p> <p>Indoor and outdoor play areas allow for exploration of books, toys, water, natural objects as well as other people. Provide close supervision and such toys as cups, spoons, water, sand and conversation.</p>  |
|                          | <p>D. Large Cardboard Boxes</p> <p>Boxes are always a favorite. Beware of corners and edges and replace the boxes often. Create tunnels, quiet spots, toy deposits, race carts, castles and other fun crawling spaces. Putting the boxes on top of each other just to knock them down will provide just as much fun and learning as sitting in one with a friend or picture book.</p>  |

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| Containers of all kinds with lids; objects too large for choking such as clothes pins, dominoes, baby food jar lids, rocks, bean bags, cards, straws, etc. | <p>E. Container Play</p> <p>When introducing this activity, first show the child(ren) a container and its objects. Show the opening. Demonstrate taking the container from the shelf, removing the lid, dumping container contents, replacing objects into the container (with and without the lid on), replacing the lid and finally, returning the container to shelf. Let the child(ren) enjoy repetitious fun, helping as requested.</p> <p>Enhancement: Create slots and holes in the container lids which fit the objects inside.</p> |
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## Learning Experiences

|   |  |           |         |
|---|--|-----------|---------|
| Supplies Needed                                     | Learning Extension Opportunities   |           |         |
|   | Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented & Special Needs; Fine Motor; Center/Home Connections   |           |         |
| Various pictures                                    | A. Changing Table Décor  |           |         |
|   | Even diaper changes can be learning experiences. On the wall(s) and above the changing table, post pictures which demonstrate the theme, visual aids depicting individuals being kind and polite to each other. Change the pictures out frequently. When possible, use photographs of family members and friends. Encourage the child to know the names of the pictures displayed. |           |         |
| None  | B. The Sequence Game   |           |         |
|   | Sequencing is an important pre-reading skill requiring a child to be able to repeat a pattern and add to a pattern. Familiar, every day activities provide an excellent opportunity for teaching patterning and sequencing.  |           |         |
|   | For instance, when it is time for snack, chant:  |           |         |
|   | <i>It's time to clean our toys up.</i>   |           |         |
|   | <i>It's time to clean our toys up.</i>   |           |         |
|   | <i>What comes next?</i>  |           |         |
|   | Ask the children to tell you what comes next and coach them in the correct answers as necessary. As the children learn how to play the game correctly, add new parts to the sequencing of events. For example:   |           |         |
|   | <i>It's time to wash our hands now.</i>  |           |         |
|   | <i>It's time to wash our hands now.</i>  |           |         |
|   | <i>What comes next?</i>  |           |         |
|   | <i>It's time to say our blessing. (repeat)</i>   |           |         |
|   | <i>What comes next?</i>  |           |         |
| Poster(s) or photos demonstrating various ASL signs | C. Signing Throughout the Day  |           |         |
|   | Infants can begin to recognize the meaning of words and signs based on their repetitious use and significance. Daily activities can become predictable learning opportunities.   |           |         |
|   | Hello  | Goodbye   |         |
|   | Happy  | Sad       | Angry   |
|   | Sit  | Lay/Sleep | Tired   |
|   | Eat  | Drink     | Thirsty |
|   | Potty  | Play      | Read    |

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|  | <p>             Quiet/Calm/Peaceful      Go      Come<br/>             More      All Done      Shoes<br/>             Socks      Clean- up      Stand<br/>             Coat      Hurt      Line-up           </p> <p>             See Resource: American Sign Language Pro online ASL Video Dictionary:<br/> <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a> </p> |
|  | <p>D. Clean Up Time</p> <p>To help teach tidiness, help the children to put all the toys away once playtime is finished or when it is time to transition to another activity. Explain to the children that tidiness, orderliness, is important to help keep us safe and to keep things where they belong.</p>   |
|  | <p>E. Picking Up After Self</p> <p>Teach, encourage and expect each child to learn how to pick up after themselves throughout the day. From early on, teach the children to return toys and books to their proper place before taking other items out for play. It will be a long process, but well worth it once the children have learned and followed through.</p>   |

## Teaching Resources

- American Sign Language Pro online ASL Video Dictionary: <http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi>
- Davis, Susan. (1978). *Naughty Heart, Clean Heart*. Hagerstown, MD: Review and Herald Publishing Association. B2-1000045544 – 0 <http://www.lnfbooks.com/index.html>
- Degering, Etta. (1963; 2005) *My Bible Friends*. Hagerstown, MD: Review and Herald Publishing Association. [www.TheBibleStory.com](http://www.TheBibleStory.com) (Book set, audio story set and DVD available)
- Dennis, K. & Azpiri, T. (2005). *Sign to Learn: American Sign Language in the Early Childhood Classroom*. St. Paul, MN: Redleaf Press. [www.redleafpress.org](http://www.redleafpress.org)
- Evenson, Judy. (1993/1994). *Plant A Seed*. Gentry, AR: Little Red Oak.
- Handprint and Footprint Art: <http://funhandprintart.blogspot.com/>
- *Happy Songs for Boys and Girls*. (1952). Washington, D.C.: Review and Herald Publishing Association.
- Heath, Beverly C. (2005). *My Parts Equal Me!* Marietta, GA: Our Rainbow Press. ISBN: 0-9752860-2-1.
- *Little Voices Praise Him*. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.
- Miller, Laura Ann. (2007). *I See the Creatures God Made*. Cincinnati, OH: Standard Publishing. ISBN: 978-0-7847-2095-0.
- Miller, Laura Ann. (2007). *I See the World God Made*. Cincinnati, OH: Standard Publishing. ISBN: 978-0-7847-2092-9.
- Miller, Laura Ann. (2007). *I See the Colors God Made*. Cincinnati, OH: Standard Publishing. ISBN: 978-0-7847-2094-3.
- *New Sabbath Songs for Tiny Tots: Kindergarten*. (1980). Hagerstown, MD: Review and Herald Publishing Association. <http://www.adventistbookcenter.com/>
- Paddock, Charles L. (1956; 1963). *Family Heritage Library*. Victoria, Australia: Signs Publishing Company. Copyright: Pacific Press Publishing Association. ISBN: 1 876010 41 X (Set of books and audio tape).
  - Book 1: *Bible Firsts*, ISBN: 1 876010 38 X.
  - Book 2: *Bible ABC's*, ISBN: 1876010 39 8.
  - Book 3: *Boys and Girls of the Bible*, ISBN: 1876010 40 1
- Proclamation Music. (2000). *His Song in my Heart* (Compact disc of Scripture songs). Inchelium, WA: Proclamation Music. Contact information: P.O. Box 400, Inchelium, WA, 99138. Phone: (509) 722-4300.  
Email: [Proclamation@YoungDisciple.com](mailto:Proclamation@YoungDisciple.com) Website: <http://www.youngdisciple.com/>
- *Sabbath Songs for Tiny Tots: Cradle Roll*. (1998). Hagerstown, MD: Review and Herald Publishing Association. ISBN 10: 0-8280-1221-0; ISBN 13: 978-0-8280-1221-8  
<http://www.adventistbookcenter.com/>
- *Sabbath Songs for Tiny Tots: Cradle Roll* Audio CDs. (1997). Hurricane, UT: Prophetic Audio & Visuals for Eternity Records. Phone: (800) 354-9667. Stock #: 3873727012  
<http://www.adventistbookcenter.com/>

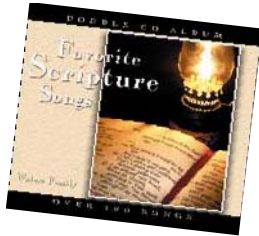
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## File Attachments

[Genesis 1:1](#)

[Exodus 20:8-10](#)

Scripture Song Audio File



Waters. (1992). ***Favorite Scripture Songs***. (Compact disc of Scripture songs). Eureka, MT: Restoration Recordings. Contact information: Restoration International, Inc. P. O. Box 2150, Eureka, MT 59917-2150. Phone: (406) 889-3800; 1 (888) 446-8844. Fax: (406) 889-3801. Website: [www.restoration-international.org](http://www.restoration-international.org) Email: [office@restoration-international.org](mailto:office@restoration-international.org)

[Ps. 33:6-9](#)

Scripture Song Audio File



Proclamation Music. (2000). ***His Song in my Heart*** (Compact disc of Scripture songs). Inchelium, WA: Proclamation Music. Contact information: P.O. Box 400, Inchelium, WA, 99138. Phone: (509) 722-4300. Email: [Proclamation@YoungDisciple.com](mailto:Proclamation@YoungDisciple.com) Website: <http://www.youngdisciple.com/>

Creation Puzzle Option #1

Picture courtesy of <http://thebiblerevival.com/clipart/1907/gen1.jpg>

Print color picture. Laminate. Cut into four or six pieces. Laminate each piece.



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## MAN MADE IN THE IMAGE OF GOD

Gen. 1:26 to 2:3.

**GOLDEN TEXT:**—God created man in his own image,  
in the image of God created he him.

Gen. 1:27.

Creation Puzzle Option #2

Picture courtesy of <http://thebiblerevival.com/clipart/1907/gen1.jpg>

Print color picture. Laminate. Cut into four or six pieces. Laminate each piece.



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Stories of Creation  
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### **Teacher Tips**

Remember: Rituals, relationships and routines are the key to infant and toddler learning and development. Take advantage of these, constantly communicating with the child, explaining to them the what, why and how of their daily activities and everything in their environment.

## **Letter to Parents**

During the first few years of life, the emotional and social development of the young child has the most impact on future development and learning. All other learning is impacted by the security and trust built during these dependent stages of life. The purpose of the *Stories of Creation* Foundation unit is to introduce the young child to Jesus Christ, the Divine Son of our Heavenly Father through the loving and caring relationships formed with parents and primary early childhood professionals. This unit is designed as an introduction to our wonderful Creator God and the love He has demonstrated in so many various ways.

## **Scope and Sequence**

| <b>Foundation</b>   | <b>Infants (Birth - 12 months)</b> |
|---------------------|------------------------------------|
| Stories of Creation | Jesus is God                       |
|                     | Jesus Made Our World               |
|                     | Jesus Loves Me                     |

## **Learning Objectives**

By using the instructional suggestions as listed and adapted from the Learning Experiences, the young infant will:

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Learn to appropriately express and experience emotions and feelings
3. Increasingly demonstrate socially acceptable and selfless behaviors
4. Participate in learning activities
5. Begin to recognize and name various objects of nature
6. Participate in group prayer time
7. Become familiar with the name of Jesus
8. Learn to recognize pictures of Jesus

## **Participating at Home**

The child's learning experiences are continual, regardless of the environment. If you desire to further enhance your child's learning, take a few moments to review the Scope and Sequence, Learning Objectives as well as the Learning Experiences. Family outings, books, songs, toys, audio stories and family playtime can all revolve around the current learning unit. Be creative and enjoy learning with your child!