

Lesson Title

Stories of Creation

Foundation Theme

My Jesus, the Wonderful Creator

Age Level

Preschool-Pre-Kindergarten

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

<p style="text-align: center;"><u>Letter to Parents</u></p>	<p style="text-align: center;"><u>Learning Extension Opportunities</u></p> <p style="text-align: center;">Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented & Special Needs; Fine Motor; Center/Home Connections</p>
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Unit Overview

During the preschool years, 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 preschooler between 24 and 60 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.

By singing and understanding God's love for them, little children begin to develop a love for the Creator that will continue to blossom throughout their lifetimes. Little voices will lift in praise as they discover God's awesome creations. Through God's holy word the children will learn that God loves and cares for them. Nature is the emphasis that allows the beauty of God to be revealed, and through Jesus' sacrifice they learn of the character of our God.

Scope and Sequence

Foundation	Preschool/Pre-Kindergarten (24-60 months)
Stories of Creation	My Jesus, the Wonderful Creator
	Day One – Jesus creates light
	Day Two – Jesus creates the air and sky
	Day Three – Jesus creates the plants
	Day Four – Jesus creates the sun, moon & stars
	Day Five – Jesus creates the fish and birds
	Day Six – Jesus creates the land animals, Adam & Eve
	Day Seven – Jesus creates a day for resting

Learning Objectives

By using the instructional suggestions as listed and adapted from the Learning Experiences section, the young child 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. Learn to recognize, name and explain attributes of various objects of nature
6. Participate in group activities including prayer time
7. Become familiar with the name and picture of Jesus
8. Recognize Jesus as the Creator of our world

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 children’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, pictures or felts.
4. Briefly explain how the information is relevant to the child(ren).
5. Ask simple questions. Answer questions. For older toddlers, try to formulate "I wonder..." 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 such good 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 there is 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 speaking again. "Gather all the water under the blue sky together and let land appear!"

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

Look over there! Is that an island forming? It's getting bigger. And bigger. It's dry land! More and more and more land appears as the water rushes away.

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.

God speaks again and 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 words, now there is an amazing garden.

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

The Creation of Earth, Day Four

It only took God three days to make a 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, bright ball in the sky? Why, 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 created 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

On the six day, 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 has only just begun! Still, God looks over the creatures He has made and calls them all "good". Everything God does is good! But He's not done – not yet.

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 us make man in our image. 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." But He didn't.

He could have said, "Let's make man like a monkey." But He didn't.

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.

The first man was named Adam 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. Carefully, more carefully than the finest doctor in the world, God cut Adam’s side open and took out one rib. Then He closed up Adam’s side.

God 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 creature 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. God 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. They needed to rest from their play. They needed to 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 day 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.

We have such a wonderful Creator. He loves us so much. Would you like to love this wonderful God of Heaven? Yes, I'm sure you would.

Well, at the end of the seventh day, God was completely finished making our new world. 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	Spiritual Domain Including Worship Time; Nature Study; Object Lessons
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 work 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> Escondido, CA: Off the Curb Publishing. Phone: (760) 738-7039. www.amazon.com</p>
Felts or puppets of anything depicting nature and animals	<p>B. 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 children. 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>
Measuring spoons/cups bowl, rolling pin, vegetable cooking spray, spoon, cookie cutter	<p>C. Animal Crackers Cooking Activity</p> <p>Cooking is always an adventure with young children. Retell the story of creation while mixing the ingredients. You may or may not get to the cooking part, but at least they will enjoy a tactile experience that's safe to taste test.</p> <p>Ingredients 3 cups rolled oats 2 cups unbleached flour 2 teaspoons sugar 1 tablespoon salt ¾ cup olive oil 1 cup water.</p> <p>Set oven at 350°.</p> <p>Mix all the ingredients together in a bowl. Mix with a spoon until it forms a ball. Spray cookie sheet and put the dough on sheet. Have children roll thin with a rolling pin or flatten with their hands. Assist them in cutting out animal forms. Sprinkle lightly with salt and add a raisin or two for eyes. Bake in oven for 20-30 minutes or until crisp. Take out of oven to cool before eating.</p>

Transportation, permission slips	<p>D. Zoo Field Trip</p> <p>If possible, take the children to the local zoo to study the animals that Jesus made. Discuss the many different aspects of each animal. Before and after the fieldtrip, read a book such as <i>Peek-a-Zoo</i> by Marie Torres Cimarusti.</p>
	<p>E. Sabbath Rest</p> <p>Teach the children what it means to relax. First, have the children actively engaged in an activity such as picking up and cleaning the room. Then, have them pair up and find a quiet place to rest. While they are quietly resting, listen to an audio recording of a story or gentle music or read to them a story.</p>
	<p>F. Hearing God's Voice</p> <p>Discuss with the children the different ways in which Jesus speaks to us. He speaks to us through the stories in the Bible, our parents, teachers, church leaders and prayer. Talk about the importance of listening to others and how that helps to teach us how to listen to Jesus.</p>
Props to help illustrate the significant words of the memory verse	<p>G. Genesis 1:1 Memory Verse</p> <p>Preschool age children should be able to recite and/or sing memory verses. 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>H. Exodus 20:8-10 Memory Verse</p> <p>Preschool age children should be able to recite and/or sing memory verses. 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																																													
	<p>A. Books, Books, Books</p> <p>There are a plethora of books on the market for preschoolers. 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>																																													
Poster(s) or photos demonstrating various ASL signs	<p>B. Creation Signs</p> <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><tr><td>Daddy</td><td></td><td>Mommy</td><td>God</td><td>Jesus</td></tr></table> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</p>	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	Daddy		Mommy	God	Jesus
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	<p>C. Pictograph</p> <p>On the first day of the Stories of Creation unit, begin developing a pictograph either on the wall or on a window. A pictograph is a pictorial resemblance to a physical object; hence, each day of creation will have some type of pictorial representation in order to help the children remember the days of creation. As the unit unfolds over the next few weeks, refer to the pictograph to help solidify the information in the minds of the children.</p>																																													
Finger play	<p>D. “My Garden” (Author Unknown)</p> <p>This is my garden (<i>Hold one hand with palm upward</i>). I’ll rake it with care (<i>Rake with curled fingers of the other hand</i>). Here are the seeds (<i>Pantomime planting seeds</i>). I’ll plant in there. The sun will shine (<i>Raise arms above head and form a circle</i>). The rain will fall (<i>Fingers flutter down depicting rain</i>).</p>																																													

	<p>The seeds will sprout (<i>Spread fingers of one hand; push up other fingers between them</i>).</p> <p>And grow up tall (<i>Bring hands and forearms together, move up spreading palms outward as arms move up</i>).</p>
Flannel board, set of baby animal cards	<p>E. Baby Animals</p> <p>Make a set of baby animal cards with flannel backing. Lead the children in reciting the rhyme as you place each corresponding card on the flannel board.</p> <p>We know the names of baby animals. Let's name a few! Pigs are piglets. Sheep are lambs. Cats are kittens. Deer are fawns. Bears are cubs. Tigers are cubs. And lions are cubs too. Who knew!</p> <p>Other animals can be added: Horses, donkeys and zebras are foals and colts; cows are calves; hippos, giraffes and whales are calves. Frogs are tadpoles; turtles are... well, turtles.</p>
Tape; thumbs	<p>F. Thumblessness</p> <p>God is so wonderful to have given us fingers and thumbs. What would we do without them? Experiment with the children as to what it would be like to be missing a thumb. Tape their thumbs down across the palms of their hands. Then instruct the children to try some of the following activities:</p> <ul style="list-style-type: none"> ○ Shake hands ○ Pick up a pencil or crayon ○ Paint ○ Cut with scissors ○ Hold a book ○ Hold a fork or cup <p>Remind the children, once again, of how wonderful God is for knowing how important a thumb would be and providing us with two thumbs.</p> <p>Extension activity: Invite a visitor to the center who is missing an arm or hand. Have them talk to the children about how they lost their limb and how they have learned to do things without it.</p>

<p>Pictograph or flannel depictions of creation week</p>	<p>G. What's Missing?</p> <p>Use the pictograph of the creation week to play a game of "What's Missing?" Lay out the depictions of the creation week. Have the children hide their eyes. Remove a day of creation. Ask the children to open their eyes and try to figure out which day of creation is missing. Discuss the importance of each day of the creation week. Focus on the wisdom of our Creator God in providing such a wonderful world for us.</p> <p>For older, more advanced children, play the game by removing only one part of the creation week, rather than removing an entire day. For instance, remove the lions and tigers and ask the child(ren) to find "What's Missing?"</p> <p>This activity can become part of the learning center area after an initial introduction to the children.</p>
<p>Colored construction paper cut into strips; paste</p>	<p>H. Colorful Words</p> <p>The pictograph activity will easily lend itself to an additional activity: assigning words to colors. Using the pictograph, have the children participate in a game of word association.</p> <p>If shown the color green, what comes to their mind? Grass? Trees? A traffic signal?</p> <p>If shown the color red, what comes to mind? A stop sign? Rose? Ladybug?</p> <p>Try other colors such as yellow, blue, black, orange, brown, white, et cetera.</p> <p>Activity:</p> <p>Cut strips of construction paper of all different colors. Provide the children the opportunity to paste the strips together in whatever creative pattern they desire.</p>
	<p>I. Sabbath Preparations</p> <p>Discuss ways to get ready for Sabbath. Encourage the children to begin planning for the Sabbath early in the week. Preparation activities could include:</p> <ul style="list-style-type: none"> ○ Studying the Sabbath School lesson ○ Saving money for an offering ○ Getting clothes cleaned and pressed ○ Cleaning the house and car ○ Planning and preparing food <p>Provide each child with a copy of the <i>My Little Friend</i> story magazine.</p>

Learning Experiences

Supplies Needed	Intellectual / Cognitive Domain Including: Math; Science; Technology; Social Studies; General Knowledge; Approach to Learning
<p>Pictures describing day and night</p> <p>Binoculars with lens caps</p> <p>Globe and floor lamp</p> <p>Alternative Activity: Empty tin cans; flashlight or lamp</p>	<p>A. Night and Day</p> <p>Genesis 1:1-5</p> <p>In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness <i>was</i> upon the face of the deep. And the Spirit of God moved upon the face of the waters. And God said, “Let there be light: and there was light.” And God saw the light, that <i>it was</i> good: and God divided the light from the darkness. And God called the light “Day,” and the darkness He called “Night.” And the evening and the morning were the first day.</p> <p>God controls the day and night. Experiment with darkness and light by using blindfolds and/or dark sunglasses.</p> <p>Try also using a pair of binoculars. Have the children take turns looking through the binoculars while the lens caps are still on. Then, while the children are still looking into the darkness, remove the lens caps. Prompt them to describe what they are seeing before and after the lens caps are removed. Try to help them describe how the darkness makes them feel; how the light makes them feel.</p> <p>Use a globe and a lamp or flashlight to demonstrate the earth’s movement around the sun as well as its movement on its axis.</p> <p>Sing the old spiritual “All Night, All Day... Angels watching over me, my Lord...” (Scored version in <i>Songs for Singing Time</i>. (1961). Washington, D.C.: Review and Herald Publishing Association. ISBN: none.)</p> <p>Extension activity: For those living near the coast, take a field trip to a light house. Consider other possible field trips such as a school for blind children, or children’s science museum with a planetarium.</p> <p>Alternative activity: Ask each child to bring an empty, clean tin can to class. Prior to the activity, punch a hole in the bottom of each empty can. Have the children look through their tin cans while facing a window. Encourage them to cover the small hole with their hands to hide the light, then to take their hands away to let the light back into the can. Next, help the children cover the holes with colored cellophane and talk about what happens to the light.</p>

<p>Cotton balls, blue construction paper, glue</p> <p>Alternative Activity: Empty tin cans; flashlight or lamp</p>	<p>B. Jesus Made the Air and Clouds</p> <p>Genesis 1: 6-8</p> <p>And God said, “Let there be a firmament in the midst of the waters, and let it divide the waters from the waters.” And God made the firmament, and divided the waters which <i>were</i> under the firmament from the waters which <i>were</i> above the firmament: and it was so. And God called the firmament Heaven. And the evening and the morning were the second day.</p> <p>Emphasize to the children how blessed we are that Jesus created the pretty clouds in the sky. Provide opportunities for the children to observe the clouds in the sky.</p> <p>Clouds play a very important role in our world. Begin by putting on a coat or wrapping up in a blanket. Explain that warm air rises into the sky (slowly stand). When it gets to a certain height, the warm air becomes cool (remove coat/blanket and shiver). At the cooler temperatures, the air changes into small drops of water or bits of ice, and this forms clouds. (Provide cloud puppets and/or felts for exploratory play.) Clouds bring us rain. Clouds bring us snow. Clouds can even bring us ice.</p> <p>No two clouds are exactly alike, and they are always changing their shape. Using white streamers or white scarves, show the children how to float about the room while singing the “Woolly Fleecy Clouds.”</p> <p>Sing: “Woolly, Fleecy Clouds” by Clara M. Striplin. (1955). <i>Children Sing</i>. Washington, D.C.: Review and Herald Publishing Association. ISBN: none.</p> <p>Activity: Magnifying with Water</p> <p>Place waxed paper or clear plastic wrap on top of page of newspaper print. Have the children examine the words and letters in the newspaper. Using an eye dropper put a drop of water on the waxed paper or clear plastic wrap. Now examine the words and letters in the newspaper. Have they changed? How? The change is very subtle, but as each drop of water is added to the previous, the letters appear to become magnified.</p> <p>Explain how the curves of the drop of water tend to make things look bigger. Now compare the water experiment with a magnifying glass. How does a magnifying glass change things?</p> <p>This activity can become a learning center. Instead of using newspaper, laminate cards with typed letters and words. (A laminated piece of junk mail, 5” X 7” works well.) Then the children can place drops of water directly onto the laminated paper to watch how the letters are magnified.</p> <p>Learning extension: The topic of clouds can very easily turn into a learning project on the properties of water, the uses of water, waterways, absorption –</p>
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	<p>just to name a few ideas. Observe the children’s interest level in the topic and feed their interest with additional activities and information.</p> <p>Alternative activity: Ask each child to bring an empty, clean tin can to class. Prior to the activity, punch a hole in the bottom of each empty can. Show the children how to invert the can slowly into a pan of water. Let the children hold one hand over the hole and ask questions of the children: What do you feel? What is coming from the empty can?</p>
Paper towels or cotton batting cut to fit into small, plastic containers; water; seeds; plastic wrap; sunny spot	<p>C. God Made the Plants</p> <p>Genesis 1:9-13</p> <p>And God said, “Let the waters under the heaven be gathered together unto one place, and let the dry <i>land</i> appear”: and it was so. And God called the dry <i>land</i> “Earth”; and the gathering together of the waters called He “Seas”: and God saw that <i>it was</i> good. And God said, “Let the earth bring forth grass, the herb yielding seed, <i>and</i> the fruit tree yielding fruit after his kind, whose seed <i>is</i> in itself, upon the earth”: and it was so. And the earth brought forth grass, <i>and</i> herb yielding seed after his kind, and the tree yielding fruit, whose seed <i>was</i> in itself, after his kind: and God saw that <i>it was</i> good. And the evening and the morning were the third day.</p> <p>Sing: “All Things Bright and Beautiful” (traditional hymn found in <i>Songs for Singing Time</i>. (1961). Washington, D.C.: Review and Herald Publishing Association. ISBN: none.</p> <p>Activity: Sprouting Seeds</p> <p>Children love to grow seeds, and the process of germinating and growing a seed can help teach lessons about the creative power of God in multitudinous ways. Before and after planting the seeds, be sure to have a daily discussion about what is taking place with this project. Formulate “I wonder” questions to increase curiosity, critical thinking and engagement.</p> <ul style="list-style-type: none"> • Cut a paper towel to fit into a plastic Petri dish, or fill the dish with cotton batting • Add water to dampen but not soak the filler • Add seeds such as bean and radish seeds which grow quickly • Cover the dish with plastic wrap • Place seeds in a warm sunny spot <p>After the seeds have germinated, plant them in soil for continued growth and classroom observation, or send the maturing plant home as a family-connection activity.</p> <p>Learning extension: Sprouting seeds will provide the opportunity for the children to create a garden – in pots indoors, or planters outside. The process</p>

	<p>of growing a plant to maturity provides wonderful moments of learning as the children watch the changes in the plant and harvest the fruit/flower of their care and labor. Always point the children back to their loving God who cares for them day and night.</p>
<p>Pictures, felts, or puppets of the sun, moon and stars</p>	<p>D. God Made the Sun, Moon and Stars</p> <p>Read Genesis 1:14-19 from the Bible to the children:</p> <p>And God said, “Let there be lights in the firmament of the heaven to divide the day from the night; and let them be for signs, and for seasons, and for days, and years: And let them be for lights in the firmament of the heaven to give light upon the earth”: and it was so. And God made two great lights; the greater light to rule the day, and the lesser light to rule the night: <i>he made</i> the stars also. And God set them in the firmament of the heaven to give light upon the earth, and to rule over the day and over the night, and to divide the light from the darkness: and God saw that <i>it was</i> good. And the evening and the morning were the fourth day.</p> <p>Spend time discussing the benefits of the sun (heat, light), moon (light, calendar) and stars (light, mapping). Teach the children the ASL signs for each and playfully practice using them.</p> <p>Sing: “Jesus Made Them All” found in <i>Sabbath Songs for Tiny Tots: Cradle Roll</i>. (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/</p> <p>Sing: “Creation” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8</p> <p>Learning extension: The study of the sun, moon and stars can easily lead to a study on shadows. Tracing their bodies and drawing their shadows on a nearby sidewalk can provide a lot of fun as well as additional learning opportunities.</p> <p>Learning extension: Gravitational forces are a very difficult concept for young children to learn, but children can grasp the concept of “what goes up must come down.” Demonstrate gravity by dropping objects (feather, leaf, pebble, paper, book, etc) to the floor. Which ones go faster? Which ones go slower? Chart the results. The same concept can be taught by using a hill or ramp and rolling cars and balls down the hill or ramp.</p>

<p>Stuffed animals of all sorts</p> <p>Two containers; pictures of miscellaneous plants; pictures of miscellaneous animals</p>	<p>E. God Made the Birds, Fish and Animals</p> <p>Genesis 1: 20-25</p> <p>And God said, “Let the waters bring forth abundantly the moving creature that hath life, and fowl <i>that</i> may fly above the earth in the open firmament of heaven.” And God created great whales, and every living creature that moveth, which the waters brought forth abundantly, after their kind, and every winged fowl after his kind: and God saw that <i>it was</i> good. And God blessed them, saying, “Be fruitful, and multiply, and fill the waters in the seas, and let fowl multiply in the earth.” And the evening and the morning were the fifth day.</p> <p>And God said, “Let the earth bring forth the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind”: and it was so. And God made the beast of the earth after his kind, and cattle after their kind, and everything that creepeth upon the earth after his kind: and God saw that <i>it was</i> good.</p> <p>Sing: “God Loves You, God Loves Me” found in <i>Sabbath Songs for Tiny Tots: Kindergarten</i>. (1970). Hagerstown, MD: Review and Herald Publishing Association. http://www.adventistbookcenter.com/</p>
<p>sidewalk chalk</p>	<p>F. God Made Man and Woman</p> <p>Genesis 1:26-27</p> <p>And God said, “Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.” So God created man in his <i>own</i> image, in the image of God created he him; male and female created he them.</p> <p>Sing: “Creation” and “And God Said”, both found in <i>Sabbath Songs for Tiny Tots: Kindergarten</i>. (1970). Hagerstown, MD: Review and Herald Publishing Association. http://www.adventistbookcenter.com/</p> <p>Sing: “The First Day” and “He Loves Me Too”, both found in <i>Happy Songs for Boys and Girls</i>. (1952). Washington, D.C.: Review and Herald Publishing Association.</p> <p>Go outside and find an area of concrete on which the children can draw. Have teachers/parents trace around each child with sidewalk chalk. Encourage the children to color in their bodies’ outlines.</p> <p>Have children observe their works of art and take pictures. Remind the children how God created everything. Recite to them the memory verses</p>

	<p>from earlier, emphasizing how God created Adam and Eve; how God created each of them.</p>
	<p>G. God Made Sabbath</p> <p>To introduce the concept of Sabbath, sing several songs that talk about Sabbath. Also teach the children the finger-play “I like to walk on the Sabbath” listed in the Creative Expression Domain Learning Activities.</p> <p>Throughout the week, use teachable moments to point out times when the children are resting, e.g., when reading in the book corner, when resting after running and playing, taking a drink, eating a meal and when lying down or getting up from nap. Repeatedly emphasize how God wants us to be happy; that the Sabbath was to give us a break, or rest, from all other work and play. The Sabbath is different; it’s special.</p> <p>For Friday afternoon, consider bringing battery-operated candles to “light.” Before lighting the candles, teach the children to pray a prayer of thanksgiving and forgiveness. While lighting the candles, recite or sing Exodus 20:8-10 listed in the Spiritual Domain Learning Activities.</p> <p>Discuss ways to make Sabbath special. For those children who do not keep the Sabbath in their homes, discuss ways they can spend time making the day special for their family and for others.</p> <p>Sing: “Happy Sabbath,” [aka: “Sabbath is a Happy Day”] and “I Am So Happy,” both found in <i>Sabbath Songs for Tiny Tots: Cradle Roll</i>. (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/</p> <p>Sing: “All Things Bright and Beautiful” (traditional hymn found in <i>Songs for Singing Time</i>. (1961). Washington, D.C.: Review and Herald Publishing Association. ISBN: none.</p> <p>Activity: Make a calendar for the month. Count the days of the week, beginning with Sunday. On the seventh day, Saturday, teach the children that the name <i>Sabbath</i> means rest. That’s why Saturday is called Sabbath. Mark the Sabbath day of each week with a special sticker which indicates that it is the Sabbath day (church sticker, prayer sticker, Bible sticker).</p>

<p>Kite shaped paper cutouts; paper streamer kite tails</p> <p>Extension activity: Bulk-ordered, small kites</p>	<p>J. Kite Match</p> <p>Place several kites on a flannel board. Each kite needs to have a number written on it. The children will need to count the number of kites and see how many tails will be needed. Allow the children to add the tails to the kites. Count the number of kites and tails again.</p> <p>Extension activity: Order small kites in bulk. Invite parents to join the children for a kite flying afternoon.</p>
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Learning Experiences

Supplies Needed	Emotional Domain Including: Intrapersonal Character Building
	<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. Surrendering to Jesus</p> <p>Teach the young children to surrender their hearts to Jesus is an especially challenging task. By starting when they are mere infants, it will be easier as they grow older and mature to help them understand the importance of turning to Christ for help, support and guidance. Begin by using the two extreme emotions demonstrated by young children:</p> <ul style="list-style-type: none"> • When they are happy and in a playful mood, teach them to take a few seconds to thank Jesus for their happiness and to ask Jesus to help them to honor Him in their joy. • When they are upset, crying, fussing, non-compliant or disobedient, regardless of the reason, teach them to take a few seconds to ask Jesus to take away their naughty hearts and give them clean, happy, obedient hearts. <p>Teach them the following songs found in <i>Sabbath Songs for Tiny Tots: Kindergarten</i>. (1970). Hagerstown, MD: Review and Herald Publishing Association. http://www.adventistbookcenter.com/:</p> <p>“Why” (Alternative title: “Why is Mary Happy?”) “I’ll Be Happy” “A Little Talk with Jesus” “Sometimes He Says No”</p> <p>Read: Davis, Susan. (1978). <i>Naughty Heart, Clean Heart</i>. Hagerstown, MD: Review and Herald Publishing Association. B2-1000045544 - 0 http://www.lnfbooks.com/index.html</p>
<p>Pictures, puppets, and/or dolls, etc. depicting a range of emotions;</p> <p>Writing utensils; paper; word board</p>	<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) being experienced. Name the emotion(s)/feeling(s), and help guide them toward appropriate expression.</p> <p>Use pictures, books, puppets, dolls to help depict a range of emotions. Make a list of words that describe feelings. Now try to assign colors to these emotions. (Hint,</p>

<p>Color Cards:</p> <p>Colored paper cut into shapes and laminated then attached to a ring</p>	<p>use the Pictograph and Word Association activities to help make this activity more concrete.) Emotions are commonly assigned colors such as:</p> <p>Yellow = Happy, warm, sunny, bright, joyful</p> <p>Blue = Sad, quiet, peaceful, honest, respectful, reliable, strong</p> <p>Red = Angry, excited, scared</p> <p>Purple = Smart, royal (special), wealthy (blessed)</p> <p>White = Pure, clean</p> <p>Green = Healthy, natural, free</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> <p>Extension activity: Make color cards for each child. Attach them to rings. During morning group time, have the children share how they are feeling. Ask them to find the color that corresponds to their feeling(s).</p> <p>Sing: “With Jesus in the Family” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p>
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Learning Experiences

Supplies Needed	Social Domain Including: Interpersonal Character Building												
Camera; photo of each child, laminated with clear contact paper; Velcro strips;	<p>A. Bulletin Board</p> <p>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 his/her own photo and stick it on the bulletin board/wall. As the children mature, encourage them to practice finding pictures of their peers; name and describe each child as their pictures are chosen.</p>												
Posters/Charts depicting particular signs; nature walks/rides; nature objects	<p>B. Politeness in Sign</p> <p>Teach specific classroom management and courtesy signs, such as:</p> <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> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</p>	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											
	<p>C. Happiness</p> <p>Use previously made color cards to introduce the emotion happiness and all its synonyms (see Expressing and Experiencing Emotions Learning Experience).</p> <p>Sing: “If You’re Happy and You Know It” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8. Actions: Clap hands; Stomp feet; Jump up high; Turn around; Sit down.</p> <p>Sing: “Happy All The Time,” aka “I’m In-right, Out-right, Up-right, Down-right Happy” found in <i>Happy Songs for Boys and Girls</i>. (1952). Washington, D.C.: Review and Herald Publishing Association.</p> <p>Actions: Follow the words of the song and point up to Heaven, to heart, away from self, up, down; clap hands. Then with both hands point to self, make a large heart in front of self.</p> <p>Explain to the children that these songs teach us to be more like Jesus. If we are <i>in-right</i>, this means that we have asked Jesus to come into our hearts and cleanse us from our wrong words, thoughts and behaviors. If we are <i>out-right</i>, we are happy to tell others about the love of Jesus in caring for each of us. If we are <i>up-right</i>, we will obey God and our parents. If we are <i>down-right</i>, we will work very</p>												

	<p>hard to learn how to be more like Jesus through stories from the Bible and prayer.</p> <p>Contrast this discussion with a discussion on the emotion scared, again using the color cards to provide a tactile, concrete representation. Use pictures, books, puppets, dolls to help depict a range of emotions. Discuss some moments when the children may have felt scared. As the comments begin to lessen, remind the children of their Creator God who made them, gave them these emotions and will comfort them when they are in need. End with a song and a prayer.</p> <p>Sing: “All Night, All Day” “God Sent His Angels” “Jesus Sends the Angels” “Guardian Angel Song”</p> <p>All songs are found in <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p>
<p>Large cardboard box</p> <p>Flashlight</p>	<p>D. Creation Surprises</p> <p>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 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 batting – cotton balls are a choking hazard; avoid using them.</p>
<p>Variety of items a baby would use, variety of items a big kid would use, basket</p>	<p>E. Baby Toys</p> <p>Gather a variety of items a preschooler might use and a variety of items a baby might use and place them in a basket. Have a child choose an item and help him identify it. Encourage him to determine whether a baby or a big kid would use the item. Then have him place it on the floor. Repeat the process for each remaining item, having children make two piles on the floor: one pile for big kids and one pile for babies.</p>
	<p>F. Special Sabbath Days</p> <p>Discuss ways to make Sabbath special. Ask the children, how can we show God’s love during the Sabbath hours? A few ideas might be:</p> <ul style="list-style-type: none"> • Visit someone who is not able to leave home or who is in a facility • Sing praises to God • Be cheerful • Read the Bible and listen to Bible stories • Go on a nature walk and find new things in nature

	<ul style="list-style-type: none"> • Go to church • Take a friend or neighbor to church <p>For those children who do not keep the Sabbath in their homes, discuss ways they can spend time making the day special for their family and for others. Many of the same ideas will apply.</p>
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Learning Experiences

Supplies Needed	Physical & Health Domain Including: Gross Motor; Fine Motor; Sensorial
Place to run; Flashlight Stop watch; Starting and ending points; Graph paper	<p>A. The Speed of Light</p> <p>Light can travel very quickly: Faster than any person, faster than any car, faster than any boat, train or airplane. It would be fun, though, to see how fast each of the children can run. Be sure to have a wide open space for running, have a starting point and ending point to help avoid a wild free-for-all runabout. Use a flashlight as the starting and stopping signal and a stopwatch to keep track of the children's running time.</p> <p>Extension activity: Use graph paper to chart the different running times, but avoid listing individual running times. Instead, use grouped times such as 30 seconds, one minute, two minutes, etc.</p>
Bowl with a lid; cotton balls; tray or paper plates;	<p>B. Making Clouds</p> <p>Provide a covered bowl full of cotton balls. Teach the children how to take the bowl from the shelf to a work station, open the lid, and gently stretch individual cotton balls without tearing them. The stretched cotton balls should be placed on a tray or paper plate; not returned to the bowl.</p> <p>When the child(ren) are finished stretching cotton balls, they should return the lid to the bowl, then the closed bowl to the appropriate shelf.</p> <p>The stretched cotton balls should be carried to the art area for use with art and craft projects. Give the children time to enjoy gluing the stretched cotton balls on to different colors of paper. Another option would be to allow the children to experiment with dampening the stretched cotton balls with water using eye droppers.</p>
Long rope; White scarves or paper streamers	<p>C. In the Water, On the Bank</p> <p>Put a rope on the ground. Have children stand on one side of the rope. Tell them the rope is dividing the water from the dry ground and they are on the "bank" of the water. Have them jump over the rope. Now they are in the water. Allow the children to take turns calling out "in the water" and "on the bank". The children must jump to the appropriate place the caller says. The caller can increase the speed in which he calls out the location. Anyone that is caught in the wrong place must become a cloud.</p> <p>The cloud takes a white scarf or paper streamer and "floats" around the outer perimeter of those still playing the game. The game is over when all the children are finally "clouds". If the game is a success, tell the "clouds" to fall into the water again, just as rain falls on the earth to give us water. Gather the</p>

	scarves/streamers and begin the game again.
Running Space	<p>D. Duck, Duck, Goose</p> <p>Players sit down in a circle. One player is the “it.” He walks around the outside of the circle, tapping all the children lightly on the head. As “it” taps he repeats the words “duck, duck, duck.” When he taps a child and says “goose,” that player jumps up and chases him around the circle. Both race for the opening left in the circle. If the player tags “it” before “it” reaches the empty space in the circle, the player becomes the new “it.” If player fails to tag “it,” the player returns to his spot in the circle. Then “it” goes around the circle again.</p> <p>Preschoolers typically enjoy the running part of the game and forget the “rules.” Allow for this and play accordingly. As long as each child has an opportunity to be the one walking around the circle, gently tapping all the “ducks,” they’ll have fun and get some exercise.</p>
Running Space	<p>E. Animal Walks</p> <p>Teach the children how to walk like different animals while making animal sounds. After they have learned several different animal walks, play a game where you call out the animal and they walk across the room or play yard as that animal.</p>
	<p>F. Shall We Go For A Walk Today?</p> <p>Walks are always a favorite with young children. Be sure to talk to them as they walk 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 and bird baths, and leave 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 for God’s creatures.</p> <p>Before and during the outing sing: “Shall We Go For A Walk Today” found in <i>Sabbath Songs for Tiny Tots: Cradle Roll</i>. (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/</p>
None	<p>G. Prayerful Position</p> <p>Teaching young children how to pray respectfully can be quite difficult. Repetition and practice are the keys. Begin with teaching the children how to kneel, hold their hands for prayer, to bow their heads and close their eyes.</p> <p>Use the following poem to help make reverence for prayer a habit:</p> <p style="text-align: center;">I put my legs together, Kneel nicely in my spot,</p>

	<p>Fold my hands and bow my head, And close my eyes for God.</p> <p>Sing: “A Little Talk With Jesus” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p> <p>At this age, the children should be able to echo the instructor’s prayer(s). As they mature, they will also be able to make up their own prayers. Allow for this opportunity on a daily basis.</p> <p>Be sure to offer opportunities for prayer throughout the day. Saying a prayer after an especially emotional event can be very comforting to a child and can help to bring peace back to the soul and classroom.</p>
Access to the outdoors and plant life	<p>H. Nature Collection</p> <p>Take the children outdoors on a nature walk. Be sure to take containers appropriate for the items being collected. Encourage them to collect objects of nature. Be sure to provide a fun, nature-related activity in addition to displaying the collected nature items.</p> <p>Winter – During the winter time, have the children collect seed pods, snow balls, winter-blooming plant samples. Pans of snow can provide lots of excitement indoors.</p> <p>Spring – During the springtime, look for buds and green leaves, perhaps even some water for water play.</p> <p>Summer – During the summer, have the children collect mature plant samplings, and mud. Oh the joy of feeling mud between fingers and toes! Be sure the children wear appropriate attire.</p> <p>Fall – During the fall, search for colorful leaves and seed pods. Raking leaves can be fun, as can be running and jumping among fallen, dried leaves.</p>

Learning Experiences

Supplies Needed	Creative Expression Domain Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics
Plastic or real fruits and vegetables	<p>A. God Made Colors</p> <p>Explain to children that God made the colors to make us happy. Assign each child a fruit and a vegetable to bring to class. Name and sort the various fruits and vegetables which God made by their different colors. Name the colors and teach the children the ASL sign for each.</p> <p>Sing: “Rainbow Colors” found in <i>New Sabbath Songs for Tiny Tots: Kindergarten</i>. (1980). Hagerstown, MD: Review and Herald Publishing Association. http://www.adventistbookcenter.com/</p> <p>Sing: “Colors” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p> <p>At the conclusion of this activity, the fruits and vegetables can be gathered and donated to a local soup kitchen or shelter.</p>
Finger-play	<p>B. A Walk On the Sabbath</p> <p>I like to walk on the Sabbath day (walking fingers on palm of opposite hand) When the sun shines in the sky (hands make circle high over head) And friendly trees by the roadside stand (arms up high gently swaying) And wave as I’m passing by (continue to sway and wave hands).</p> <p>The birds are singing their happy songs (index finger and thumb are held together at the lips; open and close like a bird’s beak) A squirrel runs up a tree (both hands pat cheeks) A noisy woodpecker pecks away (tap right index finger against left forearm) On the bark of a maple tree (continue tapping finger against arm).</p> <p>I stand on a little bridge to watch (use hands to shadow eyes) The water that flows below (use hands to make waves moving side to side) And throw some bread to the snowy swans (use both hands to make a swimming or paddling motion) That glide so soft and slow (continue swimming or paddling).</p> <p>I follow down to the ocean wide (use hands to make waves) Where the ships go sailing by (cup hands together, open at the top) And look at the airplanes flying fast (arms outstretched, flying) Like birds in the blue, blue sky (continue flying like a plane).</p> <p>And when the sun, like a golden ball (hands make circle over head and slowly begin to lower)</p>

	<p>Sinks into the shining sea (sun continues to sink out of sight) I thank my heavenly father kind (hands in a prayerful statue) For the home that shelters me (end with a brief prayer of thanksgiving).</p>
<p>Rhythm band instruments including gourds and seed shakers</p>	<p>C. Songs to Learn and Enjoy</p> <p>“In the Beginning God Created” (Waters, 2001) “Let Us Make Man” (Evenson, 1993/1994) “Remember the Sabbath” (Evenson, 1993/1994) “God So Loved the World” (Evenson, 1993/1994) “Unfailing Love” (Evenson, 1993/1994) “God Made Our World” (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, 1970) “God Made the Sun and Moon and Stars (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, 1970)</p>
<p>Felt Bibles or miniature Bibles with a picture of Jesus inside; Rhythm band instruments</p>	<p>“Jesus Loves Me” (Adapted) in <i>Sabbath Songs for Tiny Tots: Kindergarten</i>. (1970). Washington, D.C.: Review and Herald Publishing Association.</p> <p>Jesus loves me this I know For the Bible tells me so. Little ones to Him belong, They are weak but He is strong.</p> <p>Chorus: Yes, Jesus loves me! Yes, Jesus loves me! Yes, Jesus loves me! The Bible tells me so.</p> <p>Jesus loves us this is true. He loves me and He loves you. We should listen and obey, And we’ll live with Him someday.</p>
<p>Felt Bibles or miniature Bibles with a picture of Jesus inside; hand held mirror; Rhythm band instruments</p>	<p>D. “Jesus Loves the Little Children” (Adapted) in <i>Sabbath Songs for Tiny Tots: Cradle Roll</i>. (1998). Washington, D.C.: Review and Herald Publishing Association.</p> <p>Jesus loves the little children All the children of the world. Red and yellow, black and white, All are precious in His sight. Jesus loves the little children of the world.</p> <p>You are loved by precious Jesus More than you could ever know. He will show you what to do, What to say and where to go.</p>

	Jesus loves you more than you could ever know.
Felt Bibles or miniature Bibles with a picture of Jesus inside; hand held mirror; Rhythm band instruments	<p>E. “Jesus Loves Even Me” (Adapted) in <i>Sabbath Songs for Tiny Tots: Kindergarten</i>. (1970). Washington, D.C.: Review and Herald Publishing Association.</p> <p>I am so glad that Jesus loves me, Jesus loves me, Jesus loves me. I am so glad that Jesus loves me, Jesus loves even me.</p> <p>I am so glad that (Mommy/Daddy) loves me, (Mommy/Daddy) loves me, (Mommy/Daddy) loves me. I am so glad that (Mommy/Daddy) loves me, (Mommy/Daddy) loves even me.</p> <p>I am so glad God gave you to me, Gave you to me, gave you to me. I am so glad God gave you to me, Jesus gave you to me.</p>
Various stuffed animals, animal puppets, felts or pictures of animals; Rhythm band instruments	<p>F. “Animals, Animals” (Adapted) <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p> <p>Animals, animals Jesus made the animals Great, big animals Little, tiny animals Animals, animals Jesus made the animals. 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>
Different shaped sponges; blue, light blue and white paint; mural paper; pan or bowl of rinsing water	<p>G. Sponge Painting a sky</p> <p>Have the children create a mural of the sky and clouds. Add cotton balls for clouds and dark blue paint dots for rain drops. Avoid small beads and sequins as these are choking hazards.</p> <p>Discuss other things that God created for the sky such as the sun, moon, stars and birds. Remind the children of our wonderful Creator God who gave all these to us.</p> <p>Extension activity: After studying the creation of water animals and birds, have the children create another mural depicting water, fish and birds. Hang the water</p>

	mural underneath the sky mural.
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>H. 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 children who are still taste-testing, allow them to use edible items such as pudding. For older preschoolers and pre-kindergarteners, 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> <p>For some really creative handprint ideas, be sure to visit http://funhandprintart.blogspot.com/. A few ideas for animal prints are:</p> <ul style="list-style-type: none"> • Peacocks, ducks and other birds: Use the palm of the hand for the body, and 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 that 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.

	<ul style="list-style-type: none">• 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.
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Learning Experiences

Supplies Needed	Learning Centers
Multiple and various stuffed animals	<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, barn or zoo, the children will be more attracted to them and will 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. Be sure to consistently teach and demonstrate the proper care for books and mend injured books as quickly as possible.</p>
Carpet squares; laminated pictures of nature and animals (calendar scenes are ideal)	<p>D. Musical Carpet Squares</p> <p>Collect nature and animal pictures from old calendars. Laminate each page to increase durability. Arrange a line of carpet squares on the floor. Under each carpet square, place a laminated picture. As music is played, or as the teacher(s) sing familiar tunes, have the children move in circles around the carpet squares. Stop the music and have each child sit on a square. Call the name of a child and ask him/her to look under the square for a picture. Ask the children to tell what is in the picture. Collect the picture from the child and continue playing until there are no more pictures under the carpet squares.</p> <p>Extension activity: Instead of using pictures of animals, use two different shapes cut out of construction paper and taped to the bottom of each chair. Each chair should have only one shape taped to the underside of the seat. Each shape represents one of the memory verses being learned. When the music stops, the child called upon must produce the shape and then recite the memory verse represented by the shape.</p>
Sand table; gardening tools; miniature plants, animals, people, birds, fish	<p>E. Sand Table</p> <p>Provide an indoor sand table for the children to enjoy. Provide materials for the sand table that would be logically connected with the week of creation. Also provide containers for all the sand toys so that none of them are left in the sandbox after playtime. In this way, each child wanting to play at the sand table will have the opportunity to reenact the week of creation using the toys.</p>

Rocks of various sizes and colors; magnifying glass	<p>F. Rock Collection</p> <p>Encourage the children to bring rocks to class in order to create a rock collection. Provide a way for them to sort the rocks by a particular attribute, and provide a magnifying glass for observation. Each day the children can learn to sort the rocks by a different attribute (such as color, size, weight and texture).</p>
Variety of items a baby would use	<p>G. Dramatic Play – the Nursery</p> <p>Provide all the various items necessary within a nursery for infants. Teach the children how to use the bottles, diapers, crib, blankets, rocking chair, stroller, high chair, etc.</p> <p>Purposefully teach the children tenderness toward their dolls and then help them to associate that with tenderness to their peers during their day-to-day activities.</p>
Long “body” pillows; small Bibles; hymnals	<p>H. Dramatic Play – Church</p> <p>Provide a quiet area in the classroom that is set aside for quiet prayer and reflection time. Teach the children how to sit or lie on the pillows, sing favorite psalms, hymns and scripture songs, how to read/look at the Bibles, and how to pray. Only allow one child at a time in the “church” so as to allow and promote reverence and quiet time.</p>

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
<p>Whipped cream; sugar; bowl(s); spoon(s); electric beater; towel(s);</p> <p>Mini-rice cakes, blue sprinkles and/or snowflake-shaped sprinkles</p>	<p>A. Edible Clouds</p> <p>Remind the children that God made the light we see, the air we breathe and the clouds that bring us shade, rain, snow and ice.</p> <p>During snack time, make real whipped cream with the children. Discuss the action of the electric beater and liken it to the action of twirling, whirling, rising air. As the cream begins to become whipped, talk about how fluffy it looks and liken the whipped cream to clouds. Provide mini-rice cakes to eat with the whipped cream. For some color, add blue sprinkles to represent raindrops. During the holiday season, try to find snowflake-shaped sprinkles as well!</p>
<p>Quick biscuit mix; bowl(s); spoon(s); baking pan; hot pads and oven mitts;</p> <p>Milk; teaspoon; small, non-breakable bowls; food coloring</p>	<p>B. Bright, Shiny Biscuits</p> <p>This activity is meant to provide a tactile experience when the children are learning about the sun, moon and stars.</p> <p>For snacks, make biscuits in the shape of the sun, moon and stars. For edible paint, take 1 tablespoon milk (rice/cow's) and 1/4 to 1/2 teaspoon sugar, and mix. Place milk mixture in small, non-breakable containers. Repeat for the number of colors desired (yellow, light blue, pink). These individualized measurements take one drop of food coloring to make each color. Paint biscuit with some of the milk, using a pastry brush or small paint brush. Bake biscuits according to directions. Cool before tasting.</p>

Poster(s) or photos demonstrating various ASL signs	<p>C. Signing Throughout the Day</p> <p>Young children can begin to recognize the meaning of words and signs based on their repetitious use and significance. Daily activities can become predictable learning opportunities.</p> <table><tr><td>Hello</td><td>Goodbye</td><td></td></tr><tr><td>Happy</td><td>Sad</td><td>Angry</td></tr><tr><td>Sit</td><td>Lie/Sleep</td><td>Tired</td></tr><tr><td>Eat</td><td>Drink</td><td>Thirsty</td></tr><tr><td>Potty</td><td>Play</td><td>Read</td></tr><tr><td>Quiet/Calm/Peaceful</td><td>Go</td><td>Come</td></tr><tr><td>More</td><td>All Done</td><td>Shoes</td></tr><tr><td>Socks</td><td>Clean- up</td><td>Stand</td></tr><tr><td>Coat</td><td>Hurt</td><td>Line-up</td></tr></table> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</p>	Hello	Goodbye		Happy	Sad	Angry	Sit	Lie/Sleep	Tired	Eat	Drink	Thirsty	Potty	Play	Read	Quiet/Calm/Peaceful	Go	Come	More	All Done	Shoes	Socks	Clean- up	Stand	Coat	Hurt	Line-up
Hello	Goodbye																											
Happy	Sad	Angry																										
Sit	Lie/Sleep	Tired																										
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Potty	Play	Read																										
Quiet/Calm/Peaceful	Go	Come																										
More	All Done	Shoes																										
Socks	Clean- up	Stand																										
Coat	Hurt	Line-up																										
Bowls; washcloths; small brooms and dustpans; small rake; child-sized vacuums and mops; spray bottles	<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. Remind them that they are responsible for clean-up in the room and outside. Have them use small brooms and dust pans and dry mops while indoors and provide rakes and brooms when outside. Create a clean-up chart and give a check mark for each completed task.</p> <p>Sing or chant, “Clean up, clean up, everybody clean up!”</p>																											
	<p>E. Picking Up After Self</p> <p>Teach, encourage and expect children 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 places 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>																											
	<p>F. A Visit to the Farm Fieldtrip</p> <p>Plan a visit to a local farm or petting zoo. Before the trip, be sure to prepare the children for any rules that they will need to follow. Practice these rules with stuffed animals for several days or weeks prior to the fieldtrip.</p> <p>Just a note: Some petting zoos are mobile and will come to where the children are, thus eliminating the need for travel, car seats, drivers and permission slips.</p> <p>The purpose of this fieldtrip is to give the children an opportunity to experience some of the animals that Jesus created. If on the day of activity, weather does</p>																											

	not permit the excursion, plan to make a zoo in the classroom. Be creative in building pens for all the stuffed animals, and be sure to have feeding time as well as sleeping time for all the animals in the “zoo.”
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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 (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
- 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 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/>

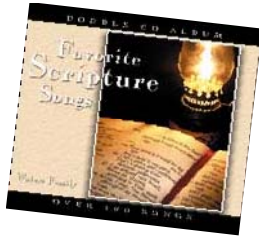
- *Sabbath Songs for Tiny Tots: Kindergarten*. (1970). Hagerstown, MD: Review and Herald Publishing Association. <http://www.adventistbookcenter.com/>
- *Sabbath Songs for Tiny Tots: Kindergarten* Audio CDs. (1997). Washington, D.C.: Review and Herald Publishing Association. Stock #: 0-00-191125-0 <http://www.adventistbookcenter.com/>
- *Songs for Singing Time*. (1961). Washington, D.C.: Review and Herald Publishing Association. ISBN: none.
- Striplin, Clara M. (1955). *Children Sing*. Washington, D.C.: Review and Herald Publishing Association. ISBN: none.
- *The Holy Bible: King James Version*. 1995. Oak Harbor, WA: Logos Research Systems, Inc.
- Thiessen, Tony. (1997). *Heart Hiders: Kids Discover How to Memorize God's Word!* Escondido, CA: Off the Curb Publishing. Phone: (760) 738-7039. ISBN: 0-9660489-0-3 www.amazon.com
- Torres Cimarusti, Marie. (2003). *Peek-a-Zoo*. New York, NY: Dulton Children's Books. ISBN: 0-525-46971-0.
- 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 Email: office@restoration-international.org
- Verdick, Elizabeth. (2003). *Hands Are Not for Hitting (Best Behavior series)*. Minneapolis, MN: Free Spirit Publishing. ISBN-13: 978-1-57542-200-8; ISBN-10: 1-57542-200-X. Phone: (612) 338-2068. Website: help4kids@freespirit.com or www.freespirit.com
- Verdick, Elizabeth. (2003). *Teeth Are Not for Biting (Best Behavior series)*. Minneapolis, MN: Free Spirit Publishing. ISBN-13: 978-1-57542-128-5; ISBN-10: 1-57542-128-3. Phone: (612) 338-2068. Website: help4kids@freespirit.com or www.freespirit.com
- Verdick, Elizabeth. (2003). *Feet Are Not for Kicking (Best Behavior series)*. Minneapolis, MN: Free Spirit Publishing. ISBN-13: 978-1-57542-158-2; ISBN-10: 1-57542-158-5. Phone: (612) 338-2068. Website: help4kids@freespirit.com or www.freespirit.com
- Verdick, Elizabeth. (2003). *Words Are Not for Hurting (Best Behavior series)*. Minneapolis, MN: Free Spirit Publishing. ISBN-13: 978-1-57542-155-1; ISBN-10: 1-57542-155-0. Phone: (612) 338-2068. Website: help4kids@freespirit.com or www.freespirit.com

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 Email: 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 Website: <http://www.youngdisciple.com/>

Teacher Tips

Activities for preschoolers need to be well planned ahead of time. Trying to get things organized once the children are present and corralled is a disaster waiting to happen. This is especially true with larger groups of children.

Use the power of rituals, routines and repetition. When children know what to expect and what is expected of them, there is a marked decrease in behavior problems.

Most tearful outbreaks are due to frustration at not being able to control their environment. Anger at peers and adults is very common. Peers interfere with their play, take toys away or act aggressively. Adults fail to take time to perceive their needs and wants or arbitrarily make decisions for them.

When working with preschoolers, demonstrate honor and respect by taking time to understand their needs and wants, talking to them about situations and decisions. Be reasonable; be patient. Give them time to listen and understand what they are being told. Explanations are necessary for the preschooler's developing language skills.

Enjoy the preschooler! They are fun to play with, easy to entertain. Enjoy every moment, and it will make them want to come back to you and your classroom.

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

Foundation	Preschool/Pre-Kindergarten (24-60 months)
Stories of Creation	My Jesus, the Wonderful Creator
	Day One – Jesus creates light
	Day Two – Jesus creates the air and sky
	Day Three – Jesus creates the plants
	Day Four – Jesus creates the sun, moon & stars
	Day Five – Jesus creates the fish and birds
	Day Six – Jesus creates the land animals, Adam & Eve
	Day Seven – Jesus creates a day for resting

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!