

Lesson Title

Stories of Creation

Foundation Theme

Jesus Made Everything

Age Level

Toddlers

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 Activities	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>
---	--

About the author

Name: Laura Smith Kryger	Email: <u>lauraslovesjesus@hotmail.com</u>
School: Lincoln Seventh-day Adventist School, Lincoln, RI	

About the Editor

Name: Christine Gillan Byrne ©2008. <i>Used with permission.</i>	Email: <u>Christine@puconline.org</u>
School: Pacific Union Conference of Seventh-day Adventists, Westlake Village, CA, USA	

Unit Overview

During the toddler 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 young toddler between 12 and 24 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.

If mankind were to search the entire universe and fly to every planet imaginable or uncover the mysteries of God, there would be found no God like our God. If this is true, and it is, then we have a grave responsibility to share this awesome Creator with every living human being. So it is with careful study and prayer that this curriculum is presented to God's precious children.

Through the eyes of a one and two year old, God shows His love for them by unveiling nature and all its beauty. Within the curriculum, they will discover how He expresses His need to care for them just as He cares for all of nature. 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 lifetime.

Little voices lift in praise as they discover God's awesome creations. Through God's holy word tiny ones 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	Toddlers (12-24 months)
Stories of Creation	Jesus Made Everything
	Jesus is the Creator
	Jesus made the sun, moon and stars
	Jesus made the world and universe
	Jesus made birds and animals
	Jesus made people
	Jesus made you and me

Learning Objectives

From the instructional suggestions listed in and adapted from the Learning Experiences section, the toddler 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 his/her developing abilities while also challenging his/her 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 the 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

*Written by Kevin P. Byrne. ©2008.
Used with permission.*

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 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> Escondido, CA: Off the Curb Publishing. Phone: (760) 738-7039. www.amazon.com</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 “Whisper a Prayer in the Morning” (Traditional tune) and “Whisper Sounds” <i>New Sabbath Songs for Tiny Tots: Cradle Roll</i> (1980). Hagerstown, MD: Review and Herald Publishing Association. 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>

Measuring spoons/cups bowl, rolling pin, vegetable cooking spray, spoon, cookie cutter	<p>D. Animal Crackers Cooking Activity</p> <p>Cooking is always an adventure with toddlers. 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°. 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 hand. 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>E. 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>
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	<div>Linguistic Domain</div> <div>Including: Literacy; Language; Expressive and Receptive Language Skills;</div>																																													
	<div>A. Books, Books, Books</div> <div><div><p>There are a plethora of books on the market for toddlers: 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>Toddlers 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></div><div></div></div>																																													
Poster(s) or photos demonstrating various ASL signs	<div>B. Creation Signs</div> <div>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.</div> <div><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></div> <div><div>See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</div></div>	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
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																																										

Purchased or self-made flash cards	<p>C. Plants We Eat Flash Cards</p> <p>Have the children sit in a circle and in the center place two baskets. Explain which card is a picture of a fruit or a vegetable. Have one child at a time place the card in the proper basket.</p> <p>Variation: Assign each child a fruit and a vegetable to bring to class. Use the real fruit for this same activity, allowing for each child to hold, smell and observe each food item. Be sure to incorporate these food items into the week's menu items for lunch and snack.</p> <p>Sing: "The Trees are Gently Swaying" <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p>
	<p>D. 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>

Learning Experiences

Supplies Needed	Intellectual / Cognitive Domain Including: Math; Science; Technology; Social Studies; General Knowledge; Approach to Learning
Pictures depicting day and night.	<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 child is 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>
Cotton balls, blue construction paper, glue	<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>Sing: “With the Fingers Jesus Gave Me” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8</p> <p>Use this activity to introduce other activities involving cotton balls stretching and making whipped cream clouds.</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 – 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>Paper towels or cotton batting cut to fit into small, plastic containers; water; seeds; plastic wrap; sunny spot</p>	<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</p>

	<p>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 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.</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>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>Sing: “The Trees are Gently Swaying” <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8.</p> <p>Sing: “Animals, Animals” (Adapted) <i>Little Voices Praise Him</i>. (2001). Hagerstown, MD: Review and Herald Publishing Association. ISBN: 0-8280-1522-8</p> <p>Adapted words to sing or chant:</p> <p style="text-align: center;">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>Allow the children to hold various stuffed animals. After each verse of the song, ask the child(ren) to name a particular animal. Then ask what sound the animal makes. Ask the child(ren) if the animal is small or big. The questions can go on and on: What does the animal eat? Does it have fur? Where does it live? Whatever questions are asked, be sure to always begin and end with the concept that Jesus made the animals.</p> <p>Activity: Sorting Life</p> <p>Teach the children how to sort pictures of living things according to the attributes of plant or animal. Use both color and black and white pictures.</p> <p>Variation: Enhance this activity by using miniature toy versions of plants and animals. Consider also using felts on a felt board.</p> <p>This activity can be placed in the learning center area for individual practice and review.</p>
sidewalk chalk	<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 body’s outline.</p> <p>Have children observe their work of art and take pictures. Remind the children how God created everything. Recite to them the verses 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, for 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>
--	--

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>Teaching 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). RHPA: Hagerstown, MD. 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>
Various toy animals, plants, fruits, vegetables, clouds, dolls	<p>C. Hide and Seek Nature</p> <p>Play a form of Hide and Seek by hiding various toy animals, plastic plants/fruits, vegetables, clouds and dolls around the classroom for the children to find. Hide one or two items at a time. Once the items are hidden, tell the children which particular item to find. Use directional signs and/or words to provide hints. Celebrate each find, reminding the children which day of the week God made that particular item.</p>

<p>Pictures, puppets, and/or dolls, etc. depicting a range of emotions;</p>	<p>D. 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>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 he/she is feeling and show how to persevere with the task in order to achieve successful completion. Encourage children 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>
<p>Paper plate Crayons Marker</p>	<p>E. God Made Me Happy</p> <p>Practicing our smiles is so important. Cut out the center of a paper plate, being sure that each child has a plate. Around the edge of the plate write, “God Made Me Happy.” Let the children decorate their plates. When finished have children demonstrate their happy smiles by using the paper plates to frame their faces as they smile at others.</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. Also 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>


Learning Experiences

Supplies Needed	Social Domain Including: Interpersonal Character Building												
Camera; photo of each child, laminated with clear contact paper; Velcro strips;	A. Bulletin Board 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.												
None	B. Please and Thank You 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 signs 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. See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi												
Posters/Charts depicting particular signs; nature walks/rides; nature objects	C. Politeness in Sign Teach specific classroom management and courtesy signs, such as: <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> See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi	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. Happiness Using puppets, dolls and stuffed animals, teach the children to act out these songs either with their own bodies or with stuffed animals, dolls or puppets. 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. 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>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 hard to learn how to be more like Jesus through stories from the Bible and prayer.</p>
<p>Large cardboard box</p> <p>Flashlight</p>	<p>E. 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>

Learning Experiences

Supplies Needed	Physical & Health Domain Including: Gross Motor; Fine Motor; Sensorial
Bowl with a lid; cotton balls; tray or paper plates;	<p>A. 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 the experiment with dampening the stretched cotton balls with water using eye droppers.</p>
	<p>B. Shall We Go For A Walk Today</p> <p>Walks and stroller or 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, or 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 data-bbox="427 195 683 226">C. Prayerful Posture</p> <p data-bbox="475 262 1068 730">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>  <p data-bbox="464 762 1425 829">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>
Access to the outdoors and plant life	<p data-bbox="427 867 688 898">D. Nature Collection</p> <p data-bbox="475 934 1409 1066">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 data-bbox="475 1102 1422 1199">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 data-bbox="475 1234 1382 1302">Spring – During the springtime, look for buds and green leaves, perhaps even some water for water play.</p> <p data-bbox="475 1337 1422 1434">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 data-bbox="475 1470 1433 1537">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;
Construction paper: Red, yellow, green, blue, orange, purple, white; scissors, glue, yarn, marker, hole punch.	<p>A. God Made Colors</p> <p>Explain to children that God made the colors to make us happy. Find objects God made that are of 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>Create a color booklet by folding one piece of white construction paper and cutting it into fourths. Punch holes and thread them with colored yarn. Take colored construction paper and make circles, triangles, rectangles and squares out of the colored paper. Distribute the different colored shaped papers to the children and have them glue these in their booklet. Title the book, “Colors Jesus Made.” Over the course of several days, use this material to discuss the different colors that exist.</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)</p>

	<p>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)</p> <p>I thank my Heavenly Father kind (hands in a prayerful position)</p> <p>For the home that shelters me (end with a brief prayer of thanksgiving).</p>
Rhythm band instruments including gourds and seed shakers	<p>C. Songs to Learn and Enjoy</p> <p>“In the Beginning God Created” (Waters, 2001)</p> <p>“Let Us Make Man” (Evenson, 1993/1994)</p> <p>“Remember the Sabbath” (Evenson, 1993/1994)</p> <p>“God So Loved the World” (Evenson, 1993/1994)</p> <p>“Unfailing Love” (Evenson, 1993/1994)</p> <p>“God Made Our World” (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, 1970)</p> <p>“God Made the Sun and Moon and Stars (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, 1970)</p>
Felt Bibles or miniature Bibles with a picture of Jesus inside; rhythm band instruments	<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>
Felt Bibles or miniature Bibles with a picture of Jesus inside; hand-held mirror; rhythm band instruments	<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</p>

	<p>More than you could ever know He will show you what to do, What to say and where to go. Jesus loves you more than you could ever know.</p>
<p>Felt Bibles or miniature Bibles with a picture of Jesus inside; hand held mirror; rhythm band instruments</p>	<p>“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>
<p>Various stuffed animals, animal puppets, felts or pictures of animals; rhythm band instruments</p>	<p>E. “Animals, Animals” (Adapted) in <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>

<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. 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"> • 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
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, 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>
Foam pool float noodle	<p>C. Noodle Fun</p> <p>As a group, play music while moving the noodle(s) back and forth over the floor. Have the children take turns jumping over the noodle(s). To vary the activity, raise the noodle(s) up off the floor and have the children run under the noodle(s). For an additional challenge, teach the children to “freeze,” or stand still whenever the music is stopped.</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 child 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>

Containers with lids; large rocks of different colors	<p>E. Sorting Rocks</p> <p>Find or purchase large rocks of different colors. Be sure there are at least four rocks per color. Before placing the rocks and containers in the learning centers, be sure to demonstrate how to take them from the shelf and find a place to work. Then, methodically take the lid(s) off the container(s). Dump out the rocks into a pile. Begin to sort the rocks by color. Upon completion, replace the lid(s) to the container(s) before returning them to the shelf.</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
Whipped cream; sugar; bowl(s); spoon(s); electric beater; towel(s); Mini-rice cakes, blue sprinkles and/or snowflake-shaped sprinkles	A. Edible Clouds 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. 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 whips, 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!
Quick biscuit mix; bowl(s); spoon(s); baking pan; hot pads and oven mitts; Milk; teaspoon; small, non-breakable bowls; food coloring	B. Bright, Shiny Biscuits This activity is meant to provide a tactile experience when the children are learning about the sun, moon and stars. For snack, 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 it. 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.
None	C. 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, everyday 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:

	<p><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></p> <p><i>It's time to say our blessing. (repeat)</i> <i>What comes next?</i></p>																											
<p>Poster(s) or photos demonstrating various ASL signs</p>	<p>D. Signing Throughout the Day</p> <p>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.</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																										
Eat	Drink	Thirsty																										
Potty	Play	Read																										
Quiet/Calm/Peaceful	Go	Come																										
More	All Done	Shoes																										
Socks	Clean- up	Stand																										
Coat	Hurt	Line-up																										
<p>Bowls; washcloths; small brooms and dustpans; small rake; child-sized vacuums and mops; spray bottles</p>	<p>E. 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>F. Picking Up After Self</p> <p>Teach, encourage and expect each child to learn how to pick up after playing 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>G. 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 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.”</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 (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@freespirt.com or www.freespirt.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@freespirt.com or www.freespirt.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@freespirt.com or www.freespirt.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@freespirt.com or www.freespirt.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 toddlers need to be well planned out 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 toddlers.

Use the power of rituals, routines and repetition. When toddlers 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. 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 toddlers, 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 toddler's developing receptive language skills. They understand a lot that is said to them, even if their verbal skills are not well advanced.

Enjoy the toddler! 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	Toddlers (12-24 months)
Stories of Creation	Jesus Made Everything
	Jesus is the Creator
	Jesus made the sun, moon and stars
	Jesus made the world and universe
	Jesus made birds and animals
	Jesus made people
	Jesus made you and 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!