

# Scope and Sequence

Foundation: Samuel, God's Helper

Level: Infants

## Scope and Sequence

<b>Foundation</b>	<b>Infants (Birth - 12 months)</b>
Samuel, God's Helper	Planning for a Baby
	God Has Special Plans for Us (Dedication)
	Helping Others (Service)

## Learning Objectives

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Begin learning to appropriately express and experience emotions and feelings
3. Begin learning to demonstrate socially acceptable, selfless and thoughtful behaviors
4. Participate in learning activities including prayer time, individually and within a group setting
5. Become familiar with the characters Samuel and Hannah, Samuel's mother
6. Learn about Samuel and Hannah and how they love, obey and serve
7. Practice listening carefully and strengthen listening skills
8. Begin learning to recognize when someone is in need of help and offer assistance as developmentally appropriate.

# Learning Experiences

<b>Foundation Lesson Title</b>	<b>Samuel, God's Helper</b>
<b>Foundation Themes</b>	<b>Planning for a Baby</b> <b>God Has Special Plans for Us (Dedication)</b> <b>Helping Others (Service)</b>
<b>Age Level</b>	<b>Infants</b>
<a href="#">Unit Overview</a>	<a href="#">Spiritual Domain</a> Including Worship Time; Nature Study; Object Lessons
<a href="#">Scope and Sequence</a>	<a href="#">Physical &amp; Health Domain</a> Including: Gross Motor; Fine Motor; Sensorial
<a href="#">Learning Objectives</a>	
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<a href="#">Story #1: Planning for a Baby</a> <a href="#">Story #1 Activity Planning Web</a> <a href="#">Story #2: God Has Special Plans for Us</a> <a href="#">Story #2 Activity Planning Web</a>	<a href="#">Story #3: Call of God</a> <a href="#">Story #3 Activity Planning Web</a> <a href="#">Story #4: I Serve God; I Help Others</a> <a href="#">Story #4 Activity Planning Web</a>
<a href="#">Teaching Resources</a> (websites, books, CD/DVD/VHS/Cassette recordings)	<a href="#">Social Domain</a> Including: Interpersonal Character Building  <a href="#">Linguistic Domain</a> Including: Literacy; Language; Communication; Expressive and Receptive Language Skills;
<a href="#">File Attachments</a> (black line masters, electronic books, recordings)	

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<a href="#">Teacher Tips</a>	<a href="#">Creative Expression Domain</a> Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics;
<a href="#">Learning Centers</a>	
<a href="#">References</a>	<a href="#">Learning Extension Opportunities</a> Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented & Special Needs; Fine Motor; Center/Home Connections
<a href="#">Parent Letter</a>	

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# Learning Experiences

## Unit Overview

The spiritual development of the young child has at its inception the emotional and social development of the young child. The child's life-long interest in spiritual matters is impacted by the security and trust built during this dependent stage of life. The purpose of *Samuel, God's Helper* 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, primary early childhood professionals and peers. For the infant between birth and 12 months of age, this unit is designed as an introduction to the privilege and duty of service to others by reiterating the need to listen and obey while emphasizing that God has a plan for every child's life and work.

Through the use of stories, activities and songs, the young children will begin to develop a love for serving God and helping others that will continue to grow throughout their lifetime. Little voices will lift in praise as they discover God's love and care. Through God's holy word the children will learn that God loves and cares for them as well as others. Nature allows the care of God to be revealed, and through daily activities and stories, they learn of the character of our God.

## Scope and Sequence

<b>Foundation</b>	<b>Infants (Birth - 12 months)</b>
Samuel, God's Helper	Planning for a Baby
	God Has Special Plans for Us (Dedication)
	Helping Others (Service)

## Learning Objectives

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

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Begin learning to appropriately express and experience emotions and feelings
3. Begin learning to demonstrate socially acceptable, selfless and thoughtful behaviors
4. Participate in learning activities including prayer time, individually and within a group setting
5. Become familiar with the characters Samuel and Hannah, Samuel's mother
6. Learn about Samuel and Hannah and how they love, obey and serve
7. Practice listening carefully and strengthen listening skills
8. Begin learning to recognize when someone is in need of help and to offer assistance as developmentally appropriate.

# Learning Experiences

## Introduction

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

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

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

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

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

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

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

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

- Organization - Broad structures of thinking, such as classification, time, and space
- Coordination - More specific aspects of behavior that can be easily observed because they are often based on imitation

# Learning Experiences

- 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 children, 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.

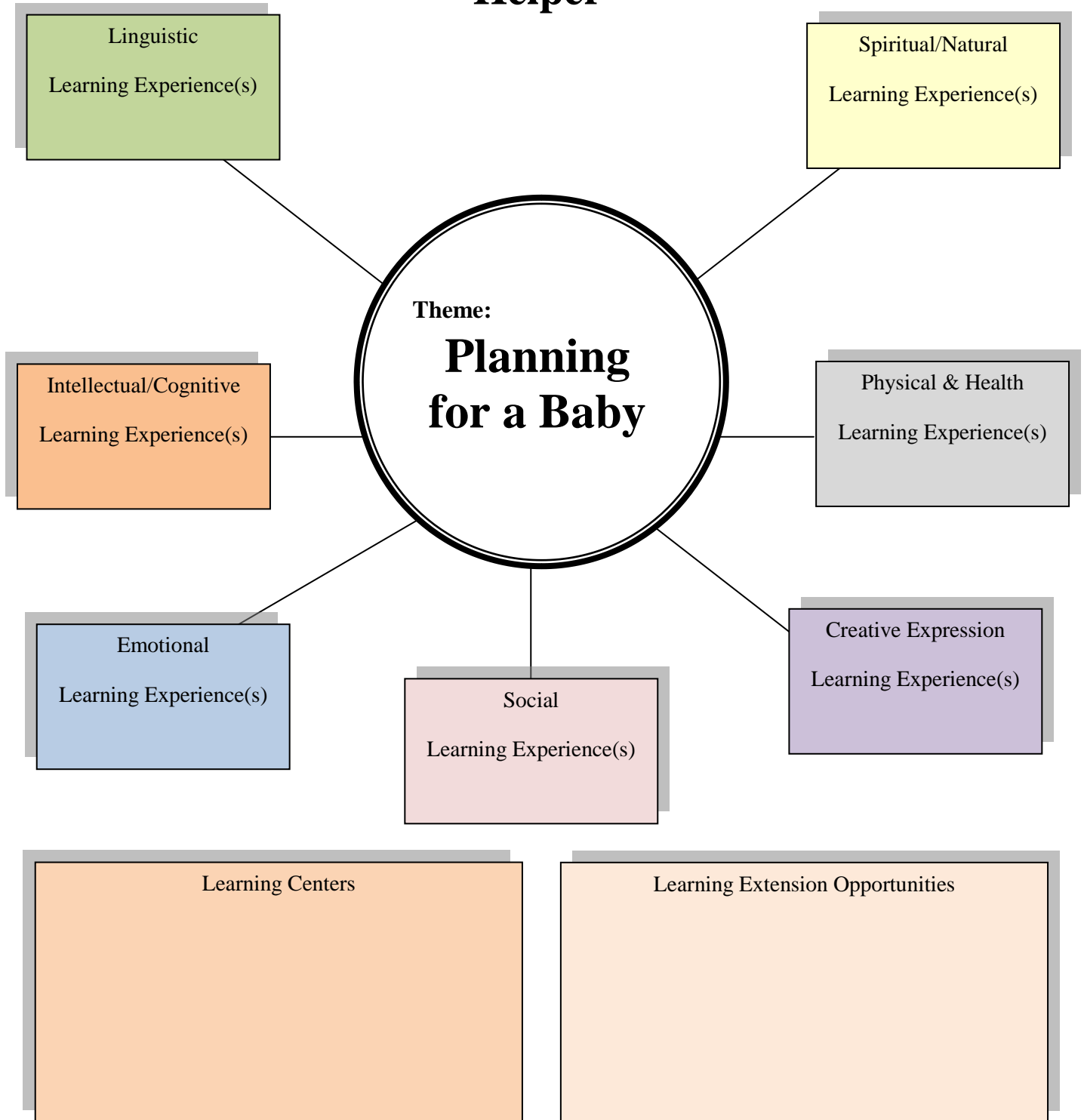
## How to Use Learning Experiences

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. See sample teaching web below:

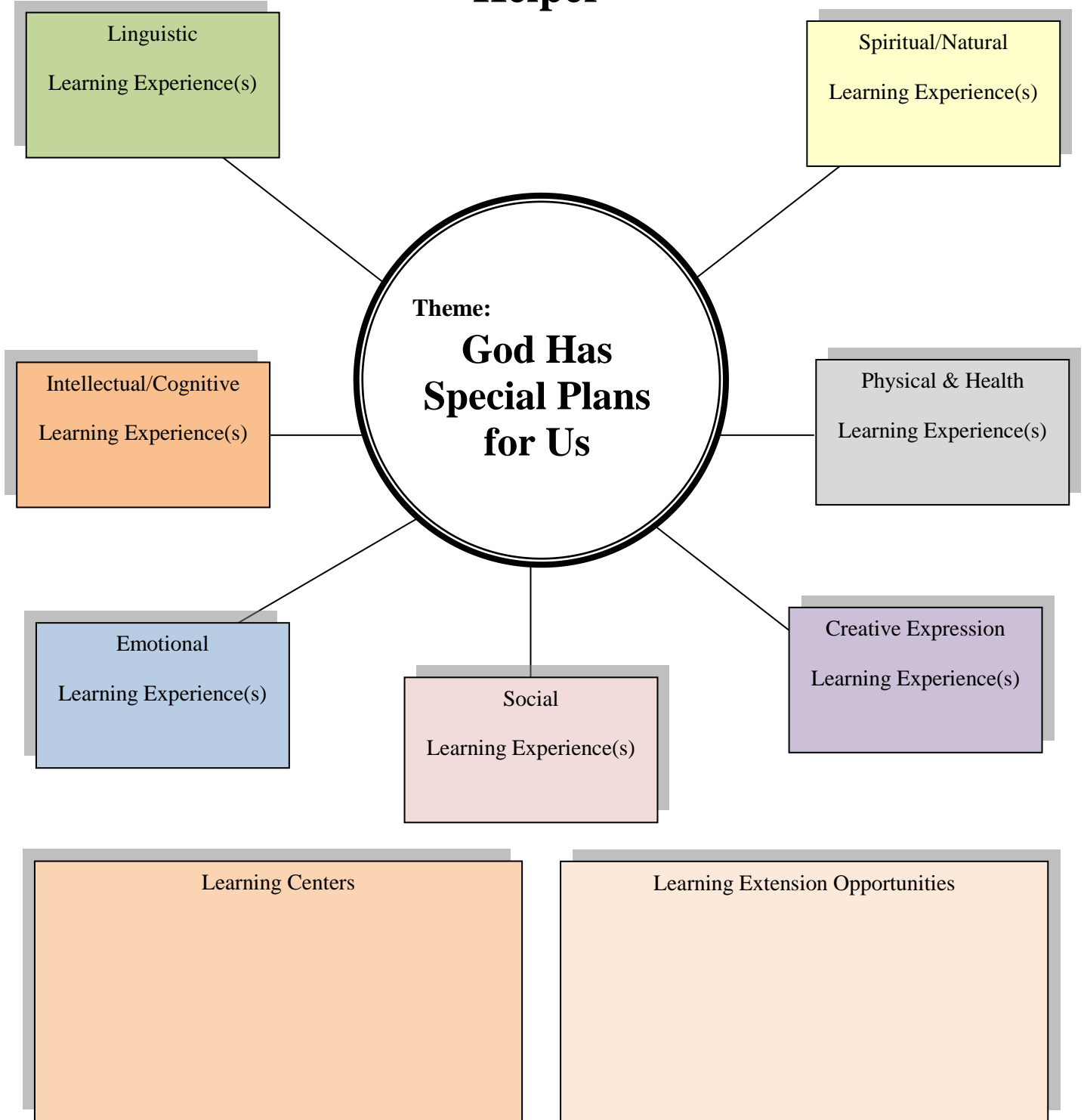
# Learning Experiences

## Samuel, God's Helper



# Learning Experiences

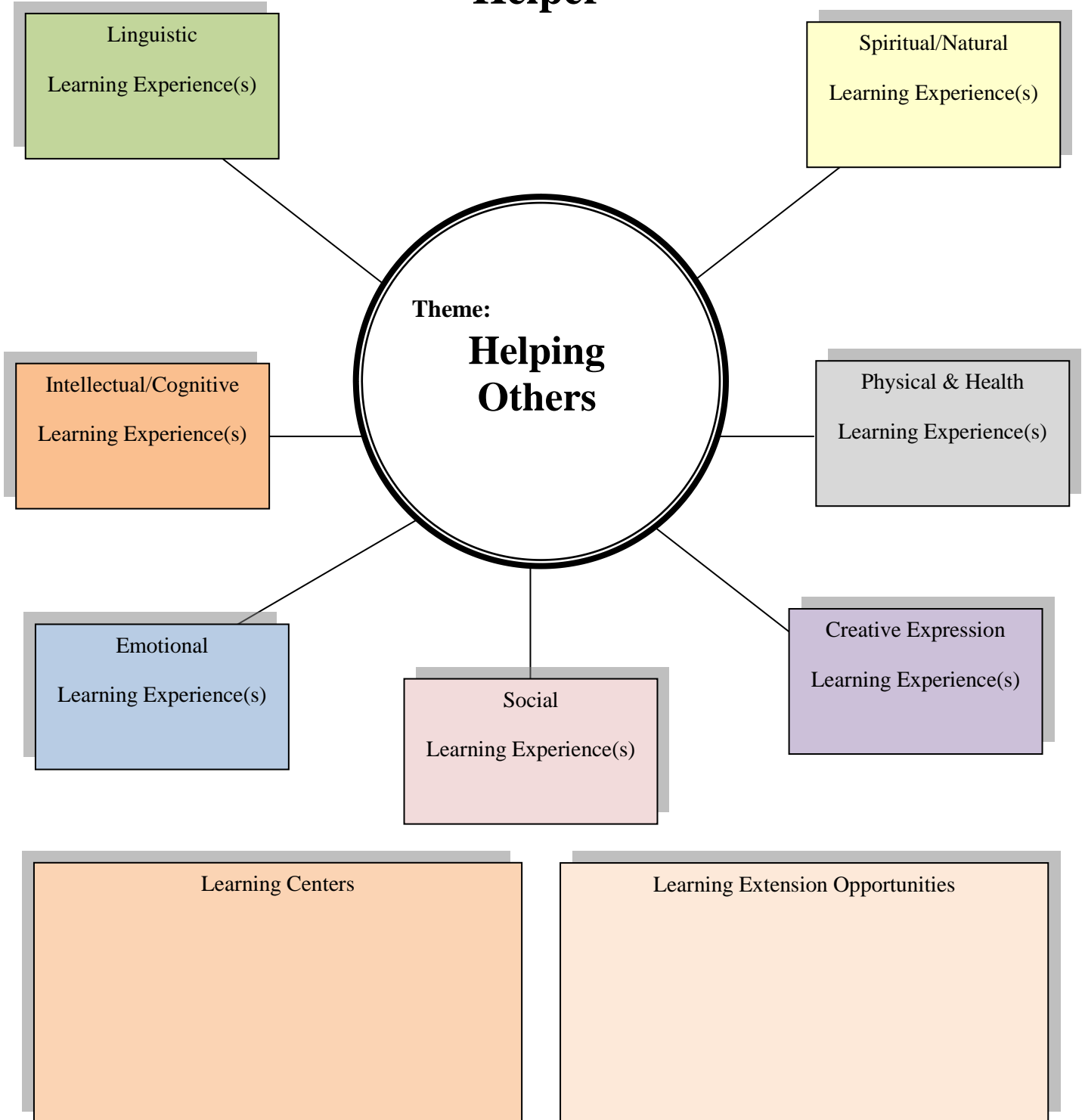
## Samuel, God's Helper





# Learning Experiences

## Samuel, God's Helper



# Learning Experiences

## Story #1- Planning for a Baby

*Based on 1 Samuel 1:1-18*

*Written by C. Gillan Byrne. ©2010.*

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Hannah had married a kind man. His name was Elkanah.  
Hannah and Elkanah had a beautiful home.  
Hannah and Elkanah had lots of friends.  
Hannah and Elkanah had lots of animals.  
But, Hannah and Elkanah did not have a baby.

Oh, how Hannah wanted a baby!  
Her friends had babies, lots of babies, but she didn't have one. Not a single one.

It didn't seem fair. She played with children. She studied children. She taught children.  
But Hannah had not even one child of her own. Oh, how she wanted a child of her own!

Hannah cried and cried because she did not have a baby of her own. (Have you ever been so sad that you cried and cried?).

She even prayed about it. A lot! (Have you ever prayed for something very special?)

Still, Hannah and Elkanah did not have a baby.

Then one day, Hannah and Elkanah took a special trip. They went on a long journey to the temple in Shiloh. A temple is a type of church; but it is a special church. Hannah and Elkanah went to this special temple church once a year for a special festival.

During the festival, Hannah and Elkanah sat down to eat. But Hannah was so sad because she did not have a baby that she was not able to eat or drink. Oh, my! She was so sad! (Can you show me sad?)

Finally, she decided to go to the temple by herself and pray to God yet again for a baby of her own. This time when she prayed, she made God a promise.

“Oh, Lord, if you will look upon my sorrow and answer my prayer and give me a son, then I will give him back to you. He will be yours for his entire lifetime.”

Hannah promised God that her little boy would belong to God. He would belong to God and serve God his whole life. (Do you think God will give her a little boy?)

Now, Hannah was kneeling before God's temple. Her hands were folded, her head bowed and her eyes were shut tight. She was so full of sadness that she did not pray out loud. She was praying silently, in her mind. As she prayed, her lips moved.

Just then, High Priest Eli noticed Hannah praying. He saw her on her knees. He saw her hands folded. He saw her eyes shut tight. He also saw her lips moving; but he did not hear words coming from her mouth!

## Learning Experiences

High Priest Eli walked over to Hannah and scolded her. He said: “Must you come here drunk? Throw away your wine!”

“I... I... I am not drunk,” Hannah replied. “I’m just too sad to speak. I was praying to God for a baby; I so want a baby!”

High Priest Eli was sorry he had spoken unkindly to Hannah. He felt sad for her. He tried to comfort her and said: “Go in peace. And God grant your prayer.”

Hannah stopped crying. She wiped away her tears. She smiled at High Priest Eli. Then she went back to her husband Elkanah and smiled at him.

God was going to answer her prayer. She was sure of that!

# Learning Experiences

## Story #2 – God Has Special Plans for Us (Dedication)

*Based on 1 Samuel 1:19-28 & 2:1-11, 18-21, 26*

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Do you remember Hannah?

Do you remember her prayer to God?

What did she pray for?

What did she promise God?

After the festival in Shiloh, Hannah and Elkanah went back home. Before long, the most wonderful thing happened: The Bible says that “the Lord remembered her,” and Hannah was going to have a baby!

Oh! Hannah was so happy! (Have you ever been really, really happy?)

Can you imagine Hannah’s happiness? (Show me the sign for “happy”.)

Hannah made so many special plans for her baby. She prepared clothes for her baby. She prepared a bed for her baby. Most of all, Hannah prayed for her baby. Every day she prayed for her baby. Every day she reminded God that she was dedicating her baby to Him. Every day she promised God that her baby would serve God for his entire life.

Soon, it was time for the baby to be born. And guess what? Hannah had a baby boy! And she loved him and she cuddled him. She fed him and she changed him. She played with him and comforted him. She did all the things for her baby boy that mommies do for their babies.

The Bible says Hannah called his name “Samuel, because I have asked him of the Lord.” (Isn’t that a wonderful name?) Oh, how Hannah loved her little Samuel. She loved to cuddle him. She loved to feed him. She loved to change him and bathe him. Most of all, Hannah loved to pray with him.

Even as a little baby, Hannah prayed with Samuel. She taught him how to hold his hands just so. She taught him how to bow his head downward. She taught him how to close his eyes. She even taught him how to kneel down in reverence.

Then one day, when Samuel was still a very little boy, his daddy, Elkanah, asked Hannah if she and little Samuel would like to go to the temple in Shiloh to pray and worship God.

Hannah answered, “No. Not this year. The journey is long and Samuel is not yet ready.” So, for the next few years, Hannah and little Samuel did not travel to the temple in Shiloh. Samuel stayed close to his mother, and Hannah carefully taught him all about God and all the creations which God had made such as animals, plants, the mountains and the stars.

## Learning Experiences

When Samuel was about six years old, Hannah told Samuel, “It is time now for you to go to the temple in Shiloh. In the temple you will serve the Lord. You will have many jobs to do. You must do all your work very well.”

Hannah had promised God that Samuel would be dedicated to Him. She had promised God that Samuel would serve Him for his entire life. Now, Hannah was keeping her promise to God.

Elkanah, Hannah and young Samuel traveled to the temple in Shiloh. When she saw High Priest Eli, Hannah said, “Do you remember me? I am the woman that stood here praying to the Lord. The Lord heard my prayer and blessed me with this child. Now, I am lending him to the Lord just as I promised God.”

Then, Hannah began to praise God for little Samuel. She knew that Samuel would be safe in God’s care and she was happy to give God her son.

When Hannah and Elkanah went home, Samuel stayed in Shiloh at the temple. High Priest Eli was to be his teacher now. He wore the special clothing the priests wore and did all his work very, very well.

Every day, Hannah remembered to pray for Samuel. Every year, when Hannah visited, she brought him a new coat that she had made with her own hands.

The Bible says, “the child Samuel grew on, and was in favor both with God and also with men.”

Samuel, even though he was a very young boy, was learning to love and obey God. He loved and obeyed his mother. He loved and obeyed High Priest Eli. And everyone who came to the temple could see that Samuel was serving God. (Isn’t that wonderful?)

# Learning Experiences

## Story #3 – Call of God

*Based on 1 Samuel 3:1-10*

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Samuel lived in the temple at Shiloh. He did not have a bedroom like you or me, though. No. In fact, Samuel did not have a bedroom at all! But he did sleep in a very, very special place.

Every night, after worship and prayer, Samuel took his bed and pillow and unrolled them. He would make himself a nice, comfortable bed right inside the temple! The Bible says that Samuel lay down to sleep in the temple of the Lord to make sure the lamp of God did not go out. It was his job to make sure the candle lamp never burned out; it was to burn all day, all night. It was such an important job, Samuel even slept in the temple to make sure the candle lamps never stopped burning.

It must have been very peaceful to sleep in God’s temple, beside God’s candle lamp. Surely Samuel felt safe and secure in God’s house.

Then, one night, while Samuel was sleeping in the temple, the Lord called his name. Samuel thought it was High Priest Eli who had called his name, so he ran to Eli’s room and said, “Here am I, for you called me.”

High Priest Eli woke up and looked at young Samuel. “I did not call you. Lie down again.”

Obediently, Samuel went back to his bed inside the temple of God.

Pretty soon, he heard his name being called again. Thinking it was High Priest Eli, Samuel again ran to Eli’s room and said, “Here am I, for you called me.”

Again, High Priest Eli woke up and looked at young Samuel. “I did not call you, my son. Lie down again.”

Obediently, Samuel went back to his bed inside the temple of God. He was sure someone had called his name; but who?

Soon, Samuel again heard his name being called. Again, for the third time, he ran to the room of High Priest Eli and said, “Here am I, for you did call me!”

This time, High Priest Eli knew what to say. “Go, lie down. If He calls your name again, say, ‘Speak, Lord, for your servant is listening.’”

Samuel walked slowly back to his bed inside the temple of God. Could this be true? Was God really calling his name?

## Learning Experiences

As he lay down on his bed, Samuel was very quiet. He listened. He waited. He looked around the temple room.

Then, softly, God called to him again. “Samuel... Samuel.”

Quietly, Samuel answered, “Speak; for your servant is listening.”

The Bible says that the Lord came into the temple and stood and talked with Samuel.

What an amazing story! God stood beside Samuel’s bed and talked with him. Samuel had learned to love and obey God. Because he was faithful, Samuel was ready to work for God – even as a young child.

Would you like to be ready to work for God, too?

# Learning Experiences

## Story #4 – I Serve God; I Help Others (Service)

*Based on Patriarchs and Prophets, pp. 603-615*

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As a young boy, Samuel learned to love and obey his mother. (Do you remember her name?)

When he went to live at the temple, Samuel learned to love and obey High Priest Eli.

Learning to love and obey his mother and Eli taught him to love and obey God.

As a result, even before he was all grown up, God asked Samuel to work for Him. To work for God was a very important job. And it meant that Samuel would have a lot of very important things to do.

First of all, Samuel was a priest of God. That means he was a pastor; a minister; an evangelist for God. When all the people of Israel were worshipping idols, Samuel would come to town and tell them about God. He would tell them about God's love. He would tell them to worship the God of Heaven, not the silly idols that do not hear or see.

Samuel had another job. He was a judge. When people began to fight, Samuel's job was to teach them how to be fair and honest. He was a good judge and the people trusted him. Trusting Samuel was important because Samuel was working for God.

Samuel was also a prophet for God. God spoke to Samuel all the time. He told Samuel many things. This helped Samuel make good decisions. This helped Samuel be a good leader for the people of Israel. Samuel listened to God. By listening to God, Samuel helped many, many people.

One of Samuel's favorite jobs was teaching. He taught boys in two different schools, and he loved teaching. The boys who came to school wanted to learn about God, and they were very good students for Samuel. Being a teacher was very important because teachers help other people become good workers for God.

Probably Samuel's most important job was praying. Because he worked for God, he prayed to God a lot. He prayed for his family. He prayed for his friends. He prayed for his students. He even prayed for all the people of Israel. In some places, he set up large stones to help remind the people of Israel to pray to the God of Heaven.

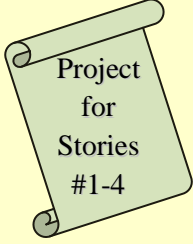
For many years, every time the people of Israel saw the large stones, they would remember that God is wonderful and powerful. This made Samuel very happy. He wanted everyone to know about God. He wanted everyone to love God. He wanted everyone to trust God. Samuel was a very good worker for God.

(Would you like to be a good worker for God, too?)



# Learning Experiences

## Learning Experiences

	Supplies Needed	Spiritual Domain Including Worship Time; Nature Study; Object Lessons	Learning Domain
SPIRITUAL DOMAIN	<ul style="list-style-type: none"> <li>Picture or felt of Jesus</li> <li>Children and various acts of service</li> </ul>	<p>A. Helper Bulletin Board</p> <p>Depict children helping others in various activities. Place Jesus sitting amongst the children or helping a child.</p> <p>Display songs, poems, Bible text, memory verse, and devotional thoughts in Rebus, a kind of word puzzle or pictogram, which uses pictures to represent words or parts of words.</p> <p>For samples of Rebus verses see Resource book: Thiessen, Tony. (1997). <i>Heart Hiders: Kids Discover How to Memorize God's Word!</i> Off the Curb Publishing: Escondido, CA. Phone: (760) 738-7039. <a href="http://www.amazon.com">www.amazon.com</a></p>	 <p>Social Language</p>
		<p>B. Memory Verse</p> <p>Repetition will help the young child remember the stories and concepts they are being taught. Repeat the verse several times throughout the day, especially after each prayer time.</p> <p><b>Memory Verse:</b></p> <p>“May God grant your prayer.” 1 Samuel 1:17</p>	<p>STORY #1</p> <p>Language Literacy Sensory (Exteroceptive)</p>


# Learning Experiences

SPIRITUAL DOMAIN	<ul style="list-style-type: none"> <li>• Pictures of children praying</li> <li>• Books about praying</li> </ul>	<p>C. Prayer Time</p> <p style="text-align: right;">STORY #1</p> <p>In Story #1, Hannah prays to God. Even young infants can learn the basic expectations of prayer time. Be sure to give them multiple opportunities for praying throughout each day.</p> <p><b>Sing:</b></p> <p>“<b>Whisper a Prayer in the Morning</b> (<i>Little Voices Praise Him</i>, #233)</p> <p>“<b>Hear Our Prayer, Oh Lord</b>” (<i>Seventh-day Adventist Hymnal</i>, # 684)</p> <p><b>Read:</b></p> <p><i>Godliness: Prayerfulness</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Knowledge: Growing</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Knowledge: God’s Wisdom</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Knowledge: God’s Power</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Knowledge: Knowing God</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Knowledge: I Wonder</i> (Ladder of Life Series, Storybook 6, 1996)</p>	<p>Sensory (Proprioception)</p>
		<p>D. Memory Verse</p> <p style="text-align: right;">STORY #2</p> <p>Repetition will help the young child remember the stories and concepts they are being taught. Repeat the verse several times throughout the day.</p> <p><b>Memory Verse:</b></p> <p>“He is lent to the Lord.”1 Samuel 1:28</p>	<p>Language</p> <p>Literacy</p> <p>Sensory (Exteroceptive)</p>

# Learning Experiences

SPIRITUAL DOMAIN	Large sea shell	<p>E. Hearing God’s Voice, 1</p> <p>Introduce the topic of hearing God’s voice by having the children listen to the sound of a large sea shell. Ask questions such as: What do you hear in the shell? Is the ocean really inside the shell? Can you see the ocean? But you can hear it?</p> <p>Tell the children that Jesus speaks to us in different ways. 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>	STORY #3	<p>Sensory (Exteroceptive)</p> <p>Language (Receptive)</p>
		<p>F. Hearing God’s Voice, 2</p> <p>Learning to hear God’s voice will help the children learn how to make good choices; how to make good decisions. Throughout each day, notice when the children make good decisions and remind them that it is God who helps us make good choices; quietly praise them for listening to God’s voice.</p> <p><b>Read:</b> <i>Godliness: Sensitivity</i> (Ladder of Life Series, Storybook 6, 1996)</p>	STORY #3	<p>Sensory (Exteroceptive)</p> <p>Social</p> <p>Language (Receptive)</p>
	Toy Telephone or a Hear-Myself Sound Phone	<p>G. Memory Verse Telephone</p> <p>Using the suggested props, have each child “practice” their memory verse by “speaking” it into the telephone. Even though the babies will only playfully babble, the routine is being developed and the activity is fun for them to experience.</p> <p><b>Memory Verse:</b></p> <p>“Speak; for thy servant heareth.” 1 Samuel 3:10</p>	STORY #3	<p>Language</p> <p>Literacy</p> <p>Sensory (Exteroceptive)</p>

# Learning Experiences

SPIRITUAL DOMAIN	<p>Group Activity: Large nesting boxes, or stuffed brown paper bags, or cardboard blocks</p>	<p><b>H. Prayer Monument</b></p> <p style="text-align: right;">STORY #4</p> <p>The purpose of this activity to help the children make a memory that will draw their minds to God and prayer. During the story time, ask the children to help build a monument from provided materials.</p> <p>The children will love building the monument then knocking it down. This activity will last for several weeks and can be done with anything that can be stacked upward.</p> <p><b>Individual Activity:</b></p> <p>Small wooden blocks can be used when working individually with older infants.</p>	<p>Physical &amp; Health</p>
	<p>Echo Mic or Magic Mic</p>	<p><b>I. Memory Verse Microphone</b></p> <p style="text-align: right;">STORY #4</p> <p>Using the suggested props, have each child practice their memory verse by speaking it into a microphone. Even though the babies will only playfully babble, the routine is being developed and the activity is fun for them to experience. Be sure to sanitize the microphone afterward!</p> <p><b>Memory Verse:</b></p> <p>“And Samuel grew, and the LORD was with him.” 1 Samuel 3:19</p> <div style="text-align: center;">  </div>	<p>Language</p> <p>Literacy</p> <p>Sensory (Exteroceptive)</p>

# Learning Experiences

<b>SPIRITUAL DOMAIN</b>	<ul style="list-style-type: none"> <li>• Pre-planning to ensure a smooth and special program</li> <li>• 1-3 sentences written on parchment paper for each child conveying encouragement, promise and love</li> <li>• Ribbon for tying around rolled up parchment paper</li> </ul> <div data-bbox="240 1066 490 1318" style="border: 2px solid black; padding: 5px; text-align: center; margin: 10px auto;"> <b>Parent Program Idea</b> </div>	<p><b>J. Blessing Ceremony</b></p> <p>A blessing ceremony is a wonderful way to involve the parents in the spiritual development of their children. Some families might be intimidated or unsettled by the idea of having their child dedicated to God, so the recommendation here is to use the word “blessing”. Blessings typically have a spiritual tone to them. However, they need not be religious in nature. Blessings can be as long as a full page, or as short as one or two sentences. They are simply the heart-felt thoughts of the teacher being shared.</p> <p>A blessing ceremony can take on any theme or décor. The main components include:</p> <p><i>Meaningful touch</i>, such as a hand on the head or shoulder, is an essential element in bestowing the blessing as it is the key to communicating warmth, personal acceptance, and affirmation.</p> <p>A <i>spoken message</i> is the act of bestowing the blessing. In order for a blessing to bloom and grow in the life of the recipient, it must be verbalized.</p> <p>Attaching <i>high value</i> to the one being blessed is the fruition of the meaningful touch and spoken message. To value someone is to honor them; to recognize who they are and the redeeming qualities they have cultivated.</p> <p>A blessing message that pictures a <i>special future</i> for the ones being blessed communicates a message of encouragement, promise and security. It conveys to them that the gifts and character traits they now possess are attributes that God can bless and use in the future.</p> <p>An <i>active commitment</i> to a blessing means that the words being spoken are backed with a sense of personal responsibility to help the ones being blessed be successful.</p> <p>Including the infants in a blessing ceremony can be especially meaningful for parents. Consider conducting the ceremony in the local Adventist church with invitations to the pastor, church leadership and church members to attend.</p>	<div data-bbox="977 193 1230 241" style="border: 1px solid black; padding: 2px; background-color: #e0e0e0;"> <b>STORY #2 OR #4</b> </div>	<p>Social</p> <p>Emotional</p> <div data-bbox="1269 428 1399 592" style="text-align: right;"> </div>
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# Learning Experiences

## Learning Experiences

	Supplies Needed	Linguistic Domain Including: Literacy; Language; Expressive and Receptive Language Skills	Learning Domain																	
LINGUISTIC DOMAIN		<p>A. Books, Books, Books</p> <p>There are a plethora of books on the market for preschoolers. Books of various sizes and topics relevant to the concept of promises and service are ideal. These will help to introduce new words while reinforcing the stories of the life of Samuel, God’s helper.</p> <p><b>Specific Book Recommendations:</b></p> <p>Ladder of Life Series: Knowledge (Storybook 3, 1996, RHPA)</p> <p>Ladder of Life Series: Faith (Storybook 1, 1996, RHPA)</p> <p>Ladder of Life Series: Temperance (Storybook 4, 1996, RHPA)</p> <p>Ladder of Life Series: Virtue (Storybook 2, 1996, RHPA)</p>	<p>Spiritual</p> <p>Cognitive &amp; General Knowledge</p> <p>Approaches to Learning</p>																	
	Poster(s) or photos demonstrating various ASL signs	<p>B. American Sign Language</p> <p>Using sign language will help the children learn to express themselves in a new way.</p> <table border="0" style="width: 100%;"> <tr> <td>Happy/ Joyful</td> <td>Bless</td> <td>Prayer</td> </tr> <tr> <td>Sad</td> <td>Angry/Mad</td> <td></td> </tr> <tr> <td>Want</td> <td>Give</td> <td>Share</td> </tr> <tr> <td>Daddy</td> <td>Mommy</td> <td></td> </tr> <tr> <td>Boy</td> <td>Girl</td> <td>Baby</td> </tr> <tr> <td>God</td> <td>Jesus</td> <td></td> </tr> </table> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a></p>	Happy/ Joyful	Bless	Prayer	Sad	Angry/Mad		Want	Give	Share	Daddy	Mommy		Boy	Girl	Baby	God	Jesus	
Happy/ Joyful	Bless	Prayer																		
Sad	Angry/Mad																			
Want	Give	Share																		
Daddy	Mommy																			
Boy	Girl	Baby																		
God	Jesus																			

# Learning Experiences

<b>LINGUISTIC DOMAIN</b>		<p>C. Follow the Leader Sounds</p> <p style="text-align: right;">STORIES # 2</p> <p>When the infant is paying attention to you, start chanting a sound you have heard the baby utter before. Pause for a moment and give the child an expectant look, waiting for a response.</p> <p>Wait until the child comes out with a sound spontaneously and then chant the same sound back. See how long you can carry on the back-and-forth sound conversation.</p>	Social
	Flannel board, felts representing stories	<p>D. Flannel Story Time</p> <p style="text-align: right;">STORIES # 1- 4</p> <p>Retell this week’s story using felt figures and a felt backdrop. Allow the children the opportunity to touch and hold the felts and to place the felts on the felt board.</p>	Spiritual  Creative Expression  Approaches to Learning  Physical (Fine Motor)
	Finger play	<p>E. Alphabet Song</p> <p>The children will be learning <i>The Alphabet Song</i> during this stage. Capitalize on this new knowledge by teaching the children the ASL alphabet as they sing. Learning the sign language alphabet will make this song into a finger play activity and assist in future learning.</p> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a></p>	Physical (Fine Motor)
	Memory verses in pictures	<p>F. Memory Verse Pictures</p> <p style="text-align: right;">STORIES # 1- 4</p> <p>As reinforcement for each memory verse, post pictures depicting each verse.</p>	Spiritual  Approaches to Learning

# Learning Experiences

LINGUISTIC DOMAIN		<p>G. My Special Name <span style="float: right;">STORY #2</span></p> <p>Hannah named her baby boy Samuel for a special reason: “Because I have asked him of the Lord,” she said. Every child has a name and every name is special.</p> <p><b>Sing:</b></p> <p>“<b>I’ll Be Happy</b>” (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, 1970, #106)</p> <p>“<b>I Am So Happy</b>” (<i>Sabbath Songs for Tiny Tots: Cradle Roll</i>, 1998, #78) Skip the verses that talk about animals and insert the words:</p> <ul style="list-style-type: none"> <li>➤ “For I have a baby dear, that Jesus gave to me”</li> <li>➤ “For I have a mother dear, that Jesus gave to me”</li> <li>➤ “For I have a father strong, that Jesus gave to me”</li> <li>➤ “For I have a Bible true, that Jesus gave to me”</li> </ul>	<p>Emotional</p> <p>Spiritual</p>
	• Tape/mp3 player	<p>H. Stories for Listening <span style="float: right;">STORY # 1 - 4</span></p> <p>Samuel was a good listener. When he was a baby, he listened to his mommy. When he went to the temple, he listened to High Priest Eli. When God called Samuel to work for Him, Samuel listened to God.</p> <p>This activity is to help the children become good listeners. Download the lesson unit’s stories, or record someone reading the stories. Play the recorded stories for the children at various times such as mealtime or rest time.</p>	<p>Communication (Receptive)</p> <p>Spiritual</p> <p>Social</p>
	• Copies of pictures	<p>I. Stories for Telling <span style="float: right;">STORY # 1 - 4</span></p> <p>Retell this week’s story while showing the children copies of the included pictures. Allow the children the opportunity to touch and hold the pictures.</p>	<p>Language (Receptive)</p> <p>Spiritual</p> <p>Approaches to Learning</p>



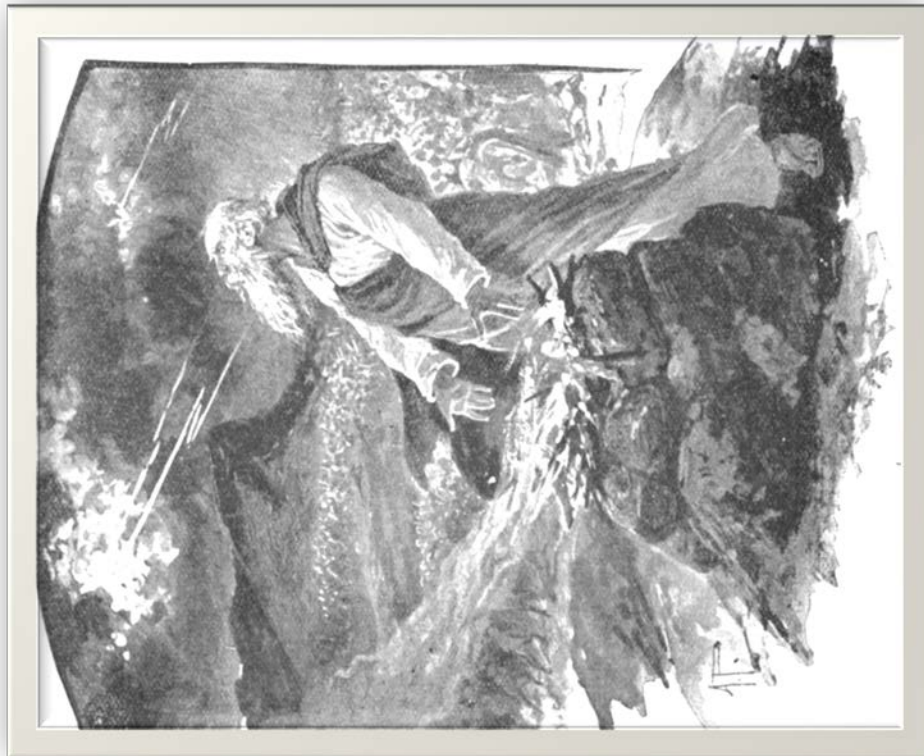
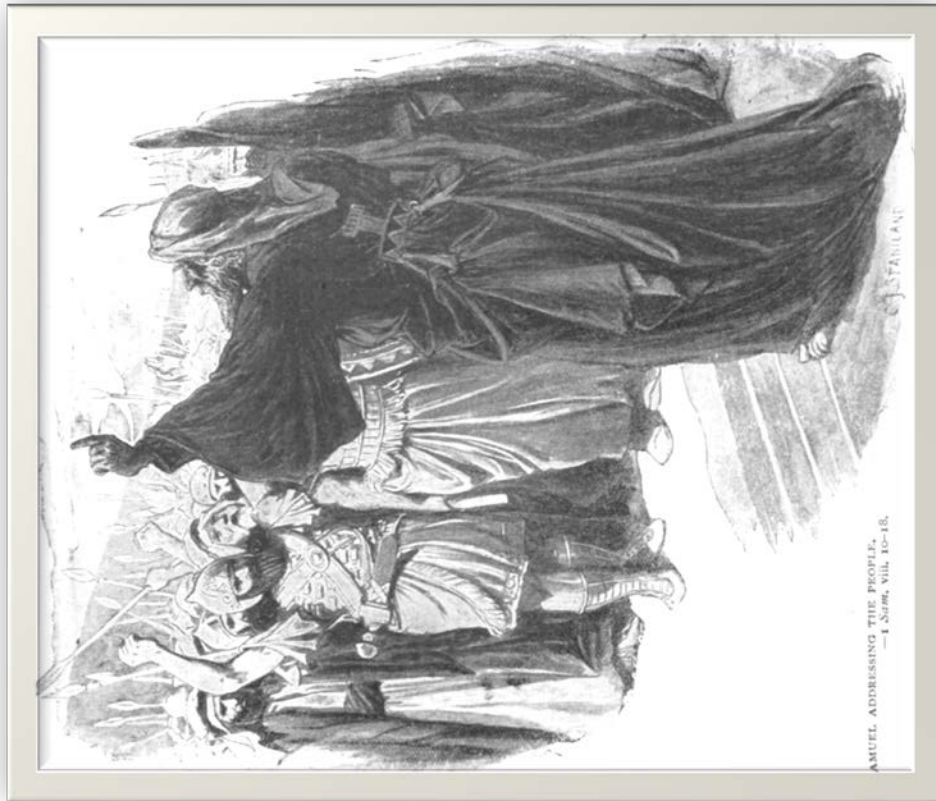
# Learning Experiences



# Learning Experiences



# Learning Experiences



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Foundations, Book 5, Story 3  
Infants  
Samuel, God's Helper  
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# Learning Experiences

LINGUISTIC DOMAIN	J. Sabbath Preparations	STORIES #1 - 4	Spiritual
	<p>On Friday, discuss ways to get ready for Sabbath. Preparation activities for infants in a classroom setting could include:</p> <ul style="list-style-type: none"> <li>○ Putting toys away</li> <li>○ Cleaning classroom</li> <li>○ Studying the Sabbath School lesson with teacher</li> <li>○ Singing “Jesus” or Sabbath songs</li> <li>○ Read stories about Jesus</li> <li>○ Read Ladder of Life Series and My Bible Friends books</li> <li>○ Practice praying</li> <li>○ Practice looking for God’s gifts (birds, squirrels, etc.)</li> </ul> <p>Provide each child with a personal copy of the <i>My Little Friend</i> story magazine.</p> <p><b>Sing: “Happy Sabbath”</b> (<i>Little Voices Praise Him</i>, 2001, #235)</p>		Social

# Learning Experiences

## Learning Experiences

	<b>Supplies Needed</b>	<b>Intellectual / Cognitive Domain</b> Including: Math; Science; Technology; Social Studies; General Knowledge; Approach to Learning	<b>Learning Domain</b>
<b>INTELLECTUAL / COGNITIVE DOMAIN</b>	Stuffed, plastic, rubber or pictures of the following animals: <ul style="list-style-type: none"> <li>• Chicken and chicks</li> <li>• Porcupine</li> <li>• Bears</li> <li>• Cat and kittens</li> <li>• Dog and puppy</li> <li>• Snake(s)</li> <li>• Mice</li> <li>• Whale</li> <li>• Opossum</li> <li>• Elephant</li> <li>• Sea horse</li> <li>• Frogs and tadpoles</li> <li>• Baby dolls</li> </ul>	<p>A. Babies Being Born!</p> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 100px;">STORIES #1 &amp; 2</div> <p>Everyone starts life as a baby – people, animals, insects, fish, etc. All children were born as babies. Samuel was born as a baby. This story is a great quiet-time activity to help young children learn about how babies are born.</p> <p><b>Read:</b></p> <p>“If You Were Born a Kitten” by Marion Dane Bauer</p> <p><b>Activity:</b></p> <p>Using the book by Dane Bauer, sort, compare and contrast the different ways in which animal babies bear their young. Categorize the animals that lay eggs from those which do not lay eggs. Mention how human babies are not born in an egg, but carried underneath their mother’s heart until they are ready to be born. Using a baby doll, demonstrate how to hold and care for a baby. If the children’s interest lasts, go through the process of holding, rocking, feeding, changing, washing, wrapping, etc. If the children see these things done, they will imitate them.</p> <p><b>Sing:</b></p> <p>“<b>With Jesus in the Family</b>” (<i>Little Voices Praise Him</i>, 2001, # 273)</p>	Social  Emotional  Language & Literacy

# Learning Experiences


<b>INTELLECTUAL/ COGNITIVE DOMAIN</b>	<ul style="list-style-type: none"> <li>• Stuffed animals</li> <li>• Paper</li> <li>• Plastic toys – all scattered around classroom</li> </ul>	<p><b>B. Samuel’s Chores; Our Chores</b></p> <p style="text-align: right; border: 1px solid black; padding: 2px;">STORY #2 &amp; 4</p> <p>During group time, show the children a stuffed animal, paper and plastic toy. Discuss some of the chores which Samuel might have had while living in the temple.</p> <p>Hold up a stuffed animal. Let them feel the stuffed animal. Sometimes the room becomes messy with stuffed animals. Ask the children to help you find more stuffies around the room. Instruct them to put the stuffed animals in a container held by the teacher.</p> <p>Repeat the same process for the paper, then the plastic toys. If there are other items needing to be cleaned up and put away, continue the game as appropriate to each type of item.</p> <p><b>Note:</b></p> <p>With infants, this activity will be more successful if the items needing to be picked up are initially scattered out by type, separated by sequence and timing, using only one item at a time.</p> <p><b>Discussion:</b></p> <p>It is fun to have chores. Chores are important. It is fun to obey. It is important to obey.</p> <p>In our story today, Samuel had chores to do. Samuel obeyed his mommy and High Priest Eli.</p> <p>While Samuel was a young boy, he learned to do his chores well and to obey his mother, High Priest Eli and God. When Samuel was all grown up and became a man, He was able to work for God because he had learned to do good work and to obey.</p> <p><b>Sing</b> (during and after activity):</p> <p><b>“I’m a Little Helper”</b> (<i>Little Voices Praise Him</i>, 2001, # 293)</p>	<p>Social</p> <p>Physical &amp; Health (Gross Motor)</p> <p>Spiritual</p>
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# Learning Experiences



<b>INTELLECTUAL/ COGNITIVE DOMAIN</b>	<ul style="list-style-type: none"> <li>• Tray</li> <li>• Chocolate Pudding</li> <li>• Vanilla Pudding</li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Small Group</p> </div>	<p><b>C. Designing Obedience</b> <span style="float: right; border: 1px solid black; padding: 2px;">STORY #3</span></p> <p>Following directions can be very difficult. It's best to learn to follow directions when the expectations are simple. Samuel learned to follow directions when he was yet a baby. That helped him to follow directions when he went to the temple. Following directions as a baby and in the temple both helped him to learn how to follow directions as a worker for God.</p> <p><b>Activity:</b></p> <p>Provide each child with a small tray. The tray is to help train children to maintain their work area and respect the work area of others. This is a self-regulation training opportunity.</p> <p>Before giving out the pudding, be sure to protect the children's clothing by using something to cover them or by removing them and having the children just wear a diaper.</p> <p>Start with one type of pudding and place a couple of spoonfuls on the tray in front of the child. Encourage them to touch it and spread it around. They will naturally begin bringing it to their mouths and noses.</p> <p>Add the second type of pudding. Give simple instructions and assist them in following the instructions, such as: put your finger in the pudding, put your hand in the pudding, draw a line in the pudding with your finger, etc.</p>	<p>Sensorial (Exteroceptive)</p> <p>Social</p>
	<ul style="list-style-type: none"> <li>• Sleeping bag or small blanket</li> <li>• Small pillow</li> </ul>	<p><b>D. My Special Bed</b> <span style="float: right; border: 1px solid black; padding: 2px;">STORY #3</span></p> <p>As a group project, spread out the pillow, sleeping bag (or blanket). Have the children take turns lying on the bed. Ask the children open-ended questions such as:</p> <ul style="list-style-type: none"> <li>• What kind of bed do you have at home? A soft crib?</li> <li>• What kind of bed do you have here at school? A soft crib or cot?</li> </ul> <p>Next, spend time discussing what happened to young Samuel while he slept in the temple beside the candles of God.</p> <ul style="list-style-type: none"> <li>• When Samuel heard God calling his name, was he asleep? Yes, he was asleep.</li> <li>• Do you think Samuel was scared? No. He listened.</li> </ul> <p>Be sure to remind the children that Jesus is never scary. Just as Jesus took care of young Samuel, He will also take care of each child.</p>	<p>Spiritual</p> <p>Sensorial (Exteroceptive)</p>

# Learning Experiences

INTELLECTUAL/ COGNITIVE DOMAIN		<p>E. Rock Center</p> <p style="text-align: right;">STORY #4</p> <p>Create an outdoor learning center using lots of plastic or paper rocks that vary in size. Teach the children how to build roads, walls, altars and other structures. Remind the child that Samuel built altars of rocks. The altars helped people to remember to pray to God.</p>	<p>Spiritual</p> <p>Sensorial (Exteroceptive)</p>
		<p>F. Workers for God</p> <p style="text-align: right;">STORIES #3 &amp; 4</p> <p>Samuel was called by God to do several special jobs: Priest (Pastor), judge and teacher. During the week when story #4 is being studied, provide several books for the children to explore on specific community workers: pastors, judges and teachers.</p> <p><b>Sing:</b></p> <p><b>“I’m a Little Helper”</b> (<i>Little Voices Praise Him, 2001, # 293</i>)</p>	<p>Social</p> <p>Spiritual</p> <p>Language &amp; Literacy</p>




# Learning Experiences

<b>INTELLECTUAL/ COGNITIVE DOMAIN</b>	<ul style="list-style-type: none"> <li>• Cardboard blocks</li> </ul>  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">             Project for Story #4         </div>	<p><b>G. Number Block Altar</b></p> <p>One of the ways Samuel served others was by teaching them to pray. To help the people remember to pray to God, he built altars. The altars were a reminder to everyone who walked by that God answers prayer.</p> <p>Put numbers 1-10 on a set of cardboard blocks; either write the numbers with a permanent marker or put the numbers on paper cut to fit and then taped onto the boxes. The purpose of the number blocks for infants is not to teach them numbers or counting. Having numbers on the blocks is only an activity in number exposure. For infants, the numbers are not even a necessity for this activity.</p> <p><b>Activity:</b></p> <p>Use the blocks for a variety of building and learning activities. See how many ways you can build an altar.</p> 	<p><b>Physical &amp; Health</b> (Gross Motor)</p> <p><b>Social</b></p> <p><b>Spiritual</b></p> <p><b>Sensorial</b> (Proprioception)</p>
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# Learning Experiences

## Learning Experiences

	Supplies Needed	Emotional Domain Including: Intrapersonal Character Building	Learning Domain
EMOTIONAL DOMAIN		<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 life of Samuel and God’s love for the children. Be sure to include family photos, parents in their work attire, including uniforms. Depict how these workers show acts of kindness and helpfulness. Show Jesus as the leader.</p>	<p>Social</p> <p>Spiritual</p>
	<ul style="list-style-type: none"> <li>• Pictures, puppets, and/or dolls, etc. depicting a range of emotions, or</li> <li>• Paper plates with happy &amp; sad faces drawn on them and Popsicle stick handles</li> </ul> 	<p>B. Expressing and Experiencing Emotions</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">STORIES # 1 &amp; 2</p> <p>Young children experience a wide range of emotions. However, their ability to express them appropriately is hindered by their immaturity. Observe the young child to determine the emotion(s)/feeling(s) which they are experiencing. Name the emotion(s)/feeling(s) and help guide them toward appropriate expression.</p> <p>As the teacher tells or reads the story, use the pictures, books, puppets and dolls to help the children understand the emotions of the characters in the stories.</p> <p><b>Sing:</b></p> <p><b>“With Jesus in the Family”</b> (<i>Little Voices Praise Him</i>, 2001, # 273).</p>	<p>Spiritual</p> <p>Social</p> <p>Language &amp; Literacy</p>

# Learning Experiences

	<ul style="list-style-type: none"> <li>• Blank 3x5” cards</li> <li>• Colored pencils</li> <li>• Tape</li> </ul>	<p>C. Name Recognition</p> <p>Just like Samuel, every child has a special name. Learning to recognize our names can be a very fun learning experience that will have much significance to each child.</p> <p>Using 3x5” cards, make several name cards for each child. Name cards can be taped to each child’s cubbie, placed in their portfolios, glued into a classroom enrollment book beside the child’s picture, etc.</p> <p><b>Enhancement Activity:</b></p> <p>Show the children how to spell their names using ASL sign language. Sign each letter while also pointing to it. Encourage the children to attempt signing the first letter of their names.</p>	<p>STORY #2 - 4</p>	<p>Spiritual</p> <p>Social</p> <p>Language &amp; Literacy</p>
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# Learning Experiences

EMOTIONAL DOMAIN	D. Surrendering to Jesus	STORIES # 1-4	Spiritual
	<p>At a very young age, Samuel learned to be obedient to his mother, Hannah, to High Priest Eli and to God. This learning experience is not an activity – it’s meant to be a daily experience that will help to develop a lifelong habit.</p> <p>Teaching young children to surrender their hearts to Jesus is an especially challenging task. By starting when they are young, 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"> <li>• 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.</li> <li>• 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.</li> </ul> <p>Teach the children the following songs:</p> <p><b>“Why”</b> (Alternative title: “Why is Mary Happy?”, <i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #112)</p> <p><b>“I’ll Be Happy”</b> (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #106)</p> <p><b>“A Little Talk with Jesus”</b> (<i>Little Voices Praise Him</i>, #227)</p> <p><b>“Sometimes He Says No”</b> (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #24)</p> <p><b>Read:</b></p> <p>Davis, Susan. (1978). <i>Naughty Heart, Clean Heart</i>. RHPA: Hagerstown, MD. B2-1000045544 - 0  <a href="http://www.lnfbooks.com/index.html">http://www.lnfbooks.com/index.html</a></p>		Creative Expression

# Learning Experiences

## Learning Experiences

	Supplies Needed	Social Domain Including: Interpersonal Character Building	Learning Domain											
SOCIAL DOMAIN	<ul style="list-style-type: none"> <li>• Camera</li> <li>• Photo of each child, laminated with clear contact paper</li> <li>• Velcro strips</li> <li>• Gold or yellow yarn</li> <li>• Tape</li> <li>• Pictures of acts of kindness</li> </ul>	<p>A. Serving God Bulletin Board</p> <p>On a small bulletin board or designated wall space, place Velcro strips. On the back of each child’s laminated photo, place Velcro strips. During daily greeting and routine activities help each child find his/her own photo and stick it on the bulletin board/wall. Encourage them to practice finding pictures of their peers.</p> <p>During each day, find opportunities to photograph each child doing a kind or helpful deed for a peer. Place these photos on the bulletin board. Tape gold or yellow strings of yarn to each photo linking each child with a kind deed. Remind the children regularly that kindness and thoughtfulness toward others is a way in which we can all serve God.</p>	<p>Emotional</p> <p>Spiritual</p> <p>Language</p>											
	Posters/Charts depicting particular signs	<p>B. Politeness in Sign</p> <p>To be a helper in God’s temple, Samuel needed to be kind and considerate. He needed to have good manners.</p> <p><b>Read:</b> <i>Virtue: Refinement</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><b>Activity:</b></p> <p>Use specific classroom management and courtesy signs, such as:</p> <table style="margin-left: auto; margin-right: auto;"> <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: <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a></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												


# Learning Experiences

SOCIAL DOMAIN	C. Happiness	STORY # 1	Emotional
	<p>Hannah was so very happy after she prayed to God. She just knew God was going to answer her prayer for a baby. Let's sing some songs about happiness.</p> <p><b>Sing: "If You're Happy and You Know It"</b> (<i>Little Voices Praise Him</i>, #200).</p> <p><b>Actions:</b> Clap hands; Stomp feet; Jump up high; Turn around; Sit down.</p> <p><b>Sing: "Happy All The Time"</b> aka "I'm In-right, Out-right, Up-right, Down-right Happy" (#88) found in <i>Happy Songs for Boys and Girls</i>. (1952). Review and Herald Publishing Association: Washington, D.C.</p> <p><b>Actions:</b></p> <p>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. Repeat previous actions.</p>		Creative Expression  Spiritual

# Learning Experiences

<b>SOCIAL DOMAIN</b>	<b>D. Making a Promise</b>	<b>STORY #2</b>	<b>Spiritual</b>
	<p>Hannah made a promise to God. She promised that she would dedicate her son to God all the days of his life. That means that Samuel was to work for God his whole life.</p> <p>Making a promise is very important. Making a promise is very serious. If we say we will do something, it is a promise. Making a promise means we must do what we will say we will do.</p> <p><b>Activity:</b></p> <p>While holding each infant, talk about several things that mommy, daddy and teachers can promise to do, such as:</p> <ul style="list-style-type: none"> <li>• Take care of baby</li> <li>• Feed baby</li> <li>• Hold baby</li> <li>• Love baby</li> <li>• Play with baby</li> <li>• Keep baby safe</li> </ul> <p>While holding each infant, talk about several things that each child can promise to do, such as:</p> <ul style="list-style-type: none"> <li>• Listen</li> <li>• Obey</li> <li>• Stay close to mommy/daddy/teacher</li> <li>• Pray</li> </ul>	<b>Emotional</b>  <b>Language</b>  <b>Physical &amp; Health</b>	

# Learning Experiences

SOCIAL DOMAIN	<p>Birthday party décor and food items</p> 	<p>E. Birthday Party / Un-Birthday Party</p> <p>Birthdays are always special and Samuel’s birthday was no less special. Hannah had prayed for a baby, and God had answered her prayer by giving her a little boy. Planning a birthday or un-birthday party will create many opportunities for social learning. Remember, this is not a birthday party for any specific child; this is a party to celebrate the births of all the children in the classroom. Ask the children and their parents to participate in the party preparations. Have the children and their parents:</p> <ul style="list-style-type: none"> <li>• Make decorations for the birthday party</li> <li>• Plan special games and/or activities</li> <li>• Bring food items</li> <li>• Wear special clothes (or a specific color) on the day of the party</li> </ul> <p><b>Sing:</b></p> <p>“A Birthday” (<i>Little Voices Praise Him</i>, #36)</p> <p>“Happy Birthday” (<i>Little Voices Praise Him</i>, #38)</p>	STORY #2	<p>Emotional</p> <p>Cognitive &amp; General Knowledge</p>
	<p>Large ears of different shapes and sizes, e.g. dogs, human, mice, rabbits, etc;</p> <p>Strips of construction paper</p>	<p>F. Listening Ears</p> <p>Samuel was a good listener. He learned to listen to his mother when he was just a small baby. Then, when he went to live in the temple, he learned how to be an even better listener for High Priest Eli. God was able to use Samuel because he was a good listener.</p> <p><b>Activity:</b></p> <p>Using strips of construction paper, measure each child’s head for a bandana. Allow the children to color their “ears.” Once colored, help the children to adhere their “listening ears” to the pre-measured headbands. Encourage them to wear their “listening ears” throughout the day and be sure to take a photo for the bulletin board!</p>	STORY #3	<p>Sensory (Exteroceptive)</p> <p>Language (Receptive)</p>



# Learning Experiences

SOCIAL DOMAIN	G. Helping Others	STORY # 4	Emotional
	<p>Discuss with the children several ways in which Samuel was helpful. He had many chores to do; what could they have been? Maybe he helped to prepare the temple each day for visitors? We know he kept the candle lamps burning. Perhaps he also swept, dusted and washed dishes.</p> <p><b>Read</b> (choose a few stories each day from list):</p> <p><i>Kindness:[entire book]</i> (Ladder of Life Series, Storybook 7, 1996)</p> <p><i>Love: Tenderness</i> (Ladder of Life Series, Storybook 8, 1996)</p> <p><i>Love: Service</i> (Ladder of Life Series, Storybook 8, 1996)</p> <p><i>Godliness: Graciousness</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Virtue: Neatness</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><i>Virtue: Thoroughness</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><i>Virtue: Modesty</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><i>Knowledge: Working</i> (Ladder of Life Series, Storybook 3, 1996)</p> <p><i>Patience: Silence</i> (Ladder of Life Series, Storybook 5, 1996)</p> <p>As a story is read, use examples from the stories to suggest ways in which the children can be of help to others. A few ideas might be:</p> <ul style="list-style-type: none"> <li>• You can sing softly, too</li> <li>• You can be happy, too</li> <li>• You can be obedient, too</li> <li>• You can look at books, too</li> <li>• You can pick up toys, too</li> <li>• You can comfort a crying friend, too</li> </ul>	Language & Literacy	Spiritual

# Learning Experiences

## Learning Experiences

	Supplies Needed	Physical & Health Domain Including: Gross Motor; Fine Motor; Sensorial	Learning Domain
PHYSICAL & HEALTH DOMAIN	<ul style="list-style-type: none"> <li>• Small suitcase or bag</li> <li>• Clothes</li> <li>• Hairbrush</li> <li>• Toothbrush</li> <li>• Play food</li> <li>• Snacks</li> <li>• Water</li> </ul>	<p>A. Going on a Trip <span style="float: right; border: 1px solid black; padding: 2px;">STORY #1-2</span></p> <p>Every time Hannah and Elkanah wanted to go to the temple church, they had to go on a journey – a trip – to Shiloh. It was far from their home, and they had to walk the whole way!</p> <p>Have children assist in packing for a trip. Once packed, take the children and the small suitcase/bag on a walk, preferably outside if safe. Find an outdoor spot to stop and have a snack and water while debriefing the story and activity. Once their snack is over, pack back up and return. Remind the children that everything must be put in its place before playtime, just as Hannah and Elkanah would have had to put everything in its place before they could rest.</p>	<p>Social</p> <p>Cognitive &amp; General Knowledge</p> <p>Approaches to Learning</p>
	<ul style="list-style-type: none"> <li>• Large cardboard box</li> <li>• Heavy objects, like books</li> </ul>	<p>B. Push the Box <span style="float: right; border: 1px solid black; padding: 2px;">STORY #1 - 4</span></p> <p>Ask the children to help fill the box with heavy objects. Ask a child to push the box across the room. If the box is properly weighted, the child should not be able to move it, or at least not move it very far. Ask another child to help the first child. Ask other children join in the box-pushing effort.</p> <p><b>Alternative Activity:</b></p> <p>Another fun version of this activity is to place a child in a box or laundry basket and gently push him/her around a carpeted area.</p> <p><b>Discussion:</b></p> <p>Wow, the box would not move because it was too heavy. To move the heavy box, we needed help from our friends.</p> <p>When we pray, we are asking for help from God. He hears us. He answers us. He helps us.</p> <p>In the story about Hannah, we read that she prayed for a baby boy. I think God heard her prayer. I think God will answer her prayer.</p>	<p>Social</p> <p>Spiritual</p> <p>Approaches to Learning</p>



# Learning Experiences

<b>PHYSICAL &amp; HEALTH DOMAIN</b>	<ul style="list-style-type: none"> <li>• Scented candles</li> </ul>	<p>C. Scent-sational (Olfactory skill enhancement)</p> <p>Samuel had to keep the candles of God burning in the temple. This was a very important job. I wonder what the candles smelled like? Let's see what we can find.</p> <p>On a tray, provide 3-5 different scented candles. If candles are not available, use cotton swabs in small plastic containers with lids. Moisten cotton balls with liquid scents such as orange peel essence, essence of lime, essence of lemon. Various other aromas can be used: vanilla, banana, lavender, etc.</p> <p>Show the children how to smell the different bottles.</p> <p><b>Enhancement activity:</b></p> <p>Provide a picture of each scent: For instance, for the orange peel essence, provide a picture of, or a plastic orange; for the essence of lime, provide a plastic lime. These props may help the children to identify the scents.</p>	<b>STORY #3</b>	Approaches to Learning
	<p>Or</p> <ul style="list-style-type: none"> <li>• Cotton balls</li> <li>• Liquid scents or</li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 5px auto;"> <p style="text-align: center;">Small Group</p> </div> <p>aromas</p> <ul style="list-style-type: none"> <li>• Plastic models or pictures of scents</li> </ul>		Language  Cognitive & General Knowledge	

# Learning Experiences

<b>PHYSICAL &amp; HEALTH DOMAIN</b>	<ul style="list-style-type: none"> <li>• Line of tape on the floor</li> </ul>	<p><b>D. Line Walking</b></p> <p>Balance is very important. Our physical bodies need balance to help us walk, run and jump. Our minds need balance as well, to help us think and make good decisions. Samuel was very balanced. He knew how to walk, run and jump. He also knew how to think and make decisions. His most important decision was to love and obey God. The decision to love and obey God helped Samuel serve God and help others.</p> <p><b>Activity:</b></p> <p>For older infants who are walking and/or crawling, sit at one end of the line and encourage them to walk on the line toward you.</p> <p>For infants not yet mobile, use this activity to help encourage them to crawl or scoot. Place the infant on a blanket on the floor. Sit a few feet away from the child and place a favored toy on the floor out of their reach. Encourage the infant to move toward you and the toy and praise each effort made.</p> <p>For examples, watch the media files “Crawling Chronicles” which demonstrate an infant moving from the sitting position to being on knees and hands, then rocking back and forth, then taking the first crawling motion forward.</p> <p>For infants not yet able to sit up, periodically use assistive devices to help safely stabilize the baby in a sitting position. Never leave the baby alone; toppling over can be scary and painful! Assist as necessary and play with them while they practice sitting up. <b>NOTE:</b> Avoid using assistive devices on a regular basis. Infants need to build and tone their muscles in a safe environment, but not necessarily with the aid of devices.</p> <p><b>SAFETY: Infant swings, bounce seats, infant seats and exer-saucers can be enjoyable for young infants for short amounts of time. When confined in such devices, the children cannot explore or use their muscles freely. Use such devices sparingly.</b></p> <p><b>Equipment such as an infant walker is never appropriate for infants. Being confined to a piece of equipment on wheels is very dangerous.</b></p> <p><b>Finally, car seats and high chairs should be used for their intended purpose, not for confinement purposes.</b></p>	<p><b>STORIES #3 &amp; 4</b></p> <p>Approaches to Learning</p> <p>Social</p>
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# Learning Experiences

<b>PHYSICAL &amp; HEALTH DOMAIN</b>	None	<b>E. Prayerful Statue</b>	<b>STORIES #1 – 4</b>	<b>Social</b>
		<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 close their eyes, hold their hands for prayer, to kneel and bow their heads.</p>	<p>Use the following poem to help make reverence for prayer a habit:</p> <p>I put my legs together          Kneel nicely in my spot          Fold my hands and bow my head          And close my eyes for God.</p> <p><b>Sing: “A Little Talk With Jesus”</b>  <i>(Little Voices Praise Him, 2001, #227)</i></p> <p>At this age, the children will simply copy the posture of the teacher and listen. As they mature, they will be able to echo the instructor’s prayer(s). Allow for this opportunity on a daily basis.</p> <p>Be sure to offer opportunities for prayer throughout the day: Morning worship, snack, lunch, nap, times of stress, etc. Saying a prayer after an especially emotional event can be very comforting to a child and help to bring peace back to the soul and classroom.</p>	<p>Emotional</p> <p>Spiritual</p> <p>Language          (Expressive &amp; Receptive)</p>

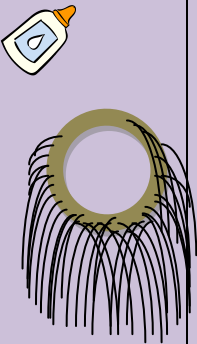


# Learning Experiences


## Learning Experiences

	Supplies Needed	Creative Expression Domain Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics	Learning Domain
CREATIVE EXPRESSION DOMAIN	<p>Props to help illustrate the significant words, such as <b>prayer book &amp; Bible</b></p> <p>Props such as dolls, Bibles, bottles, and/or puppets representing family members, birthday crown/ cake/chair, etc.</p>	<p>A. Song Service <span style="float: right;">STORY #1</span></p> <p>“Hear Our Prayer, O Lord.” (<i>Seventh-day Adventist Hymnal</i>, #684)</p> <p>“When It’s Time to Pray” (<i>Little Voices Praise Him</i>, #17)</p> <p>“With Jesus in the Family” (<i>Little Voices Praise Him</i>, #273)</p> <p>“A Birthday” (<i>Little Voices Praise Him</i>, #36)</p> <p>“Happy Birthday” (<i>Little Voices Praise Him</i>, #38)</p>	<p>Spiritual</p> <p>Social</p> <p>Language (Expressive)</p>
	<p>Props to help illustrate the significant words, such as a gift-wrapped box, happy faces, ASL signs</p>	<p>B. Song Service <span style="float: right;">STORY #2</span></p> <p>All the songs previously learned, and add:</p> <p>“Who Is Jesus’ Helper?” (<i>Little Voices Praise Him</i>, #298)</p> <p>“I’m a Little Helper” (<i>Little Voices Praise Him</i>, #293)</p> <p>“Giving Jesus Me” (<i>Little Voices Praise Him</i>, #301)</p>	<p>Spiritual</p> <p>Social</p> <p>Language (Expressive)</p>
	<p>Props to help illustrate the significant words, such as candle (unlit), flashlight, suns or sunbeams, gloves, yellow, orange and red streamers for dancing like sunbeams</p>	<p>C. Song Service <span style="float: right;">STORY #3</span></p> <p>All the songs previously learned, and add:</p> <p>“I Will Use My Hands for Him” (<i>Little Voices Praise Him</i>, #303)</p> <p>“This Little Light of Mine” (<i>Little Voices Praise Him</i>, #313)</p>	<p>Spiritual</p> <p>Social</p> <p>Language (Expressive)</p>

# Learning Experiences

CREATIVE EXPRESSION DOMAIN	<p>Props indicative of traveling and megaphones</p>	<p>D. Song Service</p> <p>All the songs previously learned, and add:</p> <p>“Kind Lips” (<i>Little Voices Praise Him</i>, #310)</p>	STORY #4	<p>Spiritual</p> <p>Social</p> <p>Language (Expressive)</p>
	<ul style="list-style-type: none"> <li>• Head bands, either elastic or paper or hats</li> <li>• Black yarn</li> <li>• Craft glue</li> </ul> 	<p>E. Samuel ‘s Long Hair</p> <p>When Samuel’s mother promised that her son would serve God all his life, she did something very special. She let his hair grow long. In fact, the Bible says that Samuel never cut his hair; his whole life, he never cut his hair.</p> <p>Infants love to touch each other’s hair. They enjoy the texture, color and – pulling!</p> <p><b>Extension Activity:</b></p> <p>Make Samuel Wigs</p> <ul style="list-style-type: none"> <li>• Glue yarn to the head band/hats. Yarn should be glued only at one end to allow for free-flowing strands of “hair” on the wigs.</li> <li>• Give each child “wig” to wear and play with.</li> <li>• For more permanent “wigs” sew strips of black cloth onto child-sized hats.</li> </ul> <p>Be sure to take photos for the bulletin board!</p>	STORY #1 & 2	<p>Sensorial (Exteroceptive)</p> <p>Social</p>

# Learning Experiences

CREATIVE EXPRESSION DOMAIN	<ul style="list-style-type: none"> <li>• Construction paper, 3x5” pieces</li> <li>• Pictures of babies</li> <li>• Felt-tipped markers or crayons</li> <li>• Glue</li> <li>• Scissors</li> <li>• Paint brushes or sponge brushes</li> <li>• Rags, sponges, tissue paper</li> <li>• Large envelopes</li> </ul>	<p>F. Welcome Baby Cards</p> <p>Babies are always being born – no matter where you live! This project can be used in several different ways.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>✓ Collect pictures of babies from a myriad of sources: newspapers, magazines, catalogs, books, printed clip art, wrapping paper, greeting cards, fabric, tissue paper, lace.</li> <li>✓ Cut them out and glue the pictures to the construction paper.</li> <li>✓ Dilute standard white glue with a little water. Spread glue on top with paint brushes or paint sponges.</li> <li>✓ Use rags, sponges, tissue paper to help wipe up glue and other clean up.</li> </ul> <p>Once completed and fully dried, place the cards in envelopes and give them away to expectant parents:</p> <ul style="list-style-type: none"> <li>• Give a welcome baby card to all prospective parents with infants.</li> <li>• Make welcome baby cards for clientele of the center who are expecting a baby or who have just started attending.</li> <li>• Make welcome baby cards for the local hospital’s maternity ward patients. (Great way to promote the center!)</li> </ul>	STORY #2	<p>Social</p> <p>Emotional</p>
	<ul style="list-style-type: none"> <li>• Puppets</li> </ul>	<p>G. Puppetry</p> <p>Tell the different stories of Samuel while slowly demonstrating them with puppets. Allow the children to handle and practice using the puppets. Finger puppets are great when working with young infants.</p> <p><b>SAFETY:</b></p> <p><b>Marionette puppets, those with strings, should not be brought into the infant room due to entanglement and strangulation risks.</b></p>		STORY # 1 - 4



# Learning Experiences

## Learning Experiences

	Supplies Needed	Learning Centers	Learning Domain
<b>LEARNING CENTERS</b>	Books	<p>A. 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>	Language & Literacy
		<p>B. Sand</p> <p>Provide an outdoor sandbox for the children to sit in and experience. Provide scoops and cups. Keep a close eye on them to help prevent the inevitable eating and throwing of sand.</p>	<p>STORIES #1-4</p> <p>Sensorial (Exteroceptive)</p> <p>Approaches to Learning</p>
		<p>C. 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>	<p>Sensorial (Exteroceptive)</p> <p>Approaches to Learning</p>
		<p>D. Nooks and Crannies</p> <p>Create nooks and crannies for the infants to explore. When babies explore such spaces they are learning about their bodies in space, how big they are and where they fit. Enjoy playing “peek-a-boo” and encourage them to crawl in and out. Nooks and crannies can be as simple as a blanket thrown over a chair or low, sturdy table or cardboard boxes.</p>	<p>Sensorial (Proprioception; Exteroceptive)</p> <p>Approaches to Learning</p>
	Various pictures	<p>E. Changing Table Décor</p> <p>Even diaper changes can be learning experiences. On the wall(s) and above the changing table, post pictures which demonstrate the theme, visual aids depicting individuals being kind and polite to each other. Change the pictures out frequently. When possible, use photographs of family members and friends. Encourage the child to know the names of the pictures displayed.</p>	<p>Sensorial (Exteroceptive)</p>

# Learning Experiences

## Learning Experiences

	Supplies Needed	Learning Extension Opportunities	Learning Domain
		Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented & Special Needs; Center/Home Connections	
LEARNING EXTENSIONS	Local Adventist Pastor	<p>A. A Visit to Church <span style="float: right;">STORY #1-4</span></p> <p>Samuel lived in the temple at Shiloh. Many children never attend church of any kind. The stories of Samuel offer a wonderful opportunity to introduce the children to church, the pastor, and other church routines such as singing and praying.</p> <p>Taking infants to a church to visit and sing and pray will not be meaningful to them. However, it is a habit that needs to be formed from infancy. Encourage the center administration to host regular programs in the local Adventist church and purposefully invite the families of the infant classroom.</p>	Social Spiritual
		<p>B. Picking Up After Self</p> <p>From early on, teach the children to return toys and books to their proper place before taking other items out for play. It will be a long process, but well worth it once the children have learned and followed through. During the infant stage, much help will be needed, but the children will enjoy helping to keep the room picked up if the teachers make it a game.</p>	Social Language
	• Guest with Hearing Dog	<p>C. Hearing Dogs <span style="float: right;">STORY #3</span></p> <p><u>Hearing Dogs</u> are trained to alert be to the sounds: fire/smoke alarm, telephone, door knock, doorbell, oven timer, alarm clock, and name call. In some cases a dog may be trained for the baby cry. In addition to sound training, Hearing Dogs are also extensively obedience-trained and socialized.</p> <p>If possible, find an individual or local organization with Hearing Dogs. Invite them to bring a dog to the center and discuss how the dog is trained to be a good listener and to be obedient.</p> <p>Samuel was a faithful listener, and this helped him to be obedient. The Hearing Dog is a good listener and very obedient. God has instructed children to be good listeners and to be obedient.</p>	Social Cognitive & General Knowledge Approaches to Learning

# Learning Experiences

<b>LEARNING EXTENSIONS</b>	<p>D. The Sequence Game</p> <p>Sequencing is an important pre-reading skill requiring a child to be able to repeat a pattern and add to a pattern. Familiar, every-day activities provide an excellent opportunity for teaching patterning and sequencing.</p> <p>For instance, when it is time for snack, chant:</p> <p><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></p> <p>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> <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>Social</p> <p>Cognitive &amp; General Knowledge</p> <p>Language</p>
	<p>E. Picking Up After Self</p> <p>Teach, encourage and expect all 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 place before taking other items out for play. It will be a long process, but well worth it once the children have learned and followed through.</p>	<p>Social</p> <p>Emotional</p>

# Learning Experiences

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- *Sabbath Songs for Tiny Tots: Cradle Roll* Audio CDs. (1997). Hurricane, UT: Prophetic Audio & Visuals for Eternity Records. Phone: (800) 354-9667. Stock #: 3873727012  
<http://www.adventistbookcenter.com/>
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- *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/>
- *Seventh-day Adventist Hymnal, The*. (1985). Hagerstown, MD: Review and Herald Publishing Association. ISBN#: 0-8280-0307-6 <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](http://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](http://www.restoration-international.org) Email: [office@restoration-international.org](mailto:office@restoration-international.org)

## Learning Experiences

- 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](mailto:help4kids@freespirit.com) or [www.freespirit.com](http://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](mailto:help4kids@freespirit.com) or [www.freespirit.com](http://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](mailto:help4kids@freespirit.com) or [www.freespirit.com](http://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](mailto:help4kids@freespirit.com) or [www.freespirit.com](http://www.freespirit.com)

# Learning Experiences

## File Attachments

[Genesis 1:1](#)

[Exodus 20:8-10](#)

Scripture Song Audio File



Waters. (1992). *Favorite Scripture Songs*. (Compact disc of Scripture songs). Eureka, MT: Restoration Recordings. Contact information: Restoration International, Inc. P. O. Box 2150, Eureka, MT 59917-2150. Phone: (406) 889-3800; 1 (888) 446-8844. Fax: (406) 889-3801.

Website: [www.restoration-international.org](http://www.restoration-international.org)

Email: [office@restoration-international.org](mailto:office@restoration-international.org)

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

Scripture Song Audio File



Proclamation Music. (2000). *His Song in my Heart* (Compact disc of Scripture songs). Inchelium, WA: Proclamation Music. Contact information: P.O. Box 400, Inchelium, WA, 99138. Phone: (509) 722-4300.

Email: [Proclamation@YoungDisciple.com](mailto:Proclamation@YoungDisciple.com)

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

# Learning Experiences

## Teacher Tips

Activities for infants should be spontaneous and meaningful. Every moment of every day is an opportunity for learning, sharing and talking about God. Many of the activities herein are best suited to individual application rather than a group setting. The regular custodial care routines will take precedence, but the opportunity for learning is continuous.

Use the power of rituals, routines and repetition. Keep words simple, use short phrases and short explanations – these are very effective. Take advantage of rituals, routines and repetition, constantly communicating with the children, explaining to them the what, why and how of their daily activities and everything in their environment.

When working with infants, 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. Short explanations are necessary for the infant's developing language skills.

Hold them, cuddle them and give them space to explore and grow.

Enjoy the baby stage! It is fast-paced, filled with custodial routines, but the little ones are so much fun to play with and easy to entertain! Enjoy every moment, and it will endear them to you.



# Learning Experiences

## Letter to Parents

The spiritual development of the young child has at its inception the emotional and social development of the young child. The child's life-long interest in spiritual matters is impacted by the security and trust built during this dependent stage of life. The purpose of *Samuel, God's Helper* 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, primary early childhood professionals, and peers. For the infant between birth and 12 months of age, this unit is designed as an introduction to the privilege and duty of service to others by reiterating the need to listen and obey while emphasizing that God has a plan for every child's life and work.

## Scope and Sequence

Foundation	Infants (Birth - 12 months)
Samuel, God's Helper	Planning for a Baby
	God Has Special Plans for Us (Dedication)
	Helping Others (Service)

## Learning Objectives

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

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Begin learning to appropriately express and experience emotions and feelings
3. Begin learning to demonstrate socially acceptable, selfless and thoughtful behaviors
4. Participate in learning activities including prayer time, individually and within a group setting
5. Become familiar with the characters Samuel and Hannah, Samuel's mother
6. Learn about Samuel and Hannah and how they love, obey and serve
7. Practice listening carefully and strengthen listening skills
8. Begin learning to recognize when someone is in need of help and offer assistance as developmentally appropriate.

## 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!

**American Sign Language**  
Cue Cards

Happy/ Joyful	Bless	Prayer
Sad	Angry/Mad	
Want	Give	Share
Daddy	Mommy	
Boy	Girl	Baby
God	Jesus	

# American Sign Language

## Cue Cards

Please	Thank you	Yes
Listen	Focus/Watch	No
Sorry	Stop	Wait
All-done	Help	Slow

## Music List

## Samuel, God's Helper

Unit	Level	Song Title	#
Samuel, God's Helper	Infants	Whisper a Prayer in the Morning	233
		Hear our Prayer, Lord	684
		When It's Time to Pray	17
		Why (Alternative title: Why is Mary Happy?)	112
		I'll Be Happy	106
		I Am So Happy	78
		A Little Talk with Jesus	227
		Sometimes He Says No	24
		Happy Sabbath, [aka: Sabbath is a Happy Day]	235
		With Jesus in the Family	273
		I'm a Little Helper	293
		Giving Jesus Me	301
		Who Is Jesus' Helper?	298
		If You're Happy and You Know It	200
		Happy All The Time (aka: <i>I'm In-right, Out-right, Up-right, Down-right Happy</i> )	88
		A Birthday	36
		Happy Birthday	38
		I Will Use My Hands for Him	303
		This Little Light of Mine	313
		Kind Lips	301

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Foundations, Book 5, Story 3

Infants

Samuel, God's Helper

## Music List

## Samuel, God's Helper

Song Book	Year Publ'd	Publisher	Location	ISBN
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Seventh-day Adventist Hymnal</i>	1985	RHPA	Hagerstown, MD	0-8280-0307-6
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Sabbath Songs for Tiny Tots: Kindergarten</i>	1970	RHPA	Hagerstown, MD	
<i>Sabbath Songs for Tiny Tots: Kindergarten</i>	1970	RHPA	Hagerstown, MD	
<i>Sabbath Songs for Tiny Tots: Cradle Roll</i>	1998	RHPA	Hagerstown, MD	10: 0-8280-1221-0; 13:978-0-8280-1221-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>New Sabbath Songs for Tiny Tots: Kindergarten</i>	1980	RHPA	Washington, D.C.	
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Happy Songs for Boys and Girls</i>	1952	RHPA	Washington, D.C.	
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8

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Foundations, Book 5, Story 3

Infants

Samuel, God's Helper