

Scope and Sequence

Foundation: Samuel, God's Helper

Level: Preschool/Pre-Kindergarten

Scope and Sequence

Foundation	Preschool/Pre-Kindergarten (24-60 months)
Samuel, God's Helper	Planning for a Baby
	God Has Special Plans for Us (Dedication)
	Call of God
	I Serve God; I Help Others (Service)

Learning Objectives

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, selfless and thoughtful behaviors
4. Participate in learning activities
5. Participate in group activities including prayer time
6. Become familiar with the character and attributes of Samuel and Hannah, Samuel's mother
7. Learn how Samuel and Hannah reflect the character of God (love, obedience and service)
8. Appreciate their own uniqueness
9. Practice listening carefully and strengthen their listening skills
10. Learn to recognize when someone is in need of help and offer assistance (babies, friends, parents, or teachers).
11. Look forward to their future and the work that each will perform.

Learning Experiences

Foundation Lesson Title	Samuel, God’s Helper
Foundation Themes(s)	Planning for a Baby God Has Special Plans for Us (Dedication) Call of God I Serve God; I Help Others (Service)
Age Level	Preschool-Pre-Kindergarten
Unit Overview	Spiritual Domain Including Worship Time; Nature Study; Object Lessons
Scope and Sequence	Physical & Health Domain Including: Gross Motor; Fine Motor; Sensorial
Learning Objectives	
Introduction	Intellectual / Cognitive Domain Including: Math; Science; Technology; Social Studies; General Knowledge
Introduction of Unit to Children	
How to Use Learning Activities	Emotional Domain Including: Intrapersonal Character Building
Story #1: Planning for a Baby Story #1 Activity Planning Web Story #2: God Has Special Plans for Us Story #2 Activity Planning Web	Story #3: Call of God Story #3 Activity Planning Web Story #4: I Serve God; I Help Others Story #4 Activity Planning Web
Teaching Resources (websites, books, CD/DVD/VHS/Cassette recordings)	Social Domain Including: Interpersonal Character Building

Learning Experiences

<p style="text-align: center;">File Attachments (black line masters, electronic books, recordings)</p>	<p style="text-align: center;">Linguistic Domain Including: Literacy; Language; Communication; Expressive and Receptive Language Skills;</p>
<p style="text-align: center;">Teacher Tips</p>	<p style="text-align: center;">Creative Expression Domain Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics;</p>
<p style="text-align: center;">Learning Centers</p>	
<p style="text-align: center;">References</p>	<p style="text-align: center;">Learning Extension Opportunities Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented & Special Needs; Fine Motor; Center/Home Connections</p>
<p style="text-align: center;">Parent Letter</p>	

About the authors

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About the Editor

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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 preschooler between 36 and 60 months of age, this unit is designed as an introduction to the privilege and duty of service to others. It emphasizes how 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 lifetimes. 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

Foundation	Preschool/Pre-Kindergarten (36 - 60 months)
Samuel, God's Helper	Planning for a Baby
	God Has Special Plan for Us (Dedication)
	Call of God
	I Serve God; I Help Others (Service)

Learning Experiences

Learning Objectives

By using the instructional suggestions as listed and adapted from the Learning Experiences section, the preschooler 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, selfless and thoughtful behaviors
4. Participate in learning activities
5. Participate in group activities including prayer time
6. Become familiar with the character and attributes of Samuel and Hannah, Samuel's mother
7. Learn how Samuel and Hannah reflect the character of God (love, obedience and service)
8. Appreciate their own uniqueness
9. Practice listening carefully and strengthen listening skills
10. Learn to recognize when someone is in need of help and offer assistance (babies, friends, parents, or teachers).
11. Look forward to the work that each will perform as they grow.

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 created 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. The teacher considers 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 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 preschoolers and pre-kindergarteners, 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.

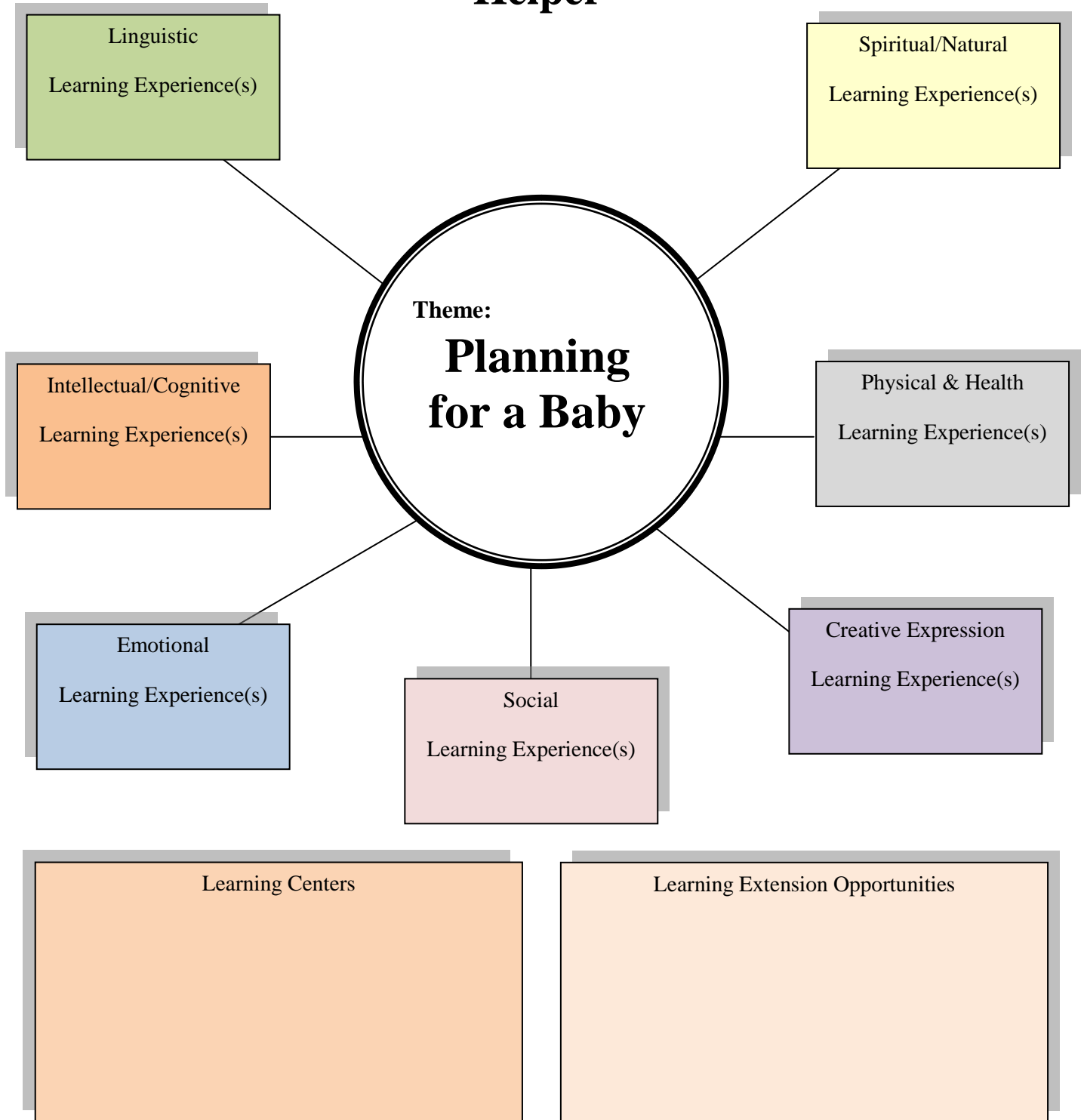
How to Use Learning Experiences

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:

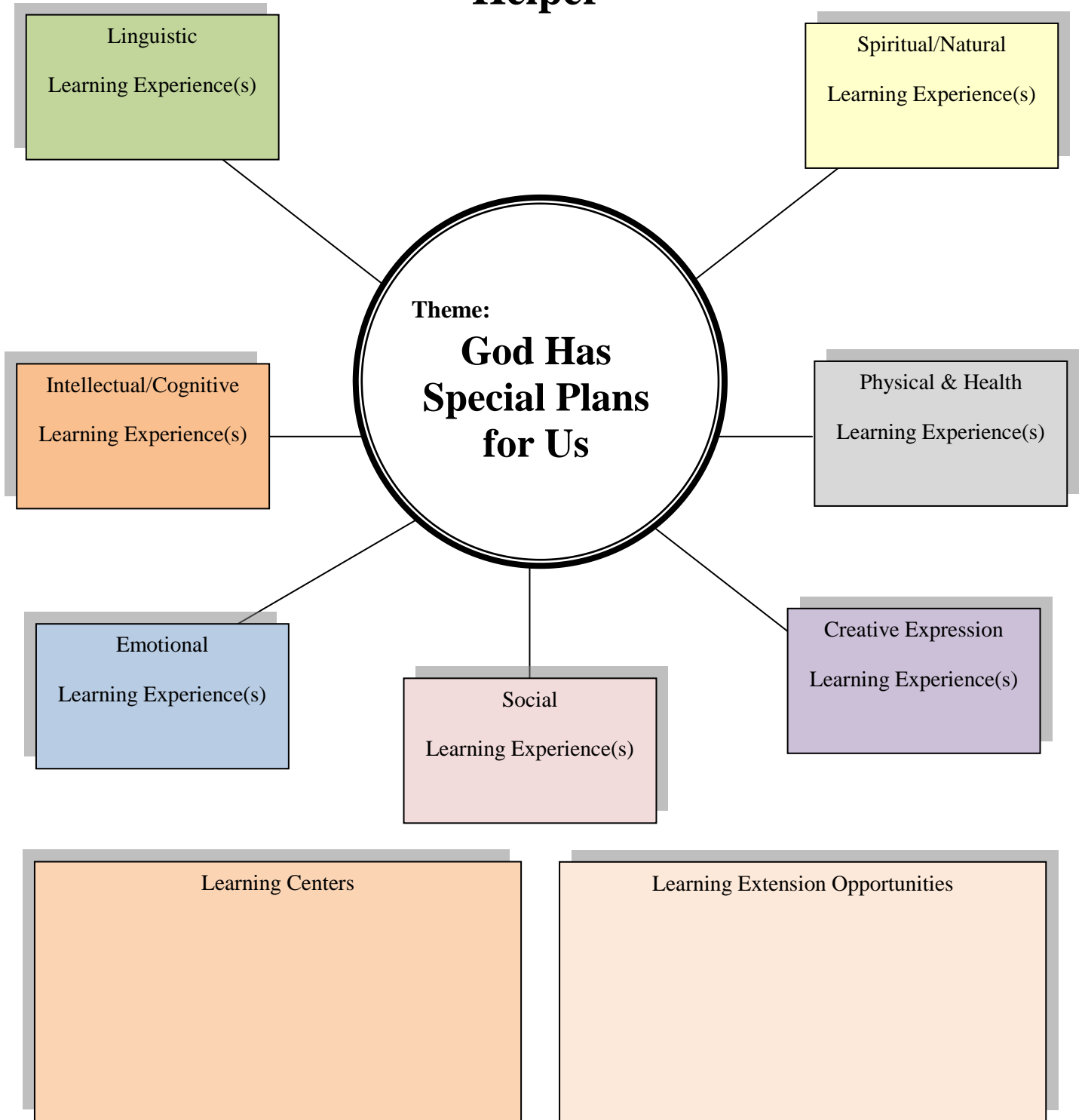
Learning Experiences

Samuel, God's Helper



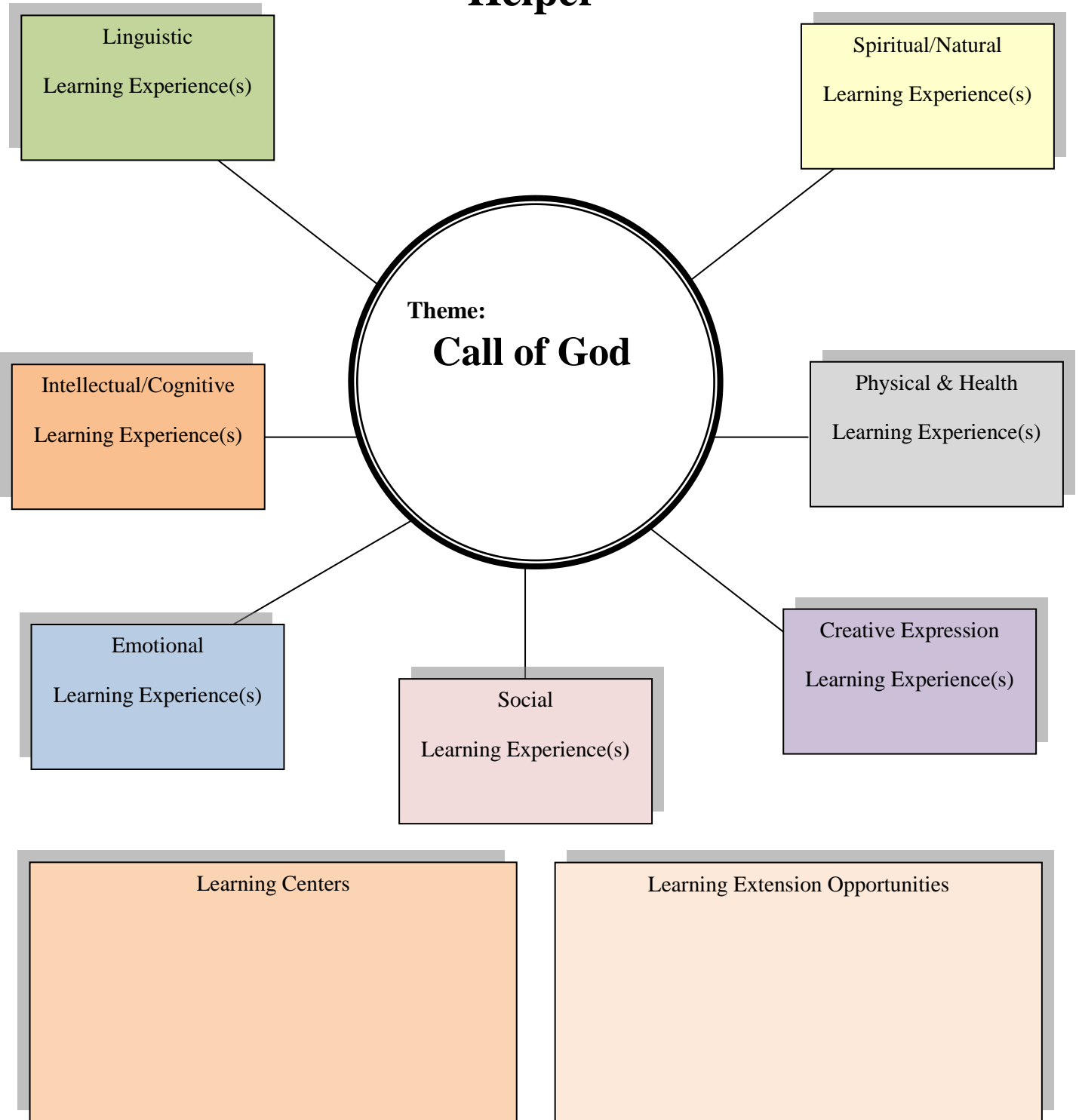
Learning Experiences

Samuel, God's Helper



Learning Experiences

Samuel, God's Helper



Learning Experiences

Samuel, God's Helper



Learning Experiences

Story #1- Planning for a Baby

Based on 1 Samuel 1:1-18

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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 yours or mine, 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.

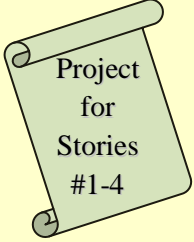

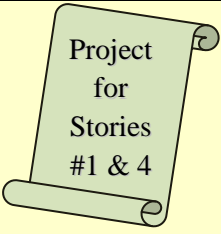
Probably Samuel's most important job was praying. Because he worked for God, he prayed to God a lot. He prayed for his family. He prayed for his friends. He prayed for his students. He even prayed for all the people of Israel. In some places, he set up large stones to help remind the people of Israel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

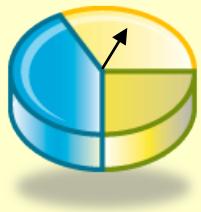
Learning Experiences

Learning Experiences

		Spiritual Domain
Supplies Needed		Including Worship Time; Nature Study; Object Lessons
SPIRITUAL DOMAIN	<ul style="list-style-type: none"> • Picture or felt of Jesus • Children and various acts of service 	<p>A. Helper Bulletin Board</p> <p>Depict children helping others in various activities. Place Jesus sitting amongst the children or helping a child. Display songs, poems, Bible texts, memory verses, and/or 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. www.amazon.com</p> <div style="text-align: right;">  </div>
	<ul style="list-style-type: none"> • Brown paper or paper bags cut into 8"X8" squares • Scissors • Markers • Hole punch • String or colorful ribbon • Stickers of Jesus and/or praying hands 	<p>B. Prayer Book</p> <p>Cut brown paper (or paper bags) in 8"x8" squares. Punch two holes in one end and bind several sheets together by lacing string or ribbon through the holes and tying them together. Write a child's name and the words "Prayer Book" on the cover of each booklet. Purposefully use this booklet after reading stories #1 & # 4, but try to incorporate its use throughout the entire study of Samuel's life.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p style="text-align: center; margin: 0;">MACY'S PRAYER BOOK</p>  </div> <div> <p>Ask the children to write or draw a prayer request on each page. Be sure to review previous prayer requests to see if there were any answered prayers. For answered prayers, place a heart sticker on the page with the answered prayer request.</p> </div> </div> <div style="text-align: right;">  </div>




Learning Experiences

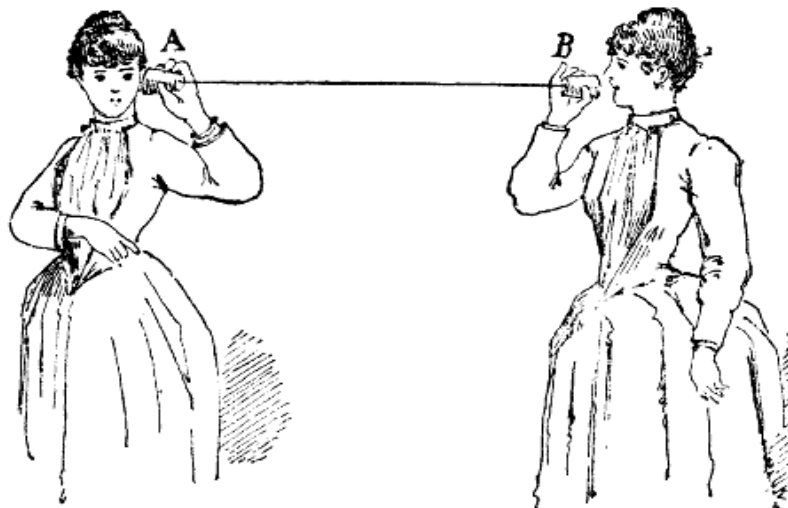
SPIRITUAL DOMAIN	<ul style="list-style-type: none"> • Pictures of children praying • Books about praying 	<p>C. Private Prayer Time STORY #1</p> <p>In Story #1, Hannah prays privately to God. Her prayer is prayed inside her mind and heart. No words escape her lips even though her lips moved.</p> <p>Teach the children how to pray silently and privately, just as Hannah prayed. At first, they will simply bow their heads and move their lips. They will need consistent coaching to learn how to think a prayer silently. Teaching them to silently move their lips, like whispering, will help them learn this new skill.</p> <p>Have each child practice private, silent prayer. At mealtime and naptime, give them another opportunity to practice silent, private prayer by having them kneel beside their cots or on their mats. Take opportunities to approach each child individually to discuss their private prayers. Encourage the children to add their private prayers to their Prayer Books.</p>
	<p>Large spinner card with written instructions</p>	<p>D. Spin-the-Memory-Verse Game STORY #1</p> <p>Memorizing texts and songs will help the young children remember the stories and concepts they are being taught. Repeat the verse a few times with the children before playing.</p> <p>Divide a large cardboard circle into several pie-shaped sections. In each section, print instructions such as:</p> <ul style="list-style-type: none"> • Everyone wearing red • Everyone wearing blue • Everyone wearing white • All the boys • All the girls • Adults only • All the children only • Everyone with brown eyes, etc. <div style="text-align: right;">  </div> <p>Fasten a cardboard or plastic pointer to the center of the circle with a paper fastener so that it will spin. Let each child take a turn spinning the pointer. Then, based on the instructions, have the children recite the memory verse.</p> <p>Memory Verse:</p> <p>“May... God... grant what you have asked of Him.” 1 Samuel 1:17</p>

Learning Experiences


SPIRITUAL DOMAIN	<p>Props to help illustrate the significant words of the memory verse, such as white robes & Bible</p>	<p>E. One Word Memory Verse STORY #2</p> <p>Longer memory verses can be fun to learn if everyone participates in the process. Repeat the memory verse several times with the children prior to the game. Have the children sit in a circle. Then, assign one word of the memory verse to each child. In sequence, point to each child around the circle. Have them recite their assigned words. The process will be quite slow at first. Once they children understand the game, they will repeat their assigned words in faster repetitions. Before ending, have the entire group repeat the verse.</p> <p>Memory Verse:</p> <p>“... as long as he lives he shall be lent to the LORD.” 1 Samuel 1:28</p>
	<p>Large sea shell</p>	<p>F. Hearing God’s Voice STORY #3</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>Discuss with the children the different ways in which Jesus speaks to us. He speaks to us through the stories in the Bible, our parents, teachers, church leaders and prayer. Talk about the importance of listening to others and how that helps to teach us how to listen to Jesus.</p> <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>Read: <i>Godliness: Sensitivity</i> (Ladder of Life Series, Storybook 6, 1996)</p>
	<p>Toy Telephone or a Hear-Myself Sound Phone</p>	<p>G. Memory Verse Telephone STORY #3</p> <p>Using the suggested props, have each child practice the memory verse by speaking it into the telephone.</p> <p>Memory Verse:</p> <p>“Speak; for thy servant heareth.” 1 Samuel 3:10</p> <p>Alternative Activity: A tin can telephone can easily be made with two tin cans, or paper/plastic cups, and a length of string. Make sure the cans or cups are empty, clean and dry with no sharp edges. Punch a small hole in the center of the bottom of each can or cup, just large enough for the string to pass through. Insert the string into the hole from the outside. Tie a few knots in the end so the string doesn't slip back through the hole when it's pulled taut. Alternatively, the string may be attached to a button or paperclip.</p>

Learning Experiences

SPIRITUAL DOMAIN	<p>Group Activity: Large nesting boxes, or stuffed brown paper bags, or cardboard blocks, or rocks</p> <p>Individual Activity: <ul style="list-style-type: none"> • Small wooden blocks • Paste • 8½" x 11" pieces of cardboard for base </p> <p>Outdoor Activity: <ul style="list-style-type: none"> • Large river rocks • Washable paint • Smocks • Brushes • Lacquer </p>	STORY #4
	<p>H. Prayer Monument</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>After the group activity, provide craft materials to enable the children to make their own personal prayer monument.</p> <p>On the playground, or if the children have access to a garden, assist in making a monument out of rocks or bricks. Add meaning to the activity by having the children paint their rock prior to assembling the prayer monument. Once the rocks have been painted and dried, spray them with a lacquer for weatherproofing.</p> <p>When the pre-kindergarten children graduate, consider giving each of them the prayer monument rock which they made. Add to this a scroll on which a few Bible verses have been written.</p>	
<p>Echo Mic or Magic Mic</p>	<p>I. Memory Verse Microphone</p> <p>Using the suggested props, have each child practice the memory verse by speaking it into a microphone.</p> <p>Memory Verse:</p> <p>“And Samuel grew, and the LORD was with him.” 1 Samuel 3:19</p>	STORY #4



Learning Experiences

<p>SPIRITUAL DOMAIN</p>	<ul style="list-style-type: none"> • Pre-planning to ensure a smooth and special program • 1-3 sentences written on parchment paper for each child conveying encouragement, promise and love • Ribbon for tying around rolled-up parchment paper <div style="text-align: center; margin-top: 20px;">  <p>Parent Program Idea</p> </div>	<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;"> <p>STORY #2 OR #4</p> </div> <p>J. Blessing Ceremony</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>Consider conducting the ceremony in the local Adventist church with invitations to the pastor, church leadership and church members to attend.</p>
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Learning Experiences

Learning Experiences

	Supplies Needed	Linguistic Domain																											
		Including: Literacy; Language; Expressive and Receptive Language Skills																											
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>Specific Book Recommendations:</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>																											
	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> <tr> <td>H (letter)</td> <td>B (letter)</td> <td>T (letter)</td> </tr> <tr> <td>M (letter)</td> <td>S (letter)</td> <td>W (letter)</td> </tr> <tr> <td>P (letter)</td> <td></td> <td></td> </tr> </table> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</p>		Happy/ Joyful	Bless	Prayer	Sad	Angry/Mad		Want	Give	Share	Daddy	Mommy		Boy	Girl	Baby	God	Jesus		H (letter)	B (letter)	T (letter)	M (letter)	S (letter)	W (letter)	P (letter)	
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STORIES #1- 4

Learning Experiences

LINGUISTIC DOMAIN	Large letter cards	C. Identifying Letters	STORIES #1- 4
	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Small Group Activity</div> <p>(Make a copy of letter cards so each child will have a set.)</p>	<p>Give each child a set of letter cards with the recommended manuscript letters on them. Have the children spread the letters out before them, face up so the letters can be quickly and easily identified. Go over each letter with the children. Practice letter recognition and identification. Once the children have demonstrated recognition and identification with the letter cards, incorporate word cards and books, asking the children to find the letters for this unit on the word cards and on book pages.</p> <p>Story # 1 [H] Story # 2 [H] [B] [T] Story # 3 [H] [B] [T] [M] [S] Story # 4 [H] [B] [T] [M] [S] [W] [P]</p>	
	Large letter and word cards	D. Matching letters	STORIES #1- 4
	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Small Group Activity</div> <p>(Make a copy of letter and word cards so each child will have a set.)</p>	<p>Give each child a set of letter cards with the recommended manuscript letters on them. Have the children spread the letters out before them, face up so that the letters can be quickly and easily identified. Go over each letter with the children. Next, give the children the corresponding word cards and help them see that the initial letter of the word card is the same as the corresponding letter card. Show them how to match the word cards with the letter cards.</p> <p>Story # 1 [H] Story # 2 [H] [B] [T] Story # 3 [H] [B] [T] [M] [S] Story # 4 [H] [B] [T] [M] [S] [W] [P]</p>	


Learning Experiences

LINGUISTIC DOMAIN	<p>Large letter and word cards</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Small Group Activity</p> </div> <p>(Make a copy of letter and word cards so each child will have a set.)</p>	<p style="text-align: right;">STORIES #1-4</p> <p>E. Beginning Sounds</p> <p>For those children who are able to recognize and identify the consonant letters for this unit, use the word cards to start teaching beginning word sounds. Have the children spread the letter cards out before them, face up so that the letters can be quickly and easily identified. Tell the children that you will say several words. As soon as they can hear the letter for the starting sound of the words, they are to hold up that letter or sign the letter. Proceed to read the word cards as outlined in the chart. Do not make the children wait until all the words are given.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="6">Story # 1</td> </tr> <tr> <td>[H]</td> <td>Hannah</td> <td>Happy</td> <td>Home</td> <td>Hopeful</td> <td>Help</td> </tr> <tr> <td colspan="6">Story # 2</td> </tr> <tr> <td>[H]</td> <td>Hannah</td> <td>Happy</td> <td>Home</td> <td>Hopeful</td> <td>Help</td> </tr> <tr> <td>[B]</td> <td>Baby</td> <td>Boy</td> <td>Bedroom</td> <td>Bathe</td> <td>Bible</td> </tr> <tr> <td>[T]</td> <td>Temple</td> <td>Tears</td> <td>Teach</td> <td>Talk</td> <td>Trust</td> </tr> <tr> <td colspan="6">Story # 3</td> </tr> <tr> <td>[H]</td> <td>Hannah</td> <td>Happy</td> <td>Home</td> <td>Hopeful</td> <td>Help</td> </tr> <tr> <td>[B]</td> <td>Baby</td> <td>Boy</td> <td>Bedroom</td> <td>Bathe</td> <td>Bible</td> </tr> <tr> <td>[T]</td> <td>Temple</td> <td>Tears</td> <td>Teach</td> <td>Talk</td> <td>Trust</td> </tr> <tr> <td>[M]</td> <td>Me</td> <td>Mother</td> <td>Minister</td> <td>Mind</td> <td>Made</td> </tr> <tr> <td>[S]</td> <td>Samuel</td> <td>Sleep</td> <td>Stand</td> <td>Speak</td> <td>Service</td> </tr> <tr> <td colspan="6">Story # 4</td> </tr> <tr> <td>[H]</td> <td>Hannah</td> <td>Happy</td> <td>Home</td> <td>Hopeful</td> <td>Help</td> </tr> <tr> <td>[B]</td> <td>Baby</td> <td>Boy</td> <td>Bedroom</td> <td>Bathe</td> <td>Bible</td> </tr> <tr> <td>[T]</td> <td>Temple</td> <td>Tears</td> <td>Teach</td> <td>Talk</td> <td>Trust</td> </tr> <tr> <td>[M]</td> <td>Me</td> <td>Mother</td> <td>Minister</td> <td>Mind</td> <td>Made</td> </tr> <tr> <td>[S]</td> <td>Samuel</td> <td>Sleep</td> <td>Stand</td> <td>Speak</td> <td>Service</td> </tr> <tr> <td>[W]</td> <td>Worker</td> <td>Willing</td> <td>Well</td> <td>Worship</td> <td>Wonderful</td> </tr> <tr> <td>[P]</td> <td>Promise</td> <td>Pray</td> <td>Peaceful</td> <td>Priest</td> <td>Prophet</td> </tr> </table> <p>Toward the end of the unit, there are some beginning sound consonant blends as a means of an introduction to blended sounds. It is not necessary for the children to learn blended sounds, though. Focus on letter and initial sound recognition.</p>	Story # 1						[H]	Hannah	Happy	Home	Hopeful	Help	Story # 2						[H]	Hannah	Happy	Home	Hopeful	Help	[B]	Baby	Boy	Bedroom	Bathe	Bible	[T]	Temple	Tears	Teach	Talk	Trust	Story # 3						[H]	Hannah	Happy	Home	Hopeful	Help	[B]	Baby	Boy	Bedroom	Bathe	Bible	[T]	Temple	Tears	Teach	Talk	Trust	[M]	Me	Mother	Minister	Mind	Made	[S]	Samuel	Sleep	Stand	Speak	Service	Story # 4						[H]	Hannah	Happy	Home	Hopeful	Help	[B]	Baby	Boy	Bedroom	Bathe	Bible	[T]	Temple	Tears	Teach	Talk	Trust	[M]	Me	Mother	Minister	Mind	Made	[S]	Samuel	Sleep	Stand	Speak	Service	[W]	Worker	Willing	Well	Worship	Wonderful	[P]	Promise	Pray	Peaceful	Priest	Prophet
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<p>Large letter and word cards in photo display stand(s)</p>	<p style="text-align: right;">STORIES #1-4</p> <p>F. Sand Writing</p> <p>Provide a small table or desk with a tray or pan of sand. Place a copy of the large letter and word cards on a tray or display stand beside the sand. How the letters and word cards are displayed is limited only by imagination. For this activity, individual children can practice writing the letters and words in the sand. Add a few letters and words each week, corresponding to other activities in this section.</p>																																																																																																																									

Learning Experiences

LINGUISTIC DOMAIN	Finger play	<p>G. Alphabet Song</p> <p>Most of the children will probably already know <i>The Alphabet Song</i>. Capitalize on this knowledge to teach the children the ASL alphabet as they sing this familiar song. 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: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</p>
	Memory verses in pictures	<p>H. Memory Verse Pictures STORIES #1- 4</p> <p>As reinforcement for each memory verse, create pictographs or rebus posters depicting each verse.</p> <p>A pictograph conveys its meaning through its pictorial resemblance to a physical object.</p> <p>A rebus is a kind of word puzzle that 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>
	<ul style="list-style-type: none"> • Blocks of wood, well sanded • Craft glue • Foam letters • Foam shapes 	<p>I. My Special Name STORY #2</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. Help the children create their own personal name plates.</p> <p>Using fast drying craft glue, have each child spell his/her name with foam letters and then glue these letters to the provided blocks of wood. Allow the children to decorate their name plates by gluing foam shapes and/or other craft sequins.</p>
	<ul style="list-style-type: none"> • Tape/mp3 player • Headphones 	<p>J. Listening Center STORY #3</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. Place the recordings in a listening center with a relevant coloring page(s) and crayons or figurines.</p>

Learning Experiences

LINGUISTIC DOMAIN	<ul style="list-style-type: none"> • Scraps of fabric • Poster board • Markers 	<p>K. Word Window</p> <p style="text-align: right;">STORY #4</p> <p>Using scraps of fabric, create a window with panes, complete with curtains. Completely surround the poster board and be sure to leave plenty of writing space. Encourage the children to use their descriptive language to recall the Bible stories they have been learning. Record the children's words in the different window panes. Look for words specific to the stories that will help the children recognize that the spoken word can be represented by the written word.</p> 
		<p>L. Sabbath Preparations</p> <p style="text-align: right;">STORY #4</p> <p>On Friday, discuss ways to get ready for Sabbath. Encourage the children to begin planning for the Sabbath early in the week. Preparation activities could include:</p> <ul style="list-style-type: none"> ○ Studying the Sabbath School lesson ○ Saving money for an offering ○ Getting clothes cleaned and pressed ○ Cleaning the house and car ○ Planning and preparing food <p>Provide each child with his/her own copy of the <i>My Little Friend</i> story magazine.</p> <p>Sing: "Happy Sabbath" (<i>Little Voices Praise Him</i>, 2001, #235)</p>

Learning Experiences


Learning Experiences

	Supplies Needed	Intellectual / Cognitive Domain Including: Math; Science; Technology; Social Studies; General Knowledge; Approach to Learning	
INTELLECTUAL/ COGNITIVE DOMAIN	<ul style="list-style-type: none"> • Large sheet of poster size paper • Straight edge • Markers • Little boy, girl and baby cut outs or die cuts 	A. Baby Chart	STORY #1
	<ul style="list-style-type: none"> • Wooden blocks • Paper scraps • Plastic toys – all scattered around classroom 	B. Samuel’s Chores; Our Chores	STORY #2 & 4

Learning Experiences

INTELLECTUAL/ COGNITIVE DOMAIN	<ul style="list-style-type: none">• Counters or other small figures• 10 pieces of fabric, 3"x5" (or a box of Kleenex)• 8"x11" cardstock• Marker <div data-bbox="277 548 477 688" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;">Small Group Activity</div>	<p>C. Putting Them to Bed</p> <p>This is an activity to help the children learn some basic subtraction skills.</p> <p>Preparation:</p> <p>Draw a simple bed shape on the bottom right side of each piece of cardstock or use a dollhouse bed. On the upper left side draw a star. Next to the star, on the upper right side, write a simple equation. Each card should have a separate, simple equation.</p> <p>Discussion:</p> <p>Samuel's bedroom was in the temple, right beside the candlestick. Eli had a bedroom. All the temple priests had bedrooms. Every night, Samuel helped High Priest Eli and the temple priests close up the temple and get ready for the night. When all the temple work was finished, it was bedtime.</p> <p>Activity:</p> <p>Show the children how to place the correct number of figures on the card, just under the star. Have them move the number of figures to be "taken away" to the bed and cover them up with the piece of fabric. Verbalize the subtraction activity by adding a simple story line such as:</p> <ul style="list-style-type: none">• "Five priests were sweeping the temple floors. One got tired and went to bed. Now there are four temple priests sweeping the floors."• Samuel and Eli walking in the court together. Samuel went to bed, and that left Eli." <p>Continue the activity with various equations and story lines.</p>	<div data-bbox="1274 193 1437 241" style="border: 1px solid black; padding: 2px;">STORY #2</div>
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Learning Experiences

INTELLECTUAL/ COGNITIVE DOMAIN	<ul style="list-style-type: none"> • Yarn, 2' length • Large multi-colored beads or "O" shaped cereal • Patterning cards  <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin-top: 10px;"> Small Group Activity </div>	<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;"> STORY #3 </div> <p>D. Obedience Necklace (Sequencing)</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>Activity:</p> <p>Provide each child with a piece of yarn, 2' long. Be sure to tie a knot on one end of the yard. Instruct the children to follow your directions as to what item to put onto their string.</p> <p>At first, tell the children which color of bead/cereal to string onto their yarn. Once the children are able to follow the verbal instructions, allow them to look at a pattern created by the teacher and then replicate that pattern onto their yarn. Once the children have mastered this skill, show them a card with a line of colored circles or squares on it. Ask the children to create the same color pattern with their beads/cereal and yarn.</p> <p>SAFETY NOTE:</p> <p>Do not use small beads. Small beads are a choking hazard for young children. Stringing beads should be large. If using cereal, remember that some some parents do not want their child having sugared cereal; an appropriate alternative will need to be used.</p> <p>Alternative:</p> <p>This same activity can be done with stickers, blocks, noodles, counters or other items. The more variations, the more practice. The more practice, the more proficiency the children will acquire.</p>
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Learning Experiences


INTELLECTUAL/ COGNITIVE DOMAIN	<ul style="list-style-type: none"> • Wooden blocks • Sleeping bag or small blanket • Small pillow 	<p>E. My Special Bed STORY #3</p> <p>As a group project, build a child-sized bed out of the blocks. Next to it spread out the pillow, sleeping bag (or blanket). Have the children take turns lying on both. Ask the children open-ended questions such as: How does the block bed feel? How does the sleeping bag feel?</p> <ul style="list-style-type: none"> • What kind of bed do you have at home / here at school? • How does it feel to sleep in a bed that is not yours? • Do you ever have dreams? <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"> • When Samuel heard God calling his name, was he asleep? Was he dreaming, or was it real? • Do you think Samuel was scared? Would you have been scared? <p>Be sure to remind the children that Jesus is never scary. Only bad things are scary, and Jesus is not scary. Remind the children that praying to Jesus is the only way to not be scared. Just as Jesus took care of young Samuel, He will also take care of each child.</p>
	<p>Lots of different sized rocks</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Project for Story #4</p> </div>	<p>F. Rock Center STORY #4</p> <p>Create an outdoor learning center using lots of rocks that vary in size and weight. Teach the children how to build roads, walls, altars and other structures. Be sure to avoid rocks that are jagged and too heavy for the young children to pick up. Be sure, also, that the rocks are not so small as to fit inside their mouths.</p>

Learning Experiences


INTELLECTUAL/ COGNITIVE DOMAIN	<p>Special Guests: Pastor, judge & teacher</p>	<p style="text-align: right;">STORIES #3 & 4</p> <p>G. Workers for God</p> <p>Samuel was called by God to do several special jobs: priest (pastor), judge and teacher. During the week when story #3 is being studied, provide several books for the children to explore on specific community workers: pastors, judges and teachers. These will help to provide an introduction to the story for week #4.</p> <p>During the week when story #4 is being studied, arrange for an Adventist pastor, a judge and a teacher from the local Adventist school to visit the classroom to talk about their jobs. In preparation for their visits, have each prepare to answer the following questions. The children will have their own set of impromptu questions, as well.</p> <ul style="list-style-type: none"> • How do you know God called you to do your job? • How do you help others make good decisions? • How do you help others learn about God? <p>Sing:</p> <p>“I’m a Little Helper” (<i>Little Voices Praise Him, 2001, # 293</i>)</p>
	<ul style="list-style-type: none"> • Cardboard blocks 	<p style="text-align: right;">STORY #4</p> <p>H. Number Block Alter</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.</p> <p>Activity:</p> <p>Use the number blocks for a variety of building and learning activities. Have the children build an altar by placing the blocks in numerical order. Another option is to have have several blocks with the same number on them. Building an altar can then become an adding activity: Ask for all the blocks with number 1 on them; then add up how many number 1 blocks there are. Continue similar methods for all the other numbers. For children needing more of a challenge, call for two or three different numbers, then add these up. The same game can be played using subtraction. Be creative and enjoy an active math lesson!</p>

Learning Experiences


Learning Experiences

	Supplies Needed	<p style="text-align: center;">Emotional Domain</p> <p style="text-align: center;">Including: Intrapersonal Character Building</p>
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>
	<ul style="list-style-type: none"> • Pictures, puppets, and/or dolls, etc. depicting a range of emotions Or • Happy/Sad Masks Or • Paper plates • Markers • Popsicle sticks 	<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;">STORIES # 1 & 2</div> <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 children 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 act out the emotions of the characters in the stories.</p> <p>Extension activity:</p> <p>During daily group time, ask the children to show how they are feeling: Happy or sad. Ask them to use their paper mache masks or help them make Happy/Sad faces on paper plates with popsicle sticks glued to the back for handles.</p> <p>Sing:</p> <p>“With Jesus in the Family” (<i>Little Voices Praise Him</i>, 2001, # 273).</p>

Learning Experiences

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EMOTIONAL DOMAIN</p>	<ul style="list-style-type: none">• Blank 3x5" cards• Colored pencils• String• Tape 	<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. Use the name cards to make a necklace for each child to wear during a designated learning time. Then hang them on a bulletin board, window or other display place.</p> <p>SAFETY NOTE: Name card necklaces should not be worn during free play, outdoor play or sleeping times. Use them only for a designated learning time.</p> <p>Extension Activity:</p> <p>Once the children begin to recognize their name, begin to point out the different letters in each name. As the teacher repeats the letters, the children will gradually begin to remember the names of the letters and echo back the spelling of their name.</p> <p>Enhancement Activity:</p> <p>Teach the children how to spell their names using ASL sign language. Sign each letter while also pointing to it and encourage the children to attempt signing their name as well. What fun it will be for the parents to see their little ones signing their names at the next parent program!</p>	<p>STORY #2 - 4</p>
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Learning Experiences

EMOTIONAL DOMAIN	<ul style="list-style-type: none">• Printed name cards• Blank 3x5" cards• Colored pencils• Tray	<p data-bbox="1218 197 1437 247" style="text-align: right;">STORY #2 - 4</p> <h3 data-bbox="524 197 743 226">D. Name Writing</h3> <p data-bbox="578 264 1403 562">Just like Samuel, every child has a special name. Learning to print our names can be a very fun learning experience that will have much significance to each child. On a shelf in the writing area, place a tray. On the tray, place 3x5" cards; there should be one card for each child with his/her name printed on one side. Tether this set of name cards together in some way. Next to the name cards, place a container of colored pencils and some blank 3x5" cards. Teach the children how to (1) find their name cards, (2) use the colored pencils, and (3) practice writing his/her own names, using the name card as a guide.</p> <p data-bbox="578 594 1373 688">As each child finishes his/her name card(s), be sure to find a use for them: Make a necklace, tape it to the child's cubbie, place it in a portfolio, hang it on a bulletin board, etc.</p> 
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Learning Experiences

	None	<p>E. Story Acting</p> <p>As the teacher tells or reads the story, have the children take turns acting out the actions performed by the characters: Samuel slept, Samuel woke up, Samuel ran to Eli, Eli said..., etc. The story acting could actually become a play if parts and lines are assigned to specific children.</p>	STORY #3 - 4
EMOTIONAL DOMAIN		<p>E. Surrendering to Jesus</p> <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"> • 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:</p> <p>“Why” (Alternative title: “Why is Mary Happy?”, <i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #112)</p> <p>“I’ll Be Happy” (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #106)</p> <p>“A Little Talk with Jesus” (<i>Little Voices Praise Him</i>, #227)</p> <p>“Sometimes He Says No” (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #24)</p> <p>Read:</p> <p>Davis, Susan. (1978). <i>Naughty Heart, Clean Heart</i>. RHPA: Hagerstown, MD. B2-1000045544 - 0 http://www.lnfbooks.com/index.html</p>	STORIES # 1- 4

Learning Experiences


Learning Experiences

	Supplies Needed	Social Domain Including: Interpersonal Character Building											
SOCIAL DOMAIN	<ul style="list-style-type: none"> • Camera • Photo of each child, laminated with clear contact paper • Velcro strips • Gold or yellow string • Tape • Pictures of acts of kindness 	<p>A. Serving God Bulletin Board</p> <p>On a small bulletin board or designated wall space, place pieces of Velcro strips. On the back of each child’s laminated photo, place Velcro strips. During daily greeting and routine activities, let each child find his/her own photo and stick it on the bulletin board/wall. 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 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>											
	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>Read: <i>Virtue: Refinement</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p>Activity:</p> <p>Teach specific classroom management and courtesy signs, such as:</p> <table style="width: 100%; border: none;"> <tr> <td>Please</td> <td>Thank you</td> <td>Yes</td> </tr> <tr> <td>Listen</td> <td>Focus/Watch</td> <td>No</td> </tr> <tr> <td>Sorry</td> <td>Stop</td> <td>Wait</td> </tr> <tr> <td>All-done</td> <td>Help</td> <td>Slow</td> </tr> </table> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</p>	Please	Thank you	Yes	Listen	Focus/Watch	No	Sorry	Stop	Wait	All-done	Help
Please	Thank you	Yes											
Listen	Focus/Watch	No											
Sorry	Stop	Wait											
All-done	Help	Slow											

Learning Experiences

SOCIAL DOMAIN		<p>C. Happiness STORY #1</p> <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>Sing: “If You’re Happy and You Know It” (<i>Little Voices Praise Him</i>, #200).</p> <p>Actions: Clap hands; Stomp feet; Jump up high; Turn around; Sit down.</p> <p>Sing: “Happy All The Time” aka “I’m In-right, Out-right, Up-right, Down-right Happy” (#88) found in <i>Happy Songs for Boys and Girls</i>. (1952). Review and Herald Publishing Association: Washington, D.C.</p> <p>Actions:</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> <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>
	String, 2-3” in length	<p>D. Making a Promise STORY #2</p> <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>Activity:</p> <p>With the children’s help, come up with several things that each child can promise to do, such as:</p> <ul style="list-style-type: none"> • Line up quickly when asked • Clean up play areas when asked • Speak kindly • Sing loudly during song service <p>To help the children remember their promises, loosely tie string or yarn to their fingers or wrists. Use a different color of string/yarn for each promise.</p>

Learning Experiences

SOCIAL DOMAIN	<p>Birthday party décor and food items</p> <div style="text-align: center;">  <p>Parent Program Idea</p> </div>	<p style="text-align: right;">STORY #2</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 party with the children will create many opportunities for social learning. Ask the children to participate in the party preparations. Have the children:</p> <ul style="list-style-type: none"> • Make decorations for the birthday party • Plan special games and/or activities • Bring food items • Wear special clothes (or a specific color) on the day of the party • Invite a special guest for the party (grandparent, sibling, parent, etc.) <p>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.</p> <p>Sing:</p> <p>“A Birthday” (<i>Little Voices Praise Him</i>, #36)</p> <p>“Happy Birthday” (<i>Little Voices Praise Him</i>, #38)</p>
	<p>Large ears of different shapes and sizes, e.g. dogs, human, mice, rabbits, etc; Strips of construction paper</p>	<p style="text-align: right;">STORY #3</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>Activity:</p> <p>Using strips of construction paper, measure each child’s head for a bandana. Allow the children to color or decorate their “ears.” Older children will be able to cut the ears out. Younger children will need to decorate pre-cut ears. Once decorated/colored, help the children to adhere their “listening ears” to the pre-measured headbands. Encourage them to wear their “listening ears” throughout the day or week.</p>

Learning Experiences

SOCIAL DOMAIN	STORY # 4
	<p>G. Helping Others</p> <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>Read (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>Using examples from the stories, discuss ways that young children can be of help to others. Ask the children how we can show God’s love to a sibling, friend, parent or teacher? A few ideas might be:</p> <ul style="list-style-type: none"> • Sing softly • Be cheerful • Be obedient • Read and look at books quietly • Play quietly • Pick up toys • Clean up after self • Talk kindly to a friend or neighbor • Comfort a crying friend

Learning Experiences

Learning Experiences

		Physical & Health Domain	
Supplies Needed		Including: Gross Motor; Fine Motor; Sensorial	
PHYSICAL & HEALTH DOMAIN	<ul style="list-style-type: none"> • Small suitcase or bag • Clothes • Hairbrush • Toothbrush • Play food • Snacks • Water 	<p>A. Going on a Trip</p> <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">STORY #1</div> <p>Everytime 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, carrying their luggage 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 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>	
	<ul style="list-style-type: none"> • List of chores • Name cards • Velcro 	<p>B. Chores, Chores, Everyone Has Chores</p> <div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">STORY #2</div> <p>Young Samuel had many, many chores to do when he lived and worked in the temple. Chores are important. Chores teach us how to do specific jobs. Chores teach us the value of doing our jobs thoroughly and completely. Chores teach us that work is good for us. The chores Samuel learned helped to prepare him for God’s work.</p> <p>Discussion questions:</p> <p>What kind of chores did Samuel have? (Filling oil lamps in temple, sweeping, etc.)</p> <p>What kind of chores can the children do at home? (Put toys away, clear table, etc.)</p> <p>What kind of chores do the children in the classroom have? (put toys away, clean off tables, fill water bottles, fold nap blankets, carry teacher’s chart, line leader, line caboose, light switch operator, song leader, learning center supervisor [<i>one child assigned to each learning center to make sure it is neat and tidy throughout the day</i>], etc.)</p> <p>Activity:</p> <p>In advance, put together a chore chart for the classroom. Create name cards for each child. Adhere Velcro stripping to the back of each name card and beside each chore on the chart. During the discussion time, assign each child to a chore for the day or week. When children become unwilling to perform their assigned duty, remind them why everyone has an assigned chore and of the need for each person to do his/her very best at all the work.</p>	

Learning Experiences

PHYSICAL & HEALTH DOMAIN	<ul style="list-style-type: none"> • Sleeping bags or blankets • Small pillows • Electric candles CD 	C. Sleeping Bag Week <div style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;">STORY #3</div> <p>Have each child bring a sleeping bag from home to sleep in all week during naptime. During naptime, switch on a set of electric or battery-operated candles, one per child, and placed beside their cots/mats. Remind the children that young Samuel slept in the temple church beside the candle stick of God. Softly sing or hum “This Little Light of Mine” before playing a CD of gentle breezes and brooks of water.</p>
	<ul style="list-style-type: none"> • Scented candles, 2 of each scent <p>Or</p> <ul style="list-style-type: none"> • Cotton balls • Liquid scents or aromas <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Small Group Activity</p> </div> <ul style="list-style-type: none"> • Plastic models or pictures of scents 	D. Scent Matching (Olfactory Discrimination) <div style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;">STORY #3</div> <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 experiment and see what we can find.</p> <p>On a tray, provide 5-7 different scented pairs of candles. For this activity, all the candles must be of the same color, typically white.</p> <p>If candles are not available, use cotton swabs in small plastic containers with lids. Remember to make two containers of each scent.</p> <p>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. Teach the children how to smell the different bottles. Can they guess the scent? Can they match the different scents with its partner?</p> <p>Enhancement activity:</p> <p>Provide a picture of each scent: For instance, for the orange peel essence, provide a picture of, or plastic orange; for the essence of lime, provide a plastic lime. These props may help the children to identify the scents.</p>

Learning Experiences

PHYSICAL & HEALTH DOMAIN	<ul style="list-style-type: none"> • 7/8" Plywood • 1"x1"x12" length of wood • Small nails • Sandpaper • Hammer • Saw • Sandpaper • Enamel paint & brush • Permanent marker <p>Alternative:</p> <p>Balance beams of varying height, length and width</p>	<p>E. Wobble Boards (Equilibrioception)</p> <p style="text-align: right;">STORIES #3 & 4</p> <p>Pre-assembly required. Instructions:</p> <ol style="list-style-type: none"> 1. Cut the plywood into a one-foot (30 cm) square. 2. Use the saw to cut the 1"x1" length of wood into a one-foot (30 cm) length. 3. Sand the edges of both pieces of wood until smooth to the touch. 4. Nail the one-foot length of wood across the center of the plywood square. Be sure the nails do not go through to the other side. 5. Paint the boards a bright color (optional). Use a permanent marker to trace footprints onto the top of the board so the children will know how to position themselves on the equipment. The toes should be pointing out slightly to the side. <p>There are a few safety rules:</p> <ul style="list-style-type: none"> • To avoid injury, stand on the Wobble Board correctly. • To avoid pinched fingers, always stand when on or near a Wobble Board. No sitting or kneeling. • Wear shoes when using the Wobble Board. • Never run or jump onto a Wobble Board. • Make sure there is a 6' fall zone around the Wobble Board – the Wobble Board should only be used in the gymnasium or on the play yard rather than in the classroom. • Make sure the fall zone area is adequately cushioned. <p>Practicing the Wobble!</p> <ol style="list-style-type: none"> 1. Before allowing the children to stand on the Wobble Board, practice on the floor. Have the children position their feet a little bit apart with their toes pointed slightly outward. Practice a side-to-side motion. Practice with legs straight, then with legs bent. 2. Talk about balance and demonstrate the side-to-side balancing motion while trying to keep a beanbag on the head. Show how the movement of the head can cause the bean bag to fall. Together, practice keeping the head straight and still while standing in the Wobble Board position and moving side to side. 3. Place the Wobble Boards in an area away from other equipment and structures following the safety rules. Remind the children that the best balance and leverage is obtained by pointing their toes out slightly to the side as they practiced earlier. Have them take turns practicing on the Wobble Boards. Encourage them to
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Learning Experiences


PHYSICAL & HEALTH DOMAIN		<p>match their own feet to the ones that are marked on the top side of the Wobble Boards.</p> <ol style="list-style-type: none"> 4. Allow time for the children to try out the Wobble Boards. Children may work together as partners with one child on the Wobble Board and the other child standing in front holding his/her partner's hands. 5. Once the children have become comfortable with the Wobble Boards, increase the balance challenge by having them attempt to keep bean bags on their heads while balancing on the Wobble Board. Encourage the children to shift their weight or place their feet differently to see what happens. <p>Relevance to theme:</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. (When studying story # 4, reiterate to the children all the different jobs that Samuel had as a worker for God. All these jobs required him to be very balanced in his mind and in his decision-making.)</p>
	None	<p style="text-align: right;">STORIES #1 – 4</p> <p>F. Prayerful Statue</p> <p>Teaching young children how to pray respectfully can be quite difficult. Repetition and practice are the keys. Begin with teaching the children how to kneel, hold their hands for prayer, to bow their heads and close their eyes.</p> <p>Use the following poem to help make reverence for prayer a habit:</p> <p style="padding-left: 40px;">I put my legs together Kneel nicely in my spot Fold my hand and bow my head And close my eyes for God.</p> <p>Sing: “A Little Talk With Jesus” (<i>Little Voices Praise Him</i>, 2001, #227)</p> <p>At this age, the children should be able to echo the instructor's prayer(s). As they mature, they will also be able to make up their own prayers. Allow for this opportunity on a daily basis.</p> <p>Be sure to offer opportunities for prayer throughout the day: Morning worship, snack, lunch, nap, times of discipline, 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>

Learning Experiences

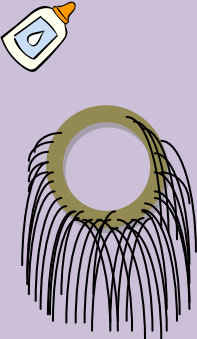
Learning Experiences

	Supplies Needed	Creative Expression Domain Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics
C R E A T I V E E X P R E S S I O N D O M A I N	<p>Props to help illustrate the significant words, such as prayer book & Bible</p> <p>Props such as dolls, Bibles, bottles, and/or puppets representing family members, birthday crown/ cake/chair, etc.</p>	<p>A. Song Service STORY #1</p> <p>“Hear Our Prayer, O Lord.” (<i>Seventh-day Adventist Hymnal</i>, #684)</p> <p>“Talk to God” (<i>Little Voices Praise Him</i>, #166)</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>Props to help illustrate the significant words, such as a gift-wrapped box, happy faces, ASL signs</p>	<p>B. Song Service STORY #2</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>“Blessings” (<i>Little Voices Praise Him</i>, #302)</p>
	<p>Props to help illustrate the significant words, such as candle/flashlight, suns or sunbeams, gloves; yellow, orange and red streamers for dancing like sunbeams</p>	<p>C. Song Service STORY #3</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>“Jesus Wants Me for a Sunbeam” (<i>Little Voices Praise Him</i>, #202)</p>

Learning Experiences

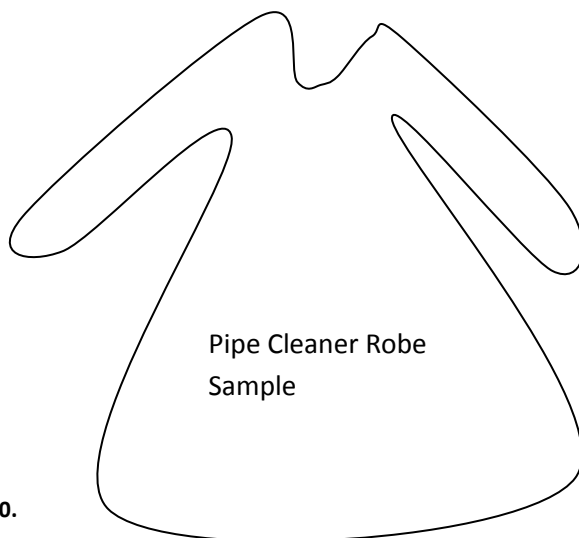
CREATIVE EXPRESSION DOMAIN	<p>Props indicative of traveling and megaphones</p>	<p>D. Song Service</p> <p style="text-align: right;">STORY #4</p> <p>“Five Little Missionaries” (<i>Little Voices Praise Him</i>, #308)</p> <p>“Kind Lips” (<i>Little Voices Praise Him</i>, #310)</p> <p>“Oh, Where” (<i>Little Voices Praise Him</i>, #311)</p> <p>“Share the Good News” (<i>Little Voices Praise Him</i>, #312)</p> <p>“You’ve Got to Tell” (<i>Little Voices Praise Him</i>, #315)</p>
	<ul style="list-style-type: none"> • Self-sealing plastic bags • Flour • White glue • Warm water • Balloons • Newspaper • Knife • Tempera paints • Safety pin • Elastic strips • Hole punch • Clothes line • Clothes pins 	<p>E. Paper-Mache Masks</p> <p style="text-align: right;">STORY #1 & 2</p> <p>Three days in advance, make a paste by mixing 1 part flour to 3 parts water, adding enough glue to make the mixture sticky. Refrigerate the paste in self-sealing plastic bags for several days before use. Then blow up one balloon for every two children in your group.</p> <p>Two days in advance, ask the children to tear newspaper into short strips. Also, set up a low hanging clothes line outside; be sure it is within easy reach of the children.</p> <p>One day in advance, blow up balloons, one for each child. On one side, draw a happy face using circles and a crescent; on the other side, draw a sad face with circles and a crescent.</p> <p>On the day of the activity, revisit the first two stories of Samuel, God’s Helper. Discuss the sadness that Hannah had when she did not have a baby. Then discuss the joy and happiness she must have felt when Samuel was born. This activity is pretty messy, but when finished, the children will each have two masks – a happy face and a sad face.</p> <p>Paper-mache masks, cont.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p style="text-align: center;">Project for Stories #1 & 2</p> </div>

Learning Experiences


CREATIVE EXPRESSION DOMAIN		<p>Instructions:</p> <ol style="list-style-type: none"> 1. Use clothes pins to attach balloons to the clothes line. The children must be able to reach the balloons easily. 2. Pour paste into large bowls or pans. 3. Help children dip newspaper pieces into the paste and carefully cover their balloons with four layers of wet strips. Instruct the children to work around the eyes and mouth drawn on the balloons. 4. Let the balloons dry for at least a day. 5. Pop the paper-mache balloons with a safety pin. 6. Cut each one in half with a knife to make two mask bases. 7. Cut holes for the eyes and mouths as necessary. 8. Provide paints for children to decorate their masks. 9. When finished, punch a hole on each side of the masks and attach a piece of elastic string. 10. Invite the children to put on their masks and encourage them to talk about their happy faces and sad faces. <p>Extension idea: Re-read stories # 1 & 2. Let the children participate in the story-telling by using their masks. At the end of the stories, talk with the children about different happy and sad events that have happened during the day.</p>
	<ul style="list-style-type: none"> • Head bands, either elastic or paper • Black yarn • Craft glue 	<div style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;"> STORY #1 & 2 </div> <p>F. 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>Making Samuel Wigs:</p> <ul style="list-style-type: none"> • Give each child an elastic head band. If using paper bands, be sure to have plenty of pre-cut lengths of paper. • Provide craft glue and long strands of black yarn. • Show the children how to glue their yarn to the head band. Yarn should be glued only at one end to allow for free-flowing strands of “hair” on the wigs. • Older children will probably want to glue strips of yarn to the top of the head band for a full wig as well as the sides. Younger children can simply glue yarn to the side of the head band.

Learning Experiences

CREATIVE EXPRESSION DOMAIN	<ul style="list-style-type: none"> • Construction paper • Pictures of babies • Felt-tipped markers or crayons • Glue • Scissors • Popsicle sticks or brayer • Paint brushes or sponge brushes • Rags, sponges, tissue paper • Large envelopes 	STORY #2
	<p>G. 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>Don't let the decoupage concept scare you away from this craft idea. Cards can be made with or without decoupage instructions.</p> <p>Instructions:</p> <ul style="list-style-type: none"> ✓ Collect pictures to decoupage with. These can come from myriad sources: newspapers, magazines, catalogs, books, printed clip art, wrapping paper, greeting cards, fabric, tissue paper, lace. ✓ Cut them out with scissors or have the children tear them out. ✓ Glue the pictures to the construction paper. ✓ Smooth out wrinkles with a Popsicle sticks or brayer, a specialized tool like a miniature rolling pin designed to help remove wrinkles, remove excess glue and smooth pictures. ✓ Spread glue on top with paint brushes or paint sponges. Standard white glue works best if it is diluted with a little water. Specialty glues can be found in most crafting stores. ✓ Use rags, sponges, tissue paper to help wipe up glue and other clean up. ✓ Finally, use the glue or other decoupage medium as a sealer. Alternatively, polyurethane, spray acrylic or other lacquers are usually used. (Final step is optional). <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"> • Make welcome baby cards for clientele of the center who are expecting a baby. • Make welcome baby cards for the local hospital's maternity ward patients. (Great way to promote the center!) 	



Learning Experiences

CREATIVE EXPRESSION DOMAIN	<ul style="list-style-type: none"> • Cardstock or card board, 5”x8” • White glue • White paper • Jumbo crayons • Sequins • Construction paper frames 	<p style="text-align: right;">STORY #3</p> <p>H. Glue-Rub Art</p> <p>Prior to this activity, cut out 5”x8” pieces of poster board. Print the words “obey” and “listen” with white glue on each card. Allow the glue to dry and harden.</p> <p>Discussion: Spend a few minutes explaining the activity and the reason why the words “obey” and “listen” were chosen. Explain how Samuel was obedient and a good listener. Talk about why it’s important to be a good listener and to be obedient.</p> <p>Activity: In the writing center or art center, provide sheets of white paper and jumbo crayons. Show the children how to place their paper over the word cards. Demonstrate how to rub a crayon on its side to make the glue word appear on the white paper. Provide several items for decorating and construction paper frames for framing completed papers.</p>
	<ul style="list-style-type: none"> • Cloth hand puppets • Sequins or different colored fabric and yarn • Glue 	<p style="text-align: right;">STORY #4</p> <p>I. Hand Puppet</p> <p>Sew or purchase cloth hand puppets. Provide glue and sequins and allow the children to decorate them as Samuel, the pastor, the judge or the teacher.</p> <p>SAFETY:</p> <p>For young preschoolers, sequins should not be used. Instead, provide different colors of fabric and yarn.</p> <p>Once the hand puppets are dry, retell the story of Samuel’s service to God using the hand puppets.</p> 

Learning Experiences





CREATIVE EXPRESSION DOMAIN	<ul style="list-style-type: none"> • Overhead projector • Black pipe cleaner • White pipe cleaners • Brown or yellow pipe cleaners • Poster paper • Markers or crayons • Scissors • Glue • Sequins <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Small Group Activity</p> </div>	<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;"> STORY #4 </div> <p>J. Samuel's Jobs</p> <p>Bend the pipe cleaners to resemble a robe (see sample on previous page). Tape the poster paper to a smooth wall or bulletin board. The poster paper will be the "screen" for the projector and the children will be drawing on it.</p> <p>Discussion:</p> <p>As a worker for God, Samuel had many jobs. The pipecleaners represent the different clothes Samuel might have worn for these jobs. In groups of two, teach the children how to use the overhead projector and how to place the pipe cleaner robes on the face plate. Next, take the children to the poster-size paper and show them how to copy the enlarged outline of each robe. Once the robe outlines are complete, have the children cut out their robes and decorate them with crayons, markers, sequins and glue.</p>
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Learning Experiences

Learning Experiences


	Supplies Needed	Learning Centers
LEARNING CENTERS	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>
	Variety of items a baby would use: <ul style="list-style-type: none"> • Cloth diapers • Plastic baby bottles • Baby clothes • Baby blankets • Baby dolls • Cradle • Rocker • Foam bath pad • Towels • Changing table • Wipes (tissues) 	<p>B. Dramatic Play – the Nursery</p> <p>Provide all the various items necessary for use within a nursery for infants. Teach the children how to use the bottles, diapers, crib, blankets, rocking chair, stroller, high chair, etc.</p> <p>Purposefully teach the children tenderness toward their dolls and then help them to associate that tenderness with their peers during their day-to-day activities.</p> <p>Enhancement activity:</p> <p>Place clean, unfolded towels and cloth diapers in the dramatic play area for the students to fold. Also provide a rebus-type picture sequence that outlines how to fold in 1/2 and then in 1/2 again. Folding is something that will need to be presented to the children both in circle time and individually. This is good for motor skills as well as for fractional concepts.</p>
	Flannel board, felts representing stories	<p>C. Flannel Story Time</p> <p>Retell this week’s story using felt figures and a felt backdrop. Afterward, place these in a learning center so the children can practice and experiment with retelling the story in their own words.</p>
	Puppets	<p>D. Puppetry</p> <p>Retell this week’s story using puppets. Afterward, place these in a learning center so that the children can practice and experiment with retelling the story in their own words.</p>

Learning Experiences

LEARNING CENTERS	<ul style="list-style-type: none"> • PVC piping and connectors • Plastic shower curtains • Tape or shower curtain rings • Rags • Broom & dustpan • Spray bottles <div style="text-align: center; margin-top: 20px;">  <p>Project for Stories #1-4</p> </div>	<p style="text-align: right; border: 1px solid black; padding: 2px;">STORIES #1-4</p> <p>E. Temple at Shiloh</p> <p>Using PVC piping and connectors, construct the shell of the Temple at Shiloh. The dimensions of the small-scale temple will depend on the outdoor space available. Refer to the inset chart for basic assembly instructions. Use tape or shower curtain rings to adhere plastic shower curtains to PVC piping.</p> <p>Activity:</p> <p>Supply this outdoor learning center with rags, brooms, dustpans and spray bottles. Since the temple model is outdoors, just as the Temple at Shiloh was outdoors, the temple model will need cleaning every day. The children can rotate assigned temple clean-up duty, or take turns play acting in the temple, complete with white robes and cleaning responsibilities. The children will also enjoy “sleeping” in the Holy Place on a sleeping bag and pillow alongside a candelabra.</p> <div style="text-align: center; border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Dividing curtain blue, red, purple shower curtains</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 30%; vertical-align: middle;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Entrance blue, red, purple shower curtains</p> </td> <td style="width: 40%; text-align: center;">  <p>Holy Place</p> </td> <td style="width: 30%; text-align: center;"> <p>Most Holy Place</p> </td> </tr> </table> <p>Sides, top and back black shower curtains</p> </div> <p>Enhancement Idea: Be sure to keep and store all the temple parts and pieces. They will be in used several times in future lessons. This lesson calls for the candelabra, but no other furniture is introduced at this time.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Entrance blue, red, purple shower curtains</p>	 <p>Holy Place</p>	<p>Most Holy Place</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Entrance blue, red, purple shower curtains</p>	 <p>Holy Place</p>	<p>Most Holy Place</p>		
<p>Robes and props</p>	<p style="text-align: right; border: 1px solid black; padding: 2px;">STORY #4</p> <p>F. Dramatic Play – Samuel’s Roles</p> <p>Provide robes and props depicting Samuel’s various roles and responsibilities, such as:</p> <p>White robes & scrolls & step stool – priest Black robes and mallet & tall chair – judge Course robe and megaphone – prophet Mortar board and glasses – teacher</p> <p>Reminder: Be sure to provide big shoes for the children to try on and walk in!</p>				

Learning Experiences

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
LEARNING EXTENSIONS	Local Adventist Pastor 	A. A Visit to Church 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. <ul style="list-style-type: none"> • Plan to have a short worship service inside the church sanctuary. • Prepare a week of prayer to be held in the church sanctuary. • Plan an evening parent program where the children re-enact the story of Samuel being called by God. It's a great story, and a lot of fun for the children to act out.
		B. Picking Up After Self Teach, encourage and expect the children to learn how to pick up after themselves throughout the day. From early on, teach the children to return toys and books to their proper places before taking other items out for play. It will be a long process, but well worth it once the children have learned and followed through.

Learning Experiences

LEARNING EXTENSIONS	<ul style="list-style-type: none"> • Vegetarian links or Linkettes, all sliced in half length-wise • Canned, refrigerated crescent roll dough • Cheese slices • Paper plates • Baking sheet • Oven • Oven mitts 	STORY #3
	<p>C. Links in a Blanket</p> <p>Prepare links and cheese slices ahead of time. Preheat oven to the recommended temperature on the package of the dough.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Give each child a triangle of crescent roll dough, a sliced Linkette and a slice of cheese. 2. Instruct the children to put the Linkette on top of the dough. 3. Next, have them place the cheese on top of the Linkette. 4. Roll the edges of the dough around the Linkette and pinch the edges together. 5. Bake the Links in a Blanket according to the dough package instructions. <p>While the Links in a Blanket are baking, take the opportunity to talk to the children about the snack that they are about to enjoy. Ask questions such as:</p> <ul style="list-style-type: none"> • What represents the “blanket”? • Do you have a blanket at home? ...at school? • When do you use these blankets? • There was someone in our story today that also had a blanket. Who was that? • What did Samuel do with his blankets every morning and every night? • Who was sleeping in our story? • Who was watching over Samuel as he slept? • Who watches over you when you sleep? 	
	<ul style="list-style-type: none"> • Guest speaker and Hearing Dog 	STORY #3
	<p>D. Hearing Dogs</p> <p><u>Hearing Dogs</u> are trained to be alert 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>Be sure to prepare the children for the Hearing Dog’s visit by discussing the need to learn how to listen and obey. 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>	

Learning Experiences

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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

Email: office@restoration-international.org

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

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Email: Proclamation@YoungDisciple.com

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

Learning Experiences

Teacher Tips

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

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

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

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

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

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 through the loving and caring relationships formed with parents, primary early childhood professionals and peers. For the preschooler between 36 and 60 months of age, this unit is designed as an introduction to the privilege and duty of service to others. It emphasizes how God has a plan for every child's life and work.

Scope and Sequence

Foundation	Preschool/Pre-Kindergarten (36 - 60 months)
Samuel, God's Helper	Planning for a Baby
	God Has Special Plans for Us (Dedication)
	Call of God
	I Serve God; I Help Others (Service)

Learning Objectives

By using the instructional suggestions listed in and adapted from the Learning Experiences section, the preschooler 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, selfless and thoughtful behaviors
4. Participate in learning activities
5. Participate in activities including prayer time
6. Become familiar with the character and attributes of Samuel and Hannah, Samuel's mother
7. Learn how Samuel and Hannah reflect the character of God (love, obedience and service)
8. Appreciate their own uniqueness
9. Practice listening carefully and strengthen their listening skills
10. Learn to recognize when someone is in need of help and offer assistance (babies, friends, parents, or teachers).
11. Look forward to their future and the work that each will perform.

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

H (letter)		
M (letter)	B (letter)	T (letter)
P (letter)	S (letter)	W (letter)

American Sign Language

Cue Cards

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

Letter Recognition Cards

M

P

S

T

W

B

H

Letter Recognition Cards

Word Cards

Me

Mother

Minister

Mind

Made

Word Cards

Worship

Worker

Willing

Well

Wonderful

Word Cards

Hannah

Happy

Home

Hopeful

Help

Temple

Tears

Teacher

Talk

Trust

Word Cards

Promise

Pray

Peaceful

Prophet

Priest

Word Cards

Baby

Boy

Bedroom

Bathe

Bible

Word Cards

Samuel

Sleep

Stand

Speak

Service

Word Cards

Music List

Samuel, God's Helper

Unit	Level	Title	#
Samuel, God's Helper	Preschool - Pre-Kindergarten	Hear our Prayer, Lord	684
		Talk to God	16
		When It's Time to Pray	17
		With Jesus in the Family	273
		A Birthday	36
		Happy Birthday	38
		Who Is Jesus' Helper?	298
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Foundations, Book 5, Story 3

Preschool/Pre-Kindergarten

Samuel, God's Helper

Music List

Samuel, God's Helper

Book	Year Publ	Publisher	Location	ISBN
<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>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
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<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>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

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Samuel, God's Helper