

# Scope and Sequence

Foundation: Samuel, God's Helper

Level: Toddlers

## Scope and Sequence

Foundation	Toddlers (12 - 36 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)	<b>Planning for a Baby</b> <b>God Has Special Plans for Us (Dedication)</b> <b>Call of God</b> <b>I Serve God; I Help Others (Service)</b>
Age Level	Toddler
<a href="#">Unit Overview</a>	<a href="#">Spiritual Domain</a> Including Worship Time; Nature Study; Object Lessons
<a href="#">Scope and Sequence</a>	<a href="#">Physical &amp; Health Domain</a> Including: Gross Motor; Fine Motor; Sensorial
<a href="#">Learning Objectives</a>	
<a href="#">Introduction</a>	<a href="#">Intellectual / Cognitive Domain</a> Including: Math; Science; Technology; Social Studies; General Knowledge
<a href="#">Introduction of Unit to Children</a>	
<a href="#">How to Use Learning Activities</a>	<a href="#">Emotional Domain</a> Including: Intrapersonal Character Building
<a href="#">Story #1: Planning for a Baby</a> <a href="#">Story #1 Activity Planning Web</a> <a href="#">Story #2: God Has Special Plans for Us</a> <a href="#">Story #2 Activity Planning Web</a>	<a href="#">Story #3: Call of God</a> <a href="#">Story #3 Activity Planning Web</a> <a href="#">Story #4: I Serve God; I Help Others</a> <a href="#">Story #4 Activity Planning Web</a>
<a href="#">Teaching Resources</a> (websites, books, CD/DVD/VHS/Cassette recordings)	<a href="#">Social Domain</a> Including: Interpersonal Character Building

# Learning Experiences

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

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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 toddler between 12 and 36 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 lifetime. Little voices will lift in praise as they discover God's love and care. Through God's holy word the children will learn that God loves and cares for them as well as others. Nature allows the care of God to be revealed, and through daily activities and stories, they learn of the character of our God.

## Scope and Sequence

<b>Foundation</b>	<b>Toddlers (12 - 36 months)</b>
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 toddler will:

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Learn to appropriately express and experience emotions and feelings
3. Consistently demonstrate socially acceptable, 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 designates how a teacher focuses a child’s learning experiences to match his/her developing abilities while also challenging the child’s interests, understanding and critical thinking skills. Consideration factors are the child’s individual pattern and timing of growth, personality, learning style, coping skills and family background.

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

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

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

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

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

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

# Learning Experiences

- Cooperation - Habits of mind or characteristic ways of approaching learning, other people, or situations
- Independence - The affective domain which includes one's sense of belonging, security, and self-worth.

## Introduction of Unit to Children

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

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

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

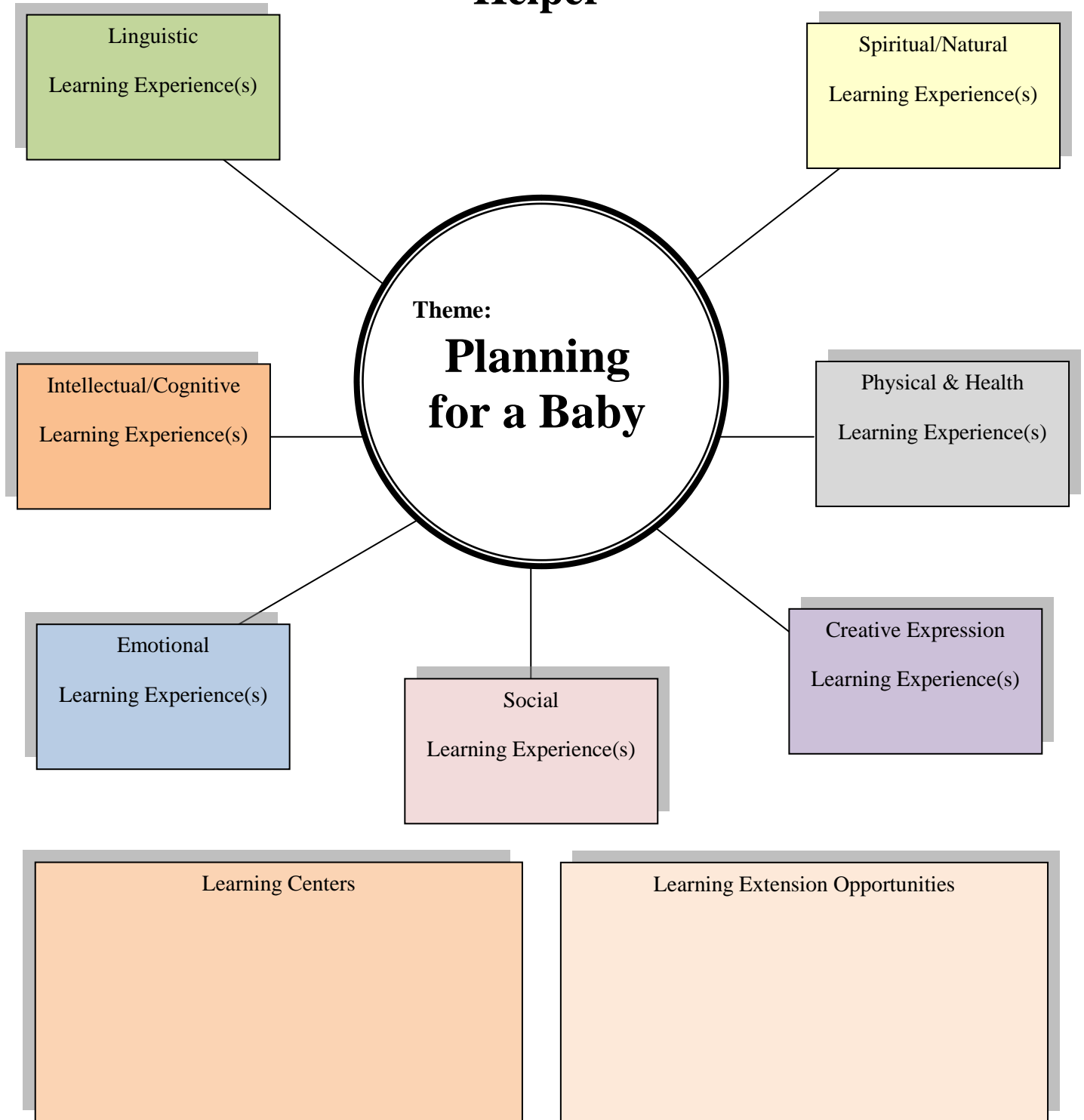
## How to Use Learning Experiences

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

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

# Learning Experiences

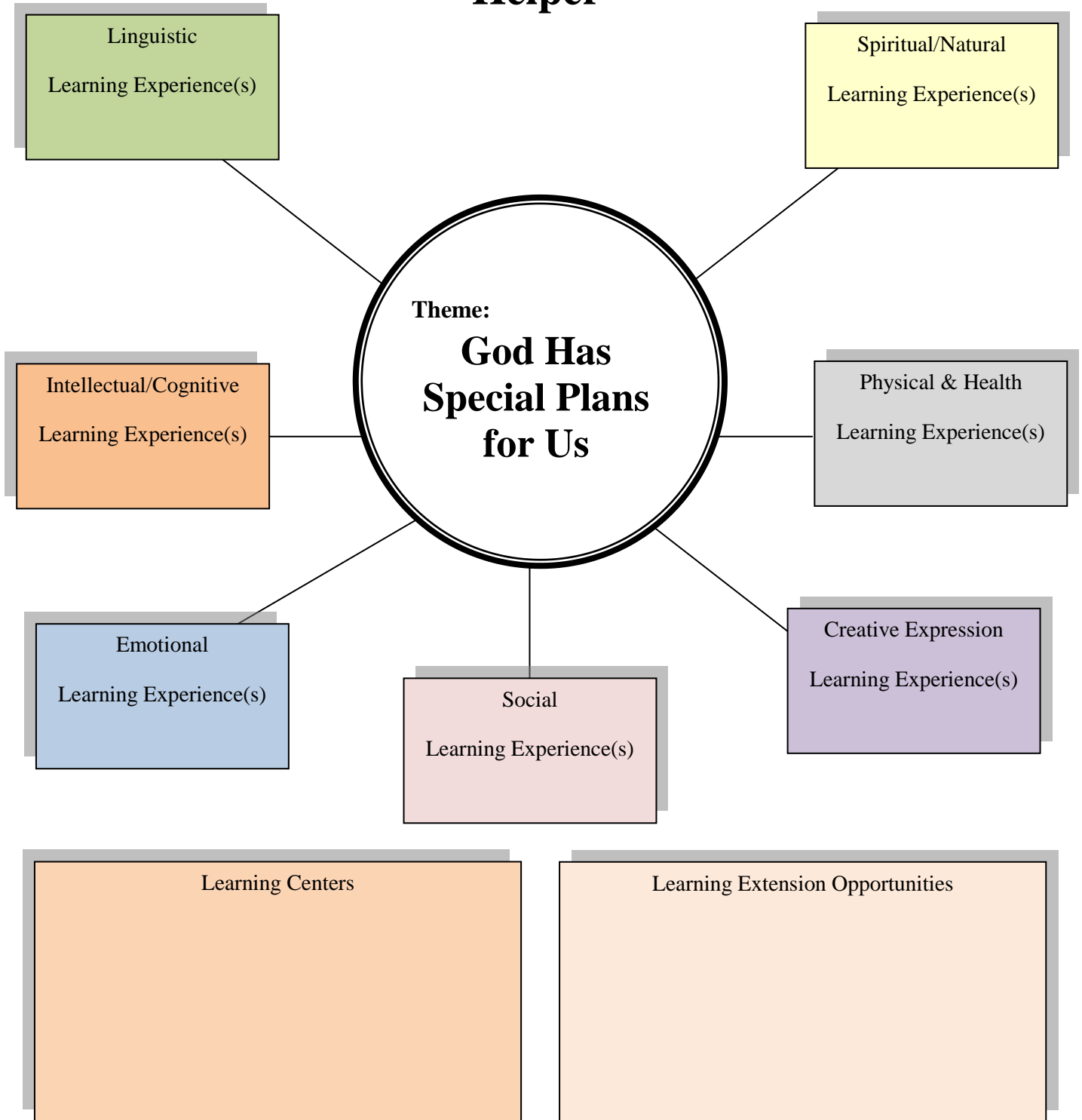
## Samuel, God's Helper





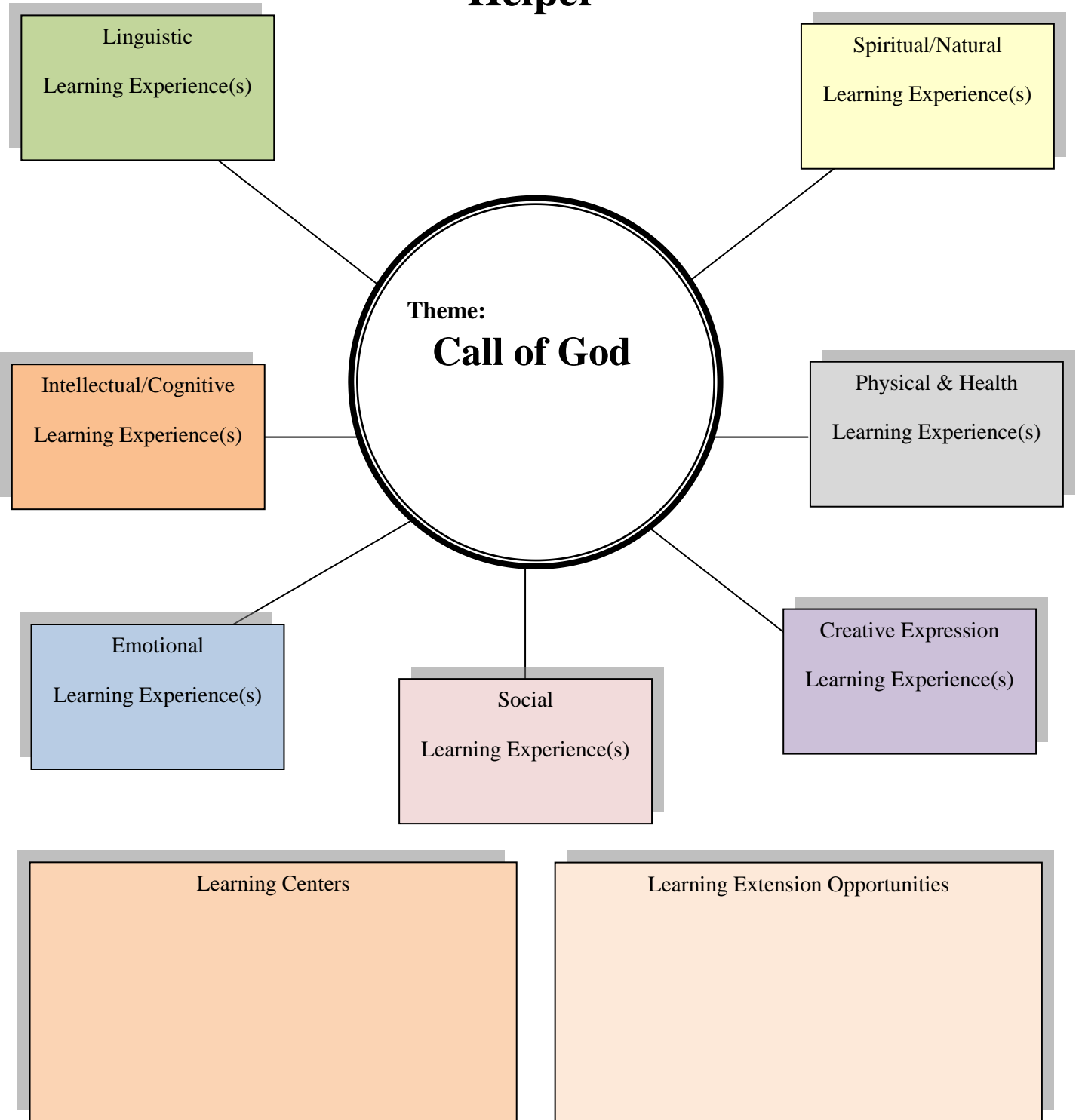
# Learning Experiences

## Samuel, God's Helper



# Learning Experiences

## Samuel, God's Helper



# Learning Experiences

## 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 you or me, though. No. In fact, Samuel did not have a bedroom at all! But he did sleep in a very, very special place.

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

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

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

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

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

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

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

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

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

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

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



## Learning Experiences

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

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

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

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

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

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

# Learning Experiences

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

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

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

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

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

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

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

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

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

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


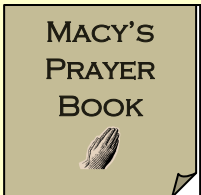
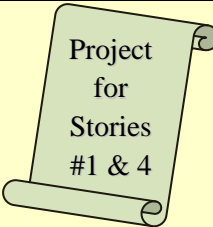
Probably Samuel's most important job was praying. Because he worked for God, he prayed to God a lot. He prayed for his family. He prayed for his friends. He prayed for his students. He even prayed for all the people of Israel. In some places, he set up large stones to help remind the people of Israel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

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

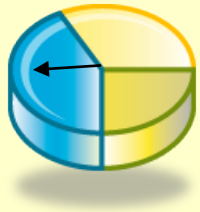
(Would you like to be a good worker for God, too?)

# Learning Experiences

## Learning Experiences

		<b>Spiritual Domain</b>
<b>Supplies Needed</b>		Including Worship Time; Nature Study; Object Lessons
<b>SPIRITUAL DOMAIN</b>	<ul style="list-style-type: none"> <li>• Picture or felt of Jesus</li> <li>• Children and various acts of service</li> </ul>	<p><b>A. Helper Bulletin Board</b></p> <p>Depict children helping others in various activities. Place Jesus sitting amongst the children or helping a child. Display songs, poems, Bible text, memory verse, 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. <a href="http://www.amazon.com">www.amazon.com</a></p> 
	<ul style="list-style-type: none"> <li>• Brown paper or paper bags cut into 8"X8" squares</li> <li>• Scissors</li> <li>• Markers</li> <li>• Hole punch</li> <li>• String or colorful ribbon</li> <li>• Stickers of Jesus and/or praying hands</li> </ul>	<p><b>B. Prayer Book</b></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 &amp; # 4, but try to incorporate its use throughout the entire study of Samuel's life.</p>  <p>Ask the children to draw or color a picture of a prayer request on each page while the teacher briefly writes the child's prayer request. At this age, the children will have seemingly silly prayer requests, but making prayer requests is a learned skill. Allow their requests and honor them; take their requests seriously.</p> <p>If possible, find pictures or stickers to represent their prayer requests. They will enjoy gluing these into their books and reviewing them over and over.</p> <p>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> <p><b>Sing:</b></p> <p><b>"Hear Our Prayer, Oh Lord"</b> (<i>Seventh-day Adventist Hymnal</i>, # 684)</p> 

# Learning Experiences

<b>SPIRITUAL DOMAIN</b>	<ul style="list-style-type: none"> <li>• Pictures of children praying</li> <li>• Books about praying</li> </ul>	<p><b>C. Private Prayer Time</b> <span style="float: right;">STORY #1</span></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>At mealtime and naptime, give them another opportunity to practice silent, private prayer by having them kneel beside their cots or on their mats.</p> <p><b>Sing:</b></p> <p><b>“Whisper a Prayer in the Morning</b> (<i>Little Voices Praise Him</i>, #233)</p>
	<p>Large spinner card with written instructions</p>	<p><b>D. Spin-the-Memory-Verse Game</b> <span style="float: right;">STORY #1</span></p> <p>Memorizing texts and songs will help the young child 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, attach pictures depicting:</p> <ul style="list-style-type: none"> <li>• The color red</li> <li>• The color blue</li> <li>• The color white</li> <li>• A boy</li> <li>• A girl</li> <li>• An adult</li> <li>• A group of children</li> </ul> <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 recited the memory verse.</p> <p><b>Memory Verse:</b></p> <p>“May... God... grant what you have asked of Him.” 1 Samuel 1:17</p> <p>For younger toddlers: “May God grant your prayer.”</p>


# Learning Experiences

<b>SPIRITUAL DOMAIN</b>	<p>Props to help illustrate the significant words of the memory verse, such as white robes &amp; Bible</p>	<p><b>E. One Word Memory Verse</b></p> <p style="text-align: right;">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 word. The process will be quite slow at first. Once they children understand the game, they will repeat their assigned word in faster repetitions. Before ending, have the entire group repeat the verse.</p> <p><b>Memory Verse:</b></p> <p>“... as long as he lives he shall be lent to the LORD.” 1 Samuel 1:28</p> <p>For younger toddlers: “He is lent to the Lord.”</p>
	<p>Large sea shell</p>	<p><b>F. Hearing God’s Voice</b></p> <p style="text-align: right;">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><b>Read:</b> <i>Godliness: Sensitivity</i> (Ladder of Life Series, Storybook 6, 1996)</p>




**Painted  
River  
Rock**

# Learning Experiences

<b>SPIRITUAL DOMAIN</b>	<p>Toy Telephone or a Hear-Myself Sound Phone</p>	<p><b>G. Memory Verse Telephone</b></p> <p>Using the suggested props, have each child practice the memory verse by speaking it into the telephone.</p> <p><b>Memory Verse:</b></p> <p>“Speak; for thy servant heareth.” 1 Samuel 3:10</p> <p><b>Alternative Activity:</b> 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>	<p>STORY #3</p>	
	<p>Group Activity: Large nesting boxes, or stuffed brown paper bags, or cardboard blocks, or rocks</p> <p>Individual Activity:</p> <ul style="list-style-type: none"> <li>• Small wooden blocks</li> <li>• Paste</li> <li>• 8½” x 11” pieces of cardboard for base</li> </ul> <p>Outdoor Activity:</p> <ul style="list-style-type: none"> <li>• Large river rocks</li> <li>• Washable paint</li> <li>• Smocks</li> <li>• Brushes</li> <li>• Lacquer</li> </ul>	<p><b>H. Prayer Monument</b></p> <p>The purpose of this activity is 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>STORY #4</p>	
	<p>Echo Mic or Magic Mic</p>	<p><b>I. Memory Verse Microphone</b></p> <p>Using the suggested props, have each child practice the memory verse by speaking it into a microphone.</p> <p><b>Memory Verse:</b></p> <p>“And Samuel grew, and the LORD was with him.” 1 Samuel 3:19</p>	<p>STORY #4</p>	

# Learning Experiences

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

## Learning Experiences

	Supplies Needed	<b>Linguistic Domain</b> Including: Literacy; Language; Expressive and Receptive Language Skills																											
<b>LINGUISTIC DOMAIN</b>		A. Books, Books, Books  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.  <b>Specific Book Recommendations:</b>  Ladder of Life Series: Knowledge (Storybook 3, 1996, RHPA)  Ladder of Life Series: Faith (Storybook 1, 1996, RHPA)  Ladder of Life Series: Temperance (Storybook 4, 1996, RHPA)  Ladder of Life Series: Virtue (Storybook 2, 1996, RHPA)																											
	Poster(s) or photos demonstrating various ASL signs	B. American Sign Language <span style="float: right; border: 1px solid black; padding: 2px;">STORIES #1- 4</span>  Using sign language will help the children learn to express themselves in a new way.  <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Happy/ Joyful</td> <td style="width: 33%;">Bless</td> <td style="width: 33%;">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>  See Resource: American Sign Language Pro online ASL Video Dictionary: <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a>	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)		
	Happy/ Joyful	Bless	Prayer																										
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H (letter)	B (letter)	T (letter)																											
M (letter)	S (letter)	W (letter)																											
P (letter)																													
Flannel board, felts representing stories	A. Flannel Story Time <span style="float: right; border: 1px solid black; padding: 2px;">STORIES #1- 4</span>  Retell this week’s story using felt figures and a felt backdrop. Afterward, place these in a small learning center so the children can practice and experiment with retelling the story in their own words either alone, or with one other friend.																												




# Learning Experiences

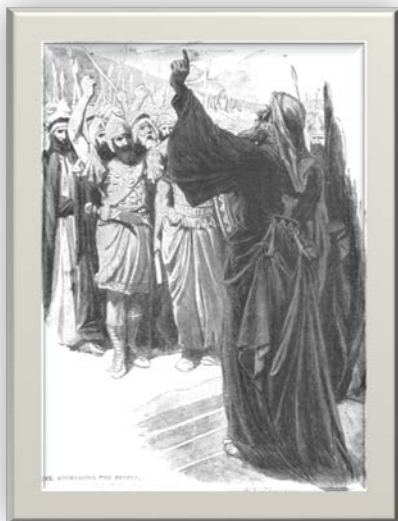
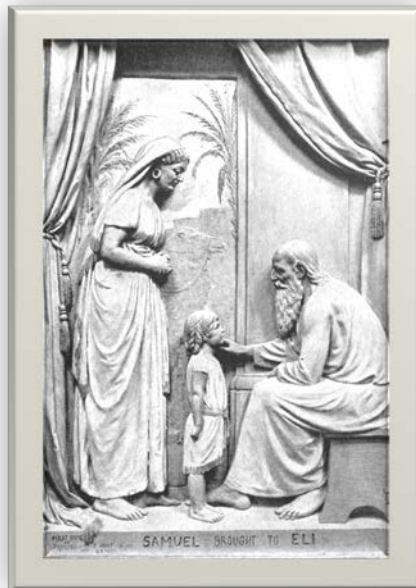
LINGUISTIC DOMAIN	<p>Large letter cards</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>Small Group Activity</p> </div> <p>(Make a copy of letter cards so that each child will have a set.)</p>	<p>C. Identifying Letters</p> <p style="text-align: right;">STORIES #1- 4</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>
	<p>Large letter cards in photo display stand(s)</p>	<p>D. Sand Writing</p> <p style="text-align: right;">STORIES #1- 4</p> <p>Provide a small table or desk with a tray or pan of sand. Place a copy of the large letter cards on a tray or display stand beside the sand. How the letter cards are displayed is limited only by imagination. For this activity, individual children can practice writing the letters in the sand. Add a few letters each week.</p>
	<p>Finger play</p>	<p>E. Alphabet Song</p> <p>The children will be learning <i>The Alphabet Song</i> during this stage. Capitalize on this new knowledge by teaching the children the ASL alphabet as they sing. Learning the sign language alphabet will make this song into a finger play activity and assist in future learning.</p> <p>See Resource: American Sign Language Pro online ASL Video Dictionary: <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a></p>
	<p>Memory verses in pictures</p>	<p>F. Memory Verse Pictures</p> <p style="text-align: right;">STORIES #1- 4</p> <p>As reinforcement for each memory verse, create pictographs or rebus posters depicting each verse.</p> <p>A <b>pictograph</b> conveys its meaning through its pictorial resemblance to a physical object.</p> <p>A <b>rebus</b> 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. <a href="http://www.amazon.com">www.amazon.com</a></p>

# Learning Experiences

LINGUISTIC DOMAIN	<ul style="list-style-type: none"> <li>• Blocks of wood, well sanded</li> <li>• Craft glue</li> <li>• Foam letters</li> <li>• Foam shapes</li> </ul>	<p style="text-align: right;">STORY #2</p> <p>G. My Special Name</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><b>Activity:</b></p> <p>Using fast-drying craft glue, have children spell their names 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. (See “Glue and Paste Activity” in the <i>Cognitive Domain</i>.)</p> <p><b>Sing:</b></p> <p><b>“I Am So Happy”</b> (<i>Sabbath Songs for Tiny Tots: Cradle Roll</i>, 1998, #78)</p> <p>Skip the verses that talk about animals, and insert the words:</p> <ul style="list-style-type: none"> <li>➤ “For I have a baby dear, that Jesus gave to me”</li> <li>➤ “For I have a mother dear, that Jesus gave to me”</li> <li>➤ “For I have a father strong, that Jesus gave to me”</li> <li>➤ “For I have a Bible true, that Jesus gave to me”</li> </ul>
	<ul style="list-style-type: none"> <li>• Tape/mp3 player</li> <li>• Headphones</li> </ul>	<p style="text-align: right;">STORY #3</p> <p>H. Listening Center</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

<ul style="list-style-type: none"> <li>• Scraps of fabric</li> <li>• Poster board</li> <li>• Markers</li> <li>• Pictures of relevant Bible characters</li> </ul>	<p>I. People 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 space in the window panes.</p> <div style="display: flex; align-items: flex-start;">  <p><b>Activity:</b></p> <p>Help the children recall the Bible stories they have been learning. Ask about the names of individuals in the stories. Ask about their feelings. Ask about things the characters did or said in the story.</p> </div> <p>Use pictures or stick figure drawings to depict the children's answers. Knowing ahead of time what questions will be asked will help determine what pictures will be necessary.</p>
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# Learning Experiences

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

## Learning Experiences

		<b>Intellectual / Cognitive Domain</b>												
		Including: Math; Science; Technology; Social Studies; General Knowledge; Approach to Learning												
<b>INTELLECTUAL / COGNITIVE DOMAIN</b>	<b>Supplies Needed</b>													
	<ul style="list-style-type: none"> <li>• Large sheet of poster-size paper</li> <li>• Straight edge</li> <li>• Markers</li> <li>• Little boy, girl and baby cut-outs or die cuts</li> </ul>	<p><b>A. Baby Chart</b> <span style="float: right; border: 1px solid black; padding: 2px;">STORY #1</span></p> <p>Create a graph depicting how many boys and girls in the class have older or younger siblings, babies, and babies on the way. Spend time discussing what it is like to be the baby in the family. Lead into how each child can help Mommy and Daddy when a new baby arrives.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Babies on the Way Data</caption> <thead> <tr> <th>Category</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Babies on the Way</td> <td>1</td> <td>0</td> </tr> <tr> <td>Babies</td> <td>2</td> <td>1</td> </tr> <tr> <td>Older Siblings</td> <td>4</td> <td>2</td> </tr> </tbody> </table> </div>		Category	Boys	Girls	Babies on the Way	1	0	Babies	2	1	Older Siblings	4
Category	Boys	Girls												
Babies on the Way	1	0												
Babies	2	1												
Older Siblings	4	2												
	<p>Stuffed, plastic, rubber, or pictures of the following animals:</p> <ul style="list-style-type: none"> <li>• Chicken and chicks</li> <li>• Porcupine</li> <li>• Bears</li> <li>• Cat and kittens</li> <li>• Dog and puppy</li> <li>• Snake(s)</li> <li>• Mice</li> <li>• Whale</li> <li>• Opossum</li> <li>• Elephant</li> <li>• Sea horse</li> <li>• Frogs and tadpoles</li> <li>• Baby dolls</li> </ul>	<p><b>B. Babies Being Born!</b> <span style="float: right; border: 1px solid black; padding: 2px;">STORY #2</span></p> <p>Everyone starts life as a baby – people, animals, insects, fish, etc. All children were born as babies. Samuel was born as a baby. This story is a great quiet-time activity to help young children learn about how babies are born.</p> <p><b>Read:</b></p> <p>“If You Were Born a Kitten” by Marion Dane Bauer</p> <p><b>Activity:</b></p> <p>Using the book by Dane Bauer, sort, compare and contrast the different ways in which animal babies bear their young. Categorize the animals: those which lay eggs from those which do not lay eggs. Mention how human babies are not born in an egg, but are carried underneath their mother’s heart until they are ready to be born. Using a baby doll, demonstrate how to hold and care for a baby. If the children’s interest lasts, go through the process of holding, rocking, feeding, changing, washing, wrapping, etc. If the children see these things done, they will imitate them.</p>												

# Learning Experiences

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTELLECTUAL/ COGNITIVE DOMAIN</p>	<ul style="list-style-type: none"><li>• Glue</li><li>• Paste</li><li>• Popsicle sticks</li><li>• Miniature marshmallows</li><li>• Marshmallow cream</li><li>• Flour &amp; water paste mix</li></ul> <div data-bbox="277 506 475 653" style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;"><p>Small Group Activity</p></div>	<p>C. Glue and Paste</p> <p>Toddlers are very curious and they will be curious about glue and paste: How does it feel? How does it smell? How does it taste? Prior to this activity, there may need to be a lesson, or several lessons, on the uses of paste.</p> <p>In a small group format, introduce the children to marshmallows. Talk about what marshmallows are and for what they are used. Allow the children to taste a small marshmallow. Briefly, discuss the flavor.</p> <p>Continue the activity with marshmallow cream. Talk about what marshmallow cream is and for what it might be used. Allow the children to taste a small amount of marshmallow cream. Briefly, discuss the flavor.</p> <p>Now move to the flour and water paste mix. Talk about what the mixture is made from, show the children the bag of flour and cup of water, and discuss for what it might be used (it can be used as a glue to stick things together). Allow the children to taste a small amount of the flour and water paste mix. Briefly, discuss the flavor.</p> <p>Next, bring out the glue bottle and/or paste jar. Talk about what makes glue/paste and discuss for what it might be used. Give lots of examples of uses while demonstrating. Allow the children to touch and smell the glue/paste. Discuss what the flavor of the glue/paste might be and whether or not these items should be eaten.</p> <p>Successful learning from this activity will help to decrease the likelihood of difficulties with glue and/or paste. It will not eliminate it, though. Toddlers must be closely supervised when working with these items.</p>
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# Learning Experiences

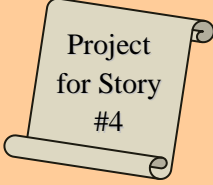
<b>INTELLECTUAL/ COGNITIVE DOMAIN</b>	<ul style="list-style-type: none"> <li>• Wooden blocks</li> <li>• Paper scraps</li> <li>• Plastic toys               <ul style="list-style-type: none"> <li>– all scattered around classroom</li> </ul> </li> </ul>	<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;"> <b>STORY #2 &amp; 4</b> </div> <p><b>D. Samuel’s Chores; Our Chores</b></p> <p>During group time, show the children a wooden block, paper scrap and plastic toy. Discuss some of the chores which Samuel might have had while living in the temple.</p> <p>Hold up a wooden block and ask two children to tell you of what material the block is made. Let them feel the wooden item. Sometimes the room becomes messy with wooden blocks. Instruct the children to (1) quietly walk around the room, (2) find wooden things that need to be put away, and (3) put the wooden item in its proper place.</p> <p>Repeat the same process for the paper scraps, then the plastic toys. If there are other items needing to be cleaned up and put away, continue the game as appropriate to each type of item (e.g. markers, play clothes, sand toys, etc.)</p> <p><b>Note:</b></p> <p>With toddlers, this activity will be more successful if the items needing to be picked up are initially scattered out by type, in separate sections of the room. For instance: blocks in the far corner, dress-up clothes in the center of the room, dolls in another corner, etc.</p> <p><b>Discussion:</b></p> <p>Ask some follow-up questions:</p> <ul style="list-style-type: none"> <li>• Is it fun to have chores? Are chores important?</li> <li>• Is it fun to obey? Is it important to obey?</li> <li>• Who had chores in our story?</li> <li>• Who obeyed in our story?</li> </ul> <p>While Samuel was a young boy, he learned to do his chores well and to obey his mother, High Priest Eli and God. When Samuel was all grown up and became a man, He was able to work for God because he had learned to do good work and to obey.</p> <p><b>Sing</b> (during and after activity):</p> <p><b>“I’m a Little Helper”</b> (<i>Little Voices Praise Him</i>, 2001, # 293)</p>
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# Learning Experiences

<b>INTELLECTUAL/ COGNITIVE DOMAIN</b>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Stickers</li> <li>• Noodles</li> <li>• Blocks</li> <li>• Counters</li> <li>• Small tray</li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Small Group Activity</p> </div>	<p style="text-align: right;"><b>STORY #3</b></p> <p><b>E. Pattern of Obedience (Sequencing)</b></p> <p>Following directions can be very difficult. It's best to learn to follow directions when the expectations are simple. Samuel learned to follow directions when he was yet a baby. That helped him to follow directions when he went to the temple. Following directions as a baby and in the temple both helped him to learn how to follow directions as a worker for God.</p> <p><b>Activity:</b></p> <p>Provide each child with a small tray. The tray is to help train the child to maintain his/her work area and respect the work area of others. This is a self-regulation training opportunity.</p> <p>In the beginning, tell the children which sticker, noodle or color of block/counter to place on the tray. Have them create a 2-4 sequencing pattern. Try not to focus on the math skill being learned, but on the ability of the children to listen to and follow through on instructions.</p> <p>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 on their trays.</p>
	<ul style="list-style-type: none"> <li>• Wooden blocks</li> <li>• Sleeping bag or small blanket</li> <li>• Small pillow</li> </ul>	<p style="text-align: right;"><b>STORY #3</b></p> <p><b>F. My Special Bed</b></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"> <li>• What kind of bed do you have at home / here at school?</li> <li>• How does it feel to sleep in a bed that is not yours?</li> <li>• Do you ever have dreams?</li> </ul> <p>Next, spend time discussing what happened to young Samuel while he slept in the temple beside the candles of God.</p> <ul style="list-style-type: none"> <li>• When Samuel heard God calling his name, was he asleep? Was he dreaming or was it real?</li> <li>• Do you think Samuel was scared? Would you have been scared?</li> </ul> <p>Be sure to remind the children that Jesus is never scary. Only bad things are scary, and Jesus does not do bad things. Remind the children that praying to Jesus is the only way not to be scared. Just as Jesus took care of young Samuel, He will also take care of each child.</p>



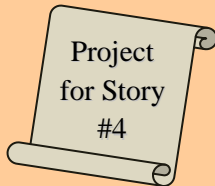
# Learning Experiences

<b>INTELLECTUAL/ COGNITIVE DOMAIN</b>	<p>Lots of different sized river rocks</p> 	<p style="text-align: right;">STORY #4</p> <p><b>G. Rock Center</b></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>
	<p>Special Guests: pastor, judge &amp; teacher</p>	<p style="text-align: right;">STORIES #3 &amp; 4</p> <p><b>H. Workers for God</b></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 via a story or two. Since the children are toddlers, stories will be much more effective than a question and answer dialogue or presentation.</p> <ul style="list-style-type: none"> <li>• How do you help others make good decisions?</li> <li>• How do you help others learn about God?</li> </ul> <p><b>Sing:</b></p> <p><b>“I’m a Little Helper”</b> (<i>Little Voices Praise Him, 2001, # 293</i>)</p>

# Learning Experiences

INTELLECTUAL/ COGNITIVE DOMAIN

- Cardboard blocks



## I. Number Block Alter

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.

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.

### Activity:

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 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 method 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!




# Learning Experiences

## Learning Experiences

		<b>Emotional Domain</b>	
		Including: Intrapersonal Character Building	
<b>EMOTIONAL DOMAIN</b>	<b>Supplies Needed</b>	<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 acts of kindness and helpfulness. Show Jesus as the leader.</p>	
	<ul style="list-style-type: none"> <li>• Pictures, puppets, and/or dolls, etc. depicting a range of emotions</li> <li>• Paper plates</li> <li>• Markers</li> <li>• Popsicle sticks</li> </ul> <div style="text-align: center;">  </div>	<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">STORIES # 1 &amp; 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><b>Extension activity:</b></p> <p>During daily group time, ask the children to show how they are feeling: Happy or sad. Help them make Happy/Sad faces on paper plates with popsicle sticks glued to the back for handles.</p> <p><b>Sing:</b></p> <p><b>“With Jesus in the Family”</b> (<i>Little Voices Praise Him</i>, 2001, # 273).</p>	

# Learning Experiences

<b>EMOTIONAL DOMAIN</b>	<ul style="list-style-type: none"> <li>• Blank 3x5” cards</li> <li>• Colored pencils</li> <li>• String</li> <li>• Tape</li> </ul>	<p><b>C. Name Recognition</b> <span style="float: right;">STORY #2 - 4</span></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>Other name cards can be taped to each child’s cubbie, placed in their portfolios, glued into a classroom enrollment book beside children’s pictures, etc.</p> <p><b>SAFETY NOTE:</b> 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><b>Extension Activity:</b></p> <p>Once the children begin to recognize their names, 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 names.</p> <p><b>Enhancement Activity:</b></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 names 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><b>D. Story Acting</b> <span style="float: right;">STORY #3 - 4</span></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>

# Learning Experiences

EMOTIONAL DOMAIN		<div style="text-align: right; border: 1px solid black; padding: 2px; width: fit-content; margin-bottom: 10px;">STORIES # 1-4</div> <p><b>E. Surrendering to Jesus</b></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"> <li>• When they are happy and in a playful mood, teach them to take a few seconds to thank Jesus for their happiness and to ask Jesus to help them to honor Him in their joy.</li> <li>• When they are upset, crying, fussing, non-compliant or disobedient, regardless of the reason, teach them to take a few seconds to ask Jesus to take away their naughty hearts and give them clean, happy, obedient hearts.</li> </ul> <p>Teach the children the following songs:</p> <p><b>“Why”</b> (Alternative title: “Why is Mary Happy?”, <i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #112)</p> <p><b>“I’ll Be Happy”</b> (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #106)</p> <p><b>“A Little Talk with Jesus”</b> (<i>Little Voices Praise Him</i>, #227)</p> <p><b>“Sometimes He Says No”</b> (<i>Sabbath Songs for Tiny Tots: Kindergarten</i>, #24)</p> <p><b>Read:</b></p> <p>Davis, Susan. (1978). <i>Naughty Heart, Clean Heart</i>. RHPA: Hagerstown, MD. B2-1000045544 - 0 <a href="http://www.lnfbooks.com/index.html">http://www.lnfbooks.com/index.html</a></p>
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# Learning Experiences


## Learning Experiences

	Supplies Needed	Social Domain Including: Interpersonal Character Building											
SOCIAL DOMAIN	<ul style="list-style-type: none"> <li>• Camera</li> <li>• Photo of each child, laminated with clear contact paper</li> <li>• Velcro strips</li> <li>• Gold or yellow string</li> <li>• Tape</li> <li>• Pictures of acts of kindness</li> </ul>	<p>A. Serving God Bulletin Board</p> <p>On a small bulletin board or designated wall space, place Velcro strips. On the back of each child's laminated photo, place Velcro strips. During daily greeting and routine activities let each child find his/her own photo and stick it on the bulletin board/wall. Encourage children 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><b>Read:</b> <i>Virtue: Refinement</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><b>Activity:</b></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: <a href="http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi">http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi</a></p>	Please	Thank you	Yes	Listen	Focus/Watch	No	Sorry	Stop	Wait	All-done	Help
Please	Thank you	Yes											
Listen	Focus/Watch	No											
Sorry	Stop	Wait											
All-done	Help	Slow											

# Learning Experiences

SOCIAL DOMAIN		<p>C. Happiness <span style="float: right; border: 1px solid black; padding: 2px;">STORY #1</span></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><b>Sing: “If You’re Happy and You Know It”</b> (<i>Little Voices Praise Him</i>, #200).</p> <p><b>Actions:</b> Clap hands; Stomp feet; Jump up high; Turn around; Sit down.</p> <p><b>Sing: “Happy All The Time”</b> aka “I’m In-right, Out-right, Up-right, Down-right Happy” (#88) found in <i>Happy Songs for Boys and Girls</i>. (1952). Review and Herald Publishing Association: Washington, D.C.</p> <p><b>Actions:</b></p> <p>Follow the words of the song and point up to Heaven, to heart, away from self, up, down, clap hands. Then with both hands point to self, make a large heart in front of self. Repeat previous actions.</p> <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 <span style="float: right; border: 1px solid black; padding: 2px;">STORY #2</span></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 say we will do.</p> <p><b>Activity:</b></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"> <li>• Line up quickly when asked</li> <li>• Clean up play areas when asked</li> <li>• Speak kindly</li> <li>• Sing loudly during song service</li> </ul> <p>To help the children remember their promises, loosely tie string or yarn to their wrists. Use a different color of string/yarn for each promise.</p>

# Learning Experiences

<b>SOCIAL DOMAIN</b>	<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"> <li>• Make decorations for the birthday party</li> <li>• Plan special games and/or activities</li> <li>• Bring food items</li> <li>• Wear special clothes (or a specific color) on the day of the party</li> <li>• Invite a special guest for the party (grandparent, sibling, parent, etc.)</li> </ul> <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><b>Sing:</b></p> <p>“A Birthday” (<i>Little Voices Praise Him</i>, #36)</p> <p>“Happy Birthday” (<i>Little Voices Praise Him</i>, #38)</p>
	<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><b>Activity:</b></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 may be able to cut the ears out, if they have been exposed to instruction and training in scissor use. 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><b>Read</b> (choose a few stories each day from list):</p> <p><i>Kindness: [entire book]</i> (Ladder of Life Series, Storybook 7, 1996)</p> <p><i>Love: Tenderness</i> (Ladder of Life Series, Storybook 8, 1996)</p> <p><i>Love: Service</i> (Ladder of Life Series, Storybook 8, 1996)</p> <p><i>Godliness: Graciousness</i> (Ladder of Life Series, Storybook 6, 1996)</p> <p><i>Virtue: Neatness</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><i>Virtue: Thoroughness</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><i>Virtue: Modesty</i> (Ladder of Life Series, Storybook 2, 1996)</p> <p><i>Knowledge: Working</i> (Ladder of Life Series, Storybook 3, 1996)</p> <p><i>Patience: Silence</i> (Ladder of Life Series, Storybook 5, 1996)</p> <p>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"> <li>• Sing softly</li> <li>• Be cheerful</li> <li>• Be obedient</li> <li>• Read and look at books quietly</li> <li>• Play quietly</li> <li>• Pick up toys</li> <li>• Clean up after self</li> <li>• Talk kindly to a friend or neighbor</li> <li>• Comfort a crying friend</li> </ul>

# Learning Experiences

## Learning Experiences

		<b>Physical &amp; Health Domain</b>	
<b>Supplies Needed</b>		Including: Gross Motor; Fine Motor; Sensorial	
<b>PHYSICAL &amp; HEALTH DOMAIN</b>	<ul style="list-style-type: none"> <li>• Small suitcase or bag</li> <li>• Clothes</li> <li>• Hairbrush</li> <li>• Toothbrush</li> <li>• Play food</li> <li>• Snacks</li> <li>• Water</li> </ul>	<p>A. Going on a Trip</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">STORY # 1</p> <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 lugguge on a walk, preferrably 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"> <li>• Large cardboard box</li> <li>• Heavy objects, like big books</li> </ul>	<p>B. Push the Box</p> <p style="text-align: right; border: 1px solid black; padding: 2px;">STORY # 1</p> <p>Ask the children to help fill the box with heavy objects. Ask the smallest child to push the box across the room. If the box is properly weighted, the child should not be able to move it, or at least not move it very far. Ask another small child to assist the first child. Have other children join in the box-pushing effort, one by one, smallest to largest.</p> <p><b>Discussion:</b></p> <p>Why would the box not move at first? When did it start moving? How did the children get the box to move?</p> <p>To move the heavy box, we needed help from our friends. When we pray, we are asking for help from the Most High God of Heaven. He hears us. He answers us. He helps us.</p> <p>What can we pray about? When should we pray? Where should we pray?</p> <p>In the story about Hannah, we read that she prayed for a baby boy. Do you think God heard her prayer? What do you think will happen/happened?</p>	

# Learning Experiences

<b>PHYSICAL &amp; HEALTH DOMAIN</b>	<ul style="list-style-type: none"> <li>• List of chores</li> <li>• Name cards</li> <li>• Velcro</li> </ul>	<p style="text-align: right;">STORY #2</p> <p>C. Chores, Chores, Everyone Has Chores</p> <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><b>Discussion questions:</b></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><b>Activity:</b></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 a child becomes unwilling to perform his/her assigned duty, remind them of why everyone has an assigned chore and the need for all to do their very best at all their work.</p>
	<ul style="list-style-type: none"> <li>• Sleeping bags or blankets</li> <li>• Small pillows</li> <li>• Electric candles CD</li> </ul>	<p style="text-align: right;">STORY #3</p> <p>D. Sleeping Bag Week</p> <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 around the room, out of child’s reach. Remind the children that young Samuel slept in the temple church beside the candlestick of God. Softly sing or hum “This Little Light of Mine” before playing a CD of gentle breezes and brooks of water.</p>

# Learning Experiences

<b>PHYSICAL &amp; HEALTH DOMAIN</b>	<ul style="list-style-type: none"> <li>• Scented candles</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Cotton balls</li> <li>• Liquid scents or aromas</li> </ul> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;">Small Group Activity</p> </div> <ul style="list-style-type: none"> <li>• Plastic models or pictures of scents</li> </ul>	<p style="text-align: right;"><b>STORY #3</b></p> <p><b>E. Scent-sational (Olfactory skill enhancement)</b></p> <p>Samuel had to keep the candles of God burning in the temple. This was a very important job. I wonder what the candles smelled like? Let's experiment and see what we can find.</p> <p>On a tray, provide 3-5 different scented candles. If candles are not available, use cotton swabs in small plastic containers with lids. Moisten cotton balls with liquid scents such as orange peel essence, essence of lime, essence of lemon. Various other aromas can be used: vanilla, banana, lavender, etc.</p> <p>Teach the children how to smell the different bottles. Can they guess the scent? Which scents do they like? Which scents do they not like? Is there a scent they like best?</p> <p><b>Enhancement activity:</b></p> <p>Provide a picture of each scent. For instance, for the orange peel essence, provide a picture of, or a plastic orange; for the essence of lime, provide a plastic lime. These props may help the children to identify the scents.</p>
	<ul style="list-style-type: none"> <li>• Balance beam</li> </ul>	<p style="text-align: right;"><b>STORIES #3 &amp; 4</b></p> <p><b>F. Balance Beam (Equilibrioception)</b></p> <p>Balance is very important. Our physical bodies need balance to help us walk, run and jump. Our minds need balance as well, to help us think and make good decisions.</p> <p>Samuel was very balanced. He knew how to walk, run and jump. He also knew how to think and make decisions. His most important decision was to love and obey God. The decision to love and obey God helped Samuel serve God and help others.</p> <p>(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>

# Learning Experiences

<b>PHYSICAL &amp; HEALTH DOMAIN</b>	<ul style="list-style-type: none"> <li>• Soft clay</li> <li>• Earth tone colored paints</li> <li>• Paint brushes</li> <li>• Water cups</li> <li>• Towels</li> </ul>	<p style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;">STORY #4</p> <p><b>G. Rock Making</b></p> <p>One of the ways that Samuel helped people to remember to pray was to build altars out of rocks. He used very big rocks, but we can do the same thing by using small rocks.</p> <p><b>Activity:</b></p> <p>Give each child a large portion of the soft clay; about two fists full should be enough. Instruct the children to create a rock by rolling the clay, kneading the clay, punching the clay, rolling it into a ball and trying to create a few sides. Allow the clay rocks to dry for a day or so before painting them with earth tone paints.</p> <p>Once the paint is dry on the clay rocks, either build a prayer altar or send the “rocks” home as a reminder to the children to pray whenever they need help.</p>
	None	<p style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;">STORIES #1 – 4</p> <p><b>H. Prayerful Stature</b></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, to hold their hands for prayer, to bow their heads and to 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 hands and bow my head And close my eyes for God.</p> <p><b>Sing: “A Little Talk With Jesus”</b> (<i>Little Voices Praise Him</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 can help to bring peace back to the soul and classroom.</p>

# Learning Experiences

## Learning Experiences

		<b>Creative Expression Domain</b>	
		Including: Music; Movement and Rhythm; Arts; Crafts; Finger Plays; Puppetry; Dramatics	
<b>CREATIVE EXPRESSION DOMAIN</b>	<p>Props to help illustrate the significant words, such as prayer book &amp; 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</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>	STORY #1
	<p>Props to help illustrate the significant words, such as a gift-wrapped box, happy faces, ASL signs</p>	<p>B. Song Service</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>	STORY #2
	<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</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>	STORY #3

# Learning Experiences


<b>CREATIVE EXPRESSION DOMAIN</b>	<p>Props indicative of traveling and megaphones</p>	<p><b>D. Song Service</b> <span style="float: right;">STORY #4</span></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>
	<p>• Head bands, either elastic or paper</p> <p>• Black yarn</p> <p>• Craft glue</p> 	<p><b>E. Samuel ‘s Long Hair</b> <span style="float: right;">STORY #1 &amp; 2</span></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><b>Making Samuel Wigs:</b></p> <ul style="list-style-type: none"> <li>• Give each child an elastic head band. If using paper bands, be sure to have plenty of pre-cut lengths of paper.</li> <li>• Provide craft glue and long strands of black yarn.</li> <li>• 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.</li> <li>• 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.</li> </ul>

# Learning Experiences

<b>CREATIVE EXPRESSION DOMAIN</b>	<ul style="list-style-type: none"> <li>• Construction paper, 3x5” pieces</li> <li>• Pictures of babies</li> <li>• Felt-tipped markers or crayons</li> <li>• Glue</li> <li>• Scissors</li> <li>• Paint brushes or sponge brushes</li> <li>• Rags, sponges, tissue paper</li> <li>• Large envelopes</li> </ul>	<p>F. Welcome Baby Cards</p> <p>Babies are always being born – no matter where you live! This project can be used in several different ways.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>✓ Collect pictures of babies from a myriad of sources: newspapers, magazines, catalogs, books, printed clip art, wrapping paper, greeting cards, fabric, tissue paper, lace.</li> <li>✓ Cut them out with scissors or have the children tear them out.</li> <li>✓ Glue the pictures to the construction paper.</li> <li>✓ Dilute standard white glue with a little water. Spread glue on top with paint brushes or paint sponges.</li> <li>✓ Use rags, sponges, tissue paper to help wipe up glue and other clean-up.</li> </ul> <p>Once completed and fully dried, place the cards in envelopes and give them away to expectant parents:</p> <ul style="list-style-type: none"> <li>• Make welcome baby cards for clientele of the center who are expecting a baby.</li> <li>• Make welcome baby cards for the local hospital’s maternity ward patients. (Great way to promote the center!)</li> </ul>	<b>STORY #2</b>
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# Learning Experiences


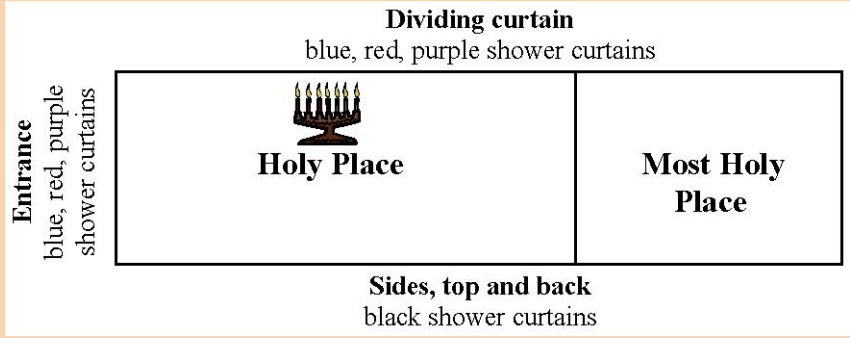
<b>CREATIVE EXPRESSION DOMAIN</b>	<ul style="list-style-type: none"> <li>• Black and white picture of Samuel</li> <li>• White glue</li> <li>• White paper</li> <li>• Jumbo crayons</li> </ul>	<p>G. Glue-Rub Art <span style="float: right;">STORY #3</span></p> <p>Prior to this activity outline a picture of Samuel with white glue on each card. Allow the glue to dry and harden.</p> <p><b>Discussion:</b></p> <p>Spend a few minutes explaining 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><b>Activity:</b></p> <p>Provide sheets of white paper and jumbo crayons. Show the children how to place their paper over the outlined picture of Samuel. Demonstrate how to rub a crayon on its side to make the outlined picture appear on the white paper. Provide several items for decorating completed papers.</p>
	<ul style="list-style-type: none"> <li>• Cloth hand puppets</li> <li>• Sequins, different colors of fabric and yarn</li> <li>• Glue</li> </ul>	<p>H. Hand Puppet <span style="float: right;">STORY #4</span></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><b>SAFETY:</b></p> <p><b>For young toddlers, sequins should not be used. Instead, provide different colors of fabric and yarn.</b></p> <p>Once the hand puppets are dry, retell the story of Samuel's service to God, using the hand puppets.</p> 
	<ul style="list-style-type: none"> <li>• Puppets</li> </ul>	<p>I. Puppetry <span style="float: right;">STORY #1 - 2</span></p> <p>Retell this week's story using puppets. Afterward, place these in a learning center so the children can practice and experiment with retelling the story in their own words.</p>

# Learning Experiences

## Learning Experiences


	Supplies Needed	Learning Centers
<b>LEARNING CENTERS</b>	Books	<p>B. Read, Read, Read</p> <p>Be sure to have low shelves or baskets of books for the children to browse through and look at, with or without assistance. Board books, picture books, flap books, pop-up books, singing and/or talking books are only a few of the wonderful options available. Be sure to consistently teach and demonstrate the proper care for books and to mend injured books as quickly as possible.</p>
	Variety of items a baby would use: <ul style="list-style-type: none"> <li>• Cloth diapers</li> <li>• Plastic baby bottles</li> <li>• Baby clothes</li> <li>• Baby blankets</li> <li>• Baby dolls</li> <li>• Cradle</li> <li>• Rocker</li> <li>• Foam bath pad</li> <li>• Towels</li> <li>• Changing table</li> <li>• Wipes (tissues)</li> </ul>	<p>C. 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> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: auto; margin-right: auto;">STORY # 1</div>

# Learning Experiences

<b>LEARNING CENTERS</b>	<ul style="list-style-type: none"> <li>• PVC piping and connectors</li> <li>• Plastic shower curtains</li> <li>• Tape or shower curtain rings</li> <li>• Rags</li> <li>• Broom &amp; dustpan</li> <li>• Spray bottles</li> </ul> <div style="text-align: center;">  <p>Project for Stories #1-4</p> </div>	<b>STORIES # 1- 4</b>
	<p><b>D. Temple at Shiloh</b></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;">  <p><b>Dividing curtain</b> blue, red, purple shower curtains</p> <p><b>Entrance</b> blue, red, purple shower curtains</p> <p><b>Holy Place</b></p> <p><b>Most Holy Place</b></p> <p><b>Sides, top and back</b> 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>Robes and props</p>	<p><b>E. Dramatic Play – Samuel’s Roles</b></p> <p>Provide robes and props depicting Samuel’s various roles and responsibilities, such as:</p> <p>White robes &amp; scrolls &amp; step stool – priest          Black robes and mallet &amp; tall chair – judge          Course robe and megaphone – prophet          Mortar board and glasses – teacher</p> <p><b>Reminder:</b> Be sure to provide big shoes for the children to try on and walk in!</p>	<b>STORY #4</b>

# Learning Experiences

## Learning Experiences

	Supplies Needed	<b>Learning Extension Opportunities</b> Including: Large Group Activities; Individual Work Time; Field Trips; Cooking; Transitions; Accommodations for Gifted, Talented & Special Needs; Fine Motor; Center/Home Connections
<b>LEARNING EXTENSIONS</b>	Local Adventist Pastor  	<b>A. A Visit to Church</b>  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"> <li>• Plan to have a short worship service inside the church sanctuary.</li> <li>• Prepare a week of prayer to be held in the church sanctuary.</li> <li>• 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.</li> </ul>
		<b>B. Picking Up After Self</b>  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"> <li>• Vegetarian links or Linkettes, all sliced in half length-wise</li> <li>• Canned, refrigerated crescent roll dough</li> <li>• Cheese slices</li> <li>• Paper plates</li> <li>• Baking sheet</li> <li>• Oven</li> <li>• Oven mitts</li> </ul>	<p>C. Links in a Blanket</p> <p style="text-align: right;">STORY #3</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"> <li>1. Give each child a triangle of crescent roll dough, a sliced Linkette and a slice of cheese.</li> <li>2. Instruct the children to put the Linkette on top of the dough.</li> <li>3. Next, have them place the cheese on top of the Linkette.</li> <li>4. Roll the edges of the dough around the Linkette and pinch the edges together.</li> <li>5. Bake the Links in a Blanket according to the dough package instructions.</li> </ol> <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"> <li>• What represents the “blanket”?</li> <li>• Do you have a blanket at home? ...at school?</li> <li>• When do you use these blankets?</li> <li>• There was someone in our story today that also had a blanket. Who was that?</li> <li>• What did Samuel do with his blankets every morning and every night?</li> <li>• Who was sleeping in our story?</li> <li>• Who was watching over Samuel as he slept?</li> <li>• Who watches over you when you sleep?</li> </ul>
	<ul style="list-style-type: none"> <li>• Guest speaker and Hearing Dog</li> </ul>	<p>D. Hearing Dogs</p> <p style="text-align: right;">STORY #3</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



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

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

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

Scripture Song Audio File



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

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

# Learning Experiences

## Teacher Tips

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

Enjoy the toddlers! 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 toddler between 12 and 36 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	Toddlers (12 - 36 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 toddler will:

1. Emotionally and socially bond with parents and primary early childhood professionals
2. Learn to appropriately express and experience emotions and feelings
3. Consistently demonstrate socially acceptable, 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.

## Participating at Home

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

# American Sign Language

## Cue Cards

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

# American Sign Language

## Cue Cards

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

# American Sign Language

## Cue Cards

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

## Letter Recognition Cards

**M**

**P**

**S**

**T**

**W**

**B**

**H**

# Letter Recognition Cards



## Music List

## Samuel, God's Helper

Unit	Level	Title	#		
Samuel, God's Helper	Toddlers	Hear our Prayer, Lord	684		
		Whisper a Prayer in the Morning	233		
		When It's Time to Pray	17		
		With Jesus in the Family	273		
		Who Is Jesus' Helper?	298		
		I'm a Little Helper	293		
		With Jesus in the Family	273		
		Why (Alternative title: Why is Mary Happy?)	112		
		I'll Be Happy	106		
		A Little Talk with Jesus	227		
		Sometimes He Says No	24		
		A Birthday	36		
		Happy Birthday	38		
		Giving Jesus Me	301		
		Blessings	302		
		I Will Use My Hands for Him	303		
		This Little Light of Mine	313		
		Jesus Wants Me for a Sunbeam	202		
		Five Little Missionaries	308		
		Kind Lips	301		
		Oh, Where	311		
		Share the Good News	312		
		You've Got to Tell	315		
		Happy Sabbath, [aka: Sabbath is a Happy Day]	235		
		I Am So Happy	78		
				If You're Happy and You Know It	200
				Happy All The Time	88

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Foundations, Book 5, Story 3

Toddlers

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
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>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
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Sabbath Songs for Tiny Tots: Cradle Roll</i>	1998	RHPA	Hagerstown, MD	10: 0-8280-1221-0
				13:978-0-8280-1221-8
<i>Little Voices Praise Him</i>	2001	RHPA	Hagerstown, MD	0-8280-1522-8
<i>Happy Songs for Boys and Girls</i>	1952	RHPA	Washington, D.C.	

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Foundations, Book 5, Story 3

Toddlers

Samuel, God's Helper