School

Our New School Family

Learning Objective

Students will learn about their new school environment and family. Activities include: Taking a tour and pictures of the classroom, office, bathroom, playground, staff and classroom materials. Teaching and reviewing the classroom rules using a pictorial poster board, introducing school as "safe place", practicing the routines of a typical school day and learning about our new school family.

What You Will Need

- ☐ The Kissing Hand – by Audrey Penn
- ☐ Puppets (stuffed or created on a popsicle stick)
- ☐ Pictorial Poster Board of all of the students pictures, titled "We Are Family" with the classroom rules.

What to Prepare Before the Lesson

Set up the Dramatic Play Station as a school equipped with a small desk, chalkboard, calendar, writing tools, paper, backpack, lunch sack, play food, and teacher dress-up clothes. Allow the students to play with the Raccoon puppets during the use of this station.

Photocopy and enlarge pictures of the Raccoons and tape at each location. Each person provides a raccoon sticker on each student's hand.

Learning Location

Culture Area
Circle Area
School Building/Play Area

Learning Styles

- ☐ Visual
- ☐ Auditory
- ☐ Kinesthetic
- ☐ Interpersonal
- ☐ Intrapersonal

Instruction Mode

- ☐ Group
- ☐ Small Group
- ☐ Centers
- ☐ Independent Practice

Engage

Using a mother and baby Raccoon puppets reenact the Kissing Hand story and briefly discuss school being a safe place where a new family is formed and fostered.

Introduce

Our new school family consists of……name all of the children. Go over the family rules (printed from Shutterstock, cut and glued onto the poster board).

Apply

Go on a Raccoon hunt of the school facility. Every child and staff member will have a raccoon name tag. Find the raccoons posted on the walls of the office, bathroom and class and learn new vocabulary. Take pictures of people, places and school tools for the Culture/Community booklet.

Expand

Recap the new vocabulary and concepts learned. Reiterate that school is a safe place where we have new brothers and sisters. Sing "The More We Get Together"-

https://www.youtube.com/watch?v=llldmkrzXQ-

Assessment

In small groups during Center rotation, assess students understanding of new vocabulary words using laminated picture cards. At the end of the week assess individual students understanding of new vocabulary learned using laminated picture cards.

Extend & Modify

To expand vocabulary, during the Exploration Station rotations, students will be able to match laminated pictures of places in the school, classroom tools, staff members and their new friends.

Special Considerations

Students who may have severe separation anxiety might need a special stuffed raccoon provided for them to hold onto during the day.

What to Prepare for Next Time

To prepare for the creation of the pictorial book, photocopy all of the pictures taken and make 2 sets of 10 picture vocabulary cards of choice; i.e. pencil, crayon, teacher, bathroom, etc. to keep in the Culture/Community center until the end of the unit.

NAEYC Standards

2.A.08

NAD Standards

1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.2.3, 1.3.5, 1.4.4, 1.6.1

Beliefs and The Fruits Of The Spirit

- ☐ #11 – Growing in Christ
- ☐ #22 – Christian Behavior

Math and Science

Picture Talk

Learning Objective

Students will begin to learn how to see and discuss numbers in the world around them.

What You Will Need

- ☐ Second Picture Talk Graphic

Learning Location

Math Circle Area

Learning Styles

- ☐ Visual
- ☐ Auditory
- ☐ Kinesthetic

Instruction Mode

- ☐ Group

Introduce

Teacher will discuss how over the course of the year we will be looking at pictures and using our math words to talk about what we see. Ask students what Bible story was discussed earlier in the day. Tell students we will be looking at a picture of something from that story.

Apply

Have students take a moment to look at the projected image and think in their minds about what they are seeing.

Prompt students with the following general prompts:

- What do you see in this picture?
- How many_____ do you see?
- What do you see in the (side, middle, bottom, top) of the picture?
- How many fish are swimming left/right?
- How many fish are out of the water?
- Is there anything we can count?
- What is the smallest, largest etc. thing in the picture?
- Is there any object by itself?
- Are there any groups?
- What shapes do you see?

Encourage students to verbalize their thoughts. Note students' early numeracy abilities.

Thank students for participating.

Assessment

Teacher should take note of student interaction and verbal ques and questions about the picture talk.

Differentiation

Some children may need to have a print out of the graphic in addition to seeing it projected.

What to Prepare for Next Time

NAEYC Standards

2.F.01a, 2.F.02

NAD Standards

5.2.2, 5.2.9

Beliefs and The Fruits Of The Spirit

- ☐ Belief
- ☐ Belief

Math and Science

Uniquely You

Learning Objective

Students will begin to learn about their bodies and describe how bodies are the same and how they are different.

Learning Location

Science Table

What You Will Need

- ☐ heavy white paper (9" X 12")
- ☐ large, non-toxic ink pads (assorted colors)
- ☐ hand wipes (clean-up)
- ☐ newspaper or butcher paper to protect table surfaces

Learning Styles

- ☐ Visual
- ☐ Auditory
- ☐ Kinesthetic

Instruction Mode

- ☐ Group

Engage

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Introduce

This is a paragraph of placeholder text. It is only here to help show the layout of the page and how the text will flow. Replace this placeholder text with your own meaningful content.

Apply

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Expand

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Assessment

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Celebrate

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Differentiation

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What to Prepare for Next Time

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NAEYC Standards

Standard String

NAD Standards

Standard String

Beliefs and The Fruits Of The Spirit

- ☐ Belief
- ☐ Belief

Morning Worship

Abraham and Sarah (Part One)

Story Memory Verse

> Choose this day whom you will serve.
>
> *Joshua 24:15*

Teaching the Memory Verse: Continue the activities that were introduced at the beginning of the unit.

The Big idea

We must choose to follow God.

Directions

Read the story as written. Show the children the picture links. Have the children respond to the prompts. Ask the question at the end.

Abraham and Sarah (Part One)

SAY: *Who wants to live a happy and healthy life? It all starts with one very important word; CREATION! Remember, this word is special because it's not just one word; it's eight! Who can tell me what the first letter of CREATION is? It's the letter "C." The "C" stands for "Choice." The first step to being healthy is to learn to make good choices. Today I'm going tell you a story about making good choices. It's the story of a man named Abram.*

> **When I say the name "Abram" I want you to say something back. I want you to say "Good old Abram!" Let's try that. Abram!**
> *Let children respond with "Good old Abraham!"*

SAY: *A long time ago, in a place called Ur of Chaldees, there was a man named Abram.*

> **Good old Abram!**
> *Let children respond.*

SAY: *He was married to a woman named Sarai.*

> **When I say the name "Sarai" I want you to say, "Pretty Sarai." Let's try that. Sarai!**
> *Let children respond with "Pretty Sarai!"*

SAY: *Abram…*

> **Good old Abram!**
> *Let children respond.*

SAY: *Loved Sarai.*

> **Pretty Sarai!**
> *Let children respond.*

SAY: *But they were sad because they had no children of their own. Then one day, God spoke to Abram.*

> **Good old Abram!**
> *Let children respond.*

SAY: *God told him to take his wife and everything they owned and leave the land of Ur. Abram…*

> **Good old Abram!**
> *Let children respond.*

SAY: *Was to move to another land that God, Himself would show him. Abram…*

> **Good old Abram!**
> *Let children respond.*

SAY: *Had a big choice to make. He could choose to do what God said and leave or he could choose to not do what God said and stay where he was. He chose to obey God and God led him and Sarai…*

> **Pretty Sarai!**
> *Let children respond.*

SAY: *To a new land—the land of Canaan. Abram…*

> **Good old Abram!**
> *Let children respond.*

SAY: *Had a nephew named Lot who also traveled with him to the new land.*

> **When I say the name "Lot" I want you to say, "Oh Lot." Let's try that. Lot!**
> *Let children respond with "Oh Lot!"*

SAY: *In Canaan, they both became rich men. They owned many, many cattle. There was only one problem; there wasn't enough land for all their cattle to eat. The men who cared for the cattle started to argue and fight over the land. So Abram…*

> **Good old Abram!**
> *Let children respond.*

SAY: *Said to Lot,*

> **Oh Lot!**
> *Let children respond.*

SAY: *"Let's not fight. Let's each choose some land to live on. You will go your way and I will go mine. You can take first choice of the land you want." So Lot…*

> **Oh Lot!**
> *Let children respond.*

SAY: *Looked out at the land. On one side there was a great grassy plain. It looked a beautiful garden. But there were cities near the plain and those cities were full of people who did not love God. They did evil things. Lot…*

> **Oh Lot!**
> *Let children respond.*

SAY: *Chose to go to the grassy plain and he lived near those cities. After he left, God spoke to Abram.*

> **Good old Abram!**
> *Let children respond.*

SAY: *God said "Look around. I will give you all the land of Canaan to you and your children forever and ever." Abram…*

> **Good old Abram!**
> *Let children respond.*

SAY: *Believed God.*

NOTE: At this point, you may decide to have the children stop responding to the prompts.

SAY: *Do you remember how each letter of CREATION tells us a way we can be happy and healthy? Let's go through the letters together.*

The C stands for Choice. In today's story, Abram made a choice to follow God. He also made a good choice by working out the argument between his men and Lot's men.

The R stands for Rest. Getting plenty of rest is important because it helps you stay healthy.

The E stands for Environment. Everything around us and inside us is our environment. What's on the outside affects what's on the inside. God gave Abram a beautiful place to live.

The A stands for Activity. In today's story God told Abram to get up and get going! We need to get up and get going too! Our bodies need lots of activity to stay healthy and strong.

The T stands for Trust. God asked Abram to trust Him and to follow His directions. Abram did exactly what God said.

The I stands for Interpersonal Relationships. Abram was friendly and kind to his nephew Lot. He even let Lot choose first when they were picking where to go. Letting our friends go first is a way we can be kind to others.

The O stands for Outlook. God made the garden a happy and perfect place. God said it was good! You can look and see good things all around you in this world!

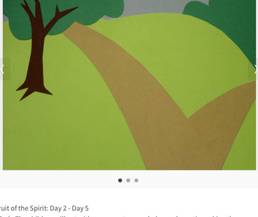
The N stands for Nutrition. God was going to give Abram a wonderful land full of delicious food to eat. The Bible says the land was flowing with milk and honey. Doesn't that sound yummy?

Now you know all about how Abram was called by God!

Question

Abram made a good choice to follow God. What is one good choice you can make today?

Bible Story Slideshow Description



Fruit of the Spirit: Day 2 - Day 5
Task: The children will get with a new partner each day and practice asking the question. By the end of the week everybody will know the names of their classmates. They will also have mastered a skill they can use for the rest of their lives: speaking to others with a smile showing God's love

Unit Memory Verse

> God is love.
>
> *1 John 4:8, NIV*

NAEYC Standards

Standard String

NAD Standards

1.2.1, 1.5.1, 1.5.3

Beliefs and The Fruits Of The Spirit

- ☐ 3. God the Father

Group Movement

Learning Objectives

1. Maintain a personal bubble of space while moving.
2. Respond correctly to tambourine and musical cues.
3. Demonstrate their ability to hold a balanced body position in various poses.
4. Perform a variety of locomotor and animal movements in and around jump ropes placed on the ground.

What You Will Need

- ☐ 4 cones
- ☐ tambourine
- ☐ 6' jump ropes - 1 per child
- ☐ music - "Cellar Door" by Keith Dlvel (:32)

Get Moving (2 Minutes)

Activity:

Jog to Music: Children jog while the music plays and stop when it ends.

Activity:

Fly Away Birds: Cue "nest" (squat) with tambourine shakes and "fly away birds" (stand and resume jogging) with your voice. Include "flap wings" (raise and lower arms), "glide" (arms motionless), and "swoop" (dip shoulder) for more variety while the children jog.

Can You? (7 Minutes_

Activity:

Tell the children that today they are going to practice several balances they already know and learn another. Can you show me:

a One-foot balance (right/left foot) while the other foot is held in the following positions: forward (straight leg)?, out to the side (straight leg)?, behind (straight leg) - body may lean forward slightly?, forward with bent knee (right angle)?; Gallop for 10 seconds. - Repeat sequence.

a Front scale (right/left foot)? Lean forward and lift one leg up behind as high as possible with arms outstretched sideways. Try and hold for a 5 count; Jump in place, circling clockwise for 10 seconds and then counter CW for 10 seconds.

(NEW)Transition to Knee scale - starting from the front scale, bend forward until both hands touch the floor. Put weight on both hands and lower the body down to hands and knees. Lift the same leg up and back that was up for the front scale and hold it as high as possible for a 5 count. Have the children stand up again, and perform a front scale standing on the other foot and transition into the knee scale, lifting the other leg up and back.

Conclude by alternately moving like a gorilla, bear and horse for 1 minute.

Zoom In (8 Minutes)

Activity:

Children are in a scatter formation, each with a jump rope on the ground in the shape of a circle. Cue the start of each task with your voice and end with a tambourine shake. The shaking tambourine is the signal for the children to return to their own rope circle.

Jog/gallop/slide around the area without touching any ropes. From your circle, move like a frog/bear/crab/puppy to the nearest circle and back again; move like a bunny/inchworm to the nearest circle and back again; Jog/gallop/slide around the area without touching any ropes; jump forwards and backwards in and out of your rope circle; jump sideways in and out of your circle; hop around the outside of your circle (both directions, each foot); bend over and make a bridge with your body- feet inside your circle and hands outside - alternately lift one hand or one foot so you are balancing on 3 body parts each time. Each time a hand is lifted, wave it. Each time a foot is lifted, shake it. Conclude by jogging in place inside your circle.

Wrap Up

Gather for the cheer, "1,2,3, God made me. 3,2,1, moving is fun!"

NAEYC Standards

2.C.01 a, b 2.A.05, 06, 07 2.A.08 e,f,j,k

2.C.04 a,b, c,d, e, f 2.B.04

2.F.02, 03 2.J.01 b,c 2.J.06 a,b

2.K.01 2.L.01 a,b

NAD Standards

1.3.1, 2.1.1, 2.1.2, 2,1.3, 2.1.4, 2.2.1, 2.2.3, 3.2.2, 3.3.4, 4.2.1 4.2.2 , 5.0.1, 5.0.5, 5.1.5, 5.1.10, 5.1.12, 5.2.1, 5.2.3, 5.2.4, 5.2.7

Closing Storytime

Follow the Leader! By Patricia L. Nederveld

Learning Objective

This is a story about Jesus calling 12 men to help in spreading the word about his love and about the "true God". After reading the story the children will understand that they too can be helpers for Jesus to tell others of his love even though they may be small.

What You Will Need

Fishing to Share God's Love

- ☐ Small bowl or pool
- ☐ Fish shapes
- ☐ Paper clips to put on fish
- ☐ A dowel and some string to attach on to it. Tie or glue on a magnet.

Songs

- ☐ **Fishers of Men**
- ☐ Praise Him, Praise Him all you little children, God is love
- ☐ **A,B,C Song (sing the letter sounds then letter names)**

Vocabulary

- ☐ Follow – To go behind someone and do what they do
- ☐ Fishermen – People who catch fish to sell or eat

Suggested Reading Questions

Ask questions after reading the book at least once. It may help to write down a few questions for each reading on sticky notes and place them on the page listed.

- ☐ **C**ompletion prompts -Pg 19 Twelve times Jesus said, _____!
- ☐ **R**ecall prompts - Pg 8, 10 What did Peter, Andrew, James and John do? - Pg. 17 Why did Nathaniel tell Jesus he wanted to follow him? -Pg. 19 What were Jesus' twelve helpers going to help him do?
- ☐ **O**pen-ended prompts - Pg. 13Why do you think they called Matthew "the money man"?
- ☐ **W**h questions - Pg. 19 Why do you think that Jesus' needed so many helpers?
- ☐ **D**istancing questions - Pg. 19 Has anyone ever asked you to be a helper? What were you asked to help with?

Activity

Fishing to Share God's Love

Have a small bowl or pool and place cut outs of fish that have phrases on them that descried ways that they can share God's love with others. Let each child have a turn and then read what is on the fish to discuss with the class.

Write on fish ways they can be helpers to show God's love. Examples: Share with someone, help clean-up, wait for a turn, invite someone to play, give a hug to someone, ask someone to be your friend, offer to pray for lunch or at circle time, tell someone you love them, talk kindly to someone, listen to someone when they talk to you

This activity can be done all week.

See back of the book for more activities.

Expand

Follow the Leader Activity

Have children stand and choose one child to go in the middle. Tell children that when they hear the music to walk around the circle. When the music stops they have to do what the child in the middle is doing.

Materials needed:

Music for children to move to.

Making Connections

Talk with children about how they can be Jesus' helper in their community. They can share God's love by giving food to someone who may not have much. They can sing a song to someone in their community about Jesus. They can invite someone to church. They can make a card for someone and write in the card that God loves them.

Story Wrap Up

Remind the children how we can follow Jesus and he wants us to be his helpers. Have children share ways they have followed Jesus that day or have been his helper.

Daily Recap

Create a daily tradition.

- ☐ Share Experiences
- ☐ What Did You Learn
- ☐ Tomorrow We Will

Songs and Closing Prayer

Preschool Song - sung to "Sabbath school is over"

Our preschool morning is over and now it's time to (go home, go to lunch).

We played, we learned,

Tomorrow we'll do some more! (After nap we'll do some more!)

End by reading the prayer in the book on page 21.

NAEYC Standards

2.D.04.a, 2.D.04.b, 2.D.04.c, 2.D.05.a, 2.D.05.b, 2.D.05.d, 2.D.06.a, 2.D.06.b

NAD Standards

4.1, 4.2, 4.3

Beliefs and The Fruits Of The Spirit

- ☐ 15. Baptism
- ☐ Love

I Spy Jesus Club

Teacher **Introduction**

Objective:
Sabbath should hold a special place in the lives of our children. We want to recognize Sabbath as a Gift from God and a time to be with Him and to learn about Him. We want this time, Friday afternoon, to be meaningful, spiritual and fun for the children.

This section of the curriculum covers the last three hours of the day on Friday and provides activities for the opening hours of Sabbath.

Our program has a club format. We call it the I SPY JESUS CLUB. Every student is a special agent in search of evidence of the creative hand of Jesus in the world around us.

Prepare in Advance:

- Badges for each Secret Agent. See Creation Curriculum Printables for a reproducible page. Print and write each students name on their badge and laminate.
- Buy or make simple scarves for each agent.

Classroom and Meeting Area:
Have the classroom looking different than usual when they awake from their naps. A tablecloth over one of the tables with battery operated candles and flowers or leaf arrangement, soft music are some suggestions. Anything you can think of to make the classroom special.

If possible find a different place to meet than that used for the rest of the week. A special rug or blanket could work, even someplace outside if the weather permits.

The I Spy Jesus Club Time Program outline:

Welcome and Introductions for Children
Opening Exercises
Bible: Exodus 20:8-10a
  Prayer: Welcoming the Jesus and Sabbath
  Pledge: I will follow Jesus
  Club Song: stand and march to sing (to the tune of Frere Jacque)
    We are agents
    Special agents
    We find clues
    All around
    Jesus is creator
    Of everything in nature
    Look and see
    Look and see
Service Project
Fruit of the Spirit
Creation Story or Activity
Outside Activities:|
  I Spy Jesus Treasure Hunt
  I Spy Jesus Show and Tell
  Recess
Bathroom Break
All About Jesus Story and Craft
Closing and Prayer

Club Time: Suggestions for Getting Started:

Explain that as Friday comes to an end and it begins to get dark, the Sabbath begins and that we are going to meet right here in this special meeting place and welcome and celebrate the Sabbath together.

Explain that it is time for our special club meeting. Our club is called the I Spy Jesus Club. This corner of our classroom will become our club-meeting place. We are going to meet here every Friday right after rest time and snack. Our club time will be different from the rest of the days in school. During our club time they will become special agents for Jesus. They are going to learn how Jesus created the world with His mighty power. Then comes the I Spy Jesus Treasure Hunt. During this time the children will be looking for things that Jesus created. The I Spy Jesus Show and Tell that follows will give the students a chance t report back to the other agents and tell them all about what they have discovered. This is why our club will be called the I Spy Jesus Club.

Badges, scarves, T-shirts Etc:
Explain that to be a special agent we need to put on our ID badges. Let them know that you have a special agent badge for each one of them with their name on it. Show them the colored star stickers and let them know that they will receive a sticker to put on their badge if the mission for the day is completed and they have worked well as special agents. We suggest the use of a simple scarf to help each student feel special as official agents. (You could use a hat, or a purchased or tie-dyed T-shirt. Binoculars and kid-safe magnifying glasses could be available to wear or carry for the Treasure Hunt.

Service Project:
The Service Project part of our Club Meeting will give for the children opportunity to experience the joy of being helpful and serving others. We want our students to have the heart of Jesus and to be sensitive to the needs of others. Some weeks we will work on the projects, while other weeks, we will just encourage the children to seek contributions. We will pray for those whose hearts are impressed to donate items and for those who will receive our service projects. It is our desire to teach our students how to work to bring about blessings to the lives of others.

Tell them that as special agents they will help Jesus by helping others. For our first project we are going to make something for their parents, a special gift. Each child is going to make a Photo Book for their parents. It will have all kinds of pictures of them doing activities here at Day Care. It is a surprise for the parents, so they should not tell them about the Photo Book.

For all the other projects we will need the help of the parents to collect donations for the various items needed for the care baskets.

There are different service projects planned for each Unit. They are as follows:

- Unit 1 – Photo Book of school activities- this project will be for the parents and will be a surprise for them
- Unit 2 – Baking Banana Bread for Community Workers: firemen, policemen, post office workers
- Unit 3 – Military Gift Packs
- Unit 4 – Soup jars for elderly church members
- Unit 5 – Blankets or Quilts for children in hospital or safe houses
- Unit 6 – Story Books of God's Love for children in our mission schools
- Unit 7 –
- Unit 8 – Grow flowers in a flowerpot for cancer patients
- Unit 9 – Food baskets for those in need

During the Service Project time take a few minutes to collect and acknowledge the donated items. Encourage the children to bring something to contribute to the project each week. Much of the work on the Service projects will be done during the regular school hours. However, for most units, there will be some aspect of the project that will be done during the Club time. This will usually occur on the Friday of the last week of each unit. More time is allotted on that Friday for the Service Project.

Have prayers of praise for the items collected and blessing on those who donated, and also pray that Jesus will bless those who will be receiving the service projects.

Creation Story or Related Activity
The first 7 units will have a time of an emphasis on Creation. A different day of creation will be studied during each unit. The lesson will be taught the first week and then after a quick review, there will be activities and experiments for the following weeks of the unit.
Unit 1: Light
Unit 2: Air
Unit 3: Land and Vegetation
Unit 4: Sun, Moon and Stars
Unit 5: Fish and Birds
Unit 6: Animals and Man
Unit 7: Sabbath
Unit 8:
Unit 9:

I Spy Jesus Treasure Hunt
Ideally this time should be spent outside but if the weather forces you to be inside, always have some objects, pictures etc. on hand so that you can use them to discuss interesting creatures and objects in nature.

Let all your Special Agent know that they have a mission to always be on the lookout for the wonderful things Jesus has made: things outside in nature, not things that are man-made.

During the Friday afternoon club time, plan to spend five to ten minutes of afternoon recess on the I Spy Jesus Treasure Hunt. Armed with such things as a net, binoculars and a child's magnifying glass, and maybe even a digital camera, look with careful eyes for evidences of God's beautiful creation. Maybe the children will find a cobweb or an insect wing, an animal footprint or an earthworm. You may have to help the children decide if they should bring their discoveries to the I Spy Jesus Show and Tell or leave them untouched. If they have found a live creature for show and tell, teach them to release it afterwards. Some children may find something at home and want to bring it to show and tell. And of course there will be discoveries, like beautiful clouds, that will just have to be described from memory. Every special find will teach something about the world Jesus has made for us.

Send the children outside on a mission to spy something Jesus made if the weather permits.

If a child finds something interesting around their home, they can always bring it in on Fridays for Show and Tell.

I Spy Show and Tell
As soon as everyone has found something to share, have the kids gather together outside in the play yard for I Spy Jesus Show and Tell. (Or wait until after recess, and have the club meet back inside the classroom for their show and tell time.) The teacher should encourage each child to tell about what they have found and guide the discussion to encourage a love for Jesus and nature. In some cases the teacher might have to provide additional information on a certain topic. The objective is that each child will find delight in the works of God's creative hands.

Teachers, it is suggested that you have your own Mystery Box containing things from nature that you can use if the children can't get outside to find things themselves: pretty rocks, shells, feathers, insects, seeds, acorns, books on nature etc...

Circle Time All About Jesus Stories

- Adjust length of story to fit the attention of the children.
- At any time you are encouraged to ask questions of the students and engage them in conversation and in discussion of the topics covered. Some discussion prompts are given.

Circle time begins with a discussion of the week. At this time discuss the great times they have had together during the week and acknowledge those times teachers and classmates have observed friends that have acted like Jesus. The teacher can help build appreciation for the Fruit of the Spirit by affirming instances when a child has been observed acting with the heart of Jesus. Make a point of presenting them with a sticker for the back of their badge in addition to the one they all will receive at the end of club time.

When we appreciate someone's kindness, it encourages everyone to make an effort to model their behavior after Jesus.

During this time talk about happenings during the week that cause them concern. Coach through the act of forgiveness and making and keeping friends by resolving any differences in appropriate ways. Help each child to understand and resolve their differences as the occasions arise. Spend some time here on character and virtues and help them recall what they are learning about the Fruit of the Spirit. Finish with prayer for each other.

All About Jesus Lesson:
During this time we will follow the life of Jesus from His birth to His death. We have an age appropriate narrative with accompanying pictures/video. Each lesson is followed by a discussion time.

Lap book Craft:
Afterward the children will make a simple craft which will be glued into their own lap book. Each child will have one 9 page lap book for each quarter. The lap book will help them remember the lessons. It can be used by the teacher for review and can also be used to help the child to retell the stories to a buddy or the group and eventually to their family.

Nutrition and Snacks

Use this **chapter** on **nutrition** between pp 1 and p xxx **chapter or section**

Choice: The Impact of Nutrition on Cognition.

Is there a connection between nutrition and brain function? Growing evidence shows there is.

We make about 200 food choices daily and each one is important. However, two choices are especially important for brain function: eating breakfast and drinking water.

Most families underestimate the importance of breakfast. They send the kids out the door with a beverage and possibly some breakfast served. But eating a healthy breakfast is not essential.

What does breakfast have to do with cognition? Teachers report that children who skip breakfast seem to have more difficulty learning. They are more sluggish and less attentive. But children are more breakfast eaters and more alert and better attention span. One reason - a better supply of glucose that is essential for brain power. They also do better on standardized tests and have better attendance records.

Types of foods eaten at breakfast are also important. Fiber and protein-rich foods have been found to provide optimal brain function and cognition.

Here are several simple breakfast ideas that combine these important nutrients:

1. Whole grain toast with low fat cheese melted on top and half a banana
2. Breakfast burrito (corn tortilla, refried beans, scrambled eggs, shredded cheese, salsa, and pan a few ingredients)
3. Breakfast sandwich (low fat yogurt, chopped fruit, whole grain cereal)

Drinking water is another important choice. This isn't surprising since 80% of the brain is water. But how is a surprising fact, more than 75% of psychiatric patients never drink water.

Why is water important? It helps transport brain signals. When children aren't drinking enough water, their brain communication is slowed. Water also helps transport out the toxic waste, so it's important to remove toxins from the brain. Lack of water affects some areas of the brain differently. Some areas are more sensitive than others. Some areas being shrunken by dehydration. This may be the reason behind the symptoms of dehydration such as headaches and tiredness that can be distracting for children.

How much water does a child need? Most children and teens need about six to eight 8 ounce glasses of water daily.

While it's recommended that children have 40 to 64 ounces of water daily, there are factors that can increase their need such as increased physical activity, hot or humid weather, and illness.

How do you know if your students are drinking enough water? Watch for signs of dehydration such as tiredness, complaints of headaches, and irritability.

Recommended Food Types

- Banana
- Orange sections
- Whole grain toaster waffle
- Nut or seed butter
- String cheese
- Nut or seed butter
- Grapes tomatoes
- Pumpkin seeds
- Applesauce

Example Groupings

1) Lightly smear 1 ½ banana with nut or seed butter, roll in crushed granola bar
2) ½ medium orange, sectioned, 1 string cheese stick
3) 2 whole grain toaster waffle, nut or seed butter, topped with banana slices

Rest: How to Eat When Getting Ready to Sleep

Sleep is essential for preschoolers as it allows their brains to process information, helps them learn better, and minimizes attention problems.

It's easy to assume that preschoolers get the 11 to 13 hours of sleep they need, but this isn't always true. In fact, it been estimated that 70% of preschoolers experience sleep problems.

There are many reasons that preschoolers may not be getting enough sleep. Surprisingly enough, nutrition might be a culprit.

Here are several nutrition tips that encourage better sleep:

A. Evidence shows certain food combinations promote sleepiness by increasing the production of tryptophan. Tryptophan, an amino acid, helps produce serotonin which is thought to promote healthy sleep. Combinations include oatmeal and milk, whole grain toast and peanut butter, and string cheese and crackers.

High sugar foods might provide an energy spike making it difficult to fall asleep. Think twice before offering sugary items in the evening.

B. There is evidence that omega-3 fatty acids, zinc, magnesium, B6, and calcium play a role with sleep. Omega-3 fatty acids promote sleepiness and include fish, walnuts, pumpkin seeds promote zinc. Magnesium is found in leafy green vegetables. Chickpeas and bananas provide vitamin B6. Dairy products are calcium-rich, along with tofu, spinach, sweet potatoes, black beans, and soy.

While milk contains tryptophan, it doesn't provide a difference in the quality of sleep. Too big and too close to bedtime may make falling and staying asleep more difficult. Instead of giving them the milk, the body is trying to work at digesting it instead. A snack that is calcium-rich, or a low-sugar, also makes it difficult to fall asleep because of the digestion. Instead, offer a bedtime snack that is low in calcium and high in protein, such as a piece of cheese or a few slices of turkey breast. In this case, a small snack would be appropriate about 2 hours before bedtime.

C. Eliminate caffeine as it definitely disrupts sleep cycles. This is especially true with children and teens who are highly caffeine sensitive. Caffeine is found in many sources include sodas, chocolate, and coffee-like cocoa-cola-like medications. Even foods with natural ingredients can act as stimulants, so know what you are giving your preschoolers.

How a preschooler eats isn't always the cause of poor sleep, but incorporating these tips into their daily eating habits may be helpful.

Recommended Food Types

- Whole grain crackers
- Mini pretzels
- Hummus
- Bedtime egg
- Oatmeal
- Raisins
- Baby carrots
- Grape tomatoes
- Pumpkin seeds

Example Groupings

1) Purchased egg slices on whole grain crackers and top with several grape tomato slices
2) Mini pretzels however put mini pretzels, raisins, and pumpkin seeds in a baggie and shake up into the mixture and eat
3) Hummus and baby carrots

Environment: Eating Local, Fresh and Unsoftened

There is a saying that the average individual lives only miles from an apple orchard, but the apple that is purchased 1000 miles. Have you ever thought about how far your food has traveled? Or does it really matter? Many individuals think so, as "eating locally grown" has become popular.

What does this mean? The farm-to-table locally grown or local food that travel less than 100 miles from farm to table. Because these foods don't have to travel far, they are picked ripe and extra ripe. Whenever you can't buy local, then are advantages to the type of eating:

1. Locally grown is friendly to the environment and supports the local economy.
2. Locally grown foods are full of flavor as they're picked at the peak of ripeness and don't need post harvesting to ripen in the ripening process.
3. They don't lose as much nutrition between harvesting and consumption as they're typically picked twenty four hours or less before being sold.
4. You can learn where your food comes from and how it was grown.

Eating in season is also popular. Seasonal foods are fresher, more nutritious, and more economical. Some benefits from eating in season include:

1. Seasonal foods are at their peak in flavor, vitamins and minerals, and protein. Whole foods are fresher and more nutritious, additives, such as preservatives, are not needed to be added to sugar and salt.
2. Seasonal foods are more economical as they are not imported.

Don't overlook the environmental impact. Consider what they sit closer to and. If their physical environment is cluttered, it may be difficult for them to focus on the task at hand. Consider placing hot out, without hanging on the opening doors, they will be tempted to close them around them, and the attitude of the adults they are eating with, also play a role in how well they eat. If their chair or table have a child chose where they sit, they are more calm, relaxed atmosphere during their time can go a long ways in helping children to develop healthy eating habits.

Recommended Food Types

- Yogurt
- Mini bagel
- Low-fat ranch dip
- Cut fruit
- Shredded cheese
- Yellow peppers
- Granola bar
- Chopped veggies
- Red peppers

Example Groupings

1) Purchased or bake of clear plastic cup, add 1/3 carton (6 oz) yogurt on top of fruit and top with 1 tablespoon of crushed granola bar
2) 1/2 mini bagel with a thin spread of hummus, sprinkle shredded cheese and cut veggies on top. Heat until cheese melts
3) Cut red and yellow peppers into strips and dip in low fat ranch dip

Activity: Nutrition that Sustains Energy

What is energy? It is the ability to do work. For preschoolers this is expanding their social, emotional, and intellectual skills. It is developing their self-esteem and improving their environment. While these years may not seem much of a growth spurt, it is still a very active time.

The energy needed to fuel this active time comes from food. Carbohydrates are the body's main fuel source and easily converted to energy. Carbohydrates are also available, fast, and protein we back up energy sources. While they do in a pinch, the body definitely prefers carbohydrates over fats and proteins.

Here are four key points for ensuring optimal energy levels for preschoolers:

1. While the body prefers carbohydrates, not just any will do. Whole carbohydrates are the best choice. Whole carbohydrates are high in fiber, vitamins, and minerals. Fiber is removed, causing faster digestion and absorption. This leads to being hungry in a very short amount of time. This doesn't happen with whole carbohydrates. Examples of whole carbohydrates are whole grain breads, apples, carrots, and beans.

2. Eating a wide variety of plant foods will ensure that adequate amounts of vitamins and minerals are consumed. Energy levels of vitamins B complex and minerals are needed for energy production. While they do not provide energy themselves, our bodies can't produce energy without them. Good sources include whole grains, leafy green vegetables, dairy and eggs, legumes, and whole grains.

3. Adequate calorie intake is important. Energy bars (and fast food) are running in, energy production will drop off. Preschoolers who aren't eating enough will have lower energy levels. It is important that preschoolers meals and snacks are "balanced" with the body with a calm, pleasant atmosphere to help it.

4. Hydration. Dehydration causes energy levels. Preschoolers are especially susceptible to dehydration as their bodies don't cool down as efficiently as adults. They are more likely to sweat than adults. Dehydration can be a problem for children who don't drink enough water. Children who are dehydrated may have headaches and difficulty concentrating and have lower energy levels. The American Academy of Pediatrics also recommends six energy drinks and state that children only needs water a sports drink for hydration.

Eating adequate amounts of nutritious foods, and drinking the right amount of water, is essential for a preschooler to have all the energy needed to play and learn.

Recommended Food Types

- Whole grain crackers
- Broccoli
- Graham crackers
- Hummus
- Cut veggies
- Plain Greek yogurt
- Nut or seed butter
- Cherry tomatoes
- Sunflower seeds
- Pear chunks

Example Groupings

1) Spread hummus on whole grain crackers and top with cherry tomato slices
2) Cut broccoli into "trees" and place flat dip from plain Greek yogurt, sweet with sunflower seeds
3) Graham cracker squares smeared with nut or seed butter, topped with pear chunks

Trust: Your Body is a Temple and Good Foods Feed That Keep It Strong

Every preschooler dreams of growing up to be big and strong. For them, this means being able to play and do the fun things they enjoy. But growing up big and strong is more than being a good athlete. It is developing healthy bones, healthy muscles, healthy immune system, and being able to think clearly.

Nutrition is essential for a child to grow up healthy. While it may seem that children can grow on anything they eat, even junk food, the foods created by food provider just the right amount of nutrition a preschooler's body needs to grow strong and healthy.

Let's take a look at a few of the nutrients and foods God designed for this purpose:

1. Calcium. This mineral is known for building strong bones and teeth. It also helps muscles contract, blood vessels dilate, and nerves send messages. Blood. Bones are hearty, bedtime,bed, strong?, lifts, sits, top milk, and even broccoli are foods God created with calcium.

2. Iron. This mineral is part of hemoglobin that carries oxygen throughout the body. Hemoglobin is found in red blood cells and gives them their color. Iron is also part of a protein that carries myoglobin that stores the O2 that delivers oxygen to muscle tissue. Some of these are soybeans, lentils and beans, spinach, raisins, potatoes, quinoa, and sunflower seeds.

3. Vitamin C. This vitamin is a fighter. It protects the body's cells against damage. And this is important for growing preschoolers. This fighter helps the soft tissues and is packed vitamin C, along with avocado, broccoli, mangoes and many other delicious foods.

4. Zinc. More than 70 enzymes depend on this mineral to help them with digestion and metabolism. Zinc is also important for growth in children and it is one of the minerals that nourishment they need to grow up strong and healthy. And we can trust that the foods God originally created for us are just fine.

Recommended Food Types

- Edamame hummus
- Mangoes
- Avocado
- Toasted pita bread
- Low-fat string cheese stick
- Salsa
- Nut or seed butter
- Corn tortillas

Example Groupings

1) Edamame hummus: 2 cups frozen shelled edamame (cooked according to package), 1/4 cup rutabaga root, 1 Meyer lemon zest, 2 tsp chopped garlic, 3/4 tsp ground cumin, 1/2 tsp salt. Puree edamame, rut, lemon juice, garlic, cumin and salt in blender for 1 minute, scraping down sides of blender as needed. Add 1 tablespoon cold water, if desire. Serve with toasted pita bread. Has been cut into triangles and toasted in oven. Serve with edamame hummus and mangoes and avocado
2) Cut corn tortilla into four parts and bake until crisp; top with avocado strips and salsa

Interpersonal: The Importance of Family and Group Meal Time.

Research is showing what families already know - family meals are important. Family meals are important because they help children develop healthy eating habits, healthy habits, and teach kids on the road to healthier nutrition.

What are some of the benefits of family meals? Children from families that eat together are less likely to smoke, drink, or do drugs. They do better in school and get along better with others. They are more resilient and have better self-esteem and better mental health. Obviously, it has also been found that family meals are a great way to boost a child's vocabulary, even more than reading.

Even though 30% of surveyed families reported eating together at some point throughout the day, only 10% said they ate a family meal together. Families are too busy with schedules, after-school activities, and children and different school schedules all make family meals difficult. The good news is that families don't have to eat every meal together to be healthier. Research shows that eating 3 family meals a week is enough.

An important first step to make family meals a priority. This can be breakfast, lunch or dinner. Make it a family meal. Turn off the television and the cell phones and make the meal process – menu planning, grocery shopping, preparation, and clean-up after the meal. Kids are much more likely to enjoy a meal when they have been involved in putting it together. Also remember that simple meals are appropriate and don't require as much time to get on the table.

It has been shown that eliminating distractions is important. Turn off the television. Don't answer the phones. Instead, it "be technology" over at the table. And put down the newspaper. These all promote healthier family dinners.

Parents also benefit from family meals. They can relax more, especially for Mom, and are easier on the family food budget.

Group meals come in a variety of ways possible. Just like parents, teachers can also model healthy eating behaviors. They can repeatedly offer new foods and provide a supportive environment for trying foods. It may take 15-20 exposures to a new food before most preschoolers are willing to try it, so don't give up!

So whether it is a dinner or school, eating meals with the adults in their life is important to the health of preschoolers.

Recommended Food Types

- Celery sticks
- Cooked oatmeal
- Popcorn
- Nut or seed butter
- Cocoa powder
- Orange sections
- Raisins
- Strawberries
- Cinnamon

Example Groupings

1) Cut celery into sticks, smear with nut or seed butter, place a line of raisins on top
2) 1/2 cup cooked oatmeal, mix in 1 tsp cocoa powder, top with strawberry slices
3) 1 cup popcorn and 1/2 medium orange, sectioned

Outlook: Wise Decisions About Food will Positively Affect Your Mood.

Use this **section pattern** for additional information that is relevant to the main content. Section titles will appear in outline view.

Recommended Food Types

- Chopped fruit
- Mini pita pocket
- Black Beans
- Small ice cream cone
- Hummus
- Salsa
- Vanilla yogurt
- Chopped veggies
- Veggies

Example Groupings

1) Chop favorite fruit into small chunks, put into small ice cream cone and top with whipped cream
2) 1/2 mini pita pocket, rub inside with hummus and add chopped veggies
3) Drain and rinse canned black beans, mash very well or blend in blender, add salsa to taste, serve as a dip for celery sticks, pepper strips and baby carrots

Nutrition: Planning for Long-Term Health.

Use this **section pattern** for additional information that is relevant to the main content. Section titles will appear in outline view.

Recommended Food Types

- Low-fat flavoured yogurt
- Celery
- Whole wheat tortilla
- Frozen fruit
- Nut or seed butter
- Nut or seed butter
- Raisins
- Chopped fruit

Example Groupings

1) 3 oz-ounce cartons of low fat flavoured yogurt (mixed yogurt) and 1 cup frozen fruit. Puree all ingredients in blender until smooth. Pour mixture into 5 ounce paper cup. Place popsicle stick in center and freeze for 2 hours or until firm. Serve
2) Cut celery into sticks, smear with nut or seed butter, place a line of raisins on top
3) Smear one small whole wheat tortilla with nut or seed butter. Sprinkle with chopped fruit. Roll tightly and cut into pieces