

During Opening time, you will:

1. Sing 2 songs from Conscious Discipline
2. Do breathing exercises
3. Review the classroom rules
4. Identify those who are absent
5. Pray for those who are absent and for your classroom that day.

Throughout the day, you must read at least 2 books to the class. Great times to do that are while the lunch is being put out, nap time is starting, or at the end of the day. Incorporate God into all aspects of the curriculum throughout the day!

During large group, always start with breathing and pictures of the child's looking eyes, listening ears, and so on... Use the feelings faces from Conscious Discipline and talk about the different feelings we can feel. Talk about how God gave us our feelings and we should be helpful with our feelings.

Also start talking about classroom rules during large group.

Do not worry about starting Handwriting without Tears until the third week of school. Use this time to focus on following directions.

Monday:

Small Group:

Lesson intent: Demonstrates ability to make choices, Demonstrates interest and participates in classroom activities, Explores and manipulates art media

Items you will need –

- Copies of "My Favorite Thing" page (one per child)
- Crayons
- Pen
- Observation Records

Work with children 3 at a time at a table. Give each child a writing paper titled "My favorite thing about myself is..." Let the children list one or two things and draw a picture of them. Stress that God made each person unique. Laminate pages and make a classroom book. Record observations of learning on the observation record.

Large Group:

Lesson intent: Enjoys experimenting and problem-solving with ideas as well as the concrete materials, Shows enjoyment of books and stories and discussion of them, Classifies objects conceptually (things that go together), Makes comparisons (scientific process: comparing), Engages in two-way conversation with children and adults

Items you will need -

- "Tell Me More About the Day I Was Born" by Jamie Lee Curtis
- Words on post it notes of different activities that babies, children and adults do. Cut out. At least 5 per stage of development
- Three column chart made on poster board
- Tape

Bring children to the large-group location in the room. Always start large group with breathing and using the pictures of looking eyes, listening ears and so on. Introduce the book by looking at the cover and questioning what the children think it may be about.

Listen and interact with the children for a few minutes. Begin reading "Tell Me More About the Day I was Born" by Jamie Lee Curtis. Pause throughout the story and ask questions about what is being read. Refrain from questions that would be answered with yes or no. After reading, show pictures of different activities that

ALL ABOUT ME – THREES

babies, children and adults do. Have the children identify who would do what activity and tape the pictures on the three-column chart. Share with the children that God wants us to be exactly who we are and we all have a “job” to do, even though we are young.

Bible:

Bible Story:

Verse: “Be kind to one another.” Ephesians 4:32

Items you will need

- Bible
- Copy of the story
- Chart paper

Bring children to the large- group location in the room. Read the story about the Good Samaritan. After finishing talk about all the kind of things the Good Samaritan did. Write all the ways on chart paper. Finish up by reviewing the verse of the week. Use motions to make it easier to remember

All About Me!



My Favorite Thing

Objectives: To start a conversation about their favorite things. Start with the questions "What is your favorite thing?" Then be sure to elaborate on what they say asking why, and getting them to tell you a story.

Lesson intent: Demonstrates ability to make choices, Demonstrates interest and participates in classroom activities, Explores and manipulates art media

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:



My favorite thing about myself is



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ALL ABOUT ME - THREES



The Good Samaritan

This parable started with a man asking Jesus a question. The man who asks Jesus a question is very smart and was maybe trying to trick Jesus and see if he was a good teacher or not. This is what he asked, "Teacher, what should I do so I can go to Heaven and live forever?"

Jesus replied, "What is written in the Bible? What do you think?" The man answered, "Love the Lord your God with all your heart with all your soul and with all your strength, and love your neighbor as yourself."

"That is right!" Jesus said. "Do this and you will live forever in Heaven." But the man wanted to know more so asked Jesus, "And who is my neighbor?" Jesus decided to answer this question with a parable to help everyone who was listening understand. Jesus said: There once was a Jewish man walking along a road. He was coming from Jerusalem and was heading to Jericho, which was a full day or two of walking.

The road was rocky and there were small hills all around. The man was just humming to himself and enjoying the nice day when suddenly a group of men jumped out from behind a hill. They took all his belongings and tore off most of his clothes. They didn't want him to follow them so they beat him up very badly, and left him lying and bleeding on the side of the road.

A few minutes later a priest was walking down the same path and noticed the man lying on the side of the road. Do you know what he did? You'd think he would run over and help the man. Instead he crossed the road and walked on the other side and acted like he didn't see the man.

About an hour or so later another man called a Levite was walking down the road. Levites were people that assisted priests with their work. He would probably help the man. But you know what he did? He slowed down and walked a little closer to the man, but then kept walking without helping him at all.

You might be thinking that maybe the man lying by the side of the road looked like he was resting or something, that's why the priest and the Levite didn't stop to help. The trouble is, it was easy to tell he was badly hurt. The man was bleeding, had most of his clothes ripped off him, and he was bruised and hardly breathing. Just a few minutes later another man came walking. He was a Samaritan. One thing you should know about Samaritans is that Jews didn't like them. Jews usually didn't treat Samaritans very well, so they never got along. The man who was dying on the road was a Jew. So what do you think the Samaritan did? You'd think he would walk by and maybe even laugh at the man.

But as soon as he saw the man he went over to him and felt compassion for him. He put bandages on his sores and poured oil and wine (which were quite expensive) on the sores to prevent them from getting worse. Then he lifted the man on his own donkey and took him to a hotel to take care of him.

The next day the Samaritan took out enough money so the man could stay at the hotel until he was well enough to leave. He paid the man at the front desk and asked him to take care of the man. If he wasn't better after about two months the Samaritan would come back and pay for any extra cost.

After Jesus finished the story he asked, "Which of the three men do you think was a neighbor to the man who was left beaten on the side of the road?" The man who asked him the question at the beginning replied, "The one who had compassion and helped him." Jesus told him, "Go and do the same."



Ephesians 4:32



Be kind ...

(Clasp your hands over your heart.)

to one

(Point to yourself.)

another.

(Point to others.)

Tuesday:

Small Group:

Lesson intent: Shows curiosity and desire to learn, Explores and manipulates art media, Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar, Uses words to communicate ideas and feelings Engages in two-way conversation with children and adults, Follows directions in sequence

Items you will need -

- Pictures of various emotions
- Mirrors
- Paper plates
- Observation records



Work with children 3 at a time at a table. Discuss different emotions we have. Show pictures of different emotions; ask them to guess how you are feeling when you make a certain face. Have them make faces. Let them draw in an emotions face on a large circle on paper. Stress that God gave us our emotions. Record children's learning on observation records.

Large Group:

Lesson intent: Asking higher level thinking questions, 3.1 Shows enjoyment of books and stories and discussion of them, 5.6 Uses words to communicate ideas and feelings, 5.8 Participates in group discussion

Items you will need -

- "Today I Feel Silly" by Jamie Lee Curtis
- Large yellow circle cut out of a yellow poster board
- Pieces for face expressions cut out of black felt velcro

Bring children to the large-group location in the room. Always start large group with breathing and using the pictures of looking eyes, listening ears and so on. Introduce the book by looking at the cover and questioning what the children think it may be about. Listen and interact with the children for a few minutes. Begin reading "Today I Feel Silly" by Jamie Lee Curtis. Pause throughout the story and ask questions about what is being read. Refrain from questions that would be answered with yes or no. After reading, put a facial expression on the yellow circle. Have the kids tell you how the face is feeling. Repeat until all the emotions have been created. Let the face stay out during center time so the kids can make facial expressions individually.

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Bible:

Bible Story:

Verse: "Be kind to one another." Ephesians 4:32

Items you will need

- Bible

Bring all the children to the carpet and pick out children to act out the story of the Good Samaritan. Finish up by reviewing the verse of the week. Use motions to make it easier to remember

All About Me!



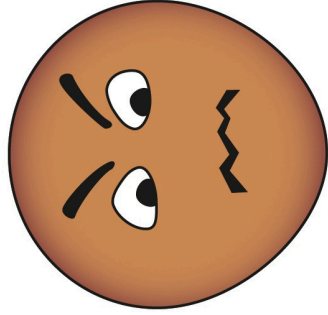
Emotion Paper Plates

Objectives: To start a conversation about the different emotions we experience. Ask questions pertaining to activities such as "How do you feel when someone takes a toy from you?" Also ask questions like "What makes you happy?"

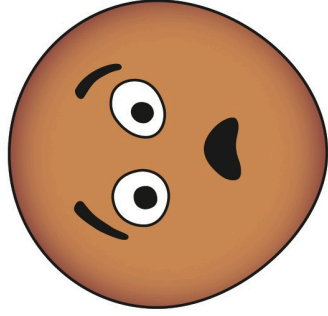
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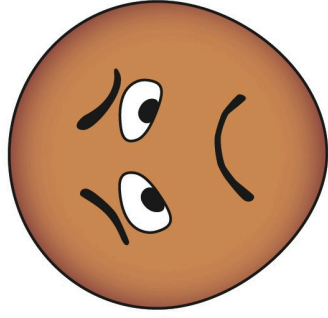
ALL ABOUT ME - THREES



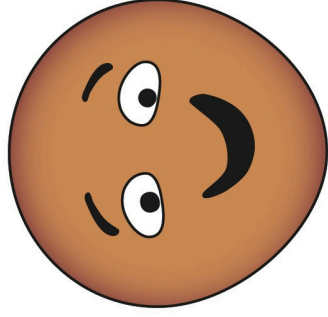
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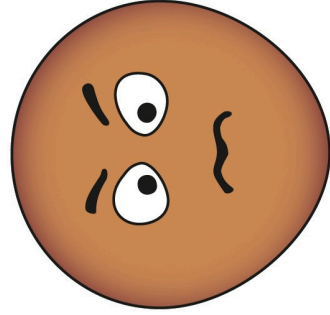
Scared



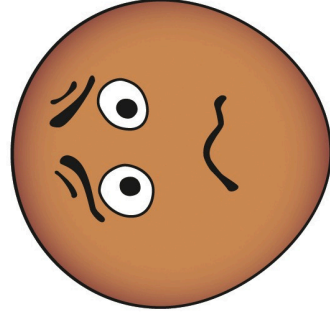
Sad



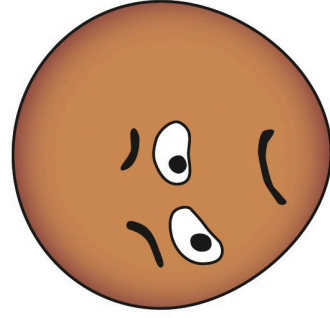
Happy



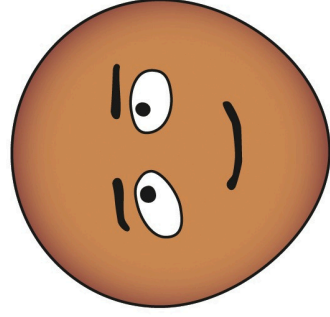
Frustrated



Anxious

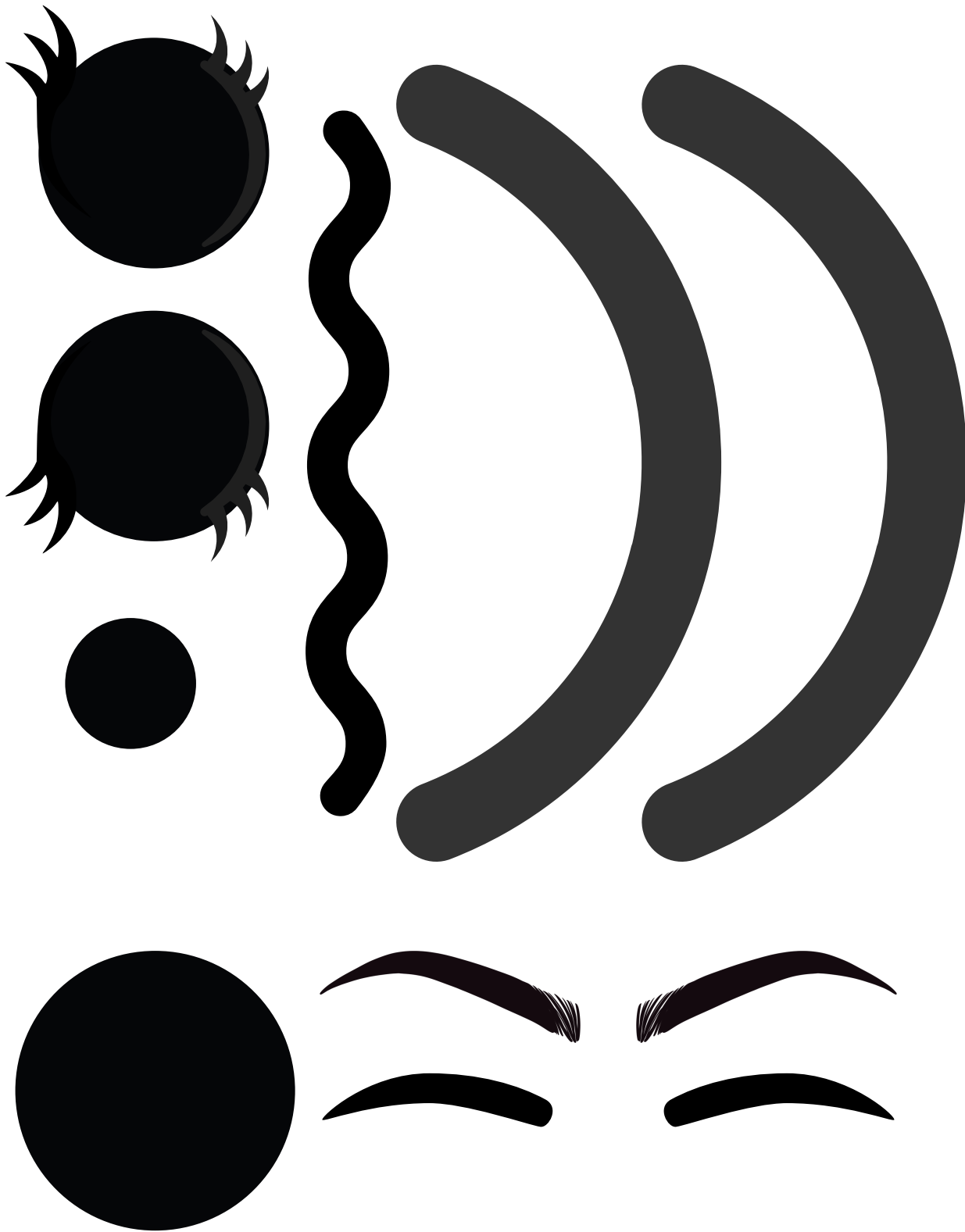


Disappointed



Calm

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Wednesday:

Small Group

Lesson Intent: Demonstrates trust in adults, Identifies self as a member of a specific family and cultural group, Coordinates eye and hand movements to complete tasks

Items you will need -

- Construction paper
- Pens
- Markers
- Crayons
- Pictures of families (can have family's email them to you and you print them off)
- Observation records



Work with children 3 at a time at a table. Give each child a piece of construction paper labeled "Me and My Family". Give each child the picture of their family and have them glue it on the paper and decorate the rest of the picture. Label the page with each family member's name. Ask the children why they are thankful God gave them their family. Remind the children that God placed them in their family on purpose. They are exactly where and with who they are supposed to be with. Record children's learning on observation records.

Large Group: Items you will need –

Lesson intent: Shows curiosity and desire to learn, Shows enjoyment of books and stories and discussion of them, identifies self as a member of a specific family and cultural group

- "Love You Forever" by Robert N. Munsch
- Chart paper
- Chart marker

Bring children to the large-group location in the room. Always start large group with breathing and using the pictures of looking eyes, listening ears and so on. Introduce the book by looking at the cover and questioning what the children think it may be about. Listen and interact with the children for a few minutes. Begin reading "Love You Forever" by Robert N. Munsch. Pause throughout the story and ask questions about what is being read. Refrain from questions that would be answered with yes or no. After reading, discuss all the ways our families

show love to each other. Write down the children's responses. Remind the children that God loves us even more than our mummies and daddies do.

Bible:

Bible Story:

Verse: "Be kind to one another." Ephesians 4:32

Items you will need

- Bible
- Copy of the book (1 per child)

Ahead of time, fold up the book so it is ready for the children to color. Bring all the children to the carpet and pick out children to act out the story of the Good Samaritan. After they do that, have everyone go to the table, give them some crayons and read the book when they finish allowing the children to follow along. Finish up by reviewing the verse of the week. Use motions to make it easier to remember

All About Me!



Look How Tall I Am!

Objectives: To start a conversation about the different characteristics of each person. Use mathematical terms such as tall, taller, tallest.

Lesson Intent: Demonstrates trust in adults, Identifies self as a member of a specific family and cultural group, Coordinates eye and hand movements to complete tasks

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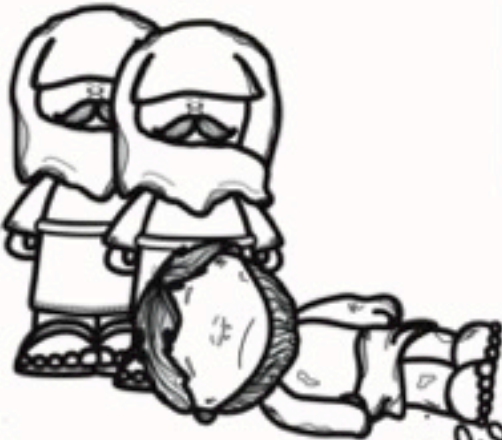
Name: _____

THE GOOD SAMARITAN



Jesus came to earth to help us and to save our sinful hearts.

A man was hurt by robbers. They stole from him. No one else would help him.



Later, a Samaritan man came and helped the hurt man.



Thursday:

Small Group:

Lesson Intent: Uses planning in approaching a task or activity, Explores and manipulates art media, Coordinates eye and hand movements to complete tasks

Items you will need -

- Rocks
- Paint
- Plates
- Observation Sheet




Work with children 3 at a time at a table. Talk about pets that we all have in our homes. Tell the children that today we are going to make a new pet out of a rock. Give each child a rock on a plate and paint. Remind the kids what God says about the rocks. If we don't worship then the rocks will cry out. Record children's learning on observation records.

Large Group:

Lesson intent: Graphing, Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration), Makes comparisons (scientific process: comparing), Identifies self as a member of a specific family and cultural group

Items you will need -

- Graph with different types of pet listed
- "Pet Show" by Ezra Jack Keats
- Cut pictures of the individual students for them to tape to graph
- Tape

 Dog	 Cat	 Fish	Other

Bring children to the large-group location in the room. Always start large group with breathing and using the pictures of looking eyes, listening ears and so on. Introduce the book by looking at the cover and questioning what the children think it may be about. Listen and interact with the children for a few minutes. Talk about the author and what that person does. Begin reading "Pet Show" by Ezra Jack Keats. Pause throughout the story and ask questions about what is being read. Refrain from questions that would be answered with yes or no. After reading, talk about the different pets everyone has at their home. Have each child take their picture and put it on the correct spot on the graph. Discuss the results

of the graph by counting the columns and deciding which had the most or the least. Talk about how God made all the animals and how thankful we are for them

Bible:

Bible Story:

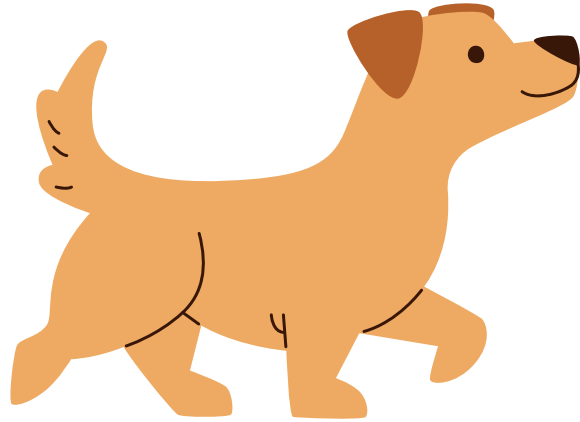
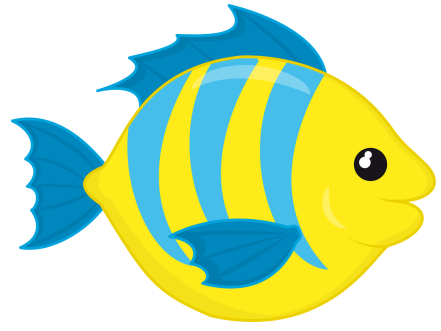
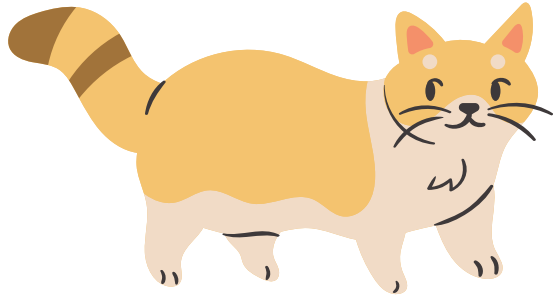
Verse: "Be kind to one another." Ephesians 4:32

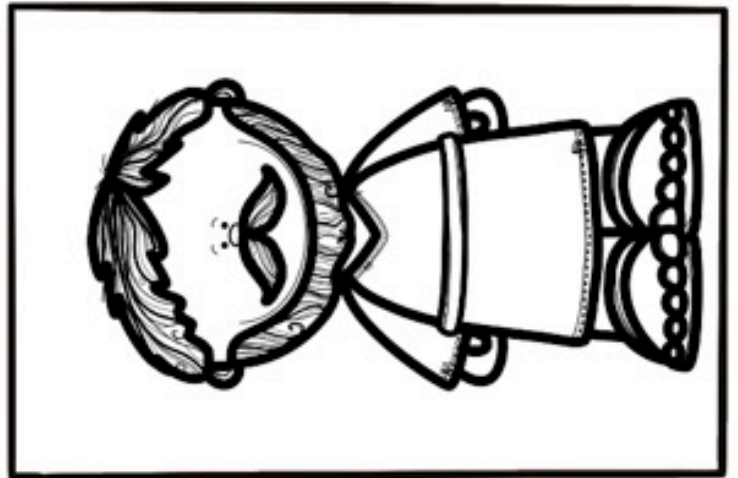
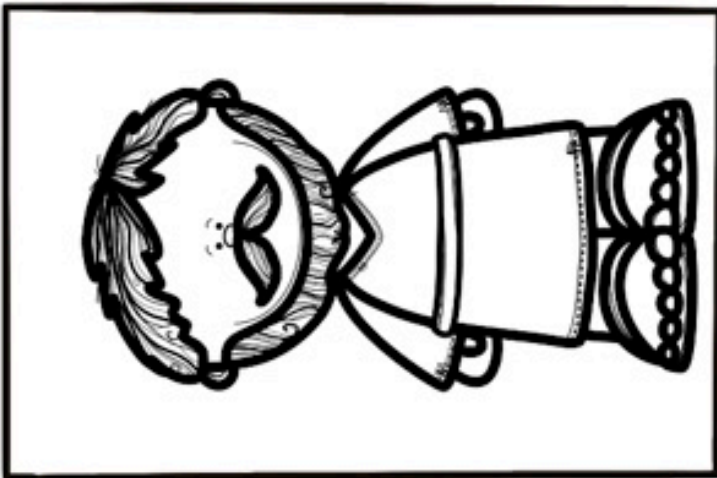
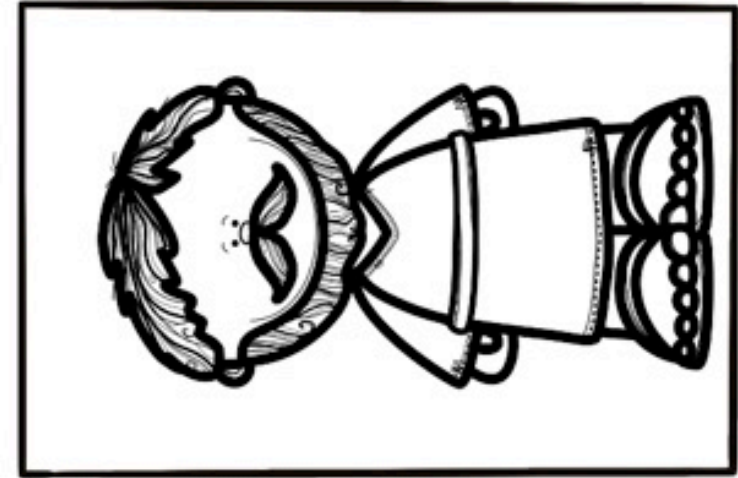
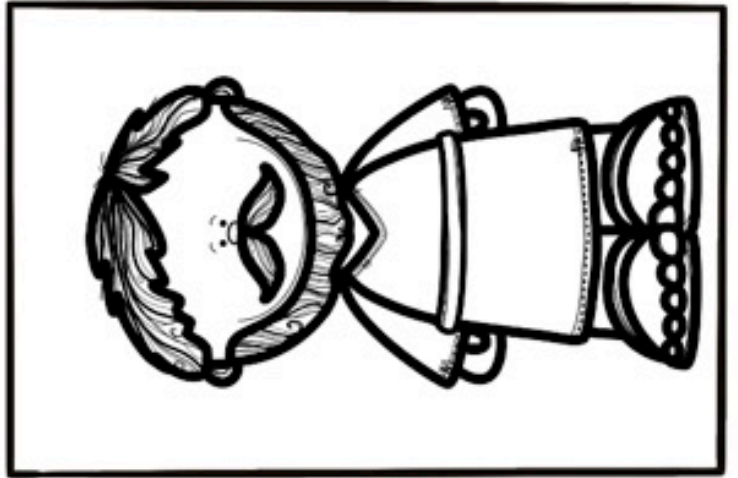
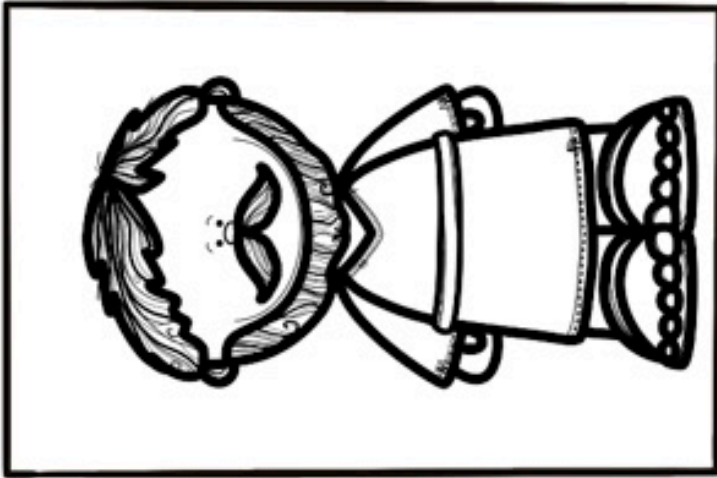
Items you will need

- Bible
- Copy of the puppet and background (1 per child)
- Popsicle Stick
- Bottled Glue

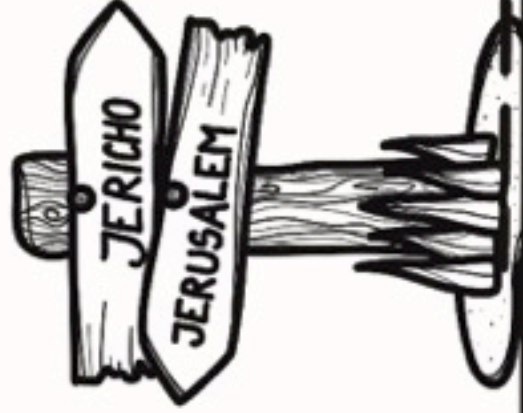
Ahead of time, cut the slit on the background page, cut out The Good Samaritan for each child and make an example of what they are making. Send all the children to the tables. Show them what they will be making. Give them some crayons and have them color their character and the background. While they are working read the story. Finish up by reviewing the verse of the week. Use motions to make it easier to remember

ALL ABOUT ME - THREES





The Good Samaritan



Friday:

Small Group:

Lesson Intent: Tries new foods before deciding whether he/she likes them, Recognizes different types of food, Works cooperatively with others on completing a task

Items you will need –

- Raisins,
- M&Ms
- Pretzels
- Goldfish
- Four 1 cup measuring cups
- Large bowl
- Cups
- Observation records

Work with children 4 at a time at a table. Allow the add one cup of ingredients into a large bowl. Talk to the kids about how each ingredient is different like we are all different. Each of us adds something different to our class. When we add all the people together with different personalities that God gave us, we have something that is really good just like when we add the ingredients into the friendship mix it is really good. Mix it together and give each child 1 cup of mix!! Record child's learning on the observation records.

Large Group:

Lesson intent: Enjoys experimenting and problem-solving with ideas as well as the concrete materials, Classifies objects conceptually (things that go together), Recognizes and identifies by name most common objects and pictures

Items you will need –

- "Do You Want to Be My Friend?" by Eric Carle
- Collection of items that go together such as a vase and flowers, a baseball and a bat, and a toy dog and a bone. Have enough items for every child to get an item.
- Box large enough to hold the items.

Bring children to the large-group location in the room. Always start large group with breathing and using the pictures of looking eyes, listening ears and so on. Introduce the book by looking at the cover and questioning what the children think it may be about. Listen and interact with the children for a few minutes.

Reiterate who the author is and what they do. Begin reading "Do You Want to Be My Friend" by Eric Carle. Pause throughout the story and ask questions about what is being read. Refrain from questions that would be answered with yes or no. After reading, discuss the items you gathered and discuss how the items go together. Place the items in the box. Have each child close his eyes and take one item from the box. When each child has an object, ask him to find his partner by finding the person with the corresponding object. After playing the game, place the box of objects in the science/math center for the children to match independently. Spend some time thanking God for our friends and reminding the children that we are to love our neighbors (friends) as ourselves".

Bible:

Bible Story:

Verse: "Be kind to one another." Ephesians 4:32

Items you will need

- Bible
- Heart cutout – one per child
- Words to the following song written on poster board:

"Where is Love?"

(to the tune of "Where is Thumbkin?")

Where is Love? Where is Love?

Here I am. Here I am. (point to Bible)

The Bible tells of Love. The Bible tells of Love. God's love for you. God's love for me.

Ahead of time, write the words: kind, gentle, forgiving, patient – one word per heart. Repeat the words until you have enough hearts for everyone including an extra set for you to use. Hide them around the room. Bring children to the large-group location in the room. Sing the song "Where is Love?" Say "God tells us He loves us in the Bible. The Bible is God's love letter to us. It teaches us what love looks like, sounds like, and acts like. Today, I have hidden God's love letters to you all around the room. These love letters are words describing God's love. The words are written on the hearts. Do you think you can find them? It's time for "Hide and Seek Hearts!" After everyone has found the hearts bring the children back to the carpet and read the words that describe God's love off of your set. Let the children keep their hearts. Finish up by reviewing the verse of the week. Use motions to make it easier to remember

All About Me!



Friendship Mix

Objectives: To start a conversation about how all the ingredients are different just like we are different. But when you mix them all together we make something pretty great! Ask "What is different about each of us?" "What is different about our food?" "Does it all taste good?" "Do you have a favorite?"

Lesson Intent: Tries new foods before deciding whether he/she likes them, Recognizes different types of food, Works cooperatively with others on completing a task

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name: