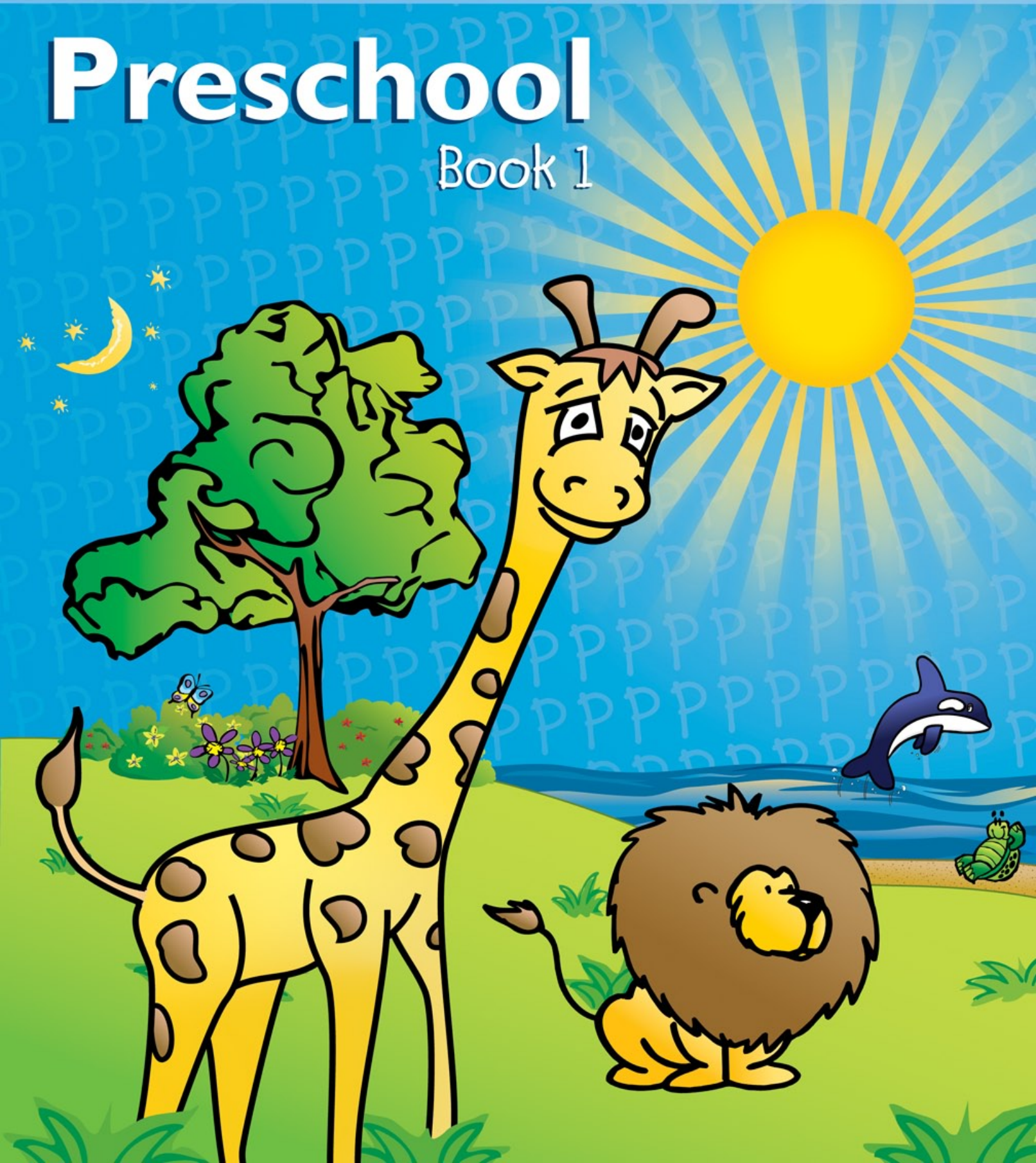


# Horizons

## Preschool

Book 1



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# Preschool

# Book 1

## Lesson 1

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**Horizons Preschool, Book 1**

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A Horizons Preschool Student Book should be purchased for each student, whether in the Christian School classroom or in the Homeschool. In the classroom setting, always order one extra for the teacher so that you have copies of everything to reference. Students will take home the pages of the Student Book throughout the year.

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Name \_\_\_\_\_



Lesson  
**1**  
Phonics

Trace the letters **A** and **a** with your finger. Can you see the letters **Aa** at the beginning of the words **apple**, **armadillo**, **ax**, **ant**, **ape**, and **alligator**?



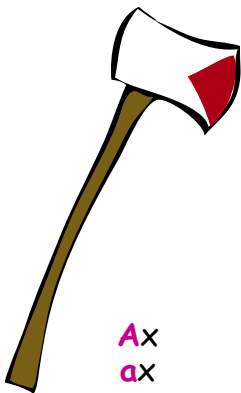
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apple



**A**rmadillo  
armadillo



**A**pe  
ape



**A**x  
ax



**A**nt  
ant



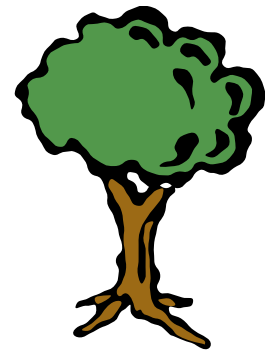
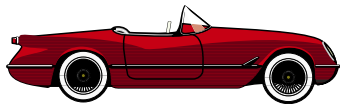
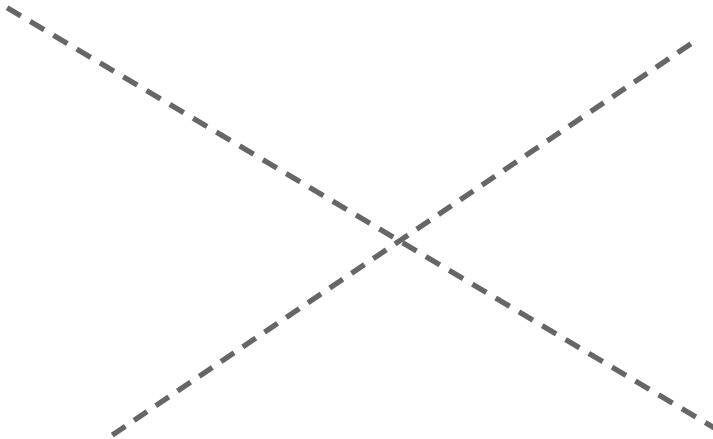
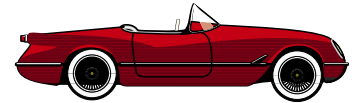
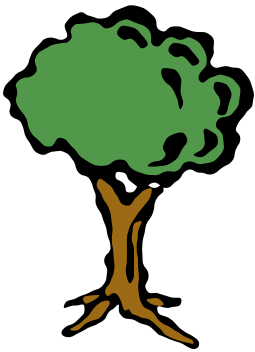
**A**rk  
ark



**A**lligator  
alligator

# Lesson 1 Math

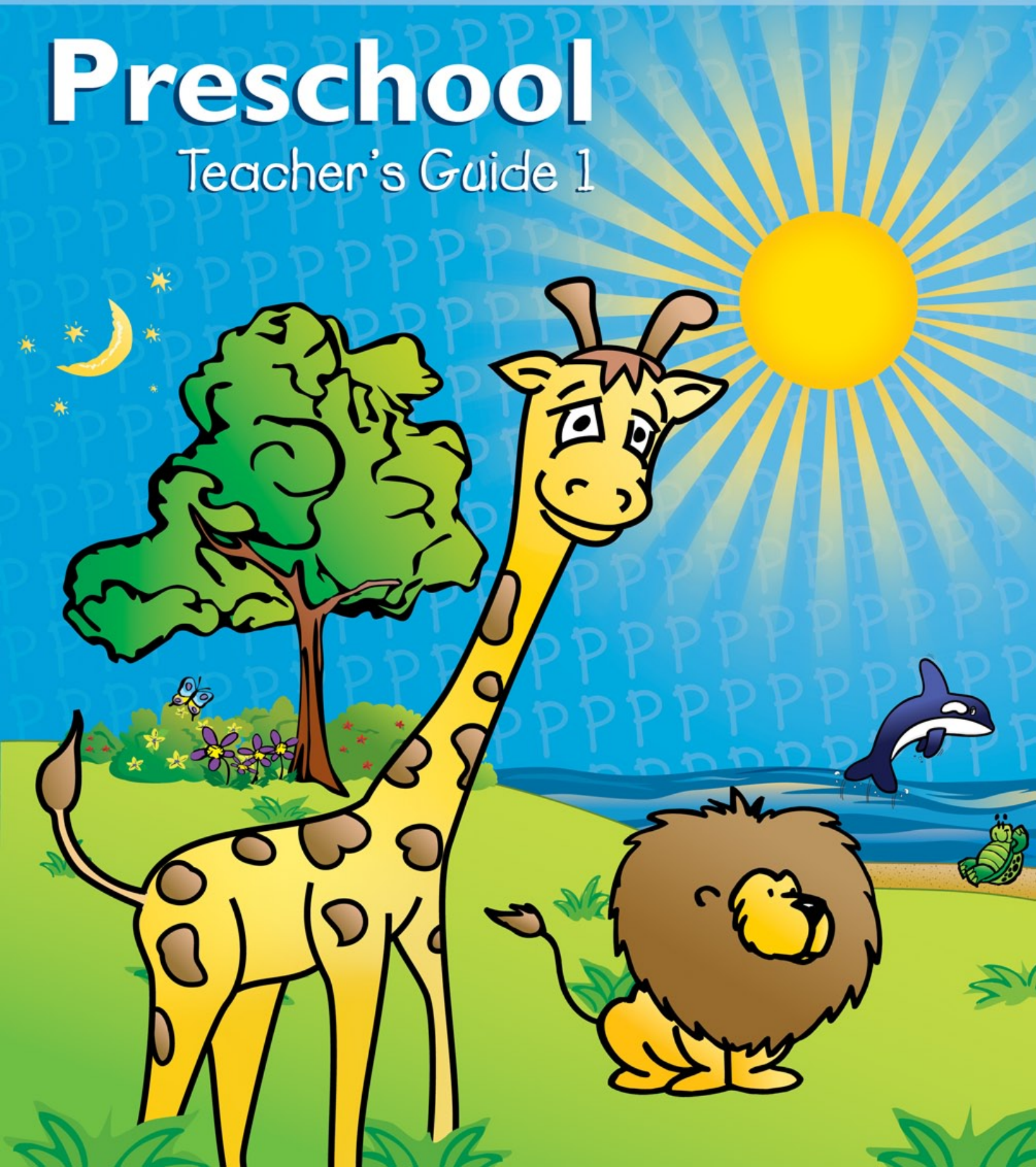
Identify the pictures and count the number in each group. Trace the lines to match the ones that are the same.



# Horizons

## Preschool

Teacher's Guide 1



# Horizons

# Preschool

## Teacher's Guide

### Lesson 1

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# Lesson 1

Week 1: Day 1

**Activities in this Lesson:** Bible Lesson, Social Studies, Language Arts, Phonics, Reading, Writing, Math, Color, Story Time, Music, Arts & Crafts, Physical Education, Homework, Additional Bible Lesson

**Bible Reference:** Genesis 1:1.

**Bible Concept to Present:** God is our Father who always was, is now, and always will be.

**Bible Lesson:** Before time began, God was alive. God has always been alive. God does not have a Mommy or a Daddy or a birthday. God has always been. God is alive right now. This very minute, even as we talk, God is alive. God knows everything. He knows what you are doing now. He knows your name is \_\_\_\_\_ (have students say their name). He knows all about you. God even knows what you had for breakfast this morning. God loves you very much. He cares about what you think and do.

Did you know that God never goes on vacation? He never goes to sleep. He is always there to take care of us and help us. I am happy to have a God who takes such good care of me and is so loving and kind. God is my Heavenly Father, just like your Dad who takes care of you and loves you like my dad who loves me. God is our Father. (Be sensitive in your comments to any children who have lost their father or who live in single parent homes.)

Fathers do very special things for their children. Do you remember a time when your dad bought you a present? Or fixed your lunch? Or helped you get dressed? Our Heavenly Father (God) has done something very nice for us, too. He has given us a very special gift. Do you know what that very special gift is? God gave us our world, every little bug, our beautiful trees and flowers, the ocean and the beautiful sky. God gave all these things to us. He made all of them for us.

I am happy to have God for my Heavenly Father, and to have him make such a nice gift for me. Let's thank God now for the world He made for us and for being such a nice Father to us. Pray here, thanking God for our earthly Dad who gives us good things and then our Heavenly Father who gives us a beautiful world.

*Illustration: Prepare ahead - Make copies of the Lesson 1 Resource page on white cardstock. Make enough copies so that each student can have a small picture of the world. Address one small envelope to each student personally. Put a picture of the world inside the envelope. Pass out the envelopes to the students, explaining that just as it is special to receive a gift from Dad, so it is special to receive the gift of our world from our Heavenly Father, God. Let the students color their world pictures and take them home. Note: If your students have not been acquainted with the concept of the globe representing our world, you will need to introduce that thought previous to the unwrapping of the globe picture. The children should be introduced to the fact that the globe is like a picture of our world.*

**Social Studies:** Discuss with your students the relationship of a father to his child. Talk about how special your father, or a grandfather, is to you. Ask questions that will require more than a yes or no answer. The following are types of questions you may ask:

## Lesson 1

(Cont.)

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1. Why do you love your Daddy?
2. What do you like to do best with your Daddy?
3. How does your dad let you know he loves you?
4. When do you like to spend special time with your dad?

After your students have answered these questions, have them draw a picture of themselves and their Daddy. Use a half sheet of paper that is folded in half to make the card. Make this a special card to take home to the student's fathers. Write FATHER or DAD on the cards for the students. Have a Praise Yell for fathers. Let the students shout, "I love my daddy because..." or "I love my grandpa because..." Allow them to call out things for as long as they will participate.

*Multimedia Resources: Watch "Love" from the Character Builders Video Series.*

**Language Arts:** Use old magazines and catalogs to cut out pictures to represent Daddy. Glue onto a craft stick. Cut out other pictures of men that could represent the father of a friend. Try to find a variety of hair colors on the models. Discuss how fathers may look different and have different names, but they still are someone's daddy.

Do the following action activity with your students. Your goal is for the students to imitate your actions, and say as many of the words after you as possible.

### Three Little Ducks

Three little ducks went out to play (Hold up three fingers)  
Over the hill and far away (Make a waving motion with fingers)  
When the Mommy says "Quack, Quack" (Children repeat quack sound)  
Two little ducks come waddling back (Hold up two fingers as your body waddles as a duck)

Two little ducks went out to play (Hold up two fingers)  
Over the hill and far away (Make a waving motion with fingers)  
When the Mommy says "Quack, Quack" (Children repeat quack sound)  
One little duck comes waddling back (Repeat as above)

One little duck went out to play (Hold up one finger)  
Over the hill and far away (Make a waving motion with finger)  
When the Mommy says "Quack, Quack" (Children repeats quack sound)  
No little ducks come waddling back (Clench fist, and waddle body)

No little ducks went out to play (Clench fist to represent 0)  
Over the hill and far away (Waving motion)  
When the Daddy says "Quack, Quack" (BIG quack sound)  
Three little ducks come waddling back (Hold up three fingers)

**Note:** The above poem is not intended to teach disobedience to a mother figure, but rather to emphasize obedience to the father. You may discuss the actions of the ducks in relationship to the mother.

**Phonics:** Teach the letter Aa. The first step to learning to read is to be able to consistently recognize the alphabet. You may find that your students already know the order of the alphabet, having learned it from the traditional "ABC Song" or by other means. If so, all you need to do at this point is to be certain that your students know each letter of the alphabet when it is shown to them. It is vital that consistency is apparent, that they can name the letters every time and name them correctly.

If your students can not yet recognize all the letters of the alphabet, or can only recognize some of them consistently, then you must teach them. This can be done very simply provided you are not in a rush to do so. Begin by using the alphabet letter flashcards that are provided in the Resource Packet. These can be displayed to the students as you drill the letter recognition. You can also make letter patterns from felt cloth or contact paper for the students to recognize or trace with their fingers. If you use contact paper (like the sticky kind you use to line your shelves), trace the outline of the letter on the contact paper. Then cut it out, leaving the back on the contact paper. Have the children repeat the name of the letter after you, while tracing the letter with their fingers.

We will be learning the letters in alphabetical order. This will lead to skills in dictionary usage as well as reinforce the concepts like before, after, and between. Initially you will be focusing on learning the letter names, letter sounds will come later.

Point out any student's name beginning with the letter *A*. Write some words beginning with the letter *A* on the board. Include any student names from the class that begin with letter *A*. Underline the capital *A* that begins the words. Read through the words and point out the shape of letter *A*. Have the students trace the *A* in the air as you trace the letter *A* beginning each name.

Boys: Aaron, Abel, Abraham, Adam, Adrian, Alan, Albert, Alberto, Alec, Alejandro, Alex, Alexander, Alexis, Allen, Andre, Andres, Andrew, Angel, Anthony, Antonio, Armando, Arthur, Austin

Girls: Abby, Abigail, Adriana, Adrianna, Alejandra, Alexa, Alexandra, Alexandria, Alexis, Alicia, Alisha, Alison, Allison, Allyson, Alyssa, Amanda, Amber, Amelia, Amy, Ana, Andrea, Angel, Angela, Angelica, Anna, Anne, April, Ariana, Ariel, Ashlee, Ashleigh, Ashley, Asia, Audrey, Autumn

Vocabulary words: April, August

**Note:** The names used for capital letter recognition have been taken from lists of common names that parents have given to their children in recent years. You should also add the name of your city and state when it becomes appropriate.

Do the Lesson 1 Phonics worksheet. Complete the letter Aa worksheet. Have the students trace the letters Aa with their fingers. They should trace the letters with their fingers and say the names of the letters. Demonstrate the proper strokes for them on the board. Say the words for each of the pictures and look at the Aa letters that begin them.

**Reading:** Recognize written first name. If you have posted a Name Plate for each student have them find their Name Plate on the bulletin board. Point out any of the first names that begin with the letter *A*.

**Writing:** For the first two weeks focus on having the students recognize their own first name. During this time, write the students' names on all worksheets and papers.

## Lesson 1 (Cont.)

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Other writing practice will take place in the Phonics and Math subject areas. These activities will not be listed under the Writing category. This is a good example of the holistic approach that each lesson takes.

**Writing Skill Builders:** These objectives are listed in each lesson for you to keep in mind as you direct the class. They are things to watch for and to incorporate into work and play in all areas. Include small muscle control activities: tear, fold, and paste whenever possible. Give instructions and reminders to hold a writing instrument correctly. Incorporate writing strokes: horizontal, vertical lines, spiral, and circle into arts and crafts.

**Note:** For those children who have difficulty holding a pencil correctly, rubber pencil grips can be used to teach the proper tripod grip.

**Math:** Teach number recognition of 1. For this week we will be studying the concept of one with your students. As a teacher, you need to be aware of the "one" concept in all that you do. We will be doing some patterning with the number one, learning about the number one around us, etc. Look for "ones" in everything that you do with the students to facilitate their acquisition of the concept of one.

Show the students the 1 flashcard. Ask them how many objects or animals are on the card. Talk about the shape of the number 1 and ask them what it reminds them of. Have them draw the number 1 in the sand or with chalk on the sidewalk.

Purchase or make a perpetual monthly calendar for one of the bulletin boards of the classroom. Make 12 monthly banners and 31 calendar pieces. You will need a row for the days of the week and 6 rows of 7 squares on which to hang or pin the calendar cards.



Point to your beginning school date on the calendar, this is day 1 of the school year. Point to the week that begins the school year, this is week 1 of school. If you have hung cards for the week of the school year point out the Week 1 card. You can point out the number 1 on the calendar. Explain that the days of the month are numbered. One (1) is used to count the first day of the month. Find other ways to illustrate the concept of 1. The line leader will be person number 1 in our line. Have the line leader carry a 1 flashcard as you move from place to place in lines. The Bible reference is *Genesis 1:1*.

Do the Lesson 1 Math worksheet. Identify the pictures and count the number in each group. Example: 1 tree, 1 house, 1 car, etc. Draw the lines to match the ones that are the same. Remember that all pages should be removed from the student workbook to promote good penmanship.

**Color:** Introduce the colors red, green, and blue. Point out the red and blue colors in the American flag. Talk about grass being the color green. Ask the student's to find things in the classroom that are red. What things do they see that are green? What things can they find that are blue? Show them the red, green, and blue flashcards. Associate the items on the cards with the colors. If this is too many colors to cover at one time focus on one color for 2-3 days and then add another for 2-3 days until all 3 can be recognized by the students. These three colors will be reviewed for about two weeks and then one new color will be introduced at a time.

Throughout the curriculum, you will find notes referring to a color to teach your students. We suggest you teach the colors by utilizing a natural, relaxed teaching style. We also suggest you concentrate on one color at a time. For example, when teaching the color red, you may choose to serve students a red apple, commenting on the fact that the apple is red. The children may wear a red blouse or shirt. Every time you see red, comment on the color. When describing an object, name its color. You may also have a color day where everything eaten is the color you are learning and you and the students wear that color.

**Story Time:** Read one short story to the students.

**Music:** Teach students this little song, to the tune of "Twinkle, Twinkle Little Star"

### **Daddy We Love You**

Daddy, Daddy, we love you  
And we know you love us, too.  
You are very big and strong  
You work for us all day long.  
Daddy, Daddy we love you  
And we know you love us, too.

Teach the "ABC Song." If the students do not already know it, work on one line at a time until all lines are mastered. This will help to develop an awareness of the entire alphabet. The students can sing along even though they cannot recognize the individual letters.

### **A B C Song**

Tune of Twinkle, Twinkle, Little Star

A B C D E F G  
H I J K L M N O P  
Q R S T U and V  
W X Y and Z.

Now I've learned my ABCs.  
Next time won't you sing with me!

**Multimedia Resources:** This week, listen and sing along to selections from "The Amazing Book" CD.

**Arts & Crafts:** Use Lesson 1 Resource page to make a "World" card.

## Lesson 1

(Cont.)

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**Physical Education:** Self Space. Children need to know the difference between self space and general space. Some space is shared like a sidewalk or a hallway. Other space is self space and only one person can be there at a time. Give each student a carpet square (hula hoops could also be used) and then ask them to arrange the squares into a circle and sit down on them. Dots or taped X's in a circle pattern on the floor will help them with this. Explain to them that the square on which they are sitting is their space and that no one else can get into that space. Illustrate this by trying to sit down on a carpet square where a student is sitting. What happens? You would have to sit down on top of them and they would get hurt. Have the students close their eyes and think about the movements that they could do in this space. Can they wiggle their fingers? Can they breathe in and out? Can they smile? The concepts of self space and general space are critical so that the students can move safely in physical education and also in the classroom environment throughout the school year. Have each student stand up and put their carpet square away.

**Homework:** Take the "World" card home and share it with dad or grandfather. Tell them what you learned today.

**Additional Bible Lesson:** If you choose to teach an additional Bible Lesson to your students, the story of Abraham and Isaac makes a wonderful lesson to present. Place emphasis on the idea that Abraham really wanted Isaac and was happy when God sent Isaac to Abraham and Sarah. The story is found in Genesis 21:1-8.