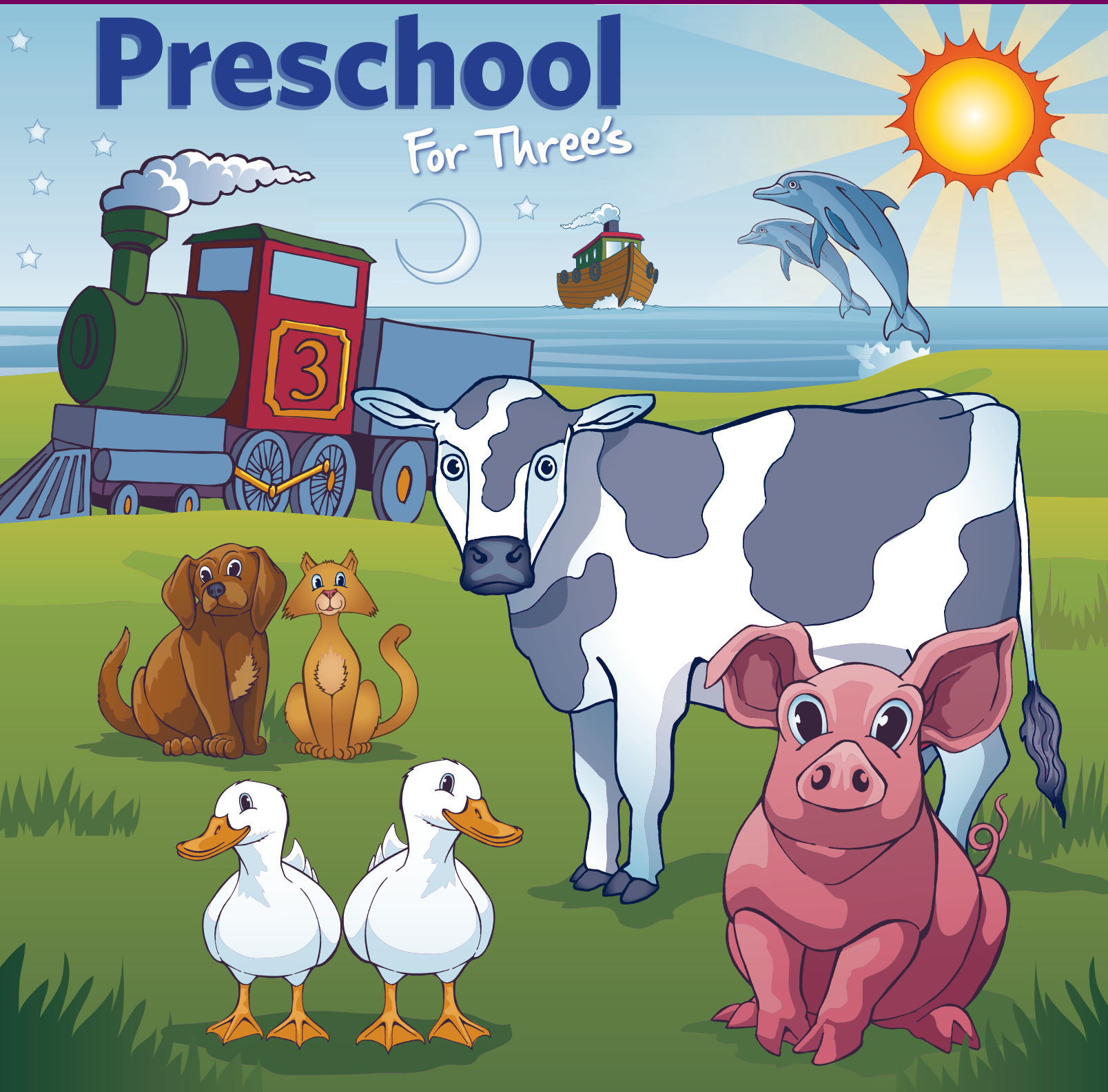


Horizons

Preschool

For Three's



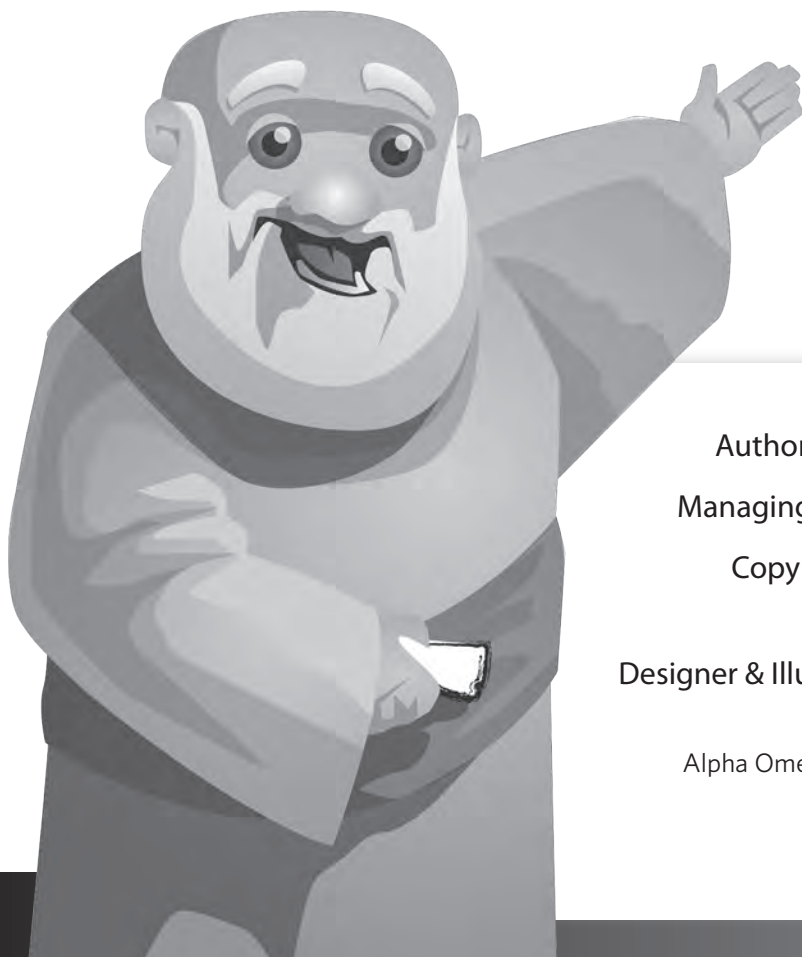
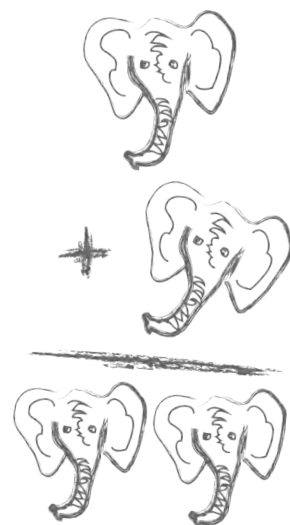
Teacher's Guide

Horizons

Preschool

For Three's

TEACHER'S GUIDE



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INTRODUCTION

THREE-YEAR-OLD CHILDREN are delightfully inquisitive. As they explore their world, they are developing physically, emotionally, spiritually, and academically. The gospel of Luke speaks of Jesus' own growth as a child. "And Jesus grew in wisdom and stature, and in favor with God and men," Luke 2:52 (NIV). As the students you are teaching grow, you will also want to see development in these same areas. The *Horizons Preschool For Three's* will assist you in that process.

The *Horizons Preschool For Three's* curriculum has been carefully researched and based on the best practices for teaching these young children. However, it is important that you keep in mind that not all children develop at the same rate. You may also find huge differences in learning between a student who has just turned three and one who is a half a year older. You will need to adjust the time and activities presented in the material to account for these differences.

The curriculum materials are divided into three different categories. The first is a bible story reader. The second is an extensive student workbook. This includes a student workbook companion that has the craft pages that require heavier paper. Finally, a teacher's guide is provided to help you implement the lessons and provide supplemental material.

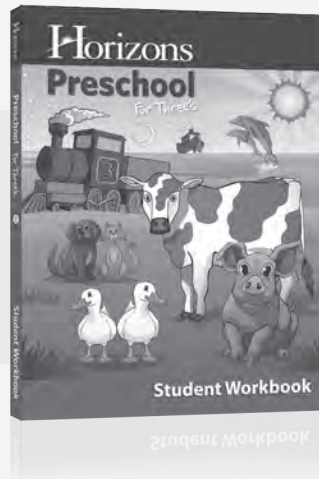
The *Bible Story Reader* is composed of 40 Bible stories. The selections include 20 from the Old Testament and 20 from the New Testament. Each selection includes a simple retelling of the Bible story suitable for a three-year-old. However, if you have older children, they may enjoy the reading as well. A work of art depicts each selection. These rich illustrations bring the story to life for young students. Included with the story and picture are a number of questions to help you further engage the students in the story. At times these questions can extend the lessons learned into the students' life. Each Bible story concludes with a simple prayer. The student workbook includes at least one activity for each Bible story. An optional short memory passage is also included.

A student workbook and student workbook companion are provided to help the students in skill development. Each lesson will include four workbook pages along with one page from the workbook companion that is on heavy stock. Some of the heavy pages have an activity that is designed to be repeated by the students throughout the lesson, as well as beyond. Each lesson will also contain an activity which supplements the Bible lesson.

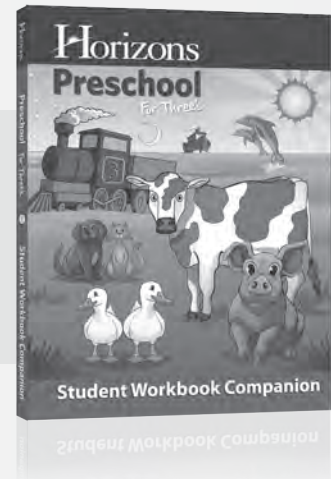
The lessons begin with letter identification readiness. The students will see in simple words,

Horizons **Preschool** For Three's

Student Workbook



Student Workbook Companion



like duck and cat, that letters work together to form words. However, they will not be asked to identify the letters. Later in the course the students will learn the alphabet. However, letter identification is introduced and the students are not expected to know or identify all of the letters at this point. Letter mastery will take place in preschool and kindergarten. This course prepares the students for these later skills.

The student workbook also includes lessons on counting and numbers. The numbers one through ten will be repeated throughout the lessons. While the students may or may not be able to identify the numbers, they should be able to count to ten by the time they are four.

Additional concepts taught through the worksheets include teaching how to identify colors and shapes. The students will also learn how to identify patterns in shapes and objects. Learning the difference between happy and sad expressions will also be taught. Throughout the course the students will be asked to identify things which match or do not match. The skills chosen for the worksheets will help prepare the students for preschool and kindergarten.

Some worksheets ask the students to draw or color different items. Perfection is not needed.

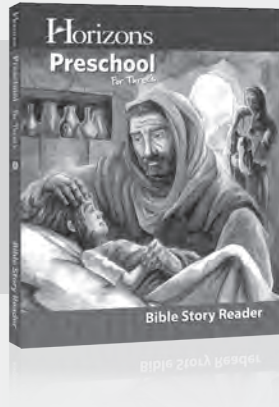
Fine motor coordination is a skill that develops as children age. Encourage the students in their work and efforts. When matching items you may find it works better for the students to point to the items that match rather than have the students try to draw lines between the matching objects.

The final component is the teacher's guide. The teacher's guide will provide ideas in how to teach the materials for each lesson. Three-year-old children differ in their attention spans. You may find that some days your lessons need to be shorter than others. The curriculum provides for flexibility.

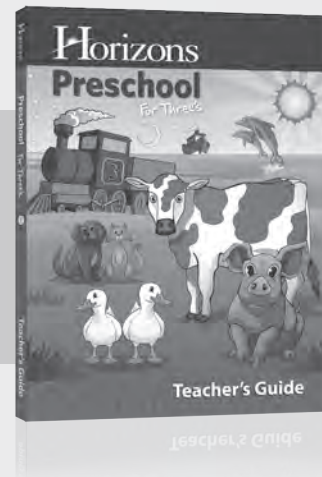
Similar to all other Horizons teacher guides this one has been written from the perspective of teaching a group of students. The purpose of this is not to exclude the possibility of a single student setting but to provide consistency and similarity across the product line. The activities that have been chosen for this course will function just as well with a single student or with a small group of students. It will just take a little mental adjustment for the parent or teacher who is working with a single student to reword the instructions for their setting.

The teacher's guide also provides numerous lesson extensions. These include ideas for developing the students' gross motor skills. The

Bible Story Reader



Teacher's Guide



extensions also provide ideas to engage all of the students' senses. Three-year-olds learn best when their whole bodies are engaged. There may be times where you want to use the lesson extensions rather than the worksheets.

Additionally, you will want to visit your local library and find books to read and enjoy with the students. There are many internet sites which have recommendations for books appropriate for children ages 3–5. Some of these highlight

Christian children's books. Because of the changing nature of publishing, the teacher's guide does not include specific recommendations of books.

As you work through these lessons, take time to enjoy the child or children you are teaching. Three-year-olds have their own take on the world they are exploring. Revel in their delight at hearing Bible stories. Enjoy their interpretations of what accounts for things being opposite. Pray for them as they develop as God's children.

Finger Writing

Finger writing is a good way to help children develop fine motor skills and begin to understand the formation of alphabet letters. The students should be working on the process of writing and not the product of writing. Have the students trace letters with their pointer finger. The pointer finger will later control the movement of a pencil when writing. The teacher should model the process of finger writing before asking the students to complete the activity.

As the students finger write, say each letter. Point out the letter that begins the student's name like "K" for "Katie." Eventually the students will identify this letter with their name. The students should work on the idea of tracing and writing and not the perfection of the skill. Encourage the students' efforts in these pre-writing activities.

Schedule

This program has been designed to give the parent/teacher flexibility in determining the schedule. By starting with a weekly schedule, the parent/teacher can decide whether to have school 2 days a week, 3 days a week, 4 days a week, or 5 days each week. Also, it is not necessary that every week be the same. It is important for students of this age to have fun so keep the schedule flexible to match their moods and interests. Depending on the day or time of the day, the students may have a longer or shorter attention span. If the students do not seem particularly focused or interested one day, stop working on the lesson. The next day they may be more focused.

Each week has four different worksheets available plus a worksheet on heavier stock that is used as a craft or a manipulative that can be used multiple times for review and reinforcement. Some of them can be completed in a short amount of time, others will take more time, and some will require assistance. Many of the worksheets are two-sided with the front side providing practice on a new concept and the back giving review practice of a previous concept.

A new Bible story is also presented each week. You may want to read and discuss the Bible story each day you have class. Students at this age enjoy having stories read and reread to them. Eventually the students may want to look at the picture and tell you the story.

Five day schedule

- | | |
|-----------|---|
| Monday | Read the Bible story, do the 1st worksheet, introduce the memory verse, do some of the activities listed for the lesson |
| Tuesday | Review the Bible story, do the 2nd worksheet, review the memory verse, do other activities listed for the lesson |
| Wednesday | Do the 3rd worksheet, review the memory verse, do other activities listed for the lesson |
| Thursday | Do the 4th worksheet, review the memory verse, do other activities listed for the lesson |
| Friday | Do the 5th worksheet, review as needed and complete any other activities that you wish to include |

The Lesson Structure of the Horizons Preschool For Three's Program

In the *Horizons Preschool For Three's Teacher's Guide* the lessons are divided into subdivisions of Supplies, Bible Reference, Bible Concept to Present, Bible Lesson, Memory Verse, Worksheets, Extensions, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Physical Education, Outdoor Activity, Creative Cooking, Computer Work, Manners, Health & Safety, and Field Trips. An appropriate selection of these subdivisions is included in each lesson. These divisions will be examined in the paragraphs that follow.

- **Supplies** is a list of the basic supply type items that will be needed for the lesson. The majority of materials needed are basic school supplies. These lists should be looked over in advance so any items not readily available can be obtained.
- **Bible Reference** is given for the purpose of going directly to the Scripture and researching any reference previous to teaching. We desire that you understand directly from the Bible what is being taught.
- **Bible Concept to Present** will give you an overall view of what we consider to be the objective of the lesson. This is presented from a nondenominational viewpoint.
- **Bible Lesson** is a format giving you the information that should be presented to the students. This will guide you in presenting the Bible story, picture, Thought Questions, and Prayer which are contained in the Bible Story Reader.
- **Memory Verses** are suggested that correspond with the Bible lesson. A young child is very capable of memorizing verses of Scripture with the help of the teacher and repetition. The planting of the seeds of the Word of God now will aid the child greatly in the future. As it is common with young children to easily memorize, you will be surprised at the rapid rate with which they can learn the verses. At this point, they may not put all of the verses in their long term memories. Have them learn the verse, then the reference. Always insist that they add the reference to the end of their recitation. We give you the verses from the New International Version, the New King James Version, and the King James Version of the Bible. However, you may use whichever version your school prefers. There are reproducibles for NIV, NKJV, and KJV in the back of the Teacher's Guide. Make copies of the version that you wish to use.

- **Worksheets** will reinforce the Bible lesson and the theme for the week. Some themes may focus on numbers or letters. Additional subject material may also be introduced and reinforced in the worksheets.

Each of the worksheets has a Name blank at the top of the sheet. Write the student's name on the blank in mixed case letters. The students need to become accustomed to seeing their name at the top of the sheet. Initially, you may ask the students to say and trace these letters with their finger. As the students' fine motor skills develop, you may ask them to say and trace dotted or dashed letters with a crayon or pencil. Letters for tracing can also be drawn with a highlighter. Mixed case letters are a little more natural to look at, but all uppercase letters can also be used if they are easier for the students to trace.

- **Extensions** are provided to give the teacher more ideas or activities to teach students of this age. These extensions may include ideas for physical activities, art projects, or field trips.
- **Social Studies** is concerned with how the materials being studied affect the students' lives. Discussed under this subject will be items that have an impact on the students' lifestyles, those people around them, and how we use the Creation of God. Many of the suggestions are activity oriented.
- **Science** is concerned with the details of God's Creation. These are activity oriented ideas with specific subjects discussed. You will want to generally introduce the materials.
- **Language Arts** consists of the verbalization (expression) of ideas and preparatory materials for the teaching of reading. Language Arts in the Horizons Preschool For Three's includes word exercises, poems, verbalization, games, etc. Note: Reading should be taught only when the students are individually ready. Many of the action rhymes do not have specific actions given. This provides an excellent opportunity for you and the students to create actions to go along with the rhymes. Do them in an echo, response format: teacher says the verse, students repeat the verse. Some of these will become favorites of the students so repeat them more often than what is suggested in the lesson plan. They also can be dramatized as one group of students says the rhyme and another acts it out.
- **Phonics** initially focuses on letter recognition and alphabet order. Associating, differentiating, and blending the letter sounds comprise the remainder of the program.

- **Reading** is an extremely important aspect to the entire program. One of the primary goals for the year is to increase the verbal skills of the students. This is a time when stories are read to the students and they work on listening and comprehension skills. After a story has been read, reviewed, and discussed, it can be acted out by one or more students. This will help them learn and remember how to sequence events into a logical order.
- **Writing** is a section that contains general suggestions for building the skills young students will need to be able to write. A developmental progression of activities is presented with the goal of preparing the student to write in preschool and kindergarten.
- **Math** lessons are planned to teach the fundamentals of number sense. They are multisensory experiences to aid the students in the acquisition of skills. Counting and number recognition are the initial focus.
- **Shapes** lessons will introduce and provide practice in identifying the basic geometric shapes that students will need to be able to recognize in preschool and kindergarten. Through the year the students will learn to recognize the circle, triangle, rectangle, square, star, heart, oval, and diamond shapes.
- **Colors** lessons will introduce and provide practice in identifying the basic colors that students will need to be able to recognize in preschool and kindergarten. Through the year the students will learn to recognize the colors red, green, blue, black, white, yellow, brown, pink, purple, and orange.
- **Story Time** is a wonderful time to generate an excitement for reading. In a very short time, the preschoolers will begin to see letters as words, words as sentences, and sentences as stories. Stories create a visual image of an object or an event. Storybook reading is an effective means of helping preschool students improve their vocabulary. With strong vocabulary skills, young students are better prepared to begin reading on their own. They then can focus on gaining skill in decoding words that already have meaning for them.

Story Time for the *Horizons Preschool for Three's* program has been left very open. We have not provided a list of possible books to use because the publishing industry quickly changes. There are many different opinions about what books are appropriate for preschool children. If possible, choose a balanced list that includes modern,

classic, and traditional titles. We would recommend that you begin by borrowing books from a local library before you develop a list of titles that you would like to purchase and add to your classroom collection of resources. Many libraries have age appropriate reading lists that can help guide your selection of the titles.

The books that you read during Story Time should be read several times. Each time you are helping the students to deepen their vocabulary skills. Spend time talking about and retelling the stories. Work on both listening and speaking skills during Story Time. Talk about the setting, the characters, and the sequence of events in the story. Stop at strategic times in the story to ask the students to predict what might happen next. Give the students an opportunity to use their imaginations to create a story based on the pictures or in creating a new ending for the story. Discuss the book format with title pages, illustrations, and story lines. Review the problem, conflict or question raised by the story, and how it is resolved in the sequence of events.

One day of the week could be used for story favorites. Allow the students to select books that have already been read or to bring books from home for this special day. Seeing what books are brought from home will give you an insight into what recommendations need to be given to parents. Encourage the parents to read to their preschoolers on a regular basis. This will reinforce what they are learning in the classroom.

- **Music** is suggested for some lessons. The songs are either character building songs or teaching songs that help to reinforce concepts. There is nothing wrong with making up a new melody for any of the teaching songs. If you are unfamiliar with a song, most can be found online. There are also lessons which ask the students to make simple instruments or follow rhythms.
- **Arts & Crafts** are the processes by which students create. We have given you the suggestion of the medium; the students will add the ideas. Note what they create and praise them highly for work accomplished. Provide time for this activity to occur. Arts & Crafts are designed for sharpening the skills of observation in the students and for familiarizing them with various art tools. Do not expect perfect performance in these projects. The action involved will be of more value to the students than a perfect project.

- **Physical Education** is designed to not only be subject oriented when possible, but to develop the motor coordination needed in the students previous to the teaching of reading. Be certain your students are in good health prior to any exercise period. The physical education time should be used to develop the large muscle motor skills so the students can move with gracefulness and rhythm.
- **Outdoor Activities** are a time to observe the wonders of Creation and the responsibility of caring for it.
- **Creative Cooking** is a fun part of learning. It is a way to involve more of the senses in the learning process.
- **Computer Work** suggestions are provided in many lessons. Students at this age quickly become computer literate. There are many wonderful learning games, story books, and other activities which can be accessed online or purchased. Some suggestions for search words are provided to help you locate these materials. Since online materials quickly come and go, no web addresses are provided. Additionally, you will want to check out all materials ahead of time. Some materials may not be as advertised or have inappropriate advertising or links.
- **Manners** are an important skill for students to learn at a young age. Manners may include please, thank-you, and how to address adults.
- **Health & Safety** is learning habits of hygiene and everyday safety skills.
- **Field Trips** are another way for the students to experience firsthand what they have been learning. Suggestions are given for possible field trips. It is not necessary that the trip occur on the day that it is mentioned in a lesson. Look ahead so that you can be prepared. These do not need to be complicated or elaborate. Simply walking down the street and around the corner to visit a grocery store can serve as an excellent field trip. Make arrangements to have some parents help with the supervision of the students. As an alternative have an expert come to give a simple demonstration to the students. Use the ideas that are given in the lessons as a springboard to come up with your own plans for a field trip.

LESSON 10: A NEW HOME

Supplies:

Bible Story Reader
Student Worksheets
Pencil
Crayons
Scissors

Bible Reference: Joshua 1–4

Bible Concept: God guided His people to their new home in Canaan.

Bible Lesson

Ask the students to describe their home. Discuss the home God provided for the students. Tell the students that God took the Israelites from slavery in Egypt to a new home in Canaan.

Read the Bible story to the students. Discuss the Thought Questions. Spend time reflecting on how God keeps His promises. Finish the lesson with the Prayer.

Memory Verse

Joshua 1:9b

The LORD your God will be with you wherever you go. (NIV)

The LORD your God *is* with you wherever you go. (NKJV)

The LORD thy God is with thee whithersoever thou goest. (KJV)

Worksheets

Write the student's name on the top of each of the worksheets in mixed case letters that can be traced with a finger, crayon, or pencil.

Worksheet 46: This worksheet looks at another method of transportation. This time the students will be asked to trace the word “train” with a finger while saying the letters. The students should color the picture of the train.

Worksheet 47: The students will look at the number 5 with this worksheet. The students should begin by tracing the number 5 with a finger. Ask the students to trace the word “five” with a finger. As the students trace, say the letters. The students should count the number of train engines on the worksheet. If there is time, have the students color the number 5.

The second side of the worksheet asks the students to match the socks which are the same. The students can do this by pointing to the similar socks or drawing lines between them. The students will need to look for similar colors as well as patterns.

LESSON 10: A NEW HOME (CONT.)

Worksheet 48: This worksheet asks the students to count the number of train cars. When the students are finished, they can color the picture.

The second side of the worksheet asks the students to identify various types of food. In the first column will be one item of food such as a banana. The second column will have a number of foods such as bunch of bananas. Have the students identify the items in the first column. Next have the students name the items in the second column. For some children, having a different number of the same item can create confusion. Ask the students to match the items.

Worksheet 49: This worksheet which reviews the Bible lesson is a simple maze. The students need to follow the maze from Egypt to the Promised Land. Have the students try it with a finger before using a pencil or crayon. Remind the students how God guided the people to their new land. Point out the things that happened on the journey like the Ten Commandments, water from the rock, manna, quail, Aaron's rod that budded, and the serpent. Display this picture with others from previous lessons on a wall or bulletin board. Use these pictures as a way to review the stories.

Worksheet 50: This sheet found in the *Student Workbook Companion* for Lesson 10 will need to be cut apart. The game will be played like the memory game except the pictures will not be the same. Instead, the students will need to match the number and the correct number of items pictured. You will want to do this with the cards facing up the first time. After the students have successfully matched the cards, turn the cards over and play the memory game with them. Store the cards in a zip top bag and occasionally review the concept.

Language Arts

Play and have the students recall the rhyme, "This Little Piggy." You can also use this rhyme to help the students with counting.

This Little Piggy

This little piggy went to market.

(Softly squeeze a big toe.)

This little piggy stayed home.

(Softly squeeze a second toe.)

This little piggy had roast beef.

(Softly squeeze a third toe.)

This little piggy had none.

(Softly squeeze a fourth toe.)

This little piggy cried "Wee-wee-wee!" all the way home.

(Softly squeeze a pinkie toe.)

LESSON 10: A NEW HOME (CONT.)

Writing

Have the students draw lines on a piece of paper from left to right. This will help the students prepare for writing.

Math

Give the students blocks or other small items. Have the students place the items in groups of five.

Shapes

Have the students look at a picture of a train. Ask the students to identify the various shapes they see. Some shapes include squares, rectangles, and circles.

Colors

Go on a “color walk” with the students. On the walk, ask the students to name the colors of houses and cars they see.

Physical Education

Give the students a hula hoop. Ask the students to roll the hula hoop across the room or an outside area. The students can roll the hula hoops with their hands.

Outside Activity

Go to a place where you can watch trains with the students. Together count the cars. Talk about how trains need to travel on special tracks rather than roads. Discuss how trains bring goods from one place to another.

Creative Cooking

Cut pieces from different kinds of fruit. Have the students match the kinds of fruit. Then enjoy the healthy snack.

LESSON 29: JESUS FEEDS 5,000

Supplies:

Bible Story Reader
Student Worksheets
Pencil
Crayons
Scissors
Glue
Blank sheet of paper

Bible Reference: John 6:1–14

Bible Concept: Jesus took five loaves and two fish and fed a large crowd.

Bible Lesson

Show the students a slice of bread. Ask the students how many people could have a full meal from a slice of bread. Tell the students to listen carefully to the Bible story to see how Jesus fed many people with very little food. Turn to the *Bible Story Reader* and read the story of Jesus feeding 5,000 people. After reading the selection, discuss it with the students using the Thought Questions and close with the Prayer.

Memory Verse

Luke 9:16a

Taking the five loaves and the two fish and looking up to heaven, he gave thanks and broke them. (NIV)

Then He took the five loaves and the two fish, and looking up to heaven, He blessed and broke them. (NKJV)

Then he took the five loaves and the two fishes, and looking up to heaven, he blessed them. (KJV)

Worksheets

Write the student's name on the top of each of the worksheets in mixed case letters that can be traced with a finger, crayon, or pencil.

Worksheet 141: This worksheet for Lesson 29 begins with the study of the letter Oo. The students should begin by tracing the letters Oo with a finger. Say the word “ostrich” and emphasize the short /o/ sound. The students can color the ostrich.

Worksheet 142: The next season the students will study is fall. Have the students color the fall scene on the worksheet. The students should describe the types of activities people do in fall.

LESSON 29: JESUS FEEDS 5,000 (CONT.)

Continue on the second side of the worksheet by asking the students to practice tracing the letters Oo with a crayon or pencil. Other drawing instruments like a washable marker or highlighter can be used instead of a crayon or pencil.

Worksheet 143: This worksheet has pictures of things associated with fall. The students need to choose the item in each row which does not belong.

The second side of the worksheet explores the ideas of opposites. The students need to draw lines between the items which are opposite. Some may be big or tall while others happy or sad. The students will need to distinguish between what the opposite of each item is.

Worksheet 144: This worksheet reviews the Bible lesson. The students will need to find the hidden loaves and fish in the pictures. As the students locate the items, review the story of Jesus feeding the 5,000. Display this picture with the others from previous lessons on a wall or bulletin board.

Worksheet 145: This sheet found in the *Student Workbook Companion* for Lesson 29 will involve the students looking at ovals. Cut apart the oval shapes on the page keeping the sample picture that the students will make of the rabbit. Have another sheet of paper and glue or tape available for the students. Have the students fashion the bunny picture using the correct oval shapes. Once the students have made the picture on the table have them glue it to a piece of paper.

Language Arts

Teach the students the hymn, “Jesus Loves Me This I Know.” Additional verses can be found online.

Jesus Loves Me This I Know

(Verse by Anna Bartlett Warner, chorus by William Batchelder Bradbury)

Jesus loves me! This I know,
For the Bible tells me so.
Little ones to Him belong;
They are weak, but He is strong.

Chorus:

Yes, Jesus loves me!
Yes, Jesus loves me!
Yes, Jesus loves me!
The Bible tells me so.

LESSON 29: JESUS FEEDS 5,000 (CONT.)

Math

Continue the study of opposites. Turn on a light in a room. Ask the students to name the opposite. Turn the light off. Ask the students to sit on the ground. What would the opposite be? (To stand up.) Continue creating opposite activities.

Arts and Crafts

Take leaves and place them under a sheet of paper. Make rubbings of the leaves with the side of a crayon.

Physical Education

Have the students practice their balance by walking across a low balance beam. You could also place a rope or strip of paper on the floor where the students walk with one foot directly in front of the other.

Outside Activity

Go outside and take a nature walk. If it is fall, discuss the signs of fall. If it is not, talk about what would appear differently in the fall season.

Creative Cooking

Prepare sugar cookies or cupcakes. Have the students help you frost the cookies or cupcakes with a dull knife. This will help the students with fine motor skills. After you have the food frosted, prepare a plate to bring to a neighbor or friend. Discuss how Jesus cared for others around Him by feeding the 5,000. As God's children, we are to care for others as well. One way we can do this is by sharing food.

Computer Work

Do an internet search for "preschool online season games" or "toddler online weather games." The students can use these games to reinforce their learning.



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