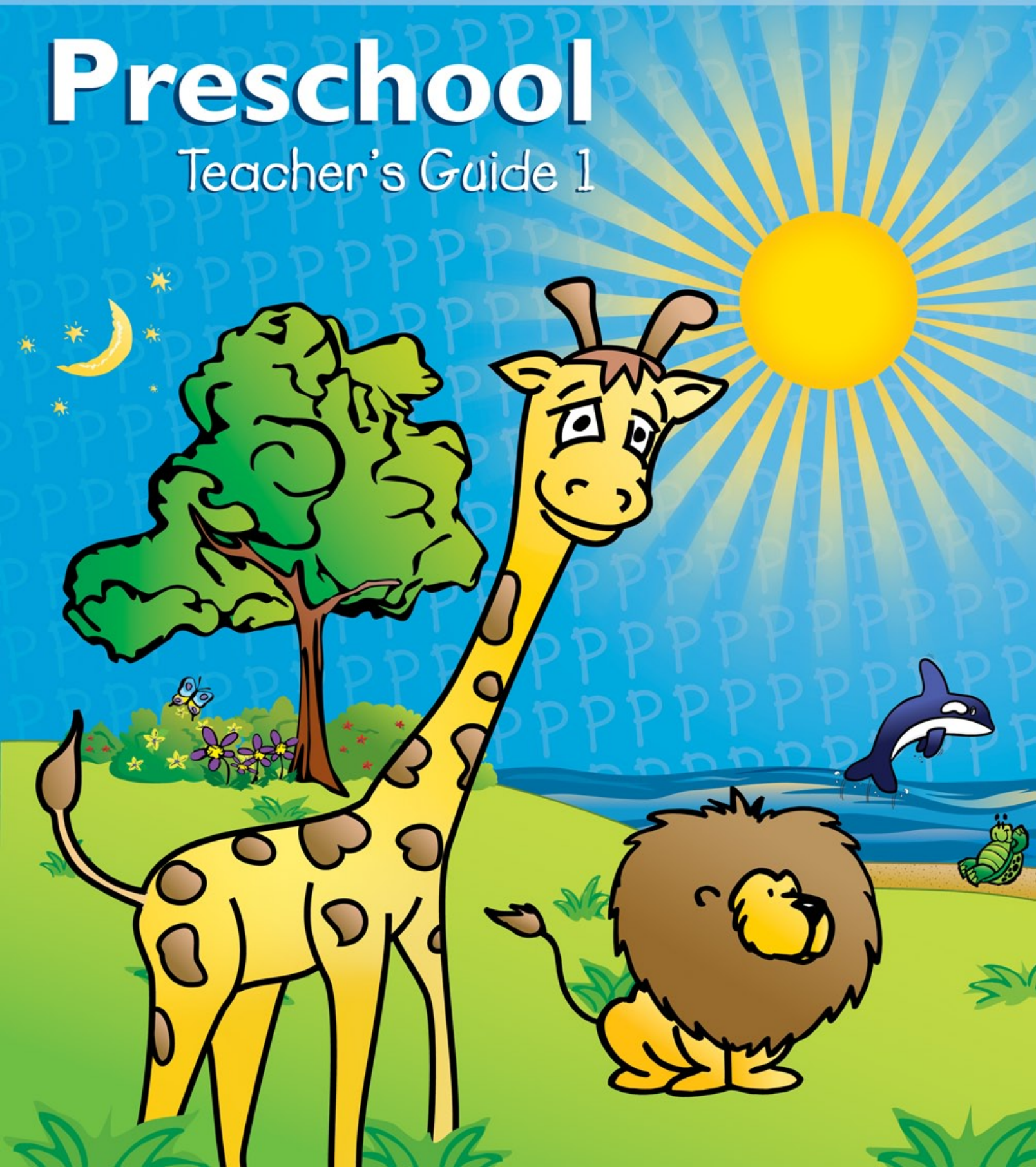


# Horizons

## Preschool

Teacher's Guide 1



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## Introduction

A preschool program is now a part of the Horizons product line. This program will serve as both as a complement and an introduction to the other fine Horizons products. Give your preschoolers a foundation that will help them to be successful in kindergarten with this flexible and comprehensive curriculum choice from the Horizons series.

Our goal in early childhood education is to develop the best style of education, the optimum learning environment and to establish within the child the correct foundation emotionally, intellectually, socially, and spiritually.

*Horizons Preschool* is based upon the most perfect source available, the Bible. You and your students will be studying the world around you from the viewpoint of the Creator. Lessons begin with a Bible concept and flow into activities and academic subjects including social studies, language arts, math, phonics and science. Arts and crafts, music, story times, outdoor excursions, and other exciting learning activities enhance the student lessons. The Teacher's Guides contain daily lesson plans making learning and teaching fun and easy. *Horizons Preschool* helps students gain the important knowledge that God is the beginning of all things. It gives them a perspective of the world which can be gained in no other way.

The *Horizons Preschool* program is adaptable to many school situations, the home school, a daycare setting or the traditional school classroom. Five days a week are provided, with the understanding that any number of days per week may be used successfully. New concepts are introduced on days 1, 3, and 5 of the week. Days 2 and 4 have activities that expand and further practice those concepts. You will be given a variety of learning experiences from which to choose in the material. Students coming into this program with preschool exposure will be more successful with the fine motor skills required to complete some of the worksheets. Students with less background may need more time writing letters in corn meal, sand or whipped cream. The great thing is that you will have lots of ideas to choose from in running a program that fits your situation.

## Understanding the Young Child

As teachers and parents, we desire the best for our students. We go to great lengths to assure that they receive a good education. We want an environment where a child can freely explore the world using the five senses, feelings, and intellect to encompass the world. This type of a learning environment is rarely found in any school. What then, are the factors that give a special quality to the learning that will take place?

A young child is not at a mental distance from his world. A child will put his hand flat on the summer turf, feel it, and give a little shiver of private glee at the elastic firmness of the globe. He is not thinking how well it will do for some game, or to feed the sheep upon, he has an ecstatic sense of the thing's inherent characteristics. The image in the mind, and the actual object, are not clearly differentiated for the young child. The almost obsessive concern of some adults with reason and intellectualizing is not present in the young child. It isn't there to act as a barrier to the process of feeling deeply and gaining pleasure from sensual experience. A young child takes an element of our world and makes it his own. It is this personal relationship, this intermingling of self and experience that is characteristic of the development of understanding in young children. The knowledge is always acquired with personal sensual experience and it is in this way that a child gets close to the "inherent characteristics" of things.

An observant teacher will note that there is a world of difference between the learning experience in which the child is personally involved and one in which he is "going through the motions" with a task regarded as "school learning." We desire for the child to be personally involved. This can only occur through real-life, hands-on, manipulative experiences; i.e., through the use of as many of the five senses as possible. What the child feels, he internalizes. And what he has internalized, he has learned, for learning is internalization

We must also come to the realization that to the child there is no separation between the experience of the object at hand and himself. Knowing this, the teacher understands that while we may separate subjects in our mind and call them Social Studies and Science, they are not so to the child. Nor should they be presented as such. They are simply another part of his world, and rightly so, for in the integration of an experience into self true learning is achieved.

If we can grasp this understanding of a young child, we will save ourselves a tremendous amount of time and energy. The normal sequence of teaching involves the teaching of separation of subjects, and then, when the child has learned that, an attempt to integrate the subjects again. The resulting confusion is not necessary.

The *Horizons Preschool* has integrated the subject materials for you throughout the lessons. Although we have listed them in categories, you will want to flow throughout the lessons without notifying your students of a change in what you are teaching. Each lesson is formulated to flow smoothly, discussing the same subject throughout, and giving the child opportunities to explore, through various senses, the world about him. We do not desire to begin with a list of subjects, but rather with the child's relationship with his world. We desire to teach the child HOW to think rather than WHAT to think.

Following the teaching period, the child will also require a time period for internalizing what has been taught. An indication of internalization of teaching will occur when the child begins to play the subject that has been taught. The allowance for a play period is, therefore, very important to the school, as this is how the child learns. The concept is that the teacher should allow for a play period, and not expect the child to have internalized the materials presented before an adequate time span has passed.

In understanding and evaluating your student, you must decide when to make them a "student." How old should a "preschooler" be? All students are different at different ages so it makes sense that there is no hard and fast age to consider your child a preschooler. The usual age for starting *Horizons Preschool* is four years old. But there are three year olds that are more than ready, anxious to do school. And there are five year olds that simply aren't ready yet. This is a decision totally up to the parents and their observation of the child. If you just can't decide, try it. The child will let you know by complaint and disinterest if they aren't ready. The most important rule is "Don't Push." Let the child's actions and desires guide your decision, not their age...or their grandparents!

## **The Environment of the School**

The first step to successful education in early childhood is discipline. You need to discipline your students with a Godly perspective. Your students need to obey your voice command. They need to know the limits you have set. This gives them a sense of security, a sense of being loved.

There are many wonderful Christian books on the market about discipline. We suggest you read the books by Dr. James Dobson, Dr. Raymond Moore's writings on the subject, and *The Hurried Child* by

## Weekly Supplies:

### Supplies for Week 1, Lesson 1-5

box of inexpensive small envelopes  
world globe  
lunch bags, the brown kind  
old magazines and catalogs to cut pictures from  
craft sticks  
carpet squares (samples)  
tape recorder and blank tape  
11 X 17 colored construction paper  
freezer paper (from a grocer or a food service supply)

narrow sponges  
clothespins  
tempera paint  
liquid dish soap  
puppet  
glitter  
cotton balls  
contact paper

### Supplies for Week 2, Lessons 6-10

pencil  
peanut butter  
honey  
dry milk  
rolling pin  
cardboard  
dull knife  
contact paper or wallpaper  
empty film canisters, one each, a small plastic water bottle will also work

stickers  
various sizes of pom-poms  
small wiggly eyes  
fresh eggs, one each  
little disposable bowls  
large weed  
rice  
graham crackers

### Supplies for Week 3, Lessons 11-15

alphabet cereal  
magnetic alphabet letters  
flashlight  
candle and matches  
lamp  
9 x 13 pan  
cornmeal  
rice  
science book on the workings of the eye  
abacus or a simple set of 20 beads on a wire or string that can slide back and forth for counting exercises

stickers  
number line  
blindfolds  
piece of board  
flour, salt, oil: clay recipe  
tissue paper  
alarm clock  
colored blocks  
magazines

### Supplies for Week 4, Lessons 16-20

yard stick  
blackboard or poster board  
flashlight  
blocks  
computer  
number line  
raisins or beans or dominoes  
bright light  
cut out numbers 1-9  
sand paper  
foil cookie sheets

large ball  
shaving cream  
prism  
tempera paint-yellow, blue and red  
classical music  
any other music  
lamp or large flashlight  
long piece of string  
several flowering plants  
gardening tools  
water colors

# Lesson 17

Week 4: Day 2

**Activities in this Lesson:** Bible Lesson, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Outdoor Activity, Health & Safety, Physical Education, Optional Math/Language Arts/Bible/Arts & Crafts Activity

**Bible Reference:** Genesis 1:3-5.

**Bible Concept to Present:** Shadows can be useful to us.

**Bible Lesson:** Review yesterday's story. Remember that light causes shadows. Shadows can be very useful to us.

Do the Lesson 17 Bible worksheet. Have the students draw a line from the farm animal to its shadow.

**Science:** Did you know that early clocks were made using shadows? As light moved, the shadow moved and helped people know that time had passed. Remember how the shadow moved from our rock markers yesterday? Let's go outside and see where the shadow is right now. Go outside and check the rock markers. Show students that the shadow is in the same place today as it was yesterday. This is how faithful God is. He is the same every day, day after day, always loving us and taking care of us. Show the students a picture or an example of a sundial.

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

**Illustration:** Set a lamp on a table, or use a big flashlight. Shine the light on a blank wall. Let each student make a funny shadow. Have other students try to guess what the student is making in shadow.

Talk some more about light. Light can't go around corners. Light waves move in a straight line. Turn the lights out in the room, so that a shadow can be made. Use a large flashlight and a piece of poster board or box to make a shadow. Show the students that the shadow is made because the light goes in a straight line. Tie a long piece of string to the flashlight. Have a student move the end of the string to the end of the shadow, to show students the straight line of light. Shine the light on different objects, allowing different students to stretch the string along the line of light.

**Language Arts:** Introduce students to rhyme. Tell them that some words have the same sound. Write the word LIGHT on the board. Ask, can anyone tell me a word that rhymes with light? Let the students continue sharing words, writing them on the board. (No, they probably can't read them yet, but they need to constantly see words.) Bite, daylight, fight, fright, height, kite, might, mite, night, right, sight, tight. Explain that "sight" is dependent upon "light." Explain that the word "light" also can mean something that isn't heavy, or a color that isn't very dark. Words are very interesting. Students will learn more and more about words as they grow older.

**Phonics:** Review the letter Ee. Complete the Lesson 17 Phonics worksheet. Notice that all of the letters of the alphabet are displayed on the page and that the letters Ee are highlighted with a background. As the students get better at letter recognition you can call out a letter and ask the students to point it out with their finger. Trace the large letter and the small letter. The students can trace

# Lesson 71

Week 15: Day 1

**Activities in this Lesson:** Bible Lesson, Social Studies, Science, Language Arts, Phonics, Reading, Writing, Memory Verse, Math, Shapes, Color, Story Time, Music, Arts & Crafts, Health & Safety, Physical Education

**Bible Reference:** Genesis 1:14-19.

**Bible Concept to Present:** God made the moon for nighttime.

**Bible Lesson:** We know that God made the sun on the 4th day of Creation. Did you know that God did not just make the sun? He also made another light. This light is not as big as the sun, but it is important for us too. This light shines at night. Can you guess the name of this light? That is a very good guess. This light is the moon. When God made the sun for daytime, He made the moon for nighttime. The moon is not as bright as the sun, but it is just as important. If we had no moon, our nights would be very, very dark. The moon helps us in other ways, too. I am thankful God made the moon to give me light at night.

**Social Studies:** The moon helps us in many ways. One very important thing it does for us is to give us light at night. If we did not have the moon, we would have a very dark night. The moon helps the plants to grow at night too. Make a cut out of the moon. Yellow construction paper should be used, and placed on a black background. Incorporate the teaching in Science below. Make the moon in its various phases.

**Science:** Our moon gets its light from the sun. The moon is always moving and so is the earth. The relationship of the earth and the moon makes a difference as to how much of the lighted side of the moon we see. We have included an illustration on Lesson 71 Resource page to explain this. Show your students a whole moon, a half moon and a quarter moon. Using a globe, shine the light of a flashlight over the globe to where the light hits a ball held on the other side at different angles as illustrated on the Lesson 71 Resource page. Then, using yellow construction paper, cut out that shape from the paper. Glue all moon phases on black construction paper.

Find a calendar that includes the phases of the moon. Discuss the current phase of the moon.

**Language Arts:** Ask your students: "What do you think the moon is made of?" Let the children guess. What shape does it look like? There is a legend that said the moon was made of green cheese. Ask, Do you think this is true. Why or why not?

Read the following action poem:

## **Moon Ride**

Do you want to go up with me to the moon? (point to friend, self, then to sky)  
Let's get in our rocket ship and blast off soon! (pretend to climb in ship, swish hands quickly)  
Faster and faster we reach to the sky (jump and reach)  
Isn't it fun to be able to fly? (stretch arms out)  
We're on the moon, now all take a look (look down)