

# Sample Meeting



# WEE Learn

## Curriculum Guide for Pre-K

Lifeway Kids

For more information about WEE Learn go online at [lifeway.com/kids](http://lifeway.com/kids) and click on WEE Learn in the topical index or e-mail [Mikey.Oldham@lifeway.com](mailto:Mikey.Oldham@lifeway.com) or call Mikey Oldham at 615-251-2841.

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# Resources

## ***WEE Learn Curriculum Guide for Pre-K***

Item# 005035404 • \$219.95

This 688-page guide combines the best activities from the respected *Four-Year-Old Guide* with exciting new activities and a new emphasis on pre-reading, pre-writing, and number skills plus development of phonological awareness.

. Four new units have been added: Church Helpers, Work and Play Together, Life in Bible Times, and Insects and Spiders for a total of 28 units.

New characteristics include

- a more visible emphasis on pre-reading, pre-writing, phonological awareness, and number skills to help pre-kindergartners develop literacy skills.
- icons to let teachers know which skills are being developed in certain activities.
- a parent take-home page for each unit listing the activities in each skill area as well as the concepts to be emphasized, Levels of Biblical Learning, and the Bible stories and verses.
- two Bible stories for each unit (The *WEE Learn Teaching Pictures for Pre-K* set has a picture for each story.).
- specific plans for five group times.
- the latest brain research on how children learn as well as a discussion of terms and many helps for teachers.
- Scope and Sequence with a summary of content that may be copied and given to parents and teachers and skills for spiritual development.
- an expanded Appendix including finger plays and songs, suggestions for making games and other items, recipes, word lists, Spanish word lists, outside games, and other convenient helps.
- new icons for each activity center which are available online as color print-outs at [www.lifeway.com/kids](http://www.lifeway.com/kids) (Click on the topical index and then on WEE Learn.) These icons may be used to mark each center.
- vendor list with contact information.

The first half of this new release, along with the introduction (Handbook) and appendix will be available July 1, 2007. The second half will be mailed to purchasers November 1, 2007.

## ***WEE Learn Teaching Pictures for Pre-K***

Item #005035405 • \$24.95

This pack includes 56 teaching pictures—one Bible-story picture for each of the Bible stories in the *Curriculum Guide for Pre-K*.

## **Other WEE Learn resources:**

*WEE Learn Curriculum Guide for Infants and Toddlers* • Item #001116597 • \$139.95

*WEE Learn Curriculum Guide for Two-Year-Olds* • Item #001116518 • \$129.95

*WEE Learn Teaching Pictures for Two-Year-Olds* • Item #001116519 • \$22.95

*WEE Learn Curriculum Guide for Three-Year-Olds* • Item #001116136 • \$129.95

*WEE Learn Teaching Pictures for Three-Year-Olds* • Item #001116126 • \$19.95

# All About Me

## Concepts to Be Emphasized

- God made me and He loves me.
- I am unique.
- I have feelings and emotions.
- My family and friends have feelings too.
- I am growing and changing.

## Levels of Biblical Learning

### Self

- I am growing.
- I am special because God made me.
- God will always love me.

## Bible Stories

- Jesus Loved the Children  
(*Matthew 19:13-15; Mark 10:13-16; Luke 18:15-17*)
- Jacob Gave Joseph a Gift  
(*Genesis 37:1-3*)

## Unit Bible Verse or Phrase

I am wonderfully made  
(Psalm 139:14).

## Other Bible Verses/Phrases

God made me  
(Psalm 139:14).

God gave us ears to hear  
(Proverbs 20:12).

God gave us eyes to see  
(Proverbs 20:12).

Jesus said, “Let the children come to Me”  
(Matthew 19:14).

## ABCs—1, 2, 3s

### Math Skills ⓘ

- Make and Compare Fingerprints
- Make Patterns with Blocks
- Make Play-Dough Birthday Cakes
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- Read Books About Self
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- Listen to a Book
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- Make a Book About Me
- Make and Compare Fingerprints
- Make a Friends Mural
- Make Pat-a-Cakes
- Make Shapes on a Geoboard
- Print on a White Board
- Take a Sensory Walk

### Unit Words

body, feelings, God, I, me, sad, self

# Home Activity

This week's unit is entitled "All About Me." We want your child to know that God made him and that God planned for each person to be unique. Your child is experiencing many activities to help him grow in self-understanding. The following activities can help you extend your child's understanding of this concept at home.

- Make play dough using this simple recipe: 4 cups flour, 1½ cups water, 1 cup salt. Combine ingredients. Mix well. Knead 5 to 10 minutes. Your child may choose to roll, pound, squeeze or make dough into shapes. The dough can be rolled out to ¼-inch thickness and cut with cookie cutters. Bake the shapes at 250 degrees for 2 hours. Paint if desired.
- Use play dough to make the letters in your child's name. Talk about the shape and sound of each letter. Tell him how and why his name was chosen and share the meaning of his name.
- If you have not already done so, choose a life verse from the Bible for your child. Print the verse and display it in your child's room. Each night pray that verse with your child before bed time.



## Parent Corner

Watching your child grow and change almost on a daily basis is a remarkable thing. If you have more than one child, you may be amazed at their differences. One may be strong-willed while the other is compliant. One may love to sit and read while the other can't sit for anything. This is part of God's design for their lives. Each person is a unique creation. Celebrate that uniqueness. Parenting is an awesome privilege and a huge challenge but not something you can do alone. Seek God's wisdom by reading the Bible. Ask God to enable you to help your child grow according to His plan.

## Jesus Loved the Children

Everywhere Jesus went people followed Him. They watched Him make sick people well. They listened to Jesus teach about God's love.

One day some parents brought their children to see Jesus. The mothers and daddies wanted their children to see Jesus and hear His kind words.

Some of Jesus' helpers saw the mothers, daddies, and children trying to get near Jesus. Jesus' helpers told the parents that Jesus was too busy to see children.

Jesus saw what His helpers were doing. He became angry. Jesus said to His helpers, "Let the children come to Me. Do not send them away."

Jesus took the children in His arms. He gently put His hands on them and talked to them. Jesus showed His helpers that He loved children.

*—based on Matthew 19:13-15;  
Mark 10:13-16; Luke 18:15-17*

## Jacob Gave Joseph a Gift

Joseph worked with his brothers. He helped take care of his father's sheep.

Jacob, Joseph's father, loved Joseph very much. He wanted to do something special for Joseph. Jacob thought and thought. He decided to give something special to Joseph. He decided to make a beautiful robe of many colors.

When the coat was finished, Jacob gave it to Joseph. Joseph must have been surprised when he saw the coat. He must have thanked his father for the coat.

Joseph loved his father, and his father loved him.

*—based on Genesis 37:1-3*

Use with *WEE Learn Teaching Pictures for Pre-K*:

"Jesus Loved the Children," #3

"Jacob Gave Joseph a Gift," #4

# Start Each Day

- **Call children to group time.** Invite children to sit in the group-time circle.
- **Learn a rhyme.** Read the rhyme “Pat-a-Cake” you have printed on chart paper, pointing to each word.

*Pat-a-cake, pat-a-cake, baker's man,  
Bake me a cake as fast as you can;  
Pat it and prick it,  
And mark it with a T;  
Put it in the oven  
For Tommy and me.*

During the week, add these activities with the rhyme: motions, circle the words that rhyme, think of other letters that rhyme with *me*, or identify names of classmates that start with those letters.

- **Choose helpers.** Print children’s names on cutouts of cupcakes and place in a bag. Draw names for helpers with snack, calendar, weather, and so on.
- **Discuss the weather.** Invite the helper to identify the weather on a chart or dress a paper doll cutout with appropriate clothing for today’s weather.
- **Talk about the calendar.** Ask the calendar helper to display today’s date and identify the day of the week.
- **Check attendance.** Use a sign-in board or attendance chart to identify classmates who are present and those who are absent.
- **Pray.** Say a thank-you prayer to God for friends at school.
- **Talk about the unit theme.** Explain to boys and girls what they will be learning about during this unit. During the week, use this time to talk about what the children are enjoying learning about themselves.
- **Describe the center activities.** Demonstrate any activity in which you feel children may need guidance such as sand play, making and storing the pages of the book they will make this week, or directions to one or more of the games. Invite children to plan the first center choice.

## Transition Ideas

- **Transition to centers.** When transitioning to centers, call out different colors of hair. Children whose hair is that color may go to their first center choices.
- **Clean up an area.** For clean-up time sing “I Can Be a Helper” sung to the tune of “Mary Had a Little Lamb.”

*I can be a helper, a helper, a helper.  
I can be a helper,  
A helper at my school.*
- **Line up children.** When it is necessary for children to line up as a group, ask children to come when they hear the first letter and beginning sound of their names.

### Tip ~~~~~

All children need love, security, a balance of independence and dependence, boundaries, and acceptance not for what they do but for who they are.

## Learning Centers



# Art Center

Print the finger play "All About Me" (Appendix, page 659) on chart paper. Invite children to illustrate the finger play by drawing pictures of the bear, pig, cat, bug, and child to display around the chart.

### Draw Life-Sized Portraits

*Supplies:* large sheet of art paper for each child, felt-tip markers, crayons, scissors

- Draw a life-size outline of a child with a black marker on each piece of paper.
- Invite the child to use the markers and crayons to add features and clothes to the outline.
- Allow her to cut out her outline. Some pre-kindergarten's may need help cutting.
- Display these portraits around the room during this unit of study.
- Talk about the likenesses and differences of friends.

### Easel Paint a Self Portrait

*Supplies:* easel, paper, smocks, large and small brushes, several colors of tempera paint

- Invite a child to think about his facial features and eye and hair color. Talk about what he is wearing. Encourage the child to paint a picture of himself.
- Display the portraits around the room.

### Color Paper-Plate Puppets

*Supplies:* paper plates, felt-tip markers, yarn, tape, small shapes of construction paper, glue, craft sticks

- Talk to boys and girls about things that make them happy, sad, angry, or frightened. Identify the expression their faces make when they experience these emotions.
- Invite children to draw a face on the paper plate to represent one of the emotions you have discussed. Suggest that they decorate with the other materials such as use the yarn for hair or the paper shapes for hats or bows. Tape the craft stick to the back of the plate.

- Allow children to make more than one puppet if time permits.
- Talk about the emotion represented by the complete puppets. Print that emotion on the back of the plate.
- Save the puppets and use them in Group Time 3 as suggested.

### Design a Fabric Collage

*Supplies:* fabric remnants, bits of ribbon, rickrack, felt, buttons, other fabric-related items that can be easily glued, glue, paper, box

- Group collage materials and place in shallow boxes.
- Place a label on each box and an example of the material that goes in each box. This helps in organizing and connecting words to objects.
- Invite children to choose materials to make patterns and designs on their papers.
- Encourage children to clean up the area and return the pieces to the proper box.
- Comment on how each collage is different in its arrangement and color.

### Make Play-Dough Birthday Cakes

*Supplies:* various colors of play dough, child-sized cake pans, small rolling pins, scissors, birthday candles, small paper plates, small doilies

- Encourage pre-kindergartners to use the play dough and the other materials to make birthday cakes for themselves or a friend.
- Guide children to place the number of candles on their cakes according to their ages.
- Talk about the children's names. Identify the first letters in their names. Invite preschoolers to use play dough to form the first letter in their names and place it on their cakes.

## **Sew on Burlap**

*Supplies:* 10-inch squares of burlap, a variety of colors of yarn, plastic needles, tape

- Thread yarn through the needles and tie a knot at the ends. Tape the edges of the burlap or allow it to fray.
- Demonstrate how to sew by weaving the yarn in and out of the holes.
- Encourage children to use different colors of yarn to make a design or picture on the burlap.

## **Make a Friends Mural**

*Supplies:* long sheet of white art paper, several 8-inch circles cut from poster board, buttons, yarn, construction paper, scissors, glue

- Ask children to take turns tracing around the circle to make a face shape on the paper.
- Guide children to add facial features with the buttons, yarn and construction paper
- Ask each child to print his name under his face creation. Write a caption for the mural such as *God Made Us Unique*.

## **Paint a Light-Up Picture**

*Supplies:* several colors of tempera paint, cotton swabs, pie tins, vegetable oil, paint brushes, manila paper

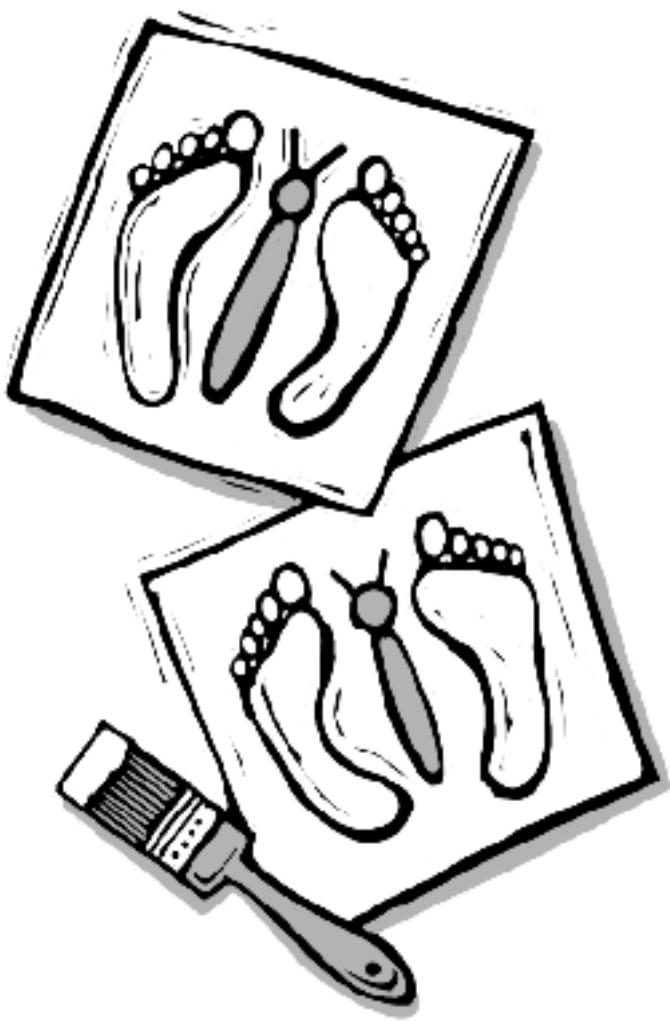
- Pour each color paint into a separate pie tin. Pour a small amount of vegetable oil in another pie tin.
- Invite children to paint a design or picture with the cotton swabs on their papers. Allow the paint to dry.
- Demonstrate how to quickly spread the vegetable oil over the entire paper with the paintbrush.
- Place the pictures in the window. Light will show through and light up the picture.

## **Make Footprints to Butterflies**

*Supplies:* yellow and black tempera, paint cups, paintbrushes, pan of water, towels, paper, newspaper, child's chair, smocks

- Spread newspaper on the floor. Place yellow paint, a paintbrush, paper, towels, chair and pan of water on the newspaper.
- Place black paint and brushes nearby on a table or hard surface.

- Invite each child to take off his shoes and sit in the chair. Print his name on his paper.
- Paint the bottom of his feet with the yellow paint. Comment about his feet and how they have grown over the years. Talk about all the places his feet take him during the day. Ask how the cool paint feels on his feet.
- Assist the child to stand and place his feet in the middle of the paper. Gently press his feet and toes to the paper. Help him with washing his feet and putting on his shoes.
- Direct the child to the black paint and suggest that he make a butterfly out of his footprints by adding a body and antennae between his footprints.
- Save this artwork and use it in the Book About Me that is suggested in the Writer's Corner.





# Construction Center

Taking turns, building self-confidence, and independent thinking take place as children plan and build together. Imaginative play takes place in the Construction Center with the addition of different materials and supplies. Display a page of a blueprint with the Bible phrase **I am wonderfully made** (*Psalm 139:14*) printed across it.

## Make Rules for Blocks

**Supplies:** chart paper, felt-tip marker, wooden blocks, instant camera

- Talk with the children about the importance of rules. Emphasize that rules keep them safe and allow them to have fun. Choose three or four rules such as build no higher than you are tall, blocks are for stacking and building, blocks and other materials stay inside the Construction Center, respect your friend's work.
- Print these guidelines on the chart paper.
- Invite boys and girls to demonstrate these guidelines with the blocks. Take pictures as the children work. Place the pictures beside the guidelines they demonstrate.

## Play a Block Matching Game

**Supplies:** wooden blocks in various shapes and sizes, large sheet of art paper, tape, felt-tip marker

- Trace around each shape of block on the large paper. Print the name of each block shape under the outline. Tape the paper to the floor.
- Invite children to find the blocks and match them to the correct outline. Talk about the shapes and their names.

## Measure with Blocks

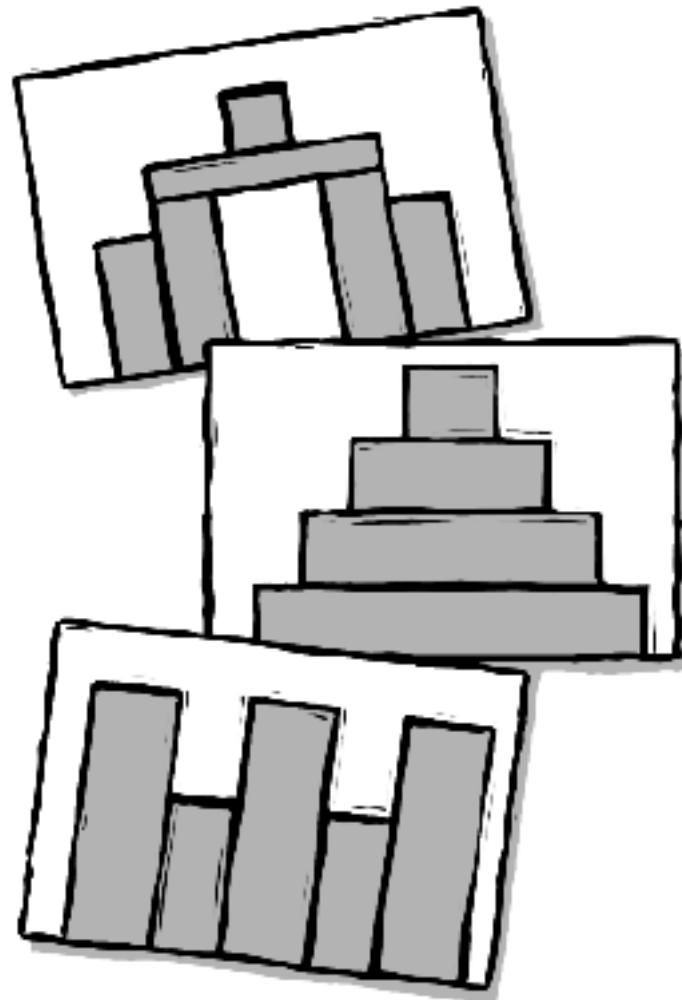
**Supplies:** wooden square and rectangle blocks, chart paper, felt-tip marker

- Invite boys and girls to measure each other with the differently sized blocks. Ask questions such as "How many rectangles long is Emily? Does it take more squares to measure Emily or more rectangles?"
- Provide other objects from the room to measure with the blocks.
- Record children's height on a chart.

## Make Patterns with Blocks

**Supplies:** wooden blocks in various shapes and sizes, paper, felt-tip markers

- Use blocks to make up different patterns on pieces of paper. Trace around each block in the pattern. Laminate the patterns for durability.
- Ask boys and girls to choose a block pattern and build the pattern with the blocks.
- Provide extra paper and markers for children to make up their own patterns.





# Book and Listening Center

Display a colorful poster of a child involved in an independent activity. Print the Bible phrase **God made me** (*Psalm 139:14*) on a sentence strip and place it beside the poster.

## Feature an Author

**Supplies:** plastic hangers; squares of white paper; scissors; hole punch; yarn; books by Dr. Seuss, such as *The Cat and the Hat; One Fish, Two Fish, Red Fish, Blue Fish; Color My Day; The Foot Book; Green Eggs and Ham; Hop on Pop; and There's a Wocket in My Pocket*; drawing or poster of one of Dr. Seuss' familiar characters

- Create a cozy corner with the poster and the suggested Dr. Seuss books. Add washable pillows and a rug.
- Invite the children to look at the Dr. Seuss books. Suggest they choose favorite characters or objects from his books and draw them on the squares of paper. Assist boys and girls in tying them to the hangers. Display the mobiles in the center during the unit.
- Print facts about Dr. Seuss on chart paper and display in the corner. Some interesting facts include: his real name was Theodor Seuss Geisel; for the books that he wrote and illustrated, he used the name Dr. Seuss; for books he wrote but did not illustrate, he used the name Theo LeSieg; LeSieg is his real last name spelled backward.

## Read Books About Self

**Supplies:** books about self such as *The Show and Tell Lion; Bright Eyes, Brown Skin; Here Are My Hands; How Do I Feel?; I Love My Hair; Feelings; My Five Senses; My Hands; Peter's Chair; I Like to Be Little; Why Am I Different?*

- Place books on a shelf close to the poster of the child and Bible phrase. Provide several child-sized chairs or rocking chairs for children to sit comfortably and read.

## Find and Match Bible Verses

**Supplies:** Read To Me Bible For Kids, 5 colors of paper, marker, 10 ribbons of different colors (five that match the paper colors and five other colors), small empty coffee can with lid

- Cut a two-inch wide strip from each color of paper. Print a different Bible verse or phrase from the unit on each strip. Place the markers in the Bible at the correct reference.
- Tie the ribbons together so that matching ribbons are alternated with ribbons that don't match. Make a knot at the end of the last ribbon. Place the string of ribbons in the can. Cut a small hole in the middle of the plastic lid. Bring up the unknotted end of the ribbon through the hole and out the top. Secure the lid.
- Invite the child to pull the ribbon until he comes to a ribbon that matches one of the verses in the Bible. Ask him to open the Bible to the matching verse. Read the verse to the child pointing to each word. Talk about what the verse means to the child. Allow the child to continue until he has matched all the verses.
- Guide the child to pull the ribbons back into the can and get it ready for the next friend.

## Record Voices

**Supplies:** digital or cassette recorder

- Invite children to record their responses to several questions about themselves and their feelings such as What is your name? How old are you? What is your favorite food? What do you like about school? When you grow up, what would you like to be? I get angry or mad when... I am happy when... I get afraid when... My favorite thing to play is....
- Allow children to listen to the recorded voices.

## **Listen to a Book**

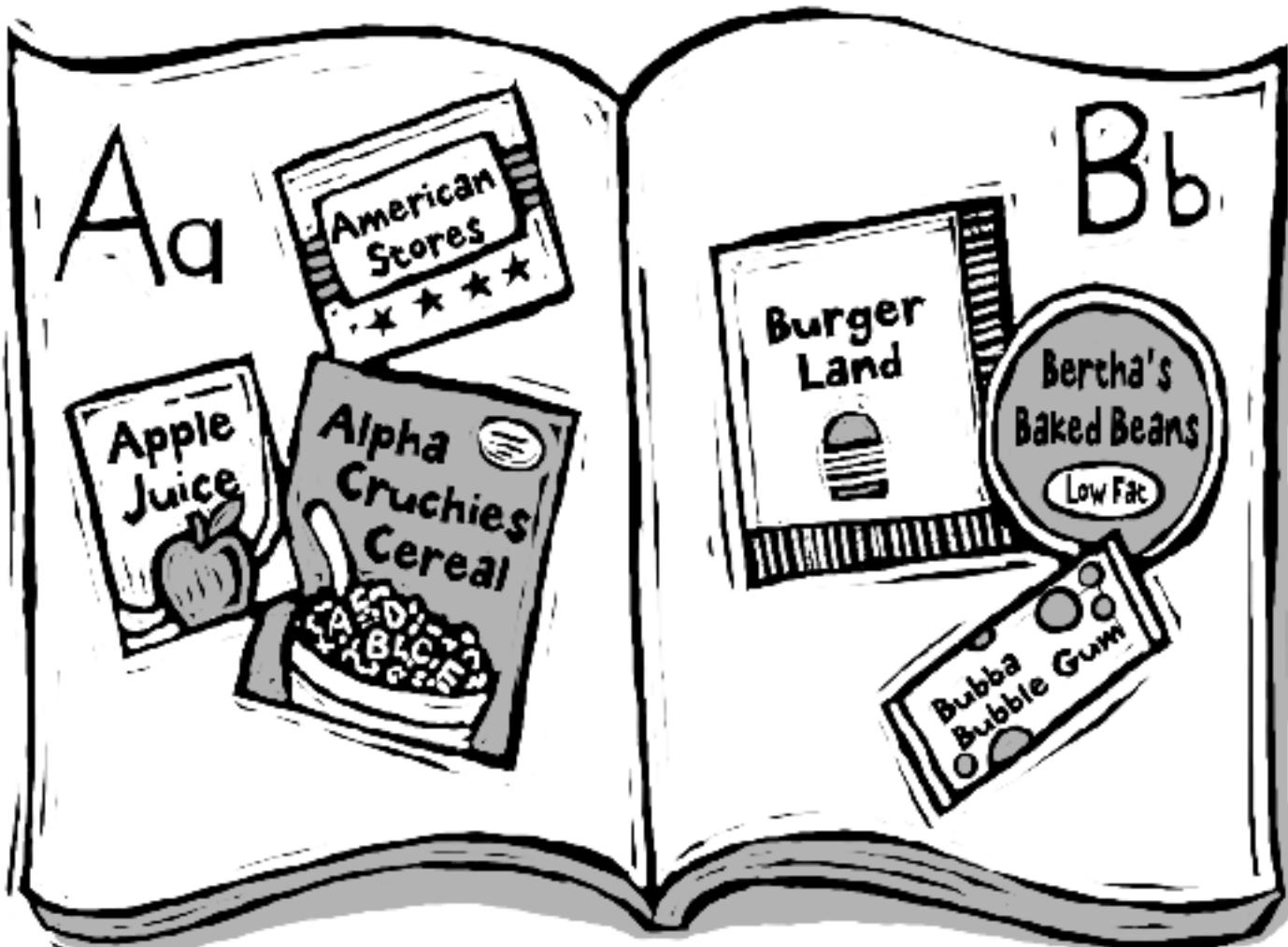
*Supplies:* book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; chart paper; felt-tip marker

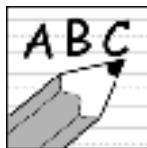
- Read the book to the boys and girls.
- Ask the children to name the bad things that happened to Alexander. Print children's responses on the chart paper.
- Invite children to share times when they had a bad day.

## **Read an Environmental-Print Alphabet Book**

*Supplies:* brand labels from food cans, fast food restaurants, cereal boxes, grocery sacks; white paper; construction paper; felt-tip marker; stapler; glue

- See page 52 in the Handbook for an explanation of Environmental Print. Also see pages 666-667 in the Appendix on ideas for making books.
- Prepare the book by printing a letter of the alphabet on each page. Print upper and lower case letters. Find and glue an environmental print label that begins with each letter of the alphabet.
- Involve children in making the book. This can be a book in progress. Invite the class to look for labels at home to bring. When it is complete, laminate the pages for durability and make a cover.
- Secure the book temporarily in a clear folder with a sliding plastic side binder. Children can enjoy the book while it is being completed.





## Writer's Corner

Listening to Bible stories, present-day stories, make-believe stories, songs, and finger plays form foundations for appreciation of the written word. String paper doll cutouts on the wall. Print the Bible phrase ***I am wonderfully made*** (*Psalm 139:14*) on a sentence strip and place below the cutouts.

### Make a Book About Me

*Supplies:* white paper, washable markers, pencils, colored pencils, crayons, construction paper, hole punch, yarn, stapler, tempera paint, paint brush, toy catalogs, old magazines, folder for each child, container for folders

- See Appendix, pages 666-667, for ideas for making books. Arrange the materials on a table in the Writer's Corner. Invite each child to make a book about himself.
- Use some of these ideas for pages: name; hand prints; footprints; drawing of self, including height and weight; drawing of family; cut-out pictures of favorite toys or stuffed animals; drawing of what the child wants to be when he grows up; a collage made with fabrics and paper scraps of the child's favorite color; a picture or drawing of his favorite food.
- Ask children to dictate what they have drawn and print their responses on their papers.
- Each day's page can be stored in a child's folder. When the pages are complete, the book can be covered and bound.

### Print on a White Board

*Supplies:* white board, dry erase markers, eraser, 5-by-7-inch index cards, magnetic strips

- Print a unit word on each card: *I, me, God, self, feelings, body*. Attach a magnetic strip to the back of each card. Place the cards on the white board.
- Identify the words for the children. Talk about the beginning letter and sound of each word. Encourage children to draw pictures on the board representing the words. Some may attempt to copy the words.

- Make a matching game by printing the words on one side of the board and inviting the child to find the matching word.
- Provide an attractive box to store the unit words. Add words to the box with each new unit. Children will also come up with words for the box. Add each pre-kindergartner's name to the box.

### Match Names of Friends

*Supplies:* bulletin board or poster board, felt-tip marker, hook and loop fasteners, unlined index cards, baby picture and current picture of each child

- Be prepared to take a photo of each child. Prepare a display of each child's baby picture and a corresponding current picture. Print the child's name under his picture. Place one side of a hook and loop fastener under the child's name. Print each child's name on an index card and adhere the other side of the fastener to the back of the card.
- Invite boys and girls to try to match the names of their friends to the names under the pictures. Encourage each child's efforts and help where needed.
- Talk about beginning letters and sounds of children's names.

## Learning Centers



# Dramatic Play Center

Display pictures of children expressing different emotions in the Dramatic Play Center. Label the emotion that each picture expresses.

### Play Dress-Up

*Supplies:* small women and men's dress-up clothes and accessories, animal or community helper costumes, non-breakable mirror, sentence strip, felt-tip marker, containers for storage

- Print the Bible phrase ***I am wonderfully made*** (*Psalm 139:14*) on a sentence strip and place it near the mirror.
- Arrange the dress-up clothes in containers with labels to keep them sorted and to help with clean-up.
- Use this activity throughout the unit by making different kinds of costumes available for dress-up each day.

### Play with Sock Puppets

*Supplies:* white tube socks, several colors of felt, scissors, craft glue, wiggly eyes, yarn, scraps of fabric and ribbon, white poster board

- Make a mouth for the sock puppet by cutting the sock along the seam at the toe. Cut an oval shape from the poster board to fit the opening. Fold the shape in half. Glue the edges of the sock hole along the edges of the oval. Glue a red piece of felt for the tongue. Eyes, yarn for hair and other features can be glued on the sock.
- Allow children to add features and make a puppet of themselves after the mouth has been made.
- Talk about the uniqueness of the puppets and how God made each person unique.
- Encourage children to play out situations that reflect the different emotions displayed in the pictures in the center.

### Make Pat-a-Cakes

*Supplies:* yellow cake mix, white frosting (or Pat-a-Cakes recipe in Appendix, page 681), mixing bowls, large mixing spoons, tube of colored frosting, chart paper, felt-tip marker, child's aprons (optional)

- Print the recipe for Pat-a-Cakes or cake mix on the chart paper.
- Gather all the ingredients and materials needed to make the cakes and place them on the table.
- Read aloud the recipe with the children. Take turns allowing the children to add the ingredients and stir the batter.
- Say the Pat-a-Cake rhyme (from page 104) together as you work. Substitute each child's name in the rhyme.
- Invite children to frost their cooled cakes and to use the tube of colored frosting to print their initials.
- Option: If you do not have a place to bake, bring pre-baked cupcakes for the children to decorate. Help them to print their names with the icing on the tops of the cupcakes.

### Weigh and Measure

*Supplies:* chart paper, felt-tip marker, scale, yard stick or measuring tape

- Print each child's name on the chart and make columns for the height and weight.
- Invite children to be weighed and measured. As you record the information on the chart, talk about how God made each one to be different.
- Explain to children that you record weight in pounds and height in feet and inches.



# Nature and Science Center

Locate a picture showing a child experiencing something in nature. Print the Bible phrases **God gave us ears to hear** (*Proverbs 20:12*) and **God gave us eyes to see** (*Proverbs 20:12*) on sentence strips. Place these with the picture at the child's eye level.

## Experiment with the Sun's Rays ☀

*Supplies:* clear plastic container, water, several pieces of colored construction paper, box with lid, chart paper, felt-tip marker

- Explain to the children that this experiment will demonstrate two things about the sun.
- Show children the container of water. Ask: "What will happen to the water if we leave it in the window where the sun can shine on it?" Record their answers on the chart paper.
- Place a mark on the glass where the water is at the beginning of the experiment. Check the glass each day. Note any changes on the chart. At the end of the unit, review the predictions and discuss the results.
- Cut several pieces of construction paper in half. Place half of each paper in a box and close the lid. Place the other half of each paper on the window sill. Ask: "Do you think the sun's light will have an effect on the paper?" Record their responses.
- Open the box with the paper after a few days. Compare the papers in the box with the ones in the window. Review the predictions and talk about the result.

## Make and Compare Fingerprints ⚡ 🖌

*Supplies:* washable ink pads in several colors, wet wipes, adding machine tape, magnifying glasses, washable markers

- Tape a long strip of adding machine tape across the table in the Nature and Science Center. Place the ink pads and magnifying glasses on the table.
- Invite children to gently press each finger of their hands onto an ink pad. Assist each child with pressing her fingers onto the adding machine tape. Children can clean their fingers with the wet wipes. Ask each child to print his name under his fingerprints.

- Talk about how everyone's fingerprints are different. Suggest that children use the magnifying glasses to look at the prints more closely. Ask if they can count the rings on their fingerprints. Remind boys and girls of the Bible phrases **I am wonderfully made** and **God gave us eyes to see**. Point to words in a Bible.

## Care for a Fish

*Supplies:* unbreakable fish bowl, Betta fish, fish food

- Prepare the fish bowl before class to surprise the children. Choose a Betta fish instead of a goldfish. These fish are heartier and will live better in a fishbowl.
- Inform the children that there is something new in the classroom today and ask if they can find it. Give clues if necessary.
- Talk about caring for the fish and what they need to do to keep the fish healthy.

## Play at the Sensory Table

*Supplies:* sand table or large plastic pan, play sand, funnels, plastic cups, shovels, sand sifters, small broom and dustpan

- Invite children to use the materials to pour and sift the sand. Thank God for hands to feel the sand. Encourage responsibility by asking each group to sweep up the sand that gets on the floor and to dispose of it in the trash can.
- Encourage children to wash their hands after they have played in the sand.

## Play with a Two-Sided Feely Box

*Supplies:* paper box with lid; colored contact paper; two pairs of tube socks; construction paper; felt-tip marker; objects to feel with different textures and shapes such as

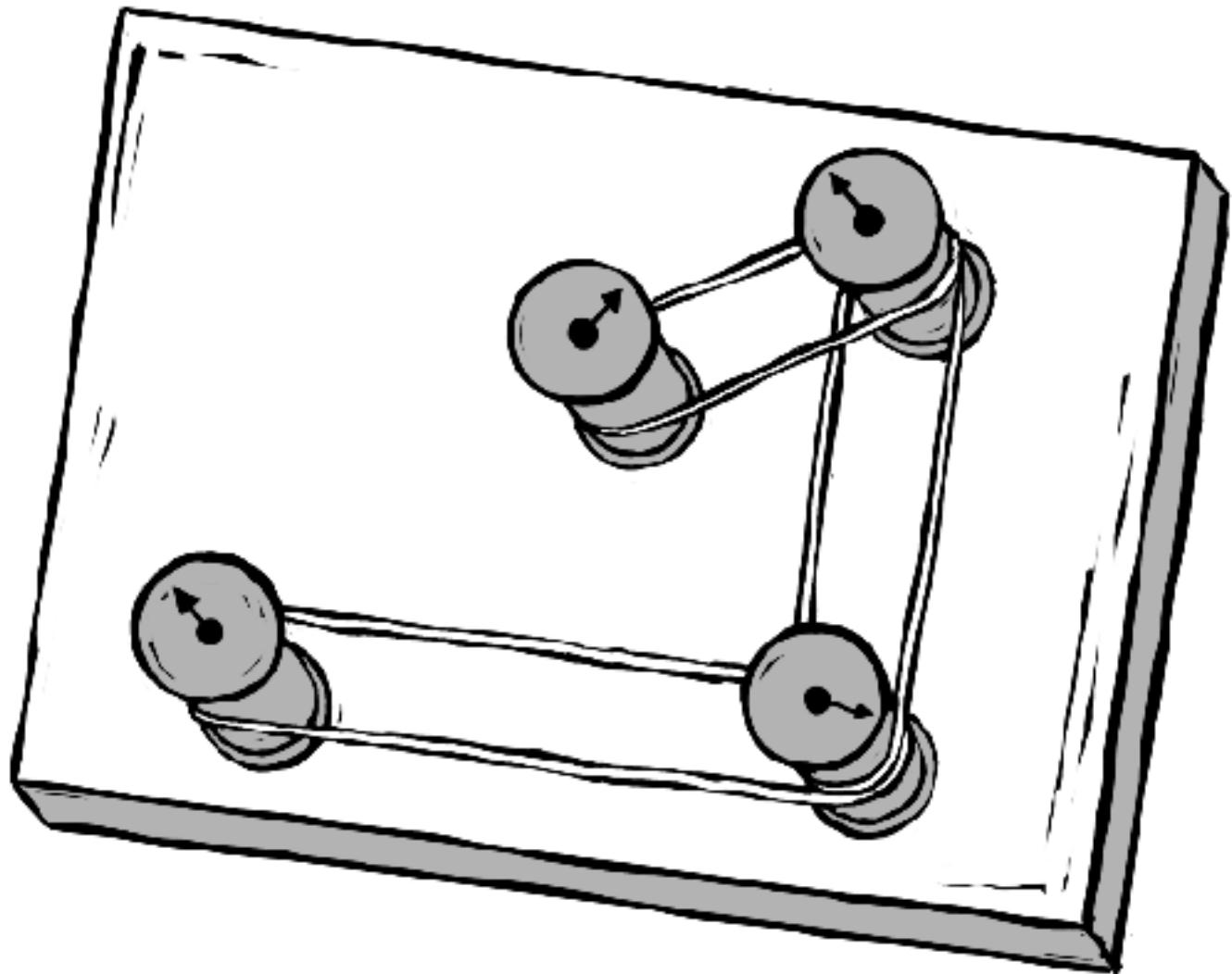
small ball, wooden block, beanbag, crayon, paintbrush, small car

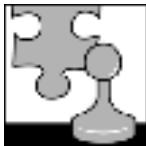
- Prepare the Feely Box according to the directions on page 670 of the Appendix.
- Make an outline of each object that will go in the box on a piece of construction paper. Place the objects in the box.
- Guide a child to feel for an object and see if he can guess what it is before he takes it out of the box. Ask him to reveal the object and match it to the outline on the chart.
- Change the objects after several days so children can enjoy the activity throughout the unit.

### **Investigate a Pulley Board**

*Supplies:* large, wooden thread spools (at least four); long, thin rubber bands; nails; 30-by-30-inch piece of  $\frac{3}{4}$ -inch plywood

- Nail the spools to the board in the shape of a triangle. Nail the spools through the holes so each spool is able to move freely. Draw an arrow on top of each spool.
- Ask a child to place their rubber bands around pairs of spools so that each spool is connected to two other spools. The spools should be far enough apart to make the rubber bands rather tight.
- Guide the child to turn one spool and watch the others turn. By watching the arrow, boys and girls can see the direction each spool is turning.
- Change the rubber band arrangement and investigate how that changes the movement of the spools.
- Add more spools to the board to provide a greater challenge as children become familiar with the pulley board.





# Games and Manipulatives Center

Cut out the outline of a girl and a boy from colorful poster board or a large sheet of construction paper. Print the Bible phrase **God made me** (*Psalm 139:14*) on a sentence strip and display it under the cutouts.

## Work Puzzles

*Supplies:* puzzles such as “Jesus and the Children,” “Girl,” “Boy,” “Kids”

- Place puzzles on the table or small carpet squares on the floor.
- Invite children to take puzzle pieces out individually and place them on the left side of the puzzle so they work left to right. Use the Bible phrases **Jesus said, “Let the children come to Me,”** and **God gave us eyes to see** in conversation.

## Play a Cereal Concentration Game

*Supplies:* two identical labels from six to eight mini cereal boxes, scissors, gift bag, glue

- Cut out the front of each cereal box. Save a matched set and glue to the front of the gift bag. Laminate the others for durability.
- Invite a child to shuffle the cards and place them face down on the table to play concentration. Encourage children to name the cereal when they turn the cards.

## Match Rhyming Pictures

*Supplies:* white heavy-weight paper, scissors, glue, colorful gift bag, rhyming pictures cut from magazines (or commercial rhyming cards such as “Rhyming Sounds”)

- Cut the heavy-weight paper in half. Find or draw pictures of things that rhyme such as a cat and a hat. Glue or draw the pictures several inches apart on the card. Cut between the pictures. Make cutting lines different on each puzzle so there is only one match. Laminate for durability.
- Make four or five sets of objects that rhyme. Decorate the outside of the bag by gluing a set of rhyming pictures to the bag. The game can be stored flat with the cards inside.
- Ask a child to remove the cards from the

bag. Identify the objects. Invite the child to find a pair of objects that rhyme by saying the names aloud to better hear the rhyme. Give guidance when needed.

- Use the Bible phrase **God gave us ears to hear** in conversation.

## Work a Number Order Game

*Supplies:* construction paper, scissors, felt-tip marker, manila folder, glue

- Trace a child’s hand and cut out 10 hands from construction paper. Write a number from 1 to 10 on each hand. On the inside of the folder, trace the handprint 10 times. Write a number from 1 to 10 on each hand in consecutive order. On the outside of the folder, trace 3 handprints and write the numbers 1, 2, 3 on them. Laminate the folder and the handprints for durability.
- Glue an envelope on the back of the folder to store the handprints.
- Invite the child to spread out the handprints by the folder. Identify the numbers with the child. Ask the child to find and match the handprints. Read the numbers in order after he has completed the activity.

## Make Shapes on a Geoboard

*Supplies:* several 6- or 9-inch commercial geoboards, rubber bands, index cards, felt-tip marker

- Purchase plastic geoboards at a school supply store. Provide rubber bands for the children to experiment with different ways to make shapes.
- Provide cards with shapes, letters, and numbers that can be made with the rubber bands on the boards. Children can choose a card and copy the shape.

## **Play Birthday Cake Match ①**

*Supplies:* white poster board or tag board, colored felt-tip markers, colorful gift bag, glue

- Cut out five outlines of a cake on the tag board and decorate with the markers. Cut out 15 candles. Number each cake from 1 to 5. Divide the candles so that each cake has the same number of candles as printed on the cake.
- Draw shapes or objects on each candle to represent the number on its cake. For example, the cake with the number three will have three candles. Decorate one candle with three bells another with three squares

and the third with three trees. Laminate for durability. Place the cakes and candles in a gift bag. On the outside of the bag, glue a birthday cake with a numeral and matching candles.

- Invite a child to lay the cakes on the table in order. Ask him to count the objects on each candle and match it to the cake with the corresponding numeral.
- Make the game more challenging by adding more cakes and candles.
- Place the game pieces in the bag and fold it flat for storage.



## Learning Centers



# Movement and Music Center

Print the first stanza of the song “There’s No One Exactly Like Me” on chart paper. Invite children to draw pictures of themselves to place around the song chart.

### Sing Songs About Myself

*Supplies:* CD player, CD *'Specially Special Songs*

- Choose songs such as “God Gave Me Eyes”; “I Am Very Special”; “Jesus Loves Me, Me, Me”; “My Toe’s Too Big”; “Open, Shut Them”; and “There’s No One Exactly Like Me.”
- Point to the part of the body you are singing about or use your hands to clap the rhythm as you sing.
- Use the words in the songs to remind boys and girls just how special and unique they are. Thank God for making each child.

### Play Musical Activities

*Supplies:* CD player, CD *Getting to Know Myself*

- Choose songs such as “Feelings,” “Sammy,” and “Touch.”
- Play the CD and invite children to participate in the musical activities.
- Make a mental note of children’s abilities to listen and follow directions.

### Move to Music

*Supplies:* colorful scarf for each child, CD player, *The Feel of Music* CD

- Give each child a scarf and encourage him to move to the music.
- Talk about the feelings that different kinds of music can cause. Slow, quiet music may remind the children of a happy or sad time. Fast music may make them feel happy or excited. Sometimes music can sound scary and make them feel afraid.

### Take a Sensory Walk

*Supplies:* paper, marker

- Find a safe place to take a short walk (inside the building is fine). Make a chart with five columns. Print one of the following words at the top of each column: *See, Touch, Taste, Smell, Hear*. Plan one of the stops to be an opportunity for children to enjoy a treat like a fresh baked cookie or cupcake.
- Explain to the children that you are going on a sensory walk. Talk about senses and the part of the body used for that sense. Tell the boys and girls to use their sense of touch, sight, taste, smell, and hearing on the walk.
- Walk with the children to a certain spot and stop. Invite them to identify things that can be seen, heard, touched, smelled, and tasted in the area. Print these on the chart. Continue on the walk and stop in another place. Record their responses.
- Use the chart to discuss the walk. Ask: “What sense did you use the most and the least?” Say a thank-you prayer to God for senses.

# Group Times

**1**

- **Play a game.** Toss a beanbag to a child and say, “Millie is my friend. God made Millie.” Continue using each child’s name.
- **Talk about the day.** Use questions from “Discussion Starters,” page 119.
- **Introduce the unit.** Tell children that this week they will be learning more about themselves. Open your Bible to Psalm 139:14. Choose a child and whisper the Bible phrase **I am wonderfully made** in her ear. Ask her to repeat the verse to the group.
- **Talk about the unit verse.** Discuss what it means to be “wonderfully made.” Talk about the senses God has given them to discover the world around them. Comment on all the wonderful things the human body can do: think, grow, play, and feel.
- **Tell a Bible story.** Open your Bible to Matthew 19 and tell the Bible story, “Jesus Loved the Children.” After the story, show the *WEE Learn Teaching Pictures for Pre-K #3*, “Jesus Loved the Children.”
- **Sing and pray.** Sing the song “Jesus Loves Me, Me, Me” (from *'Specially Special Songs*). Say a thank-you prayer, thanking God for loving and creating each child.
- **Look at unit words.** Print unit words on a chart. Talk about the words *I* and *me*. Identify the beginning sounds. Talk about how the word *I* is only one letter. During the week, as you use these words, point to them on the chart. **r P**
- **Enjoy a finger play.** Teach the children “All About Me” (page 659 in the Appendix). **P**

**2**

- **Play a guessing game.** Describe a child by identifying their clothes, color of hair, shoes, and so on. Ask children to guess who you are describing. As each child is identified, print the child’s name on chart paper. **r**
- **Sing a song.** Sing “There’s No One Exactly Like Me” (from *'Specially Special Songs*). Talk about ways the children are different such as skin, eye and hair color, height, and so on. Say: “It was God’s plan to make each person unique, that means one of a kind.”
- **Look at a unit word.** Point to the word *God*. Talk about the sounds of “G” and “D.” Show the Bible phrase **God made me**. Ask a child to find the word *God* in the verse and circle it. **P**
- **Read a book.** Read aloud the book *Chrysanthemum*. After reading, discuss Chrysanthemum’s feelings during the story.
- **Talk about names.** Tell boys and girls their parents probably spent a long time deciding what to name them when they were born. Point to each child’s name on the chart and read it. Comment that names are special. Say: “Your name helps people know who you are.” **r**
- **Look at a special box.** Tape a mirror to the bottom of a cardboard pencil box. Invite each child one at a time to come to you and see something special inside your box. Ask children not tell what they saw. When each child has had a turn, ask “What was very special that you saw in the box?”
- **Play a musical activity.** Play the activity song “Sammy” from the CD *Getting to Know Myself*.

**3**

- **Make a feelings frieze.** Attach a large sheet of art paper to the wall in the group time area. Write *I have feelings* across the top of the paper. Draw five columns and print one of the following words at the top of each column: *Happy, Sad, Angry, Scared, Excited*. Find pictures to represent these emotions and place them in a basket. Read the emotions on the chart. Invite children to choose a picture from the basket and decide what emotion is being shown. Allow her to glue the picture in the correct column. Compare the columns. **r n**

- **Talk about emotions.** Name some situations children experience that would produce an emotional response such as a thunderstorm, darkness, being separated from a parent, a birthday, Christmas, helping someone, giving a gift to a friend, receiving a letter, someone not sharing, losing a pet, being sick, a friend moving away. As you call out each situation, ask children to name how they would feel. Children may use puppets made in the Art Center to show these emotions.
- **Play a musical activity.** Play the song “Feelings” from the CD *Getting to Know Myself*.

- **Learn a Bible phrase.** Print the Bible phrase ***I am wonderfully made*** (*Psalm 139:14*) on a sentence strip and cut apart each word. Place the pieces on the floor mixed up. Invite children to put the verse in order. Say the verse together. Tell children God made them to have feelings. **t**

- **Read a book.** Read aloud the book *Alexander and The Terrible, Horrible, No Good, Very Bad Day* or *Today I Feel Silly*, or a similar book about emotions. Talk about the right way to express themselves when they are angry, sad, or disappointed. **r**

**4**

- **Play the game “I Live with Others.”** Help children become aware of the pleasures and problems of living together as a family. Write the following statements on slips of paper.

*Hang up my clothes.  
Throw paper on the floor.  
Break toys.  
Grab toys away from others.  
Share with sister or brother.  
Leave toys on the floor.  
Set the table.  
Get angry because I can't do what I want.  
Dress myself.  
Make my bed.  
Feed the pet.  
Disobey my parents.*

Place the strips in a box. Provide two bags. On one draw a happy face and on the other draw a sad face. Ask a child to reach in the box and take out one of the slips. Help her read the statement. Ask if this is a happy way or an unhappy way to live as a family. Ask the child to place it in the correct bag. **r**

- **Read a book.** Read aloud the book *Peter's Chair* or *When Sophie Gets Angry... Really, Really Angry* or a similar book about getting along as a family. **r**

- **Review a Bible phrase.** Remind children of the Bible phrase **Jesus said, “Let the children come to Me.”** Tell boys and girls that Jesus loves them no matter how they feel or what they do. He wants them to love others no matter how they are feeling or behaving.

- **Sing a song.** Sing “God Wants Us to Love One Another” (from *'Specially Special Songs*).

## 5

- **Play a game.** Display a picture of yourself as a baby. Ask children to guess who it is. After guessing, identify yourself. Show additional pictures of yourself at different ages such as a preschooler, school age child, teenager, young adult, and present. Work together to put the pictures in order. If personal pictures are not available, cut pictures from magazines of these life stages.
- **Make a graph.** Print each child's name down the left side of a large piece of art paper. Make six columns beside the names. Title the columns with these words: *walk, run, skip, ride a two-wheeler, read a book, write a letter*. Read the actions and check what the children can do. Avoid comparing abilities but show children that as they grow they can do more things. God intended for people to grow and change. 
- **Tell a Bible story.** Talk about celebrating birthdays and the feelings associated with receiving gifts and being another year older. Show the *WEE Learn Teaching Pictures for Pre-K* #4, "Jacob Gave Joseph a Gift." Comment that today's Bible story is about receiving a gift. Open your Bible to Genesis 37 and tell the Bible story, "Jacob Gave Joseph a Gift."
- **Sing a song.** Sing "My Toe's Too Big" (from *'Specially Special Songs*). Model the words of the song.
- **Play a musical activity.** Comment that because children are growing, they are ready to learn the alphabet. Use the song "March Around the Alphabet" from the CD *Learning Basic Skills Through Music*. Make a set of alphabet cards and place them in a circle on the floor. Follow the directions on the CD to play the activity. 
- **Enjoy a finger play.** Conclude group time with the finger play *All About Me* (page 659 in Appendix).

## Discussion Starters

- Ask the children what activity they enjoyed the most.
- Ask if they learned something new today. If so, what was it?
- Ask if there was an activity that was hard to do.
- Ask children if they did something today that they would like to do again.
- Ask children if sharing is an easy thing to do. Why or why not?

## Evaluation

- Did children feel free to express their feelings to teachers and other children?
- Did children seem to understand that God made them unique?
- Are children aware that there is a right and wrong way to express anger?
- Do some children have difficulty expressing emotions in an appropriate way?
- What are things you can do to help those children who are having difficulty expressing emotions in an acceptable way?
- Were children interested and stimulated by the activities?
- Did the activities challenge the children to grow intellectually?
- Did you note children's progress in some way?
- Did you model God's love to each child this week?

# Resources

## Bible

Read to Me Bible for Kids (Holman Publishing) Item #005034982 (HCSB®) or Item #001011446 (KJV)

## Books

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Viorst (Simon & Schuster) 0689711735  
*Bright Eyes, Brown Skin*, Hudson (Sagebrush Education Resources) 0785700595  
*Brown Eyes, Blue Eyes*, McCullough (New Hope) 093662504X  
*The Cat in the Hat*, Seuss (Random House) 039480001X  
*Chrysanthemum*, Henkes (Greenwillow Books) 0688096999  
*Feelings*, Ailiki (HarperCollins) 068806518X  
*The Foot Book: Dr. Seuss's Wacky Book of Opposites*, Seuss (Random House) 0679882804  
*Green Eggs and Ham*, Seuss (Random House) 0394800168  
*Here Are My Hands*, Martin and Archambault (Henry Holt) 0805059113  
*Hop on Pop*, Seuss (Random House) 039480029X  
*How Do I Feel?*, Simon (Whitman and Co.) 0807534145  
*I Like to Be Little*, Zolotow (HarperCollins) 0064432483  
*I Love My Hair*, Tarpley (Little, Brown and Co.) 0316525588  
*I'm Gonna Like Me*, Curtis (HarperCollins) 0060287616  
*My Five Senses*, Ailiki (HarperCollins) 0690047940  
*My Hands*, Ailiki (HarperCollins) 0064450961  
*My Many Colored Days*, Seuss (Random House) 0679875972  
*One Fish, Two Fish, Red Fish, Blue Fish*, Seuss (Random House) 0394800133  
*Peter's Chair*, Keats (Viking Juvenile) 0670880647  
*The Show and Tell Lion*, Abercrombie (Simon & Schuster) 0689864087

*There's A Wocket in My Pocket*, Seuss (Random House) 0394829204

*Today I Feel Silly*, Curtis (Joanna Cotler Books) 0060245603

*The Way I Feel*, Cain (Parenting Press) 1884734715

*When Sophie Gets Angry...Really, Really Angry*, Bang (Blue Sky Press) 0590189794

*Why Am I Different?* Simon (Sagebrush Education Resources) 0785726810

## Construction Accessories

Unit Block Set (Kaplan)

## Songbooks

'Specially Special Songs (Dovetail Music) Item #001052529

## CDs

*Getting to Know Myself*, Palmer (Educational Activities) 4672112102

*The Feel of Music*, Palmer (Educational Activities) 0792549295

*Learning Basic Skills Through Music* (Educational Activities) 999105247X

'Specially Special Songs Double CD (Church Street Music) Item #001052526

## Pictures

WEE Learn Teaching Pictures for Pre-K (LifeWay Press®) Item #005035405

"Jesus Loved the Children," #3  
"Jacob Gave Joseph a Gift," #4

## Games and Manipulatives

Rhyming Sounds (Lakeshore)

## Puzzles

"Boy" (Lakeshore)

"Girl" (Lakeshore)

"Jesus & the Children" (LifeWay) Item #001050963

"Kids" (Lakeshore)

If a book is out of print, it may be available in libraries. Or choose another book on the same topic. For contact information on these vendors, see Appendix, page 688.