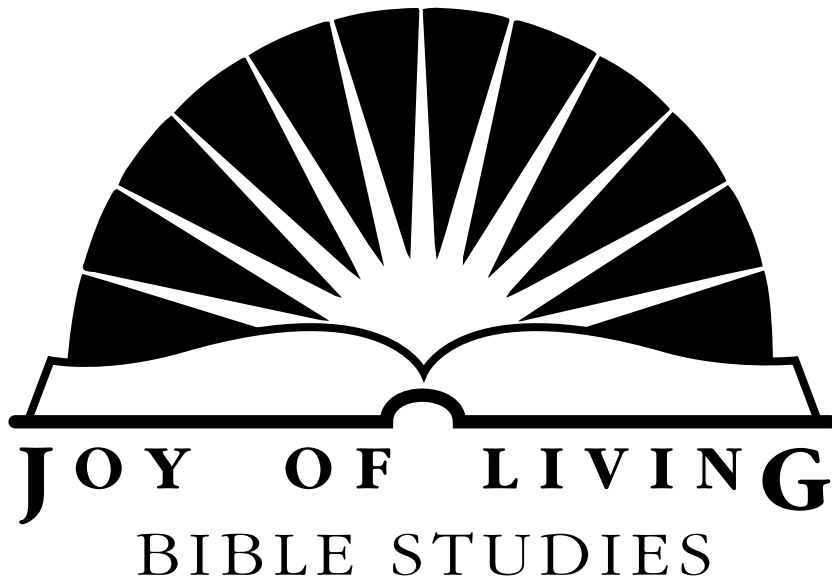


BCHILD



**SAMPLE  
PRESCHOOL AGE  
CURRICULUM**

**Bible Basics  
for Little Ones**

(suitable for 2-year-olds and older)

**written by Joan Regan**  
(revised & updated)

## PREFACE

### Considerations in Teaching Two-Year-Olds

**Two-year-olds are at a very special place between babyhood and the preschool years.** Because they have many abilities that children under two do not have, and yet do not have the capabilities of three and four-year-olds, they need a program that is designed especially for them. They are in the phase of personality development known as the autonomy stage. They want to do things for themselves and to assert themselves as individuals separate from their parents. Yet they still lack much self-control. For these reasons, their behavior must be guided gently in order not to squelch the drive for independence.

**Aggression is very common at this age.** Since most two-year-olds do not have enough language skills to express their feelings verbally, they do it physically, often by hitting, pushing and grabbing. These behaviors are best handled with a gentle, physical approach in which the child is removed from the situation and verbally reinforced (“We can’t hit other people.”). Spanking, scolding and shaming should not be used. Older two’s can be encouraged to verbalize their desires or anger, and this helps to reduce the amount of physical aggression.

**Two-year-olds can learn!** We must provide not only a safe environment, but one that is rich in opportunities for learning. Children learn best when all of their senses are being used. Music, stories, art experiences, blocks and toys, dramatic play equipment, manipulatives, and large motor activities all enhance the child’s development.

**Two-year-olds can begin to develop an awareness of God.** Although their understanding of Him is very limited, they can begin to know that He made everything and that He loves them. **Our goal in using Bible stories is not to emphasize details, but God’s loving relationship with His children, and His provision for our needs.**

**It is important to avoid symbolism at this age.** Young children think literally and do not understand such concepts as “Jesus is the light of the world,” etc. Stories should be brief, illustrated, and avoid details that would be disturbing or confusing to a young child. But perhaps the most learning takes place when a young child is eating an apple and we say, “God made apples,” or we give a child a hug and say, “I love you, and God loves you, too.” **Two-year-olds may not remember the stories for long, but they will remember the positive or negative feeling they had** about school in general and their teachers in particular.

**May we be channels of God’s love** and reflect His character to the little ones He has entrusted to us and may God richly bless you and give you good success.

Dear Director,

Children are important to God and **you have the privilege** of helping children learn more about God and develop a personal relationship with Him. In this course we will use a variety of methods to accomplish this including music, story time, activity centers, finger plays and more.

The suggestions on the following pages should help you have a successful year. **Please read through them** prayerfully and carefully. It is not necessary to follow every detail. Use the suggestions and the daily lessons as a springboard for your own ideas.

## **Areas of Responsibility:**

Although one person may be responsible for all or many of these areas, it is much easier for the responsibilities to be shared among several people. **The division of responsibilities should be determined by the ability and availability of the volunteers.** Responsibilities may be assigned for the entire year or rotated on a weekly or quarterly basis.

Having adults present in the classroom helps young children stay focused and in control of themselves. The ideal situation is to have at least 1 adult or responsible teenager for every 5 children.

- **Director** is responsible for coordinating teacher/helpers. The charts on pages 8-11 will help keep track of the teacher/helpers and their assigned responsibilities.

**Don't wait to the last minute to prepare** for the year, begin well in advance. Read through the following information. Recruit the necessary helpers and schedule a Teacher/Helper meeting. Give a copy of their responsibilities to each volunteer.

Post a copy of the classroom schedule in the classroom.

If possible, recruit several people who are willing to pray on a regular basis for you, your workers and the children.

Prior to the first class meeting, make a follow-up call to each of your helpers to make certain they have everything ready for their area of responsibility.

*Parent's Information Form (page 7).* When each child is checked in for the first time, have the adult checking them in complete the form. Keep these on file in the classroom.

**The most important thing to remember:** Love the children and enjoy them. Pray for them, your helpers and yourself each week. Let the Lord do the rest!

- **Room Coordinator** is responsible for set up, clean up and decorating the room. Have the room cleaned and decorated *before* your first class. If space allows, designate areas for the following activities:

1. Singing, storytime, finger play activities should take place on a carpeted area or on child size chairs so children may have a place to sit. If carpeting is not available, carpet

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samples (usually 2' x 3') can be obtained from carpeting supply stores at minimal cost. Pieces may be prearranged for the children or the children may pick up their own piece of carpeting from your storage stack and place it where they want to sit.

2. Decorations may be as simple or as elaborate as your budget allows. Pictures of Bible characters or Christian emblems may be purchased at most Christian Bookstores. You may also choose to decorate bulletin boards with seasonal colors and pictures. Keep themes bright, cheerful and happy. Avoid witches, monsters, etc. during the fall seasons; instead you can focus on Thanksgiving and all God has given us.
  3. A sturdy table and chairs will be needed for table activities and art. It can be used for snack time. Keep craft supplies and snacks out of reach and preferably out of sight until their assigned time.
  4. Organized and motor skill activities may be conducted outside if the weather permits. If it must take place inside, clear as large an area as possible. Table and chairs can be replaced when Organized Activity Time is completed.
  5. Interest Center. Have a small moveable table available for the teacher.
  6. For free play time make certain you have a number of 2-year-old safe toys. If the church does not have a supply already you may ask people to donate money to purchase the toys or to actually donate new or used toys. Check yard and garage sales, too, for bargain toys. (If the toys are used, check to make certain they are in safe and clean condition.) Baby dolls, trucks & cars, dress-up clothes, pretend cooking utensils & food, small kitchenettes, etc. are all fun for the children. Stay away from stuffed animals or other items that cannot be wiped clean at the end of the session.
- **Teacher** is responsible for the Interest Center and for teaching the lesson. One teacher may be assigned for the entire year or rotated on a weekly, monthly or quarterly basis.
    1. In preparation for the lesson, read through the teacher's scripture passages thoughtfully and prayerfully. Ask God to help you share His love and care with the children.
    2. The Interest Center will complement the lesson for the day. You will generally use the interest center information to lead into the story.
    3. Use visuals when teaching the story. Flannelgraph figures can be used or purchase an inexpensive Bible story book with brightly colored pictures. Point to the pictures as you tell the story.
    4. Familiarize yourself with the story. If possible, tell the story rather than reading the story. If it is necessary to read the story, put your page in your Bible so they will see you reading from your Bible.
    5. Make plenty of eye contact with the children and be enthusiastic about the Lord and all that He has done for us. The children will catch your excitement.
  - **Song Leader** is responsible for leading the children in singing & finger play. Suggested songs are from *Gospel Lights's* "Sing-Along Songs for Young Children" which may be

purchased from *Joy of Living*, *Gospel Light*, or your local Christian bookstore. For those who are unsure of their musical ability, many of the tunes in “Sing-Along Songs for Young Children” are familiar folk songs. The songs are also available on a reproducible CD.

Music is a wonderful teaching tool. The suggested songs reinforce the truths being taught in the lesson; however, other appropriate songs may be substituted.

**It is important to know the songs** before trying to sing them with the children. And don’t forget to **use motions** to accompany the songs. If none are indicated—make them up! Motions will help the children learn the songs more quickly, add fun to singing them and help develop their motor skills. Don’t be afraid to be “silly” and exaggerate the motions, it will help the children loosen up and do the motions. Suggested finger plays are in Appendix starting on page 107. Practice them BEFORE you try to show the children and remember to smile a lot!

- **Table Activities/Art Coordinator** is responsible for obtaining materials for all art and table activities, oversees art activities, and is responsible for clean-up of art projects. Make certain you have the needed items prior to the class. It is also helpful to have a sample already made to show the children.

Talk to the children about the aim of the lesson as you complete the art activity. This will reinforce the truth you are trying to teach them (e.g. God’s loving care by providing us with food).

Plan ahead. Look through the upcoming art activities and see if you can purchase needed items in quantity. To cut down on the cost, ask the leader of the adult class to announce to the adults what items will be needed for the art activities. Some may have items at home they would like to donate or they may want to purchase the items and donate them. Also, see if the church bulletin will include a request for donated items to be used by your class. You could also check with the Craft Coordinator for the older children and see if they will be using some of the same materials. If so, purchase in quantity and share the cost.

- **Snack Coordinator** is responsible for preparation, serving and clean-up of snacks. Any simple healthful snack will do (make certain items are cut small enough so the children will not choke). Try to stay away from snacks containing added sugar or red food dye. Many parents are very careful about what their children eat. Check the registration forms to see if there are any dietary restrictions for any of the children. There is a list of suggested snacks on page 12-13.
- **Organized Activities Leader** is responsible for leading the Organized Activity time and obtaining and setting up any necessary equipment. Most lessons have suggested motor-skills activities and activity songs. Avoid activities that cause the children to compete with each other.
- **Assistants** are responsible for helping control the children during class time. Have the assistants sit among the children during story time. If a child is acting up have the child sit with the assistant. Assistants can also help with all activities, as well as set-up and clean-up.

## **Teacher/Helper Meeting:**

For the best results plan to have at least one teacher/helper meeting prior to the beginning of the year. Other meetings through out the year can be helpful for planning events, sharing ideas and solving any problems that may arise.

At your meeting:

- pray for the students, teacher/helpers and the upcoming year
- give a brief overview of the objectives of the course
- familiarize the teachers/helpers with the daily schedule
- familiarize the teachers/helpers with the songs you will be singing. You may want to give each teacher/helper a copy of the songs on cassette (*Sing Along Songs* on CD is reproducible).
- assign responsibilities
- give a copy of individual responsibilities & classroom schedule to each volunteer along with the sheet “Considerations in Teaching Two-year-olds”.
- answer any questions

## **Suggested Schedule:**

Remember, attention span is very brief at this age. Keep each activity short to keep the children involved. The times are merely suggestions. See what works best for your class.

<b>15 minutes</b>	Greet children as they arrive. Allow them free time to play.
<b>10-15 minutes</b>	Bible Song Time/Finger Play
<b>15-20 minutes</b>	Interest Center/Bible Story
<b>10-15 minutes</b>	“Potty time”/diaper changing
<b>10-15 minutes</b>	Table Activities/Art
<b>10-15 minutes</b>	Activity Songs/Motor Activity
<b>10-20 minutes</b>	Snack (See page 12 for suggestions)
<b>5 minutes</b>	Clean-up
<b>15+ minutes</b>	Free play time until children are picked-up

## **Lesson Units Schedule (see overview on page 15):**

Unit IV (Weeks 10-12) is about Christmas, and Unit VIII (Weeks 23-24) is about Easter. You may wish to re-arrange the Units and/or Weeks to place the Christmas and Easter Units at the correct time in your class’s calendar.

# Overview of the Year

Week #	Unit	Story	
Week # 1	Unit I	God Made Our World	Daytime and Nighttime
Week # 2	Unit I	God Made Our World	Plants
Week # 3	Unit I	God Made Our World	Water and Water Life
Week # 4	Unit I	God Made Our World	Animals and Birds
Week # 5	Unit II	God Made Me	I Am Growing
Week # 6	Unit II	God Made Me	I Am Special
Week # 7	Unit III	We Thank God	For Home and Family
Week # 8	Unit III	We Thank God	For Clothes
Week # 9	Unit III	We Thank God	For Food
Week#10	Unit IV	Christmas	Jesus Is Born
Week#11	Unit IV	Christmas	Shepherds Hear the News
Week#12	Unit IV	Christmas	Wise Men Bring Gifts
Week#13	Unit V	Jesus Grows Up	Jesus Was A Good Helper
Week#14	Unit V	Jesus Grows Up	Jesus Liked To Go To Church
Week#15	Unit VI	Jesus Helps Others (Senses)	Jesus Heals a Blind Man (Sight)
Week#16	Unit VI	Jesus Helps Others (Senses)	Jesus Heals a Deaf Man (Hearing)
Week#17	Unit VI	Jesus Helps Others (Senses)	Jesus Heals a Sick Woman (Touch)
Week#18	Unit VI	Jesus Helps Others (Senses)	Jesus Feed 5,000 People (Taste and Smell)
Week#19	Unit VII	Jesus Loves And Helps Me	Jesus Loves Children
Week#20	Unit VII	Jesus Loves And Helps Me	Jesus Stills the Storm
Week#21	Unit VII	Jesus Loves And Helps Me	Jesus, The Good Shepherd
Week#22	Unit VII	Jesus Loves And Helps Me	Jesus Forgives Me
Week#23	Unit VIII	Easter	Singing To Jesus
Week#24	Unit VIII	Easter	Happy Easter Day
Week#25	Unit IX	God Takes Care Of His People	Noah and the Ark
Week#26	Unit IX	God Takes Care Of His People	Jonah and the Great Fish
Week#27	Unit IX	God Takes Care Of His People	The Birth of Isaac
Week#28	Unit IX	God Takes Care Of His People	The Story of Joseph
Week#29	Unit IX	God Takes Care Of His People	Baby Moses
Week#30	Unit IX	God Takes Care Of His People	A Path Through the Sea
Week#31	Unit IX	God Takes Care Of His People	Food For Hungry People
Week#32	Unit IX	God Takes Care Of His People	God Chooses a King
Week#33	Unit IX	God Takes Care Of His People	Daniel and the Lions

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## **Suggested Time Schedule:** (attention span is very short at this age)

<b>15 minutes</b>	Greet children as they arrive. Allow them free time to play.
<b>10-15 minutes</b>	Bible Song Time/Finger Play
<b>15-20 minutes</b>	Interest Center/Bible Story
<b>10-15 minutes</b>	“Potty time”/Diaper changing
<b>10-15 minutes</b>	Table Activities/Art
<b>10-15 minutes</b>	Organized Activity Time
<b>10-20 minutes</b>	Snack
<b>5 minutes</b>	Clean-up
<b>15+ minutes</b>	Free play time until children are picked-up

## **UNIT I: God Made Our World**

### **Lesson Plan Week #1**

**Date:** \_\_\_\_\_

### **Daytime and Nighttime**

Aim: To foster an awareness that God made daytime for play and work, and Nighttime for rest.

*Teacher’s Personal Scripture Reading:* Genesis 1:1-5, 14-19

Suggested **fingerplay activities** are included in the Appendix beginning on page 107 of this study.

**Bible Songs** and **Activity Songs** are from *Sing-Along-Songs for Young Children* (Gospel Light). See pages 4-5 for ordering information.

Songs/Finger play	Suggested songs: <i>Who Made The World, Who Made The Birds, The Lord Has Done Great Things</i> (substituting words)  Finger play suggestions: <i>Twinkling Stars, God’s Garden, Five Little Ducks, I Am A Camel</i>
Interest Center	Peep box with pinholes for light.  Procedure: Get a shoe box with lid or similar item. Cut out a rectangular area at one end to look through. Poke several holes in the other end with a pin. Facing a window, look into the box. Explain that the light can come in through the holes.
Bible Story	See next page
Table Activities/Art	1. Puzzles (very simple)  2. Daytime/nighttime picture: Glue a 9x12 piece of dark blue construction paper to one half of a 12x18 light blue piece. Print “God made daytime” on the light blue side and “God made nighttime” on the dark side. Help children glue the following to the appropriate side: large gummed stars, cotton balls for clouds, cut-outs of sun and moon, and pictures of children playing or sleeping.
Organized Activities	Motor skills: None for the first four sessions  Activity songs: <i>If You’re Happy And You Know It; Hinges; Roll, Roll Your Hands; Animal Walk</i>
Snack	See page 12 & 13 for suggested snacks and recipes

## **God Made Daytime and Nighttime**

The Bible tells us that a long time ago there were no people, no houses, no trees or flowers. There was nothing at all except God. Then God decided to make our world.

First, He made daytime and nighttime. He made the sun to shine in the daytime to keep us warm and to help things grow. God made the daytime for working and playing.

God made the moon and stars to shine at night. Have you ever seen the stars in the sky at night? God made the stars. God made the nighttime for sleeping.

But God does not need to sleep like we do. He takes care of us all day and all night, too, because He loves us.

—from Genesis 1

## Home Learning Activities

This paper is intended to supplement the teaching your child is receiving from *Joy of Living Christian Curriculum for Two-Year-Olds*. These parent/child home activities will reinforce the particular theme we have been working on in class. For optimum learning, choose a time when your child is rested, alert and interested. If your child does not want to do a particular activity, it would be better to postpone or eliminate it. Learning cannot be forced. Your own enthusiasm should help. You are your child's most important teacher. It is our hope that you and your child will enjoy the activities and each other.

# God Made the Daytime and the Nighttime

## Objective

1. To create an awareness in the child that God gives us daytime and nighttime.
2. To encourage an appreciation for the beauty of the moon and stars.

## Exploring the Night Sky

**Purpose:** To help the child appreciate the beauty of the moon and stars.  
**Procedure:** Take your child outdoors on a clear night.  
Point out the vast number of stars and the fact that God has created them.  
Note the shape of the moon's appearance.  
Observe the moon again several days later to see how it has changed in appearance.

## Sunset

**Purpose:** To help the child see it is the presence or absence of the sun that causes it to be day or night.  
**Procedure:** Find a place where you can observe a sunset with your child. Comment about the beauty of the sunset and the fact that God has made the sun to give us light. As it begins to get dark, discuss the nighttime as God's gift also.

## Light/Dark Activity

**Purpose:** To help the child understand that a light room can be darkened by covering the windows.  
**Procedure:** Go into a room with your child during the day and close the door. Discuss how the sunlight comes in through the window to light the room.  
Cover the window to darken the room. Explain that the light can't get in through the shade very well, so the room is dark.

## Peep Box

**Purpose:** To show that light can go through a tiny hole.  
**Procedure:** Get a shoe box with lid or similar item.  
Cut out a rectangular area at one end to look through.  
Poke several holes in the other end with a pin.  
Facing a window, look into the box.  
Explain that the light can come in through the holes.