

10 minutes (listening, following directions) Skill: Star Hop—Cut stars out of poster board and stick to floor; you may put the stars in the pattern of the big and little dippers. Play as you would musical chairs, or just stop and go when the music stops and goes.

15 minutes roll, calendar, weather, today's schedule/topic
See lesson 1.

15 minutes Scripture story: Gen. 1:14-19

“And God said, Let there be lights in the firmament of the heaven [the sky] to divide the day from the night; and let them be for signs, and for seasons, and for days, and years:

“And let them be for lights in the firmament of the heaven [the sky] to give light upon the earth: and it was so.

“And God made two great lights; the greater light to rule the day, and the lesser light to rule the night: he made the stars also.

“And God set them in the firmament of the heaven to give light upon the earth.

“And to rule over the day and over the night, and to divide the light from the darkness: and God saw that it was good.

“And the evening and the morning were the fourth day.”

Have the children make page 9 of the Creation Days booklet.

5 minutes Song:

“Jesus Wants Me For a Sunbeam” (Children’s Songbook, p. 60)
—actions: make a circle sun with arms overhead for “sun”, point straight arms at a downward angle for “beam”,
or,

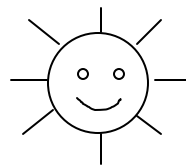
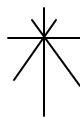
“I am like a Star” (Children’s Songbook, p. 163), or,
“Twinkle Little Star”

15 minutes free play:

“Follow the hose wherever it goes” . . . Or another maze activity.

15 minutes Art:

Draw 4, 5, 6, and 8-point stars (chalk on black paper), happy suns



(2 triangles)

10 minutes Math:

Print the numeral/star dominoes on cardstock. (Or make your own with star stickers). Cut the 2”x2” squares apart. Have the children put the numeral cards in order, then deal out the star cards. Ask, “Who has 1 star?” Tape the numeral card and the corresponding star card together to make a domino. Or, make the numeral side of the dominoes and deal them out to the children. Let each child finish his dominoes with the corresponding number of star stickers.

Date _____ **Lesson** 13

Topic: sun, stars

Skill: star hop

Roll, calendar, weather, today's schedule/topic

Scripture story:

Lights in the sky

Genesis 1:14-19

Page 9 of booklet

Song:

“Jesus Wants Me for a Sunbeam”, “I am like a Star”, “Twinkle, Little Star”

Play: follow the hose maze

Art: draw stars

Math:

Numeral dominoes 1-12

Movement: sun step
cupcake walk

Snack: sunny cupcakes

Book(s):

The Universe

Science Activity:

Connections to the Stars

Free play

Materials:

Poster board stars for hop

Creation Days p. 9

Hose or other maze

Black paper, chalk

Numeral dominoes 1-12

Poster board suns for walk

Sunny cupcakes

Simple book about sun, stars

Constellation dot-to-dot

A dipper (kitchen tool)

5 minutes Movement:

Sun Steps cupcake walk. Cut out circle suns from poster board with pinking shears. Set the suns in a circle, and walk around to music. When the music stops, choose a child's name from a hat/bag/bowl, until every child has a cupcake to eat while the teacher reads/talks about the science book.

Snack while reading book(s):

Sunshine cupcakes.

5 minutes Book(s):

Read or talk about this or another similar book.

The Universe by Gallimard Jeunesse and Jean-Pierre Verdet (Scholastic)

Note that the sun is a star, but it looks bigger because it is closer. The stars look small because they are far away.

10 minutes Science Activity:

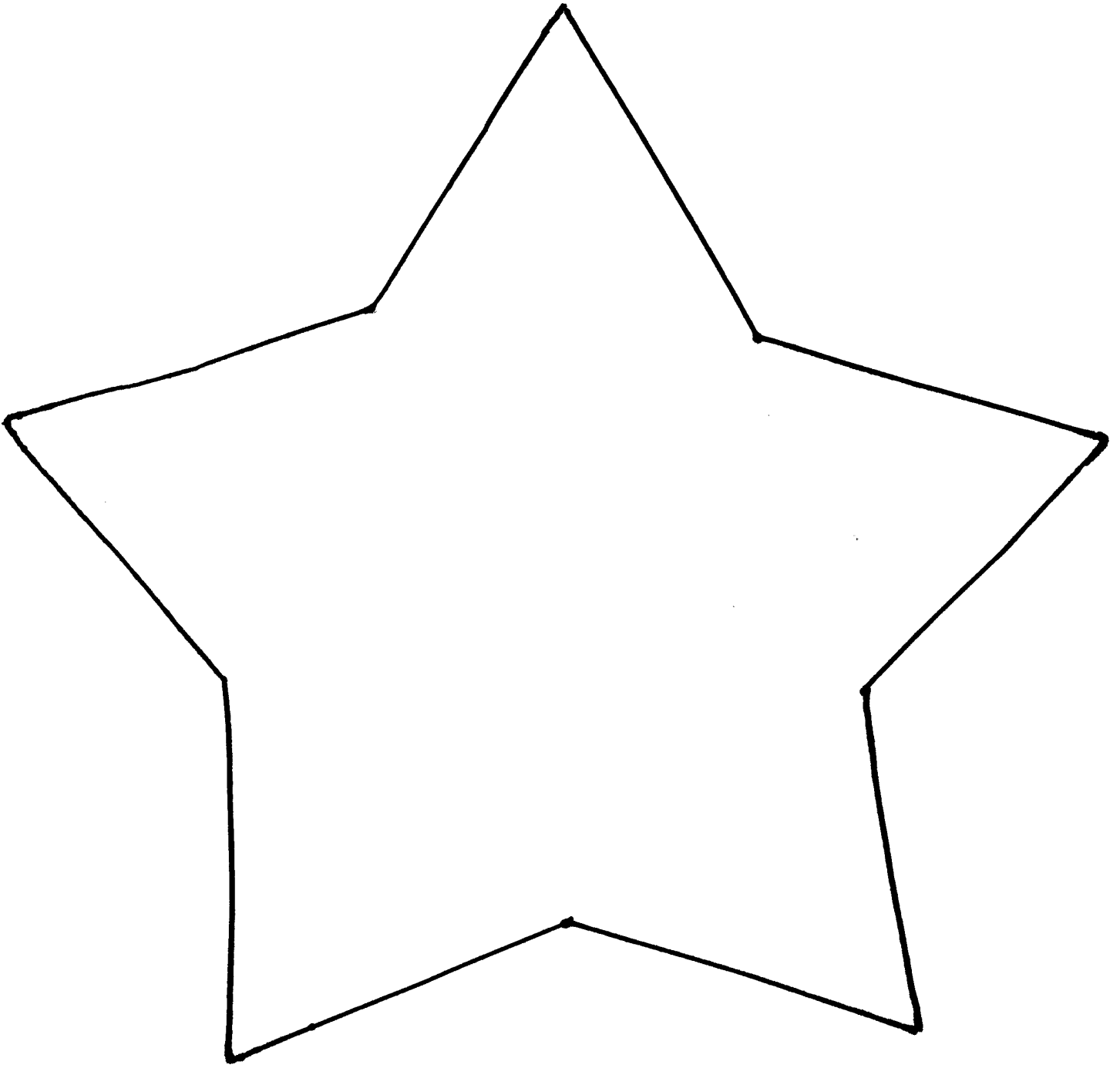
Connections with the Stars—help the children draw the lines for the dot-to-dots of the Big and Little Dippers, then the others. Note that the Big Dipper is a part of the Big Bear constellation (group of stars). Show them what a dipper (kitchen tool) looks like.

15 minutes free play

Page 9, Creation Days booklet

Teacher preparation: Cut a circle sun out of yellow paper with pinking shears for each child. Have each child paste his/her sun onto a sheet of black paper, then paste the following words on:

**“And God said,
Let there be lights in the firmament of the heaven [the sky] . . .
the greater light to rule the day, . . .”**

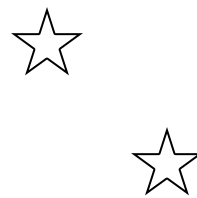


pattern for "Star Hop"

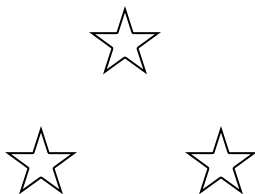
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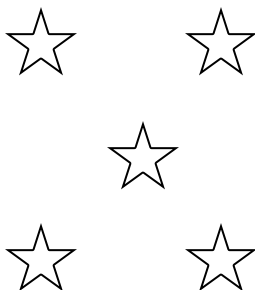
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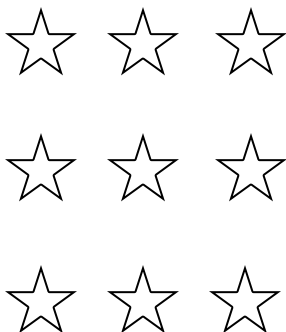
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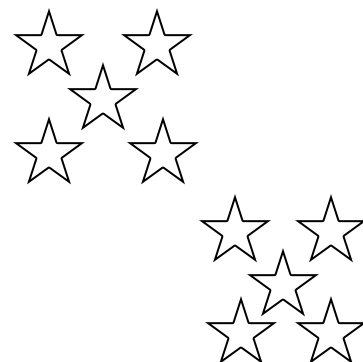
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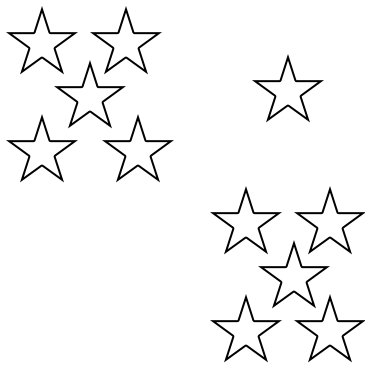
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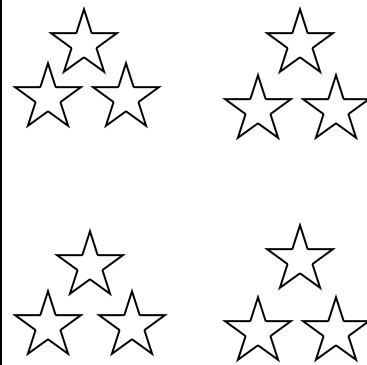
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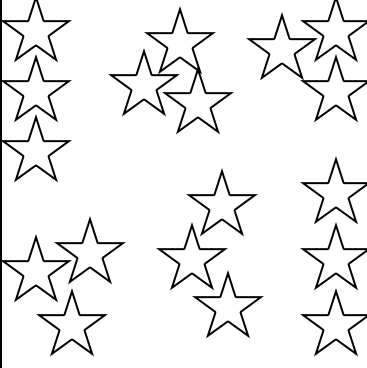
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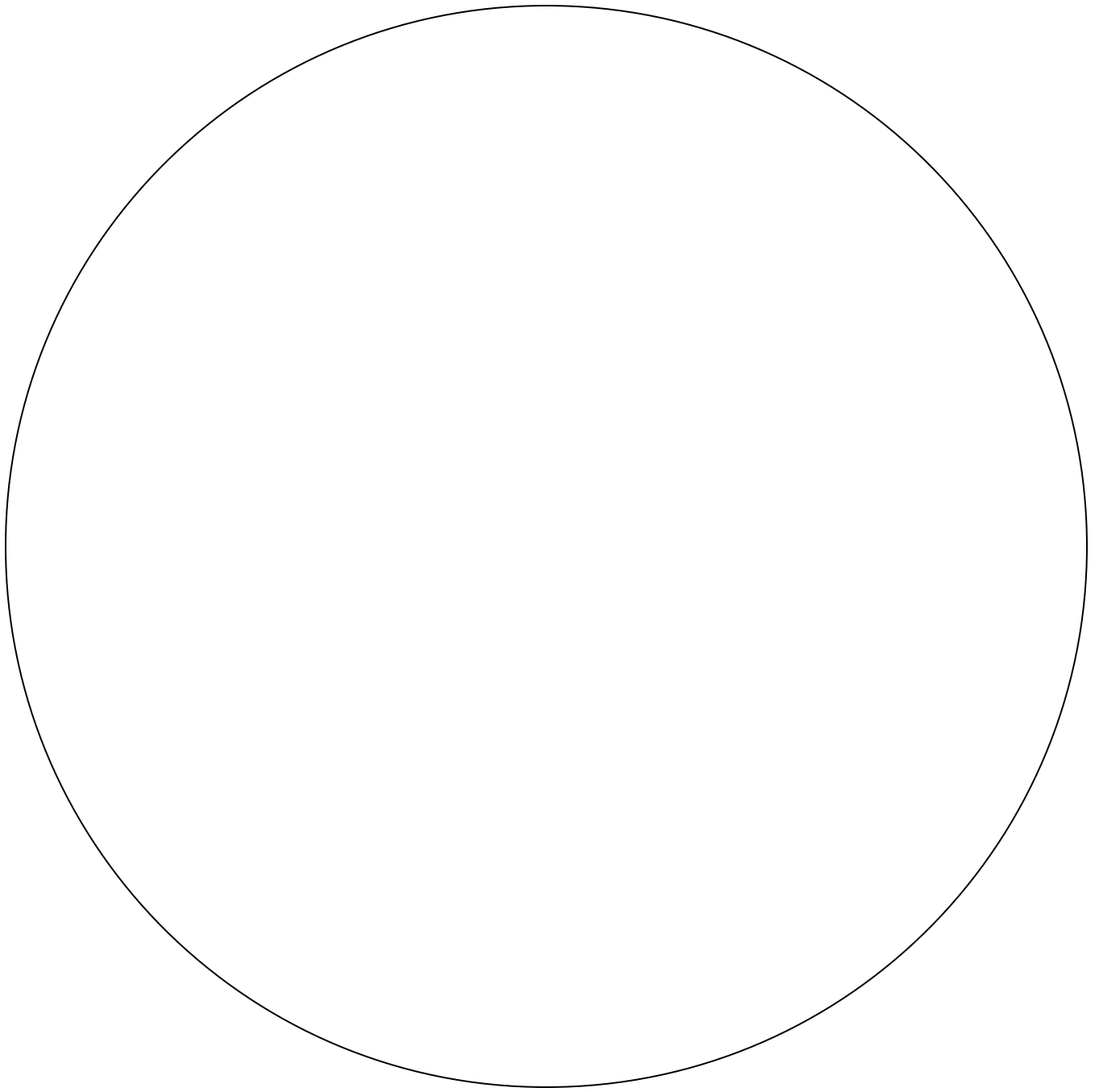


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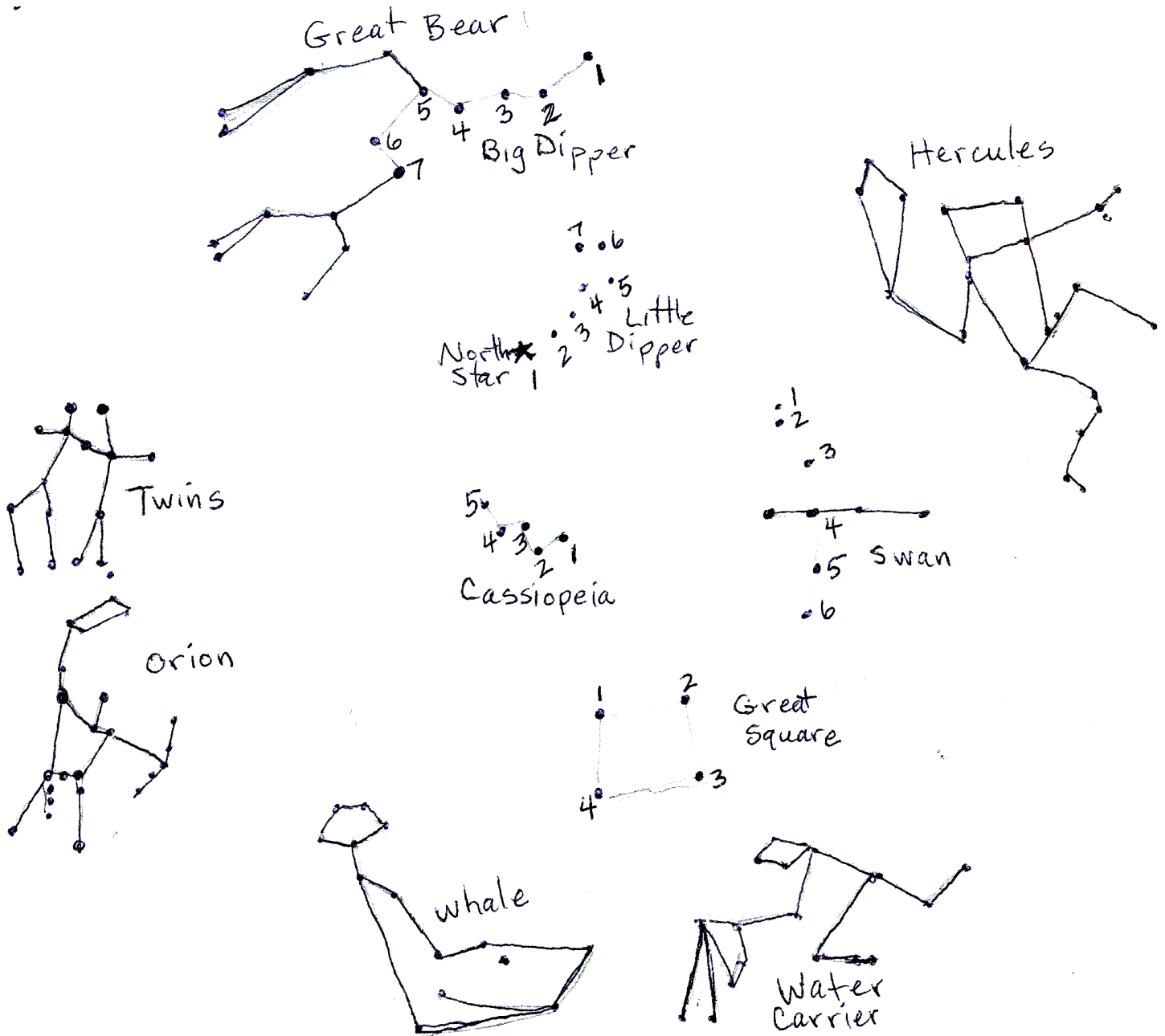
Sun steps—cut several out of poster board, using pinking shears. Attach temporarily to floor. Play as you would “cake walk”.

Connections with the Stars

Dot-to-Dot

Stars to find in the sky at 40° latitude

Aug 1 at dawn, Aug 16 at 2-4am



1. When people long ago looked up at the stars, they imagined that the stars made pictures in the sky. Start with the Big Dipper, drawing a line from 1-7, dot-to-dot. Take a look at a dipper (kitchen tool). Note that the Big Dipper is a part of the constellation Ursa Major, the Great Bear.
2. Note how stars 6-7 of the Big Dipper point to the North Star, which is the end of the handle of the Little Dipper. Connect the dots of the Little Dipper.
3. Connect the dots of Cassiopeia. Note that it looks like a "W".
4. Connect the dots of the Great Square. Note there are 4 corners and 4 sides to a square.
5. Draw the wings of the swan, 1-6.

10 minutes Skill and play:
Have a variety of tops to spin.

15 minutes roll, calendar, weather, today's schedule/topic
See lesson 1.

15 minutes Scripture story:
Re-read the Creation Days booklet thus far. Make page 10 of the booklet.

5 minutes Song:
"Because God Loves Me" (Children's Songbook, p. 234)

5 minutes Movement:
"Let's go for a spin . . ." Twirl your bodies high, low, fast, slow . . .

15 minutes Art:
Make page 12 of Creation Days, a calendar of moon phases. See www.moonconnection.com for a current month calendar. Print an empty calendar on orange paper. Give each child a set of moon phases printed on yellow paper. Glue them onto the calendar as appropriate. Look at the moon phases. See how the moon changes from week to week.

15 minutes free play:
Start with "Ring Around the Rosies"

Snack while reading book(s):
Use cookie cutters to cut moon and star shapes from cookies, sandwiches, meat, cheese, bread, or whatever. Option 1—have cookie dough ready for the children to cut out cookies before free play, and let them bake while the children play. Option 2—let the children cut out the bread/meat/cheese/sandwich shapes just before reading the book about the moon/solar system.

5 minutes Book(s):
Read or talk about one of these books, or another similar.
The Moon Seems to Change by Franklyn M. Branley; fairly simple explanations, diagrams
The Solar System by Nigel Paul
Every Planet Has a Place by Becky Baines; simple text, good pictures
Far-out Science Projects about Earth's Sun and Moon by Robert Gardner; simple reference

10 minutes Science Activity:
Have the children model the earth-moon system, using a lamp for the sun, a ball or globe for the earth, and a smaller ball for the moon. At first hold the balls in position in place and note how the sun lights up only the side of the earth and moon that face the sun. Note how the moon looks from the earth position. Start the earth child is walking around the sun/lamp, then have the moon child walk around the earth child at the same time.

Date _____ **Lesson** 14

Topic: moon, solar system

Skill: spinning tops

Roll, calendar, weather, today's schedule/topic

Scripture story:

Review Creation Days;
make page 10 of booklet;

Song:

"Because God Loves Me"

Movement: twirling

Art: moon phases page

Play:

Ring Around the Rosies

Snack:

Moon & star cut-outs

Book(s):

The Solar System

Science Activity:

Earth—moon model

Free play

Math:

Draw circles, ovals

Materials:

Various tops

Creation Days booklet

Visual aids for song

Blank calendar

Cut-outs of moon phases

Moon & star cookie cutters

Cookie dough or meat,
cheese, and/or bread

Simple book about the moon
or solar system

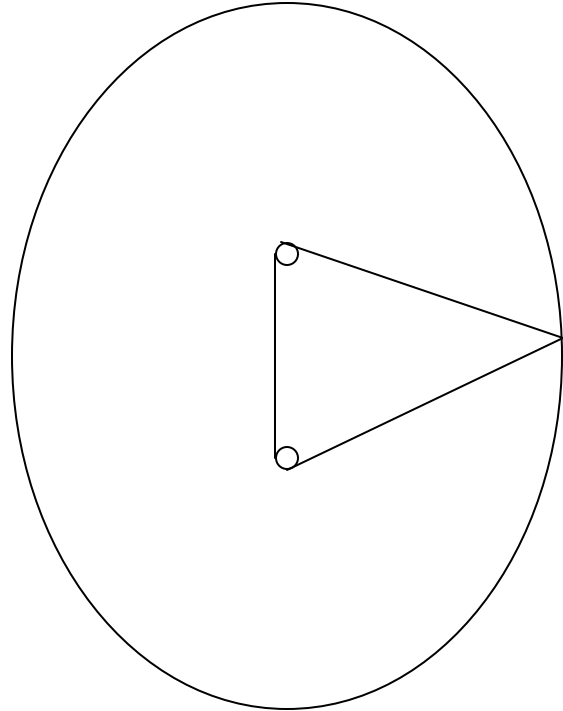
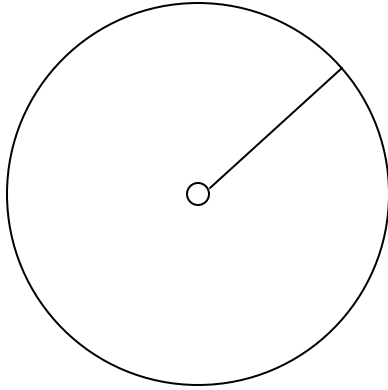
Lamp, large & small ball

3 pencils, paper, string

15 minutes free play

10 minutes Math: You will need a 3 pencils, string, and paper.

Draw circles and ovals with pencil and string. A circle has one focus (center) point, and oval has two. Tie a string to a pencil in a loop. For a circle, hold one end of the pencil string at the center, with the string held taunt, draw a circle around the center point. For an oval, hold two pencils in place as the foci. With the string looped around both of the foci, and the string taunt, let the pencil travel as a third point of an ever moving triangle in order to trace out an oval.



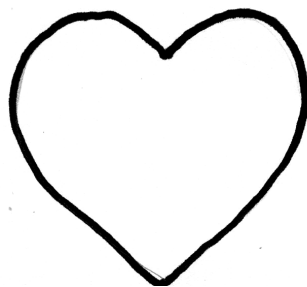
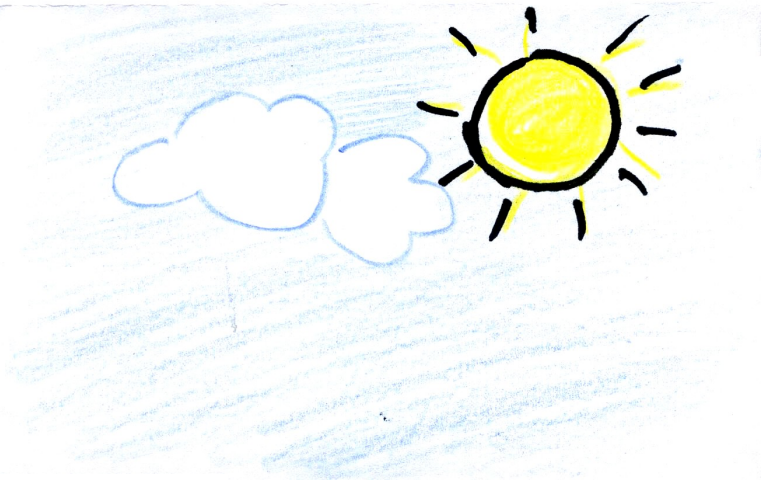
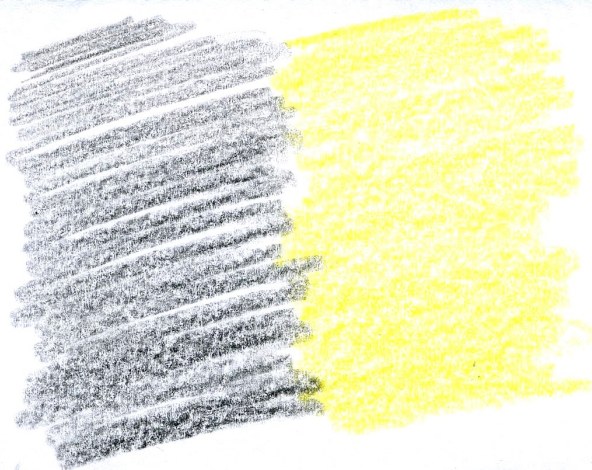
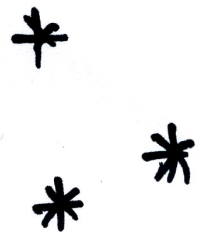
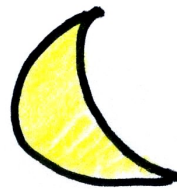
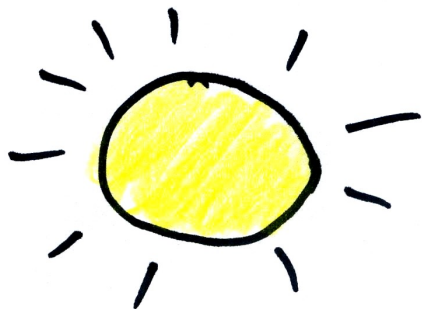
Let a child hold each stationary pencil in place as the adult provides the demonstration of how a circle can be made, and an oval, by having the drawing pencil circle the foci.

Page 10 Creation Days booklet:

Glue a yellow moon crescent onto a black page. Glue the following words on. Add star stickers.

**“and the lesser light to rule the night:
he made the stars also”**


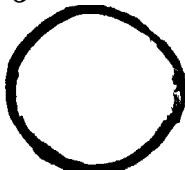

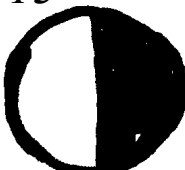
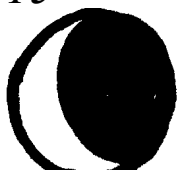




"Because God Loves Me"
p. 234 Children's Songbook



Because God Loves Me

God planned the day; he planned the night.
He gave the darkness, then the light,
The sky of blue, the sun so bright,
Because he loves me.

August 2009—phases of the moon

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1  gibbous (waxing)
2	3	4	5	6  "full" moon	7	8  gibbous (waning)
9	10	11	12	13  3rd quarter	14	15  crescent
16	17	18	19	20  new moon	21	22  crescent
23	24	25	26	27  1st quarter	28	29
30	31  gibbous (waxing)					

10 minutes Skill and play:

Croquet or golf (or another summertime game) in the backyard.

15 minutes roll, calendar, weather, today’s schedule/topic

See lesson 1.

15 minutes Scripture story:

Re-read the Creation Days booklet. Ask,
What is the “firmament”?
What is the “greater light”? What does it rule?
What is the “lesser light”? What does it rule?
What are the lights in the sky for?

15 minutes Art:

Make Creation Days booklet page 11, seasons wheel.
Note opposites of weather.
Print a seasons wheel on white paper for each child. Use a brad to attach it to a red sheet of paper, leaving room for the words. Glue the words on.

5 minutes Movement:

Pull weather symbols (such as for daily weather calendar) out of a bag. Children have 3 minutes to dress for that kind of weather from a pile of dress-up possibilities. Repeat.

15 minutes free play:

Dress up. If possible, have a full length mirror, or take pictures.

5 minutes Song:

“Oh What Do You Do in the Summertime?”
(Children’s Songbook, p. 245)

Actions:

1. Shrug shoulders with hands out, as if asking a question
2. Use one hand in a sweeping motion to indicate everything green
3. Verses:
 - act out casting a fishing line, put hands behind head and close eyes as if dreaming
 - act out frog swim, fan face cool, swing arms in front
 - act out marching in place, drinking , pointing to stars
4. repeat #1
5. Point to self and nod “yes”

10 minutes Science Activity:

Make a scale model of the solar system with cookie dough, or various fruits. If you use cookie dough, note how the balls of cookie dough “get bigger” when smashed flat to cook on the pan. Bake while doing math. See www.nineplanets.org for relative sizes (and 3rd page after this). As a baseline, earth could be 1/2”, or, 1 centimeter. You will have to use large “butcher paper” or something to show the relative size of the sun. If the butcher paper is only 4’ wide, it will be close enough for the kids to get a rough idea.

Date _____	Lesson 15
Topic: seasons	
Skill: croquet or golf	
Roll, calendar, weather, today’s schedule/topic	
Scripture story: Review and questions	
Art: Seasons wheel	
Movement: dressing for the weather	
Play: dress-up	
Song: “Oh What Do You Do in the Summertime?”	
Science Activity: Scale model of the solar system	
Math: <u>Add One</u> (aka <u>One, Two, Buckle Her Shoe</u>), or egg carton math	
Snack: scale model planets or holiday cookies	
Book(s): <u>A Child’s Year</u>	
Free play	
Materials: Croquet, golf or other set <u>Creation Days</u> booklet <u>Creation Days</u> page 11 Weather symbols & bag Dress-up clothes for all kinds of weather, mirror Cookie dough or fruits for scale model of solar system egg carton and 12 small objects, or counting book Book about the seasons	

10 minutes Math:

Egg carton math: put 12 object in an egg carton. That's one dozen. How many objects in a half dozen? If we divide a dozen (12) into 3 groups, how many will be in each group? What about 4 groups? How about 6 groups?

Or,

Read and play with Add One aka One, Two, Buckle Her Shoe, an activity book by Susan Ternyey, or another simple counting book.

Snack while reading book(s):

The scale model of the solar system made in the science activity, or, a cookie or something representing each month of the year (holidays, activities, ripening fruits or blooming flowers, etc.). If you have something for each month, you may wish to prepare a place mat divided into the 12 months from which to have each child choose what they would like to snack on. As each child chooses, ask if everyone is ok with that. If several children want the same item, practice negotiation/compromise skills.

5 minutes Book(s):

Read or talk about one of these books, or another similar.

A Child's Year by Joan Walsh Anglund (a Golden Book)

Caps, Hats, Socks, and Mittens by Louise Borden; easy read

Sky Tree by Thomas Locker; seasons; beautiful paintings, simple text,
art-science connections

Spring by Tanya Thayer; very simple, brief text & diagram at end

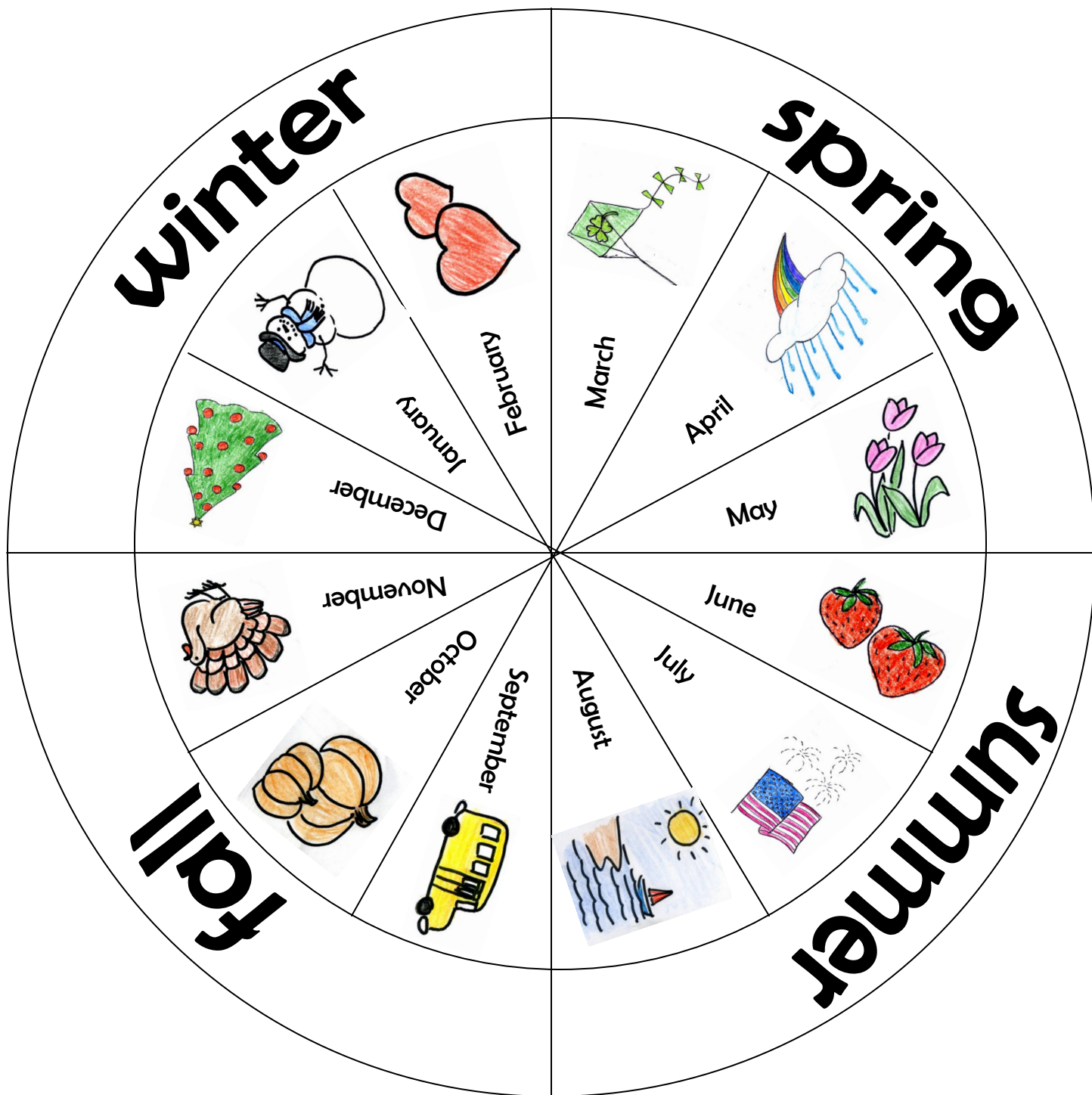
The Apple Pie Tree by Zoe Hall

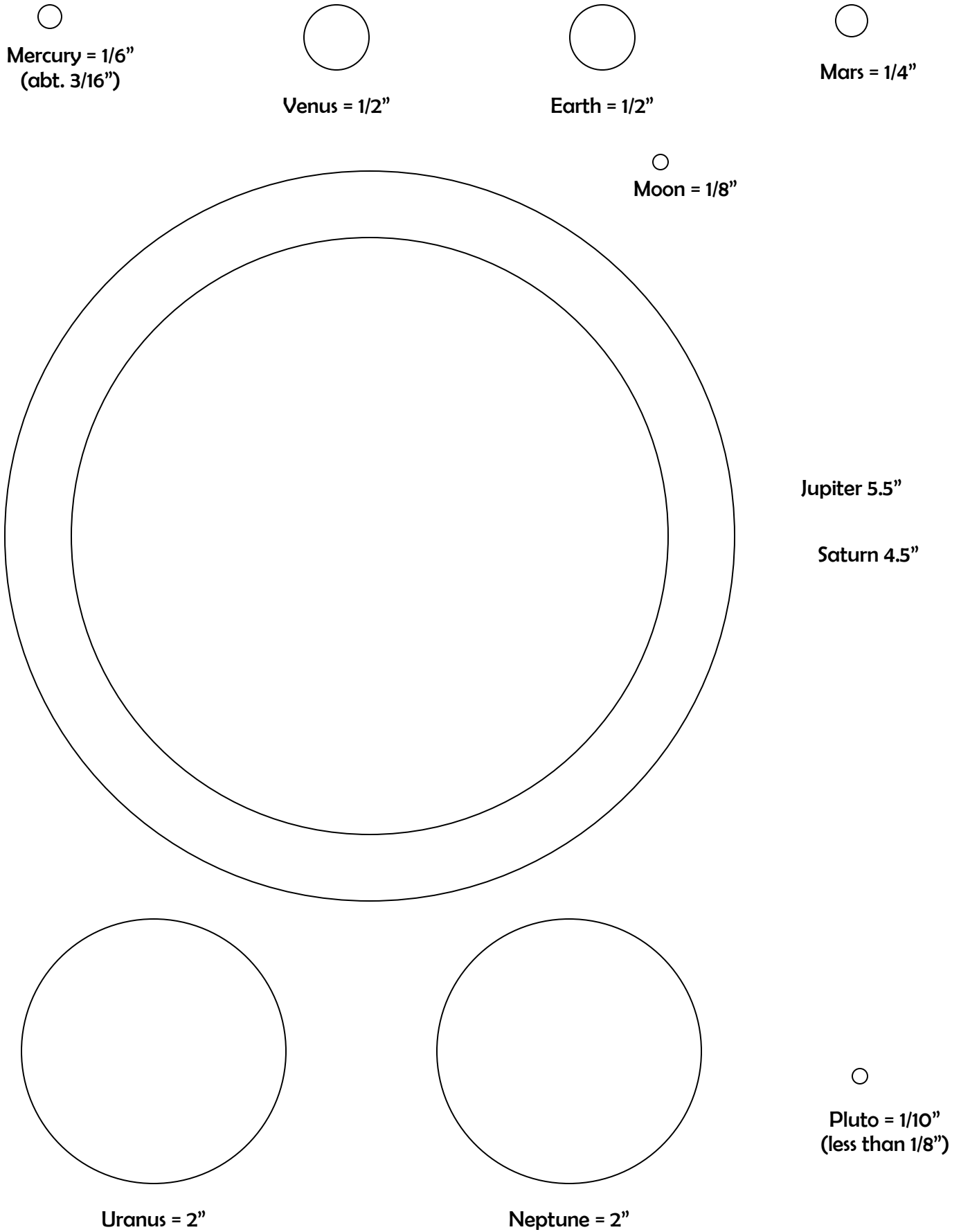
The Reasons for Seasons by Gail Gibbons; simple text, explanations

15 minutes free play

“[The sun, and moon, and stars] divide the day from the night;
and let them be for signs,
and for seasons,
and for days,
and years . . .

“And the evening and the morning were the fourth day.”





Relative diameters of our solar system—see www.nineplanets.org

sun = 4.5 feet

10 minutes Skill and play:

Ring toss or roller skates.

15 minutes roll, calendar, weather, today's schedule/topic

See lesson 1.

15 minutes Scripture story:

Re-read the Creation Days booklet thus far; review the Creation "week" chart. Optionally, review the "week" with a flannel board (see lessons 6 & 10, add continents of green felt for plants, and sun, stars, and moon figures). Anticipate/predict what will come next. What is left to be created? What else do we have on the earth, beside light and dark, air, water, land, plants, sun, moon, and stars in the sky? (If the children can't guess, What about animals and people?)

15 minutes Art:

Cut paper snowflakes. Use shape, describing, and comparing words.

5 minutes Song:

"Falling Snow" (Children's Songbook, p. 248)
Have the children brainstorm appropriate actions.

5 minutes Movement:

"Once There Was a Snowman" (Children's Songbook, p. 249)

15 minutes free play:

Use bean bags or soft balls to pretend throwing snowballs at a target (could be a picture or symbol of a snowman, such as a pillow).

Snack while reading book(s):

Apple turnovers, cider, or other apple snack.

5 minutes Book(s):

Read or talk about one of these books, or another similar.

The Seasons of Arnold's Apple Tree by Gail Gibbons

The Apple Pie Tree by Zoe Hall

An Apple Tree Through the Year by Claudia Schnieper

10 minutes Science Activity:

Sequence the apple tree story and/or

an apple tree cycle: seed, seedling, sapling, tree, fruit, seed.

Review and expand on plant parts: stem/trunk, branches, leaves, buds, flowers/blossoms, fruit, seeds.

15 minutes free play

10 minutes Math:

Count and classify symbols of the seasons, such as, flowers, leaves, fruits, snowflakes:

Use 4-6 3"x5" or 4"x6" cards or paper to glue symbols on

Date _____ **Lesson** 16

Topic: seasons

Skill: ring toss/skates

Roll, calendar, weather, today's schedule/topic

Scripture story:

Creation Days booklet re-view; Creation "week" chart review; opt. flannel board review

Art: cut paper snowflakes

Song: "Falling Snow"

Movement: "Once There Was a Snowman"

Play: pretend snowball target practice

Snack: apple snack

Book(s):

The Seasons of Arnold's Apple Tree

Science Activity:

Sequence story

Free play

Math:

Sort season symbols

Materials:

Ring toss, or skates

Creation Days booklet

Creation "week" chart

White paper, scissors

"snowballs", target

Apple snack

Book about seasons

Sequence pictures

Season symbols

Use color, shape, describing, and comparing words.

Flowers—cut flower pictures from seed catalogues, mount on a spring color

Leaves—trace leaves or leaf patterns on green, orange, yellow, and/or red paper;
cut out and mount (serrated edges can be mimicked with pinking shears)

Fruits—cut fruit pictures from seed catalogues, ads, or magazines, mount

Snowflakes—cut snowflakes from white paper and mount on blue

Deal out the cards;

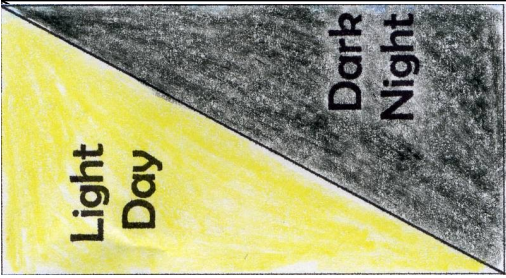
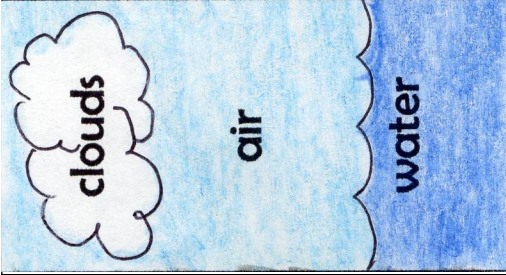
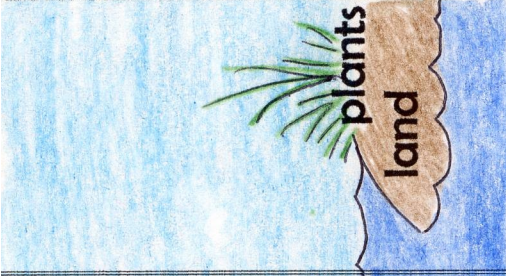
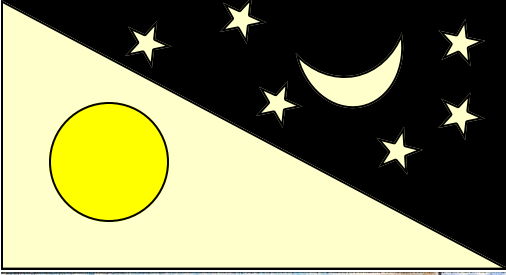
Who has a card for Spring? (Hold up flowers, green leaves)

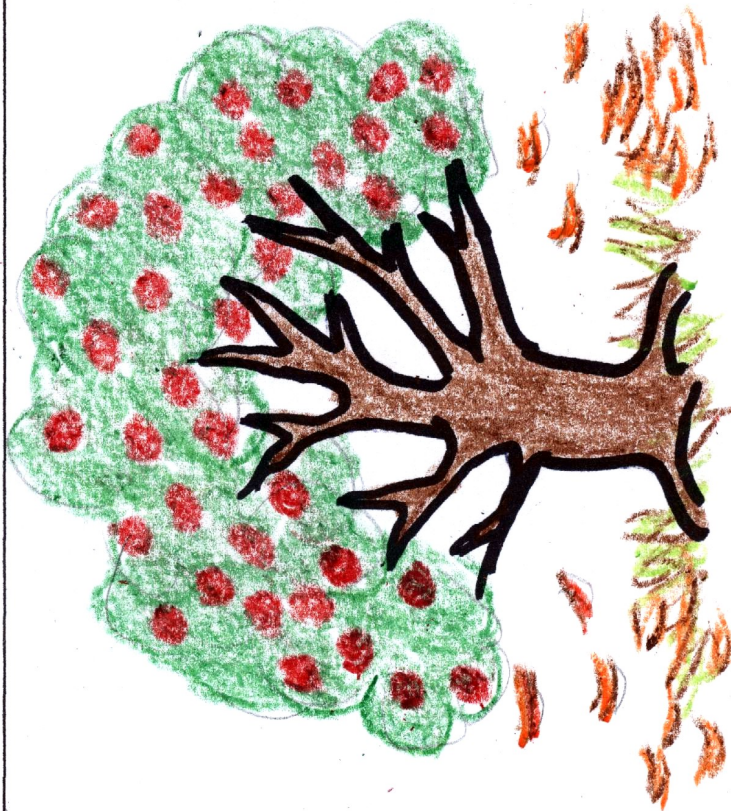
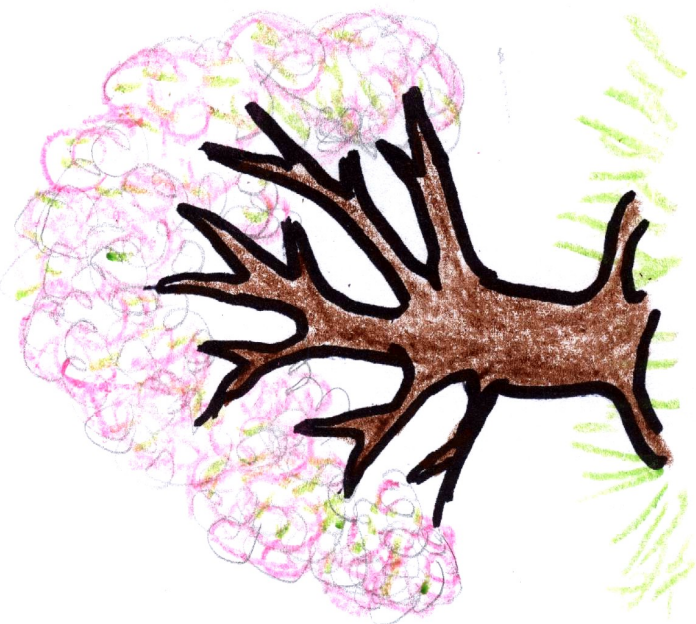
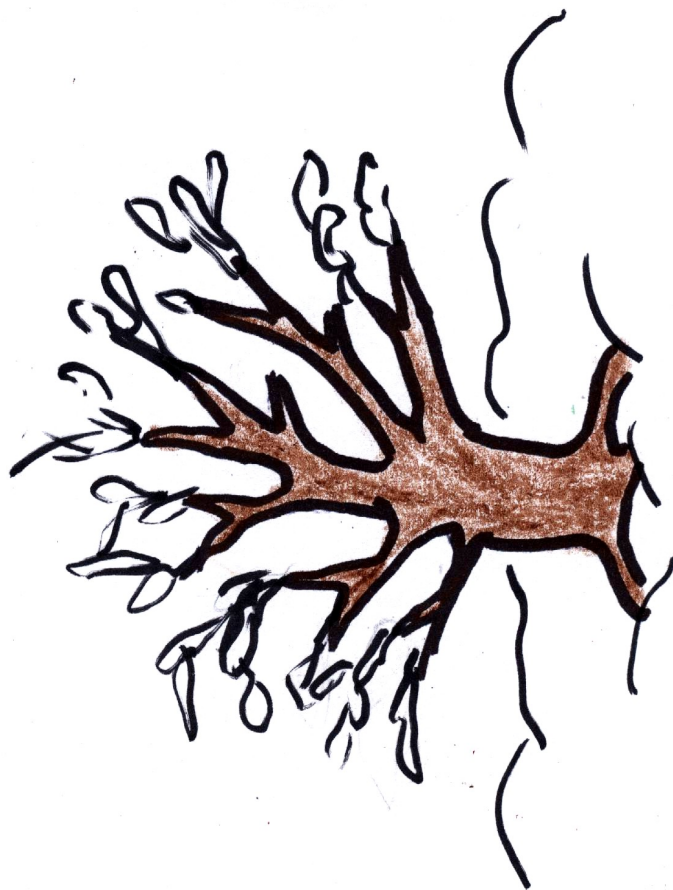
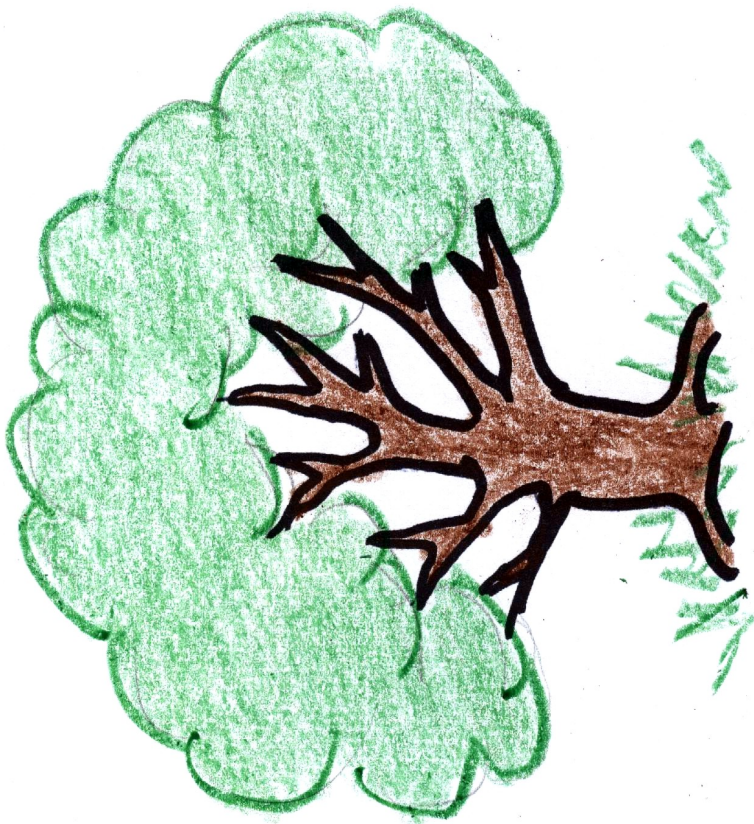
Who has a card for Summer? (flowers, green leaves, some fruits)
(some plants have different colored leaves even in summer)

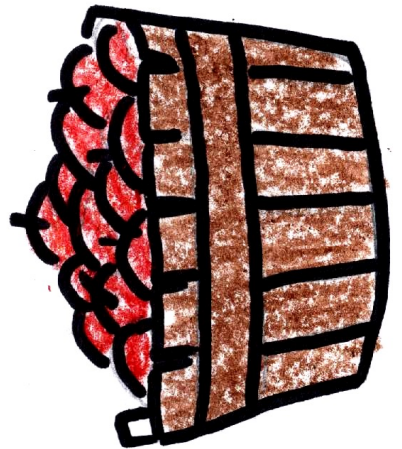
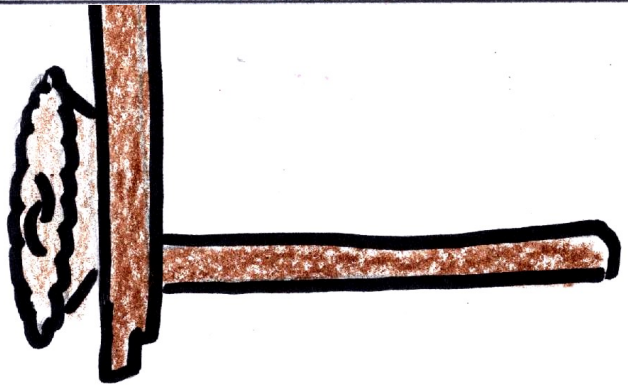
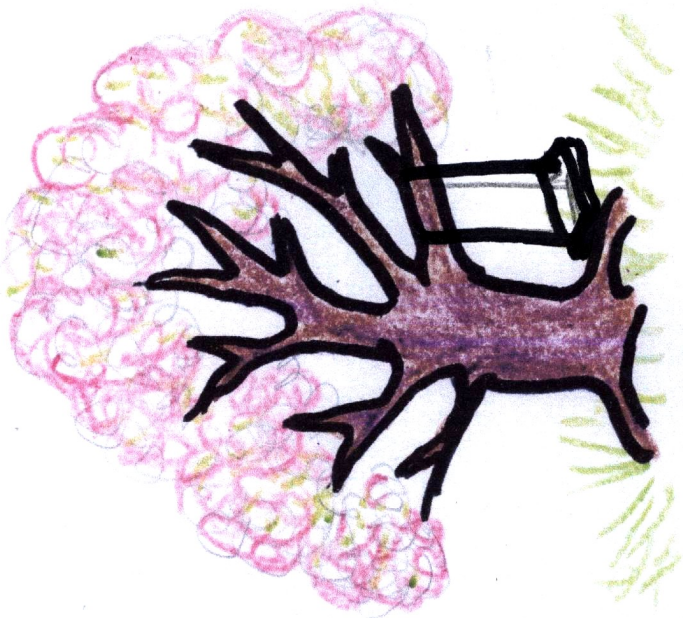
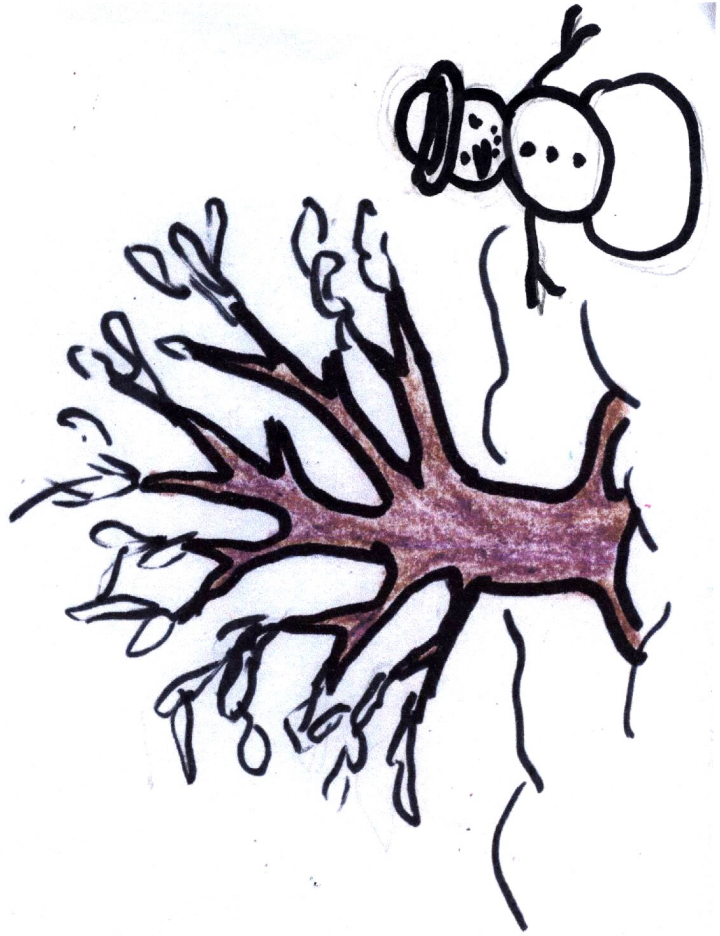
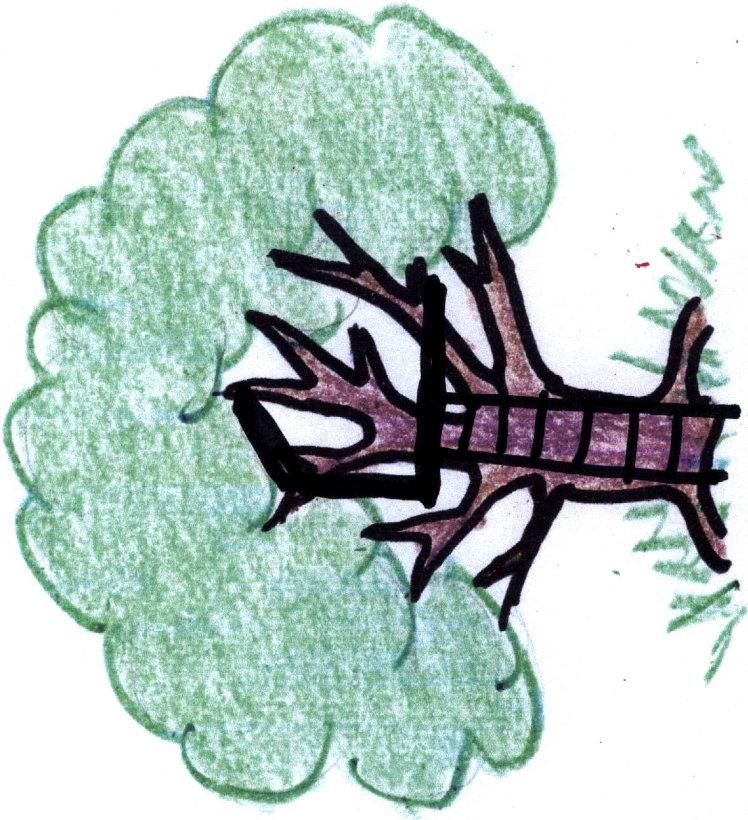
Who has a card for Fall/Autumn? (some flowers, fall leaves, fruits)

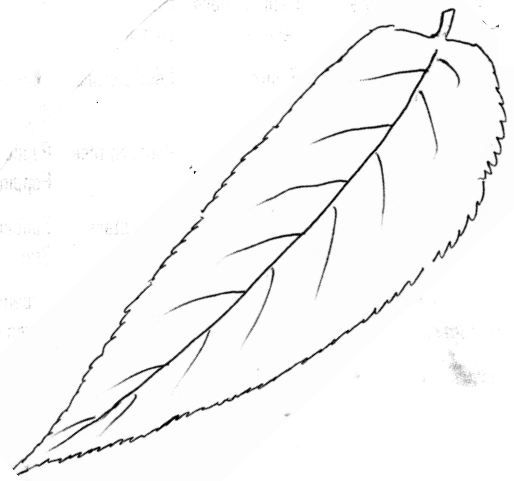
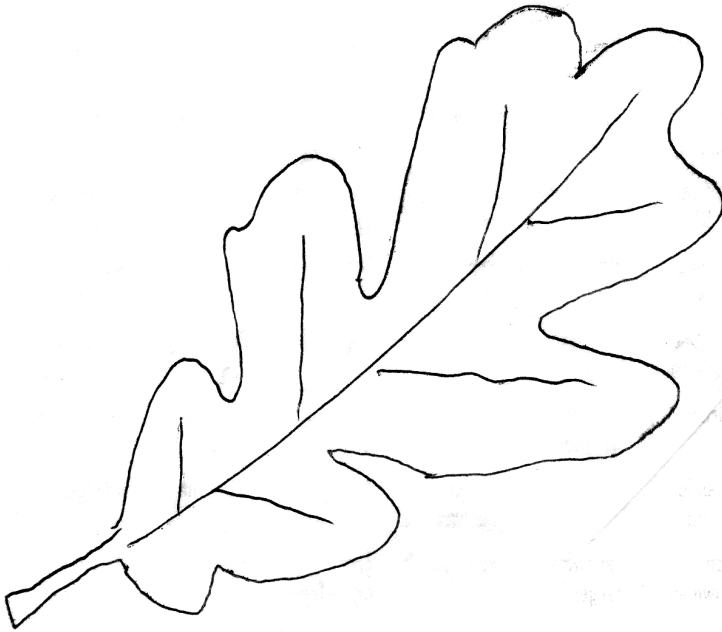
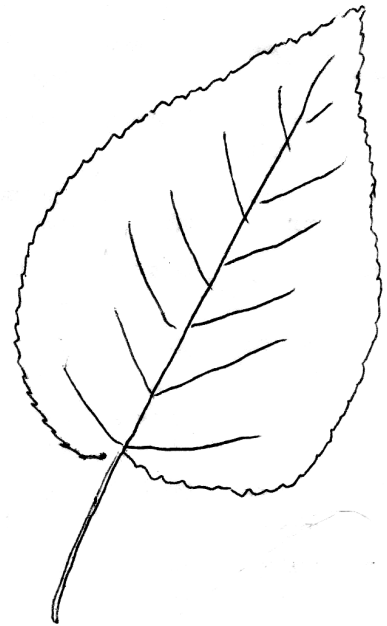
Who has a card for Winter? (snowflakes
—sometimes we even get a few snowflakes in fall or spring!)

Creation

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
 <p>Light Day</p> <p>Dark Night</p>	 <p>clouds</p> <p>air</p> <p>water</p>	 <p>plants</p> <p>land</p>	 <p>Sun</p> <p>Moon</p> <p>Stars</p>			







Describing and comparing—

- skinny/narrow/thin, fatter/wider/thicker
- lobed, toothed
- smooth edges, jagged or serrated edges
- longer, shorter
- smaller, similar, larger
- veins
- stems
- pointed, rounded
- symmetrical (same on each side: sides would match if folded in the center)