

**10 minutes Skill and play:**

By turns, have the children pull a picture of a common animal out of a bag, then act like that animal, for the other children to guess which animal it is.

Alternates depending on the abilities of the children:

1. Act out the animal with sounds, or without sounds
2. Some children are not sufficiently mature to understand not to say the name of the animal they have chosen—that's fine, just let them act out the animal, or have all the children act out each animal as each child has a turn to draw from the bag.

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

See lesson 1.

**15 minutes Scripture story:**

Gen. 1:24-25 creation of the animals

"And God said, Let the earth bring forth the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind: and it was so.

"And God made the beast of the earth after his kind, and cattle after their kind, and every thing that creepeth upon the earth after his kind: and God saw that it was good."

**15 minutes Art:**

Make page 15 of the Creation Days booklet by having the children paste pictures of animals on the page (yellow or white, or another color as desired) with preprinted words, to make a collage. (Have lots of pictures of animals precut from magazines, ads, brochures, etc.)

**5 minutes Song:**

"There Was An Old Lady Who Swallowed a Fly"

There is more than one picture book published of this song.

**5 minutes Movement:**

Have the children form a circle and as you read the book Can You? by Susan Ternyey, have them do the actions in a circle. (The book is essentially an invitation to act like various animals, hop like a bunny, etc.—you can make up something similar, by saying, "I can trot like a horse, can you? I can jump like a grasshopper, can you?)

**15 minutes free play:**

"Watch out for alligators!" Pretend that the floor is alligator infested water (option, have one child be the alligator, and if able to tag other children, they also become alligators). Have pillows, folded blankets etc. for the children to try to avoid stepping on the floor (or being tagged by the alligators).

**Snack while reading book(s):**

Teddy grahams.

**Date** \_\_\_\_\_ **Lesson21**

**Topic:** animals

**Skill:** animal charades

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

**Scripture story:**

Animals

Genesis 1:24-25

(Page 15 of booklet)

**Art:** animal collage

**Song:** "There was an old lady who swallowed a fly"

**Movement:** Can You?

**Play:**

Watch out for alligators!

**Snack:** teddy grahams

**Book(s):**

Tender Moments

**Math:** Family patterns

**Science Activity:**

Compare body parts  
(animal cards)

**Free play** opt. Animal card concentration, etc.

**Materials:**

Bag & animals for charades

Animal pictures for collage

Creation Days page 15

There Was an Old Lady Who Swallowed a Fly

Can You? By Susan Ternyey

Pillows, blankets or similar

Teddy grahams

Book about animals

Animal family cards

Animal cards for science

### **5 minutes Book(s):**

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

Tender Moments in the Wild: animals and their babies;

big, gorgeous photos, very simple text

Animals Grow and Change by Bobbie Kalman; simple text, good photos, life cycles

Eyes and Ears by Mark J. Rauzon; comparing animal attributes

Teeth by Sneed B. Collard III; comparing animal attributes

The ABCs of Animals by Bobbie Kalman

### **10 minutes Math:**

Family Patterns:

Cut apart the animal family cards. Place 2-3 family sets in a pattern, such as  
momma, daddy, baby, momma, daddy, baby, . . .

Have the children predict and continue the pattern (be sure to use the names of the male, female, and baby of each kind of animal)

### **10 minutes Science Activity:**

Spread a variety of animal cards/pictures out on the table.

Which animals have . . .

hooves

paws

claws

fur or hair

tails

horns or antlers

more than 4 legs

big teeth that poke out of their mouths

Which animals . . .

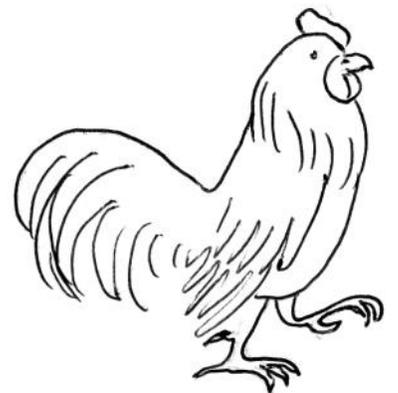
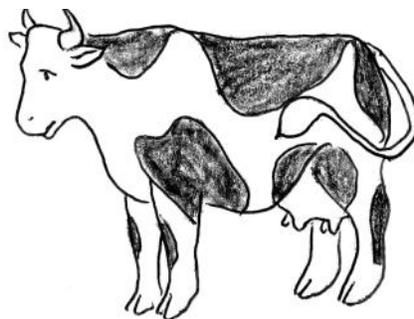
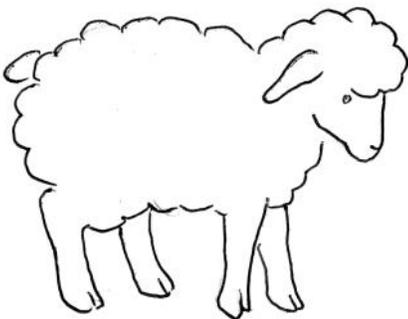
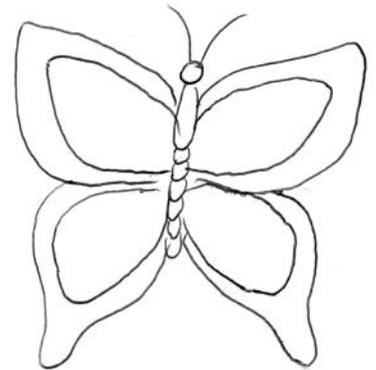
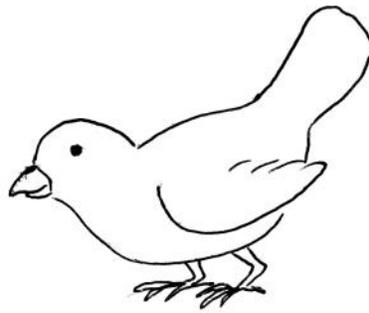
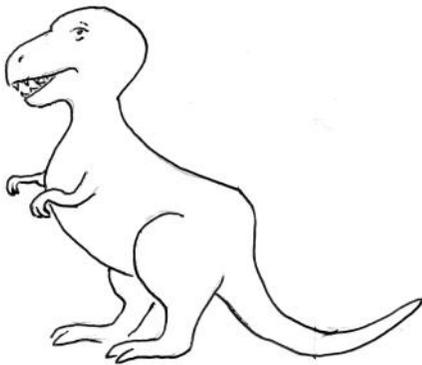
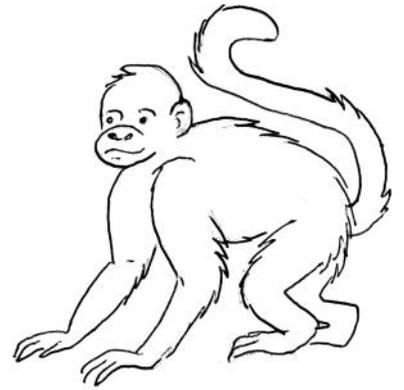
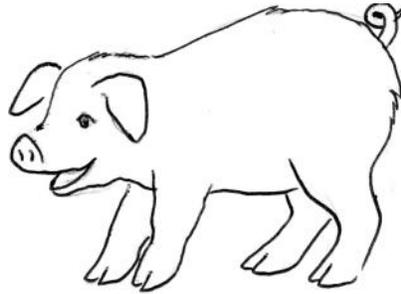
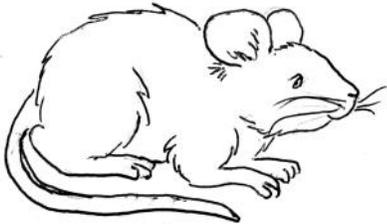
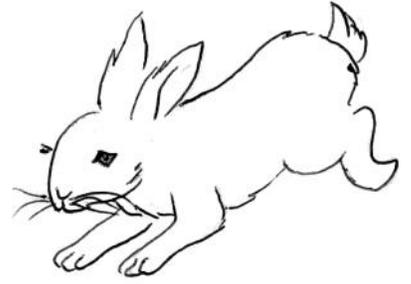
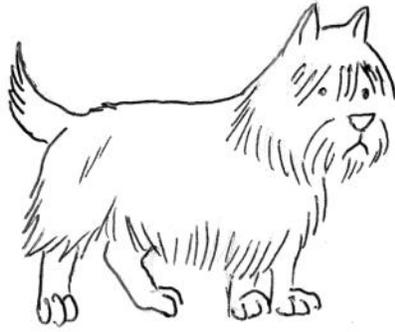
swim

hop

fly, or have wings

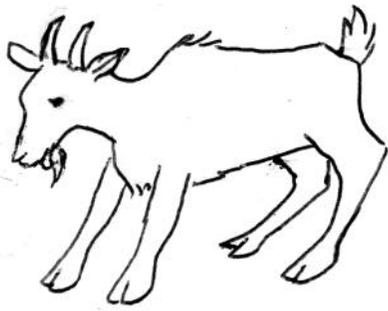
### **15 minutes free play:**

Optional: some children really enjoy card games, such as Concentration (“Where’s My Buddy?”), or another. Commercial animal cards are available; if you use the animal cards following, either print them on card stock and laminate, or mount them on construction paper and laminate. If the commercial cards have the names of the animals on the back, it’s good practice for the children to match the words, or even beginning letters of the names of the animals.

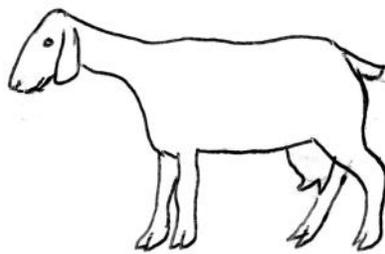


**“And God made the beast of the earth after his kind,  
and cattle after their kind,  
and every thing that creepeth upon the earth after his kind:  
and God saw that it was good.”**

(Collage of animals)



billy



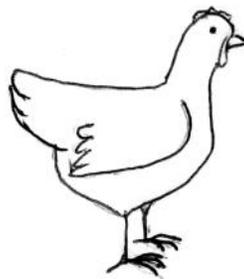
nanny



kid



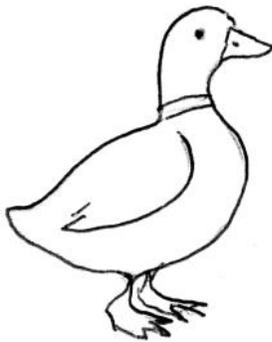
rooster



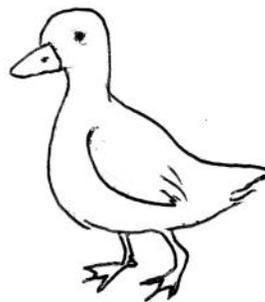
hen



chick



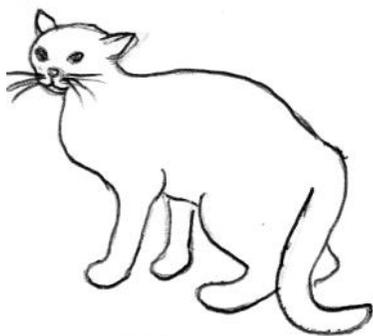
drake



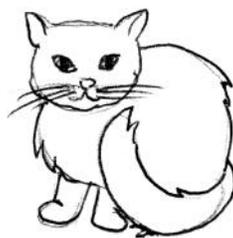
duck



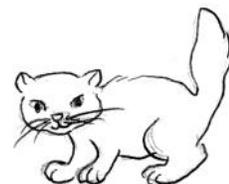
duckling



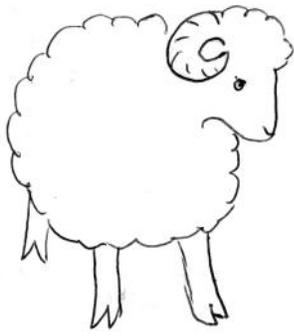
tom



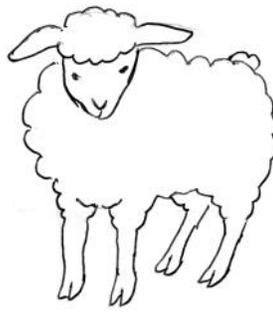
queen



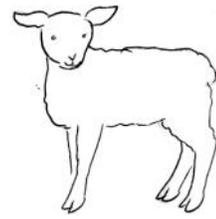
kitten



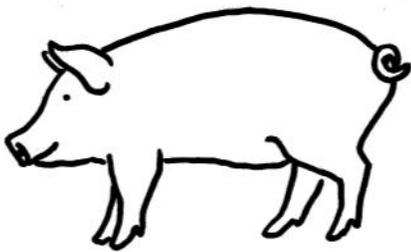
ram



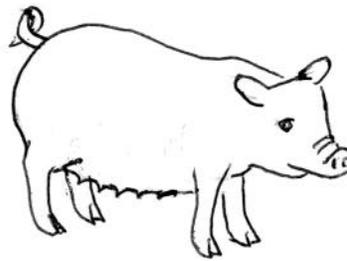
ewe



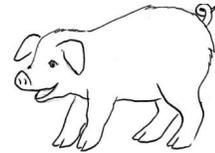
lamb



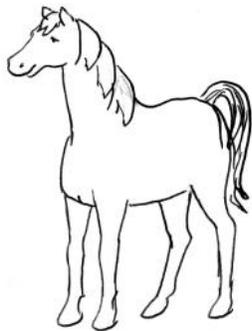
boar



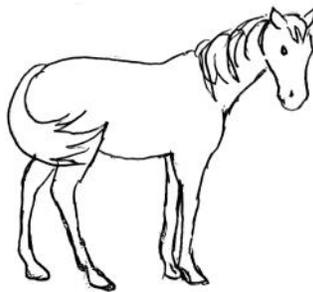
sow



piglet



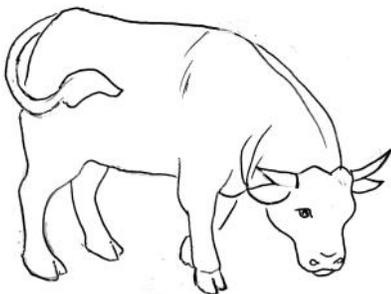
stallion



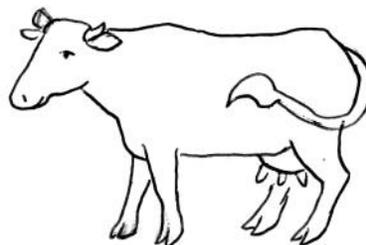
mare



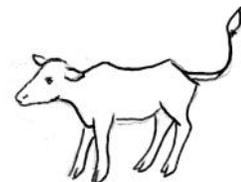
foal



bull



cow



calf

**10 minutes Skill and play:**

Children march, hop, slither, etc. 2 by 2 into the “ark”. Children may choose which animals they would like to be (not the same as another pair), and then imitate that animal pair boarding the ark (the couch or a box or a blanket on the floor), or children may draw from a bag/hat the animal charades (lesson 21) cards and similarly board the ark.

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

See lesson 1.

**15 minutes Scripture story:**

Review the days of creation chart.

**5 minutes Song:**

“Old MacDonald”

There is more than one picture book of this song.

**15 minutes Art:**

Charlie the Chimp likes to imitate and dress like his friends. He has found clothes with stripes and spots like his friends. You help him choose what to wear. You can design a set of clothes for him yourself, with stripes and spots, if you would like to. (There are 2 options for Charlie—with or without briefs). Alternatively, various striped and dotted/spotted fabrics could be available for the children to choose from (use paper clothes for patterns to cut out).

**5 minutes Movement:**

Play “Hare and Tortoise” like “Red Light, Green Light”. When the leader holds up the hare, go fast. When the leader holds up the tortoise, go slow. (A sign with the hare on one side and the tortoise on the other is easier for the children than 2 signs). Optionally the teacher may read the story of the hare and tortoise before playing.

**15 minutes free play:**

Children may try on and play with different animal masks or costumes.

**Snack while reading book(s):**

Animal crackers.

**5 minutes Book(s):**

Get out the “A” World Book encyclopedia. Look up “animal”. Browse through the article/pictures. Look more carefully at the different habitats/ecosystems where animals live—deserts, arctic, jungle, etc. It’s valuable to have children exposed to and interested in encyclopedias. However, another book about animal homes or habitats would do, such as—

Animals at Home by David Lock; level reader

In My Backyard by Valerie Giogas; counting, animals

Where Do You Live? by Susan Ternyey

Footprints in the Snow by Cynthia Benjamin; excellent level 1 reader, illustrations; animal homes

**Date** \_\_\_\_\_ **Lesson22**

**Topic:** animals, habitats

**Skill:** Load up the Ark!

**Roll, calendar, weather, today’s schedule/topic**

**Scripture story:**

Creation “Week” review

**Song:** “Old MacDonald”

**Art:**

Charlie Chimp dress-up

**Movement:**

Hare and Tortoise race

**Play:**

Animal masks/costumes

**Snack:** animal crackers

**Book(s):**

World Book “Animals”

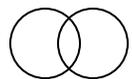
**Science Activity:**

At the zoo (habitats)

**Free play**

**Math:**

Venn diagram



**Materials:**

Charade animal pictures?

Days of creation chart

“Old MacDonald” book

Charlie the Chimp & clothes

Hare & tortoise sign

Animal masks/costumes

World Book “A”, “animals”

Animal crackers

Habitat pictures

2 colors of cellophane

Marker to write on

Cellophane

2 animal pictures/toys to compare

**10 minutes Science Activity:**

Play “At the Zoo”. Set out the different habitat pictures, including the farm. Tell the children that this is the zoo, including a petting farm/zoo. Deal out animal cards to the children, and have them take turns putting each animal in the habitat where it would be found. Notice that some, like spiders, would be found in almost all of the habitats. For more advanced children, they could tell what food the zoo keepers would give each animal.

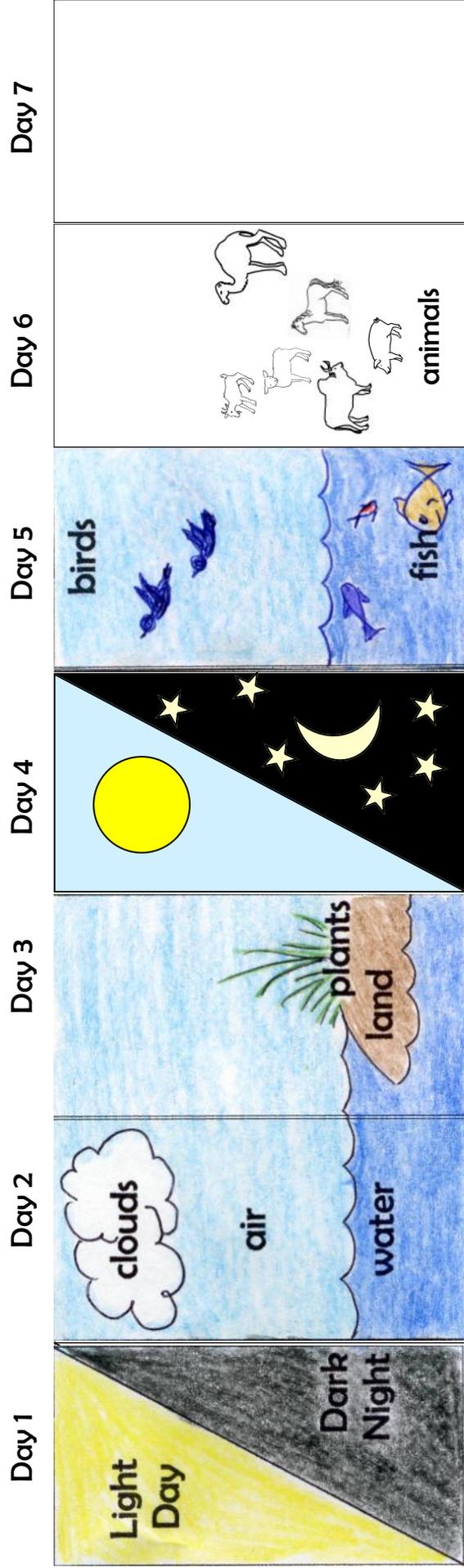
**15 minutes free play:**

Optional animal card game, or animal figures and ark/boat.

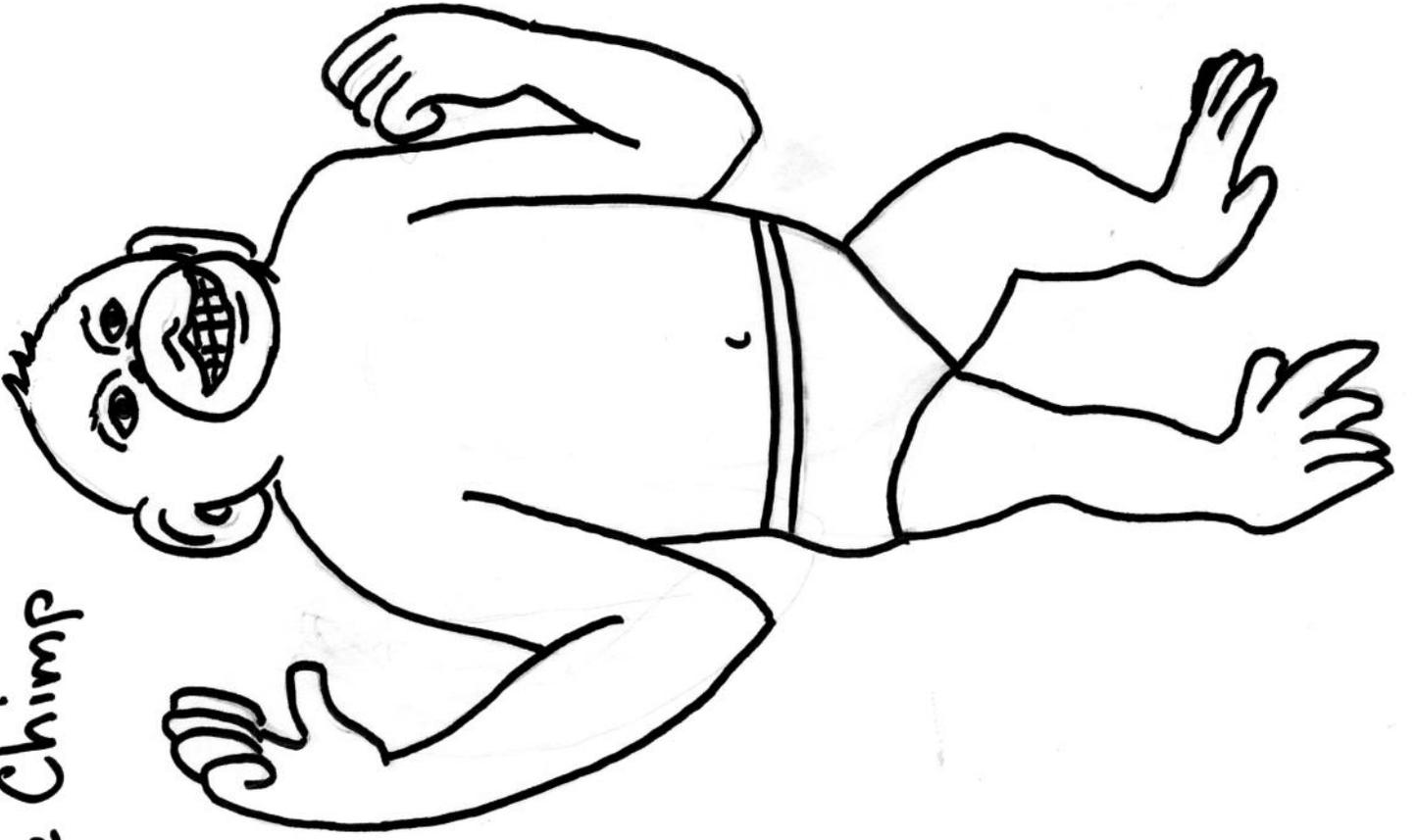
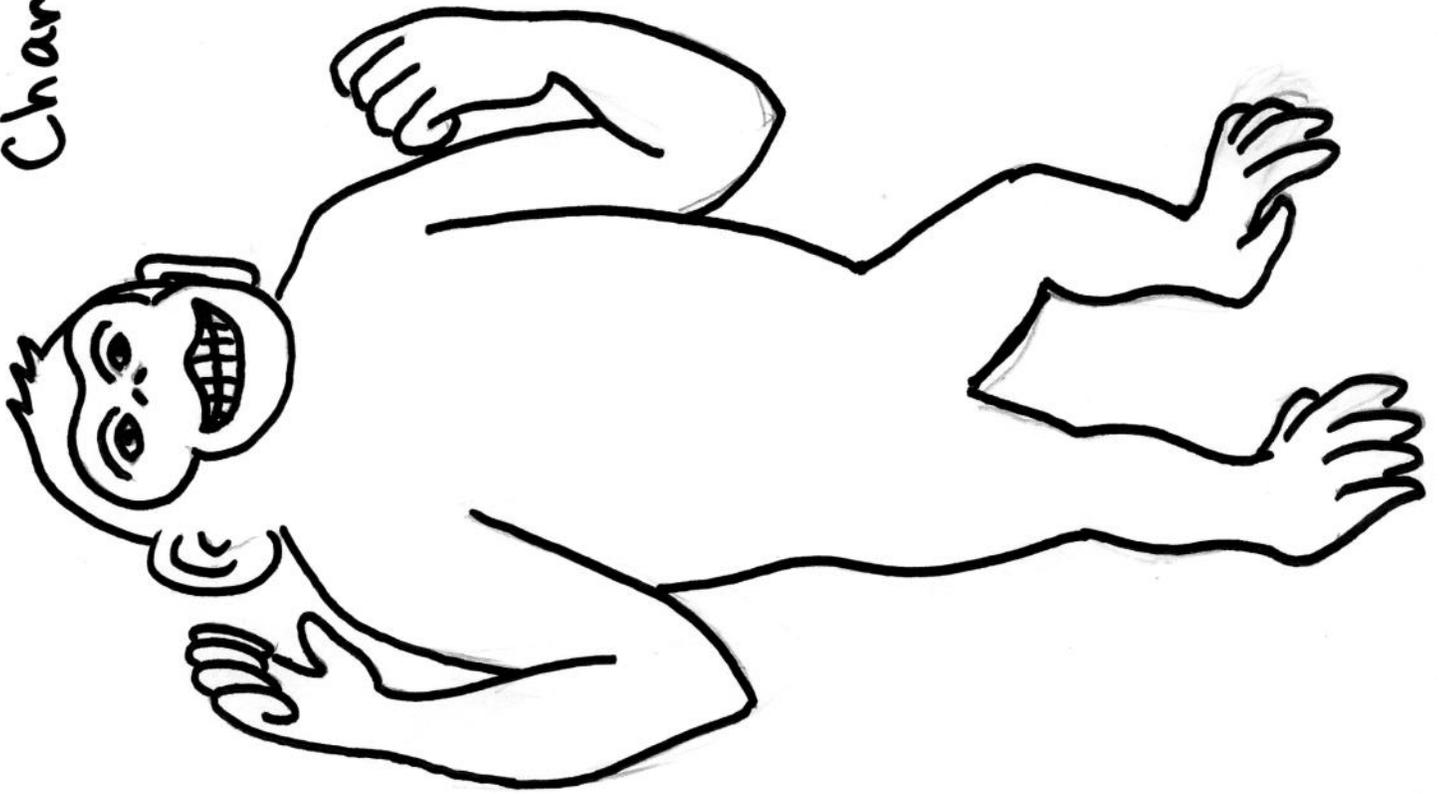
**10 minutes Math:**

Use a circle of one color cellophane for one animal, and a circle of another color cellophane (or similar) for another animal to compare/contrast the two animals in a Venn diagram. (Make sure to point out that the parts of the circles that overlap are how the two animals are alike; and the parts of the circles that don't overlap are the ways the animals are different from one another). Children are familiar with dogs and cats, but will find it challenging to explain the differences. Additionally, for non-readers it is valuable to use pictures (draw paws, sharp teeth, eyes, etc.) or objects (fake fur, dog mask, cat mask) to show the animal characteristics, and this may pose some difficulties. Also, there are so many varieties of cats and dogs, it would be best to work from a picture or stuffed animal of each (to compare individuals). It may be simpler to compare fish and birds or other common pets.

# Creation



Charlie the Chimp

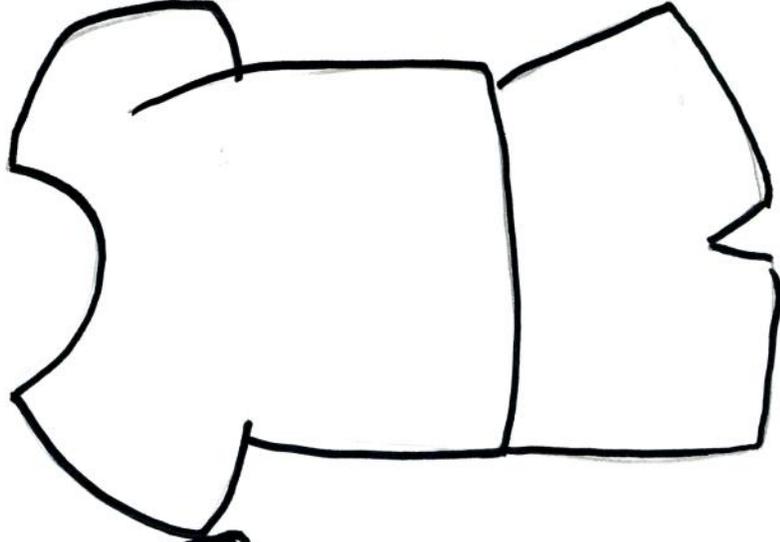


# Stripes + Spots

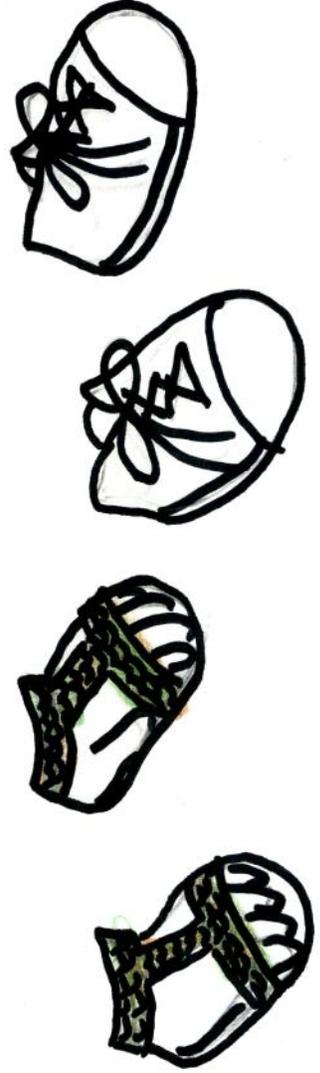
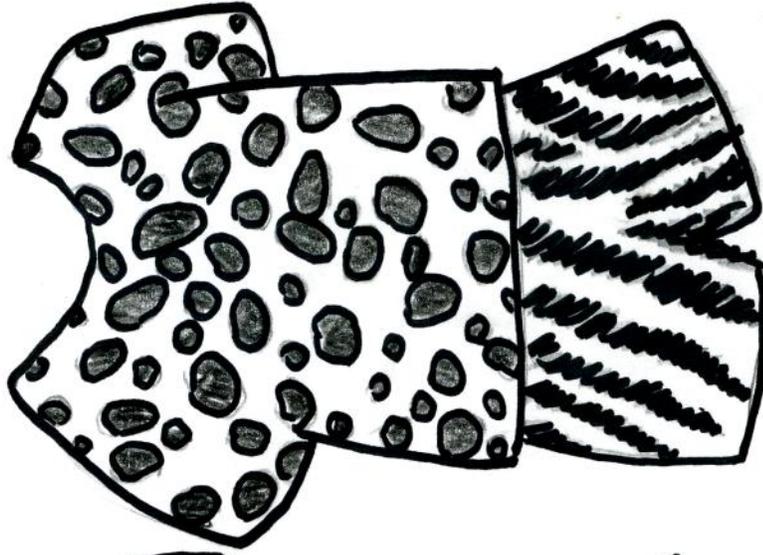
tiger  
giraffe  
alligator

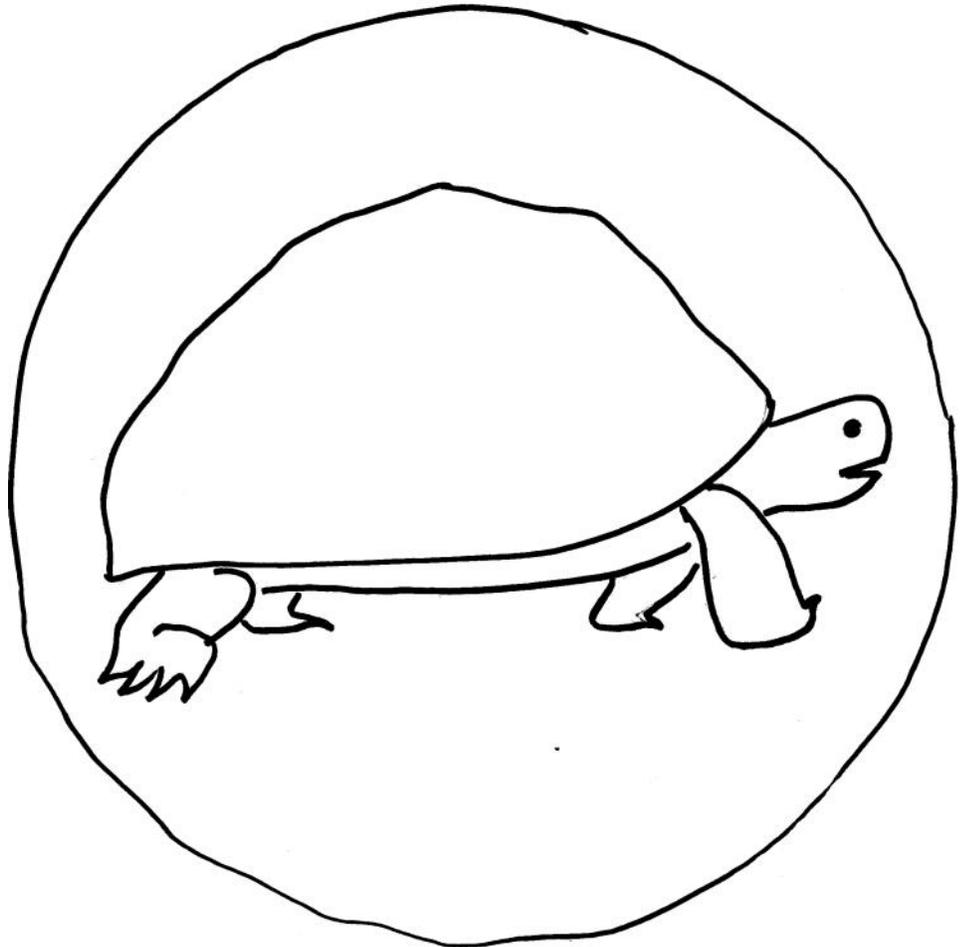
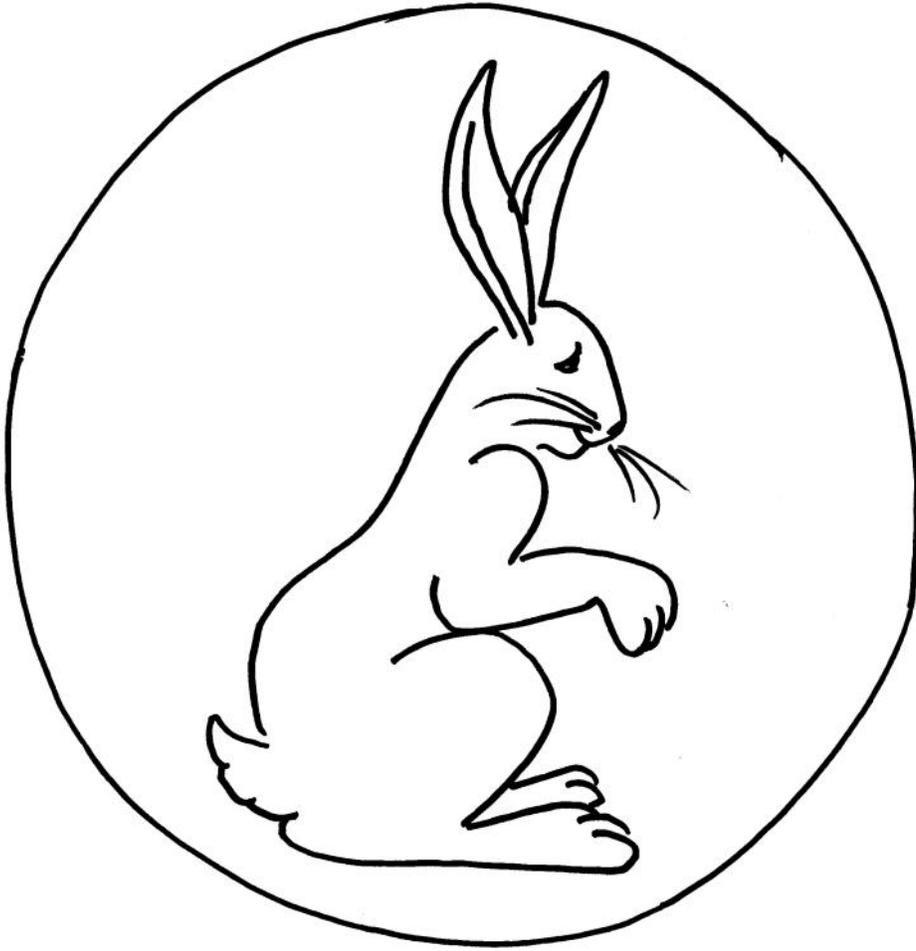


you design



dalmation  
zebra  
snake







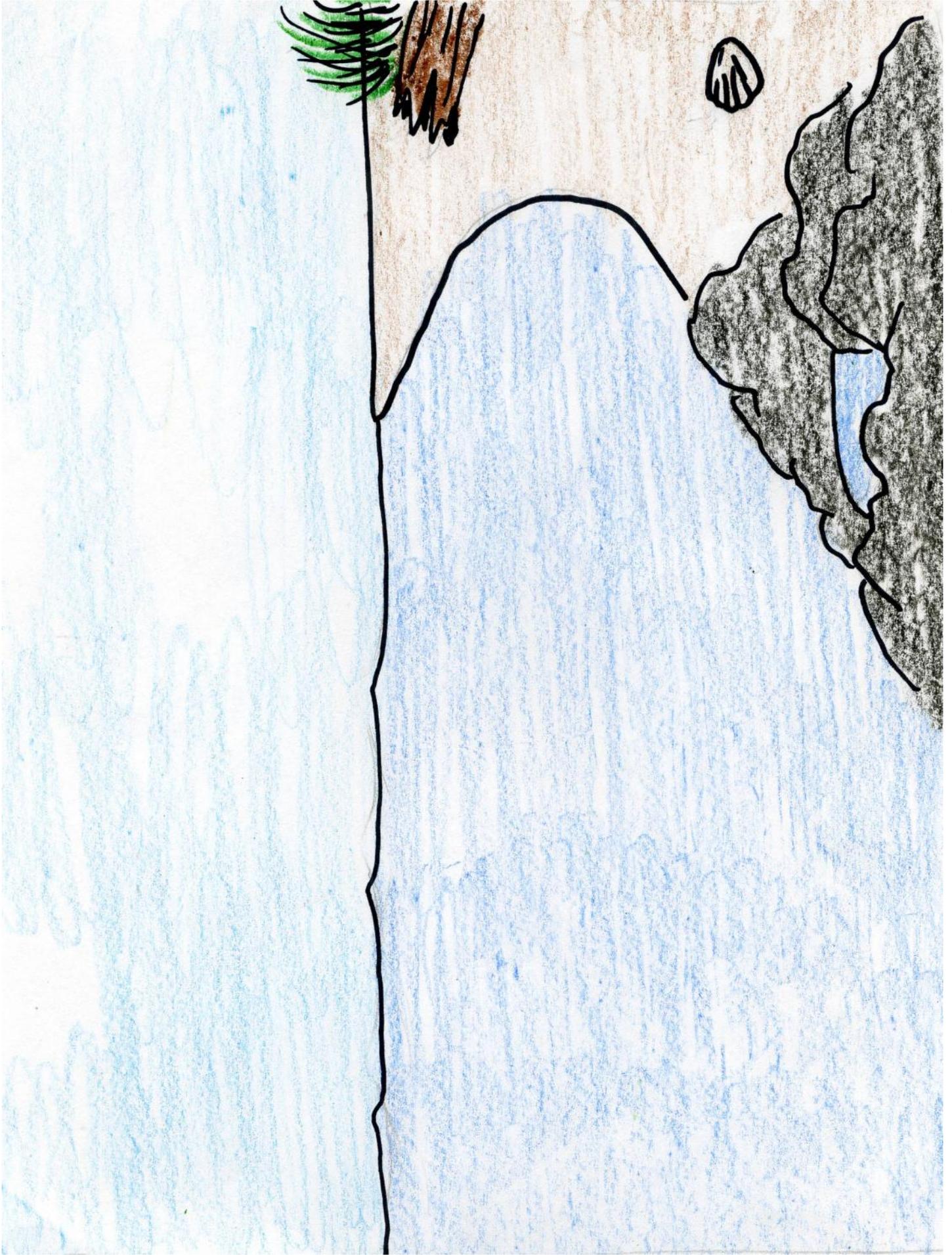
Arctic tundra



Antarctic



mountains



shore

sea



desert



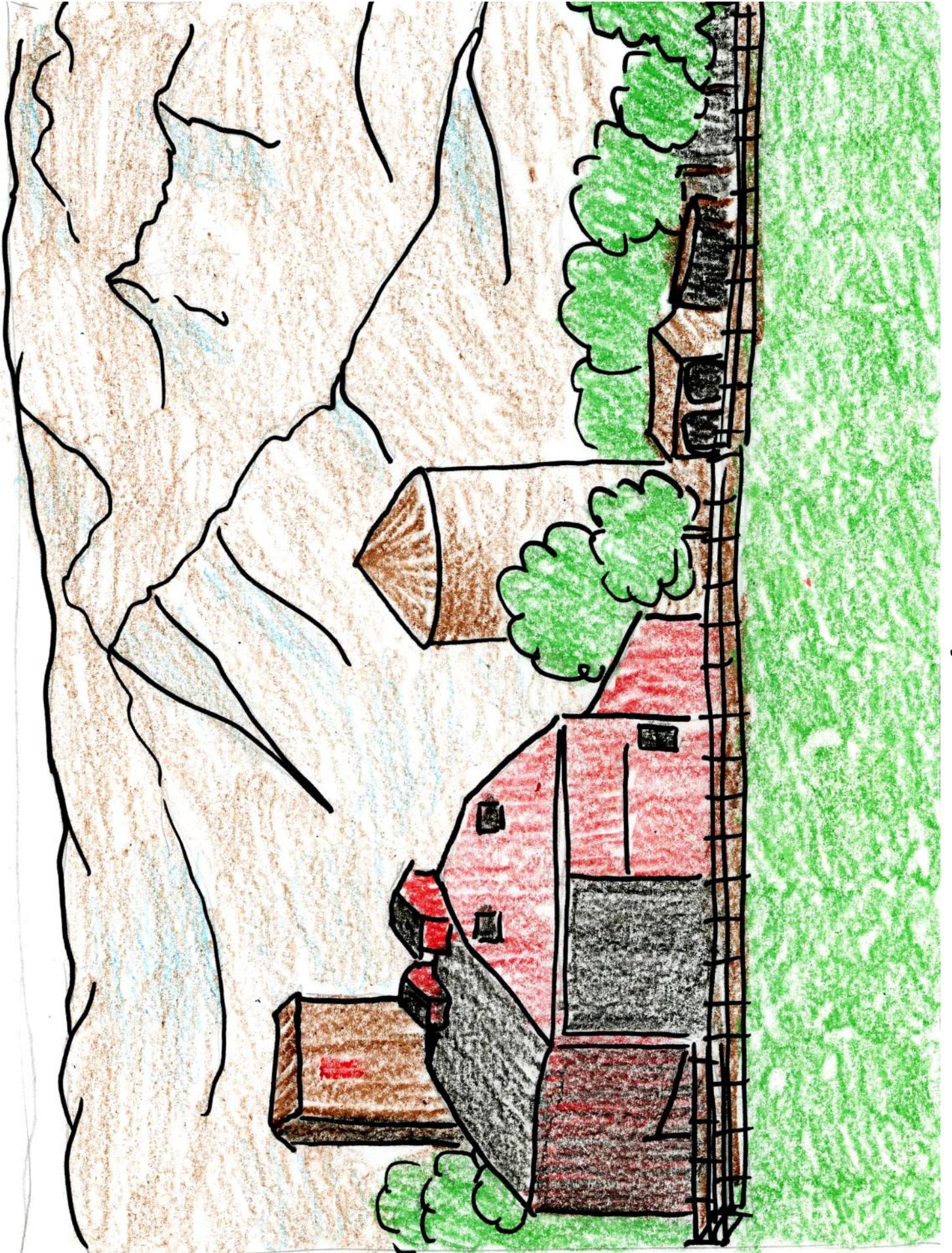
savannah



forest



jungle



farm

**10 minutes Skill and play:**

Give the children 1 point per pound for the groceries they can carry.  
 Margarine—1 lb each  
 Various 16 oz cans or bottles—1 lb each  
 Powdered or brown sugar—2 lbs  
 Bags of potatoes, onions, carrots could be 2, 3, 5, or 10 lbs.  
 Flour and sugar can be 5 or 10 lbs.  
 A gallon of milk would be 8 lbs.? (“a pint’s a pound . . .?”)  
 And so forth.

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

See lesson 1.

**15 minutes Scripture story:**

Gen. 1:26-28, 31

“And God said, Let us make man in our image, after our likeness: and let them have dominion [be in charge] over the fish of the sea, and over the fowl [birds] of the air, and over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth.

“So God created man in his own image, in the image of God created he him; male and female created he them.

“And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it [learn how to use the earth to have a better life]: and have dominion [be in charge] over the fish of the sea, and over the fowl [birds] of the air, and over every living thing that moveth upon the earth. . .

“And God saw every thing that he had made, and, behold, it was very good. And the evening and the morning were the sixth day.”

Make cardboard/cardstock patterns of the male and female figures for the children to trace onto a preprinted page 16 (print it on yellow, white, or another color, as desired). The children may wish to add facial features and color clothing.

**5 minutes Song:**

“I am a Child of God” (Children’s Songbook, pp. 2-3)

Sign Language (ASL) actions, see

<http://www.lds.org/cm/display/0,17631,7231-1,00.html>

And scroll down to “I am a Child of God”

**15 minutes Art:**

Mark the center line of a piece of paper. Paint only one side, then fold it over so that it makes a mirror image.

**5 minutes Movement:**

“Hinges” Children’s Songbook p. 277

**15 minutes free play:**

Put on some danceable music or a dance video for the children.

**Date** \_\_\_\_\_ **Lesson23**

**Topic:** people

**Skill:** lifting loads

**Roll, calendar, weather, today’s schedule/topic**

**Scripture story:**

People

Genesis 1:26-28, 31

Page 16 of booklet

**Song:** “I am a child of God”

**Art:** paint and fold

**Movement:** “Hinges”

**Play:** music & dance

**Snack:** boy & girl cookies

**Book(s):**

The Gingerbread Man

**Science Activity:**

Put a body together

**Math:** symmetry

**Free play**

**Materials:**

Various groceries of known weights

Creation Days booklet p. 16

Cardboard male & female

Pencils, crayons

ASL “I am a Child of God”

(learn or sing w/video)

Paper, paints, aprons

Dance music or video

Boy and girl sugar cookies

The Gingerbread Man

Set of body parts for each

Symmetry page

Mirror

Opt. play money, store setup

**Snack while reading book(s):**

Boy and girl sugar cookies.

**5 minutes Book(s):**

The Gingerbread Man (more than one version available)

**10 minutes Science Activity:**

Cut out a set of body parts for each child ahead of time. Help the children glue the parts together on a sheet of colored paper.

**10 minutes Math:**

Symmetry—put a mirror next to the symmetry figures to show how the mirror completes the figures. Optional: make a copy of the page for each child to finish drawing the figures. Look for/talk about things that have symmetry (are the same on both sides).

**15 minutes free play:**

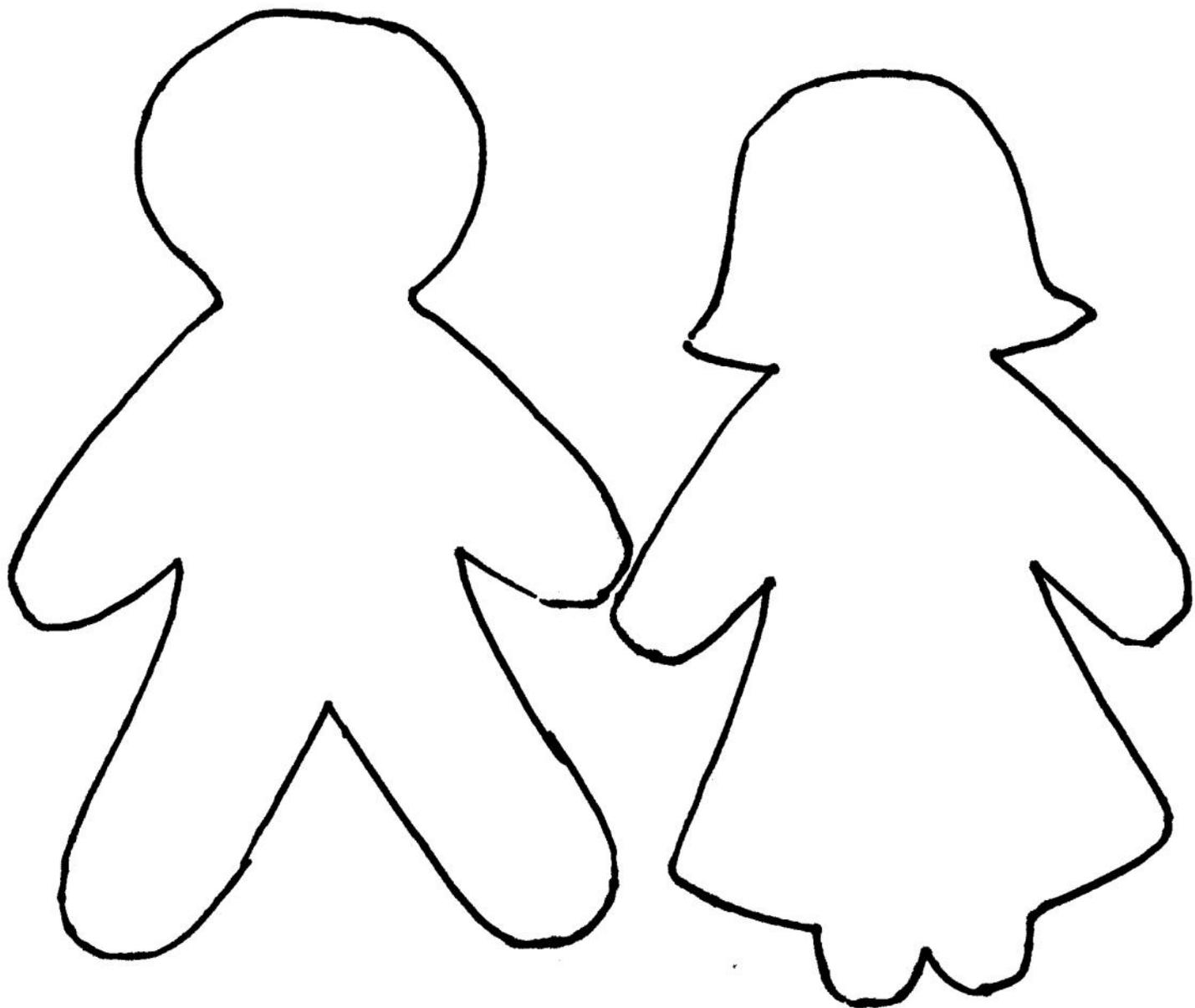
The children may enjoy playing store with the groceries they lifted earlier. Give them some play money to start out with, and they can earn more by carrying the groceries “home” and “putting them away” (\$1 per pound). With this they can return and buy more at the store. They may eventually want to expand to buy other things than groceries.

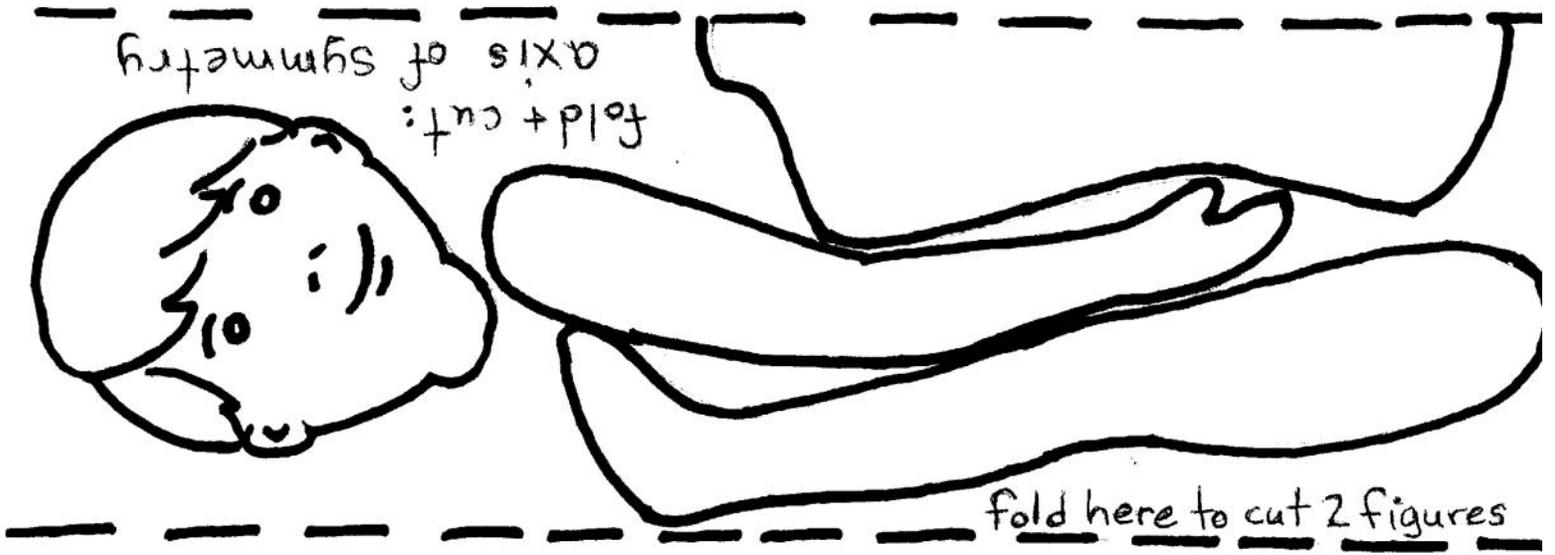
“And God said, Let us make man in our image, after our likeness:  
and let them have dominion [be in charge]  
over the fish of the sea, and over the fowl [birds] of the air,  
and over the cattle, and over all the earth,  
and over every creeping thing that creepeth upon the earth.

“So God created man in his own image,  
in the image of God created he him;  
male and female created he them.

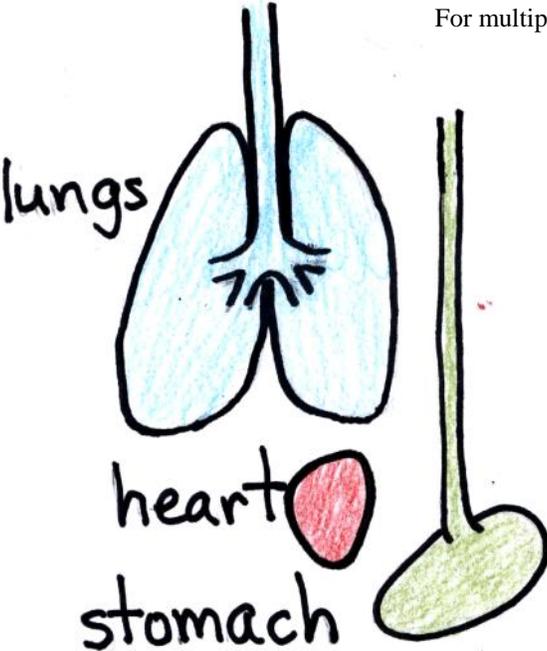
“And God blessed them . . .

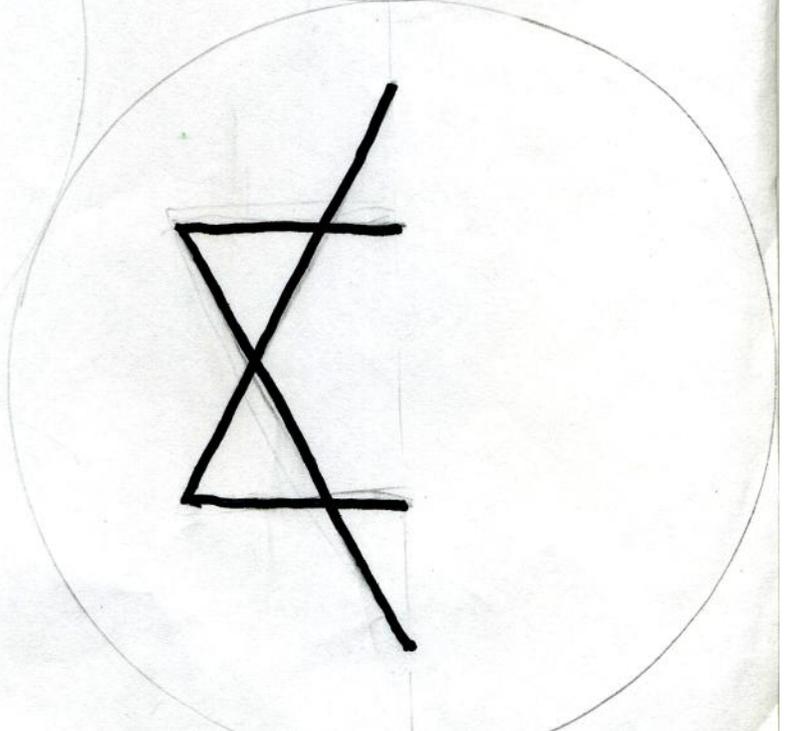
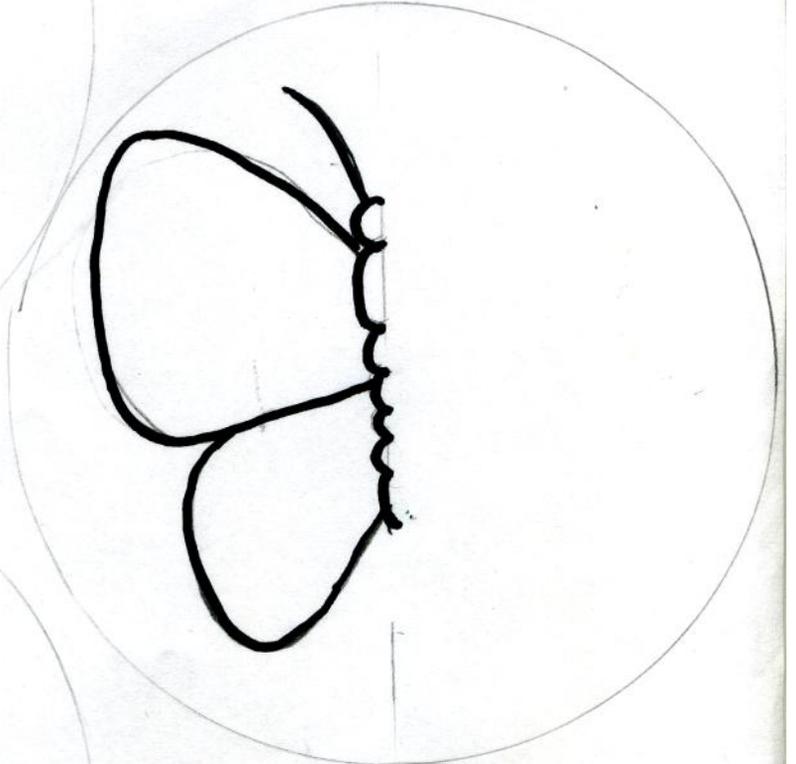
“And God saw every thing that he had made,  
and, behold, it was very good.  
And the evening and the morning was the sixth day.”





For multiple copies, fold paper on lines and cut all at once.





**10 minutes Skill and play:**

Toy tools.

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

See lesson 1.

**15 minutes Scripture story:**

Re-read the Creation Days booklet thus far.

**5 minutes Song:**

"I Have Two Little Hands" (Children's Songbook, p. 272, or, "My Hands" p. 273; "I Have Two Ears" p. 269; "We Are Different" p. 263)

Improvise actions.

**15 minutes Art:**

Cover the entire table with butcher paper, and give each child an area and a paper plate with small amounts of different colors of paint to freely express themselves visually. Optional, watch the beginning of "Curious George" to help children get an idea of painting with their hands.

**5 minutes Movement:**

Hand, Hand, Fingers, Thumb by Al Perkins;

a fun rhythmic action book—tap the table in rhythm, patterns

**15 minutes free play:**

If you don't happen to have a teeter totter, you may be able to rig one with a board and something to use as a fulcrum; a swing is harder to rig if you don't happen to have one. Another option might be to rig a tetherball, but only one can use it at a time. The children may take turns giving each other rides in a wagon . . . Roller skates, bikes, skateboards, . . . Any tools/equipment people have invented to have fun.

**Snack while reading book(s):**

Hand & foot shaped sandwiches.

**5 minutes Book(s):**

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

Hands Are Not For Hitting by Martine Agassi;

very simple with nice illustrations

(various books about feelings, human needs)

**10 minutes Science Activity:**

Show the children how, and help them make their fingerprints; use a lens/magnifying glass to look at and compare them. Talk about how each person is different/unique, and that's more interesting!

**15 minutes free play**

**10 minutes Math:**

Count how many fingers on one hand, 2 hands, 2 hands and one foot, 2 hands and 2 feet, and so forth; alternately count by fives.

**Date** \_\_\_\_\_ **Lesson24**

**Topic:** people, differences

**Skill:** toy tools

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

**Scripture story:** Review

**Song:**

"I have 2 little hands", or  
"We are different"

**Art:** "Curious George"  
hand print painting

**Movement:**

Hand, Hand, Fingers, Thumb

**Play:** teeter totter, swing?

**Snack:**

hand, foot sandwiches

**Book(s):**

Hands Are Not for Hitting

**Science Activity:**

fingerprints

**Free play**

**Math:**

Fingers and toes—5, 10,  
15, 20

**Materials:**

Toy tools

Creation Days booklet

Large butcher paper

Finger paints, aprons

Paper plates

Opt. "Curious George" video

Hand, Hand, Fingers, Thumb

Hands Are Not for Hitting

Tools for fun

Hand/foot cookie cutters

Simple sandwiches

Stamp pad, paper, lens