

# TEACHER GUIDE

Preschool

Includes Student  
Worksheets

Basic Skills



Weekly Lesson Schedule



Worksheets



Activities



Supply List



## BIBLICAL BEGINNINGS FOR PRESCHOOLERS



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Worksheets



Weekly Lesson Schedule



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Activities



Supply List

Preschool

Basic Skills

## Biblical Beginnings for Preschoolers



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Lessons for a 36-week course!







**Overview:** This *Biblical Beginnings for Preschoolers Teacher Guide* contains materials for use with *God Made the World & Me*, *A is for Adam*, *D is for Dinosaur*, *N is for Noah*, *Big Thoughts for Little Thinker* series, and *Noah's Ark Pre-School Activity Book*. Materials are organized by each book in the following sections:

	Master Supply Lists
	Daily Plans and Instructions
	Coloring Pages

**Features:** Each suggested weekly schedule has four easy-to-manage lessons that combine reading, coloring pages, activities, and vocabulary-building opportunities for students aged 3 to 5. Pages in this teacher guide are perforated, making them easy to tear out, hand out, grade, and store. As always, you are encouraged to adjust the schedule and materials as you need to in order to best work within your educational program.

**Workflow:** Parents can follow the included lesson schedule and help their student complete each of the daily course materials or activities. Upon completion of each day's work, parents can indicate it in the schedule. Young students may need to go over the course material more than once to aid comprehension, and parents have flexibility in how they choose to do so in order to meet the needs of their individual student.

**Lesson Scheduling:** Space is given for assignment dates. There is flexibility in scheduling. Each week listed has four days, but due to vacations, the schoolwork week may not be M-TH. Please adapt the days to your school schedule. As the student completes each assignment, you may put an "X" in the box.

	Approximately 45 minutes to an hour per lesson, four days a week
	Weekly lesson schedule, daily instructions, master supply lists and coloring pages are included
	Science, art, music, and physical activities are part of this course
	Materials allow integration of basic skills learning with biblical themes and history
	Designed for ages 3 to 5 in a one year course
	Supports activity-based learning

*God Made the World and Me*

Take a fun and educational journey through songs, science, and fun art projects as you learn about the creation week and develop a basic understanding of the world.

*A is for Adam, D is for Dinosaur, N is for Noah*

A unique, easel book series for learning the alphabet with colorful rhymes and illustrations, along with important biblical facts and helpful information for parents.

*Noah's Ark Pre-School Activity Book*

Learn shapes, colors, numbers, opposites, and more with puzzles, connect the dots, and other fun activities, all built around learning more about Noah's Ark!

*Big Thoughts for Little Thinkers*

Teach age-appropriate biblical concepts like the gospel, the Trinity, the mission, and God's Word as Scripture in this delightfully illustrated series.

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## Teacher Helpers

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This course was designed to be used with 3-, 4-, and 5-year-olds. Please adjust all activities, assignments, and schedule according to the needs and abilities of your students.

Most lessons include extra activities for elementary-age students. If the whole family wants to be involved, older students can help younger students complete the activities.

Coloring pages included in this Parent Lesson Planner are front and back. If you prefer to print them out as single sheets, please go to: [www.masterbooks.com/free-downloads](http://www.masterbooks.com/free-downloads); scroll down to the links below “Coloring Pages.” There are four pdfs that can be downloaded to your computer and printed as needed.

We have provided a helpful materials list. We suggest preparing in nine-week increments, but certainly at least a week in advance. We suggest using a plastic container to keep the needed supplies in one place. Students love to be in charge of retrieving the necessary items for each day.

Encourage students at the end of each day to clean up and return supplies to the container and put away their books, pencils, and crayons.

## God Made the World & Me

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- This book uses the *Creation Story for Children* books.
- Use the “Dear Parents” pages as a review of the week and preparation for the next week.
- Instructors should use discretion with how many and which Learning Center options are completed. The attention span and age of students should be the guide.

## A is for Adam, D is for Dinosaur, and N is for Noah

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- *N is for Noah* has many activities that are repeated from *A is for Adam* and *D is for Dinosaur*. Children this age love repetition and will remember important lessons by repeating activities.
- We recommend repeating as many activities as possible, but instructors may opt to simply review repeated activities and discuss what was learned.
- Students are regularly asked to repeat a section back to you. This is called narration. Students should not be expected to recite the section word for word, but should include key concepts. Students will get better at narration with practice.
- Students should practice writing each letter with their finger in the air. Letters should be large.
- Students may also be given the opportunity to write each letter on a piece of paper. Each letter should be large enough to take up the entire sheet of paper. Young students may use the “fist” hold but should be encouraged to try holding the pencil or crayon the proper way. A “gripper” may be used to help the student learn the proper placement in his or her hand.
- Let students name other words that begin with the letter you are working on. Instructors may want to write the words on the letter sheets drawn by the student. Another option is to cut out pictures from catalogs or magazines of items that begin with the letter being worked on. The pictures may be glued onto the letter sheets.

- Letters may also be practiced by forming them with play dough, writing them in sand, or writing them on a cookie sheet with shaving cream. Be creative and come up with your own activities.

### ***Noah's Ark Pre-school Activity Book***

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- Continue to practice the concepts during the day. For example, practice colors by pointing to various items and asking the student what color it is. Ask the student to identify items around the house with the same shapes they are learning.
- Instructors may want to help the student do further research on animals mentioned in the book. Library books, *44 Animals of the Bible*, *The World of Animals* available at MasterBooks.com, or websites such as AnswersinGenesis.org.

### ***Big Thoughts for Little Thinkers***

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- Let each book be used as a springboard for conversation.
- Encourage students to ask questions. Offer simple answers. Read Scripture verses to help explain difficult concepts.
- Students may be encouraged to draw pictures based on a Scripture verse or concept covered.
- Remember to take time to pray with students.
- Dinner time is a good time to continue the conversation with the entire family.

## First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓
First Semester — First Quarter				
Week 1	Day 1	Lesson 1: God Creates Light • <i>God Made the World &amp; Me</i> • (GMW) Lesson 1, Day 1 • Page 21 • Teacher Guide • (TG)		
	Day 2	Lesson 1: God Creates Light • Day 2 • Page 21 • (TG)		
	Day 3	Lesson 1: God Creates Light • Day 3 • Page 21 • (TG)		
	Day 4	Lesson 1: God Creates Light • Day 4 • Page 21 • (TG)		
	Day 5			
Week 2	Day 6	Lesson 2: God Creates Sky • Day 1 • Page 22 • (TG)		
	Day 7	Lesson 2: God Creates Sky • Day 2 • Page 22 • (TG)		
	Day 8	Lesson 2: God Creates Sky • Day 3 • Page 22 • (TG)		
	Day 9	Lesson 2: God Creates Sky • Day 4 • Page 22 • (TG)		
	Day 10			
Week 3	Day 11	Lesson 3: God Creates Water • Day 1 • Page 23 • (TG)		
	Day 12	Lesson 3: God Creates Water • Day 2 • Page 23 • (TG)		
	Day 13	Lesson 3: God Creates Water • Day 3 • Page 23 • (TG)		
	Day 14	Lesson 3: God Creates Water • Day 4 • Page 23 • (TG)		
	Day 15			
Week 4	Day 16	Lesson 4: God Creates Land • Day 1 • Page 24 • (TG)		
	Day 17	Lesson 4: God Creates Land • Day 2 • Page 24 • (TG)		
	Day 18	Lesson 4: God Creates Land • Day 3 • Page 24 • (TG)		
	Day 19	Lesson 4: God Creates Land • Day 4 • Page 24 • (TG)		
	Day 20			
Week 5	Day 21	Lesson 5: God Creates Plants • Day 1 • Page 25 • (TG)		
	Day 22	Lesson 5: God Creates Plants • Day 2 • Page 25 • (TG)		
	Day 23	Lesson 5: God Creates Plants • Day 3 • Page 25 • (TG)		
	Day 24	Lesson 5: God Creates Plants • Day 4 • Page 25 • (TG)		
	Day 25			
Week 6	Day 26	Lesson 6: God Creates Sun, Moon, Stars, and Planets • Day 1 • Page 26 • (TG)		
	Day 27	Lesson 6: God Creates Sun, Moon, Stars, and Planets • Day 2 • Page 26 • (TG)		
	Day 28	Lesson 6: God Creates Sun, Moon, Stars, and Planets • Day 3 • Page 26 • (TG)		
	Day 29	Lesson 6: God Creates Sun, Moon, Stars, and Planets • Day 4 • Page 26 • (TG)		
	Day 30			
Week 7	Day 31	Lesson 7: God Creates Sea Creatures • Day 1 • Page 27 • (TG)		
	Day 32	Lesson 7: God Creates Sea Creatures • Day 2 • Page 27 • (TG)		
	Day 33	Lesson 7: God Creates Sea Creatures • Day 3 • Page 27 • (TG)		
	Day 34	Lesson 7: God Creates Sea Creatures • Day 4 • Page 27 • (TG)		
	Day 35			



Date	Day	Assignment	Due Date	✓
Week 8	Day 36	Lesson 8: God Creates Birds • Day 1 • Page 28 • (TG)		
	Day 37	Lesson 8: God Creates Birds • Day 2 • Page 28 • (TG)		
	Day 38	Lesson 8: God Creates Birds • Day 3 • Page 28 • (TG)		
	Day 39	Lesson 8: God Creates Birds • Day 4 • Page 28 • (TG)		
	Day 40			
Week 9	Day 41	Lesson 9: God Creates Animals • Day 1 • Page 29 • (TG)		
	Day 42	Lesson 9: God Creates Animals • Day 2 • Page 29 • (TG)		
	Day 43	Lesson 9: God Creates Animals • Day 3 • Page 29 • (TG)		
	Day 44	Lesson 9: God Creates Animals • Day 4 • Page 29 • (TG)		
	Day 45			
First Semester — Second Quarter				
Week 10	Day 46	Lesson 10: God Creates People • Day 1 • Page 30 • (TG)		
	Day 47	Lesson 10: God Creates People • Day 2 • Page 30 • (TG)		
	Day 48	Lesson 10: God Creates People • Day 3 • Page 30 • (TG)		
	Day 49	Lesson 10: God Creates People • Day 4 • Page 30 • (TG)		
	Day 50			
Week 11	Day 51	Lesson 11: God Creates a Day of Rest • Day 1 • Page 31 • (TG)		
	Day 52	Lesson 11: God Creates a Day of Rest • Day 2 • Page 31 • (TG)		
	Day 53	Lesson 11: God Creates a Day of Rest • Day 3 • Page 31 • (TG)		
	Day 54	Lesson 11: God Creates a Day of Rest • Day 4 • Page 31 • (TG)		
	Day 55			
Week 12	Day 56	Lesson 12: God Created ME! • Day 1 • Page 32 • (TG)		
	Day 57	Lesson 12: God Created ME! • Day 2 • Page 32 • (TG)		
	Day 58	Lesson 12: God Created ME! • Day 3 • Page 32 • (TG)		
	Day 59	Lesson 12: God Created ME! • Day 4 • Page 32 • (TG)		
	Day 60			
Week 13	Day 61	Lesson 13: Creation Celebration! • Day 1 • Page 33 • (TG)		
	Day 62	Lesson 13: Creation Celebration! • Day 2 • Page 33 • (TG)		
	Day 63	Lesson 13: Creation Celebration! • Day 3 • Page 33 • (TG)		
	Day 64	Lesson 13: Creation Celebration! • Day 4 • Page 33 • (TG)		
	Day 65			
Week 14	Day 66	<i>A is for Adam</i> • (AFA) • Week 1, Day 1 • Page 35 • (TG)		
	Day 67	B is for Bible • Week 1, Day 2 • Page 35 • (TG)		
	Day 68	C is for Creatures • Week 1, Day 3 • Page 35 • (TG)		
	Day 69	D is for Dinosaur • Week 1, Day 4 • Page 35 • (TG)		
	Day 70			



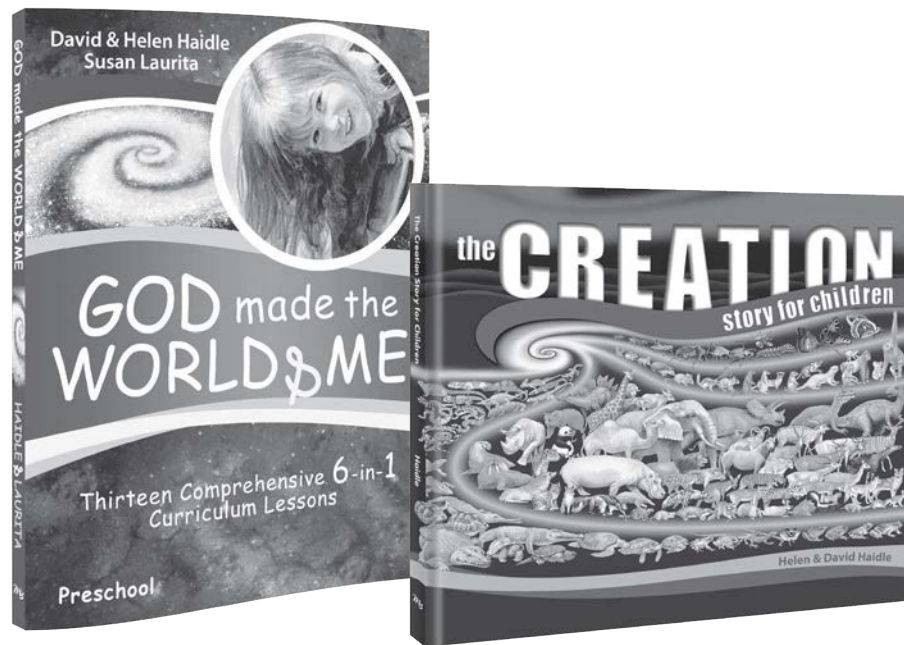
Date	Day	Assignment	Due Date	✓
Week 15	Day 71	E is for Eve • Week 2, Day 1 • Page 36 • (TG)		
	Day 72	F is for Fruit • Week 2, Day 2 • Page 36 • (TG)		
	Day 73	G is for Ghastly • Week 2, Day 3 • Page 36 • (TG)		
	Day 74	H is for How • Week 2, Day 4 • Page 36 • (TG)		
	Day 75			
Week 16	Day 76	I is for Interested • Week 3, Day 1 • Page 37 • (TG)		
	Day 77	J is for Jovial • Week 3, Day 2 • Page 37 • (TG)		
	Day 78	K is for Knew • Week 3, Day 3 • Page 37 • (TG)		
	Day 79	L is for Lord • Week 3, Day 4 • Page 37 • (TG)		
	Day 80			
Week 17	Day 81	M is for Moan • Week 4, Day 1 • Page 38 • (TG)		
	Day 82	N is for Never • Week 4, Day 2 • Page 38 • (TG)		
	Day 83	O is for Offering • Week 4, Day 3 • Page 38 • (TG)		
	Day 84	P is for Plan • Week 4, Day 4 • Page 38 • (TG)		
	Day 85			
Week 18	Day 86	Q is for Quiet • Week 5, Day 1 • Page 39 • (TG)		
	Day 87	R is for Rough • Week 5, Day 2 • Page 39 • (TG)		
	Day 88	S is for Seventy • Week 5, Day 3 • Page 39 • (TG)		
	Day 89	T is for Trouble • Week 5, Day 4 • Page 39 • (TG)		
	Day 90			

## Second Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓
Second Semester — Third Quarter				
Week 19	Day 91	U is for Utterly • Week 6, Day 1 • Page 40 • (TG)		
	Day 92	V is for Violent • Week 6, Day 2 • Page 40 • (TG)		
	Day 93	W is for Walk • Week 6, Day 3 • Page 40 • (TG)		
	Day 94	X is for eXplode • Week 6, Day 4 • Page 40 • (TG)		
	Day 95			
Week 20	Day 96	Y is for Yes • Week 7, Day 1 • Page 41 • (TG)		
	Day 97	Z is for Zip • Week 7, Day 2 • Page 41 • (TG)		
	Day 98	<i>A is for Adam</i> Review • Week 7, Day 3 • Page 41 • (TG)		
	Day 99	<i>A is for Adam</i> Review • Week 7, Day 4 • Page 41 • (TG)		
	Day 100			
Week 21	Day 101	<i>D is for Dinosaur</i> • (DFD) • A is for Answers • Week 1, Day 1 • Page 43 • (TG)		
	Day 102	B is for Bible • Week 1, Day 2 • Page 43 • (TG)		
	Day 103	C is for Continent • Week 1, Day 3 • Page 43 • (TG)		
	Day 104	D is for Dinosaur • Week 1, Day 4 • Page 43 • (TG)		
	Day 105			
Week 22	Day 106	E is for Everything • Week 2, Day 1 • Page 44 • (TG)		
	Day 107	F is for Fantastic • Week 2, Day 2 • Page 44 • (TG)		
	Day 108	G is for Garden • Week 2, Day 3 • Page 44 • (TG)		
	Day 109	H is for Hungry • Week 2, Day 4 • Page 44 • (TG)		
	Day 110			
Week 23	Day 111	I is in the middle of Sin • Week 3, Day 1 • Page 45 • (TG)		
	Day 112	J means Just awful • Week 3, Day 2 • Page 45 • (TG)		
	Day 113	K is for Knowledge • Week 3, Day 3 • Page 45 • (TG)		
	Day 114	L is for Listen • Week 3, Day 4 • Page 45 • (TG)		
	Day 115			
Week 24	Day 116	M is for Monster • Week 4, Day 1 • Page 46 • (TG)		
	Day 117	N is for Noah • Week 4, Day 2 • Page 46 • (TG)		
	Day 118	O is for Out • Week 4, Day 3 • Page 46 • (TG)		
	Day 119	P is for Pronounce • Week 4, Day 4 • Page 46 • (TG)		
	Day 120			
Week 25	Day 121	Q is for Question • Week 5, Day 1 • Page 47 • (TG)		
	Day 122	R is for Reasons • Week 5, Day 2 • Page 47 • (TG)		
	Day 123	S is for Section • Week 5, Day 3 • Page 47 • (TG)		
	Day 124	T is for Tales • Week 5, Day 4 • Page 47 • (TG)		
	Day 125			

Date	Day	Assignment	Due Date	✓
Week 26	Day 126	U is for Understand • Week 6, Day 1 • Page 48 • (TG)		
	Day 127	V is for how Very much • Week 6, Day 2 • Page 48 • (TG)		
	Day 128	W is for Watchfulness • Week 6, Day 3 • Page 48 • (TG)		
	Day 129	X is in eXcited • Week 6, Day 4 • Page 48 • (TG)		
	Day 130			
Week 27	Day 131	Y is for Years • Week 7, Day 1 • Page 49 • (TG)		
	Day 132	Z is for Zeal • Week 7, Day 2 • Page 49 • (TG)		
	Day 133	<i>D is for Dinosaur</i> Review • Week 7, Day 3 • Page 49 • (TG)		
	Day 134	<i>D is for Dinosaur</i> Review • Week 7, Day 4 • Page 49 • (TG)		
	Day 135			
Second Semester — Fourth Quarter				
Week 28	Day 136	<i>Noah's Ark Pre-School Activity Book</i> • (NAP) • N is for Noah • (DFD) • A is for Ark • Week 1, Day 1 • Page 51 • (TG)		
	Day 137	B is for Back • Week 1, Day 2 • Page 51 • (TG)		
	Day 138	C is for Called • Week 1, Day 3 • Page 51 • (TG)		
	Day 139	D is for Dreadful • Week 1, Day 4 • Page 51 • (TG)		
	Day 140			
Week 29	Day 141	E is for Earth • Week 2, Day 1 • Page 52 • (TG)		
	Day 142	F is for Fruitful • Week 2, Day 2 • Page 52 • (TG)		
	Day 143	G is for Grave • Week 2, Day 3 • Page 52 • (TG)		
	Day 144	H is for Hear • Week 2, Day 4 • Page 52 • (TG)		
	Day 145			
Week 30	Day 146	I is for Insane • Week 3, Day 1 • Page 53 • (TG)		
	Day 147	J is for Judgment • Week 3, Day 2 • Page 53 • (TG)		
	Day 148	K is for Kept • Week 3, Day 3 • Page 53 • (TG)		
	Day 149	L is for Laughing • Week 3, Day 4 • Page 53 • (TG)		
	Day 150			
Week 31	Day 151	M is for Mighty • Week 4, Day 1 • Page 54 • (TG)		
	Day 152	N is for Noah • Week 4, Day 2 • Page 54 • (TG)		
	Day 153	O is for Over • Week 4, Day 3 • Page 54 • (TG)		
	Day 154	P is for Pleasure • Week 4, Day 4 • Page 54 • (TG)		
	Day 155			
Week 32	Day 156	Q is for Quiet • Week 5, Day 1 • Page 55 • (TG)		
	Day 157	R is for Raven • Week 5, Day 2 • Page 55 • (TG)		
	Day 158	S is for Sent • Week 5, Day 3 • Page 55 • (TG)		
	Day 159	T is for Twice • Week 5, Day 4 • Page 55 • (TG)		
	Day 160			

Date	Day	Assignment	Due Date	✓
Week 33	Day 161	U is for Usher • Week 6, Day 1 • Page 56 • (TG)		
	Day 162	V is for Very • Week 6, Day 2 • Page 56 • (TG)		
	Day 163	W is for Wonderful • Week 6, Day 3 • Page 56 • (TG)		
	Day 164	X is in eXtensive • Week 6, Day 4 • Page 56 • (TG)		
	Day 165			
Week 34	Day 166	Y is for Years • Week 7, Day 1 • Page 57 • (TG)		
	Day 167	Z is for Zealous • Week 7, Day 2 • Page 57 • (TG)		
	Day 168	<i>N is for Noah</i> Review • Week 7, Day 3 • Page 57 • (TG)		
	Day 169	<i>N is for Noah</i> Review • Week 7, Day 4 • Page 57 • (TG)		
	Day 170			
Week 35	Day 171	<i>Big Thoughts for Little Thinkers: The Scripture</i> • Week 1, Day 1 • Page 59 • (TG)		
	Day 172	Big Thoughts • Week 1, Day 2 • Page 59 • (TG)		
	Day 173	<i>Big Thoughts: The Gospel</i> • Week 1, Day 3 • Page 59 • (TG)		
	Day 174	Big Thoughts • Week 1, Day 4 • Page 59 • (TG)		
	Day 175			
Week 36	Day 176	<i>Big Thoughts: The Mission</i> • Week 2, Day 1 • Page 60 • (TG)		
	Day 177	Big Thoughts • Week 2, Day 2 • Page 60 • (TG)		
	Day 178	<i>Big Thoughts: The Trinity</i> • Week 2, Day 3 • Page 61 • (TG)		
	Day 179	Big Thoughts • Week 2, Day 4 • Page 61 • (TG)		
	Day 180			



***God made the World & Me***

***The Creation Story for Children***

## **God Creates Light** (*God Made the World and Me* pages 12 – 21)

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### **Lesson 1, Day 1**

#### **I. CIRCLE TIME**

Read Genesis 1:1–5 to your students.

- Talk about the concept of “empty,” using activity 1 in the “Dear Parent” section on page 11.
- Talk about the concept of “dark” and “light,” using activity 2 in the “Dear Parent” section on page 11.

Sing the “Circle Time Song” on page 16.

#### **II. PHYSICAL CENTER**

See page 13. If you have only one child, play the “Guess What I Am Thinking Of” game. The teacher should give a clue about the object he or she is thinking about that is located in the room. Clues can be about color, shape, size, etc. Let the students shine their flashlight on the object they think it is. If they are wrong, the teacher gives another clue. This continues until the student identifies the correct object.

### **Lesson 1, Day 2**

#### **I. CIRCLE TIME**

Review Genesis 1:1–5

- Ask students to explain what Genesis 1:1–5 is about, filling in any parts they may have missed.
- Sing the “Circle Time Song” on page 16.
- Play the Night and Day Game on page 16.
- Introduce the Memory Verse on page 18.

#### **II. SCIENCE CENTER**

Complete option #1 on page 13.

Complete option #2 on page 14.

Note: Complete option on page 14 for older children.

### **Lesson 1, Day 3**

#### **I. CIRCLE TIME**

- Sing the “Circle Time Song” on page 16.
- Read pages 2–5 of *Creation Story for Children*. Engage students in the Circle Time Discussion on page 17.
- Practice the Memory Verse on page 18.

#### **II. ART CENTER**

See page 15. Complete your choice of activities, based on whether you have older or younger students.

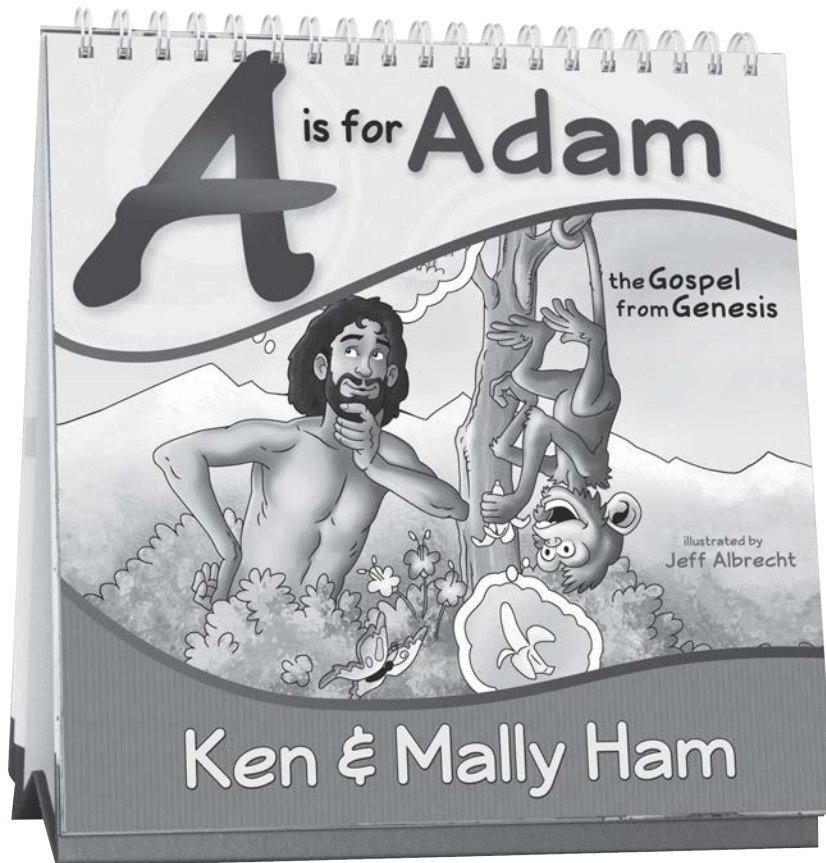
### **Lesson 1, Day 4**

#### **I. CIRCLE TIME**

- Sing the “Circle Time Song” on page 16.
- Practice the Memory Verse on page 18.

#### **II. REVIEW**

- Color “God Creates Light” shown on page 20. Use student’s copy in this teacher guide page 63.
- Complete Magazine COLOR Collage on page 21.
- Review Lesson 1 by completing the Closing on page 18. Give students a chance to recite their memory verse.





## **A Is for Adam** (*A is for Adam* pages 1-8 and Notes page 53-57)

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### **Week 1, Day 1**

#### **I. CIRCLE TIME**

Read the *A Is for Adam* book pages 2–52.

Re-read “A is for Adam” on page 2. Complete page 1 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “A is for Adam” coloring sheet. Use student’s copy in this teacher guide on page 82. See page 1 for Stuff to Do. Plan a trip to the zoo.

#### **III. QUICK REVIEW**

See page 1. Go deeper for older students on page 53.

### **Week 1, Day 2**

#### **I. CIRCLE TIME**

Read “B is for Bible” on page 4. Complete page 3 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember
- Visual Vocabulary

#### **II. STUFF TO DO**

Complete “B is for Bible” coloring Sheet. Use student’s copy in this teacher guide on page 83. See page 3 for Stuff to Do. Complete Chart. Use chart of page 84 of this teacher guide.

#### **III. QUICK REVIEW**

See page 3. Go deeper for older students on pages 54–55.

### **Week 1, Day 3**

#### **I. CIRCLE TIME**

Read “C is for Creatures” on page 6. Complete page 5 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember
- Visual Vocabulary

#### **II. EXTRA ACTIVITIES**

Complete “C is for Creatures” coloring sheet. Use student’s copy in this teacher guide page 85. See page 5 for Extra Activities.

#### **III. QUICK REVIEW**

See page 5. Go deeper for older students on page 55–56.

### **Week 1, Day 4**

#### **I. CIRCLE TIME**

Read “D is for Dinosaur” on page 8. Complete page 7 sections:

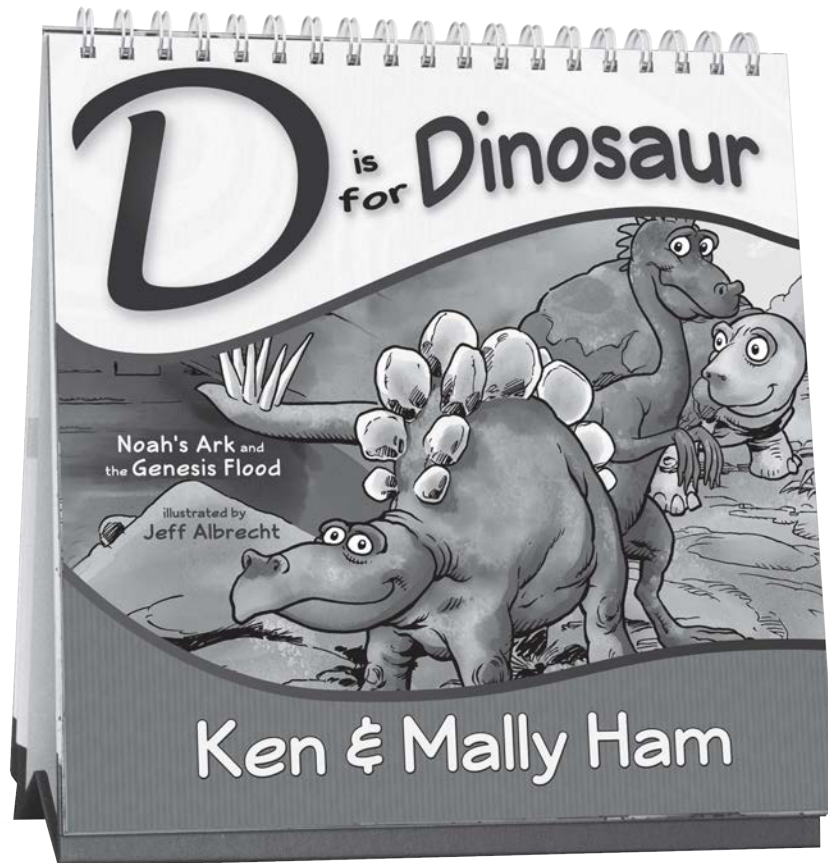
- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember
- Visual Vocabulary

#### **II. STUFF TO DO**

Complete “D is for Dinosaur” coloring sheet. Use student’s copy in this teacher guide page 86. See page 7 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 7. Go deeper for older students on page 57.



## **D Is for Dinosaur** (*D is for Dinosaur* pages 1-8 and Notes page 53-56)

---

### **Week 1, Day 1**

#### **I. CIRCLE TIME**

Read the *D is for Dinosaur* book pages 2–52.

Re-read “A is for Answers” on page 2. Complete page 1 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “A is for Answers” coloring sheet. Use student’s copy in this teacher guide page 111. See page 1 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 1. Go deeper for older students on page 53.

### **Week 1, Day 2**

#### **I. CIRCLE TIME**

Read “B is for Bible” on page 4. Complete page 3 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “B is for Bible” coloring Sheet. Use student’s copy in this teacher guide page 112. See page 3 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 3. Go deeper for older students on page 54.

### **Week 1, Day 3**

#### **I. CIRCLE TIME**

Read “C is for Continent” on page 6. Complete page 5 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “C is for Continent” coloring sheet. Use student’s copy in this teacher guide page 113. See page 5 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 5. Go deeper for older students on page 55.

### **Week 1, Day 4**

#### **I. CIRCLE TIME**

Read “D is for Dinosaur” on page 8. Complete page 7 sections:

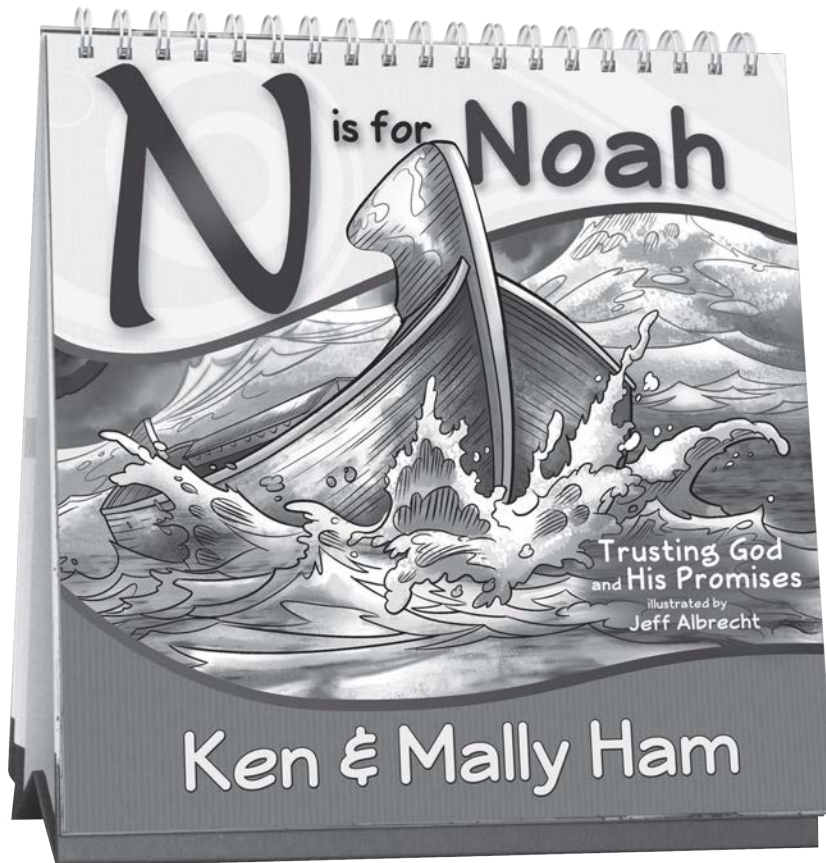
- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “D is for Dinosaur” coloring sheet. Use student’s copy in this teacher guide page 114. See page 7 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 7. Go deeper for older students on page 56.



## **N is for Noah** (*N is for Noah* pages 1-8 and Notes pages 53-55)

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### **Week 1, Day 1**

#### **I. CIRCLE TIME**

Read the *N is for Noah* book pages 2–52. Re-read “A is for Ark” on page 2. Complete page 1 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “A is for Ark” coloring sheet. Use student’s copy in this teacher guide page 138. See page 1 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 1. Go deeper for older students on page 53.

#### **IV. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK**

Optional: Complete pages 3–5. Parents should read each page to students.

### **Week 1, Day 2**

#### **I. CIRCLE TIME**

Read “B is for Back” on page 4. Complete page 3 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “B is for Back” coloring Sheet. Use student’s copy in this teacher guide page 139. See page 3 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 3. Go deeper for older students on page 53.

#### **IV. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK**

Complete pages 6–7. Parents should read each page to students.

### **Week 1, Day 3**

#### **I. CIRCLE TIME**

Read “C is for Called” on page 6. Complete page 5 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

Complete “C is for Called” coloring sheet. Use student’s copy in this teacher guide page 140. See page 5 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 5. Go deeper for older students on page 54.

#### **IV. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK**

Complete pages 8–9. Parents should read each page to students.

### **Week 1, Day 4**

#### **I. CIRCLE TIME**

Read “D is for Dreadful” on page 8. Complete page 7 sections:

- The Starting Point
- Bible Bits
- Let’s Talk
- Always Remember

#### **II. STUFF TO DO**

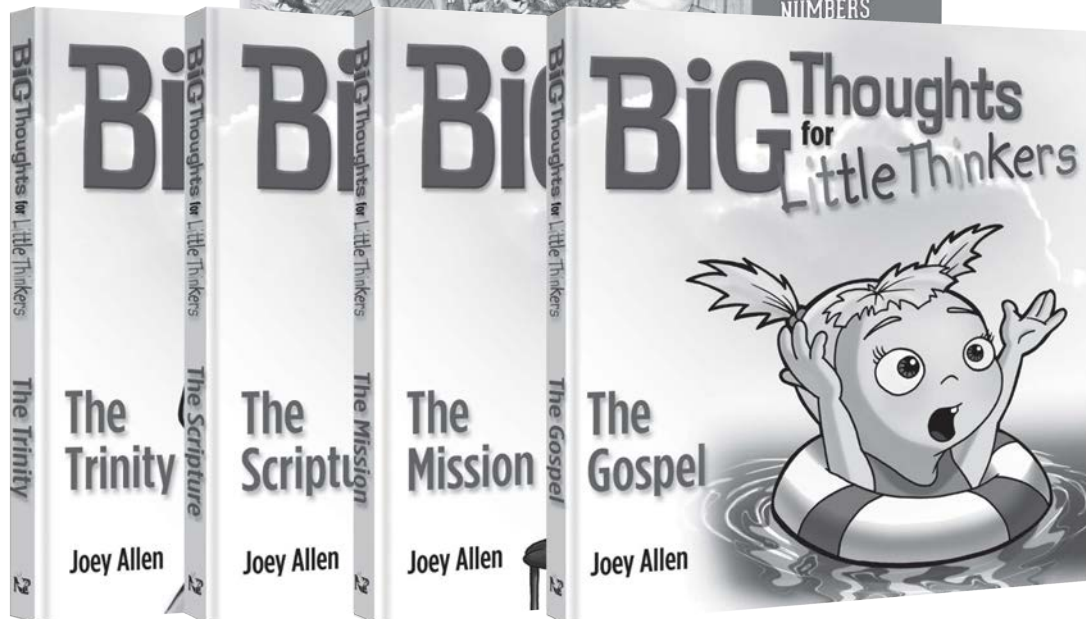
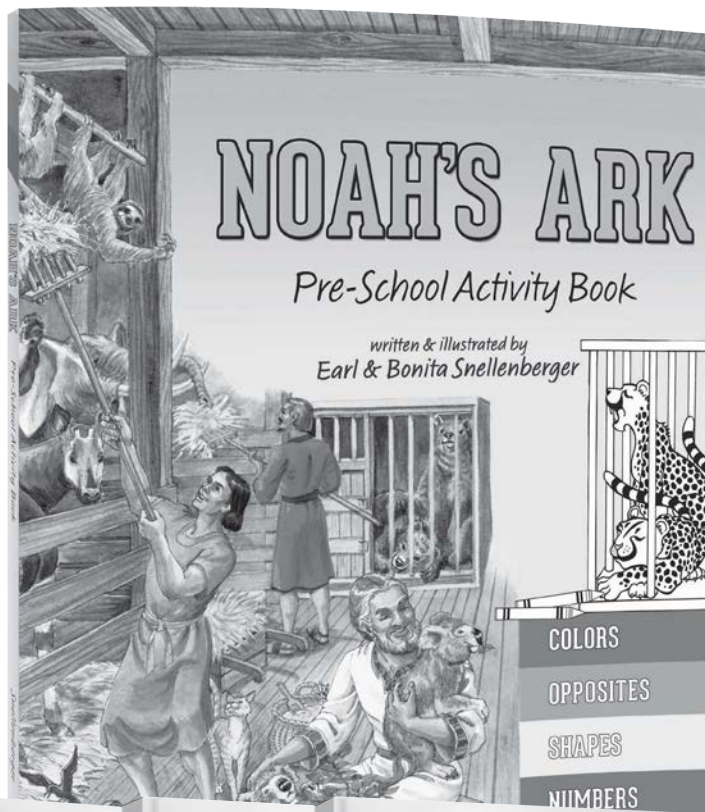
Complete “D is for Dreadful” coloring sheet. Use student’s copy in this teacher guide page 141. See page 7 for Stuff to Do.

#### **III. QUICK REVIEW**

See page 7. Go deeper for older students on page 55.

#### **IV. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK**

Complete pages 10–11. Parents should read each page to students.



## Big Thoughts

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### Week 1, Day 1

#### I. CIRCLE TIME

Parents: Read the Foreword and “A Word to Parents and Teachers” in the book *Big Thoughts for Little Thinkers: The Scripture* to yourself before beginning the lesson with students.

Read the first 13 pages of *Big Thoughts for Little Thinkers: The Scripture*. (The last page for today begins with “People who believed. . . .”) As you read each page:

- Ask the student to repeat what the page says.
- Take a few minutes to discuss the topic.
- Teach students how a Bible study is done by looking up and reading each Scripture reference. (Parents may wish to select one per page or one every couple of pages.)
- Ask student to repeat each Scripture reference.

#### II. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK

Complete pages 67–69. Parents should read each page to students. Ask students what other words they learned in *A is for Adam*, *D is for Dinosaur*, and *N is for Noah* for each letter.

### Week 1, Day 2

#### I. CIRCLE TIME

Read the last 14 pages of *Big Thoughts for Little Thinkers: The Scripture*. (The first page for today begins with “God used about. . . .”) As you read each page:

- Ask the student to repeat what the page says.
- Take a few minutes to discuss the topic.
- Teach students how a Bible study is done by looking up and reading each Scripture reference. (Parents may wish to select one per page or one every couple of pages.)
- Ask student to repeat each Scripture reference.
- Review the concepts of *Big Thoughts for Little Thinkers: The Scripture*.

#### II. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK

Complete pages 70–73. Parents should read each page to students. Ask students what other words they learned in *A is for Adam*, *D is for Dinosaur*, and *N is for Noah* for each letter.

### Week 1, Day 3

#### I. CIRCLE TIME

Parents: Read the Foreword and “A Word to Parents and Teachers” in the book *Big Thoughts for Little Thinkers: The Gospel* to yourself before beginning the lesson with students.

Read the first 13 pages of *Big Thoughts for Little Thinkers: The Gospel*. (The last page for today begins with “Jesus is alive. . . .”) As you read each page:

- Ask the student to repeat what the page says.
- Take a few minutes to discuss the topic.
- Teach students how a Bible study is done by looking up and reading each Scripture reference. (Parents may wish to select one per page or one every couple of pages.)
- Ask student to repeat each Scripture reference.

#### II. NOAH’S ARK PRE-SCHOOL ACTIVITY BOOK

Complete pages 74–76. Parents should read each page to students. Ask students what other words they learned in *A is for Adam*, *D is for Dinosaur*, and *N is for Noah* for each letter.

### Week 1, Day 4

#### I. CIRCLE TIME

Parents: Read the Foreword and “Afterword for Parents and Teachers” in the book *Big Thoughts for Little Thinkers: The Gospel* to yourself before beginning the lesson with students.

Read the last 13 pages of *Big Thoughts for Little Thinkers: The Gospel*. (The first page for today begins with “Many people think. . . .”) As you read each page: