The background of the cover features a reproduction of the painting 'The Starry Night' by J.M.W. Turner. The painting is characterized by its vibrant, swirling blue sky filled with numerous bright, glowing yellow stars and a crescent moon. In the foreground, a dark, jagged, and expressive cypress tree stands prominently against the turbulent sky. The overall style is highly textured and expressive, typical of Turner's work.

EC3 TEACHER MANUAL

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2nd Edition

EC3 Teacher Manual

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Front Cover

The Starry Night, June 1889

Artist: Vincent van Gogh (1853-90)

Location: Museum of Modern Art, New York, USA

Photo credit: Bridgeman Images

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HOW TO USE THE EC3 CURRICULUM

I. EC3 TRUTHS OVERVIEW AND GENERAL SCOPE AND SEQUENCE

The Rafiki Early Childhood Level Three curriculum has 40 units of lessons. The units are built upon nine foundational truths concerning what the Bible says about God, man [all people], and Creation.

Truth	Unit Study	Literacy Skills	Numeracy Skills
1. God Made All Things Beautiful	1 My School	Recite the first stanza of a poem, review all the letters of the alphabet, upper and lower case.	Idea of nothing and the numeral that represents nothing—zero (0). [pronounced /ZEE roh/]
	2 Colors	Recite the second stanza of a poem, sing the <i>Alphabet Song</i> and point to the correct upper- and lower-case letters of the English alphabet.	Review the idea of nothing/zero/0; count aloud from 0-20; count backward from 10.
	3 Shapes	Recite the third stanza of a poem, describe shapes, and match upper-and-lower case letters.	Review the idea of nothing/zero/0, count from 0 to 30, and write the numerals 1, 2, 3.
	4 Sizes	Identify and say words that begin with the same sound; use shape words in complete sentences to describe items.	Practice writing the numerals 0-5 and count aloud from 0 to 30.
2. God Made the Creatures	5 Farm Animals	Review all upper- and lower-case letters in order and randomly, use the words <i>more</i> and <i>less</i> in a sentence.	Review the concept of zero, count from 0 to 30 and practice writing numerals 0-7.
	6 Wild Animals	Strive for mastery in matching upper- and lower-case letters.	Review zero/0, count from 0-30, and write the numerals 0-8; talk about <i>more</i> and <i>less</i> .
	7 Tame Animals and Pets	Strive for mastery in matching upper- and lower-case letters.	Count from 0-30 and write the numerals 0-9.
	8 Aquatic Animals	Reach mastery in matching upper- and lower-case letters.	Continue exploring <i>more</i> and <i>less</i> , use ordinal numbers first-fifth, and review zero.

Truth	Unit Study	Literacy Skills	Numeracy Skills
3. God Made the World	9 Plants	Identify and make the sounds of <i>m</i> as in <i>mongoose</i> and <i>a</i> as in <i>ant</i> ; begin four new literacy activities: Listening Ears, Learning Sounds, Learning Words, and Writing Sounds.	Count 0-10 objects in a set and practice writing the numerals 0-10.
	10 Water	Recognize and imitate the /t/ sound as in <i>tiger</i> and write the letter <i>t</i> .	Review AB patterns and create an ABB pattern and act out addition and subtraction story problems; match sets of objects to the numerals 0-10.
	11 Sun, Moon, and Stars	Identify and imitate the sound /s/ as in <i>sun</i> and write the letter <i>s</i> .	Review attributes of shapes and ordinal numbers first through fifth; review AB and ABB patterns and create an AABB pattern.
4. God Gives Good Gifts	12 The Earth	Identify the phoneme /f/ as in <i>fox</i> and write the letter <i>f</i> .	Write the numerals 0-10, practice writing numerals 11-12, and put objects in one-to-one correspondence for numbers 10-12.
	13 My Family	Compose sentences about family members and their responsibilities using describing words and complete sentences; compose a story with the class.	Review numerals 0-9 and practice writing 10, 11, 12, and 13; create a number line from 0-13; identify numerals that come <i>before</i> and <i>after</i> another number.
	14 My Friends	Identify the sound of /c/ as in <i>cat</i> and write the letter <i>c</i> ; blend two sounds together.	Review counting from 0-15, count out 15 items; practice writing the numerals 0-15.
	15 My Home	Identify the phoneme /n/ as in <i>Nile</i> and write the letter <i>n</i> ; rhyme words and blend sounds to make syllables and words.	Add sums up to 5, practice writing the numerals 0-15, and count out sets of 10-15 items.

APPENDIX A

EC3 DAILY CALENDAR SCRIPT SECTIONS

There are nine parts of the calendar script. The script asks questions and helps you coach the students as to how you expect them to listen, think, and answer.

- I. Worship: "This is the Day the Lord Has Made"
- II. Months in a Year
- III. Season in a Year

Note: Students need to be able to identify the four seasons experienced around the world as well as their own two-season climate. Seasons are highly relative to history, Bible, science, literature—stories, poems, and hymns—and art.

- IV. Days in the Week
- V. Weather of the Day
- VI. Number of Days in School This Year
- VII. Composer of the Month
- VIII. Artist of the Month
- IX. The Seven Continents God Created

EC3 DAILY CALENDAR SCRIPT

- I. **Teacher** and **Students** Sing and clap: *This is the Day the Lord Has Made.*
- II. **Teacher:** "How many months are in a year?"
 One student: One student answers, "There are twelve months in a year."
Students: Entire class repeats, "There are twelve months in a year."
Teacher: "Let's count them." (Point to each month as students count.)
Students: Count out loud as the teacher points to the month: "1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12."

- Teacher:** Sing to tune of *Paw Paw Patch* as teacher points to the months:
January, February, March, and April;
May, June, July, and August;
September, October, November, and December.
Those are the months of the year!
- III. **Teacher:** “How many **seasons** are there in a year?”
[Alternate between the four seasons answer and the two rainy and dry seasons. *Students* need to be aware of both.]
- One student: One student answers: “There are four seasons (or 2) in a year.”
- Students:* Entire class repeats, “There are four seasons (or 2) in a year.”
- Teacher:** “Let’s count them.” Point to each season as the children count.
- Students:* Count as the teacher points to the season, “1, 2, 3, 4” or “1, 2.”
- Teacher:** “Let’s sing them.” **Teacher** points to each season as students sing:
“Winter, Spring, Summer, and Fall. . . God made *four* great seasons in all.” This fits the tune of James Taylor’s “You’ve Got a Friend,” which you can find on YouTube.
OR
“Rainy Season, Dry Season...God made these *two*!”
- Students:* *Students* sing and hold up four fingers when singing the word four (or two fingers when singing two).
- IV. **Teacher** “How many days in a week?”
- One student: One student answers: “There are seven days in a week.”
- Students:* Entire class repeats, “There are seven days in a week.”
- Teacher:** “Let’s count them.” **Teacher** points to each day on the calendar as students count.
- Students:* Count as teacher points to each day: “1, 2, 3, 4, 5, 6, 7.”
- Teacher:** “Let’s sing them.” **Teacher** points to each day as children sing to tune of *Oh My Darling Clementine*.

APPENDIX B

WHY TEACH CURSIVE?

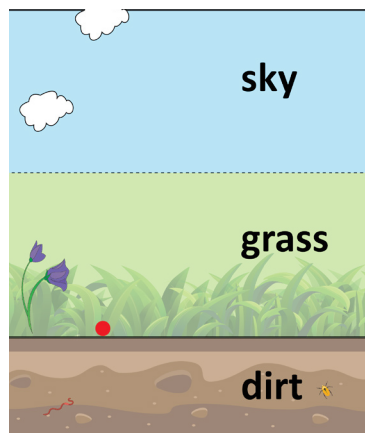
- Cursive strokes are developmentally appropriate both mentally and physically [for 5- year-olds].
- The use of large motor movements typically ensures longevity of memory.
- One continuous stroke is more logical and forms not only letter but spelling memory.
- Cursive has been highly successful as therapy for dysgraphia [a writing disability] and dyslexia [a reading disability]. By initiating cursive in the early childhood years, these disorders can be avoided, precluded, or addressed at the earliest possible age.
- Research suggests that cursive enhances fluency.
- [For students in later grades] taking notes in longhand (cursive) typically results in more selective thinking and listening, thus providing a more efficient note-taking experience. In many cases, cursive note-takers got more out of the lectures, learned their notes better, and took away better conceptual understandings.
- Cursive instruction focused entirely in EC3-GL2 will free up significant instruction time for grammar school teachers.
- Penmanship, and cursive in particular, is a tool of learning that lends itself well to integrated and connected instruction—two distinctives of classical education.

APPENDIX C

EC3 CURSIVE ENTRY LINE INSTRUCTION

Use each step in the order given to show children how to write the four cursive entry lines—**slide**, **loop**, **caterpillar**, and **curl**. ALWAYS practice sky-writing before writing on the board. When you sky-write, start at the medial position, as pictured in #5b.

1. Point out where the entry line begins in sky, grass, and dirt. Locate the dot in the picture below. Keep telling children that writing cursive will be so easy because **all entry lines begin in the same place—at the bottom of grass.**



2. Say the name of the entry line and have children repeat it.
3. Write the entry line on the board, large enough to be seen by all, and as you do, say, *“Insert chant* for entry line being taught.”* Have the children say, *“Insert chant* for entry line being taught”* as you trace the entry line on the board several more times. [**Note:** Position your body so that it is not in front of your writing arm as you write on the board. You may have to do this on both sides of the board so that everyone in the room can clearly see your arm movements.]

* Chants for entry lines:

Slides: *“Start at the bottom of GRASS. Slide UP to the top of the GRASS and STOP.”*

Loop: *“Start at the bottom of GRASS. Slide UP, loop back, over, down, and STOP.”*

Caterpillar: *“Start at the bottom of GRASS. Go straight up, over and down, back up to the top of GRASS and STOP.”*

Curl: *“Start at the bottom of GRASS. Curl up and over. STOP. Curve back around, the of GRASS, go up a little, and STOP.”*

4. Repeat step 3 at least five times, each time tracing over your original set of entry lines.
5. Now that students have seen what the entry line looks like on the board and watched you

sky-write it, turn around and face them as you guide them through the steps to sky-write the stroke. Show them:



- a. How to make the two-finger, imaginary pencil using Pointer and Tall Man.



- b. Medial Position for sky-writing each stroke: at waist level and out in front of their belly button.

6. Face the children to model where to hold their imaginary pencils and check each student for accuracy.
7. Turn with your back to them again. Hold your writing arm above your shoulder and out to the side so the children can see it. As you sky-write the stroke, write with your whole arm and say, "*Insert chant for entry line being taught."
8. Now have the children stand and imitate your actions and words. Let them watch you as they try to sky-write the entry line three or four times.
9. Now face the class and have children sky-write the stroke and say, "*Insert chant for entry line being taught." as they sky-write.
10. Observe each child briefly and guide any who are struggling or confused. Keep reminding children to start sky-writing at waist level and out from their belly button, to move slowly and smoothly, and to say the chant as they make the stroke.
11. Have children sit at desks or tables and "write" the stroke on a desk or tabletop with their imaginary pencil (Pointer and Tall Man). They will need to bend their arms at the elbow a little but still use the whole arm to make the strokes. Each time the child forms the stroke, she chants, "*Insert chant for entry line being taught."
12. As a change from tabletop writing, let students use the tactile materials from maths instruction. These may be a piece of sandpaper, a box of sand, or a box of small grains such as teff, millet, acha, or maize flour (coarsely ground). Each time they make the entry line, have them say the correct chant.

[Teacher Note: Walk around the room, among the tables, observing each child for any who need help. If correction is needed, do it quietly with the individual child. Comment on work done correctly without bringing too much attention to any one child. As the children tabletop-write, let them make large entry lines, small entry lines, entry lines at the top of the

APPENDIX D

CURSIVE LETTER WRITING INSTRUCTION

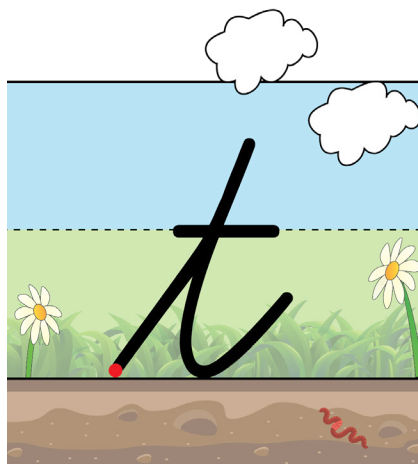
Use these steps, in the order listed, to introduce the sound and how to write each of the 26 letters of the alphabet. Letters will be introduced in the order stated in **EC3 Reading Program Teacher Text**. Be sure to point out these two distinctives about several of the letters. *Hand-holding letters* have exit serifs that join to the letter that follows it in a word. *Finish last letters* have an extra dot (•) or cross stroke (/) to add AFTER the rest of the word has been written.

Introduce:

1. Show five or six pictures or items that begin with the **sound** of the lesson's letter. Say the name of each item clearly. Ask the class to guess the name of the letter they will be learning that day. If you do not have pictures or objects, simply say the words. If children do not guess correctly after hearing the words, write the words on the board. Example for *t*: tiger, toes, tongue, tomato, table. Then ask them again.
2. Say the **sound** again and have children say it back to you.
3. Ask children for one or two other words that begin with the **sound**. Let every child who raises a hand share. Example for *t*: toy, ten, time, two, top.

[**Note:** Someone might say a word that does not begin with the sound you are introducing. **Avoid** saying NO! or That's not right! Thank the child for sharing such a good word while you gently point out that its beginning sound is something other than the one you are looking for. For example, if the sound is /t/ but a child shares the word *dog*, you might say: "Why that's a great word, Dadi. Thank you for sharing. How smart you are to know that word. It starts with a letter we'll learn to write in a few weeks – the letter *d*."]]

4. On previously drawn writing lines on the board, write the letter as you chant **t says /t/**.
[**Note:** Insert the sound-symbol being taught during any given lesson.]



5. Describe the location of the letter in sky, dirt, and grass. For example, *t* begins at the bottom of grass, goes to the middle of sky and comes back down to the bottom of grass. Cross *t* on the dotted line that divides sky and grass. Point out that *t* (*i*, *j*, and *x*) is a Finish Last Letter. That means part of the letter cannot be written until the entire word is finished. At that time, they will dot the *i* and *j*, cross the *t* and *x*.
6. Then ask:
 - Where does *t* begin? **At the bottom of grass.**
 - How high up does it go? **To the middle of sky.**
 - Where does it end? **At the bottom of grass.** Is it a finish last letter? **Yes.**
7. Have the children repeat: *t* says /t/. [**Note:** Try to synchronize the things you say as you write them. For example, as you slide up to begin the letter, say *t* (the name of the letter). As you slide back down to grass, say, “says.” And as you cross the *t*, say, /t/ (making the sound of the letter t.)

Instruct:

8. Stand in front of the class, with your back to the children with your writing arm lifted above the shoulder. As you sky-write the letter, hold the first two fingers of your hand together as an imaginary pencil. Write with your whole arm and cross the mid-line of your face. And as you sky-write, say again, *t* says /t/. Model the chant and sky-writing several times.
9. Now have the children stand and imitate your actions and words. While writing the letter, their writing arm should move from left to right across the mid-line of the body. The helping arm should rest behind their backs. Let them watch you as they try the letter and chant three or four times—*t* says /t/.
10. Then turn and face the class, having children continue to say *t* says /t/ as they sky-write. Observe each child’s writing posture briefly and guide any who are struggling or confused. To change things up and keep their attention, do this:
 - Write and chant 3 times facing the front. Clap once and turn one step to the right, the whole class at one time.
 - Write and chant 3 more times, facing the right side of the room. Clap once and turn one step to the right, again.
 - Write and chant 3 more times, facing the back of the room. Clap once and turn one step to the right, again.
 - Write and chant 3 more times, facing the left side of the room. Clap once and turn one step to the right, again.
 - Write and chant 3 more times, once more facing the front of the room. [**Note:** As the year goes on, challenge the children to do the clap and turn all at the same time and as one voice so that it sounds like only one loud clap rather than 18-

APPENDIX E

HOW TO DO A READ ALOUD

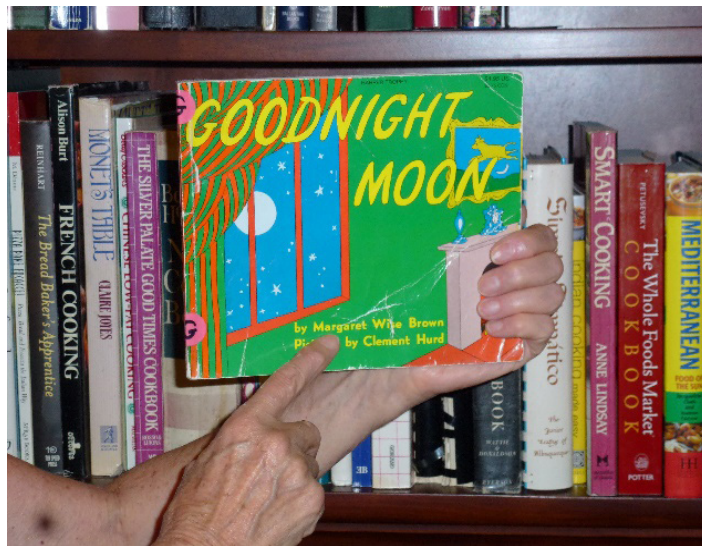
One of the goals of a classical education is to teach students to love learning. Students gain this excitement from their teachers, their families, and their peers. Teachers play a key role in sharing a passion with their students. Students who have excited teachers begin to love what their teachers love. Teachers who love books transfer their love of reading to their students. Books expand a child's imagination, increase his knowledge of the world, enhance his understanding of others, and feed his soul. Books allow us to live outside of our time and circumstances and escape into new worlds. A love for books can be nurtured and awakened at any age. If reading is not something you enjoy and look forward to, try spending some extra time exploring the reading list for grades one through three. Children's books are a great place to start. They are easy to read and quick to finish. It does not take much time or energy to read a children's book, yet the characters are funny, mischievous, and loveable.

How to Do A Read Aloud

1. Preview the book before you read it aloud so that you know the story and can anticipate questions or reactions. Practice reading the book aloud to yourself so that you can decide where to pause for emphasis, and how you will use your voice. Will it be soft, loud, like a child, an old, old man, fierce like a lion, or sweet and gentle? Determine how you might use facial expressions and body language. Will your face and body reflect the story with happiness, anger, sadness, fright, or humility?
2. Choose stories that are of interest to your children or a book that integrates well with your program of study for the week, such as *Land Transportation*, *National Cultural Week*, or *Sky and Birds*.
3. Seat yourself on a low chair with the children sitting facing you on a carpet.



4. To avoid discipline problems, be sure the children are sitting such that they are not touching one another. A small space between each child is a good idea. If a child touches another during this time, remove him or her immediately. Children will quickly learn to use the kind of behavior you wish. Individual carpet squares are nice, if you can find them.
5. Do not hesitate to set a standard of good behavior the first day you read. Do not allow the children to bring toys or little objects to the reading circle. You want to encourage their full attention on the story. Small pieces of string, paper, and debris found on the floor can be a big distraction. If a child is playing with something, reach out your hand and silently take it away with a kind look on your face.
6. Begin by introducing the book to your students. Point out the cover, title, and author. Invite the children to predict what the story will be about.



7. If the book can be held at arm's length and to your side comfortably while you read, do so. However, if that is uncomfortable, let the children know ahead of time that you will read the page and show them the picture at the conclusion of each page. Then do as you said.
8. Do not be afraid to read with expression and drama! Use different tones of voice, facial expressions, body language, and eye contact with the children. Your voice should reflect the tone of the stories or personalities of the characters in the story. The children will respond with enthusiasm. Have fun with this.
9. At the conclusion of each page, allow the children to explore the picture, make comments, or ask questions.
10. Encourage predictions by asking children what they think might happen next. Help them confirm or revise their predictions as the story unfolds. Try to honor everyone's prediction, not only those that you know are correct.
11. Watch children's behavior, expressions, and body language as you read, and be sensitive

APPENDIX F

ACTION SONGS

1, 2, 3. JESUS LOVES ME

(or "We've no time to sing it again.")

1, 2, 3. Jesus loves me;
 1, 2. Jesus loves you;
 2, 3, 4. He loves you more,
 Than you've ever been loved before.
 5, 6, 7. I'm on my way to heaven.
 8, 9. Jesus is mine!
 8, 9, 10. This is the end.
 We have no time to sing it again.

AIRPLANE SONG

Sung to: *The Wheels on the Bus*

The pilot on the airplane says fasten your belts. (Fasten seat belts.)

Fasten your belts, fasten your belts.
 The pilot on the airplane says fasten your belts
 When flying through the sky.

Additional verses:

The children on the airplane go bum pity bump... (Move up and down.)
 The babies on the airplane go waa, waa, waa... (Rub eyes and pretend to cry.)
 The signs on the airplane go ding, ding, ding... (Point to signs.)
 The drinks on the airplane go splish, splash, splish... (Pretend to hold a glass and move it.)
 The luggage on the plane goes up and down... (Pretend to be luggage going up and down.)

ALL THE PRETTY HORSES

Hush-a-bye, don't you cry.
 Go to sleepy little baby.
 Blacks and bays, dapples and grays.
 Coach and six-a-little horses.
 Hush-a-bye, don't you cry.
 Go to sleepy, little baby.

ALPHABET SONG 1

(without hand motions)

A-B-C-D-E-F-G,

H-I-J-K-L-M-N-O-P,

Q-R-S-T-U-V,

W-X-Y-Z

Now I've sung my ABCs,

Won't you come and sing with me?

ALPHABET SONG 2

A—B—C—D—E—F—G

Jesus died for you and me.

(Point to heaven, then make a cross, then point to yourself)

H—I—J—K—L—M—N

Jesus died for sinful men.

(Point to heaven, then make a cross, then point to your heart.)

O—P—Q—R—S—T—U

I believe God's Word is true.

(Point to your head, then make a book shape with hands.)

V—W—X—Y—Z

God loves you

(Point to heaven, hug yourself, then point to students.)

And God loves me.

(Point to heaven, hug yourself, then point to yourself.)

Now I've sung my ABCs;

God loves you and God loves me.

AUTUMN LEAVES ARE FALLING DOWN

Sung to: *London Bridge is Falling Down*

Autumn leaves are falling down,

Red and yellow,

Orange and brown,

Whirling, swirling all around

Down, down, down.

BAA BAA BLACK SHEEP

Baa baa black sheep

Have you any wool?

Yes sir, yes sir

Three bags full