

The background of the cover features a reproduction of the painting 'The Starry Night' by J.M.W. Turner. The painting depicts a turbulent, swirling night sky filled with bright, glowing stars and a crescent moon. In the foreground, a dark, silhouetted cypress tree stands prominently against the vibrant blue and yellow tones of the sky. The overall composition is dynamic and expressive, characteristic of Turner's style.

EC1 TEACHER MANUAL

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2nd Edition

EC1 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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CHAPTER 1

GOALS AND SCOPE AND SEQUENCE

I. GOALS OF EARLY CHILDHOOD LEVEL ONE (TYPICALLY THREE OR YOUNG FOUR-YEAR-OLD STUDENTS)

The goals are to develop in children a love for God, an increasing understanding of who God is and what he has done for them, and a desire to please Him as they learn of Him and the world He has made. These goals will be accomplished through the daily modeling of teachers as they express their love for and submission to God, and through the curriculum which is designed to glorify God and use His word as the foundation to accomplish two aims:

- To prepare children for success in a classical, Christian curriculum, and
- To prepare children for their local culture as evidenced by success in the national curriculum

Specific goals have been developed for the following domains:

1) Bible

- a) Learn basic facts about God (God made me, God made the world, God speaks to me through the Bible, etc.)
- b) Learn age-appropriate memory verses
- c) Learn hymns and Bible-related songs

2) Language

- a) Develop oral language skills through interaction with books, pictures, and simple picture games, and through conversation with adults and other children in informal talking times.
- b) Learn English names for common objects and actions in the home, school, community; begins to use adjectives and prepositions correctly,

3) Social

- a) Develop appropriate social skills of sharing, greeting, and saying “please” and “thank you” and making requests
- b) Show respect for others
- c) Work and play cooperatively with others
- d) Participate in cultural dances, songs, and games
- e) Obey simple instructions and follow classroom routines

4) Motor

- a) Develop large muscles through climbing, running, throwing, balancing, pedaling, swinging, etc.
- b) Develop small muscles and eye-hand coordination through scribbling with crayons, cutting with scissors, and playing with toys that have many small parts.

5) Cognitive and Pre-academic Skills

- a) Develop cognitive and language skills through exploration of their environment via nature walks, playing in sand and water, etc.
- b) Develop an appreciation of language and literature through frequent reading of books
- c) Develop numeracy skills through number rhymes and songs, using quantity words throughout the day, practicing one-to-one correspondence, and counting to 10.
- d) Recite rhymes and sing songs
- e) Recognize and name colors and objects in the home and at school
- f) Develop pre-science and social studies skills through learning about their five senses
- g) Develop pre-literacy skills by matching colors and shapes, reciting rhymes and songs.

EC1 SCOPE AND SEQUENCE

Week/Unit	Color	Pre-literacy	Pre-numeracy	Fine Arts: Art and Music
1 In the Beginning... School	Name and point out blue	How to love and handle books	Circle; matching; find a missing item	Line Melody and Rhythm
2 Weather	Name and point out red	Books and vocabulary about shapes, various kinds of weather, red	Rote count 1 -10; sort by color	Line in Nature Rhythm, melody, and patterns in music; Composer of Month: J.S. Bach
3 Family	Name and point out yellow; compare red, blue, yellow	Books and vocabulary about shapes, family, yellow;	Circles, rote count 1-10, sorting, by color; 1-1 correspondence; matching pairs; graphing	Drawing Line Music patterns and rhythms
4 Land	Associate color words blue, red, and yellow with the color	Books and vocabulary about shapes, land, use color words in conversation about sky and birds	Rote count 1 -10, sort by color; squares; 1-1 correspondence; drawing curved lines	Red, Line and color Beauty, music, and movement
5 Sky and Birds	Name and point out orange; review blue, red, yellow	Books and vocabulary about the sky, birds, and orange; telling a story with pictures; sky travel vocabulary	Rote counting 1 -10, square; build sets; matching; sorting; sequencing by size	Red, Curved lines, circles Patterns and mood in music

Week/Unit	Color	Pre-literacy	Pre-numeracy	Fine Arts: Art and Music
6	I am Special – Taking Care of Myself Name and point out green; green collage	Books and vocabulary about being made in God’s image, parts of the body and personal care, green, and the alphabet	Rote counting 1-10, circle, count body parts, match pairs	Art with circles Composer of Month: Vivaldi Rhythm, group dance
7	Sea and Sea Animals Name and point out purple; painting with purple	Books and vocabulary about the sea, sea animals, purple, shapes, and counting	Rote counting 1-10, square; outlining shapes; taking away concept; small/medium/large	Orange; Straight lines and squares Rhythm, song, singing another language
8	Air and Water Transportation Review orange, green, purple; use color words to discuss air and water transportation	Books and vocabulary about colors, triangles, air and water transportation; book etiquette; sequencing left to right	Rote count 1-10, numeral 1, sorting, Introduce the Numeral People Poem Mr. 1; AB patterns	Blue; review colors, shapes, numbers
9	Land Transportation Name and point out brown; use color words to describe land and land transportation vehicles	Introduce the alphabet with ABC songs and puzzles; books and vocabulary about land transportation, brown, and counting; locating left and right	Shape review, rote count 1-10, numeral 1, sort by size; sequencing; patterns with sound	yellow Rhythm, pitch; Composer of Month: Joseph Haydn

CHAPTER 2

A DAY IN THE EC1 CLASSROOM

I. GENERAL OVERVIEW INFORMATION

Early Childhood 1 students — three-year-olds or young four-year-olds — will spend three-four hours in school. During this time, the teacher will seek primarily to enhance the children's development across critical domains (motor, language/intellectual, social, and spiritual) through various group and individual activities. Throughout the day, the teacher should remember the following general guidelines:

- A. Identify the child by name as when speaking to him or her.
- B. Be physically on the child's level (e.g., kneel down, sit on short chair next to them) as much as possible, especially when redirecting the child.
- C. Redirect children rather than just saying 'no' (e.g., offer them another toy, ask them to do another activity [preferably one that is incompatible with the first]).
- D. Establish parameters (e.g., frequently articulate expected behavior using short, direct sentences)
- E. Set a positive tone by using positive vocal inflection, tempo, intonation, body language
- F. Reinforce positive behavior (e.g., catch them being good). Use verbal reinforcement ('good girl'), include why you are reinforcing them ('I like the way you shared that toy'), and physical reinforcement (touch, pat, body expression, etc.)
- G. Use music as much as possible to instruct, to smooth transitions between activities, to begin the day, etc.
- H. Establish routines and use music or songs or finger-plays to help children transition between activities.
- I. Incorporate prayer as much as possible (e.g., when starting snack time, thanking God for helping them [*thank you God for helping me keep my hands to myself*])
- J. Supplement or substitute materials, songs, and activities discussed in this manual with comparable materials, songs, and activities which are indigenous to that country's culture.

II. SUGGESTED SCHEDULE:

The provided schedule is for a four-hour day. For a three-hour day, simply scale back amount of time for Bible, pre-literacy, and pre-maths. Eliminate or reduce the amount of time for transitions. Adjust start and finish times for your particular school.

Schedule for 2021 Edition EC1 Teacher Text	
Time	Subject
8:00-8:20	Assembly, Welcome, worship, and Calendar
8:20-8:25	Transitions
8:25-8:40	Bible Lesson use the Rafiki Bible study lessons
8:40-8:50	Transition with Finger Plays, Action Songs, and Recitation Review
8:50-9:10	Pre-Literacy Instruction/Activities
9:10-9:20	Read Aloud
9:20-9:30	Free Play Centers
9:30-9:35	Restroom
9:35-9:45	Recess
9:45-10:05	Snack and Rest Time
10:05-10:25	Pre-maths Instruction and Whole-group Activities
10:25-10:35	Transitions
10:35-10:45	Unit Instruction and Whole – group Activities
10:45-11:05	MWF-Gross Motor TTh – Fine Motor
11:05-11:30	MW – Music; TTh – Art, F – Choice
11:30-11:50	Explore and Play – Centers related to pre-literacy, pre-maths, and unit instruction
11:50-12:00	Closing Circle/Review

III. DAILY LEARNING ACTIVITY DESCRIPTIONS

A. Assembly & Welcome Circle – 10 minutes

At the All-School Assembly sing anthem, pray, recite pledge, etc.

B. Welcome Circle

Use this time settle the children and teach and review the weather calendar concepts.

Use individual student squares and action rhymes or finger plays to get them settled and focused. Many of the songs and finger plays are found in the EC1 Teacher Manual. The songs, action songs, finger plays, and rhymes are organized alphabetically.

Begin the day with prayer, both teacher-led and students who volunteer. Prayer for children this age should focus on God's love for each of them, God's creation of each unique child, God's help for individual children or adults who are sick or struggling with a particular problem, thanksgiving to God for answered prayer and His provisions, etc.

C. Weather

Preparation: Draw pictures of the sun for sunny, the sun hiding partially behind clouds for cloudy and dark clouds with raindrops falling for rainy. Write the words for sunny, cloudy, and rainy so that EC1 students can understand that there are words that go with the pictures. You are not expecting the students to read the words; in fact, the word can be on the picture itself. Early in the year, especially if your threes are very young, you may even want to limit yourself to sunny and rainy and introduce cloudy later in the year.

Procedure: Talk about the weather, encouraging the students to tell you whether it is sunny or rainy, hot, or cold. Have one child come to the Weather Center and put up the appropriate picture

D. Calendar:

Preparation: Prepare a blank calendar with enough squares for all the days of the month. Laminate to use for multiple years. Make individual squares (the same size as the squares on the calendar) with the numbers on them from 1 through 31. Make the names of the days of the week, the months of the year and the year on sentence strips or rectangles. Laminate these to last.

Procedure: Tell the students the day of the week and have them repeat it after you. Then show them the date and place the date on the calendar. Then show the students the month and year. Have the students repeat after you the day of the week, date, month, and year. For example, Today is Monday, ____ April, ____.

E. Calendar Script

Begin teaching the steps in the calendar script one at a time as the children settle into the year and class routines. Expect that by the end of the first school quarter, most children will be comfortable with the questions and answers.

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

- | | | |
|----|---------------------------------------|--|
| 3. | Teacher and
<i>Students</i> | Sing the months of the year to the tune of Paw Paw Patch as teacher points to the months:

"January, February, March, and April
May, June, July, and August.
September, October, November, December.
Those are the months of the year!" |
| 4. | Teacher | "How many days in a week?" |
| | One Student | "There are seven days in a week." |
| | <i>Students</i> | All repeat, "There are seven days in a week." |
| | Teacher | "Let's count them." Teacher points to each day on the calendar as students count. |
| | <i>Students</i> | Count as teacher points to each day, "1, 2, 3, 4, 5, 6, 7." |
| 5. | Teacher | "What is the weather today?" |
| | <i>Students</i> | Sing, "What's the Weather" to the tune of "Where is Thumbkin?" What's the weather? What's the weather?

On this _____? On this _____? [Fill in name of day.] "It is sunny. It is sunny. On this _____. On this _____." |

F. Transition with Finger Plays, Action Songs, and Recitation Review

Use those that focus the children's thoughts on moving quietly and orderly from one place to another for the Bible lesson. Change locations to provide children a concrete and mental transition to studying God's Word. See Chapter 5 for suggestions.

G. Bible Lesson

Use the pre-primary level Rafiki Bible study for the book of the Bible your class is studying. Schools not using the Rafiki Bible Study might use one of these:

365 Great Bible Stories by Carine MacKenzie, *Beginning with God* in the Exploring the Bible with Your Child series, *Beginner's Gospel Story Bible* by Jared Kennedy, *The Jesus Storybook Bible* by Sally Lloyd-Jones, *Big Truths for Little Kids* by Susan and Richie Hunt, or *The Child's Story Bible* by Catherine F. Vos.

H. Transition with Finger Plays, Action Songs, and Recitation Review

Use songs, hymns, finger plays, and memory verse recitation as a review of the story. Then use pre-literacy songs, finger plays, or poems to focus on pre-literacy skills of listening, sound and letter recognition, copious vocabulary, and public speaking. See Chapter 5 for suggestions.

CHAPTER 3

SOME HOW-TOS

HOW TO PREPARE THE BIBLE STORY

STEP 1 PRAY

1. For understanding of the Scripture
2. For the ability to bring God's Word to life
3. For wisdom in how to present the Bible story using vocabulary that your particular students can understand.
4. For the ability to teach the truth of Scripture accurately

STEP 2 READ

Read the passage directly from the Bible several times. If possible, read from several different translations such as the ESV and NIV.

STEP 3 CURRICULUM OR CHILDREN'S STORY BIBLE

Read the story from the curriculum you are using or children's story Bible.

STEP 4 OUTLINE

Prepare an outline of the Bible story.

1. Write an opening statement followed by a brief outline of the main points you want to make sure to cover. The goal is to **tell** the story and not merely read it.
2. Write out the Bible truth that the passage of Scripture is teaching or the Bible truth that is provided in the curriculum. You will want to repeat it often as you tell the story. The Bible truth is the one thing that you want your preschoolers to grasp from the lesson.
3. Think of how you can creatively tell this story by using descriptive phrases, dialogue, and word pictures to describe objects and scenes. Involve all the senses. Ask yourself questions like "What did they see? What did they hear? What did they smell? What did they feel or touch? What did they taste?" This will make the story your own and keep the attention of the children.
4. Write out a closing statement that reinforces the Bible truth and draws the story to a conclusion.
5. Prepare questions that will reinforce the truths of the Bible story. You may use the ones that are provided for you, or you may need to change them to fit the age and abilities of the children you are teaching. The age of the children will determine how many questions you prepare. The youngest children will only answer the simplest questions, "who" or "what" but the older ones can begin to answer "how" and "why" questions.

HOW TO TELL THE BIBLE STORY

STEP 1 FINGERPLAYS

Draw the children into a few fingerplays to get them focused on you and ready to listen.

STEP 2 SET THE LIMITS

1. Make sure the children know that it is the teacher's turn to talk and the children's turn to listen.
2. Remind the children to listen carefully since there will be questions to answer.
3. Let them know that the story comes from God's Word the Bible and all the stories are true.

STEP 3 OPEN YOUR BIBLE

1. Open your Bible to the Scripture passage you are teaching.
2. Place it in your lap.
3. Pray before beginning to tell the story.

STEP 4 OPENING STATEMENT

Begin immediately with your opening statement which is designed to get the children's attention.

STEP 5 TELL THE STORY

Using your outline which should be placed in your opened Bible, tell the story in a manner that keeps the children's attention.

1. Good eye contact
2. Vary the tempo and volume of your voice
3. When using dialogue use different voices for different characters
4. Vary facial expression
5. Tell the Bible story with enthusiasm conveying your love for God's Word.

STEP 6 ASK QUESTIONS

Ask your prepared questions to reinforce the truths that were taught. If the children struggle with the verbalizing the correct answers, state the correct answers. Have them repeat the answer so that the Bible truths are reinforced.

HOW TO CUT WITH SCISSORS

Have one pair of safety scissors for each student. Find either left-handed scissors available or ambidextrous scissors for students preferring their left hands. *Note: Watch your students to see which hand they use predominantly. Encourage them to use the hand that feels the most natural.*

CHAPTER 4

TRANSITIONS

Transition to Free Play Centers:

Stand at or near the center where students are told to gather. If the teacher is not able to be present immediately with the students at the center, have the materials in a location close to the table but not within the students grasp. Our goal is to help the students succeed; keeping temptations to a minimum contributes greatly to this end.

Before calling students to each center, give the children clear, brief instructions such as, *“Please sit quietly until I come to your group.”* Confused students are less able to succeed, and this is a crucial time for the students to learn that school is quiet but fun and that they can succeed in their tasks.

Transition Using Name Strips:

Make two sets of laminated name strips* (a strip of paper with the name of the child) for each child. When grouping the students for center activities, put the name strips for those students with the activity. On the second day with the same centers, when the students will move to a different activity, just move the group of name strips to indicate which students will participate in the activity. For example, the students in Activity A on Monday will be in Activity B on Tuesday, as the curriculum is written.

*Use the above-mentioned name strips to help the students recognize their own name. As a transition to the activity, hold up the name strip to show the students the name of the child to come to the activity. In the beginning, the child will probably not recognize his name, but in just a little while, he will enjoy raising his hand to let you know he knows his name!

If your students know their names by sight, place the name strips at the seat where you want each child to sit and instruct them to find their name and sit in that seat. Wait to seat wiggly or talkative students until they settle and give you their attention.

More Transitions to Centers:

Call those students to the centers who are sitting quietly on their squares, reminding them that, if they want to be called for centers, they must sit with quiet feet, quiet hands, and quiet mouths. This is good practice for the students to practice sitting quietly.

Say the poem, *“Two Little Blackbirds”* with changes in the words to apply to the students

Two little students, sitting on their squares.
One named Jackie, the other named Robert.
Come to the table Jackie, come to the table Robert.

Repeat with all students.

Other transition finger plays, and rhymes are listed in the various lessons.

Then sing a song or rote count to 10 to help the children focus and pace themselves as they clean up. Use songs such as:

“Are You Helping?”

“Oh, How We Love Clean Up”

“Clean Up”

Transition to Gross Motor Skills and Outdoor Play using the Bible Verse:

Instruct the children to sit quietly on squares (after singing). See suggestion with triangles in preparation for teaching the memory verse. Have the students come, one-by-one to line up by walking or hopping on the triangles (no running, please).

Transition to Gross Motor Skills and Outdoor Play with Songs:

Instruct the children to sit quietly on squares (after singing). Tell the children that only those sitting nicely on their squares will be called to line up. When you tap them lightly on the head it is time for them to get in line. You may want to sing one of the Bible songs as they line up.

Transition to Restroom Break

Have the students line up in a regular, designated place, with a designated line leader for the restroom. Tell them to wait quietly while you collect the materials used for large muscle. Have the children stand in the regular designated area and use some finger plays, or songs already used during the class.

Transition to Finger Plays and Bible Story using Books:

As each student finishes at a center, instruct him to

- put his materials away (teaching orderliness and appreciation of God’s provisions),
- push his chair in (teaching social skills),
- go to the designated center.

There the child should choose a book quickly and take it to his square, walking quietly (again giving the child practice in being quiet and happy in school). Once at his square he should sit and quietly look at his book while the other students finish their work. For this activity, board books are a safer choice than soft-cover books, as the students are still learning to care for books correctly (keeping them out of their mouths, holding them quietly vs. throwing, and turning the pages carefully). When all of the students are on their squares with books, you can use the opportunity to help the students learn new vocabulary words or numbers by saying, “When I say ‘big’ close your book.” Say other words before saying big or use the word big in a sentence or even a little story. Collect the books from the students when they are closed and replace in book center, giving the students one more time to practice waiting quietly for the teacher.

CHAPTER 5

EXAMPLES OF CENTER ACTIVITIES

Listed below are some ideas for activities – further instructions for activities or centers and other segments of the schedule are offered in the daily lesson plans for each week/unit.

FREE PLAY/CENTERS (INCLUDING PRE-MATHS STATIONS)

(With a short, large-group period of instruction)

Group Pre-math Instruction: Three-year-olds do not sit quietly for very long. However, a short (3-4 minute) time of large group instruction will prepare them for the more structured environment of the four-year-old class. This is a good time to work on a Colours, Shapes, or Numbers.

CENTERS

The Early Childhood 1 class can be sub-divided into groups for the group time activities such as Free Play and Fine Motor, based on the number of students in the class and the presence of a teaching assistant. For example, if there are one to six 3-year-olds in the class, the teacher will be able to use the worksheet labeled “Example One – One Group Center Worksheet.” In this example, the entire class is able to participate in the Free Play or Fine Motor Center. The activity in this center is then changed on a daily basis.

If there are six to twelve students in the class, it would be advisable to divide the students into two groups to participate in center activities. The worksheet entitled “Example Two – Two Groups at Two Centers” should be used in this instance. There are two center activities listed, for Monday through Tuesday and for Wednesday through Thursday, with the students rotating through the centers each day. Friday’s center will be a large one with all the students participating. The teacher will need to take this into consideration when planning the weekly schedule. A sample of how the groups will rotate through a two-group schedule is given in the Appendix at the end of this manual.

For a class of greater than ten to twelve students, there are three center activities listed, for Monday through Wednesday, with the children rotating through the centers each day. If you have an assistant, she/he can help and/or teach at one of the “assisted” centers, while you teach at the other “assisted” center. The third center is noted as “independent”, meaning that the students are usually fine on their own with an occasional offer for help. The worksheet labeled “Three Groups for Three Centers” should be used to plan the weekly schedule. On Thursdays and Fridays, there are only two centers for the two days, so the groups can “switch” on Friday. This means that the groups in the centers will be larger. A sample of how the groups will rotate through a three-group schedule is given at the end of this manual.

If you are teaching alone, it will be necessary to have only two centers, one independent

Center and one assisted center. It is not advisable to try to have more than one independent center during center activities. If a parent volunteer or second helper is in the classroom, it may be possible to add a second or third assisted center. This would be advisable, since the groups would be even smaller.

Every activity in the three-year-old class lends itself to teaching English skills, fine motor skills, and social skills. Many also offer the opportunity to give the students practice in eye-hand coordination and the correct use of materials. Take advantage of all the opportunities for teaching in centers. The students will come with a small English vocabulary and will not understand most of the words we use commonly. Stop and think about what you are saying, and teach words crucial to the work of the center.

The activities in the centers should incorporate materials available and appropriate for that culture. Initially the child may be totally unfamiliar with some of the activities. In this case, begin with modeling how to do the activity. As you model the activity, talk out loud what you are doing, using short sentences (e.g., I'm putting the block on top of the other block.). When children have gained some familiarity with the activity or materials, use modeling, demonstration, verbal directions, etc., to enhance children's skill development. As the child grows older, encourage persistence with the activity (up to a few minutes as appropriate for his or her age). Also include slightly more advanced verbalization before, during, and after the activity.

Have everything ready for the center activities. Do not expect threes to share easily. In the beginning of the year, it is best to have separate containers for each child and then gradually introduce the idea of sharing materials. Plan to have "tempting" items (glue, paint, markers, etc.) out of reach in the beginning as you teach the children to handle the materials only after you have said they may do so.

Plan to relate each center to the unit as much as possible. Include vocabulary words, explaining those you think are important with very simple explanations. Have the children repeat the new word several times and help them with their enunciation. End the center by praising the children for something well done (make it a true and sincere praise) such as, "Tom, you did such a good job staying in your chair the whole time." Or, "Sarah, look at the good work you did!" Examples of ways the teacher can use the center's activities to enhance development across motor, language, social, and spiritual domains are included in the appendix at the end of the manual.

CENTER: BOOK CENTER (THIS SHOULD BE A PERMANENT CENTER)

Examples of Activities

- Keep several books in a location easily accessible by the children. Place carpeting pieces, small chairs, or rugs nearby for the children to sit on.
- Change many of the books in the Book Center often, but always keep the children's favorites. Add books with pictures and information about topics being discussed in other parts of the day.
- Add some other Book Center materials. Put out soft puppets in a container, a flannel board with shapes or pictures and sets of pictures from magazines, etc.
- Keep the Book Center materials organized and neat. Talk with children about use of books

CHAPTER 6

TEACHER PREPARATION

Use the **Teacher Daily Preparation Outline** (make copies of template provided) to plan for each day of the week. Just write in the day of the week on the blank line in the title. Using this outline as you prepare each day's lesson and decide what suggestions you are going to use for the designated instruction and center times. Every lesson gives you suggestions for pre-literacy instruction, pre-math instruction, and unit instruction. In addition, suggestions are made for activities that can be used in the appropriate pre-literacy, pre-math, and unit stations.

Teachers can read through the suggestions for lesson preparation based on class size. This will help the teacher to know how many stations are needed daily and how often the stations need to be rotated during the week.

HOW TO USE EC1 TEACHER TEXT WEEK/UNIT INSTRUCTIONS

At the beginning of each **Week/Unit**, you will see **Student Objectives**, **Biblical Worldview Integration** thoughts, and **Materials** needed. Read thoughtfully through these before planning the lesson.

Following **Materials**, the **Introduction** is provided in chart form for a quick overview of key concepts for the week. Art lessons referred to are in Rafiki's *EC1-3 Art Teacher Text*. Music lessons referred to are in Rafiki's *EC3 Music Teacher Text*.

Read-aloud suggestions are merely that—suggestions. If they are available, they are excellent choices. If you need to replace them, be sure the topics are related to the unit and the story and illustrations represent truth, goodness, and beauty. Most of the action songs, finger plays, and rhymes suggested are in the *EC1 Teacher Manual*.

Centers and Suggested Center Activities give guidance for the Play and Explore Centers that follow the Unit Instruction.

The **Methods** section lays out everything to do each day of the week in each learning activity: Pre-literacy, Large and Fine Motor, Pre-maths, and Unit Instruction. When possible, visual aids and student worksheets are included in the text. Otherwise, the teacher is responsible for making or gathering suggested materials for each activity.

HOW TO USE THE TEACHER DAILY PREPARATION OUTLINE

Make five copies **Teacher Daily Preparation Outline** for each week's planning. Use this outline to prepare each day's lesson. The lesson plans provide suggestions for pre-literacy instruction, pre-math instruction, and unit instruction as well as for the various centers. Select which suggestions you plan to use. Read through the suggestions, considering specific class size, the number of stations to be used during the week, and how they will be rotated.

TEACHER DAILY PREPARATION OUTLINE

Day of the Week: _____

8:00-8:20 Assembly, Welcome, Worship, and Calendar

8:20-8:25 Transitions

8:25-8:40 Rafiki Bible Lesson or Preferred Bible Story Book

8:40-8:50 Transition with Finger Plays, Action Songs, and Recitation Review

8:50-9:10 Pre-literacy Instruction and Whole-group Activities

9:10-9:20 Read Aloud

9:20-9:30 Free Play Centers

9:3-9:35 Restroom (Transitions)



APPENDIX A

**ACTION SONGS,
FINGER PLAYS,
POEMS, AND
CHANTS IN ABC
ORDER**

1, 2, 3. JESUS LOVES ME

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 time to sing it again
(or we've 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?