

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 TEXT

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EC1 Teacher Text

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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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WEEK 1 UNIT

IN THE BEGINNING... SCHOOL



STUDENT OBJECTIVES

- Restate the Bible truth in their own words.
- Repeat the Bible verse as the teacher leads.
- Identify the color blue.
- Name the color blue correctly.
- Identify a circle.
- Name some attributes of a circle.
- Identify common items and routines associated with school.
- Recall new English vocabulary words.



BIBLICAL WORLDVIEW INTEGRATION

The LORD God has created the world with beauty and order. We can glorify him for this, and we can enjoy the world he has created.



MATERIALS

- 5 read-aloud books related to unit
- pictures of school items-crayons, glue sticks, books, pencils, scissors, tape, blocks, chalk, slates, chairs, desks, or balls from magazines, newspapers, coloring book, clip art
- large sheet of paper with four car shapes of varying sizes on it
- set (2) of circles appropriate in size for the cars on the large sheet of paper
- books with pictures of cars
- building blocks or Legos, enough for each child to have a set to work with
- blue play dough [See recipe in at end of Materials.]
- small, round plastic plates, and circular cutters like small plastic cups
- number and/or shape magnets
- magnet boards
- color flashcards

- two circles each cut into five differing sizes for a total of ten circles
- 10 circle outlines (two of each size) on a large sheet of paper using the five sizes of circles previously cut out as your template (Laminate these for the future.)
- assortment of household and school items: spoon, fork, soap, plastic bowl, plastic cup, sponge, serviette, pencil, crayons, paint brush, glue stick, child-proof scissors, etc.
- large container or bag
- picture of a house
- picture of a school
- sidewalk chalk or regular chalk
- masking tape
- 18-20 small metal toy cars
- a variety of school items such as crayons, markers, pencils, blocks, rulers, chalk, erasers, small books, etc.
- class set of playground balls – at least 1 ball for every 2 children plus one more
- board books and simple story books, at least 2 per child
- collection of blue items such as buttons, ribbons, different-shaped cut construction paper, confetti, tissue paper, and pictures from magazines
- tray or box lid
- template: Pictures for Peek-A-Boo Board – at end of unit (The Peek-A-Boo Board will be used throughout the year.)
- template: Sample for Student Names in Blue

Colored Playdough

Materials

- 1 cup water
- 1 tablespoon vegetable oil
- 1/2 cup salt
- 1 tablespoon cream of tartar
- Food coloring
- Saucepan
- 1 cup flour

Directions

1. Combine water, oil, salt, cream of tartar, and food coloring of choice in a saucepan and heat until warm. Remove from heat and add flour.
2. Stir, then knead until smooth. The cream of tartar makes this dough last 6 months or longer, so resist the temptation to omit this ingredient if you don't have it on hand.
3. Store this dough in an airtight container or a Ziploc freezer bag.

INTRODUCTION

Color: blue	Bible Story: See Rafiki Bible Study.
Shape: circle	Art: Week 1 Lesson 1
Number: none for this lesson	Music: Week 1 Lesson 1; Week 1 Lesson 2
Letter: none	Recitation Selection: See notes on recitation at the end of this unit.
<p>Read-aloud: Select 5 good story books from your library on topics related to the unit.</p> <p><i>Brown Bear, Brown Bear</i> <i>Chicka Chicka Boom Boom</i> <i>Curious George's First Day of School</i> <i>Five Little Monkeys Shopping for School</i> <i>I Don't Want to Go to School</i> <i>Lola Goes to School</i> <i>Mermaid School</i> <i>Preschool Here I Come</i> <i>We Don't Eat Our Classmates</i> <i>We Love Our School</i></p>	

ACTION SONGS

<p>"This Is the Day" "The Bible Is a Treasure Book" "Praise Him, Praise Him" "Good Morning, God" "I Like Blue"</p>	<p>"Going to Bed" "When I Was One Year Old" "My Hands Upon My Head I'll Place" "Rolling Circle Song"</p>
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CENTERS

Introduce Centers slowly. Make sure students know the rules and procedures for each center. Explain and practice what is expected from the children when they are working in the center.

- book center – variety of books; comfortable area (rug, stuffed animals, chairs, etc)
- blocks
- pegboards and pegs

METHODS

MONDAY

PRE-LITERACY ACTIVITIES

Reading Books

Materials: board books and simple story books, at least 2 per child

Directions: Before calling the students to the book center to select books, give the rules and demonstrate how to choose a book, hold a book, turn pages, close the book, and return it to the shelves or table. Have the students select one book from the book rack to read. When they are finished “reading” the book, they should replace it on the rack and select another. Provide books with stories and pictures that deal with school and school activities, circles, or the Bible story.

PRE-MATHS ACTIVITIES

Peek-a-Boo Board with School Items

Materials: pictures of school items—crayons, glue sticks, books, pencils, scissors, tape, blocks, chalk, slates, chairs, desks, or balls—from magazines, newspapers, coloring book, clip art

Directions: Make two of each picture that are exactly the same for matching. When the children are seated at the center, explain that you are going to be “matching” pictures of things found in the school. “Matching” is picking the two pictures that are the same or that look alike. Using a card, demonstrate how the student will lift a flap until he/she finds a match. One at a time, hand a card to a student and allow him/her to find a match. When the student finds a match, teach the class the name of the item. Tell students to repeat the name several times. Give a card to the next student and allow him or her to match the card.

UNIT ACTIVITIES

Circle Games

Materials: jump ropes, stick or pointer to draw circle in dirt

Directions: Draw a large circle in a dirt area of your playground or near the school. Alternatively, you can make a large circle using ropes on your playground as a visual guide for the threes to learn how to make a circle. See if you can obtain music and directions to the following circle games: “Old Brass Wagon,” “Looby Loo,” and “Here We Go ‘Round the Mulberry Bush.” You may substitute any circle game. Have the students line up on the circular rope and hold hands. This may take some time until the students have grasped the concept. Play “Here We Go ‘Round the Mulberry Bush” two times. Do other circle games, as time allows.

OLD BRASS WAGON

United States play Party game

1. Cir-cle to the left, Old Brass Wag-on, Cir-cle to the left, Old Brass Wag-on,
 Cir-cle to the left, Old Brass Wag-on, You're the one my dar - ling.

1. Circle to the left, Old Brass Wagon, Circle to the left, Old Brass Wagon. Circle to the left, Old Brass Wagon, You're the one, my darling.
2. Circle to the right, Old Brass Wagon, Circle to the right, Old Brass Wagon. Circle to the right, Old Brass Wagon, You're the one, my darling.
3. Ev'rybody in, Old Brass Wagon, Ev'rybody out, Old Brass Wagon. Ev'rybody in, Old Brass Wagon, You're the one, my darling.

SINGING

As the students hear the words, let them decide how they can implement the actions. The last phrase could be played with body percussion in the rhythm of the words, patting knees on "You're the one my", and clapping "darling". Make this play party game longer by singing the verses included here and by making up more, such as promenade, jumping in, swing your partner, etc. Help students discover the prevalence of repeated tones or pitches in this song. The first seven pitches are G, the same tone. Can they find other words that occur on repeated tones? Notice that the first phrase begins with Do, the second with Re, and the third with Mi. Those ascending pitches could be played on the tone bells as the students sing.

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GROSS MOTOR ACTIVITIES

Materials: optional – long rope

Directions: Teach personal space and correct behavior for walking in line. If you choose, you can use a rope for showing children how to walk in a line. Place children in a line making sure there is personal space between each child. The students hold onto the rope with their left hand. We walk slowly but together. Head up. Hands to yourself. Voices off. Take a walk around the school showing the children the place where they will eat and the bathrooms. (During the first few weeks, be sure to teach routines and procedures of what you expect. Be clear in your expectations.)

TUESDAY

PRE-LITERACY ACTIVITIES

Group Blue Collage

Materials: large piece of paper for each group; blue things for a collage, including items such as: buttons, ribbons, different-shaped cut construction paper, confetti, tissue paper, and pictures from magazines; glue or glue stick

Directions: Place blue items in a container for the students to choose from. When the students are seated at the center, show them the blue objects you have collected and explain that you will be making a group of blue pictures on the paper. Have each student choose one blue item to put on the paper. As it is early in the school year, you should be in charge of gluing the item to the paper. Place glue on the paper and allow the child to put the item on it. Later in the year, you will teach the threes how to use a glue stick.

PRE-MATHS ACTIVITIES

Matching Circle Wheels

Materials: large sheet of paper with four car shapes of varying sizes on it; set (2) of circles appropriate in size for the cars; books with pictures of cars

Directions: When the children are at the center, explain to them what a circle is. This is a good time to sing the "Rolling Circle Song." Talk to them about cars and how the wheels of a car are circles, allowing the car to roll forward. Show students a book with car pictures in it or even a model of a car which can roll forward. Then hand a student a circle and have the student match the circle with the appropriately sized car. Continue handing circles to the students until they have all been correctly matched. You can begin teaching vocabulary of size, etc., as you talk with the children.

Vocabulary: small, large, smaller, larger, big

UNIT ACTIVITIES

Cars on Chalk Roads

Materials: sidewalk chalk or regular chalk or masking tape; one small car for each child

Directions: Use sidewalk chalk (regular chalk) to draw "roads" on the sidewalk near the school. If there are no sidewalks or cement areas, you can draw roads in the dirt or put masking-tape roads down on the floor. Have one small car ready for each child. The small metal cars from local markets work well. Allow one student at a time to choose a car and begin playing. Choose those students who are waiting quietly to be the first to choose.

FINE MOTOR ACTIVITIES

Sorting School Items

Materials: an assortment of household and school items to be sorted. Some suggested items are as follows: spoon, fork, soap, plastic bowl, plastic cup, sponge, serviette, pencil, crayons, paint brush, glue stick, child-proof scissors, a large container to hold these

Directions: Place these items in a large container or in a large bag. Place a picture of a house and a picture of a school on the table. Allow one student to choose or draw out one item at a time and choose whether the item would mostly be used in a home or a school setting. Place with the appropriate picture. This activity provides an excellent opportunity to increase the child's vocabulary and conversation skills as well as fine motor skills.

WEDNESDAY

PRE-LITERACY ACTIVITIES

Student's Name in Blue

Materials: Prepare one sheet of paper (A4 or letter-sized) for each student with their first name outlined on it. You can hand draw the name in outline format or use MS Word ("Word Art" has a style that is outline only, use Arial Black font). Use only capital letters and make as large as possible on the page.

Directions: After covering each child's uniform with an apron or old shirt, give each child a small dish of blue paint. Emphasize the color blue and reinforce it by singing a blue song like "I like Blue." Demonstrate how to use the paintbrush. After the children have finished painting, have them give you their paintbrush to put in a jar of water.

PRE-MATHS ACTIVITIES

Blocks or Legos

Materials: building blocks or Legos, enough for each child to have a set

Directions: Place the blocks in a selected play area of the room. If possible, designate the area by a carpet. Call the students to the area and give each a pile of blocks for building. Remind the students to share, but if they are young threes, they will find this difficult. It is better to start the year by giving them their own pile of blocks for an independent play time.

Vocabulary: blocks, build, hands

UNIT ACTIVITIES

Wheeled Crossover

(Same as "How Did You Get There?" except with an emphasis on things that travel with wheels)

Materials: none needed

Directions: Begin the game with the students on one side of an open area. If you have a teacher's assistant, have him/her stand with the students. Stand on the other side and say, "Motor car, Motor car, how did you get there?" You or your assistant then says, "We drove!" The children then will "drive" to the other side (with appropriate car sounds). Continue suggesting a variety of wheeled vehicles: motorcycle—we zoomed; bus—we putt-putted; bicycle—we pedaled; tricycle—we squeaked; trains—we chugged; planes—we taxied etc. Use a wheeled vehicle you can think of (fire engines, tractors...).

GROSS MOTOR ACTIVITIES

Walk the Line

Materials: optional – long rope

Directions: Teach personal space and correct behavior for walking in line. If you choose you can use a rope for showing children how to walk in a line. Place children in line, making sure there is personal space between each child. The students hold onto the rope with their left hand. We walk slowly but together. Head up. Hands to yourself. Voices off. Take a walk around the school showing the children the playground. Go over the rules of each equipment. (swing, slide, monkey bars, etc.) Take turns practicing the rules as each child tries the playground equipment. Explain the discipline if a rule is broken. For **example:** “If you climb up the slide, I will remind you once. If you continue and climb up the slide again, you will have time out. You will sit and not play until I say it is okay. (about 3 minutes).” Remind the child you are not mad at him but that’s what will happen if you break a rule. At the beginning of the year, the children will need a lot of reminders.

THURSDAY

PRE-LITERACY ACTIVITIES

School Item Race

Materials: a variety of school items such as crayons, markers, pencils, blocks, rulers, chalk, erasers, small books, etc.; large empty container – box, bag, or bin

Directions: Place school items in a container (or even in a pile) at one end of an open area. Place an empty container at the other end of the open area. Line your students up in a straight line. Have the first student reach into the container and pull out an item. Help the student say the name of the item and have him run to the other container, put it in, and then run back. Have the next student pick an item, etc. Continue until all the students have had one or two turns and/or the items are all used up. Move to the other end of the open area and repeat the race. If you have a large class, both you and your assistant can lead a group of students to help the race go faster.

PRE-MATHS ACTIVITIES

What is Missing?

Materials: tray and a collection of common school items such as items used in other centers.

Directions: Place three items on the tray, and others in a container nearby. Show the students the tray with three school items on it. Name the items and have the children repeat several times. Cover the tray with a cloth and move it onto your lap. Quietly remove an object and leave it hidden on your lap or in a pocket. Place the tray back on the table and remove the cloth. See if any child can identify what is missing from the tray. Repeat until all the items are gone. Replace the three items with three different items and continue as long as time allows.

UNIT ACTIVITIES

Play Dough

Materials: blue play dough [See Materials.]; small, round plastic plates and circular cutters like small plastic cups

Directions: At the center, before calling the students, put out a small quantity of play dough for each student. Give each student a circular cutter or plate, so each has one object. Show the children how to play with play dough using the cutters. Have fun pretending with them about circular shapes that they are making. This is a good time to use short songs, rhymes, or engage the children in English conversation. When finished, teach the children how to clean the play dough off the table and store into a container. Then wash the students' hands with a washcloth before dismissing them to their squares.

Vocabulary: circle, hand, push, pull, cut, roll, plate, cup, cut

FINE MOTOR ACTIVITIES

Circle Match

Materials: two circles each of five differing sizes for a total of ten circles, a large sheet of paper using the five sizes of circles previously cut out as your template. (laminated these for the future)

Directions: When the students are gathered at the center, explain what a circle is. Allow one student to attempt to match the circle to the appropriate outline. Help as needed. The students will continue to match the circles until all have been successfully matched. Repeat if you have time.

FRIDAY

PRE-LITERACY ACTIVITIES

Student Choice

Materials: slates, chalk, number and/or shape magnets, magnet boards, color flashcards, paper, and crayons. Note: Color flashcards – 2 red, 2 green, 2 yellow, 2 blue, 2 orange, 2 purple.

Directions: Allow the students to choose an activity, one-by-one, starting with those sitting quietly on their squares. They are to keep the same activity for the entire time. Encourage the students with slates or paper and crayons to draw about school. Help those with the flash cards to play a match game similar to concentration by laying the cards out and turning them over.

Vocabulary: match, color, circle, number

PRE-MATHS ACTIVITIES

Balls

Materials: one playground ball per student (plus one extra) or at least one per pair of students.

Directions: Line the students up to go outside. Use a Line-up song or one of the action songs that you have been using all week. Let each student choose a ball. If possible, have one extra ball so that even the last child has a choice. Explain to the students that they will be kicking the

balls today, rather than bouncing or throwing them. Engage in conversation with them about how far the ball is rolling and that it can roll because it is “round like a circle.”

UNIT ACTIVITIES

Painting the Sky

Materials: 1-2 large sheets of paper with outline of school building, depending upon class size; blue finger paint; plastic spoon; aprons or paint shirts for each child

Directions: Draw one outline of your school building on a large sheet of paper. (Use two or more outlines of the school depending on the size of your class). You may want to color the roof to match the school buildings. Help students put on their aprons/paint shirts. Place small amounts of blue finger paint on the **sky** area of the picture using a plastic spoon. Encourage the students to put their hands in the paint and to paint the sky with their fingers.

GROSS MOTOR ACTIVITIES

Materials: none

Directions: Teach personal space and correct behavior for walking in line. If you choose you can use a rope for showing children how to walk in a line. Place children in line making sure there is personal space between each child. The students hold on the rope with their left hand. We walk slowly but together. Head up. Hands to yourself. Voices off. Allow the children to play on the playground.

ASSESSMENT

Teacher

- Did I give children kinesthetic, auditory, and oral experiences to reinforce the beauty of the color blue and the unique attributes of a circle?
- Did I provide ample practice time for students to memorize Bible verse?
- Did I clearly present the Bible story? Did I speak English with good projection, enunciation, and projection?
- Did I clearly demonstrate school routines?
- Was I consistent in dealing with the children?

Students

- Can they identify the color blue and the circle and express delight in them?
- Were children able to recite the Bible verse?
- Are children making progress in English pronunciation?
- Do children recognize the different routines of the classroom?

EXTENSIONS

Read poetry about the color blue.

Locate blue on the color wheel.

Suggested artwork to support and extend the lesson: *Blue Horses* by Franz Marc

Show students Renoir's painting *Girl with a Hoop*, found at the end of this lesson. Invite them to describe the painting using the new color word this week. Tell them the name of the painting and of the artist and have them repeat both. Have them find the circle.

MODIFICATION

Work individually with children struggling to memorize the Bible verse.

For children struggling with proper line-walking behavior, put them in small groups with a shorter rope and let them take turns in the first position, as leader.

RECITATIONS

Recitations for three-year olds should be done first in their own classroom. The audience should be only their parents. The children need to practice plenty, and the setting should be the most natural it can be. Expectations should be realistic. Most children will not want to or be able to do a portion alone so group recitation whether whole or small is wise.



Girl with a Hoop

By Pierre-Auguste Renoir – Unknown, Public Domain, <https://commons.wikimedia.org/w/index.php?curid=474893>