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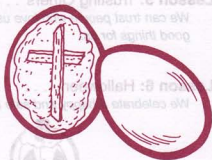
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### Theme: Celebrating Winter


#### Beginning

A small tree should be attached to the wall at the children's eye level. Prepare a snowflake from white construction paper for each child with his or her name on it. As each child enters the preschool room, he or she should find the snowflake with his or her name on it and attach it to the tree.



Introduce the season of winter by bringing in items that are particular to this time of year. Some items might include mittens, caps, coats, scarves, rubber boots, ice skates, hockey sticks, and hot chocolate. Gather the children and show them these objects. Talk about the season of winter. Explain that in winter, the leaves that have turned colors have all fallen off the trees and the weather starts to get even colder.

Teach the children the following song:

 **Winter's Here** (To the tune of "Frère Jacques")

Winter's here, winter's here.

White snowflakes, white snowflakes;


Mittens and hot chocolate, mittens and hot chocolate;

Celebrate! Celebrate!

#### Middle

Pass out a copy of the *Unit Page* to each child. Explain that the pictures show people having fun doing things in winter. Invite the children to make up a story about each picture. Ask the children what they like to do in winter.

#### End

 Make "A Snowy Day Tree." Give each child an empty paper towel spool.


Help the children color this brown, using

markers. Cut several slits in the top and

bend the strips outward to form branches.

Put a thin layer of glue on these branches. Give the children white tissue paper squares. Show them how to crumple the tissue squares to make snowflakes and stick them onto the glue-covered branches.



 Make "Wonderful Winter Trees" together. Give each child a round sugar cookie. Have the children use popsicle sticks or plastic knives to cover this cookie with canned white icing. Then have the children sprinkle sparkly sugar on the icing. Give each child a rectangular chocolate-covered cookie stick to use as a tree trunk. Enjoy with hot chocolate.

# Extra! Extra!



## A Handprint Winter Tree

Paint each child's forearm brown (the tree-trunk) and stamp this onto a piece of light blue construction paper. Paint the child's hand (with fingers open wide) brown. Help the child stamp this at the top of the trunk to complete the tree. White paint may be sponged on to add snow to the tree branches.



Read any of the following books:

*Snowballs*, by Lois Eklert, published by Harcourt Brace & Company, (San Diego, CA) 1995.

*The Big Snow*, by Berta and Elmer Hader, published by Simon & Schuster Books for Young Readers, (New York) 1976.

*The Hat*, by Jan Brett, published by The Putnam Publishing Group, (New York) 1997.

*The Jacket I Wear in the Snow*, by Shirley Neitzel, published by William Morrow & Company, (New York) 1994.

*The Mitten*, by Jan Brett, published by The Putnam Publishing Group, (New York) 1996.

*The Snowy Day*, by Ezra Jack Keats, published by Viking Children's Books, (New York) 1998.

## Additional Suggestions for Storytime During Unit 2

Ackerman, Karen. *Song and Dance Man*. New York: Alfred A. Knopf Inc., 1992.

Aliki. *Feelings*. New York: Greenwillow Books, 1986.

Andersen, Hans Christian. Ill. Janet Stevens. *The Princess and the Pea*. New York: Holiday House, Inc., 1982.

Carle, Eric. *From Head to Toe*. New York: HarperCollins Children's Books, 1997.

\_\_\_\_\_. *Today Is Monday*. New York: Putnam Publishing Group, 1993.

\_\_\_\_\_. *Walter the Baker*. New York: Simon & Schuster Books for Young Readers, 1998.

dePaola, Tomie, ill. *The Friendly Beasts, An Old Christmas Carol*. New York: Putnam Publishing Group, 1998.

Galdone, Paul. *The Gingerbread Boy*. Boston, MA: Houghton Mifflin Company, 1983.

Lonni, Leo. *Little Blue and Little Yellow: A Story for Pippo and Other Children*. New York: William Morrow & Company, 1994.

Low, Alice. *The Popcorn Shop*. New York: Scholastic Inc., 1993.

Lucado, Max. *You Are Special*. Wheaton, IL: Crossway Books, 1997.

Martin, Bill, Jr. *Brown Bear, Brown Bear, What Do You See?* New York: Henry Holt & Company, 1983.

\_\_\_\_\_. *Polar Bear, Polar Bear, What Do You Hear?* New York: Henry Holt & Company, 1991.

McCloskey, Robert. *Blueberries for Sal*. New York: Viking Children's Books, 1976.

Showers, Paul. *A Listening Walk*. New York: HarperCollins Children's, 1993.

Walsh, Ellen Stoll. *Mouse Paint*. San Diego, CA: Harcourt Brace & Company, 1995.



## Materials for Lesson 9, Part 1:

- Activity Page 35
- winter clothing for puppet or stuffed animal
- hand-held mirror
- tagboard or cardboard
- foil
- stickers, colored macaroni, or paint
- small paper plates
- buttons and yarn
- construction paper

## Theme: God made each of us wonderfully unique.

### Purpose:

- to help the children recognize their uniqueness by helping them to become aware of all the wonderful things they can do.

### Beginning

Ahead of time, dress the puppet or stuffed animal in winter clothing such as a scarf, a hat, or ear muffs.



As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

Gather the children in a circle. Tell them that in our preschool room are many wonderful things that God has made. Explain that they will each get a turn to see one of these special creations. Then call each child up, one at a time, and have them look into a hand-held mirror. Explain that each one of them is made wonderfully unique by God. Find something about each child to notice and say something like, "Nobody has a great smile exactly like yours, \_\_\_\_\_."

Teach the children the following song:



**I Am Wonderful** (To the tune of "Bingo")

God made me, a special me,	I am wonderful!
I'm wonderfully made.	I am wonderful!
I am wonderful!	'Cause God has made me so!



### Middle

Pass out *Activity Page 35*. Read the first two lines at the top of the page. Explain to the children that the pictures on this page show things that we can do. Point to the first illustration and ask the children to tell what is happening in that picture. Then read the caption under the picture. Ask the children whether they can play, too. Have them trace over the X in the box with their fingers to indicate that they can play. Continue in this way with the remaining three illustrations. You may wish to have the children trace over the dotted Xs with a crayon.

### End



Help the children make individual hand mirrors to take home. Cut a hand-mirror shape out of tagboard or cardboard. Attach a circle of foil, shiny side out, to the center on one side. Around the foil write the words, "Wonderful Me!" Help the children decorate the back side of the "mirror" with stickers, colored macaroni, or paint.

Begin a "Me Book" for each child. Help each child make a small paper plate into a "picture" of themselves by adding buttons for eyes and nose and yarn for mouth and hair. Attach these "faces" to a piece of construction paper to make a cover for the book. On another piece of construction paper, write the words, "I am special and unique!" Then paint each child's hand and print it on this page to make page 2 of the book. More pages will be added to these books so keep them at preschool.



Gather the children around the prayer table. Lead them in the following prayer: "Dear God, thank you for making me so wonderful. Amen."



# Extra! Extra!



Read the story *You Are Special* written by Max Lucado. Help the children understand that each of them is special, and that God loves each of them very much.



## I Am Special

(To the tune of "Are You Sleeping?")

I am special. I am special.  
Look at me, look at me.  
I am very special, I am very special.  
God made me. God made me.



### Materials for Part 2:

- Activity Page 36
- recipe cards

## Wonderful Me (Part 2)

**Theme: We need to take good care of ourselves, the wonderful children God made.**

### Purpose:

- to help the children become aware of good personal health habits.

### Beginning



As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place on them on the tree.

Tell the children that God made us wonderfully, but it is up to us to take good care of our bodies so they stay wonderful. We must get enough rest, keep our bodies clean by taking baths, eat food that is good for us, and get exercise.

Teach the children the following rhyme. Have them act out each verse.

### I Can Take Care of Me (Poem)

God made me, a wonderful me, I can take care of me.  
I can eat good food. (Have children pretend to be eating something. Go around and ask each child what he or she is eating.)

God made me, a wonderful me, I can take care of me.

I can exercise. (Have the children mimic you jogging, touching toes, stretching, and so on.)

God made me, a wonderful me, I can take care of me.

I can keep clean. (Have the children pretend to fill the bathtub, add bubbles, and wash various parts of their bodies.)

God made me, a wonderful me, I can take care of me.

I can get plenty of rest. (Have the children pretend to take a nap.)

God made me, a wonderful me, I can take care of me.

### Middle

Pass out *Activity Page 36* to each child. Read the first two lines at the top of the page. (The words, "How wonderfully made by God I am" are from Psalm 139 and will be prayerfully repeated in each lesson of this unit.) Have the children look at the first illustration. Ask what the child in this picture is doing. Explain that he is eating food that is good for him. Good food will help his body grow healthy and strong. Have the children trace the X in the box with their fingers if they eat foods that are good for them. Continue in this way with the other three illustrations. You may want to have the children trace the dotted Xs with a crayon.

### End



Add a page to the "Me Book" for each child. On this page, draw a recipe card. Tell the children that one thing we do to keep our bodies healthy is eat good food. Ask each child to tell you something that he or she likes to eat that is good for us and to dictate to you how it is prepared. Write this on the recipe card for each child's book.



Conclude by gathering the children around the prayer table and saying the prayer found on *Activity Page 36*.



# Extra! Extra!



## Pizza Faces

Make pizza faces with the children. Give each child a half of an English muffin or biscuit. Help the children spread tomato sauce on this. Help them make a face by adding sliced pepperoni for eyes, an olive for a nose, a slice of bell pepper for the mouth, and grated cheese for the hair. Bake until the cheese is melted. When serving, place these smiling faces on a plate. Add extra cheese to make the hair fuller.



## Materials for Part 3:

- Activity Page 37
- camera
- construction paper
- paint or stamp pad

## Wonderful Me (Part 3)

**Theme:** God made us so wonderfully  
to do many things.

### Purpose:

• to help the children appreciate all the wonderful things they are able to do and to lead the children in a prayer of thanksgiving.


### Beginning



As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

Remind the children that God made them wonderfully so that they can do many things. Ask the children to name some things that they can do (*such as hop, or play with toys, or feed themselves*). Have the children dramatize the action mentioned.

Teach the children the following song:

 **See What I Can Do** (To the tune of "Mary Had a Little Lamb")

Look and see what I can do,  
I can do, I can do.

Look and see what I can do.  
Can you all do it, too?

I can put my toys away,  
Toys away, toys away.

I can put my toys away.  
Can you all do it, too?

### Other verses:

I can wash and dress myself . . .

I can pray now every day . . .

### Middle

Pass out *Activity Page 37* to the children. Have them look at the illustration on the page as you read to them. Then have them stand up. As you read each line, have them act out the action that is read.

### End

Talk about the many things that the children can do. Tell them that we are going to do some of the wonderful things that we are able to do. Have a "relay" with the children by encouraging them to hop like a bunny from one point to another, taking turns.



Gather the children in a circle and sing the song "I Am Special" found on page 67. Then have all the children stand up. Tell them that we can move our bodies in all sorts of ways. Play music and have them move to the music.



Add a final page to the "Me Book" for each child. Take a picture of each child doing something he or she likes to do (*building with blocks, looking at a book, hopping like a bunny, and so on*). Attach this picture to a piece of construction paper and draw a frame around it. Help the children decorate their frames with fingerprints. Write the words, "I Am Wonderfully Made By God" at the bottom of the page. Staple all the pages of the "Me Book" together and let the children take their books home.



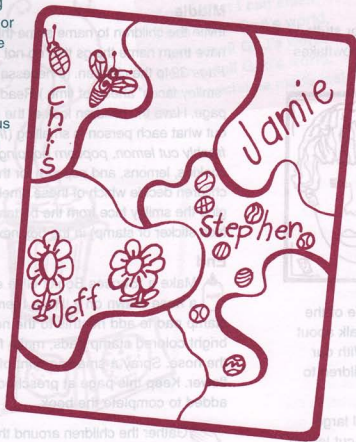
Gather the children around the prayer table and lead them in the prayer found on the bottom of *Activity Page 37*.

# Extra! Extra!



## A Poster Puzzle

Take a large piece of poster board. Cut it into puzzle pieces, one piece for each child in the group. Write each child's name on this piece. Have the children decorate their pieces to the puzzle any way they would like, such as making fingerprints into faces, putting colored glue on their names, or sticking stickers on the puzzle pieces. When the pieces are decorated, help the children assemble them to make the puzzle. Explain that each of us is wonderful and unique, and that we are all part of God's family.



Read the book *From Head to Toe* written by Eric Carle. After reading this book through, read it again, having the children act out each body movement mentioned in the story.



## Materials for Lesson 10, Part 1:

- Activity Page 39
- poster with outline of a face
- velcro strips
- eyes, ears, nose, mouth, and hands made from poster board
- several large cups
- fragrant items such as lemon or orange, popcorn, cookie, flower, and so on
- fabric and rubber bands



**Theme:** God made us so we can smell.

**Purpose:**

- to help the children become more aware of and appreciate the sense of smell as a gift from God.

**Beginning**

As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

On a large poster, draw the outline of a face. Fill in hair. Put velcro strips where the eyes, ears, nose, and mouth should be. Put two more pieces of velcro right below the face for hands. Prepare eyes, ears, nose, mouth, and hands from poster board and attach velcro to each. As each sense is talked about, add the appropriate item until the poster is complete.



Tell the children that we learned we are wonderfully made by God. Now we will learn about some of the wonderful gifts God has given us. The first one we will talk about is the gift of smell. Place the nose on the poster face. With our noses, we can smell many wonderful things. Ask the children to think of smells that they like.

Play "Follow That Scent." Place around the room several large cups with fragrant items in them. These could include a cut lemon

or orange, some popcorn, a cookie, a flower. Cover the top of the cup with a thin piece of fabric and secure with a rubber band. Display pictures of the foods contained in the cups as well as other foods for the children to look at when trying to guess what the smell is. Walk around the room and sniff the cups with the children. See whether they can guess what is in the cup. After each child has had a turn to smell and guess, remove the fabric top and show the children what is inside.



**Middle**

Invite the children to name some things that they like to smell. Then have them name things that do not smell good. Pass out *Activity Page 39* to the children. (If necessary, you may wish to cut out the "smiley faces" ahead of time.) Read the first line on the top of the page. Have the children look at the illustrations and help them figure out what each person is smelling (*flowers, fresh-baked cookies, freshly cut lemon, popcorn popping*). If possible, have real flowers, cookies, lemons, and popcorn for the children to smell. Then have the children decide which of these smells they like the best. Help them to glue the smiley face from the bottom of the page (or use a smiley face sticker or stamp) in the box next to the picture of this smell.

**End**

Make a "Senses Book." Give each child a piece of paper with a nose drawn on it. Have them use their fingers pressed on a stamp pad to add nostrils to the nose. Help the children, using bright colored stamp pads, make fingerprint flowers right below the nose. Spray a small amount of perfume on the center of the flower. Keep this page at preschool so that other pages may be added to complete the book.



Gather the children around the prayer table and lead them in this prayer: "Dear God, thank you for the gift of smell. Amen."

# Extra! Extra!



Read the book *Walter the Baker* by Eric Carle. Share pretzels with the children.



## Senses

(To the tune of "Bingo")

I have a nose that God gave me,  
And with it I can smell.  
I can smell God's world,  
I can smell God's world,  
I can smell God's world.  
How special he made me!



## Materials for Part 2:

- Activity Page 40
- poster face and mouth
- a cup of sugar and a cup of salt
- lipstick
- disposable cotton-tipped swabs
- construction paper
- pictures of food cut from magazines

## Tasting and Smelling (Part 2)

**Theme:** God made us so we can taste.

### Purpose:

- to help the children grow in awareness and appreciation of the gift of taste.

### Beginning

As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place on them on the tree.

Tell the children that today we will learn about another wonderful gift that God has given us. It is the gift of taste. Place the mouth on the poster face. With our mouths, we can taste many wonderful things. Ask the children to think of things that they like to taste.

Explain to the children that some things look and smell alike but taste differently. Show them a small cup of sugar and a small cup of salt. Ask whether they can guess what these two white substances are. Ask whether they look the same. Do they taste the same? Let each child taste a few granules of each and discover the answer for himself or herself.

### Middle

Invite the children to name some things that they like to taste. Then have them name things that do not taste good. Pass out **Activity Page 40** to the children. (If necessary, you may wish to cut out the "smiley faces" ahead of time.) Read the first line on the top of the page. Have the children look at the illustrations and help

them figure out what each person is eating (*ice cream, pizza, spaghetti, apple*). As you talk about each picture, ask the children whether they have ever eaten the food in the illustration. Then have the children decide which of these tastes they like the best. Help them to glue the smiley face from the bottom of the page (or use a smiley face sticker or stamp) in the box next to the picture of this food.

### End

Add a page to the "Senses Book." Put lipstick on each child's lips with a disposable cotton-tipped swab. Then have each one make a lip print on a piece of construction paper by pressing their lips to the piece of paper. On this paper draw a spoon near the lips. Give the children several pictures of food cut from magazines to choose from and have them choose something they like the taste of. Help the children glue this picture to the spoon.



Gather the children around the prayer table and lead them in the prayer found on **Activity Page 40**.



# Extra! Extra!



Read the story *Blueberries for Sal* by Robert McCloskey. After reading this story, ask the children whether they have ever tasted blueberries. Have some blueberries for them to taste. Then work with the children and make blueberry muffins to enjoy together.



## Senses

(To the tune of "Bingo")

I have a mouth that God gave me,  
And with it I can taste.  
I can taste good foods,  
I can taste good foods,  
I can taste good foods.  
How special he made me!



Read the book *Today Is Monday* by Eric Carle. Ask the children whether they like the different foods that are eaten each day. Ask, "Are these foods good for you?"



## Materials for Part 3:

- Activity Page 41
- gingerbread boy cookies
- light brown construction paper
- cinnamon

## Tasting and Smelling (Part 3)

**Theme: We can use God's gifts of smelling and tasting.**

### Purpose:


- to help the children appreciate the ways God's gifts of the senses of smell and taste make a difference in their lives.

### Beginning



As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

Teach the children the following song:

 **Thank You, God** (To the tune of "Twinkle, Twinkle, Little Star")

Thank you, God, for making me.	I taste good things so very well.
I'm as happy as can be.	Thank you, God, for making me.
You made my nose so I can smell.	I'm as happy as can be.

Ahead of time prepare a gingerbread boy cookie for each child. Then from light brown construction paper cut out several gingerbread boy cookie shapes. Add features with markers or other craft materials. Rub a glue stick in the center of the cut-out and sprinkle cinnamon on the glue. Place these around the room, making a trail. At the end of the trail, hide the *real* gingerbread boy cookies.





Read the story *The Gingerbread Boy* by Paul Galdone or tell this story in your own words to the children. Tell the children that we are going to try to find the gingerbread boy. Show the children one of the paper gingerbread boys that you have prepared and let them smell the cinnamon. Tell them that these are clues that will lead us to the gingerbread boy. Help them find the "hidden" paper gingerbread boys, smelling each as they are found. Lead the children to the end of the trail where the real cookies are hidden. Ask them whether they think the cookies will taste like the cinnamon we have been smelling. Tell the children that we will do another activity with the cookies, so we cannot eat them yet.

### Middle

Pass out *Activity Page 41* to each child. Have them look at the illustrations as you read the story. When you get to the questions, have the children point to and name the pictures at the bottom of the page for the answers. Then ask the children to name things that they like to smell and taste for breakfast.

### End

 Give each child a cookie found at the beginning of this lesson. Provide colored icing and decorations such as small candies, candy sprinkles, raisins, chocolate chips, and so on. Help the children decorate their gingerbread boys. Then let them eat and enjoy!

 Gather the children around the prayer table and lead them in the following prayer: "Thank you, God, for the gifts of smell and taste, and for all the good smells and tastes that you have given us. Amen."

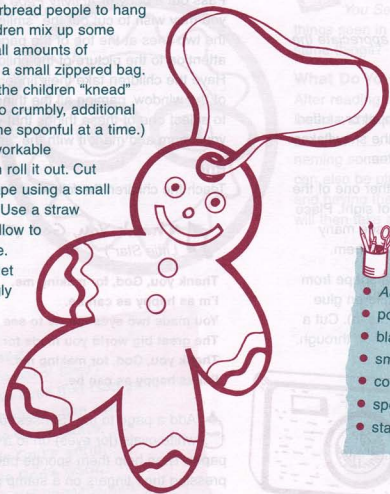


# Extra! Extra!



## Gingerbread People Ornaments

Make cinnamon dough gingerbread people to hang as decorations. Help the children mix up some dough by putting equally small amounts of applesauce and cinnamon in a small zippered bag. Close the bag tightly and let the children "knead" the dough. (If the dough is too crumbly, additional applesauce can be added, one spoonful at a time.) When the mixture gets to a workable consistency, help the children roll it out. Cut out a gingerbread cookie shape using a small cookie cutter or plastic knife. Use a straw to cut a hole in the top and allow to dry for two days, turning once. When completely hardened, let children decorate with squiggly eyes, colored glue, ribbon, rickrack, and buttons.



### Materials for Lesson 11, Part 1:

- Activity Page 43
- poster face and eyes
- black construction paper
- small boxes
- colored construction paper
- sponges and paint
- stamp pad



# Seeing and Hearing

## Lesson 11, Part 1

**Theme:** God made us so we can see.

**Purpose:**

- to help the children become more aware of and appreciate the sense of sight.

**Beginning**

As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

Tell the children that today we will learn about another one of the wonderful gifts that God has given us. It is the gift of sight. Place the eyes on the poster face. With our eyes, we can see many wonderful things. Ask the children to think of some of them.

Make a "Cardboard Box Camera." Cut out a camera shape from black construction paper for each child. Help the children glue these to small boxes (such as ones that checks come in). Cut a small hole in the box front and back for the child to look through. Have the children walk around the room or outside, looking at the world through their cameras. What do they see? What would they like to take a picture of so that they could see this often? Let the children pretend to take pictures of all the wonderful things around them.



**Middle**


Have the children move to the windows in your room. Spend a few minutes inviting each child to tell what he or she is seeing. (If it is

not possible to do this, have the children play a "pretend" game imagining what they would see if there were windows.) Summarize by explaining that we can see all the things in our world because we are so wonderfully made by God.

Pass out a copy of *Activity Page 43* to each child. (If necessary, you may wish to cut out the "smiley faces" ahead of time.) Read the two lines at the top of the page to the children. Then call attention to the picture of the children looking out of the window. Have the children take their fingers on an imaginary walk outside of the window, naming all the things they can see. Then help them to select one of these things that you can see from the window in your room and mark it with the "smiley face."


**End**


Teach the children the following verse to the "Thank You, God" song.

 **Thank you, God (To the tune of "Twinkle, Twinkle, Little Star")**

**Thank you, God, for making me.  
I'm as happy as can be.  
You made two eyes for me to see  
The great big world you made for me.  
Thank you, God, for making me.  
I'm as happy as can be.**



 Add a page to the "Senses" book. Help the children glue two white ovals (for eyes) on to a piece of colored construction paper. Then help them sponge paint the iris on their "eyes" by pressing their fingers on a stamp pad and printing small dots in the center of the irises.

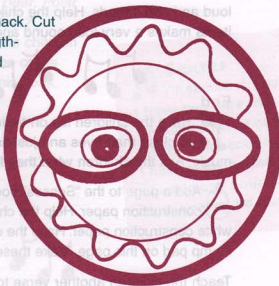
 Gather the children around the prayer table and lead them in this prayer: "Thank you, God, for the gift of sight. Amen."

# Extra! Extra!



## The Eyes Have It

Prepare an "eye opening" snack. Cut hard-boiled eggs in half lengthwise. Scoop out the yolk and mix with mayonnaise and seasonings. Put this mixture back into the eggs. Place a slice of black olive in the center of the yolk mixture. Let the children eat these snacks that resemble eyes.



## Senses

(To the tune of "Bingo")

I have two eyes that God gave me,  
And with them I can see.  
I can see God's world,  
I can see God's world,  
I can see God's world.  
How special he made me!



Read the book *Brown Bear, Brown Bear, What Do You See?* written by Bill Martin, Jr. Talk about the things seen in the book. Have the children seen any of the same things?

## What Do You See?

After reading this book, play this game with the children. Insert a child's name in the blank: "\_\_\_\_\_, \_\_\_\_\_, what do you see?" Let the child respond by naming something that he or she is looking at. This game can also be played by asking the child, "Whom do you see?" and having the child name another child in the group, who will then take a turn.



## Materials for Part 2:

- Activity Page 44
- poster face and ears
- tape recorder
- tan construction paper
- white construction paper
- stamp pad

## Seeing and Hearing (Part 2)

**Theme:** God made us so we can hear.

### Purpose:

- to help the children be aware of and appreciate the sense of hearing that God has given us.

### Beginning

As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

Tell the children that today we will learn about another one of the wonderful gifts that God has given us. It is the gift of hearing. Place the ears on the poster face. With our ears, we can hear many wonderful things. Ask the children to listen for sounds that they can hear—someone talking, a clock ticking, someone walking down the hall, someone moving in the room, and so on.

Take the children on a "Sound Adventure." Go around the building or outside and listen for sounds, such as a car driving by, a bird chirping, a door slamming, children's voices. Using a tape recorder, record the sounds that you hear. When you go back to the preschool room, play the tape and see whether the children can name the sounds they hear.


### Middle


Pass out a copy of *Activity Page 44* to each child. If you have been doing so, you may wish to cut out the "smiley faces" ahead of time and pass them out now.

Ask each of the two questions at the top of the page and invite the children to respond from their experiences. Then read the next two lines. Discuss each of the illustrations, clarifying which make loud or soft sounds. Invite the children to name other things that make loud and soft sounds. Help the children to decide which of the items makes a very loud sound and to attach the "smiley face."




### End

 Have the children lay on their backs on the floor. Tell them to close their eyes and just listen. Play different kinds of music. Ask the children what they feel as they listen to each kind.

 Add a page to the "Senses" book. Cut ear shapes from tan construction paper. Help the children glue these to a piece of white construction paper. Have the children make fingerprints from a stamp pad on this page. Make these fingerprints into music notes.

Teach the children another verse to the "Thank You, God" song.

 **Thank You, God** (To the tune of "Twinkle, Twinkle, Little Star")

Thank you, God, for making me.

I'm as happy as can be.


You made two ears for me to hear

Sounds around so loud and clear.

Thank you, God, for making me.

I'm as happy as can be.



 Gather the children around the prayer table and sing this verse to the song. Remind the children that singing can also be a prayer because we are talking to God in song.



# Extra! Extra!



Read the book *Polar Bear, Polar Bear, What Do You Hear?*

written by Bill Martin Jr. Ask the children whether they have heard some of the same sounds mentioned in this book.

## Senses

(To the tune of "Bingo")

I have two ears that God gave me,  
And with them I can hear.  
I hear many sounds,  
I hear many sounds,  
I hear many sounds.  
How special he made me!



### Materials for Part 3:

- Activity Page 45
- poster face and eyes and ears
- suitcase
- toothbrush, pajamas, socks, a toy, a book, a hairbrush
- five common objects

## Seeing and Hearing (Part 3)

**Theme:** We thank God for his gifts of seeing and hearing.

**Purpose:** God has given us.

- to lead the children in a prayer celebration of God's gifts of seeing and hearing.

### Beginning



As the children enter the room, have the puppet or stuffed animal welcome them. Then help them find the snowflakes with their names on them and place them on the tree.

Allow the children to place the eyes and ears on the poster face.

Play the game "Going to Grandma's House." Bring a suitcase from home and some things that you might pack if going on a short trip. (Some suggestions include a toothbrush, pajamas, socks, a toy, a book, a hairbrush.) Begin by saying, "I'm going to Grandma's house and I will bring a \_\_\_\_\_" (naming one of the objects that you brought). Place this object in the suitcase and pass the suitcase to a child. This child then repeats what was first said and adds another object: "I'm going to Grandma's house and I will bring a \_\_\_\_\_ and a \_\_\_\_\_." He or she then places the additional object named in the suitcase. Continue in this way until all the objects are in the suitcase. Allow the children to look in the suitcase when naming the objects, thus using the sense of seeing as well as hearing.

### Middle

Pass out a copy of *Activity Page 45* to each child. Tell the children to use their gift of seeing to look at the pictures around the page. Then explain that you are going to read a poem to them, but they will have a part, too. Read the Leader's part very slowly and dramatically. Invite the children to respond as they point to their eyes or ears. Read the lines of the final Leader's part, one at a time, inviting the children to repeat after you. Then ask the questions at the bottom of the page and give each child a turn to respond.

### End

Gather the children in a circle and play "Memory." Place five common objects on a table. Name the objects for the children. Place a cloth or piece of fabric over the objects and remove one without letting the children see which one. Remove the cloth and name the remaining objects. See whether the children can guess which object was removed. Replace the object and play again.



Gather the children around the prayer table and lead them in the following prayer: "Thank you, God, for the gifts of seeing and hearing. Amen."

*(To the tune of "Tenille, Tenille, Little Star")*

Thank you, God, for making me,  
I'm as happy as can be.  
You made two ears for me to hear  
Sounds around so loud and clear.  
Thank you, God, for making me,  
I'm as happy as can be.

Gather the children around the prayer table and sing this verse to the song. Remind the children that singing can also be a prayer because we are talking to God in song.

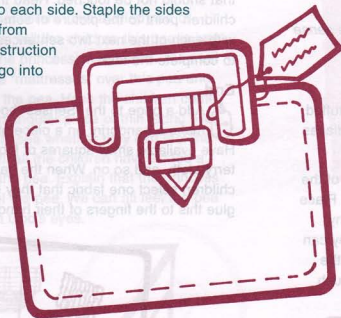
# Extra! Extra!



## Going to Grandma's House

Help the children make a game to take home. Take a large piece of construction paper, round off the corners by cutting them, and fold in half. Help the children glue on a construction paper handle to each side. Staple the sides together. Have pictures cut from magazines or drawn on construction paper of objects that might go into the children's suitcases.

Let the children select several pictures to put in their suitcases to take home.



## Materials for Lesson 12, Part 1:

- Activity Page 47
- poster face and hands
- squares of fabrics such as terry cloth, silk, corduroy, velvet, burlap, felt, brocade, flannel
- paper bag
- white construction paper
- paint