

Theme: Camping

Day: 1

Module	Activity
Circle Time	What do you need camping?
Letters & Numbers	
Worship Time	Bible Story Questions, Answers & Prayer Paul's Journey
Art & Science	Make an imaginary campfire

Review – Start your preschool day with Circle Time and sing the “I Can Sit Down” song (Improvise your tune)

I can sit down as quite as can be.
I can sit down just to look at me.
I can sit down as quite as can be.
I can sit down just to look at me.

Then sing the “Hi There” song. (Improvise your tune)

Hi there, so glad you came.
Hi there, so glad you came.
Hi there, so glad you came.
One two three let's shout HOORAY.
Hi there, so glad you're here.
Hi there, so glad you're here.
Hi there, so glad you're here.
One two three let's give a cheer. Yay

Next do your Special Help activity.

Look at the calendar and sing the “Days of the Week” song. (Tune of the “Adams Family”)

Well there’s Sunday and there’s Monday,
there’s Tuesday and there’s Wednesday,
there’s Thursday and there’s Friday and then there’s

Saturday.

Days of the week. (Clap hands 2 times).

Days of the week. (Clap hands 2 times).

Days of the week. Days of the week. Days of the
week. (Clap hands 2 times).

This is a great time to review the days of the week, months of the year and the number of the day.
Then check the weather and compare it to your weather dial.

Talk to the children about what they might need to go camping. Help them make a supplies list of all the things they need to bring. Ask the children why do they think we need these items? What are they for? What would happen if we forgot them?

Next, have a backpack (or if you don’t have a backpack you could use a bag) and fill the backpack with a bunch of camping items. Once you and the children discuss different supplies that are needed for camping; bring out the backpack and pull out the individual items (the teacher or child) and talk about why we would need them. Some of the items you could have in the backpack are: first aid kit, pot/pan, bottle of water, binoculars, marshmallows, matches, pillow and trail mix.

- Math & Counting: Color recognition in the objects that are shown - Counting skills with the objects that are taken out of the backpack
- Language: Expressive language skills as children are talking about what they are learning about
- Physical: As children are taking objects out of the backpack they are working on their fine motor skills to pick items up with their grasping fingers - Hand-eye coordination when picking up the items
- Cognitive: Increasing vocabulary and descriptive skills
- Social: Children are socializing with one another as they are talking about what they are doing.

- Paper
- Pen
- Backpack or bag
- Items to put in the backpack like: first aid kit, pot/pan, bottle of water, binoculars

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Read the Bible Story

You can read from a Children's Bible, your Bible or use the following story.

Paul's Journey

Acts 9:20-43

After Paul became a follower of Jesus he traveled around and told everyone he met about Jesus. All the people that heard Paul speaking were amazed saying, "Isn't this Saul the man who did not like Jesus or like anyone that followed Jesus?" It was Saul who didn't like Jesus. Then one day Jesus blinded Saul with a bright light. When Saul could see again he was a new man, his name was changed to Paul. Then he loved Jesus and became a great follower of Jesus. He also loved followers of Jesus.

The new believers were called *Christians* because they were followers of Jesus Christ. Paul traveled with many different Christian helpers and told everyone about Jesus. When people decided to follow Jesus, Paul baptized them. When someone is baptized it is their way of telling others that they believe in Jesus.

While Paul was traveling around he started many churches. Sometimes he would walk for miles and miles, and other times he would take a boat across the seas. He told everyone about Jesus' love for them. The church continued to grow because more and more people believed in Jesus. We can tell others about Jesus just like Paul did.

Bible Story Questions & Answers

Talk about what the Bible story was about by asking the children questions. You can decide ahead of time how you want them to answer the questions. I like to have the children raise their hand to answer the question. If they are incorrect that is fine. You can say what the answer is or ask: "Does anyone else have a thought or answer to the question?"

Questions to ask if you like:

- What did Paul do after he became a follower of Jesus? (He told everyone he met about Jesus)
- Did Paul always believe in Jesus? (No)
- What are new believers called? (Christians)
- Why are they called Christians? (Because they are followers of Jesus Christ)
- While Paul was traveling around did he start many churches? (Yes)
- What were the two ways he traveled? (Walking and taking a boat)
- Can we tell others about Jesus just like Paul did? (Yes)

Prayer

While sitting on the floor with criss cross legs, have the children repeat after you. You can have them fold their hands and close their eyes or just sit quietly and say after you. Following is a prayer written out that you can use, or you can make up your own.

Dear Jesus (children repeat)
Thank you for this day. (children repeat)
Please help me (children repeat)
to tell others about you (children repeat)
just like Paul did. (children repeat)
I love you (children repeat)
Amen (children repeat)

- Language: Listening to the story and answering the questions work with children on their language skills, Following directions
- Cognitive: As children continue to pray they are building their relationship with God and learning to trust Him
- Emotional: Growing in and deepening their relationship with God
- Social: When children are answering the questions they are working on speaking in public which is a great social skill.

- You can read from a Children's Bible, your Bible or use the following story provided

[Click here to watch my video on making an imaginary campfire.](#) Give your child three precut flames on white paper. Now allow your children to color them on both sides however they would like. At the bottom of each flame make a slit, so your child can connect each of the flames together once they are done coloring them. Next, go outside and have the children collect different size sticks. Then, put the sticks in a pile and add your art fire in the middle of the sticks. While sitting around your imaginary campfire you can get marshmallow and pretend to roast them. Also, while pretend to roast the marshmallows you can talk to your child about fire safety. Like letting you child know that the only person making the fire is an adult.

- Math & Counting: Color recognition with the colors being used to make the pretend campfire
 - Language: Following directions as you tell children what steps to take to make the campfire
 - Physical: Fine motor skills when children are strengthening the muscles in their hands when using their grasping fingers to put together the campfire
 - Cognitive: Concept development of understanding specifics about fire safety and camping
 - Emotional: Children are using their imagination as they are putting together the campfire
 - Social: As children are working on building their campfire they are socializing with one another and are growing in their vocabulary and social skills.
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- Precut flames
 - Marshmallow
 - Sticks
 - Red, yellow, orange crayons
 - Scissors (if you are having the child cut out their flames)

<http://www.youtube.com/watch?v=EyzuWwhzmNo>

Theme: Camping

Day: 2

Module	Activity
Circle Time	Tents
Letters & Numbers	
Worship Time	Memory Verse Coloring Sheet Paul's Journey
Art & Science	Paint with Feet

Review – Start your preschool day with Circle Time and sing the “I Can Sit Down” song (Improvise your tune)

I can sit down as quite as can be.
I can sit down just to look at me.
I can sit down as quite as can be.
I can sit down just to look at me.

Then sing the “Hi There” song. (Improvise your tune)

Hi there, so glad you came.
Hi there, so glad you came.
Hi there, so glad you came.
One two three let’s shout HOORAY.
Hi there, so glad you’re here.
Hi there, so glad you’re here.
Hi there, so glad you’re here.
One two three let’s give a cheer. Yay

Next do your Special Help activity.

Look at the calendar and sing the “Days of the Week” song. (Tune of the “Adams Family”)

Well there’s Sunday and there’s Monday,
there’s Tuesday and there’s Wednesday,

there's Thursday and there's Friday and then there's Saturday.

Days of the week. (Clap hands 2 times).

Days of the week. (Clap hands 2 times).

Days of the week. Days of the week. Days of the week. (Clap hands 2 times).

This is a great time to review the days of the week, months of the year and the number of the day. Then check the weather and compare it to your weather dial.

Bring a sheet to circle time and have the children place chairs together to make an old fashion fort or tent. You could also use a table and put blankets over the table to make your tent. Once the tent is made; you can make your own flames to [make a campfire](#) with or you could go to [Day 1 of our camping theme under Art](#) where we made our own flames. You can check that out if you would like to learn how to make your own flames. Help your child set up their campfire under their tent they just made. While sitting around your imaginary campfire; grab a couple books that you can read with your child in the tent.

You will be able to find a video on how to build a fort [here](#).

- Math & Counting: Color recognition with the colors being used to build the tent
- Language: Expressive language skills as children are talking about what they are building
- Physical: As children are picking up the blankets they are working on their fine and large motor skills
- Cognitive: Increasing vocabulary and descriptive skills as children are working together to make their tent, Increasing receptive language skills, Concept development of understanding the specifics about camping
- Emotional: Children are working together to make their tent and using their imagination while working
- Social: Children are socializing with one another as they are talking about what they are doing.
 - Looking eyes
 - Listening ears
 - Flames from previous day art project
 - Chairs

- Tables
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- Blankets
- Sheets
- Pillows

<http://www.youtube.com/watch?v=EyzuWwhzmNo>

<http://www.youtube.com/watch?v=sW-Ct9aZsD0>

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[Print out the Bible memory verse coloring sheet](#) and have your children color the picture. Sit with your children while they are coloring and talk about what they see in the picture (see questions below if you'd like some ideas). Your discussion will lead into the Paul's Journey story you have read together.

Questions to ask if you like:

- • How many people do you see in this picture? (3)
- • Where does it look like people are walking? (On a road, outside. Children may have different answers for this one and you can accept them all)
- • What does it look like the people are doing? (Talking to each other)
- • Does it look like they are happy to be together? (Yes)
- • Is there anything else in this picture that you'd like to share and talk about? (Accept all answers)
- This is a perfect time to talk about the Bible and how to use it. You can show the children your Bible so they have a better understanding of what a book, chapter and verse are. You

can say: "The Bible is one big book made up of many smaller books. Each book has a name. Today we are learning a Bible verse in the book of Acts. When you find Acts in the new testament look for the number 9 at the top left or right of the page, this is the chapter. You will see Acts 9:28. We are looking for verse 28, and that number is much smaller under the big 9."

- After looking at the Bible show them "Acts 9:28" written out on their Memory Verse Coloring Sheet. To see and hear all the books that make up the Bible watch this fun, short video, [Books Of The Bible](#), by Reader!
 - After they are done coloring they can hang their Memory Verse Coloring Sheet up in a special place. Then when your child walks by the sheet they can work on memorizing the Bible verse.
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- Physical: Fine motor skills, strengthening the muscles in their hands when using their grasping fingers to hold onto the crayon
 - Cognitive: Memory skills when working on memorizing the Bible verse
 - Emotional: Growing in and deepening their relationship with God
 - Math & Counting: Color recognition with the colors of crayons they are using
 - Materials: Crayons
 - Memory verse coloring sheet
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- Crayons
 - [Bible memory verse coloring sheet](#)

Talk to the children about animal tracks in the wild. Tell the children that when animals walk around on the mud and dirt they sometimes leave their foot prints. Lay out a long piece of butcher paper or you could tape multiple pieces of printer paper together and lay it on the floor. Provide the children with trays of paint. Have the children dip their feet/hands in the paint and then walk on the paper leaving their tracks behind! You can expand on this lesson by having the children say what kind of tracks they are making. Are they are pretending to be an animal while walking through paint. Maybe the children decide to do the "bear walk" and walk on the paper using their hands and feet to make tracks.

- Math & Counting: Color recognition with the colors of paint being used
- Language: Following directions as you tell children what steps to take

- Physical: Gross motor skills as children walk through paint and onto paper to make tracks
 - Cognitive: Concept development of understanding specifics about tracks that animals make
 - Emotional: Children are using their imagination as they are making tracks with their feet and deciding what kind of animal they are and what track they are making
 - Social: As children are working on making animal tracks with their own feet they are socializing with one another and are growing in their vocabulary and social skills.
- Paint
 - Trays
 - Printer paper or butcher paper
 - Tape

Theme: Camping

Day: 3

Module	Activity
Circle Time	Nature walk
Letters & Numbers	
Worship Time	Journey Mix Snack Paul's Journey
Art & Science	Nature Rubbings

Review – Start your preschool day with Circle Time and sing the “I Can Sit Down” song (Improvise your tune)

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Days of the week. (Clap hands 2 times).
Days of the week. Days of the week. Days of the
week. (Clap hands 2 times).

This is a great time to review the days of the week, months of the year and the number of the day.
Then check the weather and compare it to your weather dial.

Talk to your child about how today we are going to go on a nature walk (walk through a park, in your yard, anywhere outside.) Before, going on the nature walk tell the children that they will be **making binoculars** to help them explore outside. Give your child two toilet paper rolls that are glued or taped together. Also, have rope or string taped to the sides of the toilet paper rolls so your child can wear the binoculars around their neck as they go on the nature walk. Give your child crayons so they can decorate their binoculars however they like.

Now that we are ready for our nature walk, give each child a plastic bag. Have the children pick up different nature items from the ground, sand, bark, leaves, flowers, grass, etc. As you go on the walk talk to the children about the experience. What did they find? Where did it come from? What does it feel like? What color is it? What does it smell like? You can also expand this into a math lesson as

well by asking. How many leaves do they have in their bag? How many sticks? Do they have more leaves or more sticks? Etc.

- Math & Counting: Color recognition with the colors that children find outside on their nature walk
- Language: Expressive language skills as children are talking about what they are finding on their nature walk, Increasing vocabulary
- Physical: As children are walk they are working on their gross motor skills and exercising their bodies
- Cognitive: Increasing vocabulary and descriptive skills as children are walking around discovering and learning new things about nature and the world around them
- Emotional: Children are working together to find nature items
- Social: Children are socializing with one another as they are talking about what they are doing.

- Looking eyes
- Listening ears
- Glue or tape
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- A place to go on a nature walk
- Two toilet paper rolls
- Rope or string
- Crayons
- Plastic bag

<http://www.youtube.com/watch?v=bqrsttTNswl>

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You can say, "While Paul was out on his journey and traveling around and telling others about Jesus I'm sure he got hungry and wanted to have a snack. When you are going on a hike, a bike ride or playing at the park do you get hungry and want to have a snack? The snacks that we put in our bodies should be healthy for us and give us the energy we need to keep going. Today we are going to make a journey mix (same as a trail mix) that's good for our bodies."

You can decide what you would like to put out for your children to make their journey mix with. You can put out the different items in separate bowls with a spoon in each bowl. Give each child a small cup, bowl or snack bag to put their journey mix into. Tell them that they can take one spoon full of each item in the bowl and put into their cup, bowl or bag. I would steer clear from sweet items as it seems like that is what children will eat the most of, but that is up to you.

- Math & Counting: Children can count out the number snack items they put into their bag
- Language: Children are increasing their language skills as they are talking with one another as they are putting their snack together and eating it
- Physical: Following directions. Fine motor skills as children are using their grasping fingers to pick up the snack items to put into their bag
- Cognitive: Children are building their relationship with God and learning to trust Him
- Emotional: Growing in and deepening their relationship with God
- Working together
- Taking turns
- Social: Children are talking to each other and are socializing with one another
- - Cup or bag to put the snack items into
 - You can use any kind of trail mix items for the children: peanuts, sunflower seeds, walnuts, almonds etc.
 - You can put the snack items into individual bowls with spoons and children can spoon them into their bag or cup.

Lay outdoor items such as leaves, sand, bark, etc. on a table (you may want to tape down the items on the table). Then lay a large piece of butcher paper over it and tape it down or you could place construction paper/ printer paper over the items on the table. Provide the children with crayons. Demonstrate how to rub the sides of the crayons on the surface of the paper to show them what lies under the paper. You can expand the lesson by having the children help you identify the objects. Write their observations directly on the paper.

- Math & Counting: Color recognition with the objects being used to do the the rubbings with
- Language: Following directions as you tell children what steps to take
- Physical: Fine motor skills that strengthen the muscles in their hands as they have one hand to hold onto the paper while the other hand does the rubbings
- Emotional: Children are using their creativity to do the rubbings
- Social: As children are working on their rubbings they are talking with one another and taking turns.

- Butcher paper
- construction paper or printer paper
- Crayons
- Table
- Tape
- Outdoor items: Leaves, sand, bark
- Pen

- See more at: <http://cullensabcs.com/lesson-plan/?i=617#sthash.nmUdXjJ.dpuf>