

# Theme: Hospitality

## Day: 1

<b>Module</b>	<b>Activity</b>
<b>Circle Time</b>	Restaurants
<b>Letters &amp; Numbers</b>	Number 1
<b>Worship Time</b>	Jesus Heals A Blind Man Story
<b>Art &amp; Science</b>	Family Dinner Questions

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.

Today we are learning about restaurants. Show the children pictures of people at a restaurant. Ask the children what they think is happening in the photo. Explain that a restaurant is a place we go to eat where food is prepared for us. Also, explain how we behave in a restaurant; talk about how we say please and thank you and use our indoor voices. Ask the children what their favorite restaurants are and what they like to eat there.

[Here](#) is a great video that talks about eating together as a family.

Extra Content: [Making meals together](#)

- Cognitive: Concept development of restaurants
- Emotional: Social skills, Increasing vocabulary
- Language: Comprehension
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- Photos of people at a restaurant

[http://www.youtube.com/watch?v=Mog67m1d6\\_I](http://www.youtube.com/watch?v=Mog67m1d6_I)

<http://www.youtube.com/watch?v=d3X8yHtGNIE>

We are working on recognizing the number 1 this week. Put out a bunch of different colors of crayons for the children to color their number one with. You can print out the [number one](#) and have them color on the printer paper or you can trace it onto white or colored construction paper for them to color on.

- Math & Counting: Recognizing the number 1
  - Physical: Fine motor skills that strengthen the muscles in their hands as they hold the crayon to color the number 1
  - Social: As children are interacting with one another they are working on their social skills.
- 
- Crayons
  - [Numer 1 Pattern](#)

### **How to Introduce the Bible Story**

If you'd like to make this an extra special time you can gather together with blankets, pillows, and even light or turn on a candle (making sure to blow it out when finished). Depending on how many children you have you could have one be responsible for getting the pillows, one responsible for helping you to light the candle, and one responsible to blow out the candle. You can change the jobs between the children each week.

You already started introducing the Bible story to your children. You have done so through the Memory Verse Coloring Sheet and the Finger play. You can say: "In this story we are going to learn about a man who was born blind and how Jesus came along and helped him by performing a miracle."

### **Feely Bag Activity to help introduce the Bible story:**

This is a great way to introduce the Bible story for today. You can say, "We are going to learn about a man who was born blind. Do you know what it means to be blind? (Accept the answers the children

give) It means that the man could not see anything. We are going to take turns, going one at a time and reach our hand inside this feely bag. You need to close your eyes and reach into the bag. Find one thing to touch and try to guess what it is without opening your eyes. The rest of us will not tell you what it is, if you'd like we will give you clues so you can figure out what you are holding."

Invite children to come up and put their hand inside the bag and feel around for an object to pull out. While they are touching the object have them try to describe what they are feeling. If they are having a hard time describing it you may want to ask them some questions like, "is it hard or soft?" and you can ask the rest of the children to give clues without saying what it is. This will help them to guess what it could be. Give each child a chance to come up and choose something. If you are in the classroom this may take a long time to have each child have a turn so you could just be the person who holds up the objects and asks the children to give you clues. There may be some children who say what it is and that's okay, you will just have to guide them to what 'giving clues' means.

When they are finished you could ask:

- How did not being able to see make it hard to guess what you were holding?
- How would you feel if you could never see again?

### **Jesus Heals A Blind Man**

John 9:1-12

Jesus and his disciples saw a blind beggar. He had been blind since he was born. His disciples asked him, "Teacher, did this man sin? Or did his parents? Is that why he was born blind?" "No one sinned," said Jesus. "This happened so that God's works could be shown in his life." After saying this, he spit on the ground, made mud out of the spit, and gently spread it on the man's eyes. Then Jesus told the man, "Go and wash off the mud in the Pool of Siloam." So the man went, washed off the mud, and could see! Everyone was amazed!

His neighbors and those who had seen him begging asked, "Isn't this the same man who used to sit and beg?" Some said that it was and others thought it just looked like him. But he said, "I am the man." They asked him, "How were your eyes opened?" He said, "The man they call Jesus made some mud and put it on my eyes. He told me to go to the Pool of Siloam and wash the mud off my eyes. So I went and washed, and then I could see." The people asked, "Where is this man?" They wanted to find out more about Jesus. Jesus can perform miracles. Nothing is impossible for Jesus! 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:**

- How long had the man been blind? (Since he was born)
- What did the disciples ask about the man who had been born blind? (Did he sin or did his parents sin? Is that why he was born blind? Children may not remember all of these details and that is okay.)
- What did Jesus say was the reason for the man's blindness? (He was blind so that God's works could be shown in his life.)
- What did Jesus make and put on the man's eyes? (Mud)
- What happened when the man washed off the mud? (He could see)
- What do you think it would be like to be blind your whole life and then one day be able to see?

(Accept all answers)

- Did Jesus perform a miracle by giving the blind man his sight? (Yes)
- Is anything impossible for Jesus? (No, He can do anything)

### **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 God (children repeat)**

**Thank you for this day. (children repeat)**

**Please help me (children repeat)**

**To want to learn more about you (children repeat)**

**so others will see you in me (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.
- A children's Bible if you'd like or you can read the story in the text I have written out for you

Eating together as a family is so important. Whether you are eating at a restaurant or at home you are spending quality time together and building relationships. I found this super cute idea while searching on Pinterest to make your own Family Dinner Questions and then I saw [these](#) adorable printable's that I decided to print out and use with my family. There were a few that I took out but for the most part we used most of them. I was thinking that you could expand on this and make some of them yourself. Have your children think of some questions on their own and write them down then cut them out. They could even draw a little picture that goes along with the question.

- Language: Increasing vocabulary. Expressive language skills
- Physical: Fine motor skills that strengthen the muscles in their hands when using the crayons to draw a picture and using scissors to cut out the questions.
  - Go to the [How Does She? website](#) and head down to the bottom to subscribe to the newsletter and you will receive the free printables in your inbox
  - A jar, basket or container to place the questions into (I just looked around my cupboards and found a jar that I wasn't using instead of buying something)
  - Scissors
  - Crayons or markers to make your own questions and draw pictures

# Theme: Hospitality

## Day: 2

Module	Activity
Circle Time	Hotels
Letters & Numbers	How many people in the hotel rooms?

**Worship Time**            Bible Memory Verse Coloring Page

**Art & Science**            Painting with Brushes

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

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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”)

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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.

Today we are learning about hotels. Ask the children about times they have gone on vacation. Where they went, what they did and where they slept at night. See if anyone has stayed in a hotel before. Show the children pictures of hotels and hotel rooms. Tell the children how a hotel is like a bedroom you borrow and pay for when you are far away from your home.

- Language: Increasing vocabulary. Expressive language skills
- Cognitive: Concept development (understanding specifics about hotels)
- Social: As children are talking to one another they are working on their socialization skills
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- - Photos of hotels
  - Photos of hotel rooms

Today we are going to focus on numbers. On a large piece of paper, draw a hotel with several rooms. Give each room a number and have the children draw that number of people into the rooms. This does not need to be fancy. Just a large rectangle with small squares inside of it. The smaller squares will be the individual rooms.

This week we are focusing on the number 1 so make sure to talk about all of the number one's you see so that they start to recognize that number.

- Cognitive: Comprehension. Works on concepts
- Language: Print awareness. Receptive language skills
- Physical: Hand-eye coordination
- Works on concepts: Math & Counting: Identifying numbers Social: Taking turns (if multiple children are drawing people in the rooms)

- Butcher paper (a large piece of paper-you can always tape together several pieces of construction paper or printer paper) with a drawing of a hotel with multiple rooms
- Numbers on each room
- Pencils or crayons to draw the people

### Jesus Heals A Blind Man

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). This is a time for observation before the story is read and for children to share their thoughts on what they see in the picture and what they are thinking. It's okay if they do not answer the questions correctly, allow them to share their thoughts. Your discussion will lead into the Jesus Heals A Blind Man story you will read later together.

Questions to ask if you like:

- What do you see in the picture? (Two people)
- What do you think that man has on his eyes? (Mud)
- Do you think one of the men is Jesus? (Yes)

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 John. When you find John 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 John 9. We are looking for verse 25, and those numbers are much smaller under the big chapter number 13."

- 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.

- [Bible Memory Verse Coloring Page](#)
- Crayons, Markers or Colored pencils.

Provide the children with paintbrushes and paint. Have the children pretend that the brushes are broom from very tiny housekeepers. They can just paint the paper.

Or if you are feeling more ambitious, provide butcher paper and trays of paint so they can use real brooms with the paint.

- Math & Counting: Color recognition
- Physical: Fine motor skills that strengthen the muscles in their hands. Gross motor skills if using a broom. Hand-eye coordination
- Emotional: Creativity.
  - Paint
  - Paint Brushes or brooms
  - Construction paper or butcher paper

# Theme: Hospitality

## Day: 3

<b>Module</b>	<b>Activity</b>
<b>Circle Time</b>	Cruise Line
<b>Letters &amp; Numbers</b>	Number 1
<b>Worship Time</b>	Praise Ye The Lord Song
<b>Art &amp; Science</b>	Foil Boats

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Next do your Special Help activity.

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

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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.

Today we are going to learn about a cruise line. Show the children some pictures of various different cruise ships and talk with them about what happens on a cruise ship, where people go, what they wear and what the many different jobs there are of the people working on the ship. Ask the children what they see in the pictures and what they know about the ships and the jobs of the cruise line workers are.

Music and Movement: [Row Row Row Your Boat](#)

- Cognitive: Concept development of cruise line
  - Social: As children are interacting with one another they are working on their social skills
  - Language: Increasing vocabulary. Comprehension
  -
- Photos of a different cruise ships

<http://www.youtube.com/watch?v=YYijwjM8D5Q>

Today we are working on glue objects on the outline of the [number 1](#). Children can squeeze a line of glue to the black line on their number one and put on objects to outline the number.

- Math & Counting: Recognizing the number 1
  - Physical: Fine motor skills that strengthen the muscles in their hands as they squeeze the bottle of glue. Children are also using their fine motor skills when using their grasping fingers to pick up the objects to glue around the number 1
  - Social: As children are interacting with one another they are working on their social skills.
- Glue
  - Objects to glue onto the number one (pom poms, popcorn kernels, sequins, or any other tiny objects you can find that would be fun to glue on the outline of the number one)
  - [Number 1 Pattern](#)

You may want to have your children stand up to do this a couple of times since they were sitting before and will be sitting for the story after.

We are going to sing Praise Ye The Lord! Tell the children we are going to praise the Lord like the man in the story is going to praise Jesus. Great reasons to praise the Lord are that He alone can perform miracles and nothing is impossible for Him!

This is a large motor movement song so make sure you have some room to stand up, crouch down and raise your arms. This song [Praise Ye The Lord](#) is fun to sing like I do in the video. If you have time you can do it with a parachute, blanket or sheet, children think these are fun ways to sing it as well. If you do have time for a parachute give each child a handle on the parachute and tell them to wait for you to give them the directions. You can say: "I want you to keep the parachute as still as you can while I give you directions. I want you to hold the handle and get down on your squatters (crouch down position). While we are down here we are going to sing "Hallelu, hallelu, hallelu, hallelujah!" Now we are going to raise the parachute up over our heads and say "Praise Ye The Lord!" We will keep doing it over and over until the end of the song. I need you to watch me and do what I do so we can all work together. Are you ready to do it with me? Okay here we go!"

You will find the lyrics of the song and the directions just below this. You can start off slow, then go a medium speed, and end with a very fast speed. It's okay if it gets mixed up, you are praising the Lord and having fun with the children and that is all that matters. Children can get really crazy with the parachute sometimes so you can always say, "If you are going to be too crazy we won't be able to do this, OR if you are going to be too crazy then you will have to sit out until you are able to control your body, listen to my words and the directions I am giving." You always want to end on a high note with children leaving and wanting to do it all again. You can say, "I'm glad you had a fun time doing this, I had fun too and we will do it all again another time." One more thing, most children are very fascinated with wanting to go under the parachute so at the end you can have a few children go under while the rest count to 10 and shake the parachute while they are under it. Have those children come out and call on a few more to go under until everyone has had a turn.

Hallelu, hallelu, hallelu, halleluja! (squat down)

Praise ye the Lord! (stand up, hands up)

Hallelu, hallelu, hallelu, halleluja! (squat down)

Praise ye the Lord! (stand up, hands up)

Praise ye the Lord! (stand up, hands up)

Halleluja! (squat down)

Praise ye the Lord! (stand up, hands up)

Halleluja! (squat down)

Praise ye the Lord! (stand up, hands up)

Halleluja! (squat down)

Praise ye the Lord! (stand up, hands up)

- Physical: Listening. Following directions. Gross motor movement when standing up and crouching down
- Language: Phonics or auditory discriminations which is recognizing differences in sounds, necessary for learning to read. Strengthening vocabulary
- Emotional: To be conscious of others. Growing in and deepening their relationship with God
- Cognitive: Memory skills
- Math & Counting: Sequencing

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

Today for art and science we are going to make foil boats. [Click here](#) to watch the video.

- Physical: Fine motor skills when folding the foil to make a boat
- Counting & Numbers: Counting the number of coins it takes to sink the boat
- Social: As children are interacting with one another they are working on their social skills.
  - Foil
  - Water
  - Coins

[http://www.youtube.com/watch?v=X4C\\_clFVX3c](http://www.youtube.com/watch?v=X4C_clFVX3c)

- See more at: <http://cullensabcs.com/lesson-plan/?i=629#sthash.62Dz4xLZ.dpuf>