

AGES 2-4

PLAYFUL

Growing in God's World



MASTERBOOKS[®]
— CURRICULUM —



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This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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ABOUT THE AUTHOR



CARRIE BAILEY is the author of Master Books' top-ranked preschool curriculum, *Stepping Stones*. She is also the author of *Simply K* (Kindergarten), *Catch on to Cursive*, and the co-author of *Math Lessons for a Living Education Level K*. She has home educated her three sons and has experience teaching students with special needs in the public school system. Her degree is in early childhood education. Carrie loves learning and getting out in the amazing creation God made.

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SCOPE AND SEQUENCE

7	Course Description	
11	Suggested Daily Schedule	
19	Lesson 1	<i>God Is the Creator</i> 19 Learning about the days of Creation. Developing fine motor skills through coloring, comparing, matching, singing, sensory play, and body awareness.
29	Lesson 2	<i>Noah and the Ark</i> 29 Learning about Noah and the Flood. Developing fine motor skills through coloring, matching, and sensory play.
39	Lesson 3	<i>God’s Plan Is Perfect</i> 39 Learning about the days of Joseph, Moses, Balaam, and Rahab. Developing fine motor skills through coloring, matching, comparing, scavenger hunts, sorting, and sensory play.
49	Lesson 4	<i>God Helps His People</i> 49 Learning about Joshua, Samson, Ruth, Samuel, and King Saul. Developing fine motor skills through coloring, matching, comparing, exercise, and sensory play.
59	Lesson 5	<i>Kings of Israel and Prophets</i> 59 Learning about David, Solomon, Elijah, and Elisha. Developing fine motor skills through coloring, matching, comparing, learning textures, sensory play, body awareness, and pretending.
69	Lesson 6	<i>Trust and Obey God</i> 69 Learning about Queen Esther, Kindness, Ezekiel, and Daniel. Developing fine motor skills through coloring, matching, comparing, sensory play, body awareness, and pretending.
79	Lesson 7	<i>Listen to God</i> 79 Learning about Daniel’s friends, Jonah, and Amos. Developing fine motor skills through coloring, matching, comparing, art, singing, learning textures, sensory play, and pretending.

89	Lesson 8	<i>The Ministry of Jesus</i> 89 Learning about John the Baptist, Jesus calming the storm, Jesus’ teachings, and Zacchaeus. Developing fine motor skills through coloring, matching, comparing, art, emotional health, pretending, and sensory play.
99	Lesson 9	<i>Jesus Teaches Us</i> 99 Learning about the Bible, salvation, Jesus as the Good Shepherd, Paul and Silas, and forgiveness. Developing fine motor skills through coloring, matching, comparing, tracing, art, pretending, singing, textures, and sensory play.
109	Lesson 10	<i>Numbers 1–5</i> 109 Learning number recognition. Developing fine motor skills through coloring, comparing, tracing, and counting out loud.
119	Lesson 11	<i>Numbers 6–10</i> 119 Learning number recognition. Developing fine motor skills through coloring, comparing, tracing, and counting out loud.
129	Lesson 12	<i>The 10 Commandments</i> 129 Learning the first five Commandments. Developing fine motor skills through coloring, comparison, song, number recognition, and sensory play.
139	Lesson 13	<i>The 10 Commandments (cont.)</i> 139 Learning the last five Commandments. Developing fine motor skills through coloring, picture comparison, number recognition, singing, and sensory play.
149	Lesson 14	<i>Jesus’ Birth and Teaching in the Temple</i> 149 Learning about Jesus’ birth and His teaching in the temple as a boy. Developing fine motor skills through coloring, matching, comparing, singing and hand motions, sensory play, pretending, and art.
159	Lesson 15	<i>Jesus’ Early Ministry</i> 159 Learning about Jesus being baptized and then tempted, the woman at the well, and the calling of the disciples. Developing fine motor skills through coloring, matching, comparing, tracing, singing, sensory play, pretending, and art.
169	Lesson 16	<i>Jesus’ Disciples and Miracles</i> 169 Learning about sharing Jesus with others, Jesus healing and calming the storm, and feeding the 5,000. Developing fine motor skills through coloring, matching, comparing, sensory play, tracing, singing, and pretending.
179	Lesson 17	<i>More Miracles and Nicodemus</i> 179 Learning about Jesus walking on water, healing the blind and the 10 lepers, raising Lazarus, and meeting with Nicodemus. Developing fine motor skills through coloring, tracing, matching, comparing, sensory play, singing, and pretending.

189	Lesson 18	<i>Believing in Jesus and Following Him</i> 189 Learning about the gospel, the hope of salvation, and the Sermon on the Mount. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.
199	Lesson 19	<i>Prayer</i> 199 Learning about The Lord's Prayer and why we need to pray. Developing fine motor skills through coloring, tracing, comparing, sensory play, cleaning, singing, and pretending.
209	Lesson 20	<i>Trusting Jesus as Savior</i> 209 Learning about the lessons given in the Sermon on the Mount, Mary and Martha, and the triumphal entry. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.
219	Lesson 21	<i>Serving God</i> 219 Learning about Jesus in the temple, cheerful giving to the Lord, the Last Supper, washing the disciples' feet, and Jesus praying in the Garden. Developing fine motor skills through coloring, tracing, comparing, matching, sensory play, singing, and pretending.
229	Lesson 22	<i>He's Alive!</i> 229 Learning about Jesus' death and Resurrection, Thomas' doubt, the Great Commission, and the Holy Spirit. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, art, and pretending.
239	Lesson 23	<i>The Church's Mission</i> 239 Learning about Jesus' ascension, the early Church, Peter and John's ministry. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.
249	Lesson 24	<i>The Early Church and Spreading the Gospel</i> 249 Learning about the early Church, Stephen's death, Philip's preaching, Paul's conversion, and Barnabas. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.
259	Lesson 25	<i>Paul's Ministry</i> 259 Learning about Paul's preaching and travel ministry. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.
269	Lesson 26	<i>Men of Faith</i> 269 Learning about Paul, Enoch, Abraham, Gideon, and Caleb. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.
279	Lesson 27	<i>God's Power and Love for His People</i> 279 Learning about Jesus healing the centurion's servant, Moses and the Red Sea, Elijah and the fire from Heaven, and God's love. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, and pretending.

289	Lesson 28	<i>God's Faithfulness</i> 289 Learning about God's never-ending love, His knowledge of each of us, Adam, and the importance of the Bible. Developing fine motor skills through coloring, tracing, comparing, sensory play, singing, pretending, art, and recognizing letters A–B.
299	Lesson 29	<i>ABCs through the Bible (C–G)</i> 299 Learning about Hannah, David, good gifts from God, not being afraid, and God Himself. Developing fine motor skills through coloring, tracing, comparing, sensory play, and recognizing letters.
309	Lesson 30	<i>ABCs through the Bible (H–L)</i> 309 Learning about Heaven, Israel, Joy, Jesus is King, and God's love. Developing fine motor skills through coloring, tracing, comparing, sensory play, and recognizing letters.
319	Lesson 31	<i>ABCs through the Bible (M–Q)</i> 319 Learning about Moses, nothing is impossible, obeying God, praising the Lord, and being quiet with God. Developing fine motor skills through coloring, tracing, comparing, sensory play, and recognizing letters.
329	Lesson 32	<i>ABCs through the Bible (R–V)</i> 329 Learning about God is our Rock, Jesus is our Savior, trusting in God, Jesus up in Heaven, and victory in Jesus. Developing fine motor skills through coloring, tracing, comparing, sensory play, and recognizing letters.
339	Lesson 33	<i>ABCs through the Bible (W–Z)</i> 339 Learning about being wise, God's love, God making each person special, and Zacchaeus. Developing fine motor skills through coloring, tracing, comparing, sensory play, and recognizing letters.
349	Lesson 34	<i>The Gospel</i> 349 Learning about forgiveness, trusting in Jesus, the Holy Spirit, becoming a child of God, and Jesus coming again. Developing fine motor skills through coloring, tracing, comparing, and sensory play.
359	Lesson 35	<i>Salvation</i> 359 Learning about Jesus being the only way, Jesus rising from the grave, prayer, God being light, and listening to God. Developing fine motor skills through coloring, tracing, comparing, singing, and sensory play.
369	Lesson 36	<i>Jesus Is My Hope</i> 369 Learning that God loves everyone, Heaven is real, God made me, Jesus can be my friend, and God listens to my prayers. Developing fine motor skills through coloring, tracing, comparing, singing, sensory play, and recognizing letters.
379	Activity Resources	
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USING THIS COURSE

COURSE DESCRIPTION

This course contains five exercises per week designed for a child of 2–4 years old. Its simple layout allows it to be administered by a parent.

Playful may serve as a child’s first structured, biblically led collection of activities. Each day, your student will explore a Bible verse or passage that introduces the lesson’s theme. From there, he or she will complete three engaging activities designed to support biblical understanding, character growth, and physical development. These hands-on exercises promote skills such as tracing, coloring, and other age-appropriate fine motor practice. Your child may not do everything perfectly. That is fine. The goal is to have fun while learning. He or she will develop their skills with practice. If your student prefers a certain color playdough, feel free to swap the color out. The object of all activities is to build excitement for learning—not perfection!

FEATURES

	Target Level	Ages 2–4 (pre-K)
	Flexible 180-Day Schedule	Approximately 20 minutes per exercise, 5 days a week
	Open & Go	Convenient schedule, Well-designed lessons
	Engaging Application	Simple activities reinforce biblical stories

OBJECTIVES

- ▶ Introduce young children to biblical passages in ways little ones can understand.
- ▶ Support biblical themes and understanding through related activities.
- ▶ Develop hand and eye skills foundational to writing, drawing, and coloring.
- ▶ Engage with songs, rhymes, and thoughtful prompts for creative play.

COMPANION BOOKS

Optional: Reading books to enjoy with your child.



Available from MasterBooks.com

PLACEMENT

Students should be excited about learning and able to focus for short periods. Students should have basic hand-eye coordination and an understanding of common words and pictures.

SUPPLY LIST

See the complete Supply List on pages 9–10.

COURSE INFORMATION

NOTE FROM THE AUTHOR

Dear Parent,

As soon as children are able to understand, they have a strong desire to learn. It can be overwhelming for parents to know how to effectively satisfy their child's curiosity. The activities in this course are designed to create a fun way to engage with your child while helping them to develop the fine motor skills they need at a young age. Personally, I want everything I do to point my children to Christ, which is why biblical themes are the foundation of this course. I pray this curriculum is exactly what you and your child need and that it helps you to lay a biblical foundation to lead your child to Christ.

COURSE OVERVIEW

At the beginning of the course, your student will jump into activities centered around the Old Testament, generally moving from early Scripture through the New Testament. The verses cover important biblical concepts and events, and they introduce children to many Bible personalities.

The course includes a suggested schedule that parents may adjust to fit their family's needs. Parents will read the Bible verse and activity instructions aloud and supervise all activities. Some materials—such as markers or playdough—may be messy and must be used safely and appropriately.

If an activity is too advanced for your child, feel free to modify. For example, tracing exercises may be done with a finger or a fat crayon. You may need to steer your child's hand until they learn the art of tracing. This book is a guide to help you help your child, so adjust however you need to.

In some exercises, the Holy Spirit is represented as a dove. We know that the Holy Spirit is not a dove, but Mark 1:10 tells us, "And immediately, coming up from the water, He saw the heavens parting and the Spirit descending upon Him like a dove." Therefore, we are using a dove as a symbol.

COURSE COMPONENTS

Playful is a developmental course for ages 2–4 that introduces biblical events while building early skills through play. Designed for beginners just learning to use crayons, it supports physical and intellectual growth with age-appropriate activities.

Each lesson features four thoughtfully designed components:

BIBLE FOCUS A short, age-appropriate Bible verse or passage introduces the lesson's theme in a way little hearts can understand.

SKILL-BUILDING ACTIVITY A simple tracing, coloring, or matching activity helps children interact with the theme while developing early fine motor skills.

REINFORCEMENT ACTIVITY A second hands-on exercise revisits the biblical truth and gives children another opportunity to strengthen coordination and control.

ENRICHMENT EXPERIENCE Each lesson concludes with an engaging extension from one of three categories:



HANDS-ON!

Sensory activities designed to strengthen little hands and build coordination.



PRETEND PLAY!

Role-play and imaginative activities that connect biblical truths to everyday life.



SONG & DANCE!

Music, rhymes, and movement that make Bible themes memorable and joyful. Read the rhyme and do the motions while your student watches. Then read it again while the student does the motions with you.



The black arrow points to instructions for the parent, with tips on how to help your student with each exercise. Instructions in the yellow boxes are intended to be read to the student.

Tip: Praise every effort and have fun with your child!

MASTER SUPPLY LIST

The lessons in this course are designed for easy completion at home. Always have a Daily Supply Kit on hand with clothing and table protection, plus basic coloring and crafting tools. (See the Daily Supply Kit below.) Check each lesson's list for any additional activity-specific materials your child will need before starting each activity.

Caution: For all activities, always choose supplies that are safe for the age of your student. Keep small items out of the reach of young children. Parental supervision is always required.

DAILY SUPPLY KIT

- A set of chunky crayons and/or washable markers
- Scissors (for parental use)
- White paper
- Tape (delicate painter's and clear)
- Pipe cleaners
- Large pom-poms
- Primary colors playdough
- Paper towels
- Paper plates
- Baking sheet or tray
- Salt, sugar, or play sand
- Blue food dye (optional)



Note: Some lessons call for toys (such as blocks, stuffed animals, toy cars, play food, etc.), towels, blankets, or pillows. Treat these as suggestions and use whatever you have to complete the activity.

Tip: Store most of your Daily Supply Kit materials together in a caddy, bin, or box for easy retrieval.

Lesson 3, Exercise 2

- Craft feathers
- Glue

Lesson 3, Exercise 4

- Wooden craft sticks

Lesson 4, Exercise 2

- Laundry basket

Lesson 4, Exercise 4

- Page 387

Lesson 5, Exercise 1

- White tissue paper

Lesson 5, Exercise 4

- Washable black paint (nontoxic tempera or poster paint)
- White construction paper
- Googly eyes

Lesson 6, Exercise 1

- Page 389
- Raw pasta noodles
- Glue

Lesson 6, Exercise 2

- Washable yellow ink pad or washable yellow paint

Lesson 6, Exercise 5

- Yarn or spaghetti noodles

Lesson 7, Exercise 4

- Page 391
- Glue

Lesson 8, Exercise 1

- Measuring cups
- Water

Lesson 8, Exercise 2

- Raw spaghetti noodles

Lesson 8, Exercise 3

- Page 393
- Photos (optional)
- Glue

Lesson 8, Exercise 4

- Cereal

Lesson 9, Exercise 2

- Page 395
- Colorful gift wrap
- Tissue paper
- Glue

Lesson 12, Exercise 2

- Page 397
- Cereal
- Glue

Lesson 13, Exercise 2

- Music

Lesson 15, Exercise 2

- Piece of bread

Lesson 15, Exercise 3

- Paper bag
- Supplies for decorating

Lesson 16, Exercise 2

- Bandage

Lesson 17, Exercise 2

- Mud

Lesson 17, Exercise 4

- Toilet paper

Lesson 18, Exercise 2

- Flashlight

Lesson 19, Exercise 1

- Sidewalk chalk

Lesson 19, Exercise 4

- Dry-erase board
- Dry-erase markers
- Cloth, or baby wipe

Lesson 19, Exercise 5

- Bubble solution with wand

Lesson 20, Exercise 3

- Construction paper
- Soft cushion

Lesson 21, Exercise 1

- 2 food storage containers
- Coins
- Cotton balls or tissue

Lesson 110

- Tissue

Lesson 112

- Bubble solution with wand

Lesson 116

- Muffin tin
- Small snacks such as cereal

Lesson 119

- Flashlight

Lesson 22, Exercise 3

- Small picture of Jesus (or a toy)

- Lesson 22, Exercise 4**
 Paper towel tube
 Decorating Supplies

- Lesson 22, Exercise 5**
 Tissue

- Lesson 23, Exercise 2**
 Bubble solution with wand

- Lesson 24, Exercise 1**
 Muffin tin
 Cereal or small snacks

- Lesson 24, Exercise 4**
 Flashlight

- Lesson 25, Exercise 1**
 Bible

- Lesson 25, Exercise 2**
 Colander

- Lesson 25, Exercise 4**
 Paper hearts
 Flashlight

- Lesson 25, Exercise 5**
 Pots and pans
 Wooden spoons

- Lesson 26, Exercise 5**
 Cotton balls
 Colored paper scraps

- Lesson 28, Exercise 1**
 Blue construction paper
 Cotton balls

- Lesson 34, Exercise 1**
 Sidewalk chalk
 Cup of water
 Old paintbrush

- Lesson 34, Exercise 3**
 Straw
 Cotton ball

- Lesson 34, Exercise 4**
 Old box
 Small mirror
 Gift tissue/paper

- Lesson 34, Exercise 5**
 Foil
 Flashlight

- Lesson 36, Exercise 2**
 Stickers

ADDITIONAL ACTIVITY IDEAS

These activity ideas are meant to gently build fine motor skills, language, and attention while your child explores and learns through play.

Early Hand Strength & Exploration

Large objects and whole-hand movements.

1. Stack large blocks
2. Knock down a block tower
3. Turn pages in board books
4. Place balls into a basket
5. Put large rings on a stacking pole

Basic Hand Coordination

Placing and dropping objects with control.

6. Stack nesting cups
7. Drop large wooden tokens into a slot box
8. Place large pom-poms into bowls
9. Put popsicle sticks into a jar
10. Insert large straws into a container

Early Pincer Grip

Thumb-and-finger grasp begins developing.

11. Pick up large pom-poms with fingers
12. Pick up foam shapes and place them in bowls
13. Place chunky puzzle pieces into a puzzle board
14. Drop large toy animals into a container
15. Peel large stickers

Simple Tool Use

Using tools like spoons or tongs.

16. Scoop dry pasta with a spoon
17. Pour water between the two cups
18. Move cotton balls with large tongs
19. Transfer large pom-poms with tongs
20. Pound large pegs with a toy hammer

Hand Strength Development

Strengthening small hand muscles.

21. Squeeze a sponge in water play
22. Use a spray bottle to spray water
23. Press large shells into playdough
24. Roll playdough into balls
25. Pull playdough apart

Early Art Skills

Basic creative fine motor movements.

26. Scribble with thick crayons
27. Color simple large pictures
28. Finger paint on paper
29. Sponge paint shapes
30. Stamp pictures with stamps

Paper Manipulation

Controlled finger movements with paper.

31. Tear paper into strips
32. Crumple paper into balls
33. Peel masking tape from the table
34. Place torn paper onto glue
35. Fold paper in half

Threading & Lacing

Coordination and precision skills.

36. String large wooden beads
37. Thread large pasta tubes onto yarn
38. Lace cardboard shapes with yarn
39. Thread foam beads onto a cord
40. Thread pool-noodle pieces onto the rope

Pre-Writing Movements

Preparing the hand for writing.

41. Draw vertical lines
42. Draw horizontal lines
43. Draw circles
44. Trace thick lines with crayons
45. Trace simple shapes

Early Drawing & Copying

More controlled pencil movements.

46. Trace large crosses
47. Trace “roads” for toy cars
48. Connect large dots with crayons
49. Draw simple faces
50. Copy basic shapes (circle or line)

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Date	✓	
▶ First Semester-First Quarter				
Week 1	Day 1	Lesson 1 • Exercise 1 • Pages 19–20		
	Day 2	Lesson 1 • Exercise 2 • Pages 21–22		
	Day 3	Lesson 1 • Exercise 3 • Pages 23–24		
	Day 4	Lesson 1 • Exercise 4 • Pages 25–26		
	Day 5	Lesson 1 • Exercise 5 • Pages 27–28		
Week 2	Day 6	Lesson 2 • Exercise 1 • Pages 29–30		
	Day 7	Lesson 2 • Exercise 2 • Pages 31–32		
	Day 8	Lesson 2 • Exercise 3 • Pages 33–34		
	Day 9	Lesson 2 • Exercise 4 • Pages 35–36		
	Day 10	Lesson 2 • Exercise 5 • Pages 37–38		
Week 3	Day 11	Lesson 3 • Exercise 1 • Pages 39–40		
	Day 12	Lesson 3 • Exercise 2 • Pages 41–42		
	Day 13	Lesson 3 • Exercise 3 • Pages 43–44		
	Day 14	Lesson 3 • Exercise 4 • Pages 45–46		
	Day 15	Lesson 3 • Exercise 5 • Pages 47–48		
Week 4	Day 16	Lesson 4 • Exercise 1 • Pages 49–50		
	Day 17	Lesson 4 • Exercise 2 • Pages 51–52		
	Day 18	Lesson 4 • Exercise 3 • Pages 53–54		
	Day 19	Lesson 4 • Exercise 4 • Pages 55–56		
	Day 20	Lesson 4 • Exercise 5 • Pages 57–58		
Week 5	Day 21	Lesson 5 • Exercise 1 • Pages 59–60		
	Day 22	Lesson 5 • Exercise 2 • Pages 61–62		
	Day 23	Lesson 5 • Exercise 3 • Pages 63–64		
	Day 24	Lesson 5 • Exercise 4 • Pages 65–66		
	Day 25	Lesson 5 • Exercise 5 • Pages 67–68		
Week 6	Day 26	Lesson 6 • Exercise 1 • Pages 69–70		
	Day 27	Lesson 6 • Exercise 2 • Pages 71–72		
	Day 28	Lesson 6 • Exercise 3 • Pages 73–74		
	Day 29	Lesson 6 • Exercise 4 • Pages 75–76		
	Day 30	Lesson 6 • Exercise 5 • Pages 77–78		

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Date	✓
Week 7	Day 31	Lesson 7 • Exercise 1 • Pages 79–80		
	Day 32	Lesson 7 • Exercise 2 • Pages 81–82		
	Day 33	Lesson 7 • Exercise 3 • Pages 83–84		
	Day 34	Lesson 7 • Exercise 4 • Pages 85–86		
	Day 35	Lesson 7 • Exercise 5 • Pages 87–88		
Week 8	Day 36	Lesson 8 • Exercise 1 • Pages 89–90		
	Day 37	Lesson 8 • Exercise 2 • Pages 91–92		
	Day 38	Lesson 8 • Exercise 3 • Pages 93–94		
	Day 39	Lesson 8 • Exercise 4 • Pages 95–96		
	Day 40	Lesson 8 • Exercise 5 • Pages 97–98		
Week 9	Day 41	Lesson 9 • Exercise 1 • Pages 99–100		
	Day 42	Lesson 9 • Exercise 2 • Pages 101–102		
	Day 43	Lesson 9 • Exercise 3 • Pages 103–104		
	Day 44	Lesson 9 • Exercise 4 • Pages 105–106		
	Day 45	Lesson 9 • Exercise 5 • Pages 107–108		

REFLECT

What activity made your student light up the most this quarter?

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Date	✓
▶ First Semester-Second Quarter			
Week 1	Day 46	Lesson 10 • Exercise 1 • Pages 109–110	
	Day 47	Lesson 10 • Exercise 2 • Pages 111–112	
	Day 48	Lesson 10 • Exercise 3 • Pages 113–114	
	Day 49	Lesson 10 • Exercise 4 • Pages 115–116	
	Day 50	Lesson 10 • Exercise 5 • Pages 117–118	
Week 2	Day 51	Lesson 11 • Exercise 1 • Pages 119–120	
	Day 52	Lesson 11 • Exercise 2 • Pages 121–122	
	Day 53	Lesson 11 • Exercise 3 • Pages 123–124	
	Day 54	Lesson 11 • Exercise 4 • Pages 125–126	
	Day 55	Lesson 11 • Exercise 5 • Pages 127–128	
Week 3	Day 56	Lesson 12 • Exercise 1 • Pages 129–130	
	Day 57	Lesson 12 • Exercise 2 • Pages 131–132	
	Day 58	Lesson 12 • Exercise 3 • Pages 133–134	
	Day 59	Lesson 12 • Exercise 4 • Pages 135–136	
	Day 60	Lesson 12 • Exercise 5 • Pages 137–138	
Week 4	Day 61	Lesson 13 • Exercise 1 • Pages 139–140	
	Day 62	Lesson 13 • Exercise 2 • Pages 141–142	
	Day 63	Lesson 13 • Exercise 3 • Pages 143–144	
	Day 64	Lesson 13 • Exercise 4 • Pages 145–146	
	Day 65	Lesson 13 • Exercise 5 • Pages 147–148	
Week 5	Day 66	Lesson 14 • Exercise 1 • Pages 149–150	
	Day 67	Lesson 14 • Exercise 2 • Pages 151–152	
	Day 68	Lesson 14 • Exercise 3 • Pages 153–154	
	Day 69	Lesson 14 • Exercise 4 • Pages 155–156	
	Day 70	Lesson 14 • Exercise 5 • Pages 157–158	
Week 6	Day 71	Lesson 15 • Exercise 1 • Pages 159–160	
	Day 72	Lesson 15 • Exercise 2 • Pages 161–162	
	Day 73	Lesson 15 • Exercise 3 • Pages 163–164	
	Day 74	Lesson 15 • Exercise 4 • Pages 165–166	
	Day 75	Lesson 15 • Exercise 5 • Pages 167–168	

SUGGESTED DAILY SCHEDULE

Calendar		Assignment	Date	✓
Week 7	Day 76	Lesson 16 • Exercise 1 • Pages 169–170		
	Day 77	Lesson 16 • Exercise 2 • Pages 171–172		
	Day 78	Lesson 16 • Exercise 3 • Pages 173–174		
	Day 79	Lesson 16 • Exercise 4 • Pages 175–176		
	Day 80	Lesson 16 • Exercise 5 • Pages 177–178		
Week 8	Day 81	Lesson 17 • Exercise 1 • Pages 179–180		
	Day 82	Lesson 17 • Exercise 2 • Pages 181–182		
	Day 83	Lesson 17 • Exercise 3 • Pages 183–184		
	Day 84	Lesson 17 • Exercise 4 • Pages 185–186		
	Day 85	Lesson 17 • Exercise 5 • Pages 187–188		
Week 9	Day 86	Lesson 18 • Exercise 1 • Pages 189–190		
	Day 87	Lesson 18 • Exercise 2 • Pages 191–192		
	Day 88	Lesson 18 • Exercise 3 • Pages 193–194		
	Day 89	Lesson 18 • Exercise 4 • Pages 195–196		
	Day 90	Lesson 18 • Exercise 5 • Pages 197–198		

REFLECT

What surprised you about your student this quarter?

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Date	✓	
▶ Second Semester-First Quarter				
Week 1	Day 91	Lesson 19 • Exercise 1 • Pages 199–200		
	Day 92	Lesson 19 • Exercise 2 • Pages 201–202		
	Day 93	Lesson 19 • Exercise 3 • Pages 203–204		
	Day 94	Lesson 19 • Exercise 4 • Pages 205–206		
	Day 95	Lesson 19 • Exercise 5 • Pages 207–208		
Week 2	Day 96	Lesson 20 • Exercise 1 • Pages 209–210		
	Day 97	Lesson 20 • Exercise 2 • Pages 211–212		
	Day 98	Lesson 20 • Exercise 3 • Pages 213–214		
	Day 99	Lesson 20 • Exercise 4 • Pages 215–216		
	Day 100	Lesson 20 • Exercise 5 • Pages 217–218		
Week 3	Day 101	Lesson 21 • Exercise 1 • Pages 219–220		
	Day 102	Lesson 21 • Exercise 2 • Pages 221–222		
	Day 103	Lesson 21 • Exercise 3 • Pages 223–224		
	Day 104	Lesson 21 • Exercise 4 • Pages 225–256		
	Day 105	Lesson 21 • Exercise 5 • Pages 227–228		
Week 4	Day 106	Lesson 22 • Exercise 1 • Pages 229–230		
	Day 107	Lesson 22 • Exercise 2 • Pages 231–232		
	Day 108	Lesson 22 • Exercise 3 • Pages 233–234		
	Day 109	Lesson 22 • Exercise 4 • Pages 235–236		
	Day 110	Lesson 22 • Exercise 5 • Pages 237–238		
Week 5	Day 111	Lesson 23 • Exercise 1 • Pages 239–240		
	Day 112	Lesson 23 • Exercise 2 • Pages 241–242		
	Day 113	Lesson 23 • Exercise 3 • Pages 243–244		
	Day 114	Lesson 23 • Exercise 4 • Pages 245–246		
	Day 115	Lesson 23 • Exercise 5 • Pages 247–248		
Week 6	Day 116	Lesson 24 • Exercise 1 • Pages 249–250		
	Day 117	Lesson 24 • Exercise 2 • Pages 251–252		
	Day 118	Lesson 24 • Exercise 3 • Pages 253–254		
	Day 119	Lesson 24 • Exercise 4 • Pages 255–256		
	Day 120	Lesson 24 • Exercise 5 • Pages 257–258		

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Date	✓
Week 7	Day 121	Lesson 25 • Exercise 1 • Pages 259–260	
	Day 122	Lesson 25 • Exercise 2 • Pages 261–262	
	Day 123	Lesson 25 • Exercise 3 • Pages 263–264	
	Day 124	Lesson 25 • Exercise 4 • Pages 265–266	
	Day 125	Lesson 25 • Exercise 5 • Pages 267–268	
Week 8	Day 126	Lesson 26 • Exercise 1 • Pages 269–270	
	Day 127	Lesson 26 • Exercise 2 • Pages 271–272	
	Day 128	Lesson 26 • Exercise 3 • Pages 273–274	
	Day 129	Lesson 26 • Exercise 4 • Pages 275–276	
	Day 130	Lesson 26 • Exercise 5 • Pages 277–278	
Week 9	Day 131	Lesson 27 • Exercise 1 • Pages 279–280	
	Day 132	Lesson 27 • Exercise 2 • Pages 281–282	
	Day 133	Lesson 27 • Exercise 3 • Pages 283–284	
	Day 134	Lesson 27 • Exercise 4 • Pages 285–286	
	Day 135	Lesson 27 • Exercise 5 • Pages 287–288	

REFLECT

What was your student most excited to tell someone else about?

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Date	✓	
▶ Second Semester-Second Quarter				
Week 1	Day 136	Lesson 28 • Exercise 1 • Pages 289–290		
	Day 137	Lesson 28 • Exercise 2 • Pages 291–292		
	Day 138	Lesson 28 • Exercise 3 • Pages 293–294		
	Day 139	Lesson 28 • Exercise 4 • Pages 295–296		
	Day 140	Lesson 28 • Exercise 5 • Pages 297–298		
Week 2	Day 141	Lesson 29 • Exercise 1 • Pages 299–300		
	Day 142	Lesson 29 • Exercise 2 • Pages 301–302		
	Day 143	Lesson 29 • Exercise 3 • Pages 303–304		
	Day 144	Lesson 29 • Exercise 4 • Pages 305–306		
	Day 145	Lesson 29 • Exercise 5 • Pages 307–308		
Week 3	Day 146	Lesson 30 • Exercise 1 • Pages 309–310		
	Day 147	Lesson 30 • Exercise 2 • Pages 311–312		
	Day 148	Lesson 30 • Exercise 3 • Pages 313–314		
	Day 149	Lesson 30 • Exercise 4 • Pages 315–316		
	Day 150	Lesson 30 • Exercise 5 • Pages 317–318		
Week 4	Day 151	Lesson 31 • Exercise 1 • Pages 319–320		
	Day 152	Lesson 31 • Exercise 2 • Pages 321–322		
	Day 153	Lesson 31 • Exercise 3 • Pages 323–324		
	Day 154	Lesson 31 • Exercise 4 • Pages 325–326		
	Day 155	Lesson 31 • Exercise 5 • Pages 327–328		
Week 5	Day 156	Lesson 32 • Exercise 1 • Pages 329–330		
	Day 157	Lesson 32 • Exercise 2 • Pages 331–332		
	Day 158	Lesson 32 • Exercise 3 • Pages 333–334		
	Day 159	Lesson 32 • Exercise 4 • Pages 335–336		
	Day 160	Lesson 32 • Exercise 5 • Pages 337–338		
Week 6	Day 161	Lesson 33 • Exercise 1 • Pages 339–340		
	Day 162	Lesson 33 • Exercise 2 • Pages 341–342		
	Day 163	Lesson 33 • Exercise 3 • Pages 343–344		
	Day 164	Lesson 33 • Exercise 4 • Pages 345–346		
	Day 165	Lesson 33 • Exercise 5 • Pages 347–348		

SUGGESTED DAILY SCHEDULE

Calendar	Assignment	Date	✓
Week 7	Day 166	Lesson 34 • Exercise 1 • Pages 349–350	
	Day 167	Lesson 34 • Exercise 2 • Pages 351–352	
	Day 168	Lesson 34 • Exercise 3 • Pages 353–354	
	Day 169	Lesson 34 • Exercise 4 • Pages 355–356	
	Day 170	Lesson 34 • Exercise 5 • Pages 357–358	
Week 8	Day 171	Lesson 35 • Exercise 1 • Pages 359–360	
	Day 172	Lesson 35 • Exercise 2 • Pages 361–362	
	Day 173	Lesson 35 • Exercise 3 • Pages 363–364	
	Day 174	Lesson 35 • Exercise 4 • Pages 365–366	
	Day 175	Lesson 35 • Exercise 5 • Pages 367–368	
Week 9	Day 176	Lesson 36 • Exercise 1 • Pages 369–370	
	Day 177	Lesson 36 • Exercise 2 • Pages 371–372	
	Day 178	Lesson 36 • Exercise 3 • Pages 373–374	
	Day 179	Lesson 36 • Exercise 4 • Pages 375–376	
	Day 180	Lesson 36 • Exercise 5 • Pages 377–378	

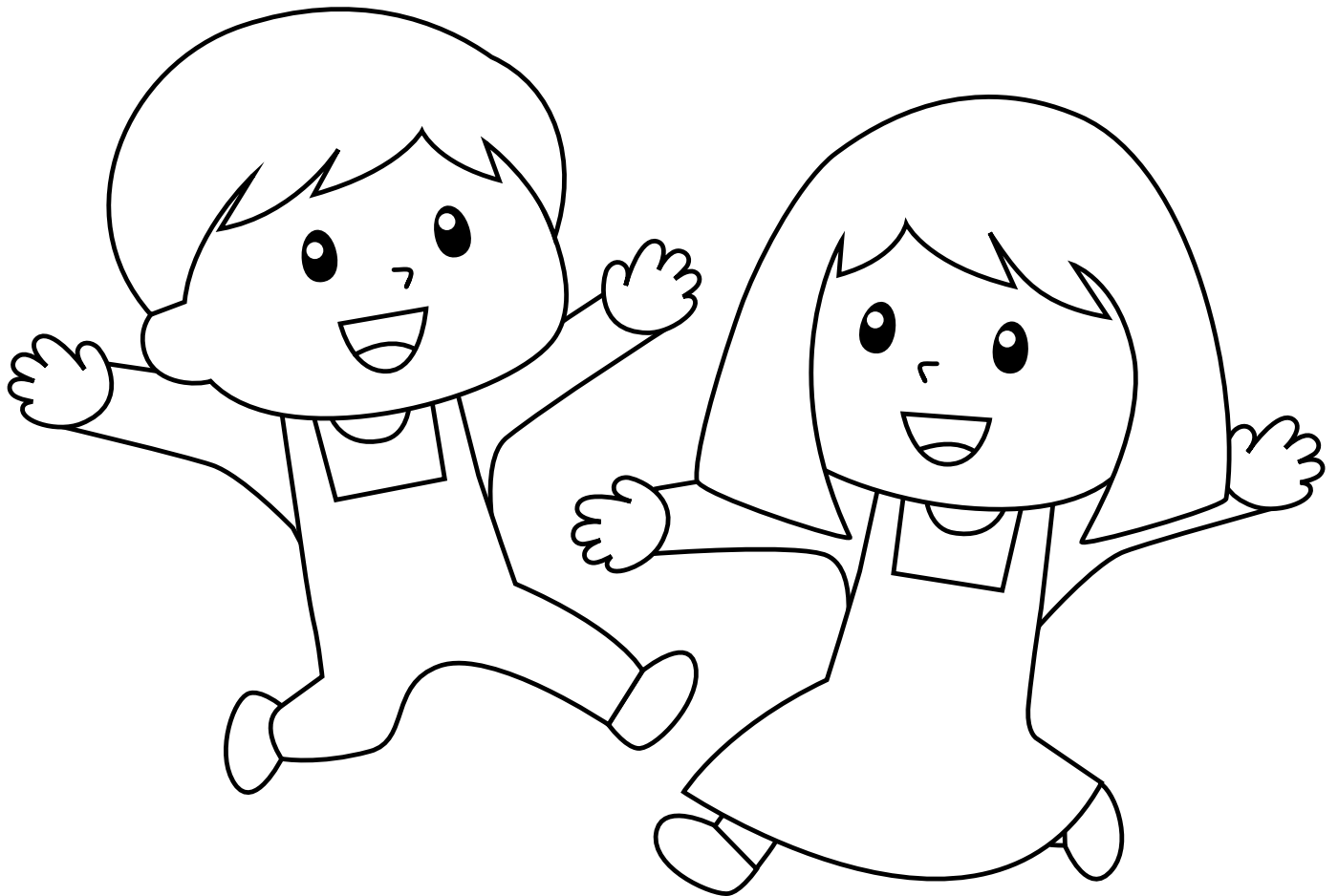
REFLECT

What is one sweet memory from this course you want to remember?

Name: _____

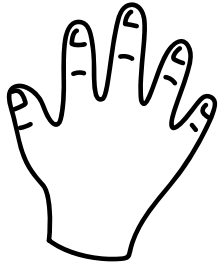
Lesson 1
Exercise 1
Day 1

God made you special!
Psalm 139:14



Color the children to look like you
and a friend or sibling.

Draw a line to match each object to its shadow.



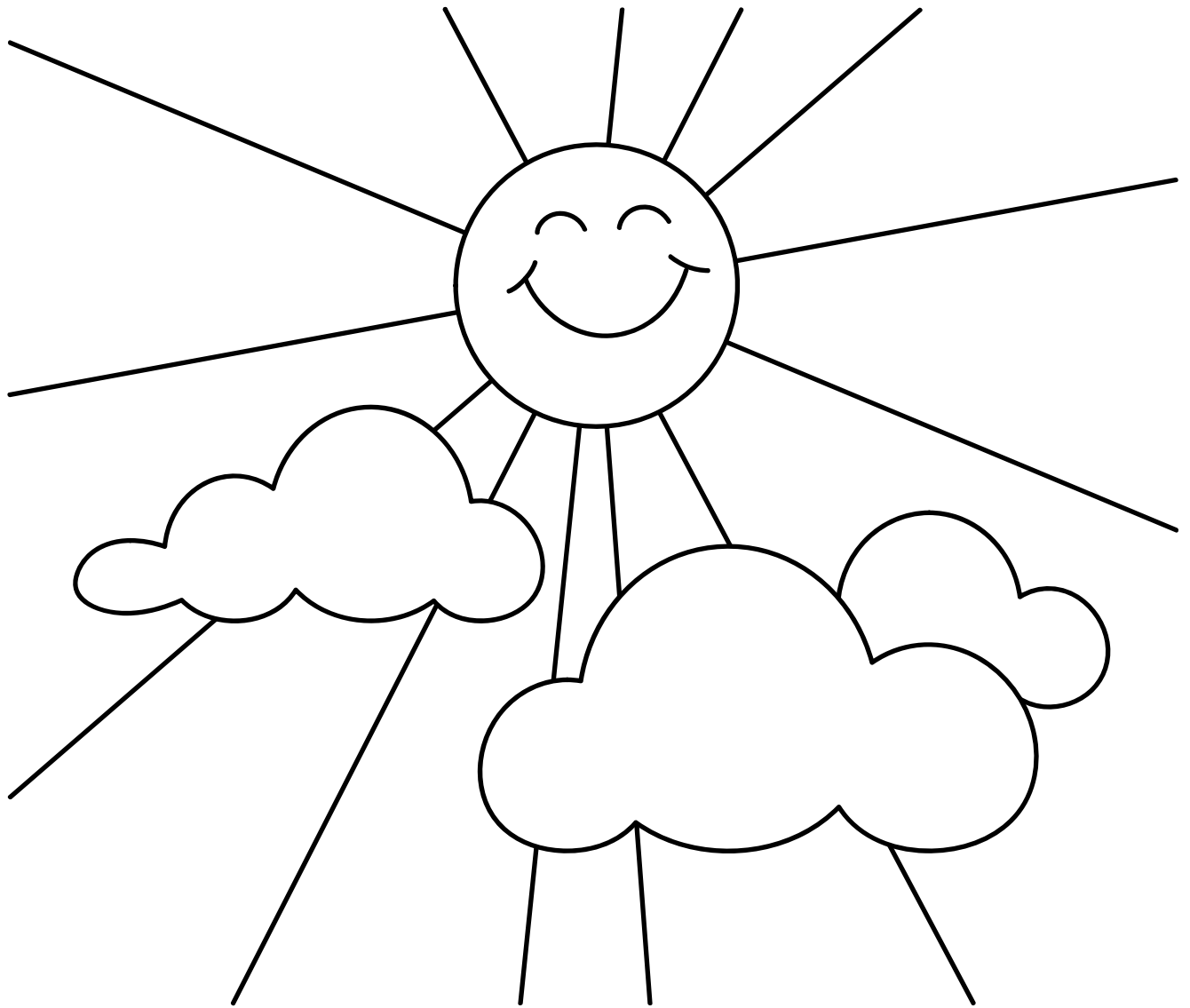
Let your student watch you brush your hair, then have them try brushing or combing their own or a doll's hair.

Practice brushing your hair or a doll's hair. Use playdough to make a head with hair.

Name: _____

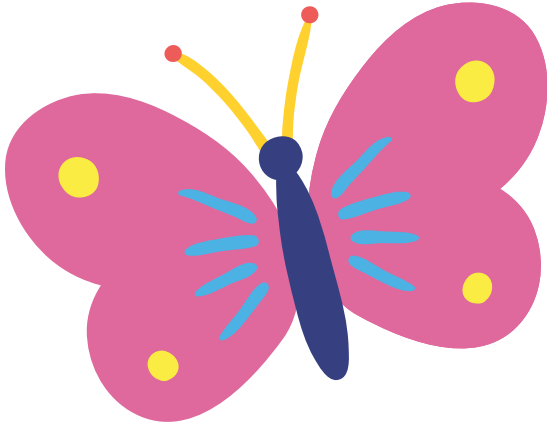
Lesson 1
Exercise 2
Day 2

God made the day.
Genesis 1:4



Color the day sky.

Circle the object you might see during the day.



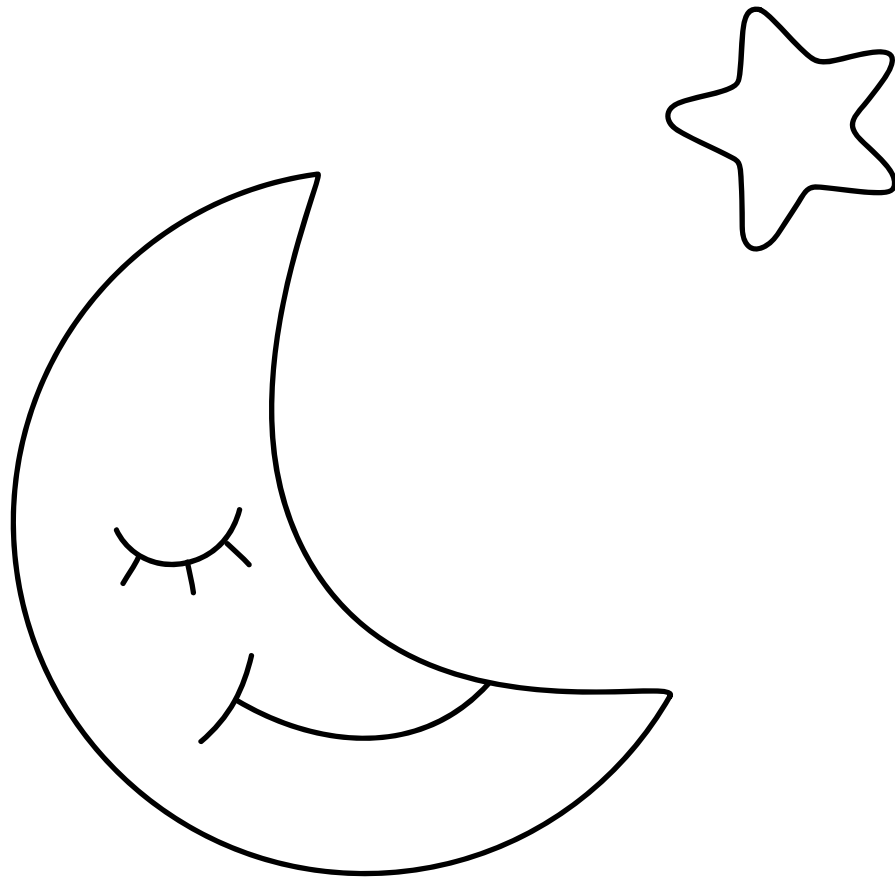
You may need to make the shapes for your student, then let them attach the rays.

Make a sun using playdough.

Name: _____

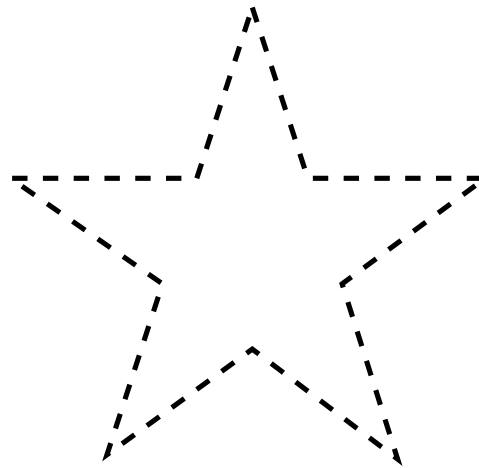
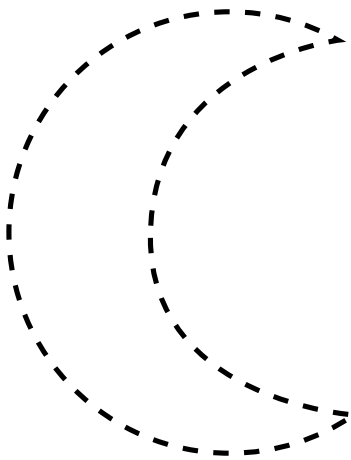
Lesson 1
Exercise 3
Day 3

God made the night.
Genesis 1:5



Color the night sky.

Circle the object you might see at night.



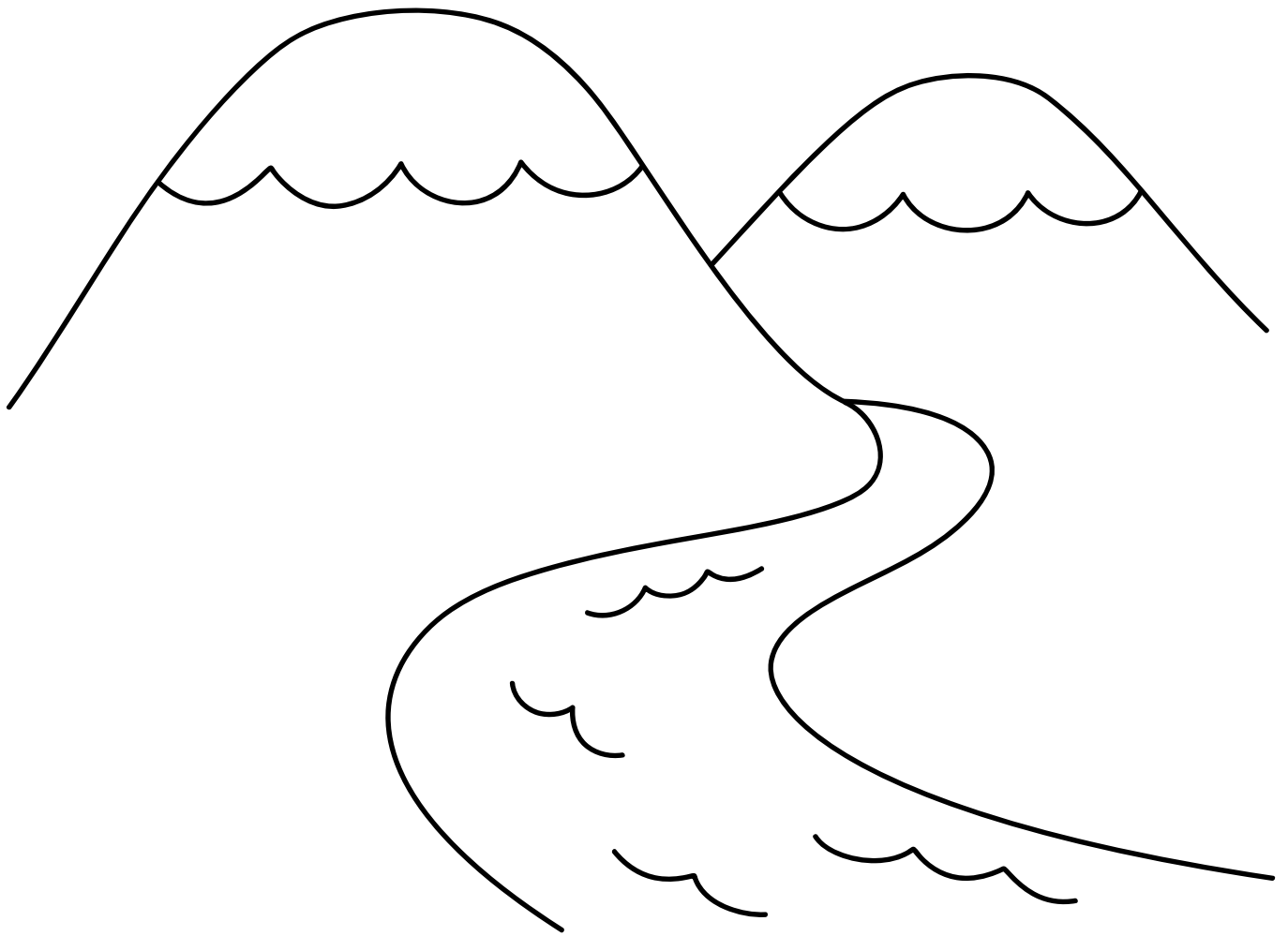
Hold your student's hand to help guide them as they trace. Lead your student in singing Twinkle, Twinkle, Little Star.

Trace the moon and star. Sing "Twinkle, Twinkle, Little Star" while you trace.
(See page 380 for lyrics.)

Name: _____

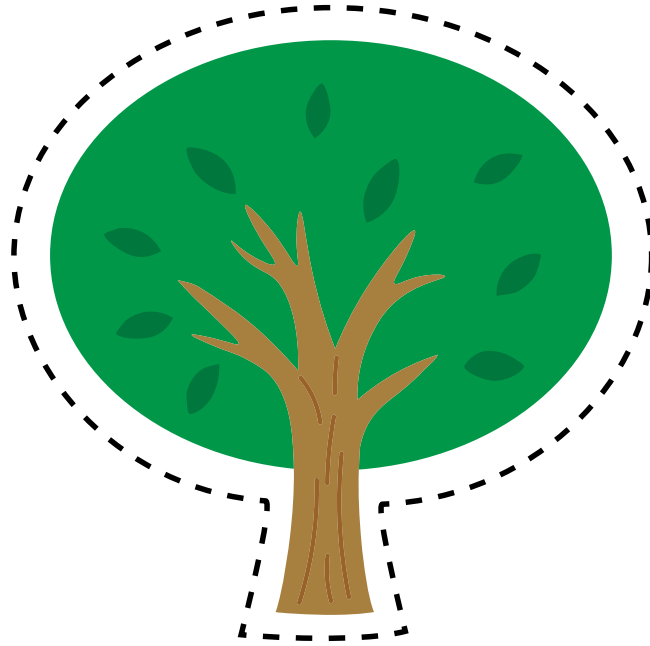
Lesson 1
Exercise 4
Day 4

God made the land.
Genesis 1:10-11



Color the mountains and river.

Trace the tree.



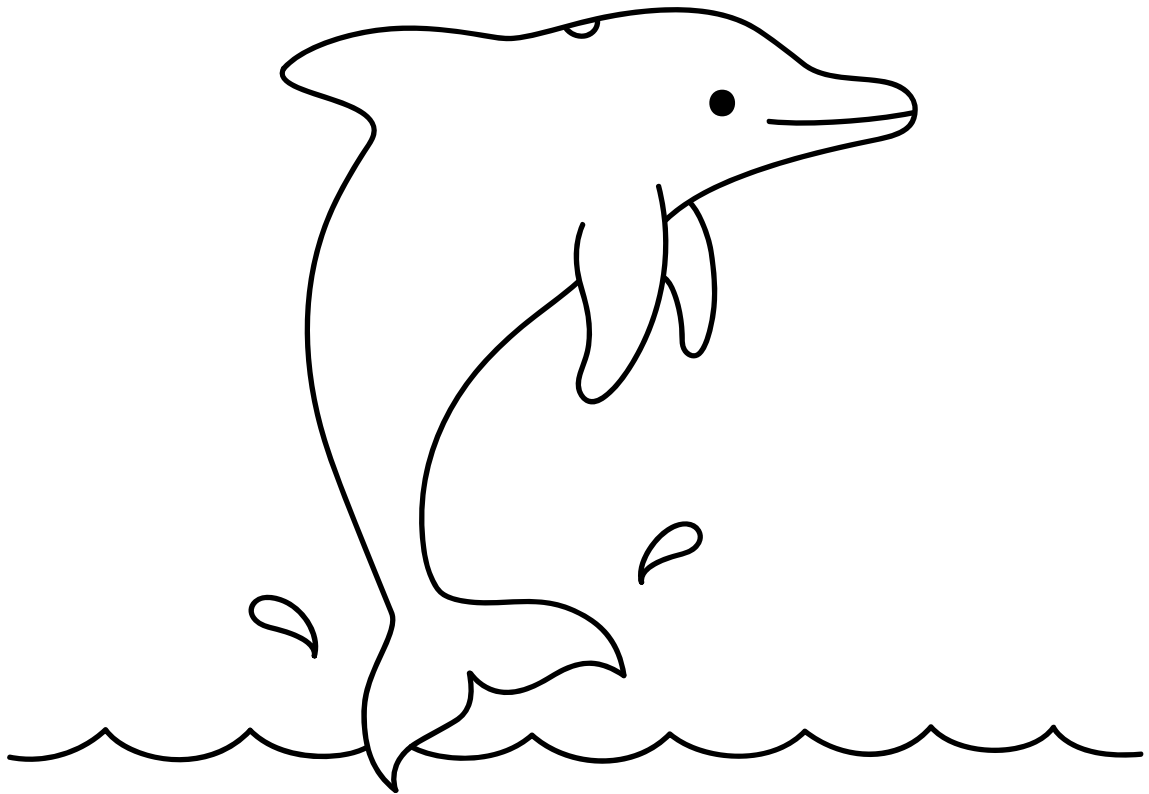
Help your student build a mountain out of soft blocks or other toys that will stack well. Use items that will not hurt the child if the stack should fall.

Stack blocks into the shape
of a mountain.

Name: _____

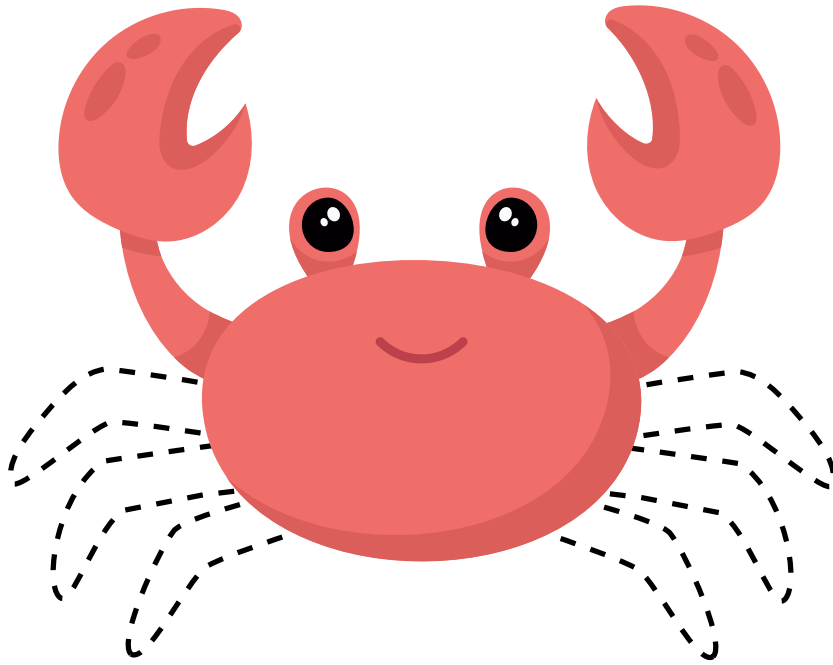
Lesson 1
Exercise 5
Day 5

God made the ocean
and the ocean animals.
Genesis 1:21



Color the dolphin.

Trace the lines to make legs for the crab.



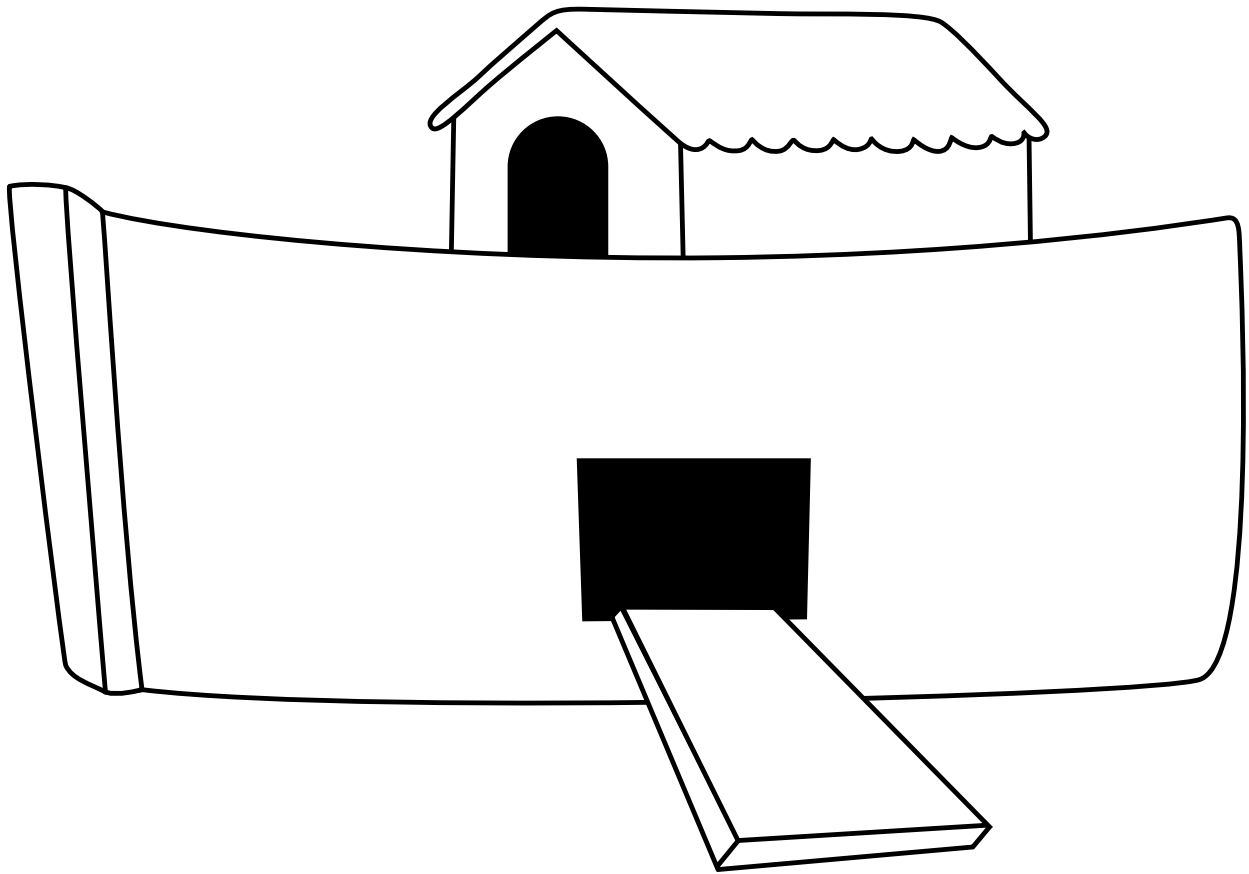
Help your student make a starfish out of playdough.

Make a starfish out of playdough.

Name: _____

Lesson 2
Exercise 1
Day 6

Noah obeyed God
and built an Ark.
Genesis 6:22



Color the Ark brown.

Draw a line from the Ark to the animals.



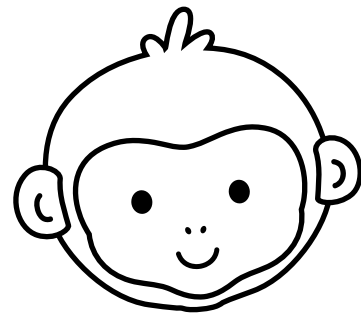
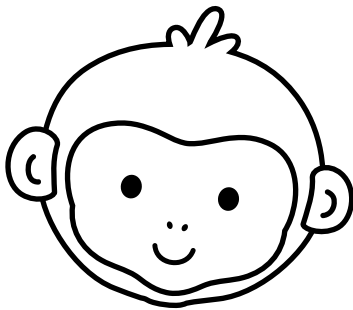
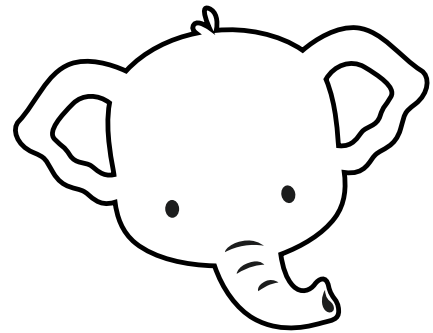
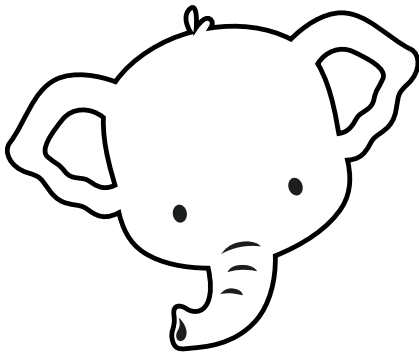
Have your student watch you make a wave out of playdough, then have the student try it.

Use playdough to make waves of water.

Name: _____

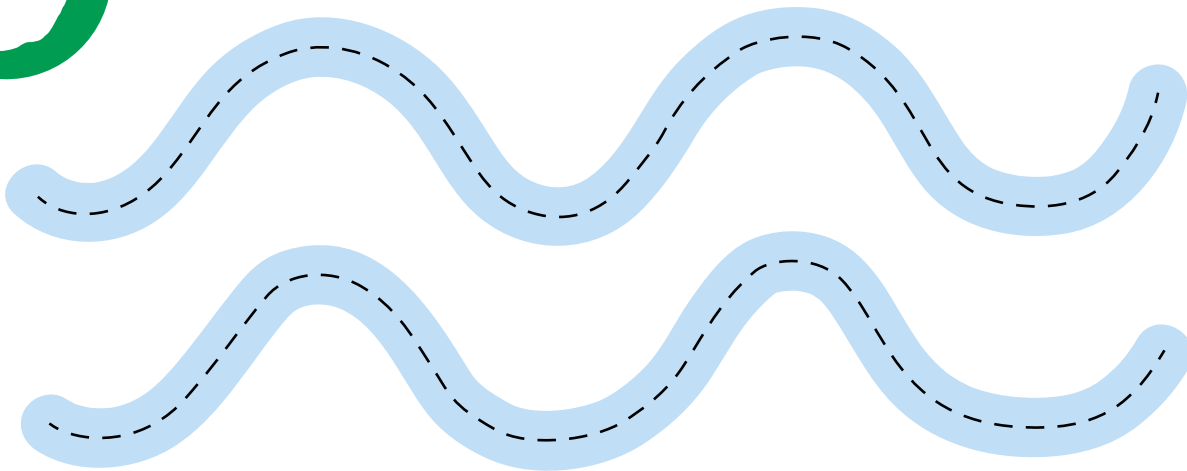
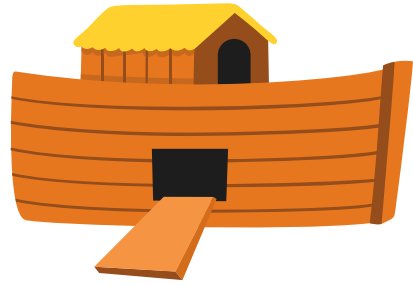
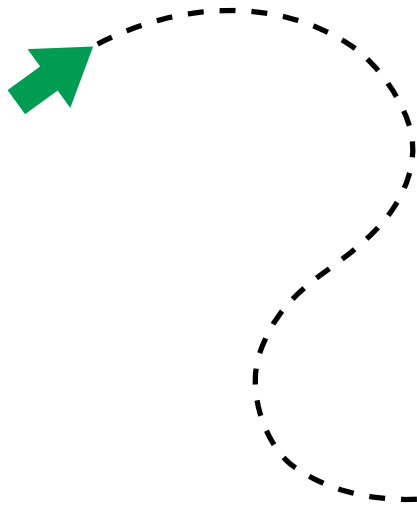
Lesson 2
Exercise 2
Day 7

God led two of each kind
of animal to the Ark.
Genesis 7:15



Draw a line to match the animals,
then color.

Trace the line to put the hippo on the Ark.



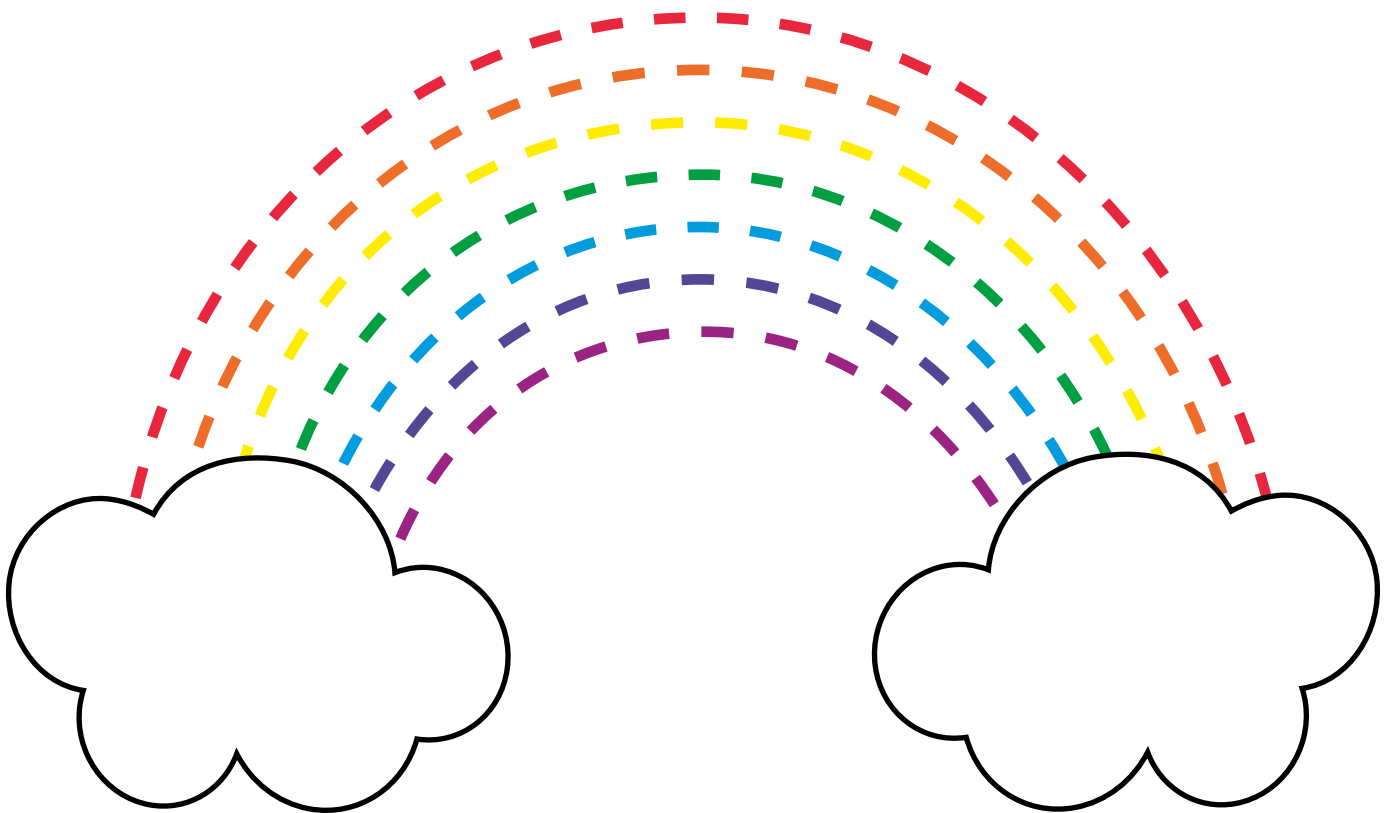
Show your student how to trace the wavy lines with their finger.

Trace the wavy lines with your finger.

Name: _____

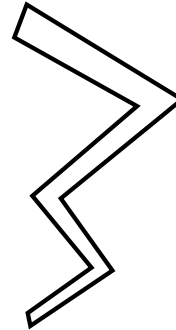
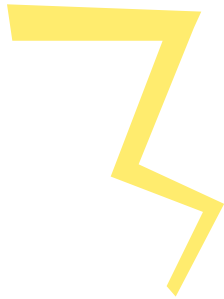
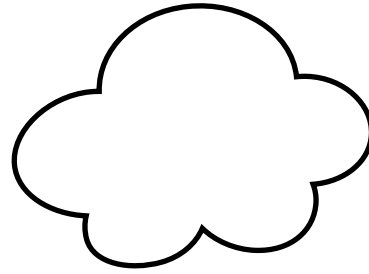
Lesson 2
Exercise 3
Day 8

A rainbow is a sign of
God's promises.
Genesis 9:13



Trace the rainbow lines with your
finger and say what color it is.

Match the object to its outline.



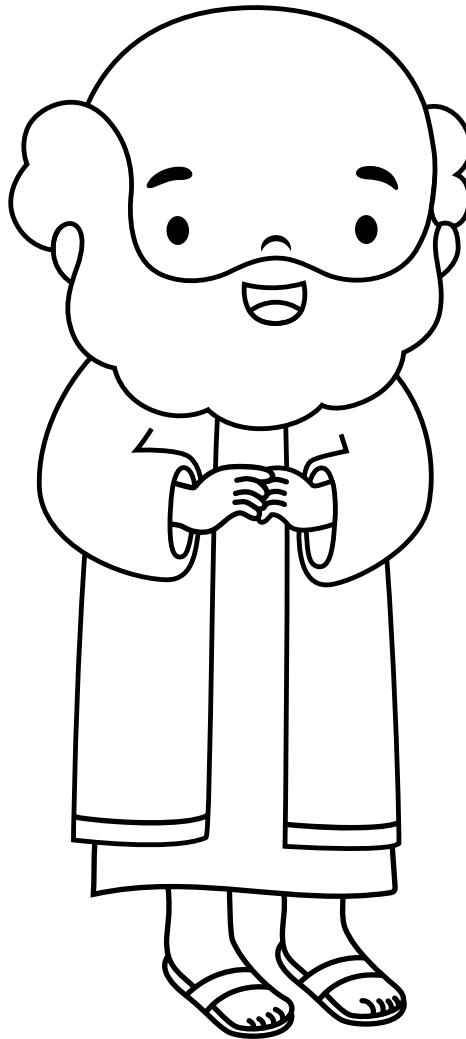
Use a multi-pack of playdough. Teach your student how to make a snake, then help them bend it into an arc. Do this with each color of the rainbow.

Use playdough to make a rainbow.

Name: _____

Lesson 2
Exercise 4
Day 9

Noah, his family, and the animals
were safe from the Flood.
Genesis 8:18-19



Color Noah.

Draw a line from the umbrella
to the rainboots.



Help your child make a raindrop out of playdough.

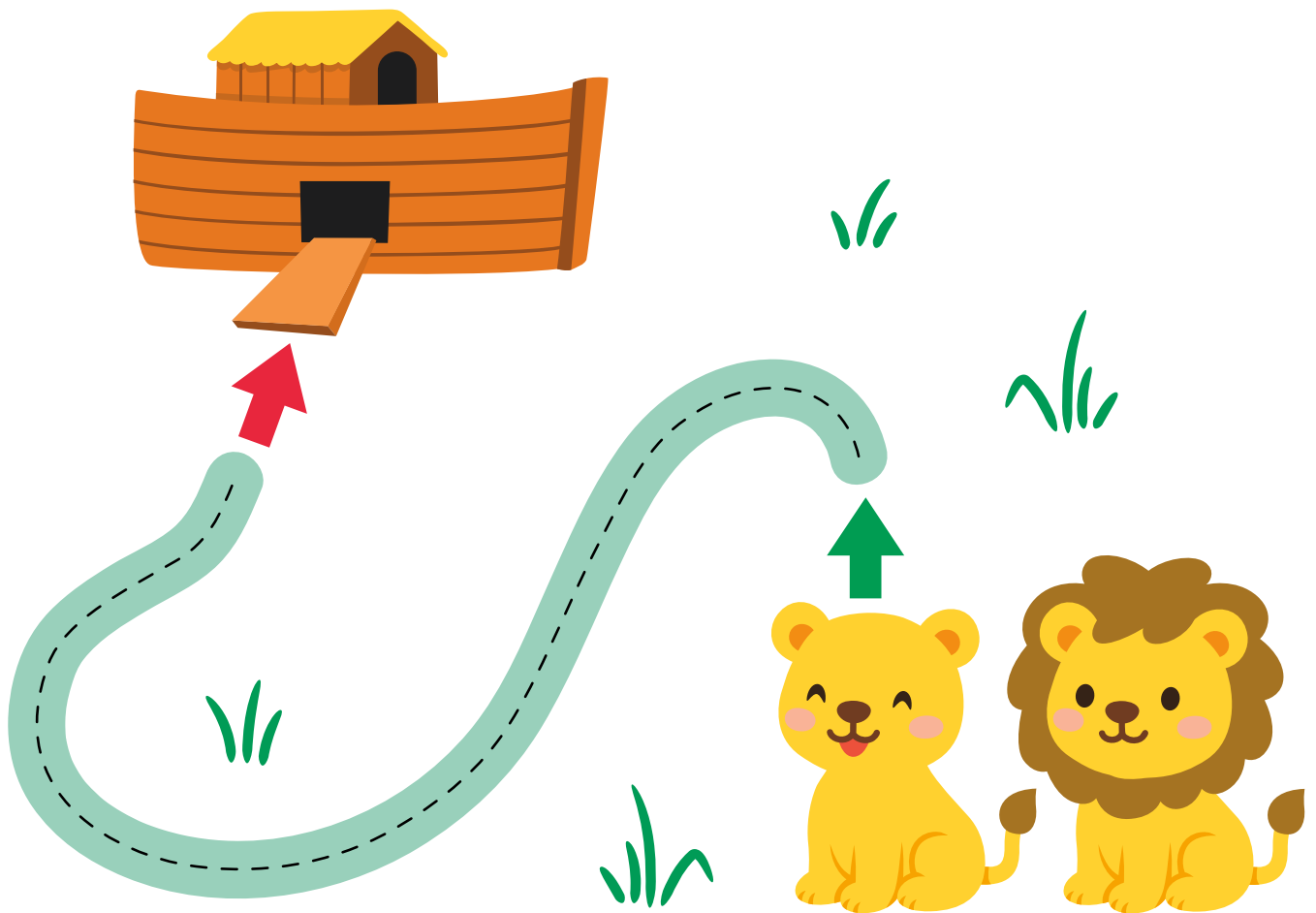
Make a raindrop using playdough.

Name: _____

Lesson 2
Exercise 5
Day 10

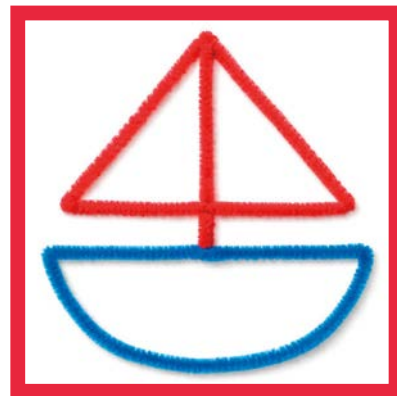
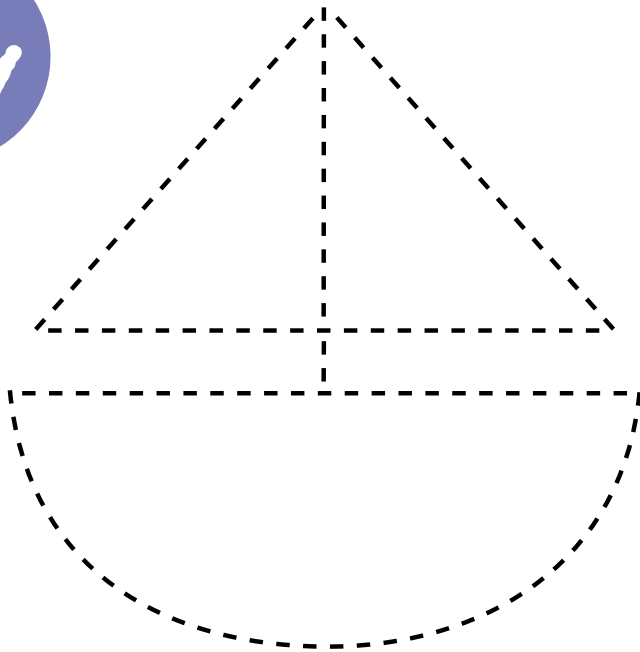
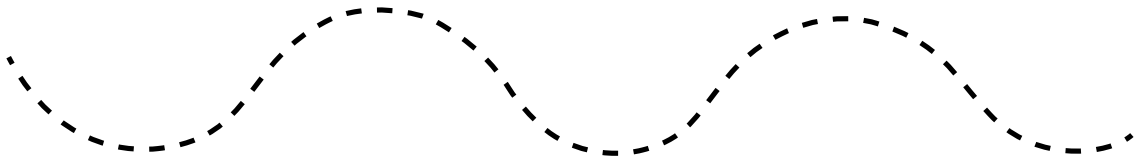
God had a boy and girl of every kind of animal get on the Ark so they would be safe.

Genesis 6:19-20



Help the animals get to the Ark by tracing the path.

Trace the waves of water under
the raindrops.



If you don't have pipe cleaners, you may use cereal to line the dashed lines.

Place pipe cleaners on the dashed lines
to make the shape of a boat.

Name: _____

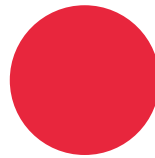
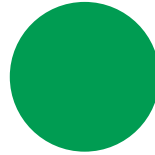
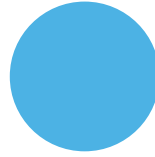
Lesson 3
Exercise 1
Day 11

Joseph was one of Jacob's sons.
He was his father's favorite
and was given a colorful coat.
Genesis 37:3



Color the coat using 4 different colors.

Match the crayons to the correct colors.



Help your student to recognize colors by noticing items that are red, blue, or green.

Find items in your house that are red, blue, or green.

Name: _____

Lesson 3
Exercise 2
Day 12

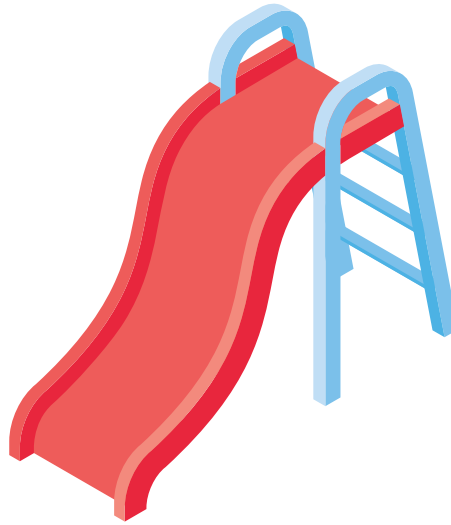
Joseph had a gift from God to understand dreams. He used his gift to help others and was second in command in Egypt.

Genesis 41:15, 41



Trace the path from Joseph to the palace in Egypt.

Circle the place where you sleep.



Pull out page 385. If you have access to feathers or down, help your child glue that onto the rectangle to make a pillow. Tissue paper or paper towels will also work for this.

Using page 385, glue feathers to the rectangle to make a pillow.

Name: _____

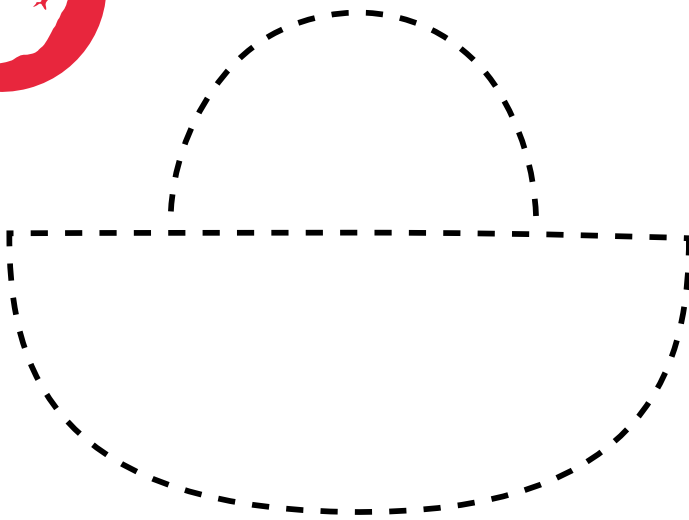
Lesson 3
Exercise 3
Day 13

Moses was in a basket crying in the river
until Pharaoh's daughter found him.
Exodus 2:5-6



Trace the path to help Pharaoh's
daughter find Moses.

Draw a line from the baby to the bottle.



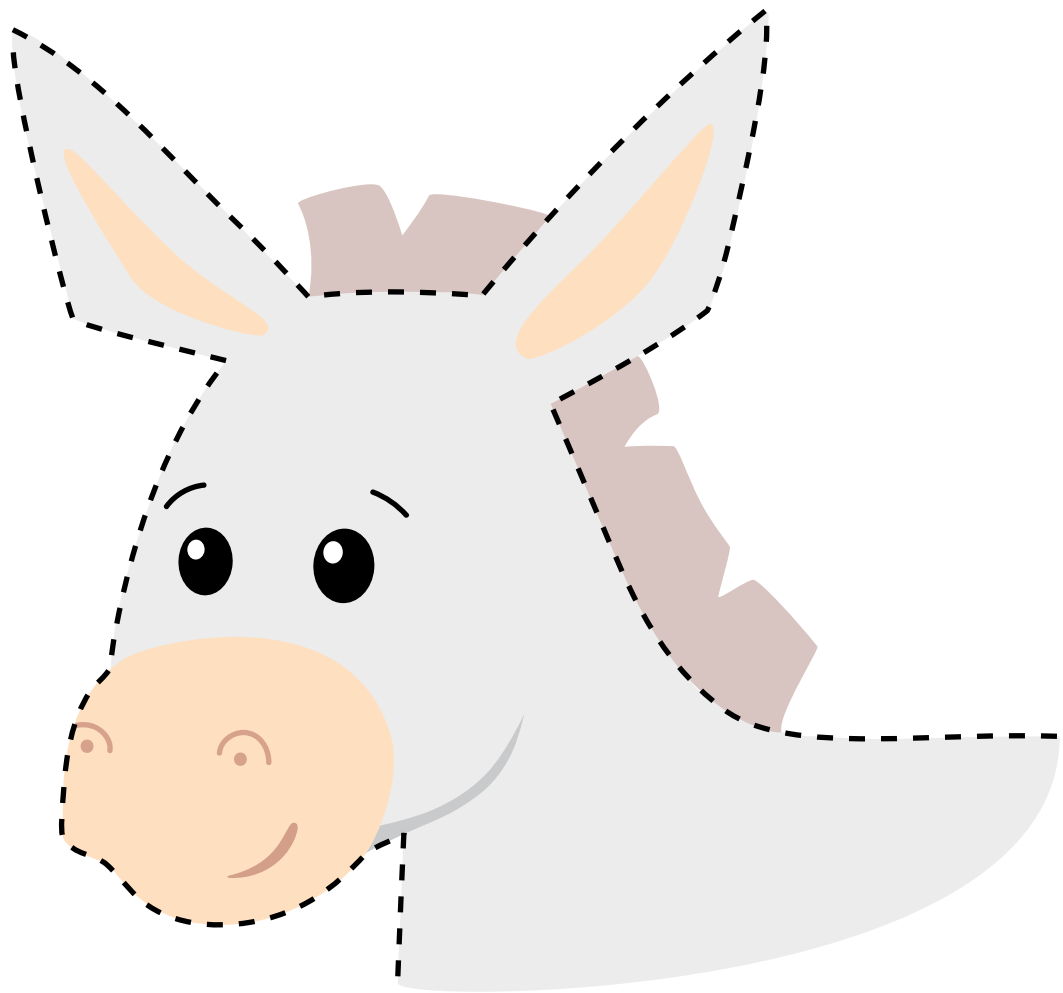
If you don't have large pom-poms, you may use cereal.

Line large pom-poms on the dashed lines above to make the shape of a basket.

Name: _____

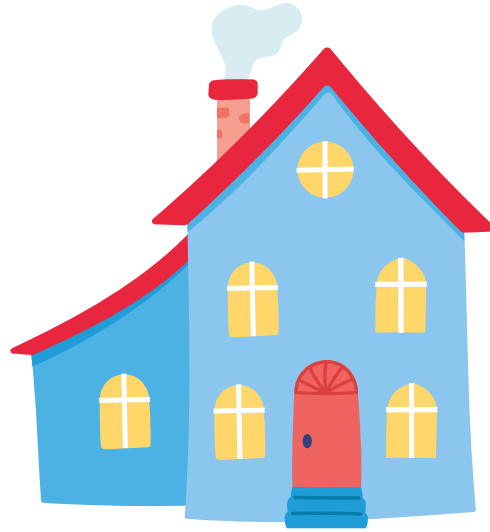
Lesson 3
Exercise 4
Day 14

Did you know God made a
donkey talk? God uses what
He needs to fulfill His plan.
Numbers 22:30



Trace the donkey's head.

Circle the building where
a donkey might live.



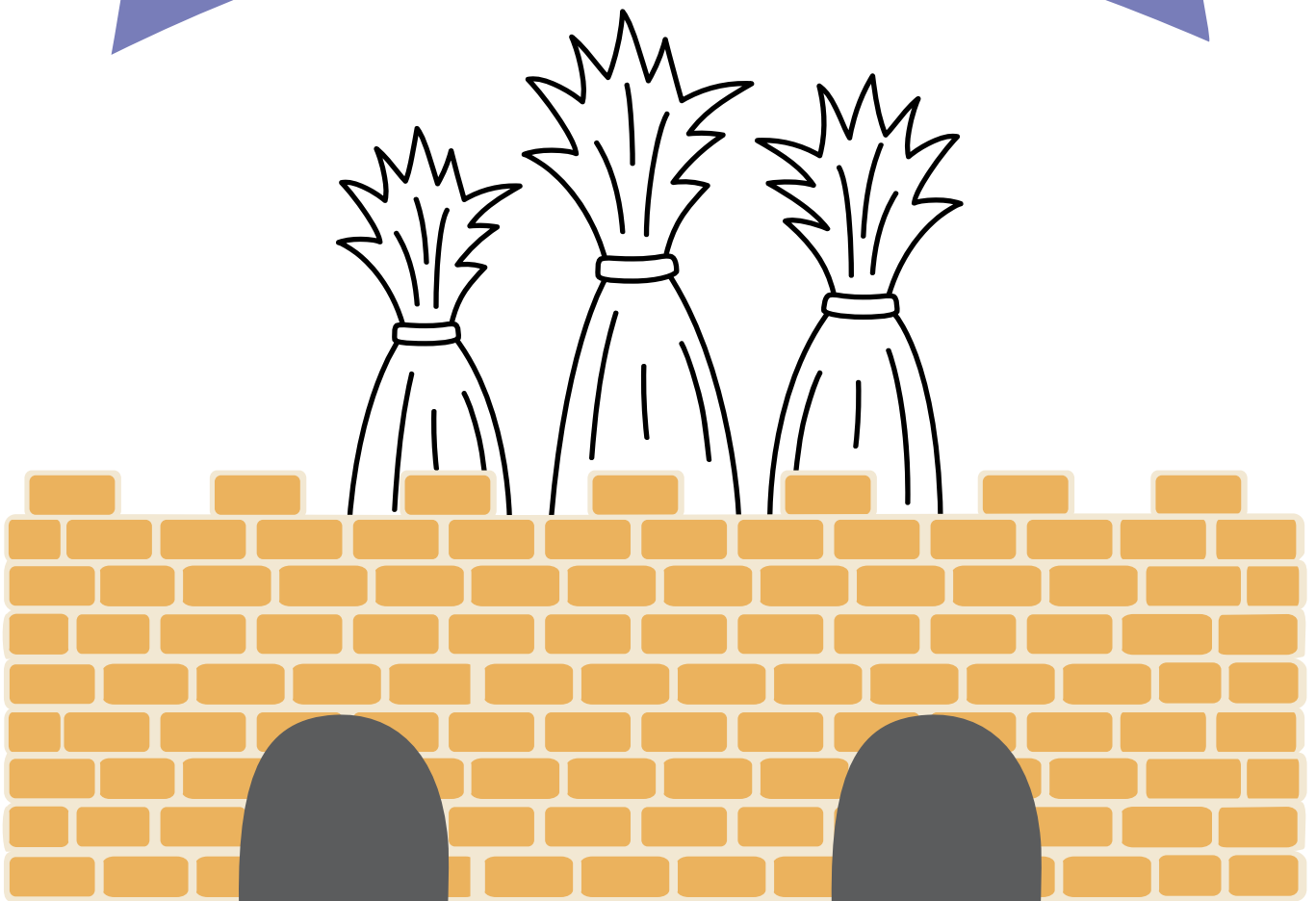
Help your student make a barn out of craft sticks. If you would like to keep the barn, you may glue the sticks together.

Make the shape of a barn out of wooden craft sticks. What else can you make?

Name: _____

Lesson 3
Exercise 5
Day 15

Rahab helped to free God's men by
hiding them under the stems of plants.
Joshua 2:6



Use a brown or yellow crayon to color
the plants they hid under.

Circle the plant below.

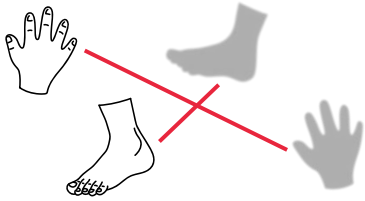


Help your student make stalks of grain out of playdough. Then make a larger stalk with which to tie the other stalks to complete your sheaf. If using yarn, cut 6-inch long lengths until you have the size sheaf you want. Let your student help you bundle them together.

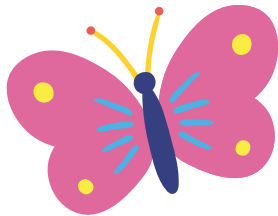
Make your own stalk of flax (hay) out of playdough or yarn.

ANSWER KEY

Lesson 1, Page 20



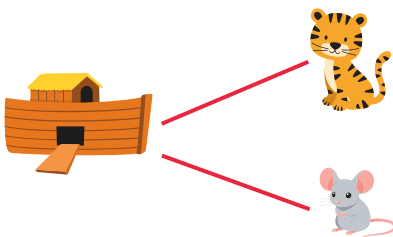
Lesson 1, Page 22



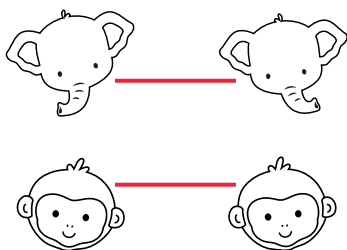
Lesson 1, Page 24



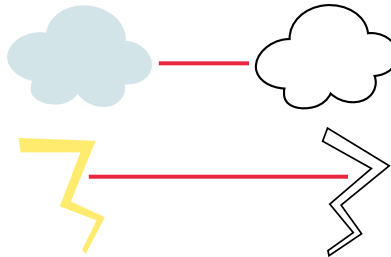
Lesson 2, Page 30



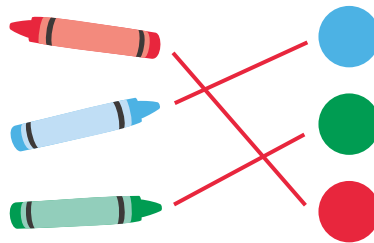
Lesson 2, Page 34



Lesson 2, Page 34



Lesson 3, Page 40



Lesson 3, Page 42



Lesson 3, Page 46



Lesson 3, Page 48



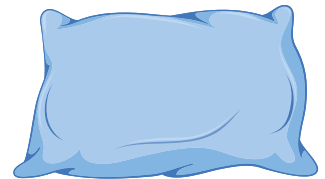
Lesson 4, Page 52



Lesson 4, Page 56



Lesson 5, Page 60



Lesson 5, Page 62



Lesson 5, Page 64



Lesson 5, Page 66

