

# **GOD'S CREATION FROM A TO Z**

Complete Kindergarten Curriculum

*Second Edition*

Sample

**MY FATHER'S WORLD®**

Marie Hazell, M.A.

The earth is the LORD's, and everything in it,  
the world, and all who live in it;  
for he founded it upon the seas  
and established it on the waters.

Psalm 24:1-2

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## God's Creation from A to Z Basic Package

Teacher's Manual

Alphabet Flashcards

**Student Sheets** – includes student pages plus ABC Game Cards, Short Vowel Song Cards, Bingo Cards, ABC Chart, Number Chart, Blend Ladder Chart, 100 Chart, Calendar Sheets, Biblical Concept Flashcards, Badge Patterns (one per student)

**A-Z Textured Letters by Lauri** – Required for many of the reading activities to reinforce multi-sensory learning, these 2" lowercase letters have a soft crepe rubber texture. (one per student)

School classrooms need six sets of **A-Z Textured Letters**, six sets of **Classroom Picture Cards**, and six sets of **Cuisenaire® Rods** to be shared by the students. See page 245.

**Cuisenaire® Rods** – 155 plastic rods are an excellent hands-on tool for teaching problem solving and other math concepts. Rods for numbers 1-10 are 10 lengths and 10 colors; each color is a different length.

**Cuisenaire® Rods Alphabet Book** – Develop spatial relationships, counting, addition and subtraction readiness, and problem-solving skills. Cuisenaire® Rods are used to cover letters and pictures. (one per student or photocopy)

**Inflatable Globe** – An ideal, child-friendly way to begin teaching geography concepts.

**For the Children's Sake** – A classic that explains the ideas of Charlotte Mason in a way that is easy to understand and implement. Includes information about nature walks, "living books," and more.

**Say Hello to Classical Music** – Classical music comes alive for children as they listen to a sampling of musical selections by Bach, Mozart, and others, while enjoying activities such as painting to music, dancing to a waltz, and creating with clay.

**Read-aloud Books** – *God's Amazing World: from apples to zebras, How to Make an Apple Pie and See World, The Year at Maple Hill Farm, Love You Forever, What Really Happened to the Dinosaurs?, Little Jewel Bird, How to Hide a Butterfly and Other Insects*

## Also Included in Deluxe Package

**Read-aloud Books** – *Moonbear's Shadow, Little Bear, A Tree Is Nice, Annie and Snowball and the Cozy Nest, The Tortoise and the Hare, Amazing Animal Alphabet, Swimmy, Make Way for Ducklings, The Bee Tree, The Story of Ferdinand, Fritz and the Beautiful Horses, Seven Blind Mice, Tacky the Penguin, Katy No-Pocket, Stone Soup, Frog and Toad Are Friends, Mouse and Mole: Fine Feathered Friends, The Color Kittens, The Tales of Peter Rabbit and Jemima Puddle-Duck w/CD*

## Available Separately from My Father's World

**Ant Mountain** – Watch the world's tiniest engineers dig tunnels and build roads right before your very eyes. Includes a certificate to mail in with a small payment to receive ants (see [mfwbooks.com](http://mfwbooks.com) for delivery restrictions). Recommended for Week 13.

**Butterfly Garden** – See tiny caterpillars turn into beautiful butterflies with this ingenious, transportable butterfly habitat. Includes a certificate to mail in with a small payment for caterpillars and food when you're ready to start (see [mfwbooks.com](http://mfwbooks.com) for delivery restrictions). Recommended for Week 25.

# Welcome!

You are about to begin an exciting year-long adventure. Your adventure starts by traveling way back to the beginning when God created the earth. And it continues as you investigate many of the wonders God created. The sun, the moon, dinosaurs, rocks, horses, elephants, butterflies, vegetables, us—these are just some of the themes you'll explore through art, children's books, science experiments, and other hands-on activities.

## What is *God's Creation from A to Z*?

*God's Creation from A to Z* is a complete kindergarten curriculum. Reading is taught using a highly successful multi-sensory phonics approach. Hands-on and workbook activities teach letter names, letter sounds (consonants and short vowels), sound blending, and correct handwriting. By the end of the year, students are reading simple short stories. Bible, Science, Math, Social Studies, Art, Children's Literature, and Creative Thinking are also integrated into the lessons. For example, when learning the letter *s*, students study about the sun, construct a sundial, make raisins, paint a sun, and see how, like the sun, Jesus is the light of the world.

## Why was *God's Creation from A to Z* written?

The author has taught more than 20 years as a public and private school teacher and as a home-schooling mother of six. She was not satisfied with what she found in existing beginning-to-read programs, so she developed a curriculum to include:

- a solid biblical foundation focusing on the wonders God created
- thematic units which integrate all subjects
- a phonetic and multi-sensory approach to beginning reading
- quality children's literature with related activities
- maximum success for different learning styles
- activities that challenge strong learners yet nurture slow learners
- clear instructions that are flexible enough for both parents and experienced teachers
- an environment where both teacher and student enjoy learning together

## For whom is *God's Creation from A to Z* designed?

This program may be used successfully with kindergarten-age children in either homeschool or a classroom. It is also ideal for older children who are just beginning to learn letter sounds and sound-blending. Preschool through grade 2 can learn together using the science and Bible activities. The theme-based activities (not including the reading lessons) also may be used for children's clubs, Sunday School, or a summer program.

## How long does *God's Creation from A to Z* take to teach?

There are 32 weeks in the program. Daily lessons are about 90 minutes long.

**Ready? Let's start!**



# Teaching Tips

After the introductory 10-day Creation unit, each week will focus on one alphabet letter and one corresponding science topic, with character development integrated into the lessons. In addition, you will enjoy a Christmas unit in December and a Fruit of the Spirit unit at the end of the year.

Note: *God's Creation from A to Z* is usually taught for a full year at the kindergarten level. To use this program for the first part of first grade, omit some of the easier activities and plan to complete 2-3 days worth of work each day.

## Reading

Reading is taught with a highly successful multi-sensory phonics approach. Hands-on and pencil/paper activities are combined to teach letter names, 26 letter sounds (consonants and short vowels), sound blending, and correct handwriting. Students learn to read and write short vowel words. By mid-year they are reading very simple stories.

You'll use the Reading Plan (printed on yellow paper) as a general teaching guide repeated with modifications each week. If your student is already reading, see "What If My Child Is Already Reading?" (page 239) for ways to enrich the reading lessons.

## Math

Math is taught using an informal, integrated approach. All necessary kindergarten math skills are taught, including counting objects, writing numerals, preparing and understanding charts and graphs, comparing, classifying, and sequencing. Students are introduced to ordinal numbers (first, second, etc.), fractions (whole/half), clocks, coins, addition and subtraction.

You can easily reinforce math skills in everyday situations. When it is time to set the table, count and classify the silverware. When you are grocery shopping, help the child read prices. When eating, practice simple subtraction—2 cookies minus 1 leaves 1, 5 potatoes become 4 when 1 is put on Dad's plate, etc.

Many practical math skills are woven into the hands-on science activities, as students cut an apple in half, measure and compare the lengths of dinosaurs and whales, and order leaves by size. In addition, student sheets focus on writing numerals and other math skills. The monthly calendar and 100 Chart, described below, complete the math program.

## Calendar

Use one of the monthly calendars provided or make your own enlarged blank calendar. Each day, write the correct date in the appropriate box. Use the calendar to talk about the days of the week and practice counting to 30. Also emphasize:

"Yesterday was \_\_\_\_\_.  
Today is \_\_\_\_\_.

Tomorrow will be \_\_\_\_\_.”

Use the calendar each month to teach colors, shapes, and patterns as described below:

### **August: Focus on Colors**

For August (or the first month you teach), be sure the student knows all the basic colors. Each day, ask the student to circle today's date on the calendar using a color you specify. For example, say, "Circle today's date with a red crayon." Informally test your student to be sure he knows the names of the basic colors (red, blue, yellow, orange, green, purple, brown, black, and white). Plan a separate Color Day for each color he does not know. On Color Day, focus on one color in a variety of ways. Here are some ideas for Green Color Day:

- Wear green clothes.
- Eat green grapes or a kiwi on a green napkin.
- Use crayons in shades of green to make designs on paper.
- Make a chart of green things using magazine pictures, your own drawings, and actual small objects.
- Go on a "green walk" inside and outside to find as many green things as you can.

### **September: Focus on Shapes**

Use the calendar this month to be sure the student can draw and identify basic shapes: circle, square, triangle, and rectangle. Each day ask the student to use a color you specify to draw a shape around the correct date. For example, say, "Using a blue crayon, draw a *triangle* around the number for today."

### **October: Focus on Patterns**

This month use the calendar to introduce the concept of repeating patterns. Have the student draw a red circle around the 1, a blue circle around the 2, a red circle around the 3, a blue circle around the 4, a red circle around the 5, a blue circle around the 6, etc. After you have established the pattern for a week or so, ask the student to tell you what color and shape to use next. Continue the same pattern to the end of the month.

### **November – June: Focus on Patterns**

Each month, use the calendar numbers to develop a different repeating shape and color pattern. Slightly increase the difficulty each month. Examples:

- blue square, green square, red square (repeat)
- purple square, purple square, green rectangle (repeat)
- orange circle, black square, blue triangle (repeat)
- red circle, red square, green circle, green square (repeat)

## **100 Chart**

Use the blank 100 Chart provided or make your own enlarged copy. You will also need a clear plastic cup or jar, a shoe box, and 100 straws. This activity begins in Week 3 and continues for 100 school days to teach counting and writing numbers 1-100.

Tell the student: “Each school day we will add one straw to the cup and one number to the 100 Chart. Let’s see how long it takes to get to 100!”

Each day follow these 3 steps:

1. Let the student put a straw into the plastic cup. Every 10 days, when there are 10 straws in the cup, bundle them together with a rubber band to form one “ten.” Take them out of the cup (which holds the “ones”) and put them into the shoe box (which holds the “tens”). This will help the student begin to understand place value. Continue until you reach ten bundles of 10, which is 100.
2. Count the straws. The parent/teacher then writes the correct numeral on the 100 Chart. The first day write 1 in the top left box, the second day write 2 in the next box, etc. Then have the student point to each number on the chart while he counts up to today’s number.
3. Ask questions such as,  
“What number did we write yesterday?”  
“What number should we write today?”  
“What number will we write tomorrow?”

### *Cuisenaire® Rods Alphabet Book*

This math activity is excellent for developing skills in problem solving, counting, symmetry, area, and addition. For each letter taught in the reading lessons, you will complete two corresponding pages in this book. Sit with the student, but let him work as independently as he can. Pages may be easier to use if they are removed from the book and placed flat on the table.

## **Activities**

Daily activities focus especially on Bible and science, but also include social studies, math, art, children’s literature, fine/gross motor development, and creative thinking. Activities are designed to allow flexibility for you, the teacher. Feel free to modify existing activities or create new ones to better match the interests and needs of your student. Optional additional activities are listed each week, which may be added to your plans or substituted for a scheduled activity.

### **Poem or Song**

Some weeks include a poem. Read the poem aloud to the student each day. Use expression in your voice to make the poem come alive. Listening to and appreciating poetry is an important language arts skill. Those who want to do more may use the poem in several ways. You might print the poem (or part of it) using a larger size font to make a wall chart of the poem, or you may print each stanza at the bottom of a sheet of paper and create a book of poems. Illustrate with computer clip-art pictures from the Internet or hand-drawn illustrations.

Some weeks include a song. If you are unfamiliar with the song, recite it as a poem and follow the ideas above.



## Bible

Each unit has a unique biblical concept. Students memorize 26 “words to remember”—short sentences that personalize and summarize each biblical concept. Activities throughout the unit reinforce the biblical concept. We encourage you to make these concepts real to the student by discussing real-life situations that illustrate them.

Bible verses that tie to the student’s biblical concepts are printed at the top of each lesson’s Notes page. These verses are for the parent/teacher to read and meditate on during the week.

## Badges

On Day 3 each week you will make a badge in the shape of the unit’s theme, e.g. “sun,” using colored construction paper and Badge Patterns provided in the Student Sheets. We really encourage you to make these badges. This is an important hands-on way to reinforce biblical concepts while also developing fine motor skills.

In addition, full-color Biblical Concept Flashcards are included in the Student Sheets and may be used when reviewing the biblical concepts.

There are many options for the badges you create—choose the one best for you:

- Insert yarn through a punched hole to make a necklace. Reinforce the hole with tape on the back of the badge. For a more durable badge, laminate or use clear Contact® paper. By the end of the school year the student will have 26 badges. When the student wears his badge, it reinforces the importance of the “words to remember” and gives him an opportunity to share God’s truths with others.
- Display the badges in a scrapbook.
- Hang them on a string using mini clothespins or paper clips.
- Laminate and put them on the refrigerator (with optional magnets on the back).
- Display on a bulletin board on the child’s door, on the bedroom wall, or in a main room.
- Display them on several colorful poster boards.
- Glue onto 8½" × 11" sheets of paper and use page protectors to keep them in a notebook.
- Make note cards using the picture and biblical concept to use for thank yous, birthdays, etc.
- Use multi-colored foam or felt sheets instead of paper; reuse the badges as 26 ornaments to decorate an advent tree.

## *Say Hello to Classical Music*

Classical music comes alive for children as they enjoy participating in weekly activities while listening to a sampling of musical selections. Children paint, dance, create with clay, leap and jump, swirl scarves, and more! The activities are ideal for children ages 2-10; the music will be enjoyed by all ages. Feel free to adapt the ideas for the ages and interests of your children, or create your own activities. We encourage you to participate with your children. Enjoy your adventure in classical music!

Some of the songs have ideas for dancing or moving. Before you begin, set some ground rules:

- When the music starts, start moving.
- As soon as you hear the music stop, stop moving.

- When you move to the music, be very careful not to touch anyone else or any furniture.

When you play a piece, be sure to give it a name. For example, say, “Today we’ll listen to some beautiful music written by a man named Mozart. So the next time we hear this music, we can call it our Mozart music.” This gives the child a way to ask you to play a specific piece he likes, and begins to introduce him quite effortlessly to the classical composers. You might find a book at the library with a picture of the composer, but don’t worry about reading it to him yet—the study of composers’ lives will come later when the child is older.

Once you have presented a piece, you might ask the child to make up a story for it. When he closes his eyes, what does he see in his mind as he listens to the music? You might also let your child “direct” a piece once he is familiar with it.

The selections are scheduled on Day 5 in the lesson plans. After you have played a piece, you might replay it several times during the next few days. You might also use the whole CD for background music while the child draws or colors, enjoys a bubble bath, or relaxes at bedtime.

## Read-Aloud

Time is scheduled daily to read aloud to the student. Enjoy this relationship-building time, so crucial to learning to read. Each week follows a similar pattern.

### Day 1: Science Topic

*God’s Amazing World: from apples to zebras* presents factual information about the science topic. If you want to further enrich the topic, refer to the Book List in the appendix for suggested titles or use books you already own or the Internet (use caution and always preview for your child). Books do not need to be read to the student cover-to-cover but may be paraphrased as you look at the illustrations. Encyclopedias (we prefer *World Book* or World Book Student Online) often have interesting illustrations and information, but you will need to greatly simplify the material. Nature encyclopedias also are excellent resources.

### Day 2 and Day 4: Storybook

Twice a week we’ve scheduled a children’s literature book with activities related to the theme. See the Day 2 read-aloud on your lesson plan chart. These books are included in the Deluxe Package (some are in the Basic Package).

If you haven’t purchased these books, plan to borrow books from the library or substitute picture books you own, preferably with the same theme. Alternate books with activities are listed at the end of each unit’s Notes. If you use a different book, create your own projects or use some of these ideas:

- Act out the story with or without props.
- Ask the student to retell the story while looking at the book.
- Have the student draw or paint a favorite scene from the book while looking at the illustration.

- Staple five blank sheets of paper together. On the first page write the book's title, the author, and "retold by (student's name)." Have the student retell the story and write it for him at the bottom of the blank pages. The student illustrates his book.

### **Day 3 and Day 5: Your Choice**

No specific book is scheduled. Read favorites you already own, reread books from previous units, or use the Book List in the appendix to locate other fiction and nonfiction books on the week's topic.

## **Outside**

Spend part of each day outside enjoying God's beautiful creation. This is a time to run, play, explore, watch an ant, and feel the rough tree bark. Read pages 133-136 in *For the Children's Sake* for some practical how-to's and a better understanding of why this outdoor time is so foundational.

We've included ideas for outside time on page 242 that you can use all year.

Sample



# Week 22: Zebra

I can't hide anything from God.

	<input type="checkbox"/> Day 1	<input type="checkbox"/> Day 2	<input type="checkbox"/> Day 3	<input type="checkbox"/> Day 4	<input type="checkbox"/> Day 5
Reading/L.A. and Math	<input type="checkbox"/> Calendar 100 Chart  <input type="checkbox"/> (see pp. 213-216) Introduce Letter Sound /z/ Introduce Flashcard A-a-Apple Song Picture Cards Page** Tactile Letter Activity  <input type="checkbox"/> <i>Cuisenaire Rods Alphabet Book – Z</i>	<input type="checkbox"/> Calendar 100 Chart  <input type="checkbox"/> (see pp. 217-219) Short Vowel Song Handwriting Page** Picture Box Activity Sound Discrimination Page**	<input type="checkbox"/> Calendar 100 Chart  <input type="checkbox"/> (see pp. 220-224) A-a-Apple Song Letter Sound Practice Blend Ladder – Part 1 Math Page** Cut and Paste Page** Letter Sound Bingo	<input type="checkbox"/> Calendar 100 Chart  <input type="checkbox"/> (see pp. 225-230) A-B-C Song and Letter Review Blend Ladder – Part 2 Blend Ladder Page** Word List Page** Letter Sound Go Fish	<input type="checkbox"/> Calendar 100 Chart  <input type="checkbox"/> (see pp. 231-232) Short Vowel Song Drawing Page** Story Page**
Activities	<input type="checkbox"/> <b>Make a Zebra Mask</b> Cut two holes in a white paper plate for the student's eyes. The student paints brown or black stripes on the plate, or uses colored paper and glue. When the paint dries, cut two ears from black paper and glue them on the plate. Attach a wooden craft stick at the bottom for a handle or attach yarn to each side of the plate to create ties.  <input type="checkbox"/> <b>Bible</b> (see notes)	<input type="checkbox"/> <b>Globe</b> – Zebras live in Africa. Find where you live on a globe. Then locate Africa. Talk about how far away it is. Tell a story about how you could travel to Africa. Also review the location of Antarctica and continue your story with a visit to the penguins in Antarctica.  <input type="checkbox"/> <b>Bible</b> (see notes)	<input type="checkbox"/> <b>Africa Poster**</b> – Make a large poster in the shape of Africa (just approximate the shape, it doesn't need to be perfect). Cut out the pictures from the student sheet and glue them on the poster.  <input type="checkbox"/> <b>Badge</b> – Make a zebra-shaped badge from white paper. Add black stripes. On the badge print, "I can't hide anything from God." Ask the student to tell you what these words mean. Discuss briefly.	<input type="checkbox"/> <b>Animal Game</b> – Describe a wild animal, and have the student guess the animal's name. Example: "I'm thinking of an animal that lives in Africa. It is the largest animal that lives on land." (Elephant.) Continue to give clues until the student guesses correctly.  <input type="checkbox"/> <b>Bible</b> (see notes)	<input type="checkbox"/> <b>Say Hello to Classical Music</b> – #18: Clark: Trumpet Voluntary Hold a pretend trumpet (a sheet of paper rolled into a tube) to your mouth and "play" this march.  <input type="checkbox"/> <b>Bible</b> (see notes)
Read Aloud	<input type="checkbox"/> <i>God's Amazing World – Zebra</i>	<input type="checkbox"/> <i>Brian Wildsmith's Amazing Animal Alphabet</i> (see notes)	<input type="checkbox"/>	<input type="checkbox"/> <i>Brian Wildsmith's Amazing Animal Alphabet</i>	<input type="checkbox"/>
Outside	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> <b>Park</b> – Enjoy playing and exploring at a favorite park.

# Week 22 Notes



Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account. Hebrews 4:13 NIV

**Materials:** white paper plate, wooden craft stick (or drinking straw) (Day 1)

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## Day 1

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### Bible

Say, "A zebra has stripes that help him hide from other animals. But do you think he can hide from God? Of course not! No animal and no person can hide from God. We can't hide anything from God. God sees everything. The Bible tells us about this."

Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account.

Hebrews 4:13 NIV

Show the "zebra" flashcard and help the student memorize the words to remember: "I can't hide anything from God."

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## Day 2

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### Bible

Play hide-and-seek. Afterward discuss how we sometimes can hide things from each other, but we can't hide anything from God. Read and discuss:

From heaven the LORD looks down and sees everyone. From his throne he watches all those who live on the earth. He creates the hearts of all people. He is aware of everything they do.

Psalms 33:13-15

Show the "zebra" flashcard and review the words to remember. Then ask, "How does a zebra remind you that you can't hide anything from God?"

### *Brian Wildsmith's Amazing Animal Alphabet*

*Brian Wildsmith's Amazing Animal Alphabet* by Brian Wildsmith (Star Bright Books, 2009). Beautifully illustrated alphabet book with factual information about the animals.

1. Read the book to the student.

2. Read a description of an animal from the back of the book, but omit its name. Can the student guess the animal or find its picture? Repeat with several other animals.
3. Go through the book again. This time give names to the animals using the same initial letters, such as “Al Alligator” and “Benjamin Bear.”
4. Have the student make up a story about the mother zebra and her child (on the “zebra” page) who live in a zoo. Tell about the people who visit them.
5. Let the student choose one of the animals to trace and color. Another option is to have the student look at an illustration and try to draw or paint a similar animal.

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## Day 4

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### Bible

Read the following verses and discuss that God knows all about us.

LORD, you have seen what is in my heart. You know all about me. You know when I sit down and when I get up. You know what I'm thinking even though you are far away. You know when I go out to work and when I come back home. You know exactly how I live. LORD, even before I speak a word, you know all about it. You are all around me. You are behind me and in front of me. You hold me in your power. I'm amazed at how well you know me. It's more than I can understand.

Psalm 139:1-6

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## Day 5

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### Bible

Read the following verses and discuss that God is everywhere.

If I go up to the heavens, you [God] are there. If I lie down in the deepest parts of the earth, you are also there. Suppose I were to rise with the sun in the east and then cross over to the west where it sinks into the ocean. Your hand would always be there to guide me. Your right hand would still be holding me close. Suppose I were to say, “I'm sure the darkness will hide me. The light around me will become as dark as night.” Even that darkness would shine like the day, because darkness is like light to you.

Psalm 139:8-12

Show the picture flashcards and review the words to remember for all units taught so far.

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## Additional Activities

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**On *Beyond Zebra!*** by Dr. Seuss (Random House, 1983). A young boy tells about his alphabet that begins after *Z* and includes such letters as *yuzz*, used for the animal called a “Yuzz-a-ma-Tuzz.”

1. Read the book to the student.
2. Have the student pick the animal from the book he would most like for a pet and explain why.
3. Let the student create his own book, including four new alphabet letters with animal pictures and descriptions.

**Make a Zebra:** On a large sheet of white paper, draw an outline of a zebra (without stripes) for the student. Have the student look carefully at a picture of a zebra, noting which direction the stripes run. Let him paint the zebra’s stripes on his paper with black paint. After it dries, add tall grass with brown paint or use real grasses/weeds and glue.

**Zebra Pudding:** Make chocolate and vanilla pudding. Makes 2 cups; double recipe if needed.

3 T cornstarch  
2 c milk  
¼ c honey  
1 t vanilla extract  
2 T chocolate chips

Mix 1¾ cups milk and ¼ c honey in a small pan. Cook over medium heat, stirring often.

Meanwhile, in a 2-cup glass measuring cup, add cornstarch to ¼ c milk and mix well.

When the milk/honey is very hot and almost boiling, add the milk/cornstarch mixture to the pan. Stir constantly until it begins to boil.

Remove from heat. Add 1 t vanilla. Pour half (1 cup) of the pudding back into the glass measuring cup.

Add 2 T chocolate chips to the pudding remaining in the pan and mix well.

While the pudding is still warm, pour into 2 clear glasses, alternating chocolate and vanilla layers to resemble zebra stripes. (Hint: Skinnier glasses allow more layers of stripes and you can split the pudding into 3 glasses.) Let the pudding cool in the refrigerator.

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## Notes and Ideas

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*If you purchased the Butterfly Garden (available from My Father’s World), consider ordering your caterpillars now for Week 25. Be flexible. Weather, especially extreme temperatures, may delay shipment.*

# Classroom Information

The following information is for those teaching a group of children in a classroom.

## *School Order:*

- 1 Kindergarten Deluxe Package** – Order one per classroom. The package includes a set of Student Sheets and Textured Letters for the teacher to use for demonstrations.
- Student Sheets** – Order one per student.
- 6 A-Z Textured Letters** – We recommend six sets; the teacher works with students in small groups, six students at a time, for some of the reading activities. (A small classroom with five or fewer students should order one per student.)
- 6 Classroom Picture Cards** – We recommend six sets; the teacher works with students in small groups, six students at a time, for some of the reading activities. (A small classroom with five or fewer students should order one per student.)
- 6 Cuisenaire® Rods** – We recommend six sets; the teacher works with students in small groups, six students at a time, for some of the math activities. (A small classroom with five or fewer students should order one per student.)

## Highly Recommended:

- 1 God's Creation from A to Z Alphabet Flashcards** – Extra set to mount on the wall.
- 1 Ant Mountain**
- 1 Butterfly Garden**
- 1 Voyage of Discovery Educational Toy Package** – These durable educational products are ideal for independent kindergarten centers.

In subsequent years, you only need to reorder consumable items: Student Sheets (1 per student), Ant Mountain (1 per classroom), and Butterfly Garden (1 per classroom).



# Sample Letter for Classroom Teachers to Send Home at the Start of the Year

Dear Parents,

Our class is beginning a year-long adventure to discover some of the wonders in God's world. We will be using *God's Creation from A to Z*, a curriculum that combines beginning reading, science, math, Bible, art, children's literature, and creative thinking.

Our adventure starts by traveling way back to the beginning, when God created the earth. For our first few weeks of school, we will be learning about the days of Creation as recorded in Genesis, and we also will be learning the names of the alphabet letters.

After that, we will investigate many of the wonders that God created. The sun, the moon, dinosaurs, rocks, horses, elephants, butterflies, vegetables, us—these are just some of the 26 themes we will be exploring through art, science experiments, and other hands-on activities. At the same time, we will be using a highly successful, multi-sensory, phonics reading method and discussing related biblical concepts. For example, when we study the sun, we will also learn letter *s*, construct a sundial, dry grapes to make raisins, paint a sun, and see how, like the sun, “Jesus is the light of the world.”

Here are some ways you can help make our year even better:

- Save magazine pictures of the topics listed below to give to the class.
- Lend us books or videos you may have on these subjects.
- Let us know if you are knowledgeable on any of these topics, or know anyone who is, and would come talk to our class.
- Show us collections you may have of some of these topics, such as a rock or butterfly collection.
- Share your ideas for craft projects for any of these topics.

Topics for this year:

Creation	Octopus (ocean)	Zebra
Sun (space)	Water	Rock
Moon	Insect	Jewel
Leaf	Goat (farm animals)	Butterfly (life cycles)
Apple	Cow	Frog
Nest (animal homes)	Horse	Fox
Turtle	Elephant (wild animals)	Vegetables
Us (five senses)	Penguin	Quail (birds)
Dinosaur	Kangaroo	Yellow (colors)

Thank you for your help. Keep us in your prayers!

## Sample Letter for Classroom Teachers to Send Home with Each Unit

Dear Parents,

We have completed the “A-a Apple” unit. We have learned to read and write the letter A. Here are some of the things we did to learn about apples:

- tasted several kinds of apples and made a class graph of our favorite apple
- learned about fruits
- made applesauce
- learned about Johnny Appleseed
- made a picture of an apple tree,
- listened to a silly story about a grasshopper that eats an apple that is a worm’s house

Our words to remember for apple are “**If I stay in Jesus, I will have much fruit.**” When we see an apple, it reminds us that if we live and grow in Jesus, we will have the fruit of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control.

Our next unit will be “N-n Nest” (animal homes). Please let us know if you have anything you would like to share with us, such as books about animal homes. Maybe you have a nest or know someone who builds birdhouses. Maybe you know someone knowledgeable about animals that could tell us about animal homes.

Please share your ideas with us.