

# Week 2 Lesson 1



## A is for Ammon

**Concept: Service**

**Scripture:**

**“In his strength I can do all things.”**

**-Alma 26:12**

Materials Needed:

Printable Materials	Snack	Arts & Crafts	Movement	Math
(0-4)	Celery	Dot Markers	Large Marshmallows	Cotton Balls
(2-1)				
(2-2)	Peanut Butter	Colored Cardstock	Large Rubber Bands	Clothespins
(2-3)				
(2-4)	Cream Cheese	Foam Shaving Cream	Safety Seal	
(2-5)			Ring from a Milk Bottle	
(2-6)	Raisins	School Glue (Not Glue Stick)		
(2-7)			Chair	
(2-8)	Spreading Knife			
(2-9)		Zip-Top Bag		
(2-12)				
(2-13)		Scissors		
(2-14)				
(2-15)				
Craft Sticks				
Marker/Pen				
Tape/Glue				



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Activity	Start Time	Duration	Activity Snapshot
Welcome	__:__	15 Min	<ul style="list-style-type: none"><li>Welcome Activity</li><li>Have Child(ren) Sign-In</li><li><a href="#">Details</a></li></ul>
Circle Time	__:__	10 Min	<ul style="list-style-type: none"><li>Bird Nest/"Welcome Song"</li><li>Calendar Songs</li><li>Question of the Day: Have You Ever Flown in an Airplane?</li><li><a href="#">Details</a></li></ul>
ABC Time	__:__	15 Min	<ul style="list-style-type: none"><li>Song: "The ABC Song"</li><li>Letter A Poster (Don't Show the Ammon Poster Yet)</li><li>Song: "Do You Know the Letter A?"</li><li>Brainstorm Words That Begin with Sounds /ā/ or /ă/</li><li>Handwriting Printable</li><li><a href="#">Details</a></li></ul>
Movement	__:__	10 Min	<ul style="list-style-type: none"><li>Letter Hide and Seek</li><li><a href="#">Details</a></li></ul>
Scripture Lesson	__:__	25 Min	<ul style="list-style-type: none"><li>Ammon's Introduction with Ammon Poster</li><li>Vocabulary Word of the Day</li><li>Ammon's Scripture Story</li><li>Story Comprehension</li><li>Scripture Poster</li><li><a href="#">Details</a></li></ul>



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Activity	Start Time	Duration	Activity Snapshot
<b>Movement</b>	__:	20 Min	<ul style="list-style-type: none"><li>Scripture Story Reenactment</li><li><a href="#">Details</a></li></ul>
<b>Snack</b>	__:	15 Min	<ul style="list-style-type: none"><li>Wash Hands and Say a Prayer</li><li>Letter A Snack</li><li><a href="#">Details</a></li></ul>
<b>Arts &amp; Crafts</b>	__:	20 Min	<ul style="list-style-type: none"><li>Letter 'A' Dot Marker Printable</li><li>Sheep Art Project</li><li><a href="#">Details</a></li></ul>
<b>Free Play</b>	__:	20 Min	<ul style="list-style-type: none"><li>Suggestion: Backyard Play, Airplanes</li><li><a href="#">Details</a></li></ul>
<b>Math</b>	__:	15 Min	<ul style="list-style-type: none"><li>Hands-On Sheep Counting Math Activity</li><li>Math Sheep Printable</li><li><a href="#">Details</a></li></ul>
<b>Speech</b>	__:	5 Min	<ul style="list-style-type: none"><li>Clap and Rhyme Phonemic Awareness Activity</li><li><a href="#">Details</a></li></ul>
<b>Closure</b>	__:	5 Min	<ul style="list-style-type: none"><li>"Goodbye Song"</li><li>Attach Bracelets</li><li>Gather Belongings</li><li><a href="#">Details</a></li></ul>

## Welcome [\(Back to Top\)](#)

### Welcome Activity

Welcome your child(ren) to preschool to officially start today's learning adventure! If teaching a co-op, stand at your front door and welcome each child as they arrive. Be extra friendly and smile to help nervous children feel comfortable and excited to learn!

- Suggestions
  - Have them color the letter of the week poster printable (black and white copy) [\(2-2\)](#)
  - Have them do the tracing printable [\(2-7\)](#)
  - Choose a fine motor activity from the member-site
  - Play Clay or Modeling Dough
  - Puzzles

### Sign-In Sheet

Help the arriving child(ren) practice writing their name with the Sign-In Sheet [\(0-4\)](#). Help them see who signed in before them and begin exposing them to ordinal numbers. In the early stages it may help to write their name with highlighter for them to trace.

## Circle Time [\(Back to Top\)](#)

### Bird Nest/Welcome Song

Gather the kids in a circle to begin class

- Bird Nest
  - Welcome each child with a smile and say how happy you are they came to school today! Invite one child at a time to place their bird in the nest. Explain however, that when a child is not showing they are ready for school with kind, safe, and respectful behavior, he/she will have to take his/her bird out of the nest. When the child is ready to participate again as a super preschooler, he/she can place the bird back in the nest.
- Welcome Song
  - Play the My LDS Preschool "Welcome Song" and sing along with the children. Be sure to select the version that matches the number of children in attendance. If teaching your child one-on-one, you may wish to include "mom" in the song and perhaps any siblings or stuffed friends at home who are joining you during preschool time.

### Calendar Songs

Show the preschool calendar. Explain to the children that each school day we get to look at the calendar and find the special information for our day. As you sing the song, point to the part of the calendar that shows that part of the song. \*Hint - When a one syllable word is needed to fill in the blank, hold 'is' for one count longer.



- Calendar Song - Sung to the tune of “The Farmer in the Dell”

The day is \_\_\_\_  
The day is \_\_\_\_  
I can read the calendar  
The day is \_\_\_\_

The month is \_\_\_\_  
The month is \_\_\_\_  
I can read the calendar  
The month is \_\_\_\_

The date is \_\_\_\_  
The date is \_\_\_\_  
I can read the calendar  
The date is \_\_\_\_

The year is \_\_\_\_  
The year is \_\_\_\_  
I can read the calendar  
The year is \_\_\_\_

- Days of the Week Song - Sung to the tune of “The Addams Family”

**Days of the week (click tongue 2x). Days of the week (click tongue 2x).**  
**Days of the week, Days of the week, Days of the week (click tongue 2x).**

**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!**  
**(Count on fingers each weekday sung so you end the song showing 7 fingers for 7 days of the week)**

**Days of the week (click tongue 2x). Days of the week (click tongue 2x).**  
**Days of the week, Days of the week, Days of the week (click tongue 2x).**

## Question of the Day

This is to help place the children in a learning mindset before discussing the day’s lesson.

- Have You Ever Flown in an Airplane?
- Generate discussion about airplanes. Mention how they have wings to fly and how they can carry lots of people to faraway places.
- Mention that airplanes begin with the letter A.

## ABC Time [\(Back to Top\)](#)

### ABC Song

Have the kids sing along with you. Use the ABC Poster [\(0-3\)](#) and point to each letter as you sing.

- “The Alphabet Song”

**A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z**  
**Now I know my ABC’s. Next time won’t you sing with me?**

### Letter ‘A’ Alphabet Poster

Hold up the Poster for Letter A [\(2-2\)](#). Have the children identify the airplane, alligator, and apple.

- Point to and identify capital A. Have the children repeat. Point to and identify lowercase a. Have the children repeat.
- Teach, “The letter ‘a’ makes 2 special sounds. It can say /ā/ as in airplane or it can say /ă/ as in apple and alligator.”

### “Do You Know the Letter?” Song

Have the children sing along with you

- “Do You Know the Letter A?” Song - Sung to the tune of “Do You Know the Muffin Man?”

Oh, do you know the letter A, the letter A, the letter A?  
Oh, do you know the letter A?  
Its sounds are /ā/ and /ă/.  
Oh yes, I know the letter A, the letter A, the letter A.  
Oh yes, I know the letter A. Its sounds are /ā/ and /ă/.

## Think of Any More Words that Begin with the /ā/ or /ă/ Sounds

Help the children think of more words that begin with the sounds /ā/ or /ă/. If you have a dry erase board, chalkboard or large paper in you home, you can write the words the children suggest. Help the children to hear the /ā/ and /ă/ sound in the words.

## Handwriting Printable

Use the Letter A Handwriting Printable (2-4) to teach the children how to draw the capital A and the lowercase a. There is a larger and simpler Letter A Handwriting Printable for younger children if needed (2-5).

## Movement [\(Back to Top\)](#)

### Letter Hide and Seek

Show the child(ren) the capital A and lowercase a that you will hide in another room for them to find (2-12). Have them close their eyes, then quickly go hide them and come back.

- Explain to the child(ren) that you are all going to pretend to be alligators and snap your arms with the /a/ sound as the search for the capital A and the lowercase a.
- When a child finds the letter, verbalize “You found the capital A!” or “You found the lowercase a!”
- Let each child have a turn to hide the letters in a room and pretend to be alligators to hunt for the A and a.

## Scripture Lesson [\(Back to Top\)](#)

### Ammon’s Introduction with Ammon Poster

Gather the children around you and show them the Ammon Poster (2-1).

- Teach, “We talked about how ‘A’ is for alligator, apple and airplane. ‘A’ is also for a special person we can read about in the Book of Mormon. His name is Ammon.”
- “In a little bit we will learn even more about Ammon, but I want to tell you why there is a picture of a sheep next to Ammon. Ammon would watch over and take care of the king’s sheep. If no one takes care of sheep then they can get scared and they will scatter and run away in all different directions. Whenever the sheep would scatter and run away, Ammon would gather all the sheep and bring them back home. That’s why you see a picture of sheep next to Ammon because he would gather the sheep and protect them.”

### Vocabulary Word of the Day: Scatter/Gather

Take about 20 cotton balls and explain to the children that the cotton balls represent sheep. Place them in a pile in front of you.

- “Let’s pretend that the sheep are scared and **scattered** in different directions.” Then, while pushing the cotton balls and spreading them out shout, “Scatter! Scatter! Look! The sheep are going in all directions! The sheep are scattering!”
- Teach, “Now let’s **gather** the sheep. Help me gather all the sheep together so we can bring them back home.” Then bring all the cotton balls back in a pile in front of you. “Thank you for helping me gather all the sheep together.”
- If time allows, take turns with the children practicing scattering and gathering the “sheep” being sure to have them verbalize **scatter** and **gather** as they participate.

## Ammon’s Scripture Story

Prepare beforehand for scripture lesson. We recommend laminating the scripture printables (2-6), cutting them out and glueing them to craft sticks with hot glue. Or you can keep them as regular paper and fix them to the craft sticks with a glue stick.

- Scene 1: Ammon
  - **Hold up Ammon picture:**
    - “In the Book of Mormon we learn about two different groups of people: The Nephites and the Lamanites.
    - The Nephites and Lamanites did not get along and they would often fight with each other.
    - Ammon was a Nephite who loved Heavenly Father, Jesus, and the Church. Most of the Lamanites didn’t believe in Jesus and this made Ammon sad.
    - Ammon used to make bad choices but after he chose to be good, he wanted everyone to be as happy as he was by following Jesus.
    - Ammon decided that he would go on a mission to the land of the Lamanites to teach them about Jesus and His church. Many of the Nephites did not want Ammon to go because they were afraid the Lamanites would not listen to Ammon and they might hurt Ammon because he was a Nephite.
    - Ammon was not scared because he knew that with Heavenly Father’s help he could do anything
    - So Ammon left the Nephites to go and be a missionary to the Lamanites.”
- Scene 2: Ammon, King Lamoni
  - **Hold up Ammon picture:**
    - “Ammon traveled to the land of Ishmael where Lamanites lived. When he got there he was captured and tied up by guards who then took Ammon to the Lamanite King, Lamoni.”
  - **Show the Ammon picture being brought before the King Lamoni picture.**
    - “The Lamanite King, Lamoni, asked Ammon if he wanted to live with the Lamanites or with his own people the Nephites.
    - Ammon said he wanted to live with the Lamanite people and be a servant, or a helper, to the king. This impressed King Lamoni who said he could stay and gave Ammon the important job of watching over his sheep.”

- Scene 3: Ammon, The King's Servants, the Sheep and the Lamanite Bad Guys
  - **Show Ammon and the King's Servants guiding the sheep from one place to another to represent them getting water.**
    - "Ammon and the King's servants took the sheep to get water."
  - **Show the Lamanite Bad Guys coming to where Ammon is with the servant and sheep.**
    - "Suddenly there were some Lamanite bad guys who came to scare and scatter the sheep so the bad Lamanites could steal the sheep when they ran off."
  - **Show the bad Lamanites and the sheep running away and hide them out of view so the kids can focus on Ammon and the servants.**
    - "The king's servants began to cry because they were afraid that King Lamoni would be mad at them for losing the sheep."
    - Ammon did not cry....in fact Ammon was happy! Ammon was happy because he knew he could help the servants find the sheep and then maybe they would be willing to listen to Ammon about Jesus and the Church!
    - Ammon told the servants to not cry and instead they should go find the sheep that got scared and ran away. After looking, Ammon and the servants quickly gathered the missing sheep and brought them back."
  - **Show Ammon and the servants going to collect the sheep and bringing them back to where they were before the bad Lamanites came.**
    - "Soon the bad Lamanites came back to try and scatter the sheep again. But this time Ammon told the servants to gather the sheep into a circle and then stand around the sheep to protect them."
  - **Show the bad Lamanites coming back to where the sheep are gathered. Place the sheep in a pile and put the servants next to them. Place Ammon between the bad Lamanites and the protected sheep.**
    - "Ammon told the king's servants to keep the sheep safe and he would go fight off the bad guys!"
    - Ammon was very brave because there were a lot of bad guys but Ammon knew that in the strength of the Lord he could protect the sheep and fight off the bad Lamanites.
    - The bad Lamanites did not fear Ammon because there were so many of them they thought they could easily beat Ammon.
    - First Ammon took some stones and put them in his sling. He then used his sling to throw the stones and knock out the bad guys.
    - Then the bad guys ran toward Ammon to attack him with clubs. Every time a bad guy lifted his club against Ammon, Ammon would cut off the arm of the bad Lamanite with his sword.
    - Soon the Lamanites became scared and ran away and Ammon saved the sheep!"
  - **Show the bad Lamanites running out of sight.**
- Scene 4: Ammon, the king's servants and King Lamoni
  - **Show the servants and King Lamoni together**
    - "After beating the bad guys, Ammon did not brag to the king about what he did. Instead Ammon continued with the tasks that King Lamoni had asked Ammon to do."

- It was the servants of the king who told King Lamoni all the amazing things Ammon did to protect the sheep.
- The king was so impressed that Ammon would serve him so faithfully that he was willing to listen to Ammon about God, Jesus and the church.”
- **Show Ammon joining the King and the servants**
  - “Because of Ammon’s love and service to the Lamanites, King Lamoni and thousands of Lamanites listened to the truth of the gospel and were converted.”

## Scripture Story Comprehension

- Q: What did the king want Ammon to protect, Sheep or Dogs?
  - A: Sheep
- Q: Why did the other servants start to cry when the sheep got scattered?
  - A: They were scared that the king would be mad at them for losing the sheep.
- Q: Where were the sheep when the bad guys scattered them? Were they by the water or by the city?
  - A: The sheep were by the water
- Q: Was Ammon a good servant?
  - A: Yes
- Q: Do you have to wear a nametag to be a missionary?
  - A: No
- Q: Did Ammon cry when the sheep got scattered?
  - A: No
- Q: Was the king happy Ammon protected the sheep?
  - A: Yes

## Show Scripture Poster

Show the scripture poster (2-3).

- “Ammon said, ‘In his strength I can do all things.’”
- Q: Whose strength was Ammon talking about?
  - A: Heavenly Father’s
- Q: What did Ammon do with Heavenly Father’s Strength?
  - A: He protected the sheep from lots of bad Lamanites
  - A: He was able to teach and convert thousands of people who previously didn’t want to hear about Heavenly Father.

## Movement [\(Back to Top\)](#)

### Scripture Story Reenactment

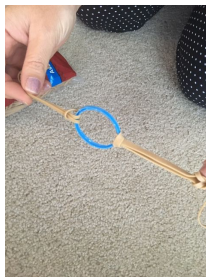
Have the children reenact Ammon protecting the sheep.

- Scatter the sheep.
  - Gather the majority of the children as sheep in the center of the room.
  - Have one or two children act as the bad Lamanites and scatter the sheep. Have the bad Lamanite(s) wave their arms in the air and yell “Scatter sheep, scatter!” Meanwhile the rest of the children run around bleating “Baa!”

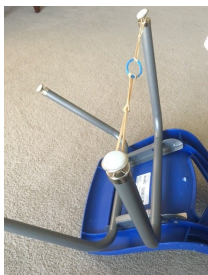
- Gather the sheep
  - Now change roles. Have a child pretend to be Ammon. The rest are scattered sheep. Ammon's job is to now gather the scattered sheep and gently lead them back to the center of the room.
- Note: If teaching one-on-one, role play with stuffed animals as the sheep, you as the the bad Lamanite(s), and let the child be Ammon.
- Ammon's Sling activity (2-15).
  - To reenact the battle of Ammon against the bad Lamanites, place the Lamanite target on the wall. We suggest 3-4 ft up from the floor.
  - Assemble "Ammon's Sling" by placing a chair upside down and attaching the rubber band/marshmallow holder. See photo below.
  - Try it out before the children arrive to get the chair the distance from the wall that you prefer. Hint: If your marshmallows are sticky, you can wrap them in foil or plastic wrap.
  - Have the children take turns trying to hit the bad Lamanites with marshmallow stones from Ammon's sling.



- Materials:
  - Rubber bands
  - Upside Down Chair
  - Large Marshmallows
  - Safety Seal Ring from a Milk Bottle.



- Make 2 separate chains of rubber bands by overlapping two rubber bands and pulling one back through itself pulling to form a knot.
- Attach the milk ring to the end of each chain by passing the end of each rubber band over the milk ring and through itself.



Attach to chair legs.



Defeat the bad guys!



### Wash Hands and Say a Prayer

Have the hosting child be the line leader to wash hands for snack time.

If the hosting child is comfortable with praying help them also say a blessing on the snack.

### Letter A Snack

Ants on Log - Allow the children to make the snack themselves to encourage fine motor development and independence.

- Materials
  - Celery
  - Peanut Butter/Cream Cheese
  - Raisins
  - Plates & Child Friendly Butter Knives



- Preparation
  - Wash the celery and trim both ends
- Assembly of the Snack (Minus the Raisin Ants)
  - Give each child a stalk
  - Each child is to place the stalk on their plate
  - Guide each child to cut each stalk into three pieces
  - Have the children spread peanut butter or cream cheese on each piece



- As a Group, Phonetically Place the Ants on the Log
  - First show, by example, how the children are to place the ants
  - Each time you place the raisin say “/a/ /a/ ANT!”
  - Have the children do the same.

### Letter 'A' Dot Marker Printable Activity

If teaching a group of children, this dot marker printable activity [\(2-9\)](#) will help keep children occupied while the parent is working one-on-one with a child to make the sheep art craft project. However, this printable activity can also be used at any time the parent finds appropriate for an individual or co-op class.

- Have the children use a dot marker to color each circled A on the printable. You could have them do all the capital A's first and then all the lowercase a's.

### Sheep Art Project

- Materials
  - Sheep printable [\(2-13\)](#) for each child printed on non-white printer paper/cardstock
  - Foam Shaving Cream
  - Craft/School glue
  - Plastic Sandwich Zip-Top Bag
  - Scissors
- Directions
  - Spray about ¼ cup of foam shaving cream into a plastic Zip-Top sandwich bag for each child.
  - Add about ¼ cup craft/school glue into each plastic Zip-Top sandwich bag.
  - Seal each bag closed while making sure to squeeze out the air!
  - Let each little artist squish the bag with their hands until the shaving cream and glue are mixed together.
  - Cut off a corner at the bottom of each bag.
  - Let the child decorate the sheep by squeezing the white foam paint to look like wool.
  - Set aside to dry. It solidifies overnight.
- Children that have finished transition to Free Play



## Free Play [\(Back to Top\)](#)

### Backyard/Indoor Play

If weather permits, we suggest letting the children run and play together outside. Balls and outdoor chalk are inexpensive age-appropriate crowd pleasers. However, any toy



that invites creative group play is great! Other suggestions are: blocks, puppets, trains, dolls, a kitchen playset, etc.

## Airplanes

Have fun with the children and initiate a pretend game of Airplanes! Show by example how to spread your arms and pretend to fly to a make-believe location. Create an imaginary runway and show how to take-off and land.

## Math [\(Back to Top\)](#)

### Hands-On Sheep Counting Math Activity

You get to be a shepherd like Ammon! The cotton balls are the sheep and the children get to count them as they gather the sheep.

- Materials
  - Math Sheep Printable [\(2-14\)](#)
  - 1 bag of cotton balls
  - 1 plate for each child
  - 1 clothespin for each child
- Before you place the cotton balls in front of the children, take a moment to show them the math sheep printable and count the sheep with them. Point and count from 1-10. Repeat as desired.
- Next take your own plate and count to 10 adding a cotton ball with your personal clothespin for each number counted.
- Place cotton balls in a pile in front of the children.
- Point to the 1 and have the children use the clothespin to pick up 1 cotton ball and place it on their plate. Then have the children empty their plates of cotton balls by placing them back in the center pile.
- Repeat with numbers 2-10
- If time permits and the children are enjoying the activity, you can create a game by selecting a number out of sequence and have the children count up to the selected number while collecting the correct number of cotton balls.

## Speech [\(Back to Top\)](#)

### Clap and Rhyme Phonemic Awareness Activity

Phonemic awareness is an early building block for learning to read and spell. It consists of many different skills including recognizing when words rhyme. Developmentally, we don't expect children to be able to identify rhyme until age 5. This activity will help the children learn about rhyme and work on listening skills needed to eventually be able to identify rhyme.

- Have the children sit in a circle and give them instructions.
  - Tell them "I want you to follow me." First pat your legs then clap your hands. Repeat 6 times or until they get the hang of the rhythm.
  - Next tell them, "I am going to say a word while we are patting our legs, then I want you to repeat the word while we clap our hands."
  - Pat your legs having the children follow the motion in time with you while you say, "Sheep." Everyone claps their hands while the children echo "Sheep."

- Repeat the actions through the list:  
**sheep-jeep-peep-creep-leap-steep-keep-deep-cheap-heap**
  - Continue through the list several times. It is okay to come up with your own rhyming words or word order to keep the flow of the rhyme going.
- Stop and ask the children if they can hear that the last part of the words all sound the same. Tell the children that this is called rhyming.
- Repeat the activity again and ask the children to listen and see if they can hear the rhyme.

## Closure [\(Back to Top\)](#)

### Goodbye Song

Have the children gather for the end of day “Goodbye Song.”

- Review some of the lesson’s highlights.
  - The Letter A
  - The Story of Ammon
- Sing the song together.

### Attach Bracelets

These bracelets (2-8) are to help the parents learn what has been taught for the day as well as to spark conversation between the parent and the child.

- Attach bracelets to children's wrists with glue or tape.

### Gather Belongings

Help the children gather any belongings and send them with their parents to go home for the day.