

Week 2 Lesson 2



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 & Free Play	ABC Time & Story Time	Math
(0-4)	Mini-Muffin	White Paper	2 Apples	Apron	Large Plastic
(2-1)	Tin Pan	Plates			Tub
(2-2)	Flour	Red Washable	2 Serving	Small Objects	12 Apples
(2-4)	Baking Powder	Paint	Spoons	Beginning	Salad Tongs
(2-5)	Salt	Scissors	Painter's Tape	with Letter A	
(2-7)	Cinnamon				Muffin Tin Pan
(2-10)	Sugar	Gluestick			
(2-11)	Butter	Stapler	Medicine		
(2-12)	1 Large Apple	Cinnamon	Dropper(s)	<u>Enemy Pie</u>	
Marker/Pen	Cornstarch		Absorption	By Derek	
Tape/Glue	Honey	½ an Apple	Discovery	Munson	
	Vanilla		Items		



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Activity	Start Time	Duration	Activity Snapshot
Welcome	__ : __	15 Min	<ul style="list-style-type: none">Welcome ActivityHave Child(ren) Sign-InDetails
Circle Time	__ : __	10 Min	<ul style="list-style-type: none">Bird Nest/"Welcome Song"Calendar SongsQuestion of the Day: Have You Ever Eaten Apple Pie?Details
ABC Time	__ : __	20 Min	<ul style="list-style-type: none">Song: "The ABC Song"Letter A PosterSong: "Do You Know the Letter A?"I Have an A in My Pocket!Handwriting Printable ReviewDetails
Movement	__ : __	15 Min	<ul style="list-style-type: none">Apple RacesDetails
Storybook Lesson	__ : __	20 Min	<ul style="list-style-type: none">Ammon Recap with Ammon PosterVocabulary Word of the Day<u>Enemy Pie</u> by Derek MunsonStory ComprehensionDetails



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Activity	Start Time	Duration	Activity Snapshot
Snack	__:__	20 Min	<ul style="list-style-type: none">Wash Hands and Say a PrayerMini Apple PiesTransition to Next Activity While Pies CookDetails
Free Play	__:__	20 Min	<ul style="list-style-type: none">Suggestion: Backyard/Indoor PlaySuggestion: Absorption ActivitySuggestion: Apple StandDetails
Arts & Crafts	__:__	25 Min	<ul style="list-style-type: none">Color It/Circle It PrintablesApple Pie Art ProjectEat PiesDetails
Movement	__:__	10 Min	<ul style="list-style-type: none">Suggestion: Letter DetectorDetails
Math	__:__	15 Min	<ul style="list-style-type: none">Catch and Count the Floating ApplesDetails
Speech	__:__	5 Min	<ul style="list-style-type: none">Clap and Rhyme Phonemic Awareness ActivityDetails
Closure	__:__	5 Min	<ul style="list-style-type: none">"Goodbye Song"Gather Pies and BelongingsDetails

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 Ammon poster printable (black and white copy) [\(2-1\)](#)
 - Have them do the tracing printable [\(2-7\)](#)
 - Have the children make alligators out of green play clay or modeling dough with googly eyes.

Sign-In Sheet

Help the arriving child(ren) practice writing their name by signing in 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 Eaten Apple Pie?
- Generate discussion about apple pie. Discuss how yummy they taste and what ingredients make up apple pie.
- Mention that apple begins 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.

- Review with the children the Letter ‘A’ Alphabet Poster. Point to the capital A and lowercase a and ask the children if they remember what letter is shown.
- Ask the children if they remember what sounds the letter A makes. Review with the children, “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/.

I Have an A in My Pocket!

Put on an apron with pockets filled with items that begin with the letter A. Have at least one A item in the apron for each child to retrieve. Have each child come one by one to reach in the pocket and retrieve one object. After the object is retrieved, display the object for the class and ask them if they know what the object's name is. Discuss the name of the object and that it begins with the letter A. Afterwards, Place each object in a pile one by one in front of the group. After all of the objects have been retrieved, review each item's name one more time.

- Suggestions: Avocado, apple, applesauce pouch, apple juicebox, apricot, acorn, toy alligator, toy airplane, toy ambulance, toy arrow, small picture of an angel or ant or anteater, anklet, animal cracker packet, the apron itself.

Handwriting Printable Review

If time permits, 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).

- If you are feeling adventurous and want to mix the learning up a bit, here are some ideas to practice letter writing without a pencil and paper. Be sure to model the correct way to form the letter and also keep a copy of your example or keep the letter handwriting printable in view for the children to use as a reference.
 - Dry erase markers on a dry erase board or mirror
 - Chalk on a chalkboard
 - Make a salt tray by pouring just enough salt to cover the bottom of a tray or plastic container. The children use their pointer finger or a small paintbrush to write the letter.
 - Shaving cream on your table, counter, or a plate for children to write the letter with their finger.

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

Apple Races

If possible use tape to mark two starting lines and two square turnaround markers on the floor for the relay event before class.

Explain to the children they are going to have an apple relay race.

- Materials:
 - Two Large Apples
 - Two Large Serving Spoons
 - Painter's Tape
- Use the masking tape to mark two starting lines and two squares across the room from each team's starting position. Mark the squares approximately 6 inches by 6 inches.
- Place children in two equal teams. Each team is placed in a single file line at their team's starting line which is across from their corresponding square turnaround marker. Then place an apple on the floor in front of each line. Explain the rules of the game. Demonstrate as needed:
 - The first child in line walks towards the turnaround marker while using the serving spoon to push and guide the apple until it stops inside the square marked by tape at the end of the room.

- The child then uses the spoon to guide the apple back to the starting line until it stops at the feet of the next team member waiting in line.
 - The returning child hands the spoon to the next child who then repeats and moves the apple to the inside of the square and back, followed by the next child and so on.
 - While the children are waiting in line they are to cheer their teammate with the A sound: /ă/, /ă/, /ă/, /ă/, /ă/, /ă/, /ă/, /ă/!
 - Congratulate each team as they complete their relay.
- Note: If teaching one-on-one, simply create one starting line and square as noted above and form a two-person team.

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

Ammon Recap with Ammon Poster

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

- Review, “Last time you learned about Ammon and how he helped protect the sheep of the Lamanite King from being scattered by the mean Lamanites. Because Ammon served the Lamanite king, many Lamanites wanted to listen to Ammon teach about Heavenly Father and Jesus. Many Lamanites joined the church.”

Vocabulary Word of the Day: Friend/Enemy

- Teach, “Do you remember that Ammon was a Nephite? Many of the Lamanites didn’t like Nephites. The Nephites and the Lamanites were enemies and would fight. Ammon did not want to fight with the Lamanites, he did not want to be enemies. Instead Ammon wanted to be friends with the Lamanites. Ammon thought that if he could be friends with the Lamanites, maybe they would listen to him talk about Heavenly Father and Jesus.
- Because Ammon served the Lamanite king by protecting his sheep, the Lamanite king became friends with Ammon. Ammon was then able to teach many Lamanites about Heavenly Father.
- Ammon and many of the Lamanites were no longer enemies who would fight. Instead Ammon and those Lamanites became friends. A friend is someone we like and help and enjoy being with.”

Enemy Pie by Derek Munson

Gather the children around you so you can read them a story. Explain to them that this story is about a boy who had an enemy.

- Show the cover of the book. Ask, “What is the boy holding? What are some of the things you notice in the pie? Who do you think he wants to have eat this pie? Would you want to eat this pie?!”
- Read the Book.

Story Comprehension

- Q: Why did the boy telling the story not like Jeremy Ross and consider him his enemy? Was it because Jeremy Ross laughed at him at the baseball game or because Jeremy Ross did not invite him to his trampoline party? Or was it both?

- A: Both. Jeremy Ross laughed at the boy during a baseball game. Jeremy also did not invite him to his trampoline party.
- Q: What were some of the gross things that the boy thought would be in enemy pie?
 - A: Worms, rocks and chewed gum.
- Q: What did the boy have to do with his enemy before he could give him enemy pie? Did he have to spend the day with Jeremy Ross and be nice to him or did he have to let Jeremy Ross live in his tree house forever?
 - A: He had to spend the day with his enemy and be nice to him.
- Q: At the end of the story the boy was no longer enemies with Jeremy Ross. What did they become instead?
 - A: Friends
- Q: Since they became friends did the main character still want to give Jeremy Ross enemy pie?
 - A: No
- Q: Did the enemy pie taste disgusting or was it delicious?
 - A: It was delicious
- Q: How can we make friends out of our enemies?
 - A: By trying to be kind and inviting them to play with you.

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

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.

Mini Apple Pies

Mini Apple Pies (Serves 14: 7 children and 7 caregivers) - Allow the children to play a major role in making the snack themselves to encourage fine motor development and independence. Each child will be making 2 mini apple pies: one to eat at preschool and one to give as a service opportunity to the caregiver that picks them up from preschool. As you prepare the mini apple pies with the children, express how excited their caregiver will be to get a surprise and how kind the children are to make an extra pie to give away. Tell the children they are serving someone else just like Ammon liked to serve!

Note: Easy snack alternative could be sliced apples sprinkled with cinnamon and sugar, or just cinnamon.

- Materials/Ingredients
 - ¾ cup flour
 - ¼ tsp baking powder
 - ⅛ tsp salt
 - ½ tsp cinnamon
 - ¼ cup sugar
 - 3 T melted butter
 - 1 cup finely-diced apple
 - 1 tsp cornstarch
 - 1 T honey
 - ½ tsp vanilla extract
 - 1 greased mini-muffin pan

- Heat oven to 350°F.
- In a small bowl, combine the flour, baking powder, salt, cinnamon, sugar and butter until fine crumbles form.
 - Divide this mix into two equal halves.
- Take one half of the crumbled mix and press about 2 tsp of the crumbled mix into the bottom of each tin.
- In a small bowl, stir diced apples, cornstarch, honey, and vanilla.
 - Place small spoonful of this mix on top of the crumbles at the bottom of each tin.
- Take the second half of the crumbled mix and sprinkle equal amounts on the top of each mini pie.
- Place the mini-muffin pan with the individual pies in the oven and bake for approximately 15 minutes or until crust is golden.
- Allow pies to cool as needed.



Transition to Free Play and Arts & Crafts while Pies are Cooking and Cooling.

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.

Absorption Science Activity (Optional)

Set out materials that encourage children to explore with absorption.

- Materials
 - Medicine dropper(s)
 - Plastic bowl with 1 or 2 cups of water
 - Objects for absorption discovery such as a plastic plate, paper plate, tin foil, wax paper, plastic bag, paper towel, cotton balls, a t-shirt, a hand towel, a magazine, cardboard, a sponge, a raincoat, a sock, piece of wood, and a leaf.
- Allow the children to use the medicine dropper(s) to collect water and squirt it on items to determine if the object soaks up (absorbs) water or repels water.

Apple Stand (Optional)

Invite the children to play Apple Stand.

- Materials
 - Grocery bags
 - 12 Small Apples (we will use these again for math time)
 - Table or large box for the stand
 - Quarters or Optional toy cash register
- Help the children take turns selling and buying apples. Tell the children not to eat their apples yet!

Arts & Crafts [\(Back to Top\)](#)

Printable Activities - Independent Activities Used in Tandem with Art Project

If teaching a group of children, these printable activities [\(2-10\)](#) [\(2-11\)](#) will help keep children occupied while the parent is working one-on-one with a child to make the apple pie art project. However, these printable activities can also be used at any time the parent finds appropriate for an individual or co-op class.

- Color it
 - Have the children color the pictures of things that begin with the letter A
- Circle it
 - Have the children circle the pictures that begin with A/a and also find and circle the small letters A/a that are in the bigger letters below.

Apple Pie Art Project

- Materials
 - 2 white paper plates/child
 - Gluestick
 - Cinnamon
 - Scissors
 - Stapler
 - Red paint
 - Half an apple (hint: if you don't want the kids to get their hands messy, stick a fork in the apple half)
- Directions
 - Draw a triangle representing a slice of pie on 1 paper plate per child.
 - With safety scissors have the child cut out the marked slice of pie.
 - Use a gluestick to cover your sliced paper plate with glue.
 - Sprinkle cinnamon on top of the glue. (Hint: you can have the child shake the cinnamon onto the plate while standing over your sink, if you don't want to make a mess.)
 - Each child dips the apple half in red paint and stamps it on their non-cut paper plate.
 - Staple the sliced paper plate edges on top of the apple print paper plate.



After the Children Have Finished the Art Project, the Pies are Ready to Eat!

Each child may eat 1 mini apple pie and set aside 1 mini apple pie (on a paper plate or in a plastic bag) to give as a service to their caregiver at pick-up time.

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

Letter Detector

Show the children the capital A and lowercase a that you used for letter hide and seek last lesson [\(2-12\)](#).

- Explain that you are going to hide them again today but this time you are going to hide both the capital A and the lowercase a together in the same spot. Have them close their eyes, then quickly go hide them and come back.
- Explain to the children that you are going to be their letter detector. They are to lead you by the hand around the room looking for the 'A' and 'a'. As the letter detector you are to beep the sound of the letter you are looking for. For the letter A you will beep “/ă/ /ă/ /ă/” as you are led closer to where the letters are you will beep more frequently. When you are further away from the letters you beep less frequently.
- Have the children guide you and use your beeping to find the letters.
- Repeat as time allows. You may also switch roles and have the children (either together while you seek, or in turn while the other children seek) hide the letters and act as the letter detector.

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

Catch and Count the Floating Apples

With a container of water, some apples and salad tongs you will help the children participate in a fun activity that teaches counting, demonstrates floating and utilizes fine motor skills.

- Materials
 - 1 large plastic storage tub or very large mixing bowl
 - 12 small apples
 - 1 pair of salad tongs
 - 1 muffin baking tin for 12 muffins
- Place each of the 12 apples in the 12 muffin pan cups and set the pan next to the container of water.

- While teaching the children with a fun rhyming poem, you will place the apples into the container of water.
 - Place 3 apples from the muffin tin into the container of water
 - **Teach, “How many apples do you see? Count with me, 1, 2, 3!”**
 - While counting, tap the floating apples so the children see them bounce.
 - Place the next 3 apples from the muffin tin into the container of water
 - **Teach, “How many apples in the mix? I see 6.....1, 2, 3, 4, 5, 6.”**
 - While counting, tap the floating apples so the children see them bounce.
 - Place the next 3 apples from the muffin tin into the container of water.
 - **Teach, “See how the water makes them shine. Count all 9.....1, 2, 3, 4, 5, 6, 7, 8, 9!”**
 - While counting, tap the floating apples so the children see them bounce.
 - Place the last 3 apples from the muffin tin into the container of water
 - **Teach, “Delve in the water to touch all 12....1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12”**
 - While counting, tap the floating apples so the children see them bounce.
- Now the children get to take turns using the salad tongs to take an apple out of the large container full with water and transfer it back to the muffin tin. Have the children count all the apples in the muffin pan with each sequential apple that is added by the child.

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

Clap and Rhyme Phonemic Awareness Activity

Repeat the activity from yesterday changing the rhyming words (see below).

- Have the children sit in a circle and remind them of the instructions from the last class.
 - Tell them “I want you to follow me.” First pat your legs then clap your hands. Repeat until they get the hang of the rhythm again.
 - 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, “Pie” Everyone claps their hands while the children echo “Pie.”
- Repeat the actions through the list: **pie-buy-guy-eye-sigh-fry-tie-lie-high-my-why**
 - 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.
- Tell the children that the rhyme is in the “eye” sound at the end.
 - Without clapping, repeat the list at least one time while exaggerating each word. Ask the children to see if they hear the “eye” sound at the end of the words. If they don’t, it is completely fine. We are not working on mastery at this stage, only on listening practice.

Goodbye Song

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

- Review some of the lesson’s highlights.
 - The Letter A
 - Enemy Pie
 - I can serve like Ammon
- Compliment the children for serving today by sharing their second mini apple pie. Verbalize how excited and happy we feel when we surprise someone with a special service.

Gather Belongings

Help the children gather any belongings and join them with their parents to go home for the day. Make sure each child has the second mini apple pie he/she made to give as a service to the caregiver that picks them up today!

Optional Interactive Writing

Optional Interactive Writing Using Printable (2-16)

Interactive writing is when parent and child write a sentence or story together. The parent generally writes most of the message, while sharing the pen with the child to help write small parts of a message or a 1-2 sentence story.

- During the writing the child may be asked to...
 - Write a letter in a word or two
 - Hold their finger on the paper after a written word to create the space for the next word
 - Or instead, simply write their own name with the parent’s help
- This interactive writing process between parent and child is a beneficial step in a balanced literacy approach because the child...
 - Observes the writing process
 - Sees how letters, words, and sounds come together
 - Is able to have ideas recorded
 - Uses alphabet knowledge skills and personal interests to make writing meaningful
 - Hears an expert writer model what good writers think and do
 - Gains writing confidence alongside a parent
 - Can apply skills to independent writing
 - Rereads the text with a parent teaching that print has meaning