

Week 23 Lesson 1



V is for Vision of Joseph Smith

Concept: The First Vision

Scripture:

“...When the light rested upon me I saw two Personages, whose brightness and glory defy all description, standing above me in the air. One of them spake unto me, calling me by name and said, pointing to the other - *This is My Beloved Son. Hear Him!*”
-Joseph Smith History 1:17

Materials Needed:

Printable Materials	Welcome & ABC Time	Movement	Snack & Math	Arts & Crafts	Free Play & Speech
(0-4) (23-1) (23-2) (23-3) (23-4) (23-5) (23-6) (23-7) (23-8) (23-9) (23-10) (23-11) (23-12)	Child-safe Scissors Glue Stick Ice Cube Tray or Clean Egg Carton (Optional) Multiple Small Identical Items Such As: Pompoms, Cotton Balls, or Paper Clips (Optional) _____	Real or Toy Vegetables (Optional) Bowl, Only Needed for Groups of 1-2 Children Pot, Only Needed for Groups of 1-2 Children _____	Instant Vanilla Pudding Milk Electric Hand Mixer or Wire Whisk Vanilla Wafers Bananas Spoon and Bowls _____	Cardstock Child-Safe Scissors Glue Stick Yarn or Thin Ribbon Tape Stapler/Staples Crayons Hole Punch (Optional)	Plate Cup Measuring Cup Tape Aluminum Foil Large Pizza Pan or Cookie Sheet Vinegar Baking Soda Food Coloring Scissors _____
Marker/Pen Tape/Glue Scissors	_____	Green Crepe Paper, or Substitution	10 Potatoes, Carrots, and/or Celery Sticks		A Die Plain Circle Stickers or Painters Tape Marker



Week 23 Lesson 1

V is for Vision of Joseph Smith
Concept: The First Vision

Scripture:

"...When the light rested upon me I saw two Personages, whose brightness and glory defy all description, standing above me in the air. One of them spake unto me, calling me by name and said, pointing to the other - This is My Beloved Son. Hear Him!"
- Joseph Smith History 1:17

Activity	Start Time	Duration	Activity Snapshot
Welcome	__:__	15 Min	<ul style="list-style-type: none">• Welcome Activity• Have Child(ren) Sign-In• Details
Circle Time	__:__	10 Min	<ul style="list-style-type: none">• Bird Nest/"Welcome Song"• Calendar Routine• Question of the Day: Who can you talk to when you don't know what to do?• Details
ABC Time	__:__	20 Min	<ul style="list-style-type: none">• Song: "The ABC Song"• Letter V Poster (Don't show V is for Vision of Joseph Smith yet)• Sing: "Do You Know the Letter V?"• Find the V Words• Handwriting Printable• Details
Movement	__:__	10 Min	<ul style="list-style-type: none">• Vegetable Soup• Details
Scripture Lesson	__:__	20 Min	<ul style="list-style-type: none">• V is for Vision of Joseph Smith• Vocabulary Word of the Day• Vision of Joseph Smith Scripture Story• Vision of Joseph Smith Scripture Story Comprehension• Scripture Poster• Details



Week 23 Lesson 1



V is for Vision of Joseph Smith
Concept: The First Vision



Scripture:

"...When the light rested upon me I saw two Personages, whose brightness and glory defy all description, standing above me in the air. One of them spake unto me, calling me by name and said, pointing to the other - This is My Beloved Son. Hear Him!"

-Joseph Smith History 1:17

Activity	Start Time	Duration	Activity Snapshot
Snack	__:__	20 Min	<ul style="list-style-type: none">Wash Hands and Say a PrayerVanilla Treats!Details
Movement	__:__	10 Min	<ul style="list-style-type: none">Climb Through the VineDetails
Arts & Crafts	__:__	20 Min	<ul style="list-style-type: none">First Vision CraftDetails
Free Play	__:__	25 Min	<ul style="list-style-type: none">Suggestion: Backyard/Indoor PlayVolcano ScienceViolinDetails
Math	__:__	15 Min	<ul style="list-style-type: none">Vegetable SubtractionDetails
Speech	__:__	10 Min	<ul style="list-style-type: none">VERY Good JumpingDetails
Closure	__:__	5 Min	<ul style="list-style-type: none">"Goodbye Song"Attach BraceletsDetails

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

Welcome Activity

Welcome your child(ren) to preschool to officially start today's learning adventure!

- Suggestions:
 - Black and White Letter of the Week Poster [\(23-1\)](#)
 - Give each child a Black and White Letter of the Week Poster and crayons for them to color it with.
 - Fine motor or handwriting activities from the member page.
 - Very Nice Patterns

Note: You may use the printables, physical items or a combination of both.

 - Materials:
 - Printable [\(23-2\)](#)
 - Child-safe Scissors
 - Glue Stick
 - Physical Items
 - Ice cube tray or clean, empty egg carton
 - One for each child
 - Multiple, small, identical small items from around the house for pattern formation.
 - Pompoms such as yellow and red
 - Coins such as pennies and dimes
 - Other small objects such as elbow macaroni, cotton balls, mini marshmallows and paper clips.
 - Directions for the printables:
 - Sectioning the bottom portion of the printable.
 - Cut out the bottom pieces.
 - Determine which is the final object in each pattern and glue it in place with the glue stick.
 - Directions for the physical items:
 - Begin the patterns in the first four spots of the tray/carton and let the children continue the patterns independently.
 - Suggested patterns: ABABAB, AABBAA, ABBABB, ABCABC
 - See the example picture:



Sign-In Sheet

Invite your preschooler(s) to sign-in to school by practicing name writing with the Sign-In Sheet (0-4). In the early stages, it may help to write their name with yellow marker 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 Routine

Show the preschool calendar. Identify today’s date. Then starting with the 1st, count with the children the ordinal numbers, ending on today’s date. As you identify the correct day with the children, also determine what the day was yesterday and what day it will be tomorrow. Tape the “Today,” “Yesterday,” and “Tomorrow” signs on the calendar on the appropriate dates. 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.

- Who can you talk to when you don't know what to do?
 - Lead the children in a brief discussion about this topic. These are some people that you may wish to bring up:
 - Heavenly Father
 - Parents
 - Grandparents
 - Babysitters
 - Leaders
 - Siblings
 - Friends
 - Someone who has had the same problem before
 - You may also wish to share an experience from your childhood that the children can relate to concerning a resource you turned to during a time when you didn't know what to do.
 - Point out, "We have a lot of people in our lives who can help us when we have a problem or question. We should also take our problems to Heavenly Father. He wants to help us with our problems too."

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 "V" Alphabet Poster

Hold up the Poster for Letter V (23-1). Have the children identify the violin, volcano, and vegetables

- Point to and identify capital V. Have the children repeat. Point to and identify lowercase v. Have the children repeat.
- Teach, while emphasizing the beginning sound, "The letter V makes the /v/ sound. We hear the /v/ sound in words like vase, vanilla, and van.
- Invite the children to watch your mouth as you make the /v/ sound. Point out that you gently rest your top teeth on your bottom lip.

"Do You Know the Letter?" Song

Have the children sing along with you

- "Do You Know the Letter V?" Song - Sung to the tune of "Do You Know the Muffin Man?"

Oh, do you know the letter V, the letter V the letter V?
Oh, do you know the letter V?
Its sound is /v/ /v/ /v/.
Oh yes, I know the letter V, the letter V the letter V.
Oh yes, I know the letter V. Its sound is /v/ /v/ /v/.

Find the V words

The children will learn to distinguish words that begin with the letter V from words that begin with other sounds.

- Materials:
 - Printable [\(23-3\)](#)
 - Pencil(s) or Crayons
- Directions:
 - If teaching more than one child, you may choose to have one printable for each child or print out only one to refer to as a class together.
 - Show children the printable of the large letter V with various pictures inside.
 - Tell the children, "Some of the pictures in this V start with the V sound and some do not. We are going to circle all the pictures that start with the /v/ /v/ /v/ sound.
 - Point to the picture and ask, "Does violin start with the letter V?" Help the children recognize that it does. Circle it on the page if you are leading the class, or instruct the children to circle it on their own copy if each has their own printable.

Handwriting Printable

Use the Letter V Handwriting Printable [\(23-4\)](#) to teach the children how to draw the capital V and the lowercase v. There is a larger and simpler Letter V Handwriting Printable for younger children if needed [\(23-5\)](#).

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

Vegetable Soup

V is for vegetable! This game of switching places is sure to bring on the giggles. It is great for groups of three students, but there is also a fun variation for one or two students.

- Materials for groups of 3 or more students:
 - A different vegetable for each person in your group.
 - Use a real or a toy vegetable, or if you wish, simply use the vegetable cutouts from printable [\(23-6\)](#).
 - Optional - If you think the children in your group are good at remembering, you could verbally assign them a vegetable.
- Directions for groups of 3 or more students:
 - Have the children sit so that they are spread out in a large circle.
 - Assign each child to "be" a vegetable by having them physically hold a vegetable, whether it is real, a toy or a printable. Or if able to remember, you can simply telling them which vegetable they "are". If possible, have each child be a different vegetable.
 - Explain, "I am going to call out vegetables and all of the vegetables that I call out will need to trade places with each other."
 - "So, if I call out, 'cucumber and lettuce' then the children pretending to be cucumber and lettuce would need to stand up and switch places with each other as fast as they can."

- “If instead, I called out more than two vegetables like ‘Cucumber, lettuce, carrot and celery,’ then the children pretending to be cucumber, lettuce, carrot and celery, would all need to stand up and change places with each other as quickly as they can.”
- “But if I call out, ‘vegetable soup,’ everyone needs to run to the middle of the circle and stand together. Then I will say, ‘We are getting hotter, we are getting hotter, and now we are BOILING!’ Then we all jump up and down like boiling water. When I say, ‘We are done cooking the vegetable soup.’ we will go back to our seats and start again.”
- Play as described as long as time and the children’s attention spans allow.
- Materials for groups of 1-2 students:
 - Various vegetables: Real, toy, or cut outs from printable [\(23-6\)](#).
 - If you have one student you will only need one of each vegetable you choose to use.
 - If you have two students you will need two of each vegetable you choose to use.
 - A bowl to hold the vegetables.
 - A large pot to put the vegetables in.
- Directions for groups of 1-2 students:
 - This version of the game is more like a relay.
 - Mix up the vegetables and set them in a dish next to an opposing wall.
 - Have the children opposite of, but facing the wall with the dish of vegetables.
 - Set the pot next to the children where they stand waiting to begin.
 - Explain, “I am going to call out a vegetable. You (or both of you) are going to run over to the wall and grab that vegetable and put it into the pot as fast as you can. If I call out ‘vegetable soup,’ you will need to run as fast as you can and get each of the remaining vegetables, one at a time, and add them to the pot.
 - When all of the vegetables are in the pan we are going to pick up the pot together and hold it in the middle between us. We will then say, ‘It is getting hotter. It is getting hotter, and now it is BOILING!’ Then we all jump up and down like boiling water. When I say, ‘We are done cooking the vegetable soup,’ we will set down our pot of vegetable soup and pretend to eat our yummy soup!”
 - Play again as long as interest and time allow.

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

V is for Vision of Joseph Smith

Gather the children around you and show them the V is for Vision of Joseph Smith poster [\(23-7\)](#).

- While pointing to the poster teach, “We have been talking today about the Letter V. Who can see the Letter V on this paper and point to it for me?”
 - Let the children point to the uppercase and lowercase letters.
- “The letter V makes the /v/ sound. Today we are going to talk about the vision of Joseph Smith. We often call it ‘The First Vision’. Listen to the word **vision**, /v/, /v/, vision.”

Vocabulary Word of the Day: Vision

In order to help the children understand the scripture story better, the children will learn what the word vision means beforehand.

- Instruct, “Cover your eyes with your hands. Can you see anything?” Let them respond that they cannot see.
 - “Keep your eyes closed and listen to my voice.”
 - Say a fact like, “The letter V makes the /v/ sound.”
 - Tell them, “I can teach you things using only my voice and even though you can’t see me you can still learn from me by what you hear.”
- With the children’s eyes closed, locate the Letter V Poster (23-1)
 - Instruct the children to open their eyes.
 - Show the children the Letter V Poster and point out how the letter V comes to a point at the bottom.
- Explain to the children, “When I teach you things like the letter V, I can do that by showing you pictures of the letter V, or talking to you about the letter V, or doing other activities like games or making crafts.”
- “Heavenly Father also teaches His children (all of us) in lots of ways too. Often, He talks to us through thoughts or feelings. This often happens when we pray about something. Perhaps when you have lost something you prayed about it and had an answer as a feeling or thought to look in a specific place to find what you were looking for. That is an example of Heavenly Father talking through a thought or a feeling.”
- “Sometimes Heavenly Father has something to say that is super important and He doesn’t just want the person to feel the answer (touch your heart), or hear the answer (touch your ear), but He wants them to also see the answer (touch your eyes). When that happens, it is called a **vision**.”
- “A **vision** could be when Heavenly father gives you an answer in a very special dream or could be the same as watching me talking to you like we are right now.”
- “A **vision** is something Heavenly Father wants His children to see (point to your eyes), not just hear (point to your ears), or feel (point to your heart). One of those special visions happened to Joseph Smith.”

V is for Vision of Joseph Smith Scripture Story

The children will learn more about the first vision.

- Prepare for the lesson
 - Print and cut out the pictures from printables (23-8). Additionally, you may wish to laminate them to make them more durable for future use.
- **Show the picture of Joseph surrounded by churches.**
 - “When Joseph Smith was young, there were lots of people really interested in going to church. There wasn’t just one church. There were many different churches, and each church was trying to get other people to be members of their church.”
 - “Joseph and his family visited the different churches and tried to decide which church they should join.”
 - “All the churches believed in the Bible, but each church taught things that were a little different from each other.”
 - “Joseph felt very confused and really wanted to know which church was best. He thought about it a lot.”

- **Show the picture of Joseph reading from the bible.**
 - “One day as he was reading from the Bible he read James 1:5 which teaches that if someone has questions and wants to know what to do, they can ask Heavenly Father and He will give them the answer.”
 - “The scripture said it like this, *‘If any of you lack wisdom, let him ask of god, that giveth to all men liberally... and it shall be given him.’*”
 - “Joseph said that when he read that scripture, it really stood out to him and he felt strongly that he could pray to ask Heavenly Father what church he should join and Heavenly Father would give him the answer.”
- **Show the picture of the grove of trees with Joseph kneeling.**
 - “Joseph wanted to pray where it was quiet and he could be alone and decided to go to the woods near his house to pray and ask Heavenly Father his question.”
 - “Joseph knelt down to pray and asked Heavenly Father which church to join.”
 - “Joseph wanted to know really badly what he should do, and he had faith that Heavenly Father would answer his prayer.”
 - “He might have expected Heavenly Father to answer him with a thought, or a feeling in his heart, but that is not what happened.”
 - “What Heavenly Father had to say was really important and He chose to answer Joseph with a **vision**.”
- **Show the picture of Heavenly Father and Jesus appearing to Joseph.**
 - “Joseph said that after he prayed, he saw a light that was brighter than the sun come down from the sky.”
 - “Heavenly Father and Jesus came down from Heaven to answer Joseph’s question.”
- **Again, show the picture of Joseph surrounded by churches, and cross out each church one by one.**
 - “Heavenly Father told Joseph that he shouldn’t join any of the churches.”
 - Note: if you have laminated the picture you can cross them out with a dry erase marker.
- **Again, show the picture of Heavenly Father and Jesus appearing to Joseph.**
 - “Heavenly Father told Joseph that he shouldn’t join any of the churches for right now, but instead he should wait, and later Heavenly Father would tell him what he should do.”
 - “Heavenly Father didn’t want Joseph to get his answer just from a feeling in his heart, or just by listening with his ears. Heavenly Father appeared to Joseph so his answer would come from his sight too. That is why it is called Joseph Smith’s First Vision.”
 - “We call this vision the first vision because Joseph had more visions after it.”
- **Show the picture of Joseph as an adult prophet holding the scriptures.**
 - “Heavenly Father and Jesus had big plans for Joseph Smith.
 - They had Joseph help bring Jesus’ true church back to the earth.
 - Joseph translated The Book of Mormon.
 - Joseph was the first prophet of the restored church, our church, The Church of Jesus Christ of Latter Day Saints.
 - And Joseph did many other very special things.”

- “All of these very special and amazing things happened because of a question and a prayer.”

Scripture Story Comprehension

- Q: Does Heavenly Father answer prayers?
 - A: Yes. He sure does! And He answers prayers in a lot of different ways. Most of the time answers come as a feeling to our hearts and minds.
- Q: What question did Joseph pray about?
 - A: He wanted to know which church to join because there were lots of churches and he was confused about what he should do.
- Q: How did Heavenly Father answer Joseph’s question?
 - A: Through a vision. Heavenly Father and Jesus came to Joseph Smith and answered his question.
- Q: Which church did Heavenly Father tell Joseph to join?
 - A: Heavenly Father said not to join any of the churches and that later Heavenly Father would tell Joseph what to do.
- Q: Do you think Joseph was surprised that Heavenly Father and Jesus appeared to him?
 - A: Let the children share their answers.
- Q: Do you think Joseph was surprised that the answer was to join none of them?
 - A: Yes. Joseph was very surprised at the answer. He said that he never thought that the answer could be that none of the churches were right.

Show Scripture Poster

Show the scripture poster (23-9).

- Read the scripture on the poster,

“...When the light rested upon me I saw two Personages, whose brightness and glory defy all description standing above me in the air. One of them spake unto me, calling me by name and said, pointing to the other - *This is My Beloved Son. Hear Him!*”

-Joseph Smith History 1:17
- Explain, “This scripture is Joseph Smith telling the story of his first vision. We can read the whole story any time from Joseph Smith History which is included as part of our scriptures. Can you imagine how special it would feel to see and hear Heavenly Father and Jesus?”
- “Just like with other scriptures we read, when we look at this poster, and read this scripture we should remember that these are not just stories. They are special things that really happened.”
- “A special thing we should remember from this story is that Heavenly Father wants to answer all of his children’s prayers, but we first need to be willing to pray and ask Him. When you pray, see if you can feel Heavenly Father’s love fill your heart.”

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

Wash Hands and Say a Prayer

Invite your child to say a blessing on the snack, helping as needed. If teaching in a co-op, have the hosting child be the line leader to wash hands for snack time.

Vanilla Treats!

The children will enjoy first making vanilla pudding, then eating it.

*Easy Snack Alternative: Store bought vanilla pudding cups or vanilla ice cream.

- Ingredients:
 - 1 package of instant vanilla pudding
 - This makes 4 servings of ½ cup each. If you need more servings you will need more than one package.
 - 2 cups Cold Milk
 - Electric Hand Mixer or Wire Whisk
 - Alternatively you may use a 1-quart container for the shaker method.
 - Vanilla Wafers
 - Optional
 - Bananas
 - Optional
 - Spoons and Bowls



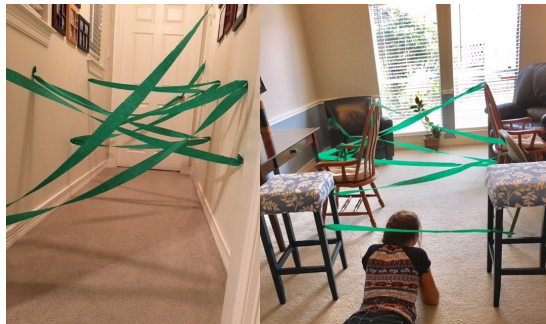
- Directions:
 - Follow package directions to prepare pudding.
 - Allow the children to help pour in the ingredients and take turns doing the mixing.
 - For the shaker method, you will add the pudding and milk to a 1-quart, leakproof container and shake vigorously for at least 45 seconds. The pudding will be more soft-set with this method and will need to sit for 5 minutes before eating.
 - Pour the finished pudding into bowls.
 - Let the children garnish the pudding with vanilla wafers and bananas if desired.
 - Teach the children that vanilla is a special flavor and found in many things like, pudding, and ice cream. It also can have a distinct smell and can be found in lotions or candles. But, whatever the use, it always begins with the letter V!

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

Climb Through the Vine

Vine starts with V! The children will show their skills as they crawl over and under the vines.

- Materials:
 - Green Crepe Paper
 - Any color of crepe paper, long twine or yarn will also do in a pinch.
 - Tape
 - Optional depending on the area you choose to set up.
 - Chairs
 - Optional depending on the area you choose to set up.
- Directions:
 - Choose your area for setup beforehand. You will need to create a path. This can be done through the use of a hallway (your path), or by lining up chairs against each other.
 - Put up the vine. You will probably prefer having the vine set up before preschool time begins, but if that is not an option, putting up the vine will not take long and most children will enjoy watching you. You can also encourage the children to make the /v/ sound while you are putting up the vines to keep them engaged.
 - See the example pictures of what it may look like.
 - The vines are put up in a hall by zig zagging it across the wall and taping it to each spot.
 - Or place them between chairs that are placed parallel and across from each other to create a path. With this method, you will need to supervise closely to be sure that the children do not knock the chairs over on top of themselves while playing in the 'vines.'



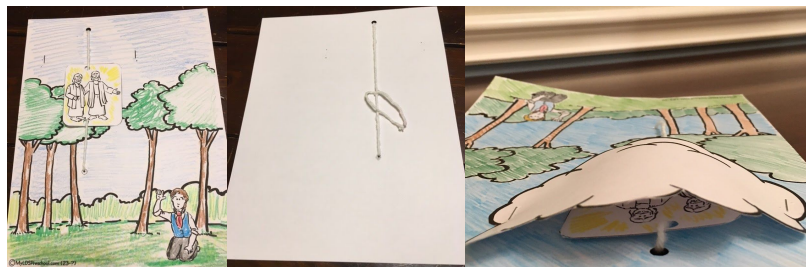
Arts & Crafts [\(Back to Top\)](#)

First Vision Craft

This project will result in a picture they can manipulate to help them remember and retell the story of the first vision.

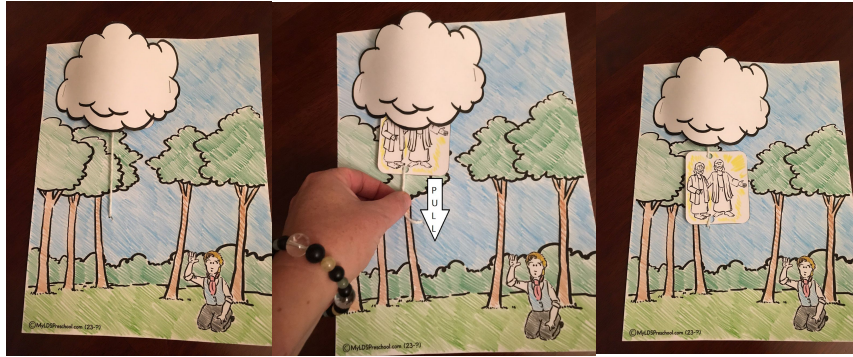
- Materials:
 - Printable [\(23-10\)](#)
 - One for each child
 - Printable [\(23-11\)](#)
 - One for every two children

- Note: Both printables must be printed on cardstock, or printed on regular paper and then glued to cardstock, for the craft to work as designed.
- Child-Safe Scissors
- Glue Stick
- Yarn or Thin Ribbon
- Tape
- Stapler/ Staples
- Crayons
- Hole Punch
 - Optional
- Directions:
 - Tell the children, “We are going to make a picture of Joseph Smith’s First Vision.
 - First give each child a background printable (23-10), and a half of printable (23-11) and have them color them.
 - Next, the children will need to cut out the cloud, then cut out the square with Heavenly Father and Jesus.
 - Help the children poke holes in the designated spots on the square with Heavenly Father and Jesus pictured as well as on the background printable.
 - You can use a hole punch for almost all but the bottom hole on the background printable. For that hole, simply use a pen and poke a hole through it.
 - Cut a piece of yarn approximately 18 inches in length.
 - Thread the yarn through the holes on the square depicting Heavenly Father and Jesus in a manner that the majority of the yarn runs along the backside of the picture and has an equal length on each end.
 - Secure the yarn to the back of the square with tape.
 - Then thread each end of the yarn through the holes on the background, being careful to keep the picture of Heavenly Father and Jesus on the front right-side up.
 - The loose ends of the yarn should end up on the back side of the background paper as shown in the picture. Then tie the loose ends together so there is no slack in the string.
 - Staple the cloud in place. Staple the cloud to the background by placing the lines on the cloud over the lines on the background then securing with staples. If done correctly, the cloud will bulge forming a slight arch allowing Heavenly Father and Jesus to slide in and out without getting caught on the cloud.



- They are done! Let the children play with their finished product.

- Encourage them to retell the story to family members who are not present.



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

Backyard/Indoor Play

If weather permits, we suggest running and playing outside together. Balls and outdoor chalk are inexpensive, age-appropriate memory makers. We encourage toys that invite creative open-ended play such as blocks, puppets, trains, dolls, a kitchen playset, marble run, magnetic tiles, etc. Enjoy being curious and playful with your preschooler(s)!

Volcano Science

V is for volcano! Let the children explore science through this easy to make and easy to clean up version of a classic science project.

- Materials:
 - Plate
 - Cup
 - Measuring Cup
 - Tape
 - Aluminum Foil
 - Large Pizza Pan or Cookie Sheet
 - Vinegar
 - Baking Soda
 - Food Coloring
 - Red and Yellow
 - Scissors



- Directions:
 - You may wish to let the children help you assemble the volcano during free play.

- Tape the bottom of the cup to the center of the plate.
- Form the volcano dome by using a large sheet of foil and wrapping it from the bottom of one side of the plate, over the cup, and down to the other side of the plate.
 - If more foil is needed to completely cover the cup, run a second sheet across the cup 90 degrees to the sheet you first placed.
 - The foil should easily stay tucked under the plate, but you may secure with tape if desired.
- Cut an X through the foil, over the top of the cup, with the edge of an open pair of scissors.
- Bend the resulting foil flaps along the inside edge of the cup and press flat.
- Add 2 Tablespoons of Baking Soda to the cup.
- Add a generous squeeze of food coloring for each color (no need to stir).
- Place approximately two cups of vinegar into a large measuring cup or cup that will be easy for a child to pour with.
- Tell the children a very simplified explanation of volcanoes and point out that they start with the letter of the day! Things you may want to include:
 - Volcanoes are mountains with an opening that reaches deep down into the earth.
 - Far, far underground there is a layer of Earth that is so hot that rocks melt. Melted rocks are called lava.
 - Most of the time the hot lava stays deep in the volcano, but sometimes the lava rushes out of a volcano and causes an explosion called an eruption.
 - Explain that, while we will be making a volcano eruption, ours won't be from hot lava.
- Let your child pour in the vinegar. Watch the volcano erupt and repeat if desired.

Violin

You may also wish to encourage the children to use their imaginations to play a beautiful song together on pretend air violins.

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

Vegetable Subtraction

Children will gain a hands-on understanding of subtraction as they role play with a starting number of vegetables and a smaller number of vegetables being taken away.

- Materials:
 - 10 vegetables
 - Inexpensive potatoes, carrots, and/or celery sticks work great!
- Counting Practice to 100:
 - “Let’s count together to 100!”
 - Let’s use our fingers for the first 10 numbers we count to, then keep counting as we point to our toes until we count to 20! Then let’s keep counting and see how high we can count today!”
 - Count slowly with the children from 1-10 pointing to each finger then continue counting 11-20 pointing to each toe. Keep counting happily with

the children and see if they can keep their interest as they do their best to help you count to 100.

- Congratulate them, “You are so smart at counting! I have some vegetables for you to count today. How many vegetables are in front of you?” (10)
- Vegetable Subtraction
 - Role play situations in which a certain number of vegetables are available and then a smaller number of vegetables are taken away to help the children determine the difference between the two numbers.
 - Example:
 - “I went to the store and bought 10 carrots.”
 - Line 10 carrots up in a row.
 - “I used 4 carrots to make soup.”
 - Separate 4 of the carrots into their own grouping.
 - “How many carrots do I have left?”
 - 6
 - More examples for the children to physically touch the vegetables as they count, remove and determine remaining quantities:
 - “My neighbor gave me 8 celery sticks from her garden. I used 3 to eat as a snack. How many celery sticks do I have left?”
 - “My uncle grew 7 potatoes. I used 6 to make mashed potatoes. How many are left?”
 - “9 carrots grew in my garden. A rabbit ate 2 of them. How many are left for me to eat?”

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

VERY Good Jumping

The children will build their phonemic awareness skills by breaking up various V words into syllables.

- Materials needed:
 - One die
 - Painters Tape or Plain Circle stickers to temporary cover the die
 - Marker
- Directions:
 - Cover the die with the stickers or tape. Write the following words on the die with each one on a different side:
 - Vacation
 - Vegetable
 - Violin
 - Voting
 - Valentines
 - Video
 - Teach the children how to play:
 - “Words are made up of sound chunks called syllables.”
 - “On this die are words that start with the letter V. You are going to take turns rolling this die, and I will tell you what the v word you rolled says.”
 - “We will then simply say the word slowly in its syllable chunks.”

- “Then we will say the word slowly again in chunks while jumping in place each time we say a chunk.”
- “For example, if the word was, ‘volcano,’ I would listen to and say the chunks vol-ca-no. Then we would say vol-(jump) ca-(jump) no-(jump).”
- “Then we roll the dice and do it again until we have done all the words at least once.”



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 V
 - A vision is a special way that Heavenly Father sometimes uses to tell His children something important.
 - Joseph Smith had a vision from Heavenly Father and Jesus when he prayed to know which church to join.
 - Heavenly Father told Joseph not to join any church and eventually Heavenly Father made Joseph a prophet of Jesus’ church, which is our church, The Church of Jesus Christ of Latter Day Saints.
- Sing the song together.

Attach Bracelets

These bracelets (23-12) are to help the parents review 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.

Acknowledgments

Volcano Science

The elegant implementation of the volcano construction was found from JENNWA at The Ramblings of a Crazy Woman

- <http://jennwa.blogspot.com/search/label/preschooler%20crafts>