

# Week 23 Lesson 2



## 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	Storybook Lesson	Snack	Arts & Crafts	Free Play & Speech
(0-4) (23-1) (23-4) (23-5) (23-7) (23-13) (23-14) (23-15)  Marker/Pen Tape/Glue Scissors	Play Clay  _____  Vacuum  Cornmeal or Baking Soda	Dirty Pennies White Vinegar Salt 2 Glass Bowls Towel  <u>The Crayon Box that Talked</u> by Shane DeRolf	Olive Oil Onion Carrots Celery Garlic Chicken Broth Diced Tomatoes Potatoes Corn Peas Green Beans Sea Salt Pepper Bay Leaves Basil Parsley Goldfish Crackers, Saltine or Rolls (Optional) Large Lidded Pot	Grocery Store Paper Bags  Scissors  Markers	Container of Dirt  Variety of Vegetables  _____  Painters Tape



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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 Routine</li><li>Question of the Day: Have you ever tried to put a puzzle together that was missing some pieces?</li><li><a href="#">Details</a></li></ul>
ABC Time	__:__	20 Min	<ul style="list-style-type: none"><li>Song: "The ABC Song"</li><li>Letter V Poster</li><li>Song: "Do You Know the Letter V?"</li><li>Words That Begin with V Brainstorm</li><li>V is for Vacuum</li><li>Handwriting Printable Review</li><li><a href="#">Details</a></li></ul>
Movement	__:__	10 Min	<ul style="list-style-type: none"><li>I'm Going on Vacation</li><li><a href="#">Details</a></li></ul>
Storybook Lesson	__:__	20 Min	<ul style="list-style-type: none"><li>Vision of Joseph Smith Recap with Poster</li><li>Vocabulary Word of the Day</li><li><a href="#">The Crayon Box That Talked</a> by Shane DeRolf</li><li>Story Comprehension</li><li><a href="#">Details</a></li></ul>



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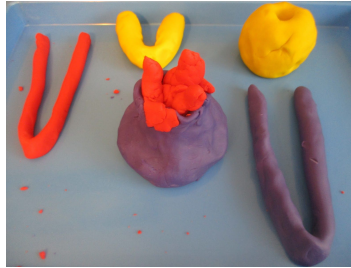
Activity	Start Time	Duration	Activity Snapshot
<b>Snack</b>	__:__	20 Min	<ul style="list-style-type: none"><li>• Wash Hands and Say a Prayer</li><li>• Vegetable Soup</li><li>• <a href="#">Details</a></li></ul>
<b>Movement</b>	__:__	5 Min	<ul style="list-style-type: none"><li>• Voting Game</li><li>• <a href="#">Details</a></li></ul>
<b>Arts &amp; Crafts</b>	__:__	20 Min	<ul style="list-style-type: none"><li>• Paper Bag Vest</li><li>• <a href="#">Details</a></li></ul>
<b>Free Play</b>	__:__	25 Min	<ul style="list-style-type: none"><li>• Suggestion: Backyard/Indoor Play</li><li>• Suggestion: Vegetable Garden Sensory Play</li><li>• <a href="#">Details</a></li></ul>
<b>Math</b>	__:__	20 Min	<ul style="list-style-type: none"><li>• Family Van</li><li>• <a href="#">Details</a></li></ul>
<b>Speech</b>	__:__	10 Min	<ul style="list-style-type: none"><li>• Syllable Run</li><li>• <a href="#">Details</a></li></ul>
<b>Closure</b>	__:__	5 Min	<ul style="list-style-type: none"><li>• "Goodbye Song"</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!

- Suggestion:
  - Play Clay Volcano - The children will be eager to squish together a play clay volcano and letter V.
    - Materials:
      - Play Clay
        - You may wish to include red play clay for lava.
    - Directions:
      - Provide each child with a ball of play clay to shape into a volcano. Show them how to stick their thumb into the top to make a hole for the lava.
      - Ask the children if they can roll play clay snakes and then shape them into capital and lowercase letter V's.



### 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.

- Have you ever tried to put a puzzle together that was missing some pieces?
  - Lead the children in a discussion about what it would look and feel like to complete a puzzle but have it still missing some pieces.
    - "Would you be able to get an idea of what the picture was but maybe not know for sure what the whole puzzle looked like because it was missing pieces?"
    - "Would you feel frustrated to patiently put so much work into completing the puzzle and still not be able to have a finished puzzle?"
    - "Having all the pieces to the puzzle makes a complete picture where we can see all the details and really enjoy the finished puzzle."

## 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 volcano, violin and vegetables.

- Review with the children the Letter V Alphabet Poster. Point to the capital V and lowercase v and ask the children if they remember what letter is shown. Sitting in the same direction as the children, hold your pointer finger up high and draw an invisible capital V and then a lowercase v in the air. Repeat with the children following your example.
- Ask the children if they remember what sound the letter V makes. Review with the children, “The letter V makes the /v/ sound. We hear the /v/ sound in words like valentine and vacuum.”
- “Hold your hand out like you are holding a vacuum and move back and forth like you are vacuuming the carpet. As you vacuum, gently bite your bottom lip with your top teeth and turn your voice on like a vacuum cleaner. ‘Vvvvvvvv.’”

## “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/.**

## Words That Begin with V Brainstorm

Help the children think of more words that begin with the letter V. If you have a dry erase board, chalkboard or large paper in your home, you can write the words the children suggest. Children benefit from seeing you write the words that they are speaking which is the first step for them to learn to write for themselves. Help the children to hear the beginning /v/ sounds in the words.

Ideas: van, vase, vest, violet, volunteer, visor, volleyball, veterinarian, and vulture.

## V is for Vacuum

The children will get to use a real vacuum cleaner to learn about letter V!

- Materials:
  - Printable (23-13)
  - Vacuum
  - Cornmeal or Baking Soda
- Directions:
  - Use a package of cornmeal or baking soda and pour some on your carpet in the shape of a letter V. It can be as large or small as you wish.
  - Ask, “Do you know what letter this is?”
    - Letter V!
  - “Yes! Did you know vacuum starts with V?! Let’s use a vacuum to vacuum up the messy V!”
    - If you want, choose to vacuum the V up by yourself, or invite the children to vacuum up the cornmeal/baking soda.

- Next, show the children the cut out cards from the printable, one at a time. With each card say the name of the picture and ask, “Does this start with the letter V?” When you get to a letter-only card, ask “What letter is this?” Separate the cards into two piles: V cards and non-V cards.
- Set the non-V cards aside.
- Spread out the V cards and let the children take turns vacuuming over the cards with an unplugged vacuum!

## Handwriting Printable Review

If time permits, use the Letter V Handwriting Printable (23-4) to review with 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).

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

### I’m Going on Vacation

V is for vacation! The children will practice their listening and memory skills as they pretend to pack items for a vacation in alphabetical order. This can be played as a parent and child or parent and group of children.

- Directions.
  - Begin the game by saying, “We are going to pretend to pack things to take with us on vacation! We will take turns deciding what to pack.”
  - “The only rule is the things we bring have to be listed in abc order. So the first thing we pack will start with a, then b, then c, then d, and we will keep packing things for each letter of the alphabet!”
  - “The best and trickiest part of the game is each time it’s our turn, we repeat what everyone else has packed!”
  - “Let’s begin! I will start.”
  - “I’m going on a vacation, and I am going to bring an apple.”
  - Assign a child to go second and help the child repeat the apple and then think of an item to pack that starts with letter B, such as a blanket.
    - “I’m going on a vacation,  
And I am going to bring an apple and a \_\_\_\_\_.”  
(The child will repeat “apple” and then add on their chosen letter B item)
    - Note: You will likely need to assist each child during their turn to help them recognize the letter that falls on their turn as well as some item suggestions. This is ok and expected. Just be sure to sound out the starting letter of each item and point out how it matches with the assigned letter.

- Continue to take turns packing items for your vacation that match each letter of the alphabet.
- Example for a 6th round of play: “I am going on a vacation, and I am going to bring an apple, blanket, car, diaper, earphones, and ...we need something that starts with the letter F, /F/, /F/, flamingo!”

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

### Vision of Joseph Smith with Poster

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

- Review key points from the V is for Vision of Joseph Smith lesson taught during the week’s first lesson.
  - Joseph Smith was confused about which church to go to.
  - He read in the Bible that if you have a question, you can ask God.
  - Joseph prayed in the woods near his home and asked Heavenly Father which church he should join.
  - Heavenly Father and Jesus appeared to Joseph Smith.
  - Heavenly Father told Joseph Smith not to join any of the churches.
  - Heavenly Father wanted Joseph to bring the true church of Jesus back to the earth.

### Vocabulary Word of the Day: Restore

- Materials:
  - Small Handful of Dirty Pennies
  - ¼ Cup White Vinegar
  - 1 teaspoon Salt
  - 2 Glass Bowls
  - Towel



- Teach, “Look how dirty these old pennies are. Let’s **restore** them to their beautiful shiny color to make them look new again.”
- Let the children place the dirty pennies in a glass bowl.
- Guide the children in pouring ¼ cup of white vinegar and 1 teaspoon salt into the bowl.
- Count to 10 with the children.
- Pour ¼ cup of clean water in a second bowl.
- Let the children take the pennies out, rinse them in the clean water bowl and then dry them off with a towel.
- Ask, “Do the pennies look shinier?”
  - Not all the pennies will be perfectly clean but they should hopefully look significantly shinier than their original condition.



- Teach, “When we bring something back to its original new condition we are **restoring** it.”
  - Some people like to fix up old rusty and broken down cars with new parts and fresh paint to **restore** them. When these old cars are **restored** they are turned into beautiful working cars that look and drive like they were brand new!”
  - Mommies will occasionally clean their wedding rings to **restore** them and make them look clean and shiny again.
- Continue, “Jesus organized and made His church when He lived on the earth.”
  - “After Jesus was resurrected and went up to Heaven, people living on the earth changed things in the church from how Jesus wanted them to be. Soon important truths about the church were not taught and were lost and missing.”
  - “This was similar to how pennies get dirty over time, old cars break down, and wedding rings lose their new, shiny sparkle and need to be **restored** or made like new with no missing pieces.”
- Finish,
  - “Joseph Smith had an important job in restoring the fullness of Jesus’ true church back to the earth.”
  - “Jesus had Joseph Smith restore important teachings that were lost long ago, like the sacrament, baptism, temples, scriptures, prophets and the priesthood.”
  - “Joseph Smith **restored** Jesus’ church on the earth.”

### The Crayon Box that Talked by Shane DeRolf

The children will enjoy reading about how all of the crayons from the crayon box are needed to draw and color a beautiful and complete picture.

- Read the story
- Teach, “I love this story because it shows how important each crayon is.”
  - “Each crayon has an important part of the picture to color. Blue is needed to color the sky, green is needed to color the grass and yellow is needed to color the sun.”
  - “Even though the crayons are different colors, they have to work together to make the pretty picture.”
  - Ask, “Do you think the picture would be as pretty without the help of all the different crayons and had missing colors?”
    - No!
    - “If there were missing crayons then the picture would be missing some colors and would be incomplete. It would not look as pretty as a picture with all the colors would.”
  - “The box of crayons is like the church.”
    - “Without all the pieces or crayons, we wouldn’t be able to have the complete picture of Jesus’ teachings.”
    - “Jesus began to restore His church and make it complete again when He appeared to Joseph Smith in a vision and brought back all of the teachings that the other churches were missing. This is kind of like how the girl in the story brought out all the crayons and had them work together so no colors were missing and all the colors were in the picture.”

## Story Comprehension

- Q: Where did the girl buy the box of crayons?
  - A: In a toy store.
- Q: Why did the girl want to take that particular box of crayons home with her?
  - A: She heard the crayons fighting about not liking one another and wanted to help them see that they can all be friends and color together.
- Q: Were the crayons happy to see the picture they created together?
  - A: Yes! They appreciated how all of the colors were needed to make a pretty picture.
- Q: Is it important to have all of the truths and teachings of the gospel taught in the church?
  - A: Yes! Without all of the teachings, we are not able to see the whole picture of Heavenly Father's plan for us. It would be like coloring with missing crayons or trying to put a puzzle together with missing pieces.

## 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.

### Vegetable Soup

V is for variety of vegetables! Let your little chef(s) help add the vegetables into the pot. If you are able to pre-chop all the vegetables, the snack will go much more quickly and smoothly today.

**Simplifying Note:** As an alternative to the list of vegetable ingredients below, feel free to substitute them all with a simple bag of frozen mixed vegetables such as a peas, carrots, green beans, and corn mix then add the broth and seasonings.

- Items needed:
  - 2 Tablespoons Olive Oil
  - 1 Onion, Chopped
  - 4 Carrots, Sliced
  - 3 Celery Stalks, Sliced
  - 3 Cloves of Garlic, Minced
  - 4 (14.5-Ounce) Cans Low-Sodium Chicken Broth
  - 2 (14.5-Ounce) Cans Diced Tomatoes (undrained) or 4 Large Vine Ripened Tomatoes, Chopped
  - 3 Medium Potatoes, Peeled and Diced
  - Corn - 1 (15-Ounce) Can or 1 Cup Frozen
  - Peas - 1(15-Ounce) Can or 1 Cup Frozen
  - Green Beans - 1 (15-Ounce) Can or 1 Cup Fresh or 1 Cup Frozen
  - Goldfish, Saltine Crackers or Rolls
    - **Optional but highly encouraged!**
  - Bowls and Spoons for Serving
  - Large Pot with Lid
  - Recommended Seasonings:
    - 1 Tablespoon Sea Salt
    - 1 teaspoon Pepper
    - 3 Bay Leaves
    - 4 Tablespoons Dry or Freshly Chopped Basil
    - 4 Tablespoons Dry or Freshly Chopped Parsley



- Directions:
  - Let children add 2 Tablespoons of olive oil, chopped onions, sliced carrots, sliced celery, minced garlic and recommended seasonings into a large unheated pot.
  - Place the pot on the stovetop and sauté the pot of vegetables over medium high heat for about 5 minutes.
    - While you sauté you may wish to lead the children in a discussion about their favorite vegetables and which vegetables their moms and dads always try to get them to eat!
  - Pour in the 4 cans of chicken broth, tomatoes, potatoes, corn, peas, and green beans.
  - Bring to a boil over high heat.
  - Cover, reduce heat to medium and let cook for 15 minutes.
  - Set a timer for 15 minutes.
  - While the soup is cooking, encourage the children to help clean up any cooking messes, set the table with a bowl and spoon for everyone, and continue on to the movement activity.
  - When the timer dings, turn off the heat, and serve into each bowl.
  - To speed the cooling process we recommend placing a couple of ice cubes in each bowl or placing the filled soup bowls in the freezer for a few minutes.
  - Optional: Once cool, serve with goldfish/saltine crackers or rolls.

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

### Voting Game

V is for vote. The children will get to express their preferences by running across a room.

- Directions:
  - Help the children line up together against a wall in an open room or hallway. Stand on the opposite end of the room or hallway.
  - Explain, “We are going to play a voting game. Vote starts with V! I will call out choices of things you may or may not like. If you like the item that I call out, you can run across the room to where I am standing to show that you vote yes! If you want to show that you do not like the item and want to vote no, stay standing where you are.”
  - “Do you like bananas?”
    - Children who do like bananas will run across the room and line up next to you.
    - Children who do not like bananas remain in place.

- Continue asking questions for the children to vote “yes” for by running across the open space or vote “no” for by remaining in place.
  - “Do you like oranges?”
  - “Do you like to swim?”
  - “Do you like to take baths?”
  - “Do you like to take naps?”
  - “Do you like to play outside?”
  - “Do you like to drink milk?”
  - “Do you like to brush your hair?”
  - “Do you like riding in the car?”
  - “Do you like to color with crayons?”
  - “Do you like to paint?”

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

### Paper Bag Vest

The paper bag vest is a timeless favorite for children. They will proudly wear their new creation.

- Materials:
  - Grocery Store Paper Bag for Each Child
    - The large size used as an alternative to plastic bags, not the lunch sized paper bags.
  - Scissors
  - Markers
- Explain:
  - “Vests are something people can wear that begins with V. Can you hear the /v/ in vest? We are going to make a vest out of a brown paper bag. Then you can use all the colors just like in our book we read today, The Crayon Box that Talked, to decorate your vest.”
- To Make:
  - Take a folded paper bag and open it up as you place the bottom of the bag to rest on the floor.
  - Turn the bag so that the wider side, with the fold crease  $\frac{1}{3}$  of the way from the bottom, is opposite the child. The wider side with no crease should be directly in front of the child.
  - Guide each child to cut a straight line down the middle of the front of the bag. They should be cutting from the open end of the bag towards the base of the bag that is sitting on the floor.
  - From this point on it would be easier for you to make the remaining cuts needed for the vest.
  - Fold the bag flat again and set it on the floor with the cut end face up and the folded portion against the floor. Turn the bag so the end with the bottom base is pointing toward you.
  - Cut out the vest neckline by cutting a half circle in the base of the bag.
  - Open the paper bag and cut out the neck hole from the neckline cut you just made. The hole for the neck should be large enough for a child to wear over their back and have a place to comfortably circle around the back of the neck.
  - The back of the vest should be the side with the fold crease in it.

- Next, with the bag vest standing tall and open, cut out an arm hole circle on each side of the bag as pictured.
- Set out markers for your child to decorate the vest.
- Let the children wear their vests!
- If needed, you can view a video tutorial on this week's resources on the member page.



## 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)!

### Vegetable Garden Sensory Play (Optional)

The children will truly enjoy putting their hands in dirt and pretending to plant and harvest vegetables.

- Materials:
  - Tray or Container of Dirt
  - Raw Vegetables
- Directions:
  - Set a tray or container of dirt outside along with a variety of vegetables for the children to explore with. They can hide the vegetables in the dirt to dig up, pretend to plant vegetable seeds and show how the vegetables grew, and even harvest their vegetable garden and set up an imaginary farmer's market in their backyard. Carrots, radishes, turnips, potatoes and cucumbers are ready to harvest!

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

### Family Van

Children will practice number recognition and counting skills for numbers 1-20 as they load people in the family van!

- Materials:
  - Printables [\(23-14\)](#), [\(23-15\)](#)
    - Cut out the van, all 20 individual peg people, and numbers 0-20.
- Directions:
  - Show children the van printable.
  - Explain, "This is a family van that fits lots of people! You get to pick a number card that has numbers 0 through 20 written on the back. After you

pick a number card, we will see which number you chose and fill the van with that number of people.”

- Demonstrate, “So if I pick the card that has number 6 written on it, then I get to place 6 people inside the van. 1, 2, 3, 4, 5, 6.”
- “What number will you choose?”
- Play the game with the children until all 21 cards are picked.
- Help the children as needed to help identify numbers and count people.
- Zero is included to help teach 0 means nothing, no people get to ride in the van.
- You may wish to ask each child, “How many people are in your family? Can you place that number of people inside the van?”

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

### Syllable Run

The children will continue to practice breaking words into syllables.

- Materials:
  - Painters Tape
- Prepare for the activity:
  - With painter’s tape make a number 1, 2, and 3 in a direct line and spaced out evenly along the floor.
    - It is a little tricky to make the curves on the number with painter’s tape. The curved area can end up slightly bunched, but it will still work fine for the purposes of the activity. Just push the bunched area of the tape down flat.
- Directions:
  - Tell the children, “We are going to break words up into syllables like we did during our last class. Today as we say each word chunk, we will run to a number spot. We will say a word chunk, then run to number one. If it has more word chunks, we will say the next chunk, then run to number 2. If it still has more word chunks we will say the next word chunk and then run to number 3. When we are done, we can look to see which number we ended up on and that will tell us how many chunks that word has.”
  - Demonstrate how this will be done.
    - “If I was trying to figure out how many syllables are in the word ‘vision’ I would say, ‘Vi-’and then run to number 1.”
      - (Demonstrate by running to number 1
    - “Then I would say ‘-sion’ and run to number 2”
      - Demonstrate running to number 2
    - “That is the last word chunk for ‘vision’, so I would look down at the floor and see the number two and know that there are two syllables in the word ‘vision.’”
    - “Let’s try some more.”
      - You will go through the process described above for each of the words listed below, or you may choose your own words. They do not have to be words that start with the letter V.
      - Vacation
      - Vegetable
      - Vulture



- Violin
- Vote
- Valentines
- Video
- Verse
- Vitamin
- Very
- Volcano
- Vest

## 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
  - Joseph Smith restored Jesus’ church on the earth.
  - Restoring Jesus’ church on the earth means our church has the same things that Jesus had in His church when He lived on the earth.
- Sing the song together.

## Optional Interactive Writing

### Optional Interactive Writing Using Printable [\(23-16\)](#)

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