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FOOTSTEPS FOR FOURS Teacher’s Edition
Second Edition

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What you do matters...

You spend long hours preparing lessons and grading papers.

You help each child to understand his true potential.

You care not just for the minds but also the souls.

You touch the future and make it a better time.

And we can help.

This book is designed to meet your needs as a teacher—to be your most helpful tool as you share knowledge with your students. You asked for ideas for daily lessons, suggestions for helping unconventional learners, colorful pages, and content that helps you teach comprehension—and you will find it all here.

We like to hear from you, so contact us anytime with questions, suggestions, or needs.

Thank you for your dedication to Christian education.
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Toolkit CD
Visuals
Phonics Charts and Teaching Tree
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  • Reproducibles
  • Visuals
  • Alphabet Sound Cards
Teacher Resources
  • Assessments
  • Classroom Schedules
  • Bulletin Boards
  • Center Signs
  • Color Reproducibles
  • Nametag Patterns
  • Newsletter Stationery
  • PreCursive Stroke Descriptions
  • Outline Alphabet Letters
Student Coloring Pages
Student Cutting Pages
Lesson Supplements
  • The Gingerbread Man
  • Christmas Puzzles
Let’s Get Started!

Goals and Philosophy of FFF

Welcome

Welcome to the wonderful world of Footsteps for Fours. You and your four-year-olds are getting ready to embark on a wonderful year of growing and learning as you daily meet together in circle time under the Teaching Tree with Max and all his friends.

Our program is unique in that it provides a solid academic foundation for children based on understanding rather than just memorizing while in a fun, hands-on learning approach. Worksheets are provided for practice and review; however, the actual learning takes place in the activities, discussions, experiments, and center play suggested in the lesson plans provided in the Teacher’s Editions.

Our curriculum is designed to be driven by you, the teacher. You know where your children are in age and development and what types of learners they are. Although we provide you with a wealth of different methods and activities, we do not expect you to complete every activity given for each lesson. Multiple activities aligned with the daily skills and objectives allow you to decide which ones you have time for and which will best meet the needs of your students.

You can be assured that all activities suggested in our curriculum are age appropriate. Concepts are being introduced at the time when most children can be successful and when mastery will come easily and naturally.

We understand that children are uniquely created by God and mature and develop at different rates. Our program is not rigid. Activities throughout the curriculum are varied, repeated, and offered in ways that meet the needs of students who learn best through approaches that are visual, auditory, or kinesthetic (include physical movement). By providing multiple exposures to a concept, you can help all your children grasp those concepts and skills at their own speed and learning style.

Although the teacher is an integral part of engaging and interacting, we have incorporated a student-discovery approach to learning rather than an exclusively teacher-directed approach. Whether in large group instruction, or in the smaller environment of a learning center, children are offered many opportunities for that “eureka moment” as they engage in problem-solving activities. Children are encouraged to think critically as they respond to multiple levels of questioning included in our lesson plans.

In this comprehensive, all-inclusive curriculum, you will find everything you need to ensure that your children have an exciting start to their world of learning. They will grow physically, mentally, emotionally, socially, and spiritually as they progress through Footsteps for Fours.

Throughout the year they will acquire skills in language, phonemic awareness, scientific investigation, number concepts, cultural knowledge, and much more. The students in your class will be excited about school and will love learning each day with Max under the Teaching Tree. Let’s get started!
Available Instructional Materials

Teacher Materials

- **FFF Teacher’s Editions (Parts 1–3)**—complete teacher’s guide, with lesson plans for all subjects (except Bible), incorporated into unit themes
- **Teacher’s Toolkit CD (located in a plastic sleeve on back cover of TE, Part 1)**—phonics and visuals charts in PDF format, center signs, bulletin board characters, quarterly assessments, newsletter templates, helps for PreCursive stroke descriptions, reproducibles for extra practice, and more
- **Visuals**—wall charts, teacher manipulatives, theme-related visuals (community helpers, Christmas, etc.), sequencing cards, counters, character stick puppets, number line, clock, counting chart, money, colors, shapes, nursery rhymes, numbers, number sets, and more
- **Phonics Charts and Teaching Tree**—letter charts, handwriting wall chart, and the Teaching Tree with its parts and pieces
- **Listening CD Set**—words and tunes taught in the lesson, Music with Honey songs, and listening activities
- **Hand Puppet and Backpack**

Student Materials

- **Activity Packet**—practice and review sheets, 11 Eager Beaver reading booklets, picture cards for sound practice, activities and crafts on cardstock, and sticker pages
- **Writing Packet**—beginning tracking and tracing practice for developing fine motor skills to prepare for number and letter formation
- **Practice Cards**—letters, numbers, colors, and shapes review and a Max bookmark

Walking God’s Way  Optional Bible Curriculum available from BJU Press

- **Theme**
  - 13 units that are each centered on a godly character trait, using biblical accounts from the Old and New Testaments
- **Format**
  - 165 lessons: biblical retellings, reviews, dramatizations, and life application stories
  - Picture cards with realistic art to illustrate lessons
  - 11” x 17” cards for easy student viewing
  - Backside of the picture card contains all the lesson components: memory verses, the daily lesson, review questions, as well as song suggestions

Online Resources

One last thing: don’t forget to go online! BJU Press has provided some amazing resources to make implementing Footsteps for Fours smooth and effective. The link below is a good starting point to find out more about what BJU Press has to offer.

**Footsteps for Fours Resources**
http://www.bjupress.com/resources/footsteps-for-fours/
Schedule

It’s time to begin! Below, you will see a daily schedule giving you a guideline to help plan out your day. However, this is in no way a required timeline. Different classrooms and groups of students will take more or less time to complete the daily activities, depending on attention span or interruptions and school schedule requirements. This is a model that will help you to organize your day, but feel free to adjust it to meet the needs of your individual classroom.

**Suggested Half-Day Schedule**

8:00–9:00: Under the Teaching Tree

- 8:00–8:10: Welcome (attendance, pledges), Helpers, Weather, Calendar (birthday recognition), Meeting Max, and 100-Day Counting Line
- 8:25–9:00: Language Arts: depending on the day, this section will include Social Studies/Science, Prereading, Listening, Colors, Rhymes, and more. Language Arts may be broken into different teaching times.

9:00–9:10: Restroom Break

9:10–9:40: Centers

9:40–10:05: Language Arts (continued)

10:05–10:15: Handwriting/Step Write Up (Step Write Up starts in Lesson 54, only on Th)

10:15–10:25: Restroom Break

10:25–10:35: Snack

10:35–11:05: Recess

11:05–11:30: Math

11:30–11:45: MWF Eager Beavers (starts in Lesson 56); TTh Music with Honey (starts in Lesson 22)

11:45–12:00: Wrap It Up and Dismissal

**For Full Day**

8:00–11:45: Same as above

11:45–12:30: Lunch

12:30–12:45: Restroom Break

12:45–1:00: Story and Rhyme Time

1:00–2:00: Nap Time

2:00–2:20: Restroom Break and Afternoon Snack

2:20–2:45: Outdoor Play or *More Footsteps* Activities—additional crafts and games and review of morning skills and concepts in the learning centers

2:45–3:00: Wrap It Up and Dismissal
To have a successful year with this curriculum, you must understand how our program is designed to be taught and what is involved in implementing the various schedule components.

Routine

• Setting Up Procedures and Routines
  Establishing a good routine for your class to use each day is vital for successful classroom management. Children need to know what to expect and how things are going to happen in your room. Take the time at the beginning of the year to teach classroom procedures to your children so that right from the start they know what is expected from them. Be clear and concise when you give the steps for each procedure. This process takes extra time, but the result will be a better functioning classroom. You must think through and decide things such as the following:
  - What do the children do when entering your room?
  - Where do they put their belongings?
  - Where do they go next?
  - How do they line up to leave the classroom?

  For each of these, as well as many others, you must have a procedure (specific steps) in place.

  When teaching a procedure, you should follow certain steps to ensure retention. First, Explain the step, giving specific details about how to carry it out. Be sure to give an example or model the procedure. Next, Practice the step with the students. Then, either Praise them for a job well done or Redirect them to try it again. Remember, the younger the children are, the more practice and reminders are needed! Even after initially teaching your classroom procedures, be prepared to go back and review. Remind the children how things are to be done when they forget or seem to test the boundaries. Your goal in teaching procedures is that following them will become routine for the children. Once this happens, they become more independent and confident in their classroom.

  Lesson 1 in the Teacher's Edition, Part 1, provides helps for explaining how to set up procedures and routines for the year.

• Setting Up Transitions
  You must provide good transitions for movement in your classroom. One of the most likely times for you to lose control of your class is when you transition from one activity to the next (from circle time to learning centers or from learning centers to snack).

  One suggestion for transitions is to ring a bell when you want everyone to stop what they are doing and look to you for direction. You may also choose to flip the light switch or sing a clean-up song indicating that it is time to clean up after learning centers. Find transitions that you are comfortable with and then consistently teach your children what they are to do when you use them.

• Setting Up Classroom Rules
  It is important that you set up simple rules for your classroom. Rules establish boundaries and help the children know how they are to act. As you determine which rules to use, remember that you are setting the tone for your classroom. Avoid phrasing rules negatively: “Don’t talk without permission.” Instead, phrase them in a way that tells the children, in a positive manner, what you expect: “Raise your hand if you have something to share.” Be as clear as possible.

  Limit the number of rules you have in your classroom; between three and five are recommended. Select broad rules based on a concept, such as “be kind to your friends” and “obey your teacher”; then explain how these more basic guidelines affect many other areas, without burdening your students with a long list of rules. You can have more specific guidelines under each broad rule, such as “being kind means keeping your hands to yourself” or “obeying your teacher means listening when she is talking.”

  Having consequences, both positive and negative, is crucial for consistency in the classroom. Keep in mind that positive consequences for good behavior, such as praise or a trip to the treasure chest, are just as important as negative consequences for wrong behavior. When using negative consequences, make sure they match the offense—a small consequence for a small infraction. Save the big consequences only for major infractions. Also make sure that a negative consequence is appropriate. For instance, if a child spills his milk after being reminded to be careful, the consequence could be to have the child help clean up the mess with a reminder of why it is important to show self-control during snack time. Work hard to be consistent with your classroom consequences: correct the wrong behavior and praise the good behavior.
Large Group Instruction
(Teaching Tree)

• Where is it?
When having large group instruction or exploration time, our curriculum is
designed to be done in a circle time on the floor in front of the Teaching Tree.
It is much more age appropriate for children to be informally seated on the floor
than to be seated at desks.

• When is it?
There is not just one designated circle time a day. Any time that you are
reading a book, playing a game, doing an experiment, or having large
group interaction is a good opportunity for circle time. In fact, you
should come in and out of the circle time multiple times a day.

• What is it?
Circle times should be interactive, hands on, and fun! Rather than just telling
children what they need to know, learn to incorporate interactive discussions
with them. Ask lots of questions to find out what they already know and to
engage them mentally with you.

• How long is it?
Several factors, such as age and development of your group, can affect the length
of any given circle time. Start the year with shorter instruction times that match
their attention spans; then as the year progresses and your children mature, lengthen
your circle times. Other factors that can affect their attention spans include the weather,
holidays, and breaks in the normal routine (like a birthday). The amount of time spent
in circle time may even differ from day to day. Some days you will be able to spend
more time in the circle, while on others you may need to move on more quickly. You
must be alert, watching for signs your group is with you or losing interest. If they
start to become restless and inattentive, you may need to adjust the pace, either by
speeding it up or slowing it down. If the concepts being shared are going over the
students’ heads or abilities, you may need to provide clarification or postpone
that segment of the lesson for another day.

• What does it look like?
Circle time should be a fun time that you and your students anticipate every day.
This time should begin in a circle, with the children on a carpet or carpet squares
or in a designated spot on the floor. Even inexpensive plastic place mats make good
seats. You should arrange the children strategically in their seating in the circle time.
Do not put two children who do not get along next to each other. Place a child who
may need your attention closer to you in the circle.
Small Group Instruction
(Learning Centers)

• What is it?
A learning center is a place where a child can learn through hands-on activities or play, either in a small group or individual setting. It can be located in a small section of your room (e.g., “Housekeeping Center” with kitchen and dress-up clothes, “Painting Center” with paints and an easel, or a “Book Nook” reading area), or it can be a tabletop activity, such as puzzles, games, or crafts.

• When is it?
Set designated times each day when the children participate in learning centers. They can be used first thing in the morning as children arrive as well as multiple times throughout the day, especially if you have a full-day program. Your daily schedule, the maturity of your group, as well as the number of activities you have available will all help dictate the length of time the children are in centers each day. Students should spend between 30 minutes and an hour in the centers every day.

• How does it work?
There are many ways that you can manage your centers and how students visit them. You may allow the children to decide which center they want to play in, or you may create groups that rotate in and out of each center to ensure that they visit each one. Incorporating both methods is a good idea. You can select certain days where students are allowed to choose which center to be in, which provides opportunities for growth and development of their decision-making abilities. On other days, organize them into groups to visit each center. This practice helps them learn to socialize with different children. Be sure to take the time at the beginning of the year to carefully explain to the children how they are to behave in the centers, how they are to move in and out of the centers, and how they are to leave and clean up the centers.

• How many?
In the beginning of the year, start small, with only one or two centers. When your students become used to the procedures of being in the centers, begin to add more. Vary the number and type of activities offered in the centers to keep them fresh and new for the children. There are helps in the first week’s lessons in the Teacher’s Edition on how to introduce learning centers to your children.

• What does it look like?
Learning centers can range from basic and simple to very elaborate. You do not need expensive equipment to be able to offer learning centers. For instance, if you do not have a sand/water table, you can use a large plastic storage container placed on a shower curtain for a sensory experience. A learning center can be a sorting activity or simply a table with theme-related articles (such as shells or a pumpkin) for the children to handle and look at under a magnifying glass. Use items you already have in the classroom or at home. Yard sales and parent donations are also great sources for center materials.

Recommended Centers

Art: Laminate some mats to go with the colors of modeling clay. Gather cookie cutters, fun molds, plastic dinnerware, and shape cutters.

Block: Encourage children to build a block classroom. Place some of the following items in the Center: small American flags, toy people, and toy playground equipment.

Book: Utilize resources from the local public library. Emphasize the importance of taking good care of the books. Rotate the books in the Center and check out seasonal and pertinent theme-related books.

Computer/Technology: Choose a simple math or alphabet recognition game that rewards them for correct answers.

Dramatic Play/Home Living: Accumulate items such as dolls, strollers, cradles or cribs, baby blankets, play food, dishes, utensils, pans, and appliances. Incorporate items that enhance the unit themes; for example, garden items when studying plants.

Game: Choose the easiest puzzles for the first week. (Note: Use a permanent marker to mark the back of each puzzle piece with the same number to identify the puzzle pieces. Distinguish puzzles by using a different number for each puzzle.)

Heritage: Collect materials that encourage the child’s enjoyment and participation in thematic units.

Listening: Gather a recording (story or music) that the child can enjoy. This listening may be accompanied by a book selection or simple recorded directives.

Manipulatives/Math: Gather shapes, magnetic numbers, various counters, patterning beads, dot pattern cards, and number words.

Music: Select musical selections that correspond to a variety of thematic units (cowboys, circus, Americana, space) or that utilize instruments introduced (percussion, strings). A selection may also be chosen for its soothing quality.

Science: Gather tools for studying measurement, light, gardening, animals, and graphing to allow the child to experiment and hypothesize.

Sensory: Provide a sand and water table to encourage exploration along with touch, smell, and taste stations.

Writing: Gather individual plastic letters. Display cards with the children’s names. Encourage the children to match the plastic letters to the letters on their name cards.
Preparation of Teacher Materials

Take time to peruse your materials to become familiar with them and see what you have. You can’t get lost. It’s all neatly packaged, easy, and fun to use.

Teacher’s Editions

You will find a wealth of invaluable information in the three Teacher’s Editions. These books are very user friendly, with the Lesson Plan Overview included in each book on pages xviii–xx. The curriculum is organized by unit themes that are broken down even further into weekly and daily lessons.

At the beginning of each unit you will find a Unit Overview, including a brief description of the unit, suggested bulletin board ideas (Teacher Toolkit CD), and unit songs. Recordings of the songs can be found on the Listening CD, and the words to the songs are printed out in each lesson.

Next, you will find a weekly preview that suggests a snack along with items that you will need to gather and prepare for the week. Remember, you will need to prepare only the items for the activities that you have selected to use for your class. Some teachers have found it helpful to have parents sign up at the beginning of the year for the weekly snacks. To remind the parents about their snack, send reminder notes home the week before their turn.

You will note that there are small yellow boxes throughout the Teacher’s Editions. These are teacher helps and reminders. Some of the small yellow boxes are labeled “Making Sounds Make Sense.” These were written by a speech pathologist to assist you when teaching your students how to learn to make the letter sounds correctly.

As you look at the daily lessons, you will see that they are ordered and scripted for you. Please remember that these are just suggestions to help ease your transition into this new curriculum. We would encourage you to use your own words as you become familiar with it. You may also place the activities into your own schedule in the order of your choosing.

When preparing for the lesson, look first at the yellow Skill Steps box at the top of the first page to identify the general concepts being taught. Then look for the color-coded section headers and icons to find more detailed descriptions and instructions for each subject. You will also find pictures of any manipulatives, charts, or other parts and pieces that are necessary.
Appendices

In the Appendix, the last pages of the Teacher’s Editions, you will find numbered pages that start with an A. These color-coded pages can be reproduced for use in your classroom.

- Blue: Bible Action Truths, as well as Bible Promises
- Yellow: sheet music for the songs in the lessons
- Red: additional work or review pages; you will be instructed in the lesson plans when there is an available page in the Appendix

Additional Note:
Thanksgiving and Christmas Units

The Native American and Pilgrim lessons (56–65) need to fall the two weeks before your Thanksgiving Break and the Christmas lessons two weeks before your Christmas Break. The Christmas lessons (76–85) are all review, so this is a good time to get caught up if you have fallen behind on any lessons, skills, or concepts. Depending on your school’s calendar, you may have to make some adjustments to the order of units to have Thanksgiving and Christmas lessons fall at the correct time.

More Footsteps:
Extra Features of FFF

There is a heading towards the end of the daily lessons called “More Footsteps.” These extra activities can be incorporated into a morning program, as time allows, or used to help extend the day for an all-day program.

Story and Rhyme Time

Story and Rhyme Time provides suggested books to go along with the daily theme. You will find a complete book list online at http://www.bjupress.com/resources/pdfs/reading/booklists-early-childhood.pdf. Your local library is a great resource for obtaining these books, and many local libraries are very helpful in collecting books for you and issuing Teacher Loans, given advance notice. Of course, if you have your own books that go along with the theme, we encourage you to use those.

Music with Honey

Starting in Lesson 22, these segments occur twice a week and are designed for teaching beginning music and movement skills that help children develop rhythm, coordination, listening skills, and more.

Eager Beavers

Eager Beavers are additional lesson sections for the four-year-olds who are ready to read. These extra segments begin in Lesson 56 and occur three times a week. You may choose to do this with your whole class, with a small group, or not at all, depending on the readiness of your students. As the children progress through these segments, along with the daily Prereading sections, they will soon begin to read from the eleven readers that can be found right before the cardstock activities in the Student Activity Packet.
Hand Puppet and Backpack

Don’t underestimate the value of Max the puppet! Use Max every day as you gather with your children under the Teaching Tree. He is incorporated into many of the daily lessons as well. Make a big deal about Max’s birthday in Lesson 7. Use it as an opportunity to create excitement about upcoming birthdays of the children. Make Max a part of all classroom celebrations and special days.

Teaching Visuals—Punch out pieces and laminate them along with all charts for longer durability. Organize all pieces into bags or small plastic drawers.

100 Day Counting with Max—Display these counters with Max at one end and the 100 paw prints (gray side showing) leading all the way to the doghouse. Turn a paw print over each day to count the first 100 days of school as you count the 100 steps to Max’s doghouse. Encourage counting by 10s through this process, using the color-coded groups of ten days.

Birthday Train—Punch out and laminate the Birthday Train and display it on a classroom wall. Add the children’s names to the appropriate month of their birthdays. Allow students who have birthdays that occur during the summer when school is not in session to celebrate half birthdays at school.

Alphabet Handwriting Wall Charts—Mount these charts as permanent room décor.

Phonics Charts and Teaching Tree—Punch out pieces and laminate all charts for longer durability. Organize all pieces into bags or small plastic drawers.

Teaching Tree—For the beginning of the year, put the “summer” tree together on a low bulletin board or on the wall in front of the circle time area. Have the tree manipulatives (acorns, strawberries, dog bowls, and weather pieces) organized and at your fingertips. Change the tree according to the seasons.

Phonics Charts—Leave room on a wall to put these up and leave them up as you come to each letter in the lesson plans.

Listening CD Set

CD 1 includes the words and tunes for the songs taught in the lessons. There are listening activities as well. CD 2 includes all the additional music and listening activities for Music with Honey.

Student Practice Cards

You may use these as you see fit. Some teachers send home the cards individually as the concepts are taught at school. If you use this method, encourage parents to punch a hole in one corner of each card and keep these on a ring for practice at home. Other teachers choose to send the whole packet home at the end of the year for summer review.
While we know that preschool students are not given formal assessments, such as quizzes, tests, or exams, it is still crucial that teachers are assessing group and individual progress throughout the year.

**What assessments are appropriate for your students?**

At this stage in your students’ careers, there will not be much of a need for tests or quizzes (summative assessments), as they are inappropriate to the students’ age and development level. However, there are many types of assessments that are not only appropriate but necessary to the success of each student. By using assessments such as observation reports, checklists, or other progress monitoring tools (formative assessments), you are able to get a clear idea of how each child starts the year and how he progresses throughout.

**What purpose does the assessment accomplish?**

The primary purpose of assessments is to provide information to guide your instruction of the class. If your observations indicate that most of your class did not absorb a concept, you will know to go back and reteach the concept to insure comprehension. Assessments should always help to direct your instruction.

Assessments and observation go hand in hand. Assessments can help hone your skills as an observer, but you also need to be a careful observer to make useful assessments. As you interact with and closely observe your students, your goal should be to better gauge general class progress, as well as each child’s understanding and growth. This will enable you to better individualize your instruction to meet all your students’ needs. It will also keep the importance of accomplishing the goals of each lesson in the forefront of your mind, which will help you be more purposeful in your teaching.

**What assessments are included in the Footsteps for Fours program?**

On the *Teacher’s Toolkit CD* (inside back cover of TE, Part 1): Sample assessments, designed to be used quarterly or periodically to measure skill and concept development, are located on the Toolkit CD. They can also be used to check progress against the state standards for kindergarten readiness.


Posted on the BJU Press webpage are other assessment resources that will help you achieve the philosophy of assessment that has been described.

- A Developmental Readiness Checklist is provided to give you a marker with which to measure each student’s progress throughout the year. If used several times throughout the year, this checklist will demonstrate individual progress.
- Unit Assessments are also posted to help you evaluate student comprehension at the end of every unit. This can be a valuable tool that will help you as you plan the teaching of the next unit.

**Who should be assessing the student?**

While you, the teacher, will do the majority of the assessing for your students, we also recommend that you involve the parents in the process. They are a wonderful resource in helping you understand their child. Take advantage of that insight. Allow parents the opportunity to complete observation records and share their input. This will demonstrate a partnership by showing that you value their input and are on the same team, trying to accomplish the same goal.
Lesson 49: Fall's in the Air

Skill Steps

Lesson 49: Fall's in the Air

Under the Teaching Tree includes weather and calendar activities, the pledges, and a brief review of the skills taught in the previous lesson.

Science

Prereading

Letter-Sound Recognition C/c

Lesson 49: Fall's in the Air

Welcome

Fall Week

I love fall. Fall is the harvest season. It’s filled with colors and smells and tastes. Apples and raisins and pears and strawberries and cherries and grapes. And, of course, leaves. Leaves come in all sorts of colors and shapes and sizes. Look at these leaves. They’re all different shapes and sizes and colors. Which leaf do you think is the biggest? The smallest? The tallest? The shortest? The prettiest? The ugliest?

Science

Preparation

Overview

Lesson 49: Fall's in the Air

Welcome

Fall Week

I love fall. Fall is the harvest season. It’s filled with colors and smells and tastes. Apples and raisins and pears and strawberries and cherries and grapes. And, of course, leaves. Leaves come in all sorts of colors and shapes and sizes. Look at these leaves. They’re all different shapes and sizes and colors. Which leaf do you think is the biggest? The smallest? The tallest? The shortest? The prettiest? The ugliest?

Science

Preparation

Overview

Lesson 49: Fall's in the Air

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Handwriting stroke descriptions aid the teaching of PreCursive letter formation.

Writing Packet pages provide practice in writing the letters and numbers.

More Footsteps suggests optional morning or afternoon activities to enhance the regular half-day schedule or help complete a full-day program.

Music with Honey appears two times each week with an emphasis on enjoyment of music, age-appropriate music elements, and introduction of basic music concepts. Honey, the hummingbird mascot, adds extra enjoyment to the lessons.

Center activities extend the themes and incorporate meaningful practice of concepts.

Math manipulatives encourage hands-on learning.

Wrap It Up! gives a brief review of key concepts of the lesson.

Making Sounds Make Sense helps the teacher describe how letter sounds are made.

Listening stories and integrated comprehension questions carry the lesson theme and encourage thinking skills. Activity Packet stickers and worktext and supplement pages finalize the concept of the lessons.

Music with Honey: 3.0. 1.

- Make Honey "sing" the sound of "h" in "hunt" or "hike." Print the letter "h" on the board. Lead the children in air-tracing the letter. Then tell them to drop their finger to the green line beneath the letter "h." Drop down right toward the green line and curve.
- Put your finger on the letter right below Sophie. Drop to the green line, and say, "Circle!" Lead the children in making a circle with their hand. Repeat with the letters "k," "p," "b." (Be sure that "b," "p," and "k" are the same height above the green line.)
- Ask a child to name his favorite object in Max's backpack. The child may name a pencil, crayon, or one of the objects "written" on page 3. Drop your hand right beneath the letter "w." Drop down right toward the green line and curve. Make a w. Say, "W." (Be sure that the "w" is the same height above the green line.)
- Can you see her ring sparkling in the spotlight? Rosalie is also wearing her "r." Drop your hand right beneath the letter "r." Drop down right toward the green line and curve.
## Unit 1: The Sidewalk to My House

### School Days

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1: Welcome</td>
<td>1</td>
<td></td>
<td></td>
<td>taking turns; helping; calendar date; name recognition; personal space; classroom rules; locating classroom items; weather conditions</td>
<td>up, down</td>
<td></td>
</tr>
<tr>
<td>2: Classroom</td>
<td>2 1</td>
<td></td>
<td></td>
<td>participation in an action rhyme; listening; recalling details; classroom rules; name recognition</td>
<td>front, back</td>
<td></td>
</tr>
<tr>
<td>3: Begin with A</td>
<td>3 A</td>
<td></td>
<td></td>
<td>name recognition; color red</td>
<td>top, middle, bottom; traffic light colors</td>
<td></td>
</tr>
<tr>
<td>4: Being Kind and Polite</td>
<td>4 B</td>
<td></td>
<td></td>
<td>name recognition; helping others; color red</td>
<td>first, next, last</td>
<td>5e Friendliness; Kindness</td>
</tr>
<tr>
<td>5: Let’s Play</td>
<td>5, S1 A, B</td>
<td></td>
<td></td>
<td>red day; name recognition</td>
<td>up, down; first, next, last; top, middle, bottom</td>
<td></td>
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</table>

### All about Me

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6: Who Am I?</td>
<td></td>
<td>C</td>
<td></td>
<td>manners; color blue; matching letters to names; created by God; cultural diversity</td>
<td>alike, different; sorting by color; circle</td>
<td>God made me.</td>
</tr>
<tr>
<td>7: My Birthday</td>
<td>6 2 D</td>
<td></td>
<td></td>
<td>birthdays; sequencing</td>
<td>up, down; front, back; sorting by size</td>
<td></td>
</tr>
<tr>
<td>8: I Can Work</td>
<td>7 3 A–D</td>
<td></td>
<td></td>
<td>appreciating our bodies; working; rhyming; nursery rhymes; sequencing</td>
<td>number recognition 1</td>
<td>2e Work; Eccles. 9:10</td>
</tr>
<tr>
<td>9: My Shadow</td>
<td>8 E</td>
<td></td>
<td></td>
<td>shadow; rhyming</td>
<td>sorting by shape; counting down</td>
<td>God made me special.</td>
</tr>
<tr>
<td>10: My Friend</td>
<td>9 4 F</td>
<td></td>
<td></td>
<td>blue day; experience story</td>
<td>more, fewer</td>
<td></td>
</tr>
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</table>

### Fun with the Gingerbread Man

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>11: I Can Hear</td>
<td>10 5 A–F</td>
<td></td>
<td></td>
<td>color yellow; awareness of self; uniqueness as God’s creation; listening for story details; five senses; hearing</td>
<td>over, under; square</td>
<td>God gave me senses.</td>
</tr>
<tr>
<td>12: I Can Smell</td>
<td>11 6 G</td>
<td></td>
<td></td>
<td>listening comprehension; sense of smell; experimenting</td>
<td>number recognition 2; sets of 1–2; inside, outside</td>
<td>3a Self-concept</td>
</tr>
<tr>
<td>13: I Can See</td>
<td>12 7 H</td>
<td></td>
<td></td>
<td>sight</td>
<td>on, off; top, middle, bottom</td>
<td>3a Self-concept; Compassion</td>
</tr>
<tr>
<td>14: I Can Taste</td>
<td>S2 8 A–H</td>
<td></td>
<td></td>
<td>alike, different; taste</td>
<td>standard measurement; sequencing events; before, after, middle</td>
<td>5d Communication</td>
</tr>
<tr>
<td>15: I Can Touch</td>
<td>13 9 I</td>
<td></td>
<td></td>
<td>yellow day; senses; touch; texture; sequencing a story</td>
<td>over, under; on, off; inside, outside; number recognition 1–2; sequencing three colors</td>
<td>7c Thankfulness to God</td>
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</tbody>
</table>

### My Family and My Pets

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>16: My Parents</td>
<td>14 10 J</td>
<td></td>
<td></td>
<td>parents; color green</td>
<td>big, little; large, small; triangle</td>
<td>I. God as Master; 5a Thankfulness to men</td>
</tr>
<tr>
<td>17: Brothers and Sisters</td>
<td>15 11 A–J</td>
<td></td>
<td></td>
<td>brothers; sisters; family</td>
<td>more, fewer; nonstandard measurement</td>
<td>5a Love</td>
</tr>
<tr>
<td>18: Grandparents’ Day</td>
<td>16 12 K</td>
<td></td>
<td></td>
<td>grandparents</td>
<td>number recognition 3; counting sets</td>
<td></td>
</tr>
<tr>
<td>19: My Pet Dog</td>
<td>17 13 L</td>
<td></td>
<td></td>
<td>discerning sounds; caring for animals</td>
<td>long, short, tall</td>
<td></td>
</tr>
<tr>
<td>20: My Pet Cat</td>
<td>18 14 A–L</td>
<td></td>
<td></td>
<td>green day; cats</td>
<td>circle, square, triangle; start on signal</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 2: Neighborhood Streets

<table>
<thead>
<tr>
<th>Lesson Name &amp; Number</th>
<th>Activity Packet</th>
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<tbody>
<tr>
<td><strong>My Community</strong></td>
<td></td>
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<tr>
<td>21: Police Officer</td>
<td>19, S3</td>
<td>15</td>
<td>M</td>
<td>color orange; police officer; traffic light</td>
<td>sorting by category; rectangle, square</td>
<td>Obedience to God's and man's laws</td>
</tr>
<tr>
<td>22: Firefighter</td>
<td>20, S4</td>
<td>16</td>
<td>N</td>
<td>firefighter; fire safety</td>
<td>review 1; sets</td>
<td></td>
</tr>
<tr>
<td>23: Doctor</td>
<td>21</td>
<td>17</td>
<td>A–N</td>
<td>doctor, nurse, EMTs; following directions</td>
<td>counting; review 2; tall, short; big, small</td>
<td></td>
</tr>
<tr>
<td>24: Dentist</td>
<td>22</td>
<td>18</td>
<td>O</td>
<td>dentist; dental care; matching</td>
<td>review 3</td>
<td>5e Friendliness</td>
</tr>
<tr>
<td>25: Mayor</td>
<td>23</td>
<td>19</td>
<td>P</td>
<td>orange day; friends; mayor; city hall; map reading</td>
<td>number sets 1–3</td>
<td>5a Love; 5e Friendliness; Eph. 4:32</td>
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<tr>
<td><strong>Transportation</strong></td>
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<tr>
<td>26: Buses</td>
<td>24</td>
<td>20</td>
<td>A–P</td>
<td>color purple; buses; alphabetical order</td>
<td>number recognition 1–3</td>
<td></td>
</tr>
<tr>
<td>27: Cars and Trucks</td>
<td>25</td>
<td>21</td>
<td>Q</td>
<td>cars; trucks; transportation safety</td>
<td>left; right; long</td>
<td></td>
</tr>
<tr>
<td>28: Boats</td>
<td>26</td>
<td>22</td>
<td>R</td>
<td>boats; color recognition; sink, float</td>
<td>number recognition 4; pictograph; square, triangle</td>
<td></td>
</tr>
<tr>
<td>29: Airplanes</td>
<td>23</td>
<td>23</td>
<td>A–R</td>
<td>aircraft; flying</td>
<td>reviewing 1–4; square</td>
<td></td>
</tr>
<tr>
<td>30: Trains</td>
<td>27</td>
<td>24</td>
<td>S</td>
<td>purple day; trains</td>
<td>shapes; all; some; fewer, more; review 4</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3: Going Places in Books</strong></td>
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<tr>
<td><strong>Fables, Tales, and Rhymes</strong></td>
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<tr>
<td>31: Uncle Tim's Race</td>
<td>28</td>
<td>25</td>
<td>T</td>
<td>color brown; plant growth</td>
<td>number recognition 5, oval</td>
<td>2e Work; 7e Humility</td>
</tr>
<tr>
<td>32: The Three Little Pigs</td>
<td>29</td>
<td>26</td>
<td>A–T</td>
<td>matching letters</td>
<td>left, right; shapes; review 5</td>
<td></td>
</tr>
<tr>
<td>33: Goldilocks and the Three Bears</td>
<td>30</td>
<td>27</td>
<td>U</td>
<td>participating in acting out a story</td>
<td>large, small; number sequencing 1–5</td>
<td></td>
</tr>
<tr>
<td>34: Hey Diddle Diddle</td>
<td>31</td>
<td>28</td>
<td>V</td>
<td>rhyming words; nursery rhymes; matching letters</td>
<td>number recognition 1–5; one-to-one correspondence</td>
<td></td>
</tr>
<tr>
<td>35: Humpty Dumpty</td>
<td>32, S5</td>
<td>29</td>
<td>A–V</td>
<td>brown day; nursery rhymes</td>
<td>number recognition 0; concept zero</td>
<td></td>
</tr>
<tr>
<td><strong>Favorite Books</strong></td>
<td></td>
<td></td>
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<tr>
<td>36: The Caterpillar Book</td>
<td>33</td>
<td>30</td>
<td>W</td>
<td>colors black, white; literature; stages of caterpillar development</td>
<td>daytime, nighttime; crescent</td>
<td>God made day and night; Gen. 1:5</td>
</tr>
<tr>
<td>37: The Mouse Book</td>
<td>34</td>
<td>31</td>
<td>X</td>
<td>literature; cause and effect; creative writing; matching letters</td>
<td>sets 0–5; bigger, smaller</td>
<td>Obedience; Contentment; Heb. 13:5</td>
</tr>
<tr>
<td>38: The Rhyming Book</td>
<td>35</td>
<td>32</td>
<td>Y</td>
<td>literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39: The Seeing Book</td>
<td>36</td>
<td>33</td>
<td>Z</td>
<td>literature; identification of animal sounds; colors; facial expressions</td>
<td>number recognition 6; patterning by color</td>
<td></td>
</tr>
<tr>
<td>40: The Bear’s Honey Pot</td>
<td>37</td>
<td>33</td>
<td>A–Z</td>
<td>black and white day; predicting logical steps in a story; literature</td>
<td>review 6</td>
<td></td>
</tr>
<tr>
<td><strong>At the Library</strong></td>
<td></td>
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<tr>
<td>41: The Library</td>
<td>38</td>
<td>34</td>
<td>A /a/</td>
<td>library</td>
<td>shapes; one-to-one correspondence</td>
<td></td>
</tr>
<tr>
<td>42: History Books</td>
<td>S6</td>
<td>35</td>
<td>a /a/</td>
<td>history books; family history</td>
<td>number recognition 7</td>
<td>6a Bible study</td>
</tr>
<tr>
<td>43: Science Books</td>
<td>39</td>
<td>36</td>
<td>Aa /a/</td>
<td>colors; science books; science experiments</td>
<td>identifying shape patterns; sorting by shape; ordinals first–third; review 7</td>
<td>God made colors.</td>
</tr>
<tr>
<td>44: Cookbooks</td>
<td>40</td>
<td>37</td>
<td>B /b/</td>
<td>cookbooks; following directions; rhyming</td>
<td>morning, noon, afternoon, evening</td>
<td></td>
</tr>
<tr>
<td>45: Informational Books</td>
<td>38</td>
<td>38</td>
<td>b /b/</td>
<td>informational books; culture; rhythm</td>
<td>shapes; counting to 10; left and right</td>
<td>5c Evangelism and missions</td>
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</table>
# Unit 4: Along Autumn Trails

## Apple Trees and Colored Leaves

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</thead>
<tbody>
<tr>
<td>46: Picking Apples</td>
<td>41, S7</td>
<td></td>
<td>Bb /b/</td>
<td>sense of taste; exploration; observation</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>estimating height, length, and quantity; measuring height and length using nonstandard measure; alike, different</td>
<td></td>
<td></td>
</tr>
<tr>
<td>47: Little Red Hen</td>
<td>42</td>
<td>39</td>
<td>C /c/</td>
<td>up, down; hot, cold; seasons</td>
<td></td>
<td>I. God as Master; Gen. 8:22</td>
</tr>
<tr>
<td>48: Applesauce</td>
<td>43</td>
<td>40</td>
<td>c /c/</td>
<td>teaspoon, tablespoon, cup, half cup; literature; sequencing pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49: Fall’s in the Air</td>
<td></td>
<td></td>
<td>Cc /c/</td>
<td>seasonal changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50: Colored Leaves</td>
<td>44</td>
<td>41</td>
<td>Aa–Cc</td>
<td>fall; color recognition</td>
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</table>

## In the Pumpkin Patch

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>51: How Pumpkins Grow</td>
<td>45, S8</td>
<td>42</td>
<td>D /d/</td>
<td>observation and exploration of living things; life cycle of a pumpkin</td>
<td></td>
<td>I. God as Master</td>
</tr>
<tr>
<td>52: Pumpkin Fun</td>
<td></td>
<td>43</td>
<td>d /d/</td>
<td>creative writing; rhyming words; colors; examining a pumpkin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53: Story of the Pumpkins</td>
<td>46</td>
<td></td>
<td>Dd /d/</td>
<td>arranging by size; sink, float</td>
<td></td>
<td>number recognition 9; counting sets; top, bottom</td>
</tr>
<tr>
<td>54: Scarecrows</td>
<td>44</td>
<td></td>
<td>d /d/</td>
<td>scarecrows; group writing experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55: Scarecrow Fun</td>
<td>47</td>
<td></td>
<td>Aa–Dd</td>
<td>scarecrows; word substitution</td>
<td></td>
<td></td>
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