

# Using This Teacher Guide

**Features:** The suggested two-day schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Teaching My Story:** In the front of this book you will find a special section on the eight areas of intelligence that is woven through the My Story Series. Will students be learning about facts and figures, exploring history and culture, discovering new words and languages? Yes, to all this and more! Yet this series was not meant to look or feel like a typical social studies course. They were designed to meet the various developmental needs of each child in a unique way. Some call these the eight areas of intelligence or eight learning styles.



**Approximately 30 minutes per lesson, two days a week, for 36 weeks**



**Answer keys are included**



**Worksheets are included for each lesson**



**Flashcards are included that can be used to quiz students**



**Designed for kindergartners in a one-year course**

**Course Description:** This is a unique kindergarten social studies course. Social studies for kindergarten typically include introductions to family and culture, what it is to be a good citizen, basic geography and understanding simple maps, and basic economics and the value of things. For this course, it also includes a better understanding of God's love for us, our families, and other people in the world. The core of the course is built on the foundation of family, neighborhood, and church, and it encourages families to explore the world together through four quests, to understand it better from God's perspective. It is designed to make weekly learning fun and interactive!

**Course Objectives:** This course will focus on:

- ✓ homes and families around the world
- ✓ helping children think about their lives from their immediate families and beyond
- ✓ learning about people in other parts of the world through similar and different foods, rules, and celebrations
- ✓ learning passages of the Bible

As students work through the course, the teacher will be helping them create a story book of their year so they can reflect on who they are in their eyes and in God's eyes. The primary purpose of the course is to introduce God's world to children so they are familiar with more of the world when they are done. The focus is not on rote memory or memorization of facts and figures.

# Charting Your Course

The following are the teaching elements you will find in *My Story K*. As always, teachers are free to adapt the studies to the abilities and skills of each student:

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Narration is a form of instruction where students talk or tell what they've learned in a lesson or respond to information they have learned and apply it to life situations. Talk Time is often started with a question, either about the lesson or about a student's life experience. This is such an important time for the teacher to listen to the words and hearts of the students.

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This is the lesson introduction for the first day of the week. It sets the tone for the rest of the things that will be studied.

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Each lesson includes a phrase for "thank you" from a different language (36 in all). Children are at a prime developmental level for language learning at this age. These are also found in the back of the book on the Language Time Flashcard pages that can be pulled out. Students are encouraged to color in the countries where the language is spoken on the continent maps provided in the back of the book. Teachers will need to help the students find the countries.

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Nine verses throughout the Bible are provided, one for each lesson in each quarter, as a way for younger children to see God's heart, to see what His Word teaches us about Him and ourselves, and to help us live more wisely. These verses are repeated through the quests in order to encourage Scripture memorization. They are also found in the back of the book on God's Scripture Time Flashcard pages that can be pulled out.

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Artistic expression at any age creates an emotional connection to the learning experience. Have fun and color or create!

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From parents to firefighters to road construction workers and more, people in our communities do so much and work so hard to help our world be better. They are God's blessings!

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During each week, students will look for a **yellow highlighted** word on the lesson pages for their Word Collector. The highlighted words are related to important vocabulary words in the lesson, and all have a flashcard in the back of the book that can be cut out and saved.

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At the end of each lesson, there is a time for the child to help create a My Book, which is a fun way to record a bit of themselves in words and images as a record of their life for this vital year. Weekly prompts create a story that includes birth dates, favorite foods, and more. Teachers may help by being the student's scribe. Tear out to save!



At the end of each quest, we will be looking at the different types of foods people around the world eat. More specifically, we will be learning about staples. Staples are food items that we eat every day, sometimes at every meal. And then there will be a special recipe for you to celebrate with!



Each Quest Collector Card has clue questions to keep students alert to what they're learning. Make sure to read these before the quest begins. Tear out each card as you begin a new quest!

## Eight Areas of Intelligence (Multiple Intelligences)

Let's face it. We all learn in different ways. You may be naturally talented in playing basketball or in any sport that you pick up. However, maybe you can't carry a musical tune. We all have different talents with which God has blessed us. Some things come easier than other things. The theory of multiple intelligences was constructed by a developmental psychologist named Dr. Howard Gardner. He is a prolific author in educational theory. His most noted work, *Frames of Mind: The Theory of Multiple Intelligences*, suggests that there are at least eight different types of human intelligence, or ways of understanding the world around us. In his book, he discusses how most individuals rely on one or two dominant intelligences. In our quest to acquire knowledge to understand our heavenly Father and the world around us, it is important to strengthen all of our levels of intelligence (from *Elementary Anatomy* by Dr. Lainna Callentine).

The eight areas of intelligence are the following:

1. INTRAPERSONAL (independent learner, strong self awareness) understands personal thoughts and feelings well. These are the people who are introspective. They tend to understand themselves well. They analyze their thoughts and feelings. They enjoy individual activities. They are "self wise." Teaching element(s) focused on this area:



2. VERBAL-LINGUISTIC (writing, reading, listening) uses language to present ideas and express feelings. These are the people who love to color the world through their words. They think in words. They learn best by writing, reading, and speaking. They are "word wise." Teaching element(s) focused on this area:



3. VISUAL-SPATIAL (visualization, pictures, colors) creates visual images to communicate the world. These are the people who think in shapes, colors, and images. They can see the spatial relations in things and know that things will fit just by playing with them in their minds. They are “picture wise.” Teaching element(s) focused on this area:

Picture time! and Go time!

4. MUSICAL (sound, song, music) is moved by rhythms and music to express thoughts and feelings. These are the people who can pick up a tune naturally. They hear it once and instantly “get it.” They are aware of rhythms and learn best with activities that involve music. They are “music wise.” Teaching element(s) focused on this area:

Language time! and God's Scripture time

5. BODY-KINESTHETIC (physical experiences) experiences the world physically through touch. These people have good physical awareness. They can bound on the playground from apparatus to apparatus like a billy goat scaling the side of a mountain. They are the ones who need to move, and they benefit best through hands-on discovery. They are “body wise.” Teaching element(s) focused on this area:

Picture time! and Go time!

6. INTERPERSONAL (interacts with others, discuss) understands thoughts and feelings of others. These people enjoy working in groups and playing on teams. They enjoy their experiences best with others. They are the “people wise.” Teaching element(s) focused on this area:

Helping time! and Talk time!

7. LOGICAL-MATH (patterns, questions, experiments) uses reason and logic to understand the world. These people are rational intellectuals. They can see the abstract. They work best with numbers or patterns. They are “logic wise.” Teaching element(s) focused on this area:

Go time!

8. NATURALIST (experiential) understands the patterns of nature. These people are acutely aware of the many patterns in nature. They learn best when activities involve animals, plants, and the outdoors. They are “nature wise.” Teaching element(s) focused on this area:

Go time! and Food Time

It can be very rewarding to capture your student’s interest based on his or her particular learning style and then stretch him or her to develop skills in the other intelligences. God calls us at times to step out of our comfort zone. The more we follow Him and allow that discomfort to occur, the more He can use us.

# Suggested Two-Day Schedule

Date	Day	Assignment	Due Date	✓
<b>First Semester-Quest 1</b>				
<b>Week 1</b>	 Day 1	Read Introduction • Pages 13–14 • Remove the first Quest Collector Card Pages 15–16 • Complete Lesson 1: Exercise 1 • Pages 17–20		
	 Day 2	Complete Lesson 1: Exercise 2 • Pages 21–22, 265		
<b>Week 2</b>	 Day 1	Complete Lesson 2: Exercise 1 • Pages 23–26		
	 Day 2	Complete Lesson 2: Exercise 2 • Pages 27–28, 266		
<b>Week 3</b>	 Day 1	Complete Lesson 3: Exercise 1 • Pages 29–32		
	 Day 2	Complete Lesson 3: Exercise 2 • Pages 33–34, 267		
<b>Week 4</b>	 Day 1	Complete Lesson 4: Exercise 1 • Pages 35–38		
	 Day 2	Complete Lesson 4: Exercise 2 • Pages 39–40, 268		
<b>Week 5</b>	 Day 1	Complete Lesson 5: Exercise 1 • Pages 41–44		
	 Day 2	Complete Lesson 5: Exercise 2 • Pages 45–48, 269		
<b>Week 6</b>	 Day 1	Complete Lesson 6: Exercise 1 • Pages 49–52		
	 Day 2	Complete Lesson 6: Exercise 2 • Pages 53–54, 270		
<b>Week 7</b>	 Day 1	Complete Lesson 7: Exercise 1 • Pages 55–58		
	 Day 2	Complete Lesson 7: Exercise 2 • Pages 59–60, 271		
<b>Week 8</b>	 Day 1	Complete Lesson 8: Exercise 1 • Pages 61–64		
	 Day 2	Complete Lesson 8: Exercise 2 • Pages 65–66, 272		
<b>Week 9</b>	 Day 1	Complete Lesson 9: Exercise 1 • Pages 67–70		
	 Day 2	Complete Lesson 9: Exercise 2 • Pages 71–75, 273		
<b>First Semester-Quest 2</b>				
<b>Week 10</b>	 Day 1	Remove the second Quest Collector Card • Pages 77–78 Complete Lesson 10: Exercise 1 • Pages 79–82		
	 Day 2	Complete Lesson 10: Exercise 2 • Pages 83–84, 274		
<b>Week 11</b>	 Day 1	Complete Lesson 11: Exercise 1 • Pages 85–88		
	 Day 2	Complete Lesson 11: Exercise 2 • Pages 89–90, 275		
<b>Week 12</b>	 Day 1	Complete Lesson 12: Exercise 1 • Pages 91–94		
	 Day 2	Complete Lesson 12: Exercise 2 • Pages 95–98, 276		
<b>Week 13</b>	 Day 1	Complete Lesson 13: Exercise 1 • Pages 99–102		
	 Day 2	Complete Lesson 13: Exercise 2 • Pages 103–104, 277		
<b>Week 14</b>	 Day 1	Complete Lesson 14: Exercise 1 • Pages 105–108		
	 Day 2	Complete Lesson 14: Exercise 2 • Pages 109–110, 278		

Date	Day	Assignment	Due Date	✓
Week 15	Day 1	Complete Lesson 15: Exercise 1 • Pages 111–114		
	Day 2	Complete Lesson 15: Exercise 2 • Pages 115–116, 279		
Week 16	Day 1	Complete Lesson 16: Exercise 1 • Pages 117–120		
	Day 2	Complete Lesson 16: Exercise 2 • Pages 121–122, 280		
Week 17	Day 1	Complete Lesson 17: Exercise 1 • Pages 123–126		
	Day 2	Complete Lesson 17: Exercise 2 • Pages 127–128, 281		
Week 18	Day 1	Complete Lesson 18: Exercise 1 • Pages 129–132		
	Day 2	Complete Lesson 18: Exercise 2 • Pages 133–137, 282		
<b>Second Semester-Quest 3</b>				
Week 19	Day 1	Remove the third Quest Collector Card • Pages 139–140 Complete Lesson 19: Exercise 1 • Pages 141–144		
	Day 2	Complete Lesson 19: Exercise 2 • Pages 145–146, 283		
Week 20	Day 1	Complete Lesson 20: Exercise 1 • Pages 147–152		
	Day 2	Complete Lesson 20: Exercise 2 • Pages 153–154, 284		
Week 21	Day 1	Complete Lesson 21: Exercise 1 • Pages 155–158		
	Day 2	Complete Lesson 21: Exercise 2 • Pages 159–160, 285		
Week 22	Day 1	Complete Lesson 22: Exercise 1 • Pages 161–164		
	Day 2	Complete Lesson 22: Exercise 2 • Pages 165–166, 286		
Week 23	Day 1	Complete Lesson 23: Exercise 1 • Pages 167–170		
	Day 2	Complete Lesson 23: Exercise 2 • Pages 171–172, 287		
Week 24	Day 1	Complete Lesson 24: Exercise 1 • Pages 173–176		
	Day 2	Complete Lesson 24: Exercise 2 • Pages 177–178, 288		
Week 25	Day 1	Complete Lesson 25: Exercise 1 • Pages 179–182		
	Day 2	Complete Lesson 25: Exercise 2 • Pages 183–186, 289		
Week 26	Day 1	Complete Lesson 26: Exercise 1 • Pages 187–190		
	Day 2	Complete Lesson 26: Exercise 2 • Pages 191–192, 290		
Week 27	Day 1	Complete Lesson 27: Exercise 1 • Pages 193–196		
	Day 2	Complete Lesson 27: Exercise 2 • Pages 197–201, 291		
<b>Second Semester-Quest 4</b>				
Week 28	Day 1	Remove the fourth Quest Collector Card • Pages 203–204 Complete Lesson 28: Exercise 1 • Pages 205–208		
	Day 2	Complete Lesson 28: Exercise 2 • Pages 209–210, 292		
Week 29	Day 1	Complete Lesson 29: Exercise 1 • Pages 211–214		
	Day 2	Complete Lesson 29: Exercise 2 • Pages 215–216, 293		

Date	Day	Assignment	Due Date	✓
<b>Week 30</b>	Day 1	Complete Lesson 30: Exercise 1 • Pages 217–220		
	Day 2	Complete Lesson 30: Exercise 2 • Pages 221–222, 294		
<b>Week 31</b>	Day 1	Complete Lesson 31: Exercise 1 • Pages 223–226		
	Day 2	Complete Lesson 31: Exercise 2 • Pages 227–228, 295		
<b>Week 32</b>	Day 1	Complete Lesson 32: Exercise 1 • Pages 229–232		
	Day 2	Complete Lesson 32: Exercise 2 • Pages 233–234, 296		
<b>Week 33</b>	Day 1	Complete Lesson 33: Exercise 1 • Pages 235–238		
	Day 2	Complete Lesson 33: Exercise 2 • Pages 239–240, 297		
<b>Week 34</b>	Day 1	Complete Lesson 34: Exercise 1 • Pages 241–244		
	Day 2	Complete Lesson 34: Exercise 2 • Pages 245–246, 298		
<b>Week 35</b>	Day 1	Complete Lesson 35: Exercise 1 • Pages 247–250		
	Day 2	Complete Lesson 35: Exercise 2 • Pages 251–252, 299		
<b>Week 36</b>	Day 1	Complete Lesson 36: Exercise 1 • Pages 253–256		
	Day 2	Complete Lesson 36: Exercise 2 • Pages 257–261, 300		



## Welcome to *My Story K!*

Central to this study is learning to love God more and to love people more. This reflects the heart of Christ: “And you shall love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This is the first commandment. And the second, like it, is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these” (Mark 12:30–31).

### The *My Story K* course is set up as follows:

- Each week, the two days of instruction are preceded by information regarding the supplies needed for that week, developmental mile markers for kindergartners, and the lesson goals of that week. Some might prefer to complete the work of both days in a single day, which is certainly possible.
- Each quarter focuses on a specific instructional area: (1) introductions to family and culture, (2) what it is to be a good citizen, (3) basic geography and understanding simple maps, and (4) basic economics and the value of things, ultimately aiming toward a better understanding of God’s love for us, our families, and other people in the world.
- Faith lessons are taught concerning the value of hard work, faith/trust, kindness, peace, and more.
- Beyond the basic social studies teaching, there is a focus on appropriate language development, social and emotional development, physical development, and spiritual development for kindergartners provided for the teacher.
- During the course, the teacher will help the student develop My Book, a tear-out portion in the back of the course that is written in each week.
- Simple review times at the end of each quarter will help teachers assess learning and growth.

## Developmental Mile Markers of *My Story K*

There are basic kindergarten readiness expectations for children at this age provided at the beginning of each week and based directly on the lesson topics. Though every child is created to learn and mature at his or her own pace, these markers help us be aware of what to expect. The child development focus of *My Story K* includes basic language development, social/emotional development, physical development, and spiritual development.

### Developmental Mile Markers

**Play:** Play is such an important developmental activity for children. They can learn about cooperation, counting, taking turns, following rules, and simply having fun in life. Various games and toys can also help them learn about numbers, letters, and colors in a fun environment.

### Developmental Mile Markers

**Healthy Choices:** You can help children make healthy choices by having them plan out simple meal ideas or think about the value of healthy foods. It is good to have children involved as much as possible with picking out healthy snacks and meals, as this helps them learn how to choose good things.

Examples

Now, let's get to the first quest!

Tear out this page and circle the bolded words as you find them in the lessons!

1. Strong **families** share a lot of similar things, like working together, spending time together, listening to each other, and being thankful for each other.
2. A certain area of land that is ruled by a single government and known by other countries is called a **country**.
3. The word “holiday” comes from merging the words “**holy**” and “day” because the first special days were all special religious days.
4. When we don’t get enough good **foods**, we can get very sick or simply not have energy to do things.
5. **Play** is important because you can learn new words and ways to get along by playing with others.
6. Some **uniforms** are worn for special jobs, like uniforms for soldiers, or firefighters, or the police, so we can recognize those people we need when there’s trouble.
7. Psalm 150 talks about giving praise to God, and it speaks of various ways we can praise Him, including using **instruments**.
8. When you are learning in books about God, or social studies, or math, remember that you should trust in **God** for your wisdom and understanding.
9. The most important book we can read is the **Bible** because it is God’s Word.



Follow the Language  
Time countries on the  
map from Lessons 1-9



# On My Bike for Things I Like My Family and Me

LESSON  
#1

## TEACHER NOTES

### Developmental Mile Markers

**Basics:** Though the development for young children is similar, it is so important to remember that children pass through each stage of development at their own pace. Each stage does build on the prior stage, but it is best not to try to compare children, especially with brothers and sisters in a family. Knowing what to expect from children at typical stages can help keep parents and teachers focus on the specific growth of each child.

### Lesson Goals

Students should be able to:

- Describe how people and families are alike and different and how God loves us all.

### SUPPLIES

- Crayons and Scissors
- My Story* name tags, Scripture flashcards, Language flashcards
- Shoebox or case



**Culture:** The language, art and music, and teachings of a group of people.



A family in China



A family in India



A family in Africa

Name \_\_\_\_\_

MY STORY K

Lesson 1

Exercise 1

Day 1

## Go time!

Are you ready for an adventure? Well, it's time for the first week of your first quest, and *quest* is just another word for adventure. It's go time!

Now, say this word with me: "family." How would you describe your family? Do you think your family is just like every family in the world? God actually helps us find His love in so many ways. This may come from our parents or grandparents, maybe foster families, adoptive families, or sometimes other family members who might be raising us. God is so good to be with us always and with those who take care of us.



Most people think Albert Einstein was one of the smartest people who ever lived, but not everyone thought so when he was a kid. Some people even thought he might never really learn to speak well. But once when he was sick in bed as a child, his dad brought him a compass. No matter how he moved it around, it always pointed magnetic north. He learned that there were things you couldn't see that were still very real in the world, and this sparked his interest. What



sparks your interest and makes you think about wonderful things? Maybe on this quest you will learn that though we can't see God, He is very real and very much loving us every day, and His creation is all around us that shows Him to us.

Before you get too far on this quest, think about making a suitcase out of a shoebox or get a small suitcase to use for your course. Use one of your *My Story* name tags on it from the back of the book. You'll be collecting things here, including geography words and your God's Scripture Time flashcards for you to learn.

## God's Scripture time



Each week for this first quest you will be learning a new verse from the Bible to try and memorize. This would be a good time to cut out your God's Scripture Time flashcards from the back of the book to put in your *My Story K* suitcase! The more we



can memorize from the Bible, the more we come to know God's heart and to know how to live our lives in His love and peace. We are talking about family and **culture** in this quest, and this verse helps us know that our strength and our ability to love and help our family and others doesn't just come from us — Christ gives us the strength we need! Now listen to this verse first, then say it with me:

*I can do all things through Christ who strengthens me (Philippians 4:13).*

## Language time!



Some people in the world speak a language called Arabic. If you want to say “thank you” in Arabic, you just say *shukran* (shoo crawn). Let's say it now, in a whisper: *shukran*.

There are people in a country called Egypt who speak this language. Why don't you get your continent map of Africa



from the back of the book and color in Egypt. It's also time to cut out your Language time flashcards!



Name \_\_\_\_\_

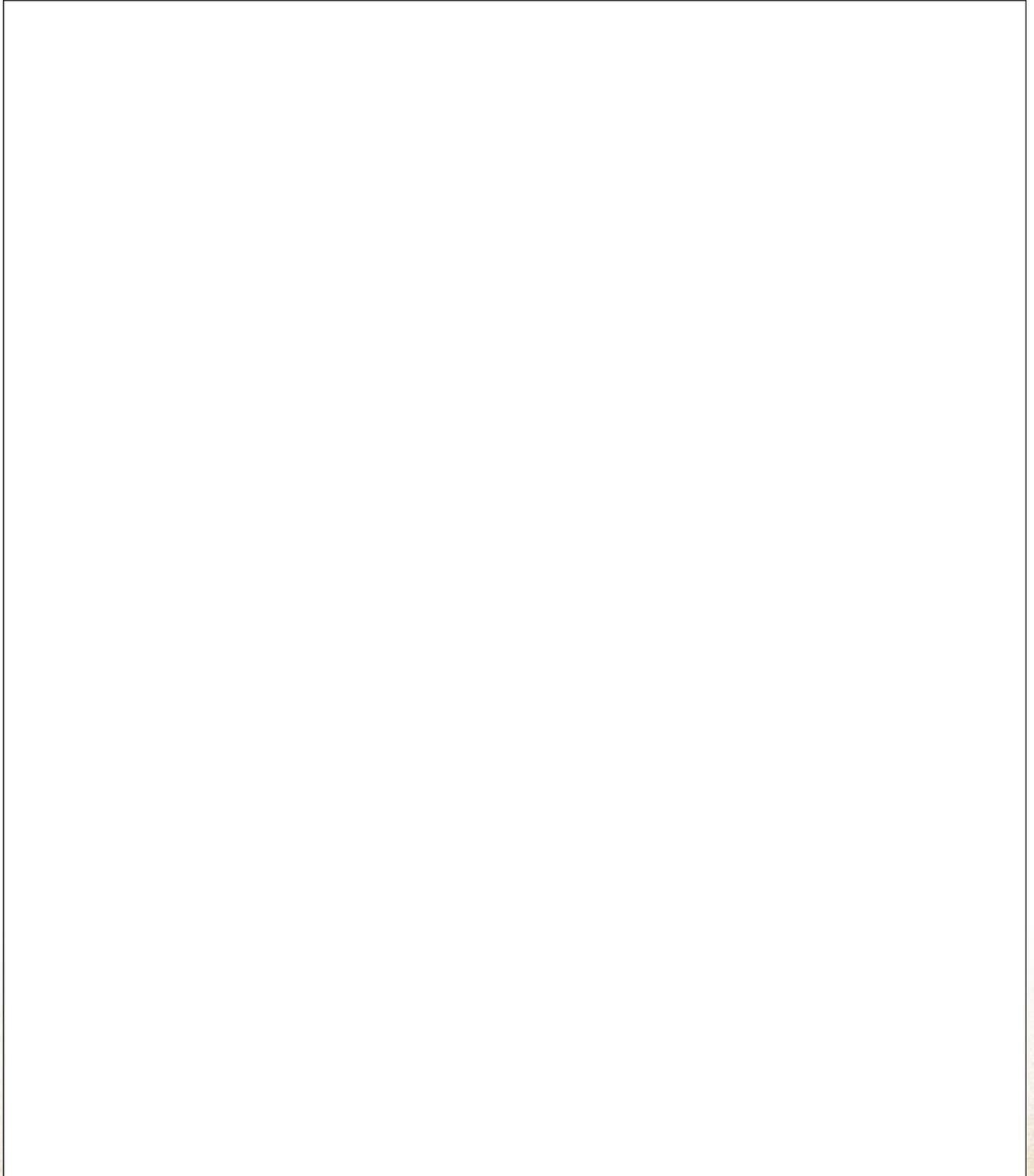
MY STORY K

Lesson 1

Exercise 2 Day 2

Picture  time!

This week we're talking about our families. Take some time to draw a picture of you and your family here. Think about what makes your family so special.



## Helping hands time!

There are a lot of people who are part of the **culture** where you live who are wonderful helpers and heroes. Today we are going to focus on helpers and heroes right in our home! Who takes care of you? Is it your mom, or dad, or both? Or maybe you have a stepmom or stepdad, or a grandparent who cares for you. Some have other family members like aunts or uncles. Anyone in your home who cares for you and loves you is a helper and hero! Love is the light of a family. Love is shown by those who work to provide for your needs, who cook for you, who help teach you, and who keep you safe.



## Talk time!

Strong families share a lot of similar things, which include helping each other, working together, spending time together, listening to each other, and being thankful for each other. Strong families also help each person meet basic needs of life, including food and shelter, health needs, emotional needs like when we are afraid or sad, and social needs. What are some of the wonderful things about your family?

## My Book time!

Turn to the Lesson 1 My Book Time page in the back of this book to complete your story for the week in words and colors. Fill in the information on the top of the page, then write it into the story poem!

# Zipline and Language Time

## Reading and Writing

LESSON  
#9

### TEACHER NOTES

#### End of week recipe ingredients:

- 2 cups all-purpose flour
- 1¼ cups plain yogurt (Greek or regular)
- 2 teaspoons baking powder
- ¼ teaspoon salt

#### Developmental Mile Markers Review

**Basics:** Though the development for young children is similar, it is so important to remember that children pass through each stage of development at their own pace. Each stage does build on the prior stage, but it is best not to try to compare children, especially with brothers and sisters in a family. Knowing what to expect from children at typical stages can help keep parents and teachers focused on the specific growth of each child.

**Self-worth:** It is important to help develop a healthy sense of self-worth or self-esteem in children. For the follower of Christ, this includes the sense of worth from God's eyes, who loves us all so deeply. So wherever children live and grow up, they can know that God has placed them there for His higher purpose.

**Healthy Emotions:** You can help children develop healthy emotional responses by talking with them about their emotions, letting them know that emotions are natural, and teaching them ways to cope with anger or sorrow. This can be especially true at holidays and special times for kids who do best with routine. Talk out how a particular day or week will be different and how they can be ready for this experience.

#### SUPPLIES

- Crayons or colored pens or pencils
- Word Collector flashcards (for review)
- See recipe

**Healthy Choices:** You can help children make healthy choices by having them plan out simple meal ideas or think about the value of healthy foods. It is good to have children involved as much as possible with picking out healthy snacks and meals, as this helps them learn how to choose good things.

**Play:** Play is such an important developmental activity for children. They can learn about cooperation, counting, taking turns, following rules, and simply having fun in life. Various games and toys can also help them learn about numbers, letters, and colors in a fun environment.

**Fine Motor Skills:** Children 4 to 5 years old should be able to write out some of their letters and button their clothing. Find jackets or costumes that make it fun for them to practice their buttoning skills.

**Play:** Individual play helps children expand their imaginations. Playing with others can help develop a sense of teamwork. This play can involve music and songs, which have long been known to help with memory skills.

**The Joy of Reading Out Loud:** One of the most educationally inspiring things a parent can do is to read to his or her child. The joy of reading is most often a skill caught by young children as someone reads to them, letting them experience the happiness of hearing a story spoken to them, something even some young readers still love. Remember to find books you love to read, to make this reading time feel special, to show the children the pictures as you read, to have them learn about people around the world, and to have this special time every day.

## Lesson Goals

Students should be able to:

- Describe a little of the history of words, first depicted as pictures and then represented by connecting letters to form words.



**Symbols:** A picture that means something to people.



Name \_\_\_\_\_

## Go time!

The last week of your first quest? Yes, it's go time!

Long ago in a place called Egypt, they used something called hieroglyphs to write about their world. These were pictures or **symbols** that meant something to the people long ago. Now many people use emojis to tell about emotions and more. These are pictures that people send each other to say "I love you" or "I'm happy."

Emojis were first created by a man named Shigetaka Kurita. What is important to learn when you are first beginning to read and write is that letters (like A and D) and words (like "hello") are also **symbols**.

Learning to read involves figuring out **symbols**. These would be the **symbols** for letters that combine to make words, as well as **symbols** for words themselves.

But what is most important is being able to understand the words we read or that someone reads to us. You might be able to figure out how a word sounds by

looking at it, but understanding what it means can take a long time. This is why it is so important for you to have people who read to you. See if you can save even 15 or 20 minutes a day to have reading time. You might say back what was read to you and ask questions if you have any. Reading can be fun, and we can learn so much about the world from a book. Also, reading the Bible helps us understand God's love for us and how we can love others more!



## God's Scripture time



Get your God's Scripture Time flashcards ready! We are talking about reading and writing in this lesson. In this week's verse, we learn that we should believe on the name of Jesus and love each other. The most important book we can read is the Bible because it is God's Word. When we read it, we learn His heart for us and for our world. Now listen to this verse first, then say it with me:

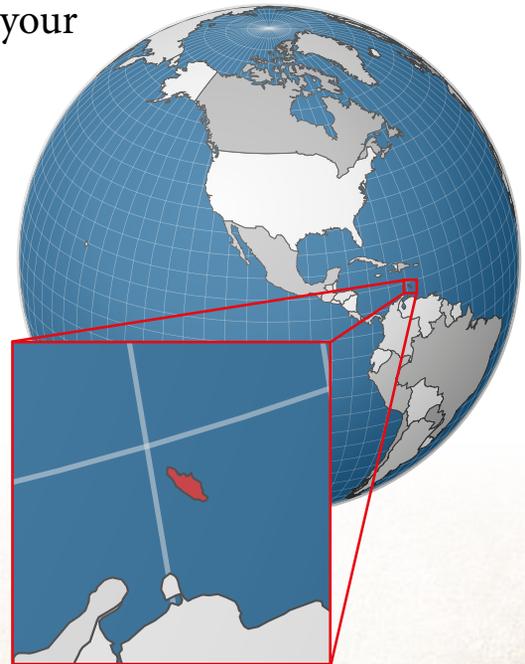
*And this is His commandment: that we should believe on the name of His Son Jesus Christ and love one another, as He gave us commandment (1 John 3:23).*



## Language time!



Some people in the world speak a language called Dutch. If you want to say "thank you" in Dutch, you just say *dank u* (dawn koo). Let's say it now, in a whisper: *dank u*. There are people in a country called Curaçao who speak this language. Why don't you get your continent map of South America and color in Curaçao!

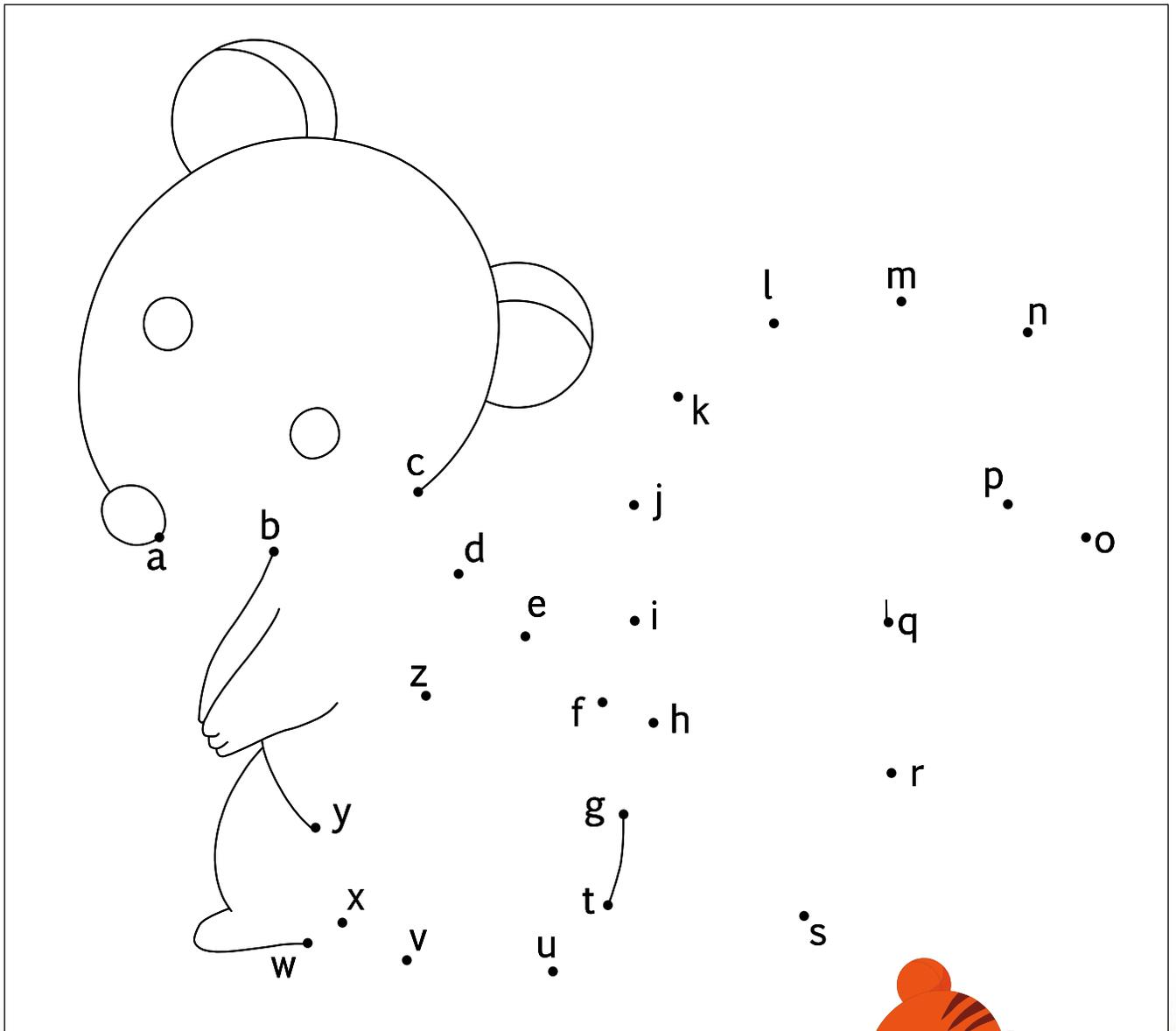


Name \_\_\_\_\_

# Picture time!



**DOT-TO-DOT:** Complete the dot-to-dot starting with **a**, the first letter of the alphabet, and finishing at **z**, the last letter of the alphabet. Then color.



## Helping time! hands

Now is a special time when you are just learning to start reading and writing letters, numbers, and **symbols**. Everyone grows at a different pace and with different skills and gifts because that's how God created us! Know that in every community there are people who help us learn reading and writing skills, including parents and caregivers who are often our teachers. Also, there are speech therapists who can help us speak more clearly, eye doctors who can help us see what we are reading more clearly, and bookstores and libraries that provide books for us as we learn the joy of reading.



## Talk time!

You might be just learning about reading and writing in this school year. If you were able to write a book, what kind of book would you like to create?

## My Book time!

Turn to the Lesson 9 My Book Time page in the back of this book to complete your story for the week in words and colors!



## Breads Around the World!

At the end of each quest, we will be looking at the different types of foods people around the world eat.

More specifically, we will be learning about staples. Staples are food items that we eat every day, sometimes at every meal.

The first staple we'll be looking at is bread. What each different type of bread looks like and its ingredients may be different, but throughout the world, there is some type of bread at our tables.

Go to your pantry, bread box, or refrigerator, wherever you keep bread. What types of bread do you have in your house? When do you eat bread? Do you have toast for breakfast? A sandwich for lunch? Do you have bread at dinner?

Look at the map from around the world. How many different kinds of bread have you tried before?



Here's a recipe to try and make with your teacher:

## Naan

### Ingredients

- 2 cups all-purpose flour or gluten-free baking flour
- 1¼ cups plain yogurt (Greek or regular)
- 2 teaspoons baking powder
- ¼ teaspoon salt

India,  
the Middle East,  
and throughout  
Asia

Place all four ingredients together in a large bowl. Use your hands to form the dough into a ball while still in the bowl. Knead the dough for about a minute. It will be slightly sticky. Add flour to the dough if needed to make it easier to handle.

Divide it into six equal pieces. Dust a rolling pin with flour and roll each ball into a 6" to 8" circle. It may be slightly oval, and that is fine too.

Teacher should heat a frying pan (cast iron is best) until hot. No oil is needed. Cook for 1–2 minutes on each side until bread begins to puff up a bit and is slightly blistered or toasted in spots.

Naan is best served warm. It can be brushed with butter or olive oil.



QUEST  
ONE



# CONGRATULATIONS!

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Name

Finished Quest One of *My Story K!*

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