



2025 - 2026

A Look Inside

Lillio Learning™
powered by  **FunShine**
Express

A Look Into Lillio Learning Curriculum

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Welcome to Lillio Learning™

As an early childhood educator, you know that building strong, trusting relationships with the children in your care is one of the most critical components of their success. For nearly three decades, first as FunShine Express and now as Lillio Learning, we've developed high-quality, research-based, state-aligned early learning curriculum that simplifies planning and provides daily opportunities for you to do just that.

Our curricula stimulate thinking, reasoning, decision-making, and problem-solving, with approaches to learning that account for the fact that children learn best by doing. We incorporate activities to help adults build strong relationships by paying attention to children's feelings, interests, and needs. Active learning and choice are encouraged so that young children can grow and develop in a loving, nurturing environment.

Thank you for partnering with us to help ensure that every child has access to high-quality early care and education during these critical years for development and learning. We invite you to learn more at our website: lillio.com/features/curriculum.



Beth Ehli

President, FunShine Express

A handwritten signature in black ink that reads "Beth Ehli".

Why Lillio Learning™?

Lillio Learning begins with the premise that when children are actively engaged, they are learning. By providing consistency and a predictable routine, children can anticipate what happens next and feel safe to explore and discover. Activities that include open-ended questions to promote language development, thinking, and problem-solving help children develop deeper understanding of concepts, and multisensory experiences allow children to learn through touch, smell, taste, sight, and hearing. Each activity is designed to help educators address each child socially, physically, emotionally, and cognitively.

Lillio Learning for Infant and Toddler Classrooms

Lillio Learning for Infant and Toddler Classrooms is an interactive curriculum for children from birth up to 36 months. It includes daily lesson plans, tips for individualizing activities, observation prompts, and extensions for older toddlers. Each theme includes a set of infant-specific activities and six exploration stations with suggested interactions.

Lillio Learning for Preschool Classrooms

Lillio Learning for Preschool Classrooms is a research-based curriculum developed for children ages 3 to 5 years old. Teacher guidance, transition ideas, observation prompts, and individualization strategies are embedded into activities in each theme. The activities are designed to create enthusiasm for learning and to build critical school readiness skills.

Lillio Learning Weekly Planner

The Lillio Learning Weekly Planner is a digital planning tool that enables educators to schedule activities using an online calendar. Educators can use the tool to write their own learning activities, access Lillio Learning curricula, or plan custom content that integrates Lillio Learning activities. Educators can create a personal library of activities to reference and reuse as needed. When creating custom activities, educators can tag skills from their state early learning standards to demonstrate they are supporting learning across the learning domains and supporting children in developing crucial skills for school readiness.

The Weekly Planner contains two distinct features for ease of planning: a weekly routine section that allows teachers to set up a template of experiences for each week and drag & drop functionality to allow teachers to change plans quickly when necessary.

**TAKE YOUR
LESSON
PLANNING
DIGITAL**



The Evolution of Lillio Learning™

Nearly 30 years ago, Lillio Learning began as FunShine Express, developed by Founder Beth Ehliis to provide activities for her own licensed childcare program in North Dakota. From the beginning, the curriculum has been grounded in a commitment to best practices and active learning, with support to help educators build strong, loving, secure relationships with the children in their care.



FunShine Express founded by Beth Ehliis, Lisa Kessel, and Patricia Ehliis, sisters/mother team. 32 kits sold first month. All reorder.



Developmental Skills are included for every activity. Assessment and Observation introduced. Business moves to a larger facility.



Sprouts curriculum is merged into Fireflies. Buttercups Infant/Toddler Curriculum is introduced.

1995

2004

2008

1997

FunShine Express acquires first office space. Curriculum becoming more intentional, addressing specific learning goals.



2005

Curriculum is redesigned and branded as Sprouts and Fireflies.



2010

Recognized by North Dakota SBA as Small Business of the Year. Curriculum products now reach 50,000 children/day.



Over the years, the curriculum has evolved, expanded, and improved, but that original commitment still holds true to this day.

FunShine
Digital

FunShine Digital curriculum is released. Work begins on individual state approvals of all programs.



FunShine Digital is a Finalist for EdTech Digest Awards for Cool Tool and Trendsetter.



FunShine Express partners with HiMama, the #1 rated childcare management software for early childhood programs.

2014

2019

2021

2017

Development and release of the revised Early Learning and Development Continuum. New Assessment and Observation tools.



2020

Alignment of Early Learning Development Continuum to every state is completed, assisting with state acceptance of content.



2023

HiMama rebrands to Lillio to reflect larger product offering. Followed by the rebrand of FunShine Express to Lillio Learning.

Lillio Learning™
powered by **FunShine Express**



How Does Lillio Learning™ Support Individualized Instruction?

Individualized instruction focuses on the unique interests and abilities of each child and begins with knowing the children in your care and their skill levels on a developmental continuum. No two children develop at the same rate, and meeting children's needs at their unique developmental level helps them feel successful, develop a positive self-image, and feel intrinsically motivated to continue learning.

Lillio Learning offers support for individualizing instruction by embedding suggestions for individualization into the content of our daily activities. We focus on three forms of individualization within our curriculum guides: scaffolding, making adaptations, and strategies for extending learning. Each form of individualization encourages the educator to consider each child's level of development, emerging skills, and responses to the environment. Suggestions for individualization are marked in red font and appear at the end of daily activities.

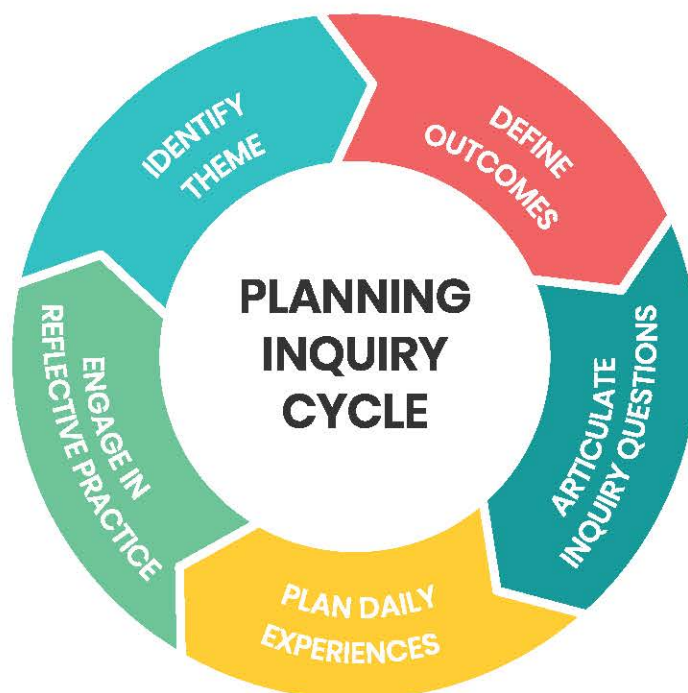


How Does Lillio Learning™ Support Inquiry-Based Learning and Emerging Literacy Skills?

Lillio Learning curricula values play, fosters a positive learning disposition in each child, and provides a framework through which educators can ensure that the children's learning experiences are consistent with the program's goals.

Learning experiences are organized around themes that are related to children's natural interests, shared traditions, and seasons. Planning begins by explicitly defining the learning goals for each theme. This ensures that the offered learning experiences are purposeful and inform assessment and that instruction is grounded in outcomes. Once outcomes are clearly defined for a theme, we articulate questions related to the outcomes that children should be able to answer by the end of a theme. This ensures that our learning activities lead to the attainment of outcomes. We close the inquiry loop by offering reflective practice questions for educators. These questions support educators in scaffolding learning, developing and testing new strategies, and fostering a high-quality learning environment.

Our approach to pre-literacy is informed by the Science of Reading and ensures children leave preschool with the skills they need to learn how to read. We emphasize the relationship between letters, phonemes, and written expression, as well as rhyming, read-alouds, and robust vocabulary. Pre-literacy instruction is dynamic and interactive across the learning domains and age groups.



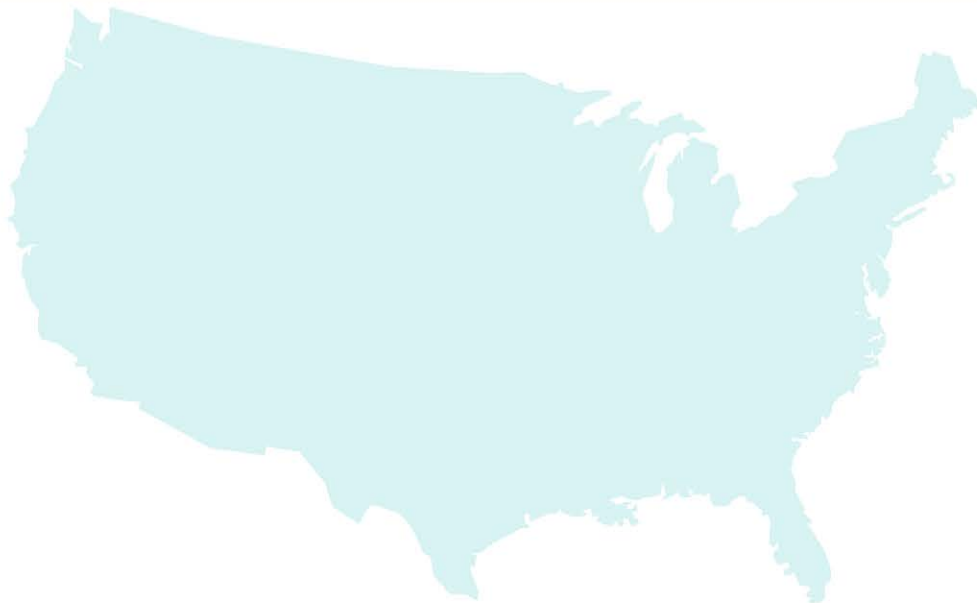
Is Lillio Learning™ Aligned to Early Childhood and State Standards?

The Lillio Early Learning and Development Continuum (LELDC) is a curriculum framework that ensures each activity and theme adheres to high-quality, developmentally appropriate practices. It is aligned to early learning and development standards in states across the country, which helps educators understand where each child is on the continuum of learning and development and that their planned activities meet required content.

The LELDC is organized into eight domains that represent major areas of development and learning. Each domain is divided into four subdomains and goals, which help define more specific skills that comprise the domain. Within each subdomain, we have identified a set of indicators. Each indicator shows what a child should know or be able to do in that area. Domains, subdomains, and sets of indicators for Dual Language Learners (DLLs) are also included.

State Alignments and Approvals

The Lillio Early Learning and Development Continuum is aligned with early learning standards and guidelines from states across the nation. We are confident our early learning materials meet or exceed the standards set forth by states and early childhood organizations. Developing alignments is an ongoing process. State alignment and approval lists for Lillio Learning can be found at: funshineexpress.com/alignments.



Early Learning and Development Continuum

Domains
Represent major areas of development and learning.

Subdomains
Organize the content within overarching domains into focused learning areas.

Goal
A broad skill the child is working toward within the subdomain.

Age Range
Approximate ages when certain development begins and progresses.

Indicators
Skills the child should know by the end of the developmental age range.

Early Learning and Development Continuum				
		Infants 0-12 months	Young Toddlers 1-36 months	Older Toddlers 3-5 years
Domain/Subdomain	Goal	Indicators		
Language/Literacy	1.1 Receptive Language (Listening)	1.1.1 Understands spoken language	1.1.2 Responds to language/signs appropriately	1.1.3 Responds to directions/named stories
	1.2 Expressive Language (Speaking)	1.2.1 Uses sounds/gestures/signs to express needs and wants	1.2.2 Uses new words to label things, sing songs	1.2.3 Participates in two-way conversations/extended language
	1.3 Foundational Reading	1.3.1 Shows interest in songs/rhymes/stories	1.3.2 Handles books without help; enjoys shared reading	1.3.3 Identifies/chooses favorite books, names pictures
	1.4 Writing	1.4.1 Develops writing to communicate	1.4.2 Makes marks with writing tools	1.4.3 Writes simple words with writing tools
Math	M1 Number Sense, Quantity, and Operations	M1.1 Understands numbers and quantities	M1.2 Shows awareness of numbers/counting in routines	M1.3 Counts; understands "one" and "two"
	M2 Geometry and Spatial Sense	M2.1 Recognizes shapes and spatial relationships	M2.2 Explores shapes/patterns and how they fit together	M2.3 Recognizes/matches some shapes of different developmental, natural attributes of shapes with help
	M3 Measurement and Data	M3.1 Explores moving body in space	M3.2 Explores how pieces/objects move/fit in space	M3.3 Understands/responds to positional words
	M4 Patterns, Sorting, Classifying, Reasoning, and Sequencing	M4.1 Shows interest in objects/shapes/patterns	M4.2 Finds sets of like items	M4.3 Begins to recognize patterns in environment, tells what color next
Science	S1 Observation and Inquiry	S1.1 Uses body as a tool to gather information	S1.2 Uses senses to explore/manipulate objects to see how things work	S1.3 Uses simple tools to observe things in the environment
	S2 Physical Science	S2.1 Observes movement of objects/light/sounds; explores properties of materials	S2.2 Observes movement/properties of materials	S2.3 Applies force to objects to observe movement; explores light and sound and how properties of matter can change
	S3 Life Science	S3.1 Identifies attributes of living and non-living things	S3.2 Begins to differentiate between plants and animals; identifies some living things by name	S3.3 With help, cares for and tells some characteristics of living things; notices similarities between food/plants and living/non-living things
	S4 Earth Science and Environment	S4.1 Recognizes features of earth and sky	S4.2 Notices differences between day/night; identifies day and night	S4.3 With help, describes things in daylight vs. darkness; corrects misconceptions; observes materials in nature (e.g., soil, rocks, etc.)
Social Studies	SS1 History and Events	SS1.1 Understands time and historical events	SS1.2 Responds to changes in routine	SS1.3 Participates in holiday/cultural/family celebrations
	SS2 Geography and Symbolic Representation	SS2.1 Appreciates people and the environment	SS2.2 Responds to redirection or simple instructions	SS2.3 Recognizes some familiar places; finds toys in familiar places
	SS3 Culture, Family, and Community	SS3.1 Relates culture, family, and community	SS3.2 Responds to redirection or simple instructions	SS3.3 Participates in holiday/cultural/family celebrations from various cultures
	SS4 Government, Economics, and Technology	SS4.1 Knows about government, economic systems, and technology	SS4.2 Responds to redirection or simple instructions	SS4.3 Participates in holiday/cultural/family celebrations
Self-Awareness and Self-Concept	SE1 Self-Awareness and Self-Concept	SE1.1 Understands and appreciates self	SE1.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	SE1.3 Uses everyday technology with help; notices different kinds of technology for many uses
	SE2 Trust and Relationships	SE2.1 Develops awareness of self as separate from others	SE2.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	SE2.3 Shows awareness of some characteristics of things they can use and names identifies own body parts/limbs to other body parts
	SE3 Feelings and Emotions	SE3.1 Expresses emotions related to basic needs	SE3.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	SE3.3 Shows confidence in increasing abilities; attempts independence; begins to help clean up work; responds with guidance
	SE4 Self-Regulation	SE4.1 Accepts comforting from familiar adults; self-soothe	SE4.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	SE4.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
Approaches to Learning	AL1 Curiosity, Initiative, and Risk-Taking	AL1.1 Shows curiosity, initiative, and risk-taking	AL1.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	AL1.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	AL2 Creative Thinking, Problem-Solving, Reasoning	AL2.1 Uses creative thinking, problem-solving, reasoning	AL2.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	AL2.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	AL3 Attention, Engagement, and Persistence	AL3.1 Shows attention, engagement, and persistence	AL3.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	AL3.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	AL4 Memory and Reflection	AL4.1 Shows memory and reflection	AL4.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	AL4.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
Physical Health and Development	PH1 Physical Health and Development	PH1.1 Shows healthy growth and development	PH1.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	PH1.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	PH2 Gross Motor Development	PH2.1 Uses gross motor skills	PH2.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	PH2.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	PH3 Fine Motor Development	PH3.1 Uses fine motor skills	PH3.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	PH3.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	PH4 Safety Awareness and Self-Protection	PH4.1 Practices safety and self-protection	PH4.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	PH4.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
Creative Arts	CA1 Visual Arts	CA1.1 Appreciates fine motor skills	CA1.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	CA1.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	CA2 Music	CA2.1 Enjoys music	CA2.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	CA2.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	CA3 Movement and Dance	CA3.1 Participates in movement and dance	CA3.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	CA3.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
	CA4 Dramatic Play and Imagination	CA4.1 Engages in dramatic play	CA4.2 Shows interest in exploring simple mechanisms on toys (e.g., wheels, levers, etc.)	CA4.3 Shows ways to feel better in new situations; shows emotion; responds to others' needs; comfort others
Dual Language Learners	DL1 Receptive Language (Listening)	DL1.1 Understands spoken language	DL1.2 Responds to language/signs appropriately	DL1.3 Responds to directions/named stories
	DL2 Expressive Language (Speaking)	DL2.1 Uses sounds/gestures/signs to express needs and wants	DL2.2 Uses new words to label things, sing songs	DL2.3 Participates in two-way conversations/extended language
	DL3 Foundational Reading	DL3.1 Shows interest in songs/rhymes/stories	DL3.2 Handles books without help; enjoys shared reading	DL3.3 Identifies/chooses favorite books, names pictures
	DL4 Writing	DL4.1 Develops writing to communicate	DL4.2 Makes marks with writing tools	DL4.3 Writes simple words with writing tools

How Is Lillio Learning™ Implemented Throughout the Day?

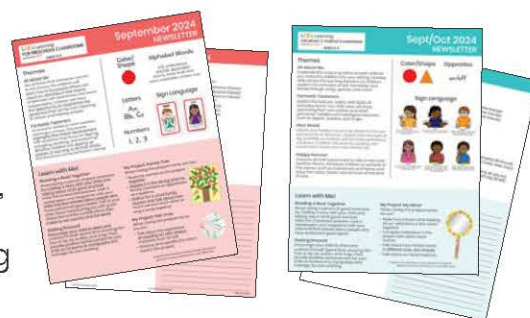
Many teachers ask us how much time our program will take each day. You can provide the best situation to promote early learning by offering interesting and challenging opportunities throughout the day and allowing children to choose what is intriguing to them. Learning should happen all day long. At the same time, we realize children need a certain amount of routine and structure within each day. Predictable routines give them a sense of security and allow your day to transition smoothly between arrivals, snacks/meals, naps, play activities, and departures. For more tips on creating a schedule, visit www.funshineexpress.com/theory-resources.

Full-Day Schedule Sample

7:30–8:00	Welcome/Start Your Day	11:45–12:15	Lunch
8:00–8:30	Breakfast	12:15–1:30	Rest/Quiet Time
8:30–8:50	Circle Time/Music & Movement	1:30–1:40	Restroom
8:50–9:05	Whole Group, Share Time	1:40–2:20	Art, Station Activities
9:05–9:35	Free Play	2:20–2:40	Structured Group Activity
9:35–9:45	Cleanup	2:40–3:00	Snack
9:45–9:55	Read-Aloud	3:00–3:45	Outdoor Play
9:55–10:10	Structured Group Activity	3:45–3:55	Restroom
10:10–10:30	Restroom/Snack	3:55–4:10	Read-Aloud
10:30–10:50	Structured Group Activity	4:10–4:40	Free Play/Free Reading
10:50–11:35	Outdoor Play	4:40–4:50	Cleanup
11:35–11:45	Restroom	4:50–5:00	Songs and Rhymes, Share Time, End Your Day

How Does Lillio Learning™ Support Partnering with Families?

One of the most important goals of Lillio Learning is encouraging the involvement of family members in each child's learning. Strong partnerships between programs and families are a critical component of young children's success. Suggestions for family engagement are embedded throughout Lillio Learning, with guidance and encouragement for incorporating families' unique cultures and traditions and capitalizing on local and regional uniqueness.



How Does Lillio Learning™ Help Educators Track Progress?

Assessment Overview

Our authentic, observation-based assessment process pairs easily with Lillio Learning. It is a teacher-friendly, three-step approach:

1. Planning activities to observe
2. Gathering evidence, adjusting curriculum, and building portfolios
3. Meeting with family members

Lillio Learning includes detailed guidance to help teachers know what to assess. Observation suggestions and prompts are embedded into activities to support the ability to know what skills to look for as observations are being made. Proficiency levels have also been defined and guidance is provided to help teachers provide individualized instruction. Child Progress Reports are available online and can be printed for use; pre-printed copies can also be purchased from Lillio directly. These reports reflect the progression of activities throughout the year, which become more challenging and offer increased complexity in order to help teachers make clear observations about each child's progress against early learning goals.



Tracking Observations

Our digital Weekly Planner enables teachers to quickly and comprehensively record observations of child development in a way that supports future lesson planning, assessments, and conversations about each child's development with their families. Within the Weekly Planner, teachers will have the option to log an observation with a click of a button. While entering an observation, teachers can upload photos or videos as developmental evidence, tag developmental skills related to the activity or behavior being observed, link the observation directly to details of a lesson plan, and type relevant notes. All of this information is conveniently stored in a developmental evidence report for each child.

2025-2026 Kit Components

Starter Pack – Use All Year

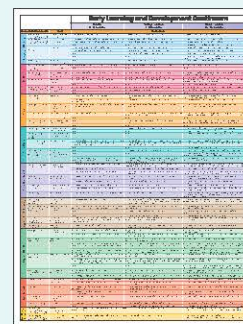
Color and Shape Display with Pieces

- Supports color and shape recognition
- Promotes a print-rich environment



Developmental Continuum Poster

- Indicators for easy reference; track infant/toddler development



Teacher Pack – New Bimonthly

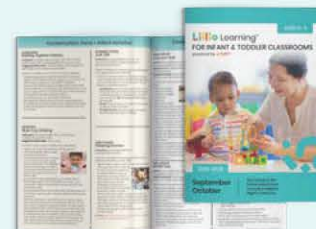
Alphabet Display with Pieces

- Build alphabetic awareness
- Interactive design supports hands-on learning



Curriculum Guide

- Dedicated Infant Activities for each theme
- 4 activities per day for toddlers
- Indicators listed with each activity
- Observation and assessment guidance
- Tips for individualizing and extending learning
- Exploration Stations for each theme
- Reflective practice built in for educators



Sign Language Poster

- Support emerging communication skills using American Sign Language



Activity Calendar

- Post on a wall to view daily activities at a glance and engage families



8 Emotions Cards

- Label and explore emotions



12 Vocabulary Cards

- Real photos to teach vocabulary
- On-the-go child engagement



Pictures below are examples. Each bimonthly kit includes new Teacher Pack resources and Children's Supplies.

12 Song/Rhyme Cards

- Build vocabulary, engage in sound/word play, and support comprehension
- Review concepts during transitions



2 Nursery Rhyme Story Props

- Introduce rhyming, counting, sequencing, and more



All About Me Cards

- Build confidence and independence related self-care and self-regulation



5 Sets of Early Learning Materials

- Reinforce concepts such as weather, matching, sorting, and opposites



Play Manipulatives

- Durable, quality educational toys and tools
- Strengthen physical and cognitive development
- Collect and expand your classroom resources



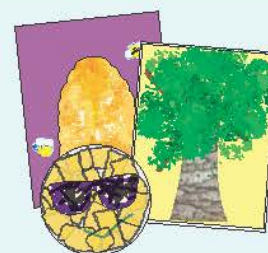
Materials List

- Monthly list of materials needed for each day

September Materials List											
September 1	September 2	September 3	September 4	September 5	September 6	September 7	September 8	September 9	September 10	September 11	September 12
Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials
Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials
Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials
Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials	Materials

Children's Supplies – New Bimonthly

- Materials for 12 exploratory art activities inspired by themes



Board Books

- Sturdy books explore theme concepts
- Collect and expand your classroom library



- Family Newsletters to promote learning at home

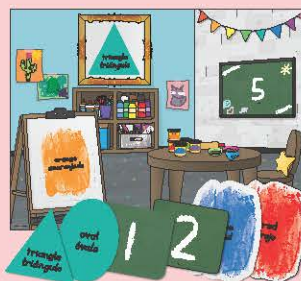


2025-2026 Kit Components

Starter Pack – Use All Year

Number/Color/Shape Display with Pieces

- Display numbers, colors, and shapes
- Interactive; promotes a print-rich environment



Weather Display with Pieces

- Explore, observe, and describe the weather; identify what to wear to stay comfortable outside



Calendar Grid with Monthly Headings

- Use to discuss daily schedule and upcoming events



A-Z Alphabet Displays

- Introduce letters
- American Sign Language included



Developmental Continuum Poster

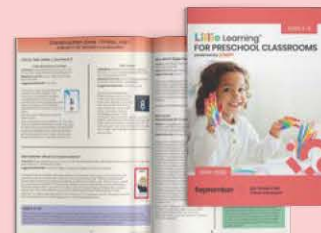
- Indicators for easy reference; track development of three- to five-year-olds



Teacher Pack – New Monthly

Curriculum Guide

- 3 pages of activities per day
- Indicators listed with each activity
- Observation and assessment guidance
- Tips for individualizing and extending learning
- Exploration Stations for each theme
- Reflective practice built in for educators



Activity Calendar

- Post on a wall to view daily activities at a glance and engage families



4 Song/Rhyme Cards

- Build vocabulary and comprehension; promote phonemic awareness
- Review concepts during transitions



12 Alphabet Word Cards

- 4 cards per letter
- Help children associate sounds with letters and words



Pictures below are examples. Each monthly kit includes new Teacher Pack resources and Children's Supplies.

4 Word Wall Cards

- Help children make connections between language and written text
- Vocabulary building in support of language development



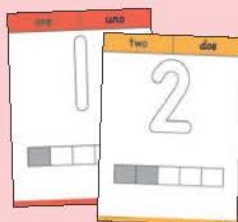
3-4 Learning Center Materials

- Use for the development of skills across the learning domains



2-3 Counting Cards

- Help children work on number concepts and problem-solving
- Collect, save, and reuse!



Materials List

- Monthly list of materials needed for each day



Math Game

- Game Board with punch-out pieces
- Strengthen mathematical skills, such as patterning, problem-solving, sequencing, and more



Children's Supplies – New Monthly

- Materials for 15 creative art activities inspired by themes
- Family Newsletters to promote home-to-school connections



2 Children's Books

- Increase interest and motivation in reading
- Support theme concepts
- Collect and expand your classroom library



Discovery Journals

- Engage children in developmentally appropriate writing opportunities



Calendar Numbers

- Numbered pieces to display on Calendar Grid
- Helps children recognize time and patterns



Letter Builders

- Sturdy pieces to arrange into letter shapes; promotes multisensory learning



Supplemental Resources & Programs

Family Tote Bags

Extend learning into children's homes with tote bags! Designed to provide developmentally appropriate experiences for infants and toddlers, each tote is packed with books and educational materials that align with activity cards to provide meaningful, engaging experiences for your youngest learners.

Tote Bags Include:

- 1 Pack of Activity Cards
- Play Manipulatives
- 1 Foam Photo Cube
- 6 Children's Books



Our Family Tote Bags can help you extend teaching concepts into the home environment, make volunteering easy for parent or caregivers to create meaningful interactions with children when they visit the classroom, and even give back to the community by creating a lending library of books and toys to foster learning outside of the childcare setting.

Digital Christian Activities

Lillio Learning™ offers digital Christian lesson plans that can be combined with daily lesson plans or used separately. Each monthly theme focuses on a key Bible story to foster children's spiritual and religious growth. Each story is organized into five flexible lessons, which include Bible verse practice, storytime, music, art and enrichment, and prayer time. We also offer a printable Family Newsletter that includes songs and additional activities that can be sent home with each child.

*"We believe early childhood educators
have the power to change children's
lives and ultimately, the world."*



lillio.com
1-844-975-1275

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