

Baby Moses

Exodus 2:1–10

Background

Moses' parents and sister must have felt helpless to protect him. Even the sound of his crying could lead to discovery and death. And so Moses' mother did the best she could, putting him in a safe place and leaving his older sister to watch over him. That was all she could do besides praying. It was up to God to deliver Moses, bringing him to safety as a member of the royal family.

Parents today also do their best to protect their families. Children will be able to think of many things their parents do to keep them safe,

including the use of seat belts, locked medicine cabinets, vaccinations, and the like. But as always, our true safety is in the hands of God. Christian parents know this, which is why Lutherans bring their infants to Baptism. As Peter says, "For the promise is for you and for your children and for all who are far off, everyone whom the Lord our God calls to Himself" (Acts 2:39). Through Christ's death and resurrection for us, we, too, are rescued and kept safe as members of God's royal family.

Day 1 Classroom Devotion

Greg opened his lunch and saw the note from his mom. "My little Moses," it said, "Have a great day. Love, Mom." Greg laughed and ran to show his teacher the note. "Look, Miss Geisler," he said. "My mom calls me 'little Moses' because I'm adopted." Miss Geisler laughed. "That's a great name for you," she said. "God sure picked out good parents for you."

God had a plan for Greg. His biggest plan was to take Greg to heaven through the sacrifice of His Son on the cross. God gave Greg loving parents who adopted him and taught him about Jesus. They sent him to a Lutheran school so Greg could learn about Jesus' love every day. When Greg Sawyer grew up, he became a missionary and helped children learn about Jesus in Lutheran schools in across Asia.

God has a plan to take you to live in heaven with Him one day. And He has plans for you

while you live with Him here on earth. He gives many of you a loving family who wants your faith to grow and who even may have had you baptized so you could become God's child. Your parents love you so much that they let you come to a Lutheran school so you can learn about Jesus every day. God knows what you will do when you grow up. He will help you be a missionary and tell people about Him in whatever job you do. He will keep on taking care of you every day. He will help you carry out His plan for you as you share His love with everyone.

(Note: Assure children who are not baptized that Jesus died for them so they might be saved. The Bible says that by grace we have been saved through faith. Encourage them to talk to their families and pastor about this special birthday in God's family.)

Central Truth

God protects and cares for His people, showing His love to us by making us His children through Christ.

Objectives

- Recognize that because we live in a sinful world, we will experience pain and hurt.
- Know that because God loves us, He gives us family members and others to care for us; He gives us all the benefits of being His children.
- Trust in God's promises to be with His children and watch over us.

Materials

Day 1 Materials

- The Basics
- Jack and Maya puppets
- A sack containing a basket and a small bottle of water
- Word Wall Word: water
- Student Book 1, no stickers necessary
- Web Resource 8a

Day 2 Materials

- The Basics
- Word Wall Word: look
- Reproducible 8, 1 for teacher (make 1 paper plate Moses)
- Quilt or strong blanket
- Web Resource 8b

PRAYER: Dear God, Thank You so much for giving me people to love me and take care of me. Thank You especially for letting Jesus die on the cross for me so I can live in heaven with You one day. In Jesus' name. Amen.

Sing: "I Am Trusting You, Lord Jesus" (*LOSP*, p. 24); "The Lord Is My Helper" (*SKLS*, p. 54); or "I Was Baptized" (*LOSP*, p. 97).



INTO the lesson

- Jack:** (*trying to catch his breath*) Maya! Maya! You'll never guess what happened yesterday.
- Maya:** What? What? Sounds like something big.
- Jack:** It *was* a big deal. It was scary. My mom was driving me home from violin lessons and when she turned a corner, a car kept coming and didn't stop.
- Maya:** What happened?! Were you alright?
- Jack:** Mom said the angels were protecting us. The car *did* hit us, but it only knocked off our front headlight. If we would have turned just a little sooner, the car could have hit my side of the back seat!
- Maya:** Oh, that sounds awful! I would have been so scared.
- Jack:** I was, but it wasn't long and the police came to make sure we were okay and even the ambulance came. The paramedic looked me over to make sure nothing was wrong with me. When we got home, mom said a thank-You prayer that God took such good care of us.
- Maya:** God blessed you so that you could even drive home. He's so good to us!
- Jack:** Yeah. Bad things happen, but I'm glad my story has a happy ending. God was with me the whole time. Well, I'm going to go tell Zach how God took care of me. See ya later, Maya. 'Bye!

Ask, **Whom did God use to take care of Jack?** (His mother driving safely and making him wear his seat belt, the angels around the car, the police officer, and the doctors.) Sing "God Is with Me" (*SKLS2*, p. 13); "All Night, All Day" (*SKLS2*, p. 4); or "God Is Near Me" (*LOSP*, p. 107).

INTO the Word

Hold up the sack, in which you have already placed the bottle of water and basket. **I have some things in this bag that will help you guess what today's Bible story is. Who would like to reach inside and see what they find?** Let the children pull out the basket and the water and identify today's story. Check what your students already know about the story. Emphasize, **Today, we'll talk about how God protects and cares for His**

Baby Moses

Exodus 2:1-10



God's people lived in Egypt for many years after Joseph died. A jealous pharaoh became afraid that God's people would become soldiers and fight him. "I will make God's people work very hard," he said. "Then they will become too weak to fight against me." God's people had to work like slaves in the fields and build things with bricks. But the hard work did not make them weak. **God took care of His people** and made the number of Israelites grow and grow.

The evil Pharaoh had a wicked idea. He gave an order that all the baby boys born to God's people had to be thrown into the Nile River and drowned. Then they could not grow up to be soldiers.

One woman tried to hide her baby boy for three months. Then she became afraid that the Pharaoh's helpers would hear the baby cry and drown him. She covered a basket with tar so that water could not get into it. Then she **took care of** her baby by hiding him in a basket in the tall grass growing at the edge of the Nile River. She asked her big girl Miriam to hide and **take care of** her baby brother. God **took care of** the baby. The Pharaoh's daughter came to the river to take a bath. She saw the basket floating among the tall reeds and sent one of her helpers to bring it to her. The princess looked into the basket and saw the little baby crying. Miriam ran to the princess. "Would you like me to find you a nurse to help **take care of** the baby?" she asked. "Yes," the princess answered. "Then bring him to me. I will make him my son. I will name him Moses because I drew him out of the water." **2**

15

children. Whenever you hear the words "take care of," move your arms back and forth like I do, as if you're rocking a baby. Read the story, doing the action and reading the extra information indicated by the numerals.

1. Although the children of Israel were God's special children, they still experienced pain. Because we live in a world full of sin, others do things that hurt us. (But God blessed the Israelite women who ignored Pharaoh's command to kill all the baby boys as they were born. They listened to God instead.)

2. God had a plan for Moses. Now Moses would have his own mother take care of him and teach him about God's love. He would also grow up safely in the Pharaoh's palace and live like a prince.

Review how God took care of Moses. **Who did He send to take care of Moses?** (Moses' mother, his sister, and Pharaoh's daughter). Sing "God Is Near Me" (*SKLS*, p. 20), changing the words "I don't have a sling and stones" to "I don't have a basket strong" and "David put his trust in God" to "Moses' mother put her trust in God."

God Blesses His Children



"You did not
choose Me,
but I chose
you." John 15:16



Words to Remember

You did not choose Me, but I chose you."

John 15:16



16

LESSON 8

INTO our lives

Say, our Word Wall Word today is *water*. The princess saved Moses by taking him out of the *water*. When Moses grew up, God used him to take care of His people. **God takes care of us and saves us through water and His Word in Baptism.**

The princess made Moses her child by drawing him out of the *water*. God picked you out to be His own child. God made you His child by having you baptized with *water* and His Word. God cares for His children, sometimes by sending other people to show His love and protection.

Even before you were born God planned for you to be His child. He said, "[quickly point to each of the children, saying their names and including your own], **I choose you to be My child.**" He had you baptized so that you could have your sins forgiven and the Holy Spirit could give you faith in Him. He gave you loving parents to send you to a Lutheran school and learn about Him. Take the water bottle out of the basket. **Whenever you see water today, thank God for making you His child.** Sing "There Is a Name I Love to Hear," (*LOSP*, p. 44).

Complete Student Book 1 Activity Page 16. Students trace the Bible verse and add their name to the message. Or use Web Resource 8a to play "Beat the Clock." After revealing all eight helpers, sing "Helpers, Helpers, Everywhere" (*LOSP*, p. 107).

Day 2

Classroom Devotion

T. J. watched the puppies in the cage. “That one! That one!” T. J. whispered. He wanted to shout, but he didn’t want to scare the fluffy puppy. “Chocolate labs are so cute,” Mom said. “I’d like to eat him up.”

“I’ll call him Hershey,” T. J. said, “but you can’t eat him!” Hershey’s fat little paws climbed into his new owner’s lap. T. J. kissed Hershey’s fuzzy head. “I picked the best puppy in the whole world,” he said. “You’ll belong to me forever. I’ll take good care of you!”

Say, **God chose you to be His child. He knew you even before you were born. He said, “This special child is Mine!” He gave you a loving family to care for you. He adopted you as His own child when you were baptized. God will love you and take care of you forever. You will always belong to Him.**

Hold up the Word Wall Word *look*. Talk about how T. J. looked at all the puppies and saw Hershey, chose him, and then promised to continue to watch over him. Say, **God promises to watch over us. Do you remember a blessing that your pastor may use in church? He may use the words of Moses’ brother Aaron, asking God to look upon us with His favor: “The LORD bless you and keep you; the LORD make His face shine upon you and be gracious to you; the LORD turn His face toward you and give you peace” (Numbers 6:24–26 NIV).**

PRAYER: Dear God, thank You for choosing me to be Your child. I know that means You will guard and protect me and will take care of all my needs because You love me. In Jesus’ name. Amen.

Sing: “Child of God,” (*LOSP*, p. 98) or “God Is with Me” (*SKLS2*, p. 13).

DAY 2

INTO the Lesson

Hold up your sample paper plate Moses. Ask, **Why did baby Moses have to leave his home and float in a basket?** (Because we live in a world full of sin, we feel hurt and pain, just like the Israelite boys who were being killed.) Review and make a connection: **Who else did God keep safe from harm inside something big that floats?** (Noah) Remind the children that we are held safely in Jesus’ arms. Sing “He’s Got the Whole World” (*LOSP*, p. 101).

INTO the Word

Write the words “Moses,” “Pharaoh,” “Pharaoh’s Daughter,” “Miriam,” and “Moses’ Mother” across your chalkboard or whiteboard. Place a chair under each name.

Pick up a pointer or ruler to use as a microphone and introduce the game, **Ladies and gentlemen, welcome to the popular new game show: Bible Chairs! Let’s look at the game board and identify today’s Bible characters.** Help the children read the words on the board correctly.

Continue, **Now, who will be the first contestant to sit in the correct Bible chair?** As the children raise their hands, hold your “microphone” close to a child and ask his or her name.

Ask, **Are you ready to play Bible Chairs? Excellent! I will tell you something one of our Bible characters did and we will see if you can sit in the correct chair.**

Read the following statements and let the children sit in the correct chairs. When the child playing the game sits in the correct chair, touch the character name. When a character is identified more than once, the first child leaves the chair for the next person.

My mom was so excited when I was born! (*Moses’ Mother*)

I hate God’s children! I want to hurt them. (*Pharaoh*)

I have to hide my baby so Pharaoh’s soldiers can’t find him. (*Moses’ Mother*)

I said, “Throw every baby boy into the Nile River!” (*Pharaoh*)

I put tar over a basket so it would not sink. (*Moses’ Mother*)

The water rocked me in my little basket. (*Moses*)

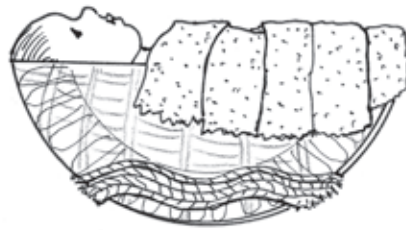
Rocked By the Waves: Moses in His Basket

Bible Story:

The Birth of Moses (Exodus 2:1–10)

Materials:

Paper plate
Scissors
Marker
Sponge
Dish
Tempera paint (orange or brown)
Toy block
Fabric scraps
Glue
Blue yarn



Directions:

1. Fold paper plate in half.
2. Draw a line 1½" below the folded edge of the plate for the top of the basket.
3. Using the illustration as a guide, outline Moses above the line you just drew, making sure that a part of the head and body touch the fold.
4. Cut the head and body as illustrated.
5. Draw in Moses' face.
6. Place the sponge in the dish. Pour a small amount of orange or brown tempera paint on the sponge.
7. Use the toy block to stamp paint over the outside of the paper plate. Let dry.
8. Cut fabric scraps and glue them on for Moses' blanket.
9. Cut pieces of blue yarn and glue them over the curved part of the basket for water.
10. Rock the plate back and forth. Pretend baby Moses is rocking in the river, waiting for Pharaoh's daughter to come and find him. Let the baby in the basket remind you that just as God took care of Moses long ago, He takes care of you today.

Suggestions:

1. Color the basket with crayons or markers.
2. Glue torn paper-bag pieces over the paper plate.
3. Use food coloring to dye macaroni pieces yellow and blue. Let dry and glue on for the basket and water.
4. Glue on vertical pieces of green yarn for bulrushes.

From *Praise God with a Paper Plate* by Anita Reith Stohs © 1992 Concordia Publishing House.
Reproducible 8 © 2011 Concordia Publishing House. Reproduced by permission.

I told my daughter to watch over my little son.

(Moses' Mother)

I hid in the tall grass to be sure my baby brother

was all right. *(Miriam)*

I found something amazing in the water! *(Pharaoh's Daughter)*

(Pharaoh's Daughter)

I asked the princess if she needed a nurse to take care of the baby. *(Miriam)*

I got to take care of my own little son and tell him about God's love. *(Moses' Mother)*

I named the little boy "Moses." *(Pharaoh's Daughter)*

God kept me safe. I got to live in Pharaoh's palace and grow up as a prince. *(Moses)*

Conclude, **Wow, this is amazing! Every single contestant figured out the answers! Come and join us again on Bible Chairs—the game where every contestant is a winner!**

LESSON 8

INTO our lives

God really does make each one of you a winner. He drew you to Himself and had you be baptized as His own child. Rock your paper plate Moses back and forth as if it were in the water. Did the water save baby Moses? No, it was God's loving plan and power that saved him. In the same way, water doesn't save us when we are baptized. When you were baptized, the pastor said, "I baptize you in the name of the Father and of the Son and of the Holy Spirit." It is water connected with God's Word that gives you forgiveness and faith. Show the children how to make the sign of the cross on themselves (touch forehead, heart, shoulders—right, then left) as they say, "In the name of the Father and of the Son and of the Holy Spirit." **We have the cross of Jesus on us always. When God looks at us, He looks at us through the love and sacrifice of His Son on the cross. God gave us His only Son—He gives us all things that we need. He will always be with us to love us and keep us safe.**

Help students to physically experience the gentle rocking sensation like baby Moses to remind them that they, too, are loved and cared for by God. Have the students stand in two rows of at least 4 children, facing each other. Tell them to grip the edge of a quilt. Have a volunteer ("baby Moses") gently climb into the "basket," (quilt) face up. The group will gently rock the "baby" by moving their arms back and forth, while singing the following song to the tune of "Rock-a-Bye-Baby":

Jesus takes care of you ev'ry day

When you're at work and when you're at play.

Jesus loves you and Jesus loves me.

That's why I will praise Him eternally.

Lesson Support



TEACHER TIPS

Make the sign of the cross on yourselves and say, “In the name of the Father and of the Son and of the Holy Spirit” as you begin each day with the children. Begin each day with the Lord—inviting Him to be present in your classroom and to guide your actions. Encourage the children to listen for those words in church and chapel.



Technology

Make the story come alive for students by showing them images of the Nile River. Can they put themselves in Miriam’s shoes and imagine themselves watching through the reeds? Use Web Resource 8b on the CPH Web page.



Just for Fun

Let all the students create a paper plate Moses in the basket. Use the directions on Reproducible 8 and make supplies available to all.



Service Project Ideas

God can use you to take care of others who may not have many financial resources. Identify a crisis nursery or a needy family with an infant. Have students contribute baby care items (e.g., diapers, wipes, baby food, and the like). Deliver the gifts in a basket. As God cared for Moses with a basket, your class can care for a young baby with the use of a basket too. Remember to include a note to say, “God takes care of you,” so that the family will know your motivation for sharing.



Bringing it home

Send a questionnaire home with each child. Where was I baptized? Who was my pastor? Who are my sponsors? Did I cry? Did I wear something special? Did we have a celebration? Do we have pictures of my Baptism? How can I remember my Baptism every day?



Curriculum Connection

Use 1.6.2, Communicating Care to Others, in the Concordia Curriculum Guide Health volume. Discuss with students: How did Moses’ mother take care of him? His sister? Pharaoh’s daughter? Or use 1.2.1.16 in the Social Studies volume to discuss the topic of adoption.



Bringing it home

When the children celebrate their Baptism birthdays, let each child use a cookie cutter (heart, cross, butterfly, dove) to cut a candle holder from clay. Then they may place a “Baptism candle” into the clay. Ask them to light their candles with their families and pray, thanking God for their Baptism.



Reaching Every Child

Visit the baptismal font in your sanctuary. Talk about Baptisms your students have seen. Ask the children to discuss how being baptized children of God changes their life and behavior. Lead a prayer, thanking God for letting you be baptized.

Daniel in the Lions' Den

Daniel 6

Background

It would have been easy for Daniel to fear his enemies. They were powerful men with the king's ear; no one would be safe from them forever. And it would certainly make sense for Daniel to fear the lions! Indeed, it would take a miracle for any man to escape their den unharmed.

But Daniel knew the most important person to fear and to trust, the One who had more power than any natural or human danger: God Himself. And so Daniel continued to keep his priorities straight, obeying, loving, and worshiping God, even

when it got him into danger. And God delivered him (Psalm 22:4).

God also delivers those who trust in Him today. We may not face lions, but we face an even more dangerous enemy—Satan himself. The Bible warns us: “Your adversary the devil prowls around like a roaring lion, seeking someone to devour” (1 Peter 5:8). Your students will face many dangers and temptations in their lives; teach them to flee for refuge to the One who can protect them forever, our Lord Jesus. God is our refuge and strength (Psalm 46).

Day 1 Classroom Devotion

Ashley loved her teacher, Mr. Smith. She enjoyed his stories and art projects, and he constantly had a smile on his face. Everyone in first grade respected Mr. Smith and wanted to please him.

One day, as Ashley arrived at school, she noticed something was different in her classroom—Mr. Smith wasn't there! Instead of Mr. Smith sitting at his desk, there was a different person—a substitute teacher, Miss Carter. The students didn't know Miss Carter, and they were all a bit nervous.

During the morning everything went just fine. Miss Carter was a great storyteller, and she had a nice smile.

After recess, Miss Carter told the students to get ready for math class, but this confused Ashley. “What about our Bible story lesson?” asked Ashley. “Mr. Smith always does our Bible story lesson right after recess.”

“Well,” said Miss Carter, “I think I'm going to skip that today.”

Ashley and her friends were quite

uncomfortable with this change in plans. They knew that the most important part of attending a Christian school was learning more about God's love. Ashley wondered what she should do. Should she tell Miss Carter how important the Bible story lesson is? Should she focus on math, like Miss Carter said? Or should she hope that Mr. Smith returns soon?

Ashley closed her eyes and said a quick prayer. She asked God to be with Miss Carter and help her understand the power and importance of God's love. Ashley decided that she would invite a few of her friends to have their own Bible story lesson during recess time. She didn't want to miss out on such an important part of the day!

PRAY: Dear God, forgive us when we forget about how important You and Your love and forgiveness are. Send Your Holy Spirit to help us share our faith with others. Amen.

Central Truth

Through others, we know that God is the living God, the most powerful king.

Objectives

- Repent that at times we forget how powerful God is.
- Remember that our strong God delivers and rescues us from sin, death, and the devil.
- Confess (declare what we believe is true) our belief, witnessing to others, that God is the King of kings.

Materials

Day 1

- The Basics
- Student Book 4
- Word Wall Word: power
- Optional: Index cards, 1 per student
- Fragile object, box or bubble envelope, packing peanuts; tissue paper or newspaper
- Optional: 16 index cards

Day 2

- The Basics
- Stuffed lion toy
- Web Resource 30a
- Optional: white paper plates, center cut out, 1 per student
- Web Resource 30b
- Word Wall: know
- Reproducible 30, 1 per student

Sing: “Kids of the Kingdom” (SKLS2, p. 38); “Walkin' with the King” (SKLS, p. 58); or “In God We Believe” (SKLS2, p. 32).



INTO the lesson

Ask, **What are some of the animals you may see at the zoo?** You may want students to quickly draw a picture of the first animal that comes to mind and then compare the class's responses. Or you may want to challenge students to see if they can brainstorm twenty different animals in one minute. Record the student responses on a whiteboard or on chart paper. Ask, **When you are at the zoo, can you go wherever you want? How do you know what is allowed and what is not?** (E.g., you have to follow the path; there are signs that say you can't feed or touch the animals.) Lead the children to focus their thoughts on safety at the zoo. Ask, **How can you stay safe at the zoo? Is it safe to touch all the animals? Why do some animals live in large, open areas, while others are kept in cages or indoors?** On the board or on chart paper, record some of the rules that should be followed when visiting the zoo.

Explain, **Today we are going to talk about a man named Daniel, who was thrown into a den of lions! It was not in a zoo, so instead of being in a cage, the lions were probably kept in a pit dug into the ground, with a stone rolled in front of it. Listen to find out why people would do this to Daniel and what happened to him.**

INTO the Word

Have students turn to page 11 in the Student Book. You may want to ask for several student volunteers to be readers for the story. The story could also be used on Day 2 and reread by a different group of volunteers. Stop at the numerals to add this information.

1. He was an important official in the government, second-in-command only to King Darius. The king liked Daniel. That made the other leaders jealous.
2. Why? Although Daniel respected King Darius, he knew that there are no other gods besides God the Father in heaven.
3. The leaders knew that once a law was signed, it could not be changed. Daniel would have to be thrown into the lions' den.



Daniel in the Lions' Den
Daniel 6

1 **Narrator:** Daniel was a prophet of God. He shared God's Word with God's people.
Leaders: (*Laughing sinisterly*) Heh. Heh. Heh. We know that Daniel loves God and talks with Him many times each day. *That is how we can get Daniel in trouble!*

2 **Leaders:** O great King Darius. Since no one else is greater than you, there should be a law that no one should pray to anyone but you. If they do, they should be thrown into the lions' den.
King Darius: Good idea!
Narrator: Daniel still went to his room to pray to God.
Leaders: Heh. Heh. Heh. We *knew* it! We *knew* he'd still pray to his God. Let's go tell the king.
Leaders: (*With panic*) O great King Darius. There is someone who is not following your law! He is praying to another god besides you!

3 **King Darius:** Who is it?
Leaders: Your officer Daniel.
King Darius: Eek gads. Daniel? What will I do?

4 **Narrator:** A sad King Darius gave the order to throw his favorite official, Daniel, into the lions' den.
King Darius: I hope your God saves you, Daniel!
Narrator: The king couldn't sleep at all that night because he was so worried. The next morning, he ran to the lions' den to see what had happened.

5 **King Darius:** Daniel, are you still down there?
Daniel: O great King Darius. My God has saved me. My God sent an angel to shut the lions' mouths.

6 **King Darius:** May Daniel's God be praised, for He is the most powerful King of all.

11

4. Daniel was lowered into the pit, and the opening to the lions' den was sealed shut with a rock so he couldn't get out.
5. There was no scratch on Daniel at all, because he had trusted in the Lord. The king was overjoyed. Daniel was taken up out of the den.
6. King Darius made a new law that everyone in the land was to bow down to Daniel's God, who is the most powerful ruler ever.

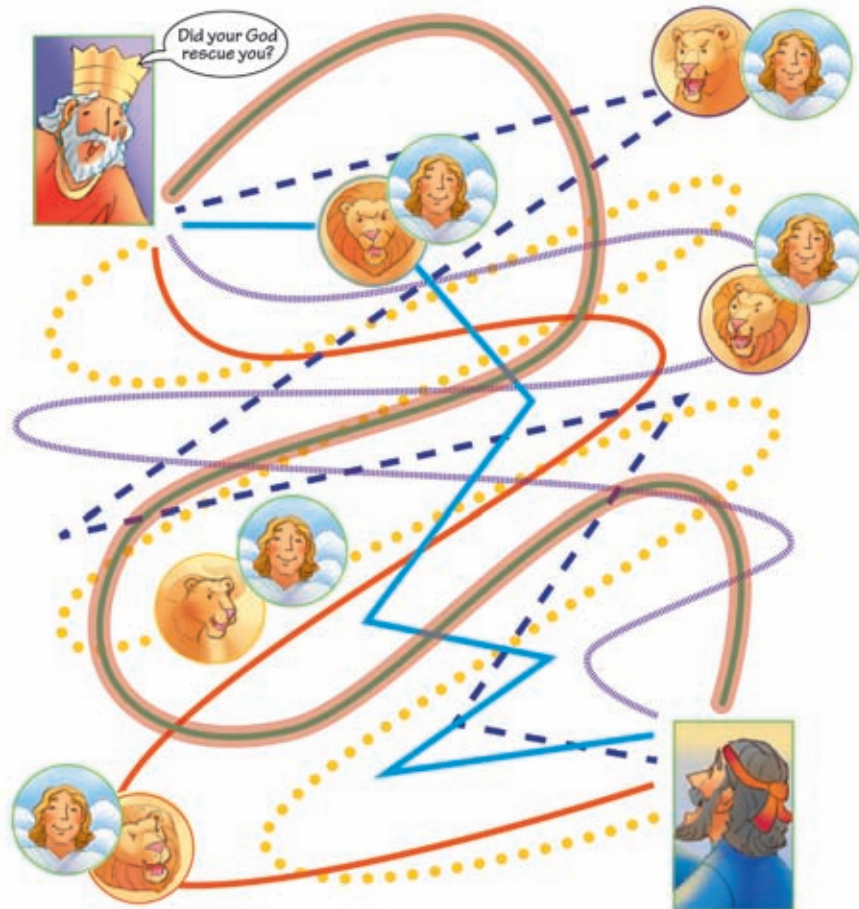
Hold up the Word Wall Word *power*. Say, **King Darius used his earthly power as the king to make a bad law. The jealous leaders thought the power of the lions would kill Daniel. But God is more powerful than any other king or leader. God used His power**

to rescue Daniel. Because God is the Creator of the entire world and of everything in it, He is the most powerful. If God has such great power that He can create animals, plants, water, and other things we have on the earth, He can certainly save us from anything that may attack us.

Pray that, like Daniel, because we know God is the King of kings, we're not afraid to stand up for or share our beliefs. Or you may want to sing "My Knee Shall Bow" (*SKLS*, p. 41) as a prayer. If time allows, have students write down their own definition of *power* on index cards. Each student can write or draw what God's *power* means to them. Encourage students to keep these index cards in their desks as a reminder that God's *power* is always with them.

God Uses His Power to Protect Us

God helped Daniel safely get out of the lions' den. Find the right path to go up to King Darius.



Words to Remember For [God] will command His angels concerning you to guard you in all your ways. Psalm 91:11



12

LESSON 30

do wrong things. Daniel was tempted to bow down and pray to King Darius, but he resisted that temptation. It is only through God's power, Jesus' death and resurrection, and the work of the Holy Spirit that we are protected and saved.

In the First Article of the Apostles' Creed, we state our faith in God. Martin Luther explains that we know He defends and protects us against all danger and guards and protects us from all evil. With such a powerful statement as this, we trust that we are certainly in God's good hands! God's hands are the best protection we could have.

Give students time to do the activity in the Student Book. Ask, **How did Daniel make it safely out of the lions' den?** (God sent an angel to close the lions' mouths.) Say, **Put your angel sticker on top of a lion to protect Daniel.** Explain that because they can't peel off the angel and reapply it for each lion, five stickers are provided, but remind them that the Bible mentions only one angel. **Then help Daniel safely find his way out of the den by tracing the correct path** (green).

To help your class learn the Words to Remember, write each word on a separate index card (16 total). Children who do not have a card can sit in the middle of a playing area. One at a time, the other students will pretend to be angels by saying their word as they "fly" over to protect the students in the middle. The angels can face in or out, spreading their arms out like wings to protect the children inside. Remind students, **Daniel was surrounded by lions. But more important, he was surrounded by God's love and protection.**

INTO our lives

Have a box, a breakable item, and packing materials ready. Say, **Today we need to mail this special item to a friend. We don't want it to get broken while it's in the mail, so we are going to wrap it up and pack it securely.** Begin to wrap the item in tissue paper or newspaper and place it in the box along with packing peanuts. Ask, **Why is it best to wrap up something that is getting mailed? What is the purpose of using packing peanuts? What else could be used to protect our breakable item? Since this box could easily be dropped, we want to protect our item from breaking into pieces. We need to wrap ma-**

terials around it for protection.

After the package has been prepared, set it aside. Say, **Just as we have prepared this package and protected the item inside, God has also protected us. Sin is always around us, and we are in danger of falling into it, just as it is possible that our package could be dropped and fall onto the floor. Through God's power we are protected, and because of Jesus' death and resurrection, we are wrapped in love and forgiveness, just as our item is wrapped in newspaper and packing peanuts.**

Unfortunately, sin will always be around us. We are tempted to

Classroom Devotion

Heather hated when it rained during the night. The explosions of thunder and bursts of lightning scared her and made it difficult for her to go to sleep. After tossing and turning in bed for what seemed like ages, Heather decided to go downstairs and tell her mother she was afraid.

“Mom,” said Heather, “I can’t sleep with all the noise from this big storm. Will it ever stop?”

“It’s all right, dear,” Heather’s mom said. “It might storm for a while longer, but we are safe and dry inside our home. You can snuggle next to me on the couch if you’d like.”

“Can I?” exclaimed Heather. “Thanks, Mommy! You always make me feel a lot safer. Could you read me a story?”

“Well,” said Heather’s mom, “it’s a bit late for a story, but I think we could talk about how God protects us when we are scared, like during this storm. God made the wind and rain. He is more powerful than we can imagine. He is in control and has promised to be with us and protect us.”

“But how does He do that?” asked Heather.

“God gave us our house. We are safe and dry inside. God also gives kids parents who love them and keep them safe and snuggle with them, just like we’re doing. Think about the television too. We can watch the meteorologist. She tells us more about the weather, how much rain we’ll get, and when the storm will be over. God protects us in so many ways.”

“It’s amazing to think about God’s power and to know He’s watching over me,” said Heather. “I think I’m ready to go back to bed and try to get some sleep. Thanks, Mom!”

PRAY, Dear Lord, thank You for Your love and protection. Help us remember Your great power, especially when we are afraid. Amen.

Sing: “I’m with You” (SKLS, p. 33); “The King’s Kids Are Prayin’” (SKLS2, p. 54); or “Have No Fear, Little Flock” (SKLS2, p. 23).

INTO the Lesson

Using a stuffed toy lion instead of a potato, play a modified game of Hot Potato called Roaring Lion. Have the children sit in a large circle on the floor. Begin by giving one child the stuffed toy. While music is played, the children gently pass the stuffed toy to their neighbor. When the music stops, the child left holding the stuffed toy

gets placed in the lions’ den (the middle of the circle). Play the music for varied lengths of time so the children cannot predict when the music will stop. Occasionally allow children from the “lions’ den” to rejoin the whole group; this serves as a reminder that God protected and saved Daniel from the real lions.

INTO the Word

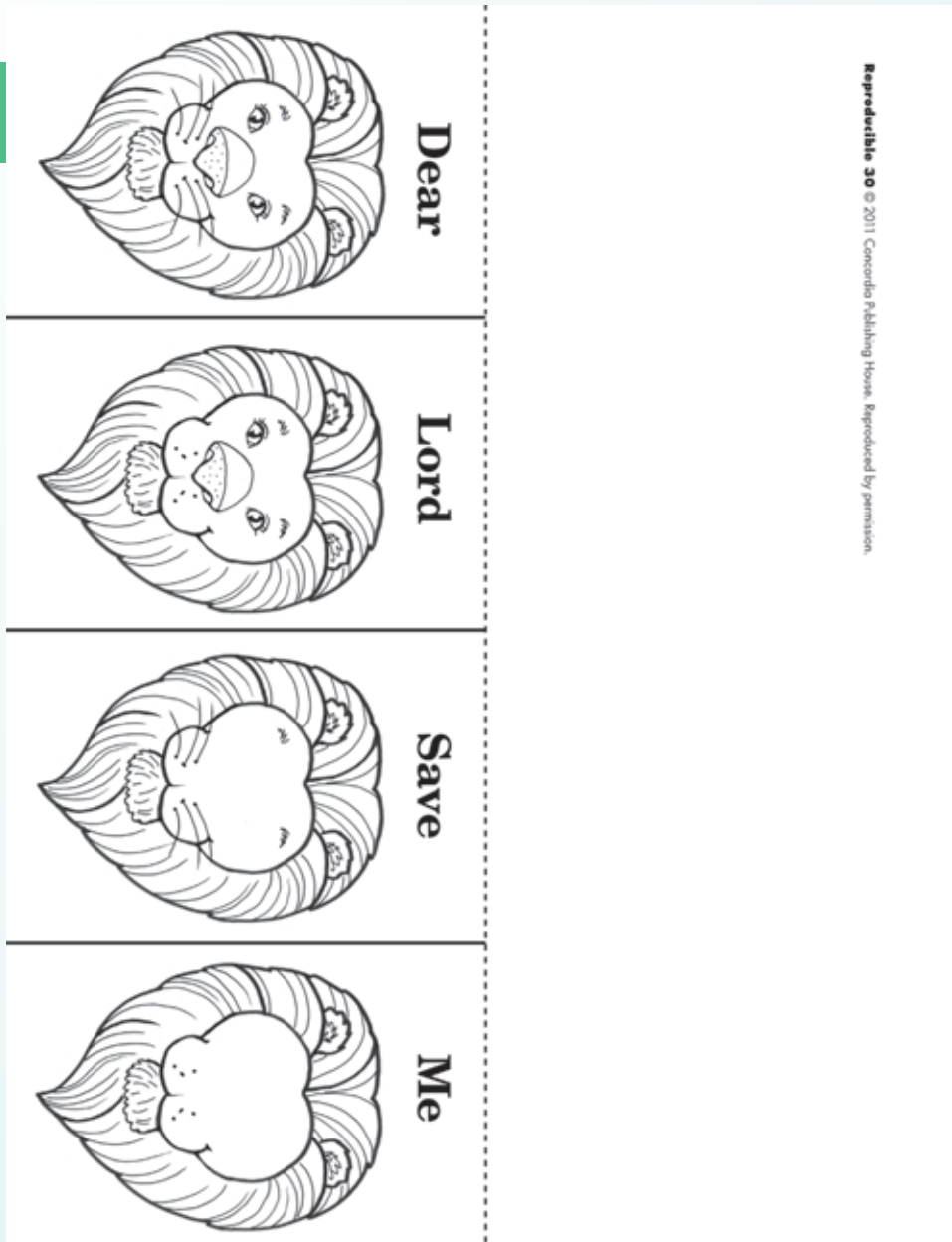
Ask, **When we played our game of Roaring Lion, were any of you afraid to be placed into the “lions’ den”? Probably not. Because it was just a game, we didn’t have any real lions chasing after you, and you knew that it would last for just a short time. How do you think Daniel felt about being placed into the lions’ den?** Record several answers on the board. **Even though Daniel knew that he was doing the right thing in obeying God, he may have had some anxious, nervous, or worried feelings. Are there times when you know God is looking out for you, but you still feel a bit scared or worried?** Allow for student sharing and discussion.

Use Web Resource 30a to review the story in your own words, or have students review the story using the Student Book. Assign students to the different parts, adding nonspeaking parts such as the lions and an angel. If time allows, have students quickly create a simple prop using the outside two inches of a thin white paper plate (with the center cut out) to designate their character. For lions, use a glue stick to attach orange and yellow construction paper strips, creating a mane. For an angel, sprinkle a few shakes of glit-

ter on the plate and attach a chenille wire as a handle. For King Darius, fold the bottom edge of three yellow construction-paper triangles; glue the bases to the plate, creating a crown. For the leaders and Daniel, cut a slit in the plate so that it will fit over a child’s head as a collar or necklace. Students can draw colorful jewels on the plate.

Review, **How did God save Daniel?** (He sent an angel to shut the lions’ mouths.) **How did God save us?** (Through Jesus’ death on the cross, God has saved us and all people from the worst of evils—sin, death, and Satan.)

Say, **Daniel was not afraid to confess that he believed God is King of kings. He knew that God was powerful enough to save him! We, too, can be confident enough in God’s power to confess what we believe.** Speak the words of the Apostles’ Creed: **“I believe in God, the Father Almighty, Maker of heaven and earth.”** Then say the following paraphrase, having the class repeat each phrase after you: **I believe God made all things. I believe God protects and preserves what He has made.** Hear another paraphrase of the creed using Web Resource 30b.



second lion face from the left, draw six whiskers—three on each cheek, under the nose. (b) On the third lion face from the left, draw a nose and two eyes. (c) On the last lion, complete the entire face to match the others.

Then discuss some of the lion-like problems we have today. Remind children that God still sends His angels to help us. Have the children print three of these troubles (e.g., storms, mean people, sickness), one under each of the first three flaps. Under the fourth flap, print the words *sin* and *death*. Then draw a cross near the words as a reminder that God sent His only Son, Jesus, to solve our biggest problem. Because of Jesus, our sins are forgiven and death has been conquered, so we have eternal life in heaven. Our King is powerful enough to save us from our worst enemies.

3. Say, **Know that others are listening to you. Because Daniel confessed that he believed God is the most powerful King and because God displayed His mighty power, King Darius came to believe! The King listened, and soon all the people in the land were bowing down to the King of all kings, God the Father Almighty. Ask, Just like others saw Daniel praying, are there times when others might see you praying?** (E.g., at a restaurant, in the car, at family devotions, around a flag pole, in the hallway) Confess (declare what we believe is true) in a confident singing voice “My God Is So Great” (SKLS, p. 40).

INTO our lives

Review the Word Wall Word from yesterday, *power*. Introduce the new Word Wall Word for today, *know*. Say, **Our word for today, *know*, means that we are completely sure that something will happen. Without a doubt, I *know* that we will eat lunch today. I *know* that I will sleep tonight. I *know* that the sun will set this evening and the moon will appear. What are some other things that we *know* for certain?** (E.g., We know God loves us. Even when we sin, we know God will forgive us and continue to pour His love on us. This is awesome news, and we

can share it with all people!)

1. Say, **Listen to the promises in God’s Word about His power and protection.** Review the Words to Remember. Sing “All Night, All Day” (SKLS2, p. 4) or “Angels, Angels” (SKLS, p. 6).
2. Say, **Know that God will listen to your needs when you pray to Him.** Use Reproducible 30 to create a flip-flap prayer book. Say, **Fold the paper in half on the dotted line. Cut on the solid black lines. Listen to my directions to complete the lion faces: (a) On the**

Lesson Support



TEACHER TIPS

Take a field trip to the church sanctuary and talk about praying. In the story, the people were to bow down during their prayer and worship. Today we typically fold our hands, bow our heads, and close our eyes. Discuss, **Why do we do these things?** (It helps us focus on the words being shared and helps keep distractions to a minimum.) Set up a simple routine in your classroom to encourage students to focus for a prayer. Saying a simple phrase such as “Our hands we fold, our heads we bow; Lord, hear our prayer, we ask You now” may help students mentally prepare.



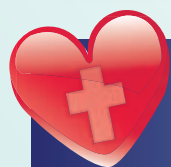
Assessment

When discussing the Word Wall Word *know*, have each child write and draw why he or she is confident in the faith. Ask, **What do you know and believe about Jesus?** Save this project as an example of the children’s faith and beliefs. You may want to share it with parents later in the school year.



Reaching Every Child

For those who need extra help with the Words to Remember, have students write Psalm 91:11 around the outside edges of an 8½ × 11-inch piece of paper. Instruct them to write four words along each edge as a frame, words facing in. You may need to draw lines on their page to show them where the words will go. Then tell students to draw a picture of how God uses His power and love to protect them. Display the finished projects on a bulletin board or in a hallway display as a Christian witness that depicts how God surrounds us with His love and protection.



Faith in Action

In this story, we learned of God’s power and protection. Many children find that a teddy bear brings comfort and happiness. Use a chapel offering collection to purchase several teddy bears for a local children’s hospital, county department of children’s services, or other such organization.



Just for Fun

Play Lions’ Den. To the tune and actions of “London Bridge Is Falling Down,” sing “Daniel’s in the lions’ den, lions’ den, lions’ den. Daniel’s in the lions’ den . . . but God saved him!” Children acting as the “bridge/den” bring their arms down around the child passing as the last word of the stanza is sung. Continue holding the trapped child as everyone sings, “Our Lord sent an angel down, angel down, angel down. Our Lord sent an angel down . . . and saved Daniel!” Raise arms to set the child free as the last word of this stanza is sung. Have children vary this activity by changing tempo and movement (e.g., jog, run, skip, hop) as they pass through the lions’ den.



Just for Fun

Use strips of bubble wrap or layered strips of newspaper to create headbands and bracelets for girls and sweatbands and wristbands for boys. Glue on packing peanuts. After adjusting to size, staple the strips together. These “fashion statements” remind students that they are wrapped in Jesus’ love and forgiveness. Students can make a “faith statement”: God’s power surrounds and protects them.

Jesus Rises from the Dead

Mark 16:1–8; Luke 24:1–12

Background

Before the miraculous resurrection of Easter Sunday was celebrated, a terrible event had to happen. Jesus' loved ones stood in horror as they watched Him beaten and wounded. They saw Him on His journey to Calvary, dripping blood and carrying His cross. Finally, they witnessed nails being pushed through His hands and a spear driven into His side. Jesus breathed His last breath, and that was it. The holy Son of God was dead.

To the people who saw Jesus die, it probably seemed like God was nowhere to be found. But God was everywhere in the events of Christ's death. He was completing His plan for our redemption! We know that now, but the people of Jesus' time didn't have the reassurance that we have today. We know that Jesus was raised from

the dead! We know His death didn't mean the end of His reign. It was only the beginning!

God was working His plan for us, His beloved children, with whom He wants to live forever in heaven:

P—Preparing

L—Life

A—After

N—Now

Jesus' resurrection confirmed His work of redemption: (1) He is the Son of God. (2) Everything else He said is true. We can be sure He will keep every promise He has made. (3) The Father has accepted Christ's death as a sufficient sacrifice for the sins of the world. God is satisfied; we are forgiven. (4) We will rise someday too. Because He lives, we shall live also.

Central Truth

Jesus died and rose again, so that all believers will also live again—that's Good News!

Objectives

- Realize that if Jesus had not risen, we would not live again either.
- Rejoice that because of Jesus' death and resurrection, through the gift of faith we are His children and have the assurance of life eternal.
- Share with others the Good News that we will live in heaven because we are God's children.

Materials

Day 1

- The Basics
- Plastic Easter eggs (1 per student; see also Day 2)
- Student Book 9
- Word Wall Word: alive
- Poster 7 from Grade 1 Symbol Poster Set

Day 2

- The Basics
- Various dress-up clothes and/or Reproducible 65 (1 per student) and plastic Easter eggs (4 per student)
- Word Wall Word: three
- Easter baskets (1 per small group)
- Web Resource 65a

Day 1 Classroom Devotion

"I am so excited for Easter vacation," Lauren cheered.

"Oh, me too! No school *plus* we get to celebrate Easter!" Aubrey agreed.

"I love hunting for Easter eggs and eating chocolate!" Lauren grinned at her friend.

"Definitely," Aubrey agreed. "But I also love celebrating the real reason for Easter!"

"What's that? The Easter bunny's birthday?" Lauren giggled.

"No!" Aubrey laughed. "The real reason for Easter is Jesus!"

"What do you mean?" Lauren asked.

"I learned that the real reason we celebrate Easter is because Jesus rose again. He was dead, but He came back to life! It showed us that God loves us!" Aubrey told her friend.

"How would somebody dying show

you that God loves you?"

"Because He wants us to be with Him forever. That's why He sent Jesus. Jesus died to forgive our sins. But three days after He died, God put life back into Him again!"

Lauren looked confused. "I don't understand how a person who was dead could come back to life," she said. "That's impossible!"

"I know," Aubrey said. "But nothing is impossible for God! The Bible tells us that we also can become alive and can live in heaven with God after we die."

"I think I want to go to heaven!" Lauren said.

"God wants you to go to heaven too, because He loves you!" Aubrey told her. "Maybe you can go to Sunday School with me sometime. Then you can learn more about Jesus."

"Sure," agreed Lauren. "I think I might like that."

PRAY: Dear Jesus, thank You for loving us so much that You died for us to give us eternal life! Help us to share that Good News with others! Amen.

Sing: "Jesus Christ Is Risen Today" (LSB 457); "Do You Know Who Died for Me" (SKLS, p. 13); or "Hallelujah, Jesus Lives" (SKLS, p. 21).

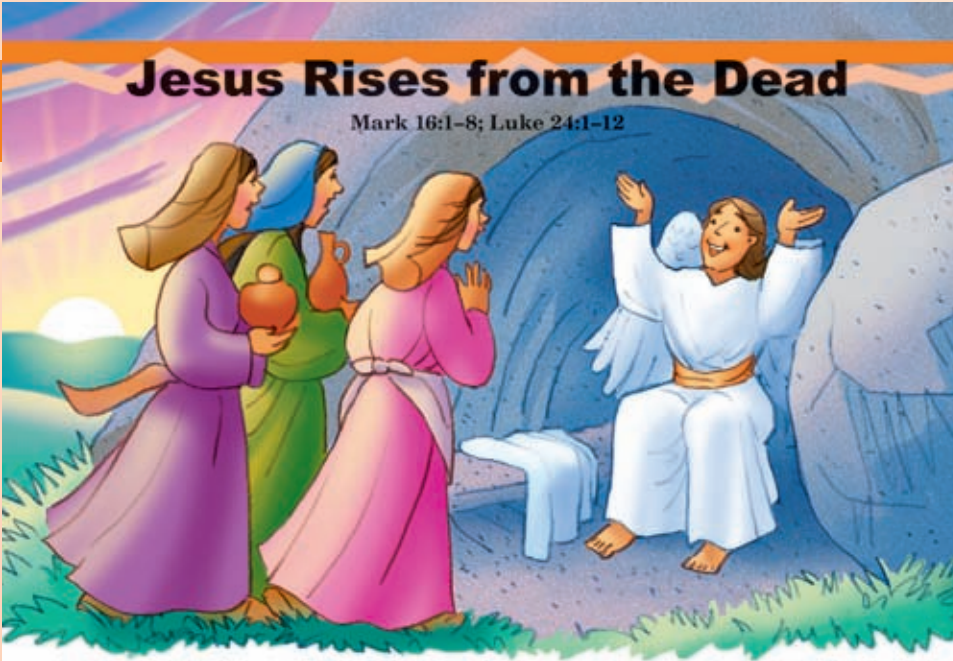
INTO the Lesson

Before the lesson, hide empty plastic Easter eggs in the classroom. There should be enough for each student to find one. Say, **I've hidden enough Easter eggs in our classroom for each of you to find one. There is something very special inside it! When you find yours, sit down, wait for everyone else to find one, and then you can all open them at the same time to see what's inside!**

When the students find their eggs and look inside, ask, **How many of you were surprised to find that there was nothing inside the egg? What were you hoping would be in there?** (Candy, coins, etc.) **What other times would you be sad to find something that was empty inside?** (Christmas present, birthday present) Say, **Today we're going to learn about a time when many people were confused, just like you were, to find something empty. But then their confusion turned to happiness when they learned what it meant!**

Jesus Rises from the Dead

Mark 16:1-8; Luke 24:1-12



1 **Narrator:** Early on Sunday morning, some women went to Jesus' tomb. They were going to put spices on Jesus' body.

Mary Magdalene: How are we going to roll away the heavy stone from the entrance? If we can't push it away, we won't be able to anoint Jesus' body!

Narrator: But when they got there, they saw the stone was already rolled away! They went into Jesus' tomb and saw a man dressed in a white robe.

2 **Mary Magdalene:** Where is our Lord's body?

Angel: Don't be scared! You are looking for Jesus who was crucified, but He is not here anymore! He has been raised from the dead! Look at where His body was laid, but He came back to life! Go quickly and tell the disciples that He has been raised from the dead. You will see your Lord in Galilee.

Women: Quick! Let's go!

Narrator: The women ran as fast as they could to the disciples. They were trembling and frightened, but also very happy and amazed!

Women: Jesus is alive! God raised Him from the dead!

Disciples: That's impossible! He couldn't be alive again! He's been dead for three days!

Women: It's true!

Narrator: The disciples were hopeful, but they still didn't believe what the women said. They wondered how it could be. Peter ran to Jesus' tomb to see for himself.

Peter: It's empty! Look, here are the cloths that were wrapped around His body! It must be true! Jesus has risen from the dead!

1

INTO the Word

Pause at the numerals in the story and ask these questions.

- 1. Do you remember why the women didn't do this earlier?** (When Joseph and Nicodemus buried Jesus, the sun was already going down, and they couldn't work on the Sabbath. So now that the sun had come up, the Sabbath was over.)
- 2. Say, Look at the picture. Why would the women be afraid?** (Besides everything being different than what they expected, the angel was bright like lightning.)

To review the story and learn the Words to Remember, choose four students to play a game of charades while the rest of the class chants the memory verse out loud, almost like a tableau drama performance in which the actors don't talk, but the class is the "narrator." Choose one student to role-play the angel and three students to role-play the women. The angel will pantomime talking to the women about Jesus' resurrection. The women will pantomime surprised looks on their faces. While the four students are acting this out, the rest of the class will say the verse aloud.

Jesus Is Alive!

Words to Remember Do not be afraid, for I know that you seek Jesus who was crucified. He is not here, for He has risen. 2 Matthew 28:5-6

Say, **Something special happened on the Sunday morning after Jesus' death. God put His power in Jesus to rise from the dead and live again! When the angel at the tomb told the women that Jesus was raised from the dead, they were surprised! They didn't need to be surprised, though, because Jesus had promised that He would rise and live again. This was Good News for the people in Jesus' time, and it is still Good News for us today!** Have students write the message of the angel on the lines on the cross. (He is not here! He is risen!) It is adapted from the last phrase of their memory verse. Say, **Just like the angel told the women to share the news with the disciples, we can share this Good News with others too.** Hold up Poster 7, or simply point to the pictures of the Easter lilies on the page. Say, **This flower is called an Easter lily. It is shaped like a trumpet. Trumpets are usually played before a king enters or before a special announcement is made. Trumpets are often played with hymns on Easter morning. These flowers announce the coming of not only springtime, but of new life for everyone. Because Jesus rose from the dead, after we die, we will rise again too. The white flowers remind us that our sins are washed away and we are pure and holy. Just like the women announced the news to the disciples and the lily announces the good news each spring, we can announce the Good News too. All the stories in this new unit we started have to do with telling others about Jesus. We will see how Jesus' followers were so excited to spread the Good News that our sins are forgiven and that we have life in heaven. Sing "Let Us Sing for Joy" (SKLS, p. 38).**

INTO our lives

Hold up the Word Wall Word *alive*. Say, **Jesus became *alive* again on Easter Day. This was important because it meant that He had beaten death and the devil! Jesus became *alive* through God's power on Easter. This showed that He really was the Son of God and now rules over heaven and earth. If we believe in Jesus as our Savior, we will also be *alive* forever with Him in heaven. This is great news!** Have students point to the purple cloth draped across the cross on the activity in the Student Book. Ask, **What does the purple cloth remind you of?**

(The robe the soldiers placed on Jesus when they made fun of Him being the King of the Jews, although He really is the King of kings. It reminds us of our King's suffering and death on Good Friday.) Have students cover the purple cloth with the stickers, changing it to a white cloth draping the cross. **What does the white cloth remind you of?** (Easter! Peter saw the burial cloths in the tomb, but Jesus was not there. White is a color of holiness. Through His death and resurrection, Jesus takes away our dirty, filthy sins and makes us perfect.)

Day 2

Classroom Devotion

“Good morning, Brian,” Mrs. Westgate said as Brian came into the classroom.

“Hi, Mrs. Westgate!” he said enthusiastically.

“You sure seem happy today,” she told him as she walked over to his desk.

“Well, I have a lot to be happy for today.” Brian’s eyes showed how happy his heart was.

“Why is that, Brian?” she asked.

“Remember how we’ve been praying for my Grandpa Frank?”

“Yes, of course,” Mrs. Westgate replied. “Your family found out in October that he had cancer. Our class has prayed every week that God would heal him and help him feel better!”

“God answered our prayers! Grandpa Frank went to the doctor yesterday, and she told him that his cancer was gone! The chemotherapy killed the cancer, and he’s going to be better now!”

“Oh, Brian, that’s wonderful!” Mrs. Westgate hugged Brian. “I’m so glad your family received good news!”

“We’re really happy too. I talked to my grandma on the phone. She was crying because she was so glad. Then she put Grandpa on the phone. He sounded tired, but he told me he would take me fishing soon!”

“I’m glad he’s better now, Brian. God was with you the whole time, keeping you brave and giving you faith no matter what happened. God was with your Grandpa Frank too, helping him beat the cancer. God is always with us, no matter what.”

Say, **Brian had good news that he could hardly wait to share with his class. What are some happy things that you’ve told others about? We have Good News to share: if Jesus is powerful enough to defeat death, then He can do anything for us, including giving us new life.**

PRAY: Dear Jesus, thank You for dying on the cross for us. We are grateful that You forgave our sins and made us right with God. Thank You for Your amazing love! Amen.

Sing: “I Know That My Redeemer Lives” (LSB 461); “Life Is Ours, a Gift from Jesus” (SKLS2, p. 37); or “He’s Alive” (SKLS2, p. 26).

DAY 2

INTO the Lesson

Divide your students into partners and have a staring contest. Who can hold their eyes open the longest without blinking? Play for fun, not competitively. Make this point: **The women’s jaws must have dropped, and their eyes must have bugged open when they saw that their Lord wasn’t there anymore and when they saw the angel in the tomb. They were both fearful and astonished. Raise your eyebrows and open your eyes, just like the women. When the disciples heard the women’s story, their eyes must have gotten big too. They couldn’t believe the women without seeing for themselves.** Sing “Open Our Eyes” (AGPS 195). Say, **We can’t actually, physically see Jesus like the women and the disciples soon would. But the Holy Spirit has given us faith to believe that Jesus is really, truly alive and living with us today. We see Jesus in God’s Word (the Bible), in Baptism, and in the Lord’s Supper. It is amazing.** Pray with your class that they always have the wonder and amazement of the Easter miracle and that through the gift of faith, they know they are God’s children and are sure that they have eternal life.

INTO the Word

Give the students an opportunity to act out the Easter Sunday story. Choose students to represent and read the character parts (narrator, Mary Magdalene, angel, women, disciples, Peter) on page 1 in the Student Book. Provide simple costumes such as a loose piece of fabric tied around the head for a scarf. Give each child an opportunity to participate.

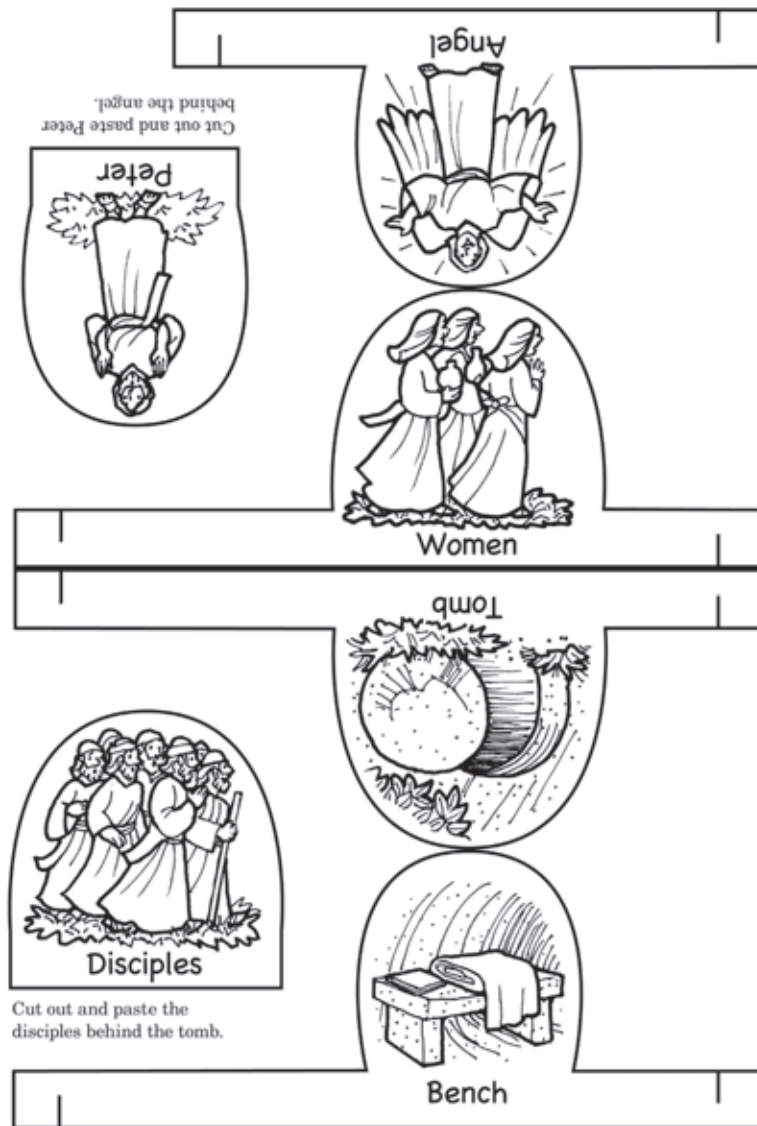
If you prefer not to act out the story, give each student a copy of Reproducible 65 to color and cut out. The four images with tabs can each be wrapped around a plastic Easter egg. To make them more durable, photocopy the page onto heavier paper.

Demonstrate how to carefully cut the slits along the edge of each tab and then slide one into another. (Students will need four plastic eggs to create all the characters; however, as an alternate storytelling method, the tab can wrap around a student’s finger and be glued with a glue stick, creating four finger puppets.) Make sure students set the wide half of the egg on their desk as the base. In order to tell the second half of the story, students will need to cut out the disciples (and Peter) and paste them on the inside of another character with a tab, then turn the tab around (inside out). Keep the women the same.

INTO our lives

Remind students that the Good News that Jesus gives us new life is to be shared. Use the plastic eggs you provided earlier (for the devotion and/or the story review) for egg relays outside or inside the classroom. Divide students into teams; provide each student with a plastic Easter egg. Place an Easter basket at the finish line for each team. Challenge students to carry the egg between their knees as they walk to the Easter basket. They should drop the Easter egg into the basket and then run back to the line and give the next teammate a “high five” hand slap. The next student will go, until all team members have successfully dropped their egg into the basket in that same way. Instead of making it a competition between the teams to see who is the fastest, challenge each *team* to get through their line and deposit all of the eggs in the basket before a song is over. Sing “Let’s Go, Go, Go” (SKLS, p. 39) at the start of the relay and see if students can complete their task before the end of the song. Vary the difficulty of the relay based on the skill and needs of your students. You may need to shorten or lengthen the distance between the starting point and the basket, have students balance the egg on a plastic spoon, have students push/roll the egg on the ground with their noses, and/or sing only one or two stanzas of the song.

You may want to close by using Web Resource 65a as a calming activity, collecting everyone’s thoughts and reviewing why Easter is special to us every day.



Reproducible 65 © 2011 Concordia Publishing House. Reproduced by permission.

Hold up the Word Wall Word *three*. Say, **Whenever we think of Easter, we can think of Jesus and His love. He gave His life for our sins. In the Apostles’ Creed, we say, “[Jesus] suffered under Pontius Pilate, was crucified, died and was buried.” But that wasn’t the end! The Apostles’ Creed goes on to say, “The third day He rose again from the dead.” We count Good Friday night, when He was buried (hold up one finger), Saturday, when He was in the tomb (hold up a second finger), and Sunday (hold up third finger), even though He rose right away when the sun came up. Jesus was truly dead, but three days later, He truly became alive again. And when we die, we will**

live forever too! We can rejoice that God triumphed over death! We can look forward to eternity together in heaven, worshipping and praising Him forever.



Lesson Support



Searching Further

Do a science experiment with students to witness how new life grows. Give each student a small cup. Fill the cup with potting soil. Put several bean seeds in the cups and cover with more potting soil. Help the children water and care for their seeds by placing them in the sunlight. Observe the seedlings sprouting, giving birth to new life. Help students draw comparisons between the new life of the seeds and the new life that Jesus' resurrection gives to us.



Bringing it home

You have Christmas and Valentine parties. Show how important Easter is by working with room parents to plan an Easter party. Remind parents that the main focus should be the sharing of the Gospel message of Easter, not emphasizing the Easter bunny. Have students act out the Student Book story for a parent presentation. Afterwards, have parents assist with an Easter egg hunt for students by hiding stuffed plastic eggs outside the classroom. Finish the celebration with Easter songs, food, and drinks.



Curriculum Connection

Our Lord rose from the dead in His physical body and still retains it today. Consider using section 1.2.3.2, Systems of the Body, in the Science volume of the Concordia Curriculum Guide with this lesson. Much modern thinking treats the body as if it were somehow a bad thing, something unclean or imprisoning to be escaped from in heaven. Jesus' resurrection shows us that God likes matter, that He created it good and has redeemed it along with all creation. Encourage children to learn about and marvel at the wonders of the physical body, including their own!



Faith in Action

Reflecting the discussion between Lauren and Aubrey in the Day 1 devotion, have students practice sharing the Gospel message with one another. Pair students into partners, and encourage them to have a question-and-answer discussion about the significance of Jesus' resurrection. Can they explain Easter to someone who may not understand? Students will gain confidence from witnessing practice; ultimately, they will reflect these skills in their sharing of the Gospel with family or friends.



Critical thinking

Pose the following question for class discussion: **What would have happened if Jesus had not risen from the dead on Easter Sunday? What would that mean for us today?**



Reaching Every Child

Activating prior knowledge about a subject is an important way to helping all students retrieve information that they already know. Cues give students information about what they are about to learn or experience. To be most effective, cues need to focus on what is most important in a lesson as opposed to only what is unique. This technique engages all levels of learners, from those who are challenged with learning to those for whom learning comes easily.

To engage children in deeper thinking, teachers must design questions that focus on higher level thinking skills. These questions will help students analyze information, make inferences, and apply knowledge to their own lives. In contrast, lower level thinking skills simply ask students to recall or recognize information. By using higher level questioning strategies, teachers direct students to take biblical knowledge and practically apply it to their lives. With the help of the Holy Spirit, children's faith lives can be strengthened as they take lessons learned from the Bible and incorporate them into daily living.



Just for Fun

Make "Empty Tomb" buns with your class. Prepare your favorite yeast roll mix with the class or use thawed frozen bread/roll dough. Before the dough rises, wrap some dough tightly around a large marshmallow. Provide a container filled with cinnamon sugar for students to shake on top of the marshmallow and dough, as if sprinkling spices on Jesus to bury Him. Let the dough rise, and then bake as usual. The marshmallow will melt, leaving an "empty tomb" when the roll is cut in half.