



TEACHER GUIDE
Preschool B

Unit 1 : September

God Blesses Me and My World

One in Christ Preschool—An Overview

Welcome to the One in Christ preschool curriculum and to an easy-to-use format that will help you plan your “Jesus Time” and related experiences. There is one Teacher Guide for each month of the year. (Be sure to recognize that these are not disposables, like magazines.) Each month (unit) has 4 weeks of lessons, with 4 days per week. You will find that there is an abundance of ideas. This provides you with the freedom to pick what works best for you. Don’t try to cover all the material given. Make choices—make it your own!

To help you organize by quarters, the covers are color-coded. The Fall quarter (September, October, November) has autumn orange covers; the Winter quarter (December, January, February) has red covers for Christmas through Valentines; the Spring quarter (March, April, May) has spring green covers; and the Summer quarter (June, July, August) has turquoise blue covers. Each quarter will have one bonus lesson (because of variations in schedules and calendars). Please note the flexibility of the program, which has a Summer quarter for preschools that offer year-round care.

You also have flexibility in how you store your Teacher Guides. The pages are 3-hole punched if you would like to place each quarter in a separate binder. The pages are also perforated if you want to place them in file folders. Or you may simply want to place these colorful Teacher Guides on a bookshelf as your religion curriculum library.

Let’s see what a week provides. The first page of a weekly plan gives you an overview for the week. This is followed by 2 pages of ideas for each of 4 days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you select to use, you can put a check mark, or better yet a cross, in the heart icon. Checking off activities will also help you in your planning next year!

You will find teaching tools referred to in the lessons such as play scenes, Bible figures, puppets, and *The Story Bible* (hardback edition), all available from Concordia Publishing House (CPH). Song suggestions come from *Little Ones Sing Praise (LOSP)* or *Lift Little Voices (LLV)*, also available from CPH, along with CD recordings of the songs. You will need a variety of materials and methods for teaching a Bible story because each week, the story is presented four times. This repetition is important, age-appropriate, and educationally sound. One time is not enough for a good story—children want to hear it over and over again. (Note: If you do not have the materials suggested, you can still teach the lessons, adapting them to fit with the materials you do have available.)

The second main section of each week provides circle time and center ideas on a variety of themes. Though independent of your Jesus Time, connections to our faith are made to show children that Jesus is part of all parts of our lives. The categories are Express (language development), Create (the arts), Explore (science and math readiness), and Relate (social development). Take note of the numbers in parentheses at the end of each activity. These relate the activity to an early childhood curriculum standard. Reproducible copies of these standards are found in the Administrator’s Manual. The standards are based on a compilation of state and national preschool standards.

Student materials consist of Family Letters that encourage families to read from *The Story Bible* with pages listed (from the hardback edition) each week, so that children can hear the Bible account both at home and at school. (Note: If you find it difficult to get weekly letters to the home, consider giving parents the entire packet at the beginning of the year.) Blessings!



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Unit 1—September

God Blesses Me and My World

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From the Editor—A Look at this Month

The front cover shows a content child enjoying and appreciating God’s creation. He feels special because he is God’s child, and he knows that his heavenly Father will care for him. We pray that after studying this unit, each of your children can feel that way—that through faith, they will know how our powerful God who created the universe is also a loving and caring God. Even though we don’t always take care of and appreciate God’s world, and even though we sometimes make Him sad, God forgives us.

We know God is loving because not only did He create the world for our enjoyment, and not only did He create our bodies with an amazing design, but He also sent His only Son, Jesus, to be our Savior. He re-created us in Christ. We pray that you can picture yourself basking in God’s presence, enjoying the splendor of heaven. May you have joy as you share that hope with your children this month!

Here are a few things to keep in mind as you teach from this guide:

- Keep in mind that this guide provides a multitude of ideas. This gives you the freedom to pick and choose what works best for you and your children. Always feel free to add, delete, and adapt ideas in order to best accommodate your situation.
- The daily lesson plans provide more ideas than you will probably need. Select the activities you want to use and then draw a small cross in the nearby heart icon to identify your choices readily and to remind you again of your selections next year.
- You are encouraged to use *The Story Bible* (copyright © 2011 Concordia Publishing House)

as a companion piece to the lessons you will teach in your classroom. Also encourage family use of this book in the home. (Accompanying page numbers are listed in the Family Letters.)

- The following CPH Arch Book titles can be used to accompany lessons in this unit: *The Story of Creation*, *Where Did the World Come From?*, *The Fall into Sin*, *A Man Named Noah*, and *Noah’s 2-by-2 Adventure*. Keep in mind that Arch Books are written for children a year or two older than the children in your class; the vocabulary will challenge their listening abilities. But the children will enjoy the pictures and the rhythm and rhyme of the words. Note that the list of Arch Books is continually being updated and added to, so you may need to look for related titles if these are no longer available. Other CPH books related to this unit include *What Next?* and *Drip Drop*, CPH Big Books; and *This Is the World That God Made*, *God Made It for You!: The Story of Creation*, and *Bible Birds and Beasties*.
- Mentioned in this guide are many supplemental materials that are available from CPH, such as flannelgraph figures, cupettes, play scenes, Family Letters, glove puppets, and the songbooks *Little Ones Sing Praise (LOSP)* and *Lift Little Voices (LLV)*. If you do not have these materials, you can still teach the lessons, adapting them to fit with the materials you do have available. (Hint: Place the cupettes and other visuals at your centers so students can reenact the Bible story throughout the week.)

God bless your teaching of the faith!

Meeting Individual Needs

Going outdoors can provide a release of energy, yet it can also be a stressful time for students, especially those with special needs. It can be very difficult to wait turns, understand the rules, and stay in designated areas. The key to making outside time successful is to have clear and consistent expectations of behavior. If the school rule states that students may not climb up the slide, state this rule before the children are exposed to the playground. While still in the classroom prepare students for what is expected. Pictures of students demonstrating appropriate playground behavior can reinforce the teacher’s verbal statements of expectations. Stating before going to the playground that students

may go up the stairs and down the slide and having a plan with the adult staff on how to address a rules violation before entering the playground will eliminate confusion and inconsistency for students and adults. Take the children on a “field trip” to the school playground to practice the safety rules. Using a simple book that has pictures of appropriate behavior and inappropriate behavior to review before, after, and during outside time will reinforce expectations for students. Saying “no” to climbing up the slide once it is in progress is much more difficult to enforce. Have a plan before entering the playground area and stick to it.

Week 1—God Knows Us by Name; We Are His GOD MADE PEOPLE

GENESIS 1-2; ISAIAH 43:1

Discovery Points

Law: God is perfect; but we sin and make mistakes and need His mercy.

Gospel: God knows all about you because He lovingly and carefully created you, and He sent His Son, Jesus, to be your Savior.

Sanctification: Through the power of the Holy Spirit, trust God to care for you because He knows all about you and cares for you so deeply!

Background

When studying early childhood, we are reminded that young children will have a self-centered attitude. The children do not think of how they fit into this great big world, but rather how the world revolves around them. Sadly, it is certainly not just early childhood students that share a “me first” attitude. We all have times when we want to put our own needs and desires above our staff, our children, and, yes, sometimes even above Christ. However, in the beauty of the Creation story and the beautiful words of Psalm 139, we find that God, in fact, *does* want to put us first, in grace and mercy.

In His awesome might and power, we see that He knows everything about us—every thought, every deed, every beat of our hearts! Now, this certainly makes us feel special, but it may also make us feel a bit uncomfortable! He knows *everything*? Even what I try to keep hidden? But God looks at us through Christ and through what Christ has done for us. His amazing grace washes over us daily. God doesn’t see the sin-marred creatures that we are, but the perfect creations He originally designed. As you teach this lesson, rejoice in your own forgiveness and remind the children how special they are to their Father in heaven! What an amazing peace we have, knowing that God Himself said, “I have called you by name, you are Mine” (Isaiah 43:1).

You care wholeheartedly for the children in your room and daily give generously of your time and energy to care for them. The parents of your children also often sacrifice to give their children the very best, including the good care and education at your school. If we who are fallible care so deeply and give so much, how much more will our almighty Father in heaven—the one who spoke something out of nothing, the one who created us—take care of His beloved children? There is nothing we lack, including salvation.

Bible Words

I have called you by name, you are Mine. Isaiah 43:1

Through studying an “All About Me” theme at the beginning of the year, students will begin to recognize differences and similarities among classmates, learn about their personal traits and information, and recognize how wonderfully and lovingly they’ve been created. The children will learn that although there are millions and millions of people in the world, our mighty Maker cares for and knows all about little “me.”

Week 1

Day 1 Materials

- Play dough
- Pictures of children that show different emotions
- Name cards identifying each child

Day 2 Materials

- Prop bag holding: flashlight; bottle of water; small bag of dirt; leaf; picture of the sun, moon, and/or stars; feather; goldfish cracker; small stuffed animal; man and woman dolls/figures
- Family Letter
- Cell phone

Day 3 Materials

- *What Next?* (a CPH Big Book)
- Optional: *God Made It for You!: The Creation Story* (available from CPH)
- Picture of a Baptism
- Zippy puppet
- Pictures of various plants and animals

Day 4 Materials

- *The Story Bible* (CPH)
- Large sheet of poster paper
- Optional: *The Story of Creation* (CPH Arch Book)



Hold a big piece of play dough. Tell the children that you are going to show them two different ways to make something. Say, **Watch how I do it the first time.** Then quickly make a “person” that looks like a messy blob. Rush through it without even making the object recognizable as a person and then shout, **Done!** Pause and say, **Now watch how I do it the second time.** Then, take your time actually making a person with a torso, head, arms, and legs. Clearly show how you’re enjoying yourself—smile, whistle as you work, and talk to yourself (such as, **I love it! . . . Oh, this is gorgeous! . . . A little bit of this, and a little bit of that.**) Exaggerate how you are thinking it through. When complete, proudly shout, **Ta-da!**

Ask the children what the difference was between the first way you made your “person” and the second way. Say, **When God made people, He thought of everything and made us just right. He enjoyed it, and He carefully and wonderfully created each little part of you. The Bible says it was like a person sewing with thread: you were knitted and woven. It was like an artist working with clay: you were formed and shaped. You weren’t just thrown together. God took His time because He loves you so much!**



Use your Bible and say, **I am going to read some words from the Bible. The Bible is God’s Word, so we know that it is true. I am going to read some words that are from a book in the Bible called Psalms. These words were written by a man named David who knew a lot about our loving God.** Read the first four verses of Psalm 139. After reading, say, **Some of these words were difficult to understand. Let’s say the words in another way.** Have the children stand up and repeat your words and actions after you.

Say, **Oh Lord, You see all of me.** (*Put one hand on top of eyes and start with your eyes looking down at your shoes and scan all the way up.*)

You know who I am. (*Point to the sky with both index fingers on “you,” and on “I am,” point both thumbs to yourself.*)

You know when I sit. (*Everyone sit down.*)

You know when I stand. (*Everyone stand up.*)

You know what I think. (*Point to your head.*)

You know where I go. (*Run in place.*)

You even know when I lie down low.

(*Sit down and hold both hands next to your cheek to mimic sleeping.*)

You know all that I do. (*Spread both hands out wide.*)

You know all that I say. (*Put both hands under your chin and push them out in front of you.*)

And You show me You love me, (*Point to sky and wrap arms around self in hug.*)

Each and every day! (*Point on each word going from left to right.*)

Have children sit down. Say, **Wow, God knows everything about us! That was what the Bible was saying. Ooh, but wait a minute. Does that mean that God knows that we do bad things too?** (Yes, God knows all the times we hit others or yell or fuss.) **Will God stop loving us if He knows we do bad things? No, God loves us no matter what! He loves you and me so much that He sent His Son, Jesus, to be our Savior who saves us from our sins; He forgives the bad things that we think and the bad things we do. Yes, God knows us because He made us. God loves us all very much!**

* * * God Knows Us by Name; We Are His * * *



Use pictures of children (or circles on which you have drawn faces) showing different emotions. Show a happy face and ask, **How is this person feeling? Why do you think the person is feeling this way? Does God love you when you are happy?** Show a sad face and ask, **How is this person feeling? Why do you think the person is feeling this way? Does God love you when you are sad?** (He loves us at all times.) Continue with angry, scared, shy, lonely emotions. After you have gone through all the emotions, say, **So God loves you no matter how you are feeling! God made you, and you are a special part of His creation.**



Sing to the tune of “Where Is Thumbkin?,” inserting a student’s name where indicated:

Who does God love?

Who does God love?

God loves [Matt], God loves [Matt]!

God knows all about you,

And made the world just for you.

God loves [Matt], God loves [Matt]!

Repeat this song so that every child can hear his or her name in the song. Don’t forget to put your name in too, because God also loves you!



Write each child’s name on a 3 × 5 card. Mix up the cards and put them facedown on the floor. Say, **On the back of each of these cards is something very important and very special. On each card is a name. That name belongs to you, or you, or you.** Point to different children as you talk. **And guess what? You and you and you (point) all belong to God! God created you. He calls you by your name and you belong to Him because He loves you. We are going to take turns picking up just one card. On your turn, you might pick up your own name or you might pick up someone else’s name. Whatever name**

you pick up, I will help you read the name. Then I want you to give the name card to the person it belongs to, and we will all say, “[Tyler,] God has called you by name, you are His.” Model for the children how to do it with one name. Place that name back in the cards and mix it in the pile. Remind the children, **Everyone’s name is in the pile because God made each and every one of you. All of your names will get called, just like God has called each of you to be a part of His family through Baptism.** Allow children to take turns until all the cards are gone.



Today, tell the story of Creation using a prop bag. (See the Materials List for Day 2.) Say, **Before God created the world, there was nothing. There were no trees, no sunshine, no cats or dogs, no mommies or daddies. There wasn't even ground to stand on! Then God said, "Let there be light!"** Take out the flashlight and shine it around. **God made light to shine for the day and darkness for the night. That was the end of the first day of Creation. God looked at the light and He said it was good!** Rub palms of hands back and forth together to represent a job well done whenever you say "It was good."

On the second day, God made the waters and the sky. Pull out the bottle of water and set it next to the flashlight. Ask, **Do you think God made bottles of water? No, He made the huge oceans! Did you look at the sky when you came to school? Is the sky big or little? Did it have clouds today? God looked at the sky and oceans, and He said it was good! That was the end of the second day of Creation.**

Pull out the bag of dirt and the leaf. Say, **Then God decided to create land. He pushed the water to one side and the land appeared! Next, God made every plant, tree, grass, flower, and fruit tree—everything! What is your favorite fruit? What is your favorite vegetable? After God saw the plants and land He said that it was good. That was the end of the third day of Creation.**

Take out the picture of the sun, moon, and/or stars. **On the fourth day, God had more to do! God made the sun, moon, and stars. He created the sun to light up the day and the moon and stars to light up the night. God looked at the lights in the sky and said they were good. That was the end of the fourth day of Creation.**

On the fifth day, God created all the birds that fly in the sky. Can you tell me some of the birds that God created? As children are sharing, pull out the feather. After that discussion ends, say, God didn't

just make the birds on the fifth day. He also made all the fish and creatures that live in the sea! Pull out the fish cracker and say, **Tell me the names of some of the fish and ocean creatures that you know.** After the discussion, say, **God was happy with His creation; He saw that it was good. That was the end of the fifth day of Creation.**

Then, on the sixth day, God began to create all the creatures and animals of the earth. Pull out the stuffed animal and ask, **What are some of your favorite animals that God made?** After the discussion, say, **Even after all those animals, God was not done. Now He was ready to make His best and most important creation. Out of the dirt of the earth, God created a man and breathed life into him.** Take out the male doll (or picture). **And then, out of the man, God took a rib and created a friend for the man, a woman.** Show the female doll (or picture). Say, **The names of the first man and woman were Adam and Eve. God saw Adam and Eve and said that His creation was very good. Then God was finished creating on the sixth day.**

Hold the bag upside down so the children can see there is nothing left inside it. **Now, on the seventh day, God took a rest. God had created our world perfectly. There was no sin, no bad things, no sickness, no death. But we people are sinners, and people messed up our beautiful world. We added the sin, the sickness, and sadness. However, God created us, and He loves us so much that He knew what we needed to fix that problem. God sent His Son, Jesus, into the world to die on the cross and rise again at Easter for us! Now we get to live! God said, "I have called you by name, you are Mine" (Isaiah 43:1). He loves us. We are His creation, and He knows our names. What an amazing God we have!**

* * * God Knows Us by Name; We Are His * * *



Each week, always present the visual that is part of the Family Letter. It is always a two-part picture that tells what the Bible story is about and what happened next (good for teaching sequence, before and after). Encourage the children to use their take-home copies to tell the Bible story to their families (which is one more reason why it is important for you to introduce the pictures during class time).

Sing “My God Is So Great” (*LOSP*, p. 64 and on CD). Add a stanza, using these words and actions in the third line: “His hands formed my face. (*Rub cheeks.*) He shaped my body. (*Rub outside of thighs.*) He carefully knitted my frame. (*Pretend to sew.*)” Elongate the /m/ sound on the word *mighty* (or at least sing the word louder).



Teach the children the Bible Words with a pantomime. Say, **Let’s learn God’s words from the Bible that show us how much He loves us. When God says, “I have called you by name, you are Mine,” He is telling us how special we are to Him. Think of all the people in this classroom; think of all the people in our school; think of all the people in our city; think of all the people in our country. Now, think of all the people in our world! God knows all of those people’s names! He wants every person to be His child! Let’s stand up and learn these special words from the Bible. Repeat the words and actions after me.**

I have called you (*Cup hands around your mouth.*)

by name. (*Holding index finger and middle finger together, make a diagonal line across your heart.*)

You (*Point straight out from your body.*)

are Mine! (*Hug yourself.*)

Repeat this several times so the children begin to feel comfortable saying the verse from Isaiah 43:1.



Show students your cell phone. Say, **In my phone, I keep all kinds of information. I have a list of important names—names that I need to remember. With the names, I have their phone numbers so I can call them. Walk around the circle with your phone and show portions of your contact list. If I didn’t have this phone, I wouldn’t be able to remember all of my friends’ information. Do you think God needs a cell phone to remember everyone? No, God knows and loves all of us! He’s so wise and powerful! He made us! He knows all about us, even what will happen to us—next week, next month, even next year. Even when you are twenty-five years old!**



Let’s call on God now with a special name prayer. Today, each of you will say your name in our prayer. I will start, then everyone will get a turn to say their name, and then we will all say, “Amen.”

Dear God, thank You for knowing who we are. Thank You for loving us so much that You know all about us. You know (teacher name), **you know** (point to the first child next to you and have him or her say his or her name. Continue down the line, saying **you know . . .** and letting the next child say his or her name. Once everyone has said their name, then say,) **God, we are so happy that You love us and have called each of us to be Your children. Thank You for knowing that we need a Savior and for sending Jesus. Amen.**



Read the story of Creation from the CPH Big Book *What Next?* by Mary Manz Simon. Let the children point to things in the pictures and point out the numerals they see in the text. Read it a second time so the children can say some of the phrases with you (such as, “See what God made.” “This is good.” “What will happen next?”). Or you may want to tell the story using the CPH storybook *God Made It for You!: The Story of Creation* by Charles Lehmann.



Show a photo or drawing of a Baptism. Ask several questions to promote discussion about the picture: **Whom do you see in this picture? Does anyone know what is happening in this picture? Do you think you might know the name of this child?** After discussing, explain, **This child is becoming a special part of God’s family. This picture shows what we call in church a Baptism. The pastor uses both the water and God’s Word, the Bible, in Baptism. When we are baptized, we become part of God’s family. Also, when we are baptized, we receive a new name! Remember when I asked if you knew this baby’s name? Well, this child’s new name is actually a name that you and I have too! That name is *Christian*!** Have the children repeat the word *Christian* several times. **When we say we are Christians, we tell everyone that we are part of God’s family. God created us, loves us, and calls us by our name. Now, with God’s love, we get to have the new name *Christian*!** Remind students that Jesus has several names. **One of His other names is *Christ*. And**

sometimes we put those names together to call Him *Jesus Christ*.

Sing to the tune of “Mary Had a Little Lamb”:

Jesus calls me by my name,
By my name,
By my name.

Jesus calls me by my name.
[Insert student name] is my name!

Christ gives me a brand-new name,
Brand-new name,
Brand-new name.

Christ gives me a brand-new name.
Christian is my name!

Sing so that every child receives a turn. Let each child have the opportunity to sing a solo on the last line of the first stanza or at least to sing his or her name. Intersperse the second stanza with every second or third child, depending upon your class size. Once students become familiar with the song, you may want to introduce clapping when repeating the second stanza.



Practice saying the special Bible Words with the actions taught on Day 2. This time, however, as you repeat the Bible Words, have the children say them in a whisper the first time through. Repeat the Bible Words, having the children speak a little louder each time, so that by the fifth or sixth repetition, the children are shouting the Bible Words while performing the actions!

* * * God Knows Us by Name; We Are His * * *



Teacher: Hey, Zippy! It's so good to see you. How are you today?

Zippy: Well, I'm great. It's good to see you, Miss Melinda! (*Have Zippy NOT say your correct name.*) How have you been?

Teacher: Uh, Zippy, my name is *not* Melinda!

Zippy: Oh, that's right. Silly me, Miss Martha, I know who you are! (*Again, be sure Zippy does not say your name.*)

Teacher: Zippy, come on, that is not my name either!

Zippy: Right, right, right, your name is Miss Alice! (*By now, the children will be telling Zippy what your name is!*)

Teacher: Zippy! I know it's still the beginning of the school year, but seriously, you forgot my name? My name is [*insert your name*].

Zippy: Miss [*Your name*], why, that is a *lovely* name. I'm sorry that I forgot. Names are important, aren't they? I hope you were not too upset that I forgot your name!

Teacher: No, I forgive you, Zippy. Sometimes when we meet a lot of new people or join a class where we do not know all of our friends yet, it is hard to remember everyone's name. But the good news is that I know someone who will *always* remember our names. I think the children know who that is too! Come on, everyone—let's tell Zippy who knows our names! (*Have the children say the answer—"God," or "Jesus"—with you.*)

Zippy: God is amazing! I love Him so much! I am glad He knows my name and your name and your name and your name. (*Have Zippy nod and point to children.*) He must love us all very much.

Teacher: Yes, He does! In the Bible, God says, "I have called you by name, you are Mine." (*Isaiah 43:1*)

Zippy: Now that is something I won't forget! Have a great day, everyone!



Bring out pictures or props of various plants and animals that God created. Say, **These items that I am going to show you all go together. They go together because they are all a part of God's creation. God created the world and everything in it. He even made you and me! But I want you to look very closely at these items. Listen to the names of the items and see if you can figure out another reason some of the items go together.** Ask, **What's another way we could sort out God's creation?** Pull out one item at a time and slowly say its name. Have the children repeat the name of the item after you say it. You may want to pass the items/pictures around so the children can hold them. This is a great

time to allow the children to discuss the items. As they talk to you and one another, they might figure out that they are all living things, but some are plants and some are animals. Then have the children sort the items into two piles.

Say, **God created everything good. God is so strong and mighty.** Flex muscles. **But when Adam and Eve sinned, God's perfect plan was changed. But God loved us so much He sent His Son, Jesus, to make everything good again. God knew we needed Jesus to save us from our sins.** Sing "My God Is So Great," (*LOSP*, p. 64 and on CD), shouting the word *mighty*.



Begin by reading the Creation story “God Creates Adam and Eve” from *The Story Bible* (p. 26–28). Say, **All week long, we have been talking about how God created our world and how He created you and me. We are all special to God, and He loves us so much that He gave us a beautiful world to live in. He put people in charge of taking care of the garden and the animals. He made people different and more special than any other thing He created. And then, when we don’t live like God designed us to, God forgives us. He sent His Son, Jesus, to die on the cross and rise to life again for us.**

Today we are going to make a poster about God’s creation. As you explain the next part, use markers to draw a large cross in the center of a sheet of poster paper. **Thankfully, we have Jesus right in the middle of the poster! Even though we sin and do bad things, say bad words, and do not always act like good friends, Jesus forgives us and loves us. So I put the cross in the middle of our poster to remind us that God created everything and had a plan to send Jesus to help us when we did not listen to His Word. Now let’s think about all that God created when He made our world. I want everyone to think of two or three things that God created. We are going to go**

around the circle, and everyone will get a chance to add at least one part of creation to our poster. Let each child add an idea for the poster. If they say, “God made tigers,” do your best to draw a tiger on the poster and write “tiger” below the drawing. (Children will be impressed no matter what your artistic skill is.) After everyone has had a turn, you could facilitate more answers. You will want to make sure there is something from each day of Creation. If the children do not mention it, remind them that God made people.

Once the poster is complete, have two students hold it up. Say, **Wow! Look at all that God has made for us! Let’s read each word together.** Point to your drawings and the words and go through the entire poster. **I will hang this poster up in our classroom so that we can remember to thank God for all He has made. Also, it will remind us to thank God for creating each and every one of us, and for taking care of us by sending us our Savior, Jesus!**

Say an echo prayer, having the children repeat each phrase after you:

Dear God, * thank You * for creating us. * Thank You for loving us * even when we’re crabby. * You love us when we act nice. * But You love us * even though we act mean. * You know all about us * good and bad * and You still love us. * Thank You, God. * Amen.



Tune: “Here We Go ’Round the Mulberry Bush.”

God made everything we see,
Animals, birds, and the deep blue sea,
Land, and plants, and the sky so blue.
He made the people too.



Do a Creation Cheer for God. Say, **God did a great job making the world and making each one of us. As a matter of fact, even the Bible says that at the end of each day, God looked at what He had made, “And God saw that it was good” (Genesis 1:10). So as praise to God, we are going to learn a cheer to praise Him for His creation.** As the children respond to your words, have them wave one fist in a circle on “Go-o-o-o-o” and then raise the hand high on “God.”

God made the dark and God made the light!

Go-o-o-o-o, God!

God made the sea and the sky just right!

Go-o-o-o-o, God!

God made the plants, flowers, and each tree!

Go-o-o-o-o, God!

God made the sun and the moon we see!

Go-o-o-o-o, God!

God made the birds and fish in the sea!

Go-o-o-o-o, God!

God made the animals, and you and me!

Go-o-o-o-o, God!

Once the children can do the actions by themselves, you may want to repeat the Creation Cheer while showing the corresponding pictures from the CPH Arch Book *The Story of Creation*. Do not read the book text; just show the illustrations that correspond with each cheer.



Sing to the tune of “If You’re Happy and You Know It”

If you’re happy that God made you, clap your hands. (*Clap, clap*)

If you’re happy that God made you, clap your hands. (*Clap, clap*)

If you’re happy that God made you, let your happiness shine through you.

If you’re happy that God made you, clap your hands. (*Clap, clap*)

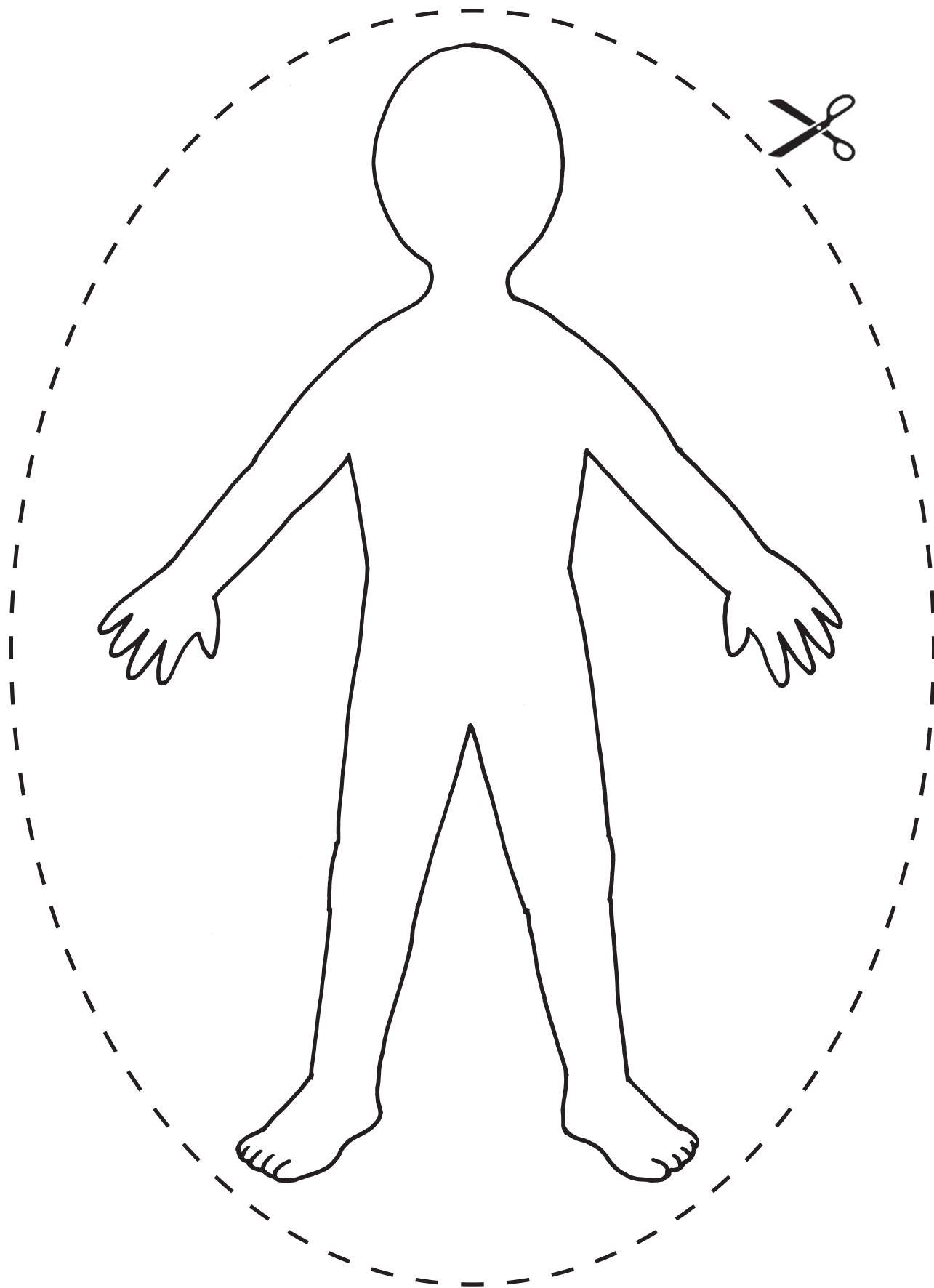
Add three more stanzas, substituting the following text:

If you’re happy that God made you, stomp your feet. (*Stomp, stomp*)

If you’re happy that God made you, shout your praise. (“*Praise the Lord!*”)

If you’re happy that God made you, do all three—(*Clap, clap. Stomp, stomp. “Praise the Lord!”*)

God Made Me



ALL ABOUT ME

God the Father Made the World

(Worship) Sing to the tune of “She’ll Be Comin’ ’Round the Mountain,” adding a motion at the end of each stanza:

God the Father made the world in His own way.
God the Father made the world in His own way.
God the Father made the whole world,
God the Father made the whole world,
God the Father made the world in His own way. Well done! (*Slap your knee as you say, “Well done!”*)

God made trees and seas and stars. Oh yes, He did!
God made trees and seas and stars. Oh yes, He did!
God made trees and seas and stars,
God made trees and seas and stars,
God made trees and seas and stars. Oh yes, He did!
Beautiful! Well done! (*Put hands above head and spread them out when you say “Beautiful!”; then repeat the action for “Well done!”*)

God made me and God made you and that is true.
God made me and God made you and that is true.
God made me and God made you,
God made me and God made you,
God made me and God made you and that is true.
Thank You! Beautiful! Well done! (*Clap hands together in a praying position for “Thank You!” and then repeat the last two phrases and actions.*)
(P.4.4.1)

Children of the King

(Worship) Have children wear the “crowns of life” that they created in the Art Center. Play and/or sing “God Is So Good” (*LOSP*, p. 57 and on CD). (If you have a recording of “Kids of the Kingdom,” that would be appropriate too.) Allow the children to dance while wearing their crowns as they worship God through song. Remind the children, **There is nothing we can do to earn this special crown. God gives us His kingdom because He loves us! God created us and called us by name. We belong to Him. We are kids of the Kingdom, children of our heavenly Father!** (P.4.2.1)

Psalm 139 Litany

(Worship) Teach the children the following actions and spoken response, which is based on Psalm 139:23:

Search me, O God, (*Use your right hand to make a circle around your face.*)

And know my heart! (*Tap your hand to tap your heart 3 times, once each on “know,” “my,” and “heart.”*)

When the children have had a chance to practice, pray this litany together, cueing the children to respond with their words and actions.

Teacher: Thank You, Lord, for making everything we see.

Children: Search me, O God, and know my heart!

Teacher: Thank You, Lord, for making every part of me.

Children: Search me, O God, and know my heart!

Teacher: Your eyes see everything. I cannot hide.

Children: Search me, O God, and know my heart!

Teacher: Thank You, Lord, for staying by my side.

Children: Search me, O God, and know my heart!

Teacher: Lord, from me, please never part.

Children:
Search me,
O God, and
know my heart!
(P.2.2.2)



Rhyming Prayer

(Worship) Have the children repeat each phrase after you: Jesus loves me, this I know, * for the Bible tells me so. * You made us different, not the same. * You even call us all by name. * If we run or if we play, * we know You care for us each day. * So help us, Lord, in all we do * so we might always follow You. * Amen. (P.2.3.1)

Express

ALL ABOUT ME

God the Father Made the World

(Circle Time) Say the poem; add actions; have children say it with you.

God the Father made the world. *(Use hands to make a circle in the air.)*

He made everything you see. *(Use pointer finger and sweep finger to point all around.)*

God the Father made the world. *(Use hand to make a circle in the air.)*

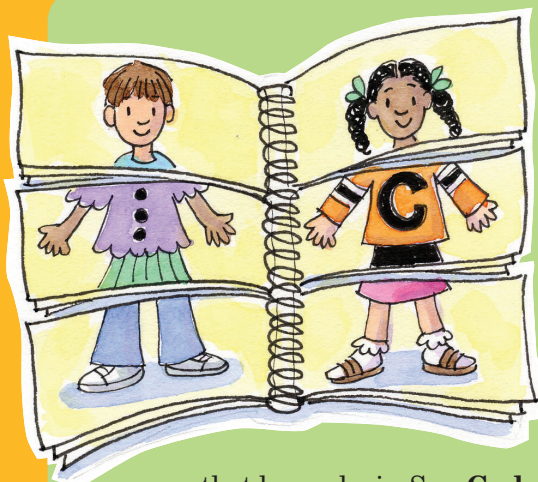
God created you and me. *(Point outward for “you” and back to self for “me.”)*
(P.3.4.1.6)

Called by Name

(Circle Time) Say the Bible Words to the children. Then say, **God calls us by our own special name. He loves us so much that He knows what we think and what we do. Let’s practice saying our names in different ways. First we will go around the circle and say our names slowly.** Model, and let children slowly say their names. Continue this activity, having them say their names quickly, then quietly, angrily, sadly, and finally, proudly. Say, **Through Baptism, God calls us His children. We are baptized in His name—in the name of the Father and of the Son and of the Holy Spirit.** *(P.3.1.3)*

What Can You Do?

(Circle Time) Use a large number cube if you have one; otherwise, roll the traditional size. (You can make a large one from a square tissue box by taping paper to each side and writing the numbers 1–6 on the sides.) Whatever number is thrown is the number of times the children should do a particular action (such as, jump in place, clap, spin around). Say, **It’s amazing, all the things God made your body able to do!** *(P.1.2.4)*



Flip-Flap Book

(Circle Time) Create your own class book by laminating pictures of your students and then spiral-binding them together along the side or using a binder. The pictures should be full-body shots of the children, approximately all the same size. Ideally, the pictures would all be taken against the same backdrop. You will cut each picture into thirds, dividing the head from the torso and the torso from the legs. The students will be able to mix and match the body parts to create “new” people. Say a thank-You prayer that God made each child the

way that he or she is. Say, **God planned out just how He wanted you to be. Sometimes you may be jealous of what someone else has, but remember that you are just right because God created you wonderfully and specially!** Sing “I’m Glad” *(LOSP, p. 28 and on CD).* *(P.3.1.1)*

A New Creation Rhyme

(Circle Time) Say the poem; then have children repeat each line after you.

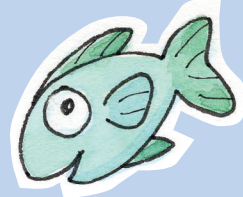
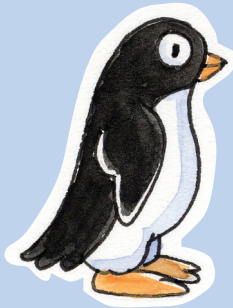
Our Lord God
Said, "Let it be,"
And made the earth
For you and me.

God said the words
"Let there be light,"
And brightness chased
Away the night.

He made dry land
And sky above.
God made all things
With His great love.

He made each bird
And bug and flower.
God made all things
With His great power.

God made it all—
We know it's true,
For there is nothing
God can't do! (P.2.1.1)



Mouse in My House

(Language Development) Make copies of a page on which "There is a" is printed at the top of the page and "in my" is printed at the middle. Read the top phrase and have children draw a mouse in the space below it. (Demonstrate that a mouse can be made with two large circles for the head and body and two smaller circles for ears at the top of the head. Then add eyes, smile, and tail.) Read the middle phrase and have children draw a house in the space below it. (Demonstrate that a house can be made by putting a triangle roof on top of a square.) Now they can read together: There is a mouse in my



house. Say, **Today, you created a picture of a mouse, which God created, and a picture of a house, a blessing from God!** (P.2.3.5)

Express

ALL ABOUT ME

Flower Prints

(Art) Let children pick a bright, bold color of finger paint, such as blue, red, or purple. Paint the children's hands with their selected colors. Help each child make handprints on a large piece of white construction paper. Let the children make several handprints, at least 4. Be sure that the handprints are at the top of the page, and as you work, turn the paper so the handprints fan out in a circle to resemble an open flower. When the paint has dried, give the students green

paint to paint the stems and leaves of their very special flower on the bottom half of the page. You may want to also provide yellow paint to create the circle in the center of the flower (or just provide a yellow construction paper circle to glue in the center). Remind students that each of them has a unique fingerprint and handprint because God made each of them unique and special. While you work, listen to and/or sing "God Is Great" from the CD *God Is Great!*, vol. 1, from AriSon Records. (P.4.1.1)



Crowns

(Art) Provide construction paper crowns large enough to fit each child's head. Provide other materials (such as markers, glitter, stickers, more construction paper) for the children to decorate their crowns. Have each child write his or her name on their crown too. Explain, **We are God's children. God created us and made us His own. Since Jesus is the King of kings, that makes us either a prince or princess in God's Kingdom! Since God is our loving Father, He gives us the riches of His kingdom, including life in heaven.** (Save these crowns to use during Worship Time.) (P.4.1.1)

God Made Me

(Art) Distribute copies of Reproducible 1, "God Made Me." Have the children cut out the body shape. Place mirrors at the table so children can look at themselves and see the beautiful child that God made. Provide skin-colored markers so children can pick the color that best matches the skin that God

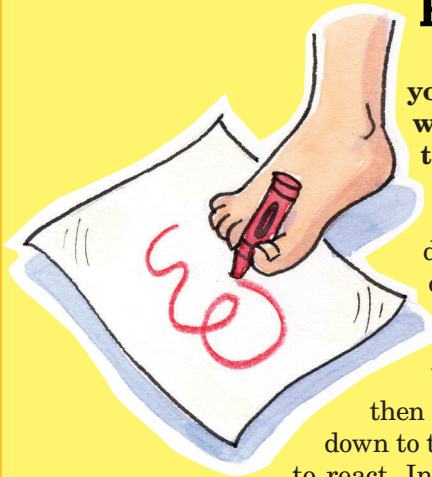
gave them. Provide cloth scraps, yarn, and construction paper to make clothing and hair. Give the children time to create themselves as God made them! Once all the children have completed this project, make a name card to place under each creation, and display the "children" with the Bible Words as the title for the display. (P.4.1.2)

Produce Prints

(Art) Bring in apples, potatoes, oranges, and carrots. Cut the fruit and vegetables in half. Place several paint colors on trays, and allow children to dip each fruit and vegetable half-section in the paint and then press on paper to create masterpieces. Each fruit and vegetable will create a unique shape. This artwork will

be beautiful, colorful, and messy, so be patient with your students, and only allow a few at the Art Center at a time. Say, **God created these fruits and vegetables for us to eat! God knew they were just what we needed. They are healthy foods and will make us grow strong. Today we are going to use them to create a colorful picture.** (P.4.1.1)

Foot Art



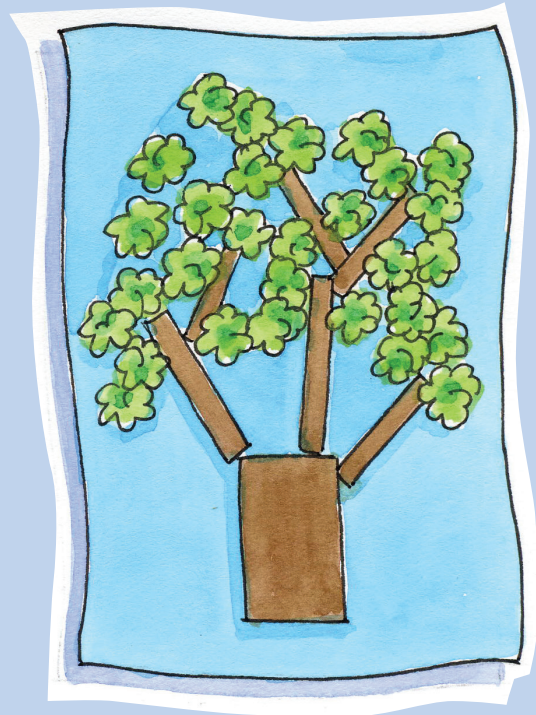
(Art) Say, **God gave you a wonderful body with parts that work together all day long.**

Explain that when we feel something way down at the bottom of our toes, a message is sent all the way back up to the top of our body, to our brain, and then a message is sent back down to the toes to tell them how to react. Introduce the term *nerve*,

explaining that a nerve is a pathway in our bodies that carries messages. To help students more consciously think about the process, allow them to take the shoe and sock off one foot. Squeeze crayons, tip side down, in between their toes. Try to align the crayons so that the tips all fall at the same level. Give the students time to move their foot around on a piece of paper on the floor to create an abstract design. Ask, **Can your brain tell your foot what to draw? Is it hard to control?** Be sure that students have a table or something else nearby to hold onto if they need help balancing. (P.1.3.1)

A Shapely Tree

(Art/Shapes) Teach the rectangle shape. Give each student a 3 × 5-inch brown construction paper rectangle. Begin by asking, **What is this shape?** Explain, **A rectangle always has 2 short sides and 2 long sides. Look at your rectangle. Show me the short sides. Now show me the long sides.** To each student, distribute 6 skinny brown rectangles that are all the same width but of a few different lengths. Ask, **Which rectangle is the biggest? Which rectangle is longest? How many rectangles do you have all together?** Say, **There are many things in God's creation that sort of look like rectangles. But there is one I was thinking of when I cut out these rectangles.** Start arranging your rectangles in a tree shape, making the 3 × 5-inch rectangle the tree trunk and adding the skinny rectangles for the branches so that they stick out the top. Ask, **What do you think I was thinking about?** After they figure out it is a tree, provide blue or white construction paper onto which they can glue their own tree trunks and branches, and give them green tissue paper that they can rip up and glue on for leaves. (As an alternative to tissue paper, the children could use crayons or markers to color leaves.) (P.1.3.1)



Create

ALL ABOUT ME



Shaving Cream Creations

(Sensory) Seat no more than 4 students at a classroom table each time for this activity, and be sure they are wearing painting smocks. Put a large pile of non-allergenic shaving cream in front of each child. Allow the children to use their fingers to draw mountains, faces, geometric designs, and so forth on the surface of the table. Ask, **Is it fun to create? Do you think God enjoyed His creation? I think He did! The Bible tells us that when He looked at His creation, He saw that it was good! He took His time to lovingly, carefully form your body just how He wanted.** To emphasize the creation of the body, you might want to play a game by giving clues of the body part they are to draw. For example, **I'm thinking of a body part that you have 10 of. You can wiggle them. You can pick things up with them.** (Fingers) You may want to take pictures of at least one design with each child since these creations will not last! (P.1.5.1)

Intentionally Smelly

(Sensory) Bring in cinnamon, perfume, lemons, vanilla, chocolate, and coffee. Place each in either a small unmarked container with holes in the lid (so students can waft the smell toward their nose) or in small bags (so students can open them a bit and sniff). (If you are using bags, you may just want to spray the perfume into the bag.) Have the children smell each item. See if they can guess what the smell is or what it reminds them of. As each item is revealed, you can ask, **Is this something God created?** Most likely, the answer will be yes. Have pictures ready to show of the source of each smell—the tree from which cinnamon is taken, flowers from which perfume scents are blended, a lemon tree, and so forth. For self-checking purposes, you may want to label each picture with a number that corresponds to a number under the container.

Say, **When God created the world, not only did God think about how something would look, but also how everything would smell. Why did God make skunks stink? (So they could protect themselves) Why did God make flowers smell so good? (For our enjoyment, but also so bees would want to come and pollinate them so they'd continue to grow) God thought about everything so carefully—especially His plan for you! (P.1.5.1)**



Shadow Fun

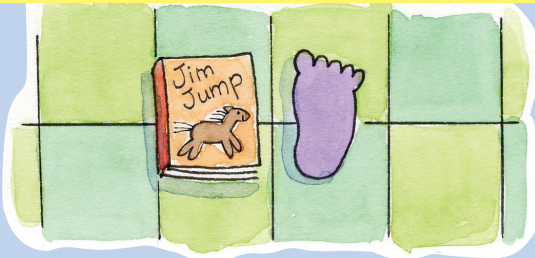
(Science) Suspend a large piece of white paper on one side of your classroom so a child can sit or stand behind it. It is best if you can turn off the lights on one side of your room. You will need 2 strong flashlights or an overhead projector. Have the children look at their shadows on the sheet or paper. Can they notice how the shadow changes as they move closer to the sheet or farther away from it? The children can work in partners; one can hold the flashlights and one can make the shadows; then switch. Ask, **Who made darkness? Who made light? Do you remember what day God created light and darkness?** Sing to the tune of "Praise Him, Praise Him" (LOSP, p. 68):

God created / with His Word on day one
Light and dark, light and dark.
God created / with His Word on day one
Light and dark, light and dark. (P.1.7.2)

Heart Test

(Science) Create an area where children can test their hearts. Bring a small timer to the area. A 1-minute sand timer would work best. Explain to the children that this timer measures 1 minute and that they are going to be doing 3 tests with their heart. Have 3 cards with pictures on them. The first picture should show a child sitting cross-legged. The second card should have a picture of a child jogging. The third card should have a picture of a child doing jumping jacks. (Search the Internet for royalty-free images.) Say, **First you are going to do what the child in the first card is doing for 1 minute.** Have the children sit down and you turn the timer. When the minute is up, tell the children to place their hand on their heart. **Do you feel your heart beating? Is it beating fast or slow? What do you think will happen when we follow the directions on the next card, which is to jog in place?** After hearing their responses, flip the timer and allow the children to jog in place for 1 minute. Then have the children place their hand on their heart again. **Do you feel your heart beating? Is it beating faster now than before? Why do you think it is beat-**

ing faster? What do you think will happen when we have to do jumping jacks for 1 minute? Again, flip the timer. When the children finish, have them place their hand on their heart again. **How do you feel? What do you think we should do to make our hearts slow down?** Have the children sit and relax. Say, **God made our bodies to do wonderful things. Our heart is a special part of our body! When we work hard, our heart has to work hard to keep up with us. God wants us to be healthy and exercise to keep our hearts strong.** (P.1.8.2)



Foot Facts

(Math) Have each child work with a partner or independently to trace his or her own foot onto construction paper and cut it out. Then have them measure several items using their foot pattern. Have all the children measure the same table and maybe a rug or bookshelf, and then let them pick items they want to measure. Write down the measurements each child gets for the first 2 items. Talk together about why the measurements are different. **Why did Sarah measure the bookshelf at 10 feet and Terrell measured the bookshelf at 8 feet?** Have children examine one another's traced feet. They're not all the same size! See who has the biggest and who has the smallest. Remind the children that each of them is special and different because God made them that way on purpose! (P.1.2.10)

Block Measurement

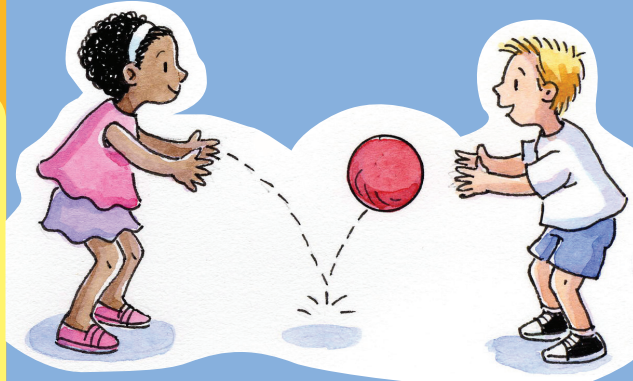
(Math) Continue measurement on another day. Have the children count how many rectangular blocks you have in the Block Center. Have students arrange the blocks from smallest to largest. Take 10 large (double unit) rectangular blocks and place them side by side to see how far across the table they reach. Take 10 smaller blocks and also place them side by side. Have students notice the difference in the distance measured by a smaller unit. Children could lie down next to the blocks and have a partner measure to see how many blocks it takes to measure their own bodies. **Just like the blocks are different sizes, God purposely made us different sizes too!** (P.1.2.8)

Explore

ALL ABOUT ME

Mouse Race

(Social Game) Play a version of Duck, Duck, Goose. Have the children sit in a large circle in an open play area. Before beginning play, hold up a small stuffed or plastic toy mouse and ask, **What kind of animal is this?** (A mouse) **Yes, it is a mouse! Who created the first mouse?** (God) **Yes, God created all animals—and trees, and even you and me!** When you are ready to begin play, give the toy mouse to one child who is “it.” This child will walk around the outside of the circle and drop the mouse behind one of his or her seated friends. Once the mouse has been dropped, the other children will chant, “Mouse, mouse, get out of my house!” The child who is “it” may run as soon as the mouse is dropped. The other child must jump up and run in the opposite direction so both children are headed back to the now-empty spot. Regardless of who makes it back first, the child who was once sitting is now the new “it” and will pick up the mouse and walk around the circle to choose the next person to race. (P.3.2.6)



Bouncy Ball Sharing

(Social Game) Have the children stand in a large circle in an open area. You will need a medium-size bouncy ball. First, model how to throw a two-handed bounce pass across the circle to a friend. Let each child try this skill. Now say, **We are going to play a bouncy ball game that goes with our names. Since we know God loves us and calls us by name, we want to share His love with all of our friends. When you are holding the ball, say, “Jesus loves me.” When you pass the ball to your friend, say the friend’s name with the phrase “Jesus loves [Evan]” as you pass the ball.** Make sure all the children pass the ball to everyone. If your group has mastered this, add another bouncy ball for a fun challenge. (P.3.2.9)

Creation Critters

(Snack) Animal crackers and fish-shaped crackers are perfect for this activity. Place small scoops or large serving spoons in each bowl of crackers. Allow the children to scoop both the animal crackers and the fish onto their plate or napkin. Have children use 1-to-1 correspondence to count how many “creation critters” they have on their plate. Remind the children that God created all of the animals in our world. Say, **God created humans in a very special way. It was Adam’s job to care for the animals and name them. God loved humans so much that He put us in charge. God created all the fish in the sea and all the birds of the air.** As the children enjoy their snack, discuss which animals are their favorites. (P.1.2.4)



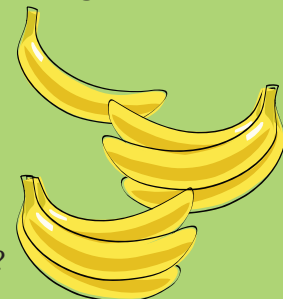
Fruit Fun

(Snack) Bring in bananas that children can help peel. With supervision, allow the children to use plastic knives to cut the bananas into slices. Each child can count out 7 banana slices for their plate. While cutting the bananas, the children can chant:

- 1 banana,
- 2 bananas,
- 3 bananas, 4.
- 5 bananas,
- 6 bananas,
- 7 bananas more!

Who made bananas?
God did, for sure!

(Pronounce “sure” more like “shore” to rhyme with “more.”) (P.1.2.2)



Relate