



**TEACHER GUIDE**  
**Preschool B**

**Unit 2 : October**

**God Blesses Families**

# 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 have a year-round program.

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 Teachers 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 2—October

## God Blesses Families

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## From the Editor—A Look at This Month

The front cover shows a family working and playing together. God puts us into families, desiring that we love and care for one another. Family life is not always so joyful, however. So God calls everyone in a family to repent of their sin and to ask that He forgive them and guide them to live as His people in peace. In the Bible stories, we see that children are not always obedient and do not always get along well with siblings. The stories also do not hide the fact that mothers and fathers, too, are sinners who need God's forgiveness, help, and blessing. The only perfect one in this scenario is God, who, as our heavenly Father, provides the perfect example for our family relationships. God is patient, wise, forgiving, teaching, caring, providing, and much more. Families, fathers, and mothers may try to emulate God's way, but the comparisons will always fall short. We can be thankful that God's Son, Jesus, came to give us His own righteousness. He transforms us into what we could never be on our own: children of God.

The Bible stories in this unit are about imperfect people. It is unrealistic to think that young children live in a perfect environment. Children know when they have done something wrong, and they know when someone has done something wrong to them. Acknowledge the existence of sin and its consequences in their lives, but spend most of your time focusing on the hope, grace, and comfort we have from God. Even young children have troubles and frustrations, but they also have the security of God's never-ending love. That is what lifts us up and leads us to renewed lives based on the hope and joy we have nowhere else but in Jesus! He is the true hero of each Bible story we study!

Here are a few things to keep in mind as you teach from this guide: This month has an extra "Bonus" fifth week because schedules vary. Don't feel you have to cover all the material. Make it

your own. For example, you may want to skip over week 5 and go directly to Week 6 and the story of Abraham. Be aware that Lesson 6 involves many things that the children will need to bring from home. Prepare parents in advance by sending a special notice home. You will need to tell parents what is needed, on what day, how it is to be labeled, and how it is to be transported. Items needed include baby pictures of the children (these can even be scanned photocopies or digital copies that parents send by e-mail); a baby doll or stuffed animal; a baby toy; and information about how/why the parents chose their child's particular name (because of the name's meaning, because of a family relationship, or whatever).

Several lessons in this unit refer to ancient Egypt. Use some of the pictures in the Appendix at the back of this guide to introduce that environment to your children. While the children will not understand the historical time or the geographical location, they can enjoy learning about the context of the stories related to the buildings, clothing, and transportation used then.

The following CPH Arch Book titles accompany lessons in this unit: *Abraham, Sarah, and Isaac*; *Jacob's Dream*; *Joseph, Jacob's Favorite Son*; and *Tiny Baby Moses*. These are available from Concordia Publishing House (CPH), as are the Big Books *God's Good Plan for Joseph*; *Hide the Baby* and *Jibber Jabber* from the Hear Me Read Series; and the board book *The Basket in the River*. All of these books enrich the children's learning through the illustrations and various ways of presenting the stories. Keep in mind that Arch Books are written for children a year or two older than the children in your class. Nonetheless, your students will enjoy the pictures and the rhythm and rhyme of the words. The vocabulary will challenge their listening abilities. Note that the list of Arch Books is continually being updated and added to, so you may want to look for related titles.

### Meeting Individual Needs

Everyone loves a good story! For children with special needs, simple stories can be used as a preview of unique school activities, such as parties. If the class is having a holiday party, create a class book that discusses the party beforehand. Using books as a tool gives children time to process what is to come. Parties are fun, loud, unpredictable, and rarely follow a routine. This can be stressful to children who thrive on predictability. A book about parties makes the situation a little more predictable. Addressing

the noise level, parents attending, different snacks that will be presented, and what to do if you need a break from all the fun will help every child enjoy the celebration and alleviate undue stress. Having a quiet spot for children who feel overwhelmed is essential to a successful party; they may need quiet and space, but may not know an appropriate way to get what they need. Having a designated "quiet spot" during the party gives children an appropriate area to relax and process what is going on around them.

# Week 5—There Are Consequences for Behaving Badly

## THE TOWER OF BABEL

GENESIS 11:1-9

### Discovery Points

**Law:** Sometimes we sin by doing what we want instead of what God wants.

**Gospel:** There are consequences for being selfish, but God has mercy on us and sent Jesus to be our Savior.

**Sanctification:** Through the power of the Holy Spirit, we live as God's children, eager to please Him by doing what He wants for us.

### Background

Preschoolers love to do things their way! Children are selfish. They get it from their parents—their *first* parents, Adam and Eve. From the beginning of time, people have wanted to do things their own way. The consequences affected all creation; but God immediately intervened with the promise of a Savior (Genesis 3:15).

We have also seen the sinfulness of the people at the time of Noah. And in this lesson, we see again that people had not learned God's way, but gloried in themselves by building the tower of Babel. Once again, the people put their wants first. They let their pride go before God (Genesis 11:4). God punished the people who built the tower by confusing their language. *Babel* comes from the Hebrew for "to confuse." God separated the people. It was a major time-out.

We, too, are often separated from others, perhaps by language, attitudes, or physical space. The good news is that God unites us by His Holy Spirit to be one in Christ Jesus (Galatians 3:28b). We are part of His family. The barriers that separate us from one another can be broken by focusing on living as His children. Christ unites us in spite of our differences. In this lesson, we will focus on how to take the wrong we have done and turn it over to Jesus, who forgives us and changes our hearts and lives. Encourage one another in the Lord.

### Bible Words

*Seek first the kingdom of God.  
Matthew 6:33*

## Week 5

### Day 1 Materials

- Building blocks
- Small cross

### Day 2 Materials

- Zippy puppet wearing a "#1" medallion
- Paper plates

### Day 3 Materials

- Bible-times old man glove puppet
- Photo of each child
- Magazines
- Poster paper
- Bowls of fruit
- Fruit topping

### Day 4 Materials

- *Jibber, Jabber* (a CPH Big Book)
- Reproducible 5
- Globe

NOTE: There are five weeks of lessons given for the month of October. This allows for varying schedules from year to year and school to school. Do not feel it is necessary to cover all the material. Use what works for your classroom and your situation. For example, if you are on a pace that needs just four weeks of lessons this month, consider skipping this week, which is Week 5, so you can focus directly on the stories of Abraham, Isaac, and Jacob.



Ask, **Who would like to be first?** You will probably see all hands go up. Continue, **My, my, you don't even know what I want you to do! Why do people like to be first?** Listen to responses. **Being first can be fun. But sometimes, being first is not a good thing. Some people want to be first because they are proud and think they are better than other people. Some people want to be first because they are selfish and don't care about what other people need. Some people who want to be first get pushy and mean. This is not God's way. The Bible tells us that we should put *God* first in our lives. We should first do what He would want us to do.** Hold an open Bible and say, **The Bible says, "Seek first the kingdom of God" (Matthew 6:33). Today we will hear about people who put themselves first. Instead of celebrating the name of God and praising Him, they wanted to make a name for themselves. They wanted to be famous and first.**



Have a set of building blocks in front of you. You may use wooden or soft blocks. Say, **Today, we are going to build a tower.** Tell one child to put a block down, then have another child do the same. Repeat until each child has had a turn to add to the tower. As they are building, say, **Look how good we are! We don't need anyone else. We are the best.** Pause. **This reminds me of the people in our Bible story.**

Hold an open Bible. **The people wanted to build a very tall tower. They wanted it so tall that it would reach all the way up to heaven. They thought they could go to heaven without God. They were very proud. They began to brag, "We are the best!" They didn't think they needed God. They thought they were better than God. They were wrong!**

Knock over your own tower. **God did not let them finish the tower they were building. But God did not knock over their tower. God had a different plan.**

**God mixed up their languages—the words they said—so they could not understand one another. They could not talk to one another anymore. Their friends and neighbors sounded like they were babbling. They were confused. The people could not finish the tower. The tower was called "Babel," which sounds like "babbling"—like the kind of sounds a baby makes.**

**Since the people could no longer talk or work together, they went their separate ways. They moved to different places all over the world. They needed to understand that God is the very best and we need Him in all that we do. The Good News is that they could be forgiven. God loves His people even when they do things wrong. That is why He sent Jesus to be the Savior for everyone—no matter *what* language they speak!**

# ✦ ✦ ✦ There Are Consequences ✦ ✦ for Behaving Badly



Say, **Let's try building this tower again. This time, let's remember that God is the best! When we get it done, we will put a cross on the top to remind us that Jesus loves us and forgives us when we do wrong. Let's have Jesus come first in our lives.** If your school is connected to a church building that has a cross on its steeple, take your class to see it, or show a picture of a church with a steeple. Point out how the steeple points to heaven. Say, **The only way to get to heaven is through Jesus. The steeple is a tall tower that reminds us that we need Jesus—He is the very best!** Build another tower, adding a cross to the top.



Point out that the language we speak is English. But some of us and some of our families can speak other languages too! Talk about some of the languages that your children may speak at home. Maybe someone in their family speaks another language. **Even if we are not able to understand another language, God knows them all. He hears the prayers of His people in any language they may speak.**

Explain that this week we will learn to greet each other with the words “good morning” but spoken in a different language each day. Teach the children the phrase for the day. Then let them practice the greeting, walking around and saying it to each individual in the room as they shake hands. Here are possibilities for the greeting “good morning” (check the Internet for other possible translations):

Monday: Spanish—*Buenos dias.*

Tuesday: German—*Guten Morgen.*

Wednesday: French—*Bonjour.*

Thursday: Hawaiian—*Aloha Kakahiaka.*

Friday: Chinese (Mandarin)—*早安 (Zǎoān)*

Other possibilities are: Italian—*Buongiorno*; Indonesian—*Selamat Pagi*; Hindi—*नमस्ते (Namaste)*; Russian—*Доброе утро (Dobroe Utro).*



Sing, “Hallelu! Hallelu! Hallelu! Hallelujah! Praise Ye the Lord” (*LOSP*, p. 58). Explain that *Hallelujah* means “Praise the Lord” in a language called Hebrew. After learning the song, follow this alternating pattern. You may need to point to each group when it is their turn to sing.

**Girls:** Hallelu! Hallelu! Hallelu! Hallelujah . . .

**Boys:** Praise ye the Lord!

**Boys:** Praise ye the Lord!

**Girls:** Hallelujah!

**Girls:** Hallelu! Hallelu! Hallelu! Hallelujah . . .

**Boys:** Praise ye the Lord!

**Boys:** Praise ye the Lord! Praise ye the Lord!

**Girls:** Hallelujah!

**Girls:** Hallelujah!

**ALL:** PRAISE YE THE LORD!

After learning the song patterns, you may want children to stand up when it is their turn to sing. You can also switch the parts. If you have lopsided numbers of boys and girls, divide your group by another criterion.



Zippy is wearing a simple necklace that looks like a medal with “#1” on it. As he arrives, he is strutting back and forth, obviously proud of himself.

**Teacher:** Well, hello, Zippy. You seem very happy today.

**Zippy:** *(Excitedly)* I am! I am!

**Teacher:** Why are you so happy? What is that around your neck?

**Zippy:** I won a medal for being the fastest. See how fast I am? *(He moves quickly back and forth.)* I’m so great! I’m first. I’m #1! *(He dances around.)*

**Teacher:** You sure are saying the word I a lot.

**Zippy:** That’s because I won it! I did it! I am the best!

**Teacher:** Yes, you may have been the fastest. But who do you think made you so fast that you could win?

**Zippy:** *(Looks confused)* What?

**Teacher:** *(To the children)* Who blesses us so we can do great things? *(Wait for children to say “God.”)*

**Zippy:** *(Looking deflated)* Oh, yeah. I guess I was just thinking about myself. I’m sorry.

**Teacher:** Well, you are forgiven, Zippy. *(Point to kids.)* And so are you, and you, and you. Because of Jesus, God forgives us when we are selfish or proud. And His Spirit helps us to do better next time.

**Zippy:** Thank You, Jesus!

**Teacher:** Yes. Thank You, Jesus! Let’s have Jesus be first in our lives! The Bible tells us, “Seek first the kingdom of God” (Matthew 6:33).



Say, **Yesterday we used blocks to build a tower. Today we will use blocks to build a sentence. This is a sentence from God’s Word.** Have the children stand in a circle. Take a building block. Give it to the child on your right as you say “Seek.” Have them all say “Seek” as they pass the block.

In the same manner, pass another block, this time saying the word “first,” with the children repeating after you, as the block is passed around the circle.

With the next block, say “the kingdom,” and have the children repeat the phrase as they continue to pass the block.

Next, say “of God.” Continue saying the Bible Words again and again in this manner, passing more blocks till you have repeated all the words about four times. Then have all children say the whole Bible verse together.

## ✦ ✦ ✦ There Are Consequences ✦ ✦ for Behaving Badly



Before class, make face puppets from paper plates. Draw a smiling face on one, a sad face on another, and a face with a zigzag mouth to indicate confusion on a third.

Ask, **Remember the people who wanted to build a tall, tall tower? They were very happy.** Show smiling face. **But they were also very proud. They thought they were better than everyone else. They started to brag. They forgot about God's goodness to them.** Show sad face. **Show me your sad face.** Let children demonstrate. **God knew they were being selfish.**

**The people were all speaking in one language, and they were talking only about themselves. God confused them. God mixed up their languages. They couldn't understand one another. Their words sounded like babbling.** Show face with zigzag mouth. **Show me your confused face. Can you make your face crooked? When someone babbles, we can't understand them.**

**Because the people wanted to do things their own way instead of God's way, God separated them. The people were spread out all over the world. This made them sad.** Show sad face again. **Make your sad face again.**

**But God did not let His people be sad forever. He sent us a Savior—Jesus! We can be happy that God loves us so much that He sent us Jesus!** Show smiling face again. **Show me your happy face. It doesn't matter what language we speak. We are all together in God's family. With God as our heavenly Father, we are all brothers and sisters through Jesus. The Bible tells us that we "are all one in Christ Jesus" (Galatians 3:28b).** Have a group hug because you are all one family—the children of God.

**As children of God, we are to be humble. That means not proud or selfish. If we are humble, we will think first about what God wants us to do and we will be kind to other people.**



In our Bible story, the people of Babel were a proud community. Explain that a community is a group of people that are connected in some way, such as all living in the same town or speaking the same language. **We are all part of a community too.** (Name your town.) **But even more important, we are part of the Christian community, because we all are children of God. We are all one in Christ Jesus! The Bible even tells us that.** From an open Bible, read the last portion of Galatians 3:28.

Have the children stand in a circle. Sing the refrain of "Amigos de Cristo" (LOSP, p. 23). Explain that "Amigos de Cristo" means "Friends of the Lord."

Do the motions indicated as you sing:

Amigos de Cristo; we're friends of the Lord. (*Shake hands with each other.*)

Amigos de Cristo; we're friends of the Lord. (*Shake hands with each other.*)

For we've been forgiven, (*Cross hands over chest.*)

And we've been restored, (*Raise hands up in the air.*)

Amigos de Cristo; we're friends of the Lord. (*Shake hands with each other.*)



Use the Bible-times old man glove puppet to review the Bible story. Have the puppet read this song as a poem. Then sing the song to the children, using the puppet, and singing it to the tune of “Are You Sleeping?”

People said, “Let’s / build a tower  
Way up high / to the sky,  
For we speak one language  
From the young to old age.  
We have pow’r! / We have pow’r!”

When God heard them, / He was angry  
And said, “Oh, / is that so!  
I’ll confuse your language.  
Gone will be your courage.  
You will see! / You will see!”

When God mixed up / their one language,  
They weren’t thrilled, / couldn’t build.  
Nothing to them mattered  
So the people scattered  
O’er the earth, / O’er the earth.



Say, **The people who were building the tower were separated from God because they thought they didn’t need God. They were thinking about themselves and not God. So God separated them from one another by mixing up their language.**

You may want to use the glove puppet as you continue talking about languages. The puppet can act surprised at some of the words the children invent. **Do you wonder what it would be like if we didn’t speak the same language? What if I told you we were having squiggly-squeaky-gitzi-goos for a snack? Would you know what you were getting? Maybe it would be a pickle, or some bird seed, or maybe**

**even an empty plate! It is confusing if you don’t know the words someone else is using.** Let the children try to make up their own silly words. Emphasize that words and language don’t do much good if you don’t know what they mean.

**The people at the tower of Babel were so confused. They couldn’t understand one another. They understood now, however, that they weren’t the very greatest.**

**We know it is God who is great! We are connected with other believers around the world today by our faith in Jesus. The Bible tells us that “you are all one in Christ Jesus” (Galatians 3:28b). Point up when you say “Christ Jesus.”**

## ✦ ✦ ✦ There Are Consequences ✦ ✦ for Behaving Badly



Have a photograph of each student's face. (*Hint:* Have students bring in a photograph of themselves. Make several copies of these photos to use throughout the year to personalize various activities.) Cut out faces of people from magazines. Have a large piece of poster paper with the outline of a large cross in the middle. Write the Bible words, "Seek first the kingdom of God' (Matthew 6:33)," at the top. As you write the words, have children say them with you. Have children glue their pictures and the magazine faces inside the cross. As they put on each face, repeat the Bible words.



Set out bowls that contain different types of fruit, such as apple wedges, bananas slices, halved grapes, and cantaloupe or watermelon chunks. Say, **These bowls all have fruit, but they have been separated because they are different in color, shape, and taste. This reminds me of our Bible story—God separated the proud people of Babel by giving them different languages and different places to live. He separated them because they did only what they wanted and did not love God.**

**But that is not the end of the story. God gives us something to change our lives and make things better. God gives us Jesus, who forgives our sins and gives us kind hearts so we can work and play well with other people. We can be together in kindness and love because of Jesus.**

**Now, back to the fruit salad. If we want to put the pieces together, we need something to change it so it will taste good all mixed together.** Tell the children that for a snack, they can spoon 2 pieces of each kind of fruit into their bowls, and then you will add something to make it taste even better! Use a squeeze bottle to add a fruit sauce (such as a little orange juice added to vanilla pudding). Say, **Mix this together, and it will change into something very good. Something even better than this snack happens when Jesus is added to a family or a classroom and is mixed in with the hearts of all the people there. Jesus changes us so that we become forgiven and live in kindness with one another. We are all one in Christ Jesus.**



Review the story by reading the CPH Hear Me Read Big Book *Jibber, Jabber*. Let the children “read” it back to you after you read it to them. Also present the visual on the Parent Letter so that the children are familiar with it.



Hold up a globe. Explain that a globe is a picture of the world and the many places around the world where people speak different languages. Point to Africa and say that many people in Africa speak African languages. Point to China and say that the people there speak Chinese, but many also speak English so that they can talk to us.

Point to North America and say that in our country, most people speak English, which is a language borrowed from a land called England. Point to South America and say that most people there speak Spanish, which is a language borrowed from a land called Spain. And then point out that in North and South America, many

people speak both English and Spanish so that it is easier to understand one another. **But the most important thing to remember is that Jesus loves us and forgives us in whatever language we may speak.**

Sing the refrain of “Jesus Loves Me” (*LOSP*, p. 42), and then read the words in other languages as they are presented at the bottom of the page. After reading the refrain in one language, teach the children the main phrase so that they can sing it with you three times; then close each refrain with the last line in English: “the Bible tells me so.”

## ✦ ✦ ✦ There Are Consequences ✦ ✦ for Behaving Badly



Talk about how there are many languages in the world. **Even though there are many languages, by faith we are one in Jesus.** Tell children that we may not understand when some people speak in a different language, and some people don't understand *any* spoken language because they cannot hear at all. They are deaf. So they have a special language that uses actions instead of sounds for the words. This is called "sign language." The good news is that they can know about Jesus in their special language, and we can learn it too. Teach the Bible words in American Sign Language:

**Seek:** Explain that this means to look for or find. Use your right hand to make a backward C shape, cupping and arching the fingers above the thumb. With this hand, make a

circle in front of your face twice.

**First:** Hold up one finger (palm and clenched fingers facing away from you). Then turn your hand around (so palm and clenched fingers face you), giving the gesture a little bounce for emphasis.

**The kingdom:** Explain that God's kingdom involves God's will and way of doing things. Bend arms at elbows with fingers pointing ahead of you (palms parallel). Then stretch arms out in front of you.

**Of God:** Hold up the index and middle fingers of right hand to make a V shape. Touch your left shoulder with those fingers and pass them across your body diagonally, stopping at the right side of your waist.

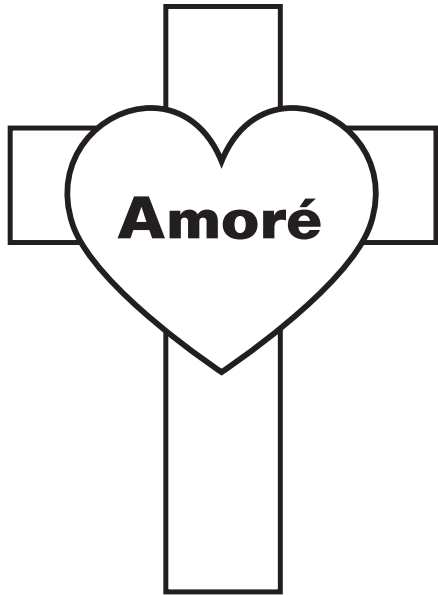
Practice the actions and words several times.



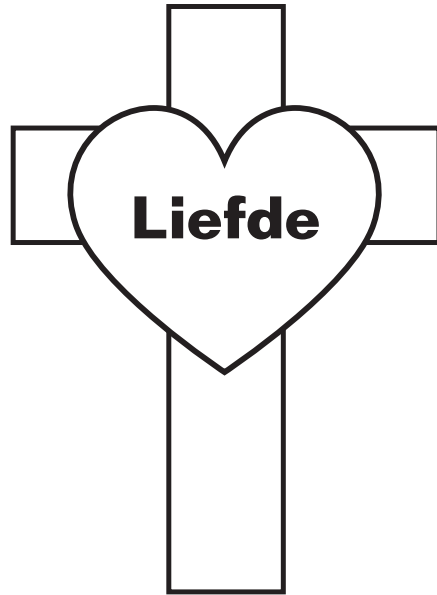
Use Reproducible 5, which reads, "Jesus = Love (In Any Language)." Explain that the words below this "equation" all mean "love," but the words come from different languages. Tell them the name of the language. Say the word meaning "love" and let the children repeat it after you. Say, **Jesus showed His love for us by dying on the cross to take away our sins. His love is the best of all.** Let children color the hearts pink and the crosses whatever color they choose.

# Jesus = Love

(In Any Language)



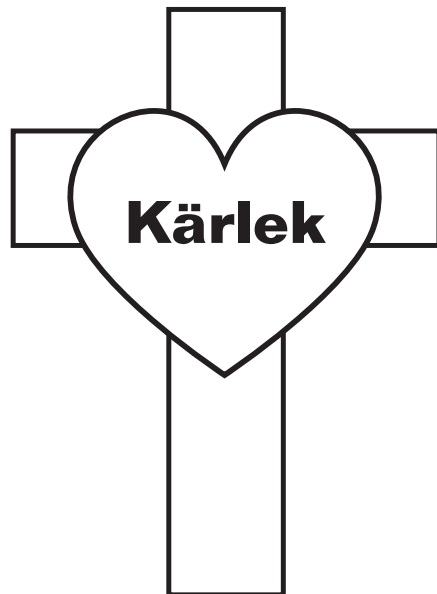
Italian



Dutch



Indonesian



Swedish

# COMMUNITIES



## All Nations

(Worship) Give all the children colored scarves to wave as they parade around the room. Say, **These colored scarves remind me of flags. People from nations all over the world use flags to show they are proud of where they come from. What does the flag of our country look like?** Display an American flag.

Display a Christian flag (white with a blue field containing a red cross; if you don't have one, perhaps borrow one from your church). **We are also proud that we are part of God's family. We are going to have another parade. This time, we will follow the flag that has the cross of Jesus on it. We will have that flag come first in our parade because we want to put God first in our lives.** As you march, sing "Hallelu! Hallelu! Hallelu! Hallelujah! Praise Ye the Lord" (*LOSP*, p. 58) or another favorite praise song. (*P.2.3.9*)

## Jesus Brings Us Together

(Worship) Start the day with this litany:

**Teacher:** You are all . . .

**Children:** One in Christ Jesus!

**Teacher:** When you come to school, you are all . . .

**Children:** One in Christ Jesus!

**Teacher:** When you play with friends, you are all . . .

**Children:** One in Christ Jesus!

**Teacher:** When you pick up toys, you are all . . .

**Children:** One in Christ Jesus!

**Teacher:** When you fold your hands to pray (*fold hands*), you are all . . .

**Children:** One in Christ Jesus!

**Teacher:** Thank You, Jesus!

**Children:** Amen. (*P.2.2.6*)

## Working for the Lord

(Worship) Have the children sit in a circle. To the tune of "The More We Get Together," sing the following stanzas.

As you sing stanza 1, pass a toy tool around the circle. Sing stanza 1 until everyone has a chance to pass the tool.

1. The more we work together, together, together,  
The more we work together, the happier we'll be.  
For your friends are my friends and my friends are your friends.  
The more we work together, the happier we'll be.

As you sing stanza 2, pass a red paper heart with a cross or picture of Jesus in the center. Sing stanza 2 until everyone has a chance to pass the heart.

2. The more we are forgiven, forgiven, forgiven,  
The more we are forgiven, the happier we'll be.  
'Cause Jesus loves you and 'cause Jesus loves me.  
The more we are forgiven, the happier we'll be. (*P.4.4.1*)

# Express

# COMMUNITIES

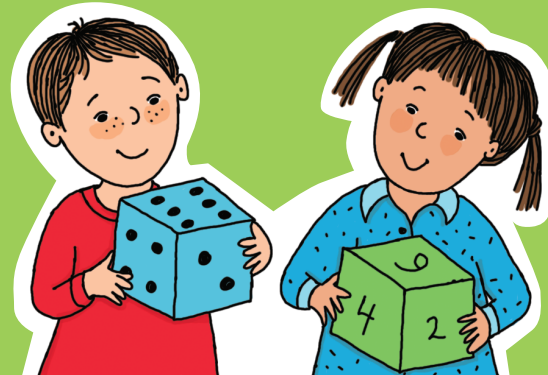


## Our Bible Words

(Center Time) Set out 4 large boxes that graduate in size. To each box, attach a large sheet of paper that has a word or phrase from this week's Bible Words. When the boxes are stacked, the words should be in proper order. Say, **This week, we will often talk about tall buildings and towers. Today we will build an important tower that has a special message.** When the children stack the boxes correctly by size, you can read the words printed on them, which say, "Seek / first / the kingdom/ of God." (P.2.3.10)

## Sharing Languages

(Circle Time) Use a large premade foam number cube (or make your own from a cube-shaped tissue box). First, show the side with 1 dot and say "one" and then "uno." Do the same for each side, concluding with the number 6. (In Spanish, the numbers are *uno, dos, tres, cuatro, cinco, seis.*) Next, have a child roll the number cube. Pronounce the number that turns up in Spanish. Ask, **What number is this?** The children are to answer in English. Then reverse the process, with the teacher calling out the English number and asking the children what it is in Spanish. If you have access to other languages, you may substitute them for Spanish. Point out that the people in our Bible story first spoke one language; then they were confused when there were many different languages. We can learn to understand other people by learning other languages. (P.3.1.2)



## What's in This Building?

(Circle Time) Say, **In our Bible story, the people were trying to build a large tower. In our community, we have all kinds of buildings. We will play the game Where Does This Belong? When I show you something, tell me what kind of building you would find it in. Some things will have more than one answer.** Possible items are listed. Then reverse the process by stating a type of building and asking children to identify what things you would find there. Better yet, show photographs of types of buildings. (P.1.8.7)

### Items:

Dishes  
Pencil  
Book  
Soda can  
Toy car  
Bandage, doctor supplies  
Stuffed animal  
Bible or cross

### Buildings:

Repair shop, gas station  
Hospital, doctor's office  
Pet shop, zoo  
Church  
Restaurant  
Toy store  
School  
Home



## Teamwork Cheer

(Circle Time) When it is time to clean up, tell everyone, **After we are done, we will put our helping hands together and do a cheer.** If a child is not helping to clean up, give a verbal reminder that he or she will not get to do the cheer if he or she does not help. Remind them that when we do things our own way, we may not get what we want. The people of Babel wanted to do things their way instead of God's way. And things did not work out well. When cleaning is done, have each child put a hand on top of your hand and say with them, "1-2-3, TEAMWORK!" Remember that if a child did not help, he or she will have to sit out the cheer. They may fuss, but actions have consequences. Remind them that you still love them and are sorry they made a bad choice. Tell them that next time, they will have the chance to help and do the cheer. (P.3.2.6)

## All Over the World

(Circle Time) Say, **When the people who were building the tower of Babel could no longer understand one another or work together, they moved to different places all over the world. In our country, we have people that live in many different places too. Let's learn about some of the different ways people around the United States like to do things. We are especially going to learn ways that they dance.** Read the book *The All-American Jump and Jive Jig* by M. P. Hueston. This book contains dances from different areas of the United States. Each region is represented by simple, fun movements that will help get the wiggles out and enhance learning! (P.4.2.4)



## Sign Language

(Language Development) Point out that there is a language that has words but no sounds. It is a helpful language for people who can't hear. It is also a beautiful language to watch. Set the book *The Handmade Alphabet* by Laura Rankin in a special place. This book pictures each letter of the alphabet using American Sign Language and an object that begins with that letter. Realistic drawings of hands of all colors demonstrate the letters in sign language. Let the children explore mimicking the signs and saying the letters. (P.3.4.3)

## Audio Center

(Language Development) In your Listening Center, add recorded music or stories that are in another language. (Make sure you know what the words say before putting it in a center.) If you have a computer in your classroom, try a bilingual game. Consider using the DVD "On the Air" by The Donut Man (Rob Evans). It contains the song "Yes, Jesus Loves Me" in 5 languages. (Also see *LOSP*, p. 42.) Point out that sometimes it can be hard to understand people who have a different language. But Jesus brings us all together with the language of love and kindness. Different words are not important when we remember that we have the same Savior—Jesus! (P.3.1.2)

**Express**

# COMMUNITIES

## United in Christ Jesus

(Art) Pride and disobedience tore the people apart at Babel. Faith in Christ brings us together as one family. Celebrate this by decorating white or brown paper lunch bags. When finished, wrap cookies in plastic wrap or tissue paper and put them in the bags. (Make sure the children can have a small sample as well.) Attach a note that reads, “We are all one in Christ Jesus’ (Galatians 3:28b). Thanks for helping others learn about Jesus!” With the kids, distribute their bags of cookies to members of the staff. Be sure to include the pastor, DCE, teachers, administrative assistants, librarian, and custodial staff. Sing “Blessings” (LLV, p. 39) as you pass out the gifts. (P.3.2.1)

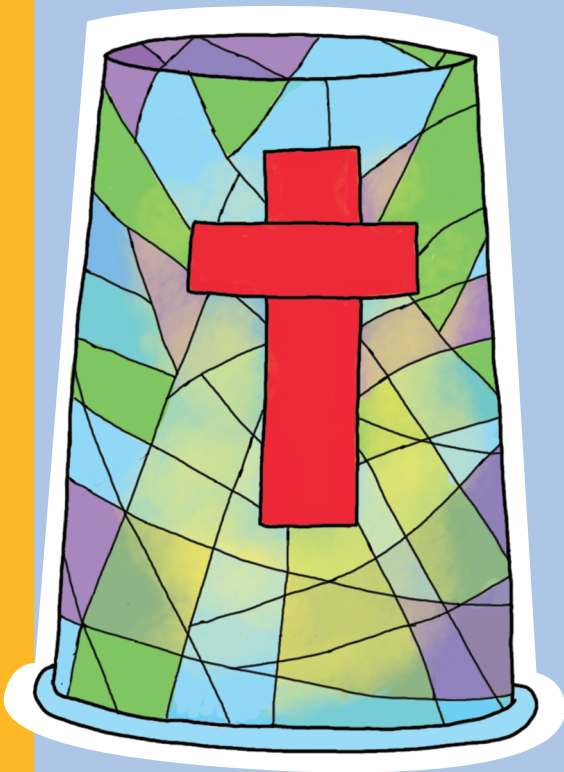
## Tissue Paper Towers

(Art) Provide each child with an 8-ounce clear plastic cup. Have children add a large cross to the cup, either by drawing it with a permanent marker, or by using 2 pieces of masking/painter’s tape (2 and 3 inches long) to form a cross. Say, **We start with a cross because we are all one in Christ Jesus.**

Next, cut or tear colored tissue papers into strips. (You may want to precut the strips; or you could have children cut strips one day, attach them the next, and play with the completed cup on the final day.) Have the children use a small paintbrush or foam brush; dip it in white glue, and use it to apply the paper to the cup. Do not cover the cross. Each child’s cup will have a different pattern. Let dry for at least 30 minutes.

*Hint:* Dip the paintbrush lightly in a mixture of water and glue, and let children apply this as a thin coat to seal the entire paper project. This will produce a stained glass effect. (Use only a small amount of water; too much water will make colors of tissue paper run.)

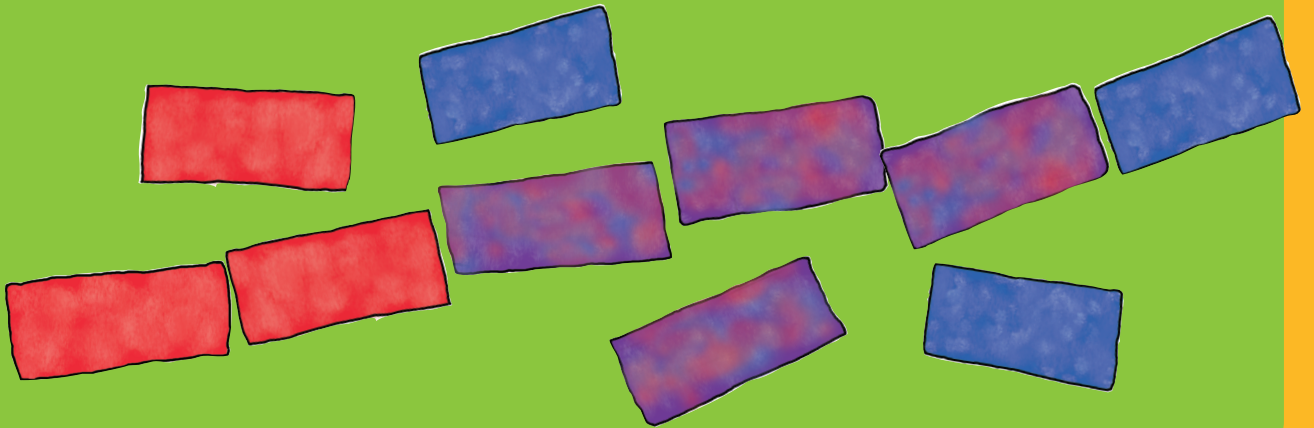
When cups have dried, the children may use them to build towers. When the unit is over, the cups may be sent home. You may want to suggest that parents use a plastic battery-operated tea light in the cup to display during family prayer time. (P.4.1.1)



## Rectangular Bricks

(Art) Let's look at the shape of a building brick or a building block. They have the shape of a rectangle. Have at least 4 single-serving-size boxes of cereal. (Before the lesson, empty the contents to use as a snack or treat at another time.) Hold up an empty cereal box. Show students that the bottom looks like a rectangle; use your finger to point out the 2 long sides and 2 short sides. Pour washable red paint and washable blue paint onto separate plates. Dip the bottom of a cereal box into the red paint. Press it onto a piece of white construction paper. Say, **Look**

how it makes a rectangle shape. (It will not always be a solid rectangle; it may look more like a textured brick.) Dip another box into the blue paint. Press the box onto paper to make another rectangle. Have the children take turns using the boxes to make their own building or tower. They can put them in any pattern. As they are working, some might mix the colors and make purple. Ask, **What happened when your bricks got mixed together?** Point out that building towers can be a good thing. The problem with the people building the tower of Babel was that they were thinking only of themselves. They wanted to be great, and they ignored the greatness of God. (P.4.1.2)



## T and t Shapes

(Art) Talk this week about the letter *T*, and consider how often the letter is a part of our Bible story: **The people wanted to build a tall tower. They wanted the tower to touch the top of the sky. They thought they were too important to need God. But God is more powerful than people. God mixed up their languages so they could not talk to one another. They needed to tell God they were sorry. God should come first in our lives.**

Focus on the letter *T* by making a collage of shapes and colors. Precut sponges in the shapes of an uppercase *T* and lowercase *t*. Have children dip the sponges in dishes of paint (1 sponge stamp per dish, so colors are not mixed) and stamp prints all over the page, at various heights and angles. (P.2.3.3)

**Create**

# COMMUNITIES



## Fleece Quilt

(Sensory) Say, **The people of Babel were working to do something for themselves. They wanted to brag about themselves. They didn't think about God. God wants us to work together for good. We are going to work together to make something for a special person.**

Work together to create a soft, warm lap blanket to give to the oldest member of your church or to someone who is homebound or ill. Take 2 or 4 pieces of fleece fabric that are equal in size and together are large enough to make a small lap throw. (To look for fabric, check out goodwill stores or garage sales.)

In advance, cut holes along the edges of the fabric that are to be attached to each other. Holes need to be at least 1 inch from the edge and 3–4 inches apart.

Provide ribbons of various colors. Have children lace each ribbon through 2 holes and then tie a knot to secure the fabric. (*Optional:* Ribbons can also be tied along the outer edges for decorative purposes.)

This project may take some time. Children may prefer tying just one or two knots a day. To encourage them in this helping project, give them a chant they can repeat as they work, which is related to the theme this week. One day it could be “Me first / is the worst.” Later, it could be “Keep in mind / God is kind,” or “Kids help mothers / and all others,” or another chant of your choice. (P.3.2.2)

## Sponge Tower

(Science) Tell the story of “The Three Little Pigs.” In the story, the house made of bricks was the strongest. **Why didn't the other materials work?** (They were flimsy and weak. They did not have strong cement to hold them together.) Provide “bricks” made from sponges cut into pieces. Let children explore building with the sponge bricks. Set out a cup of water and let children explore what would happen to a sponge house or sponge tower if it rained.

Set out a small tub or bowl of water. Have children guess how much water the sponge will soak up after placing the sponge in the tub for 3 seconds. Squeeze water from the sponge back into the tub. Try again, soaking it for 5 seconds, and then 10 seconds. **What would not be good about living in a house made of sponge bricks?** (It would shrink up and be hard and dry some of the time; and then it would change when it rained, getting soft, squishy, and expanded.) (P.1.1.4.2)

## Making Bricks

(Science) Bricks are made in several ways. The Bible tells us that the people of Babel made bricks and then “fired” them. They probably used clay soil, removed extraneous material, added water, shaped them, and baked them in ovens or kilns. Set up a center where children can explore part of this process. Cover the Science Center with a plastic tablecloth. Provide small tubs of “clean” dirt, that is, dirt with no insects or harmful materials. Let children explore by sifting dirt with strainers, removing any sticks and stones. On another day, provide a spray bottle of water to moisten the dirt. Then let them squeeze and mix the dirt (mud) with their hands (have wipes ready for quick clean-ups). Then children may shape the dirt into bricks by packing it into the sections of an empty ice-cube tray. Let the “bricks” dry

for a few days before popping them out of the tray. Point out that the bricks are solid but easily crumbled. In order to make them strong, they would need to be baked in a kiln oven. (P.1.1.5.1)



## Making Comparisons

(Science) Have play dough or modeling clay available for the children to make their own special tower. Use a small piece of wax paper or parchment paper for each child. Write their name on the paper with a permanent marker, then set their tower on their paper. On the top of each tower, form a cross. Or you may use toy tools to engrave a cross on their projects.

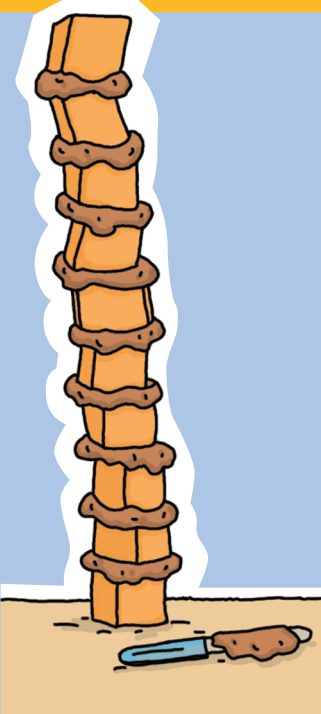
**What happens to play dough or clay when you do not put it back in its container overnight?** Most children will know that it will get hard. **How long do you think it will take to be firm? Do you think if we put our towers in sunlight, they will get harder faster?** Place the towers in different areas of the room to dry. Check each day. Compare the results. **Would they soften if we added water to them?** (P.1.7.3)

## Counting “Bricks”

(Math) Have 10 envelopes with a number from 1 through 10 written on each. Place a corresponding number of colored paper rectangles inside each envelope. You may want to coordinate the color of the number on the envelope and the color of the rectangles (for example, the envelope with a green 6 would contain 6 green rectangles). This would assist self-checking. Empty all the envelopes into a big pile, and let children sort the colors and count off the numbers before placing rectangles in the correct envelopes. (P.1.2.5)

**Explore**

# COMMUNITIES



## Tasty “Bricks”

(Snack) Create a snack, giving each child 4 cheese cubes to build a tower. Point out that their towers would be sturdier if they had something to hold their “bricks” together. Provide plastic knives to spread peanut butter (or ranch dip, if there are food allergies in the class) on the cheese to hold the pieces together. Discuss how real bricks in a building need mortar to hold them together. If there is a brick wall in your building, have students take a close look at the bricks and the material that holds them in place. **What would happen to this wall if there was no concrete or mortar between the bricks?** Point out that it takes work and ability to build a strong and lasting tower or building and that we should remember that it is God who gives us the ability to do great things. **God deserves all the glory and praise!** *Optional:* Do this activity on another day, using mini marshmallows and thick chocolate sauce. (P.3.4.3)

## Building Game

(Social Game) **The people in the Bible story wanted to be like God. They wanted to reach heaven with their tower. We know that the only way to reach heaven is through faith in Jesus—He forgives our sins and promises that His faithful people will someday live with Him in heaven.**

**How tall a tower can you build?** Give each child a container of building bricks and have him/her see what he/she can build in 3 minutes. Try it again with a partner. Do this for fun, not to see if someone is a “better” builder. (P.3.4.2)

## Let’s Work Together

(Imagination Play) Using large paintbrushes and their imagination, have the children work together to “paint” a building. Start together and talk about how the people in the Bible story were working together to build a tower to please *themselves*. Your class will be painting for *others*. If you play this inside, give each child a large paintbrush or paint roller. Prearrange to visit someone, such as the principal, custodian, or music director. Ask what color the person would like the room to be “painted.” Then let the children use the brushes and rollers to pretend to “paint” the walls. Stand back and pretend to admire the new look. Sway your arms, pretending to clean up any “spills.” Stay for a short length of time and end with a teamwork cheer. Thank the person for allowing you to help.

If you want to play outdoors on a playground area, you may use paintbrushes and/or rollers and apply water to the walls of the building. Take a small bucket/container of water to share. Remember, you are encouraging the kids to work together. If you go outside, make sure the area is in a safe location. Also, make sure it is a place where the water will not cause a hazard. Talk about what color they are using in their imaginations. You may be able to “paint” shapes or a cross with the water on the building if it is smooth. If the building surface is not smooth, it is better to use the paintbrushes rather than rollers. (P.3.4.2.2)

**Relate**