



TEACHER GUIDE
Preschool B

Unit 3 : November

I Thank God for Blessing Me

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 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 3—November

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Skills in Unit 3—See www.OneinChrist.org

From the Editor—A Look at This Month

The front cover shows a father leading his family in prayer at Thanksgiving time. This entire month, we will talk about the many blessings we have, such as safe travel; our need for food, drink, home, and other things God provides; the blessing of rules that give order to our community and guide our lives; the forgiveness God gives us through Jesus when we have done wrong; and the many times God rescues us, always knowing what is the best way and best time to help us.

What a comprehensive list—and it's just a beginning! One day of Thanksgiving is important, but we need more than one day. Thank God every day! Live lives of gratitude!

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.
- We encourage you to repeat the same songs throughout the week so the children become familiar with and are successful with them. Consider having the children sing only the refrain of a song or teaching the words of a song first and adding the actions later if you feel it's too challenging for the children to learn all at once.

- The following CPH Arch Book titles can be used to accompany lessons in this unit: *Moses' Dry Feet*; *Moses and the Long Walk*; *10 Steps to Z-z-zing*; *The Ten Commandments*; and *Moses and the Bronze Snake*. 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. CPH Big Books related to this unit include *Crossing the Red Sea* and *God's Ten Commandments*.

- 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

Learning to share is a critical part of socialization in a preschool classroom. Some children are not cognitively ready to understand the concept. Simple techniques can be utilized to teach the art of sharing. No one likes the feeling of losing a beloved item, and some will react defensively if challenged. To avoid this situation, introduce sharing by practicing trading items with or between the students. If one child has a car and another wants it, the child could offer a similar car as a trade. Teaching the phrase “do you want to trade?” is a polite way children can ask for

an item without leaving the other child with nothing. The next step is introducing timers as a cue to share. Many preschool children do not have a realistic grasp on the concept of time. Children this young think of time with a Christ-like frame of mind—one minute is like a thousand years and a thousand years is like one minute. Utilizing a timer or counting backwards puts time in perspective for preschoolers. These techniques, taught in a clear and consistent manner, teach the basic elements of trust and fairness that are essential building blocks to true sharing.

Week 10—God Helps Us in Times of Trouble

CROSSING THE RED SEA

EXODUS 14

Discovery Points

Law: Sin is our enemy. Each day, we fight against our own sinful thoughts and actions.

Gospel: Jesus defeated sin for us. Through Baptism, our sins are washed away.

Sanctification: Through the power of the Holy Spirit, we rejoice that sin no longer controls us! We live in freedom—free to live for Jesus.

Background

During the exodus, the Israelites were pursued by a God-mocking pharaoh and unbelieving Egypt. God leads the Israelites to a place where they are trapped between their enemies and the deep blue sea (called the Red Sea). Here, God alone claims honor and shows His almighty power to all in the parting of the sea, the washing away of enemies, and the ultimate salvation of Israel.

God knows that our enemies of sin, death, and the power of the devil follow us relentlessly. We, too, face the impossibility of saving ourselves. God provides the way out, washes away our sins, and saves us through the death and resurrection of Jesus Christ.

God's saving grace is always with us, no matter where we go or what happens. As we travel along life's way, difficulties may arise that make us afraid or even create doubt about God's plan for us. When we find ourselves between a rock and a hard place (and the deep blue sea), be assured that God knows what we are facing. He knows our every need and understands our weaknesses. Nothing can ever separate us from His great love and salvation. So be still, trust in God, and watch what He will do.

Bible Words

*With God all things are possible.
Matthew 19:26*

Week 10

Day 1 Materials

- *The Story Bible* (available from CPH)
- Long tables or chairs
- Large blue cloths or blankets

Day 2 Materials

- Moses glove puppet
- *Crossing the Red Sea* (CPH Big Book)

Day 3 Materials

- Zippy puppet with cloth cape
- Reproducible 10

Day 4 Materials

- Bag holding toy boat, toy plane, plate, stuffed animal, ball, happy face, blocks, shoe, whistle, toy train, toy elephant, paint jar, candy
- *Moses' Dry Feet* (CPH Arch Book)
- Reproducible 10



Lead into the Bible story by reminding the children that last week, they learned about baby Moses, who was protected from the bad king of Egypt. God watched over the baby and kept him safe because God had a special plan for Moses. **Today we will see that Moses is all grown up. God decided it was time to get busy with His plan to save the Israelite people. God told Moses to lead the people out of Egypt and away from the bad king, Pharaoh. At first Moses was afraid to do this. But God said, “I will be with you, and I will show you the way to go.”**

The Israelites were a big group of people—there were thousands of them! It was like traveling with all the people in a large city! It was like traveling with all the people in a nation! The people didn’t just travel with suitcases. They brought everything they owned. They were not coming back to Egypt! God was in a very tall cloud during the day or a pillar of fire at night. This moved in front of the people and led them into

the desert, away from their enemies.

Meanwhile, the bad King Pharaoh gathered an army to chase after the Israelite people. The king wanted to make the people come back to work hard as his slaves. Now the people of Israel were trapped. Behind them was the powerful Egyptian army. In front of them were the deep waters of the Red Sea. And on both sides were rocky hills and mountains.

The people asked Moses what they should do. How could they escape? Listen to the words that Moses said. These are his words (read Exodus 14:13–14 from the Bible): “Fear not, stand firm, and see the salvation of the LORD, which He will work for you today. For the Egyptians whom you see today, you shall never see again. The LORD will fight for you, and you have only to be silent.”

Let’s learn more about how God rescued His people. Read from *The Story Bible*, pages 109–112, or from a Bible story book of your choice.



Sing this review of the story to the tune of “My Darling Clementine”:

Out of Egypt, out of Egypt, out of Egypt to be free,
Moses led us on the pathway out of Egypt to be free.

Pharaoh’s army, Pharaoh’s army, Pharaoh’s army followed me.
We were trapped by rocks and water! Pharaoh’s army followed me.

Moses calmed us, Moses calmed us, Moses calmed us by the sea.
“Watch how God will work to save us,” Moses calmed us by the sea.

God then opened, God then opened, God then opened up the sea.
With a dry path we could walk on, God then opened up the sea.

Washed away now, washed away now, washed away our enemy!
God is mighty; He has saved us, washed away our enemy!

✦ ✦ ✦ God Helps Us in Times of Trouble ✦ ✦



Tip two tables on their sides so the table tops form two walls with a path in between, or make two rows of chairs with a path in between. Block off these “walls” with large blue cloths or blue blankets to represent the sea. Involve the children in your preparations, explaining what the props represent.

God told Moses to lead His people out of Egypt. Pharaoh, the king of Egypt, didn't want to let God's people go. He kept saying no (fold arms and shake head no). **God showed His power, and Pharaoh finally let God's people go. They quickly packed all their things** (pretend to pack) **and left the land of Egypt** (walk in place). **God's people walked and walked** (keep walking). **They marched through the hot desert** (wipe “sweat” from your forehead). **Soon, they all stopped** (all freeze). **On both sides were tall, rocky hills they could not cross** (shield eyes and look up). **In front of them was the deep sea called the Red Sea** (point to the blue cloth covering). **And behind them, they could see Pharaoh's army coming fast** (pretend to march or gallop on horses)! **God's people were afraid!** (Show fear.)

Moses told the people to be still and watch what God would do (calm the people). **God put a tall pillar of cloud between God's people and Pharaoh's army** (roll arms). **Pharaoh's army could not see God's people because it was so dark** (pretend you can't see). **God hid His people from their enemies, but He gave light for His people to see the way of escape. Moses raised his arm** (lift arm). **God blew a strong wind** (make a wind sound). **It pushed the sea apart to make two walls of water** (move the cloths apart to expose the path). **God's people could now escape on dry ground.** (Walk through the aisle or path.)

Pharaoh's army chased after God's people (pretend to gallop on horses or run in place). **God told Moses to stretch out his hand again** (raise arm). **The sea returned to its place** (replace the cloth cover). **Pharaoh's army was washed away** (swing both arms from side to side). **God's people rejoiced because He saved them!** Jump for joy with arms raised in praise.



Say, **The story of Moses and his people at the Red Sea is a very exciting one. But what does it have to do with you and me today? I wonder, is it just a story, or is there more that we can learn? What does the story teach about God and you and me?** Encourage the children to see that every Bible story tells us something important about God. This week's story teaches us that God is with us wherever we go; that God is strong and powerful; and that God cares about us and wants to help us.

Just like the people long ago, we have problems too. But God is stronger than any of our troubles. He can help us. The biggest problem we have is sin. We are all sinners who do wrong things. But Jesus is greater than our sins. He washes away our sins and makes us children of God! Let's sing about that now. Sing these additional verses of the song to the tune of “My Darling Clementine.”

God is with us, God is with us, God is with us everywhere.

God has power to protect us. God is with us everywhere.

When there's trouble, when there's trouble, when there's trouble, do not fear.
Jesus knows best how to help us. When there's trouble, do not fear.

Jesus saved us, Jesus saved us, Jesus saved us on the cross.

All our sins are now forgiven. Jesus saved us on the cross.



Use the Moses glove puppet as a narrator to retell the Bible story. **Hi, I'm Moses. My people, the Israelites, had been slaves in Egypt for a long time. The king, Pharaoh, was mean and cruel to the people. God said to me, "It is time to help the people be happy and free. Moses, I have picked you to be the leader of the people."**

I did not want that job. I didn't know how to be a leader of so many people. The truth is, I was afraid to do it. But it is hard to say no to God. The Lord promised to always be with us and that He was the real leader of the people.

It was exciting when we packed up and left Egypt. There were more than a million people, plus all of their animals. We walked for several days through the sandy desert. No more enemies. No more being a slave. Everyone was happy until . . .

We saw that the mean king, Pharaoh, was chasing after us with his whole army! Egypt was the most powerful nation in the world. We didn't have an army. We just had children and sheep and goats with us. Then things got even worse! Behind us was the army of enemies. In front of us was the Red Sea. We didn't have any boats to cross the waters. The sea was too big to swim across, especially with a million people, children, sheep, and goats.

The people became afraid. They came to me and said, "Help us! What shall we do?"

I told the people, "Fear not; do not be afraid. I can't help you. But God can. Just be still and watch quietly. God will do everything for you." God did amazing things that are impossible for anyone else. First, God was in a tall cloud and moved it to separate the Israelite people from the Egyptians. The Egyptian army could not see what was going on. But God's people could see because God provided light for us. Then God told me to stretch my hand over the sea. Immediately, God sent a powerful wind to split the waters apart. With God, all things are possible! It was like two walls of water standing still with a dry path between them. As fast as we could, we walked and ran on the dry path to the other side of the sea.

At last we were safe. But then we could see that the Egyptian army was once again coming after us. They were traveling on that same dry path between the walls of water. Once again, everyone was afraid. But once again, God came to the rescue. He told me to stretch my hand over the water. And immediately, the walls of water came crashing down. The Egyptian army was washed away by all the water. We were safe once more!



Ask, I wonder . . . what do you think the Israelite people did after God saved them? (Listen to answers and then hold up a Bible.) **The Bible tells us that the people sang songs of praise and thanks to God. Listen to these Bible words that Moses and the people sang** (from the Bible, read the first lines of Exodus 15:2): **"The LORD is my strength and my song, and He has become my salvation; this is my God, and I will praise Him."** Remember Moses' sister, Miriam? She was there too. The Bible says that she and some of the people played tambourines, a musical instrument, and sang songs too. Listen to the Bible words that tell what Miriam sang. (From the Bible, read Exodus 15:21).

Let's sing a song of praise and thanks because God helps us with our problems and troubles too. Sing "Praise Him, Praise Him, All You Little Children" (*LOSP*, p. 68).

* * * God Helps Us in Times of Trouble * *



Read the CPH Big Book about the crossing of the Red Sea. It is important for the children to hear this story from several perspectives as the story is reviewed. It is also important to show the children a variety of illustrations of the story to help them get a visual image of the events and gain understanding of what was happening.



Hold an open Bible and say, **Some amazing things happened in our Bible story. But God has power to do anything! Listen to what the Bible tells us in Matthew 19:26: “With God, all things are possible.”** Have the children repeat the Bible Words. Then review the Bible story, having the children repeat the Bible Words after you speak each phrase. Hold up or extend the Bible as a cue for them to speak.

Let’s use our Bible Verse to help us remember our story.

Teacher: As the children of Israel left Egypt, they knew . . .

Children: With God, all things are possible.

Teacher: As they walked in the hot, dry desert, they knew . . .

Children: With God, all things are possible.

Teacher: When they were trapped by the waters of the Red Sea, they knew . . .

Children: With God, all things are possible.

Teacher: When they saw Pharaoh and his army chasing them, they knew . . .

Children: With God, all things are possible.

Teacher: When they were scared and afraid, they knew . . .

Children: With God, all things are possible.

Teacher: Watching God’s awesome power, they knew . . .

Children: With God, all things are possible.

Teacher: When they crossed the Red Sea to freedom, they knew . . .

Children: With God, all things are possible.

Remind children that much like God’s people in the story, we, too, are sometimes threatened by sin and bad things. When bad things happen, we know God still loves us. When we sin, we know God will forgive us. We remember that God works His plan of salvation for us, no matter what comes our way. When we feel scared, we can trust that God has a plan for us too. We know that someday He will take us to our home in heaven.



Tell the children that you will need their help in retelling the story of Moses at the Red Sea. You will be striking a pose as you shout a phrase. The children are to imitate the pose but not say anything. Demonstrate first of all:

Follow the Lord! (*Dramatically raise one arm and point up.*)

Look ahead! (*Dramatically point in front of you.*)

Look behind! (*Dramatically point behind you.*)

Praise the Lord! (*Raise arms in victory.*)

After you have demonstrated these poses, have the children practice them with you. Then say that you will be adding more information about the Bible story as you go through it again. The children should hold their pose during the whole time you are speaking. Be sure to continue to lead them in their poses.

Follow the Lord! (Have the children join you in striking the pose.) **God kept His promise. The people of Israel were leaving Egypt! They were free! God used a tall cloud by day and a tall flame by night to guide the people. God was leading the people through the desert to a new land.**

Look ahead! (Strike the pose.) **The people stopped at the Red Sea. They could not cross the deep waters. They had no boats, and it was too far and too deep to swim. What could they do?**

Look behind! (Strike the pose.) **The Egyptian army was following them. They were trapped! They were afraid. Moses said, “Don’t be afraid. God is powerful. Just watch and wait. You will see what He can do.”**

Look ahead! (Strike the pose.) **It was a miracle! God made the waters move apart. The people crossed to the other side on dry land. Only God could do such an amazing thing!**

Look behind! (Strike the pose.) **But wait! The enemy was getting closer. They began to cross over between the walls of water too. Then again, God showed His power. God made the waters come down. The enemies were washed away. God’s people were saved!**

Praise the Lord! (Strike the pose.) **The people sang praises to God. We, too, praise God because He is our great and powerful helper. He loves us, forgives us, hears our prayers, and is always with us. Praise the Lord!**

Option: You may want to try this again if the children seemed involved and followed the directions well. If you are adventurous, you may want to try a variation. This time, as you speak the narration, the children are to whisper the praise phrase that you had shouted. (For example, when you exclaim **Follow the Lord!**, they are to respond with whispered “Follow the Lord . . . follow the Lord . . . follow the Lord . . . ,” their voices growing softer and softer with each repetition. This will give the mood or tone of anticipation.)

* * * God Helps Us in Times of Trouble * *



Bring out the puppet Zippy, who is wearing a superhero cape and/or mask.

Teacher: What are you wearing, Zippy?

Zippy: *(Using a tough, "superhero" voice)* This is my superhero uniform! With this, I can fight back against evil troubles all by myself. I bet I could have even beaten Pharaoh! *(Puppet swishes cape around.)*

Teacher: Careful there, Zippy. Even all of God's people weren't strong enough to fight against their enemies. They needed God to fight for them.

Zippy: Yeah, but they were scaredy cats.

Teacher: That may be true. But sometimes there are problems we can't solve ourselves. Sometimes we have troubles where only God can help us.

Zippy: Like what?

Teacher: Like sin, death, and the power of the devil. *You* can't stop *any* of them.

Zippy: *(Hangs head)* No, even I can't beat them. . . . Wait a minute! So if we can't beat sin, death, and the power of the devil, how can we ever win?

Teacher: Well, the good news is we don't have to. God has already won the fight for us through Jesus. Jesus forgives our sins, and Jesus promises new life with Him.

Zippy: How did Jesus win? What did Jesus do?

Teacher: Jesus died on the cross to take away our sins, and Jesus arose at Easter to give us new life, now and in heaven.

Zippy: So Jesus is the *real* superhero?

Teacher: That's right, Zippy. Jesus is our real hero. He did for us what we could never do for ourselves. He helped us in ways that no one else could help us. Jesus is our hero!



Conclude the lesson by looking at the illustration on the Family Letter. Allow the children to use the illustration to tell a partner about the Bible story. Then sing "The People of Israel" (*LLV*, p. 7).



We are learning about when God saved His people by the Red Sea. I wonder if you can help me remember all the parts of the story correctly. Here we go. Review the story by changing key parts. Bring the following or similar classroom objects out of a bag and tell wrong information or phrases. Children will focus on the retelling and will fix the story with correct information.

God told Noah and his ark (Show a boat, or Noah's ark toy) **to lead His people out of Egypt. What's wrong with what I just said about our story?** (It wasn't Noah and the ark; it was Moses.)

(Insert pastor or familiar adult's name), king of Egypt, was mean to God's people and made them work as slaves. What's wrong with what I just said? (It wasn't Pastor ____; it was Pharaoh.)

When Pharaoh finally let God's people go, they packed and left on an airplane (show a toy airplane). **What's wrong with what I just said?** (They didn't leave on an airplane; they walked.)

God's people walked and walked for a long time. They stopped when they were stuck between a dinner plate and a stuffed animal (bring out these or two other obviously unrelated items). **What's wrong with what I just said?** (They didn't get stuck between those two items; they got stuck between rocks and the sea.)

Suddenly, they saw Pharaoh's army playing ball (bring out a playground ball). **What's wrong with what I just said?** (Pharaoh's army didn't play ball; they were chasing God's people.)

God's people felt happy (bring a happy face out of the bag) **when Pharaoh's army chased them. What's wrong with what I just said?** (They didn't feel happy; they were scared.)

God put a block tower (show a stack of blocks) **between His people and Pharaoh's army so the army couldn't see them. What's wrong with what I just said?** (God didn't put a block tower between His people and Pharaoh's army; He put a pillar of cloud and fire.)

God told Moses to raise his shoe (show a shoe) **over the sea and the water would split apart. What's wrong with what I just said?** (It wasn't his shoe; it was his arm.)

God blew a whistle (bring out a whistle and blow it), **and the waters split apart, leaving a dry path for His people to walk on. What's wrong with what I just said?** (God didn't blow a whistle; He blew a strong wind.)

God's people rode a train to the other side (show a toy train). **What's wrong with what I just said?** (They didn't ride a train; they walked or ran.)

Pharaoh's army chased God's people through the sea on elephants (show an elephant or other slow animal). **What's wrong with what I just said?** (They didn't chase them on elephants; they chased them with chariots and horses.)

When God told Moses to stretch his arm again, the sea closed back together, and Pharaoh's army was washed away by the paint (show a container of classroom paint). **What's wrong with what I just said?** (They weren't washed away by paint; they were washed away by the sea water.)

God's people ate candy (show a piece of candy or other food item) **when they realized that God had saved them. What's wrong with what I just said?** (They didn't eat candy; they praised and thanked God for saving them.)

Thanks to all of you for helping us to remember the Bible story correctly.

✦ ✦ ✦ God Helps Us in Times of Trouble ✦ ✦



Read the CPH Arch Book *Moses' Dry Feet* to review the story in yet another way. Remember to always feel free to repeat an activity from another day, or include an unused activity from the worship ideas in a lesson. Do not feel limited by the suggestions given for the daily lesson plans. For example, you could use the flannelgraph figures on any day to review the story, or read other children's books about Moses. The children's knowledge and retention of the story will grow as you add more and more audio, visual, and tactile experiences related to the Bible lesson.



Use Reproducible 10 as a teaching visual to once more tell the Bible story. First cut along the dotted lines. Note that one line is a partial slit through which the characters will navigate. (The easiest way to begin cutting the slit is to roll the paper so that you can cut a small slit along the curve, and then poke one blade of the scissors through it to finish cutting.)

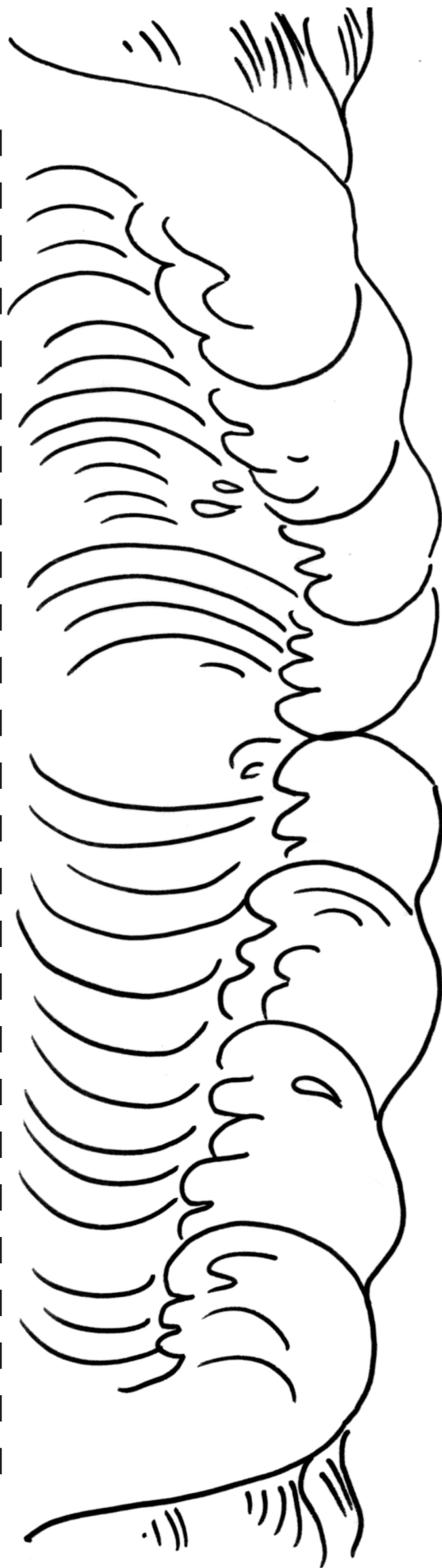
Begin by showing the scene, pointing out that the waters of the Red Sea are standing up straight because God sent a wind to separate the waters. Also note the rocky hills on either side of the sea.

Use the crosshatch portion as a handle to insert the Israelite picture through the slit (from behind). March the Israelites across the Red Sea. Then pop up the Egyptian pharaoh, who is chasing after the Israelites with his army.

When you have Pharaoh about halfway across the sea, pop up the waves in front of him so he can no longer be seen. Say, **God closed up the waters. The Egyptian enemies were washed away. The people of Israel thanked God for saving them. They sang praises to God.** Close by singing one or more of the songs learned this week.

Place this activity at a center so children can use it to retell the story themselves. Because it is reproducible, you can make several copies, and you can always make more if pieces get worn out. If you are ambitious and your children have the ability, you may provide copies for them to color and cut apart. (You may want to cut the slit in advance to avoid frustration later.)

God Controls the Wind and Waves!



SAFE TRAVELS

God Is Always Near

(Worship) Point out: **The people of Israel were afraid when they were trapped at the Red Sea. Sometimes we have troubles that make us afraid or worried. God always knows what is best. Nothing can ever keep His love from us.** From an open Bible, slowly and dramatically read Romans 8:38–39. Then say, **The waters couldn't separate the people from the love of God. In fact, God separated the waters to show His great power and love!** Practice repeating the phrase “Nothing can keep us from the love of God.” This phrase will be used three times in each verse of the song “Nothing Can Keep Us” (*LLV*, p. 43). Listen to the song or sing it for the children. Whenever that phrase comes up, point to the children and have them join in singing the phrase. (*P.4.4.1*)

Not Ordinary Water

(Worship) Say, **Water is very important in our Bible story this week. God worked through the waters of the Red Sea to rescue His people from their Egyptian enemies. God also works through water to rescue us today! In Baptism, God connects water and His Word to wash away our sins. Baptism is not ordinary water; it is water connected to the power of God's Word. God is always ready to forgive our sins—the wrong things we do. But Baptism is a special way that God gives that forgiveness to us. Whenever God forgives us, He washes away our sins for Jesus' sake.** This discussion introduces some important concepts about Baptism. Throughout the year, you will want to repeat and build on these concepts. At this time, describe some of the things seen in Baptism: the pastor at the

Praise the Lord

(Worship) Say, **God's people praised and thanked God for saving them. Now, let's sing “Hallelu! Hallelu! Hallelu! Hallelujah! Praise Ye the Lord!”** (*LOSP*, p. 58) so we can praise God like **His people did.** Pass out rhythm instruments or ribbon twirlers. Invite children to play instruments down low as they sing “Hallelu,” and up high as they sing the “Praise ye the Lord!”

Pray the following echo prayer, pausing at each asterisk so that students can repeat the phrase:

Pray, **Dear God, * You are always with me. * You take care of me. * You have a plan for me. * Thank You for sending Jesus * to be my Savior. * In Jesus' name I pray. * Amen. ***

On another day, after children have had the opportunity to make their own tambourines, sing the song again with everyone praising God and using their tambourines, as Miriam and other women did after God rescued them at the Red Sea. (*P.4.4.3*)

baptismal font in church pours water on a person 3 times, in the name of God the Father, Son, and Holy Spirit. Perhaps take a walk to your church sanctuary to look at the baptismal font. Ask if any of the children have ever watched as someone was baptized. (Find out in advance which children in your class have been baptized. Recognize this fact at this time because some children may not be aware of whether or not they have been baptized. Celebrate this information throughout the year, and encourage those who are unbaptized to look forward to the day when they will be baptized.) Say, **Baptism is not something we do. It is a gift from God. He promises the gift of forgiveness because of Jesus. In Baptism, our sins are washed away—not by the water, but by the power of God!** (*P.2.1.1*)

Express

SAFE TRAVELS

A Litany of God's Care

(Worship) Use the following as a litany for worship. Children will always respond, "God hears our prayer." Have them practice repeating the response when you give them a simple cue. Consider adding additional thoughts to the litany.

Teacher: Sometimes we sin and need forgiveness.

Children: God hears our prayer.

Teacher: Sometimes bad things happen to us.

Children: God hears our prayer.

Teacher: Sometimes we are afraid.

Children: God hears our prayer.

Teacher: Whenever we need God's help,

Children: God hears our prayer. (P.2.2.6)



Speak and Write the Bible Words

(Circle Time) Write the Bible Words, "With God all things are possible," on a sentence strip. Count the words with the children. (6) Cut the words apart, counting the words again as they are cut.

Ask if someone knows which word in the sentence is most important. ("God") **Why?** (Because God is all powerful.) Have someone point to the biggest word. ("Possible") **Possible means that it can happen. Do you know what can happen with God? The Bible verse says that "all things" are possible.** Display the "all" and "things" word cards. Say, **God is almighty. He can do ordinary things. He can also do miracles that no one else can do.**

Identify some of God's miracles, and have the children respond to each with the Bible Words.

What Fits Together?

(Circle Time) Say, **Think about our Bible story this week. Choose a word that doesn't belong with the others.** While this activity reviews aspects of the Bible story, it also encourages children to identify categories and what does or does not belong in a category. Read each list as follows. Allow time for children to respond and give reasons for choices. Consider adding similar categories and lists.

1. **Pharaoh, army, chariots, Moses** (Possible answers: *Moses* doesn't belong because he was not part of Pharaoh's group; *chariots* might not belong because it is a form of transportation and the others are people.)

2. **Horse, car, sheep, wagon** (*Car* doesn't belong because Bible times people didn't have cars.)

3. **Pillar of cloud, wall of water, pillar of hamburgers, dry path** (*Pillar of hamburgers* doesn't belong because God's people didn't see that at the Red Sea.)

4. **Flying, walking, running, riding** (*Flying* doesn't belong because Bible times people could not fly because airplanes had not been invented yet.) (P.1.5.2)

For example: **God made the whole world.** ("With God, all things are possible.") **God sent a flood that covered the whole earth.** ("With God, . . .") **God separated the waters of the Red Sea to save the people.** ("With God, . . .") **Jesus died on the cross to take away my sins.** ("With God, . . .") **Jesus came alive again at Easter.** ("With God, . . .")

Write the Bible Words on a single sentence strip and display it. Point to each word as you read it. Mix up the word cards that you cut apart earlier. Let volunteers rearrange the words, matching them to the complete sentence strip. While some children may be able to read the words, the other children will benefit from this activity as they do a one-to-one correspondence of the size and shape of the words. Repeat the Bible Words together frequently. This will help children memorize the Bible Words. There will also be reading readiness value: relating the auditory sound of a word with its written form will help some children begin to understand the value of written words and their correspondence to spoken words. (P.2.3.6)



Means of Transportation

(Circle Time) Say the word *transportation*, and explain that it is a big word that means “to travel.” Ask, **In the Bible story, there are two kinds of transportation. How did the people of Israel travel, and how did the Egyptians travel?** (Walking on foot; in horse-pulled chariots) Emphasize: **Wherever we may travel and whatever kind of transportation we may use, God is with us and watching over us.** Sing about God’s care (“When I Go Riding Along, Along” *LOSP*, p. 24). Ask, **Can you name some of the ways people travel today?** As each child suggests a possibility, have the whole class pretend to be traveling that way. Possibilities include riding, biking, flying, driving, running, swimming, sailing, and so forth. **We have many types of transportation that the Bible times people did not have.** (P.3.3.1)

Change the Rhyme

(Nursery Rhyme) Most children will be familiar with this nursery rhyme. Say it together.

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might
Have the wish I wish tonight.

Say, **When God’s people left Egypt, they didn’t have maps or a GPS to follow. They didn’t even have roads with streetlights. God led them with a pillar of cloud during the day and a pillar of fire to light up the night. Let’s change some of the words to make a poem to fit our Bible story.**

Pillar light, pillar bright
Cloud and fire I see tonight.
I pray I may, I pray I might
Follow God throughout the night.

Emphasize that “wishing on a star” accomplishes nothing. Instead, we pray to God because He has the power to help us. (P.2.3.2)

Pharaoh Gave a Shout

(Nursery Rhyme) Say, **Let’s see if you know this song. I will leave out some of the words. Can you fill them in for me?** Sing “Itsy Bitsy Spider,” leaving out the underlined words.

The itsy bitsy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
The itsy bitsy spider went up the spout again.

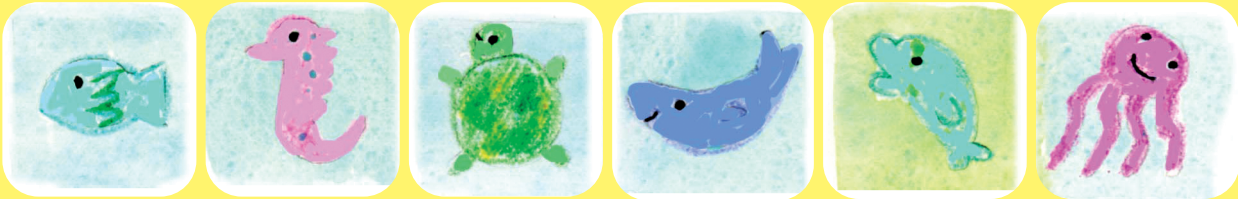
What are the rhyming words in the first part? (“spout,” “out”) **Can you think of any other words that rhyme with *spout*?** Invite suggestions; suggest *shout*, if necessary. **I’m going to change the words of “Itsy Bitsy Spider” so it tells the story of the Red Sea.** Recite and/or sing the following poem to the students.

Pharaoh’s angry army ran up and gave a shout.
Down came the water and washed the army out.
Saved were the people, who praised the Lord! Amen!
But Pharaoh’s angry army was never seen again.

(P.4.1.1)

Express

SAFE TRAVELS



Crayon Resist

(Art) Make crayon resist pictures. Have children make crayon drawings of sea creatures using heavy, thick lines. Mix water with blue paint to make a thin watercolor wash. Have children use a children's large paintbrush or small sponge brush to paint the watercolor wash over their crayon drawings. The effect will be of sea creatures swimming in the sea. Ask, **What do you think the people of God saw in the walls of water when they walked through the Red Sea? I wonder if it was like an aquarium.** (P.4.1.1)

Finger-Painting

(Art) Use finger paints to portray the pillar of cloud and fire. Start with gray or black. Encourage children to use a swirling motion to represent the cloud. Add red, yellow, or orange to make flames. Ask children how difficult it would have been for Pharaoh's army to see through the pillar of cloud and fire to see God's people escape. (P.4.1.2)



Music Maker

(Art) Have children create tambourines by attaching small jingle bells around the edge of cardboard circles. For decoration, tape long strips of ribbon or colored tissue paper to dangle from the edges. (P.4.4.3)

Adult Help Required

(Art) Children can sprinkle several shades of green and blue crayon shavings onto waxed paper. Provide sea life confetti, sequins, or bits of green yarn (for seaweed) for children to place on the crayon shavings. Place a second piece of waxed paper on top. An adult helper can iron the waxed paper with a hot iron. Finished creations should be translucent and can be displayed by lights or windows, where they will remind children of the walls of water between which God's people walked. (P.4.1.2)



Making a Book

(Art/Writing) Make a "When I Am Afraid" book. Cut a piece of light-colored construction paper in half lengthwise. Stack the halves and fold them in half, then staple together in the center to make a 4-page mini book. On the left-hand inside pages, write, "When I am afraid of _____." leaving space for students to write a word and draw a picture of what they are afraid of. On

the facing right-hand page, write, "I can _____." Encourage students to think of ways they can face their fears, such as "I can . . . pray to God for help" or "I can . . . remember Jesus is always with me." (*Time-saver hints:* Make mailing labels printed with these phrases, then peel and stick the labels on the inside pages. Or preprint book pages using the computer.) Have children decorate the book covers. (P.2.3.1.1)

Create

SAFE TRAVELS

Separate the Water?

(Sensory) At the water table, ask children what they can do to spread water apart. Invite children to suggest various methods to try to solve this problem. If children need help, suggest pushing the water with their hands, blowing like the wind in the story, or using water tools such as spoons, cups, pails, and so forth. Allow children to explore the properties of water. Ask again if people can keep water apart. Remind children that only God has the power to do what we cannot. When God parted the Red Sea, it was a miracle. (P.1.7.5)



Powerful Water

(Sensory) Bring a container of water to the sand table. Have children at the sand table make a path in the sand. Ask them to predict what will happen to the sand path if water is poured on it. Allow children to pour water on the sand path and observe what actually happens. Ask children what would happen to Pharaoh's army if they were chasing God's people on this path when the sea water closed back up. *Option:* To give an idea of the power of water, let children compare the weight of an empty bucket with one filled with water. Point out that large amounts of water can be very heavy and can move and push even very large objects, like cars, trees, and even houses. (P.1.8.1)

What Can You See in the Sea?

(Manipulation) Provide play dough and play dough tools. Invite children to roll out a thick section of play dough for the Red Sea. Then they can use a plastic knife or cutting tool to cut a path through the sea. Children can separate the two walls of "water" and walk through on

the dry path with their fingers. A fun option would be to roll out layers of sea water. Children can place play dough sea animals between the layers. When the play dough sea is thick enough, children can cut through all layers with the plastic knife. When the sea is separated to reveal the dry path, sea life will also be revealed. Ask children to guess what God's people saw while walking between the walls of water. (P.1.8.3)

Wheel Counting

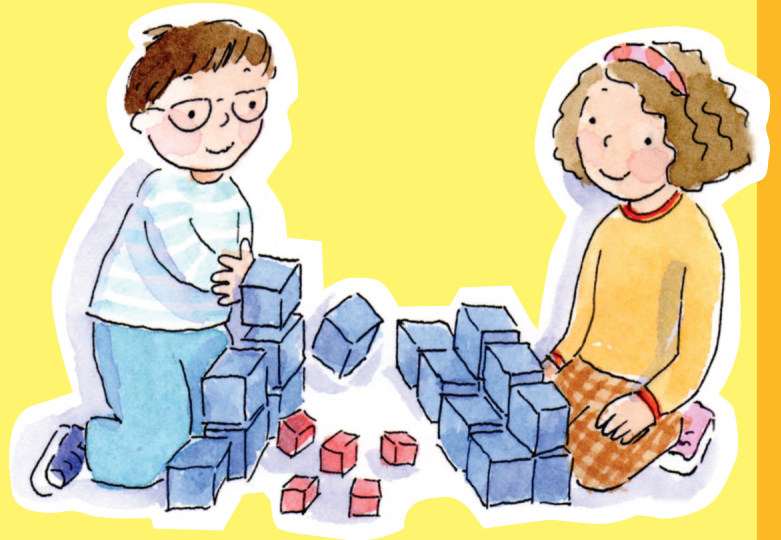
(Math) Provide pictures of different kinds of transportation with wheels, such as cars, unicycles, bicycles, tricycles, semi-trucks, trains, and so forth. Try to include pictures of chariots and wagons. Invite children to sort the vehicles into groups according to how many wheels they have—1, 2, 3, 4, or more. **Which category has the most? Which has the fewest? To which category do Pharaoh's chariots belong? To which category do the wagons of God's people belong?** *Option:* Bring in a small model of a semi-truck with a trailer. Lead children to see why they are often called "18-wheelers." (P.1.5.2)

Why Not Take a Boat?

(Math) Ask, **Why couldn't God's people use boats to cross the Red Sea?** Use math counters as people. Provide paper boat cutouts. Count out 10 people for each boat. **How many boats are needed to carry 100 people? The people of God would have needed *many more* boats than that. God was their only hope.** (P.1.2.1.0)

Water Walls

(Manipulatives) Have children build two parallel walls of blue blocks representing the two walls of water in the story. Place manipulatives representing Pharaoh's army on the path between the walls. Ask, **What will happen to Pharaoh's army if these walls come down on them?** Invite children to knock down the walls to find out. Have children try placing Pharaoh's army at different positions along the path. **Will it make any difference when the walls come down? God uses His power in many situations to bring about His plan.** (P.1.7.3)



Explore

SAFE TRAVELS

Following the Leader

(Social Game) To emphasize that Moses was the leader as the people followed, play follow the leader. (If available, a Bible-times costume could be worn by your chosen leader. Be sure to vary the leader frequently. Another possibility is to have the leader carry a tall walking stick, such as a mop handle.)

Remind the children that Moses was not just leading his family on a trip; he was leading the whole community. Explain that a *community* is a large group of people who are connected in some way. **Your town is a community. You have a church community and a school community.**

Involve your school community in your follow-the-leader game. After checking with teachers in advance, go to several classrooms and add those children to your lineup. Conclude in a designated spot, and sing something like “Praise Him, Praise Him, All You Little Children” (*LOSP*, p. 68). (*P.4.3.2*)

A Blue Gelatin Red Sea

(Snack) Make the following finger gelatin snack. Following package directions, mix blue gelatin with a reduced amount of water to make snacks the children can eat with their fingers. Make a sufficient amount so that you can fill a baking pan at least 1 inch deep. Chill the gelatin until it is thickened but not set. Stir in gummy fish, then let set until very firm. Cut into 2-inch squares. Give each child 2 pieces of finger gelatin on a plate. Invite children to stand both squares on end like the walls of water in the Red Sea with space in between for God’s people to walk. Children can walk their fingers between the gelatin squares before eating their snack. (*P.4.3.2*)

Chariot Races

(Social Game) Divide your class into pairs. Have the pairs line up so one person is in the front and the other is directly behind him or her. The front person represents the horse pulling the chariot. The other person is the chariot driver; he or she will stand behind the “horse” and place his or her hands on its shoulders. Have chariot races between two lines, racing two pairs at a time. Say, **The chariots of Pharaoh’s army raced fast as they tried to catch up with the people of Israel. They wanted to bring the people back to Egypt. But God protected His people in amazing ways!** (*P.3.4.1.8*)

Watch the Waters Standing Straight

(Social Game) This game is related to London Bridge Is Falling Down. Have half of the class stand in two lines facing each other. Each person should have a partner directly across from him or her. Partners are to clasp hands up high, forming an archway that represents the standing walls of water. The space between them and under their upraised arms is the dry path where the Israelites will walk.

Have the other half of the class line up single file, waiting to go through on the little pathway. Tell them you will read a little poem, and when they hear the word “go” and see your signal, they can walk between the walls of water. Demonstrate what the signal will be, and give it as you read “go” in the third line.

I cannot walk back now, 'cause
Pharaoh’s after me.

I can’t run around because of rocky
hills I see.

So I’ll **GO** (give signal) **right through
the path, for God is helping me.**

Pause while the line of children walks between the walls of water. When they are all safely on the other side, say the last line of the poem, indicating that the “walls of water” can bring their arms down on the word “crashing.”

**Now, watch the water walls come
down crashing to the sea!**

Begin the game again, having the two groups switch roles. Do this several times, as long as interest remains high. (*P.4.2.4*)

Relate