



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

**Unit 8: April**

**Jesus Is Always with Us**

# 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 four weeks of lessons, with four days per week. You will find 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 Valentine's Day; the Spring Quarter (March, April, May) has spring green covers; and the Summer Quarter (June, July, August) has turquoise 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 three-hole punched, so you can 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 two pages of ideas for each of four 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)*, *Lift Little Voices (LLV)*, and *Songs Kids Love to Sing 2*, 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 areas 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) for 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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3558 S. Jefferson Ave., St. Louis, MO 63118-3968  
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Cover illustration by Marilee Harrald-Pilz

Interior illustration by Gillian Roberts

Manufactured in the United States of America

# Unit 8—April

## Jesus Is Always with Us

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Skills in Unit 8—See [www.OneinChrist.org](http://www.OneinChrist.org)

## From the Editor—A Look at This Month

This month we focus on Easter, Ascension, Pentecost, and the Early Christian Church. These are vibrant Bible stories that tell of exciting times. But it is important to always consider with the children, “What is your part in this story?” Our part in all these stories is that God continues to come to us. Jesus, as He promised, is always with us. He continues to send us the Holy Spirit, who works in us through Baptism and God’s Word to bring us, keep us, and strengthen us in faith. He enables us to live as people of God, and He empowers us to carry on with the job (mission) Jesus gives to all believers to tell of His forgiveness, love, and salvation.

Your thematic connections this month will focus on the great outdoors—God’s creation and blessing. After feeling cooped up during the winter months, April and the new life growing in springtime encourage us to get outdoors, walking, running, hiking, and camping in all kinds of weather as we explore the wide world God created. (As you talk about God’s wide world, Week 33 offers a multicultural theme; this is so appropriate for the story of Pentecost and for considering the variety

of people who are also part of God’s creation.)

You are encouraged to use *The Story Bible* (copyright © 2011 Concordia Publishing House) as a companion piece to the lessons you teach in your classroom. Also encourage family use of this book in the home. Accompanying page numbers are listed in the Family Letters. The Family Letters are an important way of getting God’s Word into the home. The messages of faith are for the parents too!

The CPH Big Books *Coming and Going at Pentecost* and *Surprise! Surprise!* are important companion pieces for this unit, as are the CPH book *Peter Set Free* and the CPH Arch Books *The Easter Stranger*, *A Surprise in Disguise*, *Jesus Returns to Heaven*, and *The Coming of the Holy Spirit*. The Arch Book series is always adding titles; check for new ones to enhance your lessons.

As you view the materials lists, consider that you may not need all items, depending on which activities you choose. We provide you with many ideas that you can pick and choose and adapt. Think of this resource as a guide, not a prescription.

God bless your teaching of the faith!

## Meeting Individual Needs

Ever have a student show you his or her muscles? Ever notice these are normally the same kids who will push chairs across the floor, attempt to pick up other students, or carry a heavy bin of toys around the classroom? These are your heavy lifters. Some children crave lifting heavy items with their limbs. They find lifting heavy items helps them calm down and/or stay within a designated area. Think of the heavy items as an anchor pulling them to the ground. Using their muscles makes these students feel better. These students need help finding socially appropriate outlets for acquiring the deep sensory input they need. There are lots of simple activities to appropriately fill this need for students:

- Fill a backpack with books to deliver to another teacher as the class transitions.
- Rearrange chairs from one table to the next (you don’t need a real reason).
- Do wall push-ups by pushing away from the wall with the hands.
- Try simple yoga body poses.
- Carry a jug filled with sand.
- Carry a water bottle in each hand.
- Do arm curls with the water bottles.
- Pull a friend in a wagon.
- Stack and unstack chairs.

# Week 31—Jesus Is the Promised Savior

## ON THE ROAD AT EASTER

LUKE 24:13-35

### Discovery Points

**Law:** We can do nothing to save ourselves from our sins; if Jesus had stayed dead, then we would have no hope.

**Gospel:** Jesus fulfilled God's promise to save His people from sin and death; because Jesus is alive, we, too, will live eternally.

**Sanctification:** Through the power of the Holy Spirit, in awe and joy, we can share the good news that Jesus is alive.

### Background

Not everyone found out right away about the empty tomb. And those who did hear Mary and the other women's story of the empty tomb weren't sure whether to believe it. Can you imagine how the disciples must have felt on that first Easter Sunday? Their Savior, Lord, Teacher, and Friend had been put to death three days earlier. They must have been sad, angry, scared, and confused. The two disciples on the road to Emmaus must have been feeling these same emotions as they walked. Now imagine their joy, amazement, and awe as they learn that the man who had joined them on the road, the man who had walked with them, taught Scriptures to them, and eaten with them, was their risen Lord! Jesus was alive!

Throughout this week, as you teach about the Emmaus disciples, help your students understand the joy and awe we feel when we know that because Jesus is alive, we, too, will have eternal life. And when we feel that joy and awe, we want to share it with others, just as the Emmaus disciples ran to tell the others about what they had seen. Your students will continue to explore the Easter theme this week, and what it means to them and the world around them.

### Bible Words

*Continue in what you have learned. 2 Timothy 3:14*

## Week 31

### Day 1 Materials

- Bible

### Day 2 Materials

- Zippy puppet
- Vinyl play scenes or cupettes
- *Option:* wooden blocks

### Day 3 Materials

- Bowls or templates for tracing 4- to 5-inch circles
- Colored paper
- Paper punch
- 2-foot pieces of yarn, 1 per student
- *The Story Bible* (available from CPH)
- Family Letter 31
- *Option: The Easter Stranger and A Surprise in Disguise* (CPH Arch Books)
- Zippy puppet
- Bag or box containing Bible, cookbook, phone book, children's encyclopedia

### Day 4 Materials

- Reproducible footprint (Appendix)
- Reproducible 31



Ask, **Where do you learn about Jesus?** (Church, Sunday School, preschool, etc.) Then ask, **Can you learn about Jesus while you are walking on a road?** After hearing responses, point out that that is exactly where the disciples in our Bible story for today learned good news about Jesus—while walking on a road. Ask, **Can you learn about Jesus when you are sitting down at a table to eat dinner?** Again, this is what happened in our story for today. **We can talk about Jesus wherever we are. We can share His Good News with everyone!**

**What Good News do we know about Jesus?** Listen to responses, but especially emphasize the Good News that Jesus is alive and that He loves us and forgives our sins. Because this Bible narrative took place on Easter Sunday, sing one or two Easter songs that the children learned last week.



Say, **Feet are an important part of today's Bible story, so let's get up on our feet and take a walk.** Give each child a partner because the story is about two disciples. If you do not have an even number of children, one of them can be your partner. After lining everyone up to walk around the room or building, say, **Two disciples who were friends of Jesus were walking from Jerusalem to their little hometown, Emmaus. They must have had "sad feet" (walk with slumped shoulders and trudging feet) because just three days before, they had seen Jesus die on the cross and be buried in a tomb. They walked slowly, even though their little town was seven miles away. They felt sad, but they were also confused because some of the women they knew said that they had seen Jesus alive that very morning. They didn't know what to believe.**

*(Stop.)* The two disciples saw another man walking on the road from Jerusalem. He joined them and asked what they were talking about. They told Him what had happened to Jesus on the cross. They did not recognize that they were talking to Jesus Himself!

*(Resume walking at a steady pace.)* Jesus began to explain to them all that had hap-

pened and why it had to happen. He explained that the Bible had said this would happen.

Finally they got to their little town of Emmaus. It was evening, around supper-time, and the sun was going down, so the two disciples invited the Visitor—who was actually Jesus!—to stay at their house to eat and rest His tired feet. *(All can sit down and wiggle their feet.)*

At dinner, Jesus said a prayer *(fold hands)* and tore off pieces of nice, fresh, crusty bread and handed them to the disciples. *(Pretend to tear off and offer bread.)* Suddenly the two disciples knew it was Jesus. And just as suddenly, Jesus disappeared. *(Look shocked and amazed.)* Jesus had died, but now He was alive! He was using all of His power as true God!

The disciples were so excited! They wanted to tell everyone this good news! They turned around and ran back to Jerusalem, seven miles away, running as fast as they could. *(Turn the group to face in the opposite direction and run in place.)*

These two disciples told everyone the good news. They said, "We have seen Jesus! He is alive! Jesus is our Lord and our Savior! Jesus is alive!" *(Jump for joy.)*

# ✦ ✦ ✦ Jesus Is the Promised Savior ✦ ✦



Say, **When you have very good news, you probably want to tell someone right away! If you found your lost puppy, you would probably run to tell your mom and dad the good news! If your family was going to have a new baby brother or baby sister, you would probably want to get on the phone or computer to tell your grandparents! If your favorite team won an important ballgame, you would probably want to cheer and share the good news. The best news of all is that Jesus is alive, and He loves us and forgives us and saves us! Let's celebrate that good news!**

The theme for the month of April is telling the Good News about Jesus and sharing His message of love and forgiveness and promise with everyone. Two "theme songs" for the month have this very message. Choose one or the other and sing it all month long. Or perhaps you'll want to learn both songs and sing them, alternating week by week or day by day. Choose what works best for you and the children. Today, listen to one or both recordings on the CDs available from CPH. One of the theme songs is "Go Tell" (*LOSP*, p. 104, and on CD), and the other is "You've Got to Tell" (*LLV*, p. 42, and on CD).



Hold a Bible in your hands and say, **In today's story, the two disciples were confused. They didn't know what to believe about Jesus. So Jesus Himself explained why He died on the cross and came alive again at Easter. Jesus told them the Good News about forgiveness and salvation. He wanted them to tell others the Good News so that more people would believe and be saved.**

**Today, we can hear the Good News about Jesus in the Bible. The Bible is God's Word. The Bible tells us about Jesus and tells the words that He said for us to hear and learn. I'm going to tell you about some of the things that are in the Bible. Then I will hold up my Bible and ask, "Do you believe the Good News?" Then all of you can answer, saying these words: "Yes, I believe it!"**

Continue with the following statements. At each asterisk (\*), hold up the Bible as you ask

the question, then lead the children in their response: "Yes, I believe it!"

**Jesus promises to always be with you.**

\* **Do you believe the Good News?**  
(Yes, I believe it!)

**Jesus promises to take away your sins.**

\* **Do you believe the Good News?**  
(Yes, I believe it!)

**Jesus promises to make you a child of God.**

\* **Do you believe the Good News?**  
(Yes, I believe it!)

**Jesus promises to take you to heaven.**

\* **Do you believe the Good News?**  
(Yes, I believe it!)

**We can trust Jesus' words because He always keeps His promises.**

\* **Do you believe the Good News?**  
(Yes, I believe it!)



Lead the children in the following echo prayer. Say a line with the motions, then have the children repeat it.

**Lord, we thank You** (*Place one hand on chin and then bring down to open palm of other hand.*)

**For saving us from our sins.** (*Make a cross shape with your arms or fingers.*)

**We are now alive in You!** (*Raise both hands high.*)

**Help us tell others of Your love.** (*Move arms in a circle.*)

**Amen.** (*Fold hands in prayer.*)



As you begin your Bible lesson today, have Zippy come in, bouncing and obviously very happy.

**Teacher:** Good morning, Zippy!

**Zippy:** *(Very excited)* Good morning, everyone!

**Teacher:** My goodness, aren't you happy today!

**Zippy:** I am happy! I want to sing and dance and shout for joy!

**Teacher:** Oh, wow! Zippy, why are you so happy today?

**Zippy:** Well, haven't you heard? Jesus is alive! He's not dead! He rose again!

**Teacher:** Zippy, I *have* heard! In fact, I love to tell others the good news that Jesus is alive!

**Zippy:** You do?

**Teacher:** Oh, yes! I want everyone to be as happy as you and I are about Jesus and what He did for us! Would you like to hear what two men did in today's Bible story when they learned that Jesus was alive?

**Zippy:** Yes!



Say, **We hear the Good News about Jesus in the Bible! Follow my actions as I tell about the Bible. Hold your hands side by side so that they look like an open book.** Demonstrate, and then begin.

**The Bible is God's special book,**  
*(Hold hands like open book.)*

**And He has told us where to look**

*(Point with one hand to other "open page" hand.)*

**To find out all we need to know**  
*(Make sweeping circle with arms.)*

**About the love He has to show.**  
*(Cross arms over heart.)*

**When I listen and really hear,**  
*(Point to ears.)*

**I know that God is always near.**  
*(Bring both fists up to shoulders.)*

**And when I look and really see,**  
*(Point to eyes.)*

**I know that God loves you and me.**  
*(Point to others and to self.)*



Use the vinyl play scene (available from CPH) as a mini stage, with background setting and the three movable characters. *(Option: Use the cupettes.)* You may want to add many wooden blocks on one side of the scene to represent the big city of Jerusalem and a few wooden blocks on the other side to represent the little village of Emmaus.

Say, **On the evening of that first Easter Day, two disciples** *(set out the two disciple figures)* **were walking on the road to Emmaus, a village near Jerusalem. As they walked** *(move the disciples as if they are walking along),* **they were talking about all the things that had happened. While they were talking, Jesus Himself** *(place Jesus next to the disciples)* **came and began walking with them. But they did not recognize Jesus. The disciples told Him all about what had happened to Jesus, and then Jesus began to teach them and explain to them from the Bible.**

**When they arrived in their hometown, the disciples asked the man to stay at their house and have dinner with them. As they were eating, Jesus took the bread, blessed it, and gave it to them. Finally, the disciples were able to recognize Jesus! They had seen Him pray many times before a meal. And immediately, Jesus disappeared.** *(Remove Jesus.)* **The two disciples hurried quickly** *(move the two disciples quickly)* **back to Jerusalem to tell the others what they had seen—that Jesus was alive! They wanted to tell everyone the good news!**

# ✦ ✦ ✦ Jesus Is the Promised Savior ✦ ✦



Say, Sometimes when people tell us things, we don't understand, or we get confused. That is what happened to the two disciples at the beginning of our Bible story. They didn't understand why Jesus died on the cross. They were confused when some people said they saw Jesus alive that Easter morning. Jesus wanted them to know and understand. That's why He walked and talked with them. Jesus wants *us* to know and understand. That's why He gives us His story in the Bible. Let's hear again what Jesus wants you to know. At each asterisk (\*), have the children say with you, in a very soft whisper-chant, "Jesus wants you to know."

Two friends walked sadly on a road. \*  
They sadly talked about Jesus, who had died. \*

Soon Jesus joined them as they walked. \*  
They did not realize it was Him. \*

He explained why these things had happened. \*

He said Jesus died to save the world from sin. \*

They asked this visitor to stay at their home. \*

"It's late," they said. "Please have some food."\*\*

At supper, Jesus broke the bread and blessed it. \*

Suddenly, they knew it was the Lord Jesus! \*

Then Jesus disappeared from their sight. \*

The two friends ran seven miles back to the city. \*

They told the good news to everyone: \*  
"We've seen Jesus! He is alive!" \*

He rescues us and sets us free. \*  
He gives us hope eternally. \*



Use the following song to emphasize that Jesus did all things for each of us, personally and individually. The chorus especially reviews God's plan of salvation through Jesus. Explain the word "eternity" by saying that it means "forever." **Because of Jesus, all believers will someday live eternally with Him in heaven. It will be a blessed and happy place that will never end. Eternity is forever.**

There are three stanzas in this song. In the first stanza, in the blank space, sing "loves." In the second stanza, sing the word "helps." And in the third, sing "saves." Each time you sing, point outward on the word "you," pointing with the index fingers on both hands; point in on the word "me," pointing with thumbs to your own shoulders. Practice that movement, from pointing out with pointer fingers to pointing to

yourself with thumbs. Sing to the melody of "Three Blind Mice."

Stanza:

God \_\_\_\_\_ you! God \_\_\_\_\_  
me!

*(Point out, point in.)*

God \_\_\_\_\_ you! God \_\_\_\_\_  
me!

*(Point out, point in.)*

Chorus:

**He gave me Jesus, who died for me.**  
*(Draw a cross in the air.)*

**He rose from the dead, and He lives for me.**

*(Squat down and then jump for joy.)*

**He made me His child, for eternity.**  
*(Point to self, then point up.)*

**My God \_\_\_\_\_ me!**  
*(Hug self.)*



Make sad/happy necklaces. Provide templates or bowls that children can trace around onto colored paper to make a circle that is 4–5 inches in diameter. (*Option:* These necklaces can be made in advance, if you choose, either by the teacher or in an Art Center earlier in the week.) Have the children cut out the circle and draw a sad, frowning face. When finished, children should raise their hands so the teacher can punch a hole at the top of the circle. The teacher should turn the shape over for each child, with the hole at the top (so the child does not accidentally make the second picture upside down). On this side, children are to draw a happy face. Provide each child with a 2-foot length of yarn, which they can lace through the punched hole. Tie the ends together to complete the necklace.

Have the children wear the sad side of their necklaces as you read the Bible narrative from *The Story Bible*, pages 409–411. At the point in the story when the disciples recognize Jesus and He disappears, have all the children turn over their circles to the happy side. (The Family Letter could also be used in this manner.) *Option:* Read either of the CPH Arch Books *The Easter Stranger* or *A Surprise in Disguise*.



Use the sad/happy necklaces as you make the following applications to the children's lives. Expand on any or all of these key points as you discuss them.

1. We are sad because we are sinners and do bad things. But we are happy because Jesus forgives us and takes our sins away.
2. We are sad when we are afraid of things like dark, stormy nights. But we are happy knowing Jesus is always near and will not leave us.
3. We are sad when we are hurt or sick. But we are happy to know Jesus can heal us and we can talk to Him in prayer.
4. We are sad when someone dies. But we are happy to know that Jesus promises to take all believers to live in heaven.
5. We are sad when we are lonely and need a friend. But we are happy to know that Jesus is our best friend and that He will always love us.

Together sing a song such as “Jesus Loves Me, This I Know” or “Jesus Is My Special Friend” (*LOSP*, p. 43, and CD).



Say, **Let's sing a song about the Bible.** Sing to the melody of “Oh My Darling Clementine.” Invite children to imitate your actions. Sing the song at least twice.

**In the Bible, in the Bible,**

*(Open palms together to make a book.)*

**In the Bible we can read**

*(Pretend to read your book.)*

**Of God's love in sending Jesus,**

*(Draw a cross in the air.)*

**How He died for you and me.**

*(Point to others, then to self.)*

Say, **Let's sing about telling other people the Good News that we have learned in the Bible.** Sing one of this month's theme songs, “Go Tell” (*LOSP*, p. 104, and on CD) or “You've Got to Tell” (*LLV*, p. 42, and on CD).

# ✦ ✦ ✦ Jesus Is the Promised Savior ✦ ✦



Have the puppet Zippy bring out the bag (or box) containing the Bible, cookbook, phone book, and children's encyclopedia.

**Teacher:** Zippy, what do you have there?

**Zippy:** All I know is that it is full of books and it is very heavy.

**Teacher:** Shall we look inside?

**Zippy:** Yes, but first, will you sing a song about my story bag [box]?

**Teacher:** Certainly, if you and the children will join me.

Sing the following song twice to the melody of "Here We Go 'Round the Mulberry Bush."

**I wonder what's in the story bag,  
The story bag, the story bag.  
I wonder what's in the story bag,  
For us to see today.**

**Zippy:** (*Taking out the cookbook*) What is this book, Teacher? What do we learn from this book?

**Teacher:** We can learn lots of things from books. We can learn how to cook food from this cookbook.

**Zippy:** (*Taking out the phone book*) What can we learn from this big book?

**Teacher:** It's a telephone book. If your mommy wants to call someone on the phone, she can look here to find the person's phone number.

**Zippy:** Wow! You can learn a lot of things from books. What about this one? (*Holding up the children's encyclopedia*)

**Teacher:** This is called an encyclopedia. It tells about spiders and snakes, waterfalls and lakes, and so many other things.

**Zippy:** Which of these is the best book of all?

**Teacher:** To find that, I think you will have to look some more. Is there another book in your bag?

**Zippy:** (*Zippy looks in and brings out the Bible*) The Bible! It's God's book—the Bible!

**Teacher:** Now let me ask you and the children a question: what can you learn from *this* book?

**Zippy:** This book tells us about Jesus! It tells us that God loves us! (*Also listen to children's responses.*)

**Teacher:** This is really Good News! This is the best news of all! And the Bible tells us what to do with this Good News.

**Zippy:** I know! I know, Teacher! We can tell other people the Good News that Jesus loves us and forgives us and saves us.

**Teacher:** You are so right! And our special Bible Words for this week say that we should *continue* to learn from God's Word. The Bible is for children and for teenagers and for grown-ups and grandparents. It is for us for our whole life, at every age.

**Zippy:** I know the Bible Words for this week. The Bible says, "Continue in what you have learned" (2 Timothy 3:14).

**Teacher:** You are right again! Maybe the children can say the words with you!

**Zippy and children:** Continue in what you have learned. . . . Continue in what you have learned. . . . Continue in what you have learned. . . . Continue in what you have learned.



In advance, make sixteen copies of the reproducible footprint in the Appendix. Make one copy of Reproducible 31. Cut apart these sentence strips, and attach each one to a copy of the footprint. (You can cut out the footprint shapes, but it is not necessary.) Place the footprints on the floor in numerical order, either laying them out in a path that has footprints going away and then coming back, or arranging them in a circle. (You may want to put a tape roll on the back of each footprint to keep it in place when the children arrive.) The children will probably ask about them. You can simply respond, **Sh-h-h, we'll find out later.**

When it is time to begin, say, **You have probably noticed the footprints on the**

**floor. That's because our Bible story this week tells about people walking and running. Each footprint has a special message on it. I'm going to need your help to find out about these messages.**

Call on the children one at a time, telling a child to find footprint number 1 and bring it to you. Read the sentences; then ask a student to bring footprint number 2, and read it. Continue in this manner, collecting the footprints one by one as you read each one. (*Option:* You may want to display the footprints later on a wall in your classroom or down the hallway. Perhaps children might like to color the footprints with chalk or a light paint wash.)



Ask, **Why did the people in our story run back to the city of Jerusalem?** (They had important news to tell. They wanted to share the news with their friends that Jesus is alive!) **That same news is important for you and me. Let's tell the Good News and share the love of Jesus.** Sing about that now. But first discuss actions that can be used with each line in the song (point to eyes, point to ears, point to feet, draw a cross in the air, etc.). The possibilities are obvious, but the children will enjoy knowing that they helped decide what to do. Sing this to the tune of "The Farmer in the Dell." The first time you sing, it will be for practice; the second time is "for real"; and the third time, change the word "walk" to "run."

**Two eyes to look to God,  
Two ears to hear His Word,  
Two feet to *walk* along the way  
To tell all we have heard.**

# ✦ ✦ ✦ Jesus Is the Promised Savior ✦ ✦



Let the children imitate your actions as you review the Bible story in the following way.

**On Easter evening, two friends talked,** *(Walk in place.)*  
**As seven miles to their town they walked,**  
**When suddenly, Jesus appeared.** *(Stop and look to the side.)*

**But they recognized Him—NOT.** *(Shrug shoulders.)*  
**So from the Bible, Jesus taught**  
**Why the Savior had to die.** *(Draw a cross in the air.)*

**Once home, they asked the Lord to stay.** *(Sit down on the floor.)*  
**Before they ate, He began to pray.**  
**Jesus broke the bread and blessed it.** *(Fold hands.)*

**The two friends' eyes now opened wide,** *(Act surprised.)*  
**As Jesus disappeared from their side,**  
**For suddenly they knew who He was.** *(Draw a cross in the air.)*

**“The Lord has risen! Yes, indeed!** *(Jump up for joy.)*  
**Let’s tell the others!” they agreed.**  
**So back to Jerusalem they ran.** *(Run in place.)*



Say, **The message the two friends shared with their other friends is “Jesus lives! Jesus lives!” Let’s share that message too!** Tell the children that they will sing the familiar song “Praise Him, Praise Him” (*LOSP*, p. 68), but there will be a slight change in the words. Instead of singing “God is love, God is love,” the children are to sing “Jesus lives, Jesus lives!” For example:

Praise Him, praise Him, all you little children.  
Jesus lives! Jesus lives!  
Praise Him, praise Him, all you little children.  
Jesus lives! Jesus lives!

For additional stanzas, change the word “praise” to “love,” “thank,” and “serve.”

Then have children join you in this echo prayer, pausing at each asterisk so the children can repeat each phrase after you: **Dear God, \* thank You for sending Jesus \* to die on the cross \* and rise again at Easter \* for us. \* Help us to tell others \* the Good News about Jesus. \* Amen. \***

## On the Road at Easter

1. It was Easter evening. Two friends were leaving the big city of Jerusalem.
2. They walked on the road to the little village of Emmaus, seven miles away.
3. They talked as they walked. Their friend Jesus had died on the cross. They had many questions. They didn't understand why this happened to Jesus.
4. A stranger was walking on the road too and joined them. It was Jesus! But the two friends didn't even recognize Him.
5. Jesus said to them, "You look so sad. What are you talking about?"
6. One friend said, "Where have You been? Are You the only one who doesn't know about Jesus?"
7. The other friend said, "Jesus died on the cross three days ago and was buried. But now His tomb is empty. We just don't understand. We are confused."
8. So Jesus explained that God's Word said this would happen. This was all part of God's plan for our salvation. God's promises are true!
9. The two friends were excited to hear this. They wanted to hear more. When they got to their home in Emmaus, they asked Jesus to stay for dinner.
10. At the table, Jesus took some bread, gave thanks to God in prayer, tore off pieces of the bread, and handed it to them.
11. Immediately they recognized it was Jesus. They had often seen Him pray this way.
12. And immediately, Jesus disappeared! The friends were amazed.
13. Quickly they rushed all the way back to Jerusalem to tell the good news.
14. They ran and ran. The news could not wait! They understood now—Jesus is alive! Jesus is true God, and He is our Savior!
15. Jesus had explained everything to them. Now they wanted to explain His message to others. They found where the other disciples were gathered, in a room in Jerusalem.
16. They said to all the disciples, "Good news! We have seen the Lord! He is alive, and because He is alive, we will have eternal life in heaven!"

# WALKING AND RUNNING

## What Have You Learned?

(Worship) Sing this little song to the melody of “Ten Little Indians.” Then invite the children to sing along with you as you sing it again.

**1 little, 2 little, 3 little children,  
4 little, 5 little, 6 little children,  
7 little, 8 little, 9 little children,  
10 children learn about Jesus.**

Ask the children to tell what they have heard and learned about Jesus. Make a list of their responses, using a marker on chart paper. If a child repeats a response, affirm him/her, and show where the words have already been listed. Remember that word lists are meant to help children learn *about* words and what we can do with words. At this level, you are not teaching them to read the words.

Give suggestions or ask questions if children need encouragement in thinking of responses. When you are finished, use the list in a prayer. Begin by saying, **Dear Jesus, thank You for the Bible and for people who tell us about You. Help us to share this Good News with others.** Then read through the list. (P.4.4.1)



## Help Us Learn

(Worship) Say, **We learn about Jesus in the Bible. We hear Bible words in many places. We can learn about Jesus in church, here at school, and with our families at home. Let's pray together, asking God, "Help me learn about Jesus." Can you say that with me? "Help me learn about Jesus."** Practice the response several times, giving a simple cue to students when they are to respond. After practicing, say, **Let's pray together:**

**Teacher:** Dear Lord, whenever I go to church,

**Children:** Help me learn about Jesus.

**Teacher:** Whenever I am at school,

**Children:** Help me learn about Jesus.

**Teacher:** When I am at home with my family,

**Children:** Help me learn about Jesus.

**Teacher:** Amen. (P.2.1.4)

## Jesus and His Love

(Worship) Listen to the CD recording of the refrain of the song “I Love to Tell the Story” (LOSP, p. 100, and on CD). Then say, **Before we can tell the story about Jesus, we first need to hear it. Let's sing the song together twice. But the first time we sing it, change the word “tell” to “hear.” We'll sing first that we want to hear God's story; then we will sing that we want to tell God's story!** Sing the song as you have described. (P.4.4.1)

**Express**

# WALKING AND RUNNING

## Break Bread

(Vocabulary) Explain, **In Bible times, they did not have sliced bread in packages like we have today. Homemade bread would sometimes be cut with a knife, but most of the time, the people would “break bread.” That means they would tear off a piece.** Demonstrate with 1 or 2 long baguettes. (Wear plastic gloves as you do this.) Tear off a piece for each child, and place each piece on a small paper plate on which you have placed a piece of cheese.

As they eat, ask, **What happened when Jesus blessed and broke the bread in our Bible story?** (The disciples recognized it was Jesus. Then Jesus disappeared.) **Why do you think breaking bread would help them realize it was Jesus?** (They had probably seen Him do that many times before, such as at the feeding of 5,000 people.) **Why do you think Jesus left them right away?** (He had done what He came to do, so that they would believe and understand why He had arisen. He also had other things to do.) **The Bible tells us that Jesus visited another group of disciples that same evening. Jesus was busy meeting with and teaching His disciples for many days after this—40 days!** (P.2.1.4)

## Easter Butterfly

(Circle Time) Review the life cycle of the butterfly (which was studied in Week 30). Sing the following song to the tune of “Mary Had a Little Lamb.” Let the children act out each part of the life cycle.

The insect starts out as an egg, as an egg,  
as an egg,

The insect starts out as an egg, to hatch a  
caterpillar.

The caterpillar eats lots of leaves, lots of  
leaves, lots of leaves,

The caterpillar eats lots of leaves, and fills  
its belly up.

Then it builds a chrysalis, chrysalis,  
chrysalis,

Then it builds a chrysalis, and takes a  
long, long nap.

Then out comes a butterfly, butterfly,  
butterfly,

Then out comes a butterfly that flies so  
beautifully.

Say, **When the butterfly breaks out of the chrysalis, it reminds me of Jesus breaking free of death and the grave at Easter. He was in all His glory, using all His powers as true God.**

**But there are some things about the butterfly life cycle that are very different from Jesus at Easter. When the cat-**

**erpillar is in the chrysalis, it is changing and resting. Jesus was not resting in the tomb, He was dead! He died on the cross and was buried in the tomb. On the third day, because Jesus is true God, He won the victory over death and became alive again!**

**Another thing that is different is that the caterpillar is changing inside the chrysalis; it is changing into a butterfly. But Jesus never changes! The Bible tells us in Hebrews 13:8, “Jesus Christ is the same yesterday and today and forever.” Jesus and His love for us never change! Jesus will always love us, care for us, and be near us.**

**The one thing that *will* change because of Easter is that someday, all believers will go to heaven, where we will be changed into perfect and sinless people with no more pain or problems! All this is because of Jesus and His victory at Easter.** (P.4.3.3)



## Hot Cross Buns

(Nursery Rhyme) Read this nursery rhyme to the children.

**Hot cross buns! Hot cross buns!  
1 a-penny, 2 a-penny, hot cross buns!  
If you have no daughters, give them  
to your sons.  
1 a-penny, 2 a-penny, hot cross buns!**

Tell children that hot cross buns were traditionally eaten on Good Friday because they have the shape of a cross on the top. Say, **Hot cross buns can also remind us of this week's Bible story. When the 2 disciples got to the village of Emmaus, they invited the visitor, Jesus, to eat with them. They**

**served bread. Jesus "broke," or tore, the bread and blessed it, and then they recognized that it was Jesus—alive!**

Have children help select simple actions to go with the nursery rhyme as you read it again. Serve hot cross buns during Snack Time. (Many bakeries make hot cross buns at Easter time; or you can make your own version, using white frosting to make a cross on each bun.) (P.2.1.1)



## Jesus, A.M. and P.M.

(Circle Time) Point out that last week, we learned about what happened Easter morning. **There was a lot of walking and running that busy morning. Jesus appeared alive to several women that morning. There was also a lot of walking and running that evening, as the sun went down. Jesus appeared alive to many men who were His disciples. Let's learn a song about Jesus and His busy day.** Teach the children the following song, performing the actions indicated as you sing each line. (You'll be moving your left arm so that children can

mirror your actions with their right arms; also note that the effect of these actions will be even stronger if you—and perhaps the children as well—hold a yellow paper circle or yellow ball to represent the movement of the sun through the day.)

**Jesus in the morning,** (*Hold both arms at waist height, pointed to your left.*)

**Jesus at the noontime,** (*Bend your left arm at the elbow so that it points up, perpendicular to your right arm.*)

**Jesus when the sun goes down.** (*Slowly move your left arm down onto your right arm as you sing.*)

For the next stanza, change "Jesus" to "Easter." Next, remind the children that although we can't see Jesus now, He promises to always be with us. So sing the song again, changing "Jesus" to "Near me." Then sing the original version once more. (P.4.4.1)

### Jesus in the Morning

1. Je - sus, Je - sus, Je - sus in the  
morn - ing, Je - sus at the noon - time, Je - sus,  
Je - sus, Je - sus when the sun goes down.

Text: traditional

*All God's People Sing!* page 148

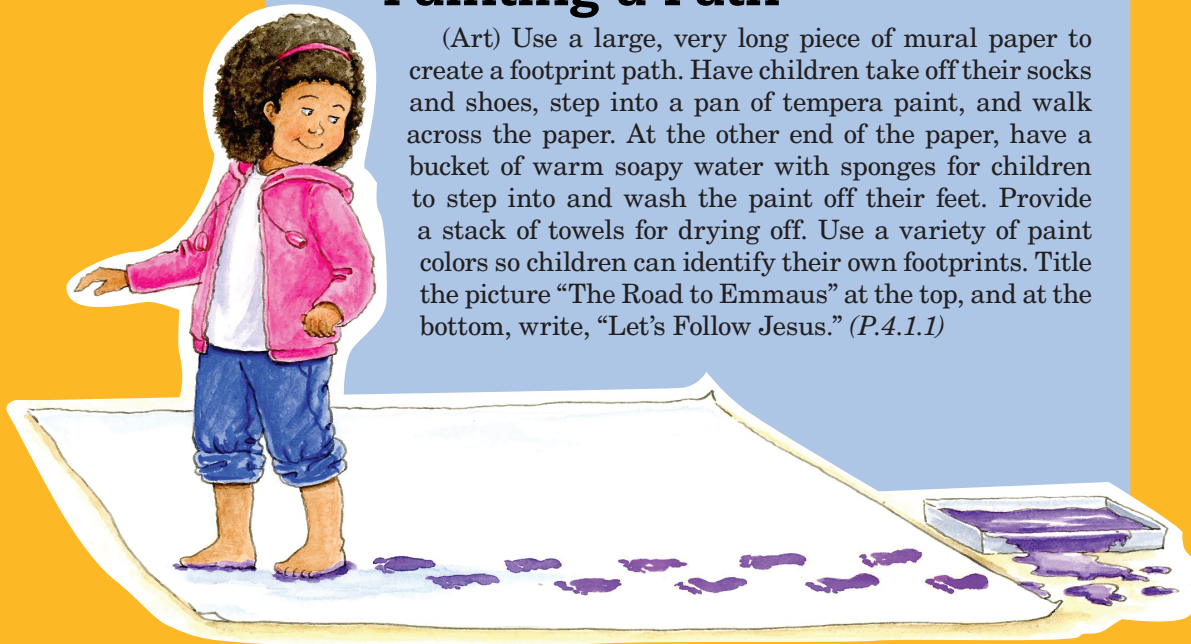
Tune: JESUS IN THE MORNING, traditional

# Express

# WALKING AND RUNNING

## Painting a Path

(Art) Use a large, very long piece of mural paper to create a footprint path. Have children take off their socks and shoes, step into a pan of tempera paint, and walk across the paper. At the other end of the paper, have a bucket of warm soapy water with sponges for children to step into and wash the paint off their feet. Provide a stack of towels for drying off. Use a variety of paint colors so children can identify their own footprints. Title the picture “The Road to Emmaus” at the top, and at the bottom, write, “Let’s Follow Jesus.” (P.4.1.1)



## Symmetry

(Art) Introduce or reinforce the concept of *symmetry*, mirror imaging—or you may want to call it “side by side the same.” Prefold sheets of white paper in half, then open them flat so children can work on them. Provide several colors of paint that mix well together. Let the children place 2 or 3 drops of paint on one side of the paper using a plastic teaspoon. Have children

carefully refold the paper in half and press or rub together to create a print. Provide a rolling pin for those who are still working on their fine-motor strength. Help children open the page back up and examine their print. Let the paint dry. Then provide a butterfly template to trace in the center of their picture. The children may cut out the symmetrical butterfly. Discuss how the colors and shapes match from side to side. (P.4.1.2)

## Play Dough Art

(Art) Walking and running feet are an important part of this week’s Bible story. After walking and listening to Jesus explain God’s plan at Easter, the disciples ran back to the city to tell everyone that Jesus was alive! Have children roll out sheets of play dough using a small rolling pin. Then either have them use footprint-shaped cookie cutters, or provide footprint templates for them to trace and cut out with a plastic knife.

Demonstrate how to change those play dough footprints into butterfly shapes: First make a small, wormlike butterfly body from play dough. Place a footprint “wing” on either side of the body so the 2 wings touch the body slightly below the footprints’ toes. Then let children use a different color of play dough to make ovals and circles to decorate the wings. Emphasize that the same size, shape, and color of play dough needs to be placed on each wing so that they are *symmetrical* (the same from side to side). (P.4.1.1)



## Color Discussion

(Art Appreciation) Have children look around the room at Easter pictures and Easter projects. Ask, **What color do you think is a good color for Easter?** There is no right or wrong answer; just discuss and ask children why they chose the color they suggested. A variety of colors are displayed on Easter flowers and Easter eggs. Point out that long ago, someone picked out the colors red and green for Christmas, and then yellow and purple for Easter. The yellow stands for the Easter morning sunrise, and the purple stands for the color of the sky as it changes from nighttime to morning.

Then suggest that white is also a good Easter color. Ask, **Why is white a good Easter color?** (White is the color of Easter lilies. Also, the Bible tells us that the angels' clothing was as white as a bright light.) Then point out that at Easter, in church, the cloths on the altar, lectern, pulpit, and pastor are white. If possible, have the pastor or someone from the altar guild show the children the white paraments. Also, say this little poem:

**The color I think of for Easter is white.  
(It's not the color of dark and of night.)  
White is the color of lilies and light  
And the angels, shining so bright. (P.4.1.2)**

## Creative Actions

(Artistic Movement) Say, **We've talked about walking and running feet a lot this week. Did you know that sometimes we talk about music that "walks" or "runs"?** Demonstrate by walking slowly in place as you say, **Walk, walk, walk, walk.** Then run in place as you also quickly say, **Run, run, run, run.** Now introduce a metronome. (*Note:* Probably the easiest and most inexpensive way to bring in a metronome is to check on the Internet. Using the keyword *metronome*, you'll find several free online metronomes on which you can change the pace.) Explain that the metronome is used to tell how slow or how fast you or the music is supposed to move. Try a slow example together. Then stop. Tell the children you will set it slightly faster. Once the children understand the concept, give them colorful ribbons, streamers, or scarves that they can wave as they move to the pace of the metronome. Whenever the metronome stops, everyone should freeze in place. Vary the tempos so that the children learn to feel the rhythms with their bodies and respond accordingly. (P.4.2.2)



**Create**

# WALKING AND RUNNING

## Walking, Then Running

(Math) To give the children some understanding of how long the road to Emmaus actually was (about 7 miles), set up a walking track. Over the course of several days, walk a certain distance each day until, by the end of the week, you have walked 1 mile. Help children understand their progress by displaying a path on a long strip of paper that has “Jerusalem” written at one end and “Emmaus” at the other. Mark off 7 spots along the map between the 2 towns to identify the “mile markers.” Attach 2 paper figures of Bible times people to this path, starting at Jerusalem, and mark off each day how far you have walked.

After completing 1 mile, point out that you have not even walked half the distance to the village. And emphasize the amazing fact that after the 2 disciples got to their home, recognized Jesus, and He disap-

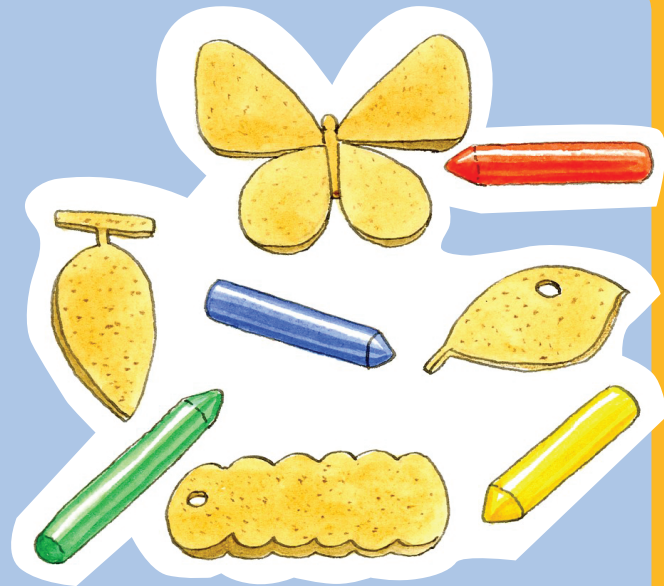
peared, they turned right around and went back the 7 miles to Jerusalem to tell everyone that Jesus was alive. But this time, they *ran* the whole way!

You will need to determine what works best for your facilities in order to try this experiment. The following approximations have been rounded down for ease of figuring: a quarter mile is about 1,200 feet (the length of 4 football fields); a half mile is approximately 2,500 feet; a mile is about 5,000 feet; 7 miles is about 35,000 feet.

Another way to approach this is to accumulate the distance for all the children in the class. For example, if your path is 100 feet long and you have 10 children in your class, adding the distances together would give you 1,000 feet a day. In 5 days, you would accumulate a distance of 1 mile. (P.3.4.1.9)

## Rubbings

(Sensory, Science) Reviewing concepts learned earlier in the year is always a good thing because it reinforces those understandings. To review the life cycle of a butterfly, cut out shapes from thick sandpaper that represent the egg on a leaf, the caterpillar, the chrysalis, and the butterfly. Make each shape 3–4 inches in size and attach each to a separate piece of cardboard. Provide white paper and crayons for children to do rubbings of the different parts of the cycle. After children make their rubbings, ask them to place them in the order that they occur in the life cycle of a butterfly. (P.1.8.3)



## Bakery Ingredients

(Sensory) Ask, **When did the Emmaus disciples realize that they had been walking with, talking with, and eating with Jesus?** (When He broke the bread) **That's right, when Jesus broke the bread and blessed it.** Point out that there are many types of bread because there are many recipes, using different ingredients. Explain any new terms. Note that every type of bread has flour, but that there are different kinds of flour because there are different kinds of grain. Point out that some types of bread have salt as an ingredient and some have sugar. Set out 3 shallow

pans in the Sensory Center; fill 1 with flour, 1 with salt, and 1 with sugar. Ask, **In what way do these look alike?** (They are all white; they are all made of small particles.) Say, **You will find that these do not feel the same.** Invite children to pick up and pour handfuls of each back into the pans to explore these ingredients. Invite them to use a finger to write their name in each pan in order to feel how each ingredient moves as you push it. *Option:* When everyone has had the opportunity to explore, ask them to predict what will happen as you mix water with each. Demonstrate: the salt and sugar will dissolve, but the flour will get mushy and sticky. (P.1.8.1)

## Make a Prediction

(Math) Have a jelly bean prediction jar available for the students to view. Keep the jar small (such as a baby food jar), and use no more than 12 jelly beans. Create a bar graph by listing all the different numbers, and provide sticky notes with each child's name. Each child can place the note with his or her name on the column with the number of jelly beans he or she thinks are in the jar. At the end of the day, open the jar and count the jelly beans. (This is not a contest, so don't emphasize who was closest.) Each day, change the number of jelly beans in the jar, and have children repost their estimates. (P.1.7.3)



**Explore**

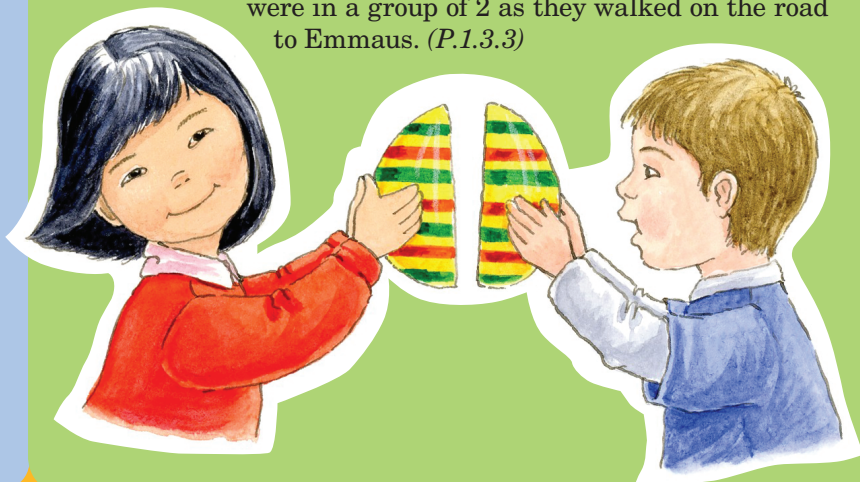
# WALKING AND RUNNING

## On the Road Again

(Social Game) Set up a Road to Emmaus obstacle course, outside or in a gym, that children can go through in groups of 2 or 3. Some ideas include tunnels to crawl through, cones to run around, Hula Hoops laid on the floor to jump into, hurdles to jump over, and so forth. If you include things like balance beams that are usually for 1 person at a time, make sure to set up 2 or 3 side by side so 2 or 3 kids can complete the course together. Encourage students to complete the course in pairs, as if they were the disciples on the road to Emmaus. (P.3.4.2.1)

## Find a Partner

(Social Game) Cut out large construction paper eggs in different colors. Cut each egg in half in a different way (large zig-zags, small zigzags, wavy, diagonal, straight cut, etc.), varying them also by decoration. Give each child half an egg and have them find their egg match. When children find their match, have them tell each other, “Jesus is alive!” This game can be played indoors or outdoors. This can be an opportunity for creating different partner sets for play or doing other activities requiring a partner. Remind children that the disciples were in a group of 2 as they walked on the road to Emmaus. (P.1.3.3)



## Breaking Bread

(Snack) Have a Bread Breaking Party. Set out trays, each labeled with a different number, and each having pieces of a different type of bread (sourdough, pita, flatbread, rye bread, etc.). Begin with a blessing—a thank-You prayer. Then let children taste the different types of bread. Tell them the only topping provided will be butter (or no topping at all) because you want them to focus on the taste and texture of the bread. When finished, each child should pick a favorite. Have them write their name on a large graph under the number that matches their favorite bread. (P.1.2.9)

## Easter Treat

(Snack) This week we have talked about some of the other events that happened at Easter. We’ve also talked about breaking bread and Easter eggs. So combine these elements into a single treat. Provide each child with a hard-boiled egg in a small dish, and have them make egg salad. You can either have children mash the egg with a fork, or hold an egg slicer and let each child place their egg on it and pull the slicer down. Replace the sliced egg, turning it in a different position, and cut again, crisscrossing the first slices. Put a dollop of mayonnaise onto each child’s egg slices and let them mix it together. Provide halves of English muffins and plastic knives so children can spread their egg salad on the muffin for an Easter treat. (P.3.4.3.1)

**Relate**