



TEACHER GUIDE
Preschool B

Unit 9: May

We Share the Love of Jesus

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

Let’s see what a week provides. The first page of a weekly plan gives you an overview for the week. This is followed by 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)* 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 Guide. The standards are based on a compilation of state and national preschool standards.

Students 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 9—May

We Share the Love of Jesus

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From the Editor—A Look at This Month

This unit is for the month of May. There is an extra week of lesson ideas (five weeks instead of four), which can be used to accommodate fluctuations in schedules, depending on your situation. (Pick and choose what works for you.) For those of you with a traditional school year schedule of September through May, this unit will be a culminating unit, served well by a theme of “Changes.” Throughout the unit, we will be learning about changes in surroundings (good and bad), about changes of location, changes in people, and changes embodied in “opposites” (e.g., enemy of God to faithful servant of His; selfish hearts to generous ones). The unit ends with the changes in the children as they are growing. Whether you have a nine-month or twelve-month program, this is a good time to make some new evaluations. This unit also completes the survey of the Bible, from the Old Testament stories in the fall through the stories of the life of Christ and His plan to save us, to the stories of the Early Christian Church featured in this Spring Quarter’s materials. These Bible stories have been presented chronologically to help children understand that the Bible is one big story—God’s story—of God’s love for us, His people, and our salvation through Jesus.

If you do have a year-round program and will be continuing with the Summer Quarter units, you will find a slight variation in the focus, as Bible stories for the summer will be gathered around themes. In June, the focus will be “Construction” (building, repairing, and worshiping in God’s house). In July, a very patriotic month, the theme of “Leaders” will take a look at various types of leaders in Bible times

and connect that with our lives today. The month of August has the summertime theme of water, but we are not thinking just of water sports and activities. We will consider the element of water in Bible stories about Jesus, particularly relating to Baptism.

But back to the current month. You are encouraged to use the hardcover version of *The Story Bible* (copyright © 2011 Concordia Publishing House) as a companion piece to the lessons you will teach in your classroom. Also encourage continued family use of this book in the home.

The CPH Big Books *The Gospel Good News Goes to Africa* and *Timothy Grows in God’s Word* will be important companion pieces in this unit. Additionally, the CPH Arch Book series offers these titles related to our Bible stories: *Philip and the Ethiopian*, *Dorcas Sews for Others*, and *Timothy Joins Paul*. (And remember to check frequently for new titles!)

Be sure to involve teacher aides and parent helpers in sharing the Gospel message throughout the month. It is good for children to see many adults witnessing their faith and telling about Jesus. For example, if you are uncomfortable with singing alone, sing the songs with your helper; perhaps he or she would even lead the songs. Also, consider involving a helper to play the part of the puppet Zippy. This will add an interesting element to your skits. (Keep in mind, however, that when you yourself use the puppet, children will basically ignore you and focus on the puppet. So if the teacher is talking, have the puppet face the teacher; if Zippy is talking, have him face the children.)

Blessings now and in the summer months to come! May God bless your teaching of the faith!

Meeting Individual Needs

Throughout the preschool day, children are destined to get in situations that warrant an apology. Apologies are a tricky concept to teach preschoolers. By nature, this age group is as egocentric as they come. Chances are that both students involved will feel wronged. To avoid finger pointing and bickering between students, a different approach may be necessary. Instead of starting with having them say “I am sorry,” teaching empathy will be the path to a true apology. Having the students ask each other “Are you okay?” emphasizes the impact the children’s actions have on each other. Once it is established that everyone is okay, then the real teaching can begin. When the conversations start with saying “I am sorry,” it implies that the slate is wiped clean if you say the “right,”

“magic” words and that no further action is necessary. Checking to make sure everyone is okay establishes the idea of a relationship and that a change in behavior is necessary for the benefit of each student. Saying “I am sorry” is an important aspect, but it is not the end of the situation. Speaking forgiveness is also important. This then needs to be followed with a change of action with another person’s interests in mind.

This is based on the theological concepts that Jesus calls us to repentance—to say “I’m sorry.” He forgives us, and we are justified through His death and resurrection. This justification is followed by the work of the Holy Spirit to enable us to live sanctified lives—an ongoing process as we are led to live as people of God.

Week 35—God’s People Share His Word

THE MAN FROM AFRICA

ACTS 8:26-40

Discovery Points

Law: Sometimes, we don’t listen to or understand God’s Word.

Gospel: Through God’s Word, the Holy Spirit works faith in our hearts so we will believe in Jesus, our Savior.

Sanctification: Through the power of the Holy Spirit, we can share the love of Jesus with others.

Background

Philip was one of seven men (including Stephen) who, because they were full of the Spirit and wisdom, were chosen as deacons to care for the widows and the poor in the Church in Jerusalem (Acts 6:5). After Stephen’s death, the Christians in Jerusalem experienced difficult persecutions, so they scattered throughout Judea and Samaria.

Philip headed north to Samaria, where he was well received and successfully preached the Good News along the way, performing miracles of healing as he traveled (Acts 8:4–8). Many believed and were baptized (vv. 12–13).

At this time, Philip was directed by an angel to head south on the desert road to Gaza, about fifty miles from Jerusalem. Here, of all places, he encountered an Ethiopian man on his chariot ride home from Jerusalem where he had gone to worship. And the rest, as they say, is history.

The Spirit of the Lord led Philip through his explanation of the Word to unveil the meaning of Isaiah 53, which he heard the Ethiopian man reading aloud. Through the power of the Holy Spirit, the man believed the Good News and was baptized. He continued his homeward journey, celebrating the joy of knowing the love of Jesus.

Dear Early Childhood teachers, you, too, daily share the Good News with your little ones and help them to understand God’s covenant love with His people. This week, help them celebrate God’s grace in their lives and the joy of knowing Jesus, and encourage them to share the Good News with others. May God bless your journey!

Bible Words

He preached good news about . . . Jesus Christ. Acts 8:12

Week 35

Day 1 Materials

- Scroll made from mural paper
- Cupettes
- *The Gospel Good News Goes to Africa* (CPH Big Book)
- Reproducible 35

Day 2 Materials

- Unbaked brownie batter spread in a baking pan
- Zippy puppet
- Vinyl play scenes
- *The Story Bible* (CPH)

Day 3 Materials

- Family Letter 35
- *Philip and the Ethiopian* (CPH)
- Several Bibles and Bible story books

Day 4 Materials

- Colored paper: gold, gray, red, white, green, blue
- Stapler
- 12-inch strips of 1-inch-wide elastic, 1 per student



Use the cupettes (available on the CPH Web site) to tell the Bible story. If possible, use these cupettes at your sand table (or with a plastic tub of sand) to indicate the desert setting.

Say, **Philip was a believer in Jesus. He loved Jesus and told everyone he met about how Jesus forgives us. One day, an angel of the Lord spoke to Philip. The angel said, "Get ready and go south. Go to the road that leads down to the desert road."**

So Philip got ready and went. On the road, he saw a man from Ethiopia, a country in Africa. The man was important; he helped the queen in his country. He was responsible for taking care of all her money. He had gone to Jerusalem to worship, and now he was on his way home. He was sitting in his chariot and reading out loud from the Bible.

The Holy Spirit said to Philip, "Go to that chariot and stay near it."

So Philip ran toward the chariot. He heard the man reading aloud from the Bible. Philip asked, "Do you understand what you are reading?"

The man replied, "No. I need someone to explain it to me!" Then he invited Philip to climb in and sit with him.

The man was reading part of the Bible that promised a Savior would come to suffer and die for our sins. Then Philip told the man the Good News that God had already kept His promise. He told the man that Jesus died on the cross and arose at Easter to save us from sin and to win the victory over the devil so we can go to heaven someday. The Holy Spirit worked faith in the heart of the man when he listened to Philip's words.

While they were traveling down the road, they came to some water. The man said, "Look! Here is some water! I want to be baptized." Both Philip and the man went down to the water, and Philip baptized him. Then the man happily went on his way home to Africa as a new believer in Christ Jesus.

The Holy Spirit helped Philip share the love of Jesus with another person. He helps us too. The Holy Spirit can use even the simple things we say, such as "I love Jesus," to bring God's Good News to other people. God uses us, and the Holy Spirit does the work.



In advance, prepare a scroll from a piece of white mural paper measuring approximately 12 × 36 inches. Roll the paper toward the center from each end, holding it horizontally (not vertically).

Say, **Today, we will hear a Bible story that takes place in a dry, sandy, rocky desert. One man was walking, and the other, a man from Africa, rode in a chariot pulled by horses. The man in the chariot must have had someone to drive the chariot, because he was reading a book.** Show the scroll. **This is a strange-looking book! But this is the kind of book people used in Bible times. They did not have printing machines to make the kinds of books we have today, with covers and pages and pictures. Instead, people wrote out all the words on a long strip of paper.**

The man from Africa had been to Jerusalem to worship God in the temple. Now, he was riding back to his home in Africa, many miles away. He was reading out loud from the Bible. He was reading from Isaiah 53, which talks about someone who “was [wounded] for our transgressions [our sins]; He was crushed for our iniquities [the wrong things we do]; upon Him was the [punishment] that brought us peace.” The man didn’t understand those Bible words. He wondered what the words meant. Let’s learn more about what happened.



Use the CPH Big Book *The Gospel Good News Goes to Africa* by Carolyn Bergt to review the Bible story. The story is written in the format of a poem. (Children love the sound and rhythm of poems, and hearing them helps to encourage a love of words in young children.) Big Books such as this one are especially valuable for classroom use because of the size of the illustrations—everyone can see. This book depicts an age and environment that is likely to be unfamiliar to many children. Throughout the week, consider displaying key pictures as a background to what you are telling in the story.

Continue then with the reproducible activity. This is a dot-to-dot activity in which the children will reveal the message “Jesus Saves.” This is the main message that Philip spoke to the man from Africa. It is also the main message for us to share with others. After children have traced over the message,

show them how to roll the paper at each end to make a scroll. Then have children hold up their open scrolls and “read” the message together. Ask, **Who could you read this message to?** Accept responses. **When you do this, you are sharing God’s Good News, like Philip did!**

Option: If you want to give the children a more tactile experience with a scroll, provide a long sheet of paper for each child. Let them glue their completed dot-to-dot message in the very center and then roll in the edges toward the center.

Then pray this echo prayer together, pausing at each asterisk so children can repeat after you: **Thank You, Jesus, * for saving the man from Africa. * Thank You, Jesus, * for saving me from my sins. * Thank You for the people * who help me learn about You * from the Bible. * Help me to tell others * about You. * Amen. ***



In advance, prepare a brownie mix. Spread the batter in a greased pan, but do *not* bake the brownies. Bring out the puppet Zippy, who is holding the pan of brownies.

Teacher: Look, children, Zippy's here!

Zippy: I'm so upset! I wanted to surprise everyone today by bringing brownies to school to share with my friends, but look what happened to my brownies! (*Holds up the pan of unbaked brownies*)

Teacher: You look so confused and disappointed.

Zippy: I just can't figure out what happened! I followed the picture instructions on the brownie box, just like we do when we cook at school.

Teacher: Sounds like you need some help.

Zippy: I really do, Teacher! Could you check the instructions on the box and help me figure out what I did wrong?

Teacher: Sure. Let's see. It looks like you put the water, eggs, oil, and mix in a bowl and then stirred everything up—just like the directions say to do.

Zippy: Yes, I did! And then I put it in the oven. The brownies sat there a long time. But nothing happened!

Teacher: Did you follow the instructions to heat up the oven temperature to 350 degrees so the brownies could bake?

Zippy: Oh no! I didn't do that. I didn't turn the oven on. *That's* why they didn't bake! I didn't turn on the heat! I really messed up. I guess I needed some help making these brownies.

Teacher: Why don't we go to the kitchen later? I will help you set the oven temperature to bake the brownies. Then when they've baked, you can share them with your friends.

Zippy: Thank you so much, Teacher! You're a great friend!

Teacher: In our Bible story, someone else is confused and needs help to understand. Let's listen to his story.



Use the desert vinyl play scene to tell the story, adding figures as they are mentioned.

My name is Philip, and I was one of Jesus' followers. I told many people the Good News that Jesus loves them. One day, an angel came to me. He told me that I should go walk on the road that goes into the desert.

I did exactly what the angel told me to do. On the road, I saw some horses running, pulling a chariot. A chariot is like a fancy wagon with two wheels that is pulled by one or two horses. Only rich or important people can afford to own a chariot.

A man from a country in Africa was riding in the chariot. The man was reading some words from the Bible. The words were written on a scroll. A scroll is the kind of book people used in Bible times. It looks like a long, rolled-up sheet of paper. I ran up to the chariot. The man looked confused. I asked him, "Do you understand what you're reading?"

He said, "No, I don't. I need someone to

tell me what the words mean. Will you explain this to me?" So I talked to the man, and we read the Bible scroll together. I told him the Good News about Jesus. I told him that Jesus is God's Son and that Jesus loves him very much. I told him what Jesus did to show His love for others. I told him how Jesus died for him.

The man was so happy to hear this Good News that Jesus is God's Son, our Savior. We soon came to some water. The man asked me to baptize him! The African man wanted the Holy Spirit to keep his faith strong. I was glad to help him learn about Jesus. Then I went on my way to tell other people about Jesus. And the man returned to his home in Africa to tell his friends and family there.

Note: Bake the pan of brownies sometime during the school day. Enjoy the snack together before going home. Remind the children that they are enjoying Zippy's love for them and that they are celebrating the gift of God's grace—to the man from Africa and also to them.



Review the story by reading pages 431–33 in *The Story Bible*. Then focus on the baptismal part of the story. Say, **Everyone likes gifts! The man from Africa was very eager to receive God's gift of Baptism. God gives us Baptism with His special promise to wash away our sins! How can the water in Baptism do that? It is not the water—it is God's Word that is so powerful. Remember: God said the words, and the whole world was created. So when God says the words that Baptism brings us faith and forgiveness in Jesus, we know God's Word is powerful. The Bible says, "Repent and be baptized every one of you in the name of Jesus Christ for the forgiveness of your sins, and you will receive the gift of the Holy Spirit" (Acts 2:38).**

The Holy Spirit gives us the gifts of faith and forgiveness when we hear God's Word. Baptism is an extra gift that brings us those same gifts. God wants us to be

sure that we know we are His children. In Baptism, He makes us His *baptized* children.

Some of you were baptized when you were younger, maybe even as a baby! We want to celebrate that. Some of you have faith and forgiveness from Jesus, but you are still waiting for the day you will be baptized. We want you to look forward to that day and celebrate that too! Let's sing about being a child of God! Sing "Child of God" (LOSP, p. 98, and on CD).

Note: Do not shy away from speaking about Baptism because of having unbaptized children in your class. That would diminish the joy of those who have been baptized. Instead, do as suggested here: encourage children to celebrate that special gift of God, recognizing that they already have faith through the Holy Spirit who works through the Word of God they hear, which is the same Word of God in Baptism.



Tell this week's story again, using the illustrations and the text from the Family Letter. Also consider using the CPH Arch Book *Philip and the Ethiopian*. Then review the Bible story using the following action poem. Have the children repeat your words and actions.

Philip was walking along one day.

(Walk in place.)

He saw a chariot coming his way.

(Point to the distance.)

He looked and saw a man inside

(Hold hand above eyes.)

Who had a Bible opened wide.

(Pretend to hold scroll.)

"Who is Jesus?" asked the man.

(Shrug shoulders.)

So Philip told of God's great plan:

(Fold hands.)

How on the cross our Savior died,

(Draw cross in the air.)

And in God's name we are baptized.

(Point up to heaven.)

The man believed in Jesus too!

(Cross hands over heart.)

"I want to be baptized just like you."

(Nod yes.)

"In the name of the Father, Son, and Spirit too,"

(Count off "one, two, three" on fingers.)

Philip said, "With this water, I now baptize you."

(Cup hand as if pouring water.)

So Philip baptized him there and then.

(Draw cross in the air.)

And the man returned to Africa again.

(Wave good-bye.)

All of us here are God's children too.

(Sweep arms in a wide motion.)

He loves me, and He loves you.

(Point to self and others.)



Ahead of time, hide various Bibles and Bible story books throughout the classroom. Include both children's and grown-up Bibles. A pocket Bible would be a great find.

Remind the children that in this week's Bible story the man from Africa needed someone to explain the Bible words to him. **We are going on a Treasure Hunt to find the Bible books I have hidden in the classroom.** When the children have located all of the books, say, **These books are a treasure to us just like they were to the man from Africa.** Share your own personal story of how you study the Bible. (If the children found a pocket Bible, you might explain how you sometimes keep your Bible in your purse or pocket so you can read it while you are waiting for appointments in the doctor's or dentist's offices.) **We can read and study the Bible anywhere or anytime. The Bible is the best book of all because it has God's words and it tells us that Jesus loves us, forgives us, and saves us!** Sing "The Best Book of All" (*LOSP*, p. 49, and on CD).



Remind the children about the use of question marks. Say, **“What” is a word we use to ask a question, like “What are we going to do today?” “What is your name?”**

When we write a question, we make a mark like this. On a whiteboard, demonstrate how to make a question mark. Give verbal cues as you form it: **Curve around . . . straight down . . . and dot.** Have the children practice writing question marks in the air with their finger.

Say, **The man from Africa in our Bible story had a lot of questions. He asked about words in the Bible. He asked, “What do these words mean?” “Who is Jesus?” “Can I be baptized?”**

Sing “Philip and the Man in the Chariot” to the melody of “Oh Where, Oh Where Has My Little Dog Gone?”

“Oh what, oh what do these Bible words say?

Oh what, oh what can they mean?”

A man in a chariot thought one day,

“Oh what, oh what can they mean?”

Then Philip walked by on that desert road.

He asked, “Do you understand?”

The man from Africa said, “Join me.

I need someone’s helping hand.”

The man was happy to hear the news—

God’s promises are so true.

The man believed Jesus saved us all.

He asked to be baptized too.



Check for understanding of the Bible narrative by asking the following questions.

Who told Philip to go on the road into the desert? (An angel.)

Whom did Philip meet on the road? (A man from Africa riding in a chariot.)

What did the man need? (Someone to teach him what the Bible words meant.)

What did Philip do? (He taught the man about Jesus.)

What did the man want Philip to do when he saw the water? (He wanted Philip to baptize him.)

Who teaches you about Jesus? (Answers will vary.)



Sing “Happy All the Time” (*LOSP*, p. 59, and on CD). Try it with the suggested actions. Say, **Because God fills us with His love and joy, we want to share the news about Jesus with others. We are going to make a book too, but this one has no words!**

Distribute colored sheets of paper. (These do not need to be full sheets; 4-inch squares are a nice size for making a child-friendly wordless book.) Distribute them in this order, telling the children to place each sheet on top of the pile as you give it to them: blue, green, white, red, gray with black scribbles all over it, and gold (or yellow). (You are giving the sheets in reverse order, which will simplify giving instructions.) Quickly go around the room and staple each child’s book together along one edge. Say, **This book may not have any words or pictures, but the colors teach us something very important. Follow me as I explain the book.**

- Point to the first page. Say, **Gold stands for heaven. Gold is the color of something very precious. We are precious to God and He wants us to live in heaven someday. But . . .** Turn to the next page, the gray one with scribbles; have children do the same.
- **Gray all scribbled up means something has gone wrong. This page reminds us that we have sinned. When**

we do something wrong, it messes things up. When I don’t do the things I should, I sin. There is nothing I can do to make things right with God. But . . . Turn to the red page.

- **This red reminds me that Jesus suffered and died for my sins on the cross. He was punished for my sins. Red is the color of His blood, shed for me. So . . .** Turn to the white page.
- **White means Jesus forgives what I have done. He washes all my sin away and cleans my heart. White is the color of a pure heart made clean by Jesus. And so . . .** Turn to the green page.
- **Green means I can grow in faith as I hear God’s Word. The Holy Spirit grows faith in my heart and in my life. I go to church to hear God’s Word, and I pray and sing praises to Jesus. Green is the color of growing things. And so . . .** Turn to the blue page.
- **Blue is another color that stands for heaven. Because of Jesus, because He has washed away my sins, because He sends the Holy Spirit to grow my faith, someday I will go to heaven up above. I will be there with all believers—because of Jesus!**



Explain to the children that you will have a special circle prayer. Form a circle, holding hands. Explain that you will all walk in a circle together, holding hands, but whenever you stop to talk, everyone will stop. Then, when you have finished speaking, everyone will walk again, saying, "Thank You, Jesus. Thank You." (You may need to explain in advance that the word *eternity* means "forever in heaven.")

Teacher: For loving us in every way,

Children: Thank You, Jesus. Thank You.

Teacher: For taking all our sins away,

Children: Thank You, Jesus. Thank You.

Teacher: Your own dear children we will be,

Children: Thank You, Jesus. Thank You.

Teacher: Now and in eternity.

Children: Thank You, Jesus. Thank You.



Option: Sing "Boom, Boom, It's So Great to Know Jesus!" to the melody of "Boom, Boom, Ain't It Great to Be Crazy?" Give each child a 12-inch piece of 1-inch-wide elastic. Each time the words "Boom, boom" are sung, the children can stretch out their elastic and then pull it back in. (This type of action involves concentration and coordination.)

**Boom, boom, it's so great to know Jesus!
Boom, boom, it's so great to know Jesus!
Happy and joyful the whole day through,
Boom, boom, it's so great to know Jesus!**

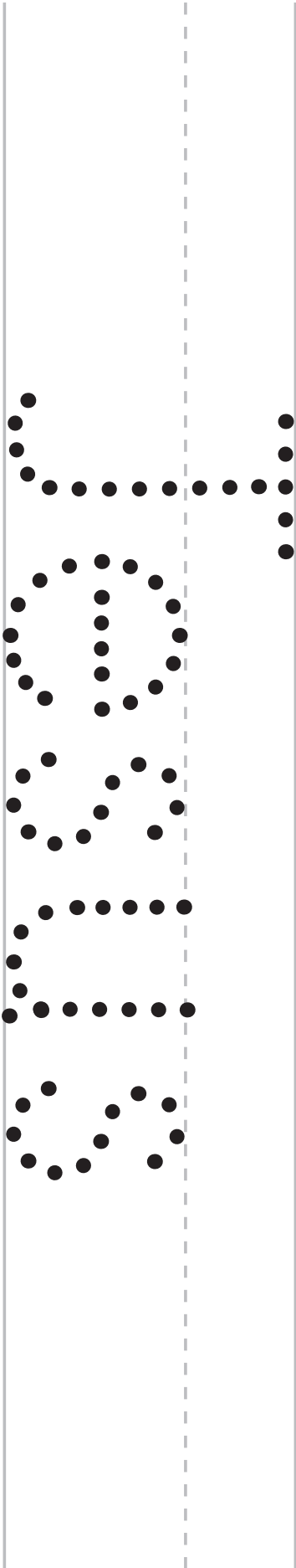
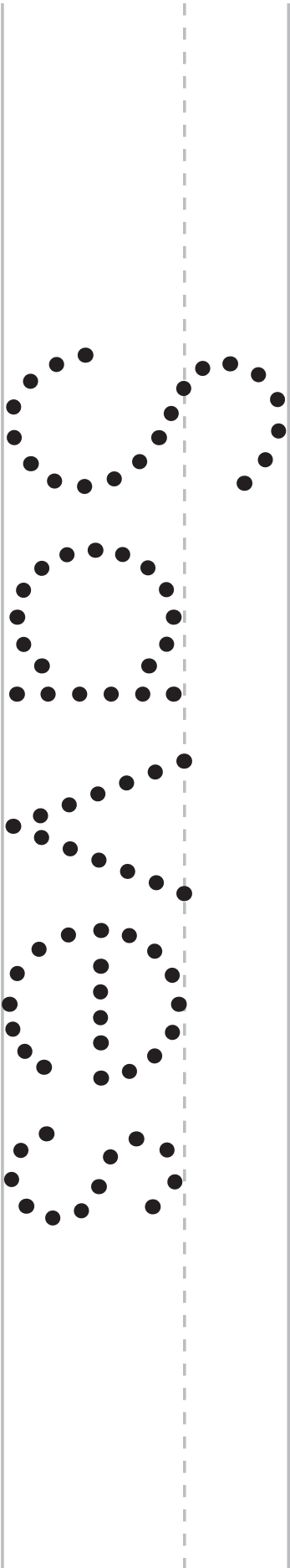
**A man on the road was reading a book.
Philip came along and took a look.
He explained what the Bible words said.
"Now I know what I just read!"**

**Boom, boom, it's so great to know Jesus!
Boom, boom, it's so great to know Jesus!
Happy and joyful the whole day through,
Boom, boom, it's so great to know Jesus!**

**As the chariot went on its way,
God's great love was shared that day.
And soon the man spotted water nearby.
He was baptized beneath the blue sky.**

**Boom, boom, it's so great to know Jesus!
Boom, boom, it's so great to know Jesus!
Happy and joyful the whole day through,
Boom, boom, it's so great to know Jesus!**

A Special Message



ON THE MOVE

Grateful=Thankful

(Worship) Begin the day by singing this to the melody of “We Wish You a Merry Christmas.” (P.4.4.1)

Refrain:

**For this day we are so grateful.
For this day we are so grateful.
For this day we are so grateful.
We pray and we sing.**

**Our thanks now we bring
To You, our great King.
We offer our praises,
Which echo and ring.**

Repeat Refrain.

Gifts for Others

(Worship) Show an offering basket. Tell about a mission project your church or school has adopted. Say, **Philip helped a man to understand the words he was reading. Philip said that Jesus was his Savior. Our offering gifts to God will help other people hear that Jesus is their Savior. Jesus welcomes all people to His family. He asks us to welcome others too.** Sing “Our Church Is a Family” (LLV, p. 44, and on CD). Then have children respond with words and actions as you read this poem. (P.3.3.2)

We are in God’s family. (*Spread arms open wide.*)
Jesus died to make us free. (*Make a finger cross.*)
He loves you, and He loves me. (*Point to friend and self.*)
Come and join God’s family! (*Spread arms open wide.*)

A Good Beginning

(Worship) Consider using this simple responsive litany to start the day. Ask children to respond to each sentence (cue them at each asterisk) with “Thank You, Lord!” (P.2.1.4)

**We honor You on this beautiful day.*
We praise Your name in every way.*
Be with us now in our work and play.***

Hands of Praise

(Worship) Say, **We sing praises to Jesus and share His love through the songs we sing.** While singing, have children move their hands to the position stated in the lyrics and wave them back and forth. Sing to the melody of “If You’re Happy and You Know It.” (P.4.4.1)

**Put your hands in the air, in the air.
Put your hands in the air, in the air.
Put your hands in the air;
Praise our Savior everywhere.
Put your hands in the air, in the air.**

For additional stanzas, make these changes to the lyrics.

**Put your hands way down low, way down low . . .
God goes everywhere you go.**

**Put your hands on your heart, on your heart . . .
Each day brings a brand-new start.**

ON THE MOVE

Share the Good News

(Language Development) Ask an aide or another adult helper to use a digital camera to take pictures of the vehicles your students ride to school. Be sure to include bikes, buses, cars, and shoes of those who walk. Place the pictures on 3 × 5 cards. Add a picture of a chariot. Ask the children to sort the pictures by color and, later, by size. Use the pictures to graph the way people travel.

Say, **The man from Africa rode in a chariot pulled by a horse to and from the temple church. He read God's Word and had questions. Philip came and rode with him. Philip told him all about Jesus, who died on the cross and rose again so that all who believe in Him will go to heaven someday. You ride to school in different ways and with different people. I wonder: what could you sing or say about Jesus and His love?** (P.1.5.2)

Driving on Letters

(Literacy) Set out large plastic or foam letters. Let children drive over the shapes of the letters with small toy vehicles. Say, **The man from Africa rode in a chariot down a road. What other kind of vehicles can you drive on a road? What kinds of vehicles do not go on roads?** (P.3.2.4)

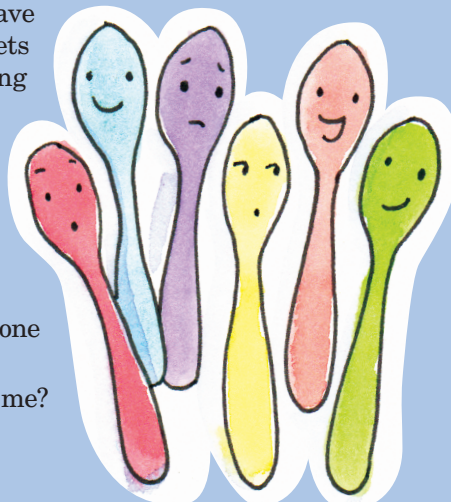


Ask and Tell

(Circle Time) Make a set of plastic spoons on which you have drawn faces with a permanent marker. Distribute the spoons to pairs of children who are sitting beside each other. Say, **The man from Africa had questions about the Word of God that he was reading. Philip helped him by answering those questions. We can answer questions too and tell others about Jesus, our Savior.** Have the children use the spoon puppets to dialogue and discuss the following questions.

- Who tells you about Jesus?
- How do you show the love of Jesus to others?
- What do you know about Baptism?
- What would you say to someone who asks you about Jesus?
- What Bible story can you tell me?

(P.3.2.4)



Questions and Answers

(Circle Time) Bring a variety of vehicles in a bag to class. On a large card, draw a question mark. Show the children the question mark and tell them how to draw it. Use words to explain as you draw (e.g., **The question mark has 3 parts. Here's how you go: curve around . . . straight down . . . and dot.**) Say, **A question mark tells us that someone is asking something. We see it in books when we are reading.**

The man from Africa had questions about Jesus. He was riding in a chariot. In my bag, I have different kinds of vehicles. Let's find out what they are. If you get the question mark, think of a question to ask. Let the children take turns holding the question mark and preparing good questions. To expand on their understanding, list on the board the first words the children use to begin their questions. (P.3.2.6)



Ride in a Chariot

(Nursery Rhyme) Review the words of the nursery rhyme “Ride a Cock Horse to Banbury Cross.” (Nursery rhymes often had a political or sociological reference to the times. This rhyme refers to a visit Queen Elizabeth I made to see a large cross sculpture. A “cock horse” is a high-spirited horse. “Bells on her toes” refers to an actual style of the wealthy at that time, wearing pointed shoes with upturned toes from which tiny bells hung. It is appropriate to change the words to reference our own lives and times.) After reading the original words, say, **The lady was going to see a large carved cross. In our Bible story, the man from Africa had been at church and was going home. He was reading God’s Word and wanted to know if Jesus died for his sins too. What would you say?** (Yes!) Learn the new words for the poem, and pretend to be the man from Africa. (P.2.3.2)

**Ride a cock horse to Banbury Cross
To see a fine lady upon a white horse.
With rings on her fingers and bells on her toes,
She shall have music wherever she goes.**

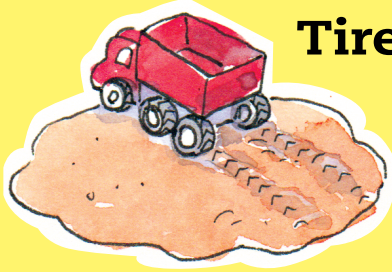
**Ride in a chariot, and read a fine scroll;
Learn of the Savior, for He loves you so!
With rings on your fingers and bells on your toes,
Jesus is with you wherever you go!**

On the Go

(Circle Time) As a group, identify various types of transportation. Say, **The man from Africa rode in a chariot pulled by horses. What sound do you think the horses made?** (Clip-clop) Locate Internet sites that have free sounds of various vehicles. Ask the children to listen to the sound and name the vehicle. Invite the children then to use the name of that vehicle in a sentence. To conclude, say, **Boys and girls, we are so blessed to have many ways to get ourselves and all the things we need from one place to another. Let’s thank God for all kinds of transportation.** Lead the children in a prayer. (P.4.4.2)

Express

ON THE MOVE



Tire Tracks

(Fine Motor Skills) Set out various toy vehicles, play dough, and a shallow container filled with sand. Tell the children to flatten the play dough and then use a vehicle to make tracks across it and in the sand. Challenge them to compare the results. Ask, **What do you see when you make tracks in the play dough? The man from Africa rode a chariot through the desert sand.**

What do you see when you drive the [truck] through the sand? (P.1.7.2)

Built-In Transportation

(Movement) One main means of transportation is your own two feet. That is how Jesus usually got around in Bible times, unless He was traveling in a boat or riding on a donkey. Gather as a group and say this poem as the children follow your directions. Then travel to another spot in the room and do it again. Repeat several times. (P.3.4.2.1)

Clap your hands: 1-2-3-4.

Bend your knees, and touch the floor.

Swing your hips from side to side.

Stretch your arms and open wide.

Turn your head; don't make a sound.

Touch your nose, and turn around.

Clap 1-2, and stamp your feet.

Twirl your wrists, and take a seat.



Fix-It Shop

(Imaginative Play) Say, **The man from Africa rode home from the temple church in Jerusalem. It was a long ride. The driver had to take care of the horses and the chariot. He had to know how to fix the chariot if something broke because he was in the desert and there weren't a lot of towns.** Introduce the concept of a tool kit or repair kit. Take a variety of riding vehicles to the playground—cars, bikes, scooters, wagons, and trikes. Assemble a tool kit of plastic tools the children could use to pretend to repair tail lights, handlebars, tires, bumpers, fenders, exhaust pipes, gas caps, doors, seats, wheels, engines, steering wheels, and the like. Help the children name tools such as wrenches, pliers, hammers, screws, flashlights, clamps, drills, and tape measures. Using clipboards, have the “mechanics” write up “work orders.” (P.4.3.4)

Build Your Own

(Art) Enlist the help of a parent volunteer or teacher's aide. Collect an assortment of cardboard and plastic shapes that children can use to assemble a new design for a vehicle that rolls. The children make their own vehicles by attaching the parts using strips of strong tape such as duct tape or painters tape. (These often come in a metallic color, which will add to the "authenticity" of the vehicles.) Allow the children to paint some sections with bright colors as they wish. Say, **When we go to church, we often go in a car. The man from Africa went to the temple church and back in a chariot. How is your vehicle like a chariot? a car? How is it different?** (P.4.3.5)

Shape-Up Song

(Shape Recognition) Review the names of various shapes (e.g., square, rectangle, circle, diamond, star, oval). Hold up a picture of this week's Bible story. Ask, **What shape is a chariot wheel?** (Round, circle) Hold up a Bible. Ask, **What shape is a Bible?** (Rectangle) Say, **We see shapes all around us. Let's look at more shapes.** On the floor, scatter paper cutouts of various shapes in various sizes. Then sing this song to the melody of "If You're Happy and You Know It." Call on one or more children to find the shapes you sing about in the second stanza.

**There are shapes on the floor, on the floor.
There are shapes on the floor, on the floor.
There are shapes on the floor,
Circles, squares, and so much more.
There are shapes on the floor, on the floor.**

**Find a circle on the floor, on the floor.
Find a circle on the floor, on the floor.
Find a circle on the floor,
Hold it up, and do no more.
Find a circle on the floor, on the floor.**

Continue in this manner, calling out other shapes to identify. (P.1.3.1)



Create

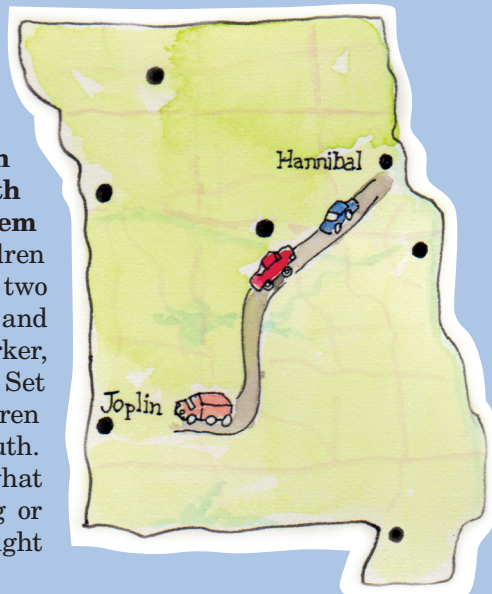
ON THE MOVE

A Trip through the Desert

(Sensory) Fill a large plastic container with cornmeal. Add plastic palm trees, horses, a small plastic Bible, something for water, a small chariot or wagon, and small plastic people for the chariot driver, the Ethiopian, and Philip. Use wooden or magnetic letters for “North” and “South.” Have the children practice telling the Bible story as they move the figures from north to south along a desert road. (P.4.3.2)

North and South

(Directions) Say, **The man traveled from north to south on the road from Jerusalem down to Africa.** Show the children a map of your state. Highlight two major cities, one in the north and one in the south. With a marker, trace the roads between them. Set out cars and trucks so the children can drive them north and south. Ask the children to imagine what the trucks might be delivering or where the people in the cars might be going. (P.4.3.4)



Chariot Wheels

(Estimation) Fill 3 different-shaped clear plastic containers with wagon wheel pasta. Ask the children to estimate which container has the most and which has the fewest number of wheels. Also suggest that they estimate the number in each container. Count to see who estimated correctly. (P.1.2.10)

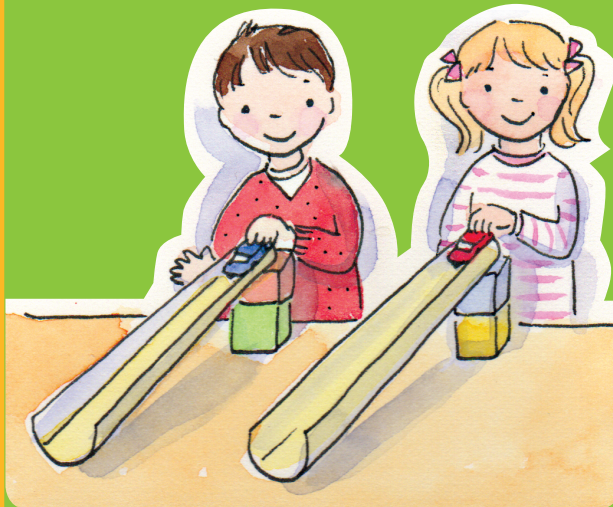
Compare and Order

(Sequencing) Draw pictures or take photos to make cards of bikes, cars, trains, airplanes, and chariots in four different sizes. Color and laminate the pictures, and put them in sets. Ask the children to compare the objects and put them in order from smallest to largest or largest to smallest. Create an answer sheet, and place it in the Math Center so children can self-correct the activity. Say, **The man from Africa read God’s Word while he was riding in the chariot. What book about Jesus can you read while you are riding to school?** (P.1.5.3)

Ordering the Spokes

(Numerical Order) Write the numerals 1–10 on the side of 10 craft sticks, which will be the spokes of a wheel. On poster paper, draw a large wheel with lines to show 10 spokes. Tell the children to put the craft-stick spokes in number order on the wheel. *Option:* On the other side of the craft stick, draw dots to equal the value of the numeral.

Say, **The man from Africa rode in a chariot that had wheels. The wheels had spokes. Spokes are bars or rods that go from the center (hub) of the wheel to the outside (rim). On this wheel, put the 10 spokes in number order.** (P.1.2.2)



Ramp Up Learning

(Science) Demonstrate how to make a ramp with blocks and wood pieces. Allow the children to experiment with ramps and pathways in the Block Center. Use 1- to 4-foot lengths of cove molding (decorative wooden edging used around ceilings). The groove in the center makes a perfect path for small balls. A plastic rain gutter will work for larger balls. Add tube tunnels. Let the children explore. Say, **Philip and the man from Africa rode in a chariot. They may have gone up and down hills. A ramp is kind of like a hill. What happens when you go down a hill or up a hill?**

Race two identical cars down two identical ramps. Note which car goes farther and which car goes faster. Press a small amount of play dough on top of one car to weigh it down. Now, race the cars again. Ask the children to predict what will happen. (P.1.7.2)

Rolling Along

(Science) Have the children investigate the idea that what is inside a cylinder affects its ability to roll. Fill cylinders (such as potato chip canisters) with objects that vary in size, weight, and shape. Try adding blocks, pencils, or rocks. Have the children record their findings on a simple chart and note the differences (easy to roll, difficult to roll, etc.). Also have the children compare rolling the cylinders on a hard surface and rolling them in the sand. Ask, **Which cylinder would roll best in the desert?** (P.1.7.4)

Explore

ON THE MOVE

Share the Good News Race

(Social Play) Outdoors or in a large room, line up the children for races. Say, **Philip ran to catch up with the man from Africa. Then he helped the man understand God's Word about Jesus. You can run too. You can help others hear about Jesus.** Conduct various kinds of footraces—dashing, skipping, hopping, galloping. Mark the start and finish lines with cones. Say, **Chariots were pulled by horses.** Let the children pretend to be horses and gallop, prance, or trot. Say, **Chariots had wheels.** Let the children roll Hula Hoops in a line. Since this is tricky, give the children plenty of space. (P.3.4.1.6)

Red Light, Green Light

(Social Game) All drivers need to be safe, no matter what they are driving. Today, traffic lights help walkers and drivers share intersections. Sing the “Colors of Safety” song to the tune of “Twinkle, Twinkle, Little Star.”

Red means “Stop” and green means “Go.”

Yellow means “Caution—please drive slow.”

Stoplights show cars what to do;

Walkers should obey them too.

Keep your eyes upon the light—

Red, green, yellow, day and night.

Play red light, green light. Choose one person to be the “stoplight.” All the others are “cars.” The goal is for the “cars” to get safely from one spot to another. When the “stoplight” calls “green light,” the children begin to walk to the designated end spot. When the “stoplight” calls out “red light,” all cars stop. Anyone caught moving on a red light must go back to the starting point. Try adding the “yellow light” command. Then students walk slowly. The game ends when all have crossed the finish line. (P.4.4.1)



A Light Snack

(Snack) Show a picture of a traffic light. Discuss what the colors mean. Say, **Long ago, when Philip and the man from Africa rode in the chariot, people did not need traffic lights. There were not many vehicles on the roads. Today, traffic lights help walkers and drivers go safely through busy intersections.** Make traffic light snacks from vanilla wafers spread with white frosting tinted red, yellow, and green. Set out bowls of the frosting so children can assemble their own traffic light snacks. (P.3.4.3.1)

Relate