



TEACHER GUIDE
Preschool B

Unit 10: June

We Worship and Praise God

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; it has a Summer quarter for preschools that have a year-round program.

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

Let’s see what a week provides. The first page of a weekly plan gives you an overview for the week. This is followed by 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* (© 2011 hardback edition), all available from Concordia Publishing House (CPH). Song suggestions come from *Little Ones Sing Praise (LOSP)* or *Lift Little Voices (LLV)*, also available from CPH, along with CD recordings of the songs. You will need a variety of materials and methods for teaching a Bible story because each week, the story is presented four times. This repetition is important, age-appropriate, and educationally sound. One time is not enough for a good story—children want to hear it over and over again. (Note: If you do not have the materials suggested, you can still teach the lessons, adapting them to fit with the materials you do have available.)

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

Student materials consist of Family Letters that encourage families to read from *The Story Bible* with pages listed (from the © 2011 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!



Copyright © 2013 Concordia Publishing House
3558 S. Jefferson Ave., St. Louis, MO 63118-3968
1-800-325-3040 • www.cph.org

All rights reserved. Except where specifically noted, no part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Concordia Publishing House.

Editors: Carolyn Bergt, Gail Pawlitz

Series editors: Rodney L. Rathmann, Carolyn Bergt, Brenda Trunkhill

Editorial assistant: Barbara Szofran

Writers: Julie Bedard, Judy Bushre, Sarah Koehneke, Karla Roeglin

Series contributors: Jeffrey Burkart, Lana Gibbons, Crystal Hunter

Scripture quotations are from the ESV Bible® (The Holy Bible, English Standard Version®), copyright © 2001 by Crossway Bibles, a publishing ministry of Good News Publishers. Used by permission. All rights reserved.

Cover and interior illustrations © CPH

Cover and interior illustration by Marilee Harrald-Pilz

Manufactured in the United States of America

Unit 10—June

We Worship and Praise God

CONTENTS

Week 40. God Is with Us Building the Tabernacle (Exodus 35–36)

page 5

Reproducible 40	14
Theme: Building Supplies	
Express	15
Create	18
Explore	20
Relate	22

Week 41. God's People Worship in His House Solomon's Temple (1 Kings 6)

page 23

Reproducible 41	32
Theme: Building Construction	
Express	33
Create	36
Explore	38
Relate	40

Week 42. God's People Hear His Word Josiah and the Lost Book (2 Kings 22–23)

page 41

Reproducible 42	50
Theme: Repairing Construction	
Express	51
Create	54
Explore	56
Relate	58

Week 43. God Teaches Us His Word The Sermon on the Mount (Matthew 6)

page 59

Reproducible 43	68
Theme: Birds, Flowers, and Me	
Express	69
Create	72
Explore	74
Relate	76

Appendix	77
--------------------	----

Skills in Unit 10—See www.OneinChrist.org

From the Editor—A Look at this Month

This is the beginning of the Summer Quarter for the One in Christ preschool curriculum. During the “regular school year,” the weekly lessons followed the sequential chronology of Bible times from the creation through the kings and prophets, through the life, death, and resurrection of Jesus, to the work of the apostles in the Early Christian Church. We recognize that the summer months bring a variety of approaches to preschool programs. Some preschools continue year round with their program; some have more of a summer day camp program; and some take a summer break. The One in Christ curriculum can be adapted to whatever is true for your situation.

The month of June has a subtheme of construction, so bring out all your favorite construction activities. The Bible lessons will also cluster around that theme. You can focus on building supplies as you study about the tabernacle and the gifts the people brought for God’s house. The next week focuses on constructing a building, as you study Solomon’s temple and consider the honor and respect we have for worship in our own church sanctuary. The next week studies construction and repairs that are needed when things wear out, get old, or are neglected. The story of “Josiah and the Lost Book” coincides with that theme. Throughout all these weeks, there is always an emphasis on God’s presence everywhere and also on worship as we receive His Word and Sacraments and respond with thanksgiving and praise. The final week of the unit looks at what God has constructed—all

of creation, including each of us, who are new creations by faith in Jesus. The Bible lesson looks at “The Sermon on the Mount” and God’s care for the birds, flowers, and each of us, and also focuses on prayer. This is a lot to cover, but it fits so well together in a truly unified unit.

You are encouraged to use *The Story Bible* (hardback edition, © 2011 CPH) as a companion piece to the lessons you will teach in your classroom. Also encourage family use of this book in the home. Accompanying page numbers are listed in the Family Letters. The 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 Book *The Prayer Jesus Gave Us* will be an important companion piece in this unit. The CPH Arch Book series offers these titles related to our Bible stories: *Solomon Builds a Temple* by Martha Jander and *King Josiah and God’s Book* by Kristin Rae Nelson. (Remember to check the listings on the CPH Web site, as new titles are frequently added to this series.) The board books *Things I Do in Church*, *Things I See in Church*, and *Things I Hear in Church* by Julie Stiegemeier would also be good accompaniments to this unit.

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 choose and adapt. Think of this resource as a guide, not a prescription.

God bless your teaching of the faith!

Meeting Individual Needs

Many classrooms begin the day with students signing their name as they enter the classroom. For students with fine-motor control issues or students who have difficulty remembering sequences of letters, this can be very difficult. Some simple adaptations can make this activity successful for all students in the classroom. It is easier for students to control a writing utensil if the letters are written on a large scale. Using lined chart paper allows students to form letters as large or small as their fine-motor control allows. Writing students’ names with a highlighter and allowing students to trace over the top ensures that students practice the correct formation and sequence without direct teacher assistance. Writing on an inclined surface such as

an easel makes it possible for students to rest their wrist on the writing surface for greater control. Writing with a marker requires less hand strength than writing with a crayon. Presenting students with a variety of writing utensils allows the students to choose what method works best for them. Some other writing tools that encourage success:

- Chalk
- Colored pencils
- Pens
- White crayons on black paper
- Stencils
- Paint pens
- Cotton swabs dipped in paint

Week 40—God Is with Us

BUILDING THE TABERNACLE

EXODUS 35-36

Discovery Points

Law: We often selfishly focus on ourselves, ignoring God's will and His almighty presence among us.

Gospel: Jesus calls us to repentance, forgives our sins, and leads us to have generous, joyful hearts.

Sanctification: Through the power of the Holy Spirit, we are encouraged to gather in worship with the family of God to hear His Word, receive His gifts, and praise and thank Him.

Background

There is a two-part emphasis in the lesson this week. First, you will want to emphasize that God is with us wherever we are. God told Moses to have the people build the tabernacle, both to remind them of His constant presence and to serve as a house of worship that went wherever they traveled.

The second emphasis is on giving. The children will become familiar with the “building supplies” the people of Israel gladly gave for building God's house. They will also learn about furnishings in their own church today and about what they can give and what they can do in offering their gifts of gratitude.

Just as God moved the people to give from their hearts so long ago, so also does our Lord “stir up” our hearts today and enable us to be “cheerful givers” for the good of His kingdom! When led by example and moved by the Holy Spirit, your students will also catch the spirit of giving and learn the blessing of giving rather than receiving. “God loves a cheerful giver” (2 Corinthians 9:7)!

Bible Words

I . . . will be your God, and you shall be My people. Leviticus 26:12

Week 40

Day 1 Materials

- Appendix picture of tabernacle
- Family Letter 40
- 3-inch-tall cardstock crosses, 2 per child
- Paper punch
- Decorations for crosses (e.g., glitter, sequins)
- Yarn: 2 (20-inch) lengths per child
- 10 paper lunch bags
- Items to fill paper bags (see text)

Day 2 Materials

- *The Story Bible* (available from CPH)
- Appendix picture of ark of the covenant
- Reproducible 40
- Golden-yellow crayons
- 36 × 2-inch strips cut or torn from white cotton cloth, 1 per student
- Rubber stamp of cross and black ink pad
- Bible

Day 3 Materials

- Streamers cut from crepe paper or tissue paper: red, blue, and purple
- Wooden dowels or straws
- Vase
- Bible
- Items from church sanctuary (see text)

Day 4 Materials

- Several blankets
- Pictures of various churches
- Bible
- *Option:* board book series including *Things I Do in Church* by Julie Stiegemeyer (available from CPH)
- Offering plate
- Hammer or paintbrush
- Hymnal
- Globe



Tell the children that during the next couple of weeks, we will be talking a lot about building things. Say, **In our Bible lesson, we are going to go way back to the time of Moses. Do you remember that Moses led the people of Israel away from Egypt, through the desert, and into the land God promised them? They didn't have a church building because they were always traveling from place to place. In fact, the families lived in tents so that they could move their tent-homes with them as they traveled.**

God had a plan. God told Moses to build a tent-church. Then the people could take their church with them wherever they traveled. They called their tent-church the tabernacle. In some ways, their church was very different from ours. But in some ways, it was like the church we have today. At the tent-church, people heard God's Word, learned about God's forgiveness, gave thank offerings, and prayed and praised the Lord. At our church, we also hear God's Word, learn about God's forgiveness, give thank offerings, and pray and praise God. Just like our church, the tabernacle had beautiful artwork and decorations to give honor and respect to our great and mighty God! Whenever people looked at the tabernacle, they remembered that God was right there with them. We, too, can know that God is with us wherever we go.

Learn more about the tabernacle by looking at the picture in the Appendix and exploring Family Letter 40. This text gives more details on the building of the tabernacle. Emphasize how happy the people were to give gifts to God and to serve Him by working to build His house, His tabernacle.



In advance, prepare two cardstock crosses for each child. The crosses should be about three inches tall. Use a paper punch to punch a hole near the top of each cross.

Emphasize the italicized "T-words" in the following as you say, **Now the people of Israel had a *traveling tabernacle tent-church!* Wherever they went, they knew God was traveling with them. We know God is with us wherever we are. Today, we will make a special reminder of that.** Distribute the crosses and a variety of items children can use to decorate the crosses, such as puff paint, glitter glue, sequins, and beads. Children may make their two crosses identical, or they can choose to make them different. Give each child two lengths of yarn that are about twenty inches long to string through the hole at the top of the crosses. Tie the ends of the yarn together for the children. Explain, **You have two pendants to wear. Put one around your neck so that the cross is on your front. Put the other pendant around your neck so that the cross is on your back. If anyone asks why you are wearing a cross on your front and on your back, you can say, "It's a reminder that whether I'm coming or going, Jesus is with me."**



In advance, prepare paper lunch bags, using a marker to write a large numeral from 1 to 10 on each. According to the following list, place the object in italics in the matching numbered bag. Distribute the bags. When you call a number, have the child holding that bag open and display the item as you explain it. (If you have more than ten children, you can assign pairs of children to a bag—one to hold and then bring the bag to you, and the other to open the bag and hold up the item.)

1. *Costume jewelry with beads and sparkles.* **The people of Israel brought the best they had to build the tabernacle. They brought gold, silver, bronze, jewels, and gems.**
2. *Hammer or other tool.* **The people used the skills and talents they had, working hard to make the tent-church beautiful to honor God.**
3. *Strips of deep blue, red, and purple cloth.* **This was no ordinary tent. It was made from the finest cloth brought from Egypt. The walls were covered with colorful curtains. The tent poles were covered with gold.**
4. *Small gold box.* **They built a large gold box, much larger than this one. There were golden angel shapes on top. This was called the ark of the covenant. It had things inside it that reminded the people of God's covenant promises to them.**
5. *Bread or biscuit.* **Inside the tabernacle, the people placed twelve loaves of bread on a gold table in thanks to God for all the good things He had given to the twelve family groups, or tribes, of Israel.**
6. *Clear bottle of cooking oil.* **The tent-church had a gold lampstand with seven lamps shaped like flower buds. The lamps were lighted with oil to remind the people of God's glory, which was always shining on them.**
7. *Used matches.* **Animal sacrifices were burned on an altar of bronze. We do not need burnt sacrifices today because Jesus is the one, best, and perfect sacrifice. He died on the cross for the sins of all people. His sacrifice is complete.**
8. *Potpourri or room fragrance.* **Incense was placed on a golden incense altar. As the sweet smell went up into the air, the people were reminded that their prayers go up to God. He hears and answers prayer.**
9. *Jar of water.* **The priests led the worship services, like we have pastors who lead our worship services in church today. The priests washed in a large bronze bowl to remind the people that their sins needed to be washed away. Our hearts are made clean only through the forgiveness that comes from Jesus. One of the ways Jesus brings that forgiveness is in the water and Word in Holy Baptism.**
10. *Cotton balls stretched and shredded to make a cloud shape.* **God came down in the shape of a cloud and rested over the tabernacle to remind the people He was with them wherever they went. We, too, have God with us always. He is in our hearts, in His Word, in His house, and all around us everywhere.**

Let's sing a song that we can sing together the next time we are all in God's house—our church. Sing "We Are in God's House Today" (*LOSP*, p. 12, and on CD).

Note: Many concepts are introduced but not fully explained at this time. This provides foundational learning with an initial familiarity that can be built on in months and years to come.



Emphasize the italicized “T-words” in the following as you say, **Yesterday, we talked about the *traveling tabernacle tent-church*. Do you remember whose idea it was to build a tent-church?** Listen to responses. **It was God’s idea! His people lived in tents. He wanted a special tent-house, where His people could gather to worship. He wanted the people to remember that He was right there with them. God had a plan!**

Let’s talk about God’s plan. Every time I point to you, I want you to repeat, “God had a plan.” Let’s practice that one time. Point, then listen to their response. **Good! We are ready to begin.**

Point; listen to response. Then say, **God had rescued His people from their enemies. He was leading them to a new land, where they would build homes and towns. But they needed a place to worship Him on the way to the place God promised to them. So . . .**

Point; listen to response. Then say, **God told the people how to make a tent-church. He told them exactly what it should look like. They could move it with them as they traveled. But what would they use to build it?**

Point; listen to response. Then say, **The people brought what was needed. They gladly gave the best they had to build God’s**

house. Some people brought gold and silver. Some people brought red, blue, and purple cloth. Some people brought wood and leather or jewels and gemstones.

Point; listen to response. Then say, **God knew that giving and sharing and helping would make the people joyful. The people could also do the work, sewing and carving and hammering and nailing.**

Point; listen to response. Then say, **The people listened to God’s plan, and they got busy. They brought so much that soon they had more supplies and materials than they needed. Moses had to ask the people to stop!**

Point; listen to response. Then say, **And that plan worked well. The people had a beautiful tent-church called the tabernacle. And the people had happy hearts.**

Point; listen to response. Then say, **God had another plan, a bigger plan. A plan to save us all! His plan was to send Jesus, who died on the cross and arose at Easter to take away our sins. Let’s thank God in prayer: Dear God, Your plans are the best. Your best plan was sending Jesus to be my Savior. Please give me a giving heart, a loving heart, a forgiven heart, a happy heart! Amen.**



In advance, prepare strips of white cotton cloth that measure about 36 × 2 inches. These can be cut or torn (raw edges are okay). You will also need a rubber stamp of a 1-inch cross and a black ink pad.

Say, **God wanted the people of Israel to know that wherever they went, God was with them. God wants us to know that too. Listen to what the Bible tells us.** Read Psalm 121:8 from an open Bible: **“The LORD will keep your going out and your coming in from this time forth and forevermore.”**

Now go to each child; tie a white cloth strip around his or her forehead, tying it in the back with the tails hanging down. Say, **This is a special headband to wear today to remind you that wherever you are—in this room, on the playground, in a car, at home—God is with you.**

When all the headbands are in place, line up the children and have them come forward one at a time. Using the stamp and pad, make a cross on the front of each child’s headband as you say, **This is the sign of the cross of Jesus, who forgives you.**

Have the children be seated in a circle and sing a favorite song, such as “Jesus Loves Me, This I Know” (*LOSP*, p. 42) or “Praise Him, Praise Him” (*LOSP*, p. 68). Then read again Psalm 121:8 from an open Bible: **“The LORD will keep your going out and your coming in from this time forth and forevermore.”**



Divide the class into three groups at the back of the room. Tell them that they will pretend to be the people of Israel preparing the tabernacle tent-church and that you will pretend to be Moses. When you motion to a group, they should come to you, pretending they are carrying gifts for the tabernacle.

Say, **The people of Israel needed a special place to worship God. Moses asked them to bring gifts to use as building supplies for the tent-church.**

Motion for Group 1 to come forward. **Some people brought precious metals, like gold and silver and bronze. And then the people brought more!**

Motion for Group 2 to come forward. **Some people brought beautiful cloth in colors of red and purple and blue. And then the people brought more!**

Motion for Group 3 to come forward. **Some people brought wood and leather and precious gemstones. And then the people brought more!**

They had so much that finally, Moses had to say, “Stop! We have enough! Let’s get to work.”

Briefly explain that you will point to a group and they may imitate the actions you suggest. Point to Group 1. **The people molded gold into candlesticks. They polished silver bowls. They carved designs in bronze. They said, “We want the best for the Lord.”**

Point to Group 2. **The people sewed the red and blue and purple cloth into beautiful curtains. They hung the curtains to make beautiful walls in the tent-church. They said, “We want the best for the Lord.”**

Point to Group 3. **The people pounded gemstones into place. They nailed wood poles together. They said, “We want the best for the Lord.”**

The people gave their best. We want to give our best to the Lord too. We do this to thank Him because the best-ever gift came from God when He sent Jesus to be our Savior. Because of Jesus, we have forgiveness and eternal life in heaven. Praise God for His great gift to us!



Explore closely the picture on page 122 of *The Story Bible*. This gives an excellent illustration of what the tabernacle, along with the various furnishings, must have looked like. (*Note:* The Scriptures give an exact description on which this illustration is based.)

Draw attention to the picture of the ark of the covenant in the Appendix to this guide. Say, **This gold box held important reminders of things God had done for His people. It was called “the ark of the covenant” because a *covenant* is an agreement and a promise. God’s covenant promise was “[I] will be your God, and you shall be My people” (Leviticus 26:12).**

God always keeps His promises. But we are all sinners, and we break our promise to be faithful to God. So God made another covenant promise—to send a Savior who would take away our sins.

Distribute copies of Reproducible 40. Say, **This is what the ark of the covenant looked like. We will color it a golden yellow color.** Let children begin coloring the picture. Then stop them briefly and say, **We don’t have anything like this in our churches today because we have an even more important reminder of God’s covenant promises. Let’s make a big yellow cross above the picture. This will remind us of the great covenant promise God made to send Jesus as our Savior. Whenever we see the cross of Jesus, we can remember that God says to us, “[I] will be your God, and you shall be My people.”** (*Note:* Depending on the ability of the children in your class, you may want to provide templates for drawing the cross.)



To review this week's Bible narrative, read the following poem.

**On the Sabbath, / people rested
And they worshiped / God most high.
But there was no / place of worship
For the Lord of / earth and sky.
So the Lord said, / "You will build a
Tabernacle / that will be
A most sacred / tent of meeting
Where you all may / worship Me."
Then the people / built the Taber-
nacle at their / Lord's command.
When they moved, they / brought it with them
Everywhere / across the land.
There they worshiped / God most holy
And gave thanks with / songs of praise,
As the Lord of / earth and heaven
Stayed with them through / all their days.**

Then sing the words to the tune of "Oh, My Darling Clementine."
(This will be too difficult for the children to join in singing. However,
when you sing it, invite the children to raise their hands high whenever
they hear the Lord God mentioned. They will follow your cues on this.)



In advance, make praise sticks for all the children: tape streamers of red, blue, and purple crepe paper or tissue paper to the end of small wooden dowels or straws. Place them in a vase to make a praise bouquet. Set out the bouquet at this time and say, **The Bible tells us that the beautiful colors of the walls and curtains in the tabernacle were these colors—red and blue and purple.**

The people of Israel were poor and had been slaves. Now they were traveling in the desert. Where would they have gotten such beautiful colors of cloth and also the gold and silver? Actually, they had received these expensive things as gifts from the Egyptian people when they left Egypt. Now the people of Israel took the gifts that had been given to them, and they shared their gifts to build the tabernacle for the Lord.

The Bible tells us, "God loves a cheerful giver" (2 Corinthians 9:7). Let's give God

our praise and thanks right now. Distribute the praise sticks to the children. From an open Bible, read Psalm 150. Tell the children to wave their praise sticks every time they hear the word *praise*. Then sing the song "Hallelujah! Praise Ye the Lord!" (*LOSP*, p. 58, and on CD), again waving praise sticks on the word *praise*. Then return the praise sticks to the vase to use another time.

Option: Consider having a toy collection for needy children. (Talk about this again later in the day so the thoughts are still in the minds of the children when they go home.) Say, **The people of Israel received gifts of expensive red and blue and purple cloth and also gold and silver. Then they gave away some of their gifts. They were glad to do this. Think about some of the gifts you have been given. Would you gladly give away one of your toys to a child who has no toys?** Set out a large box for a toy collection to be conducted in the next few days. (Continued on next page)

(Continued from p. 10)

Have children decorate the box with red, blue, and purple streamers or strips of paper. Also, send a note home so parents know about the collection; in the note, suggest that the toys be cleaned or repaired as needed. Ask, **Can you tell me about a toy that you have that you would be glad to give as a gift to another child who has no toys?** Listen to responses. This will encourage them in giving as they plan,

and saying it verbally will help them remember. Say, **Like the people of Israel long ago, let's gladly give from what has been given to us. "God loves a cheerful giver."** When toys are brought in over the next few days, display them excitedly, talking about the children who will be happy to get these toys as gifts. When the collection is finished, give the toys to a homeless shelter. If you are unsure where to give them, enlist the help of your pastor.



Take time now to make connections between the Old Testament tabernacle and worship in your church today. You will need to either take the class on a field trip to the sanctuary (where certain items should be accessible) or get permission to bring these items to your classroom (particularly if your church sanctuary is not close by; perhaps someone from the altar guild could gather and bring the items to display). You will need colorful altar cloths, silver and gold items, candles and their holders, pastor's stoles and perhaps a robe, a shell or bowl from the baptismal font, and a large altar Bible.

Say, **The tabernacle tent-church was made from beautiful red, blue, and purple cloths. Our church sanctuary has beautiful cloths too. We want to give our best to God.** Show several paraments. Let children touch them carefully.

The tabernacle had an altar carved out of special wood. Our church has an altar, and we also have an altar here in our classroom. This reminds us that God is right here with us. Display the altar cross or candles from church or your classroom.

The tabernacle had lots of expensive gold and silver decorations. So does our

church sanctuary. We want to honor and respect God. Pass around several gold and silver items such as a collection plate or Communion chalice.

The tabernacle had special clothing for the priests to wear as they told about God's Word. Our pastor does too. Show the pastor's robe and stoles so children can have a close view.

The tabernacle had a place to wash hands before a sacrifice. In our church sanctuary, we have a Baptism font, where Jesus washes away sins in a special way. Show a shell or bowl from the baptismal font.

The tabernacle had a gold box that held the Ten Commandments of God. We have God's Word right here in the Bible. Pass around the oversized Bible from the altar or lectern.

The people of Israel worshiped God in the tabernacle. We worship God at church when we hear God's Word and receive His gifts of forgiveness, Baptism, and the Lord's Supper, and when we thank Him in prayer and praise.



Respond with the following thank-You prayer. Invite children to copy your actions:

Thank You for my eyes . . . I see the candles blaze. *(Point to eyes.)*

Thank You for my ears . . . I hear glad songs of praise! *(Point to ears.)*

Thank You for my hands . . . I fold them when I pray. *(Hold out hands.)*

Thank You for my feet . . . I go in grace each day! *(Point to feet.)*

In Jesus' name. Amen.



Drape blankets over several chairs to create a “tent” large enough that the class can sit inside. Say, **This week we learned about a church in a tent—the tabernacle. That was an unusual kind of church. Here are pictures of some church buildings today.** Pass around pictures of churches from the Internet or photos you have taken of various styles of churches. **I know of a church that moved into a grocery store building when the groceries were moved to a new building. The workers changed everything inside the building so that now it looks like a church inside. I know of a church that has worship services in a gymnasium because there is plenty of space there since no one is playing basketball on Sunday mornings.**

It really doesn’t matter what the building is like. There is one main thing it must have to be a church—God’s Word. Hold up a Bible. **A church is not just a building. A church is where we worship God and receive His gifts and blessings such as forgiveness, Baptism, the Lord’s Supper, and most of all, the Good News that Jesus is our Savior.**

We might call a building a church building. But that is not what makes it a church. The Church is the people who have faith in Jesus and the Word of God! In fact, I am the Church, you are the Church, we are the Church! Sing “We Are the Church” (LOSP, p. 106, and on CD).



Ask the children to respond with the words “We love to be in God’s house” after you say the following responsive statements.

Teacher: Dear Jesus, we hear Your Word, and we sing Your songs.

Students: We love to be in God’s house!

Teacher: We listen to the sermon, and we pray to You.

Students: We love to be in God’s house!

Teacher: We share our faith, and we show we care.

Students: We love to be in God’s house!

A wonderful series of board books by Julie Stiegemeyer (available from CPH) tells about things in God’s house. If possible, read some of these to the class, and be sure to also discuss the concepts. Some of the titles are “Things I Do in Church,” “Things I Hear in Church,” “Things I See in Church,” “Colors I See in Church,” and “Things I See at Baptism.”



Say the following action poem, and have students copy your actions:

We love to pray. (*Fold hands.*)

We love to sing. (*Move wiggly fingers away from mouth.*)

These special gifts

To You we bring! (*Hold out hands.*)

We hear Your Word. (*Open hands like a book.*)

We know You live! (*Lift hands high in the air.*)

Eternal praise

To You we give! (*Hold out hands.*)



Say, **We have been talking about the gifts the people of Israel gave to build God's house, the tabernacle tent-church. Another word that means the same as give is offer. The people offered gold and silver and beautiful cloth and more. In our church, at every worship service, we have an offering.** Show an offering plate. People *offer* their gifts of money, putting their gifts in an *offering* plate like this. **Wow! A whole plate of money! I wonder what that money will buy.** Listen to the children's comments, and then continue. **It takes a lot of money to keep our church building painted, cleaned, and repaired.** Hold up a hammer or paintbrush. **It costs money to pay for all the lights and heating and air-conditioning. The offering money is also used to buy the hymnals**

and Bibles and other books we use in church. Hold up a hymnal. **Working for the church is the full-time job of the pastor.** Add the names of any other positions such as secretaries, custodians, and so forth. **They need to be paid so they can have homes and buy food to eat.**

But the offering money we give is not just for our church. Some of that money is used to help people around us, like people in the hospital or people who have no home. Our church offerings can help give them what they need, especially the Good News about Jesus. Hold up a globe. **And our offering gifts can help send missionaries all over the world to tell people about Jesus. Whenever we give an offering gift, we are also giving it to God. We do it all for the glory of God!**

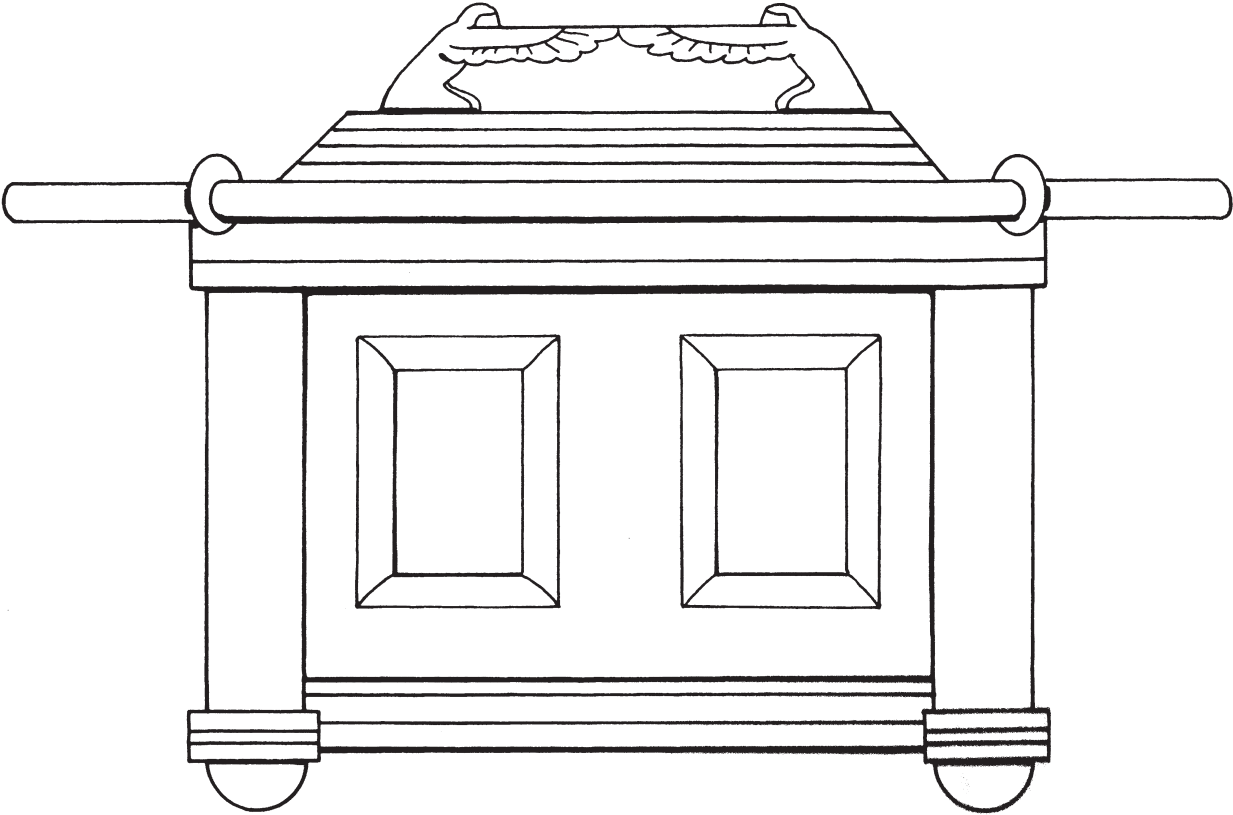


Say, **We have been talking about giving and offering what we have—money or toys or food. God also is happy when we offer what we can do. The things you do well are called your talents. In our church, some people have a talent for singing, so they sing in the choir. Some people have a talent for playing the piano or organ, so they lead us in the songs we sing. Some people have talent in working with electrical gadgets. What could they offer in church?** (Running the sound system, running the machines that project pictures on a screen) **Some people are good artists. What could they offer to our church?** (Making banners, designing sculptures) *Option:* If you have quilters in your church, visit them as they work, or ask one of them to visit the class, showing their

talents for sewing and how that benefits the work of the church. Perhaps visit your church organist as he or she practices. (Children are fascinated by watching the foot pedals.) Remind the children that Jesus says that whatever we do for someone else, we are also doing it for Jesus.

Now focus on the talents of the children in your class. Point out that some of them have a talent for helping others; some have a talent for smiling and cheering up other people; some have a talent for saying words of encouragement when someone is sad. **All of these are gifts you give to someone else. You are offering your talents; you are giving what you can do. And again, as Jesus says, whatever you do for someone else, you are also doing it for Jesus!**

[The Lord says,] “I . . . will be your God,
and you shall be My people.” Leviticus 26:12



BUILDING SUPPLIES

We Love to Worship Jesus

(Litany) Use the following litany; teach students the response beforehand. Have the children pretend to hammer the syllables of their response by rhythmically pounding the fist of one hand into the open palm of the other.

Teacher: Welcome to our Worship Time.

Students: We love to worship Jesus!

Teacher: Here is where we sing and pray.

Students: We love to worship Jesus!

Teacher: Here we listen to God's Word.

Students: We love to worship Jesus!

Teacher: Here we bring our gifts to Him.

Students: We love to worship Jesus!

Teacher and Students: Amen. (P.2.14)

Be My People

(Bible Words) Hold up the Bible. Say, **This week's Bible Words are from the Book of Leviticus.** Show the children where to find Leviticus in the Bible. Then ask the children to repeat the words and copy your actions:

Teacher: I . . . will be your God, (*Point up.*)

Children: I . . . will be your God, (*Point up.*)

Teacher: and you (*Point out.*)

Children: and you (*Point out.*)

Teacher: shall be My people (*Hold out hands.*)

Children: shall be My people. (*Hold out hands.*) (P.2.14)

I Spy

(Faith Vocabulary and Behaviors) On a visit to the church sanctuary, talk about being quietly respectful and reverent to honor God in this special place. Play an I spy game in which you ask children to locate certain items. Possible statements follow: **I spy something that is red. I spy a golden cross. I spy a cross covered with gems. I spy a pulpit** (this will lead children into learning terms that may be unfamiliar and may require additional clues, such as **I spy a pulpit, where the pastor stands when he preaches a sermon**). In a similar way, direct attention to other furnishings (e.g., pews), types of metals and other materials (e.g., iron, tile), types of art (e.g., stained glass or pottery), and various designs and symbols (e.g., dove, triangle). (P.3.2.6)



Express

BUILDING SUPPLIES

Good Things

(Communication) Have students sit in a circle facing one another. Play music. When the music starts, students begin to pass a beanbag around the circle. When the music stops, whoever has the beanbag holds it and says something he or she likes about church. If children are stumped, help spark their memory by asking, **What do you like to do in church?** Some possible ideas are “pray,” “sing,” “give an offering,” “read,” “listen,” “shake hands with Pastor,” “smile,” “be cheerful,” “see other people I know,” and the like. Say, **When we gather together, God gives us good things. We get to hear His Word, receive His gifts, and praise and thank Him.** (P.2.2.1)

Opposites

(Vocabulary) Discuss words that mean the opposite. Have students show you the difference between the words *up* and *down*, *in* and *out*, *happy* and *sad*, *over* and *under*. Say, **In the Bible story, we heard that God gave the people generous hearts, and they gave gifts to build the tabernacle. God gives us generous hearts too. We can share His love with others. What are some things you like to share?** Listen to the children’s comments. **What is the opposite of generous?** (Selfish) Explain that when we are selfish, we are often thinking of what *we* want, while not thinking of others. Say, **When we are selfish, Jesus helps us to be sorry. He is ready to forgive our sins.**

To the tune “If You’re Happy and You Know It,” sing:

If you’re selfish and you know it, say, “I’m sorry.”
If you’re selfish and you know it, say, “I’m sorry.”
If you’re selfish and you know it and you’re sorry,
really show it.
If you’re selfish and you know it, say, “I’m sorry.”
If you’re gen-er-ous with others, you will share.
If you’re gen-er-ous with others, you will share.
If you’re gen-er-ous with others, you will share and
show them kindness.
If you’re gen-er-ous with others, you will share.
(P.4.4.1)

Weather for Worship

(Circle Time) Say, **Long ago, the tabernacle tent-church was built to be God’s house of worship. It didn’t matter what the weather was, He was always there with them. No matter what the weather is, Jesus is with us too. He is always ready to listen to our prayers and forgive our sins. He helps us gather together often as His children to hear His Word and pray and praise Him.**

Talk about different kinds of weather: sunny, partly sunny, cloudy, or rainy. Talk about other possible weather factors for the day, such as windy, stormy, snowy, and the like. Then choose one kind of weather and one student. Have the student choose appropriate clothing for the forecast from a chest or storage bin stocked with a snowsuit, sunglasses, boots, flip-flops, shorts, jeans, winter coat, sweater, tank top, umbrella, and the like. Once they’ve chosen their clothing, have them parade as everyone sings:

This is the way I’ll walk to church, walk to church, walk to church.
This is the way I’ll walk to church on a [snowy, rainy, sunny, etc.] day.
(P.3.2.7)



The Building Song

(Vocabulary) Show a picture of the tabernacle. Say, **The tabernacle was built with gifts that the people brought. The Bible tells us the people gave with generous hearts. After the gifts were collected, it was time to start making the furnishings. I wonder what kind of tools the people used. Some of their tools might have been like the ones we use today. Some of them might have been different.** Show a hammer, saw, drill, and sandpaper. Ask the children to name them and tell how they are used in construction. Then sing the following lyrics to the tune of “Frère Jacques”:

I can build it; I can build it.

Hear me pound; here’s my sound. (*Make tapping motions.*)

Tap, tap, tap, tap, tap, tap! Tap, tap, tap, tap, tap, tap!

Hear me pound; that’s my sound!

I can build it; I can build it.

Hear me saw, with my saw. (*Make sawing motions.*)

Ch, ch, ch, ch, ch, ch! Ch, ch, ch, ch, ch, ch!

Hear me saw, with my saw!

I can build it; I can build it.

Hear the sound, of my drill. (*Make drilling motions.*)

Zhp, zhp, zhp, zhp, zhp, zhp! Zhp, zhp, zhp, zhp, zhp, zhp!

Hear the sound, of my drill!

I can build it; I can build it.

Watch me sand, with my hand. (*Move hand using circular “sanding” motions.*)

Scratch-a-scratch-a-scratch, scratch! Scratch-a-scratch-a-scratch, scratch!

Watch me sand, with my hand!

(P.4.4.1)



Build It Up!

(Word Sounds) Sing the following song to the tune of “London Bridge”:

God says He is with us now,

With us now, with us now.

God says He is with us now.

Let’s build God’s house!

Build it up with silver and gold,

Silver and gold, silver and gold.

Build it up with silver and gold,

Let’s build God’s house!

Say, **God was dwelling with His people. The tabernacle reminded the people that God was there with them. This was good news. God comes to us too. He comes to us through His Word and in Baptism. We hear the Good News about Jesus in church.**

(P.4.4.1)

The Church and Me

(Faith Language, Rhyming) For fun, teach the children this new version of a familiar rhyme. You may need to explain what a steeple is. Ask the children to tell you the rhyming words.

Here is the church; (*Fold hands.*)

Here is the steeple. (*Touch your 2 pointer fingers to make a steeple.*)

Let’s open the door (*Unfold hands to show fingers.*)

And see all God’s people! (*Wiggle fingers.*)

(P.3.2.6)

Express

BUILDING SUPPLIES

Where's Your Treasure?

(Small Muscle) People in Bible times gave their very precious gold and silver to build the tabernacle. Before class, outline a cross for each student that can be cut out from cardboard or poster paper. After all of the crosses have been cut out, have students make their own silver or gold treasure by wrapping it with foil or using glue to hold metallic gift wrap paper in place. Have the children look in the “mirror” of the cross. Remind them that to Jesus, we are His treasure! If you have stickers of Jesus, let each child add one to the center of the cross. Say, **People brought silver and gold to help workers make the tabernacle. Silver and gold are precious treasures. The gold and silver made the tabernacle beautiful. Our church is beautiful to look at too, but it is also special because it is where we hear God's Word. God forgives our sins, all because of Jesus. That means Jesus is our treasure, and no one can take Him away from us.** (P.4.1.1)

Make-and-Take Message Bag

(Painting) Have children decorate a brown paper lunch bag using poster paint and sponges. Then have children trace the Bible Words “I . . . will be your God, and you shall be My people” (Leviticus 26:12) on a prepared handwriting page. Roll up the sheets to form scrolls; tie each with a ribbon. Then have the students place their scrolls inside their homemade gift bags, and encourage them to take the gift bags home and give them to their parents, grandparents, neighbors, or someone else who needs to hear God's Word! (P.4.1.1)

Generous Hearts

(Small Muscle) Use cardstock to make large hearts. Turn them into lacing cards by punching holes along the edge. On the hearts, write the words *happy*, *giving*, *thankful*, or *generous*. Set out lengths of yarn or shoestrings for the children to lace around the edges.

Say, **The Bible says that Moses told the people that they were going to build a special place of worship—God's house, the tabernacle. The people were so excited. God gave them generous hearts. The people were not selfish. They wanted to help build the tabernacle church, where God would be with them. God comes to us in His Word in the church service. Through Jesus, we receive the gifts of forgiveness, life, and salvation. These are wonderful gifts. He leads us to have generous, thankful hearts that want to give gifts to Him.** (P.3.4.3.2)



I Spy Purple

(Color) Say, **Our church is beautiful. What is your favorite part?** Accept answers. **The church is a place where we as God's family can worship Him and receive His gifts of blessing and forgiveness. We can praise God, pray to Him, and bring Him offerings. The tabernacle was beautiful too. It had curtains with purple, blue, and red yarns worked in them.**

Set out sheets of primary-colored transparencies/acetate (red, yellow, and blue) and one piece of purple construction paper. Ask students to find the 2 transparencies that, when overlapped, make the color purple. Then have students sort through a bin of crayons and place all of the purple crayons on top of the purple construction paper. *Note:* If multiple purple crayons are not available, purple tangram pieces, linking cubes, or plastic blocks could be used. (P.1.7.2)

Red + Blue = Purple

(Painting) Say, **The curtain panels in the tabernacle had red, blue, and purple threads woven and sewn into them!**

Teach students about blending colors by supplying students with red and blue paint, brushes, and a paint palette (a paper plate will work just as well). Have students mix red and blue paints a little at a time to create purple. Then have students take a sponge and stamp the purple paint all over a plain fabric rectangle to create a (very small) decorated tabernacle curtain. (P.4.1.2)

Rectangular Mosaics

(Cutting and Pasting, Small Muscle) Mosaics and stained glass are often found in churches. Help students make a mosaic made completely from rectangles. Provide students with lots of pre-cut rectangles cut from different colored fabrics and/or wallpaper. Have them try to fill a half-sheet of construction paper with rectangles glued close together.

Say, **The tabernacle had long curtains in the shape of a rectangle. The curtains made the tabernacle a beautiful place to worship. Our church is also beautiful. It is the place where we join with others to receive God's gifts and worship Him.**

Set out a digital picture of the inside and outside of your sanctuary. Challenge the children to search for rectangles and show them to you. If you like, make individual copies of the photos for the children to use as a search-and-find, circling the rectangles. (P.3.4.3.2)

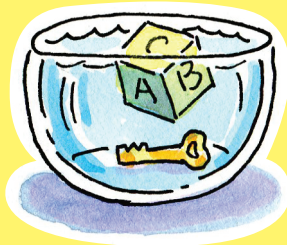


Create

BUILDING SUPPLIES

Tabernacle Building Supplies

(Sensory) Set up the sensory table with some or all of the following so students can feel materials associated with the building of the tabernacle: touch the intricacy of embroidery; feel the textures of different yarns and strings; rub different types of woods; feel the smoothness of gold and silver; touch the scratchiness of goat's hair (or other animal hair); feel ram's skin (or other hides). Set up each item on a piece of paper, and have students write their name on the pages of the ones they experienced. (P.1.1.3.1)



Sink or Float!

(Physical Science) Set up a water table and provide students with several objects that are similar to those used to build the tabernacle (wood scraps, “gold” or “silver” jewelry, fabric swatches, and the like). Allow students time to predict whether each object will sink or float, and then let them test each object in the water table to see how their predictions hold up! Predictions and results should both be recorded by circling both their predictions and results on a lab worksheet. To foster further understanding, have students orally narrate what they did during the experiment and the results.

Say, **You tested wood, metals, and fabrics to see if they would sink or float. God’s people offered wood, metal, and fabric gifts to help build the tabernacle. The people gave cheerfully because they were so happy that God lived among them. We, too, are happy that we can gather together as the family of God. We can hear God’s Word and receive His gifts. We can praise and thank Him too.** (P.1.7.3)

Offering Gifts

(Sensory) Let children have fun wrapping gifts according to size and shapes. Provide students with various gift bags, boxes, ribbons, tissue paper, and possibly even wrapping paper and tape. Have students match each gift (elephant stuffed animal, Ping-Pong ball, cell phone, CD) to an appropriate bag and then decorate each package accordingly. Once the gifts are wrapped, students should pretend to give their gifts to the teachers in the classroom. Then they can unwrap them just in time for the next children to wrap them up again. Say, **Moses told the people that they could bring gifts to help build the tabernacle church. God gave the people generous hearts to share the good things He had given them. Through God’s power, we can also give to God with generous hearts.** (P.3.4.3.1)

Counting Blessings!

(Numeration) Set up an offering box with a slit in the top and prepare several envelopes, each with a numeral ranging from 1 to 15 printed on it. Supply children with pennies, and give them time to fill each of the envelopes according to the number printed on it (for example, 5 pennies in the envelope with a 5 on it). Children should place each filled envelope in the offering box. Say,

Long ago, God's people brought offering gifts. God gave them generous hearts. God gives us generous hearts too. We are thankful for all that Jesus has done for us. When we worship together, we praise and thank God with songs, prayers, and offerings. (P.1.2.4)



Sort the Gifts

(Sorting) Say, **God had given His people many wonderful things. When it was time to build the tabernacle, the people were thankful to God. They gave with generous hearts. They brought things made of gold, silver, and other metals. They brought jewels, oil, and spices too. God gives us many wonderful things too. He forgives our sins, gives us a family, and helps us know about Him through His Word. He gives us generous hearts too.**

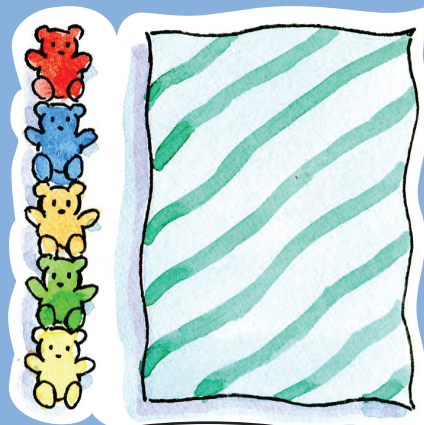
Randomly gather several of the following items and have children sort the items by placing like objects in buckets or baskets: wooden things (wood chips, wooden blocks); tools/hardware (screws, toy nails, small hammer, screwdriver, sandpaper); items with gold coloring (earrings, keys); items with silver coloring (coins, necklaces); cloth things (fabric swatches, ribbons). (P.1.5.2)

How Wide, How Long

(Measurement) Set out a large drawing or poster of the tabernacle and some fabric strips. Say, **The tabernacle was made with thick curtain walls. When God's people moved, they could take down the curtains. The tabernacle moved with them wherever God led them.**

Many of the beautiful curtains were the same size. This meant that someone had to carefully measure the fabric pieces. Let's do that too.

Have students use a variety of counting units to measure the length and width of the fabric strips. Take time to explain the terms *length* and *width*. Units could include counting teddies, erasers, paper clips, linking cubes, a tape measure, and the like. Help students record their answers on a chart. (P.1.2.10)



Explore

BUILDING SUPPLIES



Time to Travel

(Social Game) Say, **The people of Israel had to pack up the tabernacle tent-church every time they traveled. They were traveling through the desert to the wonderful land God promised to them. When we travel today, we usually pack a suitcase. Let's play a game about packing and traveling.** Pack 2 small suitcases or roller bags with similar contents. Use nonbreakable items, such as a pillow, clothes, slippers, shoes, and pajamas. Line up 2 teams on one line and the 2 suitcases on an opposite line. The first child on each team runs to pick up the suitcase and returns it to the line, where the child unpacks the contents. The next child in line repacks the suitcase and returns it to the original position. Repeat the process until everyone has finished. (You may want to play the game again, but start with a different leader so that those who unpacked the first time are now going to repack, and vice versa.) *(P.3.4.1.6)*

Bless This House!

(Snack) Have students enjoy some building time of their own during Snack Time as they maneuver crackers and cheese to create some pretty wonderful building designs! Supply each child with 6 crackers and 8 cheese triangles; encourage them to have fun building their own unique houses and buildings (and perhaps even churches). Sing the following lyrics to the tune of "Here We Go 'Round the Mulberry Bush":

**We will build our snack today,
Snack today, snack today!
We will build our snack today
And think about God's house!**

**God bless the food we eat today,
Eat today, eat today!
God bless the food we eat today
And thank God for His house.**

(P.3.4.3.2)

Just for Fun (and Flexibility)

(Social Game) Sit around a table. Say "Fingers," and start tapping your fingers on the table, encouraging the children to do the same. Do this for about 20 seconds and then say, "Knuckles," and start tapping the table with your knuckles. Continue this pattern, identifying other parts of the body and using them to tap the table (e.g., thumbs, elbows, chin, forehead, knee, foot).

Try this process again, using the same body parts while seated on the floor! *(P.3.4.1.2)*

Relate