



TEACHER GUIDE
Preschool B

Unit 12: August

I Am Jesus' Disciple Too!

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 so you can place each quarter in a separate binder, if you like. 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 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 Bible stories 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 aspects 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, which encourage families to read from *The Story Bible* with pages listed 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 12—August

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Skills in Unit 12—See www.OneinChrist.org

From the Editor—A Look at This Month

Though some think the summer is winding down, the month of August usually provides a lot of heat, encouraging a lot of water fun. So water will be a subtheme this month. Water also plays a significant role in all of the Bible stories this month. All are narratives about Jesus' life and ministry, focusing particularly on the fact that although Jesus lived on earth as true man, He is also true God. How can this be? It's a mystery to us, but it has a simple explanation: "With God all things are possible" (Matthew 19:26).

A unit with a water theme will naturally have a connection to Baptism—another mystery! Baptism is not something we do. Baptism is a gift from God. Baptism is not just water; the water must be connected with God's Word. And it is through this Word that the Holy Spirit works in Baptism to give faith and forgiveness that washes away our sins through the blood of our Savior, Jesus.

In advance, find out which children in your class have been baptized; if you can, find out where this took place, when, and any other details. At the same time, assure unbaptized children of the faith and forgiveness they have through the work of the Holy Spirit as they hear God's Word. Encourage them to eagerly look forward to the day when they will also be baptized. Celebrate one event and anticipate the other.

You are encouraged to use *The Story Bible* (copyright © 2011 Concordia Publishing House) as a companion piece to the lessons you will teach in your classroom. Also encourage family use of this book in the home. It is important that children hear the same words and message in both the home and classroom. Accompanying *Story Bible* 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 *Jesus Calms a Storm* by Jane L. Fryar will be an important companion piece for this unit. Additionally, these titles from the CPH Arch Book series are related to our Bible stories: *The Twelve Ordinary Men* by Kelly Skipworth; *Twelve Who Followed Jesus* by Sarah Fletcher; *Jesus' First Miracle* by Vivian Hughes Dede; and *Jesus Calms the Storm* by Jean Thor Cook. (Remember to check the listings on the CPH Web site, as new titles are frequently added to this series.)

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

God bless your teaching of the faith!

Meeting Individual Needs

Some students struggle with basic concepts and require regular practice and review. Transition times can be used to practice these skills without singling out students. To accomplish this, numbers, shapes, colors, letters, or sight words can be taped to the hallway wall. This makes each hallway passage a learning opportunity to review or reinforce basic concepts. It is also a great way for teachers to gather data on students. As you escort a few students down the hallway, make a note of what concepts they consistently identify correctly. When transitioning within the classroom, pick a different gross-motor movement for students to perform to strengthen muscles and body control. This can also help some students end a desired

activity more quickly because the transition is just as much fun as the original activity. Suggestions include the following:

- Move like a sleepy bear
- Hop like a rabbit
- Flap like a bird
- Jump like a frog
- Walk backward
- Stomp like a dinosaur
- Tiptoe
- Crab walk
- Roll like a log
- Skip
- Jump on letters taped to the floor

Week 49—Jesus Is Our Substitute

JESUS' BAPTISM

MATTHEW 3:13-17

Discovery Points

Law: We deserve to be punished for our sins.

Gospel: In Baptism, Jesus washes our sins away and gives us new life.

Background

Water, water everywhere—in oceans, lakes, and rivers; in rain, snow, and ice; in the structures of plants and the bodies of animals; and even in the atmosphere. When water is present, life flourishes. When the source of water fails, death follows. On the second day of Creation, God separated the waters under the sky from the waters above—the waters of the atmosphere that fall as rain and snow—setting in motion the water cycles that would sustain the life He was about to create.

Water plays a key role in the Christian's relationship with God. Because of our sin, we deserved God's punishment of death. But as St. Paul wrote, "We were buried therefore with Him [Christ] by baptism into death"—His death on the cross (Romans 6:4). The punishment we deserved has been suffered—by Him. In Baptism, "we have been united with Him in a death like His, [so that] we shall certainly be united with Him in a resurrection like His" (v. 5). Our old sinful selves have been nailed to His cross; we share His resurrection triumph through Baptism.

Paul continued: "So you also must consider yourselves dead to sin and alive to God in Christ Jesus" (v. 11). Through Baptism and God's saving Word, people who have experienced death and resurrection through Christ Jesus are changed and are different from the old self. This difference is enabled by the Holy Spirit working in us.

As you talk about the blessings of Baptism with the children in your class this week, be sensitive to children who have not yet been baptized. Assure them that Jesus loves them and waits to welcome them through Baptism soon.

Bible Words

Be baptized every one of you in the name of Jesus Christ. Acts 2:38

Week 49

Day 1 Materials

- Zippy puppet with beach accessories
- Cupettes or flannelgraph figures with craft sticks, clay
- Fabric: tan, blue
- *The Story Bible* (available from CPH)
- Baptism picture (Appendix)

Day 2 Materials

- Potted plant, dried out and dying
- Picture of pet dog, cat, or hamster
- Picture of children
- Glove puppet of Bible-times man with burlap, twine
- 2 clear glasses or pitchers of water
- Red powdered fruit-drink mix
- Cardstock templates of water-drop shapes
- Construction paper: light blue, black
- Scissors and glue
- Chalk: black or yellow

Day 3 Materials

- Zippy puppet
- Simple puzzle
- Reproducible 49, enlarged if possible
- Craft foam or heavy cardstock
- Family Letter 49
- Reproducible 49, 1 per child
- Crayons and scissors
- Ziplock bags, 1 per student

Day 4 Materials

- Teacher's personal possessions (e.g., gym shoes, book bag, coffee mug), all but 1 marked with teacher's initials



Before class, prepare the puppet Zippy for a beach outing, with a bathing suit, sunglasses, beach toys, and so forth.

Teacher: Hi, Zippy. You look like you're ready for some fun.

Zippy: Hi, Teacher. We're going to the beach today. I'm so excited!

Teacher: What do you like to do at the beach?

Zippy: Everything! I like to build sand castles.

Teacher: Sand castles are lots of fun.

Zippy: I like to look for shells.

Teacher: Seashells are very beautiful.

Zippy: But do you know what I like best? I like the water! I like to run into the water and play.

Teacher: Water is cool and refreshing, isn't it? The water at the beach reminds me of another kind of water—the water of Baptism. When someone is baptized, the pastor sprinkles water on that person's head. He says, "I baptize you in the name of the Father and of the Son and of the Holy Spirit." In Baptism, that person becomes God's own dear child. Baptism gives new life in God's family.



Prepare the cupettes for the story of Jesus' Baptism, or adhere flannelgraph figures to craft sticks to make stick puppets (use bases made from lumps of clay to hold them upright). Cover a table with tan fabric to represent the desert. Place a wide strip of blue fabric down the center to represent the Jordan River.

Hold up the cupette of John the Baptist and say, **This is John the Baptist. He had a special job. He was a preacher. He didn't preach in a church; he preached out in the desert.** (Let a child place John on the tan-fabric "desert.") **John didn't wear a pastor's robe; he wore clothes made of fuzzy camel hair. John often preached beside the Jordan River, which was near the desert.** (Let a child move John beside the "river" of blue fabric.) **Many people came from nearby towns and villages to hear John preach. He told them to be sorry for the bad things they had done. He told them to repent and to live the way God wanted them to live. The people were sorry for their sins, and John baptized them in the Jordan River.**

One day, Jesus came to the place where John was preaching. (Show children the Jesus puppet. Have a child place Jesus near John.) **Jesus said, "I want to be baptized."**

John was surprised. He said to Jesus, "You don't have any sins to wash away. I'm the one who needs to be baptized by You!"

But Jesus wanted to be baptized. In His Baptism, Jesus took on Himself the sins of all. So John and Jesus went into the water (let children move puppets into the water), **and John baptized Jesus.**

As soon as Jesus was baptized, something very important happened. They could see the heavens open up, and the Holy Spirit came down in the shape of a dove and rested on Jesus. (Add dove to the scene.) **This was like a picture telling us that God was bringing His peace to us through Jesus, our Savior. Then they heard a voice. Jesus' heavenly Father said, "This is My beloved Son, with whom I am well pleased." God wanted everyone to know that Jesus is our Savior, who takes away our sins. Jesus is God Almighty!**

✦ ✦ ✦ Jesus Is Our Substitute ✦ ✦



Show children two pictures—one of Jesus' Baptism (see p. 298 in *The Story Bible*), and the other of the Baptism scene taking place in a church service (see Appendix). Then ask, **Have you ever seen someone being baptized in church?** Accept responses. **How is that person's Baptism different from Jesus' Baptism?** Children may mention that Jesus was baptized in a river, while the child and baby pictured are being baptized in a church. They might notice that Jesus was a grown-up when He was baptized; in the church picture, an infant and a child are being baptized. Emphasize that Baptism is for people of all ages. Jesus got wet all over; the pastor in church sprinkles water only on the person's head. The pastor wears a clerical robe; John wore a garment of camel's hair.

Then continue: **One important way that both Baptisms are the same is that water was used in both Baptisms—not just ordinary water, but water with God's words. It doesn't really matter where a Baptism takes place. It doesn't matter what the pastor wears. It doesn't matter if the person being baptized is very young or very old. What matters is that water is used with God's Word. The water in Baptism washes away all our sins because God's Word promises that we have forgiveness from Jesus. Through Baptism, we belong to Jesus. Because Jesus died on the cross in our place, God looks at you and me and says, "This is My beloved child, with whom I am well pleased." The Holy Spirit comes to us to give us faith in Jesus.**



Say, **I know that some of you were baptized when you were just little babies. And others of you who still wait to be baptized can look forward to when that will happen. Either way, we are all loved by God and saved by faith in Jesus. Let's celebrate!** Sing to the melody of "Polly Wolly Doodle."

1. **Oh, I am God's child.**

Sins are washed away.

Sing snappy, happy, clappy all the day!

Yes, I am God's child.

Sins are washed away.

Sing snappy, happy, clappy all the day!

(In stanza 2, change the underlined words to *Jesus gives me life*.)

In stanza 3, change the underlined words to *I will live for Him*.)

Refrain:

Jump for JOY! (*Jump up and down.*)

Jump for JOY! (*Jump up and down.*)

Jump for JOY, each girl and boy!

All my sins have been forgiven.

I will live with God in heaven.

Sing snappy, happy, clappy all the day!

Pray the following echo prayer, pausing at each asterisk so children can repeat after you: **Thank You, God, * for using water * to make us Your children. * Because Jesus died for us, * we know * that all of our sins * have been washed away. * Make us more like Jesus, * sharing His love * with everyone at school * and at home. * Amen. ***



Bring out a potted plant that is wilted and dying for lack of water and show it to the children. Say, **I got this plant a few weeks ago. It was green and beautiful when I got it. But something bad has happened to my plant. I don't know what it can be. I keep the plant on my windowsill, so I know it gets plenty of sunlight. I even gave it some plant food that I bought at the store. Unless I can figure out what's wrong with my plant, I'm afraid it's going to die.**

Let the children discuss what might be wrong with the plant. Encourage them to touch the soil to discover that the plant has not been watered. **I think you are right—I never watered the plant. Plants need water. Without water, plants will die.**

Hold up a picture of a cat, dog, or hamster. **What about animals? Do our pets need water to live?** Help children discover that all living things need water to live. Then show a picture of several children. **Do people need water?** Accept responses. **Yes, people need to drink water every day. We also use water to bathe and to brush our teeth. We even use water for fun.**

Water is important to people in another way too. **In Baptism, water is connected with God's Word. In Baptism, we have God's promise to wash away all our sins because Jesus saves us. The water of Baptism gives us new life in God's family.** Review the Bible narrative by reading pages 297–99 in *The Story Bible*.



Work together on a project that summarizes what the children have been learning about Baptism. In advance, prepare cardstock templates of water-drop shapes that are about 3 inches tall. Each child should trace around a template to make three water drops on light blue paper and then cut them out.

Say, **Your cutouts remind me of ordinary water. What is different about the water in Baptism?** (The water is connected to God's Word and promise of forgiveness in Jesus.) **We have God's Word in the Bible. Let's make a picture of a Bible.** Give each child a sheet of black construction paper. Demonstrate how and where to draw a cross with white or yellow chalk to make it look like a picture of a Bible. Ask the children to draw the cross on the upper part of the page. (If you have a black Bible with a cross on it, or a photo of one, that would be helpful.)

Then say, **To remind us that Baptism has both water and God's Word, let's glue the three water drops to our picture of**

the Bible. Give children time to do so; then say, **In Baptism, the pastor pours water on the person's head and says, "I baptize you in the name of the Father and of the Son and of the Holy Spirit."** Let's add something to our picture to remind us of those words. **On the first water drop on your picture, write the letter F.** Write an *F* on the board. Say, **This stands for Father, God the Father, who is our Father in heaven.** Write each letter on the board as you talk about it. **On the second water drop, write the letter S.** Demonstrate on the board. **That stands for Son, the Son of God, who is Jesus, our Savior.** **On the third water drop, you will write two letters! Write HS.** Demonstrate. **That stands for the Holy Spirit, who gives us faith and keeps us in faith.**

Now our picture reminds us that we are baptized "in the name of the Father and of the Son and of the Holy Spirit." Ask the children to repeat the words with you.

✦ ✦ ✦ Jesus Is Our Substitute ✦ ✦



Use a Bible-times glove puppet to represent John the Baptist. Add a rectangle of burlap or other rough-textured cloth for his camel's hair robe. (Cut a slit in the center and pull the robe over the puppet's head. Tie the robe at the waist with a piece of twine.) Interview John about his ministry and the day he baptized Jesus.

Teacher: We have a very special guest today. Let's say hello to John the Baptist, the man who baptized Jesus. (*Children may greet John the Baptist.*)

John: Hello, children; hello, Teacher. I'm very glad to be here with you today.

Teacher: That's an interesting article of clothing you're wearing. Can you tell us about it?

John: This? Why, this is made of camel's hair. I guess I wear these rough, scratchy clothes to remind me of my sinfulness and need to repent. It reminds me that someone greater than me, the Promised Savior, is coming soon.

Teacher: I see. That's what your message was about, wasn't it?

John: Yes. I called people to repent—to be sorry for the bad things they did. I told them to share what they had with people in need. I told people the promised Messiah was coming soon—in fact, He was already here. Then I baptized the people in the Jordan River.

Teacher: So that's why they call you "John the Baptist"!

John: That's right.

Teacher: Tell us about the most important person you ever baptized.

John: One day, I looked up and saw Jesus standing on the riverbank, waiting to be baptized. I knew Jesus

was the Messiah God had promised. I told Jesus, "Why do *You* come to *me*? I need to be baptized by *You*!" But Jesus said that was the way it must be to fulfill all righteousness.

Teacher: What did He mean by that?

John: God sent Jesus to be our substitute—to take our place—to obey God perfectly, and then to die on the cross to pay for our sins. He wanted to be baptized, too, to do everything according to God's will.

Teacher: So what happened when you baptized Jesus?

John: Jesus came into the river with me, and I baptized Him with water. As soon as I had baptized Him, He went out of the river, and a dove came down and rested on Him.

Teacher: A dove?

John: A dove—but really, it was the Holy Spirit in the *shape* of a dove. It was a sign of peace from God. Then a voice spoke from heaven and said, "This is My beloved Son, with whom I am well pleased."

Teacher: What a day to remember! We know Jesus, our substitute, was born as a baby and grew up in a family, just like we do. He was baptized, just as we are. Jesus obeyed God perfectly in our place. Then He died on the cross to take the punishment for all the bad things we have done. Because Jesus came alive again at Easter, we know that we will live with Him forever in heaven. Thank you, John the Baptist, for being here today and sharing this wonderful story.

John: You're welcome. Good-bye, children; good-bye, Teacher. I'm off to find some honey and locusts for lunch.



Continue with prayer: **Dear God, be with me and help me to celebrate Baptism. Help me remember that I am a baptized child of God—or help me look forward to being a baptized child of God. I know, dear Father in heaven, that You love me and bless me. I know, dear Jesus, that You forgive my sins**

and that You are my Savior. I know, Holy Spirit, that You bless me with the gift of faith and that You are working in my heart to help me live as a child of God. I thank You, praying in the name of the Father and of the Son and of the Holy Spirit—one God, everlasting and eternal. Amen.



Make an enlarged copy of Reproducible 49 (perhaps cutting the puzzle apart and then enlarging each individual piece). Mount the puzzle pieces on craft foam or heavy cardstock. Use the puzzle to retell the story of Jesus' Baptism.

Display the puzzle piece showing John the Baptist. Say, **This is John. He became a preacher when he grew up. But he didn't wear a preacher's robe; he wore clothing made of rough camel's hair. He didn't preach in a church; he preached out in the desert.**

Display the piece showing the people who came to hear John preach. Say, **Great crowds of people came to hear John preach. John told them to be sorry for the wrong things they had done. He told them to repent of their sins. He told them that God's promised Savior was coming soon.** Put the two puzzle pieces together.

Display the puzzle piece showing just the Jordan River. Say, **Many people were sorry for their sins and repented. John baptized them in the Jordan River. That is why John was also**

called "John the Baptist"—because he baptized people. Add this piece to the puzzle, which is now half completed.

Display the puzzle piece showing Jesus. Say, **One day, Jesus came to the place where John was preaching and baptizing. Jesus told John that He wanted to be baptized. John was surprised. Jesus had never sinned. Jesus is the promised Savior who came to forgive sins! John said, "Why do You come to me? I need to be baptized by You!" But Jesus said, "Let it be so now, for thus it is fitting for us to fulfill all righteousness." Jesus went into the river, and John baptized Him.** Add the Jesus piece to the puzzle.

Display the last piece of the puzzle, showing the dove and the heavens opening. Say, **As soon as Jesus was baptized, the Holy Spirit came down from heaven in the shape of a dove and rested on Jesus. Our heavenly Father said, "This is My beloved Son, with whom I am well pleased."** Add the last piece to the puzzle.



Note: You may want to adjust this activity to fit your schedule at some other day or time of the day. It is important that children have the opportunity to see where Baptisms take place in the church sanctuary. There are several ways this can be done. Check with your church office to see if visual recordings have been made of any Baptisms. If your church sanctuary is nearby, take the children to have a close look at the baptismal font. If possible, have your pastor, wearing his robe, show children the artifacts that accompany Baptism at your church, such as a Baptism candle, baptismal certificate, silver pitcher for pouring water into the font, or a silver shell for pouring water on the head. Alternatively, you might have the pastor Skype a message from his office or the sanctuary, showing some of the things that accompany an actual Baptism, and emphasizing that the two things that are necessary are water and God's Word.

✦ ✦ ✦ Jesus Is Our Substitute ✦ ✦



Bring out the puppet Zippy, who is carrying a box with a simple preschool puzzle in it.

Teacher: Hi, Zippy. What do you have in that box?

Zippy: It's a puzzle, Teacher. Puzzles are supposed to be fun. But this one is really hard! I don't think I'll ever get it right.

Teacher: Why don't we put the pieces here on the table? (*Lay out pieces on table.*)

Zippy: Okay. (*Arranges pieces as he speaks*) Now, I know that this one goes with that one, and this one goes here. But that's as far as I can get.

Teacher: Keep trying, Zippy.

Zippy: I did try. I tried and tried until my puzzler was sore. (*Points to his head*)

Teacher: Oh, I see where these pieces go. (*Teacher finishes the puzzle.*)

Zippy: Wow, Teacher. I tried as hard as I could, but I couldn't make the pieces fit. You took my place and did the puzzle for me.

Teacher: In a way, that reminds me of what Jesus did for us. No matter how hard we try, we can never obey God perfectly. We sometimes do mean things or disobey our parents or say things that aren't true. But Jesus obeyed God perfectly for us. He never sinned. And then He took the punishment for our sins by dying on the cross. And He came alive again so we can live with Him forever in heaven.

Zippy: What Jesus did for us was much harder than putting a puzzle together!

Teacher: It certainly was. Let's thank Jesus in prayer for taking our place. Dear Lord Jesus, You came to earth and lived a life without sin—in our place. Then You took the punishment we deserved—in our place. You did this all for us—in our place. Please forgive our sins. Send Your Holy Spirit to help us live as God's redeemed children. In Your holy name we pray. Amen.



Review the Bible narrative, using the text and illustrations on Family Letter 49. Then give each child a copy of Reproducible 49. (If possible, print it on cardstock for extra sturdiness.) Let the children color the picture and cut apart the pieces. Place each puzzle in a ziplock bag.

Help the children assemble the puzzle as they tell the story by answering questions such as the following:

**Where did John the Baptist preach? What did he wear?
What did he eat?**

What did John tell the people who came to hear him preach?

What did John do when people were sorry for their sins?

What did Jesus want John to do for Him?

What happened after Jesus was baptized?



Before class, gather several items that the children recognize as belonging to you—your purse, your coffee mug, your gym shoes, and so forth. Mark all but one of the items with your initials.

Show the first marked item to the children. Say, **This item belongs to me. Do you see how I can tell it's mine? I wrote these letters on it. They are the beginning letters of my first name and my last name. Those letters are called my initials. If this item gets mixed up with things that belong to other people, my initials will show that this one belongs to me. Anyone who picks up this item will see my initials and know that it is mine.** Show the other items that you have initialed. Then pick up the unmarked item. Say, **I'm going to write my initials on this item too, so everyone will know it belongs to me. Should I use a pencil to write my initials? Help the children see that a pencil marking could be erased, and your claim on the item would be lost. I'm going to use a permanent marker that cannot be erased or washed off. Then**

everyone will always know that this item belongs to me.

When you were baptized, God marked you as His own. The pastor made the sign of the cross over your forehead. Use your finger to draw a cross on your own forehead. And then the pastor made the sign of the cross over your heart. Use your finger to draw a small cross over your own heart. This was done to show that your sins were washed away by Jesus' death on the cross. Then he sprinkled water on your head and said, "I baptize you in the name of the Father and of the Son and of the Holy Spirit." The water of Baptism, connected with God's Word, is God's own mark on you; it can never be erased or washed away; God sees the cross of Jesus when He looks at you. You are a baptized child of God, and you belong to Him forever. Some of you can look forward to the day when the pastor will make the sign of the cross on you and baptize you with water and the Word, and you will become a baptized child of God!



Retell the Bible narrative with this action poem (adapted from *Wiggle and Wonder*, copyright © 2012 CPH).

John lived by the wide Jordan River. (*Make rippling hand motion.*)

He wore clothes made from camel's hair. (*Point to clothes.*)

John ate wild honey and locusts. (*Pretend to eat.*)

God gave him a message to share. (*Extend arms out and around.*)

John told all the people about God. (*Point up.*)

"Repent and then be baptized too." (*Cup hand to pour water.*)

He said, "Someone soon will be coming—" (*Point off into the distance.*)

The Savior for me and for you." (*Hug self.*)

Then Jesus walked down to that river (*Walk in place.*)

So John could baptize Him that day. (*Cup hand and pour water.*)

When they came up out of the water, (*Walk in place.*)

Skies opened up in a strange way. (*Reach straight up and out.*)

The people were shocked as they watched this. (*Act surprised.*)

The Spirit come down like a dove. (*Lock thumbs and flutter fingers.*)

They heard a loud voice call from heaven. (*Point up.*)

God said, "Here's My Son, whom I love." (*Hug self.*)

✦ ✦ ✦ Jesus Is Our Substitute ✦ ✦



Write two big words on the board: *Celebration* and *Anticipation*. Explain, ***Celebration* is being happy about something that has already happened. *Anticipation* is looking forward to something that will happen.**

We will sing a song stanza that is a ***celebration*** of all the children in the class who have been baptized. Those children will sing, “I thank God I am baptized.”

At the same time, we will sing a song stanza that is in ***anticipation*** of the children in the class who are looking forward to being baptized. Those children will sing, “I thank God I’ll be baptized.”

Practice the two responses with the children. This method does not exclude unbaptized children in the celebration; and it encourages them to talk about when this might occur. Sing to the melody of “Mary Had a Little Lamb.” (This song is adapted from *Sing-Along Praise*, copyright © 2000 CPH.)

**I thank God (I am / I’ll be) baptized,
(Am/be) baptized, (am/be) baptized.
I thank God (I am/I’ll be) baptized
Into His family.**

Say, **The next three stanzas of the song are the same for everyone in this room. Baptism is a special way we receive faith and forgiveness. But we also receive faith and forgiveness as the Holy Spirit works in our hearts as we hear God’s Word. The Holy Spirit works through that Word so that we believe in Jesus as our Savior. Faith in Jesus is a gift from God. It is a gift that He gives to each of us as we hear the Bible’s message. Let’s rejoice in Jesus, who is our Savior. Continue with the next three stanzas.**

**I thank God that to my heart,
To my heart, to my heart;
I thank God that to my heart
The Holy Spirit came.**

**I thank God that all my sins,
All my sins, all my sins;
I thank God that all my sins
By grace were washed away.**

**I thank God for giving me,
Giving me, giving me;
I thank God for giving me
Faith in Jesus Christ.**



Review the lesson with the following responsive rhyme. Teach the children this refrain to speak before each verse that you say. Explain that it reminds us that it doesn’t matter how the water is applied in Baptism—you can wash, sprinkle, pour, or dip in the water. What is essential is God’s Word, which tells us that Jesus cleans away our sin through His suffering and death on the cross. Practice adding these actions to the children’s refrain: “wash”—rub hand over your heart in a circular motion; “sprinkle”—wiggle fingers; “pour”—bring hands down together; “dip in”—lift up cupped hands.

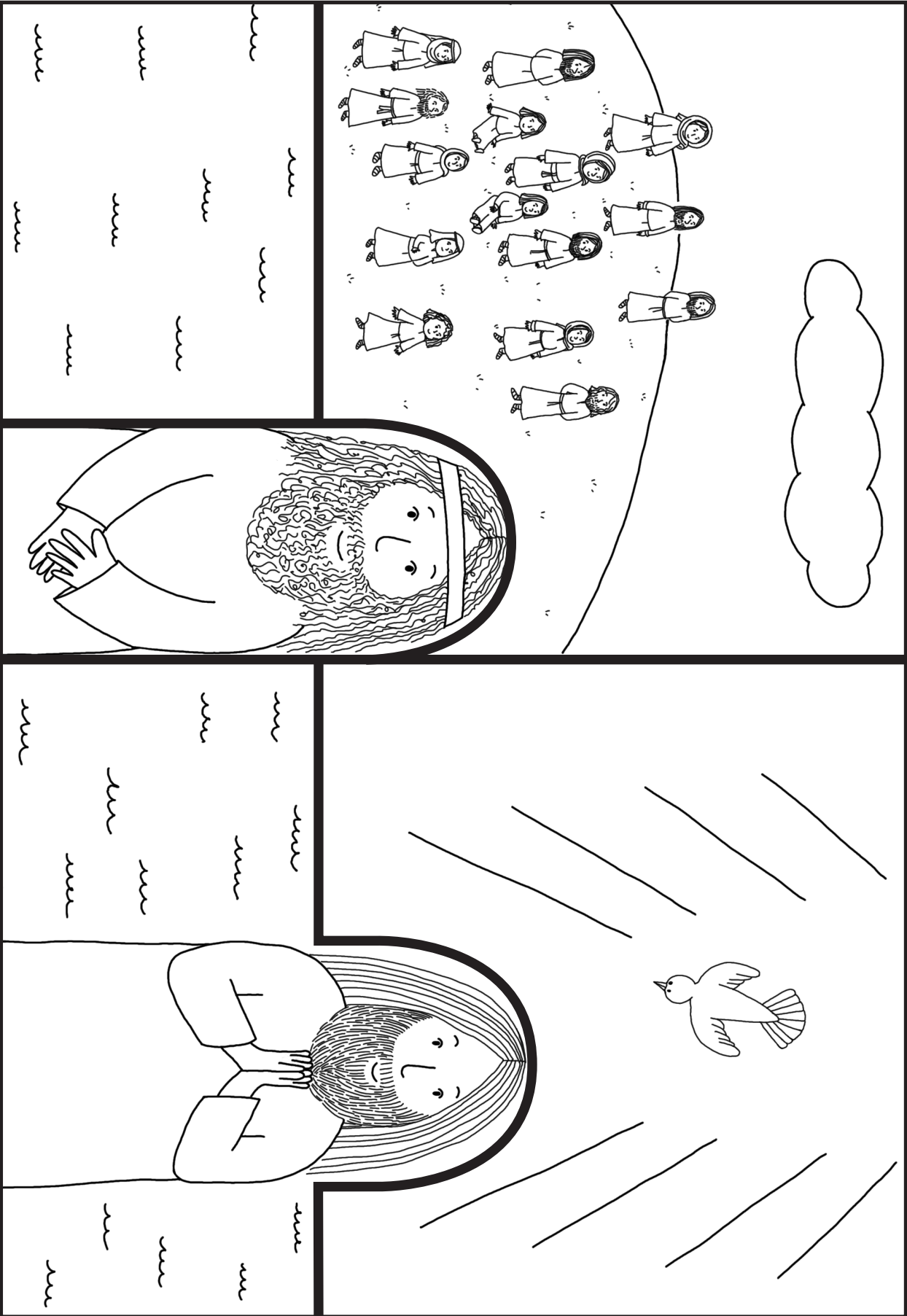
Refrain:

Wash, sprinkle, pour, dip in.
Jesus cleans away my sin.

Point to the children to indicate each time they say the refrain (before each verse).

- 1. I’m baptized—I’m sure you’ve heard—
With the water and God’s Word!**
- 2. Baptism is God’s gift to me,
Blessing me eternally!**
- 3. I confess that I do wrong.
Give me faith, Lord; make me strong.**
- 4. Wash away the wrong I do.
Help me to be true to You.**
- 5. Celebrate the promise given:
He will take us all to heaven!**

Puzzle: The Baptism of Jesus



WATER (SEASHORE)

Help Us, Jesus

(Prayer) Ask children to fold their hands and join you in the responsive prayer.

Teacher: Jesus obeyed His parents and worshiped with His family.

Children: Help us, Jesus, to do that too!

Teacher: Jesus was kind and loving, helping people who were sick or sad.

Children: Help us, Jesus, to do that too!

Teacher: Jesus prayed to His heavenly Father and told everyone about the Father's love.

Children: Help us, Jesus, to do that too!

Teacher: Dear Lord Jesus, You died in our place to take away our sins. By the power of the Holy Spirit, help us to be more like You so that we will be kind to others and tell them of Your love. Amen. (P.2.1.2)

Praise God for Water

(Praise) Praise God for water—especially the water of Baptism—with the following chant. Children may enjoy clapping their hands to the rhythm. Or add a percussion beat on an electronic keyboard to turn the chant into a rap. (P.2.1.4)

Teacher: Whether I'm at home or school,

Children: Thank You, God, for water.

Teacher: At the beach or in the pool,

Children: Thank You, God, for water.

Teacher: In the sink or in the tub,

Children: Thank You, God, for water.

Teacher: In a bottle or a cup,

Children: Thank You, God, for water.

Teacher: With water on my Baptism day—

Children: Thank You, God, for water—

Teacher: Jesus washed my sins away;

Children: Thank You, God, for water.

Teacher: Water joined with God's own Word—

Children: Thank You, God, for water—

Teacher: Help me live to serve my Lord.

Children: Thank You, God, for water. Amen.

Celebration Song

(Praise) Sing the following stanza to the melody of "Christ the Lord Is Risen Today; Alleluia" (LSB 463). Children who are still looking forward to being baptized someday may change the first words to "I'll be baptized." Assure them that they have God's love and forgiveness right now because it is God's Word that has the power to bring us to faith.

I am baptized, happy day! Alleluia!

All my sins are washed away. Alleluia!

God looked down on me and smiled. Alleluia!

I am now His own dear child. Alleluia! (P.4.4.4.1)

WATER (SEASHORE)

Walking on the Seashore

(Vocabulary) Invite children to bring their beach towels to school. Sit on the beach towels at Circle Time. For this activity, the class chants together, “Walking on the seashore, what do you see?” One child answers, “I see a _____ right in front of me.”

Continue until all children have had the opportunity to name something one might see on the seashore.

Then say, **There are many interesting things to see at the beach. The water at the beach reminds us of the water of Baptism, in which Jesus washed away our sins and made us God’s own dear children.** (P.3.2.7)



I’m Going to the Beach

(Listening, Expanding Vocabulary) Seat the children in a circle. Start the game by saying, **I’m going to the beach, and I’m going to take a shovel.** The child to your right will say, “I’m going to the beach, and I’m going to take a shovel and a _____ (*name one beach item*). Proceed around the circle, with each child repeating the items that have been named and adding a new item. When a child cannot remember a previously named item, the child that added it may give clues. Make a list of words mentioned.

Say, **We love to go to the beach to play in the water. But the best water of all is the water of Baptism, where Jesus washes away our sins, gives us His gifts, and makes us God’s own dear children.** (P.3.2.9)

Guess What’s Missing

(Vocabulary) Place several beach-related objects in the center of the circle (such as a beach ball, pail, shovel, flip-flops, seashells). Ask children to name each object. Then ask one child to leave the circle while one of the objects is removed. When the child returns, he or she must name the object that has been removed. Say, **God makes us His own dear children in Baptism. Nothing can remove or take us away from God. Through Baptism, we belong to Him.** (P.3.2.6)

“The Fish in the Sea”

(Vocabulary) Learn to sing “The Fish in the Sea” to the melody of the “The Wheels on the Bus.” Invite children to make up motions to suit the words.

**The fish in the sea go swim, swim, swim,
Swim, swim, swim,
Swim, swim, swim.**

**The fish in the sea go swim, swim, swim,
All through the day.**

Additional stanzas might include the following:

**The lobsters in the sea go pinch, pinch,
pinch . . .**

**The octopus in the sea goes wiggle, wiggle,
wiggle . . .**

The crabs in the sea go click, click, click . . .

Say, God created many kinds of fish and other sea creatures and gave them a watery home in which to live. God uses water with His Word to wash away our sins and make us His children in Baptism. (P.4.4.4.1)

Little Drops of Water

(Nursery Rhyme) Read the following rhyme.

**Little drops of water,
Little grains of sand,
Make the mighty ocean
And the beauteous land.**

Use the similar rhyme that follows to teach about Baptism.

**Little drops of water
With God’s Holy Word
Make us now and ever
Children of our Lord.**

Say, With God’s Word and the water of Baptism, Jesus washes away our sins and makes us God’s children forever. (P.4.4.4.1)

Fishy-Pokey

(Listening, Singing) For lots of fun, try this beach-theme variation of “The Hokey-Pokey” called “The Fishy-Pokey.”

**You put your left fin in,
you take your left fin out,
You put your left fin in, and
you turn yourself about.
You do the fishy-pokey as you
turn yourself around,
And that’s what it’s all about!**

Additional stanzas might include the following:

**You put your left gill in, you
take your left gill out . . .**

**You put your fish tail in, you
take your fish tail out . . .**

**You put the whole fish in, you
take the whole fish out . . .**

Say, God created many kinds of fish and other sea creatures and gave them a watery home in which to live. God uses water with His Word to wash away our sins and make us His children in Baptism. (P.4.4.4.1)



Express

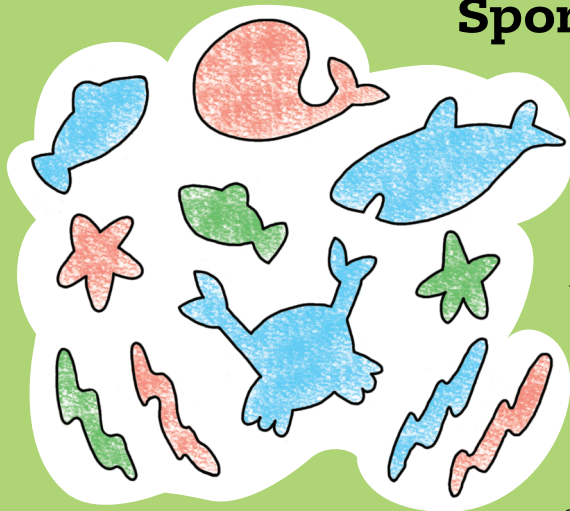
WATER (SEASHORE)

Ocean in a Bottle

(Small Muscle) Create an “ocean in a bottle.” You will need a clear plastic jar or similar container for each child, sand, shells, small plastic sea creatures, rocks, water, and salt. Let the children put sand and small rocks in the bottom of their jars, and then add sea creatures. Finish by adding water and a little salt. To avoid a future mess, super-glue the lids shut so the children cannot open them.

Say, **God used water to provide the best home for fish and other sea creatures. He uses the water of Baptism to wash away our sins and make us His own dear children.** (P.4.1.2)

Spongy Creatures



(Painting) Cut sponges in the shapes of fish, starfish, other sea creatures, and seaweed. Cut a long strip of newsprint to make an underwater mural. Set out foil pie plates containing liquid tempera paint. Dip the sponges in the paint, and stamp pictures on the newsprint. Hang the mural in the hallway outside your classroom.

Say, **God made fish and gave them water in which to live. God made us too. He made us His children in Baptism. There, through water and His Word, we receive the gift of faith and all the promises of God.** (P.4.1.2)

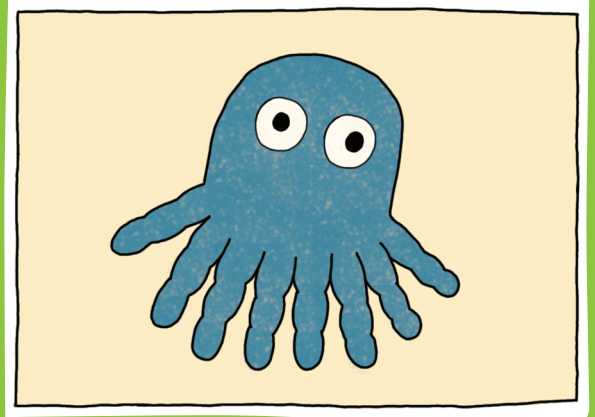
Jellyfish

(Small Muscle) In a center, set out pictures of various kinds of jellyfish. Let the children tell about any experiences they may have had with them. Then make a jellyfish. Cut a paper plate in half. Cover the back of the plate with glue; sprinkle the wet glue with glitter. When the glue has dried (the round side is up and the straight edge is the bottom), add 2 googly eyes. Glue or tape strips of colored paper to the other side of the plate for tentacles hanging down.

Say, **God made jellyfish to live in the water. He used water to provide a suitable environment for jellyfish and other sea creatures. He uses the Word and water of Baptism to wash away our sins and make us His own dear children.** (P.4.1.1)

A Handy Octopus

(Printing) Let the children paint all over the palm side of their hands and fingers (not their thumbs), using whatever color they wish. Show them how to make a handprint on paper, being careful to hold up the thumb so that it does not print. Then have them make another print in the opposite direction, but being careful to overlap the palm portion of the print. The print of the palms will form the body of the octopus, while the fingers are the 8 tentacles. Add 2 googly eyes to the head.



Say, **God made water the home of many sea creatures. John the Baptist preached near the waters of the Jordan River. Jesus came to those waters to be baptized. Today, moms and dads bring their children to church to be baptized. There they receive the gift of faith and become God's own dear children.** (P.4.1.1)

Sea Urchins

(Tactile) Show children pictures of sea urchins, and talk about the sea urchin's unusual means of protecting itself. Then give each child a portion of play dough and toothpicks to make a sea urchin. Paint the finished creature, if desired.

Say, **God made water a home for sea urchins. He uses the Word and water of Baptism to wash away our sins and make us His own dear children.** (P.4.1.2)



Washed Away

(Large Muscle) Weather permitting, have the children draw with chalk on the sidewalk outdoors. After a while, use a hose or pitchers of water to wash their pictures away. (Or let children draw on whiteboards; when finished, let the children use squirt bottles to spray and wash their pictures away.) Say, **This reminds me that Jesus washes away our sins when He forgives us in Baptism.** (P.4.1.1)

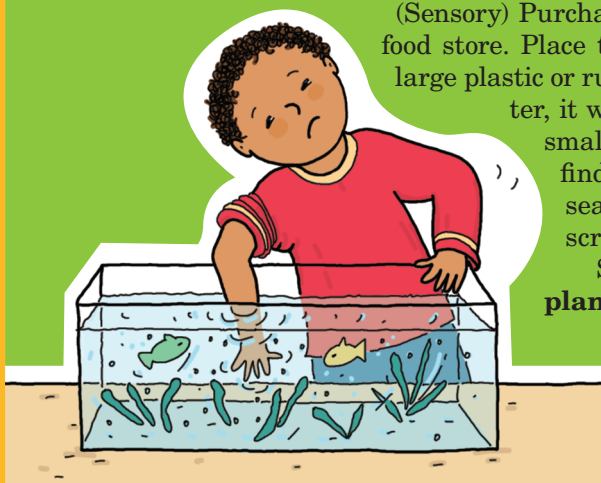
Special Message

(Art) Provide round lids for templates. Children are to trace 4 circles, all the same size. Display a sample of the pictures to be drawn on the circles (in this order): a cross; 3 water drops; a scribbled mess; and 2 arrows, one pointing right and the other left. As the children work, the teacher can punch a hole at the top and bottom of each circle. Give each child a long piece of yarn to weave through the holes to connect the circles to make a vertical wall hanging with a special message: the symbols "read" (from top to bottom) "Jesus washes sins away." (P.3.4.3.2)

Create

WATER (SEASHORE)

Search the Seaweed



(Sensory) Purchase dried seaweed at a grocery store or health-food store. Place the seaweed in water in your water table or a large plastic or rubber container. As the seaweed absorbs the water, it will begin to smell like the seashore. Hide some small plastic fish in the seaweed for the children to find. Ask the children to describe the smell of the seaweed. Have them touch it; how would they describe its texture and feel?

Say, **God uses water to provide a home for plants and animals that live in the sea. In Baptism, He uses water and His Word to wash away our sins and make us His own dear children. Through Baptism, because of Jesus, our Savior, God gives us the forgiveness of sins and a new home in heaven. (P.1.8.1)**

Hot Water, Cold Water

(Observation, Physical Science) Say, **Some animals, like fish, live near the top of the ocean, where the water is warmer. Other animals, like whales, dive lower, where the water is cooler.** Do the following experiment as a whole-class activity. Partially fill a clear container with cold water. Then add blue food coloring to a container of hot water. Ask the children to predict what might happen when you pour the hot water into the cold water. Write down their thoughts. Then pour the hot water into the container of cold water. The warm blue water will rise to the surface, just as warm water rises to the surface of the ocean.

Say, **God provides a suitable environment for plants and animals that live in water. In Baptism, God uses water and His Word to wash away our sins and make us His children. (P.1.8.2)**

Measuring in a Whale

(Life Science) Ask children to name the largest animal in the world. Show them pictures of the blue whale. Explain that the blue whale is the largest known living animal and is about 100 feet long. Explore the length of a blue whale. Take a 100-foot length of rope out on the playground or parking lot. Let the children unwind the rope to understand the length of a blue whale.

Option: Ask, **How many children, lying head to foot, would it take to equal the length of a blue whale?** Try this, if you have the time.

Say, **God created very large and very small animals to live in His watery world of the oceans. God created faith in us when we were baptized. Through water and His Word, God washed away our sins and made us His children. (P.1.8.3)**

A Close-up Look at Seashells

(Sorting, Numbers, Operations) Purchase a variety of seashells at a craft store or science-supply company. Encourage the children to sort the shells by size, color, and variety. When they finish, talk with them about their findings. Ask, **Which group has the most shells? Which has the fewest?**

Say, **God created many unusual animals to live in the water. Some of them have homes in shells. God created us too. In Baptism, through water and His Word, God makes us His children and gives us a home in heaven. Sometimes in church we see pictures of shells or a special scoop that looks like a shell. These shells can make us think about Baptism and our special home with Jesus. (P.1.5.2)**



Red and Blue Fish

(Patterns) Cut red and blue fish from cardstock or heavy paper. Make pattern cards using the various colors of fish. For example, one card could show red fish, blue fish, red fish, blue fish. Children would continue the pattern with a red fish followed by a blue fish. Another card could show red fish, red fish, blue fish, red fish, red fish, blue fish; the children would continue the pattern with red fish, red fish, blue fish. Make as many patterns as possible for the children to extend.

Tell the children, **God created fish to live in the water of the oceans, lakes, and rivers of the world. In the Jordan River, John used water to baptize Jesus. In Baptism, God uses water with His Word to wash away our sins and make us His children.**

Option: Read One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss. (P.1.6.3)



How Much Water?

(Measuring) In a tub, set out several sets of measuring cups and a large container of water. Challenge children to determine how many of each of the small cups ($\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ c.) of water are needed to fill the largest cup (1 c.). Provide towels to use after this activity.

Say, **We use water for drinking, cooking, washing, and caring for plants and animals. Water is necessary for all forms of life. Through His power, God uses water and His Word to wash away our sins and make us His children in Baptism. Jesus gives us forgiveness of sins and a home in heaven. (P.1.7.2)**

Explore

WATER (SEASHORE)

Animals on the Beach

(Movement) Try moving like one or more of the following animals found on the beach:



Crab: Place legs and arms underneath your body, raising your body with your back toward the floor.

Duck: Walk while in a squatting position, keeping your feet close underneath you.

Frog: On all fours in a squatting position, hop as far forward as you can with each leap.

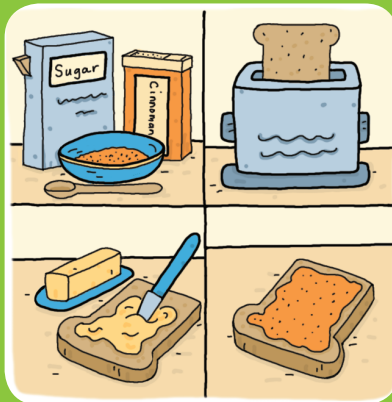
Seal: Pull yourself along by your arms, your torso raised from the floor, and your legs stretching straight out behind you.

When children have mastered these movements, have a beach animal relay. Say, **Jesus used water with His Word to wash away all of our sins in Baptism.** (P.3.4.1.5)

Make a “Sand”-wich

(Snack) You will need sliced bread, butter, sugar, cinnamon, and a toaster.

1. Mix together 1 tsp. sugar and ¼ tsp. cinnamon to make “sand.”
2. Toast 1 slice of bread.
3. Spread the toast with butter.
4. Sprinkle “sand” on the buttered toast.



Say, **We love to go to the beach to play in the sand and in the water. God uses water with His Word to wash away our sins and make us His children in Baptism.** (P.3.4.3.1)

Bubble Game

(Hand-Eye Coordination) The children sit in a circle on the grass. The teacher sits or stands in the middle of the circle and blows bubbles. The children must try to either blow or fan the bubbles to keep them up.

Say, **We like to make bubbles when we wash our hands, take a bath, or brush our teeth. Those bubbles can wash away dirt, perspiration, bits of food, or germs. But soap and toothpaste can never wash away the bad things we do. Only Jesus can wash away our sins. In Baptism, Jesus uses water and His Word to wash away our sins.** (P.3.4.1.6)

Underwater Relay

(Coordination, Movement) Give each child a plastic or cutout fish to hold. Organize the class into equal teams and have the children on each team line up single file. Tell the children to spread their feet in a straddling position. Explain that the children are to crawl through the water with their fish. At the signal, the last child in each line drops to his knees and crawls between the legs of his teammates until he reaches the front of the line. Then he stands up, shows the fish, and assumes the straddle position. Then the next child, who is now last in line, starts crawling. The goal is for the team members to line up in original order.

Say, **Jesus went into the Jordan River with John to be baptized. John used the river water to baptize Jesus.** (P.3.4.1.9)

Relate