



TEACHER GUIDE

Preschool B

Unit 1 : September

God Blesses Me and My World

One in Christ Preschool—An Overview

Welcome to the One in Christ preschool curriculum and to an easy-to-use format that will help you plan your “Jesus Time” and related experiences. There is one Teacher Guide for each month of the year. (Be sure to recognize that these are not disposables, like magazines.) Each month (unit) has 4 weeks of lessons, with 4 days per week. You will find that there is an abundance of ideas. This provides you with the freedom to pick what works best for you. Don’t try to cover all the material given. Make choices—make it your own!

To help you organize by quarters, the covers are color-coded. The Fall quarter (September, October, November) has autumn orange covers; the Winter quarter (December, January, February) has red covers for Christmas through Valentines; the Spring quarter (March, April, May) has spring green covers; and the Summer quarter (June, July, August) has turquoise blue covers. Each quarter will have one bonus lesson (because of variations in schedules and calendars). Please note the flexibility of the program, which has a Summer quarter for preschools that offer year-round care.

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

Let’s see what a week provides. The first page of a weekly plan gives you an overview for the week. This is followed by 2 pages of ideas for each of 4 days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you select to use, you can put a check mark, or better yet a cross, in the heart icon. Checking off activities will also help you in your planning next year!

You will find teaching tools referred to in the lessons such as play scenes, Bible figures, puppets, and *The Story Bible* (hardback edition), all available from Concordia Publishing House (CPH). Song suggestions come from *Little Ones Sing Praise (LOSP)* or *Lift Little Voices (LLV)*, also available from CPH, along with CD recordings of the songs. You will need a variety of materials and methods for teaching a Bible story because each week, the story is presented four times. This repetition is important, age-appropriate, and educationally sound. One time is not enough for a good story—children want to hear it over and over again. (Note: If you do not have the materials suggested, you can still teach the lessons, adapting them to fit with the materials you do have available.)

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

Student materials consist of Family Letters that encourage families to read from *The Story Bible* with pages listed (from the hardback edition) each week, so that children can hear the Bible account both at home and at school. (Note: If you find it difficult to get weekly letters to the home, consider giving parents the entire packet at the beginning of the year.) Blessings!



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: Brenda Trunkhill and Carolyn Bergt

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

Associate editor: Amanda G. Lansche

Writers: Julie Bedard, Corrie Klatt, Carolyn Sims, Annette Skibbe

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.

Quotations with the abbreviation *LOSP* are from *Little Ones Sing Praise*, copyright © 1989 Concordia Publishing House. All rights reserved.

Cover and interior illustrations by
Marilee Harrauld-Pilz

Manufactured in the United States of America

Unit 1—September

God Blesses Me and My World

CONTENTS

Week 1. God Knows Us By Name—We Are His God Made People (Genesis 1–2; Isaiah 43:1)

page 5

Reproducible 1 14

Theme: All about Me

Express 15

Create 18

Explore 20

Relate. 22

Week 2. Creation Is God's Gift for Us to Enjoy God Made the World (Genesis 1)

page 23

Reproducible 2 32

Theme: Autumn

Express 33

Create 36

Explore 38

Relate. 40

Week 3. Sin Changed Everything The First Sin (Genesis 3)

page 41

Reproducible 3 50

Theme: Harvest

Express 51

Create 54

Explore 56

Relate. 58

Week 4. God Remembers and Cares for Me Noah and the Flood (Genesis 6:11–8:22)

page 59

Reproducible 4 68

Theme: Pets

Express 69

Create 72

Explore 74

Relate. 76

Appendix 77

Skills in Unit 1—See www.OneinChrist.org

From the Editor—A Look at this Month

The front cover shows a content child enjoying and appreciating God's creation. He feels special because he is God's child, and he knows that his heavenly Father will care for him. We pray that after studying this unit, each of your children can feel that way—that through faith, they will know how our powerful God who created the universe is also a loving and caring God. Even though we don't always take care of and appreciate God's world, and even though we sometimes make Him sad, God forgives us.

We know God is loving because not only did He create the world for our enjoyment, and not only did He create our bodies with an amazing design, but He also sent His only Son, Jesus, to be our Savior. He re-created us in Christ. We pray that you can picture yourself basking in God's presence, enjoying the splendor of heaven. May you have joy as you share that hope with your children this month!

Here are a few things to keep in mind as you teach from this guide:

- Keep in mind that this guide provides a multitude of ideas. This gives you the freedom to pick and choose what works best for you and your children. Always feel free to add, delete, and adapt ideas in order to best accommodate your situation.
- The daily lesson plans provide more ideas than you will probably need. Select the activities you want to use and then draw a small cross in the nearby heart icon to identify your choices readily and to remind you again of your selections next year.
- 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. (Accompanying page numbers are listed in the Family Letters.)

- The following CPH Arch Book titles can be used to accompany lessons in this unit: *The Story of Creation*, *Where Did the World Come From?*, *The Fall into Sin*, *A Man Named Noah*, and *Noah's 2-by-2 Adventure*. Keep in mind that Arch Books are written for children a year or two older than the children in your class; the vocabulary will challenge their listening abilities. But the children will enjoy the pictures and the rhythm and rhyme of the words. Note that the list of Arch Books is continually being updated and added to, so you may need to look for related titles if these are no longer available. Other CPH books related to this unit include *What Next?* and *Drip Drop*, CPH Big Books; and *This Is the World That God Made*, *God Made It for You! The Story of Creation*, and *Bible Birds and Beasties*.
- Mentioned in this guide are many supplemental materials that are available from CPH, such as flannelgraph figures, cuppettes, play scenes, Family Letters, glove puppets, and the songbooks *Little Ones Sing Praise (LOSP)* and *Lift Little Voices (LLV)*. If you do not have these materials, you can still teach the lessons, adapting them to fit with the materials you do have available. (Hint: Place the cuppettes and other visuals at your centers so students can reenact the Bible story throughout the week.)

God bless your teaching of the faith!

Meeting Individual Needs

Going outdoors can provide a release of energy, yet it can also be a stressful time for students, especially those with special needs. It can be very difficult to wait turns, understand the rules, and stay in designated areas. The key to making outside time successful is to have clear and consistent expectations of behavior. If the school rule states that students may not climb up the slide, state this rule before the children are exposed to the playground. While still in the classroom prepare students for what is expected. Pictures of students demonstrating appropriate playground behavior can reinforce the teacher's verbal statements of expectations. Stating before going to the playground that students

may go up the stairs and down the slide and having a plan with the adult staff on how to address a rules violation before entering the playground will eliminate confusion and inconsistency for students and adults. Take the children on a "field trip" to the school playground to practice the safety rules. Using a simple book that has pictures of appropriate behavior and inappropriate behavior to review before, after, and during outside time will reinforce expectations for students. Saying "no" to climbing up the slide once it is in progress is much more difficult to enforce. Have a plan before entering the playground area and stick to it.



TEACHER GUIDE

Preschool B

Unit 1 : September

God Blesses Me and My World

Week 2—Creation Is God’s Gift for Us to Enjoy

GOD MADE THE WORLD

GENESIS 1

Discovery Points

Law: Sometimes we don’t take care of God’s world.

Gospel: Our wise and powerful God loves and forgives us in Jesus.

Sanctification: Through the power of the Holy Spirit, enjoy, appreciate, and care for God’s creation!

Background

Creation is taught at the beginning of the school year, and rightly so, because as children begin to learn about how great our God is, they learn about the wonderful world that He created. God’s gift to us in the Creation story can be recalled throughout many other lessons of the school year. This week’s lesson on Creation focuses on four parts.

- God created everything from nothing. He used His spoken Word.
- Everything that God made was good and made for God’s specific purpose. God does not make mistakes, and we are His special creation.
- Even as young preschool children, we want to take care of God’s world, especially when it is not perfect like He made it.
- On the seventh day, God rested and enjoyed His creation. When we are forgiven, we can rest in God’s peace and forgiveness, knowing that God is taking care of us.

The week’s “Autumn” theme reflects God’s grand design for times and seasons and how the world changes according to that great plan. How thoughtfully God created the world, with everything in its place! As the children explore the things that they see and experience during fall, they will start to see that God has a plan for the plants and animals. And God has a plan for them as well!

This week, take time to sit back and enjoy and appreciate God’s handiwork yourself. Although it may be hectic as you start a new year or add new children to your room, take a deep breath and lose yourself in the grandeur. The God who formed the universe out of nothing is the one who cares for you. His shout can create mountains, and His whisper can calm your mountain of concerns.

Bible Words

*God saw that it was good.
Genesis 1:10*

Week 2

Day 1 Materials

- Zippy puppet
- CPH Big Book *This Is the World That God Made*

Day 2 Materials

- Zippy puppet
- Colorful scarves or streamers for all
- Pictures of things God created
- G, O, O, D letter tiles for each child
- *The Story Bible* (available from CPH)
- Optional: *Where Did the World Come From?* (CPH Arch Book)

Day 3 Materials

- Zippy puppet
- Plastic spray bottle
- Reproducible 2

Day 4 Materials

- Family Letter 2
- Zippy puppet

Note: As you use the puppet, Zippy, hold the puppet up, facing the children when Zippy is speaking. Hold the puppet facing you, when you are speaking to the puppet. It is not necessary to be a puppeteer or ventriloquist, and it isn’t even necessary for you to change your voice! When you hold up a puppet, you basically disappear because all of the children will have their eyes on Zippy (or whatever puppet you choose to use). If you have an aide in your room, consider involving the aide as the voice and puppeteer for Zippy! This will assist the conversation.

If you are uncomfortable using a puppet, consider using flannelgraph figures or stick puppets to act out the dialogs, which usually have important life applications to convey. Another alternative is to change the text into a flowing story narrative.



Teacher: Good morning, Zippy.

Zippy: Good morning, Teacher. I sure am excited today!

Teacher: Why are you so excited?

Zippy: Today is the day we get to move to our new house.

Teacher: Wow! That is great! I know you have been waiting to do that for a long time.

Zippy: Yes, I have. I am so excited because now I will have my own room. No more sharing with my brother!

Teacher: That is great! Zippy, did I hear that your dad built your house?

Zippy: Yes, he did. He is a builder, and he has built houses for lots of other people, but this one was special because he was building it for us.

Teacher: He built your house the exact way that your family needed it, didn't he?

Zippy: Yes. It was fun to watch the big trucks bring all the blocks and wood and shingles and siding and all the things he needed. My dad worked really hard for a long time to build our house.

Teacher: Today's Bible story from God's Word is about someone who made something too.

Zippy: Was it a house?

Teacher: Even bigger! It was the whole earth, the world, which is home for all of us—the place where we all live. Do you know who made the world?

Zippy: I sure do. It was God.

Teacher: You're right. God created the whole world, but He did not use blocks or wood or nails or glue. He used His Word.

Zippy: I wish my dad could have just said words to make our house. It would have been built much faster, and I would have had my own room faster.

Teacher: *(Laughing)* That is true. You and I need materials and supplies when we make things, but God created everything out of nothing. That is called "creating." Can you say "creating"?

Zippy: *(With students)* Creating.

Teacher: Let's find out how God created the world.



What God Made

Read the poem. Then read it again, doing the actions, and having children imitate your actions.

God made the day. *(Raise arm like the sun rising.)*

God made the night. *(Move arm down like the sun setting.)*

God made the water *(Make wave motions with hands.)*

And the land just right. *(Move hands out to side with palms down.)*

God made each plant and bush and tree. *(Stand, feet together, arms over head.)*

God made the moon and the stars we see. *(Wiggle fingers like twinkling stars.)*

God made the birds that fly so high. *(Flap arms like wings.)*

God made the fish that swim right by. *(Palms together and move like a fish.)*

God made the animals that live on land. *(Touch the ground.)*

He cares for them with His powerful hand. *(Use both arms to make muscles.)*

On the seventh day, God took a rest *(Sit down.)*

And saw His creation was the best! *(Give 2 thumbs up.)*



Say, **Zippy's dad built a home for Zippy and his family. God created the world for us—it is our home. But when God created the world, He simply spoke the words and it was created. He said, "Let there be light," and there was light. He said, "Let there be trees," and there were trees.** Read a book such as the CPH Big Book *This Is the World That God Made*. To help students understand that God created the world using His words, have students clap twice whenever they hear you read the words "God said." After reading, say, **All people, like you and me, have messed up the world by sinning. So God said, "Let there be a Savior." God gave us Jesus and said, "Let there be forgiveness."**



Tune: "Old McDonald."
God made us a special place.
It is called the world.
God made us a special place.
It is called the world.
Our God just said
Now "Let it be,"
And creation you could see!
God made us a special place.
It is called the world.



Teacher: Good morning, Zippy. So how was your first night in your new house?

Zippy: I loved it! My room is so big, and my carpet is so soft. I wanted to sleep on the carpet instead of in my bed, but Mom said the bed is where I should be.

Teacher: Does your brother like his room?

Zippy: Yes, he does. My dad built the best house ever. It is awesome!

Teacher: That is *great* to hear. I'm sure your dad is glad that it is finished and that you can all enjoy it.

Zippy: My mom keeps telling my dad how great it is.

Teacher: Did you know that God liked His creation when He created the world? Each day, He would look at His creation and say, "It is good."

Zippy: Sometimes when my dad was building our house, he would make a mistake and have to fix it. Did God ever make mistakes when He was creating the world?

Teacher: No, God is perfect, and He never makes a mistake. Everything that God made was good—very good. It was just the way He wanted it to be.

Zippy: Everything?

Teacher: Everything!

Zippy: I want to tell God what a great job He did building the world!

Teacher: We can! Let's sing together [or pray].



Sing "Psalm 8" (*LOSP*, p. 50 and on CD). Have children wave colorful scarves or streamers or wave their hands in the air on the words "Praise the Lord, Alleluia."

The Lord (*point up with index fingers*) is great! (*Give thumbs-up sign.*)
Ev'rybody sing, (*Cup hands around mouth.*)
Praise the Lord, alleluia! (*Students wave scarves.*)

The Lord (*point up with index fingers*) made us! (*Point thumbs toward self.*)
Ev'rybody sing, (*Cup hands around mouth.*)
Praise the Lord, alleluia! (*Wave scarves.*)

He made the beasts, (*Stomp with feet as if walking on all fours.*)
The birds in the tree, (*Flap arms.*)
The fish in the water, (*Palms together and wiggle your hands.*)
And He made me! (*Point both thumbs toward self.*)

Repeat first refrain (The Lord is great!)



Before class, hide pictures around the classroom of things that God created. When ready to begin, chant the following verse, with children echoing, to the meter of "We're Going on a Bear Hunt":

We're going on a creation hunt. (We're going on a creation hunt.)
We're gonna find a good thing. (Gonna find a good thing.)
The Lord made lots of them, (The Lord made lots of them,)
Many good things! (Many good things!)

Then have students search for the pictures around the classroom. When they find one, have them return it to a designated place. After the pictures have all been found, gather the class together, show the items one at a time, and have the students say, "God made [item's name]. And God saw that it was good." Remind students, **The best thing God made is forgiveness for the times we do wrong. He sent Jesus to die on the cross and take our sins away. He even sends the Holy Spirit to help us do a better job of taking care of His world.**



Practice a paraphrase of the Bible Words so students remember the main idea. Sing to the tune "Are You Sleeping?":

God saw all things (God saw all things)
He had made. (He had made.)
He saw it was very good,
(He saw it was very good,)
Very good. (Very good.)



Use this opportunity to teach the children how to spell *GOD*, and then show them how to add another *O* and spell the word *GOOD*. Give each child letter tiles and have them spell out *GOD* and *GOOD*. Review the lesson using *The Story Bible*, pp. 21–25. Also consider using the Arch Book *Where Did the World Come From?*



Zippy enters, looking very sad and not wanting to talk.

Teacher: Good morning, Zippy.

Zippy: Uh.

Teacher: Well, you're not very talkative today.

Zippy: Nope.

Teacher: Wow! You were so excited a couple of days ago, and now you seem so sad. What happened?

Zippy: Well, remember my new room? It's not so great anymore. My brother and I were having grape juice last night, and it spilled on my new carpet. Now I have a purple stain on my new carpet.

Teacher: Oh no! That's not a good thing.

Zippy: I know. My great new room isn't so great anymore, and my mom was so upset.

Teacher: Did you know that something bad happened with God's perfect world? The first people, Adam and Eve, did not listen to God, and God's perfect world began to have bad things happen in it.

Zippy: Like spilling grape juice on new carpet?

Teacher: Yes. Can you and the children think of any more bad things that happen in God's world?

(Allow time to share examples.)

Teacher: Yes, Zippy, bad things do happen. But God is always with us and never ever leaves us. He will take care of us when bad things happen and forgive us if we've caused them. Hey, Zippy, I have an idea.

Zippy: What's that?

Teacher: When my daughter was younger, she spilled some grape juice on our carpet *(or use another example from your own experience such as, "A little*

while ago, our pet made a mess on our carpet" or "When we had a party the other week . . ."). I have a bottle of carpet cleaner here. *(Hold up the spray bottle.)* Why don't you take it home and give it to your mom? Maybe she can use it to get rid of the stain.

Zippy: That would be great! Thank you, Teacher. I hope it works.

Say, **Zippy had a problem because the grape juice was spilled on the carpet. Sometimes we have a problem with messing up too. We don't always like to pick up our toys when our mom tells us to. Or maybe we are outside, eating a snack, and we throw down the wrapper instead of putting it in the garbage can. Sometimes grown-ups don't take good care of God's world either. Sometimes they put bad things in the air or water that can hurt the animals. We call that pollution. God has made a beautiful world, and He wants us to enjoy it and take care of it. But because we are sinful, we do mess up. Thankfully, because of Jesus, God forgives us.**

Zippy is going to take home the bottle of carpet cleaner for his mom to use to get rid of the grape juice stain. He is doing what he can to solve the problem. Jesus cleans away our sins when we do wrong. He wants us to do what we can do to take care of the problems of messes around us. We can clean up. We can put things where they belong. We can take care of God's creation. We are an important part of God's creation. He made us, and we are special because Jesus loves us and forgives us.



At this point in the lesson, use Reproducible 2. Children can color the pictures and cut apart the boxes, and then staple the pictures together to make a booklet called "Taking Care of God's World." As they are coloring, talk about the pictures and the ways that are shown to care for God's world. Ask the children if they can think of other ways to care for God's world.



Sing to the tune of "Mulberry Bush."

God made everything we see,
Animals, birds, and the deep blue sea,
Land, and plants, and the sky so blue.
And He made people too.



Sing the following to the tune of "The Farmer in the Dell," having students suggest the names of things God has made, such as birds, plants, and animals:

Our God made everything.
Our God made everything.
Our God made [name item].
And God made [name item].
Our God made everything.



Zippy comes in humming.

Teacher: Good morning, Zippy. You seem happier today.

Zippy: You bet I am. I took the carpet cleaner home to my mom, and it worked great. The stain is gone, and my room is awesomely great again.

Teacher: That is great news. I'm glad it worked so well for you. It worked well for me, so I thought it might work for your stain too.

Zippy: I am so excited. My room is clean again, and I have learned my lesson. I will not be taking grape juice into my room ever again. I am going to take care of my room.

Teacher: That is great to hear. Well, your clean carpet reminds me of our Bible story for today.

Zippy: More creating stuff?

Teacher: No, resting stuff.

Zippy: But I don't want to take a nap.

Teacher: You don't have to take a nap. God created the world in six days, and on the seventh day, He rested. He took time to sit back and enjoy His wonderful creation.

Zippy: You mean like now I can enjoy my clean carpet again?

Teacher: Exactly.

Say, **Zippy was happy again because his carpet was cleaned. We are sad sometimes when things seem to get all messed up. We do things wrong, and that makes us sad. But God is there with His love and forgiveness to help us feel better again. It reminds me of that carpet cleaner. God's love and forgiveness take away the sadness of our sins. Because Jesus died on the cross, everything is perfect again. On the seventh day, God could rest and enjoy His creation because all was good. We can rest and enjoy God's love and forgiveness because they make everything right again.**

Use the Family Letter to emphasize these concepts. Read the action story and show the illustrations.



Say, **God created many wonderful things in this world to bless us. The best blessing of all is Jesus, who died on the cross to take away our sins. Let's praise and thank God!** Either sing this to the melody of *Here We Go Looby Loo*, or read it as a poem with children doing the actions with you as you begin with the Refrain. (Option: Point out all the names for Jesus.)

Refrain

Lord Jesus died for me.

(Raise hands upward)

He took my sins away.

(Hands crossed over heart.)

He is my Savior King.

(Raise hands upward)

I'll honor my God ev'ry day!

(Hands crossed over heart.)

1. I give Him all my best.

In ev'rything I do.

I'll praise, obey, and serve.

I'll do it to say "I love You!"

Refrain

2. I worship You, my Lord!

I worship You, my King!

I worship Jesus Christ!

And that is a beautiful thing!

Refrain



Have the children repeat the prayer phrases after you:

Dear Jesus, * thank You * for creating the world. * You made everything great. * Please forgive me * when I don't take care * of Your world. * Amen.



Sing to the tune of "He's Got the Whole World in His Hands":

You made a great world. Yes, You did.

You made a great, great world. Yes, You did.

You made a great world. Yes, You did.

You made a great, great world for me.

I'll take care of Your world. Yes, I will.

I'll take good care of Your world. Yes, I will.

I'll take care of Your world. Yes, I will.

I want to take care of Your world.

Taking Care of God’s World

Taking Care
of God’s World



1

I can take care
of the plants.



2

I can take care
of the animals.



3

I can take care
of me.



4

AUTUMN

Invocation

(Worship) Have children repeat your phrases.
In the name of the Father, * who loves us all
* and created the world, *
In the name of the Son, * who died on the cross
* to save the world, *
In the name of the Holy Spirit, * who helps us *
take care of God’s world. * Amen. (P.2.2.1)

Psalm 104:24

(Worship) Sing to the tune of “Twinkle,
Twinkle, Little Star”:
See God’s world—He made it all:
Animals, both big and small,
Plants and oceans He made too,
Mountains, people, He made you.
See God’s world—He made it all:
Animals, both big and small. (P.4.4.1)

Autumn Litany

(Worship) After each of your statements except the last one,
have children respond, “Your love for me is great,” and hug them-
selves. Point to them when it’s their turn, and say the phrase and
do the actions with them.
Lord, You love me when it’s autumn. (Your love for me is
great. . . .)
Lord, You love me when the leaves are falling. (Your love for
me is great. . . .)
Lord, You love me when the air gets cooler. (Your love for me
is great. . . .)
Lord, You love me when the birds fly south. (Your love for me
is great. . . .)
Lord, You love me when the squirrels gather food for winter.
(Your love for me is great. . . .)
Lord, You love me all the time. (Your love for me is great. . . .)
Lord, You love me so much, You sent Jesus to save me from my
sins. Thank You. Amen. (P.3.2.9)



Every Day

(Worship) Sing “Jesus Loves Me” with this
extra stanza:
Jesus loves me every day.
(He) made me in a special way.
Autumn comes just once a year,
But my Lord is always near.
Yes, Jesus loves me.
Yes, Jesus loves me.
Yes, Jesus loves me.
The Bible tells me so. (P.4.4.1)

“Autumn, Autumn, Coming Fast”

(Circle Time) Sing “Autumn, Autumn, Coming Fast” (*LOSP*, p. 107). The song is great for naming many of the signs associated with autumn. The last line of the song is “Jesus lets me know He cares.” Remind students that **Jesus does care about us all the time, no matter what season of the year it is. Sometimes we don’t take good care of the world. We are sorry that we sin and do wrong. Jesus loves us always and forgives us. He leads us to live as children of God.** (*P.4.4.1*)

Guess My Animal

(Circle Time) God made so many unique animals! He could have just created one or two, but there are so many different kinds. Before class, find small pictures of various animals that make distinctive sounds or have distinctive actions (such as a lion, monkey, cow, cat, dog, sheep, elephant, bear). Glue each onto an index card. Have one child come forward to pick an animal card. Have all the children make the sound of that animal and/or make an action like that animal, or have just the volunteer make the noise and have the other students guess the animal. Continue until all children have had a chance to act out an animal. Say, **God made a wonderful world. He filled it with interesting animals. God also blesses us by giving us fun times like these to share together.** (*P.1.1.2.2*)

Concentration

(Circle Time) Have the children sit cross-legged in a semi-circle. Practice clapping twice, then patting their legs twice to keep the rhythm. After establishing the rhythm, say on the first set of claps, **God made . . .**; and then do 2 leg pats. On the next 2 claps, say, **puppy dogs** (or other words from the list below), and then 2 leg pats. After you complete this, do it again with the children speaking with you. Continue with the words on the list, as you speak the verse and then repeat it with the children speaking too. (*P.4.2.2*)

GOD MADE . . .

Puppy dogs

Kangaroos

Sunshine

Families

Ocean waves

Apple trees

God Loves and Cares for All

(Circle Time) The following finger play reminds us of signs of autumn while providing an opportunity to practice counting skills. Have children hold up the corresponding number of fingers. (*P.1.2.1*)

1 big pumpkin for sale in town,
2 red leaves falling down, down, down,
3 acorns in a small squirrel’s mouth,
4 big geese flying way down south,
5 friends playing outside in the fall,
Our wise God loves and cares for all.



Little Boy Blue

(Nursery Rhyme) Take an old, familiar rhyme and discuss it.

Little Boy Blue, come blow your horn.
The sheep’s in the meadow; the cow’s in the corn.
Where is the boy who looks after the sheep?
He’s under the haystack, fast asleep.

Ask, **Is the boy taking care of God’s creation? Is he doing the job he was asked to do? What will happen to the corn if the cow is walking in it? Will the farmer be able to harvest corn to eat in the fall?** Together as a class, write a letter to Little Boy Blue telling him why he should take care of the sheep and the cows he is in charge of. Remind him that God forgives us because of Jesus. Show pictures of farmers harvesting the corn in the fall. Pray that God blesses farmers with a good harvest that fills their storage bins to the very top. (*P.3.3.7*)

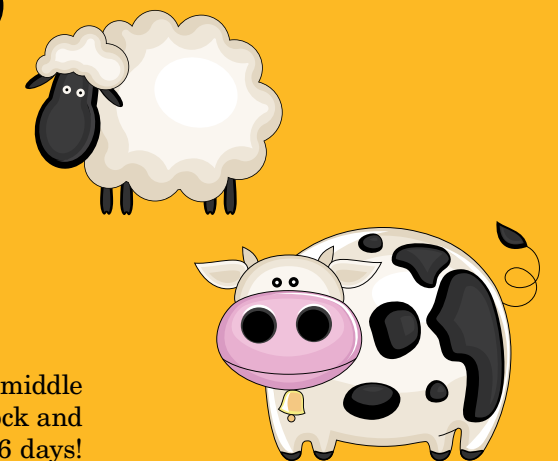
Hickory, Dickory, (No Dock)

(Nursery Rhyme) Take the old and make it new.

Hickory, dickory, dee,
God made you and me.
He made the sky. He made the sea.
Hickory, dickory, dee.

Hickory, dickory, doo,
God made me and you.
He made some sheep. He made cows too.
Hickory, dickory, doo.

Children can substitute other items God created for the middle lines of each stanza. Use the original poem and bring a clock and discuss the time it took for God to create our world—just 6 days! Show how 2 times around the clock is 1 day, 24 hours. (*P.2.2.4*)



AUTUMN



Confetti Leaves

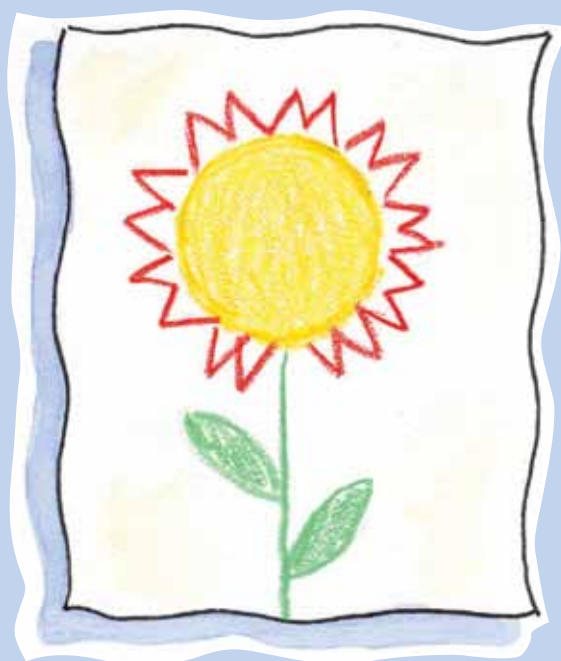
(Art) Talk about how beautiful God's creation is when the trees change color in autumn. Show pictures of the colorful trees. Provide each child with a brown construction paper tree trunk. Have them glue it to a piece of white construction paper. Have children add dots of glue ("leaves") on the tree branches. Provide red, yellow, and orange confetti (you can make it with a paper punch and colored paper) to sprinkle on the trees. Shake off the loose confetti into a box so that someone else may use it on another tree. Title the picture "God's Beautiful Colors." (P.4.1.1)

Creation Wind Socks

(Art) Provide each student with a white sheet of paper with 6 boxes outlined on it—1 for each of the 6 days of Creation (3 on the top half and 3 below that). Have students draw the following in the boxes:

- Box 1—light (yellow)
- Box 2—sky and water (blue)
- Box 3—trees and plants (green)
- Box 4—sun (yellow)
- Box 5—birds and fish (on blue sky and water)
- Box 6—land animals and 2 people (on green grass)

Turn the paper over and tape strips of crepe paper along the bottom edge. Roll the paper in a cylinder and tape or staple the ends together. Attach a string for a hanger so that students can hang up their "Days of Creation" wind sock. (P.4.1.2)



W Flowers

(Art) Model this activity as the children listen and follow your directions. Provide each child with a piece of white drawing paper.

1. Starting at the bottom and working up toward the center, draw a green line, like a flower stem, to the center of the paper.
2. Draw and color in a yellow circle at the top of the line, like a candy lollipop.
3. Print Ws around the yellow circle to make the red (or pink or purple) petals of a flower. Show students how to start at the bottom and turn the paper around so they can make the Ws correctly.
4. Add leaves to the stem of the flower.

Option: For a challenge, let children make each W a different color. (This will look nice and it will emphasize the W shape.) (P.4.4.1)

Musical Ws

(Art/Music) Display a large letter W. Present several verbs that start with the letter W: walk, whistle, wink, wiggle, waddle, work. Have children act out each word you mention. Say, **The letter W also reminds me of the words "Wonderful World." God made a wonderful world for us to live in!** Provide each child with black paper and a white or yellow crayon. When you begin playing music, children should begin to write white Ws on their paper. When the music stops, they should pass the paper to the person on their right

and wait for the music to begin again. When the music begins, they can write more Ws on the new paper until the music stops. Continue passing the papers to the right. They may turn the paper over when it begins to get full, but encourage them to fill in all the page with Ws of all sizes and at all angles and locations. You may want to use Georg Friedrich Handel's *Water Music*, Suite no. 2, Allegro to emphasize the letter W, or Antonio Vivaldi's *Four Seasons*, "Autumn," Concerto no. 3 in F-major, op. 8 to emphasize the theme. (P.2.3.12)



Creation Mural

(Art) Work together on a mural to represent the days of Creation. Use a long, skinny sheet of mural paper (cutting it in half along its length to avoid big empty spaces). remind the children of what God said about His creation each day: "It was very good." Remind them that God rested and enjoyed His creation on the 7th day. Play the song "What a Wonderful World" sung by Louis Armstrong for the children as they work. *Optional:* If you have an ink stamp that says "good," use it to stamp that word all over the mural of God's creation! (P.4.1.5)

Light and Dark

(Color/Shape) When God created the world, He made it in the shape of a circle. The sun is also a circle. Have children look for circles around the classroom. Use a flashlight and a globe to show them that the sun only shines on half of the globe at a time. This gives us day and night, a time to work and a time to rest. Give each child a small circle of white paper (about 4 inches wide). Have them color one side yellow and one side black to represent day and night. When you sing the following verse (to the tune of "Mary Had a Little Lamb"), children are to hold up their circles, flipping them back and forth to indicate day or night. (P.1.8.1)

Jesus gives us day and night,
Day and night, day and night.
Jesus gives us day and night
So we can work and rest.

Create

AUTUMN

Studying Leaves



(Science) Take a nature walk and gather numerous leaves—green, yellow, red, orange, brown. Have the children sort the leaves by color, by size (large or small), or by shape. Have the children put the leaves in order by size from smallest to largest. Ask them why certain leaves are brown and crunchy. Have them tell what they observe about the leaves. **God is an amazing artist, creating so many different kinds of trees and**

plants. He designed them just right, so their leaves fall off in the fall when the trees don't need food in the winter!

God gave the leaves a variety of textures, shapes, and sizes. He made the leaves different from one another, just like we are different from one another. Have students find 3 or 4 leaves outside that have not yet dried up. Show them the “veins” of the leaves and tell them that is how food and water travel through the leaf, just like the blood travels through our bodies. Say, **Look at your arms. Can you see your veins?** Place a piece of white paper over the leaves and have children make leaf prints by coloring over the leaves with a crayon. They can make one leaf print per page or make a collage of leaf texture prints. (P.1.14.1)

Touchdown

(Math) Autumn is the season for football. Talk about how the cooler nights God gives us in autumn are a good time to play football—much better than the hotter days or nights of summer. At a center table, place a 12 × 18-inch piece of green construction paper with white lines drawn (with crayon or chalk) to represent a football field. Draw the first end zone line at 4½ inches. Make it thick. Then draw 9 more lines every inch after that until you reach 13½ inches. At that point, draw another thick end zone line (4½

inches from the other end). Give each student a game piece marker and a number cube. Have them place the marker on the first end zone line. Roll the number cube and move that many white lines. (Have students move according to the lines, not the spaces.) They score a touchdown when they reach the other end zone. (You can decide if they need to have the exact number on the number cube to reach the end zone line, or if the number can be higher than needed.) Teach children to stretch their hands above their heads like the officials do to signal a touchdown. (P.2.1.4)



Water Squirter Scientist

(Science) Use this activity to help children investigate the difference between what God created and what people have made. Give children a spray-type water bottle. Take the children outside and have them spray things that God created. If people have made it, they should not spray it. If time allows, you can also talk about how God has given people the ability to make things out of the things that He created. For example, we use wood from trees to build houses and furniture, cotton from plants to sew clothes, and so on. Remind children that if they do not use the squirter appropriately, it will be taken away. (P.1.1.3.2)

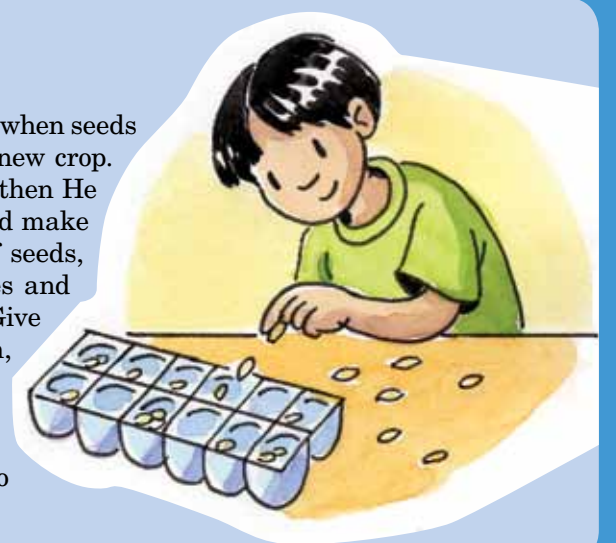
Autumn Graphing

(Math) When God created the world, He gave us the sun, moon, and stars to help us keep track of the seasons. There are many blessings of autumn that people enjoy. Choose 3 favorite things about autumn and make a graphing chart for students to use to take a survey of what people like about autumn. The graph might include things like cooler weather, colorful leaves, football, birds flying south, and so forth. For each blessing, include a picture and label it. Arrange

a time with another teacher when your students can ask that class about their favorite thing about fall. Or give your students time to survey parents as they start to pick up the children in the afternoon—even parents from other classes. Have each child place his or her chart on a clipboard, and give each child 5 stickers. They can give 1 sticker to each person they survey, and that person can put the sticker next to his or her favorite fall activity. The graphs can be displayed in the hallway. (P.1.1.2.1)

Sorting Seeds

(Science) Autumn is the season of the year when seeds are gathered to plant in the spring to get a new crop. God created the plants with His words, and then He gave them seeds to continue to reproduce and make more plants. God created different kinds of seeds, just like He created different kinds of leaves and different kinds of people. Each is special. Give children a mixture of seeds (such as, corn, beans, sunflower seeds). Using an egg carton, have children sort the seeds into their various kinds. Share Genesis 1:11–12, where it talks about the seeds and plants “according to their own kinds.” (P.1.1.3.1)



Count the Falling Leaves

(Math) Show children a basket of fall leaves, either paper or artificial. Hold the leaves high above your head and drop them to the ground. After they land, show a pile of number cards (numbered 1–5 or 1–10, depending on the children's ability). A child draws a number card and then picks up that many leaves to put back in the basket. He or she then draws another card and continues to pick up leaves in this manner or take turns until the leaves are all collected. Close with the following song to the tune of “London Bridge.” (P.1.2.4)

Autumn leaves are falling down,
Falling down, falling down.
Autumn leaves are falling down.
It's God's good plan.

God will grow new leaves next spring,
Leaves next spring, leaves next spring.
God will grow new leaves next spring.
It's God's good plan.



Explore

AUTUMN

Rhyming Race

(Social Game) This game is best played in a gym. The children will line up on the baseline at one end of the gym, and the teacher will stand just ahead of them. The teacher will call out pairs of words that tell something that God created. If the words rhyme, the children should run down to the other baseline and back again. They are to stay on the line if the words do not rhyme. Examples of pairs are: horses and cows, trees and bees, skies and flies, flowers and fish, dogs and hogs, cats and bats, plants and petunias, rice and mice, logs and frogs, rivers and lakes, moon and baboon, and so forth.



Clap Your Hands

(Social Game) Have children stand in a circle. You will say a phrase for each day of Creation, ending with “and it was good.” That will cue this response by all the children:

Clap your hands! (*Give a high five to the person on their right.*)

Praise the Lord! (*Give a high five to the person on their left.*)

Practice the refrain a few times, then continue with the following verses. (P.3.2.6)

On the 1st day: God made a light that was very bright, and it was good. *Refrain*

On the 2nd day: God made seas below and sky above the color blue that we all love, and it was good. *Refrain*

On day 3: By saying “Let it be,” you know, God made dry land and plants that grow, and it was good. *Refrain*

On day 4: God formed the shape of Day 1’s light into sun, moon, and stars so bright, and it was good. *Refrain*

On day 5: What more could there possibly be? Birds in the air and fish in the sea! And it was good. *Refrain*

On Day 6: Next came the animals you’d see in a zoo, and they were joined by people too! And it was good. *Refrain*

Day 7, at last: God looked and saw it was the best; it’s time, He said, to take a rest. And it was good! *Refrain*

Waffle Rollups

(Snack) Read Genesis 1:12. Talk about how seeds are created by God to produce certain plants. We would not plant a flower seed and expect a banana to grow. God designed the seeds that way. Have the children feel the seeds on the outside of a strawberry.

Use frozen waffles and a toaster. (Teachers or other adults should remove the hot waffles from the toaster using bamboo tongs to model for the students.) Set a waffle on a plate, and let each child put a little strawberry jam and some strawberry slices on the waffle. (The jam will help hold the strawberry slices in place.) Children can roll up their waffles and eat a big bite with a special, sweet middle. (P.1.8.1)

Relate



TEACHER GUIDE

Preschool B

Unit 2 : October

God Blesses Families

Week 9—God Has a Plan for His People

MOSES' BIRTH

EXODUS 2:1-10

Discovery Points

Law: Sometimes bad things happen and we don't know what to do.

Gospel: God has good plans for us. He gave us salvation through Jesus, His Son.

Sanctification: Through the power of the Holy Spirit, we recognize that God is almighty, and we trust God to help us, now and in the future.

Background

Our God is the God of surprises. The story of Moses' birth illustrates this beautifully. Two mothers play their part. One mother uses common river reeds to hide her baby from the murderous Pharaoh. The other uses her royal power to protect the same child. Both mothers prepare Moses for his role in God's plan to save His people.

This lesson is a building block in teaching children to trust God with their future. Parallels are drawn to show how families are part of God's plan for our well-being. Scary and sad things are no match for God's power to protect and save. Whether a floating basket or an Easter basket, we learn that all Bible stories point to the Savior.

The Holy Spirit reassures us, "We know that for those who love God all things work together for good, for those who are called according to His purpose" (Romans 8:28). Our God is the God of surprises, and He has a loving plan for your life as well.

Bible Words

*My times are in Your hand.
Psalm 31:15*

Week 9

Day 1 Materials

- Basket with baby doll and 2 blankets
- Watch or alarm clock
- Zippy puppet
- Simple jigsaw puzzle

Day 2 Materials

- Paper plates
- *The Story Bible* (available from CPH)
- *Tiny Baby Moses* (a CPH Arch Book)
- *Hide the Baby* (a CPH Hear Me Read Book)

Day 3 Materials

- Baby Moses cuppettes
- Reproducible 9
- Small photo of each child's face

Day 4 Materials

- Grassy play scene
- Flannelgraph figures
- Reproducible 9



Wrap a full-size baby doll in a blanket and place it in a basket, then hide the basket under another small blanket. Have students sit in a circle. Sing or chant:

**A tisket, a tasket. There's something in my basket,
Each of you can take a guess, before I lift the blanket.**

Allow students to guess or ask a question about what is in the basket; continue until all students have had an opportunity, even if someone guesses correctly. Uncover the basket with the baby doll. Say, **This Bible story is about baby Moses. Stand up and copy my motions and sounds.**

Remember the story of Joseph? Tap your head. **He became an important leader in Egypt. He saved many people from starving from hunger.** Rub tummy. **Joseph's whole family and his brothers and their families moved to Egypt.** Reach out as if in a group hug. **But now it is many years later. There is a new King Pharaoh in Egypt. He is a bad king.** Place hands on hips and look mean. **He was mean and made the people of Israel his prisoners and slaves. The people needed God's help.**

During this time, a baby boy was born. Pretend to hold baby, and rock it. **His mother, father, sister Miriam, and brother Aaron, were so happy!** Clap and jump up and down. **But that mean King Pharaoh wanted to take the baby away.** Wearing a shocked expression, say, **Oh no!**

The mother made a plan to hide the baby. Point to head. **She wove a basket and put tar on the bottom to keep water out.** Pretend to weave and smear tar. **She put the baby in the basket and took it to**

the river. Walk in place on stealthy tiptoe. **She hid the basket in the water behind the tall river grass.** Holding fingers to lips, make a **Shhhh!** sound.

Miriam watched over her baby brother in the little basket boat. Put hands up by eyes; dart eyes left and right. **Oh no! Here comes Pharaoh's daughter, the princess, with her servants to take a bath.** Say, **Uh-oh!** and look shocked. **The princess found the baby! The baby started to cry.** Cry, **"Wahhhh!"** The princess felt sorry for the poor baby.

Miriam had to think fast! She came up with a plan. Point to your head. **"Princess, I know a woman who could help take care of that baby," she said.** Hold hands outstretched, palms up. **Miriam brought her own mother, and the princess told the mother to take the baby home and raise him.** She even paid her money to do it. **Soon Miriam's mother was taking care of her new baby boy right under Pharaoh's nose!** Clap and jump.

When the baby grew bigger, the mother brought him back to the princess. The princess named him **Moses.** **Moses' mother, sister Miriam, and the princess were all part of God's plan to keep Moses safe from Pharaoh.** Isn't God wonderful? He has plans for you too as you grow up to love and serve Him!

Let's pray: Dear God, thank You for loving us like you loved baby Moses. Thank You for the Holy Spirit who helps us remember that You are stronger than sad or scary things. Amen.



Practice the Bible Words: "My times are in Your hands." Hide a watch or alarm clock in the room. Whoever finds it gets to lead the class in saying the Bible Words. If the same person finds the watch twice, pick another student to lead. Each time, add a few more students to help the leader so everyone gets a turn to lead. Say, **At breakfast time, at playtime, at lunchtime, at storytime, at TV time, and at bedtime—whatever time it is, we know we are in God's hands. He watches over us and cares for us. So we say to God, "My times are in Your hands!"**



Use the Zippy puppet, and have students sit in a circle. In the center of the circle, on the floor, scatter six to ten pieces of a large jigsaw puzzle. Some pieces should be facing up and others should lie facedown.

Zippy: *(Moving pieces around)* Arghhh! This is so hard!

Teacher: What's the matter, Zippy?

Zippy: I just can't figure out this puzzle!

Teacher: Did you follow the Puzzle Plan?

Zippy: What's the Puzzle Plan?

Teacher: It's the plan people follow when they are putting a puzzle together. You follow the plan while I say the steps. *(As you recite the steps, use the puppet to put the puzzle together.)*

Step 1: Turn all the pieces face up.

Step 2: Find the corners. They have two straight edges.

Step 3: Find all the pieces with one straight edge to connect the corners.

Step 4: Match the rest of the pieces by shape and color.

Zippy: *(Finishing puzzle successfully)* Ta-da! Thanks, Teacher!

Say, **It is a good thing I had a Puzzle Plan for Zippy. It is even better that God had a plan for baby Moses. God planned a way to protect baby Moses because God also had a plan for Moses when he grew up and became a man. God's plan was that one day, Moses would lead his people away from the bad king of Egypt. Moses would lead his people to a new land and to freedom!**

God also has a good plan for each of you. He has plans to help you each day, and He has plans for you when you are a grown-up. And best of all is His plan to forgive your sins and save you. God's plan was to have Jesus come to save us from sin by dying on the cross and coming alive again at Easter. If we believe in Jesus as our Savior and trust in God's plan, we will be blessed by Him forever in heaven.

Note: Have several easy puzzles in a basket at a center. Spread out to prevent mix-ups. Review the Puzzle Plan steps. Have an illustration or photo of each step so children can "read" the plan.



Before class, prepare paper plates with a happy face on one side and a sad face on the other; prepare a plate for yourself and for each student. Distribute plates to the children; as you tell the story, they will hold up the side that corresponds to the events in the story—and to the side you are holding up.

Many years ago, the people of Israel lived in Egypt. They trusted God, and God loved them very much (hold up happy face). Then the people of Egypt made them prisoners and slaves. They had to work very hard and were treated cruelly (hold up sad face). But God was with His people. He had a plan to rescue them someday (happy face).

Pharaoh, the king of Egypt, was very mean (sad face). He made a rule that all boy babies in Israelite families would be killed (sad face). One family, a mom, a dad, a brother, and a sister, were happy

to have a new baby boy (happy face). But they were afraid the baby would die (sad face). So they made a plan to rescue the baby. They trusted God to keep him safe (happy face).

The baby's mother made a basket that would float like a little boat. She placed her baby boy in the basket-boat and place the boat in the river (happy face). The tall grasses in the river would hide the baby from the bad king.

Continue in this manner as you tell of Miriam watching the baby, the danger of Pharaoh's daughter seeing the basket, the miracle that the princess loved the baby and wanted to keep it. Another miracle was that Miriam was able to bring her own mother to take care of the baby. God had a special plan that this baby would grow up one day and rescue the people of Israel from their enemies!



Review the Bible lesson by reading pages 98–100 from *The Story Bible*. Also consider reading any of these CPH books any day this week to reinforce the Bible lesson and to present other art features: the Arch Book *Tiny Baby Moses* by Julie Dietrich; the Hear Me Read Book *Hide the Baby* by Mary Manz Simon; and the board book *The Basket in the River* by Gloria McQueen Stockstill.



Use two of the happy/sad plates from the earlier activity; you'll display the happy side of one and the sad side of the other. Before class, prepare two more plates, one with a mad face (eyebrows slanted downward, straight line mouth) and one with a scared face (very round eyes, zigzag mouth). Have students sit in a circle. As you talk, hold up the plates. Say, **Sometimes we feel happy** (hold up happy face), **sad** (sad face), **scared** (scared face), **or mad** (mad face). I'll ask some questions. Point to the plate with the answer. Hold all the plates, or lay them out so students can see and point to them. In our Bible story, how do you think the baby's mother felt when she had to hide her baby from the mean king? Point and discuss. How did Miriam feel when

she talked to the princess? Point and discuss? How do you think the princess felt when she found the baby? Point and discuss. We have those same feelings. Use the plates to discuss storms, being told no, going to a birthday party, and so forth. Let the children give examples that relate to each feeling.

Sing "When I'm Feeling Scared or Sad" (*LOSP*, p. 38). Pray together, having the children repeat each phrase after you: **Dear God, / sometimes we forget / that You are still helping us, / even when sad things are happening. / Help us remember / You have good plans for us. / Thank You most of all / for sending Jesus / to save us / and to forgive our sins. / Amen. /**



Say, This week we are learning about baby Moses. You and Moses are alike in a very important way. God blesses you with a family who loves you and takes care of you. Listen to a song verse about God blessing us in our families. Sing the following to the tune of "Sing a Song of Sixpence":

God gave me a family.
I love them; they love me.
I have arms to hug them.
We laugh so joyfully.
We can help each other,
And gladly we will share.
It's so great to be with them
And know they always care.

Discuss with the children actions that could be added to each line. Try the song using their suggestions (hugging self, laughing, shaking hands, etc.).

There are other ways that you are like Moses. God had plans for Moses; God has plans for you. Moses grew each day as God watched over him and

blessed him. You grow each day as God watches over you and blesses you. God blesses you as you grow and learn and play each day. Sing the following to the same melody.

God gave me a body,
Growing tall and strong,
Arms to hug my family,
A mouth to sing a song.
Legs to run a fast race,
A nose to smell a rose,
Ears to hear the Word of God,
And sleepy eyes to close.

Point out that next week, we will find out what happened to baby Moses when he grew up to be a man. God was still with him and blessing him. God promises to be with the children in your class as they grow up. Pray: **Dear God, please be with each of these children as they grow up to be men and women. Be with them in all the years of their lives. Keep them in faith in Jesus as they grow older. Thank You for always being near. Amen.**



Use the cuppettes that illustrate the Bible story of baby Moses (see the Web site). Attach each cuppette picture to an upside-down paper cup. Later, let the children use the cuppettes at a center to tell each other the story.

We'll use our cuppettes here, to tell this Bible story:

God saved a baby boy, showing us God's glory!

(Point to sky.)

The mom who had this baby, and loved him every day,

Hid him from the ones who would have taken him away.

(Hold baby cuppette in hands and rock, saying, "Goo-goo.")

She wove a special basket; some tar would help it float.

The river grass would be the place to hide the baby's boat!

(Fingers to lips, say "Shhh," and place baby cuppette behind river grass cuppette.)

The baby's sister Miriam, acted like a spy,

She kept a lookout near the basket, with a watchful eye.

(Holding hands on either side of eyes, move eyes back and forth; place Miriam cuppette next to baby cuppette behind grass.)

A princess bathing in the river, found the little one.

Later, she would bring him home, and raise him like a son.

(Princess cuppette moves to "find" baby cuppette; move both cuppettes away from Miriam and grass.)

But first his sister, Miriam, would call out brave and bold,

"I know someone who babysits. She's very good I'm told."

(Run Miriam's cuppette up to the princess cuppette.)

The sister brought her mother, and though they had been sad,

The mother got to care for him, and that made them so glad.

(Wipe tears on face, then smile.)

Sometimes we, too, have trouble, and want to run and hide,

Like Moses, God has plans for us. He's always by our side.

(Point to heaven, and hug self.)



To review the lesson, sing "Sleep, Baby Moses" to the melody of "Rock-a-bye, Baby." The first time through, the teacher can sing the song as the children pretend to rock the baby—but not in the traditional back and forth manner. They are to bounce their rocking arms because the baby is being rocked by the water ripples on the river. The second time through the song, have children echo each line that you sing.

**Sleep, baby Moses,
Gently you float.
Miriam is watching
Your basket-boat.
You're not alone,
For God from above
Is also there keeping
You safe in His love.**

**Sleep, baby Moses,
In your basket-bed.
God's holy angels
Watch by your head.
You're not alone,
For God from above
Is also there keeping
You safe in His love.**



Distribute copies of Reproducible 9. Say, **God used baby Moses' family to protect him. They placed him in a floating basket to keep him safe. God also blesses you! God uses your family to protect you! Whenever you travel in a car, your family places you in a special car seat to keep you safe!**

Thank You, Jesus, for loving us and giving us families that watch over us and take care of us!

Your family—your mom and dad and everyone else in your family—are ways God blesses you and takes care of you because God has good plans for you!

Let children color the pictures, drawing their own face or gluing their own photo on the modern-day picture.



Use the grassy outdoor play scene and the figures that relate to this week's Bible story along with the following poem to review the story of baby Moses. (The flannelgraph figures are another visual alternative to use.)

Watch out, baby Moses!
The pharaoh king is mean.
Watch out, baby Moses!
You don't want to be seen.

Watch out, baby Moses!
Your mom and dad take care.
Watch out, baby Moses!
They go to God in prayer.

Watch out, baby Moses!
Your little basket-boat—
Watch out, baby Moses!—
In River Nile will float.

Watch out, baby Moses!
Your sister will watch all—
Watch out, baby Moses!—
Through grassy reeds so tall.

Watch out, baby Moses!
The daughter of the king!
Watch out, baby Moses!
What trouble will this bring?

Happy baby Moses!
The princess loves the child.
Happy baby Moses!
She looked at him and smiled.

Happy baby Moses!
You do not need to fear—
Happy baby Moses!—
For God is always near.



Stand and sing "Moses" to the tune of "B-I-N-G-O." Clap on each letter of his name.

Miriam watched the baby boy
Floating in the river.

M-O-S-E-S,
M-O-S-E-S,
M-O-S-E-S,
Moses was his name-o!

A princess found the baby boy
Floating in the river.

M-O-S-E-S,
M-O-S-E-S,
M-O-S-E-S,
Moses was his name-o!

The baby grew to be a man,
Called to be God's helper.
M-O-S-E-S,
M-O-S-E-S,
M-O-S-E-S,
Moses was his name-o!



Look again at Reproducible 9, emphasizing that God blesses us through family members who take care of us. Reinforce the concept of families taking care of children today by reading the following, adapted from a poem by Marilyn Wiesehan.

Jacob John is five years old and brave as brave can be.

Today he's going off to school to learn his ABCs.

But as he jumps into the car, he hears his mother say,

"Please stop and wait, dear Jacob John,
And always put your seat belt on."

(Students repeat last line while pretending to buckle seat belt.)

Jacob John is five years old and brave as brave can be.

Today he's going fishing for the monsters in the sea.

But as he jumps aboard the boat, he hears his grandpa say,

"Please stop and wait, dear Jacob John,
And always put your life vest on."

(Repeat while pretending to put on life vest.)

Jacob John is five years old and brave as brave can be.

Today he's digging treasure in the backyard by the tree.

But as he's running out the door, he hears his grandma say,

"Please stop and wait, dear Jacob John,
And always put your sunblock on."

(Repeat while pretending to rub on sunblock lotion.)

Jacob John is five years old and brave as brave can be.

Today he's racing on his bike for all his friends to see.

But as he pedals down the drive, he hears his father say,

"Please stop and wait, dear Jacob John,
And always put your helmet on."

(Repeat while pretending to put on helmet.)

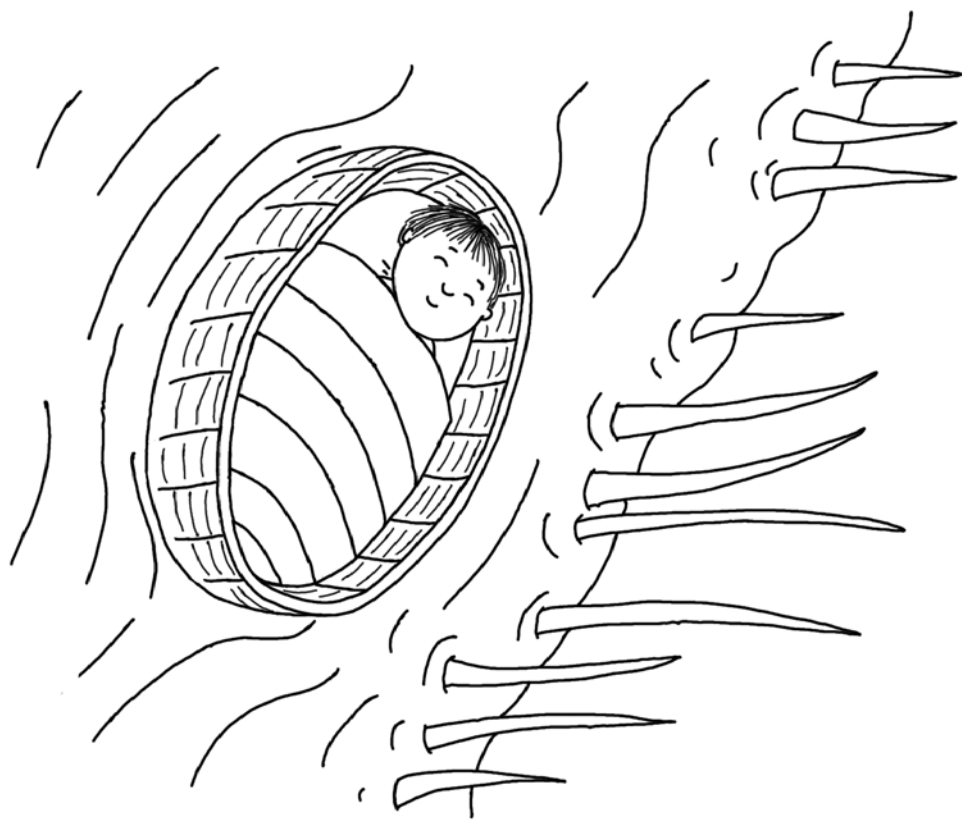
Jacob John is five years old and brave as brave can be.

Tonight he's praying by his bed upon his bended knee.

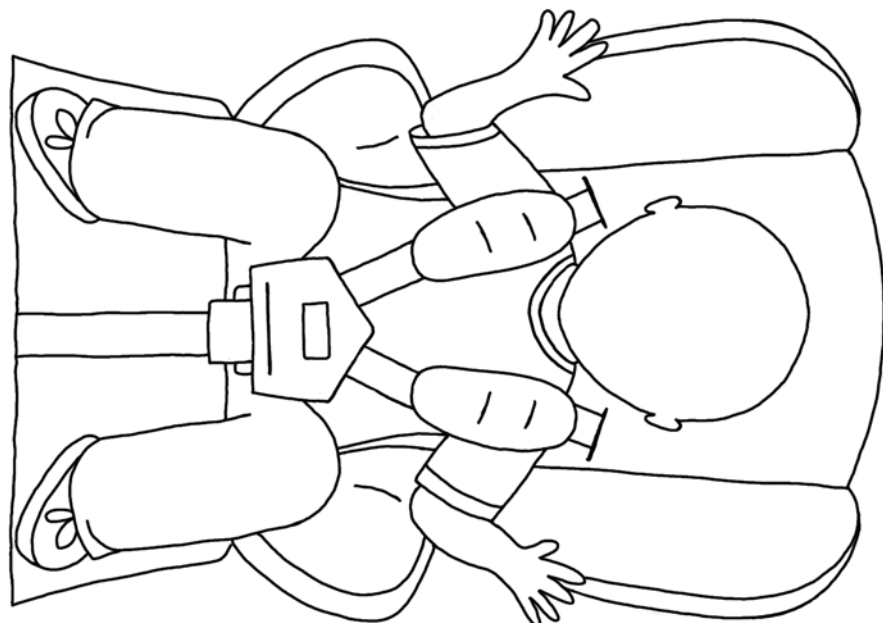
"Oh thank You, Jesus, for the ones who care for me each day.

Good night, dear Lord, from Jacob John,
And now I'll turn my night-light on."

(Repeat while on knees with praying hands; pretend to flip switch.)



God Blesses Us with Families Who Take Care of Us



FAMILIES HELP CARE FOR US

God Has Plans for You

(Worship) Create a bulletin board display titled “God Has Plans for You.” Ask students what they would like to be when they grow up. Take pictures of them pretending to do that job. Print the pictures with a sentence strip below each saying something like: *Ryan wants to be a cowboy.* (If pictures are not possible, write students’ names next to a list of job choices.) Add a couple of pictures to the display each day and say, **God had great plans for Moses when he became a grown-up. God has great plans for you too.** Pray each day for students whose names are added that day. Pray, **Dear God, please help** (names of students added that day) **to love and serve you when they grow up. With the Holy Spirit’s help, Amen.** (P.3.3.7)

Musical Invocation

(Worship) Sing each of the following lines going either up or down the musical scale.

(Up) **In the name of God the Father.**

(Down) **In the name of God the Son.**

(Up) **In the name of God the Spirit.**

(Down) **Praises to the Holy One!**

Sing the invocation again, adding hand motions to indicate the rising or falling of the melody notes. Invite children to join in singing or in actions. Try this again, using the tones on a small xylophone to accompany the rising and falling musical lines. Use some of these methods at the beginning of worship on other days. (P.4.4.2)

Gathering Song

(Worship) Sing to the tune of “Are You Sleeping?” On the last line, point to each individual child, singing the line over and over again until you have pointed to each person present.

Come and worship, Come and worship.

Sing God’s praise, Sing God’s praise.

God has good plans for you—

God has good plans for you—

You and you, You and you . . . (Repeat as needed.) (P.4.4.1)

FAMILIES HELP CARE FOR US

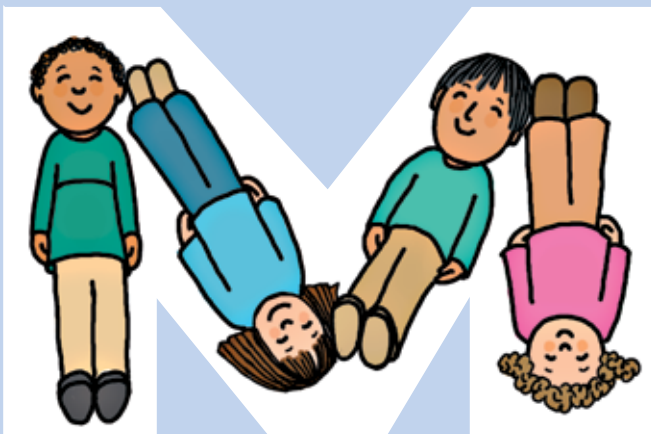
Forming Letters

(Circle Time) Children will work together to form the shape of a capital letter on the floor. (Usually 2 or 3 children will be needed for each letter.) After a group forms a letter, everyone watching should clap. With each letter choice, say this little poem:

We cannot go outside.
I wonder what to do?
Let's have some letter fun
Made out of me and you!

I'll take the letter _____,
I'll pick some boys and girls.
Sometimes you will be straight,
And sometimes you'll form curls.

Continue until each child has the opportunity to participate twice. (P.2.3.3)



Names of Letters

(Circle Time) Place uppercase magnetic letters in a basket. Sit in a circle. Say, **I have uppercase alphabet letters in my basket. Catch the letter when I toss it to you, and say its name. The rest of us will help if you get stuck. No one is to help until I say to help.**

Toss the letters until everyone has had a turn. Have enough extra letters in your basket to spell **MOM** in the middle of the circle at the end of the game. See if anyone can read the word. Say, **Both Moses' mom and the princess, Moses' adoptive mom, were part of God's plan to keep Moses safe. Your family is also part of God's plan to protect you and help you grow in His love.** (Similarly, discuss other family members: **DAD, SIS, BRO.**) (P.2.3.3)

Q-Q-Q Names

(Circle Time) Use a large bouncing ball. Stand in a circle. Say, **The letter Q has the /kw/ sound. Say /kw/ with me. These words start with the letter Q. Say them after me: quail, queen, quilt, quack. Let's see what our names would sound like if they started with the letter Q.** Demonstrate with your name. Bounce the ball once to a student. Have that child say his or her

name but begin it with a Q sound (for example, "Mary" becomes "Quary," and "Will" becomes "Quill"). That student bounces the ball once back to you, and you bounce it to another student. Play until everyone gets a turn. Ask, **In our Bible story, who gave the baby the name "Moses," his mother or the princess?** (The princess) The princess named him Moses because she took him from the water (Exodus 2:10). (P.2.3.1)

Reformation Rhyme

(Literature) During the month of October, you may wish to also study Martin Luther, perhaps by using the CPH Big Book *The Adventures of Martin Luther* by Carolyn Bergt. Also consider using this poem by Marilyn Wiesehan to focus on significant ideas of the Reformation.

Luther said "God's Word is clear." (*Hold hands like a book.*)
These are four things to hold dear: (*Hold up 4 fingers.*)
Grace, the Bible, Jesus too, (*Form finger crosses.*)
Faith in these will see you through. (*Hold hand on heart.*)
All are gifts from God above, (*Point to sky.*)
Given freely, out of love. (*Hug self and smile.*) (P.4.4.1)

FAMILIES HELP CARE FOR US

Q-Q-Q

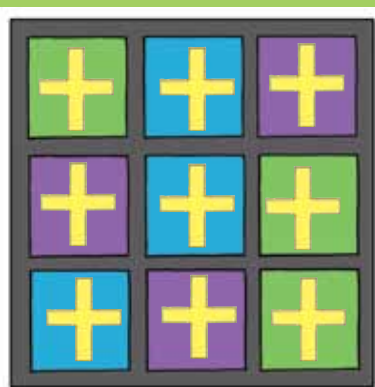
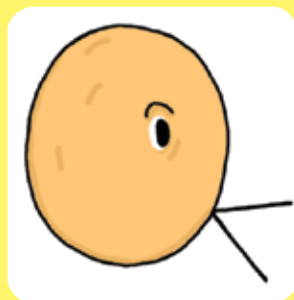
(Art and Letters) Practice the letter *Q* as you say the poem “Old Man Q.” Have the students write the letters in the air. Make sure you start at the top and go counterclockwise to teach correct writing motion; face away from the children as you model this so they can imitate your exact motions. Use a child voice for the *O* part and an old man’s voice for the *Q* part in the poem.

(Child’s voice:) **I am the letter O, as round as round can be,
I love to roll down hills, flying fast and free!**

(Old man’s voice:) **I am the letter Q, as round as round can be,
But I must use a cane; it helps me walk, you see.**

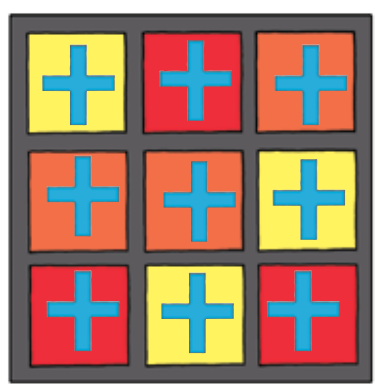
On paper, let students practice making *Q*s in different colors. Help them start from the top and go counterclockwise. Always add the “cane” at the end.

On the board or a piece of poster paper, make a large *Q*. Add an upward diagonal line above the “cane” to make a duck’s bill. Add an eye for the side view of the duck. Ask, **What word with the /Qq/ sound does a duck make?** (*Quack, quack*) Let students make their own quacking ducks. (P.2.3.12)



Paper Quilts

(Art) Another *Q* word is *quilt*. Bring in a quilt and say, **Quilt starts with the letter Q.** Tell how quilts are made by piecing together different shapes and colors of fabric. Work together on piecing together a paper quilt. Give each student an 11-inch square of black paper for the quilt background and 3-inch squares of colored paper for the quilt blocks—3 squares each of blue, purple, and green. Children may arrange and rearrange the colors on the black paper in any pattern they want. When they are happy with the pattern they have made, they may glue the squares in place. Suggest that they leave black space between the colors to outline them. Point out that these 3 colors are in the same “family.” **That is why they look good together. They are called “cool”**



colors because they remind us of a cool mountain stream.

Another day, do a similar project using the “warm” colors of red, orange, and yellow. Point out, **These colors remind us of a warm, sunny day at the beach.**

On another day, decorate the quilts of cool colors. Make crosses from rectangles of the warm colors and glue them on the cool squares. Point out that the warm colors brighten up the softer cool colors.

On another day, decorate the quilts of warm colors with crosses made from rectangles of the cool colors. The cool crosses soften up the brightness of the warm squares. You may want to introduce the word *contrast*: **The warm and cool colors are very different; they contrast with each other. Contrasts look good together too.** (P.4.1.2)

Blended Chalk

(Art) Use dark blue construction paper and sidewalk chalk in blues, purples, and greens only. Students should wear paint smocks or old shirts. Have baby wipes ready for cleanup.

Display a copy of Monet’s *Water Lilies*, a well-known piece of Impressionist art. (Use the Internet or library books to find an example.) Say, **This is a picture done by Claude Monet. Tell me what you see in his painting.** Point out that it shows a pond of water with flowering plants floating in it. Note how it looks blurry, the

way things look if you open your eyes underwater in a pool. Say, **Cool colors like purple, blue, and green remind us of the Nile River water that hid the baby’s basket.**

Say, **Let’s use the cool color family of blues, purples, and greens. Those colors remind us of cool water. The chalk helps create that blurry look like Monet used.** Demonstrate how to make quarter and half dollar-size circles/spots of different colors next to one another. Blend and fuzz edges with fingers. Encourage children to fill the page as much as possible. (P.4.1.1)



© SuperStock/SuperStock

Family Artifacts

(Family Project) His family was very important to Moses. God blesses us with our families too. Give each child a paper bag. Ask them to take the bag home, find 3 or 4 things that remind them of their family, and return the bag to school. Suggest that items might include a favorite family snack, a game family members play together, a decorative item from the family room, a souvenir from a family vacation, and so forth. Send a note home asking for parent involvement in this activity. Let children show and explain the artifacts collected. Thank God for each special family. (P.3.3.1)



Create

FAMILIES HELP CARE FOR US

Solids and Liquids

(Science) Display 3 clear containers that have different shapes. Put a lump of clay into one container; move it to the next, and then move it to the last one.

Ask what the children observe about the lump of clay. (It stays the same shape.) Point out, **That is so because the clay is a solid.**

Now pour some blue-colored water into 1 container; then pour that water into the next container, and then the next. **What did you see?** (The shape of the water took the shape of its container.) **That's because water is a liquid.**

Point out that water was a very important part of the Bible story.

Where was the water? (In the River Nile) **What were some of the solids in the Bible story?** (Baby Moses, the basket he was in) (P.1.8.2)



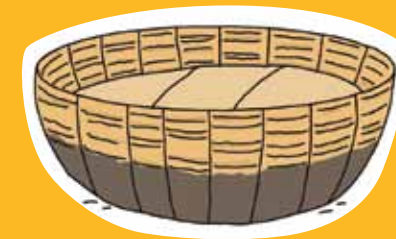
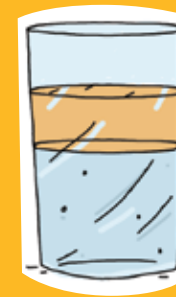
Liquids and Solids

(Math) Set out a tub of water and equipment for measuring too. Provide a complete set of measuring cups (1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup) for each child working at the center. (Work with just a few students at a time.) Cover the table with a beach towel.

Show students the 1-cup measure. Have them put an empty 1-cup measure on a paper plate. Give them each a $\frac{1}{4}$ -cup measure. Have them guess, **How many $\frac{1}{4}$ cups of water would fill the 1 cup?** Using the water tub, count together how many dips it takes. Tell them to fill the $\frac{1}{4}$ cup as full as possible before pouring. Repeat with the $\frac{1}{3}$ cup and $\frac{1}{2}$ cup, always guessing before pouring.

On another day, try a dry measurement of solids. Use measuring cups and 2 tubs, 1 filled with rice and 1 with dried beans.

Remind students about measuring water. **Will it be the same with measuring dry things like rice and beans?** Students guess and then count how many $\frac{1}{4}$, $\frac{1}{3}$, and $\frac{1}{2}$ cups it takes to fill the 1-cup measure with each type of solid. **Was it the same as it was for the water?** (Yes) (P.1.2.10)



Use Your Senses

(Science) In advance, put small amounts of ketchup, vegetable oil, water, and syrup in 4 sections of an empty foam egg carton. Have the students describe the contents of each compartment by their appearance; then by their smell; and then by their feel, as they rub a bit of the substance between finger and thumb. (Have baby wipes ready for cleanup between each item.) Guide the children to describe each substance using color words, texture words, and "smells like" phrases instead of opinion words like *icky* and *good*. Finish by guessing what is in each compartment.

Next, explore what happens when you put 3 of the substances into water. Provide 3 clear cups. **What happens when you drop ketchup in the water?** (It sinks.) **Would**

ketchup help baby Moses' basket-boat float? (No) Make similar observations with the syrup.

Then try the vegetable oil. Guide children to see that the oil and water do not mix and that the oil floats on top of the water. Discuss why some type of oil might help the basket-boat float. Then refer back to the Bible (Exodus 2:3). "Bitumen and pitch" are types of tar; tar is a petroleum product; and petroleum is a type of oil. Explain that Moses' mother put tar on the outside of the basket-boat, knowing it would help protect her baby. See if the children can derive any conclusions about how this oil covering would help. (It helped the basket to float better, and it waterproofed the basket so water could not soak in.) **God blesses us through the many wonders of His creation.** (P.1.8.1)

Pennies as Counters

(Manipulatives) Practice 1-to-1 correspondence to count letters in names. Before class, write the words *MOM*, *GOD*, *MOSES*, and *MIRIAM* on separate index cards in 1-inch letters. Provide each student with 15 pennies in a paper cup and a set of these index cards. **Names are important in our Bible story.** Demonstrate the activity with the word *GOD*: Touch each letter and say its name. Put 1 penny on top of each letter. Count the pennies and tell the number. Try the remaining cards. **Bonus: Did we use more pennies for Moses or Mom? for Moses or Miriam?**

On another day, use 15 pennies in a cup and index cards for a similar activity. Write the child's first name on an index card, or if students are able, let them write their own

names on the cards. Guess, **How many letters are in your name?** Write the number guessed on the card. Place 1 penny on each letter. Count by touching each penny once. The teacher writes the actual number next to the guess. **Are the numbers the same?**

Use student name cards and pennies to create a penny graph of classroom names. Using a large sheet of paper, make a list of children's names so the letters line up underneath each other. (Doing this on a grid will ensure that letters and numbers line up correctly.) Tape the paper to a table. Throughout the morning, children may put 1 penny on each letter of their own name to create a penny graph. Study the graph. **Which name has the longest line of pennies? Which name has the shortest line of pennies?** (P.1.2.4)

Explore

FAMILIES HELP CARE FOR US

Q-Q-Queen

(Social Game) Play Save the Queen. Blow up balloons, 1 for every 2 children. Use a marker to write the letter *Q* on each blown-up balloon. Divide children into pairs; seat them throughout the gym or another open area. Give a balloon to each pair after giving instructions.

Say, **In our Bible story, a princess found baby Moses. A princess is the daughter of a king and queen. The letter *Q* is the first letter in *queen*.**

I will give you “Queen” balloons. When I say “Go!” stand up and hit the balloon back and forth with your partner. Try to not let the queen hit the ground. When I



say “Stop,” sit down with your partner and hold the balloon in place. Before saying “Go!” recite this little poem.

The queen is going riding,
And you will help, of course!
Make sure that she won’t hit the ground
When falling from her horse!
Go! (P.3.4.2.2)

Fruit Families

(Snack) Point out that we have been talking a lot about families. Say, **In some ways, people in a family are very much alike, and in some ways, they are different.** Tell students that bananas belong to the fruit family. **Can you name other fruits?** (Apples, grapes, raisins, etc.) **In what ways are these fruits alike? different?** Choose a variety of fruit snacks or a different fruit and topping for each day. Provide paper plates, plastic knives, toothpicks, and napkins. Follow these steps (which you may want to illustrate; or display photos of the process):

Steps:

Peel the fruit.
Cut into bite-size pieces.
Pour topping on a paper plate.
Stick toothpick in a fruit piece.
Dip in topping.

Possible combinations include bananas with chocolate syrup; kiwi with strawberry syrup; strawberries with marshmallow crème; cantaloupe with crushed sugar-frosted flakes cereal; and apples with caramel syrup. Consider doing something similar with vegetable families. (P.1.5.2)

Follow the Plan

(Snack) Mention that plans are important. **The most important plan was God’s plan to save us by sending Jesus to die on a cross for us and rise again. Jesus did everything needed to make God’s plan for saving us come true. Because of Jesus, our sins are forgiven. What a great plan!**

Now switch to another, simpler plan—a snack plan. Use vanilla wafers, whipped topping, strawberry jelly, paper plates, and plastic spoons. Follow this plan (recipe). Display photos of each step of the plan so the children can follow the steps independently.

Step 1: Take 2 cookies.

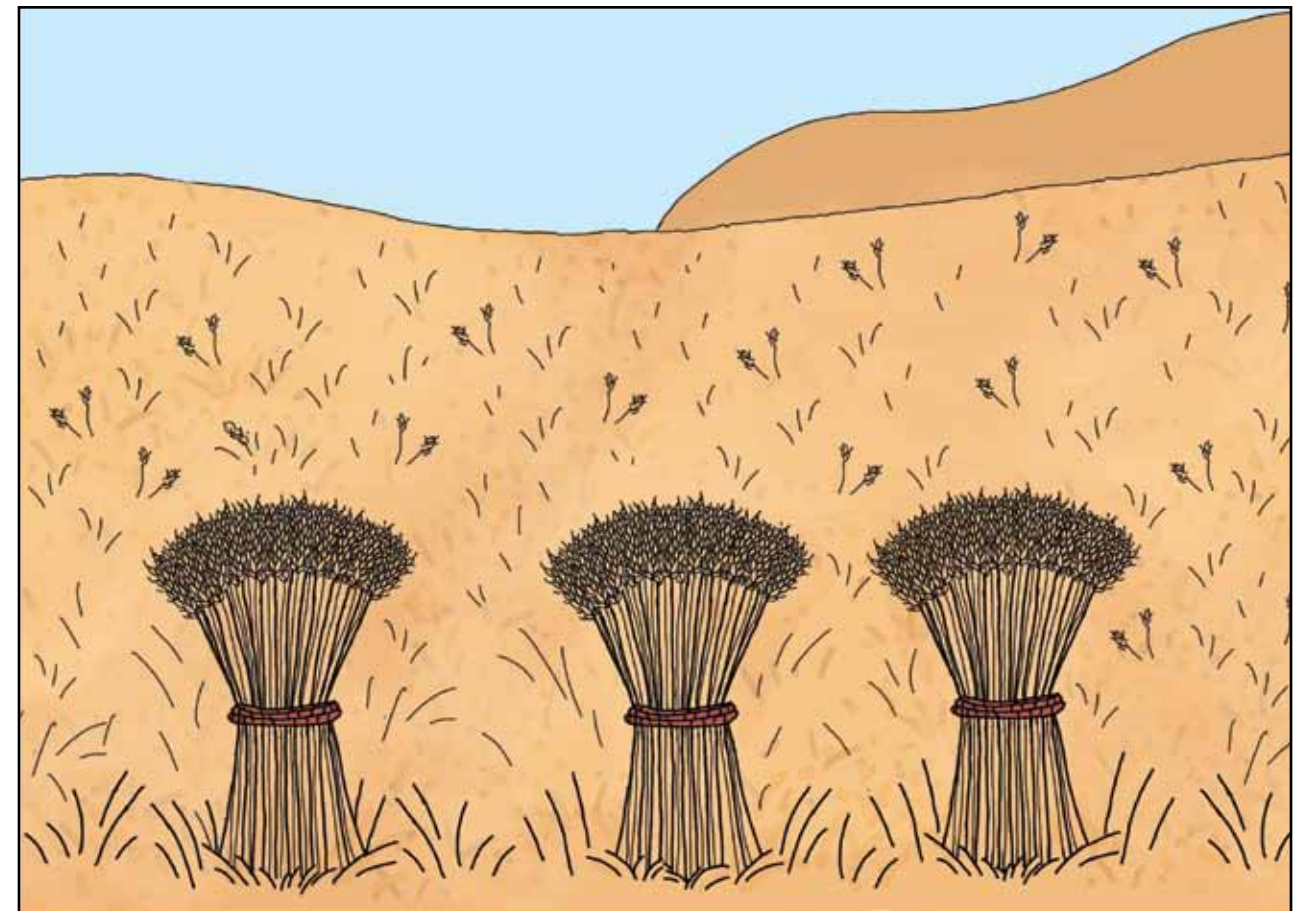
Step 2: Spread whipped topping on the bottom of 1 cookie.

Step 3: Spread strawberry jelly on the bottom of the other cookie.

Step 4: Press cookies together like a sandwich.

Step 5: Eat. (P.3.4.3.1)

Relate







TEACHER GUIDE

Preschool B

Unit 6: February

Jesus Is Our Good Friend

Week 25—Jesus Came to Save Sinners

JESUS FORGIVES ZACCHAEUS

LUKE 19:1-10

Discovery Points

Law: Sometimes we act selfishly and are not fair to people.

Gospel: No one is too bad for Jesus to love and forgive.

Sanctification: Through the power of the Holy Spirit, we can tell God we're sorry for our sins and feel relieved when we repent and are forgiven.

Background

"I'm sorry!" Those are two of the toughest words in the English language to say, followed closely by "I forgive you." The words may come out easily enough, but it is the intent behind them that makes them tough.

After years of collecting taxes and cheating people, Zacchaeus learns a tough lesson about forgiveness. Since this story takes place in a town where he works, it is not surprising that the crowds do not support Zacchaeus. Yet the One who matters most does. He happily forgives Zacchaeus, even inviting Himself to dine at Zacchaeus's home that evening.

This act does not go unnoticed. One can just hear the crowds gasp and boo as Jesus talks to the one person whom, most likely, everyone in town hates. Yet we witness a change of heart: Zacchaeus gives back more than he took, besides helping those in need. Can we say we do the same?

When you ask for forgiveness or forgive someone, do you repay their kindness fourfold? Or do you begrudge what you must do and harbor resentment?

Make those little words "I'm sorry" count, for little eyes and ears are watching your reaction.

Bible Words

*Have mercy upon us, O LORD.
Psalm 123:3*

Week 25

Day 1 Materials

- Plain and fruit-flavored round oat cereal
- Cupettes or flannelgraph figures
- Zippy puppet

Day 2 Materials

- Zippy puppet
- Toy or real binoculars
- *Zacchaeus* (a CPH Arch Book)
- *Too Tall, Too Small* (a CPH Big Book)

Day 3 Materials

- Vinyl play scenes (available from CPH)
- *The Story Bible* (available from CPH)
- Paper
- Reproducible 25

Day 4 Materials

- Family Letter 25
- Marker
- Pair of garden gloves in a plain, light-colored fabric
- Finger paints

JESUS FORGIVES ZACCHAEUS

✦ ✦ ✦ Jesus Came to Save Sinners ✦ ✦

Give each child five pieces of plain round oat cereal. Tell them, **We will pretend these are gold coins.** Ask who has ever heard their parents talk about paying taxes. Say, **We pay taxes to our government. This tax money is used to pay for new roads and bridges, for firefighters and police officers, and for other things that help all the people living in our city and country. It was different for people in Bible times. Tax money was collected, but the money did not help the people; the tax money was given to the Roman government. The Romans were enemies who treated the people badly. And to make things worse, the people who collected the tax money often stole coins and cheated and lied. So people hated the tax collectors. I will pretend to be a tax collector. This is much like what often happened.**

Go to two children and say that you want one coin for the Roman government and one coin for yourself. Ask the next child for two coins for yourself, and ask for three coins from the next child—in addition to the Roman tax money. Skip one person and say, **You're my friend. I won't charge you any taxes.** Then say, **Uh-oh! Taxes just went up. I'll have to go back and take all the coins you have!**

Then discuss what happened. Ask, **How did you feel when I took your coins for myself? Did you think I was unfair?** Accept responses. **In our Bible story today, we will hear about a tax collector named Zacchaeus. Do you think people liked Zacchaeus? (No) Why not? (He was a tax collector; he cheated people.) Let's learn more about him.** (Note: Go directly to the activity on the next page in the yellow box.)

After telling the Bible narrative, sing the following song to the melody of "The Itsy Bitsy Spider." Encourage children to imitate your actions. Repeat the song several times to familiarize the children with the words.

The little man Zacchaeus went up the sycamore tree,
(Make finger motions of climbing a tree.)

Higher than the crowds he climbed so he could see.
(Shade eyes and look around.)

Jesus stopped and looked up and said, along the way,
(Point up to the treetop.)

"Zacchaeus, come right down and dine with Me today."
(Motion for Zacchaeus to "come down.")

Ask, **Who do you think is the most important person in the story?** (Jesus) **Why?** (Jesus forgave Zacchaeus. Jesus gave

him a clean heart and a new life.) **Jesus does the same for us. Jesus forgives us when we do wrong things. Jesus gives us a clean heart and a new life.** Sing about this now, using the melody of the refrain to "Up on the Housetop."

Ho, ho, ho, (Shake belly as if laughing.)
It's good to know—
He, he, he— (Cover mouth as if giggling.)

That Jesus loves me!
When we are sorry, He'll forgive.
Now for Christ Jesus we will live.

Ask, **What did Zacchaeus do that showed he had a changed heart and that he now lived for Jesus?** (He returned stolen goods; he gave to the poor.) **How can we show that the forgiveness of Jesus changes our hearts and that we now live for Him?** (By being kind to others, obeying our parents, praising the Lord, all in the name of Jesus)

Use the cupettes or flannelgraph figures to tell the Bible narrative. Move the characters as suggested by the story line.

Jesus was traveling to Jerusalem. Along the way, crowds of people came to see Him. They waited along the road and crowded the seashore to see and hear Jesus. They knew Jesus loved them, and many of them loved Jesus.

One day along the way, Jesus walked through the city of Jericho. People said, "Jesus is coming! Jesus is coming!" Zacchaeus, the tax collector, lived in Jericho. He had lots of money, but he had no friends. Zacchaeus did bad things and cheated many people. No one liked him. But he had heard good things about Jesus, so he wanted to see Jesus too.

Zacchaeus could hear the crowds of people saying, "Jesus is coming!" Zacchaeus looked. He looked this way and he looked that way. But he could not see a thing. He was too short. And in front of him were crowds and crowds of tall people.

Zacchaeus jumped. He stretched his neck. He tried to squeeze through the crowd. But nothing helped. No one would let him through to the front. Then Zacchaeus saw it—down the road was a tall, tall tree. The tree had good climbing branches. So down the road ran Zacchaeus, and up the tree he climbed.

Ah! At last Zacchaeus could see. From the tree, Zacchaeus could see over the

crowds. Best of all, he could see Jesus! And amazingly, Jesus could see Zacchaeus! Jesus walked through the crowd of people and stopped under the tree. Jesus looked up and said, "Zacchaeus, come down, for I am going to your house today."

Zacchaeus was so surprised. No one liked him; no one wanted to come to his home. He hurried down from the tree just as fast as he could. He welcomed Jesus to his home.

Zacchaeus was not the only one who was surprised. Some of the people in the crowd said, "No one likes Zacchaeus. No one wants to go to his home. What is wrong with Jesus? Why would He eat with such a bad person?"

Jesus told Zacchaeus, "Today you are saved. I have come for people who need me. I have come to forgive sinners."

Zacchaeus was so happy. He told Jesus, "I will give half of all my money to help poor people. And if I have taken anything that was not mine, I will give back four times as much." Jesus really changed Zacchaeus's heart and his life! As a celebration of this, return pieces of oat cereal to each child for a snack, emphasizing that like Zacchaeus, you are giving back more than you took in the first place. Do not return the same pieces of plain cereal, because they have been handled too much. Instead, give children a new and better snack—round oat cereal that is fruit flavored or frosted.

Bring out the puppet Zippy to further emphasize the Bible message application.

Teacher: Zippy, you look angry! What's wrong?

Zippy: (Angrily) I'm so mad at my puppy right now! She chewed up my favorite teddy bear!

Teacher: Oh, Zippy, you are very mad. Have you stopped loving your puppy?

Zippy: (Thinks a little) No-o-o-o. I still love my puppy. But I sure don't like what she did!

Teacher: So, no matter what your puppy did wrong, you will still love her?

Zippy: Oh, yes. I will never stop loving my puppy. In fact, I will go and give her a hug right now. (Zippy exits)

Say, **We do bad things too. And that makes God sad. God doesn't like the bad things we do. But God never stops loving us. The Bible tells us that God's love lasts forever. God loves us so much that He sent Jesus to die on the cross to take away our sins. And Jesus, our friend, is alive, still loving us and helping us love others!** Sing again the "Ho, Ho, Ho" song.

JESUS FORGIVES ZACCHAEUS



Bring out the puppet Zippy, who now has a pair of binoculars.

Teacher: Good morning, Zippy. You look like you are going someplace special with those binoculars.

Zippy: Oh, yes! I'm going to a parade.

Teacher: That should be fun! What will you see?

Zippy: I will see everything. I brought along my bee-nock-ah-lers. They will help me see.

Teacher: Do you think that will help?

Zippy: Oh, yes. Last time I went to a parade, I couldn't see anything. All I saw was people's backs. It was like when I go to church, I never see what is going on in the front. I guess I'm just too small. But with these bee-nock-ah-lers, I should be able to see everything. *(Zippy exits.)*

Say, **I think Zippy will still have trouble seeing. Even with the binoculars, he is still short. How did Zacchaeus solve the problem when he wanted to see Jesus?** (He climbed a tree.) **Let's hear the story again, but in a different way.**



Sit around a table with the children. Encourage them to imitate your actions as you tell the Bible story. Say, **Many people did not like tax collectors like Zacchaeus because they often cheated people and took their money.** *(Reach out as if grabbing money, and pretend to put it in your pocket.)*

One day, Zacchaeus hurried through the streets because he heard that Jesus was coming to his town, Jericho. *(“Walk” quickly with the index and middle fingers of your right hand.)*

But Zacchaeus couldn't see anything. A crowd of people blocked his way. He was too short, and the people were too big. No one would let him through to see Jesus. *(Set your left wrist on the table, fingers pointing straight up, to stop and block “Zacchaeus”—the two fingers on your right hand.)*

So Zacchaeus had a plan. He saw a tree by the road. He climbed the tree and sat on a branch. *(Place your left elbow on the table with fingers opened wide to represent a tree. Walk the two fingers on your right hand to the “tree,” walk them up your left arm, and have your right two fingers sit*

on a “branch”—your left thumb.)

Zacchaeus not only saw Jesus, he heard Jesus. Jesus said to him, “Come down. I will go to your house today.” Zacchaeus was very happy. *(Clap your hands.)*

But many people in the crowd were not happy. *(Shake your finger no.)* **They thought Jesus should not eat with such a sinful person. They didn't understand that Jesus loves all people. Jesus came for sinners like you and me. Jesus forgave Zacchaeus's sins. Jesus takes away our sins too!** *(Pretend to move something away with a sweep of your arm.)*

Jesus changed Zacchaeus's heart and his life. *(Cross hands over your heart.)* **Jesus makes a big difference in our hearts and lives too!**

Zacchaeus wanted to see Jesus. But he got something even more important—he heard Jesus. He heard Jesus forgive his sins. We can hear Jesus too. Jesus' words in the Bible say, “Today salvation has come to this house . . . [Jesus] came to seek and to save what was lost.” *(Fold your hands.)*

✦ ✦ ✦ Jesus Came to Save Sinners ✦ ✦



Have the children write their names on pieces of paper. Put the names in a “treasure box” (decorated in gold and glitz). When all names have been included, place the box at the foot of the cross/altar in your room.

Say, **God treasures all of us. We are valuable and loved by Him. We are so important to Him that He sent His Son, Jesus, to rescue us from sin by dying on the cross. God wants us to treat other people as the treasures He has made them through Christ Jesus. We take good care of a treasure, so we should also take good care of God's**

treasured people. God wants us to treasure everyone we meet.

Sing together “Love One Another” (LLV, p. 41, and on CD); or sing the following to the tune of “Twinkle, Twinkle, Little Star.”

God chose me and God chose you.
We have special work to do.
Helping people every day,
We can sing and we can pray.
God chose me and God chose you.
We have special work to do.



Review the Bible story using the CPH Arch Book *Zacchaeus* or the CPH Big Book *Too Tall, Too Small*. Then share this song to the tune of “Old MacDonald Had a Farm.” You can sing it as it is printed here, or you may choose to make it an *accumulative* song, as is the original. Do this by adding each new stanza, followed by a review, backward, through the stanzas that preceded it, and then singing the closing lines.

**Old Zacchaeus is quite short,
Little, little man.
Zacchaeus needs a change of
heart.
Who can change this man?**
(Look questioningly.)

1. *(Make grabbing motions.)*

With a “Give me” here
And a “Give me there,”
“Give to me, give to me.”
He cheats people eagerly.

**Old Zacchaeus is quite short,
Little, little man.**

(Insert these additional stanzas.)

2. *(Pretend to climb a tree.)*

With a climb, climb here
And a climb, climb there.
“Climb a tree, Climb a tree.
Maybe Jesus you will see.”

3. *(Motion to come down.)*

With a “Come down here”
And a “Come down there.”
Jesus said, “You will see
My forgiveness, happily.”

4. *(Sing with folded hands.)*

With a “Sorry” here,
And a “Sorry” there.
“Look at me! I'm set free!
Jesus saved me, yes-sir-ree!”

JESUS FORGIVES ZACCHAEUS

✦ ✦ ✦ Jesus Came to Save Sinners ✦ ✦



Children enjoy repetition; repetition is also an important teaching tool that helps children's retention and understanding. Vary the repetition of the Bible story today by using the CPH vinyl play scenes (scenes that set the stage as you move the characters to tell the story). For the narration, read pages 383–385 from *The Story Bible*.



Say, **The most important part of this story is not Zacchaeus, and it is not the tree, and it is not the money. The most important part is Jesus and the love and forgiveness He gives to all people. We can be very thankful that Jesus also gives His love and forgiveness to you and me! Let's hear the story again, in a special way that reminds us of what is most important!**

Note: As you tell the Bible story summary, you will be folding a sheet of paper. It is important to practice the activity in advance.

Once there was a man named Zacchaeus. *(Show a full piece of paper, held the "tall" way, with a Z for Zacchaeus printed in the bottom left corner.)*

Zacchaeus was a tax collector who wanted money to fill his money bags. So he cheated people by charging them more money than they needed to pay. *(Fold the top right corner down so that the top edge aligns with the left side.)*

Zacchaeus waited by the city gate, collecting money from everyone who came by. This angered the people because they knew he was stealing their money. *(Fold the top left point to the right, making what looks like the roof on a house.)*

No one invited Zacchaeus to their house. They shut their doors on him. *(Fold the paper house to the right, folding it in half.)*

One day, Zacchaeus heard that Jesus was visiting his town. Zacchaeus was a short man, so he climbed a tree. Nothing would stop him from seeing Jesus. *(Cut the paper from the middle of the bottom edge, straight up to the middle of the slanted edge.)*

Jesus loves all people. He forgave Zacchaeus. Jesus said, "Today salvation has come to this house." *(Open the paper to reveal a cross.)* **Jesus saved you too! You may be the smallest person in your family or in this class. But Jesus loves you. You may be the tallest person in this class. But Jesus loves you. You may have done some bad things today or yesterday. But Jesus loves you. Maybe you think no one else loves you. But Jesus loves you. Nothing can change the love of Jesus. He loves you so much that He died on the cross for you. And He became alive again at Easter. He keeps on loving and forgiving you!**



This poem provides a review of the story and an opportunity for the children to stretch and move. Have the children stand. Tell them that whenever you say the name *Zacchaeus*, they should crouch down low to look small. Whenever you say the name *Jesus*, they should stand tall with their arms raised straight above their head as a sign of the victory we have in Jesus.

***Zacchaeus* was a man quite small.
At times, he wished he could be tall.
He wanted to see *Jesus*.**

**The people lined up like a wall.
Zacchaeus could not see at all.
He knew he must see *Jesus*.**

**A tree would lift him over all,
If he was careful not to fall.
And then he saw—it's *Jesus*!**

**"*Zacchaeus*," *Jesus*' voice did call,
"I'm coming to your dining hall."
Zacchaeus welcomed *Jesus*.**

**What joy! Christ came to save us all,
For *Jesus* is sin's great cure-all.
Salvation comes from *Jesus*!**

**He saves us from sin's deadly fall.
Eternal life is free for all.
By faith, it's ours from *Jesus*!**



Distribute copies of Reproducible 25 and guide children through the directions. Prepare the puppet stage and two stick puppets. The directions suggest movements to use when retelling the story. Note that the stick puppets must have wooden craft sticks that extend below each puppet to use as handles. Let the children use the stage and puppets to retell the story to one another. Encourage them to tell the story to their family at home also.

JESUS FORGIVES ZACCHAEUS

✦ ✦ ✦ Jesus Came to Save Sinners ✦ ✦



Display the illustrations on Family Letter 25. Then sing “Zacchaeus” (LOSP, p. 55, and on the CD). Then use this action poem to review the Bible story (adapted from the CPH book *Fingers Tell the Story*, p. 61).

**Zacchaeus was a little man,
As small as he could be.**

(Stoop down low.)

**When Jesus came to teach the crowd,
Zacchaeus couldn’t see.**

(Make a sad face.)

**He stood up on his tippy-toes
And stretched his neck way out.**

(Stand on tiptoes and stretch neck.)

**He jumped and jumped to get up
high**

Until his tongue hung out.

(Jump up and down.)

**At last, he cried, “I’ve got a plan!”
And climbed right up a tree.**

(Pretend to climb a tree.)

**And from the branches way up high,
Zacchaeus now could see.**

(Lean over and look down.)

**Then Jesus saw him and called out,
“Zacchaeus, come down here.”**

(Motion to “Come down.”)

**Zacchaeus jumped down from the
tree**

And grinned from ear to ear.

(Make a happy face and clap.)

**And Jesus said, “I give you now
Forgiveness without end.”**

(Draw a cross in the air.)

**Zacchaeus knew God loved him so,
For Jesus was his friend.**

(Cross hands over heart.)



Put those Glad Hands to work! Demonstrate the activity for the children by setting out red finger paint and blue finger paint. Say, **The blue paint will stand for Zacchaeus, who was sad and blue about the bad things he had done.** Make a sad face in the blue paint. Add teardrops to show he is sorry. **The red paint will stand for Jesus and the loving kindness He gives to all.** Draw a heart shape in the red paint.

Now mix and swirl the two paints together to make purple. **What happened? (The color changed.) The color changed to purple. In our story, Zacchaeus changed into a child of God. I mixed red and blue to change the color. What made the big change in Zacchaeus? (The loving kindness and forgiveness of Jesus) Zacchaeus changed because of Jesus. How can you tell that he was a changed man? (He paid back all he had taken from other people, and he gave half of what he had to help poor people.) Instead of taking money away, Zacchaeus gave it away! He knew he now had what he needed most—the love and forgiveness of Jesus, something that money can’t buy!**

Draw a heart in the purple paint and say, **Zacchaeus was changed by the love of Jesus in his heart. Jesus changes us too. He makes us children of God. He helps us to show loving kindness to other people.**

We have been talking a lot about hands. The very best example of someone who used his hands is Jesus. Jesus willingly let His hands be nailed to the cross to take away our sins. Hold your hands outstretched to the sides to make a cross shape. Then draw a cross in the purple paint. **Jesus did all this because He loves us and forgives us and promises to someday take us to heaven! Thank You, Jesus!**



Point out that there are many different kinds of feelings that people have in this story.

Zacchaeus did things that were bad.

This made the people very mad.

His sins made old Zach feel so sad.

But Jesus soon made him feel glad.

Say, **The most important feeling that we have is the relief of being forgiven. What joy we have, knowing that Jesus takes our sins away! How do I feel? I feel forgiven!** Sing about this in the song “When I Feel Sorry” (LLV, p. 47, and on CD).

Use a marker to draw a happy face on the palm of one garden glove and a sad face on the other. (Or draw the faces directly on your hand.) *Option:* Give each child a large happy face sticker and a sad face sticker to place on their palms so they can do the motions with you.

Introduce Sad Hand and Glad Hand. (Use appropriate motions throughout the activity.) Tell about things Sad Hand does (throw things, hit, push, grab) and things Glad Hand does (help, share, hug, pick up). Then say, **One day, Sad Hand and Glad Hand met. Bring hands face-to-face. Here’s what happened:**

Sad Hand pushed and slapped and threw.

Glad Hand helped and gave hugs too.

**Sad Hand said, “I’m sorry and sad,
Please forgive me for being bad.”**

Glad Hand said, “I love you so!

I forgive you, don’t you know.

Jesus gives me love for you.

He’ll help you; He loves you too.”

Sad Hand learned to smile and give,

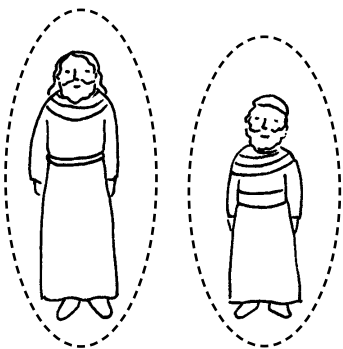
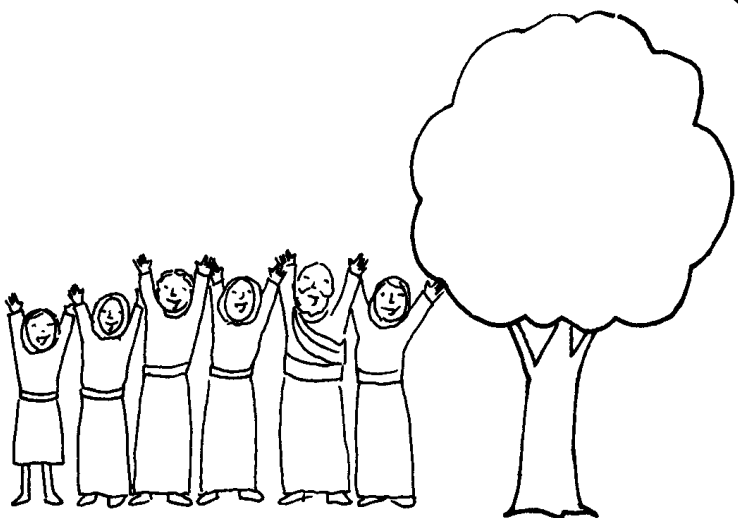
And to help, hug, and forgive.

She knows Jesus loves her so.

Jesus loves you too, you know.

Say, **God gave us our hands. He helps us to use our hands to show kindness to others. Zacchaeus used his hands. He used them to climb the tree to see Jesus. He used them to welcome Jesus to his home and to serve Jesus food. Zacchaeus used his hands to give money to poor people and to give back what he had taken. It was Jesus’ love that helped Zacchaeus use his hands in love. Jesus’ love helps us use our hands and be kind to others.**

Where's Zacchaeus?



1. Cut out the circle-stage scene and paste it to a circle of poster paper of the same size.
2. Teacher: Use a pointed scissors to cut the line from point 1 to 2.
3. Cut out the two oval puppet figures. To the back of each one, attach a wooden craft stick handle so that it extends below the puppet's bottom edge.
4. Inserting the puppets through the slot from the back of the "stage," place the Jesus puppet by the 1 and the Zacchaeus puppet by the 2.
5. Use these actions as you tell the story: Zacchaeus jumps up and down, trying to see Jesus; Zacchaeus climbs the tree and sits there; Jesus walks to the tree to talk to Zacchaeus; Zacchaeus comes down to meet Jesus.

FORGIVEN FEELINGS

Pray with Me

(Worship) Pray this responsive prayer.

Teacher: Thank You for creating me.

Children: I love You, Lord.

Teacher: Thank You for my family.

Children: I love You, Lord.

Teacher: Thank You for my friends around.

Children: I love You, Lord.

Teacher: Thank You for my home and town.

Children: I love You, Lord.

All: Amen. (P.2.1.2)

Be with Us

(Worship) Sing the following echo song to the tune of "Are You Sleeping." Consider using it often as your opening song.

God, be with us (God be with us)

Here today. (Here today.)

Bless us when we're working (Bless us when we're working)

And at play. (And at play.) (P.4.4.1)

Loving Hands

(Worship) Say this prayer having children repeat each line.

Loving hands for Jesus,

Help me, dear Lord, I pray.

Show me how to use them

For You in every way. Amen. (P.2.3.1)

God Is So Good

(Worship) Form a circle. Give 1 or 2 children a beanbag to toss while you slowly sing the song "God Is So Good" (LOSP, p. 57, and on CD). When the beanbag holder hears the word *good* in stanza 1, he/she should toss the beanbag to a friend to emphasize the key word. Key words for the other stanzas are *cares*, *loves*, and *praise*. Keep tossing until everyone has had a chance. (P.4.2.1)

Express

FORGIVEN FEELINGS

Heartbroken

(Circle Time) Give each child a paper heart when he/she enters the classroom. Tell them to crumple it up and bring it to Circle Time. (In advance, place another set of hearts at the foot of the cross/altar, 1 per child.) The children then

exchange their crumpled hearts (full of sin) for a clean (forgiven) heart. As Zacchaeus's did when Christ invited him down from the tree, our hearts change because of what Christ has done for us. (P.3.1.3)

A Change of Heart

(Circle Time) The following is too complex for most young children. But it is a good demonstration for teachers to create when talking about the love and forgiveness of Jesus. Children will find it intriguing as you discuss that our hearts are full of sins and wrong things we do. But Jesus takes away our sins, leaving us with a change of heart—a clean heart that shares the loving kindness of Jesus with others.

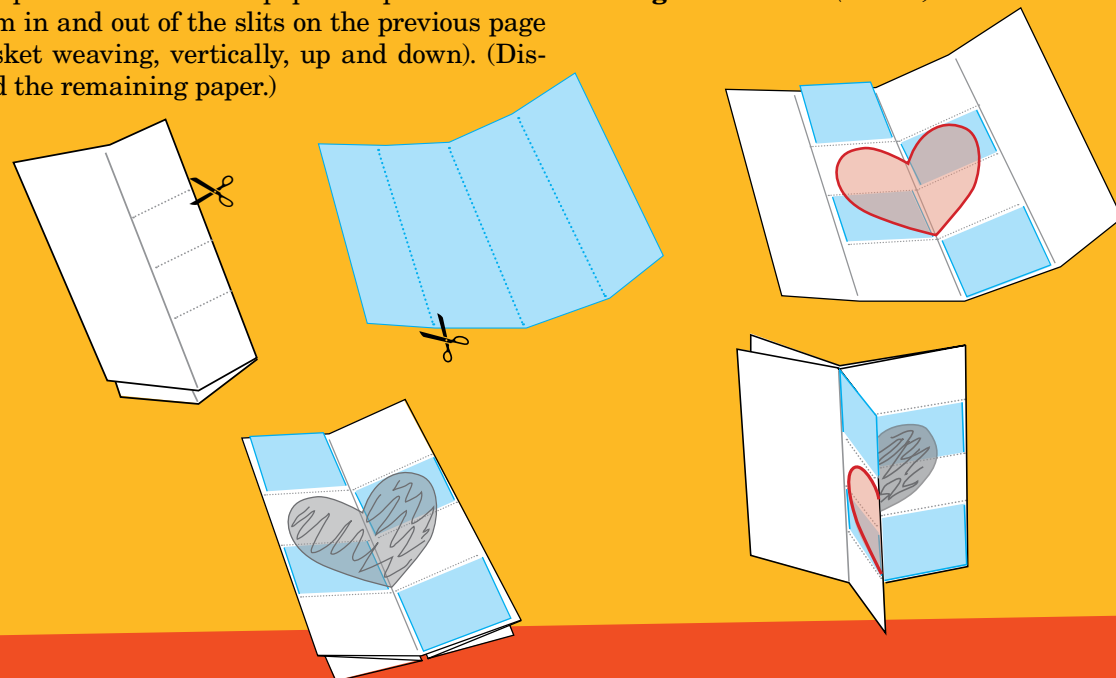
Prepare this in advance: Take 2 sheets of paper. Placing them horizontally, fold each paper to the right once, and then do it a second time. Open up 1 of the 2 folds of the first page. Use a scissors to cut from the center of the folded edge to the center of the folded crease. On the 2 flaps just created, cut each in half from the folded edge to the folded crease. Unfold the whole page, again placing it horizontally.

Take the second sheet of paper. Make the same 2 folds as before. However, this time, you will use the scissors to cut on the creases to create strips of paper. Take 2 of these paper strips and insert them in and out of the slits on the previous page (basket weaving, vertically, up and down). (Discard the remaining paper.)

Use a red crayon to draw the outline of a heart shape on the middle 4 sections of woven strips. Fold the page in half backward along the center line. This will open up the woven strips. Separate the woven sections, revealing a blank woven section (with the side sections now perpendicular to this in the back, like a handle). Use a pencil to draw a black, scribbled heart shape on the middle 4 woven strips. Now you are ready to show the children.

Show the scribbled-up heart, saying, **This reminds us of our sins that make a mess of things. We need a change of heart. And only the love and forgiveness of Jesus can make that change in us.**

Then grasp the unwoven strips that form the handle behind the woven strips with the gray heart. Pull the flaps, 1 to the right and 1 to the left. This will reveal a change of heart! The children will now see a clean and pure heart. **Jesus takes away our sins, cleans our hearts, and changes our lives!** (P.3.1.3)



Child of God

(Circle Time) Say, **The most important thing in this week's Bible story is that Jesus shared God's Word of love and forgiveness with Zacchaeus. Jesus wants us to share God's Word with others too. Let's sing about that now.** Sing to the melody of "The Farmer in the Dell." Have children stand in a circle and sing the first 2 stanzas as you hold a Bible. In stanza 3, hand the Bible to a child, and include that child's name in the song. Repeat stanza 3, always having children hand the Bible to the person to their right. Sing the stanza repeatedly until everyone has been named. (You may want to use first and last names for children with short names.) (P.4.4.1)

I am a child of God.

I am a child of God.

Hallelujah! Praise the Lord.

I am a child of God.

I share the Word of God.

I share the Word of God.

Hallelujah! Praise the Lord.

I share the Word of God.

I share with (child's name).

I share with (child's name).

Hallelujah! Praise the Lord.

I share with (child's name).

Puppet Poems

(Circle Time) Let the children use the Zacchaeus and Jesus stick puppets from Reproducible 25 as they sing these simple songs about the Bible story. Sing the first one to the tune of "Pop Goes the Weasel."

**High up in the sycamore tree,
Christ Jesus sees Zacchaeus.
Then Jesus calls Zacchaeus down:
"You are forgiven."**

**Zacchaeus gave back all that he took.
He gave his heart to Jesus.
The love of Jesus changes me—
I am forgiven.**

The next song uses the tune of "Where Is Thumbkin?"

**Where's Zacchaeus? Where's Zacchaeus?
Here I am! Here I am!
How are you today, sir?
Very fine, I thank You,
Climbing trees. Climbing trees.**

**Where is Jesus? Where is Jesus?
Here I am! Here I am!
How are you today, Sir?
Very fine, I thank you.
Follow Me. Follow Me. (P.4.4.1)**

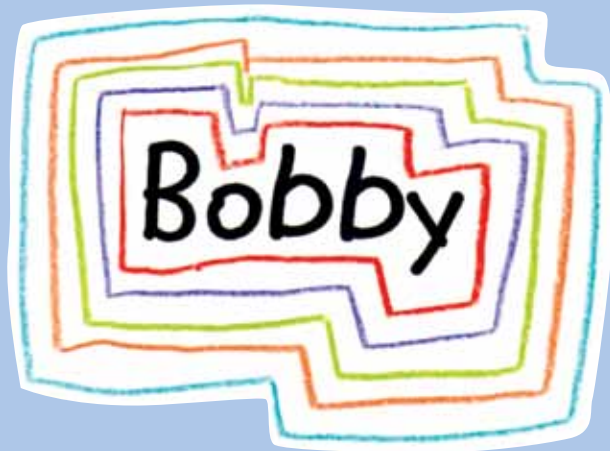
Trees

(Literature) Point out that the tree was an important part of this week's Bible story. Read 2 books about trees: *The Giving Tree* by Shel Silverstein and *Tale of the Three Trees* by Angela Hunt. Discuss the books. Then say, **These two stories were made up by the imagination of their authors. But there is a book that is very real. That is the Bible. Everything in the Bible is true because the Bible is God's Word. The most important tree in the Bible is the wood used for the cross of Jesus. There was nothing special about the wood. Everything, however, is special about Jesus. He died on the tree of the cross to take away our sins. Jesus suffered the punishment for our sins for us. Because Jesus loves us, we are forgiven!** (P. 2.3.4)

FORGIVEN FEELINGS

He Knows Your Name

(Art) Did you notice in the Bible text that Zacchaeus wanted to find out who Jesus was (Luke 19:3), but Jesus already knew who Zacchaeus was—and even called him by name (v. 5)? Point this out to the children, and emphasize that God knows each one of us—He even knows our names! In the Book of Isaiah (43:1), the Lord says, “I have redeemed you; I have called you by name, you are Mine.” God loves



each of us individually and personally. Names are important. Our full names are spoken when we are baptized in the name of the Father and of the Son and of the Holy Spirit. God asks us to call on His name in prayer and honor His name in our praises. Focus on names in this art project: Have children use sidewalk chalk to write their names in big letters, either on a concrete section of the playground or on a large sheet of mural paper. Then have all the children switch to a different color of chalk and use it to outline the shapes of the letters in their names. Switch chalk colors again and again, continuing each time to expand the outlined shape of each name. (P.2.3.12)

For Me, For You

(Art) Until he met Jesus, gold coins were most important to Zacchaeus. Explore the different sizes and imprints on real coins. Have children make coins from play dough (yellow would be realistic, but other colors would be fun). Demonstrate that they could make coins from a rolled-out sheet of play dough (use a rolling pin) from which you use a plastic knife to cut circles. But, as is often true, there is more than one way to do things. Demonstrate rolling a small ball of play dough in your hands; then set it on a place mat and “smoosh” it flat to make a “coin.” This has a similar effect but is much easier.

After children have a nice pile of coins, remind them that Zacchaeus gave half of what he had to poor people in need. Demonstrate dividing up a pile of coins (real or play dough) into 2 piles, saying repeatedly, “1 for me and 1 for you.” Then have the children do likewise with their own piles of coins. (P.1.2.7)



All Sizes

(Art) Set out a variety of cookie cutters that the children can use to cut shapes from rolled sheets of play dough. For each pattern, set out 2–3 cookie cutters, all the same shape but of different sizes. After cutting the shapes, have children place the set in order from smallest to largest. Then say, **Cookie cutters come in different sizes. People come in different sizes too. Zacchaeus was small, and the people in the crowd were tall. Jesus loves us no matter what size we are!** (P.1.5.3)

Valentine Tree

(Art) Say, **A tree was important in the story of Zacchaeus. Why?** (He climbed a tree to see Jesus.) **A tree is important in the Bible story that tells how Jesus saved us. Why?** (Jesus died on a tree—a cross made from a tree.) **We are going to make pictures of yet another tree—a Valentine’s tree—because this month, we especially want to share loving kindness.** Have children make the shape of a tree by placing 1 arm with fingers outstretched on a piece of paper. Either they or a partner can trace around the arm (tree trunk) and each of the outstretched fingers (branches). Now provide a mixture of red and pink paper hearts to glue onto the trees instead of leaves. Encourage them to fill up the space on and between the branches, overlapping hearts to make the trees look full of hearts/leaves. (P.4.1.1)

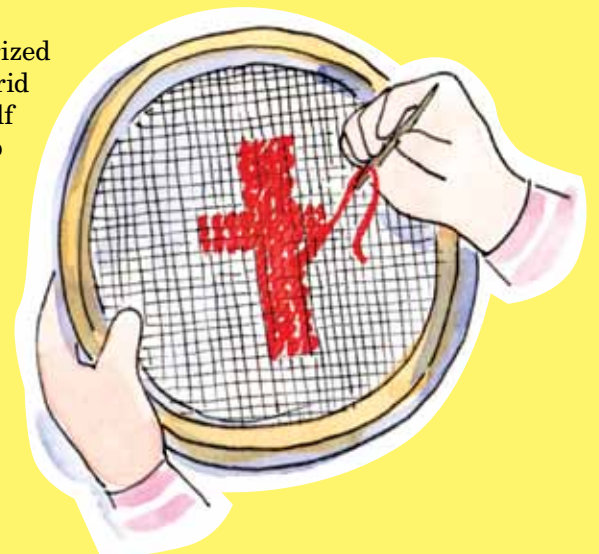


Follow the Cross

(Art) Provide 6-inch squares of rubberized shelf liner (the kind that looks like a grid with holes). For each child, place the shelf liner square inside an embroidery hoop and tighten it. Then, using a marker, draw a simple shape, like a cross, that follows the lines of the grid.

Provide child-safe needles with yarn. Demonstrate how to sew, going up and down along the marker line. When children are done, tie off the yarn and remove the hoop.

You can frame the work on a piece of poster paper. **As Christians, we follow Jesus, who forgives us. We follow the way of the cross.** (3.4.3.1)



Create

Do You See What I See?

(Science) Zacchaeus climbed a tree so he could see Jesus. He was very surprised that Jesus saw *him*. It is possible that not only did the tree provide height to Zacchaeus, but also hid him from the rest of the crowd. **When an animal hides to fit the environment, it is called *camouflage*.** Cut animal shapes of various colors/patterns to match the colors/patterns in your classroom. Invite the children to spot the hidden animals around the room. Point out, **Matching the colors of animals with the color of where they live is a unique way that God protects some animals. This keeps them safe from enemies that may harm them.** Use the pictures on the Appendix page, examining the environments (backgrounds) and the animal shapes. Option: Cut out each animal and place them on different background colors. **Where is each animal best protected?** (Where they blend in with the colors of their background, making it difficult for enemies to see them.) (P.1.8.3)

Balancing Act

(Manipulatives) Set out a low balance beam. Let children practice walking on it with a partner nearby to help. Point out that Zacchaeus had to balance well to keep from falling out of the tree.

Purchase bathtub non-slip shapes with suction cups on the bottom (or purchase a bathtub mat with suction cups and cut your own shapes). Fill the sensory table with the shapes and with marbles. Have children try to balance the marbles on the suction cups without knocking them off. (P.3.4.1.1)

Do You Hear What I Hear?

(Science) What kinds of sounds do we hear on our city streets? (Cars, buses, sirens, music) **The Bible story of Zacchaeus takes place in a busy city long ago in Bible times. As Zacchaeus waited in the tree, what kinds of city sounds might he have heard?** (People shouting, animal noises, wooden wagon wheels)

Talk about comparisons: **While many people were tall, Zacchaeus was short. We don't talk about tall and short sounds. How do we describe differences in sound?** (Loud and soft) **What things make loud sounds? What things make soft sounds?** Accept responses. **Children can make both loud and soft sounds. When is it okay for you to make loud sounds?** (At recess; at a baseball game) **When should you make only soft sounds?** (When baby is asleep; in church)

Sing "The Loud and Soft Song" (LLV, p. 65 and on CD). Make copies of the 2 pages of illustrations in the Appendix about sounds. Cut the sections apart and laminate them. Have children sort the pictures according to loud and soft sounds. (P.1.8.6)

Wash Our Sins Away

(Drawing Conclusions) As a tax collector, Zacchaeus handled coins of all shapes and sizes. **The more people handle coins, the dirtier the coins get.** Show children several dirty pennies that have been well used for quite a while. Ask, **What could we use to clean these dirty pennies?** Ideas might include soap and water, vinegar, toothpaste and water, cola, baking soda and water.

Set out cups, each containing a different type of "cleaner." Place a dirty penny in each cup. Encourage the children to predict the outcome of the experiment. Later, as a group, examine the changes that have occurred, and determine which was the best cleanser.

Say, **The best cleanser of all is Jesus. What did He do to wash away our sins?** (He died on the cross and arose again.) **Listen to these verses from the Bible: "Cleanse me from my sin!"** (Psalm 51:2); **"Wash me, and I shall be whiter than snow"** (Psalm 51:7); **"Create in me a clean heart, O God"** (Psalm 51:10). (P.1.7.3)

Changes

(Scientific Observing) Ask what changes people could see in Zacchaeus after Jesus forgave him and he became a child of God. (He returned more than he took in the first place; he gave half of all he had to the poor; he stopped stealing and lived as a child of God.) **Let's watch changes in these ice cubes.** In advance, add water mixed with food coloring to an ice cube tray. Use a different color in each tray. Place different combinations of frozen cubes on several different plates. Throughout the day, encourage the children to observe the changes taking place. What do they notice about the changing size of the ice cubes? What do they notice about the amount of water on the plates? What do they notice about colors blending? Do they see any other changes? (P.1.8.2)



FORGIVEN FEELINGS

Flip a Coin

(Social Game) Let children explore the pictures on the front and back of different coins. Point out that 1 side usually has a picture of a famous person. See if anyone knows who is pictured on any coins shown. (Most likely Washington or Lincoln would be mentioned, if any.) Say, **Because 1 side has the picture of someone's head, we call that side of the coin "heads."** The other side could have a picture of a building or an animal or a flag or some other type of design. We call that side of the coin "tails." Sometimes when people want to make a quick decision, they will flip a coin, with 1 choice made if it lands "heads" and the other choice made if it lands "tails." Flipping a coin only works when there are 2 possible choices.

Arrange the children in 2 groups; 1 group is "heads" and the other is "tails." Place the children on 2 lines facing each other about 25 feet apart. Flip a coin, shout out whether it is heads or tails, and the corresponding group will run to the other line. After doing this a few times, point out that sometimes the lines will be crowded with people; sometimes 1 group runs more often than the other. **When flipping a coin, you can't predict what will happen.** (P.1.4.7)



Tree Tag

(Social Game) Point out that trees are important in our Bible story this week. Zacchaeus climbed a tree to see Jesus. Jesus died on a cross made from wood from a tree; He did this to take away our sins.

Today, play a game of tree tag. **You are safe from the runner who is "it" only if you stand still like a tree and hold your "branches" (arms) up high.** Add the rule that all the trees must run whenever you shout "Treetops!" (P.3.4.2.1)



Tree Food

(Snack) We are not talking about food *for* a tree. We are talking about food *from* a tree. Point out that many types of fruit grow on trees. Each day this week, have a fruit snack—a different fruit each day, but always a fruit that grows on trees. (Examples: apple wedges with caramel dip; peach kabobs with cream cheese dip; cherry pie filling spooned on a sugar cookie.) (P.1.8.1)

Relate



Dear Family,

Talk to your child about God and His creation. Explain that long ago, except for God, there was only emptiness. God made creation out of nothing.

(Fold this strip back so your child can look at this big picture as you continue.) God said, “Let there be light,” and there was light; “Let there be water,” and there was water; and “Let there be dry ground,” and there was dry ground. All things God made were good!

(Fold this strip all the way forward so that the small picture on the back side will cover part of the big picture on the front. This will show the change in creation when God covered the dry ground with plants.)

Continue by explaining that God said the word and filled the earth with plants. These provided food and made a beautiful home for the many animals and the people that He created next. God is so good!

Read pages 21–25 in *The Story Bible* (CPH).



Week 2

God Made the World

Take an imaginary trip with your child around the world and look at the many different plants He created. Do motions for the travel suggested.

On Sunday, take a jet
To jungles lush and green;
So many vines and trees
Are waiting to be seen.

On Monday, drive a car
To grassy plains so wide.
They quiver in the breeze
And wave from side to side.

On Tuesday's camel ride
Across the desert sand,
See cactus, palms, and dunes
In this hot, arid land.

On Wednesday, sail a boat
Across the lake for fun.
See cattails near the shore,
Just growing in the sun.

On Thursday, wear your boots
As way up north we go.
We'll look for tundra grass
That lies beneath the snow.

Friday take a train trip
To forests thick with moss;
We'll see the trees so tall
And streams to jump across.

Then Saturday we'll hike
Up mountains reaching high,
View flowers pink and red
Beneath the clear, blue sky.

Our trip is over now.
That week went by so fast.
We traveled near and far,
And now we're home at last.

But wait! We can't forget!
There's something else to do:
Thank God for everything
He made for me and you.

Think about It

We know God made a perfect world. Read about it in Genesis 1. We also know that sin changed everything. But Jesus came to save us from sin. By faith in Him, we know that we will someday live in the perfect home He has prepared for us in heaven!

Bible Words

God saw that
it was good.

Genesis 1:10



Dear Family,

There are two important ideas to teach your child as you talk about the story of baby Moses. First, assure your child that God watches over us all. And God also blesses us with special people who help take care of us. For your child, it may be you as parents, other family members, babysitters, preschool teachers, or anyone else who assists in the well-being of your child. God gives us people who are a blessing to our lives.

Another key idea is that God had a good plan for that little baby Moses. Part of God's plan was that Moses would be raised in his early years to know the love of God and the traditions of the Israelite people. Another part of God's plan was that Moses would also live with his adoptive, Egyptian family. God knew this experience would help Moses in the future, teaching him the Egyptian language and culture.

God also has plans for you and for your child. We may not always understand His plans, but we can trust that He knows what is best. The Bible says, "I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope" (Jeremiah 29:11).

Read more about the story on pages 98–100 of *The Story Bible*, available from Concordia Publishing House (CPH).



Week 9

Moses' Birth

Many, many years passed. Joseph and his brothers had families, and their families had families. It was not just a family anymore—it was now a whole nation with thousands of people. God had remembered His promise to Abraham. His family was huge—just like the number of stars in the sky!

Now, there was a new king, also named Pharaoh, in Egypt. The new Pharaoh was mean to the people of Israel. He made them all his prisoners and slaves. He ordered that all their baby boys be killed.

One family made a plan to save their new baby. The mother made a small, waterproof basket to hold the baby, and placed it in the river. The baby's sister, Miriam, watched from the tall river grasses growing near the riverbank. Then the mother prayed that God would watch over her child.

(*) Soon sister Miriam saw an Egyptian princess coming. Miriam was worried because the princess was the daughter of evil Pharaoh. But God was watching, and God was in control. The princess was kind to the baby and named him Moses.

Miriam bravely rushed to the princess and said her mother could help take care of the baby. Now, baby Moses was safe with his own family. His parents taught him about the love of God. After a few years, Moses went to live in the home of the princess. This was all part of God's plan to keep Moses safe and to prepare him for a much bigger plan that would help many, many people.

Fold the family letter back so your child can focus on the big picture as you tell the Bible story. At the point in the story indicated by an asterisk (), fold the picture strip forward. Talk about what has changed in the picture.*

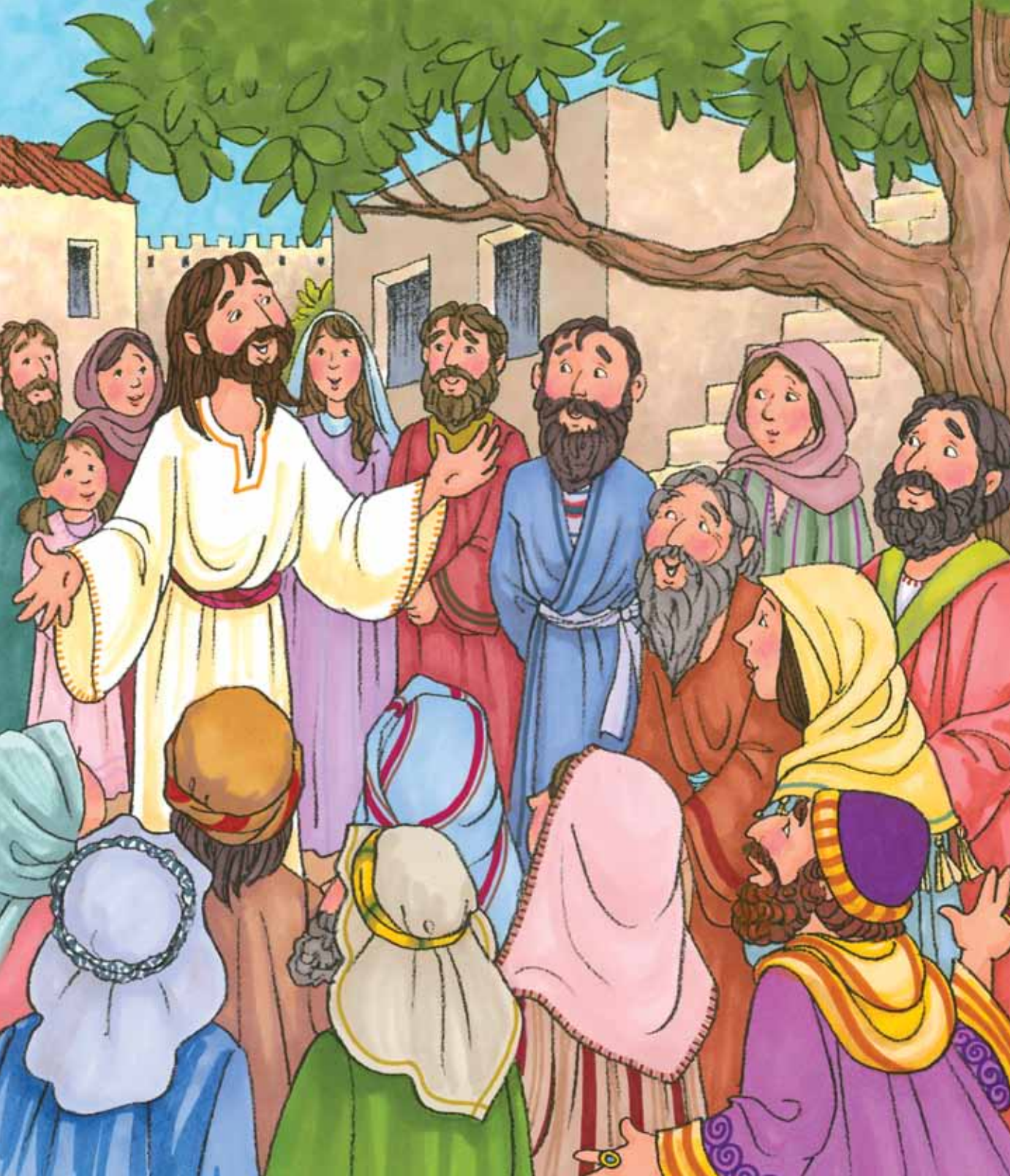
Think about It

God had another plan that started with a baby—baby Jesus, who was placed in a manger. Because of Jesus, we have forgiveness, life, and salvation!

Bible Words

My times are in
Your hand.

Psalm 31:15



Dear Family,

The story of Zacchaeus teaches us about God's unconditional love. God does not tell us we have to be good enough or strong enough or brave enough before we can become His children. We are already His children through the mercy of Jesus. (Mercy is showing kindness to people in need.) God desires that we learn from Him and show unconditional love to others.

Draw a simple Zacchaeus tree by making a brown trunk and branches on a sheet of white paper. Trace your handprints on green paper and cut them out to make "leaves." Each time a family member sees another person showing love, he or she may glue a handprint leaf onto the tree. After several days, gather around the tree and thank God for helping your family show love and kindness.

Read more about the Bible lesson on pages 383–385 in *The Story Bible*, available from Concordia Publishing House (CPH).



Week 25

Jesus Forgives Zacchaeus

People always wanted to see and hear Jesus. A very small man named Zacchaeus heard that Jesus was coming to his town. Zacchaeus had done many bad things. He had cheated and lied. Other people did not like him. But Zacchaeus wanted to see Jesus.

A big crowd of people waited in the road. They waited to see Jesus. Zacchaeus was at the back of the crowd. He was too short to see over people's heads. He couldn't jump high enough. He couldn't wiggle his way through the crowd.

Then, Zacchaeus saw a tree. He ran to the tree and climbed it. (*) Now, Zacchaeus could see Jesus. Everyone was surprised to see Jesus walk toward the tree where Zacchaeus sat.

Jesus looked up at Zacchaeus and said, "Zacchaeus, come down. I'm going to your house today."

Zacchaeus was so happy. He knew Jesus had mercy on him and forgave him. Zacchaeus said, "Jesus, I will give back anything that does not belong to me. If I have taken more than I should have, I will give back four times as much."

Jesus said, "Today, a person in this house has been saved. I have come to help people who need forgiveness."

Fold the family letter back so your child can focus on the big picture as you tell the Bible story. At the point in the story indicated by an asterisk (), fold the picture strip forward, overlapping part of the big picture. Talk about what has changed in the picture as you continue the story.*

Think about It

Read Luke 19:1–10. The fact is that none of us deserves God's blessings, for we are all sinners. We all need God's mercy and forgiveness. God's love is unconditional, not based on who we are but on who Jesus is. Jesus is our perfect Savior, who saves us from sin and changes our hearts and lives!

Bible Words

Have mercy upon us,
O LORD.
Psalm 123:3

The Arch Book Resource Guide has been created to assist you in easily finding Arch Book stories that pair well with the One in Christ religion lessons. These guides have been created for Preschool through Grade 3 Units.

You can find each Arch Book Guide under the Grade Level Additional Helps at www.cph.org/oneinchrist.

The Arch Books listed may already be in your personal library or a part of your school's library. We have also included titles that may no longer be in print from Concordia Publishing House, but you may be able to find in the used book market.

The best way to check for title availability is to go to www.cph.org. In the search box, simply type the Arch Book title, or a portion of the title, to check availability.

Arch Books are often great suggestions for your weekly family newsletter as they are widely available and affordable for most families.

It is our hope and prayer that this resource allows you to put another Bible Story resource into your student's hands!



Preschool B — Arch Book Resource Guide

Unit/Lesson	Lesson Title	Arch Book
Unit 1—September		
1	God Made People (Genesis 1–2)	The Story of Creation
2	God Made the World (Genesis 1)	The Story of Creation; Where Did the World Come From?
3	The First Sin (Genesis 3)	The Fall into Sin
4	Noah and the Flood (Genesis 6:11–8:22)	A Man Named Noah
		Noah's 2-by-2 Adventure
Unit 2—October		
5	Tower of Babel (Genesis 11:1–9)	
6	God's Promise to Abraham (Genesis 15–21)	
7	Jacob's Troubles (Genesis 27–28)	Jacob's Dream
8	Joseph and His Brothers (Genesis 37; 45)	Joseph Forgives His Brothers
9	Moses' Birth (Exodus 2:1–10)	Tiny Baby Moses
Unit 3—November		
10	Crossing Red Sea (Exodus 14)	Moses' Dry Feet
11	Israel in the Desert (Exodus 16:1–17:7)	Moses and the Long Walk
12	The Ten Commandments (Exodus 19–20, 32, 34)	10 Steps to Zzzing!; The Ten Commandments
13	The Bronze Snake (Numbers 21:4–9)	Moses and the Bronze Snake
Unit 4—December		
14	The Savior Is Coming (Luke 1:26–38; Matthew 1:18–25; Luke 2:1–7)	Mary's Christmas Story; Joseph's Christmas Story
15	The Angels and Shepherds (Luke 2:8–21)	The Shepherd's Christmas; The Shepherds Shook in Their Shoes; The Christmas Message
16	A Star Announces the Savior (Matthew 2:1–12)	Three Presents for Baby Jesus; Star of Wonder
17	Jesus as a Young Boy (Matthew 2:12–15; Luke 2:41–52)	Jesus and the Family Trip



Preschool B — Arch Book Resource Guide

Unit/Lesson	Lesson Title & Scripture	Arch Book
Unit 5—January		
18	Jairus' Daughter Lives (Luke 8:40-42, 49-56)	Jesus Wakes the Little Girl
19	Jesus Heals a Blind Man (Mark 10:46-52)	Jesus Heals Blind Bartimaeus
20	Jesus Feeds Five Thousand (John 6:1-15)	A Meal for Many
		What's for Lunch?
21	The Good Samaritan (Luke 10:25-37)	The Story of the Good Samaritan
22	The Lost Son (Luke 15:11-32)	The Parable of the Prodigal Son
Unit 6—February		
23	Jesus Blesses the Children (Mark 10:13-16)	Jesus Blesses the Children
24	Jesus Visits Friends (Luke 10:38-42)	Mary and Martha's Dinner Guest
25	Jesus Forgives Zacchaeus (Luke 19:1-10)	Zacchaeus
26	One Man Says Thank You (Luke 17:11-19)	The Thankful Leper
Unit 7—March		
27	Jesus Rides into Jerusalem (Luke 19:28-38)	Jesus Enters Jerusalem; Good Friday; The Week that Led to Easter
28	At the Last Supper (John 13:1-15, 34-35; Matthew 26:26-28)	Very First Lord's Supper
29	Jesus Suffers and Dies (Luke 23:26-24:8)	Good Friday; The Centurion at the Cross
30	Easter Morning (Luke 24:1-12)	The Easter Victory; My Happy Easter Book; A Surprise in Disguise; He's Risen! He's Alive!; The Easter Gift
Unit 8—April		
31	On the Road at Easter 9 Luke 24:13-35)	A Surprise in Disguise; The Easter Stranger
32	Jesus' Ascension (Acts 1:6-11)	Jesus Returns to Heaven; Jesus Shows His Glory
33	Blessed at Pentecost (Acts 2)	The Coming of the Holy Spirit
34	Rhoda and Peter's Surprise (Acts 12:1-19)	Peter Set Free



Preschool B — Arch Book Resource Guide

Unit/Lesson	Lesson Title & Scripture	Arch Book
Unit 9—May		
35	The Man From Africa (Acts 8:26–40)	Philip and the Ethiopian
36	Paul is Changed (Acts 9:1–22)	Saul's Conversion; Paul's Great Basket Caper
37	Tabitha (Acts 9:36, 39; 16:13–15)	Dorcas Sews for Others
38	Paul and Silas in Jail (Acts 16:23–40)	Jailhouse Rock
39	Paul Teaches Timothy (2 Timothy 1:3–7; 3:14–17)	Timothy Joins Paul
Unit 10—June		
40	Building the Tabernacle (Exodus 35–36)	
41	Solomon's Temple (1 Kings 6)	Solomon Builds a Temple
42	Josiah and the Lost Book (2 Kings 22–23)	King Josiah and God's Book
43	The Sermon on the Mount (Matthew 6)	Jesus Teaches Us Not to Worry
Unit 11—July		
44	David and Jonathan (1 Samuel 19–20)	David and His Friend Jonathan
45	David and Mephibosheth (2 Samuel 9)	
46	Jeremiah (Jeremiah 18–19; 31)	
47	Jonah and the Big Fish (Jonah 1–4)	Jonah and the Very Big Fish
48	Queen Esther (The Book of Esther)	Just in Time Esther
Unit 12—August		
49	Jesus' Baptism (Matthew 3:13–17)	The Story of Jesus' Baptism and Temptation
50	Jesus Calls His Disciples (Luke 5:1–11; John 1:35–51)	Twelve Who Followed Jesus; The Twelve Ordinary Men; Jesus Calls His Disciples
51	The Wedding at Cana (John 2:1–11)	Jesus' First Miracle
52	Jesus Calms the Storm (Matthew 8:23–27; Mark 4:35–41)	Jesus Calms the Storm

