



Teacher Guide

Preschool A

A LOOK AT YOUR ROLE

You Are Part of Something Big!

Christian schools are “workshops in Christian living,” where discipleship is practiced as lessons are taught, relationships are established, and the issues of everyday life are experienced. The One in Christ curriculum focuses on Christ. As a teacher of the faith, you have the privilege to tell the Good News of Jesus, our Savior, who lived, died, and now lives again, offering us forgiveness for our sins, a clean slate, and a happy home with Him in heaven. When this is emphasized in the Jesus Time lessons, the text will be blue. The goal of these materials is to help students grow in discipleship as they study God’s Word and apply the Bible truths to their lives. The materials have been developed to teach Bible stories in chronological order yet correspond closely with typical early childhood thematic units, with the understanding that the classroom environment *is* the curriculum.

Using the Teacher Guide

There is one Teacher Guide for each month of the year. You will be building up a library of Teacher Guides for your curriculum. To help you identify and organize the four quarters, the covers are color-coded. The pages are three-hole punched in case you would like to place each month or quarter in a separate binder. The pages are also perforated so you can take out individual weeks or lessons to place in file folders. Or you may keep the guides intact to store on your bookshelf.

Each month will have four weeks of lessons for four days per week. And each quarter will have one bonus lesson because of variations in schedules and calendars. You will find that there is an abundance of ideas. This provides you with the freedom to pick and choose what works best for you and your students. The first page of a weekly plan gives you an overview of the week. This is followed by two pages of ideas for each of the four days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you choose, you can put a cross inside the heart. Any ideas that are not marked can be used at the end of the week if you need more ideas, or can be saved for another year. The key point to repeat throughout the week is at the top of the right-hand lesson pages.

The second main section of each weekly portion of the guide provides Circle Time and Center ideas on the monthly theme. Though independent of your Jesus Time, connections to our faith are made to show children that Jesus is a part of everything in our day. These activities help children to Express (language development), Create (artistic expression), Explore (science and math development), and Relate (social activities and physical development).

Take note of the numbers in parentheses at the end of each activity. These numbers relate the activity to an early childhood curriculum standard. Reproducible copies of these standards are found in the Administrator Guide for this curriculum. The standards are based on a compilation of state and national preschool standards.

Student materials consist of a packet of Family Letters. They illustrate the story and include a section for the children to color, emphasizing a key concept of the lesson.



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.

The purchaser of this publication is allowed to reproduce the marked portions contained herein for use with this curriculum. These resources may not be transferred or copied to another user.

Editor: Brenda Trunkhill

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

Associate editor: Amanda G. Lansche

Writers: Jeffrey Burkart, Lana Gibbons, Crystal Hunter, Corrie Klatt, Heather Meyer, Carolyn Sims, Annette Skibbe, Anita Stohs

Cover illustration © CPH

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.

Manufactured in the United States of America

OLD TESTAMENT

Unit 1—September—God’s Blessings

1. God Gives Life to the World—God Made Me (Genesis 1–2)

5

Reproducible 1	14
Theme: All About Me	
Express	15
Create	18
Explore	20
Relate.....	22

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

23

Reproducible 2	32
Theme: Autumn	
Express	33
Create	36
Explore	38
Relate.....	40

3. God Remembers and Cares for Us—The Flood (Genesis 6:11–8:22)

41

Reproducible 3	50
Theme: Pets	
Express	51
Create	54
Explore	56
Relate.....	58

4. God Blesses His People—Abraham’s Call (Genesis 12:1–9)

59

Reproducible 4	68
Theme: Homes	
Express	69
Create	72
Explore	74
Relate.....	76

Classroom Displays 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. She feels special because she is God's child, and she knows that her heavenly Father will care for her. 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 care for and appreciate God's world, 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, not only did He create our bodies with an amazing design, but He also sent His only Son, Jesus, to be our Savior. Even though we messed up His perfect world, God still wants us to be with Him forever, so He sent Jesus to make that possible. We pray 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! As you teach from this guide:

- Feel free to first teach a song and add the actions later if it's too challenging for the children to do it all at once. We encourage you to repeat the same songs throughout the week, so the children successfully learn them.
- Teach students the Invocation as the beginning of each Worship Time. The words can become an important part of your classroom worship routine. Tell your students that you are starting your Worship Time in the same way that Worship Time begins at church. Echo prayer sections to be repeated are indicated with slashes.
- Remind students to wash their hands before making any food.
- Leave the cupettes out during Play Time so students can reenact the Bible story throughout the week. They may be a nice addition to the Block Center.
- Remember that process is more important than the finished product. Although we may suggest how a project can be completed, there is not one right way to make it.
- Make adjustments according to the needs of your children. We provide you with many ideas. Pick, choose, and adapt for what works best in your classroom. Think of this resource as a guide, not a prescription. As you view the Materials List, consider that you may not need everything, depending on which activities you choose. Also, the materials needed for the thematic portion of the lesson are not included.
- Throughout the lessons, you will see "The Basics" as an item on every Materials List. We assume that you will always have on hand the following items: a Bible, the *Little Ones Sing Praise* songbook and CD (*LOSP*), the *Lift Little Voices* songbook and CD (*LLV*), markers or crayons, scissors, a stapler, transparent tape, and a CD player. Other optional materials are suggested. *The Story Bible* (hardback version) and *Lutheran Service Book* (*LSB*) are often mentioned. Some resources may become unavailable after this publication. Search the Internet for new or similar resources that could replace these, if necessary.

Individualizing Instruction

Turning off and on the lights as a technique for gaining students' attention can be problematic for many children who have special needs. Flickering light can trigger seizures. It can be a source of fear; turning off the lights can trigger a flight or fight response, which may be amplified in children who have special needs. An auditory cue rather than a visual cue is much less abrasive. Some alternatives for gaining the children's attention include playing wind chimes, bells, a timer beep, or a tambourine or hand drum; clapping; singing; or individually showing each child a picture of the next activity.

Week 1—God Gives Life to the World

GOD MADE ME

GENESIS 1-2

Discovery Points

Law: Without God, there is nothing.

Gospel: Through God and His Word, there is life here on earth and in heaven forever because He loves you so much.

Sanctification: Through the power of the Holy Spirit, thank God by enjoying, appreciating, and cherishing life! God made you special.

Background

“In the beginning, God created the heavens and the earth” (Genesis 1:1). These simple words begin a powerful documentary of how a perfect world was formed. As the reader continues through Genesis 1, it is obvious that the Creator of the world knew exactly what He was doing. The Creator isn’t quoted as saying, “Well, I made trees but didn’t really like them, so I changed that idea.” No, our Creator is confident and happy with His creation. “And God saw that it was good” (Genesis 1:10).

There is a rhythm and perfect order to the story of creation, which your small students will appreciate. Children will enjoy the sequence of the creation days. Their minds will stretch as they begin to contemplate all the beautiful plants, flowers, insects, fish, birds, and animals that their Father in heaven made just for them. Children will see, hear, and feel God’s great love for each of them. They will begin to understand that they, too, are part of God’s special creation—part of His perfect plan.

As you teach this week, remember that you, too, are God’s special creation. God was confident and sure that He wanted you to be a part of His family. Even when sin entered God’s beautiful new world, He had a plan. God loves us, His creation, so much that He sent His only Son, Jesus, to save us from our sins. Rejoice with your students this week! God created you, loves you, and is preparing a place for you in heaven too! Now that is a Creator with a plan!

The children will understand A words such as *awesome* and *amazing* to describe our omnipotent God. But you can start to fathom how powerful God is with the words *Alpha* and *Omega*. God is “the first and the last, the beginning and the end” (Revelation 22:13). He had us in mind at the beginning of the world, and He has us in mind for eternity. What a loving, caring God we have!

Bible Words

God formed the man of dust from the ground. Genesis 2:7

Week 1

Letter of the Week: A

Day 1 Materials

- The Basics
- Construction paper (1 yellow, 1 black, 3 white, 4 blue, 1 brown)
- 3 Fish and bird images
- 3 Animal images
- Star stickers
- *Optional:* 1 black piece of construction paper; 1 blue piece of copy paper; Bible Story Figures: land (1); water (4); flowers (6); clouds (10, 48); trees (24, 34); moon (25); sun (29); stars (37); grass (51); camels (60); lamb (61); sheep (65); doves (62, 64); ravens (63, 70); lions (71); fish (72); cattle (74) from the Bible Story Digital Flannelgraph Set (CPH)
- Home Photo Card Set (CPH)
- A short note to send to parents requesting a family picture to be brought in for Day 4

Day 2 Materials

- The Basics
- Zippy puppet (CPH)
- *The Story of Creation* (CPH Arch Book)
- *Optional:* Piece of clay or play dough
- Small ball

Day 3 Materials

- The Basics
- Day 1 creation sheets
- *Optional:* God Cares for the Birds and Flowers, The Lost Son, and Jesus Is Baptized Finger Puppet Sets (CPH)
- A picture of your family
- *What Next?* (CPH Big Book)

Day 4 Materials

- The Basics
- Blue scarves/blue streamers for each child
- Poster board
- A picture of each child’s family



Create a simple seven-page guide to tell the creation story or use the Bible Story Digital Flannelgraph figures. Print out the figures onto heavy cardstock and attach a magnet to the back of each to display them on a blue background. (However, start by showing a black sheet of construction paper.) To make seven creation sheets:

1. Glue a sheet of yellow construction paper to the back of a sheet of black construction paper. On the yellow side, write "Day 1."

2. Glue a blue strip to the top and a blue strip to the bottom of a piece of white construction paper. Write "Day 2" on this sheet.

3. Glue a brown construction paper strip on the bottom of a blue sheet of construction paper. Draw a simple tree, a flower, and a grass section on the brown strip. On this sheet, write "Day 3."

4. Draw a circular sun and a quarter moon on a piece of blue construction paper. Add several star stickers. Write "Day 4" on this sheet.

5. Find and print the following images: three sea creatures and three flying birds. Place the fish on the lower half of a piece of blue construction paper. You may want to draw in small blue waves. Place the birds at the top half of the page. Draw in clouds by your birds. Write "Day 5" on this sheet.

6. Draw two stick figures in the middle of a piece of white construction paper. Write "Adam and Eve" under the figures. Print out several different animal pictures to glue all around Adam and Eve. Write "Day 6" on this sheet.

7. Write "Day 7" at the top of a white piece of construction paper, and draw two closed eyes above a smile.

Hold the creation sheets in your lap and say, **When God made the world, He started with nothing. When we build or create things, we use blocks or paint or**

clay. When God created the world, He would just say, "Let there be light." And there was light. He would just talk, and it would happen. Hold up your first page (or just a piece of black construction paper). Show the black side. Say, **On the first day, God created light. The light He called day and the darkness He called night.** Show both sides (or tape the edges of a blue piece of thin copy paper to your metal surface). Have a child hold Day 1 until the whole story is complete. You may want to tape or pin all of the sheets to a wall until all the sheets are in a row, so students can see them all week.

Say, **Next, God created the sky and the seas. And God saw that it was good. That was the end of Day 2.** While sharing about each day, hold up the creation sheet and point to what God is creating (or add the clouds at the top of the scene and water in the middle). Have another student hold Day 2. After each day, pick another student to hold the sheet and stand next to the child before him or her.

Say, **On Day 3, God gathered the water together and formed the land. He called the land earth. God said, "Let the earth have every kind of plant and flower and tree and fruit trees." At once, all types of plants, flowers, and trees began to grow.** Add grass, trees, and flowers. **And God saw that it was good. We have seen what God made on Day 1, Day 2, and Day 3. Ask, What day are we on now? Yes, on Day 4, God created two big lights. One light was for the day, and one was for the night.** Add the sun and moon. **God also made the stars. Add the stars. And God saw that it was good.**


Say, **What will come after Day 4? (Day 5) Great! On Day 5, God said, "Let the waters be filled with living creatures and let the birds fly high above the earth." God saw that it was good.** Add the doves

✦ ✦ ✦ God Gives Life to the World ✦ ✦


and ravens. **What types of water creatures do you see here?** Add the fish. **Can you think of other animals that live in the water? Do you know what types of birds are flying in my sky? What other birds do you know? God made them all! Now what day are we on?** Count to six together.

On Day 6, God said, "Let the earth have every type of animal. Animals that creep, hop, and run." Add the camels, lamb, sheep, lions, and cattle. **Then God made Adam. He formed Adam from the dust of the ground**


and breathed life into him. God made Eve, the first woman, for Adam. Now God saw everything that He had made and it was very good. On Day 7, God had finished His work and He rested. God blessed the seventh day and made it holy. I drew God smiling because He is resting and happy with everything He has made. (Note: Figure 107 *may* represent Adam and 85 *may* represent Eve; to hide their clothing, place them behind the water, as if swimming, or behind a rock, figure 27.)



Remind the children how much God loves them. Say, **God made each of you special because He loves you so much! He wants to be with you forever, so He sent Jesus to give you a life in heaven forever! Let's play a listening game that shows how special each of you are.** Tell the children that every time you say something that is about them, they get to stand up. Say, **If you have curly hair, stand up.** Allow time for students to stand up and sit back down. Continue stating characteristics until everyone has had a turn to stand and sit. About every third time say, **If Jesus loves you, stand up.** In this way, everyone will have several chances to stand.



Use two cards from the Home Photo Card Set. First show the card with the child and the pet. Say, **Look at this picture. What in this picture did God create?** Let children discuss; if they don't know, have someone point to the dog. Let them talk about their own pets. Show the second card of the child looking at the fruit. Again ask, **What in this picture did God make?** Allow the children to discuss. Find out what their favorite type of fruit is.



Pray an echo prayer:
Thank You, God, for making me. / Thanks for making fish in the sea. / Thanks for making birds that fly. / Thanks for making the sun up high. / Thanks for making cows that moo. / Thanks for sending Jesus too! / Amen.



Teacher: *(To children)* I wonder why Zippy is crying.

Zippy: *(Crying and carrying on)* Oh, I feel so sad. I don't know what to do!

Teacher: Well, Zippy, what is going on? Why are you feeling so sad?

Zippy: Why am I so sad? Look at me! I am so small! I will never be big. I will never get to play with the big kids and it makes me feel sad. *(More crying)*

Teacher: Now, Zippy, first of all, you are not that small and you are growing every day. Did you know that God made you exactly how He wanted you to be? The Bible tells us God created you and loves you so much that He even knows how many hairs are on your head.

And He even sent Jesus to die on the cross for you so that your sins would

be forgiven.

Zippy: *(Just sniffing now)* God made me? God loves me even though I'm not very big and strong?

Teacher: Yes! He loves you and made you special. When God created the world, He looked at everything and saw that it was good. So you, Zippy, are very, very good because God made you!

Zippy: Wow! I feel special and happy. It feels so good to know that God loves me!

Teacher: Zippy, why don't you stay and listen to how God created our world?

Zippy: Thanks. I would like to stay and listen to God's Word.

Put Zippy up on a shelf or next to you as you begin.



To practice the memory verse, stomp around the classroom (or, better yet, in a dusty ball field or playground) as you say the Bible Words. Step on the words *God, man, dust, and ground*. **God** formed the **man** of **dust** from the **ground** (Genesis 2:7). Another option is to pass a ball of play dough around the circle on each of the stressed words. Have the children sit in a circle and gently pass the play dough to the person to their left, moving it clockwise around the group. You may need to clap or point to the next child in the circle if you want the children to keep the beat; don't expect accuracy. Say, **When God created people, He used His hands and shaped them, just like an artist makes something out of clay.**

✦ ✦ ✦ God Gives Life to the World ✦ ✦



Show the pictures from the CPH Arch Book *The Story of Creation* by Beth Atchinson. Remind the children that this story is God's Word and is found in the Bible. As you turn each page, sing the following song to the tune of "The Farmer in the Dell." After the first day, change the lyrics as indicated below the first stanza.

God made the light and night.
God made the light and night.
God made light and God made night.
Just for you and me.

Then sing for

Day 2: God made the sea and sky.
Day 3: God made the land and plants.
Day 4: God made the sun and moon.
Day 5: God made the birds and fish.
Day 6: God made the land creatures.
Day 7: God rested the last day.

Repeat the phrase "Just for you and me" at the end of each stanza.

Hold up your Bible and remind the children that everything in the Bible is God's Word, just like it was His Word that spoke creation into being. Say, **The stories that we learn from the Bible are all true. God gave us His Word, the Bible, so that we can learn more about Him. God loves us and wants us to know Him better. Each week, we will learn more about our loving God and His Son, Jesus. We do that by learning about the stories in the Bible and by learning words from the Bible.** Sing "The B-I-B-L-E" (*LOSP*, p. 48).



Use a small ball and roll it to a child. When the child has the ball, they can share what their favorite part of their body is that God made and why they like it—what God lets him or her do well (e.g., arms to throw a ball, hands to catch a ball, feet to kick a ball or dance, mouth to sing). Now have the child roll the ball to another child and have that child share his or her favorite part of his or her body. Continue until all students have had a chance to share.



Echo prayer: **Dear Jesus, / Thank You for loving us. / Thank You for creating us. / Thank You for making us special. Amen.**



Take the seven creation sheets down from the wall and mix them up. Say, **Can someone help me figure out our Bible story?** Help the children to work together to put the sheets in their correct order. Have the children retell the events of the creation story. (You can facilitate and add to or fill in parts of the story as needed.) If retelling is too challenging for your students, simply sing the following song to the tune of “Old MacDonald had a Farm.” Pause after each stanza to have a volunteer point to which picture matches what was just sung:

1. Our kind Father made this world.
Thank You, thank You, God.
And in this world God made the light.
Thank You, thank You, God.
With a flash, flash here. (*Open and close fist like twinkling lights.*)
And a flash, flash there. (*Open and close fist like twinkling lights.*)
Here a flash, there a flash, everywhere a flash, flash. (*Open and close fist like twinkling lights.*)
Our kind Father made this world.
Thank You, thank You, God.

Continue the same pattern with the following stanzas:

2. And in this world God made the seas . . . with a splash, splash here. (*Clap, clap.*)
3. And in this world God made the trees . . . with a shake, shake here. (*Lift arms up, move right and left.*)
4. And in this world God made the sun . . . with a shine, shine here. (*Hold arms out in front of you, as if sun rays beaming down.*)
5. And in this world God made the fish . . . with a swish, swish here. (*Touch palms together and move hands side to side.*)
6. And in this world God made the birds . . . with a flap, flap here. (*Flap arms.*)
7. And in this world God made the pets . . . with a meow, meow here. (*Use fingers to “draw” whiskers on cheeks.*)

When appropriate, you may want to hold up a finger puppet from the God Cares for the Birds and Flowers Finger Puppet Set once the children are familiar with how to make the actions themselves. Use the strip of water from the Jesus Is Baptized Finger Puppet Set for stanza 2, the tree for stanza 3, the sun for stanza 4, the bird for stanza 6, and the pig from The Lost Son Finger Puppet Set for stanza 7, if the lyrics are changed to “pig” and “oink, oink.”

✦ ✦ ✦ God Gives Life to the World ✦ ✦



Use a whiteboard and draw something that God created (e.g., flower, tree, snowflake, raindrop). Can the children guess what your drawing is? Ask, **What did God create?** Draw a stick figure last. Say, **God saved His very favorite creation until last. He had made everything else and had gotten the whole world just as it should be just for us. He loves us so much that He wanted us to have a beautiful place to live. And He loves us so much that He wants us to live with Him in heaven, forever, so He sent His Son, Jesus, to die on the cross to make that possible.**



Several days or a week before class, send a note home asking parents to send a family picture to school. During class, show a picture of your family. Say, **I brought a picture of my family to show you today. God created everyone in my family. God made each of us special, and it feels good to know that God loves us. This is my [husband, son, etc.].** After you have named your family members, ask children to

look at your different sizes, hair and eye colors, and so on. Discuss how we are all a part of God's family too. Say, **When we are baptized, we become God's children. He loves us and takes care of us. God created us and loves when we come together to sing His praises and when we talk to Him in prayer. Tomorrow, I would like each of you to bring in a picture of your family to share with the class.**



Read the Big Book *What Next?* from CPH. After you read each page (or even instead of reading each page), give students an opportunity to point to something God made on that day and tell the class what it is. Can your students recognize what text on the page is a numeral? Ask, **Do you see a number?** Let someone point to it.



Today, the children will act out the creation story. To begin, prepare the children for what will happen, and then pick one child to turn off the lights and stay by the light switch. For Day 1, say, **When God made the world, He started with nothing. Everything was dark. First, He made the light.** Pause to let the student turn on the light. **The light and the darkness made the first day.**

Quickly, give everyone blue scarves or blue streamers made from crepe paper. Say, **On the second day, God made the sky.** Have the students shake their streamers high above their heads. **God also made the sea.** Have the students shake their streamers down low by their feet. While picking up the streamers, say, **And God saw that it was good. On the third day, God made the land and called it earth. He made every plant, flower, and tree.** Say, and encourage the children to say with you, **And God saw that it was good.**

Continue, **On the fourth day, God made our beautiful sun to light the day.** Children can place their arms in a large circle above their heads. **God made the moon and twinkling stars to light the night sky.** Have children place their

arms way above their heads and wiggle their fingers for the stars. **And God saw that it was good. On the fifth day, God said, "Let the waters be filled with living creatures."** Allow students to swim around the classroom. They can make fishy faces and use their hands as fins and tails. **God also said, "Let the birds fly above the earth."** Now have children fly around the classroom. Allow them to make bird calls and bird songs too. They should come back to their spots as you all say together, **And God saw that it was good.**

On the sixth day, God made creatures that creep and crawl. Have students get down on the ground and pretend to be insects, lizards, mice, and so on. **God made creatures that hop.** Have children hop like rabbits, kangaroos, or frogs. **God made creatures that gallop.** Let the children gallop around the room like horses. **God even made creatures that roar!**

Now quietly lead the children back to their spots and whisper, **God was not done. Then He made man. He made man in His own image. He made man from the dust of the ground.** Have children mimic reaching down and gathering earth together and

pretend they are making man (creating something, as they would work with play dough). **After God made Adam, God made Eve from Adam.** Repeat the molding/creating motion. **Day 6 was finally finished. On Day 7, God looked at everything He had made.** Have children shield their eyes with their palm and look all around, smiling. **And God saw that it was good. God blessed this day and took a rest!** Have everyone quietly lie down for a few seconds.

Today, we are going to make a poster about God's creation. As you explain the next part, use markers to draw a large cross in the center of a sheet of poster board. **Thankfully, we have Jesus right in the middle of the poster! Even though we sin and do bad things, say bad words, and do not always act like good friends, Jesus forgives us and loves us. So I put the cross in the middle of our poster to remind us that God created everything and had a plan to send Jesus to help us when we did not listen to His Word.**

Now let's think about all that God created when He made our world. I want everyone to think of two or three things that God created. We are going to go around the circle, and

✦ ✦ ✦ God Gives Life to the World ✦ ✦

everyone will get a chance to add at least one part of creation to our poster. Let each child add an idea for the poster. If they say, “God made tigers,” do your best to draw a tiger on the poster and write “tiger” below the drawing. After everyone has had a turn, facilitate more answers, as needed, so that there is something from each day of creation. If your students do not mention it, remind them that God made people.

Have two students hold the paper up. Say, **Wow! Look at all that God has made for us! Let’s read each word together.** Point to your drawings and the words and go through the entire poster.

I will hang this poster up in our classroom so that we can remember to thank God for all He has made. Also, it will remind us to thank God for creating each and every one of us, and for taking

care of us by sending us our Savior, Jesus! Say the following echo prayer, having the students repeat each phrase after you:

Dear God, / thank You for creating us. / Thank You for loving us. / You love us even when we’re crabby. / You love us when we act nice. / You love us even though we act mean. / You know all about us / and You still love us. / Thank You, God. Amen.



Have the children share pictures of their families. If someone does not have a picture, they can still tell about their family and bring in a picture the following day. As the children share, note the similarities and the differences of the family members and continue to remind the children, **God loves you and your family so much! Look at how wonderfully He made you!** Everyone is unique and different. No one is exactly the same as you. **God loves you so much that He even made Jesus to be a person, like us, so that Jesus could save us from our sins.**



Sing to the tune of “God Is So Good” (LOSP, p. 57):

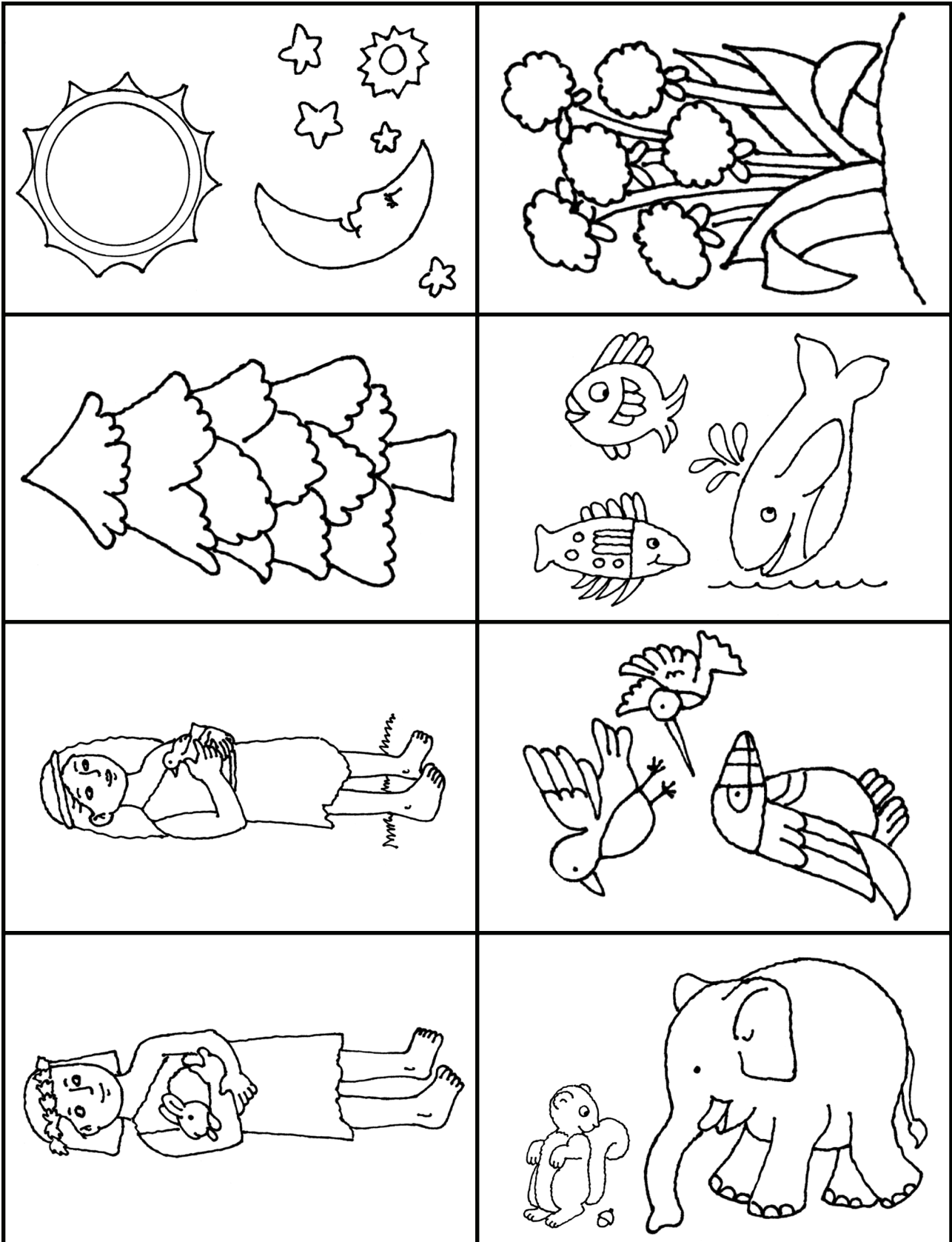
God is so good.
God is so good.
God is so good.
He’s so good to me!
God made our world.
God made our world.
God made our world—
Made it all for me!



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.

God's Creation



ALL ABOUT ME

The 7 Days of Creation

(Worship) Sing the following to the tune of “The 12 Days of Christmas.”

To help the children remember the words, you can refer to the creation sheets or use the simple motions for each stanza. As you repeat each phrase, continue to repeat each action.

On the 1st day of creation, *(Hold up 1 finger.)*

My Father gave to me

Darkness and light so I could see. *(Cover your eyes with your hands and then take them away.)*

On the 2nd day of creation, *(Hold up 2 fingers.)*

My Father gave to me

Sea and the sky; *(Start with your hands low to the ground then quickly move hands up above your head.)*

And the darkness and light so I could see.

On the 3rd day of creation, *(Hold up 3 fingers.)*

My Father gave to me

Earth and all plants; *(Push hands together and “grow” them outward like a plant.)*

Sea and the sky; and the darkness and light so I could see.

On the 4th day of creation, *(Hold up 4 fingers.)*

My Father gave to me

Sun, moon, and stars; *(Place each in the sky above your head with 1 hand.)*

Earth and all plants; sea and the sky; and the darkness and light so I could see.

On the 5th day of creation, *(Hold up 5 fingers.)*

My Father gave to me

Fish in the sea; *(Sing slowly like “5 golden rings,” and bring palms together to make a swimming fish.)*

Sun, moon, and stars; earth and all plants; sea and the sky; and the darkness and light so I could see.

On the 6th day of creation, *(Hold up 6 fingers.)*

My Father gave to me

Animals and people; *(For “animals,” place 1 hand out, palm up, and for “people,” place the other hand out, palm up.)*

Fish in the sea; sun, moon, and stars; earth and all plants; sea and the sky; and the darkness and light so I could see.

On the 7th day of creation *(Hold up 7 fingers.)*

My Father did agree:

“All things are good that I can see!” *(Slow down for the ending line and do not repeat the other phrases. Make thumbs-up sign with both hands.)* (P.1.2.2)

Creation Litany

(Worship) **Teacher:** God made light and darkness.

Students: And it was good!

Teacher: God made the sky and sea.

Students: And it was good!

Teacher: God made the earth and everything that grows.

Students: And it was good!

Teacher: God made the sun, the moon, and the stars.

Students: And it was good!

Teacher: God made the fish that swim and the birds that fly.

Students: And it was good!

Teacher: God made all the animals!

Students: And it was good!

Teacher: God made Adam and Eve and you and me.

Students: And it was good!

Teacher: God looked at everything He had created.

Students: And it was very, very good!

While saying this litany, refer to the creation sheets. As children respond, have them pump their fist in the air each time they say the word *good*. (P.2.1.4)



Express

ALL ABOUT ME

If You're Happy

(Worship)

If you're happy that God made you, clap your hands. (*Clap, clap.*)

If you're happy that God made you, clap your hands. (*Clap, clap.*)

If you're happy that God made you, let your happiness shine through you.

If you're happy that God made you, clap your hands. (*Clap, clap.*)

Add the following stanzas:

If you're happy that God made you, stomp your feet. (*Stomp, stomp.*)

If you're happy that God made you, shout your praise. (*"Praise the Lord!"*)

If you're happy that God made you, do all three—(*Clap, clap. Stomp, stomp. "Praise the Lord!"*) (P.3.1.3)

Special Sequence

(Circle Time) Use as a transitional activity. As each child's name is said in the rhyme, he or she may line up or head to the next designated area. Say,

I see someone special.

Someone special I see.

God made [insert name] special.

[insert name] is special to me! (P.3.1.3)



Creation Finger Play

(Circle Time) God made me. (*Point up to the sky for God and back to self for me.*)

I knew He could. (*Point to temple and nod.*)

God made everything. (*Use both arms and stretch wide.*)

And everything was good! (*Stretch out both arms again for "everything" and then put out both hands in thumbs-up for "good."*) (P.2.3.2)

Other Songs

- "He's Got the Whole World in His Hands" (*LOSP*, p. 101)
- "Sing a Glad Song" (*LLV*, p. 35)
- "God Made Me, Every Part You See" (*LOSP*, p. 76) (P.4.4.1)

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

(Nursery Rhyme) Say, **Because of sin in the world, we, like Jack and Jill, sometimes fall down and get hurt. God loves us and cares for us and helps our bodies to heal. That is one of the amazing parts of God’s creation—that our bodies can heal themselves! God makes us so special. When we or someone we care about is hurt, we can pray and ask for God to heal them.** (P.3.1.18)



Name Writing

(Writing) God made each of us special and calls us by our names. It is important that we know our names. On half of a sheet of paper, have students’ names already written, leaving space between each letter. Let children copy their name below the already written name. Then let the children trace the letters you have written with glue. If using a glue bottle is too difficult, provide cotton swabs to dip into glue and use to spread. Children can press onto the glue glitter, pom-pom balls, stars, or anything they would like to make their name stand out and be special, but be sensitive to choking hazards. After the glue has dried, allow the children to feel all the letters in their name. Compliment them on creating something special, just like God created each of them in a special and unique way. (P.2.3.12)

I See the Moon

I see the moon, And the moon sees me.
God bless the moon, And God bless me.

(Nursery Rhyme) Continue to insert different items that God created. Ideally, the items would be one-syllable words, but they don’t have to be. Allow the children to pick these items. For example, “I see the dog, And the dog sees me. God bless the dog, And God bless me.” Children could then pick 1 item to draw. Add the appropriate rhyme to the drawing. If the child draws a sun, write, “I see the sun, And the sun sees me. God bless the sun, And God bless me.” Use the drawings all together and have the children read their page as they look at their own drawings. You may want to use the pictures to create a class book. (P.2.3.7)

ALL ABOUT ME

A Is For Apple

(Snack) Bring red apples, green apples, and yellow apples to class. Children can “slice” apples with an apple corer/peeler/slicer. Set the apple in the apparatus and let the children turn the crank. Or let them use a corer/slicer. Align the slicer on the apple and apply pressure. Then allow the child to push the rest of the way.

Group the slices by color (place the red ones together, the green, etc.). Create a graph that has the 3 choices of apples. As the children try each slice, talk about the different flavors of each apple. Discuss how God created each apple and made it special in its own way! Allow the children to select their favorite apple on the graph. Count and decide which apple has the most votes. (P.1.2.6)

The Good Earth

(Art) Let the children use blue and green paint to create a world. You may want to show a globe and/or pictures of our earth from space, and reinforce the circular shape of our world. Provide large circle-shaped paper and blue paint at the easel.

Encourage the child to cover the entire circle with blue paint. After the circle dries, set it on a covered surface at a table and give the child time to finger-paint over the top of it with green paint. This will create the “land.” To create a 3-D effect, make your own green puffy finger paint by

mixing 3 parts shaving cream to 1 part white glue and then adding green paint to get the desired color. When that layer has dried, provide cotton batting or cotton balls for students to pull apart and glue onto the surface to represent clouds. You may want to mount the earth on a sheet of construction paper and use a black marker to write the words, “‘And God saw that it was good.’ Genesis 1:10” at the top or bottom of each painting. (P.4.1.2)

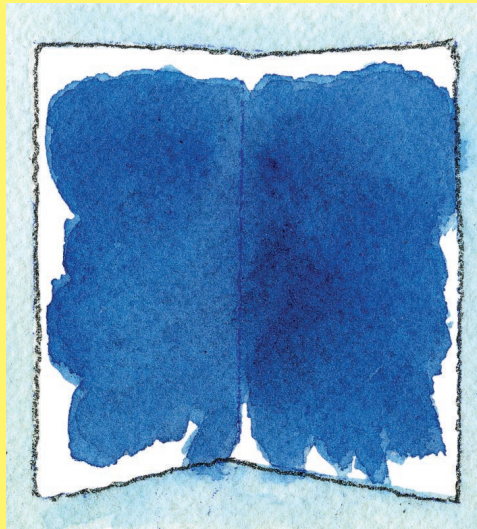


Creation Sheets

(Art) Have children create their own creation sheets to tell the story of creation. Have Day 1, Day 2, and so on already written on the pages. Children can start by gluing the yellow sheet (Day 1) to the black sheet. For Day 2, they just need to glue the blue strips at the top and bottom of the white construction paper. On Day 3, they can glue the brown paper to the bottom and add their own tree and flower with markers or stickers, or you may want to provide copies of Reproducible 1 from page 14. Some students may be able to cut along the straight lines. All the figures on the page do not need to be used. On Day 4, students can use the precut sun and moon image or draw their own. You could provide star stickers for students to place. For Day 5, use the blackline birds and fish already cut out so students can color them and glue them on. For Day 6, have blackline animals and people precut for students to glue on. Finally, for Day 7, they can copy your drawing of a smile and closed eyes. Once everything is dry, have children practice retelling the story of creation. Remind the children that because of Jesus, one day everything will be perfect again in heaven, just like it was then. Let students take their creation sheets home to tell the story to someone they love. (P.4.1.3)

Green Collage

(Color) For this large group activity, have each child contribute a green item to attach to a large piece of poster board. Each student needs to create or find something green that God has created (e.g., a frog, a tree, a plant, a leaf, a snake, a bird, a fish). Have children bring pictures or items from home. As long as it is a shade of green and was created by God, it can be added to the collage. Throughout the week, set aside a time each day for the children to add more green items to the poster board. Discuss each item and ask, **Which day did God create this item?** (P.1.5.2)

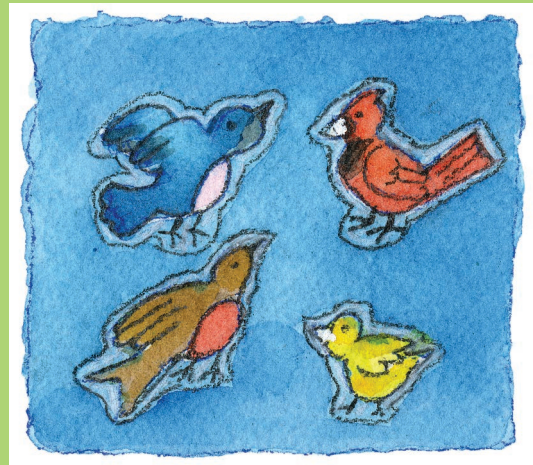


Paint Blots

(Art) Before class, prefold pieces of paper in half. During class, show the children how to open it up and put a spoonful of paint on the inside of the paper. Help them to gently refold the paper and press it flat. After the top half is slowly peeled back, ask, **What do you notice about the 2 sides?** Explain that although some people look similar, like identical twins, no 2 people are exactly alike. God created everyone just the way He wanted them to be. Everyone is unique. (P.3.2.1)

Blue Skies

(Art) Let the students use blue paint to create a sky background. Provide paper and blue finger paint, or put blue paint in a tray and show the children how to dip a bath sponge in the paint and then press it onto the paper. Remind them to lift straight up to form a print instead of moving sideways and smearing the paint. Once the paint is dry, the children can add bird or balloon stickers, cotton balls for clouds, or anything else that could be found in the sky. (P.4.1.1)



Here We Go 'Round in Circles

(Shape) Show a globe or pictures of the earth from space. Ask, **What shape did God create our world?** Give the children a large piece of paper and several different sizes of circle shapes to trace around. Have the students use different colors of crayons or markers to complete the tracing. The children should trace several circles; the circles can overlap. The children will make a colorful circle creation. Remind the children that God created all the colors that they are using and He created the circle too. When it is time to clean up, have the children sort the circle shapes by size to get the area ready for the next group. As a variation on the activity, you may choose to precut circles of various sizes and colors; the children can simply glue the shapes onto another sheet of paper as a collage of overlapping circles. (P.1.3.3)

Create

ALL ABOUT ME

Identifying God's Creation

(Sensory) Place items that the children can feel (e.g., a leaf, a flower or flower petals, a pinecone, skin or fur from an animal, an acorn, a grape, a banana) in a bag or a box. Put in anything the children could safely touch and attempt to identify and that is a part of God's creation. As the children reach in, tell them to grab just 1 thing and see if they can guess what it is by just feeling it. Then let the child pull out the item and see if they were right. All children should receive a turn. Change the items in the bag daily so that children will continue to be curious and want to explore God's creation. (P.1.1.3.1)

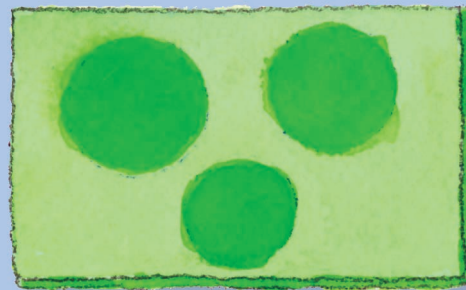
Creation Detectives

(Sensory) Explain that the children will be creation detectives. They will be hunting for God's creation in the sand table. Take pictures of 10 to 12 plastic animals. Mount those pictures on tagboard or other heavy paper. Hide the animals in the sand of your sand table. Give the children the pictures and have them carefully sift through the sand to find the animals. Once a child matches an animal to the picture, he or she can set that picture and animal aside. When all the animals are found, then children can hide the animals in the sand for the next group of children. If possible, also hide small plastic people. Remind the class that humans are the crown of God's creation—His very best and His favorite. (P.1.1.2)



Sun Power

(Science) Have each child choose any color of an 9 × 12-inch piece of colored construction paper. Also give each child 3 to 5 paper circles of varying sizes. Have the children place the circles on their paper. *Gently* tape the circles to the paper. Explain to the children that this experiment will show the strength of the sun that God created. Place their paper in a window with the circles facing the outside, so the sun will shine on the circles and paper. Ask, **What do you think the sun will do to the paper? Do you think the sun is strong enough to reach the paper through the window?** Write down their guesses and answers. Leave the papers up the entire week. At the end of the week, take them down and allow the children to carefully peel off the circles that were only gently taped on. The children will discover that the sun indeed has a great deal of strength and has faded the parts of the construction paper that were not covered by circles! God created a beautiful, powerful sun to warm our earth! He knew just what we needed to live. (P.1.7.3)



Unique Feet

(Math) Have a toenail painting party! Yes, even for the boys. Provide several colors of paint and a covered work area. Count toes, talk about color names, and maybe even challenge some children to recognize an ABAB pattern. Ask, **What color comes next?** Let any children waiting for a painting turn do “This Little Piggy” to each other. Let the children practice putting their shoes on as much as they can by themselves. Be sure to communicate with parents ahead of time and to safely put away the materials. (P.1.1.1.1)



Counting Parts

(Math) Create number stickers by writing numerals on colored dot (circle) stickers (which are often used for garage sales). Only give students a set of 1–10, and leave the numerals in order on the sheet. With supervision, let the students stick the numbers in order on their fingernails to label their fingers. Show them how to start with the pinky finger and work their way to the end. The numbers should be facing *the child*, so he or she can read them. You may want to provide a 1–10 number line at the Math Center. Sing the following song as children tap 1 finger at a time (starting with the numeral 1) on the tabletop.

1 little, 2 little, 3 little fingers
4 little, 5 little, 6 little fingers,
7 little, 8 little, 9 little fingers,
10 fingers God gave me. (P.1.2.1)



Eye See

(Math) Set up a graph that asks, “What color are your eyes?” Under the question, draw sets of eyes across the top: blue, brown, black, and green. At Circle Time, write each child’s name under the appropriate set of eyes. After each child has a turn, count all the names. Next, find out which color of eyes has the most names. The least? Ask, **Who created our eyes? Who gave our eyes their color? God gave us our eyes so that we can enjoy His beautiful creation.** You may want to discuss how sin changed things and that now some people can’t see. Discuss what it means to be blind, and perhaps even think about how to be nice to blind people. (P.1.2.9)

Explore

ALL ABOUT ME



Sky, Sea, and Me

(Social game) Each child will need a blue streamer made from crepe paper. You will also need a CD player or iPod for this activity. While the music plays, the children can dance with their scarf or streamer and move about the play area. When the music stops, the children must freeze where they are.

At that point, the teacher will say 1 of 3 responses. If you say, **God created the sky**, then the children need to stand on tip toes and wave the streamer high above their heads until the music starts again and then they can go back to dancing. If you say, **God created the sea**, then the children must squat down low and wave their streamer across the floor until the music begins. Finally, if you stop the music and say, **God created me**, the children must wrap their arms around themselves for a big self-hug. Play this game several times to practice listening skills and reinforce the concept that God created each and every person! (P.4.2.4)

Monkeyshines

(Social game) Let the children act out different animal behaviors. Use a bell or some type of signal that reminds the children to freeze and be ready to listen. Show a picture of a monkey and say, **God created monkeys!** Children may act like monkeys until you blow the whistle for them to freeze. Show a picture of a duck and say, **God created ducks!** Children may act like ducks. Pick about 10 different animals (e.g., tiger, octopus, kangaroo, bear, horse, butterfly, lion, cow). The children may want to make animal suggestions too. Close by singing, "Who's the King of the Jungle?" (also titled "King of the Jungle," found on many Christian children's CDs). (P.4.3.1)



Relate