



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.



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OLD TESTAMENT

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FROM THE EDITOR: A LOOK AT THIS MONTH

The front cover shows a content child enjoying and appreciating time with his family. This is God's good and gracious will for us. He placed us into families because He knew that is a healthy, supportive environment. In fact, God wants us to call Him our "heavenly Father." Just as an earthly father takes care of his children, so our heavenly Father cares for His children. He meets all our needs, even our need for salvation from our sins. It is through the vehicle of a family that God chooses to fulfill His promise of a Savior.

This month is a good time to talk about family vacations taken over the past summer or ones planned for the upcoming holiday season. God miraculously led His people through the Red Sea! After travel in the wilderness, God's people were ready to travel into their new land, until ten spies convinced them to lose their trust in the almighty God. The stories prove that God is caring and is able to handle any difficulty. God works through family members to provide care, safety, forgiveness, and peace. God bless your ministry to your classroom families!

Here are a few things to keep in mind 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

At Circle Time, make allowances for movement. Participation and learning, not sitting in one spot, are the focus. Children's stomachs and back muscles are still developing. When movement is allowed, children can strengthen different muscles and rest the ones that are fatigued. If children are not concentrating on holding difficult sitting positions, like crisscross applesauce (cross-legged), they have a greater chance of increased participation in group time. Some seating ideas that allow for movement include a beanbag chair, a pillow, a sit-upon (small mat or cushion), a rocking chair, lying on the belly, and kneeling.

Week 5—God Keeps His Promises

ABRAHAM'S SON ISAAC IS BORN

GENESIS 21:1-7

Discovery Points

Law: Sometimes you don't like it when you have to wait for something you want.

Gospel: God kept His promise to send a Savior. He keeps His promise to bless you. He knows what is best for you.

Sanctification: Through the power of the Holy Spirit, patiently wait for God to answer your prayers, trusting God to keep His promises.

Background

Patience is a fruit of the Spirit. We learn endurance as we encounter situations and trials that test our patience. As preschool teachers, our patience is put to the test often. Sawyer spills his milk again! Mrs. Smith didn't receive the October calendar? Or the September or August calendar? What's a teacher to do? God says, "Be patient." Psalm 40:1 challenges us to "[wait] patiently for the LORD." In the psalmist David's life and in Abraham's, as well as in our own, we see how God lifts us out of despair and gives us a new song of praise to sing that might not have been ours if we had not gone through a period of waiting.

Abraham waited and waited for God's promise of becoming a father of many nations to be fulfilled. In the Bible story this week, God keeps His promise to Abraham and grants to Sarah and him a son, Isaac. Can you imagine the joy and song in their hearts as they held their son for the first time?

Abraham was faithful, and it was credited to him as righteousness (Genesis 15:6). Romans 5:3–5 states that "we rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not put us to shame, because God's love has been poured into our hearts through the Holy Spirit who has been given to us." May the Holy Spirit allow you to wait patiently on the Lord and trust that He knows what is best for you. Although we often focus on *what* we're waiting for, may our focus be on *who* can provide it.

Bible Words

*I waited patiently for the LORD.
Psalm 40:1*

Week 5

Letter of the Week: B

Day 1 Materials

- The Basics
- God Calls Abraham Finger Puppet Set (CPH)
- *Optional:* Bible Story Figure: Jesus from the God Cares for the Birds and Flowers Finger Puppet Set (CPH)
- Reproducible 5, 1 per child
- Photo of each child

Day 2 Materials

- The Basics
- Zippy puppet (CPH)
- Bible Story Figures: Abraham (89), Sarah (86), Isaac (92) from the Bible Story Digital Flannelgraph (CPH)
- Chart or poster paper on easel or whiteboard

Day 3 Materials

- The Basics
- Zippy puppet (CPH)

Day 4 Materials

- The Basics
- Baby doll for each child
- School, Home, and Families Photo Card Sets (CPH)
- Abraham Cuppette Images (CPH)
- 2 Styrofoam or plastic cups



Say, **In our lesson last week, God promised that Abraham would be the father of many children, as many as the stars in the sky.** Hold up the Abraham finger puppet on your left-hand pointer finger. Ask, **Are there lots of stars in the sky or just a few?** (Lots!) Hold up the star finger puppet on your right-hand pointer finger. Count to ten or twenty as you move your “star” finger around in the “sky” (in the air above Abraham). Say, **Abraham would end up having a big family. Abraham and Sarah were getting very old, as old as grandpas and grandmas.** Add the Sarah finger puppet to the left hand, next to Abraham. **They were waiting for God’s promise of a son to happen. Finally, God’s promise did come true, and their son, Isaac, was born.** Replace the star with the baby Isaac finger puppet; move the baby in front of Abraham and Sarah, as if they were holding him. **God kept His promise to Abraham and Sarah. God always keeps His promises.**

Sing to the tune of “Where Is Thumbkin?” Keep the finger puppets on, and hold your hands behind your back until the appropriate time.

Where is Isaac? (*Hold up the Abraham finger puppet.*)

Where is Isaac? (*Hold up the Sarah finger puppet.*)

Here he is. (*Hold up the Isaac finger puppet in your right hand.*)

Here he is. (*Move Isaac around.*)

God gave him a mommy. (*Hold up the Sarah finger puppet.*)

God gave him a daddy. (*Hold up the Abraham finger puppet.*)

God is love. God is love. (*Hold all three together, as one happy family.*)

God loved us so much He gave us another baby, Jesus. Everybody had to wait a long time, but Jesus was a part of Abraham’s family many, many, many years later. Jesus grew up to be our Savior and died on the cross for all of our sins.

Sing to the same tune:

Where is Jesus?

Where is Jesus?

Here He is. (*Hold up Jesus finger puppet.*)

Here He is.

Jesus is my Savior.

Jesus is my Savior.

God is love. God is love.

*** God Keeps His Promises ***



God loved each of us so much, He gave us a mommy and a daddy. He blesses us. God knows what is best for us. Be sensitive to children from single-parent homes. You may want to repeat *mommy* or *daddy* both times in the following stanza, or use *grandma* or *grandpa*. Sing to the same tune ("Where Is Thumbkin?"):

Where is _____? (*Name a child.*)

Where is _____? (*Name the same child.*)

Here [he/she] is.

Here [he/she] is.

God gave [him/her] a mommy.

God gave [him/her] a daddy.

God is love. God is love.

Sing the song for every child in the class.



Make a book for each child by photocopying Reproducible 5 and folding it in quarters. Let the children color the book; then on the last page of the book, they may glue a cutout head of themselves from a photo.



Close with an echo prayer:

**Thank You, God, / for keeping Your promises. / I know You will bless me. /
I know You know what is best for me. / Amen.**



Zippy: It's almost time for Daddy to come pick me up from school. (*Whispers*) Guess what?

Teacher: What, Zippy?

Zippy: (*Excitedly, loudly*) I'm going to Grandma and Grandpa's house after school to swim in their pool!

Teacher: Wow! That sounds very fun!

Zippy: Yeah! I've been waiting and waiting to go again. Grandma and Grandpa were on vacation, so I had to wait until they finally got back home.

Teacher: I'm glad you get to go again before your grandparents have to close the pool. Now that it's fall, it will be getting colder and colder. I'm glad you can go swimming one last time.

Zippy: And it's so much fun! Grandma goes in with me, and she plays with me. She even throws me up in the air!

Teacher: I bet you come down with a great big splash! Well, I'm sure you can't wait. I'll let you know when I see your dad come to get you.

Zippy: Thanks! Bye!

Say, **It sure sounds like Zippy is going to have a great time at Grandpa and Grandma's house! It can be hard to wait for things to happen, especially when it's something good that we want to happen right away. Ask, Who likes to go to the pool like Zippy? Encourage students to raise their hands. Who likes having a birthday? Who wants their birthday to be here today? Well, we know that if it's not your birthday today, you'll have to wait. God gives us good things, but we trust that God knows what is best for us and when it is best to give it to us.**



Sing to the tune of "Where Is Thumbkin?" Sing the first stanza in a sad voice and then a happy voice.

Where is Isaac? (*Hold up right hand with palm facing up, as if questioning.*)

Where is Isaac? (*Add left hand to join in questioning gesture.*)

Here he is. (*Hands come together in middle with palms still facing up, as if rocking a baby.*)

Here he is. (*Keep palms in same position.*)

God gave him a mommy. (*Right pointer finger up in front of self.*)

God gave him a daddy. (*Left pointer finger also up in front of self.*)

God is love. God is love. (*Make heart shape by touching pointer fingers and thumbs.*)

Say, **God loved us so much He kept His promise to give us another baby, Jesus. Jesus grew up to be our Savior and died on the cross for all of our sins.**

✦ ✦ ✦ God Keeps His Promises ✦ ✦ ✦



Say, **Yesterday we heard about a baby being born to a mommy and a daddy. They had to wait a long time until his birthday—until he was born. Do you remember the baby’s name?** (Isaac) Set out the Bible story figures that you have made into felt, magnetic, or stick puppets, as you mention them. **Does anyone remember his daddy’s name?** (Abraham) **How about his mother’s name?** (Sarah) **Today we are going to retell the Bible story about this family and especially think about how they may have felt.**

Before we do that, let’s think about feelings. How do each of you feel right now? Write their responses on your easel by making a circle shape with two eyes and a mouth that portray the emotion given. Keep track of the expressions by putting similar faces all in the same column, like a chart. (If you label it, the numbers 1–10 will be on the left side, y-axis, and feeling labels will be along the bottom, x-axis.) Then, count together how many are in each category and discuss which categories have the most and fewest responses.

If you have a whiteboard, erase these responses, leaving one of each emotion circle on the board. Ask, **How do you think Abraham felt when he had to wait and wait to have a son?** (Sad) Have one child come and point to the sad face. If there are other thoughts, call

on one or two other children to come up and point to their idea. **How did Sarah feel when she got older and older and still did not have a child?** (Sad) Let one or more children come up and point to the emotion they think best portrays how the character felt. Continue with the following questions, letting other students choose. **When Sarah and Abraham had baby Isaac, how do you think they felt?** (Happy) **How do you think baby Isaac felt when his mommy and daddy held him close?** (Happy) **How do you feel when your mommy and daddy hold you?** (Happy) **How do you feel when your parents say, “I love you”?** (Happy)

There is another Father who loves you very much. This is a Father who lives in heaven, and He is the Father of all people. Who is it? (God the Father) **God loved us so much He sent His Son, Jesus, to die on the cross for all of our sins. Sins are the things we do that are wrong, like not listening when Mommy says to stop playing and pick up our toys or by hitting Daddy when he says not to run in the house. How do you think Mommy and Daddy feel when we do not listen and obey them?** (Sad) Point to the sad face on the board. **How do we feel when our parents say, “I still love you. I forgive you”?** (Happy) **How do we feel when God says, “I love you”?** (Happy)



Let’s pray to our Father in heaven. After each line that I say, I would like you to say, “God is love.”

I have a mommy and a daddy. (God is love.)

I love them, and they love me. (God is love.)

I have a Father in heaven who loves me. (God is love.)

Jesus died for all my sins. (God is love.) Amen.



Zippy: Good morning, [your name]. (*Whispers*)
Guess what?

Teacher: Good morning, Zippy. Let me guess . . .
you had an awesome time swimming at Grandma
and Grandpa's house yesterday.

Zippy: (*Excitedly, loudly*) No! I had an awesome
time swimming . . . at the water park!

Teacher: Zippy! The water park! That's great! That
sounds like so much fun, but I thought you were
going to Grandma and Grandpa's house.

Zippy: I was. I was waiting and waiting. And then
when Dad picked me up, he said I couldn't go.
Grandpa got sick and had to go to the doctor. I was
so sad.

Teacher: That sounds very disappointing. But then
what happened?

Zippy: Grandpa was okay, and Dad said Grandma
and Grandpa were sorry, so they gave me a pass
to the water park to use instead! Grandma and
Grandpa's pool is fun, but the water park was even
more fun! They had a big wave pool and a big

playground with a huge bucket that dumps water on
you!

Teacher: Oooh! I bet you were soaked! I'm so glad
everything turned out okay after all.

Zippy: Thanks, [your name]. Bye!

Say, **Zippy felt so sad and disappointed when he thought his grandparents and his dad couldn't keep their promise to let him swim in the pool. But did he end up getting to go swimming?** (Yes, he went to a water park.) **It ended up being even better than what he had hoped for.**

In our Bible story this week, did God keep His promise to Sarah and Abraham? (Yes. God gave them a son, Isaac.) **God keeps all of His promises. Open up your Bible. All of God's words are true, and God always keeps all of His promises. God promised to send us His Son, and He kept His promise by sending Jesus to die on the cross for all of our sins.**

✦ ✦ ✦ God Keeps His Promises ✦ ✦ ✦



Sing to the tune of “Row, Row, Row Your Boat”:

God, God, God is good. (*Clap on each beat.*)

God gives us good things. (*Clap on each beat.*)

Clap your hands and shout hooray (*Clap on each beat; pump right arm in the air on “hooray.”*)

For the grace He brings. (*Clap on each beat.*) Yay! (*Pump right arm in the air.*)

God, God, God knows best. (*Clap on each beat.*)

God will hear our prayers. (*Clap on each beat.*)

Clap your hands and shout hooray (*Clap on each beat; pump right arm in the air on “hooray.”*)

For God’s love and care. (*Clap on each beat.*) Yay! (*Pump right arm in the air.*)



Ask, **Was there a time when you really wanted something but you had to wait?** Children take turns sharing a waiting experience they had (e.g., waiting until someone was done with a toy, waiting until Mommy came home, waiting to eat). After the children share their experiences, commend them for waiting patiently, or give them an idea of how they could wait patiently the next time they experience the same thing. **Let’s say our Bible Words: “I waited patiently for the LORD”** (Psalm 40:1).



Pray an echo prayer:

Thank You, God, / for loving me so much / that You give me good things / when You know I should have them. / Amen.



Have each child bring a baby doll to preschool and have them sit on their laps at Jesus Time. Have extra dolls on hand for children who do not have one. Explain to them that they will get to do some things with their baby dolls, but not yet. For now, they will have to *wait*, be patient, and just let their babies hear God's Word. As you are talking, occasionally stop and commend those who are displaying patience and encourage those who are being impatient.

Hold up the image of a child who took a teddy bear (or the image of a child who took a marker) from another child from the School Photo Card Set. Say, **I want to play with a toy, but someone else is playing with it. What could the boy say?** Say the Bible verse, "I waited patiently for the LORD" (Psalm 40:1).

Hold up the image of a child who can't wait patiently in line from the School Photo Card Set. Say, **I want to go outside, but it's taking everyone so long. I can't stand it! What could the boy say?** Say the Bible verse, "I waited patiently for the LORD" (Psalm 40:1).

Hold up the image of the family eating together from the Home Photo Card Set. Say, **Mommy said no dessert until we have finished all our vegetables. What could**

she say? Say the Bible verse, "I waited patiently for the LORD" (Psalm 40:1).

Hold up the image of the two children playing house from the Families Photo Card Set. Say, **Daddy said we will play together when he gets home from work. What could the girl say?** Say the Bible verse, "I waited patiently for the LORD" (Psalm 40:1).

Say, **In our Bible story this week, we heard about being patient and waiting.** Set out the Abraham cuppette, made by attaching the image to an overturned cup. **God told Abraham that he would be a daddy, but how could he be a daddy if he did not have any children? What could Abraham have said?** Say the Bible verse, "I waited patiently for the LORD" (Psalm 40:1).

Set out the Sarah cuppette. **Sarah was sad that she did not have a baby to hold and love. What could Sarah have said?** Say the Bible verse, "I waited patiently for the LORD" (Psalm 40:1).

Ask, **Is waiting patiently hard to do or easy to do?** (Hard) **Is God patient with us?** (Yes) **Does God love us even when we are not patient?** (Yes) **Yes, God loves us very much. God kept His promise to send a Savior. He sent His Son, Jesus, to die on the cross for all of our sins. God loves us even when we are not patient.**

✦ ✦ ✦ God Keeps His Promises ✦ ✦ ✦



Say, **Now, children and babies, you have been very patient. I have a song I'd like all of us to sing. You may do the actions with your baby as we sing.**

Sing to the tune of "John Brown's Body":

Abraham and Sarah had a bouncing baby boy. (*Bounce baby on knee throughout stanza.*)
Abraham and Sarah had a bouncing baby boy.
Abraham and Sarah had a bouncing baby boy,
And Isaac was his name.

Abraham and Sarah had a laughing baby boy. (*Hold baby doll's hand over mouth as if laughing throughout stanza.*)
Abraham and Sarah had a laughing baby boy.
Abraham and Sarah had a laughing baby boy,
And Isaac was his name.

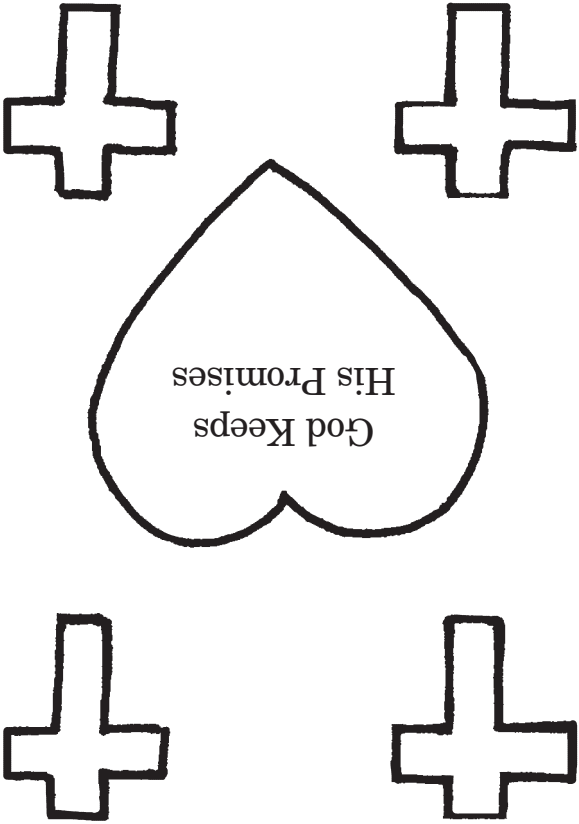
Abraham and Sarah had a sleeping baby boy. (*Rock baby in arms throughout stanza.*)
Abraham and Sarah had a sleeping baby boy.
Abraham and Sarah had a sleeping baby boy,
And Isaac was his name.

Abraham and Sarah loved their bouncing baby boy. (*Hug bouncing baby.*)
Abraham and Sarah loved their bouncing baby boy.
Abraham and Sarah loved their bouncing baby boy,
And Isaac was his name.

Once children are familiar with the song, you may want to make it more challenging by leaving out the adjective in each stanza (e.g., bouncing, laughing, sleeping, bouncing) and in place of the word, simply do the action.



Have the class fold their hands and the babies' hands and repeat after you.
Thank You, God, / for giving me patience to wait. / I trust in Your promises. / Amen.



I wait patiently for the Lord.
God blesses _____!



I waited patiently for the LORD.

God blessed Abraham.

BABIES (AND FAMILIES)

Happy Song

(Worship) Say, **God gave Isaac a mom and dad and a family. He gives us families who love and care for us. Whose family is this?** Show family pictures of children in your class. After each one, lead children in saying, **Thank You, God, for our families.** If such photos are not available, show a general picture of a family or use the CPH Family Photo Card Set. Say, **I see a family in the picture. Who can we see?** Acknowledge responses (e.g., mom, dad, brother, sister). **God gives us the people in our families. Thank You, God, for our families. God loves us so much He sent His Son, Jesus, to be our Savior. God is our heavenly Father, and we are all in God's family. That makes us so happy we want to sing.** Use the tune of the traditional song "If You're Happy and You Know It." Sing additional stanzas: "stomp your feet"; "praise the Lord."



If you're happy in God's fam'ly, clap your hands.

If you're happy in God's fam'ly, clap your hands.

For you know He hears your prayers, and He shows you such great care.

If you're happy in God's fam'ly, clap your hands. (P.4.4.1)

Love, Love, Love

(Worship) Sing "Love, Love, Love" (*LOSP*, p. 30).

Love, love, love! That's what it's all about! (*Hold hands with friends and circle around.*)

'Cause God loves us, we love each other; Mother, father, sister, brother. (*Give hugs.*)

Ev'rybody sing and shout, 'Cause that's what it's all about! (*Pump fist in the air or cup hands around mouth.*)

It's about love, love, love! It's about love, love, love! (*Hold hands with friends and circle around.*) (P.3.2.6)

Isaac Is the Son of Abraham

(Worship) Sing to the tune "Joshua Fought the Battle of Jericho":

Isaac is the son of Abraham, Abraham, Abraham. (P.4.4.1)

Isaac is the son of Abraham. And Jesus came from his family.

God Be with Us

(Worship)

At the close of each day, form a circle, hold hands, and sing the 4th line from the song (both the stanzas and the refrain) "God Be with You" by Jeremiah Rankin and William Tomer. Search the Internet to learn the melody to the phrase "God be with us till we meet again." (P.3.1.10)

Express

BABIES (AND FAMILIES)

Little Boy Isaac

(Nursery Rhyme) Sing to the tune of "Little Boy Blue":

Little Isaac has been born.

Come blow a loud trumpet, come blow a horn.

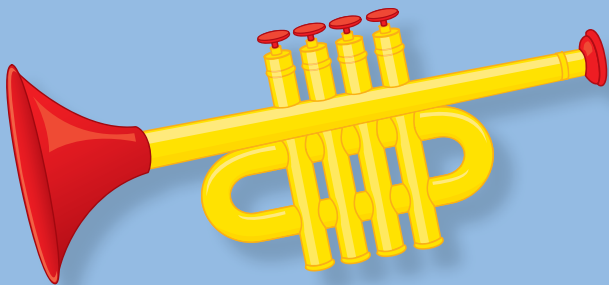
(Pretend to blow a trumpet.)

Where is the boy from God's promise He'd keep?

(Shrug shoulders.)

He's under a blanket fast asleep. *(Place index finger in the palm of the opposite hand and wrap the hand around it.)*

Insert each child's name instead of Isaac as you repeat the rhyme until each child's name has been said. Each time the rhyme is said, the teacher blows into a toy or real trumpet or horn, and the children can pretend to sleep by laying their head on their folded hands and snoring. Say, **You are God's child too! God has also promised to bless you.** (P.3.1.1)



What Mommies Do Best/What Daddies Do Best by Laura Numeroff

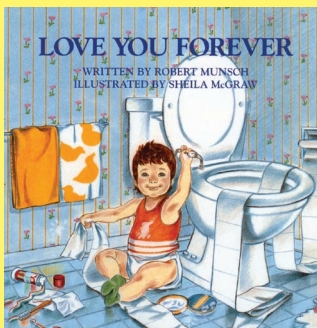
(Circle Time) Have children share 1 thing they like to do with their moms and 1 thing they like to do with their dads. Have children make pictures of 1 of the things they mentioned. Label the people in the picture, and write a line about what the students dictate they are doing in the picture. The page could be made into a class

book titled "God Gave Us Mommies and Daddies." Add a back page that says, "Thank You, God!" (P.2.3.15)



Love You Forever by Robert Munsch

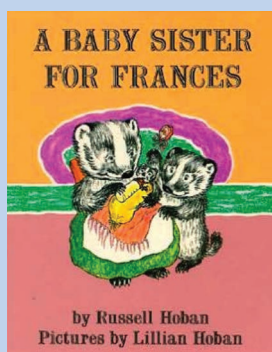
(Circle Time) When you get to the words that are to be sung, sing them in the voice that fits the character. Then ask, **Did the mom in the book love her son?** (Yes) **How do you know she loved him?** (She held him, rocked him, and went to see him when he was older.) **Did the son love his mommy?** (Yes) **How did he show his mom he loved her?** (He went to see her, held her, and rocked her.) **When the boy became a dad, did he love his son?** (Yes) **How did he show that he loved him?** (He held him and rocked him.) **Our daddies love us and want what is best for us. Our mommies also love us and want what is best for us. God, our Father in heaven, also loves us and wants what is best for us.** Have children make a picture of their moms and dads and themselves when they were babies. Ask each child to tell you about the picture. Label each picture by naming the mom, the dad, and the baby.



Take a picture of each caregiver sitting on your rocking chair when they drop off their child in the morning. Later in the day, have each child draw a picture of a baby. Use your photocopier to adjust the size of the picture to fit the arms of the caregiver. Post as a bulletin board. (P.2.1.1)

New Sibling

(Circle Time) Read stories about having a new sibling. After the story, talk about how a big brother or sister might feel knowing that he or she will soon have (or recently had) a new little brother or sister born into the family. Also consider and ask, **How does a mom feel being pregnant? If she's tired or uncomfortable, can you get her something to drink? pick up your room? How would that make her feel? Is there anything else that would make her happy?** Books include *A Baby Sister for Frances* by Russell Hoban; *Frog Face: My Little Sister and Me* by John Schindel; *The New Baby* by Mercer Mayer; *On Mother's Lap* by Ann Herbert Scott; *My New Baby* by Annie Kubler; *Arthur's New Baby Book* by Marc Brown; and *Berenstain Bears' New Baby* by Stan and Jan Berenstain. (P.2.3.4)



Animal Parents and Babies

(Circle Time) Discuss how God gives babies to humans and to animals. Babies come from mommies and daddies. Show pictures of animal parents and babies. Talk about the names of the animal babies. Set out cards of animal parents and their babies. Help the children match the babies to the parents. For more of a challenge, this could also be played like a tabletop memory game at a center. Set 4 matching pairs facedown on a table. On each turn, the child may turn over 2 cards to see if they belong together; if not, the cards are turned facedown again. The game could also be done using plastic animals as manipulatives. Gather small adult and baby animals. Have 1 container that holds the babies and 1 that holds the adults. Have children match the adult animal with its baby. (P.1.5.2)



Baby Needs . . .

(Circle Time) Before class, tear off small strips of masking tape and set them nearby. During class, draw a simple picture of a baby on the board and write the word **baby** underneath it as a label. As you point to the letter **B**, say, **This is the word baby. Let's think about all the things that babies need.** Give each child a labeled picture of something that has to do with babies (e.g., bottle, blanket, diaper, crib). Have the students come up to the front 1 at a time and place their picture around the image of the baby. Roll the ends of the pretorn tape strips together and attach to the backs of the images. Encourage each child to tell the class what the object does (what it has to do with a baby). To indicate which object is next (and whose turn it is), you may want to give clues about the items, such as "I'm thinking of something that's soft," or you may want to sing the following song to the tune of "Clementine," inserting the name of the object in the blank:



Oh, my baby, oh, my baby, oh, my baby
needs these things.

Oh, my baby, oh, my baby, oh, my baby
needs _____ . (P.3.2.2)

J-E-S-U-S

(Circle Time) Sing to the tune of "B-I-N-G-O":
There is a Savior born for you and Jesus
is His name-o.
J-E-S-U-S, J-E-S-U-S, J-E-S-U-S, and
Jesus is His name-o.

Remind the children, **First, the baby boy Isaac was born, a baby promised to Abraham and Sarah by God. Then a long, long time after that, from the same family, another baby boy, Jesus, was born. He was the Savior, promised to all people by God, because He would save everyone from their sins.** (P.4.4.1)

Express

BABIES (AND FAMILIES)

Squeeze Play

(Art) Fill baby bottles with thinned tempera paint. Show students how to squeeze the nipple or push in the liner to squirt the paint onto the paper, or see if they can figure it out themselves! God provides babies with the food (nutrition) they need through milk, either from their mother or from a bottle. God blesses us with what we need. (P.4.1.3)

Blanket Designs

(Art) Give each child a fabric scrap. Be sure the children are wearing smocks. To make more of a lasting project, provide permanent markers, fabric markers, or acrylic markers. However, you may prefer to use tempera paint in squeezable containers (e.g., plastic ketchup and mustard containers) or washable markers. Tell the children that they are designing their own baby blankets. Explain that, oftentimes, babies have their own special blankets or quilts since they were first born. It may be handmade, perhaps crocheted or quilted. Invite the children to bring in their own blankets (if they have them) and perhaps even share a story about them (e.g., who gave them to them and why, who made them, where they have taken their blankets). Admire the beautiful designs and craftsmanship. When the fabric is dried, let the children wrap plastic baby dolls inside it to stay cozy. (P.4.1.3)

Rubber Baby Buggy Bumpers

(Art) Before class, cut paper into the shape of a baby buggy (e.g., a simple $\frac{3}{4}$ of a circle or fraction pie). Ideally, let the children paint the buggy however they'd like at the easel. Later, after the picture is dry, add wheels (2 black wheels with spokes) and a simple curved black handle. You may want to show the children pictures of baby buggies before they start painting or post some at the Art Center. (P.1.3.1)



Baby Prints

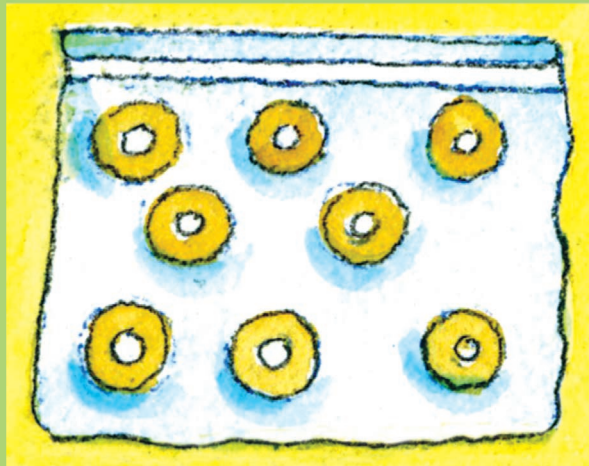
(Art) Instead of the typical hand- or footprint, let the students experiment with baby items to create prints. The children can dip the nipple of a pacifier into paint and press it onto paper. The children can dip the nipple, circular base, and/or circular cover of a baby bottle into paint and press it onto paper. Or they can set the bottle on its side and roll it in a tray of paint and onto paper. You may want to provide small wooden or plastic "baby" blocks with raised letters and images on the side (perhaps set out only the B, A, B, and Y blocks) that can be dipped into paint. Or even provide old casters for the children to pretend are wheels from a baby stroller to roll around in the paint and then across the paper. (P.4.1.1)



O! What a Good Snack!

(Snack) What is a universal first food for infants? Toasted oat cereal! Preschoolers will still enjoy this snack. Serve it in disposable paper bathroom cups or some other small container, just right for grasping the pieces 1 at a time. Use the cereal *O*s to practice math skills. Place varying amounts (5–20) in 2–4 sealable sandwich bags. Ask the children to estimate how many pieces are inside (without counting each one individually). After recording each child's guess, count together as a class, using one-to-one correspondence.

Later, at an Art Center, you may want to provide a bowl of toasted *O*s cereal, liquid glue, and half of a sealable gallon plastic bag. Use scissors to cut the bag in half so that it lies flat, like a piece of paper. Let the children dip the cereal pieces into the glue and then arrange them on their bag. If students prefer not to get sticky, you may want to provide cotton swabs for dabbing glue on the bag and setting the cereal on top, instead of dipping. The children will get fine-motor practice and show their spatial skills. When the bags are dry, you may also want to display them by facing the cereal toward the wall, so the smooth bag shows. The bags could be labeled with each child's name and a numeral: "[Kendra] ate 6 Cheerios." (P.1.2.4)



Big and Baby Muffins

(Snack) Serve baby-size food. Instead of regular muffins, serve mini ones. To emphasize the letter *B*, look for or make banana or blueberry muffins. Be aware of allergies. (P.2.3.3)



Big



Baby

B Is for Baby

(Writing) Place several objects that begin with the letter *B* and have to do with babies (e.g., blanket, bottle, small brush, bib, ball, bonnet, Bible, baby Jesus, baby-food jar, baby-wipe container) in a laundry basket. Include 2 items that do not start with the letter *B*, such as a diaper and a shirt. Introduce this activity to the children by telling them they will be searching in the basket for items that begin with the letter *B*. Have several large *B*s that the child can then place on each item that starts with a *B*. Tell them they will find 2 items that do not start with a *B*.

After all of the items are out of the basket, review each item together, emphasizing the /b/ sound and helping the child to hear the sound that the other 2 items begin with. Hold up each item and set aside the 2 items that don't start with the letter *B*; place the ones that do back in the basket. Talk about how babies need the Bible to hear God's Word and His promises for them, especially the promise of baby Jesus, our Savior. (P.2.3.3)

Create

BABIES (AND FAMILIES)

Clean Babies

(Sensory) Provide scented soap, cloths, and sponges for children to “wash” plastic baby dolls in the sensory tub filled with water. For fun and authenticity, provide a real plastic baby bathtub or two. Another day, you may want to add a medicine dropper and/or baby nasal aspirator. Do the children understand how to squeeze them to manipulate the water? Another day, add some floating rubber ducks, which are associated with babies’ baths. (P.1.1.4.1)



Baby Fresh

(Sensory) Place plastic dolls in the sensory table and ointments that students can wipe on and off. One day, provide containers of baby powder. Remind the children to keep the powder in the tub (away from eyes) and be sensitive to those with asthma. Another day, provide containers of baby oil. Be sure the children are wearing smocks. The children can apply the oil with cloths and/or cotton balls. You may want to rinse and dry the dolls between turns. (P.1.7.2)

Diaper Exploration

(Science) How much water can a diaper hold? Let children see if they can find out! Give each child a diaper, a tablespoon, and a water source (no, you don’t have to color the water with yellow food coloring). Let the children guess how many tablespoons it will hold and then start scooping and dripping the water. After the diaper is saturated, it can be pulled apart and literally ripped to pieces (like stuffing) inside the sensory tub and turned into a “clean mud” consistency. (P.1.7.3)



Food Fun

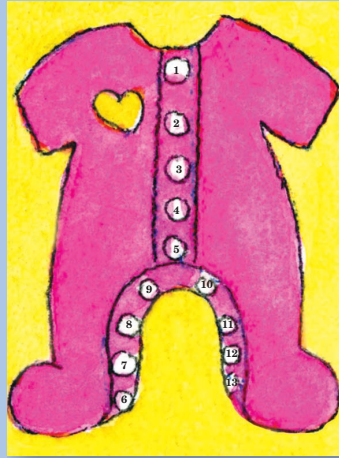
(Sensory) Set out several jars of unlabeled baby food. Use a variety, such as fruits, vegetables, and dinners. Before class, number the jars and attach the labels to a separate piece of paper next to the jar’s corresponding number. Let the children smell the food and guess what kind it is. If students find it difficult to match the jar number to the answer key, simply place the label on an upside-down index card directly in front of or behind the jar so students can more easily self-check. (P.1.1.3.1)

Baby Blankets

(Sensory) Fill the sensory tub with large fabric scraps and/or real baby blankets (as long as they are not too large or of heirloom quality). Hide small plastic babies (not small enough to be choking hazards) among the folds. Can the children find the babies? Let them hide the babies for one another. You may want to post the numeral 4 (or however many you hide) with 4 stickers of babies below it so the children know how many to find. Discuss how babies like to be swaddled in blankets. Remind the class how baby Jesus, from Abraham and Isaac’s family, was wrapped in cloths and placed in a manger. (P.1.2.5)

Onesie, Twosie, Threesie, Foursie

(Math) Set out an infant onesie for each child at the Math Center. If possible, look for the kind of shirt or bodysuit that has snaps by the neck and/or side snaps, so it's more than just the few between the legs. Use number stickers or a washable marker to label the snaps in order, 1–10 (or however many there are), from top to bottom and from left to right. Give the children time to practice snapping and unsnapping the infant bodysuit. (P.1.2.2)



Rock-a-Bye, Baby

(Math) Give the children practice with counting and becoming familiar with a sense of time by giving them turns to rock babies. Let the children use a stopwatch on a handheld device to time one another for 1 minute. Program it to stop at 1 minute and/or show the children what 60 seconds looks like. Meanwhile, give his or her partner the opportunity to rock back and forth in a child-size rocking chair while gently holding a swaddled baby doll. Or, the baby doll could be put in a toy infant swing; count how many times the baby is pushed (goes back and forth). (P.1.4.5)

Super Cereal

(Math) Fill the bottom of the sensory tub with baby cereal (e.g., rice, whole wheat, oatmeal, barley). Provide bowls, cups, and spoons for the children to measure, stir, and portion out. After the children have had some time to feel the fine texture of the dry cereal, you may choose to allow them to add small amounts of water and experiment with the consistency and thickness of cereal. Only provide the water in a small, squeezable container or small container with holes for shaking so that the amount of liquid is limited. (P.1.7.2)

Order Up!

(Math) Use images to practice sequencing skills. Show 3–4 pictures of the same baby, but use the photocopier to make a small, medium, and large copy. Can the children put them in order? To make the activity even more hands-on, set out 3–4 different sizes of plastic baby dolls: small, medium, and large.



As a variation, and for more of a challenge, provide images of a baby, a toddler, a boy, a teenager, and an adult. Can the children put them in order from the youngest to the oldest? (P.1.5.3)

Sort of Fun Laundry

(Math) Set out a small basket of baby socks or a small basket of baby bibs. You will need matching pairs of socks and 2 of every baby bib. Can the children mix up all the socks or bibs and then match them? Can they find all the socks or bibs of a certain color? How else can they be compared and sorted? To give the children an opportunity to practice their fine-motor skills, provide clothespins with a spring and a drying rack with narrow dowels or a clothesline located in a safe area for hanging up the bibs or socks. (P.1.5.2)

BABIES (AND FAMILIES)

Baby Crawl

(Social game) Play a version of soccer, using 2–3 soft balls and 2 nets. But in this game, the children use their hands, not their feet, and they must pretend to be babies and crawl on their hands and knees or on their elbows (army crawl) to move around. Let the rules be loose, with the only goal being to throw the ball into the goal to score. You may need to move the goals closer or adjust the size of the “field” accordingly. (P.3.4.1.5)

Ring around the Rosie

(Social game) This game could be played on the day that the children bring their baby dolls to preschool. Each child and the baby form a circle with 3–4 other children and their babies by holding hands, alternating child, baby, child, baby, and so on. The children walk around in a circle, singing the nursery rhyme “Ring around the Rosie.” At the end, all the children and their babies fall down. The children hold their babies as they fall. Tell the children that just as they are taking care of their babies, God promises to take care of us. Play the game over and over again as the children have interest. (P.3.4.2.1)

Isaac’s Here!

(Social game) The Bible Words this week talk about having patience. This is a version of the game duck, duck, goose that requires the children to wait their turn until “Isaac” is called. Substitute the words *Abraham* or *Sarah* for *duck* and *Isaac* for *goose*. The child who is “it” walks around the circle, gently tapping each head and saying *Abraham* if the child is a boy and *Sarah* if the child is a girl. Encourage the children in the circle to pretend they are Abraham and Sarah waiting for their child to be born—waiting for God to keep His promise. The child who is “it” chooses a child to be Isaac and shouts out the name as he or she taps his or her head. That child gets up and runs after the tagger. The child who is “it” tries to get back to the spot where the child who is chasing him was sitting. The game goes on until every child has had a chance to be “it.” (P.3.4.2.1)



Relate