



Teacher Guide

Preschool A

A LOOK AT YOUR ROLE

You Are a 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 happy child dancing and singing praise to God during a worship service. The girl knows that God is with her through His Word, and she trusts that He will provide for her. She knows that God is powerful and mighty—capable of giving us anything. She knows that music brings joy and peace.

We have peace knowing that our sins are forgiven through Jesus Christ, our Savior. Because of God's love for us, we respond with thanksgiving. "Let us come into His presence with thanksgiving; let us make a joyful noise to Him with songs of praise!" (Psalm 95:2). May music and worship lift *your* spirits this month! May your heart find many things to be grateful for.

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

Waiting in line can be hard for all students; it is difficult for little students not to touch others around them. Less waiting and more active interaction decreases inappropriate behavior. If planning a relay or activity that requires waiting, prepare multiple stations. A rule of thumb for preschoolers is to have four children participating at one time. When playing duck, duck, goose, have several smaller circles. At Centers, activities could be placed on four small trays with all supplies needed for four individual projects to be completed at the same time. When passing out items, use more than one helper.

Week 10—God’s People Worship in God’s House

THE TABERNACLE IS BUILT

EXODUS 35-36

Discovery Points

Law: Sometimes, you don’t willingly and joyfully worship God.

Gospel: In worship, God comes to us and gives us life through His Word and Sacraments.

Sanctification: Through the power of the Holy Spirit, demonstrate gratefulness for God’s grace, worship Him joyfully, and receive His gifts.

Background

Worshiping with little children in tow can be an intimidating experience for both parent and child. But we know that worship is for children of all ages. Jesus lovingly beckons, “Let the little children come to Me” (Matthew 19:14). This week, the children will see how God comes to *us*. He wants to be with us. In contrast to the lifeless gods of the nations around Israel, God is clearly visible to His people through the tabernacle, namely the ark of the covenant in the Most Holy Place. God’s people saw Him in cloud and fire. Today, there are many gods that vie for our time, but none are real and true like God. None can satisfy our emptiness and longings like God, for God gives us what we need in worship. He is present in His Word and in the Sacraments, sharing with us the gifts of forgiveness, life, and salvation.

By studying the letter *W* this week, the children can begin to understand the significance of the word *with*. There can be no greater comfort than knowing our powerful, loving God is *with* us always, even to the end of the age. We will live *with* God forever! God’s *Word* is what assures us of this hope. Jesus has made this possible by *washing* our sins away through *water* and the *Word*. Be sure to hold a special chapel (*worship*) service for your class this week, especially if you don’t on a regular basis.

Although it’s not important for your children to remember the exact layout of the tabernacle, many of the activities will help the children to become familiar with this abstract concept. Your discussions and explanations can drive home the life application and make connections with our own worship today. Encourage your families to attend a service at your church. With this month’s emphasis on worship and music, it would be a good time to have all the preschoolers sing at a service. May God’s gifts in worship strengthen and preserve *you* as you boldly share your faith and share this invitation with parents. God is with *you* as you go about your day.

Bible Words

I am with you always.
Matthew 28:20

Week 10

Letter of the Week: W

Day 1 Materials

- The Basics
- Zippy puppet (CPH)
- Costume jewelry, pieces of cloth and yarn, scented candles, enough so each child has one item
- Box or basket
- Bible Story Figure (felt, magnetic, or stick puppet): Moses (84) from the Bible Story Digital Flannelgraph (CPH) or old man from the Plastic Bible Figures (CPH)
- Cloud made out of construction paper
- Picture of the tabernacle

Day 2 Materials

- The Basics
- Tabernacle pictures (Reproducible 10) and your own Ark of the Covenant image
- Blocks (6 small blocks, 9 unit blocks, 12 double-unit blocks)
- Tissue or handkerchief

Day 3 Materials

- The Basics
- *The Story Bible* (CPH)
- Blue, red, and purple construction paper, 1 color per child
- *Optional:* grocery bag breastplate, 1 per child
- Yarn or tension rod, blanket

Day 4 Materials

- The Basics
- Zippy puppet (CPH) and a paintbrush
- Assortment of gift boxes (of various sizes) and bows (of various colors)



Zippy: I can't wait until tonight!

Teacher: Why, Zippy? What are you doing?

Zippy: I get to go to Owen's house! It will be so much fun!

Teacher: Oh, I bet. What do you like to do there?

Zippy: Well, last time I went to his house, I got to eat chocolate cake! We played outside the whole time while Mom talked. Owen has the coolest swing set! And then when I went home, Mrs. B. even let me bring home a toy car!

Teacher: Oh, I'm so glad you get to go again. You'll have to tell us all about it tomorrow. Hey, why don't you stay for a while and listen while I tell *you* about another really great house to visit. Are you ready?

Zippy: Sure. I'll sit right here and listen. (*Set Zippy down near you.*)

Before class, put jewelry, cloth, and candles in a box or basket. Tell students, **Today, we are going to hear a story from the Bible about a very special place that was built. But I'm not going to tell you about it, Moses is! He was the leader of God's people many, many years ago.**

Show the Moses character from a Bible Story Figure Set, and say, **Hello, my name is Moses. I would like to tell you a story, but I need**

your help. All of you are going to be God's people. God's people built a big tent called the tabernacle. Have the children repeat the word *tabernacle*. **Here's how it happened: God told me to gather all of His people together.** Have the children stand up and move together. **He gave the people a plan to build a place of worship called the tabernacle. It was God's house.**

God's people were to bring gifts to the Lord that would be used to build the tabernacle. God's people couldn't wait to help! So they collected their gifts. Allow each child to pick one item from the box, or choose for them. **When I call out the name of your gift, please bring it up to the front and put it back in the box.** Pause after you mention each item so that the children can bring their item to the front. **Some people brought jewelry made of gold, silver, and bronze. Other people offered cloth for curtains, and some gave sweet-smelling incense similar to candles. Not only did the people give *things*, but they gave time and hard work in finishing the tabernacle. After a long time, the tabernacle was done!** Let the class cheer with you.

A cloud covered the tabernacle, and the glory of the Lord filled the tabernacle. The people knew that God was with them. Sing "I'm with You" (*LOSP*, p. 32). Another special thing about this tabernacle is that it was made so that it could move! Have the children stay in a group and move together around the room, following a construction paper cloud you hold up. Say, **When the cloud lifted, the people of Israel would follow the cloud. Move. If the cloud did not rise, they would stay where they were until it lifted. Stay. This was the cloud of the Lord. God was always with the people. He is still with us today, just as He promised when He said, "I am with you always, to the end of the age" (Matthew 28:20). In worship, we are particularly reminded that God is with us when He works through the Means of Grace: when we hear someone read the Bible, see a baby getting baptized, and see grown-ups getting Communion.** Let each child take a turn holding up the cloud and moving around the room with the class following him or her.

* * God's People Worship in God's House * *



Sing to the tune of "Auld Lang Syne":
Our God is with us every day;
He is with us all the time.
At home, at school, at work, at play:
God is with us all the time.



Using the Internet, show a picture of the tabernacle. Sing to the tune of "My Darling Clementine":

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



Sing to the tune of "Polly, Put the Kettle On." Use to gather at Circle Time for worship:

Come and worship God with me;
Come and worship God with me;
Come and worship God with me;
Worship the Lord.



Cut out the pictures from Reproducible 10 on page 14. Tape each image to a small block. Use your own image of the ark of the covenant or cover that block with gold paper. Use double unit blocks as the outer walls of the tabernacle and unit blocks as the tent walls. Set them up during the story. You'll need a large space in the middle of your meeting area.

Say, **Close your eyes for a minute and think about all of the things in your house. Think about the rooms, furniture, and decorations in your house. Now, raise your hand if you would like to share something about how your house looks.** Give children some time to respond. **I am going to tell you a little bit more about the tabernacle and what was inside God's house that made this place so special. God knew that the Israelites needed something they could see to remind them of Him, the one true God. So He gave the people a plan to build a place for Him to live in. Since the people lived in tents and moved from place to place, God said the tabernacle would be a tentlike building.**

God's house had three special areas. First, there was the outer courtyard, which was like an open yard around the tabernacle, like your front yard and backyard. Build the large rectangle border; explain that it's like a fence around their yards. Set up double unit blocks four long and two wide as the outer walls. **Inside this courtyard was a large water basin. A water basin looks kind of like a round pool (or a really big sink), but it wasn't for playing in. It was only for the priests (who were like the pastors) to wash in. It was a place for them to get clean before going into God's house.** Let a child set out the block with the basin image on it. **Also in the courtyard was the altar of burnt offerings. The altar looked almost like a table, and this is where they would burn things. It was huge (even bigger than**

a fire pit, if you have one of those in your yards). The priests would burn sacrifices so everyone's sins would be forgiven. Let another child set out the altar block.

Next, there was an area called the Holy Place. Use unit blocks three long and one wide to build a small rectangle to one side of the courtyard, leaving room for the Most Holy Place to the left. **Inside the Holy Place was a golden lampstand. When you put oil in the lampstand, it lit up like candles.** Let a child set out the lampstand block inside the smaller rectangle. **Also inside the Holy Place was the golden altar of incense. This was like a table where the incense was burned. The incense smelled sweet and filled the room. As the incense burned, God's people would pray. Their voices would rise up to heaven as the smoke lifted up.** Let a child set out the incense altar block. **Also inside the Holy Place was a table with bread on it, similar to you having a dining room table. Jesus is the bread of life (John 6:35). He gives us the food we need not only for our bodies, but also for our hearts.** Let a child set out the block with the bread image on it.

The last area was the Most Holy Place. Add one unit block to set up a square room to the left of the Holy Place, but sharing the same third wall. **There was a very thick curtain, which kept these rooms apart.** Remove the unit block that made up the adjoining wall; replace it with a tissue or handkerchief that you hold in place. Say, **Only the high priest could go in this area. In here was the ark of the covenant.** Let a child set the ark in the Most Holy Place. **On top of it were two beautiful gold angels. This is where God was.**

Conclude, **Just like you have many things in your home, the tabernacle was God's special house with many beautiful items inside.** Leave the pictures out at the Block Center during Play Time.

* * God's People Worship in God's House * *



Have the children sing the following song to the tune of "My Darling Clementine" to practice saying the word *tabernacle* and to reinforce the story:

Tabernacle, tabernacle, you are, oh, so beautiful.
Moses told of God's commandments
And God's work was carried out.
Tabernacle, tabernacle, you are, oh, so beautiful.
Israelites brought many offerings
And God's work was carried out.
Tabernacle, tabernacle, you are, oh, so beautiful.
God was with His special people.
And His cloud was high above.



Show the image of the golden altar of incense. Sing to the tune of "Jingle Bells":

Pray to God,
Pray to God,
Pray to God each day.
He will hear
All that you say.
Pray to God each day.



Take the children into the church sanctuary. Talk about how today we worship God in church. Sing "We Are in God's House Today" (*LOSP*, p. 12). God's people brought gifts to build the tabernacle, but **God is the one who gives us gifts every time we go to His house. He gives us eternal life!** Compare the "furniture" of this house to the tabernacle. Is there an altar? (Yes) basin? (Baptismal font) bread? (Communion) lamps? (Candles) ark of the covenant? (God is with us in His Word and Sacrament. He lives inside our hearts!)



If the weather permits, have the children go outside to introduce the lesson. Through this lesson, children will explore the tabernacle using their five senses. Say, **We are outside today because I want to talk about our five senses.** Explain to the children, **We have five senses that help us understand our world.** Have the children point to their eyes. **God made our eyes so that we can see.** Point to your nose. **God made our nose so we can smell.** Point to your mouth. **God made our mouth so we can talk and taste.** Point to your ears. **How do we use our ears?** Wiggle your fingers. **Lastly, God made our hands to feel and touch.**

Using our five senses, we are going to pretend that we are inside the tabernacle. If we were in the outer area, in the yard, we would smell the smoke from the big altar. Have the children sniff with you. If we were priests, we would feel the water in the big basin getting us clean. Have the children pretend to splash water onto their arms and wash their arms and hands. **We would probably hear music from people praising God.** Sing your favorite praise song, or just dance in place to pretend music. **Let's pretend we're walking into God's house, into the tent.** Walk in place. **It would be darker in there, but our eyes would see the seven lamps.** Shield your eyes with your hand and pretend to peer around. **We would smell a sweet smell coming from the incense burning on the altar.** Pretend to sniff again. **We would be able to taste bread.** Pretend to eat. **A priest would only go into the Most Holy Place once a year. He would feel the beautiful woven curtain.** Touch your shirt fabric. To conclude, say, **God gave His people a beautiful place to see and know that He was with them. God gives us the Bible, Baptism, and being blessed at Communion so we see and know that He is with us, forgives us, and gives us His gift of life.** Sing "The B-I-B-L-E" (*LOSP*, p. 48). Add the stanza:

The B-I-B-L-E, It's how God speaks to me;
He gives me life forever more; The B-I-B-L-E.

* * God's People Worship in God's House * *



Further explore sight and color recognition. Explain to the children that God said the curtains were to be made of blue, purple, and red yarn. Show the children the picture of the tabernacle on page 122 of *The Story Bible* from CPH. Pass out pieces of blue, purple, or red construction paper to each child. Separate the children into the color groups. Sing the following song to the tune of "Head, Shoulders, Knees, and Toes." The children will each hold up their piece of construction paper when you say their color. Sing the song slow at first, and be sure to point to each group for those children who do not recognize their color.

Blue and purple, red and blue, red and blue.

Blue and purple, red and blue, red and blue.

Tabernacle curtain colors, Who!

Blue and purple, red and blue, red and blue.



Talk about the color red. Say, **This color can remind us of a big, red heart. Jesus loved us so much that He died on the cross to save us from our sins. Red can also remind us of the owies He got that made Him bleed. Jesus loved us so much that He got scratched and bruised and cut so we wouldn't have to. In worship, we say we're sorry for our sins. God gives us the gift Jesus earned.** Sing to the tune of "The Old Gray Mare":

Forgiveness is a gift of the Lord to me,

Gift of the Lord to me,

Gift of the Lord to me.

Forgiveness is a gift of the Lord to me,

A gift of grace so free.



String yarn from one area to another, or find a spot to put up a tension rod in your room. Drape a blanket or large cloth over the yarn/rod to resemble a curtain. Tell the children that the other side of the curtain is the Most Holy Place. Further explain that only the high priest was allowed to enter this side and that he could only go in one time each year. Have your students make the high priests' breastplate by using a grocery bag. See the instructions in the "Create" section. The children can wear their breastplates as they enter the Most Holy Place. Sing the song "Praise Him, Praise Him" (*LOSP*, p. 68) or "Father, I Adore You" (*LOSP*, p. 13).



Zippy: *(Singing)* Paint! Paint! Paint! I love to paint! *(Zippy grabs a paintbrush out of his backpack, holds it with both hands, and continues to sing.)* I could do it all day loooooong!

Teacher: Wow, Zippy! You're really having fun, aren't you?

Zippy: Painting is so great! I want to be an artist when I grow up.

Teacher: Oh, that would be great, Zippy. Artists make things look beautiful for other people. Did you know that an artist doesn't have to be a painter?

Zippy: They don't?

Teacher: No, artists can be more than just great painters.

Zippy: They can?

Teacher: Yes, they can also be sewers and make beautiful tapestries and quilts—fancy, beautiful blankets. Artists can be carpenters and wood engravers.

Zippy: What's that?

Teacher: Engravers take something sharp and carve into the wood to make fancy designs.

Zippy: Wow. Well, maybe I can learn to do those things too!

Teacher: Well, no matter what you do, if you're using your abilities to give glory to God, you can worship Him all day long. We can praise and thank and pray to Him no matter where we are or what we're doing.



Review how God's people gave gifts to Him for the building of the tabernacle. Do children remember what the gifts were? (Cloth, yarn, jewelry, wood, spices, etc.) Review how God is the one who gives *us* gifts through worship. Pray together: **Dear God, we're sorry that sometimes we don't like to go to church. Fill us with joy because we know that You are with us and that You give us the gift of eternal life. Amen.**



Take a 3-D tour of the tabernacle using the following Web site: 3dtabernacle.com/no_cache/vrtab/

* * God's People Worship in God's House * *



Learn the song “God Is with Us” (*LLV*, p. 38). Before singing the entire song with the class, teach the phrase “And rejoice, And rejoice.” Sing the first stanza, but then add the following three stanzas about being in church. What do we do in worship? Pray, listen, and sing.

2. Fold your hands, and listen when we pray. And rejoice, And rejoice.
God has promised to give what we need. Love the Lord, help the poor, and rejoice.
3. (*Whisper.*) Sit down quietly while you're in church. And rejoice, And rejoice.
God is speaking to you through His Word. Love the Lord, help the poor, and rejoice.
4. Sing along when we praise God in song. And rejoice, And rejoice.
Give God praise and thanksgiving with joy. Love the Lord, help the poor, and rejoice.

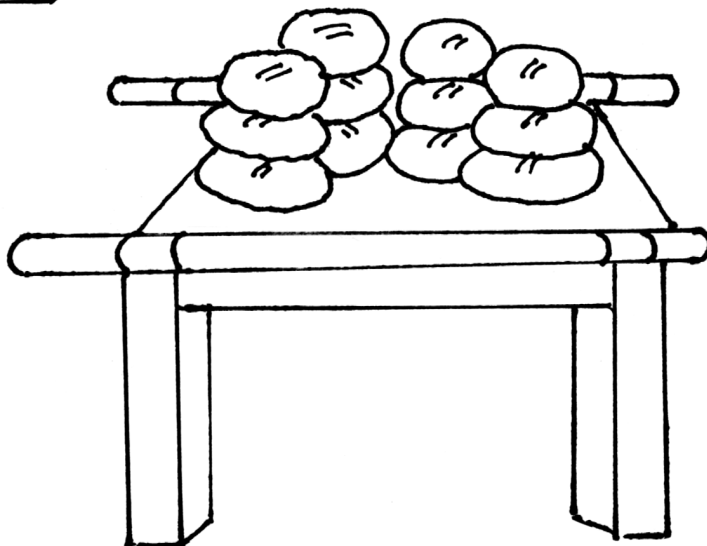
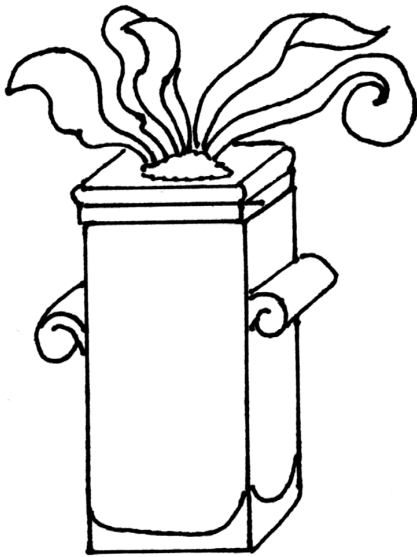
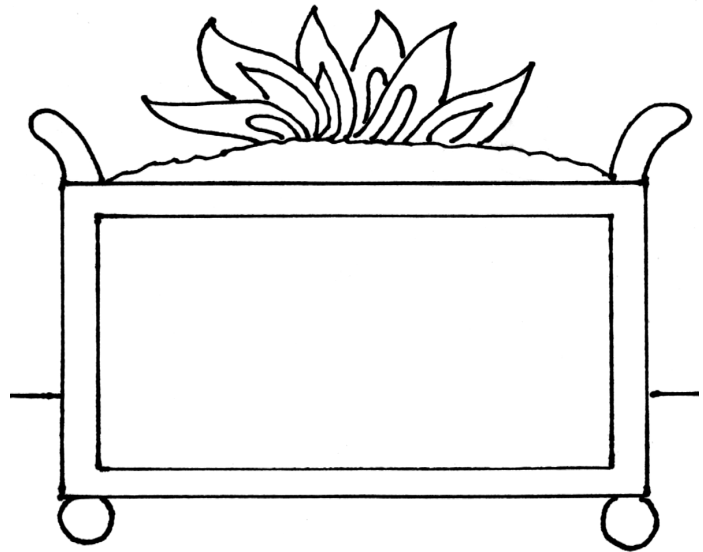
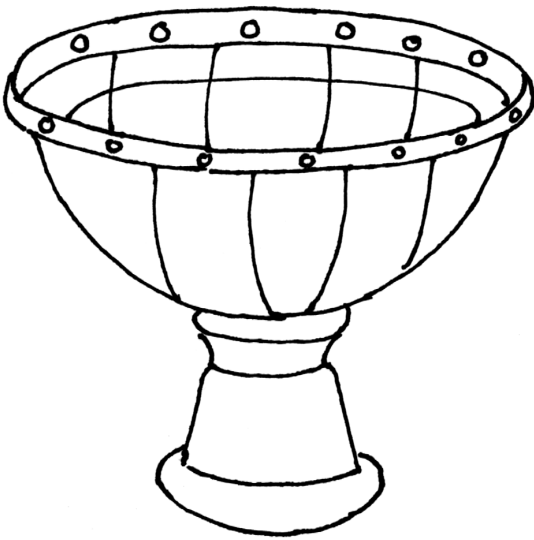


Ask the pastor if the children's artwork can be used to decorate the church narthex. Just like the artisans who used their talents to make the tabernacle beautiful, your class can serve the Lord with their gifts. Giving from the heart is an act of worship.



Collect an assortment of gift boxes and bows. Talk about the different ways the boxes could be sorted. Help the children group the boxes according to such things as color, size, and shape. Remind the children that the Israelites brought gifts as their offering to the tabernacle, but also remind them that **through worship, God gives gifts to us! He gives us forgiveness and eternal life through His Word!**

Tabernacle Furnishings



WORSHIP

Give Thanks unto the Lord

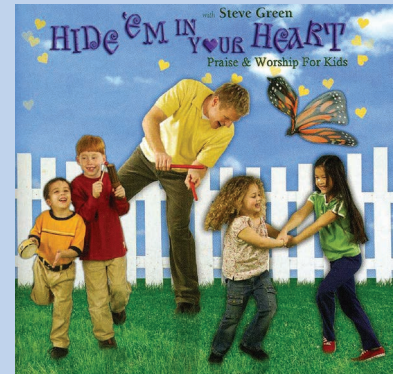
(Worship) Sing to the tune of “The Farmer in the Dell”:
Give thanks unto the Lord.
Give thanks unto the Lord.
Oh, thank the Lord
For He is good.
Give thanks unto the Lord. (P.4.4.1)

Let Us Praise God

(Worship) Use the following song to add some movement to Circle Time or to prepare the children for prayer. Sing to the tune of “My Darling Clementine”:

Let us praise God, let us praise God, let us praise our God today. Let us praise God, let us praise God, let us praise our God today. (*Hold hands up.*)

Let us thank God, let us thank God, let us thank our God today. Let us thank God, let us thank God, let us thank our God today. (*Fold hands.*) (P.4.4.1)



Worship Songs

(Worship) Throughout the month, listen to the songs on the CD *Hide 'Em in Your Heart: Praise & Worship for Kids* by Steve Green. Songs such as “Every Day I Will Bless You,” “How Good It Is,” and “Praise the Lord, Oh My Soul” are based on Scripture and meaningful for worship. (P.4.4.1)

Repeat Responses

(Worship) Consider using these simple liturgical responses during your worship times. Teach only 1 at a time, and use it throughout that week so the children learn by repetition. (P.2.1.2)

Teacher: The Lord be with you.

Children: And also with you.

Teacher: This is the day the LORD has made;

Children: Let us rejoice and be glad in it. (Psalm 118:24)

Teacher: Lift up your hearts.

Children: We lift them to the Lord.

Teacher: Let us give thanks to the Lord our God.

Children: (*Sing the first stanza to the song “It’s Good to Give Thanks”; LOSP, p. 61.*)

Teacher: My mouth is filled with Your praise,

Children: And with Your glory all the day. (Psalm 71:8)

Teacher: Let the peoples praise You, O God;

Children: Let all the peoples praise You! (Psalm 67:5)

Teacher: Hear my prayer, O LORD;

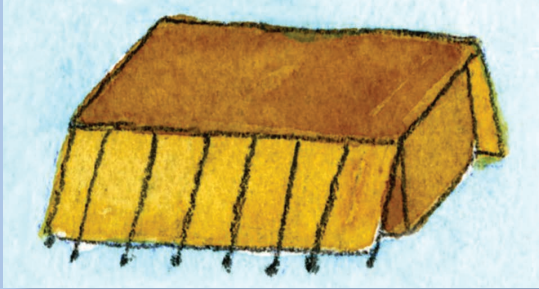
Children: Let my cry come to You! (Psalm 102:1)

Teacher: (*names a prayer request*)

Children: Lord, have mercy.



WORSHIP



Moving Tabernacle

(Circle Time) Use as a transition to Prayer Time. Have the children pretend that they are the tabernacle. Hold up a large trapezoid shape to represent the tabernacle tent as you move around in your space. Chant to the rhythm of “Teddy Bear, Teddy Bear”: (P.4.2.1)

Tabernacle, tabernacle, move around.
Tabernacle, tabernacle, touch the ground.
Tabernacle, tabernacle, God is there!
Tabernacle, tabernacle, we say our prayers.

Sweet Smell

(Circle Time) Explain to the children that the incense burned in the tabernacle had a sweet smell. Collect a variety of scented candles. Have children stand in a line and smell each candle. After each candle, let them try to guess the scent. Use a chart to vote on the class favorite. Along the bottom side, draw pictures of each scent (e.g., pine tree, vanilla beans, apple pie). Explain those that are not familiar to students. Along the left-hand side of the chart, write the numerals 1–10. (P.1.7.2)

Classroom Tabernacle

(Circle Time) Make your own classroom tabernacle using a bed sheet, tables, and some chairs. Bring all of the children into the tabernacle to sing a song about God’s holiness, such as the chorus to Chris Tomlin’s “We Cry Holy.” Or sing a song of praise such as “Earth and All Stars” (*LOSP*, p. 57) or “Glory, Glory, Hallelujah” (*LOSP*, p. 56). You could even sing a new stanza by changing the word *shouting* to *praying* and then whispering the word *Hallelujah*. (P.3.2.7)

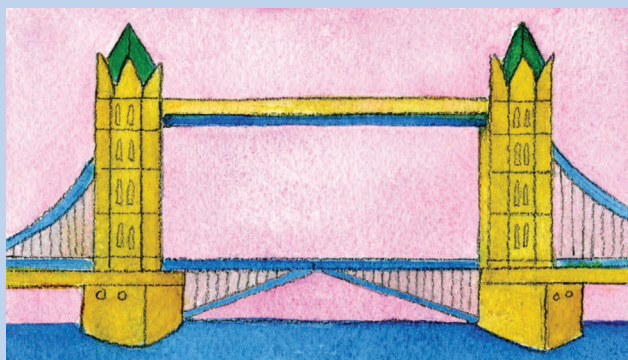
The Light of the World

(Circle Time) Give each child a battery-operated candle or tea light. Turn off the lights, and if possible, go into a tent or under a cloth-covered table. Talk about how the oil in the lampstand gave light for the tabernacle and also reminded them (and us) that Jesus is the light of the world. In Him, we have the light of life (John 8:12). Because of Jesus, we will live forever! While holding the candles, sing to the tune of “This Is the Day” (*LOSP*, p. 53): (P.4.4.1)

He is the Light.
He is the Light.
The Light of the world.
The Light of the world.
The Light of life.
The Light of life.
We will never die.
We will never die.
Jesus shines light in the darkest place.
Jesus wants us to behold God’s face.
He is the Light.
He is the Light.
The Light of the world.

This Is the Way We Dress for Church

(Circle Time) Sing the song “This Is the Way We Dress for Church” (*LOSP*, p. 108) to the tune of “Here We Go Round the Mulberry Bush.” Be sure to do the actions with each stanza. Add the stanza “This is the way we read God’s Word,” and make a book with the palms of your hands. Talk about how God gives us gifts at church. Through His Word, we are forgiven and have eternal life! (P.4.4.1)



“London Bridge Is Falling Down”

(Nursery Rhyme)

London bridge is falling down, falling down,
falling down.

London bridge is falling down, my fair lady.

Use the following stanzas, always ending with the phrase “my fair lady”:

Build it up with sticks and stones.

Sticks and stones will all fall down.

Build it up with wood and clay.

Wood and clay will wash away.

Build it up with iron and steel.

Iron and steel will bend and bow.

Build it up with bricks so sure.

It will stand forevermore.

There are a variety of additional stanzas to this song, such as “silver and gold.” Show a video so the children can see the materials being used in the building of the bridge, such as the one found at www.youtube.com/watch?v=WHE4dPr9cWY. Talk to the children about the materials that were used to build the tabernacle. Show pictures, if possible. Can your students notice any materials that are the same as the ones used to build London Bridge? (Wood, precious stones, silver and gold)

Tabernacle’s being built, being built, being built.

Tabernacle’s being built. God is with us.

Build it up with silver and gold, silver and gold,
silver and gold,

Build it up with silver and gold. God is with us.

Additional stanzas can be sung with the following phrases: “purple yarn,” “bright blue yarn,” “scarlet (or bright red) yarn,” “hair from goats,” “wooden posts (or beams),” “gems and stones,” always ending with the phrase “God is with us.” Let the children take turns holding up pictures of each building material to maintain interest. (P.4.4.1)

Sins Washed Away

(Writing) The children will study the upper and lowercase letter W. Tell the children that the word *with* begins with a letter W. God is with us! Have the children practice making the *lw* sound. If they put a hand up to their mouths and make the sound, they can feel it. You may want to provide a tray of sand or dirt so the children can make letter Ws in it and then dip the finger they used in a bowl of *water*. Have the children practice the letter sound by singing the following song to the tune of “Row, Row, Row Your Boat”: (P.2.3.3)

Wash, wash, wash your hands.

Wash the sin away.

Jesus wipes our sins away.

“Thank You” now we pray.

Anything for You by John Wallace

(Circle Time) During reading, guide the children to help tell the story when Little Charlie says “anything for you” and “anything.” Let them say these parts out loud as a group.

After reading, remind the children that Little Charlie tried to help his mama with the work. Similarly, there was a lot of work that needed to be done to build the tabernacle. Some people may not have been good at sewing curtains, but they could make the bread. Some people may not have been strong enough to help build the walls of the tabernacle, but they could give gifts like spices. God gives us special skills to do His work. Tell the children that God gave a man named Bezalel special skills. Bezalel was very smart and knew how to build the tabernacle. He cut stones, carved wood, and worked with gold and silver metals. (P.2.3.4)

Express

WORSHIP



Engraving and Carving

(Art) Before class, tape pieces of aluminum foil to pieces of cardboard for each child. Add several drops of liquid dishwashing soap to brown tempera paint. Let the children paint the entire surface of the foil piece; let dry. Give each child a wooden craft stick to use to “chisel” or “carve” off some of the paint. The children will be scraping or engraving a design into the paint. Encourage them to leave some of the brown paint to represent a piece of wood, but the process is most important and some may want to scrape it all off. You may want to mount the finished engravings onto a larger piece of construction paper before displaying. Another way to get an interesting effect would be to bring in something wooden with a scroll carving or something that has been pressbacked (e.g., a dining room chair or bedroom dresser drawer) and let the children use a crayon to rub across a piece of paper taped to it. (P.4.1.1)

The Gift of God’s Word

(Art) Use the key words “Open Bible” to search the Internet for an appropriate image of a Bible that is opened to read (and can be used as a coloring page). Photocopy for each child. Let each student add cross stickers or draw a cross on the pages. Say, **In the Bible, we learn about Jesus. Jesus is our Savior who takes away our sins. Forgiveness is a gift God gives us in worship.** (P.4.1.1)

Sewing

(Art) Make your own lacing cards. Decorate cardstock or poster board with red, blue, and purple stripes. Cut into rectangles the size of greeting cards, and hole punch around the outside edges. Provide laces so students can weave in and out of the holes. A more challenging pattern



would be to use the simple outline of an angel to trace onto cardstock and cut out. As students weave around the edges of the angel, they can pretend they are embroidering a cherubim onto a tabernacle curtain. (P.3.4.3.2)

Tabernacle Curtains

(Art) Let the children dip thin strips of paper or yarn into trays of blue, purple, and red paint and press them onto a white piece of construction paper. Demonstrate how to lift straight up, but don’t expect all children to follow your example. Also demonstrate how to make all your lines perpendicular and in a row, but also don’t discourage individualism. If it’s difficult for the children to hold onto the top and bottom edges of the yarn or strip, you



may prefer to use the side of a unit block, the edge of a fruit snacks cardboard box, or something else thin and rectangular that

has more of a “handle” and is easier to grip. If you have an angel stamp, the children could press it onto an ink pad and then on top of their painted curtains (after they are dry). This would represent the cherubim embroidered onto the curtain fabric. (P.4.1.2)

Tabernacle Walls

(Snack) The children will be building a wall for the tabernacle using pretzel sticks and a slice of bread. Show them how to poke the pretzel sticks into the soft bread to make them stay upright. Do not expect the children to place the pretzel sticks tightly together, and most will not want to go completely around the slice of bread. To add a variation, give each child a square chunk of processed American cheese to place in a bowl. The children can pretend they are giving offerings of gold jewelry for the building of the tabernacle. Have an adult helper melt the cheese in a microwave or use a warming tray or small slow cooker. The students can dip their “wooden beams” (pretzels) into the “gold.” Be sure to show them how to submerge the top ½ and let it drip down the rest of the stick instead of submerging the entire stick and getting their hands in the hot cheese. Before eating the snack, sing the following song to the tune of “Here We Go Round the Mulberry Bush.”

Here we go to the tabernacle, tabernacle, tabernacle.

Here we go to the tabernacle so early in the morning!

(P.3.4.3.3)



Poke



Finish

Ornate Breastplate

(Art) Give each child a square made of 1 side of a large brown paper grocery sack or of kraft paper. Precut ovals, rectangles, and squares out of brightly colored, shiny wrapping paper. Provide several colors. Let the children glue the “jewels”



onto the plain brown square. If possible, show an example of what a high priest would wear, although it's acceptable if the children do not put the “gemstones” on the breastplate in a row. Hole punch the top corners of the breastplate, and attach yarn to create a large necklace. Students may prefer the fit/feel of a sandwich board. Cut out another brown paper square of the same size, and attach the yarn from the top of 1 square to the top of the other. Do this on both sides. The child's head will fit between the yarn pieces; the squares will rest in the middle of the chest and back. (P.4.1.2)



Golden Lampstand

(Art) Many furniture pieces in the tabernacle were made of a bright, beautiful gold color. Show pictures of the gold furniture pieces. Explain that gold is very expensive. Before class, create your own gold pieces by spray painting a variety of large pasta pieces. (Supervise children closely and make sure they know not to put these in their mouths, as they could become a choking hazard.) Set the pasta in a single layer of a large cardboard box. Go outside to spray paint. When the pieces are dry, flip them over and spray paint the other side. Enlarge the image of the lampstand on Reproducible 10 on page 14. Let the children glue the golden pieces inside the outline, creating a golden lampstand. They could also glue 7 large yellow tissue paper flames to the top. Read the book *Goldilicious* by Victoria Kann. (P.4.1.1)

Create

WORSHIP

Bread Dough

(Sensory) Explain to the children that 12 loaves of bread were placed on the table in the tabernacle. There were 12 tribes (groups) of Israel. In John 6:48, Jesus calls Himself the bread of life. Give each child a piece of thawed frozen bread dough to manipulate and shape into his or her own “loaf.” Set on a parchment-paper-lined cookie sheet. Use a permanent marker on the parchment to label pieces with children’s names. Let rise and bake according to the directions for dinner rolls. (P.3.4.3.2)



Puffy Clouds

(Sensory) On small trays or a table, spray and spread shaving cream. Help children wearing smocks to make clouds with their shaving cream by piling it up high. Remind the children that God came down in the cloud that rested over the tabernacle to remind the people that He was with them everywhere. God is with us too! If you have black powdered tempera paint, you could sprinkle some on top of the shaving cream to create gray “smoke” that would billow up from the big bronze altar in the courtyard or the smaller altar of incense inside. (P.1.8.1)

Finish the Picture

(Sensory) Enlarge the image of the lampstand and the bread table from Reproducible 10 on page 14. You may want to laminate for durability. Let students pinch off bits of yellow, orange, or red play dough to place on top of the 7 lamps to represent flames. Let students pinch off 12 pieces of brown or white pieces of play dough to place on top of the table to represent bread. (P.3.4.3.2)













Building Materials

(Sensory) Put sand in the sand and water table with shovels, small wood blocks, plastic hammers, construction vehicles, and other tools. Talk about how the Israelite people did not have big trucks and other construction items to build the tabernacle. They used their hands. Have the children build and explore at the table. (P.1.7.1)

Smelling Spices

(Sensory) Have the children use their sense of smell by passing around spices. Discuss how the Israelite people were asked to bring spices to the tabernacle. Make a chart for each child, and write down each spice. After they smell the spice, draw a happy or sad face, or place a happy- or sad-face sticker to record whether they liked the smell or not. (P.1.7.4)

Angelo				
				
cinnamon	nutmeg	pepper	garlic powder	oregano
				

Oil and Water

(Science) Discuss how olive oil was used to light the lampstand. It wasn't the wax candles that we often see today. Let students become familiar with the properties of oil and see the difference between oil and water by doing a demonstration during Circle Time. Fill a large jar $\frac{3}{4}$ full with water. Add enough cooking oil to make a 2-inch layer on top. Ask, **What do you think will happen if we sprinkle some salt on top of the oil?** Add 3 to 4 tablespoons of salt, and watch the salt push the oil down through the water. When the salt dissolves, the oil will float back to the surface in big bubbles.



The children will already begin to see that oil and water don't mix and that salt and water do. Show another demonstration. Ask, **Do water and juice mix?** Add a small amount of juice to a clear container of water, and show that they do. **Do water and oil mix?** Remind them of the 1st demonstration to prove that they don't. Use the same water and oil jar as before, or re-create another container with mostly water and a layer of oil. Say that you have a magic ingredient that will make water and oil "get along together" for a little while. Add some liquid soap (Dawn works best), and mix. (P.1.8.1)

Fueling the Fire

(Math) Before class, enlarge the image of the bronze altar from Reproducible 10 on page 14. Make 5 copies of the altar. Use a black marker to add a numeral 1-5 on the bottom or base of each altar, and add the corresponding number of "wood pieces" to the top of the altar. Simply draw a rectangular outline that the students will fill in by setting either a pretzel stick, pretzel rod, or wooden craft stick in that place, as if matching up a puzzle piece. (P.1.2.6)



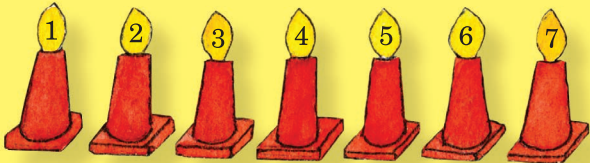
Explore

WORSHIP

Priestly Duties

(Social game) Have a relay to give each child a turn in preparing the tabernacle for worship. Make a rough outline of a 7-lamp lampstand out of cardboard or poster board, or simply set up 7 cones. Pass out 7 yellow construction paper flames (with the numbers 1–7 on them), 1 to each child in a line. Demonstrate how to run down to the lampstand (approximately 20 feet from the starting line), attach the flame (“light the candle”) to 1 of the lamps, and then run back.

Another variation is to set out a cardboard box or plastic crate to serve as an altar. Give each child a double unit block or something equivalent to serve as a piece of wood for the sacrifices. One at a time, let each child run down to place the wood on the altar. If there is still interest, set out an empty bowl on the ground. One at a time, let each child run down to pretend to wash their hands in the basin and then run back to the line. (P.3.2.6)



Worship Walk

(Social game) Before class, make a cloud out of white construction paper or poster board. You may or may not want to glue cotton batting or cotton balls to it to make it 3-D. Securely attach several rolls of tape to the back of the cloud. Outside or in a large playing area, have the children close their eyes as you, another adult, or a child finds a spot to attach the cloud to the wall. Count to 5, and have the children find the cloud and run to it. Repeat by moving the cloud into different areas and having the children run to each spot. Remind the children that the Israelite people would pack up their things and move their tents, when necessary, to follow the tabernacle. (P.3.2.7)

Freeze and Pray

(Social game) Play music from the *LOSP* CD while the children run around a large playing space. Before beginning, talk about and demonstrate how to keep your own personal space and not run into anyone. If this is too challenging, have the children all run around a “path” in the same direction. When the music stops, the children are to pray to God. Call out “eyes,” and have the children close their eyes. Call out “knees,” and have the children kneel on the ground to pray. Call out “arms,” and have the children raise their hands up above their heads in prayer. Call out “hands,” and have the children sit down and fold their hands at their waists. Call out “back,” and have the children lie down and pray, as if in their beds at night. When the music starts up again, the children “unfreeze” and begin to run around. Be sure to demonstrate each command before starting the game. To simplify the game, only call out 2 or 3 commands. Review, **Prayer is a special part of worship. Everyone gathered in God’s house can pray together for the same thing at the same time. You can also pray any time of the day by yourself.** (P.3.4.2.1)



Relate