



## **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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# NEW TESTAMENT

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# FROM THE EDITOR: A LOOK AT THIS MONTH

The front cover shows a child and her parents excited about her growth. The speed through which young children pass developmental stages can seem staggering! What a joy to watch them develop physically, academically, socially, and spiritually! We pray that after studying this unit, each of your children are excited about growing as children of God, developing in and under His care.

God cares about the physical health of these children and sends caregivers like doctors, nurses, and dentists to meet those needs. Most important, God cares about the spiritual health of these children and sent Jesus to take away the dreadful disease of sin. In this unit, the children will not only hear about healthy practices such as washing hands, brushing teeth, and getting plenty of sleep and exercise but also about spending time in prayer and Bible study and attending church and Sunday School.

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

Picking up thin items (e.g., tissue paper) off of a table can be difficult for students who do not have complete control over their fingers. The paper can flutter out of the student's reach if the student exhales near the paper. Frustration can lead to a lack of participation or to inappropriate behaviors. Thicker paper will be easier to pick up. Having a mixture of tissue paper, construction paper, and foam board will allow for students with different levels of skill to participate. Using tweezers or tape and rolling tissue paper into a tube may provide options for gripping the paper.

## Week 18—God’s Word Is Important

# BOY JESUS STUDIES IN THE TEMPLE

### LUKE 2:41-52

#### Discovery Points

**Law:** Sometimes, you don’t want to study God’s Word.

**Gospel:** The Bible is God’s Word and gives us knowledge of salvation, telling us that Jesus is our Savior!

**Sanctification:** Through the power of the Holy Spirit, grow in your desire to learn about Jesus.

#### Background

Jesus at the age of twelve is the story of His coming of age. According to Jewish tradition, a boy of five years would be taught Bible passages and prayers in the home; when six, he would attend synagogue school, learning God’s Word along with basic reading and writing skills. At twelve years old, he would become a “son of the commandment” through the rite of bar mitzvah and was then obligated to attend the festivals. The greatest of the festivals, the Feast of the Passover, celebrated the redemption of the people of Israel from Egypt and was observed in the spring of every year.

Jesus’ statement that He had to be in His Father’s house reminds us that, while a boy living in Nazareth (true man), Jesus was also true God, Son of the Father, with the purpose to follow God’s will for our salvation. Through His forgiveness and redemption, we, too, are now children of the heavenly Father. The Holy Spirit calls us to be regular and faithful in “our Father’s house.” By hearing God’s Word and receiving His gifts in Baptism and Holy Communion, we worship our Lord and God. And we respond in praise, thanksgiving, witness, and service.

The children will visit your church sanctuary and become familiar with God’s house. They will have opportunity to “play church” in the classroom and become familiar with a variety of children’s Bibles and Bible story books. Although the children are too young to read, your eagerness for daily Bible reading in class conveys the message that God’s Word is important! Make sure that your classroom Bible is always visible and available for the children to hold and page through. Before telling a Bible story, open the Bible to show the children the source—God’s true Word.

#### Bible Words

*LORD, I love . . . Your house.  
Psalm 26:8*

## Week 18

### Letter of the Week: T

#### Day 1 Materials

- The Basics
- The Boy Jesus at the Temple Cuppette Images (CPH)
- 4 paper or plastic cups
- Empty shoebox
- *Optional: My First Hymnal* (CPH)
- Wooden cross

#### Day 2 Materials

- The Basics
- *Optional: The Story Bible* (CPH)
- Cuppettes from Day 1

#### Day 3 Materials

- The Basics
- Zippy puppet (CPH) with toy car
- Bible Story Figures: Scribes (77), Pharisees (81), Jesus (83), Mary (100), Joseph (117), people (141), pillars for temple (73, 93), grass (51), sun (29) from the Bible Story Digital Flannelgraph

#### Day 4 Materials

- The Basics
- Church Photo Card Set (CPH)



Before class, make the cupettes by attaching the images to four overturned paper cups. Begin the lesson by holding up your classroom Bible. Ask, **Do you know what book this is?** Allow time for children to answer. Say, **This is the Bible. It is a very special book because it is God's Word. This book tells us how much God loves us. It tells us about Jesus forgiving us.** Today, we are going to hear a story about Jesus when He was a boy just twelve years old. **He went to the temple to learn about God's Word, the Bible.** Gather the children around a classroom table, and use the four cupettes to tell the story. At one end of the table, place an empty shoebox on its side for the temple; set the two Bible teachers inside.

Say, **It was time for Mary and Joseph to travel to Jerusalem to worship in the big temple. The temple was a big, beautiful church, and Mary and Joseph went there every year for the Passover celebration.** Show the cupette of Mary and Joseph. **Jesus was big enough to go with Mary and Joseph to the beautiful temple.** Show the Jesus cupette. **Long ago when Jesus lived on earth, there were no cars. People walked from place to place. So Mary, Joseph, and Jesus walked with their friends and relatives to Jerusalem.** Move Mary, Joseph, and Jesus in a meandering path across the table to the temple.

**It was a long trip. Finally, they came to the temple in Jerusalem. It was so big and so beautiful!** Place the cupettes in the temple. **They worshiped God by singing songs and listening to the teachers read from God's Word.** Hold up the Bible. **Mary, Joseph, and Jesus were happy to worship God there at the temple. When it was time to return home, Mary and Joseph started on their long walk with their friends and relatives.** Move Mary and Joseph away from

the temple toward home. Jesus remains in the temple with the teachers. **They thought that Jesus was with them, walking with His friends, but He had stayed behind in Jerusalem.**

**After walking all day, Mary and Joseph looked for Jesus.** Cupettes search around midtable. **They couldn't find Him! Jesus was not with His friends or relatives. No one had seen Him all day! Maybe Jesus was still in Jerusalem!** Move Mary and Joseph toward the temple. **Mary and Joseph hurried back to Jerusalem to look for Jesus. They were so worried! They hoped that Jesus was safe. When they got to Jerusalem, they looked everywhere—in homes and stores, up and down streets. Where was Jesus?** Move Mary and Joseph around as they search near the temple.

**They looked for three days—one, two, three—and finally found Him in the temple.** Place Mary and Joseph in the temple by Jesus and the teachers. **Jesus was sitting with the teachers, learning about God's Word. He was listening to them and asking them questions. Mary and Joseph were so happy to find Jesus! But they were also sad that Jesus had not stayed with them. Mary said, "Why did You do this? We thought You were lost! We were so worried, and we had looked everywhere for You." Jesus said, "Why were you looking for Me? Didn't you know that I would be in the temple learning about God's Word?" Jesus obeyed His parents. They left the temple and walked back to their home.** Move Mary, Joseph, and Jesus across the table to their home.

**As Jesus grew, He continued to study God's Word.** Hold up the Jesus cupette. **Jesus shows us that the Bible is very important. It tells us about how much God loves us.** Hold up the Bible.

## ✦ ✦ ✦ God's Word Is Important ✦ ✦ ✦



Help the children think about how Jesus was once a growing child, just like them. He was a tiny baby in Bethlehem, a little older by the time the Wise Men visited Him, and now in this story, He is twelve. Let the children think about life back in Bible times. Use the following echo pantomime (or the out-of-print CPH book *Little Boy Jesus* by Marti Beuschlein, if you have access to it).

Just like me, Jesus woke up every morning. (*Stretch.*)

I make my bed. Jesus rolled up His mat. (*Move wrists around each other in a circular motion.*)

I play in the water. Jesus splashed in the water. (*Clap hands together, and bring them up as "spray."*)

I help in the kitchen. Jesus helped grind grain for bread. (*Pound fist to your opposite palm.*)

I study God's Word. Jesus studied God's Word. (*Make book out of palms.*)



Set up the classroom dramatic play area as a church with a simple "altar" and four to six little chairs. Place a wooden cross and Bible on the altar. Gather a variety of children's Bibles and Bible story books in this area for the children to look at. Add simple rhythm instruments for the children to use as they sing Jesus songs. You may even be able to provide several copies of *My First Hymnal*, available from CPH. Take time to show this area to the children, and explain how to use it when pretending to be in church worshipping God. The children may play "church."



Sing "My Bible Book" (*LOSP*, p. 54). Pray, **Dear God, / Thank You for giving us the Bible. / Thank You for showing us / how much You love us. / Amen.**



The children will follow your lead as they act out this week's Bible story and take a trip to the temple. No props are needed. Everything will be pretend except for a stop at the "temple"—either your Jesus Time area or the dramatic play area set up as a church. To make the story more concrete, let a boy pretend to be Jesus and stay at the "temple" when the rest of the class leaves.

Ask, **Do you remember what this book is?** Hold up a Bible. **Yes, this is the Bible, God's Word. We learn about Jesus in the Bible—how He loves us, takes care of us, and died on the cross to take away our sins.** Jesus knew that it was important to study God's Word. He went to the temple, or church, with His parents to learn about God. Let's pretend to take a trip to the temple with Mary, Joseph, and Jesus. You can pretend to be someone walking with them to Jerusalem. Stand.

It's time to go to the temple in Jerusalem to worship God at Passover time. **Let's pack clothes and food in a bag for our trip. It will be a long walk, but we will have fun traveling with our friends and relatives.** Pretend to put things in an imaginary bag to carry as a suitcase. **What kinds of clothes should we pack? All ready? Let's go! Stay together so that no one gets lost.** Slowly walk around the classroom, weaving around furniture. Point out pretend sights (crowds of people, donkeys); smells (flowers along the way, food cooking as you pass a house); sounds (children in the group laughing, grown-ups talking); and feelings (being excited about the trip to the temple, feeling hot from the sun, having sore feet from walking along the way).

Ask, **Are you hungry? Let's stop to eat.** Sit down on the floor; pretend to unpack food and eat. **What are you eating for lunch?** Engage

children in conversation as you "eat." **Now, we are ready to walk some more. Don't forget your bags!** Continue walking to the "temple." **Look! Point. I see the temple. We're almost there!** Stop at the temple. **Here we are in Jerusalem at the big temple. What a beautiful place to worship God! Look, here is the Bible.** Open Bible. **It says God loves us. The Bible tells us all about God. Let's sing one of our songs about God.** Sing "My Bible Book" from Day 1 or another Jesus song the children know.

It's time to go home. **Let's pack up our clothes and more food for our trip.** Pretend to pack bag and slowly walk around the classroom. Yawn and stretch. **I'm getting tired. Yawn. Let's sleep here tonight. Wait a second—have you seen Jesus? Where can He be? Look all around. Where is Jesus?! Have you seen Jesus?! We thought He was with us, walking with His friends! We will have to walk back to Jerusalem to look for Him. We are worried about Jesus! He is lost!** Backtrack and lead the children to the temple, searching along the way. **Do you see Jesus? We can't find Him. We feel so sad.**

Arrive at the temple. **Let's look in the temple. There He is! There is Jesus! He is talking to the teachers. He is learning about God's Word.** Point to altar area. **Jesus, we have been so worried! Why didn't You stay with us? We thought You were lost. But Jesus said, "Why did you worry? Didn't you know that I would be in the temple studying God's Word? I love God's house."** Hold up the Bible. **Jesus obeyed His parents, and He walked back home with them. Walk. But He never stopped studying God's Word. He knew that the Bible is a very special book that tells us about God.**

## ✦ ✦ ✦ God's Word Is Important ✦ ✦ ✦



Talk about how the Bible characters felt during the story. Use the cupettes from Day 1 or the picture on page 291 in *The Story Bible* as a visual when talking about each character.

**How did Jesus feel when He knew that He could go with Mary and Joseph to the temple?** (Happy) Ask the children to make happy faces.

**How did Mary, Joseph, and Jesus feel during the long trip to Jerusalem?** (Tired, happy, hot) Ask the children to make tired and hot faces and motions.

**How did Jesus feel when He got to the big temple to worship God?** (Happy, excited) Ask the children to make happy faces.

**How did Mary and Joseph feel when they thought Jesus was lost?** (Sad, worried, angry) Ask the children to make sad or angry faces.

**How did Mary and Joseph feel when they found Jesus in the temple?** (Happy) Ask the children to make happy faces.

**How did Jesus feel when He was in God's house, listening to God's Word?** (Happy) Ask the children to make happy faces.

**How do you feel when you're in church, hearing about Jesus in the Bible? Isn't it great to know that Jesus forgives our sins?** Talk about the children's feelings.



Say, **Sometimes, we don't want to take time to hear God's Word. We are too busy playing or watching TV. But it's important. In the Bible, we learn about Jesus, our Savior. He came to earth to die on the cross and take away our sins. Church is one place to hear God's Word. In the Bible, it says, "LORD, I love Your house." Let's pray. Say these words after me. Dear God, / Thank You for giving us the Bible. / Help us to learn more / about Jesus, our Savior, / as we listen to the Bible stories. / Amen.**



Hold up *The Story Bible* or your classroom Bible, and point to each letter as you say it. **These letters spell the word Bible. We know that God gave us the Bible. It is God's Word.** Sing "The B-I-B-L-E" (*LOSP*, p. 48). Point to each letter on the Bible's cover as you sing.



**Teacher:** Zi-i-i-ippy, time to go to chapel.

**Zippy:** (*Playing with a toy car*)  
But I don't want to stop playing.

**Teacher:** You can play later, Zippy. I told you two minutes ago that it's time to put things away and be done.

**Zippy:** But I just built a bridge for my cars!

**Teacher:** I know you worked hard, Zippy, but it's important to go to church and hear God's Word. Important enough to stop playing and play later.

**Zippy:** I guess I do like [insert some of the things you do at chapel: singing, listening to Pastor \_\_\_\_\_], but I don't want to leave my bridge. Someone will smash it.

**Teacher:** Well, Zippy, here's what we'll do: just this time, I'll let you leave your blocks out. You can come back to it later. But it's time to go now.

**Zippy:** Okay, [your name].

**Teacher:** Great! It's fun to go to God's house and hear about how much Jesus loves us. It's fun to listen to God's Word. Let's go!



Sing to the tune of "The Farmer in the Dell":  
Lord, I love Your house.  
Lord, I love Your house.  
I love to hear God's Word.  
Lord, I love Your house.

## ✦ ✦ ✦ God's Word Is Important ✦ ✦ ✦



Before class, make the Bible story figures into flannel or magnetic pieces. The children can help the teacher as they review the Bible story by adding and moving the flannelboard figures. **Let's open our Bible to find the story of Jesus going to the temple when He was twelve years old. This story is in the Bible so we know that it is true.** Have your Bible open on your lap. Set up the flannelboard with figures ready to use.

Say, **When Jesus was twelve years old, He went with Mary and Joseph to the big temple in Jerusalem.** Place Jesus, Mary, and Joseph on the flannelboard. **Jesus knew it would be a long walk to Jerusalem, but He loved to go to God's house.** Add pillars. **When they arrived in Jerusalem, they went to the big temple to worship God.** Move figures to the temple. **They listened to God's Word and sang songs of praise.**

**When the worship service was over, Mary and Joseph left to walk all the way back home.** Move Mary and Joseph from the temple. **They thought that Jesus was with their group of family and friends, but Jesus had stayed behind in the temple.** Place teachers in

the temple with Jesus. **Jesus was with the teachers in God's house, and was learning more about God's Word.**

**After a day of traveling, Mary and Joseph looked for Jesus. They asked friends and family members if they had seen Jesus. No one had seen Him. Mary and Joseph were worried! They hurried back to Jerusalem to look for Jesus.** Move Mary and Joseph toward the temple. **For three days, they looked and looked for Jesus.**

**They went to the big temple to see if Jesus was there.** Place Mary and Joseph at the temple with Jesus and teachers. **Yes! They found Jesus! He was safe! He was studying God's Word with the teachers. Mary and Joseph were so happy to find Jesus!**

**But they also felt sad that He had not stayed with them.** Mary said, "Jesus, why did You stay here? We thought You were lost!" Jesus said, "Why did you worry about Me? I want to be in the temple learning about God's love." Then Jesus obeyed His parents and they walked back home. Move Mary, Joseph, and Jesus from the temple.



Sing "I Like to Be in Sunday School" (*LOSP*, p. 11), but change the phrase "Sunday School" to "church Sunday." You could change the last phrase from "with my teacher" to "with my pastor." Church is one place we hear God's Word and learn how **Jesus forgives us for our sins. Jesus died on the cross to take our sins away.**



Sing to the tune of “Down by the Station”:

During Passover / Jesus and His fam’ly  
Went up to Jerusalem / to celebrate. (*Walk in place.*)  
Mary and Joseph left / thinking Jesus close by.  
When they missed Him, / it was late. (*Make visor with palm as if searching.*)  
Inside the temple / Jesus talked with teachers.  
And they marveled at the things / that Jesus said. (*Look astonished.*)  
They all wondered how a / twelve-year-old had learned well  
All the Scriptures / they had read. (*Make Bible book with palms together.*)  
When His parents noticed / Jesus wasn’t with them.  
Back up to the temple courts / they did quickly go. (*Run in place.*)  
Mary said to Jesus, / “Why’d You treat us this way?”  
We’ve been worried, / don’t You know!?” (*Put hands on hips.*)  
Then Jesus said, “Why / were you searching for Me?  
In My Father’s house is where / I’d surely be!” (*Point behind you.*)  
He obeyed His parents. / They walked back to Naz’rath.  
Jesus was wise / all could see. (*Touch index finger to head and nod.*)



While in the church, show the children the photos from Church Photo Card Set of the pastor in the pulpit, the choir, and the happy families in the pews. Talk about each, and let the children locate where each would be in this church. Say, **The pastor is reading from the Bible and telling the families that Jesus loves them and is their Savior. The choir sings praises to God. The families are happy to hear about Jesus from the Bible. They are happy to hear that Jesus died to take away their sins.** Sing stanza 1 of “We Are in God’s House Today” (*LOSP*, p. 12).

# ✦ ✦ ✦ God's Word Is Important ✦ ✦ ✦



Make the connection between the Bible times temple and our contemporary churches as God's house. We learn about God when we go to church and hear stories from the Bible. Before class, make sure that your church is open and the lights are on. During class, the children will help tell the story with an echo pantomime. Repeat your phrase and actions; encourage the class to join you as they are able.

Say, **Jesus went to the big temple with Mary and Joseph to worship God. He was happy to learn more about God's Word. Today, we are going to our church. It is like the temple. It is God's house where we hear God's Word.** Walk to church and seat the children on the front steps or near the altar. **Here we are in God's house. How is it different from your house?** Talk about differences. **God's house is a special place where we come to listen and learn more about God in the Bible. We learn more about Jesus, our Friend and Savior. We also worship God with our prayers and songs.** Sing "Our Church Family" (*LOSP*, p. 11; sts. 1, 2).

Say, **Help me tell the story of Jesus going to the temple.** Children repeat the last phrase (e.g., "Walk, walk, walk, walk") and the action each time.

Mary, Joseph, and Jesus went to the temple. Walk, walk, walk, walk. (*Tap thighs.*)

They heard God's Word in the temple. Listen, listen, listen, listen. (*Cup hands to ear.*)

They sang songs of praise to God. Sing, sing, sing, sing. (*Lift hands.*)

Mary and Joseph left the temple. Walk, walk, walk, walk. (*Tap thighs.*)

Where is Jesus? Where is Jesus? Look, look, look, look. (*Look around with hand above eyes.*)

They find Jesus in the temple. Clap, clap, clap, clap. (*Clap hands.*)

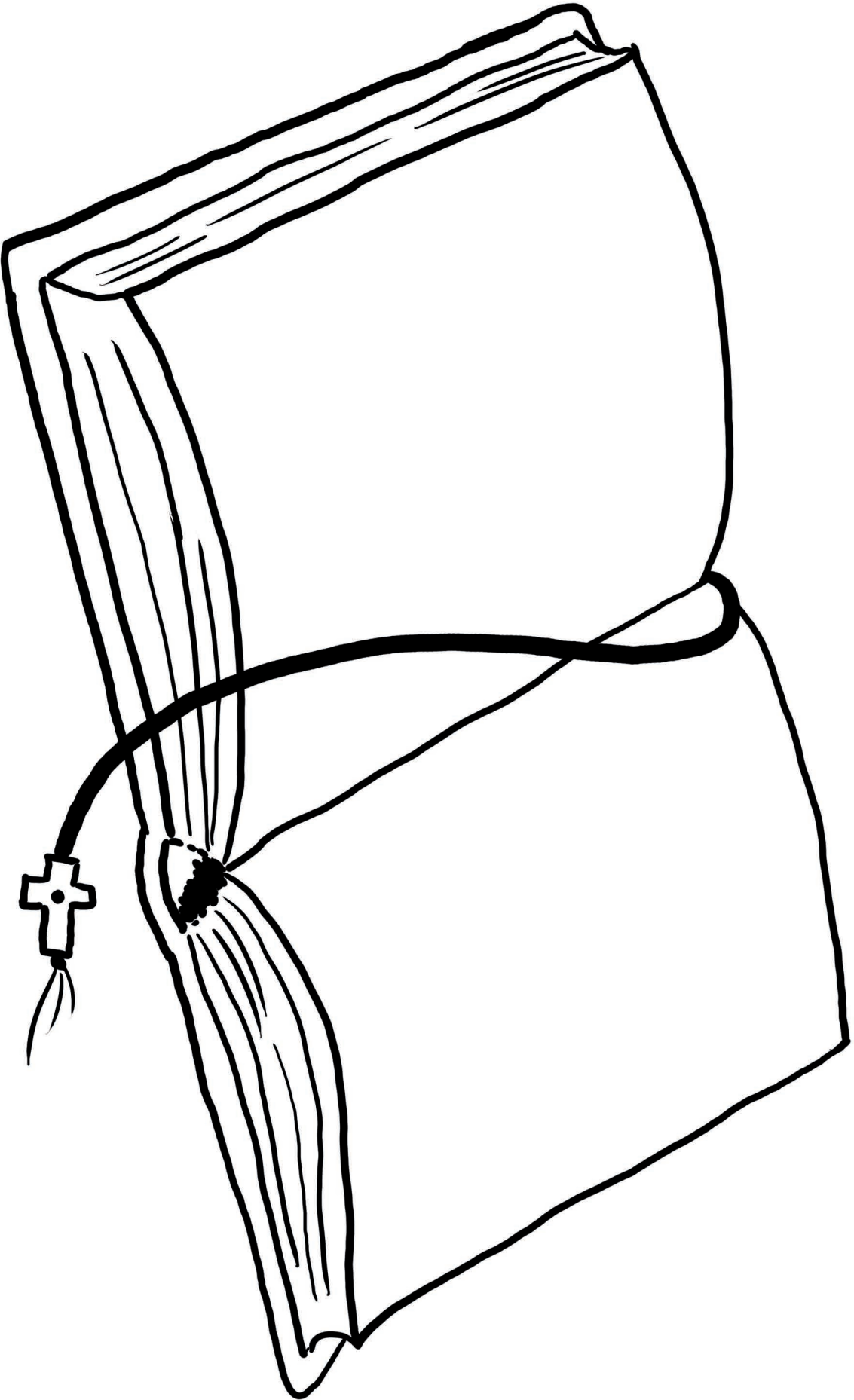
Jesus is happy to study God's Word. Clap, clap, clap, clap. (*Clap hands.*)



Take a walking tour of the church sanctuary to let the children see everything up close and become familiar with the interior. Point out the altar, pews, windows, cross, Bible, eternal light, and so on. As you explore, focus on these points:

- The church is God's house.
- We come to church to learn about God as we listen to the Bible.
- We love to come to God's house to worship Him. (Review the Bible Words.)

# God's Word



Add cross or heart stickers. We learn about Jesus' love in God's Word.

# WINTER/CHANGES



## Let Me Learn of Jesus

(Worship) We want to convey to the children that the Bible gives us knowledge of Jesus, our Savior, and God's plan of salvation. We want to encourage the children to learn more of Jesus through Bible study and then to share this good news with others. Sing to the tune of "If You're Happy and You Know It":

If you want to learn of Jesus, clap your hands.  
(Clap, clap.)

If you want to learn of Jesus, clap your hands.  
(Clap, clap.)

If you want to learn of Jesus, how He lived and died to save us,

If you want to learn of Jesus, clap your hands.  
(Clap, clap.)

If you love the Bible—God's Word, shout "I do!"  
(Raise arm and fist. "I do!")

If you love the Bible—God's Word, shout "I do!"  
(Raise arm and fist. "I do!")

If you love the Bible—God's Word, tell your friends the news that you heard.

If you love the Bible—God's Word, shout "I do!"  
(Raise arm and fist. "I do!")

Ask, **What is the good news we hear in the Bible?** (Jesus loves you! He forgives you!) (P.4.2.2)

## In the Bible

(Worship) Gather the children in the housekeeping area, which has been set up as a church for this week. Add enough small chairs in rows so that each child can sit in a "pew." **Let's pretend that we are in church to learn more about how much Jesus loves us.**

Sing to the tune of "My Darling Clementine":

In the Bible, in the Bible, (*Make Bible book with hands.*)

In the Bible we can read  
Of God's love in sending Jesus, (*Make cross with fingers.*)

How He died for you and me. (*Point to one another.*) (P.4.4.1)

## Bible Words Litany

(Worship) Teach the children their part before starting.

**Teacher:** The Bible is God's Holy Word.

**Children:** Your Word is truth.

**Teacher:** The Bible tells us about Jesus.

**Children:** Your Word is truth.

**Teacher:** The Bible tells us that Jesus died to save us.

**Children:** Your Word is truth.

**Teacher:** Thank You, God, for the Bible.

**Together:** Your Word is truth. (P.1.6.1)

## Read God's Word

(Worship) Sing to the tune of "Oh, When the Saints":

Read in God's Word,

Read in God's Word,

Read in the B-I-B-L-E.

Read the good news that Jesus loves you

In the B-I-B-L-E. (P.4.4.1)

# Express

# WINTER/CHANGES



## Snow Is Falling

(Circle Time) Snow is a beautiful part of God's creation in winter. The snow is like God's soft, white blanket that covers our homes and neighborhoods. God keeps us safe and warm.

Sing to the tune of "Are You Sleeping?":

Snow is falling. Snow is falling. (*Lift arms high, wiggling fingers as you bring them down to the floor.*)

Soft and white. Soft and white. (*Spread arms to the sides.*)

See the snow get deeper as it keeps on falling. (*Hold arms in front, 1 high and 1 low.*)

Day and night. Day and night. (*Lay head on palms.*) (P.2.1.4)

## The Bible's About Jesus

(Circle Time) Sing to the tune of "Head and Shoulders, Knees and Toes": (P.4.4.1)

Head and shoulders, knees and toes, knees and toes.

Head and shoulders, knees and toes, knees and toes.

Jesus loves me; the Bible tells me so!

Head and shoulders, knees and toes, knees and toes.

## Snowballs

(Circle Time) Jesus changed from a little boy to a big boy. Little flakes of snow can change into snowballs. Let the children make pretend snowballs from half sheets of newspaper. Wad up the paper to make a ball. Let each child make 3 or 4 snowballs. They may need help from the teacher. **These are pretend snowballs.**

**When I say "go," you may throw your snowballs around the room. You can pick up snowballs from the floor and throw them again. You may throw them at your friends, but not in their faces. That would hurt. Throw the snowballs at their backs or legs. When I say "freeze," we will all stop.** When the game is over, let the children help to find the snowballs and recycle them. (P.3.4.2.2)

## T Is for Temple

(Shape) Using the large cardboard or wooden blocks from your classroom, let the class work together to build a "temple." **Today, we are going to build a big temple with our blocks. T, our letter for this week, is the 1st letter in temple. It sounds like /t/. Jesus went to the big temple in Jerusalem to worship God. I'll start by putting my block here. [Child's name], pick a block and help us build the temple.** Repeat with each child. Give as many turns as time and number of blocks allow. **Look, we worked together to build this big temple. What shape is this block?** Hold up a rectangle block and point. **Yes, this is a rectangle. It has 2 long, straight sides and 2 short, straight sides.** To emphasize the rectangle shape, use electric tape to mark off the outline of the temple so students have more guidance on where to place their blocks. (P.1.3.1)

## Shaving Cream Writing

(Writing) Have a tray (plastic or Styrofoam) and paint smock for each child. Say, **Hold out your hands, and I'll give you something that is fun.** Fill cupped hands with shaving cream (sensitive skin, nonmenthol). **It's white like snow, but it is not cold. What is it?** (Soap, shaving cream) **Your dad may use this when he shaves. It is a special soap. Be careful not to touch your face with your hands. This soap will make your eyes sting, and it tastes bad. Rub the shaving cream on your tray and make it smooth. Now, use your pointer finger and make an uppercase T. Demonstrate. Now, make a lowercase t. Does it look like a cross? Erase your Ts by smoothing over the shaving cream, and make some more Ts. How many can you make?** Repeat several times; let the children play in the "snow," making tracks, letters, their name, or drawings until the shaving cream disappears. Pretend you're playing in the snow indoors! (P.2.3.12)



## Three Little Kittens

(Nursery Rhyme) Read the poem, and hide about 6 mittens in the classroom. Make them relatively easy to find so the children will be successful. Play again if the children will keep their eyes covered and let you hide them again. **In our poem, the 3 little kittens lost their mittens. Pretend that you are a kitten, and see if you can find the lost mittens in our classroom. What sound do kittens make?** (Meow, meow) **Sound like kittens as you look for your mittens. When you find one, bring it to me. Conclude, Jesus changed from a little boy to a big boy. In the winter, the air changes from warm to cold. We need to wear mittens to keep our hands warm.** (P.2.1.2)

## Craft Stick Letters

(Writing) Give each child at the Writing Center 4 wooden craft sticks. Say, **Today we are going to make the letter T with our sticks.** Our

Letter of the Week is **T** as in the word **temple**. What sound does the letter **T** make? Yes, like in the word **temple**. Can you think of another

word that starts with the sound of **T**? Allow children to answer. **When we write the letter T, we use straight lines like our sticks. The uppercase T looks like this.** Demonstrate with 2 sticks. **Can you make a T that looks like mine?** Children copy with their sticks. **The lowercase t looks like this.** Demonstrate with 2 sticks. **This is a lowercase t, but does it look like something else? Yes, it looks like a cross. The cross reminds us of Jesus. Can you make a lowercase t that looks like mine?** Children copy with sticks. Have a card with an uppercase and lowercase **Tt** written as a model for the children.

**Now, use all of your sticks to make Ts. You may make uppercase or lowercase Ts.** Use a good glue like Tacky Glue to hold the sticks securely together. You can even let the children turn the **Ts** into snowflakes by gluing 2 lowercase **Ts** together, 1 at an angle, so there are 8 points (ends) total. It won't be an accurate 6-pointed snowflake, but it will still look like one. Let the children use glitter glue, glitter, or white Lifesaver candies to decorate the points. (P.2.3.3)



# WINTER/CHANGES



## Ice Cube Painting

(Art) The children dip ice cubes in powdered tempera paint and rub them on white paper. Have a fluffy towel ready to dry and warm cold fingers! Ice and cold makes us think of God's gift of winter. Ask, **What happens to the powdery paint when the ice cube goes across the paper?** (It turns into a liquid.) **What happens to the solid ice when it gets warm?** (Melts to a liquid) **Jesus changed from a little baby to a big boy.** Another option is to make colored ice cubes using food coloring or tempera paint. Let the children rub the cubes over the paper, or even over white fabric. (P.1.1.4.2)

## Adding White

(Art) White, the color of snow, is the Color of the Week. Prepare 4 cups of tempera paint: red, black, blue, and white. Have a container of water ready to rinse out the brushes. Each child needs a large piece of newsprint. Work with 1 or 2 children at a time. Say, **Take your paintbrush and paint red on your paper. Put your red brush down. What will happen if you paint white on top of the red? How will the red change? Let's try it. You made pink! Red and white makes pink!** Rinse pink brushes in the water.

After giving the child time to paint that piece of paper, provide a new sheet of paper. Repeat the process with blue and black paint to create a pastel blue and a gray. Remember that the process is more important than the final product. It's fun to mix and change colors. Jesus was changing into a young man. Your children are changing into young boys and girls. (P.4.1.2)



## Cookie Cutter Snow Prints

(Art) Provide cookie cutters with a wintery theme (e.g., snowflakes, snowmen, Christmas trees). Pour white tempera paint on a tray or plastic plate. Thicker paint works best. Let the children dip the cookie cutters into the paint and make prints on dark blue or black paper. Let the children sprinkle a little glitter on the prints before they dry. When the sun shines on the snow in winter, it sparkles like glitter! (P.4.1.1)

## Fox in the Snow

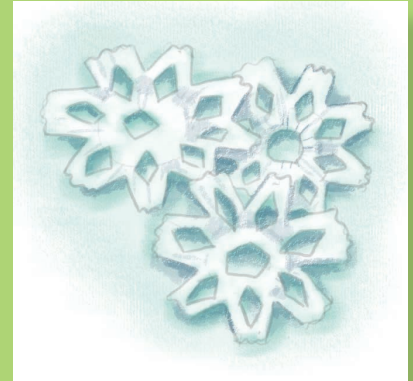
(Snack) The fox does not sleep (hibernate) in the winter. Foxes hunt for small mice that are moving under the snow. First, they listen for the mice to move. Then, they leap up and dive face-first in the snow. Students will put 3 raisins or chocolate chips on the bottom of a paper plate. An adult will use an aerosol can of whipped topping to cover the pieces until they can't be seen. The child will put his or her hands behind his or her back. Pretend to be a fox and "listen" for to the plate to hear the "mouse." On the count of 3, the child can dive in and find the chips with his or her mouth. Can the children find all of them? Ask, **Where did Mary and Joseph find Jesus?** (In the temple) **What was He doing?** (Studying God's Word) **Was He hiding on purpose?** (No) (P.3.2.6)

## Pretzel Snowflakes

(Snack) Microwave white chocolate or almond bark until it is soft, small quantities at a time. Stir until melted. Pour into a low bowl so students can use wooden chopsticks (connected like a tweezers) to pick up a snowflake-shaped pretzel and dip it into the white almond bark to cover it. Let the children place the covered pretzel on a blue paper plate to cool (and harden). You may want to provide white or clear, sparkly sprinkles for the children to shake over the top while the almond bark is still warm. Show the students what the almond bark looked like before it was melted, so they can see the change. (P.3.4.3.2)

## Coffee Filter Snowflakes

(Art) Show children how to fold a white coffee filter into quarters. Cut large and small triangles into the 3 edges, but leave enough of the folded filter to hold it together when opened. After you cut, let the children unfold the filter to see the lovely snowflake creation. Let the children use different colors of blue and purple watercolors to paint the snowflakes. After they've dried, use a warm iron to press each snowflake so that it is flat for hanging from the ceiling or displaying on bulletin boards. God made each snowflake, and each is different. The water way up high in the sky in the clouds changes to snow when the air is so cold in the wintertime. (P.4.1.1)



## Snowy Hats

(Art) Read *The Snowy Day* by Ezra Jack Keats; stop and talk about how Peter got a plopful of snow on his head. Also read *A Hat for Minerva Louise* by Janet Morgan Stoeke; let the children point to the pictures of things that are topped with snow, like a hat.

Let the children add their own snowy hats to winter scenes. Provide old calendar pictures of outdoor scenes. Mix enough gold or silver glitter to white tempera paint

to make a thick paste, or mix equal parts of nonmenthol shaving cream and white glue to make a white, puffy "snow" as paint. Let the children paint with the glittery "snow" and make "hats" on top of all the objects in the picture and along the very bottom (ground). Teach the vocabulary *top* and *bottom*. The weather changes in the winter. We are changing too. We are not the same as we were this summer either. Pray that your students' faith is growing each day too! (P.2.3.4)



Create

# WINTER/CHANGES

## Snowman Clothing

(Science) Students can learn about attributes as they put together the various parts of a snowman. Create a die or spinner with 6 different colors. Use the Internet to find an image of a snowman (with no features), a snowman hat, snowman gloves, snowman boots, and a snowman scarf. Print the articles of clothing onto 6 different colored pieces of



paper, 1 color each article, or use a marker to color them. Print off a blank, white snowman for each student at the center.

Let the children roll the die or spin the spinner, find the piece of clothing with the matching color, and place it on top of the snowman until the entire snowman is complete. If they roll something they already have, they'll just have to wait to roll again until their next round. (P.3.2.6)

## Blizzard

(Science) First, create an outdoor scene. Give each child a piece of 9 × 12-inch blue construction paper. Let them draw a picture of themselves doing something outside in the winter (e.g., sledding, having a snowball fight). You may, however, want to just provide magazines and catalogs from winter



months and let the children tear out pictures of people wearing winter coats or doing things outside to glue onto the construction paper. To simplify things even more, precut the pictures so the students only need to glue them on.

Then, add the “snow.” Tape a section of bubble wrap to your table, bumpy side up. Squeeze white fingerprint on top of the bubbles and let the children run their hands back and forth across the top of the surface. Let them enjoy this as long as they would like. Finally, lay the outdoor scene facedown on top of the bubbles so the picture is touching the paint. Press down, and carefully lift straight up. The print on the paper should look like “dots” of snow all over. (P.1.1.2.1)

## Which Things Will Melt?

(Science) Place an ice cube (or snowball), a wooden block, a small plastic toy, a toy car, and a scoop of ice cream on a plastic tray. At Circle Time, let the children observe and identify each item. Ask, **Which of these things will melt or change if I put this tray in the sun?** Let the children make predictions. You may record their predictions if desired and see which children predicted correctly. Place the tray in a sunny spot in your classroom, and check it an hour later.



**Which things melted or changed?** (The ice cream, ice cube, and snowball) **Did you guess right? What is the same about the ice cream and ice? How did they change?** (P.1.7.3)

## Ice Cubes

(Science) Place ice cubes in the sensory table for the children to play with. Make larger ice chunks by freezing water in containers of various sizes. Add water, and watch what happens to the ice. Have a large fluffy towel available so the children can dry and warm their hands. Talk about how the ice changes. Ask, **In the winter, where do we see ice?** (E.g., icicles on houses, icy puddles on the street or parking lot, on a lake) **Jesus changed from a little boy to a big boy. We're growing and learning more and more each day too.** (P.1.8.2)



## Tearing Paper Snowflakes

(Sensory) Add only sheets of white paper to your sensory tub. It can be scrap paper as long as it is mostly white. Let the children tear the paper into little pieces like snowflakes. They can drop handfuls of “snow” over the sensory table and watch the snow fall, as long as they can keep the “snow” in the tub and not on the floor. Replenish sheets of paper as necessary. To let the children experience a softer texture, add white toilet paper. Ask, **Why does it snow in the winter?** (If it’s cold enough, the water freezes instead of coming as rain.) (P.1.1.3.1)

## Matching Mittens Game

(Math) Jesus changed from a little boy to a big boy. In the winter, the air changes from warm to cold. We need to wear mittens to keep our hands warm in the winter. Cut out 6–12 (depending on level of difficulty) matching pairs of mittens from wall paper samples. Mix up the pairs, and spread them on the floor in the middle of your circle. Say, **Today, we are going to find the matching mittens. Listen as I sing this song; then, you can sing with me.** Sing to the tune of “Have You Ever Seen a Lassie?”

Have you ever seen a mitten, a mitten, a mitten?

Have you ever seen a mitten that looks just like this?

Pick up a mitten and choose a child to find the matching mitten. Collect the matching pair, set them aside, and sing again until all are matched. Repeat as necessary to give each child a turn. (P.1.5.1)

## Crosses

(Math) Show how a cross is formed from 2 rectangles. Gather a variety of crosses from home and school that are not breakable: wall crosses, necklaces (remove chains), a cross made from gluing 2 wooden craft sticks together, a cross cut from cardboard, and so on. Put the collection of crosses on a tray, and let the children count them. They can also sequence them by size—largest to smallest or smallest to largest. Make copies of Reproducible 18. Let the children trace a cross on top of the Bible’s pages, or provide cross and heart stickers for the students to place on top of the pages. Say, **In the Bible, we learn about Jesus’ love! He died for us to forgive our sins.** (P.1.5.3)

## Building Towers

(Math) *T* is for *tower*. Let the children build a **tall tower** using 10 blocks. Cardboard blocks work very well, but wooden blocks are also good for this activity. The children may work alone or together as they build a **tower** and then count the blocks to see how many they have used. All 10 blocks for a **tall tower**! Don’t let the **tall tower tip** and **topple**! (P.3.4.3.2)

**Explore**

# WINTER/CHANGES

## Hunting for White

(Social game) Use the *LOSP* CD. Say, **Today, we are going to hunt for things that are white.** Hold up something that is white. **This is white. Snow is white. Fluffy clouds are white. While the music is playing, look around our classroom for something white. It can be little or big. Look carefully with your eyes! When the music stops, put your hand on the white thing you found and freeze. Then, you can each show me what you found.** Repeat as time allows.

For a variation on the game, play a game similar to Cranium Hullabaloo. Print off royalty-free images of things that are white (e.g., a flower, a cloud, milk, a dove, an iceberg, an igloo, paper towels, a polar bear, a refrigerator, rice, a snowman, a snowy owl, a swan, a tooth). Make sure that there are more than enough images for each player. If possible, cut the outline of the paper into different shapes. Cover them with clear contact paper or laminate them. During class, set the images around the playing area. Explain that the children will move when they hear music and stop when they hear you yell, “Freeze!” Whoever is standing on whatever you designate will do a special action as “winner” (e.g., give a victory jump, touchdown dance, bow). Make sure everyone gets to be the winner at some point. Play the music anywhere from 10–60 seconds. Call out how they should move (e.g., walk, spin, swim, stomp, hop, fly) and to where (e.g., an animal, something in a kitchen, something outside, a certain shape) and how (e.g., which part of your body to touch it with—foot, elbow, knee, nose). Students can share images with another student. (P.3.4.1.5)



## Looking for Crosses

(Social game) Say, **We are going on a special hunt to look for crosses.** Show the children a cross from the classroom. **The cross reminds us of Jesus and how He died to save us. The Bible tells us that Jesus washed away our sins and that we are now God’s children. As we walk, look carefully to find crosses. They may be on signs or buildings or even on windows. Tell us when you see one!** Take a walk around and through the church and school buildings. When appropriate, add short segments of galloping, hopping, jumping, giant steps, and quiet steps. Point out the crosses formed by intersecting lines to hold interest. Walk around inside the sanctuary to allow the children to point out the numerous crosses there. You could count the crosses found in the sanctuary. (P.1.3.4)

## Going to the Temple

(Social game) Have the children stand on a rope, a tape line, or against a wall. Mark a 2nd line about 30 feet in front of that, parallel to the children’s line. Stand on this line, and face the children. Say, **Mary, Joseph, and Jesus traveled to the temple in Jerusalem. We’re going to pretend that we are also going to the temple. Pretend this line by me is the temple. Listen closely, and I will tell you what to do.** State a color that the children are wearing and a way they can move (e.g., **If you are wearing red, run to the temple.** Children with red run and stand on the temple line.) Continue with additional directives until all of the children are with the teacher at the temple. Let them run back to the starting line and repeat as time allows. (P.3.4.2.1)

**Relate**