



## **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 two children hugging each other enthusiastically. Preschoolers will let you know if they're mad or upset, but you'll also have no doubt when they're feeling happy and loved. We pray that after studying this unit, the children have no doubt how much Jesus loves them. Jesus went to unimaginable lengths to demonstrate His love: "While we were still sinners, Christ died for us" (Romans 5:8). Jesus boldly loved His children. In this unit's stories, we see how He associated with people deemed unimportant by society at that time: children, people of diverse ethnicities, tax collectors, and other sinners. He loved us enough to give His life for us so that we could live with Him forever. There's no doubt we're important to Him. It's also clear from this unit that Jesus demands us to demonstrate love. It is only through the power of the Holy Spirit that we can treat our neighbors as important, loved children of God. It is only through Christ's forgiveness that we experience peace when we fail to show love.

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 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. Some optional materials are suggested. *The Story Bible* (hardback version) is 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

Many students with special needs struggle to communicate with others. Behaviors of frustration range from a tantrum to physical aggression. Presenting picture representations of questions, answers, or choices makes it possible for all students to participate. Place two or three pictures in front of the student. He or she can point to the desired picture to answer a question or make a choice during group time or when working one on one. Verbally label the indicated picture to reinforce verbalization and encourage speech. When a mode of communication is established, frustration levels can fall.

# Week 23—Jesus Tells His Children to Come

# JESUS BLESSES THE CHILDREN

MARK 10:13-16

## Discovery Points

**Law:** Sometimes you might feel unimportant or unloved.

**Gospel:** You are so important to Jesus that He died to save you from your sins and give you new life.

**Sanctification:** Through the power of the Holy Spirit, treat other people as important and accepted children of God too.

## Background

A preschool classroom is full of feelings that change from minute to minute. Sally feels sad that she did not get to play with the trains. Johnny feels angry that he messed up his artwork. You, as a teacher, might not feel very important. The children in the story of Jesus blessing the children probably felt sad, unloved, and unimportant when the disciples told them to go away. The truth is that no matter how we feel, Jesus loves us, and we are important to Him. What an encouraging thought to know that Jesus' love is not dependent on our feelings!

Each day, as you teach the story of Jesus blessing the children, you teach several important truths about Jesus and His love for us. These truths provide a firm foundation not only for your faith, but also for your students' faith. They include the following:

- You are important to Jesus.
- Jesus' love for us is not determined by our feelings and emotions. He loves us no matter how we feel!
- Jesus loves us so much that He suffered and died to save us from our sins.
- We can share the love of Jesus when we treat others as loved and important children of God!

Jesus showed His love for us as He suffered, died, and rose again so that we can be with Him eternally. May the Lord bless you as your share this important message with your students this week.

## Bible Words

*Let the children come to Me.*  
Mark 10:14

## Week 23

Letter of the Week: **L**

### Day 1 Materials

- The Basics
- Zippy puppet (CPH)
- *The Story Bible* (CPH)
- *Optional:* Eyeliner or cross stickers

### Day 2 Materials

- The Basics
- Bible Story Figures: cloud (10), sun (29), cloud (48), grass (51), group of Scribes (77), group of Pharisees (81), girl (82), boy (83), child for lap (90), man (114), man (115), group of disciples (142), women with babies (143), and sitting Jesus (148) from the Bible Story Digital Flannelgraph (CPH)

### Day 3 Materials

- The Basics
- 3 pieces of 9 × 12-inch construction paper
- 3 wooden craft sticks
- *Optional:* Crown

### Day 4 Materials

- The Basics
- Zippy puppet (CPH)
- Plastic Bible Figures (CPH)
- Rustic floral wire
- Red or pink yarn



*Zippy is hiding behind your back. Zippy is sad and does not want to come and talk to the children.*

**Teacher:** Friends, I think Zippy needs a little help to come and talk to us. Can you help him by saying “Zippy, please come out!”? *(Leads the children in saying, “Zippy, please come out!”)*

**Teacher:** Oh no, he is still shy. Can we try to say it again a little softer? *(Leads the children in whispering, “Zippy, please come out!” Have Zippy come in; he is crying.)*

**Teacher:** What’s wrong, Zippy? You look very upset.

**Zippy:** *(Between snuffles)* No one loves me.

**Teacher:** No one loves you? Why do you think that?

**Zippy:** Well . . . I worked so hard to make a card for my friend Braeden last night. I even colored it his favorite color! This morning at school, I was ready to give Braeden my card, but when I went to give it to him, he yelled at me to go away!

**Teacher:** Oh no! That must have made you feel sad!

**Zippy:** It did. *(Between snuffles)* Then after he yelled at me to go away, no one asked me to come and play the rest of the morning. *(Begins crying again)*

**Teacher:** *(Gives Zippy a hug)* Well, Zippy, the Bible tells us that Jesus will never tell us to go away. I know a story I think is going to help you feel better. Would you like to hear it?

**Zippy:** *(Between snuffles)* Yes, please! *(Put Zippy down as you tell the story.)*

Show pages 381–82 from *The Story Bible* or another Bible story book. Say, **Many years ago, people were bringing children to Jesus to have Him bless them. Jesus’ friends, the disciples, told the children to go away.**

*(Let one of the children point to the men—the disciples—in the back of the picture.)* Say, **The children were very sad that the disciples told them to go away. Jesus told the disciples to stop. He said, “Let the children come to Me” (Mark 10:14), and Jesus welcomed the children to Him! He took the children in His arms and blessed them! Now everyone was happy!** *(Let other children have turns pointing to a happy boy, a happy girl, or a happy mommy on the page. You could even start to count the children together, and then emphasize that the picture doesn’t even show all the children who were there. There were even more children than that! Every child is important to Jesus.)*

**Teacher:** *(Brings Zippy back in)* See, Zippy, there are times when we feel sad and unloved, just like you do. **If we feel sad or unloved, Jesus never stops loving us. He will never tell us to go away. Jesus loves every one of us so much! We are so important to Him that He died on the cross and rose again for us!**

**Zippy:** Jesus died and rose again even for me?

**Teacher:** Yes! He died and rose again for everyone! He loves you very much. He loves all of us very much! Look at a friend. *(Model.)* Tell them, “Jesus loves you.” *(Model. Then have the children say to one another, “Jesus loves you!”)*

**Teacher:** *(Asks the children)* How would you feel if the disciples told you to go away? *(Have the children show you a sad face.)*

**Teacher:** *(Asks the children)* How do you feel knowing that Jesus loves us and will never tell us to go away? *(Have the children show you a happy face.)* Zippy, I hope that makes you feel a little happier today. Bye! *(Gives Zippy one more hug.)*

## ✦ ✦ Jesus Tells His Children to Come ✦ ✦



Families went outside one day (*Walk in place.*)  
To hear our Savior talk and pray. (*Fold hands.*)  
Little children quietly played. (*Put index finger to lips in Shh! motion.*)  
The disciples said, "Hey! Go away!" (*Motion to stop.*)  
But Jesus said, "No, let them stay!" (*Motion to come.*)  
Jesus loves us every day! (*Hug yourself.*)  
Sing "Jesus Loves the Little Ones" (*LOSP*, p. 41).



Teach the children a paraphrase of the memory verse for the week.  
**Jesus said,** (*Cup hands around mouth.*)  
**"Let the children** (*Point to your friends.*)  
**Come to Me."** (*Motion to come.*)



Sing "Jesus Loves the Little Children" (*LOSP*, p. 94). Change "died for" to "blesses." Sit in a circle. Have the children one by one turn to their neighbor and make the sign of the cross on their neighbor's forehead. Model. You may want to use eyeliner to draw a cross on each child's forehead; let their neighbor "trace" the lines with their pointer finger. Another alternative is to let the children place a cross sticker on the forehead.

Help the children repeat these lines to their friends while making the cross. Encourage them to say it with you.

**Jesus loves you every day.  
He'll never tell you, "Go away."**



Use the Bible Story Digital Flannelgraph figures made into magnet puppets or flannel pieces. Say, **I am going to tell you a story that will help remind us that everyone is important to Jesus.**

Say, **Jesus was teaching one day.** Let the children help you set out the sun, clouds, grass, and Jesus sitting. **Many people came to listen.** Let other children help you set out the group of scribes, the group of Pharisees, and the two men. **While Jesus was teaching, people brought children to Him to have Him bless them.** Let the students add the girl, the boy, and the group of women with children. **The children were so excited to see Jesus! But the disciples were angry that people were bringing children to Jesus.** Let a child add the group of disciples. **They thought that the children would bother Jesus, and they told the children, "Go away!"**

**How do you think the children felt?** (Sad, unloved) **Have you ever felt sad or unloved?** (Accept responses.) **Jesus was upset with the disciples because they were sending the children away. He loves children and did not want them to go away. He looked at the disciples and said, "Let the children come to Me"** (Mark 10:14).

Let a student add the child that fits on Jesus' lap. **He opened His arms to the children and welcomed them! He took the children in His arms and blessed them! How do you think the children felt after Jesus welcomed them to Him?** (Happy, excited) **Jesus loves you too! He loves you so much that He died on the cross and rose again for you! He will take you to heaven with Him! Even though sometimes you may feel sad or unloved, Jesus will always love you! How does that make you feel?** (Happy, excited)



Sing "Walking, Walking to See Jesus" (*LLV*, p. 23) with the children. Use the following actions throughout the song. In stanza 1, walk in place; cover your smiling mouth with hands as if laughing; shrug your shoulders with arms out to sides; and point up. In stanza 2, shake your index finger no; place your head on folded hands as if sleeping; and shake your head no and cross arms. In stanza 3, use your hand to wave "come" and nod your head yes; hug yourself; and hold arms out in front of your body in welcome.

Ask other teachers in your school if your class can visit their room and sing the song to them. Encourage the children to sing in their best voices. As your class finishes singing the song, encourage them to tell the other children that Jesus loves them!

## ✦ ✦ Jesus Tells His Children to Come ✦ ✦



Sing to the tune of “London Bridge.” After the first stanza, remind the children that the words they just sang are the week’s Bible Words.

Let the children come to Me, *(Motion to come.)*

Come to Me, come to Me. *(Motion to come.)*

Let the children come to Me. *(Motion to come.)*

Jesus loves us. *(Hug yourself.)*

Jesus loves His little ones, *(Sing in a small, quiet voice.)*

Little ones, little ones. *(Sing in a small, quiet voice.)*

Jesus loves His little ones. *(Sing in a small, quiet voice.)*

Jesus loves us. *(Hug yourself.)*

Jesus died for you and me, *(Point to someone; point to self.)*

You and me, you and me. *(Point to someone; point to self.)*

Jesus died for you and me. *(Point to someone; point to self.)*

Jesus loves us. *(Hug yourself.)*

Jesus saves us from our sins, *(Make a cross, using both index fingers.)*

From our sins, from our sins. *(Make a cross, using both index fingers.)*

Jesus saves us from our sins. *(Make a cross, using both index fingers.)*

Jesus loves us. *(Hug yourself.)*



Sing to the tune of “My Darling Clementine”:

“Come, sit with Me.

Come, sit with Me.

Come sit with Me,” Jesus said.

“You are always welcome near Me.

Come, sit with Me,” Jesus said.

“I will bless you.

I will bless you.

I will bless you,” Jesus said.

“How I love all little children!

I will bless you,” Jesus said.



Cut three circles out of construction paper. Draw a happy, angry, and sad face (one on each circle). Attach the circles to wooden craft sticks. Use the puppets as you tell the Bible story today. As you hold up each puppet, instruct the children to shout out the emotion that is shown. For example, when you hold the happy puppet, have the children shout, "Happy." When you hold the sad puppet, have the children shout, "Sad." When you hold the angry puppet, have the children shout, "Angry." (Or use the term "mad" if that's what your class is familiar with.)

Say, **Many years ago, mommies and daddies were bringing children to Jesus to have Him bless them. The children were happy.** Hold up the happy puppet. Have the children shout, "Happy." **They could not wait to see Jesus! They knew Jesus was special. Jesus' friends, the disciples, were angry.** Hold up the angry puppet. Have the children shout, "Angry." **The disciples told the children to go away. The children were sad.** Hold up the sad puppet. Have the children shout, "Sad."

**Jesus saw that the disciples made the children sad, and Jesus was angry.** Hold up the angry puppet. Have the children shout "Angry." **He said, "Let the children come to Me"** (Mark 10:14). **The children ran to Jesus. The children were happy.** Hold up the happy puppet. Have the children shout, "Happy." **Jesus was happy.** Hold up the happy puppet. Have the children shout, "Happy."

**Jesus welcomed the children to Him! He took the children in His arms and blessed them! Jesus loves you too!** Ask, **How does that make you feel to know that Jesus loves you?** Hold up the happy puppet. Have the children shout, "Happy."

**Jesus not only loves you, but He also died on the cross for you! You are very important to Him! We can be happy.** Hold up the happy puppet. Have the children shout, "Happy." **We know that Jesus will always love us!** Sing "Jesus Loves the Little Children" (*LOSP*, p. 94). Change the words "Jesus loves the little children" to "Jesus blesses all the children."



Sing "Do You Know Who Died for Me" (*LOSP*, p. 93). Add the following stanza:

Do you know who blesses me?

Jesus does.

Jesus does.

Lovingly, He blesses me.

Yes, He really does.

Say, **Sometimes you won't feel special or you won't feel loved, but you always are. Sometimes you won't feel like being nice to other people, but Jesus loves them too. Every person is loved by God and is important.** Change "me" to "you" and sing the song again. Let the children point to one another to tell their classmates how special they are.

## ✦ ✦ Jesus Tells His Children to Come ✦ ✦



Sing the following song to the tune of “Are You Sleeping?” Fill in the blank with an emotion (e.g., sad, unhappy, excited). Use your feelings stick puppets from today’s story. Say, **Sometimes, you may feel tired and crabby. You won’t feel important, like a prince or princess. Sometimes, you may feel like no one has time to play with you and you’re lonely. You may not feel special, like a prince or princess. But you are.**

Jesus loves me. (*Point to yourself.*)

Jesus loves me. (*Point to yourself.*)

Yes, He does! (*Nod your head.*)

Yes, He does! (*Nod your head.*)

He loves me when I’m \_\_\_\_\_. (*Make a \_\_\_\_\_ face.*)

He loves me when I’m \_\_\_\_\_. (*Make a \_\_\_\_\_ face.*)

Yes, He does! (*Nod your head.*)

Jesus loves you. (*Point to a friend.*)

Jesus loves you. (*Point to a friend.*)

Yes, He does! (*Nod your head.*)

Yes, He does! (*Nod your head.*)

He loves you when you’re \_\_\_\_\_. (*Make a \_\_\_\_\_ face.*)

He loves you when you’re \_\_\_\_\_. (*Make a \_\_\_\_\_ face.*)

Yes, He does! (*Nod your head.*)

You’re a princess. (*Point to a girl.*)

You’re a princess. (*Point to a girl.*)

You’re a prince. (*Point to a boy.*)

You’re a prince. (*Point to a boy.*)

You’re God our heavenly Father’s,

You’re God our heavenly Father’s

Precious child. (*Pretend to rock a baby.*)

After singing this song and introducing the words *prince* and *princess*, you may want to review the song “Do You Know Who Blesses Me” (p. 10). Change “me” to each child’s name. Give each child a turn to wear a crown, as prince or princess. Sing the song to each child.



**Zippy:** *(Running in to your area)* Teacher! Teacher!

**Teacher:** What is it, Zippy?

**Zippy:** One of my friends is being mean to me again! He's been taking my toys and hitting me all week long. He even pinched me this morning. I just don't know what to do about it!

**Teacher:** It is hard to love people who hurt us, isn't it? It's hard to be nice to them when they do mean things. It's hard to be their friend. Remember the story about Jesus showing love to everyone? Remember the story I told you about Jesus blessing the children?

**Zippy:** Kind of . . .

**Teacher:** Let me tell you the story again. *(Put Zippy down as you tell the story. Get out the plastic figures of Jesus, the little boy, two men, and a woman. More figures could be used for the crowd, as well.)*

**Teacher:** Many years ago, people were coming to listen to Jesus talk. *(Set out Jesus. Let the children have turns to set out the other figures around Jesus, but not right next to Him.)* The mommies started bringing the children to Jesus to have Him bless them. *(Let the children move the little boy and woman figures closer to Jesus.)* Jesus' friends, the disciples, told the children to go away. *(Move two men defiantly right in front of the child, blocking his path.)* The children were very sad that the disciples told them to go away. *(Start to slowly "walk" the boy figure away from Jesus.)* Jesus told the disciples to stop. He said, "Let the children come to Me" (Mark 10:14). *(Let two children take the two men away or move them to the side.)* Jesus welcomed the children to Him! He took the children in His arms and blessed them! *(“Run” the boy figure to Jesus.)*

*(Bring Zippy back in.)*

**Zippy:** Did Jesus even bless the ones who were mean? What if one of them pushed in front of the other kids to be first in line for Jesus to bless him?

**Teacher:** Jesus blessed and welcomed *all* of the children! He forgives and loves all children, even ones who do mean things. We are all important children of God!

**Zippy:** So my friend who has been mean to me—he is a child of God too?

**Teacher:** *(Asks the children to help you respond to Zippy's question)* Yes! Even the friend you have been fighting with is an important child of God!

**Zippy:** He is important to God too?

**Teacher:** *(Asks the children to help you respond to Zippy's question)* Yes! The Bible tells us that we should treat others with kindness because we are all important children of God!

**Zippy:** So I should treat him with kindness?

**Teacher:** *(Asks the children to help you respond to Zippy's question)* Yes!

**Zippy:** Sometimes it is hard to be nice to him, especially when he is mean to me!

**Teacher:** You're right, Zippy. It is hard to be kind to someone who is mean to you. But the Holy Spirit will help us when we feel like being mean. Sing "We Love" (LOSP, p. 54) and/or say a prayer together. *(Invite the children to repeat after you. Fold Zippy's hands.)*

**Teacher:** Dear Jesus, / thank You / that I am important to You. / Thank You / for loving me so much / that You died on the cross / to save me. / Help me / to show Your love / to everyone. / Amen.

## ✦ ✦ Jesus Tells His Children to Come ✦ ✦



Use rustic floral wire to form a heart. Twist the ends together at the point where the two curves meet in the middle of the heart's top. Tie a long strand of red or pink yarn to that point. Sing the following song to the tune of "Have You Ever Seen a Lassie?" As you sing each child's name, pull the yarn across the heart and wrap it around the wire (over and under once to secure it in place). Continue until the inside of the heart is filled with the crisscrossed yarn. Tie a knot. Use a length of yarn to hang the heart in the window to remind the children of Jesus' love.

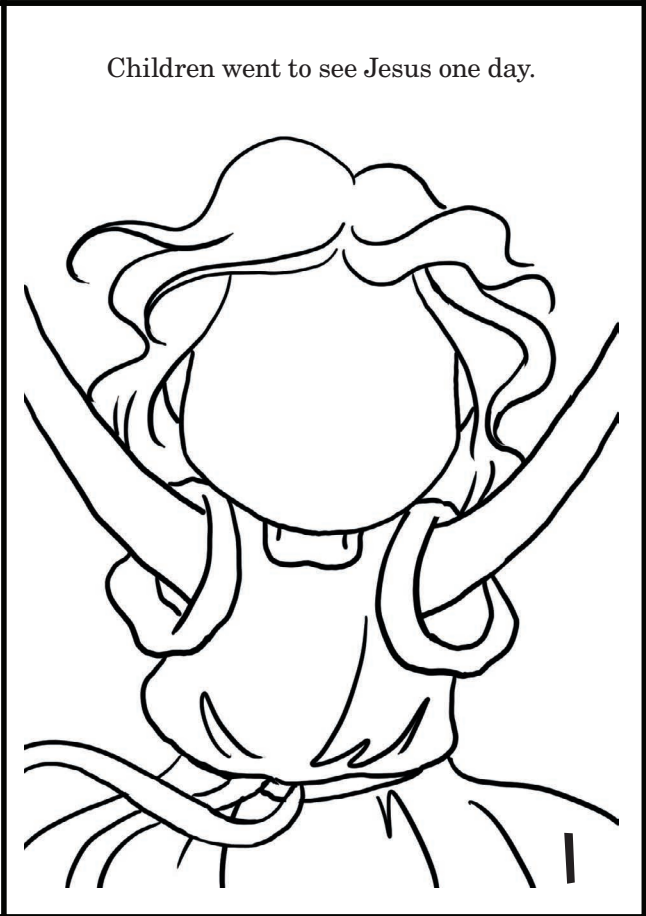
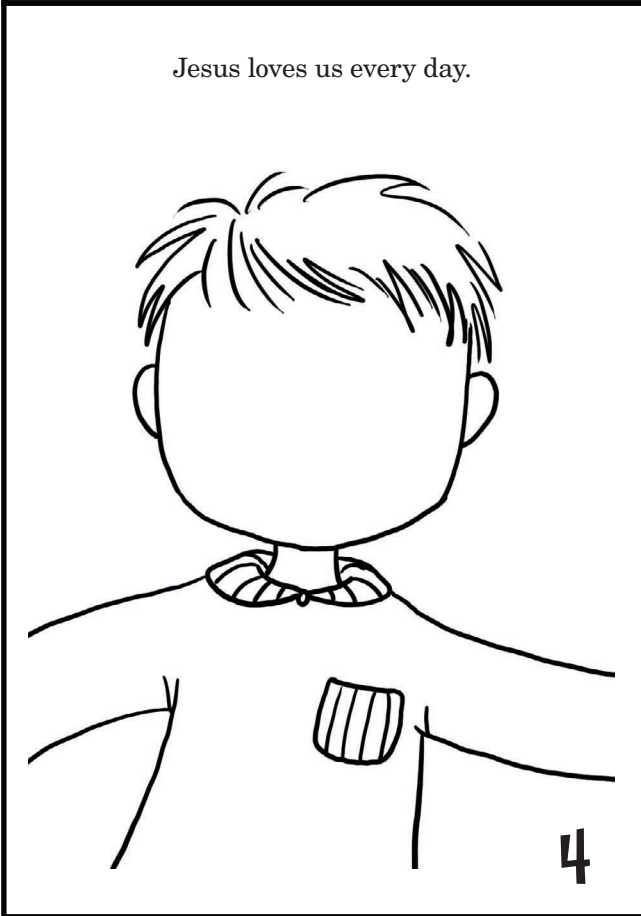
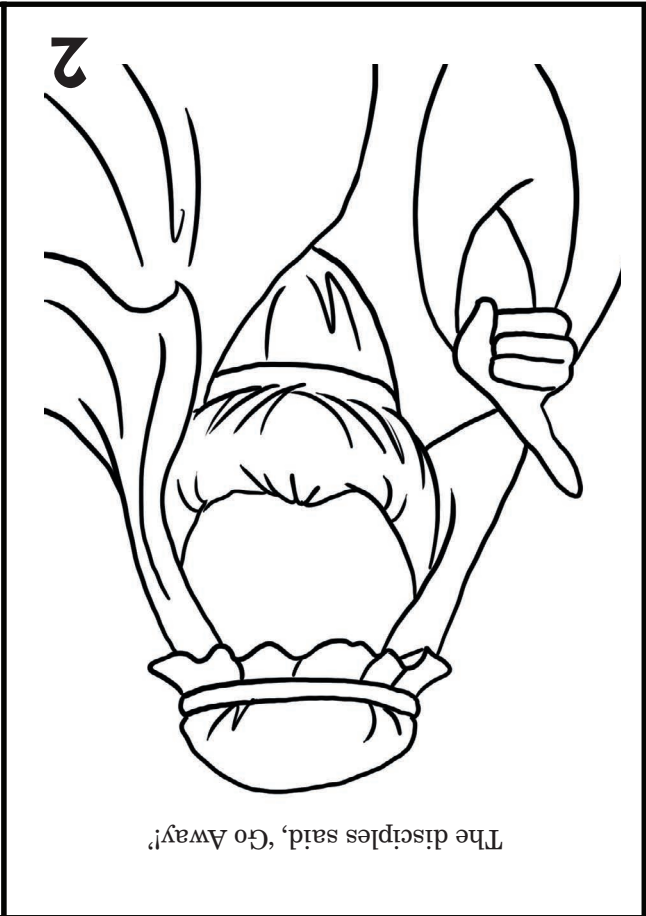
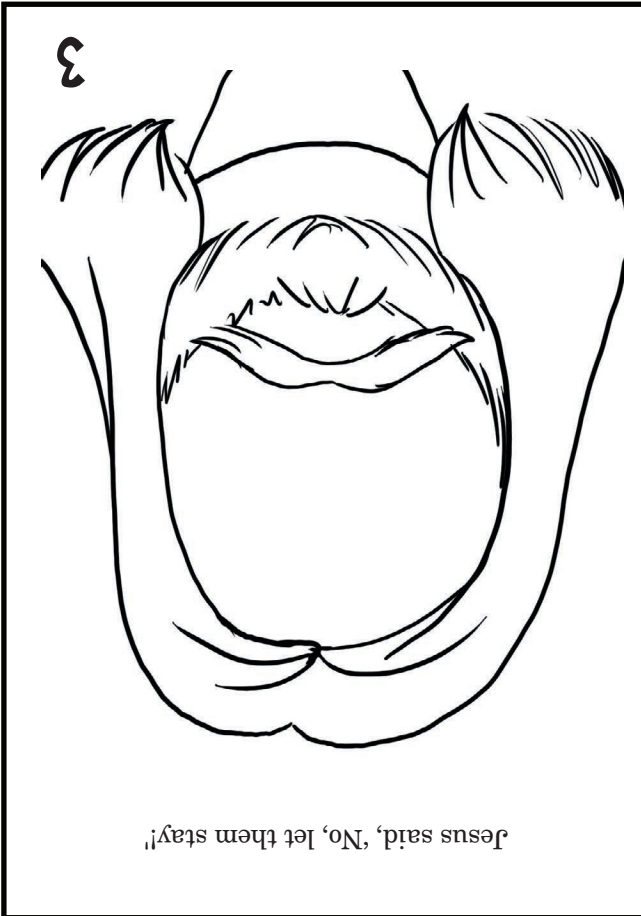
Did you know that Jesus loves you? He loves you. He loves you.  
Did you know that Jesus loves you? He loves you so much.  
He loves [name] and [name] and [name] and [name].  
Did you know that Jesus loves you? He loves you so much.



**Jesus loves me so much** (*Hug yourself.*)  
**He spread His arms out wide.** (*Spread arms wide.*)  
**Jesus loves me so much** (*Hug yourself.*)  
**He spread His arms and died.** (*Spread arms wide.*)  
**Jesus loves me so much** (*Hug yourself.*)  
**He rose again for me.** (*Point to yourself.*)  
**Jesus loves me so much** (*Hug yourself.*)  
**His death has set me free.** (*Raise arms up and wave hands in the air.*)



Sing the following song to the tune of "Are You Sleeping?":  
Jesus loves us,  
Jesus loves us,  
Everyone.  
Everyone.  
We can share His love with  
We can share His love with  
Everyone.  
Everyone.



# VALENTINE'S DAY



## Bible Words Song

(Worship) Sing to the tune of “Mary Had a Little Lamb”:

“Let the children come to Me,  
Come to Me,  
Come to Me.  
Let the children come to Me,”  
That’s what our Savior said. (P.4.4.1)

## Who Blesses Me?

(Worship) Sing to the melody of “Do You Know the Muffin Man?” (P.2.2.3)

Do you know who died for me? (*Form cross with index fingers.*)

Who died for me?

Who died for me?

Do you know who died for me?

His name is Jesus Christ!

Repeat, using the following phrases and actions in place of “died for me”:  
“rose for me” (*Lift up both hands*),  
“welcomes me” (*Motion to come*), “blesses me” (*Extend a hand out in front of body*).

## Shout Hooray!

(Worship) Sing to the tune of “If You’re Happy and You Know It”: (P.2.1.4)

If Jesus loves you and you know it,  
clap your hands. (*Clap. Clap.*)

If Jesus loves you and you know it,  
clap your hands. (*Clap. Clap.*)

If Jesus loves you and you know it,  
then your face will surely show it. (*Smile. Point to cheeks/dimples.*)

If Jesus loves you and you know it,  
clap your hands. (*Clap. Clap.*)

Repeat with “stomp your feet,” “shout ‘Hooray,’” and then “do all 3.”



## Sharing God’s Love

(Worship) Sing to the tune of “The More We Get Together”:

The more that we share God’s love,

Share God’s love,

Share God’s love.

The more that we share God’s love,

The happier we’ll be.

’Cuz it feels so good to be nice to our neighbors.

The more that we share God’s love, the happier we’ll be. (P.3.3.3)

**Express**

# VALENTINE'S DAY



## Good Choice/Bad Choice Game

(Circle Time) With a game, reinforce how we can treat others kindly. Say, **Jesus wants us to treat all people kindly because we are all important to Him!** Discuss each scenario below. Once you have finished describing the scenario, ask the children if it was a good choice or a bad choice. If it was good, they can give a thumbs-up sign. If it was bad, they can give a thumbs-down sign.

Discuss with the children that Jesus loved all of the children in the story from long ago, and He loves all of us today too! He helps us to make good choices so we can show His love to others! (P.3.2.2)

- Hitting a friend.
- Giving a high five.
- Saying, "I love you."
- Taking a toy away from someone playing with it.
- Sharing your toy.
- Doing what I tell you.
- Not doing what Mom and Dad say.
- Going to church.
- Saying, "No, you can't play with me."

## Ways to Show Jesus' Love

(Circle Time) Sing to the tune of "If You're Happy and You Know It": (P.3.3.2)

- I can show / Jesus' love / to my friends.
- I can show / Jesus' love / to my friends.
- I can show Jesus' love.
- It's a gift from up above.
- I can show Jesus' love to my friends.

Make a list with the children of ways we can show Jesus' love to others. Have the children dictate their ideas, and write down exactly what they say. Hang this list in your classroom, and refer to it throughout the year. Discuss with the children that Jesus loved the children in the story, and He loves all of us. When we show Jesus' love to others, it shows that they are important to Him and loved by Him!



## Transition Songs

(Circle Time) Sing the following songs with the children to signal that it is Circle Time or Cleanup Time. Use the tune "The Farmer in the Dell."

- Come have a seat today.
- Come have a seat today.
- Jesus loves all of us.
- Let's give a big "Hooray!" (*Shout "Hooray!" and pump fist into air.*)
- We're cleaning up today.
- We're cleaning up today.
- Jesus loves all of us.
- Let's share His love today. (P.3.1.10)

## Two Little Blackbirds

(Nursery Rhyme) Two little children sitting on a hill. *(Hold hands behind back.)*

One named Jack; the other named Jill. *(Bring out 1 pointer finger for each name.)*

Go away, Jack. Go away, Jill. *(Place 1 pointer finger behind your back for each name.)*

Come back, Jack. Come back, Jill. *(Bring out 1 pointer finger at a time, again.)*

Two little children sitting on a hill. *(Hold up 2 fingers.)*

One named Jack; the other named Jill. *(Lift up 1 of the 2 fingers at a time.)*

Review the Bible story about Jesus talking to



the crowd (perhaps on a hill). **Who told the children to go away?**

(Disciples)

**Who told them to come back?**

(Jesus)  
(P.2.3.2)

## Little Miss Muffet

(Nursery Rhyme) Little Miss Muffet

Sat on a tuffet

Eating her curds and whey.

Along came [Miss Snyder]

And sat down beside her

And said, "Jesus loves [you] today!"

Make nametags for each child. Change the word *you* in the last line to the name of a child in the class. Hold up the nametags as you say each child's name. Encourage that child to stand. Repeat until all children's names have been used.

Say, **Some grown-ups say no and don't want you to spend time with Jesus. But you probably know some adults who love to teach you about Jesus.** Show some pictures of other adult leaders and teachers in your school and/or church (e.g., Sunday School teachers, VBS teachers, pastor(s), DCE). Label the pictures with their names. Instead of the name "Miss Snyder," you could sing another leader's name as you hold up his or her picture. (P.3.2.13)

## Jesus Blesses the Children Book

(Writing) Photocopy Reproducible 23 for each child. Fold the paper in half horizontally and then in half vertically to create a 4-page mini booklet that can be taken home. Help them to draw a happy face on the biblical children going to see Jesus (p. 1), a mad face (line for mouth) on the disciple (p. 2), a happy face on Jesus (p. 3), and a happy face for the child (p. 4). If children have a hard time drawing the eyes and nose, draw the mouth for them. Or have them add the eyes or draw the eyes for them and point to where they should draw the mouth. The children may be interested in coloring the rest of the page. (P.2.3.11)

## Letter L Hunt

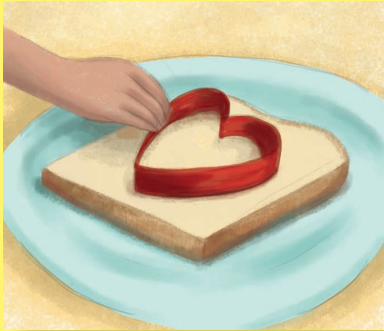
(Writing) Create a large Valentine card and set it on the easel. Write out the verse John 3:16 or use another appropriate Valentine saying that includes many letter *Ls*, such as the following poem by an anonymous author: "Love can be a simple smile. Love can be the extra mile. Love can be the chance to say, 'Love made me think of you today!'" Or: "Will you be my little Valentine? There's no one just like you. You're really fun to play games with and a really nice friend too."

Help the children to look for, find, and circle all upper- and lowercase *Ls* they can see in the card. Once the children have found as many *Ls* as they can, count together as a class how many *Ls* they found. Discuss with the children that the word *love* begins with the letter *L*. Jesus loved the children in the story, and Jesus loves each one of us so much that He died on the cross and rose again to save us! (P.2.3.3)

# VALENTINE'S DAY

## Heart Snack

(Snack) The heart snack reminds us of Jesus' love for all children. Put 1 tablespoon of softened butter, 1 tablespoon of red jelly, and a piece of bread on each child's plate. Show the children how to use a heart-shaped cookie cutter to cut the bread into a heart shape. Model how to use a plastic knife or wooden craft stick to spread the butter and/or jelly on the bread. (P.3.4.3.1)



Push



Spread



Spread

## Self-Portrait

(Art) Place a mirror in the Art Center, if one is not near, for the children to use to look at themselves as they complete their self-portrait. Provide each child with a piece of paper with an oval drawn on it. Provide paint the same color as their skin. Have the children first paint their skin. Then add eyes, nose, mouth, and hair. (For example, if a child has red hair, encourage that child to draw red hair.) On the top of each child's self-portrait, write, "I am important to Jesus!" Discuss with the children that just as the children in the story were important to Jesus, we are



important to Jesus too. He even died on the cross and rose again to save us from our sins because He loves us so much.

To simplify the project, let the children paint facial features on an oval piece of construction paper the same color as their skin. (P.3.1.2)

## Red Collage

(Art) Set out lots of magazines. Cut a large heart out of butcher paper. Instruct the children to tear out anything in the magazines that is the color red. Glue each piece to the large heart to make a red collage. Discuss with the children that the heart reminds us of Jesus' love for the children in the Bible story and for us too! The red reminds us that Jesus loves us so much He died on the cross and rose again to save us from our sins! Nothing keeps us from Jesus, even our sins. (P.4.1.1)

## My Hand in His

(Art) Before class, make your own handprint on pieces of white 9 × 12-inch construction paper. Use red or a bold fuchsia. Your fingers should be facing down, your thumb should be to the outside of the paper (it can be slightly away from your palm), and your hand should be slightly angled. Do not press your fingers together; leave some space. Think about keeping your pinky finger closer to your ring finger. This will form the right side and bottom point of a heart.

During class, paint each child's hand with a light pink paint. Guide their hand so that it is placed properly on your own handprint. The child's hand will be angled slightly, with fingers down, and thumb in toward the middle. Their



fingers should be directly on top of your fingers, although they may only extend as far as the pinky, ring, and middle fingers. Their palm will form the left-side curve of the heart. It will not form a perfectly symmetrical heart.

When it is dry, use a black or gray marker to write "Jesus loves me with

all His heart!" around the outside of the heart. Start on the left side and work to the right, evenly spacing the words. If possible, frame with donated picture frames or ones purchased from a dollar store. Say, **Jesus held out His hand to the children and welcomed them into His arms! He loves us and wants us to be with Him forever.** You may want to give the framed art to parents as a Valentine's Day present. (P.3.1.3)



## Heart Art

(Art) Give each child a medium-size pink, red, or purple heart made from poster board or cardstock. Provide heart-shaped items for the children to glue around the outside edge of the heart, as an outline. Show an example of a completed heart with just the border decorated. Be wary of choking hazards. Use larger foil-wrapped chocolate hearts, gummy hearts, or red M&M's.

Or instead of Valentine candies, provide heart-shaped stickers or foam stickers. If children are not successful staying around the edge, you may want to turn the project into a heart collage. Give the children license to cover their entire heart with candies, stickers, or even red and pink tissue-paper pieces. (P.3.1.5)

## Printing on a Heart

(Art) Give each child a large construction paper heart. Fold the heart in half and unfold it. Let the children squirt different colors of paint on 1 side. Show them how to fold the heart, press it down, and then open it again. Discuss how the heart reminds us that Jesus showed His love to the children when He told them to come to Him. He also showed His love to us when He died on the cross and rose again, so we could be with Him forever. (P.4.1.1)

# VALENTINE'S DAY

## Magnet Investigation

(Science) Show the children a magnet. Ask, **What does a magnet do?** (Sticks to things) Ask, **What kind of things does a magnet stick to?** (Accept responses.) At the top of a large sheet of chart paper, make 2 columns. Title one "Yes" and the other "No." Show children various items associated with Valentine's Day or that are red (e.g., plush figures, markers or crayons, empty soda can, cloth, large paper clips, hair clips). Ask the children if they think the item will stick to the magnet. Draw their predictions on the chart.

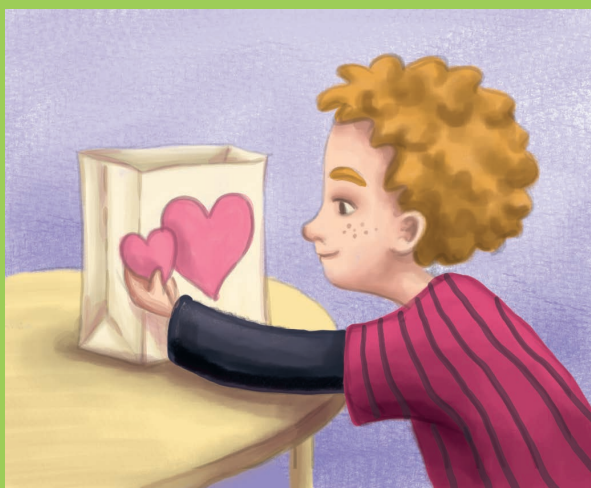
At the top of another sheet of chart paper, make 2 columns—one "Yes" and one "No." Individually, test each item listed in the material list. Ask, **Did it stick to the magnet?** Draw a picture of the item under either the "Yes" or "No" column.

Review the children's predictions and the actual results with the children. Ask, **What is the same about the items that stuck to the magnets?** (They are made of metal.) Leave the magnets and the objects in the Science Center. Say, **The metal things stuck to the magnets. Jesus wants us to stick to Him and be close to Him.** Remind the children that in the Bible story, the disciples told the children to go away, but Jesus told the children in the story to come to Him. Jesus pulls us toward Him too! (P.1.7.5)



## Colored Rice Table

(Sensory) Dye at least 2 bags of rice, using pink or red food coloring. Evenly distribute the color by coating the rice inside zippered plastic bags. You may want to add 1 tablespoon of white vinegar to each gallon-size bag and knead. Lay it out on several newspaper-lined baking sheets. Let it dry several days. Add the rice to the sensory table, along with sequins and pink or red artificial flower petals. Be sure to include several different size containers for scooping and dumping. The colors red or pink remind us of the love Jesus has both for the children in the Bible story and for us. He loves us so much He died on the cross and rose again to save us! (P.1.1.3.1)



## Sort Hearts by Size

(Math) Cut out 3 sizes of hearts. Glue 1 heart of each size on 3 different paper bags or attach them to the front of another container. Cut out approximately 10 more hearts of each size. Instruct the children to sort the hearts according to their size and put them into the right container. Show them how to hold the heart in their hand to the heart on the front of the container to compare sizes. Ask, **Is it the same?** Discuss with the children that the heart reminds us of Jesus' love for the children in the story, but more important, of His love for us! (P.1.5.2)



## Meet Your Match

(Math) You will need 10 construction paper hearts for this game. Use a different color for each heart. You may want to use different shades of red and pink or different styles of Valentine's Day scrapbooking or wrapping paper. Write a number from 1 to 10 on each half of the heart. Cut each heart into 2 pieces (halves) straight down the center. Have the children choose 1 heart side and identify the number on it. Then, have the children find the other side of the heart with the matching number.

The challenge is not to find matching puzzle pieces, but to find matching numerals, aided by finding matching paper/designs. Discuss with the children that Jesus loved the children in the story, and He loves us too; the heart reminds us of that. (P.1.2.3)

## 4 Corners

(Math) Tape 1 piece of 12 x 18-inch construction paper in each corner of the gym. Use red, pink, purple, and white. Gather the children in the middle of the gym. Show the children the 4 different colors in the 4 corners of the gym. Tell the children that you will call out 1 of the colors, and they will run to that corner as fast as they can. Say, **You ran to the color in the gym that I called out. Jesus calls out to you. He calls you by name. He wants you to come to Him, and He welcomes you with open arms!** The same activity can be used with 4 different shapes or numerals instead of colors. (P.3.4.2.1)

## Comparing Sets

(Math) You will need 10 index cards for this game. On 1 index card, draw 1 heart. On another card, draw 2 hearts. On another card, draw 3 hearts. Continue this pattern until you have completed 10 index cards. Tell the children to pick 2 cards from the set and compare.



If possible, help them count the number of hearts on each card. Have the children say which card has more and which card has less. Discuss how the hearts can remind us that Jesus loved the children in the Bible story, and He loves us all. We can show His love to everyone. (P.1.2.9)

**Explore**

# VALENTINE'S DAY

## Roll the Ball

(Social game) You will need a ball for this game. Have the children sit in a circle in the gym. Tell the children that they will be rolling the ball to one another. Before rolling the ball, teach the children this chant; fill in the blank with a student's name:

Jesus loves \_\_\_\_\_.

Jesus loves \_\_\_\_\_.

I will roll the ball to child of God \_\_\_\_\_.

Model the game for the children a few times. Ensure that all children have had a turn with the ball before ending the game. Remind the children that Jesus loved the children long ago, and He loves all of the children in the class today. We shared the ball. We can share His love too! To help emphasize the point, you may want to draw or tape a large heart onto the ball. (P.3.2.5)



## Come and Go Away

(Social game) This game is based on Red Light, Green Light. Stand at 1 end of the gym, while the children are at the other end on a clearly indicated starting line. When you say "Come" and hold up a picture of Jesus, the children run toward you. When you say "Go away" and hold up a picture of the disciples (or of a scowling Bible-times man), the children run away from you. Encourage the children to run to something they can see such as a line on the



other end of the playing area on the floor (e.g., a line of cones). Discuss with the children that Jesus' disciples told the children to go away. But Jesus told the children and tells us to come to Him! (P.3.4.2.1)

## Come unto Me!

(Social game) Have the children line up on 1 end of the gym. Stand on the opposite side. Teach the children this chant: "Teacher, Teacher, can we come to you?" Respond, "Yes! Only if you \_\_\_\_\_." Fill in the blank with an activity the children can do while making their way across the gym (crawl like a bear, crab walk, hop, run, skip, slither like a snake, etc.). Discuss with the children that during the game, they had to do certain things to come to you. Jesus doesn't make you do something special before you can be with Him. Jesus loves everyone, no matter what they can or can't do. (P.3.4.2.1)

Relate