



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 boy and his father traveling. You can sense the joy of spending time together and the thrill of adventure. Discovering new experiences and situations can be intimidating, but when a trusted friend or adult is with a child, he or she finds comfort. Exploring new places can be fun, and there are many ways to get there.

This month, we focus on the spread of the Good News that Jesus died and rose again. Jesus is alive! We have new life too! God showed us mercy by forgiving us and making it possible to live with Him; we, too, can show God's mercy to others and share His life-changing love. The children will see that anywhere they travel is a good place to spread God's Word. Children will see that Jesus went back to heaven, but He did not leave us alone. He promised to be with us always. He sent the Holy Spirit to be with us and to be our comforter. We have an exciting, intimidating job—to share the Good News of Jesus' love—but we never go at it by ourselves. Our power and strength come from Jesus. He is our faithful companion and friend to the end, throughout eternity.

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

Moving from one location to another in a building can be difficult for some children. For students with special needs, it is difficult to understand directions given by adults in a small space, and even more difficult in a large, undefined space such as a hallway. Simple routines can be taught. To teach the concept of a line, teach students to put their fingers on the wall so they can follow the person in front, or have students walk while holding a rope. To keep voices low, encourage the students to catch a bubble in their mouths. Demonstrate holding air in your cheeks. Or have students silently sing (mouth) a favorite classroom song.

JESUS COOKS BREAKFAST FOR THE DISCIPLES

JOHN 21:1-14

Discovery Points

Law: Sometimes, you forget that Jesus is caring, serving, and all powerful; He can help you when you need help.

Gospel: Jesus cared enough for you to die on the cross to save you. He rose from the dead to grant you new life.

Sanctification: Through the power of the Holy Spirit, see Jesus as the Risen One, who is there for you in your every need.

Background

“Jesus said to them, ‘Children, do you have any fish?’” Isn’t it interesting that in John 21:5, Jesus called the disciples “children” even though His disciples were surely not under the age of ten? Why? The Bible doesn’t say for sure, but Jesus also used this term when addressing His disciples in Mark 10:24, explaining how difficult it is for those with wealth to enter the kingdom of God, and in John 13:13, explaining that it was His time to be glorified and that where He was going, they couldn’t come.

Perhaps, Jesus used the word *children* as a term of endearment and affection. Can you hear the patience and love in His voice as He tries to explain something to the confused disciples? Perhaps it was as a father (or a teacher!) gently addresses his children (or class), trying to help them understand something and be successful with a task. How many times during a teaching day do we utter the word *children*? “Children, please line up at the door.” “Children, please sit down for our story.” “Children, please wash your hands before snack.” When our students need to hear our directions or when we are about to tell them something important, “children” precedes many sentences. We use it as a checkpoint to draw our students’ attention, making sure they are listening at appropriate times.

We are God’s children and Jesus’ students/disciples! We listen to God—to His Word, Jesus Christ. God calls us children and leads us in the ways we should go. With patience and affection, we call our students *children*. What are we teaching them this week? We are teaching them about God’s Word and God’s world. We are teaching them to listen to the Lord, the best Teacher of all. Jesus has the words of eternal life. Jesus is there to help and instruct in every need because He cares for us.

Bible Words

He cares for you. 1 Peter 5:7

Week 31

Letter of the Week: E

Day 1 Materials

- The Basics
- *The Story Bible* (CPH)
- *Optional: Bible Songs* album by Cedarment Kids
- Blanket or something to represent fishing net
- 10 construction paper fish

Day 2 Materials

- The Basics
- Sensory tub or other storage container filled with water (green or blue food coloring optional)
- Boat (toy boat, sponge, or foil molded into a boat shape)
- Teddy bear counters or crackers or Plastic Bible Figures Set (CPH)
- 12 plastic, felt, or construction-paper fish
- Zippy puppet (CPH)

Day 3 Materials

- The Basics
- Zippy puppet (CPH)
- *Optional: Photo Card Set* (CPH)

Day 4 Materials

- The Basics
- Masking tape
- *Optional: Cardboard refrigerator box*



Use the story on page 415 of *The Story Bible* to illustrate the lesson. Use the following basic script as a starting point for your teaching words. Ask your students to repeat the catch phrases “Find the fish,” “They fished and fished and fished,” “Nooo fish,” “E for empty net,” “Yes, fish,” “E for eat the fish,” and “Sooo many fish.”

Jesus’ disciples were by the sea.

Simon Peter said, “I am going fishing.”

The other disciples said, “We will go with you.”

They got into their boat. (*Point to the boat on page 415.*)

Find the fish! (Find the fish!)

They fished and fished and fished. (They fished and fished and fished.)

Nooo fish. (Nooo fish.) (*Shake head.*)

E for empty net. (E for empty net.)

Find the fish! (Find the fish!)

They fished and fished and fished. (They fished and fished and fished.)

Nooo fish. (Nooo fish.)

E for empty net. (E for empty net.)

Find the fish! (Find the fish!)

They fished and fished and fished. (They fished and fished and fished.)

Nooo fish. (Nooo fish.)

E for empty net. (E for empty net.)

They caught nothing. Their net was empty.

Jesus came to the shore of the water.

Jesus said to them, “Do you have any fish?”
“No,” they said.

Jesus said, “Cast the net on the right side of the boat, and you will find some fish.”

They cast their net on the right side of the boat.

Find the fish! (Find the fish!)

They fished and fished and fished. (They fished and fished and fished.)

Yes, fish! Sooo many fish! (Yes, fish! Sooo many fish!)

E for eat the fish! (E for eat the fish!)

They caught so many fish they couldn’t lift them all in their net.

Jesus made a campfire for the disciples.

Find the fish! (Find the fish!)

Yes, fish! Sooo many fish! (Yes, fish! Sooo many fish!)

E for eat the fish! (E for eat the fish!)

Jesus cooked fish and bread for the disciples for breakfast. (*Point to the picture on page 416.*)

Find the fish! (Find the fish!)

Yes, fish! Sooo many fish! (Yes, fish! Sooo many fish!)

E for eat the fish! (E for eat the fish!)

Who sent all these fish to the disciples?

It was the Lord!

Close the story with the following hymn as a prayer (sung or spoken): “I Am Trusting You, Lord Jesus” (*LOSP*, p. 24) or the first stanza of “God Cares for You” (*LLV*, p. 21). Read the entire Bible Words memory verse to the class, “[Cast] all your anxieties on Him, because He cares for you” (1 Peter 5:7). Explain that the word *cast* means to throw, just like the disciples threw their net into the lake. We can throw our sadness and frustrations out and give them to Jesus.

We can trust Jesus to meet all our needs, especially our need for a Savior. Jesus cares so much for us that He died on the cross to save us and rose from the dead to give us new life.

✦ ✦ ✦ Jesus Is Alive ✦ ✦ ✦



Sing the song “Peter, James and John in a Sailboat” to the tune of “One Little, Two Little, Three Little Indians.” Among other places, you can listen or sing along to this song with the Cedarment Kids album *Bible Songs*.



Sing to the tune of “Are You Sleeping?”
Who is Jesus? Who is Jesus?
He’s God’s Son. He’s God’s Son.
He’s our risen Savior.
He’s our risen Savior.
He loves you. He loves you.



Find a large fishing net or something to represent a net (e.g., a large piece of cheesecloth, fabric netting, a net that holds stuffed animals, or a white sheet). During class, set the net in the middle of your Circle Time area and have your class sit in a group around it, with everyone holding a part of the net. As you tell the Bible lesson to the children, tell them to pretend that they are the disciple fishermen; instruct them to “cast” their net out and catch no fish first and then lots of fish! Remind them to keep holding onto the “net” and to not let go, but count to three and let them move the “net” up as a group, as if casting off.

On the last cast, add ten paper fish to the students’ net. Count them together as a class. Say, **There were really way more than ten fish in the net—over one hundred! The disciples counted all of the fish, one by one, because they were so amazed at how many Jesus let them catch.** Then have them use some of the fish for “breakfast,” just like in the story.



Use a classroom sensory table or a large, clear storage container filled with water, a type of boat (anything that floats and holds something), something that represents people (e.g., teddy bear counters, bear or elf crackers, or any plastic figure such as the Plastic Bible Figures Set from CPH).

Set the boat into the water. Ask each of your students to help place the “disciples” into the boat and pretend they are going fishing. Let the children make happy faces to show how much they are looking forward to going fishing. They think it will be fun.

Explain that they didn’t catch any fish, though. Move the boat to several other places in the sensory tub, as if trying different spots to fish. Explain that it started getting darker and darker. They fished all night, but didn’t catch anything! Ask, **Were the disciples having fun fishing?** (No) **How did they feel?** Let the children show mad, sad, frustrated, or crabby faces.

Explain that when it was still dark but getting to be morning time, Jesus walked on the shore. Set out a Jesus figure if you have one. Say, **The sun hadn’t risen yet, so it was still dark. The boat was still a little ways away from the shore, so Jesus’ friends didn’t know it was Him. They didn’t recognize Him. Jesus told them to throw their net on the other side of the boat.** Explain that when they listened to Him, their net was filled with fish.

In fact, it was so full that they couldn’t pull it in—it was so heavy. Ask, **How do you think the disciples felt when they caught so many fish?** (They were happy

again.) Let the children show their happy faces. Give each child a turn to place a plastic toy fish, a felt fish, or a construction paper fish into a “net” or the “boat.” Push the boat to the side of the tub, near Jesus.

Let the children have turns taking the disciples out of the boat and setting them on the “shore” (floor) near Jesus. Also take out twelve fish. Count them one by one as a class as you set them on the floor and pretend to have Jesus “cook” them, one per person. Ask, **How do you think the disciples felt when Jesus fed them breakfast after fishing all night long, perhaps without any snacks along in the boat?** (Happy)

Say, **We can be happy too! Jesus loves us and takes care of us too. He can do anything, and He gives you what you need.** Sing “My God Is So Great” (*LOSP*, p. 64). Add another stanza: He died on the cross. (*Make a cross with index fingers.*) He rose the third day. (*Hold up three fingers.*) He lives now for you and for me. (*Point to others and self.*)

Let the children reenact the Bible story during Center Time. Fill your sensory table with water, and dye it blue, the Color of the Week. Find objects that resemble boats for your water in the table, making sure that they float. Try to find classroom boats, sponges of different shapes, and pieces of Styrofoam. As with the Bible lesson, place some teddy bear counters or plastic people figures to float as disciples on (“in”) the sensory table boats. Add some rubber fish or other sea creatures.



Zippy is acting frustrated and making crying noises.

Teacher: Zippy, you sound upset! What's wrong?

Zippy: I can't zip up my jacket! (*Sounding really mad*)

Teacher: Have you been trying for a long time?

Zippy: I have tried so many times!

Teacher: How frustrating! Do you think the disciples felt frustrated when they couldn't catch any fish? They were trying really hard to catch some fish! It just wasn't working, was it? When we're frustrated what could we do? (*Listens to ideas*) We could stomp our feet, sing a loud song, or tell a friend, parent, or teacher how we are feeling. We can always talk to Jesus and pray. Zippy, what would you like to try right now?

Zippy: I would like to stomp my feet. I would like to say a prayer. I would like to ask my friend to help me zip up this coat—he knows how to zip really well.

Teacher: Okay, Zippy. We will stomp our feet with you. (*Stomping together*) We will say a prayer with you. (*Zippy folds hands, teacher encourages class to do the same, bowing head and closing eyes*) Dear Jesus, Zippy is feeling angry. Please help him to take a breath, calm down, and remember that You are with him. Thank You, Lord. Amen.

Teacher: And we will help you find a friend. Zippy, who can help you zip up your coat? (*Have Zippy choose someone to pretend to zip up his coat.*)

Zippy: Thank you! Thank you! (*Gives fake kisses and hugs to the child, smothering him or her.*)

Teacher: And I'm glad you feel better now, Zippy! (*To class*) In our story, who helped the disciples feel better? That's right, Jesus! **Jesus is our helper too. He is our friend too, always there to help us with every need. Jesus even loved you enough to die on the cross and to save you from your sins. He takes care of everything!**

Close by reviewing the memory verse and singing "Jesus, You Help" (*LOSP*, p. 34) or "I'm as Happy as Can Be" (*LOSP*, p. 25).



Use the following song to the tune of “The Wheels on the Bus” to retell the Bible lesson. Sing “Jesus” like “Je-sus-’s.”

Jesus’ good friends / got in a boat, (*Pretend to get into a boat.*)

In a boat, in a boat.

Jesus’ good friends / got in a boat.

They fished all night long.

They surely did not / catch any fish, (*Shake index finger back and forth.*)

Any fish, any fish.

They surely did not / catch any fish.

They fished and caught none.

Throw your fishing nets / out on the right, (*Pretend to toss out a net.*)

On the right, on the right.

Throw your fishing nets / out on the right.

They did what He said.

Then Jesus’ friends / caught lots of fish, (*Pull in imaginary heavy net.*)

Lots of fish, lots of fish.

Then Jesus’ friends / caught lots of fish.

They caught many fish.

Come bring in the fish / and eat with Me, (*Pretend to eat.*)

Eat with Me, eat with Me.

Come bring in the fish / and eat with Me.

They all ate some fish.

Our Savior had died / and came alive! (*Crouch down and jump up.*)

Came alive! Came alive!

Our Savior had died / and came alive!

My Lord lives for me!

My Savior loves me, / yes this I know, (*Hug yourself.*)

This I know, this I know.

My Savior loves me, / yes this I know,

Yes, He loves me so!



Zippy: Woo-hoo! Woo-hoo! Yes! Yeah!

Teacher: Zippy, you sound so happy!

Zippy: I'm so surprised and excited!

Teacher: Why are you so excited?

Zippy: Because I just zipped up my coat by myself!

Teacher: That's awesome, Zippy! I'll bet that's how the disciples felt when they pulled up their net full of fish!

Zippy: Yes, maybe they said "Woo-hoo!" too!

Let all the children make excited noises, but before starting, tell them your signal for stopping. Use the Photo Card Sets to talk about things in our lives that are exciting. Remind the children that the word *exciting* starts with the letter *E*. Write the word on the board or on easel paper, and circle the letter.

Tell the children that if you say (or hold up a picture of) something exciting, they should cheer and say "Woo-hoo!" If you say (or hold up a picture of) something that's not exciting, they should cover their mouth so no cheers slip out. Some examples include "We're having spaghetti for supper," "You have a tummy ache and have to throw up," "Grandma and Grandpa are coming for supper," "It's time to pick up your toys," "You need to take your medicine," or "We get to go to the park [or another fun place] after school."

Be sure to conclude with the exciting news "**Jesus cares for us and is there for us, giving us everything we need**" or "**Jesus is caring, giving, and all powerful. He is powerful and loving enough to die on the cross and rise from the dead so that we will have new life.**" Woo-hoo!



First, sing the song “Row, Row, Row Your Boat” with the children.
Second, sing the following piggyback song to the same tune:

Waves, waves, back and forth,
Rock the boat all night.
We row and row so we can go
Somewhere fish will bite.

Row, row, row your boat
Far across the lake.
We row and row so we can catch
Fish to fry or bake.

Waves, waves, back and forth,
Push us down the stream.
We look and look but never find.
I'm mad and want to scream!

Row, row, row your boat;
Get us to the shore.
Jesus helped us catch so much.
We don't have room for more!

Pair up students two by two; instruct them to stand with their legs straddled wide, face their partner, and hold hands. Together, at the same time, the children rock back and forth, side to side, as if they are swaying in a boat on the lake. You may want to let them rock back and forth while you sing the song.

✦ ✦ ✦ Jesus Is Alive ✦ ✦ ✦



Act out the Bible lesson. Before class, use masking or electrical tape to form a rectangle on the carpet, line up carpet squares two by two, or set out a large refrigerator box. Let all of your students sit in the boat and pretend to toss out a net together and get frustrated. Sing the following song to the tune of “Rise and Shine”:

The moon shone, the waves splashed. (*Rock side to side.*)

The small boat was rocking, rocking.

The moon shone, the waves splashed.

The small boat was rocking, rocking.

Jesus’ friends were trying and trying hard to (*Pretend to throw a net out.*)

Catch a net of fish.

They rowed on, kept fishing. (*Pretend to row.*)

They tried to keep looking, looking.

They rowed on, kept fishing.

They tried to keep looking, looking.

Jesus’ friends were getting angry, angry (*Put hands on hips and scowl.*)

With no net of fish.

“Hello there,” said Jesus. (*Wave hi.*)

“Do you have some fishies, fishies?”

“Hello there,” said Jesus.

“Do you have some fishies, fishies?”

“Throw the net onto the other side and (*Pretend to throw a net out on the other side.*)

Catch a net of fish.”

They cast it and pulled in a (*Pretend to throw out a net and pull it back in.*)

Net full of fishies, fishies.

They cast it and pulled in a

Net full of fishies, fishies.

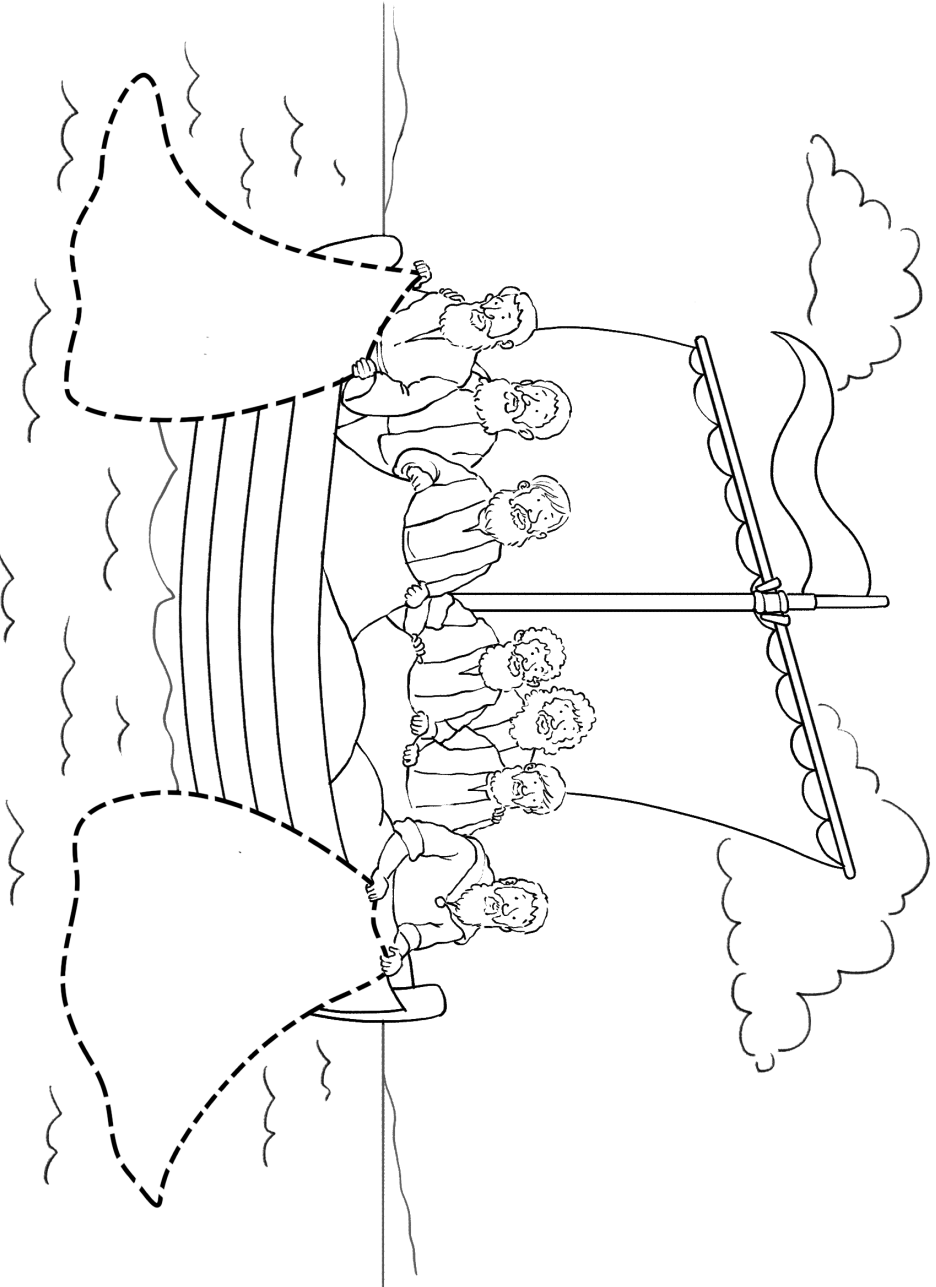
“It is Jesus!” His friends now recognized Him. (*Point away from you.*)

He’s the Risen One.

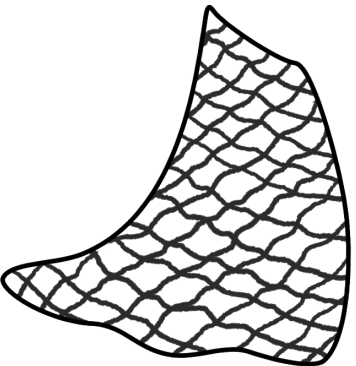
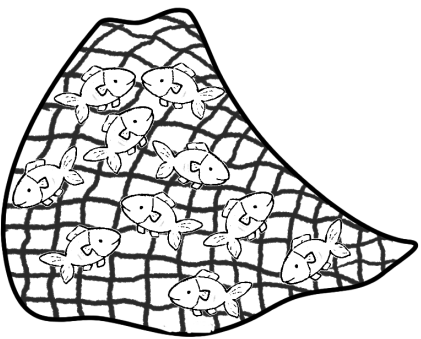
Explain that Jesus is powerful enough to die and then rise again. He ate fish with His friends; He really was alive again. We will have new life too! Jesus loves us that much. He loved His disciples and didn’t want them to get frustrated. He helped them. Jesus loves us too and helps us when we need something. Close with the song “Jesus Listens When I Pray” (*LOSP*, p. 15).

Full of Fish

Parents: Read the story to your child. Let him or her add fish crackers to the scene and practice counting. Talk about how Jesus had the disciples throw their net on the other side of the boat, but don't expect your child to understand the concepts *left* and *right*. Cut out the net pictures and let your child glue them onto the picture.



Jesus' disciples went fishing in the lake, but they could not catch any fish. Jesus saw the disciples from the shore of the beach. He told them to throw their fishing nets on the other side of the boat. When the disciples did what Jesus said, they caught so many fish, their nets were overflowing: 153 fish in all!



EASTER



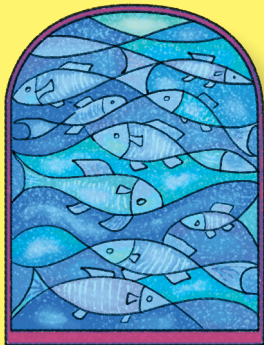
Campfire Stories

(Circle Time) Create a pretend classroom campfire using real sticks/twigs or paper towel tubes as sticks. You could even have the children look outside to find sticks for the campfire. Additionally, the children might each select a large stone, if available. Let the children encircle the campfire with stones as you would for safety at a real site. Add red, yellow, or orange tissue paper or a type of lantern to the center of the campfire. Sing a camp song or chant such as “We’re Going on a Bear Hunt,” pretend to roast marshmallows on wooden craft sticks, or pass around some flashlights as part of your campfire play. Jesus cooked breakfast for the disciples on a campfire! Ask the children if they are going to (or did) eat breakfast at church on Easter morning. Send invitations home to welcome families to such meals at church. (P.4.3.2)

He Daily and Richly Blesses Me

(Worship) Use the song “The Lord Is Good to Me” (*LOSP*, p. 16), otherwise known as the Johnny Appleseed Song, as a Worship Time prayer. Use this prayer as a catalyst to talk about what God gives us on both a daily basis and sporadically. What did God give the disciples? (Food/breakfast, the gift of Him being with them)

List blessings from God, and have the children categorize them as “each day” or “sometimes” blessings. You may want to hold up a picture of a sun to represent “each day.” Hold up a calendar to represent “sometimes.” Let the children point to 1 of those 2 images or stand next to it (if the images are intentionally placed on opposite sides of the carpet). Ideas for blessings include food (daily), vacations (sometimes), toys (daily), birthdays (sometimes), clothes (daily), house (daily). Close by asking what did God give us at Easter? (New life!) God gives us forgiveness (daily), new life (daily), and the gift of Him being with you (daily)! (P.2.2.1)



Symbol Search

(Worship) If your church has stained glass windows or banners with any fishing items on them, visit your sanctuary and count the number of fish or nets that your class can find. Talk about the Bible lesson, and discuss which symbols can be found in the Bible story. Possible items that you might find in your church include fish, a net, a boat, Jesus, a flame, rocks, wood from the campfire, or water. Be sure to look everywhere—carved wood, on an *LSB* cover, and pictures in the bulletin. (P.4.1.2)

Express

EASTER

Outdoor Sounds

(Circle Time) Listen to a CD of sound effects available online or at a library. Create small bingo-type cards, 1 for each child, or just a few cards to use in a Listening Center in your classroom. Make it simple with 2 rows of 2 or 3 pictures; students will completely cover their card. Print a picture on each square of the Bingo-type card that corresponds



to each sound effect you plan on playing on the listening CD (e.g., crackling fire, water splashing, owl hooting, crickets chirping, birds singing, water bubbling). Consider what sounds Jesus and the disciples would have heard that morning along the shore.

As the children hear a sound effect sound on the CD, ask them to put a marker on the corresponding card square. Use any type of manipulative for your card markers, such as Unifix cubes, teddy bear counters, or large tokens/chips. (P.1.1.3.3)

Jelly in a Bowl

(Circle Time) What do you sometimes put on toast for breakfast? (Jelly) Show pictures of different kinds of jellies/jam (e.g., strawberry, grape, blueberry, orange marmalade), and talk about the colors (red, blue, orange, purple). Let the children point to the correct jar or tape the correct image to the board. Find a recording of the song “Jelly in a Bowl” (also called “Jelly on a Plate”) to learn the melody, or chant the following lyrics. Ideally, show a picture to correspond with each stanza (e.g., jelly, sausage, noodles); let a child tape the image to the board before singing or chanting each line.

Jelly on a plate, jelly on a plate, wobble, wobble, wobble, wobble, jelly on a plate.

Sausage in a pan, sausage in a pan, sizzle, sizzle, sizzle, sizzle, sausage in a pan.

Noodles on a fork, noodles on a fork, twirly, whirly, twirly, whirly, noodles on a fork.

Popcorn in a pot, popcorn in a pot, popping, popping, never stopping, popcorn in a pot.

Honey on a spoon, honey on a spoon, runny honey, runny honey, honey on a spoon.

Jelly on a plate, jelly on a plate, wobble, wobble, wobble, wobble, jelly on a plate.

After the children are familiar with the song, add actions to each stanza. Wiggle like jelly, shake or spin in a circle like a sizzling sausage link, twirl like noodles, jump like popcorn, and drip like honey. At the Art Center, paint with red or purple sparkly paint on a paper plate. But instead of painting with a paintbrush, simply squirt some paint onto the plates and wiggle and jiggle the plates around like jelly (on a plate)! Make your own paint by mixing $\frac{1}{2}$ cup flour, $\frac{1}{2}$ cup water, $\frac{1}{2}$ cup salt, food coloring, and silver glitter.

For an Easter connection, cut the paper plate into an oval shape after the paint has dried. While jiggling the paint on the plate, chant “Easter eggs to find. Easter eggs to find. Wobble, wobble, wobble, wobble, Easter eggs to find.” Let the children lie on their tummies and spin plastic or hard boiled eggs on the floor like a top. Can they see how the eggs wobble at the end before they stop spinning? Compare the plastic and real eggs. You may need to give the children boundaries to stay inside, so the eggs remain in a certain area of the room. (P.4.2.1)

My Bonnie Lies Over the Ocean

(Nursery Rhyme) My Bonnie lies over the ocean.

My Bonnie lies over the sea.

My Bonnie lies over the ocean.

Oh, bring back my Bonnie to me.

Bring back, bring back,

Oh, bring back my Bonnie to me, to me.

Bring back, bring back,

Oh, bring back my Bonnie to me.

Participate in a parachute activity using the song “My Bonnie” from Jim Gill’s album *Jim Gill Sings Do Re Mi on His Toe Leg Knee*. Follow the directions on the CD, such as raising the parachute on the words beginning with the /b/ sound. Change the lyrics, inserting each child’s name into the song. For example, “My [Ava] lies over the ocean” or “My [Ella] lies over the sea.” Hold up a name card for each child as you sing his or her name for recognition practice. (P.2.3.9)

E Practice

(Writing) At your Block Center, use masking tape to create different-size rectangle outlines on the floor of your classroom. Children coming to the center place the blocks along the masking tape lines around the perimeters of the rectangles. In addition, add masking tape shapes of the (capital) Letter of the Week, *E*. (P.2.3.3)



Polly, Put the Kettle On

(Nursery Rhyme) Polly, put the kettle on; Polly, put the kettle on.

Polly, put the kettle on; we’ll all have tea.

Sukey, take it off again; Sukey, take it off again, Sukey, take it off again; they’ve all gone away.

As a group, sit in a circle with a teapot in the middle of the circle. Substitute different children’s names in place of “Polly” and “Sukey” as you and your class repeatedly sing the nursery rhyme. Rotate children so that everyone gets a turn to play both Polly and Sukey. For example, “Teacher” puts the kettle on by putting it in the middle of the circle. Sarah [child next to you] takes it off again by taking it away from

the middle and setting it next to her. Sarah puts the kettle on; Eli [the child next to Sarah] takes it off again. Then Eli puts the kettle on, and so on around the circle. If the students sit farther away, you could add gross motor skills such as skipping or jumping to the teapot.

Remind the children how Jesus was the host of a special meal. Although He didn’t serve tea, He put the fish on the fire. You could pretend to be the disciples eating breakfast with Jesus; choose 1 child to be Jesus and put a construction paper fish in the middle of the circle.

Jesus, put the breakfast on; Jesus, put the breakfast on.

Jesus, put the breakfast on; we’ll all have fish.

If you would like to show the children some examples of fish varieties, substitute a 2-syllable fish name for the word “breakfast.” Some examples include sardines, bluegill, minnows, catfish, and herring. Hold up pictures of the fish and tell the children the fish’s name. Let the children decide whether the fish is small, medium, or large. (P.1.8.3)

Express

EASTER

Sand Castle Art

(Art) Let the children use paintbrushes (or plastic squeeze bottles) to spread liquid glue onto colored construction paper. They can paint any designs, although you could suggest a sand castle, showing a simple picture of an overturned bucket castle.

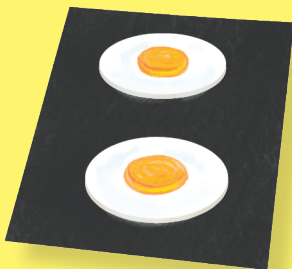


Another timely subject would be an Easter egg. (You could cut the paper into an oval before letting the child paint.) Again, show a sample. When the children are finished painting, let them sprinkle the wet glue with sand, using a container with holes at the top (e.g., salt/sugar shaker). You could use sand dyed different colors.

For a different kind of sand art, trace each child's bare foot onto a piece of paper. Cut out the tracing, leaving a foot-shaped hole in the middle of the paper. Then tape the paper to a piece of sandpaper. Let the children use black watercolor to paint the foot shape. Encourage them to cover the entire foot. Remove the construction paper to reveal the footprint shape. (P.4.1.1)

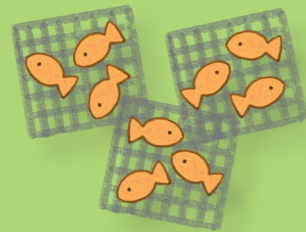
Egg-cellent Breakfast

(Art) Provide a special white paint for the children to wipe onto black construction paper. Use sweetened condensed milk (not evaporated milk) mixed with white food coloring, approximately 8 drops of color per $\frac{1}{4}$ cup of milk. White food coloring should be available anywhere you'd find specialty baking supplies, but a small amount of white paint should also work. This paint will be sticky and will dry with a special gloss. For a different, puffier texture, make white paint by mixing 1 part white liquid glue with 1 part shaving cream. Mix with an electric beater for 1 minute. Let the children spread 2 or 3 large "blobs" on their paper to represent egg whites. To make the egg yolks, let students press a yellow construction paper circle, round yellow plastic cap, or large yellow pom-pom to the middle of the "egg white." The children may also enjoy squirting a pile of yellow paint from a squeeze bottle into the middle, but allow ample drying time. Although creativity is encouraged, the students will benefit from seeing a sample of this project before they get started. Perhaps show them pictures of an egg, or crack a real one at Circle Time for them to observe (without touching). The eggs can be a reminder of Easter or can be used as a comparison between what we eat and what Jesus and His disciples ate for breakfast. (P.4.1.1)



Fishing Net Designs

(Art) Use plastic mesh (filter, netting), which can be found at a craft or home improvement store. Cut the mesh into squares. Show the children how to hold it on the sides or corners and dip the mesh in black or gray paint to make different prints with it on paper. An easy alternative is to provide new fly swatters since they already have a "handle" attached. When dry, add some prints of fish using fish stamps, fish shapes from sponges, or fish stickers. For an Easter connection, glue on green Easter grass as seaweed or make the fish out of egg stickers by adding a triangle tail and a googly eye. (P.4.1.2)



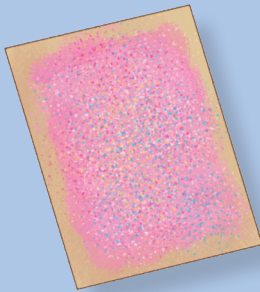
Banana Boat

(Snack) Provide each student with half of a banana. Keep the peel on, but cut off 1 end and slice down the middle lengthwise. Ask the children to peel their bananas and open it in half down the long middle with their fingers. Give each student a handful of teddy bear-shaped crackers to represent the disciple fishermen. Show them how to place the “disciples” inside the sliced banana boat and set sail! Add fish-shaped crackers on a small beverage napkin to represent the “net.” Allow the children to lift up the napkin with both hands to practice balance, even if some fish fall off onto the table. (P.3.4.3.2)



Toaster Breakfast

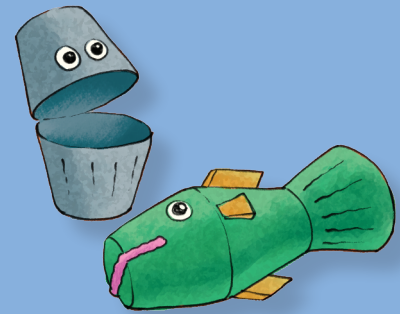
(Art) At Circle Time, hold a clean sponge and demonstrate how to touch the 4 corners of the rectangles and count them. Then, trace the 2 long sides and the 2 short sides with your finger. Count all 4 sides together. Consider, **Are all the sides the same small length or are they different—2 sides short and 2 sides very long?** That is what makes it a rectangle! Give each child at the art table a dry, unused rectangular sponge of his or her own to touch. Next, use the rectangle sponges dipped in paint to create rectangular prints on rectangular construction paper. Cut a few sponges in halves or fourths to create different sizes of rectangles.



To emphasize the breakfast theme, give each child a piece of light brown construction paper cut into a rectangle the same size as a toaster pastry (or use pre-cut manila file folders). Let the children use a squeeze bottle of pink paint to represent frosting. After the frosting has been spread onto the “pastry,” let the children cover the top with colorful sprinkles. What did Jesus serve for breakfast? Not toaster pastries! (P.1.3.1)

Egg Carton Fish

(Art) Before class, cut out cardboard egg carton cups. Each child will need 2. To make a clam, during class, let the children paint 2 cups a light gray, at least on the outsides of the cups. When they are dry, set 1 cup upside down on top of the other. An adult can add a small strip of masking tape to secure the 2 pieces together, creating a hinge; paint the tape gray, or use a small strip of gray duct tape. You may need to trim the edges so that they align evenly and the cups rest on each other. Set a pink felt circle inside and white pom-pom on top to represent a pearl. You may or may not want to add googly eyes to the top cup.



To make a fish, use masking tape to attach 2 cups together, the open (wider) sides together. Instead of having 1 cup set upright on a table like the clam, however, the cups will rest horizontally. If desired, glue a third egg carton cup to the back base, smaller (closed) sides together, as a tail. Let the children paint their fish any color. When it is dry, an adult can glue on googly eyes and triangular fins pre-cut from foam. Poke 2 half-inch pipe cleaners into the cup below the eyes, representing fish lips. (P.4.1.1)

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Story Scene

(Math) Photocopy Reproducible 31 for each child onto large, 11 × 17-inch copy paper and give them fish crackers to place on their “story mat.” Precut the nets out for children to glue onto their scenes, on either side of the boat. Or cut off the strip of nets and discard, and challenge the children to draw *at least* 1 cross inside each net picture, forming their own (crude) crisscross netting. (P.1.2.4)

Orange Explorations

(Science) Review what Jesus served His disciples for breakfast. Remind the students that Jesus cared for His disciples and that He cares for us too! He gives us food and parents who make breakfast for us. Provide each student with an orange, a plastic or Styrofoam plate to put it on, and a plastic cup to squeeze the juice into. Valencia oranges work well.



Say, **Look at the orange. How does it feel? What does it smell like?** You may want to draw a picture of the orange on easel paper as documentation for the class. Cut each child’s orange in half. Let the children feel the inside of the orange. Ask, **How does the inside of the orange feel? Are there any seeds?** Draw a picture of the halved orange on your paper. Tell the children to pull out any seeds. Some may have many, and some may have none. Help the children count their seeds. Draw a picture of seeds near the picture of the orange half.

Finally, let the children squeeze their orange halves above their cups to make orange juice inside their cups. Let an adult finish squeezing to get out more juice after the children have had a try. Clean up the juicy area with wet wipes, and wipe all sticky fingers. While the children are drinking their breakfast beverage, you may want to draw a picture of the orange part that is left, noting the inside and the peel. Throw away the used orange. Ask, **How does your orange juice taste?**



Use large oranges as Easter decorations. Before class, attach clear craft glue dots to the backs of short strips of ribbon or large foam pieces or sequins (that are not choking hazards). Let the children peel off the backing and press the decorations onto their orange, creating a decorated (round) “Easter egg.” Show samples of Easter eggs with patterns, balance, and symmetry, but allow for creativity.

The same process could be done with lemons, although sugar and water will have to be added to the lemon juice to create lemonade. The lemons could be made into Easter decorations as well. Create a chick by adding black dots or googly eyes for the eyes, and poke a small piece of orange pipe cleaner into the lemon for a beak. Form triangular “feet” out of 1 end of half an orange pipe cleaner, and poke the other end into the base of the lemon; repeat to create 2 flat-footed legs. (P.1.1.3.1)

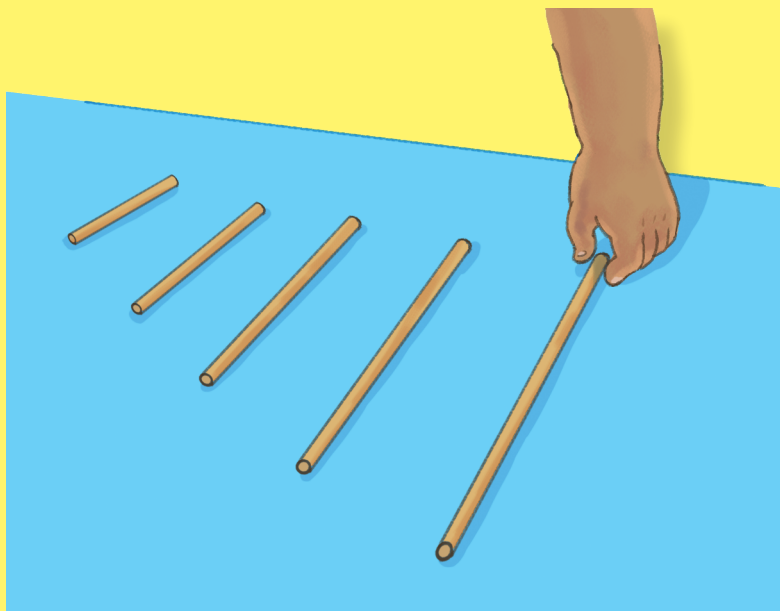


Catching Fish

(Science) Teach students about force, velocity, and distance using this tossing game. Give each child a net to hold with both hands, 1 on each side. Use cheesecloth, a handkerchief, a hand towel, or a pillowcase for the “net.” Use a collection of yarn balls or sock balls (socks rolled up), and throw these pretend “fish” out to the children standing in a group with their nets open. The children try to catch the “fish” (balls) in their nets. Then, children try to fling the balls back to the teacher or into a designated target. Use plastic Easter eggs to toss and compare their weight to the sock balls. Pretend that the eggs will crack if they are dropped! (P.3.4.2.2)

Measuring Rods

(Math) Gather different lengths of dowel rods, or use pipe cleaners. Place a number line or ruler with clearly marked numbers on top of the table; tape down to secure. Show the students how to put the end of the pipe cleaner at the end of the ruler, but don't expect them to measure correctly. Ask them to sequence the rods by length. Other sequencing activities include comparing various sizes of fish and comparing the amount of fish stickers “caught” in a picture of a fishing net. (P.1.5.3)



Catch the Fish

(Math) Find or borrow the popular children's game “Catch the Shark” by Fishing Party or “Let's Go Fishin'” by Pressman Toy. These games have plastic fish spinning around in a container and plastic fishing poles used to “catch” them when their mouths open and close around the “hook.” There are a number of variations of this game. Some are magnetic, and some have small plastic hooks. Ask the children to count their fish as they catch them or after they have caught all of them. Be wary of any choking hazards. (P.1.2.4)

Explore

EASTER



Campfire Circle

(Social game) Have the children sit in a circle around a pretend “campfire.” Use carpet squares or chairs to clearly indicate where children’s “spots” are. Place a bowl of different colored construction paper fish in the center of the circle. Use a simple fish pattern or die-cut to cut them out before class. Call the fish the disciples’ (children’s) breakfast. Have each student select a fish and hold it. Call out a color. If a child is holding a fish that color, that child or those children jump up and run around the outside of the circle (behind the chairs), sitting down again in their original seats. Determine how many children you want running around the campfire at a time by how many fish per color you provide. (P.3.4.2.1)

Ships and Sailors

(Social game) Pretend you’re on the deck of a ship. Shout the following commands as if you’re the captain and the children are the sailors. Teach the commands before starting, and do it with them during the game to model. You may want to teach only 2 commands at a time. Shout out 1 command after another to keep the game moving at a brisk pace.

Cast your nets. (*Sit and throw a pretend fishing net into the water.*)

Cast your nets on the other side. (*Sit and throw a pretend net onto the other side.*)

Two sailors eating. (*Sit with a partner and pretend to eat from a bowl.*)

Sailors rowing. (*Pretend to row a boat.*)

Shark attack! (*Open and close arms big and run around like a shark.*)

Land ahoy! (*Shield eyes from the sun while looking for land.*)

Make up any similar actions to suit the behavior(s) of your students using ship- or boat-themed ideas. (P.2.1.4)

Are You a Blue Fish?

(Social game) Have each child wear a solid colored shirt to school. Be sure to give parents enough warning. Say, “One fish, two fish, are you a blue fish?” as you try to tag or catch a child.

Hold up a blue piece of paper. The child answers whether or not he or she is a blue fish and tells what color he or she is wearing. Continue to fish, catching other

children, discussing what color fish they are, and letting the children run free again. If the game is going well, let the children be fishermen. All children can run or can “swim” on their bellies using square scooters from a physical education supplier. Watch the children closely so they are under control. (P.3.4.1.5)



Relate