



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, the chance to begin all over again with the slate wiped clean, 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 in case you want to 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 for the week. This is followed by two pages of ideas for each of four days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you select to use, you can put a cross inside. Any ideas that are not marked can be used at the end of the week if you need more ideas, or they can be saved for another year. The key point to repeat throughout the week is at the top of the right hand page. 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 all parts of our days. 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’s Volume 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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Editor: Brenda Trunkhill

Series editors: Rodney L. Rathmann, Carolyn Bergt, Brenda Trunkhill

Associate editor: Amanda G. Lansche

Writers: Joanne Bierwirth, Jeffrey Burkart, Ruth Geisler, Lana Gibbons, Crystal Hunter, Sarah Koehneke, Eileen Ritter, Anita Stohs, Amanda Szymanski

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OLD AND NEW TESTAMENTS

Unit 9—May—Flowers and Mother's/Father's Day

35. Jesus Says Do Not Worry—God Cares for the Birds and Flowers (Matthew 6:25–34)

5

Reproducible 35	14
Theme: Flowers/Plants	
Express	15
Create	18
Explore	20
Relate	22

36. God's People Share His Word—Timothy's Mother and Grandmother (2 Timothy 1:5, 3:14–17)

23

Reproducible 36	32
Theme: Flowers/Mother's Day	
Express	33
Create	36
Explore	38
Relate	40

37. God's People Share His Word—Lydia Believes (Acts 16:11–15, 40)

41

Reproducible 37	50
Theme: Mother's Day	
Express	51
Create	54
Explore	56
Relate	58

38. God Saves His People—Queen Esther (The Book of Esther)

59

Reproducible 38	68
Theme: Tea Party/Teddy Bear Picnic	
Express	69
Create	72
Explore	74
Relate	76

39. God Forgives Those Who Wander from Him—The Lost Son (Luke 15:11–32)

77

Reproducible 39	86
Theme: Father's Day/Farm	
Express	87
Create	90
Explore	92
Relate	94

Classroom Displays 95

Skills in Unit 9—See www.OneinChrist.org

FROM THE EDITOR: A LOOK AT THIS MONTH

The front cover shows a girl having a tea party with her mother. This month we will share ideas for creating flowers and creating presents for parents. We will thank God for parents who care for us, reflecting God's love and care. We thank God for parents who share their faith in Jesus and/or have chosen to send their children to a Christian school where the children hear God's Word.

In our Bible stories this month, we focus on a growing, blooming faith. We see how Timothy's faith grew from infancy. He even became a pastor, like Paul! We see how Lydia learned about Jesus. We see her faith in action as she served others. We will talk about a faith that can withstand troubles. Jesus illustrates why we don't need to worry. If God cares for the birds and flowers, we can certainly trust Him to care for all our needs of body and soul. Queen Esther's faith was challenged, but she trusted that God would be with her during a difficult, dangerous time. A favorite illustration that summarizes God's love and compassion toward us is the story of the prodigal son. When our faith falters and we are weak, God runs to meet us with His Means of Grace. 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 you feel 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 become familiar with them.
- Begin to teach students the Invocation as the beginning of each Worship Time. Note that echo prayer sections to be repeated are indicated with slashes.
- Remind students to wash their hands before making any food.
- Remember that process is more important than the product. Although we may suggest how craft projects can be completed, there is not one right way to make them. You will see the term "butcher paper": the term "newsprint" is interchangeable.
- 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 them all, 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 (LOSP)* songbook, the *Lift Little Voices (LLV)* songbook and CD, markers or crayons, a scissors, a stapler, transparent tape, and a CD player. Other optional materials are suggested. These are resources that are available at print time; some will become unavailable. Search the Internet for new or similar resources that could replace these, if necessary. This month, CPH's *Lutheran Service Book* (indicated as *LSB*) will also be mentioned. The Bible Story Digital Flannelgraph from CPH includes figures for retelling the prodigal son story.

Individualizing Instruction

A cutting activity may be difficult for students who lack fine motor strength or finger control. It's important to not only adapt or modify the activity for the inclusion of children who have special needs, but to challenge those who excel. Have children who can control scissors use them. All will enjoy the challenge of the activity while strengthening fine motor muscles. Here are some ways to adapt a cutting activity: provide smaller scissors, suggest making short cuts with scissors, hold the paper and turn it for the student, use thicker paper so it is easier to hold, and make the line to cut thicker to give a larger target.

Lesson 35—Jesus Says Do Not Worry

GOD CARES FOR THE BIRDS AND FLOWERS

MATTHEW 6:25-34

Discovery Points

Law: Sometimes you worry about what to eat or wear.

Gospel: Through Jesus, God took care of your biggest need, salvation. God knows all your needs and will provide for you.

Sanctification: Through the power of the Holy Spirit, seek God's salvation and entrust your daily life to His loving care.

Background

Can you imagine an entire day without worry? a day filled only with the confidence that your lessons would be successful and every activity would accomplish its goal? a day when all your students were ever patient, filled with contentment, and sharing only joy with one another? Imagine how much you could accomplish!

Because of our sinful nature, worry seems to sneak into the day and wreak havoc on everyone, students and teachers alike. We think we have to fix things that go wrong, and we worry we might not be able to do that. Jesus speaks to you and your students this week as He reminds you of His power, His love for you, and His promise to always care for you. God knows your needs, and He promises to care for you and the world He so lovingly created. What a relief to know that God is in charge!

Where should our focus be? He commands us to focus on what is really important—salvation—and leave the rest to Him. How do we do this? We become ever stronger in our faith by staying in the Word. We repent of our sin and receive forgiveness in the Word of Absolution and Sacraments. Confident of God's grace and our salvation, we can leave the tasks of our everyday life in His care.

May your teaching faithfully proclaim what God has promised so that your students may have the freedom and hope that God provides. May the beautiful flowers your class creates at the Art Center be a constant visual reminder of how God clothes them. As they learn more about the intricate design of plants, may they marvel that God has made them *even more special than that!*

Bible Words

The Lord is my helper; I will not fear. Hebrews 13:6

Week 35

Letter of the Week: P

Day 1 Materials

- The Basics
- Zippy puppet (CPH)
- Index cards, 1 per child
- Jar or bucket labeled “Pray”
- *Optional: My First Hymnal* (CPH)

Day 2 Materials

- The Basics
- 2 baskets
- Lunch box or bag
- Water bottle
- T-shirt or other article of clothing
- Picture of bird or toy bird
- Picture of children or a class photo
- Flowers, silk or real

Day 3 Materials

- The Basics
- Jesus Teaches about Birds and Flowers Cuppette Images, 4 Styrofoam or plastic cups
- *Optional: The Story Bible* (CPH)
- *Optional: Colored necklaces or wristbands*
- *Optional: My First Hymnal* (CPH)

Day 4 Materials

- The Basics
- God Cares for the Birds and Flowers Finger Puppet Set (CPH)
- Reproducible 35



Zippy comes in; he looks anxious and a little sad.

Teacher: Hi, Zippy! It's great to see you today!

Zippy: *(Sadly)* Oh, hi.

Teacher: Is everything okay, Zippy? You seem sad.

Zippy: Well, I'm going to a birthday party tomorrow.

Teacher: That's great, Zippy! I bet you'll do lots of fun things! Aren't you excited?

Zippy: Well, sort of. It sounds fun, but . . . I'm a little worried.

Teacher: Why? What are you worried about, Zippy?

Zippy: Well, what am I supposed to wear? What if I don't like the food at the party? What if no one plays with me? Oh, I just want to stay home!

Teacher: Hmm. I can see why you might worry about that, Zippy. Have you tried praying about it?

Zippy: Praying? What will *that* do?

Teacher: God tells us in the Bible that He loves us so much and will always take care of us. He says we don't have to worry because He's in charge and will make sure we have everything we need.

Zippy: Hmm . . . God will tell me what to wear? And what we're eating? And even make sure the other kids play with me?

Teacher: Whoa! Slow down, Zippy! God has given you plenty of clothes to wear and lots of good food to eat. Your mom can help you find something to wear to the party. And she could call and find out what there will be to eat, if that would make you feel better. God can help you to be brave enough to talk to the other kids at the party. I bet some of them are worried too, just as you are.

Zippy: You really think so?

Teacher: I do. When they see how friendly you are, they will probably be happy and excited to talk to you and play with you! *(To the class)* What do you think, boys and girls? If Zippy talked to you and was kind, would you play with him? *(Yes!)*

Zippy: *(Gasping)* You would?! Really? But I'm too scared to talk to the other kids.

Teacher: Well, that's something we can pray about together. Let's do that now. *(Children and Zippy fold hands with the teacher.)* Dear Lord, thank You for always taking care of us. Help us to be brave and kind, knowing that You will always give us what we need to live as Your children. In Jesus' name. Amen.

Zippy: Thanks, everyone! I feel much better now.

Teacher: You're welcome, Zippy. Have fun at the party! Bye!

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Say, **Zippy was really worried today, wasn't he? What are some things that you worry about?** As each student gives an answer, draw a picture of the worry on an index card and hand it to the student. If some children don't have a worry, have other children help brainstorm. Expect and accept repeat answers. When all children have a card, continue by saying, **In the Bible, Jesus tells us that He takes care of the birds and the flowers and especially us! He died on the cross to take away all our sins, and He wants us to be happy knowing that we will be with Him in heaven someday. Jesus tells us that we can give all our worries to Him, and He will take care of them. Once we give our worries to Jesus, we don't have to think about them again.**

Take out a large jar or bucket labeled "Pray." Teach the Bible Words by having each child walk his or her card to the jar. As each child reaches the jar, the class reminds him or her, "The Lord is my helper." Say it with

them; eventually, they will know it and join you. The child places the card inside the jar and says, "I will not fear." Specifically teach them these words, and practice once as a class before starting the activity.

When all the children have finished, continue: **This jar has the word "Pray" on it. What do you think Jesus wants us to do with our worries?** (Pray. Give our worries to Jesus.) **That's right! He wants us to pray about them. Let's do that now.** Fold hands. **Dear Lord, thank You for making sure we have what we need. Sometimes we forget how much You love us, and we begin to worry. But You even died on the cross to save us from our sins. Help us to trust You and Your promise to always care for us and give us everything we need, especially salvation. In Jesus' name. Amen.**

Sing "He's Got the Whole World in His Hands" (LOSP, p. 101). Say, **God cares for all of His creation, but especially His favorite part of creation—you!**



Use this action poem.

Jesus loves me so. (*Cross arms over chest.*)

He helps me to grow. (*Crouch down and rise up with arms lifted high.*)

God cares for the flowers. (*Bend arms up at elbows with fists closed; open fists to show flowers blooming.*)

He sends them rain showers. (*Trickle fingers down like rain.*)

God cares for all creatures, (*Hold arms outward.*)

All shapes, sizes, features! (*Hold fingers at head like horns.*)

Thank You, God, for everything. (*Make praying hands.*)

Help me make Your praises ring! (*Hold arms outstretched.*)

Use the song "I Am Trusting You, Lord Jesus" (LOSP, p. 24, or *My First Hymnal*, p. 94) as a closing prayer.



Bring in two baskets. In the first basket, place a lunch box, a water bottle, and a T-shirt (or another article of clothing). The second basket should contain a picture of a bird or a toy bird, some flowers (real or artificial), and a photo of children or a class photo. To involve more children, you may choose to let the children take turns taking the items out of the baskets and holding them up in front of the class. Open by singing “God Is So Good” (LOSP, p. 57).

Say, **I brought some things with me today to help us learn about our Bible story.** Take out the lunch box. **Can anyone tell me what this is?** Pause for response. **That’s right; it’s a lunch box. What goes inside here?** (Lunch) Have children name specific foods that might go in a lunch box. **Sometimes, we worry about food. If you are really hungry, you might worry about how long it will be until you can eat. If Mom or Dad is making something for dinner that you don’t like, you might worry about having to eat it. Can you think of other times you might worry about food?** Pause for responses. **God doesn’t want us to worry about food or what we eat. When I hold up this lunch box, I want you to say the word eat.** Practice with the group. **Jesus said, “Do not worry about what you will** (hold up the lunch box).” **That’s right—eat!**

Take out the water bottle. Following the preceding model: ask the children to identify the water bottle, and discuss times we might worry about what or when we will drink. These reasons may be very similar to those regarding eating—being very thirsty and worrying about finding something to drink, not liking what you have to drink, and so forth. To save time, you may want to use only one or the other prop. Continue: **When I hold up this water bottle, I want you to say the word drink.** Practice with the group. **Jesus said, “Do not worry**

about what you will (hold up the water bottle).” **That’s right—drink!** Repeat with the lunch box again and then the water bottle.

Take out the T-shirt. Have the children identify and brainstorm ideas about times they might worry about what they wear. This might include wearing something they don’t like, getting stains on favorite clothing, and wearing uncomfortable clothing. When finished with the discussion, continue: **When I hold up this T-shirt, I want you to say the word wear.** Practice with the group. **Jesus said, “Do not worry about what you will** (hold up T-shirt).” **That’s right—wear!** Repeat with the lunch box, water bottle, and then T-shirt.

You will probably need to take a break and do an action song. Sing “My God Is So Great” (LOSP, p. 64) using the motions, or twist back and forth to “Surfin’ Bird” by the The Trashmen. Emphasize the /p/ sound on the “papa-ooma-mow-mow” parts.

When the children are seated again, take out the second basket. Say, **In the Bible, Jesus tells us about some things around us that He cares for every day.** Take out the picture of the birds. Have the children identify them and then brainstorm ways that God takes care of the birds. These ways might include creating food for them, such as worms and bugs; creating seeds for them to eat; providing trees for them to build nests in; and so forth. When finished with the discussion, continue: **When I hold up this picture, I want you to say the word birds.** Practice with the group. **God takes care of the** (hold up picture). **That’s right—birds!**

Take out the flowers. Have the children identify them and then brainstorm ways that God takes care of the flowers: sending rain, making the sun shine, creating bees to pollinate, using wind to spread seeds, and so forth. When finished with the discussion, continue: **When I hold up these flowers, I**

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want you to say the word *flowers*. Practice with the group. **God takes care of the** (hold up the flowers). **That's right—flowers!** Repeat with the birds and then the flowers.

Take out the picture of children. Have the children brainstorm ways that God takes care of His children: giving us parents, a home, food, clothing, and so forth. Continue: **When I hold**

up this photo, I want you to say the word me. Practice with the group. **God takes care of** (hold up the picture). **That's right—you!** Repeat with the birds, flowers, and then the children. Conclude: **God knows all your needs and will provide for you. Through Jesus, God took care of your biggest need, salvation. You're forgiven of all your sins!**



Repeat with all of the items from the previous activity.

Teacher: Jesus said, "Do not worry about what you will . . ." (*Hold up the lunch box.*)

Children: Eat!

Teacher: Jesus said, "Do not worry about what you will . . ." (*Hold up the water bottle.*)

Children: Drink!

Teacher: Jesus said, "Do not worry about what you will . . ." (*Hold up the T-shirt.*)

Children: Wear!

Teacher: God takes care of the . . . (*Hold up the picture of birds.*)

Children: Birds!

Teacher: God takes care of the . . . (*Hold up the flowers.*)

Children: Flowers!

Teacher: God promises to always take care of . . . (*Hold up the picture of the class.*)

Children: Me!



Bring in the lunch box, water bottle, and T-shirt. Begin with the lunch box. Ask the children to consider, **What might I keep in my lunch box?** (Lunch, food) **That's right, food. Food is a blessing from God to help our bodies grow. Let's sing a song about that.**

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

Thank You, Jesus, thank You, Jesus,
For our food, for our food.
You are always near us, ever there to cheer us.
We are blessed! We are blessed!

Take out the water bottle, and ask children to identify it. **Yes, it's a water bottle. Water is something to drink, and it helps our bodies stay healthy. That's a blessing from God too! Let's sing about that.** Repeat the song, substituting "drinks" for "food."

Take out the T-shirt, and ask children to identify it. Say, **We need clothes to keep our bodies warm and protected. Clothes are a blessing from God. Let's sing about that.** Repeat the song, substituting "clothes" for "food."

Sing or pray "God's a Father Kind and True" (*LOSP*, p. 30) to close.



Before class, prepare the cuppettes for this lesson. Another option is to use the picture on page 356 of *The Story Bible*. Give three volunteers a turn to point to Jesus, the birds in the air, and the flowers on the ground at the appropriate time in the story. Use the cuppettes on a table or flat surface in front of the children.

Set out the Jesus cuppette. Say, **Jesus was speaking to the people and telling them many important things. The people were very glad to hear what Jesus had to say, but they were worried about some things. They worried sometimes about what they would eat. Sometimes, they worried about what they would drink. Sometimes, they worried about what they would wear. Jesus gave them some examples of how much He loved them.**

Set out the birds cuppette. Say, **Jesus said, “Look at the birds in the air. Your heavenly Father feeds them.” Do birds worry? (No) They don’t have to—God takes care of them!**

Add the flowers cuppette. **Jesus said, “Look at the flowers in the fields, how they grow!” Do the flowers worry? (No) They don’t have to—God takes care of them!**

Add the children cuppette. **Jesus said, “Do not worry. Your heavenly Father knows what you need. Seek first the kingdom of God, and all these things will be added to you.” You don’t have to worry! God has promised to take care of you.**

Do the following responsive reading. Practice the student response before starting.

Another response option would be to shout “No!” and then sing “I’m as Happy as Can Be” (*LOSP*, p. 25) each time instead of using the chant. For the last line, sing these words: “Thank You, God, for loving me; I know You take care of me” to the tune of “I’m as Happy as Can Be.”

Teacher: Are you worried about what you will eat?

Children: No! God is taking care of me!

Teacher: Are you worried about what you will drink?

Children: No! God is taking care of me!

Teacher: Are you worried about what you will wear?

Children: No! God is taking care of me!

All: Thank You, God, for taking care of me!



Sing to the tune of “Auld Lang Syne”:

Our God will hear us when we pray; (*Fold hands in prayer.*)

He will hear all that we say. (*Put hand to ear, as if listening.*)

He’s there to help us day and night (*Raise both arms high.*)

With His power and great might. (*Flex arm muscles upward with fists.*)

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Read the Bible Words, Hebrews 13:6, from the Bible. Ask, **When you are at home and you need help, whom do you ask?** (Mom or Dad) **How do your parents help you?** Take a minute to discuss ways parents help their children. This may include getting dressed; reaching things, fixing things; providing food, clothing, and shelter; and so forth. **Your parents love you, and you trust that they will take care of you.**

God is our heavenly Father. He loves us very much! In fact, He loves us so much that He sent His only Son to die on a cross to take away all of our sins. We are forgiven, and we know that someday we will be in heaven with Jesus. That is great news! We have a heavenly Father who knows all our needs even before we ask, and He has promised to always take care of us.

Divide the children into two groups. You could use simple colored necklaces or wristbands to differentiate. Have the children in the first group line up, then have the children in the second group fall in behind them, forming one long line.

Stand at the front of the line, and have the children follow you. Begin playing music. You could use a song from earlier in the week, such as “He’s Got the Whole World In His Hands” or “I Am Trusting You, Lord Jesus.” Lead the children until they are all walking in a large circle.

At random moments, stop the music. When the music stops, have the children turn and face one another in the circle. Have the students in group 1 raise their hands and say, “The Lord is my helper!” and put their hands back down. Have group 2 raise their hands and say, “I will not fear!” as a response and put their hands back down. Resume the music, and continue walking in a circle. If time and ability permit, switch groups so that all children have a chance to recite both parts.

Read the following closing prayer, adapted from stanza 3 of the hymn “I Am Trusting Thee, Lord Jesus” (*My First Hymnal*, p. 94):

I am trusting You to guide me; You
alone will lead,
Every day and hour supplying all my
need. Amen.



Say, **It was a bright, sunny day.** Hold up the sun finger puppet on the ring finger of your left hand. **Jesus was sitting on a grassy hill, talking to a big crowd of people.** Put the tree finger puppet on the middle finger, next to the sun. Put the Jesus finger puppet on your left index finger. **Jesus was telling the people to be happy with the things they had. He didn't want them to want lots and lots of money and lots and lots of things.**

There were some birds flying in the sky. Put the bird finger puppet on the index finger of your right hand. "Fly" it around, above Jesus. **Jesus told the people to look at the birds of the air:**

Sing the following stanzas to the tune of "Alouette" (or simply read the words, omitting repeated portions):

"Do not worry about what you're eating.
Do not worry; I'll take good care of you.
I'll give you what you need to eat.
I'll give you what you need to eat,
Need to eat, need to eat.
Do not fear. Do not fear."
O-o-o-o-oh . . .

"Do not worry about what you're drinking.
Do not worry, I'll take good care of you.
I'll give you what you need to drink. (*Add the water finger puppet from the Jesus Is Baptized set.*)
I'll give you what you need to drink, (*"Fly" the bird to drink from the water.*)
Need to drink, need to drink.
Do not fear. Do not fear."
O-o-o-o-oh . . .

"Do not worry about where you're living.
Do not worry, I'll take good care of you.

(*"Fly" the bird to sit on top of the tree finger puppet.*)

I'll give you what you need to live.
I'll give you what you need to live,
Need to live, need to live.
Do not fear. Do not fear."
O-o-o-o-oh . . .

There were some flowers on the ground nearby. Remove the bird puppet and replace it with the flower puppet. Wiggle it happily side to side. **Jesus told the people to look at the flowers of the field.**

"Do not worry about what you're wearing.
Do not worry, I'll take good care of you.
I'll give you what you need to wear.
I'll give you what you need to wear,
Need to wear, need to wear.
Do not fear. Do not fear."
O-o-o-o-oh . . .

Jesus didn't want the people to worry. He cares about what the birds and the flowers need, and He takes care of them, but He cares about you even more! He loves the people that He created even more than anything else He made. He knows what you need, and He will provide it for you—even salvation. Jesus saves you from your biggest fear and worry: sin. Close with an echo prayer:

Dear Lord, / thank You for making me Your child. / Thank You for always taking care of me. / Please forgive me when I worry. / Help me trust in Your promises. / In Jesus' name. Amen. /

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Give each student a copy of Reproducible 35. Say, **Take a look at the first picture, the one with the child in it. How do you think that child is feeling?** (Worried, scared, sad) **What do you think this child is worrying about?** Answers may vary. Have the children color the picture. Read the words at the bottom of the puzzle piece, and have the children repeat them. Then ask, **When we worry, what should we do?** (Pray) **That's right, we should pray. God has promised to always hear our prayers. He loves us and promises to listen.**

Have the children color the next box, with the child praying. Read the words at the bottom of the puzzle piece, and have them repeat them. Say, **God loves us so**

much that He sent His Son to die on the cross to take away all our sins. Who is God's Son? (Jesus) That's right, Jesus! Jesus died to take away our sins. Because Jesus died for us, we can live forever with God in heaven.

Have the children color the picture of Jesus. Read the words to the children, and have them repeat. Say, **When we give our worries to God in prayer, we are free to live happily! We are sure that God is taking care of us.** Have the children color the final picture. Read the words below the picture of the children, and have them repeat.

When the children are finished coloring the puzzle strip, read the words again together, as the children point to each picture.



Teach children this prayer song to the tune of "Twinkle, Twinkle, Little Star":

God in heaven, hear our prayer. *(Fold hands in prayer.)*

Keep us in Your loving care. *(Wrap arms around chest in a self-hug.)*

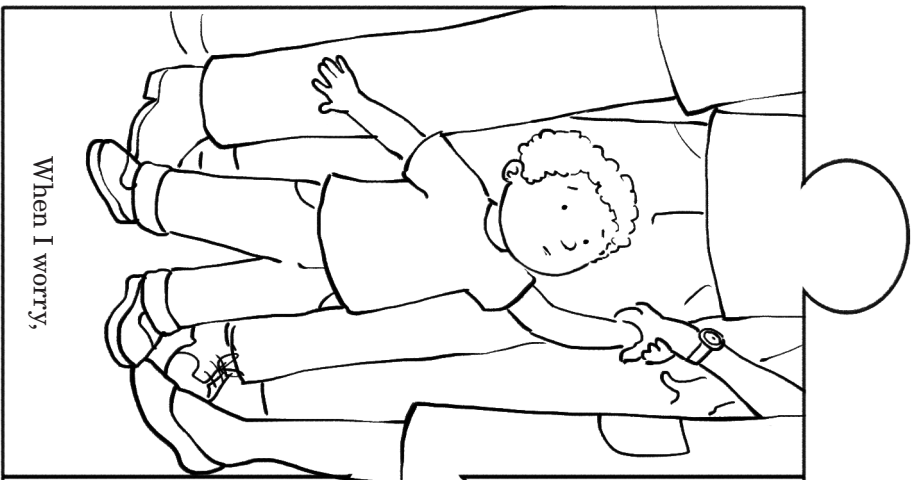
Be our guide throughout each day; *(Hold arms straight out, palms facing upward.)*

Help us trust Your heav'nly way. *(Use fingers to make a cross.)*

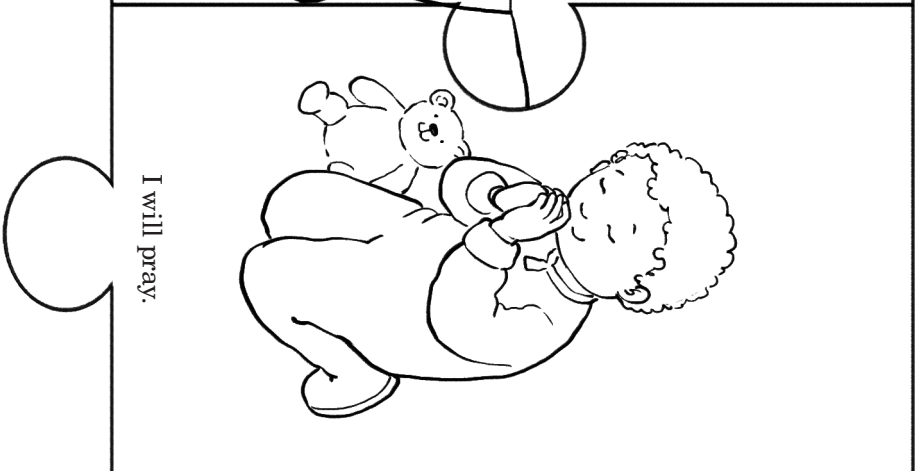
Give us faith to trust Your Word *(Use hands to make a book.)*

And to share till all have heard. *(Cup hands around mouth, as if to tell.)*

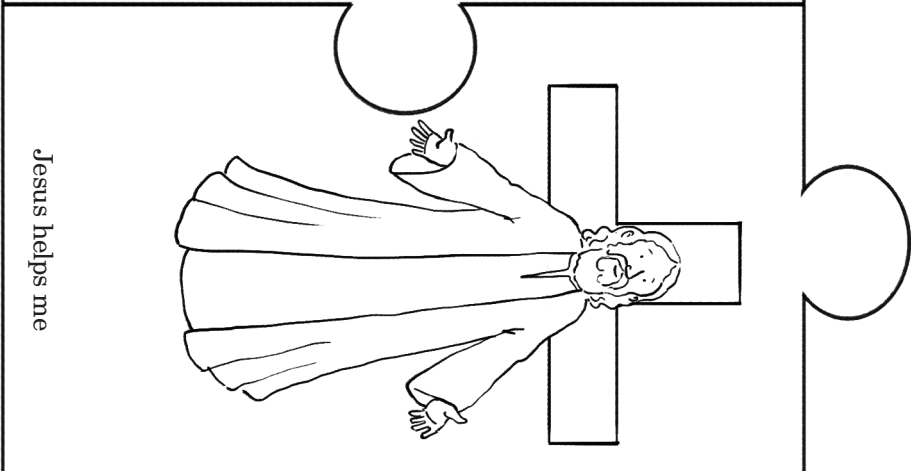
Jesus Takes Away My Worry



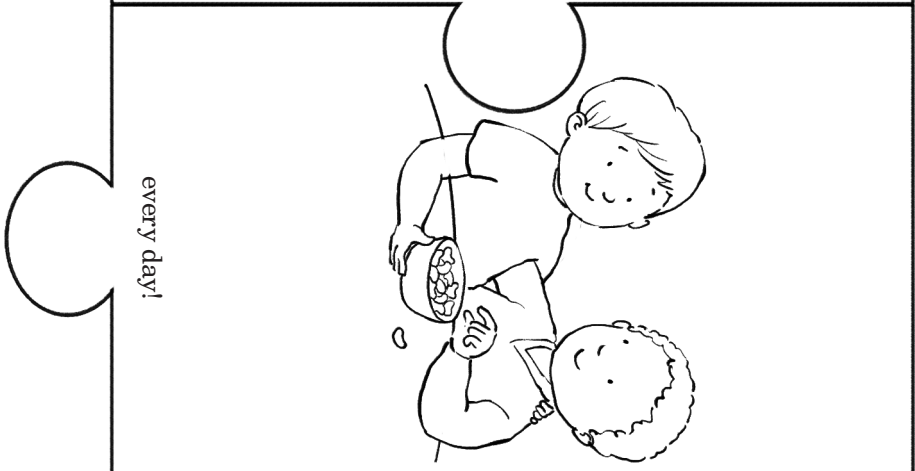
When I worry,



I will pray.



Jesus helps me



every day!

FLOWERS/PLANTS

Beginning Blessing

(Worship) Use this blessing to begin (or end) each day this week:

Teacher: May the Lord bless you and keep you in the day [evening] ahead, and give you His peace.

Children: Amen.

Sing “God Bless You, God Bless Me” (*LLV*, p. 40) or “God’s Care” (*LOSP*, p. 24), changing the words “God takes care of me” to “God gives me His peace.” When we trust God to take care of all our needs each day, we don’t need to fear or worry. Teach the children to make the sign of the cross each morning, reminding them of their Baptism, marking them as ones redeemed by God. **God takes care of His children, whom He loves dearly! Do you take care of flowers by watering them each day? Each day, remember the special water and Word of Baptism.** (P.3.2.6)

Sing a Glad Song

(Worship) Teach children the refrain from “Earth and All Stars” (*LOSP*, p. 57). Lead the children in prayer.

Teacher: Dear Lord, thank You for creating the world around us and for continuing to take care of it. (*Sing refrain.*)

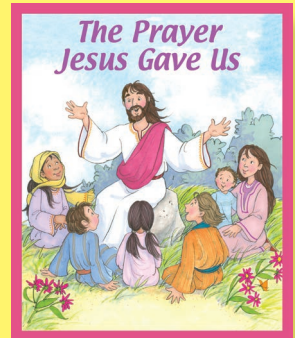
Teacher: Thank You for always being with us and hearing us when we pray. (*Sing refrain.*)

Teacher: Thank You for giving us everything we need to live. (*Sing refrain.*)

Continue singing cheerfully by using “Sing a Glad Song” (*LLV*, p. 35). Hold up the flower and tree finger puppets on the first stanza. Hold up the sun finger puppet on the second stanza. Hold up the bird finger puppet on the third stanza. (P.4.4.1)

The Lord’s Prayer

(Worship) Sing the song “Jesus Listens When I Pray” (*LOSP*, p. 15). Say, **When we pray, we are talking to Jesus, and He has promised to always listen. There are many reasons to pray. Watch me. Can you tell how I’m feeling? Make a sad face. When children have guessed correctly, say, That’s right; I’m sad. When you’re feeling sad, you can pray. You can tell Jesus why you are feeling sad and ask Him to help you.** Repeat, making faces that show happiness, fear, and anger.



Jesus even tells us how to pray. When He was talking to all of the people about not worrying, He also told them what words to use when talking to God. Read the Big Book *The Prayer Jesus Gave Us* by Carolyn Bergt, available from CPH. Read the book, or summarize in the following way:

- On the first spread of pages, remind the children that God is our Father and that we are God’s children; He cares for us.
- On the second spread, remind the children that we *want* Him (the King) to be in charge (of His kingdom) and take care of everything. Jesus said, “Seek first the kingdom of God” (Matthew 6:33).
- On the third spread, remind the children that God gives us everything we need, so we don’t have to worry. Let the children point out the food, the house, and the people who take care of us. Remind them that the basic things we need each day are called “daily bread.”
- On the fourth spread, remind the children that they don’t need to worry because nothing is stronger than Jesus.
- On the fifth spread, remind the children that we can know for sure that God hears us when we talk to Him. Hooray! (P.2.1.2)

FLOWERS/PLANTS

Prayer Bear

(Circle Time) Sing stanza 1 of the song “God, Our Father, Hear Your Children” (*LOSP*, p. 14). Remind the children that whenever we worry, we can always talk to God in prayer. He is faithful and promises to hear us when we pray.

Make a poster that says, “Dear God, I worry about _____. Please help me. Amen.” Provide a teddy bear, perhaps even a bear with praying hands, which can be called a “prayer bear.” Give the prayer bear to 1 child. Point to the words on the poster while you say them; encourage all the children to join you as they become familiar with it. When you get to the blank, the child with the prayer bear offers up something that he or she worries about. When the prayer is finished, the prayer bear is passed to the next child. Continue this until all the children have had the opportunity to offer a prayer petition.

You may want to use the following chant before each child folds the bear’s hands. Let the child move the bear around as described. (P.2.2.1)

Teddy Bear, Teddy Bear, turn around.
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, know God cares.
Teddy Bear, Teddy Bear, fold your hands.
Teddy Bear, Teddy Bear, God understands.

Colorful Birds

(Circle Time) Before class, make die-cut birds in several colors. Post a picture of a tree on the board or easel. Let the children take turns posting a different bird on the board (using rolled strips of tape) before each stanza of the following song, sung to the tune of “Kookaburra”:

[Yellow sparrow] sits in a big old tree.
Happy, happy bird Jesus lets him be.
Laugh, [yellow sparrow]. Laugh, [yellow sparrow].
Cheerful you must be!

Substitute other colors for “yellow” as each bird is featured. You may choose to sing “bird” instead of “sparrow.” This song teaches color recognition, but you may choose to identify some common trees as well. Change the phrase “big old tree” to “tall oak tree,” “small pine tree,” and so on; change the tree image on the board. Review: **Jesus lets us be happy because He takes such good care of us. We don’t need to worry. He takes our worry away. We’re happy, happy children because Jesus frees us.** (P.4.4.1)



Pass the Penguin

(Circle Time) Hold up a large picture of the letter *P*, or draw a *P* on the board or easel. Instruct the children to use their index finger and trace the letter *P* in the air. Model backward, so it looks correct to them. Have them practice while singing this song to the tune of “Here We Go Round the Mulberry Bush”:

This is the way we draw a *P*,
Draw a *P*, draw a *P*.
This is the way we draw a *P*,
Down and up and then around.

Pass around the circle a toy stuffed penguin or a picture of a real one. Have the class chant “**Pass the penguin!**” over and over until you shout “Freeze!” Tell the children to stop moving and hold their positions. Explain, **Penguins live at the South Pole** (Antarctica), where it’s really cold. **These birds don’t worry about being cold and freezing, though, because God takes care of them. He gives them the feathers they need to keep warm. These birds don’t fly south in the winter to stay warm. In fact, they don’t fly at all—and they’re already as far south as you can get!** Repeat the chant over and over, exaggerating the /p/ sound. Freeze the group at unexpected times. (P.2.3.3)

Hush, Little Baby

(Nursery Rhyme) (*Quietly*)
Hush, little [child's name]; don't say a word.
You know Jesus cares for
the flow'rs and birds.
(*Louder*) That's why all the
birds will sing.
They know Jesus takes
care of everything.

Hold up an index card with a child's name on it. Let that child hold an artificial flower while you sing the song to him or her. Let that child pass the flower to another child in the group. Find his or her name to hold up. Exaggerate the dynamics of the song as you sing the first couplet softly and the second couplet loudly. (P.4.4.2)

There Was an Old Woman

(Nursery Rhyme) There was an old woman
Who lived in a shoe;
She had so many children,
She didn't know what to do.
She gave them some broth
Without any bread;
She whipped them all soundly
And sent them to bed.

Ask, **What was the old woman in the nursery rhyme worried about?** (Feeding all her children; she didn't think she'd have enough food.) **When we worry, what should we do?** (Pray) **That's right; we can pray and ask God for help. He always listens when we pray.** Recite the nursery rhyme again, with the following changes:

There was an old woman
Who lived in a shoe;
She had so many children,
She didn't know what to do.
She folded her hands
And bowed down her head.
She asked God to help her
As she went to bed. (P.2.3.4)

Mary, Mary, Quite Contrary

(Nursery Rhyme) Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

Make a poster with 6 pictures on it: tomatoes, cucumbers, lettuce, potatoes, carrots, and peas. First, have the children identify what all the items are. Then ask them to identify which ones are green, the Color of the Week.

Discuss with the children the steps in planting a garden. Ask them to think about how God helps in each step. How do we know God cares for the plant? For example, you plant seeds in the soil. God made the soil. Planted seeds need water. God made the water that comes from our hoses, and God sends the rain. God sends the sunshine to help the plants grow strong. It's clear to see that God is in control. He takes care of our gardens, and He will also take care of us. Recite the nursery rhyme again, changing the last line:

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
Through God's great care. His love He shows. (P.2.3.4)

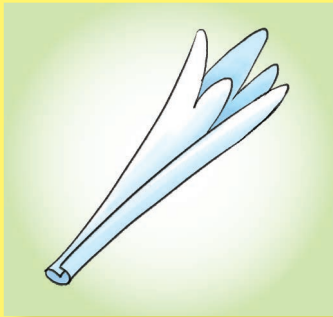


Express

FLOWERS/PLANTS

Lilies of the Field

(Art) Help children trace their hands onto white construction paper. Have an adult clearly label the hands with the child's name and cut them out. Starting at the thumb and working toward the pinky, gently roll the base of the hand around a green chenille stem or green straw with the fingers open at the top; staple to secure. Before stapling the white petals, you may want to twist



a small length of yellow chenille stem around the top of the green chenille stem to represent the stamen. Use a pencil to roll under each finger, curling each white "petal" back to make a flower that resembles a lily. Read Matthew 6:28–29 to the children: "Why are you anxious about clothing? Consider the lilies of the field, how they grow: they neither toil nor spin, yet I tell you, even Solomon in all his glory was not arrayed like one of these."

As you hold a lily, remind the children that the lilies of the field do not worry; yet God takes care of them and makes them beautiful, even more beautiful than a rich king. We do not have to worry about what we will eat or what we will wear. God loves us even more than He loves His beautiful creation, the flowers. He knows what we need.

Turn the lilies into a bouquet of pens by your sign-in station. Remove the cap from the top of the pen and insert the bottom of the flower into the pen. You may want to hot glue the top of the pen to secure the flower in place; make sure it's centered. Starting at the top of the pen, wrap green floral tape around and around the pen until you reach the tip. Gently press down the tape. (P.4.1.1)

"Hand-somely" Clothed Flowers

(Art) Use brightly colored paper and precut flower shapes that have circular centers. Glue a circular photo of a child in the center of each flower, and have the children glue their flowers onto large pieces of light blue construction paper (or another complementary color). Children can use green tempera paint and a brush to create the stem. Then help the children dip both hands into green paint and press their hands onto the paper near the bottom of the stem to create leaves. If time permits, allow the children to decorate the flower petals using crayons or glitter.

Point out to children that just as God cares for the flowers and helps them grow, He also cares for us and helps us grow! To witness to the parents, add a Bible verse to the page or use a Bible verse as a heading for a bulletin board display. Matthew 6:30; 6:28; or 6:26 would be appropriate verses to use. (P.4.1.1)

Pretty Pots

(Art) Have children use tempera paint to decorate little clay flower pots. Let them use paintbrushes, sponges, fingers, or another art utensil to make prints. When the pots have dried, help the children to pot small flowers in them, working in small groups. Remind the children of the needs of plants and how to care for them. The flowers can be taken home for the children to care for, or you could have the children create cards and give the potted plants to a mother or grandmother for Mother's Day. If using as a gift, remind the children about how God cares for the flowers and plants and how He sends us loving parents and grandparents to help care for us! (P.1.8.6)



“Fruity” Flowers

(Art) Use colorful fruit-flavored cereal circles to create flowers that might actually give off a bit of a scent. Make an outline of a flower on a piece of construction paper. (Search the Internet for simple patterns.) Talk about the circle as the Shape of the Week, and have the children glue various colors of the cereal onto the petals. Have the children pick out the green (Color of the Week) cereal pieces to glue to the stem and leaves.

Review with the children the different parts of the plant and their jobs: The stem carries the nutrients (food) to the other parts of the plant. The leaves take in the sunshine. The petals attract insects and birds to pollinate. Remind the children that each part’s job is important so that the flower can grow. God designed flowers perfectly! And He made *us* even *more* special than that! (P.4.1.1)

Flower Cookies

(Snack) Give each child a flower-shaped sugar cookie on a paper plate. Provide a wooden craft stick for spreading frosting. Filling squeezable plastic containers (e.g., mustard and ketchup containers) with frosting helps to make young children successful. Set out containers of various edible decorations (frosting, sprinkles, fruit or candy pieces, etc.) for additional decorating. (P.3.4.3.1)



Friendly Flower Face

(Snack) Leaving the peel on, slice oranges into circles that will lie flat. Slice strawberries by cutting off the green tops and cutting the fruit in half lengthwise. Give each child a paper plate, an orange slice, and several strawberry pieces. Have the children arrange the strawberry pieces around the orange slice so that they look like petals around the center of a flower. You could make a happy flower by using raisins to make eyes and a nose and adding a skinny licorice rope for a smiling mouth. Why is the flower happy? Because God’s taking care of it! Why are we happy? Because God takes care of us! Sing the first stanza of “God Is So Good” (*LOSP*, p. 57). Add this as a second stanza:

God gives me food.

God gives me food.

God gives me food.

He’s so good to me. (P.3.4.3.2)

Create

FLOWERS/PLANTS

Bean Counters

(Math) Provide bean seeds of 2 or 3 sizes. Have the children sort the seeds by size. Be cautious of choking hazards. Ask the children to fill a condiment cup with the smallest beans. Help them to count how many fit inside. You may wish to record this data on a chart to give children another visual. Do the same things with each size of beans. Ask, **Can you fit more large beans in the cup or more small ones?** Tell the children that beans are seeds. Seeds grow into plants that provide food for us. This is a way that God takes care of us. (P.1.7.1)

Eat Your Veggies

(Science) Create 2 sets of cards that show certain vegetables. Print off images from the Internet, or cut out pictures from 2 identical seed catalogs. Choose green vegetables (green pepper, cucumber, peas, green beans, lettuce, and so forth) to emphasize the Color of the Week. Take 1 set of cards and cut each card in half. Hold up the uncut set to talk about these vegetables with the children; explain how eating good food helps your body grow strong. Explain that we don't have to worry about what we will eat



because God has created good things for our bodies. Have the children use the cut set to match the halves, like fitting 2 puzzle pieces together. Place the uncut cards at the center as well so the children have an additional visual. (P.3.1.15)

guess which seeds go with each packet. The children can lay each bag in front of a packet; when they have set out all the bags, they can turn each packet around to see if the answer is correct by seeing if the numbers are the same. Talk to the children about the wonder in how a tiny seed can grow to become a flower/plant/vegetable. Remind them that this is God's creation! He takes care of the plants and the flowers—and us too! (P.1.8.2)

Mystery Bags

(Sensory) Use 4 brown paper bags and place 1 of the following in each bag: leaf, flower, feather, and rock. Number the bags with a black marker. Glue a picture of each item to a large index card. Tell the children that you have some pictures of things outdoors that God has created. Discuss the picture cards, and explain that you have 1 of each of these items inside the bags. Model to children how to reach inside the bag without looking and feel the object. Have the children match each card to its mystery bag. (P.1.8.1)



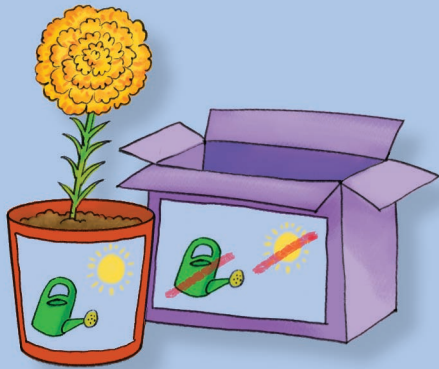
Seed Match

(Science) Pick up several different seed packets from your local greenhouse—flower seeds, vegetable seeds, foliage plant seeds, and so on. Pour each packet of seeds into a small plastic zippered bag. Close and tape the bags, then number them. Write the corresponding number on the back of each seed packet, and affix each packet to a craft stick. Stick the seed packets on sticks into a strip of Styrofoam. Place decorative grass over the Styrofoam so it looks like a little garden. Invite the children to observe the seeds, feel them (through the bag), and

Mini Test Plot

(Science) Talk with the children about caring for plants. You may wish to read *Jack's Garden* by Henry Cole, *How a Seed Grows* by Helene J. Jordan, or *The Tiny Seed* by Eric Carle. Talk about how God created plants, but that's not all. He also created sunshine, water, and soil to help them grow. God loves His creation and continues to care for all things that He has made, including us! Bring in 2 small plants, the same kind and similar in size, each planted in its own little pot or even a paper cup. (Choose a plant that requires a lot of sunlight if you want the experiment to move along a little faster.) Place both plants in a sunny area of the classroom. Explain to children that these plants are the same and that both are able to grow.

Have the children make observations about how the plants look—green, healthy, tall, and so on. Tell the children that you are going to leave 1 plant just as it is; make a label for it on a large index card by using pictures to write “Water and Sunshine.” Explain that you are going to put a box over the other plant, taking away its sunshine, and that you won't be watering it. Have children hypothesize about



what might happen to the plant that receives no sun or water. Label that plant with a large index card that uses pictures to say “No Water or Sunshine.” Over the next week or so, observe and compare the 2 plants as a class. As differences are noted, ask the children to consider why the 2nd plant withered up and died while the 1st plant continued to grow.

Explain to the children that God cares for His creation, so He gives each living thing what it needs to grow and be strong. Review our basic needs for food, water, air, and shelter. Say, **God gives us His Word so that we can grow spiritually strong too.** (P.1.1.3.1)

Flower Matching

(Math) Make 12–20 circles with pictures of flowers on them; make an equal amount of identical flowers. For example, provide 4 identical red roses, 4 identical yellow tulips, and 4 identical white carnations. Place the circles in a container. Have a child set out the circles, making sure that all of the flowers are facing up and then find the matching flower images. To simplify the activity, encourage the children to match the flowers only by color. You could set out containers of the same color for the children to place the corresponding flowers inside. Or use only 2 different colors. To make it more challenging, encourage the children to match the flowers by shape or form. Provide images of 2 or 3 flowers of the same color, only different types of flowers. (P.1.5.1)

Pasta Sorting

(Math) Color large pieces of uncooked pasta (such as bow ties, which could represent flower petals) well in advance of the activity. Be wary of choking hazards. Combine $\frac{1}{4}$ c. rubbing alcohol, 1 c. pasta, and 10–12 drops of food coloring. Use several different colors. When the pasta is fully coated, spoon the pieces onto a paper towel to dry. In the bottom of each cup in a muffin tin, place a small round sticker or piece of paper in 1 of the pasta colors. Have the children place the pasta pieces in each cup, matching colors. Point out that the bottoms of the muffin cups are the shape of a circle and that the word *pasta* begins with the letter *P*. Say, **There is pasta in each cup—some have more and some have less, but each cup has pasta. Sometimes we have more than others, and sometimes we have less, but God always makes sure we have what we need.** (P.1.2.8)

Explore

FLOWERS/PLANTS

Hot Potato

(Social game) Play Hot Potato with the children. Have children form a circle, and give them a small ball (perhaps a green one). Children should pass the “hot potato” around the circle as quickly as possible. When you shout “Hot!” whoever is holding the hot potato is out. Have the child who is out stand next to you with eyes closed. As the passing of the hot potato resumes, have the child with eyes closed shout “Hot!” for the next round. That child rejoins the game for the next round, as the newest child caught comes out to yell “Hot!” for the next round. Continue until many or all of the children have had a turn to both pass and be out.

Show the children a real potato. Talk about how the potato is one of the plants God created for us to eat and to nourish our bodies. This is another way God cares for us. Also point out that the word *potato* begins with the letter *P*. (P.3.4.1.6)

Red Light, Green Light

(Social game) Cover a cardboard circle with red construction paper on 1 side and green on the other. Play a game of red light/green light. Instead of shouting “Red light!” or “Green light!,” shout “Red circle!” or “Green circle!” to reinforce the Shape of the Week, holding up the corresponding side of the cardboard. Children move forward on “Green circle!” and stop on “Red circle!” The first child to reach the front gets to take over for the child holding the circle, and the game starts over. Some children may worry about being the first to get to the front or not having a turn to lead. Remind them of what God has to say about not worrying. Stop to say a prayer together. (P.3.4.2.1)

Hoop Play

(Social game) Give each child a Hula Hoop. Consider using the smaller hoops available (24–29 inches wide). Ask the children to identify its shape. Tell the children that when the music is playing, they may play with the Hula Hoops. But when the music stops, they must freeze and listen for a specific direction. Play a song that fits the theme of the week, such as “My God Is So Great” (*LOSP*, p. 64) or one of your own choosing. You may use some of the following directions or choose your own. Be sure to model the action.

- Jump inside the hoop.
- Jump outside the hoop.
- Drive the hoop like a car.
- Trade with a friend.
- Roll the hoop around the gym. (P.3.4.2.1)

Shape Shift

(Social game) In a large, open area, place a picture of a shape in each of the 4 corners of the room (or beside orange cones arranged as desired). Have all of the children start in the middle. When you blow a whistle, the children may run to any of the 4 corners. When you blow the whistle again, they must stay at the corner they have chosen. Call out a shape. All of the children at that shape must run to another shape. Blow the whistle again, signaling the children to stop where they are. Call out another shape. The children at that shape must run to a different shape. Continue until all shapes have been called several times. You could also use this activity with letters or colors instead of shapes. Remind the children that no matter



where we go, or whenever we worry about where we will go, God has promised always to be with us. (P.1.3.1)

Relate