



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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Editor: Brenda Trunkhill

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

Associate editor: Amanda G. Lansche

Writers: Jeffrey Burkart, Julie Bushre, Lana Gibbons, Diane Grebing, Crystal Hunter, Annette Skibbe, Laurie Stellwagen, Mandi Stiles, Anita Stohs

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OLD AND NEW TESTAMENTS

Unit 11—July—Water

44. God Gives Us a Second Chance—Jonah and the Big Fish (The Book of Jonah)

5

Reproducible 44	14
Theme: Ocean	
Express	15
Create.....	18
Explore.....	20
Relate	22

45. God Provides for His People—Food for Elijah and the Widow (1 Kings 17:1–16)

23

Reproducible 45	32
Theme: Water	
Express	33
Create.....	36
Explore.....	38
Relate	40

46. God's Word Makes Us New—Elisha and Naaman (2 Kings 5:1–14)

41

Reproducible 46.....	50
Theme: Water	
Express	51
Create.....	54
Explore.....	56
Relate	58

47. Jesus Has the Power to Change Lives—Jesus Calls His Disciples (Luke 5:1–11)

59

Reproducible 47.....	68
Theme: Water/Fishing	
Express	69
Create.....	72
Explore.....	74
Relate	76

48. Jesus Shows God's Power—Jesus Calms the Storm (Matthew 8:23–27)

77

Reproducible 48.....	86
Theme: Water/Fishing	
Express	87
Create.....	90
Explore.....	92
Relate	94

Classroom Displays 95

Skills in Unit 11 — See www.OneinChrist.org

FROM THE EDITOR: A LOOK AT THIS MONTH

The children on the front cover look like they could spend hours experimenting with sand structures, exploring sea life, and swimming. There's something therapeutic about water—rolling waves coming into shore, the buoyant feel of floating, a refreshing, cool splash. No wonder God chose such a simple means to cleanse us! The month's water-filled Bible stories will remind us that through water and God's Word, we receive new life.

Our sins are drowned, and we are cleansed like Naaman. We are made new, like the first disciples. We are given a second chance each new day, like Jonah, since our sinful, selfish self is washed away. Our powerful God, strong enough to stop wind and wave, is the one leading us. Like Elijah, we trust in God to provide what we need—from basic needs like water to spiritual needs like forgiveness. We pray that the children form this trust now, so it will be their support for storms ahead that threaten to alter the peaceful landscape. 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

To help keep a glitter or glue activity from getting out of hand, make simple adjustments. Eliminate the need to squeeze glue by putting a thin layer of glue in the bottom of a container and adding a small amount of water to it, making a thinner mixture. Add watercolor paintbrushes and then let students paint the glue on the paper. Avoid a pile of glitter by covering a few holes in a shaker so less comes out at one time. If shakers are not available, offer tweezers as a tool to pick up glitter from a container taped to the table filled with only a thin layer of glitter.

Lesson 44—God Gives Us a Second Chance

JONAH AND THE BIG FISH

THE BOOK OF JONAH

Discovery Points

Law: Sometimes you do what you want instead of what God wants.

Gospel: Even if you don't listen to Him, God loves you. He is gracious enough to give you eternal life through His Son, Jesus.

Sanctification: Through the power of the Holy Spirit, live as God's child and obey Him.

Background

This week's lesson is about listening and following directions. Do you ever feel like the children in your class do the opposite of what you ask? Remember to speak slowly and clearly, and only give a one-step instruction. Model and give visuals when possible. Give students time to do what is asked of them.

This week's lesson focuses on helping preschoolers understand the difference between the right and wrong things to do. Remember that your students don't have the ability to self-talk yet and internally consider right and wrong choices.

But the lesson is not just about right and wrong. It's about what God does for us when we do the wrong thing. Jonah knew the right thing to do, but he chose to follow his own plan instead of God's plan. God sought out Jonah when he tried to run away. He gave Jonah a second chance in quite a dramatic way.

Thanks be to God that He searches for us when we stray away from Him, and calls us to repent, be forgiven, and follow Him. May we and our students come to trust in God's forgiveness when we fail and rely on the power of the Holy Spirit to help us make good choices.

Bible Words

I will rejoice . . . in your steadfast love. Psalm 31:7

Week 44

Letter of the Week: O

Day 1 Materials

- The Basics
- Zippy puppet (CPH) and some wooden blocks
- *Jonah and the Big Fish* (CPH Big Book)
- Photo Card Set (CPH)

Day 2 Materials

- The Basics
- Zippy puppet (CPH)
- 2 paper plates with apple slices (1 with 1 slice, the other with several)
- *The Story Bible* (CPH)

Day 3 Materials

- The Basics
- Zippy puppet (CPH)

Day 4 Materials

- The Basics
- Bag with the following objects in it: a sign that reads "Go," a toy boat, a picture of storm clouds, a big stuffed fish, a picture of a calm sea, the numeral 3, a shoe, a sign that reads "Stop," and a cross
- *Optional:* A picture of praying hands, a picture of a beach or a jar of sand
- 1 large arrow on a piece of paper
- Reproducible 44, 1 per child



Teacher: It's time for Jesus Time now. Zippy, let's put our toys away and come to the carpet!

Zippy: *(Working hard at building a tower with blocks)* Al-most-got-it.

Teacher: Zippy! It's time to be done!

Zippy: *(Throwing a block and trashing his creation)* But I'm – not – done!

Teacher: *(Disappointed, in a low voice)* Zippy . . . *(Putting arm around Zippy's shoulder)* Now, I know you wanted to keep building, but I gave you a warning and said it's time to finish up what you're doing. It's okay to be sad to clean up, but it's *never* okay to throw toys when we're upset.

Zippy: *(Looking down)* Ooooh. I'm sorry, Teacher. I did it *again!* This is just like at home last night.

Teacher: What happened?

Zippy: I was playing with my toys and Mom said to put my shoes on so we can go to the store.

Teacher: Well, that doesn't sound bad.

Zippy: I know . . . but I *didn't*. I kept playing and playing. I didn't listen to my mom. *(Covers face with hands and starts to cry)*

Teacher: *(Pats Zippy or hugs him)* There, there. It's okay, Zippy. I can tell you're sorry for not doing what your mom asked, and I know she'll forgive you. Just tell her you're sorry. She still loves you. She'll give you more chances to make better choices next time.

Zippy: She will? Oh, thank you, Teacher. *(Giving you a hug)* I'll go talk to her right away. 'Bye!



Say, **We know the right thing to do. But sometimes we do the wrong thing. Sometimes we want to keep playing with our toys. Sometimes we want to keep watching TV. Sometimes we want to go play outside. Disobeying our parents is a sin. Let's tell God we are sorry for our sins with a confession prayer.**

Dear Jesus, / I am sorry / that I do my own thing / instead of what You want me to do. / Please forgive me / for Jesus' sake. / Amen.

Say, **We can be sure that God forgives us. And because we're forgiven, we know for sure that we can go to heaven. Let's rejoice with a forgiveness song.** Sing stanzas 1 and 2 of "Let Us Sing for Joy!" (*LOSP*, p. 105).

* * * God Gives Us a Second Chance * * *



Use the Big Book *Jonah and the Big Fish* from CPH to tell the Bible story. Let the children move around and discuss the pictures after each spread of pages.

After page 3, the children can point to Jonah, the water (the sea), and the ship (the boat). Ask, **What is Jonah doing?** (Running)

After page 5, the children can point to the ship. Ask, **What can you tell about the water?** (There is a big storm. The wind is blowing strongly.) **Do you see anything else in this picture?** (A big fish!)

After page 7, the children can point to the ship, the sailors, Jonah, and the fish. Ask, **What happened to the storm?** (It stopped.) **What do you think is going to happen to Jonah?** (The fish will swallow him!) Explain

that Jonah won't get hurt. There's room inside a tummy for food, so there was room for Jonah. The fish may not even be one that had sharp teeth. It *was* probably dark and smelly though!

After page 9, the children can point to Jonah. Ask, **How do you think Jonah feels?** (Scared, sorry) Then have them point to the palm tree and beach. **How did Jonah get onto the beach?** (The fish spit him out!)

After page 11, the children can point to Jonah. Ask, **Is he happy with how the people were acting or was he angry?** (Angry)

After page 13, the children can point to the king. Ask, **How do you think the people feel?** (Sad) **Did God forgive the people who had acted badly?** (Yes) Skip the next spread and conclude with page 16.



Select three to six cards from the Photo Card Set—some that show children doing the right thing, and some that show children doing the wrong thing. Show the pictures to the whole class, and have them sort the photos into two appropriate piles, right or wrong. Give each student one of the cards of students making the right choice if you have enough, or give one to the leader. Have them march around the room with you, holding up their card and singing the following song to the tune of “The Ants Go Marching One by One.” Start off by being the leader, yourself.

God helps us do the good, right thing. Hurrah! Hurrah!

God helps us do the good, right thing. Hurrah! Hurrah!

He helps us follow in His ways, and follow our Savior every day.

When we don't, He will forgive all our sins—just because of His love.



Pretend to be eating a snack with Zippy. Both of you should have apple slices on a paper plate in front of you, but Zippy only has one left, and you have several yet.

Teacher: I like eating snack with you, Zippy.

Zippy: Thanks. Me too. I like eating snack with you. These apples sure are good! *(Have Zippy devour his slice “Cookie/Veggie Monster-style” by pretending to eat it ravenously. Let it drop to the ground so his plate is empty.)*

Teacher: I agree. *(Eating one, yourself)* It sure is a nice day outside. *(Pause, and then make small talk.)*

Zippy is eyeing your apple slices. Have him slowly, but obviously look at your plate, and then turn away . . . many times. He’s wondering if he should take one of your slices or not.

Zippy: It sure is. *(Looking at your apples and then turning away)*

Teacher: What are you going to do outside?

Zippy: *(Looking at your apples and then turning away)* Oh, probably ride the trikes . . . or go down the slide. *(Pausing, then pointing out the window)* Oh, look! Is that a bunny rabbit outside our classroom?

Teacher: *(Looking out the window)*

Where? I don’t see one. *(Meanwhile, Zippy quickly swipes one of the apple slices and eats it, turning away from you.)* He-e-ey . . . *(Slowly, suspiciously)* Zippy? Do you know where my other apple slice went?

Zippy: *(Talking as if mouth is full)* I don’t know. I’m not sure.

Teacher: Zippy, were you tempted to eat one of my slices? I forgive you, but you know that’s not the right choice. What should you have done?

Zippy: Not take it?

Teacher: Right. But you could have asked me for one instead of stealing it. I would have shared.

Zippy: You would have? Ooh, Teacher. I’m so sorry. I did the wrong thing again. Sometimes it’s hard to make good choices.

Teacher: *(Putting arm around Zippy)* Oh, Zippy. I know. But we still love you. Jesus forgives you, and I do too. Maybe next time you’ll remember to do the right thing. You’ll have more chances. God gives us the Holy Spirit to help us live as God’s children and obey Him.

✦ ✦ ✦ God Gives Us a Second Chance ✦ ✦ ✦



Show the class the pictures of the Bible story starting on page 199 in *The Story Bible* from CPH. Sing the following song to the tune of “Ten Little Indians”:

1. God said to Jonah, “Now, go to Nineveh.” (*Point to the right.*)

God said to Jonah, “Now, go to Nineveh.”

God said to Jonah, “Now, go to Nineveh.”

“Go, preach the Word of God.”

2. Jonah sailed off in the other direction. (*Point to the left.*)

Jonah sailed off in the other direction.

Jonah sailed off in the other direction.

Jonah sailed far away.

3. Boom, boom, boom! Whoosh, whoosh, whoosh! God sent some storm clouds. (*Rock back and forth.*)

Boom, boom, boom! Whoosh, whoosh, whoosh! God sent some storm clouds.

Boom, boom, boom! Whoosh, whoosh, whoosh! God sent some storm clouds.

Everyone was afraid.

4. Jonah was saved in a big fish’s belly. (*Touch tummy.*)

Jonah was saved in a big fish’s belly.

Jonah was saved in a big fish’s belly.

God kept him safe inside.

5. God forgave Jonah for not list’ning to Him. (*Cover ears with hands.*)

God forgave Jonah for not list’ning to Him.

God forgave Jonah for not list’ning to Him.

God forgives all our sins.



Say, **We know the right thing to do. But sometimes we do the wrong. Sometimes we throw the blocks. Sometimes we take something from someone else. Sometimes we yell at others. Being unkind to others is a sin. Let’s tell God we are sorry for our sins with a confession prayer.**

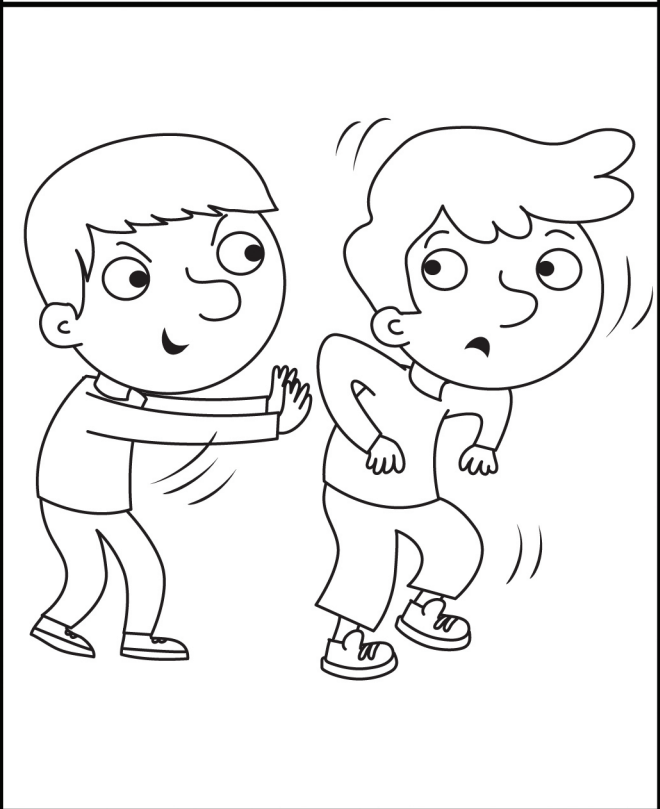
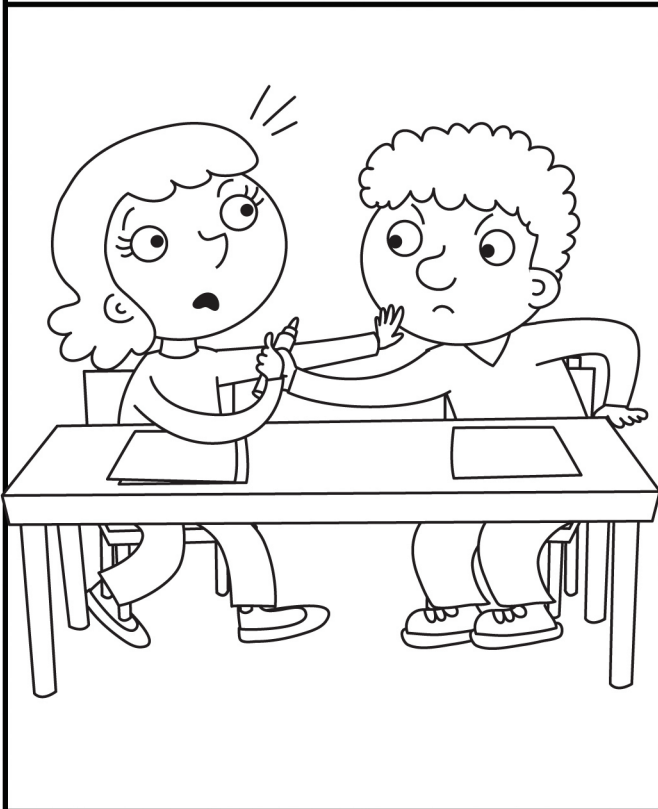
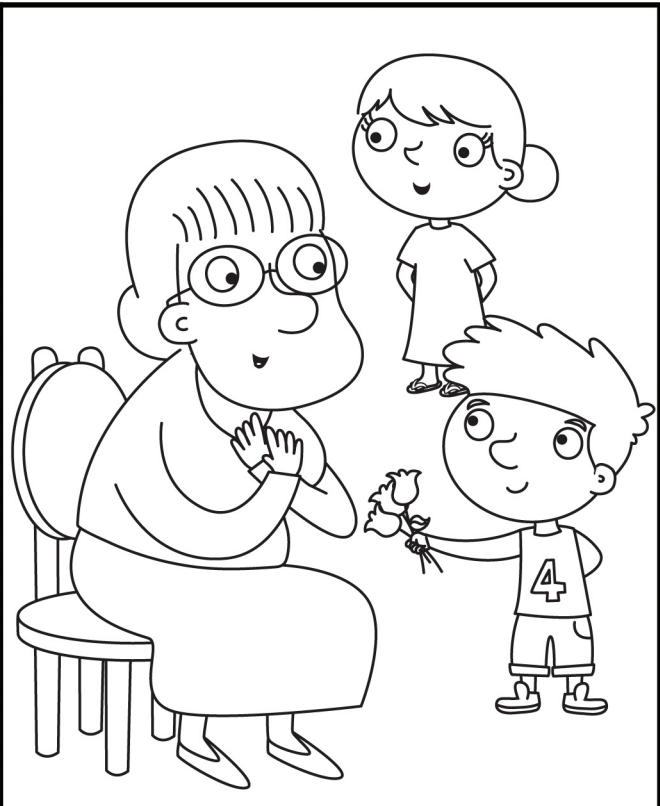
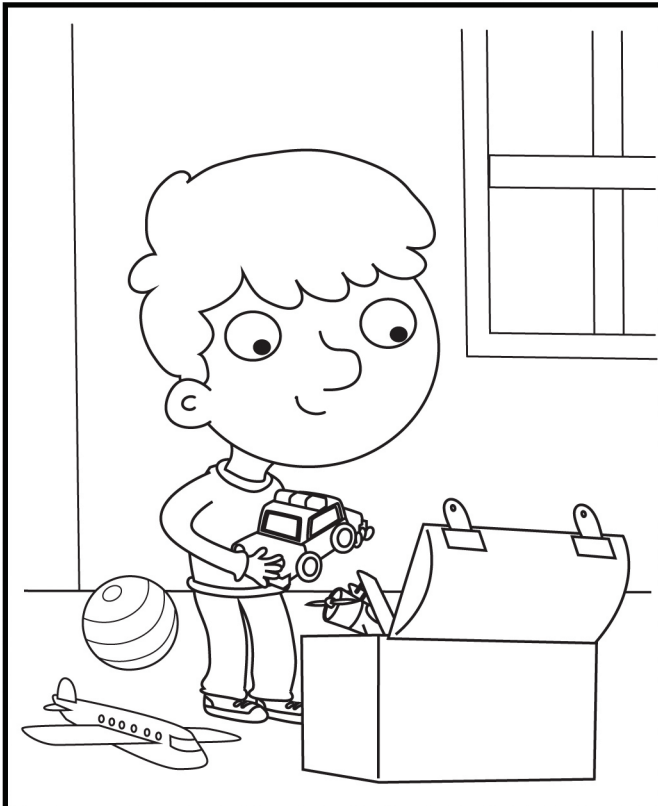
Dear Jesus, / I am sorry / that I do my own thing / instead of what

You want me to do. / Please forgive me / for Jesus’ sake. / Amen.

Say, **We can be sure that God forgives us. His forgiveness assures us that we can go to heaven. That makes us happy. We have joy again and again. We can rejoice in God’s love, which never ends.** Say the Bible Words together: **I will rejoice** (*Jump in the air to cheer.*) **in Your steadfast love.** (*Cross arms over heart/chest.*) **Let’s rejoice with a forgiveness song.** Sing stanzas 1 and 2 of “Let Us Sing for Joy!” (*LOSP*, p. 105).

Do the Right Thing

Look at the pictures below. Color the pictures where the children are listening to God. Make a cross on the pictures where the children are not listening to God. God will forgive them.



OCEAN

God Saves

(Circle Time) Let the children pretend to be the big fish swimming in the ocean. Sing to the tune of “My Darling Clementine”:

I am swimming. I am swimming. I am swimming in the sea. *(Let the children move their arms about; you may want to let them move around the room.)*

I'm a big fish and I'm swimming.
I am swimming in the sea.

I see Jonah. I see Jonah. I see Jonah in the sea. *(Stand in place with hand over eyes as visor.)*

I'm a big fish and I'm looking.
I see Jonah in the sea.

I will save him. I will save him. I will save him in the sea. *(Open arms in front of body and snap them together.)*

I'm a big fish and I'm saving.
I will save him in the sea.

I am spitting. I am spitting. I am spitting in the sea. *(Poke cheeks with index fingers.)*

I'm a big fish and I'm spitting.
I am spitting in the sea.

Review what Jonah did after the fish spit him back onto dry land. Conclude, **God saved Jonah with a big fish. God saves us through Jesus' death and resurrection.** (P.4.3.3)



You're Forgiven!

(Worship) Teach students this simple song of confession and absolution, sung to the tune of “Are You Sleeping?”

I am sorry (I am sorry)

For my sin. (For my sin.)

Jesus, please forgive me (Jesus, please forgive me)

Every day. (Every day.)

“You're forgiven,” (“You're forgiven,”)

Jesus says. (Jesus says.)

“Because I died for you, (“Because I died for you,

You're forgiven.” (You're forgiven.”) (P.3.1.12)

I'm a Great Big Fishy

(Circle Time) Sing to the tune of “I'm a Little Teapot”:

See the great big fishy; watch him spin. *(Turn around.)*

There is his tail. *(Wiggle palms behind body.)* There is his fin. *(Wiggle palms above head.)*

See the prophet Jonah; watch him swim. *(Make swimming motions.)*

Oh boy! The big fish swallowed him. *(Open arms in front of body and snap them together.)* (P.4.4.1)