



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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OLD TESTAMENT

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FROM THE EDITOR: A LOOK AT THIS MONTH

The front cover shows a group of children on the same team. They are enjoying being together. They are encouraging one another. They share the same goal. They are friends.

The children in your class won't have mastered teamwork from years of experience playing with others on an organized team. The children may not understand the larger concept that we are brothers and sisters in Christ, working together to share the Gospel to all. But they *are* starting to understand the concept of being a friend—of being nice, of sharing, of taking turns, of being caring especially when someone is sad or in need. And they know what it means to win or lose; they experience success and failure each day as they constantly try and learn new things. By talking about getting proper rest and exercise this month, the children will also talk about bedtime prayers and trusting in God when things seem scary, difficult, or new. Thank God that He calls us to be a part of His “team,” that He gives us others who encourage us, and that He gives us the strength to follow His will!

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 cuppettes 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) is often mentioned. Some resources may become unavailable after this publication. Search the Internet for new or similar resources that could replace these, if necessary.

Individualizing Instruction

Shelves of toys can be very distracting to students, particularly for those who struggle with focus. To minimize these distractions and to visually simplify the classroom, use fabric to cover shelves when not in use. Strips of Velcro on the top of shelves make for easy application and removal of curtains as needed. Students can easily lift the fabric for access to materials independent of adults, fostering self-esteem and appropriate independence. Using a simple phrase, “it is closed,” will help students understand that the toys are not accessible to them at this time. This phrase can then be transferred to other situations.

Lesson 49—God Answers Prayers

HANNAH PRAYS FOR A CHILD

1 SAMUEL 1:1-20

Discovery Points

Law: Sometimes, you feel sad and think God isn't answering your prayer.

Gospel: God hears your prayers, knows your needs, and takes care of you. Through Jesus, He gives your biggest need: forgiveness.

Sanctification: Through the power of the Holy Spirit, trust that God knows your needs and will answer your prayers according to His will.

Background

Prayer is an essential part of our lives as Christians. Even the youngest child can learn to pray. Prayer can be a part of a child's daily routine—morning time, mealtimes, and bedtime are excellent times for a child to learn to pray. But prayer is not limited to those times. This week's lessons focus on the power of prayer in our lives and the lives of our students.

On Day 1, we see how Hannah's prayer changed her sadness into gladness. Day 2 will introduce students to the idea that God listens to our prayers, but may not always answer them in the way that we want Him to. He will do what is best for us according to His will. Day 3 reminds us of the importance of being persistent in prayer, even when it seems like things are not going our way. God is guiding things in His way, and that is important for people of all ages to understand. Day 4 reminds us that we can pray at any time, at any place, and for anyone. There are no problems that are too big or too small for God.

Your classroom is filled with children that have various prayer experiences. Use your weekly note and classroom Web site to share mealtime, and especially bedtime, prayers that parents can pray with their children. Emphasize the importance of praying with the children at home. Oftentimes, the children will be the ones to remind their parents to pray. Last, but not least, don't forget to bolster your own prayer life this week.

Bible Words

*Call to Me and I will answer you.
Jeremiah 33:3*

Week 49

Letter of the Week: Y

Day 1 Materials

- The Basics
- The Story of Samuel Cuppette Images (CPH) and 4 plastic or Styrofoam cups
- Paper plate with a sad face drawn on it
- Paper plate with a happy face drawn on it

Day 2 Materials

- The Basics
- Green circle with the word *Yes* written on it
- Red circle with the word *No* written on it
- Yellow circle
- *Optional:* Green, red, and yellow circle per child
- *Optional:* Picture of stoplight

Day 3 Materials

- The Basics
- Zippy puppet (CPH)
- Green, red, and yellow circles from Day 2
- Little Boy Samuel Finger Puppet Set (CPH)

Day 4 Materials

- The Basics
- Bible Story Figures: woman, old man, a man, and boy from the Plastic Bible Figures Set (CPH)
- Unit blocks
- Photo Card Set (CPH)
- Reproducible 49, 1 per child
- *Optional:* Small parachute and handful of stuffed animals



Begin with the following gathering song to the tune of “Michael, Row the Boat Ashore.”

We are here to hear God’s Word. Alleluia.
Help me listen to God’s Word. Alleluia.

Use The Story of Samuel cuppette characters, and attach them to inverted cups.

Set out Hannah and Elkanah. Say, **Long ago, there lived a married couple named Hannah and Elkanah. They were very sad because they had no children. Hannah wanted to be a mommy more than anything else in the world. Other people made fun of Hannah because she did not have any children. Hannah knew that God could help her with her problem, so she prayed to God for help.**

One day, Hannah and Elkanah went to church. “Walk” Hannah and Elkanah to a new location. Remove Elkanah and bring in Eli, but keep him a distance away from Hannah. There was a priest named Eli at the church. A priest is like a pastor. Eli saw Hannah standing by herself, off to the side. Hannah was praying. She was crying and praying at the same time. She was telling God how she felt—how sad she was. She was asking for God to

bless her and Elkanah with a child. She prayed with all of her heart and body and soul. She was moving her lips, but no sound was coming out. The priest couldn’t hear her talking. He wondered if something was wrong with her.

Move Eli closer to Hannah. **Eli went to talk to Hannah. He wanted to know if she was okay. When she said that she was acting strange because she was praying so hard, he said, “Go in peace, and may the God of Israel answer your prayer that you have made to Him.” Hannah said, “Let me find favor in your eyes.” Hannah left and went home, no longer feeling sad.** Have Hannah walk away and join Elkanah. Remove Eli. Have Hannah and Elkanah walk home.

Hannah and Elkanah returned home, and in time, they had a beautiful son. They named him Samuel. Bring in Samuel to complete the family. Hannah and Elkanah were so happy that God had blessed them with a son. They taught Samuel about God’s great love and taught him to respect and worship God.



Teach students their chant response before beginning. Clap on each word. Hold out the first two *prays* as you say them and then say the last three quickly.

Teacher: When I have a problem, what should I do?

Students: Pray, pray, pray-pray-pray.

Teacher: When I am sad, what should I do?

Students: Pray, pray, pray-pray-pray.

Pray the following echo prayer with the students: **Dear Jesus, / Thank You for listening / to my prayers. / Thank You / for always helping me. / In Jesus’ name. / Amen.**

Close the lesson with the song “Jesus Listens When I Pray” (*LOSP*, p. 15).



Hold up the paper plate sad face. Say, **Hannah was very sad. She did not have a child, and that made her very sad. What makes you feel very sad?** Accept answers. Say, **God loves us very much, and He knows what is best for us. When we are sad, God wants us to pray about it like Hannah did. God knows what we need and gives us what is best for us. That does not mean that we get everything we want, but we can trust God to take care of us every day. That can make us glad.** Hold up the paper plate happy face. Sing the following song to the tune of “This Is the Day” (*LOSP*, p. 53):

God knows my needs (God knows my needs)
And what’s best for me. (And what’s best for me.)
He listens to (He listens to)
Every prayer I pray. (Every prayer I pray.)
God knows my needs and what’s best for me.
He listens to every prayer I pray.
God knows my needs (God knows my needs)
And what’s best for me.

Sing the next stanza with students as well, holding up the paper plate faces at the appropriate places in the stanza.

God knows I sin, (God knows I sin,)
And sin makes me sad. (And sin makes me sad.) (*Hold up sad face.*)
He sent His Son. (He sent His Son.)
Jesus makes me glad. (Jesus makes me glad.) (*Hold up happy face.*)
God knows I sin, and sin makes me sad. (*Hold up sad face.*)
He sent His Son. Jesus makes me glad. (*Hold up happy face.*)
God knows I sin, (God knows I sin,)
But Jesus makes me glad. (*Hold up happy face.*)

Conclude, **Jesus makes us happy because He takes away our sins! He knows we needed forgiveness, so that’s what He gave us!**



Review the story using the following echo pantomime:

Hannah was sad. (*Put fingers by mouth to make a frown.*)

She wanted a son, (*Pretend to cradle a baby in your arms.*)

Whom she could love, (*Cross hands over heart.*)

Play with, and have fun. (*Jump up and down three times.*)

Hannah went to church, (*Walk in place.*)

And there she did pray. (*Fold hands.*)

Her lips moved quickly, (*Point to lips, and move them quickly.*)

But no words did she say. (*Put hand over mouth.*)

Eli the priest was there to watch. (*Put hands over eyes as if looking for something.*)

He wondered if she was alright. (*Shrug shoulders.*)

But when he went to talk to her, (*Walk in place.*)

She said, "I was praying with all my might." (*Flex arms to make muscles.*)

Eli said, "May God answer your prayer, (*Point up.*)

According to His will." (*Make a cross with your fingers.*)

Hannah went home, and in the right time, (*Walk in place, then point to wrist.*)

She gave birth to a son, Samuel. (*Pretend to cradle a baby in your arms.*)

Samuel grew up learning about God. (*Point up to heaven.*)

His mother taught him each day. (*Nod head yes.*)

He learned about God's great love (*Cross arms over chest.*)

And how to follow God's way. (*Walk in place.*)

God heard Hannah's prayer (*Point up.*)

And He hears your prayers too. (*Cup hand behind ear.*)

He knows your needs (*Point to head.*)

And will do what is best for you. (*Give a thumbs-up sign with both hands.*)



Say, **God always answers our prayers when we pray. He is never too busy to listen to us. Our memory verse this week reminds us of that promise. It comes from Jeremiah 33:3. Let's learn it together.** Practice the memory verse a few times, using the actions given.

Call to Me (*Put hands by sides of mouth.*)

And I will answer you. (*Put hands out in front of you, palms up.*)

Jeremiah 33:3 (*Hold up three fingers.*)



Say, **When God listens to our prayers, He will answer them in one of three ways.** Show three construction paper circles (green, red, and yellow) yourself, or make one circle of each color for each child. Give them each a turn to hold up their circle. Or attach it (with tape on the back) on top of a stoplight picture you've placed in front of the group or drawn on your easel, or hold the circles up yourself.

Hold up or point to the green circle with the word *Yes* written in it. Say, **He might say, "Yes, I will give you what you prayed for. That is a very good thing."** Hold up or point to the red circle with the word *No* written in it. Say, **He might say, "No, I will not give you what you prayed for. That is not a good a thing, and it might hurt you in some way."**

Hold up or point to the yellow circle. Say, **He might say, "Wait a while. I have something even better in mind for you."**

God always knows what is best for us, and He uses one of these three ways to answer our prayers. We might think God only answers our prayers if He says yes, like He did for Hannah. Sometimes it's hard when God does not say yes to our prayers, but He knows what is best for us.

But there is one prayer that He will always say yes to. Hold up the green circle. He will always say yes to our prayers for forgiveness. When we do something wrong, God is always ready to forgive our sins because Jesus died on the cross and rose again to take away our sins.



Sing the following song to the tune of "Hallelujah! Praise Ye the Lord!" (*LOSP*, p. 58). Start the song with the class sitting, but stand each time you sing "I am forgiv'n." Or start with hands on thighs and raise them in the air on that phrase.

When I sin, when I sin, when I sin, when I sin,
I am forgiv'n.
When I sin, when I sin, when I sin, when I sin,
I am forgiv'n.
I'm forgiv'n when I sin.
I'm forgiv'n when I sin
I'm forgiv'n when I sin.
I am forgiv'n.



Review the children's chant before beginning.

Teacher: When I do something wrong, what should I do?

Students: Pray, pray, pray-pray-pray.

Teacher: When I am worried about something, what should I do?

Students: Pray, pray, pray-pray-pray.