



## **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’s 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

## Unit 1—September—God’s Blessings

### 1. God Gives Life to the World—God Made Me (Genesis 1–2)

5

Reproducible 1 .....	14
<b>Theme: All About Me</b>	
Express .....	15
Create .....	18
Explore .....	20
Relate.....	22

### 2. Creation Is God’s Gift for Us to Enjoy—God Made the World (Genesis 1)

23

Reproducible 2 .....	32
<b>Theme: Autumn</b>	
Express .....	33
Create .....	36
Explore .....	38
Relate.....	40

### 3. God Remembers and Cares for Us—The Flood (Genesis 6:11–8:22)

41

Reproducible 3 .....	50
<b>Theme: Pets</b>	
Express .....	51
Create .....	54
Explore .....	56
Relate.....	58

### 4. God Blesses His People—Abraham’s Call (Genesis 12:1–9)

59

Reproducible 4 .....	68
<b>Theme: Homes</b>	
Express .....	69
Create .....	72
Explore .....	74
Relate.....	76

### Bulletin Board Ideas 77

### Skills in Unit 1 - See [www.OneinChrist.org](http://www.OneinChrist.org)

# FROM THE EDITOR: A LOOK AT THIS MONTH

The front cover shows a content child enjoying and appreciating God's creation. He feels special because he is God's child, and he knows that his heavenly Father will care for him. We pray that after studying this unit, each of your children can feel that way—that through faith they will know how our powerful God, who created the universe, is also a loving and caring God. Even though we don't always care for and appreciate God's world, even though we sometimes make Him sad, God forgives us.

We know God is loving because not only did He create the world for our enjoyment, not only did He create our bodies with an amazing design, but He also sent His only Son, Jesus, to be our Savior. Even though we messed up His perfect world, God still wants us to be with Him forever, so He sent Jesus to make that possible. We pray you can picture yourself basking in God's presence, enjoying the splendor of heaven. May you have joy as you share that hope with your children this month! 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: process is more important than the finished product. Although we may suggest how a craft 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

Turning off and on the lights as a technique for gaining students' attention can be problematic for many children who have special needs. Flickering light can trigger seizures. It can be a source of fear; turning off the lights can trigger a flight or fight response, which may be amplified in children who have special needs. An auditory cue rather than a visual cue is much less abrasive. Some alternatives for gaining the children's attention include playing wind chimes, bells, a timer beep, or a tambourine or hand drum; clapping; singing; or individually showing each child a picture of the next activity.

# Week 3—God Remembers and Cares for Us

## THE FLOOD

**GENESIS 6:11-8:22**

### Discovery Points

**Law:** Sin makes God sad.

**Gospel:** Because of Jesus, God has mercy on His children.

**Through the power of the Holy Spirit:** Rejoice and give thanks that God still loves you, even though you sin; remember to follow His ways.

### Background

The story of the flood is a familiar one—often embellished with folksy trimmings. Even with little children, it is important to be faithful to the biblical account. Did Noah include fish in the ark? Was it during the flood that dinosaurs became extinct? Were baby animals born during the time on board? Did the animals try to eat each other? To those and many other wonderful questions apt to come from the lips of your students, we must truthfully answer, “I don’t know. The Bible doesn’t tell us.” Then tell about all the Bible *does* say regarding God’s great love for Noah and the mercy He showed to him and his family. God chose to care for Noah because He loved him—just as He loves and cares for us. Noah graciously received God’s unconditional forgiveness through faith, and, as the recipient of this mercy, did what God told him to do. Later, Peter draws parallels to Baptism (1 Peter 3:18–21), in which we come through the waters into a new life. God has made all things new. Through the power of the Holy Spirit, we are given a second chance.

Young children experience many fears—real and imagined. They are comforted by the sign of the rainbow placed in the sky just for them—and for us. No matter what is going on in the world—in the midst of boogey men, terrorists, and disasters—we rest secure in the arc of God’s hand. Our merciful God is in control. He loves us, forgives us, and holds us in the palm of His hand, like Noah was held safely in God’s ark.

This week, the children will see God’s love as demonstrated not only to them, but to all creation, including the animals. God loves *us* enough to start new with *all* of creation. As children study the letter *Z* and begin to understand the concept of *zero*, remind them that through Jesus all our sins are washed away completely. No guilt or punishment remains.

### Bible Words

*Your steadfast love, O LORD, extends to the heavens. Psalm 36:5*

### Letter of the Week: Z

#### Day 1 Materials

- The Basics
- Large umbrella
- Blue sheet, blanket, or tablecloth
- *Optional:* Picture of a rainbow

#### Day 2 Materials

- The Basics
- Table
- Blanket
- Reproducible 3, photocopied, colored, cut out, and attached to overturned cups
- *Optional:* Tagboard or cardstock
- *Optional:* *Noah’s Zoo* by Karyn Henley
- *Optional:* *Wee Sing Bible Songs* CD

#### Day 3 Materials

- The Basics
- *Drip Drop (Noah’s Ark)* (CPH Big Book)
- Digital Flannelgraph Bible Figures (CPH)
- *A Man Named Noah* (CPH Arch Book)
- Butcher paper
- Tempera paint in rainbow colors
- Magazine pictures of animals
- Animal outlines/coloring pages
- *Optional:* Animal print fabrics
- Flat piece of wood
- Plastic animals
- Plastic Bible Figures (CPH)
- *Optional:* Picture of a rainbow
- Papers with Bible Words prewritten for each child

#### Day 4 Materials

- The Basics
- Pictures of safe and scary places (*Optional:* Use Photo Card Sets from CPH)
- Construction paper in colors of the rainbow, cut in approximately 4-inch strips
- Book about zoo animals



Gather in a circle and let the children watch as you slowly open a large umbrella. Say, **Come sit with me under my umbrella. It's really cozy under here.** Let the students sit close by you under the umbrella. **Are you keeping dry? Yes, it's nice and dry under here. I don't feel any rain at all. The Bible tells us about a man named Noah who *didn't* have an umbrella. What was his name?** (Noah)

**One day, God told Noah it was going to rain and rain and rain. In fact, even if they would have had umbrellas back then (that long ago), it wouldn't have helped. God was very, very sad. Have your students make a sad face with you. God said, "People have done wrong and ruined my beautiful world. I need to start over again and remake it." God told Noah about a big rain He was going to send.** Put the umbrella away. Have the children sit in a circle. Spread out your blue sheet in the middle, so each child is holding on to the edge with both hands and has their feet straight out in front of them. Tell the class to pretend that the blue sheet is a puddle that gets bigger and bigger. Bend down and touch the edge of the sheet to your toes. Let the children repeat each sentence after you. Say, **Oh no! (Oh no!) It's up to our**

**toes.** (It's up to our toes.) Move the sheet to your knee and nod. **I agree! It's up to our knees.** Move it to your thigh. Start to look panicked. **I'm gonna cry! It's up to our thighs!** Move it to your hip. **I'm gonna flip! It's up to our hips.** Move it to your stomach. **Oh fiddle! It's up to our middles.** Move it to your chest. **I'm so distressed! It's up to our chests!** Explain that the water kept getting higher and higher. God was going to cover the entire earth with water. It wasn't just a little puddle or a little rain! Put the sheet away.

Say, **But God kept Noah and his family safe. He told Noah what to do, "Noah, you love Me and I love you. I forgive all your sins. I will take care of you. I want you to build a big boat, called an ark, so that you will stay safe and dry when the rain comes." What kind of boat did God tell Noah to build?** (An ark) *Note:* At this point, you may want to conclude with the final two paragraphs to condense the story.

**Noah did what God said. He took his tools and built a big ark. He built it just the way God said. He sawed the boards.** Have the children imitate you as you pretend to saw. **And he hammered them into place.** Pretend to hammer. **It took a long, long time, but finally the ark was finished.**

**Who do you think got to ride on the big ark?** Count on your fingers: **There were Noah and his wife, and Noah's three sons and their wives. How many is that?** Count to eight on your fingers with the children. **Yes, eight people, but the boat still was not full. Then God said, "Noah, I want you to bring animals onto the ark. Bring two of every kind of animal—a boy and a girl of each. Bring two of every kind of animal so they can stay safe and dry when it starts to rain. How many people were on the ark?"** (Eight; you may want to count out eight children in your room so the children can see how many eight is.) **And how many of each kind of animal?** (Two) **Guess what kind of animals Noah took onto the ark.** Act out a few common animals with sound effects (e.g., cats, horses, kangaroos, and monkeys) and let the children guess. **Soon the ark was full.**

**God shut the door of the ark so everyone inside would stay safe and dry, and then it began to rain.** Make rain actions with your fingers. Have the children copy you. **It rained all day and all night. It rained for forty days and forty nights! It rained so hard and so long the whole world was covered with water. But**

**Noah and his family and the animals on the ark were all safe and dry. God was taking care of them. Why were Noah and his family safe?** (God was taking care of them.)

**Every day Noah listened, and every day he heard**

**rain. Then, one day, he listened and it was quiet. It had stopped raining! God sent a big wind to dry up all the land. Blow like the wind. After a little while the land was dry enough for Noah and his family and all the animals to leave the**

**ark. The first thing Noah did was build an altar and thank God for taking care of him. What did Noah do first?** (He built an altar and thanked God.)



Hold up a Bible. Say, **God tells us in His book, the Bible, that He took care of Noah and his family. The Bible says, "Your steadfast love, O LORD, extends to the heavens." Steadfast love means love that will never end. We can always count on God to love us, even though we hurt others and don't do what our parents tell us to do. Extends means to go so far. God's love is bigger than we can imagine! It's as high as the sky and goes higher than the clouds . . . up to the stars in the sky . . . up to the heavens.** Let the children copy you as you reach up as high as you can on your tippy toes. Sing the following song to the tune of "Head and Shoulders." Use the traditional actions, but during the interlude, touch your heart, reach to the sky, and then touch your nose.

Head and shoulders, knees and toes, knees and toes, (*Touch body parts.*)

Head and shoulders, knees and toes, knees and toes, (*Touch body parts.*)

God's love reaches way up past my nose! (*Touch heart, stretch up high, touch nose.*)

Head and shoulders, knees and toes, knees and toes. (*Touch body parts.*)



**God said, "Come and enjoy this new, clean world. Fill it with people and animals. I promise that I will always take care of you, and never again will I send a flood to cover the whole earth." What did God promise?** (Never to send another flood to cover the whole world) **God said, "Look, up in the sky, there is a rainbow of many colors. Whenever you see a rainbow like that, remember My promise to take care of you. I love My people so much even though they sin." God promised to send a Savior to take away our sins. His name is Jesus.** You may want to show a picture of a rainbow. Ask, **What did God put in the sky as a reminder of His promise?** (A rainbow) **Noah and his family were so happy! They thanked God and did**

**what He said. Now whenever people see a rainbow, they remember God's promise to have mercy on us and still care for us. Have you ever seen a rainbow? God promises to take care of you too, just like He took care of Noah. Let's thank Him right now. You may want to get out the blue sheet again and have the class lift it up above their heads, while still holding onto the edge. Pretend it's the blue sky with a rainbow in it. Let the children repeat each sentence or phrase of the prayer. Dear God, thank You for rainbows / that remind me of Your promise to love me / even though I don't deserve it. / Thank You for taking care of Noah. / Thank You for taking care of me. / Amen.**



**Yesterday we learned about a man who built a big boat. What was his name?** (Noah) **And what do we call the big boat he built?** (An ark) **Who rode on the ark with Noah?** (His family and two of every kind of animal) **Today, we're going to act out the story.** Retell the story, allowing the children to act out the parts of Noah and his family. They can build the ark, which can be simulated with an upside-down table with the legs covered with a blanket. As the children enter the ark, they can crawl

through the space under the blanket. More than one child can act out individual parts. Noah and his family can feed the animals and take care of them. While they are on the ark, pretend that the boat is rocking on the waves. When they leave the ark, Noah builds the altar. All thank God for His care. Say, **God was sad because of all the sin in the world, but because of Jesus, God had mercy on His children, Noah's family. Because of Jesus, God still loves us too, even though we do things that are bad.**



Sing to the tune of the song "The Ants Go Marching":

The ants go marching two by two. Hurrah! Hurrah!  
The ants go marching two by two. Hurrah! Hurrah!  
The ants go marching two by two; God loves them, and God loves you,  
And they all go marching down, to the ark, to get out of the rain. Boom, boom, boom.  
The cows go plodding two by two . . .  
The ducks go waddling two by two . . .  
The bunnies go hopping two by two . . .  
The snakes go slith'ring two by two . . .  
The horses galloped two by two . . .  
The mice go crawling two by two . . .

Continue adding animals as suggested by the children. The last stanza ends without the "boom, boom, boom" sound of the thunder.



Pretend you have just gotten off the ark. Hold hands and sing a song of praise such as "Hallelujah! Praise Ye the Lord!" (LOSP, p. 58).



Before class, you will need to photocopy, color, and cut out the reproducible sheet from page 50 and use a stapler or glue to attach each image to the side of an overturned cup. Set them out when indicated in the story. Another option is to glue them in order onto a piece of heavy paper and then cover each image with a flap taped at the top fold. Give six students a turn to flip open a flap at the appropriate time.

Sing to the tune of "Baa, Baa, Black Sheep":

"Noah," said God, / "You have faith in Me (*Set out the Noah and family cuppette.*)  
And I'll save you / and your family. (*Point to the family on the cuppette.*)  
People on the / earth are filled with sin  
But, I'll save you, / Noah, and your kin. (*Point to the family on the cuppette.*)  
From a flood that / I am going to send  
That will cause all / life on earth to end."

"Noah," God said, / "you will build a boat! (*Set out the construction cuppette.*)  
On the waters / it will safely float.  
Bring all animals, / two of ev'ry kind, (*Set out the animals cuppette.*)  
On this ark; leave / none of them behind!  
I will save them / as I'm saving you. (*Set out the family cuppette.*)  
This I promise / and it's what I'll do."

When they all were / safe inside the ark,  
Rains came down and / it got really dark. (*Set out the storm cuppette.*)  
Forty days and / nights the rain came down.  
Everything upon / the earth was drowned.  
When the waters / had all gone away, (*Set out the animals leaving the ark cuppette.*)  
Noah's fam'ly / to the Lord did pray. (*Set out the altar cuppette.*)

"Noah," God said, / "See what's in the sky? (*Point to the rainbow.*)  
It's my rainbow / floating way up high.  
When you see it, / I hope you will say,  
'God saved my whole / family that day!'  
And through Jesus, / God saved me and you.  
God saved us! His / promises come true.



Share the book *Noah's Zoo* by Karyn Henley. There is a song included.



Read and discuss the story as found in the Big Book *Drip Drop (Noah's Ark)* by Mary Manz Simon. It is a Level 1 book in CPH's Hear Me Read Bible Stories series. Or use "The Flood" story found within the Digital Flannelgraph Bible Figures set.



What did God tell Noah? Use the pictures in the CPH Arch Book *A Man Named Noah* by Karen N. Sanders while you sing the following song to the tune of "Rain, Rain, Go Away" instead of reading the lengthier book text:

*(Start on the first page.)* Noah, I'm so sad.

All My people act so bad.

*(Turn page.)* You're the one that makes me glad.

*(Turn page.)* Noah, build an ark.

Make it out of gopher bark.

On a trip you will embark. *(You may want to quickly say that they "started" their trip.)*

*(Turn page.)* Noah, please be brave.

Two of all kinds I will save.

*(Turn page.)* You will float upon the waves.

*(Turn page.)* Noah, let's start new.

*(Turn page.)* See the rainbow green and blue?

I promise My love to you.

Explain that God showed His love to His people by saving Noah and the animals. Say, **Even though people are sinful, because of Jesus, God forgives us and still loves us. God will have mercy on His children; He will never again send such a big flood that covers the entire earth.**



Sing "Who Built the Ark?" from *Wee Sing Bible Songs*, available as a downloadable song from Early Bird Recordings or a book and CD from Price Stern Sloan.



Make a mural to hang on the classroom wall. Using paint to create different color handprints, make a rainbow on a large piece of butcher paper. Under the rainbow, draw a picture of the ark. Talk about the shape of a half circle. Let students cut or tear pictures of pairs of animals out of magazines or simply download them from Web sites yourself and print them out. Let the students glue them on the mural showing them walking away from the ark.



Display pictures of many different animals. Encourage children to draw pictures of the animals. It is better to allow them to draw their pictures themselves, but some children enjoy coloring in outlines of animals. Have outlined pictures available. If possible, provide swatches of animal print fabrics. Let the children glue pre-cut pieces on their pictures, or pre-glue the swatches onto paper as a starting point (e.g., a tail, two ears) for an easel painting.



Direct the children to sit at tables, and give each child a piece of paper that has the Bible Words prewritten at the bottom of the page. Provide crayons, chalk, and/or markers. Have a picture of a rainbow visible to the class. Say, **Let's draw a picture of a rainbow like God put in the sky. Look at this picture of a real rainbow. What color is at the top? What color comes next?** Continue identifying the colors in a rainbow. **You can draw a rainbow that has those colors in it too.** Let the children be creative with their drawing. The colors don't have to be in any particular order; just let them enjoy putting color on the page. While they work, talk about the story of the flood and God's promise.



Float a flat piece of wood in a large tub. See how many plastic animals the children can balance on the wood. Talk about how many animals God brought to ride on the ark and how He took care of them all. God has mercy on His people too! Add the old man (Noah) and old woman (Noah's wife) figures from the Plastic Bible Figures Set. God has mercy on *us* too!



Say, **How do you think Noah and his family felt when they were on the ark? They were happy they were warm and dry, but they might have been scared too, when the thunder made a loud noise and the ark rocked back and forth. The ark was a safe place for Noah and the animals. God provides many places where we feel safe. There are other times, however, when we might feel frightened.** Hold up pictures depicting safe and scary places and discuss with the students that God is with us all the time. **God protects us when we are scared, and He gives us safe spaces to enjoy. Wherever we are, we are safe in Jesus' arms. God loves us and is with us no matter what. He loved us enough to send Jesus to be our Savior.**

Safe places include the following situations: being tucked in bed, sitting on a parent or grandparent's lap, sitting in church, sitting in a boat on calm seas, sitting at the kitchen table, being with the teacher and friends at preschool, crossing the street with a parent or crossing guard, and being on Jesus' lap in heaven. Scary places include the following situations: looking out a window at a thunderstorm, walking past a barking dog, being lost in a store, riding in an airplane, facing a large angry child, sitting alone in a large chair inside the house or going downstairs by yourself, having a bad dream, and standing next to a popping balloon. Let children suggest other places and discuss them as well.



Play Simon Says. Noah did the right thing because He listened to God and obeyed only Him. In this game, it is important to do only what Simon says. With young children, you do not need to eliminate those who don't follow the directions exactly. Just have them sit out for one turn or merely remind them how to play. Remind the students that God had mercy on His child, Noah, and God has mercy on us. We are God's special children too. The Holy Spirit helps us to follow God.



Sing to the tune of "The Wheels on the Bus":

The door on the ark goes open and shut, (*Move hands down and up.*)

Open and shut, open and shut.

The door on the ark goes open and shut,

In God's hands.

The dogs on the ark go "Woof! Woof! Woof!" (*Hold up hands right below chin as if begging.*)

Woof! Woof! Woof! Woof! Woof! Woof!"

The dogs on the ark go, "Woof! Woof! Woof!"

All day long.

The cats on the ark go, "Meow! Meow! Meow!" (*Brush fingers across cheek to represent whiskers.*)

Meow! Meow! Meow! Meow! Meow! Meow!"

The cats on the ark go, "Meow! Meow! Meow!"

All day long.

The people on the ark sway back and forth, (*Sway side to side.*)

Back and forth, back and forth.

The people on the ark sway back and forth,

All day long.

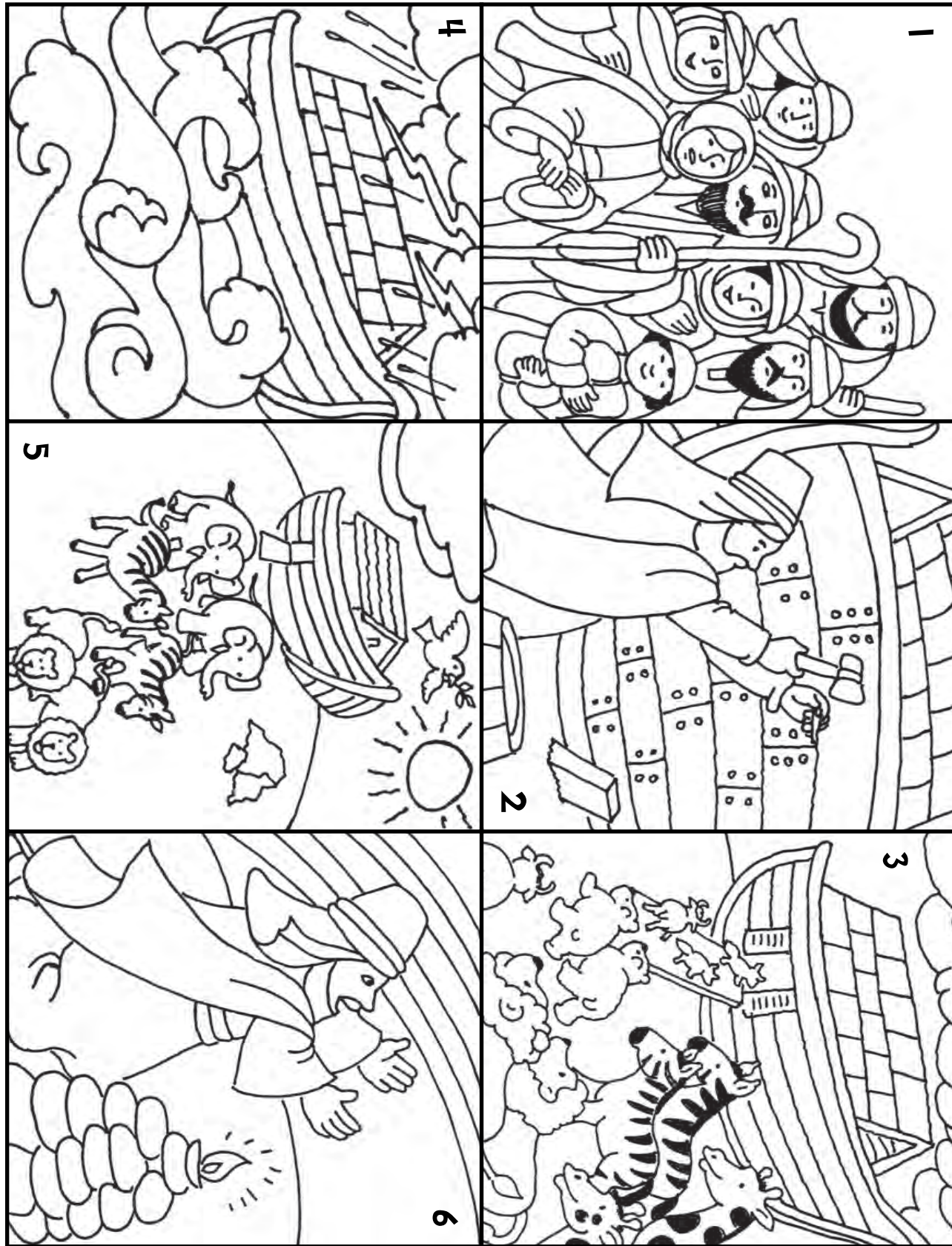
Create your own stanzas.



Cut short (approximately 4-inches long) strips of construction paper in rainbow colors. You will need 9 red, 8 orange, 7 yellow, 6 green, 5 blue, and 4 purple strips. Let the children paste them onto a piece of poster board cut into an arch shape, first along the top edge and then below the row above. Talk about the fact that rainbows remind us of God's mercy. He not only promises never to send another flood, He also promises to take our sins away and take us to heaven someday. God keeps His promises to us!



On the board, show students how to form a letter Z. Let students do it with you in the air. Read a book about zoo animals. Then review by having the children name the animals as you flip back through the book. Name some big animals and some small ones. Give each child a plastic animal and some blocks. Direct them to build a pen for their animal. Noah had to be sure every animal on the ark had its own place. Do any of your students have pets? Talk about how they provide a place for their pets. If you have a classroom pet, examine where it lives. What is needed to make the pet safe and comfortable? God had mercy on the animals. He has mercy on us!



**God Has Mercy on Noah**

# PETS

## Praise Our Protector

(Worship) Adapt the traditional finger play “Here Is the Church; Here Is the Steeple” to the following:

Here is the earth; *(Make rounded fist with both hands; bring knuckles together to form 1 “sphere.”)*

Here is the sky. *(Put tips of fingers of both hands together to form a dome.)*

Here are the animals; *(Wiggle fingers.)*

Praise God on high! *(Fold hands or lift them up in praise.)* (P.2.2.2)



## Rainbow Response

(Worship) Begin your Worship Time with this litany. After each phrase, the children repeat, “Thank You, God.” As they say the words, they can do the following actions: begin with their hands together as in prayer; then raise their arms and form an arc as they bring them back to the original position, one arm curving down on each side. It will look like they are making a rainbow shape in the air after each petition. (P.4.4.1)

**Teacher:** For taking care of Noah and all the animals in the ark,

**Children:** Thank You, God.

**Teacher:** For taking care of me every day,

**Children:** Thank You, God.

**Teacher:** For being with me when I am afraid,

**Children:** Thank You, God.

**Teacher:** For keeping all Your promises, especially sending Jesus to forgive us,

**Children:** Thank You, God. Amen.

## Ride the Ark

(Worship) Sing to the tune of “Row, Row, Row Your Boat”:

Ride, ride, ride the ark, *(Sway back and forth.)*

Up and down the waves. *(Make wave motions with hands.)*

God is with me all the time; *(Point up to heaven.)*

He’s the one who saves. *(Hug self.)*

Ride, ride, ride the ark, *(Sway back and forth.)*

40 days and nights. *(Hold up 10 fingers 4 times.)*

Noah and the animals *(Make faces like animals—growling, clawing, etc.)*

Were safe within God’s sight. *(Hold hand over eyes like looking in the distance.)* (P.4.2.4)

## Guess the Color

(Circle Time) Say, **I'm thinking of a color that is the color of fire engines. It is the color of Jarron's socks.** Give other clues as needed. **What color is it?** The children guess. Put a piece of construction paper of that color up in the front of the room. Let a child stand by the paper and tell the class the name of the color. Do the same with other colors also. You can also do the same with pets. Have the children guess what pet you're thinking of. Give clues about what it looks like and how it behaves (e.g., "It has feathers"; "It is quiet.") (P.1.7.3)

## Pet Show

(Circle Time) Let every child bring a stuffed animal from home, and have a pet show. Each child brings his or her animal to the front, tells about it, and has it do a trick. The rest of the children clap and cheer. Remind the class that Noah had many animals to care for on the ark. God helped him take care of them all. Ask, **Which animals might have been Noah's favorites? Do you think he taught them any tricks? What tricks have you seen animals** (e.g., sea lions, dolphins, elephants, birds) **do at the zoo?** (P.4.3.2)

## My Dog Rags

(Circle Time) Sing the song "My Dog Rags" and talk about the /z/ sound in the words *zig* and *zag*. Use the Internet to find a recording of the song; it is available on many CDs or as a download.

I've got a dog and his name is Rags.  
He eats so much that his tummy sags. (*Touch fingers out in front of body to form "tummy."*)  
His ears flip flop (*Place hands at both sides of head; when 1 hand goes up, the other goes down.*)  
and his tail wig wags. (*Place hands together behind back and move side to side.*)  
And when he walks, he goes zig zag. (*Place hands together in front of body and move side to side, while moving hips side to side at the same time.*)  
He goes flip flop, wig wag, zig zag. (*Repeat actions for each phrase from above.*)  
He goes flip flop, wig wag, zig zag.  
He goes flip flop, wig wag, zig zag.  
I love Rags and he loves me. (P.2.3.2)



## Cat and Mouse

(Circle Time) Sit in a circle. Start passing a toy stuffed mouse around the circle. Follow it with a stuffed cat. See if the cat can catch up with the mouse. Then reverse the action and have the mouse chase the cat. Talk about the fact that on the ark, the animals all had to get along with each other. God helped them do that so they would all stay safe. (P.3.2.8)

## Rain, Rain, Go Away

(Nursery Rhyme)  
Rain, Rain, go away;  
Come again some other day.  
Little \_\_\_\_\_ wants to play.

Repeat the rhyme, adding your students' names, 1 at a time, on the last line. You could even insert animal names. Ask, **Do you think Noah and his family and even the animals were wishing that the rain would stop?** Discuss what the children like to do on rainy days when they can't go outside and play. Talk about what kind of clothing we can wear to stay dry. Read *Red Rubber Boot Day* by Mary Lyn Ray. Create a Dramatic Play Center with raincoats, oversize rain boots, and umbrellas. Encourage the children to put the rain gear on over their regular clothes and pretend to go out in the rain. Discuss what animals do in the rain. God gave animals fur (coats) that shed water, dens and holes to curl up in, and other adaptations. Do your students' pets have raincoats? (P.4.3.1)



## This Little Froggy

(Nursery Rhyme) Say, **Pretend to be the frogs that rode on the ark. How did they move?** (They hopped.) **Here is a nursery rhyme that talks about hippity, hoppity frogs.** It is based on the nursery rhyme "This Little Piggy." Direct the children to move in the ways suggested by the rhyme. This is a good activity to expend energy when children are getting restless. It can be done in the classroom or outside on the grass.

This little froggy took a big leap, (*Hop with big leaps.*)  
This little froggy took one small, (*Hop with small leaps.*)  
This little froggy leaped sideways, (*Hop sideways.*)  
And this little froggy not at all, (*Freeze.*)  
And this little froggy went  
Hippity, hippity, hippity hop, all the way to the ark! (*Hop all around.*) (P.4.3.3)

## Working with Name Recognition

(Circle Time) Before class, write out each child's name on a sentence strip (or index card). Change the lyrics of the song "Johnny Works with One Hammer" to "Noah Works with One Hammer." Each time you add a number and switch to the next stanza, post 1 of your student's names on the board. Sing his or her name instead of "Noah." Continue adding numbers until you've included each child in your class, posting everyone's name on the board. Finish by singing "Now the ark is done," for the stanza's last line. You may also want to post number cards for each stanza, so the children can begin to become familiar with numerals. (P.2.3.9)

# PETS

## Slurp! Slurp!

(Snack) Let the children pretend to be dogs “kissing” their owners. Give each child several chocolate chips so that he or she can add eyes, a nose, and a mouth to a scoop of ice cream on a cone, creating their owner’s “face.” The children can use their tongue like a dog to lick the face (ice cream scoop). Can the children count their licks? Count with them to 10, 20, or whatever you’re working on. **Do you think Noah got puppy dog kisses? Was that the dog’s way of saying “Thank you for taking care of me”?** (P.4.3.5)

## “Rainy Day” Splatter Painting

(Art) Fill several spray bottles with watered down paint, each bottle with a different color. You can mix the water and paint directly in the bottle by shaking or stirring it well. Keep in mind that too much paint will clog the nozzle. Show the children how to aim at the construction paper on the easel and squeeze the trigger. You may have the most success with a straighter



stream instead of the mist. Be sure to do a good job covering the floor before starting this project. Give students a wider target: set up a large sheet of butcher paper; let several children paint on it (although not all at the same time!). When the paper has dried, it can be used for wrapping paper or paper for cards or notes

home to parents. You may want to read the story *Old Black Fly* by Jim Aylesworth and admire the splattery illustrations by Stephen Gammell. Talk about how difficult it would have been if the animals and Noah’s family would have been annoyed at a pesky fly throughout their trip. God must have blessed the trip so that there were fewer squabbles among the animals (and none of them died). Don’t forget to talk about the letter Z and the buzzing sound that the fly makes! (P.4.1.1)

## Feather Duster

(Art) Use feathers (from a craft store) as brushes with which to paint at a table. Try not to get the feathers too wet. Find different kinds and sizes of feathers and compare them. Let the children first use blue paint and a paint brush. *Then*, for something special, give them a feather and white paint to paint over the top. Perhaps some creations will look like clouds in the big, blue sky! Remind the students of the special role the dove played, bringing back the olive branch to show that the land was drying up and was almost ready to be walked upon again. Another option is to glue the feathers onto the outline of a letter *F* on paper. (P.4.1.1)

## Mini Mouse

(Art) Provide brown, knee-high length nylon stockings. Give each child time to stuff it with tissues and form the body of the mouse. Have an adult cinch the back closed by adding a rubber-band tail. Students can then add eyes with a marker or stickers. Let them dip precut construction paper triangles into glue and attach to the face for ears. (P.3.4.3.2)



## Bird Feeder

(Art) Use bread, yarn, and any round-shaped cereal. Cut the bread into circles and then cut the circles in half to form arcs. With a pencil, punch a hole in the bread at least ½- to 1-inch away from the edge, at the middle of the rounded edge. Toast the bread or leave it out overnight so it gets stale and dry. Give each child a length of yarn and show him or her how to string several pieces of the cereal onto the yarn, string 1 piece of bread, and then string some more cereal. Each child should have at least 3 pieces of bread; continue to alternate. Hang from a tree and watch the birds enjoy their treat. Let the children eat some of the cereal while they are working so they can enjoy their share of the snack with the birds. God had mercy on the animals and on His people. God’s love extends higher than the sky the birds fly in! (P.3.4.3.2)

## One Safe Family

(Art) God took care of Noah’s whole family on the ark. Cut brown kraft paper into a simple ark shape. Talk about it being half a circle. Let students use scissors to finish trimming pictures of people that you have precut out of magazines before class or let students use their fingers to tear the pictures out of the magazines. Give the students time to glue the people onto the ark shape. You may want to glue the ark onto a piece of blue construction paper. Place a label on the ark or at the top of the page that says, “God Takes Care of Families.” (P.3.4.3.1)



## 3-D Animals

(Art) Let children make animals out of play dough or clay. They could be 3-dimensional or cut out with cookie cutters. Provide broom straws, cut up pieces of straws, and other accessories with which to make whiskers, eyes, or even legs. Provide close supervision if using small objects. Let the children tell about their animals. Talk about how interesting our world is because of all the animals God made and kept safe on the ark. Say a prayer of thanks together. Make it a circle prayer, in which the teacher begins, **Thank You, God, for all the animals. Thank You for \_\_\_\_\_**. Let each child name the animal he or she has made as you go around the circle. (P.4.1.1)



Create

## Mountaintop Experience

(Science) Build a diorama in the bottom of a clear plastic tub including mountains, trees, and rocks. Secure to the bottom. Let the children slowly fill the tub with water to cover all the objects. That is what the world was like when the flood came; only those on the ark were safe. God loved Noah, forgave him of all he did wrong, and saved him. He does the same for us. (P.1.8.6)



## Sorting Animals

(Science) Put a bowl or box full of small plastic animals in the middle of the table. Direct the children to sort the animals in different ways—by animals that are the same, by animals that have the same number of legs, by what the animals eat, by wild or tame, and so on. All kinds of animals lived together in the ark until God set them free. God helped them to all get along, even though they don't usually. God was merciful. He's *really* merciful because He forgives our sins when we don't deserve it. (P.1.5.2)

## Retelling the Story

(Sensory) Water is God's gift to us. Water can remind us of the special Sacrament of Baptism, when our sins are washed away. Our sinful desires are drowned and we have a new, fresh start each day, just like God's creation had a chance to start up again. Set up a water table with a variety of boats and things that float as well as plastic figures of people and animals. Let the children play freely in the water with the objects. The ark floated in the water even though it was large and heavy. God knew just how to keep Noah and the animals safe and afloat. (P.1.8.1)



## Doggone Hungry

(Sensory) Place dog food in the sensory table. Include 2 dog dishes, a scale or balance, and a variety of measuring cups and containers. Encourage students to consider how much a dog eats each day; help them to realize that small dogs eat a smaller amount of food and big dogs eat a larger amount. Can they balance the scale? Ask, **What happens if you feed a dog too much?** (He gets fat, needs more exercise.) **How did Noah know how much food to bring along on the ark so he didn't run out?** (God helped Noah and gave him instructions. God was in control. God made sure there was plenty of food for all onboard.) Make sure students wash their hands after handling the dog food. (P.1.7.1)



## Measuring Fun

(Math) Ask, **How many steps does it take to get across this room?** Let the children guess. Then have them stand along 1 side of the room and pretend to be elephants. Let them take big elephant-size steps to get to the other side. Count how many steps it takes. Then have them pretend to be medium-size dogs. How many dog-size steps does it take? Then pretend to be mice. How many tiny mouse-size steps does it take? Ask again, **So how many steps does it take?** (It depends on the size of the steps.) Explain that Noah had to do a lot of measuring while he was building the ark. God gave Noah good directions about how big to make it. (P.1.2.10)

## How Much Food?

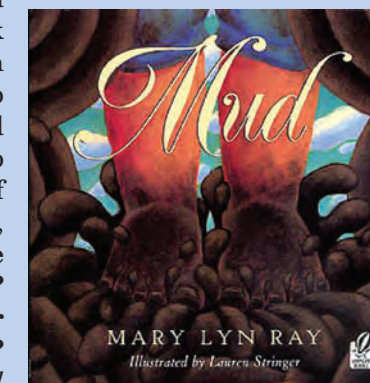
(Math) Provide a small bag of dog food and a dog bowl (dish) for each student at the Math Center. Have them estimate how many pieces of dog food it will take to cover the entire bottom of their dish. How many pieces do you think would fill the *entire* dish? Help students to count pieces 1 by 1 into the dish. You may want to go up to 10 and then start over again at 1, repeating the same process. (All should wash hands after handling the dog food.) At Circle Time, tell the whole class how many pieces are in a completely full dish. Ask, **How many will be in the dish if the dog eats it all? Zero! The word zero starts with the letter Z.** You may want to use the song "Zero the Hero Number Stomp" from the

## Dog Houses

(Math) Before class, print off pictures of 3–6 different sizes of dog houses; it may be simplest to use the same pattern and reduce or enlarge the photocopying size. Search the Internet using the key words "dog house coloring page." Also provide printed out pictures of 3–6 different sizes of dogs. If possible, use pictures of real dogs, not ones from a coloring page. For example, a small dog would be a Chihuahua, a medium dog would be a Labrador, and a large dog would be a Saint Bernard or Great Dane. Can the children match the correct dog with the correct dog house? Let the students move the dog pictures to the door of the house; check the child's work or have the correct dog picture on the back of the house for self-checking. (P.1.5.1)

## Muddy Mess

(Science) The ground was muddy after the flood. Make mud in a tub out of dirt or sand and water. Let the children squish it with their fingers. If you feel comfortable doing so, let children take off their shoes and socks and walk (carefully) through mud. Have a tub of clean water and a towel handy to wash the mud off afterward. Ask, **What did the mud feel like? Was it pleasant or uncomfortable?** Read the book *Mud* by Mary Lyn Ray and/or *Mud Puddle* by Robert Munsch. Consider what a problem the mud might have been when they first left the ark! (P.1.7.5)



# PETS

## Don't Step There!

(Social game) Before the game, set out beanbags, crumpled up paper, plastic eggs, or other objects that you have in abundance. Noah and his family had a lot of animals to clean up after! Pet owners know they have to clean their animal's cage/litter box or scoop up after their dog. Students can pretend they are someone in Noah's family and pick up as many objects as they can and run it back to the class "trash can" (a large box in the center of your playing area). To add interest, have the students wear plastic gloves or use a plastic grocery bag or plastic (snow) shovel to pick up the objects. You may want to time your class to see how long it takes them to pick everything up. Reset the objects on the floor, and then time them again to see if they can complete the task even more quickly. (P.3.4.2.2)



## Puppy Parade

(Social game) Have every child bring a stuffed dog (or other animal) to school. Tie a piece of yarn or ribbon around the dog's neck to use as a "leash." Let the children take their dogs on a walk around the playing area. Tell the students how to move (e.g., walk, jog, run, march). Be sure to intersperse those movements with the command, "Freeze!" and pretend the dog needs to stop and sniff something (or take a potty break). You may want to make the course more interesting by adding cones, ramps, mats, and the like. Use words such as *around*, *over*, *under*, *up*, and *down*. (P.1.3.4)

## The Color Game

(Social game) The rainbow God put in the sky was made of many colors. Play a color game with the children. While sitting at Circle Time, direct the children to look at what color their clothes are. Then name each of the colors as you say, **If you are wearing red, stand up, or If you are wearing green, clap your hands**, and so on—including every child and incorporating a variety of actions. At the end, have all the children stand and hold hands if they are comfortable doing so. They represent all the colors that remind us of God's rainbow promise to take care of us. You may also want to use the song "Colors" from the soundtrack *Learning Basic Skills Through Music Volume 1* by Hap Palmer, or modify the words to the song "What Are You Wearing?" (from the same CD) to describe colors the students are wearing, not types of clothing. (P.1.5.1)

**Relate**



## **Teacher Guide**

## **Preschool A**

# Week 23—Jesus Tells His Children to Come

# JESUS BLESSES THE CHILDREN

MARK 10:13-16

## Discovery Points

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

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

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

## Background

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

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

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

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

## Bible Words

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

## Week 23

## Letter of the Week: L

### Day 1 Materials

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

### Day 2 Materials

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

### Day 3 Materials

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

### Day 4 Materials

- The Basics
- Zippy puppet (CPH)
- Plastic Bible Figures (CPH)



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

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

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

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

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

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

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

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

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

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

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

Show pages 381–382 from *The Story Bible* or another Bible story book. Say, **Many years ago, people were bringing children to Jesus to have Him bless them. Jesus’ friends, the disciples, told the children to go away.**

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

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

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

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

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

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



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



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



Sing “Jesus Loves the Little Children” *(LOSP, p. 94).* Change the words “died for” to “blesses.” Sit in a circle. Have the children one by one turn to their neighbor and make the sign of the cross on their neighbor’s forehead. Model. You may want to use eyeliner to draw a cross on each child’s forehead; let their neighbor “trace” the lines with their pointer finger. Another alternate is letting the children place a cross sticker on the forehead.  
Help the children repeat these lines to their friends while making the cross. Encourage them to say it with you.  
**Jesus loves you every day.**  
**He’ll never tell you, “Go away.”**



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

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

**How do you think the children felt?** (Sad, unloved) **Have you ever felt sad or unloved?** (Accept responses.) **Jesus was upset with the disciples because they were sending the children away. He did not want the children to go away because He loved the children. He looked at the disciples and said, "Let the children come to Me"** (Mark 10:14). *(Let a student add the child that fits in Jesus' lap.)* **He opened His arms to the children, and welcomed them to Him! He took the children in His arms and blessed them! How do you think the children felt after Jesus welcomed them to Him?** (Happy, excited) **Jesus loves you too! He loves you so much that He died on the cross and rose again for you! He will take you to heaven with Him! Even though we may feel sad or unloved sometimes, Jesus will always love you! How does that make you feel?** (Happy, excited)



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

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



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

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

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

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

Jesus loves us. *(Hug yourself.)*

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

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

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

Jesus loves us. *(Hug yourself.)*

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

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

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

Jesus loves us. *(Hug yourself.)*

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

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

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

Jesus loves us. *(Hug yourself.)*



Sing to the tune of "My Darling Clementine":

"Come, sit with Me.

Come, sit with Me.

Come sit with Me," Jesus said.

"You are always welcome near Me.

Come, sit with Me," Jesus said.

"I will bless you.

I will bless you.

I will bless you," Jesus said.

"How I love all little children!

I will bless you," Jesus said.



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

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

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

**Jesus welcomed the children to Him! He took the children in His arms and blessed them! Jesus loves you too! Ask, How does that make you feel to know that Jesus loves you?** (Hold up the happy puppet. Have the children shout, "Happy.") **Jesus not only loves you, He also died on the cross for you! You are very important to Him! We can be happy** (Hold up the happy puppet. Have the children shout, "Happy.") **knowing that Jesus will always love us!** Sing "Jesus Loves the Little Children" (LOSP, p. 94). Change the words "Jesus loves the little children" to "Jesus blesses all the children."



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

Do you know who blesses me?  
Jesus does.  
Jesus does.  
Lovingly He blesses me.  
Yes He really does.

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



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

Jesus loves me. (Point to yourself.)

Jesus loves me. (Point to yourself.)

Yes He does! (Nod your head.)

Yes He does! (Nod your head.)

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

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

Yes He does! (Nod your head.)

Jesus loves you. (Point to a friend.)

Jesus loves you. (Point to a friend.)

Yes He does! (Nod your head.)

Yes He does! (Nod your head.)

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

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

Yes He does! (Nod your head.)

You're a princess. (Point to a girl.)

You're a princess. (Point to a girl.)

You're a prince. (Point to a boy.)

You're a prince. (Point to a boy.)

You're God our heavenly Father's

You're God our heavenly Father's

Precious child. (Pretend to rock a baby.)

After singing this song and introducing the term *prince* and *princess*, you may want to review the song "Do You Know Who Blesses Me?" from page 10. Change the word "me" to each child's name. Give each child a turn to wear a crown, as prince or princess. Sing the song to each child.



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

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

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

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

**Zippy:** Kind of . . .

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

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

(Bring Zippy back in.)

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

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

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

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

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

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

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

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

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

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

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



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

**Did you know that Jesus loves you? He loves you. He loves you.**

**Did you know that Jesus loves you? He loves you so much.**

**He loves [name] and [name] and [name] and [name].**

**Did you know that Jesus loves you? He loves you so much.**



**Jesus loves me so much** (Hug yourself.)

**He spread His arms out wide.** (Spread arms wide.)

**Jesus loves me so much** (Hug yourself.)

**He spread His arms and died.** (Spread arms wide.)

**Jesus loves me so much** (Hug yourself.)

**He rose again for me.** (Point to yourself.)

**Jesus loves me so much** (Hug yourself.)

**His death has set me free.** (Raise arms up and wave hands in the air.)



Sing the following song to the tune of "Are You Sleeping?"

Jesus loves us

Jesus loves us

Everyone.

Everyone.

We can share His love with

We can share His love with

Everyone.

Everyone.

# VALENTINE'S DAY

<p>3</p>  <p>Jesus said, 'No, let them stay!'</p>	<p>2</p>  <p>The disciples said, 'Go Away!'</p>
<p>Jesus loves us every day.</p>  <p>4</p>	<p>Children went to see Jesus one day.</p>  <p>1</p>



## Bible Words Song

(Worship) Sing to the melody of "Mary Had a Little Lamb":

"Let the children come to Me,  
Come to Me,  
Come to Me."

"Let the children come to Me,"  
That's what our Savior said. (P.4.4.1)

## Who Blesses Me?

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

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

Who died for me?

Who died for me?

Do you know who died for me?

His name is Jesus Christ!

Repeat, using the following phrases and actions in place of "died for me":  
"rose for me" (*Lift both hands up.*),  
"welcomes me" (*Motion to come.*), "blesses me" (*Extend 1 hand out in front of body.*).

## Shout Hooray!

(Worship) Sing to the tune of "If You're Happy and You Know It": (P.2.1.4)

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

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

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

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

Repeat with "stomp your feet," "shout Hooray," and then "do all 3."



## Sharing God's Love

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

The more that we share God's love

Share God's love

Share God's love

The more that we share God's love

The happier we'll be.

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

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

**Express**

# VALENTINE'S DAY



## Good Choice/Bad Choice Game

(Circle Time) Reinforce how we can treat others kindly with a game. Say, **Jesus wants us to treat all people kindly because we are all important to Him!** Discuss each scenario below. Once you have finished describing the scenario, ask the children if it was a good choice or bad choice. If it was good, they can give a thumbs-up sign. If it was bad, they can give a thumbs-down sign. Discuss with the children that Jesus loved all of the children in the story from long ago, and He loves all of us today too! He helps us to make good choices so we can show His love to others! (P.3.2.2)

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

## Ways to Show Jesus' Love

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

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

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



## Transition Songs

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

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

## Two Little Blackbirds

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

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

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

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

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

One named Jack. The other named Jill. (Lift up one of the 2 fingers at a time.)

Review the Bible story about Jesus talking to



the crowd (perhaps on a hill). **Who told the children to go away?** (Disciples) **Who told them to come back?** (Jesus) (P.2.3.2)

## Little Miss Muffet

(Nursery Rhyme) Little Miss Muffet

Sat on a tuffet

Eating her curds and whey.

Along came [Miss Snyder]

And sat down beside her

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

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

Say, **Some grown-ups say no and don't want you to spend time with Jesus. But you probably know some adults that love to teach you about Jesus.** Show some pictures of other adult leaders and teachers in your school and/or church (e.g., Sunday School teachers, VBS teachers, pastor(s), DCE). Label the pictures with their names. Instead of the name "Miss Snyder" you could sing 1 of those leader's names as you hold up their picture. (P.3.2.13)

## Jesus Blesses the Children Book

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

## Letter L Hunt

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

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

Express

## Heart Snack

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



Push



Spread



Spread

## Self-Portrait

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



important to Jesus too. He even died on the cross and rose again to save us from our sins because He loves us so much. To simplify the project, let the children paint facial features on a 12 x 18-inch piece of construction paper the same color as their skin, cut into an oval shape. (P.3.1.2)

## Red Collage

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

## My Hand in His

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

During class, paint each child's hand with a white or light pink paint. Guide their hand so that it is placed properly on your own handprint. The child's hand will be angled slightly, with fingers down, and thumb in towards the middle. Their fingers should be directly on top of your fingers, although they may only extend as far as the pinky, ring, and middle fingers. Their palm will form the left-side curve of the heart. It will not form a perfectly symmetrical heart.



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

## Printing on a Heart

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



## Heart Art

(Art) Give each child a medium-size pink, red, or purple heart made from poster board or cardstock. Provide heart-shaped items for the children to glue around the outside edge of the heart, as an outline. Show an example of a completed heart with just the border decorated. Be wary of choking hazards. Use larger foil-wrapped chocolate candy hearts, gummy hearts, or red M&M's. Instead of Valentine candies, you may want to provide heart-shaped stickers or foam stickers instead. If children are not successful staying around the edge, you may want to turn the project into a heart collage. Give the children license to cover their entire heart with candies, stickers, or even red and pink tissue paper pieces. (P.3.1.5)

# VALENTINE'S DAY

## Magnet Investigation

(Science) Show the children a magnet. Ask, **What does a magnet do?** (Sticks to things) Ask, **What kind of things does a magnet stick to?** (Accept responses.) At the very top of a large sheet of chart paper, make 2 columns. Title one "Yes" and one "No." Show the children the various items associated with Valentine's Day or that are red colored (e.g., plush figures, markers or crayons, empty soda can, cloth, large paper clips, hair clips). Ask the children if they think the item will stick to a magnet or not. Draw their predictions on the chart.

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

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



## Colored Rice Table

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

## Sort Hearts by Size

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



## Meet Your Match

(Math) You will need 10 construction paper hearts for this game. Use different colors for each heart. You may want to use different shades of red and pink or use different styles of Valentine's Day scrapbooking or wrapping paper. Write a number from 1 to 10 on each half of the heart. Cut each heart into 2 pieces (halves), straight down the center. Have the children choose 1 heart side and identify the number on it. Then, have the children find the other side of the heart with the matching number. The challenge is not to find matching puzzle pieces, but to find matching numerals, aided by finding matching paper/designs. Discuss with the children that Jesus loved the children in the story, and He loves us too; the heart reminds us of that. (P.1.2.3)

## 4 Corners

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

## Comparing Sets

(Math) You will need 10 index cards for this game. On 1 index card, draw 1 heart. On another card, draw 2 hearts. On another card, draw 3 hearts. Continue this pattern until you have completed 10 index cards. Tell the children to pick 2 cards from the set and compare. If possible, help them to count the number of hearts on each card. Have the children say which card has more and which card has less. Discuss how the hearts can remind us that Jesus loved the children in the Bible story, and He loves us all. We can show His love to everyone. (P.1.2.9)



Explore

# VALENTINE'S DAY

## Roll the Ball

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

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

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

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

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



## Come and Go Away

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



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

## Come Unto Me!

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

Relate



## **Teacher Guide**

## **Preschool A**

# Lesson 40—God Provides for His People

## THE GOOD SHEPHERD

JOHN 10:1-18; PSALM 23

### Discovery Points

**Law:** You need Jesus. You can't take care of yourself or live without God's care.

**Gospel:** Jesus cares for us and gives us what we need, including protection from the devil.

**Sanctification:** Through the power of the Holy Spirit, peacefully trust in Jesus to take care of all your needs.

### Background

Oh, to have the faith of a little child! Faith is real to a small child who has not been distracted by worldly, rational thinking. As adults, we know that we need Jesus and cannot live without Him. However, we tend to have trouble letting go of the reins and allowing God to be in control. This week, may you have peace and trust as you let Jesus care for all your needs. Sometimes we are so busy arranging things just as we want them that we do not take time to sit in God's green pastures and find rest in Him. Take some time in the day to sit quietly so God can restore your soul.

This week, we can help your children understand that we cannot live without God's care and love. You can teach what our needs are and ways God provides for these needs. Thinking of ourselves as totally defenseless sheep helps us see our need for God's love and care. "All we like sheep have gone astray; we have turned—every one—to his own way" (Isaiah 53:6).

But God, in His grace and mercy, sent Jesus to die for us to remove the guilt and punishment of sin. "I am the good shepherd. The good shepherd lays down His life for the sheep" (John 10:11). Jesus loves us so much, even when we wander away. Our response is to give God thanks and praise for all that He has done for us to make us His own people. "Come, let us worship and bow down; let us kneel before the LORD, our Maker! For He is our God, and we are the people of His pasture" (Psalm 95:6-7). Let the love of God show through you this week, even to the child in your class who wanders away.

### Bible Words

*We are His people, and the sheep of His pasture. Psalm 100:3*

## Week 40

### Letter of the Week: G

#### Day 1 Materials

- The Basics
- Painter's tape
- Green construction paper, 1 sheet per child
- Zippy puppet (CPH)
- *Optional: The Story Bible* (CPH)
- *Optional: I Just Wanna Be a Sheep* CD by Brian Howard
- *Optional: My First Hymnal* (CPH)

#### Day 2 Materials

- The Basics
- Thank-you card and small gift (e.g., plant that was planted by the children, piece of fruit)
- *Optional: tent or sheet to make a tent*

#### Day 3 Materials

- The Basics
- Toy sheep (plastic, stuffed, or homemade)
- Shepherd's robe, staff, and headband
- Painter's tape "sheep pen" and construction paper "grass" from Day 1

#### Day 4 Materials

- The Basics
- Bible Story Figures: shepherd, Jesus, man, and sheep from the Plastic Bible Figures Set (CPH)
- Wooden blocks
- Green sheet or butcher paper
- Towel or pillowcase, 1 per every 2 children
- Basket of stuffed toy sheep (or other stuffed animals)



This morning you will present Psalm 23 using Zippy. Make a “sheep pen” for the children to sit in as they listen to the Bible story: use painter’s tape to make a rectangle large enough for the children with an opening at one end to enter through. Give each child a 9 × 12-inch piece of green construction paper (“grass”) to sit on, or have the pieces of construction paper already on the floor.

Greet the children. Gather inside the gate of the sheep pen for the Bible lesson. Sing “Hello, Good Day” (*LLV*, p. 51). End the song with three names at a time instead of singing, “to you, and you and [name].” For example, sing, “to Chance and Cole and Aiden.” After you have sung the song using all the children’s names, let Zippy enter.

**Teacher:** Good morning, Zippy! It is so nice to see you.

**Zippy:** (*Bleating like a sheep*) Baa, baa, baa!

**Teacher:** Children, what do I hear? (*Let children guess*) I think we have a sheep in the room with us. (*Look around for the “lost sheep”*)

**Zippy:** (*Laughing*) No, Teacher. It’s me, Zippy! Baa, baa, baa! (*To the children*) Can you bleat like a sheep with me? Baa, baa, baa!

**Teacher:** Zippy, did you visit a farm this weekend?

**Zippy:** No. (*Giggling*) I went to Sunday School, and we read a Bible story. The story was about Jesus being our Shepherd, so I must be a sheep! I am a child of God, you know. Baa, baa, baa!

**Teacher:** I know the story; let me find it in my Bible. (*Look*) Here it is—“The LORD is my shepherd,” Psalm 23. I will read it so everyone will know the story. Zippy, you can sit right here while we listen to the story. (*Read Psalm 23 from the Bible or starting on page 369 of The Story Bible*)

**Zippy:** See, the Lord *is* my Shepherd, and He even wants us to lie down in green pastures. I guess Jesus likes us to take naps.

**Teacher:** Yes, Zippy, the Lord does like us to rest. Does anyone know a way we can rest? (*Let the children respond*) We need rest so we can be our best—strong (*show your muscles and ask children to show their muscles*) and happy (*smile broadly and ask children to give their biggest smile*). There’s another way to rest too.

**Zippy:** There is?

**Teacher:** Yes. Jesus also wants us to rest from work and worry. He likes it when we come to church and spend time with our families. Reading the Bible is how we restore our soul. Jesus is our rest.

**Zippy:** I like the part where it says I do not have to be afraid of evil, because Jesus will protect me.

**Teacher:** When Jesus talks about the Lord being a shepherd, He is saying that God will always give us what we need, including protecting us. I like that part too, Zippy. We can always feel safe because we know God loves us so much that He sent Jesus to care for us and protect us. God takes such good care of us; it makes us feel like telling everyone about God’s love for them. (*Speaking to children*) Show me your afraid faces. (*Give children a moment to comply*) Now that we know Jesus will protect us, show me how you feel. (*Allow children to comply*)

**Zippy:** So I’m not really a sheep? I just act like one?

**Teacher:** That’s right, Zippy. **Shepherds take care of sheep, and Jesus takes care of us. Jesus is our Good Shepherd, who even protects us from the devil. We get to have the peace that Jesus will take care of all our needs.**

**Zippy:** Well, it’s still fun to pretend to be a sheep. It reminds me of my Good Shepherd, and He makes me feel happy and peaceful. (*Zippy goes away, baa-ing*)



Teach the children the Bible Words for the week. Let them repeat the words and actions after you.

**We are** (*Point to yourself.*)

**His people** (*Point up, then to everyone in the room.*)

**and the sheep** (*Have the children baa.*)

**of His pasture.** (*Holding both hands flat, palms down, make flat, circular movements.*)



Sing the first and last stanzas of the song “I Just Wanna Be a Sheep” by Brian Howard from his CD by the same title. His Web site currently is [www.butterflysong.com](http://www.butterflysong.com), and the song is a featured video. Explain to the children that when we sing the third phrase of the chorus, which begins: “I pray the Lord . . .,” we are trusting in Jesus to keep us in His care and to find rest for our souls forever. Another appropriate song to teach would be “I Am Jesus’ Little Lamb” found in various sources, including page 123 of *My First Hymnal* from CPH.



Praise the Lord for His love and care while doing farm chores. Move around the room while singing and doing actions. Sing to the tune of “Buffalo Gals.”

Gatherin’ eggs (*Pretend to pick up eggs and put them in your basket.*)

And praisin’ the Lord, (*Wave hands in the air.*)

Praisin’ the Lord, (*Wave hands in the air.*)

Praisin’ the Lord. (*Wave hands in the air.*)

Gatherin’ eggs (*Pretend to pick up eggs and put them in your basket.*)

And praisin’ the Lord. (*Wave hands in the air.*)

Yippee-ki-yi-yippee-ki-aye!

Repeat the song, replacing the phrase “gatherin’ eggs” with 1 of the following:

Milkin’ the cow (*Pretend to milk a cow.*)

Drivin’ the tractor (*Pretend to drive a tractor.*)

Eatin’ the carrots (*Pretend to eat a carrot.*)

Feedin’ the chickens (*Pretend to toss feed to chickens.*)



Teach the lesson today by going on a walk. You will need to plan for four destinations. Help the children get to know someone on the campus better by choosing as the first destination the director, pastor, or DCE's office. Before class, ask the staff member so he or she will be prepared. Let the speaker know that the talk should take just a few minutes. It would be nice to leave a simple gift (e.g., an invitation to snack with the class, a flower or vegetable plant, or a piece of fruit) and thank-you card with the speaker. Before the walk begins, decide who from your class will present the gift.

The second destination could be a kitchen or cafeteria, representing where sheep graze and drink. The third destination should be a safe location. If you use your room, make it more memorable by making a tent out of a sheet. The fourth destination could be in the church. If not, use a Worship Center, perhaps in another teacher's classroom (ideally in a class the children will attend next year). This "Psalm 23 journey" should be informative but fun, so the children will want to talk about the experience. Talk in a whisper while on the journey.

1. Say, **I need all my sheep to gather here very quietly for our Psalm 23 journey. As we go on this journey, we are going to walk softly and sing songs in a whisper. When we arrive at our different destinations, we will stop, and I'll tell you what to do next.** Walk around the room and practice once.

**Can everybody say "Good morning" using their whisper voice? Practice. Great. Let's start on our journey as we sing the song "I Just Wanna Be a Sheep."** Stop singing as you approach the door of the first speaker's office. Knock on the door, and wait for a response. Then ask if your class can come in. Wait for the response, and remind the class to be very quiet as they enter. Ask the class to say, "Good morning [afternoon]" and wait for a response. Then continue: **Thank you, Mr./Ms./Pastor [name], for giving us this time.**

**We are at our first destination on our Psalm 23 journey. The first verse in this psalm is "The LORD is my shepherd; I shall not want." Would you help us to understand what God is saying to us?** Ask the speaker to explain the difference between a *want* and a *need*. Our needs are food, water, shelter, love, and protection from the devil. God meets our needs. Help the children understand that new toys and candy are wants. Remind the children that God gives us everything we need. Say "Thank you" and "Good-bye" to the speaker after giving him or her your gift.

Have the children quietly line up to head to the next destination on their Psalm 23 journey. Say, **As we walk, let's quietly sing another stanza of "I Just Wanna Be a Sheep"** (or "I Am Jesus' Little Lamb.")

2. When you reach the kitchen representing green pastures and still waters, read verses 2 and 3: **"He makes me lie down in green pastures. He leads me beside still waters.**

**He restores my soul. He leads me in paths of righteousness for His name's sake."** Then say, **Let's lie down and rest here. The Bible talks about "green pastures," with lots of grass for the sheep to eat—they have plenty of food. The Bible talks about a calm place to drink. "Still waters" are peaceful—not scary, like lots of big waves or water in a storm. God quiets our soul.**

Ask, **Who knows why God wants us to rest and be still?** Accept responses. **Right, because our bodies need sleep. We also need to go to Sunday School and church, so we can learn more about God. Sunday School and church are places where we can be still and rest our souls and be fed by His Word. God also wants us to rest in Him by reading the Bible and praying. Jesus is our rest. He gives us strength.** Ask, **Is everybody rested? Let's go to where you feel safe when you are at preschool. Let's continue our Psalm 23 journey to [name that place] very quietly.** Note: The Baptismal font in church is another appropriate location for the second destination.

3. When you reach the tent in your classroom (or another "safe" place), read verse 4: **"Even though I walk through the valley of the shadow of death, I will fear no evil, for You are with me; Your rod and Your staff, they comfort me."** Say, **Jesus is our Shepherd,**

**and He is always with us, protecting us. Is Jesus with us at night, protecting us when we are in our dark rooms?** Let the children answer. **Yes, we know we do not even have to be afraid of the dark because Jesus is there protecting us. Is Jesus with us in an airplane?** Let the children answer. **Yes, He is there, loving and protecting us. That is why God gives us people to care for us, like parents, grandparents, caregivers, and teachers. Jesus puts people who love us in our lives to give us rules to keep us safe. Jesus is always with us to love and protect us. Let's line up and quietly continue on our Psalm 23 journey to our next destination while we sing "Jesus Loves Me, This I Know."**

4. When you reach the sanctuary or other worship area, read verses 5 and 6: **"You prepare a table before me in the presence of my enemies; You anoint my head with oil; my cup overflows. Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the LORD forever."** Say, **Jesus will always be with us. Jesus is in heaven, preparing a place for us, right now. Jesus wants us to feel safe and happy and to know that He always loves us.**

Today you will tell the Bible story as if you were a shepherd. The children will be sheep. You will also need a toy sheep of some kind—plastic, a “stuffed animal” sheep, or a homemade one. (Note: A sheep is included in the Plastic Bible Character Figures set from CPH.) Before class, hide this toy sheep somewhere in the room; it will be your “lost sheep.” Have your shepherd’s robe, headband, and staff at hand.

Tell the children that today they are going to pretend to be a flock of sheep while they listen to the Bible story; remind them to go through the “gate” to get inside their “sheep pen.” As the children settle down on their green construction paper “grass,” dress in your robe, put on your headband, pick up your staff, and then inform your “sheep” that you will be their shepherd.

Count the children by saying, **One sheep, two sheep, three sheep**, and so on

until they’re all counted. Make sure they’re all inside the “pen.” Shut the “gate.” Then say, **Oh no! One is missing! It is the new sheep.** Looking at the children, ask, **Have you seen the lost sheep?** Start looking around the room for your sheep. Call the sheep: **Little lamb, oh, little lamb, where are you?** When you spot the sheep you hid previously, get excited: **Oh, little lamb, I am so glad I found you! I will help you get back to the flock! I was so worried about you!** Pretend to need your shepherd’s staff to rescue your sheep from danger. Bring the lost sheep back inside the gate.

Say, **I was pretending to be a shepherd. I cared for my lost lamb. Jesus is our Good Shepherd. He cares for us. We are His people, the sheep of His pasture.**

After the sheep is found, chant:

**One sheep was missing, but now it is here.  
The Good Shepherd’s found it. There’s no need to fear!**

Repeat. Let the children clap on the beat. Encourage them to join you if they can. Say, **Jesus is our Good Shepherd! He is always there to help us. He gives us what we need and protects us from the devil!**

**We wander from God. But He’s always near.  
The Good Shepherd’s found us. There’s no need to fear!**

Hold the lost sheep in your arms. Sing the following to the tune of “Baa, Baa, Black Sheep,” changing your voice to sing both the shepherd’s and the sheep’s parts. Before singing the song, or before singing the third stanza, pause to teach children their part: “Yes, sir, yes, sir, I know that it’s true.”

**Leader:** Baa, baa, little lamb,  
Did you lose your way?

**Sheep:** Yes, sir. Yes, sir,  
I was lost today.  
Far from my shepherd,  
Far from my home,  
Far from my flock,  
I ran off alone.

**Leader:** Baa, baa, little lamb,  
Did you lose your way?

**Sheep:** Yes, sir. Yes, sir,  
I was lost today.

**Leader:** Baa, baa, little lamb  
Who found you today?

**Sheep:** My Good Shepherd,  
Who loves you always,  
Left His large flock of  
Sheep, ninety-nine.  
Looked for me with great care.  
His love is so kind.

**Leader:** Baa, baa, little lamb,  
Your shepherd looked for you?

**Sheep:** Yes, sir. Yes, sir,  
And He found me too.

**Leader:** Little children,  
Does He love you too?

**Children:** Yes, sir. Yes, sir,  
I know that it’s true.

**Leader:** When we are sinful and go away,  
Jesus brings us to Him.  
He leads the way.

Little children,  
Your Shepherd loves you. (Point to as many children as you can.)

**Children:** Yes, sir. Yes, sir!

**Leader:** And He loves you too. (Point to any children you missed earlier.)

Use the Plastic Bible Figures of a shepherd, Jesus, another man, and a sheep as you tell the story. Express and exaggerate the appropriate emotions throughout the reading.

Say, **When Jesus talked, everybody came to hear Him. The leaders of the people did not understand that Jesus was sent by God to be the shepherd of all the people. So Jesus told this story:**

Set out blocks in a square to form a pen. Put the sheep inside. **If you do not enter the pen by the gate but by another way, you are a thief and a robber.** Show the man figure climbing over the fence to get into the pen. Make him say, "Heeere, sheepy sheepy sheepy!" Move the sheep's head back and forth to say no. Walk the man away.

Say, **If you enter by the gate, you are the shepherd of the sheep.** Open up one block as if it is the gate. Walk the shepherd inside the pen. Make him say, "Here, Fluffy!" **The sheep hear his voice; he calls his own sheep by name and leads them out.**

Walk the shepherd back out of the gate with the sheep happily following him, perhaps bouncing along. **The shepherd brings the sheep to the field so they have green grass to eat.** Move the sheep's mouth to the floor as if eating. **He provides for their every need and protects them. The sheep love the shepherd.** Have the sheep nuzzle the shepherd.

**Jesus told the people that the thief only wants to cause hurt. I came so the sheep can have an abundant life. I am the Good Shepherd.** Replace the shepherd with the Jesus figure. **I lay down My life for the sheep. If a wolf comes, I will do anything to protect the sheep, even if it means that I will get hurt.** "Walk" your fingers toward the sheep. Have Jesus "smash" your hand. Flatten your hand on the floor. **Jesus is our Good Shepherd! He cares for us and gives us what we need! He even protects us from the devil. Jesus died on the cross to save us. The sheep love their shepherd. We love Jesus and trust in Him.**

Pray:

**Jesus, tender Shepherd, hear me.  
Bless Your little child today.  
Through my day, be ever near me.  
Keep me safe by night and day. Amen.**

Remind the children that if a sheep gets lost, the shepherd will find it. Jesus looks for us if we are away from Him. Sing to the tune of "Wheels on the Bus":

The little lost lamb cries, "Baa, baa, baa. (*Pretend to wipe tears from eyes.*)

Baa, baa, baa. Baa, baa, baa."

The little lost lamb cries, "Baa, baa, baa,"

All through the land.

The Good Shepherd, brave, shouts, "I'll save you! (*Heroically place arms on hips.*)

I'll save you, I'll save you!"

The Good Shepherd, brave, shouts, "I'll save you!"

All through the land.

The Good Shepherd, strong, shouts, "I found you! (*Flex muscles.*)

I found you, I found you!"

The Good Shepherd, strong, shouts, "I found you!"

All through the land.

The little lost lamb cries, "I trust You! (*Cross arms across chest.*)

I trust You, I trust You!"

The little lost lamb cries, "I trust You!"

All through the land.

Play Sheep Sheets. Pair up the children and provide each with a pillowcase (or similar-size sheet or towel). Place a basket of stuffed animals on the floor nearby. Place a green blanket (or butcher paper) on the floor opposite the children to represent the sheep's pasture. The partners will pick up their pillowcase by the corners, one partner on each side. Use two volunteers to demonstrate in front of the class. Each pair will put a stuffed animal from the basket onto their pillowcase; then together they carry the animal safely to the pasture, where they gently dump their animal onto the green blanket, and then run back for another animal. The children will help bring the animals safely to the sheep pen/pasture, just as shepherds do.

# The Baa Baa Song

Words and music by Kevin Bueltmann

C F C G

Baa, baa, He's the Good Shep-herd; Ev-'ry-where I go He knows.

C F C G C Fine

Baa, baa, He is my Sav-ior; I will fol-low where He goes.

F C G C

1. Je - sus loves me, Finds me, cares for me,  
 2. I was so lost— Where do I be - gin?  
 3. I was so scared, Storms would fright-en me.

F C Am D G7 D. C. al Fine

Watch - es, saves me, Leads baa-ck home.  
 He paid the cost For my sin.  
 I will not fear, He's with me.

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# FARM

## God Takes Care of Us

(Worship) Say the following litany. Teach the children their response before starting. (P.2.1.2)

**Teacher:** God gives the sheep a shepherd to care for it . . .

**Children:** And God provides for me.

**Teacher:** God gives the sheep wool to keep it warm . . .

**Children:** And God provides for me.

**Teacher:** God gives the sheep a shepherd to keep it safe . . .

**Children:** And God provides for me.

**Teacher:** Thank You, God, for caring for the sheep.

**Children:** Thank You, God, for caring for me.



## Sheep Ran Away

(Worship) Sing “Sheep Ran Away” (LLV, p. 46). While you sing the song, have the children hold onto the edge of a parachute. Pretend fluffy yarn balls are sheep. Try to send the yarn balls up high and out of the parachute. Then, while the class sings the refrain “Save those sheep,” try to catch all the yarn ball “sheep” back in the parachute. When 1 “escapes” (falls out of the parachute), you can pretend to stop and find it. As the children clean up, have them take 1 yarn ball sheep and protect it as they carry it and put it away. Conclude, **We are like sheep. We wander away from Jesus. He is our Good Shepherd. He always finds us and takes good care of us.** (P.3.3.2)

## The Baa Baa Song

(Worship) Use Reproducible 40 to sing “The Baa Baa Song.” You can find an audio version on the CD *Celebrate Jesus! Volume 1* by Concordia Publishing House.



The children can take turns being the leader and move in different ways (e.g., take giant steps, tiptoe, skip) as they lead. The other children will follow. (P.4.2.1)

## Jesus Protects Me

(Worship) Speech patterns can be practiced while having fun. Say “Jesus protects me” in the following ways:

Say it with your mouth. (*Say “Jesus protects me.”*)

Say it with your hands. (*Clap hands to the syllables as you say the words.*)

Say it with your head. (*Move head up and down to the syllables.*)

Say it with your feet. (*Stamp feet to the syllables.*)

Say it with your eyes. (*Blink eyes to the syllables.*) (P.2.2.4)

# FARM



## Taking Care of the Farm

(Circle Time) Pretend to grow a field of corn. Say, **Let's think about the things we need God to provide for us as we pretend to grow a field of corn.** Sing the following phrases in the style and to the tune of the song "Here We Go 'Round the Mulberry Bush." Sing, **This is the way . . .** (P.4.3.3)

We drive around. (*Hold onto the steering wheel of the tractor.*)

We plow the field. (*Move back and forth, making rows.*)

We plant the seeds. (*Bend down to place a seed in the ground and cover it with dirt.*)

God sends the rain. (*Wiggle fingers like rain.*)

The sun shines down. (*Make a circle with your arms.*)

We pick the corn. (*Use hands to pick, then put it in a basket you are carrying in your other arm.*)

We thank the Lord. (*Fold hands in prayer.*)

We eat the corn. (*Pretend to eat corn on the cob.*)

Ask, **What did God provide for us?** (Seeds, water, sun, corn to eat) **How did we thank God?** (Pray, enjoy His blessings)

## Protection

(Circle Time) Say, **Jesus is our shield—our protection from the devil. He died on the cross and rose again; He is more powerful than the devil. God made the eggshell to provide protection for the baby chick as it grows inside an egg.** (P.4.3.1)

Pretend you are in an egg, all curled up tight.

(*Curl up in the fetal position on the floor.*)

It's feeling small in here. (*Sigh.*)

Let's use our beaks and peck on the egg. (*Stay curled up; nod head back and forth.*)

Listen! I hear a crack! (*Stay curled up; put hand to ear and say, "Crack!"*)

Bust outta this shell! (*Stand up and put your arms up high.*)

Yay! Hello, friend! (*High-five a friend.*)



## Brown Basket

(Circle Time) Say, **Soil is brown.** Show pictures of fields. Bring a brown basket to school. Talk with the children about the color brown. Show several items that are different shades of brown (e.g., cardboard, a teddy bear, a brown piece of fabric). Discuss the terms *light* and *dark*, and sort the items into piles based on whether they are dark brown or light brown. Place the items in the basket and encourage students during the week to add brown things to the basket. As an extension, you might have each student bring something brown from home, or have a "dress in brown" day. (P.1.5.1)

## Mistress Mary

(Nursery Rhyme) Mary, Mary, quite contrary,

How does your garden grow?

With sun so bright and rain so light  
And seeds planted all in a row.

Jesus, Jesus, quite protecting,

How do Your children grow?

Through Jesus' love, grace from above,  
And mercy that God always shows.

Say, **Through Baptism, we are God's children. Jesus gives us everything we need and protects us. We can tell others of His great love and protection.** Sing "God Loves Me Dearly" (*LOSP*, p. 85). (P.2.1.2)

## Mary Had a Little Lamb

(Nursery Rhyme) After singing the traditional rhyme, repeat the song, substituting your students' names in place of Mary's. Pass around a stuffed toy sheep for the children to hold on their turn. (P.4.4.1)

## G Is for Grass

(Writing) Give each child a standard kitchen sponge cut into the shape of a capital letter G. Write his/her name on the bottom with permanent marker, or assign each child his/her own specific color of sponge. Have the children trace the outline of the letter with a finger and talk about words from this week that start with the letter, such as *good*, *God*, *give*, *garden*, *grow*, and *grass*. Review: **Our Good Shepherd leads us into pleasant green grassy pastures so we can find food—strength—and rest.** Let each child run his/her sponge under water for a while, squeezing and saturating the sponge. Then set the soaked (but not dripping-wet) sponge on a plate. Let each child dry his/her own hands and then sprinkle the top of the sponge with grass seed, covering the top, but not getting it too thick. It's okay if part of the sponge shows through. Let them even use a plastic fork to poke and press some of the seed into the crevices on the top of the sponge. Finally, keep the sponge moist using one of the following methods. (1) Set a plastic cover over the top of each sponge (with a corner slightly open/uncovered to prevent mold), and spritz with water when it starts to dry out. (2) Set the sponge in a tray or pan with the bottom surface covered with water. Occasionally add water so the sponge continues to float on top. (P.2.3.3)



## Little Bo-Peep

(Nursery Rhyme) Say or sing to the tune of "Little Bo-Peep":

Little shepherd has lost his sheep  
And doesn't know where to find him.

Leave him alone,  
And he'll come home.

Jesus is watching o'er him.

The shepherd took his big, strong staff,  
Determined for to find him.

Then, seeing his sheep,  
Joy filled his heart deep.

He stopped and thanked Jesus for him.

Ask, **Have you ever been lost? How did you feel when you were found? What brings you joy? When do you thank Jesus? How do you thank Jesus?** (P.2.1.1)

## Pleasant Pastures

(Art) Paint with a fresh cob of corn. Put corn holders on the ends for the children who do not want paint on their hands. Give each child a piece of white construction paper, and squirt a small amount of blue and yellow paint on the paper. The children will roll the corn through the paint, mixing the blue and yellow to create green. Ask, **What happened when the blue and yellow paint mixed? We are using the corn to paint a green pasture. The Bible tells us that we are like sheep. Jesus tells us that He leads us to green pastures so He can feed us.** When the paint is dry, you may want to let the children add sheep stickers to create a scene. (P.4.1.1)



## Stick Horses

(Art) Have the children use stuffing to stuff a light brown tube sock, leaving enough room to push a stick up to the heel of the sock, but being sure to stuff it all the way to the toes. For the stick, use a 3-foot length of PVC pipe, a yardstick, or a long, thick wooden dowel. Use brown duct tape to secure the sock to the stick. Let the children draw a mane, mouth, and eyes on the sock with a permanent marker (or provide buttons to glue on that are not choking hazards). Have an adult hot-glue 2 felt ears to the sides of the head and loops of brown yarn along the top edge. Let the child give the horse a “haircut” by snipping the loops so the “hair” falls down straight in a mane. (P.4.1.5)

## Edgy Sheep

(Art) Give each child a 9 × 12-inch piece of green construction paper. Have the children cut slits all along 1 edge of the paper. Fold this edge up and flatten it against the paper. The bottom half of the surface along the folded edge can be glued together, but leave the snipped top edge (grass) unglued. Give each child a white rectangle for the body of the sheep and a smaller white rectangle for the head. They will also need 4 black rectangles for legs, 2 small rectangles for the ears, and 1 for the tail. Let



the children glue these to the body to form a sheep. (Or, to simplify the project, let the children draw black lines for legs and ears and a dot for the eye.) Make sure the pieces are large enough so that the black rectangles, if used, don't need to be so small and unmanageable to be in proportion. Show an example of a finished sheep glued to the green paper, but allow for variation. Write

## Sweet Sheep

(Art) Draw sheep with sugar water and white chalk. Mix 3 tbsp. sugar with ½ c. lukewarm water until dissolved. Set a bowl of the mixture



for the children to share on the table. Give each child green paper and white chalk. The children will dip the white chalk into the sugar water and draw a fluffy sheep on their paper.

(Any shape the child makes can be made into a sheep using a white crayon, adding 4 legs, an oval head with ears, eye(s) and a smile, and a tail.) As the paper dries, the picture will sparkle from the crystallized sugar. Write the Bible Words at the top of the paper. Ask the children why they think the sheep is sparkling. Say, **The sheep cannot take care of itself or live without its shepherd. The sheep is sparkling because the sheep knows that it can peacefully trust Jesus to take care of all its needs. We trust Jesus to take care of all of our needs.** (P.4.1.1)

## Plant Caretakers

(Snack) Encourage the children to taste 4 different raw vegetables. Choose 2 vegetables the children might already know they like or dislike (carrots, tomatoes, broccoli, cauliflower, etc.). Also choose 2 vegetables that might be new experiences for the children (raw sweet peas, bean sprouts, bell pepper, kohlrabi, etc.). Encourage the children to try all 4 vegetables. Provide sour cream- or yogurt-based vegetable dips or ranch dressing for dipping.

Chart whether the children liked or disliked each vegetable. List the names of each vegetable along the bottom edge. Include picture labels if possible. List numerals along the left side. Decide which vegetable is the class favorite and which vegetable is the least favorite. Today would be an excellent day to invite a church worker or member of the church who grew up on a farm to have a snack with you. It would be great for them to talk about how they grew vegetables and how they cared for the animals on their farm. Say, **Farmers and shepherds take care of plants and animals. Jesus takes care of us!** (P.1.2.6)

## Dependents

(Art) Talk a bit about how people who take care of animals show that they are the owner (e.g., putting collars on dogs and cats, ranchers branding cattle). Say, **God marks us as His children in Baptism. When we were baptized, the pastor made a sign of the cross upon both our forehead and upon our heart, showing that we belong to Jesus and that we are in His family.** Read the book *God Makes Me His Child in Baptism* by Janet Wittenback (available from CPH) to see simple pictures of Baptisms.

S i n g  
“Baptism  
S o n g”  
(LOSP, p.  
97). Then  
face-paint  
a cross  
on each  
c h i l d ’ s  
forehead.  
T e a c h  
them how  
to make  
the sign of



the cross over their heart. Take a picture of each child with their marked forehead or give them a previously taken photo of themselves and a cross sticker to place on their forehead in the photo. Give the children time to use stickers and markers to decorate a cardstock, cardboard, or foam picture frame (rectangle with the center cut out, leaving a wide border) labeled “\_\_\_\_\_ is God's child.” Say, **Being called “His sheep” is like being called His child; He takes care of us, and we are His.** (P.4.1.1)

## Peace-full Hearts

(Math) Review the previous Bible Words “Let the peace of Christ rule in your hearts” (Colossians 3:15; from Week 12). Emphasize the heart shape by sorting large and small construction paper hearts with small groups or individual children. After sorting, tape a heart labeled with the Bible Words to each student’s shirt to wear for the day. Say, **We have peace, even when we walk through the valley of the shadow of death, because Jesus is with us. He is living in our hearts through faith. We are His. He leads us to quiet waters and restores our souls.** If you have access to an interactive whiteboard, try a heart-sorting activity digitally as well. (P.1.3.1)



## Dirtiest Jobs

(Sensory) Make a “farmer’s field” in the sensory table. Use pesticide-free dirt. The first day, add small red potatoes and/or small carrots with tops. Can the children “dig” them up? You may want to

also add number cards. Show a labeled picture of 1 potato, 2 carrots, and the like. The next day, remove the potatoes and put in corn seeds to plant, small shovels and rakes, and tweezers. Let the children use tweezers to pick out the corn from the dirt. Another day, add play tractors and farm equipment, farm animals, and people. Say, **The farmer cares for the needs of the animals and plants on the farm. Jesus takes care of us. Jesus never takes time off but is always with us, watching over us, to provide for our every need, including salvation.** (P.4.3.4)



## Sorting Seeds

(Sensory) Put a bowl of cornmeal and a bowl of beans in the sensory table. On the first day, the children can fill the sensory table with the cornmeal and beans and stir them together with big spoons. During the week, add funnels, scoops, shovels, strainers, small pails and measuring cups for play. The last day, have the children filter the cornmeal out of the beans. Say, **Sheep eat grass. Cows eat grass and feed made from corn and grains. We eat grains and beans. The Good Shepherd takes care of all of us. We need seeds to plant and to eat. God provides us with seeds to eat and to plant to grow our food. Beans are a seed that we also eat, and cornmeal is just a ground-up dried corn kernel, or seed.** (P.3.4.3.1)

## Garden Plots

(Math) The students will sort different types of seeds, creating their own garden “plot.” Use 4 kinds of larger seeds, such as corn, bean, sunflower, pumpkin, or watermelon seeds. Leave out the packets for reference. Cut pieces of green construction paper in half to make green rectangular “gardens.” Glue 1–4 seeds of the same variety to each “garden,” and write the matching numeral on the front. Place the extra seeds in a tray. Let the children use tweezers to sort the seeds for each of their own garden plots.



Give each child blank half sheets of paper to use in matching the same number of seeds as the number that are glued onto—“planted in”—each garden. Can they make theirs look the same as the completed ones? (P.1.5.2)

## Matching Cards

(Math) Before class, use the Internet to find pictures of different landscapes or locations (e.g., trees, bushes, pastures, hills). Print out in sets of 2, each exactly the same size and image. Then add sheep stickers, as if the sheep were grazing in that place. (You may want to laminate for durability.) Let the children spread out all the cards on the table and find the matches. For more of a challenge, turn the cards over and play a memory game, trying to flip over the 2 matching cards. Remind the children, **The Bible says that we are led into green pastures with still waters. Our Good Shepherd restores our souls and renews our strength by providing everything we need, including eternal life.** (P.1.5.1)

## Seed Sprouting

(Science) Place 2–3 tbsp. alfalfa seeds in the bottom of a quart jar. (These can be found at a health food or organic store.) Fill the jar about 2/3 full with water and soak for 5–8 hours or overnight. Use a rubber band or jar ring to attach a cheesecloth or pantyhose cover to the jar. Pour off the soaking water. Add more water, swirl the seeds around, and pour off that water. Repeat until the water is clear. Roll the jar to distribute the seeds along the sides of the jar. Place the jar upside down at a 45-degree angle.



Rinse the seeds at least twice per day. Seeds should sprout in 3–5 days. Spread sprouts on a paper towel and place in the sun for 15 minutes or more to make them turn pretty and green. Pretend to be sheep and eat the alfalfa sprouts! More information and other sprouting ideas can be found online. (P.1.7.2)

# FARM

## Sheep Hunt

(Social game) Say, **We know that Jesus protects us and provides for our every need. Let's pretend to be shepherds and find the lost sheep and help get it safely back to the barn.** The children will repeat your words and actions. You can add the following phrases after each location or intersperse them throughout: "I'm not afraid! Are you? Not me!"; or "It sure is big! Let's go over [through] it!"; or "Nothing over here."

We're going on a sheep hunt. *(March in place.)*

We're going to find our lost 1 *(Nod head and hold up 1 finger.)*

With fluffy wool and 2 sweet eyes. *(Rub arms.)*

Open the gate. *(Pretend to open a door.)*

Look over there! *(Put hand over eyes, searching.)*

We're coming to a grassy field. *(Rub palms together and make a swishing noise.)*

We're coming to a great pond. *(Pretend to swim.)*

We're coming to a green tree. *(Pretend to climb.)*

We're coming to a deep gully. *(Stop fast.)*

It's very far down there. *(Put hand over eyes and look down.)*

I see some fluffy wool and 2 sweet eyes. *(Rub arms.)*

Listen! Baa, baa, baa. *(Put hand to ear, then bleat.)*

Pull him up with your staff. *(Pretend to pull the sheep up.)*

Hooray! He's safe! *(Smile and hug self.)*

Wait! What's that noise? *(Put hand to ear.)*

It's really dark around here! I can't see a thing. *(Put hand above eyes.)*

Ahgh! Run! Everybody run! *(Look scared.)*

It's a wolf! Pick up your sheep! *(Pretend to hold a sheep.)*

Hurry to the pen! *(Run in place.)*

Back over the green tree. *(Pretend to climb.)*

Back through the great pond. *(Pretend to swim.)*

Back through the grassy field. *(Rub palms together and make a swishing noise.)*

Back through the gate. *(Open the door.)*

Into the pen! Whew! *(Fall onto the ground as if worn out.)* (P.4.3.2)



## Stick Horse Race

(Social game) Say, **Today we are going to have fun racing horses. Jesus provides for our every need and wants us to take a rest from work sometimes. Farmers sometimes rest from their work by riding and racing horses.** Set up cones in the shape of a rectangle, 2 sides about 10 feet apart and 2 sides about 5 feet apart. Let the children take turns racing with stick horses around the outside of the cones. Have them line up at the starting line. (Place tape at the start of 1 corner for the starting line and place tape at the other corner for the finish line.) After they finish racing, they give the stick horse to the next person in line, then move to the back of the line. Demonstrate this so the children have a visual of what to do. An additional idea is to take the stick horses on the playground for free play. (P.3.4.2.1)

Relate

## Week 3 Family Letter

# God Remembers and Cares for Noah (and Me): The Flood

(Genesis 6:11–8:22)

Many, many years ago, the air was filled with angry noises. People were shouting at one another. People were crying. This made God sad, so He decided to start all over again making the world.

God knew that one man, Noah, still loved Him. So God decided to save Noah and his family. God told Noah to build a big boat. For many, many years, the air was filled with the sound of sawing and hammering. Finally, one day, the ark was done and the air was filled with the sounds of hooves pounding, birds squawking, horses neighing, and dogs barking. God wanted to save every kind of animal that He had made.

Soon the air was filled with clouds and rain. But Noah and his family and all the animals were safe on the ship. God had mercy on them and didn't destroy His entire creation. After a long, long, time, the day came for everyone to get off the ship and start a new life. The air was filled with the smell of springtime, when everything is growing again. God was happy with the smell of Noah's altar. God filled the sky with a beautiful rainbow and promised that never again would He send such a big flood.

### Bible Words

Your steadfast love, O LORD,  
extends to the heavens.

Psalms 36:5

Dear Family,

As you look at the picture together, ask your child whom God saved . . . who are the two people in the picture? God saved Noah and his family. Can they point to the ark? Why did they need such a big boat? God wanted to save the animals He had created too! What's not colored? God placed a rainbow in the sky to remind Noah, his family, *and your family* of His great love for you—a love that is faithful and will never end, a love that extends to the heavens.

What dangers or evil surrounds you? Trust in God to be with you during the storms of life. No matter what is going on in the world, can you see that God is still in control, still holding you safe in His arms? The rainbow can remind us of God's love, but the cross is an even more special reminder of God's mercy because through Jesus' death on the cross, we have a new life and we won't drown in our sins.

Ask your child what Noah is doing in the picture. He is praising and thanking God for keeping him safe! Set up a cross in your home as your own family altar. Regularly worship God together and thank Him for His care, protection, and steadfast love. Read the story on page 41 of *The Story Bible* together.



## Week 23 Family Letter

# Jesus Tells His Children to Come: Jesus Blesses the Children

(Mark 10:13–16)

One day some grown-ups took their children to see Jesus. They walked a long way. Suddenly they saw Him. “There’s Jesus!” they said. They were so excited to see Him.

The children wanted to get close to Jesus. But Jesus’ helpers said, “Go away. Jesus is too busy.” The children were so sad. They started to walk away.

But wait! Jesus said, “Don’t go away. Come to Me. Let the children come.” The children were so happy. They ran to Jesus. He put His arms around them and blessed them. Jesus loves children! Jesus loves you!



### Bible Words

**Let the children come to Me.**

**Mark 10:14**

Dear Family,

Jesus has many friends. Ask your child to color the friends on the Bible picture who are special to Jesus. Say, “Jesus loves children. He loves you too. He is your special friend!” Read the following poem to your child as a reminder of this special friendship.

Christ Jesus taught a crowd one day.  
They listened hard to what He’d say.  
Important teachers came to hear  
While all the people crowded near.  
Then suddenly, they heard the noise  
Of grown-ups with their girls and boys!  
“We came,” they said, “to see our Friend.”  
But Jesus’ men cried, “That’s the end!”  
“He’s much too busy. Go away!  
Go! Try again some other day.”  
Then Jesus cried out, “Wait! Don’t go!  
I love the children too, you know.  
“Please bring them here for Me to bless.  
May God bring you His happiness.”  
Read the story on page 380 of *The Story Bible* together.



## Week 40 Family Letter

# God Provides for His People: The Good Shepherd

(John 10:1–18; Psalm 23)

All by myself, just me.

I'd sigh, "Oh, wee! Wee! Wee!" (*Pretend to cry.*)

But it's not only me. (*Shake head no.*)

My Shepherd never leaves. (*Clap hands.*)

All by myself, alone.

I'd moan and groan and moan. (*Pretend to cry.*)

But I'm not on my own. (*Shake head no.*)

My Shepherd brings me home. (*Clap hands.*)

All by myself, just "I."

I think I'd cry and cry. (*Pretend to cry.*)

It's not just little "I." (*Shake head no.*)

My Shepherd's by my side! (*Clap hands.*)



### Bible Words

**We are His people, and the  
sheep of His pasture.**

Psalm 100:3

Dear Family,

Ask your child to point to the sheep all by itself. How does he or she think it feels? Right! The sheep can't be alone; it needs someone to care for it. The Bible says that we are like sheep. We wander away from God and don't listen to Him. We do what we want to. Think of how you handled the situation the last time your child disobeyed you. You probably were frustrated, but God has mercy. He always forgives us and, in fact, comes searching for us!

Ask your child to point to something dangerous (or scary). If necessary, be more specific and ask him or her to point to the wolf or the ledge. What could happen to the sheep? The wolf could hurt it, or it could fall down. Let your child color the wolf, and remind him or her that the devil tries to hurt us, but Jesus is our Good Shepherd. He protects us! Jesus even gave His life for us so that we wouldn't die forever. Jesus died on the cross so that we would be rescued.

Whenever you find a quiet moment for yourself, remember the quiet and peace our Good Shepherd gives. Read Psalm 23 and think about how God calms our troubled hearts. We *will* go through terrible valleys, but Jesus is always with us. And the mountain vistas, crystal-clear streams, and pleasant pastures on the other side are worth waiting for. We will be with our Guide and Protector forever, in His heavenly land, always by His side, and always enjoying His blessings. Together, read the story on page 367 of *The Story Bible*.



**The Arch Book Resource Guide has been created to assist you in easily finding Arch Book stories that pair well with the One in Christ religion lessons. These guides have been created for Preschool through Grade 3 Units.**

**You can find each Arch Book Guide under the Grade Level Additional Helps at [www.cph.org/oneinchrist](http://www.cph.org/oneinchrist).**

**The Arch Books listed may already be in your personal library or a part of your school's library. We have also included titles that may no longer be in print from Concordia Publishing House, but you may be able to find in the used book market.**

**The best way to check for title availability is to go to [www.cph.org](http://www.cph.org). In the search box, simply type the Arch Book title, or a portion of the title, to check availability.**

**Arch Books are often great suggestions for your weekly family newsletter as they are widely available and affordable for most families.**

**It is our hope and prayer that this resource allows you to put another Bible Story resource into your student's hands!**

# Preschool A — Arch Book Resource Guide

Unit/Lesson	Lesson Title & Scripture	Arch Book
<b>Unit 1—September</b>		
1	God Made Me (Genesis 1-2)	The Story of Creation
2	God Made the World (Genesis 1-2)	The Story of Creation; Where Did the World Come From?
3	The Flood (Genesis 6:11–8:22)	A Man Named Noah; Noah's 2-by-2 Adventure
4	Abraham's Call (Genesis 12:1–9)	God Calls Abraham...God Calls You!
<b>Unit 2—October</b>		
5	Abraham's Son Isaac Is Born (Genesis 21:1–7)	Abraham, Sarah, and Isaac
6	Joseph's Father and Brothers (Genesis 37:1–11)	Joseph, Jacob's Favorite Son; Joseph Forgives His Brothers
7	Moses' Birth (Exodus 2:1–10)	Tiny Baby Moses
8	Crossing Red Sea (Exodus 14)	Moses' Dry Feet
9	The Twelve Spies Report (Numbers 13:1–14:38)	Caleb: God's Special Spy
<b>Unit 3—November</b>		
10	The Tabernacle Is Built (Exodus 35–36)	
11	Gideon Wins the Battle (Judges 7)	God Provides Victory through Gideon
12	David, the Singing Shepherd (1 Samuel 16; Psalm 23)	The Twenty-third Psalm
13	God Loves Naomi and Ruth (The Book of Ruth)	Ruth and Naomi
<b>Unit 4—December</b>		
14	Jesus' Birth (Luke 2:1–7)	When Jesus Was Born; The Christmas Baby; The Christmas Promise; Just Look in the Stable; On a Silent Night; Born on Christmas Morn; My Merry Christmas; The Christmas Message; Joseph's Christmas Story
15	The Angels' Announcement to the Shepherds (Luke 2:8–21)	The Shepherd's Christmas; The Shepherds Shook in Their Shoes; The Christmas Message
16	Simeon and Anna See Jesus (Luke 2:22–38)	Baby Jesus Visits the Temple
17	The Wise Men Find Jesus (Matthew 2:1–12)	Three Presents for Baby Jesus



# Preschool A — Arch Book Resource Guide

Unit/Lesson	Lesson Title & Scripture	Arch Book
<b>Unit 5—January</b>		
18	Boy Jesus Studies in the Temple (Luke 2:41–52)	Jesus and the Family Trip
19	Jesus' Baptism (Matthew 3:13–17)	The Story of Jesus' Baptism and Temptation
20	Jesus Heals the Ten Lepers (Luke 17:11–19)	The Thankful Leper
21	Jesus Raises Jairus's Daughter (Luke 8:40–56)	Jesus Wakes the Little Girl
22	Jesus Feeds 5000 People (John 6:1–15)	A Meal for Many; What's for Lunch?
<b>Unit 6—February</b>		
23	Jesus Blesses the Children (Mark 10:13–16)	Jesus Blesses the Children
24	Parable of the Good Samaritan (Luke 10:25–37)	The Story of the Good Samaritan
25	The Widow's Mite (Luke 21:1–4)	The Widow's Offering
26	Jesus Eats With Zacchaeus (Luke 19:1–10)	Zacchaeus
<b>Unit 7—March</b>		
27	Jesus Rides into Jerusalem (Matthew 21:1–11)	Jesus Enters Jerusalem; Good Friday; The Week that Led to Easter
28	A Woman Anoints Jesus' Head and Feet (Matthew 26:6–13)	
29	The Crucifixion (Matthew 27:27–56)	Good Friday; The Centurion at the Cross
30	Easter Morning (Matthew 28:1–10)	The Easter Victory; My Happy Easter Book; A Surprise in Disguise; He's Risen! He's Alive!; The Easter Gift
<b>Unit 8—April</b>		
31	Jesus Cooks Breakfast For the Disciples (John 21:1–14)	The Great Catch of Fish
32	The Ascension and Great Commission (Acts 1:6–11)	Jesus Returns to Heaven; Jesus Shows His Glory
33	Pentecost (Acts 2:1–13)	The Coming of the Holy Spirit
34	Peter and John Heal a Crippled Man (Acts 3:1–10)	



# Preschool A — Arch Book Resource Guide

Unit/Lesson	Lesson Title & Scripture	Arch Book
<b>Unit 9—May</b>		
35	God Cares for the Birds and Flowers (Matthew 6:25-34)	Jesus Teaches Us Not to Worry
36	Timothy's Mother and Grandmother (2 Timothy 1:5, 3:14-17)	Timothy Joins Paul
37	Lydia Believes (Acts 16:11-15, 40)	
38	Queen Esther (The Book of Esther)	Just in Time Esther
39	The Lost Son (Luke 15:11-32)	The Parable of the Prodigal Son
<b>Unit 10—June</b>		
40	The Good Shepherd (John 10:1-18; Psalm 23)	The Parable of the Lost Sheep; The Twenty-third Psalm
41	The Parable of the Sower (Matthew 13:1-23)	The Seeds that Grew and Grew
42	Daniel in the Lions' Den (Daniel 6)	Daniel and the Roaring Lion; Daniel and the Lions
43	Three Men in the Fiery Furnace (Daniel 3)	Three Men in the Fiery Furnace; The Fiery Furnace
<b>Unit 11—July</b>		
44	Jonah and the Big Fish (The Book of Jonah)	Jonah and the Very Big Fish
45	Food for Elijah and the Widow (1 Kings 17:1-16)	Elijah Helps a Widow
46	Elisha and Naaman (2 Kings 5:1-14)	Good News for Naaman
47	Jesus Calls His Disciples (Luke 5:1-11)	Twelve Who Followed Jesus; The Twelve Ordinary Men; Jesus Calls His Disciples
48	Jesus Calms the Storm (Matthew 8:23-27)	Jesus Calms the Storm
<b>Unit 12—August</b>		
49	Hannah Prays for A Child (1 Samuel 1:1-20)	A Mother Who Prayed
50	Samuel as a Boy (1 Samuel 1:21-28; 3)	The Lord Calls Samuel
51	David Defeats Goliath (1 Samuel 17)	David and Goliath; The Springy, Slingy, Sling; One Boy, One Stone, One God: The Story of David and Goliath
52	David and Jonathan (1 Samuel 19; 20)	David and His Friend Jonathan

