



# Infant & Toddler

## Resource Guide



**12 Monthly Units**

A comprehensive resource for infant and toddler care



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Written by Donna Bobb, Doris Knuth, Sara Mulso, Judy Williams

Edited by Judy Christian and Rodney L. Rathmann

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

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## How to Use This Guide

This resource has been designed as part of the One in Christ religion series. It assists in the faith nurture of the very young by providing activities that are age appropriate, easy to do, and enjoyable for both caregiver and children alike. You will note that the guide is organized around fifty-two weekly segments with ideas, suggestions, and related themes connected to specific Bible stories for each of the fifty-two weeks of the year (see Table of Contents).

Prepared to correspond with developmentally appropriate standards for the care and nurture of the young child, materials for each week reference early childhood standards as well as relevant activities and suggestions for helping the young child to grow within these standards. Numbers provided at the end of activities are keyed to elemental standards included on the final pages of this volume for handy reference. These standards are organized under four main headings—Explore, Express, Relate, and Create.

**Explore**—standards relating to pre-math and pre-science skill development

**Express**—standards addressing areas of communication such as listening, speaking, pre-writing, and pre-reading activities

**Relate**—standards concerned with the young child's emerging sense of self as he or she also grows socially, emotionally, and in interactive play skills

**Create**—standards focusing on a young child's growing understanding of his or her world and response to it through art, dance, role play, and music

The goal of this guide is to equip those caring for very young children with the resources they need to construct an environment and to deliver age-level appropriate activities and experiences for sharing the love of Jesus with infants and toddlers. Organized around Bible stories, each week's approach includes a focus. Let this focus guide you as you care for, talk with, and design fun and engaging learning experiences for the children during each week. You will find themes for each week organized around each of the headings, identified and explained as follows:

**Bible Words**—You may speak these words from God to both infants and toddlers and invite toddlers to repeat after you. These “Bible Words” are approximately three to six words in length. Help these very young children know that these words are especially important because God speaks them to us as they are written in the Bible. The Bible is a special book because it tells us about Jesus, God's Son and the Savior of the world.

**To Think About**—Written for those who care for and interact with infants and toddlers, the paragraphs included in this section summarize or reflect upon the Bible story for the week, suggesting applications for the caregiver as he or she builds relationships and organizes activities for the children placed in his or her care.

**Listen to Me**—This section includes words and ideas for sharing the Bible story with infants and toddlers. Organized with options for both infants and toddlers, these activities are provided to be used or adapted for use by the caregiver. Included among these activities are finger plays, piggyback songs, and scripts or talking points to be used with posters, vinyl clings, take-home flip-books, and finger puppets.

**Sing with Me**—Young children enjoy rhyme and music. Lyrics as well as song references and tunes to which songs may be sung (piggyback songs) can be found in this section. Song suggestions come from various sources (see facing page). Also available from CPH are CD recordings of popular songs for young children.

**Follow Me**—Cheers, chants, movement activities, action poems, and finger plays can be found in this section. Some of these are designed to include action for toddlers to repeat after, or do together with, the leader.

**Pray with Me**—Adults may use these simple prayers to lead young children in talking with their God and Savior. Prayer activities sometimes invite children to echo words or phrases spoken by the leader or others.

**Play with Me**—Games and activities provide infants and toddlers opportunities to use both large and small muscles as they learn about and explore the world around them. Types of activities found here include bubble play, mirror talk, sorting activities, and creating with cookie cutters and play dough.

**Plop and Play**—As guided by the caregiver and leader, activities and ideas in this section lead infants and toddlers to grow and learn as they interact with toys, manipulatives, sensory tubs, and art materials.

**Changes to the Environment**—Ideas provided in this section relate to the lesson theme and, at times, highlight colors associated with the Bible story or theme.

**Snacks**—Suggestions for food and drink often relate closely to the Bible story or theme for the week. Some ideas may be adjusted to include opportunities for young children to assemble all or portions of the snack.

## Additional Bible Story Teaching Elements

Included for use with infants and toddlers are a series of vinyl clings, posters, flip-books and finger puppets. Throughout this guide, you will find ideas for using each of these visuals, which are connected with specific weeks.

### Vinyl Clings

Each of the twelve vinyl cling sets may be mounted on a window, wall, or other flat surface to draw attention to each Bible story as it is focused upon. As teachers and caregivers point to Bible story elements on the vinyl clings, they reinforce visually for the very young ways that God shows His love and care for us and for all people. Following is a list of vinyl clings and the week each is to be displayed.

September Week 1	sun, moon, 4 stars
September Week 4	Noah, animals (2 camels, 2 rabbits, 2 birds, 2 turtles, male and female lion), happy face, sad face, cloud with rain falling from it
October Week 8	Joseph, Jacob, group of brothers, 12 wheat sheaves
November Week 11	bread, fig, apple, pear, pomegranate, fish
January Week 19	boat on water, Jesus, 4 men (Jesus and men designed to fit in boat)
February Week 21	sitting Jesus, 5 children
March Week 30	sitting Jesus (to be placed to ride on donkey), donkey, 2 children, 4 palm branches (palm branches may be placed in children's hands)
April Week 32	Jesus (head bowed, wearing crown of thorns, hands outstretched, designed to fit on cross), cross, soldier, tomb, stone (designed to fit to cover tomb entrance), Mary crying
May Week 38	David, Goliath, 5 stones, Philistine army group, Israelite army group
June Week 42 and 43	Broom, shovel, hammer, rag and water container, Bible
July Week 46	2 lions, bear, monkey, zebra, elephant, dolphin, Darius, Daniel
August Week 51	3 men, 2 big flames, angel, Persian king

## Posters

Posters, like vinyl clings, help to give the area in which you care for young children a distinctive look. Those gathering in the area, as well as those visiting or walking through, will recognize that God's Word is taught and referred to throughout the day. Most important, observers will note that Jesus is at the center of all that takes place in your program, where young children learn and grow and are cared for in an environment where the love of Jesus is shared. A list of weeks for which posters have been designed and a description of each poster follows.

September Week 3	Creation.
October Week 5	People constructing a tower.
November Week 10	This poster has four quadrants with each quadrant showing the progression of the story. (Quadrant 1) Moses leads the people. (Quadrant 2) Moses and people stand before the Red Sea. (Quadrant 3) God provides a dry road through the water. (Quadrant 4) People praise God; women with tambourines dance.
December Week 16	Wise Men on camels travel, following a bright star.
January Week 20	Jesus calms the storm.
February Week 25	Jesus brings the daughter of Jairus back to life.
March Week 29	Jesus is the Good Shepherd.
April Week 31	Jesus prays in the garden.
May Week 39	David and Jonathan are friends.
June Week 41	Musicians play outside the Old Testament temple.
July Week 45	God gives Elijah bread and meat from the mouths of ravens.
August Week 49	A room for Elisha.

## Flip-Books

Each of the twelve flip-books created for use with these materials is uniquely designed to contain two Bible stories. Featuring high-quality artwork by well-known artist Jan Brett, each flip-book has been prepared as a board book and, as such, is durable and ideal for use by very young children. One flip-book may be ordered for each child and sent home for use by the family as a way of extending Bible teaching into the home. Weeks when Bible stories are taught through the use of flip-books and the stories associ-

ated with each week are listed as follows:

September Weeks 1–4	God Creates the World; God Cares for Noah
October Weeks 6, 8	Abraham’s New Home; Joseph’s Family
November Weeks 9, 12	Moses’ Birth; The Battle of Jericho
December Weeks 14, 15	Jesus’ Birth; Simeon and Anna
January Weeks 17, 20	Jesus Grew Up; Jesus Calms the Storm
February Weeks 22, 24	Zacchaeus; The Ten Lepers
March Weeks 26, 27	Jesus Feeds Many People; Mary Listens to Jesus
April Weeks 32, 34	Jesus Died and Lives for Me; Jesus Is Alive
May Weeks 37, 39	Samuel Serves God; David and Jonathan
June Weeks 40, 43	Solomon Builds a Temple; King Josiah Finds a Bible
July Weeks 44, 46	Jonah; Daniel in the Lions’ Den
August Weeks 48, 52	Elisha and Naaman; Job

## Finger Puppets

One in Christ finger puppet sets have been provided for use in preschool as well as infant and toddler programs. These finger puppets (also referred to as ring puppets) are designed as individual rings on which Bible story characters, animals, or story elements have been mounted. Each of the sets contains five finger puppets. The leader places—and at times removes—puppets to tell the Bible story. At times, the leader may want to place all figures on the fingers of one hand. At other times, he or she may want to strategically arrange the finger puppets on the fingers of both hands and then move hands together and apart in telling the Bible story.

Most of the time, weekly activities include detailed directions for telling the Bible story with finger puppets in the form of simple scripts. Some scripts will not require the use of every figure in the set. At other times, a script may ask you to “borrow” a figure from another set.

As with so many things, practicing beforehand will make the use of finger puppets easier, especially at first. A list of the weeks for which finger puppets have been designated for use as well as the five items included in each set follows.

September Week 2	bird, flower, Jesus, sun, tree
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October Week 6	Abraham, Sarah, baby, star, camel
October Week 7	Abraham, Sarah, baby, star, camel
November Week 9	baby Moses, Jochebed, Miriam, Pharaoh’s daughter, servant girl
November Week 11	Moses, Joshua, Caleb
December Week 13	Mary, angel, [baby Jesus, donkey, Joseph]*
December Week 14	angel, baby Jesus, donkey, Joseph, Mary
January Week 18	cloud, dove, Jesus, John the Baptist, water
February Week 23	donkey, hurt man, Levite, priest, Samaritan
February Week 25	father, mother, girl, Jesus, friend of Jesus
March Week 28	brother, father, pig, son (poor), son (rich)
April Week 33	angel, Jesus, Mary, tomb, woman at tomb
April Week 35	bird, flower, sun, tree, [Jesus]*
May Week 36	baby Samuel, Eli, Hannah (happy), Hannah (sad), Samuel
May Week 37	baby Samuel, Eli, Hannah (happy), Hannah (sad), Samuel
July Week 45	bird 1, bird 2, Elijah, jar, woman
July Week 47	father, mother, young Samson, older Samson
August Week 49	Elisha, woman and husband
August Week 50	Haman, Mordecai, Queen Esther, table, Xerxes
August Week 51	Abednego, Meshach, Shadrach, angel, Darius

\*Included in the set but not referenced in the script.

## Caring for Infants and Toddlers

Today, perhaps more than ever before, very young children are receiving care in full-day child-care centers and in home-care settings. Still others are being cared for part-time in Parents’ Day Out programs, church nurseries, and babysitting cooperative family groups. A great need exists for quality Christian care for these infants and toddlers and their families.

From birth, infants need parents and other caregivers who will take the time to be with them, to meet their needs, and to be emotionally available to them. Consistent love, comfort, encouragement, and support are all essential for a very young child’s healthy development. From a calm, affirming adult,

young children will begin to form a positive, healthy perspective about themselves and others. They will experience and come to know love and acceptance. They will begin to appreciate the healing, restoring power of forgiveness. Specifically, they will learn about their God and Savior from the words you speak, the actions you do, and the attitudes you project.

Be sure to consider the following assumptions as you interact with each child placed into your care.

- All children are created by God.
- Each child's self-image is one of worth because he or she is God's blessed child.
- Our caring is a response to God's love and His command that we love one another.
- Infants and young children need to develop positive social relationships with peers and grown-ups.
- Attitudes and life values are formed at an early age.
- Children learn through exploration and discovery.
- While children are in the care of a Christlike adult, their developmental needs are met in a loving, stimulating environment.

## A Christlike Care Center for Infants and Toddlers

From the time an infant or toddler enters your child-care program in the morning until the time he or she goes home, you'll want to do more than just help him or her develop motor and language skills. You will want to show the child the love of Jesus with intentionality. Be sure to do the following.

- Welcome the infant or toddler joyfully, speaking his or her name gently. ("Good morning, Johnny!" "So happy to see you today, Ellie!")
- Welcome parents warmly. Say their names as you greet them. Invite them to stay and participate in activities. Invite them to attend congregational events and special child-care program family gatherings. Invite parents and young children to worship with you.
- Put the child's health and safety first! Always keep watchful eyes and ears.
- Give gentle hugs and warm cuddles generously. Physical touch is the positive communication that infants need most.
- Respond to infants' and toddlers' cries immediately.
- Rock infants and toddlers to comfort them.
- Speak about our loving Jesus. ("Jesus loves you!" "Jesus cares for you!" "Jesus is so kind." "We love Jesus.")

- Forgive one another, just as Jesus forgives you.
- Read "Jesus" stories and sing "Jesus" songs.
- Do "Jesus" finger plays and action rhymes together.
- Remind the child of Jesus' love and care when diapering. ("Jesus takes good care of you!")
- Point out God's beautiful creation as you walk infants and toddlers to various areas in your room and outdoors. ("Look at the beautiful day God made for us!" "Thank You, God, for Your sun [rain, snow]!" "See the pretty flower that God helps to grow?")
- Provide a warm, safe, comfortable home away from home where the child hears of Jesus' love and sees adults modeling love and forgiveness to others.
- Interact with very young children in loving, caring, and respectful ways.
- Affirm children's appropriate behavior.
- Thank God aloud for each child.
- Be an advocate on behalf of the very young child and his or her parents.

## Modifications for Infants and Toddlers with Special Needs

Children who have lower cognitive or physical abilities will benefit from simple modifications. These modifications will improve participation not only for those children who need extra support, but also for all students attending the class. Any time you add a slow rhythmic movement like tapping or rocking, it will help the children to stay focused and calm. Using a quieter voice level will encourage all the children to focus on your words and to lower their own voice levels. Try putting on quiet instrumental music. As a guide, if you can't hear the music, the voices in the room are too loud.

Look for ways to personalize the lessons by using the children's pictures. Pair the students' names with their pictures, or hold up a mirror so they can see themselves. This reinforces the theme that God loves each child in a very personal way.

May Jesus, the Son of God and Savior of the world, go with you each day into every activity and every conversation with children and their families—for you are His hands; you are His voice.

# September—All about Me

## Week 1—Creation

(Genesis 1–2)

### Focus

God made everything, God made me  
(Genesis 1:1–8, 14–19; Psalm 139:14–16; Isaiah 43:1; Jeremiah 1:5).

God loves me! (John 3:16)

### Bible Words

Give thanks to the Lord. Psalm  
136:3

### To Think About

Welcome to this resource for teaching the faith to God’s precious little ones. We pray it is a blessing as the story of our triune God is shared and taught. We begin the year as God begins Scripture: with the story of creation. However, it’s very easy to get so caught up in the wonderful story of creation that we forget to teach it in the context of the Gospel.

The story of creation helps us see not only God’s power and might but also His love for us. He created a wonderful world in which people can live in relationship with Him. Then sin entered the world when Adam and Eve disobeyed God. As a result, instead of living in relationship with Him, Adam and Eve were faced with the consequences of their actions. They would die in their sin without forgiveness.

It was then that God set in motion a wonderful plan to bring us back into relationship to Him. He made a promise to Adam and Eve to send someone who would obey God perfectly. This someone was Jesus, His Son and our Savior. Jesus is the key figure throughout all Scripture. Therefore, it is necessary and important to include Him as we look at the story of creation.

As you talk to the children about the wonderful world God created, tell them that God made the world and everything in it, including people. God loves all that He made, especially His people. Tell the children in a simple way that God loves them so

much that when Adam and Eve disobeyed God and sin entered the world, He sent His only Son, Jesus, to save us and to restore our relationship with God.

### Listen to Me: A Time with Jesus

Plan to use “Listen to Me” as part of a special time with Jesus. Establish a short routine. Even infants soon learn the routine and smile, knowing what comes next. As they grow, they eagerly participate in clapping, folding hands, pointing to different parts of their bodies, and so on.

A routine might involve using Zippy the puppet to sing a welcome song, such as “Hello, Hello! How Are You?” (*LOSP*, p. 9), or the following:

**Hello, ev’rybody! How do you do?  
How do you do? How do you do?  
Hello, ev’rybody! How do you do?  
God loves you today.**

(*LOSP*, p. 1)

Continue with a “Jesus loves me” song; a “Listen to Me” activity; a “Sing with Me” option; “Pray with Me”; optional “Follow Me”; and a blessing song (for example, “Good-bye” [*LOSP*, p. 40] or “Good-bye, Good-bye” [*LOSP*, p. 40]).

Repeat the “Listen to Me,” “Sing with Me,” and





similar activities individually throughout the day. Infants and toddlers love repetition, and the repetition helps their brains thrive and grow. Remember, as they hear God's Word in story and song, the Holy Spirit is at work nurturing their growing faith.

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.1.1.1.1: Stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people and things.

- Show children's photos as you sing the song about each child.
- Repeat activity a few times each day as children learn about each other.

Standard I.1.3.1: Explores shapes and attributes of objects

- Have children explore the star shapes they see in the classroom.
- Have additional star shapes in different sizes available for children to play.

Standard I.1.5.1: Tries new activities, motions, experiences

- Repetition of familiar songs increases young children's understanding of themselves and others.
- Add additional body movements to increase awareness of themselves and others.

## Infants Option 1

Materials Needed: Vinyl clings: sun, moon, and stars

Place the sun on a window or dry-erase board while chanting:

**Look up high in the daytime sky! What do you see? A big bright sun, smiling at me.**

Place the moon on a window or dry-erase board while chanting:

**Look up high in the nighttime sky! What do you see? A big bright moon, smiling at me.**

Place the stars on a window or dry-erase board while chanting:

**Look up high in the nighttime sky! What do you see? Twinkling stars, smiling at me.**

**God made the sun in the sky so bright.  
God made the moon to shine at night.  
God made stars that twinkle too. And  
God made me and God made you.  
Thank You, God. Thank You!**

Standard I.1.6.2

## Infants Option 2

Materials Needed: Board book: *God Creates the World*

Show the board book. **God gives us eyes so we can see. God also made some special lights so our eyes can see all the things God made.**

Show the first page. **God made the light so we can see the things God made for you and me.**

**Now let's look at the special lights God made.** Point to items on the page. **See the sun! Look up high in the daytime sky! What do you see? A big bright sun, smiling at me.**

**See the moon! Look up high in the nighttime sky! What do you see? A big, bright moon, smiling at me.**

**See the stars! Look up high in the nighttime sky! What do you see? Twinkling stars, smiling at me.**

**God made the sun in the sky so bright. God made the moon to shine at night.**

**God made the stars that twinkle too. And God made me and God made you.  
Thank You, God. Thank You!**

Standard I.1.6.2

## Toddlers Option 1

Materials Needed: Children's Bible; one 6 × 4½-inch piece of yellow construction paper; three 6 × 4½-inch pieces of white construction paper; scissors; felt-tipped marker

Prior to telling the story, place the pieces of construction paper in the Bible.

Invite the children to the worship center. Pick up the Bible and chant: **Here is my Bible; its stories are true. God gave them to me. God gave them to you. The Bible tells us that God loves us and made a wonderful world for us to live in.**



**I have four special things that God made, which I want to show you.** Take out the yellow piece of paper. **The first thing I want to show you is yellow. Watch while I cut and see if you can tell what it is.** Cut out a circle shape, with a few rays extending. **What do I have? A big, bright yellow sun! My sun is a happy sun. I need to put a smiling face on it.** Draw with the felt-tipped marker. **God gives us the sun to warm the world He made.**

Take out a white piece of paper. Invite the children to watch as you cut out a circle. **What do I have? A big, bright white moon. God gives us the moon to shine at night when it is dark.**

Take out the second piece of white paper. Invite the children to watch as you cut out three or four stars. **What do I have? Twinkling stars. God gives us stars to twinkle at night.**

Take out the last piece of white paper. Cut out a paper doll shape. **What do I have? Yes, the shape of a person. You are a person. We are God's people. God made each of us. He loves and cares for us. He loves us so much that He sent His Son, Jesus, to be our Savior. We are special to Him. He makes us His very own children in our Baptism.**

Conclude by saying, **A yellow sun in the daytime bright; moon and stars to shine at night. Thank You, God, for special lights. Thank You, God, for making me. Thank You for choosing me to be Your very own in my Baptism.**

Standard I.2.1.3

## Toddlers Option 2

Materials Needed: Zippy puppet; sunglasses; cut-outs from Toddlers Option 1 (above)

**Teacher:** Good Morning, Zippy. How are you today?

**Zippy:** Hi! I can hear you, but I can't see you.

**Teacher:** Why can't you see me?

**Zippy:** I think it's because I'm wearing my sunglasses.

**Teacher:** Maybe you should take them off so you can see me and the children.

**Zippy:** But the sun is shining bright, and I don't want to hurt my eyes.

**Teacher:** Zippy, you're right; the sun is bright, but the sun isn't shining in here. Go ahead and take off your glasses.

**Zippy:** (*Remove the glasses.*) Hi, \_\_\_\_\_. Now I can see you! Hi, kids! I'm happy to see you too. I'm glad God gives you eyes to see.

**Teacher:** You're right, Zippy. God does give us eyes to see. God made the sun so we can see during the day. God made the moon and stars to shine at night and help us see outside when it's dark. What a wonderful God we have.

Standard I.1.6.2

## Sing with Me

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.1.1.1.1: Stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people and things.

- Show children's photos as you sing the song about each child.
- Repeat activity a few times each day as children learn about each other.

Standard I.1.3.1: Explores shapes and attributes of objects

- Have children explore the star shapes they see in the classroom.
- Have additional star shapes in different sizes available for children to play.

Standard I.1.5.1: Tries new activities, motions, experiences

- Repetition of familiar songs increases young children's understanding of themselves and others.
- Add additional body movements to increase awareness of themselves and others.

## Infants Option 1

Sing "God Made Me":

**God made me, God made me,  
In my Bible book it says that God made me.  
God loves me, God loves me,**

In my Bible book it says that God loves me.

God helps me, God helps me,  
In my Bible book it says that God helps me.

God keeps me, God keeps me,  
In my Bible book it says that God keeps me.

(*LOSP*, p. 75)

Sing the song again, using the names of the infants. If possible, have an unbreakable mirror so the children can see themselves as you sing about how God made them.

Standard I.1.1.2.1

## Infants Option 2

Sing the traditional “Twinkle, Twinkle, Little Star.” Point to the vinyl stars in the window or at the stars hanging from the ceiling. Remind the children that it is God who made the twinkling stars. **He made and loves us too.**

Standard I.1.3.1

## Infants Option 3

Use the melody from the song “I Have Hands” (*LOSP*, p. 29) to sing, “**I have eyes that can see, see, see. I have eyes that can see, see, see. I have eyes that can see, see, see. Thank You, God, for eyes.**” Change “see” to “blink” and sing again.

Standard I.1.5.1

## Toddlers Option 1

Draw a sun shape on a piece of paper. Attach it to a large craft stick. Ask the children to pretend it’s the sun. Talk about how the sun seems to come up in the morning and gets higher in the sky and then seems to disappear at night. Jesus is with us all the time, morning, noon, and night. Move the sun while singing “Jesus, Jesus, Jesus in the Morning” (*Songs of God’s Love*, p. 66]).

Standard I.2.1.1

## Toddlers Option 2

Use the sun shape from Option 1. Change stanza 1 of “God Gave Me Eyes” (*LOSP*, p. 75) as follows:

**Yellow sun, Oh, I can see the sun. God gives me eyes So I can see the sun.**

Use the vinyl cling of the moon and stars while singing:

**Big round moon, Oh, I can see the moon. God gives me eyes So I can see the moon.**



**Twinkling stars, Oh, I can see the stars.  
God gives me eyes So I can see the stars.**

Standard I.4.4.1

## Toddlers Option 3

Sing “God Made Me, Every Part You See” (*LOSP*, p. 76). Add stanzas by changing the last line of the song. Choose one activity children can do (for example, hop: **Hop and hop and hop. Now it’s time to stop.**) Others you might use include run in place, tiptoe, stomp, jump, and walk. End the song by saying, **Now it’s time to sit.**

Standard I.3.4.1.5

## Follow Me

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.2.2.1: Uses gestures and movements (non-verbal) and eventually signs or words.

- Increase children’s awareness of facial features and identifying sun, moon and stars
- Incorporate musical instruments while singing to help increase language development and small motor skills.

Standard I.3.4.1.3: Demonstrates increasing coordination



- Using large muscle movements to increase body awareness and control.
- Incorporating sun, moon, and star shapes in movement activities.

## Infants Option 1

Hold an infant on your lap. Use the following action poem:

**I have eyes that can see, see, see.** (*Point to your eyes.*)  
**You have eyes, count them with me.** (*Touch baby's eyes.*)  
**I have ears—first one, then two.** (*Touch your ears.*)  
**You have ears; oh, yes, you do.** (*Nod head and touch baby's ears.*)  
**I have a nose; it's right here.** (*Point to nose.*)  
**You have a nose—yes, my dear.** (*Touch baby's nose.*)  
**Fingers walk down to your toes.** (*Wiggle fingers; walk them down to toes.*)  
**I have fingers that can tickle you.** (*Tickle baby.*)  
**You have fingers that can tickle too.** (*Move baby's fingers to tickle you.*)  
**Thank You, God, for giving me eyes, ears, a nose, a tongue and fingers.** (*Touch baby's eyes, nose, and so on.*)  
**And thank You, God, for sending Jesus to be our Savior.** (*Trace cross on baby.*)

Standard I.2.2.1

## Infants Option 2

Use the traditional rhyme “Eye Winker.” Do while holding an infant on your lap.

**Eye winker** (*point to eyes*); **Tom Tinker** (*point to ears*).

**Nose smeller** (*point to nose*); **mouth eater** (*point to mouth*).

**Chin chopper** (*point to chin*); **chin chopper, chin chopper, chin chopper, chin** (*pretend to chew*).

**Thank You, God, for the wonderful body You give us.**

Standard I.2.2.1

## Toddlers Option 1

Have the children stand.

**Reach to the sun and touch your toes.**

**Reach to the sun and touch your toes.**

**Reach to the sun and touch your toes.**

**Reach to see how tall you'll grow.**

(*Source unknown*)

**Thank You, God, for making us and helping us grow. Help our love for You to grow. Amen.**

Standard I.3.4.1.3

## Toddlers Option 2

**Point up high to the sky.** (*Point up.*) **There's the yellow sun.** (*Make a circle shape with arms.*)

**Point up high to the sky.** (*Point up.*) **There's the big round moon.** (*Make a circle shape with arms.*)

**Point up high to the sky.** (*Point up.*) **Twinkling stars so high above.** (*Wiggle fingers.*)

**Point to me** (*point to self*); **point to you** (*point to friend*).

**God made and loves you too.** (*Hug self.*)

**He loves us so much He sent Jesus to be our Savior.** (*Use same action as above.*)

Standard I.3.4.1.5

## Pray with Me

The following standards are reinforced by the options provided within this section.

Standard I.2.1.1: Demonstrates understanding of familiar sounds, words, requests, or directions by responding appropriately.

Standard I.2.1.2: Demonstrates an understanding of others' voices or gestures.

Standard I.4.4.1: Participates in a variety of music activities (e.g., listening, singing, fingerplays, games, and performances).

## Infants

Point to the vinyl clings showing the sun, moon, and stars while praying. **Thank You, God, for the sun so bright. Thanks for the moon in the sky at night. Thanks for the twinkling stars I see. And thank You, God, for making me. Amen.**

## Toddlers

Pray in song, using the tune of “Are You Sleeping.”  
**Thank You, God. Thank You, God.  
For my eyes, for my eyes  
And the things they see. And the things  
they see  
Every day, every day.**

Stanza two: ears and the things we hear . . .

Stanza three: tongue and the food we taste . . .

Stanza four: nose and the things we smell.

Stanza five: Thank You, God. *(repeat)* You made me.

*(repeat)* I am very special. *(repeat)* I’m Your child.

*(repeat)*

## Play with Me

Many of the activities provide opportunities to reinforce the Bible story for the day as well as to help the children learn about the color yellow.

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.3.4.1.5: Adjusts body movements to specific situations

- Utilize different shapes when playing give and take.
- Practice eye–hand coordination with yellow objects (ball of yarn, rolling balls, other shapes)

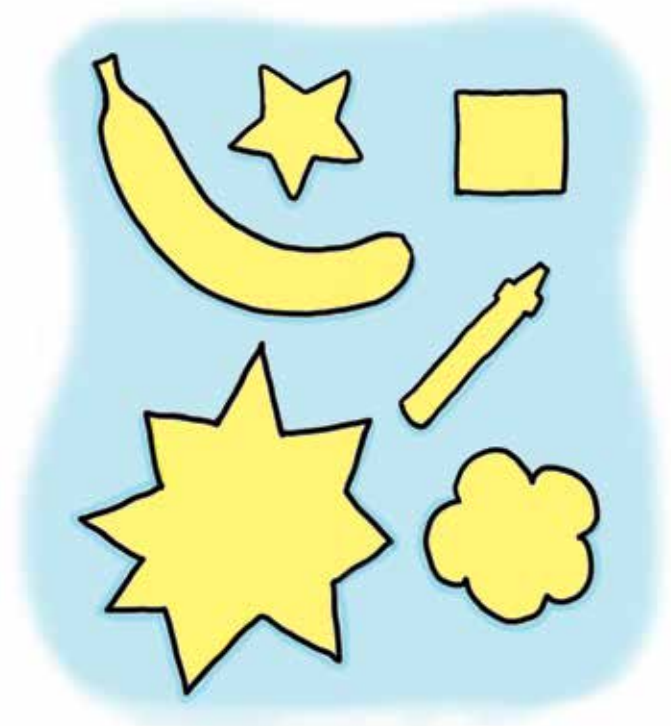
Standard I.3.4.2.2: Coordinates and controls large motions when manipulating objects (e.g., throwing, catching, or rolling balls, and using a slide or swing)

- Utilize a big space to practice kicking and rolling.
- Increase listening skills utilizing music with large motor skills.

## Infants Option 1

Roll a medium-size yellow ball to a sitting infant. As you do, remind him or her of God’s love and how He gave us arms that can move things.

Standard I.3.4.1.5



## Infants Option 2

Place yellow toys just outside the reach of infants who are learning to crawl. Encourage them to move to get them. As they do, identify the toy and remark on how many of each there are. Comment on the fact that God made them and helps them learn how to do new things. **What a wonderful God we have. He made us and He loves us. He loves us so much that He sent His Son, Jesus, to be our Savior.**

Standard I.3.4.1.5

## Infants Option 3

Materials Needed: Clear plastic container; sequin stars; baby oil; glue

Place sequin stars in a clear plastic container containing baby oil. Seal the lid with glue. Shake the bottle and let the infants shake the bottle and see the stars. **God made the stars in the sky so bright.** Sing “Twinkle, Twinkle, Little Star” while shaking the bottle. Encourage the infants and toddlers to shake it while singing too.

Standard I.3.4.1.3

## Infants Option 4

Materials Needed: Small baby blanket

Hold the blanket in front of your face, then put it down. Look at baby and say, **Peek-a-boo, peek-a-boo. You see me and I see you. God gives us eyes to see.** Repeat the game. Vary, sometimes peeking



over the top or to the left or right of the blanket. **God gives us eyes so we can see one another and the special lights God made in the sky: the sun, moon, and stars.**

Standard I.3.1.1.1

### Toddlers Option 1

Materials Needed: Large yellow balls or balloons

Show the children the large yellow balls or yellow balloons. Demonstrate how to kick them. As they kick, chant the rhyme: **God made the yellow sun to shine all day. And God gives us feet so we can play.**

Standard I.3.4.2.2

### Toddlers Option 2

Materials Needed: Yellow bean bags; yellow hula hoop

**God made the yellow sun to shine all day. And God gives us hands so we can play. Can you see something else yellow?** Show yellow bean bags and demonstrate tossing the yellow bean bags into a yellow hula hoop. As the children play, chant the rhyme. Some children will be able to say a few of the words.

Standard I.3.4.1.5

### Toddlers Option 3

Sing or chant the traditional “Open, Shut Them.” Add a second stanza:

**Walk them, walk them, walk them, walk them right up to your cheeks.** (*Wiggle fingers from lap to cheeks.*)

**Open up your little eyes** (*open eyes wide*) **and through your fingers peek** (*move*

*fingers in front of eyes, then wave back and forth as you peek at the children).*

**Open, shut them. Open, shut them. Give a little clap** (clap hands twice).

**Open, shut them. Open, shut them. Fold them in your lap.**

**Dear God, Thank You for giving us our eyes so we can see. Amen.**

Standard I.3.4.3.2

## Plop and Play

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.4.1.1: Uses senses to explore a wide variety of media and materials (e.g., scribbling with crayons, painting with fingers, molding with dough, etc.)

- Tape paper to the table or floor and encourage children to draw.
- Encourage drawing with sidewalk chalk on carpet (does vacuum off carpet easily).

Standard I.4.1.3: Uses items differently and creatively, combining activities, materials and equipment in new ways and patterns.

- Increase the use of different media, more than just paper.
- Utilize different media outdoors weather permitting.

## Sensory Table Activities

At first, let the children touch and feel the sensory table. **God gives us fingers so we can feel. The table feels smooth.** On subsequent days, add other items: something hard, such as a ball; something soft, such as a plush toy or a small blanket; something bumpy, such as nubby surfaced balls.

Toddlers may want to use yellow cornmeal in the sensory table along with the balls.

Standard I.3.4.5

## Create with Me

### Yellow Shapes

Materials Needed: Jumbo yellow crayons; scissors; 8½ × 11-inch sheet of white paper for each child

Help children to hold the crayon and color the paper. As they do, talk about the hands God gave them, which can do such special things. Cut paper into familiar shapes that are yellow (such as a banana, ball, blocks, crayons, and so on). Begin

to help children learn that crayons and other art supplies are for fingers, not mouths.

Standard I.4.1.1

### Sun, Moon, and Star Prints

Materials Needed: Circle and star sponges; pinch clothespins; shallow containers; yellow or white paint; blue and black paper

Make handles for the sponges, using a pinch-type clothespin. Dip the sponges into a shallow container filled with either yellow or white paint. Make sun prints on blue paper. Make star and moon prints on black paper. As the children work, talk about the sun, moon, and stars God made.

Standard I.4.1.3

### Yellow Plates

Materials Needed: Yellow felt-tipped washable markers; small paper plates; spray bottle; craft sticks (*optional*)

Encourage children to use yellow markers to color or scribble on small paper plates. Afterward, assist children as they use a spray bottle to spray their plates. Watch the yellow color spread. Let dry. *Optional:* Glue a large craft stick to the back and use while singing (“Sing with Me,” Toddlers Option 3).

Standard I.4.1.1

### Yellow Sun

Materials Needed: Large paintbrushes; glue; paper cut into 8½-inch diameter circles; cornmeal; empty salt shakers

Make a yellow sun. Have toddlers use large brushes to paint a circle with diluted white glue. Sprinkle circles with cornmeal that has been placed in salt shakers.

Standard I.4.1.3

## Changes to the Environment

Make suns, moons, and stars to hang from the ceiling. If licensing does not permit this, put the cutouts in the windows or tape to the walls of the classroom. Check the “Read with Me” section for books to have available to read to the children. Look for additional books to read with the children. When possible, use board books. They stand up well to the hard use they receive in infant/toddler classrooms.

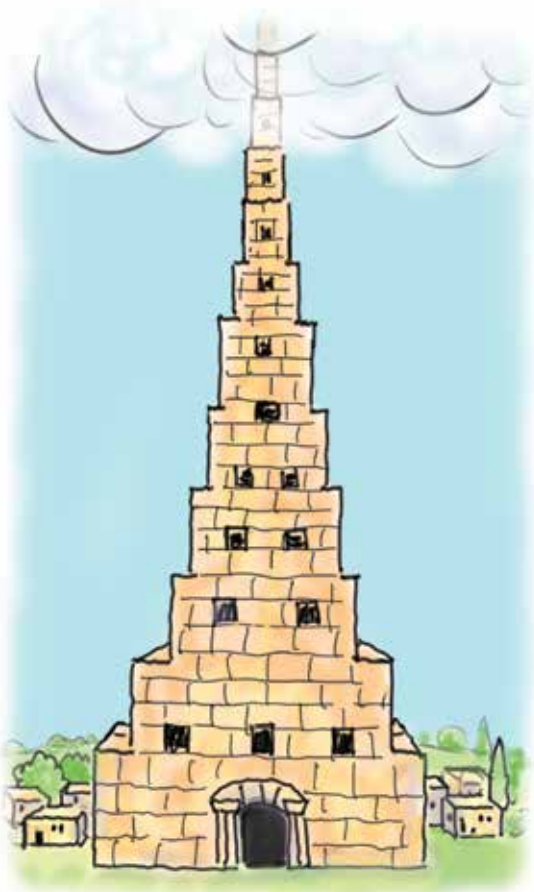
## Snacks

Serve a yellow food, such as bananas, yellow cheese, pineapples, or peaches. *Caution:* Be aware of allergies! When serving bananas, demonstrate how to peel them; cut them into bite-size pieces and let the children pick up the pieces. Be sure children wash their hands before and after picking up the banana pieces. Pray before eating. Sing the prayer using the tune of “Twinkle, Twinkle, Little Star.” **Thank You, thank You, thank You, God. Thank You for this yummy food, which we eat with delight, tasting every good big bite. Thank You; thank You; thank You, God. Thank You for this yummy food. Amen.**

October—Buildings

## Week 5—The Tower of Babel

(Genesis 11:1–9)



### Focus

People sin.

Jesus forgives all sin.

Even though I do bad things, God still loves me. He sent Jesus to die on the cross to forgive me of my sins.

### Bible Words

My help comes from the LORD. Psalm 121:2

### To Think About

When God creates individuals, He gives them unique talents and abilities. The people in the town of Babel were no exception. When God gives creative abilities, He does so with the desire that people use these gifts to give Him glory as we serve Him and benefit others.

The residents of Babel, however, were very prideful and wanted to make a name for themselves. They used their skills of firing clay to make durable bricks. They decided to build a tall tower that could be seen for miles—a tower that would reach up to heaven.

God decided to put an end to their prideful scheme. He made it so that instead of speaking one language, the people would speak many languages. As a result, the people could no longer communicate with one another, and the project was never finished.

As we look at sharing this story with our little ones, let's focus on the many things God gives us to do with our hands (such as clapping, wiggling fingers, picking up finger food, touching, and beginning to stack toys). Take opportunities during activities with the children to thank God for our hands and the many things we can do with them. Encourage children to use gentle hands when interacting with others.

Jesus provides the best example of using hands to serve others. His touch brought healing—both physical and spiritual. His touch assured others of God's love and care. We often learn of Jesus' hands folded in prayer. We read of Jesus' hands outstretched on the cross, where He suffered and died in our place. After Jesus rose from the dead, He went to the disciples and showed them His risen hands. Because of what Jesus did, we are forgiven children, empowered to use our hands to serve God and others.

### Listen to Me: A Time with Jesus

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.2.1.1: Demonstrates understanding of

familiar sounds, words, requests, or directions by responding appropriately (e.g., points to objects or people).

- Put on music that uses different sounds or bring out instruments that make different sounds.
- Use voice inflections when telling the story.
- Use pictures to help tell the story.

Standard I.2.1.2: Demonstrates an understanding of others' voices or gestures.

- Have puppet available for children prior to telling the story.
- Encourage children to hug and talk to the puppet.

## Infants Option 1

Materials Needed: Lesson 5 poster; songbook *Little Ones Sing Praise*

The focus of this lesson is on using the hands God gives us in service to Him. Begin with waving and singing, "Hello, Hello! How Are You?" (*LOSP*, p. 9).

Show the poster. Say, **Look at the picture. People are using their hands to build a big tower.**

*(Sing, using the tune of "Mary Had a Little Lamb")* **We can build a big tower, big tower, big tower.**

**We can build a big tower. See how tall it is.**

Say, **God was sad when He saw what they were doing. God hoped they would use their hands to build something that could help other people.**

*(Sing)* **Their big tower made God sad, made God sad, made God sad.**

**Their big tower made God sad. So this is what He did.**

Say, **God changed the way people talked so that they couldn't understand one another. They stopped building. That was the end of the big, tall tower.**



*(Sing)* **Their big tower tumbled down, tumbled down, tumbled down.**

**Their big tower tumbled down. The people stopped their working.**

Say, **Jesus used His hands to help other people. He touched sick people and made them well. He prayed and made sad people happy. He told people that God loved them. Then Jesus died on a cross to take away all the mean things people do.**

*(Sing)* **Jesus used His hands to help, hands to help, hands to help.**

**Jesus used His hands to help, each and every day.**

Say, **Jesus can help us use our hands to help. We can blow kisses. We can use gentle hands. We can give hugs. We can use our hands to have fun with our toys.**

*(Sing)* **We can use our hands to help, hands to help, hands to help.**

**We can use our hands to help, each and every day.**

Pray, **Dear Jesus, please help us use our hands in ways that serve You. Amen.**

Standard I.1.4.2

## Infants Option 2

Materials Needed: Lesson 5 poster; fine-tip permanent marker

Use the permanent marker to make eyes and a mouth on each of the fingernails of your right hand. Tell the story, using your fingers from left to right.

*(Hold up thumb and show face on fingernail.)*

**This little man liked to build things.**

*(Point to a man in the poster.)*

*(Hold up index finger and show the face.)* **This little man did too.** *(Point to another figure in the poster.)*

*(Hold up middle finger so the children can see the face.)* **This little man said, "Let's build a big, tall tower."** *(Point to the tower.)*

*(Hold up fourth finger to show the face.)* **But God said, "No, that's not what I want you to do." The people forgot to thank God for helping them.**

*(Hold up the little finger and then bend it down.)* **And that was the end of the big, tall tower.**

**God was sad the people did not thank God for giving them hands that can do so many things.**

*(Hold up thumb and show face on fingernail.)*

**This little baby likes to build things.**

*(Hold up index finger and show face on fingernail.)* **This little baby does too.**

*(Hold up middle finger so the children can see the face.)* **This little baby said, “Let’s use our hands to build a tower.”**

*(Hold up the little finger with the face.)* **But first, they said, “Thank You, God. Thank You for hands that can build towers and do so many things.”**

**And that’s what they did. Remember, God gives you hands that can do so many things.**

Standard I.2.1.1

## Toddlers Option 1

Materials Needed: Lesson 5 poster

Help the children develop their listening skills, using the following rhyme:

**We listen with our ears, it’s true.** *(Point to ears.)*

**But eyes** *(point to eyes)* **and lips** *(point to lips)* **and hands** *(wiggle, then fold hands)* **help us listen too.**

As you use the following rhyme, point to the poster.

**These are some people who lived long ago. God help them to build things; the Bible says so.**

**There are the people who made a big plan: “We’ll build the biggest tower we can.”**

**These are the blocks they dried in the sun. The tower got taller, but it was not done.**

**These are the people who made God so sad. They forgot to show thanks for all that they had.**

**These are the people who woke up one day. They didn’t know what the other did say.**

**The work on the tower stopped; everyone moved away.**

**This is the tower that came tumbling down. All the people are gone; no one’s around.**

*(Point to the children.)* **You are the children God made and loves so. He sent His Son, Jesus; He’s our Savior, we know.**

**So let’s fold our hands; they’re ready to pray. Please help us, dear God; use our hands in loving ways. Amen.**

Standard I.2.3.1



## Toddlers Option 2

Materials Needed: Zippy puppet

**Zippy:** *(Zippy comes in singing a greeting song [such as LOSP, p. 9] and waving his hand.)*

**Teacher:** Let’s wave hello to Zippy too. Hi, Zippy! We’re happy to see you today.

**Zippy:** I just washed my hands; they’re nice and clean.

**Teacher:** Good for you, Zippy. God gives us hands that can do a lot of things.

**Zippy:** Yeah! I can build towers. I can play with cars. I can make a pretty picture. I can eat with my fork.

**Teacher:** Good for you, Zippy. God gives us hands that can do many things. But the people in our Bible story did not use their hands for kind and loving things.

**Zippy:** I know! They only thought about themselves; that was not good.

**Teacher:** You’re right, Zippy. God gives us hands for lots of things. We know Jesus used His hands to help other people too.

**Zippy:** I wish I could have been there when Jesus touched and hugged the children.

**Teacher:** I do too, Zippy. But we know Jesus showed He loved us so much that He spread out His hands and let Himself be nailed to the cross. He suffered and died and came alive again.

**Zippy:** Wow! Jesus really loves us a lot.

**Teacher:** Yes, He does, Zippy. I know it’s time for you to go, but before you do, let’s sing “Jesus Loves Me, This I Know” *(see LOSP, p. 42)*.

**Zippy:** Okay! *(Sing the song.)* I can wave good-bye too. *(Waves good-bye.)*

Standard I.2.1.2

## Sing with Me

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.3.4.1.5: Adjusts body movements to specific situations.

- Put out manipulatives and encourage children to play.
- Provide different textures for children to explore.
- Provide musical instruments for the children, encouraging children to use them.

Standard I.4.2.3: Imitates movements.

- Play follow the leader.
- Ask children about some other things hands can do and then model those movements.
- Model helping hands.

### Infants Option 1

Sing “I Have Hands” (*LOSP*, p. 29). Make up additional stanzas with other actions for hands, such as feel, wave hello, build, help, praise, pray, or blow a kiss.

Standard I.3.4.1.5

### Infants Option 2

Sing “Jesus Is Our Friend” (*LOSP*, p. 108), a piggyback song using the tune of “The Farmer in the Dell,” and add the following words:

**God helps us show God’s love. God helps us show God’s love**

**We’ll use our hands to show God’s love. God helps us show God’s love.**

Make up additional stanzas that mention specific ways to use hands (such as playing with friends or playing nicely with toys).

Standard I.4.4.1

### Toddlers Option 1

Sing the traditional song “If You’re Happy and You Know It”:

**If you’re happy and you know it, clap your hands.**

**If you’re happy and you know it, clap your hands.**

**If you’re happy and you know it, then your face will surely show it.**

**If you’re happy and you know it, clap your hands.**

Sing about other things we can do with our hands (for example, wave hello; roll a ball; blow a kiss; eat some food; praise the Lord).

As you sing and do the actions, talk about the hands God gives us and how we use them to help others and give God praise.

Standard I.3.4.3.2



## Toddlers Option 2

Sing and use the actions for “I Have a Hello in My Heart” (*LOSP*, p. 10). **God gives us hands that can do so many wonderful things. He also gives us Jesus, who did so many special things so we can be God’s very own boys and girls.**

Standard I.4.2.3

## Follow Me

The following standard and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.3.4.3.1: Continues to develop hand-eye coordination when manipulating objects.

- Use a variety of blocks for building (e.g., foam, wood, cardboard, hollow, colored).
- Provide blocks that are easiest for children to hold and then add larger sizes.
- Provide cardboard boxes of various sizes and encourage children to build with them.

## Infants Option 1

Use the traditional nursery rhyme “Patty-Cake.” Encourage infants to clap along and roll hands with you. When singing the words “Mark it with a (*letter*),” insert the first letter of the name of the infant to whom you are singing. *Variations:* bake me a cookie, a pie, bread, and so on. **Remember, God loves us so much and He knows each of us by name.**

Standard I.4.2.3



## Infants Option 2

Use actions with this rhyme, which talks about what things we can do with the hands God gives us.

**I have hands that can wave hello.** (*Wave hello.*)

**I have hands that can wave good-bye.** (*Wave good-bye.*)

**I have hands that can blow a kiss.** (*Touch fingers to lip, make a kiss sound, and blow the kiss away.*)

**Watch me do it—just like this.** (*Hello, good-bye, blow a kiss.*)

Standard I.4.2.1

## Toddlers Option 1

Build a small tower with a toddler. Place a plastic egg on top. Then recite the rhyme “Humpty Dumpty Sat on a Wall.” Knock down the tower and have fun repeating the action. Thank God for hands that can do lots of things.

Standard I.3.4.3.1

## Toddlers Option 2

Encourage toddlers to build several towers. Then use a ball as a bowling ball and show the children how to knock down the towers. Remind the children that God gives us hands that can build towers and hands that can have fun bowling them down. Continue the activity until they are ready to move on.

Standard I.3.4.3.2

## Pray with Me

The following standards are reinforced by the options provided within this section.

Standard I.2.1.1: Demonstrates understanding of familiar sounds, words, requests, or directions by responding appropriately.

Standard I.2.1.2: Demonstrates an understanding of others’ voices or gestures.

Standard I.2.1.3: Listens responsibly to books, stories, and conversations.

Standard I.2.2.1: Uses gestures and movements (non-verbal) and eventually signs or words.

## Infants

Demonstrate folding of hands before praying. Caregivers can help infants to fold their hands. **Dear God, we thank You for hands. Thank You for all the things hands do. Please help us to use our hands to have fun and to show our love for You. Amen.**

## Toddlers

Lead children in an action poem to get ready to pray.

**Our hands we fold.** (*Fold hands.*) **Our heads we bow.** (*Bow heads.*)

**To God in heaven we will all talk now.**  
(*Close eyes.*)

**Thank You, God, for hands; there's a lot that they can do.**

**Play with toys, eat good food, wave hello and good-bye too.**

**Please help us use our hands as we go throughout our day.**

**Please help us show our love for You in all we do and say. Amen.**



## Play with Me

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standard I.3.4.1.5: Adjusts body movements to specific situations

- Let children play with a variety of blocks.
- Encourage children to line the blocks up either end to end or next to each other.
- Praise children when they build the blocks and also when they knock them down.

Standard I.3.2.7: Shows increasing interest and enthusiasm in interacting with other children.

- Move to a large space for movement.
- Invite children to play a group game using welcoming words to include them.
- Help children understand how to take turns and praise them for waiting their turn.

## Infants Option 1

Have several soft blocks available when playing with infants. Demonstrate putting one next to another and then pushing them. Encourage infants to do the same thing. Touch the soft block and talk about how it feels. At another time, place one block on top of the other. Invite infants to touch the blocks and use them. As they do, talk with the infants about the hands God gave them. God gives us hands that can do many things.

Standards I.3.4.1.5 and I.1.1.2.6

## Infants Option 2

Have soft or plastic blocks in a tub. Use the blocks in a variety of ways. Take the blocks out and put them on the floor, or put them in another tub. As the infants play with you, talk about the different blocks, how the blocks feel, and what the infants can do with them.

Standard I.3.4.3.1

## Infants Option 3

Use a block or a toy with an infant and play a sharing game. Give the block or toy to a child. Then ask him or her to give it back. Say, **Please give me the toy.** If the child is unwilling, gently retrieve it, saying, **Thank you.** Continue to give and take for a few turns. **It's fun to share with each other. Jesus helps us to share.**

Standard I.3.2.4



## Toddlers Option 1

Toddlers love to knock down blocks that teachers stack for them. Encourage toddlers to build the towers with you. Before knocking them down, make up a rhyme. **I put a block on the floor. Now it's time to add one more. Can we add another one? Building with blocks is so much fun.**

Standard I.1.2.1

## Toddlers Option 2

Activity: London Bridge

**Let's use our hands and feet to play a fun game together. I'm going to build a bridge.** Pretend to build a bridge, using two caregivers or a caregiver and a child. **Now we have a bridge. When we sing the song, walk under our bridge. When we come to the end of the song, the bridge will come down around you and we'll give you a "Jesus loves you" hug.** An additional teacher or other adult leads the toddlers around and under again. All the children will want a "Jesus loves you" hug.

**London Bridge is falling down, falling down, falling down.**

**London Bridge is falling down, my fair (lady/gentleman).**

Standard I.3.2.7

## Toddlers Option 3

Materials Needed: Manipulative toys (for example, stacking rings or large pull-apart plastic beads)

Encourage children to use their hands to stack the rings from large to small or to make long strings of beads. As they work, thank God for the hands He gave them that can do so many things.

Standard I.3.4.3.1

## Plop and Play

The following standards and related ideas and activity suggestions can be used to reinforce and focus the options provided within this section.

Standards I.4.1.1: Uses senses to explore a wide variety of media and materials (e.g., scribbling with crayons, painting with fingers, molding with dough, etc.)

- Tape paper to the table or floor and encourage children to draw.
- Encourage drawing with sidewalk chalk on carpet (does vacuum off carpet easily).

Standard I.4.1.3: Uses items differently and creatively, combining activities, materials, and equipment in new ways and patterns.

- Increase the use of different media, more than just paper.
- Utilize different media outdoors weather permitting.

## Sensory Table Activities

Older infants and toddlers will enjoy packing damp sand into plastic cups to make a mold or sculpture. On subsequent days, add other sand toys with which to create.

Encourage the children to use their hands. Talk about how the sand feels. Gather items from around the room for different activities: for example, cars to go through the sand, animals to play in the sand, or dishes from the dramatic play area to pretend to cook.

In all activities, as you interact with the children, bring the focus back to God and how He gives us hands, eyes, ears, and our whole bodies, which can do all these special things.

## Create with Me

### Shape Building

Materials Needed: Rectangle and square shapes cut from construction paper; glue sticks; 8½ x 11-inch pieces of paper

Invite children to choose shapes and glue them to a piece of paper to "build" something. **Look at what you can do! God gives you hands that can build things. Thank You, God, for hands.**

### Block Printing

Materials Needed: Blocks with a raised surface; stamp pads or tempera paint poured in a shallow pan; 8½ x 11-inch pieces of paper

Invite children to choose blocks and press them into the stamp pads or tempera paint to make colorful prints. Say, **God gives us hands that can do so many things.**

### Color a Shape

Materials Needed: Shapes drawn on 8½ x 11-inch pieces of paper; roll-on paints

Have various shapes (squares, rectangles, circles) drawn on 8½ x 11-inch pieces of paper. Invite a child to pick one. Name a couple of examples of how the shape is commonly used. Then let a child choose a color of roll-on paint and color the shape. *Note:* Roll-on colors are available commercially, or you can make them by popping the plastic top off of roll-on deodorant bottles then washing and adding tempera paint. Replace the top and you're ready for an art activity.

## Finger-Paint a Shape .....

Materials Needed: Finger paint; sand

Mix a couple of teaspoons of sand into finger paint and let the children enjoy the feel. Let the paint dry and cut it into brick shapes. Build a tower; put a cross on top as a reminder that Jesus died on a cross for all of us.

## Changes to the Environment

Have a variety of blocks for the children (e.g., nesting blocks, large connecting blocks, small wooden blocks, bristle blocks, and soft blocks for babies) as well as manipulative toys for sorting, large pop-apart beads, and stacking toys.

## Snacks

Encourage positive use of hands: washing before eating, folding hands to pray, and giving napkins to classmates. Begin the year by having enough snacks for each child. As the year progresses, either have too many snacks or not enough snacks. Talk with the children about how to solve the problem. When possible, provide opportunities for toddlers to help in distributing the snacks.

Build a tower before you pray:

**Let's build a tower—one, two, three.**

*(Make hands into fists. Then place fist over fist to enact building a tower.)*

**Then we'll fold our hands.** *(Fold hands to pray. Lead the children in prayer.)*

**Our hands we fold; our heads we bow.**

**For this good food, we thank God now.**

**Amen.**

Serve snacks with specific shapes: squares, rectangles, and circles (for example, cheese cut into shapes, circle- and square-shaped crackers, round pancakes, and square mini waffles). Caregivers may want to make miniature towers with the snack material before serving. As children eat, refer back to the Bible story.