

# Church Time<sup>®</sup>

## 4s & 5s

Total Bible Learning<sup>®</sup>

**YOUR  
COMPLETE  
QUARTER'S  
CHILDREN'S  
CHURCH!**

**Lesson Plans &  
Activities**

**Reproducible Student  
Activity Sheets**

**Sheet Music**



## **UNIT THEMES**

**Pleasing God**  
by Obeying

**Pleasing God**  
by Sharing

**God Helps**  
His Children



## HOW TO USE THIS PACKET

Your *Church Time*® packet contains all the curriculum you need to lead your children in heart-changing, Scripture-based worship of the Lord. The following is an overview of *Church Time*®:

### TRANSITION (25–30 MINUTES)

Children who have been in Sunday School for an hour need a break, including a stop at the rest room. After this and a time of warm greeting and free play, have a snack. You may want to have a standard snack from week to week, such as cookies and juice, which can be provided by parents. Or you may want to have a snack that relates to the theme of the lesson. Each *Church Time*® lesson gives ideas for theme-related snacks. *Be sure to check with parents for any food allergies your children may have.* Then let your children rest (five to ten minutes). Children may rest better if a team member “rests” with them.

### PREPARING THEIR HEARTS (15 MINUTES)

There is an activity suggestion each week that will help you introduce the Bible Truth and prepare your children for worship.

### WORSHIP AND BIBLE STORY TIME (20 MINUTES)

Central to your worship time is the Bible story, which is age-appropriate and true to Scripture. To help make the Bible story “real” to the children, consider illustrating them with the colorful visuals from our 2s & 3s Sunday School *Teaching Resources*. You can share with the Sunday School teacher, or perhaps you’d want to order a resource packet for your classroom. You will also find suggestions for alternate ways of telling the Bible story. Songsheets are provided at the end of this *Church Time*® manual for the songs you will use most often this quarter. The music has more songs than those included on the songsheets. These quarterly MP3s are called *Let’s Sing Motions ‘n Music*. Additionally, throughout the lessons and on the songsheets, songs are recommended that can be sung to such familiar tunes as “Farmer in the Dell” and “London Bridge.”

### HANDS-TO-HEARTS ARTS AND CRAFTS (10–15 MINUTES)

A follow-on art or craft activity can help reinforce the Bible Truth each week. Specific recommendations appear in the *Church Time*® lesson. What the children do with their hands will help bring the Bible Truth home to their hearts.

### GOOD-BYE TIME (UNTIL PARENTS ARRIVE)

One teacher can meet parents at the door, while the other team members help children gather their Bibles, papers, and other belongings. Should your adult worship service go longer than expected, wouldn’t it be nice to have activities or games for the children when they are finished with their craft? This packet has fun suggestions that reinforce the Bible Truth each week.

## M A T E R I A L S I N C L U D E D

#### **Lesson Plans (pp. 1–26):**

These weekly lesson plans will help you provide your children a full hour of music, activities, and time in God’s Word. Pages are detachable so the lessons can be given to several teachers throughout the quarter.

#### **Copymasters (pp. 27–39):**

Enrich your learning time with these fun activities, which you may copy for each child. Copymasters also include the memory verse and a family-time suggestion.

#### **Music (pp. 40–45):**

Songsheets and the MP3s will help you lead your children in worship and give them opportunity to move large muscles as they act out Bible stories to music. Songsheets are reproducible for classroom use only.

## ICON KEY:



TEACHER SUPPLIED  
RESOURCE



STUDENT  
ACTIVITY



MUSIC



VISUAL  
TEACHING AID



PUPPET




PRAYER

# NOAH OBEYS GOD

## LESSON ONE

## UNIT 1: PLEASING GOD BY OBEYING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Story related snacks are a wonderful way to introduce each week's lesson. This week, prepare edible "arks," using soft, presliced sandwich rolls (potato rolls work best), cream cheese, and animal crackers. Using a spoon, create a depression in the center of each half roll. Fill the depression with cream cheese. Then stand animal crackers in the cream cheese-filled depression. *Be sure to check with parents about food allergies, especially regarding dairy products and wheat.*

**Birthday Bouquet:** To celebrate birthdays this month, designate part of your bulletin board for a "Birthday Bouquet." Using a variety of colors, precut enough construction paper hearts for all birthdays this quarter. Write "GOD LOVES . . ." on the top of each heart and keep these on hand in your classroom. With an instant camera, take a picture of each birthday child. Tape or glue their pictures to the heart of their choosing. Then allow the children to add their hearts to the bouquet on the board.

 The class can then sing "Happy Birthday."

## OVERVIEW

### Scripture:

Genesis 6:5–7:24

### Bible Truth:

Noah loved and obeyed God.

### Life Response Aim:

To want to obey God because He loves us.

### Bible Verse:


Jeremiah 26:13

### Materials Needed:

Snack; figures from *Teaching Resources* heart stickers;  
Copypaster 1, blue construction paper, safety scissors, craft sticks, crayons or nontoxic washable markers, glue sticks or glue, cotton balls


Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.

### PREPARING THEIR HEARTS (15 MINUTES):


 **Red Light, Green Light:** After snack and birthday activities, instruct your class to line up on one side of the room. Stand on the opposite side of the room. Announce: **I am pretending to be a traffic light. When I turn around (with your back to them), and say "green light," move forward as fast as you can using baby steps (knees together, moving only their feet). When I say "red light," you must stop immediately, because I will quickly turn around and try to catch you moving. If I see you moving you have to go back and start over. The first child to reach me wins.** If your room is too small for this game, play "Simon Says" as an alternative. When the children have completed the game, move to the story area.

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive the children's offering money.

 Before beginning today's Bible story, "debrief" your students on the game they just played. **What did you like best about "Red Light, Green Light"? What do your parents do when they come to a real traffic light? Why do they obey traffic lights? Everyone has times to obey, just as your parents. Can you think of a time when you obeyed? Why did you obey?** Allow the children to answer. **Today, we're going to learn about a man who obeyed God, not just because (insert the reasons the children just mentioned), but because he loved God and knew God loved him.**

Debriefing with "Simon Says" is similar, just omit references to traffic lights.

 **Bible Story:** Tell the story, using figures from *Teaching Resources*. For added interest make happy and sad pictures on opposite sides of a sheet of paper. Show the faces as indicated in the story.

**A long time ago, God made the earth and all the people who lived on the earth. And He was pleased (happy face). As time went on, God's people had families, and their families had families, and soon there were lots and lots of people living on the earth. God loved the people, and He wanted them to love Him in return. Instead, they forgot about God. They didn't talk to God; they didn't do what God said; they were even mean to each other. So God was very sad in His heart (sad face). Everyone on earth had forgotten God—everyone except Noah.**

**Noah was the only one left in the whole world who loved God. He showed his love for God by doing what God said. Noah pleased God (happy face), and God loved Noah very much.**



The Bible tells us that God can do anything He wants to, and God was going to send a big flood that would cover the whole earth (sad face). Because God loved Noah and wanted to help him, God told Noah that the Flood was coming. He told Noah to build a special boat that would keep Noah and his family safe in the Flood. This special boat was called an ark.

Noah loved God, and knew God loved him, so Noah obeyed God. Noah built the ark exactly as God told him to build it. He put the door just where God told him to put the door. He put a window right where God wanted a window. He even put a roof on top, just like God said. Noah obeyed God, and pleased God very much (happy face).

When the ark was finally finished, God told Noah to go with his family into the ark, and two of every kind of animal went with him so they could all be safe from the Flood. Because he loved God, and because he knew God loved him, Noah again did exactly what God said—he and his family went into the ark with all the animals. Then God closed the door, and the rain started to fall. It rained for a long, long time, until water covered everything. It was a sad time (sad face) for the earth. Only Noah, his family, and the animals he took with him into the ark were safe. God loved and protected Noah. Noah loved and obeyed God, and both were very pleased (happy face).



**Action Song:** As a fun review, play “Noah and His Great Houseboat (Part 1)” and lead the children in acting out the story to music.



**Worship in Song:** Sing “Animals Get up in the Morning.” Then sing the following lyrics to the tune of “London Bridge.”

**God was pleased with what He made, what He made, what He made.  
God was pleased with what He made. People loved Him.**

**Then the people disobeyed, disobeyed, disobeyed,  
Then the people disobeyed, except Noah.**

**Noah loved God so he obeyed, he obeyed, he obeyed.  
Noah loved God so he obeyed; he pleased God.**

**God was pleased when Noah obeyed, when Noah obeyed, when Noah obeyed.  
God was pleased when Noah obeyed, because He loved him.**



**Remembering the Bible Truth:** To teach the Bible Truth today, read Jeremiah 26:13 aloud to the children.

Have them echo you as you chant the reference and verse, clapping with each syllable: **Jer-e-mi-ah** (children clap and echo “Jer-e-mi-ah”), **twen-ty-six** (children clap and echo “twen-ty-six”), **thir-teen** (children clap and echo “thir-teen”), **O-bey** (children clap and echo “o-bey”) . . . Continue in like fashion to the end of the verse. Then begin again with **Jer-e-mi-ah**. Repeat several times, increasing speed each time.



**Life Application:** Ask: **What one thing can you do today, at home, to obey the Lord?** Let the children suggest specific actions. After each child has identified one action, hand out a heart sticker to each child. Have the children affix heart stickers by the song on Copymaster 1 to remind them to take their action step at home. Then sing “If You Love Me, You’ll Obey” from Copymaster 1.



Pray: **Thank You, Lord, for loving us as much as You loved Noah. Help us to love and obey You.**

## HANDS-TO-HEARTS ARTS AND CRAFTS (10–15 MINUTES):



**Noah’s Ark Action Picture:** Each child will need Copymaster 1, a sheet of blue construction paper, safety scissors, a craft stick, glue sticks or glue, cotton balls, non-toxic washable markers or crayons. (Before class, cut a wave-like slot parallel to and about 2” above the bottom center of each sheet of construction paper.) Have each child color the ark, using markers or crayons. Next, have them carefully cut out the ark and glue it onto one end of a craft stick. While the ark glue dries, the children may glue cotton balls to the top third of the construction paper. Last, insert the craft stick into the precut slot in the construction paper, using the craft stick to move the ark up and down on the “wave.”

## GOOD-BYE TIME (UNTIL PARENTS ARRIVE):



Remember to close in prayer. If you have time remaining, sing “If You Love Me, You’ll Obey” again from Copymaster 1 or play “Noah and His Great Houseboat (Part 1)” again.


While leading this activity, be sure that other members of your teaching team greet parents, and help gather the children’s things.

# NOAH THANKS GOD

## LESSON TWO

## PLEASING GOD BY OBEYING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** On small paper plates, place one round cracker. Using an ice cream scoop, place a mound of cottage cheese on the plate, partially overlapping the cracker. Then place potato sticks around the visible portion of the cracker, as if they were rays of sunshine.

**Pretend that your cracker and potato sticks are the sun. What would the cottage cheese be? (clouds)** In last week's lesson we learned that Noah obeyed God by building an ark. Then a great flood came. This week we're going to learn that God stopped the rain, moved the clouds away, brought the sunshine back again, and protected Noah during the whole Flood. Don't forget to have plastic spoons on hand for the children to use for their cottage cheese. *Be sure to check with parents about dairy, wheat, or other food allergies.*

Snack time is also a good time to celebrate student birthdays of the week. See Lesson 1 for details.

## OVERVIEW

### Scripture:

Genesis 8:1–9:16

### Bible Truth:

Noah thanked God for His protection.

### Life Response Aim:

To thank God for helping us obey.

### Bible Verse:


Jeremiah 26:13

### Materials Needed:

Snack, newsprint or butcher paper, crayons or washable markers, figures from *Teaching Resources*, several blankets or beach towels, 2 copies of Copymaster 2 per child, one wire or plastic clothes hanger per child, safety scissors, glue or glue sticks, three pieces of yarn (various lengths) per child

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing* *Motions 'n Music* or both.

### PREPARING THEIR HEARTS (15 MINUTES):


 **Rainbow Banner:** On very large paper (newsprint or butcher paper), draw a large rainbow. Lay the paper on the floor, and have each child color his/her name (if they're able) or a small self-portrait somewhere on the rainbow. Then have the children work together to color in the seven colors of the rainbow: red, orange, yellow, green, blue, indigo, violet. Hang the completed rainbow on your classroom wall as a reminder of God's promises.

While the children work ask, **Have you ever wondered where a rainbow comes from? Do you know the story of the first rainbow? Today we're going to learn about rainbows and what they can teach us.**

### WORSHIP AND STORY TIME (20 MINUTES):

Review last week's lesson. **Last week we learned that Noah obeyed God. How did Noah obey God? What did he build? Why did he need to build an ark?** Allow the children to answer. Prompt them if they have difficulty remembering. **Today we're going to see what happens to Noah.**

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** Tell the story using colorful figures from *Teaching Resources*. Another way to recount this story is to have the children play various roles: the ground (lie prone on the floor), short trees (squatting), tall trees (standing upright), houses (two children facing each other forming a roof with joined hands raised high), and mountains (row of standing children, each with their hands forming a peak above their heads). Each time the story mentions that the water "covered" something, use a blanket or large beach towel to cover it.

When we finished our story last week, it had been raining for a very long time. **A great flood came and the whole earth was covered with water. Everywhere you looked there was water. Water covered the**

**ground. Water covered short trees. Water covered the houses. Water covered tall trees. Water even covered the mountains! But water didn't cover the ark; the ark floated. Only Noah and his family, and the animals that he took with him onto the ark were safe. Noah obeyed God and God kept them safe.**

**The ark floated on the water for a long, long time. God knew that Noah, his family, and the animals couldn't live on the ark forever, so God sent a wind to blow the water away. The wind blew the water off the mountains. The wind blew the water off the tall trees. The wind blew the water off where the houses were. The wind blew the water off the short trees. The wind blew water off the ground. Slowly, the water went away, until the earth was completely dry. When it was safe, and the land was completely dry, God told Noah to come out of the ark and to bring his family and animals with him.**

Noah loved God, and he knew that God loved him, so Noah again obeyed God. When God told Noah to come out of the ark, Noah came out. Noah brought his wife, his sons and his sons' wives, and all the animals out of the ark. Noah obeyed God and did exactly what God said.

When Noah came out of the ark, he saw that God had sent the flood water away. Noah saw that the land was dry, and he knew he was safe. Noah knew that God had taken care of him and his family. So Noah thanked God. This pleased God very much. God was so pleased that He promised to never let a flood destroy the whole earth again. To help people remember that promise, God put a rainbow in the clouds. Today, whenever a rainbow appears in the sky, we can remember God's promise to take care of us and never to let a flood destroy the whole earth again.



**Action Story:** As a musical review, play "Noah and His Great Houseboat (Part 2)" from this quarter's music and lead the children in acting out the story to music.



**Worship in Song:** Familiar melodies are a great way to introduce Bible Truth to children. Sing "Rainbow Song" from this quarter's music. Then sing the following lyrics (tune: "The Farmer in the Dell")

The rainbow in the sky.  
The rainbow in the sky.  
It tells us of God's love.  
The rainbow in the sky.

The world won't flood again.  
The world won't flood again.  
God promised with the rainbow,  
The world won't flood again.

Repeat first verse.



**Remembering the Bible Truth:** The Bible Verse for this week is the same as last week's. Using last week's echo activity, say the Bible words from Jeremiah 26:13 to reinforce the children's retention of that verse. Don't forget to vary your volume and speed.



**Life Application:** Take a moment to remind the children of what Noah did when he got off the ark. **When Noah got off the ark and saw how God protected him, what did Noah do? He thanked God! What can you thank God for today?** Provide suggestions as needed (family, food, a house, pets, etc.).



Then lead the children in sentence prayers of thanks: **Thank You, God, for** \_\_\_\_\_. Have each child take a turn praying a one-sentence prayer. After the children have prayed, close in prayer. Be sure to let your students know that if they're uncomfortable praying out loud, they can pray quietly in their hearts. They can just say, **Amen**, when they're done so the next child knows to begin praying. Guide as needed.

## HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):



**Rainbow Mobile:** For each child in class, you will need two copies of Copymaster 2 for each child, yarn, one clothes hanger, child safety scissors, glue or glue sticks, and markers or crayons.

Provide each child with two copies of Copymaster 2. Have the children color and cut out two suns, two rainbows, and two clouds. Next, have the children put glue on the back sides of each pair of objects. They can then lay the end of a piece of yarn on the glued side of one object. Lay the other matching object, glued side down, on top of the matching first object and yarn. The end result will have the two matching objects glued together with a piece of yarn in between. The yarn should project from the top of the object. Tie the free end to the hanger. Do the same with each object (sun, cloud, rainbow), spacing them about three inches apart on the hanger, hanging the rainbow in the center.

If a two-sided mobile is too hard for your children, have them do only one side.

## GOOD-BYE TIME (UNTIL PARENTS ARRIVE):



Don't forget to thank God for your time together.




**Action Story (Parts 1 and 2):** If there's more time, consider playing both parts of "Noah and His Great Houseboat" from this quarter's music as a fun review. Have team members greet parents and help "deliver" children.

# KING DAVID OBEYS GOD

## LESSON THREE

## PLEASING GOD BY OBEYING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Allow your students to “build” their own snack. Provide small paper plates, plastic spreaders, and a variety of “building materials”: pretzel sticks, graham crackers, raisins, and assorted shapes of bread (squares, triangles, etc.), and frosting for “mortar.” The children will build and eat their own “houses.” Don’t forget to celebrate birthdays, and *remember to check with parents about food allergies.*

## OVERVIEW

### Scripture:

1 Chronicles 17; 22

### Bible Truth:

God told David that Solomon, not David, would build the temple.

### Life Response Aim:

To obey God, even when He asks us to wait or says no.

### Bible Verse:


Jeremiah 26:13

### Materials Needed:


Snack, figures from *Teaching Resources*, tape and craft sticks (optional), Copymaster 3 (one per child), nontoxic washable markers or crayons, blunt-tipped safety scissors, glue or glue sticks, hair-colored yarn cut into 1”–2” lengths, twist ties (five per child), clear tape


Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let’s Sing Motions ‘n Music* or both.

### PREPARING THEIR HEARTS (15 MINUTES):

 **Mother May I?:** Line the children up on one side of the room. You stand on the opposite side of the room. Each child must ask permission to come to you using baby steps (heel to toe), toddler steps (knees together), normal steps, tiptoe steps, giant steps, etc. They cannot move until you give permission. The child starts by asking, **Mother, may I take 10 running steps?** You respond by giving permission, usually allowing something different from what the child requested. For example: (Child’s name), **you may take two tip-toe steps.** This is repeated with each child until one of the children can touch you. If a child follows your directions incorrectly—“disobeys”—that child has to start over. For larger classes, try having the class move together, giving each child a turn to ask.

### WORSHIP AND STORY TIME (20 MINUTES):

 To introduce today’s story, tie the game you just played into your lesson. **When we were playing “Mother May I?” how did you feel when I gave you permission to do what you asked? How did you feel when I didn’t allow you to do what you wanted to do? How did you feel when I allowed someone else to take the steps you wanted to take?** Allow the children time to respond to these questions. **In today’s story, we’re going to learn about a man who wanted to do something for God, but God said that he couldn’t.** **Offering:** Receive any offering money the children have.

 **Bible Story:** Tell the story using colorful figures from *Teaching Resources*. An alternate means of using felt visuals would be to temporarily tape the felt figures onto tongue depressors. Then use the mounted felt visuals as puppets. The children can assist you by holding any mounted background visuals.

**A man named David was the king of God’s people. Like most kings, David lived in a great, beautiful palace. But David was different than all the other kings who lived at that time; King David loved God.**

**One day, King David and a man of God named Nathan were together in the king’s palace. The king noticed how beautiful his palace was and was sad that God didn’t have a house like his. “I will build a house for God that is even more beautiful than my palace,” King David decided.**

**“Do it,” Nathan said.**

**Nathan, the man of God, could hear God and tell others what God said. Later that night Nathan heard God talking to him.**

**“Nathan,” God said. “Go, tell David that he is not to build a house for Me. I love David, and have been with him all his life. I have taken care of him, and have made him a mighty king. After David dies, I want to make one of David’s sons a great king too. I want David’s son to build My house.”**

**God didn’t want David to build His house; God wanted David’s son to be the builder. Nathan knew that he must tell King David.**

**How do you think King David responded? Do you think King David listened to God, or do you think he built God’s house anyway? Let’s find out.**

**“David,” Nathan said, “God doesn’t want you to build a house for Him. God loves you, and**




has always taken care of you. God has made you a mighty king and wants to do the same for one of your children. God said that He will make one of your sons king after you. That son will be a peaceful king, and God wants him, not you, to build His house."

God had a special reason for wanting King David's son to build His house. King David was a mighty warrior. He fought in many battles and killed many people. King David was still fighting. But God told David that his future son would live in peace. That's why God wanted David's son to build a house for Him. God wanted His house built by a man of peace.

What did David do when Nathan told him? David showed his love for God. He thanked God for all the good things God had done for him. He thanked God for what God was going to do for his son. He was glad that his son was going to become a king! David loved God, so he thanked God and obeyed.

While his son Solomon was still young, David told him what God said about building a house for Him. David wanted his son to know how important it is to obey God.

"Solomon," King David said, "I wanted to build a house for God, but God said that I couldn't. God didn't want me to build His house because He wanted you to build it. These many years since, I have worked very hard to gather everything you need to build God's house. The men and supplies are ready. They are yours. Now it's time for you to take over and begin building. God is with you and will help you do what He said you would do. You will build God's house for Him."


 **Worship in Song:** Sing "Jesus Is Near" and "Obeying Song" from this quarter's music. Then sing the following to the tune of "If You're Happy and You Know It, Clap Your Hands."


**When God tells us "No" or "Wait" we will obey. YES SIR! Salute.**

**When God tells us "No" or "Wait" we will obey. YES SIR! Salute.**

**When God tells us "No" or "Wait," just like David, we'll obey!**

**When God tells us "No" or "Wait," we will obey. YES SIR! Salute.**

 **Remembering the Bible Truths:** This week's Bible Verse is the same as the last two weeks. Use the same echo activity, chanting and clapping the Bible Verse. Remember to vary your volume, speed, and position (standing, sitting, standing on one foot, hopping, squatting, etc.).

 **Life Application:** Can you think of a time when your parents said, "No"? What did you do? Did you know that your parents sometimes say, "No," because that's what God says in the Bible? Just as Nathan had to tell David what God said, your parents have to tell you what God says, and sometimes God says "No." Try this fingerplay to help the children remember to obey their parents:

**Five precious children standing in a row,** (*Hold up five fingers.*)

**The first one stops, when his mother says, "No."** (*Drop pinky finger.*)

**The second one listens when her daddy says, "Wait."** (*Drop ring finger.*)

**The third one goes to bed on time before it's very late.** (*Drop tall finger.*)

**The fourth one does as he is told.** (*Drop index finger.*)

**The fifth one comes, so that supper won't be cold.** (*Drop thumb.*)

**All five children are happy to obey;** (*Hold up five fingers again.*)


**They know they're showing love for God and Mom and Dad this way.** (*Hug self.*)

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):**

 **Finger Puppets:** For each child you will need one copy of Copymaster 3, scissors, markers or crayons, five twist ties, glue sticks or glue, clear tape, and hair-colored yarn cut into 1"-2" pieces.

First, have the children color each figure on Copymaster 3. Next, have the children cut out each of their colored figures. Using glue sticks or glue, attach the pieces of yarn to the figures' head to give them hair. Then, tape one twist tie on the base of each figure. The children can attach their completed finger puppets to their finger by putting the finger on the back of the puppet, wrapping the twist tie around both sides of the finger, and twisting behind.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**

 **Obey Fingerplay:** Using the puppets they just made, the children can practice the fingerplay they learned earlier during Life Application time. While one teacher leads the fingerplay, others on the team can greet parents.

 **Action Music:** You may also want to play "Hands That Obey" from this quarter's music and lead the children in acting out ways to obey.




# THE BOY JESUS OBEYS

## LESSON FOUR

## PLEASING GOD BY OBEYING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Instead of using a theme-related snack today, use your snack time to model how children can obey by helping. *Remember to check with parents about food allergies*, and then provide one of the children's favorite snacks. Today, however, don't set the snack up beforehand. As the children arrive, ask specific children to do specific tasks: (Child's name), **would you please set a napkin at each place?** (Another child's name), **would you please set out our plates?** Do this for all snack-related activities—setting the table, distributing food, praying, cleaning up, etc. **Just like you obey your parents by helping, today we're going to see how Jesus obeyed the parents His Father, God, gave Him.**

## OVERVIEW

### Scripture:

Luke 2:40-52

### Bible Truth:

The Boy Jesus obeyed Mary and Joseph.

### Life Response Aim:

To show love for God and our parents by obeying.

### Bible Verse:


Ephesians 6:1

### Materials Needed:

Snack supplies, figures from *Teaching Resources*, index cards, marker, tape, one copy of Copymaster 4 for each child, crayons, colored construction paper, old magazines, blunt-tipped safety scissors, and glue or glue sticks

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.


### PREPARING THEIR HEARTS (15 MINUTES):

 **Follow the Leader (version #1):** After the children finish cleaning up, have them line up single file. **Today we're going to play "Follow the Leader." I'm going to start walking, and it's your job to follow me and do exactly what I do. I will call out what I'm going to do next, and then it's your job to do it. You must stay in a single file. Everybody ready? IT'S TIME TO WALK!**

Begin walking. The children should follow single file behind you. **IT'S TIME TO HOP!** Change your walking to hopping. **IT'S TIME TO STAND STILL!** Stop hopping and stand. **IT'S TIME TO RAISE YOUR HANDS UP HIGH!** Put your hands up in the air. Continue in this manner using a variety of movements (touch the floor, clap your hands, hop on one foot, crawl, skip, walk backward, etc.). To make the game even more challenging, change movements at different paces and frequencies. Finish with: **IT'S TIME TO SIT FOR OUR BIBLE STORY.**

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** Tell the story using colorful figures from *Teaching Resources*. Supplement the use of felt visuals with this "popcorn" activity. Explain to the children that every time you say "grow," "grew," "growing," or "grown" they should jump straight up in the air and sit down again.

**Even though Jesus is God's Son, He was born a Baby, as you and I were born. What happens to babies? They grow! Jesus the Baby, grew into Jesus the Child. And what happens to children? They grow, too! The Boy Jesus grew up, just like you are growing up. And**

**God gave Him human parents to help Him grow, just as God gave you your parents to help you grow.**

One day, when He was a big Boy, the parents God gave Jesus, Mary and Joseph, took Jesus on a long journey to another city for a special celebration. This special celebration was for a holiday called the Feast of the Passover. Jesus' parents traveled to Jerusalem every year to celebrate this event. In the Bible, we read about a time when Jesus went with his parents when he was 12 years old.

Jesus and His parents, and many of their friends and family all went together to the city of Jerusalem. There were so many people walking to Jerusalem that it may have looked like a parade! When they got to the city, they all went to the temple where they would sing songs, give thanks to God, and hear the priests teach about God. It was a special celebration of all that God had done for them.

After several days of celebrating, all of Jesus' friends and family began the long walk home. Jesus wasn't with Mary and Joseph when they started, but they weren't worried. They thought He was walking with His friends or other family members. He was 12 years old and almost grown up.

At the end of the day, Mary and Joseph began to worry. Jesus was nowhere to be found. "Have you seen Jesus?" they asked His friends. "Have you seen Jesus?" they asked other family members. "Have

you seen Jesus?" they asked again and again. But no one had seen Jesus. So Mary and Joseph went back to Jerusalem to find Jesus.

They probably looked for Jesus in the streets, in the shops, and in the houses. However, Jesus was not in any of those places.

Then they decided to go to the temple, and there they found Jesus! He was sitting with the priests and the teachers of the temple. He was listening to them and asking them very wise and wonderful questions. He was answering questions, too! The priests and teachers, and even Mary and Joseph, were surprised by His very grown-up understanding and His grown-up answers.

"Jesus, we've been looking and looking for You. We were worried!" His mother said when she and Joseph found Jesus.


"Why were you looking for Me? Didn't you know that I would be in My Father's house?" What do you think Jesus meant by that?


Jesus meant that Mary and Joseph should have known to look for Him in His Father's house. Who is Jesus' Father? God is. Jesus is the Son of God. Jesus wanted to be in God's house, the temple. He wasn't trying to worry Mary and Joseph. He loved them and wanted to obey them. So when they came for Him, He obeyed and went with them immediately.


Jesus continued to grow up. He grew in the wisdom of God. His body grew. And He grew in pleasing God and Mary and Joseph.

 **Worship in Song:** Sing "Obeying Song" and "Show Me Your Ways" from this quarter's music. Then sing the following lyrics to the tune of "Three Blind Mice."


Jesus obeyed. Jesus obeyed.  
Every day, Every day.  
Mary and Joseph, how He loved them so;  
He listened to them when they said "time to go."  
And now He helps me so that I can grow  
Like Jesus, I will obey.

 **Remembering the Bible Truth:** Before class, write each word of this week's verse and reference on a separate piece of paper or large index card. Mix them up, then place them, out of order, onto the board. Open your Bible and read today's verse—Ephesians 6:1. Read it through two or three times. Next have the children repeat it with you. Then see if the children can help you arrange the cards on the board in the correct order.

 **Life Application:** Provide one copy of Copymaster 4 to each child. Discuss the activities depicted on Copymaster 4—family Bible study and prayer time—and let the children color the pictures. Show them how to fold the picture to show the family either reading the Bible or praying. Talk about how important families are to God and the importance of obeying parents. Be sensitive to your children's specific family situations and adjust your comments accordingly. Remind them that obeying is one way to demonstrate their love for God and their parents.


 Pray: **Thank You, God, for our families. We love You. Amen.**

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):**

 **Helping Hands:** Allow each child to pick one sheet of construction paper in the color of his or her choice. Using crayons, have the children trace an outline of each hand on their paper. On the tip of each finger, the children may write the letters L-O-V-E and O-B-E-Y. Next, from old magazines, allow the children to cut out pictures of ways they can obey. The children can then glue one picture in each palm of their outlined hands. Other pictures may be glued around the edges of their construction paper. **We show love for God and our parents by obeying.**

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**

 If you have time after closing in prayer, try these activities:

 **Follow the Leader (version #2):** Play follow the leader as you did earlier this lesson, only play the game while sitting (clap hand, swirl thumbs, slap the floor, scratch backs, etc.). Another adult should greet parents as they arrive.


 **Action Music:** You may also want to play "Feet That Obey" from this quarter's music and lead the children in acting out ways to obey.

# ISAAC SHARES THE WATER

## LESSON FIVE

## UNIT 2: PLEASING GOD BY SHARING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Provide one strawberry shortcake shell on a small paper plate for each child. Also provide a variety of sauced fruits or pie fillings (fresh strawberries; fruit cocktail; apple, blueberry, or cherry pie filling, etc.). Allow the children to spoon the filling of their choice into their shortcake shell. Provide plastic spoons and napkins. For an added treat, top their shortcakes with whipped cream or nondairy whipped topping.

**For today's snack, you get to fill your cakes with good things. Today we're going to learn about a man who built something that he didn't want filled. Can you guess what it is?** Allow the children to guess, but don't tell them the answer. Remember to celebrate birthdays, and *check with parents about food allergies.*

## OVERVIEW

### Scripture:

Genesis 26:12-22

### Bible Truth:

Isaac refused to fight over water rights.

### Life Response Aim:

To ask God for help to share with others.

### Bible Verse:


1 John 4:7

### Materials Needed:

Snack; various building blocks; figures from *Teaching Resources*; pictures or "pict-o-gram," one copy of Copymaster 5 per child; one 6" x 6" cardboard square per child, one 2" blue circle per child (blue cellophane or construction paper), scraps of gray construction paper, glue

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.


### PREPARING THEIR HEARTS (15 MINUTES):

 **Building Time:** Set up a number of building activity centers before class. Include a variety of blocks. Provide one bucket of building materials at each table, and allow children time to build their own "wells."

**Did you figure out what the man didn't want filled? Now give hints until someone guesses. You guessed it! It was a well. The man we will learn about today built many wells. Do you know what a well looks like?** Have a picture of a well available to show the children. **See if you can build a well for me with the blocks.**

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Take up any offering money the children have brought.

 **Bible Story:** Tell the story using colorful figures from *Teaching Resources*.

**Isaac was a very rich man. God blessed him and gave him many things. Isaac had many servants and many animals. He had many sheep—BAAAAAH. He had many goats—MAAAAAH. He had many camels and horses—NEEEEEIIIGH. He had many donkeys—HEE-HAW. And all those animals needed lots of food.**

**But Isaac didn't have a farm; he lived in a tent. Isaac, his family, and his servants lived in many tents. The animals lived in the fields. What do you think the animals ate? They ate grass! Because Isaac had so many animals he had to move around a lot. Why? Because the animals would eat all of the grass, and every time they ran out of good grass, Isaac and his servants and all of his animals would have to move. Food wasn't the only thing the animals needed. What else do you think they needed? Give hints until someone guesses. That's right! Something to drink. Isaac's animals needed water.**

**In the land where Isaac lived, there wasn't much water; it was a very dry land. Many years earlier Isaac's father, Abraham, dug**

**wells there. So Isaac used his father's wells. But Isaac's neighbors, King Abimelech and the Philistines, were jealous of how rich Isaac had become. They were jealous of all of Isaac's animals. So they filled up Isaac's wells with sticks, rocks, and dirt, forcing Isaac to move away.**


**Isaac and his servants and all their animals moved to a valley called Gerar. They began digging out old wells, and discovered a well of fresh, clean water. What a relief! They finally found pure, clean water for the animals to drink. But Isaac wasn't the only one who lived in that valley. Other people who cared for animals lived there. They were more of Isaac's neighbors.**

**These neighbors wanted the well that Isaac's servants dug to be their well, so they argued. Isaac's unfriendly neighbors wanted water for their animals too. Isaac decided not to argue but to give the herdsmen the well. He could dig another well.**

**So Isaac had his servants dig a different well. And again, they found fresh, clean water for their animals. And do you know what happened? Isaac's neighbors wanted that well, too! They quarreled**

again, but Isaac loved God and didn't want to be selfish. Isaac knew that God wanted him to share, so Isaac gave his neighbors that well too. Isaac trusted that God would take care of him and his animals. And do you know what? God did take care of them. God gave Isaac another well that no one would take from him. And Isaac and all of his servants and all his animals could drink in peace!

 **Action Music:** To review, play "Isaac and the Wells" from this quarter's music and have the children act out the story to music.


 **Worship in Song:** Sing "I Will Share" and "Let Us Do Good" from this quarter's music. Then sing these lyrics to the tune of "Mary Had a Little Lamb."


**Abraham had dug a well,** (*shoveling motion*)  
**Dug a well, dug a well.**  
**Abraham had dug a well,**  
**But Philistines filled it up.** (*hands on hips in exasperation*)

**Isaac dug another well,** (*shrug and start shoveling again*)  
**Another well, another well.**  
**Isaac dug another well**  
**But gave it to the herdsmen.** (*hands on hips in exasperation*)


**Isaac dug a well again,** (*shrug and start shoveling again*)  
**A well again, a well again.**  
**Isaac dug a well again**  
**But gave it to more herdsman.** (*slump shoulders and head down sadly*)

**Isaac dug ANOTHER well,** (*wipe sweat from brow, start shoveling*)  
**ANOTHER well, ANOTHER well.** (*exaggerated shoveling motion*)  
**Isaac dug ANOTHER well.**  
**At last, he could use it!** (*cross arms in front and nod in satisfaction*)

 **Remembering the Bible Truth:** Today's Bible Verse is from 1 John 4:7, "Let us love one another." To help reinforce this truth, use a "pict-o-gram." Before reading the verse to the children, put up pictures of a head of lettuce, a heart, a number 1, the word "an," and a picture of an otter. See if the children can figure out the verse from the pictures (lettuce = let us; heart = love; number 1 = one; an = an; otter = other). Do this as a group project, allowing the children to call out their ideas. When they've figured it out, read together what they've guessed. Then open your Bible and read the passage aloud, pointing to the pictures as you read.


 Then reinforce the verse by handing out Copymaster 5 and letting the children cut out the memory verse stones and "build a well" to help them remember the verse.

 Close in prayer: **Father, thank You for loving us. And thank You for helping us to love others. Help us to share the way Isaac did. In Jesus' name, amen.**

 **Life Application:** Talk about the story. **Have you ever felt like Abimelech** (jealous) **or like the Philistines** (wanting to ruin what someone else made)? **Why? Have you ever been like Isaac's unfriendly neighbors, wanting what someone else had? Have you ever taken it? Have you ever had someone take something from you?** Allow the children to answer and discuss.

**It's very important to remember that these feelings can hurt us and other people. God can help us when we feel this way. God will help us share and love people, even when it's hard.**

## HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):

 **Three-D Wells:** Provide each child with one cardboard square, one blue paper or cellophane circle, plenty of small scrap pieces of gray construction paper, and a glue stick. Have the children glue their blue circle in the center of their cardboard. Then roll the scraps of gray construction paper into balls and glue around the edge of the blue circle. Glue another layer of paper balls on the first. Continue in this manner until each child has a well at least four layers deep.

## GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 If you have additional time, allow children to build at the building centers again.




# A RICH MAN SHARES HIS FOOD

## LESSON SIX

## PLEASING GOD BY SHARING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Provide a variety of whole grain crackers, breads, and muffins on one plate per table. During snack time, discuss God's provision. **God loves us and takes care of us. One way He takes care of us is by giving us good food to eat. How does God give us food?** Have children call out ideas while they eat: the grocery store, our garden, Mom's cooking, etc. **Just as we shared from the same platter for our snack today, God sometimes provides for us through the sharing of others. Today we're going to learn about two hungry women who were able to eat because someone shared with them.** *Be sure to check about allergies, and don't*

*forget birthdays.*

## OVERVIEW

### Scripture:

Ruth 2:1-18

### Bible Truth:

Boaz shared his harvest with Ruth.

### Life Response Aim:

To ask God for help to share with our friends and family.

### Bible Verse:


1 John 4:7

### Materials Needed:

Snack; supplies; dried wheat, straw, or hay; 10" lengths of thin ribbon or string; figures from *Teaching Resources*; sickle; fresh cut wheat or hay; grain; a sheaf of wheat (optional); Bible Verse rebus; Copymaster 6; old magazines; safety scissors; glue; one Copymaster 1


Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.

### PREPARING THEIR HEARTS (15 MINUTES):

 **Wheat Bundles:** Set out piles of dried wheat or hay, and lengths of thin ribbon or yarn on the center of each craft table. **Today we're going to hear how one woman worked very hard in the fields to gather grain. Did you know that part of harvesting grain meant bundling the stalks of grain into sheaves? First men would walk through the fields cutting the grain** (sickle cutting motion). **Then women would follow gathering the cut grain into sheaves** (do gathering motion). Show the children how to take a clump of wheat or hay and lay it into a neat pile (stalks running parallel) on top of the ribbon. Then tie the ribbon in a bow. The children can each make their own sheaves.

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** In addition to figures from *Teaching Resources*, try using story objects to create added interest. Get a sickle (cover sharp edges with masking tape), stalks of wheat, a bundle of wheat or barley, whole kernel grain in a bowl or sack, straw with no grain attached, a water jar, etc. Use when mentioned in the Bible story.

**Naomi and Ruth were very hungry. They traveled a long way from their home in Moab to the town of Bethlehem because they knew God was providing food for His people there. In Bethlehem was a rich relative of Naomi's named Boaz. He owned much land, and grew lots of wheat and barley.**

**Harvesting wheat and barley was a big chore. First the workers had to cut down the grain** (show stalks of wheat with grain attached) **by hand using a sickle. Show sickle and how it's used. The men did this.**

**Next, the cut grain was gathered and tied in bundles. Show bundle of wheat or barley. Next, poor women and children would gather what**

**was left behind in the field. This is called gleaning.**

**After all the grain was cut and gathered, it was taken for threshing. Threshing loosens the grain** (show whole kernels) **from the straw. After a few more steps** (winnowing, sifting, bagging), **the grain is used to make flour for bread.**

**Ruth and Naomi had no bread. They were hungry. Ruth decided she would pick up leftover stalks of grain in the fields with other poor women and children. She went to work in the field, hoping to get enough grain to make bread for her and Naomi.**

**Then Boaz came to visit the workers in his field. He was a kind man who loved God.**

**"Who is that new woman in the field?" he asked his worker in charge.**

**"She is a young woman who came from Moab with Naomi. She asked if she could pick up the leftovers, and she has worked very hard all day. She only took one rest!"**

**Boaz went to Ruth and told her, "You are welcome to gather grain in my fields anytime. You will be taken care of here, and you can have water whenever you are thirsty."**

Ruth was surprised by Boaz's kindness. She asked, "Why have you been so kind to me?"

Boaz answered, "I have heard of your kindness to Naomi. God will help you the same way. Please come with me, and I will share my meal with you."

After sharing his meal, Boaz told the other workers in the field to leave extra grain behind for Ruth to gather. Ruth gathered her grain, which she shared with Naomi. They both had plenty to eat.



**Action Music:** Review the story by playing "Ruth and Boaz" from this quarter's music.



**Worship in Song:** Sing "I Will Share" and "Let Us Do Good" from this quarter's music. Then sing the following to the tune of "Old MacDonald":

**Rich man Boaz had a farm, E-I-E-I-O.**

**And on his farm he had some wheat, E-I-E-I-O.**

**With a swish, swish here** (*sickle cutting movement to the right*),

**And a swish, swish there** (*sickle cutting movement to the left*),

**Here a swish** (*right*), **there a swish** (*left*),

**Everywhere a swish, swish** (*right and left*).

**Rich man Boaz had a farm, E-I-E-I-O.**

**Rich man Boaz shared with Ruth, E-I-E-I-O.**

**And with Ruth he shared his food, E-I-E-I-O.**

**With a gobble, gobble here** (*eating motion to the right*),

**And a gobble, gobble there** (*eating motion to the left*),

**Here a gobble** (*right*), **there a gobble** (*left*),

**Everywhere a gobble, gobble** (*right and left*).

**Rich man Boaz shared his food, E-I-E-I-O.**



**Remembering the Bible Truth:** Put up last week's pictures of a head of lettuce, a heart, the number 1, the word "an," and an otter. See if the children can remember the verse.



Then read 1 John 4:7 from your Bible and close in prayer: **Dear God, thank You for loving us, and taking care of all our needs. Help us to love our friends and families and to share not just our food, but all that we have because we know it pleases You. In Jesus' name. Amen.**



**Life Application:** Have the children sit in a circle on the floor with you. Begin by saying your name and one thing you can share. **I'm Miss/Mrs./Mr.** (fill in your name), **and I'm going to share my** (specific item). The child to your left then says, **You are** (your name), **and you're going to share your** (what you just said). The same child continues with, **And I'm** (child's name), **I'm going to share my** (something he or she would like to share). The next child (to the first child's left) continues with **You're** (puts first child's name in), **and you're going to share your** (says first child's shared item). **I'm** (second child's name), **I'm going to share my** (something he or she would like to share). Continue till each child has had a turn. To simplify, don't have children repeat what the previous person said.



Then close: **Heavenly Father, You heard what each of us wants to share. Help us to do that today. Amen.**

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):**



**Sharing Collage:** You need one Copymaster 6 for each child, old magazines, safety scissors, and glue. Have the children look through old magazines and tear or cut out pictures of things to share for each category listed on Copymaster 6. They can glue numerous pictures in each of the four category squares on Copymaster 6—time, toys, treats, and treasures.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**



Sing "If You Love Me You'll Obey" from Copymaster 1. To adapt the song for today, change the lyrics as follows:

**If you love Me you'll obey and want to share.** (Repeat)

**If you love Me, you will share**

**With people everywhere,**

**If you love Me you'll obey and want to share.**


While one teacher leads this song, other teachers greet parents and help children gather their things.

# A POOR WOMAN SHARES HER FOOD

## LESSON SEVEN

## PLEASING GOD BY SHARING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** At home, prepare braided homemade bread, using premade freezer bread dough. Divide thawed bread dough (one loaf) into three equal parts. Using your palms, roll each piece into a long “snake” of dough. Weave the three “snakes” into one long braid. Bake at instructed temperature, cutting baking time in half. Bring your baked braid to class, and *double-check with parents about food allergies*. Seat children for snack time, then break pieces from the loaf and hand them one-by-one to the children saying, **Today, I brought a loaf of bread to share with you. I’m glad God gave me what I needed to make this and share it with you. I wish I could share more, but I had only so many ingredients. Today we’re going to learn about a woman whose small jar of flour and small jug of oil didn’t run out. God made her oil and flour last for three and a half years because she obeyed Him by sharing what little she had.**

Be sure to acknowledge birthdays.

## OVERVIEW

### Scripture:

1 Kings 17:8-16

### Bible Truth:

The widow shared her food with Elijah.

### Life Response Aim:

To see that we can obey God by sharing.

### Bible Verse:


1 John 4:7

### Materials Needed:

Snack supplies, 8 1/2" x 11" brown construction paper, safety scissors, bread loaf template (your own design) or pictures of bread, glue, poster board, figures from *Teaching Resources*, happy-face stickers, red construction paper, smiley face sheet, Copymaster 7, crayons or nontoxic markers, and glue

Unless otherwise indicated, all songs are on the songsheets at the end of this manual or the Let's Sing Motions 'n Music or both.

### PREPARING THEIR HEARTS (15 MINUTES):


 **Paper Loaf Chain:** To introduce today's Bible story, have the children make chains of bread loaves (similar to a chain of paper dolls). Each child needs one sheet of brown/tan construction paper and one template cut from your own design. Fold construction paper in half vertically. Then fold vertically in half again creating a long, thin strip of paper. Now fold the strip in half (horizontally—top to bottom), creating a short, thin strip of paper. Finally, fold in half once more (top to bottom) with the final product measuring approximately 2" by 3". Using your bread template, trace a bread loaf shape on the remaining surface of the paper, touching all edges of your surface. Using scissors, have children cut out the bread loaf except where bread loaves will remain attached. Then show how to unfold the paper so that one loaf of bread becomes 16 (four strips of four)!

Should this activity be too difficult for your class, bring in homemaking magazines that show a great variety of breads. Have the children cut out the bread pictures and glue onto a piece of poster board to build a bread collage. Then introduce the story.

**God gave so much flour and oil to the woman we're learning about today that she didn't just make one loaf, two, four, eight, or even 16 loaves of bread. Over three and a half years, she made hundreds of loaves of bread! Let's see what happened to her.**

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** Tell the story using colorful figures from *Teaching Resources*. To involve the children, allow volunteers to

put up the felt visuals as you tell the story.

**There once was a man named Elijah. Elijah was a very special man of God. Elijah was a prophet, which means that he would tell people what God had told him to say. God would tell Elijah what to say or do, and Elijah would do it. God had told Elijah that it would not rain for a long time, and Elijah told this to the king of that land.**

**Then Elijah went to live beside a stream where God had told him to live. Because it didn't rain for a long time, the stream dried up. There was no more water for Elijah to drink. With no water, many plants and animals died. That meant there was no more food to eat. Elijah would have to find food and water, or he would die.**

**God loved Elijah and took care of him. "Go at once to the town of Zarephath and stay there," God told Elijah. "I told a poor woman there to give you food." So Elijah went.**


When he got to Zarephath, he saw a woman gathering sticks. Maybe that is the woman God told to give me food, Elijah may have thought.

"Would you get me a drink, and a piece of bread?" Elijah asked the woman.

As she went to get water for Elijah, she called, "I don't have any bread—only a handful of flour in a jar and a little oil in a jug. I am gathering these sticks to make a fire for a last meal for myself and my son with the last bit of flour and oil I have left. We are very hungry, and I'm afraid we will die."

Then God told Elijah what to say to the woman, "Don't be afraid. God says to go and make a small cake of bread for me; then make some for you and your son. God will make sure that your jar of flour will never be used up, and your jug of oil will never run out."

So the woman did what Elijah said. She shared the little bit of flour and oil that she had, and God made sure that her supply of flour and oil did not run out. God took care of Elijah, the poor woman, and her son.

 **Worship in Song:** Sing "Jesus Is Near" and "Show Me Your Ways" from this quarter's music. Then sing the following to the tune of "This Old Man":

**I will share. I will share** (*nod twice*)


**With the people everywhere** (*spread arms wide*)


**Because God helps me to share with you and you.** (*point up, to self, then to others*)

**He will help me love you, too.** (*point up then to self again; hug self*)

 **Remembering the Bible Truth:** Try this lap-clapping (slapping hands on thighs) exercise to help the children remember this week's Bible verse. Recite as follows:


**First John** (*two lap claps*) **four seven** (*one, then two rapid lap claps*): **Let us** (*two lap claps*) **love one** (*two more lap claps*) **another** (*three rapid lap claps*).

 Close in prayer: **Dear God, help us to love others by sharing today. Amen.**

 **Life Application:** Can you think of one time when someone shared with you? Allow the children to answer. **When have you shared with someone else?** Again, allow the children to discuss their sharing adventures. **How did that make you feel? Do you think God was pleased when He saw you sharing?** Allow children time to respond. **God is very pleased when we share because we love Him. What can you share at home today to please God?** Let volunteers answer, guiding as needed. **I have happy-face stickers for each of you to wear to remind you to do that one thing when you get home.**


 Pray: **We want to please You, God. Help us to love others by sharing today. Use these stickers to remind us. In Jesus' name. Amen.**

## HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):

 **Happy Cards:** You need one sheet of red construction paper per child and crayons or markers for the class. Have a message of encouragement already written on the bottom half of the sheet.

Today's craft is a little different than what we're used to doing. Instead of making a craft for us, we're going to make a craft to share with someone else. Today we're going to make Happy Cards to send to people who might be lonely, or who can't leave home because they are sick, can't drive, or don't have a car. You see, God doesn't want us just to share our "things," such as food, water, or toys. He also wants us to share love, kindness, and caring. We can do that by sharing our time. Instead of using today's craft time for us, we're going to use it to bring happiness to others.

Children fold their red paper in half (horizontally over the message of encouragement) and draw a happy face on the outside cover of the card. Then they can color the rest of the inside of the card and sign their names. Help as needed. Collect the cards upon completion, and mail them together to people of your choice.

 **God Cared for Elijah, the Poor Woman, and Her Son:** You'll need one copy of Copymaster 7 per child, safety scissors, glue, and crayons or markers. Have the children cut out the small pictures and glue them where indicated. Then let them color the picture. **The people in our story were thankful for what God gave them.**

## GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 If you have time remaining, sing the "Worship in Song" selection from today's lesson. This time, start slowly, and gradually increase speed. Sing other songs from this quarter's music as time permits.

Teacher's assistants can greet parents and gather children's projects while you sing with the children.




# A RICH WOMAN SHARES HER HOME

## LESSON EIGHT

## PLEASING GOD BY SHARING

### TRANSITION (25–30 MINUTES):

 **Snack Time:** In Biblical times, wealthy people were often the only people who could afford a rich variety of foods, especially fresh fruit. For today's snack, make up a tray for each table of fresh seasonal fruits (orange slices, watermelon, honeydew melon, cantaloupe, grapes, strawberries, kiwi, etc.). Allow the children to serve themselves from the tray, putting their fruit on the small paper plates you've provided. Explain, while they are eating, that having a variety of foods to choose from is a wonderful blessing to be thankful for because in many cultures, only the wealthier people enjoy such variety.

## OVERVIEW

### Scripture:

2 Kings 4:8–11

### Bible Truth:

The Shunammite woman and her husband had a room built for Elisha.

### Life Response Aim:

To share with others the good things God has given us.

### Bible Verse:

1 John 4:7


### Materials Needed:

Snack supplies, "reading zone" room materials for "Picture Hunt," picture books, magazines, figures from Teaching Resources, balloons, paper, Copymaster 8 and poster board, crayons or non-toxic markers, glue, safety scissors

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing* *Motions 'n Music* or both.


**We're going to meet a woman today who lived in Bible times. She was a very wealthy woman, and she shared her great variety of foods with a special man of God. But she didn't just share her food; she shared her house!** Be sure to have plenty of napkins on hand. *Also check with parents about food allergies.* In addition, snack time is a great time to celebrate students' birthdays.

### PREPARING THEIR HEARTS (15 MINUTES):

 **Picture Hunt:** Before class, set up a special "reading zone" for the children. Use carpet remnants, beanbag chairs, resting mats, sleeping bags, pillows, etc., for the children to cozy up in to "read." Have a number of children's illustrated storybooks and magazines available to the children in their reading zone (many more than one per child). Tell the children that they are going on a "picture hunt." They are to find pictures that illustrate sharing and should pick one favorite from all the pictures they find. Allow 10 minutes for picture hunting, then have volunteers explain to the class what they found.

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** To illustrate the story, use the colorful flannel figures from Teaching Resources. As an alternative to using felt visuals, consider telling the story by dramatic monologue. Recount the story as the Shunammite woman. By using a costume and props, you would help students better understand that you are pretending to be her.

If you are not comfortable playing the role of the Shunammite woman—telling the story from her perspective—change any first-person references (I, me, we, our, my, etc.) below to third-person narrative (she, he, his, her, him, they, their, etc.). The following is written as a first-person dramatization.

**One day, a man named Elisha came to my town. I could tell he was special. He seemed so wise, and he talked about God in a way I had never heard before. He talked like he knew God and His ways! Elisha really was a special man. I wanted to help him.**

**"Please come to my house for dinner," I urged Elisha. "I am a wealthy woman, and I have plenty of food to share with you. Won't you come?"**

**I only had to ask once. After that, every time Elisha came to town, he stopped at my house to eat. I was very happy that he let me share my food with him. But I wanted to do more.**

**"I know Elisha is a special man of God," I said to my husband. "Let's make a small room on the roof for him. We can put a bed, a chair, a lamp, and a table in the room for him. He would have everything he needs. Then when he comes to town, not only can he eat with us, but he can stay with us too!"**

**My husband agreed, and we had the work started right away. Helpers used hammers and saws to put up walls and a roof. Next we put in a bed. Then we put in a chair. Besides the chair we put a table and a lamp. Before we knew it, the room was ready for Elisha. But would he like it?**

**"I have a surprise for you, Elisha," I told our guest, when he stopped by again for dinner. Boys and girls, what do you think that surprise was? You're right; it was a room just for Elisha.**

**My heart pounded in my chest as Elisha went up to his room. Would he like the room? Would it be good enough for this special man of God?**

**"Ahhhhhh," he said as he lay down on the bed. "Ooooooooo," he said, when he sat in the chair. He tried out the table and the lamp too. Elisha was happy with his room. This special man of God was pleased with what we shared with him. And because Elisha was happy, I was very happy, too.**



**Action Music:** As a fun review, play "The Kind Rich Lady's Guest" from this quarter's music CD and lead the children in acting out the story to music. Young children need to move their large-muscle groups regularly, and this activity will help.



**Worship in Song:** Sing "Jesus Is Pleased" and "Let Us Do Good" from this quarter's music CD tape. Then sing the following to the tune of "B-I-N-G-O." As in the original song, substitute a single clap for each letter, subbing the S first, then the S-H, then S-H-A, and so on until you clap the entire word "SHARE."

**The kind, rich woman shared her home.**

**We ought to share as she did.**

**S-H-A-R-E; S-H-A-R-E; S-H-A-R-E**

**We ought to share as she did.**



**Remembering the Bible Truth:** Before class, write out this week's Bible verse on paper, and photocopy to provide a copy of the verse for every three children in your class. Then cut up each written verse into three pieces—divided into "Let us," "love," and "one another." Insert one third of the verse into one deflated balloon for each child in class. Blow up the balloons (with one Bible verse paper still inside), and tie to seal.

In class, write the verse out completely on the board for reference. Then provide each child with a 1/3 verse-containing balloon. Their job is to pop their balloons and match their part of the verse with two other children's, so that three children together have verse slips making up one verse. When all the children are in "complete verse" groups, each group can say the verse out loud.

The children can use the verse written on the board to help in their matching. If necessary, when you write verse slips out ahead of time at home (before cutting into thirds), you can use different colored paper, pens, highlighters, or markers—one complete verse one color; another complete verse a different color. The children can then use the verse color to help them find others in their group.

To younger children, popping balloons may be scary, and the pieces could be choking hazards. So be very careful with this activity, being sure that team members quickly pick up the balloon pieces. If you have mostly four year olds in your class, consider having each child just draw a portion of the verse from a colorful container and do the rest of the activity as described above.



**Life Application:** Divide the class into groups of four to six children and explain that each group is going to show the class a way to share. Have helpers assign each group a way of sharing that the children could pantomime, such as eating a meal, playing nicely together, sharing a ride in a car together, sharing a book to read, etc. Then each group takes a turn acting out the sharing idea (no talking), while the rest of the class guesses what's happening.

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):**



**The Rich Woman's Kindness:** Provide one Copymaster 8 for each child, and lead the children in identifying what God provided Elisha through the kind woman and her husband. Then let the children color the picture.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**



After closing in prayer, if you have more time, try this activity:



**A Sharing Train:** Have the children line up behind you—the "train engine"—and go around the room pretending to be a sharing train. Have the children make train noises as you travel around the room. Periodically, stop, point out something in the room (book, pencil, crayons, modeling clay, table, etc.), and talk about how the children can share with it.

# SHARING PLEASES GOD

## LESSON NINE

## PLEASING GOD BY SHARING

### TRANSITION (25–30 MINUTES):



**Snack Time:** Before class, consider baking one coffee cake or a loaf of fruit bread to serve the children. **I'm so glad that God has given me this pan of treats. It looks awfully good! Sniff the treat. Mmmmmm. Uh-oh. Did you say you wanted some, too? I have a problem, then. Don't I? I have only this one big piece, but I really want to share it with you. How am I going to do that?** Allow the children to call out "break it into pieces," or "you have to cut it."

**You're right. In order for us to share my treat, I must cut it into smaller pieces. But that means my big piece gets smaller! That means there's less for me! That's okay. I'm happy to have a smaller piece so that you can have some, too. Sharing is like that. Sometimes, when we share, we end up getting less ourselves, but the joy of sharing makes us far happier than keeping something ever could.**

## OVERVIEW

### Scripture:

Review Lessons 5–8

### Bible Truth:

God helps us share what we have.

### Life Response Aim:

To share with others because we love Jesus.

### Bible Verse:

1 John 4:7

### Materials Needed:

Snack supplies; two giant floor puzzles; figures from *Teaching Resources*, Lessons 5–8, two flannelboards, masking tape; pict-o-gram from Lesson 5; Copymaster 9, safety scissors, twist ties, colored construction paper, small branches (twig with small twig branches), clear tape, crayons, and glue

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.

Cut your snack into equal pieces for the children, and be sure to have any necessary paper goods on hand. For a larger class you may need more than one cake or loaf. Also, celebrate birthdays during snack time, and *remember to ask parents about food allergies.*

### PREPARING THEIR HEARTS (15 MINUTES):



**Floor Puzzle Sharing:** At the end of snack time today, give each child one piece of a giant floor puzzle. If you have more than 24 children, you will have to use two puzzles (most floor puzzles come in 24 pieces). Complete the puzzle together as a class, each child contributing one piece at a time, asking questions. **Does anyone have the green piece that finishes the picture on this piece? Who has the piece that fits this corner?** If time permits, do a second puzzle. Comment on the importance of working together. **We could never have done these puzzles without each of you sharing your part. See, when we share, we can create something fun and beautiful!**

If you don't have floor puzzles, have the children build together with blocks, again emphasizing sharing.

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.



**Bible Story:** Tell the Bible stories from this unit with colorful figures from *Teaching Resources*. As an alternative to retelling the stories, have the children participate in the review. You will need two flannelboards. Put all the figures from *Teaching Resources* from Lessons 5–8 on one flannelboard. Divide the second flannelboard into four sections with masking tape. Mix the visuals on the first board so the visuals from one story are mixed with others from different stories.

**Who recognizes a picture on this flannelboard?** Allow the children to raise their hands. Call on one student and have that student pick one visual that he or she recognizes and take it off the board. **Can you tell**

**me about this picture? What is it? Which story does it belong to?** Let the child explain what the visual is and which story from the past weeks it belongs to, then have him or her put it on one section of the second flannelboard.

**Does anyone else know what one of these other pictures is?** Call on a second child, and repeat the process. As each child picks and explains subsequent visuals, each visual should be grouped with visuals from the same story in the same section of the second flannelboard. Allow the children to continue in the same manner until all the visuals have been selected, explained, and put in the appropriate part of the second flannelboard. You may need to prompt the children with leading questions as they explain each of the visuals.

When the children have completed identifying the visuals, comment on how the stories fit together. **Do you remember how we all worked together to finish the floor puzzles before? Each one of us had a piece,**

and the pieces all fit together to show us something. In the same way, these four stories fit together to give us a picture of sharing.



**Action Music:** For a musical review, play “Isaac and the Wells,” “Ruth and Boaz,” and “The Kind Rich Lady’s Guest” from this quarter’s and have the children act out the stories together.



**Worship in Song:** Using the four sections of the second flannelboard, now containing all the visuals grouped together by story, lead the children in singing songs from each story (see Worship in Song sections of Lessons 5–8):

**The Well-Digging Song** sung to the tune of “Mary Had a Little Lamb”

**Rich Man Boaz had a Farm** sung to the tune of “Old MacDonald”

**I Will Share** sung to the tune of “This Old Man”

**The SHARE Song** sung to the tune of “B-I-N-G-O”



**Remembering the Bible Truth:** Hang the pict-o-gram from Lesson 5 on the board. Using the lap-clapping technique from Lesson 7, allow the children to lead each other in reciting the verse. One student may point to the pictures of the pict-o-gram as each word is spoken, while another leads in the lap-clapping exercise. Allow each interested child to take a turn leading, while you review the verse. Then remind the children that this verse is part of God’s Word.

Open your Bible to 1 John 4:7. **We’ve had a lot of fun reading the pict-o-gram on the board and lap clapping this verse, but we must remember that this verse is from the Bible. The Bible is God’s Word for us. It tells us how God wants us to live, and what God wants us to do. We learned several weeks ago that God wants us to obey what He tells us. Let’s see what God’s special Book tells us in First John, chapter 4, verse 7.** Show the children where the verse is in your Bible. Then read 1 John 4:7 aloud from your Bible. **One way to show love for God and for each other is sharing.**



**Pray: Thank You, God, for loving us, and for always taking care of us. Please help us to love others by sharing. In Jesus’ name. Amen.**



**Life Application: We’ve been talking a lot about sharing in the last several weeks. Do you remember that two weeks ago you wore a happy-face sticker home to remind you to share? Did you share when you got home? How did you share?** Allow children to explain how they’ve shared over the past few weeks. Using the ideas shared, encourage other children to do the same. **How would you do that at your house, (another child’s name)? Did any of you do something different?**

Finish this time with: **I remember one way we shared as a class. Do you remember the cards we made for (person, hospital, home, etc. . . . of your choice from Lesson 7)? I mailed those cards two weeks ago, and do you know what those cards did? They made someone very happy.** If you received any thank-yous for the children’s cards, show those to the children now. Positive affirmation as the result of sharing can encourage the children to share even more.

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10–15 MINUTES):**



**Sharing Trees:** You need one Copymaster 9, safety scissors, seven twist ties, one sheet of colored construction paper, and one small branch (twig with small twig branches) per child. You also need clear tape, crayons, and glue to share. Have the children color or draw on the hearts on Copymaster 9, encouraging the children to color each heart in a way that reminds them to share. For example, blue might remind them to share a pool toy with a friend, red might remind them to share their red ball, orange might remind them to share the orange they brought for lunch, etc. Then have the children cut out the hearts. Once the hearts are cut out, the children can color the heart backs, as well.

While the children are coloring, tape each child’s small branch securely onto a sheet of construction paper. The children can then tape their twist ties to the back of their hearts (one twist tie per heart), leaving enough twist tie projecting from the top of the heart to twist around the branch. Once the twist ties are taped to the hearts, the children can hang their hearts on the branch using the free end of the twist tie. Then have them repeat the Bible Verse, pointing to the corresponding hearts. Help as needed.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**



While waiting for parents to arrive, take time to sing some of the children’s favorite songs from this quarter’s music, especially those about sharing: “I Will Share” and “Jesus Is Pleased.”




# GOD HELPS HIS PEOPLE ENTER A CITY

## LESSON TEN

## UNIT 3: GOD HELPS HIS CHILDREN

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Snacks that represent various elements of your Bible lesson can be a wonderful reinforcement tool. For today's snack, fill cone-shaped ice cream cones ("sugar cones") with a trail mix (various dried fruits, raisins, sunflower seeds, and chocolate [or carob] chips mixed together)—one cone per student. The cones represent the trumpets played as the walls of Jericho came down, and the trail mix represents days of marching around the city (trail mix is a high-energy snack many backpackers use for long treks). Don't forget to use this time to celebrate birthdays, and *be sure to ask about possible food allergies*.

## OVERVIEW

### Scripture:

Joshua 5:13–6:16, 20

### Bible Truth:

God brought the walls of Jericho down.

### Life Response Aim:

To ask God for help and trust Him to give it.

### Bible Verse:


Revelation 18:8

### Materials Needed:

Snack supplies, figures from *Teaching Resources*, empty paper towel rolls, straws, crepe paper streamers cut to lengths varying from 8" to 16" (various colors), clear tape, glue, silver or gold glitter poured into a baking pan (for rolling paper towel rolls in), Copymaster 10, crayons

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.


### PREPARING THEIR HEARTS (15 MINUTES):

 **The Walls Came Tumbling Down:** Using cardboard bricks and beanbags, empty two-liter plastic bottles and whiffle balls, or plastic bowling sets, prepare a number of "Tumbling Down" centers. Set up a series of objects to knock down (a cardboard brick wall, an arrangement of plastic bottles or bowling pins, etc.). Then allow the children to take turns knocking them down with the object provided (beanbags, whiffle ball, playground ball, plastic bowling ball, large sponges, etc.). At the close of this activity time relate this activity to the Bible story.

**Do you think you could knock these down without rolling or throwing something at them? Could you knock them down without touching them? What if, instead of bowling pins, you were trying to knock down a very thick wall that surrounded an entire city? What if it was made of stone? Could someone knock it down without touching or throwing something at it then? We certainly couldn't, not by ourselves. But God can. Let's hear about a time when God knocked a wall down.**

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** Consider using colorful figures from *Teaching Resources* or, to increase involvement, have the children mime certain repeated words in the story. Tell them before you read the story that every time you say "very big," "big," or "bigger" they are to spread their arms out wide. Every time you say "very strong," "strong," and "stronger" they are to hold their arms like they are flexing their biceps. The pauses below are where the children are to mime.

**The walls were very big (pause). The walls were very strong (pause). There was no way in, and Joshua knew that he could never knock**

**the walls down by himself. What was he going to do?**

**You see, God, who is very big (pause) and very strong (pause), promised Joshua and his people that this land, and this city, called Jericho, would be theirs. But Joshua and his people would have to fight for the land. God promised that they would win the fight, but when Joshua looked at how big (pause) and how strong (pause) Jericho's walls were, he wasn't so sure.**

**The walls were big (pause). The walls were strong (pause). But God is bigger (pause) and stronger (pause) than everyone and everything. God sent a message with the Captain of His army to encourage Joshua.**

**"Joshua," the Captain of God's army said, "Take off your shoes, for this is a special place where God is." Joshua learned that though Jericho's walls were big (pause), and Jericho's walls were strong (pause), God is bigger (pause) and stronger (pause).**

**God told Joshua to have the Israelites march around (pause) the walls of Jericho one time each day for six days. On the seventh day they were to march not just one time around the big (pause), strong (pause) walls, but one, two, three, four, five, six, seven times (children can count with you)! On the seventh time**

around the big (pause), strong (pause) walls of Jericho, God told him they must do something different. The priests were to blow their trumpets and the people were to shout, and then the big (pause), strong (pause) walls of Jericho would come tumbling down. The walls were big (pause). The walls were strong (pause). But God is bigger (pause) and stronger (pause).

Do you know what happened? Joshua did exactly what God said! The big (pause), strong (pause) walls of Jericho came down. Joshua learned that, even though the walls were big (pause) and the walls were strong (pause), God is bigger (pause) and stronger (pause).


 **Worship in Song:** Sing “Strong Is the Lord” from this quarter’s music. Then sing the following to the tune of the first half of “Twinkle, Twinkle Little Star.”


**Walking, walking 'round the wall** (hold hands and walk in a circle),  
**We will walk until it falls** (fall down in place).


**Marching, marching 'round the wall** (march in a circle),  
**We will march until it falls** (fall down in place).

**Blowing trumpets 'round the wall** (pretend to blow horns, or blow kazoos or noisemakers),  
**We will blow until it falls.** (fall down in place).



**Shouting, shouting 'round the wall** (cup hand around mouth while marching),  
**We will SHOUT until it falls** (yell “SHOUT” and fall in place).

 **Remembering the Bible Truth:** Actions can be a very effective in memorizing Scripture. Try these actions as you review the verse:  
Flex biceps to represent God’s mighty strength.  
Point up for “the Lord God.”  
Then say the reference together: **Revelation eighteen eight.**

 **Life Application:** Talk with the children. **Have you ever had to ask your mom or dad for help to do something? When?** Allow the children to respond. **Did you know that God can help you, too? Have you ever been scared? God can help you be brave. Have you ever been angry at a friend? God can help you get along together. Have you ever wanted a toy someone else had? God can help you be happy with what you have. Just as Joshua couldn’t bring the walls of Jericho down by himself, we can’t be brave, forgiving, or content by ourselves. We need God’s help. All we have to do is ask.**


 **Think of one thing that is hard for you to do, or one thing you need help with** (such as sharing, being patient, kind, gentle, forgiving, etc.). **We’re going to pray about that right now.** Once the children have each identified one area of difficulty, pray for each one. **Father, help (child’s name) be more \_\_\_\_\_. Help her (him) to remember to ask You for help, and then to trust that You will. Amen.**

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10–15 MINUTES):**

  **Tremendous Trumpets:** You will need empty paper towel rolls with a slit cut in each, straws, four crepe paper streamers, clear tape, glue, and gold or silver glitter in a baking pan. Give each child one paper towel roll slit on one side from end to end. Instruct the children to cover the outside of their paper towel roll with glue, and then roll it gently in glitter until completely covered. Set aside to allow glittered glue to dry.

While the glue is drying, give each child one straw and four lengths of crepe paper streamer ranging from 8" to 16" long. Have each child tape one end of each streamer along the length of the straw so that, when the straw is held horizontally, four streamers hang down. Next insert the straw into the dry paper towel roll by separating the paper towel roll along its slit. The paper towel roll should close around the straw, but the streamers should still hang through. The finished trumpet will look like a glitter covered paper towel roll with streamers hanging out along the bottom. Let the children pretend to blow their “trumpets.”

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**


 **Hidden Trumpets:** Using Copymaster 10, have the children find seven trumpets hidden in the picture. While the children are quietly working on this activity, you and your teaching staff may greet parents as they arrive. If you do not have time for this activity in class, send the paper home and encourage parents to work on it with their children.

# DAVID AND THE GIANT

## LESSON ELEVEN

## GOD HELPS HIS CHILDREN

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Provide round crackers as targets to get kids thinking about today's lesson. Using two pastry sleeves (one filled with cream cheese, one filled with jelly), draw alternating concentric circles of cream cheese and jelly on a round cracker. Start with a center blob of jelly. Surround the blob of jelly with a circle of cream cheese. An olive slice surrounded by a ring of cheese from a can could also make a good target on a round cracker. Make enough for two targets per child, and *remember to ask parents about food allergies and birthdays.*

## OVERVIEW

### Scripture:

1 Samuel 17:1-50, 52

### Bible Truth:

God helped David slay Goliath.

### Life Response Aim:

To ask God for help in time of need.

### Bible Verse:



Revelation 18:8

### Materials Needed:

Snack supplies; tossing games; whistle; figures from *Teaching Resources*, Bible story props (lunch bags, shepherd staff, sling, pouch, and five modeling clay stones); sheets of paper with a square, heart, arrow, and target drawn on; old magazines; safety scissors; glue; whole and half paper plates; yarn or macrame cord; various decoration supplies; hole punch; modeling clay; Copymaster 11

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.



### PREPARING THEIR HEARTS (15 MINUTES):

  **Tossing Games:** Set various tossing accuracy games at game stations around the room. Some games might include: A tic-tac-toe floor game in which you toss beanbags to knock gameboard cubes to either X or O; a regular bag toss; a felt wall hanging bull's-eye at which you toss velcro-covered Ping Pong balls; a velcro-tipped dartboard game; and a hula hoop hung from the ceiling, through which the children throw foam rubber arrows; etc. Divide the children into the same number of groups as you have stations, putting each group at a different station to start. The children stand in line at their station. Blow your whistle to have the children start their games, with each child taking a turn. Allow a few minutes at each station; then blow the whistle. When the whistle sounds, each group stops playing, moves to the next station (clockwise around the room), and lines up. Blow your whistle again to begin. After another few minutes, blow the whistle for them to move again. Continue until each group has had one turn at every station. Then talk about the activity.

**Which game did you like best? Why?** Allow children to respond. **Was it hard to hit the target? Could you hit the target if it had been across the room? Today we're going to learn about a boy (young man) who had a much more difficult target to hit. His name was David. Let's learn about him now.**

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive the children's offerings.

  **Bible Story:** Tell the story using colorful figures from *Teaching Resources*. For added interest, assign parts and allow the children to act out this story as directed.

**David was only a boy (young man).** Bring out student "David." **How could he possibly fight a Philistine giant?** Bring out student "Goliath." **The whole Israelite army was afraid of the giant.** Have group of students pretend to be cowering on the sidelines. **Even David's older brothers, who were soldiers, refused to fight the giant.** Have six children cross arms and shake head in refusal. **David's job was to take lunch to his**

**brothers.** David pretends to take paper bag lunches to brothers. **He was only a shepherd with a staff, a sling, and his shepherd's pouch.** Give staff, sling, and pouch to David. **He was not a soldier.**

**"Who is willing to fight me?" the giant yelled to the Israelite army.** Goliath repeats, and the Israelite army cowers. **"You don't even have to fight my whole army . . . you can just fight me!"** Goliath repeats. **All of the other Philistines started teasing the Israelites.** The rest of the class is the Philistine army, taunting the Israelites.

**David loved God, and knew God would help him.** David kneels. **David didn't need a sword and shield. David didn't need armor. All he needed was a sling; the five small stones he took from a stream and put in his pouch; and, most importantly, strength from God.** David picks up modeling clay stones, stands up, and puts stones in pouch.

**David faced the giant and said, "I will fight you."** *Student David says this to student Goliath.*

**Goliath saw that David was only a young shepherd with a staff, sling, and pouch, and said angrily "Am I a dog that you come at me with sticks?"** *Goliath repeats.*


**"You come against me with a sword and spear but I come against you in the name of God. God Himself will help me defeat you!"** *David repeats, student Philistines laugh, and student Israelites gasp.*

**David loaded his sling with one small stone, swung it over his head, and let go.** *David pretends to do the same. And do you know what happened? The stone struck Goliath right in the forehead. God had helped David defeat the giant. Goliath falls to ground.*

**All the Israelites were happy. Israelites cheer. All the Philistines got scared and tried to run away!** *Philistines cower and run.*

**David knew that he did not beat Goliath all by himself. He knew that God helped him, and David was thankful.** *David kneels in thanks.*

**THE END.** *Everyone claps.*

 **Worship in Song:** Sing "Strong Is the Lord" and "Jesus Is Near" from this quarter's music. Then sing the following to the tune of "Pop Goes the Weasel."

**'Round and 'round the little stone went,** *(lassoing motion)*

**As David faced the giant.**

**He swung his sling and let the stone fly . . .** *(lassoing motion, release on "let")*

**Crash! went Goliath.** *("fall" to the floor)*

**David knew that God would help,** *(point up)*


**And so he faced the giant.** *(stand up straight, hands on hips)*



**This is what the Bible tells us . . .** *(palms together and open as a book)*

**Crash! went Goliath.** *("fall" to the floor)*

 **Remembering the Bible Truth:** Mime today's Bible Verse. Use the actions from last week to review: Flex biceps to represent God's mighty strength. Point up for "the Lord God."


Then say the reference together: **Revelation eighteen eight.**

 Open your Bible and read the verse one last time, then pray. **We praise You, God, because You are strong. Help us to obey You today.**

  **Life Application:** Before class, draw a square, arrow, heart, and target on a sheet of paper and photocopy for each child. From old magazines, have the children cut pictures that represent difficult tasks (waiting, sharing, coming when called, etc.). Hand out the prepared sheets of paper, and have children glue one picture in the empty square. Explain that God knows that they can't obey Him by themselves; He will help them. Have the children write their names on the arrow and then trace the line (with their finger) from their names to the heart, and then to the bull's-eye of the target. Explain the process of seeking God's help.


**We have something difficult to do** (the glued picture), **and know we should do it** (the arrow). **We ask God for help** (trace line to the heart), **He helps us** (trace line downward from heart), **and we obey** (bull's-eye).

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):**

 **Paper Plate Shepherd's Pouch:** You need one whole paper plate, one half paper plate, and one six-foot length of yarn or cord per child, plus various supplies for decorating the paper plates (nontoxic markers, crayons, glue, confetti, glitter, colored bits of string or paper, etc.). First, children decorate their paper plates (both whole and half). Then place the half plate on top of whole plate, aligning their rounded edges. Using a hole punch, punch seven holes spaced evenly along the aligned curved edges (you may want to do this ahead of time). Using yarn or macrame cord, lace the top plate to the bottom plate through the holes, leaving even lengths of yarn hanging from each end hole. Tie loose ends together, creating a shoulder strap.

When the pouch is completed, children may make five small modeling clay stones to put in their pouches.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**

 While waiting for parents to arrive, hand out Copymaster 11 and talk about how God kept David safe. Then discuss the ways God keeps us safe today, and let the children match the pictures and color the page.

If there's more time, have the children rotate through game stations again from "Preparing Their Hearts." Helpers greet parents and gather children's things while you supervise the games.



# JESUS BRINGS A GIRL BACK TO LIFE

## LESSON TWELVE

## GOD HELPS HIS CHILDREN

### TRANSITION (25–30 MINUTES):



**Snack Time:** Today's lesson provides an opportunity to discuss the importance of healthy lifestyles.

Provide the children with healthy snacks such as raw vegetables with dip, fruit slices, granola bars, nuts, or a mixture of dried fruits and raisins. Discuss how God helps us take care of our bodies by giving us good things to eat and places to exercise. As always, remember to celebrate birthdays and to *check with parents about food allergies*.

### PREPARING THEIR HEARTS (15 MINUTES):

## OVERVIEW

#### Scripture:

Mark 5:21-24, 35-43

#### Bible Truth:

Jesus brought Jairus's daughter back to life.

#### Life Response Aim:

To trust God to take care of us when we are sick.

#### Bible Verse:

Revelation 18:8

#### Materials Needed:

Snack supplies; figures from Teaching Resources; colored construction paper; one 18" piece of yarn, and four crepe paper streamers per child; non-toxic markers; crayons; stick-ers; glue; stapler and staples; hole punch; one Copymaster 12 per child; scissors

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.



**Guessing Box:** Gift wrap a box with a lid, and cut two

circular hand holes on one side of the box. Cover the hand holes with black felt, taping across the top only to enable a child to push a hand through. Put various strangely textured or oddly shaped things into the box (sandpaper, fingernail brush, a piece of velvet, tree bark, a marble, jacks, sponge, bristle block, yo-yo, silly putty, etc.). Provide the same number of items in the box as you have children. Let each child take a turn putting both hands into the box through the hand holes, picking up an item, describing it, and finally trying to guess what it is just by feeling. After the child guesses, remove that item from the box, without letting the other children see what is left in the box.

**Did you like trying to guess an object, using only your hands to touch it? You couldn't see the object, but you knew it was there. How? You could feel it. Sometimes the object felt different than it really was** (give examples of children describing the object they felt, and it turning out to be something different). **Sometimes things happen to us that seem different than they really are. How many of you remember getting a shot at the doctor's office? That seems like a bad thing because it hurts. But a shot is really a good thing, because shots, even though they hurt a little bit, help us stay healthy. Today we're going to hear about something that many people thought was bad, but it turned out good. Let's see what happened.**

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.



**Bible Story:** Tell the story using colorful figures from *Teaching Resources*. For added interest, mount the visuals on tongue depressors. Then use a cake pan full of sand as a stage. Insert the visuals into sand when used.

*What am I going to do?* thought Jairus. *My daughter is very sick.*

*She is dying. Who can help her? I've heard of Someone who can help—Jesus.*

Many people loved Jesus. They knew He was kind. They knew He could help them. Jairus knew about Jesus, too. Jairus hoped that, if he asked, Jesus would help him.

Jairus made his way through the crowd that had come to hear Jesus. When he saw Jesus, he fell at His feet and pleaded, "My little girl is dying. Please come and put Your hands on her so that she will be healed and live." Jesus loved Jairus, and He loved Jairus's daughter too. So He went with Jairus.

Even before they arrived at Jairus's house, some men came to Jairus and said, "Your daughter is dead. Don't bother Jesus anymore." They thought it was too late. But was it?

Jesus said to Jairus, "Don't be afraid. Just believe."

When Jesus arrived at Jairus's house, many people were crying. They all knew that the little girl was dead. But Jesus knew even more than they did.

**“Why is everyone crying?” Jesus asked. Then Jesus tried to let the people know that He would help the girl, but no one believed Him. They laughed at Him.**

**Jesus made everyone leave except the girl’s father and mother and the disciples who were with Him. They walked to the girl’s bed. Jesus took the girl’s hand and said, “Little girl, I say to you, get up!”**


**And do you know what happened? She got up and walked! Jesus had made her alive again. And the first thing Jesus told her parents to do was to give her something to eat.**

 **Worship in Song:** Sing “Jesus Is Near” from the MP3s. Then sing these words to the tune of “Mulberry Bush.”


**A little girl was very sick, was very sick, was very sick.  
The little girl was very sick, but Jesus made her better!**


**Jesus helps when we are sick, when we are sick, when we are sick.  
Jesus helps when we are sick, and He can make us better.**

**I’ll trust Him when I am sick, when I am sick, when I am sick.  
I’ll trust Him when I am sick, ’cause He can make me better!**


 **Remembering the Bible Truth:** Echo today’s Bible Verse—Revelation 18:8—in marching cadence, as children march single file around the room. First, you call out a word of the verse crisply in time with the marching, and the children will echo in kind. After saying the verse once this way, including the reference, then call out two words at a time, then three, and so on until the children can echo back the whole verse.

Then repeat the whole verse several times while marching, varying volume. Next, have the children sit with you as you open your Bible and read the verse.


 **Pray. Father, help us remember that You are strong and that You can help us when we’re sick. Thank You for being with us always, and for hearing us when we pray. In Jesus’ name, amen.**

 **Life Application:** Sit together on the floor for discussion. **Have you or someone you loved ever been sick or gotten hurt? How did people help?** (doctor visits, prayers, cards, flowers, medicines, etc.) **Did you know that one of the ways God takes care of us is by giving us other people to help when we’re sick or hurt? Who are the people God gives us?** Allow children to respond. **You’re right! He gives us moms, dads, big brothers and sisters, grandparents, teachers, nurses, and doctors. When we’re hurt or sick, we can ask God to send someone to help us. We can even ask God to help them know how to help us best! God will hear us and send help, just as He helped the girl in our Bible story today.**


## **HANDS-TO-HEARTS ARTS AND CRAFTS (10–15 MINUTES):**

 **Windsock Reminder:** For each child, you will need one sheet of colored construction paper, four 18" strips of crepe paper streamers (various colors), and one 12" length of yarn. Hand out markers, stickers, and crayons for children to decorate their construction paper with. When done decorating, glue or staple the streamers along the long side of the construction paper. Then roll the construction paper, decorated side out, just overlapping the two shorter ends. Staple the shorter ends together. The finished product will resemble a fat tube with streamers hanging from the bottom. Make two holes at the top for yarn, creating a hanger.

**This is a wind sock. We can’t see the wind, but the wind sock moves when the wind blows to help us know that the wind is there. Even though we can’t see God, when He sends people to help us, we know He is there. Hang this wind sock by a window, or on a porch. The next time you see this wind sock move, remember that God is with you, even though you can’t see Him.**

 **The Girl Is Alive!:** Hand out Copymaster 12. Help the children color, cut, and fold the picture as indicated. Then help them glue the picture of the girl in place. Make sure that when the picture is open, it shows the girl dead in bed, and when folded closed, it shows her standing before Jesus.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**


 **Wind-Sock “Kites”:** While waiting for parents to arrive, have the children walk swiftly (or run if they can do so safely) with their wind socks in tow. They’ll enjoy having the streamers trail out behind them. As parents arrive, have team members greet and explain the purpose of the wind socks. This will give parents the opportunity throughout the week to remind their children of God’s presence and protection.

# GOD HELPS US

## LESSON THIRTEEN

## GOD HELPS HIS CHILDREN

### TRANSITION (25–30 MINUTES):

 **Snack Time:** Provide a special treat for the children for this review lesson. Heart-shaped sugar cookies or cupcakes with candy hearts on top fit nicely with this quarter's themes. Affirm the growth and progress you've seen the children make over the quarter. **Today we're going to have a special snack. You have done such a great job learning to obey God, to share with others, and to ask God for help, that we're having a party to celebrate the good job you've done!** Supply party napkins and paper plates, and a festive drink (like fruit punch). Take this time to celebrate birthdays, and be sure to *check with parents about food allergies*.

## OVERVIEW

### Scripture:

Review of Lessons 10–12

### Bible Truth:

God helps His children live for Him.

### Life Response Aim:

To thank God for the many ways He helps us.

### Bible Verse:


Revelation 18:8

### Materials Needed:

Snack, whistle, tape or towels, balloons or playground balls, figures from *Teaching Resources* from Lessons 10–12 and/or props collected from various sources, three flannelboards or large flannelboard divided into three sections, three empty laundry baskets, red heart stickers, Copymaster 13, camera, paper plates, colored construction paper, pencils, glue sticks, safety scissors, party game supplies

Unless otherwise indicated, all songs are found on the songsheets at the end of this manual or the *Let's Sing Motions 'n Music* or both.


### PREPARING THEIR HEARTS (15 MINUTES):

 **Buddy Races:** As part of our celebration today, we're going to have races! Group the children into pairs. If you have an odd number of students, either you or a teaching assistant can buddy with the remaining student. Then have the students compete in a variety of races as pairs (three-legged race, with students' lower shins secured together with towels or tape; "Push-Me-Pull-You" race, with student pairs standing back-to-back with elbows locked—one student facing forward and the other backward—walking this way to one side of room, then coming back with opposite student facing forward; relay race, with one student running a lap with a baton and handing off to the second; helper ball or balloon carry, with two students facing each other carrying a balloon or a playground ball between their chests without using their hands; etc.).

**All of the races we did today were helping races. No one could do any of these activities alone. You needed a partner to help you. Do you know that God is your Partner when you need help? God loves us and wants to help us. All we have to do is pray and trust Him to help. Let's see if we can remember how God helped some of the people we've learned about in the past few weeks.** Go to the Bible Story area.

### WORSHIP AND STORY TIME (20 MINUTES):

**Offering:** Receive any offering money the children have brought.

 **Bible Story:** Display figures from *Teaching Resources* from Lessons 10–12 on three separate flannelboards or separate sections of the same flannelboard, grouping each lesson's visuals together on a separate board or section. Set an empty laundry basket under each flannelboard or section. If you don't have figures from *Teaching Resources*, then gather real props as described below and adapt the suggested teaching method accordingly.

On a separate table, supply props from each of the stories from Lessons 10–12 (a trumpet and a brick from a wall for Joshua and Jericho; a staff, shepherd's pouch from Lesson 11's "Hands-to-Hearts" activity, and five

small stones for David and Goliath; the action picture from Copymaster 12 for the story of Jesus raising Jairus's daughter from the dead). Other props could be more samples of each of the crafts made over the last three lessons, such as the tremendous trumpet and wind sock. Mix up the props and craft samples on the table.

**Who can tell me something about any of these props or crafts? What did we use them for in the Bible stories we discussed?** Allow the children to raise their hands, then call on one child. Have him or her select an object from the table and explain how that object fits with the Bible stories discussed in recent weeks.

**Thank you, (child's name). Now who knows in which basket this prop should go?** Call on another child and allow him or her to take the prop from the first child and put it in the basket beneath the flannelboard with matching visuals.

Continue in this fashion until all of the objects have been placed. **Now, who can tell us the whole story about**

**Joshua and the wall at Jericho?** Then, encouraging the children to use the felt visuals and/or props, allow one student to come up and tell the story. If he or she runs into trouble, ask, **Who can help?** Do the same for the remaining two stories.


 **Each of these stories is a story about how God helped someone. God helped Joshua win the battle at Jericho. God helped David defeat the giant Goliath, and God helped Jairus's daughter get better. In the same way, God can help you.** Hand out Copymaster 13, crayons, and one red heart sticker per child.


**On your paper, color the pictures that show some of the many places where God can help us. Then put your red heart sticker on your favorite picture. Above the word "me," write your name, and draw a line from your name to the heart sticker. Now you can hang this picture in your room to help you remember that God will always help you when you ask and trust Him, no matter where you are or how scary things may be.**


 **Worship in Song:** Sing some of the children's favorite songs from this quarter's music. Then sing these words to the tune of "Row, Row, Row Your Boat."

**Strong, strong, strong is God.  
There is none like Him.  
Thankfully, thankfully,  
Thankfully, thankfully,  
He is on our side.**


Begin by singing slowly and softly, then gradually increase speed and volume with each repetition of the song. Make this a fun song for the children, but don't have them shouting or singing so quickly that the class loses the meaning of the song.

 **Remembering the Bible Truth:** Try miming the verse with the children today. Hold up four fingers to mime "For," then flex your muscles for God's mighty strength. Write, "is the Lord" on the board and point to each word as the children repeat it. Then point up for "God." To vary this reinforcement, try having the children repeat the entire verse several times in this manner; then tell them that when you mime or point to a word, they are to mime with you, and NOT say that word. For example, you might say the word "For," then flex your muscles, but not say the word, and then say the rest of the verse. When you do this, have the children try to follow you, replacing words with actions and actions with words.


 **Life Application:** Using a camera, take one picture of each child. When each child comes up to have a picture taken, ask him or her to tell the class a way that God can give help to His children. Let them see the picture if it's a digital camera and bring the developed pictures back next week.

 Close this time with a reminder of God's love for each child. **Did you know that God knows you by name? Did you know that He even knows how many hairs are on your head? God made you, and He loves you, and He is always willing to help you. Each one of you is precious to Him, just the way you are. Let's take time to thank Him now for loving us, and for helping us when we ask Him and trust Him to help.** Then close in prayer.

## **HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):**

 **Hand Wreaths:** For each child provide one paper plate, multiple sheets of colored construction paper, one pencil, one glue stick, and one blunt-tipped safety scissors. Have the children trace one hand several times on different colors of construction paper. Have them cut out their traced hands and glue them along the outside edges of the plate. Keep a space in the middle for the photographs you just took. Tell the children that the hands represent the many ways God helps them. Next week, you and your teaching assistants can tape the developed pictures of the children to the center of each paper plate.

## **GOOD-BYE TIME (UNTIL PARENTS ARRIVE):**

 In keeping with the party theme, play party games with the children until parents arrive. Pin the Tail on the Donkey, Candy Toss, Break the Piñata, Beanbag Toss, Clothespin Drop (into a can or jar), etc. Remind the children of the great job they've done this quarter and how proud you are of them. Remind them that God is with them and will help them wherever they go.

Assistants who are not involved in helping with party games may greet parents as they arrive.



# ***“Obey the voice of the LORD.”***

## ***Jeremiah 26:13***

### **A Song for Home**

#### **If You Love Me, You’ll Obey (see John 14:15)**

(Tune: “If You’re Happy and You Know It”)

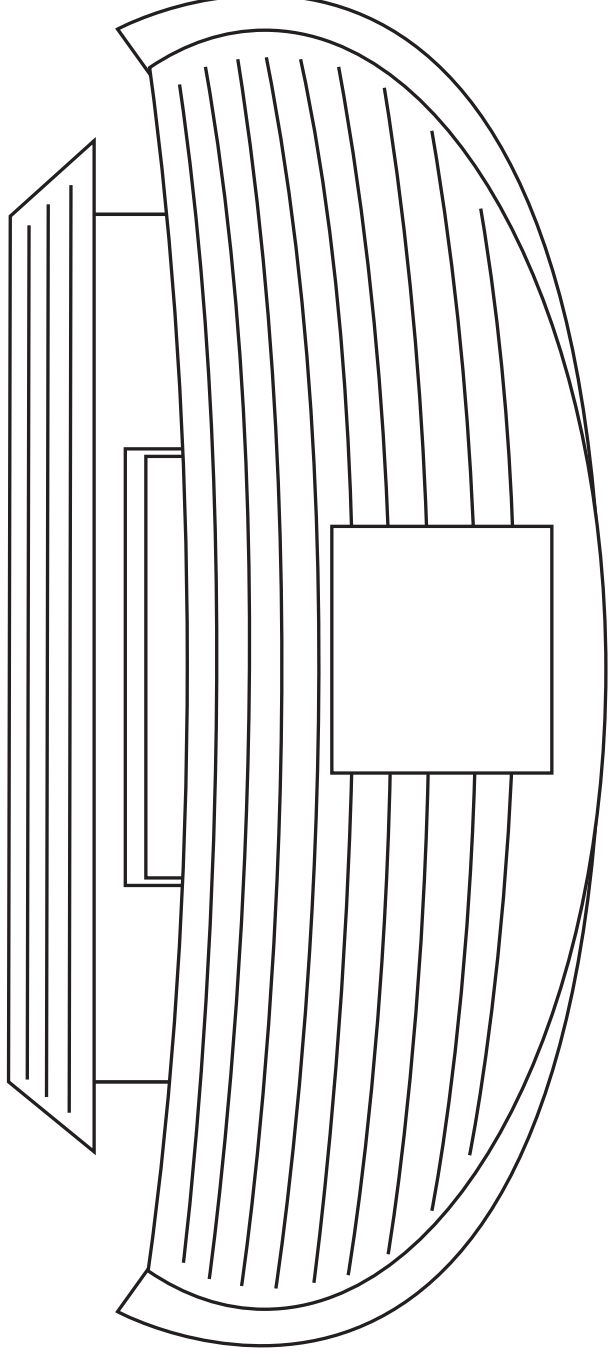
If you love Me, you’ll obey what I command.

If you love Me, you’ll obey what I command.

If you love Me, you’ll obey, just as Noah—every day.

If you love Me, you’ll obey what I command.

Fold

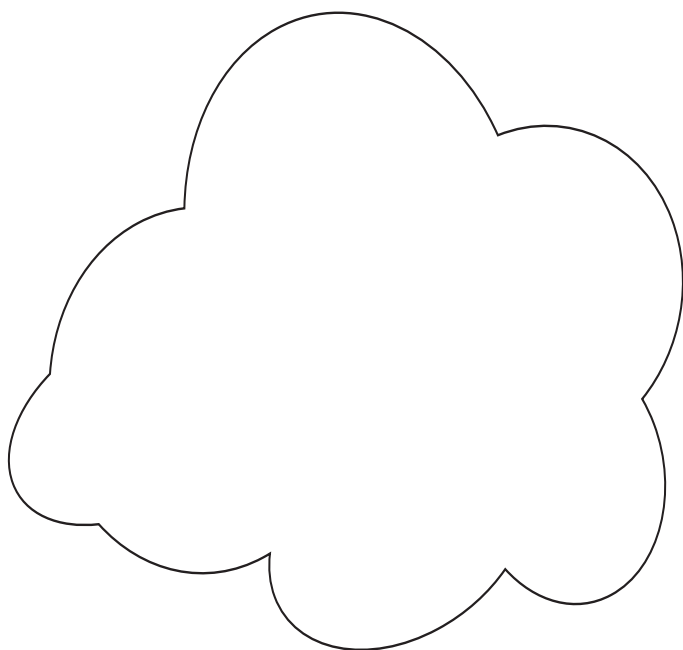


# ***“Obey the voice of the LORD.”***

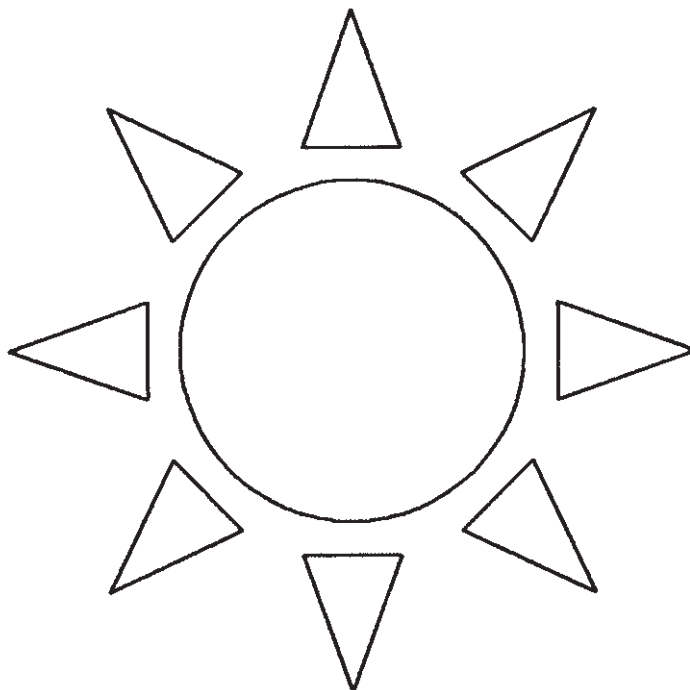
## ***Jeremiah 26:13***

Dear Parent: Today your child learned that God helps us obey and protects us. Ask your child to tell you about their “Rainbow Mobile,” and what it reminds them of. Allow them to hang their mobile in a place where they can see it and be reminded that God helps them obey and wants us to thank Him.

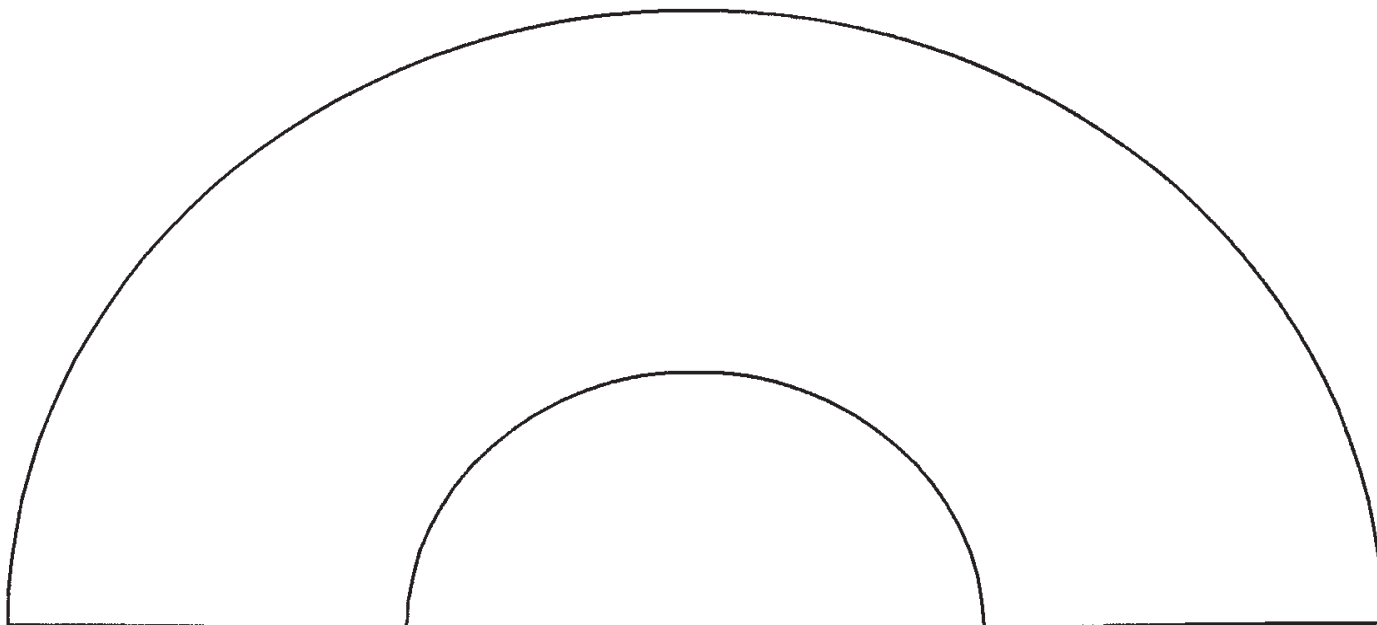
cut



cut



cut



# "Obey the voice of the LORD."

## Jeremiah 26:13

Dear Parent: Today your child learned that we can show love for God and parents by obeying. To reinforce this truth, ask your child to show you the fingerplay he or she learned in class. Encourage your child to use the puppets to show you.

**Obey Fingerplay:** Try this fingerplay to help your child to remember to obey.

**Five Precious children standing in a row,**

(hold up five fingers)

**The first one stops, when his mother says, "No."**

(drop pinky finger)

**The second one listens when her daddy says, "Wait."**

(drop ring finger)

**The third one goes to bed on time before it's very late.**

(drop tall finger)

**The fourth one does as he is told.**

(drop index finger)

**The fifth one comes, so that supper won't be cold.**

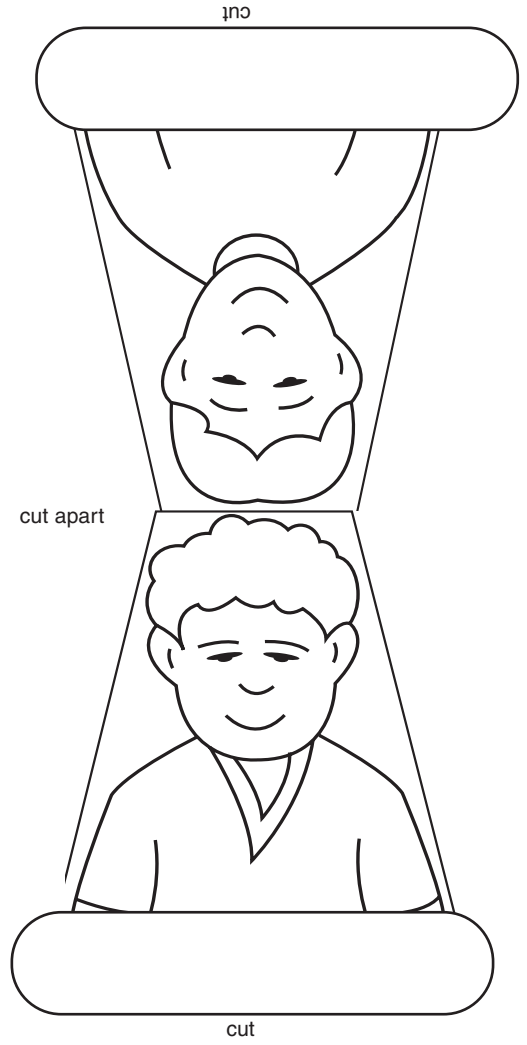
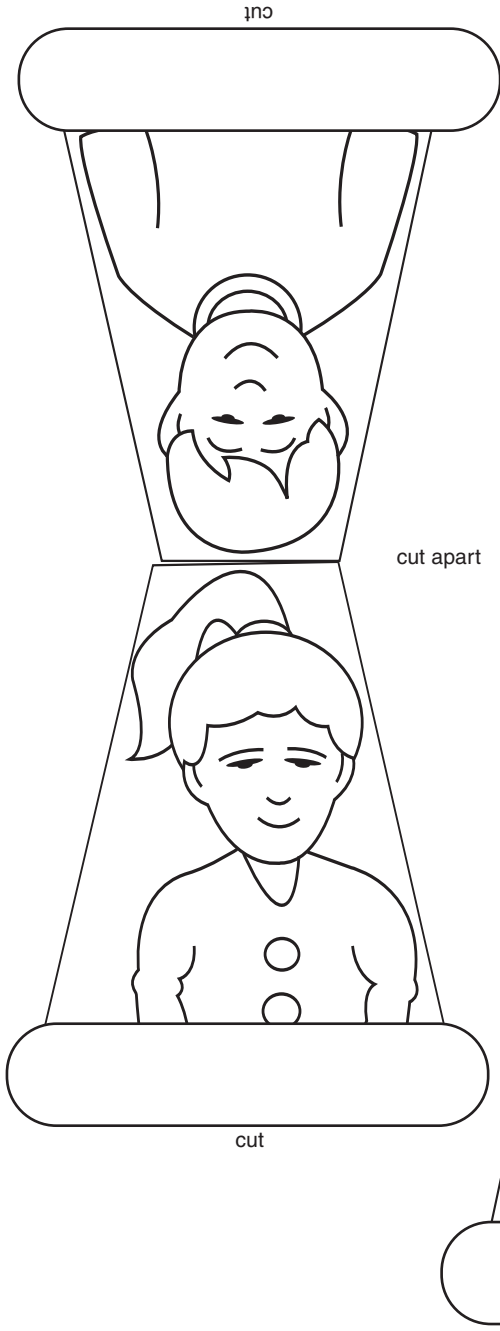
(drop thumb)

**All five children are happy to obey;**

(hold up five fingers again)

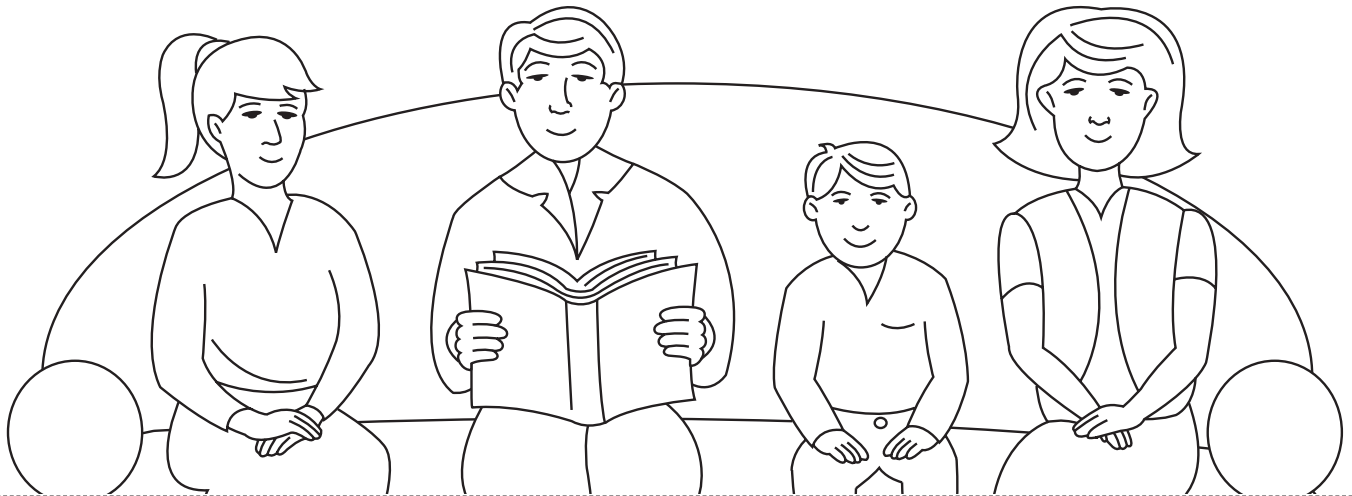
**They know they're showing love for God and Mom and Dad this way.**

(hug self)



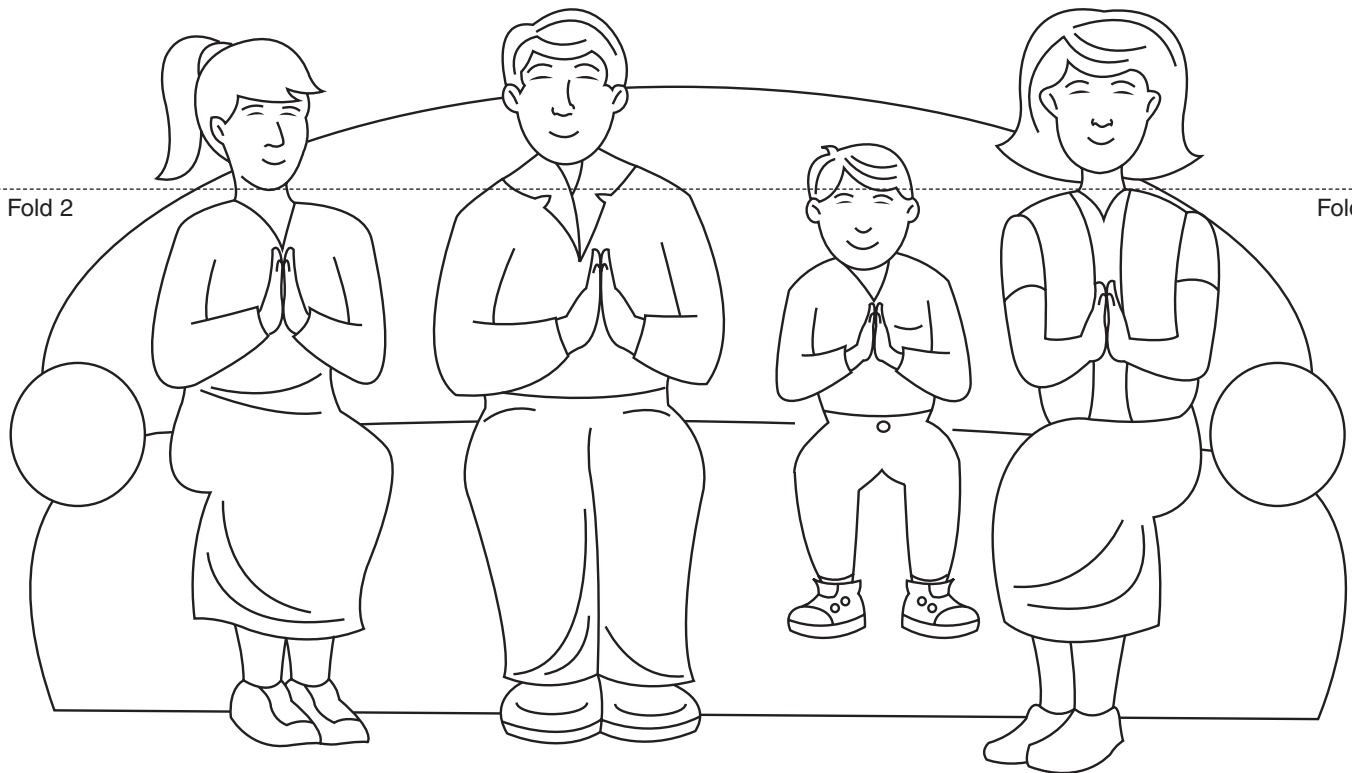
# We Learn about God from Our Families

Tape Here



Fold 1

Tape Here



Fold 2

Fold 2

***“Children, obey your parents.”***  
***Ephesians 6:1***

Dear Parent: Today your child learned the importance of obeying parents. Use this picture as a reminder that a good way to learn to obey is to read the Bible and pray. Have you made Bible reading and prayer with your child a routine part of your life? If not, there's no better time to start than now.



# ***"Let us love one another."***

***1 John 4:7***

**love**

cut

**one**

cut

**1 John  
4:7**

cut

**Let**

cut

**us**

cut

**another**

cut

## **A Song to Sing at Home**

**"Let Us Love One Another"**

(Tune: "Mary Had a Little Lamb")

Let us love one another,  
One another, one another.  
Let us love one another,  
For God does love us so.

**Let**

**us**

**love**

**one**

**another**

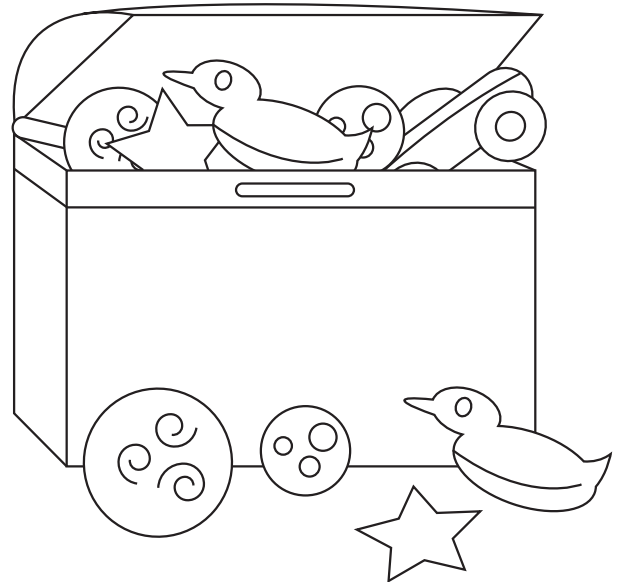
**1 John  
4:7**

# I CAN SHARE MY...

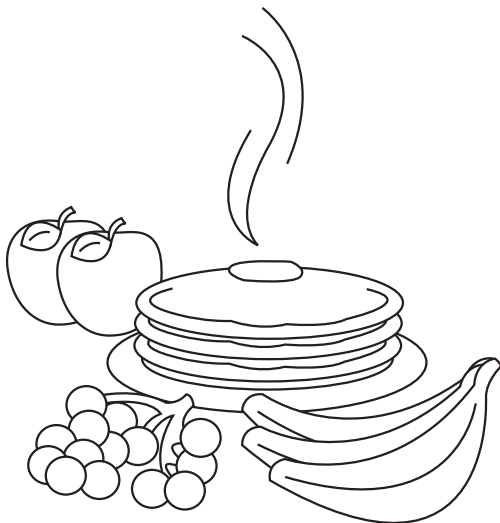
TIME (by helping)



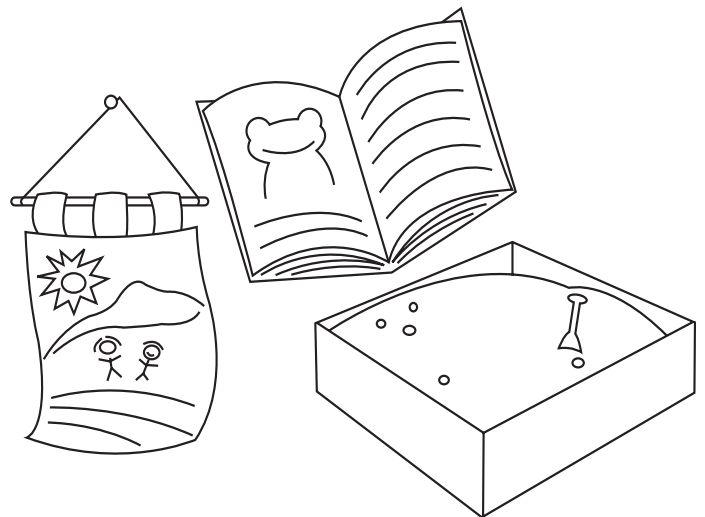
TOYS



TREATS (food)



TREASURES (favorite things)



***"Let us love one another."***

***1 John 4:7***

Dear Parent: Your child learned about sharing today. Let your child use the pictures above to tell you about what they would like to start sharing with friends and family members.

# Thank You, God



Thank You, God,  
for sending

to feed me.



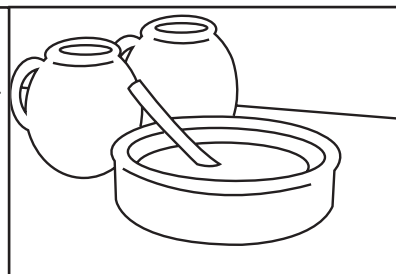
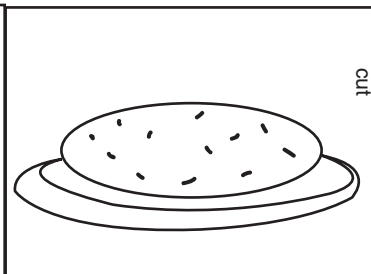
Thank You, God,  
for giving me

to make bread.



Thank You, God,  
for giving me

to eat.



cut

***“Let us love one another.”***

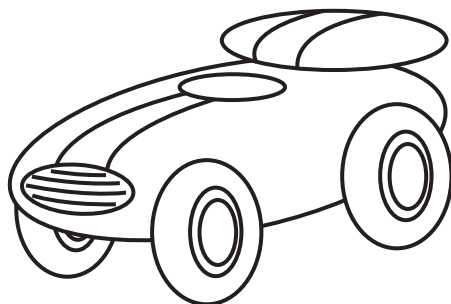
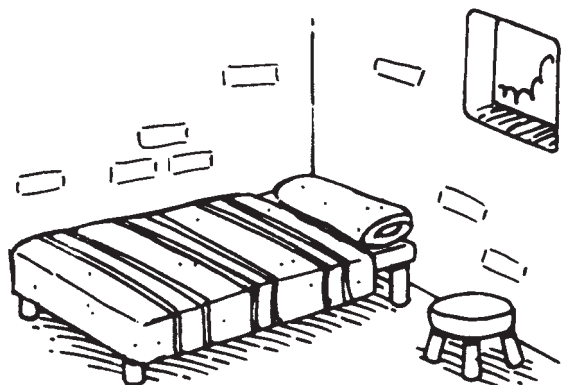
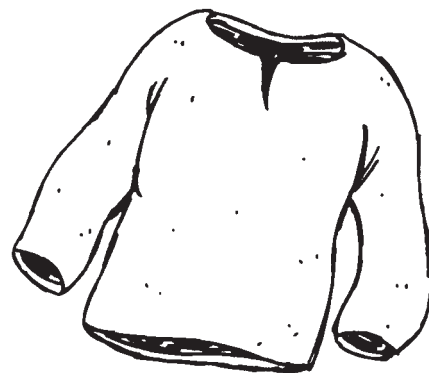
***1 John 4:7***

Dear Parent: Let your child tell you the story of Elijah and the poor widow and why they were thankful. Remind your child often about kindness.

# Things the Kind Woman Shared, Things I Can Share

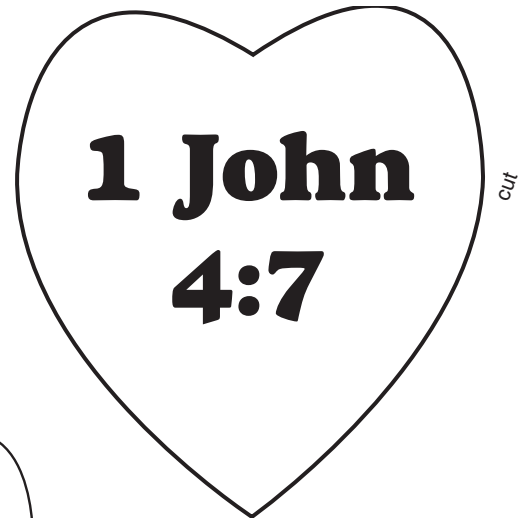
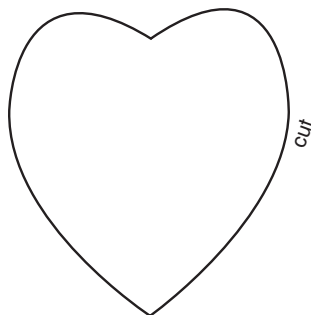
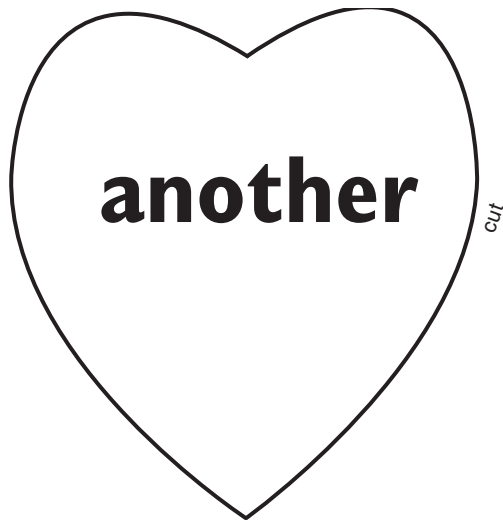
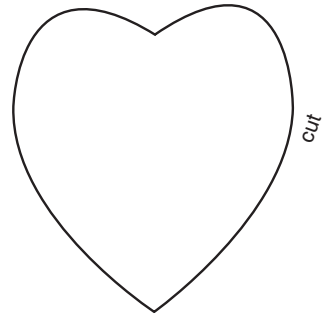
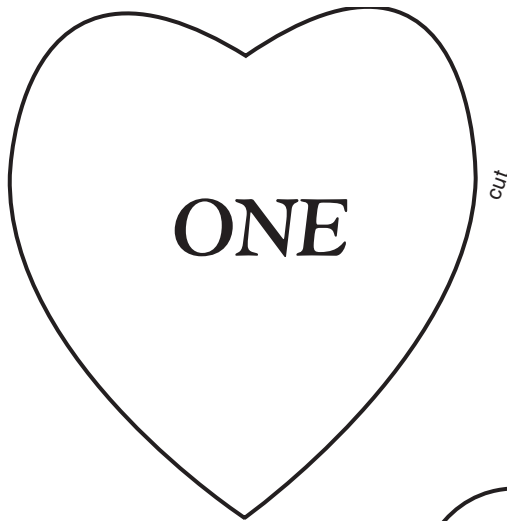
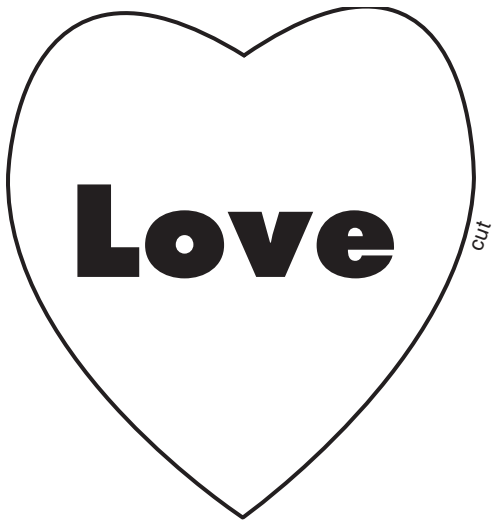
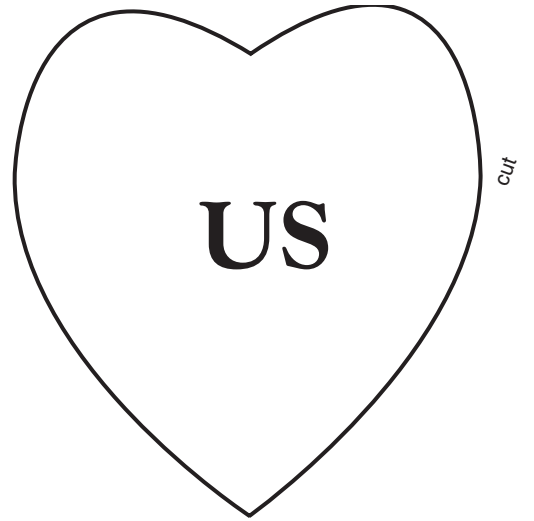
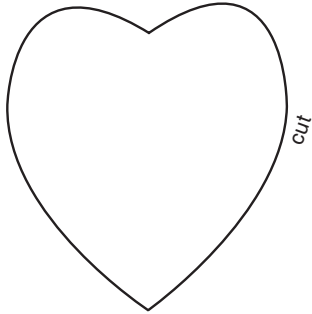
***"Let us love one another."***

***1 John 4:7***



Dear Parent: Today your child heard again the importance of sharing. He or she colored some things to share. Take time to talk about how your child could share some of these things, and when the time comes, help him or her to do so.



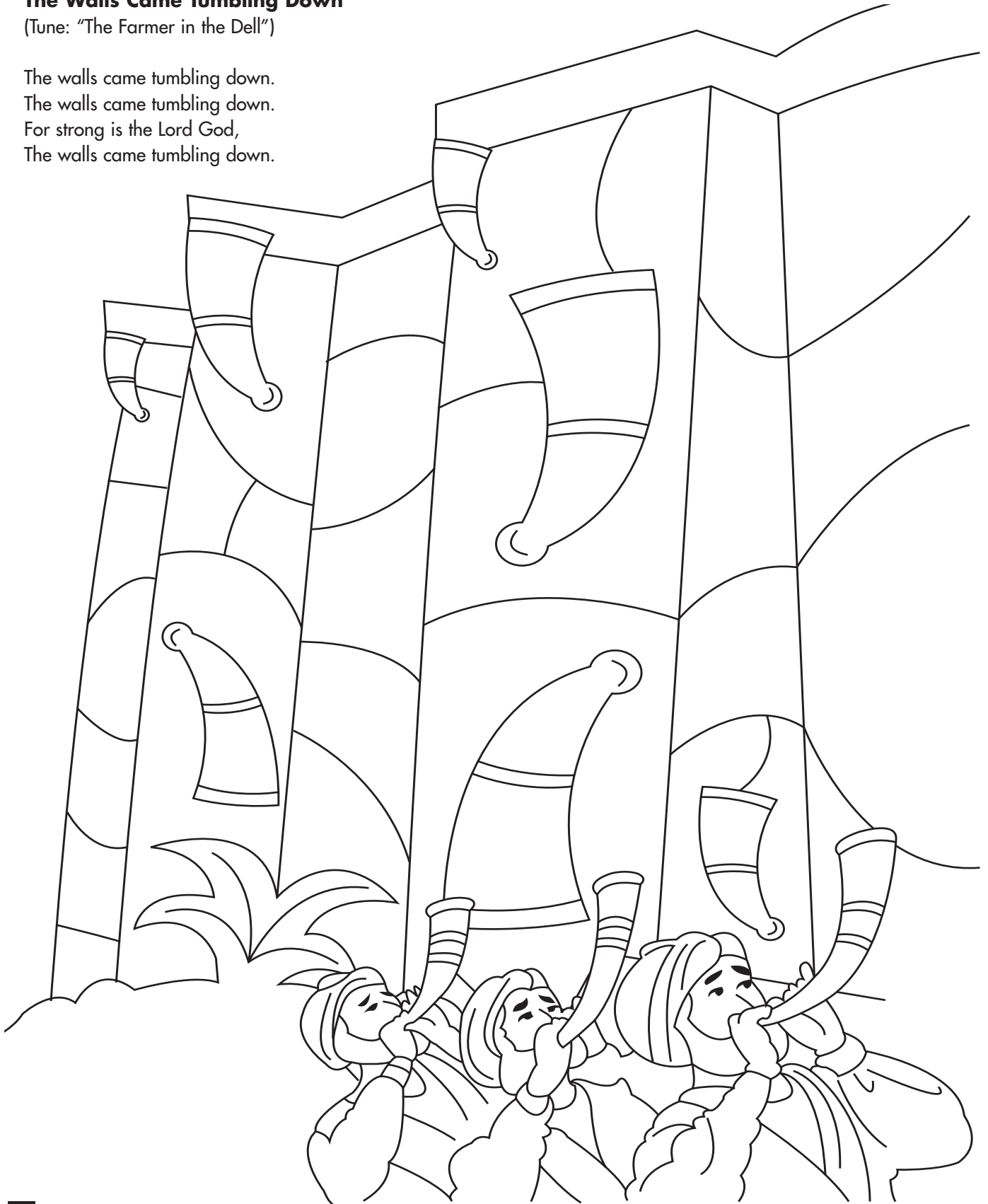


# ***"For strong is the Lord God."***

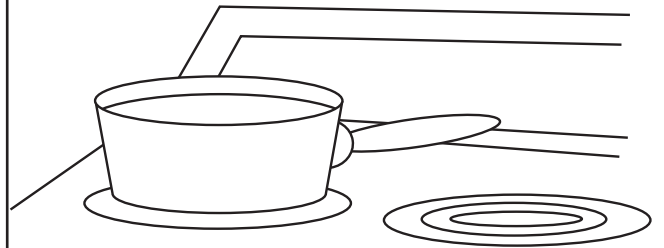
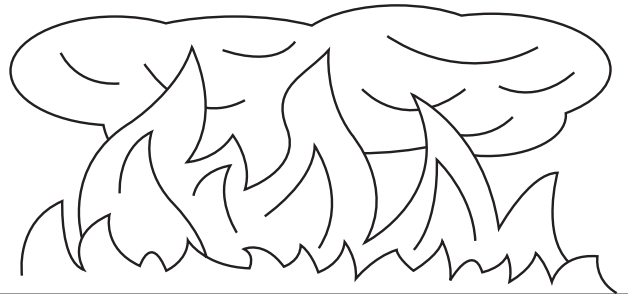
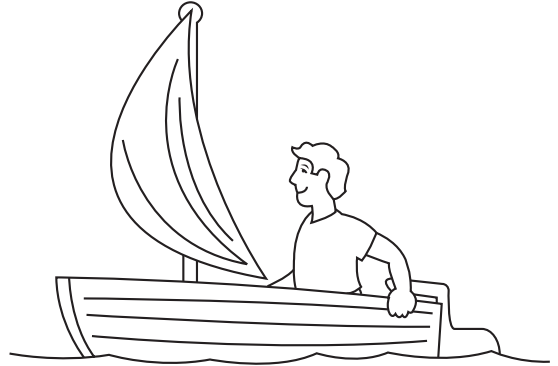
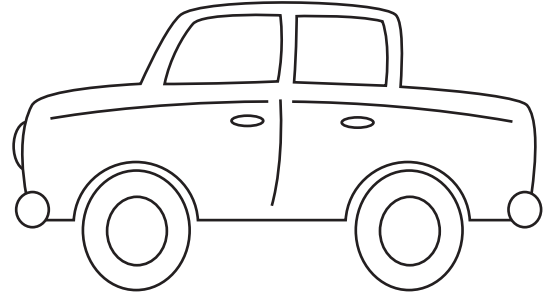
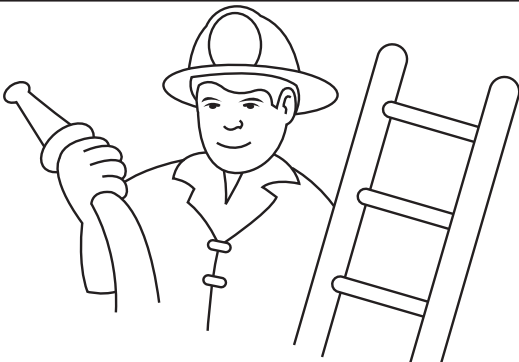
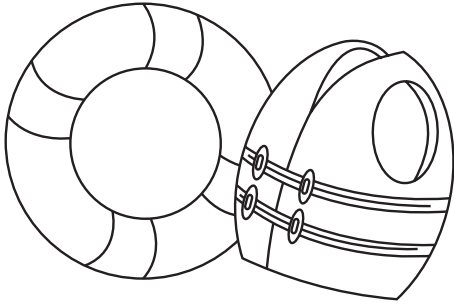
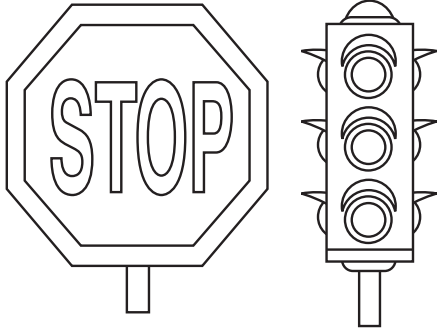
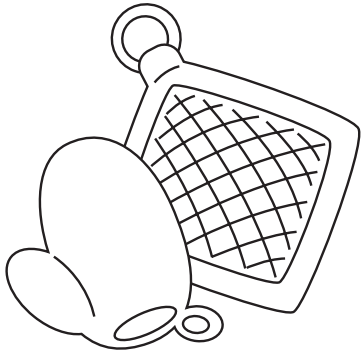
## ***Revelation 18:8***

### **A Song to Sing at Home** **The Walls Came Tumbling Down** (Tune: "The Farmer in the Dell")

The walls came tumbling down.  
The walls came tumbling down.  
For strong is the Lord God,  
The walls came tumbling down.



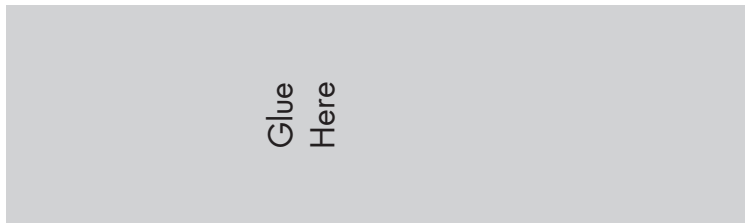
# God Keeps Us Safe



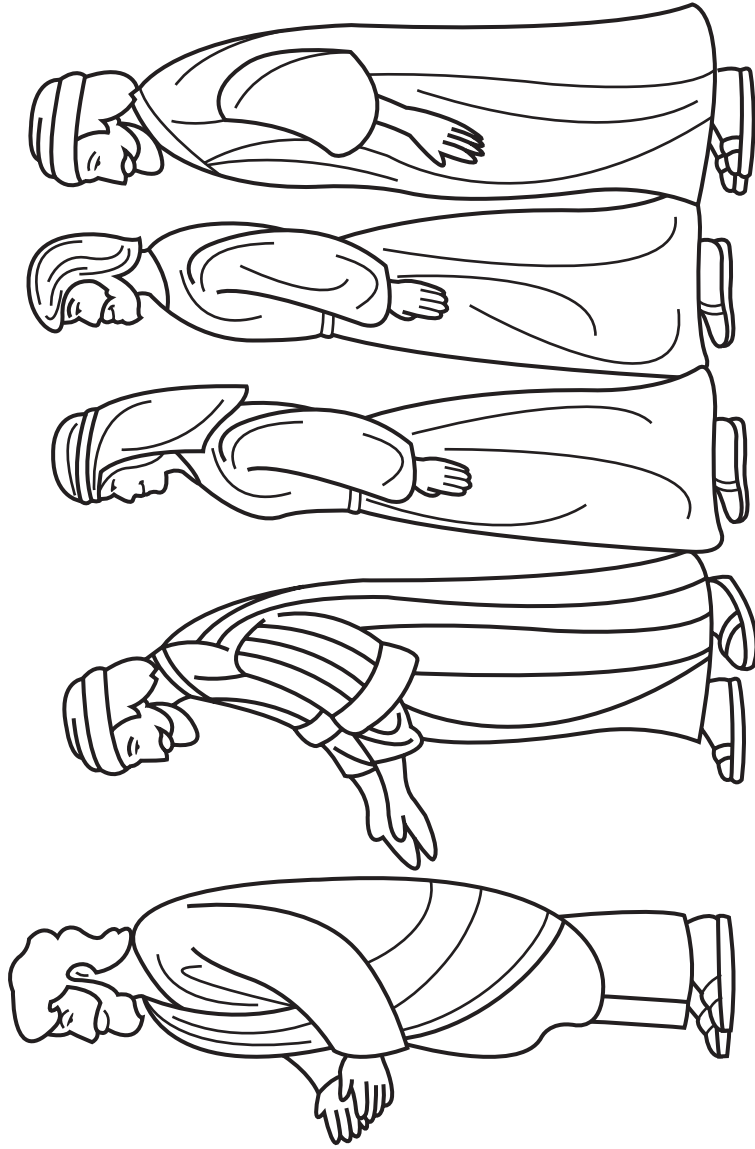
Dear Parent: Today your child learned that God helped David and kept him safe. The pictures above are examples of how God protects us. Talk about them and other examples with your child. Perhaps you have specific times in your life that you know God was there to spare you harm. Tell these to your child so he or she will understand God's protection is real.

***"For strong is the Lord God."***  
**Revelation 18:8**

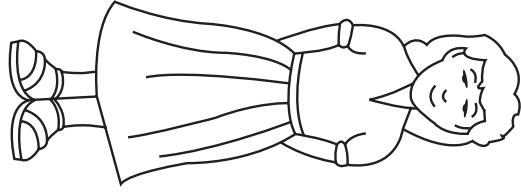
# Jesus Brings a Girl Back to Life



Glue  
Here



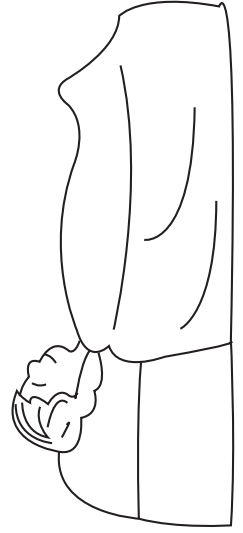
cut



Fold

Glue  
Here

Fold





# THANK YOU, GOD,



## FOR HELPING ME

Dear Parent: Play a game of "Hide and Seek" to help your child remember that God is with us everywhere we are. Each time you find your child, emphasize that, even though you had to look for him or her, God did not. He knows where we are and cares for us all the time. Then thank God for His care.

***"For strong is the Lord God."***  
***Revelation 18:8***

# Animals Get Up in the Morning

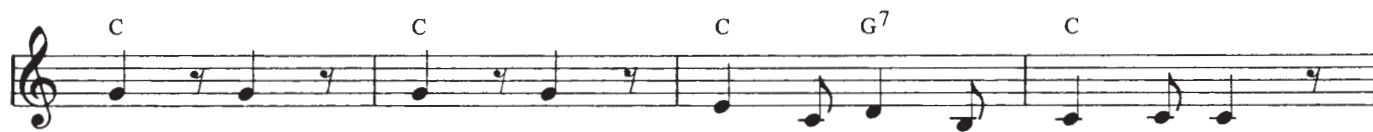
UNKNOWN



When cows get up in the morn - ing, They al - ways say, "Good - day."\_\_\_\_\_



When cows get up in the morn - ing, They al - ways say, "Good - day."\_\_\_\_\_



"Moo, moo, moo, moo," That is what they say, they say.



"Moo, moo, moo, moo," That is what they say.\_\_\_\_\_

Also, Horses - "Neigh, neigh"  
 Sheep - "Baa, baa"  
 Pigs - "Oink, oink"

Cats - "Meow, meow"  
 Dogs - "Bow-wow, bow-wow"  
 Ducks - "Quack, quack" etc.  
 Kids - "Hi, hi"

# Be Kind to One Another

Be kind, be kind, be kind to one an - oth - er, Be kind, be  
kind, be kind to one an - oth - er, Be kind, be kind, be  
kind to one an - oth - er, Be kind, be kind, be kind.

Chords: F, Dm, G, C, Dm, Bb, Gm, C, F, Am, Gm, C, Dm, G, Bb, F

# I Will Share

ELLIS ANNE BAAR  
*Cheerfully*

ELLEN R. THOMPSON

I will share with oth - ers, I'll be kind to oth - ers;  
Pleas - ing God in all I do, That will make me hap - py too.

Chords: C, Bb, G, C, F, C, G<sup>7</sup>, C

# Obeying Song

SUSAN E. PAYNE

ELLEN R. THOMPSON

My Bi - ble says I should o - bey Mom and Dad and Je - sus.

When it's hard I stop and pray, "Help me, Je - sus, to o - bey."

The musical score for 'Obeying Song' is written in 4/4 time with a key signature of three flats (B-flat, E-flat, A-flat). The melody is on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are written below the melody. The score consists of two systems. The first system has a treble staff with notes and a bass staff with chords. The second system also has a treble staff with notes and a bass staff with chords. The lyrics are: 'My Bi - ble says I should o - bey Mom and Dad and Je - sus.' and 'When it's hard I stop and pray, "Help me, Je - sus, to o - bey."'.

# Show Me Your Ways

PSALM 25:4a

MARY LEBAR

Show me Your ways, O Lord. Show me Your ways, O Lord.

Show me Your ways, O Lord. Show me Your ways.

The musical score for 'Show Me Your Ways' is written in 4/4 time with a key signature of one flat (F). The melody is on a treble clef staff, and the bass line is on a bass clef staff. The lyrics are written below the melody. The score consists of two systems. The first system has a treble staff with notes and a bass staff with chords. The second system also has a treble staff with notes and a bass staff with chords. The lyrics are: 'Show me Your ways, O Lord. Show me Your ways, O Lord.' and 'Show me Your ways, O Lord. Show me Your ways.'.



# Jesus Is Near

E. A. B.

ELLIS ANNE BAAR

Stanza 3 by BETTY A. RILEY

1. Je - sus is with me all through the day, Stays close be-side me all through the day.  
 2. Je - sus is with me all through the night, Stays close be-side me all through the night.  
 3. Je - sus is with me in ice and snow, Stays close be-side me where-e'er I go.

So I am hap-py at work or play. Je - sus is with me all through the day.  
 So I sleep safe-ly till morn-ing light. Je - sus is with me all through the night.  
 So I will trust Him for this I know. Je - sus is with me in ice and snow.

# Let Us Do Good

ELLIS ANNE BAAR and E. R. T.

ELLEN R. THOMPSON

1. Let us do good to ev - ery - one, Let us do good for Je - sus.  
 2. Let us do good to ev - ery - one, Let us do good for Je - sus.

Say a kind word; Sing a glad song; Let us do good, Let us do good for Je - sus.  
 Help with a smile; Tell of God's love; Let us do good, Let us do good for Je - sus.

# Strong Is the Lord

B.A.R.

BETTY RILEY  
and ELLEN R. THOMPSON

Strong, strong, strong, strong - Strong is the Lord;

Strong, strong, strong, strong-Strong is the Lord. God is strong. He is strong.

God is strong and good. Strong to love - strong to help -

Help me do the things I should. Strong, strong, strong, strong -

Strong is the Lord; Strong, strong, strong, strong-Strong is the Lord!

The childlike chant that forms the main theme of this song will help your boys and girls remember this important concept. Very young children could begin by learning just the last five measures.

# Rainbow Song

L. W.

LILLIAN WALDECKER

<sup>1</sup>I see a pret - ty rain - bow, <sup>2</sup>Oh, can you see it too? <sup>3</sup>It's  
red and green and orange, — It's blue and yel - low too; <sup>4</sup>God  
made it, yes He made it, <sup>2</sup>(A prom - ise just for you!) <sup>1</sup>So  
when you see a rain - bow, <sup>2</sup>you know God cares for you.

1. Make a swooping motion from left to right to indicate rainbow
2. Point to someone.
3. Look at rainbow through circles formed with thumbs and forefingers.
4. Point upward and nod head.

# Jesus Is Pleased

M. H. F.

MARIE H. FROST

*Brightly*

Je - sus is pleased when I share what I have, Share what I  
have, Share what I have. Je - sus is pleased when I  
share what I have, So that's what I will do.

Jesus wants me to learn more about Him,  
More about Him, more about Him,  
Jesus wants me to learn more about Him,  
So that's what I will do.



# Church Time®

ENGAGE YOUR  
CHILDREN'S  
HEARTS WITH  
GOD'S LOVE  
AND TRUTH.

**Lead your children into joyful praise and worship.**

With the Leader's Guide and *Let's Sing Motions 'n Music CD*, the *Church Time®* packet contains all the curriculum you need for *Total Bible Learning®*.



**Transition Time** is a welcome break between hours filled with activities, play, snacks, and rest.

**Preparing Their Hearts** helps children begin thinking about the lesson's Bible Truth.

**Worship and Story Time** relates the Bible story, then guides children to review the memory verse and take part in a life application activity.

**Hands-to-Hearts Activities** use the hands of a child to create an art or craft to etch God's truth upon a young heart.

**Good-bye Time** provides fun activities when Mom, Dad, or the service is late.

The Leader's Guide gives you lesson plans to fill your whole hour; copymasters for fun, enriching activities; and sheet music to go with the *Let's Sing Motions 'n Music CD*.

## Packet Components

- The 2s & 3s Packet (#4018) contains:  
Leader's Guide  
*Let's Sing Motions 'n Music CD*
- The 4s & 5s Packet (#4028) contains:  
Leader's Guide  
*Let's Sing Motions 'n Music CD*



**4&5** 4s & 5s  
Church Time  
Packet  
No. 4028