

Church Time[®]

4s & 5s

Total Bible Learning[®]

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

**Lesson Plans &
Activities**

**Reproducible Student
Activity Sheets**

Sheet Music



UNIT THEMES

We Learn
of All God Made

We Learn of
God's Word

We Thank God
for His Gifts



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

n 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.

n 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.

n 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


GOD MADE PLANTS

LESSON ONE

UNIT 1: WE LEARN OF ALL GOD MADE

TRANSITION (25-30 MINUTES):

 **Snack Time:** Bring in celery, carrots, grapes, and/or apples. Be sure to wash them ahead of time. Cut the fruit or vegetables as you talk with your students about them. If you would prefer to have the fruit or vegetables prepared beforehand, bring in an uncut version of your snack to show the children. Throughout the quarter sing “A Thank-You Song” (MP3 only) for the snack. *Be aware of any food allergies.*

 **Birthday Tree:** Birthdays are important to preschoolers. Celebrate this special occasion by letting the birthday child add a leaf to the birthday tree while the children sing “Happy Birthday.” Make a simple tree or branch from construction paper to put on the wall or bring a branch in a pot to use as a tree. Cut leaf shapes from colored construction paper. Don’t forget to pray for the birthday boy or girl.

OVERVIEW

Scripture:

Genesis 1:1-3

Bible Truth:

God made all things, including plants.

Life Response Aim:

To thank God for making plants.

Bible Verse:


John 1:3

Materials Needed:

Various fruits and vegetables, birthday tree and leaves, figures from *Teaching Resources*, various configurations of colored paper, enough copies of Copymaster 1 for each child in the class, plastic drinking straws, crayons or markers, scissors, tape, wiggle eyes, yarn (optional)


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):

 **Pretending Time:** Talk about the many different kinds of plants God has made. Let the children pretend to be trees that grow tall and then flowers that bloom and then vines that spread across the room. Thank God for the many different plants He has provided for us to enjoy. Then play “Chime Music” (MP3 only) to let the children know it’s time for the Bible story.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive any offering money the children have.

 **Bible Story:** Be sure to receive the children’s offering. Then tell the story, using the colorful visuals from *Teaching Resources*. As an alternative, tell the story by using the actions described, as the children follow you, and by showing large pieces of colored paper in the configurations given below.

At the very beginning the world was dark, darker than night, darker than you’ve ever seen. [Actions: Have children close their eyes and cover them with their hands. Colors: Hold up large piece of black paper.]


Then God said, “Let there be light,” and there was light. [Actions: Have children remove their hands and open their eyes. Colors: large piece of yellow paper.] **And God called the darkness “night,” and He called the light “day.”** [Actions: Pretend to be asleep and then wake up. Colors: Large piece of paper half yellow and half deep blue.]

Then God made the sky and separated it from the water. [Actions: Have children breathe deeply and then pretend to hold their noses as if going under water. Colors: Top half of paper is white, bottom is light blue.]

Then God made dry ground separate from the water. [Actions: Have children walk in place and then pretend to swim. Colors: One side of paper is light blue, the other side is brown.] **And God saw that what He made**


was good.

Then God said, “Let the dry ground grow things.” And all different kinds of plants started to grow in the ground. There were flowers and trees growing all over the ground. [Actions: Have children pretend to smell a flower or climb a tree. Colors: Large piece of green paper.] **And God saw that what He had made was good.**

 **Worship:** Sing “Who Started Everything?” “Jesus Loves Me,” and the following action song to the tune of “Row, Row, Row Your Boat.”

**Plants, plants, God made plants.
He made all the plants.**

**We need plants to help us live.
Praise God for the plants.**

 **Remembering the Bible Truth: We know God loves us because He made all the things we need to live. The Bible tells us that** (Bible words from John 1:3). Teach the children the following motions to help them remember: Spread arms out wide for “all things”; pretend to mold something with your hands for “were made”; point up for “Him.” After a few repetitions, let volunteers take turns reciting the verse. Help as needed. **What kinds of things do plants need to grow?** Sun and rest, air and water, and ground. **What do people need to have so we can grow?** Sun and rest, air and water, and ground, and plants to eat!

 **Life Application:** Lead the children in the following action rhyme:

It was only a piece of raw potato
(hold up imaginary piece of potato)

John pushed down into the ground,
(stoop and show how he pushed it down)

But he patted it over—pat, pat, pat
(pat the mound carefully)

Till all he saw was a small, brown mound.
He left it there in the sun and rain,
(arms in circle for sun; “raindrop” fingers)

Till one day there came a green sprout.
(with one finger, show a sprout coming up)

Then into a lovely green plant it grew,
(rise, holding arms out a little)

Till the branches came out, out, out.
(hold arms out for spreading branches)

Down on the roots, under the ground,
(stoop)

Brown knobs grew out of sight,
(make hard fists with hands)

While above the ground the plant grew tall,
(rise up)

With flowers all yellow and white.
(open hands like flowers)



At last one day John pulled up the plant.
(make pulling motions)


Its growing work was complete.
(throw plant to one side)

And from the ground some potatoes John dug,
(stoop and dig out potatoes)

Ready to clean and cook and eat.
(brush potatoes; cook; eat)



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

  **Plant Reminders:** Distribute Copymaster 1 and three straws to each child. The children can color the faces, then cut them out. Help the children tape the faces to the straws, folding the back over and taping it fast. They might add wiggle eyes to the faces or yarn for hair. The parent box on the back of each Plant Reminder gives parents ideas for using these at home.

 **Birthday Tree:** Birthdays are important to preschoolers. Celebrate this special occasion by letting the birthday child add a leaf to the birthday tree while the children sing “Happy Birthday.” Make a simple tree or branch from construction paper to put on the wall or bring a branch in a pot to use as a tree. Cut leaf shapes from colored construction paper. Don’t forget to pray for the birthday boy or girl.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

Be sure to close in prayer with your children. If you have additional time, try this activity:

  **Many Different Plants:** Bring in a seed catalog or book on plants and look through it with the children. Or have the children try to name all the different kinds of plants they can think of and how these plants are used by people or animals.

GOD MADE FISH AND BIRDS

LESSON TWO

UNIT 1: WE LEARN OF ALL GOD MADE

TRANSITION (25-30 MINUTES):



Snack Time: Serve fish-shaped crackers or candies or blue gelatin dessert with blue drink or water. For added fun, serve something from a new or very clean fishbowl. Sing "A Thank-You Song" (MP3 only). *Be sure to check with parents regarding food allergies.*



Recognize this week's birthday children by letting them put a leaf on the birthday tree.

PREPARING THEIR HEARTS (15 MINUTES):



Art Time: "God made everything, even fish and birds." Provide paper and crayons and have the children draw birds and fish, making them as colorful as they like. Bring in a live fish or bird if possible, or books with pictures of different fish and birds.

OVERVIEW

Scripture:

Genesis 1:14-23

Bible Truth:

God made all things, including fish and birds.

Life Response Aim:

To thank God for fish and birds.

Bible Verse:

John 1:3

Materials Needed:

Fish-shaped snacks, gelatin dessert, blue drink, paper, crayons, fish (live or pictures), figures from *Teaching Resources*, Copymaster 2 (one for each child), 2 paper plates per child, scissors, blue plastic wrap (optional), string or yarn, tape, staples

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.



Prayer Time: Have the children pretend to be birds and fish. Talk about how God takes care of birds and fish. Thank God for taking care of the birds, and the fish, and each child there. Play "Chime Music" (MP3 only) to transition to story time.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.



Bible Story: Tell the story, using the colorful visuals from *Teaching Resources*. As an alternative, tell the story by using the actions described, as the children follow you, and by showing large pieces of colored paper in the configurations given below.

At the very beginning the world was dark, darker than night, darker than you've ever seen. [Actions: Have children close their eyes and cover them with their hands. Colors: Hold up large piece of black paper.]

Then God said, "Let there be light," and there was light. [Actions: Have children remove their hands and open their eyes. Colors: Large piece of yellow paper.] **And God called the darkness "night," and He called the light "day."** [Actions: Pretend to be asleep and then wake up. Colors: Large piece of paper half yellow and half deep blue.]

Then God made the sky and separated it from the water. [Actions: Have children breathe deeply and then pretend to hold their noses as if going under water. Colors: Top half of paper is white, bottom is light blue.]

Then God made dry ground separate from the water. [Actions: Have children walk in place and then pretend to swim. Colors: One side of paper is light blue, the other side is brown.] **And God saw that what He made was good.**

Then God said, "Let the dry ground grow things." And all different kinds of plants started to grow in the ground. There were flowers and trees growing all over the ground. [Actions: Have children pretend to smell a flower or climb a tree. Colors: Large piece of green paper.] **And**

God saw that what He had made was good.

Then God said that He would make lights in the sky to separate day from night. So God made the sun to give light in the daytime [Actions: Make arms form a circle over your head. Colors: White paper with a yellow circle on it.] **and the moon and stars to give light at night.** [Actions: make a crescent shape with arms and then punch hands out, expanding fingers to show stars. Colors: Dark blue paper with white crescent or circle and star shapes.] **And God said it was good.**

So God made fish and other animals to live in the water. [Actions: Pretend to be fish. Colors: Light blue paper with outline of fish.] **And God made all different kinds of birds.** [Actions: Pretend to be a bird. Colors: White

paper with bird outline.]



Worship: Sing “Who Started Everything?” “My Best Friend,” and the following action song to the tune of “Skip to My Lou.”

**God made the fish.
And God made the seas.**
Make swimming motions.

**God made you,
And God made me.**
*Point to someone.
Point to self.*

God made it all.
Spread arms out.
Let’s thank Him!
Fold hands together.

**God made the birds.
And God made the trees.**
Make flying motions.



Remembering the Bible Truth: Repeat the motions you did with your class last week. **The Bible tells us** that (Bible words from John 1:3). Teach the children the following motions to help them remember: Spread arms out wide for “all things”; pretend to mold something with your hands for “were made”; point up for “Him.” **Did God make the sun?** (Yes) **Did God make trees?** (Yes) **Did God make fish?** (Yes) **Did God make birds?** (Yes) **Thank You, God, for making all things.**



Life Application: As you tell this story, have children copy your motions on the italicized words.

Karen woke up and was very excited. Her suitcase was sitting by her bedroom door, all packed and ready to go. Karen and her mother and father were taking a plane trip to see her grandparents!

Karen’s Aunt Bonnie dropped her and her parents off at a big building where there were many airplanes and many, many people. They walked a long time and then rested for a while. Then they walked through a kind of tunnel, and soon they were getting into the plane. Karen’s father found their seats and let Karen sit by the window. She could see people on the ground working around the plane.

Then the plane began to move, and before long the airplane was off the ground (*hold arms out to your sides and move around as though flying*). **Karen grew sleepy and took a nap, and when she woke up it was time to get off the plane. They walked through another funny kind of tunnel and there, at the other side, were her grandma and grandpa. After a lot of hugging they all got into Grandpa’s car and went to her grandparents’ house.**

Karen did so many fun things with Grandma and Grandpa. One day they took her to an aquarium. Karen had never seen so many different kinds of fish. There were big fish that were friendly, and some that looked scary and had lots of teeth. Other fish were smaller and had so many colors. Some fish were all one very bright color, and others were many different colors, so they could hide in the sand or behind things. Karen looked at all the fish, and she and Grandma pretended they were fish too. Grandpa laughed and said he wondered if the guards would let him take Karen-fish and Grandma-fish home with him. They all laughed and went out to the car and went back to Grandma and Grandpa’s house.

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



Fish and Bird Mobiles: Cut the flat center part from paper plates, leaving only the outer edge frame for each child to have two frames. Hand out Copymaster 2, one to each child. Let the children color the fish, sea snail, and the bird and cut out as many of the shapes as they like. Tape a piece of string to each of the shapes they would like to use in their mobile. Let them tape the other end of the string to the top, inside part of one of their paper-plate frames. Add a string loop to the top of that frame for hanging. Optional: Have them put blue plastic wrap behind the hanging shapes and staple the other paper-plate frame to form a back, sealing the edges of the plastic between the frames.

Tape the Bible words and Parent Time suggestions to the back of the mobile, so the parent information goes home with each child. As parents pick up their children, encourage the use of the parent ideas each week.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):



If you have additional time after a closing prayer, try this activity:




Many Different Fish and Birds: Bring books of different types of fish or birds. Look through the books with your children and talk about the different kinds of fish and/or birds, where they live, and what they eat. Then pretend to be fish and birds, swimming and flying around the room.

GOD MADE ANIMALS AND PEOPLE

LESSON THREE

UNIT 1: WE LEARN OF ALL GOD MADE

TRANSITION (25–30 MINUTES):

 **Snack Time:** God made all the different kinds of fish and birds, and God made all the different kinds of animals. Let's see what animals we can find in our snack. Serve animal crackers and juice. Sing "A Thank-You Song" (MP3 only) for the food. As always, *be aware of food allergies*. **Where does juice come from?** (Plants) **Who made all the different kinds of plants?** (God did.) As you share your snack, also talk about the different kinds of animals and other things that God made.

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

Genesis 1:24–2:3

Bible Truth:

God made all things, including animals, people, and me.

Life Response Aim:

To thank God for making me.

Bible Verse:


John 1:3

Materials Needed:

Animal crackers and juice, figures from *Teaching Resources* or various colored sheets of paper for Bible story, Copymaster 3 (one for each child), crayons, plastic foam cups, pom-poms in different sizes, wiggle eyes, 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):

 **Sharing Time:** Let the children talk about their family pets. **God made all the animals, even our pets. God made people, too. Who are some people you know?** Let children respond. **I know some other people God made.** Name each child by name, saying **God made** (child's name). Do this as long as time and interest allow. Play "Chime Music" (MP3 only) to let the children know it is Bible story time.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.

 **Bible Story:** Tell the story, using the colorful visuals from *Teaching Resources*. As an alternative, tell the story by using the actions described, as the children follow you, and by showing large pieces of colored paper in the configurations given below. Save the colored paper for Lesson 6.

At the very beginning the world was dark, darker than night, darker than you've ever seen. [Actions: Have children close their eyes and cover them with their hands. Colors: Hold up large piece of black paper.]

Then God said, "Let there be light," and there was light. [Actions: Have children remove their hands and open their eyes. Colors: Large piece of yellow paper.] **And God called the darkness "night," and He called the light "day."** [Actions: Pretend to be asleep and then wake up. Colors: Large piece of paper half yellow and half deep blue.]

Then God made the sky and separated it from the water. [Actions: Have children breathe deeply and then pretend to hold their noses as if going under water. Colors: Top half of paper is white, bottom is light blue.]

Then God made dry ground separate from the water. [Actions: Have children walk in place and then pretend to swim. Colors: One side of paper

is light blue, the other side is brown.] **And God saw that what He made was good.**

Then God said, "Let the dry ground grow things." And all different kinds of plants started to grow in the ground. There were flowers and trees growing all over the ground. [Actions: Have children pretend to smell a flower or climb a tree. Colors: Large piece of green paper.] **And God saw that what He had made was good.**

Then God said that He would make lights in the sky to separate day from night. So God made the sun to give light in the daytime [Actions: Make arms form a circle over your head. Colors: White paper with a yellow circle on it] **and the moon and stars to give light at night.** [Actions: Make a crescent shape with arms and then punch hands out, expanding fingers to show stars. Colors: Dark blue paper with white crescent or circle and star shapes.]


And God said it was good.



Then God said that He would make living creatures to swim in the water and birds to fly in the sky. So God made fish and other animals to live in the water [Actions: Pretend to be fish. Colors: Light blue paper with outline of fish or fishes.], **and God made all different kinds of birds.** [Actions: Pretend to be a bird. Colors: White paper with bird outline.]



Then God said that He would make all different kinds of animals. So He made cows and sheep and snakes and lizards and lions and tigers and every other kind of animal. [Actions: Pretend to be different animals. Colors: Brown paper with different animal outlines.] **God saw that it was good.**

Then God said that He would make people in His image. So He made people. He made you, and He made me. [Actions: Point to self or walk in place. Colors: Brown paper with people outlines.]

Then, do you know what God did after He made plants, the sun and moon, birds, fish, animals, and people? He rested.

 **Worship:** Sing “Who Started Everything?” “Jesus Loves Me,” and action song “God Made Green Trees” (page 45).

  **Remembering the Bible Truth:** Repeat the motions you did with your class last week. **The Bible tells us that** (Bible words from John 1:3). Teach the children the following motions to help them remember: Spread arms out wide for “all things”; pretend to mold something with your hands for “were made”; point up for “Him.” **What are some things God made? Let’s thank God for making all the things that He made.** Lead the children in prayer.

  **Life Application:** Hand out copies of Copymaster 3 and let the children color the picture of the child to look like themselves. Keep one copy for yourself. You may want to use it in the following story. Make this story as active as you like.



Brian had a very busy week. On Tuesday he went to the zoo with his mother and his Aunt Charlotte. Brian saw many different kinds of animals. He saw snakes and lizards in the reptile house; he saw tigers and lions and bobcats. He saw mountain goats and zebras. He saw elephants with their big trunk noses. Brian’s mom even let him feed the giraffes. They had long gray tongues that took the cracker right out of his hand. Brian saw lots of animal babies at the zoo. There was a baby gorilla that looked right at him and touched the glass. Then its mother came and took the baby to another part of the cage so it could take a nap. Brian liked the zoo. So did his mother and Aunt Charlotte.

Then a few days later, Brian’s mother took him to the doctor for a checkup. Aunt Charlotte didn’t come with them this time. The nurse had Brian step on a scale. She saw how much he weighed and how tall he had grown. The doctor helped Brian sit on a tall table. [Point to the various places on yourself or on the picture as you tell the story.] **He looked into his ears with a pointy thing that lit up. The doctor looked at Brian’s eyes, and he looked inside Brian’s mouth by putting a big popsicle stick on his tongue.**

The doctor looked to see how strong Brian was becoming. He had Brian show the muscle with his arm and poked around Brian’s belly. The doctor listened to Brian’s heart and listened to him breathe with a stethoscope. The doctor looked at Brian’s legs and his feet, too. Then the doctor gave Brian a balloon to take home with him because he had been such a good boy. Isn’t it wonderful that God made boys and girls?

Write names on the pictures and encourage the children to give their pictures to their parents. This is where the parents will find this week’s Parent Time tip.

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


  **Reminder Bear:** Before class prepare for each child a plastic foam cup, one large pom-pom, four small pom-poms, two tiny pom-poms, and a pair of wiggle eyes. Write the Bible words from John 1:3 on each cup. Make a sample bear to show.


Demonstrate how to glue the large pom-pom on the top of the overturned cup to make a head. Then glue the four small pom-poms on the front of the cup, forming paws. Finally, glue the tiny pom-poms on the head for ears and add the wiggle eyes.

Tell children to set the bear in a special place to remind them that God made animals and people.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

If you have additional time, try this activity:

 **Animal Parade:** Have the children pretend to be kangaroos, hopping around in an animal parade. Say, **Thank You, God, for kangaroos.** Let the children pretend to be other animals and thank God for each animal.


 Let the children sing “Things I Can Do” (MP3 only) and lead them in doing the actions.

GOD GIVES US FAMILIES

LESSON FOUR

UNIT 1: WE LEARN OF ALL GOD MADE

TRANSITION (25–30 MINUTES):

 **Snack Time:** Appoint two children to be the mother and father; have the children sit at the table. Have the mother or father instruct one or two of the “children” to please get the food for their snacks, and some other children to pour water into paper cups. Have dates and other kinds of fruit that the children can pass, first to the “parents,” and then to each child. Emphasize that families have a good time when they eat and talk together. *Be aware of food allergies.*

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

Exodus 1:7–2:10

Bible Truth:

Moses’ family cared for him.

Life Response Aim:

To thank God for the people in my family.

Bible Verse:


John 1:3

Materials Needed:


Fruit snacks, pictures of people from magazines or catalogs, girl puppet (optional), ball, Copymaster 4 (one for each child), 8 1/2" x 11" pieces of plain paper, 8 1/2" x 11" pieces of construction paper, crayons, pencils, scissors, stapler, glue or 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):


 **Sharing Time:** Before class cut out magazine or catalog pictures that represent different generations of family members: grandmother, grandfather, mother, father, big sister, big brother, little sister, little brother. Show the pictures one at a time, introducing the person. **This man is a grandfather. He loves his family very much. What do grandfathers do?**

Children may act out the roles of members of their families or they may simply tell you about them. Be sensitive to the different kinds of living situations represented in your class.

 Play “Chime Music” (MP3) to transition to story time.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children’s offering money.

 **Bible Story:** This story is being told from the perspective of Miriam. The storyteller can dress up in a Bible-time costume or simple head scarf, with a cloth doll as a prop. Or, if you prefer, you may tell the story using a girl puppet.

[Enter the story area singing “Who Started Everything?”]

Do you have any brothers or sisters? I do. I have two brothers: Aaron and Moses. My name’s Miriam. When Moses was just a baby, we were afraid that we would not be able to keep him. Pharaoh—he’s the king of Egypt, the country we lived in—wanted to take away all the baby boys in our town. We had to hide Moses in our house so the soldiers wouldn’t find out about him and take him away.

I helped my mother a lot with Moses. It wasn’t easy to keep a small baby quiet and hidden, and it was getting harder each day. For three



months we hid Moses, but Mother and Father knew the soldiers would find out about him before too long.

Then my parents had an idea. My mother made a big basket and covered it with some stuff that would keep water from getting in. Then she put Moses in the basket and asked me to come help her.


We went down to the big river nearby—the Nile River. When we got there my mother put the basket with Moses in it near the river’s edge and just left Moses there! I wondered what would happen to Moses, and Mother told me she wanted me to watch over the basket. Then she went back home.


I didn’t know what was going to happen, but I did what Mother told me to do. I hid and watched the basket, just as Mother said. The river can sometimes be a dangerous place, but God was taking care of Moses and me. God was taking care of my family, too. Before long I saw the princess coming to the river. She didn’t see me, but she saw Moses’ basket. She picked it up and was very happy when she saw Moses inside. Moses was crying, and I think the princess felt sorry for him.

I came out from where I was hiding and asked the princess if she would like me to get someone to take care of the baby for her. She said, “Yes,” so I ran home and got Mother to come back with me. The princess told Mother to take care of Moses for her. She said she would adopt him as her own son. This meant that the soldiers couldn’t take Moses away from us! God really did take very good care of us!

  To help the children remember the Bible story, play the music for “Baby Moses” (MP3 only) and lead the children in doing the motions indicated by the narration.

 **Worship:** Sing “Who Started Everything?” and action songs “Thank You, God, for My Family” and “I Really Love My Family” from page 45.

 **Remembering the Bible Truth: God loves us and knew we would need someone to take care of us, so He gave each of us a family. The Bible tells us that** (Bible words from John 1:3). Use the activity from Lessons 1–3 to review the Bible words or try a fun bouncing-ball activity for review. Divide the children into two equal groups and line them up, facing each other. Give the first child in line one a ball to bounce to the first person in line two, who in turn will bounce the ball to the second person in line one. Have them continue bouncing the ball back and forth in this manner to the next person in line until everyone has had a turn. On the second time through, have them say together one word of the memory verse each time the ball bounces.

 **Life Application:** Have the children return to the story area for this story. The story of Moses’ adoption into Pharaoh’s family can be a great source of joy and comfort to children who know they have been adopted. Talk about how God cared for Moses in his new family, and God cares for us in our families, too. Then tell this story. If you paste large magazine pictures of a girl and a woman on separate sheets of construction paper and hold them up as you talk, you will help make the story “real” to your children.

“Tell me about when I was a baby,” Tracy said.

“You like that story, don’t you?” asked her mother. Tracy nodded and snuggled under the covers.

“We had prayed and prayed for God to give us a baby. One morning Mrs. Ryder called us with some very good news. We had asked her to help us find a baby who would come live with us and be our very own child. That morning she told us she had found a baby for us. There was a mother who had a baby but could not keep her.”

“I was that baby, wasn’t I?” asked Tracy.

“Yes, you were. Daddy and I met you at Mrs. Ryder’s office. Soon after that we brought you home with us.”

“Mommy, that happened to Moses, too. I heard a story about him in Sunday School.”


“You’re right, Tracy. Moses’ parents loved him, but they couldn’t keep him with them. He was adopted by the princess who loved him and raised him as her own son. God knew Moses needed a family to take care of him and keep him safe. God knew you needed a family that would take care of you, too.

“Time to sleep, now. Let’s pray.”

Tracy bowed her head and said, “God bless Mommy, and Daddy, and Grandma, and Uncle Travis. Amen.”

Mommy said, “Thank You, God, for giving us Tracy to love and take care of. Amen.”


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

 **My Family Rule Book:** Distribute Copymaster 4, a piece of white paper, and a piece of construction paper to each child. **All families have rules: brush your teeth before bed, don’t throw things in the house, no hitting. We all have rules such as those, don’t we? What are some of the rules in your family?** Let children respond. After they have decorated the tablet title pattern and written their name on it, help them cut it out and glue it to the front of their construction paper “book.” Staple the plain sheets inside at the spine to make pages. Help write one of their family rules in their book. Some children may want to draw a picture instead.

Glue the parent tip to the back of the book so it goes home with the child.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 After closing in prayer and gathering the children’s belongings for the parents’ arrival, if you have additional time you might want to try this activity:


 **Talk about Families:** Gather the children into small groups if possible and talk about families with them. **Families are good things to have. They take care of us, love us, and keep us safe. What are some things the people in your family do for you? What do you do to help others in your family? What could you do to help others in your family?** Take time to have the children act out some of the ways family members help each other, reinforcing the Life Response Aim that we should thank God for families.

GOD GIVES US FRIENDS


LESSON FIVE

UNIT 1: WE LEARN OF ALL GOD MADE

TRANSITION (25–30 MINUTES):

 **Snack Time:** If you can, have a friendship party. Provide party paper plates, napkins, and cups. Have a nutritious snack that children can serve each other. Sing “A Thank-You Song” (MP3 only) for the food God has provided. *Check with parents for food allergies.*

When we plan a party for our friends, we often think about what food we will serve them. Our friends enjoy the good foods God has made for us. Then we think about what games we can play. God has given us minds to think about games to play and bodies that can run and jump when we play. What nice things can we plan for our friends who come to the party?

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

1 Samuel 18:1-4

Bible Truth:

God gave David a good friend named Jonathan.

Life Response Aim:

To ask God to help me show love to one of my friends this week.

Bible Verse:


Proverbs 17:17

Materials Needed:

Snack foods, puzzles made from pictures mounted on heavy paper, figures from *Teaching Resources*, Copymaster 5 (one for each child), plastic foam cups, spools of curling ribbon, rubber bands, small paper clips, small jingle bells, crayons or colored markers, glue or tape, stickers (optional)

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):

 **Sharing Time:** Before class cut out magazine or catalog pictures that represent friends playing or doing things together. Mount these pictures on construction or heavy paper. Cut the picture into five to ten pieces—be sure to cut in a straight line and avoid cutting through faces. Let the children work in small groups to put the puzzles together.

Talk with your students about how friends show they care about each other.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.

 **Bible Story:** Use flannelgraph visuals from *Teaching Resources*. Or tell the story with group participation. The italicized words give actions the children can do.

Jonathan was the king's son. He lived in a beautiful palace. What lovely clothes Jonathan must have had! Maybe he put on a coat that was very beautiful. And maybe he put on a belt with shining gold with glittering jewels in it. When Jonathan grew to be a young man, he probably loved to hunt with a bow and arrows.

One day Jonathan went with his father to the hill where soldiers in their army were camping. On a nearby hill were tents of other soldiers, but they were not friends—they were enemy soldiers. And every day a very, very, very tall, strong man—a giant—would walk out of the enemy camp and shout in a loud voice, “Who will fight with me?”

Not one of the king's soldiers would go and fight this big man. They were all afraid. The giant was much bigger than any of them. He was much stronger.

But one day a boy named David walked to the camp to visit his soldier brothers. David heard about the giant. He said, “I'll fight the giant. He thinks our God can't help us make those enemy soldiers go back home. God has helped me before. God will help me now.” And

David walked forward bravely and won the battle with the Lord's help.

Jonathan was very happy when his father, the king, invited David to live with them at the palace. Then Jonathan and David could see each other every day. Jonathan was a prince; his father was the king. David was a poor boy compared to Jonathan. But Jonathan and David soon became very good friends.

One day Jonathan said, “David, you are my best friend. I want to give you my coat and my shiny belt and my bow and arrows. I want everyone to know that I love you as my best friend.”

Jonathan took off his fine coat and belt, and his bow and arrows, and gave them to David. Of course David was happy. He loved Jonathan too, though he had no fine presents to give him. Jonathan and David said to each other, “We will always be friends. We will always be kind to each other and do only good things for each other all the time.” And that's what they did.



As an alternative, try this clapping story. Have the children sit and lead them in alternately clapping their hands and laps. They won't be able to do this well, but they will have fun trying as you say the story in rhythm to you own claps.



There WERE two FRIENDS, the Bi-ble TELLS,
Who HELPED each O-ther VER-y WELL.

Da-VID and JON-a-THAN did SAY,
"We WANT to BE best FRIENDS al-WAYS."

Thank YOU, God, FOR giv-ING us FRIENDS.
May WE be FAITH-ful TO the END.

 **Worship:** Sing "Who Started Everything?" "Buddies," and "I Will Share."

  **Remembering the Bible Truth:** Have children hold hands with a partner and swing arms as they sing the Bible words from Proverbs 17:17 to the tune of *London Bridge*. The closing line to the song is "This truly pleases God." Then sing "Thank You" (MP3 only).

  **Life Application:** If you have a picture from your files of a contemporary family in a car, show this as you tell the story. Adjust the names of the children to fit your picture.

Tammy and Brian were riding home from church with their parents. Mom said, "Tell me about the Bible story you heard today."

"It was about Jonathan and his best friend," Tammy said.

Brian said, "Do you know his name, Dad?"

"Was his name David?" Dad asked.

Brian said, "How did you guess?"

"I didn't guess," Dad said. "I read that story in the Bible. I like that story."

Tammy said, "We have a friend, too. Her name is Janet."

"That's right. I remember when Janet moved into our neighborhood," Mom said. "You were both sad because your friend down the street had moved away. We prayed for you to have another friend."


Brian said, "I have a good idea. When we get home . . ."

" . . . We'll go play with her!" Tammy finished.

"Maybe you can invite her to come to church with us," Dad said. "Then she can hear about our best Friend."

"Jesus!" Tammy and Brian said at the same time. They liked the idea of telling Janet about their best Friend.

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


 **Prayer Reminder Wind Chime:** Before class cut several strands of different-colored ribbon for each child. Fold the bunch of ribbons and wrap the folded ribbons with a rubber band several times just below the fold, forming a loop (see illustration on Copymaster 5). Partially open a paper clip, leaving one end curved, and hook the curve through the ribbon loop. Push the rubber band so it closes the loop securely around the hook. Poke the straight end of the paper clip through the bottom of a plastic foam cup. Now rebend the top wire, forming a hook outside the cup to hang the wind chime. You may want to make one in advance to show as a sample.

Distribute Copymaster 5 and jingle bells for each child to tie to the ends of some of the ribbons (not all the ribbons need bells). Have the children cut out and color the Copymaster label, "I Will Pray for My Friends," and glue or tape it to the front of their cups. The children may draw on their cups or add stickers to it. **When the wind blows through the ribbons and bells of this colorful wind chime, the soft tinkling sound will remind you to pray for your friends.**

Glue the parent tip to the back of the wind chime to make sure it goes home with the child.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 Be sure to close by praying for your children. If you have additional time, try this activity:

 **Being Friends:** Have the children pantomime and talk about ways friends show they love each other: sharing, helping, playing, etc.

STORIES OF ALL GOD MADE

LESSON SIX

UNIT 1: WE LEARN OF ALL GOD MADE

TRANSITION (25–30 MINUTES):



Snack Time: Serve a simple snack of fruits or vegetables and fruit juice as a reminder that God made the plants to give us good food to eat. Pray before you eat, thanking God for making all things.



Birthday Tree: Let children who have had a birthday that week attach a leaf to the birthday tree.

PREPARING THEIR HEARTS (15 MINUTES):



Prayer Cards: Paste pictures of things God made onto pieces of construction paper. Cut pictures from magazines of animals, plants, food, landscapes, friends, people, families, etc. These visuals will stimulate ideas of things for which children might be thankful and people to pray for. Take time to pray together for the good things and people God gives us.

OVERVIEW

Scripture:

Review of Lessons 1–5

Bible Truth:

God made heaven and earth and everything therein.

Life Response Aim:

To thank God for all He has made.

Bible Verse:

John 1:3

Materials Needed:

Fruit snacks and juice; pictures mounted on construction paper; Copymaster 6, (one for each child); crayons or markers, scissors, ribbon or yarn, crepe-paper streamers (approximately 30"), hole punch, stapler, 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.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.



Bible Story: Review the Creation story from Lessons 1–3 by using action and/or color sheets.

The world was dark. [Actions: Have children close their eyes and cover them with their hands. Colors: Hold up large piece of black paper.]

Then God made night and day. [Actions: Pretend to be asleep and wake up. Colors: Large piece of paper half yellow and half deep blue.]

Then God made the sky and the water. [Actions: Have children breathe deeply and pretend to drink. Colors: Top half of paper is white, bottom is light blue.]

Then God made land. [Actions: Have children walk in place and then pretend to swim. Colors: One side of paper is light blue, the other side is brown.]

Then God made plants. [Actions: Have children pretend to smell a flower or climb a tree. Colors: Large piece of green paper.]

Then God made the sun and moon. [Actions: Make arms form a circle over your head/make a crescent shape with arms and then punch hands out, expanding fingers to show stars. Colors: White paper with a yellow circle on it/dark blue paper with white crescent or circle and star shapes.]

Then God made fish and birds. [Actions: Pretend to be a fish, and pretend to be a bird. Colors: Light blue paper with outline of fish/white paper with bird outline.]

Then God made animals. [Actions: Pretend to be different animals. Colors: Brown paper with different animal outlines.]

Then God made people. [Actions: Point to self or walk in place. Colors: Brown paper with people outlines.]

Then God rested.

Review the story of Moses from Lesson 4 by using "Baby Moses" from this quarter.

Review the story of David and Jonathan from Lesson 5 with this clapping story:

There WERE two FRIENDS, the BI-ble TELLS,
Who HELPED each O-ther VER-y WELL.

Da-VID and JON-a-THAN did SAY,
"We WANT to BE best FRIENDS al-WAYS."

Thank YOU, God, FOR giv-ING us FRIENDS.



Worship: Sing “Who Started Everything?” “Buddies,” and “I Will Share.” Also sing action songs “God Made Green Trees” and “Gift from God” from page 45.



Remembering the Bible Truth: Review the Bible words from John 1:3 with the motions introduced in Lesson 1. Quiz the children on things God made.

Life Application: God created all things, including the wind. (See Gen. 8:1; Ex. 10:13; 14:21; 15:10; Num. 11:31; Job 38:22-24.)

The wind swept past in a great hurry. In the field the windmill whirled in the wind, pumping water for cows to drink. The wind tugged at Marcia’s curls beneath her hood, and it nipped Jay’s nose until it was cherry red.

“Where does the wind come from?” Marcia wondered aloud.

“Where does it go?” Jay asked. He looked across their barnyard. “I’m going to run with the wind and find out where it goes.” And away he raced with the wind at his back.

“I want to know where it comes from,” Marcia called after him. Off she ran in the other direction with the wind in her face.

At one end of the barnyard, a strong gust came around the corner of the barn. So Marcia turned the corner and ran on. Where was its hiding place? Where did the wind start?

She turned the next corner and there was Jay running toward her! They laughed because they had both run around the farm looking for the wind’s home.

“I couldn’t find where the wind begins,” Marcia told Jay.

“We know it’s here,” said Jay, frowning now. “We can feel it blow. But where does it come from, and where does it go?”

Marcia smiled. “God must send it,” she said.

“How does He do that?” Jay asked.

“I don’t know,” Marcia said. “I just know He made everything. So He must make the wind blow too.” Jay smiled and nodded.

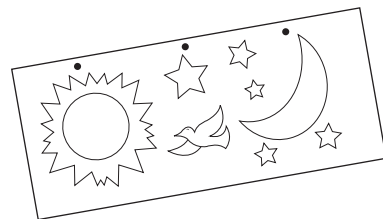
HANDS-TO-HEARTS ARTS AND CRAFTS (10-15 MINUTES):



Wind Banner: Hand out Copymaster 6 for children to decorate. Have them cut along the solid lines and fold on the dotted line. When this is done, give each child four crepe paper streamers. Show how to staple them on the inside of the banner.

Next, punch holes on the pattern where indicated. Help children tie a piece of ribbon or yarn (about 10" long) to each hole. Then tie all three pieces of ribbon or yarn together with a knot. Finally, tie a longer piece of ribbon or yarn (about 18") to this knot.

Children can hold their banners by the ribbon or yarn and twirl them around.



GOOD-BYE TIME (UNTIL PARENTS ARRIVE):



Be sure to close in prayer, thanking God for making the children. If your class is small, pray for each child by name and be as specific as possible in what you are thankful for. If you have additional time, try this activity:



God Made: Who made all things? (God did.) **Name some things God made. Why do you think God made that?** (Because He loves us; He knew we would need that; etc.) Have the children pantomime some of the things you talk about. They might enjoy going outside with their wind banners, especially if there is a breeze. If you cannot go outside, maybe you could bring in a large fan to have “wind” indoors.



Let the children sing “Things I Can Do” (MP3 only) and lead them in doing the actions.


GOD'S WORD IS GIVEN

LESSON SEVEN

UNIT 2: WE LEARN OF GOD'S WORD

TRANSITION (25-30 MINUTES):

 **Snack Time:** Serve square crackers (to represent stone tablets) spread with peanut butter or cream cheese. *Be aware of any food allergies in your group.*

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

PREPARING THEIR HEARTS (15 MINUTES):

 **Sharing Time:** Show several Bibles to the class. Let as many children as possible handle the Bibles and look at the pages. **The Bible is God's Word. In the Bible God tells us that He loves us and how He wants us to live.**

OVERVIEW

Scripture:

Exodus 19:1-20; 20:1-21;
32:15-16

Bible Truth:

God gave His commandments to Moses.

Life Response Aim:

To thank God for giving us the Bible.

Bible Verse:

Psalms 119:16



Materials Needed:

Crackers and spreads, several Bibles, figures from *Teaching Resources*, two children puppets, children's Bible, Copymaster 7 (one for each child), 9" x 12" construction paper, three strips of construction paper (3/4" wide and 5" long) per child, plastic straws (non-bendable), stapler, glue sticks, crayons or markers, 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.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.

  **Bible Story:** Tell the story, using the colorful visuals from *Teaching Resources*. The italicized words indicate actions your children can do to participate in telling the story.

Do you remember Moses, Miriam's brother, who was put into a basket? He grew up to be the leader of the Hebrew people. He and all the Hebrew people walked from the land where the Pharaoh had been so mean. They went to a new land. They had walked and walked for a long time; then they set up camp in front of a mountain.

Moses climbed up the mountain, and God talked to him. God said, "Tell the people that if they will do what I tell them, if they obey Me, then they will be My own special people."

When Moses climbed down the mountain and told the people what God said, they were pleased. They wanted to be God's special people. They wanted to obey Him. But there was no Bible in those days. The people weren't always sure how to obey God. They said to Moses, "We will do whatever God tells us to do."

God spoke to Moses again, "No one may see Me, but I will speak to you from a thick cloud so that the people can hear what I say. Then they will know that I am speaking. Tell them to get ready to listen to Me."

"In three days I will come down onto the mountain, but don't let anyone come near the mountain or touch it because something very special is going to happen there."

At once everybody began to get ready to hear God speak. The mothers and fathers and children washed their clothes and took baths. They cleaned everything that could be cleaned in their tents. For two days they were busy. They knew something wonderful was going to happen.

On the morning of the third day they were clean and waiting and watching. They soon knew that God had come down to the mountain. Crash! went the thunder. Flash! went the bright lightning. A noise

like a trumpet was heard all through the camp. The thunder was so loud that the people shook.


Moses called them to come and stand around the mountain. But he told them not to touch the mountain, or go near it. They were ready to listen to God speak.

A thick cloud came down on the top of the mountain. God was showing His people how mighty and great He is. The mountain shook, and the trumpet noise sounded louder.

Then God spoke so His people would know what He wanted them to do. God said, "My people shall not pray to anyone but Me. I am their only God, and they shall not make pretend gods. They shall not use My name in a bad way. They shall not work on My special day of the week. They shall obey their fathers and mothers. They shall not kill anyone. Husbands and wives should be true to each other. My people shall not steal. They shall not tell lies. They shall not want what belongs to someone else."

The people were frightened when God spoke to them in a voice like thunder. They could not understand His mighty voice. So again God called Moses to climb up the mountain. Then God wrote His commandments on two pieces of stone and gave them to Moses. Moses took the stones down the mountain to give God's commandments to the people, so they would not forget His commandments.

 **Worship:** Sing "God's Word," "The B-I-B-L-E" (found in many children's songbooks), and "We're Listening" (CD only).

 **Remembering the Bible Truth:** God gave Moses 10 rules or commandments. These are God's words. Our memory verse from the Bible is *(Bible words from Psalm 119:16)*. What does our memory verse tell us not to do? That's right, God does not want us to forget His Word.

 **Life Application:** Tell the story using two puppets. They can be hand puppets or two figures cut from magazines and mounted on heavy paper.

PUPPET 1 (*excitedly*): **Look, the mailman brought a package! C'mon, let's open it.**

PUPPET 2 (*doubtful*): **Who's it for? Did Mom say we could open it?**

PUPPET 1: **I'll ask her.** (*Pause a moment.*) **Yes, she said that it's for us. Oh, look. It's a new children's Bible. Mom got it from the book club just for us.** (Bring out a children's Bible and show it to the children.)

PUPPET 2: **Look at all the pictures! There's David—oh, and look at Daniel; and all those lions. There's a picture of Jesus. He's standing in a boat.** (*Change this dialogue to correspond to actual pictures in the children's Bible you are showing.*)

PUPPET 1: **What's that picture about?** (*Show a Bible picture of a story that's not so familiar, such as Ruth gleaning in Boaz's field.*)

PUPPET 2: **I don't know. I can't read yet. How are we going to know all the stories that are in our new Bible?**

PUPPET 1: **I know! We can ask Mom and Dad. And we can take our Bible to church with us next Sunday and ask our teacher. We hear lots of Bible stories in church. Maybe the teacher will tell us a new one.**


PUPPET 2 (*nodding*): **That's a good idea. But we only have one Bible and there are two of us.**

PUPPET 1: **Well, we can take turns using it.**

PUPPET 2: **Or we can use it together! Let's look at some more pictures!**

If you wish, pass the children's Bible around and see if the children can identify some of the pictures. **God's Word is so wonderful, isn't it?**

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


 **God Gave His Word to Moses:** Before class cut construction-paper strips (3/4" x 5") and make a poster to use as an example. Give each child a sheet of construction paper and Copymaster 7. Have the children draw a picture of Mount Sinai on the construction paper. Then have them cut out the stone tablet shape from Copymaster 7. While the children are doing this, staple three construction paper loops (evenly spaced) across the top of each poster to hang it. Then have the children glue the stone tablet to their poster. Be sure children print their names on the back. Insert a straw through the loops at the top of the poster; then insert a length of string through the straw, tying the ends together. The poster is ready for hanging on a wall or doorknob.

Glue the parent tip to the back of the poster to make sure it goes home with the child. Periodically, you'll want to point these out to parents.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

If you have additional time, try this activity:

Remembering God's Word: Ask the children to tell you about a time they were afraid but remembered that God was with them. Then ask them to share instances when they remembered God's Word—a memory verse perhaps—and obeyed it. You may need to start the conversation time with an example of your own. Always be aware of opportunities to share the Gospel, especially when talking about obeying God's Word. You don't want the children believing that they can be saved by obeying God's commandments. If the children are shy about sharing, let them use the puppets from Life Application. **What makes you scared? Did you know that God's Word says that He is with everyone who loves Him? How can we obey God's Word?**

 Be sure to pray for the children, asking God to help them know that He is with them and that it is important to know His Word.

GOD'S WORD IS FOUND

LESSON EIGHT

UNIT 2: WE LEARN OF GOD'S WORD

TRANSITION (25-30 MINUTES):



Snack Time: Create roll-up sandwiches by spreading a flour tortilla with cream cheese or peanut butter. Roll the tortilla and cut into 1-2" thick rounds. Serve with fruit juice. Sing "A Thank-You Song" (MP3 only). *Be aware of food allergies and substitute accordingly.* **Our sandwiches are rolled up, aren't they? Today we'll learn that God's Word was written on a rolled-up book called a scroll.**



Birthday Tree: Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

2 Kings 22:1-13; 23:1-3

Bible Truth:

Josiah responded with joy and obedience when God's Word was found.

Life Response Aim:

To show love for God by listening to His Word.

Bible Verse:

Psalms 119:16

Materials Needed:

Tortilla sandwiches, Bible, scroll-book (or other small object), props for storyteller, Copymaster 8 (one for each child), crayons or markers, scissors, tape, drinking straws

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

PREPARING THEIR HEARTS (15 MINUTES):



Game: Before class hide a Bible, scroll-book, or small object somewhere in the room. Give "hot," "warm," and "cold" directions as the children look for the object. Hide more than one object if you have a large group, and assign groups of children to team members in different areas of the room. Play "Chime Music" to transition to story time.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.



Bible Story: Today's storyteller will tell the story from the point of view of Hilkiah, the priest who found the scroll. A sheet of white paper can be transformed into a breastplate, and a paper chef's hat could be used as a headpiece. Create a scroll-book by gluing dowels to both sides of a length of white paper or cloth.
(Hilkiah walks to story area excitedly, yet with a stately, dignified manner.) **Good morning, children. Do you know what I have here? (Show scroll-book.) This is a scroll-book. In my day, the Book of the Law was a scroll-book. It was not a good time, because God's law had been lost for a very long time. However, now it has been found, and we are so happy to have it again.**

My name is Hilkiah, I was the high priest in the temple of the Lord. My people had not worshiped the Lord as we should for many years, and the temple was not in good shape. Nothing had been fixed or cleaned for so long, and the temple needed a lot of work.

Our king, Josiah, sent his secretary to me to get all of the money we had been collecting to repair the temple. Carpenters and builders were hired to begin repairing the temple. We were very happy this

was being done. We began to clean away the dirt and trash that had collected over the years and took out all of the things that did not belong inside the Lord's temple.


While we were cleaning I found a scroll-book. I knew at once it was something very special. I told the king's secretary about it, and he took it to the king and read it to him. When King Josiah heard what was read he was sad because no one in our country had followed God's laws for a long time. He knew God was not pleased with us. King Josiah asked us to pray and ask the Lord how we could please Him.


Then the king called the people in our country to come to the temple. King Josiah himself read everything that was written in the scroll I had found to all the people there. They all promised to do what God said in His Word so they could please God. It is important to remember God's Word so we can obey it.



Review the story using "God's Book Lost and Found" from this quarter's music. Play the music and lead the children to do the motions indicated in the narration.

 **Worship:** Sing “We’re Listening” (MP3 only) and “God’s Word.”

 **Remembering the Bible Truth:** King Josiah and his people had forgotten God’s Word and they were sad. What does our memory verse say? (Say memory verse.) When the people heard God’s Word and remembered it, they were happy. (Say memory verse again and have children repeat it.)

 **Life Application:** Read this story to reinforce the Life Response Aim of listening to God’s Word. Contemporary pictures of two children will help the story become “real” to your children.

Martin asked his new friend Mike to come over for lunch. The boys sat down at the table, and Martin picked up his spoon. He took a mouthful of soup. But Mike waited.

Then Mike asked, “Do you want me to thank God for the food?”

“OK,” said Martin.

Mike bowed his head and thanked God for the food. As the boys began to eat, Martin asked, “How do you know what to say to God?”

“Sometimes I say my own words, and sometimes I say words from the Bible.”

“How do you know what the Bible says?” asked Martin.

“I learn at home and at church,” answered Mike in surprise. “Don’t you go to church?”

“No,” said Martin. But he wished he did.

The next day Mike’s mother invited Martin to eat supper at their house. Martin was happy. Mike’s father said thank You to God before they ate the good food.

After supper, Mike’s mother said, “We have family devotions now, Martin. Would you like to stay?”

Martin didn’t know what family devotions meant. So Mike’s mother explained, “We read the Bible, sing to the Lord, and pray.” Martin said he would like to stay. So they all went into the living room and sat down. Mike brought the Bible to his father.

“Tonight we’re reading about how God’s Word was lost,” Father said. He read some of the words right from the Bible, then he explained what they meant to the two boys.

“Let’s play the story,” suggested Mike.


“All right,” agreed Father. “What person do you want to be? One of you can be King Josiah and the other can be the man who found God’s Word.”

But both boys wanted to be the man who found the Scroll-book. Father turned the pages of the Bible. “Listen to this,” he said. “‘A friend loveth at all times.’” Father closed the Bible and said, “Shall we ask God to help us love each other at all times?” So Mother and Father prayed that the boys would do what is right as friends.


“Let Martin have the first turn,” said Mike, “and I’ll be the king. Then could I have a turn?”

“I think we have time to act out this story twice,” said Father. And so they did. Then they all sang a song that Mike was learning in church. Though Martin didn’t know the song, he held the Bible open and hummed along. He thought church would be a good place to go.

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

 **Scroll-book:** Hand out a copy of Copymaster 8 and two straws to each child. Have the children “write” the memory verse along the dotted lines and print their name on the back. Then have them cut out the scroll-book box and tape a straw to each of the short ends. Show the children how to roll up the paper from each side to form a scroll.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 If you have additional time after closing in a prayer of thanksgiving for God’s Word, the Bible, try this activity:

 **Acting Like Friends:** “Read” one of the scroll-books from craft time with the children. Talk about *happy* and *sad* and what makes them happy and sad.


Act out “God’s Book Lost and Found” from the MP3s again if you have time.


TIMOTHY LEARNS GOD'S WORD

LESSON NINE

UNIT 2: WE LEARN OF GOD'S WORD

TRANSITION (25-30 MINUTES):

 **Snack Time:** Timothy was half Jewish, half Greek. To introduce the children to Timothy, bake squares of phyllo dough sprinkled with sugar. Phyllo dough is often available in the grocery store's frozen food section. If phyllo dough is not available, serve matzo crackers or saltines. *Ask parents about any food allergies the children may have.*

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

Acts 16:1-5; 1 Corinthians 4:17;
16:10-11; 1 Thessalonians 3:2-6;
2 Timothy 1:1-5; 3:14-15;
Hebrews 13:23

Bible Truth:

Timothy learned of God from
Mother and Grandmother.

Life Response Aim:

To be glad I can learn from
God's Word.

Bible Verse:

Psalms 119:16

Materials Needed:

Phyllo dough bread or matzo
crackers, picture of adult
reading to child, figures from
Teaching Resources,
Copymaster 9 (one for each
child), memory verse sheet
(teacher creates), scissors,
glue, crayons or markers,
stickers (optional), clear self-
adhesive paper

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):



Sharing Time: Before class find a picture of an adult reading to a child. Have the children talk about who reads to them and when. Lead the class in prayer for those people. Then play "Chime Music" (CD only) to let the children know that it is story time.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.



Bible Story: Use flannelgraph visuals from *Teaching Resources* if you have them. If you don't have flannelgraph materials available, the italicized words indicate actions your children can do to participate in telling the story. Use the scroll-book from the past two weeks to make the story more visual.

"Timothy," said Grandmother, as she sat in her chair, "would you like to hear a Bible story?"

"Oh, yes!" said Timothy, running to her. Grandmother could tell many stories—true stories from the Bible about Adam and Eve; about Noah and the animals in the ark; about Abraham, Isaac, Jacob. Oh, Grandmother knew so many Bible stories!

But Timothy didn't have just one good Bible storyteller in his home. He had two! His mother, Eunice, knew the Bible stories too, for she and Grandmother were Jews, who had been raised to know God's Word. And Timothy could repeat wonderful words from God's Word over and over till he could say them all by himself. He learned God's commandments and many more things from God's Word.


Then one day, when Timothy grew to be a young man, a preacher named Paul came walking to the town where Timothy lived. Paul preached about Jesus. What an exciting day that was! A man who could not walk believed in Jesus and was healed. He jumped up and walked (Acts 14:8-10). Timothy's mother and grandmother knew that Paul was speaking the truth about Jesus. They believed in Jesus as their Saviour.


One day Timothy was ready to believe in Jesus as Saviour too. He learned to love Jesus very much. He knew and obeyed God's Word.

Paul and Timothy became good friends. Then Paul asked Timothy to walk with him to other towns to tell people about Jesus. Timothy knew what God's Word says, and he could teach it and preach it. God had helped Timothy get ready to be Paul's helper. Timothy was happy to go with Paul.

One day Paul was thrown into prison, but God caused an earthquake to shake open the prison. Then the jailer and his family became Christians (Acts 16:23-34). Another time a crowd tried to get Paul and kill him. So his friends sent him away at night (Acts 17:1-10).

Timothy was put in prison too because he preached God's Word (Heb. 13:23). But Timothy kept on loving Jesus and serving Him. Timothy loved to teach God's Word to Christians just as Paul did, and Paul loved Timothy very much. Paul knew that he could always depend on Timothy.

 **Worship:** Sing “We’re Listening” (MP3 only) and “God’s Word.” If you haven’t received the children’s offerings, now would be a good time to do so.

 **Remembering the Bible Truth: Did Timothy remember God’s Word? How did Timothy remember God’s Word?** (He listened eagerly to the stories his mother and grandmother told; he read God’s Word for himself when he grew older; he listened to Paul preach from God’s Word; he preached God’s Word.) **We can remember God’s Word too.** Review the Bible words from Psalm 119:16 a few times together; then sing them to the tune of “London Bridge,” closing with **We love Jesus**.

 **Life Application:** Use the visuals you made for last week’s life application story, which had the same two children characters.

“Let’s pretend we’re in church,” Mike said.

Martin looked at him. “How do you play that?” he asked.

“Well, first you need a Bible,” said Mike.

“I’ll go ask my mom if we have one,” Martin said, and he ran out of the room. After a few moments Martin’s mother found a Bible in the bookcase, and Martin carried it upstairs. Mike held the Bible in his hands as he told Martin a Bible story. (If you have time, briefly summarize a Bible story from earlier this quarter.)

“Was that a true story?” asked Martin when Mike had finished.

“Yes,” answered Mike. “Everything in the Bible is true. God wants us to obey what He tells us in the Bible. If we love God we will not forget His Word. That’s from a Bible verse. (Say Bible words from Psalm 119:16.) The two boys said the Bible words several times until Martin knew them by himself.

“Now I know a Bible verse,” he said happily. “A real Bible verse!”

“Let’s thank God for giving us the Bible,” said Mike. So he and Martin closed their eyes and together they prayed, “Thank You, God, for giving us the Bible.”


“Now let’s sing a song,” said Mike. As they finished singing, Martin’s mother called him down to lunch. Mike said good-bye and went home. As Martin sat down to lunch, he asked his mother something that he had been thinking about. “Mother, may I go to church?”

“You can if you want to,” his mother told him.

“Oh, boy!” shouted Martin. “Wait till I tell Mike.” He ran to the screen door and called, “Mike, I’m going to church next Sunday!”

“Great!” answered Mike. “We’ll go together.”

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

 **Scroll Place Mat:** Before class write “I Praise God for His Word” or similar words on a sheet of white paper. Use a dark, heavy marker to make sure it photocopies well. Make copies for your group of this sheet and Copymaster 9. Also cut out two 10" x 15" pieces of clear, self-adhesive plastic for each child.

Distribute Copymaster 9 and the sheet you made. Have the children cut along the dark lines on the Copymaster to cut out the scroll ends. Let them cut the two scroll ends apart and glue their memory verse sheet to the tabs. Now they can color or decorate the whole piece. Write the children’s names and glue the parent tip and memory verse on the back of the projects; then cover both sides with clear self-adhesive plastic, sandwiching the place mat between two sheets.

Trim the plastic around the scroll, leaving at least a half-inch border all the way around. **Now when you eat, you can thank God for your food and for His Word.** Say the Bible words from Psalm 119:16 again.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 If you have more time after closing in prayer, try this additional idea:

 **Action Story:** Have the children follow you in motions to recall today’s Bible story.

When Timothy was a young boy, [*Have children stoop.*]

He heard God’s Word from his mother and grandmother. [*Put their hands behind ears.*]

When Timothy was a teenager, [*Have children stand up halfway.*]

He learned God’s Word from Paul. [*Place hands on your head.*]

When Timothy was a man, [*Have children stand tall.*]

He helped others learn God’s Word. [*Have children hold out hands.*]

 Sing “All Children Need a Saviour” (MP3 only).

STORIES ABOUT GOD'S WORD

LESSON TEN

UNIT 2: WE LEARN OF GOD'S WORD

TRANSITION (25–30 MINUTES):



Snack Time: Serve crackers or bread spread with honey. God's Word has been called as sweet as honey (Psalm 119:103). Serve juice with the snack. Sing "A Thank-You Song" (MP3 only). *Be aware of any food allergies in your group.*



Birthday Tree: Let children who have had a birthday that week attach a leaf to the birthday tree.

PREPARING THEIR HEARTS (15 MINUTES):



Sharing Time: Let the children look through your Bible or a Children's Bible. Talk with the class about why God's Word is special. Pray, thanking God for His Word.

OVERVIEW

Scripture:

Review of Lessons 7–9

Bible Truth:

Some people heard God's Word in different ways.

Life Response Aim:

To remember the Bible is God's special book.

Bible Verse:

Psalm 119:16

Materials Needed:

Crackers or bread with honey, children's Bible, wooden clothespins (not the spring clip type), fabric scraps, chenille wire, yarn, markers or crayons, Copymaster 10 (one for each child), construction paper, scissors, glue, staples

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.

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.



Bible Story: Use the following action songs and stories to review the lessons from the past three weeks.

Lesson 7: Sing to the tune of "Mulberry Bush."

Up the mountain Moses walked, Moses walked, Moses walked.

(Walk in a circle as if climbing a mountain.)

Up the mountain Moses walked,

(Keep walking.)

To talk to the Lord.

(Open and close hand to simulate talking, then point up.)

In successive stanzas use:

This is the way the people washed,

(Scrub clothes in a basin, wash faces, hands, etc.)

Before they heard the Lord.

(Cup hand up to ear; point up.)

This is the way the thunder crashed,

(Clap hands when "thunder" is sung.)

They knew it was God's voice.

(Cup hand up to ear; point toward heaven.)

This is the way Moses carried the stones,

(Walk in circle with hands outstretched, palms up.)

It was God's Holy Word.

(With one hand still carrying the stones, point the other hand up.)

Lesson 8: Play "God's Book Lost and Found" from this quarter's MP3s and have the children do the motions indicated in the narration.

Lesson 9: Have the children follow you with the motions as you review the story about Timothy:

When Timothy was a young boy, *(Have children stoop.)*

He heard God's Word from his mother and grandmother. *(Put their hands behind ears.)*

When Timothy was a teenager, *(Have children stand up halfway.)*


He learned God's Word from Paul. *(Place hands on your head.)*

When Timothy was a man, *(Have children stand tall.)*

He helped others learn God's Word. *(Have children hold out hands.)*

 **Worship:** Sing “The B-I-B-L-E” (found in many children’s songbooks), “We’re Listening” (MP3 only), and “God’s Word.”

 **Remembering the Bible Truth: What are our Bible words?** Review the Bible words from Psalm 119:16 a few times together; then sing them to the tune of “London Bridge,” closing with “We love Jesus.”

 **Life Application:** Introduce this story by repeating the Bible words from Psalm 119:16 a few times. Showing a contemporary picture of a man and girl will help this story become “real” to your children.

Katie kept saying the Bible words from Psalm 119:16 over and over to herself.

She walked into the kitchen, still saying her memory verse from children’s church. “Where’d you learn that, punkin?” asked her father.

“I learned it in children’s church,” Katie said as she sat down at the table and repeated the words. “But I’m not really sure what it means, Daddy.”

“Well, when I ask you not to forget to give Patches her water, what does that mean?” asked her father.

“It means you want me to remember to put water in her bowl. But sometimes I still forget, even when you tell me not to.”

Her father nodded, “But when I remind you that you forgot, you give her water, don’t you?”

“Yes, and Mommy tells me not to forget to put my toys away,” said Amy. “I think I understand that part of the verse, but what is God’s Word?”


“That means the commandments God gave us and everything else that is written in the Bible. When you give Patches water and put your toys away, you are obeying your mother and me. That is one of God’s commandments,” said Father

“So I don’t forget God’s Word when I put my toys away?” asked Katie.


“Right,” said Daddy. “When you believed in Jesus as Saviour, you obeyed God’s Word. When you play nicely with your friends, you are being kind to others the way God tells you to be. And when you pray, you do what God says to do.”

Katie repeated the Bible words one more time and said, “Thanks, Daddy. I remembered more than I thought.”

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

 **Bible Story Dolls:** Let the children make dolls to remind them of one of the stories from this unit. Provide wooden clothespins (the kind without the spring). Either you or the children may use dark markers to draw simple faces and hair on the round part at the top of the clothespin. Wrap chenille wire around the upper part of the clothespin to create arms. Provide rectangular scraps of fabric or sturdy paper (such as paper twist). Show the children how to cut small holes in the center to go over the “head” of the doll. Make belts out of yarn or chenille wire. If you like, provide pieces of modeling clay or play dough to make stands for the dolls.

(Jennifer), **that is such a nice figure of Timothy! Can you tell me about how Timothy remembered God’s Word?**

 **Bible Storybook:** Pass out a copy of Copymaster 10 and a sheet of construction paper to each child. Have the children fold the construction paper in half and cut on the fold. Place the two halves together and fold again. Staple along the folded edge to create a book. Have the children color the pictures on Copymaster 10 and cut them out along the heavy lines. These can then be pasted into the booklet. The title page should go on the front cover. The rest of the pictures go inside the book, one per page.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 Be sure to pray with your children and gather their belongings together for parents’ arrival. If you have time, try this additional idea:

 **Children Tell Reminder Stories:** Let the children tell one of the Bible stories using their clothespin doll or “read” the stories from their storybooks.


 Sing “All Children Need a Saviour” (MP3 only).

A HAPPY DAY OF LONG AGO

LESSON ELEVEN

UNIT 3: WE THANK GOD FOR HIS GIFTS

TRANSITION (25-30 MINUTES):

 **Snack Time:** Serve a simple snack of fruit and juice or repeat one of the children's favorite snacks. Be sure to lead the children in a simple prayer of thanks for the snack before they begin eating. No matter what snack you serve, the emphasis should be on thanking God. You'll want to *be aware of any food allergies or dietary restrictions your children may have.*

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

Nehemiah 8:1-12

Bible Truth:

People thanked God when they heard God's Word.

Life Response Aim:

To thank God for His Word.

Bible Verse:


Psalms 107:1

Materials Needed:

Snacks and juice, figures from *Teaching Resources*, magazine pictures or stickers, scissors, paper plates, glue, copies of Copymaster 11, brads, 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):

 **We Thank God:** Teach your children this simple prayer-poem and motions:

For all we eat,

[Bring one hand to your mouth as if holding a fork.]

For all we wear,

[Point from shoulders to feet.]

For all we have, everywhere,



[Open arms out wide.]

We thank You, Heavenly Father!

[Point up.]

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.

  **Bible Story:** Tell the story, using the colorful visuals from *Teaching Resources*. Repeat the prayer-poem from Preparing Their Hearts before beginning. Use simple actions to get the children involved in the story. Use the scroll-book again as a prop where appropriate.

It was a time to thank God! All God's people wanted to have a special time to worship the Lord. The people especially wanted to hear someone read God's Word to them. So they asked Ezra, one of their leaders, to be sure to read from the scroll-book, where God's Word was written.


But what place would be big enough for everyone to meet together? Would the people come to the temple for this big meeting?

No, the temple wasn't large enough for all God's people. Even the children needed to be there on this special day.

So, in a big open space in the street, men built a high wooden stand where the priests could read God's Word. Everyone would want to see them. Everyone would hear better if those who were reading God's Word were on this high wooden stand.

Ezra went to the temple to get the Word of God. In those days long ago there were not many copies of God's scroll-book. When Ezra came to the meeting place, everyone was there waiting for him. Then Ezra read in a loud, clear voice so the people could hear every word. The priests helped the people understand God's Word.


The people were sad and cried because they had disobeyed God's law, but the priests told the people that this was a happy day of thanksgiving to God. So the people went home, ate, and thanked God for all His goodness.

 As an alternative, try this clapping song. Have the children sit and alternately clap their hands and laps. They won't be able to do this well, but they'll have fun trying as you say the story in rhythm to your own claps.


God's PEO-ple GATH-ered 'ROUND to HEAR
Priest EZ-ra READ God's WORD so DEAR.

When EZ-ra READ from PLAT-form HIGH,
God's Word made all the peo-ple cry.


"Don't CRY," the PRIESTS of GOD did SAY.
"Go HOME and THANK the LORD to-DAY."

 **Remembering the Bible Truth:** Say Bible words from Psalm 107:1. **Those are our Bible Words.** Use these simple motions to help in memorization. Use them when singing "O Give Thanks," as well.

For giving thanks, use the sign language motion of moving open hand from mouth.
Point up, indicating the Lord.
Hug self and smile to indicate God's goodness to us.

 **Worship:** Sing "O Give Thanks," "Thank You" (MP3 only), and the following song to the tune of "Row, Row, Row Your Boat."

**Thank You, God, we pray.
We thank You all the day.
For all the good things that You send our way,
We thank You, God, today.**

 **Life Application:** Let the children pantomime the action words in italics as you tell the story. If you have any children with disabilities, modify the story to allow them to participate, as well.

Joe hopped and jumped down the stairs. He ran into the kitchen to eat breakfast. His mother smiled at him and said, "God gave you two strong legs to run, to hop and jump, and obey."

Joe ate his breakfast and then ran outdoors to play. He ran up and down the sidewalk. He hopped. He jumped. He said, "God gave me two strong legs to run, to hop and jump, and have great fun."

When it was time to eat again, his mother called, "Joe!" In he ran, as fast as he could go. His mother smiled and said, "God gave you two strong legs to run, to hop and jump, and obey."

All afternoon Joe hopped and jumped in the yard. He hopped over sticks. Then Joe hopped over stones. He said, "God gave you two strong legs to run, to hop and jump, and obey."

When Joe saw his father coming home, he ran to meet him. He hopped along by his father all the way to the house. He said, "God gave you two strong legs to run, to hop and jump, and obey."



Before long it was bedtime. "Can your two strong legs climb upstairs?" Joe's mother asked.

"Oh, yes," said Joe, and he showed how they could.

When he was ready for bed, Mother asked, "Would you like to talk to God now?"


"Yes!" said Joe. "God gave me two strong legs to run, to hop and jump, and obey. I want to thank Him for my two strong legs." And he did.


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

  **Window of Thankfulness:** Before class, go through magazines and pull out pictures of things we can thank God for. Bring these to class and let the children cut out pictures to use for this project. Have the children paste their pictures onto a paper plate (one per child). Stickers may be used in place of magazine pictures if you wish. Pictures or stickers may overlap, like a collage. Help the children decorate and cut out the window circle from Copymaster 11. Attach the window circle to the center of the plate with a paper fastener. **Now when you turn your window circle, you can see the many things that you can thank God for.**

On the back of the paper plate write the child's name and attach the parent tip so it goes home with the child.

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):

 Be sure to close the hour with a time of prayerful thanksgiving to the Lord. Perhaps some of the children would like to say a sentence prayer, as well. If you have time, try this additional idea:


 **Reminder Stories:** Let the children talk about the pictures on their craft project and why they can thank God for them. Talk about why we can thank God for His Word, the Bible. As time allows, repeat the prayer poem from Preparing Their Hearts.

A MAN WHO SAID THANK YOU

LESSON TWELVE

UNIT 3: WE THANK GOD FOR HIS GIFTS

TRANSITION (25-30 MINUTES):

 **Snack Time:** Serve crackers or cookies in the following manner. First, the boys may serve the girls, who politely say “thank you.” Then the girls should serve the boys who also respond with “thank you.” Encourage all the children to thank the people who provided the refreshments. *Beware of any food allergies your children may have.*

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

Luke 17:11-19

Bible Truth:

One man pleased Jesus by thanking Him.

Life Response Aim:

To thank Jesus for the things He does for me.

Bible Verse:


Psalms 107:1

Materials Needed:

Snacks, copies of Copymaster 12, paper towel or bathroom tissue tubes, crayons or markers, scissors, glue, clear self-adhesive paper (optional), small object(s)

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):

 **Thank You:** Does anyone ever say “thank you” to you when you help them? How does this make you feel? (Good.) We can thank Jesus for the things He’s done for us. Have the children name some things we can thank God for. Lead the class in a time of prayer, thanking God for those things named.

If you like, you may repeat the prayer-poem and motions from last week:

For all we eat, [Bring one hand to your mouth as if holding a fork.]


For all we wear, [Point from shoulders to feet.]

For all we have, everywhere, [Open arms out wide.]

We thank You, Heavenly Father! [Point up.]

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children’s offering money.

 **Bible Story:** Today’s storyteller will tell the story from the point of view of the leper who came back to thank Jesus. The costume should be a simple Bible-time costume.

(Storyteller walks to story area excitedly. He may even touch or shake hands with a few children on his way in.)

Good morning, good morning, good morning. I am just so very happy today. Do you want to know why I am happy? I will tell you. Oh, where to start? Where to start?

I used to be a very sick man. I had a disease, and I could not live with my family or get near my friends because they might get the same disease. I could only live with other people who were as sick as I was. It was very lonely, and I wanted very much to be well and to

go home to live with my family. But no doctor could make me well.

Then I heard that a Man named Jesus was traveling close by where I was. I was with nine other people, all of them were as sick as I was, so we could be together. We heard that Jesus could do wonderful things, and we decided to ask Him for help.

We waited for Him to come by; then we all shouted together, “Jesus, Master, take pity on us! Jesus, Master, have mercy on us!”

He stopped and looked at us. He knew what was wrong with us. He told us to go and show ourselves to the priests. We left right away because we wanted to do what Jesus told us to do.

Before we got to the priests, a wonderful thing happened. We looked at our hands, and they were well. We looked at each other and laughed and cried and laughed some more. We were not sick anymore. We were healed!

The other nine people kept running to where the priests were, but I knew Jesus had done this wonderful thing. So I stopped and ran the other way, back to Jesus.

When I found Him, I threw myself down on the ground in front of Him and thanked Him. He had done something so wonderful for me. I was well again. I could go home to my family and friends. I was so grateful to Jesus for what He had done.

Jesus asked me where the other nine were, and I couldn’t answer Him. Jesus told me to get up and to go to the priests. I was well. You should have seen how fast I ran then.



Remembering the Bible Truth: Say Bible words from Psalm 107:1. **Those are our Bible words.** Use these simple motions from last week to help remember. Use them when singing “O Give Thanks,” as well.

For giving thanks, use the sign language motion of moving open hand from mouth.
Point up, indicating the Lord.
Hug self and smile to indicate God’s goodness to us.



Worship: Sing “O Give Thanks,” “Thank You” (MP3 only), and the following song to the tune of “Row, Row, Row Your Boat.”

**Thank You, God, we pray.
We thank You all the day.
For all the good things that You send our way,
We thank You, God, today.**



Life Application: Tell this story to help the children understand giving thanks. If you have a contemporary picture of children on a playground, it will help make the story “real” to the children.

Randy looked up at his mother. “Mama, why did Mrs. Green say that? She said ‘thank you’ to me. Why?” “She thanked you because you held the door open for her,” said Mother. “Her hands were full with grocery bags, so she couldn’t open the door.”

“But I didn’t give her anything. You always tell me to say ‘thank you’ when someone gives me something,” Randy said.

“But you did give her something,” said Mother. “You gave her help. She needed help, and you helped her. That’s why she said ‘thank you.’ ”

Randy thought about this as he and Mother walked to the park. Randy met his friend Mike at the playground in the park. First they climbed on the jungle gym; then they played on the see-saw. There were a lot of kids there, so they took turns pushing each other on the swings.

When it was Mike’s turn to push, Randy said “thank you” to Mike when he had finished pushing him.

“Why did you say that?” asked Mike.

“Because you helped me go high on the swing,” said Randy. Then Randy’s mother called him to go, so he said good-bye to Mike and ran off to meet her.

“Thank you for coming so quickly when I called,” said Mother. “We have a lot of errands before supper, so we need to leave right away.”

“You’re welcome, Mama,” said Randy.

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



“Thank You, God” Napkin Rings: Before class cut paper towel tubes into 2” sections. Cut enough for each child to have one. During class hand out a copy of Copymaster 12 and a paper tube section to each child. Have the children color the “Thank You, God” strips and cut them out. Glue each strip around a section of tube to form a napkin ring. If you wish, you may cover each ring with clear, self-adhesive paper to make them more durable. **Use this napkin ring when you eat to help remind you to thank God for food and all the other good things He gives us and does for us.**

GOOD-BYE TIME (UNTIL PARENTS ARRIVE):



After a closing prayer of thanksgiving, if you have additional time, try this activity:




“Thank you” Game: Have children stand in a circle with you. Take an object and pass it to the first child on either side of you. Instruct the children to say “thank you” when they receive the object. The child handing off the object is to answer “you’re welcome.” Have the object go around the circle. You may add interest to the game by having two objects go around the circle in opposite directions, after the children have practiced once or twice.

STORIES OF THANKING GOD

LESSON THIRTEEN

UNIT 3: WE THANK GOD FOR HIS GIFTS

TRANSITION (25–30 MINUTES):

 **Snack Time:** Serve animal crackers or pretzels and juice in the same manner that you did last week's snack. First, the boys may serve the girls, who politely say "thank you." Then the girls should serve the boys, who also respond with "thank you." Encourage all the children to thank the people who provided the refreshments.

 **Birthday Tree:** Let children who have had a birthday that week attach a leaf to the birthday tree.

OVERVIEW

Scripture:

Review of Lessons 11–12

Bible Truth:

Many people showed gratitude to God.

Life Response Aim:

To thank God for His many good gifts.

Bible Verse:


Psalm 107:1

Materials Needed:

Memory verse sheet, scissors, crayons or markers, stickers (optional), Copymaster 13 (one for each 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* CD or both.

PREPARING THEIR HEARTS (15 MINUTES):

 **Thank You:** Let the children talk about their Thanksgiving experiences. Talk about why we celebrate Thanksgiving. If you like, you may repeat the prayer-poem and motions from last week:

For all we eat, [*Bring one hand to your mouth as if holding a fork.*]

For all we wear, [*Point from shoulders to feet.*]

For all we have, everywhere, [*Open arms out wide.*]

We thank You, Heavenly Father! [*Point up.*]

WORSHIP AND STORY TIME (20 MINUTES):

Offering: Receive the children's offering money.

 **Bible Story:** Review the stories from the last two lessons about how people thanked God. Have the children mimic your actions.

Lesson 11:

The people wanted to thank God and worship Him. They wanted to hear (*hold hand to ear*) **someone read God's Word to them. But where** (*hold hands up by shoulders*) **could they go that was big enough for everyone to meet together?** (*Hold up one finger to show an idea.*) **They could meet outside, in front of the gate where they carried water to the temple. When it was time, everyone** (*pat hand down on different heights of heads*) **who was old enough to understand God's Word went to the meeting place.**

First, the people praised God. They stood up (*stand up*) **and praised Him. Then the people knelt down and bowed their heads. Then Ezra**

and other men thanked God in prayer (*fold hands*). **They gave thanks to the Lord because He is good.**

Next, Ezra and the other men read from God's Word (*pretend to unroll scroll*). **They explained the hard words that the people may have had trouble understanding.**

At first the people were sad because they hadn't obeyed God's Word. But then they had a great big celebration. They gathered to eat food (*pretend to eat*), **and to give some** (*pretend to give food*) **to those who had no money to buy food. They all thanked God for His goodness.**

Lesson 12:

There were ten men (*hold up ten fingers*). **They were very sick and very sad. But they heard that Jesus was coming their way.**

They waited until they saw Jesus. Then they shouted to Him (*hold hands to mouth*), **"Jesus, please help us."** **Jesus stopped and told them to go to the priests. They went right away to see the priests** (*begin to walk in place*).

But before they got there (*stop walking in place*) **they saw that they were healed. They all started to run** (*run in place*) **to where the priests were, except one man** (*stop running, hold up one finger*). **He ran the other way** (*run in place facing the other direction*), **toward Jesus.**

When he got to Jesus, he fell at the Lord's feet (*bow down*) **and thanked Him.**

Jesus asked, "Weren't there ten of you (*hold up ten fingers*)? **Only one** (*hold up one finger*) **has come back. Where are the other nine** (*hold up nine fingers*)?" **Then he told the man to get up and go. He was well now.**



Worship: Sing "O Give Thanks," "Jesus Loves Me," and "Thank You" (MP3 only).



Remembering the Bible Truth: Repeat the activity from the last two weeks to review the Bible words from Psalm 107:1 or try this activity. Divide the children into two groups, which will sit facing each other across the room. This will work better if a team member is helping each group answer. Say Psalm 107:1 a few times, then point to one of the groups and ask, **What should we do?** That group will answer by saying the first part of the verse. Then point to the second group and ask, **Why?** That group will answer with the second part of the verse. Then repeat, but pointing to the second group first this time.

Life Application: Read this story to your children.

There was a shoe bank on a table in Walter's children's church. Walter watched the other children drop money into it. When it was full, the money would be sent to a missionary in a faraway land to buy shoes for the children in the mission Sunday School.

The shoe bank had given Walter an idea. He would have a shoe bank of his own! Why should he give his money to buy shoes for some other child? His own shoes were scuffed and worn, and he really wanted a shiny new pair! So whenever he was given money to put in the shoe bank in church, he took it home and put it in his own shoe bank. He kept it hidden and didn't tell anyone about it.

One day the teacher showed some pictures the missionary had sent. There was one picture of a boy who looked very cold. Walter wanted to laugh because the boy was huddled in a coat that reached from his neck nearly to his feet. Whose coat was he wearing? Walter wondered.

But Walter didn't laugh. Instead he walked close to the picture and stared. There was snow on the ground, and the boy wasn't wearing shoes. His feet were wrapped in rags!

Pointing at the rags, Walter looked up at the teacher and asked, "Doesn't he have any shoes at all?"

"No," the teacher answered. "No shoes at all."

Walter looked down at his own shoes. They weren't shiny-looking, but they kept his feet warm and dry. Walter began to feel thankful for his shoes.

All that next week Walter thought about the boy in the picture and other children who had no shoes at all. Each night he whispered, "Thank You, God, for my shoes."

The more thankful Walter felt, the less important it seemed to him about having new shoes for himself. All he wanted was for the boy in the picture to have shoes as good and warm as his own.

When Sunday came again, Walter took out all the coins he had been hiding in his shoe bank. He carried them to church and dropped them into the shoe bank there.

No one knew what Walter had done, but Walter knew that Jesus knew. Walter told Jesus that he was sorry he had kept the money for himself. After that, every time Walter looked at his shoes, even though they were worn, he thanked God for them.

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



Memory Verse Booklet: Before class print the memory verse on white paper in ink that will photocopy well. Make sure your lettering is only 4" to 5" in the center of the page. Photocopy enough sheets for each child to have one.

Hand out one sheet to each child. Show them how to fold their paper in half with the memory verse on the inside of the paper. Then show them how to place their hand on the paper so that their little finger is along the fold. Have them (or an assistant) trace around their hand with a crayon.

Have the children cut out their handprint on the paper. Now they have a handprint booklet. When they open their booklet, the memory verse should be in the middle of their "hands."

The children can color and decorate their booklets however they wish.

Growth Chart: Hand out Copymaster 13. This sheet should go home with them to be done at home with their parents.

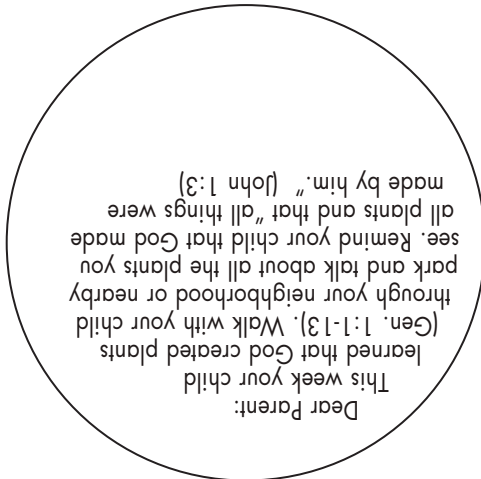
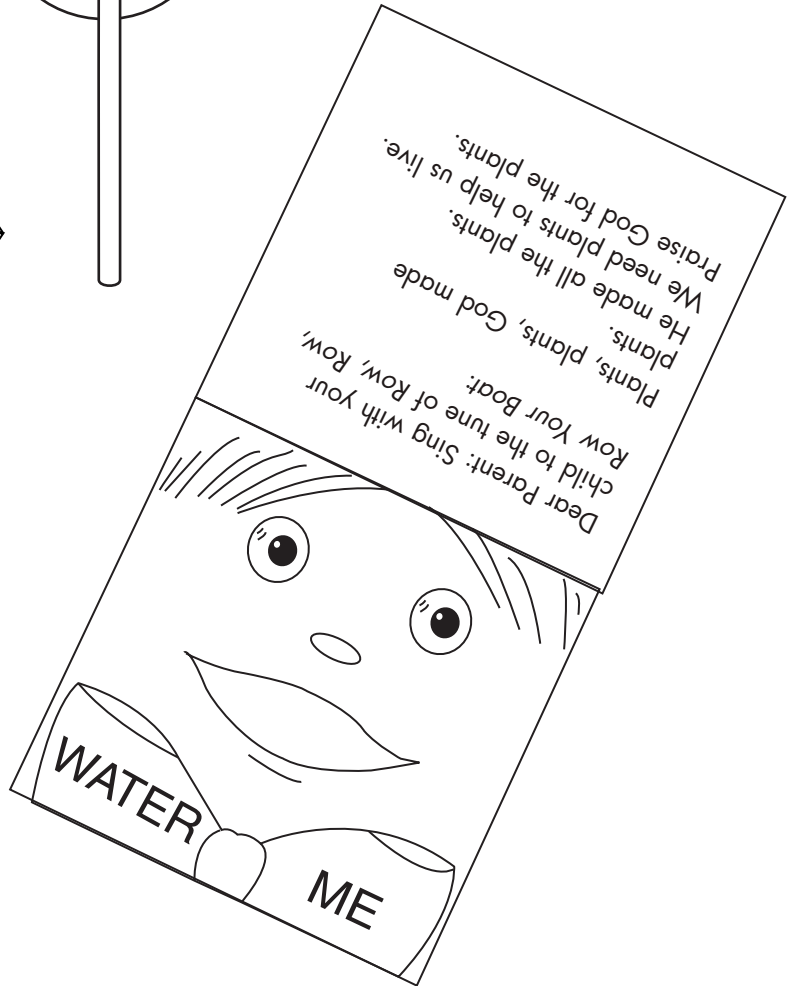
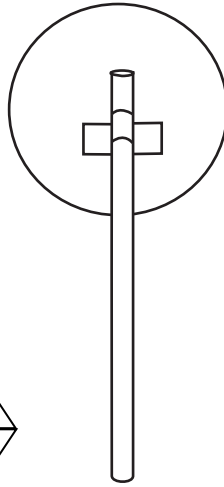
GOOD-BYE TIME (UNTIL PARENTS ARRIVE):



If you have additional time after a closing prayer, try this activity:

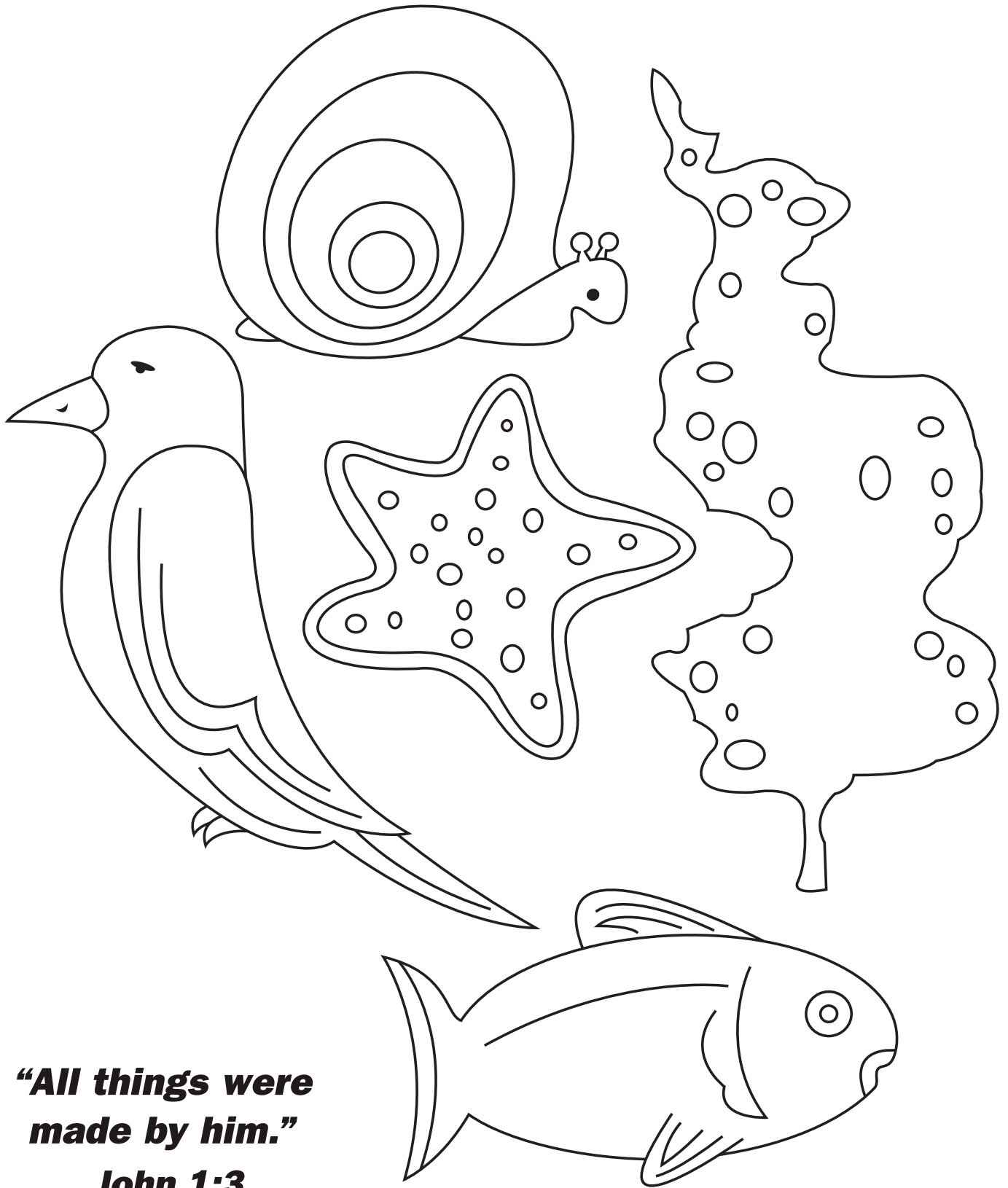


"What Is It?" Game: Tell the children you are thinking of something God made for which you are thankful. They are to try to guess what it is. Give easy, descriptive clues. **I'm thankful God made something that's small and round and red; it's good to eat; it grows on trees. What is it? An apple is a good guess, but what I'm thinking of is smaller than an apple; it's often put on ice cream sundaes. Yes, you've guessed it! I'm thankful that God made cherries.**



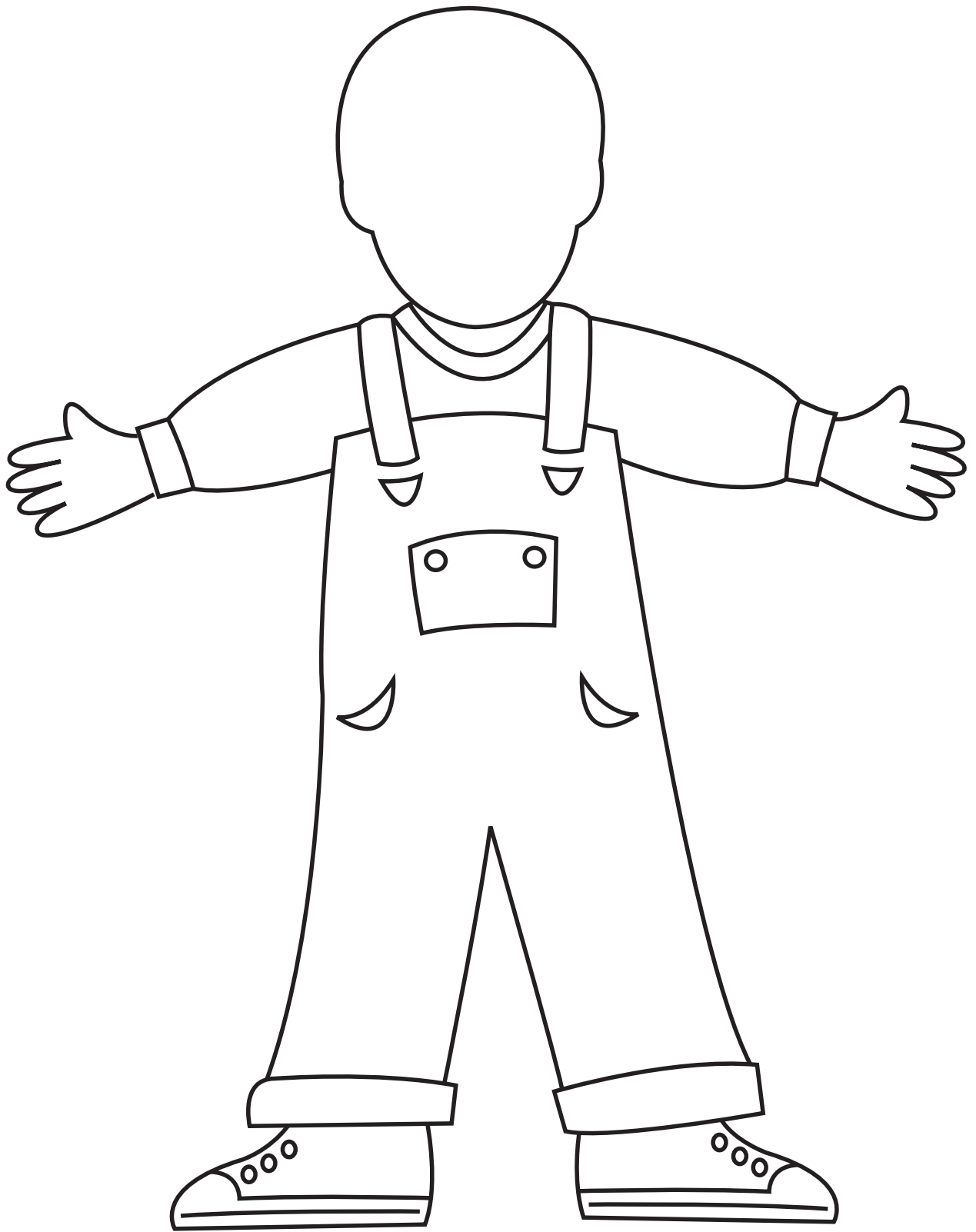
"All things were made by him."

John 1:3



***“All things were
made by him.”
John 1:3***

Dear Parent: This week your child learned that God created fish and birds (Gen. 1:14-23). Watch a nature program or take a walk with your child and look at the different animals God created. Or let the child help take care of a family pet.



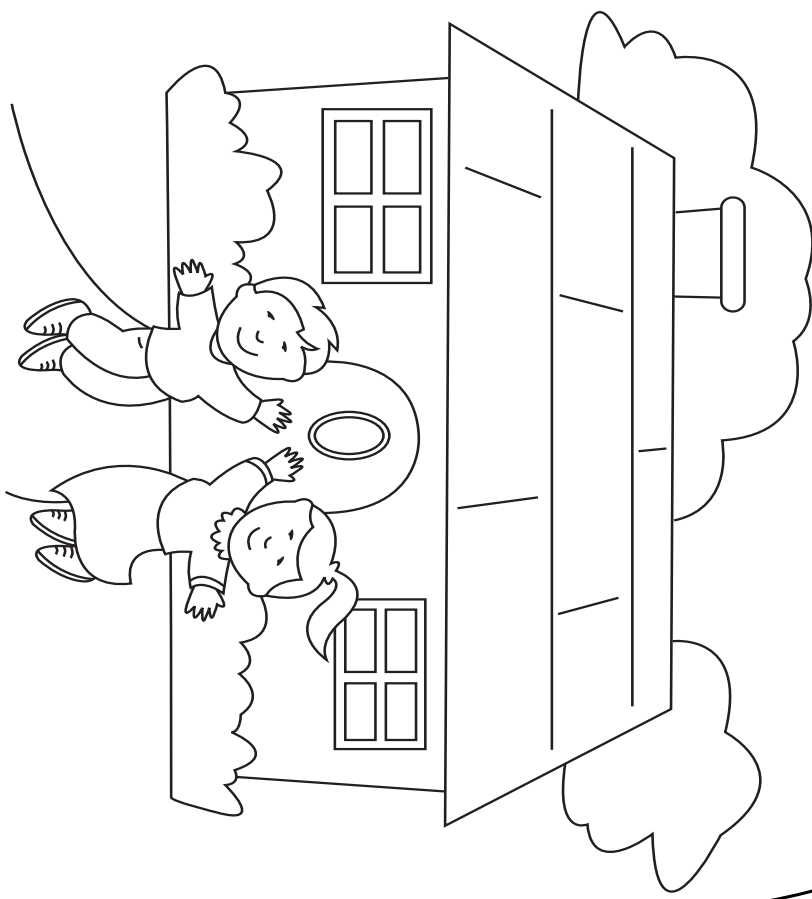
“All things were made by him.”

John 1:3

Dear Parent: Today your child learned that God made people (Gen. 1:24—2:3). Talk with your child about how God gave people features similar to some animals (eyes to see, arms, legs, etc.), but that people are special because God made them to fellowship with Him.

Cut !

Best Family Rules...



Name _____

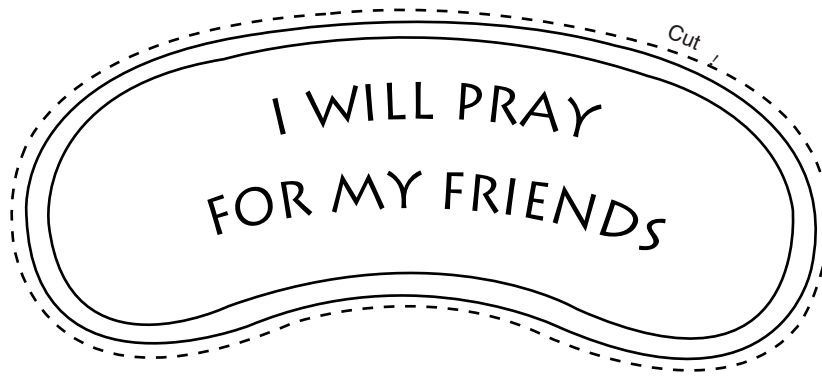
“All things were made by him.”

John 1:3

Dear Parent: This week your child learned that God gives us families that care for us (Ex. 1:7–2:10). Help your child fill in some family rules on the empty pages of this booklet. Let your child explain the rule to you and write it down as he or she gives it to you.

Talk with your preschooler about ways your family shows love. Be sure to include extended family members as you talk.

Review the Bible story with your child.



Cut

"A FRIEND LOVETH AT ALL TIMES." PROVERBS 17:17



Cut

Dear Parent: Today your child learned that God gave us friends and that friends show they love each other. Share with your child how you and your friends show love to each other.

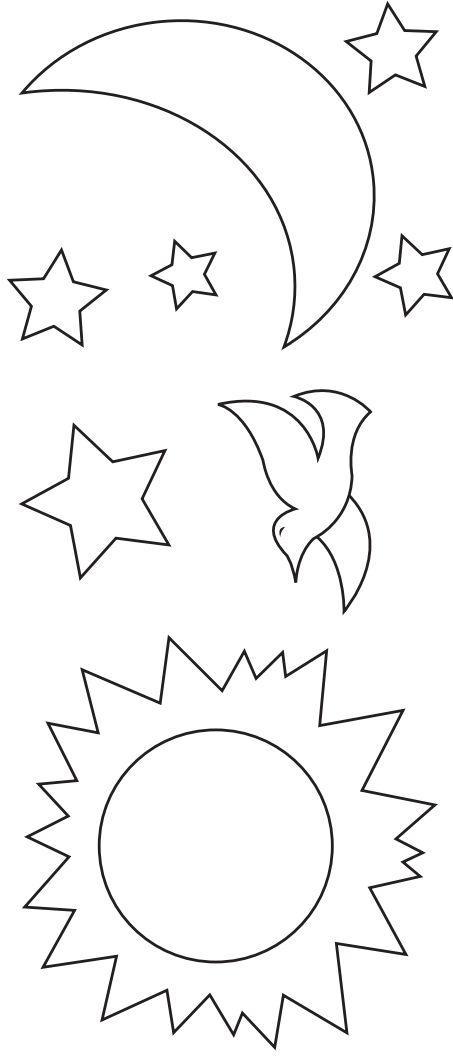
"A friend loveth at all times."

Proverbs 17:17

“All things were made by him.”

John 1:3

Fold



Dear Parent: Today your child reviewed the truth that God made all things. If you have a picture Bible or children's Bible, spend some time telling your child stories from the Creation account, as he or she follows along.

**“I will not
forget
thy
word.”**

Psalms 119:16



Dear Parent: Today your child learned that God gave us His Word, the Bible. If you have a picture Bible or children's Bible, spend some time telling your child stories from it as he or she follows along. Or let your child "read" the story to you.

I will not
forget thy
word.

Psalm 119:16

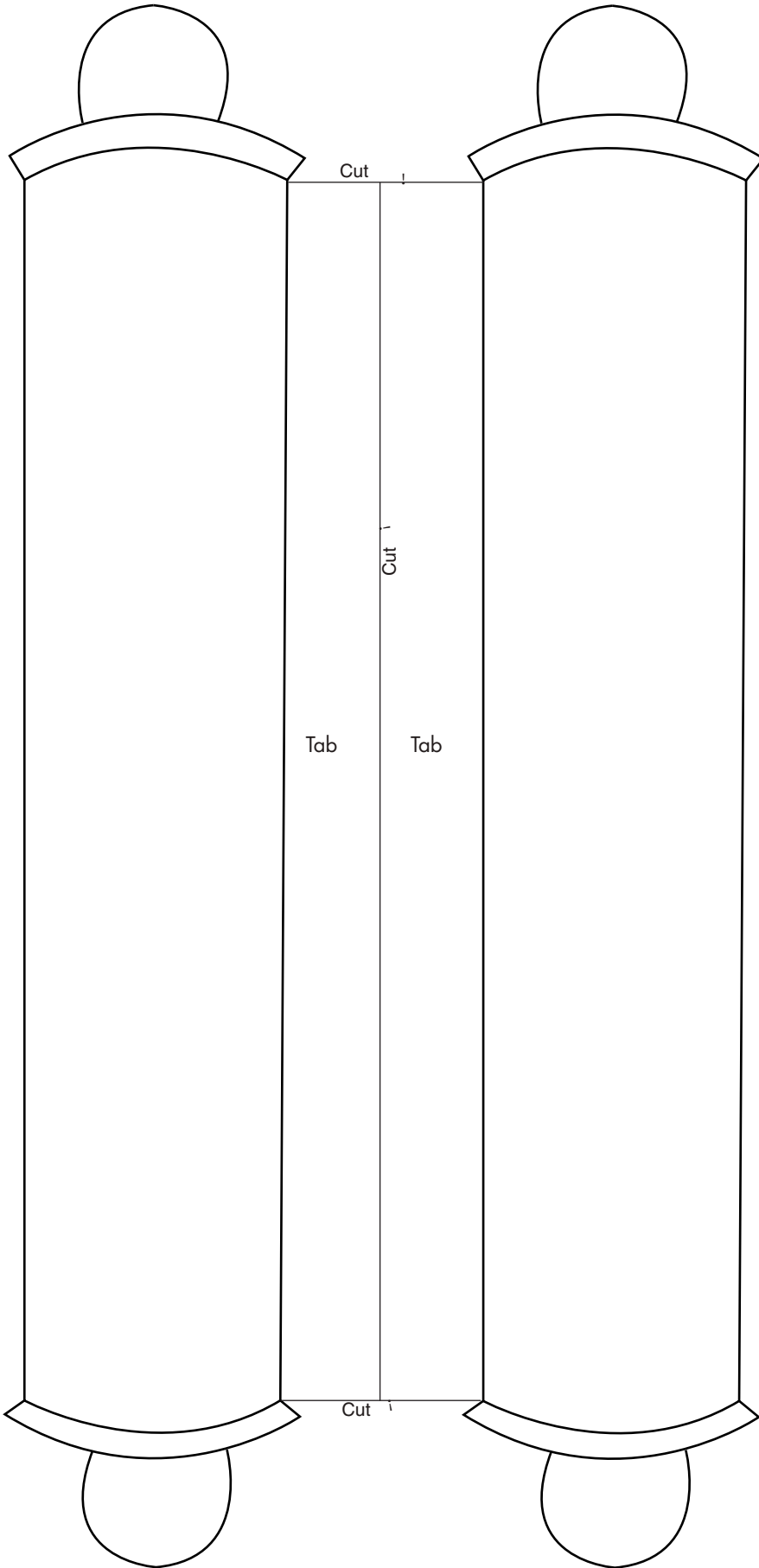
Dear Parent: This week your child heard about how Josiah responded with joy and obedience when God's Word was found (2 Kings 22:1-13; 23:1-3). Let your child "read" his or her scroll-book to you. Talk about different people and stories from the Bible. Read them with your child from a children's or picture Bible.

"I will not forget thy word."

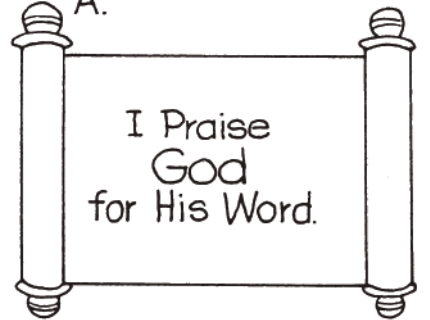
Psalms 119:16

Dear Parent: Today your child learned about how Timothy heard God's Word. Let your child help you set the table for a meal and use the place mat at his or her setting.

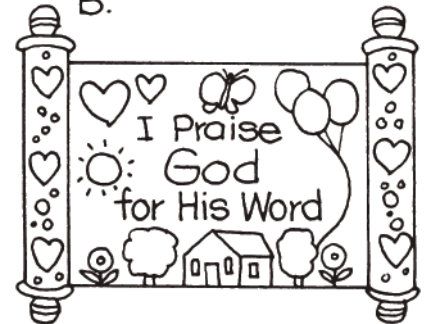
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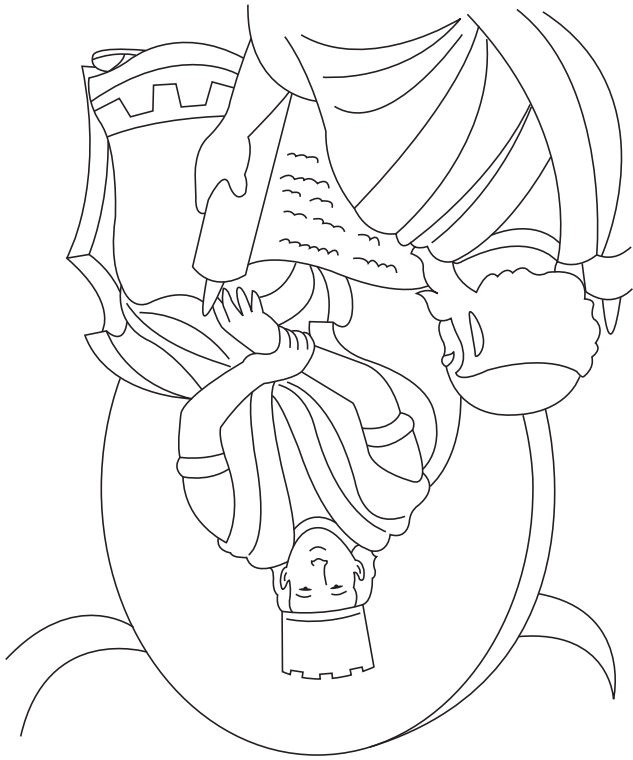


A.



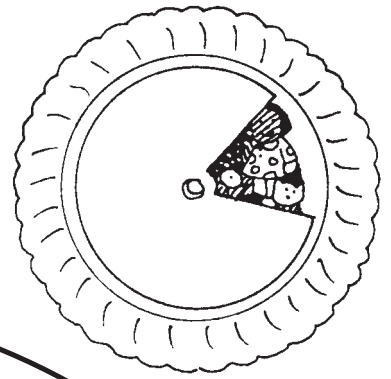
B.





Stories of God's Word

**"I will not forget thy word."
Psalm 119:16**



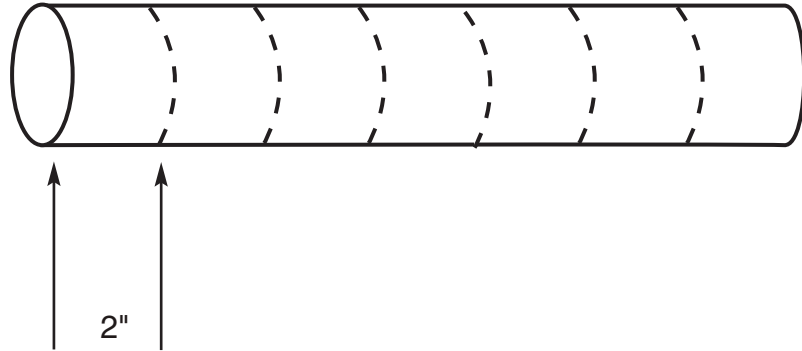
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"O give thanks unto the LORD, for he is good."
Psalms 107:1

x

THANK YOU, GOD FOR...

Dear Parent: Today your child learned about people who thanked God when they heard God's Word. Try to take one day out of your week and, together with your child, thank God for as many things as you can think of that day.

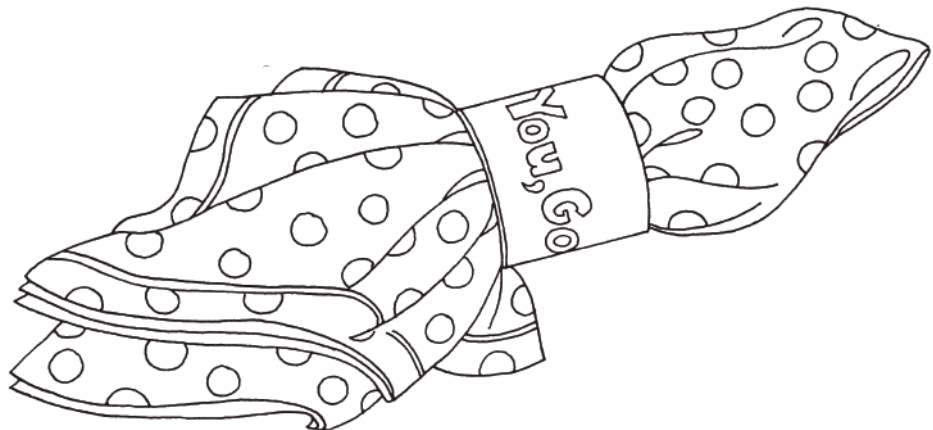


THANK YOU, GOD

**“O give thanks unto the LORD,
for he is good.”**

Psalms 107:1

Dear Parent: This week your child heard about one man who pleased Jesus by thanking Him. Thank your child when he or she does something worthy of thanks this week. Let your child use the napkin ring often at the dinner table.



INSTRUCTIONS

Things you will need:

Adding machine tape or a strip of paper 2" to 3" wide and 4' long

Clear tape

Crayons or markers

Scissors

Yarn (Optional)

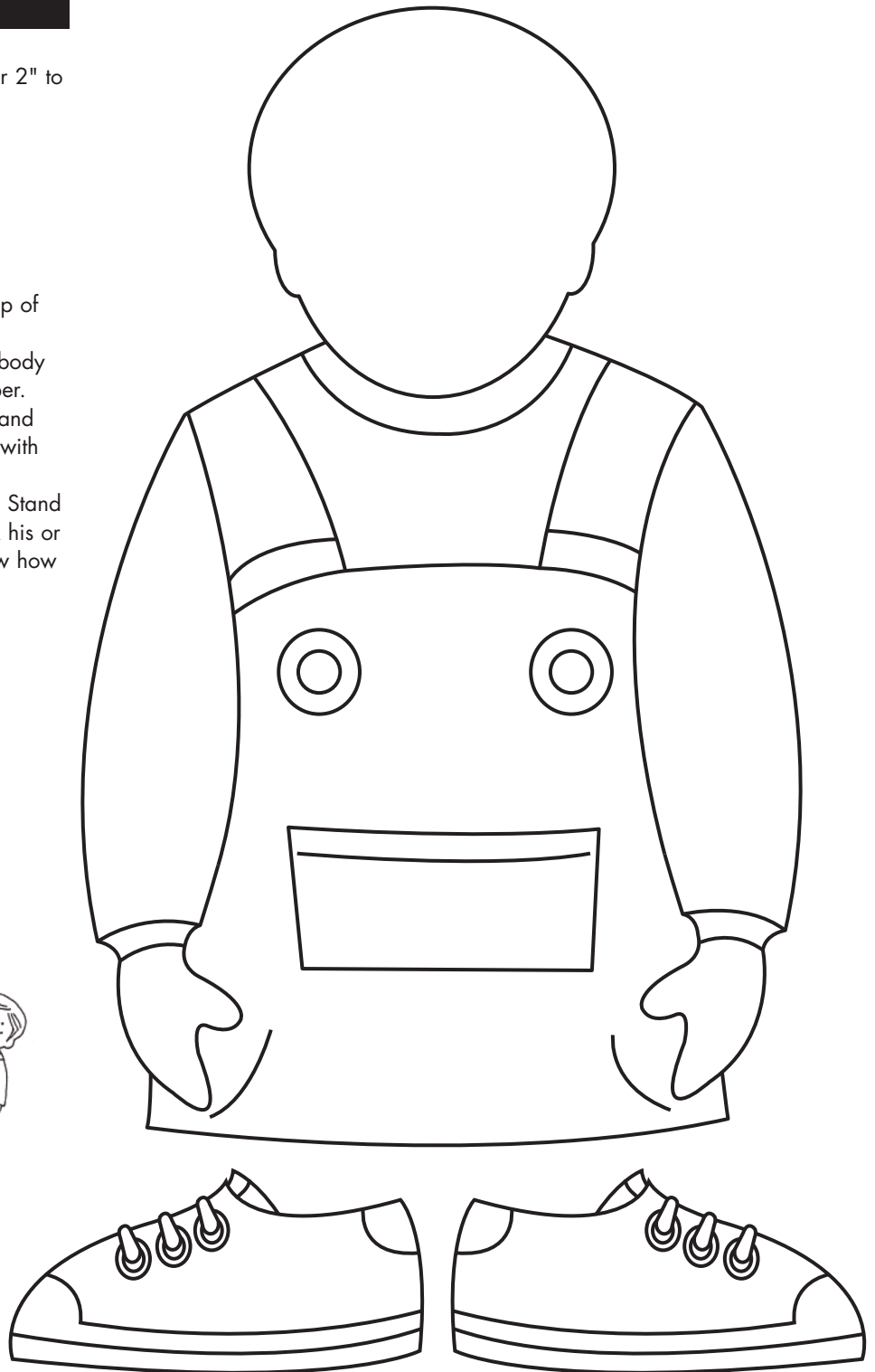
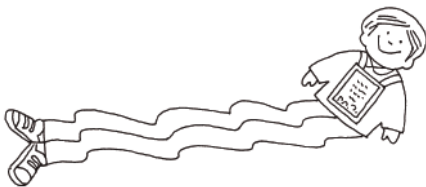
Glue (Optional)

Draw a line down the center of the strip of adding machine tape to represent legs.

To make the "Growth Chart" tape the body and feet to either end of the strip of paper.

Your child may color the facial features and shoes and decorate hair and shoelaces with yarn.

Attach the "Growth Chart" to the wall. Stand your child in front of the chart and mark his or her height. Measure periodically to show how your child has grown!



**“O give thanks unto the LORD, for he is good.”
Psalm 107:1**

Dear Parent: Make this "Growth Chart" with your child. Measure your child on the chart and date it (after you have it mounted on a wall). Thank God together for helping your child grow and for keeping him or her safe.

Jesus Loves Me

ANNA L. WARNER
Stanza 3 by HELEN E. SIML

WM. B. BRADBURY

C G C F C

1. Je - sus loves me! This I know, For the Bi - ble tells me so;
2. Je - sus loves me! He who died, Heav - en's gate to o - pen wide;
3. Je - sus loves me! He loves you! He wants us to love Him too.

C G C F C C/G G⁷ C

Lit - tle ones to Him be - long; They are weak, but He is strong.
He will take a - way my sin, Let His lit - tle child come in.
Je - sus knows us and He cares; He is glad to hear our prayers.

REFRAIN

C F C C/G G

Yes, Je - sus loves me! Yes, Je - sus loves me!

C F C/G Am C/G G⁷ C

Yes, Je - sus loves me! The Bi - ble tells me so.

JESUS SEES ME

(Can be sung to above tune.)

Jesus sees me when I sleep.
Jesus sees me when I play.
Jesus sees me all the time.
And He cares for me each day.

Who Started Everything?

B. H.

BONNIE HANSON
Har. by Ellen Thompson

Oh, who start - ed ev - ery - thing? God did! God did!

Who start - ed ev - ery - thing? God did! Ev - ery - thing that's in the wa - ter;

Ev - ery - thing that's up a - bove; Ev - ery - thing that is grow - ing; And

ev - ery - one I love. Oh, who start - ed ev - ery - thing?

God did! God did! Who start - ed ev - ery - thing? God did!

The musical score is written for voice and piano. It features a melody in the treble clef and a harmonic accompaniment in the bass clef. The key signature has two flats (Bb and Eb), and the time signature is 4/4. The score is divided into five systems, each with a treble and bass staff. Chord symbols (Bb, F, Gm, F7) are placed above the treble staff to indicate the piano accompaniment. The lyrics are written below the treble staff, with hyphens indicating syllables that span across multiple notes. The piece concludes with a double bar line at the end of the fifth system.

Buddies

S.E.P.

SUSAN E. PAYNE
and ELLEN R. THOMPSON

First system of musical notation for 'Buddies'. The key signature is two sharps (F# and C#), and the time signature is 4/4. The melody is written on a treble clef staff, and the bass line is on a bass clef staff. Chord symbols A, D, and A are placed above the treble staff. The lyrics are: Bud-dies, we're the best of bud-dies. We are friends 'cause

Second system of musical notation for 'Buddies'. The key signature is two sharps (F# and C#), and the time signature is 4/4. The melody is written on a treble clef staff, and the bass line is on a bass clef staff. Chord symbols E⁷ and A are placed above the treble staff. The lyrics are: Je - sus helps us love each oth - er. We can play to - geth - er,

Third system of musical notation for 'Buddies'. The key signature is two sharps (F# and C#), and the time signature is 4/4. The melody is written on a treble clef staff, and the bass line is on a bass clef staff. Chord symbols D, A, Bm⁹, E⁷, and A are placed above the treble staff. The lyrics are: shar - ing just like broth-ers 'cause we're bud - dies— real good friends.
(sis - ters)

My Best Friend

A. V. B.

A. VIVIENNE BLOMQUIST

My best Friend is Je - sus, He loves you, He loves me;

My best Friend is Je - sus, He loves you and me.

God's Word

S. B. D.

STELLA B. DALEBURN

We must not for - get God's Word; That is where His voice is heard.

If we lis - ten and o - bey, We'll grow strong-er ev - 'ry day.

I Will Share

ELLIS ANNE BAAR

Cheerfully

ELLEN R. THOMPSON

Chords: C, Bb, G, C, F, C, G7, C

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.

O Give Thanks

Psalms 136:1

STELLA B. DALEBURN

Chords: C, F, C, F, C, G, C, F, Dm, Dm7, C, G7, C

O give thanks un - to the Lord, O give thanks un - to the Lord;
O give thanks un - to the Lord, For He is good.

Action Songs Adapted from 100 More Action Songs for Preschoolers

God Made Green Trees

Sing these words to the tune of *Good Night, Ladies*.

God made green trees.

God made green trees.

God made green trees.

Pretend to be a tree.

I'm glad God made the trees.

God made big fish.

God made big fish.

God made big fish.

Pretend to be a fish.

I'm glad that God made fish.

God made people.

God made people.

God made people.

Point to each other.

I'm glad that God made me.

God made all things.

God made all things.

God made all things.

Hold arms out to the side.

I'm glad God made all things.

I Really Love My Family

Sing this action song to the tune of *Did You Ever See a Lassie?*

**Oh, I really love my family,
my family, my family.**

Point to self and hug self.

**Oh, I really love the family
that God gave to me;**

Point to self, hug self, point up, and to self.

**My father and mother and sister
and brother.**

Hold up fingers for each person.

**Oh, I really love the family
that God gave to me.**

Point to self, hug self, point up, and to self.

Gift from God

Sing this song to the tune of *The Muffin Man*.

**Families are a gift from God,
A gift from God, a gift from God.
Families are a gift from God,
Who gives us all good things.**

**Daddies are a gift from God,
A gift from God, a gift from God.
Daddies are a gift from God,
Who gives us all good things.**

**Mommies are a gift from God,
A gift from God, a gift from God.
Mommies are a gift from God,
Who gives us all good things.**

**Friends are a gift from God,
A gift from God, a gift from God.
Friends are a gift from God,
Who gives us all good things.**

Thank You, God, for My Family

Sing this song to the tune of *Jingle Bells*.

**Thank You, God; thank You, God,
For my family.
Mother, Father, Sister, Brother,
Whom You gave to me.**

**Grandma, grandpa, uncles, aunts,
Lots of cousins, too.
For this happy family,
Dear God, I do thank You.**

Make up other verses to meet your class's situation.

Church Time®

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*®.

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



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