

Kindergarten

Learning About God

by Cherie Noel

Kindergarten: Learning About God

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Author: Cherie Noel

Curriculum Consultant: Helen Boen

Editor: Steve Braswell

Layout and Design: Shannon Brown

Artwork: Julie Speer

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Preface

The primary goal throughout the Positive Action Bible Curriculum is to make the Word of God more meaningful to the lives of your students. After working with elementary students for many years and using a variety of curriculum approaches, I found that my students had mastered a lot of material and factual knowledge at a relatively young age without really having seen the truth of the Scriptures at work in their lives.

It is my desire through this curriculum to have students find knowledge, wisdom, and understanding for themselves from the Word of God. It is my goal that they learn that the Word of God can teach them how to live from their earliest childhood experiences.

Therefore, a key emphasis in this curriculum is establishing students in the Word of God so that they begin to find answers for themselves. Students will begin during the second semester of first grade to find easily located Scriptures to answer questions. Second and third grade students will focus on a specific book of the Bible and follow the story line through the book to find scriptural truth. Fourth through sixth grade students will be able to use the entire Bible as their source with passages from various books used in each lesson.

While it is important to begin with the factual knowledge of the Scriptures, students need to go beyond this to grow in wisdom and understanding. They need to be presented with the kind of material that will help them comprehend, discern, apply, analyze, and evaluate a variety of concepts for themselves. The material in this series has been written in such a way that it will help students form personal convictions, supporting these from their own study of God's Word.

In addition, one of the primary goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to “conform them to the image” of Jesus Christ (Romans 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves even at a young age.

Character qualities are brought to life by:

- Studying and defining important character traits
- Analyzing the character trait through the life of a Bible character
- Answering questions that directly teach students how to practice that character quality
- Using a variety of methods including puzzles, artwork, skits, compositions, and discussion to research and emphasize the character trait
- Encouraging the students to make commitments to develop these qualities in their own lives

In order to accomplish these goals, two basic points need to be emphasized. First, teachers must spend the necessary time in class teaching their students how to use God's Word to make it apply to their everyday lives. The teacher must be an integral part of the Bible class, helping students to find answers and to learn how to handle God's Word for themselves. You cannot assume that the job has been done simply because the students are left to complete a workbook assignment on their own. Secondly, once lessons are completed, they should be used as a basis for adequate class discussion to make sure that Bible principles are understood and life applications have been made. Facts and general Bible knowledge may be gained, but adequate discussion will help make these facts more real to the students.

There is adequate material and enough variety to keep Bible class interesting and fun. Some students may not be able to comprehend every aspect of each lesson, while others may be challenged to complete all the material along with outside projects. The curriculum can thus provide a program to meet the needs and interests of all students.

Most importantly, make Bible the center of the day's activities with every other activity emanating from this source. Enjoy watching your students grow in the Lord.

Mrs. Cherie Noel

Elementary Curriculum Goals and Objectives

1. Elementary students will study the entire Word of God for themselves.
 - *K–5: Learning About God.* This study will teach your children about God through the lives of the major characters throughout the entire Bible. Activity ideas will help children comprehend and apply Bible truths.
 - *Grade 1: Enjoying God's Gifts.* First graders will focus on the many gifts of love provided for us by God. Emphasis will be on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care for us.
 - *Grade 2: Finding God's Promises.* Students will study the life of Moses through the Book of Exodus. The promises of God will be evident as the Israelites and their leader see both victory and tribulation as they learn to trust God.
 - *Grade 3: Growing with God.* Third grade units will focus on the life of Joseph in the Book of Genesis and on the life of Daniel in the Book of Daniel.
 - *Grade 4: Building Life Castles.* These studies will include the life of Christ from the Gospels; a study of the Holy Spirit from the Gospels, Acts, and the Epistles; an understanding of how Christian character develops using Paul's epistles and the life of Paul from the Book of Acts.
 - *Grade 5: Possessing the Land.* A survey of the Old Testament is the basis of this study. Beginning in Genesis, students will gain a much clearer perspective of how the stories of the Old Testament fit together into one pattern.
 - *Grade 6: Winning the Race.* Drawing from the entire Word of God, sixth grade students learn that the principles of God specifically affect their lives. Studies are drawn from characters in both the Old and New Testaments and the life of Christ. An overview of the Book of Revelation is also included.
2. Young people will learn that they can find answers in the Word of God for themselves.
3. Our Bible curriculum recognizes the various levels and types of thinking skills necessary to develop the minds of young people. Lesson questions are designed to focus on a variety of thought processes including...
 - **Knowledge**—learning factual knowledge
 - **Comprehension**—understanding concepts and ideas; seeing sequential patterns
 - **Discernment**—discerning truth based on facts and concepts
 - **Application**—using information learned; applying knowledge gained to personal life
 - **Analyzing**—analyzing information and knowledge from various viewpoints
 - **Evaluation**—drawing conclusions; interpreting values to form personal decisions and supporting these decisions
4. Scriptures are used as a study guide for the following purposes:
 - To study the history of God's dealings with mankind
 - To understand how God thinks
 - To analyze the lives of Bible characters for personal examples of how God deals with individuals
 - To study a variety of Bible topics

5. All lessons ultimately focus on the development of internal character as discussed in Romans 8:28–29. Character qualities are brought to life through:
 - Defining the character quality
 - Analyzing the quality in the life of a Bible character
 - Completing puzzles that research the truth of the quality
 - Listening to stories that emphasize the practical uses of the quality
 - Using a variety of means to further integrate the quality into life (e.g. skits, compositions, artwork, poetry, and discussions)
6. A pattern of Scripture memorization is developed through:
 - Memorizing passages that are applicable to the students' lives
 - Memorizing key passages rather than just single verses
 - Encouraging families to memorize Scripture together
7. An active prayer life is encouraged through keeping class notebooks on prayer requests and answers to prayer.
8. An understanding of biblical vocabulary is built through the constant introduction, definition, and use of biblical terms.
9. An understanding of the land of Israel is gained through map work and related skills.

Effective Teaching Strategies

Classroom Atmosphere

It's so important! Teacher, make sure you prepare for success by establishing the right atmosphere in your classroom. Discussion times are of prime importance as we work through the lessons this year. The atmosphere must encourage our children to be open and feel a part of the discussion process. We want children to be free to share their thoughts, their attitudes, and their common problems without fear of embarrassment. Make sure that students understand that we do not condone sin, but we must learn to overcome sin.

It will be up to each classroom teacher to establish a positive, healthy, accepting class atmosphere so children will be free to share and grow in the Lord. The climate of the class is, therefore, of prime importance.

Emphasis on Study Skills

It is easy to present facts and drill this material for mastery. Students, however, need to go beyond this basic level of thinking. The material for this series recognizes the various levels of thinking skills. Make certain that concepts are not retained simply as head knowledge but become personal standards and convictions from the heart.

1. Lesson questions are designed to focus on a variety of thought processes including:
 - **Knowledge**—mastering factual information
 - **Comprehension**—understanding concepts and ideas; seeing sequential patterns
 - **Discernment**—identifying truth based on facts and concepts
 - **Application**—using information learned; integrating knowledge gained to personal life
 - **Analyzing**—considering information and knowledge from various viewpoints
 - **Evaluation**—drawing conclusions; interpreting values to form personal decisions

2. In order that your students learn to think on these different levels, it is important that the following attitudes be prevalent in your classroom.
 - Become an integral part of your class. Use every opportunity to talk to and work with your students.
 - Do not assume that because a workbook assignment has been completed and checked that a lesson has been learned or that the Lord has worked in a student's heart.
 - Recognize that factual knowledge cannot be equated with heart conviction. Students need to be guided in their thinking. Help them learn how to analyze material and come to their own conclusions.
 - Make the discussion time the heart of your Bible class with your students. Spend adequate class discussion time and make sure Bible principles are understood and life applications are made.
3. It is difficult for many children to go beyond relating to factual information. Often this is all they have been used to. Do not expect them to handle easily the types of questions they will be asked to think through, especially if this is new to them. You will have to be their guide and gradually bring them to the point of thinking through information on a different level.

Also, be aware of the importance of the use of visuals in communicating ideas to children. The core curriculum of our lower elementary Bible studies (grades 1–3) may be enhanced by the systematic use of supplementary visuals such as flannelgraph materials. Perhaps you already have access to these materials from existing school resources.

The following suggestions may help you to involve your students in the thinking process.

- Complete the first question with your students and let them complete the rest on their own. This works well with charts and sequential types of exercises.
- Have students work in pairs, sharing ideas and coming to conclusions together. They can then share their answers together, which may give them more confidence.
- Take your students step–by–step through a series of questions. Let them look up material in their Bibles and complete answers. When conclusions must be made or concepts analyzed, work on the idea together. Slowly begin to give them more material to cover on their own. Always discuss their answers so they can begin to have more insight into these concepts.
- Lead students step–by–step to analyze what they are learning. Do not give them answers but lead the discussion in a way that will guide their thinking. You may ask a question to guide their thoughts or give them a clue to relate their thinking to the concept at hand.
- Discuss a particularly difficult concept with your class before they see the lesson. After a thorough discussion, have them turn to the lesson and complete it themselves. Have a review discussion afterwards to ensure these concepts are understood.
- Material should never be completed without some type of discussion or follow–up. This will help your students to learn to think on a deeper level as they discover truth they had not considered earlier. If this is not done, your lessons will become an academic exercise only and not a convicting spiritual experience. During discussion times, do not be judgmental of a student's answers. Accept all reasonable answers, redirecting the emphasis if necessary. Ask pertinent questions to direct their thinking until they can come to a proper conclusion.

Note:

Do not be discouraged if your students do not easily handle the levels of thinking required at first. Thinking abilities are learned skills. You are teaching students to think about God and how to live for Him. You will be thrilled as you begin to see your students develop in this area and begin to see God work in their lives. You will also see that this level of development will penetrate into every other subject as well.

Character Trait Activities

One of the goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to “conform them to the image” of Jesus Christ (Romans 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves. The following activities should be included as much as possible each week to cause the trait to become a part of the lives of your students.

- Introduce the character trait and teach the definition.
- Apply the character trait to that week’s lesson.
- Have your students use suggested activities to think about the application of the trait in their own lives.
- Encourage students to make commitments to the Lord to make that trait a part of their lives.
- Keep the character trait in front of your students as much as possible. Have a place in the room to write the character trait and its definition each week as a continual reminder to your students. As situations arise, refer to the trait being studied.
- Find opportunity in classes outside of Bible to emphasize the character trait. Students need to see character emphasized throughout every area of study. The traits can apply to material in history. Compositions, stories, and news reports can be written using a character quality as the basis. Character trait activities can also be used to produce artwork of many kinds.
- As situations in your class or with individual students surface, bring up past character traits or lessons to reinforce your teachings. The use of the character traits should be ongoing lessons that truly help your children to grow in the Lord on a continual basis.
- Let parents know the weekly character trait so they can follow up at home as well.

Life Application Sections

The general format of these sections is to enable students to personalize the principles taught throughout the week. We want students to form personal convictions based on the Word of God—from “head knowledge to life applications.”

Students will, therefore, be expected to analyze and apply information and draw conclusions for their own lives.

It is of utmost importance that an atmosphere of acceptance and openness be established. We do not want to condone sin but rather to recognize that we all have sin problems to deal with. Children need to feel free, not necessarily to admit sin openly in the classroom, but to discuss areas of common problems.

Your children will most probably feel somewhat inhibited at first. As you continue to guide their thinking and use discussion times to share common issues, this section should become the most engrossing activity of the week.

Vocabulary

New vocabulary words are introduced on the first page of many of the teacher's lessons. Go over the meanings of the words, but do not belabor them since they will be covered during the week's lesson as well. At times, students will be expected to define vocabulary terms within the body of the lesson. They will also be asked to use them to complete puzzles or answer questions.

You may find that you do not need need to explain all the vocabulary words that are listed in the teacher lesson. We have tried to identify the more difficult words from the Bible translations that are used most often. Depending on which translation you are using, you may not need to explain some words, or you may find additional words that your students will need to have explained to them.

Cut-and-Paste Activities

Cut-and-paste activities are no longer found in the central section of the student manual. They are now found on the page in the student manual following the activity page to which they correspond.

Follow the instructions for each individual cut-and-paste activity. The students are to cut out the correct illustrations and paste them in the proper place in their manuals. You may note that since the student manual pages are now perforated, your students will be able to remove the pages before cutting out the activity pieces.

Weekly Lesson Plans

5-Day Week

<i>Day One:</i>	<ul style="list-style-type: none"> • Introduce new Scripture memory verses for the week. • Introduce new vocabulary and discuss. • Introduce lesson using ideas from the teacher's manual. • Have students begin working through first section of material. • Spend time on hymn for month and choruses.
<i>Day Two:</i>	<ul style="list-style-type: none"> • Drill Scripture memory verses for the week. • Continue to work through sections of material in student's manual. • Provide discussion time to make concepts well understood. • Continue to work on hymn and choruses.
<i>Day Three:</i>	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Review and drill material from the last two days. • Finish lesson including the final section focusing on internal conviction; include discussion time to make concepts well understood. • Introduce character trait for the week with its definition and show how it applies to the lesson for the week.
<i>Day Four:</i>	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Give time for extra puzzles, etc. not yet completed in student's manual. • Spend time on character trait activity. • Continue to work on hymn and choruses.
<i>Day Five:</i>	<ul style="list-style-type: none"> • Check Scripture memory report sheets. • Use extra time for sword drill, etc. • Use other character trait activities. • Spend time on hymn and choruses.

4–Day Week

Day One:	<ul style="list-style-type: none"> • Introduce Scripture memory verses and discuss meanings. • Introduce vocabulary words. • Introduce lesson and assign material for individual work. • Work on hymn and choruses for the month.
Day Two:	<ul style="list-style-type: none"> • Drill Scripture memory verses briefly. • Continue to work through sections in the student’s manual. • Provide good time of discussion to make certain that concepts are understood. • Introduce the character trait and definition, correlating the trait into the lesson. • Sing hymn and choruses.
Day Three:	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Complete lesson material focusing on final section. • Provide good time of discussion. • Use character trait activity if you have time. • Sing hymns and choruses.
Day Four:	<ul style="list-style-type: none"> • Check Scripture memorization report sheets. • Spend time on character trait activity.

3–Day Week

Day One:	<ul style="list-style-type: none"> • Introduce Scripture memory verses. • Introduce vocabulary words. • Introduce lesson and allow students to work on assigned material. (Evaluate which material you will focus on during the week and leave the remainder for extra–credit work.)
Day Two:	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered.
Day Three:	<ul style="list-style-type: none"> • Discuss the character trait and apply it to concepts learned during week. • Check Scripture memory report sheets. • If there is too much material for the class as a whole or for the amount of time available, simply decide what you feel is important to cover. Allow stronger students to complete the other work during free time or as extra credit. • Choruses can be introduced and used at other times during the day such as before lunchtime or before going home. • If time is not available during Bible class, use character trait activities during composition or art periods.

Scripture Memory Program

Goals and Objectives

- To select a small section of Scripture that can be easily memorized each week without diminishing the importance of Scripture memorization programs used within the local church
- To have parents listen to their children quote Scripture in order to involve the home in the spiritual training of the child
- To use Scripture that is easily related to the everyday lives of the students and to spend the necessary time to make these verses “come alive” to the students

How to Use the Program

- Each week in class, spend time discussing the meaning of the verse(s) that are assigned for that week. This is of the utmost importance if your Scripture memory program is to be a success. It would be easy to leave the Scripture memorization in the hands of the students, but this would not fulfill all the goals of this program. These Scriptures need to be adequately discussed, and life applications need to be made.
- As you drill the verses each week, continue to drill and review verses that were learned in previous weeks. We want these verses to become a part of your students’ lives so that the principles contained in them will not be forgotten.
- Notice that review weeks are provided during which the verses that have previously been learned can be thoroughly reviewed and quoted together. If your students are drilled on the verses week by week, quoting them together during this review week will be easy for most of them.
- The danger in any Scripture memory program is that the children memorize words only to meet a deadline and then move on to the next group of words. We should make sure that these Scripture verses become more than just words to our students and then do all we can to see that they understand their true meaning and make them an integral part of their everyday lives.
- Design a system that rewards students who demonstrate that they have truly memorized all the Scripture for the year.
- A complete list of all the verses for the Scripture memory program is included in the back of each student’s manual. On the following page is a chart listing all the Scripture memory verses. If you choose to have your students quote their verses to their parents at home, you may want to make copies of this chart for the parents’ use in keeping up with their child’s progress in the Scripture memory program. This would also serve the purposes of (1) informing the parents of what you are doing in Bible class and (2) getting them involved in the spiritual training of the child.

Learning About God Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

Week	Scripture	Due Date	Parent's Signature
1.	Gen. 1:1, 31b		
2.	1 Pet. 5:7b; Psalm 23:1		
3.	1 John 1:9a		
4.	Eph. 6:1		
5.	Review		
6.	Rom. 3:23		
7.	Psalm 127:3a		
8.	Eph. 4:32a		
9.	Review		
10.	Psalm 139:17a		
11.	Psalm 139:18a		
12.	Psalm 95:6b		
13.	1 John 2:3		
14.	Review		
15.	Phil. 4:13		
16.	Prov. 16:32b		
17.	Prov. 20:11		
18.	Deut. 31:6a		
19.	Deut. 31:6		
20.	Review		
21.	Luke 2:11		
22.	Luke 2:12		
23.	Review		
24.	Psalm 100:1		
25.	Psalm 100:2a		
26.	Psalm 100:3a		
27.	Psalm 100:4b		
28.	Psalm 100:5a		
29.	Review		
30.	1 Cor. 15:3b-4		
31.	1 Cor. 15:3b-4		
32.	Eph. 4:25a		
33.	Acts 16:31b		
34.	Mark 16:15b		
35.	Review		

Music Curriculum

The music curriculum for this study is based on the song book and cassette tape titled *Wee Sing Bible Songs*. Listed below are the songs for each lesson along with page numbers and accompanying activities.

Lesson	Song	Page(s)	Activities
1	“This Little Light of Mine”	11	Hand motions
	“See the Camel” (Poem)	47	Body actions
2	“God Made Me”	14	Hand motions
	“My Body, Strong and Good” (Poem)	14	Body actions
3	“The B–I–B–L–E”	21	Body actions
	“Kum Ba Yah”	36	Hand motions
4	“Oh, Be Careful”	15	Hand motions
	“Whisper a Prayer”	37	
5	“Who Built the Ark?”	32–33	
6	“My God Is So Great”	46–47	Body actions
7	“Father Abraham”	24	Body actions
	“Standin’ in the Need of Prayer”	40	
8	“Jesus Wants Me for a Sunbeam”	10	Body actions
	“Climb, Climb Up Sunshine Mountain”	44	
9	“Heavenly Sunshine”	45	
	“Father, We Thank Thee”	50	
10	“Peace like a River”	48	
	“God Is So Good”	51	
11	“Happy All the Time”	53	Hand motions
	“God’s Love”	54	
12	“Hallelu, Hallelu”	56	Body actions
	“I Love to Take a Walk”	58	
13	“Rise and Shine”	59	Body actions
	“The Wind Tells Me” (Poem)	59	Body actions
14	“Down in My Heart”	60–61	
15	“Come Bless the Lord”	9	
	“Rejoice in the Lord Always”	62	
16	“Little David, Play on Your Harp”	25	Body actions
	“Only a Boy Named David”	26–27	
17	“Give Me Oil in My Lamp”	38–39	
18	“Behold, Behold”	18	Hand motions
	“One Door and Only One”	19	Hand motions
19	“Deep and Wide”	13	Hand motions
	“He’s Got the Whole World in His Hands”	41	
20	“Who Did Swallow Jonah?”	28	
21	“Do Lord”	42–43	Hand motions

22	“Jesus Sees Me”	8	Body actions
	“Praise the Lord Together”	45	
23	“Books of the New Testament”	23	
24	“Walking with Jesus”	49	
	“Jesus”	57	
25	“Jesus Loves the Little Children”	6	Sign language
	“Jesus Loves Me”	7	
26	“Zacchaeus”	29	Hand motions
27	“The Bible Says” (Poem)	12	Body actions
28	“The Lord Is My Shepherd”	12	
29	“The Wise Man and the Foolish Man”	30–31	Hand motions
30	“Oh, How I Love Jesus”	55	
	“Jesus Loves Even Me”	8	
31	“His Banner over Me Is Love”	34	Hand motions
	“Isn’t He Wonderful”	39	Hand motions
32	“This Is My Commandment”	20	Hand motions
	“Here Is the Church”	43	
33	“I’m in the Lord’s Army”	52	Body actions
34	“Praise Him, Praise Him”	35	Hand motions
	“Love, Love”	19	
35	“Silver and Gold Have I None”	16–17	

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Lesson 1: Creation

Scripture Text: Genesis 1

Song: "This Little Light of Mine," p. 11 (Wee Sing Bible Songs)

Poem: "See the Camel," p. 47

Vocabulary

Beginning: starting something new

Verse: a part of the Bible

Target Truths

- God created the earth through His spoken word.
- No one made God.
- God created work time and rest time.
- God made each thing different from all other things.
- God makes no mistakes.

Scripture Memory—Genesis 1:1

As you discuss Genesis 1:1, discuss the meaning of time. Ask these questions. How do you know when to go to bed? How do you know when it is time for lunch or dinner? How do you know when it is night or when it is day?

How do we know when we are to attend church? How do we know when we are to attend school? When is your birthday?

All of these questions have to do with time. Discuss hours, days, weeks, and months as different ways of dividing time. Then explain that long ago, there was no such thing as time. There was no night and no day. There were no people, so there was no need for time. The phrase "in the beginning" is talking about the beginning of time.

Scripture Memory—Genesis 1:31b

This second verse, if you have time to use it, describes how God felt when He had finished all His work and had made a beautiful world. After reading the verse and having the class repeat the verse with you, ask the following questions. Did God care about His work? Did God do His very best work? Did God think that He had done a good job? How do you know that He thought His work was good?

Play a game with the class by having your children answer questions such as the following with the phrase: "Behold, it is very good."

- God saw the skies full of birds and said...
- God saw all the beautiful flowers and said...
- God saw the little puppy dog and said...
- God saw the lion and said...

Allow children to take turns saying the beginning of the sentence in the same manner as above.

Prayer Time Suggestions

- Spend time thanking God for all He has made for us in creation.
- Let students pray sentence prayers, thanking God for some detail of creation.
- Discuss how important work is. God enjoyed His work. God gave us all work to do. He wants us to enjoy our work too. Have students share different types of work that they must do at home and at school. Spend time thanking God for the work we have been given to do. Have your children ask for God's help to do their best always.
- If there is time, take a nature walk. Find a place where you can spend a few minutes together and discuss all the things within sight that God has made. Point out small, insignificant things as well as big, important things. Then have your students thank God for the little things as well as the big things He has given us. For example, the sun and clouds are big, but pine cones and insects are small.

Bible Story

Part One: Genesis 1:1–23

Introduction: Use the discussion for the Scripture memory verses to introduce this week's Bible story.

Long, long ago, there was nothing except God. There were no trees, mountains, or streams. There were no animals, birds, or insects. There was no sun, moon, or stars. There was no earth at all. There was only God. Before we learn how God made everything on the earth, we must remember that God has always been. No one made God.

Then God looked over all the darkness and decided to make something wonderful.

First God said, "Let there be light," and light appeared. God was pleased with the light. Then He parted the light from darkness. He called the light "day" and the darkness "night." Together, the daytime and the nighttime made the first day. God was pleased.

Then God formed the sky above the earth and oceans of water on the earth. This was the second day.

Then God said, "Let the waters be gathered together and let the dry land appear." God named the land "earth" and the water "seas" or "oceans." Now the earth had land, mountains, hills, lakes, and rivers.

And God said, "Let the earth bring forth every sort of grass and plant and fruit tree. Let all the fruit from the plants and trees have seeds inside them so more plants and fruits will grow." God did this on the third day.

On the fourth day, God made lights for the sky to make a difference between the day and the night. He made the sun to shine during the day and the moon and stars to shine at night.

On the fifth day, God placed fish in the waters and birds in the skies. He was pleased with the fish and birds. The fish swam in all the seas, lakes, and oceans, and the birds flew gracefully in the skies.

(The story may be divided here if you would like to spend two days on the Bible story.)

Part Two: Genesis 1:24–2:3

The sixth day was the grandest day of all. First, God made all the animals and insects to live upon the earth. He made the elephants and zebras and crocodiles. He made ants and spiders and grasshoppers. He made dogs and kittens. He made cattle and horses and wild animals of every kind.

Then God said, “Let us make a man to care for all the different kinds of life on the earth.” Then the Lord took dust from the ground that He had made. He formed a man’s body and breathed into him so that the man came to life and was able to walk and talk.

Finally, after all of this was finished, God looked at all that He had made during the past six days, and He said that it was good. It was very, very good. Then on the seventh day, God sat down and rested from His work. How good it was to rest and see all that had been made!

Remember: The earth belongs to God. Everything in all the world is His!

Discussion Questions:

Who made God? What was it like “in the beginning”? (Spend time letting your students share what it must have been like.)

Explain that God made everything with His spoken word. God spoke, and there was light. God spoke, and there were hills. God spoke, and there was... (Continue to begin sentences with this phrase, and let different students complete the sentence with something God made). Then ask: Did God build things using tools? Did God make things with stone or wood? How did God make everything?

What did God do when He had finished all His work? To whom does the earth belong? To whom does everything on the earth belong?

Teaching Strategy

Use the suggestion for Scripture memory for Genesis 1:31 to review some of the concepts taught in this week’s Bible story.

Page 5: Discuss with the children how everything God makes is different from every other thing. Every horse is different from all other horses. Every puppy is different from every other puppy. Every bird is different. Every flower is different from all other flowers. Every boy and girl is a special creation of God. No one else is exactly like you. God made everything special and different.

One of the most beautiful of all of God’s creations is the butterfly. Butterflies are made of all different colors, and each butterfly has its own special design that is different from every other butterfly. In your workbook, take a crayon and trace the broken lines to complete the wings of the butterfly. Then color both of the butterfly’s wings alike.

Discuss with the children the need to do our best in all we do. God does not expect us to do things perfectly. He knows we will have accidents or forget things sometimes. But He does want us to do our very best. When it is time to work, we should work with all our might and do our best. When it is time to play, we should share and be fair. When it is time to rest, we should lie down and thank God for His care.

Read the following lines to your students, and have them begin to memorize them by your saying the first, third, and fifth lines yourself and having the children say the second, fourth, and sixth lines after you. After spending some time reciting the lines, have students alternate the responses themselves. For example, have the boys give the opening phrase and the girls give the response.

- When we work,
- We do our best.
- When we play,
- We always share.
- And when we rest,
- We thank God for His care.

Page 6: Three pictures are shown to emphasize the truth taught above. Discuss the order of the pictures and have your students complete the numbers as indicated. We must work before we play. We must share when we play. When we rest, we should thank God for His care. Have children color the pictures in the correct order.

The Missing Ingredient

Introduction: Explain that just as your father and mother work each day, God has provided a special place for children to work. This special place is school. When you come to school, you are learning to work on your own. Sometimes work is hard, but most of the time work is fun.

Scripture: 2 Thessalonians 3:10–13

“I’m sick of working!” grumbled Lori when it was time to begin the chores. “Life is supposed to be fun!”

“It’s nice to have fun times,” said Mom, “but work is a part of life too.”

“That’s right,” nodded Dad, “and God wants us to enjoy our work. Life would be pretty dull without it.”

“I don’t think so,” Lori pouted.

Mom smiled. “All right,” she decided, “we’ll let you have the day off. No work at all. Okay?”

“Okay!” agreed Lori.

While the rest of the family started working on the lawn and garden, Lori talked to some friends, played, and watched television. To her surprise, she was soon bored. “What can I do?” she thought. “Oh, I know! I’ll make graham cracker cookies. That will surprise Mom!”

Lori had just finished the cookies when her family came inside. “Cookies!” exclaimed Mom. “How nice! But I thought you didn’t want to work today.”

“I guess I got a little bored,” laughed Lori. “Here—try the cookies, everybody. It’s the kind Mom always makes.”

Lori’s brother, Joe, eagerly took a big bite. “It’s okay,” he said, “but it doesn’t taste like Mom’s.”

Lori took a big bite herself and frowned. “I wanted it to be so good,” she wailed, “but there’s not much flavor to it. It’s just sweet, like sugar.”

“Did you follow the recipe exactly?” asked Mom.

Lori nodded. “Sure—except for the lemon juice. The recipe called for lemon juice, but I left it out. I thought it would make it sour.”

“It would have given it a lemon flavor,” said Mom, “but the sugar would keep it from being sour.”

“It did need the sugar, but sugar can be a little dull by itself,” said Dad. He glanced at Lori. “It’s the same with playing all the time. That can get dull too.”

“You’re right. I haven’t had much fun today,” admitted Lori. “I think I’ll enjoy my free time more when I’ve gotten some work done first.”

“Work and play—we need both,” smiled Dad.

How About You?

Do you complain when you have to work? Everyone needs some fun and relaxation, but a life of play alone is dull and meaningless. God intended for you to work. He planned that honest, hard work would bring many rewards—now and in the life to come.

Character Trait Activities

Creativity

Definition: Doing things in a new and different way

The butterfly on workbook page 5 emphasizes this trait. Children are creative in the different ways they color the wings of their butterflies. Give them the opportunity to share their beautiful “creations” with the rest of the class.

As an additional art activity, have students make thumbprints of their own thumbs. Discuss the fact that even our thumbprints are different from all other thumbprints. Let them use their creativity to make different animals using their own thumbprints as a body. If you do not have time for this idea this week, it would apply equally as well to Lesson 5 (the story of Noah).

Orderliness

Definition: Doing all things at the proper time and in the proper way

God wants us to learn that there should be an order to the way we do things.

- First we work.
- Next we play.
- Then we rest.

The above three lines could be the basis for a bulletin board. Divide your class into three groups and have each group draw pictures that illustrate one of these lines. Place the pictures around the three lines on the bulletin board.

These three lines are true of everything we do. Spend time discussing different areas at school in which we should do things orderly.

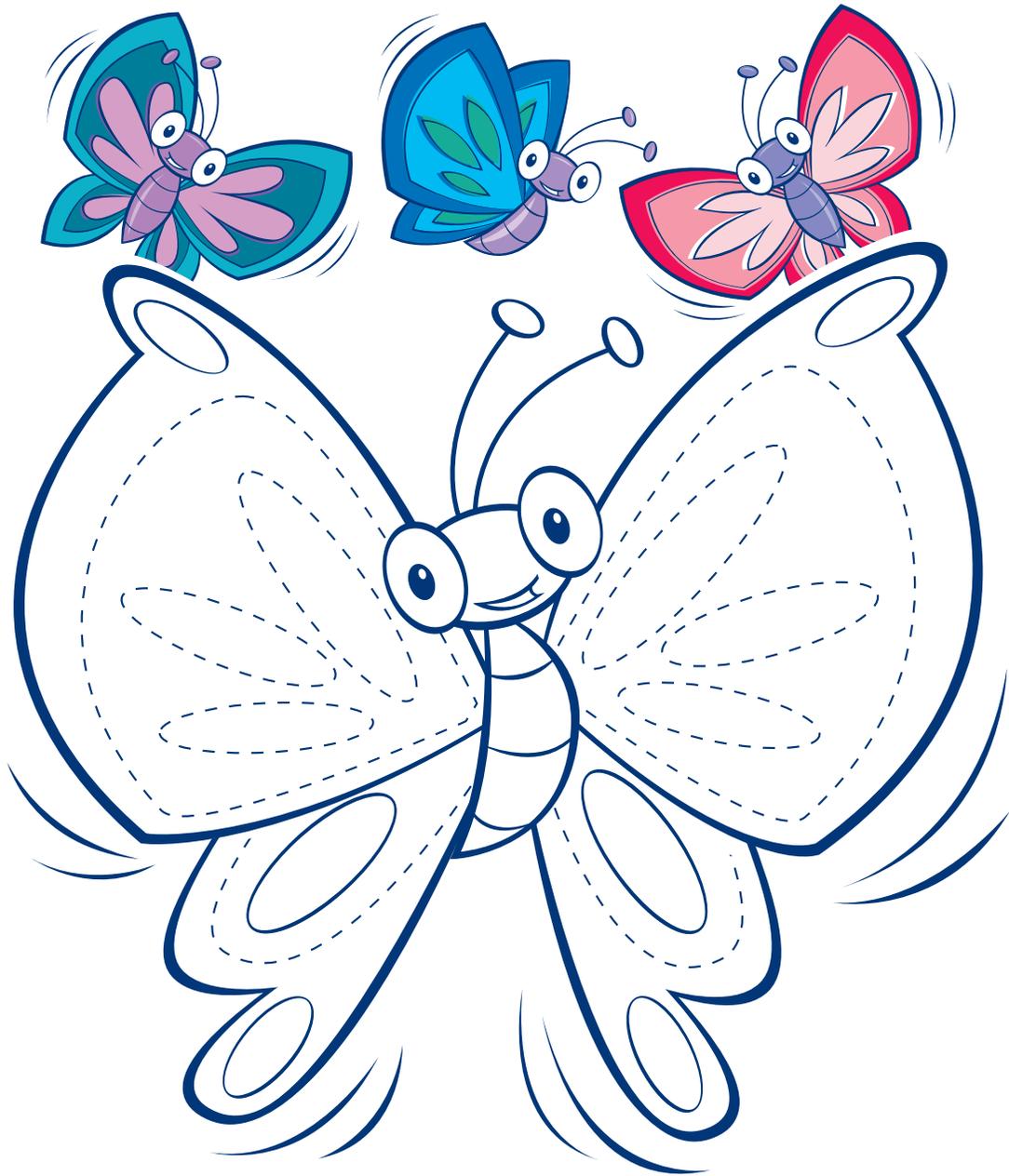
- There is an order to our day in school. (Discuss the routines of the day to show the concept of order.)
- There is an order to how we come into the class each day. (Discuss the order of what must be done such as hanging up our coats, finding our desks, sitting down, pledging allegiance to the flag, and praying.)
- There is an orderly way to go out to recess. Have students demonstrate the orderly way to prepare for recess.

Lesson 1: “The Missing Ingredient”—Make copies for your children to color.



Lesson One Creation

Trace the broken lines to complete the wings of the butterfly.
Color both wings alike.



Complete the numbers to show the correct order.

We work.



We play.



We rest.



Lesson 2: God Cares For His Creation

Scripture Text: Genesis 1 and Matthew 6:25–34

Song: “God Made Me,” p. 14

Poem: “My Body, Strong and Good,” p. 14

Target Truths

- God cares for us as a shepherd cares for his sheep.
- God clothes and protects every living thing.
- People are more important to God than the plants or animals.
- God makes no mistakes.

Scripture Memory—1 Peter 5:7b

How does God care for us with the weather? How is rain part of God’s care? How is the sun part of God’s care? Think of different ways in which God uses parents to care for little children. Help students understand that parents are given to us by God. They are part of His care.

Scripture Memory—Psalm 23:1

Discuss what a shepherd is and what a shepherd does. A shepherd watches over sheep, he makes sure the sheep are fed, and he makes sure the sheep are not hurt. This is what the Lord does for us. He cares for us as a shepherd cares for sheep. He will provide us with all we need: clothing, food, love, and protection.

Prayer Time Suggestions

- God does want to take care of us. He enjoys it when we ask Him for certain things. He wants us to talk to Him just as we talk to our parents and ask them for certain things. Give children an opportunity to share requests for needs. Pray for these requests and thank God for listening and answering the prayers.
- Have children share ways in which God shows His care for us. Then have each child pray a sentence prayer, thanking God for some aspect of His care. Examples: “Thank You for my home.” “Thank You for my parents.” “Thank You for keeping me safe at night.” (As they pray, tell them not to worry if another child prays for the same thing they were going to pray for. They can thank God for the same things.)
- Spend time discussing the children’s favorite animals. During prayer, thank God for all the animals He made. Thank Him that He made each animal in a special way and that He made ways for them to be protected and cared for. Thank God that He cares for us much more than the plants and animals. If He cares for them, we can trust Him to take care of us even more.

Bible Story

Part One: Genesis 1:1–31

Review: Review the concepts taught in last week’s story of creation. Remind students that everything God did was the very best it could be. God never did anything wrong. Whenever God made something, He saw that “it was good.” Say: “As I go through the story again (by reading the

Bible story in Lesson 1), raise your finger to show the day about which I am talking. After each day, say what God said: ‘It is good!’”

Have students hold up both fists as you read the first paragraph of the story. Then, as each day is discussed, have students hold up one finger, then two, three, etc. Read the story as given with one exception. After each day is discussed, have students respond as follows:

Teacher: “And God said...”

Children: “It is good. It is very, very good.”

Introduction: The following story teaches how God made everything on earth to work together. God loves and cares for everything He has created. He has a special plan to take care of all things on the earth.

When God created the earth, He made both animals and plants. God had a special plan when He did this. It is God’s plan that animals and plants be very small at the beginning of their lives and then begin to grow. Isn’t it wonderful to think that a little seed can grow into a mighty tree!

For animals and plants or trees, God planned a special way for them to grow. Plants need water, sunshine, and soil to grow. God planned that the rain would water the ground for the plants and animals. God put special food in the soil so that the plants, trees, and animals could grow big and strong.

Animals are cared for by God in special ways too. Some animals have heavy fur coats to protect them from the cold. Some animals have spotted coats to hide them from enemies. Some animals sleep all winter long so they do not have to find food in the snow. Some animals live high in the trees in places where it never gets cold. They do not have to sleep all winter because they have enough food all year round.

Discussion Questions:

How did God plan for plants to grow? What do plants need to grow? What are some of the ways that God protects and cares for animals by the way He made them? How do plants help many animals to live?

Follow-Up Activities: Discuss how plants grow from seeds. Have children bring in seeds to plant in paper cups. Water the plants and watch how the different types of plants grow. Have each child bring a piece of fruit from home. Try to get as many varieties as possible. Cut each piece of fruit in half and see the differences in types of seeds. Discuss who put the seeds inside each fruit. What is the purpose for each seed? What will happen if we plant each type of seed? You may want to make a chart using the seeds and labeling each type of fruit. Discuss favorite types of fruit. By doing this the children will notice that God has given us different likes and dislikes. Each seed is different, and our likes and dislikes for fruit are also different.

Part Two: Matthew 6:25–34

Introduction: In our last story, we learned that God took special care in the way He made plants and animals. He took special care to protect them and care for them. In this story you will learn even more about how God takes care of all the things He created. And you will see that you are much more important to God than the plants and animals. Always remember how important you are to God.

If God planned for the plants and animals to grow and be fed and cared for, think how much more He will take care of you. God wants you to grow strong and healthy. God wants you to have good food and clothes. And most important, God wants you to be cared for. Jesus told the following story in the Bible to show us how important we are. This is what Jesus taught us.

“Don’t worry about what you will eat or what you will drink. Don’t worry if you will have clothes to wear. You are more important than clothes or food.

“Watch the birds in the skies. They do not have to plant their food or gather it into barns. Our heavenly Father makes sure that they are fed. Are you not more important than the birds?

“Think of the lilies of the fields. They do not work, but God has given them more beautiful clothing than the richest king. If God can clothe the flowers so beautifully, don’t you think He will see that you are well dressed?

“So, don’t worry about what you will eat or what you will wear. God knows that you have to be cared for. If you put God first, He will see to it that you have everything you need. He will care for you because He loves you more than the birds and flowers or any other living thing.”

Discussion Questions:

In this story that Jesus told, how did He show that He loves plants and animals? How do you know that you are more important to God than the plants and animals?

Teaching Strategy



Page 7: Have students cut out the pictures of the six days of creation and paste them in the correct order. To help them do this correctly, write the numbers “1” through “6” on the board. Help the children use these numbers to place the pictures in the correct order.

Have children discuss ways in which God cares for other animals He has made. Use an example such as the baby deer who is born with spots so that he can hide when he is young. As he grows older, the spots leave after the deer has learned to run very, very fast.

Discuss the care of pets. God has given us pets to care for just as He cares for us.

Have children make a bird feeder as an example of how we can care for animals.

Discuss the following with the children. Birds are fun to watch. How many different kinds of birds live in your neighborhood? God made hundreds and hundreds of different kinds of birds. Not all of the many kinds of birds will be in your neighborhood, but you will be surprised at how many you will see. After you hang your bird feeder, put seeds and bread crumbs inside the feeder. Hang the feeder high enough so that a cat can’t climb to it. Then wait and see how many different kinds of birds fly to your feeder. Watch closely and share with the rest of the class the different colors and various kinds of birds you see.

Teach the concept that it is part of God’s plan for us to take care of animals, especially if we have pets. See the character trait section for further ideas in this area.

Have students bring in pictures of unusual animals. Find pictures of different types of animals to show students from animal and science books. As you show the pictures, emphasize the point that God is very creative. He made many, many different kinds of animals—so many we have trouble trying to count them all.

Use the idea under “Scripture Memory” (Psalm 23:1) to teach the concept of a shepherd caring for his sheep and to emphasize God’s care for us.

Page 8: This page emphasizes the beauty and care God took when He made the earth. Go over the directions, and then allow the children to complete their own picture, drawing three birds, two fish, four flowers, and one tree. Emphasize that God clothed each one beautifully and makes sure they are all fed and cared for. Remind children that they are more important to God than any of these things.

Dogs or Cats?

Introduction: This story teaches how different animals can be from one another.

Scripture: Psalm 104:24–31

“Which do you like better, Grandma,” asked Missy, “your dog or your cat? Mom says I can get either one, and I’m trying to decide which I’d rather have.”

Grandma picked up Ashes, the cat, and sat down with her pet on her lap. Ashes immediately jumped down. “Well, as you see, Ashes doesn’t always like to play. Dusty, on the other hand, is always willing to accept my attention.”

“I think I’d rather have a dog then,” Missy decided.

“Both animals can teach us lessons about ourselves and God,” Grandma continued. She picked up a tennis ball and threw it down the hall. “Fetch, Dusty,” she said. Immediately Dusty chased after the ball, brought it back and laid it down. Dusty wagged her tail, waiting for the ball to be thrown again. “She’ll fetch as long as I throw. She wants to do what pleases me.”

“And we should want to please God, right?” asked Missy, as Ashes rubbed against her leg. “What do you learn from your cat?”

Suddenly a ball of gray fur landed on Grandma’s lap. Grandma reached out and stroked the cat’s head as Ashes settled down. “When Ashes does jump on my lap, it’s special, because it’s her choice to come to me,” said Grandma. “Do you remember the robots we saw at the science fair that did whatever they were commanded to do? Would you like a hug from a robot?”

“No,” giggled Missy. “It would be hard, and a hug from a robot wouldn’t mean much.”

“We aren’t robots either,” said Grandma. “God created us with the ability to make choices for ourselves. He is pleased when we obey Him.”

“So your dog shows us we should want to please God by doing what He wants,” Missy said, “and your cat shows us how God wants us to give to Him our love and attention. But which do you like better?”

“God created each one special in its own way, and I like them both,” smiled Grandma. “You’ll just have to make up your own mind as to which you would rather have.”

How About You?

Do you have a pet? Do you like almost any animal? God made them all, and He often teaches lessons through them. Treat all animals with kindness and watch their behavior to see if the Lord will use some animal to teach you an important lesson.

Poor Twig

Introduction: This story will remind the children of the need to take care of their pets. Help them to understand that this is part of their responsibility before the Lord.

Scripture: Genesis 33:12–17

Ty hurried home from school. He had received a new bike for his birthday and was eager to ride it. He called a quick “Hi” to his mother, dropped his books on the kitchen table and ran out to the garage. His dog, Twig, was right on his heels, yapping. Ty knew he was supposed to take Twig for a walk before he did anything else, but he wanted to play so badly. “Later, girl,” he promised as he put Twig on her chain. “I’ll be back later.”

Ty was back later, but it was time to eat supper. Afterwards, one of his friends called to talk, and Ty forgot all about taking Twig for a walk. He also forgot to give Twig her supper!

“Why is that dog so restless?” Ty’s dad asked later that evening. “It’s not like Twig to whine and bark so much.”

“Oh, no!” Ty jumped up. “I forgot. I forgot to take her for a walk, and I forgot to feed her too.”

“Take Twig around the block after you feed her,” Dad said. “Then I want to talk to you.”

Ty already knew what his dad would say. They had talked about being kind to animals before he got his dog—how animals are God’s creation, and that even the Bible said one was to care about animals. “Oh, Twig, I’m sorry,” Ty said, even though he knew the dog couldn’t understand. “Lord,” he prayed, “I do care for Twig. Help me to be a good dog owner!” He felt better, but he knew he’d still have to settle things with Dad. “Come on, Twig,” Ty called. He smiled. It felt good to run around the block with his pet!

How About You?

Do you have a pet? Do you always remember to feed him and care for him in other ways? The Bible tells us to be kind to our animals. They are part of God’s creation, and it’s wrong to be cruel to them or to neglect them. Take care of your pets.

Character Trait Activities

Responsibility

Definition: Doing what I am supposed to do when I am supposed to do it

Some of the animals that God made need special care. God gave us the responsibility to care for many of the animals He made. Animals that live in the forests or jungles are able to take care of themselves, but dogs and puppies and little kittens need special care.

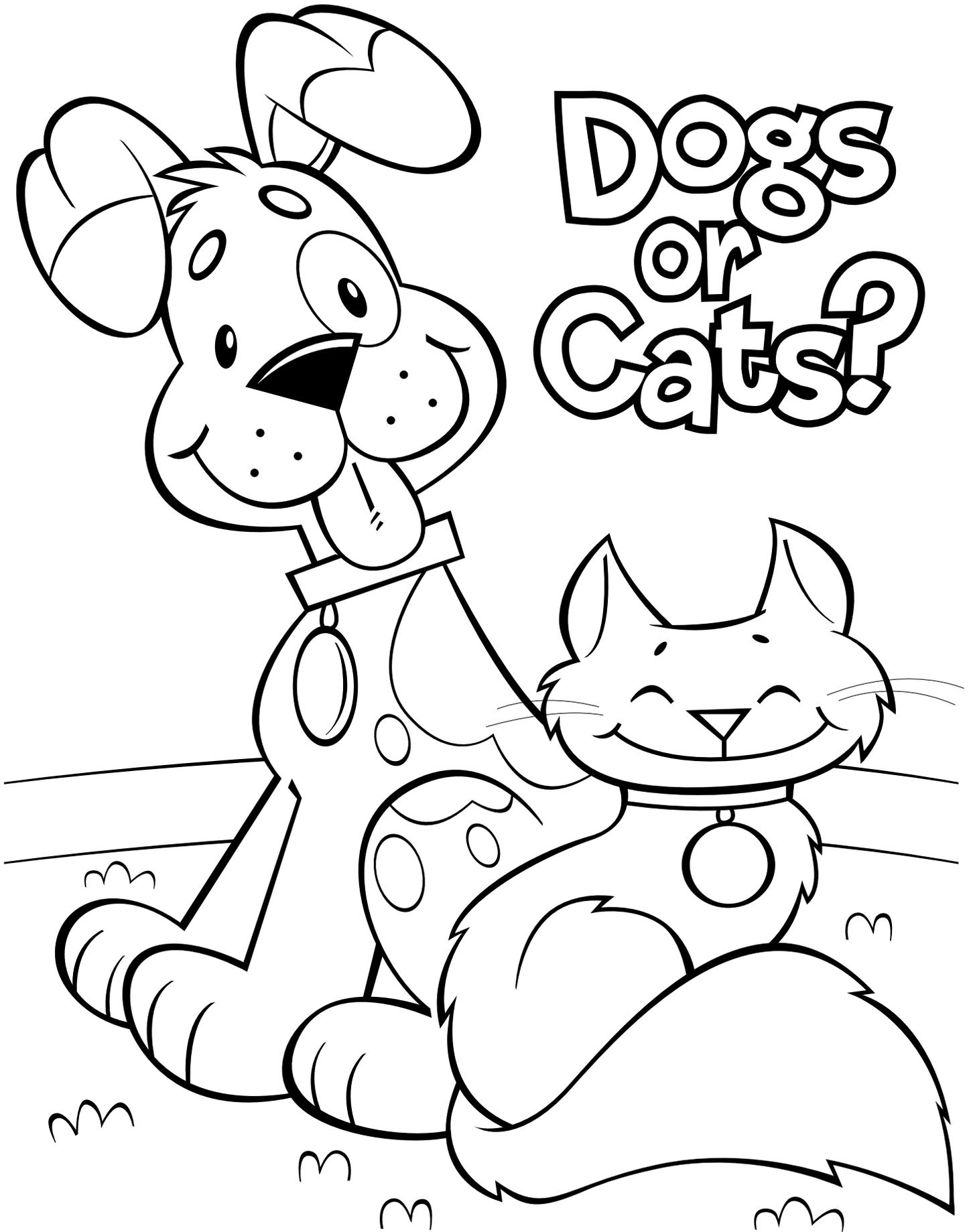
How many of you have a pet? What kind of pet do you have? Who made your pet? Have you had your pet since he was a baby? Have you watched him grow?

Responsibility means that we remember to take care of the pets God has given us. What must we remember to do so they are well cared for? Do you remember to feed your pet? Do you clean your pet’s box? Do you play with your pet and show him that you love him? Do you make sure your pet is safe? These are all ways we show we can be responsible for the care of our pets.

You might have the children bring in pictures of their pets or give them the opportunity to draw pictures of their pets. They can show their pictures and tell about their pets and how they take care of their pets. A bulletin board might be titled, “We Care for Pets.”

Lesson 2: “Dogs or Cats?”—Make copies for your children to color.

Dogs or Cats?



Lesson Two

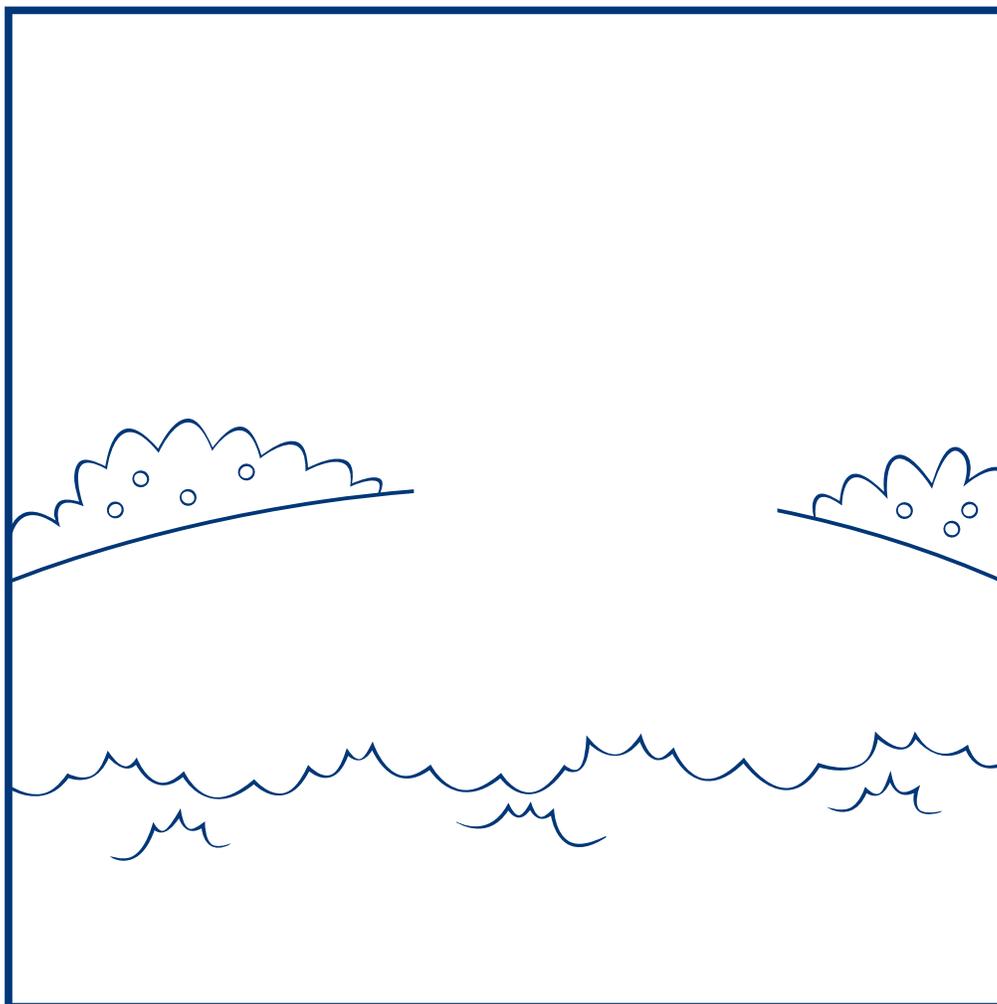
God Cares For His Creation

ALL Things were made by God (John 1:3).

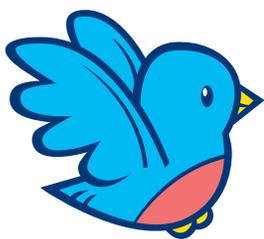
Cut out the pictures of the things God created and paste them in the correct boxes.

Day 1	Day 2
Day 3	Day 4
Day 5	Day 6

God gives us all Things To enjoy (1 Timothy 6:17).



Draw birds, fish, flowers, and a tree to complete the picture.



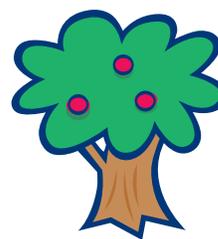
Draw 3



Draw 2



Draw 4



Draw 1

