

# Curious Cubs Teacher's Guide



The Discovery Club

Prepared by Lyndene Wright

# Orientation for the Teacher

Welcome to the joy of teaching preschool. As a teacher you need to commit to setting a high standard. Here are 4 principles to help you achieve that goal.

## 1. Personal

In order to share Jesus with others, even small children, you must have a personal connection with Jesus Christ. Personal devotional time, focus on prayer and openness to the Spirit's leading are all crucial to being a master teacher.

## 2. Excellence

Take your teaching responsibility as a God given challenge. Do your best in all of your endeavors. Be reliable and prepared. God has given you these children for a very short period of time, so use it well. Always be on time. "If the teacher is properly prepared, every moment can be used to profit. The active minds of the children should be kept constantly employed." *Counsels on Sabbath School Work* p. 117

## 3. Nurturing

The best prepared teacher will not have success with young children if she does not show a loving spirit. Get to know the children in your class and form a warm bond with them. They will see God's love shining through you.

## 4. Parent Interaction

Do not be discouraged if all your parents do not take the time to work with their children at first. Our goal is to make the parents the first teachers, because that is in the best interest of the child. Be diplomatic in explaining the importance of their role in the program. If they repeatedly come unprepared, try calling them 3-4 days before the next meeting to remind them.

**We have tried to make your job as stress free as possible. All the lesson plans you will need are found in this manual. A list of the supplies you will need is on the following page. Make sure you read everything and prepared thoroughly. If you find any mistakes or have suggestions for improvement, please e-mail me at [Lyndene@wrightpublications.org](mailto:Lyndene@wrightpublications.org). May God bless you as you dedicate your time to teaching of these precious children.**

"It would be better for him if a millstone were hung about his neck, and he were thrown into the sea, than that he should offend one of these little ones." Luke 17:2

# Curious Cubs Class Supply List

## General Supplies needed for multiple months

wrightpublications.org	Leader's Manual		Free Download
On Hand	<i>Bible</i>		None
Adventistbookcenter.com	<i>My Bible Storybook</i>	ISBN#0828017921	\$18.99
Little Folks Visuals :	Small Creation Circles	#1501 un-cut	\$12.95
1-800-537-3517		#21501 pre-cut	\$15.95
Amazon.com	<i>Bird Calls</i> by Frank Gallo	ISBN#1584760648	\$18.99
wrightpublications.org	Coloring Pages		Free Download
Your Choice	Rope for Transition Time		Varies
Your Choice	Various supplies: Crayons, Glue, Glue Dots etc .		Varies
Game Time supplies are not	listed here, but in the director's supplies, if they are shared with the other classes.		
<b>Class 1</b> wrightpublications.org	Map Worksheets and State Symbol Pictures (Washington)		Free Download
Amazon.com	Hollow Woodworks UMP USA Map Puzzle	B001DCX8PS	\$47.85
Your Choice	6 small mirrors and Magnifying glasses		Varies
Amazon.com	Cross Section Eye Model	B0012OI6DG	\$14.12
Amazon.com	<i>The First Christmas</i> by Allia Nolan	ISBN#0-7944-0412-x	\$3.99
<b>Class 2</b> Your Choice	Small Fan		Varies
orientaltrading.com	Plane Cool Ornament Craft Kit	#48/6505	\$4.49
Amazon.com	Tuning Forks -set of 4	B001DD095E	\$13.75
Amazon.com	Cross Section Ear Model	B0012OGF4S	\$17.61
<b>Class 3</b> Amazon.com	<i>North American Indians</i> by Douglas Gorsline	ISBN#0394837029	\$3.99
wrightpublications.org	Pictures of Indian's homes		Free Download
Your Choice	Small pumpkins	1 per child	Varies
orientaltrading.com	Color your own teepee 12 ct	#48/4349	\$6.25
<b>Class 4</b> wrightpublications.org	Pictures of bows, spears, etc.		Free Download
Amazon.com	<i>The Story of Thanksgiving</i> by Nancy Skarmeds	ISBN # 0824941640	\$6.95
orientaltrading.com	Indian Corn Craft Kit 12ct	#48/4633	\$8.00
OR orientaltrading.com	Design your own canoes	#57/6719	\$5.99
<b>Class 5</b> Amazon.com	Alphabet Flash Cards	ISBN#0769646794	\$2.99
orientaltrading.com	Alphabet Stampers	#12/2021	\$7.25
wrightpublications.org	Alphabet Booklets		Free Download
wrightpublications.org	Lord's Prayer Booklet		Free Download
<b>Class 6</b> Your Choice	Seed Planting supplies (cups, soil, seeds, markers)		Varies
<b>Class 7</b> wrightpublications.org	Bird Craft Template		Free Download
Your Choice	Seed Craft Supplies		Varies
wrightpublications.org	<i>Samuel as a Child</i> Booklet		Free Download
<b>Class 8</b> Amazon.com	Noah's Ark Sticker Book	ISBN # 0486289281	\$1.50 each
<b>Class 9</b> Amazon.com	Flower Garden Sticker Book	ISBN # 048640983X	\$1.50
each			
Amazon.com	Nativity Sticker Book	ISBN # 048641745X	\$1.50 each
Your Choice	Variety of stickers and paper		Varies
wrightpublications.org	<i>Miriam as a Child</i> Booklet		Free Download
<b>Class 10</b> Orientaltrading.com	Marvelous Mix and Match Rhyming Game	#57/7029	\$8.99
Amazon.com	Alphabet Flash Cards		\$2.99

# Opening Program

## 10 Minutes

### Welcome:

**Dialog:** Welcome to our Discovery Club meeting. I'm glad all of you are here today. Let's find a place in our program area. (It is important to start on time, and the opening exercises set the pace for the rest of the program. Do not drag them out. Don't worry if they don't know everything at first.)

### Flag Salute:

**To begin, let's stand up with our hands on our hearts like this and face the flag.** (Don't spend the time to teach this in class, they will learn as they go, and encourage the parents to teach it at home. In the beginning it will be just the teachers saying it)

I pledge allegiance to the flag of the United States of America,  
And to the republic for which it stands  
One nation, under God, indivisible  
With liberty and justice for all.

### Prayer Time:

**Dialog:** Let's kneel down now and get ready to pray to Jesus. (Begin immediately to sing the song.)

Into my heart, into my heart, Come into my heart Lord Jesus.  
Come in today, come in to stay, Come into my heart Lord Jesus.

**Offer a short opening prayer while the children are still kneeling.**

Answer our prayer, answer our prayer, please answer our prayer, Lord Jesus.  
Your will be done, for you're the one, we give our hearts to, Lord Jesus.

### Discovery Theme Song:

**Dialog:** Let's stand up now and sing our Theme Song.

We are the Discovery Club, We're learning every day.  
We want to be like Jesus, At home at church at play.

### Discovery & Adventurer Pledge:

**Dialog:** Let's say the pledge together.

Because Jesus loves me, I will always do my best. (In the beginning you might want to say it twice.)

### Discovery & Adventurer Law Song:

**Dialog:** Let's sing the Law song.

Be obedient, be pure, be true, be kind, be respectful,  
Be attentive, Be helpful, be cheerful, be thoughtful, Be reverent.

### Worship Story

**Dialog:** It's time for our worship story. Today's story is about being \_\_\_\_\_. ((Use the Little Folks Felts Busy Bee Set. Each week when you add a new Bee Point put another bee on the board.

**Let's all sit down to hear the story.**

Be Obedient	Program 1
Be Pure	Program 2
Be True	Program 3
Be Kind	Program 4
Be Respectful	Program 5
Be Attentive	Program 6
Be Helpful	Program 7
Be Cheerful	Program 8
Be Thoughtful	Program 9
Be Reverent	Program 10

### Dismiss to Classes

**Dialog:** Thank you for being quiet and attentive as we read the story. Let's go to the class tables to put our attendance stickers on the chart. Teachers say poem with leader.

To our class tables now we go,  
God's creation we will hear.  
He made the world in just 6 days.  
It's a truth that we hold dear.

# M1

## First Class Time

15 Minutes

### Creation

#### Learn what God made on Day 1. (8 minutes)

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible)

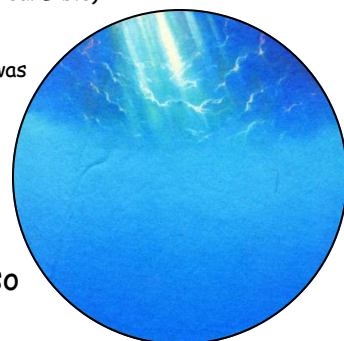
The Bible is God's special letter to us, so let's see what it says.

**Day 1** - Then God said, Let there be light: and there was light. And God saw the light, that it was good: and God divided the light from the darkness. God called the light Day, and the darkness He called Night. So the evening and the morning were the first day. Genesis 1:3-5

Have you ever wondered how everything in the world began? Where did the chicken come from? Well, you say it hatched from an egg. Well, a hen laid that egg, but remember she was once an egg herself, who came from another hen who also came from an egg, and so on and so on back to when? There is only one place where you will find the true story, and it is in the Bible. It tells us right in the very beginning.

Close your eyes tightly, and let's pretend we can go back to the beginning of the world, just as the Bible describes it. Back before Moses, before Noah and even before Adam and Eve. Are you ready?

Oh dear, how dark it is! There is no light anywhere. Not a star or a candle, nothing but total darkness. You can't even see your hand in front of your face. But shh! I can hear something. I recognize that sound. I've heard it before. It is the soft, splashing of water. We can't see any water, because it is so, so dark. Suddenly from somewhere, for we cannot tell where, we hear a voice! It's like no other voice we have ever heard. It is strong yet beautiful, powerful yet kind. It says "Let there be light." And suddenly the darkness vanishes. There are no sunshine, clouds, or blue sky, only a bright sort of fog, and water, water everywhere. (Put up Day 1.) As far as you can see there is nothing but water. There is no land to be seen. We look down into the water, and there isn't even a fish in the sea. All we can hear is the soft splashing of water. All we can see is the mist and the water. We can feel the presence of God moving over the water. He is planning something very special. We will have to wait to see how it turns out, for this is the day God started to create our world. The evening and the morning were the first day! We will learn more about creation next time. Let's now learn about one of God's creatures.



#### Teaching Aids Needed:

Bible, Creation Circle 1

# M1

## First Class Time (Continued)

### Animal

**Learn about a bird and its song.** (7 minutes)

#### **Northern Bobwhite (Light green tab)**

Using the book, *Bird Calls* by Frank Gallo, Read the clue:

I'm plump and round and live on the ground  
In field and farms and meadows  
What bird am I?

Pull the tab and show the bird. Then, listen to the bird's song. (Light green button)

Use the additional text to learn more about the Bobwhite.

(It is copied here for ease of use so the children can look at the book while you teach them.)

Who's calling "Bob-white" from that brushy field? It's a plump little bird called a northern bobwhite. Bob whites are quails that live on the ground and are well hidden by their markings. If you startle them, they will fly quickly up and away. In the fall, bobwhites get together with other quail families to make a covey, a group of up to 30 birds. Smaller groups of 10-15 bobwhites sleep closely together in a cozy circle, with their tails in the middle! His call sounds just like his name "Bob-white!" (Listen to the song again-light green button)

The female bobwhite lays from 12 to 16 creamy white eggs in a shallow "cup" on the ground. Then she covers the nest so it can't be seen. (Point to the picture of the nest)

Right after they are hatched, baby bob-whites are on their feet, following their mother around. She shows them how to find insects, seeds, fruits, buds, and tender leaves to eat.

Listen to the bird's song again, as you have time.



#### **Teaching Aids Needed:**

**Book:** *Bird Calls* by Frank Gallo



# M1

## Jumping Game Time-(By Classes)

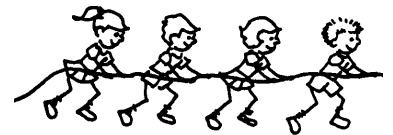
15 Minutes

### Action Song: Hokey Pokey (As a group in the classroom) (2 minutes)

You put you right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Jumping Hoops: (4 minutes) (standing jumps)

Have them practice jumping in and out of the hoops to a variety of commands: Jumping forward, Jumping backward, Jumping sideways. When they can do it on two feet, have them jump on one foot. Remind them to make a "soft landing", bending their knees.



### Frog in the Pond: (5 minutes) (crouching jumps)

Have the children crouch in the hoop, and then practice jumping as far as they can. As they land, have them call out "splash." Then have them turn around and jump back, calling out "Ribbit". When they have had several practice jumps, place a few additional hoops around and have them jump from "lily pad" to "lily pad."



### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, Like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

### Teaching Aids Needed:

Hoops: 1 per child plus 2 or 3 extra

# M1

## Second Class Time

15 Minutes

### Award Time

#### Travel #1, 2, 3, 4, 5, 6

##### 1. Learn about the state you live in. (4 minutes)

(Give each child a state map.) We all live in Washington. It is called the Evergreen state. It is a medium-large state. There are 17 states bigger than Washington and 32 states are smaller. It was the 42nd of 50 states to join the United States all the way back in 1889. The capital is Olympia. Find it on the map. That is where the governor lives and all the representatives that help make our laws. Here is the part of the state we live in.

(Point out the them where the city that they live in is located on the map, and have them put a mark there.) Let's look at our State Flag. It has a picture of George Washington on it. He was the first president.

(Show large pictures of the emblems as you talk about them.) Our state mammal is the Orca. Look at him jumping out of the water. The state bird is the Goldfinch. He is yellow with black wings. Our state flower Coast Rhododendron. Look at the pretty pink flowers. And finally, our state fruit is the Apple. Doesn't look good? Note: If you live in another state, just substitute your state's information. Look at [enchantedlearning.com/usa/states](http://enchantedlearning.com/usa/states) then choose your state.

##### 2. Locate your state on a U.S. map. (1 minutes)

(Give each child a U.S. Map) Now let's look at the U.S. map. Look at the shape of our Washington and see if you can find that shape on this map. (Give the a minute or so to look and then help those who can't find it.) Good, now that we have found it, let's see which ones are next to it.

##### 3. Name a state next to yours. (1 minutes)

There are two states next to Washington. They are Oregon on the south, and Idaho on the east. There is no state to the north, that is the country of Canada. The Pacific Ocean is on the west.

##### 4. Locate this state on a U.S. map. (1 minutes)

Now pick one of the states next to ours and tell me its name.

(Children are to take the map home, because the parent is to help the child color all the states he/she has been to.)

##### 5. Color the states you have visited on the map. (3 minutes)

Have each child color in Washington and any another states they know, then send it home for the parents to help them finish it. (Most will have been to Oregon, at least.)

##### 6. Do a U. S. State puzzle. (5 minutes)

Give each child 8-12 pieces, depending on the size of your group. Help them place them in the proper places. (We will do this again in the next class)



### Teaching Aids Needed:

State Map and U.S. Map Worksheets, Pictures of State Emblems, U.S. Puzzle



# M1

## Bible Story (as a group)

10 Minutes

Even Year: 2C Samuel, the Little Priest

Odd Year: 1C Joseph's New Coat

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, we sit down now with haste.

\*\*\*\*\*

## Third Class Time

20 Minutes

### God Made Me

#### God Made Me #1,8A

##### 1. What color are your eyes? (2 minutes)

(Have children look in the mirror and tell you what color their eyes are. If they don't know help them.)

We don't all have the same color eyes do we? Some of us have brown eyes, some blue or green or hazel. The color part of your eye is call the iris. It is one of the things that makes us special. Can we find it on the model? (use the eye model)

God gave each of us our own special look. But more important than how our eyes look, is how our eyes work.

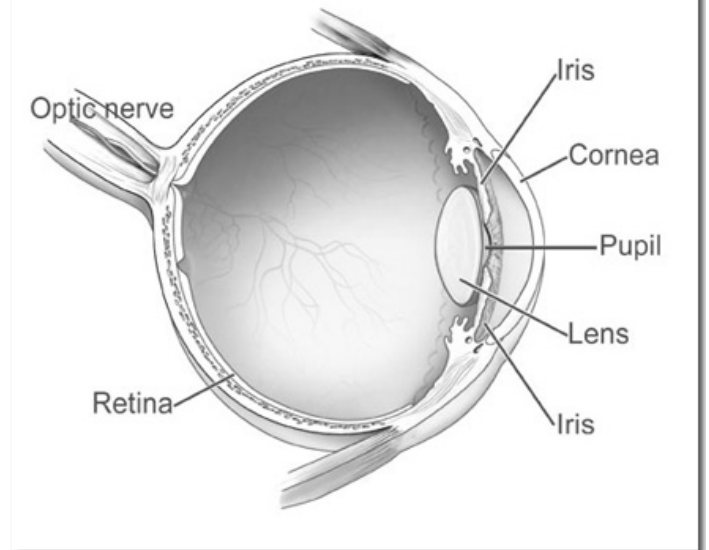
##### 8A. Learn about the eye. (5 minutes)

What it be like if we didn't have any eyes to see with? Close your eyes and let's imagine. What wouldn't you be able to do?

(Let children respond)

Just how do our eyes help us see any-way? Do you see the opening in your eye in the center of the color. (Let the children look in the mirror again) That is called the pupil and it gets bigger or smaller depending whether is bright or dark. Let's find it on the model. (use model again)

There is a lens in your eye that works like this magnifying glass so things look clear. (Use the magnifying glasses and help the children use them to focus.) Then your optic nerve sends the message to the brain so you can see what is in front of you. It all happens faster than you can blink. Your eyes are a very special part of you that God made.



### Teaching Aids Needed:

Mirrors and magnifying glasses (one per child), eye model.

# M1

## Third Class Time (continued)

### Memory Verse (5 minutes)

**John 13:34**

**"Love one another, as I have loved you."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Pages.

They can continue to color while you review the Bible Award below.

## Bible Award

### Birth of Jesus #1, 2

Read pages 27-34 of *The Bible Story Vol. 7* (4 minutes)

#### 1. Who were Jesus' parents? (2 minutes)

Now that we have reviewed the story of Jesus who can tell me the name of Jesus' mother? (Let children respond) That's right, it was Mary. We know that God is Jesus' father, but who did God chose to be His earthly father? (Let children respond) Good, it was Joseph.

#### 2. Where did they find a place to stay? (2 minutes)

Now I have a harder question. Who can tell me where Joseph found a place for them to stay. Remember that all the inns were full. (Let children respond) I'm glad you knew that.

Note: If the children cannot answer, read the story again and repeat the questions. Ask different children until all can answer.

If there is time, work on reviewing the part of the Lord's Prayer they need to learn this year. (Occasionally review last year's part as well.)

Curious Cubs part:

*Our Father, which art in heaven, Hallowed be thy name.  
Thy Kingdom come, Thy will be done, in earth as it is in heaven.*

.....

Little Lambs part:

*For thine is the kingdom, and the power, and the glory forever. Amen*

### Teaching Aids Needed:

Bible, Memory Verse Coloring Pages and Crayons,  
Book: *The Bible Story Vol. 7*

# M2

## First Class Time

15 Minutes

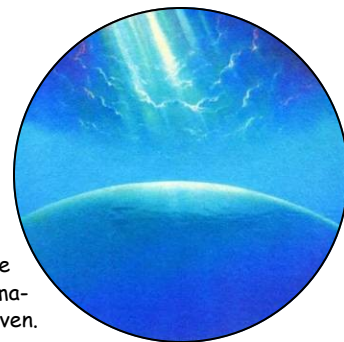
### Creation

**Learn what God made on day 2.** (8 minutes)

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.

**Day 2**—Then God said, Let there be a firmament in the midst of the waters, and let it divide the waters from the waters. Thus God made the firmament, and divided the waters which were under the firmament from the waters which were above the firmament: and it was so. And God called the firmament Heaven. So the evening and the morning were the second day. Genesis 1:6-8



(Begin with Day 1 on the board.) Now, the first day has ended, and the second day is dawning. I wonder what God is going to make today. We wait and listen for Him to speak. Finally, we hear that wonderful voice again, and this time it says, "Let there be a firmament in the midst of the waters, and let it divide the waters from the waters." (Put up Day 2) Firmament is a big word. It means God is going to create the atmosphere or air. Let's see how it is going to happen. Now we see that the heavy fog begins to lift. It goes up higher and higher, and God fills up the space with a great big layer of air between the ocean and the water up above the clouds. Are you wondering why God took a whole day to make something invisible like air? Air is important for all the living creatures He was getting ready to make. Without air there could be no life. But not just any air would do. God had to make just the right kind of air. The air that we fill balloons wouldn't do. It is not oxygen. He mixed up our air just right, so we would have enough oxygen to breathe, but not too much to set the world on fire. You see, the same part of air that we need to breathe is the same part of the air that fire needs to keep burning. Even though we can't see air, we can feel it. If you stand in front of a fan you can feel the air blowing past you. If you blow up a balloon you can keep it up in the air. Air makes a great big cushion, so things can't fall too quickly. Without air, if you threw a rock up in sky, when it fell it would make a big hole and destroy everything it hit. Yes, God knew what he was doing when He took this very important step, to get the world ready for the other things He was going to make. The evening and the morning were the second day! We will learn more about creation next time. Let's now learn about one of God's creatures.

### Teaching Aids Needed:

Bible, Creation Circles 1, 2, small fan

## M2

# First Class Time (Continued)

## Animal

**Learn about a bird and its song.** (7 minutes)

### Northern Cardinal (Blue tab)

Using the book, *Bird Calls* by Frank Gallo, Read the clue:

I wear bright feathers of cherry red  
And like to sing a cheery song.  
What bird am I?

Pull the tab and show the bird. Then, listen to the bird's song. (Blue button)

Use the additional text to learn more about the Cardinal.

(It is copied here for ease of use so the children can look at the book while you teach them.)

When you walk through the snow in winter, watch for colorful birds at the edge of field or along the roadsides. You might see a bright red cardinal sitting in a snow covered tree or bush. If you're lucky, you might also see a number of cardinals gathered in small flocks.

Cardinals especially like bushes with berries or seeds. They use their big red beaks to eat the fruits and seeds and insect, too. Male and female cardinals sing in early spring. They sound so happy when they seem to say "Cheer, cheer! Birdie, birdie, birdie!" (Listen to the song again-blue button)

A cardinal nest is a deep cup made of twigs, weed, bark, and little roots, It is lined with grass, moss, or hair and is very hard to see. The three or four eggs are light green or blue-white with little red-brown spots. (Point to the picture of the nest.)

Cardinals can have three or more broods in one season. The father feeds grubs and insects to the little birds. While the mother sits on the new eggs.

Listen to the bird's song again, as you have time.



### Teaching Aids Needed:

Book: *Bird Calls* by Frank Gallo

## M2

# Stop and Go Game Time - (Whole Club)

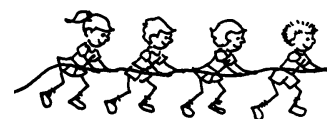
15 Minutes

### Action Song: Hokey Pokey (As a group in the classroom) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.

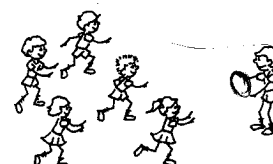


### Red Light, Green Light (4 minutes)

Have the children stand behind a starting line. Choose an activity you want them to do: (ie: walk, crawl, hop, skip, walk backwards). They can only move on a Green Light and must freeze on a Red light. Then say "Green Light" turn your back and then wait 10 -30 seconds and call Red Light. Turn around, and anyone who is moving must return to the start line. The first one across the finish line is the winner. Have each group compete separately.

### Traffic Lights ("Steering wheels" cut from paper plates) (5 minutes)

Stand where every one can see you. Explain that they are the cars and you are the traffic light. (Give each child a "steering wheel") When you hold up the green circle, they rev their engines, (encourage them to make car sounds) and run around the play area, being careful not to run into any other cars. When you hold up the yellow circle they are to run in place. When you hold up the red circle they are to stop and freeze in place.



### Transition Activity: Snake Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

## Teaching Aids Needed:

Transition rope, Red, Yellow and Green "Traffic" Circles, "Steering Wheels" from paper plates.



# M2

## Second Class Time

15 Minutes

### Award Time

#### Travel 6, 7, 8, 9

##### 6. Do a United States puzzle. (5 minutes)

Give each child 8-12 pieces, depending on the size of your group. Help them place them in the proper places. (This is a repeat from last class)

##### 7. Locate the U.S on a globe? (2 minutes)

Point out North America. Then point out the part that is the United States, then find your state.

##### 8. Learn about 5 ways to travel. (4 minutes) (Show pictures as needed)

There are lots of ways to travel. The car is the most common way we get around. It is always important to buckle into your car seat. Another way you might travel is a school bus. It is always important to follow the teacher's instructions on the bus. If we want to travel a long distance we might take an airplane. How many of you have been on an airplane? Your family will pack their suitcases and head off to the airport. At the airport you will wait in line to drop off your luggage and then you will head for security. Mommy and Daddy will put all the family's belongings on a conveyor belt to go through the x-ray machine. Then you will take turns walking through a scanner. On the other side, you get your things and then wait at the gate to get on the plane. When your row is called you will board the plane and put all your things under the seat or in an overhead bin. You need to buckle your seatbelt and then you are ready to take off. Another way to travel is to take the train. If you are taking a long trip your family might have a bedroom on the train. It is fun to watch out the windows, and eat in the dining car. A cruise ship is a complete vacation in itself. Your family will board the ship and porters will take care of your luggage for you. There are lots of different places to eat, and lots of things to do. Your family will have a room to sleep in that is much nicer than those on a train. It will have a window to see out to the ocean, and sometimes there will be a balcony. Every ship has a pool up on the very top deck. Your ship may visit several different places that you can get off the ship and see.

##### 9. How will we travel to heaven? (4 minutes)

Will we need an airplane to go to heaven? No! Jesus is coming to get us. He will leave His home in Heaven, which is found behind Orion. (Show picture of Orion) Then a space the nebula opens up and we can see into where heaven is. Through it comes the voice of God announcing that Jesus is coming. There is thunder and lightning and earthquakes and soon there appears a small black cloud in the east. God's people are not afraid, but the wicked can't hear the voice of God. All they can hear is thunder. The cloud grows larger and larger, and brighter and brighter. Before long, it fills the whole sky. (Show pictures of second coming) In the cloud with Jesus are all the angels of heaven, thousands and thousands of them, more than you can count. The base of the cloud looks like fire and a beautiful rainbow arches above his head. He has a trumpet in His right hand and a sickle in the left. The angels sing and the trumpet blows, and Jesus cries "Awake, awake, all of you that are asleep, and arise." Then just like Lazarus, all the dead people who love God are raised with healthy bodies and rise to meet Jesus in the air. The living are changed too. In a moment, in just a twinkling of an eye, we will become perfect. Our faces will glow with the presence of God, like Moses' did when he came down from Mt. Sinai. We are then caught up in the air to meet Jesus. We all travel in the cloud with Jesus for 7 days, until we get to heaven.

##### Optional Craft: Place Cool Ornament Craft

(Assemble them ahead of time and allow them to put the stickers on while you teach #8 and #9. Make new tail tags that say, I don't need a plane to get to heaven.)



#### Teaching Aids Needed:

U. S. Puzzle Map, World Globe, Plane Cool Ornament Craft Kit #48/6505,



## M2

### Bible Story (as a group)

10 Minutes

Even Year: 2D David, the Youngest Boy      Odd Year: 5A Daniel and His Friends

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, we sit down now with haste.

\*\*\*\*\*

### Third Class Time

20 Minutes

### God Made Me

#### God Made Me #8B

##### What is sound? (2 minutes)

Sound is a type of energy made by vibrations, which causes movement in the air particles. These particles bump into others near them, which makes them vibrate too causing them to bump into more air particles. This movement, called sound waves, keeps going until they run out of energy. If your ear receives the vibrations, you hear the sound. When the vibrations are fast, you hear a high note. When the vibrations are slow, it creates a low note. (Demonstrate with tuning forks.) Sound travels slower than light. That is why you see the lightning before you hear the thunder. Now let's learn what happens inside your ear.



##### 8B. Learn about the ear. (5 minutes)

Ears have three parts:

1. **Outer ear:** It starts with the ear flap and then through the ear hole to a small tunnel called the ear canal until it reaches the eardrum. (use ear model to point out the different parts) The ear flap acts like a funnel, catching sounds as they whizz past your head, and directing them down the ear canal toward the eardrum to make it vibrate.

2. **Middle ear** begins with the ear drum, and then there are a set of 3 tiny bones called the hammer, the anvil and the stirrup. As the eardrum vibrates, the hammer, anvil and stirrup move backwards and forwards in time with the vibrations, causing the stirrup to vibrate something like a miniature eardrum called the oval window.

3. **Inner ear** has the cochlea, semi-circular canals and an auditory nerve. The cochlea contains a salty liquid. Because the oval window is being pushed, it forces the liquid away from itself in waves. These waves will 'peak' at specific places along the cochlea depending on how high or low the sound is, sending a nerve message. The brain interprets these nerve messages as sound. Everything is geared to getting sounds to the inner ear so it can send the messages to the brain. That is how we hear.



#### Teaching Aids Needed:

Tuning fork, Model of ear

## M2

### Third Class Time (continued)

#### Memory Verse (5 minutes)

##### *Psalm 46:1*

"Rejoice in the Lord always, again I will say, rejoice."

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Pages.

They can continue to color while you review the Bible Award below.

### Bible Award

#### Birth of Jesus #3, 4

Read pages 35-42 of *The Bible Story* Vol. 7 (4 minutes)

#### 3. In what city was Jesus born? (2 minutes)

Now that we have reviewed the story, do you remember what city Jesus was born in? (Let children respond) Thank you \_\_\_\_\_ I'm glad you knew that. Next time we will ask you more questions about Jesus.

#### 4. Who told the shepherds about Jesus? (2 minutes)

Do you remember the part of the story where the shepherds were watching the sheep? Who filled the sky with their presence and told the shepherds about Jesus. That's right it was the angels. I'm glad you knew that. Next time we will ask you more questions about Jesus.

If the children cannot answer, read the story again and repeat the questions. Ask different children until all can answer.

If there is time, work on reviewing the part of the Lord's Prayer they need to learn this year. (Occasionally review last year's part as well.)

Curious Cubs part:

*Our Father, which art in heaven, Hallowed be thy name.  
Thy Kingdom come, Thy will be done, in earth as it is in heaven.*

.....

Little Lambs part:

*For thine is the kingdom, and the power, and the glory forever. Amen*

### Teaching Aids Needed:

Bible, Memory Verse Coloring Pages

Book: *The Bible Story* Vol. 7

# M3

## First Class Time

15 Minutes

### Creation

**Learn what God made on day 3.** (8 minutes)

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.



**Day 3**—Then God said, Let the waters under the heavens be gathered together into one place, and let the dry land appear: and it was so. And God called the dry land Earth; and the gathering together of the waters He called Seas: and God saw that it was good. Then God said, Let the earth bring forth grass, the herb that yields seed, and the fruit tree that yields fruit according to its kind, whose seed is in itself, on the earth: and it was so. And the earth brought forth grass, the herb that yields seed according to its kind, and the tree that yields fruit, whose seed is in itself, according to its kind: and God saw that it was good. So the evening and the morning were the third day. *Genesis 1:9-13*

(Begin with the circles 1 & 2 on the board.) It is now the third day. We can hear the breeze gently blowing across the sea, and we can see for miles and miles. But all we can see is more and more water. I wonder what God is going to do today? We wait and listen. Soon we can hear God speaking again, "Let the waters under the heaven be gathered together unto one place, and let the dry land appear," He says. Suddenly there is a mighty shaking and shuddering as land comes up from beneath the water. Now there are mountains, rolling hills, meadows, and lovely beaches. I can see lakes and waterfalls. But something is missing. The land looks dark and barren except where there are some glittering patches here and there of precious metals. I know what it is! There are no plants anywhere. Not a tree or blade of grass anywhere. Do you think God is finished yet? I don't think so. Wait, God is speaking again, "Let the earth bring forth grass, herbs and fruit trees." Instantly the whole landscape is changed. Wow, now everything looks so beautiful! (Put up creation circle for Day 3) The hills are covered with bright green grass, and the mountains are covered with lots of beautiful trees: pines, cedars, redwoods. The meadows are covered with flowers of every color. I see roses and tulips, bluebells and daffodils, I see daisies and poppies, lilacs and geraniums. Now I am getting hungry. There are fruit trees everywhere. I see peach trees, and apple trees and pear trees. Oh, and over there I see orange and lemon trees. And as if fruit is not enough, I see walnut and almond trees. God has made a beautiful garden. Could He be making it for someone? I wonder! The evening and the morning were the third day! We will learn more about creation next time. Let's now learn about one of God's creatures.

### Teaching Aids Needed:

Bible, Creation Circles 1-3

# M3

## First Class Time (Continued)

15 Minutes

### Animal

**Learn about a bird and its song.** (7 minutes)

#### **Black-Capped Chickadee (Yellow tab)**

Using the book, *Bird Calls* by Frank Gallo, Read the clue:

I'm friend, curious, and rather small  
And I wear a black cap on my head.  
What bird am I?

Pull the tab and show the bird. Then, listen to the bird's song. (Yellow button)

Use the additional text to learn more about the Chickadee.

(It is copied here for ease of use so the children can look at the book while you teach them.)

Even though chickadees are sweet little birds, they are brave enough to try to chase a hawk away from their nest! In winter, chickadees group together to search for food with other birds. Chickadees hunt for insects and love sunflower and other seeds.

A chickadee, says it name: "Chic-a-dee, dee, dee." (Listen to the song again-yellow button) Chickadees are very curious and trusting. If you imitate their call, they may fly in closer to see what's going on.

Many birds' nests are up too high in the tree to see, but not a chickadee nest. A soft old birch stump makes a perfect home. The chickadees make a hole with their beaks, Then the female weaves fine grasses, moss, and feathers to hold up to eight brown-spotted white eggs. (Point to the picture of the nest.)

Chickadee chicks are plump. They eat so much, they soon weigh as much or sometimes even more than their parents!

Listen to the bird's song again, as you have time.



#### **Teaching Aids Needed:**

Book: *Bird Calls* by Frank Gallo

# M3

## Ball Game Time - (By Classes)

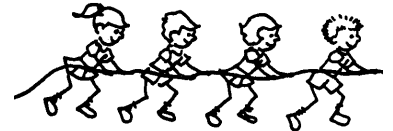
15 Minutes

### Action Song: Hokey Pokey (As a group) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot,

### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Tunnel Ball (rolling) (4 minutes)

Have the children stand with their feet far apart in a single file line, about 3 feet apart. Have them roll the ball between their legs to the next player. When the ball gets to the back, that player runs to the front, and repeats the process until all have had a turn at the front. (Adjust the distance between players to accommodate different skill levels.)



### Bouncing Balls (9 minutes)



Practice bouncing a ball and catching it. Then try bouncing it to a partner. Have them stand about 4 feet apart. After each 5 successful catches, have them each back up one step.



### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

## Teaching Aids Needed:

Transition Rope , Playground Balls (one per child)



# M3

## Second Class Time

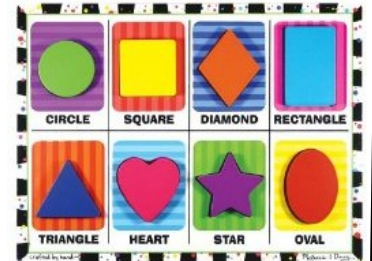
15 Minutes

### Award Time

#### Shapes and Sizes # 1,2,3,4,9

##### 1. Learn about a circle and an oval. (2 minutes)

Let's find two shapes that go round and round and don't have any points. That's right. These shapes don't have any corners. (wait for children to find them) The green one is a circle and the red one is an oval. How are they different? (wait for children to respond) Yes, the circle is round like an orange and the oval is a squashed circle that is shaped more like an egg.



##### 2. Learn about a square and a rectangle. (2 minutes)

Now, let's find two shapes that have corners shaped like the letter L. We call them right angles. (wait for children to find them) The yellow one is a square and the light blue one is a rectangle. How many sides do these pieces have? Count with me. 1 2 3 4. Now, how are they different? (wait for children to respond) The square is special because all the sides are the same length. The rectangle is a squashed square. It has two long sides and two short sides.

##### 3. Learn about a triangle and a diamond? (2 minutes)

Now let's find two shapes with squashed corners. (wait for children to find them) The orange one is a diamond, and the blue one is a triangle. How are they different? (wait for children to respond) Yes, the triangle has three sides and the diamond has four.

##### 4. Learn about a star and a heart. (2 minutes)

What two shapes are left? (wait for children to respond) Yes, these are special shapes, The pink one is a heart and the purple one is a star.

##### 1-4. Quiz (2 minutes)

Quiz the children on the names of the shapes until they know them. See if they can read the shape names on the puzzle.

##### 9. Create a shape pattern with blocks or magnets.(5 minutes)

With any remaining time, let the children arrange the different shaped magnets in a connecting fashion.



#### Teaching Aids Needed:

Melissa and Doug Shape puzzle, Smethport 200 Foam Magnet Pattern Blocks



# M3

## Bible Story (as a group)

10 Minutes

Even Year: 1A Baby Moses

Odd Year: 5C Zacchaeus, the Cheater

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, We sit down now with haste.

\*\*\*\*\*

## Third Class Time

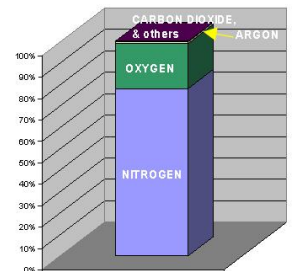
20 Minutes

### God Made Me

#### God Made Me #4, 8CEF

##### 4. What is air? (2 minutes)

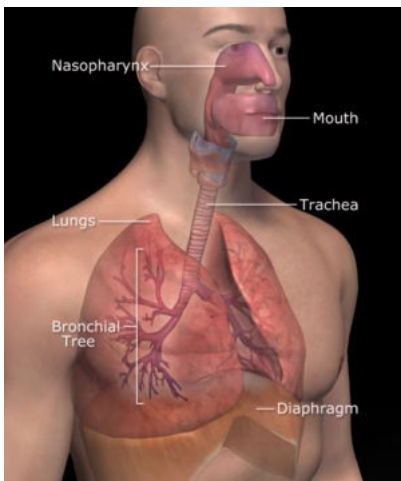
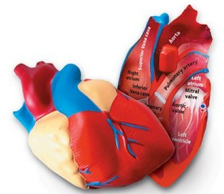
The air is this invisible stuff all around us that your body needs to live. It is made up of mostly nitrogen (the blue part) and oxygen (the green part). The part we need is the green part called oxygen. Our bodies use the oxygen and give back carbon dioxide (the purple part). The trees use the carbon dioxide and give back oxygen. Isn't it wonderful the way God made all things to work together? Now let's learn how our bodies use the air.



##### 8CEF. Learn about the Nose, Lungs and Heart. (5 minutes)

The nose and lungs are part of our respiratory system. When we breathe that is respiration. When we take in air we call it inhaling, and when we let the air out we call it exhaling. (Let the children practice). Breathe in. Now breathe out. Breathe in. Breathe out. Breathing makes it possible to feed and clean our cells.

The mechanism of breathing is wonderfully simple. Air passes through the nose and mouth, past the larynx through the trachea and into the lungs



where the oxygen in the air you breathed in is exchanged for carbon dioxide. This exchange takes place in the alveoli membrane of the lungs where the heart has pumped the blood.

Have them hold their hand a few inches from their mouth and nose and deliberately breathe in and then out. As they feel the breath hit their hand you can simply explain the process of exchanging clean air for used air. Remind them that when they are running and breathing hard, they are bringing in the extra oxygen they need to feed and clean their bodies during exercise. When they sleep, their breathing is slower as the need for oxygen during rest is much lower.

### Teaching Aids Needed:

Small battery fan, heart model

## M3

### Third Class Time (continued)

#### Memory Verse (5 minutes)

##### *Ephesians 6:2*

"Honor your father and your mother, which is the first commandment with promise."

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse pages.

They can continue to color while you review the Bible Award below.

### Bible Award

#### Birth of Jesus # 5,6

Read pages 47-52 of "The Bible Story" Volume 7 (4 minutes)

##### 5. How did the wise men find Jesus? (2 minutes)

Now that we have reviewed the story who can tell me what the wise men followed to find Jesus. Yes, it was a star. The star was a group of angels.

##### 6. Tell about the gifts they brought to Jesus. (2 minutes)

Who can tell me the names of the three gifts the wise men brought? Yes they were gold, a precious metal; frankincense, a perfume; and myrrh, a spice.

If the children cannot answer, read the story again and repeat the questions. Ask different children until all can answer.

If there is time, work on reviewing the part of the Lord's Prayer they need to learn this year. (Occasionally review last year's part as well.)

Curious Cubs part:

*Our Father, which art in heaven, Hallowed be thy name.  
Thy Kingdom come, Thy will be done, in earth as it is in heaven.*

.....

Little Lambs part:

*For thine is the kingdom, and the power, and the glory forever. Amen*

#### Teaching Aids Needed:

Bible, MV Coloring Pages, Book: *The Bible Story* Vol #7

# M4

## First Class Time

4:10-4:25p.m.

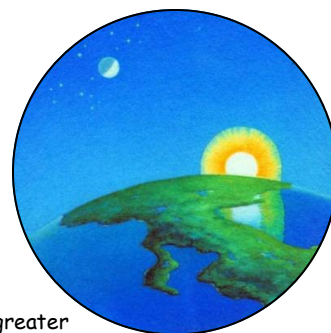
### Creation

**Learn what God made on day 4.** (8 minutes)

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.

**Day 4**—Then God said, Let there be lights in the firmament of the heavens to divide the day from the night; and let them be for signs, and for seasons, and for days, and years: And let them be for lights in the firmament of the heavens to give light upon the earth: and it was so. Then God made two great lights; the greater light to rule the day, and the lesser light to rule the night: he made the stars also. God set them in the firmament of the heavens to give light upon the earth, and to rule over the day and over the night, and to divide the light from the darkness: and God saw that it was good. And the evening and the morning were the fourth day. Genesis 1:14-19



(Begin with the circles 1, 2, 3 on the board) In three short days our world has been changed from nothing to the most beautiful place you could imagine. I could stay here forever. The fruit smells so good. It is early on the morning of the fourth day. I wonder what God is going to make today. We wait and listen, We are waiting for God's voice to see what He is going to make next. Finally it comes. This time God says "Let there be lights in the firmament." Look, something is happening! Up high in the sky the clouds are parting, and a great big ball of fire can be seen. It is the sun. (Put up creation circle for Day 4) Already its first warm rays are sweeping over the hills and valleys, making the earth more beautiful than before. The flowers open up and turn joyously toward the sun. All the plants are soaking in the sunshine. Now we can see a beautiful blue sky. For when the sun shines on the water, it reflects back that beautiful blue color. Oh, but wait! I see something else up in the sky. It's very hard to see when the sun is up, but I think I see the moon. God made it to rule the night sky. So as the sun is setting, the moon casts a beautiful glow on the earth, and all the stars begin to shine. We hear God saying, "Let them be for signs, and for seasons, and for days, and years." Oh, I understand now. God made the earth to circle the sun, and that makes a year. The sun stays up longer sometimes and goes down earlier at other times, and that makes seasons. God thinks of everything doesn't he? The evening and the morning were the fourth day! We will learn more about creation next time. Let's now learn about one of God's creatures.

### Teaching Aids Needed:

Bible, Creation Circles 1-4

# M4

## First Class Time (Continued)

4:10-4:25p.m.

### Animal

**Learn about a bird and its song.** (7 minutes)

#### Red-Winged Blackbird (Red tab)

Using the book, *Bird Calls* by Frank Gallo, Read the clue:

I live in marshes and show red patches  
On my shoulders when I fly.  
What bird am I?

Pull the tab and show the bird. Then, listen to the bird's song. (Red button)

Use the additional text to learn more about the Blackbird.

(It is copied here for ease of use so the children can look at the book while you teach them.)

Before the last icicles melt, you can hear red-winged blackbirds singing in the spring. The males flash their red and yellow shoulder patches to show the females. Other males seem to fear the sight and stay in their own areas of the marsh.

In winter, red-winged blackbirds gather in flocks. Some flocks are so big, they spread out as far as you can see! The birds may settle in crop fields to feast on old grain. When they return to the marshes, the males sing their loud, "Conk-a-ree." (Listen to the song again-red button)

The female red-winged blackbird builds a nest of grass hidden in the reeds. Soon it will contain three or four blue-green eggs with dark blotches. (Point to the picture of the nest)

When baby red-winged blackbirds hatch, the mother feeds them only insects. But she continues to eat seeds and grain.

Listen to the bird's song again, as you have time.



#### Teaching Aids Needed:

Book: *Bird Calls* by Frank Gallo

# M4

## Follow the Leader Game Time- (By Club)

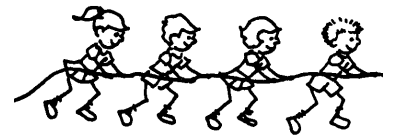
4:25-4:40p.m.

### Action Song: Hokey Pokey (As a group in the classroom) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

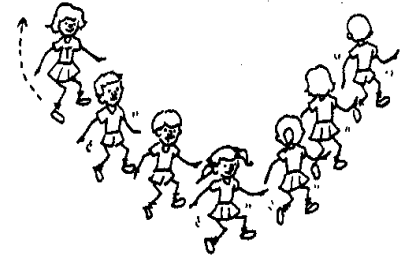
### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Follow Me (3 minutes)

Have the players stand in long line behind you. Tell children that you want them to follow you around the play area. Whatever you do they are to copy. They must stay in line and not pass anyone. Use a variety of movements. (running, jumping, skipping, hopping) Vary the directions and speeds.



### Follow Me-Part 2 (6 minutes)

After they have got the game concept, you may divide them into classes, and let each child have a chance to be a leader.

### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

## Teaching Aids Needed:

Transition Rope

**M4**  
**Second Class Time**  
4:40-4:55p.m.  
**Award Time**

**Shapes and Sizes 5,6,7,8**

**5. Sort items by small, medium and large. (4 minutes)**

(Have the children put all the shapes in one pile.) Now that we know our shapes, let see if we can sort them a different way. (Using the squares show the difference of small medium and large) Here are my squares. Which is the smallest? Which is the largest? That means the one in the middle is the medium size one. Let me see you make three piles of your shapes. Let's find all the small shapes first. Now let's find the largest ones. Now the ones in the middle are the medium shapes. (Repeat if necessary.)

**6. Learn about tall and short.**

**7. Measure your height.**

**8. Make a picture using different shapes and sizes.\* (10 minutes)**

Give each child a large piece of construction paper. Put out all the shapes and glue sticks and let them create their own picture. They may also draw shapes with crayons or markers.

**Teaching Aids Needed:**

**Teaching Aids:** Cutout shapes, construction paper, glue sticks crayons or markers



# M4

## Bible Story (as a group)

10 Minutes

Even Year: 4B Esther, the Brave Queen    Odd Year: 1D Barley Loaves and Fishes

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, We sit down now with haste.

\*\*\*\*\*

## Third Class Time

20 Minutes

### God Made Me

#### God Made Me #8DGK

##### 8K. How many teeth do you have? (1 minutes)

When you are first born you don't have any teeth at all. In your first year you began to get some teeth. Usually the front bottom teeth come in and then before you turned three, you had 20 teeth. When you are older, probably in first grade you will start to lose your baby teeth and get a whole new set. By the time you are a teenager you will have 32 teeth.

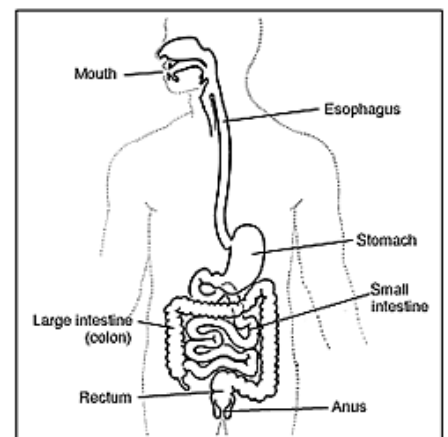


##### 8K. How do you care for your teeth? (2 minutes)

Make sure to brush teeth twice a day, once in the morning and evening. Brush all surfaces with a soft-bristled brush, including the area along the gum line. Toothbrushes should be replaced every 3 months, and after you have been sick. Plaque monsters like to hang out in-between teeth and in other hard-to-reach areas. This means that it's important practice flossing once a day. Also visit the dentist twice a year for regular cleanings and checkups. (Demonstrate with brushing model)

##### 8DG. Learn about the mouth and stomach. (4 minutes)

God gave a special system called the digestive system that helps us use the food we eat. First, the food goes into the mouth. Here the teeth grind up the food and mix it with saliva. (Spit) Then you swallow the food and it goes down the esophagus into the stomach. (Point to the diagram) Here the food gets mixed up with more liquid called digestive juices. Then it slowly empties into the intestine where the nutrients are absorbed into the blood stream. The intestine is a long tube that goes back and forth in your abdomen. If you would take it out and stretch in one long piece it would be about 30 feet long. That is longer than the length of this room. Then what is left over, that the body can't use, come out the other end when you go to the bathroom.



### Teaching Aids Needed:

Brushing model, floss, teaching picture of digestive system

# M4

## Third Class Time (continued)

### Memory Verse (5 minutes)

*Genesis 1:1*

**"In the beginning God created the heavens and the earth."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Sheets.

They can continue to color while you review the Bible Award below.

## Bible Award

### Birth of Jesus # 7, 8

Read pages 53-56 of *"The Bible Story" Volume 7* (4 minutes)

#### 7. Why did the king want to know where Jesus was? (2 minutes)

The king was a very jealous man. He didn't like the idea of anyone being born King of the Jews. He told the wise men that he wanted to worship him too, but he really wanted to get rid of Him.

#### 8. How did God protect the family? (2 minutes)

God sent Joseph a dream, and told him to get up and take Jesus and Mary to Egypt.

If there is time, work on reviewing the part of the Lord's Prayer they need to learn this year. (Occasionally review last year's part as well.)

Curious Cubs part:

*Our Father, which art in heaven, Hallowed be thy name.  
Thy Kingdom come, Thy will be done, in earth as it is in heaven.*

.....

Little Lambs part:

*For thine is the kingdom, and the power, and the glory forever. Amen*

### Teaching Aids Needed:

Bible, Memory Verse Coloring Pages and crayons, Bible Story Book Vol 7

# M5

## First Class Time

15 Minutes

### Creation

**Learn what God made on day 5.**

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.



**Day 5 First Part—** Then God said, Let the waters abound with an abundance the living creatures, and let birds fly above the earth across the face of the firmament of the heavens. So God created great sea creatures, and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind: and God saw that it was good. And God blessed them, saying, Be fruitful, and multiply, and fill the waters in the seas, and let birds multiply on the earth. And the evening and the morning were the fifth day. Genesis 1:20-23

(Begin with the circles 1-4 on the board) It is now day five. This morning we are waiting for the sunrise. It is the first day for that, you know. The sky first turns pink and then gold as the sun peeks over the horizon. The world God had made is more beautiful than words can describe. But as we admire the beautiful world in the first rays of the sun, we realize that it is a silent and empty world. The only sound we can hear is the breeze whispering through the trees. But God is not planning an empty world. I wonder what God is going to make today. We wait and listen, Soon we hear God saying "Let the waters abound with an abundance the living creatures." We turn and look toward the sea and we can see things moving. (Put up creation circle for Day 5) We see a water spout and then great big whale. There are dolphins, porpoises and seals. I am sure God enjoys making so many different kinds of sea creatures. There are fish of every color. There are starfish, sea horses, crabs, lobsters, shrimp and all kinds of animals that live in shells. The waters are so full of so many interesting things, that it is hard to know what to look at. We wade out in the water and can see the fish swimming around our feet. They are not afraid of us. I see an octopus moving along the bottom. Oh, over there I see a sea turtle. I wonder if it will give me a ride? I feel hungry now so I take a piece of fruit and sit on the beach to watch all the ocean creatures. I'm sleepy now with the warm sun shining down on me. I think I will take a little nap, before God makes anything else. The fifth day isn't over yet! We will learn more about creation next time. Let's now learn about one of God's creatures.

### Teaching Aids Needed:

Creation Circles 1-5

# M5

## First Class Time (Continued)

### Animal

**Learn about a bird and its song.**

#### **American Robin (Dark green tab)**

Using the book, *Bird Calls* by Frank Gallo, Read the clue:

I show up in the spring with my reddish breast  
And like to pull worms from the ground.  
What bird am I?

Pull the tab and show the bird. Then, listen to the bird's song. (Dark green button)

Use the additional text to learn more about the Robin.

(It is copied here for ease of use so the children can look at the book while you teach them.)

After the snow is gone in early spring, you might see a bird with a red breast running or hopping on the lawn or in your garden. Now watch, and if it tilts its head, get ready! The robin is looking for worms in the ground. When it sees one, it will dart forward, grab the worm, and wrestle it from the ground. After it catches the worm, it will be gone in one gulp!

Robins sing in the evening, but the morning is the best time to hear their song. "Cheer-up, cheerily, cheerily, cheer-up!" It makes you want to sing along! (Listen to the song again-Dark green button)

The robins' nest may be in a bush or tree. The nest is lined with mud and may have three or four beautiful sky-blue eggs inside. (Point to the picture of the nest.)

When each baby robin is old enough to leave the nest, it will have a spotted breast. As it grows older, it will grow new breast feathers of robin's red.

Listen to the bird's song again, as you have time.



#### **Teaching Aids Needed:**

**Book:** *Bird Calls* by Frank Gallo

# M5

## Bounce House Game Time - (By Classes)

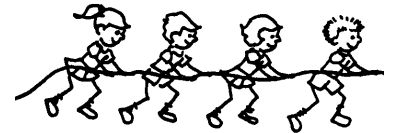
15 Minutes

### Action Song: Hokey Pokey (As a group in the classroom) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

### Transition Activity: Snake Line (1 minute)

Form a single line holding the rope. At the signal, "Slither Forward", the "snake" moves forward with you holding one end of the rope to the game site of the day. Encourage them to make hissing sounds.



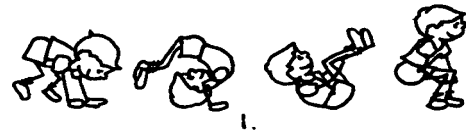
### Bounce House (9 minutes)

Set up the Bounce House ahead of time and rotate children in 3 minute segments. Have two children do Snowball roll while the other four bounce. (The Bouncer is too small for all 6 children at once.)



### Snowball Roll (one small pumpkin per child) (3 minutes per group)

Teach two children to somersault. In doing a forward roll the head should be well tucked out of the way and the landing should be on the tops of the shoulder and the back of the neck.



### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

## Teaching Aids Needed:

Transition Rope, Hula Hoops, Rope for river.

**M5**  
**Second Class Time**  
15 Minutes  
**Award Time**

**ABC's #1, 2, 4**

1. Recognize on sight 20 of the 26 letters.

Using flash cards help the children identify each letter of the alphabet

2. Name one thing that start with each letter.

This is a phonetic sounding game. Don't use things like phone for the letter p, when to the children it sounds like f. There are many picture flashcards that will work well.

6. Sing the ABC song from memory.

The parents should have taught them the song, Just sing it once with the children and mark off who knows it and send it back to the parents if they don't.

**Teaching Aids Needed:**

Alphabet Flash Cards



# M5

## Bible Story (as a group)

10 Minutes

Even Year: 1B Baby Jesus

Odd Year: 1D Joseph and His Brothers

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, we sit down now with haste.

\*\*\*\*\*

## Third Class Time

20 Minutes

### God Made Me

#### God Made Me #2, 8HI

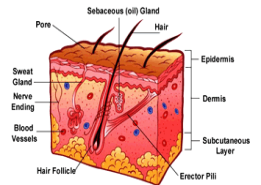
##### 2. What color is your hair?

What kind of hair do you have — black and curly, blond and straight, or some other combination? Usually, a kid's hair color is determined by one or both parents' hair color. (Have children color the all about me page with their color of hair and skin while you talk about them.)

##### 8I. Learn about the hair.

(Have them look at a hair and their skin with a magnifying glass.)

Hair grows all over your body. It starts at the hair root underneath the skin. The root is inside a **follicle**, which is a small tube in the skin. As the hair grows, it pushes up through the skin. The hair contains dead cells. That's why it doesn't hurt when your hair is cut! Hair follicles have oil glands, which makes the hair shiny. It is important to keep it clean. Use a gentle shampoo and warm water. Lather up using your fingertips, rinse it with plenty of clean water, and use conditioner if desired. Dry it gently with a towel and use a wide-tooth comb to untangle it. Be gentle and don't yank the knots too hard.



##### 8H. Learn about skin.

What's the biggest organ in your body? It's the skin, and it is very important. It covers and protects everything inside your body. Without skin, people's muscles, bones, and organs would be hanging out all over the place. Skin holds everything together. It also:

- protects our bodies
- helps keep our bodies at just the right temperature
- allows us to have the sense of touch

The skin is made up of three layers. The outside layer is called the **epidermis**. It is the part of your skin you can see. The next is the **dermis**. You can't see it because it's under the epidermis. The nerve endings hear tell you how things feel when you touch them. (Hot or cold-smooth or rough) The third layer is called the **subcutaneous layer**. It is made mostly of fat and helps your body stay warm and absorbs shocks when you fall down. It also helps hold your skin to all the tissues underneath it. Your skin likes a good washing. Use water and a mild soap. Also, cover scrapes and cuts with gauze or a bandage. This keeps the dirt out and helps prevent infections. It's just one way to be kind to the skin you're in!

### Teaching Aids Needed:

Magnifying glass, skin model, "All About Me" coloring page for each child.

**M5**  
**Third Class Time** (continued)

**Memory Verse**

Proverbs 22:6

**"Train a child in the way he should go."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Sheets.

They can continue to color while you review the Bible Award below.

**Bible Award**

**Birth of Jesus # 1, ?**

**Read pages 59-62 of "The Bible Story" Volume 7**

**9. Where did they go?**

God told Joseph to take the family to Egypt.

**1. Learn to pray by yourself.**

After you have had the above discussion, ask the children if there is anything they want to pray about., and then help them offer their own prayers.

If there is time, work on reviewing the part of the Lord's Prayer they need to learn this year. (Occasionally review last year's part as well.)

Curious Cubs part:

*Our Father, which art in heaven, Hallowed be thy name.  
Thy Kingdom come, Thy will be done, in earth as it is in heaven.*

.....

Little Lambs part:

*For thine is the kingdom, and the power, and the glory forever. Amen*

**Teaching Aids Needed:**

**Book: *The Bible Story* Vol. #7**

# M6

## First Class Time

15 Minutes

### Creation

**Learn what God made on Day 5.** (8 minutes)

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible)  
The Bible is God's special letter to us, so let's see what it says.

**Day 5 Second Part**—Then God said, Let the waters abound with an abundance the living creatures, and let birds fly above the earth across the face of the firmament of the heavens. So God created great sea creatures, and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind: and God saw that it was good. And God blessed them, saying, Be fruitful, and multiply, and fill the waters in the seas, and let birds multiply on the earth. And the evening and the morning were the fifth day. *Genesis 1:20-23*



(Begin with the circles 1-4 on the board) Remember that when we left off the last time, we were resting on the beach waiting to see if God had any more plans for the day. We wait and listen. Soon we hear God saying, "Let birds fly above the earth across the face of the firmament of the heavens."

Then, what a marvelous sight! (put up Day 5) Just look at them! Hundreds and thousands of birds of every size and color soaring high in the sky, flapping their wings and swooping down low. Some birds are perched in the trees and others are walking on the ground. They are enjoying their first day of living. Listen! What do you hear? The silence is broken at last. From everywhere comes the sound of singing. The birds are singing! The air is filled with their lovely songs. From far away and near by, birds are singing everywhere. What wonderful harmony. I close my eyes and just listen for awhile. When I look around, I see robins and sparrows, hawks and eagles. And over there I see chickens, turkeys and geese. In the trees, there are beautiful parrots with brilliant colors. There's a funny looking bird, I think it's an ostrich. On one of the lakes, there are beautiful white swans swimming with every variety of ducks. I hear the doves cooing, and the crows cawing. Down by the beach there are sea gulls and pelicans. We sit on the beach watching the sun go down, and as the birds begin to go to sleep, the world gets quiet once again. The evening and the morning were the fifth day! We will learn more about creation next time. Let's now learn about one of God's creatures.

### Teaching Aids Needed:

Bible, Creation Circles 1-5

# M6

## First Class Time (Continued)

15 Minutes

### Animal

#### Learn About an Amphibian and its sound (7 minutes)

##### American Toad (Red tab)

Using the book, *Night Sounds* by Frank Gallo, Read the clue:

I have bumpy skin and jump in the woods

And call with a high loud trill.

What am I?

Pull the tab and show the animal. Then, listen to the its sound. (red button)

Use the additional text to learn more about the Toad.

(It is copied here for ease of use so the children can look at the book while you teach them.)

The "Whirrrrrrrrrrrr" of the American toad sounds like someone whistling and humming at the same time! This high trill is used by males to call female toads to spring pools and ponds to breed. A male calls by blowing up a sack in its throat. The sack can get bigger than the toad's head! Lets hear the sound again.(Listen to the sound again-red button)

After breeding, toads spend the rest of their time living in the forest. At night they hunt near lights for insects. During the day toads hide under leaves, rocks and logs or bury themselves in the soil. Toads taste bad, even when they are little tadpoles, so most other animals leave them alone.

Toad eggs can be found in long, twisted strings of jelly among the water plants. Toad eggs will hatch in about a week. The tiny black tadpoles often swim in schools (groups) near the shore. Spring ponds dry up quickly, so these tadpoles take just three to six weeks to change into baby toads.



#### Teaching Aids Needed:

Book: *Night Sounds* by Frank Gallo

# M6

## Rhythm Game Time - (By Club)

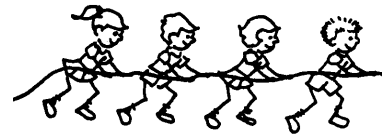
15 Minutes

### Action Song: Hokey Pokey (As a group in the classroom) (2 minutes)

You put you right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Musical Rhythm: Repeat 3 times (3 minutes)

Children follow the leader as she models the lyrics to the song. Tune: "Are you Sleeping"  
Touch your toes, touch your toes, turn around, turn around.  
Do a little jumping, do a little jumping, squat down low, up you go!

### Galloping Ponies (6 minutes)

Tell the children that they are beautiful racing ponies, that run to the beat of the drum. (or rhythm sticks) Sit or stand in the middle of the circle. First beat the drum slowly with a steady beat. The children will walk slowly around the circle. Next, beat the drum a little faster, as ponies start to skip and then really fast as they gallop. Continue, alternating between fast, medium and slow. (Younger children may just run or walk rather than skipping and galloping if need be.)

### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, Like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

### Teaching Aids Needed:

Transition rope, Drum or Rhythm Sticks.



# M6

## Second Class Time

15 Minutes

### Award Time

#### Crayons and Markers 1,2,3,8

1. Name the eight basic colors of crayons. (2 minute)

RED, ORANGE, YELLOW, GREEN, BLUE, PURPLE, BLACK, BROWN

Have a box of 16 crayons for each child. Have them find the right color as you call out the names.

2. What happens when a crayon gets hot? (1 minute to start)

Using a container over a tea light, (a butter warmer is perfect) place a crayon over the heat and allow it to melt while you are teaching the next requirement. (Cleaning tip: wipe out hot crayon with paper towel)

3. What are crayons made of? (3 minute)

The two basic ingredients for a crayon are:

- Pigment
- Paraffin wax, stored in heated 17,000 gallon tanks

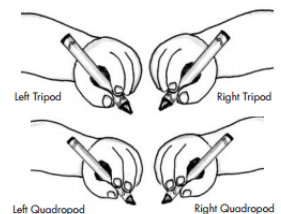
The mixture is heated until it melts into a liquid. Crayons melt at 105° degrees Fahrenheit (40° degrees Celsius). The mixture is heated to 190° F (82° C). The liquid is poured into a preheated mold full of hundreds of crayon-shaped holes. Cool water (55° F, 13° C) is used to cool the mold, allowing the crayon to be made in 3 to 9 minutes. A single mold makes 1,200 crayons at a time, weighing a total of about 40 pounds. The operator uses hydraulic pressure to eject the crayons from the mold. Earlier mold designs used a hand crank to push up the crayons. The just-molded crayons are then manually quality checked for imperfections and inspected for broken tips. The excess wax from the mold and any rejected crayons are recycled to be re-melted. More than 120 crayon colors are possible.

8. Color a nature picture with crayons. (9 minute)

Things to work on:

- 1) Good crayon and pencil grips should be actively and regularly taught.
- 2) Teach grips as soon as age 4 or whenever crayons are introduced.
- 3) Grips become automatic or habitual with repetition.
- 4) The older the child, the harder it is to change the pencil grip.

Have a variety of pictures to choose from, and work on helping them with the proper grip as they color.



#### Teaching Aids Needed:

One box of 16 crayons per child, one disposable crayon to melt, melting apparatus, coloring pages of your choice. You may also have a larger box of crayons to allow for more color choice.

# M6

## Bible Story (as a group)

10 Minutes

Even Year: 5D Jabel, the Shepherd

Odd Year: 2A Jesus and the Storm

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, we sit down now with haste.

\*\*\*\*\*

## Third Class Time

20 Minutes

### God Made Me

#### God Made Me 3, 8JL

##### 3. Count Fingers and Toes.

I have ten fingers  
And they all belong to me,  
I can make them do things  
Would you like to see?  
I can shut them up tight  
I can open them wide  
I can put them together  
I can make them all hide  
I can make them jump high  
I can make them jump low  
I can fold them up quietly  
And hold them just so.

*hold up both hands, fingers spread*  
*point to self*  
*hold up both hands, fingers spread*  
*Point to eyes*  
*make fists*  
*open hands*  
*place palms together*  
*put hands behind back*  
*hands over head*  
*touch floor*  
*fold hands in lap*



##### 8J. Learn about the hands.

Hands are one of our most important tools. Many of our activities use our hands. They come in contact with many things, so washing your hands is the best way to stop germs from spreading. When should you wash your hands? (When water is not available use hand sanitizer)

1. before eating or touching food
2. after blowing your nose or coughing
3. after playing outside
4. after using the bathroom
5. after touching pets or other animals
6. before and after visiting a sick relative or friend

How should you wash your hands? Use warm water and soap, work up some lather on both sides of your hands, wrists, between fingers, and around the nails. Wash for about 10-15 seconds. (about how long it takes to sing "Happy Birthday") Rinse and dry well with a clean towel.

##### 8L. Learn about nails.

The hard surface of your nails helps to protect the tips of your fingers and toes, and your fingernails make it easier to scratch an itch or pick up small things. Nails are made of **keratin**. This is the same thing your body uses to make hair and the top layer of your skin. Your parents will use a nail clipper or a pair of nail scissors to cut your nails. To smooth jagged edges, use a nail file or emery board, which works like sandpaper.

### Teaching Aids Needed:

Hand sanitizer, and a nail grooming kit

# M6

## Third Class Time (continued)

### Memory Verse (5 minutes)

Exodus 20:8

**"Remember the Sabbath day, to keep it holy."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse pages.

They can continue to color while you review the Bible Award below.

### Bible Award

#### Bible Discovery # 1, 2

##### 1. Practice treating the Bible Properly. (2 minutes)

Show the children how to hold a Bible carefully and turn the pages without damaging them. Teach them that a Bible should always be placed on the top of other books and not left on the floor.

##### 2. Who gave us the Bible? (5 minutes)

**Background Material:** The Bible points to God as its author; yet it was written by human hands; and in the varied style of its different books it presents the characteristics of the several writers. The truths revealed are all "given by inspiration of God" (2 Timothy 3:16); yet they are expressed in the words of men. The Infinite One by His Holy Spirit has shed light into the minds and hearts of His servants. He has given dreams and visions, symbols and figures; and those to whom the truth was thus revealed have themselves embodied the thought in human language.

The Ten Commandments were spoken by God Himself, and were written by His own hand. They are of divine, and not human composition. But the Bible, with its God-given truths expressed in the language of men, presents a union of the divine and the human. Such a union existed in the nature of Christ, who was the Son of God and the Son of man. Thus, it is true of the Bible, as it was of Christ, that "the Word was made flesh, and dwelt among us. *John 1:14 Great Controversy p. vii*

**After reading the above material, explain it to the children in your own words.**

#### Teaching Aids Needed:

Bible, Memory Verse Coloring Pages

# M7

## First Class Time

15 Minutes

### Creation

**Learn what God made on day 6.**

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.

**Day 6 First Part**—Then God said, Let the earth bring forth the living creature according to its kind, cat-  
and creeping thing, and beast of the earth each according to its kind: and it was so. And God made the beast of the earth according to  
its kind, and cattle according to its kind, and every thing that creeps upon the earth according to its kind: and God saw that it was good.  
Genesis 1:24-25



(Begin with the circles 1-5 on the board) As the morning dawns on the 6th day, the birds begin to wake up and sing. For a few short hours the birds and sea creatures have had the world for themselves. But now the 6th day has dawned, and God has more creating to do. I wonder what God is going to make today? We wait and listen. Soon we hear God's powerful, yet kind voice again, and what do you think He will say this time? He says, "Let the earth bring forth the living creatures according to its kind, cattle, and creeping thing, and beast of the earth each according to its kind." Suddenly, the world was full of animals. (Put up circle for Day 6) There are big ones and small ones. Bold ones and shy ones. Loud ones and quiet ones. A loud roar comes from the trees, and a great golden creature with a long hairy mane comes out unto the meadow. I recognize it. It's a lion! He has a mate with him, and they are exploring their surroundings. Look, there are some great big animals with long trunks taking a drink at the water's edge. I think they are called elephants. Yes, I see two of them also. Oh, look at those cute little animals with the long ears! Yes, there are two rabbits. Nearby, there are two soft white wooly animals. Those two are sheep. A way off near the trees, I see two deer, munching on some leaves. They are quiet and shy animals. Everywhere I look there are more animals: dogs and cats, wolves and coyotes, bear and bison, raccoons and squirrels. There are so many different kinds, I don't know how God thought them all up. All the animals here live together in peace. I'm sure God is happy with His work. All the creatures are enjoying their new surroundings. The Garden where they live is called Eden. I think I'm going to play with raccoons, before God makes anything else. The sixth day isn't over yet! We will learn more about creation next time. Let's now learn about one of God's creatures.

### Teaching Aids Needed:

Bible, Creation Circles 1-6

# M7

## First Class Time (Continued)

### Animal

#### Learn About an Amphibian and its sound

##### Bullfrog (Green tab)

Using the book, *Night Sounds* by Frank Gallo, Read the clue:

I hop and croak and love to float  
With my big eyes sticking out of the water.  
What am I?

Pull the tab and show the animal. Then, listen to the its sound. (green button)

Use the additional text to learn more about the Bullfrog.

(It is copied here for ease of use so the children can look at the book while you teach them.)

A booming sound is coming from the dark pond: "Jug-o-rhum, jug-o-rhum." Take a quick peek along the edge of the pond on a warm summer night and you may find a huge green bullfrog. Bullfrogs in the United States can grow to be 6 to almost 8 inches long! To get that big, they gobble up lots of insects and spiders. They can also eat mice, baby turtles, and even other frogs!

At mating time, male bullfrogs float in the water and guard a space up to 20 feet wide. If another male comes too close, they wrestle like angry bulls until one leaves! A female bullfrog will lay as many as 80,000 eggs.

These eggs form mats of jelly that can be bigger than a football!

Baby bullfrogs are big, too. These fat-bellied, muddy green tadpoles can be more than five inches long. In some places, it may take them two years to grow legs, lose their tails, and become young frogs.



#### Teaching Aids Needed:

Book: *Night Sounds* by Frank Gallo



# M7

## Bean Bag Game Time - (By Classes)

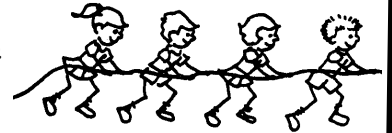
15 Minutes

### Action Song: Hokey Pokey (As a group) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Bean Bag Scavenger Hunt: (3 minutes)

Before class hide the bean bags in the designated game location. When they find them all, continue with the bean bag CD.

### Bean Bag CD: (6 minutes)

Be sure to listen to it ahead of time, so you will know what to do.  
Using the CD have the children follow the directions for:  
#5 Bean Bag Catch? (Throw & Catch/Partner)  
#6 Pass the Bean Bag (Slow and Fast)  
#7 Optional (if time): Bean Bag Parade (Marching and Balance)



### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

## Teaching Aids Needed:

Transition rope, parachute.

**M7**  
**Second Class Time**  
15 Minutes  
**Award Time**

**Crayons and Markers 4,5,7,8,9**

**4. Why do markers need a cap?**

A plastic barrel is filled with ink. A back plug seals one end of the marker and a writing tip plugs the other. A cap protects the writing tip and keeps the ink from drying up. Have a box of markers for each child and quickly review the colors. Show a dried marker and explain what happens if they don't put the cap on.

**5. Know the proper use crayon and markers.**

1. Only write or draw on paper or other art supplies
2. Don't put it in your mouth
3. Learn how to hold a crayon as not to break it.
4. Always put away when done
5. For markers, be sure to replace cap.

**7. Color a picture with markers.**

Your choice.

**8. Give them the picture of Joseph to color**

They will not have time in class to color both. Choose one to color in class and send the other home.

**9. Name a boy who had a coat of many colors.**

Show the picture on the back cover of My Bible Friends Volume 1 Quickly review the story with them as they color.

**Teaching Aids Needed:**

Coloring pictures, markers, My Bible Friends Vol #1 -This book is in the director's supplies.

M7

## Bible Story (as a group)

10 Minutes

Even Year: 3A Go, Wash in the River    Odd Year: 4C When God Washed the World

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, we sit down now with haste.

\*\*\*\*\*

## Third Class Time

20 Minutes

### God Made Me

#### God Made Me #5

##### 5. Learn why exercise keeps you healthy.

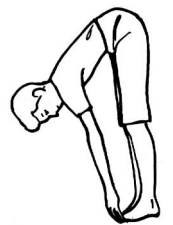
Kids exercise all the time without even thinking of it. Just being active, such as when they run around outside, is a kind of exercise. Exercise helps build a strong bodies that will be able to function without excessive fatigue. The heart is a muscle that works hard, pumping blood every day. It gets stronger by doing exercise. All theses things make for healthy bodies. There are different kinds of exercise.

1. **Aerobic** exercise gets your heart pumping, makes you sweaty, and makes you breathe faster. Can you think of some things that do that? Examples: swimming, running, skipping, and jumping rope.



2. **Anaerobic** exercise can help make your muscles stronger. Those are exercises that can build strength. By using your muscles to do powerful things, you can make them stronger. Can you think of some things that do that? Examples: push-ups, pull-ups, tug-of-war, rowing, bike riding and lifting weights.

3. **Flexibility** is another part of exercise. Can you touch your toes easily without yelling ouch? This kind of exercise often feels really good, like when you take a big stretch in the morning after waking up. Being flexible is having "full range of motion," which means you can move your arms and legs freely without feeling tightness or pain. Can you think of some things that do that? Examples: tumbling and gymnastics, or martial arts, and simple stretches, such as touching your toes or side stretches.



But you may not know that exercising can actually put you in a better mood. It's just another reason why exercise is cool!

During your teaching time lead the children through some exercises.

1. Running in Place    2. Lifting Weights    3. Touching Toes

Soup cans will work well for weights for this age.

### Teaching Aids Needed:

A set of weights for the teacher, and soup cans for each child.

**M7**

## **Third Class Time (continued)**

### **Memory Verse (5 minutes)**

*Proverbs 3:5*

**"Trust in the Lord with all your heart."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Sheets.

They can continue to color while you review the Bible Award below.

## **Bible Award**

### **Bible Discovery # 1, 3, 4**

#### **1. Practice treating the Bible Properly.\***

Show the children how to hold a Bible carefully and turn the pages without damaging them. Teach them that a Bible should always be placed on the top of other books and not left on the floor.

#### **3. How many books are there in the Bible?**

**66 Books altogether**

#### **4. Name the two testaments.**

**Old Testament and the New Testament**

Using the chart on the following page, help the children understand that the Bible is a collection of 66 books. There are two divisions: the Old Testament covers the Bible time before Jesus came to the earth and the New Testament covers from Jesus birth and after.

If there is time work on reviewing the part of the Lord's Prayer they need to learn this year.

*Our Father, which art in heaven, Hallowed be thy name,  
Thy Kingdom come, Thy will be done, in earth as it is in heaven..*

### **Teaching Aids Needed:**

Bible and Chart

# M8

## First Class Time

4:10-4:25p.m.

### Creation

**Learn what God made on day 6.**

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.



**Day 6 second part**—Then God said, Let Us make man in our image, according to Our likeness: let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, over all the earth, and over every creeping thing that creeps upon the earth. So God created man in his own image, in the image of God created he him; male and female created he them. Then God blessed them, and God said unto them, Be fruitful, and multiply, fill the earth, and subdue it: and have dominion over the fish of the sea, and over the birds of the air, and over every living thing that moves on the earth. And God said, See, I have given you every herb that yields seed, which is on the face of all the earth, and every tree, whose fruit yields seed; to you it shall be for food. Also to every beast of the earth, and to every bird of the air, and to every thing that creeps on the earth, in which there is life, I have given every green herb for food: and it was so. Then God saw every thing that He had made, and, indeed, it was very good. So the evening and the morning were the sixth day. Genesis 1:26-31

(Begin with the circles 1-6 on the board.) Remember that when we left off the last time we were playing with the raccoons, and waiting to see if God had any more plans for the day. God knows His creation is not complete. There is still something missing. The most important part is yet to come. The whole beautiful world is to be a present for someone. We wait and listen. At last, we hear God saying, "Let Us make man in our image, according to Our likeness:" When God made everything else, all He did was speak and it all came into existence. But it is different with man. God forms Adam out of the dust of the ground. Then God breathes into him and he becomes alive. God makes him with the ability to love God and know right from wrong. Adam looks around the beautiful Garden of Eden. He looks at the mountains and trees. He looks at the lakes and waterfalls. Then, the animals seem to know there is something special about Adam. He is to be in charge here. They gather around him wanting to be loved and petted. God gives Adam the job of naming all the animals. He calls the big golden creature a lion. He calls the wooly animals sheep, and the big ones with the long trunks, elephants. He is having a great time picking out names for all the animals. But then Adam notices something. Each of the animals has a companion. There are two of each kind. Only Adam is alone with no one like him. But God hasn't forgotten about Adam. God causes Adam to go to sleep, and He takes one of Adam's ribs, and makes a woman. He names her Eve. Now Adam and Eve are happy in this beautiful new world. They are happy to be together, exploring the wonderful garden God has made for them. The evening and the morning were

### Teaching Aids Needed:

Creation Circles 1-6



# M8

## First Class Time (Continued)

4:10-4:25p.m.

### Animal

#### Learn About an Amphibian and its sound

##### Spring Peeper (Aqua tab)

Using the book, *Night Sounds* by Frank Gallo, Read the clue:

I am a tiny brown frog that whistles and peeps  
To let you know spring is coming.  
What am I?

Pull the tab and show the animal. Then, listen to the its sound. (aqua button)

Use the additional text to learn more about the Spring Peeper.

(It is copied here for ease of use so the children can look at the book while you teach them.)

Finding one of these little frogs in the water can be tricky. They're so tiny! The male is only the size of a dime! And peepers can fool you. The high whistling "Peep, peep, peep" sounds like it's coming from different places. A chorus of males is so loud, you can hear it far down the road or across a field. It is one of the earliest sound of spring in the North.

As the season goes on, peepers leave the ponds for the forest to eat bugs. They can change from brown to gray or green to match their new surroundings!

A male will guard a 4-16 inch space in the water from other males. A female lays single eggs on pond plants-up to 800 eggs in a season! These will hatch in a week or so.

Peeper babies look nothing like their parents. The tadpoles spend all their time eating tiny pond plants and hiding from fish, dragonflies, turtles, and snakes which will eat them. Within six to eight weeks, they will grow legs and turn into frogs.



#### Teaching Aids Needed:

Book: *Night Sounds* by Frank Gallo



## M8

# Obstacle Course Game Time - (By Club)

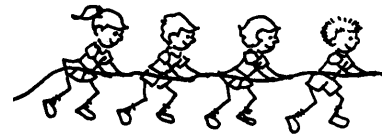
4:25-4:40p.m.

### Action Song: Hokey Pokey (As a group) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

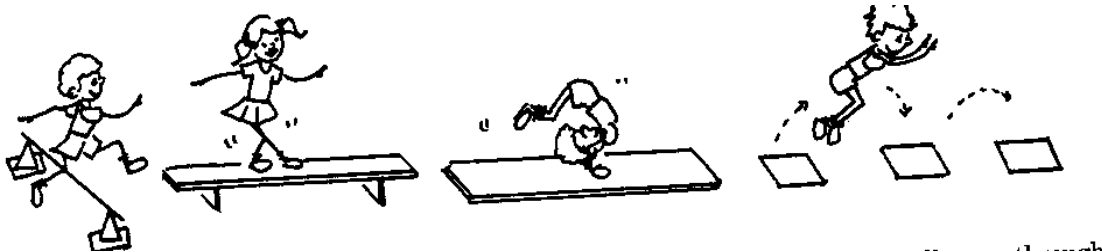
### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Obstacle Course : (9 minutes)

Any number of items can be used to make an obstacle course. This activity should be used to reinforce the concepts of over, under, in, through, around and beside while practicing gross motor skills and following directions. In a large open space, set up as



many of the following ideas as fit your needs.

### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, Like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

### Teaching Aids Needed:

Masking tape, Cones, Pillows, Folding chairs, Rope, Hula Hoops, Tunnels or Boxes etc.

**M8**

## **Second Class Time**

**4:40-4:55p.m.**

### **Award Time**

#### **Cutting and Scissors 1,3,4,5,8,9**

**1. Know safety rules for scissors.**

Show the students how to hold the scissors correctly. Only one finger in each loop. They can begin with the middle finger and thumb so that the index finger is used to guide the scissors. Elbows need to be down at the side in a relaxed position.

1. When carrying scissors, grasp the blades and make a fist with the pointed end sticking out towards the floor.

2. Never point, wave, or throw scissors.

3. Place scissors in a container with the points down when storing them.

4. Move the paper you are cutting with one hand as you hold the scissors in one place with the other hand.

5. We only cut paper. Hair clothing and other important objects are not to be cut. Remember we only cut those things the teacher or a parent approves.

6. After working with scissors we always put them away in the proper place and clean up our mess.

**3. Cut a straight line in construction paper. (see directions for #8)**

**4. Cut a circle out of construction paper. (see directions for #8)**

**5. Cut out an irregular shape. (see directions below for #8)**

**8. Make an art project using shapes you cut.**

Give each child a large piece of construction paper for the base of the art project. Prepare shapes for them to cut by tracing shapes on a variety of colors construction paper. Rough cut them apart. Show children how to cut a variety of shapes and glue them on the paper.

**9. Who lost his strength when his hair was cut?**

Just quickly touch on how he lost his strength when his hair was cut. Judges 16:17-19

#### **Teaching Aids Needed:**

**Bible**

**Scissors, construction paper (various colors) glue**

M8

## Bible Story (as a group)

4:55-5:05p.m.

Even Year: 4D The Borrowed Ax

Odd Year: 2B Jesus and the Children

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, We sit down now with haste.

\*\*\*\*\*

## Third Class Time

5:05-5:25p.m.

### God Made Me

#### 7. What cleanliness?

Points to cover:

- bathe and shampoo regularly;
- brush his teeth at least twice a day;
- use a tissue to blow his nose;
- cover his mouth when he coughs or sneezes;
- change his clothes
- comb or brush his hair.
- wash hands after using toilet and before eating

In fact, not only are the children capable of understanding the reasons behind these practices, it will become increasingly important to them to know the underlying rationale behind certain actions. Some pre-schoolers (and five- and six-year-olds as well) get obsessive about hand washing because they become so afraid of the germs that might make them sick. Remember, what you're trying to nurture here is good hygiene, not obsessive cleanliness.

Let the children know, for example, that germs can make them sick, but that hand-washing or bathing will help kill the germs. Let him know that food left in the teeth and gums will eat away at the enamel coating and allow germs to take up residence in his teeth.

Go over each point and ask them why we should do each of the above things. Correct any misconceptions and answer any questions.

#### Teaching Aids Needed:

A variety of grooming tools for demonstration.

**M8**  
**Third Class Time** (continued)  
5:05-5:25p.m.

**Memory Verse** (5 minutes)

*Ephesians 6:1*

**"Children, obey your parents in the Lord."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse pages.

They can continue to color while you review the Bible Award below.

**Bible Award**

**Bible Discovery # 5, 7**

**5. Learn the names of the first 5 books of the Old Testament.**

*Genesis, Exodus, Leviticus, Numbers, Deuteronomy*

The most important goal here is just to teach pronunciation. Using the flash cards on the next page show the word as you say it. Help the children to recognize the first letter.

**7. Learn the names of the first man and woman.**

*Genesis 3:20 Adam and Eve*

In the creation story today you will have just covered the creation of man. This is a good time just to ask them to remember.

If there is time work on reviewing the part of the Lord's Prayer they need to learn this year.

*Our Father, which art in heaven, Hallowed be thy name,  
Thy Kingdom come, Thy will be done ,in earth as it is in heaven..*

**Teaching Aids Needed:**

Bible Felts of Adam and Eve( borrow from SS felts), flash card with the books of the Bible, Bible

# M9

## First Class Time

15 Minutes

### Creation

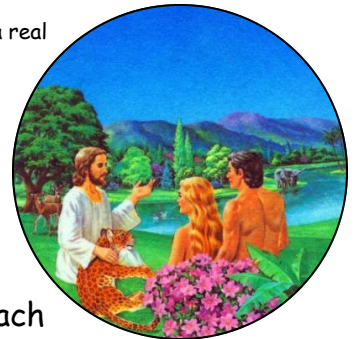
**Learn what God made on day 7.**

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it says.

**Day 7—** Thus the heavens and the earth, and all the host of them were finished. And on the seventh day God ended his work which he had done; and he rested on the seventh day from all his work which he had done. Then God blessed the seventh day, and sanctified it: because that in it he had rested from all his work which God created and made. Genesis 2:1-3

(Begin with the circles 1-6 on the board) As the sun goes down on the sixth day of creation week, the stars come out and all nature is bathed in brilliant moonlight. We must remember that when God counts days, Each one begins and ends at sundown. So this is the beginning of the 7th day. Adam and Eve are enjoying their first evening together. Then out of the beauty of the night comes a majestic voice—it is the voice of God. He tells them how He created everything: first, the light and air, then the dry land and all the plants. He tells them about making all the sea creatures, birds and land animals. How their hearts must be overflowing with love, when God tells them that he has prepared it all for them. Then God tells them that this day, the 7th day, is to be a holy day. He had created everything in six days, and now, on the seventh day, He and they will rest together. God does not rest because He is tired, for God does not get tired, He rests because He has finished His perfect work of creation, and wants to enjoy it. He also wants to set an example for Adam and Eve to follow. In the morning as the rising sun awakens them from their first night's sleep, Adam and Eve are perfectly happy. They eat some of the lovely fruit in the garden, and then they again hear the voice of God calling them. The three of them spend the day together, enjoying all the wonderful things in their new home. They are thrilled to walk through the garden with the Creator. Some of the animals gather around. If the animals love Adam and Eve, they love the creator even more. It is a wonderful day of rest and worship and talking to God. Adam and Eve will remember it all of their lives. God wants every Sabbath to be happy like that one, where we can rest and worship and talk to God. And all these many years later, all who keep the Sabbath holy will find a blessing in it that others will never know. God blessed the Sabbath day and set it apart, not for himself, but for all the people of the world. It was a wonderful gift



### Teaching Aids Needed:

Creation Circle 1

# M9

## First Class Time (Continued)

### Animal

#### Learn About an Insect and its sound

##### Field cricket (Blue tab)

Using the book, *Night Sounds* by Frank Gallo, Read the clue:

I'm not a bird, but I chirp all night  
And I live under leaves and logs.  
What am I?

Pull the tab and show the animal. Then, listen to the its sound. (blue button)

Use the additional text to learn more about the Cricket.

(It is copied here for ease of use so the children can look at the book while you teach them.)

Late in the spring and all summer long, listen for the "Chirp, chirp, chirp" of field crickets singing at night. Some people thing the sound is so sweet that they keep crickets as pets!

To make his chirping sound, a male field cricket raises his wing covers and rubs the upper one over a file on the lower one. If you find a singing cricked, sit quietly and try to watch its wings. They move very quickly, and the high sounds they make are quick, too. Male field crickets chirp even faster when it's hot or when another male comes near.

A female field cricket uses a hollow needle-like part of her body to make a hole in the earth and lays her eggs underground in the fall. The eggs will hatch in the spring.

Baby field crickets, called nymphs, have very small wings when they're born, but they can't use them yet. They have to shed their skin to grow. Their wings get bigger each time they shed.



#### Teaching Aids Needed:

Book: *Bird Calls* by Frank Gallo



# M9

## Parachute Game Time - (By Classes)

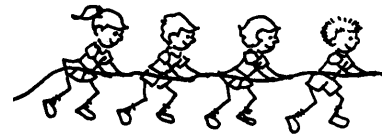
15 Minutes

### Action Song: Hokey Pokey (As a group) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot.

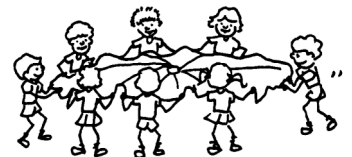
### Transition Activity: Caterpillar Line (1 minute)

Form a single line holding the rope. At the signal, "Caterpillar March", the "caterpillar" moves forward with you holding one end of the rope taking one big step followed by one little step. Encourage them to say hump, bump in time with their stepping.



### Popcorn Parachute (4 minutes)

Place bean bags on the parachute, and have the children shake the parachute until all the corn is "popped" and off the parachute. If they do it very quickly repeat the game, if not continue with the next.



### "Parachute Rhythms (5 minutes)

Have practice marching to the right and left in time with the rhythms. First go one way and then the other. Finish off by raising the parachute high and then diving underneath and sealing themselves in.

### Transition Activity: Caterpillar Line (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

### Teaching Aids Needed:

Bounce House, mat for rolling.

**M9**  
**Second Class Time**  
15 Minutes  
**Award Time**

**Left and Right 1,5,6, 9**

**6. Learn which hand you write with.**

Give each child a piece of paper and a pencil, crayon or marker. Ask the to draw or write something. Then point out which hand they are using.

**9. Who wanted to sit on the right and left of Jesus?**

Read Story # 12 " Mrs. Zebedee's Mistake" from *The Bible Story* Volume 8 pp. 94-97

**5. Practice marching with left and right feet.**

Have each child mark their left hand and foot in some way. Call cadence as the march ( left, --left, -- left, right, left) Encourage the children to step with the left foot when you call left. This will be an interesting time and most of the children will probably not be able to do it.

**1.Play Simon says using left and right.**

Have the children stand in a strait line. Then call out an action for the children to follow. It can be anything using left and right, such as wave your right hand, or stand on your left foot. Explain to the children that you must say "Simon says," for everyone to follow the instructions. When you give an action without saying "Simon says" they are not to do the action. Whoever does it, has to go to the end of the line. Also if they don't do the proper left or right they will also go to the end of the line.

**2. The Hokey Pokey song they sing at game time fulfills this requirement. Watch to see they are using the proper body part.**

**Teaching Aids Needed:**

Paper, pencils or markers, stickers or other way to mark hands and feet. *The Bible Story* Vol 8

## M9

### Bible Story (as a group)

10 Minutes

Even Year: 3C A Room and A Boy

Odd Year: 3B Elijah, and no Rain

To our class tables now we walk, we have no time to waste.

We have much more we want to learn, We sit down now with haste.

\*\*\*\*\*

### Third Class Time

20 Minutes

### God Made Me

#### God Made Me #8

#### 8. Learn why we need to sleep.

Preschoolers typically need 11-13 hours of sleep each night since most do not nap after five years of age. As with toddlers, difficulty falling asleep and waking up during the night are common. With further development of imagination, preschoolers commonly experience nighttime fears and nightmares. In addition, sleepwalking and sleep terrors peak during preschool years. (Ask children if they have difficulty falling asleep, and if they have any nightmares.)

#### Sleep Tips for Preschoolers

- Maintain a regular and consistent sleep schedule.
- Have a relaxing bedtime routine that ends in the room where the child sleeps.
- Child should sleep in the same sleeping place every night,
- The environment should be a room that is cool, quiet and dark - and without a TV.

(Ask them if they have any special things they do before bed.)

Sleep is a natural part of everybody's life, but many people don't know how important it is, and some even try to get by with little sleep. Sleep is something our bodies need to do; it is not an option. During sleep many of the body's major organ and regulatory systems continue to work actively. Some parts of the brain actually increase their activity dramatically, and the body produces more of certain hormones. Sleep, like diet and exercise, is important for our minds and bodies to function normally. In fact, sleep appears to be required for survival.

An internal biological clock regulates the timing for sleep. It programs each person to feel sleepy during the nighttime hours and to be active during the daylight hours. Light is the cue that synchronizes the biological clock to the 24-hour cycle of day and night. Release of growth hormones in children and young adults takes place during deep sleep. Most cells of the body show increased production and reduced breakdown of proteins during deep sleep. Sleep helps humans maintain optimal emotional and social functioning while awake by giving rest during sleep to the parts of the brain that control emotions and social interactions.

Read the above information as background and then talk to the children about the importance of sleep.

**Teaching Aids Needed:**

**M9**  
**Third Class Time** (continued)  
5:05-5:25p.m.

**Memory Verse** (5 minutes)  
**Psalm 24:1**

"The earth is the Lord's and everything in it."

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Sheets.

They can continue to color while you review the Bible Award below.

**Bible Award**

**Bible Discovery # 7,8**

**7. Learn the names of the first man and woman.**

**8. Learn the names of the Jesus' three special friends**

**Peter, James & John**

**Tell the children that Jesus had 12 Disciples, but three of them were closer to Him than the others.**

If there is time work on reviewing the part of the Lord's Prayer they need to learn this year.

*Our Father, which art in heaven, Hallowed be thy name,  
Thy Kingdom come, Thy will be done ,in earth as it is in heaven..*

**Teaching Aids Needed:**

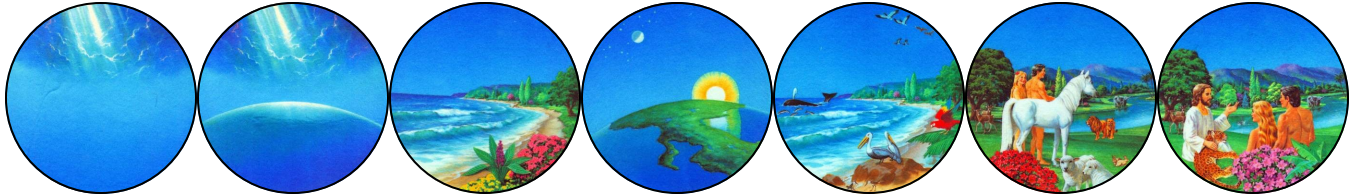
Bible, Bible flash cards

# M10

## First Class Time

15 Minutes

### Creation



#### Review the Creation Week (8 minutes)

**Attention Poem:** Jesus made our wonderful world,  
And it took Him just six days.  
Then he rested on the Sabbath,  
We will follow in His ways.

And where do we find the story of Creation? It is in the Bible. (hold up a real Bible) The Bible is God's special letter to us, so let's see what it

God created our world in just six days. Let's review what he created.

1st Day of Creation	Light
2nd Day of Creation	Air
3rd Day of Creation	Dry Land and Plants
4th Day of Creation	Sun, Moon and Stars
5th Day of Creation	Sea creatures and Birds
6th Day of Creation	Animals and Man
7th Day of Creation	The Sabbath

Of all the things God created, the Sabbath was the special gift He gave to man. In Mark 2:27 Jesus says, "The Sabbath was made for man, and not man for the Sabbath." When God gave Moses the Ten Commandments on Mt. Sinai, God said, "REMEMBER the Sabbath day, to keep it holy." (Exodus 20:8) The Sabbath was given to us at creation, and we were reminded of it during Moses' time, and again when Jesus was here on earth. In order to keep the Sabbath holy, as God commands, we must prepare for it during the week. All of our work is finished on Friday before sundown. We have special Sabbath clothes laid out ready to wear. Our rooms are cleaned, and our everyday toys put away, and the special Sabbath books and toys taken out. We know our Memory Verse and Lesson and have our Bible and Quarterly ready to take to church. As the sun goes down, we welcome the Sabbath with worship. On Sabbath morning we get up early, so we will not be rushed trying to get to church on time. Our family takes time for Family worship, and then we go to church. We go to Sabbath School and then sit with our parents in church. We listen to the pastor, and if we don't understand, we ask Mommy or Daddy to

#### Teaching Aids Needed:

Bible, Creation Circles 1-7



# M10

## First Class Time (Continued)

### Animal

#### Learn About an Insect and its sound (7 minutes)

##### Katydid (dark purple tab)

Using the book, *Night Sounds* by Frank Gallo, Read the clue:

I am an insect that lives in trees,  
With my green wings looking like leaves.  
What am I?

Pull the tab and show the animal. Then, listen to the its sound. (dark purple button)

Use the additional text to learn more about the Cricket.

(It is copied here for ease of use so the children can look at the book while you teach them.)

On warm summer nights, male katydids make their familiar "Katy-did, katy-did" calls in a most unusual way. They rub the rough ridges on their wings together, like a bow on a fiddle. The catchy tunes played by the males help them to attract a mate.

A katydid "hears" in a surprising way too; Its "ears" are not on its head but on the upper part of its front legs! You own ears will pick up the loud call of the katydid from quite far away.

Katydid are not easy to see. That's because they are colored to blend in with their surroundings. Life is short for katydids. At most, they live for only two or three months.

A female katydid uses a long curved part on its stomach to lay 100 to 150 eggs on twigs or leaves. Baby katydids look like tiny adults, but they have no wings. As they grow, they shed their skin and grow wings.



Teaching Aids Needed:

# M10

## Ball Game Time - (By Club)

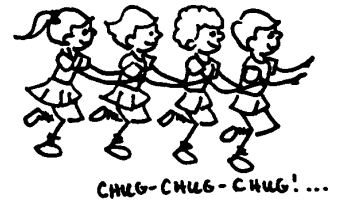
15 Minutes

### Action Song: Hokey Pokey (As a group) (2 minutes)

You put your right hand in, (put hand in front of you)  
You put your right hand out, (put hand behind you)  
You put your right hand in, (put hand in front of you)  
And you shake it all about. (shake hand)  
You do the hokey pokey, (put hands up and shake them)  
And you turn yourself around. (turn around)  
That's what it's all about! (put arms up and then clap)  
Repeat with: left hand, right foot, left foot,

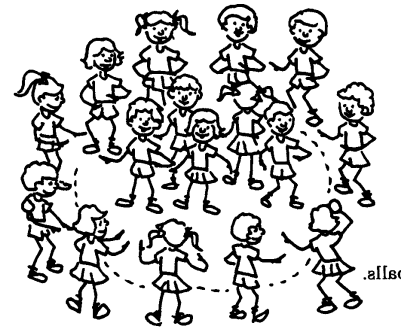
### Transition Activity: Steam Train (1 minute)

Form a single line with left hands on the waist of the person in front, and the right hand on the elbow. At the signal, "All Aboard", the "train" moves forward and follows you to the game site of the day. As they improve the following skills, have them move their right arms together, in a circular motion like the piston rod. Encourage them to make train noises.



### Dodge Ball: (9 minutes)

For a group of 15—18 children, put 3-4 of them in the middle of a 12-15 ft. circle and space the rest at arms length around the outside. Using two Nerf type balls, the children on the outside throw the ball and if it hits another child they change places. Make sure every child has a chance to be in the middle.



### Transition Activity: Steam Train (1 minute)

Repeat as you return to the classroom.

### Cool Down: I Can (As a group) (2 minutes)

All of me My God did make, like a wet dog I can shake.  
Like a bunny I can hop, I can spin just like a top.  
I can stretch and reach up high, I can almost touch the sky.  
I sway gently in the breeze, like the great big forest trees.  
I make faces like a clown, then I quietly sit down.

### Teaching Aids Needed:

2 nerf balls and rope, tape or chalk to make the circle

# M10

## Second Class Time

15 Minutes

### Award Time

#### ABC's #5,7,8

4. Practice printing upper and lowercase letters. (8 minutes)

Use the wipe off books to help the children practice their letters. You will not have time to do the whole alphabet but do as much as you have time for.

7. Learn how to spell the word BIBLE.

With flash cards, let the children arrange the letters to spell Bible. We are focusing on visual as well as auditory letter recognition.

8. Sing the B-I-B-L-E song from memory.

We are also reviewing this song in the Bible Award time. So plan accordingly.



**THE B-I-B-L-E**

Traditional

The B—I—B—L—E, yes, that's the book for me. I

stand by faith on the Word of God, the B—I—B—L—E.

© Arrangement 1991 by Lois C. Hall. Used by permission.

#### Teaching Aids Needed:

Wipe-Off I Can Print Books by Trend ISBN # 978-1-58792-128-5 or equivalent Flash cards see next page.

**M10**

## **Bible Story** (as a group)

**10 Minutes**

**Even Year: 4A Joash, the Boy King**

**Odd Year: 5B Daniel in the Lions' Den**

To our class tables now we walk, we have no time to waste

We have much more we want to learn, We sit down now with haste.

\*\*\*\*\*

## **Third Class Time**

**20 Minutes**

### **God Made Me**

#### **God Made Me #9**

#### **9. Tell why your body is the temple of God. (7 minutes)**

God made us and we are not our own. We need to follow God's directions that He gives us in the Bible, just like your daddy needs to follow the direction in the car manual to take care of it.

Our bodies are not only the physical part like our legs and arms but also our minds and thoughts are a part of our bodies that are God's temple.

For the physical part of God's temple, we need to be careful about what we eat and drink. We need to eat lots of fruits and vegetables and just a little bit of sweet things, like cookies or cake. We never want to use drugs, tobacco, or alcohol. We also need to get plenty of exercise outside in the bright sunlight. Too much sitting in front of the T.V. is bad for us.

For the thinking part of God's temple, we need to keep our minds pure. We need to see and hear only good things, because just like what we put in our physical bodies makes us strong and healthy, what we put in our minds, makes us pure and clean. We also need to keep a happy attitude. We like to have fun, not the kind of fun that hurts other people, but the kind that we would be happy for Jesus to be with us.

#### **Teaching Aids Needed:**

Bible

**M10**  
**Third Class Time** (continued)  
5:05-5:25p.m.

**Memory Verse** (5 minutes)

**Proverbs 20:11**

**"Even a child is known by his deeds."**

The parent should have taught this verse at home.

Your job is just to test the verse.

Review as they color their Memory Verse Sheets.

They can continue to color while you review the Bible Award below.

**Bible Award**

**Bible Discovery # 1, 9**

**1. Practice treating the Bible Properly.\*** (8 minutes)

Show the children how to hold a Bible carefully and turn the pages without damaging them. Teach them that a Bible should always be placed on the top of other books and not left on the floor.

**9. Learn the B-I-B-L-E song.** (8 minutes)

**THE B-I-B-L-E**

Traditional

The B—I—B—L—E, yes, that's the book for me. I

stand by faith on the Word of God, the B—I—B—L—E.

© Arrangement 1991 by Lois C. Hall. Used by permission.

**Teaching Aids Needed:**

Bible



# Closing Program

5 Minutes

## Call to Assembly:

It's time to finish up our work,  
For the clock says it's time to go.  
And as we come together now  
Jesus will hear our prayer I know.

## Prayer Preparation:

**Dialog:** Have you had a good time today? I know I have. Before we go, we want to have a special prayer time. Does anyone have anything special you want to pray about today? (Take a few minutes to take Prayer Requests before you sing the prayer song.) **Thank you for those requests.** Does any one want to offer the prayer today? (You may choose up to three children, but do not force.)

## Prayer Song: "Stand up tall for Jesus"

**Dialog:** Let's sing our song as we get ready for prayer.

Stand up tall for Jesus, Kneel down by your chair.  
Fold your hands for Jesus, Close your eyes in prayer.

## Closing Prayer:

After the children have prayer have one of the teachers offer prayer. Then close with all reciting the Lord's prayer.)

Our Father, which art in heaven. Hallowed be thy name  
Thy Kingdom come, Thy will be done  
In earth as it is in heaven.  
Give us this day our daily bread  
And forgive us our debts, as we forgive our debtors  
Lead us not into temptation, but deliver us from evil  
For thine is the Kingdom, And the power, And the Glory forever.  
Amen.

## Closing Song:

The Discovery Club is over, and we are going home.  
Good bye, good bye, be sure to come next time.  
Good bye, good bye, be sure to come next time.

# The Discovery Club Classes

**Baby Birds**

**For 1-3 year olds**

(A separate Pre-Discovery Program)

**Little Lambs**

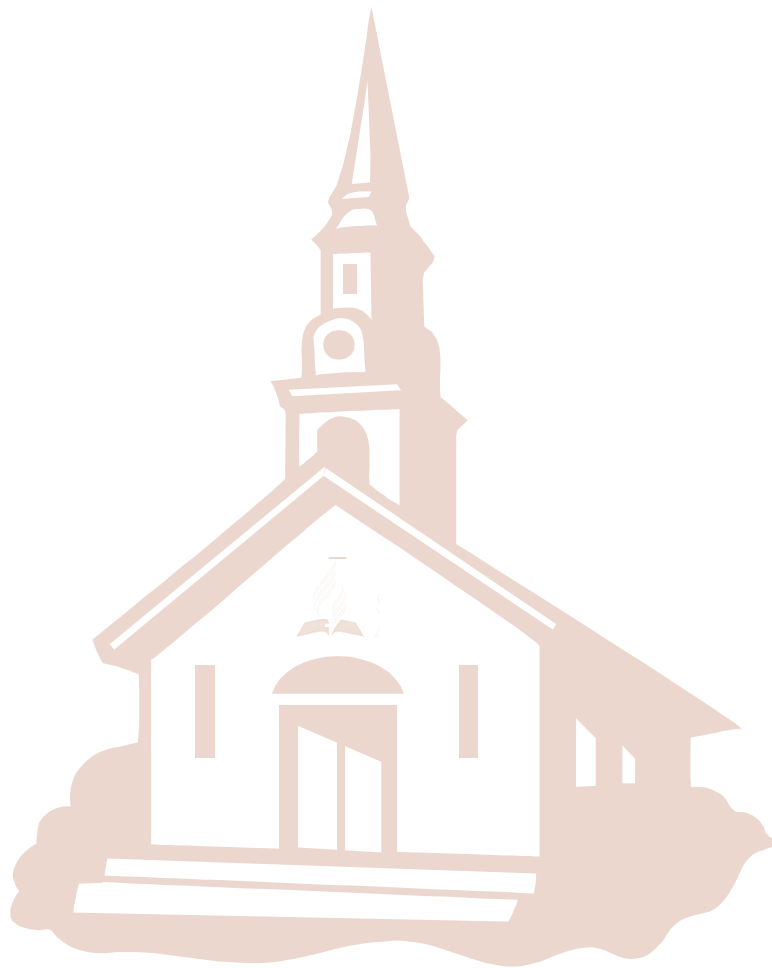
**For 3-4 year olds**

**Curious Cubs**

**For 4-5 year olds**

**Eager Beavers**

**For 5-6 year olds**



**Wright Publications**

[Lyndene@wrightpublications.org](mailto:Lyndene@wrightpublications.org)

Copyrighted by Lyndene Wright 2006

**Updated for 2012**