

TEACHER MANUAL
SUMMER 2020

TODDLER

AGES 2–3



God's Kingdom

Décor: The Repair Shop

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, "Word Aflame Toddler Curriculum Teachers."



Toddler Teacher's Manual

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All Scripture quotations are taken from the King James Version unless otherwise noted.



The Toddler Season

Perhaps you are like me, finding yourself in a different season, one that you would never have imagined for yourself. For me, that is the toddler season.

Oh, I was in a toddler season twelve years ago with my twin boy and girl, and what a season that was! But now I'm talking about the toddler season that started for me twelve months ago. That was when I stepped into the position of Toddler Field Editor, a position previously filled by a great woman of God. Sister Joni Owens was called home to forever live with the Lord, whom she had given her life to serve, and I was called to prayerfully consider taking up the burden and privilege of serving our youngest students. I prayed and God beautifully answered.

I am honored to be in this season, and I would like to share with you an editorial from Joni Owens. She wrote the following editorial, "The Kindergarten Season," for a 2011 Kindergarten quarter, but I wept as I recently read it, and I wanted to share it with you. The only wording I changed was the word *kindergarten* to *toddler*.

"To every thing there is a season, and a time to every purpose under the heaven: . . . a time to plant, . . . a time to heal; . . . a time to build up; . . . a time to laugh; . . . a time to embrace, . . . a time to keep silence, and a time to speak" (Ecclesiastes 3:1-7).

Did you know your toddler class is your "season"? I am not changing God's Word, but I am selecting the phrases that fit. You *plant* the seed of God's Word in your students' hearts. Your love and smiles *heal* and *build up*. You *laugh* with them, *embrace* them, *keep silent* when you want to fuss at them, and then *speak* kindness.

A few more phrases from this chapter also apply to you, the toddler teacher. God has *made [you] beautiful in His time*—and in the eyes of your students. You should *enjoy the good of all [your] labor*. Laugh with your students. Cry over their hurts and rejoice in their blessings. Your hugs, smiles, phone calls, postcards, and small prizes—these are the *gift of God* to the toddler child.

The task of teaching may sometimes seem to be a thankless job. The studying, cutting, spending, cooking, cleaning, mailing, calling, visiting, and praying seem endless. Then there are the constants—the early morning hours, the smile you must keep on your face, the cheer in your voice, the willingness to hug the sometimes unhuggable, the kind words, the alert ear tuned to hidden hurts—how can you do it all?

God has given you a gift—the opportunity to bless His little ones. Jesus made it quite clear that whoever receives a child—teaches, embraces, loves, prays for—receives Jesus Himself. *"I know that, whatsoever God doeth, it shall be for ever" (Ecclesiastes 3:14).* What you are doing each week—under His guidance and blessing—will last forever.

This is your time, your season, and your purpose under the heaven. You are beautiful. Rejoice! Enjoy the good of your labor. It is the gift of God.

Yes, Joni Owens' work will last forever, as will her words, which are just as perfectly true now as they were when originally penned. May you be encouraged in the work you are doing. You are doing a good work and a God work in this toddler season.

ACCESSING THE DIGITAL CURRICULUM

With your purchase, digital resources for both the teacher's manual and the teacher's resource packet (TRP) are available through access codes.

To access the PDF and DOCs of the teacher's manual digitally:

1. Visit pentecostalpublishing.com/downloads and follow the instructions to access digital resources.
2. Use the download code: **TDsuzoChildrenTM**.

The coupon code will be valid for one year from the date of the first lesson.

Fully Aligned Lesson Format

All children's levels from toddler to preteen are fully aligned in their lesson format. Yes, the toddler lesson elements are in line with the other children's levels. This helps to ensure students' seamless transition from one class to another as they are promoted. The basic lesson structure is as follows:

GOD HEARS ELIJAH'S PRAYERS

Elijah's Prayer Is Answered

CORE SUPPLIES

Excite and Engage

Welcome: Hide various pairs of shoes around the room, separating the pairs.

Attendance charts (AP) ①, attendance soap-bubbles (AP) ②

Activity Paper: Add letters *P* and *M* to the Letters of the Day poster (TRP) ①. Add the arrow to 2 on the Number of the Day poster (TRP). (*P* words: pray and pastor; *M* words: my and moose)

For each student, make a copy of a small picture of your pastor (sized to fit the page)

Activity papers (page 1), crayons

Opening Activity: Record a few students' parents saying, "I am praying for you, (*their child's name*), and your friends too." Record yourself, your pastor, your pastor's spouse, and another teacher your students know saying, "I am praying for you in Jesus' name." Print pictures of the people from the recordings.

Relate and Receive

Access Prior Experience: Gather medical items students may have used during times of illness (e.g., vapor rub, thermometer, bandages, cough syrup, etc.).

Bible Lesson: Bible, Elijah and Widow Woman pictures 1–6 (TRP) ①.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Mini-muffins, juice, napkins, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 1 HC calendar (TRP) ①. For all students, copy the lesson 2 HC devotion ①. Prepare to send postcards (TRP) ① to students.

EXPANDED SUPPLIES

Worship and the Word

Worship: Suggested songs: "The Ravens' Wings" by Hebron Outreach; "He's Got the Whole World in His Hands"

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP)

Reinforce and Review

Option 1: Bible, child-sized pulpit or cardboard box, offering plate, chairs

Option 2: Book suggestions: Elijah from an age-appropriate children's Bible; books about God's love (e.g., *Thank You, God, for Blessing Me* by Max Lucado; *Snuggle Time Prayers* by Glenys Nellist; *My Very First Prayers* by Juliet David; *My First Read and Learn Book of Prayers* by Mary Manz Simon)

Option 3: Blocks or large Legos, small people and animal figurines, Elijah and Widow Woman pictures (TRP) ① from the Bible lesson

Option 4: On cardstock, trace around your pastor's hand to make a pattern. Use the pattern to cut handprints (1 per student) from construction paper. Also cut a variety of small shapes from various colors of construction paper for students to make a border.

Construction paper (1 sheet per student), glue, optional: scented oil

Option 5: Music

CORE

Designed for a teaching period of around forty-five minutes, the main components of the CORE lesson are as follows.

Excite and Engage:

From the moment students enter the classroom, teachers will excite them with a sensory experience and then engage them in a fun, thought-provoking activity to introduce the Bible Point and lay groundwork for the remainder of the lesson.

Relate and Receive

Teachers build upon students' existing knowledge, skills, and experiences to help them better relate to the surroundings and situations of the Bible characters and receive God's story.

Apply and Act

Students apply the Bible Point through a hands-on activity that highlights an age-appropriate Life Application statement. Then students will have an opportunity to act upon God's Word through a prayerful response.

Home Connection

Each lesson ends with suggestions for connecting the lesson to the home. By joining with parents to help students recall the lesson, spiritual growth will be maximized.

EXPANDED

Designed as a supplement for a teaching period over forty-five minutes, the components of the EXPANDED section are as follows. These activities can be inserted into the lesson whenever you choose.

Worship and the Word

Song suggestions and worship activities complement the lesson. An interactive memory-work activity assists students in memorizing the unit Bible verses and/or Bible words.

Reinforce and Review

Various opportunities are presented to reinforce the Bible Point and Life Application, as well as review the Bible story through playful and developmentally stimulating optional activities.


We look forward to hearing your feedback. If you have comments, questions, or concerns regarding the curriculum, please direct them to the PPH Children's Editor, Chris Anderson (canderson@upci.org).

CLASSROOM DÉCOR

THE REPAIR SHOP

Whether it's time for a tune up or a complete overhaul, King's Repair Shop has got you covered. This summer we're gearing up for an exciting ride through the Old Testament. Tag along with Elijah as he recounts tales of God's precision care and unmatched power. Follow Elisha as he teaches the mechanics of persistence and obedience. Kings Joash, Uzziah, and Josiah will be on hand to show what a well-oiled praying machine is capable of accomplishing when the Lord is at the wheel. So roll on in for first-class coverage of God's Kingdom.

Explaining Our Acronyms and Symbols

TRP = Teacher's Resource Packet
 TM = Teacher's Manual
 AP = Activity Paper
 = Downloadable digital resource using code on TRP instruction sheet

MW = Memory Work
 HC = Home Connection
 BP = Bible Point
 LA = Life Application
 ★ = Higher-thinking directives

BASIC TODDLER DÉCOR GUIDELINES

Use the following ideas and the provided theme art  as starting points for creative inspiration and general guides for decorating. Visit Pinterest and other websites for additional décor ideas. Visit the “Word Aflame Toddler Curriculum Teachers” Facebook group, as well as the Facebook groups for the other children’s levels to see other interpretations of the décor.

- Keep the décor toddler-friendly. If you do not want it touched—and possibly destroyed—then laminate it or do not use it.
- Avoid using sharp objects (e.g., pins, tacks, staples) or anything small that could be harmful in tiny hands and mouths.
- Mount things at eye level. Toddlers do not like looking up all the time, so let them experience the decorations, as well as the MW posters (TRP) and Bible art pictures (TRP), on their level.

BASIC REPAIR SHOP DÉCOR

Every age level can understand the concept of fixing broken things. This quarter's focus is on allowing Jesus to repair and restore broken things. Create a car repair shop in the classroom.

TEACHER TIP

Laminate the Letters of the Day (TRP) and Number of the Day posters (TRP) prior to mounting them to the wall.

Purchase a pack of poster letters (available at most dollar stores) and attach adhesive Velcro dots to the back of each letter. Attach matching Velcro dots to the letters poster for easy swapping of letters each class period.

For the number poster, cut a red arrow from construction paper and attach it to the center with a brad. Turn the arrow so it points to the number of the day.

If you cannot decorate entire walls, each of these wall ideas can be reproduced on a small scale to fit a bulletin board.

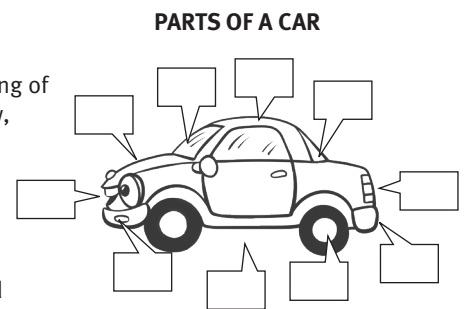
Wall 1: Teaching Time

This wall includes the writing board, Letters of the Day poster (TRP), Number of the Day poster (TRP), attendance charts (AP) ❶, and memory charts (AP) ❷. Keep all important items eye level with students. This should be the least “decorated” wall so you can keep students’ attention on your teaching visuals when you present them during Bible story time.

Wall 2: Car Parts

Title the wall: PARTS OF A CAR.

Use the décor art to create a large cutout or drawing of a car 🚗 on the wall. (Be sure to mount the car low, at students' eye level.) Cut out the car windows and replace them with clear cellophane. To make tires, cut large circles from black foam board and cut smaller circles from white paper to glue in the center. Create shiny chrome-looking bumpers, handles, grill, and mirrors by covering foam board cutouts with aluminum foil.



Print car parts signs and arrange them around the car. Connect the words to the corresponding parts with yarn.

Personalization Opportunity: Print large pictures of your students and trim the pictures to fit, like passengers, inside the vehicles.

Looking Ahead

Check all your lesson title pages (like page 8) now to see what supplies need to be gathered. Designate what activities require multiple copies, cutouts, or unusual supplies.

- Always create a sample of every craft activity.
- Always practice object lessons well before class to make sure your methods provide the desired result.

Before the quarter begins, tear apart the activity papers and sort the papers by lesson for easier distribution each week. Set apart the cover of the activity paper to send home with children in week 1. This will provide families with a copy of the unit memory posters for at-home study. Order one activity paper per student, with a few extras for guests and for growth.

Take Advantage of the Digital Resources

If you occasionally loan out your teacher's manual or accidentally leave it at church, don't panic. Before the quarter begins, follow the process at the bottom of page 2 to download a digital version of the manual and lessons.

Interaction Opportunity: Line up cardboard cars along this wall for students to play in. To make each car: Use a sturdy cardboard box for the base. Leave the front and back of the box full height, but cut down the sides of the box so students can safely climb in and out. Paint the box with tempera paint or cover it with brightly colored contact paper. Use black paper plates for wheels, with a smaller white paper plate in the center. Attach the wheels with metal brads or nuts and bolts. To make a steering wheel, attach another black plate to the inside front of the box with a metal brad or a nut and bolt. Add a small license plate to each car, customized with students' names.

These cars could also be used as the "chairs" for students to sit in during the lesson. Group the cars to face the teaching wall. In this setting, it might be useful to have the license plates with students' names for the purpose of assigned seating.

Wall 3: Fix-It Shop

Title the wall: FIX-IT SHOP.

Make a second car from décor art 🎨 and elevate it on the wall to simulate it being raised on a lift. To create the lift, cut a strip of foam board lengthwise to fit from the base of the vehicle to the floor. Wrap it in aluminum foil and secure it to the wall.

Interaction Opportunity: Stock shelves, plastic drawers, and toolboxes with toy tools, plastic funnels, work gloves, goggles, cardboard tubes wrapped in aluminum foil, and clear plastic containers with various levels of colored water (glue lids closed). Create boxes of "car parts" made from colorful pipe cleaners, ribbons, tubing, and wheels.

Wall 4: Car Wash

Title the wall: CAR WASH.

Make a third car from décor art 🎨. Mount it on the wall at students' eye level. Cut various-sized circles from dark blue and light blue construction paper and mount them around the car to simulate soap bubbles.

Personalization Opportunity: Print students' pictures and glue each one in the center of a bubble. Cover with cellophane.

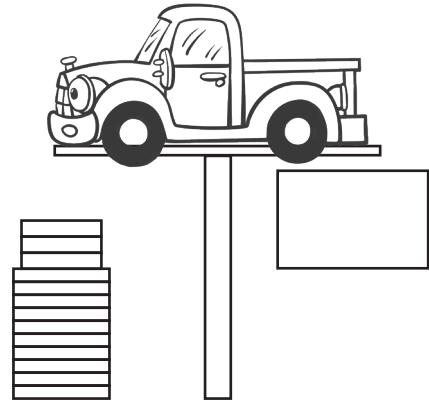
Interaction Opportunity: Tie dark blue and light blue streamers (or strips of material, tulle, or ribbon) around a Hula-Hoop. Cut the streamers so they stop about a foot from the ground when the hoop is suspended from the ceiling. Allow students to walk their cardboard cars through the "car wash." *Optional:* Provide a large plastic riding car that students can take turns riding through the streamers as you gently squirt them with water.

Set up a water play table in this area with small spray bottles, buckets, toy cars, and rags.

Offering

Collect offering in a toolbox. Instruct students to turn in their offering as soon as they arrive so they do not play with it or lose it.

FIX-IT SHOP



See the attendance option for this wall under the Activity Paper section.

● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Item” folder that contains the following:

- Attendance Chart
- Attendance Stickers
- Bible Art (Line Art and Color)
- Child Information Form
- Classroom Décor
- Digital Postcards
- Home Connection Calendars
- Home Connection Devotionals
- Memory Chart
- Memory Stickers
- Spiritual IEP
- Teacher Training Article: “Developmental Delay”
- Unit Memory Work Handouts

Lesson 8 also has a sound effect available that will assist you in the lesson. To download your digital resources, look for the code on the back of the TRP cover sheet.

Allergy Alert

Hopefully you are using the Child Information Form 🗒️, asking all parents or guardians to fill one out before they leave a child in your care. Be especially aware of any food allergies. This quarter calls for many different types of snacks, so be prepared to provide alternatives for those students who may have allergies to any of them.

Teacher’s Manual

This curriculum is Bible-based and written on a developmentally appropriate level for students ranging from two to three years of age. All activities and questions are written with the five areas of child development in mind: physical, social, emotional, cognitive, and spiritual. Each lesson presents a variety of interactions and experiences from which you can choose to create a teaching strategy based on the ages and stages of your students. Opportunities for higher thinking directives or discussion are designated with a ★ symbol.

Look for the following opportunities within each lesson:

Curiosity Opportunities: Young children are curious about their world. We have the privilege of not only stimulating their curiosity about the world around them, but also about their God who made the world.

Sensory Opportunities: Even in church settings, toddlers learn through all their senses. Bible stories and lessons come alive through sensations of touch, sound, smell, taste, and sight.

Literacy Opportunities: Story time is a foundational area of learning. Fostering a love for picture books now will only help foster a love for the Good Book later.

Music Opportunities: Music is a necessary part of an enjoyable classroom experience and emerging worship experience. Use music to accomplish specific tasks, such as identifying transitions, working out the wiggles, and changing the atmosphere.

Pretend Opportunities: Toddlers love to play with dolls, stuffed animals, oversized clothing, real-life cookware, and anything else associated with “big people.” Role play is a great tool for assessing students’ interpretation of the lesson and growing student interactions.

Construction Opportunities: When toddlers build, tear down, and then build again, they make connections which lead to an understanding of how parts fit together to form a whole. These discoveries facilitate future perceptions of themselves as part of a whole, including their part in the body of Christ.

Art Opportunities: For toddlers, art is more about experience than end product. Allow students to enjoy moments of artistic expression as they learn about God, His story, and His creations through creations of their own.

Movement Opportunities: When it comes to gross and fine motor skills, young children are constantly learning, growing, and re-mastering. This upward spiral of development pertains to both their physical and spiritual development.

Note that children cannot filter out background noise as easily as adults, so avoid constant background music.

Maintain a prop box with a variety of dolls, stuffed animals, dress-up clothes, real-life cookware, table settings, and so on. Rotate items periodically to keep them fresh and exciting; remember to clean them regularly to maintain a healthy environment.

Family Participation Opportunities: Each lesson ends with a few suggested methods to connect the lesson to the home. The Home Connection take-home piece (TRP) 📄 provides a unit overview, laying out each lesson's biblical text, Bible Point, and Life Application, as well as suggesting a fun family activity to further stimulate discussion. Please note that all children's levels are included on one sheet, making it easy for parents of children across multiple age or grade levels to discuss the day's lesson. In addition, we have provided a great weekly devotional 📖 to give to parents, or they can download it by going to the URL address at the top of each activity paper <http://pentecostalpublishing.com/homeconnection>.

In the lessons, look for **bold type** to show words, dialogue, and questions you may want to use. Please let us know how the updated lesson format and the developmentally enhanced activities work for you. Our goal is to help you help your students.

Digital Curriculum: See page 2 for instructions on how to digitally download the teacher's manual as PDF and Word documents. Study each lesson on the go using your favorite handheld device (like an iPad) by opening the PDF using a reader like Adobe Acrobat. Personally craft the material to suit your particular interests and needs by editing the DOC files using a word processor like Microsoft Word.

Activity Paper

Order one activity paper per student, with a few extras for growth and potential guests. The activity paper offers two activities to be used as an integral part of each week's lesson.

Memory Work Feature: Unit memory posters are printed on the back of the activity paper cover. Send this cover page home with parents the first week.

Memory Charts: A memory chart for each student is near the back of the activity paper. A digital version 📄 is also available for printing extra copies. Each week after memory work, whether you teach the Bible verse or Bible words, students add a repair sticker (TRP) 📄 to their memory charts next to that unit's memory work poster.

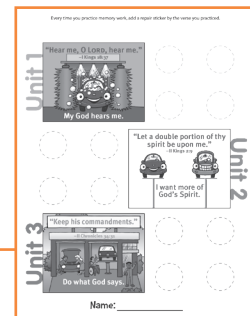
Attendance Charts: Near the back of the activity paper is an attendance tracking page. A digital version 📄 is also available for printing extra copies. For each class students attend, they add a soap-bubble sticker (TRP) 📄 to their attendance charts. Another option is to have students add a construction-paper bubble to the car wash wall as they arrive for class. By the end of the quarter, the wall will be full of soapy bubbles.

Home Connection: If you do not have time or resources to print copies of the Home Connection HC calendar (TRP) 📄 and devotional 📖 to send home with students, direct parents to the URL address on each activity paper (<http://pentecostalpublishing.com/homeconnection>).

Did You Know?

After accounting for all maintenance and supply expenses, it costs a church more to make boring gray-scale copies of the activity paper than it does to buy a full-color activity paper for each student? Churches may think they are saving money by buying one activity paper and making copies, but in reality, it is costing them more.

Not to mention that copying the activity paper violates copyright laws. Permission is only granted to make copies for visitors. Avoid the need to copy. Order extras to allow for class growth and a few visitors.





Unit 1

Elijah

Unit Bible Verse

“Hear me, O LORD, hear me”
(1 Kings 18:37).

Unit Bible Words

My God hears me.

Scripture Text

1 Kings 17:8–16

Bible Point

God takes care of His people.

Life Application

I know God takes care of me.

GOD TAKES CARE OF ELIJAH

The Widow Woman Feeds Elijah

CORE SUPPLIES

Excite and Engage

Welcome: Cardboard cars (described on page 5) or full-size plastic cars for students to ride in; attendance charts (AP) 📄, soap-bubble attendance stickers (TRP) 📄

Activity Paper: Mount the Letters of the Day poster (TRP) and Number of the Day poster (TRP). (See page 4 for a tip for preserving the posters and presenting the letters and numbers.) Add letters *W* and *O* to the letter poster and point the arrow at 1 on the number poster. (*W* words: woman, wheel, wrench, and warthog; *O* words: oil, owl, and olive)

Activity papers (page 1), crayons

Opening Activity: Colorful drinking straws

Relate and Receive

Access Prior Experience: No supplies needed

Bible Lesson: Bible, Elijah and Widow Woman pictures 1–3 (TRP) 📄.

Set aside pictures 4–6 to be used in lesson 2.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Loaf of French bread, water, napkins, cups, damp cleaning cloths

Home Connection: For each student, copy the unit 1 HC calendar (TRP) 📄 and the lesson 1 HC devotion 📄. Separate the activity paper covers (AP) to send home. Prepare child information forms 📄 for parents to fill out as they drop off or pick up their children.

EXPANDED SUPPLIES

Worship and the Word

Worship: Bible; *suggested songs*: “God Takes Care of Me (Moses Song)” posted on YouTube by Natalie Teo; “The Raven’s Wings” posted on YouTube by Hebron Outreach

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP) 📄, memory repair stickers (TRP) 📄

Reinforce and Review

Option 1: Toy food and dishes

Option 2: *Book suggestions:* Elijah and the widow from a children’s Bible; books about God’s care (e.g., *All Day Long, God Loves Me* by Mikal Keefer; *Everywhere I Go, God Is with Me* by Mikal Keefer; *Thank You, God, for Blessing Me* by Max Lucado; *Jesus Is with Me* by Joni Walker)

Option 3: Hand mirror

Option 4: Paper plates (1 per student), crayons

Option 5: Music

Looking Ahead

For lesson 2, record a few students’ parents saying, “I am praying for you, (their child’s name), and your friends too.” Record yourself, your pastor, your pastor’s spouse, and another teacher your students know saying, “I am praying for you in Jesus’ name.” Print pictures of the people who do the recordings.

Teacher Devotional

Read I Kings 17:8–16. Prayerfully consider what this passage says:

About God

God sees us in the midst of our emotional pain and spiritual storms. We can rest knowing God is always near. Just when our circumstances seem too heavy, He has a way of stepping in and taking care of us.

To You as a Teacher

I will hold strong in the faith and know that God will take care of me. No matter the weapon the enemy uses to try to depress our spirits, I will stand tall and live in the victory God has promised.

To Your Students

Young children interpret love through actions. Care is love in action. When we care for our students by providing them with simple things like toys, art supplies, and snacks, they interpret that as loving them. Show students you love them by caring for them and meeting their immediate needs. This prepares them to understand that God loves them and will care for them.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Test Drive

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP) to their attendance charts (AP). Invite students into the newly decorated room and point out the décor changes.

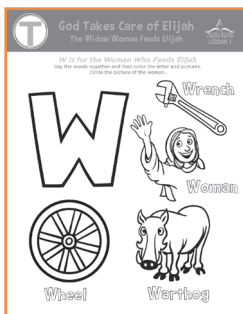
If you made cardboard cars or brought full-size plastic cars, allow students to take them for a test drive around the room and through the car wash.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God	point up
takes care	wrap arms around self and twist
of His people.	open arms wide

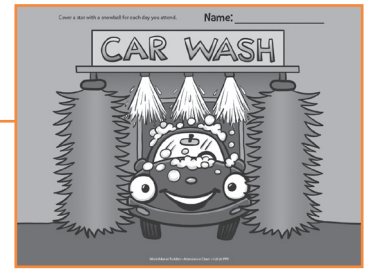
Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Using the Letters and Number posters (TRP), introduce the letters of the day followed by the number of the day. **How many gods are there?** Students hold up one finger. **One. There is one God.** Repeat this question randomly throughout the lesson so students can practice holding up one finger and answering, “One God.”



Distribute activity papers. On the front page, show the first letter of the day: **W**. **The letter W is for woman, wheel, wrench, and warthog.** Have students point to the pictures and say the words.

One of these is in our Bible story today. One of these helped the preacher. Do you think it was the woman, the wheel, the wrench, or the warthog? Hand out crayons; have students circle the woman and then color the letter and pictures. As students color, stimulate conversation about the pictures.



In addition to presenting biblical characters and connections to the Bible story, the activity paper presents something familiar to toddlers: letters and numbers. Students are greeted right away with a song they have heard before and will likely be able to sing. Even if they are in a new environment, visiting students can quickly feel at ease. For students who attend each week, this repetitive activity creates a sense of security and stability that toddlers need.

The opening activity presents an opportunity for toddlers to interact with their environment and each other. It helps visiting students become more at ease with new surroundings and new friends. This activity keeps learning fun and exciting, just the way toddlers like it, and it prepares students for the Bible lesson and Life Application to come.

Set aside pictures 1–6 to be used in lesson 2. This lesson only uses pictures 1–3.



- Whom did God tell to take care of Elijah? *A widow woman*
- What did Elijah ask her to give him? *A drink and bread*
- Who took care of the widow, her son, and Elijah? *God*
- Who takes care of you and me? *God*

Opening Activity: Pick-Up Straws

In today's Bible story, we will learn that the preacher went to visit a woman and her son. When he got there, the woman was outside picking up sticks. We are going to pick up pretend sticks. Show the colorful straws. Play a simplified version of Pick-Up Sticks. Drop the straws haphazardly on the table or floor. Have students take turns picking up the color you name.

RELATE AND RECEIVE

Access Prior Experience: **Hungry Bellies**

- Who gets hungry?

What does your belly do when you are hungry? . . . It growls. Rub your belly. Can you make a growling belly sound?

- Who takes care of you when you are hungry?

God does not want us to have hungry bellies, so He sends people to take care of us. Today we will hear a story about three hungry people. God did not want them to have hungry bellies, so He took care of them and made sure they had food.

Bible Lesson: The Widow Woman Feeds Elijah (I Kings 17:8–16)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E."

Show students where today's story is in the Bible. **Our story today is about a preacher named Elijah.**

Show Picture 1: Elijah camped by the brook. Every day, God sent birds to bring Elijah food. Every day, Elijah drank water from the brook. Then one day Elijah went to get a drink, and there was no water in the brook. Poor Elijah—what was he going to do?

God told Elijah, "Do not worry. I have told a widow woman to take care of you. Go to her house."

Elijah did what God said. Elijah walked and walked until he found the woman.

Show Picture 2: She was picking up sticks to build a fire. Elijah said, "Will you please give me a drink?"

She said, "Yes, I will."

Then Elijah said, "I am so hungry. Will you please give me some bread too?"

The woman said, "I only have enough bread for me and my son. That is all the food I have."

Elijah said, "If you will give me bread first, God will take care of you."

The woman obeyed the preacher. She did what Elijah said and gave him her bread.

Show Picture 3: God blessed the woman for taking care of the preacher. That means God took care of the woman. God made sure the woman, her son, and Elijah always had food. God takes care of His people.

Repeat the story. Then allow students to hold the pictures and encourage them to tell as much of the story as they can recall.

Choose a few simple questions from the margin to reinforce the Bible story in students' minds.



APPLY AND ACT

Life Application: I know God takes care of me.

Distribute activity papers. On the back page, show the second letter of the day: **O**. The letter **O** is for **oil**, **owl**, and **olive**. Have students point to the pictures and say the words.

What did the woman put in her cake: oil, owls, or olives? . . . Oil. Let's fill the mixing bowl with oil. Hand out crayons and help students draw lines from the oil to the bowl. After each line they draw, students say, "God takes care of me." **Jesus took care of the woman, and Jesus will take care of you too.** As students color, identify ways God takes care of them.

Prayer: Thank You for Caring

Jesus takes care of you, (point at and name each student). Let's thank Jesus for taking good care of us. Have students raise their hands and repeat your prayer.






Thank You, Jesus, . . . for caring for me . . .
And for giving me . . . people who love me.
Help me learn . . . to care for others.
In Jesus' name, . . . amen.

Let's clap our hands and worship Jesus.

Snack Break: The Widow Woman's Bread

Have students prepare for and pray over snack. **God told the widow woman to share her bread with Elijah. I have some bread to share with you. God takes care of us, and we take care of each other.** Break off pieces of bread for students and serve water.

Home Connection

- For each student, send home a copy of the unit 1  calendar (TRP)  and the lesson 1  devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- Send home the cover of the activity paper, showing parents that the back contains the memory work posters for the entire quarter. Encourage them to post it at home and go over the memory work with their child.
- Use the child information forms  to get contact information from parents. This will be used to establish a home connection throughout the quarter.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

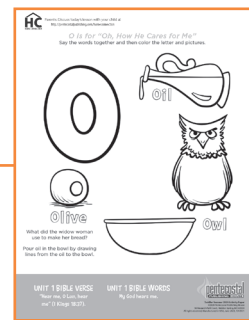
Worship

Teach students the words and motions to the following suggested songs.


- "God Takes Care of Me (Moses Song)" posted on YouTube by Natalie Teo
- "The Raven's Wings" posted on YouTube by Hebron Outreach (This video only contains words and music with no vocals, so practice singing the words with the motions.)

**The raven's wings went flap, flap, flap,
As down to the river they flew.
They carried meat; they carried bread,
As God had told them to.
A little widow woman came picking up sticks,
As Elijah passed that way.
She made him a cake of oil and meal,
That never would pass away.**

flap arms
swoop down
form beak with fingers
nod
pretend to pick up sticks
walk fingers
stir with hand
shake head



Toddlers enjoy helping. Snack time is a wonderful opportunity to assign students special tasks. Ask helpers to set out plates, napkins, and cups and to distribute snacks, if appropriate. When finished eating, encourage students to help clean up, giving some damp cloths to wipe the table and chairs.

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

God's Word will never fail,
Never fail, never fail.
God's Word will never fail,
No, No, No.

hold up Bible
shake head
hold up Bible
shake head vigorously

Memory Work

Unit 1 Bible Verse: "Hear me, O LORD, hear me" (1 Kings 18:37).

From the unit 1 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student's name as you say: **God hears (Morgan) and (April) and (Lucas).**

Hear me,	cup hand behind right ear
O LORD,	point up
hear me.	cup hand behind left ear

Unit 1 Bible Words: My God hears me.

From the unit 1 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student's name as you say: **God hears (Morgan) and (April) and (Lucas).**

My God,	point up
hears	cup hand behind ear
me.	point at self

REINFORCE AND REVIEW

Option 1: We Can Cook

The widow woman took care of Elijah by sharing her food with him. Bring out the kitchen toys. Students pretend to cook and serve one another. They take turns being the cook and the guests.

Option 2: We Read about God

Gather students for story time. (If you have enough cardboard or toy cars, let students sit in them for story time.) Show the book(s) you will read about God's care such as:

- *All Day Long, God Loves Me* by Mikal Keefer
- *Everywhere I Go, God Is with Me* by Mikal Keefer
- *Thank You, God, for Blessing Me* by Max Lucado
- *Jesus Is with Me* by Joni Walker

Option 3: We See God Cares

Pass around a hand mirror. The class calls the student holding the mirror by name, saying, "Thank You, God, for taking care of (Franco)."

Option 4: What Do You Like to Eat?

God takes good care of His people. He gives us food and water. What is your favorite food?

Distribute paper plates and crayons. Encourage students to draw their favorite foods on the plates. Have students take turns explaining their drawings to their classmates and talking about why they like these foods.

Elijah's favorite food was probably fresh baked bread. What do you think he told the widow when she gave him bread to eat?

Option 5: W is for Walk, Walk, Sit, Shout

Place chairs in a circle facing outward. As music plays, students walk around the chairs. When the music stops, they quickly sit down in the chair closest to them and shout, "God takes care of me!"

GOD HEARS ELIJAH'S PRAYERS

Elijah's Prayer Is Answered



CORE SUPPLIES

Excite and Engage

Welcome: Hide various pairs of shoes around the room, separating the pairs.

Attendance charts (AP) 📅, attendance soap-bubble stickers (TRP) 📅

Activity Paper: Add letters *P* and *M* to the Letters of the Day poster (TRP) and point the arrow to 2 on the Number of the Day poster (TRP). (*P* words: pray and pastor; *M* words: motorcycle, mule, and moose)

For each student, make a copy of a small picture of your pastor (sized to fit the Activity Paper).

Activity papers (page 1), crayons

Opening Activity: Record a few students' parents saying, "I am praying for you, (*their child's name*), and your friends too." Record yourself, your pastor, your pastor's spouse, and another teacher your students know saying, "I am praying for you in Jesus' name." Print pictures of the people from the recordings.

Relate and Receive

Access Prior Experience: Gather medical items students may have used during times of illness (e.g., vapor rub, thermometer, bandages, cough syrup, etc.).

Bible Lesson: Bible, Elijah and Widow Woman pictures 1–6 (TRP) 📅.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Mini-muffins, juice, napkins, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 1 HC calendar (TRP) 📅. For all students, copy the lesson 2 HC devotion 📅. Prepare to send postcards (TRP) 📅 to students.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "The Ravens' Wings" posted on YouTube by Hebron Outreach; "He's Got the Whole World in His Hands"

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP) 📅, memory repair stickers (TRP) 📅

Reinforce and Review

Option 1: Bible, child-sized pulpit or cardboard box, offering plate, chairs

Option 2: *Book suggestions:* Elijah from an age-appropriate children's Bible; books about God's care (e.g., *Thank You, God, for Blessing Me* by Max Lucado; *Snuggle Time Prayers* by Glenys Nellist; *My Very First Prayers* by Juliet David; *My First Read and Learn Book of Prayers* by Mary Manz Simon)

Option 3: Blocks or large Legos, small people and animal figurines, Elijah and Widow Woman pictures (TRP) 📅 from the Bible lesson

Option 4: On cardstock, trace around your pastor's hand to make a pattern. Use the pattern to cut handprints (1 per student) from construction paper. Also cut a variety of small shapes from various colors of construction paper for students to make a border.

Construction paper (1 sheet per student), glue, *optional:* scented oil

Option 5: Music

Unit 1

Elijah

Unit Bible Verse

"Hear me, O LORD, hear me"
(1 Kings 18:37).

Unit Bible Words

My God hears me.

Scripture Text

1 Kings 17:17–23

Bible Point

God hears the prayers
of His preachers.

Life Application

I know God hears
my pastor's prayers.

● Teacher Devotional

Read I Kings 17:17–23. Prayerfully consider what this passage says:

About God

There is never a time God does not hear the prayers of His preachers and those in His service. God responds by honoring those prayers. No request is too great or need too large for God.

To You as a Teacher

Our pastors have been anointed and appointed to be a shepherd over us. God has given such a large responsibility to them and, in return, God is touched by their prayers. There is something very powerful about the relationship our pastors have with God.

To Your Students

Our pastor's prayers are powerful because our pastor's love for God and God's people is powerful. It is important to start teaching this reassuring concept to children while they are young. Help your students understand that we can ask our pastor to pray for us when we have needs. Our pastor wants to pray for us. God hears our pastor's prayers. Use this lesson to acquaint students with your pastor and your pastor's willingness to pray for them.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Shoe Search

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

Tell students to search the room for hidden shoes. Once students find the shoes, they work together to match the pairs.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God hears	cup hand around ear
the prayers	make praying hands
of His preachers.	raise hands and jump up and down

Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Using the Letters and Number posters (TRP), introduce the letters of the day followed by the number of the day. Have students hold up two fingers and repeat, **“One, two, buckle my shoe.”**

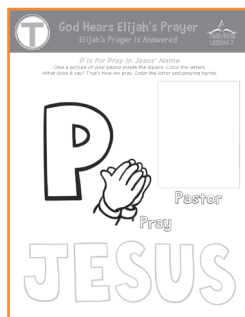
How many eyes do you have? Ears? Elbows? Knees? For each, they hold up two fingers and say, **“Two.”**

Distribute activity papers. On the front page, show the first letter of the day: **P**. **The letter P is for pray and pastor.** Have students make praying hands and say, **“I can pray.”**

Distribute pictures of your pastor and assist students with gluing the picture in the square. Have students repeat your pastor's name and say, **“Pastor (pastor's name) can pray for me.”**

We pray in Jesus' name. Hand out crayons, assist students in tracing the letters, and then recite the phrase together. Make praying hands and say, **“I pray in Jesus' name.”**

As students color the letter and praying hands, talk about prayer.



Opening Activity: Listen Who Is Praying for Me

Do you know people are praying for you? . . . They are. Play the recordings and ask students to guess who each voice is. Then show the pictures.

Parents pray for you, *(students' names)*, and your friends.
Pastors pray for you, *(students' names)*.
Teachers pray for you, *(students' names)*.
I pray for you, *(students' names)*.

God hears our pastor's prayers, and God hears your prayers. Say, "God hears my prayers."

RELATE AND RECEIVE

Access Prior Experience: Feeling Sick

Have you ever had an upset tummy or a runny nose? Who helps you when you do not feel well?

Show the medical supplies and ask students if they have seen them or used them before. Stimulate discussion about the items and how they might be used.

- **Who prays for you when you do not feel well?**

Jesus helps us feel better. All we have to do is ask Him to help. We do that by praying. Recite a simple prayer we can pray when we do not feel well.

Today's Bible story is about a little boy who got very sick, and his mommy asked the pastor to pray for him.

Bible Lesson: Elijah's Prayer Is Answered (1 Kings 17:17-23)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E."

Show students where today's story is in the Bible. Show the Elijah and Widow Woman pictures 1-3 (TRP) ④ from lesson 1 while reviewing the story of Elijah and the widow woman.

Show Picture 4: **One day the widow woman's son got sick. He stopped breathing.** Have students hold their breath for a few seconds and let it out. His heart stopped beating. Instruct students to put their hands on their chests. **The boy died.** Have students close their eyes and lay their head on their hands like they are sleeping.

The boy's mother ran to find her pastor, Elijah. "My son is dead," she cried.

Elijah said, "Give him to me."

Show Picture 5: **Elijah carried the little boy upstairs and put him on his bed. He laid down across the boy and breathed on him.** Have students blow. **The pastor prayed, "Oh Lord, let this boy live again."**

Instruct students to count on their fingers with you. **Elijah prayed one time. Two times. Three times. Elijah prayed, "Oh Lord, let this boy live again."**

The little boy started breathing! Have students take deep breaths. **His heart started beating.** Instruct students to pat their chests. **God heard Pastor Elijah's prayer. The boy was alive!**



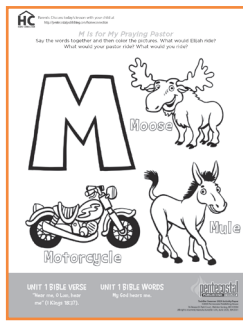
Show Picture 6: **Pastor Elijah took the boy to his mother. She was so happy. "Thank you, Pastor Elijah," she said, "and thank You, God, for hearing my pastor's prayer."**

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.

Repeat the story. Then allow students to hold the pictures and encourage them to tell as much of the story as they can recall.



- **What happened to the boy?**
He died.
- **Who did his mother ask to help her?** *Elijah, her pastor*
- **What did Elijah do?**
He prayed for the boy.
- **What did God do?** *God brought the boy back to life.*



APPLY AND ACT

Life Application: I know God hears my pastor's prayers.

Distribute activity papers. On the back page, show the second letter of the day: **M**. **The letter M is for motorcycle, mule, and moose.** Have students point to the pictures and say the words.

Sometimes pastors visit people in their homes and in hospitals to pray for them. Elijah visited the widow woman at her house to pray for her son.

- **Did God hear Elijah's prayer? . . . Yes.**
- **Does God hear our pastor's prayers? . . . Yes.**

Say, "I know God hears my pastor's prayers." Hand out crayons. As students color the pictures, stimulate discussion about which picture represents something Elijah might ride to go visit people, which your pastor might ride, and which students would like to ride. Have students draw Elijah, your pastor, and themselves according to their answers. They can draw themselves riding with Elijah or their pastor too.

Prayer: My God Hears My Pastor's Prayers

Jesus hears our pastor's prayers. Let's pray and thank Jesus for our good pastor. Have students repeat your prayer.

Thank You, Jesus, . . . for Pastor (*pastor's name*).
Thank You for hearing . . . Pastor (*pastor's name*)'s prayers.
Please bless my pastor, . . . in Jesus' name, amen.






If you love Pastor (*pastor's name*), clap your hands. Say, "I love Pastor (*pastor's name*)."

Snack Break: P Is for Pray before Eating

Have students prepare for snack. **Say, "P is for prayer." We say a prayer before we eat to thank God for giving us food.** Distribute mini-muffins and juice. Have students make praying hands and echo the blessing.

God is great; God is good.
Let us thank Him for our food.
In Jesus' name, amen.

Home Connection

- For students who did not receive one last week, send home a copy of the unit 1  calendar (TRP) . For each student, send home a lesson 2  devotion , or show parents the URL on the back of the activity paper.
- This week send a postcard (TRP)  or greeting card to each student. Both parents and students will appreciate the contact.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Continue teaching students "The Raven's Wings" posted on YouTube by Hebron Outreach. Use the same motions from lesson 1 (page 11).

God provided food for Elijah, the widow woman, and her son. God also provides food for you and me and everyone in the whole world. God has the whole world in His hands. Sing "He's Got the Whole World in His Hands" with these additional verses:

- "He's got my pastor and family in His hands."
- "He's got the whole church in His hands."

Memory Work

Unit 1 Bible Verse: “Hear me, O LORD, hear me” (1 Kings 18:37).

Using the unit 1 MW poster (TRP), show the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student’s name as you say: **God hears (Morgan) and (April) and (Lucas).**

Hear me,	cup hand behind right ear
O LORD,	point up
hear me.	cup hand behind left ear

Unit 1 Bible Words: My God hears me.

Using the unit 1 MW poster (TRP), show the Bible Words. Point at each word as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student’s name as you say: **God hears (Morgan) and (April) and (Lucas).**

My God,	point up
hears	cup hand behind ear
me.	point at self

REINFORCE AND REVIEW

Option 1: My Church Prays for People

Arrange the chairs in rows as in a sanctuary. In front of the chairs, place a child-sized pulpit or cardboard box for a pulpit. Encourage students to play church, taking turns preaching, singing, collecting offering, and praying for the sick.

★ If there are particular needs of healing in your church, make them known to students and let them pray. Encourage students to tell the saints that they prayed for them in class.

Option 2: Prayer Stories

Gather students for story time. (If you have enough cardboard or toy cars, let students sit in them for story time.) Read the story of Elijah from an age-appropriate children’s Bible.

Show students the book(s) you will read about prayer, which could include:

- *Thank You, God, for Blessing Me* by Max Lucado
- *Snuggle Time Prayers* by Glenys Nellist
- *My Very First Prayers (Candle Bible for Toddlers)* by Juliet David
- *My First Read and Learn Book of Prayers* by Mary Manz Simon

Option 3: Making Block Houses

Have students construct the widow woman’s house and reenact the story of Elijah visiting her—first for food and second to pray for her son. Provide the Elijah and Widow Woman pictures (TRP) as prompts for students to use.


Option 4: Pastor’s Praying Hands

Acquaint students with the biblical custom of praying for the sick. Tell them how your pastor anoints with oil and lays hands on the head of the sick person when praying.

★ **When you were sick, did our pastor pray for you?** Let students share their experiences.

Distribute the handprints, paper shapes, and sheets of construction paper. Students glue the handprint on the paper and then glue various shapes around it for a border. (Optional: Add a touch of scented oil to the handprint to give it a nice fragrance.)

After the pictures are complete, students hold them up and say together, **“God hears my pastor’s prayers.”**

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Option 5: *M* Is for Musical Review

As music plays, students march (jump, hop, crawl, and so on) around the room. When the music pauses, they stop. At each stop, ask a simple review question. Tell students to shout (whisper, sing, and so on) the answers.

- Who is our pastor?
- Who answers our pastor's prayers?
- Who answered Elijah's prayer?
- Who prayed for the boy when he died?
- Who prays for you when you are sick?

★ Talk about how we pray in Jesus' name. Then have students echo a simple prayer they can pray when they are sick or someone else is sick.

GOD SHOWS HIS POWER OVER BAAL

Elijah Challenges the Prophets of Baal



CORE SUPPLIES

Excite and Engage

Welcome: From various colors of construction paper, cut out different sizes of the number 1. Post them around the room at students' eye level.

Attendance charts (AP) 📅, attendance soap-bubble stickers (TRP) 📅

Activity Paper: Add letters *F* and *T* to the Letters of the Day poster (TRP) and point the arrow to 3 on the Number of the Day poster (TRP). (*F* words: fire, feather, flip-flops, and feet; *T* words: table, trophy, truck, and tire)

Activity papers (page 1), crayons

Opening Activity: With masking or painter's tape, make a line in the center of the room.

Relate and Receive

Access Prior Experience: Fragrant candle (unlit)

Bible Lesson: Cut out the Prophets of Baal story figures (TRP) 📅 and attach a small ball of adhesive to the back of each. You will also need a Bible.

Apply and Act

Life Application: Letter of the Day poster (TRP), activity papers (page 2), crayons, trophy

Prayer: No supplies needed

Snack Break: Graham crackers (4 sections per student), squirtable red icing, plates, napkins, cups, water, damp cleaning cloths

Home Connection: For new students, copy the unit 1 HC calendar (TRP) 📅. For all students, copy the lesson 3 HC devotion 📅.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "One Way to God, "Praise Him, Praise Him, All Ye Little Children"

Learn the words and motions printed in the worship section. Provide various children's instruments.

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP) 📅, memory repair stickers (TRP) 📅

Reinforce and Review

Option 1: Crayons with box(es) or basket(s)

Option 2: *Book suggestions:* Elijah and the prophets of Baal from a children's Bible; books about God's power (e.g., *My Little Golden Book about God* by Jane Werner Watson and Eloise Wilkin; *God Is . . .* by Caroline Peters; *I Am: The Names of God for Little Ones* by Diane M. Stortz)

Option 3: Provide a variety of blocks, large LEGOs, and boxes for students to build altars.

Provide red, yellow, and orange scarves or tissue paper to represent fire.

Option 4: Print one altar (TRP) 📅 for each student. From brown construction paper, cut irregular-shaped stones (12 per student) sized to fit on the altar. Students will also need glue sticks.

Option 5: No supplies needed

Unit 1

Elijah

Unit Bible Verse

"Hear me, O LORD, hear me"
(1 Kings 18:37).

Unit Bible Words

My God hears me.

Scripture Text

1 Kings 18:17–39

Bible Point

God has all power.

Life Application

I know God has power.

Teacher Devotional

Read I Kings 18:17–39. Prayerfully consider what this passage says:

About God

There is no one and no thing that compares to God. He created the universe with a spoken word and has all power. He is the almighty God.

To You as a Teacher

It is easy to become wrapped up in activities and things that take our focus away from God. Temporary distractions pale in importance to the eternal rewards we gain by living for Him. We must make the conscious decision to serve the one true God every single day.

To Your Students

The story of Elijah and the prophets of Baal is an exciting and engaging story that you can use to introduce even the youngest children to the power of God. Help your students discover there is only one true God. Toddlers can experience that God. He is not just Elijah's God. He is their God. Toddlers may be little, but they have a great big God who loves them. Let your students feel that powerful love through you.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Find the 1s

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

How many number 1s can you find in this room? Let students search. Help them count. **There are lots of number 1s in our room, but there is only one of you and there is only one God.**

Teach the Bible Point with motions, repeating until students are comfortable with it.

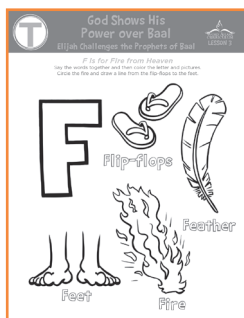
God has	point up
all power.	flex arm muscles

Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day. Have students hold up three fingers and repeat, **“One, two, three . . . count with me.”** Have students find three identical objects in the room (chairs, crayons, Bibles, and so on) and count them.

Distribute activity papers. On the front page, show the first letter of the day: **F**. **The letter F is for fire, feather, flip-flops, and feet.** Have students point to the pictures and say the words. **In today's Bible story, we will learn that Elijah prayed to God and God sent one of these things from Heaven. Do you think God sent fire from Heaven, feathers from Heaven, flip-flops from Heaven, or feet from Heaven? . . . We're going to hear how God sent fire from Heaven.**

Hand out crayons. Have students circle the fire and draw a line from the flip-flops to the feet. As students color the pictures, stimulate conversation about when they have seen fire, where they have seen feathers, and if they like to wear flip-flops.



Opening Activity: 7 Is for “There Is One God”

Form two groups and line up students on opposite walls. Give commands like these.

- Run to the tape line and stop.
- High-five a friend beside you.
- Shout, “My God has all power!”
- Squat and stand up three times.
- Run back to the wall.
- Tell a friend beside you, “There is one God.”

Continue with similar orders until students are ready to sit down and listen to the Bible story.

RELATE AND RECEIVE

Access Prior Experience: **Candles**

Show the unlit candle.

- What is this? How does it work?

We need fire to make the candle work. Can you make fire? Pass the candle to each student, allowing them to smell it and asking them to make fire fall on the candle. **We cannot make fire, but God can. Today’s Bible story is about God sending fire.**

Bible Lesson: Elijah Challenges the Prophets of Baal (1 Kings 18:17–39)

Show your Bible. **The Bible is God’s storybook.** Sing “The B-I-B-L-E.”

Show students where today’s story is in the Bible. **Our story today is about the preacher Elijah. Elijah was a praying preacher.** Briefly remind students about Elijah praying and the widow woman’s son being healed.

As you teach, attach the Prophets of Baal story figures (TRP) onto the wall. Mount Ahab and the people opposite from Elijah, leaving room for the altars. (Optional: Let students mount the figures as needed.)

Hold up one finger. **Each time I hold up one finger, say with me, “One true God.”** Practice.

Attach Elijah picture. **Elijah served the (hold up finger) one true God.** Attach Ahab and people pictures. **King Ahab and the people served a false god they called Baal.**

Elijah said, “Let’s have a contest. Let’s see who is the (hold up finger) one true God.”

Everyone climbed up, up, up the mountain. Elijah said to them, “I will build an altar to the (hold up finger) one true God. You can build an altar to Baal. Then we will pray. The God who sends fire will be the (hold up finger) one true God.”

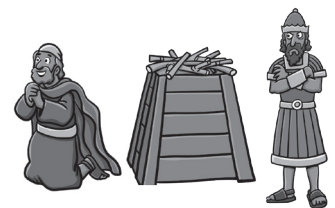
Attach Baal’s altar picture. **The people built an altar. They prayed all morning. They said, “Baal, send the fire,” but nothing happened. They prayed louder, “Baal, send the fire.” Nothing happened. Baal could not send the fire. He was not the (hold up finger) one true God.**

Elijah said, “It is my turn.” Attach Elijah’s altar picture. **He built an altar. He prayed a short little prayer. Elijah said, “God, show these people that You are the (hold up finger) one true God. You have all the power. Send the fire.”**

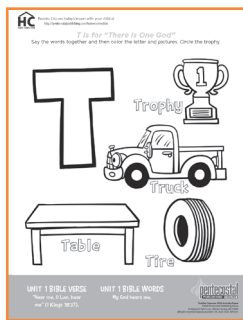
Swoop down the flame; cover Elijah’s altar and remove it. **Whoosh! Down came the fire and burned up Elijah’s altar. It was gone. The people shouted, “Elijah’s God is the (hold up finger) one true God. We will serve Him.”** Clap.

Repeat the story, asking for students to help with the pictures and signaling when to say one true God.

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students’ minds.



- What did Elijah and the people build? *Altars*
- Who sent the fire—Elijah’s God or Baal? *Elijah’s God*
- Who was the one true God—Elijah’s God or Baal? *Elijah’s God*
- How many gods are there? *One*



APPLY AND ACT

Life Application: I know God has power.

Distribute activity papers. On the back page, show the second letter of the day: **T**. **The letter T is for table, trophy, truck, and tire.** Have students point to the pictures and say the words. **Which one of these things is a prize for winning? . . . The trophy.** Hand out crayons. Have students circle the trophy on their papers. Show the trophy you brought.

Elijah proved that only his God had power. The one true God sent fire from Heaven and was the winner. That's our God. Say, "That is my God." Allow each student the opportunity to hold the trophy and say, **"My God has power."**

Students may color the pictures and the letter.

Prayer: Thank You for Being Strong

Our God has all the power. Let's thank God for loving us and making us strong. Have students repeat your prayer.

**God, You are great . . . and You are strong.
Thank You for keeping me . . . safe all day long.
I love You . . . and You love me.
That makes me happy . . . as I can be.
In Jesus' name, amen.**

Snack Break: F Is for the Fire That Fell

Have students prepare for snack. Recall how Elijah built an altar.

Give each student four graham-cracker sections, broken apart, on a plate. Instruct them to stack the crackers high to build an altar. Pray for the snack and then add a squirt of red icing to each student's top cracker to simulate the fire that fell after Elijah prayed.

Home Connection

- For students who did not receive one yet, send home a copy of the unit 1 **HC** calendar (TRP) 📅. For each student, send home a lesson 3 **HC** devotion 📖, or show parents the URL on the back of the activity paper.
- During pickup, ask parents if they have any special prayer requests. During the week, pray for these needs and text parents an encouraging note saying you are praying for them.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Teach the song "One Way to God" with the following words and motions.

One, one, one, only one God. (x3) hold up and shake one finger
And Jesus is His name. clap

Teach the song "Praise Him, Praise Him, All Ye Little Children" with the following words and motions.

Praise Him, praise Him,	hands raised
All ye little children.	measure short with hand out, palm down
God is one. God is one.	hold up one finger
(repeat)	

Distribute instruments and encourage students to praise the one true God as they march around the room. As you collect the instruments, ask each student: **How many gods are there? . . . One God.**

Memory Work

Unit 1 Bible Verse: “Hear me, O LORD, hear me” (1 Kings 18:37).

Using the unit 1 MW poster (TRP), show the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student’s name as you say: **God hears (Morgan) and (April) and (Lucas).**

Hear me,	cup hand behind right ear
O LORD,	point up
hear me.	cup hand behind left ear

Unit 1 Bible Words: My God hears me.

Using the unit 1 MW poster (TRP), show the Bible Words. Point at each word as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student’s name as you say: **God hears (Morgan) and (April) and (Lucas).**

My God,	point up
hears	cup hand behind ear
me.	point at self

REINFORCE AND REVIEW

Option 1: How Many

Play a fun game to help students practice listening and obeying, as well as cooperating with others. Scatter crayons on the table. Set an empty box or basket where students can reach it. (For large classes, use several.)


- **There is only one God. Pick up one crayon and trade with a friend.**
- **How many gods are there? . . . One. Pick up one crayon and put it in the box/basket.**
- **In our Bible story, they built two altars on the mountain. Pick up two crayons and give them to me.**
- **How many altars did they build on the mountain? . . . Two. Pick up two crayons and roll them across the table.**
- **Only one man on the mountain prayed to the one true God. Pick up one crayon and put it in the box/basket.**
- **How many men on the mountain prayed to the one true God? . . . One. Take one crayon out of the box/basket and lay it on the table.**
- **There are (#) boys in our class.** Help students count the boys. **Pick up (#) crayons and put them in the box/basket.**
- **How many boys did we count in our class? Take (#) crayons out of the box/basket and spread them across the table.**
- **There are (#) girls in our class.** Help students count the girls. **Pick up (#) crayons and put them in the box/basket.**
- **How many girls did we count in our class? Take (#) crayons out of the box/basket and put them in the center of the table.**

Have everyone work together to pick up the crayons and put them back in the box/basket. Say together, **“There is one God.”**

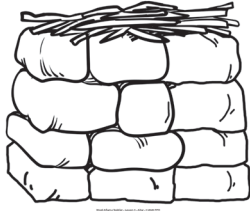
Option 2: Tell Me about God’s Power

Gather students for story time. Read about Elijah and the prophets of Baal from a children’s Bible. Show the book(s) you will read about God’s power.

- *My Little Golden Book about God* by Jane Werner Watson and Eloise Wilkin
- *God Is . . .* (board book) by Caroline Peters
- *I Am: The Names of God for Little Ones* by Diane M. Stortz

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.



Option 3: Building Altars

Provide blocks, LEGOs, and boxes for students to build altars. Once built, encourage students to use their altars to pray like Elijah; then toss the tissue paper or scarves over the altars.

We talk to the one true God at the altar. It is a good place. The Holy Ghost fire falls at the altar.

Option 4: Fire Falls at the Altar

Distribute glue sticks, altar printouts (TRP) 📄, and precut stones (twelve per student). Assist students in gluing the stones to their altars.

★ Talk about the altar Elijah built and the one in your church. **Wonderful things happen at the altar.**

Option 5: Fun Echo Exercise

Say: **There is one God.** Have students echo your words, starting with a whisper and increasing in volume each time until they are shouting at the top of their voices.

Next, add motions. Start in a squatting position and rise slowly with the volume until standing on tiptoes.

GOD SEES AHAB'S ACTIONS

Naboth's Vineyard



CORE SUPPLIES

Excite and Engage

Welcome: Binoculars, magnifying glasses, natural objects (e.g. bark, rocks, leaves, shells, feathers); attendance charts (AP) 📅, attendance soap-bubble stickers (TRP) 📅

Activity Paper: Add letters A and V to the Letters of the Day poster (TRP) and point the arrow to 4 on the Number of the Day poster (TRP). (A words: Ahab, alligator, ant, and ape; V words: vineyard, violin, vacuum, and van.)

Activity papers (page 1), crayons

Opening Activity: Cut apart the Animal Behavior pictures (TRP) 📅.

Binoculars, happy and sad face stickers (1 of each per student) (TRP) 📅, Caught Being Good stickers (TRP) 📅

Relate and Receive

Access Prior Experience: Various colors of grapes (washed), Vineyard picture (TRP) 📅

Bible Lesson: Attach Naboth's Vineyard faces (TRP) 📅 to craft sticks to make stick puppets. You will also need a Bible.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons, trophy

Prayer: No supplies needed

Snack Break: Rewash grapes from Access Prior Knowledge, and cut grapes lengthwise (to prevent a choking hazard for small children).

White grape juice, napkins, cups, damp cleaning cloths

Home Connection: For each student, copy the unit 2 HC calendar (TRP) 📅 and the lesson 4 HC devotion 📅.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "O Be Careful Little Eyes," "He Sees What You Do," "Every Move I Make"

Learn the words and motions printed in the worship section. Provide various children's instruments.

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP) 📅, memory repair stickers (TRP) 📅

Reinforce and Review

Option 1: Naboth's Vineyard stick puppets from Bible Lesson; *optional:* print a set of Naboth's Vineyard faces 📅 for each student, crayons, craft sticks, glue

Option 2: *Book suggestions:* Naboth's vineyard from a children's Bible; books about behavior (e.g., *Good Behavior Board Books* by Constructive Playthings; *Please and Thank You Book* by Richard Scarry; *Being Nice to Others: A Book about Rudeness* by Carolyn Larsen)

Option 3: Blocks

Option 4: Cover the table for quick cleanup.

Pans such as pie or cake pans (1 per student), sand, pan of water, paper towels

Option 5: No supplies needed

Unit 1

Elijah

Unit Bible Verse

"Hear me, O LORD, hear me"
(1 Kings 18:37).

Unit Bible Words

My God hears me.

Scripture Text

1 Kings 21:1–24

Bible Point

God sees everything.

Life Application

I will be good.

● Teacher Devotional

Read Matthew 1 Kings 21:1–24. Prayerfully consider what this passage says:

About God

God sees everything we do—both the good and evil actions. Try as we may, there is no way to hide our actions from God. He has responded throughout the ages by rewarding those who do right and by punishing those who are against Him.

To You as a Teacher

I will start my day by making choices that please the Lord. As the day moves along into the evening and eventually into the night, I will continue to choose that which is good in God's sight. I commit to please God by consistently making good choices.

To Your Students

Sometimes toddlers are aware someone is watching them, and they may act accordingly, displaying behavior in order to garner attention. Other times, they act in such a way that it is obvious they did not realize anyone was watching. They are startled. Perhaps they were doing something they should not or getting into something off limits.

Although toddlers do not yet have an awareness that God is always watching, this lesson will help introduce that fact. God sees and watches over them. One day they will realize that. Today you can just introduce it in a fun and engaging way.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: What Do You See?

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) 📌 to their attendance charts (AP) 📌.

Give students an opportunity to look through the binoculars and use the magnifying glasses. Show them how to use the binoculars to see far away things more closely and the magnifying glasses to see close things in more detail.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God sees	make hand binoculars over eyes
everything.	spin around

Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up four fingers and repeat,

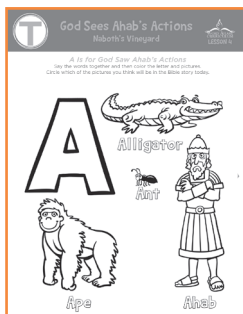
Three, four, sit on the floor. Sit down.
Three, four, stand once more. Stand up.

Repeat the phrases and actions.

Distribute activity papers. On the front page, show the first letter of the day: A. **The letter A is for a man named Ahab, an alligator, an ant, and an ape.** Have students point to the pictures and say the words.

There are four pictures. Can you show me four fingers? One of these will be in our lesson today. Can you show me one finger?

Do you think our Bible story will be about an alligator, an ant, an ape, or a man named Ahab? Hand out crayons. Have students circle Ahab and then color the pictures.



Opening Activity: What Does God See?

God sees everything you do. God can see you from far away. Look through the binoculars at students. **Even when you cannot see God, He sees you. He sees you, (student's name), and keeps you safe.** Repeat, using other students' names. Compare God watching students to their family members watching to keep them safe.

When God sees us being good, it makes God happy. Give examples of good behavior (e.g., sharing toys with friends, saying please and thank you, throwing away our trash, and giving soft touches to our friends). Give each student a happy face sticker (TRP) 😊.

When God sees us doing bad things, it makes God sad. Give examples of bad behavior (e.g., taking toys away from friends, throwing trash on the floor, and hitting our friends). Give each student a sad face sticker (TRP) 😞.

Show the Animal Behavior pictures (TRP) 😞. Help students decide whether the animals are doing good things or bad things and then attach the correct sticker (TRP) 😞.

Throughout the class period, reward students for good behavior with a Caught Being Good sticker (TRP) 😊. For example, when you see a student sharing, say, **"God sees (student's name) sharing,"** and then give the student a sticker. Be generous in giving out stickers.

RELATE AND RECEIVE

Access Prior Experience: Grapes

Let students handle the grapes. Stimulate discussion about the color, shape, size, texture, smell, and quantity of grapes. (Put the grapes away and tell students they will get to eat them after the story.)

Grapes grow on a vine. Show the Vineyard picture (TRP) 😞. **Today's Bible story is about a man who had a garden where he grew grapes. A grape garden is called a vineyard. Say, "Vineyard."**

Bible Lesson: Naboth's Vineyard (1 Kings 21:1–24)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E." Show students where today's story is in the Bible. **This story comes from God's Book. It is true.**

Use the Naboth's Vineyard stick puppets (TRP) 😞 to illustrate the story. **Naboth had a beautiful garden. Delicious grapes grew in his garden. His grape garden was called a vineyard. Say, "Vineyard."**

King Ahab wanted Naboth's grape garden. King Ahab told Naboth, "I want to buy your vineyard."

Naboth said, "No, I will not sell it."

That made King Ahab mad. He went to his room and pouted. Show me a pouty face.

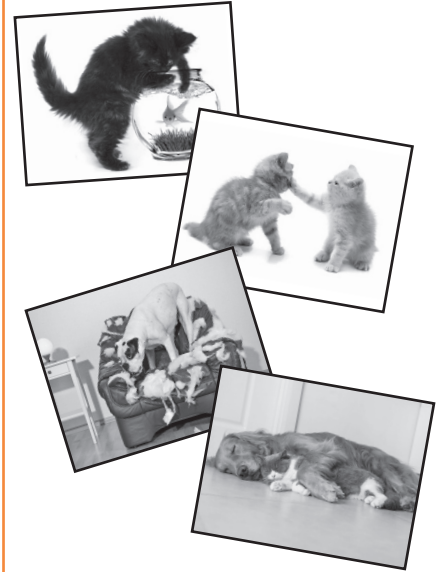
Queen Jezebel said, "Do not pout, Ahab. I will get that grape garden for you. I will take that vineyard away from Naboth." Say, "That's not nice."

Jezebel was not a nice woman. She did very bad things. Evil Queen Jezebel stole Naboth's garden and gave it to King Ahab. She said, "The vineyard is yours now." Say, "That's not nice."

King Ahab stopped pouting. He sang, "I got what I wanted. I got what I wanted." Then he went for a walk. Show me your walking feet.

Then Elijah, the preacher, came to meet King Ahab. Elijah said, "God is not happy. You are both in big trouble for taking Naboth's vineyard away from him." Elijah told King Ahab, "God saw what Queen Jezebel did. God sees you too." Say, "God sees everything."

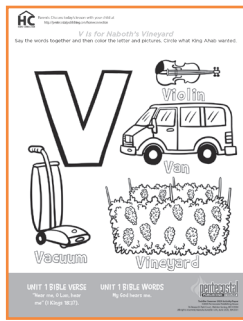
Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.



When correcting or rewarding children, remember to label behavior as good or bad, but do not label a child as good or bad. That slight difference in wording makes a huge difference in a child's self-esteem and self-image.



- What did King Ahab want?
Naboth's grape garden/vineyard
- When Naboth said, "No," what did the king do? *He pouted.*
- What did Queen Jezebel do?
She stole Naboth's garden.
- What did Elijah tell the king? *"God saw him and Queen Jezebel. God was not happy. They were in big trouble."*



APPLY AND ACT

Life Application: I will be good.

Distribute activity papers. On the back page, show the second letter of the day: V. **The letter V is for vineyard, violin, vacuum, and van.** Have students point to the pictures and say the words. **Which one of these things did King Ahab steal from Naboth? . . . The vineyard.** Hand out crayons. Have students circle the vineyard.

God was not happy that King Ahab and Queen Jezebel were not nice. They did something very bad. They took away Naboth's grape garden. Naboth was good, and that made God happy.

Do you want to be good? Say, "I will be good." Students may color the pictures.

Prayer: Prayer Songs

Explain that sometimes we sing our prayers. Teach students the following prayer song to the tune of "The Wheels on the Bus." Substitute the italicized words with other words (e.g., hearing, loving, helping, and blessing). Add motions.

Thank You, Lord, for *watching me, watching me, watching me*
Thank You, Lord, for *watching me, every day.*

Snack Break: V Is for Fruit of the Vine

Have students prepare for and pray over snack. Serve students the grapes only after the grapes have been washed again and cut in half lengthwise. Serve white grape juice.

As students eat, recall the story of Naboth's vineyard. Stimulate discussion about the different colors and sizes of grapes Naboth might have had in his vineyard.

Home Connection

- To prepare students for next week, send home a copy of the unit 2 calendar .
- Also send students home with a lesson 4 devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- Text a picture of grapes to parents this week with a message to show it to their children. Ask them to recount the story of Ahab and Naboth's vineyard (or grape garden).

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Sing "O Be Careful Little Eyes" with students.

Then teach the words and motions to "He Sees What You Do" (below). Repeat until students are comfortable with it.

He sees what you do. (point up; then cup hands over eyes)

He hears what you say. (point up; then point at mouth)

My Lord is listening all the time, time, time. (cup hands around ears)

Distribute instruments and allow students to worship exuberantly to "Every Move I Make." As you collect the instruments, ask each student: **What does God see? . . . Everything.**

Memory Work

Unit 1 Bible Verse: “Hear me, O LORD, hear me” (1 Kings 18:37).

Using the unit 1 MW poster (TRP), show the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student’s name as you say: **God hears (Morgan) and (April) and (Lucas).**

Hear me,	cup hand behind right ear
O LORD,	point up
hear me.	cup hand behind left ear

Unit 1 Bible Words: My God hears me.

Using the unit 1 MW poster (TRP), show the Bible Words. Point at each word as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student’s name as you say: **God hears (Morgan) and (April) and (Lucas).**

My God,	point up
hears	cup hand behind ear
me.	point at self

REINFORCE AND REVIEW

Option 1: Role-Play Nicely

Let students play with the Naboth’s Vineyard stick puppets (TRP) from the Bible story.

Who was the king? Where is Elijah?
Who was good? Who was naughty? Whom did God see?

Option 2: Very Good Stories

Gather students around for story time. Read about Naboth’s vineyard from a children’s Bible.

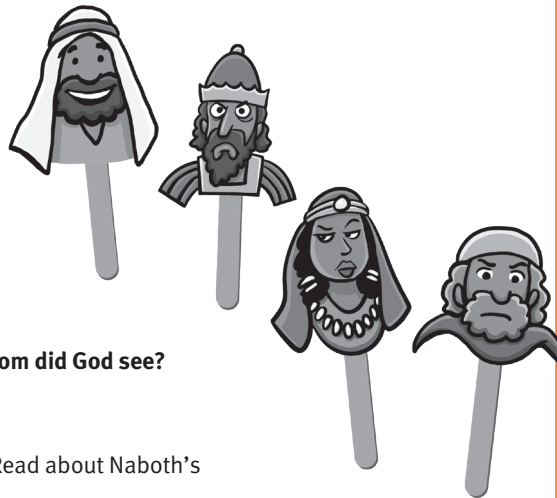
Show the book(s) you will read about good and bad behavior. Stop at various points while reading the books when different behavior is described and ask students: **Did God see that?** Instruct students to answer, **“God sees everything.”** Suggested books include:


- *Good Behavior Board Books* by Constructive Playthings
- *Please and Thank You Book* by Richard Scarry
- *Being Nice to Others: A Book about Rudeness* by Carolyn Larsen

Option 3: Constructing a Vineyard

Instruct students to use blocks to build King Ahab and Queen Jezebel’s palace. Then have them build Naboth’s little house and vineyard.

- ★ As students build, talk about how Ahab and Jezebel were not doing good when they took something that belonged to Naboth. Identify good behavior, such as sharing, that God sees and likes.



At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Option: A line art version of the faces is provided as a digital resource if you would like to let students color and make their own stick puppets.

Option 4: Good Sandy Fun

Give each student a pan of sand. Let them experience the texture.

- Show them how to press their open palms into the sand and leave a print. Show them how to erase it.
- Help them draw a happy face and sad face.
- Draw letters, numbers, and shapes.

I see what you are doing with the sand, and God sees too, so let's be sure to keep the sand in the pan and keep our hands in our own pan. We want to be nice to our friends. We want God to see us doing good things. That makes God happy.

Keep a pan of water close for washing hands.

Option 5: God Sees, You See

Play this revised version of I Spy. Use questions like these:

- **God sees something (*yellow, blue, tall, shiny, fuzzy, and so on*) in this room. Do you see what God sees?**
- **God sees someone wearing a (*big smile, black shoes, blue shirt, and so on*). Do you see who God sees?**

GOD HONORS ELISHA'S PERSISTENCE

Elisha Receives Double



CORE SUPPLIES

Excite and Engage

Welcome: Fill a large box with coats (or button-down shirts). Provide one per student.

Attendance charts (AP) 📅, attendance soap-bubble stickers (TRP) 🧼

Activity Paper: Add letters *G* and *E* to the Letters of the Day poster (TRP) and point the arrow to 5 on the Number of the Day poster (TRP). (*G* words: glue, globe, gloves, gift, and glasses; *E* word: Elisha)

Place the following items around the room: a bottle of glue, a globe, a pair of gloves, a wrapped gift, and eye glasses.)

Activity papers (page 1), star stickers (5 per student)

Opening Activity: On paper plates write: GOD'S SPIRIT (2 per student and 2 for you). Hide all students' plates around the room.

Relate and Receive

Access Prior Experience: Game of Memory, plates from Opening Activity

Bible Lesson: 2 coats, 2 Bibles, blue tablecloth

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons, glue, small strips of fabric, scissors

Prayer: No supplies needed

Snack Break: Pack a healthy snack in a picnic basket.

Blue tablecloth from Bible Lesson, plates, napkins, cups, water, damp cleaning cloths

Home Connection: For new students, copy the unit 2 HC calendar (TRP) 📅. For all students, copy the lesson 5 HC devotion 📅.

EXPANDED SUPPLIES

Worship and the Word

Worship: Various children's instruments; *suggested songs:* "Double Double" by Uche Agu, "I Have Decided to Follow Jesus"

Memory Work: Unit 2 MW poster (TRP), memory charts (AP) 📅, memory repair stickers (TRP) 📅, plates from Opening Activity

Reinforce and Review

Option 1: Props from Bible Lesson

Option 2: Blue tablecloth from Bible Lesson; *book suggestions:* Elijah passing his mantle to Elisha from an age-appropriate children's Bible; books about following the leader (e.g., *Follow the Leader* by Emma Clark; *Follow the Leader* by Miela Ford; *Follow That Map* by Scot Ritchie; *Carol Beth Learns about Following Jesus* by Eugene Chamberlain)

Option 3: Fill a large clear tub with uncooked rice and small-sized items (e.g., erasers, bouncy balls, toy soldiers). Be sure the items are not too small as to cause a choking hazard.

Option 4: Paper (1 sheet per student), pencils, crayons, marker

Option 5: No supplies needed

Unit 2

Elisha

Unit Bible Verse

"Let a double portion of thy spirit be upon me" (II Kings 2:9).

Unit Bible Words

I want more of God's Spirit.

Scripture Text

II Kings 2:1–11

Bible Point

God wants me to seek Him.

Life Application

I will follow God.

● Teacher Devotional

Read II Kings 2:1–11. Prayerfully consider what this passage says:

About God

When we walk closely with our pastor, God promises to bless us. If we follow our leadership with unwavering faith and persistence, God will honor our prayers and work by doubling our efforts.

To You as a Teacher

Do not confuse belief in God for following God. When we follow God, we are submissive to His will and His ways. When we commit to following God, we intentionally submit to the leadership He has placed over us. When we do this, God promises to bless our ministries.

To Your Students

“More, more.” If you spend any length of time around small children, especially during snack time, you will hear that little word repeated over and over. When toddlers find something they like, they want more and are not afraid to ask over and over and over again.

Toddlers know persistence, whether they realize it or not. Elisha wanted more of God, and he knew who to follow to make sure he received more. Help your students understand that, as we seek God and follow God, He gives us more and more of His Spirit.

In addition to presenting biblical characters and connections to the Bible story, the activity paper presents something familiar to toddlers: letters and numbers. Students are greeted right away with a song they have heard before and will likely be able to sing. Even if they are in a new environment, visiting students can quickly feel at ease. For students who attend each week, this repetitive activity creates a sense of security and stability that toddlers need.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Coat Box

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

Show the box of coats or shirts. Tell students they may choose one from the box and put it on to wear throughout the lesson.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God wants	point up
me to	point to self
seek Him.	walk in place

Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

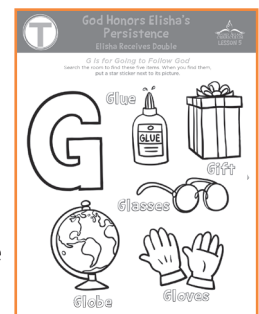
Have students hold up five fingers and repeat,

Four, five, give a high five.	give high fives
Four, five, give a low five.	give low fives

Repeat the phrases and actions.

Distribute activity papers. On the front page, show the first letter of the day: **G**. **The letter G is for glue, globe, gloves, gift, and glasses.** Say the words together; then count the pictures.

We have five pictures. These five things are hidden around our room. Can you show me where they are? Have students add a star sticker to their papers next to each object they find. Every student will receive a sticker for every item, even if someone else found it first.



Seeking these items was fun. Seeking God is fun too. God always wants us to seek more of Him.

Today we will hear a story about a man who was seeking more of God. This man knew he would find more of God if he followed his teacher.

Say, “I want more of God.” Say, “I will follow God.”

Opening Activity: Seek God’s Spirit

Show students your plates. Tell them the plates say: GOD’S SPIRIT. **God’s Spirit is all around us, but we must seek it to find it. More of these plates are all around us, but you must seek and find them.** Instruct students to each find two plates. They are to come and sit at the table with their plates after they find two.

Praise students for following your directions. **How many plates do you have? . . . Two. You have two plates that say God’s Spirit. That is a double portion because you have two. Say, “Double is two.”**

RELATE AND RECEIVE

Access Prior Experience: **Doubles**

Have students sit at the table with their plates from Opening Activity. Spread the pairs of Memory pictures face up across the center of the table. Instruct students to find doubles. Remind them that *doubles* means two of the same thing. Students may select any pictures they want and place them on their plates, but they must have the same pictures (matching) on both of their plates. If one student has a picture that another student needs, teach those students to ask kindly or to trade nicely.

Good job. You found doubles. Today’s Bible story is about a man who received double (two) coats and double of God’s Spirit.

Bible Lesson: Elisha Receives Double (II Kings 2:1–11)

Show your Bible. **The Bible is God’s storybook.** Sing “The B-I-B-L-E.”

Show students where today’s story is in the Bible. **Our story is about two men who have names that sound alike. Say, “Elijah and Elisha.” Don’t they sound alike? Elijah was the leader, and Elisha was the follower. Elisha followed his leader, Elijah. Elisha did what his leader did. Elisha wanted to be just like his leader.**

Choose students to be Elijah and Elisha by putting coats on them. Have Elijah perform a few simple movements like flapping his arms, squatting down, and hopping. Have Elisha copy the movements.

Elisha learned about God from his leader. Give Elijah two Bibles and instruct him to give one to Elisha.

When it was time for Elijah to go be with God in Heaven, Elisha followed him even closer. Have Elijah lead Elisha around the room as you continue to talk. **Elisha followed Elijah everywhere. Elisha followed his leader because he wanted to know double, or two times as much, about God as Elijah.**

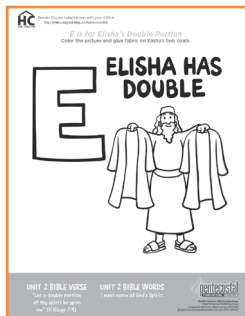
One day they came to a river. Lay out a blue tablecloth. Have Elijah and Elisha stand beside it. **Elijah took off his coat and hit the water with it.** Instruct Elijah to do that. Then roll back the tablecloth. **The water moved out of the way. Elijah and Elisha both walked through.** Have them walk through. Then put the tablecloth back.

Elijah asked his student, Elisha, what he wanted. Elisha said he wanted to know God double, or two times as much, as his leader. Elijah told his student how to receive double of God’s Spirit.

Then suddenly God took Elijah to Heaven in a big whirlwind with chariots and horses of fire. Have Elijah twirl around and hide behind your back.

The opening activity presents an opportunity for toddlers to interact with their environment and each other. It helps visiting students become more at ease with new surroundings and new friends. This activity keeps learning fun and exciting, just the way toddlers like it, and it prepares students for the Bible lesson and Life Application to come.

- Who was the leader? *Elijah*
- Who was the student? *Elisha*
- What happened to the water when Elijah's coat hit it? *It moved out of the way.*
- What happened to Elijah's coat when he went to Heaven? *It fell down on Elisha.*
- Did Elisha get more of God when he kept following? *Yes*
- Can we get more of God when we keep following? *Yes*



Toddlers enjoy helping. Snack time is a wonderful opportunity to assign students special tasks. Ask helpers to set out plates, napkins, and cups and to distribute snacks, if appropriate. When finished eating, encourage students to help clean up, giving some damp cloths to wipe the table and chairs.

Elisha saw his leader leave. Then he saw something falling down from the sky. It was Elijah's coat; Elisha caught it. Take off Elijah's coat and drop it down for Elisha to catch it.

To get back home, Elisha used Elijah's coat to part the waters. Repeat the process with the tablecloth. **Elisha put on Elijah's coat. Now he had a double portion of God's Spirit.**

Elisha didn't stop following Elijah until he got what he wanted. He wanted more of God. We can follow our pastor and teachers and the Bible, and we can have more and more of God's Spirit too.

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.

APPLY AND ACT

Life Application: I will follow God.

Distribute activity papers. On the back page, show the second letter of the day: **E**. The letter **E** is for **Elisha** and his double portion. **Elisha had double coats, so how many coats did Elisha have? . . . Two. I want to be like Elisha and always follow God. Do you? . . . Say, "I will follow God."**

Hand out crayons. Allow students to color the picture. Assist them in gluing strips of fabric to the coats. Set papers aside to dry.

Prayer: Help Me Follow

Elisha stayed close to Elijah. We can stay close to Jesus by talking to Him every day. We talk to Jesus by praying. Instruct students to bow their heads, fold their hands, and repeat your prayer.

**Dear Jesus, . . . I love You.
I want to . . . learn about You.
Please help me . . . always follow You.
In Jesus' name, amen.**

Snack Break: Picnic by the Riverside

Have students prepare for and pray over snack. Lay out the blue tablecloth and have a picnic by the riverside. As students eat, stimulate discussion. Ask whether they have ever been on a picnic, where it was, and what they ate. Consider if Elijah and Elisha picnicked by the riverside and what foods might have been in their picnic basket.

Home Connection

- For students who did not receive one last week, send home a copy of the unit 2 calendar (TRP) . For each student, send home a copy of the lesson 5 devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- Whether via a social media post, an email, or a text, send parents a link to the song "I Have Decided to Follow Jesus" so they can sing it with their children this week.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Distribute instruments and allow students to worship exuberantly to "Double Double" by Uche Agu and "I Have Decided to Follow Jesus." Lead a victory march around the room.

As you collect the instruments, ask each student: **Will you follow Jesus? . . . Me too.**

Memory Work

Unit 2 Bible Verse: “Let a double portion of thy spirit be upon me” (II Kings 2:9).

Using the unit 2 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you. Take two “God’s Spirit” plates from the table and hold them on your head as you repeat the verse. Have students take turns holding two plates on their head and saying the verse with you. Then have all students hold two plates on their head and recite the verse together, doubly loud.

Unit 2 Bible Words: I want more of God’s Spirit.

Using the unit 2 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you. Take two “God’s Spirit” plates from the table and hold them on your head as you repeat the words. Have students take turns holding two plates on their head and saying the words with you. Then have all students hold two plates on their head and recite the words together, doubly loud.

REINFORCE AND REVIEW

Option 1: Elijah and Elisha Double Take

Have students reenact the Bible story using the props. Allow everyone a turn playing the parts of the main characters.

Option 2: Follow a Friend to Story Time

It is fun to follow God with our friends. Have students find a friend and hold hands as they follow you to the reading area. Lay the blue tablecloth on the ground and read stories by the riverside. Read about Elijah passing his mantle to Elisha from an age-appropriate children’s Bible.

Show the book(s) about leaders that you will read. Remind students to listen for the word follow. When they hear it, they say, **“I follow God.”** Suggested books include:

- *Follow the Leader* by Emma Chichester Clark
- *Follow the Leader* by Miela Ford
- *Follow That Map* by Scot Ritchie
- *Carol Beth Learns about Following Jesus* by Eugene Chamberlain

Option 3: Good Things Inside

Let students take turns digging for tiny treasures in the rice. As they dig, stimulate conversation about not giving up, keeping on digging, and trying to find different items.

Once all the items are found, replace them and play additional rounds as time and interest permit. **We find good things when we look for them. God honors those who look for Him.**

Option 4: God-Following Feet

Trace each student’s footprints onto a sheet of paper. Allow students to color them.

At the top of each paper, write: (*Student’s name*) follows God.

- ★ **God is everywhere. We can follow God everywhere we go.** Help students name places they walk (e.g., park, store, church, home, grandma’s house). After each place is named, have students say, **“I follow God in (the place).”**

Option 5: Follow to Learn

Play follow-the-leader. Take turns allowing students to be the leader Elijah. Everyone else will be Elisha, following however Elijah leads.

- ★ **Elisha followed Elijah because he wanted to learn more about God. Who can you follow if you want to learn more about God?**

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) 📌.

Retain the plates for use in lessons 6–8.



This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.



Unit 2

Elisha

Unit Bible Verse

“Let a double portion of thy spirit be upon me” (II Kings 2:9).

Unit Bible Words

I want more of God’s Spirit.

Scripture Text

II Kings 4:1–7

Bible Point

God takes care of people who obey Him.

Life Application

I will obey God.

GOD HONORS THE WIDOW’S OBEDIENCE

The Widow Woman Obeys

CORE SUPPLIES

Excite and Engage

Welcome: Attendance charts (AP) 📅, attendance soap-bubble stickers (TRP) 📅, reward/motivational stickers

Activity Paper: Add letters Y and S to the Letters of the Day poster (TRP) and point the arrow to 6 on the Number of the Day poster (TRP). (Y words: lady, baby, bunny, and puppy; S words: grass, glass, dress, and cross). Hide six sticks around the room.

Activity papers (page 1), crayons

Opening Activity: No supplies needed

Relate and Receive

Access Prior Experience: Create a water play station from a clear, shallow plastic container of water. Put it on a large beach towel. Create a separate sand play station from a clear, shallow plastic container of playground sand. Put it on a plastic tablecloth. Stock each station with various-sized plastic items for pouring (e.g., measuring cups, food jars, water bottles, pill bottles, spice bottles, scoops, etc.). Both stations need funnels. You will also need towels and wet wipes.

Bible Lesson: Hide empty jars and bottles around the room. (Students will fill them with water.) Fill a small container with oil and secure the lid.

Bible, 2 coats from lesson 5, shawl, pitcher of water, towel

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Goldfish crackers, cups (2 per student), water, napkins, damp cleaning cloths

Home Connection: For new students, copy the unit 2 HC calendar (TRP) 📅. For all students, copy the lesson 6 HC devotion 📅.

EXPANDED SUPPLIES

Worship and the Word

Worship: Various children’s instruments; *suggested songs:* “Trust and Obey” by Lyn Alejandrino Hopkins, “O-B-E-D-I-E-N-C-E”

Memory Work: Unit 2 MW poster (TRP), memory charts (AP) 📅, memory repair stickers (TRP) 📅, “God’s Spirit” plates from lesson 5

Reinforce and Review

Option 1: Jars and bottles, 2 coats, and shawl from Bible Lesson; play money; any other supplies desired to create a marketplace

Option 2: *Book suggestions:* Story of the widow and the oil from an age-appropriate children’s Bible; books about obedience (e.g., *A Children’s Book about Disobeying* by Joy Berry).

Option 3: Using the sand and water containers from Access Prior Experience, mix the water and sand until you achieve beach sand consistency and are able to form the sand. Provide sandcastle forms. Consider having a container of water and towels nearby to wash students’ hands when they finish.

Option 4: To determine how long it will take during class, consider making a bottle ahead of time according to the directions on page 40. If class time is short, you may choose to make them all ahead of time and merely distribute them to students.

New water bottles (1 per student), duct tape, glitter, sequins, beads, food coloring, large plastic container, towels

Option 5: Children’s songs about obedience

Teacher Devotional

Read II Kings 4:1–7. Prayerfully consider what this passage says:

About God

The Word is full of instructions that lead and guide us throughout life. God honors our obedience to His Word by taking care of us in our times of need. Simply put, our blessings come from obedience.

To You as a Teacher

As adults, we spend the majority of our lives obeying rules and laws. For example, we rarely question traffic rules because we know they are for our benefit. While obeying these rules and laws are important, how much more important it is to obey God. As a result, biblical obedience yields eternal payoffs.

To Your Students

Kids are always being asked to obey, especially the littlest of kids—the toddlers. Obedience might not be their favorite subject, but this is an opportunity to show them how obedience is actually a good thing. Even grown-ups need to obey, and everyone should obey God.

Obedience to God results in good things from God. He blesses and takes care of people who follow His instructions. Help students discover the rewards of obedience, particularly obedience to God, His Word, and His preachers.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Super Obedience

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

Give students random tasks, such as retrieving something for you, moving something from one position in the room to another, or relaying a message to a classmate. Each time a student obeys, give that student a reward sticker.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God takes care	point up
of people	cross hands over chest
who obey Him.	point up

Activity Paper: Letters and Colors of the Day

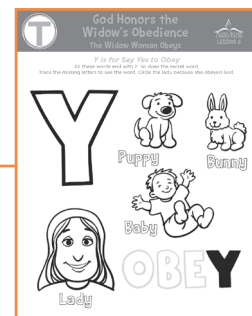
Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up six fingers and repeat, **“Five, six, pick up sticks.”** Have students search the room for six sticks and bring them to you. Count the sticks together and repeat the phrase.

Distribute activity papers. On the front page, show the first letter of the day: Y. Have students point to the pictures and say the words. **These words don’t start with the letter Y. Where is the letter Y? . . . It’s at the end.**

There is a secret word at the bottom of the paper. It also ends with a Y. We need to trace the missing letters to find out what the word is. Hand out crayons and assist students in tracing the letters. **The secret word is obey. Say, “Obey.”**

Today’s Bible story is about someone who obeyed. Look at the pictures. Do you think our Bible story is going to be about a puppy, a bunny, a baby, or a lady who obeyed God? . . . A lady. Have students circle the lady.



Opening Activity: S Is for Students Say

Play a game of reverse “Mother May I?” Ask students if you may do something. For example, “**(Student’s name), may I sit down . . . say hallelujah . . . give you a hug . . . clap my hands?**” Call on a different student each time. Regardless of whether the student says yes or no, you say, “I will obey.”

Did you know that grown-ups need to obey? . . . We do. Today we are going to hear a Bible story about a grown-up lady who obeyed God. And God took care of her because she obeyed Him.

RELATE AND RECEIVE

Access Prior Experience: Pouring

Demonstrate how to pour from one container to another and how to use a funnel to pour into a small-mouthed container. Let students have plenty of time to practice. As they work, praise their persistence.

Encourage students to try different containers and materials. Talk about the sounds the liquid makes as it is poured from one container to another. Note the weight of the containers as they are emptied and filled. (Be sure to keep the dry and wet pouring materials separated to prevent creating mud and clogging containers.)

Bible Lesson: The Widow Woman Obeys (II Kings 4:1–7)

Show your Bible. **The Bible is God’s storybook.** Sing “The B-I-B-L-E.”

Show students where today’s story is in the Bible. **Our story is about a woman who was sad because her husband had died. She was a widow woman.** Select a student to be the woman. Put a shawl on this student. **This widow woman did not have any money. She needed money for food. So she asked the preacher Elisha for help.** Select a student to be Elisha. Put two coats on this student.

Elisha knew God could help the widow woman, but she needed to do something first. Elisha asked, “Do you have any oil in your house?”

She said, “I am poor and only have one little jar of oil.” Have the widow woman hold up the small container of oil.

Elisha said, “You must listen to me very carefully and follow my instructions. If you obey me, then God will answer your prayers.” Elisha told the widow woman, “Get all the empty bottles you can find and bring them to me.” Have students help the widow woman search for containers around the room and bring them to the table.

The woman brought all the empty bottles she could find. Elisha said, “Close the door and tell your sons to come help you.” Tell students they will be the sons and help their mom obey the preacher. **Elisha said, “Pour the oil from your little bottle into every empty bottle you found.”**

Do you think the widow woman and her sons obeyed? . . . Yes, they obeyed the preacher. Let students take turns pouring water into the containers. **The widow woman and her sons kept pouring and pouring and pouring until all the bottles were full. She obeyed the preacher, even when she didn’t understand. Because she obeyed, God showed her a miracle.**

Elisha said, “Take this oil into town and sell it. You will have enough money to feed your family.” She obeyed again, and God answered her prayer. Have students clap.

God wants to take care of us and help us, but God needs us to obey Him, obey the Bible, and obey the preachers. Have students say, “I will obey.”

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students’ minds.

- **Why did the widow woman need money?** *For food; to feed her family*
- **What did she have in her little bottle?** *Oil*
- **What happened when she poured her oil into empty bottles?** *They filled up.*
- **Was the widow woman happy she obeyed God?** *Yes*
- **Are you happy to obey God?** *Yes*

APPLY AND ACT

Life Application: I will obey God.

Distribute activity papers. On the back page, show the second letter of the day: S. Have students point to the pictures and say the words.

These words don't start with the letter S. Where is the letter S? . . . It's at the end.

How many Ss do you see at the end of each word? . . . Two. Hand out crayons and instruct students to circle each double S.

Another word that ends with double S is bless. God likes to bless people who obey Him. Say, "I will obey God."

★ As students color the pictures, remind them how God blessed the widow woman when she obeyed. Identify ways God blesses us when we obey Him.

Prayer: Help Me Obey

It makes God happy when we obey Him. Let's ask Jesus to help us to obey what He says. Have students repeat your prayer.

Thank You, Jesus . . . for blessing me.
I want to . . . obey You.
Please help me . . . do what You say.
In Jesus' name, amen.

Snack Break: Fill My Cups

Have students prepare for and pray over snack. Place two cups in front of each student. Fill one with just a few goldfish and one with just a small amount of water. Tell students they may ask for more and you will give them a refill. Each refill should be as small of an amount as before.

Compare this to the widow woman who kept filling the empty pots. You will keep filling the cups until students are full.

Home Connection

- For students who did not receive one last week, send home a copy of the unit 2 HC calendar (TRP) 📅. For each student, send home a copy of the lesson 6 HC devotion 📖, or show parents the URL on the back of the activity paper.
- During the week pray for your students and their families. Text parents to let them know you called their family members' names in prayer.

EXPANDED *(designed to supplement a teaching period over 45 minutes)*

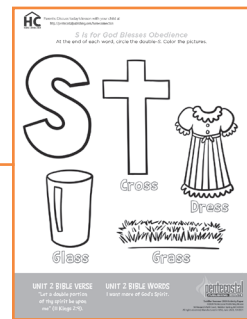
WORSHIP AND THE WORD

Worship

Distribute instruments and allow students to worship exuberantly to the suggested songs. Every now and then, stop singing and tell students to switch instruments. If they do, congratulate them on obeying.

- "Trust and Obey" by Lyn Alejandro Hopkins
- "O-B-E-D-I-E-N-C-E"

As you collect the instruments, ask each student: **Will you obey God? . . . Me too.**



At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) 📌.

Retain the plates for use in lessons 7 and 8.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Memory Work

Unit 2 Bible Verse: “Let a double portion of thy spirit be upon me” (II Kings 2:9).

Using the unit 2 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Place the “God’s Spirit” plates on the table. Take two plates and hold them on your head as you repeat the verse. Have students take turns holding two plates on their head and saying the verse with you. Then have all students hold two plates on their head and recite the verse together, doubly loud.

Unit 2 Bible Words: I want more of God’s Spirit.

Using the unit 2 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Place the “God’s Spirit” plates on the table. Take two plates and hold them on your head as you repeat the words. Have students take turns holding two plates on their head and saying the words with you. Then have all students hold two plates on their head and recite the words together, doubly loud.

REINFORCE AND REVIEW

Option 1: Oil for Sale

Set up a marketplace with the bottles and jars from the Bible lesson. Have students take turns being Elisha with the two coats, the widow woman with the shawl, the sons with the bottles and jars of oil, and customers with play money.

★ As students play, have them recall the story of how the widow had so much oil to sell at the market.

Option 2: Sit and Obey Story Time

Tell students to sit down in a circle, criss-cross applesauce style. Teach them the following short chant with motions.

Criss (put left hand on left knee and right hand on right knee)

Cross (cross hands so left hand is on right knee and right hand is on left knee)

Apple (back to original position of hands on knees)

Sauce (clap hands and repeat)

You did a good job of obeying. Read about the story of the widow and the oil from an age-appropriate children’s Bible. **Let’s read a book about obeying and see if others did a good job obeying like you.** Read a book about obedience such as *A Children’s Book about Disobeying* by Joy Berry.

Option 3: Sandcastles

Allow students to use the various supplies to build sandcastles. Show students how to fill the sandcastle forms, pack the sand, and dump it out. If they are willing to obey your directions, they should be able to build a castle. **When we obey God’s directions in the Bible, we should be able to see the beautiful castles He is building for us in Heaven.**

Option 4: Beautifully Full Bottles

1. Open the water bottles and tell students to take one drink out of them.
2. Let students take turns holding their bottle over the large plastic container and telling you what to add. They may choose any or all of the items you brought. Be careful not to add too much food coloring or you will not be able to see anything in the water.
3. Once a student's bottle is complete, put the lid on and seal it tightly with duct tape.

As they work on the bottles, ask students what they would think if you did not obey them. Would they be happy if you did not add what they wanted?

God is happy when we obey Him. When we obey God, He takes care of us. God fills our lives with beautiful things, just like we filled these bottles with beautiful things. Say, "I will obey God."

Option 5: Musical Obedience

Play a variation of musical chairs. Students march around the room listening to a song about obedience, like "Trust and Obey." When the music stops, students throw their hands up in funnel formation and shout, **"I obey God."** Continue as time and interest permit.



Unit 2
Elisha

Unit Bible Verse
“Let a double portion of thy spirit
be upon me” (II Kings 2:9).

Unit Bible Words
I want more of God’s Spirit.

Scripture Text
II Kings 5:1–14

Bible Point
God uses preachers to help me.

Life Application
I listen to my pastor.

GOD HONORS ELISHA’S INSTRUCTIONS

Elisha’s Instructions Help Naaman

CORE SUPPLIES

Excite and Engage

Welcome: Print a picture of your pastor and mount it on the wall at students’ eye level.

Attendance charts (AP) 🗳️, attendance soap-bubble stickers (TRP) 🗳️

Activity Paper: Add letters N and X to the Letters of the Day poster (TRP) and point the arrow to 7 on the Number of the Day poster (TRP).

Activity papers (page 1), tiny adhesive bandages

Opening Activity: Pack a large box with things a preacher might need when preaching (e.g., microphone, Bible, necktie, jacket, bottle of oil, handkerchief, water bottle, etc.). Also include items that preachers would not typically need when preaching (e.g., children’s books, toys, soda bottle, dog bone, ball, etc.).

Small rolling suitcase

Relate and Receive

Access Prior Experience: Fun-looking children’s adhesive bandages

Bible Lesson: Bible, child’s toy soldier helmet and sword, red dot stickers, suitcase of preacher’s items from Opening Activity, child’s bath robe, envelope containing Elisha’s letter (TRP) 🗳️, brown tablecloth

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), bottles of glue, blue and brown tissue paper, picture of your pastor from Welcome

Prayer: No supplies needed

Snack Break: Prepare snack baggies of homemade trail mix (e.g., pretzels, cereal Os, raisins, marshmallows, goldfish crackers, etc.). Fill each student’s bag with seven of each item.

Water, plates, napkins, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 2 HC calendar (TRP) 🗳️. For all students, copy the lesson 7 HC devotion 🗳️.

EXPANDED SUPPLIES

Worship and the Word

Worship: Various children’s instruments; *suggested songs:* “Naaman the Leper” by Shelby Williams

Memory Work: Unit 2 MW poster (TRP), memory charts (AP) 🗳️, memory repair stickers (TRP) 🗳️, “God’s Spirit” plates from lesson 5

Reinforce and Review

Option 1: Props from Bible Lesson

Option 2: Brown tablecloth from Bible Lesson; *book suggestions:* story of Naaman from an age-appropriate children’s Bible; books about following instructions (e.g., *Teach Your Dragon to Follow Instructions* by Steve Herman)

Option 3: Container of water, bars of soap, red dot stickers, towels

Option 4: Brown tablecloth from Bible Lesson, beanbags

Option 5: No supplies needed

Teacher Devotional

Read II Kings 5:1–14. Prayerfully consider what this passage says:

About God

The Bible provides numerous examples of God using a preacher to give instruction to His people. Sometimes this is done via mass communication with a message from the pulpit. Other times God might speak through our pastors during a private counseling session or an after-service conversation. Still, God uses His preachers to instruct His people.

To You as a Teacher

Sometimes, when a pastor or preacher speaks to us, we recognize the words as coming from God. When this happens, we must choose to obey, even when the advice seems unusual. Everything God does is intended for our benefit, and He will use preachers to speak into our situations to help us.

To Your Students

Pastors are so important. God gives us pastors to help us. It is never too early to teach this to children. Through the story of Elisha and Naaman, children can easily see that preachers are here to help. God talks to preachers and gives them messages for us. Following the preacher's instructions will result in good things. Even the youngest students can grasp that concept. Help your students learn their pastor's name and help foster a love between them and their pastor.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Introducing Your Pastor

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

Show students the picture of your pastor.

- Do you know who this is?

Acquaint students with your pastor's name. Ask them what they know of your pastor. Share a few fun facts about your pastor (e.g., your pastor's family member's names, if your pastor has pets, what instruments your pastor plays, the foods your pastor likes).

Teach the Bible Point with motions, repeating until students are comfortable with it.

God	point up
uses preachers	point to your pastor's picture
to help me.	point to self

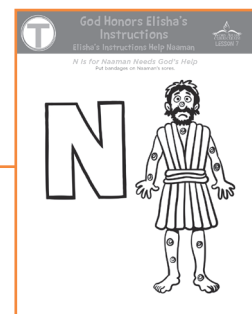
Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up seven fingers and repeat, "Six, seven, let's go to Heaven." Then have students march around the room with hands raised, repeating the phrase.

Distribute activity papers. On the front page, show the first letter of the day: **N**. **The letter N is for a man named Naaman. Naaman had sores all over his body, and they would not go away. We will hear about Naaman's sores in our Bible story today.**

God sent a preacher to help Naaman. Let's help Naaman cover his sores with bandages. Assist students in opening and applying the bandages to cover Naaman's sores.



Opening Activity: Pack for the Preacher

Place the box of items on one side of the room and the empty suitcase on the other. Instruct students to look in the box and take out any items they think a preacher might need to preach. Then they place those items in the suitcase. When they are finished packing, students work together to zip up the suitcase and roll it to you.

Put the suitcase on the table and inspect the items. Talk about how the preacher might use the items. If there is an item the preacher would not typically use for preaching, take it out of the suitcase.

Thank you for helping pack this suitcase with everything the preacher needs for a trip. That was very helpful of you. And preachers are very helpful to us. Do you know why? . . . Because preachers tell us what God says and what God likes and how we can act nice. Say, "God uses preachers to help me."

RELATE AND RECEIVE

Access Prior Experience: **Boo-Boos**

Have a boo-boo (and bug bite) show and tell. Let students choose a special bandage to cover their boo-boos and bites. Then pray sincerely that God would help their boo-boos and bites be healed.

God cares about all our sores. He can heal our bodies from big boo-boos to small bug bites. Today our Bible story is about a man with a lot of boo-boos. God cared about his boo-boos and took away every one of them.

Bible Lesson: Elisha's Instructions Help Naaman (II Kings 5:1–14)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E."

Show students where today's story is in the Bible. **Our story begins with a man named Naaman. Naaman was a captain of a big army.** Dress a student as Naaman in a toy helmet and sword. **Naaman was a powerful man.** Have the student show his muscles.

Naaman was also very sick. Naaman had a terrible disease called leprosy. This disease gave him red sores all over his body. Have students put red stickers on Naaman's face and arms. **Naaman did not know what to do, so he called on God's preacher Elisha to help him.** Dress a student as Elisha in some of the clothes and props from the suitcase. Stand this student some distance from Naaman.



Elisha sent his servant with instructions for Naaman. Put a robe on a student to be the servant. Give Elisha the envelope to hand to the servant. Instruct the servant to hand the envelope to Naaman. Naaman shows Elisha's letter (TRP) 📩 to the class.

Elisha's instructions were for Naaman to wash in the Jordan River seven times. How many times? Help students count to seven. **The preacher said seven times, but Naaman did not want to do that because the Jordan River was dirty.**

Naaman's servants told him to listen to the preacher. God talks to the preacher; then the preacher talks to us. That's why we should do what the preacher says. Naaman decided to listen to the preacher. Naaman followed Elisha's instructions. He went to the dirty Jordan River.

Bring out the brown tablecloth and lay it on the floor in front of Naaman. Have Naaman dip down as you fluff the tablecloth over his head and count off the dips. **Naaman dipped down one time. He came back up out of the water and looked at his body. He wasn't healed. He dipped down a second time. He still had sores. He dipped a third time, and a fourth time, and a fifth time, and a sixth time. Do you think he was healed? . . . No. He had to follow the preacher's instructions. The preacher said to dip seven times.**

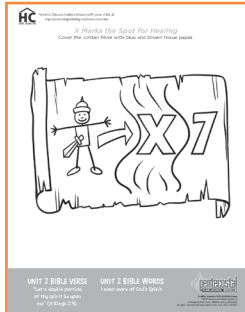
Naaman dipped the seventh time. And what do you think happened to the sores? . . . They went away. Have students pick all the stickers off Naaman. **Yay! Naaman listened to the preacher. Naaman followed the preacher's instructions, and God healed him.**

Our pastor is like Elisha. Our pastor tells us God's instructions. Say, "I will obey my pastor."

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.

APPLY AND ACT

Life Application: I listen to my pastor.



Distribute activity papers. On the back page, show the second letter of the day: X. **The letter X is in the Jordan River because that is the spot where Elisha told Naaman to dip in the water.** Have students tear pieces of blue and brown tissue paper and glue them to the river. Then set the papers aside to dry.

Naaman dipped in the river right where God's preacher said to. Naaman followed the preacher's instructions, and Naaman was healed. It's good to listen to the preacher.

Who is our preacher? Point to your pastor's picture and remind students of your pastor's name. **It's good to listen to our pastor. Say, "I listen to my pastor."**

Prayer: Help Me Obey My Pastor

It makes God happy when we listen to our pastor. God talks to our pastor; then our pastor talks to us. God helps us when we obey the people He chooses to lead us. Have students repeat your prayer.

Thank You, Jesus . . . for my pastor.

Please help me . . . always listen . . . and obey . . . what pastor says.

In Jesus' name, amen.

Snack Break: Snacking in Sevens

Have students prepare for and pray over snack. Have students open their bags and dump their contents onto plates. Ask them to sort and count the different snack items. **How many of each food do you have? . . . Seven. That's how many times the preacher Elisha told Naaman to dip in the Jordan River.**

★ As students eat, talk about why Naaman did not want to obey at first. Ask students to tell what happened after he obeyed the preacher.

Home Connection

- For students who did not receive one last week, send home a copy of the unit 2 HC calendar (TRP) 📅. For each student, send home a copy of the lesson 7 HC devotion 📖, or show parents the URL on the back of the activity paper.
- Try to contact each student's parents this week to give a good report about the student. Many times parents only receive negative reports about their children, so this unexpected praise report is likely to brighten their day.

EXPANDED (designed to supplement a teaching period over 45 minutes)


WORSHIP AND THE WORD

Worship

Distribute instruments and allow students to worship exuberantly to "Naaman the Leper" by Shelby Williams.

As you collect the instruments, ask each student: **Are you glad God sends preachers to help us? . . . Me too.**

- **What was wrong with Naaman?**
He was sick, had sores, had leprosy.
- **Who did Naaman go to for help?**
Elisha; preacher
- **What were the preacher's instructions?** *Dip in the Jordan River seven times.*
- **Did Naaman obey the preacher?**
Yes
- **Did God heal Naaman?** *Yes*
- **Is God happy when we obey our pastor?** *Yes*

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

Retain the plates for use in lesson 8.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Memory Work

Unit 2 Bible Verse: “Let a double portion of thy spirit be upon me” (II Kings 2:9).

Using the unit 2 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Place the “God’s Spirit” plates on the table. Take two plates and hold them on your head as you repeat the verse. Have students take turns holding two plates on their head and saying the verse with you. Then have all students hold two plates on their head and recite the verse together, doubly loud.

Unit 2 Bible Words: I want more of God’s Spirit.

Using the unit 2 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Place the “God’s Spirit” plates on the table. Take two plates and hold them on your head as you repeat the words. Have students take turns holding two plates on their head and saying the words with you. Then have all students hold two plates on their head and recite the words together, doubly loud.

REINFORCE AND REVIEW

Option 1: Tell It Again . . . and Again . . . and Again

Allow students to use the Bible story props to reenact the story of Naaman. Make sure they take turns being the main characters.

Option 2: Story Time at the Jordan River

Spread out the brown tablecloth and let students sit around the Jordan River for story time. Read the story of Naaman from an age-appropriate children’s Bible.

Show the book(s) you will read about following instructions. Remind students of story time instructions: keep hands to yourself and listen quietly.

- *Teach Your Dragon to Follow Instructions* by Steve Herman

Option 3: Clear Instructions and Clean Hands

Set the container of water on a large towel. Ask students what Naaman had all over his body. Put red stickers on students’ hands. Give students bars of soap and instruct them to wash their hands in the water. Tell them to wash until the sores/stickers come off in the water. When their hands come out clean, dry them with a towel and have students shout, “**God healed me.**”



Remind students that Naaman followed the preacher’s instructions, and God healed him of all his sores. **I want to follow our pastor’s instructions. Do you?**

Option 4: No More Sores

Play a game of beanbag toss. Stretch the brown tablecloth out on the floor on one side of the classroom. Allow students to take turns tossing beanbags onto the tablecloth. Remind students how Naaman left all his sores in the river when God completely healed him.

Option 5: Preacher Says

Play a game of Preacher Says. This will be like Simon Says with the catch that each instruction must be performed seven times. Count aloud as students carry out the instructions.

GOD TAKES CARE OF THE PEOPLE

Four Lepers Find Food



CORE SUPPLIES

Excite and Engage

Welcome: Clear the center of the room so students can form a circular wall of boxes. This setup will be used throughout the lesson.

Attendance charts (AP) 📌, attendance soap-bubble stickers (TRP) 📌, many medium and large cardboard boxes (remove any staples holding them together; replace with tape)

Activity Paper: Add letters L and J to the Letters of the Day poster (TRP) and point the arrow to 8 on the Number of the Day poster (TRP). (L words: wall, ball, waterfall, and shell; J words: jelly beans, jalapeño, juice, Jell-O, and jam)

Activity papers (page 1), crayons

Opening Activity: Crayons, glue sticks, various shapes of construction paper cutouts, boxes from Welcome

Relate and Receive

Access Prior Experience: Provide sheets or tablecloths and any other materials needed to make a tent in one corner of the room outside of the circle of boxes.

Food boxes or fake food

Bible Lesson: Circle of boxes from Opening Activity, tent filled with food from Access Prior Experience, Chariots and Horses sound effect 📌, red dot stickers

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Tent and box wall from Bible Lesson; Jell-O cups, juice boxes, spoons, napkins, damp cleaning cloths

Home Connection: To prepare students for next week, copy the unit 3 HC calendar (TRP) 📌. From this week's lesson, copy the Lesson 8 HC devotion 📌.

EXPANDED SUPPLIES

Worship and the Word

Worship: Make an opening in the box wall so students can march through and around the city.

Various children's instruments; *suggested songs:* "Surrounded (Fight My Battles)," "God Will Take Care of You," "Enemy's Camp"

Memory Work: Unit 2 MW poster (TRP), memory charts (AP) 📌, memory repair stickers (TRP) 📌, "God's Spirit" plates from lesson 5

Reinforce and Review

Option 1: Props from Bible Lesson

Option 2: Boxes from Bible Lesson; *book suggestions:* story of the Lord providing for His people (II Kings 7:3–16) from an age-appropriate Bible; books about God taking care of us (e.g., *Where Is God* by Agnes and Salem de Bezenac; *God Takes Care of Me* by Dandi Daley Mackall)

Option 3: Boxes from Bible Lesson

Option 4: Boxes from Bible Lesson

Option 5: Put these items in a box: water bottle, food, money, blanket, pillow, empty medicine container, adhesive bandage, and Bible.

Unit 2

Elisha

Unit Bible Verse

"Let a double portion of thy spirit be upon me" (II Kings 2:9).

Unit Bible Words

I want more of God's Spirit.

Scripture Text

II Kings 7:3–16

Bible Point

God will take care of me.

Life Application

I will trust God.

Teacher Devotional

Read II Kings 7:3–16. Prayerfully consider what this passage says.

About God

God loves His people. He can take what we see as insurmountable circumstances and provide for us in ways we can't even comprehend. He takes care of us because we are His own.

To You as a Teacher

Doubting comes easy when circumstances do not look like they favor us. However, faith comes into play when we trust that God is always in control, no matter how it appears. We must have enough faith to completely trust in God. His ways are greater than ours, and He always takes care of us.

To Your Students

Although toddlers do not realize it, they know a lot about trust. Young children with dependable caregivers trust without question. In a healthy scenario, they do not wake up and wonder if someone will be there for them. They do not cry for food and fear there is none. They do not worry about having a roof over their heads or sleeping on a soft bed. They completely trust their caregivers to provide whatever they require, to meet their need before they even know they have a need. That is how God wants them to trust Him. Help your toddlers discover that God takes care of us.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Let the Building Begin

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

Show students the boxes. Ask them to help you use the boxes to make a circle in the center of the room. This will serve as the wall around the city for the Bible story. Make sure there is enough room for students to sit inside the circle and that students will be able to see over the wall.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God will	point up
take care	hug self
of me.	point to self

Activity Paper: Letters and Colors of the Day

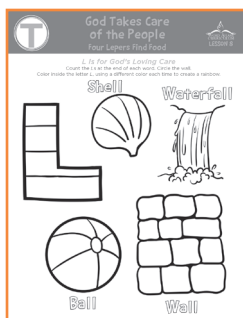
Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up eight fingers and repeat, **“Six, seven, eight . . . don’t be late.”** Then have students run in place. Repeat the phrase and action.

Distribute activity papers. On the front page, show the first letter of the day: **L**. Have students point to the pictures and say the words. **These words do not start with the letter L. Where is the letter L? . . . It’s at the end. How many Ls are at the end of each word? . . . Two.**

Our Bible story today is about a city. There were many, many people in this city. The city was surrounded by something to protect it. Do you think the city was surrounded by walls, balls, waterfalls, or shells?

Hand out crayons and have students circle the wall. Then help students color inside the **L**, using different colors to create a rainbow **L**.



Opening Activity: Decorate the Boxes

Gather at the box wall. **These boxes are now a wall. This wall is part of our story today, but I think this wall would look so nice if we colored it and decorated it.**

Let students color all over the boxes. Show them how to use the glue sticks to glue construction paper shapes to the boxes. Praise students for a good job of decorating. Allow a few minutes for students to enjoy creative time together before moving on in the lesson.

RELATE AND RECEIVE

Access Prior Experience: **Tents**

Ask students if they ever make tents out of sheets at home or if they play under the covers on their beds.

Assist students in making a tent in one corner of the classroom, outside of the wall of boxes. Students may use sheets, tablecloths, chairs, tables, or any of the other materials you provided. Let them stock the tent with the food boxes or fake food. **This is a great tent. We are going to need it for our Bible story today.**

Bible Lesson: Four Lepers Find Food (II Kings 7:3–16)

Let students sit inside the circle of boxes. Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E." Show where today's story is in the Bible. **Our story today is about a city that was surrounded by a big wall. Do you see all these boxes around us? . . . This is like the wall; let's pretend we are sitting inside the city.**

Oh no! The city was surrounded by a big, bad army. See that tent over there? That is where the army was. The people were trapped inside the city. The big, bad army would not let any food get inside the city for the people.

Because of the big, bad army, the people in the city ran out of food. They were so hungry. Students rub their bellies and say, "We're hungry." But they could not go outside the wall to find food because of the big, bad army.

That's when Elisha came to the people and told them, "God will take care of you. By this time tomorrow, you will have plenty of food." Have students repeat, "God will take care of you." **The people did not really believe Elisha. The army was big and bad, and it did not look like the army was going anywhere.**

Meanwhile four men lived just outside the wall. Stand four students outside the wall. **These men were lepers; they had sores all over their bodies.** Put red stickers on the four students' arms and faces. **They were hungry too.** Have students rub their bellies and say, "We're hungry."

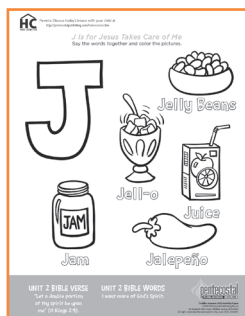
These four lepers said, "If we stay here, we will die of hunger. Let's go surrender to the big, bad army. Who knows? If they capture us, maybe they will feed us. If they kill us, we are going to die anyway."

- **Is this a good idea?** Let students answer.
- **Do you remember what Elisha said to the hungry people?** *"God will take care of you. By this time tomorrow, you will have plenty of food."*

Send the four students to the tent. **When the four lepers got to the army's tent, they were surprised. The soldiers were gone, and they had left all their food. Where did the army go? Why did they leave all their food?**

What the people did not know is God was at work taking care of His people. Play the Chariots and Horses sound effect 🎧. **During the night God sent a sound of horses and chariots, so the big, bad army thought they were being attacked. They ran for their lives and left behind all of their food. Without a fight, God got rid of the enemy so His people could be safe and have food.**

- What were two things surrounding the city?
A wall and an army/enemy
- What did the people need? *Food*
- Where did the four lepers decide to go for food? *The army/enemy; the tent*
- Who took care of the people by getting rid of the army and providing food? *God*
- Who takes care of us? *God*



The hungry men ate until they could not eat any more. Students act like they are gobbling down food. **They were so full.** The four students rub their bellies and say, “We’re full.”

The four lepers suddenly realized something. The people in the city still thought the big, bad army was out there, and they were all still hungry. Have students in the city rub their bellies and say, “We’re still hungry.”

So the four lepers went to the city. They told the people, “Come see what we found. The army is gone, and they left all their food.”

The people said, “Did God really chase away the big, bad army? Let’s go check it out.” Have students leave the city and go to the tent. **Yes! God did what the preacher Elisha said He would do. God took care of His people. The people were happy God took care of them.** Have students shout, dance, and clap to God.

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students’ minds.

APPLY AND ACT

Life Application: I will trust God.

Distribute activity papers. On the back page, show the second letter of the day: **J**. **The letter J is for jelly beans, jalapeño, juice, Jell-O, and jam.** Have students point to the pictures and say the words. **Which of these foods do you like to eat?** Distribute crayons and let students color the pictures. As they color, stimulate discussion.

- What flavor of jelly beans do you like?
- What kind of juice do you drink at home?
- Do you eat jam on biscuits or toast?
- What flavor of jam do you like?
- What is your favorite color of Jell-O?

I am getting hungry talking about all this food. The people in our Bible story were hungry. God said He would take care of them, and He did. They just needed to trust that God would do what He said. God always keeps His promises. You can trust Him. Say, “I will trust God.”

Prayer: Thank You for Caring

It makes God happy when we trust Him. He likes to take care of us. Let’s thank God for always taking good care of us. Have students repeat your prayer.

**Thank You, God . . . for loving me . . . and always . . . taking care of me.
Help me always . . . trust in You.
In Jesus’ name, amen.**

Snack Break: J Is for Jell-O and Juice

Have students prepare for and pray over snack. Serve snack near the tent or in the city. Remind students of how God provided food when the people were hungry. As students eat, talk about the people God has placed in their lives to provide for them.

Home Connection

- For each student, send home a copy of the unit 3 **HC** calendar (TRP) and lesson 8 **HC** devotion, or show parents the URL on the back of the activity paper so they can download it themselves.
- With parental permission, call some of your students at random this week. (Little children love to talk on the phone, yet they rarely experience someone calling them.) Ask how their week is going and review their unit memory verses with them. Encourage them to keep working on them.



EXPANDED

(designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Distribute instruments and allow students to worship exuberantly as they march in, out, and around the city. Suggested songs include the following:

- “Surrounded (Fight My Battles)”
- “God Will Take Care of You”
- “Enemy’s Camp”

As you collect the instruments, ask each student: **Do you trust God to take care of you? . . . Me too.**

Memory Work

Unit 2 Bible Verse: “Let a double portion of thy spirit be upon me” (II Kings 2:9).


Using the unit 2 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Place the “God’s Spirit” plates on the table. Take two plates and hold them on your head as you repeat the verse. Have students take turns holding two plates on their head and saying the verse with you. Then have all students hold two plates on their head and recite the verse together, doubly loud.

Unit 2 Bible Words: I want more of God’s Spirit.

Using the unit 2 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Place the “God’s Spirit” plates on the table. Take two plates and hold them on your head as you repeat the words. Have students take turns holding two plates on their head and saying the words with you. Then have all students hold two plates on their head and recite the words together, doubly loud.

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

REINFORCE AND REVIEW

Option 1: Tell Again How God Cares

Using the box wall and tent from the Bible Lesson, let students reenact and retell the story.

- ★ Evaluate students' understanding with questions provided in the margin on page 50.

Option 2: In Boxes and Books

Let students sit inside boxes for story time. Read the story of the Lord providing for His people (II Kings 7:3–16) from an age-appropriate Bible.

Show the book(s) about God taking care of us, reminding students to listen for all the ways God cares for people. Suggested books include:

- *Where Is God* by Agnes and Salem de Bezenac
- *God Takes Care of Me* by Dandi Daley Mackall

Option 3: Big Box Towers

Challenge students to stack the boxes as high as possible and knock them over. Repeat over and over, seeing how high students can build.

- ★ Talk about how God takes care of us. **When we need help, God builds us back up, just like you built your tower again. We can trust God. Say, "I trust God."**

Option 4: Constructing and Deconstructing

Encourage students to interact with the boxes in a variety of ways. Stack the boxes. Sit in the boxes. Finally, try to take apart the boxes, tear off their flaps, and flatten them. (Check ahead of time and remove any staples holding boxes together.)

You are so strong. Do you know who is stronger than anyone? . . . God. God is strong and can take good care of us. We can trust our strong God. Say, "I trust God."

Option 5: Care Package

God always takes care of us. Let's talk about things God uses to take care of us.

Let students take turns pulling an item out of the box. Discuss how God or people He places in our lives use those things to take care of us.

JOASH REPAIRS GOD'S HOUSE

God's House Is Repaired



CORE SUPPLIES

Excite and Engage

Welcome: Before class, create a “mess” in the classroom that students can help put back into order easily.

Attendance charts (AP) 📌, attendance soap-bubble stickers (TRP) 📌

Activity Paper: Add letters *C* and *H* to the Letters of the Day poster (TRP) and point the arrow to 9 on the Number of the Day poster (TRP). (*C* words: car, cracker, cup, crayon, and coat; *H* words: house, hammer, hose, and hot dog)

Activity papers (page 1), crayons

Opening Activity: Bring cleaning supplies (e.g., dust cloths, brooms, dust pans). You will also need a camera.

Relate and Receive

Access Prior Experience: Cleaning supplies from Opening Activity

Bible Lesson: Cut out the King Joash Bible story figures (TRP) 📌. Crumple up slips of paper to be sprinkled about as a mess. You will also need a Bible.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: Provide play money or real coins for each student.

Offering can, camera

Snack Break: Crackers, small cookies, carrot sticks, apple slices, water, plates, napkins, cups, damp cleaning cloths

Home Connection: For each student, copy the unit 3 🏠 calendar (TRP) 📌 and the lesson 9 🏠 devotion 📌.

Pictures of children cleaning in Opening Activity and giving during Prayer section

EXPANDED SUPPLIES

Worship and the Word

Worship: Learn the songs and motions as described on page 56.

Memory Work: Unit 3 MW poster (TRP), memory charts (AP) 📌, memory repair stickers (TRP) 📌, Bible

Reinforce and Review

Option 1: King Joash Bible story figures (TRP) 📌 and crumpled paper from Bible Lesson

Option 2: *Book suggestions:* Story of Joash repairing the Temple from an age-appropriate children's Bible; books about giving (e.g., *The Giving Tree* by Shel Silverstein)

Option 3: Blocks, toy construction tools

Option 4: Blank white paper (1 per student), unwrapped crayons, play coins

Option 5: 2 baskets, play money

Unit 3

Exile

Unit Bible Verse

“Keep his commandments”
(II Chronicles 34:31).

Unit Bible Words

Do what God says.

Scripture Text

II Kings 11:1–3, 12; 12:1–14
II Chronicles 24:1–14

Bible Point

God blesses what I give to Him.

Life Application

I will give to God.

● Teacher Devotional

Read II Kings 11:1–3, 12; 12:1–14; II Chronicles 24:1–14. Prayerfully consider what these passages say:

About God

The principle of blessings can be seen consistently in the Word of God. God blesses both the offerings and those who give offerings to His work. While He has does not require our physical resources, He certainly responds to the sacrifices we make in serving Him.

To You as a Teacher

Everyone wants into your pocketbook. Businesses, charities, thieves, friends, family, and even the church are constantly seeking your money. When should you give and when should you refuse? Out of all of the places to spend, an offering to the Lord is hands-down the best investment. We certainly do not give to receive, but when we give, we receive. You will never regret an investment in God's Kingdom.

To Your Students

The toddler creed states, "What's mine is mine and what's yours is mine." Toddlers have a bad reputation for being possessive, not sharing, and acting selfishly. However, if you spend any length of time with young children, you will find them to be quite generous and loving. Toddlers want to please. They want to help. Present your students with opportunities to help within the classroom and to give to their classmates. Use this lesson to show students how they can care for God's house and give to God right now.

In addition to presenting biblical characters and connections to the Bible story, the activity paper presents something familiar to toddlers: letters and numbers. Students are greeted right away with a song they have heard before and will likely be able to sing. Even if they are in a new environment, visiting students can quickly feel at ease. For students who attend each week, this repetitive activity creates a sense of security and stability that toddlers need.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Messy Classroom

As students arrive, point out that the classroom is messy. **What has happened to our classroom? It is a mess.** Have students clear only the things they need to so you can collect the offering and students can add an attendance sticker (TRP) 📌 to their attendance charts (AP) 📌. The remainder of the mess will be cleaned during Opening Activity.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God blesses	point up
what I give	hands over chest
to Him.	extend hands outward

Activity Paper: Letters and Colors of the Day

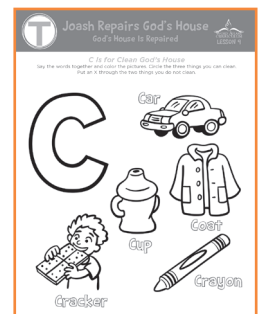
Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up nine fingers and repeat, **"Eight, nine, get in line."** Call out one student and have all others line up behind that student. Repeat the phrase, calling out a different student each time to be the line leader.

Distribute activity papers. On the front page, show the first letter of the day: C. **The letter C is for car, cracker, cup, crayon, and coat.** Have students point to the pictures and say the words. Hand out crayons.

- Have students circle the items that can get dirty and can be cleaned (car, cup, and coat).
- Have students put an X through the items that do not get cleaned (cracker and crayon).

Students may color the pictures.



Opening Activity: Clean Up, Clean Up

We do not want our classroom to be messy. Can you help me clean the room?

Give students cleaning supplies and encourage them to help you clean. As they work, sing “The Clean Up Song.” Be very enthusiastic about cleaning the room. Take a picture of each student helping clean up so you can text the picture to that student’s parents. (See Home Connection on page 56.)

We did it. We got our classroom cleaned.

RELATE AND RECEIVE

Access Prior Experience: Cleaning Supplies

Ask students to identify the various cleaning supplies you brought to class. **Do you have any of these at your house? Who uses these things?**

If I want these cleaning supplies, I have to buy them at the store. I need money to buy these things. Today’s Bible story is about a place that had not been cleaned for a long time. A boy named Joash wanted to clean it, but he needed money to buy cleaning supplies.

Bible Lesson: God’s House Is Repaired

(II Kings 11:1–3, 12; 12:1–14; II Chronicles 24:1–14)

Show your Bible. **The Bible is God’s storybook.** Sing “The B-I-B-L-E.” Show students where today’s story is in the Bible.

Our story is about a special boy named Joash. Show King Joash (TRP) 🗿. **He was only seven years old. He was the king of Israel. Joash had a good teacher who helped him be a good king.** Place the priest (TRP) 🗿 next to Joash. **The teacher had been helping Joash all his life.**

King Joash loved God. He loved God’s house. God’s house is the church. Our church is God’s house. Joash wanted to give good things to God’s house, but Joash saw that God’s house was dirty. It was a mess. No one had cleaned the church in a long, long time. Spread the crumpled paper to look messy.

King Joash wanted to fix God’s house, so he had the preacher place a chest in God’s house. Place the chest (TRP) 🗿 by the mess. **It had a hole in it for people to put money in it.** Compare this to your classroom offering container. **The money would help Joash fix God’s house.**

Guess what happened? Everyone brought money. Soon they could fix God’s house. Take the chest away.

King Joash told the workers what to do. Place the workers (TRP) 🗿 in the mess. **The workers listened and worked hard. They cleaned and fixed God’s house.** Pick up all the mess. **God’s house was clean and beautiful.**

Then everyone came to church to worship God. Clap hands excitedly. **God was happy King Joash wanted to clean the church. God was happy the people gave money to help the church. God blessed King Joash and all the people of Israel because they gave to God’s house.**

Repeat the story, allowing students to place the stand-up figures.

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students’ minds.

The opening activity presents an opportunity for toddlers to interact with their environment and each other. It helps visiting students become more at ease with new surroundings and new friends. This activity keeps learning fun and exciting, just the way toddlers like it, and it prepares students for the Bible lesson and Life Application to come.



- **Who was Joash?** *The king*
- **What did King Joash want to do?**
Clean and fix God’s house
- **What did the people of Israel do?**
Give money/offering



Toddlers enjoy helping. Snack time is a wonderful opportunity to assign students special tasks. Ask helpers to set out plates, napkins, and cups and to distribute snacks, if appropriate. When finished eating, encourage students to help clean up, giving some damp cloths to wipe the table and chairs.

APPLY AND ACT

Life Application: I will give to God.

Distribute activity papers. On the back page, show the second letter of the day: **H**. **The letter H is for house, hammer, hose, and hot dog.** Have students point to the pictures and say the words.

What did King Joash want to clean up? . . . God's house. Say, "H is for house."

What can we use to build a house: a hammer, a hose, or a hot dog? . . . A hammer. Hand out crayons. **Circle the hammer.**

As students color their pictures, talk about how Joash needed money to buy supplies to fix God's house. **People gave money to fix God's house. Say, "I will give to God."**

Prayer: Bless My Giving

Give each student a piece of play money or a real coin. **What can we do with this money?** Talk with students about how money is used to buy food, clothes, toys, medicine, and so on. **Jesus uses our money to help us tell others about Him.**

Let students give the money in the offering can. Take a picture of each student giving so you can text the picture to the student's parents. (See Home Connection below.)

Lead students in this echo prayer.

**Thank You, Jesus, . . . that I can give . . . to You.
Please use. . . this money . . . for Your church.
In Jesus' name, amen.**

Snack Break: H Is for Happy Helpers

Have students prepare for and pray over snack. Try to find a task for each student: distributing plates, napkins, cups, crackers, cookies, carrots, and apples. As students eat, stimulate conversation about how we were able to fix a good snack because everyone gave something—everyone helped. **We can give to our friends, and we can give to God. Say, "I like to give."**

Home Connection

- For students who did not receive one yet, send home a copy of the unit 3 **HC** calendar (TRP) 📅. For each student, send home a copy of the lesson 9 **HC** devotion 📖, or show parents the URL on the back of the activity paper so they can download it themselves.
- Text parents the pictures of their children cleaning and giving in the offering. Explain that Joash and the people were able to repair and clean up God's house because they were willing to give. Toddlers can give to God too.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Teach the motions to "Ten Little Children," sung to the tune of "Ten Little Indians." Repeat the song a few times so students can learn to sing along.

**1 little, 2 little, 3 little children,
4 little, 5 little, 6 little children,
7 little, 8 little, 9 little children,
10 little children give to Jesus.**

Next teach the song, “If You’re Happy and You Know It (Give to Jesus),” sung to the tune of “If You’re Happy and You Know It (Clap Your Hands).”

If you’re happy and you know it, give to Jesus.
If you’re happy and you know it, give to Jesus.
If you’re happy and you know it, then your smile will really show it.
If you’re happy and you know it, give to Jesus.

Memory Work

Unit 3 Bible Verse: “Keep his commandments” (II Chronicles 34:31).

Using the unit 3 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Where do we find God’s commandments? Show students your Bible. **Here is where we read God’s commandments. When we do what the Bible says, we are keeping God’s commandments.** Let each student hold the Bible and say the Bible Verse.

Unit 3 Bible Words: Do what God says.

Using the unit 3 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Where do we find what God says? Show students your Bible. **Here is where we read what God says. When we do what the Bible says, we are doing what God says.** Let each student hold the Bible and say the Bible Words.

REINFORCE AND REVIEW

Option 1: Cleaning and Repairing Role-Playing

Let students use the King Joash Bible story figures (TRP) and the crumpled paper to retell the Bible story. **We can take care of God’s house, just like King Joash did.**

Option 2: Give Me Giving Stories

Read the story of Joash repairing the Temple from an age-appropriate children’s Bible. Then show the book(s) you will read about giving, such as *The Giving Tree* by Shel Silverstein. Remind students of the Life Application: **I will give to God.** Each time they hear the word *give*, they are to say, “I will give to God.”

Option 3: Construction Workers

Give each student a small pile of blocks. Set out toy construction tools. Let students build and construct what they want. Admire their work and encourage them to tell you what they are building. Show them how to pretend to use the tools to make repairs to their buildings.

★ **King Joash wanted to repair God’s house. What do we do at God’s house?**

Option 4: Coin Rubbings

Give each student a sheet of white paper and play coins. Show them how to place the paper over the coins and rub the unwrapped crayons over them to make coin rubbings. Let them make several coin rubbings on their papers. **What do we see on our papers? We can give to Jesus.**

Option 5: Giving Relay

Have a relay race using play money. Place two baskets at one end of the room. Form two groups of students and point out which basket each group is to put their money in. Give each child a piece of play money. Model for students how to walk from their group to the basket, put the money in it, and walk back to their group. Then start the game by saying, “Go.”

The group who gets all their money in the basket first wins. **Thank you for giving to God. The money you give helps God’s house. Our church is God’s house. I like God’s house. Say, “I will give to God.”**

At the completion of either method, allow participating students to place a memory sticker (TRP) on their memory charts (AP) .



This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.



Unit 3 Exile

Unit Bible Verse
“Keep his commandments”
(II Chronicles 34:31).

Unit Bible Words
Do what God says.

Scripture Text
II Kings 15:1–7
II Chronicles 26

Bible Point
God wants me to seek Him.

Life Application
I will seek God.

UZZIAH SEEKS THE LORD

Uzziah's Reign

CORE SUPPLIES

Excite and Engage

Welcome: Prior to class, cut out praying hands (TRP) for each student and hide them around the room.

Attendance charts (AP), attendance soap-bubble stickers (TRP)

Activity Paper: Add letters *U* and *Z* to the Letters of the Day poster (TRP) and point the arrow to 10 on the Number of the Day poster (TRP). (*U* words: Uzziah, unicorn, and unhappy; *Z* words: buzz, fizz, and fuzz)

Activity papers (page 1), crayons

Opening Activity: At the bottom of sheets of construction paper (1 per student), write: I WILL SEEK GOD.
Pen, crayons

Relate and Receive

Access Prior Experience: Small object to hide in a game of hide-and-seek

Bible Lesson: Bible, royal robe, blocks, bucket of dirt, child's garden tools or plastic shovels, toy soldiers

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons, glue, cotton balls (1 per student)

Prayer: No supplies needed

Snack Break: Sugar cookies, icing in squeezable tubes, water, plates, napkins, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 3 HC calendar (TRP). For all students, copy the lesson 10 HC devotion.

EXPANDED SUPPLIES

Worship and the Word

Worship: Learn the song and motions as noted on page 61. Provide various children's instruments.

Memory Work: Unit 3 MW poster (TRP), memory charts (AP), memory repair stickers (TRP), ball

Reinforce and Review

Option 1: Props from Bible Lesson

Option 2: *Book suggestions:* *I Pray Today* by Angela Isaacs; *What Is Prayer?* by Valerie Carpenter

Option 3: Blocks and toy soldiers from Bible Lesson

Option 4: Students' handprint papers from Opening Activity, beanbag

Option 5: Cut out medium-sized construction paper hearts (1 per student). Place the hearts in a bin and cover them with pieces of colored streamers or tissue paper.

Marker, glue

Teacher Devotional

Read II Kings 15:1–7 and II Chronicles 26. Prayerfully consider what these passages say:

About God

As Uzziah sought God, God blessed the things he was in charge of. According to Hebrews 11:6, God is “a rewarder of them that diligently seek him.” Yes, God wants His children to thrive and prosper.

To You as a Teacher

We must approach every day with the intent to seek and obey the Lord. Though some may try to discourage us, we must remain steadfast in our service to Him. God wants His children to thrive and prosper. To start down that road to spiritual growth and Kingdom-minded prosperity, we must seek His will, obey His Word, and believe in His promises.

To Your Students

Hide-and-seek is such a fun game for young children. They love to search and find hidden friends, toys, and treasures. Thankfully, due to a simple game, the concept of seeking may already be familiar to your students. Through this lesson, introduce the concept of “pray and seek.” Teach students that we can seek God by praying to God. He likes for us to seek Him, He is happy when we pray, and when we seek God, we will always find Him.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Seek and Find

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) 📌 to their attendance charts (AP) 📌.

Show students how to hold their hands to make praying hands. **I need your help. Can you help me find a picture of praying hands (TRP) 📌? They are hidden around the room. When you find one, get it and come sit at the table.** Let students seek for the pictures. After everyone is at the table, have students show you their pictures.

- **What are the hands doing? . . . Praying.**
- **Why do we pray? . . . Praying helps us seek God.**

Teach the Bible Point with motions, repeating until students are comfortable with it.

God wants	point up
me to	point to self
seek Him.	make binoculars with hands over eyes

Activity Paper: Letters and Colors of the Day

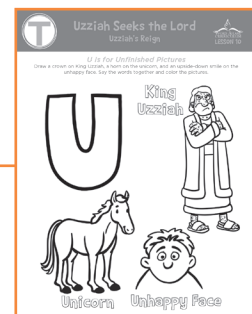
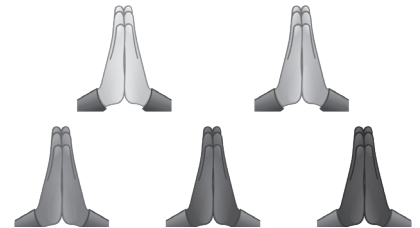
Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up ten fingers and repeat, **“Nine, ten, clap for Him.”** Then have students clap for Jesus. Repeat the phrase and the action.

Distribute activity papers. On the front page, show the first letter of the day: **U**. **The letter U is for King Uzziah, unicorn, and unhappy.** Have students point to the pictures and say the words.

Something is missing from all of our pictures. We need to fix the pictures. Hand out crayons.

- **King Uzziah needs a crown.** Students draw a crown on Uzziah’s head.
- **The unicorn needs a horn.** Students draw a horn on the unicorn.
- **The unhappy face needs a mouth.** Students draw an upside-down smile.



You did a good job of obeying my instructions. God is happy when we obey His instructions. If you don't know God's instructions, you can seek them and find them in the Bible. Say, "I will seek God." Students may color the pictures.

Opening Activity: Praying Hands Are Seeking Hands

Trace students' hands on construction paper (with words: I will seek God). Write their names on their papers. Hand out crayons and let students color their handprints. **We seek God by praying and obeying what He says.**

When students finish coloring, fold their papers in half and show students how to hold them between their hands to form praying hands. **Say, "I will seek God."**

Set the papers aside for use in optional activity 4 on page 62.

RELATE AND RECEIVE

Access Prior Experience: Hide-and-Seek

Play a simple game of hide-and-seek. If your classroom is not large enough for students to hide, designate a toy or small object that you will hide while students cover their eyes. Play a few rounds, giving as many students as possible an opportunity to find the object.

This game is fun. I like to seek, don't you? I like to find, don't you?

We can seek God and we can find God, but we don't seek God by using our feet and eyes. We seek God by using our hands and mouths. Demonstrate praying hands and speaking a prayer. God sees us and hears us. **When we seek God in prayer, we find God.**

Bible Lesson: Uzziah's Reign (II Kings 15:1-7; II Chronicles 26)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E." Show students where today's story is in the Bible.

Our story is about King Uzziah. King Uzziah was sixteen years old. He was a good King. Uzziah loved God. Pick a student to stand by you and wear the royal robe. **King Uzziah prayed. This is how Uzziah would seek God. He wanted to know what God wanted him to do. He wanted to do what God said.**

King Uzziah did lots of good things. He and his army fought battles and won. They won because the king asked God for help. Have the king and students make praying hands and ask God for help.

Uzziah built tall towers. These towers protected the city of Jerusalem. The towers also protected the people in the city. The people could use these towers to look out for the enemy. Build tall block towers with students.

King Uzziah lived in a big house with a big backyard. He had lots and lots of animals. Uzziah liked taking good care of the animals. He did not want the animals to get thirsty, so he dug deep holes in the ground called wells. The holes filled with water for the animals to drink. Let students help you dig a well in the bucket of dirt.

Uzziah took care of a lot of people. He did not want anyone to hurt them. So he asked soldiers to watch over the people. Bring out the toy soldiers and let students set them up around the block towers.

Uzziah also asked God to help him. Uzziah prayed to God. Uzziah prayed for God to protect the animals and the people. Have the king and students make praying hands and ask God for help.

God was happy that King Uzziah wanted to seek Him. God blessed King Uzziah because he wanted to seek and obey God. Say, "I will seek God."

Clear the props; then repeat the story, allowing another student to play the role of king.

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.

- What did King Uzziah build? *Towers*
- What did King Uzziah dig? *Holes with water; wells*
- What did King Uzziah want to protect? *The city/people/animals*
- How did King Uzziah seek God's help? *He prayed.*
- How can we seek God's help? *By praying*

APPLY AND ACT

Life Application: I will seek God.

Distribute activity papers. On the back page, show the second letter of the day: Z. **The letter Z is for buzz, fizz, and fuzz. Our words do not start with Z; they end with Z.** Have students point to the pictures and say the words. Hand out crayons and have students seek and circle all the double Zs. **When we seek God, we have a good end, just like Zs are at the end of each word. Say, “I will seek God.”**

- Assist students in tracing the path of the bee; then have them say what a bee says, “Buzz. Buzz.”
- Have students color the straw and say, “Fizz. Fizz.”
- Give each student a cotton ball. Show students how to pull the cotton ball apart to become bigger; then help them glue it on the sheep. Have them say, “Fuzzy. Fuzzy.”

Set papers aside to dry.

Prayer: Seek Jesus

God’s name is Jesus. Say, “Jesus is God.” Jesus likes when we seek Him. Jesus wants us to find Him. Let’s seek Jesus right now by praying to Him. Have students make praying hands and repeat your prayer.

Help me, Jesus . . . always seek You.
I know I can . . . always find You.
In Jesus’ name, amen.






If you mean that, use your hands to clap to Jesus.

Snack Break: God’s Happy Face Cookies

Have students prepare for and pray over snack. **God is happy when we seek Him. We are going to make God’s happy face on our cookies.** Distribute cookies. Show students how to use the squeezable icing by making two dots for eyes and then allowing students to make a smile.

- ★ As students eat, recall all the things King Uzziah did that made God happy. Talk about what we can do to make God happy, especially seeking Him in prayer.

Home Connection

- For students who did not receive one yet, send home a copy of the unit 3  calendar (TRP) . For each student, send home a copy of the lesson 10  devotion , or show parents the URL on the back of the activity paper.
- If they have given permission (child information form ) , parents love to see social media posts of their children enjoying class. Post some photos and be sure to “share” them with parents.

EXPANDED (designed to supplement a teaching period over 45 minutes)

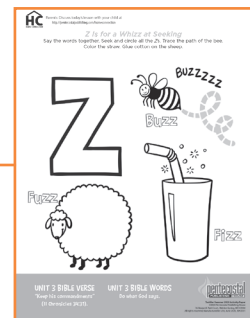
WORSHIP AND THE WORD

Worship

Teach students the motions to the song, “I Will Obey Jesus,” sung to the tune of “Mary Had a Little Lamb.” Repeat a few times so students can learn to sing along.

Yes, I will obey Jesus, obey Jesus, obey Jesus.
Yes, I will obey Jesus and follow His commands.

Distribute instruments and allow students to worship exuberantly as you march around the room singing “I Have Decided to Follow Jesus.” As you collect the instruments, ask each student: **Who will you obey? . . . Jesus.**



At the completion of either method, allow participating students to place a memory sticker (TRP) on their memory charts (AP) 📌.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Memory Work

Unit 3 Bible Verse: “Keep his commandments” (II Chronicles 34:31).

Using the unit 3 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Sit in a circle with students. Bring out a ball. Explain that when you roll the ball to them, they will catch it and say the Bible Verse. Then they roll the ball back to you, and you say the verse. Do this until every student has said the verse.

Unit 3 Bible Words: Do what God says.

Using the unit 3 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Sit in a circle with students. Bring out a ball. Explain that when you roll the ball to them, they will catch it and say the Bible Words. Then they roll the ball back to you, and you say the words. Do this until every student has said the Bible Words.

REINFORCE AND REVIEW

Option 1: Seek to Recall

Let students use the Bible story props to retell the story. Ask simple questions about the props to help students remember details.

Option 2: Stories of Seeking

Show the book(s) you will read. Tell students to listen for the words pray or prayer and every time they hear them, say, “Seek God.” Book suggestions include:

- *I Pray Today* by Angela Isaacs
- *What Is Prayer?* (board book) by Valerie Carpenter

Option 3: Building Towers of Protection

Have students construct tall towers like King Uzziah built and surround them with toy soldiers.

Option 4: U Seek, I Seek, We All Seek

From the Opening Activity, lay students’ handprint pictures face up on the floor. **We can pray and seek God anywhere. God always listens. He likes for us to seek Him.**

- Show students how to toss the beanbag onto one of the pictures.
- Whoever’s picture it lands on makes praying hands and says, “I will seek God.”
- Remove that student’s paper and continue until all students have tossed and made praying hands.

If time and interest allow, replace the papers and repeat the activity.

Option 5: Seeking Hearts Craft

Gather students around the bin. Let them dig in the streamer paper until they find a heart. **King Uzziah wanted to serve God with all his heart. He wanted to seek and obey God.**

Write students’ names on their hearts. Assist students in tearing and wadding the streamers and then gluing them to the blank side of their hearts. Set the hearts aside to dry for students to take home.

JOSIAH UNDERSTANDS THE IMPORTANCE OF GOD'S WORD

Josiah Finds God's Word



CORE SUPPLIES

Excite and Engage

Welcome: Place Bible stickers (TRP) (1 per student) in a zipper bag and tape it under a table.

Attendance charts (AP), attendance soap-bubble stickers (TRP)

Activity Paper: Add letters *B* and *K* to the Letters of the Day poster (TRP) and point the arrow to 11 on the Number of the Day poster (TRP). (*B* words: book, balloon, bat, and bear; *K* words: king, kettle, kangaroo, and ketchup)

Activity papers (page 1), crayons, Bible

Opening Activity: Hide Bibles (1 per student) around the room. (Be respectful of God's Word by merely placing the Bibles on shelves or tables rather than under toys or on the floor.)

Relate and Receive

Access Prior Experience: *Optional:* Bring some popular children's books.

Bible Lesson: Cut out the King Josiah Bible story figures (TRP). You will also need a Bible.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons, Bible stickers (TRP) (1 per student)

Prayer: Bible

Snack Break: Graham crackers (2 halves per student), frosting, plastic knives or spoons, water, plates, napkins, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 3 HC calendar (TRP). For all students, copy the lesson 11 HC devotion.

Bible stickers (TRP) (3–4 per student)

EXPANDED SUPPLIES

Worship and the Word

Worship: Bibles (1 per student); *suggested songs:* "The B-I-B-L-E," "Read Your Bible, Pray Every Day"

Memory Work: Unit 3 MW poster (TRP), memory charts (AP), memory repair stickers (TRP), Bible

Reinforce and Review

Option 1: Small amount of packing peanuts in a small box, child-sized broom(s) and dustpan(s), Bible, child-sized Bible costumes or bath robes

Option 2: Bury the books you will read in a large box of packing peanuts. Provide a Bible for each student.

Book suggestions: Story of Josiah finding God's Word from an age-appropriate children's Bible; *King Josiah and God's Book* by Kristin R. Nelson; *A Love Letter from God* by P. K. Hallinan; *What Is the Bible?* by Valerie Carpenter

Option 3: LEGO blocks

Option 4: Mix colorful pom-poms in a large box of packing peanuts. Color the sections of an egg carton according to the pom-pom colors.

Option 5: Cut out large construction paper circles (at least 1 per student). On the back of one circle, place a Bible sticker (TRP). You will also need music.

Unit 3

Exile

Unit Bible Verse

"Keep his commandments"
(II Chronicles 34:31).

Unit Bible Words

Do what God says.

Scripture Text

II Kings 22
II Chronicles 34

Bible Point

God wants me to obey the Bible.

Life Application

I will do what the Bible says.

● Teacher Devotional

Read II Kings 22 and II Chronicles 34. Prayerfully consider what these passages say:

About God

In much the same way that a parent sets expectations for their children, God has clear expectations for us. Obedience to His Word is not negotiable. God gave clear directions in His Word, and he expects us to follow them.

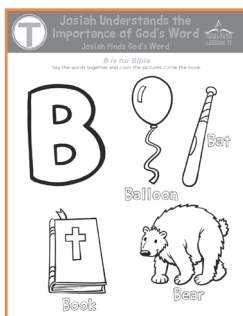
To You as a Teacher

Nothing should stand between us and our obedience to God's Word. When obstacles arise trying to prevent from answering God's call, we must remove them without hesitation. Each and every day, we should be able to look in the mirror and confidently say, "I am in obedience to God's Word!"

To Your Students

According to *PBS Parents*, "Toddlers learn that books are special. Your toddler's experiences interacting with books teach her how to handle books."

In this lesson, you have the privilege of teaching toddlers about the most special book, the Bible. Various activities provide many opportunities for students to interact with the Bible—to touch it, hold it, open it. Like King Josiah brought God's Word out of the rubble, you will bring God's Word off the shelf and place it into the hands and hearts of your students.



● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: Special Sticker Surprises

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP).

Welcome students with enthusiasm. **I am so excited you are here. I have something special for you. It is in this room, but you must follow my directions to find it. Can you do that?**

Teach students the hot and cold game to help them locate the special bag that has been taped under a table. On "go," students begin. If you say "cold," they need to look somewhere else. If you say "warm," they are close. If you say "hot," they are right next to the bag. Get excited when students find the bag. Open it and give each student a Bible sticker (TRP).

I told you I had something special for you. Did you find it because you listened to me? That is how we obey God's Word—by listening and doing what God says. The Bible is God's Word. Have students point to their stickers and say, **"The Bible is God's Word."**

Teach the Bible Point with motions, repeating until students are comfortable with it.

God wants	point up
me to	point to self
obey the Bible.	open hands like a book

Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students hold up their pointer fingers on both hands to look like an eleven and repeat, **"Ten, eleven, point to Heaven."**

What do we need to go to Heaven? . . . The Holy Ghost. Repeat the question and the answer.

Distribute activity papers. On the front page, show the first letter of the day: **B**. **The letter B is for book, balloon, bat, and bear.** Have students point to the pictures and say the words.

In today's Bible story, we will read about a king who found something very special in God's house. Do you think he found a book, a balloon, a bat, or a bear? . . . He found a special book. Hand out crayons and have students circle the book and say, "**B** is for book." The Bible is a book about God. Show your Bible. Say, "**B** is for Bible." Students may color the pictures.

Opening Activity: Finding God's Special Book

Remember how you searched the room and found Bible stickers? Now you are going to search the room and find real Bibles. Show students what your Bible looks like. Tell students to bring the Bibles to the table when they find them.

Once all students are seated, have them hold their Bibles in the air and say, "This is a special book."

RELATE AND RECEIVE

Access Prior Experience: **Favorite Books**

Talk to students about books they like, books their parents or teachers read to them, and books they read before bedtime. *Optional:* Show some popular children's books.

How would you feel if you lost your favorite book and could never hear that story again? . . . I would be sad if my favorite book was lost.

How would you feel if you found your favorite book after it was lost for a long time? . . . I would be happy to find my favorite book.

What would you do when you found your book? . . . I would read my book or ask someone read it to me.

Today our Bible story is about a special book that got lost, and no one could read it for a long, long time. Then when the special book was found, everyone was happy, and they wanted to read it right away.

Bible Lesson: Josiah Finds God's Word (II Kings 22; II Chronicles 34)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E." Show students where today's story is in the Bible.

Our story is about King Josiah. Show King Josiah (TRP) 🧑. He was a young boy when he became king. He loved God. He wanted to do what God said to do.

When King Josiah was a teenager, he told everyone in Israel to throw away all their idols. God does not like idols. Say, "Throw them away."

Everyone listened to the king. They did what he said. The people obeyed the king and threw away the idols.

Josiah told the people to clean up God's house. Show the workers (TRP) 🧑. While the people were cleaning, they found something. Say, "What did they find?"

They found a special book, and that special book is right here in our class. Can you see it? . . . Yes, the special book was the Bible. Say, "The Bible is special."

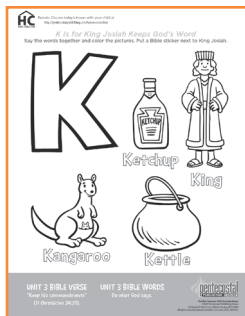
The workers found the Bible while they were cleaning God's house. They took it to King Josiah and read it to him. The Bible said that the people of Israel were not doing what God said. They were not obeying God's Word. This made Josiah sad. Have students make sad faces.

King Josiah said, "What can we do? God is not happy with us." Then Josiah had an idea. He said, "I know. We will ask Huldah what to do."

Show Huldah (TRP) 🧑. Huldah was a prophetess. God talked to her. Josiah said, "She will know what is going to happen to us."



- What did King Josiah tell people to throw away? *Their idols*
- What did King Josiah tell the people to clean up? *God's house*
- What did the workers find in God's house? *A special book/the Bible/ God's Word*
- Why were the people in trouble? *They didn't do what God said.*
- What did King Josiah and the people promise to do? *Obey the Bible*



Huldah said, “God is not happy with the people who are not doing what He said. They are not obeying Him. They are in trouble.” Say, “They are in trouble.”

Josiah wanted to obey God. He wanted to do what God said, so Huldah told him, “God is happy with you, Josiah, so you will not be in trouble. God will wait to judge Israel until you are no longer king.”

King Josiah invited all the people to his house. He read the Bible to the people. Then the people of Israel promised to obey God's Word. They promised to do what God's Book said. God was happy that King Josiah and the people wanted to obey the Bible. Say, “I obey the Bible.”

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.

APPLY AND ACT

Life Application: I will do what the Bible says.

Distribute activity papers. On the back page, show the second letter of the day: K. **The letter K is for king, kettle, kangaroo, and ketchup.** Have students point to the pictures and say the words.

King Josiah wanted people to throw away their idols. Those are the things God does not like. King Josiah wanted people to do what the Bible says. Do you want to do what the Bible says? . . . Yes. Me too. God likes that. Give each student a Bible sticker (TRP) and instruct students to put it next to King Josiah. Hand out crayons and have students color the pictures.

Prayer: Thankful for God's Word

Bring out a Bible. Encourage each student to hold and gently pat the Bible; explain how to take good care of the Bible. Have students place their hands on the Bible while you lead them in this echo prayer.

**Thank You, Jesus . . . for Your Word.
Please help me . . . obey Your Word.
In Jesus' name, amen.**

If you want to obey God's Word, lift your hands and say, “I love the Bible.”

Snack Break: Frost This Way

Have students prepare for and pray over snack. Give each student two halves of a graham cracker. Place a scoop of frosting on one half. Demonstrate how to use a plastic knife or spoon to spread the frosting.

Who spread their frosting like I told you? . . . Very good. You listened and did what I said. You can listen and obey God's Word too. Say, “I will do what the Bible says.”

Home Connection

- *Looking Ahead:* Next week students will need to bring dolls for the role-playing activity. Tell parents as they pick up their children and send a reminder during the week.
- For students who did not receive one yet, send home a copy of the unit 3 HC calendar (TRP). For each student, send home a copy of the lesson 11 HC devotion, or show parents the URL on the back of the activity paper.
- Give parents several Bible stickers (TRP) to take home. Ask them to give one to their child periodically during the week and have their child repeat the Life Application: I will do what the Bible says.

● EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Give each student a Bible to hold and remind them to always take good care of the Bible. March around the room with the Bibles as you sing “The B-I-B-L-E.” Then do the motions to “Read Your Bible, Pray Every Day.”

As you collect the Bibles, ask each student: **Will you do what the Bible says? . . . Me too.**

Memory Work

Unit 3 Bible Verse: “Keep his commandments” (II Chronicles 34:31).

Using the unit 3 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Where do we find God’s commandments? Show students your Bible. **Here is where we read God’s commandments. When we do what the Bible says, we are keeping God’s commandments.** Let each student hold the Bible and say the Bible Verse.

Unit 3 Bible Words: Do what God says.

Using the unit 3 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Where do we find what God says? Show students your Bible. **Here is where we read what God says. When we do what the Bible says, we are doing what God says.** Let each student hold the Bible and say the Bible Words.

REINFORCE AND REVIEW

Option 1: Dramatic Reenactment Role-Playing

Let students take turns being King Josiah, the workers, and the prophetess Huldah. Encourage them to act out the Bible story.

Show students how to pour out the small box of packing peanuts and then use the broom and dustpan to clean them up and put them back in the box. Give each student a turn cleaning up. Have students also take turns holding the Bible and pretending to read from it like a preacher.

Option 2: Uncovering Story Time Books

Read about King Josiah from an age-appropriate Bible. Remind students about the special book the workers found when they cleaned God’s house. Tell students they need to find the books you will read for story time. Have students search for the books in the box of packing peanuts. Show the book(s) you will read.

Give each student a Bible. Tell students to hold up their Bibles every time they hear the word *Bible* in the stories. Suggested books include:

- *King Josiah and God’s Book* by Kristin R. Nelson
- *A Love Letter from God* by P. K. Hallinan
- *What Is the Bible?* by Valerie Carpenter

At the completion of either method, allow participating students to place a memory sticker (TRP) on their memory charts (AP) 📌.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Option 3: Build and Obey

Place a pile of LEGO blocks in front of you. Have students sit facing you. Tell them they are going to build a tower by putting the blocks together as you instruct them to. One at a time, give a student a block and a simple instruction of where to put it on the tower. As students build, praise them for good listening.

Look at what great job you did. You built a tower by listening and obeying my words. We can listen and obey God's Word too.

Option 4: Keep Looking for More

Position the box of packing peanuts at one end of the room and the egg carton at the other end. Students take turns searching through the box, pulling out one pom-pom, and taking it to the egg carton. Instruct students to put the pom-poms in the matching color spots. Continue until all pom-poms have been found and sorted.



Talk about how students kept looking in the box and finding more pom-poms. Compare that to finding good things in God's Word every time we look inside it.

Option 5: Musical Circles

Place the paper circles on the floor, spread out, with the Bible sticker face-down. When the music is playing, students jump and march around the room. When the music stops, each student must stand on a circle. Whoever has the circle with the Bible sticker (TRP) 🗣️ says, **"I do what the Bible says."** Play additional rounds as time and interest permit.

GOD DELIVERS JUDGMENT

The Kingdom Is Captured



CORE SUPPLIES

Excite and Engage

Welcome: Set up a simple obstacle course that students will have to follow directions to complete. Create a layered gift by wrapping a bag of small treats (e.g., mini cake bites or donut holes; 1 per student) and putting it inside a small box inside of a medium box inside of a large box, wrapping each box as you go. Place the gift on the opposite side of the room from the entrance.

Attendance charts (AP) 🗒️, attendance soap-bubble stickers (TRP) 🧼

Activity Paper: Add letters *D* and *R* to the Letters of the Day poster (TRP) and point the arrow to 12 on the Number of the Day poster (TRP). (*D* words: dog, do, and don't; *R* words: rinse, recycle, ruin, and read)

Activity papers (page 1), crayons, bell

Opening Activity: Gift from Welcome

Relate and Receive

Access Prior Experience: “Five Little Monkeys Jumping on the Bed” video posted on YouTube by Little BoBo Nursery Rhymes

Bible Lesson: Bible, LEGO blocks, LEGO people

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons, Bible

Prayer: No supplies needed

Snack Break: Plain cereal O's, colorful cereal O's, plates, napkins, water, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 3 HC calendar (TRP) 🗓️. For all students, copy the lesson 12 HC devotion 📖.

EXPANDED SUPPLIES

Worship and the Word

Worship: Make ribbon sticks (1 per student) by tying lengths of colorful ribbons to craft sticks.

Suggested songs (by Patch the Pirate): “Obedience Song” and “Obey Right Away”

Memory Work: Unit 3 MW poster (TRP), memory charts (AP) 🗒️, memory repair stickers (TRP) 🗒️, ball

Reinforce and Review

Option 1: Boy and girl dolls

Option 2: Boy and girl dolls; *book suggestions:* books about obedience (e.g., *Teddy Learns to Obey* by Holly Witmer; *The Way to Obey* by Emily Parrino; *The Poky Little Puppy* by Janette Sebring Lowrey)

Option 3: Blocks

Option 4: Cut out 3-inch yellow construction paper hearts (2 per student).

Crayons, googly eyes (4 per student), glue, craft sticks (1 per student)

Option 5: Chair, music

Unit 3

Exile

Unit Bible Verse

“Keep his commandments”
(II Chronicles 34:31).

Unit Bible Words

Do what God says.

Scripture Text

II Kings 24:10–25

II Chronicles 36:11–21

Bible Point

God keeps His promises.

Life Application

I will keep God's Word.

● Teacher Devotional

Read II Kings 24:10–25 and II Chronicles 36:11–21. Prayerfully consider what these passages say:

About God

God holds His children accountable when they are disobedient. Though He is merciful, He must also keep His word. Just as a loving father will discipline his children to keep them safe and show them how to do right, our Father will punish His children as needed.

To You as a Teacher

Being outside of God's blessings is a place we all want to avoid. We must purpose deep within our hearts to keep God's Word in all of our daily activities and actions. When we keep His Word, we find a place of true happiness.

To Your Students

Grown-ups sometimes get in trouble. That might be surprising to little kids, but getting in trouble is definitely something they can relate to.

God wants to help us stay out of trouble; we do that by keeping His Word. Because He loves us, He sends people into our lives who will help us keep His Word. These people warn us what will happen if we do not obey God's commands. God is happy when we obey, but if we disobey, there will be trouble. God keeps His promises, even when it comes to punishment. Help students determine to keep God's Word.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: A Promised Gift

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) 📌 to their attendance charts (AP) 📌.

Do you see that special gift on the other side of the room? I would like you to get it for me, but all these things are in the way. Do you think you can follow my directions to safely get to the gift? I promise I will let you open it if you follow my directions.

Let each student take a turn going through the obstacle course. Encourage the other students to cheer for their classmates. Praise each student for listening to your instructions. Have students stand by the gift (without opening it) while you reset the room.

I promise you can open it, but we have to wait just a few minutes. Do you believe I will keep my promise? God also keeps His promises.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God keeps	point up
His promises.	clasp hands together

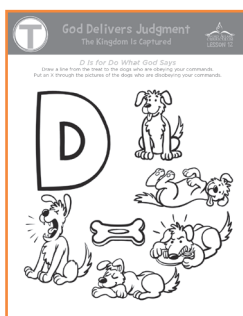
Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day followed by the number of the day.

Have students repeat, **"Eleven, twelve . . . ring the bell."** Then ring the bell. Let students take turns saying the phrase and ringing the bell.

Distribute activity papers. On the front page, show the first letter of the day: **D**. **The letter D is for dog, do, and don't.**

How many dogs do you see? Count the dogs. **The dogs will get a treat for obeying your commands, but they don't get a treat for disobeying your commands.** Hand out crayons. Select students to give the following commands:



- **“Sit.”** Students locate the picture showing the dog sitting and draw a line from the treat to the dog. **The dog obeyed, so it got a treat.**
- **“Don’t chew.”** Students locate the picture showing the dog chewing a shoe and put an X over it. **The dog disobeyed, so it didn’t get a treat.**
- **“Lay down.”** Students locate the picture showing the dog lying down and draw a line from the treat to the dog. **The dog obeyed, so it got a treat.**
- **“Don’t bark.”** Students locate the picture showing the dog barking and put an X over it. **The dog disobeyed, so it didn’t get a treat.**
- **“Roll over.”** Students locate the picture showing the dog rolling over and draw a line from the treat to the dog. **The dog obeyed, so it got a treat.**

We want dogs to obey our commands. God wants people to obey His commands. I want to do what God says. Say, “D is for do what God says.” In our Bible story today, some people did not do what God said, and they did not get a treat.

Opening Activity: A Promise Fulfilled

Put the gift on the table with students seated around it. **I promised that you would get to open this gift. You had to wait, but I will keep my word. You can open it now.** Let students take turns tearing off the paper and opening the boxes. Once the bag of treats is revealed, every student may receive one.

You listened to my directions and made it to the gift, . . . and you listened to me when I said you had to wait to open the gift. Then you listened to me and took turns opening it. You deserve a good reward for a good job of listening and obeying.

God also rewards us for listening to and obeying His Word. Say, “God keeps His promises.”

RELATE AND RECEIVE

Access Prior Experience: **Five Little Monkeys**

Are you supposed to jump, jump, jump on your bed? . . . No. Beds are for sleeping.

Why aren’t you supposed to jump, jump, jump on your bed? . . . Jumping on the bed is not safe. You might fall down and hurt your head. Put your hand on your head and say, “Ouch!”

Watch what happened to five little monkeys who did not listen or obey. They jumped, jumped, jumped on their bed. Then they fell down, down, down and hurt their head. Play the “Five Little Monkeys Jumping on the Bed” video posted on YouTube by Little BoBo Nursery Rhymes.

Today’s Bible story is about some people who did not listen to or obey what God said. They got in trouble, just like the five little monkeys.

Bible Lesson: The Kingdom Is Captured (II Kings 24:10–25; II Chronicles 36:11–21)

Show your Bible. **The Bible is God’s storybook.** Sing “The B-I-B-L-E.” Show students where today’s story is in the Bible.

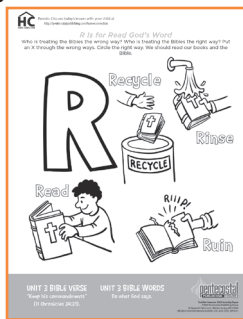
Our story is about the people of Israel. Will you help me build the city of Jerusalem? Assist students in building various structures with the blocks. Make sure there is one building for the Temple.

These people heard God’s Word. They knew what God wanted them to do, but they did not do what God said. Have students wag their fingers and say, **“Do what God says.”**

This made God unhappy. God sent a prophet to Jerusalem to warn the people of judgment. Have students wag their fingers and say, **“You are in trouble.”**

Have you ever heard your mom or dad or grandma say, “This is your last warning; you are going to be in trouble if you don’t stop”? What happened if you did not listen to them? . . . You got in trouble.

- Did the people of Israel hear God's Word? *Yes*
- Did the people of Israel obey God's Word? *No*
- Did the people of Israel listen to the prophet's warning? *No*
- What did God have to do when they did not obey? *Punish them*
- What did King Nebuchadnezzar's army do to the city? *Destroyed it*
- Does God love us even when we do not obey His Word? *Yes*



The people of Israel did not listen to the prophet. They didn't stop, even when he warned them. They kept disobeying God, so God had to punish them. Why did God have to punish them? Because God promised them He would, and God always keeps His promises. Say, "God keeps His promises."

God kept His promise and sent King Nebuchadnezzar of Babylon to Jerusalem with his army. Place the LEGO people around the city. The army surrounded the city and destroyed it. Have students tear down the city and make a mess of it. Then King Nebuchadnezzar took all the good things out of God's house.

Do you think God still loved the people of Israel even though they did not obey Him? . . . Yes, He did. That is why He had to punish them. That was the only way they would learn. God wanted to teach them to obey and keep God's Word so they would be safe. Have students wag their fingers and say, "Keep God's Word."

If Israel would have obeyed and kept God's Word, then their city would not have been destroyed. God blesses those who obey and keep His Word. We can keep God's Word. Shout, "Keep God's Word."

Choose a few simple questions from the suggestions in the margin to reinforce the Bible story in students' minds.

APPLY AND ACT

Life Application: I will keep God's Word.

Distribute activity papers. On the back page, show the second letter of the day: **R**. The letter **R** is for **rinse, recycle, ruin, and read**. Have students point to the pictures and say the words. Uh-oh, something is wrong with these pictures. Look how the books are being treated.

- Are we supposed to rinse our books in the water? . . . No.
- Are we supposed to throw our books in the recycle bin? . . . No.
- Are we supposed to ruin our books by tearing out their pages? . . . No.
- What should we do with our books and the Bible? . . . Read them.

Have students draw an X through the pictures showing mistreatment of books and circle the correct way to treat a book and the Bible. **What is God's Book called? . . . The Bible.** Show how to respectfully treat the Bible. Have students gently turn the pages.

When we read the Bible, we read about God's promises. When God says He will do something, He will do it. We can believe the Bible. We can believe God's promises. Say, "I believe God's promises."

Prayer: Thankful for God's Promises

God keeps His Word by doing what He says. We keep God's Word by doing what it says. We obey God's Word because we love God. Have students repeat your prayer.

Thank You, Jesus . . . for Your Word.
Thank You, Jesus . . . for keeping promises.
Help me always . . . keep Your Word.
In Jesus' name, amen.

If you will obey God's Word, clap your hands and say, "I will keep God's Word."

Snack Break: Cereal Game

Have students prepare for and pray over snack. Give each student a small handful of plain cereal O's on a plate. Tell students that you will call out letters, numbers, and shapes for them to make with their cereal.

When students make the desired form, add a few pieces of colorful cereal O's. If they did not make the desired form, add more plain cereal. (Students may snack on their cereal pieces as they play.) Note whether students caught on to how they could get the colorful cereal. Did they finally obey your commands?

Share the colorful cereal O's with everyone who wants some. **God gives us good things when we obey His commands. When we keep God's Word, our lives become more colorful.**

Home Connection

- For students who did not receive one yet, send home a copy of the unit 3 **HC** calendar (TRP) 📅. For each student, send home a copy of the lesson 12 **HC** devotion 📖, or show parents the URL on the back of the activity paper.
- Be particularly sensitive to the homelife of each student this week. Choose a student or two and go the extra mile to show them God's love.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Distribute ribbon sticks and allow students to wave them around while singing to these songs by Patch the Pirate:

- "Obedience Song"
- "Obey Right Away"

As you collect the sticks, ask each student: **Who do we obey?** To their variety of answers, always add **"and God too."**

Memory Work

Unit 3 Bible Verse: "Keep his commandments" (II Chronicles 34:31).

Using the unit 3 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Sit in a circle with students. Bring out the ball. Explain that when you roll the ball to a student, the student will catch it and say the Bible Verse. Then the student rolls the ball back to you, and you say the verse. Do this until every student has said the verse.

Unit 3 Bible Words: Do what God says.

Using the unit 3 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Sit in a circle with students. Bring out the ball. Explain that when you roll the ball to a student, the student will catch it and say the Bible Words. Then the student rolls the ball back to you, and you say the words. Do this until every student has said the Bible Words.

REINFORCE AND REVIEW

Option 1: What the Dolls Did

Bring out dolls. Let students use the dolls to act out these little stories.

Story #1 (Jaymie and Mommy)

Jaymie wanted to eat candy for breakfast. Her mommy said, "No candy for breakfast." Jaymie started to yell and scream at her mommy.

- **Is Jaymie keeping God's Word to listen to her parents? . . . No.**
- **Does Jesus like that? . . . No.**

Tell Jaymie, "Listen to God's Word."

At the completion of either method, allow participating students to place a memory sticker (TRP) on their memory charts (AP) 📅.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

Story #2 (Corbin, Abi, and pastor)

Corbin saw his friend Abi in the hall at church. Corbin started to run really fast toward Abi. Then Corbin remembered pastor said, “Don’t run in the hall.” Corbin walked nicely to Abi.

- Was Corbin keeping God’s Word to obey the pastor? . . . Yes.
- Does Jesus like that? . . . Yes.

Tell Corbin, “Good job of listening.”

Story #3 (Samantha and Morgan)

Samantha wanted to play with a toy. Samantha’s friend Morgan wanted to play with the same toy. Samantha and Morgan shared the toy.

- Were Samantha and Morgan keeping God’s Word to love one another? . . . Yes.
- Does Jesus like that? . . . Yes.

Tell Samantha and Morgan, “Good job of sharing.”

Option 2: Special Story Time Guests

Let students sit with the dolls for story time. Show the book(s) you will read about obeying. Tell students to tell their dolls to sit quietly during story time. Occasionally pause reading and ask students if their dolls are obeying. Suggested books include:

- *Teddy Learns to Obey* by Holly Witmer
- *The Way to Obey* by Emily Parrino
- *The Poky Little Puppy* by Janette Sebring Lowrey

Option 3: Tall Tall Towers

Place a pile of blocks on the floor. Have students help you build a tower as tall as possible until it falls. **We need to keep God’s Word. It helps us grow and be strong, just like the tower got tall.** Have fun making several towers. Each time you build, say, “Keep God’s Word.”

Option 4: Hold Up Happy Hearts

Give each student two paper hearts, four googly eyes, one craft stick, and crayons. Have students count their hearts, googly eyes, and craft sticks.

Help students make a happy face on one heart and a sad face on the other. Glue the hearts back-to-back on the craft stick.

What is different about our hearts?

- When we keep God’s Word, our hearts are happy.
- When we do not keep God’s Word, our hearts are sad.

Hold up your happy hearts and say, “I will keep God’s Word.”

Option 5: Sit and Say

Place one chair in an open area of the room. Help students stand in a circle around the chair. When music plays, direct them in moving in a circle around the chair, telling them a different way each time (e.g., walk, skip, jump, hop, gallop, and so on). When the music stops, a student sits in the chair and says, “I will keep God’s Word.”

Play additional rounds until every student has had an opportunity to sit in the chair.

GOD'S KINGDOM

Review



CORE SUPPLIES

Excite and Engage

Welcome: For each student, cut out a set of 4-inch hearts from three different colors of construction paper. On one color, write GOD on both sides. On one color, write LOVES on one side and LOVE on the other. On one color, write ME on one side and I on the other. Spread the hearts all over the classroom.

Attendance charts (AP) 📄, attendance soap-bubble stickers (TRP) 📄, tape

Activity Paper: Add letters Q and I to the Letters of the Day poster (TRP) and point the arrow to 1 on the Number of the Day poster (TRP).

Activity papers (page 1), crayons, quilt

Opening Activity: Soft, medium-sized teddy bear

Relate and Receive

Access Prior Experience: No supplies needed

Bible Lesson: See the review customization note in the margin on page 77. Gather props for the stories you intend to review. Props could include the following:

1–2: shawl, bowl of muffin bites
(1 per student), baseball cap, coat

3: royal robe

4: grapes

5: 2 coats

6: shawl, bottle of oil (tightly sealed),
2 baseball caps, 2 empty bottles

7: red dot stickers, brown tablecloth

8: red dot stickers for 4 students,
bowl of crackers

9: royal robe, empty basket, play money,
trash, trash can

10: royal robe, toy soldiers (1 per student),
blocks

11: royal robe, Bible

12: royal robe

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), glue, colorful tissue paper

Prayer: No supplies needed

Snack Break: Vanilla ice cream, bowls, sprinkle toppings, plastic spoons, water, napkins, cups, damp cleaning cloths

Home Connection: No supplies needed

EXPANDED SUPPLIES

Worship and the Word

Worship: Provide various children's instruments and sing favorite songs from the quarter.

Memory Work: Teddy bear from Opening Activity, all unit posters (TRP), memory charts (AP) 📄

Reinforce and Review

Option 1: Bible costumes, props, and pictures from lessons 1–12

Option 2: Read Bible stories from the quarter from an age-appropriate children's Bible, or read some of students' favorite books from lessons 1–12. Provide sheets for making a tent.

Option 3: Alphabet blocks

Option 4: Print out a set of the Bible art coloring pages 📄 for each student. Assemble a Bible art coloring book for each student by stapling the pages together with pieces of construction paper for the front and back covers. Personalize the books by gluing a coloring book cover page 📄 to the front of each book. Students will need crayons.

Option 5: Mix playground sand and water until you get a beach-sand consistency moldable enough to make sandcastles. Put the sand into a large, shallow plastic container.

Plastic tablecloth, plastic cups or measuring cups, scoops, damp cloths, hand towels

Unit 1 Bible Verse

“Hear me, O LORD, hear me”
(1 Kings 18:37).

Unit 1 Bible Words

My God hears me.

Unit 2 Bible Verse

“Let a double portion of thy spirit
be upon me” (II Kings 2:9).

Unit 2 Bible Words

I want more of God's Spirit.

Unit 3 Bible Verse

“Keep his commandments”
(II Chronicles 34:31).

Unit 3 Bible Words

Do what God says.

Bible Point

God loves me.

Life Application

I love God.

● Class Evaluation

The review lesson is a good time to review your own work. Begin with a review of lesson material.

- Were you well prepared each week?
- Were all supplies gathered and in order for easy distribution?
- Did you know the Bible story well enough to teach without reading from the book?
- Did you hold students' attention? Keep in mind that toddlers have short attention spans of about two to three minutes, so constant movement and new directions are critical.
- Was your body language animated and your voice enthusiastic, creating an atmosphere of excitement and discovery for students?
- What activities worked and which ones did not?
- What can you do differently next quarter to make things flow more smoothly?

Now review interactions in the class.

- Did teachers and assistants work in harmony, stepping up to help when needed?
- How did you and the staff react to unexpected situations, parent separation anxiety, and tantrums?
- Did students play together well? Did you see progress, even if not perfection?
- How did students interact with you during Bible lesson time?
- Did you stimulate conversation, even if you were doing most of the asking and answering?
- How can you and other teachers facilitate positive interactions within the classroom for smoother class time next quarter?

Finally, review your family connections.

- Did you send home the Home Connection each week and encourage parents to use it?
- Did you contact absentees?
- Did you contact new students and guests?
- Have you had positive and encouraging conversations with all parents at least once during the quarter regarding their children?
- What can you do to improve the family connection between your class (you) and your students' families?

Pray always, asking God to direct your path and order your steps. You are laying foundations that are critical to each student's relationship with God. Help your students learn and love to live for God.

● CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome: God Loves Me

As students arrive, collect the offering and let students add the final soap-bubble sticker (TRP) 🧼 to their attendance charts (AP) 🧼. Students may take their attendance charts home today.

Have students collect one heart of each color and bring them to the table. Help students tape their hearts, side by side, so one side reads "God loves me" and the other side reads "I love God." Instruct students to point to their hearts as they recite the Bible Point: **God loves me.** Then turn the hearts over and recite the Life Application: **I love God.**

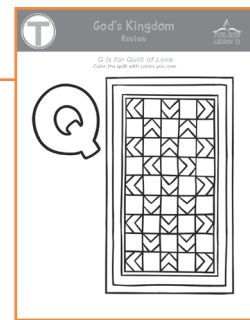
Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Then introduce the letters of the day.

Review numbers one through twelve. Have students call out numbers as you move the arrow on the poster. Ask students if they want to move the arrow and name the numbers. End by asking students how many gods there are. Make sure everyone can hold up one finger and say one God. **What is God's name? . . . Jesus.**

Distribute activity papers. On the front page, show the first letter of the day: **Q. The letter Q is for quilt.** Show your quilt. Explain how it is made from many different pieces of material sewn together to form one big blanket called a quilt. Let students touch it, feel the different fabrics, and run their fingers along the seams.

Point out the quilt on students' papers. Hand out crayons and allow students to color their quilts any way they want. Once finished, have students show their quilts. **How beautiful! Your quilts are all different, but they are all beautiful. I love them all. We are like quilts. We are all different, and God loves us all. Say, "God loves me."**



Opening Activity: Toss the Teddy

Sit in a circle with students. Say a Life Application (below) and then toss the teddy bear to a student. The student repeats you and then tosses the bear back to you. Continue until every student has had the bear at least once. Life Applications include:

I know God takes care of me.

I know God hears my pastor's prayers.

I know God has power. I will be good.

I will follow God. I will obey God.

I listen to my pastor. I will trust God.

I will give to God. I will seek God.

I will do what the Bible says.

I will keep God's Word. I love God.

RELATE AND RECEIVE

Access Prior Experience: Love

Engage students in a conversation about people they love. Note that toddlers know more about love and showing love than they are able to eloquently express. To them, actions speak louder than words. Ask who gives them hugs, smiles at them, reads bedtime stories to them, cooks food for them, brings them to church, and prays for them.

God loves you, and He puts lots of different people in your life to love you. God put me in your life, and I love you. God put all these friends in your class, and your friends love you. Take a moment and give hugs to all students. Let them give hugs to one another too.

Bible Lesson: God's Kingdom

God loves us and He loves when we read the Bible. We read a lot of different Bible stories this summer. Let's see if you remember them.

Unit 1: Elijah

Lesson 1: Select students to play the widow woman (wears shawl and holds bowl of muffin bites), her son (wears baseball cap), and Elisha (wears coat). **The widow woman and her son were hungry. They only had supplies for one cake, but the preacher Elijah asked her to give him the cake. Did the widow obey the preacher? . . . Yes.** Direct Elijah to take a bite from the bowl. **God honored the woman's obedience and made sure she had enough food for herself and her son too.** Let all students take a muffin bite from the bowl.

Lesson 2: One day the son became sick. Instruct son to lay down. **His mother remembered that God listened to Elijah's prayers, so she asked Elijah to pray.** Have Elijah lay hands on the boy and pray. **Did God answer the preacher's prayer? . . . Yes.** Direct the boy to sit up. Have students lift their hands and say, "Thank You, Jesus." The widow and son may rejoin the class.

Lesson 3: Select a student to play King Ahab (royal robe). **Elijah served the one true God. Say, "One true God." King Ahab did not serve God. Tell King Ahab, "That's bad." Elijah asked God to show all the prophets of Baal that the one true God has all the power. What did God send from the sky to show He has all the power? . . . Fire. Say, "God has all power."**

Lesson 4: **King Ahab still did not do what God wanted. He was not nice. Show the grapes. He wanted to take away someone else's things. Tell King Ahab, "That's bad." Ahab thought no one would know the mean things he did. Did God see? . . . Yes. Say, "God sees everything."**

Customize the review by only acting out the stories you want to cover or by stopping the review any time students' attention spans require it.

Unit 2: *Elisha*

Lesson 5: Select students to play Elijah (coat) and Elisha (coat). **Elijah taught Elisha about God. Elisha wanted to know more about God, so Elisha followed Elijah and saw when he went to Heaven. What fell down from the sky when Elijah went to Heaven? . . . His coat.** Have Elijah take off his coat and give it to Elisha. **Elisha had a double portion of God's Spirit. Say, "I want more of God."** Elijah may sit down.

Lesson 6: Select a student to be the widow woman (shawl and oil bottle) and her sons (baseball caps and empty bottles). **The widow woman and her sons were hungry, but they had no money for food. Elisha told the woman to gather empty bottles and then get her little bottle of oil and start filling the empty bottles.** Have the woman and sons act like they are filling the bottles (without opening the oil bottle lid). **She obeyed the preacher. What happened to all the empty bottles? . . . God filled them. Say, "God took care of them."** The woman and sons may sit down.

Lesson 7: Select a student to be Naaman (red stickers). **Naaman was sick with leprosy. He had sores all over his body. Elisha told Naaman that God would heal him if he would wash in the Jordan River seven times. Naaman obeyed the preacher's instructions.** Have students help you raise the brown tablecloth over Naaman seven times. **What happened to Naaman's sores? . . . They went away. Say, "God healed him."** Elisha may sit down.

Lesson 8: Select four students to be lepers (red stickers). **God saw His people trapped in a city surrounded by a big army. Four lepers decided to sneak into the enemy's camp to find food.** Have students act like they are sneaking around the room searching for food. **Did they find food? . . . Yes.** Give the lepers a bowl of crackers. **God sent the army away, and everyone ate until they were full.** Have the lepers distribute crackers to students. Elisha and lepers may be seated.

Unit 3: *Exile*

Lesson 9: Select a student to be King Joash (royal robe and basket). Give all other students play money. Toss some trash on the floor. **King Joash loved God and did not want God's house to be dirty. The people cleaned God's house.** Have some students pick up the trash and throw it away. **Then the people gave money to fix God's house.** Give students money to put in the basket. **God blessed the people for giving. What is God's house? . . . The church. Say, "I love my church."**

Lesson 10: Have Joash give the royal robe to another student to play King Uzziah. Give all other students toy soldiers. **King Uzziah loved God and God's people and God's animals. To protect the people, he built tall towers and put soldiers all around.** Give Uzziah blocks to build a tower and have students place toy soldiers around it. **Was God happy that King Uzziah loved His people? . . . Yes.**

Lesson 11: Have Uzziah give the royal robe to another student to play King Josiah. **King Josiah found a special book when he cleaned God's house. What book did he find? . . . The Bible.** Give Josiah a Bible and have him pretend to read it. **Josiah read the Book and found out they were not doing what the Bible said. Say, "That's not good."** God was not happy and said people would be in trouble if they did not obey. The people promised to obey the Bible. Say, "I obey the Bible."

Lesson 12: Have Josiah give the royal robe to another student to play King Nebuchadnezzar. **King Nebuchadnezzar was a mean king. He did not love God. God warned the people they would be in trouble if they did not obey the Bible, but they didn't listen to God or the preacher. Say, "Oh no."** King Nebuchadnezzar's army destroyed the town. Have students fall on the ground. **But God still loved His people, even though they disobeyed.** Have students sit up and say, "God always loves me."

APPLY AND ACT

Life Application: I love God.

Distribute activity papers. On the back page, show the second letter of the day: **I**. **The letter I is for “I love God.”** Have students point to their papers as they recite the Life Application. Assist them in using glue to “write” the letter **I** inside the letter on their pages. Then students tear and wad small pieces of tissue paper to stick to their letters. Repeat this for the heart and the letters in the word **God**. Then set papers aside to dry.

Prayer: I Love Jesus

God loves us. Let’s thank Him for His love and tell Him we love Him too. Have students repeat your prayer.

**Thank You, Jesus . . . for loving me . . . and for people . . . who love me.
Help me always . . . love You.
In Jesus’ name, amen.**

If you mean that, lift your hands and worship Jesus. Say, “I love You, Jesus.”

Snack Break: / Is for Ice Cream

Have students prepare for and pray over snack. Teach students the ice cream chant:

I scream; you scream; we all scream for ice cream.

Scream if you love ice cream. Scream if you love God. Scream if God loves you.

Distribute ice cream and spoons. Offer sprinkles.

★ As students eat, ask them how they know God loves them and why they love God.

Home Connection

- There is no calendar or devotion this week. Send home attendance and memory charts.
- Consider getting together with teachers from other classes and putting together a PowerPoint containing photos of all the fun students had this quarter. Post it on social media (with parents’ permission) or show it to your congregation.
- As you decorate for the next quarter, share your photos with parents on social media. Ask them to share the photos with their children to get them excited for next week’s class. (Also share the photos with us at “Word Aflame Toddler Curriculum Teachers.”)

EXPANDED (designed to supplement a teaching period over 45 minutes)

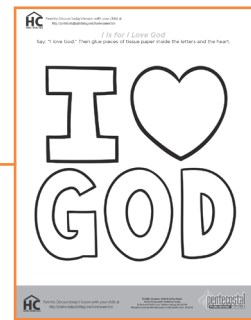
WORSHIP AND THE WORD

Worship

Sing favorite songs from the quarter. Let students select instruments and worship exuberantly. As you collect the instruments, ask each student: **Do you love God? . . . Me too.**

Memory Work

For each unit’s Bible Verse and Bible Words, select a different helper to hold the teddy bear. Have the helper use the bear to teach the memory work to the other students. Rather than repeating the teacher, students will repeat the bear. Assist as needed.



There is no sticker spot for today’s lesson. Students may take their memory charts (TRP) home today. Be sure to tell parents what a good job their children did learning God’s Word.

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

REINFORCE AND REVIEW

Option 1: Free-Play Role-Play

Show students all the costumes, props, and pictures from the quarter. Encourage them to dress up and act out the stories or just play as the Bible characters. Do not direct their play; however, provide them with names and ideas for interactions.

Option 2: Tent Time Story Time

Allow students to take turns “reading” their favorite books from the quarter. Let them create a tent and read inside of it.

Option 3: Alphabet Blocks

Present the alphabet blocks.

- Review letters.
- Recall Bible characters whose names begin with the letters (Ahab, Elijah, Huldah, Naboth, and so on) or particular key words from the stories (Bible, fire, grape garden, leprosy, oil, and so on).
- Have students count blocks to review numbers.

Allow students to build whatever they want. As they work, ask questions about what they are building. Without telling them what to build, offer suggestions based on the quarters’ Bible stories.

Option 4: Bible Art Coloring Book

Help students write their names on their coloring book cover pages 📄 (or scribble in the general area). Then let them color any of the Bible art coloring pages 🎨 they want.

★ As students work, ask simple questions (suggestions in the margins of each lesson) to reinforce the Bible stories in students’ minds.

Option 5: Hands-on Sand Review

Show students how to make different things from the sand:

- **The cake the widow woman made for Elisha** (make dirt balls)
- **Water wells King Uzziah dug for the animals** (make depressions in the sand)
- **The walls around the city** (pinch the sand together to form a ring)
- **The Jordan River** (drag fingers in a wiggly pattern through the sand)
- **God’s house** (make a sandcastle)