

1st Grade
Enjoying God's Gifts
by Cherie Noel

1st Grade: Enjoying God's Gifts

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Preface

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

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

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

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

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

Character qualities are brought to life by:

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

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

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

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

Cherie Noel

Elementary Curriculum Goals And Objectives

1. Elementary students will study the entire Word of God for themselves.
 - *K-4: Exploring God's Love.* Preschoolers will discover God's love from the wonders of Creation to the resurrection of Jesus Christ. Scripture memory helps to reinforce basic doctrinal truths.
 - *K-5: Learning About God.* By studying the lives of the major characters throughout the entire Bible, kindergarteners will learn about God's work and His character. Suggested activities help children understand and apply these Bible truths.
 - *Grade 1: Enjoying God's Gifts.* First graders will explore the many gifts of love that God has given to us, focusing on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care.
 - *Grade 2: Finding God's Promises.* Studying the life of Moses in the Book of Exodus, students will discover and examine God's promises. They will see that both the Israelites and Moses experienced victory and hardship while learning about God.
 - *Grade 3: Growing With God.* Third grade students will delve into the lives of Joseph in the Book of Genesis, and Daniel in the Book of Daniel, noting God's providence.
 - *Grade 4: Building Life Castles.* This study engages students in the life of Christ from the Gospels and presents a study of the Holy Spirit from the Gospels, Acts, and the Epistles. By also studying Paul's epistles and the life of Paul from Acts, students will examine how to develop Christian character.
 - *Grade 5: Possessing The Land.* Surveying the Old Testament, students will see a pattern of God's work among His people as He displays His unchanging character.
 - *Grade 6: Winning The Race.* Drawing from the entire Word of God, sixth grade students will learn how God's principles personally affect their lives. Students will study characters in the Old and New Testaments, as well as the life of Christ and an overview of the Book of Revelation.
2. Young people will learn that they can find answers in the Word of God for themselves.
3. Our Bible curriculum recognizes the various levels and types of thinking skills necessary to develop the minds of young people. Lesson questions are therefore designed to focus on a variety of thought processes including...
 - *Knowledge*—learning factual knowledge
 - *Comprehension*—understanding concepts and ideas; seeing sequential patterns
 - *Discernment*—discerning truth based on facts and concepts
 - *Application*—using information learned; applying knowledge gained to personal life
 - *Analyzing*—analyzing information and knowledge from various viewpoints
 - *Evaluation*—drawing conclusions; interpreting values to form personal decisions and supporting these decisions
4. Scriptures are used as a study guide for the following purposes:
 - To study the history of God's dealings with mankind
 - To understand how God thinks
 - To analyze the lives of Bible characters for personal examples of how God deals with individuals
 - To study a variety of Bible topics

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

Effective Teaching Strategies

Classroom Atmosphere

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

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

Emphasis On Study Skills

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

1. Lesson questions are designed to focus on a variety of thought processes including...
 - ***Knowledge***—mastering factual information
 - ***Comprehension***—understanding concepts and ideas; seeing sequential patterns
 - ***Discernment***—identifying truth based on facts and concepts
 - ***Application***—using information learned; integrating knowledge gained to personal life
 - ***Analyzing***—considering information and knowledge from various viewpoints
 - ***Evaluation***—drawing conclusions; interpreting values to form personal decisions
2. To help your students learn to think on these different levels, it is important that the following attitudes be prevalent in your classroom:

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

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

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

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

Note:

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

Character Trait Activities

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

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

Life Application Sections

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

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

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

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

Vocabulary

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

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

Weekly Lesson Plans

5-Day Week

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

4-Day Week

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

3-Day Week

| | |
|-------------------|--|
| Day One: | <ul style="list-style-type: none">• Introduce Scripture memory verses.• Introduce vocabulary words.• Introduce lesson and allow students to work on assigned material. (Evaluate which material you will focus on during the week, and leave the remainder for extra-credit work.) |
| Day Two: | <ul style="list-style-type: none">• Drill Scripture memory verses.• Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered. |
| Day Three: | <ul style="list-style-type: none">• Discuss the character trait and apply it to concepts learned during week.• Check Scripture memory report sheets. |

- If there is too much material for the class as a whole or for the amount of time available, simply decide what you feel is important to cover. Allow stronger students to complete the other work during free time or as extra credit.
- Hymns and choruses can be introduced and used at other times during the day such as before lunchtime or before going home. It will probably be best to tell the story behind the hymn the first day it is introduced.
- If time is not available during Bible class, use character trait activities during composition or art periods.

Scripture Memory Program

Goals and Objectives

- To provide a cyclical Scripture memory program so that verses are memorized at least twice during the elementary years
- To design the Scripture memory program so that families will be concentrating on only one set of verses each week
- To help students memorize passages of Scripture in context rather than isolated verses taken out of context
- To select a small section of Scripture that can be easily memorized each week without diminishing the importance of Scripture memorization programs used within the local church
- To have parents listen to their children quote Scripture in order to involve the home in the spiritual training of the child
- To use Scripture that is easily related to the everyday lives of the students and to spend the necessary time to make these verses “come alive” to the students

How To Use The Program

1. Each student has a copy of the Scripture memorization report sheet in the student’s manual. This is to be kept at home and brought to school once a week with the parent’s signature to indicate to the teacher that the verses have been memorized by the student. (This form is provided in both the teacher’s and student’s manuals. You may use the form in their books or make a copy of it.)

2. Each week in class, spend time discussing the meaning of the verses that are assigned for that week. This is of the utmost importance if your Scripture memory program is to be a success. It would be easy to leave the Scripture memorization in the hands of the students, but this would not fulfill all the goals of this program. These Scriptures need to be adequately discussed, and life applications need to be made.
3. As you drill the verses each week, continue to drill and review verses from the passages that were learned in previous weeks. We want these verses to become a part of your students' lives so that the principles contained in them will not be forgotten.
4. Have your students quote their verses to their parents at home. (Perhaps other arrangements might need to be made for some of your students whose parents may not wish to participate in such a program.) This accomplishes two purposes: (1) valuable class time is not spent by your having to listen to each student quote his or her verses, and (2) the parents become involved in the spiritual training of the child.
5. Notice that review weeks are provided during which the entire passage that has previously been learned can be thoroughly reviewed and quoted as a whole. If your students are drilled on the verses week by week, quoting the entire passage during this review week will be easy for most of them.
6. The danger in any Scripture memory program is that the children memorize words only to meet a deadline and then move on to the next group of words. We should make sure that these Scripture verses become more than just words to our students and then do all we can to see that they understand their true meaning and make them an integral part of their everyday lives. Design a system that rewards students who demonstrate that they have truly memorized all the Scripture for the year.

Scripture Memory Options

Six sets of Scripture memory programs are included in this curriculum. These sets may be used in one of two ways according to what you think is appropriate for your school.

1. Option 1

Every year the Scripture memory programs would be the same for each grade.

- Grade 1—*Enjoying God's Gifts* Scripture memory program
- Grade 2—*Finding God's Promises* Scripture memory program
- Grade 3—*Growing With God* Scripture memory program
- Grade 4—*Building Life Castles* Scripture memory program
- Grade 5—*Possessing The Land* Scripture memory program
- Grade 6—*Winning The Race* Scripture memory program

The advantage to this option is that you would be using the Scripture memory programs exactly as they are outlined in the student's manual.

2. Option 2

- Year 1
 - Grades 1-3—*Enjoying God's Gifts* Scripture memory program
 - Grades 4-6—*Building Life Castles* Scripture memory program
- Year 2
 - Grades 1-3—*Finding God's Promises* Scripture memory program
 - Grades 4-6—*Possessing The Land* Scripture memory program
- Year 3
 - Grades 1-3—*Growing With God* Scripture memory program
 - Grades 4-6—*Winning The Race* Scripture memory program

The advantage of this option is that the parents would be able to work with their children on the same Scripture memory program even if the children were in different grades. (The passages for students in grades 1-3 and 4-6 would be similar except that the students in grades 1-3 would be memorizing fewer verses.) Also, with the entire elementary school memorizing verses from the same passages, these passages could be reinforced by the weekly chapel programs. Thus it would serve to coordinate the Scripture memory programs for all elementary grades. On the following pages, we have provided the Scripture memory forms for all three grades of your level in case you decide to choose this option.

Before you choose this option, please be aware that the Scripture memory program for grade 1 is related to the lessons in that study and also includes shorter, simpler verses. If you choose option two, then the year you use the grade 1 Scripture memory program for grades 1-3 you may wish to use the program as is for grade 1 but make some adjustments in the program for grades 2 and 3 to make it more challenging for them.

Enjoying God's Gifts Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|----------------------|----------|-----------|
| 1 | Gen. 1:1 | | |
| 2 | Gen. 1:31a | | |
| 3 | Eph. 6:1 | | |
| 4 | Eph. 6:2 | | |
| 5 | Eph. 6:1-2 | | |
| 6 | Eph. 6:1-3 | | |
| 7 | Gen. 9:11c | | |
| 8 | Gen. 12:2a | | |
| 9 | Gen. 28:15b | | |
| 10 | Review | | |
| 11 | Prov. 3:5 | | |
| 12 | Prov. 3:6 | | |
| 13 | Prov. 3:5-6 | | |
| 14 | Luke 1:49 | | |
| 15 | Luke 2:7 | | |
| 16 | Luke 2:11 | | |
| 17 | Luke 2:52 | | |
| 18 | Review | | |
| 19 | Matt. 4:19 | | |
| 20 | Luke 18:16 | | |
| 21 | Eph. 4:32 | | |
| 22 | Matt. 14:27b | | |
| 23 | Mark 10:52a | | |
| 24 | John 10:11 | | |
| 25 | John 3:16 | | |
| 26 | Review | | |
| 27 | Psalms 23:1 | | |
| 28 | Psalms 23:2 | | |
| 29 | Psalms 23:3 | | |
| 30 | Psalms 23:1-3 | | |
| 31 | Psalms 23:4 | | |
| 32 | Psalms 23:5 | | |
| 33 | Psalms 23:6 | | |
| 34 | Psalms 23:4-6 | | |
| 35 | Psalms 23:1-6 | | |

Finding God's Promises Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|------------------------|----------|-----------|
| 1 | Eph. 6:11 | | |
| 2 | Eph. 6:12 | | |
| 3 | Eph. 6:11-12 | | |
| 4 | Eph. 6:13 | | |
| 5 | Eph. 6:14 | | |
| 6 | Eph. 6:15 | | |
| 7 | Eph. 6:16 | | |
| 8 | Eph. 6:17 | | |
| 9 | Eph. 6:13-17 | | |
| 10 | Eph. 6:18 | | |
| 11 | Eph. 6:19 | | |
| 12 | Eph. 6:20 | | |
| 13 | Eph. 6:18-20 | | |
| 14 | Psalm 119:9 | | |
| 15 | Psalm 119:10 | | |
| 16 | Psalm 119:11 | | |
| 17 | Psalm 119:12 | | |
| 18 | Psalm 119:9-12 | | |
| 19 | Psalm 119:13 | | |
| 20 | Psalm 119:14 | | |
| 21 | Psalm 119:15 | | |
| 22 | Psalm 119:16 | | |
| 23 | Psalm 119:13-16 | | |
| 24 | Psalm 119:9-16 | | |
| 25 | 1 John 4:7 | | |
| 26 | 1 John 4:8 | | |
| 27 | 1 John 4:7-8 | | |
| 28 | 1 John 4:9 | | |
| 29 | 1 John 4:10 | | |
| 30 | 1 John 4:9-10 | | |
| 31 | 1 John 4:7-10 | | |
| 32 | 1 John 4:11 | | |
| 33 | 1 John 4:12 | | |
| 34 | 1 John 4:13-14 | | |
| 35 | 1 John 4:11-14 | | |

Growing With God Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

| Week | Scripture | Due Date | Signature |
|------|------------------------|----------|-----------|
| 1 | Matt. 5:1-2 | | |
| 2 | Matt. 5:3-4 | | |
| 3 | Matt. 5:5-6 | | |
| 4 | Matt. 5:1-6 | | |
| 5 | Matt. 5:7-8 | | |
| 6 | Matt. 5:9-10 | | |
| 7 | Matt. 5:11-12 | | |
| 8 | Matt. 5:7-12 | | |
| 9 | Matt. 5:1-12 | | |
| 10 | Prov. 3:1-2 | | |
| 11 | Prov. 3:3-4 | | |
| 12 | Prov. 3:1-4 | | |
| 13 | Prov. 3:5-6 | | |
| 14 | Prov. 3:7-8 | | |
| 15 | Prov. 3:9-10 | | |
| 16 | Prov. 3:5-10 | | |
| 17 | 1 Thes. 4:13 | | |
| 18 | 1 Thes. 4:14 | | |
| 19 | 1 Thes. 4:15 | | |
| 20 | 1 Thes. 4:16-17 | | |
| 21 | 1 Thes. 4:18 | | |
| 22 | 1 Thes. 4:13-18 | | |
| 23 | James 1:1 | | |
| 24 | James 1:2-3 | | |
| 25 | James 1:4 | | |
| 26 | James 1:5 | | |
| 27 | James 1:6 | | |
| 28 | James 1:1-6 | | |
| 29 | John 14:1 | | |
| 30 | John 14:2 | | |
| 31 | John 14:3 | | |
| 32 | John 14:4 | | |
| 33 | John 14:5 | | |
| 34 | John 14:6-7 | | |
| 35 | John 14:1-7 | | |

Music Curriculum

The purpose of having an outline for music is to make sure students learn a variety of songs and that new music is continually being introduced to our students. It is good that students continue to sing songs with which they are very familiar, but we also believe it is important that they begin to learn the traditional hymns of the faith.

We introduce one hymn a month for our students to learn. (In grades one and two, some hymns are studied for two months.) Al Smith's *Treasury of Hymn Histories* is the source we use because the background of the hymn and often the writer is presented. This background information will make the meaning of the song even more significant to you and your students. Introduce the hymn by reading its story from *Hymn Histories* at the beginning of the month. Then go over the meaning of the words to the song, perhaps even having your class look up some of the words in a dictionary. Then decide how many verses of the hymn you will encourage your students to memorize.

In addition to the monthly hymn, two choruses are introduced each month. The only month in which a hymn is not suggested is December since it is usually given over to Christmas music. Children should spend time each month singing favorite choruses they already know and continuing to review choruses learned earlier in the year. The new choruses should also be introduced and memorized. Two new choruses should be the maximum number introduced each month, and you may find that you only need to introduce one. The important thing to remember is the need to continually introduce new choruses to your students in a systematic fashion. Chorus lyrics may be found at the back of the Teacher's Manual (grades 1–6) and Student Manual (grades 2–6). You can listen to the musical version of these choruses on the accompanying music CD (available for purchase separately), or by finding your own music online.

The following book is needed for this music curriculum. It may be ordered through Positive Action for Christ, P.O. Box 700, Whitakers, NC 27802-1948.

Smith, Alfred B. *Treasury of Hymn Histories*. Greenville, South Carolina: Better Music Publications, 1985.

First Grade Music Curriculum

| Month | Hymn (From <i>Hymn Histories</i>) | Choruses |
|------------------|--------------------------------------|---|
| September | "Jesus Loves Me," p. 100 | "This Little Light Of Mine" "Oh, Be Careful" |
| October | "Jesus Loves Me," p. 100 | "Two Little Eyes" "The Wonder Song" |
| November | "Tell Me The Old, Old Story," p. 145 | "Sing And Be Happy" "The B-I-B-L-E" |
| December | Sing Christmas Carols | "Away In A Manger" |
| January | "God Will Take Care Of You," p. 222 | "Oh! Say But I'm Glad" "This Is God's House" |
| February | "God Will Take Care Of You," p. 222 | "Zacchaeus Was A Very Little Man" "Jesus Loves The Little Ones" |
| March | "The Sweet Story Of Old," p. 277 | "Jesus Can Keep Little Children" "Climb, Climb Up Sunshine Mountain" |
| April | "The Sweet Story Of Old," p. 277 | "Round And Round Went David's Sling" "The Book We Love" |
| May | Review four hymns already learned | "Something To Sing About" "One Door And Only One" |

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Unit One

God's Gift: The World

The Story Of creation

Lesson 1: Day And Night

Scripture Memory: Genesis 1:1

Hymn: Jesus Loves Me, p. 100 (HH)

Chorus: This Little Light Of Mine

Vocabulary

Create: to make something out of nothing

Beginning: the first or start of something

Order: doing things in the proper time and way

Creation: all the things God has made

Target Truths

- God is the Creator of all things.
- Before the earth was created, there was nothing but God.
- Jesus Christ is God.
- Creation is a result of God's orderly planning.
- There is an order to the way God does things.
- God made all things before He made people.
- God made all things for us to enjoy.

Bible Story

Note to the teacher: The “Bible Story” section in each lesson is a brief summary of the basic facts contained in the Scripture passage(s) for that lesson. This is not intended to be read to the students as a story. Instead, it is meant to help you focus on the important facts of the story so that you can then present it in your own words to your students.

Part One: Genesis 1:1

Way back in the beginning, long, long ago there was not an earth, and there was no heaven. There were no people. There were no great hills or tall mountains. There were no flowers or trees. There were no lakes or rivers. There were no dogs or cats or bears or birds. There were no fish. There was not even a sun or a moon. You could not see anything. There was nothing to see. (To illustrate this point, you may wish to cover your flannelgraph board or a piece of cardboard with black paper. Place flannelgraph pictures or pictures from magazines on your board to represent the things mentioned here—people, mountains, trees, rivers and animals. Then remove each picture as you mention that that particular thing did not exist “in the beginning.” Keep removing pictures until you are left with the black paper, which represents nothingness.)

Long, long ago there was nothing. There was nothing, that is, except God. God has always lived. God has always been.

But God had a wonderful plan. He wanted to make a world out of nothing. The earth and everything in it did not begin by itself. God planned and made all the things on the earth.

Discussion Questions:

Why was it dark all the time in the beginning? Who is the only one who has always lived? What was God's wonderful plan? What word means “to make something out of nothing”?

Part Two: Genesis 1:2-5

God had a great and wonderful plan. He planned to make people to enjoy. But before He could make people, He had to make a place for them to live. Since there was only darkness, God had many things He wanted to make. He made all the things on the earth before He made people to live here. He made all the things on the earth for us to enjoy.

God does everything in a proper order. He had a plan to make the earth and all things on it. The Bible says that God made all things in six days. Each day He made something new for the earth. God wanted the earth to be a beautiful place for His people. Now we will learn the order God used to make the earth.

Remember that at first the earth was dark all the time. Then God said, “Let there be light, and there was light.” Now there were darkness and light. God called the light “day.” Now there would be a time to run and play and work. He called the darkness “night.” There would now be a dark and quiet time to rest. God did this on the first day of creation.

Discussion Questions:

How many days did God take to make all things? For whom did God make all things? What word means that God planned to do things at a proper time? What did God make the first day?

Teaching Strategy

The lessons for the first few weeks cover the story of creation. Before the first story is read, write the vocabulary words on the board. Have students pronounce them after you, and then discuss their meanings. Go over the meaning of the phrase “in the beginning.” Write the phrase on the board. Explain that these are the first words of the Bible. Have the children open their Bibles to the Book of Genesis. (You may need to go very slowly at first because some of your students may not be accustomed to holding a Bible or locating things in it. Also, if some of your students are not able to read some of the words you write on the board, you may need to spend extra time helping them with the letters and pronunciations of these words.) Write “Genesis” on the board, and say that this word means “beginnings.” Have them find the first three words in the Bible and say them together. These words teach us that there is a beginning to everything except God. God has always been. God made everything that has been made.

Next, explain the meaning of the word “create.” “Create” means to make something out of nothing. Discuss various ideas concerning this. For example, a chair is made out of wood, glue, and nails. A picture is made with paper, colors, and paints. But God had nothing to use because there was nothing. God made all things out of nothing. Only God can do that.

Your students need to understand two basic principles. The first principle is the concept of what “in the beginning” means. The second principle is that God was the only one who existed “in the beginning.” Continually remind students that before the earth was made, God was alone. There was no one and nothing else.

We have learned that God was alone in the beginning. There was no heaven and no earth. There was only God. Write “God” on the board. The Bible also teaches that Jesus lived “in the beginning.” This means that Jesus is God. Jesus is one of the three persons of God. The other persons are the Father and the Holy Spirit. Write “Jesus” beside God and draw a circle around both names. Jesus and God were together. Emphasize finally the fact that they planned the earth and all things on the earth.

Begin an ongoing bulletin board for the seven days of creation. As we study each day of creation, add a picture or pictures showing what God made that day. An outline of the days is given below for reference.



God's Gifts Of Creation

| | |
|--------------------|-------------------------------------|
| First Day | Light Day and night |
| Second Day | Sky and clouds |
| Third Day | Bodies of water Plants and trees |
| Fourth Day | Sun, moon and stars |
| Fifth Day | Birds and fish |
| Sixth Day | Animals and people |
| Seventh Day | God rested |

Review with your students that the first book of the Bible is Genesis. Have them turn there. Then have them find the first chapter. Explain that this is where we learn how God made the world. Finally, have students find Genesis 1:3, and read the verse to them. Little by little we will help students to learn to find things in the Word of God for themselves. Now, have students complete the exercise on Genesis 1:3, filling in the Bible verse with the correct words.



Read the story, "A Small Light." Tell your students that since God created light first, light is very important to God. Write this word on the board prominently. Then tell students that in the Bible, Jesus is called the light of the world. Tell them that when Jesus saves us, He brings His light to shine through us. Show them how a light shines through a lampshade as an example of how God wants to shine through them. This story teaches this principle. After reading the story, have students explain ways in which they can let their lives shine for Jesus. Give them one or two examples to help them begin thinking, and then let them share from their own experiences.

When God made light, He also made day and night. This is the plan and order for our lives. He made day and night so we would have a time to work and play, and so we would also have a time to rest. If time allows, have your students draw a picture of something they do during the day and another of something they do during the night.

Next, instruct your students to complete the exercise on the second page of the student's lesson, labeling each picture with the correct word. Help those who may have trouble reading the words. The emphasis of this activity is to show them that none of these things existed in the beginning. Only God existed before time began.

A Small Light

Scripture: Matthew 5:13-16

Kyle and Melissa watched from the window as lightning streaked across the sky. An extra-brilliant flash seemed to pierce the sky in two. This was followed by a loud crash of thunder. Suddenly, it was pitch dark in the house.

"What happened?" cried Kyle, stumbling over a footstool in the dark.

"Oh, it's so dark!" Melissa exclaimed. Then she called, "Mom, please come here!"

Mom came into the room with a lighted candle. "The lightning must have knocked the electricity out," she said. "We'll have to see by candlelight for a while—just like we used to."

“It’s surprising how much light that one little flame gives,” Melissa said as they sat watching the flickering light in the otherwise dark room.

Kyle was quiet, then blurted out, “We are the light of the world.” He grinned as he added, “My Sunday school verse just popped into my mind because of that candle!”

Melissa nodded. “Our teacher said that if we’ve trusted Jesus as Savior, we are becoming more like Him. When we do things that please Him, others see Jesus in us so they have light to see Him.”

“I always figured that the little bit I could do didn’t amount to much,” added Kyle. “For the first time, I think I know what a lot of difference one small light can make.”

“Yeah,” agreed Melissa. “Our lives can be lights so the world can see Jesus, just like this candle is a light for us to see things here.”

Just then the lights came back on. “I’m glad to have electricity again, but I’ll remember what I learned tonight from the candle,” said Kyle.

How About You?

Do you feel as though there’s not much you can do to let your light shine for Jesus? That isn’t true! Obeying parents and teachers, being kind, showing love, forgiving others, and being patient are just some of the many ways to let your light shine. Anything you are able to do for Jesus is worthwhile.

Character Trait Activities

Creativity

Definition: To be able to make something new and different

1. Have your children do an art project. Give each of them seven different colored crayons to use in drawing a picture. Tell them to use these seven colors to make a beautifully designed picture. Then have them share these with the rest of the class. Emphasize the differences in the designs made and the way each child uses colors creatively.
2. Have each of the students create a card to give to someone in the class that they do not know well. Have them “create” the card’s design and color. Have them copy a short phrase inside such as “God bless you.” They can write their names and give it to their new friends.

Orderliness

Definition: Having a proper time and place for everything

1. Use the following list to teach that we must remember to do things in a correct order. Discuss and list the things that must be done before school. Then have students decide the best order to do these things, and organize a chart using pictures to show this order.
 - Get dressed
 - Eat breakfast
 - Pick up room
 - Make bed
 - Brush teeth
 - Wash face
 - Comb hair
2. Similar lists can be completed for household chores or what must be done before going to bed. Whatever you use, emphasize the fact that it is best to know what we are to do and to do these things in an order so everything gets done.

Lesson One

Day And Night



Use these words from Genesis 1:3 to fill in the blanks.
This is what God made on the first day.

God

light



God said, "Let there be **light**,"
and there was **light**.

Use these words to label the pictures.
These are things that were not here in the beginning.

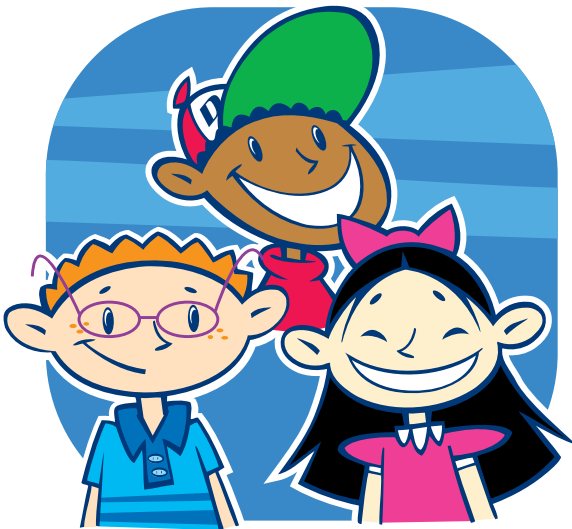
people **animals** **flowers** **rivers**



flowers



animals



people



rivers

Lesson 2: Sky, Plants, Sun, Moon, And Stars

Scripture Memory: Genesis 1:31a

Hymn: Jesus Loves Me, p. 100

Chorus: This Little Light Of Mine

Vocabulary

World: the earth we live on

Firmament/Expanse: the Bible word that means sky

Target Truths

- God made the earth ready for people.
- After God saw what He had created, He said that it was “good.”
- We need to remember to thank God for all He created for us.

Bible Story

Part One: Genesis 1:6-13

Making light was only the first thing God did to make the world. Now He was ready to make something more on the second day.

On the second day of creation, God caused something new to happen to the earth. He made the sky, and He formed the clouds in the sky. In the Bible this is called “the firmament” or “expanse.”

God had made the sky, but the earth was covered with water. God wanted to make the earth ready for man to live on so He put the water in special places on the third day. The water did not cover all the earth any longer. Now, there were oceans and lakes and rivers.

When God put the water in special places, He made land at the same time. This is when the hills and mountains and all the land we walk on was made. On the third day, God also made the plants to grow on the land. He made the green grass and all the beautiful flowers. God formed the trees and made fruit to grow on many of them. He made other plants to grow food too. Now the earth had corn, beans, tomatoes, watermelons, and all the other foods we eat. Think how beautiful the earth looked after the third day. God had given color to the earth by adding the plants and trees and flowers. When God looked at all He had made and saw how beautiful everything was, He smiled and said, “It is good.”

But God was still not finished. There was more to be done to make the earth ready for people.

Discussion Questions:

What did God make for the sky? What did He make on the earth? How did God put colors on the earth? What did God say at the end of the third day?

Part Two: Genesis 1:14-19

Let’s remember what God has done so far. On the first day, God made light come from the darkness. On the second day, He made the sky and the clouds. Then the third day came. On this day, God made the earth so beautiful with all the hills and grass and fields and trees and flowers. The earth was now very beautiful.

But God wanted to make the earth even more beautiful. So on the fourth day, God made the sun, the moon, and all the stars to shine and give special lights for the earth.

He made the sun to give us light and heat. The sun also helps the plants, trees, and flowers grow. Without the sun, nothing could grow on the earth.

The moon and stars were also a part of God's plan. God placed these in the sky to give softer light for the night. God saw the sun, moon, and stars. He saw the clouds in the sky. When God saw all that He had made, He said, "It is good."

Each morning when you see the sun and each evening when you see the moon and stars, remember to thank God for all the beautiful things He created for you to enjoy.

Discussion Questions:

What did God make on the first day? on the second day? on the third day? on the fourth day? Why did God make the sun? What did God say when He saw what He had made? What should we remember to do when we see all the things God made?

Teaching Strategy

Add the following to the bulletin board: (1) clouds for the second day; (2) land and water, hills, mountains, trees, flowers, fruit, etc. for the third day; (3) sun, moon, and stars for the fourth day.

Have students complete the first exercise by labeling some things that God made on the third day and then coloring the pictures.

Write the word "order" on the board. Discuss that when God made the world, He had a plan that He followed. Read the story "Close Call For Cotton," which teaches that everything needs to be done in a proper time.

Remind your students that God made the sky and clouds. For the section, "God's Beautiful World," go over the directions, showing what needs to be drawn to complete the picture. Remind them that when God made these things, He also brought colors into the world. Tell them to make their pictures of God's world as beautiful as possible.

"God's Gift: Four Seasons" shows another aspect of having the sun and moon. With the sun and moon, God made different seasons. We can enjoy spring, summer, fall, and winter. We can see the changes of the seasons in many ways.

Talk about the way leaves are made. In the spring and summer, they are bright and green. But during the fall, God planned for their colors to change. Have students bring in a variety of leaves. Have them notice the variety of colors in the leaves as they begin to change colors. Also have them notice the differences in the patterns of the leaves. For an art project, have students find at least three different types of leaves with three different patterns. Have them trace around the patterns on a sheet of paper and then color them with fall colors.

Have students complete the section on the four seasons by writing the name of each season under the correct picture. Along with the seasons, weather changes are also a part of the earth. Have students make a chart that is a calendar for this month. On each day have students watch the weather and draw either a sun, clouds with rain, or a snowman to describe what the weather was like for that day.

Close Call For Cotton

Scripture: Luke 16:10-13

Josh raced into the house holding his white Angora rabbit in his arms. "Mom!" he called. "It's Cotton! I think he's going to die!" His pet was breathing heavily.



Josh's mother quickly telephoned the veterinarian and informed him of the emergency. The doctor said they should bring Cotton over immediately.

As they waited in the doctor's office, Josh's mind went over the instructions in his "Care for Rabbits" booklet. "Oh, Mom, I'm afraid it's my fault that Cotton is sick," he said in despair. "I didn't feed him and give him water every day. I thought it was a bother!"

Mom sympathetically wrapped her arm around her son. "Josh, the jobs we're responsible to do every day are important," she said. "We've talked about that before."

Just then Dr. Hirsch came out of the examining room with a smile on his face. "Cotton's going to be fine," he said. "He has a virus, and I've given him some medicine. He needs plenty of water—and a good friend to take care of him."

Josh jumped up out of his seat in excitement. "Thank you, Dr. Hirsch. I'll take very good care of him every day," he promised. He listened carefully to the instructions the doctor gave him.

As Josh and his mother started home, he turned to her with a sigh of relief. "Maybe Cotton wouldn't have gotten so sick if I had done a better job taking care of him," he said. "From now on, he gets fresh food and water every single day!"

"Good," nodded Mom. "I hope you see that it's important to do things on a daily schedule. Failing to do what we are supposed to do will show up more quickly in some areas than in others, but each daily task is important and should be done faithfully."

Josh nodded thoughtfully. "Whenever I feed Cotton, I'll remember that," he said.

How About You?

Do you get tired of making your bed each day? of doing the dishes? of taking out the trash? If you forget to read your Bible, do you think that won't hurt you? Daily tasks are very important. Make sure you remember to do the tasks you are supposed to do each day.

Character Trait Activities

Orderliness (continued from Lesson 1)

Definition: Having a proper time and place for everything

1. Discuss the importance of doing things in order at school. There is a time for Bible class, a time for reading, a time for recess, a time for lunch, and a time to rest. Go through the order of your day to show students that you have planned each day in an orderly way to follow God's example.
2. Discuss the need for orderly routines in order to get everything done. For example, have students explain what routines have been set to prepare for recess, for reading, and for lunch.
3. Discuss the need to have their desks in order. There is a proper place for books, pencils, and paper. Everything should be in its place in their desks. Have a system of rewards established for those who can learn to keep their desks in order at all times.

Thankfulness

Definition: Thanking God for what He has given us

Have students draw a picture that illustrates the meaning of this phrase: "Being thankful brings joy."

Lesson Two

Sky, PLANTS, Sun, Moon, And Stars

Label each picture with a word to tell what God made the third day.

hill

tree

lake

plant

flower



tree



plant



flower



lake

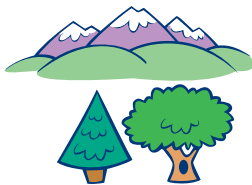


hill

God's Beautiful World



Make God's earth as beautiful as you can.
Finish the picture by drawing these things.



hills and mountains

a forest of trees



Sun and Sky

Grass and Flowers

God's Gift: Four Seasons

Label the seasons.

summer

winter

spring

fall



spring



summer



fall



winter

LESSON 3: God Makes Animals

Scripture Memory: Ephesians 6:1

Hymn: Jesus Loves Me, p. 100

Chorus: Oh, Be Careful

Target Truths

- God made all the animals before He made people.
- People are not animals.
- Everything God made has its own beauty and purpose.

Bible Story

Scripture: Genesis 1:20-25

We can see that God had a plan and an order for everything He did. He did not make animals or people until He had made grass, trees, fruit, and vegetables. Nothing happens by accident with God. Sometimes we do things by accident or without thinking, but God never does. He always has a plan and a purpose.

On the first day, God made the light. On the second day, He made the sky and clouds. On the third day, He made the dry land. On the land, He placed many, many beautiful things. He made the grass, the trees, the streams and valleys, and all the fruit and vegetables that we would need to live.

On the fourth day, God created our beautiful sun to shine in the daytime. He made the stars and the moon to shine at night. Each morning when you see the sun, and each evening when you see the moon and stars, remember to thank God for all the beautiful things He created for us to enjoy.

Then God commanded the water to be filled with living creatures and the sky to be filled with birds. Many kinds of fish began to live in the seas, lakes, and rivers. God made all the fish, both great and small. He made the frogs, the octopus, and the whales too. The waters were filled with many different kinds of living things. (Showing a book with pictures of these different kinds of animals would help keep your children's attention.)

God filled the sky with many kinds of winged birds. He made them with beautiful colors and with beautiful voices. Some were large and were made to walk on the ground. Other birds were made to fly, and these birds flew in the clouds and through the skies. This is what God did in the morning and evening of the fifth day.

God still had many other animals that He wanted to make before He made people, so on the sixth day, God made all the other animals. He made so many different kinds that we couldn't begin to imagine them all. He made the dogs and cats, as well as the cows, elephants, and tigers. He made the bees and butterflies too. God made every animal in the world. Now God's wonderful world had fish and birds and animals. He made so many different kinds, and each animal was different from all others. What a wonderful, beautiful world God made!

Discussion Questions:

What did God make on the fifth day? What did God make on the sixth day? Has God made people yet? Can you name some of the other animals God created on the sixth day? Why do you think God made the animals before He made people?

Teaching Strategy

Have students find and cut out pictures of birds and fish for the bulletin board to complete the fifth day and pictures of animals for part of the sixth day.

Read the story, “Good For Something,” to emphasize how important everything is that God made for our earth. Nothing was made by accident. God had a purpose for everything. God planned all things perfectly. Discuss also that everything God made has its own beauty. When we look at the spider’s web, we see a beautiful design and pattern. Take a nature walk, and have your students look for things that show how wise God was when He planned the world.

Read the story, “The Good Hiding Place,” to teach how God took care of every detail when He planned the earth and how animals would live on the earth. He planned for baby deer to be spotted to help them hide themselves; He planned for grown up deer to have no spots but to run swiftly. He planned for some insects to look like the plants they eat so they cannot be seen easily.

Have children cut out and bring in pictures of animals. See how many different varieties of animals they can find. Have them name all the animals they can. Teach them that insects, birds, and fish are all included as part of the animal family. See how many “new” animals they can find—ones that they have never seen before. Help them to learn the names of these animals as well. Display these pictures on a separate bulletin board. Have children draw pictures of animals to complete the picture on the first page of this lesson in their books.

Have your children find Genesis 1 in their Bibles. Ask them if they remember what “Genesis” means (beginnings). Have them read the last seven words of the following verses: Genesis 1:10, 12, 18, 21 and 25—“and God saw that it was good.” Emphasize that everything God does is always perfect and good.

The section on thankfulness emphasizes the character trait for the week. Teach students that they need to remember to be thankful for all God has given them because everything God made is for them to enjoy. Then have them complete the exercise in their books on thankfulness. The pictures will show what they are to write in the blanks. Have them complete the last sentence on their own and then share their answers with the class.

Good For Something

Scripture: Genesis 1:20-26

“I don’t like spiders, do you?” Ann asked her friend.

“Ugh! No, I hate them!” shuddered Christy. “They’re creepy looking.”

A spider had stretched its web across a section of fence in Ann’s back yard, and the girls had gone over to look at it. “The web sure is pretty, though,” observed Ann as they leaned closer. Each silvery strand of the beautifully constructed web connected to make a lacy pattern. Dew drops on the web sparkled in the morning sun.

“I wonder how the spider knows how to make a web like that,” Christy said.

“Since God made everything, He must have made spiders so they’d know how to make their webs,” answered Ann.

Just then an insect buzzed around their heads. When Ann swatted at it, the bug flew into the web. Quick as a wink, the spider dashed out from a corner of the web and wrapped silk around the insect until it was held fast.

“Wow! Did you see how fast that spider moved?” marveled Christy.

“Yeah—and it sure made quick work of that bug,” replied Ann. “Good thing, or the bug might have bitten us. Looks like spiders are good for something after all. Some bugs eat our garden plants, and some carry diseases. Every bug that’s caught by a spider is one that can’t hurt us.”

“I never thought of that before,” nodded Christy. “I guess God must have known we’d need spiders.”

How About You?

Have you ever thanked God for spiders? In their own quiet way, they are helping man every day. Stop and think how each creature fits into God’s creation. It will help you appreciate the greatness of God and all of His creation.

The Good Hiding Place

Scripture: Psalm 104:16-30

Michael stood at the window, watching a rabbit kick dirt with its strong hind legs. “I wonder what it’s doing?” thought Michael. “I’ll ask Scott when he gets home.” His older brother usually knew the answers to Michael’s many questions about nature. The rabbit, noticing movement at the window, suddenly sat still. After watching a while longer, Michael left the window, forgetting all about the rabbit.

When Michael was mowing the grass a few days later, he noticed a small bare spot with a little dried grass over it. It was where the rabbit had kicked up the grass and dirt. “Scott, look here,” he called.

When Scott came, he carefully lifted the dried grass, and Michael saw fur in a little hole. With a big smile on his face, Scott pulled out a handful of the fur. Peering into the hole, Michael saw four tiny rabbits. “So that’s why the rabbit was digging here!” Michael exclaimed. “The nest is called a form,” Scott explained. “The mother rabbit pulls fur from her chest so her babies will stay warm even when she’s not with them.” He carefully put the fur back over the baby rabbits and then covered everything with the dried grass so it looked just as it did before.

“I ran the lawn mower right over that spot and didn’t even see the nest...uh, I mean the form!” Michael was amazed. “How did the mother rabbit know how to make such a good hiding place for her babies?”

“God made His creatures in a wonderful way,” Scott said. “Each kind of animal has its own type of protection, each eats the kind of food God intended for it, and each cares for its young in just the way God planned. God’s wisdom is shown in all His creation.”

How About You?

What can you find today that shows how wonderfully God made the world? All around you are signs that He made the world in a very wise way. Each of His creatures has special habits, and each brings glory to God in its own way.

Character Trait Activity

Thankfulness (continued from Lesson 2)

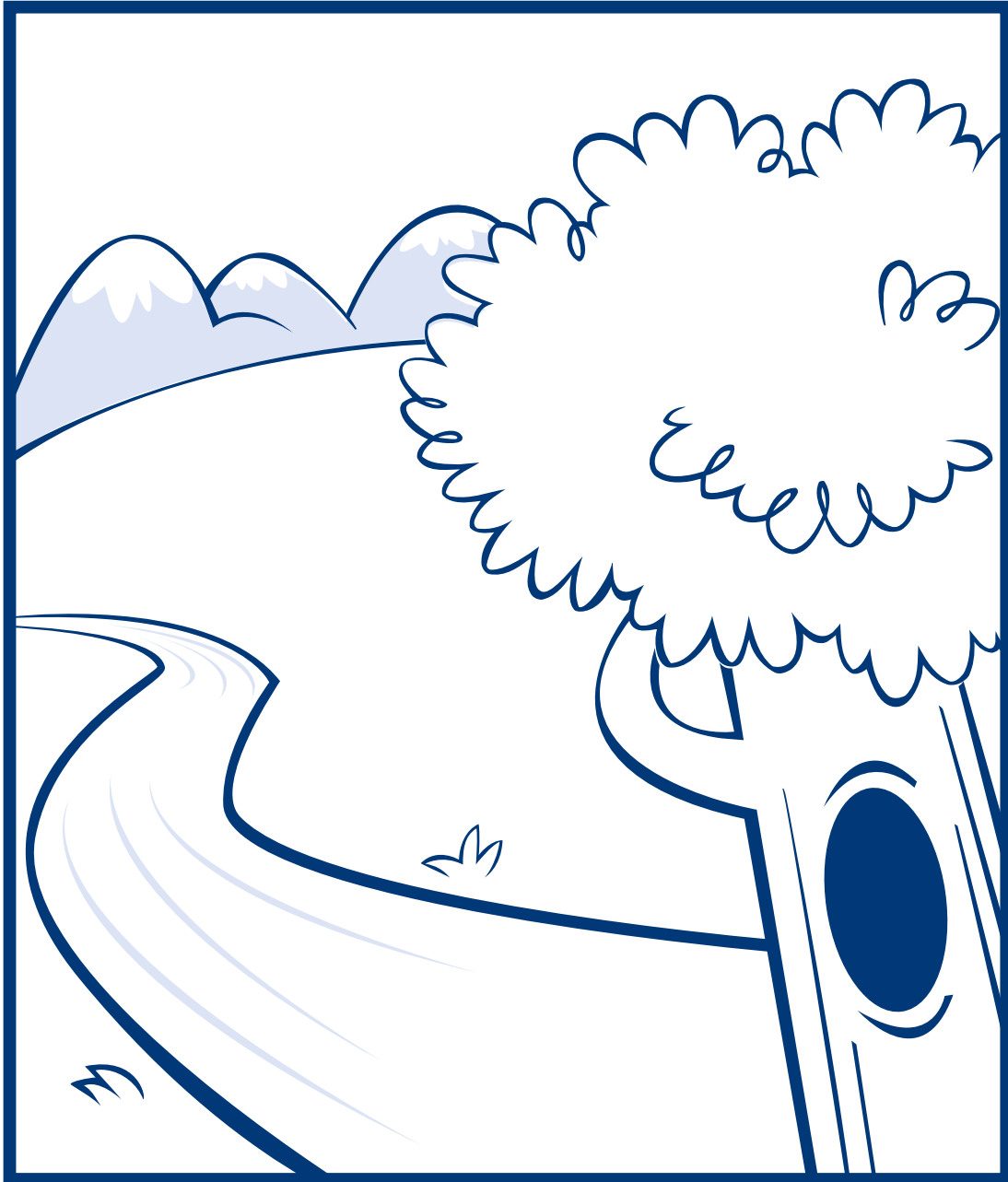
Definition: Thanking God for what He has given us

Read the story of the ten lepers in Luke 17:11-19. Explain what leprosy is and how lepers were excluded from society in Jesus’ day. How many men thanked Jesus for what He had done? Discuss the importance of remembering to say “thank you.”

Lesson Three

God Makes Animals

Draw fish, birds, and other animals to complete the picture.



13

Use these words to label the pictures.
These are things for which we should be thankful.

pets

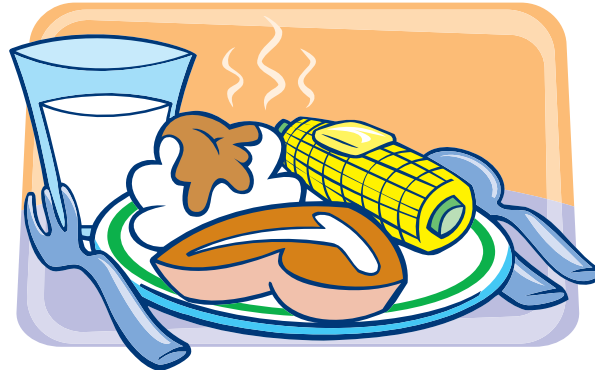
trees

my home

good food



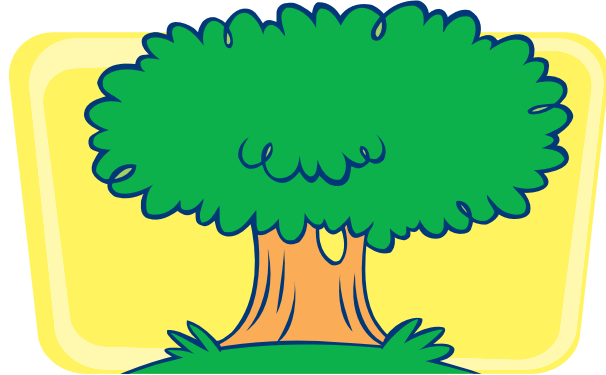
my home



good food



pets



trees



I am also thankful for _____ **Answers will vary.**
