

## 2s and 3s



### The Doctrinal Basis of Our Curriculum

*A more detailed statement with  
references is available upon request.*

- The verbal, plenary inspiration  
of the Scriptures
- Only one true God
- The Trinity of the Godhead
- The Holy Spirit and His ministry
- The personality of Satan
- The Genesis account of creation
- Original sin and the fall of man
- The virgin birth of Christ
- Salvation through faith in the  
shed blood of Christ
- The bodily resurrection and  
priesthood of Christ
- Grace and the new birth
- Justification by faith
- Sanctification of the believer
- The security of the believer
- The church
- The ordinances of the local church:  
baptism by immersion and  
the Lord's Supper
- Biblical separation—  
ecclesiastical and personal
- Obedience to civil government
- The place of Israel
- The pretribulation rapture of the church
- The premillennial return of Christ
- The millennial reign of Christ
- Eternal glory in Heaven for the righteous
- Eternal torment in Hell for the wicked

# God's World

## Summer Quarter 2018

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# 5 Essentials for Sunday Morning

When working with twos and threes, your classtime can often be hindered by the “tyranny of the urgent”—managing one little crisis after another. With so many immediate needs demanding your attention, it’s easy to overlook the essentials that provide a positive learning environment. Take some time to reflect on the following essentials. Are they part of your classroom?

## Essential #1: A Spirit-filled teacher

What motivates you to teach? Do you teach to get recognition, to fulfill a duty, or to get “warm fuzzies” from the children? You hopefully teach because you love children. That love comes from God (1 John 4:7). How is your love relationship with God? Are you reading His Word, talking to Him during the day, and obeying His

teachings? If so, your patience, kindness, and understanding will show through as you work with the children.

Another factor to consider is your need for rest. Are you pacing your schedule on Satur-

day so you wake up refreshed on Sunday? Twos and threes require a great deal of emotional and physical energy from their teachers. Store up your reserves!

## Essential #2: A child-centered approach

A young child perceives the world differently than an adult. Put yourself in the children’s shoes and plan your Sunday School or Extended Session time accordingly.

- **Attention span.** As you know, a young child’s attention span is short! Change activities often. Limit listening activities

to five minutes in length, especially as two-year-olds first join your classroom.

- **Visual field.** Place your wall hangings and bulletin board displays on the children’s eye level. For your displays, choose bright colors and objects that children enjoy; e.g., animals, people, food, toys. During story times, sit on the floor or a low chair so the children can see your face and the visuals.
- **Eye-hand coordination.** Young children’s small motor coordination is just beginning to develop. Ahead of time, prepare parts of the handwork activities that children may have difficulty completing. Rejoice in your students’ participation rather than the appearance of their final product.
- **Egotism.** Twos and threes look out for themselves. Don’t expect two-year-olds to naturally know how to share. They won’t! Instead, they may resort to hitting, grabbing, pushing, throwing temper tantrums, or screaming. Research suggests that the typical two-year-old displays eight or nine aggressive acts per hour. The wisest course of action is to keep showing children how to be kind to others and to be patient as they pass through this “me-centered” phase.
- **Activity level.** Go, go, go! Twos and threes never seem to run out of energy. Plan activities that allow your students to move; e.g., sing action songs, march around the room, do stretching exercises. The Guided Play section of each lesson in your RBP teacher’s guide provides many suggestions for incorporating movement.

## Essential #3: A routine

Children thrive when the classtime has order. Establish the basic order of events during your Sunday School time and stick

**Twos and threes require a great deal of emotional and physical energy from their teachers.**

to that sequence. Once you discover the best way to manage snack time, to distribute handcraft materials, or to clean up, repeat the procedures from week to week. Children will soon learn to anticipate what they should do next.

#### **Essential #4: The right supplies**

Adequate and appropriate supplies can make the difference between an organized 2s and 3s classroom or sheer chaos! The social skills of waiting for turns, sharing materials, and allowing others to have first choice are alien to young children. Think through your Sunday School or Extended Session program. Do your students have enough toys, puzzles, and materials to use in Guided Play time? (If some toys are favorites, provide duplicates.) Does each student have a chair and table space? Do you have extra handwork pages for visitors? Is the supply of crayons, modeling clay, and glue sticks adequate for your class? Can you locate supplies quickly and conveniently? Many behavior problems disappear when children have the supplies they need.

#### **Essential #5: A well-prepared plan**

This essential seems to be a given, but it may be shortchanged in the busyness of your personal life. Do you have a plan for when the children first walk through the door until they leave the room with their parents? Your RBP teacher's guide walks you step-by-step through the Sunday School and Extended Session program. Are you familiar enough with the plan so that you do not have to refer to it often? You may want to change the plan to fit your particular group of students. If so, make sure you know what you are doing and when you are doing it. Jot down your basic sequence on a note card and keep it with you.

Go back to the basics—and enjoy a well-managed classroom!

#### **Now That I'm Two, I've Learned . . .**

**One:** We have to sit in chairs sometimes. (I'd rather run around.)

**Two:** Mom never stays with me in my new room. (Is she trying to get rid of me?)

**Three:** I am supposed to share my toys . . . (but I want to play with *that* truck)!

**Four:** My teacher tells us to be kind to each other. (Does that mean I have to quit hitting Joey?)

**Five:** The Bible must be a good Book. (My teacher really likes it, but I wish it had more pictures!)

**Six:** We can't have a snack until after my teacher tells a story. (I hope it's a short story!)

**Seven:** My teacher always talks about Jesus. (Which guy is He?)

**Eight:** Sometimes we sing in front of big people in church. (If I play with my belly button, they will laugh!)

**Nine:** Those bigger kids are building a tunnel together. (I'd rather build my own!)

**Ten:** My teacher always smiles when I come into the room. (I think she likes me.)

# 2s and 3s Resources

## Your Bible

### PLANTING FAITH

#### 2s and 3s Teacher's Guide

SUMMER QUARTER 2018 (2165)

Order one guide for each superintendent and teacher in Sunday School and Extended Session each quarter.

### PLANTING FAITH

#### 2s and 3s Teaching Resources

SUMMER QUARTER 2018 (1112K)

Order one packet for each group of students in Sunday School and Extended Session.

### PLANTING FAITH

#### Handwork for 2s and 3s

SUMMER QUARTER 2018 (2166)

Order one handwork book for each teacher and child in Sunday School each quarter.

### PLANTING FAITH

#### Student Take-home Cards

SUMMER QUARTER 2018 (2757)

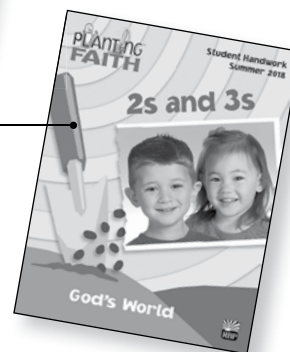
Order one set of cards for each teacher and child in Sunday School and Extended Session each quarter.

## Attendance Charts

### Caring for God's World Stickers

SUMMER QUARTER 2018 (1061)

Charts and stickers are packaged together by fives. Order one package for every five students.



## Ordering Information

All materials—except your Bible—are available from **Regular Baptist Press**

- Web: [www.RegularBaptistPress.org](http://www.RegularBaptistPress.org)
- E-mail: [orders@rbpstore.org](mailto:orders@rbpstore.org)
- Toll-free orders in the United States: 1-800-727-4440
- Fax: 1-847-843-3757
- Canada: Contact your distributor.





# Basic Supplies for 2s and 3s Teachers

## Teaching Aids

Offering container  
Flannelgraph board  
26" x 36" (6063, \$29.99)  
CD player  
"God Made Me" puzzle (RBP5604, \$2.99)  
Animal Finger Puppets (9058, \$9.99)

## Paper Products

9" x 12" and 12" x 18" construction paper  
in all colors  
White copy paper  
Butcher paper  
Poster board  
4" x 6" index cards  
Self-adhesive labels

## Markers

Pencils  
Large crayons  
Black and colored felt-tip markers

## Adhesives

Glue sticks  
Craft glue  
Plasti-Tak

## Office Supplies

Paper clips  
Brass fasteners  
Paper punch  
Cellophane tape  
Double-stick tape  
Masking tape  
Stapler  
Scissors (for teachers)

## Homelife Equipment

Dolls, doll clothes, doll furniture  
Dishes  
Table, chairs  
Empty food boxes  
Child-size mop, broom  
Dress-up clothes

## Bulletin Boards

International Kids bulletin board border  
(8533, \$3.99)  
Kid-Drawn Bugs bulletin board border  
(8534, \$3.99)  
Black letters (8512, \$4.99)  
Red letters (8509, \$4.99)  
Brown burlap  
Light blue paper

## Miscellaneous

Large blocks  
Play-Doh  
Clear Con-Tact paper  
Craft sticks (regular and jumbo size)  
Lunch-size paper bags  
6" and 9" paper plates  
Premoistened towels  
Hand sanitizer  
Old plastic tablecloth for art projects  
Clean plastic tablecloth for food projects  
Paper cups and napkins  
Plastic tub at least 2 feet by 3 feet for  
water or sand  
Plain tote bag to use as the surprise bag  
Ziplock bags

# Getting Started!



Did you recently agree to teach the 2s and 3s class in your Sunday School and now you wonder what you've agreed to do?

Or maybe you're a substitute, pressed into duty at the last minute.

What's a first-timer or substitute to do?

Take a few minutes to become familiar with all the materials. Look through this book to get a feel for how it is designed and how lessons are laid out. Look at the handwork book and take-home cards. Go through the resources that are included in the packet. Check out the resources on the CD and listen to the music CD.

## Preparing the lesson

- Pray, asking God to guide the preparation process.
- Read and meditate on the Scripture text(s)—even if the Bible story is familiar to you.
- Look at the lesson topic and theme; keep them in mind during your preparation.
- Read the lesson. Decide what activities you will use and what ideas of your own you can add. Always keep the desired student response in mind. Plan to have more to do than the time in which to do it.
- Gather the materials you need for the activities you have chosen.
- Practice telling the story out loud. Add voice inflection and gestures. Think of

ways to involve the children in the story itself.

- Go through the session in your mind. Jot down the general outline of the morning.
- Get a good night's sleep on Saturday so you are rested and alert for Sunday.

## On Sunday morning

- Arrive early and arrange your materials for easy access.
- Greet each child and parent warmly.
- Follow the standard procedure for checking in children. (Find this out ahead of time. Some churches use ID bands or pagers in their early childhood departments.)
- Allow the children to make their play choices.
- Accept each child's level of participation; some children are more active than others.
- Remember that children enjoy repetition. If you need another activity, repeat a song, action rhyme, or story play.
- Plan to keep the children occupied until their parents' return.
- Don't be discouraged if the morning did not go exactly as you had planned. Two- and three-year-olds are unpredictable. Remember that teaching God's Word is a spiritual ministry; leave the results with God!



## UNIT 1 OVERVIEW

# God's World Begins

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
6/3	<b>God Made Day and Night</b> Genesis 1:1–5	“God made the earth and the heavens” (Gen. 2:4).	First day of creation	God created day and night for us.	Each child will know two benefits of having both day and night.
6/10	<b>God Made Sky and Land</b> Genesis 1:6–10	“God made the earth and the heavens” (Gen. 2:4).	Second and third days of creation	God created sky and land.	Each child will name two ways water helps us.
6/17	<b>God Made Plants</b> Genesis 1:11–13	“God made the earth and the heavens” (Gen. 2:4).	Third day of creation	God made plants grow.	Each child will thank God for two plants he likes to eat.
6/24	<b>God Made Sun, Moon, and Stars</b> Genesis 1:14–19	“God made the earth and the heavens” (Gen. 2:4).	Fourth day of creation	God made the sun, moon, and stars for His world.	Each child will understand that God made the sun, moon, and stars for day and night.
7/1	<b>God Made Fish and Birds</b> Genesis 1:20–23	“All things were made by him” (John 1:3).	Fifth day of creation	God made fish and birds for His world.	Each child will thank God for making beautiful fish and birds to enjoy.
7/8	<b>God Made the Animals</b> Genesis 1:24, 25	“All things were made by him” (John 1:3).	Sixth day of creation	God made animals for us.	Each child will thank God for his favorite animal.
7/15	<b>God Made People</b> Genesis 1:26–31; 2:7–15, 18–25	“God created man” (Gen. 1:27).	Sixth day of creation	God made people.	Each child will name four people who are important to God.
7/22	<b>God's Work Is Finished</b> Genesis 1:31—2:3	“The heavens and the earth were finished” (Gen. 2:1).	Seventh day of creation	We enjoy God's finished creation work.	Each child will know that God finished making the world.
7/29	<b>God Made Seasons</b> Genesis 1:14; 8:22; Song of Solomon 2:11–13	“Thou [God] hast made summer and winter” (Ps. 74:17).	Seasons	God planned the seasons.	Each child will identify one characteristic of each of the seasons.

## Unit Bulletin Board

Prepare the following bulletin board display for use during this unit. Cover the board with light blue paper. Place the Kid-Drawn Bugs border (8534) around the outside edges of the board. Use red letters (8509) to make the caption “GOD MADE ALL THINGS.” (Border and letters are available from RBP; see page 5.) The figures for the bulletin board are available on resource CD 1112. Print the patterns in color (or in black and white and then color them).

Develop the bulletin board display week by week as follows:

*June 3:* Cover half the board with white butcher paper or a white bedsheet; cover the other half with black paper.

*June 10:* Remove the black and white coverings. Staple a piece of brown burlap across the bottom portion of the board, making sure the burlap has folds and wrinkles to look like land with rolling hills. Cut a “lake” from a 9" x 12" sheet of blue construction paper. Staple the “lake” over a portion of the burlap.

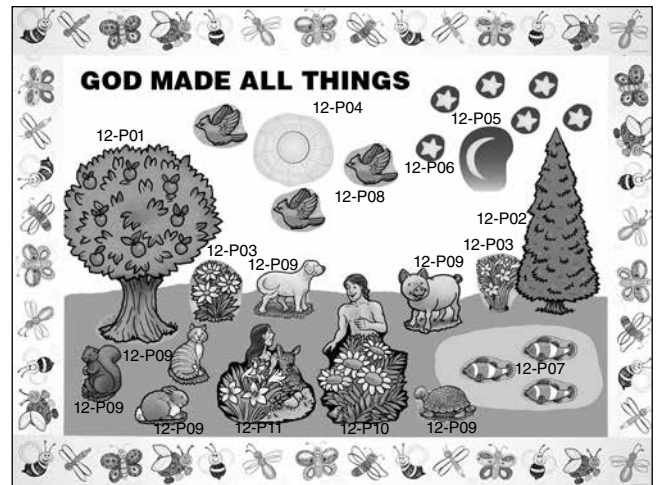
*June 17:* Print patterns 12-P01—12-P03 (trees and flowers) from resource CD 1112. Staple the trees and flowers over the burlap during Bible Story Review. Make “grass” fringe from green construction paper for each child.

*June 24:* Print patterns 12-P04—12-P06 (sun, moon, stars) from resource CD 1112. Add the sun and moon to the display. Cut out one star for each child.

*July 1:* Print and cut copies of patterns 12-P07 (fish) and 12-P08 (birds) to add to the display.

*July 8:* Print pattern 12-P09 (animals). Place the animals all over the board.

*July 15:* Print patterns 12-P10 and 12-P11 (Adam and Eve) and add them to the board.



## Teaching Props

In addition to teaching resources 1112, you will need the following items for effective teaching this week.

- White, dark blue, and black construction paper circles (lesson 1)
- Germinated bean seeds (lesson 3)
- Light and dark flannel (lesson 5)
- Animal Finger Puppets (see page 5) (lesson 6)
- A leaf for each child (lesson 9)



## Additional Supplies

These supplies are needed for parts of the lesson other than the Bible story.

- **Teaching Picture Puzzle** (any lesson)

*Preparation:* Print two copies of the desired Bible teaching picture from resource CD 1112. Glue one picture onto a piece of corrugated cardboard. Trim the excess cardboard from the sides of the picture. Laminate with clear Con-Tact paper.



Using an X-acto knife, cut the picture into four to six pieces. Laminate the second picture and tape it to the bottom of a cookie sheet for greater durability.

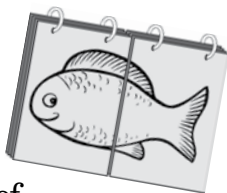


*Procedure:* Let the children place the puzzle pieces over the appropriate area on the complete picture. Encourage older children to assemble the puzzle without using the picture guide.

- Chenille wires; star-shaped cookie cutter; cardboard; aluminum foil; blanket or beach towel; large umbrella; sand pail; sunglasses; straw hats; sleeping bag; throw pillows; flashlight (lesson 1)
- Lined plastic tablecloth or towel; plastic tub or container for water; water toys; hand towels; large blue bedsheet; toy boats; floaties; beach ball; blue cellophane; Styrofoam cups; blue rickrack (lesson 2)
- Blocks of blue or brown Styrofoam; green chenille wires; bowl of seeds; empty watering can; 9" x 13" pan; seeds; small paper cups; pictures of growing things or a plant; farm toys; large seeds (for hand-work sheets); cereal snack mix; ziplock bags; measuring cups (lesson 3)
- Waxed paper; yellow or gold Play-Doh; glitter; rolling pin; plastic star-shaped cookie cutters; sleeping bag; foil; cardboard; sunglasses; farm toys; yellow pom-poms; star stickers (lesson 4)

### • **Fish/Bird Matching Game** (lessons 5 and 8)

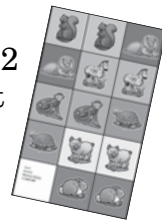
*Preparation:* Print copies of patterns 12-P18—12-P21 from resource CD 1112. (Print in color, or print in black and white and color each figure.) Cut each sheet in half horizontally and vertically on the black lines. Glue all the left halves of the pictures to the left side of a 10" x 6½" piece of corrugated cardboard or poster board. Glue the right halves to the right side of the cardboard. Mix the halves before you punch holes in each card and in a single sheet of cardboard on the 3 inch side. Attach notebook rings through all to make a flip chart.



*Procedure:* The children will match the halves, or they may mix up the pictures to make silly ones. For younger children, you may use the loose picture halves rather than attaching them to the board.

- Tub of water; plastic fish; towel; circle magnets; magnetic tape; string; paint sticks; blue towel; plastic pail; blue cupcake liners (lesson 5)
- **Animal Matching Game** (lessons 6 and 8)

*Preparation:* Laminate picture 12-17 from Teaching Resources #1112 with clear Con-Tact paper. Cut apart the fourteen squares.



*Procedure:* Several children may play the game. Mix the cards and turn them face down on the floor or a table. Let one child at a time turn over two cards. If the cards match, he keeps the cards until the end of the game. If the two cards do not match, turn them face down again and let the next child turn over two cards.

If you teach younger two-year-olds, you may use one of these ideas for the memory game: (1) Place all the cards face up. Each child takes a turn and finds two cards that match. (2) Place the cards face down. The first child turns one card over and continues turning until he finds the matching card. That pair is discarded from play. Turn the remaining cards face down again. The second child takes a turn. Continue play in this way. You will be surprised how quickly children will remember where a certain picture is located.

- Live pet or stuffed animals or DVDs about animals; toy animals; felt fabric or brown paper bags; round mini-crackers; pom-poms; fabric pieces or cotton batting (lesson 6)
- Poster board; eight different kinds of fabric (two swatches of each); extra Derek and Angela dolls; adult dress-up clothes; toy people and animals (lesson 7)

- **Creation Game Cube** (lesson 8)

*Preparation:* Cut out the game cube (picture 12-16) on the heavy solid lines. Fold on the dotted lines. Tuck tabs inside and tape closed. For additional game cubes, print picture 12-16 from resource CD 1112 on heavy paper and follow the same directions.



*Procedure:* Let the children take turns rolling the cube. Talk about the picture that lands on top. Ask Who made the people or things in the picture.

- **Seasons Magnet Game** (lesson 9)

*Preparation:* Use teaching picture 12-10 and the four pictures (from teaching picture 12-18) in teaching resources #1112. Cut out and laminate the small pictures (12-18) with clear Con-Tact paper. Place a piece of magnetic tape on the back of each picture.



*Procedure:* Do NOT cut apart picture 12-10. Tape picture 12-10 to a cookie sheet. Let the children take turns placing each little picture on the season it represents.

- Tree leaves; seasonal dress-up clothes; squares of sandpaper; fruit cereal; adhesive-backed white felt dots (lesson 9)

## Books and Puzzles

Check your church or local library for books and puzzles on these themes:

- day and night activities (lesson 1)
- water, land, and sky (lesson 2)
- all growing plants (e.g., trees, flowers) (lesson 3)
- day and night activities (lesson 4)
- fish and birds (lesson 5)
- animals (lesson 6)
- children of the world (lesson 7)
- God's creation (lesson 8)
- the seasons (lesson 9)

## Snack Times

The snacks go along with the lessons. You may want to ask parents to volunteer to provide snacks for your class.

*Lesson 1:* chocolate cookies with white cream filling

*Lesson 2:* precooked pancakes; jelly (optional)

*Lesson 3:* chocolate pudding; chocolate chips; pretzel sticks; grapes

*Lesson 4:* star-shaped sugar cookies; frosting; sprinkles

*Lesson 5:* fish-shaped crackers

*Lesson 6:* animal crackers

*Lesson 7:* banana slices

*Lesson 8:* round crackers; peanut butter; spreadable cheese

*Lesson 9:* apple slices; little sandwiches (also a picnic basket and blanket)

## 2s and 3s Music CD #1112

To help you easily locate songs once the music CD is playing, we are including the list of the song tracks. The first number is the vocal rendition; the second number is the instrumental rendition.

1 & 18	A Helper I Will Be	10 & 27	My God Is So Great
2 & 19	Daddy Helps	11 & 28	Obey! Obey!
3 & 20	God Has Made Them All	12 & 29	Power in Our God
4 & 21	God Made Adam and Eve	13 & 30	Seasons
5 & 22	God's Beautiful World	14 & 31	The Animal Song
6 & 23	Going to Church	15 & 32	The Body God Gave Me
7 & 24	I Am Glad You're Here Today	16 & 33	The Wonder Song
8 & 25	I Am Thankful	17 & 34	We Will Obey the Lord
9 & 26	I'll Sit So Quietly		

## The Wonder Song

"The Wonder Song" is a key learning and review tool for the lessons on creation you will teach this quarter. Print the songsheet provided on resource CD 1112. There are eleven stanzas that cover all the days of creation in order.

Since not all the stanzas are recorded, we suggest you use just the instrumental track (track 33) instead of the actual vocal track. Teach the stanzas and motions as they are written on the songsheet. Each lesson will describe the stanza(s) to sing to reinforce the truths of God's Word from Genesis.

This song is an easy one to improvise, using other words, if you so desire. For instance, you could name a specific flower when you sing stanza 5—"Oh, who can make the tulip?" Or name another plant; e.g., "Oh, who can make the tall trees?" For stanza 10 you can change the word "monkey" to another animal (big bear, bunny, tiger) and make up new motions.

Since younger children tend to sing more slowly when they are learning a new song (and especially one with many motions), you may want to sing a cappella, or if you have a piano in the room, have a pianist accompany the children at their singing pace. They will increase the tempo as they memorize the stanzas.

Lesson 1 • June 3, 2018

# God Made Day and Night

## Text

Genesis 1:1–5

## Memory Verse

“God made the earth  
and the heavens”  
(Gen. 2:4).

## Topic

First day of  
creation

## Theme

God created day and night  
for us.

## Desired Student Response

Each child will know two  
benefits of having both  
day and night.

## Teacher Preparation—Go Beyond the Hour!

### During the Week

“This is the day which the LORD hath made” (Ps. 118:24). As you teach about creation, remember all God’s “wonderful works to the children of men” (Ps. 107:15). Your love for the Creator and the wonders of His creation should be evident to your students.

In addition to reading the text, read and meditate on these Scripture passages: Psalm 104:20–23; Job 38:1–7, 19–21.

### Sunday Morning

Greet each child warmly as soon as he enters the room. Let him know you are glad he is here by stooping to his level to say hello. Show him his new attendance chart. Help him place the pink fish sticker over the 1 on his chart; then place the chart on the wall or bulletin board at the child’s eye level. If a child brings an offering, let him put it in the offering container before he goes to a play area.

## Materials

### SUNDAY SCHOOL

#### Guided Play

Pattern 12-P12 (coloring page) from resource CD 1112; chenille wires; books, puzzles, and pictures showing day and night activities; star-shaped cookie cutter; cardboard; aluminum foil; blanket or beach towel; large umbrella; sand pail; sunglasses; straw hats; sleeping bag; throw pillows; flashlight; music CD 1112

#### Bible Time

Music CD 1112; action rhyme 12-A1 and “The Wonder Song” songsheet from resource CD 1112; white, dark blue, black construction paper circles

#### Handwork Time

Lesson 1 handwork sheet and sleeping and running puppy stickers for each child

### EXTENDED SESSION

#### Snack Time

Chocolate cookies with white cream filling; milk

#### Story Time

Music CD 1112; action rhyme 12-A2 from resource CD 1112; picture 12-1; Angela doll figure; vinyl stick-ons 12-V1 (cap) and 12-V2 (sunglasses)

#### Activity Time

Pattern 12-P13 (coloring page) from resource CD 1112; round mini-crackers (e.g., Ritz Bits Sandwiches); fabric; cotton balls

#### Closing Time

Today’s take-home card for each child; action rhyme 12-A2 and “The Wonder Song” songsheet from resource CD 1112; music CD 1112



# SUNDAY SCHOOL

## Guided Play 35 minutes

Choose the activity or activities that work best for the children in your class.



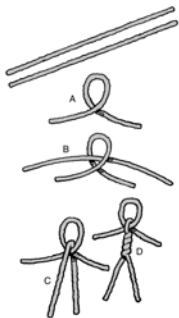
### CREATIVE ACTIVITY

**Preparation:** Print a copy of pattern 12-P12 for each child. Make a chenille-wire doll for each child by following the sketches in the margin.

Let the children color their pages. Give them each a “doll” to play with; tell them it is daytime and to pretend the “doll” is playing with the toys on the coloring page. Then tell the children to straighten the figure’s legs and lay it on the bed and pretend it is nighttime. Talk about how good it feels to get a good night’s rest. Let the children continue this day/night routine as time allows.



Use pattern 12-P12 (bedroom coloring page).



### BOOKS AND PUZZLES

Provide books, puzzles, or pictures showing day and night activities.

Jacob, what are the people doing in this picture? Yes, they are eating at a park. Is that something you would do during the day or at night? (*Allow response.*) How about you, Isabella? What do you see the children doing on this page? (*Allow response.*) That’s right; they are playing with their puppy in their backyard. Do you play outside in the daytime or at night? (*Allow response.*)



### HOMELIFE

**Preparation:** Use a star-shaped cookie cutter to trace stars on a sheet of cardboard; cut out. Cut out a sun and moon too. Color them or cover each with aluminum foil.

Spread a blanket or beach towel in one corner of the room, and place a large, open beach umbrella on it. Put a sand pail, several pairs of sunglasses, and some straw hats on the blanket. Tape the sun to the wall or ceiling.

In another corner of the room, place sleeping bags, throw pillows, and a flashlight. Tape the moon and some glittery stars to the wall or ceiling above the sleeping bags.

Save the sun, moon, and star decorations for use in the homelife section of lesson 4.

## 14 God Made Day and Night

Cory, look at the sunglasses and beach towel. Are you at the beach? (*Allow response.*) Yes, it is fun to go to the beach on a bright sunny day. What else do you do when it is daytime? (*Allow response.*)

Carrie, it looks like you're having fun sitting under the moon and stars. When do we see the moon and stars? (*Allow response.*) Yes, we see them at night. What else do you do when it is nighttime? (*Allow response.*)



### BLOCKS

While the children build things with the blocks, talk about when most people work and when most people sleep.

Vanessa, do people ever build houses at night? (*Allow response.*) No, it's too dark at night. When do farmers work in the field? (*Allow response.*) Yes, during the day. Daniel, what do you do at night? (*Allow response.*) You sleep. God made day for working and night for sleeping.



"A Helper I Will Be"

About five minutes before Bible Time, play "A Helper I Will Be" (track 1). Help the children complete their activities and straighten each area. The teacher who will conduct Bible Time should be in the story area when the first child arrives.

## Bible Time

10 minutes



### SONGS

Acknowledge each child's presence by using his name in a song. Sing "I Am Glad You're Here Today" (track 7). Each child will feel special if you shake his hand as you say his name. Welcome new children and visitors.

Good morning, children! God is powerful! Let's sing a song about how powerful He is. (*Sing "Power in Our God" [track 12].*)



### RHYME

Who can tell me the name of the Book that tells us about God? (*Allow response.*) Yes, the Bible. Let's do some actions for a rhyme that reminds us how special the Bible is. (*Repeat the rhyme two or three times. Encourage the children to do the motions with you.*)



"I Am Glad You're Here Today";  
"Power in Our God"



"I Open My Bible" (12-A1)



## PRAYER

Pray briefly, asking God to help the children learn more from God's Word about how powerful He is.



## BIBLE STORY

*Preparation:* Cut out large construction paper circles in black, dark blue, and white. Place your Bible near you so the children can see it and easily reach it.

*"God Made Day and Night"*  
(Gen. 1:1–5)

*Tell the story from your open Bible.  
Show the paper circles when  
indicated.*

It is very important to God that we listen to His Word, the Bible. Everything in the Bible is true. I need someone to help me find my Bible. I can't teach the lesson without my Bible. Where could it be? *(Call on a student to find your Bible and give it to you. Open your Bible to Genesis 1:1 and hold it up for the children to see.)*

The **first** story in the Bible is about all the wonderful things God made. In the beginning of time, nothing existed on this earth. There were no flowers or trees or grass or clouds. There was nothing—just darkness EVERYWHERE. *(Show the black circle. Cover your eyes and encourage the children to do the same to experience darkness. Open your eyes.)*

God looked down from Heaven and said, "Let there be light." And there was light! Everything was suddenly bright. *(Show white circle.)* Now it wasn't dark all the time. God called this light Day. God said the light was good.

Let's clap our hands because we are happy that God made the day. *(Lead children in clapping four times, once for each word: "The light is good.")*

Then God divided the light from the darkness. He called the darkness Night. *(Show dark blue circle.)* God made the daytime light and bright so we can work and play. He made the night dark for quiet resting. *(Fold the dark blue circle in half, and cover half of the white circle with it.)*

God knew just what we would need. He knew we needed a time to run and play *(run in place)* and a time to be quiet *(rest head on your hands)*. God used His great power to make day and night for us.



## SONG

This morning we learned that God made the light. God called this light "day." When it is day, we play while our mommies or daddies are working.

God called the darkness "night." What do we do at night?

## 16 God Made Day and Night



"The Wonder Song"

(Allow response.) Yes, we sleep. Playing and sleeping are good things to do. Let's sing a song about what God made. (Sing stanzas 1 and 2 of "The Wonder Song" to the instrumental track [track 33], using the actions indicated on the songsheet from resource CD 1112. Repeat two or three times.)



"The Wonder Song" songsheet



"God made the earth and the heavens" (Gen. 2:4).

### MEMORY VERSE

Listen and watch me as we learn our Bible verse. (Repeat the verse with the motions two or three times.)

"God  
(Point up.)  
made the earth  
(Make a circle with arms.)  
and the heavens."  
(Wave outstretched arms overhead.)



### SONGS



"Power in Our God";  
"The Wonder Song"

God is so powerful. Let's sing a song about our powerful God. (Sing "Power in Our God" [track 12].)

God is so powerful that He made day so we can work and play, and He made night so we can get enough rest. Benjamin, can you tell me one thing you like to do during the day? (Allow response.) Sarah, tell me one thing you like to do at night. (Allow response.) Now let's sing. (Sing stanzas 1 and 2 of "The Wonder Song" to the tune of instrumental track 33. Use actions indicated on the songsheet from resource CD 1112.)



"The Wonder Song" songsheet



## Handwork Time

10 minutes



Distribute the lesson 1 handwork sheet to each child. Let the children color their pages. Talk about how God made day and night for different activities. Have puppy stickers ready.

God made a time when it's light outside. What did He call that light? (Allow children to respond.) Yes, God called the light Day. God made the daytime for us to play and do chores. After all that work and play, we need to rest. God called the darkness Night. Alexis, when do people sleep? That's right; we usually sleep at night when it's dark out.

What does this picture show? (Allow children to respond.) Yes, it shows a boy running. Is that something



a child would do during the day or during the night? Yes, during the day. (*Distribute the running puppy sticker to each child.*) Kyle, where should you stick this puppy on your page? (*Continue with the nighttime picture and sleeping puppy sticker.*)



"A Helper I Will Be"



## Cleanup Time

10 minutes

Sing a song such as "A Helper I Will Be" (track 1) to encourage the children to help you put away the handwork materials. Also take the children to the restroom. Be sure children wash their hands before returning to the classroom.

Cleanup Time should "bridge the gap" between Sunday School and Extended Session. Some children may go home at this time. Be sure they have their handwork papers and take-home cards. Other children may arrive for Extended Session only. You can help them feel part of the group by including them in activities. Make any necessary changes in personnel quietly and with a minimum of confusion. Strive to make the transition from one hour to the next as smooth as possible.

Sing a transition song when you are ready to have the children move to the snack area.

# EXTENDED SESSION



## Snack Time

10 minutes

Show the children a chocolate cookie with a white cream filling and ask them what color the outside of the cookie is. Ask the children whether the dark color reminds them of something God made (night/evening). Talk about activities a child does at night; e.g., puts on pajamas; brushes teeth; looks at books; sleeps.

Twist open the cookie; ask the children to tell you the color of the filling inside. Ask the children what God created that was bright like the white cream (day). Talk about things children do during the day; e.g., play, work, eat.

Twos and threes can understand many adult sentences, but keep your sentences short.

## 18 God Made Day and Night

Distribute a cookie and a small glass of milk to each child.

### Guided Play 20 minutes

Make use of the Sunday School play areas during this time. This is an opportunity to reinforce what the children have just learned. Use the guided conversations (teacher talk) from Sunday School to help direct children's play.

### Story Time 15 minutes

#### SONGS

Tell the children that only God could make day and night. Sing "My God Is So Great" (track 10) and "Power in Our God" (track 12).



"My God Is So Great";  
"Power in Our God"

#### BIBLE STORY REVIEW

Gather the children around the bulletin board. Briefly retell the Bible story; point to the white paper when you talk about day and the black paper when you talk about night. Emphasize that our great God made day and night for us, and briefly discuss ways that each time period benefits us.

Show picture 12-1, and encourage children to point to the light and say "day." Then have them point to the dark in the picture and say "night."



12-1

#### MEMORY VERSE

Read Genesis 2:4 from your open Bible: "God made the earth and the heavens." Let children volunteer to hold the Bible and "read" the Bible verse with you. Encourage the children to say the verse and do the motions with you. Repeat the verse with the motions two or three times.

"God  
(Point up.)  
made the earth  
(Make a circle with arms.)  
and the heavens."  
(Wave outstretched arms overhead.)

"God made the earth and the  
heavens" (Gen. 2:4).





"Day and Night" (12-A2)



## RHYME

Teach "Day and Night" to the children. Repeat the rhyme two or three times.



## PRAYER

Thank God for making day and night.



"Power in Our God"



## SONG

God made day and night. Only God could do that. He is a powerful God. Let's sing about God's power. (Sing "Power in Our God" [track 12].)



## STORY

Angela's father has a surprise for her. Let's find out what it is.

Angela was so excited! (*Display Angela figure.*) Daddy had a surprise for her. "Angela, let's go outside so you can see the surprise," said Daddy. In the driveway, Angela found a shiny, new, red tricycle!

"Thanks, Daddy!" yelled Angela.

Mommy gave Angela a cap and sunglasses to put on. (*Add cap and sunglasses stick-ons to Angela.*) "It's bright outside today," she said, squinting. "You need to wear your cap and sunglasses." Mommy also put some sunscreen lotion on Angela's arms, legs, and face so she wouldn't get sunburned.

Daddy told Angela she could ride her tricycle on the driveway and on the sidewalk in front of the house but not on the street. Angela nodded. "Okay, Daddy," she said.

Angela enjoyed riding her new tricycle. She rode it only where Daddy told her to ride it. After supper, her daddy gave her another surprise. "Angela, here's a bell to go on your new tricycle." He attached the bell to the tricycle. Angela had fun pushing the button on the bell as she rode.

Angela heard Mommy call, "Angela, it's time to come inside."

"Can I play longer?" she asked.

"No," said Mommy. "It's going to be dark soon. When it's dark outside, it's time for people to rest."

That night as Mommy tucked Angela into bed, Mommy said, "You had fun today with your new tricycle, didn't you?"

Angela yawned. "Yes, I did," said Angela, "but I'm glad God made nighttime so I can rest. I'm tired!"

"The New Tricycle"

Use vinyl stick-ons 12-V1 (cap) and 12-V2 (sunglasses).





## Activity Time

15 minutes

Use pattern 12-P13 (day/night coloring page).



Distribute a copy of pattern 12-P13 to each child. As children color the pictures, talk about why God created day and night. After the children finish coloring, help them glue two round minicrackers on the car for tires, a cotton ball on the bed for a pillow, and a small piece of fabric on the blanket.

## Closing Time

10 minutes



### GROUP ACTIVITY

"Day and Night" (12-A2);  
"The Wonder Song" songsheet



Children, what did we learn that God made? (*Allow response.*) Yes, God made day and night. Let's do motions for the "Day and Night" rhyme. (*Repeat "Day and Night" two or three times. If time remains, review the motions and sing "The Wonder Song" [instrumental track 33] with the actions as indicated on the songsheet from resource CD 1112.*)

One teacher should gather the children's belongings near the door. As parents arrive, the teacher should quietly get the child from the group activity and give him his take-home items, including today's story card. Tell the child that you look forward to seeing him next Sunday. Continue the group activity until each child has been picked up.

### Partner with Parents:

Encourage parents to talk with their child about day and night activities, emphasizing that God created day and night.



## next Week

Gather the materials you will need for Sunday School and Extended Session. Read page 21 to prepare for the coming week. Order the Animal Finger Puppets now for lesson 6 (see page 5).



# UNIT 2 OVERVIEW **People in God's World**

Date	Lesson Title and Text(s)	Bible Verse	Lesson Topic	Lesson Theme	Desired Student Response
8/5	<b>God Gave Adam Work</b> Genesis 2:15–20	“Work with your own hands” (1 Thess. 4:11).	Work	God has work for us to do.	Each child will act out a job he can do to help at home or church.
8/12	<b>Adam and Eve Disobeyed God</b> Genesis 2:15–17; 3:1–24	“His [God’s] voice will we obey” (Josh. 24:24).	Obedience	God wants us to obey him.	Each child will discover two ways he can obey God.
8/19	<b>The First Family</b> Genesis 4:1, 2	“God created man” (Gen. 1:27).	Family	Families are important to God.	Each child will thank God for his family.
8/26	<b>God Made Me</b> Job 10:8–12; Psalm 139:14–16	“I am . . . wonderfully made” (Ps. 139:14).	Children	Every child is special to God.	Each child will know he is specially made by God.

## Unit Bulletin Board

Prepare the following bulletin board display for use during this unit. Black-and-white and color patterns are available on resource CD 1112 for all bulletin board pieces.

Cover the board with light blue paper. Place the International Kids border (8533; available from RBP; see page 5) around the outside edges of the board. Use black letters (8512) to make the caption “GOD LOVES ALL PEOPLE.”

Add the figures to the bulletin board prior to class each week. Note that you will need pictures of the children to add on August 26.

*August 5:* Place a copy of pattern 12-P28 (Adam) just right of center on the board.

*August 12:* Add a copy of 12-P29 (Eve) to the left of Adam, leaving space between them.



*August 19:* Add pattern 12-P30 (Cain and Abel) between Adam and Eve.

*August 26:* Add pictures of the children in your class, or use clippings from magazines or catalogs, illustrating a variety of ethnicities.

### Teaching Props

In addition to teaching resources 1112, you will need the following items for effective teaching each week.

- Variety of toy animals or the Animal Finger Puppets—see page 5 (lesson 10)
- Mural from Sunday School Guided Play (lesson 11)
- Hand mirror (lesson 13)

### Additional Supplies

These supplies are needed for parts of the lesson other than the Bible story.

- Animal sounds toy; toy dog and cat; empty, clean cans or boxes of dog and cat food; dishes for pets' water and food; craft sticks (lesson 10)
- Six-foot length of shelf paper; colored one-inch dot stickers (red, yellow, orange, blue); large paper plates (lesson 11)
- Magazine pictures of fathers, mothers, infants, toddlers; index cards; magnetic strips; metal cookie sheet; toy people fig-

ures; magazine or catalog pictures to represent the people in each child's family (lesson 12)

- Roll of shelf or butcher paper; black grease pencil; large mirror; pieces of denim fabric and floral fabric (optional); bathroom scales; yardstick; rubber bands (lesson 13)

### Books and Puzzles

Check your church or local library for books and puzzles on these themes:

- animals (lesson 10)
- creation; obedience (lesson 11)
- people and families; photo album (lesson 12)
- creation; RBP puzzle "God Made Me" (see page 5) (lesson 13)

### Snack Times

The snacks go along with the lessons. You may want to ask parents to volunteer to provide snacks for your class.

*Lesson 10:* animal crackers

*Lesson 11:* apple and banana slices; orange segments

*Lesson 12:* people-shaped cookies

*Lesson 13:* frosted cupcakes (also birthday plates, napkins, and party hats)

**Note:** Vinyl 12-V24 (bug catcher) will **not** be used this quarter.