

Group

# Teacher Guide

## TODDLERS & 2s

Fall



Teach as  
Jesus Taught!®



# Toddlers & 2s

Teacher Guide • Fall  
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## Group resources really work!

This Group resource incorporates our R.E.A.L. approach to ministry. It reinforces a growing friendship with Jesus, encourages long-term learning, and results in life transformation, because it's:



### Relational

Person-to-person interaction enhances spiritual growth and builds Christian friendships.

### Experiential

What we experience through action and discussion sticks with us up to 9 times longer than what we simply hear or read.

### Applicable

The aim of ministry is to equip people to be both hearers and doers of God's Word.

### Lifelong

Experiences transform the heart, moving faith beyond the walls of church and into everyday life for years to come.

### We know you care about kids...

We do, too!

That's why we attempt to ensure that all crafts, toys, and gizmos meet or exceed national safety standards—and are produced by manufacturers that don't use child labor or abuse their labor force. You can order Group resources knowing that in addition to caring for *your* kids, you're also caring for children elsewhere.

### Let's keep kids safe!

We strive to provide products that are mechanically reliable and hold together during normal, intended usage. Items are also checked for flammability, and both paint and surface coatings are checked for heavy metals—including lead.

You can help your children stay safe by seeing that toys and gizmos are used as designed, for the purposes designed, and that any broken pieces are disposed of promptly and properly. We value your feedback. If you become aware of a problem affecting the safety of any of our products, please inform us immediately.



# Group

## Hands-On Bible Curriculum®, Toddlers & 2s, Fall

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## UNDERSTANDING YOUR TODDLERS AND 2s

### SOCIAL/EMOTIONAL DEVELOPMENT

Toddlers and 2s

- play beside but not with other children (parallel play).
- are possessive about toys and are reluctant to share.
- have tantrums when they're frustrated.
- can chew food well.
- can drink from cups and eat with spoons.
- need adult help in socialization.
- imitate adults.
- often say "no" in response to questions.

### PHYSICAL DEVELOPMENT

Toddlers and 2s

- pick up tiny objects.
- turn pages and point to pictures in books.
- put together 3- to 10-piece puzzles.
- build with blocks.
- move with lots of energy but lack coordination.
- pull wheel toys backward and forward.
- run, jump, and climb but aren't always sure of their balance.

### COMMUNICATION DEVELOPMENT

Toddlers and 2s

- engage in simple dramatic play.
- use 50 to 100 recognizable words.
- put together two or more words to make a sentence.
- constantly ask "What's that?"
- refer to themselves by name.
- can point to and identify parts of the body and pictures of familiar objects.

### SPIRITUAL DEVELOPMENT

Toddlers and 2s

- pray short, simple prayers.
- learn that God made everything.
- learn that the Bible is a book about God and Jesus.
- learn about God as a loving and kind Father.
- sing and talk about God.



# Welcome to the Adventure!

The toddlers and 2s are your domain for this year! Whether this is your first year with them or your 30th, you will be blessed! These little ones are just learning about trust and the world around them. You can be the one who helps them trust Jesus and find him in the world they are discovering. What an adventure for you and for them!

Toddlers and 2-year-olds think very concretely. They pay attention for only a minute or two, and then they are off to satisfy their curiosity about something else. They are working on mastering their basic physical movements and are very proud of their accomplishments. They love consistency and repetition. They will listen to the same story about Jesus for weeks. The love of Jesus will become real to them through the love they experience from you. You will be an example of Jesus that they can touch firsthand!

Your children will learn best by hearing the story over and over again. They will want to touch, taste, smell, hear, and see what you are talking about. If you show them how to do things, they will imitate you. You will change their lives because you have opened their minds and hearts to the most important person in their lives, Jesus.

Here are a few helpful do's and don'ts to make experiential learning work best for you and your kids:

- **Do think outside the learning-space box!** Move tables so children can move around freely and work in groups. Use blocks and blankets to create unique spaces.
- **Don't expect them to sit still.** Allow children to move through experiences—touching, manipulating, tasting, smelling, and making noise—all for the glory of God.
- **Do take advantage of teachable moments.** Watch how your children act, and weave what happens into the lesson. Look for ways to bring tastes, smells, and sounds into your classroom, and use them during the lesson.
- **Don't show children the contents of the Learning Lab®** before they are used in the lessons. Keep them guessing what's coming next!
- **Do get to know your children.** They are anxious to share what they are learning. They will look for you every week.
- **Don't forget—experiential learning is fun and captivating!** Enjoy it! A positive experience learning about God within the safe boundaries of your classroom will lead to more positive experiences with God outside the classroom. What a great way to encourage your students to discover the joy of the Lord firsthand and to grow in a personal relationship with Jesus Christ!





Be aware that some children have food allergies that can be dangerous. Know your children, and consult with parents about allergies your kids may have. Also, be sure to read food labels carefully as hidden ingredients can cause potential problems.

Whenever you see this allergy alert icon, stop and think about allergies your children might have.

# Making the Most of Your Hands-On Bible Curriculum®

## WARNING:

 This product is not to be used by a child under 3 years of age without adult supervision.

 Adult assembly required.

**Module Introductions** Within each quarter of Hands-On Bible Curriculum are three modules. Each module has a theme that runs throughout the lessons. The introduction to each module includes an overview of the lessons and a chart listing the Bible Point and Scripture used in each lesson.

**Bible Point** There's one point that you want your children to take home at the end of your lesson. That's the Bible Point. You'll see it referenced in the margin as well as italicized and underlined in the lesson. We've designed for it to be repeated numerous times during the lesson so no one will miss it.

**Bible Verse** These words, taken from God's Word, show the biblical basis for the lesson. The Bible verse appears at the beginning of the lesson.

**Teacher Enrichment** This part of the lesson is just for you. If you can, read it early in the week. It includes an explanation of the Bible passage and some suggested ways to pray during the week so you'll be prepared, heart and mind, for your important hour with your children.

**This Lesson at a Glance** This valuable chart shows you the big picture for your lesson. You can quickly see what supplies you'll need and what needs to be done before you begin. A minute on this page will save you 10 during your lesson!

**The Jesus Connection** To us, this is the most important thing—making the connection between the story and Jesus, the reason for the story. You'll find a Jesus Connection in every lesson, set apart in a box. We want children to find Jesus every week in your class, so don't miss this part of the lesson.

**Teacher Tips** You'll find these in the margin throughout the lesson. They're just to give you additional ideas to enhance what you're doing. They vary from alternative ideas for activities to age-level insights.

**Parent Pages** In each module introduction, there is a photocopiable Parent Page. These pages that you send home with your families will help reinforce the module's theme and encourage learning at home!

# “There is only one thing worth being concerned about.”

—Luke 10:42

## What is this one thing? It’s the whole reason for this curriculum—

it’s the whole reason for Sunday school. It’s what we (and you) want your kids to know! Check out what Thom and Joani Schultz (Group’s chairman and chief creative officer) have to say about the one thing and what it means in your life.

In Luke chapter 10, Jesus visits the home of Mary and Martha. As Martha worries about preparing dinner and being a busy servant, she gets upset because Mary isn’t helping. But Jesus tells her, “There is only one thing worth being concerned about. Mary has discovered it, and it will not be taken away from her.”

Martha was doing good work. In fact, she was serving the Lord. But Jesus made his priority for us clear. He wants to have a loving relationship with us even more than he wants us to serve him.

Many might say Jesus is the one thing. But no, it’s a **growing relationship with Jesus**. Martha would have identified serving Jesus as the one thing. But Mary better understood the *real* one thing.

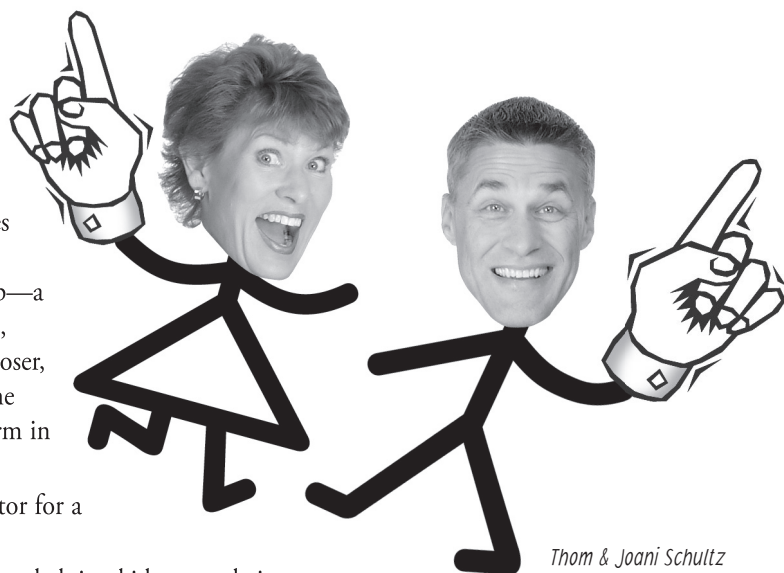
We believe that the church, like Martha, is often distracted by many things. It tends to deprioritize the one thing. Many other well-intentioned things get in the way. Churches and Christians can get sidetracked with an emphasis on rules, political positions, appearances, social action, secondary goals, theological disputes, solemnity, rituals, and more. To the spiritually hungry, churches often seem more preoccupied with these distractions than the one thing.

If the church wishes to pursue a growing relationship with Jesus, it will need to rethink and reprioritize its ministry. A one-thing ministry emphasizes relationship. And we believe a relationship with Jesus resembles in many ways a human-to-human relationship—a friendship. The process of attraction, getting acquainted, enjoying one another’s company, having fun, growing closer, and forming a bond of love and devotion is a natural one that lends clues to how a one-thing relationship may form in the context of church ministry.

How can we build a church that becomes an incubator for a one-thing relationship, for *real* friendship with Jesus?

That’s what Hands-On Bible Curriculum is all about—helping kids grow their friendships with Jesus. As they experience the Scriptures and do the activities, they’re building that relationship in a real and relevant way.

What’s the most important thing your church can do for kids? Help them choose the one thing. And use tools like Hands-On Bible Curriculum to make it a reality.



Thom & Joani Schultz



# Star Name Tags

Photocopy and cut out the star name tags.



# God Made the World

## Bible Basis: Genesis 1:1-19

This unit's passage focuses on the first four days of Creation, during which God created what we often call "the heavens and the earth." Later units in this quarter will look at the remainder of the Creation story.

This opening passage of the Bible presents with simple majesty God's creation of the world and all that is in it. The Hebrew word for "God" used in Genesis 1:1 is actually plural, though the verb "created" is singular. This usage in Hebrew is generally not to indicate multiple numbers but a greater intensity, thus expressing God's majesty.

The first four days of Creation are possibly the most dramatic. The Genesis account of these days does several things for us: It clearly states that there is a creator; it states that the creator is God; it dramatically portrays the power of God in creating the stars and the vast expanse of space as well as the tiniest, most intricate flower; and it lets us know that all God created is *good*.

## God Made the World

Lesson	Emphasis	Page
<b>1</b>	God made the land.	11
<b>2</b>	God made the sky.	23
<b>3</b>	God made the sea.	33
<b>4</b>	God made the plants.	45

# Parent Page

## God Made the World

For the next four weeks, the toddlers and 2s class will be learning that God made the world. The children will use their five senses to discover the things God has made.

### Tips for Ts and 2s

Toddlers and 2s are fascinated by nature and have a God-given curiosity about every aspect of creation. As a parent, you have the privilege of making many of these discoveries with your child. In our fast-paced society, we often overlook opportunities to appreciate the world around us. Let your toddler be your guide as you rediscover the wonders of God's creation together.

### Together Time

- Take your toddler on a nature walk in your neighborhood. Watch an ant carry a crumb, listen to the song of a bird, inspect the bark on a tree, and take a flower apart and inspect each detail.
- Help your toddler make a collage or another arrangement using nature items you collect on your walk. At mealtimes talk about all the things God has made.
- Sing this song from class with your toddlers:

### This Is the Way God Made the World

(Sung to the tune of "The Mulberry Bush")

**This is the way God made the world,  
Made the world, made the world.  
This is the way God made the world—  
The land, the sky, the sea.**

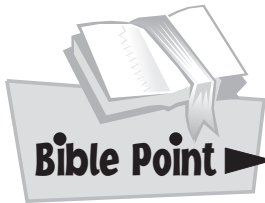
**God put the moon up in the sky,  
In the sky, in the sky.  
God put the moon up in the sky.  
The moon is way up high.**

**The sun is shining big and bright,  
Big and bright, big and bright.  
The sun is shining big and bright.  
God's sun gives us light.**

**The trees are moving in the breeze,  
In the breeze, in the breeze.  
The trees are moving in the breeze.  
God made the big, tall trees.**

**The flowers are growing big and tall,  
Big and tall, big and tall.  
The flowers are growing big and tall.  
God's flowers are for us all.**

**This is the way God made the world,  
Made the world, made the world.  
This is the way God made the world—  
The land, the sky, the sea.**



**Bible Point** ▶

# God Made the World

## Bible Verse

God made the world (adapted from Genesis 1:1).

## Growing Closer to Jesus

- Children will
- interact with items from nature,
  - learn that God made the world, and
  - thank God for everything he's made.



## Teacher Enrichment

### Bible Basis

- **God made the land.**

**Genesis  
1:1-19**



In today's passage, we find that God created the earth. From the highest peak of Mount Everest to the lowest valley of the Dead Sea, God created the diverse lands and formations. The amazing work of art called "Earth" keeps changing through God's sculpting tools of erosion, wind, and movement. Like the children you're teaching, we continually discover new and amazing depths of the remarkable planet God created and chose for his creation.

### Prayer

- Read Psalm 145:4-6.
- What is your favorite part of God's creation?
- How do you show your appreciation for it?
- Pray: Lord, your works are so wonderful. I especially thank you for...  
Help the children I teach by...

## Before the Lesson

- Collect items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart on the next page.
- Pray for the children in your class and for God's direction in teaching the lesson.










**teacher  
tips**

It's important to say the Bible Point just as it's written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.

**teacher  
tips**

The Lesson at a Glance chart gives you a quick overview of the lesson and lists the supplies you'll need for each activity. Most of the supplies are items you may already have in your home or classroom. Simplify your preparation by choosing which Arrival Activities and For Extra Time activities (found at the end of the lesson) you'll use.

# This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Arrival Activities</b>  Direct children to one or more of the optional activities until everyone arrives.	<b>Welcome Time</b> —Receive a warm welcome from the teacher and Cuddles the Lamb.	Name tags (p. 8), marker, tape or safety pins, CD player	
	<b>Option 1: Sifting Sand</b> —Pour, scoop, and play in sand.	Dishpans, sand, cups, spoons, scoops, newspaper	
	<b>Option 2: Flashlight Fun</b> —Learn about light and dark by playing with flashlights.	Flashlights	
	<b>Pick-Up Time</b> —Sing a song as they help clean up the room.	CD player	
<b>Bible Story Time</b>	<b>Bible Song</b> —Sing a song about the Bible.	Bible, CD player	
	<b>God Made the World</b> —Interact with sensory items as they hear the Creation story from Genesis 1:1-19.	Flashlight, water-filled spray bottle, plates, sand, salt shaker, rocks, modeling dough, mud, wipes	
	<b>Creation Song</b> —Sing a song about God's creation.	CD player	
<b>Bible Activities</b>	<b>Interactive Bible Bulletin Board</b> —Review the Bible Point with Cuddles the Lamb as they create a bulletin board together.	Mountain patterns (p. 21), scissors, blue construction paper, crayons, tape	
	<b>Sing It Out</b> —Sing a song about God's creation.	CD player	
	<b>Bible Craft</b> —Choose favorite rocks and decorate them.	Rocks, crayons, markers	
	<b>Bible Game Song</b> —Act out the creation of the moon, sun, trees, and flowers.	CD player	
<b>Closing</b>  	<b>Appreciating Creation</b> —Say a prayer, and have a snack.	Apple slices, napkins	

\*See the end of this lesson for extra-time ideas and supplies.

# Arrival Activities

## ■ Welcome Time

**SUPPLIES:** name tags (p. 8), marker, tape or safety pins, CD player



- Play “God Is So Good” (track 2) from the CD as children are arriving. The music will be soothing to the children as they adapt to their new surroundings.
- Use Cuddles the Lamb to help you greet each child by name and with a warm smile.

- Tape or pin a name tag to each child’s clothing.
- Say: **Today we’re going to learn that** ► God made the world.
- Place Cuddles out of sight so the children won’t be distracted by him during the next activity.

**teacher tips**

Consider laminating the name tags after the first week so they’ll last the entire quarter. Fasten the name tags to children’s clothing with tape or safety pins. You may want to put the name tags on the children’s backs because the children will be playing on the floor. You’ll find yourself referring to the name tags often.

◀ **BIBLE POINT**



## ■ Option 1: Sifting Sand

**SUPPLIES:** dishpans, sand, cups, spoons, scoops, newspaper

Spread newspaper on one area of the floor. Set dishpans partially filled with sand on the newspaper. Also set out cups, spoons, and scoops. Encourage the children to scoop and pour the sand. Talk with them about how the sand feels and what it looks like. Remind children that God made the sand and that ► God made the world.

**teacher tips**

Have your Arrival Activities ready to go before children arrive. That way, you can warmly greet each child and direct children immediately to the activities.

## ■ Option 2: Flashlight Fun

**SUPPLIES:** flashlights

Set a few flashlights on a table or on the floor. Explain that you’re going to turn off the lights so you can compare light and dark. Help the children turn the flashlights on and off. You could also have the children shine their lights onto dark construction paper.

Explain that God made the light for day, and God made the darkness for night. Ask questions such as “What’s fun to do in the daylight?” “What do you like to do at night?” and “Who’s with you when it’s dark?”

Remind children that God made the light and the dark and that ► God made the world.

◀ **BIBLE POINT**



## ■ Pick-Up Time

**SUPPLIES:** CD player



As Arrival Activities draw to a close, gently mention that it will soon be time to clean up. Encourage children to help you pick up things in the room as you lead them in singing “Let’s Pick Up All Our Things.” Use the CD (track 3) and sing the song to the tune of “Looby Loo.”



**Let’s pick up all our things.  
Let’s pick up all our things.  
Let’s pick up all our things  
And put them all away.**

**Everyone here can help.  
Everyone here can help.  
Everyone here can help.  
Let’s put it all away.**

Let's pick up all our things.  
 Let's pick up all our things.  
 Let's pick up all our things.  
 It's time to stop our play.

## Bible Story Time

### ■ Bible Song

**SUPPLIES:** Bible, CD player

#### BIBLE VERSE



Say: **Who made the world? In Genesis 1, the Bible tells us that ► God made the world. The Bible is God's special book. The Bible tells us about God. Let's learn a song about the Bible.** Using the CD (track 4), lead children in singing "God's Special Book" to the tune of "Row, Row, Row Your Boat."

#### teacher tips

Choose a special Bible to use for this section of the lesson each week. For example, you could use the *Hands-On Bible*® (Group Publishing), a big black Bible, a red Bible, or a Bible with gold leaf pages. These special characteristics will make Bible Story Time memorable.



#### SING

**This is God's special book.  
 Yes, it's God's book you see!  
 I learn about all God has done,  
 And his love for me!**  
*(Repeat.)*

**Bible!**

### ■ Bible Story: God Made the World

**SUPPLIES:** flashlight, water-filled spray bottle, plates, sand, salt shaker filled with sand, rocks, modeling dough, mud, wipes



Before class begins, prepare the StoryBoard by following the instructions provided in the Learning Lab. The purpose of the StoryBoard is to provide an interactive, sensory learning opportunity for your toddlers and 2s. Please attach the sensory items securely so

the children can touch them without danger of pulling the items off or putting them into their mouths.

Make four plates or trays for the children to explore. Include one plate with sand, one with rocks, one with mud, and one with a mountain and canyon made from modeling dough. You'll also need to have wet wipes handy. Set the plates near you. Remove the *heaven stickers* from the Learning Lab, and fill a spray bottle with water.

#### Panel 1



Set the spray bottle beside you. Hold the StoryBoard. Say: **Today we're going to hear a Bible story about how ► God made the world.** Have a helper turn off the lights. **In the beginning, it was dark. Can you cover your eyes?** Pause.



#### BIBLE POINT

**Then God made the light.** Turn on the lights. **Now look! Oh, what a big, bright world!** Unfold Panel 1 of the StoryBoard, and shine the flashlight behind it to light up the sun-, moon-, and star-shaped holes.

Say: **God made the sun. God made the moon. God made the stars.**

Then turn off the lights again, and ask:

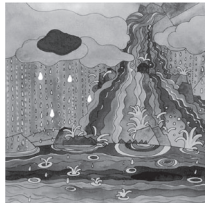
- **When it's dark, what time of day is it?** (Nighttime.)
- **What do the stars look like at night?** (Bright; sparkly.)
- **What does the moon look like?** (Shiny; round.)
- **What do you feel like when it's dark?** (Scared; sleepy.)

Turn on the lights, and ask:

- **When does the sun come out?** (Morning; daytime.)

Say: **God made the sun, moon, and stars. Let's see what else God made.**

### Panel 2



Reveal Panel 2 of the StoryBoard, which shows sky, clouds, and water. Say: **God made the sky. God made the air. God made the clouds.** Allow the children to touch the fluffy clouds.

Ask: • **What do the clouds feel like?** (Soft; fluffy.)

Say: **God made everything in the sky. God made everything in heaven.** Choose two or three children to each place

a *heaven sticker* on Panel 2 of the StoryBoard. (Be sure to hand out only two or three stickers because you will need more throughout the module.)

Say: **After that, God said, "Let there be water." God made oceans, lakes, and rivers.** Allow the children to touch the blue satin. As they touch it, gently spray them with water from the spray bottle.

Ask: • **What does the water feel like?** (Wet; cold; warm.)

- **What do you do in the water?** (Swim; take a bath; splash.)

Say: **Let's pretend to be raindrops falling from the clouds. Wiggle your fingers like raindrops, down to the ground. Reach up, up into the clouds.** Reach your arms high in the air. **Now sprinkle down, little raindrops. Down, down to the ground. Good!** Sit on the floor and say: **Let's see what else God made.**

### Panel 3



Unfold Panel 3 of the StoryBoard, which shows grass, land, flowers, plants, bushes, and trees.

Say: **God made the grass, and God made the trees.**

Allow the children to touch the brown corrugated paper. **Then God made the land. He made the dirt and sand.** Allow children to touch the sandpaper. **God made the plants.** Help the children pull the ribbon through the StoryBoard. **God put the fruit in the trees.**

► **God made the world so beautiful! Let's smell the beautiful plants God made.** Lay the StoryBoard on the floor, and let the children scratch and sniff the sticker.

**God made everything! God made the land.** Bring out the tray of sand. **Here is some sandy soil.** Let the children touch the sand. **God made the sand. Thank you, God, for the sandy beaches.**

Hand a child the salt shaker filled with sand, and let him or her sprinkle sand from the shaker into the tray. Give the other children a turn.

Ask: • **What do you like to do with sand?** (Play in it; walk on it.)

- **Who made all the land?** (God did!)



When you spray children with water, avoid bringing out the water suddenly in a surprise attack. Just put a little on a child's arm. If the child shows interest, spray a little above his or her head. If you have very young children in your class, let them simply find and touch the StoryBoard pictures and sensory items.



Safety is essential when working with young children. The U.S. Consumer Product Safety Commission suggests craft supplies and toys should be no smaller than a 50-cent piece (to avoid choking). Make sure electrical outlets are covered, electrical cords are hidden, and all chemicals are out of reach of the children.





• Aren't we glad that God made the land for us to walk on and to play on? (Yes.)

Say: **God made the rocky desert.** Bring out the tray of rocks. **Here is the rocky soil.** Let the children touch the rocks. **God made the rocks. Thank you, God, for the rocky land.**

Bring out the tray with the modeling-dough mountain. **Here is a tall mountain. Use your fingers to walk up the mountain.** Encourage the children to "walk" up the mountain with two fingers of one hand. **God made the mountain. Thank you, God, for the tall mountains.**

Point to the canyon area on the tray. **Here is a canyon. God made deep canyons.** Allow the children to touch the canyon area on the tray.

**God made the muddy land, too.** Bring out the tray of mud. **Here is some muddy land.** Let the children lightly put one finger in the mud, and hand them a wet wipe. **God made the muddy soil. Thank you, God, for the muddy soil.**

Move the trays out of the reach of the children. Say: **God made the sandy land, God made the rocky land, God made the tall mountains and deep canyons, and God made the muddy land.** ► ***God made the world.***

Ask: • **Who made all the land?** (God did!)

Show the children the StoryBoard with all three panels open. Point to each picture and say: ► ***God made the world. He made the night and day with darkness and light. God made the clouds, the sun, the moon, and the stars in the sky. God made the water and formed it into lakes, oceans, and rivers. God made the land and caused grass, trees, and flowers to grow on the land. God made everything!***

Ask: • **Who made the world?** (God did.)



**BIBLE POINT** ►




**BIBLE POINT** ►



**BIBLE POINT** ►



**Important:** Put away the StoryBoard out of reach of children. Return the *heaven stickers* to the Learning Lab for use in other lessons.



Say: ► ***God made the world because he loves you. And God sent his Son, Jesus, to the world because he loves you! Thank you, God, for making the world! And thank you, God, for sending Jesus to save us.***

## ■ Creation Song

**SUPPLIES:** CD player



track 5

Using the CD, lead children in singing "God Made All the World" (track 5) to the tune of "Ten Little Indians."



**SING**

**God made the land and God made the sea** (*make waves with your hands*);  
**Made the sun so we can see** (*shade your eyes with your hand*);  
**Made the moon and stars we see.** (*Open and close fingers to "twinkle."*)  
**God made all the world.** (*Put hands out in front of you.*)

**God made the plants and God made the trees** (*lift hands above your head like a growing tree*);

**Made the flowers and their leaves.** (*Pretend to smell a flower.*)

**God made the grasses all with ease.** (*Fold hands and wiggle fingers.*)

**God made all the world.** (*Put hands out in front of you.*)

God made the clouds up in the sky (*make a big circle over your head with your arms*);

Made the wind to help things fly (*push hands away from your mouth*);

God made everything up high. (*Stand on your tippy-toes.*)

God made all the world. (*Put hands out in front of you.*)

Say: ► **God made the world and all that is in it. Now I have a special friend for you to meet. We can tell our friend that God made the whole world!**

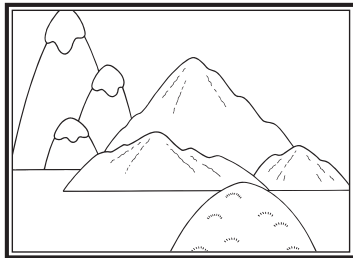
◀ **BIBLE POINT**



## Bible Activities

### ■ Interactive Bible Bulletin Board

**SUPPLIES:** mountain patterns (p. 21), scissors, blue construction paper, crayons, tape



Before class, cover your bulletin board with blue construction paper. Photocopy, cut out, and color the mountain patterns, or tear mountain shapes from a long strip of brown construction paper.

**teacher tips**

The Interactive Bible Bulletin Board is a simple device that offers so much that young children need: routine and familiarity, opportunities for creative expression, and visual reminders of previous lessons. If you haven't used this idea, give it a try!



*Bring out Cuddles the Lamb, and go through the following script. When you've finished, put Cuddles away out of sight of the children.*

**Cuddles:** Hi! My name is Cuddles. I am so happy to be here. What did you learn today?

**Teacher:** We learned that ► God made the world. Can you help us make a bulletin board of things God made?

**Cuddles:** I like to be a helper! What are we going to do?

**Teacher:** We're going to have fun with some of God's creation! God made many wonderful things, and I have pictures of some of them. Each one of you will get a turn putting a picture on the bulletin board. Cuddles will help us.

*As you hand a mountain shape to each child, have Cuddles ask the child what it is. For example: **Cuddles:** What are you putting on the bulletin board? **Child:** A mountain.*

**Cuddles:** Who makes mountains? **Child:** God does.

*Help the children tape the mountain shapes to the bulletin board or wall. Each time a child places a shape, say, "God made mountains" or "God made land." Have the children repeat that sentence with you. Lead the children in saying, "Thank you, God, for [name of object]." Have the children point to the shapes they've placed on the bulletin board.*

**Teacher:** That was fun. It's fun to learn about how ► God made the world. Let's sing a song and learn more about our beautiful world.

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## ■ Sing It Out

**SUPPLIES:** CD player



Using the CD, lead children again in singing “God Made All the World” (track 5) to the tune of “Ten Little Indians.” The lyrics are on pages 16-17.

Say: ► ***God made the world. He made flowers and trees and grass and leaves. We can make pretty pictures with the things God made.***



**BIBLE POINT** ►

## ■ Bible Craft

**SUPPLIES:** rocks, crayons, markers



Before class, collect a variety of interesting rocks and stones. Be sure they’re larger than a 50-cent piece to avoid any danger of choking. Collect one rock or stone for each child.

Set out the rocks and stones and colorful crayons and markers. Invite each child to choose a rock or stone and decorate it using crayons and markers. As children work, ask questions such as “Who made rocks and stones?” and “Who made mountains?”

When the rocks and stones are decorated, let children form pairs, sit on the floor facing each other, and gently roll the rocks and stones back and forth. Encourage children to repeat the Bible Point each time they roll a rock or stone to their partners. After a few minutes, say: **God made the land and the rocks and stones on the land.** ► ***God made the world.***



**BIBLE POINT** ►

## ■ Bible Game Song

**SUPPLIES:** CD player



Using the CD (track 6), lead children in singing and doing actions to “This Is the Way God Made the World” to the tune of “The Mulberry Bush.”



**This is the way God made the world,  
Made the world, made the world.  
This is the way God made the world—  
The land, the sky, the sea.**

**God put the moon up in the sky,  
In the sky, in the sky.  
God put the moon up in the sky.  
The moon is way up high. (Reach up and pretend to place the moon in the sky.)**

**The sun is shining big and bright,  
Big and bright, big and bright.  
The sun is shining big and bright.  
God’s sun gives us light. (Hold hands in a big circle.)**

**The trees are moving in the breeze,  
In the breeze, in the breeze.  
The trees are moving in the breeze.  
God made the big, tall trees. (Hold arms up like branches, and sway back and forth.)**

The flowers are growing big and tall,  
Big and tall, big and tall.  
The flowers are growing big and tall.  
God's flowers are for us all. (*Pretend to be small; then "grow up" like a flower.*)

This is the way God made the world,  
Made the world, made the world.  
This is the way God made the world—  
The land, the sky, the sea.

Say: **What a beautiful song you sang. And what a beautiful world God made. Let's have a delicious snack from some of the trees God made. That will help us remember that ► God made the world.**



## Closing

### ■ Appreciating Creation

**SUPPLIES:** apple slices, napkins

Gather children at the snack table.

Ask: • **Who made the world?** (God.)

Say: **We've learned how God created the world. Let's say thank you prayers to God for all the things he's made for us.** Encourage children to say "Thank you, God, for..." and name things God created. Help children think of things God created that they see every day such as the sun, birds, and their parents.

Close by saying: ► **God made the world. Thank you, God, for all the wonderful things you have made. In Jesus' name, amen.**

Give each child several thinly cut apple slices on a napkin. Say: **God made apple trees, and God helps the apples to grow. Thank you, God, for apples.**

Let children eat their apple slices and then throw their napkins in the wastebasket. Have children take their rocks home.



### Growing closer to Jesus extends beyond the classroom.

Photocopy the "Parent Page" handout (p. 10) for this module, and send it home with your children. Encourage parents to use the handout to plan meaningful family activities to reinforce this module's topic.



## For Extra Time

If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

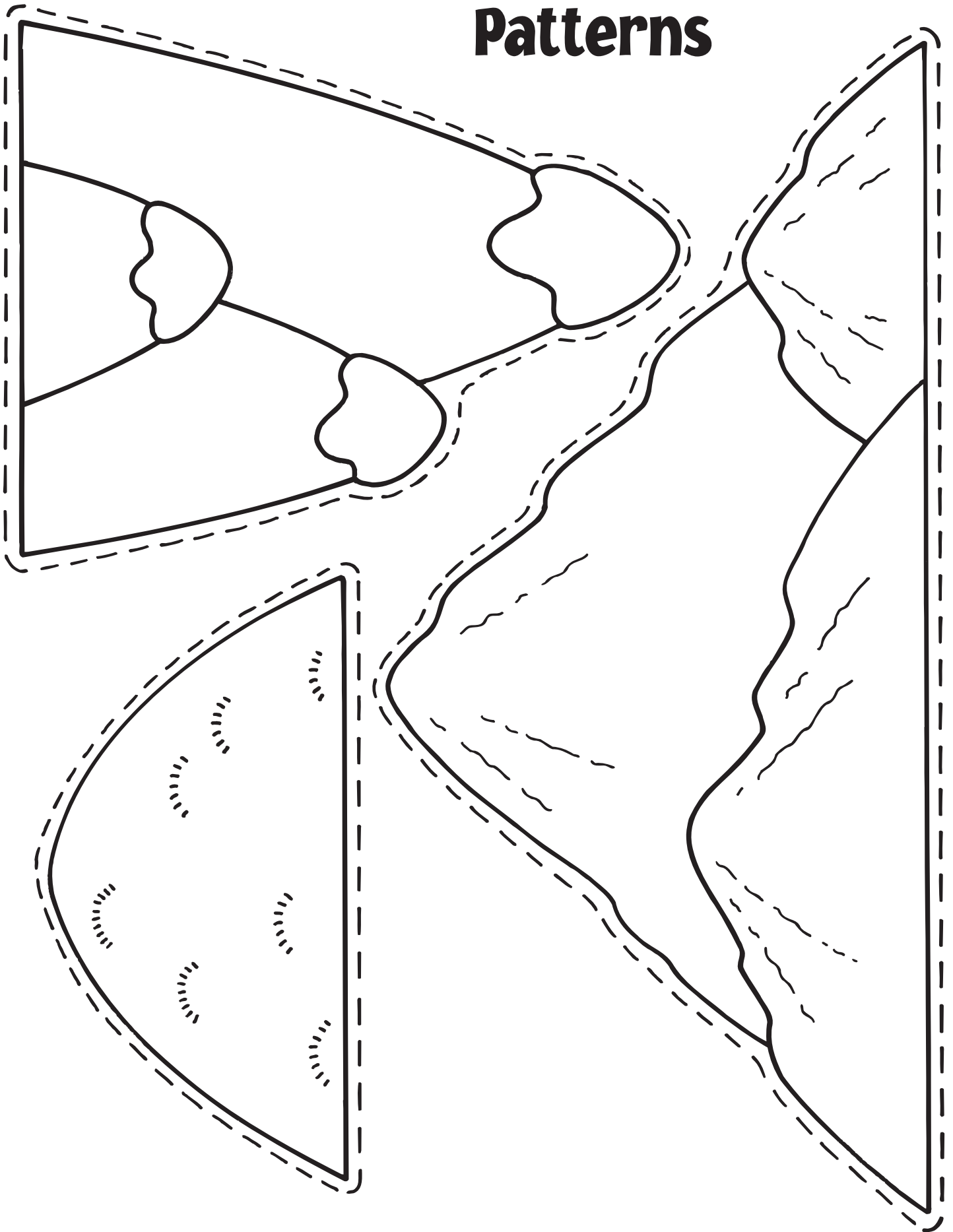
### ■ ***Wonderful Water***

Using one large pan of water or a few dishpans, encourage the children to wash large rocks. It's fun to notice how the rocks change color when they're wet. Remind the children that God made the water and the rocks.

### ■ ***Modeling-Dough Creations***

Set out modeling dough on a low table. As children play, invite them to tell you about their creations. Remind children that God made the world. For extra fun, repeat the song "This Is the Way God Made the World." Without using the *CD*, sing the song and let children march around the room holding their doughy creations.

# Patterns





# Teacher Guide

## TODDLERS & 2s

### Fall

## Teach as Jesus Taught!®

JESUS USED EVERYDAY OBJECTS—a mustard seed, a fig tree, a lost coin—to teach his disciples the truths that would change the world. With Hands-On Bible Curriculum, you can teach as Jesus taught, using fun surprises that children can touch, see, and smell to relate eternal truths they won't forget.

**This quarter your Toddlers & 2s will learn these important Bible lessons:**

### MODULE 1

Genesis 1:1-19

God made the world.

### MODULE 2

Genesis 1:20-25

God made the animals.

### MODULE 3

Genesis 1:27-28

God made me.

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