



## **TEACHER'S GUIDE**

GRADES 1-2  
YEAR 2 | FALL

### **Sunday School**



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*I am the light of the world.  
Whoever follows me will never walk in darkness,  
but will have the light of life.*

John 8:12  
(NIV 1984)

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Project Coordinators: Owen Dorn, Raymond Schumacher  
Editorial Team: Lynn Groth, Wendi Guenterberg  
Art Director: Karen Knutson  
Design Team: Paula Brouwer, Diane Cook, Pamela Dunn, Lynda Williams  
Illustrator (line art): Randy Chewning

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# Introduction

**Christ-Light is a complete religion curriculum for youth from birth through grade 12.**

**The Christ-Light Sunday school curriculum consists of 117 lessons for each level, arranged in a three-year cycle. Each year the students will study lessons from both the Old and New Testaments to ensure that they receive a clear picture of the promise and fulfillment of God’s plan of salvation. Some key Scripture lessons, such as the creation and the birth, death, and resurrection of Jesus, are repeated during the three-year cycle.**

**Parental involvement is key to the spiritual nurture of the students!**

Student Lessons offer interesting, interactive parent-child activities.

Teacher’s Guides offer additional ideas for encouraging parent-child interaction.

## Characteristics of six- to eight-year-old children

### Mental Development

- Vary greatly in reading abilities
- Need set routines and rules, and find safety in them
- Process concrete information best and understand most things literally
- Are inquisitive
- Have vivid imaginations and love to hear Bible stories and see pictures of Bible events
- Are eager to learn many new truths and share them with others
- Are increasingly aware of God-pleasing and ungodly words and actions in the lives of others
- Treasure their salvation through Jesus and want to thank him for it

- Can learn to pray from the heart as situations arise
- Are beginning to understand a sequence of events
- Enjoy active learning (motor skills, crafts, songs, rhythm, drama)

### Emotional Development

- Can independently form personal attitudes and habits
- Are highly impressionable

### Social Development

- Can begin to work cooperatively in small groups
- Learn from words, actions, and opinions of their teachers
- Learn from words, actions, and opinions of their peers
- Enjoy sharing what they have learned with parents
- Enjoy having parents help them learn

## Teacher Preparation

Unique resources for helping teachers prepare for each lesson are found in the *Teaching Helps* podcasts. You can access these online: [www.nph.net/christlight](http://www.nph.net/christlight).

For each lesson, a two-part file is provided. In the first part (about 12 minutes long), a pastor discusses the content of the Bible lesson itself. In the second part (about 6 minutes), teachers give additional teaching tips not found in the Christ-Light teachers’ guides. A two-page study sheet is available for those who may want to take notes as they listen to the *Teaching Helps*.

## Teaching Materials

### Teacher’s Guides

Christ-Light Teacher’s Guides offer everything you need to teach a lesson. Familiarize yourself with the Teacher’s Guide by reading **Teaching the Lesson**, beginning on page viii.

Note that the Teacher's Guide is set up with parallel lesson plans—one in the wide column and one in the narrow column.

Those who want one straightforward, complete lesson can use the wide column, start to finish.

Those who want to design their own lessons may select activities from either the wide or the narrow column, or from the **Lesson Activities** section.

## Student Lessons

*Christ-Light student lessons are an essential connection with the home.* Encourage all parents to use them with their children. These loose-leaf, two-page lesson sheets contain the Bible story text, a full-color teaching picture, a brief summary of the lesson, both a grade-appropriate and a family parent-child activity, a prayer, and a memory treasure.

## Copy Master CD

A single Copy Master CD contains all the copy masters for the entire year. The reproducible copy masters are designed to teach, review, apply, reinforce, or enrich your lessons.

Each set of copy masters includes a map featuring locations mentioned in the Bible lessons. The teacher may enlarge the maps for classroom use or give each student a copy for reference.

The Copy Master CD also contains separate files with printable copies of the selections found on the music CDs. (See **Music** below.)

## Music

Each lesson includes at least one song, hymn, or liturgical response.

Teaching CDs with upbeat accompaniment and accompaniment + vocal tracks are available for:

1. 38 memory treasure hymns
2. 61 core memory treasure passages
3. grade level songs

The Copy Master CD contains a file with printable copies of *all* the selections on the *Christ-Light Songs* CD.

Additional files contain guitar chords and melody lines for the *Memory Treasures: Hymns* CD as well as the *Memory Treasures: Passages* CD.

A music CD icon  identifies the songs that have been recorded on the CDs.

Take-Along CDs of the accompaniment + vocal tracks of all CDs are available at an attractive price for use by families. These CDs can teach on the way to school, on the way home from soccer practice, and during evening family time.

## Teaching Pictures

CDs of the Bible story pictures for prekindergarten through grade 4 are available. The pictures may be projected or reproduced for classroom use.

## Teaching the Lesson

### Lesson Overview

The lesson summary helps the teacher understand the contents of the lesson. The **Looking Back at . . .** section helps the teacher remember the key points of the previous lesson.

**Lesson goals** are expressed in the Truth, what God teaches us in the lesson; the application, what this lesson means to us; and the response, what we do in response to this truth.



The teacher is encouraged to present the **Memory Treasures** in interesting, fun ways. See the *Leader's Resource* CD for suggestions.

The Bible passages are available in various translations in electronic format. The teacher can print the memory assignments and distribute them each day or create a memory booklet of all the memory assignments for the year. For hymn texts, use the hymnal or the electronic memory treasure files for your grade level.

You will find new or difficult words, phrases, and concepts in the section called **Wordwise**. Be sure students understand these as you teach the lesson.





It is always helpful for the teacher to have as much background information as possible. Appropriate commentaries are listed in **Dig Deeper**.



As Christians, we have the privilege of being able to approach our God in prayer. **The Teacher Prays** offers a prayer that may be just what you would like to say to God before you begin teaching your lesson.



Christ-Light provides a hymn or prayer to open each lesson. The brevity makes it possible to teach the “meat” of the lesson during prime learning time.



**Introduce** is designed to create student interest in the coming lesson. Introductions provide necessary background, actively involve students, and lead them to anticipate an answer to the aim question.



The **Aim** asks what God is telling us in the lesson. The **Truth** answers that question.



Teachers will use this section to teach the Word of God by telling the story in a creative, interactive way.



In this section, key story events are briefly reviewed, leading the students to apply the truth to their lives and to examine ways in which they can respond.



Each lesson closes by leading the students to briefly summarize the main points of the lesson. Key memory treasures are often integrated into the lesson closing.



Each teacher’s guide offers ways to encourage parents as they carry out the important job of being the primary Christian educators of their children. The

**To Do at Home** sections suggest messages you can share with parents verbally after class or include in classroom newsletters or notes home. The messages often point out ways parents can use the student lesson activities and study God’s Word with their children.



Simple Bible passages, catechism, and hymn memory treasures are incorporated into the lessons. Many of these memory treasures are taken from a core list that will be repeated in later grades.



A brief lesson plan is offered as an option for use in a midweek session or after-school child care program. The plan reviews the lesson but focuses on applying the Word and responding to it. A brief opening and closing are provided.

## Lesson Activities

These additional activities offer even more options for teaching, reviewing, applying, or responding to the truth of the lesson. The *purpose* of each activity is stated so the teacher can quickly see how the activity applies to the lesson. The *procedure* explains how to use the activity.

## Special Features

### Worship Words

In Christ-Light, prekindergarten and kindergarten children learn worship words—simple hymns, psalm refrains, and parts of the liturgy used in *Christian Worship*. Doing this helps the children be active participants in worship services. Some of the worship sections in the materials for grades 1 and 2 review these worship words.

Below is the worship words plan as it is outlined in the prekindergarten-kindergarten materials.

*Suggestion:* In the first year, teach one worship word from **Set 1** every Sunday for a month. Use the same procedure to teach **Set 2** the second year. Use **Additional Worship Words** when time allows.

### Set 1

#### 1. Psalm Refrains

- Psalm 31 (page 77): “Surely, it is God who saves me . . .”
- Psalm 34 (page 80): “Happy the people . . .”
- Psalm 78 (page 95): “Your Word is a lamp . . .”

#### 2. Parts of the Liturgy

- Verse of the Day (page 30): “Alleluia! Alleluia! Alleluia! These words are written . . .”
- The Gospel Responses (page 18): “Glory be to you, O Lord! Praise be . . .”

#### 3. Hymns

- I Am Jesus’ Little Lamb (hymn 432:1)
- Now the Light Has Gone Away (hymn 593:1,2)

#### 4. Hymn Refrains

- Oh, Come, All Ye Faithful (hymn 55)
- The King of Glory Comes (hymn 363)

### Set 2

#### 1. Psalm Refrains

- Psalm 23 (page 72): “The Lord is my shepherd . . .”
- Psalm 38 (page 81): “Be merciful, O Lord . . .”
- Psalm 47 (page 85): “Let the people praise you, O God . . .”

#### 2. Parts of the Liturgy

- Thank the Lord (page 36, first line): “Thank the Lord and sing his praise. Tell ev’ryone what he has done.”

#### 3. Hymns

- Away in a Manger (hymn 68:1)
- I Am Trusting You, Lord Jesus (hymn 446:1)

#### 4. Hymn Refrains

- Go, Tell It on the Mountain (hymn 57)
- Alleluia, Alleluia, Give Thanks (hymn 154)
- Onward, Christian Soldiers (hymn 537)

### Additional Worship Words

- Psalm 139b (page 117): “I will praise you, O Lord . . .”
- O Christ, Lamb of God (hymnal, page 23 or 35)
- How Sweet the Name of Jesus Sounds (hymn 358:1)
- God Loved the World So That He Gave (hymn 391:1)
- Jesus, Shepherd of the Sheep (hymn 436:1)



## MEMORY TREASURES

The following memory treasures are developed throughout materials for prekindergarten through grade 6.

### Catechism Memory Treasures

- Ten Commandments, meanings, and conclusion
- Apostles’ Creed—articles and meanings
- Lord’s Prayer and meanings
- Sacrament of Holy Communion

## Hymn Memory Treasures

\* An asterisk indicates a core hymn that will be learned by the Sunday school students. As time allows, you may choose to teach other hymn stanzas.

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Advent	2:1	Savior of the Nations, Come
Christmas	38:1-3,13	From Heaven Above to Earth I Come
Lent	103:1,2,6	Glory Be to Jesus
Lent	111:1,2,5	Sweet the Moments, Rich in Blessing
Easter	152:1-3,7,8	I Know That My Redeemer Lives
Ascension	170:1,3	Draw Us to Thee
Ascension	173:1	On Christ's Ascension I Now Build
Pentecost	183:1,3,4	Holy Spirit, Light Divine
Reformation	200:1-4	A Mighty Fortress Is Our God
End Time	208:1	Great God, What Do I See and Hear
Worship and Praise	234:1,3	Praise to the Lord, the Almighty
Word of God	282:1	Lord, Open Now My Heart to Hear
Word of God	284:1,3,4	How Precious Is the Book Divine
Word of God	293:1	God's Word Is Our Great Heritage
Confession and Absolution	304:1,5,7	*Jesus Sinners Does Receive
Close of Service	319:1	On My Heart Imprint Your Image
Close of Service	333:1,2	Abide, O Dearest Jesus
Redeemer	348:1,4	Jesus, Jesus, Only Jesus
Redeemer	358:1,2	How Sweet the Name of Jesus Sounds
Justification	379:1,3	Amazing Grace—How Sweet the Sound
Justification	391:1,3,4	God Loved the World So That He Gave
Prayer	411:1,2	*What a Friend We Have in Jesus
Trust	422:1-4	Jesus, Lead Us On
Trust	429:1-3	*What God Ordains Is Always Good
Trust	432:1	I Am Jesus' Little Lamb
Trust	436:1,2,4	Jesus, Shepherd of the Sheep
Trust	441:1,3	O God, Our Help in Ages Past
Commitment	469:1-3,6	*Take My Life and Let It Be
Commitment	478:1,2	With the Lord Begin Your Task
Stewardship	485:1,2	We Give Thee but Thine Own
Christian Love	490:1-3	Love in Christ Is Strong and Living
Christian Home	506:1,3	Oh, Blest the House, Whate'er Befall

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Missions	573:1,2,4	*Hark! The Voice of Jesus Crying
Evening	587:3,4	Now Rest Beneath Night's Shadow
Evening	588:1,2,6,7	Abide With Me
Confirmation	596:1	Let Me Be Yours Forever
Death and Burial	606:1-3	For Me to Live Is Jesus
Thanksgiving	610:1-3	Now Thank We All Our God

### **Bible Passage Memory Treasures**

\* An asterisk indicates a core passage.

Those passages express biblical truths that are considered essential knowledge for a basic preparation for confirmation.

The passages without an asterisk are not considered core passages but are optional choices for memorization.

* Genesis 1:1	Matthew 4:10b	* John 3:16	Ephesians 4:32
Genesis 39:9b	Matthew 6:33	John 5:39	Ephesians 6:1
* Exodus 20:11a	* Matthew 7:7	John 11:25,26a	* 1 Timothy 2:3,4
Job 19:25-27	* Matthew 11:28	* John 14:19b	2 Timothy 3:15
* Psalm 37:5	Matthew 18:20	Romans 1:16	2 Timothy 3:16
* Psalm 50:15	* Matthew 22:37	* Romans 3:23	Hebrews 11:1
* Psalm 51:5	* Matthew 22:39b	Romans 3:24	James 1:22
Psalm 103:1,2	* Matthew 26:41	* Romans 6:23	* 1 Peter 5:7
* Psalm 118:1	* Matthew 28:19	* Romans 8:28	1 Peter 5:8
* Psalm 119:105	* Matthew 28:19,20	* Romans 10:17	* 1 John 1:7b
Psalm 139:14	* Matthew 28:20b	* 1 Corinthians 10:31	1 John 3:15
Psalm 145:15,16	Mark 10:45	1 Corinthians 12:3b	1 John 4:19
* Proverbs 3:5	* Mark 16:16	Galatians 3:26	* Revelation 2:10b
Isaiah 41:10	* Luke 11:28	Galatians 3:27	
* Isaiah 43:11	Luke 18:13b	Galatians 4:4,5	
Isaiah 64:6a	John 1:29b	* Ephesians 2:8,9	

## The Creation of Man and Woman **Genesis 2:4-25**



**Aim**

How did God show his great love for Adam?

God showed his great love for Adam by creating him in a special way, giving him a beautiful home, and creating Eve as a wife for him.



**Truth**

*Application:* Just as God loved Adam, so God loves each of us.

*Response:* We thank God for his love by obeying him.

*Lesson Summary:* On the sixth day of creation, God made all the land animals and his most important creations—man and woman. God formed Adam out of the ground, made him perfect and holy, gave him a beautiful home in the Garden of Eden, and created Eve to be his helper and companion.



**\* Genesis 1:1**  
**Psalm 139:14a**  
**Hymn 234:1**



**creation**—God’s act of making the world and all that is in it out of nothing  
**perfect**—without anything bad or wrong  
**holy**—without sin



See Franzmann, *Bible History Commentary: Old Testament*, pages 29–36; The People’s Bible: Jeske, *Genesis*, pages 32–42.



Dear heavenly Father, help me remember that you created each of my students as a unique and special person. Help me treat each of them with love and kindness, just as you have shown love and kindness to me. Amen.

### Looking Ahead at Lesson 2

#### The First Sin

Genesis 3

*Aim:* How did God show love for Adam and Eve when they sinned?

*Truth:* When Adam and Eve sinned, God showed love for them by promising to send a Savior.

*Application:* God sent his Son, Jesus, to be our Savior.

*Response:* We thank God for sending us a Savior from sin.

*Lesson Summary:* God’s perfect world changed when Eve listened to the devil’s temptation and disobeyed God. She ate some of the forbidden fruit and also gave some to Adam. But God promised to send Adam and Eve a Savior and warned them about the troubles that would enter their lives because of their sins.

*Memory Treasures:* \*John 3:16; \*Romans 3:23; \*A portion of the Second Article of the Apostles’ Creed

## Alternate Lesson Plan



*Sing:* Play and sing the Genesis 1:1 memory treasure from the Christ-Light Memory

*Treasures: Passages CD.*

*Pray:* Dear God, you made all things in six days. Thank you for making such a beautiful world. Thank you also for making me. Amen.



**Cut as large a heart as you can from a 12" x 18" sheet of**

**red construction paper.**

Have the students name people who love them, and write these names on the large heart. Then ask why they are sure the people listed love them. *[Possible responses: they take care of them, tell them about Jesus, spend time with them, buy them gifts.]* Explain that these people show their love in the things they do for you.



God loves you too, and he also loved the first man—Adam. **Our Bible lesson will help**

**us learn how God showed his great love for Adam.**



# WORSHIP

*If you teach mainly nonreaders, you may choose to use the Worship Words option suggested in the introduction to this teacher's guide.*

*Sing:* First ask the students how they can use the following parts of their bodies to praise God: ears *[By listening to God's Word.]* hands *[By clapping and praying.]* Then have them use their voices to praise God by saying after you: "Lord, you are wonderful!" Explain that the hymn stanza you will sing says, "O my soul, praise him." We cannot see our souls inside us. The soul is the part of us that believes in God and gives him praise. Sing "Praise to the Lord, the Almighty" (hymn 234:1) for the children. Then have them sing along, if able.

*Pray:* Dear Creator, you made our bodies and our souls. Help us use all of who we are to praise you today and every day. Amen.



**Have five students stand at the front of the classroom.**

Explain to the students that you can tell—just by looking at them—that their parents love them. Find something about each of the five students that shows his or her parents' love (examples: has hair combed and styled; is not still in bed but is awake and at school ready to learn; has clothing that fits the weather; has glasses on).



God also has many ways of showing love to us. **Today we will hear how God showed his love for the very first person that lived in our world—Adam.**



On an 18" x 12" sheet of **white construction paper**, draw a creation scene background (grass, hills, sky). Duplicate **Copy Master 1**. Cut out the figures. Then add them to the creation scene as you tell the story. Add the Adam figure when you tell how God created him, the trees when you tell about the two trees in the middle of the garden, and the Eve figure when you tell how God created her. *Suggestion:* After the lesson, have the students make their own story scenes.

**God created** the world and everything in it in six days. On the **sixth day**, God created all the **land animals**. On that day he also made the **first people**. Since people were God's most important creation, he made them **in a special way**.

First God **formed a man's body out of dirt** from the ground. Then God **breathed into the man's nostrils**, and the man **became a living person**. God made the man **perfect and holy** and gave him a **soul**. He named the man **Adam**.

God planted a **beautiful garden** in a place he called **Eden**. He filled it with **all kinds of trees**. Some of the trees **grew fruit** that was good to eat. **Two special trees** grew in the **middle** of the garden. One was the **tree of life**. The other was the **tree of the knowledge of good and evil**.

God gave this garden to Adam **for his home**. Adam was to **work in the garden** and **take care of it**. God told Adam, "You may **eat the fruit from any tree** in the garden. But you must **not eat from the tree of the knowledge of good and evil**. If you eat from this tree, **you will die**."

Then **God brought the animals** he had made to Adam. God wanted Adam to give them names. So **Adam named each animal**. But as the animals passed by, Adam saw that there was **no creature like him**. There was **no other person** for him to talk with or love.

God said, "It isn't good for Adam to be alone. **I will make a helper** for him." So God made Adam fall into a **deep sleep**. Then he **took a rib** from Adam's body. Out of this rib, God **made a woman**. He brought the woman to Adam, and she **became his wife**. Adam called his wife **Eve**.

**God blessed Adam and Eve** and told them to **have many children**. They happily made their **home together in the beautiful Garden of Eden**.

**Note:** You'll need to use the story in the adjacent column.



As you tell the story, illustrate the story on the board. Draw:

- a simple garden background
- a stick figure of Adam; add heart to chest
- a tree with fruit (tree of life)
- another tree with fruit (tree of the knowledge of good and evil)
- a stick figure of Eve; add heart to chest



Use a **flannel board** and **figures** to visualize the story as you tell it. Have the

students locate and feel one of their ribs when you tell how God created Eve.



You need the **red paper heart** from **Introduce (Alternate)** and simple **cutouts** of a person and a house.

**Do** Show the cutout of the person and say that you'll talk about three of the many ways God showed love to Adam. Way number 1: God made Adam in a special way.

**Ask** How did God create Adam? [*Out of the dirt; breathed life into his nostrils.*] What did God give to Adam that he did not give to the animals? [*A soul.*]

**Do** Tell the children that God made them in special ways too. He gave each of them a wonderful body and a soul. Then say the following action rhyme:

God made my body—  
Head to toe.

*(touch head then toes)*  
God made my soul that  
Loves him so! *(press hands  
against heart)*

**Do** Show the house cutout, and explain that a second way God showed his love for Adam was by giving him a beautiful home.

**Say** Describe the Garden of Eden. [*Perfect, beautiful, with different kinds of trees.*]

**Ask** What was the one rule God gave Adam? [*Do not eat fruit from the tree of the knowledge of good and evil.*]

**Say** Rules are meant for our good. Obeying rules shows that we love the person who made them for us. When you don't eat cookies because your mom told you they are for guests, you are showing love to your mom.



## discuss

You'll need **two pictures**, one of Adam and one of a dog.

**Say** God used the power of his Word to make the world and everything in it. He did not start with any supplies or materials.

**Ask** How was the way God created Adam different from the way he created everything else? [*God used his power to make Adam out of the dirt and then breathed into Adam's nostrils to give him life.*]

**Do** Show a picture of Adam. Have a student stand next to you and show a picture of a dog.

**Ask** What do Adam and this dog have that are the same? [*Eyes, ears, nose, legs, etc.*]

**Say** Raise your hand if this dog can love God. [*No hands.*]

Stand up if Adam loved God. [*Stand.*]

Raise your hand if this dog can believe in God. [*No hands.*]

Sit down if Adam believed in God. [*Sit.*]

**Ask** What did God give to Adam that he did not give to animals? [*A soul.*]

**Say** God, in his love, made Adam in a special way—with a soul, the invisible part of Adam that believed in God.

**Ask** How are you and I special creations of God? [*We have souls. God has given us faith in Jesus as our Savior. No two of us are exactly the same.*]

**Say** Now close the eyes God gave you. Imagine the many kinds of fruit that grow on trees. Raise your hand, and tell us what fruits you're imagining. [*Responses.*] God put fruit trees and other trees in the Garden of Eden for Adam to enjoy. God showed Adam love by giving him a beautiful home.

**Ask** What will God someday give us to show us his love? [*A beautiful home in heaven.*]

**Say** Now, before we go on, I have to check something. I'll be back in one minute. Please be quiet while I'm gone.

**Do** Step outside the classroom for one minute. It's likely you'll hear some talking while you're gone! Then return and continue.

**Say** I gave you one rule to follow when I left. When you obeyed that rule, you showed love to me.

**Ask** What one rule did God give Adam to obey? [*Do not eat from the tree of the knowledge of good and evil.*]

- Say** By obeying this rule, Adam showed love to God, who had shown love to him in many ways.
- Ask** What can we do to show love to God, who first loved us?  
[Obey his rules.]
- Say** God loved Adam. God created Adam in a special way and gave him a wonderful home.
- Ask** What job did God give Adam? [To name each animal.]  
What did Adam notice as he watched all the animals pass by?  
[There was no one like him, no one to talk to or love.]
- Say** God wanted Adam to notice this. God wanted to give Adam another human being so he wouldn't be lonely.
- Ask** In what special way did God make the first woman?  
[He put Adam into a deep sleep, took a rib from Adam's body, and made a woman.]
- Say** God loved Adam and gave this woman to him as his wife.
- Ask** What did Adam name his wife? [Eve.]  
How many of you are married? [None!]
- Say** At your ages you don't have husbands or wives. God gives you other people to be with you, talk to you, hug you, and help you.
- Ask** Who are the ones who do those things for you?  
[Parents, friends, sisters, brothers, grandparents.]
- Say** God loves you too, just as he loved Adam.

## CLOSE

- Do** Remind the students that you can tell that their parents love them by the fact that they are at school, are dressed and fed, and have their hair combed. Tell them that the Bible lesson shows some of the ways God showed love to Adam.
- Ask** In what ways did God show his great love for Adam? [God showed his great love for Adam by creating him in a special way, giving him a beautiful home, and creating Eve as a wife for him.]
- Say** God loved Adam.
- Ask** How does God feel about us? [God loves each of us.]
- Do** *Pray:* Thank you, God, for loving us! You made us in a special way—with souls. You send other people to love us here on

**Ask** What are some of the rules your parents want you to obey?  
[Responses.] When you obey your parents, whom are you also obeying? [God.]

**Say** One way we show love to our wonderful God is by obeying his rules.

**Do** Say the following action rhyme:

God gave me a home (*draw house with fingers*)  
And rules to obey.  
God loves me dearly  
(*press hands against heart*)  
In every way!

Explain that a third way God showed his love for Adam was by creating a wife for him.

**Ask** How did God create Eve?  
[He put Adam into a deep sleep, took out one of Adam's ribs, and formed a woman.]

**Do** Explain that the children are too young for husbands or wives, but that God loves them and gives them people who love them. Show the red paper heart, and have the children look at the names of the people God has given to love them. Then say the following action rhyme:

God gives me friends  
(*point to friends*)  
And a family to love.  
God loves me dearly  
(*press hands against heart*)  
From his home above.



**Do** Repeat the three rhymes used in the **Discuss** (Alternate) section, emphasizing God's great love for us.

# 1

**Ask** How did God show his great love for Adam? [*God showed his great love for Adam by creating him in a special way, giving him a beautiful home, and creating Eve as a wife for him.*]

**Say** God loved Adam very much.

**Ask** How does God feel about us? [*God loves each of us.*]

**Do Pray:** Dear God, you show your love for us in many ways! Help us show love to you by obeying you in all that we do. We pray in the name of Jesus, who died to forgive all our sins. Amen.

*Suggestion:* Sing the memory treasure "Praise to the Lord, the Almighty" (hymn 234:1).



Parent Idea: Read the Bible story about the visible blessings God gave to Adam and Eve.

Then talk with your child about the invisible gifts God gave to Adam and Eve and also gives to us (possible responses: air, love, care, wisdom, guidance, salvation, souls).

earth, and you have a beautiful home ready for us in heaven. Help us show our love for you by obeying the rules you give us. We pray in the name of Jesus, who obeyed every rule perfectly for us and died to forgive us. Amen.



## at Home

Parent Idea: Do the first student lesson activity about the greatest blessing of all. Then do the following activity about much smaller blessings that are also gifts of God.

Help your child choose a body part that doesn't receive much attention: an eyelash, a toenail, a thumb, an elbow, or a knee. Discuss how God made that part special and gave it specific jobs.



## \* Genesis 1:1

## Psalm 139:14a

## Hymn 234:1

Praise to the Lord, the Almighty, the King of creation!  
 O my soul, praise him, for he is your health and salvation!  
 Let all who hear  
 Now to his temple draw near,  
 Joining in glad adoration!

## OPTIONAL mid- week Lesson

- Give each child an opportunity to add the name of someone he or she loves as you pray the following words:

Wise Father, thank you for giving us homes, people to love, and people who love us. Thank you, God, for \_\_\_\_\_, who loves me. You show

us your love in many ways. Help us show love to you by obeying your commands. Amen.

- Use **Activity 1** under **Lesson Activities** to review the story.
- You will need a **shoe box** with a **small mirror** taped inside. Tell the children that you have a picture of a *very* important person inside



the box. Pass the box around the room so that everyone has a chance to see who it is. Remind the students not to give away who is pictured in the box.

Have the children explain why each of them is that important person. Did they invent anything? Do they rule their country? Can they cure diseases? What makes them important? What makes them important and special is that God made each of them and brought each of them to faith in him. God gave them souls that believe in him and bodies that they can use to serve and obey him. Being God's own creation makes each of us very important! Let's thank God by obeying his commands.

- Recall that God in his love gave Adam his body, his home, and his wife. God also gives

us our wonderful bodies, our homes here on earth, and our home someday in heaven. He also gives us people who love us and whom we love.

Close the lesson with the following action rhyme about our bodies:

See my eyes. (*point to eyes*)  
 See my nose. (*point to nose*)  
 See my chin. (*point to chin*)  
 See my toes. (*point to toes*)  
 See my waist. (*put hands on waist*)  
 See my knee. (*touch a knee*)  
 God in love (*put hands on heart*)  
 Made all of me! (*hold arms wide open*)

- Choose and use the **Lesson Activities** that best meet the needs of your students.

## Lesson Activities

### 1. Review

#### Key Words

*Purpose:* To have the children show their understanding of key words or phrases from the story by using the words in sentences.

*Procedure:* On the board write these key words or phrases from the lesson. For nonreaders, draw pictures next to the ones that can be illustrated.

six days	tree of the knowledge
dirt	of good and evil
perfect and holy	animals
Adam	alone
garden	rib
tree of life	Eve

Point to each word or phrase (and its picture) on the board, read it (or have a student read it), and ask a student to use that word or phrase in a sentence that tells something from the story. Example: God created the world and everything in it in [*six days*].

### 2. Application

#### Using Our Bodies

*Purpose:* To have the children tell about some of the many things God allows them to do with the amazing bodies he gave them.

*Procedure:* On the board write (and draw pictures of) “mouth,” “hands,” and “feet.” Make a chart such as the one that follows. Have the children think about the different jobs our mouths, hands, and feet can do. Print their responses on the chart.

# 1

Mouth	Hands	Feet
Eating	Holding things	Running
Talking	Writing	Jumping
Encouraging	Praying	Dancing
Smiling	Tying shoes	Going to church

## People/Animal Discussion

*Purpose:* To help the children see that people and animals are not the same.

*Procedure:* Tell the students that some books and movies tell us that God did not create people but that people grew from other creatures, such as monkeys. Some people say we are just animals, but we know that God created Adam and Eve different from the animals. Draw a picture with your students to show this.

- Draw two large intersecting circles on the board to create a Venn Diagram.
- Have one student draw two stick people (Adam and Eve) next to one circle, and have another student draw a bird or land animal next to the other circle.
- Ask, “Who made Adam and Eve and the animals?” (Print “GOD” inside the intersection.) “What were Adam and Eve and the animals like when God made them?” (Print “PERFECT;” and draw a happy face inside the intersection.) “Who were made with souls that believed in God and loved him?” [*Adam and Eve.*] (Print “SOUL” with a heart around it inside the section next to Adam and Eve.) “How is that different from how the animals were made?” [*Animals have no souls.*] (Print “SOUL” with a circle/slash through it to represent NO SOUL. Do not add a heart.)
- Explain that from the diagram you can see that Adam was different from the animals. Out of love, God made Adam (and us!) special. He

gave Adam (and us!) a soul. Our souls are the invisible parts of us that love and trust God.

## 3. Music

### Piggyback Song

*Purpose:* To include all the children in a song about being created by God.

*Procedure:* Teach the following words to the tune of “Are You Sleeping?” Insert the names of four students into the blanks, pointing to each child as you sing his or her name. Repeat as needed to include everyone.

God made \_\_\_\_; God made \_\_\_\_.  
God made \_\_\_\_; God made \_\_\_\_.  
God made one and all,  
Whether short or tall.  
God loves us! God loves us!

### Other Songs

*Purpose:* To teach other songs about being created by God.

*Procedure:* Teach the action song “God Made Me” (*The Little Christian’s Songbook*, Concordia Publishing House) or a song by the same title from *Little Ones Sing Praise*, Concordia Publishing House.

## 4. Art

### Thumbprint Art

*Purpose:* To make a project that helps the children visualize the meaning of Psalm 139:14 and see that God made each of them as a unique creature.

*Procedure:* You need **Copy Master 2** and a stamp pad with washable green ink. First print the words of the psalm above the reference on the copy master. Then use that completed copy master to duplicate one frame for each child. Explain that *fearfully/remarkably* means “greatly” or “awesomely” in this passage. We have great, awesome, and wonderful bodies. Today we will

draw ourselves—God’s special creations—and make one-of-a-kind trees using our thumbprints as leaves. Each tree will be different because each of our thumbprints is different.

First demonstrate how to draw a large tree trunk near the center of the picture frame and a picture of yourself standing next to the tree trunk. The tree trunk should go only about halfway up the paper. Then have the children draw their pictures. Have the children press their thumbs on the green ink and then stamp leaves on their trees.

*Suggestion:* The children could add a thumbprint to each corner of their frames or add heart stickers to show God’s love in making them.

### Life-Size Art

*Purpose:* To help the children see that God made each of them as a unique being.

*Procedure:* Cut a sheet of paper for each student, long enough for the tallest child to lie on. Provide markers, yarn, and scraps of paper and fabric. Pair the children, and have them take turns tracing each other. Then have the students decorate the outlines to look like themselves. Print or have the students print “God Loves \_\_\_\_ (student’s name)” at the top of the paper.

## 5. Review and Apply

### Nonreader

*Purpose:* To have the students review key words and concepts from the lesson; to name people whom God loves.

*Procedure:* Duplicate **Copy Master 3** for the children to complete. For the first activity, have the children point to each picture as you name it. Then read each sentence, and help them connect it with the picture that matches. For the second activity, talk about people whom God loves (everyone!) and write a few names on the board. Then have the children complete the activity.

God’s Word in the Lesson: 1. six, 2. dirt, 3. Eve, 4. ribs, 5. Garden

God’s Word in My Life: Answers will vary.

### Reader

*Purpose:* To have the students review key words and concepts from the lesson; to name people whom God loves.

*Procedure:* Duplicate **Copy Master 4** for the children to complete.

God’s Word in the Lesson: Have the students read the words on the picture before completing the activity. Answers: 1. six; 2. dirt; 3. animals; 4. ribs; 5. Garden, Eden; 6. perfect, holy

God’s Word in My Life: Talk about people whom God loves (everyone!), and write a few names on the board. Then have the children complete the activity. Answers will vary.

### Challenge

*Purpose:* To help each child see and appreciate his or her uniqueness and thank God for it.

*Procedure:* Duplicate **Copy Master 5** for the children to complete. Talk about how God made each of us special in our own ways, giving us different coloring, height, weight, and talents. Have the students complete the activity, and then play a game. Collect and shuffle the students’ activity pages, and pick one. Ask the children to stand. Read the first clue as marked on the page you have chosen. Tell the children to remain standing if the clue describes them. If the clue doesn’t describe them, they should sit and remain seated until you pick a new page. Read the remaining clues one at a time, and repeat the process until only one child remains standing. Continue with other pages if there is time and interest. Close with the following prayer:

Dear Creator, you make no two people the same. Help us enjoy one another’s differences. Help us all join in praising you as your forgiven children. We pray in the name of Jesus our Savior. Amen.

## 6. Other Ideas

### Name Tags

*Purpose:* To make name tags that witness to others about our great and wonderful God.

*Procedure:* Make a paper name tag for each student. Write “God made me and saved me” on one side of each name tag, leaving room for children to write their names. On the empty side, have them do one of the following:

- Draw self-portraits.
- Glue a photo that you provide.
- Make thumbprint self-portraits. Press a thumb first on a washable ink pad and then near the top of the name tag to make a head. Add facial features, clothing, arms, hands, legs, and feet.
- Add a cross sticker.

*Suggestion:* Use the name tags when singing at care facilities or doing some other off-site service project.

### Name That Animal!

*Purpose:* To help the children see God’s wisdom in making millions of unique creations using only the power of his Word.

*Procedure:* Draw an imaginary animal on the board, and ask the children to name it.

*Suggestion:* Draw a pig’s torso, four long legs, a cat’s face with whiskers, a rabbit’s ears, and a tiger’s tail. Discuss that your animal is made up of parts of other animals that you have seen before. Help the students see God’s wisdom in creating the millions of animals, insects, and plants from nothing. His work was all original!

Have the children take turns thanking God for their favorite animals. Then have each child draw an imaginary animal and name it.