

# October Creation

## Learn what God made on day 3.

**Day 3**-Then God said, Let the waters under the heavens be gathered together into one place, and let the dry land appear: and it was so. And God called the dry land Earth; and the gathering together of the waters He called Seas: and God saw that it was good. Then God said, Let the earth bring forth grass, the herb that yields seed, and the fruit tree that yields fruit according to its kind, whose seed is in itself, on the earth: and it was so. And the earth brought forth grass, the herb that yields seed according to its kind, and the tree that yields fruit, whose seed is in itself, according to its kind: and God saw that it was good. So the evening and the morning were the third day. *Genesis 1:9-13*



(Begin with the circles 1 & 2 on the board.) **It is now the third day. We can hear the breeze gently blowing across the sea, and we can see for miles and miles. But all we can see is more and more water. I wonder what God is going to do today? We wait and listen. Soon we can hear God speaking again, "Let the waters under the heaven be gathered together unto one place, and let the dry land appear," He says. Suddenly there is a mighty shaking and shuddering as land comes up from beneath the water. Now there are mountains, rolling hills, meadows, and lovely beaches. I can see lakes and waterfalls. But something is missing. The land looks dark and barren except where there are some glittering patches here and there of precious metals. I know what it is! There are no plants anywhere. Not a tree or blade of grass anywhere. Do you think God is finished yet? I don't think so. Wait, God is speaking again, "Let the earth bring forth grass, herbs and fruit trees." Instantly the whole landscape is changed. Wow, now everything looks so beautiful!** (Put up creation circle for Day 3) The hills are covered with bright green grass, and the mountains are covered with lots of beautiful trees: pines, cedars, redwoods. The meadows are covered with flowers of every color. I see roses and tulips, bluebells and daffodils, I see daisies and poppies, lilacs and geraniums. Now I am getting hungry. There are fruit trees everywhere. I see peach trees, and apple trees and pear trees. Oh, and over there I see orange and lemon trees. And as if fruit is not enough, I see walnut and almond trees. God has made a beautiful garden. Could He be making it for someone? I wonder! The evening and the morning were the third day! We will learn more about creation next time. Let's now learn about one of God's creatures.

## Teaching Aids Needed:

Creation Circles 1-3

# October Animal

Learn about a bird and its song.

## Black-Capped Chickadee (Yellow tab)

Using the book, *Bird Calls* by Frank Gallo, Read the clue:

I'm friend, curious, and rather small  
And I wear a black cap on my head.  
What bird am I?

Pull the tab and show the bird. Then, listen to the bird's song. (Yellow button)

Use the additional text to learn more about the Chickadee.

(It is copied here for ease of use so the children can look at the book while you teach them.)

Even though chickadees are sweet little birds, they are brave enough to try to chase a hawk away from their nest! In winter, chickadees group together to search for food with other birds. Chickadees hunt for insects and love sunflower and other seeds.

A chickadee, says its name: "Chic-a-dee, dee, dee." (Listen to the song again-yellow button) Chickadees are very curious and trusting. If you imitate their call, they may fly in closer to see what's going on.

Many birds' nests are up too high in the tree to see, but not a chickadee nest. A soft old birch stump makes a perfect home. The chickadees make a hole with their beaks, Then the female weaves fine grasses, moss, and feathers to hold up to eight brown-spotted white eggs. (Point to the picture of the nest.)

Chickadee chicks are plump. They eat so much, they soon weigh as much or sometimes even more than their parents!

Listen to the bird's song again, as you have time.



## Teaching Aids Needed:

Book: *Bird Calls* by Frank Gallo

# October Award Time

## Shapes and Sizes 2,4,5,9

**2. Know the difference between a square and a rectangle.**

**4. Name three shapes that have 4 sides.**

(Give each child the largest of each of the four shapes. Each child gets a different color for ease of sorting.)

(Hold up your square shape) This is a square. Can you find your shape that is just like mine? (Wait while children find the shape. If they need help choose the square and one other shape to let them choose between.) The square has four sides. Count with me. 1 2 3 4. The square is special because all the sides are the same length. Its sides also stand straight up and don't lean over to the side. (Place the bottom of the shape on the table, and show how the sides point straight to the ceiling.) We call the corners right angles. Who can tell me how we know it is a square? 1. It has four sides. 2. The sides are all the same length. 3. And the corners are right angles which means it stands straight up and doesn't lean to the side. Let's all say its name together. Square!

Now, see if you can find another shape that has four sides and right angles which means the sides stand straight up. (Wait while the children find the rectangle.) That shape is called a rectangle. It is different from the square because it has two long sides and two short sides. Now let's review how we know a rectangle. 1. It has four sides. 2. It has two long sides and two short sides. 3. It has right angles.

Now, see if you can find a rectangle that is leaning over to the side. That shape is called a parallelogram. It has four sides two long and two short, but it doesn't have right angles. A parallelogram is a squished rectangle. The last shape we have is a diamond. It has four sides like all the other shapes. Its sides are all the same length like a square, but its angles are squished like the parallelogram.

Let's review our four shapes. (Give children the rest of the shapes.) Let's see if you can match the other shapes to the big ones. (When the children can match the same shapes move on to the sizes.)

**5. Sort items by small, medium and large.**

(Have the children put all the shapes in one pile.) Now that we know our shapes, let see if we can sort them a different way. (Using the squares show the difference of small medium and large) Here are my squares. Which is the smallest? Which is the largest? That means the one in the middle is the medium size one. Let me see you make three piles of your shapes. Let's find all the small shapes first. Now let's find the largest ones. Now the ones in the middle are the medium shapes. (Repeat if necessary.)

**9. Build something with blocks of various shapes and sizes.**

With any remaining time let the children play with blocks of different shapes and sizes, while you reinforce the concepts.

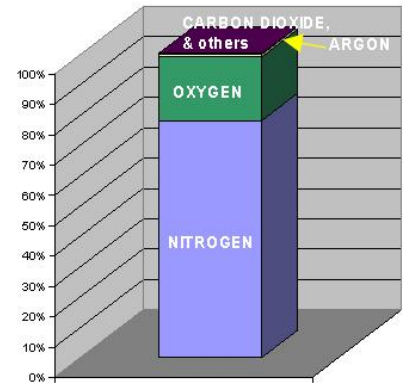
### Teaching Aids Needed:

Shape Cutouts: Square, Rectangle, Diamond, Parallelogram-Small medium and large of each (12 in all)  
Blocks

# October God Made Me

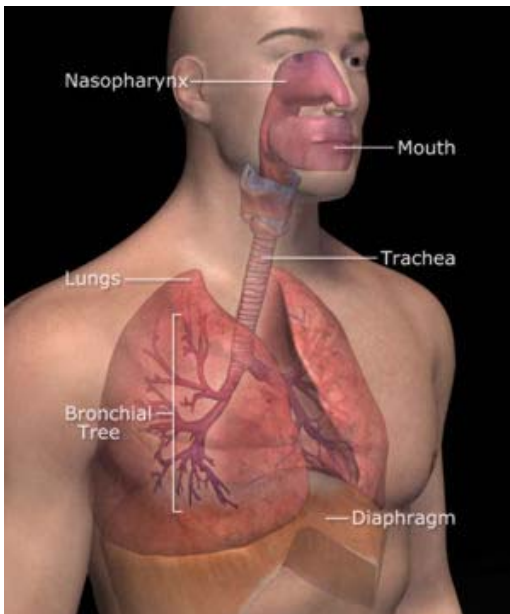
## What is air?

The air is this invisible stuff all around us that your body needs to live. It is made up of mostly nitrogen (the blue part) and oxygen (the green part). The part we need is the green part called oxygen. Our bodies use the oxygen and give back carbon dioxide (the purple part). The trees use the carbon dioxide and give back oxygen. Isn't it wonderful the way God made all things to work together? Now let's learn how our bodies use the air.



## 8. Learn about the Nose and Lungs.

The nose and lungs are part of our respiratory system. When we breathe that is respiration. When we take in air we call it inhaling, and when we let the air out we call it exhaling. (Let the children practice). Breathe in. Now breathe out. Breathe in. Breathe out. Breathing makes it possible to feed and clean our cells.

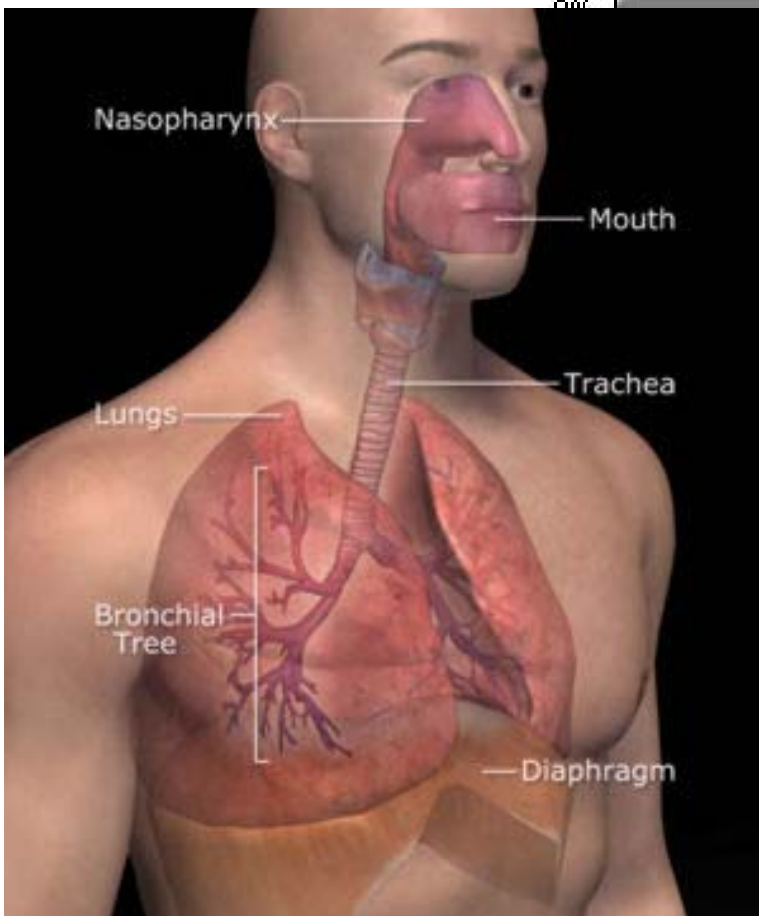
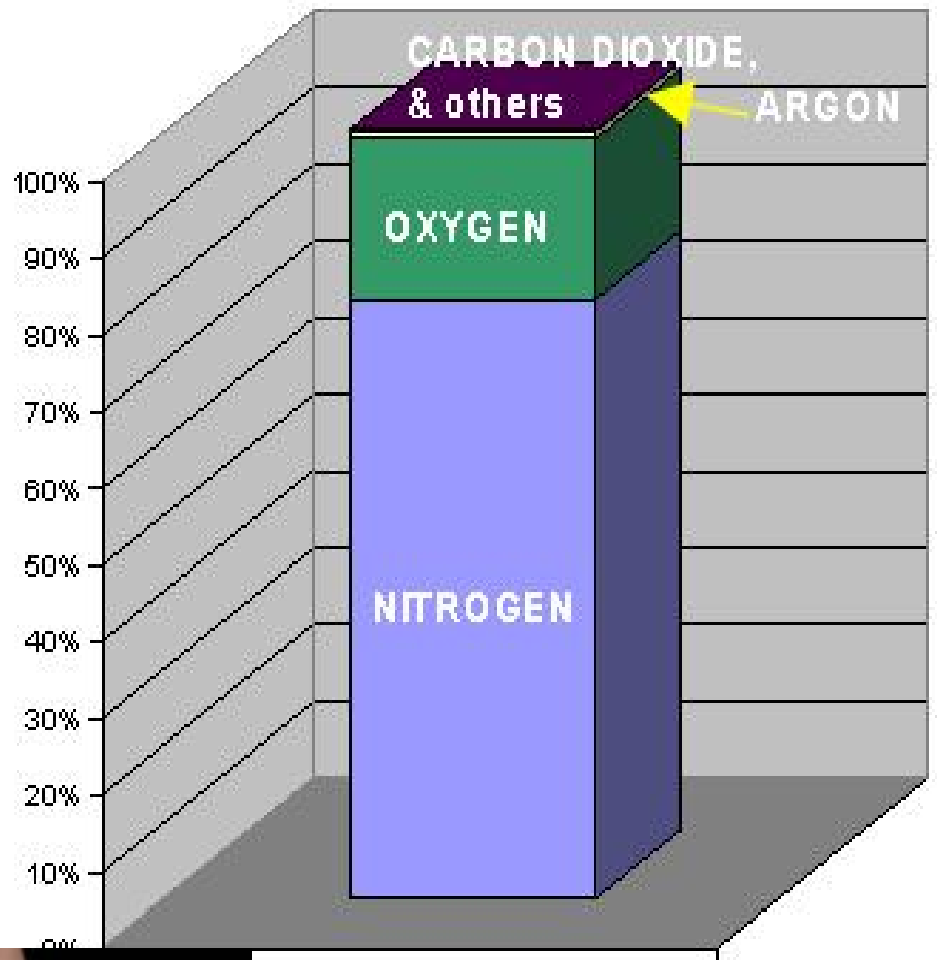


The mechanism of breathing is wonderfully simple. Air passes through the nose and mouth, past the larynx through the trachea and into the lungs where the oxygen in the air you breathed in is exchanged for carbon dioxide. This exchange takes place in the alveoli membrane of the lungs.

Have them hold their hand a few inches from their mouth and nose and deliberately breathe in and then out. As they feel the breath hit their hand you can simply explain the process of exchanging clean air for used air. Remind them that when they are running and breathing hard, they are bringing in the extra oxygen they need to feed and clean their bodies during exercise. When they sleep, their breathing is slower as the need for oxygen during rest is much lower.

## Teaching Aids Needed:

Small battery fan



# October

## Memory Verse

Ephesians 6:2

"Honor your father and your mother, which is the first commandment with a promise."

The parent should have taught this verse at home.

Your job is just to test the verse.

## Birth of Jesus

Read pages 47-52 of "The Bible Story" Volume 7

How did the wise men find Jesus?

Now that we have reviewed the story who can tell me what the wise men followed to find Jesus. Yes, it was a star. The star was a group angels.

Tell about the gifts they brought to Jesus?

Who can tell me the names of the three gifts the wise men brought? Yes they were gold, a precious metal; frankincense, a perfume; and myrrh, a spice.

### 1. Learn to pray by yourself.\*

After you have had the above discussion, ask the children if there is anything they want to tell Jesus, and then help them offer their own prayers.

### Teaching Aids Needed:

Bible Story Book Vol #7