

# Program 3

## My God

10:10-10:25a.m. OR 4:10-4:25p.m

### **Song: *God Loves Everyone*** (Motions found in music section)

God loves everyone, many shapes and colors,  
God loves everyone and I will love you too.  
We're each a little different, but so much more the same.  
God made us special in His eyes; He calls us each by name.  
God loves everyone, many shapes and colors,  
God loves everyone, and I will love you too.

### **Fingerplay: *Here is the Holy Bible***

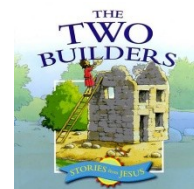
Here's the Holy Bible,  
Turn the pages wide.  
There are lovely stories,  
Written here inside.  
If I'm very quiet,  
And listen carefully,  
I'll hear the lesson story,  
That's written there for me.

Show a Real Bible  
Open the Bible  
  
Point with index finger to text  
Finger to lips  
Hand cupped behind ear  
  
Close Bible as you finish

### **Storytime: *Parables of Jesus***

Read the story below and then do the activity page.

*The Two Builders* by Juliet David or Margaret Williams



### **Memory Verse Song: *Obey the Voice of the Lord***

Obey the voice of the Lord,  
Obey the voice of the Lord,  
Obey, Obey,  
Obey the voice of the Lord.

### **Bible Activity: *Homemade Sticker Page***

Print picture and mount to construction paper (color of the day) Print sticker page (32# glossy paper is best) and prepare Jell-O glue by mixing one part Jell-O (color of the day) to two parts boiling water. Cool to room temperature. Paint the back of the stickers and allow to dry. Cut stickers. Children may lick stickers or you may provide other moistening options. Tip: you will need approximately 1 teaspoon of Jell-O per page. If it does not completely dissolve when mixed with the boiling water, put it in the microwave for a few seconds to reheat.

### **Teaching Aids Needed:**

Real Bible, Book: *The Two Builders*

Bible Activity Sheets and Stickers, Yellow Construction Paper, Glue Sticks

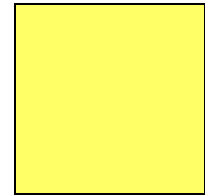
# Program 3

## My World

10:25-10:40a.m. OR 4:25-4:40p.m.

### Song: *I Love Colors* (Tune: Are You Sleeping)

Blue and Red, Green and Purple,  
Yellow too, God loves you.  
We're so glad we're learning,  
So much about colors,  
God is too, God is too.



### Color & Shape: Yellow & Square



(Put the yellow felt crayon on the board) Today we are learning about yellow. See the crayon on the board, It is yellow. Say the word with me. "Yellow" (Put up several pictures of things that are yellow, one at a time, and let children identify each of the things. I am still looking for a good resource. Option: Cover a box with yellow paper and put several objects in the box and bring them out one at a time.) Who can tell me what this is? That's right it's a \_\_\_\_\_. Repeat with the different items and reinforce the fact that all the items are yellow. (Give each child one of the shaped pieces in each of the five colors) Now that we know what color yellow is, look at all your felts and bring only yellow one up to the board. (If the child makes a mistake, help him correct it.) You all did very well.

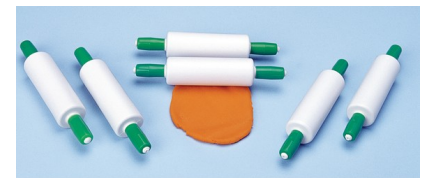
It's Play Dough time now. Let's go to the tables. (Let the children play with the yellow dough and talk about things that are yellow. After they have played a few minutes using the rolling pins and any other tools you choose, give each child a square dough cutter.) Who knows what this shape is? (Hold up a large square) It's called a square. It has four sides that are all the same length. Count with me. One, two, three, four. See if you can use your cutter to make a square. (Have the parents help them.) (Return to program area)



### Song-"I Can Tell Shapes"-Tune: Are You Sleeping

**Square** (Hold or show square as you sing.)

This is a square, This is a square.  
How can you tell? How can you tell?  
It has four sides all the same size.  
It's a square, it's a square.



Do any of you know what this is? (Show a picture of something triangular.) Yes, it is a \_\_\_\_\_. (Repeat with 2 or 3 pictures. Note: we are teaching two-dimensional shapes, so try to find items with clear shape recognition. I am still looking for a good resource.) All these things are shaped like a square. Now that we all know what a square is, let's see if you can find the square in your felt pieces and bring it up to the board. It will look like mine. (Put the square back on the board. If the child makes a mistake, help him correct it.) You all did very well. It's a lot of fun learning about colors and shapes.

### Teaching Aids Needed:

Felt Crayon (Yellow), Felt Shapes (All Shapes and Colors), Dough Cutters (Square), Play Dough (Yellow) Large felt or construction paper square. Various household items representing square and/or yellow.

# Program 3

## My Family

10:40-10:50a.m. OR 4:40-4:50p.m.

### Song: *With Jesus in the Family*

With \_\_\_\_\_\* in the family, happy, happy home.  
Happy, happy home. Happy, happy home.

With \_\_\_\_\_\* in the family, happy, happy home.

\*Mommy, Daddy, Sister, Brother, ..... Jesus

As you sing the song, place the appropriate family member on the felt board. Rotate ethnic groups each month.



### Family Focus: Sharing

I like a happy home, don't you? Today we are going to learn about something that will make our families happier. Today we are talking about sharing. What does it mean to share? Sharing means that you give something that is yours to someone else to play with. It's sometimes hard to share isn't it? It's not sharing if you pout and whine when mommy asks you to let a friend play with your toys. We make Jesus happy when we share our toys willingly. What else can we share? We can share our love for Jesus by telling others about Him and inviting them to join Baby Birds or come to Sabbath School. Let's practice sharing now. (Have a several of pairs of items, and sing as the children share. Be sure to give everyone a turn to be both a giver and receiver.)

### Song: *Sharing Song*

I have two \_\_\_\_\_ and I am glad, You have no \_\_\_\_\_ and that's too bad.

I'll share my \_\_\_\_\_ for I love you. For that's what Jesus wants me to do.

### Teaching Aids Needed:

Little Folks Felts: Set of Four Families #22211, 18" Standing Jesus #1605, any pairs of items you have for sharing.

# Program 3 Craft Time

10:50-11:00a.m. OR 4:50-5:00p.m.

## October Options: Pumpkin Craft

#57/6577

Pumpkin Patch Sticker scenes



#57/6769

Magic Color Scratch Pumpkin Ornaments

#48/4670

12 Religious Pumpkins Craft Kit



## March Options: Spring Animals Craft

#48/6747

Paper Plate Spring Bird's Nest Craft Kit



#57/6336

Design Your Own Terrific Tissue Butterflies



#57/6507

Magic Color Scratch Butterfly Ornaments



### Teaching Aids Needed:

Choose one of the above crafts from [orientaltrading.com](http://orientaltrading.com) or find your own.

# Program 3

## My Self

11:00-11:15a.m. OR 5:00-5:15p.m.

### Song: *Head and Shoulders*

Head and shoulders, knees and toes, knees and toes, knees and toes.  
Head and shoulders, knees and toes, all of me for Jesus.  
Eyes and ears and nose and mouth, nose and mouth, nose and mouth,  
Eyes and ears and nose and mouth, all of me for Jesus.

### Fingerplay: *Senses*

I have two ears to hear with,	Point to ears
I have two eyes to see.	Point to eyes
I have two hands to touch things, They're all a part of me.	Hold out hands
I have a mouth to taste with, I use when I speak.	Point to mouth
I have a nose to smell things, My parts make me unique.	Point to nose
God gave me all five senses, I use them every day.	Hold up hand and count fingers
I learn everything from them, They even help me play.	Hold arms out wide

### Senses-Touch

Let's all hold our fingers in the air. (Wait while the children follow your instructions) **What do we use our fingers for? Yes, we can touch with them. How many fingers do you have? Can you count them? 1 2 3 4 5 6 7 8 9 10 Yes, we have ten fingers. We can feel rough and smooth. We can feel hard and soft. We can feel hot and cold.** (Have examples of these items for them to touch) **We can use our hands to find things in places we can't see just by feeling.** (Give a paper lunch bag to each parent and have them monitor their children feeling the item and not looking when the children guess what is in the bag they can take it out.) **Good, I see you knew what it was just by feeling.**

**We can feel a lot of thing with our hands, but sometimes, there are times when we need to keep our hands to ourselves and not touch things. Can you tell me when you don't touch?** (allow the children to answer.) **Yes, those are some of the things we are not to touch.** (Review the places they mentioned and include any other you can think of that are pertinent to your group. i.e. Hot stove, items on store shelves, cords and electrical outlets, cleaning supplies, medicines, things that belong to others)

### Teaching Aids Needed:

Variety of items of different textures. Warm and Ice water are a good option for hot and cold. Paper bag with familiar items (one per child) Tip: Have the parent bring a familiar item from home.

# Program 3

## Spatial Learning & Games

11:15-11:25a.m. OR 5:15-5:25p.m.

### Spatial Learning-Up & Down

(Give each child a helium balloon on a long enough ribbon to let the child retrieve it if it goes to the ceiling.) Today we are going to learn up and down. Let your balloon go all the way up to the ceiling. Up is high isn't it? Now let's bring the balloons down. Down is low. (Let the children play with the balloons letting go and retrieving, reinforcing the concept of up and down.)

Tip: If you use latex balloons, be sure the parents monitor their children closely in case the balloon breaks. (Choking hazard) If you use mylar balloons, you can save them by inserting a straw into the opening and deflating them to use the next time. If your ceiling has popping hazards ie. Exposed lights. Tie the ribbon to the child's wrist long enough to almost reach the ceiling)

### Game-Up & Down Parachute Play

Space children and adults alternately around the edge of the parachute. Let them lift the parachute up, and reinforce the concept of up. Then let the parachute come down. Let the children sit inside while the adults close them in. (Make the close in time brief so the children are not scared.) Repeat with any variations of your choice, reinforcing the concept of up and down.



### Cool Down: *I Can* (Use cues to do the actions)

All of me My God did make,  
Like a wet dog, I can shake.  
Like a bunny, I can hop,  
I can spin just like a top.  
I can stretch and reach up high,  
I can almost touch the sky.  
I sway gently in the breeze,  
Like the great big forest trees.  
I make faces like a clown,  
Then I quietly sit down.

### Teaching Aids Needed:

Helium balloons (one for each child) , parachute