

God's Kingdom Décor: The Repair Shop

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, "Word Aflame Toddler Curriculum Teachers."



Toddler Teacher's Manual

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All Scripture quotations are taken from the King James Version unless otherwise noted.



The Toddler Season

Perhaps you are like me, finding yourself in a different season, one that you would never have imagined for yourself. For me, that is the toddler season.

Oh, I was in a toddler season twelve years ago with my twin boy and girl, and what a season that was! But now I'm talking about the toddler season that started for me twelve months ago. That was when I stepped into the position of Toddler Field Editor, a position previously filled by a great woman of God. Sister Joni Owens was called home to forever live with the Lord, whom she had given her life to serve, and I was called to prayerfully consider taking up the burden and privilege of serving our youngest students. I prayed and God beautifully answered.

I am honored to be in this season, and I would like to share with you an editorial from Joni Owens. She wrote the following editorial, "The Kindergarten Season," for a 2011 Kindergarten quarter, but I wept as I recently read it, and I wanted to share it with you. The only wording I changed was the word *kindergarten* to *toddler*.

"To every thing there is a season, and a time to every purpose under the heaven: . . . a time to plant, . . . a time to heal; . . . a time to build up; . . . a time to laugh; . . . a time to embrace, . . . a time to keep silence, and a time to speak" (Ecclesiastes 3:1-7).

Did you know your toddler class is your "season"? I am not changing God's Word, but I am selecting the phrases that fit. You *plant* the seed of God's Word in your students' hearts. Your love and smiles *heal* and *build up*. You *laugh* with them, *embrace* them, *keep silent* when you want to fuss at them, and then *speak* kindness.

A few more phrases from this chapter also apply to you, the toddler teacher. God has *made [you] beautiful in His time*—and in the eyes of your students. You should *enjoy the good of all [your] labor*. Laugh with your students. Cry over their hurts and rejoice in their blessings. Your hugs, smiles, phone calls, postcards, and small prizes—these are the *gift of God* to the toddler child.

The task of teaching may sometimes seem to be a thankless job. The studying, cutting, spending, cooking, cleaning, mailing, calling, visiting, and praying seem endless. Then there are the constants—the early morning hours, the smile you must keep on your face, the cheer in your voice, the willingness to hug the sometimes unhuggable, the kind words, the alert ear tuned to hidden hurts—how can you do it all?

God has given you a gift—the opportunity to bless His little ones. Jesus made it quite clear that whoever receives a child—teaches, embraces, loves, prays for—receives Jesus Himself. *"I know that, whatsoever God doeth, it shall be for ever" (Ecclesiastes 3:14)*. What you are doing each week—under His guidance and blessing—will last forever.

This is your time, your season, and your purpose under the heaven. You are beautiful. Rejoice! Enjoy the good of your labor. It is the gift of God.

Yes, Joni Owens' work will last forever, as will her words, which are just as perfectly true now as they were when originally penned. May you be encouraged in the work you are doing. You are doing a good work and a God work in this toddler season.

ACCESSING THE DIGITAL CURRICULUM

With your purchase, digital resources for both the teacher's manual and the teacher's resource packet (TRP) are available through access codes.

To access the PDF and DOCs of the teacher's manual digitally:

1. Visit pentecostalpublishing.com/downloads and follow the instructions to access digital resources.
2. Use the download code:

The coupon code will be valid for one year from the date of the first lesson.

Fully Aligned Lesson Format

All children's levels from toddler to preteen are fully aligned in their lesson format. Yes, the toddler lesson elements are in line with the other children's levels. This helps to ensure students' seamless transition from one class to another as they are promoted. The basic lesson structure is as follows:

GOD HEARS ELIJAH'S PRAYERS

Elijah's Prayer Is Answered

CORE SUPPLIES

Excite and Engage

Welcome: Hide various pairs of shoes around the room, separating the pairs.

Attendance charts (AP) ④, attendance soap-bubble chart (AP) ④

Activity Paper: Add letters *P* and *M* to the Letters of the Day poster (TRP) ④. Add the arrow to 2 on the Number of the Day poster (TRP). (*P* words: pray and pastor; *M* words: minister and moose)

For each student, make a copy of a small picture of your pastor (sized to fit the page).
Activity papers (page 1), crayons

Opening Activity: Record a few students' parents saying, "I am praying for you, (*their child's name*), and your friends too." Record yourself, your pastor, your pastor's spouse, and another teacher your students know saying, "I am praying for you in Jesus' name." Print pictures of the people from the recordings.

Relate and Receive

Access Prior Experience: Gather medical items students may have used during times of illness (e.g., vapor rub, thermometer, bandages, cough syrup, etc.).

Bible Lesson: Bible, Elijah and Widow Woman pictures 1–6 (TRP) ④.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Mini-muffins, juice, napkins, cups, damp cleaning cloths

Home Connection: For new students, copy the unit 1 HC calendar (TRP) ④. For all students, copy the lesson 2 HC devotion ④. Prepare to send postcards (TRP) ④ to students.

EXPANDED SUPPLIES

Worship and the Word

Worship: Suggested songs: "The Ravens' Wings" by Hebron Outreach; "He's Got the Whole World in His Hands"

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP) ④

Reinforce and Review

Option 1: Bible, child-sized pulpit or cardboard box, offering plate, chairs

Option 2: Book suggestions: Elijah from an age-appropriate children's Bible; books about God's love (e.g., *Thank You, God, for Blessing Me* by Max Lucado; *Snuggle Time Prayers* by Glenys Nellist; *My Very First Prayers* by Juliet David; *My First Read and Learn Book of Prayers* by Mary Manz Simon)

Option 3: Blocks or large Legos, small people and animal figurines, Elijah and Widow Woman pictures (TRP) ④ from the Bible lesson

Option 4: On cardstock, trace around your pastor's hand to make a pattern. Use the pattern to cut handprints (1 per student) from construction paper. Also cut a variety of small shapes from various colors of construction paper for students to make a border.

Construction paper (1 sheet per student), glue, optional: scented oil

Option 5: Music

CORE

Designed for a teaching period of around forty-five minutes, the main components of the CORE lesson are as follows.

Excite and Engage:

From the moment students enter the classroom, teachers will excite them with a sensory experience and then engage them in a fun, thought-provoking activity to introduce the Bible Point and lay groundwork for the remainder of the lesson.

Relate and Receive

Teachers build upon students' existing knowledge, skills, and experiences to help them better relate to the surroundings and situations of the Bible characters and receive God's story.

Apply and Act

Students apply the Bible Point through a hands-on activity that highlights an age-appropriate Life Application statement. Then students will have an opportunity to act upon God's Word through a prayerful response.

Home Connection

Each lesson ends with suggestions for connecting the lesson to the home. By joining with parents to help students recall the lesson, spiritual growth will be maximized.

EXPANDED

Designed as a supplement for a teaching period over forty-five minutes, the components of the EXPANDED section are as follows. These activities can be inserted into the lesson whenever you choose.

Worship and the Word

Song suggestions and worship activities complement the lesson. An interactive memory-work activity assists students in memorizing the unit Bible verses and/or Bible words.

Reinforce and Review

Various opportunities are presented to reinforce the Bible Point and Life Application, as well as review the Bible story through playful and developmentally stimulating optional activities.


We look forward to hearing your feedback. If you have comments, questions, or concerns regarding the curriculum, please direct them to the PPH Children's Editor, Chris Anderson (canderson@upci.org).



CLASSROOM DÉCOR

THE REPAIR SHOP

Whether it's time for a tune up or a complete overhaul, King's Repair Shop has got you covered. This summer we're gearing up for an exciting ride through the Old Testament. Tag along with Elijah as he recounts tales of God's precision care and unmatched power. Follow Elisha as he teaches the mechanics of persistence and obedience. Kings Joash, Uzziah, and Josiah will be on hand to show what a well-oiled praying machine is capable of accomplishing when the Lord is at the wheel. So roll on in for first-class coverage of God's Kingdom.

Explaining Our Acronyms and Symbols


TRP = Teacher's Resource Packet
TM = Teacher's Manual
AP = Activity Paper
 = Downloadable digital resource using code on TRP instruction sheet

MW = Memory Work
 **HC** = Home Connection
BP = Bible Point
LA = Life Application
 = Higher-thinking directives

BASIC TODDLER DÉCOR GUIDELINES

Use the following ideas and the provided theme art  as starting points for creative inspiration and general guides for decorating. Visit Pinterest and other websites for additional décor ideas. Visit the "Word Aflame Toddler Curriculum Teachers" Facebook group, as well as the Facebook groups for the other children's levels to see other interpretations of the décor.

- Keep the décor toddler-friendly. If you do not want it touched—and possibly destroyed—then laminate it or do not use it.
- Avoid using sharp objects (e.g., pins, tacks, staples) or anything small that could be harmful in tiny hands and mouths.
- Mount things at eye level. Toddlers do not like looking up all the time, so let them experience the decorations, as well as the MW posters **(TRP)** and Bible art pictures **(TRP)**, on their level.

Print each Bible art picture  via the digital-resource link in the TRP packet. Save the nicer enamel prints for the lesson and review. Mount the printed versions (whether on paper or cardstock) to the wall each week as they are used.

TEACHER TIP

Laminate the Letters of the Day **(TRP)** and Number of the Day posters **(TRP)** prior to mounting them to the wall.

Purchase a pack of poster letters (available at most dollar stores) and attach adhesive Velcro dots to the back of each letter. Attach matching Velcro dots to the letters poster for easy swapping of letters each class period.

For the number poster, cut a red arrow from construction paper and attach it to the center with a brad. Turn the arrow so it points to the number of the day.

If you cannot decorate entire walls, each of these wall ideas can be reproduced on a small scale to fit a bulletin board.

BASIC REPAIR SHOP DÉCOR


Every age level can understand the concept of fixing broken things. This quarter's focus is on allowing Jesus to repair and restore broken things. Create a car repair shop in the classroom.

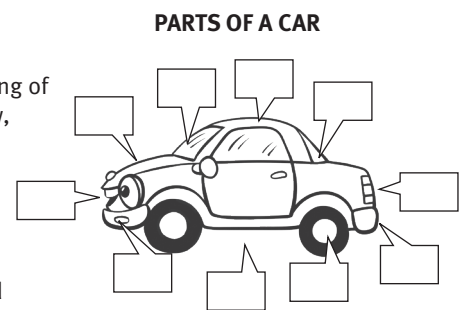
Wall 1: Teaching Time


This wall includes the writing board, Letters of the Day poster **(TRP)**, Number of the Day poster **(TRP)**, attendance charts **(AP)** , and memory charts **(AP)** . Keep all important items eye level with students. This should be the least "decorated" wall so you can keep students' attention on your teaching visuals when you present them during Bible story time.

Wall 2: Car Parts

Title the wall: PARTS OF A CAR.

Use the décor art to create a large cutout or drawing of a car  on the wall. (Be sure to mount the car low, at students' eye level.) Cut out the car windows and replace them with clear cellophane. To make tires, cut large circles from black foam board and cut smaller circles from white paper to glue in the center. Create shiny chrome-looking bumpers, handles, grill, and mirrors by covering foam board cutouts with aluminum foil.



Print car parts signs  and arrange them around the car. Connect the words to the corresponding parts with yarn.

Personalization Opportunity: Print large pictures of your students and trim the pictures to fit, like passengers, inside the vehicles.

Looking Ahead

Check all your lesson title pages (like page 8) now to see what supplies need to be gathered. Designate what activities require multiple copies, cutouts, or unusual supplies.

- Always create a sample of every craft activity.
- Always practice object lessons well before class to make sure your methods provide the desired result.

Before the quarter begins, tear apart the activity papers and sort the papers by lesson for easier distribution each week. Set apart the cover of the activity paper to send home with children in week 1. This will provide families with a copy of the unit memory posters for at-home study. Order one activity paper per student, with a few extras for guests and for growth.

Take Advantage of the Digital Resources

If you occasionally loan out your teacher's manual or accidentally leave it at church, don't panic. Before the quarter begins, follow the process at the bottom of page 2 to download a digital version of the manual and lessons.

Interaction Opportunity: Line up cardboard cars along this wall for students to play in. To make each car: Use a sturdy cardboard box for the base. Leave the front and back of the box full height, but cut down the sides of the box so students can safely climb in and out. Paint the box with tempera paint or cover it with brightly colored contact paper. Use black paper plates for wheels, with a smaller white paper plate in the center. Attach the wheels with metal brads or nuts and bolts. To make a steering wheel, attach another black plate to the inside front of the box with a metal brad or a nut and bolt. Add a small license plate to each car, customized with students' names.

These cars could also be used as the "chairs" for students to sit in during the lesson. Group the cars to face the teaching wall. In this setting, it might be useful to have the license plates with students' names for the purpose of assigned seating.

Wall 3: Fix-It Shop

Title the wall: FIX-IT SHOP.

Make a second car from décor art 🎨 and elevate it on the wall to simulate it being raised on a lift. To create the lift, cut a strip of foam board lengthwise to fit from the base of the vehicle to the floor. Wrap it in aluminum foil and secure it to the wall.

Interaction Opportunity: Stock shelves, plastic drawers, and toolboxes with toy tools, plastic funnels, work gloves, goggles, cardboard tubes wrapped in aluminum foil, and clear plastic containers with various levels of colored water (glue lids closed). Create boxes of "car parts" made from colorful pipe cleaners, ribbons, tubing, and wheels.

Wall 4: Car Wash

Title the wall: CAR WASH.

Make a third car from décor art 🎨. Mount it on the wall at students' eye level. Cut various-sized circles from dark blue and light blue construction paper and mount them around the car to simulate soap bubbles.

Personalization Opportunity: Print students' pictures and glue each one in the center of a bubble. Cover with cellophane.

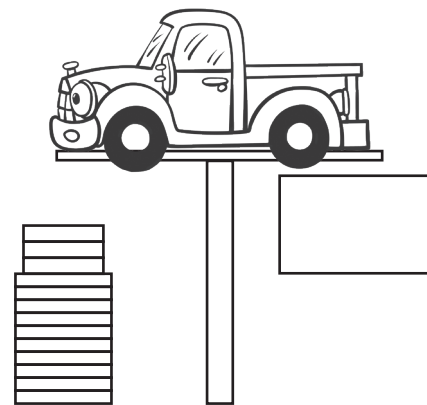
Interaction Opportunity: Tie dark blue and light blue streamers (or strips of material, tulle, or ribbon) around a Hula-Hoop. Cut the streamers so they stop about a foot from the ground when the hoop is suspended from the ceiling. Allow students to walk their cardboard cars through the "car wash." *Optional:* Provide a large plastic riding car that students can take turns riding through the streamers as you gently squirt them with water.

Set up a water play table in this area with small spray bottles, buckets, toy cars, and rags.

Offering

Collect offering in a toolbox. Instruct students to turn in their offering as soon as they arrive so they do not play with it or lose it.

FIX-IT SHOP



See the attendance option for this wall under the Activity Paper section.

● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Item” folder that contains the following:

- Attendance Chart
- Attendance Stickers
- Bible Art (Line Art and Color)
- Child Information Form
- Classroom Décor
- Digital Postcards
- Home Connection Calendars
- Home Connection Devotionals
- Memory Chart
- Memory Stickers
- Spiritual IEP
- Teacher Training Article: “Developmental Delay”
- Unit Memory Work Handouts

Lesson 8 also has a sound effect available that will assist you in the lesson. To download your digital resources, look for the code on the back of the TRP cover sheet.

Allergy Alert

Hopefully you are using the Child Information Form 📄, asking all parents or guardians to fill one out before they leave a child in your care. Be especially aware of any food allergies. This quarter calls for many different types of snacks, so be prepared to provide alternatives for those students who may have allergies to any of them.

Teacher’s Manual

This curriculum is Bible-based and written on a developmentally appropriate level for students ranging from two to three years of age. All activities and questions are written with the five areas of child development in mind: physical, social, emotional, cognitive, and spiritual. Each lesson presents a variety of interactions and experiences from which you can choose to create a teaching strategy based on the ages and stages of your students. Opportunities for higher thinking directives or discussion are designated with a ★ symbol.

Look for the following opportunities within each lesson:

Curiosity Opportunities: Young children are curious about their world. We have the privilege of not only stimulating their curiosity about the world around them, but also about their God who made the world.

Sensory Opportunities: Even in church settings, toddlers learn through all their senses. Bible stories and lessons come alive through sensations of touch, sound, smell, taste, and sight.

Literacy Opportunities: Story time is a foundational area of learning. Fostering a love for picture books now will only help foster a love for the Good Book later.

Music Opportunities: Music is a necessary part of an enjoyable classroom experience and emerging worship experience. Use music to accomplish specific tasks, such as identifying transitions, working out the wiggles, and changing the atmosphere.

Pretend Opportunities: Toddlers love to play with dolls, stuffed animals, oversized clothing, real-life cookware, and anything else associated with “big people.” Role play is a great tool for assessing students’ interpretation of the lesson and growing student interactions.

Construction Opportunities: When toddlers build, tear down, and then build again, they make connections which lead to an understanding of how parts fit together to form a whole. These discoveries facilitate future perceptions of themselves as part of a whole, including their part in the body of Christ.

Art Opportunities: For toddlers, art is more about experience than end product. Allow students to enjoy moments of artistic expression as they learn about God, His story, and His creations through creations of their own.

Movement Opportunities: When it comes to gross and fine motor skills, young children are constantly learning, growing, and re-mastering. This upward spiral of development pertains to both their physical and spiritual development.

Note that children cannot filter out background noise as easily as adults, so avoid constant background music.

Maintain a prop box with a variety of dolls, stuffed animals, dress-up clothes, real-life cookware, table settings, and so on. Rotate items periodically to keep them fresh and exciting; remember to clean them regularly to maintain a healthy environment.

Family Participation Opportunities: Each lesson ends with a few suggested methods to connect the lesson to the home. The Home Connection take-home piece (TRP) 📄 provides a unit overview, laying out each lesson's biblical text, Bible Point, and Life Application, as well as suggesting a fun family activity to further stimulate discussion. Please note that all children's levels are included on one sheet, making it easy for parents of children across multiple age or grade levels to discuss the day's lesson. In addition, we have provided a great weekly devotional 📄 to give to parents, or they can download it by going to the URL address at the top of each activity paper <http://pentecostalpublishing.com/homeconnection>.

In the lessons, look for **bold type** to show words, dialogue, and questions you may want to use. Please let us know how the updated lesson format and the developmentally enhanced activities work for you. Our goal is to help you help your students.

Digital Curriculum: See page 2 for instructions on how to digitally download the teacher's manual as PDF and Word documents. Study each lesson on the go using your favorite handheld device (like an iPad) by opening the PDF using a reader like Adobe Acrobat. Personally craft the material to suit your particular interests and needs by editing the DOC files using a word processor like Microsoft Word.

Activity Paper

Order one activity paper per student, with a few extras for growth and potential guests. The activity paper offers two activities to be used as an integral part of each week's lesson.

Memory Work Feature: Unit memory posters are printed on the back of the activity paper cover. Send this cover page home with parents the first week.

Memory Charts: A memory chart for each student is near the back of the activity paper. A digital version 📄 is also available for printing extra copies. Each week after memory work, whether you teach the Bible verse or Bible words, students add a repair sticker (TRP) 📄 to their memory charts next to that unit's memory work poster.

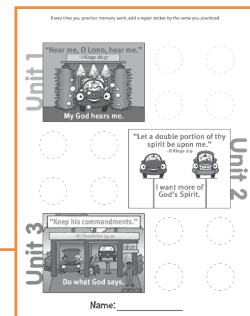
Attendance Charts: Near the back of the activity paper is an attendance tracking page. A digital version 📄 is also available for printing extra copies. For each class students attend, they add a soap-bubble sticker (TRP) to their attendance charts. Another option is to have students add a construction-paper bubble to the car wash wall as they arrive for class. By the end of the quarter, the wall will be full of soapy bubbles.

Home Connection: If you do not have time or resources to print copies of the Home Connection HC calendar (TRP) 📄 and devotional 📄 to send home with students, direct parents to the URL address on each activity paper (<http://pentecostalpublishing.com/homeconnection>).

Did You Know?

After accounting for all maintenance and supply expenses, it costs a church more to make boring gray-scale copies of the activity paper than it does to buy a full-color activity paper for each student? Churches may think they are saving money by buying one activity paper and making copies, but in reality, it is costing them more.

Not to mention that copying the activity paper violates copyright laws. Permission is only granted to make copies for visitors. Avoid the need to copy. Order extras to allow for class growth and a few visitors.





Unit 1 Elijah

Unit Bible Verse
“Hear me, O LORD, hear me”
(1 Kings 18:37).

Unit Bible Words
My God hears me.

Scripture Text
1 Kings 17:8–16

Bible Point
God takes care of His people.

Life Application
I know God takes care of me.

GOD TAKES CARE OF ELIJAH

The Widow Woman Feeds Elijah

CORE SUPPLIES

Excite and Engage

Welcome: Cardboard cars (described on page 5) or full-size plastic cars for students to ride in; attendance charts (AP) 📄, soap-bubble attendance stickers (TRP) 📄

Activity Paper: Mount the Letters of the Day poster (TRP) and Number of the Day poster (TRP). (See page 4 for a tip for preserving the posters and presenting the letters and numbers.) Add letters *W* and *O* to the letter poster and point the arrow at 1 on the number poster. (*W* words: woman, wheel, wrench, and warthog; *O* words: oil, owl, and olive)

Activity papers (page 1), crayons

Opening Activity: Colorful drinking straws

Relate and Receive

Access Prior Experience: No supplies needed

Bible Lesson: Bible, Elijah and Widow Woman pictures 1–3 (TRP) 📄.
Set aside pictures 4–6 to be used in lesson 2.

Apply and Act

Life Application: Activity papers (page 2), Letter of the Day poster (TRP), crayons

Prayer: No supplies needed

Snack Break: Loaf of French bread, water, napkins, cups, damp cleaning cloths

Home Connection: For each student, copy the unit 1 HC calendar (TRP) 📄 and the lesson 1 HC devotion 📄. Separate the activity paper covers (AP) to send home. Prepare child information forms 📄 for parents to fill out as they drop off or pick up their children.

EXPANDED SUPPLIES

Worship and the Word

Worship: Bible; *suggested songs:* “God Takes Care of Me (Moses Song)” posted on YouTube by Natalie Teo; “The Raven’s Wings” posted on YouTube by Hebron Outreach

Memory Work: Bible, unit 1 MW poster (TRP), memory charts (AP) 📄, memory repair stickers (TRP) 📄

Reinforce and Review

Option 1: Toy food and dishes

Option 2: *Book suggestions:* Elijah and the widow from a children’s Bible; books about God’s care (e.g., *All Day Long, God Loves Me* by Mikal Keefer; *Everywhere I Go, God Is with Me* by Mikal Keefer; *Thank You, God, for Blessing Me* by Max Lucado; *Jesus Is with Me* by Joni Walker)

Option 3: Hand mirror

Option 4: Paper plates (1 per student), crayons

Option 5: Music

Looking Ahead

For lesson 2, record a few students’ parents saying, “I am praying for you, (their child’s name), and your friends too.” Record yourself, your pastor, your pastor’s spouse, and another teacher your students know saying, “I am praying for you in Jesus’ name.” Print pictures of the people who do the recordings.

Teacher Devotional

Read I Kings 17:8–16. Prayerfully consider what this passage says:

About God

God sees us in the midst of our emotional pain and spiritual storms. We can rest knowing God is always near. Just when our circumstances seem too heavy, He has a way of stepping in and taking care of us.

To You as a Teacher

I will hold strong in the faith and know that God will take care of me. No matter the weapon the enemy uses to try to depress our spirits, I will stand tall and live in the victory God has promised.

To Your Students

Young children interpret love through actions. Care is love in action. When we care for our students by providing them with simple things like toys, art supplies, and snacks, they interpret that as loving them. Show students you love them by caring for them and meeting their immediate needs. This prepares them to understand that God loves them and will care for them.

CORE (designed for a teaching period around 45 minutes)

EXCITE AND ENGAGE

Welcome: Test Drive

As students arrive, collect the offering and let students add a soap-bubble sticker (TRP) to their attendance charts (AP) 📌. Invite students into the newly decorated room and point out the décor changes.

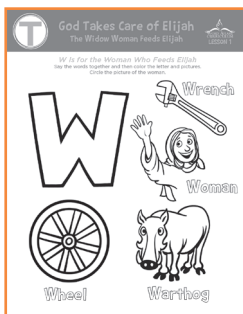
If you made cardboard cars or brought full-size plastic cars, allow students to take them for a test drive around the room and through the car wash.

Teach the Bible Point with motions, repeating until students are comfortable with it.

God	point up
takes care	wrap arms around self and twist
of His people.	open arms wide

Activity Paper: Letters and Colors of the Day

Sing the alphabet song with students. Give high fives and verbal praise for a good job of singing. Using the Letters and Number posters (TRP), introduce the letters of the day followed by the number of the day. **How many gods are there?** Students hold up one finger. **One. There is one God.** Repeat this question randomly throughout the lesson so students can practice holding up one finger and answering, “One God.”



Distribute activity papers. On the front page, show the first letter of the day: **W**. **The letter W is for woman, wheel, wrench, and warthog.** Have students point to the pictures and say the words.

One of these is in our Bible story today. One of these helped the preacher. Do you think it was the woman, the wheel, the wrench, or the warthog? Hand out crayons; have students circle the woman and then color the letter and pictures. As students color, stimulate conversation about the pictures.



In addition to presenting biblical characters and connections to the Bible story, the activity paper presents something familiar to toddlers: letters and numbers. Students are greeted right away with a song they have heard before and will likely be able to sing. Even if they are in a new environment, visiting students can quickly feel at ease. For students who attend each week, this repetitive activity creates a sense of security and stability that toddlers need.

The opening activity presents an opportunity for toddlers to interact with their environment and each other. It helps visiting students become more at ease with new surroundings and new friends. This activity keeps learning fun and exciting, just the way toddlers like it, and it prepares students for the Bible lesson and Life Application to come.

Set aside pictures 1–6 to be used in lesson 2. This lesson only uses pictures 1–3.



- **Whom did God tell to take care of Elijah?** *A widow woman*
- **What did Elijah ask her to give him?** *A drink and bread*
- **Who took care of the widow, her son, and Elijah?** *God*
- **Who takes care of you and me?** *God*

Opening Activity: Pick-Up Straws

In today's Bible story, we will learn that the preacher went to visit a woman and her son. When he got there, the woman was outside picking up sticks. We are going to pick up pretend sticks. Show the colorful straws. Play a simplified version of Pick-Up Sticks. Drop the straws haphazardly on the table or floor. Have students take turns picking up the color you name.

RELATE AND RECEIVE

Access Prior Experience: **Hungry Bellies**

- **Who gets hungry?**

What does your belly do when you are hungry? . . . It growls. Rub your belly. Can you make a growling belly sound?

- **Who takes care of you when you are hungry?**

God does not want us to have hungry bellies, so He sends people to take care of us. Today we will hear a story about three hungry people. God did not want them to have hungry bellies, so He took care of them and made sure they had food.

Bible Lesson: The Widow Woman Feeds Elijah (I Kings 17:8–16)

Show your Bible. **The Bible is God's storybook.** Sing "The B-I-B-L-E."

Show students where today's story is in the Bible. **Our story today is about a preacher named Elijah.**

Show Picture 1: **Elijah camped by the brook. Every day, God sent birds to bring Elijah food. Every day, Elijah drank water from the brook. Then one day Elijah went to get a drink, and there was no water in the brook. Poor Elijah—what was he going to do?**

God told Elijah, "Do not worry. I have told a widow woman to take care of you. Go to her house."

Elijah did what God said. Elijah walked and walked until he found the woman.

Show Picture 2: **She was picking up sticks to build a fire. Elijah said, "Will you please give me a drink?"**

She said, "Yes, I will."

Then Elijah said, "I am so hungry. Will you please give me some bread too?"

The woman said, "I only have enough bread for me and my son. That is all the food I have."

Elijah said, "If you will give me bread first, God will take care of you."

The woman obeyed the preacher. She did what Elijah said and gave him her bread.

Show Picture 3: **God blessed the woman for taking care of the preacher. That means God took care of the woman. God made sure the woman, her son, and Elijah always had food. God takes care of His people.**

Repeat the story. Then allow students to hold the pictures and encourage them to tell as much of the story as they can recall.

Choose a few simple questions from the margin to reinforce the Bible story in students' minds.



APPLY AND ACT

Life Application: I know God takes care of me.

Distribute activity papers. On the back page, show the second letter of the day: **O**. The letter **O** is for **oil, owl, and olive**. Have students point to the pictures and say the words.

What did the woman put in her cake: oil, owls, or olives? . . . Oil. Let's fill the mixing bowl with oil. Hand out crayons and help students draw lines from the oil to the bowl. After each line they draw, students say, "God takes care of me." **Jesus took care of the woman, and Jesus will take care of you too.** As students color, identify ways God takes care of them.

Prayer: Thank You for Caring

Jesus takes care of you, (point at and name each student). Let's thank Jesus for taking good care of us. Have students raise their hands and repeat your prayer.






Thank You, Jesus, . . . for caring for me . . .
And for giving me . . . people who love me.
Help me learn . . . to care for others.
In Jesus' name, . . . amen.

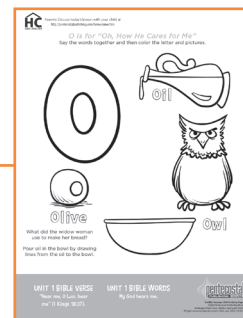
Let's clap our hands and worship Jesus.

Snack Break: The Widow Woman's Bread

Have students prepare for and pray over snack. **God told the widow woman to share her bread with Elijah. I have some bread to share with you. God takes care of us, and we take care of each other.** Break off pieces of bread for students and serve water.

Home Connection

- For each student, send home a copy of the unit 1  calendar (TRP)  and the lesson 1  devotion , or show parents the URL on the back of the activity paper so they can download it themselves.
- Send home the cover of the activity paper, showing parents that the back contains the memory work posters for the entire quarter. Encourage them to post it at home and go over the memory work with their child.
- Use the child information forms  to get contact information from parents. This will be used to establish a home connection throughout the quarter.



Toddlers enjoy helping. Snack time is a wonderful opportunity to assign students special tasks. Ask helpers to set out plates, napkins, and cups and to distribute snacks, if appropriate. When finished eating, encourage students to help clean up, giving some damp cloths to help wipe the table and chairs.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

Teach students the words and motions to the following suggested songs.

- "God Takes Care of Me (Moses Song)" posted on YouTube by Natalie Teo
- "The Raven's Wings" posted on YouTube by Hebron Outreach (This video only contains words and music with no vocals, so practice singing the words with the motions.)

The raven's wings went flap, flap, flap,
As down to the river they flew.

They carried meat; they carried bread,
As God had told them to.

A little widow woman came picking up sticks,
As Elijah passed that way.

She made him a cake of oil and meal,
That never would pass away.

flap arms
swoop down
form beak with fingers
nod
pretend to pick up sticks
walk fingers
stir with hand
shake head

At the completion of either method, allow participating students to place a memory repair sticker (TRP) on their memory charts (AP) .

This section offers a collection of lesson-related activity options to drive home the Bible Point and Life Application. Select the ones that best fit with your group and setting.

God's Word will never fail,
Never fail, never fail.
God's Word will never fail,
No, No, No.

hold up Bible
shake head
hold up Bible
shake head vigorously

Memory Work

Unit 1 Bible Verse: "Hear me, O LORD, hear me" (1 Kings 18:37).

From the unit 1 MW poster (TRP), show students the Bible Verse. Point at each word, including the reference, as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student's name as you say: **God hears (Morgan) and (April) and (Lucas).**

Hear me, cup hand behind right ear
O LORD, point up
hear me. cup hand behind left ear

Unit 1 Bible Words: My God hears me.

From the unit 1 MW poster (TRP), show students the Bible Words. Point at each word as you read it and have students repeat after you.

Shhh! Listen. What do you hear? . . . Do you know what God hears? Call each student's name as you say: **God hears (Morgan) and (April) and (Lucas).**

My God, point up
hears cup hand behind ear
me. point at self

REINFORCE AND REVIEW

Option 1: We Can Cook

The widow woman took care of Elijah by sharing her food with him. Bring out the kitchen toys. Students pretend to cook and serve one another. They take turns being the cook and the guests.

Option 2: We Read about God

Gather students for story time. (If you have enough cardboard or toy cars, let students sit in them for story time.) Show the book(s) you will read about God's care such as:

- *All Day Long, God Loves Me* by Mikal Keefer
- *Everywhere I Go, God Is with Me* by Mikal Keefer
- *Thank You, God, for Blessing Me* by Max Lucado
- *Jesus Is with Me* by Joni Walker

Option 3: We See God Cares

Pass around a hand mirror. The class calls the student holding the mirror by name, saying, "Thank You, God, for taking care of (Franco)."

Option 4: What Do You Like to Eat?

God takes good care of His people. He gives us food and water. What is your favorite food?

Distribute paper plates and crayons. Encourage students to draw their favorite foods on the plates. Have students take turns explaining their drawings to their classmates and talking about why they like these foods.

Elijah's favorite food was probably fresh baked bread. What do you think he told the widow when she gave him bread to eat?

Option 5: W is for Walk, Walk, Sit, Shout

Place chairs in a circle facing outward. As music plays, students walk around the chairs. When the music stops, they quickly sit down in the chair closest to them and shout, "God takes care of me!"