

LLC Sunday School Curriculum

GRADE 1

Draft 2004

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INTRODUCTIONJune 2004

Jesus commanded His disciples to go and “teach all nations, teaching them to observe all things whatsoever I have commanded you.” (Matt. 28:19-20) The children of God today want to observe this command. Sunday school is an especially important time for the sowing of God’s Word in the hearts of children. The Sunday school teacher willingly accepts this responsibility.

Using this document

Study the materials before Sunday School begins in the fall. Become acquainted with both the layout and content expectations. If you have questions about how your topics fit in with those being taught at other levels, you will find a summary of the lesson titles for all grades included in your binder. If you want to know the specific objectives for some grade level, there will be a reference binder in your congregation library with a summary of all this information. Ask your Sunday School Director for these materials if you would find them helpful.

Each grade-level binder is set up in the following order:

- table of contents
- general reference pages
- your grade’s lesson topic list
- your grade’s lesson pages

Each lesson page includes the following:

- the lesson title
- what you want the students to learn (objectives)
- Scripture references
- vocabulary
- examples of additional resources
- memory work
- notes or teaching suggestions to support the lesson

Most grades have 24 lessons, although some have 25. In most cases, lesson 25 was regarded as an optional lesson for those classes that have enough time.

The objectives are listed at the top of the page. In some cases, the objectives may include more than you think you can reasonably teach in one Sunday School class period. If so, feel free to choose those objectives you find most

important or interesting. It is not necessary to do everything. Remember that it's always better to learn less and learn it well than to cover more and walk away with little understanding.

Memory work

Included with each lesson in most grades you will find suggested memory work. There are several reasons for assigning memory work to students. Most important is that students acquire an intimate familiarity with Scripture and passages from books such as *The Small Catechism* that explain the fundamental beliefs of Christianity. During services, children will recognize Scripture portions from their memory work in Sunday School. Years later, words learned in Sunday School will come back to mind. The value of having these words deeply imbedded makes it worth spending the time on memory work.

Be sensitive to the varying abilities of children. If someone has difficulties with memorization, give that child options. One possibility is to have the child write out the memory passages.

There is a list summarizing the memory work for the grade toward the beginning of the binder. See the table of contents for the page number of this list. Although the memory work is assigned to specific lessons, the teacher is free to change the order or pace of the memory assignments.

There is a note of caution. The memory work is meant to be supplemental. With such a short period of time each Sunday, care must be taken not to use too much time on memory work. In younger grades, one possible way of dealing with this is to have students recite memory work in unison.

Remember to discuss the meaning of the words with the children.

Homework

Traditionally, the higher grades have been assigned homework to be completed for the next Sunday School class. Homework is important in that it provides an opportunity for students to study and consider God's Word during the week. This is important for young children as much as it is for older children.

It is also important to encourage parents to be a part of this work. Sunday School homework is not meant to be completed hastily in the car on the way to the church on Sunday morning. The reason for doing the homework and the importance of God's Word in the daily life of a believer is diminished by

this. Although life for most families becomes increasingly busier, God's Word should still remain our first priority. This lesson is learned best at home.

Forms of homework: There are many forms of homework to consider. The traditional question set is only one possibility. Sometimes it is more effective to have students answer two or three questions that require the student to consider the meaning of the lesson as opposed to a long list of questions. A homework question can be posed in more than one way. Consider the following approaches:

Who did Jesus see as he was walking by the sea of Galilee? What were they doing? (Matt. 5:18) What did Jesus say to them? (Matt. 5:19)

--OR--

In Matthew 5:18, we read that Jesus saw Simon and Peter fishing beside the sea of Galilee. What did Jesus ask of them? What do you think Jesus was actually asking them to do with their lives?

What did Jesus do in the ruler's house? (Matt. 9:25)

--OR--

Read Matthew 9:18-19, 23-26. This tells about a miracle in which a girl died and Jesus brought her back to life. How did the people react when Jesus told the crowd that she was not dead? What do you think the people learned from this?

Questioning: One type of question only requires lifting a word or basic information from the text without understanding. The other type of question causes the student to think about what it means. The questions can be worded in a way that gives the student some information to help begin interpreting the text. Poor questions can err in one of two ways: either it can be one that requires no understanding to give a correct answer, or it can ask for so much general interpretation or analysis so as to be overwhelming to the student. Not only is it important to carefully craft homework questions, but it is also important to think about what questions will be used during the lesson. Think about this in advance. Good questioning techniques take work to develop.

Reading: Sometimes a reading assignment, such as an article from a recent *Shepherd's Voice* issue, can be effective. For young children, the teacher could instruct the child to ask someone at home to sit down and read a particular article or story with him during the week.

Journals: An effective strategy for homework (and note-taking) is to require students to keep a journal or notebook. This strategy tends to be most effective for third grade and up. All homework (and notes) can be kept together in the journal. Assignments could include specific questions to be

answered, but they could also include writing a “journal entry” reflecting, for example, on what they learned from the previous lesson.

What to do with homework assignments: Keep in mind that homework assignments can be responded to in several ways.

- Often the teacher will go over the homework responses with the students at the next class.
- Sometimes the teacher can collect the homework, write responses for the students, and return them at the next class. (If the work is being kept in a notebook or journal, it is possible that the whole notebook would be collected.)
- Finally, it is possible that sometimes the homework is not shared with the class or read by the teacher at all. For example, maybe a lesson is teaching about prayer. A teacher may assign the student to write a personal prayer to God that will never be read by anyone else.

Use of the Bible: Encourage the use of the Bible. Remember that students need to be taught how to use the Bible. There are several ways to look up information, and students can be taught to use the reference section, concordance, and listing of the books at the beginning of the Bible. Students can be encouraged to follow along in their Bibles when the text is read during services. Auditory learners can use audio recordings of the Bible at home; many are available. After all, the Bible is the most precious of all books.

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TEACHING SUGGESTIONS
June 2004

Teaching involves many skills that can be practiced and improved each time a lesson is taught. Each teacher has his own unique style. We can learn from each other, but it is important to remember that God has given you the gifts He intended for you. Use those gifts for the honor and glory of His name. The work of teaching children about the Word of God and the gospel of the forgiveness of sins is a most precious task.

We want to teach children in meaningful ways that they can relate to their own experiences. The following suggestions are intended to help promote effective learning:

- Preparation is of utmost importance! Numerous resources are given for the lessons. Most of these are not intended to be read to students (nor by students) during class time; rather, they are intended to be used by the teacher in planning the lesson. Of course, during the lesson it is good to read some Scripture passages, excerpts from resource materials, or supportive stories. It is also good for the students to look up a main Bible reference that will be read together or by the teacher. We want all students to know that all lessons are based on God's Word. The lesson itself is not a story or Bible text, however. The teacher must plan the lesson in advance!
- Visual aids (e.g., pictures, simple drawings, objects, overhead transparencies, maps) make the lesson more meaningful and interesting. Adding visuals significantly increases retention of learning. Understanding increases when concepts are connected to familiar ideas/images.
- Plan for variety to help keep attention. Providing opportunities for students' interaction increases interest and attention. Responding to questions and relating personal experiences concerning the theme of the lesson are important. Writing is another mode of learning (e.g., students could keep a notebook in which they write main points from each lesson as well as personal thoughts or experiences). Making pictures or diagrams can be another effective learning mode. There are endless possibilities, but variety is a powerful way to strengthen a lesson.

- Clarify vocabulary. Having children see, say, and even show the meaning of new words aids comprehension and retention. Students might write special words in their notebooks.
- Asking questions is an important part of learning. All children need opportunities to ask and answer questions, not just the knowledgeable or outgoing children. Some children will need encouragement, perhaps easier questions to foster confidence. It is important to allow *wait time* (time and opportunity for the brain to process information) when asking for a response.
- Students should demonstrate a summary of the learning in some way at the end of the lesson. This greatly increases retention and enables the teacher to check whether the students have learned the intended concepts.
- Pleasant learning climate, enthusiasm, and reinforcement of desirable behaviors promote positive attitudes toward learning what God's Word teaches.

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LESSON PLANNING OUTLINE
June 2004

This lesson plan outline may be useful to the teacher when planning lessons. It calls attention to the important parts of a lesson.

There are always several stages to planning the lesson: preparation and gathering resources, building the lesson, implementing the lesson, and following up the lesson with homework and assessment of student learning.

Consider the following steps to determine whether each step is appropriate for the particular lesson or students, and decide whether it should be included in the lesson plan.

- I. Review of previous lesson: What concepts/memory work need to be reinforced?

- II. Objectives for new lesson: What learnings or key concepts do I want students to get?

- III. Procedures: What will I do to best help children learn this lesson?
 - A. Set: Lead into the new topic, get children ready to focus attention on the lesson
 - relate new learning to something students already know
 - involve all students
 - relate to the objective(s) of the new lesson

Examples:

- Show a wrapped gift and briefly discuss gifts prior to a lesson on the greatest gift.
- Have the children think about a time when they have seen a parade before discussing Jesus' triumphal entry into Jerusalem.
- Discuss invitations and kinds of occasions the children might have received invitations for before a lesson on the parable of the man who sent his servant to invite guests to a wedding feast.

B. Objectives: Students are made aware of the objective(s) and the purpose of the learning.

- having objectives guides the teacher's planning for the lesson
- informing students of objective prior to lesson aids their learning
- students will know what they should have learned at the end
- answers "Why are we doing this?" and puts the learning in context

Examples:

- Today we will learn why God's Kingdom is sometimes compared to a flock of sheep, and we will be able to tell who is the shepherd of this flock and who are the sheep.
- Most of you have heard before of the Law and the Gospel; today we will learn what they are and which one belongs to the believer.
- We are going to hear what Jesus said about a widow who gave all her money; it will teach us how we are to give to the work of God's Kingdom.

C. Instructional Input: Students acquire new information about the knowledge they are to receive.

- main body of lesson
- think about what will be taught to the students, how the information will be taught, and how to check that they understand what is taught
- Question 1: What are the learnings?
- Question 2: What will the teacher do to provide the learnings?
- Question 3: How will the students show what they have learned?

Examples:

- I will tell you a story about two boys; think about which boy was walking in light and which in darkness. (teacher action)
- Look at this picture of a soldier; I will explain each of the pieces of armor that the soldier is wearing. (teacher action)
- Here are four possible reasons for baptizing a child, numbered one through four; signal me which you think is the best answer by holding up that number of fingers. (checking students' understanding)

- Write down the three parts of repentance that we talked about today. (checking students' understanding)
- Turn to your neighbor and summarize what you just learned. (checking students' understanding)

D. Guided Practice: Students are given the opportunity to use new knowledge with guidance.

- The teacher sometimes needs to circulate among students, observing and helping them during practice or some activity.
- The teacher should clarify or explain something before the lesson has ended.
- Remember that this clarification is important when an assignment will be given for outside of class.

E. Independent Practice: Students are given the opportunity to use new knowledge and/or skills independently.

- usually involves work that is assigned to be done outside of class
- may include memory work, answering questions, writing about the lesson, or other exercises

IV. Evaluation: How will you know what the students have learned?

A. In summarizing the lesson, the students should summarize what they have learned, not the teacher summarizing what he thinks he has taught.

B. How will the teacher check whether students gained the intended learning (e.g., questions, summary by learners, written responses or illustrations, etc.)?

Examples:

- List on your paper the four kinds of ground that we heard about in the parable that we studied today.
- List as many names for the Kingdom of God as possible and illustrate one of them.
- I will give each of you the chance to tell one thing you learned in today's lesson.

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EFFECTIVE TEACHING SUMMARIES
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The Fundamentals

- Students really learn best by *doing* something with the intended learning.
- Students need to do their own thinking and exploration.

The Techniques

Initiating learning activities

- Relate new activities to student experience.
- When introducing “unique” materials, provide unstructured time.
- Introduce all new terms/vocabulary orally and in writing.
- Organize materials for quick and easy distribution.
- Keep teaching materials hidden until they are needed.
- Introduce each activity before distributing materials.

Managing Learning Activities

- At the start of each activity, check all of the students.
- Avoid “talking” over group noise. Insist on quiet attention.
- Separate “talk time” from “work time.”
- Avoid “telling” and concluding for students.
- Prompt student discussions by joining groups as an observer.
- Resolve differences by returning to the materials.

The Art of Questioning

- Don't ask “everyone questions.”
- Pause at least 3 to 5 seconds after asking each question.
- Avoid repeating student answers.
- Put student names at the END of directed questions.
- Turn student questions back to the students.

Instructions on Giving Instructions

- Make instructions as concrete as possible.
- Give instructions in “different ways.”
- Give instructions in “bite-sized chunks.”

Techniques for Concluding Learning Activities

- Alert students to the approaching end of each activity.
- Use a “group focus” to display information for discussion.
- Provide for “at-home” activities.

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NOTES TO THE 1ST GRADE TEACHER
June 2004

The early grades involve young children who are still early in their development. The lessons should be designed to take this into account. Vocabulary should be kept at their level or defined if it is potentially new to the children.

The lessons are usually most effective if they actively involve the children. Activities such as role-playing, dramatizing, and illustrative stories engage the children and make the learning experience real. Use the children as “helpers” during the lesson. Although coloring a picture is one possible technique, it is not the only way to get the children to participate.

Use visual aids as often as possible. These can be illustrations or photos, but they can also be objects such as a flower, a mustard seed, or a piece of fruit.

When using a story as part of the lesson, it is most effective if the teacher knows the story well enough to *tell* it rather than *read* it. It is more likely to engage the listener and creates a more personal connection between the children and the story or story-teller.

Included with the lessons are some suggestions for alternate teaching methods. Feel free to adapt and experiment as you get to know the group of children you are teaching.

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ADDITIONAL TEACHING RESOURCES
June 2004

This collection of resources is only intended to give examples of possible materials that would be helpful in planning lessons. Some of them are included with the resources for individual lessons. Most of them are available in your church library or bookstore. This is not intended to be a comprehensive list.

According to These Words. Association of American Laestadian Congregations: Plymouth, MN. (Note: Available in congregation libraries)

Alexander, P., ed. (1978). *The Lion Encyclopedia of the Bible.* Lions Publishing: Batavia, IL.

Alphabet Tablet. Association of American Laestadian Congregations: Plymouth, MN. (Note: Tablet of stories and pictures for kindergarten)

Anderson, K. (1996). *Where to Find It in the Bible.* Thomas Nelson Publishers: Nashville, TN.

Bible Stories Grade 1. (1982). Association of American Laestadian Congregations: Plymouth, MN. (Note: Tablet of stories and pictures)

Burnick, M. (1968). *Children's Stories of the Bible from the Old and New Testament.* Playmore, Inc.: New York

By Faith. (1982). Association of American Laestadian Congregations: Plymouth, MN.

Comay, J. and R. Browning. (1971). *Who's Who in the Bible: Two Volumes in One.* Bonanza Books: NY.

d'Aubigne, J., M. Sidwell, trans. (1996). *The Triumph of Truth: a Life of Martin Luther.* Bob Jones University Press: Greenville, SC.

Douglas, J., ed. (1982). *New Bible Dictionary.* Tyndale House Publishers, Inc.: Wheaton, IL.

Dowley, T. (1986 & 1987). *The Moody Guide to the Bible and The Moody Guide to Bible Lands.* Moody Press: Chicago.

Drane, J. (1983). *The Old Testament Story.* Harper & Row, Publishers. San Francisco: New York.

Freeman, J. M. (1972 reprint). *Manners and Customs of the Bible.* Logos International: Plainfield, NJ.

Gardner, J. (1981). *Reader's Digest Atlas of the Bible*. Reader's Digest Association, Inc.: Pleasantville, NY.

Gross, A. (2001). *A Child's Garden of Bible Stories*. Concordia Publishing House: St. Louis, MO.

Halley's Bible Handbook. (1965). Zondervan: Grand Rapids, MI.

Lepisto, E. (2002). *In the Footsteps of the Sheep*. Laestadian Lutheran Church: Plymouth, MN.

Luther, M. and K. Leinberg. *Small Catechism & Bible History*. Association of American Laestadian Congregations: Plymouth, MN.

Meyer, F. (1981). *Great Men of the Bible Volume 1* and *Great Men of the Bible Volume II*. Zondervan: Grand Rapids, MI.

Piri, E. (1988). *I Am the Good Shepherd: A Sunday School Guide*. Association of American Laestadian Congregations: Plymouth, MN.

Reinikainen, E. (1990). *The Storms Will Cease*. Laestadian Lutheran Church: Plymouth, MN.

The Shepherd's Voice. Laestadian Lutheran Church: Plymouth, MN.

Sixth Grade Sunday School Stories. Association of American Laestadian Congregations: Plymouth, MN.

Smith, M., ed. (1993). *Holman Book of Biblical Charts, Maps, and Reconstructions*. Broadman & Holman Publishers: Nashville, TN.

Stories for Young Children. Association of American Laestadian Congregations: Plymouth, MN. (Note: Tablet of stories and pictures for preschool)

Stories of the Old Testament I. Association of American Laestadian Congregations: Plymouth, MN. (Note: Tablet of stories and pictures)

Stories of the Old Testament II. Association of American Laestadian Congregations: Plymouth, MN. (Note: Tablet of stories and pictures)

Sunday School Stories Grade 5. Association of American Laestadian Congregations: Plymouth, MN.

Visalli, G., ed. (1992). *After Jesus: the Triumph of Christianity*. Reader's Digest Association, Inc.: Pleasantville, N.Y.

The Voice of Zion. Laestadian Lutheran Church: Plymouth, MN.

Uljas, J. (2003). *The Treasure Hidden in a Field*. Laestadian Lutheran Church: Plymouth, MN.

Witter, E. (1980). *In Jesus' Day*. Concordia Publishing House: St. Louis, MO.

Sunday School Lesson Topics OVERVIEW BY GRADE

Draft 2004

PRE-SCHOOL

Theme: Familiar Bible Stories & Home and Family

- Lesson 1 God's Word and the Holy Bible
- Lesson 2 Sin—Adam and Eve
- Lesson 3 Conscience
- Lesson 4 Forgiveness
- Lesson 5 Prayer—Three Men in the Furnace
- Lesson 6 Respect and Obedience for Parents and Siblings
- Lesson 7 Obedience to Rules
- Lesson 8 Listening—Behavior in Church as God's House
- Lesson 9 Singing—Angels at Jesus' Birth
- Lesson 10 The Christmas Story
- Lesson 11 Sharing
- Lesson 12 Shepherd and Sheep
- Lesson 13 Trust—David and Goliath
- Lesson 14 Thankfulness and Faith—Ten Lepers
- Lesson 15 Temptations
- Lesson 16 God Is Always With Us—Jacob in the Wilderness
- Lesson 17 The Easter Story
- Lesson 18 Honesty—Cain and Abel
- Lesson 19 Kindness—Woman at the Well
- Lesson 20 Patience
- Lesson 21 God Provides for Our Daily Needs
- Lesson 22 Jesus, Friend of Children
- Lesson 23 Friendship and Love
- Lesson 24 Faith as a Gift from God

KINDERGARTEN**Theme: Familiar Bible Stories & Home and Family**

- Lesson 1 Faith
- Lesson 2 Kingdom of God—Jesus Blesses the Children
- Lesson 3 God’s Word—Creation
- Lesson 4 Respect for Elders and Authority
- Lesson 5 The Devil—The Fall into Sin
- Lesson 6 God Cares for Us—Moses and the Red Sea
- Lesson 7 False Gods—Golden Calf
- Lesson 8 God’s Care and Protection—Joseph Being Sold into Slavery
- Lesson 9 Prayer—Jonah and the Whale
- Lesson 10 The Lord’s Prayer
- Lesson 11 The Benediction
- Lesson 12 Obedience to God
- Lesson 13 Angels
- Lesson 14 Giving—Wise Men
- Lesson 15 Trust—Noah
- Lesson 16 Forgiveness of Sins
- Lesson 17 Salvation—Good Friday
- Lesson 18 Easter Sunday
- Lesson 19 Singing—David and the Psalms
- Lesson 20 Thankfulness
- Lesson 21 Being a Light Through Our Behavior in School
- Lesson 22 Responsibility and Helping at Home
- Lesson 23 Home and Family—The Miniature Congregation
- Lesson 24 The Gospel
- Lesson 25 Heaven

GRADE 1**Theme: Familiar Bible Stories & Home and Family**

- Lesson 1 Faith—Jesus Calms the Storm
- Lesson 2 Being a Light
- Lesson 3 Care of the Conscience—Adam and Eve
- Lesson 4 Listening to God’s Word—Jesus in the Temple
- Lesson 5 Respect for People and Differences
- Lesson 6 Kingdom of God
- Lesson 7 Love—David and Absalom
- Lesson 8 Thankfulness—Noah
- Lesson 9 Prayer
- Lesson 10 Sabbath
- Lesson 11 Peace—The Christmas Story
- Lesson 12 Diligence—Joseph in the Pharaoh’s House in Egypt
- Lesson 13 Making Choices—Solomon’s Faith and God’s Word
- Lesson 14 Obedience to Authority
- Lesson 15 Temptations
- Lesson 16 Being Our Brother’s Keeper
- Lesson 17 Forgiveness—Thief on the Cross
- Lesson 18 Power of God—Tower of Babel
- Lesson 19 God’s Care and Protection—Elijah, King Ahab, and the Raven
- Lesson 20 Friendship—Jonathan and David
- Lesson 21 Trustworthiness
- Lesson 22 Music in God’s Kingdom
- Lesson 23 Christian Reading Material
- Lesson 24 Respect for Nature as God’s Creation

GRADE 2**Theme: People & Christian Values**

- Lesson 1 Abraham and Sarah—Trust, Faith and Obedience
- Lesson 2 Moses' Birth and Childhood—God's Care and Protection
- Lesson 3 David, the Shepherd Boy—Trust and God's Care
- Lesson 4 Elisha and Naaman—God's Power
- Lesson 5 Ruth and Naomi—Friendship, Kindness and Faithfulness
- Lesson 6 Daniel and His Friends in the Furnace—Faith
- Lesson 7 John the Baptist, Forerunner to Jesus—Humility
- Lesson 8 Mary and Joseph—Trust and Obedience
- Lesson 9 Simeon and Anna See Jesus—Faith and Patience
- Lesson 10 Jesus Feeds the 5000
- Lesson 11 Disciples of Jesus—Love, Learning God's Word, Service
- Lesson 12 Peter, James and John—Fishers of Men
- Lesson 13 Jesus Heals the Centurion's Servant—Faith
- Lesson 14 Zaccheus—Repentance and Forgiveness
- Lesson 15 Mary and Martha—Service and Love, Listening to God's Word
- Lesson 16 God Knows Our Needs—Trust in God's Care
- Lesson 17 Jesus Teaches to Love Your Neighbor
- Lesson 18 The Good Samaritan—Service, Love and Kindness
- Lesson 19 The Widow's Mite—Giving
- Lesson 20 The Daughter of Jairus—Faith and God's Gift of Life
- Lesson 21 Judas Iscariot—Greed vs. Love for God
- Lesson 22 Thomas—Doubts and Wrong Values
- Lesson 23 Conversion of Paul—Faith Through Hearing and God's Call
- Lesson 24 Timothy and the Apostle Paul—Friendship and Relationship of Believers

GRADE 3**Theme: Stories of the Old Testament (Part 1)**

- Lesson 1 The Fall into Sin—God’s Punishment and Promise
- Lesson 2 The First Children—Cain and Abel
- Lesson 3 Noah and the Flood
- Lesson 4 The Tower of Babel
- Lesson 5 God’s Promises to Abram
- Lesson 6 Lot—Sodom and Gomorrah
- Lesson 7 God Tests Abraham’s Faith
- Lesson 8 Isaac and Rebekah
- Lesson 9 The Sons of Isaac
- Lesson 10 Jacob and His Wonderful Dream
- Lesson 11 Jacob Wrestles with God
- Lesson 12 Joseph—Service and Imprisonment in Egypt
- Lesson 13 Joseph—Ruler in Egypt and His Brothers’ First Visit
- Lesson 14 Joseph Reveals Himself to His Brothers
- Lesson 15 Jacob Moves to Egypt
- Lesson 16 The Call of Moses—The Burning Bush
- Lesson 17 The Plagues of Egypt
- Lesson 18 The Passover and the Israelites’ Departure from Egypt
- Lesson 19 The Israelites’ Journey in the Wilderness
- Lesson 20 The Giving of the Law—The Ten Commandments
- Lesson 21 The Golden Calf—The Tables of the Law
- Lesson 22 The Israelites’ Complaints and Punishment
- Lesson 23 The Last Days in the Wilderness—The Death of Moses
- Lesson 24 Saved by Faith

GRADE 4**Theme: Stories of the Old Testament (Part 2)**

- Lesson 1 The Israelites Enter Canaan
- Lesson 2 The Sun and the Moon Stand Still
- Lesson 3 God Helps His People Through Gideon
- Lesson 4 Samson, Judge of Israel
- Lesson 5 Eli and Samuel
- Lesson 6 Israel Wants a King—King Saul
- Lesson 7 The Sins of King Saul
- Lesson 8 David and Goliath
- Lesson 9 David and Saul—A Battle of Spirits
- Lesson 10 King David's Fall Into Sin
- Lesson 11 Absalom, the Disobedient Son
- Lesson 12 King Solomon
- Lesson 13 The Holy Spirit
- Lesson 14 The Dividing of the Kingdom (optional lesson)
- Lesson 15 Elijah, a Great Prophet
- Lesson 16 Elijah at the Altars of Baal and Elijah Goes to Heaven
- Lesson 17 The Prophet Elisha
- Lesson 18 The Prophet Jonah
- Lesson 19 Isaiah and the End of the Kingdom of Israel
- Lesson 20 Jeremiah and the Fall of Jerusalem
- Lesson 21 Daniel Interprets the King's Dreams and God humbles King Nebuchadnezzar
- Lesson 22 Daniel and the Lions' Den
- Lesson 23 The Return Home and the Rebuilding of the Temple
- Lesson 24 The Old Testament Overview and Righteousness by Faith
- Lesson 25 Our Responsibility for Nature

GRADE 5**Theme: The Life, Miracles, and Teachings of Jesus**

- Lesson 1 Old and New Testament Prophecies of Jesus' Birth
- Lesson 2 Jesus' Birth—Shepherds, Wise Men, and Circumcision
- Lesson 3 Jesus' Childhood—His Family and His Discussion with Elders
- Lesson 4 John the Baptist
- Lesson 5 Baptism of Jesus
- Lesson 6 Jesus' Temptation in the Wilderness
- Lesson 7 Jesus' Disciples and Friends
- Lesson 8 Jesus' Ministry—His Teaching about the Kingdom, Forgiveness, and Love
- Lesson 9 Jesus' Miracles—Healing and Feeding the Multitude
- Lesson 10 Jesus' Miracles—Calming the Storm
- Lesson 11 Jesus' Miracles—Lazarus Raised from the Dead
- Lesson 12 Jesus' Parables—The Prodigal Son
- Lesson 13 Jesus' Parables—The Sower and Four Kinds of Soil
- Lesson 14 Jesus' Parables—The Good Samaritan
- Lesson 15 Jesus' Parables—The Ten Virgins
- Lesson 16 Jesus' Parables—The Good Shepherd
- Lesson 17 Jesus' Parables—The Vine and the Branches
- Lesson 18 Transfiguration
- Lesson 19 Palm Sunday—Entry into Jerusalem and a Prophecy Fulfilled
- Lesson 20 Passover—Establishment of Holy Supper
- Lesson 21 Good Friday
- Lesson 22 Easter Sunday and Resurrection
- Lesson 23 Jesus Appears to His Disciples
- Lesson 24 The Power of the Resurrection Victory and the Keys of the Kingdom

GRADE 6**Theme: The New Testament Church and the Epistles**

- Lesson 1 The Book of Acts
- Lesson 2 Ascension Day
- Lesson 3 Pentecost Day
- Lesson 4 Martyrdom of Stephen and Persecution of Christians
- Lesson 5 Conversion of the Ethiopian Eunuch
- Lesson 6 The Apostles Peter and John
- Lesson 7 Conversion of Cornelius
- Lesson 8 Conversion of Paul
- Lesson 9 Paul's Missionary Trips
- Lesson 10 Romans—The Gospel Is the Power of God unto Salvation
- Lesson 11 Corinthians—The Holy Spirit Unites the Children of God
- Lesson 12 Galatians—Freedom Through the Gospel
- Lesson 13 Ephesians—Be Strong in the Lord and the Power of His Might
- Lesson 14 Philippians—The Joy of Salvation
- Lesson 15 Colossians—A New Life in Christ
- Lesson 16 Thessalonians—Watchfulness and the Second Coming of Christ
- Lesson 17 Timothy—Caring for the Needs of the Congregation
- Lesson 18 Titus—Sound Doctrine & Believing According to the Word and Spirit
- Lesson 19 Philemon—Forgiveness and Brotherhood in Christ
- Lesson 20 Hebrews—The Priesthood of Christ
- Lesson 21 James—Living Faith Has Fruits
- Lesson 22 Peter—A Royal Priesthood
- Lesson 23 John—Little Children, Love One Another
- Lesson 24 Jude—Beware of False Teachers
- Lesson 25 Revelation—Heaven and the Marriage of the Lamb

GRADE 7**Theme: The Old Testament**

- Lesson 1 The Bible—The Word of God
- Lesson 2 The Old Testament—Its Content and History
- Lesson 3 Creation of the Universe
- Lesson 4 The Fall
- Lesson 5 Cain and Abel
- Lesson 6 Noah and the Flood
- Lesson 7 Abraham—Justified by Faith
- Lesson 8 Isaac—The Child of Promise
- Lesson 9 Jacob—Elect by Grace
- Lesson 10 Joseph
- Lesson 11 Israel in Bondage—Moses
- Lesson 12 The Passover
- Lesson 13 The Exodus—Crossing the Red Sea
- Lesson 14 The Wilderness Journey—The Way to Sinai
- Lesson 15 The Wilderness Journey—The Way to the Promised Land
- Lesson 16 Joshua
- Lesson 17 The Conquest
- Lesson 18 The Judges
- Lesson 19 Gideon
- Lesson 20 Samuel
- Lesson 21 Ruth
- Lesson 22 Esther
- Lesson 23 Job
- Lesson 24 In the World but Not of the World
- Lesson 25 Our Responsibility for Nature

GRADE 8**Theme: The Old Testament and Current Topics**

- Lesson 1 Who We Are—Laestadianism
- Lesson 2 The Church Calendar
- Lesson 3 Kings of the Old Testament—Saul
- Lesson 4 Kings of the Old Testament—David, Son of Jesse
- Lesson 5 Kings of the Old Testament—David, King of Israel
- Lesson 6 Kings of the Old Testament—Solomon
- Lesson 7 Kings of the Old Testament—The Divided Kingdom
- Lesson 8 Overview of the Home Congregation
- Lesson 9 The Psalms
- Lesson 10 The Proverbs
- Lesson 11 The Prophets—Servants of God
- Lesson 12 Elijah & Elisha
- Lesson 13 Hosea, Joel, Amos, Obadiah & Jonah
- Lesson 14 Isaiah & Micah
- Lesson 15 Jeremiah, Nahum, Habukkuk & Zephaniah
- Lesson 16 Ezekiel & Daniel
- Lesson 17 Daniel
- Lesson 18 Haggai, Malachi & Zechariah
- Lesson 19 Prophecies of Jesus
- Lesson 20 The Old & New Testament—One Completeness
- Lesson 21 The Righteousness of Faith & the Righteousness of Life
- Lesson 22 Tobacco & Intoxicants
- Lesson 23 Your Congregation as a Member of a National Organization
- Lesson 24 Being Our Brother's Keeper

GRADE 9**Theme: New Testament Topics and Others**

- Lesson 1 God the Father—Creator
- Lesson 2 God the Son—Redeemer
- Lesson 3 God the Holy Spirit—Sanctifier
- Lesson 4 The Four Gospels
- Lesson 5 Jesus' Teachings—Parables
- Lesson 6 Jesus' Teachings—The Parable of the Unmerciful Servant
- Lesson 7 Jesus' Teachings—The Parable of the Rich Fool
- Lesson 8 Jesus' Teachings—Keys of the Kingdom
- Lesson 9 Jesus' Teachings—The Church Law of Christ
- Lesson 10 The Congregation of God
- Lesson 11 The Early Congregation—Acts of the Apostles
- Lesson 12 Repentance
- Lesson 13 Baptism
- Lesson 14 Holy Communion
- Lesson 15 Confession
- Lesson 16 Prayer
- Lesson 17 The Apostles—Disciples of Jesus
- Lesson 18 Luther and the Reformation
- Lesson 19 Heresies
- Lesson 20 Courtship
- Lesson 21 The Christian Wedding
- Lesson 22 Marriage and Family Life
- Lesson 23 Death and Resurrection
- Lesson 24 Preparation for Confirmation School

LLC Sunday School Curriculum

MEMORY WORKDraft 2004

- Grade 2:** Scripture verses
- Grade 3:** Creed (bold print) from Luther's catechism
Ten Commandments (bold print) from Luther's catechism
Scripture verses
- Grade 4:** Ten Commandments and meanings from Luther's catechism
Scripture verses
- Grade 5:** Creed and meanings from Luther's catechism
Names of the books of the Old Testament
Scripture verses
- Grade 6:** Baptism and meanings from Luther's catechism
Names of the books of the New Testament
- Grade 7:** First three parts of confession from Luther's catechism
Sacrament of the Altar and meanings
- Grade 8:** Lord's Prayer and meanings from Luther's catechism
- Grade 9:** Review the entire catechism

Sunday School Lesson Topics and Objectives
GRADE 1
Draft 2004

Theme: Familiar Bible Stories & Home and Family

The focus of the 1st grade is familiar Bible stories and home and family. The objectives and teaching information are given for each lesson.

- Lesson 1 Faith—Jesus Calms the Storm
- Lesson 2 Being a Light
- Lesson 3 Care of the Conscience—Adam and Eve
- Lesson 4 Listening to God’s Word—Jesus in the Temple
- Lesson 5 Respect for People and Differences
- Lesson 6 Kingdom of God
- Lesson 7 Love—David and Absalom
- Lesson 8 Thankfulness—Noah
- Lesson 9 Prayer
- Lesson 10 Sabbath
- Lesson 11 Peace—The Christmas Story
- Lesson 12 Diligence—Joseph in the Pharaoh’s House in Egypt
- Lesson 13 Making Choices—Solomon’s Faith and God’s Word
- Lesson 14 Obedience to Authority
- Lesson 15 Temptations
- Lesson 16 Being Our Brother’s Keeper
- Lesson 17 Forgiveness—Thief on the Cross
- Lesson 18 Power of God—Tower of Babel
- Lesson 19 God’s Care and Protection—Elijah, King Ahab, and the Raven
- Lesson 20 Friendship—Jonathan and David
- Lesson 21 Trustworthiness
- Lesson 22 Music in God’s Kingdom
- Lesson 23 Christian Reading Material
- Lesson 24 Respect for Nature as God’s Creation

Lesson 1: Faith—Jesus Calms the Storm

- A. The student will be able to relate the story of Jesus calming the storm.
 - B. The student will understand that when he has faith, he has no reason to fear, just as Jesus instructed the disciples in the storm.
 - C. The student will understand that through faith he can trust that Jesus cares for him.
 - D. The student will understand that a believer only needs to have faith in Jesus Christ.
-

Scripture: Matt. 8:23-27; Ps. 89:9; Luke 8:22-25; Mark 4:35-41

Vocabulary: storm, calm, disciple

Resources: *A Child's Garden of Bible Stories*, pp. 96-97; *Children's Stories of the Bible from the Old and New Testament*, pp. 162-163; *Stories for Young Children*, p. 27; *Bible Stories Grade 1*, p. 35

Teaching Suggestions: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the “storyteller” and the story.

Lesson 2: Being a Light

- A. The student will understand that Jesus is the Light of the world.
 - B. The student will understand that he is an example of a Christian to his schoolmates, friends, and family.
 - C. The student will be able to list fruits of faith that are visible to unbelievers and set him apart from them.
 - D. The student will understand that what he does means as much as what he says to show how he believes.
-

Scripture: Matt. 5:14-16, 7:16-20; Phil. 2:15; Gal. 5:22-26

Vocabulary: light, example, fruits of faith

Resources: *The Shepherd's Voice*, January/February 1994, p. 4; *The Shepherd's Voice*, March/April 1999, pp. 2-3, 8-9, 12-13; *Alphabet Tablet* AALC, "V"

Teaching Suggestion: The teacher could make a large tree (out of paper, a cut branch from a tree, or drawn on a black/white board). Each child would then make his own "piece of fruit" to put on the tree that illustrates a fruit of faith.

Lesson 3: Care of the Conscience—Adam and Eve

- A. The student will be able to relate how one sin led to another for Adam and Eve in the Garden of Eden.
 - B. The student will recognize that Adam and Eve cared for their consciences when they fell into sin.
 - C. The student will understand that his conscience, given by God, is a voice inside of him to teach him what is right and what is wrong.
 - D. The student will understand that unforgiven sin is what takes one away from God.
 - E. The student will understand that a conscience that is not cared for becomes less tender to sin.
-

Scripture: Gen. 2, 3; Rom. 6:23

Vocabulary: conscience, tender

Resources: *The Child's Garden of Bible Stories*, pp. 16-18; *Children's Stories of the Bible from the Old and New Testament*, pp. 11-12

Teaching Suggestions: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the “storyteller” and the story.

Lesson 4: Listening to God’s Word—Jesus in the Temple

- A. The student will relate the example of how Jesus listened to the teachers in the temple as a young boy.
 - B. The student will understand that all instruction for how to live comes from the Bible, God’s Word.
 - C. The student will understand that we learn what God’s Word teaches by listening, for example in church or when parents read the Bible at home.
 - D. The student will understand the proper behavior for church.
-

Scripture: Luke 2:41-52; Rom. 10:17

Vocabulary: temple

Resources: *A Child’s Garden of Bible Stories*, pp. 90-91; *Children’s Stories of the Bible from the Old and New Testament*, pp. 141-142; *Bible Stories Grade 1*, p. 33

Teaching Suggestions: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the “storyteller” and the story.

Lesson 5: Respect for People and Differences

- A. The student will understand that God has created all people and has given each a living soul.
 - B. The student will understand that the forgiveness of sins is given to all who believe, regardless of color, sex, handicaps, etc.
 - C. The student will understand that God has created each individual as He wanted him; therefore, all people are equal in the sight of God.
 - D. The student will understand that hatred and prejudice are not acceptable to God.
-

Scripture: Acts 10:34-35, 17:26; I Pet. 2:17

Vocabulary: respect, difference, individual, equal, prejudice, hatred

Resources: *The Shepherd's Voice*, October/November 2003, p. 12

Teaching Suggestions: The children could give examples of hatred or prejudice.

Lesson 6: Kingdom of God

- A. The student will understand that the Kingdom of God is a place of refuge, like no other found in this world.
- B. The student will understand who makes up the Kingdom of God.
- C. The student will understand that just as God provides a nest for the birds and protection for the helpless, He also provides a place for His children.
- D. The student will understand that God has provided for temporal needs (home, family, food) and spiritual needs (His Kingdom).

Scripture: Ps. 84: 3-4 (basis of lesson); Ps. 18:2, 32:7, 46:1-3; Deut. 33:27; II Sam. 22:1-4; Nahum 1:7

Vocabulary: refuge, protection, temporal, spiritual

Resources: *The Shepherd's Voice*, May 2002, p. 1; *Alphabet Tablet* AALC, "H" and "K" and "Z"

Teaching Suggestion: The teacher could have visual aids prepared in advance showing different types of homes and places of refuge (e.g., bird nest, tepee, igloo, fort, harbor/marina, den, house).

The children could make pictures to illustrate a part of the Kingdom of God (e.g., Jesus, church, Bible, song books, praying hands, children).

Lesson 7: Love—David and Absalom

- A. The student will be able to relate the story of David's great love for Absalom, even when Absalom had turned against him.
- B. The student will understand that there are many ways that a parent shows love for his children, and that as great as a parent's love might be for his children, God's love for all people is even greater.
- C. The student will understand that God gives a loving heart.

Scripture: II Sam. 14-19; II Sam. 18:29-33

Vocabulary: love

Resources: *A Child's Garden of Bible Stories*, pp. 59-61

Teaching Suggestion: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the "storyteller" and the story.

The children could cut out a large heart and dictate to the teacher (or write) a message to be written on the heart (e.g., a message to God, a message to parents, a message about friends).

Lesson 8: Thankfulness—Noah

- A. The student will be able to relate how Noah gave thanks to God after being spared from perishing in the flood.
- B. The student will understand that he should thank God, who has given all things to his life.
- C. The student will understand that the greatest reason to be thankful is that God protects him personally in faith.
- D. The student will name things for which he is thankful.

Scripture: Gen. 6:1—9:17; Gen. 8:15-22

Vocabulary: thankful, perish, protect

Resources: *Children's Stories of the Bible from the Old and New Testament*, p. 15; *Stories for Young Children*, p. 14; *The Shepherd's Voice*, December 2001, p. 11; *Alphabet Tablet AALC*, "N"

Note: This lesson should focus on how Noah and his family were spared from the flood and God's care for them. Noah's thankfulness for this is the point of this lesson. A previous lesson deals with the building of the ark.

Teaching Suggestion: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the "storyteller" and the story. In addition, the teacher could use a black/white board or large piece of poster paper to list the students' suggestions as they give them.

Lesson 9: Prayer

- A. The student will understand that God, our Father, invites all people to personally approach Him through prayer.
- B. The student will understand that God encourages him to pray in times of abundance and peace as well as in times of need and distress.
- C. The student will understand that God hears his prayers, even though He may not always answer them the way we would like. God knows what is best for us.
- D. The student will understand that even Jesus prayed to God for strength and for His protection for His disciples.
- E. The student will name things for which he could pray to God.

Scripture: John 17:1-26; I Sam. 7:8; Ps. 6:9, 17:6, 18:6, 138:3; Prov. 3:5-6; Dan. 10:12; Luke 6:12; John 14:13-14; Acts 12:5; I Thess. 5:17-18; James 5:16; I Peter 5:7; Eph. 6:18; Col. 4:1-3

Vocabulary: invite, personal, distress

Resources: *The Shepherd's Voice*, December 2001, pp. 1, 2; *Alphabet Tablet* AALC, "P"

Lesson 10: Sabbath

- A. The student will be able to tell what the “Sabbath” means.
 - B. The student will understand that God has commanded that people honor the Sabbath day and keep it holy.
 - C. The student will be able to explain how the Sabbath day is honored and give examples.
-

Scripture: Gen. 2:1-3; Ex. 16:23-30, 20:8-10; Heb. 4:4-10

Vocabulary: Sabbath, command, honor

Resources: *Alphabet Tablet AALC*, “S”

Teaching Suggestion: The teacher could make tablets as visual aids containing the commandments. These could be as simple as being cut out of paper or they could be made out of a quick-dry plaster or paper mache. Also, each child could draw a picture of an activity that would be appropriate for a Sunday.

Lesson 11: Peace—The Christmas Story

- A. The student will be able to relate the Christmas Story.
 - B. The student will understand that believers have an inner peace that the rest of the world does not have. This peace is experienced only when sins are forgiven.
 - C. The student will understand that Jesus' birth brought that peace to earth, which was experienced on the first Christmas just as it is now. This is not an external peace.
-

Scripture: Luke 2:1-10; John 14:27; Rom. 5:1

Vocabulary: peace

Resources: *A Child's Garden of Bible Stories*, pp. 82-85; *Children's Stories of the Bible from the Old and New Testament*, pp. 131-133; *The Shepherd's Voice*, December 1997, pp. 1-2; *The Shepherd's Voice*, December 2001, pp. 10-11; *Bible Stories Grade 1*, p. 29; *Alphabet Tablet AALC*, "I" and "J"

Note: This "peace" is the spiritual peace of the Christmas gospel as opposed to world peace.

Teaching Suggestion: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the "storyteller" and the story.

The student could illustrate a special or important aspect of the Christmas story and write (or dictate) captions for the illustrations.

Lesson 12: Diligence—Joseph in the Pharaoh's House in Egypt

- A. The student will be able to relate the story of Joseph's life: because he served diligently in the Pharaoh's house, God blessed and protected him and his family.
 - B. The student will understand a believer's responsibility to work with diligence at whatever job he is doing.
 - C. The student will understand that God blesses diligent workers.
 - D. The student will give examples of how he can show diligence at home or at school.
-

Scripture: Gen. 39-41

Vocabulary: diligence, Pharaoh, responsibility

Resources: *Children's Stories of the Bible from the Old and New Testaments*, pp. 30-31; *The Shepherd's Voice*, October/November 1997, p. 1; *The Shepherd's Voice*, September/October/November 1995, pp. 1, 4-8, 10-11

Teaching Suggestion: Use a black/white board or large piece of poster paper to list the students' suggestions as they give them.

Lesson 13: Making Choices—Solomon’s Faith and God’s Word

- A. The student will be able to relate the story of Solomon: King Solomon chose to ask for wisdom instead of anything else, and God blessed this choice.
 - B. The student will understand that throughout life he will have to make choices, and his choices should be made with God’s Word as a guide.
 - C. The student will give examples of choices he might have to make and how God’s Word would lead his decision.
-

Scripture: I Kings 3:5-15, 4:29-34, 8:54-62

Vocabulary: wisdom, choice, decision

Resources: *A Child’s Garden of Bible Stories*, pp. 62-63; *Children’s Stories of the Bible from the Old and New Testament*, pp. 64-67

Note: The teacher should give examples of situations where choices must be made, and allow the children opportunities to tell how he would act in those situations. For example, “*If your mother asks you to stop playing and pick up your messy room, what will you choose to do?*” or “*If your school friend asks you to watch television with him, what will you do?*”

Lesson 14: Obedience to Authority

- A. The student will understand who is an authority figure (leaders of the land, laws, teachers, parents, etc).
- B. The student will understand that God's Word instructs people to obey and respect authority.
- C. The student will understand that authority figures are allowed to be there by God.

Scripture: Heb. 13:17; Rom. 13:1-8; Matt. 22:15-22; Eph. 6:1-9

Vocabulary: authority

Resources: *Alphabet Tablet* AALC, "O"

Teaching Suggestion: Discuss the reason for some common rules, such as the kinds of rules they may run across in school or traffic laws all drivers must follow.

Lesson 15: Temptations

- A. The student will know that the enemy of souls includes the devil, the world, and the flesh.
 - B. The student will understand that the enemy tempts all people, but God does not tempt.
 - C. The student will be able to list ways in which the enemy may tempt believers.
 - D. The student will understand that God gives strength to overcome temptations through His Word, the forgiveness of sins, prayer, other believers, singing hymns, etc.
-

Scripture: Prov. 1:10; Eph. 6:10-13; Heb. 4:15-16; James 1:13-15; II Peter 2:9; I John 3:7-8; Matt. 26:41; Luke 22:40, 22:46; James 1:12

Vocabulary: temptation, enemy

Resources: *The Shepherd's Voice*, October/November 1996, p. 1

Note: When teaching objective A, the *concept* is what should be explained. The terms will not have meaning to a young child, especially a term like "the flesh."

Teaching Suggestion: Use a black/white board or large piece of poster paper to list the students' suggestions as they give them.

Lesson 16: Our Brother's Keeper

- A. The student will understand that when he sees another believer falling into sin, God's Word teaches that it is his duty to talk to that person.
- B. The student will understand that we are here to take care of each other, and we go to another in love so he can get to heaven.
- C. The student will understand that when a sin is forgiven it is forgotten. God does not remember the sin, and the person who forgives also needs to forget the sin.
- D. The student will be able to give examples of situations in which he should approach somebody and ways in which he could try to help.

Scripture: Prov. 27:5; II Thess. 3:14-15; Gal. 6:2; Eccl. 4:9-10;
Ex. 17:10-12

Vocabulary: duty

Resources: *The Shepherd's Voice*, October/November 1999, p. 1

Lesson 17: Forgiveness—Thief on the Cross

- A. The student will be able to relate the story of the thief on the cross and how his sins were forgiven.
- B. The student will understand that Jesus died so that our sins could be forgiven and we would be acceptable for heaven when we die.
- C. The student will understand that forgiveness is given freely to anyone who is sorry over his sins, as many times and as often as he needs it.
- D. The student will know how to preach forgiveness.
- E. The student will understand that what a believer forgives on earth, God forgives in heaven.

Scripture: Eph. 4:32; I John 1:9; Matt. 6:12, 11:25-26, 18:18, 18:21-22, 20:28, 27:38; Mark 11:25-26, 15:27-32; Luke 4:18, 9:56, 17:3-4, 18:11, 23:39-43; Acts 16:30-31; Eph. 4:32; I John 1:9; II Cor. 2:10

Vocabulary: thief, acceptable, freely

Resources: *A Child's Garden of Bible Stories*, pp. 135-136; *Children's Stories of the Bible for the Old and New Testament*, pp. 233-235

Note: Clarify for the children that the exact words are not the important part of forgiveness.

Teaching Suggestion: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the “storyteller” and the story.

Lesson 18: Power of God—Tower of Babel

- A. The student will be able to relate the story of the Tower of Babel and how God was able to destroy the tower and scramble the languages of the people simply with His Word.
 - B. The student will understand that God is so powerful that nothing is impossible with Him.
-

Scripture: Gen. 11

Vocabulary: destroy, tower, scramble

Resources: *Stories of the Old Testament I*, pp. 25-27

Note: Other examples of God's power would be: A) the crossing of the Red Sea, B) David slaying Goliath, C) the disciples being freed from prison in the New Testament.

Teaching Suggestion: The teacher should relate this situation to their experiences today. The reason we have communication barriers with someone who speaks a different language stems back to the Tower of Babel.

Lesson 19: God's Care and Protection—Elijah, King Ahab, and the Raven

- A. The student will be able to relate the story of Elijah, King Ahab, and the raven and how God provided food for Elijah.
- B. The student will understand that God is always with him, caring for him and protecting him.
- C. The student will give examples of ways in which God protects and cares for him in his life.

Scripture: I Kings 16:29-33, 17:1-16

Vocabulary: raven

Resources: *A Child's Garden of Bible Stories*, pp. 64-65; *Children's Stories of the Bible from the Old and New Testaments*, pp. 68-71; *The Shepherd's Voice*, December 1995, p. 2

Note: Another example of God's care and protection would be when God provided water and manna on the wilderness journey.

Teaching Suggestions: Visual aids (such as drawings/posters) would help to tell this story. It is more effective to know the story well enough that it can be *told* instead of read; the students feel a more personal connection with the "storyteller" and the story.

Lesson 20: Friendship—Jonathan and David

- A. The student will be able to relate the example of Jonathan and David's friendship.
- B. The student will understand that God gives him friends.
- C. The student will understand that believing friends are able to be a help in a way that unbelieving friends cannot.
- D. The student will be able to name characteristics of a good friend.
- E. The student will understand the importance of being a friend.

Scripture: I Sam. 18-20

Vocabulary: friend

Resources: *The Shepherd's Voice*, July/August 1995, pp. 2-3; *The Shepherd's Voice*, June/July 2002, p. 9; *The Shepherd's Voice*, August/September 2002, p. 6

Lesson 21: Trustworthiness

- A. The student will understand what it means to be trustworthy and how trust can be lost.
- B. The student will understand that part of true friendship is trustworthiness.
- C. The student will be able to give examples of how to be a trusted friend.

Scripture: Eph 4: 32-35; Eph. 4; Col. 3

Vocabulary: trust/trustworthy

Resources:

Teaching Suggestions: Use a story to illustrate a situation that resulted in the loss of trust. This doesn't have to be a printed story from a book, but can be a simple story told by the teacher.

Lesson 22: Music in God's Kingdom

- A. The student will understand that music has always been a part of activities in God's Kingdom, back to Old Testament times.
 - B. The student will understand that God has given music to be used to praise and glorify Him.
 - C. The student will understand the place of music in services.
 - D. The student will understand that interests and abilities in music should be used willingly in serving in God's Kingdom.
 - E. The student will understand that music can and should be used by all believers for God's glory, regardless of talent or ability.
-

Scripture: Gen. 4:21; I Sam. 16:14-23; I Chron. 25:3; Ps. 33:2, 57:7, 98:4-6; Luke 2:13-14; Col. 3:16

Vocabulary: praise, glorify, talent

Resources: *The Shepherd's Voice*, July/August 1995, p. 13; *Stories for Young Children*, p. 2; *Songs and Hymns of Zion, I Can Play*, LLC musical recordings

Memory Work: the words to one verse of a song most of the students do not already know

Teaching Suggestions: Sing a song with the children and discuss the message of the words. Another possibility is to play samples from an LLC recording.

Lesson 23: Christian Reading Material

- A. The student will understand that the most important book is the Bible.
 - B. The student will be familiar with publications such as *The Shepherd's Voice*, *A Child's Garden of Bible Stories*, the *Catechism*, and *At Daybreak*.
 - C. The student will understand that although there are many other sources of good reading material, those that teach about God's Word should have priority.
 - D. The student will be reminded to ask parents, siblings, or others to read with them.
-

Scripture: John 20:31; I Sam. 3:21; Prov. 30:5; Ps. 119:105; Is. 40:8; John 5:24; Rom. 10:17; II Tim. 3:14-16; Rev. 1:3

Resources: *The Shepherd's Voice*, January/February 1999, pp. 3-4; *The Shepherd's Voice*, August/September 2002, pp. 8-9; *Alphabet Tablet* AALC, "B" and "R" and "U"

Note: In giving assignments to students, it would be good to give an assignment such as: "Before next Sunday, have someone sit down with you at home and read it with you."

Teaching Suggestions: The teacher should bring examples of good Christian reading material and even read part of something.

Lesson 24: Respect for Nature as God's Creation

- A. The student will understand that God has given all people the responsibility of caring for His creation.
 - B. The student will understand that unnecessary destruction of nature is inappropriate.
 - C. The student will understand that the beauty and miracles of nature are a revelation of God's power and presence.
-

Scripture: Gen. 1:11-12, 1:20-22, 1:24-25; Ps. 36:5-6, 104, 115:16; Prov. 3:19-20; Jer. 10:12-13; Rom. 1:18-20; Col. 1:15-17

Vocabulary: responsibility, destruction, miracle

Resources: *The Shepherd's Voice*, March/April 1992, p. 14; *The Shepherd's Voice*, May/June 1993, pp. 12-13; *The Shepherd's Voice*, January/February 1995, p. 11; *The Shepherd's Voice*, October/November 1998, pp. 3-5, 17; *The Shepherd's Voice*, January/February 2003, pp. 3, 6, 10, 11; *The Shepherd's Voice*, March/April 2003, pp. 4-5, 8, 13; *The Shepherd's Voice*, May 2003, pp. 1, 4, 7, 8, 9; *The Shepherd's Voice*, August/September 2003, pp. 1-3, 6-8; *The Shepherd's Voice*, October/November 2003, pp. 6, 10-11; *Stories for Young Children*, p. 8

Notes: Examples of the miracles of nature would include things such as the migration of birds, the building of a beehive, the perfection of a rose, the water cycle, etc. Examples of unnecessary destruction of nature include behaviors such as cruelty toward animals or careless treatment of nature.

Teaching Suggestions: This lesson is one that lends itself well to taking the students outside, or the teacher could bring an example of nature to class. Often people don't examine the perfection and beauty of objects they see every day, like a flower or a beetle.