

LLC Sunday School Curriculum  
**KINDERGARTEN**  
Draft 2004

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

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## LLC Sunday School Curriculum

**INTRODUCTION**June 2004

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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.

LLC Sunday School Curriculum  
**TEACHING SUGGESTIONS**  
June 2004

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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

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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.

LLC Sunday School Curriculum  
**EFFECTIVE TEACHING SUMMARIES**  
June 2004

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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 KINDERGARTEN TEACHER**  
June 2004

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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

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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

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### **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 WORK**Draft 2004

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- 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**  
**KINDERGARTEN**  
Draft 2004

**Theme: Familiar Bible Stories, Home and Family**

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The focus of kindergarten is familiar Bible stories and home and family. The objectives and teaching information are given for each lesson.

- 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

## Lesson 1: Faith

- A. The student will understand that believers have faith (in God and His promises).
  - B. The student will understand the importance of believing in God.
  - C. The student will understand the importance of believing his sins forgiven.
- 

**Scripture:** Heb.11:1-13; Ps. 145:13; Matt. 17:20, 21:21-22; Gal. 3:11; Rom. 15:13; I Tim. 6:12; Mark 11:22-23; Eph. 4:5-6

**Vocabulary:** faith, believe

**Resources:** *The Shepherd's Voice*, March/April 1995, p. 1; *The Shepherd's Voice*, December 2002, p. 13

## Lesson 2: Kingdom of God—Jesus Blesses the Children

- A. The student will be able to relate the story of Jesus blessing the children.
  - B. The student will understand that the kingdom of God is made up of believers.
  - C. The student will understand that he is an important part of God's kingdom.
- 

**Scripture:** Mark 10:13-16

**Vocabulary:** bless, kingdom

**Resources:** *A Child's Garden of Bible Stories*, p. 114-115; *The Shepherd's Voice*, May 2002, p. 1, 8-9; *Alphabet Tablet AALC*, "H" and "K" and "Z"

**Teaching Suggestions:** Visual aids (such as drawings/posters) would help to illustrate this lesson.

## Lesson 3: God's Word—Creation

- A. The student will be able to relate the story of Creation.
  - B. The student will understand that God has created all things through His Word.
  - C. The student will understand that God reveals Himself through His creation.
  - D. The student will understand that God's greatest creation is the creation of man in His image with a living soul.
- 

**Scripture:** Gen. 1:1-31

**Vocabulary:** creation, soul

**Resources:** *The Shepherd's Voice*, July/August 1994, p. 1; *A Child's Garden of Bible Stories*, pp. 11-13; *Bible Stories Grade 1*, p. 1

**Note:** The phrase "in His image" means that man was made like God in the sense that he is an undying creation, and it is the only part of His creation that has that characteristic.

**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.

The children could draw and cut out pictures such as a tree, a flower, the sun, a cloud, a bird, a person, or a tiger and make one big collective picture of God's creation.

## Lesson 4: Respect for Elders and Authority

- A. The student will understand what it means to show respect and give specific examples.
- B. The student will understand that it is important to show respect to elders and authority figures because God's Word so teaches.
- C. The student will understand that elders and authority figures include parents, grandparents, other adults, teachers, government officials, police officers, etc.

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**Scripture:** Lev. 19:32; I Sam. 24:1-7; Prov. 23:22; Mal. 1:6; I Tim. 5:1-2;  
I Pet. 2:17

**Vocabulary:** respect, elder, authority

**Resources:** *The Shepherd's Voice*, October/November 2002, p. 1

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

## Lesson 5: The Devil—The Fall into Sin

- A. The student will be familiar with the story of the fall into sin.
- B. The student will understand that sin is disobedience to God and His Word.
- C. The student will understand that the devil is constantly working to tempt people into sinning.
- D. The student will understand the importance of having sins forgiven in Jesus' name and blood when he sins.

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**Scripture:** Gen. 3

**Vocabulary:** disobedient, devil, tempt

**Resources:** *The Child's Garden of Bible Stories*, pp. 16-18; *Stories for Young Children*, p. 9; *Bible Stories Grade 1*, p. 3

**Note:** The devil even tried to tempt Jesus, but Jesus was the only one who has ever lived who was able to resist temptations.

**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 6: God Cares for Us—Moses and the Red Sea

- A. The student will be able to relate the story of Moses and the Red Sea.
  - B. The student will understand that God cares for us in difficult times.
  - C. The student will understand that God cares for those who believe in Him.
- 

**Scripture:** Ex. 14

**Resources:** *A Child's Garden of Bible Stories*, pp. 46-47; *Children's Stories of the Bible from the Old and New Testament*, pp. 37-38

**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 7: False Gods—Golden Calf

- A. The student will be familiar with the story of the golden calf.
  - B. The student will understand that God is the only being he should worship.
  - C. The student will understand the meaning of “false gods” as something that becomes more important than God (e.g., the golden calf, money, people, sports figures).
  - D. The student will understand the consequences of worshipping false gods.
- 

**Scripture:** Ex. 32

**Vocabulary:** worship, false, idol

**Resources:** *A Child’s Garden of Bible Stories*, pp. 48-49; *Children’s Stories of the Bible from the Old and New Testament*, pp. 39-41; *Alphabet Tablet AALC*, “W”

**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 8: God's Care and Protection—Joseph Being Sold into Slavery

- A. The student will be able to relate the story of Joseph being sold into slavery.
- B. The student will understand that God takes care of us in all situations.
- C. The student will understand that God guides our lives, and we can trust in Him.

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**Scripture:** Gen. 37:12-36

**Vocabulary:** slavery, guide

**Resources:** *A Child's Garden of Bible Stories*, pp. 35-37; *Children's Stories of the Bible from the Old and New Testament*, pp. 27-33; *Bible Stories Grade 1*, p. 11; *Alphabet Tablet AALC*, "Y"; *The Shepherd's Voice*, October/November 1999, pp. 2-3

**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 9: Prayer—Jonah and the Whale

- A. The student will be able to relate the story of Jonah and the whale.
  - B. The student will understand that when Jonah was in the belly of the whale, he prayed to God. God heard Jonah's prayers.
  - C. The student will understand that he can pray to God for any needs and that he can pray in times of fear.
  - D. The student will understand that God hears all prayers, and He answers them in the way He sees best.
- 

**Scripture:** Jonah 1-2

**Vocabulary:** pray/prayer

**Resources:** *The Shepherd's Voice*, all 1996 issues; *The Shepherd's Voice*, December 2001, p. 1; *Children's Stories of the Bible from the Old and New Testaments*, pp. 114-116; *Alphabet Tablet AALC*, "P"

**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. The teacher should say a prayer to conclude the lesson to show students that they can pray whenever and however they need and in whatever words they know.

## Lesson 10: The Lord's Prayer

- A. The student will understand that he can pray to God to thank Him and to ask for what he needs.
- B. The student will understand that he should pray to God daily.
- C. The student will understand that Jesus taught his disciples a prayer that would include everything for which they needed to pray.
- D. The student will be able to recite the Lord's Prayer.

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**Scripture:** Matt. 6:9-13; Luke 11:1-4

**Vocabulary:** disciple, daily

**Resources:** *The Shepherd's Voice*, all 1996 issues

**Teaching Suggestions:** This prayer (or the benediction which will be learned in the next lesson) should be recited many weeks in a row if there are children who are still learning it.

Remember to explain what the words in the Lord's Prayer means at the children's level. For example, what does it mean when we say "thy kingdom come."

## Lesson 11: The Benediction

- A. The student will understand that he should pray that God would keep him as a believer and protect him from all harm.
  - B. The student will understand that the Benediction is a prayer that is often used at services or special occasions to ask God for His blessing and care.
  - C. The student will be able to recite the Benediction.
- 

**Scripture:** Num. 6:24-26

**Vocabulary:** benediction

**Resources:** *The Small Catechism*; *Songs and Hymns of Zion*; *The Voice of Zion*, 1996 issues; *The Shepherd's Voice*, May 1996

**Teaching Suggestions:** This prayer (or the Lord's Prayer which was learned in the previous lesson) should be recited many weeks in a row if there are children that are still learning it.

## Lesson 12: Obedience to God

- A. The student will understand the example of obedience in the life of Joseph. (Joseph was obedient to the angel's instruction to marry Mary, to go to Egypt to protect the child, and later to return from Egypt.)
- B. The student will understand that Jesus is the ultimate example of obedience.
- C. The student will understand that disobedience to God has consequences.
- D. The student will understand to whom he should be obedient.

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**Scripture:** Matt. 1:18-25; Jer. 7:24-28; Gen. 2:16-17, 3:1-19

**Vocabulary:** instruction, obedience

**Resources:** *The Shepherd's Voice*, July/August 1994, p. 7; *Alphabet Tablet* AALC, "O"

**Teaching Suggestions:** Visual aids would be useful in teaching this lesson.

## Lesson 13: Angels

- A. The student will understand that angels exist.
- B. The student will understand that God sends angels for two purposes: to protect children and to be messengers.
- C. The student will be able to relate the story of the angels announcing the birth of Jesus.

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**Scripture:** Luke 1:11-38, 2:9-14; Ex. 23:20-23; Josh. 5:13-15; Judg. 2:1-5; Ps. 91:10-12; Dan. 6:22; Matt. 18:10; Mark 1:12-13

**Vocabulary:** angel, protection, messenger

**Resources:** *A Child's Garden of Bible Stories*, pp. 82-85; *The Shepherd's Voice*, November/December 1993, pp. 6-7; *The Shepherd's Voice*, December 1994, p. 1, 3-4; *The Shepherd's Voice*, December 1995, p. 12; *The Shepherd's Voice*, August/September 2001, p. 1; *The Shepherd's Voice*, October/November 2002, p. 13; *The Shepherd's Voice*, December 2002, p. 2; *Alphabet Tablet* AALC, "A"

**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 14: Giving—Wise Men

- A. The student will be able to relate the story of the Wise Men.
  - B. The student will understand that the Wise Men gave the most precious thing they had to Jesus.
  - C. The student will understand that the correct heart of giving is one of love, in which one does not expect anything in return.
  - D. The student will understand that God has given him everything.
- 

**Scripture:** Matt. 2

**Vocabulary:** give

**Resources:** *A Child's Garden of Bible Stories*, pp.86-87; *The Shepherd's Voice*, December 1995, p. 8, 16; *The Shepherd's Voice*, December 2002, p. 1; *Stories for Young Children*, p. 13; *Bible Stories Grade 1*, p. 31

**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. It might be worth the time to tell the students what frankincense and myrrh are.

## Lesson 15: Trust—Noah

- A. The student will be able to relate the story of Noah receiving God’s instructions to build the ark because He planned to flood the earth.
  - B. The student will understand what it means to trust.
  - C. The student will understand that Noah trusted God and built the ark, even though it must have seemed like a foolish thing to do.
  - D. The student will understand that Noah trusted God and received His blessing.
- 

**Scripture:** Gen. 6-7

**Vocabulary:** ark, flood, trust

**Resources:** *A Child’s Garden of Bible Stories*, pp. 22-23; *The Shepherd’s Voice*, March/April 1995, p. 4; *The Shepherd’s Voice*, December 2001, p. 11; *Bible Stories Grade 1*, p. 7; *Alphabet Tablet AALC*, “N”

**Note:** Children often find it interesting to learn how big the ark is.

**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 16: Forgiveness of Sins

- A. The student will understand that all sins can be forgiven in the name and blood of Jesus.
- B. The student will understand the importance of asking for forgiveness when he does something wrong.
- C. The student will understand that to be forgiven means that God completely forgets all sins.
- D. The student will understand that only a believer can forgive sins through the power of the Holy Spirit.

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**Scripture:** II Cor. 2:10; Eph. 4:32; I John 1:9; Matt. 6:12, 18:18, 18:21-22; Mark 11:25-26; Luke 11:4

**Vocabulary:** forgive, forget

**Resources:** *The Shepherd's Voice*, May/June 1994, p. 4; *The Shepherd's Voice*, May 2000, p. 2; *The Shepherd's Voice*, December 2001, p. 8; *The Shepherd's Voice*, May 2002, p. 6; *The Shepherd's Voice*, June/July 2002, p. 1-2; *Stories for Young Children*, p. 6; *Alphabet Tablet AALC*, "F"

**Note:** The children might need to be taught how to say the words that are used to proclaim the gospel. They might also need to be told that they can forgive sins just as other believers can. Point out to the children that when one has his sins forgiven, it gives that person a good feeling.

**Teaching Suggestions:** There are many published stories (for example, in the *Shepherd's Voice*) or situations the teacher knows of personally that can illustrate objective B.

## Lesson 17: Salvation—Good Friday

- A. The student will be able to relate the story of Good Friday.
- B. The student will understand that salvation means “to be saved.”
- C. The student will understand that Jesus was without sin and died on the cross to save us from our sins. Jesus suffered for us.

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**Scripture:** Matt. 26, 27; Mark 14, 15; Luke 23

**Vocabulary:** salvation, cross, suffer

**Resources:** *A Child's Garden of Bible Stories*, pp. 135-136; *Stories for Young Children*, p. 24; *Bible Stories Grade 1*, p. 56; *The Shepherd's Voice*, March/April 1992, p. 2; *Alphabet Tablet AALC*, “J”

**Note:** It is important for the children to understand the significance of the Easter celebration in the life of a believer. Easter is just as significant as Christmas, but the commercial/secular nature of the holidays often obscures this.

**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 18: Easter Sunday

- A. The student will be able to relate the story of Easter Sunday.
  - B. The student will understand that Easter Sunday is a day for celebration because Jesus came back from the dead to go to heaven with God, the Father.
  - C. The student will understand that through Jesus' death and resurrection, all believers will receive new life after their earthly bodies die.
- 

**Scripture:** Matt. 28; Mark 15, 16; Luke 24

**Vocabulary:** resurrection

**Resources:** *A Child's Garden of Bible Stories*, pp. 137-138; *The Shepherd's Voice*, March/April 1992, p. 1; *The Shepherd's Voice*, March/April 2001, p. 6-7; *Bible Stories Grade 1*, p. 59; *Alphabet Tablet* AALC, "E"

**Note:** It is important for the children to understand the significance of the Easter celebration in the life of a believer. Easter is just as significant as Christmas, but the commercial/secular nature of the holidays often obscures this.

**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 19: Singing—David and the Psalms

- A. The student will understand that music is a gift from God.
  - B. The student will know that David was a musician. He sang and played instruments.
  - C. The student will know that David wrote most of the Psalms.
  - D. The student will know that the Book of Psalms was the songbook of the Old Testament believers.
  - E. The student will understand why believers sing (e.g., thankfulness, expressing worries or cares, celebration, etc).
- 

**Scripture:** Psalms

**Vocabulary:** psalm, musician, celebrate

**Resources:** *The Shepherd's Voice*, October/November 2002, p. 3; *The Shepherd's Voice*, July/August 1995, p. 13; *Alphabet Tablet* AALC, "V"

**Teaching Suggestions:** The teacher should sing a song with the students, even if it's only one verse. The 23<sup>rd</sup> Psalm is a good one (*Songs and Hymns of Zion*, "The Lord's My Shepherd").

## Lesson 20: Thankfulness

- A. The student will understand that all blessings in life come from God.
  - B. The student will understand that he should thank God for all He has given.
  - C. The student will understand that one way to thank God is through prayer.
  - D. The student will understand that he should not forget from whence all blessings come.
  - E. The student will understand that it is important to express thanks to people who do things for him.
- 

**Scripture:** 2 Sam. 22:50-51; Ps. 9:11, 106:1; Joel 2:23, 2:26; Col. 2:6-7;  
1 Thes. 5:18

**Vocabulary:** blessings

**Resources:** *The Shepherd's Voice*, October/November 1996, p. 3

**Teaching Suggestions:** The students could each identify one person in their life who has done something for which they are thankful. Each student could make a card expressing thanks to that person. Providing materials such as ribbon, stickers, or fabric for making the cards can be special to the student.

## Lesson 21: Being a Light Through Our Behavior in School

- A. The student will understand that because God loves him, he should behave in a way that is in keeping with God's Word.
- B. The student will understand the importance of being obedient to the teacher and other school staff and the importance of doing his best.
- C. The student will understand that other students and teachers at school notice his behavior, and that unbelievers can learn about faith by watching what he says and does.
- D. The student will understand what it means when we say he is a "light."

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**Scripture:** Matt. 5:14-16, 7:16-20, 12:33-35; Phil. 2:15; Gal. 5:22-26

**Vocabulary:** conduct/behavior, attitude

**Resources:** *The Shepherd's Voice*, January/February 1994, p. 4; *The Shepherd's Voice*, March/April 1999, p. 2-3, 12-13; *The Shepherd's Voice*, August/September 2002, p. 3; *The Shepherd's Voice*, October/November 2002, p. 1, 5; *Alphabet Tablet* AALC, "L"

**Note:** When one is believing, the desire to be obedient is a fruit of faith. One must take care not to leave a child with the impression that we conduct ourselves as we do because there are rules that dictate our doing so. (For example, the answer many children give to unbelievers when explaining why they don't want to participate in some worldly activity is, "It's against my religion." This is not a correct understanding or message to the world.)

**Teaching Suggestions:** Visual aids such as a flashlight or a candle can be used.



## Lesson 22: Responsibility and Helping at Home

- A. The student will understand that he has responsibilities in the home.
  - B. The student will be able to list his home responsibilities.
  - C. The student will understand that his being responsible helps to create a positive atmosphere in the home.
  - D. The student will understand that God's Word teaches him to be obedient to his parents when they ask him to do something.
- 

**Scripture:** Matt. 25:14-30; Luke 17:10; Gal. 6:5; 1 Tim. 4:14

**Vocabulary:** responsibility, obedient, atmosphere

**Resources:** *The Shepherd's Voice*, May/June 1994, p. 1; *The Shepherd's Voice*, August/September 1999, p. 4; *The Shepherd's Voice*, December 1999; *The Shepherd's Voice*, October/November 2002, p. 5

## Lesson 23: Home and Family—the Miniature Congregation

- A. The student will understand that home and family are gifts from God.
- B. The student will be able to state his role in the home and family.
- C. The student will understand the role of God's Word in the home.
- D. The student will understand the importance of openly preaching forgiveness in the home.

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**Scripture:** Prov. 24:3-4; Eph. 6:1-4

**Vocabulary:** family, role

**Resources:** *Stories for Young Children*, p. 4

**Note:** First, be aware of students that are not from believing homes. Second, "family" can be defined in more than one way. For example, a child who is being raised by grandparents or others may not have biological mom, dad, and siblings as their family. Also, the kingdom of God can be seen as one's family.

## Lesson 24: The Gospel

- A. The student will understand what the gospel is. The gospel is the glad tidings of Christ, including the words of rebuke and instruction and forgiveness. The core message of the gospel is the forgiveness of sins.
- B. The student will understand how to preach the gospel.
- C. The student will understand that all believers have the power to preach the gospel.

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**Scripture:** John 3:16; 1 John 5:11; Gal. 1:3-12; Col. 1:23; Matt. 4:23

**Vocabulary:** gospel, preach

**Resources:** *The Shepherd's Voice*, May 2002, p. 1

**Note:** The student should understand the concept of "rebuke," but it is not an appropriate vocabulary word for this level.

## Lesson 25: Heaven

- A. The student will understand that reaching heaven is the goal of a believer.
- B. The student will understand that heaven is a place where there is no sadness, hurt, or sin; heaven is a place with God and Jesus where there is only happiness.
- C. The student will understand that Heaven is eternal.

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**Scripture:** Ps. 73:25; Eccl. 5:2; Rev. 21:4; 2 Cor. 5:1; Col. 4:1

**Vocabulary:** heaven, goal, eternal

**Resources:**