

Bible Explorers

3rd/4th/5th Grade

Sunday School Curriculum

Waters Memorial United Methodist Church

1:2 Winter Quarter

The First Year

Winter Quarter

December/January/February

Bible passages studied:

The Historical Books

Joshua
Judges
Ruth
I Samuel
II Samuel
I Kings
II Kings
I Chronicles
II Chronicles
Ezra
Nehemiah
Esther

Saint stories:

Mary
Brigid (Bride)

1:2 The Historical Books

13 Lessons

| Book | Story | Day |
|---------------|--|------------|
| | Introduce service project – Heifer International | 1 |
| Joshua | | 2 |
| Judges | | 3 |
| Ruth | | 4 |
| I Samuel | | 5 |
| II Samuel | | 6 |
| I Kings | | 7 |
| II Kings | | 8 |
| I Chronicles | | 9 |
| II Chronicles | | 10 |
| Ezra | | 11 |
| Nehemiah | | 12 |
| Esther | | 13 |

Lesson 1

To be taught:

Introduce first service project for this quarter

December – fundraiser for Heifer International

Children make ornaments which are purchased by members of the church

After ornament making (Nancy Massie is organizing this) kids will come back to the classroom. Remove watercolor paintings from bulletin board display in church hallway and have students paste them into their workbooks. Assign homework for this week.

Move completed Ark and figures (from first quarter) to display space.

Heifer International materials www.heifer.org

Supplies needed:

- Watercolor paintings from Days of Creation bulletin board display
- Posters for Bible verse assigned

HW **Joshua 24:15**

Lesson 1

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 1

Journaling Page

Brainstorming/To-Do List:

Lesson 2

To be taught:

Begin classroom Nativity scene (large blue silk, small stable from Nova Natural, river rocks to make a path for Mary to walk on, crystals around stable)

RNM make Mary on her donkey and angel to hang above stable

Mary – Making Magical Fairy-Tale Puppets (p.37 – having legs means she can sit side-saddle)

note: I am making Mary and the other characters using needle-felting; however, for directions to make these figures with a Waldorf doll head, see [The Nature Corner](#) or [All Year Round](#)

donkey – Making Fairy-Tale Wool Animals (p.10)

angel – Making Magical Fairy-Tale Puppets (p.28)

Christmas story reading: December 10

Saint Mary from [Stories of the Saints](#)

Joshua

See if anyone has memorized Joshua 24:15

Tell story of how Joshua led Israel after Moses died, and the main events of his life

Supplies needed:

- Materials for classroom Nativity scene
- Poster for Bible verse assigned

HW **Judges 6:36-40**

Lesson 2

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 2

Journaling Page

Brainstorming/To-Do List:

Lesson 3

To be taught:

Continue to add elements to classroom Nativity scene (traditionally this is begun the first week of Advent with mineral world – second week is plant world – third week is animal world – fourth week is humans. See Festivals with Children) Add moss to stable roof, hay for manger.

Children make animals for manger scene out of magic wool (Making Magical Fairy-Tale Puppets sheep p.33, or other Waldorf craft books such as Toymaking with Children)

Christmas story reading: December 17
Saint Brigid (Bride) from Stories of the Saints

Judges

See if anyone has memorized Judges 6:36-40

Tell overall structure of Judges, the story of how God tested the Israelites, when they failed gave them in servitude to another people, and then sent them judge after judge to help them get back on the right path. It's a real testament to his patience and how much he truly loves us. Although this is a blog by a skeptic, it offers a wonderful treatment of the story: <http://www.slate.com/id/2151067/entry/2151070/>

Tell story of how Gideon defeats the Midianites (Judges 7)

Supplies needed:

- Materials to make sheep:
White wool roving or batting (from A Child's Dream Come True)
Pipe cleaners
Yarn, sewing thread, sewing needles, scissors
- Poster for Bible verse assigned

HW

Ruth 1:16-17

Lesson 3

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 3

Journaling Page

Brainstorming/To-Do List:

Lesson 4

To be taught:

Continue to add elements to classroom Nativity scene (RNM make shepherds, Joseph, and move angel to right over the top of the stable, place Mary and her donkey right outside the door)

Shepherd and Joseph directions – Making Magical Fairy-Tale Puppets p.30

Christmas story reading: December 24
The Donkey's Dream

Ruth

See if anyone has memorized Ruth 1:16-17

Do a quick family tree

Elimelech → Naomi

Their children were

Ruth ← Mahlon

Chilion → Orpah

Read "The Story of Ruth" from Lights Along the Path.

Bible reading: Ruth 4:13-17

The father of Jesse, the father of David

Supplies needed:

- The Donkey's Dream
- Lights Along the Path
- Poster for Bible verse assigned

HW

I Samuel 1:9-11

Lesson 4

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 4

Journaling Page

Brainstorming/To-Do List:

Lesson 5

To be taught:

Continue to add elements to classroom Nativity scene (add baby Jesus to manger - see Christmas scene from The Nature Corner Tableau 11 page 73). Remove angel, place star for wise men to follow

Make New Year's resolutions – write in workbooks

Each child may make a New Year crane to give to a friend (from All Year Round p.231)

Christmas story reading: December 31

either pp.85-93 of Stories for the Festivals of the Year

or All the Way to Lhasa (Wise men traveled to see the baby Jesus one step at a time – parallels what it's like to make and keep a New Year's resolution)

Tell children about next service project – Jan & Feb will be teaching the children to knit
Give them their knitting baskets

I Samuel

See if anyone has memorized I Samuel 1:9-11

Talk about how Hannah was barren and promised the Lord that if he gave her a child, she would give him back to the Lord. Essentially, she gave her son back to God by allowing Eli to raise him instead of raising her son herself. Tell the story of God speaking directly to Samuel about the bad behaviour of Eli's sons and his inability to restrain them. Eli pays quite a punishment for this – parents are ultimately responsible for their children's moral character and their upbringing. In the final chapter of the lesson, chapter 8, Samuel is an old man and has "made his sons judges over Israel" (1 Samuel 8:1). But it turns out that his sons, like Eli's, are dishonorable men. The elders of Israel decide that the way to solve the problem is to replace their judges with a king.

Supplies needed:

- All Year Round
- Origami paper
- Knitting baskets (one for each child)
- Small paper labels to label each basket, colored pencils
- Poster for Bible verse assigned

HW

II Samuel 1:1-5

Lesson 5

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 5

Journaling Page

Brainstorming/To-Do List:

Lesson 6

To be taught:

Continue to add elements to classroom Nativity scene. Set up scene with the three kings who have arrived at the manger. Tell children about the actual dates of the twelve days of Christmas (Dec 25 – Jan 5). January 6th, Epiphany, was the day when they arrive to see the new baby. All Year Round p.239 for more Epiphany suggestions

Christmas story reading: January 7

The Last Straw or page 96 of Stories for the Festivals of the Year

II Samuel

See if anyone has memorized II Samuel 5:1-3

In this book of the Bible, David becomes King of Israel. He quickly captures Jerusalem and naming it the City of David. Set up historical map poster and photocopy smaller map on the back for students to have as reference when reading later historical events. David and his wife Bathsheba give birth to Solomon, who later became the next king.

Knitting project

Kids Knitting p.15

Tell children about the cause we will support with our knitting projects – Feed the Children: http://www.feedthechildren.org.uk/pages/resources_knitting.shtml We'll work as a class to knit strips of color which will be combined into 2 foot x 3 foot blankets.

Kool-Aid Yarn (Feed the Children requested that we not use white yarn as this is the color of death and mourning). Dye any white yarn we have received as donations. Send home directions with children so they can dye more yarn if they want. (There are more fun yarn dyeing techniques in Dyeing to Knit, another great resource.)

Supplies needed:

- Directions for dyeing yarn with Kool-Aid
- White or natural yarn tied into 2 oz. skeins, loosely tied in 4 places
- 2 to 4 .14 oz packages **unsweetened** Kool-Aid powder for *each* 2 oz. skein
- ¼ cup white vinegar for *each* 2 oz. skein
- Large bowl and large pot (or large jar for sun method) for each color of dye
- Poster for Bible verse assigned

HW

I Kings 3:5

Lesson 6

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 6

Journaling Page

Brainstorming/To-Do List:

Lesson 7

To be taught:

(Remove nativity scene from classroom before children come in.)

I Kings

Today we will talk about several stories of the wisdom of King Solomon.

<http://en.wikipedia.org/wiki/Solomon>

See if anyone has memorized I Kings 3:5

Then read what he asked God for and God's response (I Kings 6-15)

Tell two stories: the child which is to be cut in half (from A Child's History of the World) and the story of King Solomon and the bee, which I like because it shows his humility. It is also an example of the riddles presented to him by the Queen of Sheba (according to Wikipedia, "The queen is described as visiting with a number of gifts including rare spices, and bringing with her a number of riddles, but upon meeting Solomon being offered anything by him, whereupon she left *satisfied*." The Wikipedia article mentions stories of Solomon which appear in the major religious texts of other faiths which I found interesting reading.

Solomon is said to have written a large part of the content of the poetical books which we will read next quarter, namely Song of Solomon, Proverbs, and Ecclesiastes

Knitting project

Kids Knitting p.17 and p.18

Winding Yarn into a Ball & Finger Knitting

Supplies needed:

- A Child's History of the World
- Dyed yarn from last week and other donated yarn for knitting projects
- Poster for Bible verse assigned

HW

II Kings 4:1-2

Lesson 7

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 7

Journaling Page

Brainstorming/To-Do List:

Lesson 8

To be taught:

II Kings

See if anyone has memorized II Kings 4:1-2

Read the story of the widow and the oil (II Kings 4:1-7) and discuss

From <http://www.enduringword.com/commentaries/1204.htm>:

So the oil ceased: The miracle was given according to the measure of her previous faith in borrowing vessels. She did borrowed enough so the excess oil was sold and provided money to pay the debt to the creditor and to provide to the future. Had she borrowed more, more would have been provided; had she gathered less, less would have been provided.

i. “If she borrowed few vessels, she would have but little oil; if she borrowed many vessels they should all be filled, and she should have much oil. She was herself to measure out what she should have; and I believe that you and I, in the matter of spiritual blessings from God, have more to do with the measurement of our mercies than we think. We make our blessings little, because our prayers are little.” (Spurgeon)

ii. The oil did not pour out on the ground or simply flow about. It was intended for a prepared vessel. Each vessel had to be prepared by being *gathered*, by being *assembled*, by being *emptied*, by being *put in the right position* and by *staying in the right position*. When there was no more prepared vessel, the oil stopped.

iii. The principle of this miracle was the same as the principle of the ditches dug in the previous chapter. The amount of man’s work with the miracle determined the amount of blessing and provision actually received. God’s powerful provision *invites* our hard work and never excuses laziness.

Knitting project Kids Knitting p.21 and p.23
Polka-Dot Knitting Needles (to make the polka-dot balls)
& Where Does Wool Come From?

* get permission to work in church kitchen

While clay balls are baking, talk with children about where wool comes from and demonstrate carding raw wool and spinning roving.

Supplies needed:

- Wax paper
- 2 or more colors polymer clay, such as Fimo or Sculpey
- 1/4 inch or 3/16 inch dowel, cut into 2 approximately 10 inch long pieces
- Raw wool (washed)
- Hand carders (from A Child's Dream Come True)
- Undyed wool roving
- Drop spindle (from Magic Cabin)

- Poster for Bible verse assigned

HW I Chronicles 16:31

Lesson 8

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 8

Journaling Page

Brainstorming/To-Do List:

Lesson 9

To be taught:

I Chronicles

Review what this book does: it begins with genealogies from Adam to David and then recounts the incidents of David's reign. This gives us a good opportunity to go back to some of the stories about David and look into them further.

See if anyone has memorized I Chronicles 16:31

Read Chronicles chapter 16 the psalm of David, the Ark of the Covenant

http://en.wikipedia.org/wiki/Ark_of_the_Covenant#In_the_days_of_King_David

Discussion question: What *is* the Ark of the Covenant?

Knitting project

Kids Knitting p.22 and pp.25-33

Polka-Dot Knitting Needles (to make the needles) & Knitting with Two Needles

Supplies needed:

- Red Berry Wool
- Pencil sharpener
- Fine-grit sandpaper
- Clapham's salad bowl finish
- Craft glue
- Balls of yarn -- one color for each child
- Poster for Bible verse assigned

HW

II Chronicles 3:3

Lesson 9

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 9

Journaling Page

Brainstorming/To-Do List:

Lesson 10

To be taught:

II Chronicles

See if anyone has memorized II Chronicles 3:3

II Chronicles continues where I Chronicles left off, after the reign of David the king. It describes the reign of Solomon, his decline and the split of the Jewish nation into Judah and Israel. Continuing with the story of the Ark (in Solomon's temple [chapters 2 -7], the Babylonians and afterwards, the fate of the Ark – Wikipedia):

http://en.wikipedia.org/wiki/Ark_of_the_Covenant#In_Solomon.27s_temple

Have students use their maps to trace the possible fates of the Ark in different colors.

Knitting project

Kids Knitting p. 45

For the Sundays in February, students will work together to make "Patchwork Afghan" Tack pieces up to bulletin board as they are completed, sew them together in March

I think strips (scarf-like pieces) will be easier for the children to knit than squares – keep yardstick in classroom so all strips are the same length

This book is in the library if children want to check it out and work on other projects at home.

Supplies needed:

- Photocopies of the map on the historical poster (bulletin board display)
- Poster for Bible verse assigned

HW

Ezra 1:2-3

Lesson 10

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 10

Journaling Page

Brainstorming/To-Do List:

Lesson 11

To be taught:

See if anyone has memorized Ezra 1:2-3

Ezra records the return by the decree of Cyrus (king of Persia) to Palestine of a Jewish remnant who laid the temple foundations (B.C. 536). Later (B.C. 458), Ezra followed and restored the law and ritual (Ezra is thought to have written this book – see Chapter 9 which is written in the first person). But the mass of the nation, and most of the princes, remained by preference in Babylonia and Assyria, where they were prospering.

The book is in two parts: from the decree of Cyrus to the dedication of the restored temple (chap.1-6) and the ministry of Ezra (chap.7-10).

Chapter 2: the returning remnant

2:64-65 "the whole congregation together was forty and two thousand three hundred and threescore [score=20]. Besides their servants and their maids, of whom there were seven thousand three hundred thirty and seven..."

<http://www.science.co.il/Israel-history.asp>

Quote from Charles Krauthammer - The Weekly Standard, May 11, 1998

"Israel is the very embodiment of Jewish continuity: It is the only nation on earth that inhabits the same land, bears the same name, speaks the same language, and worships the same God that it did 3,000 years ago. You dig the soil and you find pottery from Davidic times, coins from Bar Kokhba, and 2,000-year-old scrolls written in a script remarkably like the one that today advertises ice cream at the corner candy store."

Supplies needed:

- Knitting projects to be continued during discussion of Bible passage
- Poster for Bible verse assigned

HW

Nehemiah 2:2-3

Lesson 11

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 11

Journaling Page

Brainstorming/To-Do List:

Lesson 12

To be taught:

Nehemiah

See if anyone has memorized Nehemiah 2:2-3

The books of Ezra and Nehemiah are sometimes considered to be one, both parts written by Ezra – others believe Nehemiah was the author of the second book. (children will likely ask who is “I” when the book speaks in first person)

Finish up the historical discussion of this period by reading 13:1-3. Refer back to the discussion of the story of Balak and Balaam from last quarter (Numbers).

Supplies needed:

- Knitting projects to be continued during discussion of Bible passage
- Poster for Bible verse assigned

HW

Esther 2:5-7

Lesson 12

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 12

Journaling Page

Brainstorming/To-Do List:

Lesson 13

To be taught:

Esther

See if anyone has memorized Esther 2:5-7

Find Shushan on the map: <http://www.christiananswers.net/dictionary/shushan.html>

Tell the story of Esther <http://www.dltk-bible.com/estherstory.htm>

The story of Esther chronologically takes place *between* Ezra and Nehemiah:

<http://www.middletownbiblechurch.org/bofbooks/booksch7.htm>

The significance of the Book of Esther is that it testifies to the secret watch care of Jehovah over dispersed Israel. The name of God does not once occur, but in no other book of the Bible is His presence more conspicuous. A mere remnant returned to Jerusalem. The mass of the nation preferred the easy and lucrative life under the Persian rule. But God did not forsake them. What He here does for Judah, He is surely doing for all the covenant people.

The feast of Purim: <http://www.jewfaq.org/holiday9.htm>

I don't want to get too much here into the fact that all the children of Israel talked about in the OT are currently called the Jewish people and we are Christian, yet see this as our history... Jesus was born a Jew... but at some point it will come up. Ask Sunday School superintendents how to handle this?

Supplies needed:

- Materials for any projects in progress – projects for this quarter must be finished today and either put on display in the church communal space or sent home
- Send out parent letter describing what will be studied next quarter

HW

This is the end of the quarter. There is no verse to be learned.

Lesson 13

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 13

Journaling Page

Brainstorming/To-Do List:

Sunday School Booklist
2nd Quarter
Teacher Texts

Holy Bible, New International Version
Holy Bible, King James Version
An Introduction to Shared Inquiry

Stories of the Saints
The Nature Corner: Celebrating the Year's Cycle
 with a Seasonal Tableau
Festivals with Children
All Year Round
Stories for the Festivals of the Year
Toymaking with Children
Making Magical Fairy-Tale Puppets
Making Fairy-Tale Wool Animals
The "Write" Approach: Form Drawing for Better
 Handwriting (Book 1 & 2)
Lights Along the Path
Kids Knitting
Dyeing to Knit

Siegwart Knijpenga

M v Leeuwen
Brigitte Barz
Ann Druitt, et al.
Irene Johanson
Freya Jaffke
Christel Dhom
Angelika Wolk-Gerche

Joel Gladich and Paula Sassi
ed. by Rebecca Schacht
Melanie Falick
Elaine Eskesen

Book Box
(for independent reading)

Christmas Poems: Everyman's Library Pocket Poets
The Donkey's Dream
The Tale of Three Trees
The Last Straw
All the Way to Lhasa
Cat in the Manger
Red Berry Wool
A Child's History of the World

ed. by John Hollander
Barbara Helen Berger
Angela Elwell Hunt
Frederick H. Thury
Barbara Helen Berger
Michael Foreman
Robyn Eversole
V.M. Hillyer