

Bible Explorers

3rd/4th/5th Grade

Sunday School Curriculum

Waters Memorial United Methodist Church

1:1 Autumn Quarter

The First Year

Autumn Quarter

September/October/November

Bible passages studied:

The Books of Moses

Genesis
Exodus
Leviticus
Numbers
Deuteronomy

Saint stories:

Michael
Elizabeth of Hungary (Elizabeth of the Roses)

1:1 The Books of Moses

12 Lessons

Book	Story	Day
Genesis	The 7 Days of Creation	1
		2
		3
		4
		5
		6
		7
	Noah and the Ark	8
Exodus	The 10 Commandments	9
Leviticus	Leprosy and the story of Saint Elizabeth of Hungary	10
Numbers	Balak & Balaam	11
Deuteronomy	The Death of Moses	12

Lesson 1

To be taught:

Teach classroom rules & routines – how the day will go, explain what jobs will be

Introduce service project for this quarter – aluminum can collection

Graph number of cans collected so far

Line graph – weekly

Bar graph – monthly

Tally graph – total

Calculate how much money has been raised. Set goal (group goal, personal goals)

Assign HW

Congratulate new 3rd graders who got a Bible

Teach how to find a passage in the Bible, how it is organized as a book of books:

Book – Chapter – Verse

If students are already familiar with this, play a game to see who can find a named verse the most quickly. The winner gets to read it out loud. Play again as needed.

Finally pass out workbooks, have students write their names in them & copy Bible verse

Supplies needed:

- Popsicle sticks – one for each child's name, extras for guests
- Mug
- Clipboard
- Red and yellow flags (small silks)
- Erasable graphing posters, dry erase board markers
- Boxes for aluminum cans – to sort and organize
- Workbook for each child
- Pencils
- Posters for Bible verse assigned (changed weekly), blessing (changed monthly)

HW

Genesis 1:1-5

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:

Bring in job chart, assign classroom jobs

The 7 Days of Creation – The 1st Day

Bible reading: Read Genesis 1:1-5

Storytelling: read The Dreamer by Cynthia Rylant

Find someone to play Allegro: Music for the Eurythmy Curriculum piece???

OR play 2 classical music pieces, one rousing and triumphant, one soft and tender

What do you think it was like at the creation of the universe? Pick a piece of music to paint to.

Watercolor painting “Und Es War Licht”

All yellow, wet on wet – teach how to start from the center and flow outwards, wipe excess water off paper with a sponge

Discussion question: is a day for God the same as a day for us?

Supplies needed:

- Job chart, clothespins – one for each child’s name
- Coat rack
- Cleaning supplies (paper towels, spray bottle of water)
- The Dreamer by Cynthia Rylant
- Sheet music (live) or taped classical music – choose selections
- Masking tape, yellow paint, glass jars, brushes, sponges
- Small pieces of watercolor paper (1/2 sheet), perforated
- Painting boards – sheet of plexiglass?
- Watercolor painting DVD – review
- Poster for Bible verse assigned

HW

Genesis 1:6

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:

Before students come in, hang paintings on bulletin board once dry
These will be added to the student workbooks at the end of this series of lessons

The 7 Days of Creation – The 2nd Day

Bible reading: Read Genesis 1:6-7

Refer to An Introduction to Shared Inquiry – introduce standards for discussion

Discussion question: “What is the firmament?” From verses later we know it is Heaven.

Bible reading: Genesis 1:8.

Second watercolor painting activity – all yellow, then the division (bottom part of the page painted blue, blue & yellow become green) – slowly different aspects to painting will be taught over the course of the 7 day series. Again, refer to Watercolor Painting DVD. Add paintings (once dry) to bulletin board display in chronological order.

Celebrate Michaelmas this day (actually held September 29th). Refer to All Year Round, pp.139-148. Tell the story of Saint Michael fighting ousting the devil from Watercolor painting DVD. Read the Harvest Loaf story and demonstrate (pass out copies of the recipe so children can make it at home). Read poem “Concerning dragons”, page 148.

Celebrate Autumn by playing Conker skittles (All Year Round, page 133-134).

Supplies needed:

- Basic watercolor painting supplies
- Paint colors – yellow, blue
- Watercolor painting DVD
- All Year Round
- Ingredients for Harvest Loaf recipe
- Copies of Harvest Loaf story and recipe
- 15 conkers plus one extra for each child, a piece of string or chalk
- Poster for Bible verse assigned

HW

Genesis 1:9-11

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:

The 7 Days of Creation – The 3rd Day

Bible reading: Read Genesis 1:9-13

Land, sea, plants

Watercolor painting techniques – the beginning of form, painting from the ground up not outlining

Grass, trees, blending all three colors to make brown

Again, refer to Watercolor Painting DVD

Add paintings (once dry) to bulletin board display in chronological order

Plant seedlings

Bible reading: Read Genesis 2:4-6

Storytelling: "Let it Rain" (lesson III) from McGuffey's Third Eclectic Reader page 18

You can't have plants without water

Introduce book box for independent reading

Supplies needed:

- Basic watercolor painting supplies
- Paint colors – yellow, blue, red
- Watercolor painting DVD
- Greenhouse, clay pots (one per child?), soil
- Seeds
- Small watering can or spray mister to water plants
- McGuffey's Third Eclectic Reader
- Book box for independent reading, books
- Poster for Bible verse assigned

HW

Genesis 1:14-15

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:

The 7 Days of Creation – The 4th Day

Bible reading: Read Genesis 1:14-19

Sun, moon, stars

Watercolor painting techniques – leaving space where you want it to be white, thinning color with water to make it lighter

Divide paper diagonally from lower left to upper right corners (draw line with ruler)

Upper left is light blue (blue thinned with water) with space left for sun, this is later painted yellow

Lower right is dark blue with space left for moon (kept white), little white dots for stars

This helps the children think of the stars as holes in the firmament

Why is this the next step? The need for the sun – plants can't live without sunshine

Bring in pillows for discussion groups, divide children up (use sticks) to work on the floor

Discussion question: "If the Sun wasn't created until the fourth day, what Light did God create when He said Let there be Light?" I think by this he is referring to the great amount of love that came from him when he created the universe. I think it is an outpouring of good and righteousness that lit up the world for eternity.

Storytelling: "Who Made the Stars?" (lesson XLVIII) from McGuffey's Third Eclectic Reader page 126

Supplies needed:

- Basic watercolor painting supplies
- Pencils, rulers
- Paint colors: blue, yellow
- Floor pillows for discussion groups
- McGuffey's Third Eclectic Reader
- Poster for Bible verse assigned

HW

Genesis 1:20-21

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:

The 7 Days of Creation – The 5th Day

Bible reading: Read Genesis 1:20-23

The animals of the *water* and the *air*

Whales, fishes, winged fowl

Continue with watercolor painting – add animals to the water and the air

Suddenly there's the sound of birds chirping for the first time (is there music for this?)

Paint to the sound of life for the first time

Storytelling: "The Fly" poem by Ogden Nash

Discussion Question: Do you think every thing on this earth has a purpose?

What should we do if we believe an animal is harmful (such as the mosquito) – should we kill it? Pull out some background information on animals which feed on mosquito larvae, how they fit into the food chain

Storytelling: "The Nettle" (lesson XLIV) from McGuffey's Fourth Eclectic Reader page 121

Supplies needed:

- Basic watercolor painting supplies
- Recording of birds chirping to be background music to the painting
- Paint colors: red, yellow, blue
- Zoo by Ogden Nash
- McGuffey's Fourth Eclectic Reader
- Poster for Bible verse assigned

HW

Genesis 1:24-27

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:

The 7 Days of Creation – The 6th and 7th Days

Bible reading: Read Genesis 1:24 through 2:3

Our responsibility to care for the earth. Watercolor painting (final in the series) of the earth at this time. All paintings will be hung in display in the church hallway when dry.

What is the difference between the animals created on day 5 and on day 6? On Day 6 he creates creatures which have soul (Hebrew word nephesh – my Bible, page 28)

Discussion question: God told Adam to take care of every animal. Buddhists believe that you should not harm or kill any animal, that all life is equally valuable. Do you agree that an ant's life is as valuable to God as your own?

God made the animals of the water out of water, the animals of the air out of air, the animals of the earth out of earth. *Bible reading: Genesis 2:7.* Read Owl Eyes by Frieda Gates. Model one animal and one human figure out of clay (see Educating the Will for directions on making the human form, proceeding from the whole to the parts).

Read "earth to earth, ashes to ashes, dust to dust" quote from The Book of Common

Prayer: <http://www.kencollins.com/question-27.htm>

Finish session by reading The Twelve Gifts of Birth by Charlene Costanzo.

Supplies needed:

- My Bible (print online passage to read in original Hebrew?)
- Basic watercolor painting supplies
- Paint colors: red, yellow, blue
- Owl Eyes by Frieda Gates
- Self-drying clay, plastic bags
- Educating the Will by Michael Howard
- The Twelve Gifts of Birth by Charlene Costanzo
- Poster for Bible verse assigned

HW

Genesis 6:5-7

Lesson 7

Anthroposophical Background

Refer to The Education of the Child in the Light of Anthroposophy by Rudolf Steiner

First He created the mineral world. Physical being.

Then He created the plant world. Sensation and feeling life.

Then He created the animal world. Consciousness and thought life.

Humans share all of these qualities but go one further – we know that God said He created us in His image, but this does not mean physical form (according to my Bible). It means that we have all of these qualities plus a fourth. Humans have a higher capacity and that is Ego, along with which comes our moral capacity and corresponding responsibility. We are therefore charged to take care of the lower creatures.

The development of the human mirrors this. It is as if we are slowly awakened over time. From age birth to 7, children are completely absorbed by their physical beingness. In ages 7 – 14, they are swayed strongly by their feelings and for this reason need strong moral guidance. Studying the Bible is especially important at this time but the moral stories do not need to be explicitly stated; rather, let them sink slowly into the child's consciousness. Repetition and memorization, plus the use of imagination and a variety of approaches (art, music, drama, and handwork) allow the child's spiritual self to deeply absorb the moral messages. In ages 14 – 21 the child is ruled by rational thought. Finally, as adults, we are able to reach the highest levels of human capacity – provided the foundation is laid thoughtfully for us as children.

The teacher has an understanding of this but does not convey it as such to the children.

Children have a deep interest in the seven days of creation because they can *feel* that it mirrors their own development. One can even take the analogy a step further and say that on the first day of our lives, there is light – the soul is created. The division of the firmament on the second day is the path of the child's spirit upon conception, where he passes from heaven to earth. The third stage is the creation of physical form as the infant grows in the womb and is born. The two great lights to rule the day and night may be thought of as the child's parents who give structure to his existence. As he goes along through his years of life he begins first to realize his physical being (which we share with the mineral world), then his sensation and feeling life (which we share with both the mineral world and the plant world), then his consciousness and thought life (which we share with the mineral world, the plant world, and the animal world), and finally his Ego, which is a gift from God given only to us. The final phase of life, our death, mirrors the resting period at the end of creation.

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:

The story of Noah and the Ark

Bible reading: Read Genesis 6:8 through 8:22

And on the seventh day God rested. He was contented with what He had made. But as time went on the earth fell into wickedness and He was sorry He had created it and was determined to wipe it out.

At the end of Genesis chapter 8, God promises to never destroy the earth again. We were given a 2nd chance (and even more chances after that, with the birth of Jesus). The Flood: in Hebrew, the word translated as 40 in fact means "many".

Refer again to Owl Eyes where the animals change from the color of clay to different beautiful colors after their creation. Introduce modeling beeswax. Each child may choose one animal to create (make two, as they walked in pairs) out of modeling beeswax. Additional animals may be created if children have more time remaining.

The teacher will work on creating an ark out of wood pieces. At the end of the project, the ark and animals will be displayed in the Fellowship Hall.

Introduce baskets for student work in progress, each labeled with a tag. Allow students to design and color their own tags. Modeling beeswax and pieces of wood and sandpaper will be provided for independent work throughout the school year for children who finish their projects early and would like to move on to creating something else.

Supplies needed:

- Modeling beeswax (one box per four children)
- Parchment paper
- Wooden boxes for storage of used beeswax
- Baskets for student work in progress, small threaded tags
- Colored pencils
- Supplies for building Noah's ark – wood, sandpaper, wood glue
- Poster for Bible verse assigned

HW

Exodus 19:9-11

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:

The 10 Commandments

Change bulletin board display to Ten Commandments poster

Bible reading: Read Exodus 19:9 through 20:20.

Discuss each commandment and what it means. Copy the Ten Commandments into student workbooks (cursive handwriting).

Storytelling: "The Young Witness" (lesson LXXIV) from McGuffey's Fourth Eclectic Reader page 207

Begin classroom cross project (created out of wooden 2x4s and decorated with painted tiles made by students). Each child is in charge of making the required number of tiles. Students will be required to do the math for this – they must calculate how many tiles will cover the cross and divide by the number of students. Make sure non-toxic, air drying paints are used.

Ten of the tiles must reflect the Ten Commandments (each child is assigned one, the teacher will complete the remainder). Other tiles may be a theme of the student's choice.

The cross will be grouted by the teacher or a volunteer and hung up for display in the Sunday School section of the building.

Supplies needed:

- McGuffey's Fourth Eclectic Reader
- Wooden 2x4s cut to length
- Nails and a hammer
- Small white tiles
- Paint and paintbrushes to decorate tiles
- Poster for Bible verse assigned

HW

Leviticus 13:1-3

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:

Leprosy and the story of Saint Elizabeth of Hungary

Bible reading: Read Leviticus 13:1-59

Where were there so many injunctions to prevent the spread of leprosy? Why were people so scared of it? Describe what kind of disease leprosy is and how it is highly contagious. And yet, the story of Saint Elizabeth of Hungary tells us...

Storytelling: read "Elizabeth of the Roses" from Saints and Heroes

Illustrate the story of this saint around the border of last week's Bible passage in your workbook.

Make tissue paper roses: www.ehow.com/how_16356_make-paper-roses.html for bulletin board display (enough to cover the bulletin board).

Storytelling: "Lend a Hand" (lesson VI) from McGuffey's Third Eclectic Reader page 25

Supplies needed:

- Saints and Heroes by Donna Simmons
- Colored pencils
- Copies of directions for making tissue paper roses – one for each child
- Red tissue paper
- Scissors
- Green pipe cleaners
- McGuffey's Third Eclectic Reader
- Poster for Bible verse assigned

HW

Numbers 22:1-3

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:

When students walk in they will see the bulletin board covered with roses in honor of Saint Elizabeth of the Roses.

The story of Balak and Balaam

Bible reading: Read Numbers 22:1 through 24:25

Read this story in three parts. At the end of each part, have students act out what has occurred in an improv-style fashion. Choose students randomly using sticks to play the parts of Balak and Balaam as well as supporting roles.

First part: Numbers, Chapter 22

Second part: Numbers, Chapter 23

Third part: Numbers, Chapter 24

Discussion question: Have you ever had someone try to lead you astray? What was it like to know you were right and try to stay on that path? (Num. 23:5-10)

Discuss times when the children felt they knew what was right (return again to the Ten Commandments) but their peers were trying to persuade them otherwise. How do you handle this?

Storytelling: "Dare to Do Right" (lesson LXVII and LXVIII) from McGuffey's Fourth Eclectic Reader page 183. Stop in between to discuss what you think will happen.

Also, "The Lost Child" (lesson LXI) from McGuffey's Fourth Eclectic Reader page 165.

Supplies needed:

- Costumes for improv sketches:
 - two imposing hats, one for Balak and one for Balaam
 - grey silk scarf for person playing the donkey
 - gold silk scarf for person playing the angel
 - various signs to be hung round the neck for the messengers, elders, and princes
- McGuffey's Fourth Eclectic Reader
- Poster for Bible verse assigned

HW

Deuteronomy 30:11-14

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:

The Death of Moses

Bible reading: Read Deuteronomy 30:11 through 31:6

You know the way to be good – it is in your heart.

The final goal of this series of lessons, and of every series of lessons that will be taught, is that you know inside of you what is right and you should hear that voice and choose to do it. It might not be the easy way, but it will be the best thing in the end.

Read Moses' final warning and then the passage which describes his death.

Bible reading: Chapter 34:1-12

Storytelling: "The Truant" (lesson VII) from McGuffey's Third Eclectic Reader page 27.

Discussion question: If you had a chance to give a final lesson before you died, what would you say?

Also, "The White Kitten" (lesson VIII) from McGuffey's Third Eclectic Reader page 29.

Put this story on as a simple puppet show (dry felted characters made by teacher).

Use this final day of the quarter to finish up any ongoing projects and to review and conclude the quarterly service project (the aluminum can collection). Move any displays of student work to the church display space as necessary.

Supplies needed:

- McGuffey's Third Eclectic Reader
- Puppet show:
 - simple silk to spread across your lap as a background
 - dry felted small pristinely white kitten
 - dry felted small dirty and miserable bedraggled kitten
- 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 12

Journaling Page

Things that were successful:

What I would change:

Concerns about specific students:

Lesson 12

Journaling Page

Brainstorming/To-Do List: