

STEPPING STONES



MASTERBOOKS[®]
— CURRICULUM —

**A Developmental
Approach to Preschool**



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About the Author



CARRIE BAILEY is a Christian homeschool mom to three boys. She has a degree in early childhood education and has also taught students with special needs in the public school system. She and her husband, Jesse, work in their church, serving in many capacities from media to curriculum decisions. Carrie has a passion for helping others on their journey and encouraging other moms.

In addition to *Stepping Stones*, she has written *Simply K*, a book for teaching kindergarteners, and has teamed up with author Angela O’Dell on *Math K* in the popular *Math Lessons for a Living Education* series from Master Books.

Dear Educator,

You have been blessed to begin this wonderful journey with your student, and I want to welcome you to this course. I like to let people know that teaching is much like parenting. In this course, YOU get the front row seat to all of the child's successes and challenges. Look at this time as a time to grow deeper in your bond with your preschooler, watch his or her little mind make connections, cultivate an atmosphere of play-based learning, and, most of all, disciple him or her to a relationship with Christ. Those moments make this all worth it.

As preschoolers, learning should be play-based. Most learning will not look like traditional learning, but rather an enjoyable exploration of their world. YOU know your preschooler better than anyone else does. God has loaned your child to you for training and discipleship. I firmly believe God has gifted us with an innate sense to know what our children need, and He helps us meet their needs. In those moments that we feel we aren't quite sure what they need, He is faithful and gives us wisdom if we ask. I pray this curriculum is your tool to train up disciples and is a helpful resource as you guide your young learner.

Stepping Stones is set up for one lesson per week with 3 days of assignments each week. Each day, there are three areas of focus. Those areas are Making Connections, Match It Up, and Heroes of the Bible.



In the Making Connections section, you, the teacher, will give instructions and interact with the child.



In the Match It Up section, you will model and then guide the child to complete the activity.



In the Heroes of the Bible section, you will be teaching the child about a specific hero each week.

You also will be teaching the child memory verses and guiding him or her through hands-on activities. The memory verse portion is a gentle introduction and not intended to be a "drill and kill" type approach. The verses are best taught by adding in your own motions, looking up basic sign language online, or putting them to a tune. This course is a gentle introduction to guide you and your youngest learners toward learning through play.

On an end note, we have included some special resources for you to help you be a success! There are suggestions for how to organize your materials, milestone markers every 6 weeks with extra ideas to help you see progress and build your child's confidence, assessment checks, and play-based learning ideas. I pray the simple biblical truths in this course lay a basic foundation of the Word of God and that *Stepping Stones* helps you ignite a love of learning.

Blessings,

Carrie Bailey

Suggestions for organization:

1. No one does it the same. Find what works for your family and don't be afraid to change it mid-year or each year.
2. Some main supplies I like to have on hand are markers, crayons, glue sticks, children's scissors, and pencils. A helpful supply list for each lesson in this course can be found in the back of the book on pages 301–303.
3. Ideas for how to store items:
 - a. Backpacks with pencil pouches are easy, space saving, and mobile (school can be done at the park, doctor's office, etc.).
 - b. Clear plastic tubs with lids are good for keeping supplies sorted and easy to see. You can even add a little sticker to help your child know what is in each tub.
 - c. We prefer book bins or crates on shelves with a crayon box. I have a plastic storage caddy for supplies not needed daily. Look for solid caddies with sections. The basket style allows items to slip out.

Assessment check:

Have you ever seen popcorn pop? All of the kernels are in the same pan, the same heat, and with the same ingredients, yet they do not all pop at the same time. Learning and development is much like this analogy. Your child will develop and progress in learning in his or her own time. Allow the child to be the unique creation God has designed him or her to be as he or she does so. No need to worry or fret if your child isn't "getting it" right now.

The race isn't always won by the fastest but to the one who endures.

PLEASE use this as a suggested list and NOT as an actual test. Young children vary so much in development and abilities. This is only a tool to help you as the teacher and should in no way increase any fears that your child is "behind." As you work through the course, you will be able to assess your student's engagement and ongoing progress as you feel it is needed using the following questions:

- Did my child display interest in the task?
- Did he or she maintain focus for one minute \times his or her age (4 years old = 4 minutes)?
- Was my child able to complete the task with basic understanding?
- Did my child have fun and cooperate?
- Does my child communicate appropriately when asked a question or interacting during the lesson?

6-Week Milestone Markers with suggestions for further reinforcement:

Week 6: I know my colors and can sort animals.



- Begin pointing out colors on clothing as you help the child dress, on foods he or she eats, and on items as you grocery shop.
- Place colored pieces of paper on the floor and play a game by calling out the color and having the child run to it. Alternate ways to play: have the child use a nerf gun to shoot the colored paper or a ball to throw on it.
- Gather two different animal toys (stuffed, printed on paper, or other animal toys) and discuss what makes them different. E.g., the giraffe has a long neck; the dog has a short neck. This one has spots; this one is solid.
- Visit the zoo or read books that include multiple types of animals and help the child find all animals with fur (like a scavenger hunt).

Week 12: I can cut and make healthy food choices.



- Free cutting is highly recommended at this stage. Cutting paper up into pieces is very effective. No need for lines; just allow the child to explore safely using children's safety scissors.
- Allow the child to help you make a meal. Discuss the foods and how they are good for you or not.
- As you grocery shop, discuss the foods and which ones are healthier for our bodies. Use this time to discuss how we need more healthy food than unhealthy food.
- Let the child match the foods by color in the cart as you shop.

Week 18: I know my shapes and the first letter in my name.

- Play the game like you did with colored paper but by using shapes you cut out.
- Play a shape-hunt game as you search for one shape. Focusing on one shape at a time will help the child. You can also have a shape cut from paper to show the child things like that shape and allow him or her to carry it around while searching for things like that shape.
- Get basic shape puzzles and allow the child to watch you do the puzzle as you verbalize which shape is which.



Week 24: I can follow directions and hop on one foot.

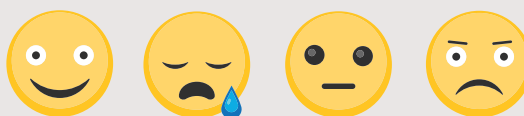


- Begin by giving one-step directions and slowly add in one more. You must also restate it in simpler form — e.g., “I want you to put your clothes in the hamper and shoes in the bin.” (Hold up 1 finger.) Clothes in hamper. (Hold up 2 fingers.) Shoes in bin. Removing the extra wording helps the child focus in on the task.
- Have the child repeat what it is you want him or her to do before having him or her go do it.
- Hold the child’s hands as he or she hops on one foot. Then hold only one hand and see if he or she can do it with only putting one finger on you. Lastly, remove the child’s finger to try to hop on his or her own. This can be done over several days.

Week 30: I know opposites and emotions.



- While getting a bath/shower, discuss and have the child feel the water as you take it from cold to hot.
- Play an opposites-in-the-park game where every time you go up the slide, the child goes down. Or each time he or she swings high, you swing low. Try going up and down or forwards and backwards on things using those words.
- Verbalizing how you feel with expressions is helpful. When you notice your child is sad/happy/angry, ask him or her, “Does swinging make you happy?” “Does it make you sad when you have to stop playing and go home?” This can help the child learn to verbalize his or her feelings.



Week 36: I did it! I am ready for kindergarten!



- Use the play-based ideas given to help reinforce any concepts, but play, play, play!

Note: Developmental Milestones can be provided by your primary care provider (PCP).

Play-based learning ideas for supplementing this course:

1. **Playdough.** Use playdough with any tools (rolling pins, plastic scissors or knives, cookie cutters, etc.). See if your child can create and pretend play.
2. **Pretend play. PLAY IS CRUCIAL.** Allow ample time for your child to just play. His or her imagination and creativity is at its peak.
3. **Unstructured play** (the child initiates and chooses how and where) and **structured play** (an older person gives instructions for how and/or where) are vital and beneficial. Be sure to include gross motor play (like jumping, hopping, throwing, etc.) as well as fine motor play (like building blocks, threading/lacing, etc.).
4. **Watercolors and shaving cream.** Either use coloring books or plain paper and allow the child to use watercolors. If you don't like a mess of shaving cream, put it in a gallon bag and let him or her "write" or smash shapes in it.
5. **Ball play.** Tossing, rolling, and kicking a ball are great for helping develop gross motor coordination and visual perception.
6. **Bike riding.** Riding a bike helps develop core muscles, which in turn helps with limb control and even writing.
7. **Cutting.** Cutting with scissors on a blank page of paper assists in developing hand-eye coordination and fine motor control. Please note that there are additional cutting activities in the back of this book.
8. **Puzzles.** Puzzles are so great for this age, as the child engages his or her critical thinking skills, hand-eye coordination, and visual perception.
9. **Books.** Read books to your child, even if it is the same book over and over. He or she learns new vocabulary, social skills, language development, and more!
10. **Blocks.** Building blocks, wooden or Duplo®-type, are great for helping the child learn cause and effect, critical thinking, hand-eye coordination, and more!
11. **Nature.** Get out in nature, build with sticks, twigs, grasses, flowers, etc. Have the child draw a detail from something he or she observes in nature or use a magnifying glass to get a close up look and discuss what he or she sees.
12. **Board games.** We have thoroughly enjoyed board games in our home. Our children build great character traits as well as academics by playing games. Favorites for this age are cooperation games, such as Where is Sock Monkey? or Noah's Animal Rescue.

This 36-week course is divided into six major developmental milestones made up of 6 stepping “stones,” or lessons. For each stone, the student will be completing three steps. When the student achieves a milestone, he or she will enjoy a special award.

Milestone 1

Stone 1 — Making Observations

- Step 1 11
- Step 2 13
- Step 3 15

Stone 2 — Shadow Play

- Step 1 17
- Step 2 19
- Step 3 21

Stone 3 — Red, Blue, Green

- Step 1 23
- Step 2 25
- Step 3 29

Stone 4 — Yellow, Orange, Purple

- Step 1 33
- Step 2 37
- Step 3 39

Stone 5 — Pink, Brown, Black, White

- Step 1 43
- Step 2 47
- Step 3 51

Stone 6 — Animals

- Step 1 53
- Step 2 57
- Step 3 61

I know my colors and can recognize animals.

Milestone 2

Stone 7 — All About Me & Scissor Skills

- Step 1 67
- Step 2 71
- Step 3 73

Stone 8 — Nutrition & Me

- Step 1 75
- Step 2 79
- Step 3 81

Stone 9 — Nutrition & Me

- Step 1 83
- Step 2 85
- Step 3 89

Stone 10 — Concepts About Print

- Step 1 91
- Step 2 93
- Step 3 95

Stone 11 — Concepts About Print

- Step 1 97
- Step 2 99
- Step 3 101

Stone 12 — Review Colors & Animals

- Step 1 103
- Step 2 107
- Step 3 109

I can cut and make healthy food choices.

Milestone 3

Stone 13 — Introducing Letters

- Step 1 113
- Step 2 117
- Step 3 119

Stone 14 — Where Does Your Food Come From?

- Step 1 123
- Step 2 125
- Step 3 127

Stone 15 — Textures

- Step 1 131
- Step 2 135
- Step 3 137

Stone 16 — 1, 2, 3 & First Letter of Your Name

- Step 1 139
- Step 2 141
- Step 3 143

Stone 17 — Basic Shapes

- Step 1 147
- Step 2 151
- Step 3 153

Stone 18 — Observing Weather

- Step 1 155
- Step 2 159
- Step 3 161

I know my shapes and the first letter in my name.

Milestone 4

Stone 19 — Review Shadows & Nutrition

- Step 1 167
- Step 2 171
- Step 3 173

Stone 20 — Following Directions

- Step 1 175
- Step 2 177
- Step 3 179

Stone 21 — Noticing Differences

- Step 1 181
- Step 2 183
- Step 3 185

Stone 22 — Review 1, 2, 3 & First Letter of Your Name

- Step 1 187
- Step 2 189
- Step 3 191

Stone 23 — Physical Activity

- Step 1 193
- Step 2 195
- Step 3 197

Stone 24 — Physical Activity

- Step 1 199
- Step 2 201
- Step 3 203

I can follow directions and hop on one foot.

Milestone 5

Stone 25 — Letters

- Step 1 207
- Step 2 209
- Step 3 211

Stone 26 — Review Differences & Colors

- Step 1 213
- Step 2 215
- Step 3 217

Stone 27 — Story Comprehension

- Step 1 219
- Step 2 221
- Step 3 223

Stone 28 — Opposites & Following Directions

- Step 1 225
- Step 2 227
- Step 3 229

Stone 29 — Basic Emotions

- Step 1 233
- Step 2 235
- Step 3 239

Stone 30 — Prewriting Basics

- Step 1 241
- Step 2 245
- Step 3 249

I know opposites and emotions.

Milestone 6

Stone 31 — Big, Little

- Step 1 255
- Step 2 257
- Step 3 259

Stone 32 — Review Shapes, Animals, & Letters

- Step 1 261
- Step 2 263
- Step 3 267

Stone 33 — Review Physical Activity & Textures

- Step 1 271
- Step 2 275
- Step 3 277

Stone 34 — Review Weather & Opposites

- Step 1 279
- Step 2 281
- Step 3 285

Stone 35 — Review Food Sources & Differences

- Step 1 287
- Step 2 289
- Step 3 291

Stone 36 — Review Emotions, Following Directions, & Comprehension

- Step 1 293
- Step 2 295
- Step 3 297

I did it!
I am ready for kindergarten!

Teacher Helps

Supply List	301
Alphabet Cards	305
Cutting Activities	311
Answer Key	321

Memory Verses

Milestone 1

- Stone 1** *I trust in your unfailing love. . . .*
Psalm 13:5
- Stone 2** *I seek you with all my heart. . . .*
Psalm 119:10
- Stone 3** *The Lord is faithful, and he will strengthen you and protect you. . . .*
2 Thessalonians 3:3
- Stone 4** *In you, LORD my God, I put my trust.*
Psalm 25:1
- Stone 5** *If we endure, we will also reign with him. . . .* 2 Timothy 2:12
- Stone 6** *I am the LORD your God who takes hold of your right hand and says to you, Do not fear; I will help you.* Isaiah 41:13

Milestone 2

- Stone 7** *Be on . . . guard; stand firm . . . be courageous; be strong.* 1 Corinthians 16:13
- Stone 8** *For we live by faith, not by sight.*
2 Corinthians 5:7
- Stone 9** *Be strong and courageous . . . the LORD your God will be with you wherever you go.*
Joshua 1:9
- Stone 10** *Be strong in the LORD and in his mighty power.* Ephesians 6:10
- Stone 11** *The LORD is with you, mighty warrior.*
Judges 6:12
- Stone 12** *Where you go I will go, and where you stay I will stay. . . . your God my God.* Ruth 1:16

Milestone 3

- Stone 13** *I prayed for this child. . . .* 1 Samuel 1:27
- Stone 14** *Speak, for your servant is listening.*
1 Samuel 3:10
- Stone 15** *Be still, and know that I am God. . . .*
Psalm 46:10
- Stone 16** *. . . the truth will set you free.* John 8:32
- Stone 17** *Blessed . . . are those who hear the Word of God and obey it.* Luke 11:28
- Stone 18** *I will hasten and not delay to obey your commands.* Psalm 119:60

Milestone 4

- Stone 19** *God is our refuge and strength . . .*
Psalm 46:1
- Stone 20** *Without faith it is impossible to please God . . . anyone who comes to him must believe that he exists . . . he rewards those who earnestly seek him.* Hebrews 11:6
- Stone 21** *Then the LORD your God will restore your fortunes and have mercy on you . . .*
Deuteronomy 30:3 (ESV)
- Stone 22** *The LORD gave and the LORD has taken away; may the name of the LORD be praised.* Job 1:21
- Stone 23** *A faithful person will be richly blessed . . .*
Proverbs 28:20
- Stone 24** *I know the plans I have for you . . . plans to prosper you and not to harm you, plans to give you hope and a future.* Jeremiah 29:11

Milestone 5

- Stone 25** *But the one who stands firm to the end will be saved.* Matthew 24:13
- Stone 26** *The LORD will be at your side. . . .*
Proverbs 3:26
- Stone 27** *. . . he is faithful and just and will forgive us our sins. . . .* 1 John 1:9
- Stone 28** *I am not ashamed of the gospel, because it is the power of God that brings salvation. . . .*
Romans 1:16
- Stone 29** *Whoever can be trusted with very little can also be trusted with much. . . .* Luke 16:10
- Stone 30** *Thanks be to God for his indescribable gift!*
2 Corinthians 9:15

Milestone 6

- Stone 31** *I baptize you with water, but he will baptize you with the Holy Spirit.* Mark 1:8
- Stone 32** *Give praise to the LORD, proclaim His name. . . .* Psalm 105:1
- Stone 33** *. . . the Spirit of him who raised Jesus from the dead is living in you. . . .* Romans 8:11
- Stone 34** *Turn to me and be saved. . . .* Isaiah 45:22
- Stone 35** *Great are your purposes and mighty are your deeds. . . .* Jeremiah 32:19
- Stone 36** *The Word became flesh and made his dwelling among us. . . .* John 1:14

STONE 1

Step 1

MAKING CONNECTIONS

Have you noticed what happens in the sky every day when you get up or before you get up? The sun comes out. Even if we cannot see the sun on a cloudy day, it is still there. The sun is actually a star, and Earth, the planet we live on, circles around the sun each year.

What happens at night in the sky? The moon and stars come out. Did you know God made it all? He made everything so we can enjoy His creation.

Now, let's use playdough to make anything you see in the sky.

Tonight, when it gets dark, we will go outside and see if you can spot the moon and stars.



Throughout this year, you will learn about heroes in the Bible. You see, God used many men and women in the Bible to carry out His plan. A hero is a person we can admire for his or her courage, actions, and, most of all, how that person followed God. Our first hero is Abraham. Abraham had prayed for a long time for a son. God finally gave him a son when he was very old. Then, God needed to test Abraham's trust in Him. He asked Abraham to do something that meant he might not ever see his son, Isaac, again. Abraham trusted that God would provide for him, and he obeyed God. This makes Abraham a hero because he showed amazing trust in God. We can trust God that He will take care of us. Trusting God means we know He will do what He says.

I trust in your unfailing love. . . .

Psalm 13:5

STONE 1

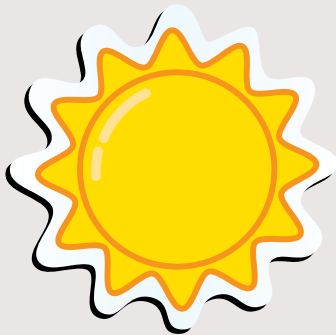
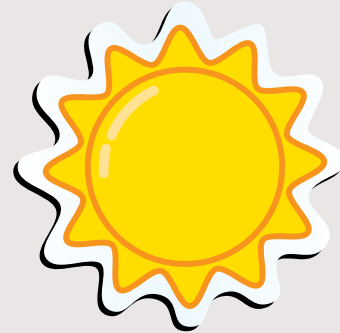
Step 1

MATCH IT UP

Do you see this star? It is just like this star. These make a **match**.



Draw a line to match the objects.



STONE 1

Step 2

MAKING CONNECTIONS

When you go outside, what sounds do you hear? Do you hear birds chirping? Frogs croaking? Do you hear cars going by?

Use bingo daubers or washable watercolors to create a picture of what you hear when you go outside.

Can you spot three things outside? What are they?



We talked about Abraham and how he trusted God with his own son. We cannot trust everyone, though. Remember, trusting someone means that we believe what they say is true and that we can know they will keep us safe. We have to trust only those we know. We cannot trust strangers because we do not know if they will keep us safe or do what they say. God is different. God created you in His image, and He cares so much for you. You can always trust God, no matter what.

I trust in your unfailing love. . . .

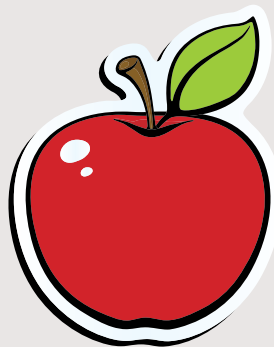
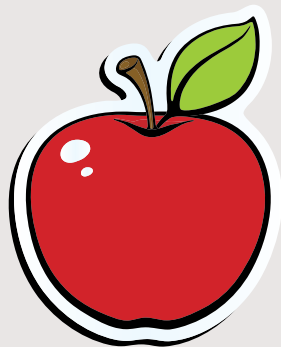
Psalm 13:5

STONE 1

Step 2

MATCH IT UP

Remember, two things that are the same are called a **match**.



Draw a line to match the objects.



STONE 1

Step 3

MAKING CONNECTIONS

Can you tell me three things you see in this room? Are they near you or far away from you?

Morning is when you get up until the time you have lunch. Around lunch to dinner/supper is called afternoon. Then, when the sun goes down and it gets dark, it is called night. What time of day is it now?

HEROES OF THE BIBLE



Remember how Abraham trusted God? Well, Abraham could not see how or why or even what God's plan was. All Abraham knew is that God had given him Isaac, and he trusted God with all his heart. Sometimes trust is hard for us when we cannot see the plan. Let's play a trust game so you can understand what I mean.

(The teacher sits in a chair. Blindfold the child. Have the child fold his or her arms over his or her chest and fall backward with knees locked in place as you catch him or her. Then, rearrange some chairs or items in the room. The teacher should lead the blindfolded student through the objects carefully.)

Was it hard for you to follow me, not knowing for sure if I was going to keep you from falling over something? Was it hard for you to follow me when you couldn't see me?

Abraham trusted God. We can trust God, even when we cannot see what His plan is. God's plans for us are good.

I trust in your unfailing love. . . .

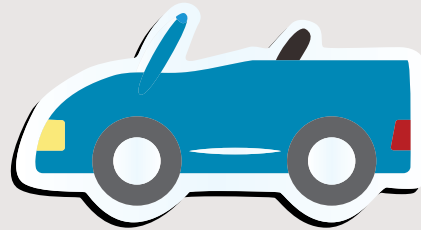
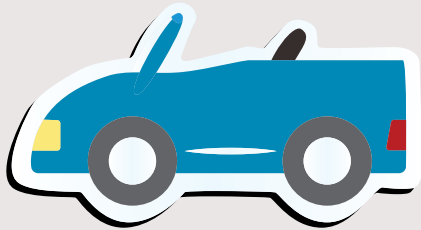
Psalm 13:5

STONE 1

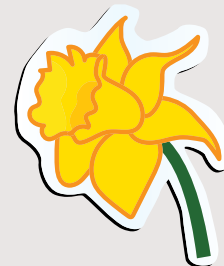
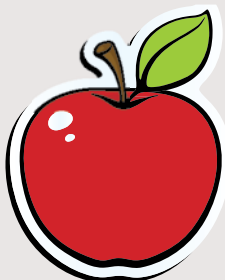
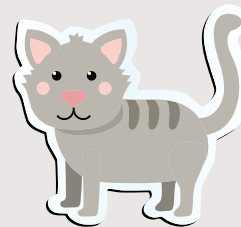
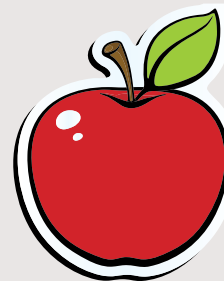
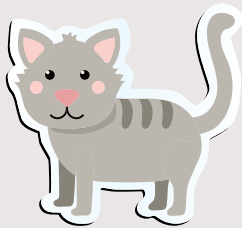
Step 3

MATCH IT UP

Remember, two things that are the same are called a **match**.



Draw a line to match the objects.

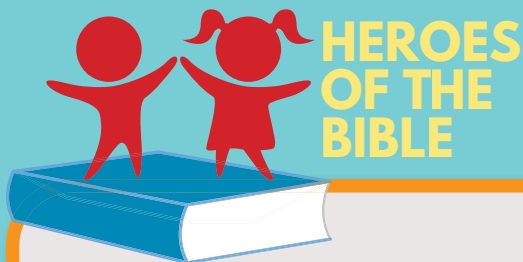


STONE 9

Step 1

MAKING CONNECTIONS

We are continuing to talk about healthy food choices. God made our bodies to work well when we feed ourselves good things. The Bible says that our bodies are God's temple, and we want to keep His temple working well. When God created Adam and Eve, He gave them all the fruit and vegetables they needed. That is one way we know fruits and vegetables are healthy choices. In 1 Corinthians 10:31, it says, "*So whether you eat or drink or whatever you do, do it all for the glory of God.*" We can make healthy choices in what we eat and drink which brings glory to God.



Remember the story about Moses and sending 12 men? How only two men stood up with faith and courage to believe they could have the promise God had given? Well, one of those men was Joshua. Joshua was trained by Moses and remained faithful to God. When Moses' time was done leading the Israelites, Joshua was chosen by God to be the leader. God chose Joshua because of his faithfulness and dedication. When you follow God and His plans, blessings come.

Be strong and courageous . . . the LORD your God will be with you wherever you go.

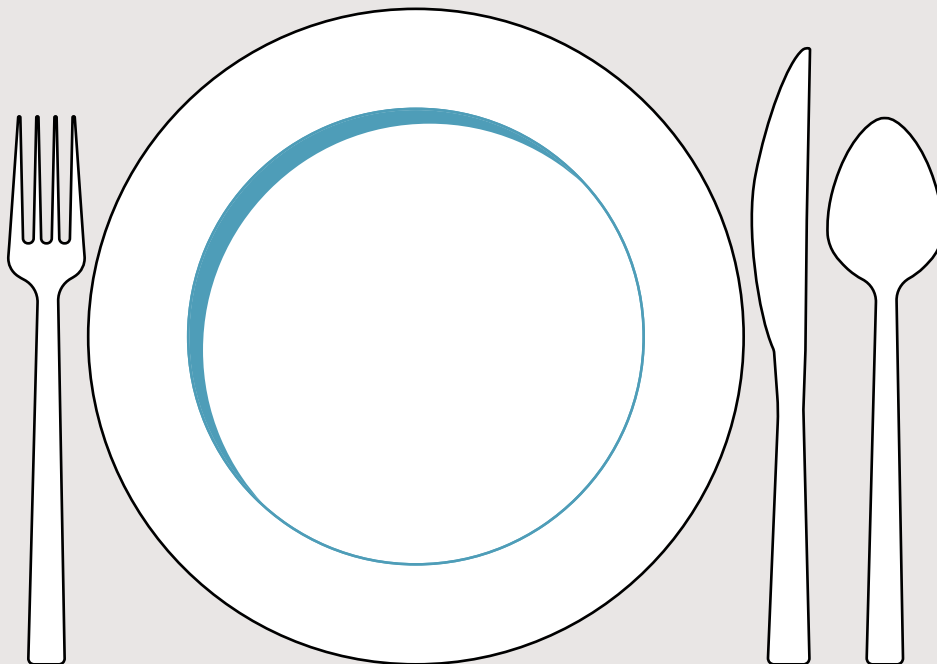
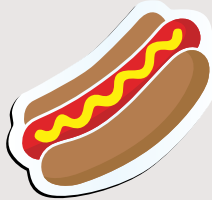
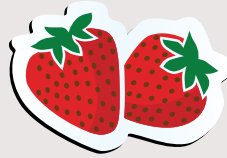
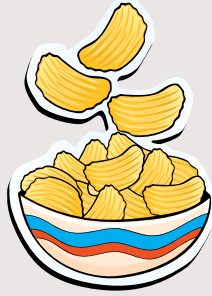
Joshua 1:9

STONE 9

Step 1

MATCH IT UP

Today, draw lines from the healthy food choices to the plate.



STONE 9

Step 2

MAKING CONNECTIONS

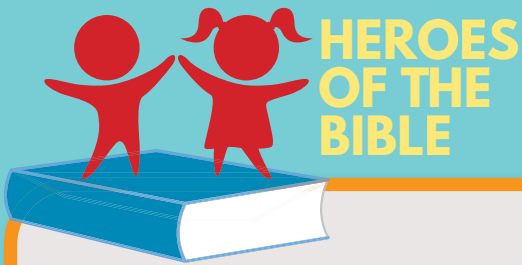
When making choices of what to eat, it can be difficult to always make the right choice. We get tempted, just like Adam and Eve did. Did you know that even Jesus was tempted? Satan came to Him when he knew Jesus was very hungry, and he tried to tempt Jesus. Jesus, being God, spoke back to the temptation with the Word of God and told Satan he should not tempt Him. We can also pray and ask God to help us when we are tempted. Sometimes we can have unhealthy foods, but it should not be all we eat. For example, we might have a piece of candy one or two times a week, but not every day. Or we might have a piece of cake on our birthday, but we don't eat cake all the time. This is called moderation. We should choose more healthy choices than unhealthy choices.

Be strong and courageous . . . the LORD your God will be with you wherever you go.

Joshua 1:9

STONE 9

Step 2



Joshua and the Israelites went toward the Promised Land, and they had the Ark of the Covenant. The Ark of the Covenant was a golden box that carried the Ten Commandments, manna, and Aaron's rod. Again, they sent 12 men to follow the Ark of the Covenant that was being carried by the priests. God again gave clear instructions, and when the priests got to the edge of the Jordan River, it was at flood stage, which means it was full and over its banks. God told Joshua to have the priests step in from the edge into the Jordan River and that He would stop the river from flowing, and the water would basically pile up. Think of a wall of water. The priests carried the Ark of the Covenant to the middle of the dry riverbed and stopped just as God told Joshua to have them do. Then, the Israelites passed by on dry ground to the other side. Then, each of the 12 men, one from each tribe of Israel, took a stone from the river in front of where the Ark of the Covenant was. God told Joshua to have them place it where they camped as a memorial to remind them and to share with their children about how God stopped the Jordan River and about the mighty work of God. All of this happened because of Joshua's faithfulness and willingness to serve God.

Use playdough to make a river with 12 stones near it at a camp to represent the story.

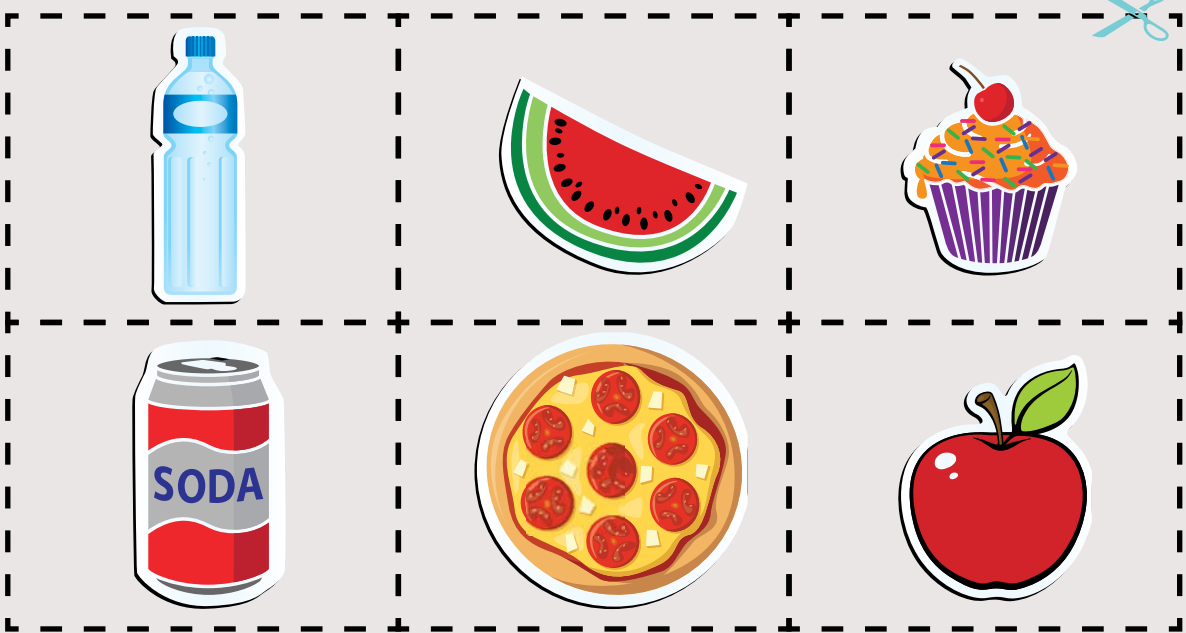
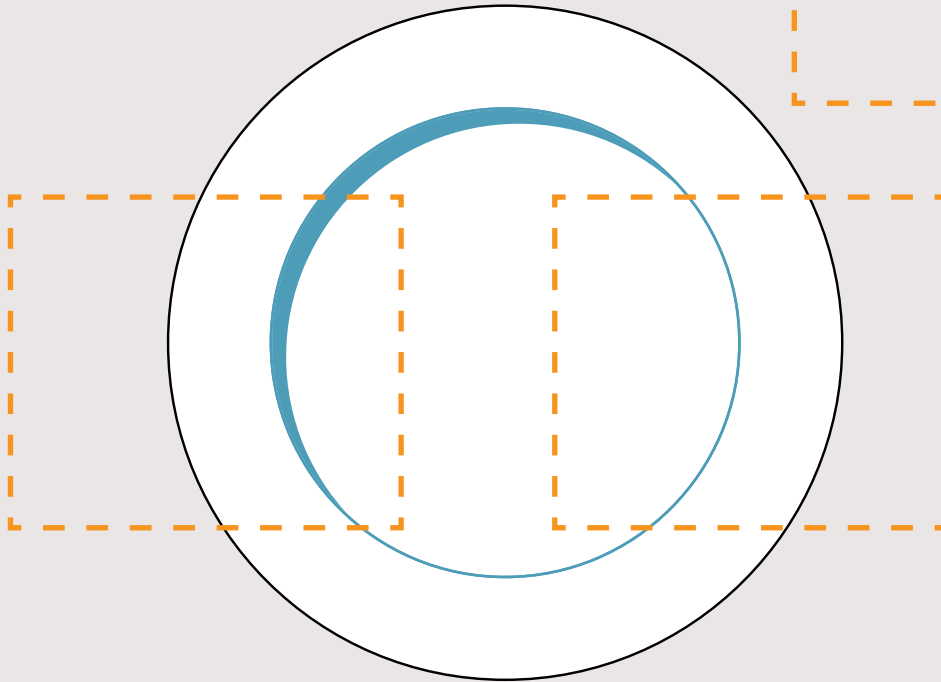
STONE 9

Step 2

MATCH IT UP

Help me pick two healthy choices for this child's birthday party, and pick one unhealthy choice.

If you prefer the child pick only healthy choices, simply adjust the exercise. Cut out and glue your choices into the squares.



STONE 9

Step 3

MAKING CONNECTIONS

You have learned that God made your body to work best with healthy food choices. He gave us what we need to be healthy. We are His masterpieces and are wonderfully made! He wants us to be healthy, and He wants what's best for us. You have been great at picking healthy choices this week!



Let's continue our story about Joshua. God sent the captain of His angel army to tell Joshua that He would give him the city of Jericho. The city was barred and locked down. No one left, and no one entered. God gave clear instructions again. He told Joshua to have the Israelites march around the city. *(Have the student march around the room as you tell this story.)* God said in Joshua 6:3–5, “March around the city once with all the armed men. Do this for six days. Have seven priests carry trumpets of rams’ horns in front of the ark. On the seventh day, march around the city seven times, with the priests blowing the trumpets. When you hear them sound a long blast on the trumpets, have the whole army give a loud shout; then the wall of the city will collapse and the army will go up, everyone straight in.” So they did exactly as God said. Because of their obedience and Joshua’s faithfulness, God showed up, and the walls of Jericho fell down! *(Have the student fall down like the walls!)* When God is with you, nothing is impossible!

Be strong and courageous . . . the LORD your God will be with you wherever you go.

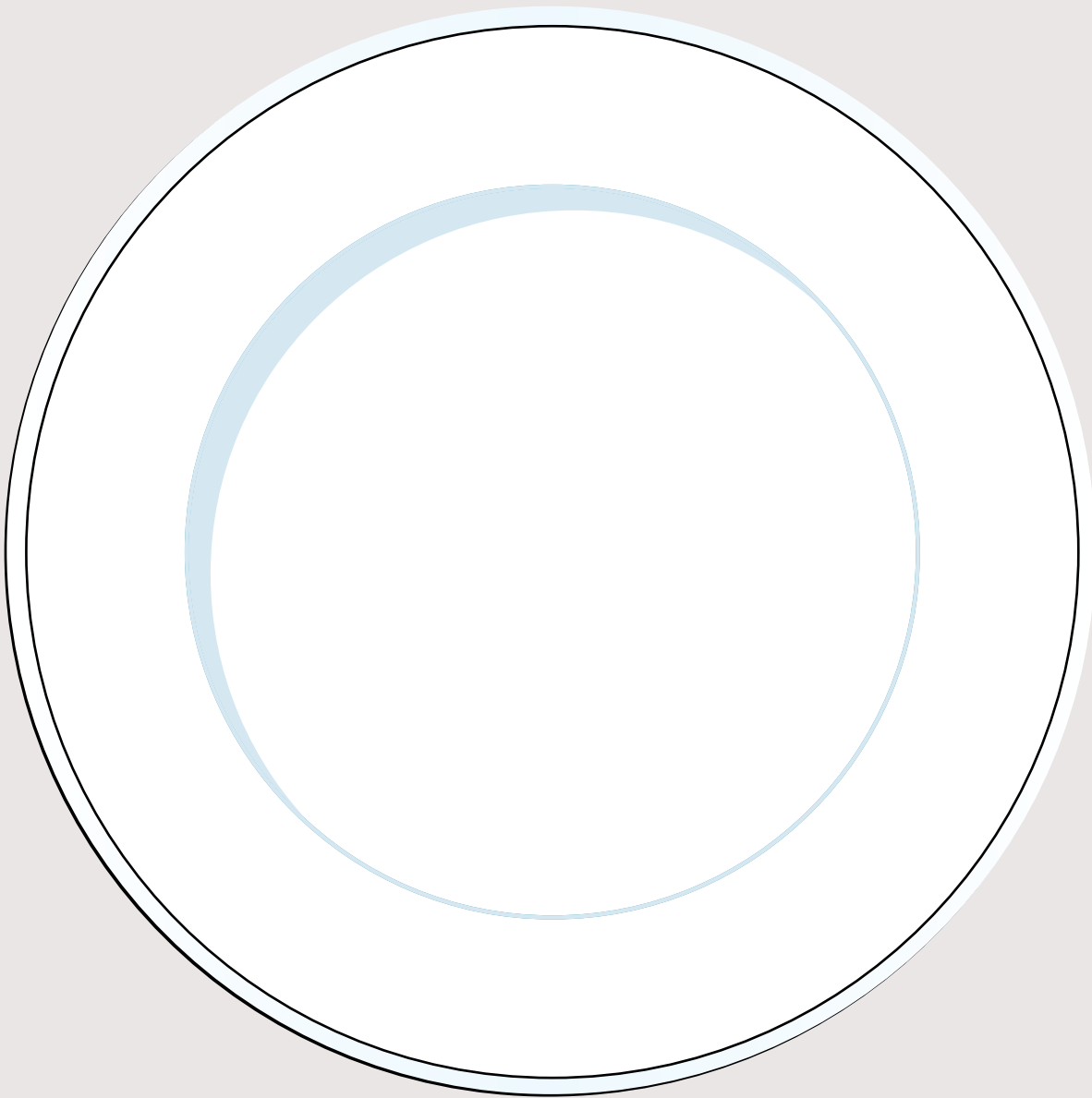
Joshua 1:9

STONE 9

Step 3

MATCH IT UP

Now it's your turn to make your own design of food choices. Use the plate below to draw pictures of a meal you might have. Remember, it's best to make healthy choices as much as you can.



***Optional Activity:** Help your child make a healthy snack for a friend/family member or have him or her make a food basket for a widow.

STONE 18

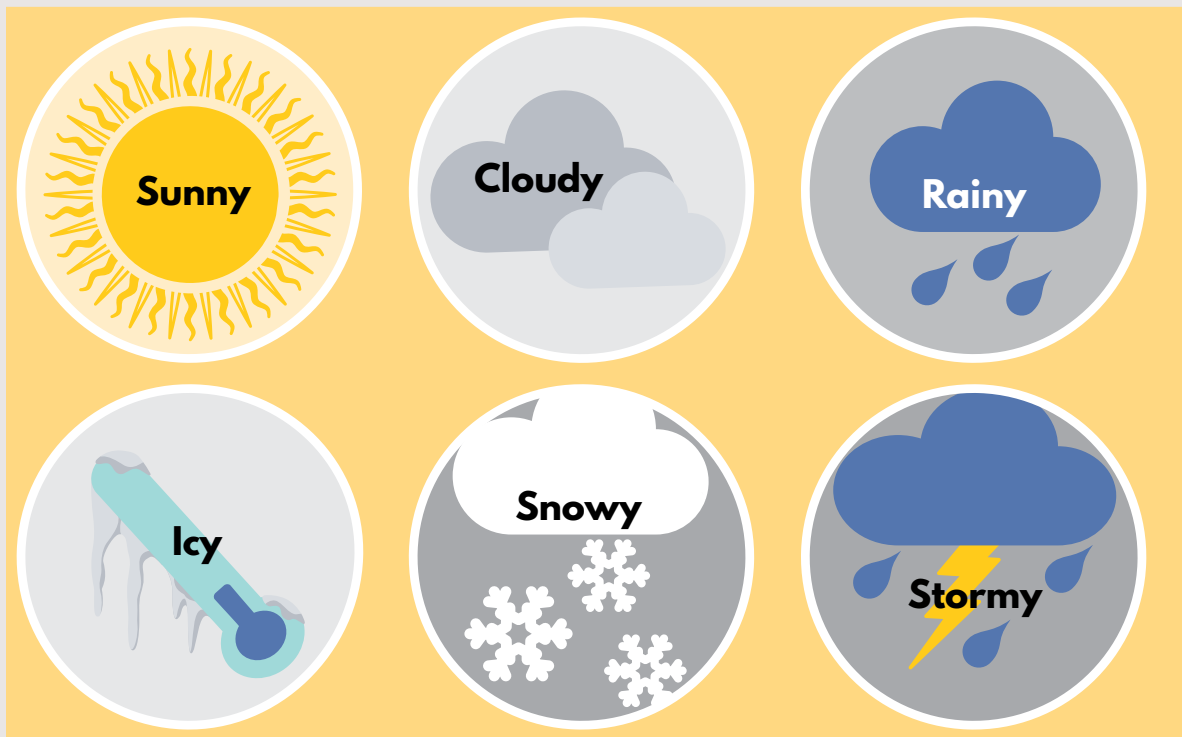
Step 1

MAKING CONNECTIONS

Weather is what we see and feel outside. Weather tells me if it is hot, cold, stormy, or sunny. Let's go outside and look and feel what the weather is like today.

What is the weather like?

Can you show me on this chart what you saw or felt?



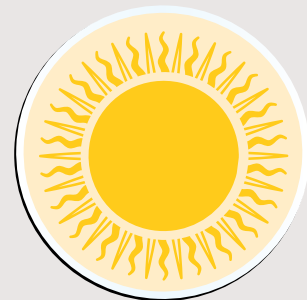
We dress for the weather we have outside. If it is snowing, I wouldn't want to wear a swimsuit, would I? No, I would freeze! I also wouldn't want to wear a heavy coat if it is hot outside.

STONE 18

Step 1

MATCH IT UP

Match the weather pictures to the child that would be dressed for that **weather**.



STONE 18

Step 1



Another Bible hero was a prophet named Elisha. We studied Elijah last week, but this man was Elisha. Elisha was like a student to Elijah. Before Elijah went up to heaven, Elisha asked him for a double portion of his spirit. Elijah told him if he watched him be taken up to heaven, it would be his. Then, a chariot of fire and horses of fire separated them, and Elijah went up to heaven in a whirlwind. As he was going up, his cloak, or outer robe, fell. Elisha ripped his cloak and picked up Elijah's cloak. Then, he stood on the bank of the Jordan River and hit the water with the cloak. The waters of the Jordan River split in two, and Elisha crossed over to the other side. Everyone knew the Spirit of the Lord that was on Elijah now rested on Elisha. Elisha was a man of obedience and faith. He followed the man of God before him. It is important we learn to follow our spiritual leaders as they lead us to Christ. We will learn more amazing things God did through Elisha this week.

You may have your child act out the story.

I will hasten and **not delay to obey your commands.**

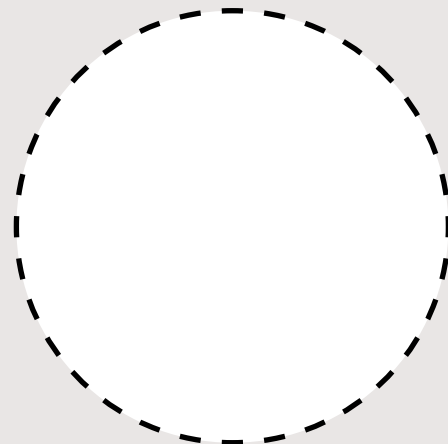
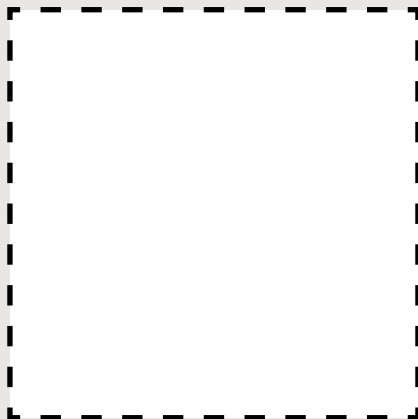
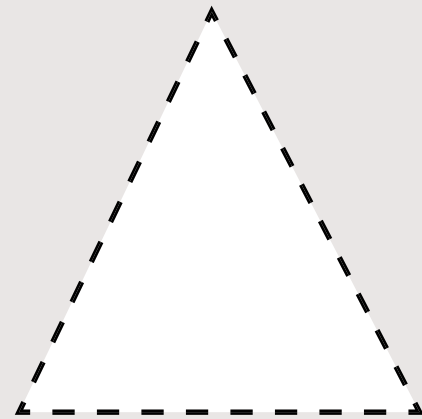
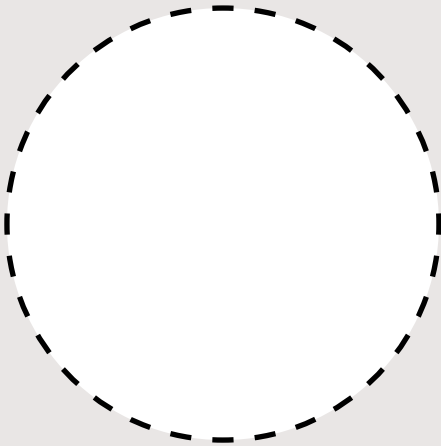
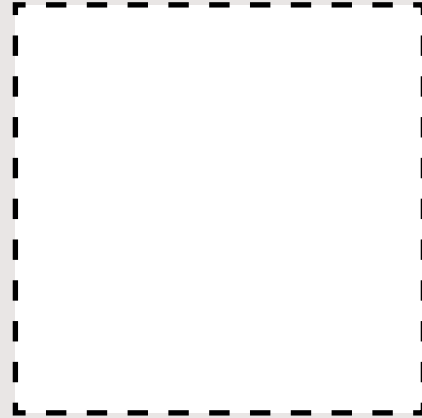
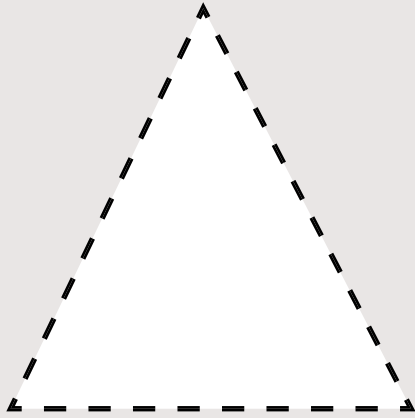
Psalm 119:60

STONE 18

Step 1

MATCH IT UP

Trace the shapes below.



STONE 18

Step 2

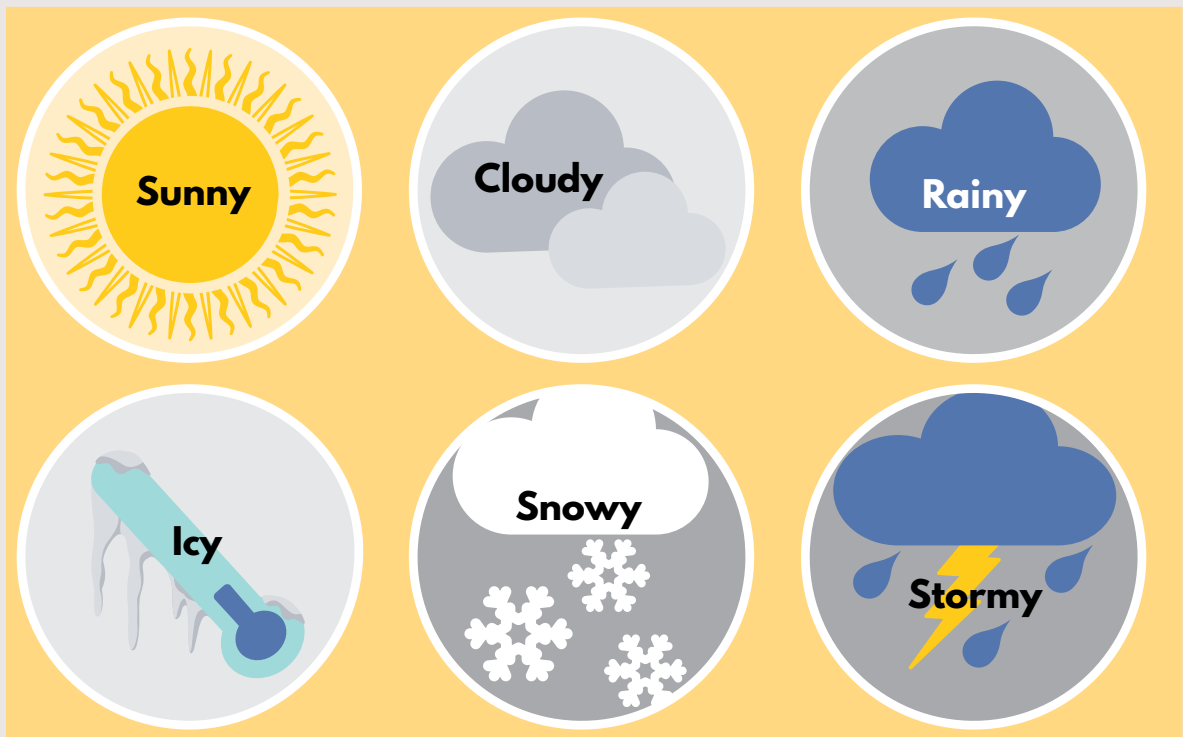
MAKING CONNECTIONS

Weather is the conditions we see and feel outside.

Let's go outside and look and feel what the weather is like today.

What is the weather like?

Can you show me on this chart what you saw or felt?



I will hasten and **not delay to obey** your commands.

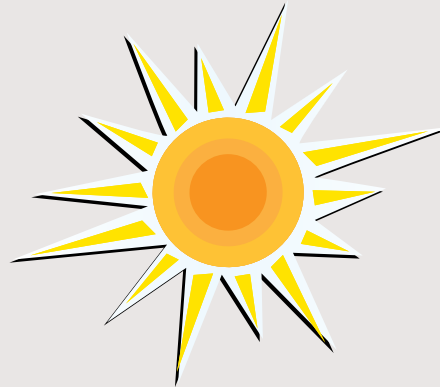
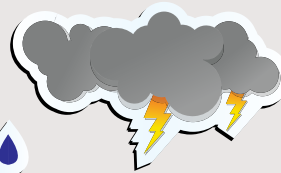
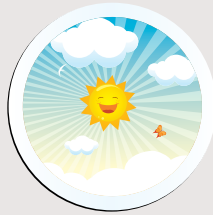
Psalm 119:60

STONE 18

Step 2

MATCH IT UP

Match each item to either the umbrella or the sun.



HEROES OF THE BIBLE

One time the people of Jericho came to Elisha because their water was bad, and the land wouldn't produce crops for them to eat. They wanted Elisha to do something because people were dying from drinking the water. He had them bring a new bowl with salt in it. Then, he went out and threw the salt in the water and spoke what the Lord had told him. God said He healed the water and that the land would produce crops again. That is exactly what happened. Elisha again obeyed what God told him to do, and God worked mighty miracles through him. When we follow God, mighty things happen!

STONE 18

Step 3

MAKING CONNECTIONS

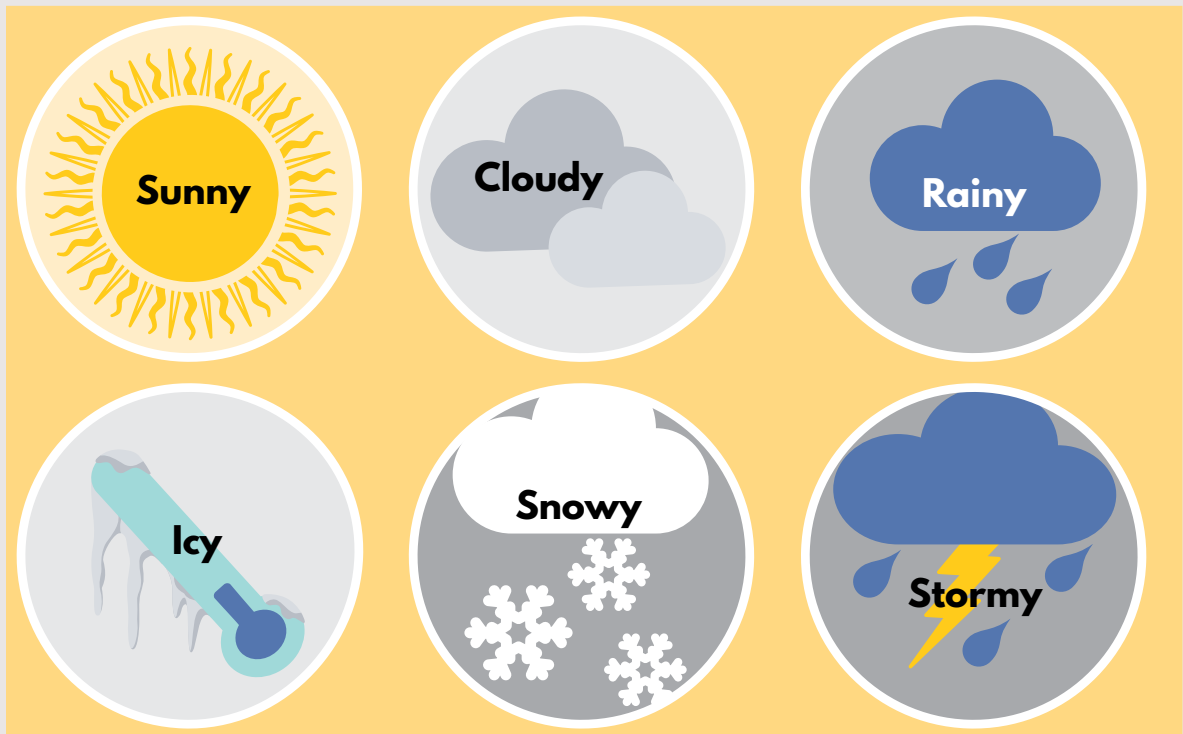
Weather is the conditions we see and feel outside.

Let's go outside again, and look and feel what the weather is like today.

What is the weather like?

Was it the same today as the other days?

Can you show me on this chart what you saw or felt today?

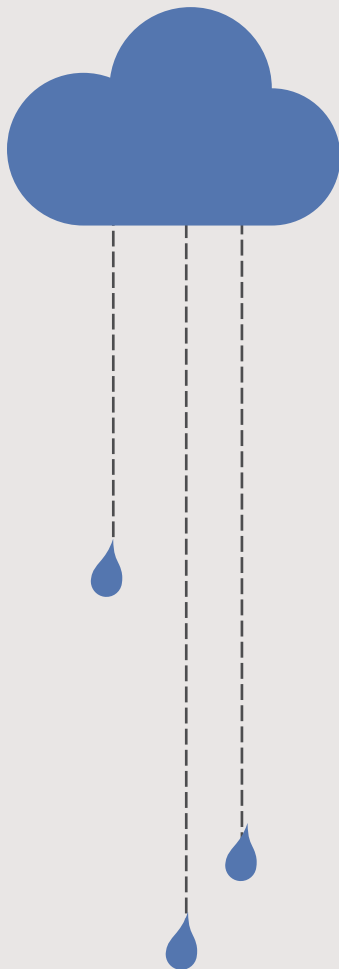
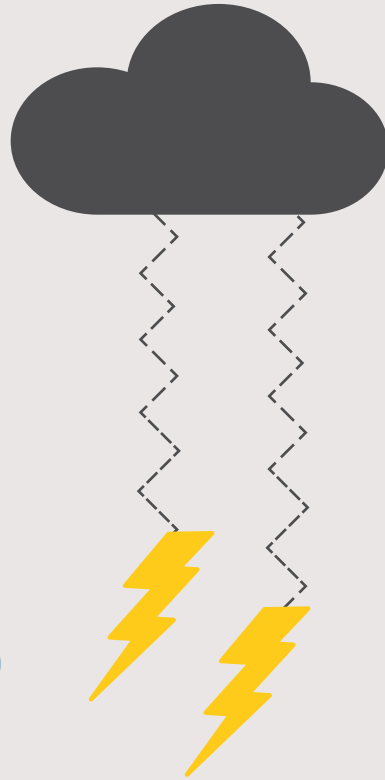
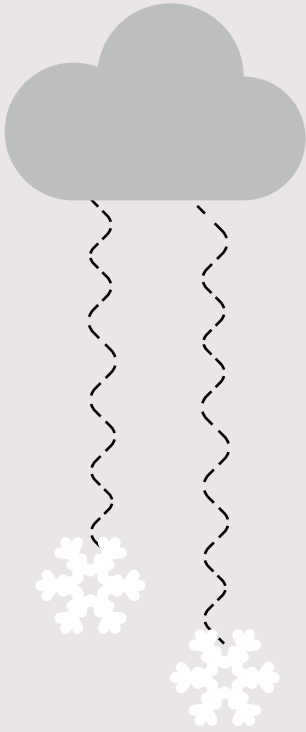


STONE 18

Step 3

MATCH IT UP

Trace the lines below.



STONE 18

Step 3



A soldier named Naaman came to the king of Israel looking to be healed. This made the king angry because he did not have the power to heal. Elisha told the king to have the soldier come to him. Elisha gave him instructions to go dip in the Jordan River seven times. Naaman became angry and didn't want to obey. He wanted Elisha to just speak the words and heal him immediately. Naaman was not a follower of God, and Elisha wanted to prove how powerful God really is. Naaman continued to suffer from his skin condition until one day his servant helped him understand he needed to obey what Elisha had said. Naaman went to the river and dipped seven times, and he was healed! Sometimes we just have to obey. Even if we don't understand, obedience to God and His Word brings us blessings. Elisha proved his obedience and faith over and over, and God did mighty things.

Color the picture on the next page of Naaman in the Jordan River.

I will hasten and **not delay to obey your commands.**

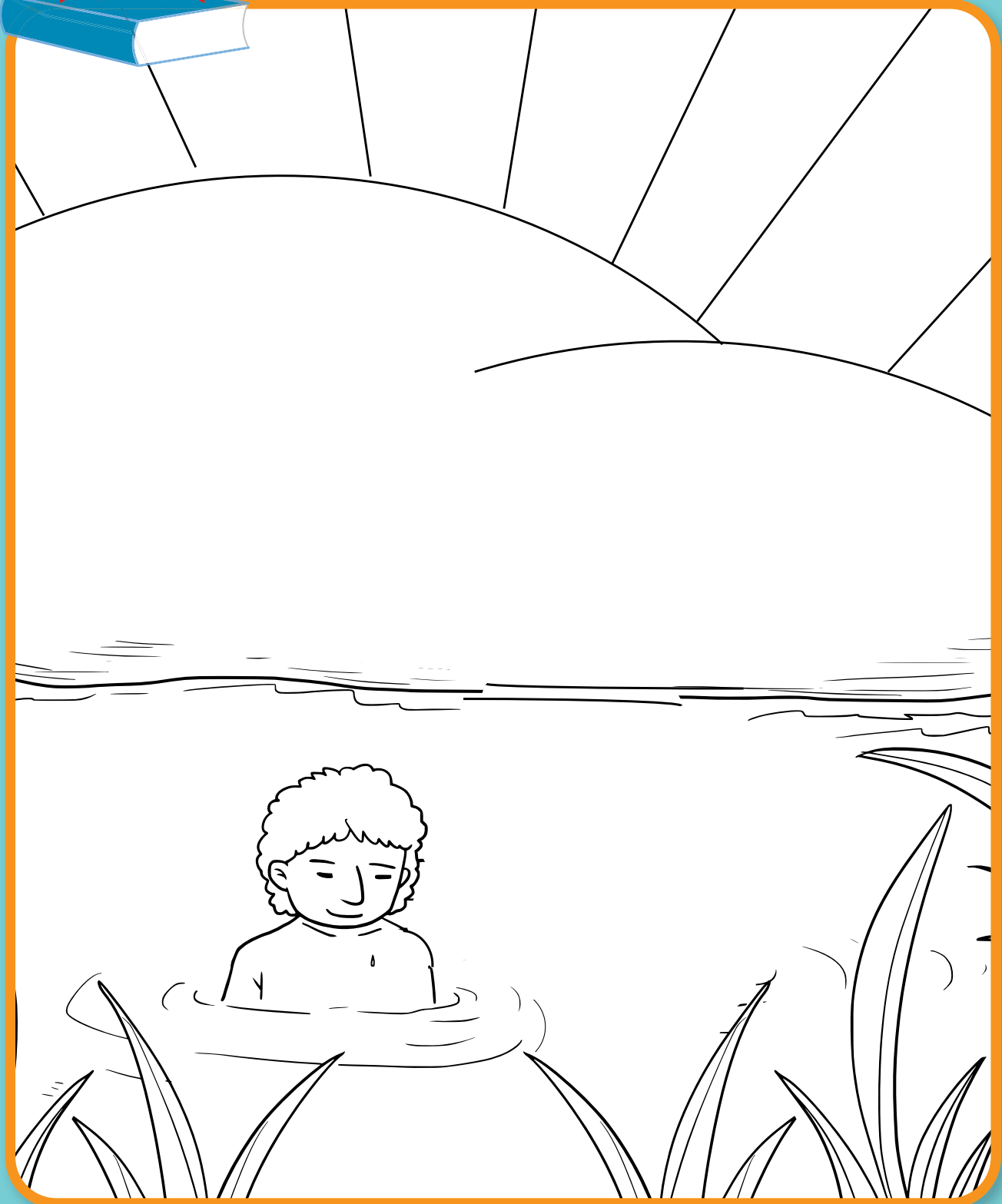
Psalms 119:60

STONE 18

Step 3



HEROES
OF THE
BIBLE



STONE 29

Step 1

MAKING CONNECTIONS

Today we will talk about emotions. Emotions are how we feel about something. God made us to have emotions so we can praise and honor Him. When we are **happy**, our faces might look like this.



happy

If we are **sad** about something, we may cry or have a sad face like this.



sad

When we are **angry**, our face may look like this. We may react by scowling or crying. We need to be careful to calm ourselves before reacting with screaming or shouting.



angry



HEROES OF THE BIBLE

The student can color the picture after you read the story.

Sometimes heroes are those who do jobs that no one else sees as a big deal, like serving someone else. Our hero this week is a servant, or helper, named Nehemiah. Nehemiah had a purpose, and he was determined to do it. You can show you are determined even in small things. Helping someone else may seem like it doesn't matter, but it really does.

STONE 29

Step 1

MATCH IT UP

Match the emotions of sad, happy, and angry with the emoji.



happy



sad



angry



Whoever can be **trusted** with very little can also be trusted with much. . . .

Luke 16:10

STONE 29

Step 2

MAKING CONNECTIONS

The Bible says to take delight in the Lord, or be happy in the Lord (Psalm 37:4). We can't be happy all the time, but we can try to learn to be happy.

When we are sad or angry, we should go to God in prayer, and He will help us. We should not hit or do things to hurt others when we are angry. You can let an adult know when you feel that way so they can help you and pray with you.



HEROES OF THE BIBLE

Nehemiah was very sad because the walls of Jerusalem and the temple were broken down. He began to cry, fast, and pray. He asked God to help him get permission from the king to leave the palace so he could rebuild the walls of the temple. Nehemiah had been faithful being the cupbearer, or servant, of the king. The king trusted Nehemiah. God honors our faithfulness, even in the little things.



Whoever can be **trusted** with very little can also be trusted with much. . . .

Luke 16:10

STONE 29

Step 2

MATCH IT UP

Make a face!

Cut out the cards on the next page and make the faces for each emotion of happy, sad, and angry.



STONE 29

Step 2

MATCH IT UP

STONE 29

Step 3

MAKING CONNECTIONS

Remember, our emotions are how we feel about something, and God made us to have emotions so we can praise and honor Him.

Can you show me what face you would make if you are **happy**? Draw it here.



What face would you make if you are **sad**? Draw it here.



Whoever can be **trusted** with very little can also be trusted with much. . . .

Luke 16:10

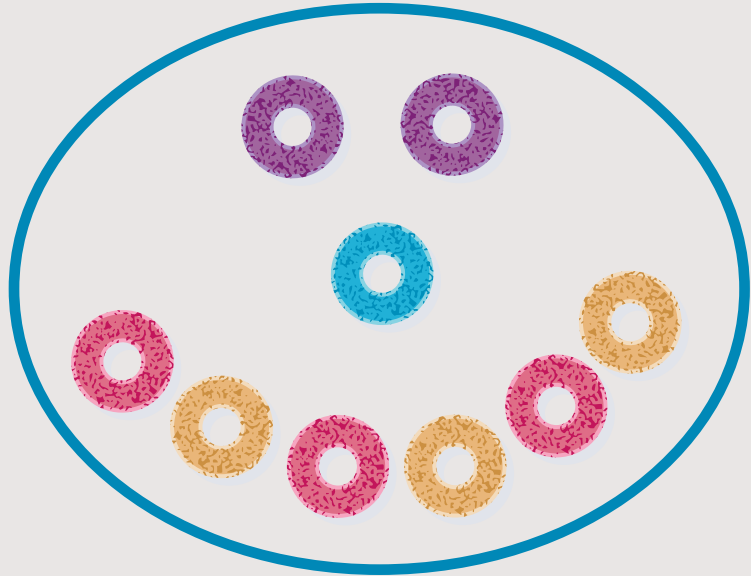
STONE 29

Step 3

MATCH IT UP

Make a face with cereal!

Using construction paper or a paper plate, glue cereal to make a happy face, a sad face, and an angry face.



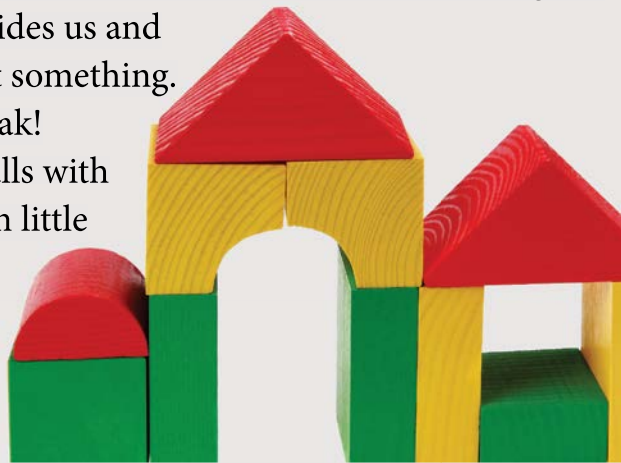
HEROES OF THE BIBLE

Nehemiah had never built walls. I am sure God could have used someone else better at building than Nehemiah was. Nehemiah was used to serving the king. God used him anyway. God guides us and helps us even if we are not the best at something.

He makes us strong where we are weak!

Nehemiah was able to rebuild the walls with God's help and favor. Being trusted in little things is important.

Use blocks to build a temple with walls.



SUPPLIES

Stone 1:

- playdough
- watercolors or bingo daubers
- white paper
- blindfold

Stone 2:

- flashlight
- crayons

Suggested read-aloud book for this lesson:

- When You See a Rainbow*

Stone 3:

- spray bottle with water (pull-lever handle)
- playdough (red, blue, green and more)
- cookie cutters (2–6)
- crayons
- watercolors, fruit cereal, crayons, or playdough

Suggested read-aloud books for this lesson:

- When You See a Rainbow*
- Remarkable Rescue*
- Noah, Didn't It Rain?*

Stone 4:

- stopwatch/timer
- crayons
- playdough (yellow, purple, orange)

Suggested read-aloud book for this lesson:

- When You See a Rainbow*

Stone 5:

- crayons or markers (10 colors: red, blue, green, yellow, purple, orange, brown, pink, white, black)
- shaving cream
- food coloring (red, blue, yellow, green)
- 4 Ziploc® bags
- tape (to seal Ziploc® bag)
- construction paper or gift tissue paper

Suggested read-aloud book for this lesson:

- Dinosaurs: Stars of the Show*

Stone 6:

- 1-gallon Ziploc® bag
- blue food coloring
- 1 bottle hair gel (dollar store works)
- tape (to seal Ziploc® bag)
- small toy figures/cars (optional)
- crayons

Stone 7:

- mirror
- yarn the color of child's hair
- old magazines to cut apart, wrapping paper, or fabric scraps
- paper

Suggested read-aloud books for this lesson:

- One Blood for Kids*
- All God's Children*

All suggested read-alouds are from Master Books.

SUPPLIES

Stone 8:

- praise and worship music
- crayons
- paper or cutting practice pages from back of book

Suggested read-aloud books for this lesson:

- Kids Answers* mini-magazine (vol. 13, no. 6 from *Answers in Genesis*.)

Stone 9:

- playdough

Stone 10:

- any children's book
- crayon (red)

Stone 11:

- any children's book
- large bowl
- jar with a battery-operated candle inside
- small object

Stone 13:

- Alphabet Cards (from back of book)

Stone 14:

- crayons

Stone 15:

- felt (approximately 4" x 4" is needed)
- yarn
- hole punch
- pom pom balls
- objects for: smooth, rough, hard, soft
- 2 plastic tubs or paper plates

Stone 16:

- objects for counting (3 different things, 2 matching things, 3 matching things)
- playdough

Optional fun:

- construction paper or notecards
- liquid school glue
- salt
- stickers
- crayons (yellow, orange, pink)

Stone 17:

- playdough
- blue construction paper
- cotton balls
- liquid school glue
- crayons

Optional:

- blue sprinkles or glitter
- items to make bread

Stone 18:

- crayons

Suggested read-aloud book for this lesson:

- Noah, Didn't It Rain?*

Stone 19:

- flashlight
- a jug of water/milk or something heavy to carry
- crayons

SUPPLIES

Stone 20:

- playdough

Stone 21:

- crayons

Stone 22:

- playdough
- highlighter

Stone 23:

- 2 jump ropes or other ropes

Stone 24:

- ball for tossing
- ball for kicking

Stone 25:

- Alphabet Cards (from back of book)
- crayons

Stone 26:

- construction paper
(white plus colors of a rainbow)
- crayons

Optional:

- cotton balls

Stone 27:

- crayons

Stone 28:

- crayons

Stone 29:

- blocks
- cereal (Cheerios™ shaped or honeycomb-shaped would work best)
- construction paper or paper plate

Stone 30:

- yarn or Wikki Stix®
- glue
- crayons

Stone 31:

- celery sticks
- peanut butter
- honey
- crayons

Suggested read-aloud book for this lesson:

- Not Too Small at All*

Stone 32:

- playdough
- Alphabet Cards (from back of book)
- world map/globe
- crayons

Suggested read-aloud book for this lesson:

- God's Big Book of Animals*

All suggested read-alouds are from Master Books.

SUPPLIES

Stone 33:

- 2 jump ropes or other ropes
- ball for tossing
- ball for kicking
- objects for: smooth, rough, hard, soft
- clothespins
- paper plate
- blue tissue paper
- glue or stapler
- brown construction paper
- crayons

Stone 34:

- crayons

Stone 35:

- crayons

Stone 36:

- playdough
- crayons

Suggested read-aloud books for this lesson:

- My Creation Bible*