Theme Overview:

God Created

Infants and Toddlers Bible Class

Purpose of Class:

Teachers, parents and helpers will guide infants and toddlers to:

- Know that God is the Creator of the World
- Experience the wonder of his creation through sensory activities
- Worship the Creator

“...you are worthy our Lord and God, to receive glory and honor and power, for you created all things, and by your will they were created and have their being.” Revelation 4:11

Lessons in this Series:

(Each lesson is taught twice)

1. From Darkness to Sun and Stars: God created light, dark, sun, moon and stars.

2. Soaring in the Skies: God created the skies and birds.

3. Splash and Swim: God created water and the creatures that live in it.

4. Soil and Sprouts: God created soil and filled it with plants.

5. Animals, Animals Everywhere: God created the animals.

6. The First Caregivers: God created Adam and Eve in his image to care for his creation.

“...In the beginning God created the heavens and the earth.”

Genesis 1:1
Introduction to:

Finding My Feet
Infants & Toddlers Experiencing God

Paul said to Timothy, “…from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus.” 2 Timothy 3:15, NIV

Purpose of the Class

This class is an introduction to a lifetime journey in which God is exalted and his word is respected. Children learn they are part of a Christian community of faith who loves and appreciates them. Parents are encouraged to participate as teachers and helpers.

The classroom is safe and clean. The teacher and helpers are loving and tender. Learning is done through sensory experiences, singing and simple words and stories.

Depending on class sizes children usually move into the pre-school class sometimes near their 3rd birthday.

What to Expect

Some children settle into bible class more easily than others. This is completely normal and should not stress parents or teachers.

• Parents or Caregivers are to:
  o feed your child before class and not to bring food or drink into the room
  o inform teacher of any allergies are other considerations, and
  o not to bring a child that is unwell to class.

• Teachers and Helpers are to:
  o prepare the lesson and teaching items before class time
  o minimise distractions during class (the helpers should support the teacher’s interaction with the children by refraining from conversation with the teacher or children and handling outside interruptions)
  o keep the room clean and tidy (including vacuuming when needed), and
  o disinfect items handled by children when the teaching session is completed.
Normal Class Routine
(45 minutes)

Welcome Time
(15 minutes) On the mat in the soft corner
- Time to Settle in and free play.
- Personal welcome.
- Music or singing.

Bible Lesson
(20 minutes) At the table
- Bible Time (5 minutes)
- A simple thought or lesson from God’s Word (10 minutes)
- Craft (optional)
- Prayer and Snack (5 minutes)

Closing
(10 minutes) On the mat in the soft corner
- Quiet activities to settle down. Quiet music or nature sounds.
- Parents collect the children.

About Infants & Toddlers

Emotional:
- Insecure
- Adjustment to new surroundings is difficult
- Emotions are controlled by physical needs

Mental:
- Language is Developing
- Brief attention Plan
- Short memory
- Sensory Learners

Social:
- Very self-centred
- Play is solitary-sometimes parallel.
  Enjoys mimicking others.

Physical:
- Newly acquired ability to walk
- Learning new skills with their hands-stacking blocks, opening a box,
  unscrewing a lid, etc. Easier to take apart things than put together
- Require a lot of rest
- Beginning toilet training

Spiritual:
- Openness and receptivity
Infants and Toddlers Bible Class

Welcome Time
(15 minutes)
*On the mat in the soft corner*

As children arrive they are guided to the mat for free play. This is a time of fellowship and community allows children to become familiar with the room and helpers so that they will feel safe and welcome. Some of the activities include:

- Bubbles/toys/picture books
- Songs which welcome each child by name.
- Mirrors and Peep Tube
- Toy vehicles or steering wheels to mimic driving to Bible class.

Normal Class Routine
(45 minutes)

Welcome Time
(15 minutes)
*On the mat in the soft corner*

Bible Lesson
(20 minutes)
*At the table*
- Bible Time
  (5 minutes)
- A simple thought or lesson from God’s Word
  (10 minutes)
- Craft (optional)
- Prayer and Snack
  (5 minutes)

Closing
(10 minutes)
*On the mat in the soft corner*
Welcome Time Songs and Rhymes

These songs can be sung during the Welcome Time as the children arrive and wait for class to begin. (in the Soft Corner)

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

**Tena Koe**
Tena koe, hello to one
Tena korua, hello to two
Tena koutou, hello to all
Haere mai everyone
Haere mai everyone

*Action: Recite as you greet each child.*

**The Wheels on the Car**
The wheels on the car go round and round.
Round and round, round and round.
The wheels on the car go round and round.
On the way to Bible class.

*Adapt this to your situation (bus, car, train, etc) and sing the various verses of the children’s song: “The Wheels on the Bus”. (The horn on the car goes beep-beep-beep. The babies on the bus say wah-wah-wah. The children in the car go up and down.)*

*Tune: Traditional. Same tune as “Here We Go Round the Mulberry Bush”*

*Action: Children can hold paper plates to mimic holding a steering wheel and driving a car.*

**God Blesses You**
You’re a *kind little girl and God blesses you. God blesses you. God blesses you.*
You’re a kind little girl and God blesses you.
May you bless others too.

*Substitute various fruits of the Spirit and address each individual child in class (loving, joyful, peaceful, patient, good, faithful, gentle)*

*Tune: Buffalo Gal Won’t You Come Out Tonight*

**Where is *Suzy?***
Where is Suzy? Where is Suzy?
Did she come? Did she come?
Did she come to Bible Class?
Did she come to Bible Class?
Here she is. Here she is.

*Substitute any child’s name.

*Action: Sing this song while child is looking in a mirror. Or while the teacher is looking through a tube at the child. (A Peep Tube is made by rolling up a large piece of paper, like poster-board. Children like looking at the teacher’s face through the tube.)*

**I Love You**
Simply say “I love you *Tommy*” and squeeze the child’s hand once as you say each of the three words.

*Substitute each child’s name*
This is the Way
This is the way we *drive to class
Drive to class. Drive to class.
This is the way we drive to class.
Early Sunday morning.

*Variations: Instead of saying “drive to class” you could insert various actions a child might do to prepare to come to Bible Class or church.
Examples of phrases and actions to mimic: Wake up, Wash our face, Eat our breakfast, Brush our teeth, Get on the bus, walk to class, etc.

**Tune:** Here We Go Round the Mulberry Bush

**Action:** Mimic the various actions listed. Adapt this to your situation. Children can hold paper plates to mimic holding a steering wheel and driving a car.

You Are Special
You are special, little girl.
Soft straight hair or little curls.
God has made you just this way.
And He loves you every day.

You are special little boy.
Noisy and restless or shy and coy.
God has made you just this way.
And He loves you every day.

**Action:** This song or rhyme can be sung or recited while child is looking in the mirror.

God is Listening
God is listening. God is listening,
When we pray. When we pray.
Fold our hands so nicely.
Close our eyes so quietly.
Now we’ll pray. Now we’ll pray.

**Tune:** Are You Sleeping?

**Actions:** Use this any time you pray. It works great as the prayer before snack time.

Happy Hands Go Clap-Clap-Clap
Happy hands go clap-clap-clap (clap hands).
Fold and lay them in your lap (lay hands in lap).
Happy hands go clap-clap-clap (clap hands).
Our hands are happy hands (continue clapping).

**Tune:** Five Little Ducks Went Out to Play

**Actions:** As listed. This is a nice song to gather everyone in just before moving to table time. It could also be a nice way to settle things down during the closing session.

If You’re Happy and You Know It
If you’re happy and you know it, *clap your hands.
If you’re happy and you know it, clap your hands.
If you’re happy and you know it then your face will surely show it.
If you’re happy and you know it, clap your hands.

*Substitute: blink your eyes, pull your ear, beep your nose, smack your lips, etc.

**Tune and actions:** Traditional
Finger Play- Open Shut Them (poem)
Open, shut them; open, shut them;
Give a little clap;
Open, shut them; open, shut them;
Lay them in your lap.

Creep them, creep them slowly upward
To the rosy cheek;
Open wide the shining eyes,
Through the fingers peek.

Open, shut them; open, shut them;
To your shoulders fly;
Let them be like little birds,
Flying in the sky.

Slowly falling, falling, falling,
Almost to the ground;
Quickly raise them high again,
And turn them round and round.

Open, shut them; open, shut them;
Give a little clap;
Open, shut them; open, shut them;
Lay them in your lap.

Actions: Open and shut your fingers as you sing. Then follow the movements of the words with your hands. This is a nice song to gather everyone in just before moving to table time. It could also be a nice way to settle things down during the closing session.
Items to Use for Welcome Time

- **Bubbles** are a nice distraction for all infants and toddlers. Nice for the timid child.
- **Various noise makers** for the children to enjoy playing with during welcome time.
- **Puzzle**. To play with while talking about coming to Bible class.
- **Disposable plastic plates**. The children can use them as toy steering wheels and “drive” to Bible class.
- **Mirrors (large and small)**.
- **Peep tube**. Made by rolling up a poster board and securing with tape. Teacher pears through one end and looks through to the child’s face at the other end.
Books. To read as everyone arrives.

Music. Worship music or nature sounds can help set the tone for the class.

Soft toys and pillows of various textures to provide a gentle area in the room to welcome the children.
Infants and Toddlers Bible Class

**Bible Time**
(5 minutes)
*At the table at the beginning of the Bible Lesson*

During *Bible Time* children learn respect for Scripture and connect to God personally through it. Each week, upon arriving at the table, the first five minutes are spent in routines like:

- Patting the bible
- Finding Jesus picture (sticker) in bible.
- Turning to a page and “reading” - God loves *insert child’s name*.
- Singing B-I-B-L-E

**Normal Class Routine**
(45 minutes)

**Welcome Time**
(15 minutes)
*On the mat in the soft corner*

**Bible Lesson**
(20 minutes)
*At the table*
- *Bible Time* (5 minutes)
- A simple thought or lesson from God’s Word (10 minutes)
- Craft (optional)
- Prayer and Snack (5 minutes)

**Closing**
(10 minutes)
*On the mat in the soft corner*
Bible Time Songs

These songs can be sung during the Bible Time when the children first gather at the table. Infants and Toddlers feel secure and safe when the same or very similar routines are used to begin the table time.

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

B-I-B-L-E
The B-I-B-L-E, Yes that’s the book for me. I stand alone on the Word of God.
The B-I-B-L-E

*Action: Sing as you pass out the Bibles to the children.*

Pat the Bible
Take your little hand and pat-pat-pat. Take your little hand and pat-pat-pat. Take your little hand and pat-pat-pat. Pat the Holy Bible.
*Tune: I’m a Little Teapot*

*Action: Guide children in gently patting the Bible while they sing this song.*

God is Listening
God is listening. God is listening, When we pray. When we pray. Fold our hands so nicely. Close our eyes so quietly. Now we’ll pray. Now we’ll pray.

*Tune: Are You Sleeping?*

*Actions: Use this any time you pray. It works great as the prayer before snack time.*

Jesus Loves Me
Jesus loves me this I know. For the Bible tells me so. Little ones to him belong. They are weak but He is strong. Yes, Jesus loves me (repeat 3 times) The Bible tells me so.

*Tune: Traditional*

*Action: Sing while children are looking through their Bibles. A picture sticker of Jesus inside the front cover gives children a fun thing to look for in their Bibles. It also gives them an opportunity to say the name of Jesus.*

God’s Words are in My Bible
I love to hold my Bible. I love to look inside. I love to turn its pages to see what I can find. I love to read my Bible. I love to read inside. God’s words are in my Bible and that is what I find.

*Tune: Itsy Bitsy Spider*

*Action: Guide children to turn pages of a Bible as you sing. After the song “read” the Bible together by pointing to words as you read aloud: “God loves *child’s name. Turn a few pages and read aloud: “God loves Mummy.” Continue turning pages and reading how God loves members of the child’s family or others they know. There is no end to this because, after all, God loves everyone in the world. John 3:16*
Items to Use for Bible Time

Bell. Children can take turns ringing the bell at the beginning of Bible Time.

Bibles. Infants and toddlers can handle the Bibles and “read” them.

If there is a picture of Jesus glued in the inside front cover then the children can “find” Jesus when they read the Bible. (Or use a sticker if you have one)

Wipe down each Bible with an antiseptic wipe after use to avoid unwanted germs. Or consider providing each child with their own Bible for class.

Place a few stickers inside the Bibles so that the children can find them as they “read” their Bibles. Limit stickers to more natural looking items of creation instead of cartoon stickers. The object is for children to find the stickers to see the things that God has made.

As children find each sticker point to whatever the sticker portrays. Depending on the picture you would say something like, “The Bible says that God made the lamb.”

Only use a very few stickers (2-3) and make sure the pictures are large and clear. Tiny stickers are too difficult for the children to see and are very tempting to peel off.

Use duplicate stickers so that each child’s Bible has the same stickers. The children will often look for the same stickers every week and get a lot of joy out of finding them. And if one finds a flower sticker then they will all want to find a flower sticker 😊
Infants and Toddlers Bible Class

**Bible Lesson**
(20 minutes total) *At the table*

*Teach Each Lesson Twice*

During the Bible Lesson the teacher shares a theme from the bible or tells a bible story in a simplified way that relates to an infant and toddler’s world. Teaching is done through song and sensory activities.

- Teacher uses visual aids, puppets or stand-up figures to tell story.
- Teacher encourages children to experience God’s Word by touching, tasting and hearing what is in Scripture.
- Craft: If a simple craft relates to the lesson then this is included. This involves the child’s own work as much as possible.
- Prayer and Snack: Children pray before eating a snack such as fruit, cracker or plain biscuit. Water is provided for drink.

**Normal Class Routine**
(45 minutes)

**Welcome Time**
(15 minutes)
*On the mat in the soft corner*

**Bible Lesson**
(20 minutes) *At the table*
- Bible Time *(5 minutes)*
- A simple thought or lesson from God’s Word *(10 minutes)*
- Craft (optional)
- Prayer and Snack *(5 minutes)*

**Closing**
(10 minutes) *On the mat in the soft corner*
God created light on the first day of creation. On the fourth day he filled the day with the sun and the night with moon and stars. Infants and toddlers can relate to going to sleep at night and waking in the day.

Scripture: Genesis 1:3-5, 14-19 “…God called the light “day,” and the darkness he called “night.”…God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars.”

### Class Schedule (45 minutes)

**Welcome Time (15 minutes)**
*On the mat in the soft corner.* Time to settle in and free play. Music or singing.

**Bible Time and Lesson (20 minutes total)**
*At the table*
- **Bible Time**
- **Lesson:** Talk about the fact that God made sun, moon and stars. Experiment with light and dark with torches/flashlights.
  - Sing “Twinkle, Twinkle Little Star” or “This Little Light of Mine”. Pretend putting babies and animals down to sleep and then waking them up.
- **Craft:** (optional) Black & light blue paper for day/night. Make something with stars.
- **Snack:** Star-shaped biscuits or white bread with marmite or chocolate

**Closing (10 minutes)**
*On the mat in the soft corner* Quiet activities to settle down. Quiet music or nature sounds.

### Teaching Items to Collect
(Some are in the Theme Boxes)
- Peep tubes (tins that children look into to view what is inside):
  - Light
  - Sun
  - Moon and Stars
- Glittery silver star on a stick.
- Star stickers
- Various toy dolls, animals and blankets (You will pretend to put them to sleep while it is night-dark and wake them when it is morning-light.)
- Torches/Flashlights
- Fairy lights
- Prism
- Cardboard tubes to look through
- Sunglasses to talk about the bright sun.
- Yellow ball for sun
1. Welcome Time
(15 minutes) On the mat in the soft corner
Time to Settle in and free play.
Today focus the conversation on light and dark and make a point to talk about it as you play “peek-a-boo” using a blanket or dark cloth. Make a point to talk about dark and light.
- Bubbles/toys/picture books
- Welcome each by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start

2. Bible Time
When you move to the table spend the first 5 minutes in routines that you repeat each week.
- Pat the bible
- Place star stickers in the bibles.
- Find Jesus picture (sticker) in bible. Take time to talk about Jesus as our friend.
- “Read”- God loves _____.
- B-I-B-L-E

3. Bible Lesson
(15 minutes) At the table
- Guide the children in exploring the world of light and dark.
  - Cover eyes with hands. Everyone “hide” together for a very short time under a dark blanket or towel.
  - Turn torches/flashlights on and off. Shine the light on various items. Notice the shadows and how the light reflects and makes things sparkle.
  - Use a prism or look through a tube.
- Use guided play to learn about the sun, moon and stars.
  - Place glitter in a clear bottle of water and let the children turn it and watch sparkles.
  - Stick star stickers on paper or on the children’s clothing.
  - Use a yellow ball or a picture of the sun and let children follow it with their eyes as you stretch to lift it high in the air and talk about the sun rising and setting.
- Craft (optional): Use round sponges to paint a white moon on black paper. Decorate with star stickers.
- Prayer: Fold hands and close eyes to pray.
- Snack: Sprinkle round crackers with yellow sprinkles.

4. Closing
(10 minutes) On the mat in the soft corner. Quiet activities to settle down
- As you settle down hide the toy star in the pillows and let the children find it.
- Have fairy lights in a box and turn them on and off as children look inside.
- Cuddle the baby dolls and “pray with them” as you put them to bed.

Vocabulary:
- Dark
- Light
- Bright
- Sparkle
- Black
- White

Sensory:
- Dark/light
- Sparkle
Suggested Songs for this Lesson:

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

Sleep! Little Bunny
Down inside the hollow log,
The baby *bunny’s sleeping,
The bunny likes to take a nap.
Sleep! Little bunny.

*Substitute any animal and sleeping place

Tune: Pop! Goes the Weasel

Action: Show toy animal sleeping (or picture of one) as you sing. Each time lay your head on your hands and close your eyes to mimic sleeping.

Night-Night Little __________
Night-night little *dog
God loves you.
He watches over you all night through.

*Substitute animals or children’s names.

Tune: Bah-bah Black Sheep

Action: Sing as you cover each toy animal with a blanket and quietly sing them to sleep. This song is nice to use when you put the baby dolls to sleep too.

Star Light Star Bright (poem)
Star light, star bright
First star I see tonight.
I know that God, in all his might.
Has made the stars I see tonight.

Action: Recite while viewing pictures or cut-outs of stars. Another idea is to cut out a star and mount it on a craft stick. Children can wave the stars as you say the poem.

Poem: I See the Moon
I see the moon and the moon sees me.
God bless the moon and God bless me.

Action: Recite while viewing pictures or cut-outs of the moon.
Twinkle, Twinkle Little Star
Twinkle, twinkle little star.
God has made you like you are.
Up above the world so high.
Like a diamond in the sky.
Twinkle, twinkle little star.
God has made you like you are.

*Tune: Twinkle Twinkle Little Star
*Action: Spread fingers as you sing first 2 lines.
*Point up for “world so high”. Form a diamond shape with your fingers. Finish with spreading your fingers again.

Who Can Make a Star?
Oh, who can make a *star?
I know I can’t, can you.
Oh, who can make a star?
I know it’s God, ’tis true.

*Substitute moon, sun, etc.
*Action: Recite while viewing pictures or cut-outs of the moon.
Items for Teaching this Lesson

Viewing Tube. Large tin lined with black paper. Children look through to see light or stars at other end.

Cut-out of light at end of viewing tube.

Torch/Flashlight. Turn this off and on for children to see light.

God made light on the first day.

Pictures of the sun.

Pictures of the moon.
Pictures or stickers of stars.

God made sun, moon, stars on the 4th day.
Soaring in the Skies

Lesson 2: God created the skies and birds.

On the second day of creation God separated the sky from the water and on the fifth he created the birds that fly in the sky. Infants and toddlers cannot see air but they can feel the effects of it. And from ducks to chicks to seagulls birds are also a wonderful part of creation to which they can relate.

Scripture: Genesis 1:6-7 and 20-23  “…And God said…Let birds fly above the earth across the vault of the sky…So God created …every winged bird according to its kind. And God saw that it was good.”

Class Schedule
(45 minutes)

Welcome Time (15 minutes)
On the mat in the soft corner. Time to settle in and free play. Music or singing.

Bible Time and Lesson (20 minutes total)
At the table
- Bible Time
- Lesson: Talk about the fact that God made the sky and weather. Make sounds for wind and rain and let them feel a breeze from a fan or mist from a spray bottle. Sing songs about birds and let children explore the feel of feathers. Older children will enjoy “tweeting” and flapping their arms like the wings of a bird.
- Craft: Ideas could include a craft using fluffy clouds, feathers or birds.
- Snack: Try whipped cream for clouds on top of fruit. Water to drink.

Closing (10 minutes)
On the mat in the soft corner Quiet activities to settle down. Quiet music or nature sounds.

Teaching Items to Collect
(Some in the Theme Boxes):
- Shaving cream for clouds
- Whipped cream (the kind in a tin is easiest) for cloud snack.
- Cotton wool cloud and a mist bottle for rain
- Pinwheel
- Streamers for wind
- Fan
- Bubbles to blow and watch the air move them around
- Tweeting bird toy
- Plastic duck family
- Wind-up duck
- Chirping chick
- Feathers
- Bird nests
- Eggs
1. Welcome Time
(15 minutes) *On the mat in the soft corner*
Time to Settle in and free play.

Today focus the conversation on how good and amazing God is that he made sky and birds. As you show items and children handle them talk about how happy you are that God made them. (Say “God is good”. Clap for God. I’m so glad God made you!)

- Bubbles/toys/picture books
- Welcome each by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start

2. Bible Time
When you move to the table spend the first 5 minutes in routines that you repeat each week.

- Pat the bible
- Find Jesus picture (sticker) in bible. Take time to talk about Jesus as our friend.
- “Read”- God loves _____.
- B-I-B-L-E

3. Bible Lesson
(15 minutes) *At the table*
Explore the world God has made. Enjoy the sensory exploration of weather and birds.

- Relate the fact that God made the sky and weather through:
  - Bubbles floating or streamers blowing.
  - Use paper or a handheld fan to gently blow air so the child can feel it.
  - Pinwheels turning. Fans flapping.
  - Fluffy soft clouds (let them touch cotton wool, shaving cream or cream)
  - Misty rain that comes from the clouds (Mist from spray bottle). Then a little splash in that water 😊

- Relate the fact that God made the birds through:
  - Making bird sounds and “flying” by flapping arms.
  - Listening to a toy bird chirp.
  - Touching and blowing feathers.
  - Handling a bird nest and eggs.
  - Playing and splashing with toy ducks.

- **Craft** (optional): Try using fluffy cotton wool or bird feathers
- **Prayer**: Folding hands and closing our eyes to pray.
- **Snack**: Try fruit and cream (clouds)

4. Closing
(10 minutes) *On the mat in the soft corner.* Quiet activities to settle down

- As you settle down show pictures of birds going to sleep under their mother’s wings.
- Encourage toy birds to quieten down.
- Cuddle the baby dolls and “pray with them” as you put them to bed.

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**Vocabulary:**
- Cloud
- Wind
- Rain
- Water
- Bird
- Feather

**Sensory:**
- Shaving cream clouds
- Wetness of water
- Mist
- Feathers: Soft, prickly
Suggested Songs for this Lesson:

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

**Who Can Make *a Cloud?**

Oh, who can make a *cloud?
I know I can’t. Can you?
Oh, who can make a cloud?
I know it’s God, ‘tis true.

*Substitute the wind

**The Raindrops Fell on Me**

The raindrops fell on me
The raindrops fell on me
The raindrops fell down from the cloud.
The raindrops fell on me.

*(Tune: Farmer in the Dell)*

**I Saw a Cloud Go Sailing By**

I saw a cloud go sailing by.
Sailing by. Sailing by.
I saw a cloud go sailing by.
Raindrops fell on me.

*Tune: Mary Had a Little Lamb*

*Action: Before class prepare a cloud from cotton wool glued on white card. Hold a mist bottle behind it to make raindrops gently fall from behind the cloud down on to the table or on the children’s hands. If children are confident then gently spray the mist bottle above their heads so the raindrops falls gently down on them.*

**God Made the Wind**

Listen to the wind. Feel it blow.
God made the wind. This I know.

*Action: Recite while you are trailing streamers through the air, blowing feathers across the table or blowing bubbles. Be sure and make lots whistling and blowing sounds.*

**Tiny Baby Birdies**

Tiny baby birdies in your nest.
Close your little eyes and rest, rest, rest.
Soon the mummy birdie oh, so sweet.
Will bring her little birdies worms to eat.

Tiny little mouths sing peep, peep, peep.
Birdies little tummies say “It’s time to eat.”
Mummy feeds her babies worms and bugs.
 Babies close their eyes and go to sleep.

*Tune: I’m a Little Teapot*

*Action: Sing as you show pictures or use toy birds and nest.*

**See the Little Raindrops**

See the little raindrops falling down.
See the little raindrops falling down.
See the little raindrops falling down.
God made raindrops fall down from the cloud.

Take your little hand and splash-splash-splash. (repeat 3 times)
Splash the little raindrops

*Tune: I’m a Little Teapot*

*Action: Repeat actions above using a mist bottle.*

**Birds Can Fly Up High**

Birds can fly up high, then low.
They flap their wings very fast, then slow.

*Action: Recite this poem as you flap your arms or hands to mimic a bird flying*
Who Made the Birds?
Who made the birds? God did. God did. 
Who made the birds? God did. 
Red ones, yellow ones, pink ones too, purple, orange, white and blue. 
Who made the birds? God did. God did. 
Who made the birds? God did. 
*Action: Sing as you display various bird pictures or toy birds.*

God Made Birds
God made *birds to tweet-tweet-tweet.* 
Tweet-tweet-tweet. Tweet-tweet-tweet. 
Thank you, God, for birds! 
*Substitute any birds or flying creatures along with their sounds or actions. For example: birds to fly in the sky, ducks to quack-quack-quack, or ducks to waddle-waddle-waddle, bees to buzz-buzz-buzz.* 
*Tune: Mary Had a Little Lamb 
*Action: Sing as you show pictures or use toy versions of each.*

Who Can Make a Bird?
Oh, who can make a *bird?* 
I know I can’t, can you. 
Oh, who can make a bird? 
I know it’s God, ‘tis true. 
*Substitute duck, penguin, etc.*

There’s a Little Red Bird in the Apple Tree
There’s a little red bird in the apple tree. 
“Twe-et. Twe-et. God made me.” 
There’s a little red bird in the apple tree. 
“Twe-et. Twe-et. God made me.” 
*Action: Sing or recite as you display pictures or a toy bird.*

Did You Know God Made the Bird?
Did you know God made the bird? He made the bird. 
Did you know God made the bird? He made the bird. 
Just look around and see what God made for you and me. 
Did you know God made the bird? He made the bird. 
*Tune: If You’re Happy and You Know It 

God Made Ducks
God made ducks to quack-quack-quack. 
Quack-quack-quack. Quack-quack-quack. 
God made ducks to quack-quack-quack. 
Thank you, God, for ducks. 
*Tune: Mary Had a Little Lamb 
*Action: Sing as you guide children in playing with ducks in a sensory tub of water.*

Quack-Quack Went the Little Yellow Duck
Quack-quack went the little yellow duck one day. 
Quack-quack went the little yellow duck. 
Quack-quack went the little yellow duck one day. 
God made me! “Quack-quack.” 
*Tune: G-rump Went the Little Green Frog 
*Action: Sing as you guide children in playing with ducks in a sensory tub of water.*

Count the Bees
Count the bees, count the bees. 
Count them with a one-two-three. 
Thank you, God, for making the bees. 
Now let’s all just count them please! 
*Tune: This Old Man 
*Action: Show pictures of bees and count them.*
Buzz, Buzz, Buzzy Bee
Buzz, buzz, buzzy bee.
Won’t you make some honey?
Buzz-buzz, Buzz-buzz.
He will make some honey.

Buzz, buzz, buzzy bee.
Won’t you make some honey?
Buzz-buzz, Buzz-buzz.
I’ll eat it for my breakfast.

Tune: Row, Row, Row Your Boat
Action: It is fun to show toy bees and let children watch you buzz them around. For this activity do not let the children handle the bees. Talk about watching the bees but not touching.

I Hear the Buzzing Bees
I hear the buzzing bees.
I hear the buzzing bees.
I hear the bees sing buzz, buzz, buzz.
I hear the buzzing bees.
I hear the buzzing bees.
God made the buzzing bees.

Tune: I Put My Right Hand In
Action: Children watch the teacher sing and mimic the bee flying around buzzing. See instructions in previous song.
Items for Teaching this Lesson

Bubbles. To talk about the wind blowing.

God created the sky on day two.

Streamers or ribbons. To talk about the wind.

Fan. To feel the wind blow.

Clouds. Made from cotton wool or fur glued on cardboard. Shaving cream. Fluff.

Mister/spray bottle. To make mist and rain come from the cloud.
God made birds and flying creatures on the 5th day.


Feathers. Have a variety of colours and textures if possible.

Nest and Eggs. Or children can build a nest using straw and artificial eggs.
On the second day of creation God separated the sky from the water and on the fifth he created the creatures that swim and live in the water. Infants and toddlers can experience God’s creativity as they play with water and learn about creatures that live in water.

Scripture: Genesis 1:6-7 and 20-23 “...God made the vault and separated the water under the vault from the water above it...So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it.”
1. Welcome Time
(15 minutes) On the mat in the soft corner
Time to Settle in and free play.
Today focus the conversation on how
good and amazing God is that he made
water and creatures in the water. As you
show items and children handle them
talk about how happy you are that God
made them. (Say “God is good”. Clap
for God. I’m so glad God made you!)
• Bubbles/toys/picture books
• Welcome each by name
• Mirrors, Peep Tube, Vehicles
• Bell to indicate class is about to start

2. Bible Time
When you move to the table spend the
first 5 minutes in routines that you
repeat each week.
• Pat the bible
• Find Jesus picture (sticker) in bible.
  Take time to talk about Jesus as our
  friend.
• “Read”- God loves ____.
• B-I-B-L-E

3. Bible Lesson
(15 minutes) At the table
Explore the world God has made. Enjoy the
sensory exploration of water. Use toys of water
creatures to talk about God’s creation.
• Relate the fact that God made water
  through:
  o Misty rain that comes from the clouds.
    Spray a little mist from spray bottle above
    the child’s head.
  o Spray water on the table then have a little
    splash in that water 😊
  o Fill a shallow pan with water and use all
    sorts of water toys to play in it together.
    (You’ll want to put a towel down on the
    table first.)
  o Experimenting with various items that
    float or sink.
  o Soak and squeeze water with a sponge.
• Relate the fact that God made the creatures
  that live in water through:
  o Playing and splashing with toy frogs and
    other creatures you have on hand.
  o “Swimming” a toy fish in water.
• Craft (optional): Try using blue and green
  finger paints for water. Any craft involving
  fish or swimming creatures.
• Prayer: Folding hands and closing our eyes
to pray.
• Snack: A simple snack but be sure and serve
  water.

Vocabulary:
• Water
• Wet
• Splash
• Swim

Sensory:
• Mist
• Wet (water)
• Splashing

4. Closing
(10 minutes) On the mat in the soft corner. Quiet
activities to settle down
• Encourage toy water creatures to “quieter
  down”.
• Act out giving the baby dolls water to drink.
• Cuddle the baby dolls and “pray with them
  as you put them to bed.
Suggested Songs for this Lesson:

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

Shiny Little Fish
Shiny little fish. Shiny little fish.
See how he swims. See how he swims.
He flicks his fin and he swishes his tail.
God made him with beautiful shiny scales.
Shiny little fish. Shiny little fish.

*Tune: Three Blind Mice

*Action: Sing the song as you and the children play with a toy fish and sea creatures in a sensory tub of water.

Mister Turtle
Mister Turtle are you sleeping?
In the sun, where it’s warm?
Wake up Mister Turtle!
Wake up Mister Turtle!
Say “hello.” Say “hello.”

*Tune: Are You Sleeping?

*Action: Sing the song as you and the children play with a toy turtle in a sensory tub of water and rocks.

Who Can Make a Fish?
Oh, who can make a *fish?
I know I can’t, can you?
Oh, who can make a fish?
I know it’s God ‘tis true.

*Substitute frog, turtle, snake, etc.

*Action: Sing the song as you and the children play with a toy fish and sea creatures in a sensory tub of water.

Hop a Little Froggy
Hop a little froggy. Hop, hop, hop.
Hop a little froggy. Don’t you stop.
Hop a little froggy. One, two, three.
Hop a little froggy. Hop to me.

*Action: Sing the song as you and the children play with a toy frog in a sensory tub of water, rocks and plants.

God Made Fish to Swim Like This
God made fish to *swim like this.
Swim like this. Swim like this.
God made fish to swim like this.
Thank you, God, for fish.

*Substitute any action (swim like this, jump and splash, etc.)

*Tune: Mary Had a Little Lamb

*Action: Sing the song as you and the children play with a toy fish and sea creatures in a sensory tub of water. If you don’t use too much water it would be fun for the children to splash a little bit.
Items for Teaching this Lesson

Water. For drinking, pouring, splashing.

Mister/spray bottle. Gently spray a mist over the heads of the children and let them feel the mist on their faces.

God created water on the 2nd day.

Bath toys and a shallow tub of water. Any plastic cups, spoons and plastic containers work just as well.

Fish and water creatures.

God made fish on the 5th day.
Starfish. Bring a real fish in a fishbowl and let the children watch it swim.

Any toy creature of the sea would be fun.
Soil and Sprouts

Lesson 4: God created soil and filled it with plants.

On the third day of creation God separated the sky from the water and created land. He then filled the land with every kind of plant. Infants and toddlers can experience God’s creativity as they play with soil, sand and stones. They can discover plants through leaves, seeds, vegetables and fruit.

Scripture from Genesis 1:9-13 “And God said, ‘…let dry ground appear…Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds.’ And it was so.”

Class Schedule
(45 minutes)

Welcome Time (15 minutes)
On the mat in the soft corner. Time to settle in and free play. Music or singing.

Bible Time and Lesson (20 minutes total)
At the table
• Bible Time
• Lesson: Talk about the fact that God made soil and plants. Guide children in enjoying God’s creation through sensory play.
  Sort and play with rocks and stones of all sizes. Play in with sand.
  Rattle seeds together and play with leaves. Blow leaves around the table. Smell flowers and pick their petals.
• Craft: Any craft involving rocks, seeds, leaves or wood bark would be good today.
• Snack: Vegetables or fruit

Closing (10 minutes)
On the mat in the soft corner Quiet activities to settle down. Quiet music or nature sounds.

Teaching Items to Collect
(Some in the Theme Boxes):

• Land Items:
  o Soil
  o Sand
  o Stones of various sizes
  o Tins and containers for sorting the stones and listening to the various sounds they make when the container is shaken
  o Shallow container for sand
  o Small sandbox toys or various containers to play with the sand.

• Plant Items:
  o Wood
  o Bark
  o Leaves
  o Seeds
  o Flowers
  o Vegetables
  o Fruit

• Gardening Equipment
  o Watering tin
  o Trowel
  o Rake
1. Welcome Time

(15 minutes) *On the mat in the soft corner*
Time to Settle in and free play.
Today focus the conversation on flowers.
The children will enjoy smelling them and noticing colours. Talk about how God is good and God is to make flowers smell so nice.
*Take care choosing non-poisonous plants.

- Bubbles/toys/picture books
- Welcome each by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start

2. Bible Time

When you move to the table spend the first 5 minutes in routines that you repeat each week.

- Pat the bible
- Find Jesus picture (sticker) in bible.
  Take time to talk about Jesus as our friend.
- “Read”- God loves _____.
- B-I-B-L-E

3. Bible Lesson

(15 minutes) *At the table*
Guide the children in exploring the very tactile world of stones, soil and sand.
- Lift and roll large stones.
- Stack stones and sort into various containers.
- Rattle small stones in tins and cups. Allow children to pour them between containers.
- Fill a shallow pan with fine sand and provide small shovels and containers so children can dig and pour sand.

Provide plants so children can enjoy God’s creation.
- Handle various types of leaves and blow them around the table.
- Let children use sticks and wood to make a variety of sounds.
- Smell flowers and pick off their petals
- Peel, cut and taste fruit and vegetables.

- **Craft (optional):** Make something using stones, sand, leaves, vegetables or flowers.
- **Prayer:** Folding hands and closing our eyes to pray.
- **Snack:** Serve fruit or vegetables

4. Closing

(10 minutes) *On the mat in the soft corner.* Quiet activities to settle down

As you settle down pick up any “stray” stones or leaves that might have fallen from the table during the lesson. Praise the children’s helping skills and talk about how God is happy when we help people.

- Look at pictures or books with pictures of plants or flowers.
- Cuddle the baby dolls and “pray with them” and put them to bed.

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Vocabulary:
- Stone: Big, Small
- Sand
- Leaf
- Flower

Sensory:
- Stones: Rough, smooth
- Fine sand
- Leaves: Soft, prickly, hard
- Smells of flowers

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Suggested Songs for this Lesson:

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher's abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

**Who Can Make the Flowers?**
Oh, who can make the flowers?
I know I can’t, can you?
Oh, who can make the flowers?
I know it’s God, ‘tis true.
Red ones, yellow ones, pink ones too.
Purple, orange, white, and blue.
Oh, who can make the flowers?
I know it’s God, ‘tis true.

*(Make up your own tune or recite as a poem)*

**Let’s All Nod Like the Flowers Nod**
Let’s all nod like the flowers nod.
Nod, nod, nod.
Let’s all nod like the flowers nod.
Nod, nod, nod.
Let’s all bend and sway in the breeze
Underneath the trees.
What a marvelous day. A marvelous day.
Nod, nod-non, nod-nod.

*Action: Sway the flowers as you sing.*

**Little Flowers Grow and Grow**
Little flowers grow and grow.
Sometimes very very slow.
They start out to be so small.
Then they grow up oh-so-tall!

*Tune: Start low and sing up the scale.*

*Action: Begin by holding a flower on the table and crouching down low with it. As you sing up the scale lift the flower gradually so that you are stretching your arms and holding the flower high in the air when you sing the last line.*

**Thank You, God, for Sand**
Pat my hand. Pat my hand.
Pat it in the sand.
I feel it in my fingers. I feel it in my hands.
Squeeze it and shake it and watch it slowly fall.
Thank you, God in heaven, for hands and sand and all.

*Rhyme: Sounds like Pat-a-Cake*

*Action: Sing as you guide children in playing with a sensory tub of sand.*

**God Made Apples Taste So Sweet**
God made *apples taste so sweet.
Taste so sweet. Taste so sweet.
God made apples taste so sweet.
Thank you, God, for apples.

*Substitute any fruit or vegetable and appropriate taster texture (lemon so sour, carrot so crunchy, orange so juicy, etc.)*

*Tune: Mary Had a Little Lamb*

*Action: Sing during snack time.*

**Hear the Stones Fall**
Hear the stones fall. God made them all.
They drop in the tin. They drop in the tin.
They rattle and shuffle and make lots of noise.
It sounds good to girls and it sounds good to boys.
Hear the stones fall. God made them all.

*Tune: Three Blind Mice*

*Action: Sing as you guide children in dropping small stones into tin cans. Rattle the stones in the tins (cans) so the children can hear the sound they make.*
God Made Flowers Smell So Sweet
God made *flowers smell so sweet.
Smell so sweet. Smell so sweet.
God made flowers smell so sweet.
Thank you, God, for flowers.

*Tune: Mary Had a Little Lamb*
Items for Teaching this Lesson

Stones. Various sizes and textures. Children love sorting stones and putting them in various containers and rattling them.

Sand. Pour some into a shallow tub and let children enjoy running it through their hands. Add plastic spoons for digging.

Soil, trowel, watering cans, items to dig in soil (cup, spoon, shallow dish).

God made land and plants on the 3rd day.

Leaves, stems, bark and wood. Real or artificial. Be careful they are not poisonous.

Plastic or silk flowers. If you cut the stems make sure to cover any sharp wire is covered with tape. Caring for the garden.
Plastic fruit and pictures.

Fresh fruit to view, touch and taste. Ask parents beforehand about allergies. Be careful with seeds or any choking hazards with infants and toddlers.

Fresh vegetables to view, touch and taste. Ask parents beforehand about allergies. Be careful with seeds or any choking hazards with infants and toddlers.
On the sixth day of creation God filled the earth with all kinds of living creatures. Children are often curious about animals, insects and spiders and can relate to this part of God’s creation through touching soft fur and rough skin and listening to and mimicking the sounds they make.

Scripture from Genesis 1:25, NIV “God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good”

Class Schedule
(45 minutes)

Welcome Time (15 minutes)
*On the mat in the soft corner.* Time to settle in and free play. Music or singing.

Bible Time and Lesson (20 minutes total)
*At the table*
- **Bible Time**
- **Lesson:** Guide children in experiencing the world of animals through sensory activities. They will play with toy animals and mimic their sounds. Feel the textures of animal furs and skins and whiskers. Sing any songs about animals.
- **Craft:** (optional) Choose any age-appropriate craft that depicts some kind of animal.
- **Snack:** Animal crackers.

Closing (10 minutes)
*On the mat in the soft corner.* Quiet activities to settle down. Quiet music or nature sounds.

Teaching Items to Collect
(Some in the Theme Boxes):

- **Animal Families:**
  - Dogs
  - Horses
  - Cows
  - Pigs

- **Toy Animals**
  - Kitten
  - Puppy
  - Pigs
  - Monkey
  - Bears

- An optional and very effective idea is for the teacher to bring a pet to class. The pet should be extremely calm and well familiar with children. Save this excitement until the last part of class if possible.

- **Note:** When selecting toy animals to use in class look for realistic ones instead of cartoon versions. This better represents what God has created in our natural world.
1. Welcome Time
(15 minutes) *On the mat in the soft corner*
Time to Settle in and free play.
Today focus the conversation on anything to do with animals.
“Welcome” toy animals to class.
- Bubbles and toys
- Picture books with pictures of various animals.
- If you have an animal “See and Say” toy it would be fun to listen to animal sounds.
- Welcome each child by name
- Mirrors, Peep Tube, Vehicles

2. Bible Time
When you move to the table spend the first 5 minutes in routines that you repeat each week.
- Pat the bible
- Find Jesus picture (sticker) in bible. Take time to talk about Jesus as our friend.
- “Read”- God loves ______.
- B-I-B-L-E

3. Bible Lesson
(15 minutes) *At the table*
- Guide the children in exploring some of the animals God has created.
  - Try to mimic the sounds they make.
  - Feel various textures of animal fur and skin.
  - “Walk” the animals across the table (for example the loud steps of elephants or quiet scampering of mice).
  - Display animal families.
  - “Feed” the toy animals appropriate foods (grass, hay, fruit...)
  - Look at pictures of animals.
  - Show movie clips of animals on a computer or tablet.
  - Sing about various animals to the tune of “Old McDonald”。“God, Our Father, made a *dog. On the 5th day. With a bow-wow here, bow-wow there…”
- Craft (optional): Any craft relating to animals
- Prayer: Fold hands and close eyes to pray.
- Snack: Animal crackers

4. Closing
(10 minutes) *On the mat in the soft corner.* Quiet activities to settle down
- As you settle down play with the toy animals quietly and place them in the soft pillows so they can “go to sleep”.
- Cuddle the baby dolls & “pray with them” as you put them to bed.

**Vocabulary:**
- Soft
- Sharp
- Loud
- Quiet

**Sensory:**
- Soft fur
- Rough skin
- Prickly whiskers
- Sharp teeth
- Animal sounds
Suggested Songs for this Lesson:

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

**Hop a Little Bunny**
Hop a little bunny. Hop-hop-hop.
Hop a little bunny, don’t you stop.
Hop a little bunny. One, two, three.
Hop a little bunny. Hop to me.

*Action: Sign or recite as you and the children play with toy bunnies.*

**Who Can Make a Bunny?**
Oh, who can make a *bunny?*
I know I can’t, can you?
Oh, who can make a bunny?
I know it’s God, ‘tis true!

*Action: Sign or recite as you and the children play with toy bunnies.*

**I’m a Little Bunny Rabbit**
I’m a little bunny rabbit hop, hop, hop.
See my little ears go flop, flop, flop.
See my little nose go wiggle, wiggle, wiggle.
I’m a little bunny rabbit hop, hop, hop.

*Action: Recite this poem as you perform the actions.*

**Sleep! Little Bunny**
Down inside the hollow log.
The baby *bunny’s sleeping.*
The bunny likes to take a nap.
Sleep! Little bunny.

*Substitute any animal and sleeping place*

*Tune: Pop! Goes the Weasel*

*Action: Show toy animal sleeping (or picture of one) as you sing. Each time lay your head on your hands and close your eyes to mimic sleeping.*

**God Made Bunnies to Hop-Hop-Hop**
God made *bunnies to hop-hop-hop.*
Hop-hop-hop. Hop-hop-hop.
God made bunnies to hop-hop-hop.
Thank you, God, for bunnies.

*There is no limit to the various kinds of creatures, actions and sounds to insert here: cats to say meow, crickets to jump, horses to say neigh, lambs to say baa, pigs to say oink-oink, etc.*

*Tune: Mary Had a Little Lamb*

**Bunny Rabbit’s Hopping By**
*Bunny rabbit’s hopping by.*
Hopping by. Hopping by.
Bunny rabbit’s hopping by.
Hop! Hop! Hop!

*Tune: London Bridge*

*Action: Use a toy bunny rabbit and show it hopping as you sing.*

*Adapt this song to any animal (fish is swimming by, puppy dog is walking by, etc)*

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This is the Way We Pat the Kittens
This is the way we pat the kittens.
Pat the kittens. Pat the kittens.
This is the way we pat the kittens.
Gently with our little hands.

*Tune*: This is the Way We Wash Our Clothes
*Action*: Sing as you guide children to gently pat and cuddle a toy kitten.

The Horse Runs So Fast
The horse runs so fast.
The horse runs so fast.
He eats the hay. He eats the grass.
The horse runs so fast.
*Tune*: Farmer in the Dell
*Action*: Sing as you use toy horses to perform the actions.

God Has Made This Little Lamb
God has made this little lamb.
Little lamb. Little lamb.
God has made this little lamb.
Thank you, God, for lambs.

*Substitute any animal into this song*
*Tune*: Mary Had a Little Lamb
*Action*: Sing as you and the children play with toy lambs.

Baa-Baa Little Lamb
*Baa-baa little lamb. Who made you?* 
Baa-baa little lamb. God made you.
God made you soft and cuddly too. God made me and God made you.
Baa-baa little lamb. God made you.

*Tune*: Baa-baa Black Sheep
*Action*: Sing as you and the children play with toy lambs.

*Insert any animal into this song (for example: oink-oink little pig-God made you big and squeal-ly too)*

Down in the Jungle
Down in the jungle, early in the morning.
See the mother elephant walking by.
See the baby elephant following behind her.
Boom-boom, boom-boom, there they go.

*Action*: Sing or recite as you are “walking” a mother and baby elephant across the table. Gently hit hand on table to make “boom-boom” noises.

God Made Elephants Oh So Big
God made elephants, oh, so, big.
Oh so big. Oh so big.
God made elephants oh so big.
Thank you, God for elephants.
*Tune*: Mary Had a Little Lamb
*Action*: Sing as you and the children play with toy elephants.

The Elephant Has a Long-Long Trunk
The elephant has a long-long trunk.
He has two floppy ears.
He has four legs and loves to sway.
God made him just this way.

*Action*: Sing or recite this poem as you point to the parts and mimic swaying with toy elephants.
Items for Teaching this Lesson

Animal families. Show pictures of animal families. Collect toy animals in sets of 3-4 so you can show parents and babies.

God made animals on the 6th day.

Books about animals. Attention spans might be short so picture books are best.

Animal sounds are fun to listen to.

Toy stuffed animals that look and feel natural instead of cartoon-like.

Gentle and well behaved pets might be fun.
The First Caregivers

Lesson 6: God created Adam and Eve in his image to care for his creation

God saved the creation of man and woman (the caretakers of the creation) until the sixth and last day of creation. On the seventh day he rested. Infants and toddlers can best relate to this through their parents and other loving adult caregivers in their lives.

Scriptures to read: Genesis 1:26-31 (and chapter 2 for more detail) “…So God created mankind in his own image…and male and female he created them…The Lord God put [them] in the Garden of Eden to work it and take care of it.”

Class Schedule
(45 minutes)

Welcome Time (15 minutes)
On the mat in the soft corner. Time to settle in and free play. Music or singing.

Bible Time and Lesson (20 minutes total)
At the table
- Bible Time
- Lesson: Talk about the fact that God made Adam and Eve and told them to take care of the garden. Explore ways parents care for the family and take care of the family. Pretend to care for a garden by planting seeds, picking flowers or digging in the dirt.
- Craft: (optional) Any picture of Adam and Eve taking care of the garden.
- Snack: Fruit or vegetables or make juice from a fruit.

Closing (10 minutes)
On the mat in the soft corner Quiet activities to settle down. Quiet music or nature sounds.

Teaching Items to Collect
(Some are in the Theme Boxes):
- Adam & Eve stand-up figures
- Items to pretend caring for the garden:
  - Watering tin
  - Trowel
  - Rake
  - Seeds
  - Flowers, vegetables & fruit
- Toy family set (dad, mum and children)
- Dolls and baby items to pretend caring for babies
  - Blankets
  - Bottles
  - Cups
  - Nappies, Baby Powder
- Animal Families to role-play the parents taking care of offspring:
  - Dogs
  - Horses
  - Cows
  - Pigs
  - Bears
1. Welcome Time
(15 minutes) *On the mat in the soft corner*
Time to Settle in and free play.
Today make a point to talk about who helped them this morning. Say “Mummy made your breakfast this morning. Mummy is so kind.” “Daddy was so good to drive you to Bible Class today. He takes care of you.”
- Bubbles/toys/picture books
- Welcome each by name
- Mirrors, Peep Tube, Vehicles
- Bell to indicate class is about to start

2. Bible Time
When you move to the table spend the first 5 minutes in routines that you repeat each week.
- Pat the bible
- Place star stickers in the bibles.
- Find Jesus picture (sticker) in bible.
- “Read”- God loves __________.
- B-I-B-L-E

Vocabulary:
- Adam and Eve
- Care
- Help
- Garden

Sensory:
- Rough stubble and soft skin.
- Warm cuddle or hug
- Various textures of plants and gardening items.
- Animal Sounds

3. Bible Lesson
(15 minutes) *At the table*
- Guide the children in conversation about parents and caregivers. Use sensory observation when possible.
  - Daddy’s voice is deep and Mummy’s voice is high.
  - Uncle’s face is scratchy like sandpaper and Auntie’s is soft (feel sandpaper).
  - Grandpa kisses me goodnight and Nana tickles me.
- Role-play parents and caregivers at home caring for home and family
  - Caring for the garden and lawn
    - Planting seeds
    - Digging
    - Picking fruits, vegetables and flowers
  - Cleaning the house.
  - Taking care of the children
  - Praying with us & reading Bible stories
- Use animal families to show how the parents love and care for their offspring:
  - Preparing nests and dens
  - Licking their fur to clean them
  - Giving them food
- Craft (optional): Plant a seed or seedling in a cup of soil to send home.
- Prayer and Snack: Guide the children in helping you serve the snack today (passing things out, cleaning up).

4. Closing
(10 minutes) *On the mat in the soft corner.* Quiet activities to settle down
- As you settle down today pay special attention to any kind of helping that the children do and be sure to praise them.
- Cuddle the baby dolls and “pray with them” as you put them to bed. Point out how parents and caregivers do this for us.
Suggested Songs for this Lesson:

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

Daddy Has a Scrappy Face
Daddy has a scratchy face.
Scratchy face. Scratchy face.
Daddy has a scratchy face.
I love Daddy.

Mummy’s face is oh, so soft.
Oh, so soft. Oh, so soft.
Mummy’s face is oh, so soft.
I love Mummy.

Tune: Mary Had a Little Lamb

Action: Before class print a picture each of a woman’s face and a man’s face. Glue sandpaper on the man’s cheeks and let the children feel the roughness of it and smoothness of the woman’s while you sing.

My Daddy Plays With Me
My Daddy plays with me.
My daddy plays with me.
He rolls the ball and tickles my tum.
My Daddy plays with me.

My Mummy cuddles me.
My Mummy cuddles me.
She hugs and pats and sings me to sleep.
My Mummy cuddles me.

Tune: Farmer in the Dell

Actions: Show pictures of families as you sing this song. Depending on the pictures you are showing you may wish to make up your own words to go along.

God Made Daddies--God Made Mothers
God made Daddies--God made Mothers.
God made little sisters and brothers.
God made little babies, too.
Thank you, God.

I love Daddy. I love Mother.
I love little sisters and brothers.
I love little babies too.
Thank you, God.

Action: Show toys in family groups as you sing these words. Besides human families this song can also be adapted for any animal family group.

Note: You may feel awkward singing this song if children are from broken families. If this comes up then it might be appropriate to mention that there is no judgment in this classroom. We just want to make sure children to understand God’s plan so that they will be good husbands, wives and parents someday. Teachers and parents are on the same team in wanting happiness and fulfilment for these children.

Who Can Make a Mummy?
Oh, who can make a *mummy?
I know I can’t. Can you?
Oh, who can make a mummy?
I know it’s God, ‘tis true!

Actions: Use dolls or show pictures of families as you sing this song.

*Substitute other family members here (daddy, grand-dad, uncle, etc.)
Where, Oh Where Has My Little Chick Gone?
Where oh where has my little *chick gone?
Where, oh where could they be?
With feathers so soft and little peep-peeps.
Oh where, oh where could they be?

*Sustain other parent and child animals for this song.

*Tune: Where, Oh Where Has My Little Dog Gone?

Action: Use mother and baby bird toys as you sing. Hide the baby and let the mother hunt for it.

Cock-a-Doodle-Doo
Cock-a-doodle-doo.
Hear the rooster crow at you.
God made him and God made you.
Cock-a-doodle-doo.

*Tune: Dashing Through the Snow

Action: Sing as you show a picture of (or toy) rooster.

Thank You, God for Mother Hen
Thank you, God for mother hen.
Mother hen. Mother hen.
Thank you, God, for mother hen.
Who loves her baby chicks.

Thank you, God, for the rooster.
Rooster. Rooster.
Thank you, God, for the rooster.
Who wakes us in the morning.

Thank you, God, for baby chicks.
Baby chicks. Baby chicks.
Thank you, God, for baby chicks.
I like to hear them peep.

*Substitute any animal family and appropriate actions for this song.

*Tune: Mary Had a Little Lamb

Action: Sing this song as you show a family of chickens.

Seeds to Eat
*Seeds to eat. Seeds to eat.
Mother bird likes seeds to eat.
Seeds to eat for her family.
Baby birds like seeds to eat.

*Substitute: Bugs, worms, grain

*Tune: This Old Man

Actions: Sing song as you and the children play with toy birds in a sensory tub of seeds and grains.

A Helper I Will Be
A helper I will be. A helper I will be.
I’ll help to *clean the table off.
A helper I will be.

*Substitute any helping action.

*Tune: Farmer in the Dell

Action: Sing this song at any point in class when children are helping put away toys, cleaning the table, taking care of the baby, etc.

This is the Way We Clean the Table
This is the way we clean the table.
Clean the table. Clean the table.
This is the way we clean the table.
In bible class.

*Substitute any helping action.

*Tune: This is the Way We Wash Our Clothes

Action: Sing this song at any point in class when children are helping put away toys, taking care of the baby, cleaning the table, etc.

Night, Night Little One
Night, night little one, God loves you.
He watches over you all night through.

Action: Guide the children in rocking and putting babies to bed as you sing
A Helper in the Garden
A helper I will be. A helper I will be.
I will help to plant the seeds.
A helper I will be.

*Substitute any garden helping action (plant seeds, dig a hole, water the plants, pick up leaves).

Tune: Farmer in the Dell
Action: Sing this song as you guide the children playing with soil, seeds, plants and garden tools that are in a sensory tub.

This is the Way We Tend the Garden
This is the way we *plant the seeds.
Plant the seeds. Plant the seeds.
This is the way we plant the seeds.
Just like Adam and Eve.

*Substitute any garden helping action (plant seeds, dig a hole, water the plants, pick up leaves).

Tune: This is the Way We Wash Our Clothes
Action: Sing this song as you guide the children playing with soil, seeds, plants and garden tools that are in a sensory tub.
Items for Teaching this Class

Creation pictures. You and the children can look at the pictures and point to animals, flowers, etc.

God created man on the 6th day.

Plastic or silk flowers. If you cut the stems make sure to cover any sharp wire is covered with tape. Caring for the garden.

Plastic fruit and pictures. Caring for the garden.

Leaves, stems, bark and wood. Real or artificial. Be careful they are not poisonous.

Soil, trowel, watering cans, items to dig in soil (cup, spoon, shallow dish).
Dolls, bottles and blankets. Toddlers can rock and cuddle the dolls.

Animal families. Show pictures of animal families. Collect toy animals in sets of 3-4 so you can show parents and babies.

Parents care for infants and toddlers.
Infants and Toddlers Bible Class

Closing Session
(10 minutes total)
On the mat in the soft corner

The last few minutes of class are spent in calm free play on the mat in the soft play corner (textured pillows, soft toys).

- Through imaginative play they are encouraged to nurture baby dolls. They feed them, cuddle them and rock them to sleep.
- The teacher may read a book to the children or engage in quiet play.

Normal Class Routine
(45 minutes)

Welcome Time
(15 minutes)
On the mat in the soft corner

Bible Lesson
(20 minutes)
At the table
- Bible Time (5 minutes)
- A simple thought or lesson from God’s Word (10 minutes)
- Craft (optional)
- Prayer and Snack (5 minutes)

Closing
(10 minutes)
On the mat in the soft corner
Closing Time Songs

These songs can be sung during the Closing Time as the children are settling down before their parents come to pick them up. (in the Soft Corner)

Note: Infants and toddlers enjoy the rhythm and melody of song but they are not critics of the teacher’s abilities! It’s fine if you sing the same tune every time, make up your own tune or even just say the words in a poetic or fun way. Just have fun with it and put the children’s needs above your own shyness.

**Night, Night Little One**
Night, night little one, God loves you.  
He watches over you all night through.

*Note: Buffalo Gal Won’t You Come Out Tonight*
*Substitute various fruits of the Spirit and address each individual child in class (loving, joyful, peaceful, patient, good, faithful, gentle)*

**God Blesses You**
You’re a *kind little girl and God blesses you.  
God blesses you. God blesses you.  
You’re a kind little girl and God blesses you.  
May you bless others too.**

**God is Listening**
God is listening. God is listening,  
When we pray. When we pray.  
Fold our hands so nicely.  
Close our eyes so quietly.  
Now we’ll pray. Now we’ll pray.

**Finger Play- Open Shut Them (poem)**
Open, shut them; open, shut them;  
Give a little clap;  
Open, shut them; open, shut them;  
Lay them in your lap.

Creep them, creep them slowly upward  
To the rosy cheek;  
Open wide the shining eyes,  
Through the fingers peek.

Open, shut them; open, shut them;  
To your shoulders fly;  
Let them be like little birds,  
Flying in the sky.

Slowly falling, falling, falling,  
Almost to the ground;  
Quickly raise them high again,  
And turn them round and round.

Open, shut them; open, shut them;  
Give a little clap;  
Open, shut them; open, shut them;  
Lay them in your lap.

*Actions: Open and shut your fingers as you say the words. Then follow the movements of the remaining words with your hands. This is a nice song to gather everyone in just before moving to table time. It could also be a nice way to settle things down during the closing session.*

**Finger Play** - **Open Shut Them (poem)**
Open, shut them; open, shut them;  
Give a little clap;  
Open, shut them; open, shut them;  
Lay them in your lap.

Creep them, creep them slowly upward  
To the rosy cheek;  
Open wide the shining eyes,  
Through the fingers peek.

Open, shut them; open, shut them;  
To your shoulders fly;  
Let them be like little birds,  
Flying in the sky.

Slowly falling, falling, falling,  
Almost to the ground;  
Quickly raise them high again,  
And turn them round and round.

Open, shut them; open, shut them;  
Give a little clap;  
Open, shut them; open, shut them;  
Lay them in your lap.

*Actions: Open and shut your fingers as you say the words. Then follow the movements of the remaining words with your hands. This is a nice song to gather everyone in just before moving to table time. It could also be a nice way to settle things down during the closing session.*
Happy Hands Go Clap-Clap-Clap
Happy hands go clap-clap-clap (clap hands). Fold and lay them in your lap (lay hands in lap).
Happy hands go clap-clap-clap (clap hands). Our hands are happy hands (continue clapping).

_Tune:_ Five Little Ducks Went Out to Play
_ACTIONS:_ As listed. _This is a nice song to settle things down during the closing session._

Night, Night Little One
Night, night little one, God loves you. He watches over you all night through.

_ACTION:_ Guide the children in rocking and putting babies to bed as you sing.

Are You Sleeping?

_Tune:_ Frere Jacques/Are Sleeping, Brother John.
_ACTION:_ Guide the children in rocking and putting babies to bed as you sing.

A Maori Slumber Song
by Princess Te Rangi Pai, 1907
(Maori version)
E tangi ana koe
Hine e hine
E ngenge ana koe
Hine e hine
Kati tö pouri rā
Noho i te aroha
Te ngākau o te Matua
Hine e hine
(English version)
You are weeping
Little girl, darling girl you are weary
Little girl, darling girl Be sad no longer
There is love for you in the heart of the Father
Little girl, darling girl


_ACTIONS:_ Sing as you are rocking babies to sleep.

Moemoe Pēpe
(An old Maori lullaby for putting a tiny baby to sleep.)
Moemoe pēpe, moemoe rā Moemoe pēpe, moemoe rā Hokimai māmā, āpōpō Hokimai māmā, āpōpō.

_English translation:_
Dreamtime baby, drift away to dreamland
Come back to mummy tomorrow

_Tune:_ Listen at http://folksong.org.nz/kids_waiata/index.html#370

_ACTION:_ Gently rock the baby in your arms and keep repeating the song, more and more softly, until it nods off.
Items to Use for Closing Time

Bubbles. Nice distraction for all infants and toddlers. Nice way to calm down.

Dolls, bottles and blankets. Toddlers can rock and cuddle the dolls.

Books. To read as everyone calms down.

Music. Quiet lullaby music or nature sounds can help set the tone for this last part of the class-time.

Soft toys and pillows of various textures to provide a gentle area in the room for the last session.