SPONGE ACTIVITIES

What is the purpose of a sponge?

1. "Sops" up precious time that could otherwise be lost.
2. Helps to eliminate potential discipline problems.
3. Used for short periods of time.
4. Accommodates late arrivals or early departures.
5. Can be used throughout your teaching time.
6. Changes waiting time into learning time.
7. Can be used to give practice in reviewing or applying past learning.

Sponge Activities:

1. Start from A and go as far as you can through the alphabet with names of people/places/things in the Bible.
2. Use numbers to tell different Bible stories. When do we hear about the number #2 being used. (Noah's Ark), #3 (the trinity, resurrection, Jesus' number of close friends) etc.
3. Review games
4. Memory verse activities
5. Activities that go w/ the theme or story
6. Pictionary
7. Different objects, what Bible story or lesson can we think of to go with the item?
8. Play dough
9. Prayer time
10. Share time
11. Doodle boards (Bible pictures)
12. Who Am I? (2 questions) One question about who I am, yes or no answer, then a guess on who you are.
13. Play "Build a Church" (instead of Hangman)
14. Ice breakers for the kids to interact or get to know each other.
15. Unscramble a word
16. One thing you learned today
17. Learn/Review 10 commandments
18. Learn/Review 12 disciples
19. Learn/Review Books of the Bible
20. Make up songs/rhymes/raps/chants
Joseph - A very Colorful Story

Green
Joseph's brothers were green with envy because their father gave Joseph a beautiful coat and didn't give them one. Color the coat green.

Black
Joseph's brothers hated him because he would tell on them. Their hearts were black with hatred and jealousy towards Joseph. Color the coat black.

Red
Joseph's brothers sold him to some men who were going to Egypt. They killed a goat and spread the blood all over Joseph's coat to make it look like Joseph was killed by a wild animal. Color the coat red.

Blue
Joseph's father was very sad when he heard that Joseph had been killed by a wild animal. Color the coat blue.

All four the colors
God took all the bad things in this story and used them to make something good happen. Color the coat using all four colors to make a beautiful coat. Come back next week to find out what happens to Joseph and his family.

"We know that in all things God works for the good of those who love him."
Romans 8:28

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The Plaque Song
by Craig

A catchy little song that's sung to the tune of "This Old Man"
Listen to sample
Music by Rich Nelson Music

Topics:
Plagues, Hardened Heart, Moses

First God sent,
**Plague number one,**
Turned the Nile into blood.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number two,**
Jumping frogs all over you.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number three,**
Swarms of gnats from head to knee.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number four,**
Filthy flies need we say more?
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number five,**
All the livestock up and died.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number six,**
Boils and sores to make you sick.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number seven,**
Hail and lighting down from heaven.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number eight,**
Locust came and they sure ate.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number nine,**
Total darkness all the time.
All the people in Egypt were feeling pretty low
They told Pharaoh "Let them Go!"

Then God sent,
**Plague number ten,**
Pharaoh's son died so he gave in.
All the people in Egypt were feeling pretty low
Finally Pharaoh let them go.
DICE IT UP

#1 MARCH
#2 JUMP
#3 TURN AROUND
#4 CROSS YOUR LEGS
#5 HOLD YOUR TONGUE
#6 HOLD YOUR NOSE
THOSE MEAN NASTY DIRTY DOWNRIGHT DISGUSTING BUT...INVISIBLE GERMS
BY JUDITH RICE

JUST ENLARGE AND COLOR AND PLACE ON PAINT STICKS!!!
PRESCHOOL SONGS

COLOR SONG
A shiny red apple
A little green frog
Big black spots on a small brown dog
Juicy oranges
A bright yellow sun
Deep blue sea
And some purple plums

Jesus you sure know how to color (x3)
Color my heart with love

ABC Song
ABCDEFG Jesus died for you and me
HJKLMN Jesus died for sinful men...AMEN!!
OPQRSTU I believe God's Word is true
V & W God has promised you
XYZ A home eternally

1, 2, 3 Number Song
1, 2, 3 Jesus loves me
4 & 5 He's alive
6 & 7 I'm going to heaven
8, 9, 10 But I don't know when

10, 9, 8 Jesus is great
7 & 6 When I'm in a fix
5, 4, 3 He rescues me
2 & 1 Cause He Is God's Son!
HOLKEY POKEY SONG
Put your right hand in
Take your right hand out
Put your right hand in
And you shake it all about
You give your heart to Jesus
And He turns your life around
That’s what it’s all about

Put your left hand in
Take your left hand out
Put your left hand in
And you shake it all about
You give your heart to Jesus
And He turns your life around
That’s what it’s all about

Replace with (foot, elbow, hip, backside, head, and whole body)

HEAD, SHOULDERS, KNEES AND TOES
Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
Eyes, and ears, and mouth and nose
Head, shoulders, knees and toes
(START OUT VERY SLOW AND SPEED IT UP TO SUPER SPEED)

Prayer Songs/Finger plays

I ONCE HAD A CATERPILLER

I once had a caterpillar
He wiggled down a tree
He wiggled long, He wiggled short
He wiggled right at me

I put him in a covered box
“Now don’t go away!” I said
But when I opened up
A butterfly instead

I could never make one
Even if I tried,
Only God in heaven
Can make a butterfly...

Catch your butterflies, hold them in your lap and let’s pray
THANK YOU FATHER
Thank you father,
Thank you father,
For our food, for our food
And our many blessings
And our many blessings.
Thank you God, Thank you God

I AM PRAYING
I am praying
I am praying
Thank you God,
Thank you God,
Thank you for my
Thank you for my
Thank you God
Thank you God

Wordless Book Color Songs

TALKING COLORS (tune: "My Darlin' Clementine)

Talking colors tell a story
Tell a story of God's love
How He made a way to take me
To His heavenly home above

GOLD is heaven where my God is
There I want to be some day
BLACK reminds me I am sinful
I can't get there my own way
RED'S the color of the blood shed
By Lord Jesus on the tree
WHITE I will be on the inside
When I take His death for me.
GOLD is heaven waiting for me
With no sickness, pain or loss
GREEN I want to grow in Jesus
Let Him be my only boss
Wordless Book Song

My heart was dark with sin
Until the Savior came in
His precious blood I know
Has washed me white as snow
And in God’s word I’m told
I’ll walk the streets of Gold
To grow in Christ each day
I read my Bible and pray

Gospel Fuzzies
We’re the gospel fuzzies, We’re the gospel fuzzies,
We’re the gospel fuzzies, with good news for you and me.
Gold tells us of God’s love (x3)
He loves you and me
Dark means I have sinned (x3)
I can’t hide from him
Red means Jesus died (x3)
And he rose again
Clean means I’m forgiven (x3)
When I trust in him
Green means that I’m growing (x3)
More and more like him

10 Little Children (tune to 10 little Indians)
1 Little, 2 little, 3 little children
4 little, 5 little, 6 little children
7 little, 8 little, 9 little children
10 little boys and girls

10 Little children need to know Jesus (x3)
Jesus Christ our Lord

Who will go and tell them of Him? (x3)
Tell of His great love
READ YOUR BIBLE AND PRAY EVERY DAY
Read your Bible and pray every day
Pray every day, pray every day
Read your Bible and pray every day
And you'll grow, grow grow (x3)
Read your Bible and pray every day
And you'll grow, grow, grow

If you don't read your Bible and pray every day
Pray every day, pray every day
If you don't read your Bible and pray every day
Then you'll shrink, shrink, shrink (x3)
If you don't read your Bible and pray every day
Then you'll shrink, shrink, shrink

5 LITTLE FROGS

FIRST LITTLE FROG WAS A FIGHT, FIGHT, FIGHTER
SECOND LITTLE FROG WAS A BITE, BITE, BITER
THIRD LITTLE FROG WAS A KICK, KICK, KICKER
FOURTH LITTLE FROG WAS A CRIER....WAAAHHH

FIFTH LITTLE FROG KNEW ALL ABOUT JESUS
HE WAS KIND AND DID WHAT PLEASES
HE TOLD THE OTHER FROGS ABOUT THE LORD
NOW THEY ALL SOAR

FIVE LITTLE FROGS HOPPING DOWN THE LANE
THEIR LIVES ARE CHANGED THEIR NOT THE SAME
FIGHTIN', BITIN', KICKIN', CRYING ARE GONE
NOW THEY ALL HAVE FUN

DAYS OF THE WEEK SONG (TUNE OF THE SHOW "HAPPY DAYS")

SUNDAY, MONDAY, HAPPY DAYS
TUESDAY, WEDNESDAY HAPPY DAYS
THURSDAY, FRIDAY HAPPY DAYS
AND SATURDAY ENDS THE WEEK

GOD MADE FOR YOU AND ME...
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
Monkey See
Monkey Do
HOW DOES A CHILD THINK?

“THAT CHILD IS OFF IN HIS OWN WORLD!!

1. A child views the world with his own logic
2. A child’s world is full of possibilities
3. A child’s world is a mixture of fantasy and reality
4. A child’s world is less inhibited than an adult’s
5. A child’s world is full of curiosities...."Whys"
6. A child’s world is often overwhelming
7. A child’s world is NOW!!!
8. A child’s world is self-focused

Our desire is to have a child reach a level of maturity at which they put others first; they help, share and give because they choose to.

Meet a child’s needs and they can focus on others.

1. Security - safe, consistency
2. Optimism - You can do it!
3. Significance - Are they important to you?
4. Belonging - Do you feel like they are a blessing or a nuisance?
5. Exploration - Need freedom to explore and learn
6. Appreciate childhood - Need people to approve their childhood
7. Relationship - People and ideas = relationships
“WHAT I HEAR, I FORGET
WHAT I SEE, I REMEMBER
WHAT I DO, I KNOW”

10% of what we READ
20% of what we HEAR (Partial audio learner)
30% of what we SEE (Visual learner)
50% of what we both SEE & HEAR
70% of what we DISCUSS with others (audio learner)
90% of what we EXPERIENCE personally (kinesthetic learner)
95% of what we TEACH someone else

There are 7 holes in our heads, if we can fill them while teaching, the children will learn!!

AGES AT WHICH PEOPLE ACCEPT THE LORD

1% 4 and under
85% 4-14 years of age
10% 15-30 years of age
4% 30 years and older
DISCIPLINE

I. ROUTINE- PROVIDING BOUNDARIES- SET ROUTINE

The captain sets a course, a DIRECTION. But if the ship gets off course, the captain must make a course correction.

** The difference is that no one can make the course correction for the child if the child chooses not to change. But we can encourage the child to correct their course.

Discipline comes from the word that means teaching and learning, as does the word discipline, learner. Jesus’ followers were called his disciples because they were learning from Him.

“A student is not above his teacher, but everyone who is fully trained will be like his teacher.” Luke 6:40

I. Set the Course
   We cannot expect children to follow rules they are not aware of.

II. RULES:
   EXPECTATIONS – SETTING THEM UP FOR SUCCESS
   a. Don’t assume kids know the rules
   b. Give them your expectationsto follow
   c. Directions @ the moment, little by little. Not a list of things all at once.

SIMPLE AND DIRECT:
   A. Use pictures to symbolize each rule, kids can’t read at this age
   B. 3 – 4 main rules
   C. Review the rules periodically

Ex:
Hands: Nice hands, sharing hands, praying hands
Feet: Inside, we use our walking feet
Eyes: I want your eyes
Heart: Be kind to each other, and love each other
NATURAL AND LOGICAL CONSEQUENCE

What could happen vs. what will happen?
Follow through with what you say, let your “Yes” by “Yes” and your “No” be “No”

APOLOGIES – FORCED OR SINCERE??
1. Saying “Sorry” doesn’t always correct the problem or get you out of trouble
2. Ask things: Are you OK? What will make you feel better?
3. Don’t ask “why did you do that?”

What can help make things better (for younger children)?
1. A drink
2. Wet paper towel
3. Band-aid (when there is blood)
4. A note to ‘mommy’

CONFLICT RESOLUTION

1. How much time do you need to think if over. (3-5 Minutes)
2. Listen to both sides
3. Identify the problem
4. What should we do with this problem (let them come up with the resolution, you help make it work and make sure it is reasonable)
5. Be consistent
6. Don’t threaten

DISTRACTING CRIERS:

1. Wow, look at that dress, does it twirl?
2. Look at those shoes, can you run fast?
3. Try to avoid asking questions about “Mom, Dad”, Ask about animals or pets
4. Have them write a note to mom and dad “To come back soon”
PREVENTIVE BEHAVIOR

THE TEACHER

1. Pray for the children during the week (especially your difficult ones)

2. Tailor your lesson plan to fit the needs of the class
   a. Know your children’s likes and dislikes
   b. Choose activities that will interest them
   c. Choose activities they can do successfully
   d. Bring extra activities (sponge time)

3. Arrive early to class
   a. Class starts when the first person arrives
   b. If children arrive first, they take charge, the teacher walks into their environment (visa vera)

4. Be prepared and Pray-pared
   a. All materials are gathered and ready
   b. I am ready and waiting to greet the children

5. Have at least one helper

6. Communicate the rules to the children

7. Be excited about being there and who your enthusiasm
THE CLASSROOM

1. The room too open
   a. Children tend to view an open room as a place to run
   b. Block the running paths w/tables, chairs, shelves

2. My room is not too small
   a. Is it too crowded for the children to enjoy
   b. They will become frustrated, push and try to get their space

3. My room is age-appropriate
   a. Size of the furniture
   b. Play equipment, bulletin boards

4. My room is neat and inviting
   a. A colorful and interesting things to look and do
   b. Wall decorations @ children’s eye level
MY SCHEDULE

1. My schedule fits the needs of the children
   a. I have quiet and active activities
   b. I give children time to talk and wiggle

2. I have a routine schedule from week to week
   a. Young children feel secure knowing what will happen

3. I plan a variety of activities
   a. I try to do things that will meet all the learning styles

4. I am flexible enough to change activities if an activity isn’t working or
   the children are losing interest

5. I move around the room for different activities
   a. Moving helps keep the children interested
   b. You can resolve conflicts as they arise

6. I give the children a 5 minute warning before they change activities
   a. This helps them adjust to the change coming

7. I have a plan for getting everyone’s attention
   a. Some options are: ringing a bell, flashing lights, singing a song,
      clapping in rhythm.
WHY DO CHILDREN MISBEHAVE?

Negative behavior can be stopped for a short-time, but if the need is not met, negative behavior will occur again. If negative behavior is going to be stopped, someone will have to help meet the need and show the child how to meet his own need in positive ways. Each need is met in different ways.

1. ATTENTION:
   a. I need to feel valued and wanted.
   b. I need someone to listen to me.

2. LEADERSHIP:
   a. I need to do something significant
   b. I need my efforts to be acknowledged

3. SECURITY:
   a. I need to know that there are boundaries
   b. I need you to help me learn to control myself

4. ENCOURAGEMENT:
   a. I need to know you think I can do it
   b. I need to have success

5. HEALTH:
   a. I don’t feel well today
   b. I am cranky, I need to rest

6. NUTRITION:
   a. I didn’t get breakfast today
   b. I need to eat something

7. COMFORT:
   a. There are problems at home that I don’t understand
   b. I am afraid, angry, and confused
HOW CAN I HELP?

1. PROVIDE ATTENTION:
   a. Give the child attention at times when he is not exhibiting negative behavior
   b. Try to ignore the negative behavior
   c. First five minutes are the most important, make sure you pay attention to him.

2. PROVIDE LEADERSHIP:
   a. Give the child choices as to how he will comply with your wishes. Ex: “Would you like to clean off the tables or the shelf?”
   b. Provide her with valid leadership opportunities

3. PROVIDE SECURITY:
   a. Communicate the rules and enforce them consistently
   b. Be patient w/ the child as you train him in self-control, helping him make the right behavior choices.

4. COMFORT THE CHILD:
   a. Pray for the child, have compassion
   b. Maintain a stable classroom routine
   c. Give time for the child to talk to you, one on one

5. TO PROVIDE NUTRITION:
   a. HAVE A SNACK AVAILABLE

6. PROVIDE HEALTH:
   a. If you suspect a child is sick, call parent, or let them rest away from other children.

7. PROVIDE ENCOURAGEMENT:
   a. Express your confidence in the child’s abilities
   b. Give him tasks you know he can do successfully
TWOS AND THREES

General Characteristics
- Extremely active
- Attention span of three to five minutes
- Responds to guided play
- Rapidly growing vocabulary (although still limited)
- Imitative in actions and speech
- Still learns using all five senses
- Susceptible to sicknesses
- Tires easily
- Achieving physiological stability
- Forming simple concepts of "society"
- Learning to distinguish between "right" and "wrong"
- Curious
- Learns by repetition
- Plays alongside others rather than with them
- Understands, and fears being "away" from parent(s)

Needs
- Frequent change of activities (every 10 minutes)
- Frequent rest periods
- Exploration using senses (coloring, clay, etc.)
- Consistent discipline/reward system
- Large-muscle activities
- Repetition for learning
- Frequent restroom trips
- Security at his own level:
  *Familiar adult figures (teachers, baby-sitters, etc.)
  *Familiar surroundings (furniture, toys, etc.)
  *Consistent schedule
  *Knowing that parent(s) will always return
  *Loving, understanding, gentle care
86 Ways to say “Very Good!”

1. Good for you!
2. Superb
3. You did that very well
4. You’ve got it made
5. Terrific
6. That’s not bad!
7. Couldn’t have done it better myself
8. Marvelous!
9. You’re doing fine
10. You’re really improving
11. You’re on the right track now!
12. Now you’ve got it figured out
13. Outstanding!
14. That’s coming along nicely
15. I know you can do it
16. Good work
17. You figured that out fast
18. I think you’ve got it now.
19. I’m proud of the way you worked today
20. Tremendous!
21. You certainly did well today
22. Perfect
23. Nice going
24. You’ve got your brain in gear today
25. Now you’ve got the hang of it
26. WOW!
27. Wonderful!
28. You’re getting better every day
29. You’re learning fast
30. You make it look easy
31. That’s a good boy/girl
32. That’s very much better
33. Super!
34. You did a lot of work today
35. Keep it up!
36. You’ve got that down pat
37. Congratulations
38. Exactly right!
39. Nice going
40. Excellent
41. Sensational
42. You’re doing beautifully
43. You’ve just mastered that
44. That’s really nice
45. That’s the best ever
46. That’s great
47. Way to go!
48. That’s the way to do it!
49. That’s quite an improvement
50. Good thinking
51. You really are going to town
52. Keep up the good work
53. That’s it.
54. That’s it!
55. You haven’t missed a thing
56. Fantastic!
57. You outdid yourself today
58. You’re doing a good job
59. That’s the right way to do it
60. That’s better
61. Right on!
62. Well, look at you go!
63. That’s the best you’ve ever done!
64. That’s RIGHT!
65. You must have been practicing
66. Great!
67. Keep working on it... you’re getting better
68. You remembered!
69. That kind of work makes me very happy
70. You’re really working hard today
71. That’s what I call a fine job!
72. I knew you could do it!
73. I’m very proud of you
74. One more time and you’ll have it
75. Fine!
76. That’s good
77. Good job.
78. You really make this fun
79. Good remembering
80. Nothing can stop you now
81. You are doing much better today
82. Keep on trying
83. You are really learning a lot
84. You’ve just about got it
85. I’ve never seen anyone do it better!
86. You are very good at that.
**PRESCHOOL SONGS**

**COLOR SONG**

A shiny red apple
A little green frog
Big black spots on a small brown dog
Juicy oranges
A bright yellow sun
Deep blue sea
And some purple plums

Je-sus you sure know how to color (x3)
Color my heart with love

**ABC Song**

ABCDEFG   Jesus died for you and me
HIJKLMNOP   Jesus died for sinful man...AMEN!!
OPQRSTUVWXYZ   I believe God's Word is true
V & W       God has promised you
XYZ         A home eternally

**1, 2, 3 Number Song**

1, 2, 3   Jesus loves me
4 & 5     He's alive
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8, 9, 10  But I don't know when
10, 9, 8  Jesus is great
7 & 6     When I'm in a fix.
5, 4, 3   He rescues me
2 & 1     Cause He is God's Son!
HOLKEY POKEY SONG

Put your right hand in Put your left hand in
Take your right hand out Take your left hand out
Put your right hand in Put your left hand in
And you shake it all about And you shake it all about
You give your heart to Jesus You give your heart to Jesus
And He turns your life around And He turns your life around
That’s what it’s all about That’s what it’s all about

Replace with (foot, elbow, hip, backside, head, and whole body)

HEAD, SHOULDERS, KNEES AND TOES

Head, shoulders, knees and toes
Knees and toes
Head, shoulders, knees and toes
Knees and toes
Eyes, and ears, and mouth and nose
Head, shoulders, knees and toes

(START OUT VERY SLOW AND SPEED IT UP TO SUPER SPEED)

Prayer Songs/Finger plays

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He wiggled long, He wiggled short
He wiggled right at me

I put him in a covered box
“Now don’t go away!” I said
But when I opened up
A butterfly instead

I could never make one
Even if I tried,  
Only God in heaven  
Can make a butterfly...

Catch your butterflies, hold them in your lap and let’s pray

THANK YOU FATHER
Thank you father,  
Thank you father,  
For our food, for our food  
And our many blessings  
And our many blessings,  
Thank you God, Thank you God

I AM PRAYING
I am praying  
I am praying  
Thank you God,  
Thank you God,  
Thank you for my  
Thank you for my  
Thank you God  
Thank you God

Wordless Book Color Songs

TALKING COLORS (tune: “My Darlin’ Clementine)"

Talking colors tell a story  
Tell a story of God’s love  
How He made a way to take me  
To His heavenly home above

GOLD is heaven where my God is  
There I want to be some day  
BLACK reminds me I am sinful  
I can’t get there my own way  
RED’S the color of the blood shed  
By Lord Jesus on the tree  
WHITE I will be on the inside  
When I take His death for me.  
GOLD is heaven waiting for me  
With no sickness, pain or loss  
GREEN I want to grow in Jesus  
Let Him be my only boss
**Wordless Book Song**

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Until the Savior came in
His precious blood I know
Has washed me white as snow
And in God’s word I’m told
I’ll walk the streets of Gold
To grow in Christ each day
I read my Bible and pray

**Gospel Fuzzies**
We’re the gospel fuzzies, We’re the gospel fuzzies,
We’re the gospel fuzzies, with good news for you and me.
Gold tells us of God’s love (x3)
He loves you and me
Dark means I have sinned (x3)
I can’t hide from him
Red means Jesus died (x3)
And he rose again
Clean means I’m forgiven (x3)
When I trust in him
Green means that I’m growing (x3)
More and more like him

10 Little Children  (*tune to 10 little Indians*)
1 Little, 2 little, 3 little children
4 little, 5 little, 6 little children
7 little, 8 little, 9 little children
10 little boys and girls

10 Little children need to know Jesus (x3)
Jesus Christ our Lord

Who will go and tell them of Him? (x3)
Tell of His great love

**Read your Bible and pray every day**
Read your Bible and pray every day
Pray every day, pray every day
Read your Bible and pray every day
And you’ll grow, grow grow (x3)
Read your Bible and pray every day
And you’ll grow, grow grow

If you don’t read your Bible and pray every day
Pray every day, pray every day
If you don’t read your Bible and pray every day
Then you’ll shrink, shrink, shrink (x3)
If you don’t read your Bible and pray every day
Then you’ll shrink, shrink, shrink

5 Little Frogs

First little frog was a fight, fight, fighter
Second little frog was a bite, bite ,biter
Third little frog was a kick, kick, kicker
Fourth little frog was a crier….waaahhh

Fifth little frog knew all about Jesus
He was kind and did what pleases
He told the other frogs about the lord
Now they all soar

Five little frogs hopping down the lane
Their lives are changed their not the same
Fightin’,bitin’, kickin’, crying are gone
Now they all have fun

Days of the Week Song  (tune of the show ”Happy Days”)

Sunday, Monday, Happy days
Tuesday, Wednesday Happy days
Thursday, Friday Happy Days
And Saturday ends the week

God made for you and me…
Days of the Week (The Adams Family Tune)

Days of the Week (x2)

There’s Sunday, and there’s Monday

There’s Tuesday and there’s Wednesday

There’s Thursday and there’s Friday

And then there’s Saturday

Days of the week, God made for me
**ABC Song:**

ABCDEFG  Jesus died for you and me
HIJKLMN  Jesus died for sinful men (AMEN!)
OPQRSTU  I believe God’s Word is True
UVW  God has promised you
XYZ  A home eternally

**1,2,3 Jesus Loves Me**

1,2,3  Jesus Loves Me
4 & 5  He’s alive
6 & 7  I’m going to heaven
8,9,10  Though I don’t know when

10,9,8  Jesus is great
7 & 6  When I’m in a fix
5,4,3  He rescues me
2 & 1  Cause He is God’s Son
5 Little Frogs

1st Little frog was a fight, fight, fighter
2nd Little frog was a bite, bite, biter
3rd Little frog was a kick, kick, kicker
4th Little frog was a crier... waaaaaaa
5th Little frog knew all about Jesus
He was kind and did what pleases
He told the other frogs about the Lord
Now they all soar

5 Little Froggies hopping down the lane
Their lives are changed, they’re not the same
Fighting, biting, kicking, crying are gone...
Now they all have fun!
**Color Song:**

A shiny red apple
A little green frog
Big Black spots on a small brown dog
Juicy oranges
A bright yellow sun
Deep blue sea
And some purple plums

Jesus, you sure know how to color (3X)

Color my heart with **LOVE**

**Talking Colors (tunes: My Darlin’ Clementine)**

Talking Colors tell a story
Tell a story of God’s love
How He made a way to take me
To His heavenly home above

**GOLD** is heaven where my God is
There I want to be someday
**BLACK** reminds me I am sinful
I can’t get there my own way
**RED**’s the color of the blood shed
By Lord Jesus on the tree
**WHITE** I will be on the inside
When I take His death for me
**GOLD** is heaven, waiting for me
With no sickness, pain or loss
**GREEN** I want to grow in Jesus
Let HIM be my only boss.
HOW DOES A CHILD THINK?

“THAT CHILD IS OFF IN HIS OWN WORLD”

1. A child views the world with his own logic.
   a. Very concrete, not abstract thinkers
   b. Mower mows, blower blows, scissor sizz
   c. Ask Jesus into your heart (abstract)

2. A child’s world is full of possibilities. In the beginner’s mind there are many possibilities, in the experts’ minds there are few.

3. A child’s world is a mixture of fantasy and reality
   a. Make kids invisible
   b. Bible Stories are real but seem can seem like fantasy

4. A child’s world is less inhibited than adults.
   a. No problem telling you the truth
   b. Sing songs wherever they are

5. A child’s world is full of curiosities… “Whys”
   a. Why is there gonna be a new heaven isn’t the old one good enough
   b. In heaven there is no sin, sadness….then we talk about how
      sin makes God sad, how can that be if there is no sadness in heaven?

6. A child’s world is often overwhelming
   a. Picking up toys, going to the bathroom

7. A child’s world is now
8. A child’s world is self-focus.

Our desire is to have a child reach a level of maturity at which they put others first, they help, share, and give because they choose to.

Meet a child’s needs and they can focus on others

1. **S**-Security – safe, consistency
2. **O**-Optimism – You can do it!
3. **S**-Significance – Are they important to you? (pray, no them by name)
4. **B**-Belonging- Do you feel like they are blessing or a nuisance?
5. **E**-Exploration – Need freedom to explore and learn
6. **A**-Appreciate Childhood- Need people to approve their childhood
7. **R**-Relationship- People and ideas = relationships

Pair up into fruits – Fruit of the Spirit Song (Made 2 Praise, Uncle Charlie)
“WHAT I HEAR, I FORGET
WHAT I SEE, I REMEMBER
WHAT I DO, I KNOW”

We Learn ……

10% of what we READ
20% of what we HEAR (Partial audio learner)
30% of what we SEE (visual learner)
50% of what we both SEE & HEAR
70% of what we DISCUSS with others (audio learner)
90% of what we EXPERIENCE personally (kinesthetic learner)
95% of what we TEACH someone else

There are 7 holes in our heads, if we can fill them while teaching, the children will learn!!

AGES AT WHICH PEOPLE BECOME CHRISTIANS

1%  4 and under
85% 4-14 years of age
10% 15-30 years of age
4%  30 years and older
COMMUNICATION

7% They will remember what they hear
38% By the tone of your voice (Tone of your Voice Poem)
55% Body Language

Tone of your Voice

It’s not so much what we say
As the manner in which we say it
It’s not so much the language we use
As the tone in which we convey it

“Come Here”, I sharply ordered,
And the child coward and wept.
“Come Here”, I softly whispered,
And into my arms he crept.

Words may be mild and fair,
But the tone pierces like a dart.
Words may soft as the summer air,
But tone can break a heart.

“I love you”
Say it sarcastically, as a question, angrily, sadly, passionately

Gross/Disgusting (Body language)
Lean back, cross your arms “You are my best friend”
Forward hands on your lap “You are my best friend”

Stand Up
“I am glad you are here today”

Listening: Are we really listening? (Share time)
1. Tell about a time either: burned something, broke something, or really sad

While the other one is talking were you thinking about what you would share?
Are you looking at the person eye to eye?
Are you really engaged?

First I loved My Teacher
Then I love her Bible
Then I loved her Lord
Two and Threes

General Characteristics
Extememly active
Responds to guided play
Rapidly growing vocabulary (although still limited)
Imitative in actions and speech
Still learns using all 5 senses
Susceptible to sickness
Tires easily
Achieving physiological stability
Forming simple concepts of “society”
Learning to distinguish between “right” and “wrong”
Curious
Learns by repetition
Plays alongside others rather than with them
Understands, and fears being “away” from parent(s)

Needs:
Frequent change of activities (every 10 minutes)
Frequent rest periods
Exploration using senses (coloring, clay etc0
Consistent discipline/ reward system
Large-muscle activities
Repetition for learning
Frequent restroom trips
Security at his own level:
*Familiar adult figures (teachers,baby-sitters, etc.)
*Familiar surroundings (furniture, toys, etc)
*Consistent schedule
*Knowing that parent(s) will always return
* Loving, Understanding, gentle care

Level of Understanding
Can understand simple, brief stories (retold often with shore sentences)
Understands the concept of love as it relates to self and others
Appreciate Jesus as a friend and the Bible as a special book
Knows right from wrong
Beginning to understand concept of “being sorry”
**Activities:**

Guided conversations
Guided play

Fingerplays
Simple songs with hand motions
Simple Stories
Coloring
Exploring with clay, dough, etc.
Building with blocks, etc.
Fours and Fives

General Characteristics

Very Active
Enjoys imitating
Attention span of 5 to 10 minutes
Enjoys playing with other children
Forming concepts of social behavior (teamwork, partnership, etc.)
Inquisitive
Learning to relate to adults other than parents
Large imagination
Further developing sense of right and wrong
Learning to share (with encouragement)
Growing vocabulary- able to express self in sentence with feeling
Curious
Thinks of God in personal terms
Responds to Jesus with simple trust

Needs:

Loving, supportive care
Consistent discipline/consequence/reward system
Interaction with adults are interested in him
Frequent change of activities
Consistent models of Christian behavior
New or different words defined
Activities that involve physical movement
Freedom to explore new things (place, thoughts, etc.)
Security at his own level:
  Clear signs of love shown to him
Respect from those around him
Feeling valuable (significant)
Unbroken trust/promises
Knowledge that God and significant adults will not abandon him

Level of Understanding
  Can understand that god created the world
  Can reason and deal with questions regarding the “whys” of life
Can learn through humor
Can learn through role-playing or role-reversal
Beginning go read simple words
Still learns, thinks in concrete terms
Activities
Drama
Guided conversation
Guided play
Fingerplays
Simple crafts involving cutting, pasting, coloring, folding
“Reading” picture books
Building with blocks
Discipline

I. Discipline- What is it and what is our role?
Discipline- - training vs. punishment

II. Routine- Providing Boundaries- Set routine
III. Expectations- Setting them up for success
   a) Don’t assume kids know the rules
   Children cannot obey rules if they don’t know what the rules are
      b) Go over the rules
      c) Simple picture rules
         a. Hands- pray with our hands, kind hands, sharing
         b. Feet – walking feet, not running, not kicking
         c. Mouth- Inside voice, nice words
         d. Ears – Listening ears
         e. Eyes- On me …1,2,3 Eyes on me!
         f. Heart – Loving each other
      d) Give them your expectations to follow
      e) Direction @ the moment, little by little. Not a list of things all at once

IV. Natural and Logical Consequence-
What could happen… and what will happen.
Follow through with what you say, let your yes be yes and you no be no.

Apologies- Forced or Sincere?
1. Saying sorry doesn’t always correct the problem or get you out of trouble/ Asking things like: are you ok? What will make you feel better?
2 I’m sorry you ….are hurting, …you are hurt
   He hurt me!!
   How did it happen?
   Does Sorry solve it?
   Apology is a heart issue
   What will make the other person feel better?
   **Saying sorry, not do it again**

3. Don’t ask “Why did you do that?” (Because is won’t be ok.. not matter what)
What can help make things better (for younger children?)
   1. A drink
   2. wet paper towel
   3. band-aid (when there is blood

Fighting over Toys:
Toy is on a time out (toy is starting a fight)
Get more of the same kind..eliminate
Put a timer on
**Conflict Resolution:**

How much time do you need to cool off or think it over?

3-5 minutes…

1. Identify the problem
2. Listen to both sides.

What should we do with this problem (let them come up with the resolution, you help make it work and make sure it is reasonable.

**Distracting Criers:**

1. Wow, look at that dress, does it twirl?
2. Look at those shoes, can you run fast?
3. Try to avoid asking questions about “Mom, Dad, “Ask about animals, or pets.
4. Have them write a letter to mom and dad “To come back soon”

**Behavior Management:**

1. Be on time- Set up before the kids arrive
2. Be prepared- have more than you need to keep the kids busy
3. Be Pray-pared- Praying for the children, your classroom
4. Classroom size – Centers, re arrange, avoid too much crowding or run ways
   a. You might think it is small, but in the eyes of a child it may be big

**Why do Children Misbehave:**
1. Tired
2. Hungry
3. Fight before church
4. Family issues
5. Getting Sick
6. Insecure
7. Leadership
Sponge Activities

What is the purpose of a sponge?

1. “Sops” up precious time that could otherwise be lost.
2. Helps to eliminate potential discipline problems
3. Used for short periods of time
4. Accommodates late arrivals or early departures
5. Can be used throughout your teaching time
6. Changes waiting time into learning time
7. Can be used to give practice in reviewing or applying past learning.

Sponge Activities:

1. Start from A and go as far as you can through the alphabet with names of people/places/things in the Bible
2. Review games
3. Memory verse activities
   a. Monkey see/ Monkey Do
   b. Dice it Up
   c. Follow the Leader
   d. Balloon Drop
   e. Feather Drop
4. Play dough
5. Prayer time
6. Share time
7. 10 Commandments
8. Days of Creation
9. Color crayons – What did God make with this color?
10. Frogs
11. Gospel Fuzzies
12. Talk Color Song