

## 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

# DICE IT UP

#1 MARCH

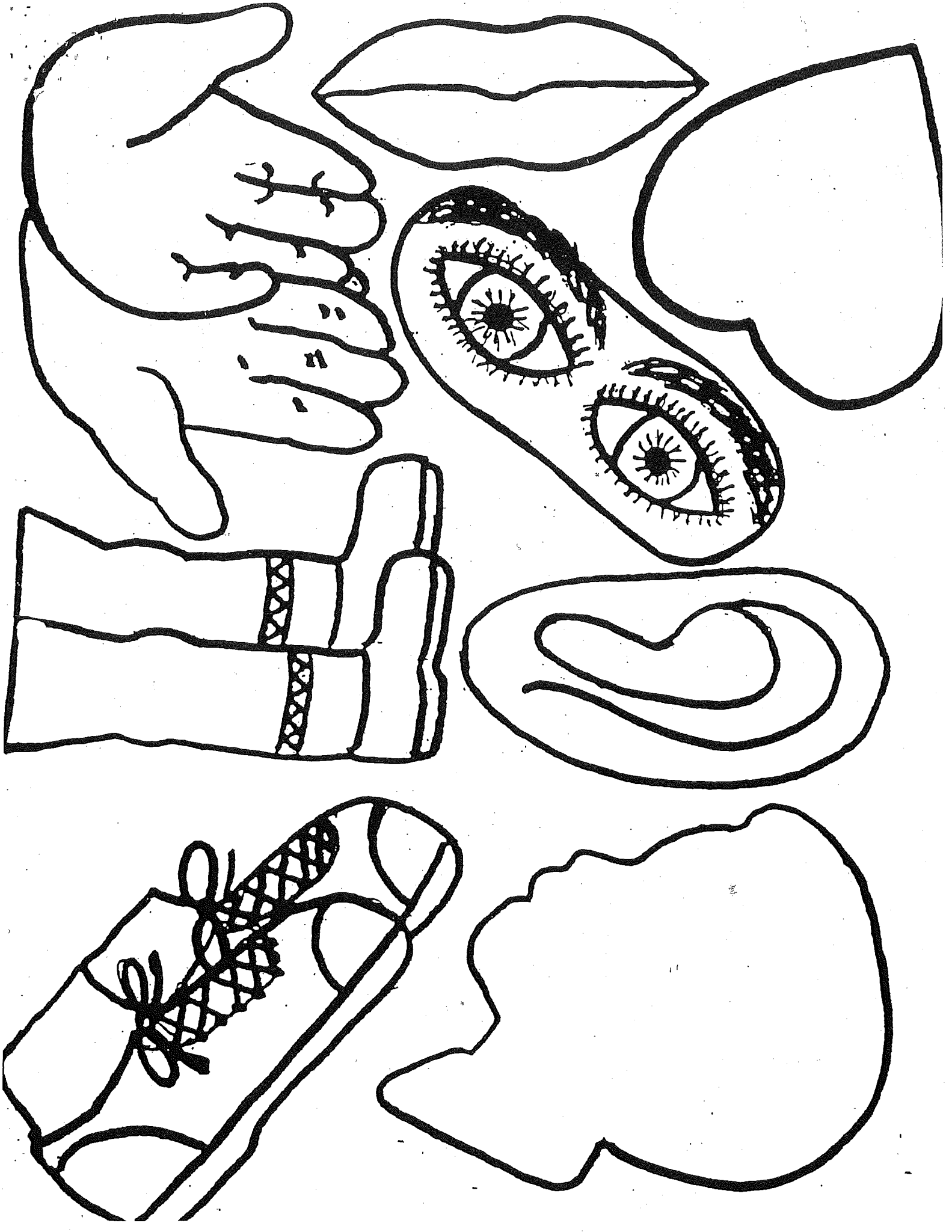
#2 JUMP

#3 TURN AROUND

#4 CROSS YOUR  
LEGS

#5 HOLD YOUR  
TONGUE

#6 HOLD YOUR NOSE



# 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

ABCDEFGHIJ    Jesus died for you and me  
KLMNOPQR    Jesus died for sinful man...AMEN!!  
STUVWXYZ    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

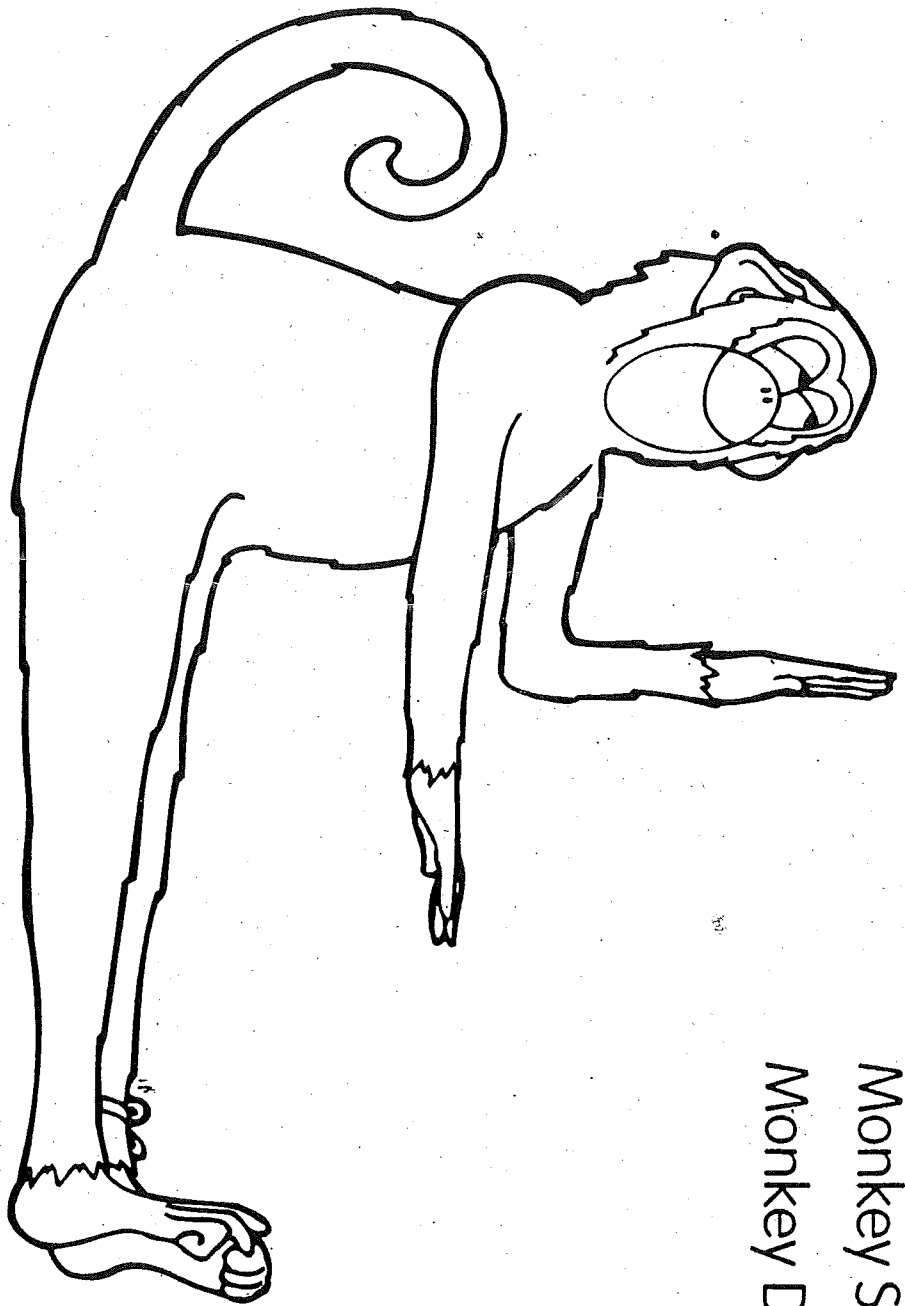
FIVE LITTLE FROGS HOPPING DOWN THE LANE  
THEIR LIVES ARE CHANGED THEIR NOT THE SAME  
FIGHTIN', BITIN', KICKIN', CRYING ARE GONE  
NOW THEY ALL HAVE FUN

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

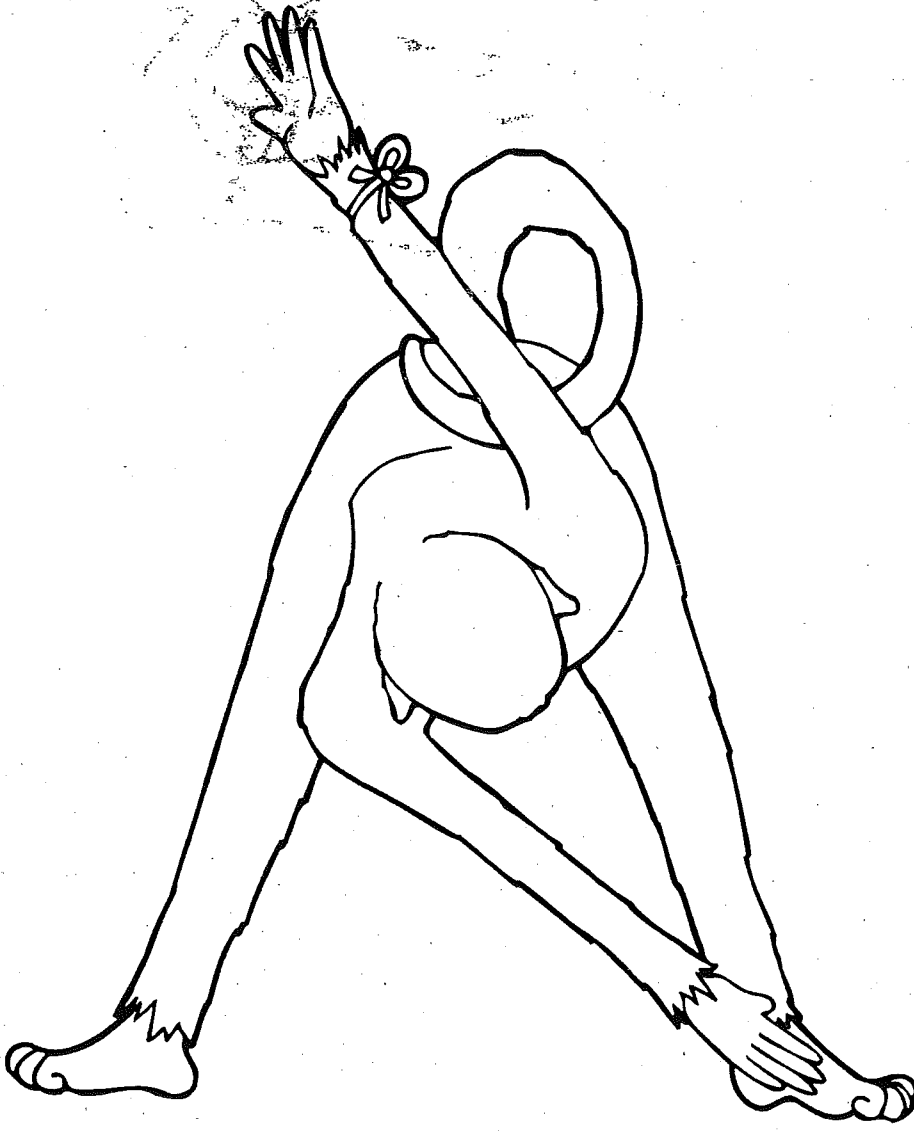
GOD MADE FOR YOU AND ME...



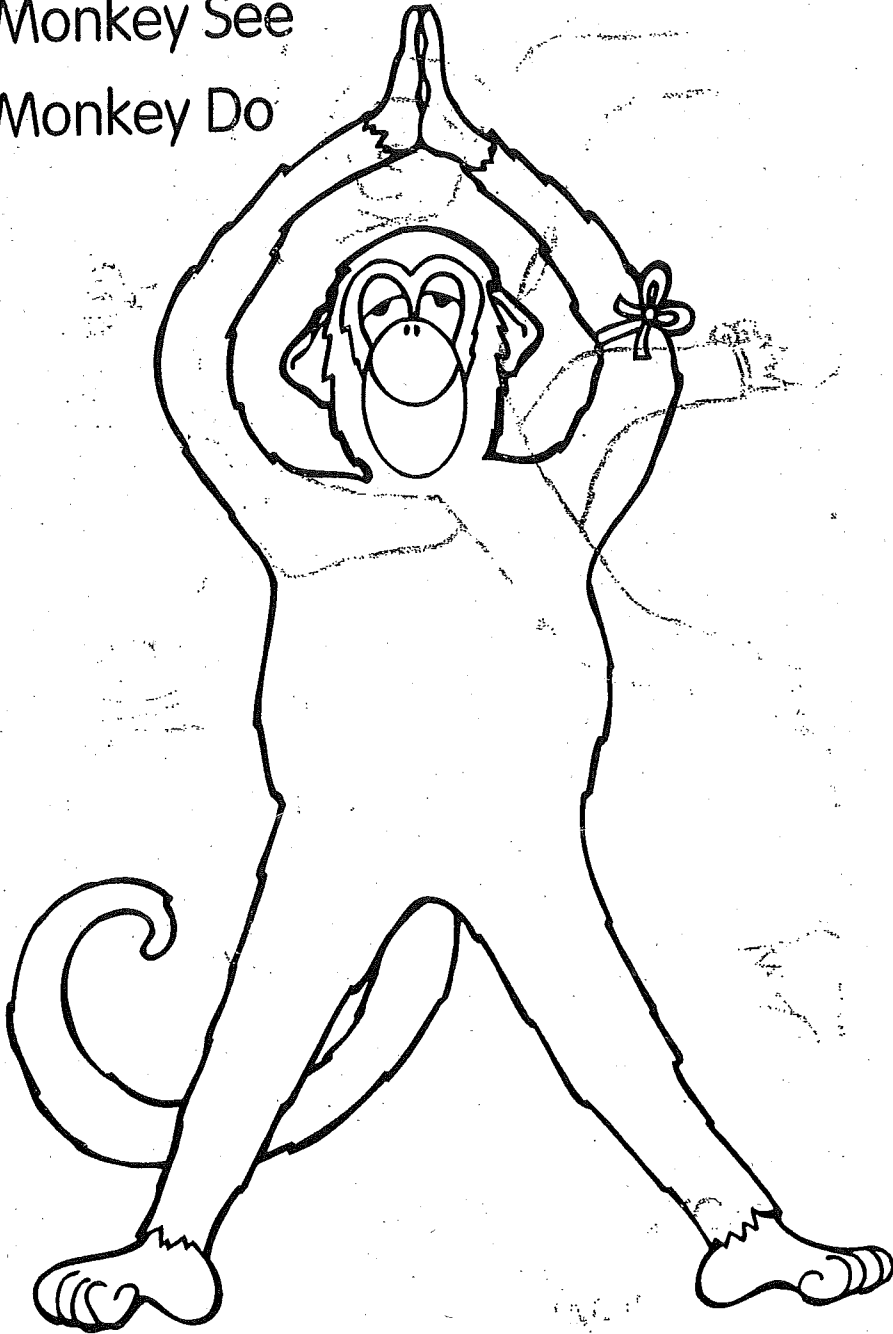


Monkey See  
Monkey Do

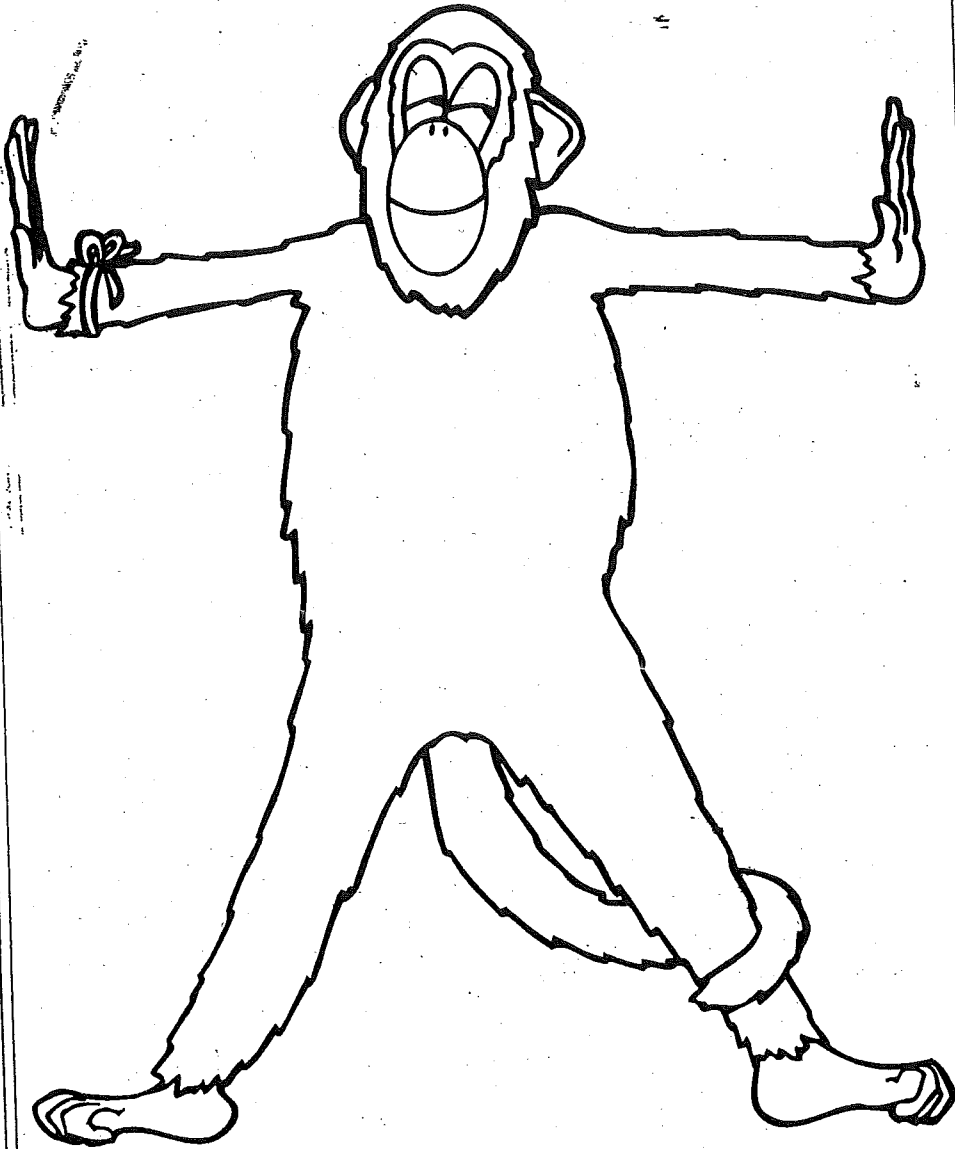
Monkey See  
Monkey Do



Monkey See  
Monkey Do



Monkey See  
Monkey Do



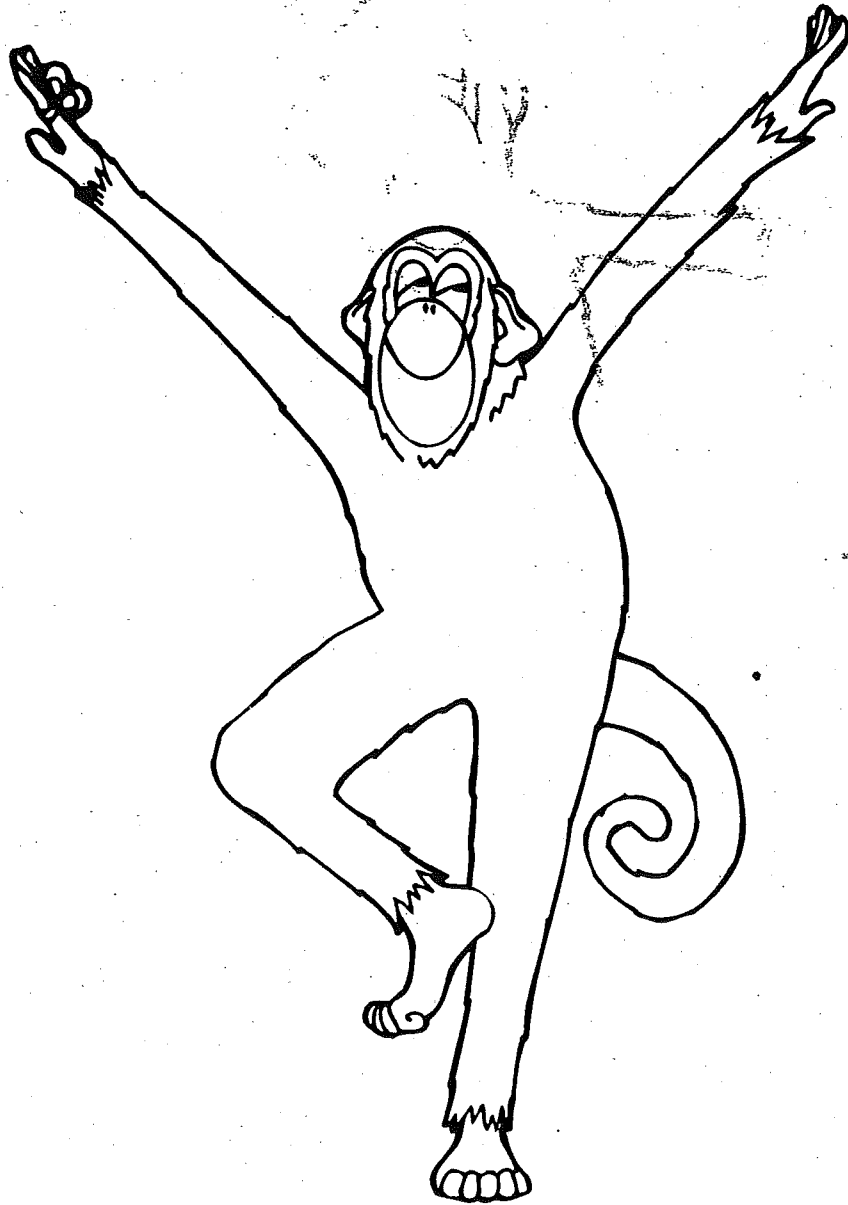
Monkey See  
Monkey Do



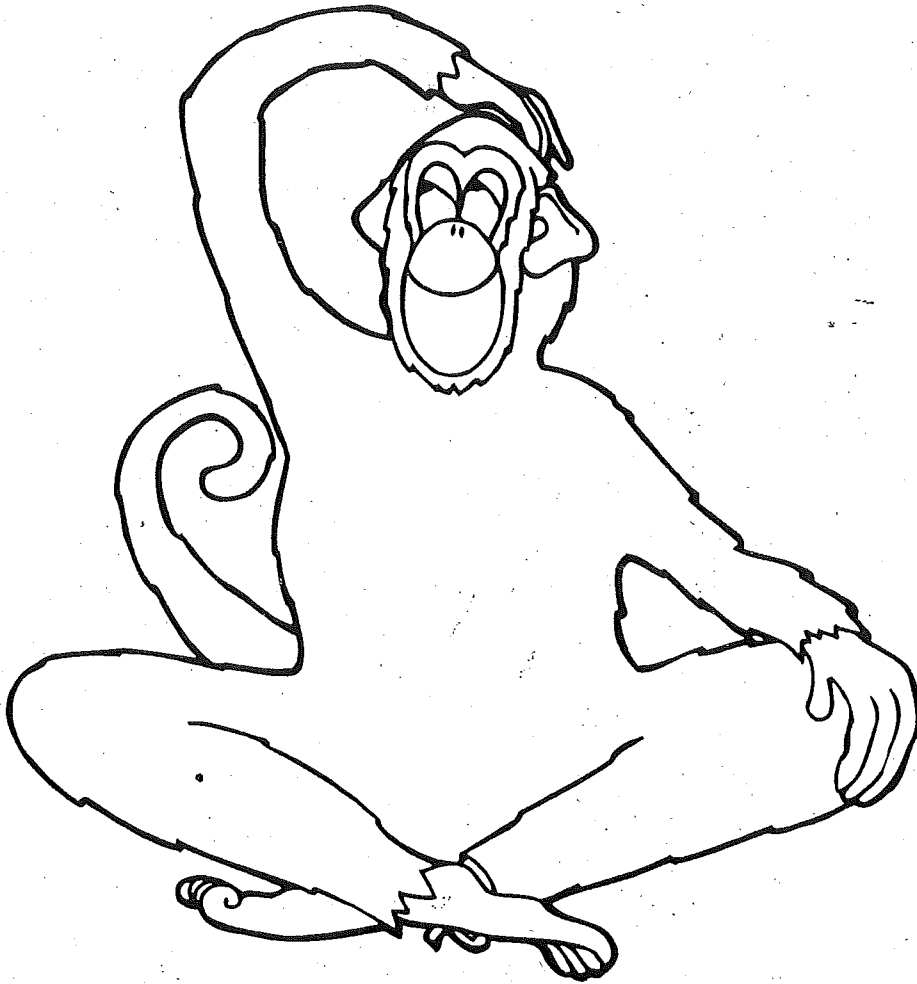
Monkey See  
Monkey Do



Monkey See  
Monkey Do

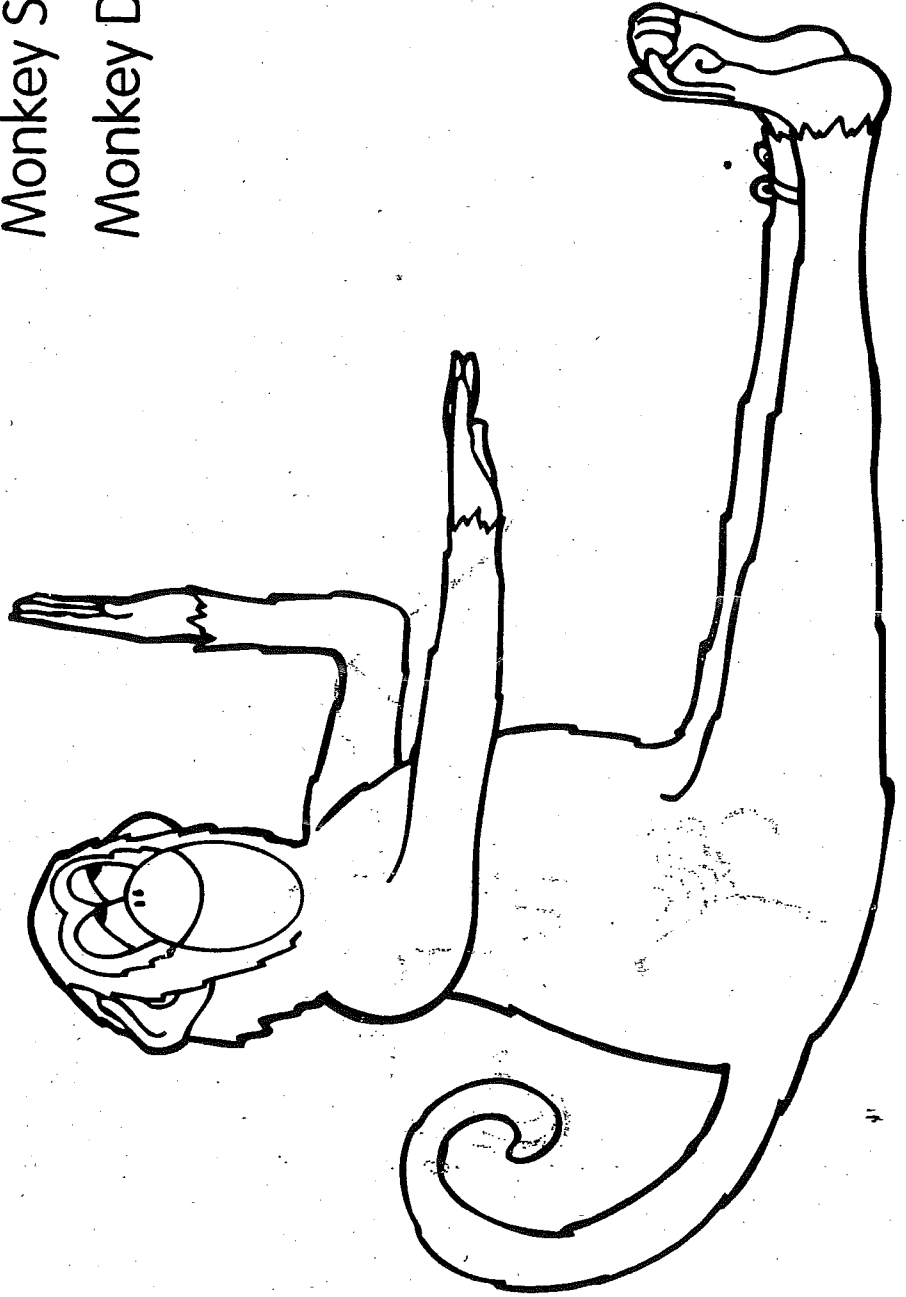


Monkey See  
Monkey Do





Monkey See  
Monkey Do



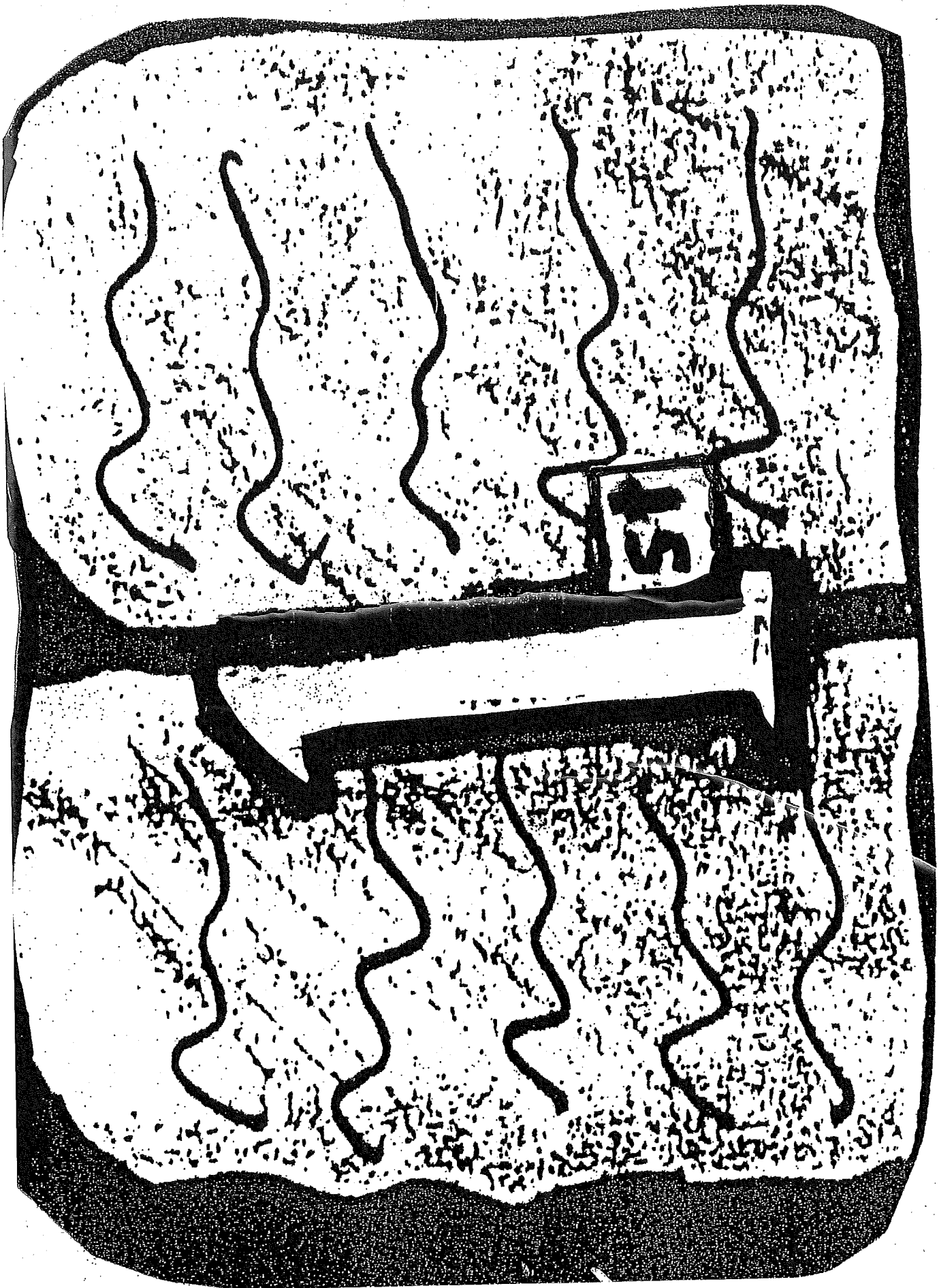
Monkey See  
Monkey Do

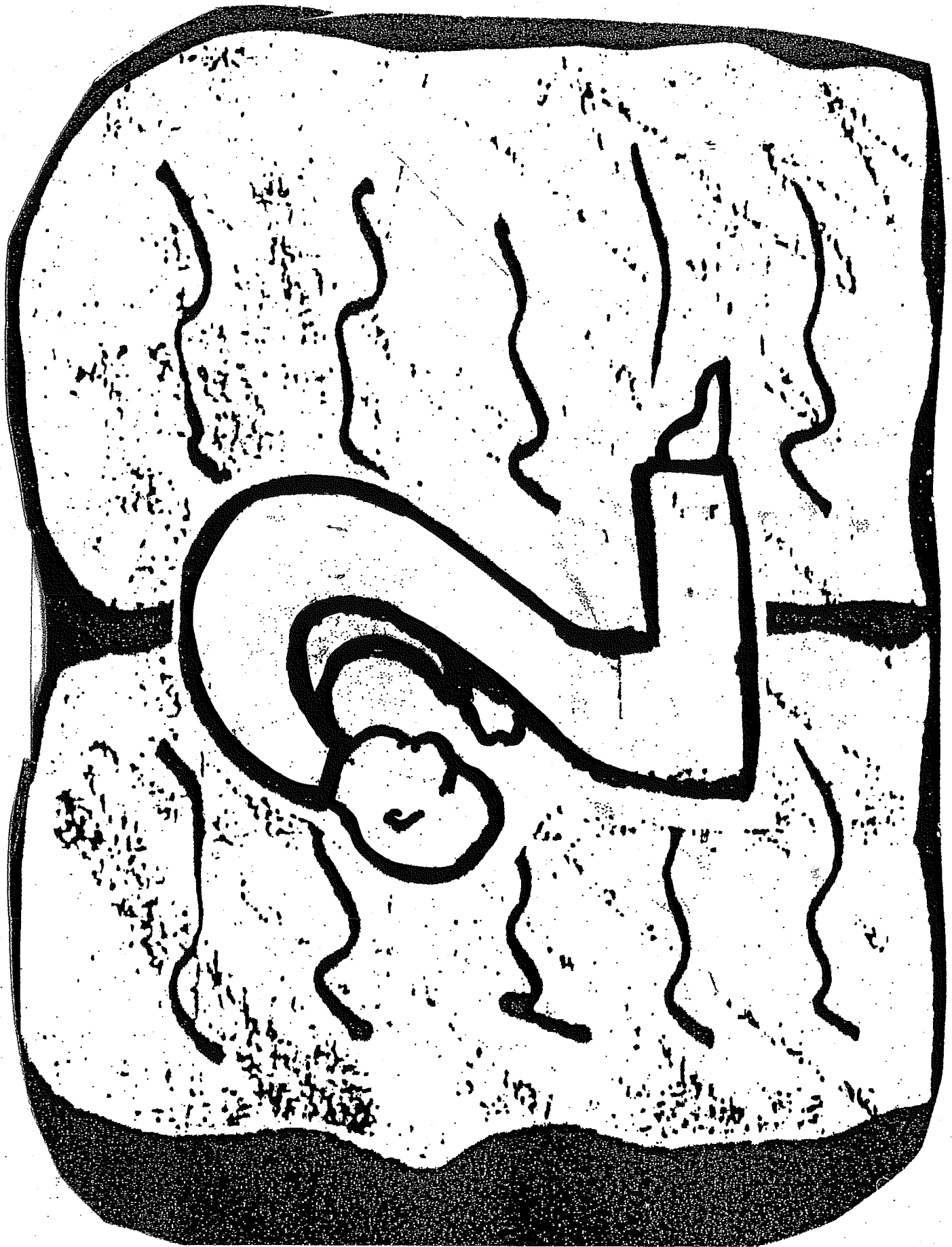


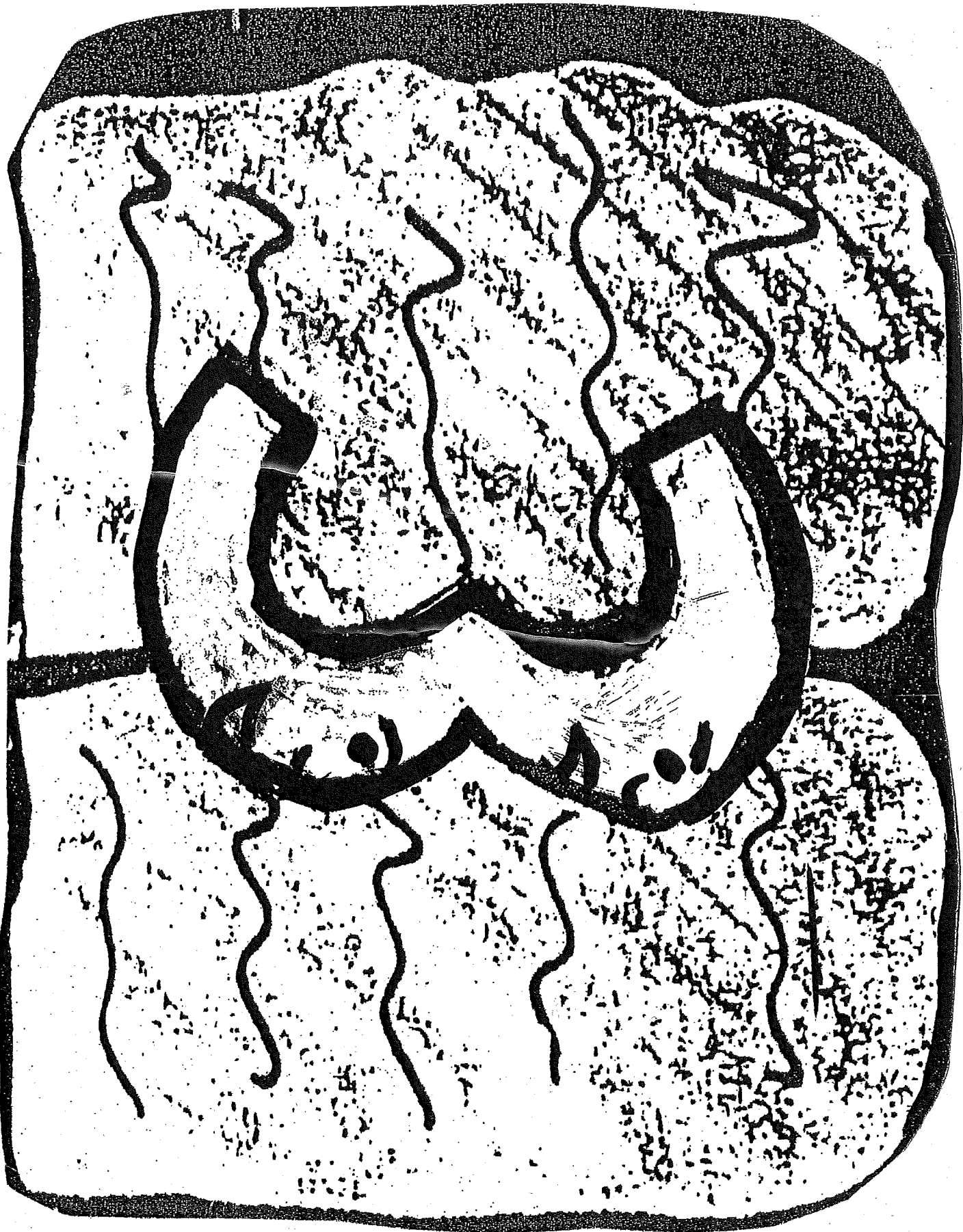
Monkey See

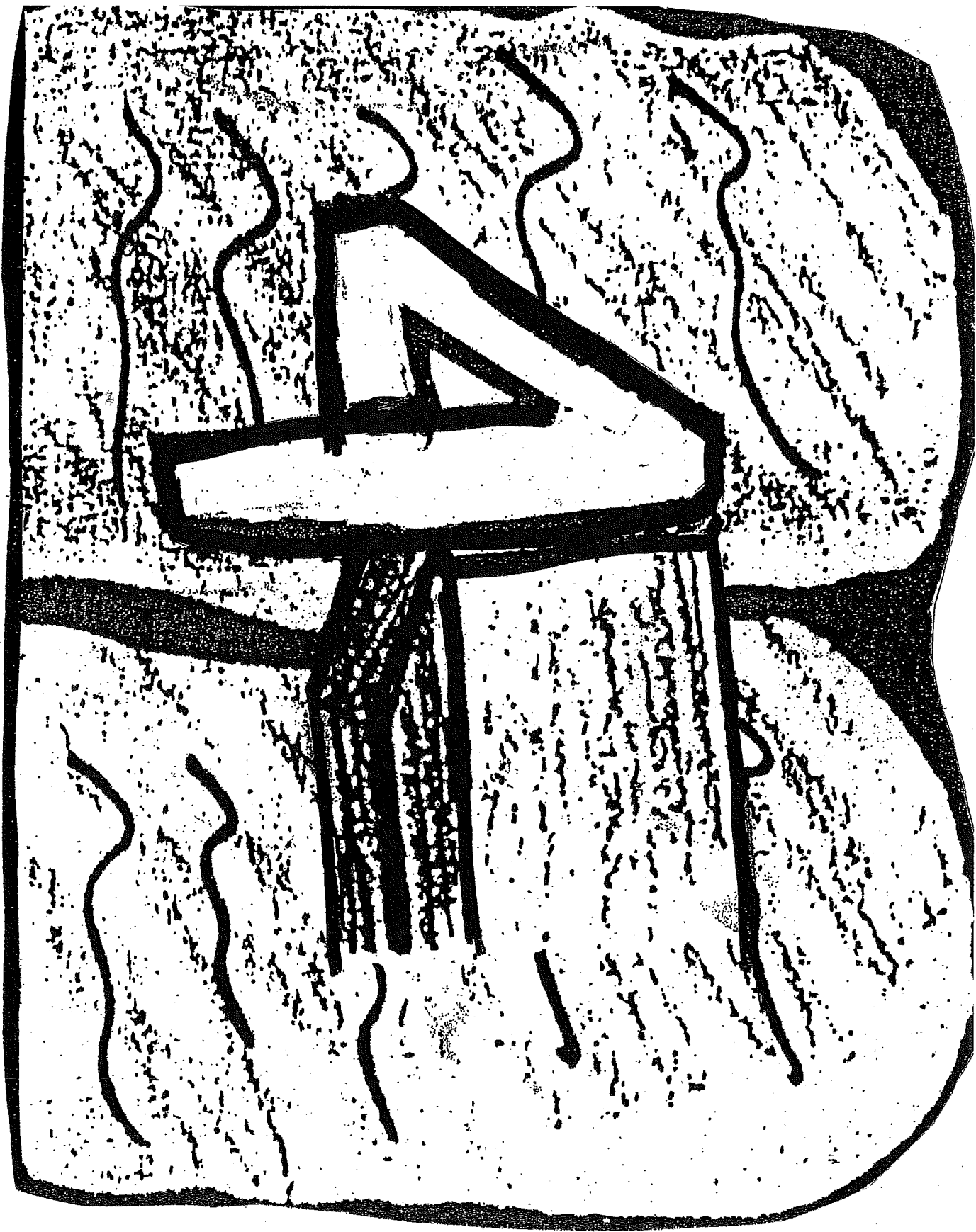
Monkey Do





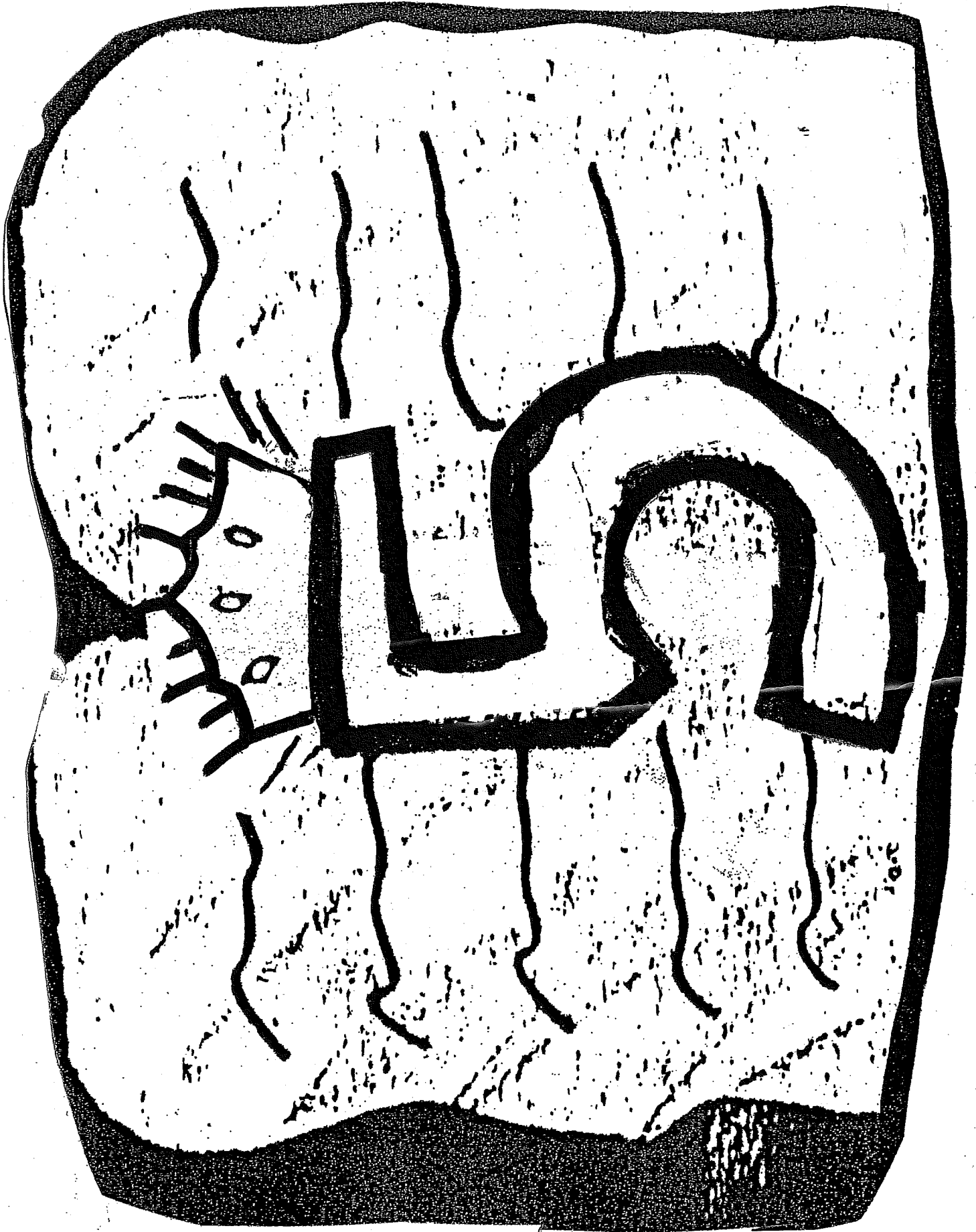


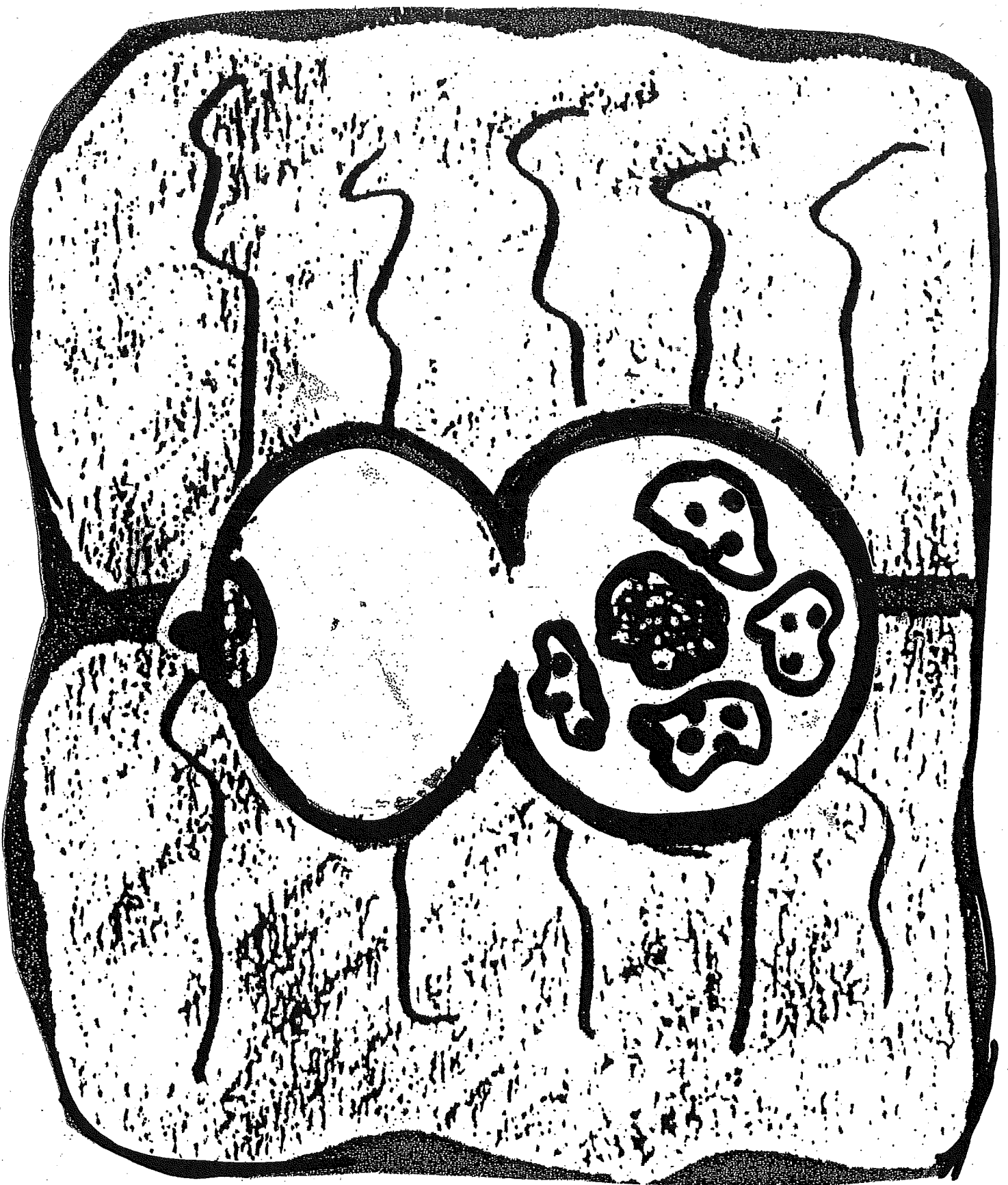


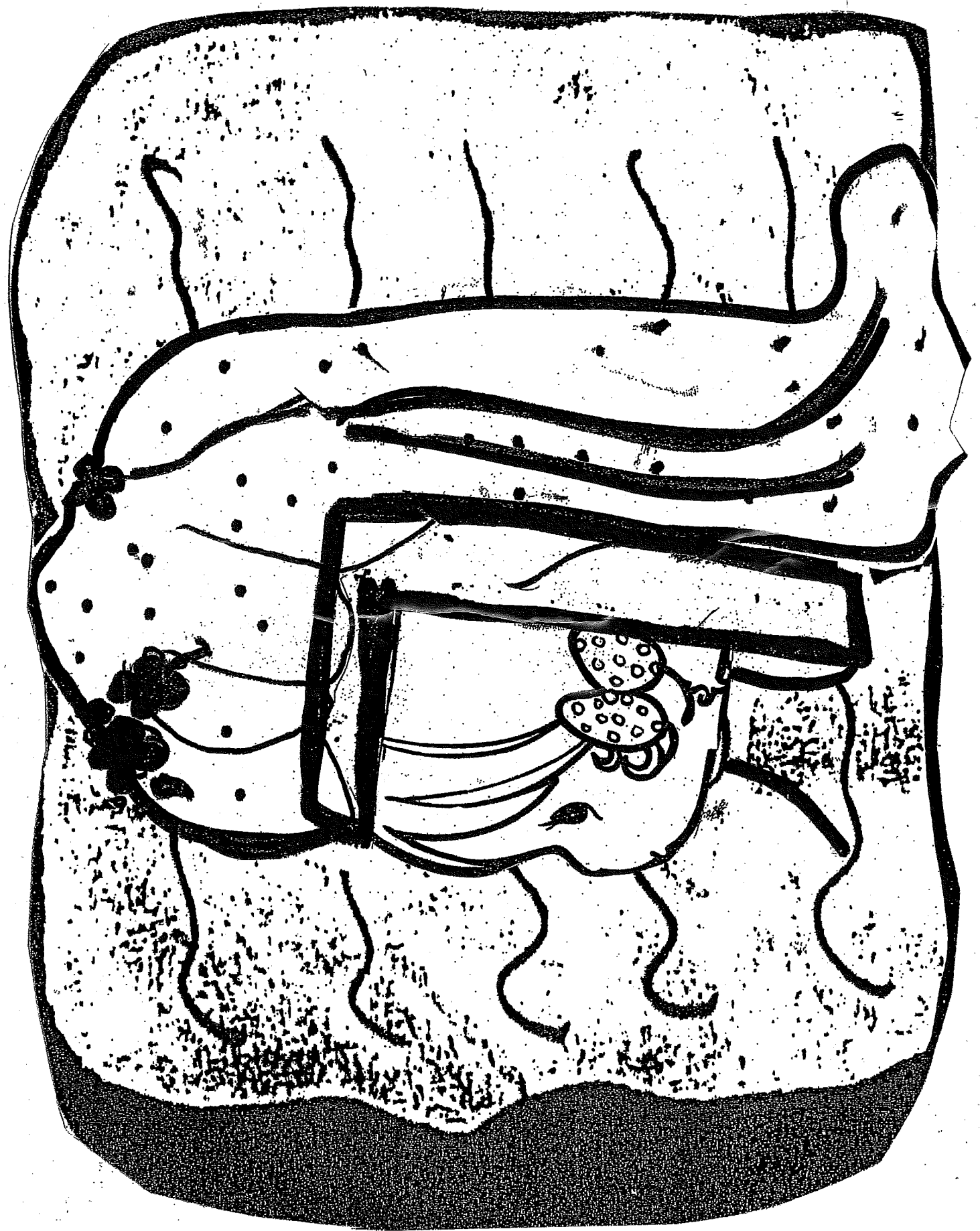


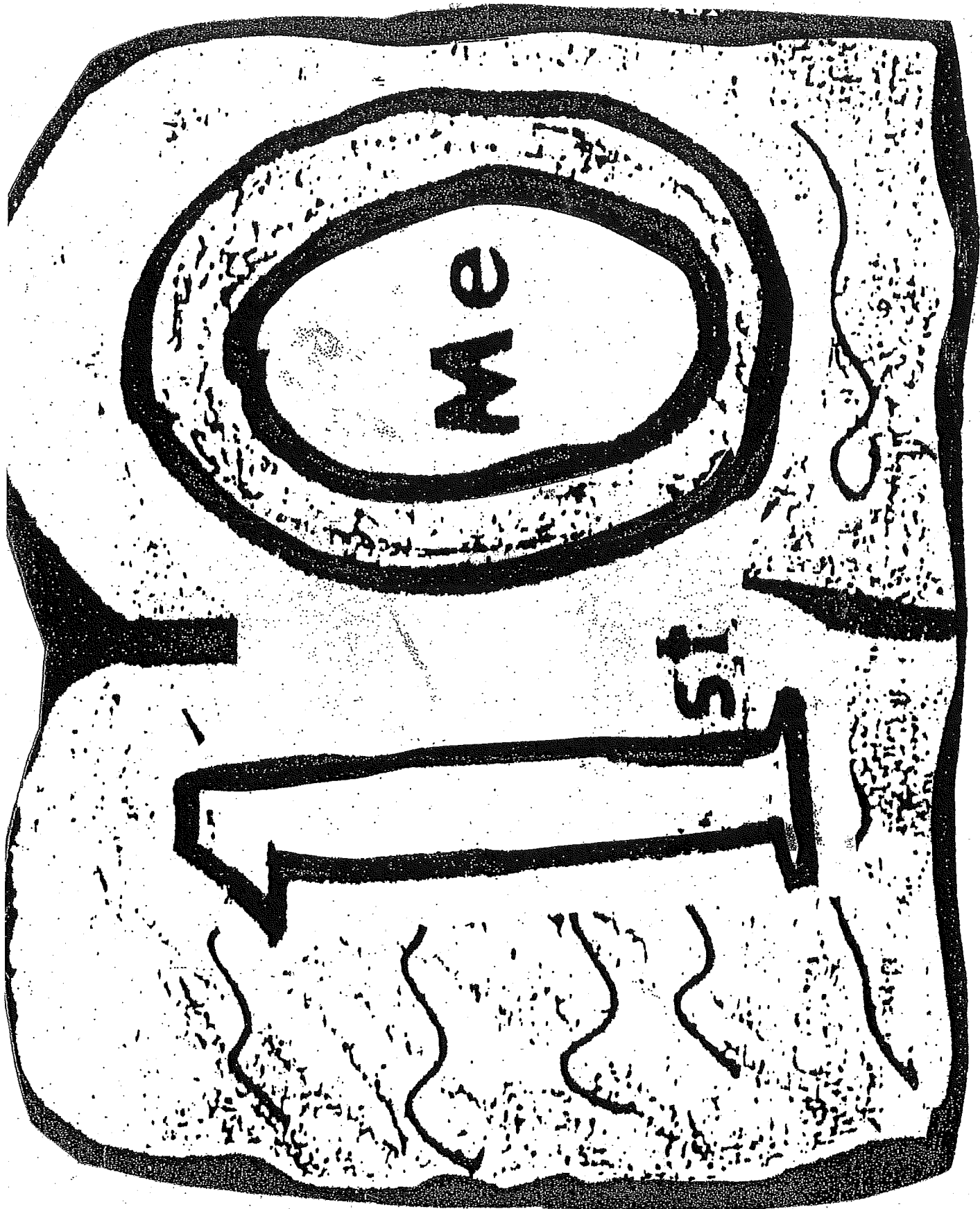


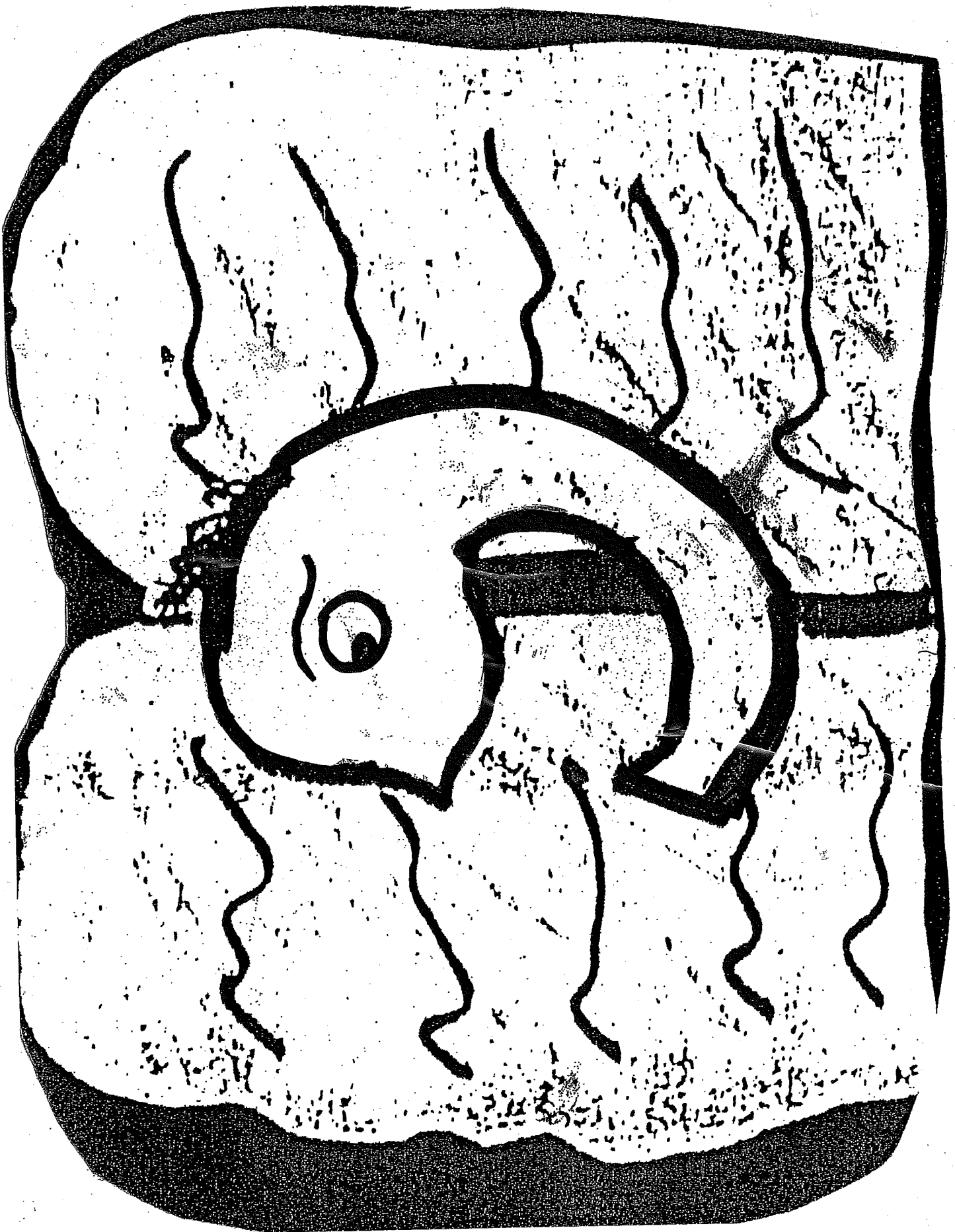












## HOW DOES A CHILD THINK??

"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 expectations to 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" be "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 not 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 1<sup>st</sup>, 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 show 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, sing 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

ABCDEFGHIJ    Jesus died for you and me  
KLMNOPQR    Jesus died for sinful man...AMEN!!  
STUVWXYZ    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	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**

### **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...**

**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:**

ABCDEFGH 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**

1<sup>st</sup> Little frog was a fight, fight, fighter

2<sup>nd</sup> Little frog was a bite, bite, biter

3<sup>rd</sup> Little frog was a kick,kick, kicker

4<sup>th</sup> Little frog was a crier....waaaaaa

5<sup>th</sup> 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**

<b>1%</b>	4 and under
<b>85%</b>	4-14 years of age
<b>10%</b>	15-30 years of age
<b>4%</b>	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 cowered 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

- Extremely 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 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

## Level of Understanding

- Can understand simple, brief stories (retold often with short 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).

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### **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