

# Stories, Colors & More

for Ages 3-5



Year 2, Summer







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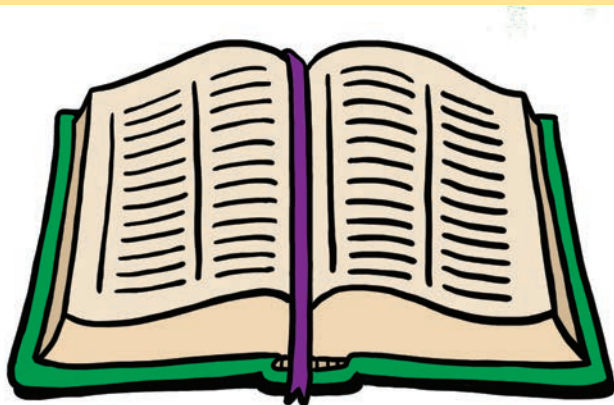
# Your Visual Schedule



Welcoming  
and  
Preparing



Guided  
Play



Hearing  
the  
Story





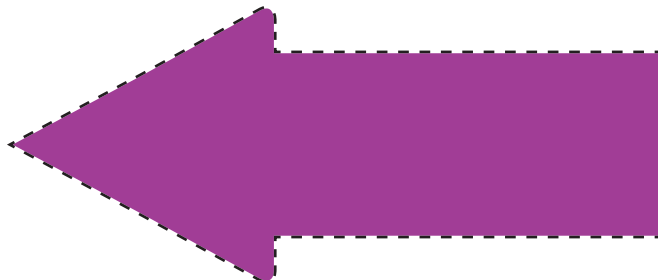
Reflecting  
on God's  
Grace



Activity  
Choices



Loving and  
Serving  
God





## Children with Disabilities and Special Needs

## Support Map

**M** Movement

Some children need to move more than others. Setting boundaries for appropriate movement can allow the leader to meet the needs of the group while also meeting the needs of the child. Mark a place on the floor with tape, a mat, or a pillow. Be clear that the child can move within this space. Sometimes having two spots (chairs and pillows or mats) can be helpful.

**T** Transitions

Transition times provide a challenge to children. Clear expectations, follow-through, and routine help with those times, but they may not be enough for some children. For children who struggle with transitions, consider quick physical activities—such as doing chair push-ups, squeezing your hands together, and stretching—before or after the transition.

**TD** Tactile Defensiveness

Sometimes children struggle with textured objects such as glue, clay, finger paint, and chalk. For some children, textures create real anxiety. Allow and encourage children to explore textures without pressure, and provide opportunities to wash or wipe their hands right away. For children who struggle with texture, find a way to participate in the activity without getting their hands dirty, such as being a timekeeper.

**A** Adapting Activities

You can adapt an activity by process, product, or environment—the way that something is done, what is done, or the setting in which it is done. Giving extra support in the completion of a task is an example of changing the process; having children make something different is an example of changing the product. Instead of thinking, “This child can’t do this,” think, “How can I change this activity so that this child can do it?”

**B** Behavior

Children’s behavior can challenge us, disrupt the group, and lead to unsafe situations. Be clear about what you expect before you do the activity. If you don’t want children to touch one another while they are in a circle, tell them that before they touch one another. Clear expectations let children know what the rules are. Using the included visual schedule is a great way to provide clear expectations and a visual cue for children to remember.

**C** Supporting Children Who Have Difficulty Communicating

Reach out to parents and caregivers about alternative forms of communication used by children. Learning a few words in American Sign Language, becoming familiar with the Picture Exchange Communication System, or exploring how to support with other assistive technologies are examples of showing hospitality to the children. In addition, give children time to respond and to share; for some children, listening and speaking may take longer.

**FA** Food and Other Allergies

Remove all food and other products containing allergens. Post signs to help people remember the allergy. Have all children wash their hands and faces to avoid triggering a reaction.

**L** Listening

Attending to a story or comprehending instructions can be a challenge for children who struggle with attention. Supporting these children requires consistency, clear expectations, and organization. Some hints that may help include clearly communicating expectations before the activity, checking for understanding, providing visual support as well as verbal instructions, building movement into activities, and supporting transitions.



## Children with Disabilities and Special Needs

## Support Map

**LG Leadership and Generosity**

Focus on the strengths of the children, and learn to see them as gifted members of your community. Look for opportunities for them to express generosity. Offer them ways to practice leadership, such as passing out items, holding visual aids, helping other children, or serving as the example in games and activities.

**LD Supporting Children Who Have Difficulty with Reading and Writing**

Whenever children read aloud, ask for volunteers. Calling on a child who does not read at grade level may make him or her feel embarrassed and unwelcome. Always encourage children to write or draw pictures as part of their responses. Children then can share their drawings.

**MS Supporting Children with Mobility Supports**

As you set up, think about ample space between furniture to maneuver a wheelchair or walker. Think about materials and how they are positioned. Doing a roll-through in a wheelchair or walker can be a helpful way to make sure that your room setup is accessible. Think about including your children who use assistive devices. For example, seating all children on chairs or placing materials for a game on a table instead of on the floor are simple ways to create a more welcoming community.

**VI Visual Impairment/Blindness**

Talk with parents, caregivers, and children about the strengths and abilities of the child, as well as the best ways to offer support. Large print or special lighting may allow full access to the materials. Talk with parents or caregivers about the use of the copy machine or scanned images and a computer or tablet to enlarge print. Encourage children to describe their pictures and other creations in words as they share them.

**D Deaf/Hard of Hearing**

To create a welcoming environment for children who are deaf or have difficulty hearing, provide visual supports, such as written instructions and copies of the stories told. Employ an interpreter, and encourage children and adults in the community to learn to communicate through American Sign Language. Limit background noise. Face a person before speaking. Become familiar with children who use assistive technology. Be sure to check with parents or caregivers of children who use cochlear implants or hearing aids about any special considerations.

**F Fairness**

To make every child feel welcome and successful, think about fairness in a different light. Fairness is not every child getting the same thing; it is every child getting what she or he needs.

**FM Fine Motor**

Children ages 3–5 are developing their fine-motor skills. Support them by giving them opportunities to cut and color. Some children may become frustrated by those activities; you can help them by providing prepared materials.

**SD Sensory Defensive**

Some children have strong reactions to different stimuli. Help them feel more comfortable by putting them in charge of the challenging sensations, allowing them to take actions such as turning the lights on or off.

**Ask for Help**

A team approach to including people with disabilities in your congregation helps build understanding and knowledge in the congregation, provides support for the child and family, and makes including all of God's children in church school an attainable goal.





## Moses and the Basket

(based on Exodus 1:8–2:10)

Once there was a tiny baby named Moses. Moses' mother and father loved him very much. They took good care of baby Moses.

Moses also had a big sister named Miriam. She loved him and helped to take care of him too.

*I wonder, "What did Miriam like about being a big sister? What did she not like?"*

But baby Moses was in danger because the king (Pharaoh) wanted all the baby boys in the land to go away. Moses' mother and sister had to hide him from the king, but it was hard because babies make noises and cry.

*I wonder, "Why did Pharaoh want all the baby boys to go away?"*

Moses' mother knew she needed to keep her baby safe. She came up with a plan to save her baby. Moses' mother made a basket for a bed. She covered the outside of the basket with a sticky tar so the basket would float.

Moses' mother kissed him and laid him in the basket. Then she put the basket in the river. Miriam hid behind the weeds and watched as her baby brother floated down the river.

*I wonder, "How might Miriam have felt as she watched the basket float away?"*

The princess (Pharaoh's daughter) was standing by the river, not far from where baby Moses was hidden.

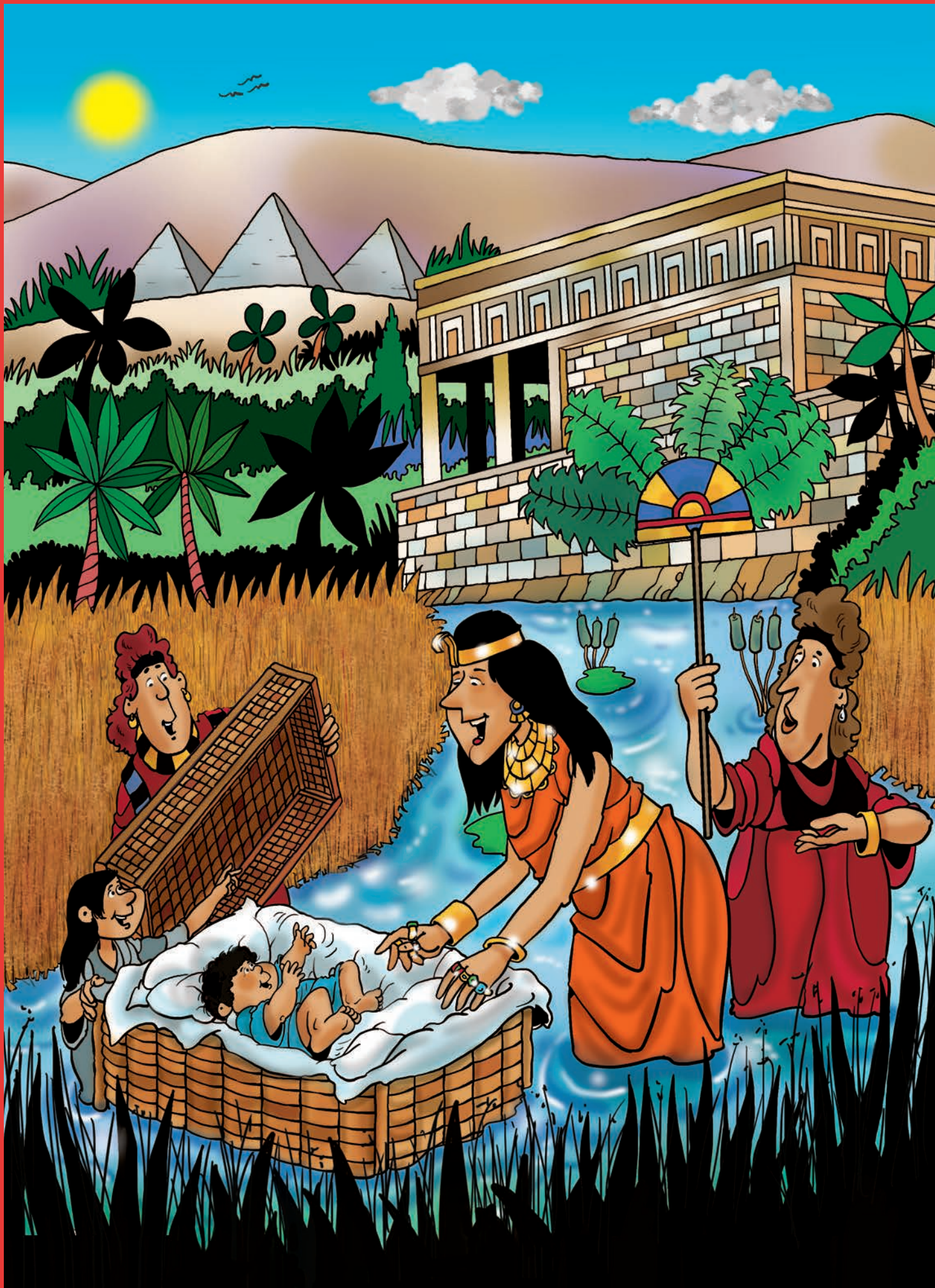
The princess heard a baby cry. She saw the basket floating in the river. She looked into the basket and saw the baby. The princess wanted a baby to take care of, so she picked up baby Moses and brought him home.

Miriam ran after her.

"Excuse me!" said Miriam. "Do you need someone to help you take care of that baby?"

The princess said yes, she did. So Miriam ran home and got her mother. The princess asked Moses' mother to help care for the baby.

The baby Moses was safe. Miriam and her mother thanked God.











What was Moses'  
sister's name?

Who were Moses' mother  
and sister hiding  
Moses from?

Who put Moses  
in a basket?

What did Moses' mother  
put on the basket to  
help make it float?

Who found Moses  
in the basket?

What did Moses' mother  
do before she put him  
in the basket?



Who was watching Moses  
from the reeds?

What was Moses  
hidden in?

Who asked the princess  
if she needed help  
with the baby?

Where was the  
basket placed?

Who did the princess  
and the girl get to take  
care of the baby?

Who did Moses' mother  
and Miriam thank  
for protecting Moses?



## God Makes a Way

(based on Exodus 13:17–22; 14:1–22)

The Hebrew people were free from slavery under Pharaoh. People called to one another, “Hurry! We have to leave.”

The crowd of people walked, hurrying away from the city. *(walk fast in place)*

“Where are we going?” asked a child.

“We are leaving Egypt,” said an elder. “God has saved us. We are going to the land that God promised us.” *(slow down and walk in place)*

“Where is it?” asked another child. “How do we get there?”

“I don’t know,” said an elder, “but we follow Moses. He knows God’s plan.” *(sit down)*

*I wonder, “What is God’s plan?”*

It was nighttime. When they got out of the city, the people started mumbling. They worried about getting lost in the dark.

Suddenly a pillar of fire made a bright light so everyone could see. They heard Moses shouting, “It is God’s light showing us the way. Follow the light!” *(stand and wave pillar of fire)*

They walked all night following the light. *(walk around the space following the pillar of fire)*

When daytime came, they couldn’t see the light, but God gave them a pillar of cloud to follow. *(wave pillar of cloud)*

The pillar of cloud led them to the Red Sea. *(walk around the space following the pillar of cloud)*

The Red Sea was too big to cross. It was too wide to go around. They had no boats!

*I wonder, “What will God do to help the people?”*

God told Moses, “Hold your hand over the water.” *(hold hands over the sea)*

Moses did as he was instructed. Suddenly a big wind began to blow. *(blow on the sea)*

It blew and blew and blew. *(while the children are blowing, use the scissors to cut the sea in half)*

The wind pushed some of the water to one side. It pushed some of the water to the other side. Then right in the middle of the sea, a dry path appeared.

*I wonder, “What did the people think when they saw the sea part?”*

Everyone lined up to pass through the sea. One by one, they ran to the other side. *(pass through the sea to the other side)*

When everyone was safe across the sea, Moses stretched out his hand once more. The wind stopped blowing. The two walls of water crashed into each other, filling the sea again. *(place the sides of the sea back together)*

The people gave thanks. The Lord God had saved them. *(sit down)*







## The People Care for God's Word

(based on Exodus 25:10–22; 37:1–9)

What a fantastic time it had been for the Hebrew people! Moses climbed the mountain to meet with God, and God gave the people ten essential rules to help them love God and love each other.

After a while, someone said, “Look! Moses is coming!”

When Moses got close, they could see he had stone tablets. Moses held the tablets up so everybody could see.

The tablets had writing on them. Moses said:

“These are ten rules of love from God. They tell us how to live God’s way. We must take care of these special words.”

*I wonder, “What are the ten rules of love from God?”*

Moses said, “God wants us to build a special box. We will put the stone tablets—the Ten Commandments—in the box to keep them safe.”

*I wonder, “What did the special box look like?”*

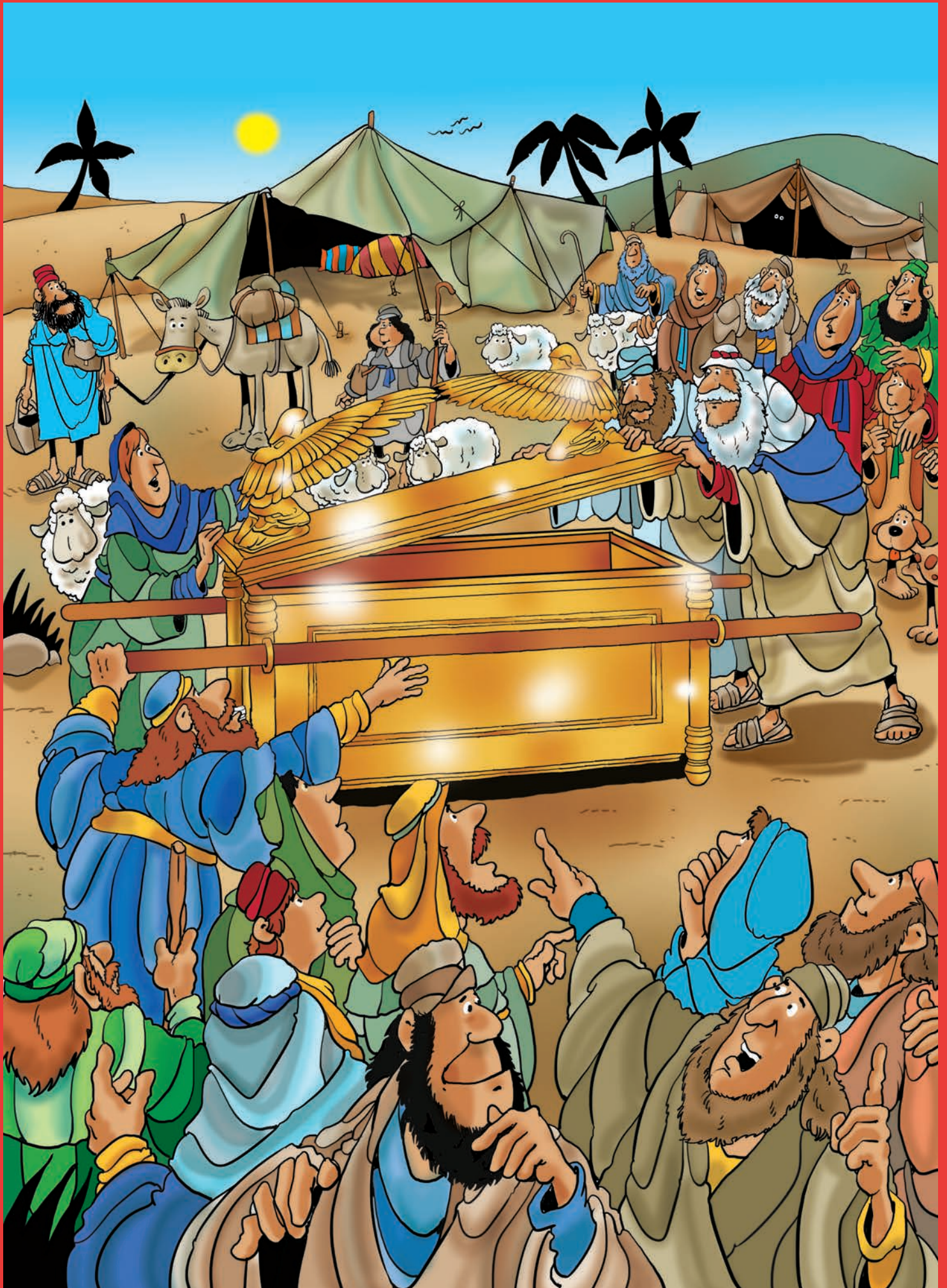
The people built the box just as God told them. When the box was finished, Moses gently placed the stone tablets with the commandments on them inside the box.

The people knew that the box would be with them wherever they went.

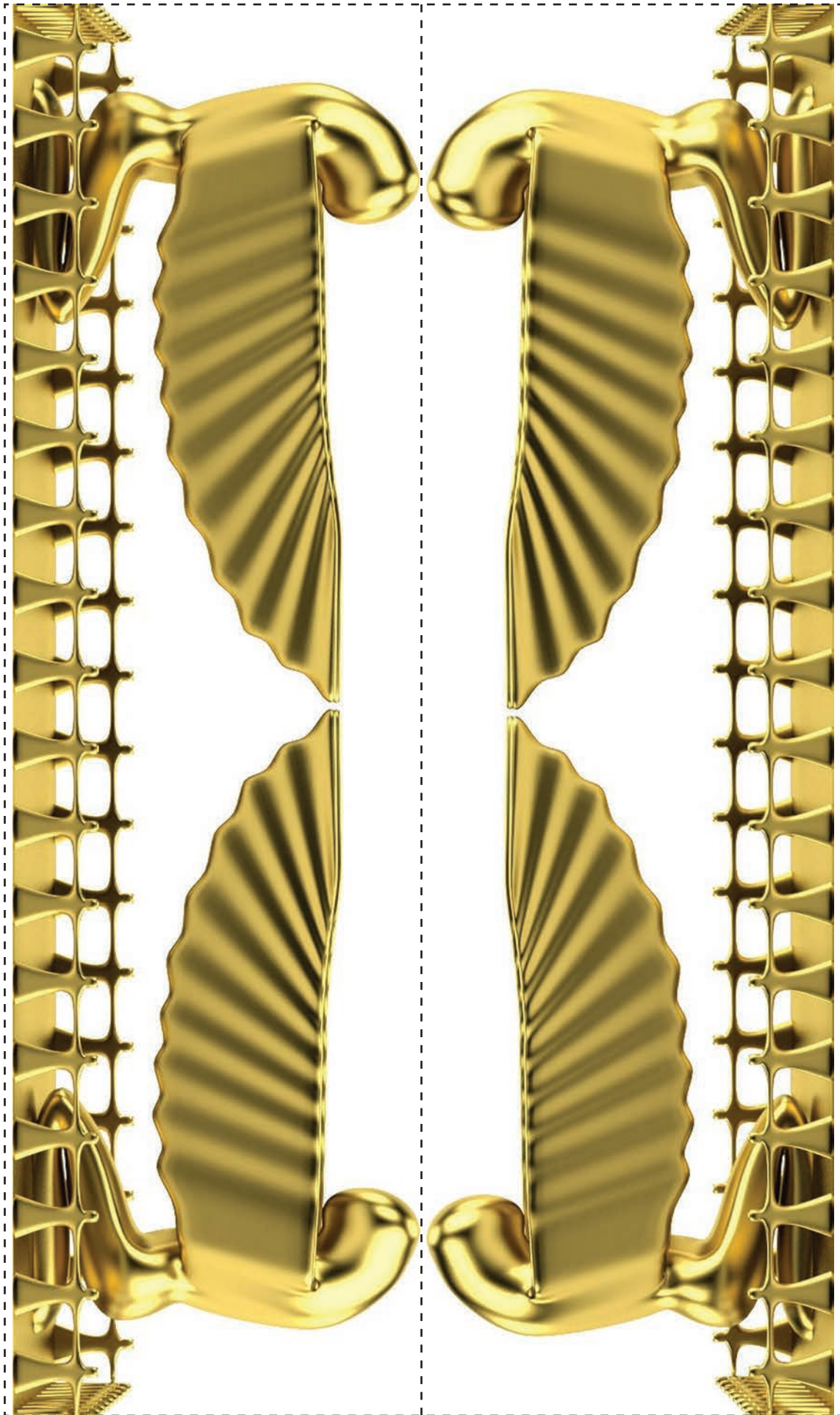
The box was called the Ark of the Covenant. It carried God’s ten rules of love. The Ark reminded them of the way God wanted them to live.

Wherever the people went, they carried the Ark of the Covenant. The people knew for sure that God was with them.











## Spying on the Promised Land

(based on Numbers 13:1-14:9)

God's people were slaves in Egypt for a long time. (👎, *shake head*) Then, God's power helped them get free. They were going to a new land that God promised to give them. (👍, *nod head*)

Moses led the people. They walked for a long time to get to the new land. (*walk in place or pat hands on legs as if walking*) Finally, they came to the new land! But they were not sure if it would be a good place to live. (*shrug and look up*) Moses picked out twelve people to go and see what the new land would be like. (*count to twelve*)

*I wonder, "How did Moses pick the twelve people?"*

Moses said: "Go up into the hill country and see what the area is like. See whether the people who live there are strong or weak, whether there are a few people or many, whether the towns have walls or no walls, and whether there are trees in it or not. Be bold and bring back some of the fruit of the land too!" (👍, *nod head*)

After forty days, the twelve returned to Moses, bringing grapes, pomegranates, and figs as big as their fists. (👍, *nod head*) They told Moses about the good land. (👍, *nod head*) They saw fields to graze sheep and goats, trees bursting with fruit, and buzzing bees making honey. (👍, *nod head*)

But ten of the spies were afraid. "The land is good," they said, "but we don't want to go. (👎, *shake head*) We saw the people who live there. They are so big and strong, like giants! (👎, *shake head*) Next to them, we felt like we were as small as grasshoppers. (👎, *shake head*) They live in cities with walls to protect them. (👎, *shake head*) If we try to enter the land, they will surely squash us!" (👎, *shake head*)

*I wonder, "How would we feel if we saw people who were as large as giants?"*

Two of the spies, Joshua and Caleb, disagreed with the others: "We should go to the land God has promised. God will be with us!" (👍, *nod head*)

Joshua and Caleb remembered how God saved the people from slavery in Egypt. (👍, *nod head*) They remembered that God promised them a homeland long ago. (👍, *nod head*) God provided food and water in the desert. (👍, *nod head*) God had given them rules to live by. (👍, *nod head*) God had always taken care of the people. (👍, *nod head*) God was faithful. (👍, *nod head*) Joshua and Caleb believed that God would always be faithful. (👍, *nod head*)

Joshua and Caleb gave a thumbs-up: "The Lord is with us. Let us be brave!" (👍 *and shout AMEN!*)























## Choose This Day Whom You Will Serve

(based on Joshua 24:14–28)

God had promised to care for the Hebrew people, but they didn't trust God's promise. God decided to let the people wander as they walked to their new homeland. They walked. And walked. And walked. For a long, long time, they walked.

*I wonder, "How would it feel to just keep walking?"*

When Moses died, Joshua, one of the people who had trusted God, became the leader. Joshua stopped the people at the Jordan River. On the other side they could see the Promised Land. Joshua trusted God to take care of the people. As Joshua led the people into the river, it parted. They carried the Ark of the Covenant safely to the other side.

Joshua called everyone together. He reminded them of God's faithfulness. Now God had brought them to a new home just as God had promised. Joshua knew that it would be hard to live where other people already lived and worshiped other gods. Joshua knew the people would be tempted to follow the other gods.

Joshua said to the people: "Love God. Worship and serve only God. Today, and every day, you have a choice to make. You can follow other gods, or you can love and worship the God who has been faithful to you. As for my family and me, we will serve God."

The people whooped and cheered! "Yes! We will serve God too!"

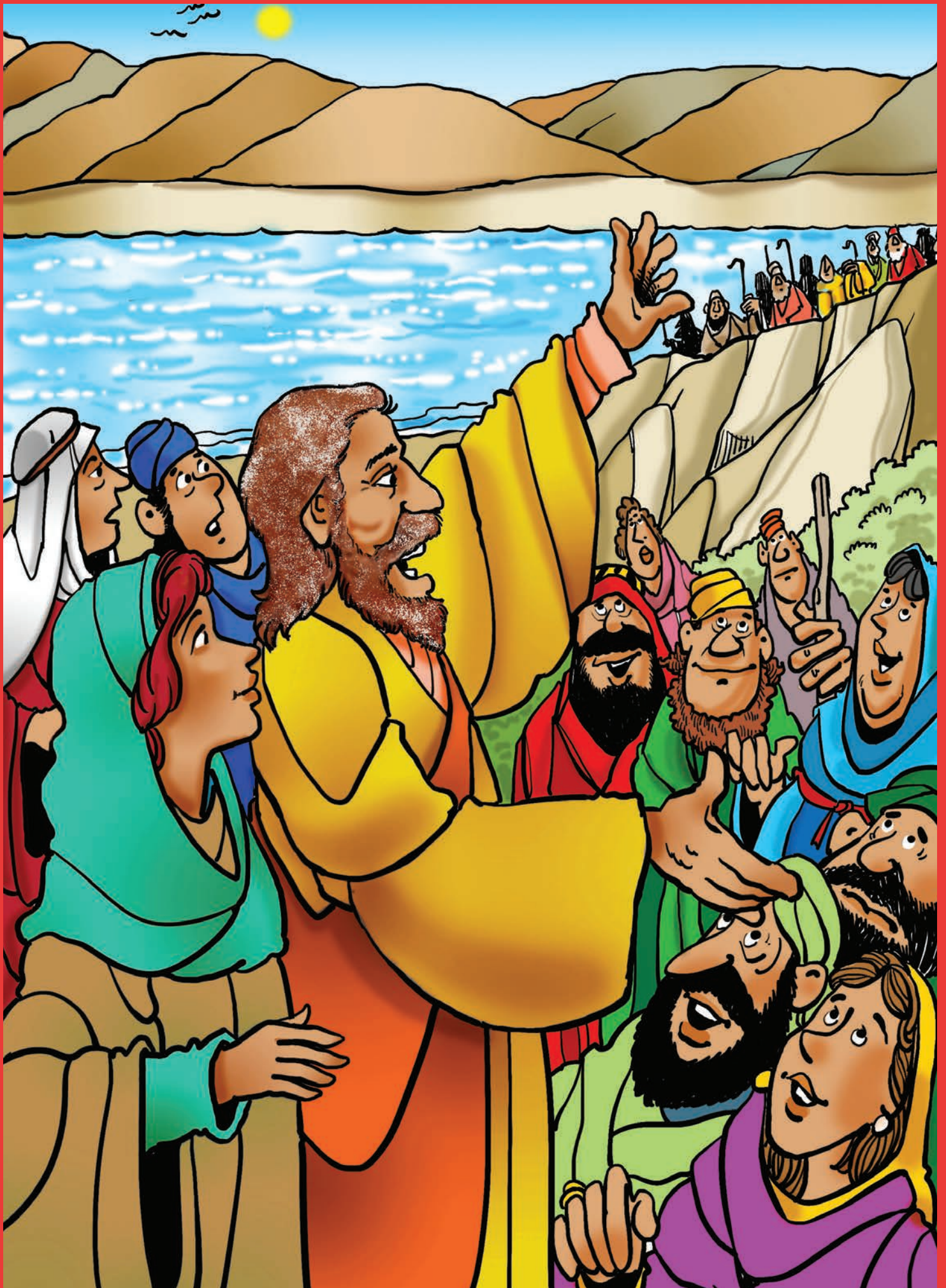
Joshua warned them. "It may not always be easy," he said. "God will not be happy if you don't follow God."

The people shouted, "We will serve God, who has been with us all along!"

God's people made a promise that day, a promise to love and serve God. Joshua set a large stone in a place for all to see and remember their choice to love and serve God.

*I wonder, "What do we see that reminds us to love and serve God?"*







## Here I Am, God

(based on 1 Samuel 3:1–4:1a)

Long, long ago, a young boy named Samuel lived with Eli. Samuel spent his days helping Eli, because Eli was getting old and couldn't see very well.

*I wonder, "What things could Samuel do to help Eli?"*

Every day, Samuel would light the lamps, sweep the floors, and look after the sanctuary. And every day, Samuel would learn more about God from Eli.

One night after Samuel had helped Eli to bed, he went to his own sleeping place and lay down to sleep.

Just as he was drifting off to sleep, Samuel heard a voice calling to him, "Samuel! Samuel!"

Samuel immediately jumped up and ran to Eli's room. "Here I am!" he cried. "What do you need?"

"I didn't call you," Eli replied. "It must have been a dream. Go back to bed."

Samuel went back to his bed and tried to go to sleep.

A second time, Samuel heard the voice calling to him, "Samuel! Samuel!"

And a second time, Samuel jumped up and ran to Eli's room. "Here I am!" he cried. "What do you need?"

Eli woke up with a jump. He was confused. He knew he hadn't called Samuel, so he said, "Samuel, I didn't call you. Please go back to bed."

Samuel did as Eli asked, but a third time he heard the voice calling to him, "Samuel! Samuel!" He jumped out of bed and ran to Eli's room. "Here I am!" he cried. "What do you need?"

Eli understood that it was God who was calling Samuel.

"It is God's voice you are hearing," Eli explained. "When you hear God's voice calling your name say, 'Here I am, God. What do you want me to do?' Now go back and lie down."

Samuel went back to his room and lay down. He listened carefully for the voice. Once again Samuel heard God call his name, "Samuel! Samuel!"

*I wonder, "What does God's voice sound like?"*

This time Samuel replied, "Here I am, God. What do you want me to do?"

God told Samuel that he would be a prophet—a messenger for God.



## God Calls a Shepherd Boy

(based on 1 Samuel 16:1-13)

When Samuel grew up, he was one of God's messengers. One day, God gave Samuel a special job to do.

God said, "Samuel, it is time to find a new king. Go to Bethlehem and visit a man named Jesse. I have chosen one of his sons to be the new king."

When Samuel arrived in Bethlehem, he invited Jesse and his sons to a special worship. Samuel looked at Jesse's oldest son and saw that the young man was tall and strong.

"This must be the one God has chosen," Samuel thought. "This son is tall and strong. He walks like a king, he looks like a king, and he acts like a king. He must be the new king."

But God said, "No, this isn't the one. I don't look at his height or how strong he looks. I look at his heart."

One by one, Jesse presented each of his sons to Samuel, and every time God said, "No, he is not the one."

Samuel was confused. God had told Samuel that one of Jesse's sons would be the new king. Why hadn't God chosen any of them? Samuel turned to Jesse and asked, "Do you have any other sons?"

"I have one more son, but he is just a boy," Jesse answered. "His name is David, and he's out looking after the sheep."

Samuel said, "I want to meet him." When David arrived, God said, "This is the one I have chosen. I see that he has a good and kind heart."

*I wonder, "Why did God choose David?"*

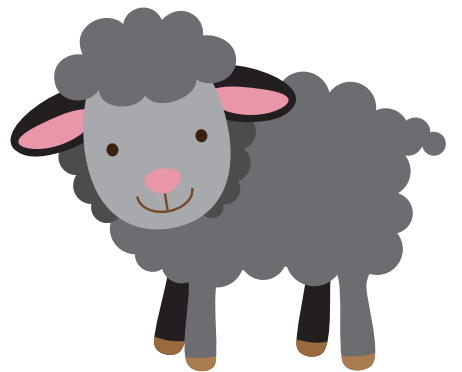
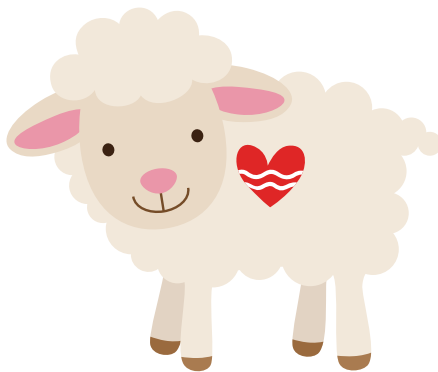
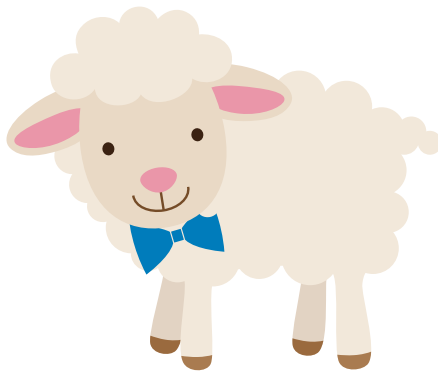
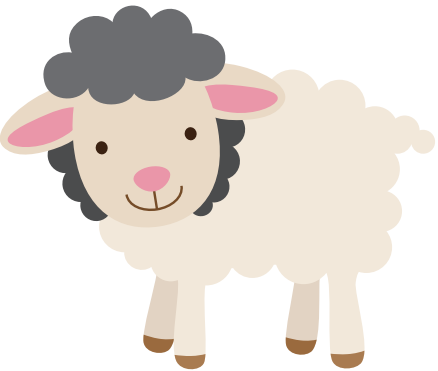
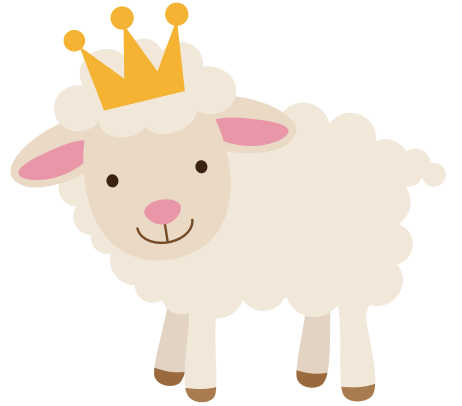
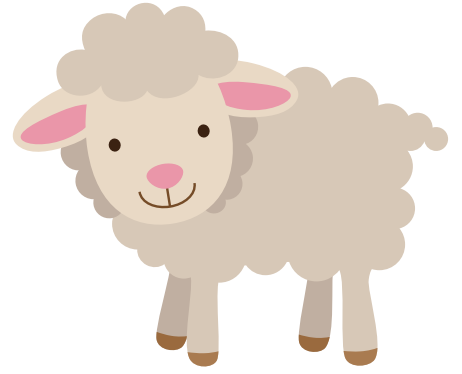
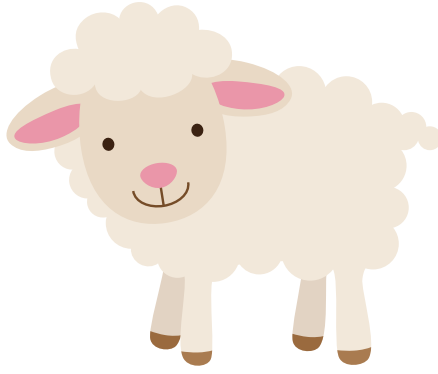
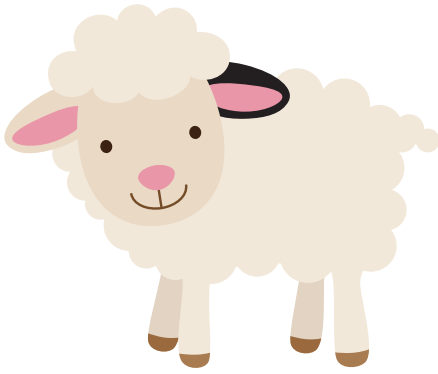
Samuel asked David to kneel down. Then Samuel anointed David; that means Samuel poured special oil on David's head. Now everyone knew that David had been chosen to be king.

*I wonder, "Why did they use oil for a blessing?"*

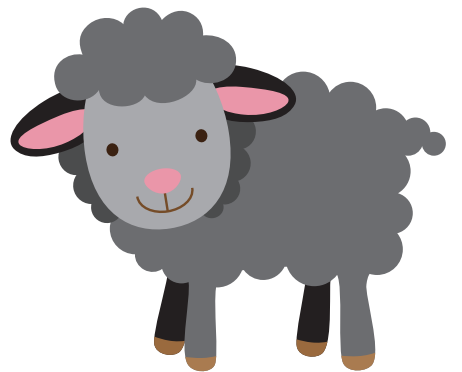
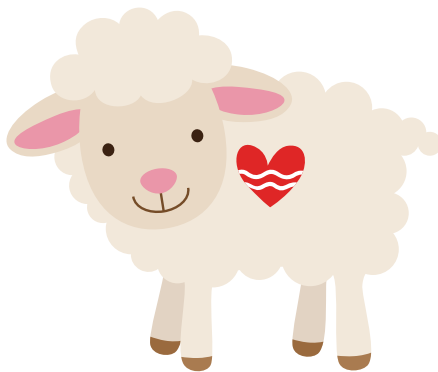
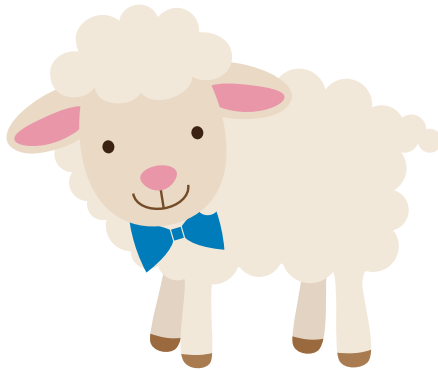
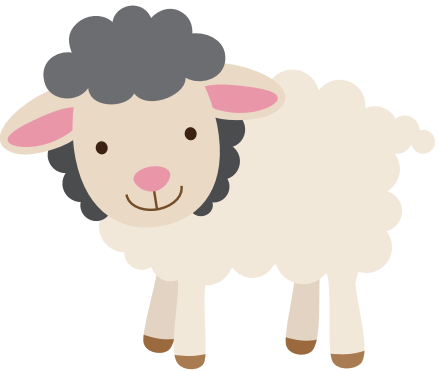
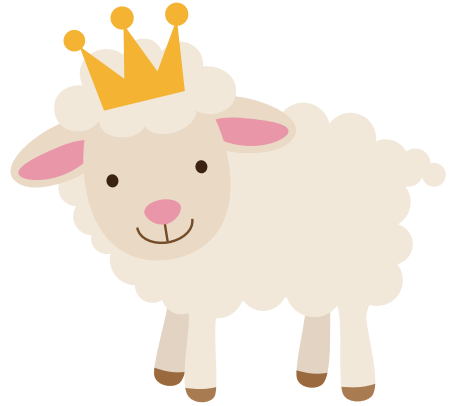
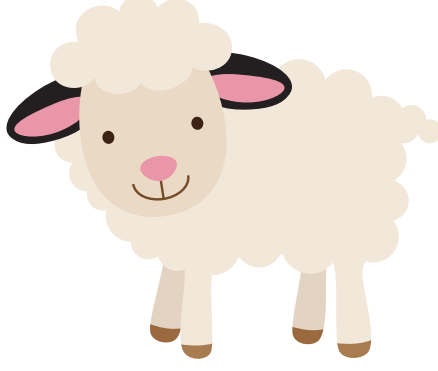
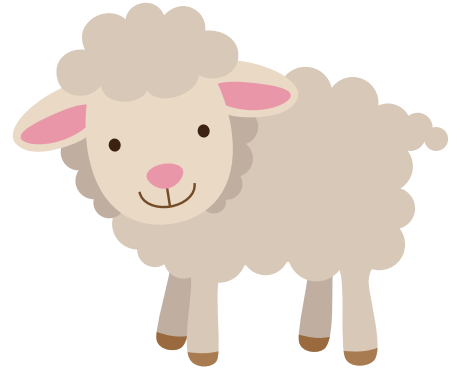
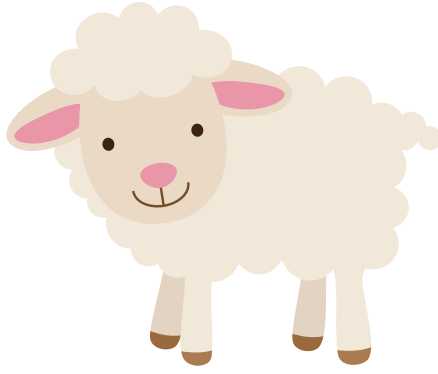
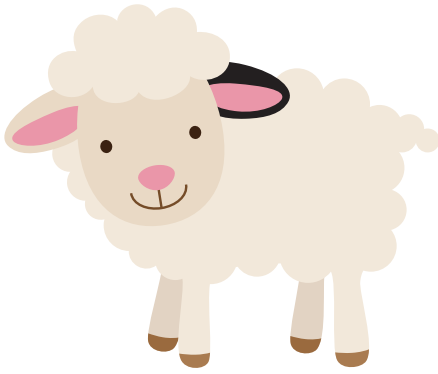
From that moment on, God's Spirit was with David in a special way. Samuel went back home, and David went back to his sheep. God had chosen David to be king one day, but for now he had to help his family.















## The Lord Is My Shepherd

(based on Psalm 23)

Long, long ago, before David was king of all Israel, he was a shepherd boy watching his flock on the hills outside Bethlehem. He spent many days and nights out in the fields. Often he would sing and pray to God, praising God, asking for help or protection, and giving thanks.

*I wonder, "How many sheep did David care for?"*

In one of his prayers, David recognized that God did the things that a shepherd does! "God takes care of all our needs just like a shepherd takes care of the sheep," David thought.

Let's add our voices to this psalm of David:

Leader: God is like a shepherd.

**All: I will have everything I need.**

Leader: A good shepherd takes care of the sheep.

A good shepherd makes sure they rest when they are tired.

The shepherd gives the sheep cool water to drink when they are thirsty.

God takes care of me as well.

Leader: God is like a shepherd.

**All: I will have everything I need.**

Leader: Just like a shepherd, God shows me the right way to go so that I don't get lost. A good shepherd watches over all the sheep. A good shepherd makes sure that they are safe and pulls them out of trouble. The shepherd walks beside them and protects the sheep from danger.

Leader: God is like a shepherd.

**All: I will have everything I need.**

Leader: Even in the middle of the night, when things look dark and scary, I will not be afraid, because God is close by.

God is there even on terrible, awful days.

When trouble seems to be around every corner, God is with me, always caring, always loving.

Leader: God is like a shepherd.

**All: I will have everything I need.**

Leader: God will love me forever.

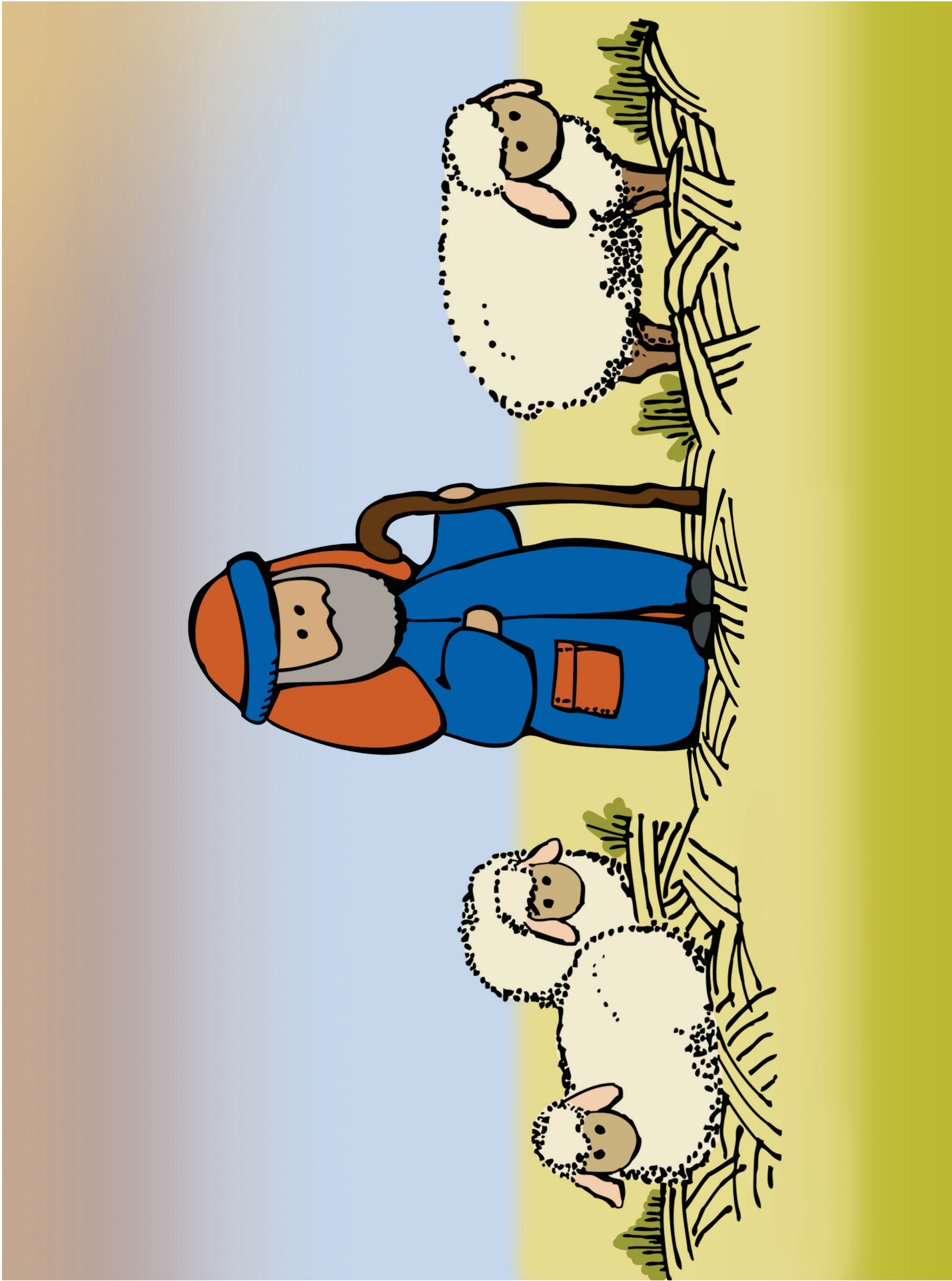
God's love will be with me all the days of my life.

This prayer is known as Psalm 23. When it is said or sung, people think about how a shepherd cares for all the sheep, making sure each one is fed, is given water, and is safe. This psalm is said in happy times and sad times, remembering God's loving care at all times.

*I wonder, "How does God care for us?"*









## A Shepherd Boy Grows Up to Be King

(based on 2 Samuel 5:1-5; 7:18-29)

The leaders of Israel came to David because they wanted him to become their king.

“God has chosen you to be our king,” the leaders said. “You will look after our people just as a shepherd looks after the sheep. We have chosen you to be king.”

David thought about his life and remembered all the times God was with him.

He remembered being a shepherd and protecting his sheep.

He remembered the day his father called him from the fields.

He remembered how the prophet Samuel had put oil on his head and told him that one day he would be king.

He remembered the day he fought the giant Goliath. He knew that God had protected him.

He remembered his friendship with Jonathan, and how Jonathan helped him stay safe.

He remembered the days he hid in the hills and the kindness showed to him by Abigail.

*I wonder, “Why was it important that David remembered all that God had done?”*

God looked after him every step of the way.

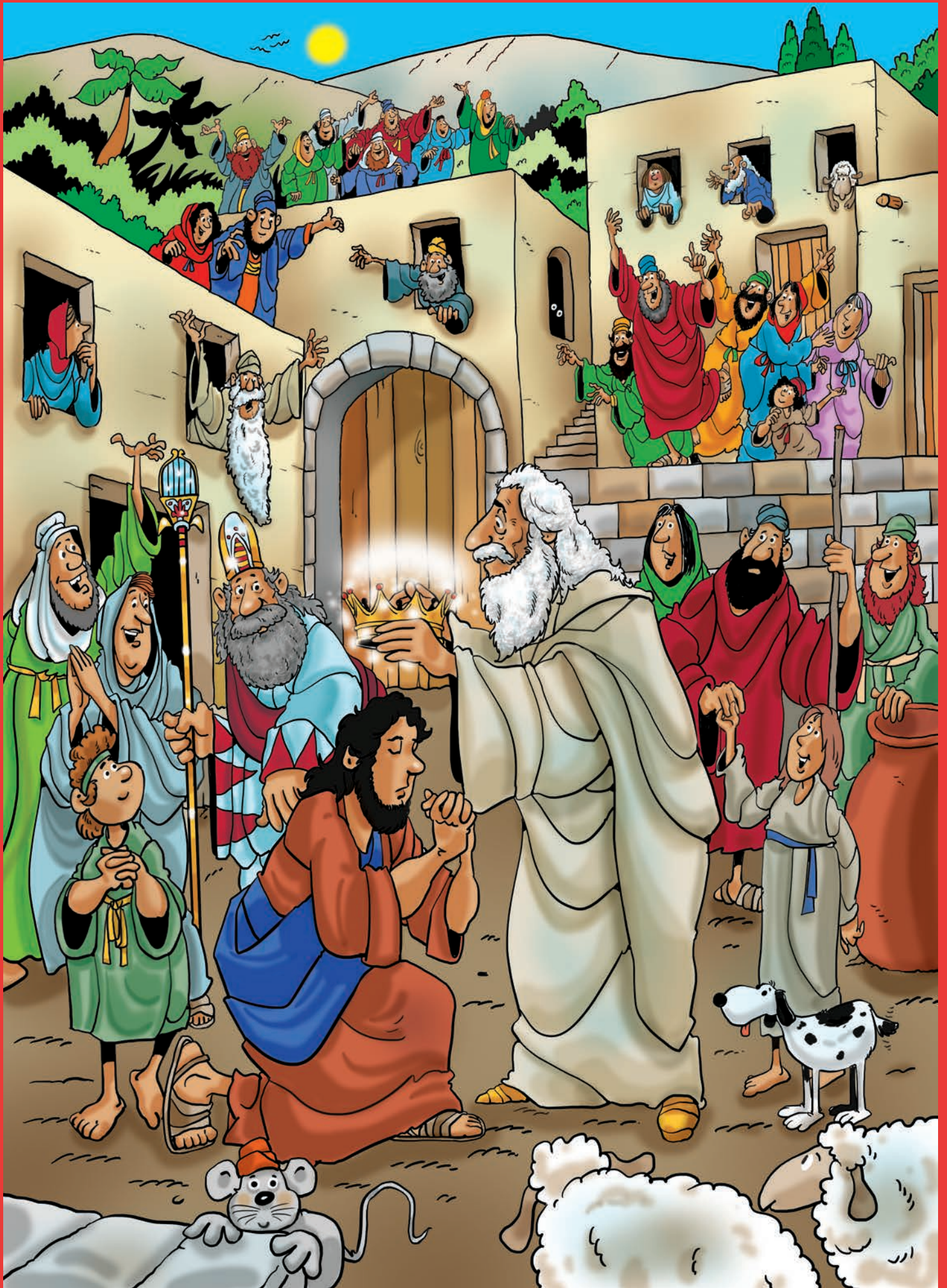
David was crowned king of Israel before all the people.

David gave thanks to God for everything that God had done. He promised to serve God. He praised God.

He was a strong and wise king who loved God.

*I wonder, “Will David be a good king?”*







## God Is My Rock

(based on Psalm 62: 1-2, 5-7)

I am David, king of Israel.

I wasn't always the king. As a young shepherd boy, I took my father's flock of sheep (*say, "baa-baa"*) from low in the valley up the mountainsides by our home. I spent a lot of time out in the fields. I liked roaming with the sheep (*say, "baa-baa"*), lying in the cool grass on a hot day, and watching the stars on a clear night. Those were wonderful days!

Sometimes I would get scared. Howling animals (*howl, "woooooo!"*) scared my sheep (*say, "baa-baa"*) or me. I'd look for stones to sling at wolves (*howl, "woooooo!"*) and bears (*hold hands like claws and say, "Rawr!"*). During storms, the thunder cracked so loud my ears would ring. Sometimes at night, when everything was silent, I got scared being alone in the dark.

*I wonder, "When are you afraid?"*

To feel better I would pray, making up songs to God. I would sing softly to myself and to the sheep (*say, "baa-baa"*) then louder and louder until I was sure God had scared the wolves (*howl, "woooooo!"*) away or shouted down the thunder. God was with me. This was one of my song prayers:

In the silence, I am waiting for God. For God will save me.

God is my rock. (*make a fist with right hand and pound it on left palm*)

God is my help. (*hold arms up being strong*)

God is my fortress. (*bring hands overhead like the peak of a roof*)

I shall never be shaken! (*shake slightly, then stand firm*)

Even now, as a king, I still sing these songs. When I am afraid or troubled, they comfort me and give me hope. God is my rock. God is everywhere. God is always with us. God is unmovable and unshakeable. So, I pray these words again and again:

In the silence, I am waiting for God. For God will save me.

God is my rock. (*make a fist with right hand and pound it on left palm*)

God is my help. (*hold arms up being strong*)

God is my fortress. (*bring hands overhead like the peak of a roof*)

I shall never be shaken! (*shake slightly, then stand firm*)

God will deliver me from fears and troubles.

God is my mighty rock! (*make a fist with right hand and pound it on left palm*)

I am most safe when I am with God. (*hug self*)

God is my rock! (*make a fist with right hand and pound it on left palm*)

*I wonder, "How is God like a rock?"*





## Praise the Lord!

(based on Psalm 150)

Becca and Benji love going to worship with their parents. Becca likes the voice of the leader calling them to worship. Benji likes when the congregation responds as one to the leader's call. Becca loves the reading of God's words. Benji likes being surrounded by people who are part of God's big family. But most of all, Benji and Becca love to sing praising songs to God. This is one of the songs from the Bible they like best:

Hallelujah! Praise God!

Wherever you praise God—in the holy house of worship and under the wide-open skies—praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

For all the mighty and wonderful things God has done, and for all God's glorious greatness, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

With trumpet blasts and tuba bellows, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

with soft strumming strings on harps, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

with bells and whistles and tambourines and dance, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

with violins and cellos, guitars and banjos, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

with flutes and lutes, pipe organs and toy pianos, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

with snare drums and kettle drums and clanging cymbals, even loud crashing cymbals, praise God! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

let everything that moves and breathes praise the Lord! *(raise arms above head with hands out and waving, shouting, "Hallelujah! Praise God!")*

Hallelujah! Praise God!

*I wonder, "How do we praise God in our church?"*

Singing praise to God makes Becca and Benji laugh. It makes their toes tingle. They can't keep their feet still. They want to jump and dance, ring bells and bang drums. They want to praise God with everyone and everything they can imagine. More than anything else, they know that this praising song includes them because they move and breathe. When they shout, "Hallelujah!" they know that they are part of all that praises God.

*I wonder, "What is your favorite song of praise to God?"*





## God Calls Jeremiah

(based on Jeremiah 1:4-10)

Many years ago, there was a young boy called Jeremiah.

One day, Jeremiah heard God's voice. At first, Jeremiah thought he was dreaming. Why would God be talking to him? But it wasn't a dream. God really was speaking to him.

*I wonder, "How did Jeremiah know it wasn't a dream?"*

"Jeremiah, I choose you to do a special job," announced God. "You will be my prophet. You will take my message to all the people."

Jeremiah was surprised. He was only a young boy. Who would listen to him?

"I can't do this," said Jeremiah. "I won't know what to say. I'm too young to do this job."

"Don't say you are too young," answered God. "All you have to do is listen. I will tell you where to go and you will go there. I will give you a message and you will speak it. I will put my words in your mouth. I will tell you what to say."

Jeremiah knew that these words were very important. He had to tell them to the people.

He went out to be God's messenger. He told people: "God loves you! Follow God! Be kind! Love one another!"

*I wonder, "How can I be God's messenger?"*



My words will be  
your words.



## The Potter Shapes the Clay

(based on Jeremiah 18:1–6)

Jeremiah was a prophet. One day, God told him to go to the workshop where pots were being made.

“When you get to the potter’s shop,” God explained, “I will give you a message for the people.”

So Jeremiah went and watched the potters make pots out of clay.

Jeremiah watched as the potter took a lump of clay. The potter squashed it, and stretched it, and made it into a ball.

*I wonder, “What did the clay feel like?”*

And God said, “I am like the potter.”

Jeremiah continued to watch as the potter worked that ball of clay. The clay was pressed, and stretched, and pulled up to make a little pot.

And God said, “I am like the potter.”

Suddenly Jeremiah saw the pot starting to shake. It wobbled and crumbled and went completely wrong.

Did the potter throw away the clay? Goodness no! It was squashed down and stretched, and made into a ball again.

And God said, “I am like the potter.”

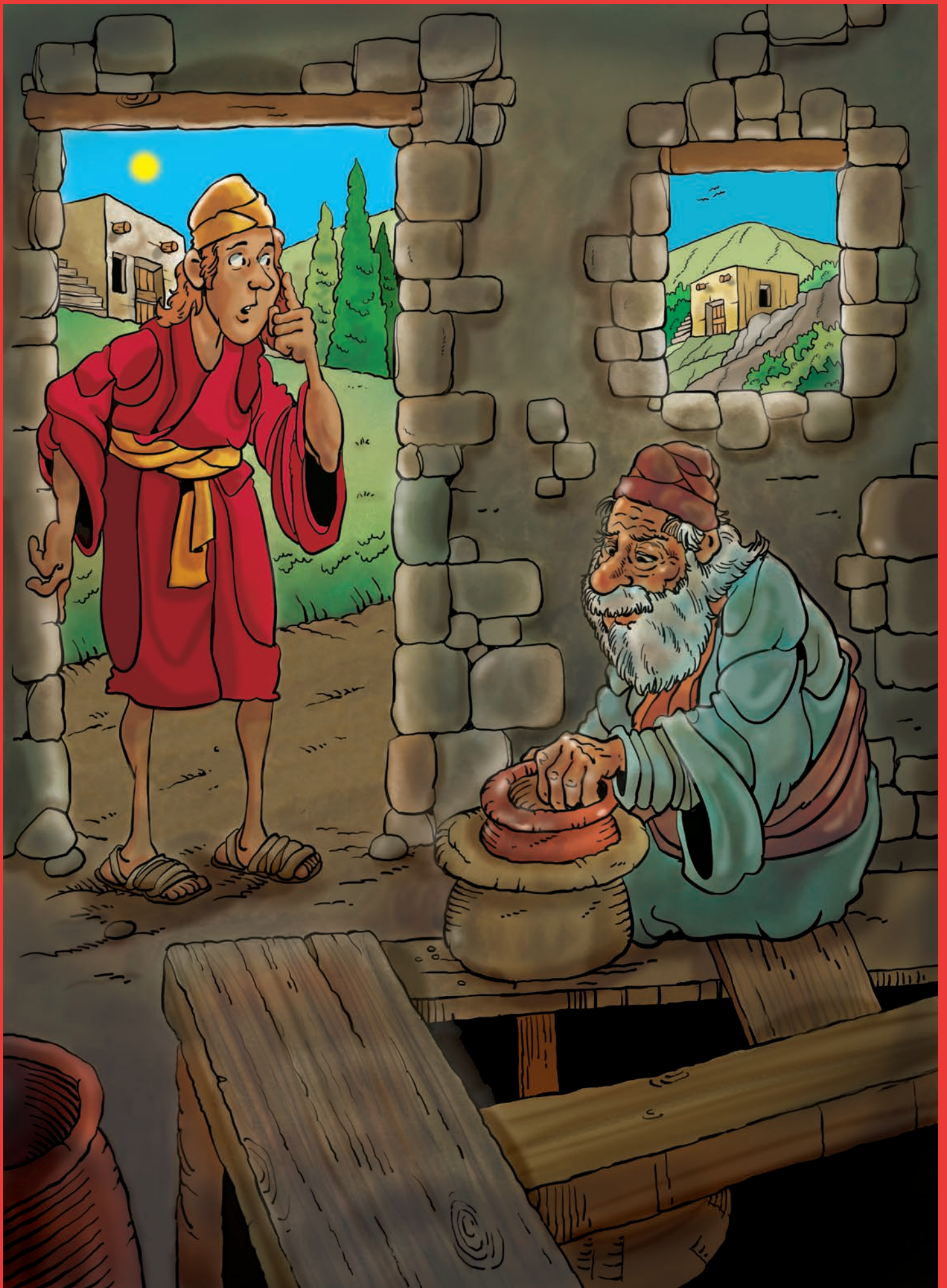
*I wonder, “How is God like a potter?”*

Jeremiah watched the potter remake the pot. The clay was pressed, and stretched, and pulled up to make a beautiful little pot.

And God said, “I am like the potter. You are like clay. I will shape your life. When things go wrong, I can help you start over.”

And Jeremiah gave thanks for God’s love.







I'm on my way to the promised land,  
the promised land, the promised land.  
I'm on my way to the promised land;  
God will be with me.

I'm on my way to the beautiful land,  
the beautiful land, the beautiful land.  
I'm on my way to the beautiful land  
God has given me.

I'm on my way to the promised land,  
the promised land, the promised land.  
I'm on my way to the promised land.  
Won't you come with me?





God is so good;  
*(Repeat two times)*  
God's so good to me.

God cares for me;  
*(Repeat two times)*  
God's so good to me.

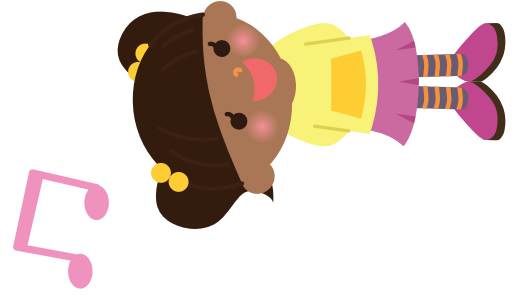
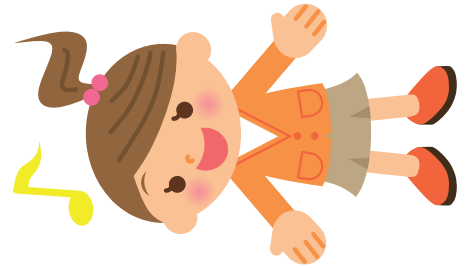






Hal - le - lu, hal - le - lu,  
hal - le - lu, hal - le - lu - jah!  
Praise ye the Lord!  
(Repeat)

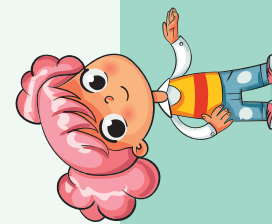
Praise ye the Lord! Hallelujah!  
(Repeat two times)  
Praise ye the Lord!







Every time I feel the Spirit  
moving in my heart, I will pray.  
Every time I feel the Spirit  
moving in my heart, I will pray.







We are blessed to be a blessing;  
we are blessed to be a blessing.  
We are blessed to be a blessing,  
growing in the grace of God.

*Refrain:*

*Growing in the grace of God,  
growing in the grace of God,  
we are blessed to be a blessing,  
growing in the grace of God.*

Just like Jesus helping others, . . .

Just like Jesus healing others, . . .

Just like Jesus feeding others, . . .

Just like Jesus teaching others, . . .

Just like Jesus loving others, . . .







Make a joyful noise,  
make a joyful noise,  
make a joyful noise,  
for the Lord our God.



Sing a song of love,  
sing a song of love,  
sing a song of love,  
for the Lord our God.



Tell it to the world,  
tell it to the world,  
tell it to the world,  
for the Lord our God.



Make a joyful noise,  
sing a song of love,  
tell it to the world,  
for the Lord our God.





Kum ba yah, my Lord, kum ba yah!  
Kum ba yah, my Lord, kum ba yah!  
Kum ba yah, my Lord, kum ba yah!  
O Lord, kum ba yah!

Come by here, my Lord, come by here!  
*(Repeat two times)*  
O Lord, come by here!

Jesus went about doing good.  
*(Repeat)*  
He told everyone, "God is love;  
God cares for you."





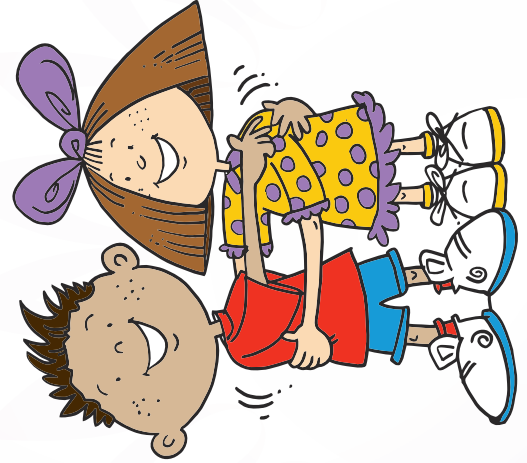
Hello! Hello! How are you?  
You are my friend and I love you.  
Hello! Hello! How are you?  
Jesus loves me and he loves you.

*(Name, Name!)* How are you?  
You are my friend and I love you.  
*(Name, Name!)* How are you?  
Jesus loves me and he loves you.





Thank you, God, for loving me,  
thank you for my family,  
thank you for all friends who show  
love to me wherever I go.







We are growing every day,  
we are growing every day,  
we are growing every day,  
closer, God, to you.

We are learning how to pray,  
we are learning how to pray,  
we are learning how to pray,  
closer, God, to you.

We are learning how to love,  
we are learning how to love,  
we are learning how to love,  
closer, God, to you.





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