

**10 minutes Skill and play:**

Can you breathe in and hold your breath until the count of 5? What can you blow? Blow through a straw to make a cotton ball go into the center of a target.

**15 minutes roll, calendar, weather, today’s schedule/topic**

See lesson 1.

**15 minutes Scripture story:**

Gen. 1:6-8

(Read from the Bible, showing Creation Days booklet pages)

“And God said, Let there be a firmament [sky, atmosphere] in the midst of [between] the waters, and let it divide the waters [below the sky] from the waters [in the clouds above].

“And God made the firmament, and divided the waters which were under the firmament [sky] from the waters which were above the firmament [sky]: and it was so.

“And God called the firmament Heaven. And the evening and the morning were the second day.”

Have children make Creation Days booklet page 5.

**5 minutes Song:**

“God’s Love”

(1st line: *We do not see the wind*—Children’s Songbook, p. 97)

Illustrations such as those on a following page can be drawn larger for the children to see as you sing.

**15 minutes Art:**

Develop an “eye” for observation/imagination: go out and look for shapes in the clouds (or look at cloud pictures and ask what they remind the children of—following page, or from magazines).

**5 minutes Movement:**

Stop and Go (Red Light, Green Light)

**15 minutes free play:**

balloon volley (try to keep the balloons from touching the ground!)

**10 minutes Math:**

Cracker shapes, or, cut bread and/or cheese into shapes:

(use a circle to cut a crescent, use a diamond or a square to cut 2 triangles; use a diamond for a hexagon—cut off the two sharper ends; use a square to cut an octagon by cutting off all 4 corners, use a star to cut a pentagon, by cutting off the points). Use crackers or bread or cheese shapes for snack.

**Snack while reading book(s):**

Different shapes of crackers., bread, and/or cheese—such as square, circle, oval, triangle, hexagon . . .

**Date** \_\_\_\_\_ **Lesson 5**

**Topic:** air, clouds

**Skill:** controlled breathing

**Roll, calendar, weather, today’s schedule/topic**

**Scripture story:**

Creation of the sky

Genesis 1:6-8

Page 5 of booklet

**Song:** “God’s Love”

**Art:** Observe cloud shapes

**Movement:** Stop and Go

**Play:** Balloons

**Math:**

Cracker/bread/cheese shapes

**Snack:**

Cracker/bread/cheese shapes

**Book(s):**

It Looked Like Spilt Milk

**Science Activity:**

condensation

**Free play**

**Materials:**

Creation Days p. 5

Balloons, straws, target

Cotton balls

(cloud pictures?)

White paper

Song illustrations

Book about clouds

Or states of water

Boiling water, bowl of ice

Cracker shapes, or—

Bread, cheese, knife,

Cookie cutters

**5 minutes Book(s):**

It Looked Like Spilt Milk by Charles G. Shaw

**10 minutes Science demonstration:**

Notice the “clouds” that spill out of the freezer when you open it. Clouds, as well as steam, are made of tiny droplets of water. Place a safe container of ice over a pot of boiling water (removed from heat); watch as drops form on the bottom and get big enough to “rain” (it’s called condensation; a cold pitcher from the frig will also condense water from the air, but it’s not as obvious where the water came from)

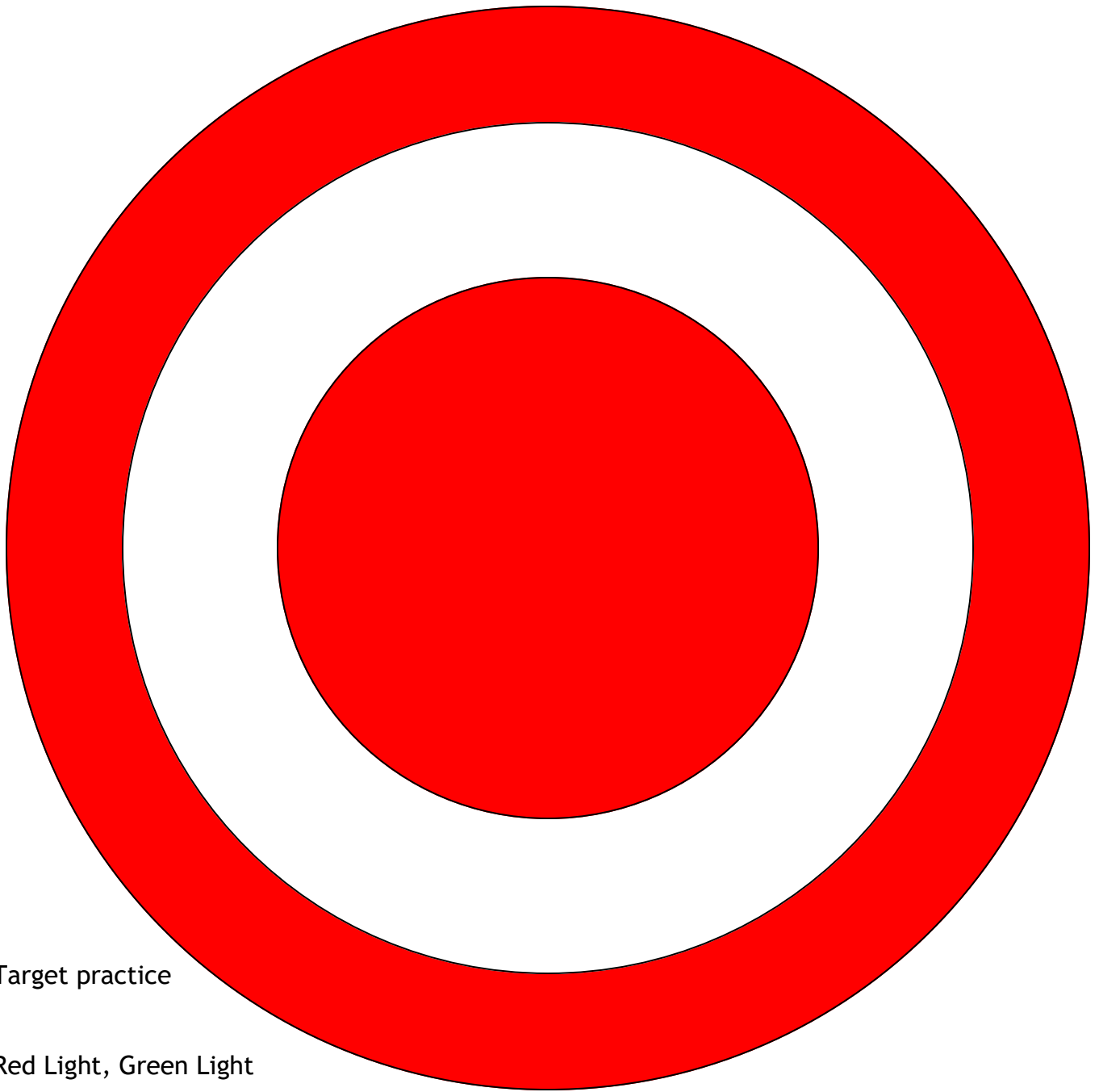
**15 minutes free play:**

Creation Days booklet, page 4

Use a light blue sheet of paper as the page,  
cut and paste white paper clouds at the top  
(clouds may have shapes, like a hat, a car, etc.),  
and a dark blue sea (with waved surface) at the bottom;  
add words

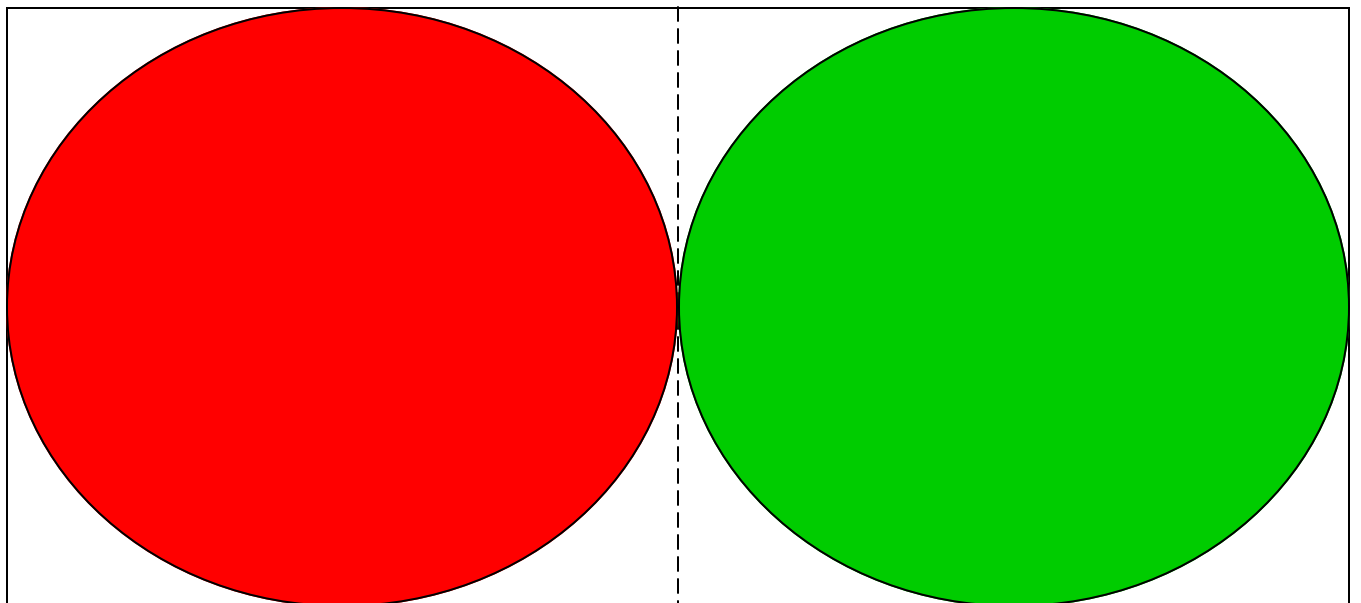
**“And God made the firmament [sky],  
and divided the waters which were under [the sky] . . .  
from the waters which were [in the clouds] above . . .**

**And the evening and the morning  
were the second day.”**



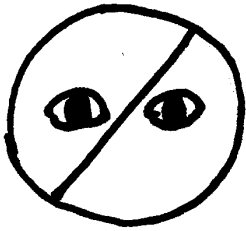
Target practice

Red Light, Green Light

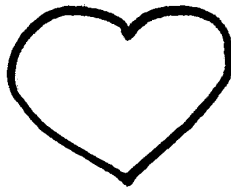
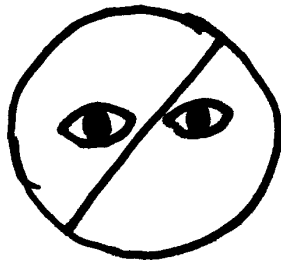


Fold—opt. glue a stick handle inside

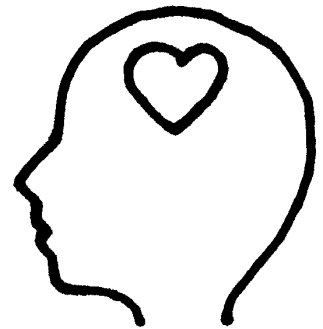
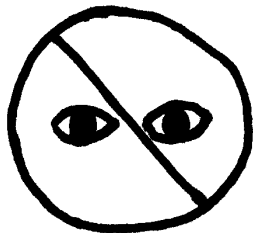
“God’s Love” (1st line: *We do not see the wind*—Children’s Songbook, p. 97)



We do not see the wind; We only hear it sigh. It makes the grasses bend  
Whenever it goes by.

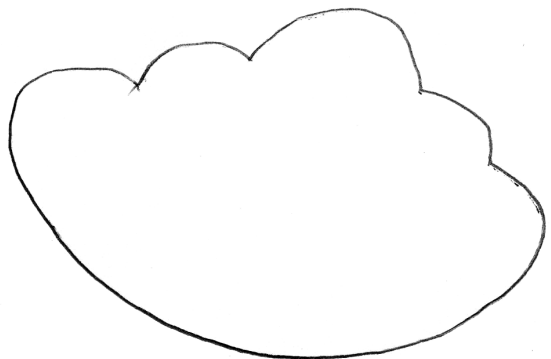
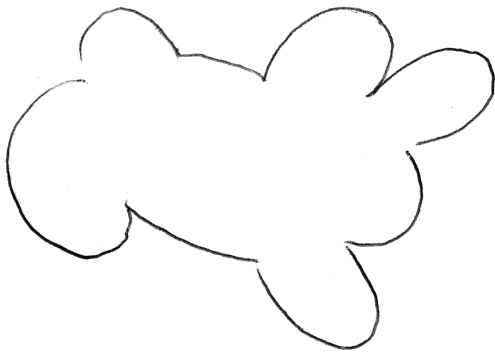
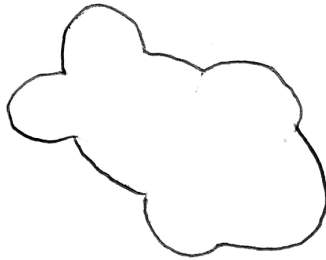
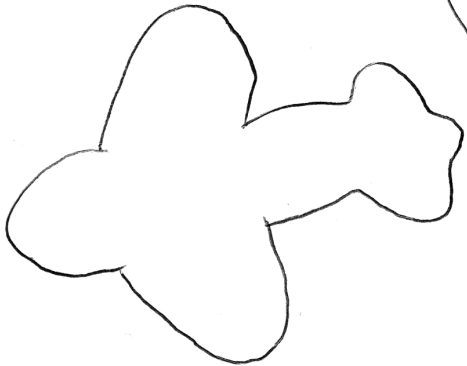
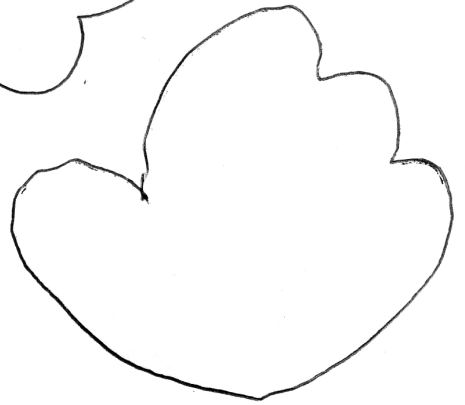
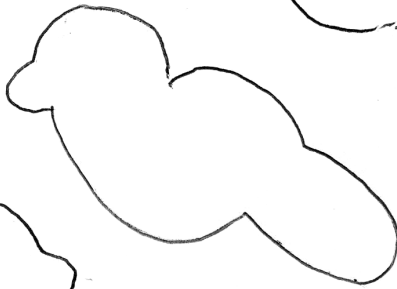
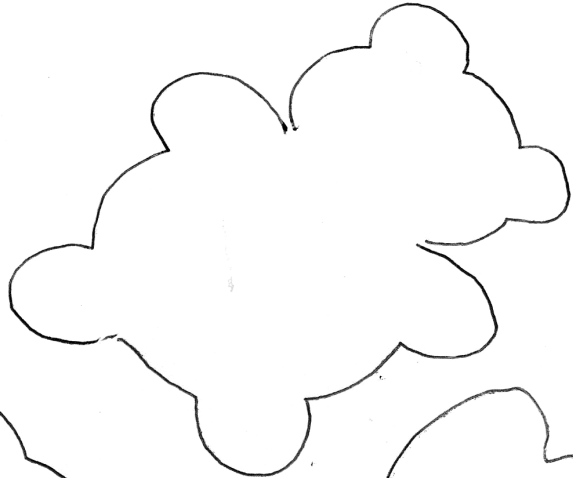
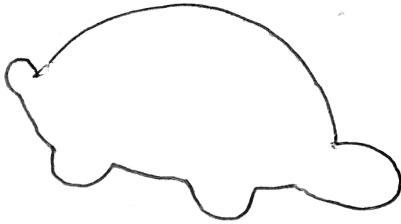
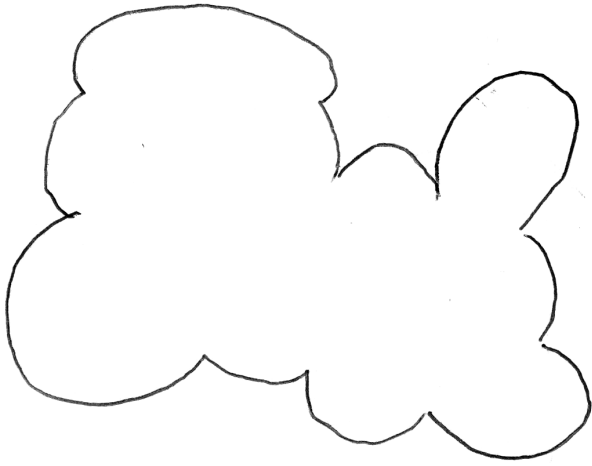


We do not see God’s love, But in our hearts we know, He watches over us  
Wherever we may go.



We do not have to see To know the wind is here;  
We do not have to see To know God’s love is near.

Similar cloud shapes might be glued onto light blue paper for the children to guess /speculate/ imagine the shapes.



**10 minutes Skill and play:**

Wind toys outdoors or in front of a fan—such as spinners, streamers, pinwheels, etc.

**15 minutes roll, calendar, weather, today’s schedule/topic**

See lesson 1.

**15 minutes Scripture story:**

Flannel board review—use a large piece of black felt for the “heavens”/sky. Before class: Cut small yellow or white felt stars to put in the “heavens”. Use the object previously used for page 2 as a pattern to cut a felt earth of dark blue flannel. Use a piece of yellow flannel half as large as the black for the light divided from the dark. Use the clouds from lesson 5 as patterns for white felt clouds to put around the earth, representing the atmosphere/sky. In class: Lay out the black felt. Give the other felt pieces to the children (you may keep the yellow “light” piece to add yourself). As you read or retell the story, have the children add their pieces onto the black flannel piece (lift up the earth to put the “light” divided from the dark, and place the earth back down half in the light, half in the dark).

**5 minutes Song:**

“He’s Got the Whole World in His Hands”

Adapted from [www.kididdles.com](http://www.kididdles.com)

(Everyone put arms in circle for “world”, cup hands for “hands”)

He’s got the whole world in His hands,

He’s got the whole world in His hands,

He’s got the whole world in His hands,

He’s got the whole world in His hands.

(give each child a cut-out to hold up at appropriate time)

He’s got the sun and the rain in His hands,

He’s got the moon and the stars in His hands,

He’s got the wind and the clouds in His hands,

He’s got the whole world in His hands.

(point to “you” and “me”, “brother”, “sister”, “everyone”)

He’s got you and me, brother, in His hands,

He’s got you and me, sister, in His hands,

He’s got you and me, everyone, in His hands,

He’s got the whole world in His hands.

“Down in the Valley” (use actions; lower voice for “low”)

Down in the valley, the valley so low(right, then left hand go down)

Hang your head over, hear the wind blow.(hang head, cup ear)

Hear the wind blow, dear, hear the wind blow,(cup right, left ear)

Down in the valley, the valley so low.

**15 minutes Art:**

blow paint or Koolaid through a straw to make a cool picture

Koolaid paint: 1 pkg. Koolaid, 1/2 cup water, 1/4 cup sugar  
(very stinky—take precautions!)

(keep Koolaid paint for making popsicles for day 7)

**Date** \_\_\_\_\_ **Lesson 6**

**Topic:** air, gases

**Skill:** wind toys

**Roll, calendar, weather, today’s schedule/topic**

**Scripture story:** Review

**Song:**

“He’s Got the Whole World in His Hands”, or “Down in the Valley”

**Art:** straw painting

**Movement:**  
popcorn & pretzels

**Play:** bubbles

**Snack:** popcorn & soda pop

**Book(s):**

Water as a Gas

**Science Activity:**

Gases, air

**Free play**

**Math:** Bubble math

**Materials:**

Wind toys, fan if needed

Flannel: black, yellow, white, dark blue

Sun, rain, moon, star, wind, cloud, world cut-outs

Koolaid paint recipe left

Or watercolor paint

Bubbles,, paper

Hot air popper, popcorn

Ice shapes

Cold and warm soda pop  
(2 liter clear bottles)

Book about air, gases

Zip baggie, balloons

Beach/inflatable ball, etc.

**5 minutes Movement:**

Popcorn & Pretzels—when the leader says “popcorn”, jump around like popcorn popping; when the leader says “pretzels”, stand still with your arms folded like a pretzel.

**15 minutes free play:** Bubbles

**Snack while reading book(s):**

Pop popcorn in hot air popper for the children to see.

Put ice shapes in the children’s cups (let them choose their shape of ice)—ice is solid water. Open and pour cold and warm soda—emphasize the gas/air bubbles (which stay in the cold liquid pop better than in the warm liquid pop).

**Keep soda pop bottles for vortex! Lesson 8.**

**5 minutes Book(s):**

Read or talk about this book, or another similar.

Water As a Gas by Helen Frost

**10 minutes Science Activity:**

Air and wind activities—

Blow air into a baggie and zip it shut. It looks empty, but resists pressure.

Blow up and tie a balloon. Squeeze it so that the air expands one end and another.

Blow up a balloon but don’t tie it—let the air squeak out as you stretch the neck sideways.

Blow up a balloon and let it go flying (or make a balloon rocket\*).

Note how a ball full of air bounces better than a deflated one.

If equipment is available, pump up a flat tire, a ball, an air mattress.

**15 minutes free play:** balloons (be ready to have to blow up a lot of balloons!)

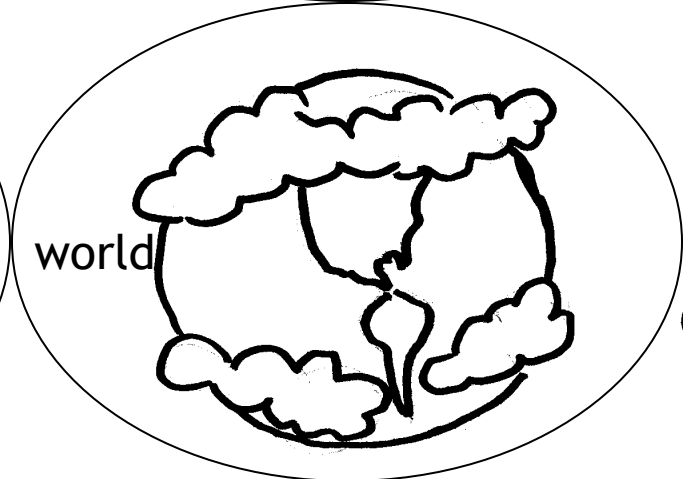
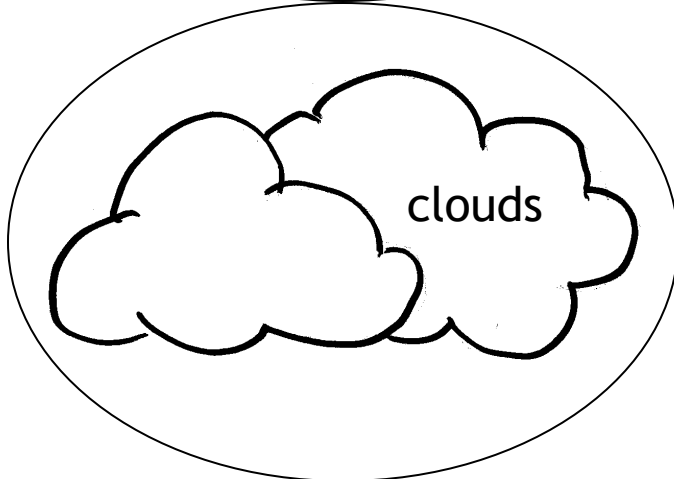
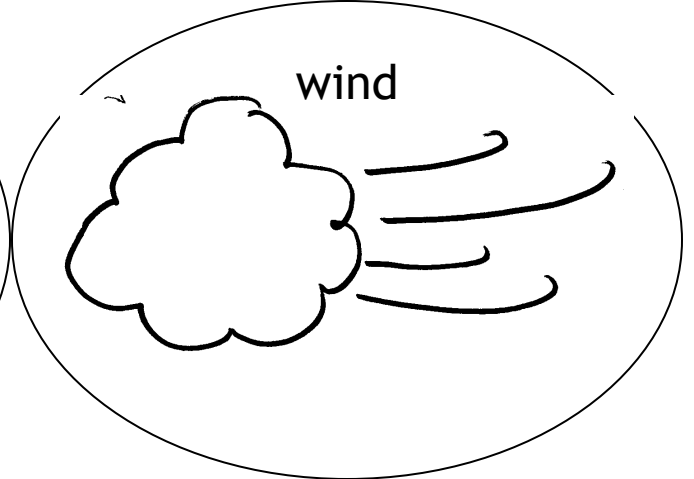
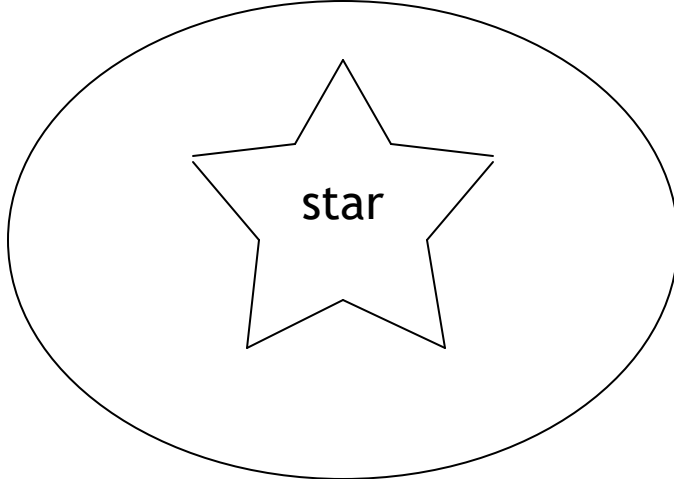
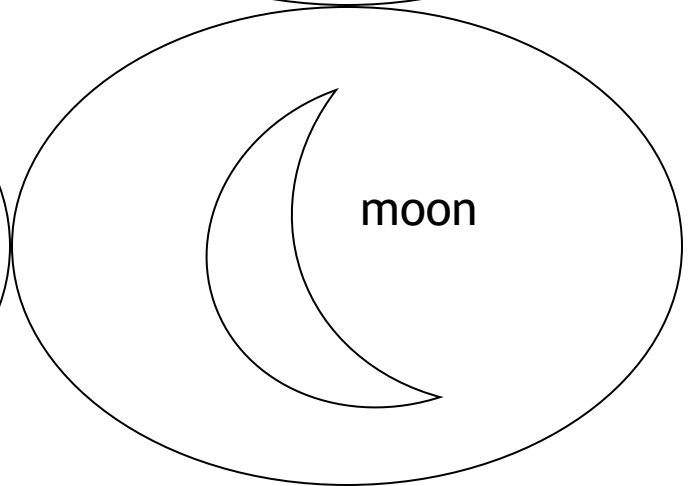
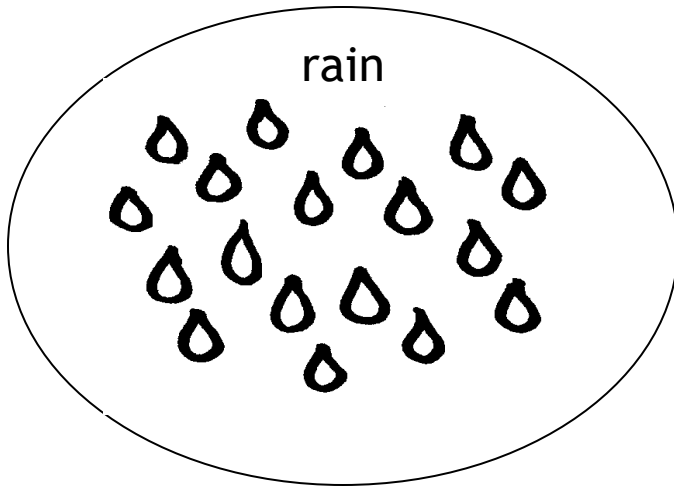
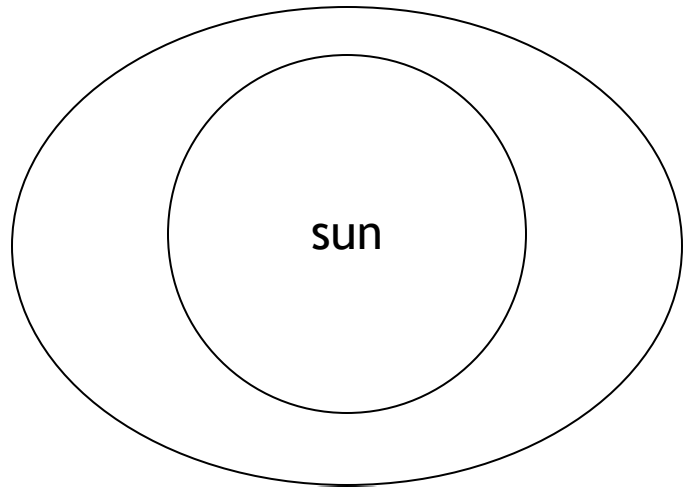
**10 minutes Math:**

Bubble math—ordinals (first, second, third, fourth, last), double, triple

\*Balloon rocket—Science for Fun Experiments by Gary Gibson, pp. 84-5

**“He’s Got the Whole World in His Hands”**

Make a larger version of these cut-outs:  
Cut a circle sun from yellow paper with  
pinking shears. Glue it onto an oval card-  
stock or poster board. Similarly, cut out  
like figures for the other phrases of the  
song/verse and glue them to heavier  
weight ovals. Optional: glue or tape them  
onto popsicle stick handles.





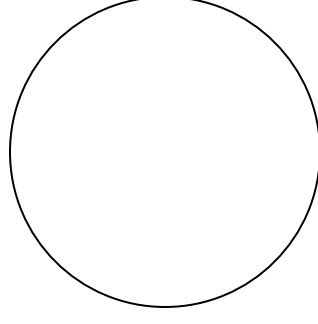
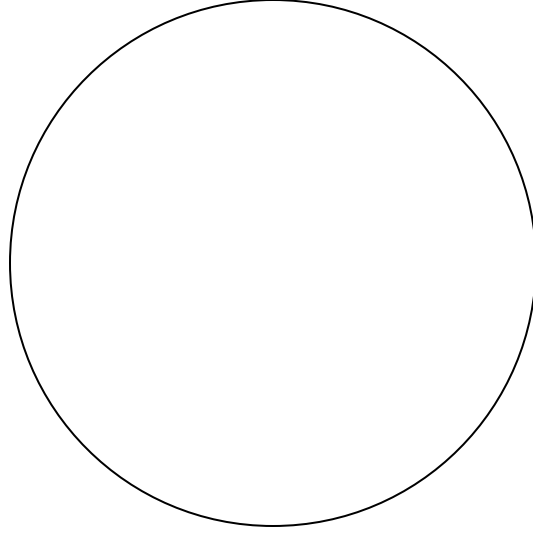
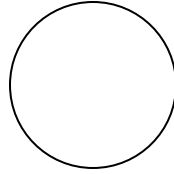
**1. Which bubble is biggest?**

**first**

**second**

**third**

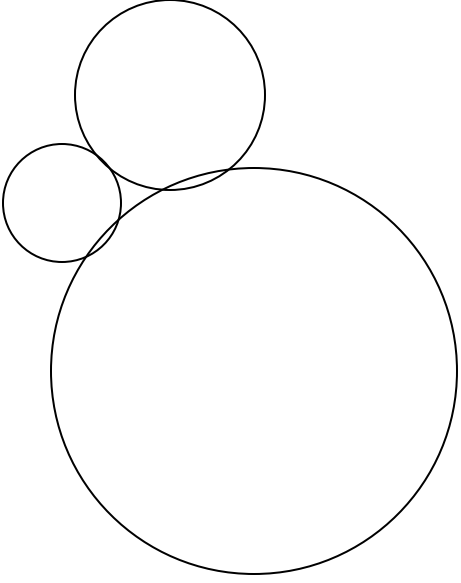
**fourth—last**



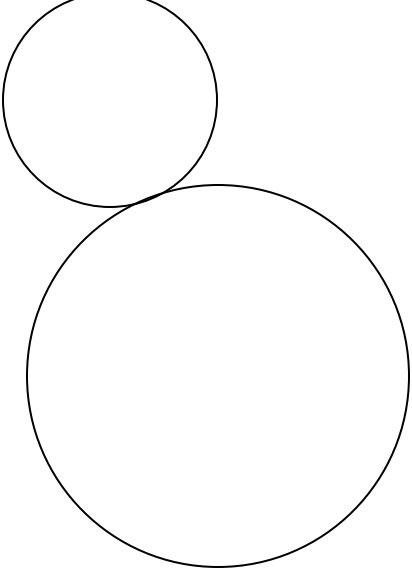
- 2. Which bubble is the littlest?**
- 3. Largest? Smallest?**
- 4. Which bubbles are bigger than the third?**
- 5. Which bubbles are smaller than the last?**
- 6. Which bubble is medium size?**
- 7. Which bubbles are at the ends?**
- 8. Which bubbles are in the middle?**

9. Which is the double-bubble? The triple?

first

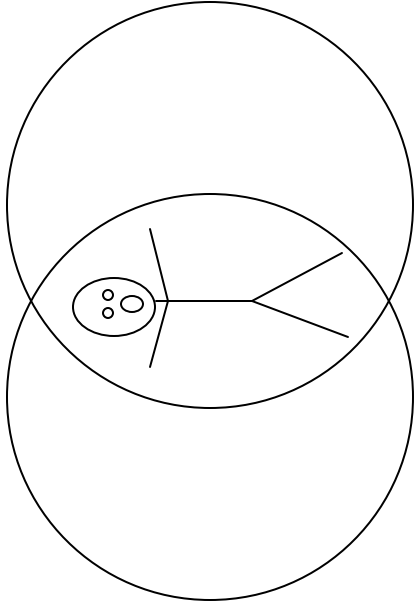


second

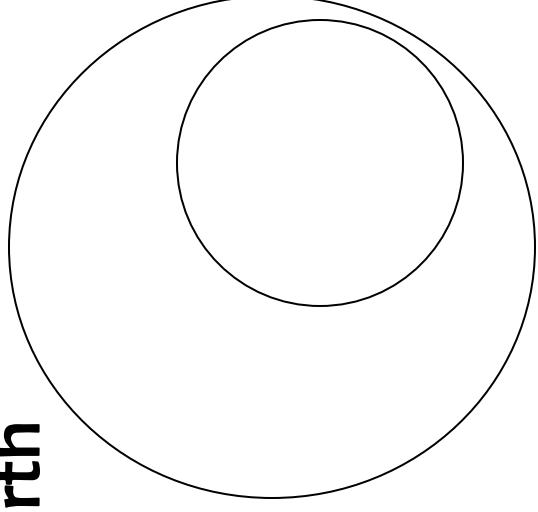


10. Which bubble has a bubble inside?

third



fourth



11. Which has a guy trapped inside both bubbles?

**10 minutes Skill and play:**

Wrap up a raw potato in foil; pretend it's hot and toss it from person to person. Try hopping while tossing. Draw a hop scotch pattern on the cement and practice hop scotch skills.

**15 minutes roll, calendar, weather, today's schedule/topic**

See lesson 1.

**15 minutes Scripture story:**

Involve the children in a telling of Noah and the Ark, including the children's favorite animals, sounds the animals make, rocking to and fro as if in a boat, maybe a little seasick . . . ham it up!

(optional: dress-ups, pictures, Noah's ark toys, puppets, or book)

**5 minutes Song:**

1st line "I like to look for rainbows," (Children's Songbook, p. 103), or, "Rainbow Connection"

Actions for "I like to look for rainbows":

"look for"—hand on brow, looking for something

"rainbows"—make a bow with hand movement

"rain"—show rain coming down with hands

"ponder"—tap temple of head with finger, look thoughtful

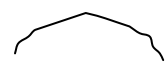
"clean"—ASL sign clean (brush palm with other hand)

"want"—ASL sign want (pull upturned, curved hands toward you)

"life"—ASL sign life (thumbs and index fingers "L" shape, move up the front of you)

"best"—give the "thumbs up" sign

"with God"—move hand upward toward heaven



**5 minutes Movement:**

"Rain is Falling All Around" (Children's Songbook, p. 241) with actions

**15 minutes free play:** run through the sprinkler

**15 minutes Art:**

Rainbow art, or, raindrop art; opt. dip a toothbrush in the paint and spatter it onto the paper to make a sprinkle-art picture

**10 minutes Math:**

Hot Numbers, Cool Math by Brian Sargent;

Or, Counting and grouping 20 raindrops (fold paper in 4 or 8 to cut several at a time)—(groups of 2, 3, 4, 5—sometimes some are left over). When you have groups of 2, and everyone has a partner, it's an *even* number; when one is left without a partner, it's an *odd* number.

**Snack while reading book(s):**

Hot snack (such as microwavable bite-size chicken, pizza, potato puffs, bagels, or whatever)

Popsicles: freeze Koolaid paint from lesson 6, or, add 1/4 cup juice to Koolaid paint and freeze, or, use 2 cups water to 1 pkg. Koolaid and 3/4 cup sugar—freeze in popsicle molds

**Date** \_\_\_\_\_ **Lesson 7**

**Topic:** weather, temperature

**Skill:** hot potato, Hop scotch

**Roll, calendar, weather, today's schedule/topic**

**Scripture story:**

Noah's Ark (rain, rainbow)

**Song:**

"I Like to Look for Rainbows"

Or, "Rainbow Connection"

**Movement:**

"Rain is Falling All Around"

**Play:** sprinkler

**Art:**

Rainbows or sprinkle art

**Math:**

Hot Numbers, Cool Math

Or, grouping raindrops

**Snack:** hot snack and popsicles

**Book(s):**

It's Much Too Hot

The Rainy Day

**Science Activity:**

thermometers

**Free play**

**Materials:**

Potato, foil, chalk, cement

Noah's Ark props

paint, toothbrushes

Books about weather, temp.

Hot snack, popsicles

Sprinkler,

Thermometers,

ice water, boiling water

**5 minutes Book(s):**

Read or talk about one of these books, or another similar.

It's Much Too Hot by Bob Graham; very simple story/text about heat

The Rainy Day by Anna Milbourne & Sarah Gill; simple text, start to finish rainy day

**10 minutes Science Activity:**

–take children's temperatures under their armpits;

–place a cooking thermometer in steaming hot water

And watch the indicator liquid rise,

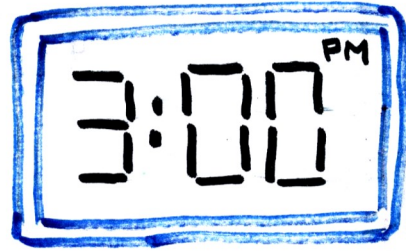
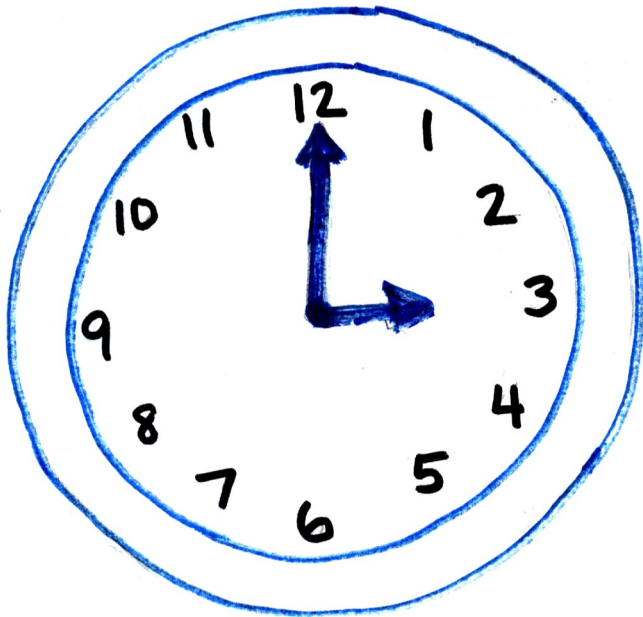
–place another thermometer in ice water

(don't use the same thermometer, as the temperature difference will break it)

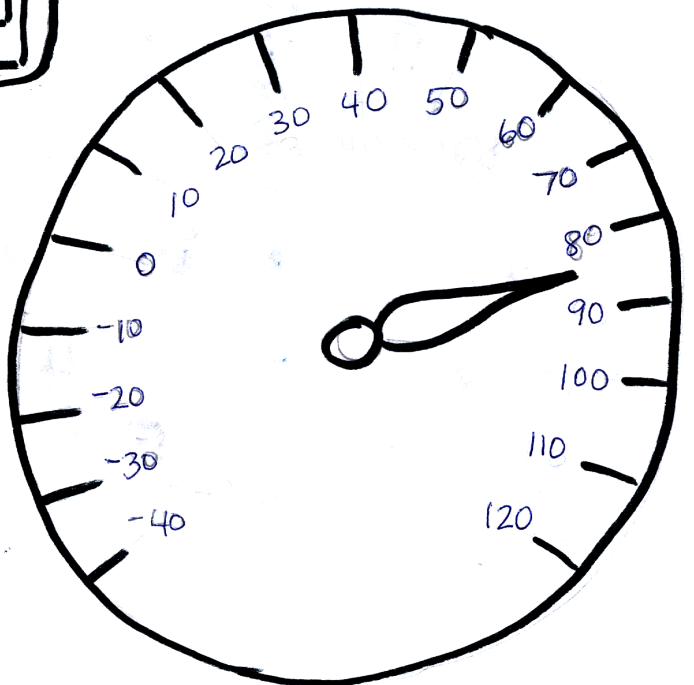
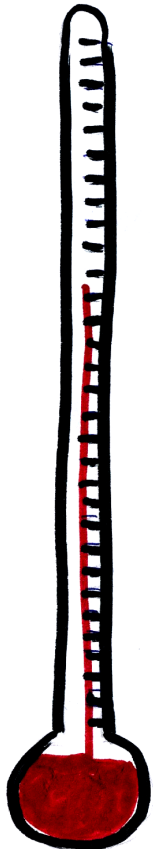
–just as there are different types of clocks, there are different types of thermometers

**15 minutes free play**

# Clocks



# thermometers



**10 minutes Skill and play:**

If you don't have a toy bowling set, you can use water bottles for the pins, and about a 6-8" diameter ball. If the water bottles are too heavy, partially empty them. Save the bottles for lesson 9.

**15 minutes roll, calendar, weather, today's schedule/topic**

See lesson 1.

**15 minutes Scripture story:**

Tell the story of Jesus calming the storm, from Mark 4:37-41 and Luke 8:22-25, using pictures or flannel board figures, or role play, or,

Golden Books:

The Story of Jesus by Jane Werner Watson ("Peace be Still")

The Miracles of Jesus by Pamela Broughton and Diane Muldrow

(from feeding the 5000 to the calming of the storm)

from free Spirit Art! "Peace! Be Still!" by James Seward

**5 minutes Song:**

"Tell Me the Stories of Jesus" (Children's Songbook, p. 57)

Ideas for illustrations following pages.

1	2
3	4

**15 minutes Art:** storms; fold/  
divide a paper in 4

section 1: draw the wind blowing trees (little wind, medium wind, big wind)

section 2: draw a tornado spiral vortex

section 3: zigzag lightning from a cloud

section 4: divide in 2 and draw rain, and snow

**5 minutes Movement:**

"Simon says, 'It's a storm!'" (enact rain, wind, thunder, flood, etc.)

**15 minutes free play:** water balloons

**10 minutes Math:**

measure and work cooperatively to make a cereal and cracker snack mix (need not be flavored or baked—kids like just plain cereals and crackers mixed)—for instance, take turns holding the cup and pouring the ingredients

**Snack while reading book(s):** swirled ice cream & snack mix

**5 minutes Book(s):**

Read or talk about one of these or a similar book:

Storms by Ray Broekel (have funnel ready to show)

Weather by Robyn Supraner (I Can Read About series by Troll)

**Date** \_\_\_\_\_ **Lesson 8**

**Topic:** storms

**Skill:** bowling

**Roll, calendar, weather, today's schedule/topic**

**Scripture story:**

Jesus and the storm

**Song:**

"Tell Me the Stories of Jesus"

**Art:** storms

**Movement:**

"It's a storm!"

**Play:** water balloons

**Math:**

Make snack mix

**Snack:** swirled ice cream, snack mix from math

**Book(s):**

Storms, or, Weather

**Science Activity:**

Pop bottle vortex

**Free play**

**Materials:**

Bowling set or 6" ball & water bottles

Illustrations for song

Water balloons

Swirled ice cream

Various cereals & crackers

Measuring cups

Jesus & storm props/book

Paper, crayons/markers

Sample storm picture

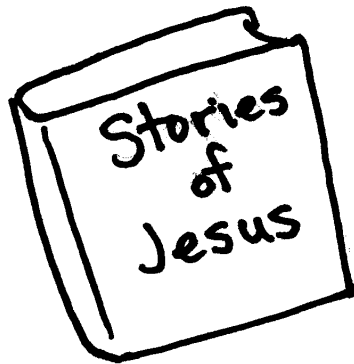
Books about storms

Funnel, duct tape, scissors

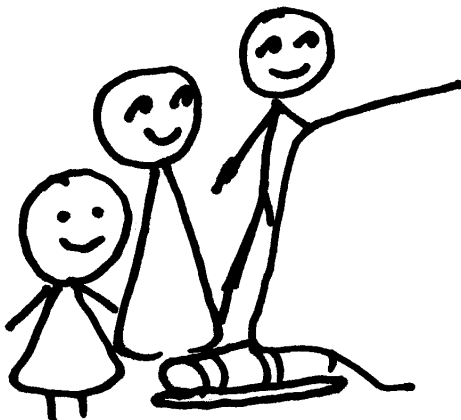
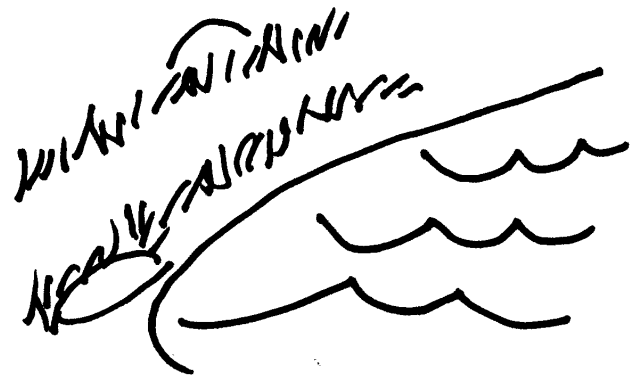
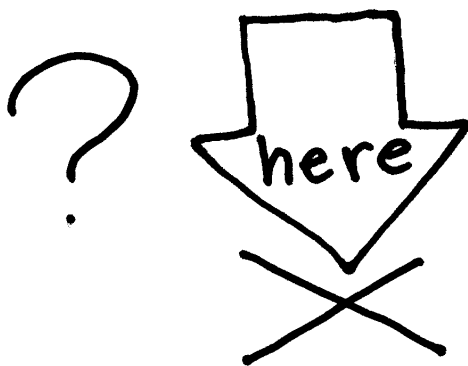
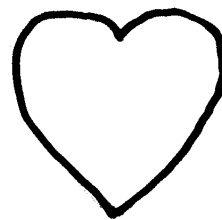
2 clear plastic pop bottles

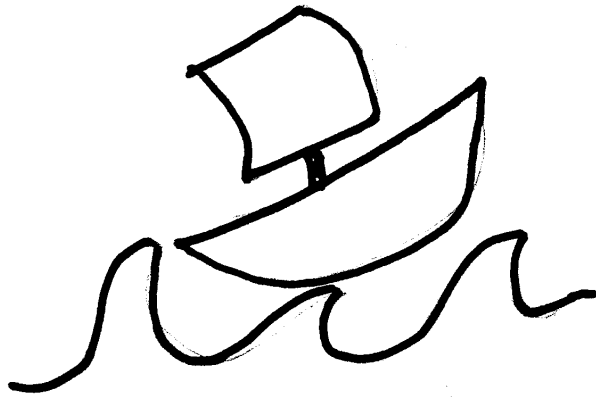
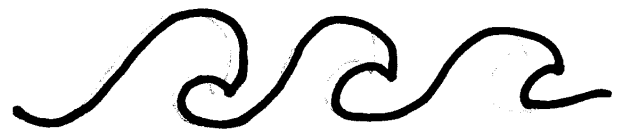
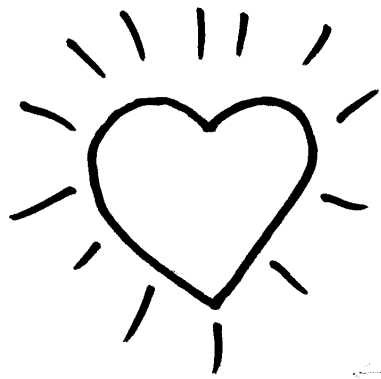
10 minutes Science Activity: make a pop bottle vortex:  
Fill one clear pop bottle about 3/4 full of water (opt. colored, or with sparkles added)  
tape second pop bottle as tightly "mouth to mouth" as possible  
turn the bottle over (may have to swish it in a circular motion to start the vortex)

15 minutes free play

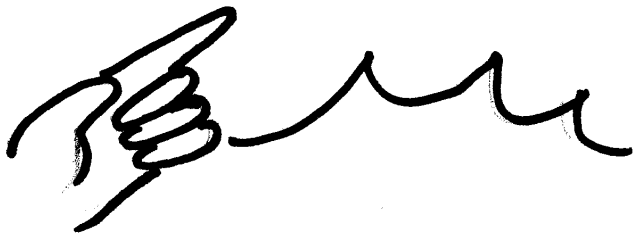


"Tell Me the Stories of Jesus"  
p.57 Children's Song book



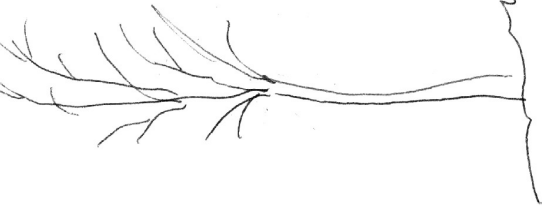


Ready  
Kind

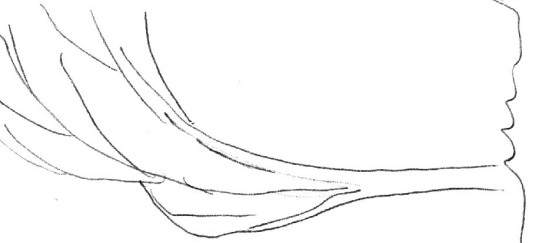




little



medium

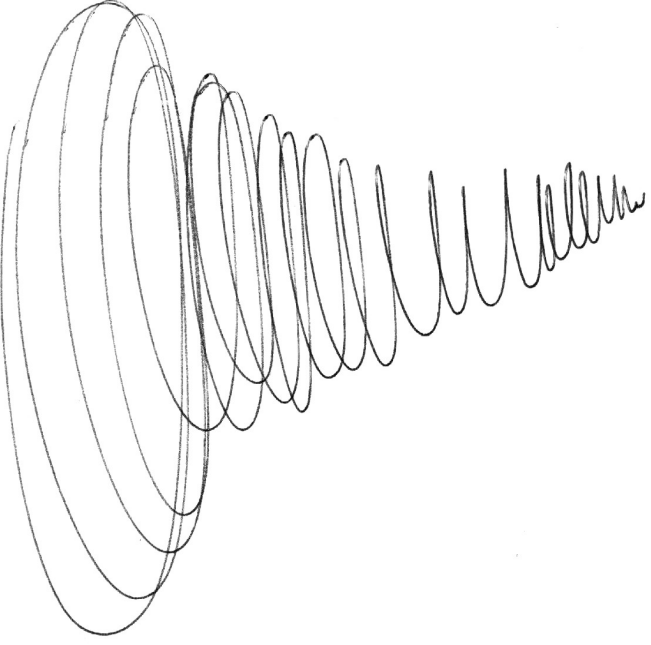


big



wind

tornado vortex



zigzag lightning



rain



snow