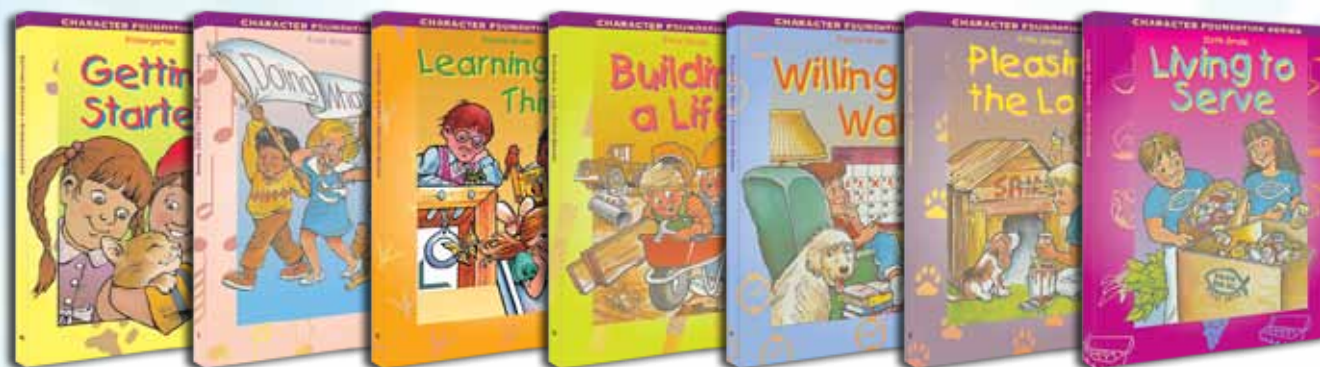


Available for Kindergarten Through Grade 6



ACSI Character Foundation Series

Teacher Resource Kit Sampler

ACSI is pleased to provide you with this complimentary sampler of our Character Foundation teacher editions. It contains a number of introductory pages from a teacher edition that include:

- Introduction
- Scope and Sequence
- Introduction to each grade level program
- Sample lessons from each grade level

These pages will give you the opportunity to review firsthand the detailed directed instruction, clearly stated objectives, and wide array of teaching tools and suggestions available in these teacher editions.

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INTRODUCTION TO CHRISTIAN SCHOOL CURRICULUM

We are pleased to introduce you to Christian School Curriculum, a creative and stimulating program for character development for children. Because your understanding of the curriculum is essential to its best use, we urge you to read the following information carefully. It includes general information for all grade levels, a scope and sequence chart, and specific data pertinent to this book.

CHRISTIAN SCHOOL CURRICULUM: WHAT IT IS MEANT TO BE

A spotlight on the character of God. God is presented as the source and strength of character, and teachers and students are encouraged to respond to Him in worship and admiration.

A multi-level character growth experience. Students will step into the quality being studied by observing behavior, discussing consequences, and participating in activities designed to strengthen their ability to understand and demonstrate each quality.

An integrative tool. The unique nature of each lesson makes it simple for a teacher to integrate character development into a variety of subjects, from language arts to science to Bible.

WHAT CSC INCLUDES

Each grade level includes:

- Nine units of study. Each unit of study includes character traits appropriate in number to each grade level. (See Scope and Sequence chart.)
- Verses to study and/or memorize to reinforce the concepts. These are in addition to a theme passage for grades one through eight.
- Activity pages in the student book which are appealingly designed and illustrated for the mind and heart of a child.
- Parent communicators, beginning with letters home on the lower levels to ideas for teacher contact on the upper levels.
- Bible and everyday examples of each quality. Children learn by watching, and in this curriculum they will watch contemporary and Bible people succeeding, and sometimes failing, in their effort to do right.
- Teacher's guides which go beyond "here's how." Each guide on each level has been carefully planned to equip the teacher to creatively teach the unit. Spiritual challenges, unit overview, visual reinforcements, extra ideas, tips on opening and closing lessons, and special project suggestions are included in each custom-designed guide.

QUESTIONS YOU MAY HAVE

1. What is the best way to fit the character curriculum into my lesson plans?

One way is to preview each unit at the beginning of every month. Look through the teacher's guide, noting options and special events you would like to incorporate into your schedule. At the same time, decide where each worksheet best fits into your general curriculum. Then, as you write your lesson plans, include the choices from CSC.

2. Shall I set aside a time just for character study?

Yes. The amount of time set aside, however, will depend on your own schedule and goals. Some teachers reserve a small amount of daily time, while others plan a longer period once or twice a week.

3. Can one level or book be taught to children of varying ages?

Yes. This is a particularly helpful feature for teachers of split classes and for those involved in home schools. The books have been carefully designed to accommodate slow, average, and advanced students. This is done by varying the methods of completing a task (for example, drawing a line from a word to a box rather than writing it) and through use of the option and spin-off ideas accompanying most pages. It is also for this reason that clear grade level markings are absent from the covers of books.

4. Which translation of the Bible is used?

The New International Version of the Bible is used in the CSC because of its readability and broad acceptance as an excellent translation.

5. *Why is only one Bible character featured in grades two through eight?*

Viewing one Bible person from many angles of character gives the student an opportunity to become thoroughly acquainted with the strengths and weaknesses of that person. In addition, it is to the advantage of the teacher to know about whom he/she will be teaching on a continuing basis so that added materials and insights can be collected throughout the year. We believe this unique approach will have a positive effect on students and teachers.

6. *Must the verses be memorized?*

It is not necessary to lead a strenuous memorization program. However, we do encourage you to spend quality time studying and discussing God's Word. Extra credit or privileges could be awarded for memorization if you wish. Also, the theme passage for each level will be easily memorized in small pieces throughout the year.

7. *Is there music available with the curriculum?*

Yes. A songbook and cassette of a year's worth of songs are available through our office.

8. *Is there help available if I need it?*

For further information or help, please contact us at:

ACSI Headquarters
731 North Beach Blvd.
La Habra, California 90631

Mailing Address:
P.O. Box 4097
Whittier, California 90607

SCOPE AND SEQUENCE

The chart on the following pages outlines the traits and verses included in the study of character on each grade level.

Things to note from the Scope and Sequence chart:

1. Grades 1-8 study the same core traits at the same time. This unifies a school in its character development efforts and provides chapel leaders with an additional subject to feature during chapel time.
2. Although the traits are the same, each level has its own verse to illustrate each concept.
3. Kindergarten students study only one trait per month. That trait is either the same as one of the core traits or is similar in nature. First graders study two traits per month.
4. The title of each book is reflective of its general thrust. In the case of the second and third grade books, the title is carried out in the form of "Thought Spots" and "Life Builders." These are not additional traits but rather a practical application and/or review of the core traits.
5. Grades four through six study core traits plus one additional trait. Each additional trait is featured only once in the entire curriculum.
6. Grades seven and eight return to two core traits per unit. However, a mini-glance of a portion of the theme Scripture passage is presented in place of a third character quality. These mini-glances are called "Plus Be's."
7. Knowing the last month of school can be a special challenge for students and teachers, unit nine of each level offers an innovative review experience. More than a review of facts, this unit ties things together and gives opportunities for important reflective and practical exercises. Appropriately, the title of each book is also the title of the final unit.
8. Teachers are encouraged to insert "short-shot" verse reviews by utilizing the lists of verses on this chart. For example, a third grade teacher during unit four may choose to open class on a given morning by asking students to fill in the missing words from verses they learned about "meekness" in first and second grade.

Christian School Curriculum

SCOPE AND SEQUENCE

Level	Kindergarten	1	2	3	4	5	6	7	8
Title of Book	GETTING STARTED	DOING WHAT'S RIGHT	LEARNING TO THINK	BUILDING A LIFE	WILLING TO WAIT	PLEASE THE LORD	LIVING TO SERVE	SETTING THE GOAL	GROWING IN GRACE
Bible Character	Selected	Selected	Moses	Daniel	Nehemiah	Joshua	Esther	Joseph	David
Scripture Theme	2 Thess 3:13	Philippians 4:8,9	Psalms 34:11-13	Psalms 37:4-7, 23-24, 27-28	Psalms 25:1-5	Romans 12:13-16	Proverbs 4:13-17	Colossians 3:1-17	
UNIT ONE									
CORE TRAIT 1	OBEDIENCE Joshua 24:24	WISDOM Proverbs 8:11	WISDOM Proverbs 4:7	WISDOM Proverbs 13:20	WISDOM Proverbs 1:7	WISDOM Proverbs 19:20	WISDOM Proverbs 9:12	WISDOM Proverbs 13:10	
CORE TRAIT 2	OBEDIENCE Colossians 3:20	OBEDIENCE Proverbs 10:8	OBEDIENCE Mark 4:29	OBEDIENCE Hebrews 13:17	OBEDIENCE Proverbs 13:13	OBEDIENCE Proverbs 15:12	OBEDIENCE Proverbs 15:32	OBEDIENCE Proverbs 16:20	
ADDITIONAL EMPHASIS		THOUGHT SPOT	LIFE BUILDER	RESPONSIBILITY James 1:22	DISCERNMENT Proverbs 18:17	PUNCTUALITY Proverbs 10:26	PLUS BE A LEARNER Proverbs 4:13	PLUS BE HIGH MINDED Colossians 3:1-4	
UNIT TWO									
CORE TRAIT 1	FAITH Philippians 4:13	ATTENTIVENESS Proverbs 15:3	ATTENTIVENESS Psalm 118:7	ATTENTIVENESS Proverbs 4:20	ATTENTIVENESS Psalm 119:16	ATTENTIVENESS Luke 6:41,42	ATTENTIVENESS Psalm 130:2	ATTENTIVENESS Psalm 141:8	
CORE TRAIT 2	FAITH 1 Corinthians 1:9	FAITH Acts 16:31	FAITH Luke 18:27	FAITH Hebrews 11:1,2	FAITH Hebrews 11:30	FAITH Hebrews 11:22-34	FAITH Hebrews 11:3	FAITH 2 Timothy 4:7	
ADDITIONAL EMPHASIS		THOUGHT SPOT	LIFE BUILDER	SENSITIVITY Proverbs 25:20	CONTENTMENT Proverbs 23:4	CONFIDENCE Hebrews 13:6-8	PLUS BE A THINKER Proverbs 4:14,17	PLUS BE CLEAN HEARTED Colossians 3:5,8	
UNIT THREE									
CORE TRAIT 1	THANKFULNESS Psalm 118:28	THANKFULNESS 1 Thessalonians 5:18	THANKFULNESS Daniel 2:23	THANKFULNESS Psalm 136:1-4,26	THANKFULNESS Mark 8:6	THANKFULNESS Psalm 95:1,3	THANKFULNESS Colossians 1:3,4	THANKFULNESS Psalm 105:1,2	
CORE TRAIT 2	ORDERLINESS 1 Corinthians 14:40	ORDERLINESS Proverbs 8:27	ORDERLINESS Proverbs 8:28,29	ORDERLINESS Job 38:4-7	ORDERLINESS Job 38:22-30	ORDERLINESS Esther 4:15-17	ORDERLINESS Genesis 41:33-36,39-40	ORDERLINESS Ecclesiastes 3:1	
ADDITIONAL EMPHASIS		THOUGHT SPOT	LIFE BUILDER	COURAGE Daniel 3:16-18	KINDNESS Proverbs 14:21	SINCERITY Proverbs 25:14	PLUS BE A SHINER Proverbs 4:18,19	PLUS BE CHANGING Colossians 3:9,10	
UNIT FOUR									
CORE TRAIT 1	LOVE 1 Corinthians 16:14	MEEKNESS Proverbs 29:23	MEEKNESS Psalm 25:8,9	MEEKNESS Proverbs 16:18	MEEKNESS Proverbs 25:27	MEEKNESS Romans 12:16	MEEKNESS Proverbs 25:6,7	MEEKNESS Psalm 113:5-9	
CORE TRAIT 2		LOYALTY Proverbs 17:17	LOYALTY Daniel 3:16-18	LOYALTY Nehemiah 2:45	LOYALTY Psalm 37:28	LOYALTY Esther 8:16	LOYALTY Genesis 41:15,16	LOYALTY 2 Samuel 22:22	
ADDITIONAL EMPHASIS		THOUGHT SPOT	LIFE BUILDER	JOY Nehemiah 8:10	THRIFTINESS Proverbs 17:16	REVERENCE Revelation 7:11,12	PLUS BE A LISTENER Proverbs 4:20-22	PLUS BE UNBIASED Colossians 3:11	

KINDERGARTEN

INTRODUCTION TO GETTING STARTED

We welcome you to Half-Pint Hill, where the character of God brings sunshine and growth to the lives of His little seedlings. You will follow the adventures of Marcus and Miranda and their friends through a year of slogans, songs, stories and art projects designed to aid them on their way to becoming mighty oaks of God.

INTEGRATING THE CURRICULUM.

The kindergarten character curriculum is designed to aid you in teaching the principles of Christian character in all areas of your kindergarten program. Because the activities have been carefully selected with the kindergartener in mind, they may easily be integrated into all subject areas.

INTRODUCING MONTHLY TRAITS (See Scope and Sequence Chart for traits.)

Plan a kick-off day at the beginning of each month to introduce the trait. Consider meeting with other kindergartens in your building for a Character Day chapel. Suggested schedule would be: Greeting and welcome, pledge to the flag, character song from last month Licka-Lacka (adding the new slogan), new song, character story, prayer, repeat new song, dismissal.

PREVIEWING THE PARTS OF THE CURRICULUM.

Many of the stories and activity sheets in this curriculum center around Half-Pint Hill, home of Marcus, Miranda and company.

Student Book

ACTIVITY SHEETS that combine getting started skills with concept reinforcement.

TRAIT SLOGAN PAGES that introduce the child to the slogan and symbol of the quality being studied.

HOMETIME LETTER AND ACTIVITY PAGE that link home and school in the mutual task of character training.

BIBLE STORY CARTOON STRIPS that creatively visualize the suggested Bible story.

SELF-CONTAINED ART PROJECTS that utilize kindergarten skills and promote creativity.

NOTE: Rather than removing all of the pages of the student workbook ahead of time, as some teachers do, we recommend that the activity pages remain in the book until the end of the school year. Exceptions to this would be the Hometime sheets, story strip, and art pages. Beyond the obvious reasons of continuity and reinforcement, keeping the book together extends the life and impact of the Half-Pint Hill experience.

Teacher's Guide

STEP ONE

STEP ONE, a spiritual challenge to help prepare you to teach each quality.

THE APPROACH

THE APPROACH, suggestions to follow in presenting the concept to students.

VISUAL REINFORCEMENT

VISUAL REINFORCEMENT, bulletin board ideas and other visual suggestions.

IDEAS

IDEAS, miscellaneous enrichments and projects for each unit.

SPECIFICS

SPECIFICS, an overview of the unit for quick reference and planning.

NEXT-TIME NOTES

AFTERTHOUGHTS

NEXT-TIME NOTES and **AFTERTHOUGHTS**, a place for you to evaluate each lesson, plan for next-time, and capture important thoughts.

REDUCED STUDENT ACTIVITY SHEETS, student facsimiles with answers marked for easy reference.

ACTIVITY SHEET EXPLANATIONS, simple instructions to guide you through each session.

OPTIONS

OPTIONS, a frequent feature offering ideas for approaching and/of implementing a lesson creatively.



SPIN-OFF

SPIN-OFF, suggestions for extra activities that are a step beyond the material presented.



TIPS

TIPS, quick thoughts to help you plan.



WRAP-UP

WRAP-UP, frequent helps in closing a lesson effectively.

HALF-PINT STORIES, "like real-life" adventures of Marcus, Miranda and friends.



BIBLE EMPHASIS

BIBLE EMPHASIS, suggested Bible stories and verses to accompany Bible cartoon strips in student book.

LICKA-LACKA, a lively slogan fingerplay that lasts all year (add one slogan per month).

STORYTELLING

Each story in this book is printed with its corresponding unit. The stories make excellent unit openers.

Although it is nice to listen to a story being read, it is even nicer to experience one being told. It takes effort to learn a story, but the effort is worth it. In addition, good vocal expression, body movement and eye contact make storytime a time to remember.

You are now ready for GETTING STARTED!

LICKA-LACKA, LICKA-LACKA

Rhythm: 4/4

Rhythm is kept in the first, second and last sections by clapping hands on thighs on beats one and three, and clapping hands together on beats two and four. Motions are in parenthesis.

X = clap

Licka-lacka, licka-lacka, libbidy-o. (*Clap as above.*)
God has planted me and so I'm startin' to grow!
(*Hands up and out for "growing."*)

Licka-lacka, licka-lacka, libbidy-OOO (*Hands up and shaking on "OOO."*)
Look at all the things that I am learning to do! (*Mass pointing.*)

XXXX

What do you say? (*Hands to ears*)

Let's Obey (*Right arm up on last syllable*)

XXXX

I can see (*Index fingers pointing to eyes*)

God made me. (*Make large swooping heart*)

XXXX

My part? (*Both hands pointing to self*)

A thankful heart. (*Make large swooping heart*)

XXXX

Love God's way. (*Arms criss-crossed over chest on "love," point to God*)

Give each day. (*Arms outstretched in giving manner*)

XXXX

In all I do (*Arms spread to encompass "all"*)
I'll say what's true. (*Right hand raised in "oath"*)

XXXX

I'll do right (*Point to self*)

With all my might. (*"Muscle man" stance*)

XXXX

A friend who cares (*Right arm crosses chest on "friend," left arm on "cares," both remain there*)
Likes to share. (*Reverse above: left arm comes down and is outstretched on "likes," right arm does same on share*)

XXXX

Bring a smile (*Make smile across face with hands*)
Help awhile! (*Left arm raised to the left on "help," right arm on "awhile"*)

XXXX

Say, hey, (*Clap once on "say," arms straight up on "hey"*)

Grow God's way. (*Scoop the air up as if growing, hands moving together*)

XXXX

Licka-lacka, licka-lacka, libbidy-a (*Resume claps as above*)

Little me a bloomin' and a-growin' each day! (*Body squats down, ends up on tip-toes and outstretched.*)

XXXX X HOORAY! (*Pump right arm, left arm cheerleader style*)

**TIP**

Tell Half-Pint adventure story and introduce honesty slogan before presenting this page.

45 TRAIT TITLE PAGE

- Introduce memory verse, emphasizing God's delight in honest lips.
- Draw attention to the "lonely" lips on page 45. Instruct students to add features to make a face with honest lips.

**WRAP-UP**

Encourage the use of honest lips to speak the true words of Licka-Lacka, adding the new slogan to the others learned so far.

**SPIN-OFF**

Tasting Relay. Divide class into two teams, giving each team a bag with sweet and sour items to taste. Each person in turn reaches into the bag, tastes a food item and records response on chalkboard: happy face for sweet taste, frown face for sour taste. First team to finish, wins!

**46 HPH Story Picture**

- Direct attention to picture of Marcus and Miranda with raised hands. Talk about purpose of taking courtroom oath.
- Instruct students to raise right hand, oath style, and repeat typical courtroom oath before answering story questions.
- Review and discuss story.
What do you think Marcus and Miranda should have done with the money?
What did Marcus do when he was questioned about the money?
In what way would the story have been different if Marcus had told the truth?
Did Marcus and Miranda deserve the punishment they received?
What did this story teach you?

Think about telling 'the whole truth and nothing but the truth' as you color the picture of Marcus and Miranda.



INTRODUCTION TO DOING WHAT'S RIGHT

As a tool for character training, and as an encouragement in learning to do what is right, the first grade student book and teacher's guide feature the following:

Student Book

ACTIVITY SHEETS that encourage thought, visualization, problem-solving, and decision making.

TRAIT TITLE PAGES that explain and inform the student about the trait being studied, then reinforce it creatively.

VERSES that set the standard for doing right.

SLOGANS that simply and quickly remind students to do right.

FRIDGE FRIEND LETTERS AND ACTIVITY SHEETS that inform and educate the families of your students about the unit being studied.

BIBLE STORY AND EVERYDAY STORY ACTIVITY SHEETS which help the student think through the Scriptural and the contemporary examples of the character emphasis.

ILLUSTRATIONS, SYMBOLS AND DESIGN that are appealing and imaginative to this age level.

NOTE: Rather than removing all of the pages of the student workbook ahead of time, as some teachers do, we recommend that the activity pages remain in the book until the end of the school year. Exceptions to this would be the Fridge Friend letters and art projects. Beyond the obvious reasons of continuity and reinforcement, keeping the book together extends the life and impact of the DOING WHAT'S RIGHT experience.

Teacher's Guide

STEP ONE

STEP ONE, a devotional challenge, patterning tips, and choice of Bible meditation each designed to help prepare you spiritually to teach the quality.

THE APPROACH

THE APPROACH, a short summary, from a child's viewpoint, of the main points of the unit.

VISUAL REINFORCEMENT

VISUAL REINFORCEMENT, suggestions for ways to visualize the concept, including bulletin board ideas.

IDEAS

IDEAS, a selection of miscellaneous enrichments and projects for each unit.

RIGHT-TIME, RIGHT-PLACE FUN, a group of activities centered around a single focus of "fun," because doing what is right includes having fun at the right time and right place.

SPECIFICS

SPECIFICS, a page of detailed information condensed into sections for quick reference and unit planning.

NEXT-TIME NOTES, a page for you to evaluate each lesson and plan for next-time.

BIBLE STORIES, one per trait, written out for easy reading or telling and located with its accompanying reduced student page for your convenience.

DOING RIGHT STORIES, also written out for easy reading or telling and located with accompanying student pages for your convenience.

REDUCED STUDENT PAGES, with answers marked for easy reference.

WORKSHEET EXPLANATIONS located next to the reduced student pages.

OPTIONS

OPTIONS, a frequent feature that offers you ideas for approaching and/or implementing the lesson.

SPIN-OFF

SPIN-OFF, suggestions for extra activities that are a step beyond the material presented.

TIPS

TIPS, quick thoughts to help you plan.

WRAP-UP

WRAP-UP, frequent helps in closing a lesson effectively.

DOING WHAT'S RIGHT CREED (printed on page 12), a statement of determination to do what is right no matter what, when, or where, to be memorized during the school year.

HELPING CHILDREN LEARN TO DO WHAT'S RIGHT

The theme of this book, **DOING WHAT'S RIGHT**, sets the stage for you to lead your students through the sometimes-complicated world of choosing what to do when, and why. As you present the issue of right and wrong to your first-graders, keep these suggestions in mind:

BE A DOER OF RIGHT so that students will know what right looks like. Be aware of the messages your own behavior and attitude are sending. Be ready to make personal adjustments, realizing the importance to children of an accurate model of right, and understanding that part of doing right is admitting that we need the power of God to strengthen our strengths and weaken our weaknesses.

AVOID THE "WHAT WILL PEOPLE THINK" RATIONALE FOR RIGHT. We do right because God says it is right to do right, not because we want to impress others.

KEEP YOUR EXPECTATIONS REASONABLE. Your students are children, not adults, and they will behave childishly. God expects it and so must you if you are to be effective and sane!

Reward right behavior. Many teachers hold back praise from those who do right for a number of reasons, among them: (1) praise will make a child proud; (2) doing right is simply a part of life and doesn't deserve special attention; (3) children who do right already get enough attention; and (4) praising right will discourage those who do wrong. These are negative responses to right and are not in line with God's methods. Would any of us like God to withhold praise from us for these reasons?

Instead, God rewards rightness in many ways continually. When we choose to do right, we are rewarded with peace, privileges of adventure into new challenges, satisfaction, good opinion of God – and usually others, success, and a promise of future public reward. *God does not withhold praise from those who do right in order to make those who do wrong feel better.*

On the other hand, He is attentive to us even in our wrong. His Spirit encourages, convicts, and spurs us on to try again. All students, regardless of their behavior, deserve our equal attention and unconditional love, and we show it in ways appropriate to the need.

LET CHILDREN ENJOY THEIR ACCOMPLISHMENTS IN DOING RIGHT, but steer them from thinking that their right makes them superior to others. Project a team spirit by modeling an attitude of encouragement toward all, and rejoice together over each step toward right living.

LEVELS OF THINKING

Strengthen recall and problem-solving skills and stimulate imaginative and creative thought by leading your class in effective discussions. One way to do this is by asking questions from each of the following levels of thought.

LEVELS OF THINKING

FACTS Who did what; when?	METHOD How was it done?
REASON Why was it done?	THOUGHT What idea or thought caused the reason?
FEELING How did it feel to those involved?	CHOICE What will I do or think?

STORYTELLING

Each story in this book is printed with the activity sheet that reinforces it. Unless otherwise noted, it is suggested that you tell the story before giving the students the lesson material.

Although it is nice to listen to a story being read, it is even nicer to listen to one being told. Both the Bible and everyday stories have been written simply to allow you to add your own spice and imagination. By letting your voice and body show emotion and your eyes make contact with your listeners, you will be making storytime a time to remember.

IMPLEMENTATION

As suggested in the **INTRODUCTION TO CHRISTIAN SCHOOL CURRICULUM**, read through each unit, select any optional activities you want to use, then place each worksheet and activity into your overall lesson plan where it fits best. Note your choices in "My Plan for this unit," then evaluate their success in "Next-time Notes."

Many of the activities in **DOING WHAT'S RIGHT** are suitable for use during language arts and Bible, while others would fit well in science, math, or music.

MUSIC

A cassette tape and songbook called "Growing Up God's Way" features thirty-one character-building songs designed to enhance this curriculum. To order your copy, contact us at the address and phone number written on page 7.

You are now ready to lead in
DOING WHAT'S RIGHT!



TIP

Tell story before beginning this page. Review verse.
Review last story.

He Remembered It All!

Exodus 4:1-12:30

Moses paid attention to God's words. He was a good listener, but he didn't think he was a very good speaker. God said he spoke just fine, but Moses had trouble believing it, so God said He would have Moses' big brother, Aaron, do the talking for awhile. Moses and his brother Aaron went to the Hebrew leaders and told them they had met with God. The leaders were excited! They all bowed to God and praised Him and let Him know they were thankful He had heard their prayers.

But Pharaoh wasn't glad to hear from Moses and Aaron. "No way! I don't know your God and I'm not letting those Hebrews go anywhere!" The Pharaoh was upset by Moses' message from God to let the Hebrews leave Egypt. Who would make the bricks? Who would do the work? Who would be left to push around? Besides, the Egyptians would think he was crazy to let those people go! "No way!" And then he heaped on more work for the Hebrew slaves to do in the same amount of time.

Things were not going to be easy. Only God could work this out. Moses was counting on God to do it, so he kept paying attention and obeying.

Moses had another talk with God. Then he revisited the Hebrews, who wouldn't listen to him now because they were upset over having to do more work.

God met again with Moses and sent him back to the Pharaoh. God had told Moses what would happen before he even walked into the palace. (Just think, Moses used to live in the palace!)

Lots of things happened next. Moses threw his staff on the floor and it became a snake. But the magicians did the same thing, so Pharaoh was not impressed. Then God told Moses and Aaron to hold their staffs over the waters of Egypt to turn all of the water into blood. It stunk and was awful! But then the magicians copied that, too. So Pharaoh wouldn't listen.

Next, frogs showed up everywhere, hopping on beds and in ovens. The magicians copied this, too, but when it came time to get rid of them, only God could do it.

Then, God sent gnats to bug the people. The magicians were not able to do this or any of the other things God used to change the mind of the Pharaoh.

He sent swarms of flies to every part of Egypt except where the Hebrews lived. They were everywhere. But Pharaoh said, "No."

So God told the locusts (grasshoppers) to cover the land. The locusts obeyed God, but Pharaoh didn't. So God covered Egypt with thick darkness for three days. There was light only in Goshen, where the Hebrews lived. Still, Pharaoh said, "No."

Then the worst of all happened. The angel of death came over the country and killed all of the people and animals who were born first in their families. But God had told the Hebrews that if they would put the blood of a lamb over their doors, the angel would pass over their house and no one would die.

Pharaoh's son was one who was killed by the angel of death. He called Moses and Aaron to the palace and said, "Go!"

They went. Thousands and thousands and thousands of Hebrew slaves left the land to go to their new land. Moses had done a good job of paying attention!

He Remembered It All!

★

1. Moses listened to every word God spoke. Which word do you think God used?

His thunder voice _____ His whisper voice _____

His talking voice _____ His silent voice _____

2. Moses asked God questions to be sure he knew what God meant. It's wise and good to ask questions. What question will you ask God?

3. God told Moses what to do and how back home in Egypt. Some things were to be said to the Hebrews. Some things were to be said to the king. Moses paid attention. How many of them can you remember?



IT'S OK! TIME FOR THE KING TO LET THE HEAVEN GO!

1. Pretend the plaques are on a clock.

2. Look at the picture of each plaque.

3. Pay attention to the thoughts the plaques put into your mind.

How does it feel? How does it sound? What do you see?

4. After you have done this, draw a line from the plaque to the center of the clock.

"The eyes of the LORD are everywhere, watching on the wicked and the good" Proverbs 15:3



18 HE REMEMBERED IT ALL!

- Complete this page as suggested, allowing time to discuss answers and think through each step. ☆
- Walk the class through the clock of plaques together. Help students imagine being there. ☆



SPIN-OFF

Using the plaque symbols on this page, make flashcards. Use in reviewing story, in retelling the story by students, and in sparking discussion.

INTRODUCTION TO LEARNING TO THINK

Thinking God's way leads to living God's way. In **LEARNING TO THINK** the primary focus is God as the standard setter, the Source of perfect character. He created our minds brilliantly and we can learn to use them properly. As an encouragement in learning to think God's way about life, and as a tool for character training, the student book and teacher's guide feature the following:

Student Book

NOTE: Rather than removing all of the pages of the student workbook ahead of time, as some teachers do, we recommend that the activity pages remain in the book until the end of the school year. Exceptions to this would be pages which include the "Thinking Together" message to parents, and any art projects. Beyond the obvious reasons of continuity and reinforcement, keeping the book together extends the life and impact of the **LEARNING TO THINK** experience.

ACTIVITY SHEETS that encourage thought, visualization, problem-solving, and decision making.

TRAIT TITLE PAGES that explain and inform the student about the trait being studied, then ask the student to creatively express a response to it.

POEMS, one per trait, which reinforce in rhyme the quality being studied.

VERSES AND SLOGANS that help the student recall the concept.

THINKING TOGETHER, a message to parents that appears once per trait to enhance the parent-child-school relationship and serves as an avenue of ministry to families.

MOSES ACTIVITY SHEETS which help the student think through the story.

SUNNYVIEW STORY ACTIVITY SHEETS which help the student think through the quality in today's setting.

ILLUSTRATIONS, SYMBOLS AND DESIGN that are appealing and imaginative to this age level.

Teacher's Book

STEP ONE

STEP ONE, a devotional challenge to help prepare you to teach the quality.

THE APPROACH

THE APPROACH, an explanation of the emphasis of each trait.

VISUAL REINFORCEMENT

VISUAL REINFORCEMENT, suggestions for ways to visualize the concept, including bulletin board ideas.

IDEAS

IDEAS, a selection of miscellaneous enrichments and projects for each unit.

SPECIFICS

SPECIFICS, a page of detailed information condensed into sections for quick reference and planning.

NEXT-TIME NOTES

NEXT-TIME NOTES, a page for you to evaluate each lesson and plan for next time.

MOSES STORIES, in-depth looks (one per trait) at the character of God, Moses, and the children of Israel.

SUNNYVIEW STORIES, a series of adventure which feature the "like real-life" children and staff of Sunnyview Christian School who learn lessons about life in the twentieth century.

REDUCED STUDENT PAGES with answers marked for easy reference.

WORKSHEET EXPLANATIONS located next to the facsimile.

OPTIONS

OPTIONS
A frequent feature that offers you ideas for approaching and/or implementing the lesson.

SPIN-OFF

SPIN-OFF
Suggestions for extra activities that are a step beyond the material presented.



TIPS

TIPS

Quick thoughts to help you plan.



WRAP-UP

WRAP-UP

Helps in closing a lesson effectively.

HELPING CHILDREN LEARN TO THINK

The theme of this book, **LEARNING TO THINK**, sets the stage for you to lead an adventure into the marvels of the mind. Minds can do so many wonderful things. They can move forward, backward, up, down, around. They can think of real things and pretend things and they can come up with great ideas. As you guide your students into the right use of their minds, keep these suggestions at the front of yours:

ENCOURAGE IMAGINATIVE THOUGHT. If an answer to a question is "balloon," for example, ask the child, "What color is the balloon? What shape is it? Where did you get it? Was it free or did you buy it? Where did you get the money?"

PRAISE INSIGHT, GOOD IDEAS, AND LOGIC, with comments like, "I like the way your mind works," "You understood that very well," and "I am pleased to see that you are thinking carefully about that answer."

ENCOURAGE CREATIVE THOUGHT. Let your students come up with ideas that solve problems, help people, and express themselves. Would you like to change your classroom around? Let the class come up with a plan. Need an art project idea? Bring out bits and pieces and leftovers and let them create.

As often as possible, include questions from each level of thought when leading your class in a discussion. For your convenience, you will find the following chart displayed on every page of the worksheet explanation section of this book. It makes a handy "score card" if you wish to keep track of the levels of questions and response. Just mark off a dot for each question you ask on that level. Always begin at level one then move on as appropriate.

LEVELS OF THINKING

FACTS

Who did what; when?

METHOD

How was it done?

REASON

Why was it done?

THOUGHT

What idea or thought caused the reason?

FEELING

How did it feel to those involved?

CHOICE

What will I do or think?

STORYTELLING

Each story in this book is printed with the activity sheet that reinforces it. Unless otherwise noted, it is suggested that you tell the story before giving the students the lesson material.

Although it is nice to listen to a story being read, it is even nicer to listen to one being told. Both the Moses and Sunnyview stories have been written simply to allow you to add your own spice and imagination. By letting your voice and body show emotion and your eyes make contact with your listeners, you will be making storytime a time to remember.

IMPLEMENTATION

As suggested in the **INTRODUCTION TO CHRISTIAN SCHOOL CURRICULUM**, read through each unit, select any optional activities you want to use, then place each worksheet and activity into your overall lesson plan where it fits best. Note your choices in "My Plan for the Unit," then evaluate their success in "Next-time Notes."

Many of the activities in **LEARNING TO THINK** are suitable for use during language arts and Bible, while others would fit well in science, math, or music.

MUSIC

A cassette tape and songbook called "Growing Up God's Way" features thirty-one character-building songs designed to enhance this curriculum. To order your copy, contact us at the address and phone number written on page 7.

You are on the brink of **TEACHING** to think!

19 and 20 FRIDGE FRIEND LETTER AND ACTIVITY



TIP

Tear out this page and personalize with your signature prior to this session.

- Before distributing Fridge Friend letter and activity sheet:
 1. Quickly drill wisdom and obedience trait information.
 2. Review attentiveness.
 3. Lead class in "rhyming consonants" (from IDEAS, TG 18), substituting the "tt's" in attentiveness. (Attentiveness, abbtentiveness, accentiveness, addentiveness...)
- Call attention to Fridge Friend letter. Briefly explain its contents, encouraging children to take it to their parents.★
- Present the activity sheet.★

Discuss the picture, briefly sharing beach experiences.

Tell students that there is something in the picture that is mentioned in the message with missing letters. Suggest that they fill in the blanks with someone at home to find out what it is (sand), then return to school and secretly tell you the answer. Award stickers, if desired.

- Introduce creed by reading it with expression. Teach paragraph one, using the techniques suggested on TG 11.

DOING WHAT'S RIGHT CREED

There is no one like God.
There is no wrong in Him.
He only does what is right.
God made music and laughter and kindness and all that is wonderful.
He always cares about me.



SPIN-OFF

PAY-ATTENTION ARROW.

Make a small, but noticeable arrow. Write "be attentive" on it. With a child's help, place the arrow - without comment - next to an object in your room. Leave it there through two periods. Later in the day, call on a student to tell you what the arrow had been pointing to. If answer is correct, award points to that table or individual. If answer is incorrect, you and the student that helped you place the arrow get the point.

'Fridge Friend ★ ACTIVITY SHEET

Let's Get Started!

Remember, as on the character development agency this month, we are discovering this paying attention is great. When we know what is going on, we are able to choose what to do with what is happening. But we are looking out for those important subjects are in store for the person who pays attention to the big and little pieces of life.

How can you encourage attentiveness in children? The best way is to be paying attention themselves. Other ways to encourage attentiveness in children are:

1. Suggest thoughts with comments like "I wonder how this works" or "I bet that something"
2. Pay attention to your surroundings. Note things like colors, sounds of nature, sounds, music, reactions, temperatures, textures, your observations.
3. Make up with short stories and games about the things in your world and attentiveness. (Grades) have ideas for the future, paying close attention to detail.
4. Praise the amount of attentiveness in your child. "You really paid attention to the spoon of that hot drink!" "I noticed you were listening carefully to the teacher's words today. You will be a big help to you!"

But what about wiggles? Can wiggles and attentiveness be combined? When the body wiggles it is a sign of restlessness. Occasionally, through the use of games with story and wiggles, we are encouraging that wiggly free attentiveness now and then. Some light hearted wiggles and honest poses at home would bring the school.

The second quality we will be working with is the definition of "listening God." According to Jesus, children hear the teaching of God in their hearts. True, we have children and we can learn from their example.

So there you have it. Attentiveness is a skill that is not only a part of the character of your child, but we are glad to be in on the wonder of it all.

Sincerely,

Mr. Chris Jensen

This Month's Character Qualities:
Attentiveness, knowing what is going on,
both before and after.

Verse we are working on right now:
We will pay attention to what God has said to us,
and we will keep His commandments.
- Psalm 119:105

★ God is paying attention to me right now!



These are verses with missing vowels. We found the vowels for you and put them in order. Copy the vowels from the list into the spaces. You will find out one thing God is doing.

o o e i l a e l l e o e e l e a u o a a a e i o u s e e a u o u o
o o l e u o e e e l l o o u e e o u o u e e a i o d

You know when I sit and
when I rise; you perceive
my thoughts from afar. How
precious to me are your
thoughts, O God! How vast is
the sum of them!
Were I to count them,
they would outnumber the
grains of sand.

That was a lot of work! There were a lot of vowels missing. Just think, God has had more thoughts about you today than even the number of missing vowels!

Wondering Together

I wonder what God is saying about me right now.
I wonder what God is saying to me about my friends.
I wonder what God is saying to me about my future.
I wonder what God is saying to me about my life.
I wonder what God is saying to me about my heart.

INTRODUCTION TO BUILDING A LIFE

Life-building for the third grader is already well under way. Yet at this age, children are able to be taught to be choosy about what they allow to become a part of their lives. Challenging children to choosiness, then, becomes an important goal for us who influence them. As an encouragement in learning to build a life according to God's blueprints, and as a tool for character training, the student book and teacher's guide of BUILDING A LIFE feature the following:

Student Book

The student book includes:

TRAIT TITLE PAGE SETS, two pages per unit that explain and inform the student about both traits being studied in the unit. Each set includes a word game or puzzle.

BLUEPRINT STUDY PAGES, activity sheets that encourage thought, visualization, problem-solving, and decision making.

DANIEL STUDIES, exercises that bring the reality of Daniel's life-building decisions into focus and serve as a challenge to make similar decisions.

MINI-PLAYS, dramas that center on many events in the life of Daniel. These can be informal classroom readings or more elaborate presentations.

LIFE-BUILDER PAGES, two pages at the end of each unit, that serve as a depository for thoughts and ideas the student feels he/she wants to especially remember for life-building.

LIKE-REAL-LIFE SITUATIONS, mini-stories, that feature children working through their own life-building challenges. Mort the carpenter is an adult role model who assists the children in understanding God's plan and position.

VISUAL IMPACT, illustration and design that appeals to this age level.

Teacher's Guide



**STEP
ONE**

STEP ONE, a devotional challenge to help prepare you to teach the quality.

THE APPROACH

THE APPROACH, an explanation of the emphasis for each trait from the personal view of a child.

VISUAL REINFORCEMENT

VISUAL REINFORCEMENT, suggestions for ways to visualize the concept, including bulletin board ideas.

IDEAS

IDEAS, a selection of miscellaneous enrichments and projects for each unit.

SPECIFICS

SPECIFICS, a page of detailed information condensed into sections for quick reference and planning.

NEXT-TIME NOTES

NEXT-TIME NOTES, a page for teachers to evaluate each lesson and plan for next time.

REDUCED STUDENT PAGES, a copy of each page of the student book with answers marked.

WORKSHEET EXPLANATIONS, a systematic plan for leading the class through each page.

OPTIONS

OPTIONS: extra ideas, located within the worksheet explanations, for approaching and/or implementing the lesson.

SPIN-OFF

SPIN-OFFS: suggestions for extra activities that are a step beyond the material presented. These, too, are located within the worksheet explanation section.

TIPS

TIPS: quick technical thoughts to help you plan the lesson.

WRAP-UP

WRAP-UP: helps in closing a lesson effectively.

HELPING CHILDREN BUILD THEIR LIVES GOD'S WAY

The theme of this book, *BUILDING A LIFE*, sets the stage for you to lead a third-grade construction team through the "ins and outs" of life-building. In the physical world of construction, there are many shifts in style and floorplans, yet the basics stay the same. Buildings have floors, walls, and ceilings, and they are held together by hardware.

The same is true in life-building. Lifestyles may change, but the basics of a life that counts forever remain the same because God's blueprints, as found in the Bible, are transferable to any century.

As you lead your students through a year of purposeful life-building, keep these suggestions in mind:

ENCOURAGE CHOOSINESS. Society is providing us with a non-stop supply of opportunities, good and bad, to build into our lives. Help children see that they are in control of their choices. Even at their young age, they can begin to learn to evaluate and judge their options.

PROMOTE CREATIVITY IN DESIGN. While the basics of a godly life are the same, the plan of the life should be individualized. Each student must be urged to stretch themselves in areas of interest. Provide extended activities for those who love art to serve their class with art. The same is true for lovers of science, music, math, words, and athletics.

PRAISE PROGRESS. Every builder in your class needs praise for good effort and hope for continued improvement. Be unrelenting in your determination to be God-like in the giving of encouragement to your students.

PROVIDE ROOM FOR THOUGHT AND DISCUSSION. Help your class become a talking class, a class that addresses questions and issues in an open and examining way. Lead with enthusiasm and a learning spirit.

LEVELS OF THINKING

As often as possible, include questions from each level of thought when leading your class in a discussion. The following chart may be of help to you in taking your students into the higher levels of thought.

LEVELS OF THINKING

FACTS Who did what, when?	METHOD How was it done?	REASON Why was it done?
THOUGHT What idea or thought caused the reason?	FEELING How did it feel to those involved?	
CHOICE What will I do or think?		

BIBLE STUDY

God's Word is the framework for successful life-building. Therefore, you are encouraged to lead your students in lively and thorough studies of the verses and story texts. Verse memorization is certainly encouraged; however, of equal importance is an understanding of the meaning of the verses.

Expand the study of the Bible by your students to include "extras" such as side studies of places and times, choral reading of longer passages, and Bible story cassettes. Encourage students to neatly mark verses that they have studied and provide Bible dictionaries and concordances as study tools.

The third grade theme passage for the year, as indicated on the Scope and Sequence Chart, is Psalm 34: 11-14. The section is presented in the opening mini-unit and again in the final unit. Memorization of this section is strongly advised as a life-building foundation.

IMPLEMENTATION

As suggested in the *INTRODUCTION TO CHRISTIAN SCHOOL CURRICULUM*, read through each unit, select any optional activities you want to use, then place each worksheet and activity into your overall lesson plan where it fits best. Note your choices in "My Plan for the Unit," then evaluate their success in "Next-time Notes."

Many of the activities in *BUILDING A LIFE* are suitable for use during language arts and Bible, while others would fit well in science, math, or music.

A NOTE REGARDING MUSIC: "Growing Up God's Way" is a songbook and cassette tape which effectively reinforces the qualities presented in this curriculum. It includes thirty-one songs written by Jan Black and produced by ACSI. The cassette may also be used as an instrumental accompaniment for performance by adjusting the balance knob on your stereo. For more information, call or write our headquarters.

You've studied the plans,
and now it's time to begin
BUILDING A LIFE!

Project #3 Philip Franklin BUILDING THANKFULNESS into his life

This part of the book will help you begin to build praise and thankfulness into your life.

Look up the word "praise" in your dictionary. Write its meaning on page 34 under "Praise means." Do the same for the word "thankfulness."

Mort was humming and whistling as he dug big holes with his shovel. Philip was next to him digging not as big holes. Suddenly, Mort started singing out loud with his deep voice, "King of kings and Lord of lords, Hallelujah!" Philip was surprised. He said with a grin, "Mort, I don't know about you."

By being with Mort each week, Philip learned about praising God and showing thankfulness. Mort told Philip that learning how to praise God and be thankful are two parts of life that make a big difference. "If you learn them well, your life will be able to hold lots of joy," he said. "If you don't learn them well, your life will not have room for much joy."

WHAT IF?

Turn back in your book to page 22. What if you were one of the people on the IMPOSSIBLE list? What kind of things and praise might you give to God?

Choose someone from that list and write some words of thanks to God as if you were writing in their book.

Student
choice



Select one idea about thankfulness you would like to build into your life so far. Write it under 123 BUILDING DO-IT-ALL on page 34.

28 BUILDING THANKFULNESS

- Review trait information by calling on students a table at a time.
- DEFINITIONS. Look up definitions of "praise" and "thankfulness."
 - ♦ PRAISE: to commend the worth of; to express approval or admiration.
 - ♦ THANKFULNESS: grateful acknowledgement of something received or done for one.
 - ♦ Transfer to SP 34.
- READ STORY OF MORT.
- WHAT IF? Read and discuss together, encouraging creative thought.
- NAILING DOWN THANKFULNESS. Students think back over the page then transfer choice idea to page 34.



SPIN-OFF

Pretend Praise. Ask students to choose their best idea of praise to the pretend king, then make time as a class or in learning centers to create a picture of the praise taking place. Display under title: Pretend praise, duplicating a copy of the WHAT IF? section to place with the title.



WRAP-UP

Close this time with a lively rendition of "King of Kings and Lord of Lords."

FLASHBACK

Our friends found sections of information. Send your mind back to this section marked "Daniel." What does it say has happened so far in the four days of the king's quest?

• Review Daniel Story.

Daniel's Praise

God had heard Daniel's prayer for help. Daniel was thankful. His words of thanks are found in Daniel 2:20-23.

Find Daniel's words of thanks in what follows. Then answer these questions.

1. What is the first word Daniel used in his prayer of thanks? Praise

2. In verse 21, Daniel says that God does many things. Write two things that He does. God does in the verse.

Changes times and seasons
Reveals deep and hidden things.
Sets up and removes kings.

3. In verse 22, Daniel says that God does what he can. darkness

4. What two things in verse 23 did God give Daniel? wisdom
and power
God

If you were writing words of praise to God, what would you tell God has helped you with?

Thank God for me, O God, for you have

Student
choice



29 IT'S FOR REAL



OPTION

Before class, quietly ask one student to practice reading out loud Psalm 86:8-10 as an opener to this lesson. Ask one other student to select a song of praise as the lesson WRAP-UP.

- If using OPTION, begin lesson with student reading suggested Scripture.
- FLASHBACK. As students continue to think and write, note specific answers and comment individually on their good memories.
 - ♦ Briefly discuss.
- DANIEL'S PRAISE.
 - ♦ First, read verses 17-19. Discuss events.
 - ♦ Read Daniel's prayer to the class (verses 20-23).
 - ♦ Complete answers together, calling on students for the answers, then filling in the blanks. If you wish, provide lines on the chalkboard for selected students to write out answers for the class to copy.



WRAP-UP

Sing the song choice of the selected student, as suggested in OPTION, above.

INTRODUCTION TO WILLING TO WAIT

Waiting is a fact of life for a fourth grader. Waiting willingly, however, is not so common. The aim of this book is not to tamper with a nine-year old's natural eagerness to "keep things moving," nor is it an encouragement to passively accept postponements and delays. It is rather an attempt to help a child understand that there is value in waiting for things that matter, and that there is a bonus to waiting if it is done patiently and, yes, willingly.

As a support for you in helping your students learn to wait, and as a tool for character training, the student book and teacher's guide of *WILLING TO WAIT* include the features listed below.

Student Book

The student book includes:

TRAIT INFORMATION PAGES. There are nine information pages in the student book, one per unit, which appear at the beginning of each unit. Each Information Page is a depository for information the student will find and enter during the unit. It is understood that by the end of the unit each blank on the Information Page will be completed. If you find that occasionally the blanks are not filled in by the time the next unit begins, simply fill them in together, using the activity as a review of what has just been studied.



NEHEMIAH STUDY. Nehemiah is the Bible character featured in *WILLING TO WAIT*. You will be examining him from the various angles of the character qualities being studied. For example, when you are studying wisdom, you will be guiding your students through a study of Nehemiah's wisdom in approaching his boss, King Artaxerxes, with the plan to rebuild the wall.

Each unit contains one Nehemiah illustration and story-poem. The illustrations are beautifully done and effectively present the emotions of the rebuilding process. Spend time each month with your students viewing and discussing the picture, then move on to the story-poem which ties in with the illustration.

The story-poems present the major events of the Nehemiah story in rhyme. However, you are also encouraged to tell the story in more detail during each unit. Particular thoughts to tie in with your

presentation are included on each Nehemiah page of the teacher's guide.

You may wish to include the story-poems as a part of a class program, assigning each unit poem to a student or small group for memorization. You may also choose to record all nine units of story-poems ahead of time to use as a handy reinforcement and memorization tool.

ACTIVITY PAGES. Within each unit there are approximately ten activity pages which help the student study the various traits and concepts. They are designed to encourage thought, visualization, problem-solving, and decision making.

It is understood that as the instructor-guide of this book, you will adjust and modify the activities to the abilities of your students and to your schedule.



TONGUE TWISTERS. Two of every three sections of each unit includes a tongue twister which restates a basic truth of the quality being studied. It is meant to be a light-hearted activity yet a powerful reinforcement tool.



THE WAITING ROOM. At the end of each unit is a waiting room where students spend time learning how to wait for specific things, such as a new pet, a vacation, or a helping hand.

The activities are often discussion-oriented, and students are encouraged to state their opinions and ideas freely. Spin-off ideas are provided for most of The Waiting Room pages.

Teacher's Guide

The teacher's guide includes:

UNIT OVERVIEWS. Each unit begins with an overview of the unit in general, including the following:

STEP ONE

STEP ONE. A spiritual perspective on the unit in general is provided on each unit's SPECIFICS page. Reminders of ways to model the quality are featured under "Patterning," and appropriate bits of God's Word are provided for your meditation in the section called "Chewables."

SPECIFICS

SPECIFICS. Here you will find specific information to help you in understanding and planning each section of the unit. It includes the purpose, the approach, technical information, summaries of the Nehemiah study, visual reinforcement suggestions, ideas for adding extra enrichments, and a "use as desired" section which capsulizes the spin-off and option ideas located in the page description text.

OPTIONS SPIN-OFF

OPTIONS AND SPIN-OFFS. Located within the text of the worksheet explanation pages of the teacher's guide, you will find a "Spin-Off" or "Option." These are suggestions for extra activities that go a step beyond the material presented. As with each part of this curriculum, you may choose to implement or disregard the suggestions. However, we do encourage you to carefully consider how the suggestions may be adjusted to fit the needs of your class.

REDUCED STUDENT PAGES. A copy of each student page, including the answers, is included in the teacher's guide.

WORKSHEET EXPLANATIONS. You will be given direction in leading your students through each page of the workbook. For your convenience, suggestions are included on the same page as the reduced student page it describes.

INSERTS. Five helpful inserts are included throughout the book. They are:

Insert #1: A list of all of the trait verses.

Insert #2: A list of Nehemiah's wall-building work force.

Insert #3: A list of trait definitions and opposites.

Insert #4: A list of all tongue twisters.

Insert #5: All Nehemiah story-poems.

QUARTERLY PARENT LETTERS. A quarterly preview letter, as well as an introductory and closing letter, is provided for you to send home to parents informing them of the areas of study their children will be learning in WILLING TO WAIT. On the lines at the bottom of each letter, we suggest you make a brief and positive comment or observation about each child.

Send the first letter home at orientation or the first day of school. The others can be distributed inside the quarterly progress report or at parent-teacher meetings. The final letter may be sent home with the student.

NOTE: Other suggestions for getting the most from this curriculum are located at the bottom of page 13.

Before continuing, please make certain you have read the question and answer section of INTRODUCTION TO CHRISTIAN SCHOOL CURRICULUM on page 6.

And now the waiting is over.
It is time to begin
WILLING TO WAIT!

50 PART A: SELF-CONTROL

- Read verse and discuss.
- 1. Help students express the verse in their own words and way.
- 2. Read and discuss David's experiences.
 - If desired, use this section to lead you into a discussion about the struggles of living in a home with a hot-tempered person.

51

- 3. After reading this paragraph, ask your students to think back to their last angry exchange. How could self-control have caused it to turn out better?
- **TWISTER.** Read and say together and individually. Review past TWISTERS.

2 OPTION

Tarnished Silver. Bring a set of silver flatware or other silver pieces and a jar of silver cleaner and paper towels to class. Explain that these articles get tarnished because they come in contact with contaminants. Make the logical comparison of our lives being tarnished by tempers. Demonstrate the cleaning process, pointing out that self-control can make our lives shine as well. Let students continue to polish other articles. Many have never done it.

- 4. Read and discuss, encouraging open and creative responses.
- 5-7. Complete as directed, discussing points that you feel are important.
- 8. Fill in these thoughts on the Information Page. While there, complete the self-control section.

SPIN-OFF

Guarding My Life. Review the definition of self-control. What choices can a child make now that will guard his/her life? Help students consider choices of friends, behavior at home, reactions to parents, efforts at school, and, of course, response to God. Lead them in thinking ahead to what their choices will mean for them in the future. If desired, provide paper images of guards on which to write suggestions.

- **WAITING WORDS.** Read and share similar amusement park experiences.

Part A. SELF-CONTROL

Do not make friends with a hot-tempered man,
do not associate with one easily angered, or you may learn his ways
and get yourself annoyed.
Proverbs 22:24

1. Explain this verse in your own words. *Example: Be careful to choose friends without hot tempers because hot tempers can make you hot-tempered too.*
2. Solomon is giving you advice that he knows is true. His father David, must have told him some true and scary stories about his days as a young man.

A Hot-Tempered Story.

David was playing the harp for King Saul, as he usually did. Saul was jealous because David had killed Goliath. He angrily hurled his spear at David, hoping to pin him to the wall.
What is one thing you have seen a hot-tempered person do? *SL*

Another Hot-Tempered Story.

One day King Saul threw his spear at his own son because he was David's best friend.
What is one thing you have done when your temper was hot? *SL*

And Another Hot-Tempered Story.

David's big brother, Eliab, got very angry with him. Turn in your Bibles to 1 Samuel 17:25-30. Read about it, then write what each brother said.

Eliab said: *Why are you here? I know how conceited you are.*

David said: *Now what have I done? Can't I even speak?*

What did David do next? *Continued to ask questions of others.*



3. King Saul had a problem with his temper. He lived throwing spears at those people who dared for him the most. Sometimes those we love throw their anger at us, and sometimes we throw our anger at them. Hot tempers can bring hot problems to a person's life.

TWISTER

A simple game for you to do without ever leaving home.

Terrible tempers have tarnishing tendencies.

NEHEMIAH'S ANGER

4. Nehemiah found out that the leaders of Jerusalem had been taxing the people. Many people couldn't pay the taxes, and so the leaders were making them give up their homes and livestock, and even their children. Would this make you mad? Yes ☒ No ☐
What would you do? *SL*

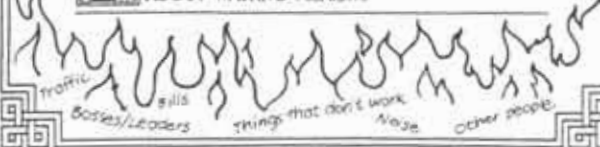
What did Nehemiah do? *Brought their wrong out in the open, told them to stop.*

5. When God says to be careful around hot-tempered people, does He mean that getting angry is always wrong? Yes ☐ No ☒ Be ready to explain your answer.
6. On the flames on this page write some things that hot-tempered people get mad about.
On the flames on page 50, write some things hot-tempered people do when they are mad.
7. What are some things a hot-tempered person doesn't get to enjoy? *Peace, patience, joy, calmness, respect of others.*
8. What about you? On the Information Page, write one way you have controlled your temper.



WORDS ABOUT WAITING

from Deuter. 34:11
"Once I had to wait twenty minutes to ride on a roller coaster that I would only get to ride one time. It was worth it!"



INTRODUCTION TO PLEASING THE LORD

One of the best bits of news that we can pass along to our students is that they don't have to wait to grow up to please the Lord. They can do it right now! The focus of this book is the same as its title: PLEASING THE LORD. It has been carefully designed to help you help children explore the unlimited possibilities of

living to bring pleasure to their Creator, God.

As an encouragement in learning to please God and a tool for character training, the student book and teacher's guide for PLEASING THE LORD include the features listed below.

Student Book

The student book includes:

TRAIT INFORMATION CAPSULES that inform the student of the trait being studied, its definition, opposite, and Bible verse.



JOSHUA STUDIES that appear once per unit and include an illustration, story, and Question Section.

NOTEPAD pages that serve as a depository of creative response from the student to the subjects being explored.

THEME VERSE ACTIVITIES that present and reinforce the theme verse through the use of puzzles and codes.

ACTIVITY SHEETS that promote creative thought, strengthen observation, visualization, and communication skills, and encourage problem solving.

Teacher's Guide

The teacher's guide includes:

STEP ONE

STEP ONE devotionals that challenge and initiate personal application of the traits being studied in each unit.



SPECIFICS

SPECIFICS pages that provide the teacher with a quick reference of unit content, as well as enrichment suggestions.

GOOD NEWS REPORT layouts that serve as a format for the newsletter which is sent out from the class each unit.



SPIN-OFF

SPIN-OFF suggestions that are scattered throughout the text of instructions. These are in addition to the ideas and visual reinforcements found on the Specifics page.

REDUCED STUDENT PAGES that include answers to student activity sheets.

ACTIVITY SHEET INSTRUCTIONS that offer the teacher a systematic method of presenting each page of the student book.

HELPING CHILDREN LEARN TO PLEASE THE LORD

The theme of this book, *PLEASING THE LORD*, sets the stage for you to lead a fifth grade team of explorers through the ins and outs of bringing pleasure to God.

Modeling, as you know, is the finest form of instruction. Watching Mom bake a cake does more for a child's understanding than simply listening to her explain the procedure. In the same way, watching you "wear" a concept is more helpful to your students than listening to you talk about it. When your students watch you being kind, for example, they see how kindness works, what it sounds like and how it looks. It equips them in two ways: (1) they are able to recognize it, and (2) they are able to imitate it.

In addition to modeling the qualities in this book, the following tips will help you present it effectively to your students:

1. Think of your students as people. As elementary as this sounds, we must admit that it is easy to forget that our students are people. To our shame, the term "child" does not always carry with it the respect and privileges inherent in the term "person." It is helpful, therefore, to remind ourselves that these people, young and inexperienced as they are, have value and worth equal to that of their grown-up counterparts. *Determine how a teacher who thinks of his/her students as people would talk to, discipline, and instruct them.*

2. Feed your students data which will demand future use. One of the main functions of childhood is the filling of a data pool which serves as a resource for future choices of behavior, style of living, and beliefs. Observing a grown-up with an authentic response to God has an impact upon a child's life, and that impact retains its power. The teacher who loves unconditionally, makes amends honestly, and exalts God creatively will be adding rich choices to the child's pool of experience. *Translate the concepts of unconditional love, honest amends, and creative exaltation of God into the specific daily behavior of a teacher.*

3. Allow your students to be children and your God to be God. When approaching character training in general and pleasing the Lord in particular, one is tempted to make both God and children into something they are not. The teacher in us insists that we make God explainable. Yet only parts of Him are able to be explained. The rest is a matter of faith. We present Him unfairly when we try to fit Him into a box about the size of our own understanding.

When it comes to children, the teacher in us wants to see results. This honorable desire turns sour if we manipulate the student into making premature choices toward godliness. In truth, we often seem to expect a child of ten to imitate the Christian walk of a thirty-year committed believer. *Release yourself from "boxed-in" images and expectations of God and of children. Sort out mentally what you believe to be reasonable and unreasonable behavioral and judgmental expectations of children.*

4. Be aware that all of your students may not be Christians. Often children in Christian schools are embarrassed to admit that they have not yet trusted in Jesus to be their Savior. A surprising number don't really know how to do it. Let your class know in a comfortable and tasteful way that you are aware that perhaps not everyone has yet trusted Jesus. Further, assure them that you are always interested in helping them take that step when they are ready. *Pretend that you have never been taught anything about evangelism. How would you, in your own style, communicate the love of Jesus to a child?*

DISCUSSION SUGGESTIONS

When discussing the concepts and issues in this book, you may wish to follow these suggestions:

1. Encourage imaginative thought by taking an answer beyond its initial stage. For example, if an answer is "Joshua asked God to hold the sun in its place until the battle was over," you could then ask the students to tell you what this prayer shows about Joshua's knowledge of God.
2. Praise good ideas, insight, and logic. Verbalize your personal pleasure with comments such as: "I like the way your mind works," "You understood that very well," and "I am pleased to see that you are thinking carefully about that answer." Always encourage creative thought.
3. Lift discussions through the levels of thinking as described below:

LEVEL ONE: FACTS – Who did what, when?

LEVEL TWO: METHOD – How was it done?

LEVEL THREE: REASON – Why was it done?

LEVEL FOUR: THOUGHT – What idea or thought caused the reason?

LEVEL FIVE: CHOICE – What will I do or think?

Its definition:
Putting things and plans in their right place.

ORDERLINESS

Its opposite:
Allowing things and plans to become confusing.

Pleasing the Lord by being orderly.

Bible words about orderliness:

"Have you entered the storehouses of the snow or seen the storehouses of the hail, which I reserve for times of trouble, for days of war and battle? What is the way to the place where the lightning is stored, or the place where the east winds are scattered, over the earth?" Job 38:22-24

If your mother asked you if you know where she hid your Christmas presents, you would know something important. You would know that she has bought and hid some presents for you. You may not know where they are, but you are happy to know that they are somewhere.

In Job 38, God is asking Job similar questions. The questions tell us that He organizes His universe in certain ways. Reading this chapter is like finding out some of the secrets of God!

Find Job 38:22-30 in your Bible. Write down His questions and what His questions tell you about His orderliness.

God's questions to Job:	What His questions tell me:
Q #1: Have you entered the <u>storehouses</u> of the <u>snow</u> ?	<u>God stores the snow in a certain place.</u>
Q #2: Have you seen the storehouses of the <u>hail</u> ?	<u>God stores hail in a hail center.</u>
Q #3: What is the way to the place where the <u>lightning is dispersed</u> ?	<u>God sends lightning from a lightning center.</u>
Q #4: What is the way to the place where the <u>east winds are scattered</u> ?	<u>God stores the winds.</u>
Q #5: Who cuts a channel for the <u>torrents of rain</u> ?	<u>Someone cuts channels for the rain.</u>
Q #6: Who cuts a path for the <u>thunderstorms</u> ?	<u>Someone cuts paths for thunderstorms.</u>
Q #7: Does the <u>rain</u> have a <u>father</u> ?	<u>The rain has a father.</u>
Q #8: Who fathers the <u>drops of dew</u> ?	<u>The dew has a father.</u>
Q #9: From whose womb comes the <u>ice</u> ?	<u>The ice comes from a womb.</u>
Q #10: Who gives birth to the <u>front from the heavens</u> ?	<u>Frost is born.</u>

GOD has order in organizing the universe. We know this is true because we see how orderly flowers bloom, leaves fall, and seasons pass. We also know it by reading about Him in the Bible.

JOSHUA has proven himself to be a leader who is able to put things and plans in their right place. This is because Joshua is smart and wise enough to follow the exact instructions of his orderly God.

YOUR TEACHER spends time planning your classroom so that it is orderly. Pretend that someone got into this classroom at night and disorganized it. Look at it closely. Circle any problems you see that might create disorderliness. Be ready to talk about your choices.

34 ORDERLINESS

- Information Capsule
 - ♦ Read information.
 - ♦ Call on students to repeat it.
 - ♦ Drill this information as well as past trait information.
- Read text.
 - ♦ Help students understand the layers of information hidden in this kind of question.
- God's questions and what they mean.
 - ♦ Complete first few questions together.
 - ♦ Instruct students to complete the remainder of the questions on their own.
 - ♦ When completed, compare answers.
 - ♦ If desired, provide students with paper to draw one of God's questions to Job. For example, students could draw their ideas of what the "hail center" may look like.
 - ♦ Do what you can to inspire them about these wonders of God's organization of the universe.



SPIN-OFF

NEWSCAST. With your class, construct dialogue, set, and pictures for a newscast from one of the areas mentioned in God's questions to Job. Ex: "Here we are coming to you live from the lightning center. At this moment, God is preparing to flash a display of His power across the skies of Kansas . . ."

Remember to make Notepad entries.

35 ORDERLY CLASSROOM

- Read through text.
 - ♦ Discuss the effort that goes into organizing a classroom.
 - ♦ If interest and time permit, briefly consider the organization needed in other places, such as an office, an operating room, a fire station, a grocery store.
- Study the picture.
 - ♦ Direct students to circle anything that would seem to create disorderliness in the general function of the classroom. Ex: Desks facing away from the chalkboard.
 - ♦ Complete page independently.
 - ♦ Compare answers together.
- Your room
 - ♦ Discuss the way your own classroom is set up.
 - ♦ Could its organization be improved?
 - ♦ Use this as a time to explain the importance of students putting things back when they have been used.
- "Last words" is omitted from this section.
 - ♦ Ask students to summarize the thoughts contained in the section on orderliness.
 - ♦ Write out a paragraph together, including a challenge to one another.

INTRODUCTION to LIVING TO SERVE

You have the happy privilege of counteracting a myth that has tried to sweep away the foundation of true happiness. The myth? Think of yourself first. The foundation that has been eroded? Think of others first. Of course, the myth is nothing new. It is simply selfishness in make-up and modernized. But, then, the foundation is nothing new either. It is as old as God Himself – and as young.

The focus of this book is the same as its title: Living To Serve. It has been carefully designed to help you help your students explore the joys and benefits of serving God and others.

As an encouragement in learning to serve, and as a tool for character training, the student book and teacher's guide for LIVING TO SERVE include the following features:

Student Book

The student book includes:

TRAITS, DEFINITIONS, OPPOSITES, AND TRAIT VERSES that explain each concept. Three traits are presented in units one through eight. The Mini-Unit introduces the book to the student, and Unit Nine reviews all traits. Each unit is designed to last approximately one month.

UNIT INTRODUCTION DESIGNER PAGES that stimulate thought and creativity. They include the unit's theme verse and main thrust.

ACTIVITY SHEETS that lead the student in exploring the meaning of each character trait.



SERVANT PROJECT STORIES that bring the character qualities to life in today's world.



ESTHER STUDIES that appear once per unit and include an illustration, a story, and a comprehension check-up.

ILLUSTRATIONS AND DESIGN that are beautifully blended to appeal to students at this level.

Teacher's Guide

The teacher's guide includes:



STEP ONE devotionals that challenge and initiate personal application of the traits being studied in each unit.



SPECIFICS pages that provide the teacher with a quick reference of unit content, as well as enrichment suggestions.



SPIN-OFF suggestions that are scattered throughout the text of instructions. These are in addition to the ideas and visual reinforcements found on the Specifics page.

REDUCED STUDENT PAGES that include answers to student activity sheets.

ACTIVITY SHEET INSTRUCTIONS that offer you a systematic method of presenting each page of the student book.

FOLLOW-UP QUESTIONS that measure student understanding of the servant stories and provide you with help in stimulating the imaginations of your students.

BACKFIRE! A MELODRAMA that provides you with a ready-made performance and reinforcement tool. Included are set design and costume tips, script, and program cover design.



PROJECT SERVANT ideas that help you lead your students into actual acts of service.

HELPING CHILDREN LEARN TO SERVE

Teaching character does not mean you must have all of the answers to life issues. In fact, it means having the character to admit that you don't! Allow your students to be children, yourself to be human, and your God to be God.

The theme of this book, **LIVING TO SERVE**, sets the stage for you to lead a sixth grade team of explorers through the ins and outs of servanthood. As their leader, you will be watched closely by those who follow. They will want to see you serve first so that they will know what service looks like. In order to model servanthood confidently, we suggest that you analyze your own perception of servanthood. Define it, update it, and ask God to renew your belief in it.

Be aware that all of your students may not have trusted Jesus Christ as their Savior. Often children in Christian schools are embarrassed to admit that they have not yet made that commitment. Let your students know that you are aware that they may not yet be believers, and assure them of your interest at any time in helping them come to a decision.

DISCUSSION SUGGESTIONS

1. Encourage imaginative thought by taking a question beyond its initial stage. Example: Now that you have correctly defined "even-tempered," please suppose that you were in the company of an even-tempered woman when she was told her children had spilled cranberry juice on the rug. What might she say?

2. Praise good ideas, insight, and logic. Monitor yourself to insure that verbal pleasure over student performance remains a priority.

3. Carry discussions through these levels of thought:

LEVEL ONE: FACTS – Who did what, when?

LEVEL TWO: METHOD – How was it done?

LEVEL THREE: REASON – Why was it done?

LEVEL FOUR: THOUGHT – What idea was behind it?

LEVEL FIVE: CHOICE – What will I do or think?

SCHEDULING TIPS

The scheduling of this curriculum is to be determined by you, the teacher. We suggest that you read through each unit, select any optional activities you wish to use, then place each activity into your overall lesson plan where it fits the best. Note your choices in "My Plan for the Unit," then evaluate their success in "Next-Time Notes." Many of the activities in **LIVING TO SERVE** are suitable for use during language arts and Bible, while others would fit well in science, math, or music.

MUSIC

A songbook and cassette tape called "Growing Up God's Way" contain thirty-one character building songs to enhance this curriculum. An added feature is the ability of the cassette to become an instrumental background tape for performance with the turn of the balance knob on any stereo. The set may be ordered by calling ACSI headquarters at 1-800-423-4655.

Just as the key to happiness is serving others, the key to understanding this book is teaching it. We wish you well on your journey through **LIVING TO SERVE**!

SELF-CONTROL SCAN

- Search your memory for examples of self-control in the Project Servant stories you have read. Write the examples on these lines. SL
- Scan the Esther stories. Where is the self-control, and who is showing it? SL
- Look back over the last three days. Where and when have you seen children or adults stopping themselves before they did wrong? SL
- Using your memory again, recall these popular Bible stories. Write at least one place in each story where self-control was used or where it was lost.
 - Samson: Lost control of his words with Delilah
 - Ananias and Sapphira: Lost control and lied.
 - Daniel and the three Hebrew boys: Kept control and remained loyal
 - Joseph and Potiphar's wife: Kept control and left the temptation behind.
- Now run each of these Bible stories through the control check-points. As a story passes a check-mark, place a "+" on the line. As a story fails a check-mark, place a "-" on the line. Be ready to suggest ways the failed check-points could be improved with self-control.

STORY

CHECK-POINTS

a. Samson	#1: +	#2: -	#3: -	#4: -
b. Ananias and Sapphira	#1: -	#2: -	#3: -	#4: -
c. Daniel and the three Hebrew boys	#1: +	#2: +	#3: +	#4: +
d. Joseph and Potiphar's wife	#1: +	#2: +	#3: +	#4: +

- There are many people serving one another with self-control in your city every day. Right now someone is turning in a wallet of money, choosing not to tell someone, telling the truth instead of a lie, or refusing to eat or drink something that would be harmful.
- How have you served someone recently by being self-controlled? SL



SPIN-OFF

CHECK-POINTS. Using the Control Check-Point system from SP 49, instruct students to analyze hypothetical or real-life situations common today.

50 SELF-CONTROL SCAN

- Complete page as indicated.
 - Search for examples of self-control together, calling on students to name their sightings.
 - Call on students to recall the facts of each story. Adjust the activity to the level and ability of your class.
 - If possible, bring clippings of recent acts of self-control to read to the class.
- Emphasize the idea of serving others by being self-controlled. Consider the many ways we serve one another with self-control. Examples: refusing to spill out our angry thoughts; leaving a stick of gum for the next person; throwing the baseball carefully.

Serve your students by guarding your words.

Definition:
Being true or fair.

HONESTY

Serving by being truthful

Opposite:
Being full of lies.

Bible words:

"Kings take pleasure in honest lips: they value a man who speaks the truth." Proverbs 16:13



Milk Money Mess-Up

"Darcie, guess what?" shouted Betty. "Mrs. Stover is going to take the cook's place for a week while she visits her sick mother. Mrs. Stover has asked us to collect the milk money in her place."

"Oh, good. I have handling money," said Darcie. "I'll go tell the others about it."

Mrs. Stover collected milk money every morning before school began. She would take the thirty cents for a carton of milk, then give each student a milk ticket. The student would give the ticket to the lunchroom clerk and receive a half-pint of milk.

Betty was the first of the group to collect the milk money. She felt pleased with herself as she put each piece of change into the correct section of the money box. "This is easy," she thought.

Things got more difficult when Peter arrived at the ticket table. "Betty," he said with a smirk. "I forgot my milk money today, but I'll bring it tomorrow. Okay?" She stared at him seriously.

"Mrs. Stover lets me do it all the time," he added. Relieved to hear the news was nothing new, Betty said, "Well, if Mrs. Stover does it, then I guess it would be all right." She gave Peter a milk ticket without having any of his money to put in the money box. By the end of her turn, Betty had granted similar favors to four of Peter's friends.

"I hope no one counts the money until Peter and his friends pay back their loans," thought Betty as she walked to the office with the money

box. In spite of what Peter said, Betty was sure he had lied about Mrs. Stover and the loans. The secretary was on her way out of the office as Betty put the money on the counter. "Thanks, Betty. Just leave it on my desk. I will count it when I get back."

Fear grabbed Betty's throat. "Maybe I can find five extra tickets in her desk. I could add five more to the box. Miss Montgomery would think that I had sold five tickets less than I really did." As Betty was opening the drawers, the principal walked in.

"Hello, Betty. What are you doing?" he asked. "Oh, I'm looking for a stapler," she answered.

"The stapler is right here," he said, pointing to the counter.

"Oh, yes. I looked right past it. Thanks," said Betty with a quiver in her voice. She closed the desk drawers and walked toward the stapler. She fumbled for some papers in her backpack. They didn't really need stapling, but she stapled them anyway.

"It's right back," said Mr. Stover. "You'd better be getting in class."

"I will, Mr. Stover. Thanks," she said. Then to herself, she thought, "I've got to get to that box. I'll use my lunch money to make up the difference."

Betty was on her way to Miss Montgomery's desk

51 HONESTY: SERVANT STORY AND INTERMISSION

- Present trait information.
- Review past traits and verses.
- Read and discuss story.



SPIN-OFF

HONESTIES. Provide planned exercises in honesty during the unit. Make arrangements for students to collect milk or lunch money, deliver notes, correct quizzes. Note the honesties you see, giving honest praise in response.

Serve your students by being truthful.

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