

God Gives Life



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Unit 1 | God Provides Life

1	God Provided His Life	God never had a beginning and will never have an end.	Gen. 1:1	8
2	God Provided Plant Life	God designed the earth as the perfect place to live.	Gen. 1:1	18
3	God Provided Animal Life	God made stars, planets, and animals to show His greatness.	Ps. 146:6	27
4	God Provided Human Life	God wants us to fellowship with Him.	Isa. 45:11, 12	36
5	God Provided Work	God gives us work as a way to honor Him.	Gen. 2:15	44
6	God Provided Food	God provides for our needs.	Gen. 1:29	53

Unit 2 | God Provides New Life

7	God's Grace for Adam	God offers to forgive us our sins.	Col. 1:14	62
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10	God's Grace for the Nations	God wants us to obey His commands.	Ps. 145:9	93
11	God's Grace for Sinners	God promised to provide salvation.	Gen. 12:3	102
12	God's Grace for Abraham	God's plan to provide salvation cannot be stopped.	Gen. 18:14	111
13	God's Grace for Isaac	God sent Jesus to die in our place.	Gen. 22:8	120



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STRONG[®]

curriculum

A world weak on truth needs a strong, trustworthy message. STRONG Curriculum builds stronger churches by teaching all Scripture to produce spiritually mature believers who measure up to the stature of Christ.

A Plan You Can Trust

Regular Baptist Press firmly believes God's Word is living and powerful and more effective than any idea or philosophy man could ever dream up. The Bible is Spirit empowered, so it cannot fail to strengthen kids who interact with its truths. Believing this, we purposefully built Strong Kids on Bible bedrock. We know the curriculum's solid Biblical foundation will make it transformational.

Strong Kids provides each age group with the age-appropriate plan to prepare kids to successfully take the next step in their spiritual growth. The lessons for all five age groups form five steps for building spiritually strong kids.

Strong Kids for Pre-Primaries reinforces foundational Biblical truths concerning creation, Jesus, salvation, and living for God. Recognizing that pre-primaries are starting to understand the need for personal salvation, this curriculum provides opportunities for students to trust in Christ as their Savior and begin to live for Him.

The Strong Kids scope and sequence is built on the seven teaching aims Jesus had during His earthly ministry. Identifying Jesus' aims helps you teach the Bible with purpose and clear goals in sight. Every lesson in the Strong Kids scope and sequence addresses at least one of Jesus' teaching aims.



Look for the BuildUP icons in the table of contents and on the first page of each lesson.

JESUS' TEACHING AIMS

♥ **Believe the gospel.** Jesus taught His students to understand, believe, and then share the gospel. This aim is obviously fundamental to all the rest.

⚙️ **Understand Biblical ethics.** Jesus instructed His students to live according to moral values. These values provided them with the tools to make wise decisions.

✝️ **Internalize godliness.** Jesus taught His followers to be godly on the inside. He warned them not to become like Pharisees, with a mere outward appearance of godliness.

🌱 **Learn doctrine.** Jesus knew the importance of teaching His students the truth and identified doctrine as one of the means for spiritual growth. Wishy-washy doctrine leads to faulty practice.

🌟 **Develop life skills.** Jesus taught His followers to meet life's challenges in a way that honored and glorified God. He gave them the skills to navigate those challenges successfully.

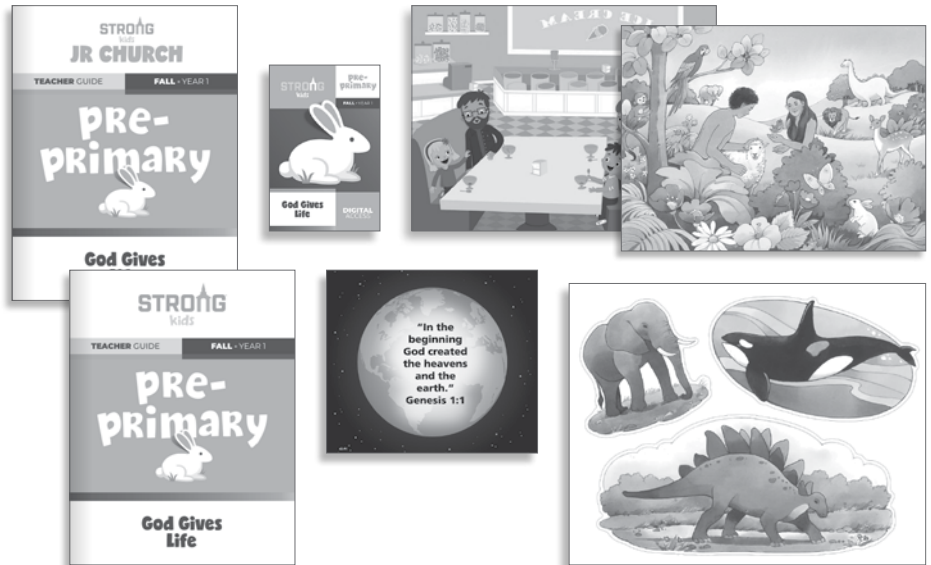
👍 **Uplift others.** Jesus' life was all about others. Leading by example, He taught His followers to be all about others too.

🛠️ **Prepare to serve.** Jesus prepared His followers to serve in the context of local churches that were established soon after His ascension. He emphasized sacrifice and dedication.

In this quarter's Strong Kids for Pre-Primaries, children will learn the Genesis account of Creation, emphasizing that God is the creator. They will also learn about God's grace for sinners and His faithfulness to His promises.

Teacher Kit Contents

- ☐ Teacher Guide
- ☐ Jr. Church Teacher Guide
- ☐ Teaching Picture Book
- ☐ Posters
- ☐ Flannelgraph figures
- ☐ Download code for videos, resources, and more
- ☐ Michael and Emily Storybook



Student Materials (sold separately)

- ☐ Student Book (1 per student)
- ☐ Take-Home Papers (1 per student)
- ☐ Memory Verse Booklet (1 per student or per family)
- ☐ Attendance Charts and Stickers (1 set per 5 students)



Classroom Materials (onetime purchase)

- ☐ Strong Kids Music, vol. 1



Ordering Information

www.StrongCurriculum.com • Email: orders@rbpstore.org • 1-800-727-4440 • Canada: Contact your distributor.

The Doctrinal Basis of Our Curriculum

A more detailed statement with references is available upon request.

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|---|--|--|--|
| <ul style="list-style-type: none"> • The verbal, plenary inspiration of the Scriptures • Only one true God • The Trinity of the Godhead • The Holy Spirit and His ministry • The personality of Satan • The Genesis account of creation • Original sin and the fall of man | <ul style="list-style-type: none"> • The virgin birth of Christ • Salvation through faith in the shed blood of Christ • The bodily resurrection and priesthood of Christ • Grace and the new birth • Justification by faith • Sanctification of the believer | <ul style="list-style-type: none"> • The security of the believer • The church • The ordinances of the local church: baptism by immersion and the Lord's Supper • Biblical separation—ecclesiastical and personal • Obedience to civil government | <ul style="list-style-type: none"> • The place of Israel • Pretribulation rapture of the church • The premillennial return of Christ • The millennial reign of Christ • Eternal glory in Heaven for the righteous • Eternal torment in Hell for the wicked |
|---|--|--|--|

What Is a Pre-Primary?



Generally, pre-primaries are four and five years old and sometimes a young six, depending on birthdays. On the whole, they are preschoolers and kindergarteners. But there is a different learning curve between the ages. The better you know their traits, the better you can plan your lessons because you will have realistic expectations of their abilities. For example, fours are still testing boundaries and have a shorter attention span, especially in the fall when they have just been promoted to pre-primaries. They attach themselves to particular friends and like action.

Five-year-old children can focus longer on a project. They are able to discuss and ask questions. They learn quickly, are eager to share, and many can read simple sentences and write their names. They are most comfortable if things don't change too much or too often. The teacher is an important part of their lives. They want to please you.

If possible, have separate classes or at least different learning activities in the session starters, guided play, and application crafts for fours and fives. But don't necessarily use age as a marker for

ability. Strong Curriculum has a wide variety of activities relating to each Bible lesson and will accommodate different learning styles.

Be flexible throughout the morning. Some days role play or a team challenge just isn't going to work if students are sidetracked by another event in the day; e.g., Easter egg hunt, a Fun Fair after church, or singing in adult church.

Read and study the age characteristics charts and analyze the makeup of your class. Are there more fours or a majority of fives? Are they a quiet group, or will you have to keep to routine? As you prepare your lessons each week, take all these things into account and plan accordingly, but try a variety of activities to see what works best. And always have an extra activity planned or an interesting picture or book that relates to the lesson and will capture the attention of the restless.

Give yourself some quiet time Sunday afternoon or Monday to consider how the morning went. First make a list of what was good about the day. What made you feel successful? What worked well with your pre-primaries? Were you able to get the student response you were looking for?



Give some thought to what did not work for you or your class and why. Did you need additional helpers? Were students rushed to complete a project? Did they have trouble understanding instructions? Some activities can be tried again in a couple of months as the children mature (and they will) and get used to each other and to you and the Sunday routine.

Keep in mind that all children benefit from structure and routine. Strive to remain consistent by developing classroom rules. This is important as you transition from one activity to another. Pre-primaries want to please you and thrive on praise for doing a job well. They can better accomplish your goals for them when you provide the format for doing so. Take the initiative to know your pre-primaries and shape your teaching to meet their needs.



Four-year-olds . . .	Teacher's Action	Five-year-olds . . .	Teacher's Action
Love to talk, so . . .	make time for talking and listening.	Enjoy telling stories, so . . .	involve students in telling the Bible story.
Like silly, rhyming words, so . . .	use word plays, rhymes, fun words.	Desire to complete tasks, so . . .	be flexible with timing.
Enjoy anything new, so . . .	introduce new books, games, and activities.	Prefer the "tried and true," so . . .	don't insist that students try new things.
Change interest rapidly, so . . .	plan many short activities.	Desire to please, so . . .	offer positive feedback.
Lack perfectionism, so . . .	accept artwork and crafts "as is."	Judge abilities accurately, so . . .	give sincere praise.
Test behavioral boundaries, so . . .	be firm and consistent.	Focus for a longer time, so . . .	include longer activities.
Enjoy group play, so . . .	use group games and activities.	Expand intellectually, so . . .	encourage Scripture memorization.
Prefer certain friends, so . . .	allow natural choice of partners.	Learn by asking questions, so . . .	take time to respond.
Exaggerate, so . . .	accept this tendency and downplay its importance.	Need times of quiet, so . . .	provide space away from four-year-olds.
Love to move, so . . .	include action songs, signing, pantomime.	Like responsibility, so . . .	recruit students' assistance.

Basic Supplies for Pre-Primary Teachers

Teaching Aids

Bible
Offering container
Flannelgraph board (26" x 36") (6063)
CD player
Pocket chart (8664)
Sentence strips (pkg. 75) (8677)

Paper Products

9" x 12" and 12" x 18" construction paper
in various colors
White copy paper
Butcher paper
Poster board
Card stock
Index cards
Self-adhesive labels
Lunch-size paper bags
6" and 9" paper plates
Paper cups, napkins, plastic silverware
Paper towels
Tissues

Markers

Pencils; colored pencils
Crayons; washable paint daubers
Black and colored felt-tip markers

Office Supplies

Paper clips
Brass fasteners
Rubber bands
Paper punch
Cellophane tape
Double-stick tape
Masking tape
Stapler
Scissors (sharp points for teachers; blunt ends for students)

Adhesives

Glue sticks
Craft glue
Sticky tack

Role Play Items

Child-size mop, broom, etc.
Dress-up clothes; lengths of fabric
Plush animals
Finger puppets
Nonworking cell phones
Paper towel or wrapping paper cardboard rolls
Aluminum foil

Bulletin Boards

Scalloped clouds border (8580)
Blue letters (8510)
Red letters (8511)

Miscellaneous

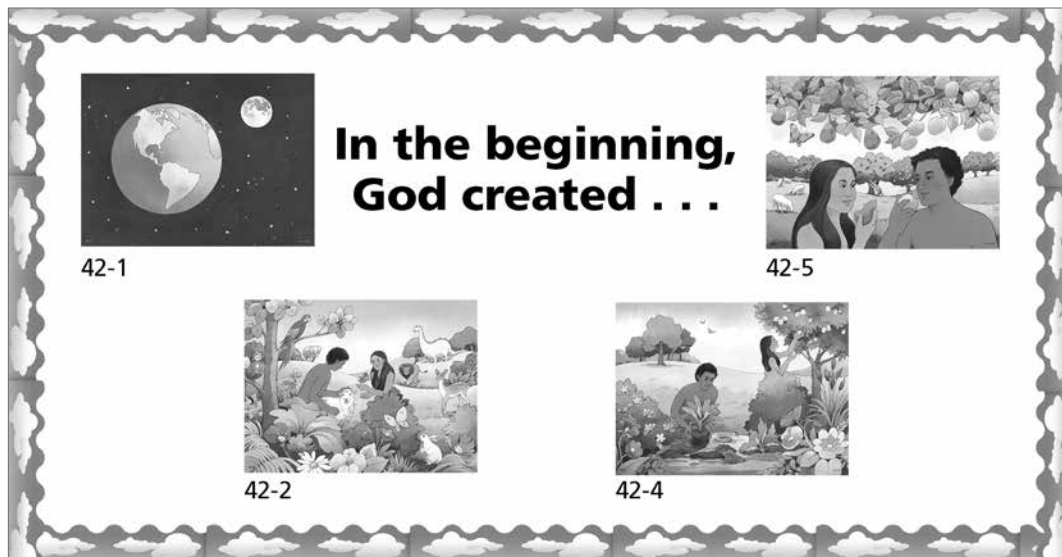
Large blocks; other types of building sets
Cardboard boxes (all sizes)
Play-Doh
Clear Con-Tact paper
Craft sticks (regular- and jumbo-size)
Premoistened towels
Hand sanitizer
Plastic tablecloths for art or food projects
Styrofoam
Large plastic bags or old shirts for smocks
Ziplock bags (sandwich-size and snack-size)
Watercolors and brushes
Yarn
Chenille wires
Cotton balls

Note: Products with an order number are available from Regular Baptist Press.

Unit Bulletin Boards

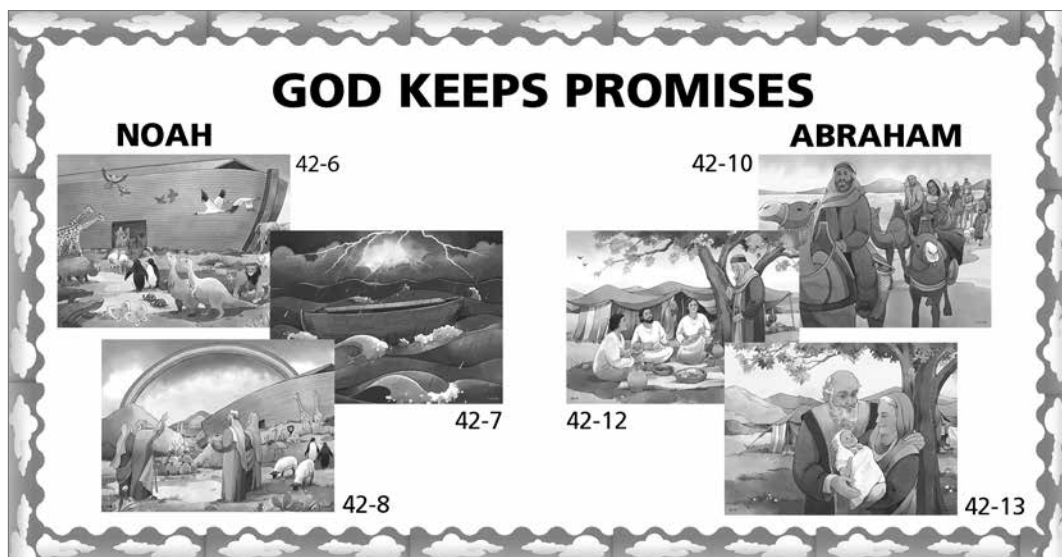
Unit 1

The theme for the first unit is Creation. Build the bulletin board before the first Sunday of the quarter. Choose a light-colored bulletin board backing. Use the scalloped cloud border (available from Regular Baptist Press; order no. 8580). Use blue letters to make a sentence title: In the beginning, God created . . . (EZ letters; order no. 8510). Center the title on the board as shown. To finish the sentence, print and use copies of the downloadable teaching pictures 42-1, 42-2, 42-4, 42-5. The pictures represent an overview of Creation.



Unit 2

Before session 7, remove the unit 1 bulletin board. Place a darker blue backing and keep the cloud border. Use red letters to make the title: GOD KEEPS PROMISES (order no. 8511). The display will consist of pictures representing promises to Noah and Abraham. Print these downloadable teaching pictures: 42-6, 42-7, 42-8; 42-10; 42-12, 42-13. Place as below. Use the display for review.



LESSON 1 | UNIT 1

God Provided His Life

God's eternity

Scripture Focus

Psalms 90:2, 4; Isaiah 46:9, 10;
Revelation 1:8

BuildUP Theme



LEARN DOCTRINE

God never had a beginning and
will never have an end.

Measurable Response

The students will praise God and
accept His truth by faith.

Memory Verse

"In the beginning God created
the heavens and the earth"
(Genesis 1:1). NKJV

"In the beginning, God created
the heavens and the earth"
(Genesis 1:1). ESV

Teacher Preparation

We couldn't possibly fully comprehend God's eternity, the
focus of this lesson. We must accept the truth by faith.

Since God has always existed, He doesn't depend on anything
or anyone for His continued existence. Furthermore, God
didn't need to create the world. He wasn't lonely and in
need of company. He is complete in and of Himself. He is the
beginning and end of all things.

Teaching God's eternity lays a solid foundation for children
to begin to understand Who God is. You will be surprised and
blessed with the simple faith young children express as they
learn the truth of God's Word.

Read the Scripture Focus passages and make a list of words
that identify God. Praise Him for being eternal.

Transition from Sunday School

Snack Time

1. Children should use the restroom and wash hands.
2. Serve a creme-filled sandwich cookie (or cheese and
cracker, such as Ritz). Explain that there is a cookie on one
side that is the beginning and another on the other side
that is the ending cookie. If it did not have a beginning and
ending cookie, the creme in the middle would not have
anything to hold it together.
3. Pre-Primaries love to help. Choose students to help serve
the snack and distribute napkins. Ask a volunteer to pray.

Guided Play

Guided Play is designed for students to explore the concepts in the Bible lesson for themselves. Choose these ideas or create your own. You may prefer to set up stations that the students can choose from as they finish their snack, or you may conduct these activities as a group.

Option 1—Alpha and Omega Song

Gather

- Magnetic alphabet letters.
- Magnetic board or cookie sheet.

Steps

1. Let students work together to put the magnets in alphabetical order on the board or cookie sheet.
2. Sing the traditional A-B-C song.
3. Read Revelation 1:8 and discuss the Greek letters alpha and omega.

The Bible was not written in English. The New Testament was written in the Greek language. And in Greek, the very first letter of the alphabet is alpha. The very last letter is omega. When God calls Himself the “Alpha and Omega,” He is saying, “I am A to Z. I am the beginning and the end. Nothing has existence without Me!”

4. To reinforce God’s eternity, teach this new version of the A-B-C song to the tune “Twinkle, Twinkle, Little Star.”

A B C D E F G

God is great, yes I agree! *(Spread arms wide and nod.)*

H I J K L M N

He’s the beginning and the end! *(One hand points left, the other hand points right at the same time.)*

O P Q R S T U

I believe God’s Word is true. *(Tap head and nod.)*

V W X Y and Z

(Tune should match “like a diamond in the sky,” then continue to the end of the song.)

First and last, A to Z!

(Point left, point right, point top, point bottom.)

Sing His praise eternally!

(Clap on beat.)



Teacher Tip

Provide several sets of supplies so more groups can do this activity at the same time.

Option 2—Exploring Beginning, Middle, and End

Gather

- Toy train cars, including engine, cars, and caboose.
- Blocks.
- Seed, sprout, and a blossoming flower, or picture books that illustrate this.
- Books that show the life cycle of a butterfly.

Steps

1. Make the items you gathered available to the children.
2. Guide the children in exploring the books and objects. Discuss the beginning, middle, and end.
3. Build a tower. Point out the base, or beginning, and the top, or the end.
4. Put together a train. Talk about the engine at the beginning and the caboose at the end.
5. Look at the life cycle of a butterfly and a flower. Discuss how the flower and butterfly start compared to how they end.
6. Remind students that God is eternal. He had no beginning and will never have an end.

Option 3—Cutting Circles

Gather

- A variety of colored paper, including textured and metallic papers.
- Circular objects for tracing (e.g., plastic lids, coffee cans, oatmeal containers).
- Poster board.
- Markers or colored pencils.
- Children's scissors; teacher's scissors.
- Teacher sample.

Steps

1. Set the craft materials on the table.
2. Show students how to trace and then cut out circles.
3. Guide children in tracing and cutting several different sizes and colors of circles.



Teacher Tip

Do not use wrapping paper for this activity. It is too thin and tears too easily.



Teacher Tip

Tracing and cutting a circle can prove difficult for preschoolers. Praise all efforts, even if the outcome isn't perfect.

4. After a few circles have been cut, show the students a circle that has been cut seamlessly.

ASK: Where is the beginning of this circle? *It doesn't have one.*

ASK: Where is the end of this circle? *It doesn't have one.*

ASK: How might a circle remind you of God? *God is eternal. He doesn't have a beginning or an ending.*

5. If time allows, let the students glue their circles to a poster. Then write the first four words of this week's verse on the poster, printing the word God in all caps as shown: "In the beginning GOD." Invite students to display their posters at home.

Bible Study Review

The same Bible lesson that was taught in Sunday School is included below. Review the key points as you interact with the students.

God Provided His Life (Ps. 90:2, 4; Isa. 46:9b, 10a; Rev. 1:8)

Gather

- Teaching picture 42-1.

READ: Genesis 1:1.

ASK: How many of you have heard that verse before? Before the world was made, Who was there? *God.*

DISPLAY: Teaching picture 42-1.

READ: Psalm 90:2 from your open Bible.

God was around before there was anything. He existed before the earth, before the sun, moon, and stars, and before the entire universe was created. The Bible says, "from everlasting to everlasting" God is God! That means God is "eternal."

ACTIVITY: Write the word "eternal" on the board. Point to it and read it. Invite your students to read it and practice saying the word "eternal" with you.

When the Bible says that God is from "everlasting to everlasting," it means God did not begin and God will not end. Someone who has no beginning and no end is "eternal."

Let's think about that. Many years ago before you were born, your mom and dad were little babies. That was their beginning. Years before that, there were no cars. People rode horses. When Jesus lived and



42-1

"The Lord (God),
(Point up.)
who is,
(Point to the floor in front of you.)
and who was,
(Point over your shoulder,
behind you.)
and who is to come."
(Point far out in front of you.)
(NKJV, ESV)

preached on the earth, there were no restaurants, playgrounds, or hospitals like we have today. Many years before that, God made the earth. Before the earth was created, there was nothing, just God. There was nothing but darkness. Only God was there.

It is hard to think about God never having a beginning. Try thinking about going farther and farther back in time. God was still there. Imagine back hundreds, thousands, millions, and billions of years before God made the earth. Even then God was there. God was never born. He was always there. He is here now. And He always will be.

God isn't the same as us. We aren't eternal in that we all had a beginning. The Bible teaches us that God has always been. Nothing caused God to happen. But God caused everyone and everything else to happen! God made everything and everyone.

READ: Revelation 1:8.

God says that He "is," "was," and "is to come."

READ: Revelation 1:8 again, emphasizing past, present, and future verbs.

ACTIVITY: Let's put some actions to this verse. Point at the floor right in front of you. This is now, right here, right now. God is with us in our present time. Point over your shoulder. Let's pretend that is the past. That's all of time before now. God was in the past, but He was always there all the time before now. Now point far out in front of you. Let's pretend that's all of time in the future. That is everything that hasn't happened but will happen and will go on forever. God will be in the future too. He will never end. He will exist forever and ever. Now let's say this verse with the actions we just did. (See the margin.)

ASK: If God is eternal, who made God? *No one!*

God is the creator of all things. No one made God. If there was someone more powerful than God, then that someone would be God! God is the only creator. He is the reason for the beginning of all things.

ASK: Think about that. If God existed before everything, who was with God? *No one.*

ASK: Who did God need to keep Him company? *No one.*

Since God has always existed, He doesn't need to depend on anything or anyone to always be alive. God does not need help. God did not need to create the world. He was not lonely. He is complete in and of Himself. He created the universe because He wanted to!

READ: Isaiah 46:9b and 10a from your open Bible.

God is so incredible that our brains have trouble understanding how amazing God is. But that doesn't mean we should give up and say something must not be true. There are many things we don't completely understand, but that doesn't mean they are not true. I don't understand how the microwave works, but I still put my coffee in it this morning and warmed it up! I don't understand all about our amazing, Almighty God, but that doesn't mean I don't believe God is Who He says He is. God is greater than me or you or anyone else on earth. No one is like God! There is no one to compare Him to. He is the beginning and end of all things.

Application Story

Gather

- Michael and Emily picture 42-ME1.

Eternal Ice Cream?

"Yippee!" cheered the children as they poured out of the school building. Michael and Emily cheered too as they skipped out the doors and met their parents by the car.

"Congratulations." Daddy smiled. "You finished your first full week of school!"

"Thanks!" answered Emily. "It was so much fun. I love my teacher, and I can't wait to go back next week."

"Not me," Michael piped up. "I like my teacher, but there is more seatwork to do this year, and I am ready for the weekend!"

"Well, Daddy and I think you deserve a celebration for making it through the first week," said Mommy. "Who wants ice cream?"

"ICE CREAM!!!" shrieked Michael and Emily as they threw their backpacks in the car and hopped in.

Soon the family was entering the ice cream shop. It was such a bright and cheerful place. Even the smell made Emily smile. There was every kind of ice cream you could imagine: lemon, strawberry, chocolate, cookies and cream, fudge swirl, and even bubblegum ice cream! After the ice cream came the toppings: fruit, sprinkles, crushed cookies, caramel and chocolate sauce, and even tiny chocolate chips!

Emily chose cookies and cream ice cream with whipped cream, sprinkles, and fudge sauce. Michael chose bubblegum ice cream with crushed cookies and whipped cream. The two ate slowly and quietly, enjoying every bite.



42-ME1

DISPLAY: Picture 42-ME1.

"I wish we could have ice cream for every meal," Michael sighed.

"Every meal?" questioned Mommy. "Even breakfast?"

"Oh yes! Even breakfast!" Michael answered.

Daddy looked up from his bowl and shrugged. "I would eat ice cream for breakfast."

"I wish we could have ice cream every day, for every meal, forever and ever. I wish this ice cream would never end!" declared Emily.

"That's wishful thinking," Daddy answered. "Nothing lasts forever, especially not ice cream. In fact, mine is gone already!"

Michael and Emily smiled at each other. "You're wrong, Daddy," they said.

This time Mommy and Daddy looked at each other. They were very confused.

"I'm wrong? How so? Nothing lasts forever," Daddy repeated.

"There is one thing, or actually, one Person, Who does last forever," Michael said.

"We learned in Sunday School last week that God is eternal," explained Emily. "That means He doesn't have a beginning, and He will never end. God lasts forever, even though ice cream doesn't." Emily frowned as she noticed that her own bowl was now empty.

"Wow," said Mommy. "I'm impressed! You are absolutely right. God is eternal."

"Well, well, well," began Daddy. "It sounds like you weren't just learning Monday through Friday at school, you were learning a lot in Sunday School too! I'm proud of you. Now, who wants more ice cream?"

Michael and Emily both yelled, "ME!" Then they realized their tummies were very, very full.

"Um, I'm full," Emily said.

Michael confessed, "Maybe next time."

"That's what I thought," laughed Mommy. "Ice cream will never be a forever meal."

Questions

1. What were Michael and Emily eating to celebrate the first week of school? *Ice cream.*
2. Who did Michael say lasts forever? *God.*
3. What does the word “eternal” mean? *No beginning and no ending.*
4. Who has no beginning and no ending? *God.*

Application Craft

Option 1—God Is Eternal Bracelets

Gather

- Yellow and gold beads in various shapes and sizes.
- Plastic floss or round elastic for preschool beading.
- Shallow plastic containers for the beads.
- Sample project.

Steps

1. Before class, shop for the bead varieties you will use today. The children will make a bracelet to wear. Beads should not be too chunky or too small, but they should be easy for little fingers to manipulate. Look for beads that have a hole large enough for the bead floss or elastic to fit through. Precut lengths of the floss or elastic. Make a sample project.
2. Set out all the beads in containers.
3. Show students how to thread the beads. Once a student gets his or her first bead in place, tie that bead to the end of the floss so the other beads don't slide off.
4. Let children design their bracelets.
5. Measure the bracelet around the student's wrist. Tie the two ends together. Cut off any excess floss.

This bracelet reminds us that God is eternal. It is a circle, and circles don't have beginnings or endings. We can wear it and keep it with us, reminding us that God is with us right now and that He will always be with us in the future. It is yellow to represent light. The Bible says that God is light and in Him is no darkness. God is pure and holy.



Teacher Tip

To make the project easier for little fingers, add a little bit of superglue to the end of each precut length of elastic or floss. This will make it easier for the students to poke the floss through the bead.

Option 2—God Is Eternal Coaster or Fridge Magnet

Gather

- Shallow containers of various yellow buttons.
- Plastic lids (the size of a frosting container lid).
- Magnetic tape for magnet.
- Glue; foam brushes.
- Damp paper towels for sticky hands.
- Plastic table cover.
- Cardboard box lid.
- Sample project.

Steps

1. Before class, make a sample project to determine approximately how many buttons you will need. You can buy buttons in bulk and there is usually a variety of sizes and shades in the package. For a magnet craft, add a strip of magnetic tape to the back of the lid before the students start adding the buttons. Write their names on the backs too.
2. Show your sample craft. Distribute a lid and foam brush to each student. Make sure all the students have access to button containers.
3. Place a dollop of glue in the center of each lid. Demonstrate how to brush the glue all over the inside of the lid.
4. Students choose buttons and push them onto the lid, filling in spaces with different sizes.
5. When the lids are covered with buttons, move them to a cardboard box lid to dry and print each child's initials next to his or her project.

This coaster/magnet reminds us that God is eternal. It is a circle, and circles don't have beginnings or endings. We can use it every day to remind us that God is with us right now and that He will always be with us in the future. It is yellow to represent light. The Bible says that God is light and in Him is no darkness. God is pure and holy.

Clean Up and Say Good-bye

Gather

- Strong Kids at Home take-home paper and outside cover wrap for each student.
- Students' crafts and student book pages.



Teacher Tip

Use a blow-dryer to dry the projects more quickly.



The Memory Verse Booklet has this quarter's memory verses for Pre-Primaries and the rest of the age groups. Provide one for each of your students or one per family. You can order the Memory Verse Booklet from RBP.



Memory Verse Booklet

Steps

1. Enlist the students' help to clean up the craft area and your classroom.
2. Give each student a copy of Strong Kids at Home take-home paper for Pre-Primaries and the cover wrap (for parents). The take-home paper has additional activities for parents to complete with their children as a way of reinforcing the lesson and measuring spiritual growth.
3. Provide a Memory Verse Booklet for each student or for each family.
4. If time allows, sing the new version of the "A-B-C" song again.
5. Close in prayer and thank each child for coming to church today.
6. Sing the "Good-bye Song" to the tune "If You're Happy and You Know It."

"Good-bye Song"

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| It's time to say good-bye to all our friends. | (Wave to a friend.) |
| It's time to say good-bye to all our friends. | (Wave to another friend.) |
| We have learned a lot today. | (Nod yes and tap head.) |
| May God keep you in all ways. | (Praying hands.) |
| Oh, it's time to say good-bye to all our friends. | (Wave.) |