



**Incorporating Music, Memory Verses,
and Missions Into Your VBS**



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TOE-TAPPIN' TUNES

This section is for those who may want to add a music rotation to their schedule. A Music Leader Download, including both contemporary and traditional music, is available with the purchase of a Super Starter Kit (1220020) or separately (5122234) at AnswersVBS.com.

The Music Leader Download includes memory verse hand-motion videos (contemporary only), song lyric videos, and audio files for you to choose from. Check with your director for access to the download.

To help the children learn the VBS songs, spend some time singing them during this rotation. The theme song is fun to sing every day, along with several other songs. Choose the songs your kids will enjoy and repeat them throughout the week or use the suggestions given below. You may also want to include the day's memory verse song. (See the Gold Mine Memory Time Review section.)

MATERIALS

- ☐ Music Leader Download
- ☐ Music Station Poster (1220340)
- ☐ Device to play songs

DAY 1

"Wonder Junction" (theme song)

Contemporary: "Immanuel"

C: "I Will Be"

C: "He Is Jesus"

Traditional: "A Great and Mighty Wonder"

T: "That's a Miracle"

T: "Mighty, Powerful God"

DAY 2

"Wonder Junction" (theme song)

C: "I Will Be"

C: "He Is Jesus"

C: "Tis So Sweet"

T: "A Great and Mighty Wonder"

T: "That's a Miracle"

T: "O How Sweet"

DAY 3

"Wonder Junction" (theme song)

C: "He Is Jesus"

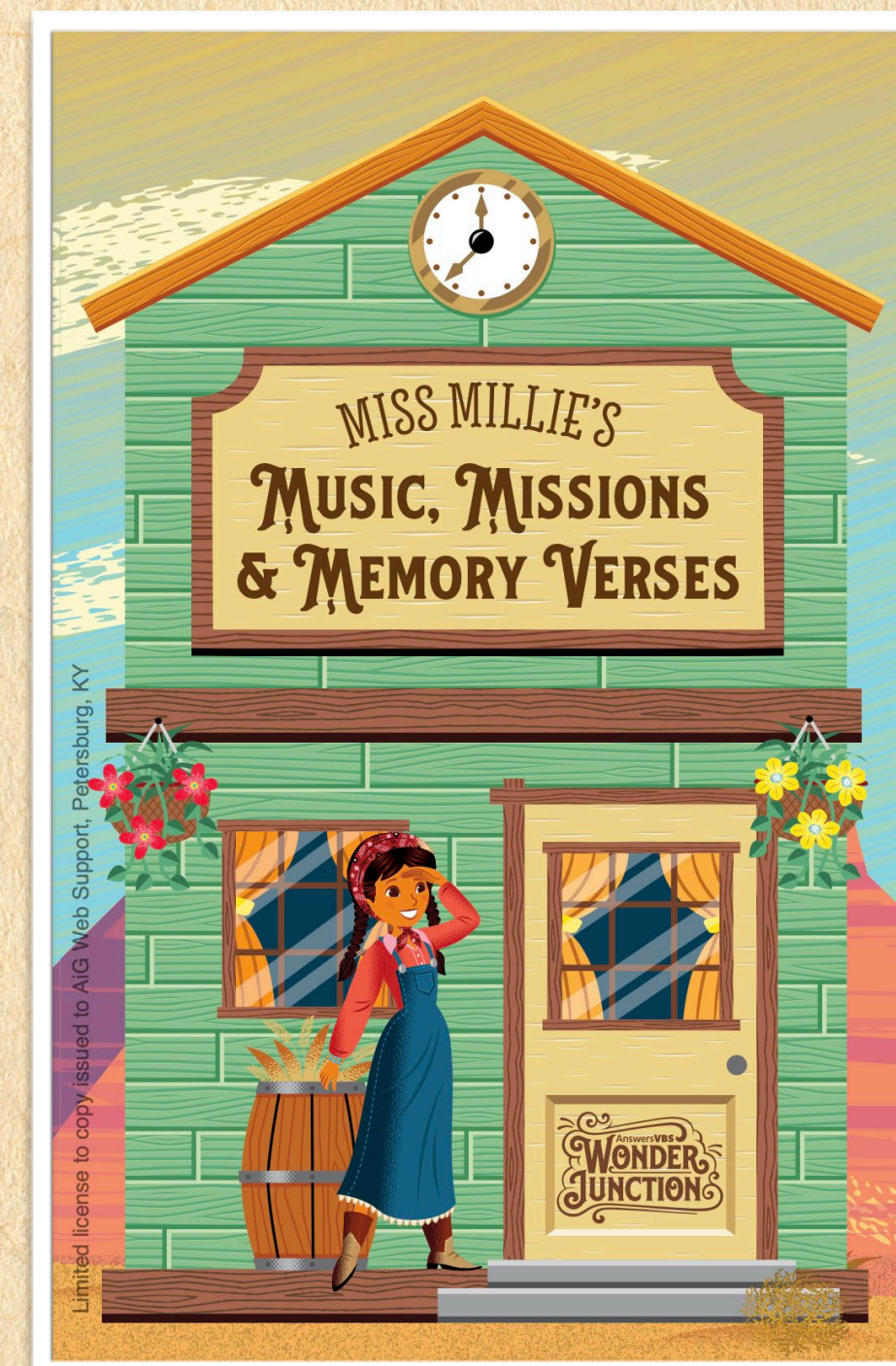
C: "Jesus Is the One"

C: "Jesus Is Returning"

T: "Mighty, Powerful God"

T: "Only Jesus"

T: "Look Up! He's Coming Through the Clouds"



















Jeremiah 15:6a

**Your words were found, and I ate them,
And Your word was to me the joy and
rejoicing of my heart;**





Psalm 119:11

**Your word I have hidden in my heart,
That I might not sin against You.**





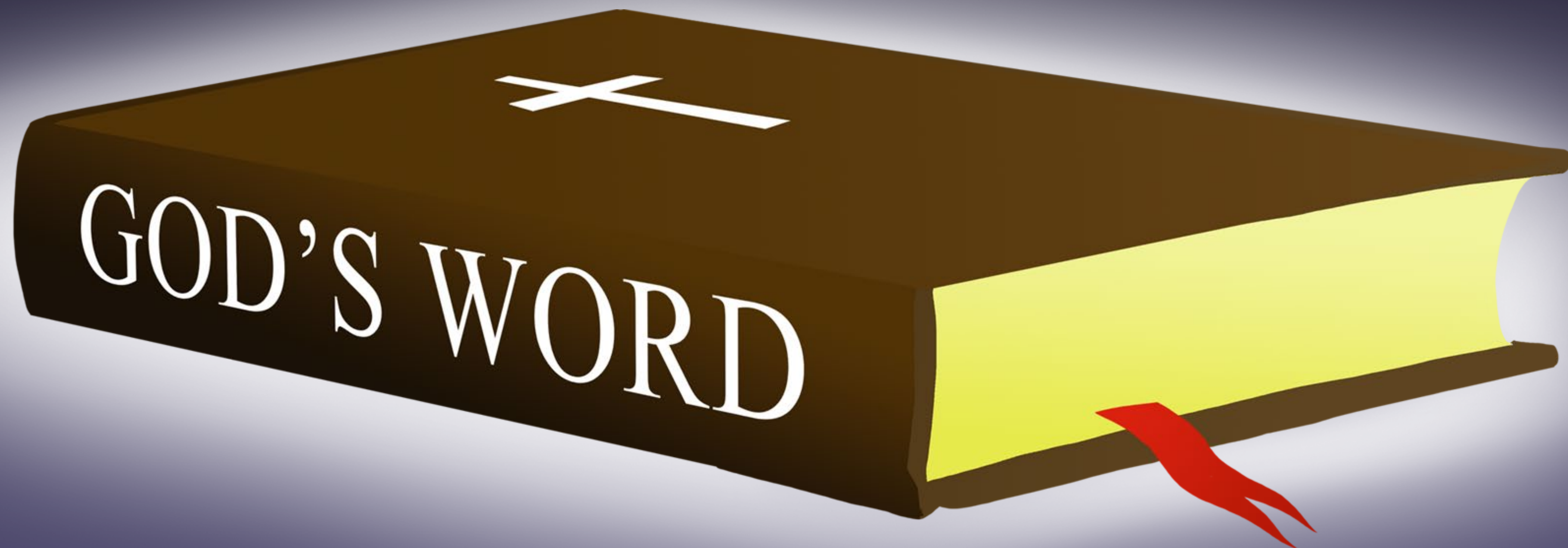
60TH ANNIVERSARY EDITION



FAHRENHEIT

451

RAY BRADBURY



DAY 3

Juniors and Primaries

To review today's verse, make several sets of index cards with one word from the verse on each card. Put sets in envelopes. Divide kids into teams and give each team an envelope. Teams will race to pass out their cards and line up in the correct order. They must shout, "Ready!" Then you will check their verse order as each person says the word on his card.

Now there are also many other things that Jesus did. Were every one of them to be written, I suppose that the world itself could not contain the books that would be written. John 21:25, ESV

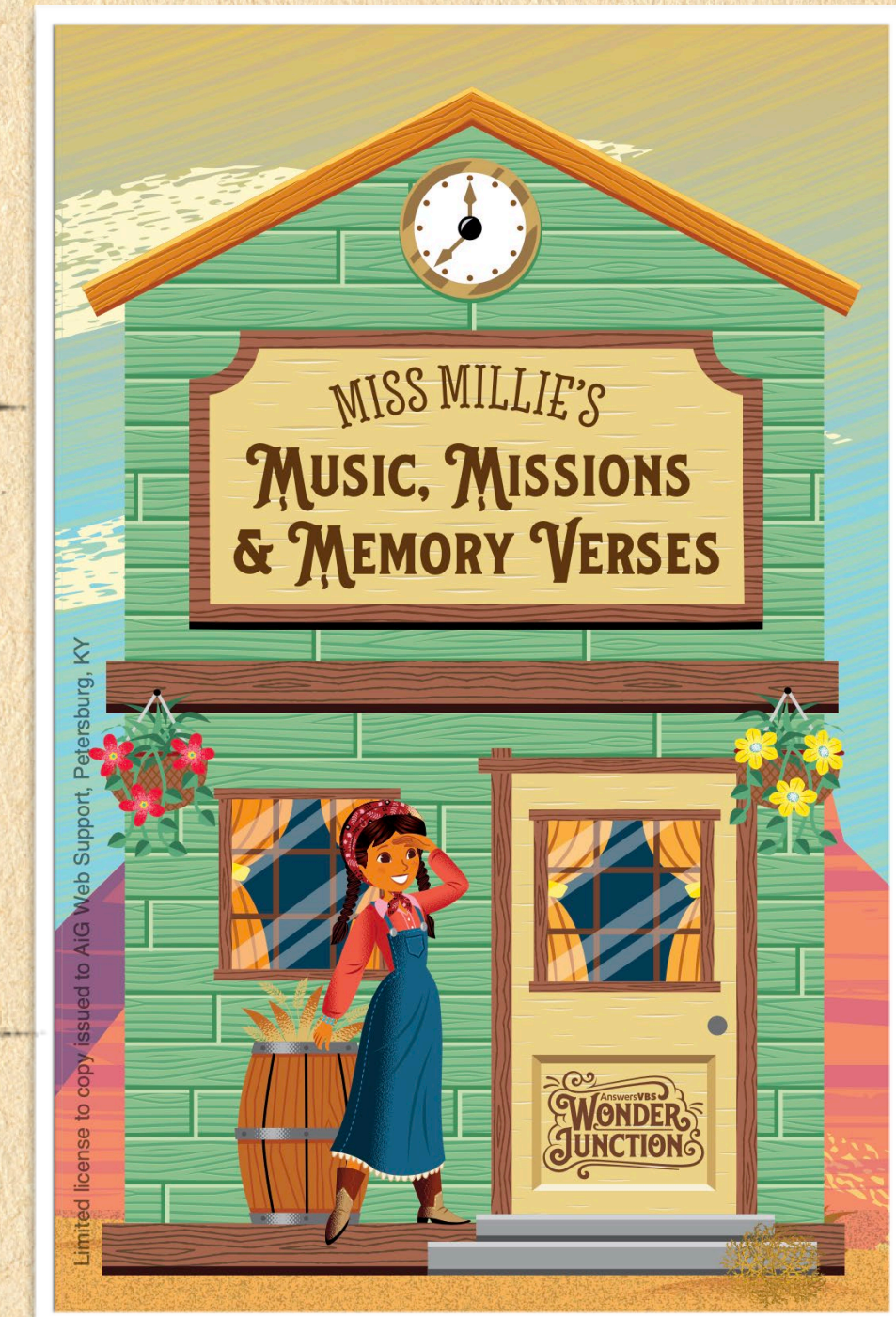
And there are also many other things which Jesus did, the which, if they should be written every one, I suppose that even the world itself could not contain the books that should be written. John 21:25, KJV

Pre-Primaries and Toddlers

To review today's verse, recite the memory verse once or twice. Say a word or phrase of the memory verse while doing an action (e.g., twirling a lasso, mining with a pick, riding a horse). The class will "echo" what you say and do as you go through the verse.

Now there are also many other things that Jesus did. John 21:25, ESV

And there are also many other things which Jesus did. John 21:25, KJV







THE GREAT HOPE ROUNDUP

During The Great Hope Roundup, your kids will explore five different countries and learn how they can make a difference for children living in poverty around the world.

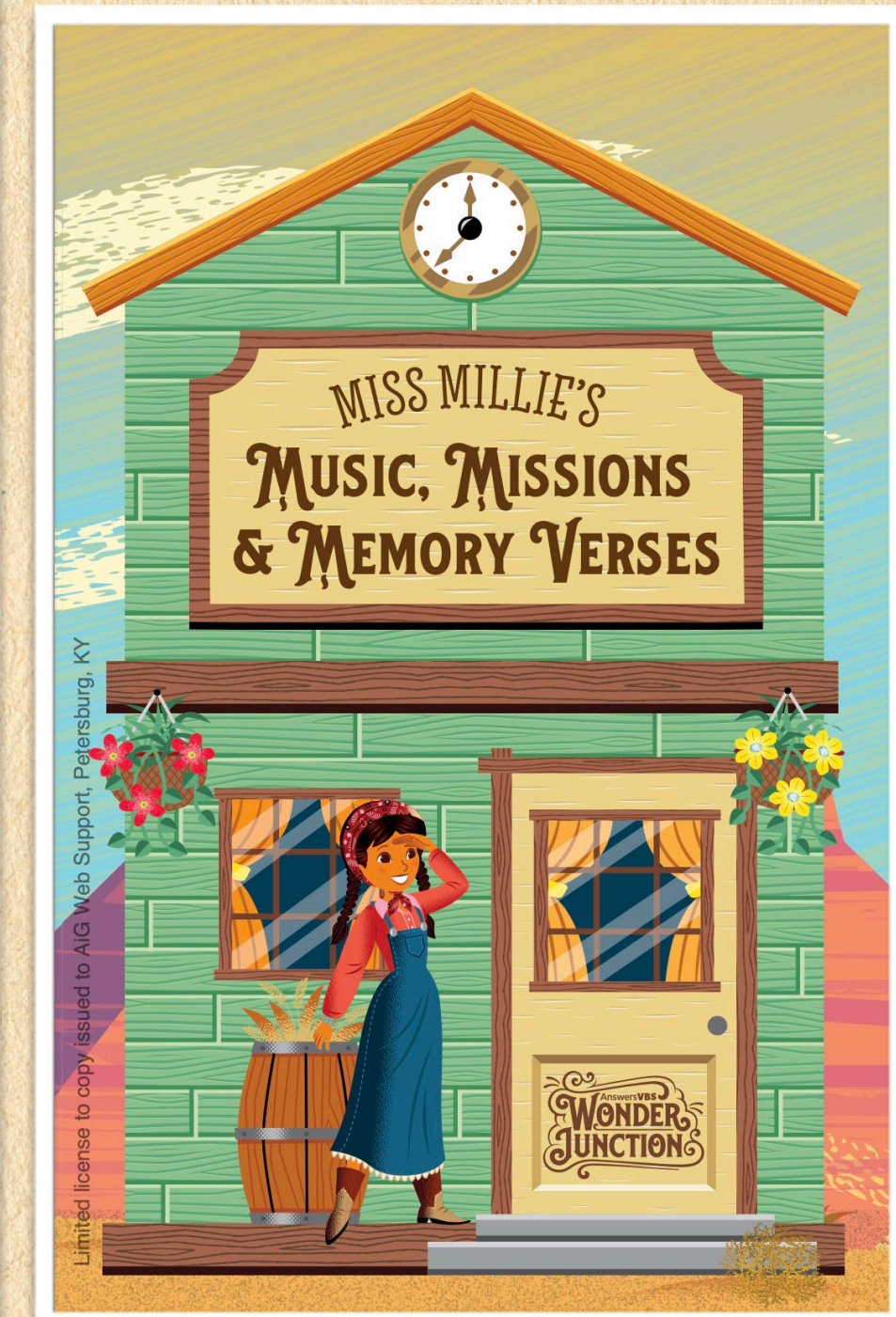
As your students explore Myanmar, Zambia, the Dominican Republic, Belarus, and the US, they'll hear the stories of boys and girls whose lives have been touched by poverty. These children have no guarantee of meals, shelter, or an education. They need help—and the hope that only comes from salvation in Jesus Christ.

The good news is you and your kids have the power to make a difference! The Bible says that giving generously to the poor is really giving generously to God himself (Proverbs 19:17). Teach your VBS class the great joy that comes from sacrificing for the sake of Jesus and his gospel.

During this time, your group will meet Mack, a seasoned rancher heading up The Great Hope Roundup. Mack has been running Hope Ranch for over 20 years, and he's seen a lot of wonderful things and met some incredible people. Throughout the week, he'll share stories about five children from different countries.

Your mission is to collect coins to fill Children's Hunger Fund Coin Paks. These will help provide meals for children in need, just like the ones Mack introduces throughout the week.

When your VBS children earn coins for their Coin Paks, they make it possible for Children's Hunger Fund to fill Food Paks. A Children's



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THE
GREAT HOPE

Roundup



MATERIALS NEEDED

EVERY DAY

- ☐ Glue
- ☐ Child safety scissors
- ☐ CHF Slides
- ☐ CHF Videos
- ☐ “Map of the World” activity sheet, 1 per child
- ☐ Child Prayer Journals, 1 per child

DAY 1

- ☐ Printed Coin banks, 1 per child (or use banks purchased from CHF)
- ☐ Printed Loaf of Bread image, 1 per group of 4

DAY 2

- ☐ Colored paper (yellow, green, blue, pink), 1 sheet per student

DAY 3

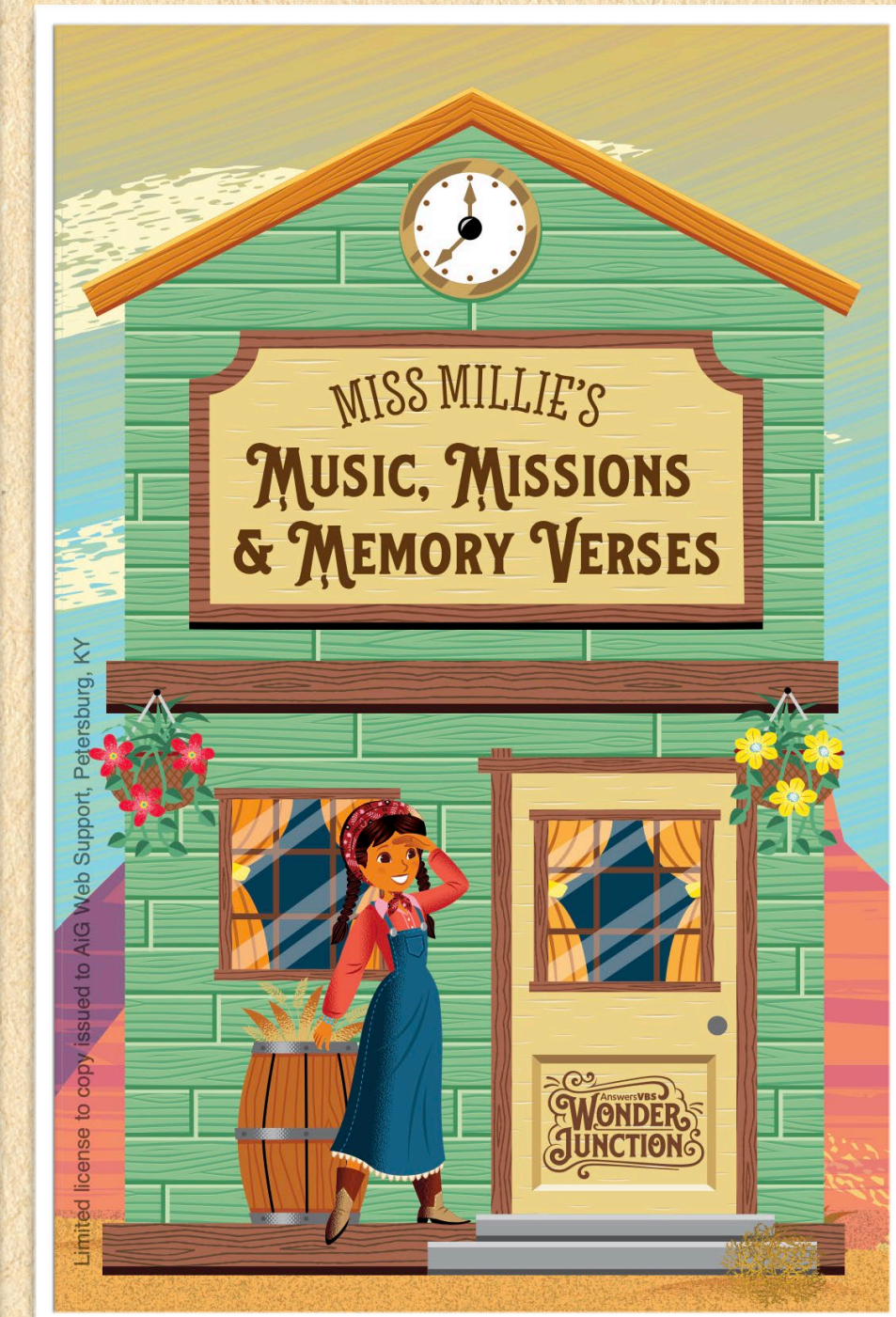
- ☐ Printed Adult Animal Names and Baby Animal images
- ☐ Printed Occupations images
- ☐ Tape
- ☐ Wall space or whiteboard to post images

DAY 4 (per group of 4–5)

- ☐ 3 large tongue depressors
- ☐ 1 small container of play dough
- ☐ Handful of toothpicks
- ☐ 3 cotton balls
- ☐ 1 ruler (teacher use)

DAY 5

- ☐ Whiteboard
- ☐ Dry erase markers



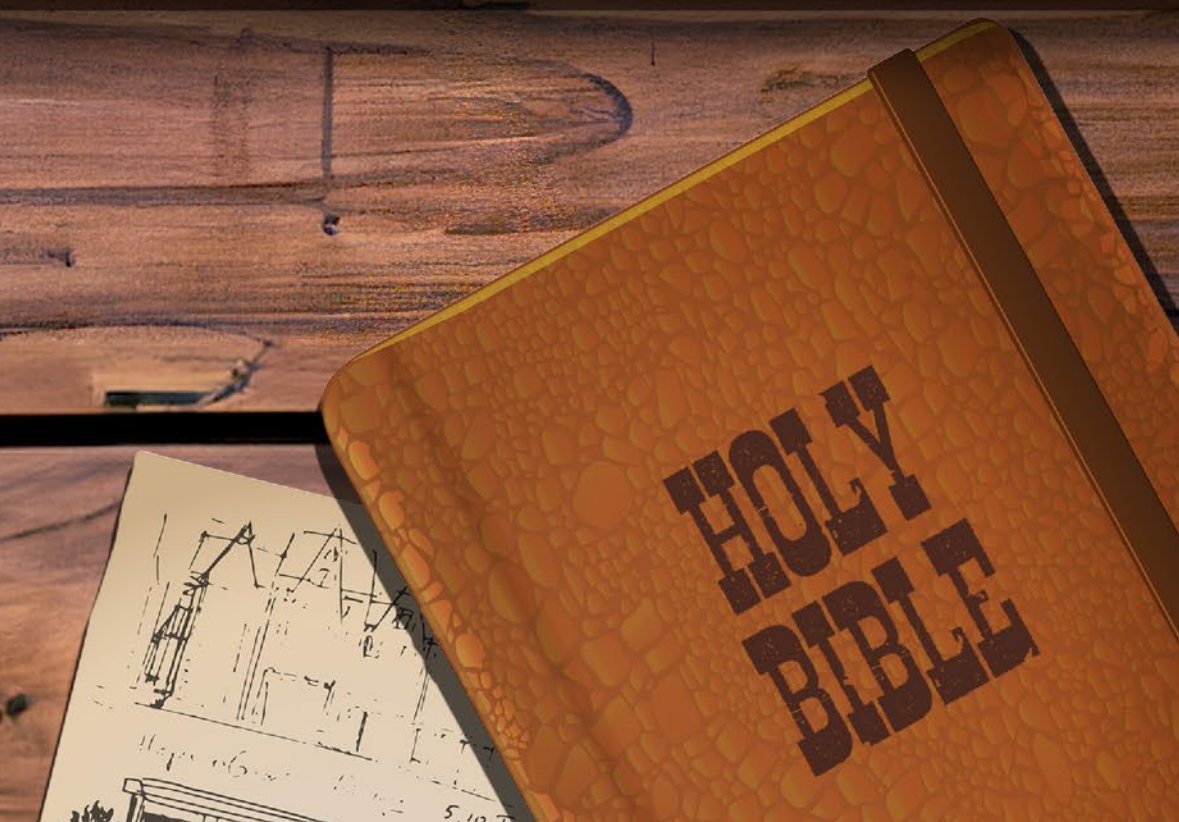


Zambia



Refugee

JASPER





DAY 2

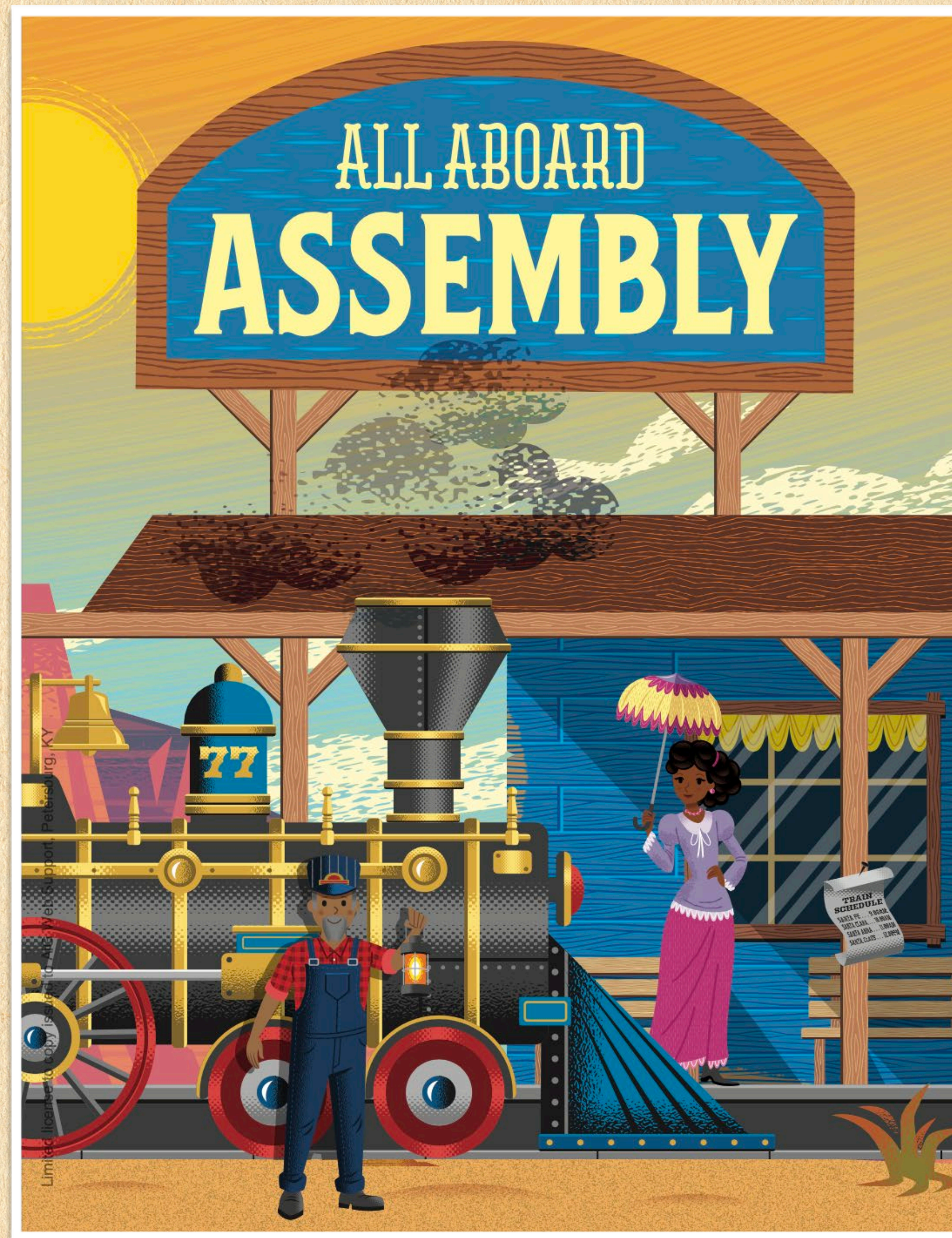


DAY 5





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DAILY ASSEMBLY SCRIPTS

Day 1: Opening Assembly

Welcome (2 minutes)

SUPPLIES FOR DAY 1 WELCOME: Train whistle (item 1220560)

Person 1: Come out pleasantly welcoming everyone to Wonder Junction. Howdy, partners! Welcome to Wonder Junction! We have a full week planned of learning about who Jesus is—our Creator and Savior—and how to live for his glory! Jump when Person 2 runs in shouting excitedly.

Person 2: Come out whooping it up and jumping around excitedly, saying, Yee-haw! Woo-whee! I declare! Pretend to chug around the stage, acting like a train and blowing your whistle loudly.

Person 1: ____ (Person 2's name), you sure are excited about VBS starting!

Person 2: I sure am, ____ (Person 1's name)! Hot diggity, we're ready to roll! You know how long I've been waiting for this moment?

Person 1: How long?

Person 2: I've been waiting for this until the cows come home. In fact, I've waited a whole year. 365 days. 8,760 hours. 525,600 minutes. 31,536,000 seconds.

Person 1: Interrupt toward the end. I get the picture, and I agree. VBS is the best! And Wonder Junction's gonna be, well, wonder-ful. Pause. See what I did there? Wonder Junction, Wonder-ful.

Person 2: I see, I see. Now don't go . . . stealing my wonder. Pause. See what I did there? Wonder, thunder, get it?

Person 1: That's very . . . punny.

Person 2: Well, anyway, today we are going to discover the wonder of Jesus coming to earth as a tiny baby. Now let's get a wiggle on and get everyone up on their feet to start singin' some toe-tappin' tunes.

Song (3 minutes)

"Wonder Junction"

Song (3 minutes)

Contemporary: "Immanuel" / Traditional: "A Great and Mighty Wonder"

Mission Moment (5 minutes)

SHOW: "THE GREAT HOPE ROUNDUP" SLIDE

This week, we're learning about who Jesus is. When he was on earth, he taught that we need to provide food to those who need it (e.g., Matthew 25:31–40). So we are partnering with Children's Hunger Fund to help

children who are living in poor conditions and don't have enough to eat. Along with sending food, you can help them hear about Jesus too!

SHOW: "THE GREAT HOPE ROUNDUP—AYE KO" SLIDE

Are you ready to meet the first child? Pause for participation. Great! Today, we're going to meet a very little boy named Aye Ko (pronounced Eye Co), who lives in the country of Myanmar.

SHOW: VIDEO 1—AYE KO

Country: Myanmar

Problem: Extreme Hunger

With five growing boys at home, Aye Ko's parents are used to making their limited income stretch as far as it can go. But what do you do when that income (the money you earn) isn't enough anymore? Aye Ko and his brothers are little now, but they are growing. And what about his new baby sister? How will his parents afford to feed all of them? Thankfully, the local church can provide the family with food to help meet their needs.

There are other children around the world in need, just like Aye Ko. Do you want to learn how you can help them too? Pause for participation. Great! This week at VBS, we'll be collecting coins to put in these Coin Paks. Show Coin Pak. Take this home today and tell your family and friends about Aye Ko. Ask them to help you collect coins for meals. Just 25 cents can provide a nutritious meal for a hungry child.

SHOW: DAILY COUNT DAY 1 SLIDE

With the coins you collect, nutritious food can be packed into a Children's Hunger Fund Food Pak. These boxes can feed a family for several days.

Bring back the coins you've collected each day this week so we can count how many meals you can provide so far. You can help deliver hope to suffering families around the world.

Announcements (time varies)

Announce info pertinent to your situation. Explain how the contests work so the kids can participate. Check with your director if you aren't sure. Explain the Wonder Nuggets Treasure Hunt. See p. 9 for details.

Prayer

Dismissal

Song (play as children leave)

Day 1 Memory Verse Song—John 1:14



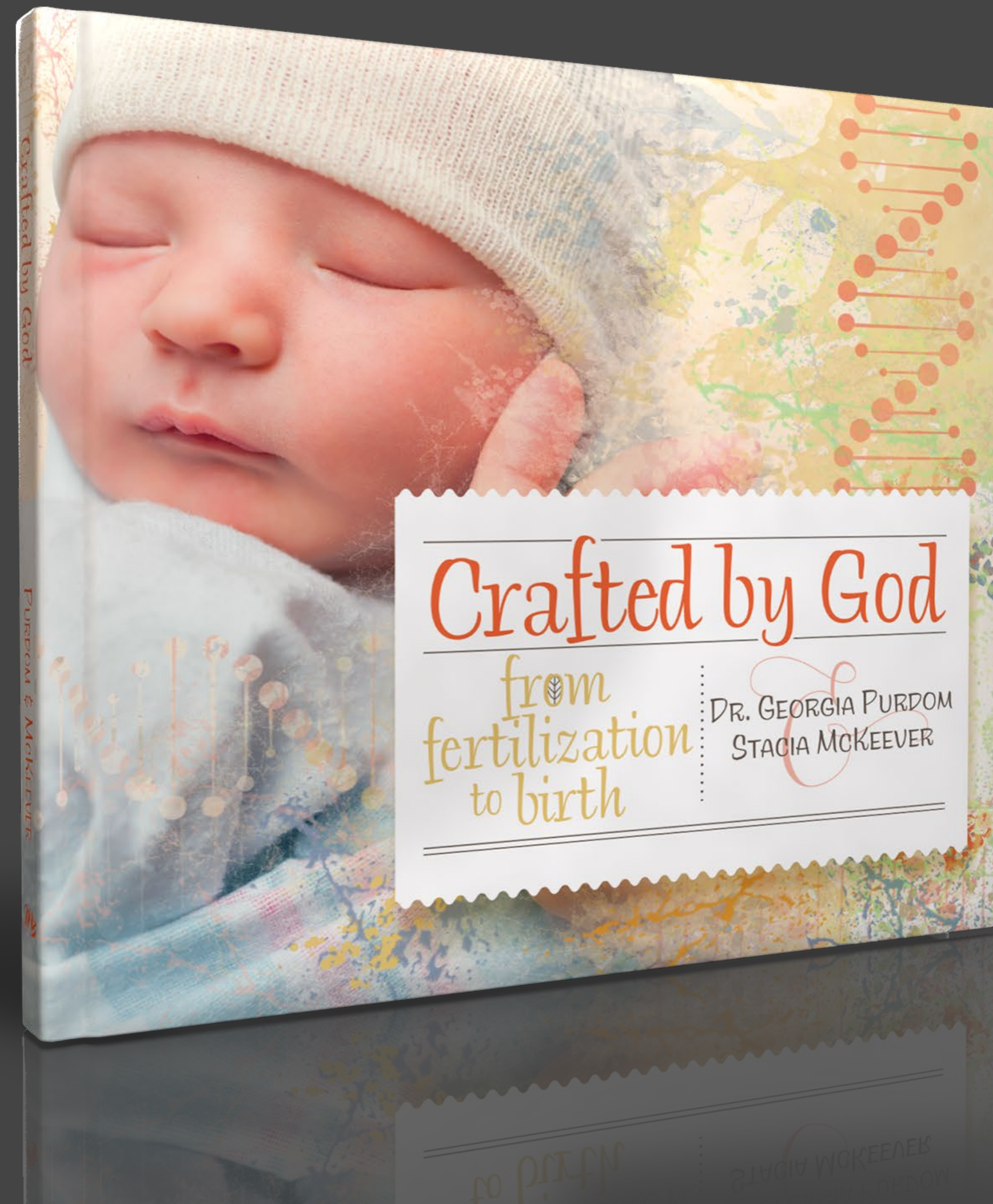
Tips, Ideas, Memorable Stories?

Never feel sorry for
raising dragon
slayers...

in a time when there
are actual dragons!



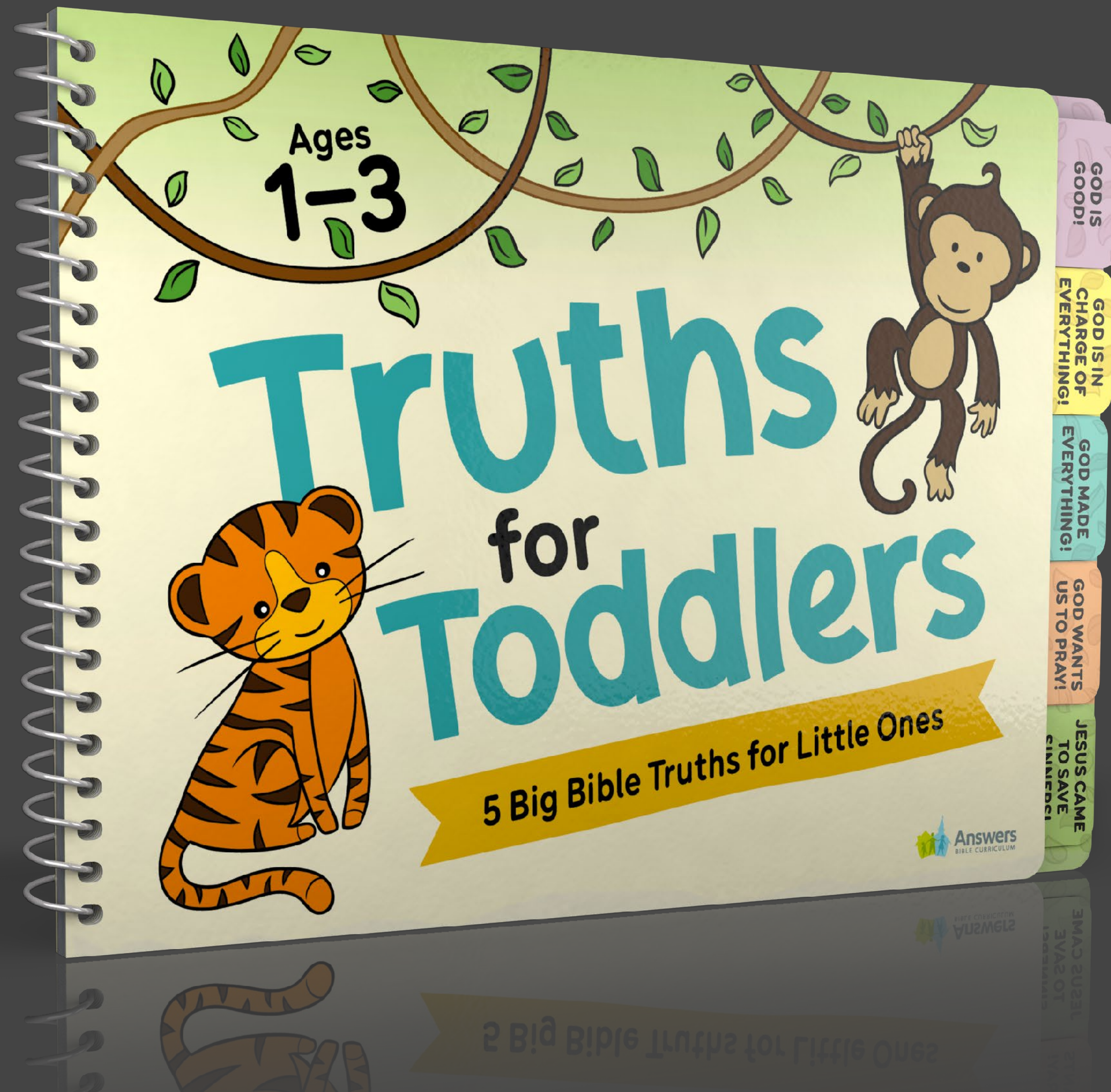
Crafted by God



by Dr. Georgia Purdom
& Stacia McKeever

1:1 **Answers**
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Truths for Toddlers



*Second
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Answers

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Mrs. C & Me

K-2 Curriculum

Help children discover and apply the true, biblical history of the world!

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Mrs. C and Me

Journey through the 7 c's of history

- 48 lessons for K-2 students
- Flexible curriculum that can be used by schools, homeschools, churches, small groups, and families
- Includes 20 animated videos



Maisy



Matthew



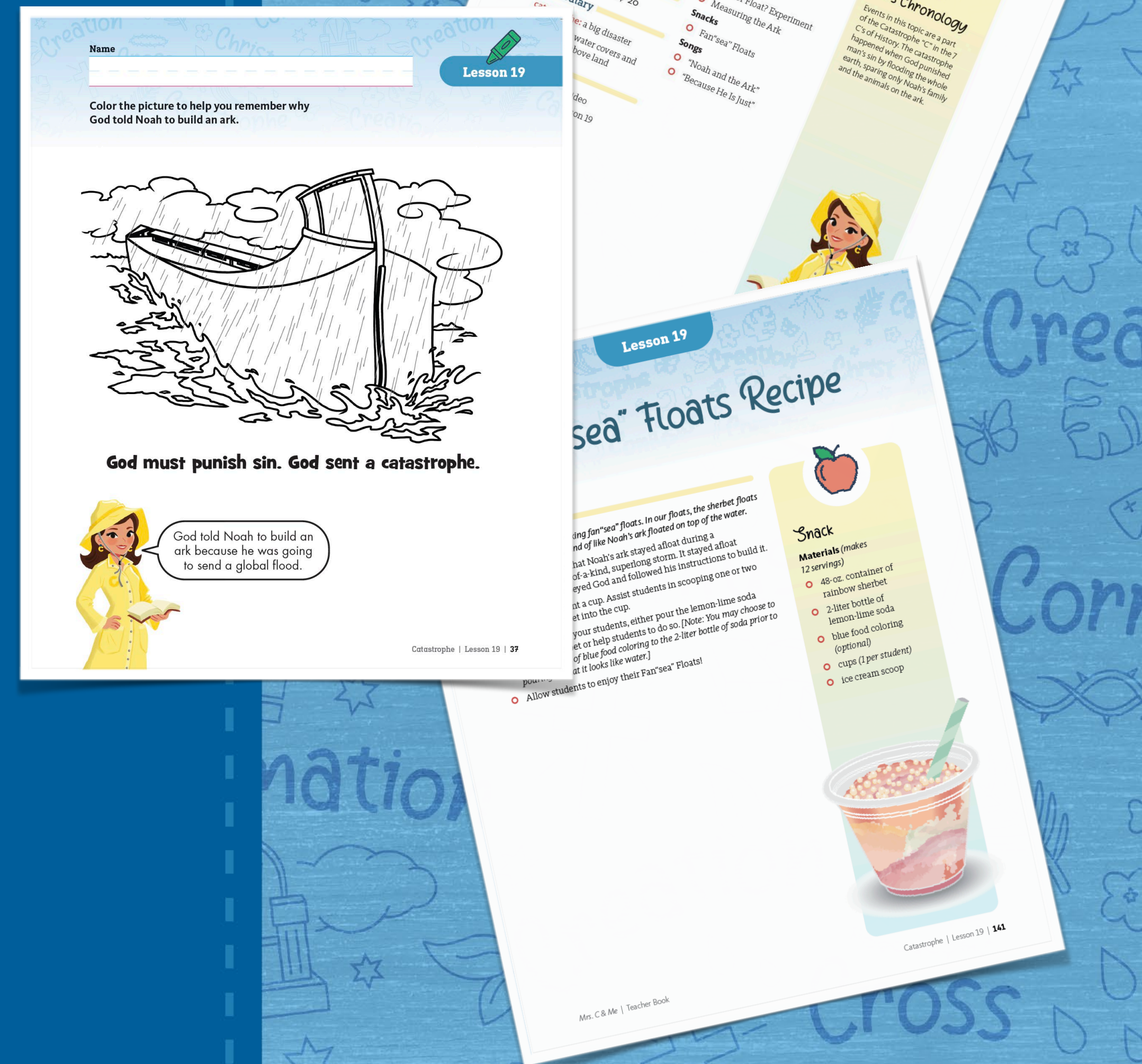
Mrs. C



Mrs. C and Me

Journey through the 7 c's of history

- Contains teacher book, student book, visual flipchart, and videos
- Each lesson is focused on one of the 7 C's and has a Bible study, application, and activity options



Mrs. C and Me

Journey through the 7 c's of history

Teachers can tailor activities to their instructional situation through:



Practice Pages



Science experiments



Songs



Snacks



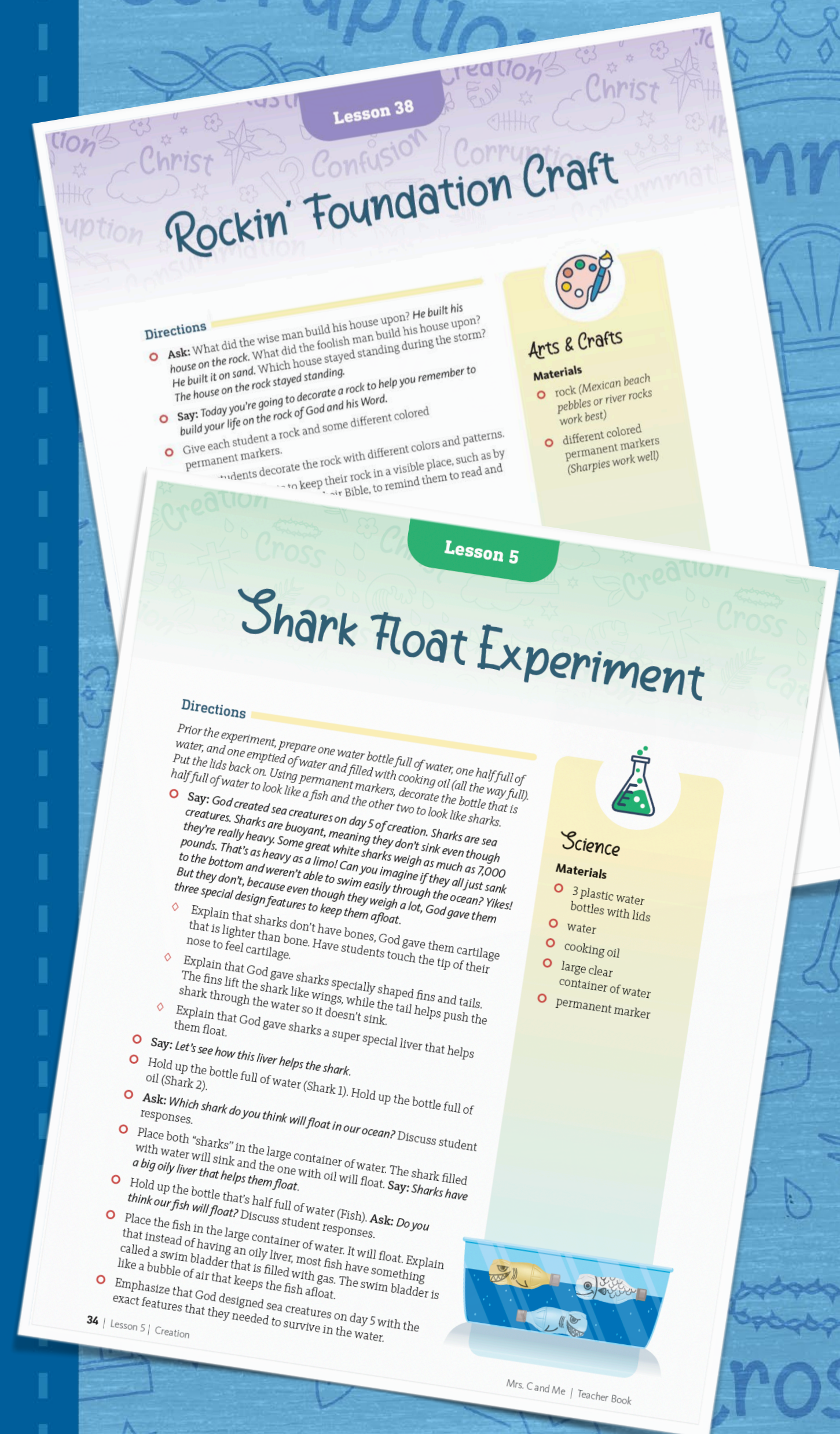
Crafts



Games



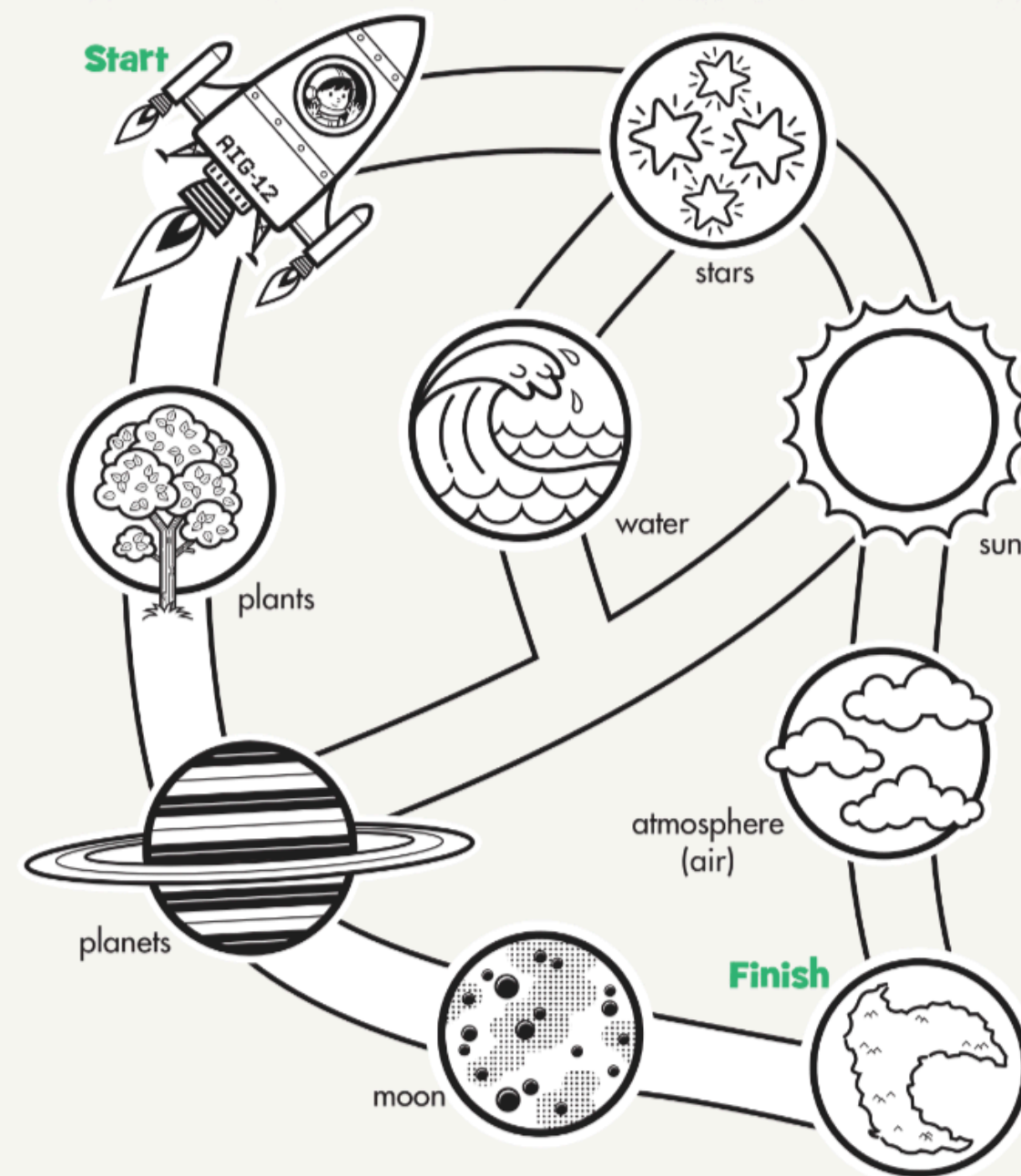
And more!



Practice Pages

Lesson 4

Trace the path to earth that has things God created on day 4.
Circle the object that gives us light in the day.
Put a **X** on each object that give us light at night.



Lesson 17

Draw a line to the word(s) that completes each sentence.

1. God made ____ for Adam and Eve to cover their shame.



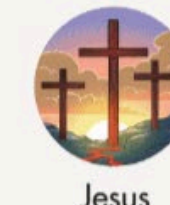
2. God used ____ to make the clothes.



3. ____ cleanses our sins.

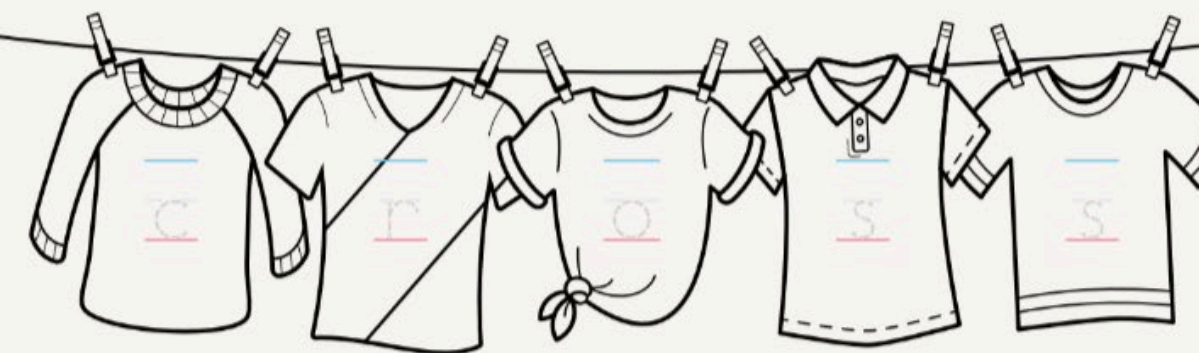


4. Jesus will defeat the ____ (Satan).



Trace the letters on the clothesline.

Jesus died on the ____ for sinners.



Lesson 24

Draw a line from Catastrophe to where it belongs on the timeline.



Help Matthew answer his question.
Circle the word(s) that complete each sentence.

1. The flood covered ____.



2. The water ____.



3. The flood was ____.



What happened during the flood?



Games

Review Questions

Have students discuss the following questions related to the lesson.

- What did God create on day 2? *On day 2, God separated the waters and created the expanse, which includes the sky and our atmosphere (air we breathe).*
- On day 2, what was in the expanse and the waters on earth? *Nothing. God created the expanse on day 2, but he didn't fill it with the sun, stars, and planets until day 4. He didn't fill the waters below until day 5.*
- How did God show his omnipotence on day 2 of creation? *God showed his omnipotence on day 2 by separating the waters and creating the expanse.*

Understand

Choose one or more of the following **Activity Options** to help students understand the lesson concepts.

Arts & Crafts

Day 2 Separation Craft

Give students a paper plate. Have them divide the plate in thirds and paint the bottom third dark blue (water), the middle third light blue, and the top third black (sky and outer space). Have students glue cotton balls to the light blue section. Reinforce that on day 2 of creation, God separated the waters and created the expanse.

Wind Chime

Use the **WIND CHIME CRAFT** to have students make a wind chime. Emphasize that the air we breathe and the wind we feel is part of our atmosphere, which is included in the expanse God created on day 2 of creation.

Games

Omnipotent Game

Help students remember that God is omnipotent using the following game.

- Have students say "omnipotent" several times. Remind them that omnipotent means "all-powerful."
- Have students stand in a circle and pass a beanbag or ball around the circle. As the beanbag or ball is passed, each child will say one syllable of the word, *om-ni-po-tent*. When all the syllables have been said, everyone should shout out the whole word together "OMNIPOTENT!" and then shout out "ALL-POWERFUL!" [Example: *om (pass) ni (pass) po (pass) tent (pass) OMNIPOTENT (pass) ALL-POWERFUL! (pass) and repeat.*]
- Repeat using variations like slower, faster, louder, softer, etc.

Sky & Sea Game

Using the following game, help students remember that God separated the waters above from the waters below (by creating the expanse) on day 2 of creation.

- Read aloud the words that are associated with air and water below in random order. If the word is associated with **water**, have students pretend they are swimming. If the word is associated with **air**, have students pretend they are flying like a bird.
 - swimming: **water**
 - skydiving: **air**
 - fishing: **water**
 - riding in a rowboat: **water**
 - flying on an airplane: **air**
 - jet skiing: **water**
 - scuba diving: **water**
 - flying a kite: **air**
 - riding in a hot air balloon: **air**
 - watching fireworks explode: **air**
- If time allows, repeat the same process using other activities or objects that students come up with that are associated with air or water.

Review Questions

Have students discuss the following questions related to the lesson.

- What is one thing God created on day 6 of creation? *God created different kinds of land animals, including dinosaurs, on day 6. He also created people.*
- What are some examples of animals we see today that are descendants of the kinds created on day 6? *Possible answers: Giraffe, sloths, cows, and dogs (etc.) are land animals.*
- What did land animals eat when they were created? *Land animals ate plants, grasses, fruit, and herbs.*

Understand

Choose one or more of the following **Activity Options** to help students understand the lesson concepts.

Arts & Crafts

Dancing Dinosaurs

Have students complete the **DANCING DINOS CRAFT**. Help them remember that God created dinosaurs on day 6 of creation along with all other land animals.

Land Animal Shadow Drawings

Use the power of the sun to help students create drawings of land animals! Take students outside on a sunny day. Give each student a piece of paper and a figurine of a land animal. Have students place the figurine on the edge of the paper so that the sun casts a shadow of the figure onto the paper. Then have students trace the silhouette of the animal. Afterwards, have them color the animal and create a background for their picture. [Note: *If it is not sunny, turn off the lights in your instructional area and use flashlights to cast shadows of the figurines.*]

Games

Day 5 or Day 6 Sort

Complete the following activity to help students identify animals that are descendants of the kinds God created on day 6 of creation.

- Remind students that God created sea and flying creatures on day 5 and land animals on day 6.
- Give each student two cups, labeled "Day 5" and "Day 6," and a set of **ANIMAL SORTING CARDS** (located in the Student Book). Tell students to sort the animal cards into the cups based on what day God created their kinds.
- When students have finished sorting, review the correct answers and share the Fun Fact about each land animal: Day 5: hummingbird, shark, bee, starfish, bat; Day 6: See the chart below.

Land Animal	Fun Fact
tree frog	The red eyes of the red-eyed tree frog can help scare away predators—animals that want to eat it.
camel	Camels can have one hump or two humps. A one-humped camel is called a dromedary. A two-humped camel is called a Bactrian.
elephant	Elephants can grasp, hold, reach, breathe air, and suck up water with their trunks.
hippopotamus	The hippopotamus has sharp teeth that are used for eating grasses, roots, and aquatic plants.
giraffe	The giraffe is the tallest land animal. A male giraffe can be 18 feet tall.
lion	Lions live in "prides" with up to 30 other animals. Usually a pride has one or more males, with a lot of female lionesses and babies too.
bear	Grizzly bears have an amazing sense of smell. They can smell some scents up to 18 miles away.
monkey	Monkeys like to play. They wrestle, tickle, and chase each other.
ant	Ants live almost everywhere! They live on every continent except Antarctica.
chameleon	Chameleons can change color. They do this to communicate with other chameleons or if the temperature changes.
dinosaurs	Dinosaurs were land-dwelling reptiles. Some dinosaurs walked on two legs while others walked on four legs.

Review Questions

Have students discuss the following questions related to the lesson.

- What did God do on day 7 of creation? *He chose to rest.*
- Did God need to rest? *No, he is omnipotent or all-powerful and does not get tired.*
- Why did God rest? *God rested to set a pattern for man to follow.*
- What pattern did God create for people to follow? *The pattern God created for people is to work six days and rest on the seventh.*

Understand

Choose one or more of the following **Activity Options** to help students understand the lesson concepts.

Arts & Crafts

Creation Quilt of Rest

Sometimes resting means curling up on the couch with a comfortable quilt! Have students create their own quilts to help them remember that God established a pattern of work and rest for us.

- Give each student six 5" x 5" squares of thick paper or cloth.
- Have students decorate each square with what God created on days 1–6 of creation. For example, students might draw the sun and moon for day 4 on one square, while drawing a dinosaur on another square for day 6.
- Once students are finished designing their squares, attach the squares together to make a quilt that is 2 squares by 3 squares or 3 squares by 2 squares. If using paper squares, punch holes in the corners of the squares and use yarn to tie the squares together to make the quilt. If using fabric squares, research how to sew quilt squares together to make the quilt or ask for assistance from friends, family, or church members to put the quilt together.
- When finished, have students share their quilt with others and use it to summarize the six days of creation that happened before God rested on the seventh day.

Games

Work, Work, Rest (Duck, Duck, Goose)

Play a traditional game of Duck, Duck, Goose, but replace the words *duck* and *goose* with *work* and *rest*. Have the student who is "It" tap six students, saying "work" each time. When "It" taps the seventh student, have the student say "rest" instead of goose.

6–1 Pattern Workout

Have students complete a patterned physical workout to remember the pattern of work and rest God established during creation. Have students complete six repetitions of a specific exercise (e.g., sit-ups, jumping jacks) while saying "work" as they complete each repetition. Then have students say "rest" and pretend to relax or rest.

Create a Pattern

Have students make a pattern using different attributes of objects by reinforcing the pattern of work and rest God established during creation.

- Provide students with a collection of blocks or objects with different sizes, shapes, or colors.
- Challenge students to use the objects to make a pattern of six (days of work) and one (day of rest), such as six red blocks and one white block or six frog counters and one bear counter.
- Have students point to each object in their pattern and describe it using the objects' attributes (e.g., red, red, red, red, red, red, white).
- Then have students point to each object in the pattern replacing the attribute with the words "work" and "rest" (e.g., work, work, work, work, work, work, rest).

Practice Pages

Lesson 9 Coloring Page

Have students color the **LESSON 9 COLORING PAGE** to remember what God did on day 7.

Lesson 9 Activity Page

Have students complete the **LESSON 9 ACTIVITY PAGE** to differentiate between what God did on day 7 from the other days of creation.

Songs

Lesson 19

Song Sheet

Noah and the Ark

The sins of man grew in God's sight;
They did evil day and night.
Since they chose to disobey,
God would judge them.
Noah was a righteous man.
He loved God—obeyed his plan.
Built the ark as he was told. God showed mercy.
God brought creatures two by two.
Dinosaurs? They marched on too!
God shut the door; the rains began—
Noah's flood.
As the ground began to dry,
There's a rainbow in the sky!
Floods will never fill the earth—
God's great promise.
Like the ark in Noah's day,
God's Word says that "Jesus saves!"
For he is the only Door,
Christ, our Savior!

Because He Is Just

(To the tune of "London Bridge")
God must punish all our sins,
(London Bridge is falling down.)
All our sins, all our sins.
(Falling down, falling down.)
God must punish all our sins
(London Bridge is falling down.)
Because he is ju-ust!
(My fair lady!)
But God also will forgive,
(London Bridge is falling down.)
Will forgive, will forgive.
(Falling down, falling down.)
But God also will forgive
(London Bridge is falling down.)
Through Jesus Chri-ist.
(My fair lady!)



Lesson 44

Song Sheet

Hosanna

Verse 1
Jesus rode into Jerusalem,
Seated on a donkey
That was just for him.
The people were cheering;
Couldn't stay silent,
"Blessed is the king!"
And "Glory in the highest!"
Chorus
"Hosanna, hosanna, hosanna!"
Make some noise.
"Hosanna!" shout the girls.
"Hosanna!" shout the boys.
"Hosanna, hosanna!"
Say it loud, everyone.
"The king is here—
Salvation has come!"
Verse 2
People lined the street
To see this man.
What would the Messiah do?
What was his plan?
They would never guess
That this man Jesus
Was headed to the cross—
The only way to save us.
(Chorus 2x)



Lesson 25

Song Sheet

Because He Is Just

(To the tune of "London Bridge")
God must punish all our sins,
(London Bridge is falling down.)
All our sins, all our sins.
(Falling down, falling down.)
God must punish all our sins
(London Bridge is falling down.)
Because he is ju-ust!
(My fair lady!)
But God also will forgive.
(London Bridge is falling down.)
Will forgive, will forgive.
(Falling down, falling down.)
But God also will forgive
(London Bridge is falling down.)
Through Jesus Christ
(My fair lady!)

The Tower of Babel

(To the tune of "London Bridge")
God said, "You should move around,
(London Bridge is falling down.)
All around, all around."
(Falling down, falling down.)
God said, "You should move around."
(London Bridge is falling down.)
They disobeyed him.
So they built a tower up high,
Way up high, way up high!
So they built a tower up high.
They disobeyed him.
God confused their languages,
Languages, languages!
God confused their languages.
They disobeyed him.
Then they did move all around,
All around, all around.
Then they did move all around.
They disobeyed him.
God must always be obeyed,
Be obeyed, be obeyed.
God must always be obeyed.
For he is holy!



Snacks

Lesson 14

Undercover Apples Recipe

Directions

Prior to the activity, cut apples into thin slices for each student.

- **Ask:** When did the first sin happen? *It happened in the garden of Eden. Adam and Eve disobeyed God. What did Adam and Eve do after they sinned? They tried to hide.*
- Give each students eight apple slices on a plate. Have students make their apple slices "hide" under toppings. Assist students in using a spoon to drizzle hot fudge and caramel over their apple. Then have students sprinkle chocolate chips over them.
- **Ask:** Can we hide from God? *No, he always knows where we are, what we are doing, and even what we are thinking.*
- **Say:** *If we sin, God doesn't want us to try to cover it up. He wants us to tell him (confess) and turn from it (repent). What a great God we serve who is willing and able to forgive us because of his Son, Jesus Christ!*
- Allow students to enjoy their Undercover Apples!



Snack

Materials (per student)

- 8 apple slices
- 1–2 t. hot fudge sundae topping
- 1–2 t. caramel sundae topping
- 1 t. mini chocolate chips
- spoon
- plate



Lesson 31

Starry Christmas Cookies Recipe

Directions

Prior to the activity, make or buy sugar cookies shaped like a star.

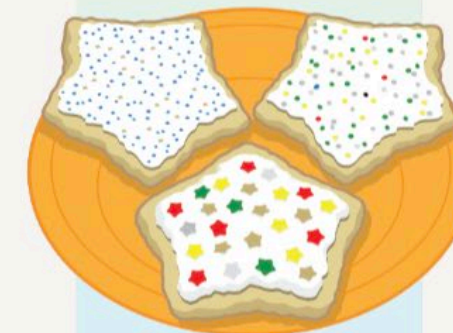
- **Ask:** What "C" in the 7 C's of History do we celebrate at Christmas? *Christ, the birth of our Savior.*
- Discuss any Christmas traditions that students celebrate in their homes, such singing Christmas songs, decorating a tree, or making cookies. Tell students that they will be decorating a Christmas cookie to help them remember the birth of Jesus and the fifth "C" of history.
- Give students a sugar cookie on a plate, icing, sprinkles, and a plastic knife or spoon. Have students spread icing onto the cookie and decorate it with sprinkles.
- Allow students to enjoy their Starry Christmas Cookies while you share the following information.
 - ◇ **Say:** *Christmas is a special time to celebrate Jesus' birth. When Jesus was born, his parents didn't choose his name. An angel told his earthly father (Joseph) what to call him: "And you shall call his name Jesus, for he will save his people from their sins" (Matthew 1:21). The angel Gabriel also told Mary that her baby's name would be Jesus (Luke 1:31). Emphasize that this is a name we use today to refer to God the Son: Jesus.*
 - ◇ **Say:** *There is another name for Jesus: "They shall call his name Immanuel (which means God with us)" (Matthew 1:23). Emphasize that on Christmas we celebrate that Jesus left heaven and was with us on earth during the fifth "C" of history, Christ.*



Snack

Materials (per student)

- star-shaped sugar cookie
- icing
- various sprinkle toppings for cookies
- plastic knife or spoon (for spreading icing)
- plate



Lesson 19

Fan"sea" Floats Recipe

Directions

- **Say:** *Today we're making fan"sea" floats. In our floats, the sherbet floats on top of the soda, kind of like Noah's ark floated on top of the water.*
- Remind students that Noah's ark stayed afloat during a tremendous, one-of-a-kind, superlong storm. It stayed afloat because Noah obeyed God and followed his instructions to build it.
- Give each student a cup. Assist students in scooping one or two scoops of sherbet into the cup.
- Depending on your students, either pour the lemon-lime soda over the sherbet or help students to do so. [Note: You may choose to add five drops of blue food coloring to the 2-liter bottle of soda prior to pouring so that it looks like water.]
- Allow students to enjoy their Fan"sea" Floats!



Snack

Materials (makes 12 servings)

- 48-oz. container of rainbow sherbet
- 2-liter bottle of lemon-lime soda
- blue food coloring (optional)
- cups (1 per student)
- ice cream scoop



Crafts

Lesson 7

Dancing Dinos Craft

Directions

- Have students color their **Dancing Dino Pattern** (located in the Student Book) and then cut them out.
- Use a sharp pencil or the end of a brass fastener to make holes in the students' pieces where the black dots are located.
- Help students assemble the dinosaurs using two brass fasteners. When finished, the dinosaur's neck and tail should rotate back and forth on the body.
- Have students glue a wiggly eye onto the dinosaur's eye.
- Say:** *Even though we've never seen a living dinosaur, people have found dinosaur bones that help us understand what sizes and shapes they were. In the Bible, the book of Job also tells us about an animal that sounds very much like a dinosaur. It's called Behemoth. The Bible says Behemoth was big and strong and made his tail "stiff like a cedar" (Job 40:17), which sounds a lot like a Brachiosaurus. Dinosaurs were real! They were land animals, and God created them on day 6 of creation week only about 6,000 years ago!*

Note: To make a sturdier dinosaur, you may choose to have students cut out the Dancing Dino pieces, trace them onto construction paper or card stock, and then cut out those pieces to use when assembling the dinosaur.



Arts & Crafts

Materials

- Dancing Dino Pattern (1 per student)
- crayons, markers, or colored pencils
- scissors
- brass fasteners (2 per student)
- wiggly eye (1 per student)
- glue



Lesson 32

King of Kings Crown

Instructions

- Have students color their **King of Kings Crown Pattern**.
- Assist students in cutting along the center dashed lines to form two crown strips. Tape one end of each strip together to form one long strip.
- Consider having students add jewel stickers, glitter, etc. to their crown. Then allow it to dry flat.
- Place the crown strip around the student's head and adjust to fit, adding extra edge strips if needed, then tape the two ends together in the back.
- Say:** *Jesus wasn't born like we might expect a king on earth to be born. And he didn't wear a crown like other kings. But Jesus is the greatest King over all kings! When you wear your crown, remember that Jesus is your king and that he is the King of kings.*



Arts & Crafts

Materials

- King of Kings Crown Pattern (located in the Student Book)
- scissors
- tape
- crayons and markers
- optional: jewel stickers, glitter and glue, etc.



Lesson 26

Traveler's Tic-Tac-Toe Craft

Directions

- Ask:** Where did people go after God confused their language at the tower of Babel? *They scattered across the world.* What are some ways they may have traveled? *They could have walked, rode on animals, and sailed on boats.*
- Say:** *The people at Babel scattered all over the world after the confusion event. From these people came all the people groups, nations, and cultures of the world, including their different languages.*
- Tell students they will be creating a tic-tac-toe game to remind themselves that people traveled all across the world after the confusion event.
- Give each student the **Traveler's Tic-Tac-Toe Board & Cards** and at least two different shades of brown crayons. Have them color half of the feet cards one color and half the other color so there are two colors of feet to represent Xs and Os. Then have students cut out the feet cards.
- Have students play a game of Traveler's Tic-Tac-Toe. Provide them with a zippered baggie to keep their feet cards in when not in use.



Arts & Crafts

Materials (per student)

- Traveler's Tic-Tac-Toe Board & Cards (located in the Student Book)
- crayons (at least two different shades of brown)
- scissors
- zippered baggie



Science Experiments

Lesson 1

Sink or Float? Salty or Fresh Experiment

Directions

Prior to the experiment, create salt water by boiling $\frac{1}{4}$ cup of water and stirring in 2 tablespoons of salt for each group. Once cool, pour $\frac{1}{4}$ cup of salt water into the "salty" cup and $\frac{1}{4}$ cup of fresh water into the "fresh" cup.

- **Ask:** How many of you have gone swimming in a lake or pond? How many have swum in the ocean? What's the difference between fresh water (from lakes and ponds) and ocean water? Ocean water is full of salt and fresh water is not.
- Explain that we need both fresh water and salt water to survive. **Say:** We drink fresh water and we cannot survive without water. Salt water is important too because it is part of the water cycle that gives us rain and provides a home for billions of sea creatures. God thought of everything when he made water for us on day 1.
- Tell students that salt makes water more dense. "More dense" means that a cup of salt water feels heavier than a cup of fresh water. Have students take turns holding the cup of fresh water and the cup of salt water, noticing that the cup of salt water feels heavier even though there is the same amount of water in each cup.
- **Say:** For something to float on water, it has to be lighter or less dense than the water under it. Since salt water is denser than fresh water, some items are light enough to float in salt water but still too dense to float in fresh water. You may have noticed this when you were at the beach. It's easier for a person to float in the salty ocean than in a pool or lake.
- Tell students that they will be testing the following objects to see if they float or sink in both salt water and fresh water: paper clip, oat cereal, apple, grape, rubber band, hair clip, and rock.
- Have students predict which items will float in each cup.
- Have students test each item by carefully placing it in the freshwater cup first and then the saltwater cup. Guide students to record their observations by checking "yes" or "no" for each item on the **Sink or Float? Recording Sheet** (located in the Student Book).
- Review students' observations. Remind students that God created water on day 1 of creation, and we can see this in the ponds, lakes, rivers, and oceans around us.



Science

Materials (per student, pair, or group)

- 2 9-oz. clear plastic cups (1 labeled "salty," 1 labeled "fresh")
- 1 paper clip
- 1 toasted oat cereal piece
- 1 small apple piece
- 1 grape
- 1 small rubber band
- 1 small plastic hair clip
- 1 small rock
- $1\frac{1}{2}$ c. water
- 2 T. salt
- Sink or Float? Recording Sheet



Mrs. C & Me | Teacher Book

Lesson 17

Polishing Pennies Experiment

Directions

Prior to the experiment, pour each substance in its own individual small container, enough to cover the bottom of the container and half of the penny when it is standing up.

- Show students the dirty pennies. **Say:** We are going to do an experiment with these dirty pennies. Today, pennies are made from a combination of zinc and copper. When they are first made, they are very shiny, thanks to the copper.
- Show the shiny penny. **Say:** Over time, the copper metal reacts with the air and develops copper oxide, which gives the penny a dirty look. Sometimes dirt and grime get on the penny too.
- Remind students that Jesus washes our hearts clean from sin when we repent (turn away from sin) and believe and trust in him. **Say:** Let's find out what substance will clean the pennies the best.
- Show students the various substances they will be testing. Ask them to predict which substance will clean the best.
- Give students the dirty pennies and the containers. Have students examine the pennies to see how dirty they are and then place one in each container, covering it with the substance. Students may also attach each penny to a small clothespin and place half the penny in the substance with the other half out by leaning the clothespin against the side of the container.
- Have student check the pennies every few minutes to see what is happening, waiting at least 5–10 minutes.
- **Ask:** Which substance cleaned the penny the best? Discuss student responses.
- Explain that some of these substances have a type of acid in them. (The fruits have citric acid.) The acid reacts with the copper oxide and removes it from the penny but doesn't damage the copper or zinc in the penny. It also washes away the dirt and grime from the penny. The substances with more acid will clean the pennies better and faster.
- **Say:** Even though some of the substances cleaned the pennies, there is only one who can clean our hearts from sin and that is Jesus Christ. He is the Savior of the world!



Science

Materials (per group or student)

- dirty pennies (amount varies depending on the number of liquids used)
- shiny penny
- Choose a variety from the following: ketchup, mustard, water, milk, vinegar with salt, lemon juice, orange juice, lime juice, dark carbonated beverage
- small clothespins
- small containers (1 for each substance)
- craft stick (to mix together vinegar with salt, if using)



Mrs. C & Me | Teacher Book

Lesson 37

All Bandaged Up Experiment

Directions

Prior to the activity, check for any latex allergies or student sensitivities to adhesive bandages. If students have allergies or sensitivities, allow them to affix the bandages to a plastic or hardboiled egg instead of themselves throughout the experiment.

- **Say:** In today's lesson, we learned how Jesus healed a man who was paralyzed. Jesus is God and has the power to heal. Now we have doctors, who are not all-powerful like Jesus but can give us medicine or other items that might help us feel better. One item that helps keep germs and dirt out of open cuts so that they don't become infected is an adhesive bandage.
- Pass out the adhesive bandages to each student or group. Have students place one bandage on their hand and submerge their hand in the bowl of water. Start a timer to see how long it takes before the bandage falls off.
- Repeat the experiment with each kind of bandage. Assist students in recording the bandage types and time on a chart or piece of paper.
- Have students reflect on their observations and data. **Ask:** Which bandages seem to stay on the longest? Which fell off the fastest? If you were a doctor, which bandage would you recommend to someone who works or plays near the water? Why?



Science

Materials (per group or student)

- variety of adhesive bandages (name brands, store brands, off-brands)
- bowl of room temperature water
- timer

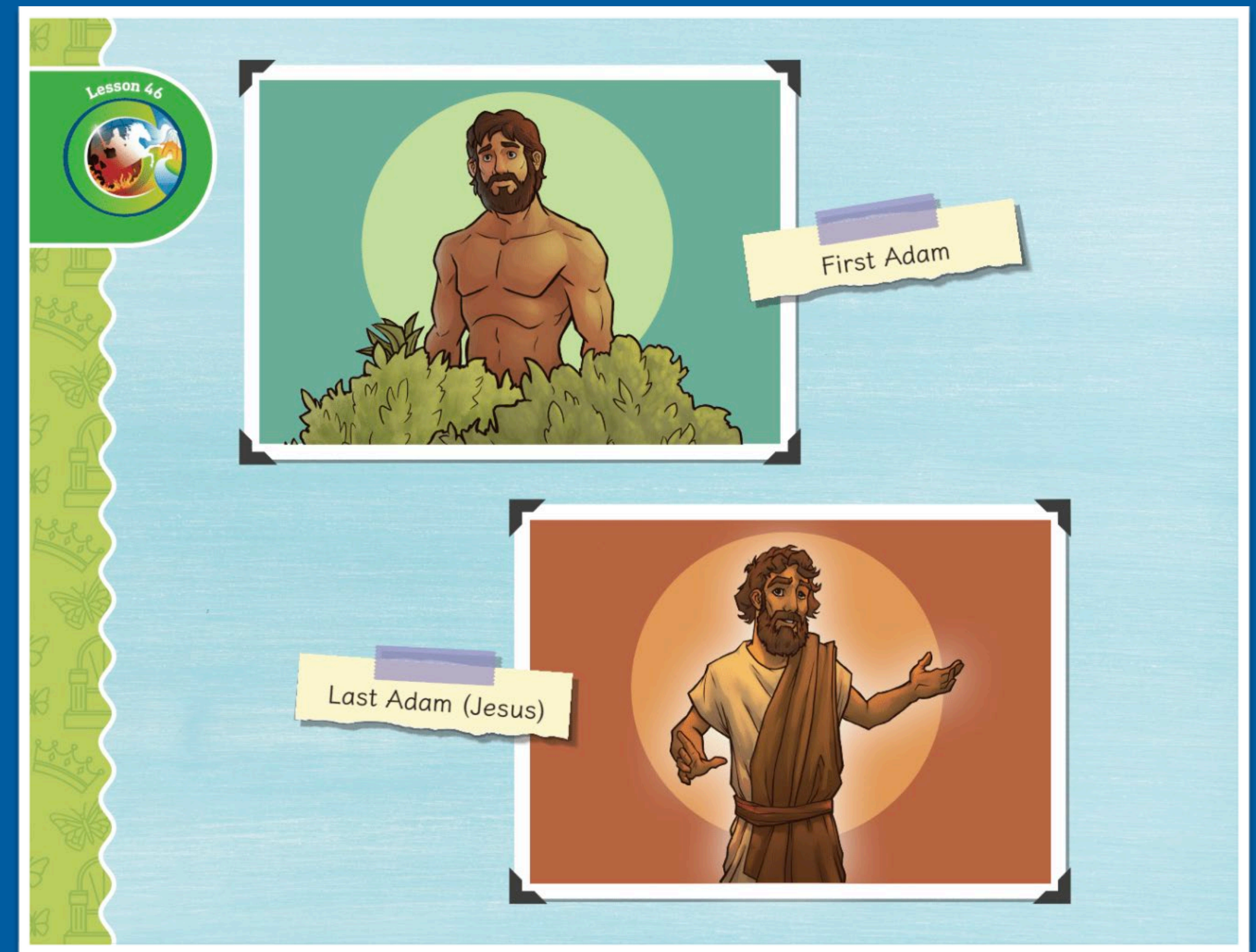


Mrs. C & Me | Teacher Book

Scrapbook



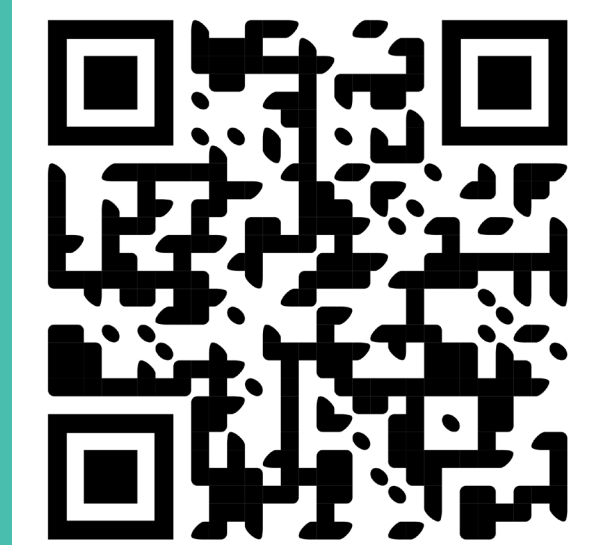
Scrapbook



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Created Creature





Hike & Seek

8

Hike & Seek



Squirreled Away

When you take a walk in your neighborhood or play at the park, you probably see squirrels scampering around or climbing trees. Species of squirrels like the fox squirrel, the gray squirrel, and the red squirrel are all part of the original squirrel kind God created.

Ever wondered why a squirrel has a big, bushy tail? Besides making the squirrel look very cute, that tail serves more practical purposes. It keeps the squirrel warm in winter and cool in summer and helps it balance when climbing or sitting. Squirrels also flick their tails to warn each other of danger.

Squirrels eat nuts, seeds, fruits and berries, pine cones, insects, and even bird eggs. In the fall, they stay very busy collecting and storing nuts and seeds that will give them energy during the winter. Squirrels need all that energy because they don't slow down in the colder months like many other animals do—they stay active.

Gray squirrels may collect and hide 1,000 nuts and seeds in a single fall season. And red squirrels can store away more than 15,000 pine cones. It's a good thing they collect plenty of food, because sometimes they forget where they stashed some of it. Some of the nuts that squirrels forget about grow into trees. God thought of everything when he created the world, giving us smart animals like squirrels.

Can you solve the maze by helping the squirrel reach the acorn?

Fun Facts

- » Squirrels' teeth never stop growing! It's a good thing since they gnaw through hard-shelled seeds and nuts all the time.
- » Squirrels can smell food buried under a foot of snow.
- » Squirrels move in a zigzag pattern when running away from predators because it makes them harder to catch.

9

+



Let's do it!

Rainbow Supplies

- 5 clear glasses
- 1/2 cup water
- Food coloring (red, yellow, and blue)
- Paper towels

Make the Rainbow

1. Place the glasses close to one another in a row or in a circle. In the first glass, add yellow food coloring to the water. In the third glass, blue; and in the fifth glass, red. Leave the second and fourth glasses of water uncolored.
2. Fold the paper towels into thirds to make strips. They should be able to reach from the bottom of one glass to the next without the middle sticking up too high. You may have to snip the ends if they are too long.
3. Insert them into the glasses, connecting each glass with the one beside it.
4. After a few minutes, you should see the colored water travel up and down the paper towels. After a while, the water will have traveled the whole length of the paper towels, coloring the uncolored water and making to make new colors.

Color Combinations

As the water travels from glass to glass and the colors mix, notice what new colors are created.

EXTRA FUN

- » After the excitement, gently remove the paper towels and let them dry on a baking sheet. You can use the no-dye towels for other crafts.

10

Unlocking Science



Soak it up

Have you ever wondered how water gets from a tree's roots all the way up to the leaves?

God makes every tree in the world through a process called capillary (KA-puh-lee) action. Trees have a special layer of cells called xylem (ZEE-lem) between the bark and the wood. Xylem carries the water up the tree. Water molecules stick to one another (a process called cohesion) and stick to other things (a process called adhesion) because one part has a positive charge and the other has a negative charge—and opposites attract. The water molecules play tag along the tree as they stick to the xylem cells and to one another, until they reach the leaves at the top.

This same process happens to liquids in a straw, ink in a pen, the tiniest blood vessels in our body, and many other things. You can even spot capillary action on paper towels. Paper towels are made of small plant fibers called cellulose. When you clean up your spilled juice, the liquid gets pulled up between the paper towel fibers by capillary action. Let's do an experiment to see this process in action—and make something beautiful at the same time.

Pin It! Peter Hirsch is the host of Unlocking Science on Answers TV. Let's have some fun as we discover God's amazing creation.

Unlocking Science



Featured Article

22
Outer
Space



The Magnificent MARVELS of SPACE

BY MARK WAINWRIGHT

God's cosmic creations are out-of-this-world.

I NEED MORE SPACE

Stare up into the sky on a cloudless night, and you'll see thousands of twinkling stars shining like tiny diamonds against the velvet background of space. In addition to these stars, space is filled with moons, planets, and other objects that are gigantic and truly out-of-this-world. Astronomers (scientists who study space) are constantly making new discoveries in our solar system, some breathtakingly beautiful and others shockingly bizarre. The more we learn about our galaxy and its many mysteries, the more we marvel at our majestic, all-powerful God.



Rugged Rings

Saturn is the second largest planet in our solar system (1/9th the size of Jupiter). Saturn is easy to recognize because of its rings. From far away, these rings look smooth. But if you saw them up close, you'd see that they're made of ice, dust, and rock. Some of the particles are smaller than you, while others are bigger than a school bus. The rings are so dark that a camera can't see them because of the planet's gravity. The rings are thousands of miles wide, but average less than 10 feet thick. And if you think these rings look super-cool, wait 'til you see the rings of the planet Uranus.

Fascinating Fact: Saturn has over 14 moons. It's the largest moon in the solar system. It's bigger than the planet Mercury.



Spectacular Sun

The sun is an average-sized star. It's 100 times bigger than Earth. It's so big that over 1 million Earths could fit inside it. The sun is so hot that it's glowing a powerful called nuclear fusion. The temperature of the sun's surface reaches 10,000°F. That's five times hotter than volcanic lava! This intense heat is what gives us life on Earth. Every day, a wave of energy from the sun travels 93 million miles away from Earth. If you rode in a car going 60 miles per hour, it would take you about 35 years to arrive at the sun.

Did you know? The largest snowflake ever recorded was 15 inches wide and 8 inches deep. It was found in Lake Itasca, Minnesota.

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Outer
Space



EXPLORE

Cosmic Clouds

When you think about space, you probably think of stars and planets. But the "empty" space between the stars (known as interstellar space) is also filled with incredible examples of God's creative design. A cosmic cloud, called the Eagle Nebula, is an enormous cloud of dust and gas. The Eagle Nebula, which measures over 300 billion miles wide, is located in one of the largest space clouds with a hole in the middle. This hole is a formation called the Pillars of Creation. This cosmic formation has amazed people with its beauty since it was first photographed by the Hubble Space Telescope in 1995.

Fascinating Fact: Even though these clouds are huge, they don't have much mass.



Hungry Holes

One of the things astronomers study is black holes. These are among the strongest. Two of the most famous black holes are the two holes. They're objects containing so much gravity that they pull anything near by into them—even light. Black holes are like giant vacuum cleaners pulling dust, gas, and space rocks toward them and swallowing them whole. Giant black holes can even devour entire stars by swallowing how many millions of light years away. Black holes, astronomers are getting a better understanding of these mysterious objects, but not every scientist is ready to go as far as the "scariest" black holes.



Answers from An Astronaut

Commander Terry W. Burchett, a retired US Navy captain, has piloted two space shuttles on missions to the International Space Station (ISS) 250 miles above the earth. So far, he has spent 176 days in space. In 2002, he will fly on the shuttle Endeavour, the Boeing Starliner, on his first flight to the ISS. What is it like to live in a small Command Module in space?

How fast does your spacecraft go?
—Terry (age 6, Auburn)

Hi, Brad! Once the engines cut off, the spacecraft travels at 17,500 miles per hour, which equals 25,000 feet per second.

What kind of food do you eat while you are in space?
—Rita (age 12, AZ)

Good question, Rita! We actually eat similar items to what we eat on earth, like meat, potatoes, cereal, vegetables, and more.

What is your favorite part about being an astronaut?
—Ann (age 12, SC)

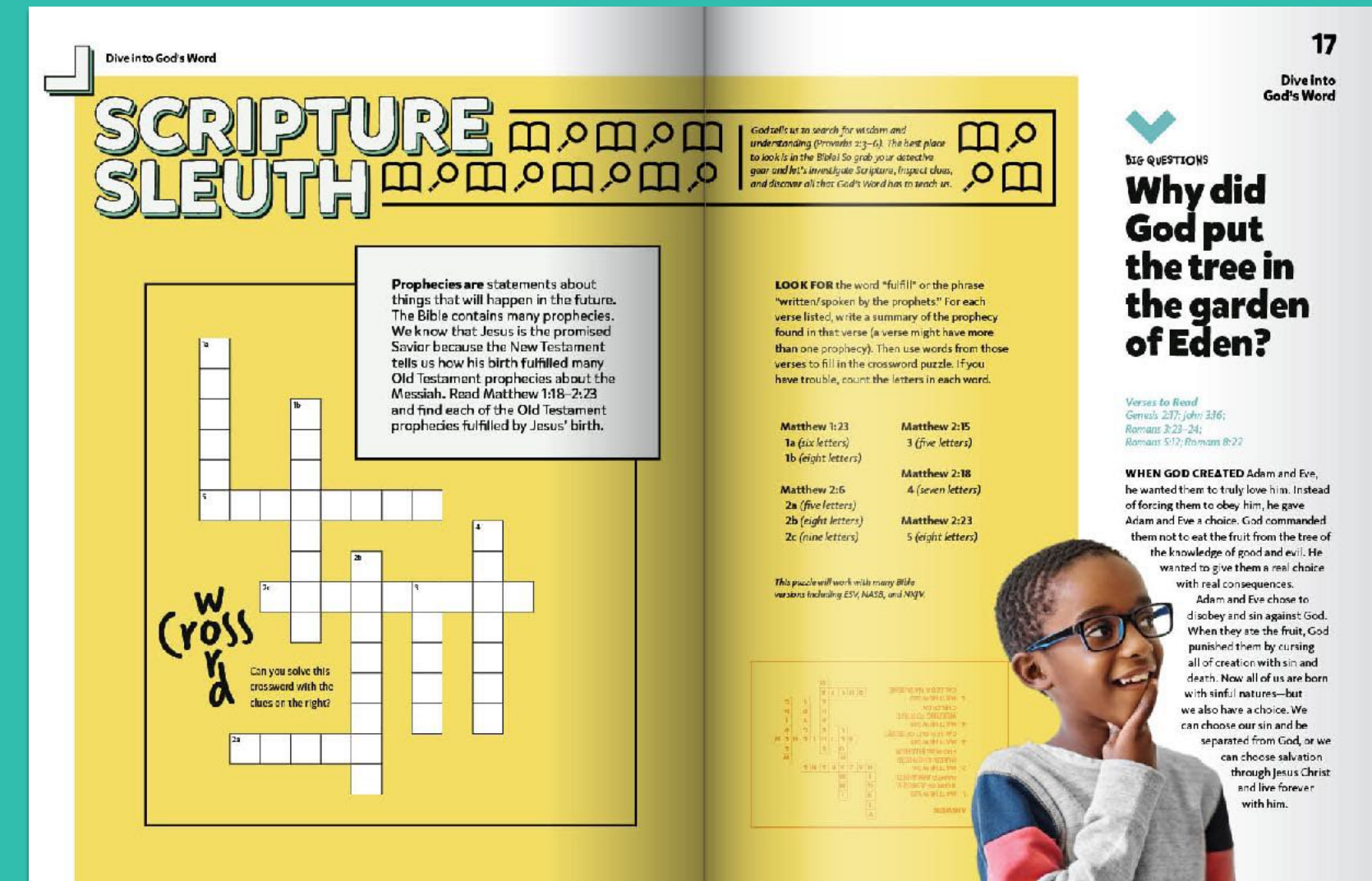
It's hard to pick, but my job provides a lot of variety. One day I'm in a simulator launching the spacecraft into space. The next day I'm in the ISS, the next I'm training for a spacewalk. It's a very busy job. I've also been on the "next" flight from Texas to Florida for work events—and the next and next are just as different.

How do astronauts sleep in space without floating away?
—Jellicy (age 10, GA)

We sleep in a type of sleeping bag that we attach to the "backboard" (wall).



Scripture Sleuth



Wonders in Creation

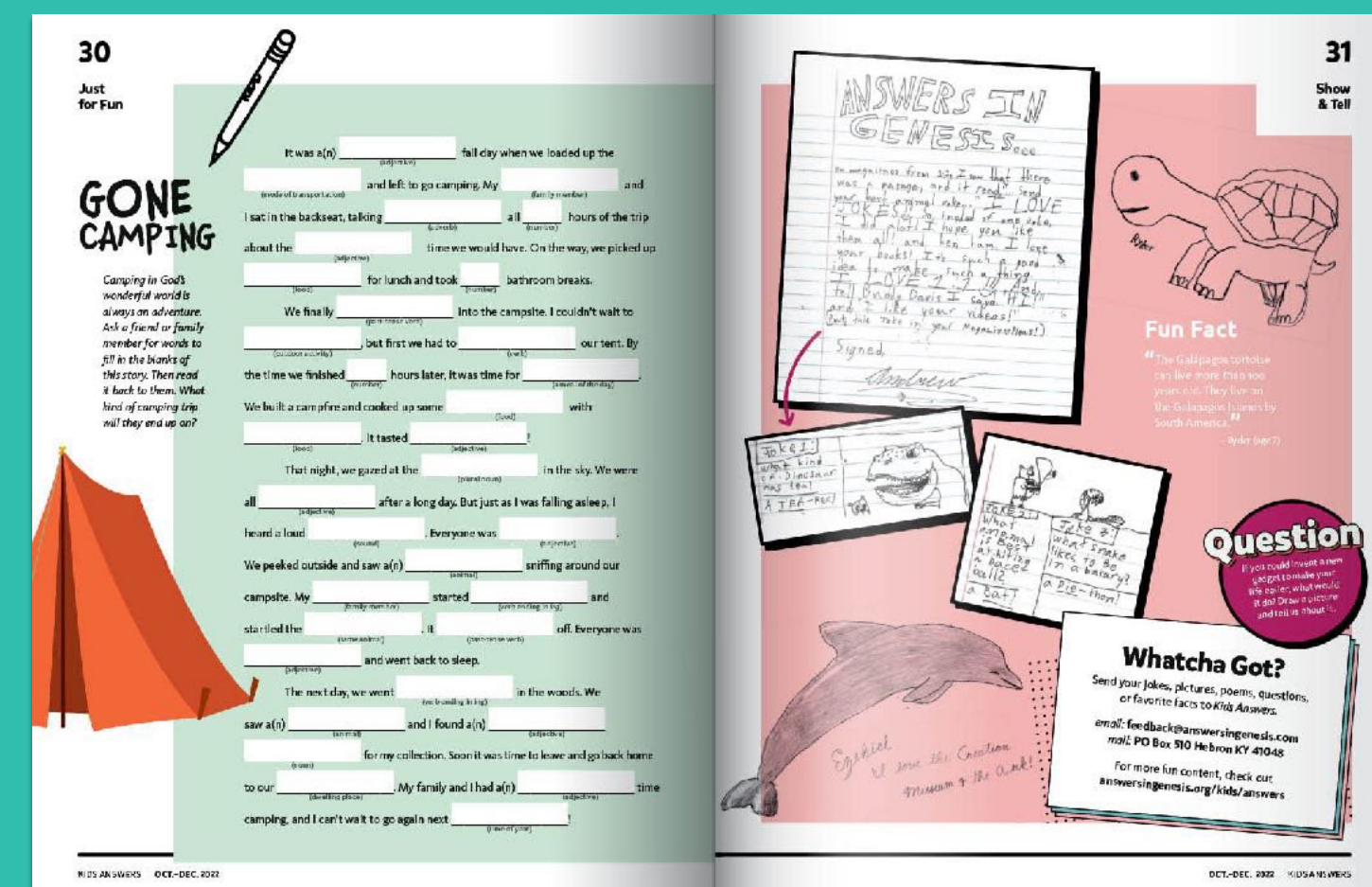




As a Matter of Fact



Just for Fun and Show & Tell





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Vol. 19 No. 4



CREATED CREATURE
Dig in to learn about grizzly bears.



AWESOME ACTIVITIES
Create a compass, chase down a roadrunner, and more.



WANDERS IN CREATION
Andy and Eva perform in a Wild West stunt show.

Kids
Answers

THE WILD HISTORY OF HORSES

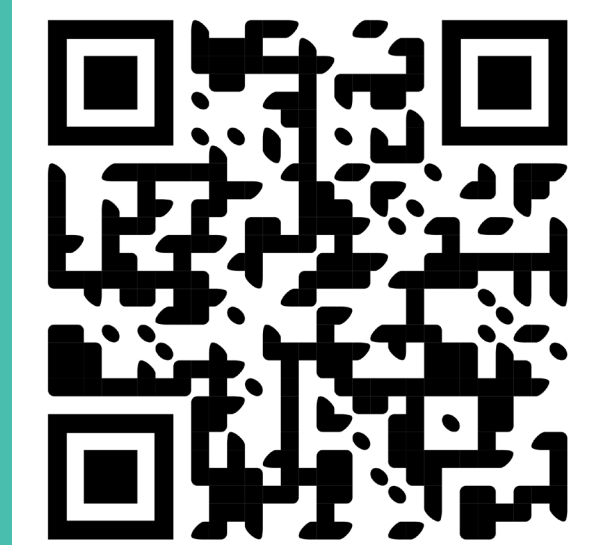
Today, horses in all sizes and colors gallop across the world—but what do all these breeds have in common?



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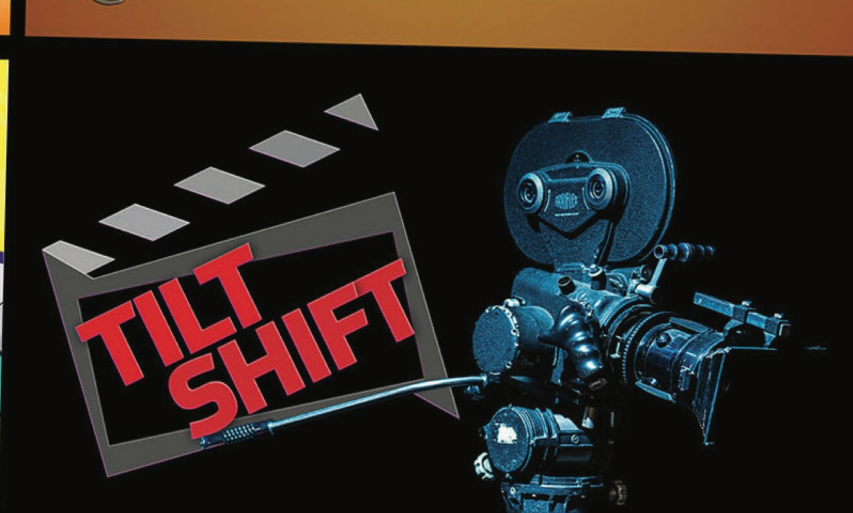
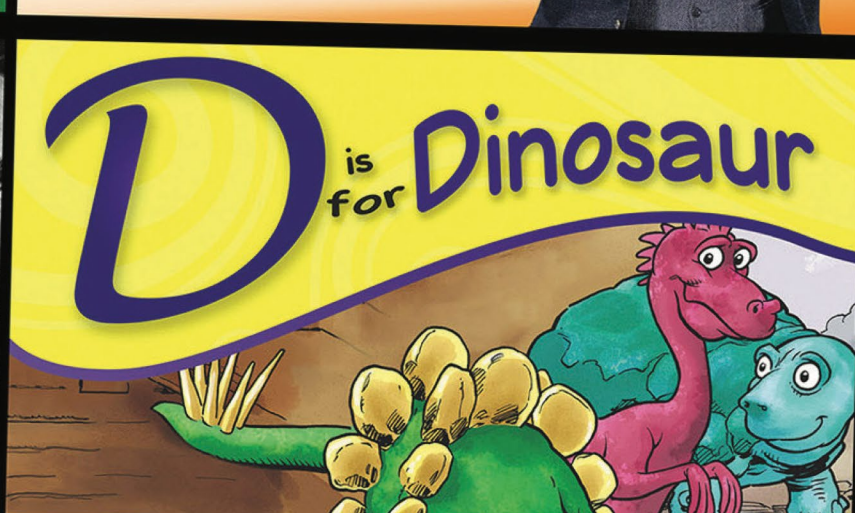
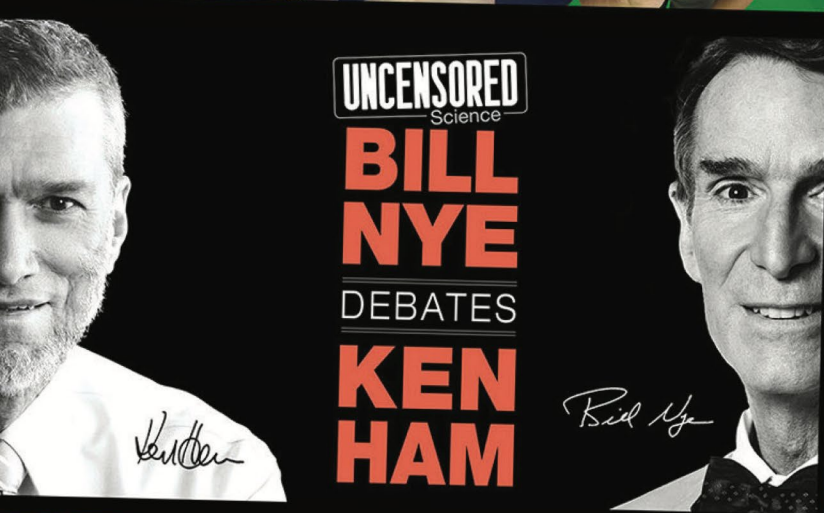
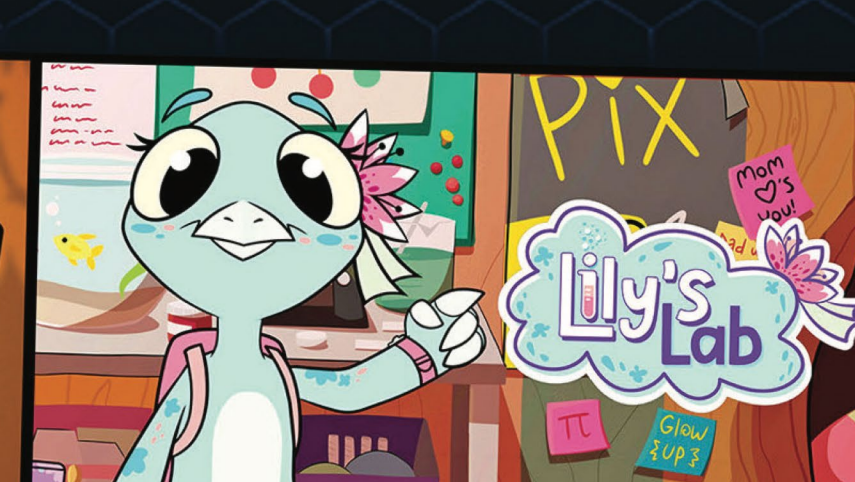
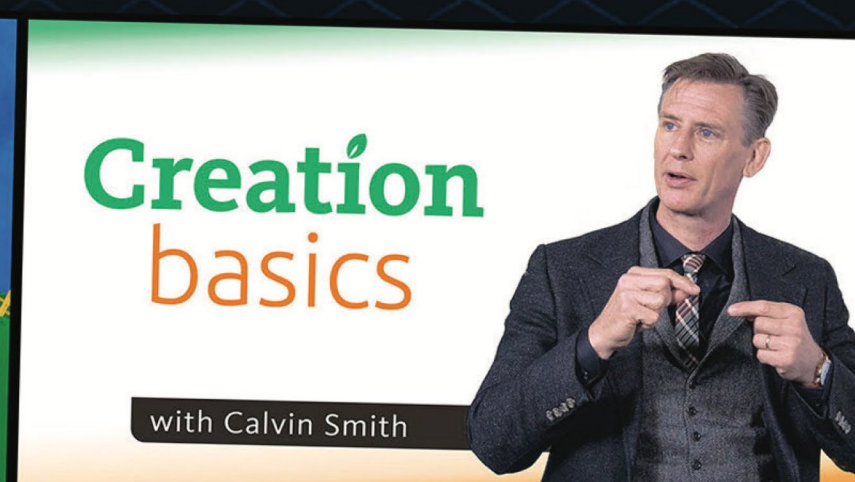


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