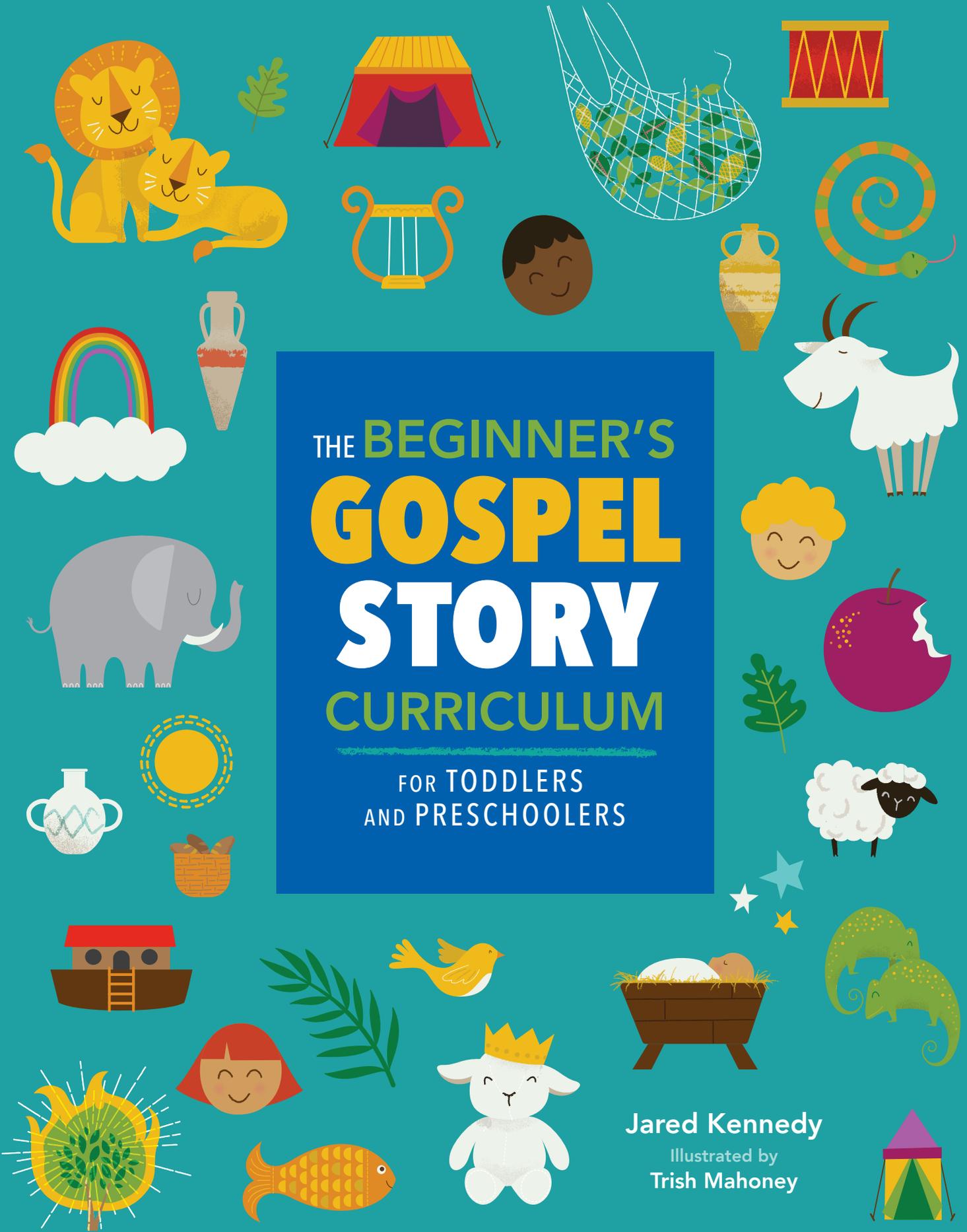


THE BEGINNER'S
GOSPEL
STORY
CURRICULUM

FOR TODDLERS
AND PRESCHOOLERS

Jared Kennedy

Illustrated by
Trish Mahoney





THE **BEGINNER'S**
GOSPEL
STORY
CURRICULUM

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AND PRESCHOOLERS

Jared Kennedy

New Growth Press, Greensboro, NC 27401

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INTRODUCTION

Kids know the value of a promise. A parent's commitment to go out for ice cream inspires hope. Disappointment reigns when the shop closes early. Broken promises can bring tears. But unlike human parents, our good and all-powerful God always keeps his word (Numbers 23:19). His fulfillment is better than anyone could have imagined!

Building on *The Beginner's Gospel Story Bible* and *Big Thoughts for Tiny Tots*, this curriculum traces God's perfect promises through the stories of the Old and New Testaments. Every lesson teaches one Bible story, and this story's themes are integrated throughout so that the songs, crafts, interactive questions, and games reinforce the story. Since there are 52 lessons, you can teach one per week as part of a one-year Sunday school curriculum. You can also arrange the lessons so they correspond with the church calendar. If you begin the New Testament in mid-December, you'll teach about the birth of Christ at Christmas and arrive at Lesson 43, which teaches the story of Jesus's resurrection, around Easter.

If you are a new teacher, please start by familiarizing yourself with the following material on the developmental characteristics of toddlers and preschoolers, and on how to structure your classroom routine.

LET'S GET TO KNOW TODDLERS AND PRESCHOOLERS

Here's a brief overview of some developmental characteristics for children ages 2 through 5.¹

- 1. Toddlers and preschoolers learn through experiences.** At this age, kids are naturally curious and wiggly. When adults merely talk at them, it's easy for something across the room to draw their attention away and send their small bodies off to investigate. Because preschoolers have short attention spans, they need to be physically involved in the lesson through hands-on crafts, controlled responses to the story, movement with music, or playing active games. Be sure to know the lessons well enough before teaching time so you can engage the kids in these interactive ways.
- 2. Their language abilities are exploding.** Most two-year-old children can say around two hundred words. By their fourth birthday, they'll know nearly 1,500.² A child may learn important words like *Bible*, *prayer*, or even *Jesus* for the first time while she's in your classroom! Also, around age 2, toddlers start making up stories about daily events.³ Hearing and telling stories gives young kids a sense of rooted identity. So don't underestimate the influence you have when teaching toddlers and preschoolers the most important story—the story of our redemption.
- 3. They're still developing social and motor skills.** Young twos and threes usually aren't ready for group activities. They may play near other children, but they won't necessarily play with one another in a cooperative way. Social researchers call this parallel play. They also have limited small motor skills. They'll need lots of help when coloring and gluing. However, by age 4, preschoolers are becoming both more social and more dexterous. They're learning to share, take turns, and to play more cooperatively. A group of children age 4–5 is better able to act out a story together.
- 4. Toddlers and preschoolers thrive when leaders are consistent.** They need simple repeated rules and a predictable schedule that's regularly followed. It's important for classroom teachers to be prepared and organized, structured and well-paced. Half of classroom management with young children is knowing exactly what you are going to do before the children arrive.

The following table can help you remember the characteristics of and differences between toddlers and preschoolers.

¹ For a more thorough description of the developmental characteristics of toddlers and preschoolers, see Jared Kennedy, *Keeping Your Children's Ministry on Mission: Practical Strategies for Discipling the Next Generation* (Crossway, 2022), 149–156.

² *Show Me Jesus! Toddler* (Ages 2–3): Winter, God's Son (Great Commission, 1999).

³ Daniel J. Siegel, *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*, 2nd ed. (Guilford, 2012), 56.

DEVELOPMENTAL CHARACTERISTICS OF TODDLERS AND PRESCHOOLERS

TODDLERS (AGES 2-3)	PRESCHOOLERS (AGES 4-5)
Struggle to think abstractly. They need simple and concrete examples.	Demonstrate a greater use of imagination—exploring the difference between fantasy and reality. Play-by-play self-talk is common during dress-up or role-playing games.
Have an attention span of three-to-seven minutes.	Have an attention span of ten-to-fifteen minutes. Thrive when activities are changed often.
Are learning lots of new words. They now know words for emotions and can also learn Bible words.	Speak clearly, using complex sentences and sharing simple stories.
May experience separation anxiety when leaving preferred caregivers, but also like to actively explore new environments.	Are more aware of feelings and can begin to demonstrate empathy.
Like to make friends and play near other children (parallel play) but young toddlers struggle to play with other children cooperatively. They have difficulty seeing the world from another person's point of view.	Are becoming more social and play with friends (associative play), not just near them. Are learning cooperation, sharing, and how to take turns. Thrive with more social interaction and group games.
Are growing in independence. They are learning new skills such as holding utensils and writing tools, pedaling, dressing themselves, and using the toilet on their own.	Can follow multiple step directions and have a growing sense of time.
Begin to test authority and demonstrate their own will. They need clear structure and consequences for disobedience.	Need structure and can follow simple rules. Will test authority, demonstrating their own will. They need clear structure and consequences for disobedience.
Recite songs, rhymes, and simple stories. Have limited small motor skills. They'll need lots of help when coloring and gluing.	Are developing more small-muscle control. They're growing in independence and get excited when they can complete small tasks on their own.

Table adapted from *Show Me Jesus! Toddler*, 17; Douglas Davies, *Child Development: A Practitioner's Guide*, 3rd ed. (Guilford, 2011), 222–24, 300–303; Kennedy, *Keeping Your Children's Ministry on Mission*, 151 and 154; and Julie Lowe, "Counseling Children of Different Age Groups: Ages and Stages of Development," in *Caring for the Souls of Children: A Biblical Counselor's Manual*, ed. Amy Baker (New Growth, 2020), 37–41.

A SIMPLE CLASSROOM ROUTINE

All the lessons in this curriculum follow the same basic structure (with slight variations in suggested times) and move progressively through the segments listed below, encompassing times for play, music, the Bible story, and other games or crafts.

- **All lessons open with the lesson title, Bible passage, and key point.**

- **Supplies**

The following supplies are needed for all lessons:

- *The Beginner's Gospel Story Bible* by Jared Kennedy (New Growth, 2017)
- *Big Thoughts for Tiny Tots* by Jared Kennedy (New Growth, 2026)
- Crayons and the coloring sheet provided for each lesson
- Craft templates provided for each lesson
- Snacks, cups, water, and napkins
- Prepared craft materials; individual lessons list additional supplies (Note: Crafts occasionally call for "toilet paper cardboard tubes." Cardboard craft tubes like these can be saved from home or purchased from craft stores.)

- **Welcome & Free Play** (10 minutes)

Welcome each child, make sure they have a name tag, and ensure their parent or caregiver has signed them in. Ask for any special instructions or allergies. Greet each child warmly. Then, invite them to play with the classroom toys you have ready. When this welcome time is done, encourage the children to help clean up the toys.

- **Story Circle** (15 minutes)

Gather the children in a circle on a rug or have a stack of individual rug remnants for them to take and arrange in a circle. If some aren't willing to sit, don't worry. As you continue this structure through the year, they'll learn to sit—at least for a few minutes!

Each lesson centers around one of the stories from the *The Beginner's Gospel Story Bible*. Be sure to read the story before class and be familiar enough with it that you can make your telling interactive and keep the children's interest.

Each *The Beginner's Gospel Story Curriculum* lesson also includes interactive questions you can pause and ask the children as you read. Remember, toddlers have an attention span of three-to-seven minutes. Make the most of these precious minutes!

- **Sing** (5 minutes)

Music and moving around are important for this age group, so make the singing time active. Lead the class in singing and doing hand motions for several songs. Lyrics for all suggested songs can be found at the end of the Introductory material before Lesson 1. For a more active music time, lead the class in marching or dancing to songs and/or have shakers and bells available.

- **Snack & Memory Work** (10 minutes)

Move to a table for a snack. During snack time, review some questions and answers from *Big Thoughts for Tiny Tots*. Over the course of *The Beginner's Gospel Story Curriculum's* fifty-two lessons, each of the sixteen questions and answers in the book will be reviewed several times. After children learn the questions and answers, you can help them learn the key verse that corresponds with each question.

- **Craft or Game** (15 minutes)

Simple crafts or games have been designed to reinforce each lesson's theme. Templates for the crafts have been provided with the curriculum.

- **Closing Prayer** (5 minutes)

Gather children at the end of class. Ask the children to share prayer requests. Then pray together, following the prayer prompt in each lesson.

- **Free Play** (until pick up)

In addition to classroom toys and/or a reading circle, have the lesson coloring page and crayons available for children interested in coloring.

PRINTABLE CRAFTS AND COLORING SHEETS

All the lessons in this curriculum include downloadable PDF craft templates and coloring sheets. There is a QR code at the beginning of each lesson to download that week's printables.

SONGS

AWAY IN A MANGER (Lessons 28, 29)

Away in a manger (*Cradle arms and pretend to rock a baby*)

No crib for a bed (*Shake finger 'No'*)

The little Lord Jesus (*Touch middle fingers to opposite palms; American sign language [ASL] for "Jesus"*)

Laid down his sweet head (*Lay head on folded hands*)

The stars in the sky (*Twinkle fingers above head*)

Looked down where he lay (*Use hand to shade eyes and look back and forth*)

The little Lord Jesus (*Touch middle fingers to opposite palms; ASL for "Jesus"*)

Asleep on the hay (*Lay head on folded hands*)

FATHER ABRAHAM (Lesson 4)

March in place as you sing. Repeat the song in rounds, adding a motion with each round.

Father Abraham had many sons

And many sons had Father Abraham

I am one of them, and so are you

So let's just praise the Lord

Right arm (*Move right arm up and down while marching*)

Round 2: Right arm, left arm

(Move both arms up and down one at a time while marching)

Round 3: Right arm, left arm, right foot

(Move both arms up and down one at a time, and kick out the right foot while marching)

Round 4: Right arm, left arm, right foot, left foot

(Move arms up and down, and kick out both feet one at a time while marching)

Round 5: Right arm, left arm, right foot, left foot, nod your head

(Nod your head while moving arms up and down, and kicking out feet one at a time)

Round 6: Right arm, left arm, right foot, left foot, nod your head, turn around

(Turn in a circle while nodding head, moving arms up and down, and kicking out feet one at a time)

Round 7: Right arm, left arm, right foot, left foot, nod your head, turn around, sit down

(Continue all motions until collapsing into a chair as the song ends)

GOD IS SO GOOD (Lessons 6, 8, 19)

God (*Point up*) is so good (*Give two thumbs up*)

God (*Point up*) is so good (*Give two thumbs up*)

God (*Point up*) is so good (*Give two thumbs up*)

He's (*Point up*) so good to me (*Point to self*)

He (*Point up*) loves us so (*Cross arms over chest; ASL for "love"*)

He (*Point up*) loves us so (*Cross arms over chest; ASL for "love"*)

He (*Point up*) loves us so (*Cross arms over chest; ASL for "love"*)

He's (*Point up*) so good to me (*Point to self*)

HE'S GOT THE WHOLE WORLD IN HIS HANDS (Lessons 34, 52)

Verse 1:

He's got the whole world (*Trace a big circle with your arms*)

In his hands (*Hold out hands*)

Repeat 4x

Verse 2:

He's got the wind (*Move arms back and forth like they're blowing*)

And the rain (*Trace falling rain with your fingers*)

In his hands (*Hold out hands*)

Repeat 3x

He's got the whole world (*Trace a big circle with your arms*)

In his hands (*Hold out hands*)

I'VE GOT THE JOY (Lessons 32, 49)

Verse:

I've got the joy, joy, joy, joy down in my heart.

Where? Down in my heart!

Where? Down in my heart!

I've got the joy, joy, joy, joy down in my heart.

Where? Down in my heart to stay.

Chorus:

And I'm so happy, so very happy.

I've got the love of Jesus in my heart,

Down in my heart.

And I'm so happy, so very happy.

I've got the love of Jesus in my heart.

JESUS LOVES ME (Lessons 16, 21, 38, 44)

Jesus (*Point up*) loves me. (*Cross arms over chest; ASL for “love”*)

This I know (*Point to forehead*)

For the Bible tells me so (*Hold hands out an open like a book.*)

Little ones (*Pretend to pat heads of little children*) to him (*Point up*) belong.

We are weak (*Pretend to wilt in weakness*), but he (*Point up*) is strong (*Flex biceps*).

Yes (*Nod head*), Jesus (*Point up*) loves me. (*Cross arms over chest; ASL for “love”*)

Yes (*Nod head*), Jesus (*Point up*) loves me. (*Cross arms over chest; ASL for “love”*)

Yes (*Nod head*), Jesus (*Point up*) loves me. (*Cross arms over chest; ASL for “love”*)

The Bible tells me so (*Hold hands out an open like a book*)

MY GOD IS SO BIG (Lessons 1, 15)

My God is so big (*Spread arms wide*)

So strong and so mighty (*Make a muscle with one arm and then both arms*)

There’s nothing my God cannot do! (*Shake your index finger in a “No” motion*)

Repeat

The mountains are his (*Put hands together to make a mountain shape*)

The rivers are his (*Use your hands to make a flowing motion like a river*)

The stars are his handiwork too (*Hold arms up and make a twinkling motion with fingers raised high*)

My God is so big (*Spread arms wide*)

So strong and so mighty (*Make a muscle with one arm and then both arms*)

There’s nothing my God cannot do! (*Shake your index finger in a “No” motion*)

For you—and you and you! (*Point to each child*)

OBEDIENCE IS THE VERY BEST WAY (Lesson 2)

Obedience is the very best way (*Nod head yes as you sing*)
To show that you believe (*Fold hands together in prayer*)
Doing exactly what the Lord commands (*March in place*)
Doing it happily (*Point to smile*)

Action is the key, do it immediately, (*Snap fingers after each phrase*)
Joy you will receive! (*Hold both pinky fingers out, making the ASL sign for "J"*)
Obedience is the very best way (*Nod head yes as you sing*)
To show that you believe. (*Fold hands together in prayer*)

O-B-E-D-I-E-N-C-E (*Clap hands as you sing each letter*)
Obedience is the very best way (*Nod head yes as you sing*)
To show that you believe, (*Fold hands together in prayer*)

Ruth Greene. Copyright: © 1977 by Majesty Music, Inc.

ONLY A BOY NAMED DAVID (Lesson 20)

Only a boy named David, only one little sling, (*Hold up one finger*)
Only a boy named David, with faith to pray and sing. (*Fold hands as if to pray*)
Only a boy named David who knelt by a rippling brook, (*Quickly kneel then stand*)
Only a boy named David, but five little stones he took. (*Hold up five fingers*)

And one little stone went into the sling, (*Pretend to place a stone in the sling*)
and the sling went round and round. (*Twist forearm in the air like spinning a sling*)
And one little stone went into the sling, (*Pretend to place a stone in the sling*)
and the sling went round and round, (*Twist forearm in the air like spinning a sling*)
and round and round and round and round, and round and round and round.
Then one little stone went up in the air, (*Pretend to shoot the stone from the sling*)
And the giant came tumbling down. (*Collapse to the floor*)

THE B-I-B-L-E (Lesson 48)

The B-I-B-L-E,
Yes, that's the book for me,
I stand alone on the Word of God,
The B-I-B-L-E.

UP FROM THE GRAVE HE AROSE (Lesson 43)

(Crouch down low and sing the verse slowly and sadly)

Verse:

Low in the grave he lay,
Jesus my Savior!
Waiting the coming day,
Jesus my Lord!

(Jump and pump fists in the air while singing the chorus joyfully)

Chorus:

Up from the grave he arose
With a mighty triumph o'er his foes
He arose the Victor from the dark domain
And he lives forever with his saints to reign
He arose! He arose!
Hallelujah! Christ arose!

Repeat the song 2x

WHO IS THE KING OF THE JUNGLE? (Lesson 45)

Verse:

Who is the King of the jungle? *(Hold out hands like asking a question)*

Hoo Hoo *(Move hands under arms like a monkey)*

Who's the King of the sea? *(Hold out hands like asking a question)*

Bubble-bubble-bubble *(Hold nose with one hand, raise the other, and pretend to snorkel)*

Who is the King *(Hold out hands like asking a question)*

of the universe? *(Wave arms in a giant circle)*

And who's the King *(Hold out hands like asking a question)* of me? *(Point to self with thumbs)*

I'll tell you . . .

Chorus:

J-E-S-U-S *(Yes!)*

He *(Point up)* is the King of me *(Point to self with thumbs)*

He *(Point up)* is the King of the universe *(Wave arms in a giant circle)*

The jungle and the sea *(Point forward then to your back)*

Bubble-bubble-bubble! *(Hold nose with one hand, raise the other, and pretend to snorkel)*

Hoo Hoo *(Move hands under arms like a monkey)*

Annie Bush Spiers, 1978

ZACCHAEUS WAS A WEE LITTLE MAN (Lesson 37)

Zacchaeus was a wee little man *(Hold out hand at a short height)*

And a wee little man was he *(Hold out hand at a short height)*

He climbed up in a sycamore tree *(Pretend to climb a tree)*

For the Lord he wanted to see *(Hold hand over eyes and peer around)*

When the Savior passed that way *(March in place)*

He looked up in the tree *(Look up)*

(Say, don't sing) And he said, "Zacchaeus, you come down, *(Wag your finger)*

For I'm going to your house today! *(Point to the side)*

For I'm going to your house today!" *(Point to the side)*

Zacchaeus was a wee little man *(Hold out hand at a short height)*

But a happy man was he *(Point to your smile)*

For he had seen the Lord that day *(Point up)*

And a happy man was he *(Point to your smile)*

A very happy man was he *(Point to your smile)*



LESSON 1

God Makes Everything

BIBLE PASSAGE

Genesis 1:1–2:3

KEY POINT

God made everything.

PRINTABLES

Download craft pages and coloring sheets.



SUPPLIES

Lesson 1 coloring page, copied (one for each child); Lesson 1 craft template, copied and cut out (one set of pictures for each child); glue sticks; crayons; marker (See Craft section for details.)

WELCOME & FREE PLAY

10 minutes

Welcome each child, make sure they have a name tag, and ensure their parent or caregiver has signed them in. Ask for any special instructions or allergies. Invite the children to play with the classroom toys you have ready for them. Have paper and crayons out on the table, ready for children to color if they want to. Write names on coloring papers.

STORY CIRCLE

15 minutes

Gather the children in a circle. If some aren't willing to sit, don't worry. As you continue this structure through the year, they'll learn to sit—at least for a few minutes!

From *The Beginner's Gospel Story Bible*, read story 1, "God Makes Everything" (pp. 2–7). As you read, hold up the book for all to see the pictures (pp. 3–5). Ask for volunteers to identify what the pictures show. Pause as you read to ask questions like these:

- Who made the sky and water? The sun and moon? The trees? Fish? Goats? Monkeys?
- Who made you?
- What were the names of the first two people? *Adam and Eve*.

- What did God use to make everything? *Just his words.*
- What is your favorite thing God made?

SING

5 minutes

Music and movement are important for this age group, so make the singing time active. Lead the class in singing and doing hand motions for several songs. “My God Is So Big” is a good song for this lesson (see the song lyrics at the end of the curriculum introduction). For a more active music time, lead the class in marching or dancing to songs and/or have shakers and bells available.

SNACK & MEMORY WORK

10 minutes

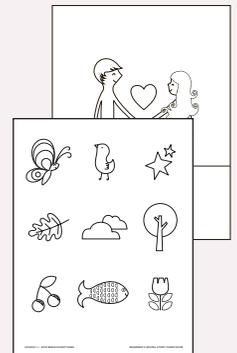
Have the children sit at the table for a snack. While they’re eating, go over Questions 1 through 3 in *Big Thoughts for Tiny Tots*. After the children learn the questions and answers, help them learn the key verse that corresponds to each question.

CRAFT

15 minutes

Supplies: Lesson 1 coloring page, copied (one for each child); Lesson 1 craft template, copied and cut out (one set of pictures for each child); glue sticks; crayons; marker

Cut out each item from the template before the lesson. Have children color the pictures and the coloring page. Help them glue the pictures on the coloring page. Write at the top of each craft: “God made everything.” Don’t forget to help the children write their names on their crafts.



CLOSING PRAYER

5 minutes

Ask, “What is your favorite thing God made?” Invite the children to fold their hands and bow their heads. Pray thanking God for making all the children’s favorite things.

FREE PLAY

until pick up

Have classroom toys and a selection of picture books available to occupy children until they are picked up.

 PRINTABLE COLORING AND CRAFT PAGES AVAILABLE



LESSON 2

Adam and Eve Disobey

BIBLE PASSAGE

Genesis 2:4–3:24

KEY POINT

Adam and Eve disobeyed God.

PRINTABLES

Download craft pages and coloring sheets.



SUPPLIES

Lesson 2 craft template, copied and cut out (one complete set for each child); glue sticks (See Craft section for details.)

WELCOME & FREE PLAY

10 minutes

Welcome each child, make sure they have a name tag, and ensure their parent or caregiver has signed them in. Ask for any special instructions or allergies. Invite the children to play with the classroom toys you have ready for them. Have paper and crayons out on the table, ready for children to color if they want to. Write names on coloring papers.

STORY CIRCLE

15 minutes

Gather the children in a circle on a rug, or have a stack of individual rectangular rug samples for the children to arrange in a circle. If some aren't willing to sit, don't worry. As you continue this structure through the year, they'll learn to sit—at least for a few minutes.

Toddlers and preschoolers are learning to understand and identify their emotions. The story of Adam and Eve's first sin brought great pain and sadness into the world. Before you read, ask the children to show you a sad face, and invite them to share what makes them sad.

From *The Beginner's Gospel Story Bible*, read story 2, "Adam and Eve Disobey" (pp. 8–13). As you read, pause to ask the following questions:

- **How did God show that he loved Adam and Eve?**
- **What rule did God give to them?** *Not to eat from the one tree.*
- **Who is Satan?** *God's enemy.*
- **What did Satan look like when he entered the garden?** *A tricky snake.*
- **What did the snake say to Adam and Eve?** *He told lies. He said, "God's rules are silly."*
- **Why did Adam and Eve disobey God?** *Because they listened to Satan, and the fruit looked yummy.*
- **Can you think of a time you disobeyed? Does God still love us when we disobey? Yes!**
When we disobey, Jesus brings us back to God.

SING

5 minutes

Music and movement are important for this age group, so make the singing time active. Lead the class in singing and doing hand motions for several songs. "Obedience Is the Very Best Way" is a good song for this lesson (see the song lyrics at the end of the curriculum introduction). For a more active music time, lead the class in marching or dancing to songs and/or have shakers and bells available.

SNACK & MEMORY WORK

10 minutes

Have the children sit at the table for a snack. While they're eating, go over Questions 1 through 3 in *Big Thoughts for Tiny Tots*. After the children learn the questions and answers, help them learn the key verse that corresponds to each question.

CRAFT

15 minutes

Supplies: Lesson 2 "Emotions" template (one for each child); "Faces" craft template cut apart (one copy for each child); glue sticks

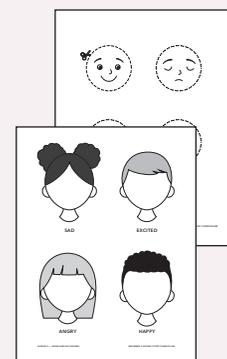
Before class, cut out the faces. Have children paste the faces on the worksheet with the matching description of the emotion.

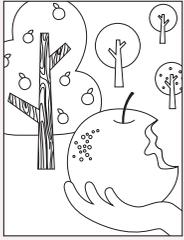
Ask the children, "How did Adam and Eve feel after they disobeyed?" (*Sad.*) "How did God feel?" (*God was sad, too.*)

CLOSING PRAYER

5 minutes

Ask, "How does God want us to feel about obeying him?" *Happy. He wants us to believe that his way is right.* Invite the children to fold their hands and bow their heads. Pray: "God, help us to feel sad about sin. Help us to feel happy about obeying you. Amen."





FREE PLAY

[until pick up](#)

In addition to classroom toys and/or a reading circle, have the lesson coloring page and crayons available for children interested in coloring.

PRINTABLE COLORING
PAGE AVAILABLE



LESSON 3

God Sends a Rainbow



SUPPLIES

Lesson 3 craft template, copied and cut apart (one set of pictures for each child); **white paper plates** (one for each child); **4-in. brown paper squares** (one for each child); **stapler**; **marker** (See Craft section for details.)

WELCOME & FREE PLAY

10 minutes

Welcome each child, make sure they have a name tag, and ensure their parent or caregiver has signed them in. Ask for any special instructions or allergies. Invite the children to play with the classroom toys you have ready for them. Have paper and crayons out on the table, ready for children to color if they want to. Write names on coloring papers.

STORY CIRCLE

15 minutes

Gather the children in a circle on a rug, or have a stack of individual rectangular rug samples for the children to arrange in a circle. If some aren't willing to sit, don't worry. As you continue this structure through the year, they'll learn to sit—at least for a few minutes.

Toddlers and preschoolers are beginning to identify colors. Before you read the story, turn to the picture of the rainbow on page 19 in *The Beginner's Gospel Story Bible*. Ask the children to name the colors in order.

BIBLE PASSAGE

Genesis 6–9
1 Peter 3:18–22

KEY POINT

God always keeps his promises.

PRINTABLES

Download craft pages and coloring sheets.



Say, “Today we’re going to read a story about how God put a rainbow in the sky to help us remember his promise.”

From *The Beginner’s Gospel Story Bible*, read story 3, “God Sends a Rainbow” (pp. 14–19). As you read, pause to ask the following questions:

- **How did God feel about all the bad choices people were making?** *Sad.*
- **What did God plan to do about the people’s disobedience?** *God planned to cover the world with water. He planned to start over with one family.*
- **What did God tell Noah to do?** *Build a gigantic boat—an ark.*
- **The rain fell for forty days and nights. Did God forget about Noah?** *No. He kept Noah safe in the ark.*
- **After the flood, what promise did God make?** *God said, “I will never flood the earth again.”*
- **Can you name some of God’s promises?**

SING

5 minutes

Music and movement are important for this age group, so make the singing time active. Lead the class in singing and doing hand motions for several songs. For a more active music time, lead the class in marching or dancing to songs and/or have shakers and bells available.

SNACK & MEMORY WORK

10 minutes

Have the children sit at the table for a snack. While they’re eating, go over Questions 1 through 3 in *Big Thoughts for Tiny Tots*. After the children learn the questions and answers, help them learn the key verse that corresponds to each question.

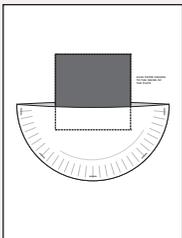
CRAFT

15 minutes

Supplies: Lesson 3 craft template, copied and cut apart (one set of pictures for each child); white paper plates (one for each child); 4-in. brown paper squares (one for each child); stapler for the teacher; marker

Before the lesson, cut each paper plate in half then staple the halves together on the round sides to form a pocket. Also, precut the brown paper squares and the template. Have children glue the bottom edge of the brown square onto the back side of the pocket to make an ark. Encourage the children to use the cutouts of Noah’s family and the animal pairs to retell the story. The cutouts can be stored in the ark-pocket for children to carry home.

Write on the front of the paper-plate pocket: “God always keeps his promises.”



CLOSING PRAYER

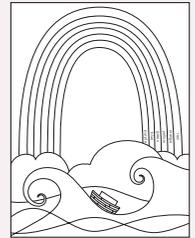
5 minutes

Ask, “What promise did God make to Noah? What promise has he made to us?” After the children answer, invite them to fold their hands and bow their heads. Pray, praising God that he always keeps his promises.

FREE PLAY

until pick up

In addition to classroom toys and/or a reading circle, have the lesson coloring page and crayons available for children interested in coloring.



PRINTABLE COLORING
PAGE AVAILABLE



THE
BEGINNER'S

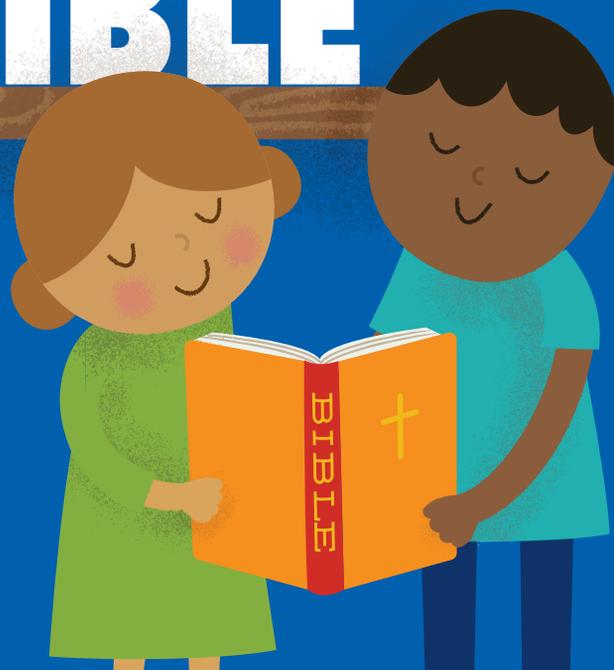
GOSPEL



STORY
BIBLE

Jared Kennedy

Illustrated by
Trish Mahoney



STORY 1
God Makes
Everything

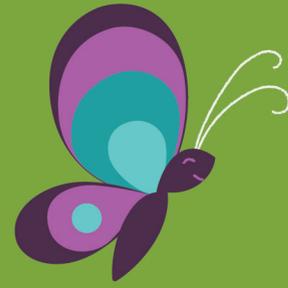
Genesis 1:1—2:3

Once there was no sky, no trees, and no animals.
The world was empty like a blank piece of paper.

Then
**God made
everything.**

God didn't use crayons or stickers like we do when we make things. God used only words. He said, "Let there be sky and water, land and plants, sun and moon."

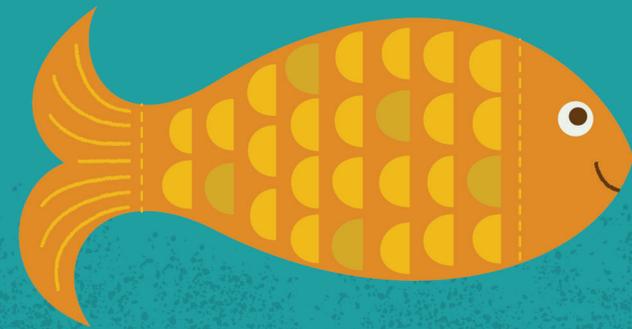




God made trees and hills for climbing. He made lakes and oceans for swimming. He made nuts and raspberries and apples and everything good to eat.

Then God made all of the animals. Birds to fly in the clouds. Fish to swim in the water. Goats to climb on the mountains. Monkeys to swing in the trees.

God looked at what he had made and he said,



"This is good."

God wasn't done. He saved his most special creation for last.
Do you know what was missing? Us.
There were no mommies and daddies. No sisters and brothers.
No friends.



1
man

His name was Adam.

1
woman

Her name was Eve.

Do you know how
many people God
started with?
Just 2.

God made Adam and Eve
to be like him.

**What is your favorite
thing God has made?**

God made everything.
He was happy with the world
he made. He wants you to
enjoy it too.

STORY 2

Adam and Eve Disobey

Genesis 2:4—3:24

God gave Adam and Eve a big garden filled with trees that had delicious fruit. God showed Adam and Eve that he loved them very much. He gave them one rule to obey so they could show God they loved him too.

“You can eat fruit from any of the trees in the garden except **THIS** one,” said God.

“If you eat fruit from **THIS** tree, you will die.”

Now God has an enemy. His name is Satan.
Satan came into the garden looking like a tricky snake.
He lied to Adam and Eve.



**"God's rules
are silly,"**
Satan said.

"You won't die if you eat this fruit. You will
be wise and happy like God."



Adam and Eve forgot
that God loved them.
Eve listened to Satan.

The fruit looked yummy, so she
ate some. She gave it to Adam
who ate some too.

Oh no!

Adam and Eve disobeyed God.

Before, they were glad to see God and talk with him, but now they were afraid of God.

It was sad.

God said,
"Life will be hard, and
one day you will die."

Because they
disobeyed, they could
not live with God in
the garden anymore.



But God still loved Adam and Eve. He made a promise they would live with him again. God said, "I will send you a Savior. He will fight against my enemy Satan. The Savior will bring you back to me."

**Can you think
of a time you
disobeyed?**

We all disobey God,
but Jesus still loves us.
Jesus is the Savior
God promised. Jesus
fights against all evil
and sin.



When we disobey,
Jesus brings us back
to God.



STORY 3
God Sends
a Rainbow

Genesis 6—9
1 Peter 3:18–22

Adam and Eve had children, and their children had children.



Instead of doing what God said was right, all those children did what they wanted all the time.



Now the
whole world
was in trouble.



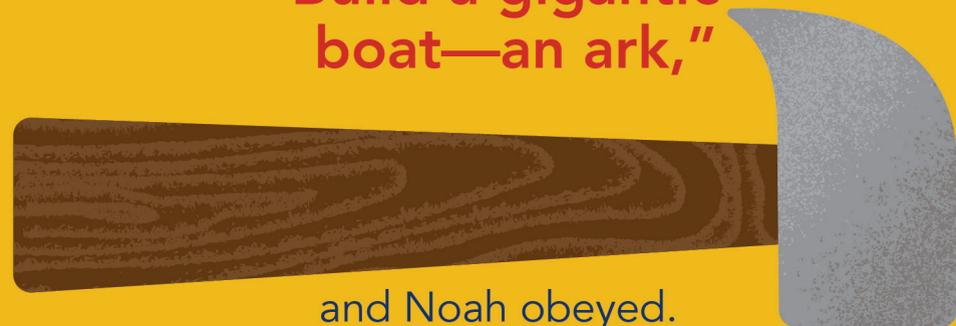
God was sad because of all the bad choices people were making. God said, "I will cover the world with water. I'll start over with one family."

God chose Noah and his family.

God said to Noah,



**"Build a gigantic
boat—an ark,"**



and Noah obeyed.

God told Noah to put two of each kind of animal in the ark.



So in went lions and lizards, beavers and bears, dogs and donkeys, and all kinds of other animals too! Then God told Noah's family to get inside the ark. At last God shut the door.



The rains came. A flood came.

It rained forty days and nights.

Water was everywhere.

But God didn't forget about Noah, his family, and the animals. God remembered. He kept Noah safe in the ark.

Finally God made the rain stop.
All the water drained away.

Sssluuuurrrrp.

The flood was gone.
God made a promise to Noah:
"I will never flood the
whole world again."
Hooray!

God always keeps his promises.



Look at the sky.
What do you see?
It's a rainbow.
God put a rainbow
in the sky to help
Noah remember
God's promise.

Can you remember some of God's promises?

God promised to keep his children safe with Jesus
just like Noah and his family were safe in the ark.



BIG Thoughts for Tiny Tots

JARED KENNEDY Illustrated by TRISH MAHONEY



QUESTION 1
Who made the world?

ANSWER 1
God did. He made

EVERYTHING!

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



QUESTION 2

What else did God make?

ANSWER 2

God made people like
YOU and ME!

"So God created human beings in his own likeness."
Genesis 1:27 NIV





QUESTION 3

Why did God make you and the world?

ANSWER 3

To show how

GOOD

and

GREAT

he is!

"The heavens declare the glory of God."

Psalm 19:1