

Bible Explorers

3rd/4th/5th Grade

Sunday School Curriculum

Waters Memorial United Methodist Church

Curriculum Overview

Teaching should be
such that what is
offered is perceived
as a valuable gift and
not a hard duty.

Albert Einstein

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Let all things be
done decently and in
order.

1 Corinthians 14:40

Curriculum Overview

First Year

The Books of Moses
Genesis
Exodus
Leviticus
Numbers
Deuteronomy

The Historical Books
Joshua
Judges
Ruth
I Samuel
II Samuel
I Kings
II Kings
I Chronicles
II Chronicles
Ezra
Nehemiah
Esther

The Poetical Books
Job
Psalms
Proverbs
Ecclesiastes
Song of Solomon

Curriculum Overview

Second Year

The Prophetical Books

Isaiah
Jeremiah
Lamentations
Ezekiel
Daniel
Hosea
Joel
Amos
Obadiah
Jonah
Micah
Nahum
Habakkuk
Zephaniah
Haggai
Zechariah
Malachi

The Four Gospels

Matthew
Mark
Luke
John

The Acts

Curriculum Overview

Third Year

The Epistles

To the Romans

I Corinthians

II Corinthians

Galatians

Ephesians

Philippians

Colossians

I Thessalonians

II Thessalonians

I Timothy

II Timothy

Titus

Philemon

To the Hebrews

Epistle of James

I Peter

II Peter

I John

II John

III John

Jude

The Apocalypse

Revelation

Bible Explorers Motto

Learning about the Word through Study and Service.

Daily Routine

9:45 am Sunday School service begins

10:05 am Sunday School class begins

10:45 am Sunday School class dismissed

Daily Routine

40 Minutes

- | | |
|---------|--|
| 2 min. | morning jobs, get settled, light candle, morning prayer |
| 5 min. | check in with service project |
| 2 min. | Bible verse recitation |
| 10 min. | storytelling/discussion time |
| 15 min. | handwork, music, drama OR art project
(relevant to passage & story being studied) |
| 5 min. | assign new Bible verse for memorization |
| 2 min. | clean-up jobs, blessing, blow out candle |

Morning Prayer

Bless us in Thy service, O Lord. Amen.

Classroom Jobs

Morning Jobs

Coat Check

Take Attendance

Clean-Up Jobs

Pack Up Supplies

Put Away Student Work

Wipe Down Table

Substitute Teacher Information

Daily Routine

Part One

When children come in, greet them at the door and shake each child's hand.

The children then check the job chart for their jobs (changed periodically) and the children assigned to coat check will take and hang up each child's coat. The children assigned to attendance will take the popsicle stick for each child present and put it in the mug. These are used to call on children in rotation and make sure no child has been left out. Sticks for children who are absent remain on the attendance book. If there are guests, each guest gets a stick with their name on it in the mug (children may write their own name on their sticks – blank sticks are in the Attendance drawer).

The remaining children may choose a book from the book box to read.

When all children have arrived, mark those present and absent in the attendance book and remove clothespins for those children absent from the job chart. If necessary, rearrange the job chart so that all jobs are filled. Guests do not have jobs.

Light the candle in the angel candleholder and say the morning prayer in unison.

Part Two

Have the children report on updates to the service project. Add new information to the whiteboard (the whiteboard is for Service, the bulletin board is for Study).

Part Three

Children recite the Bible verse assigned last week for homework (this will be hanging next to the cursive handwriting poster) in unison. The New International Version of the Bible is used (there are copies of this in the Teacher Materials cabinet). Each child who has successfully memorized the assigned verse gets a gold star on the chart (this is on the wall to the left of the white board – the set up of the classroom mirrors the daily routine and you will simply move around the room in a counter-clockwise direction [from where you stand facing the door]). Any child who you feel does not know the verse may be asked to recite it independently. Guests are exempt from knowing the Bible verse.

Children who do not know the verse are given the opportunity to come to you and recite it later. You may have children who wish to recite a verse from a previous week to earn their gold star. The verse assigned each week is written on the chart.

Part Four

For storytelling/discussion time, use the information provided in the lesson plans for each day to guide you in what section of the Bible is being studied and key questions for discussion. If a child goes off topic, or asks a question which you are uncomfortable answering, write the question on the clipboard (labeled Topics for Future Discussion). For discussion times you may choose to leave the students at the table or allow them to split up in small groups and sit on the floor. Make random groupings of children by using the popsicle sticks. You may also use the sticks to make sure that you are calling on each child equally – move them out of the mug and onto the counter as you call on each child, then refill the mug once all sticks have been used – or to randomly call on a student in the middle of the discussion. This helps keep all students paying attention.

Part Five

If you are unfamiliar with the activity recommended in the lesson plan for follow-up (art, music, drama, or handwork) give the children additional discussion time or allow them to work on any projects already underway. Student projects may be found in the baskets lining the wall under the windows. Each basket is labeled with a child's name.

Part Six

At the end of project time, homework is assigned. This is always a Bible verse to be memorized. The students do *not* take their projects home with them. The Bible verse to be assigned has already been typed out on a poster and will be with your lesson plans. Remove the poster with last week's homework and hang up the new one. Help children who need assistance finding the verse in their Bibles or who have questions about their handwriting. This is the only time in the day when children are required to use cursive handwriting. They may refer to the chart on the wall. The verse is copied down onto the next page in the student workbook. For children who have forgotten their workbook, provide them with a sheet of blank paper. It is important that the children put their very best work in their workbooks so give the children plenty of time to copy the verse neatly.

As each child finishes, the clean-up jobs on the job chart will kick in. As before, the children will know what to do. The first set of students will pack up the supplies used in the project and put them away in the supply cabinets. The second set of students will carefully take the student work and set it either on the counter (if it is something which needs to dry, like artwork) or in the work baskets. Finally, the table is wiped down with paper towels and the spray bottle of water. The remaining children may choose a book from the book basket to read during the transition.

Part Seven

To dismiss the class, all materials must be cleaned up and put away neatly. Then the entire group of students recites the blessing (located by the door) and then you will blow out the candle. Then stand at the door to say good-bye to each student.

Before You Leave

Make sure the information in the attendance book has been sent down to the front office.

Replace clothes pins on job chart.

Make notes about what went well, what you would change, and specific concerns about students in the journaling pages following the lesson plan.

Address a "We Missed You!" postcard for each child who was absent (using the student information cards in the envelope in the Attendance drawer), write down the Bible verse assigned for homework, and drop them off at the front office to be mailed.

THANK YOU!

Substitute Teacher Information

Bathroom Breaks

Bathroom breaks are not allowed due to the shortness of the class session. However, a child may leave the room in case of an emergency. So that you always know which child is out of the room in case of a fire move the child's clothespin to the Out of the Room sign right by the doorway.

Fire Drills

In case of a fire drill or actual fire, have the children line up at the door quickly and silently. Take all the clothespins of children who are there that day (from the job chart and Out of the Room sign) and place them along the edge of your clipboard. Walk the children outside to a safe distance from the building (facing away from the building, in case a window should explode) and call each child's name to make sure they have stayed with the group. Locate someone immediately if you had a child out of the room and give them the clothespin with the child's name.

Red and Yellow Flags

Our classroom time moves very quickly and there is little time for boredom to set in. However, in a situation where you need to discipline a child, you may throw a "yellow flag" (this is similar to soccer) for a warning. Give the child one verbal reminder that he or she is acting inappropriately. The second time, simply place the flag in front of them without speaking. If the child continues to misbehave, give them a red flag which means they have to leave the group. You can do this by having the child stand in the corner and have time to calm down or by removing them from the room (contact another teacher for assistance or use your classroom aide who will leave the room with the child). The 1st/2nd grade teachers are across the hall. You should not send a child out of the room completely unattended.

When you move on to the next part of the daily schedule, flags are lifted and the child is given the chance to try again.

Please write down any students who have given you trouble, what they did, and the time of day at which it happened in the journaling pages at the end of the lesson.