

During Opening time, you will:

1. Sing 2 songs from Conscious Discipline
2. Do breathing exercises
3. Review the classroom rules
4. Identify those who are absent
5. Pray for those who are absent and for your classroom that day.

Throughout the day, you must read at least 2 books to the class. Great times to do that are while the lunch is being put out, nap time is starting, or at the end of the day. Incorporate God into all aspects of the curriculum throughout the day!

During large group, always start with breathing and pictures of the child's looking eyes, listening ears, and so on... Use the feelings faces from Conscious Discipline and talk about the different feelings we can feel. Talk about how God gave us our feelings and we should be helpful with our feelings.

GINGERBREAD MAN - FOURS

Monday:

Small Group:

Lesson intent: Explores and manipulates art media, Tries new foods before deciding whether he/she likes them Recognizes different types of food

Items you will need -

- Icing
- Gingerbread man shaped cookies
- Sprinkles
- Candies
- Spoons
- Plates
- Marker



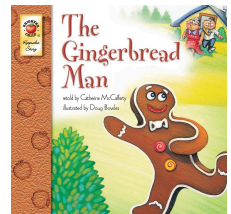
Buy cookies ahead of time. Little Debbie's gingerbread men work great. Work with children 5 at a time at the tables. Give each child a cookie, a spoonful of icing, some candy and sprinkles on a labeled plate. Discuss how God made us. After they have decorated, let them eat their creation.

Large Group:

Lesson intent: Assumes various roles in dramatic play situations, Shows enjoyment of books and stories and discussion of them, Understands that print conveys a message, Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration), Demonstrates phonological awareness (hearing and recognizing the sounds of language), Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar, Uses words to communicate ideas and feelings

Items you will need -

- "The Gingerbread Man" by Karen Schmidt



Bring the children to the large-group area of the room. Ask the children to imagine themselves as a cookie. Ask them to describe the kind of cookie they would like to be. Show the children the book. Ask "How many words are in the title?" Clap the number of words in title. Introduce the book by looking at the cover and questioning what the children think the book may be about. Listen and interact with the children for a few minutes. Encourage children to chime in and help 'read' the verse, "Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man" with you each time it is in the story. Begin reading "The Gingerbread Man"

by Karen Schmidt. As you are reading review the trail of characters that are running after the man, pause briefly to encourage children to recall their names.

Bible:

Bible Story: "A Surprise for Mary"

Verse: Luke 2:14

Items you will need -

- Copy of the Bible story
- Copy of the Bible picture
- Copy of the memory verse page
- Chairs
- Music
- Print out of questions

Ahead of time put chairs in a circle and tape bible story to one of the chairs. Bring people to the large group area of the room. Talk through bible story and ask children to go to chairs. Once students are around the chairs explain to them that you are going to play some music and when the music stops they have to sit in the chair next to them. Whoever lands in the chair with the bible story ask one of the following questions to. Repeat process until all questions have been answered.

You can do this multiple times throughout the week to give each student a chance to answer a question. Teach the memory verse. Pray.

A Surprise for Mary

Luke 1:26-56

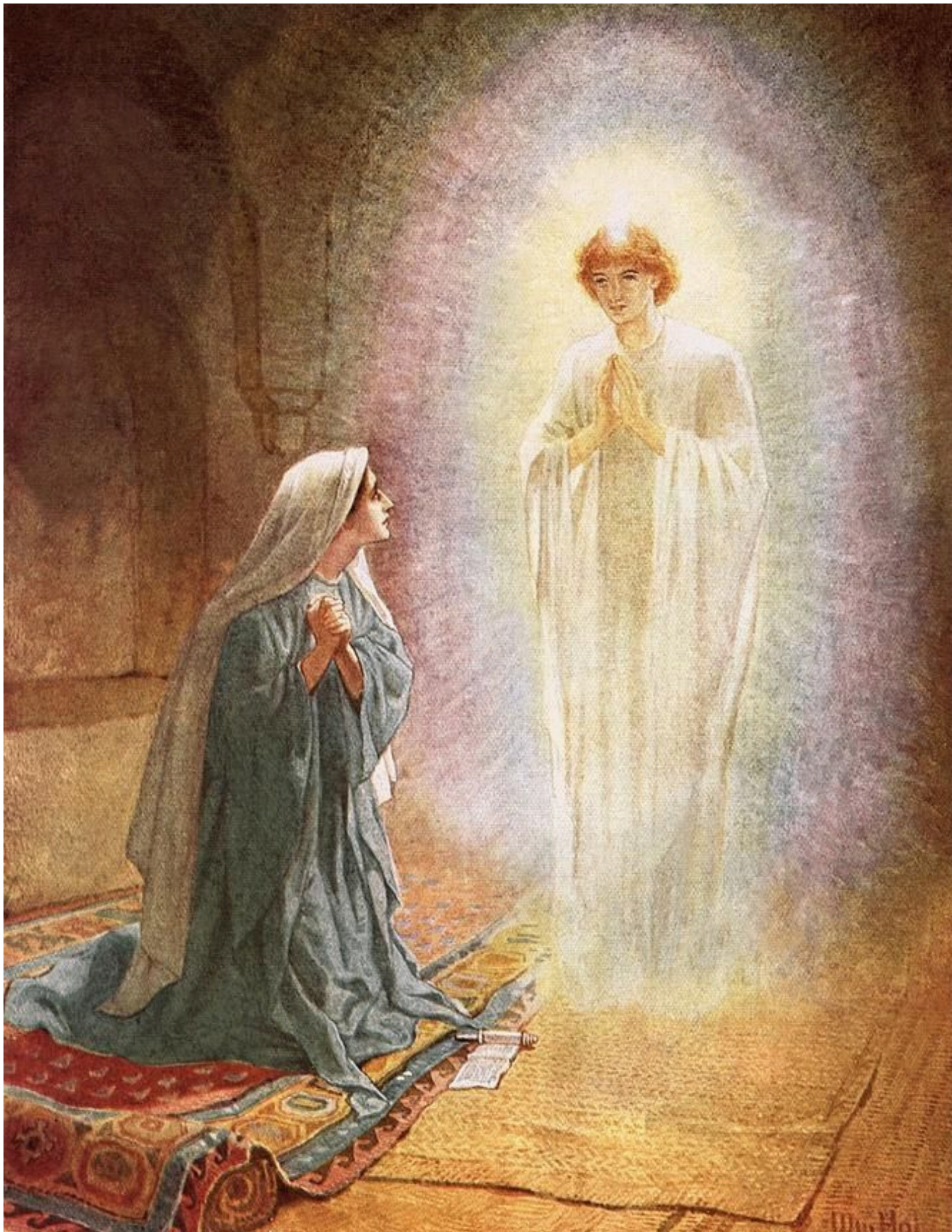
Mary was a young girl who lived in a town called Nazareth she was engaged to marry a man named Joseph.

God sent an Angel to Mary telling her that she would have a very special baby and that His name would be Jesus.

Mary was so surprised but she was so happy. She told the angel "I am the Lord's slave, may it be done according to your word."

After the angel left her she went to visit her cousin Elizabeth. Elizabeth was happy too and told Mary that God loved her.

Mary stayed with her cousin Elizabeth for the next three months.



Luke 2:14



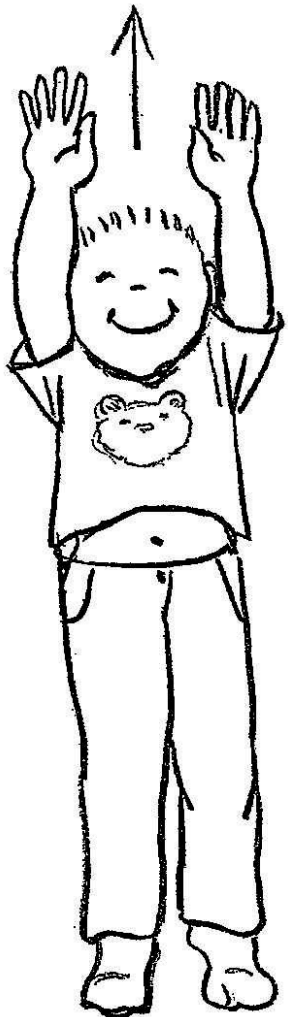
Glory

*(Lower hands from sky,
wiggling fingers slowly.)*



to God

(Point to God.)



in the highest.

*(Standing on tiptoes, stretch arms
as high as you can.)*

Bible activity questions

- What's the first thing you might think if you saw an angel? (I'd be scared; I would wonder if it was a dream.)
- How do you think Mary might have felt after hearing the angel's message? (Excited; happy to be chosen; curious about how it would happen; scared.)
- Do you think you would have agreed to do what the angel said as Mary did? Explain. (Yes, I'd do what God wanted me to do; no, I might have said, "Let me think this over first.")
- Why do you think God chose Mary to be Jesus' mother? (Because she followed God; because she was nice; God knew she'd make a good mother.)
- Why do you think God chose Joseph to act as Jesus' father? (Because he was a kind man; because God trusted him.)

GINGERBREAD MAN - 4's

Observation Sheet

Monday

Activity: Decorate Gingerbread Cookies

Objectives: Ahead of time, buy gingerbread cookies. (Little Debbie's gingerbread men work great for this activity) At this time, you will work with children 5 at a time at the tables. Each child will receive a cookie, a spoonful of icing, some candy and sprinkles on a labeled plate. During this activity, discuss with students how God created us. After they have decorated, let them eat their creation.

Developmental Guidelines:

1. Students explore and manipulate art media.
2. The student tries new foods before deciding whether he/she likes them.
3. The student recognizes different types of food.

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GINGERBREAD MAN - Fours

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Tuesday:

Small Group:

Lesson intent: Shows enjoyment of books and stories and discussion of them, Understands that print conveys a message, Demonstrates an interest in using writing for a purpose, Uses known letters or approximation of letters to represent written language, Engages in two-way conversation with children and adults

Items you will need -

- Copies of the "Oh No, Too Slow!" page -
- 1 per child
- Gingerbread cookie - one per child -
- Little Debbie's work great
- Crayons
- Marker
- Glue
- Copies of the gingerbread man - 1 per child
- scissors



Work with children 3 at a time at tables. Give each child a copy of the "Oh No, Too Slow!" page and a gingerbread man cookie. Also provide crayons. Have the child take a bite of his gingerbread cookie and then dictate a word or words to complete the sentence to you. Have them cut out the gingerbread man, color it, tear the part that they ate off, and glue it to page to illustrate their story. Let them enjoy the rest of their cookie.

Large Group:

Lesson intent: Shows curiosity and desire to learn, Shows enjoyment of books and stories and discussion of them, Demonstrates knowledge of how to use a book, Demonstrates visual discrimination and visual memory skills, Makes comparisons (scientific process: comparing)

Items you will need -

- "Gingerbread Friends" by Jan Brett
- 4 colorful copies of the house pattern
- Copy of the gingerbread man pattern -colored
- Tape
- Poster board with the following words written on it:
Gingerbread Man,

GINGERBREAD MAN - 4's

Observation Sheet

Tuesday

Activity: "Oh No, Too Slow!" Gingerbread Cookie Story

Objectives: During this activity, with children 3 at a time at tables. Give each child a copy of the "Oh No, Too Slow!" page and a gingerbread man cookie. Be sure to provide students with some type of coloring utensils (colored pencils, markers, or crayons). Have the student take a bite of his gingerbread cookie and then dictate a word or words to complete the sentence to you. Have them cut out the gingerbread man, color it, then tear the part that they ate off, and glue it to page to illustrate their story. Afterwards, let them enjoy the rest of their cookie.

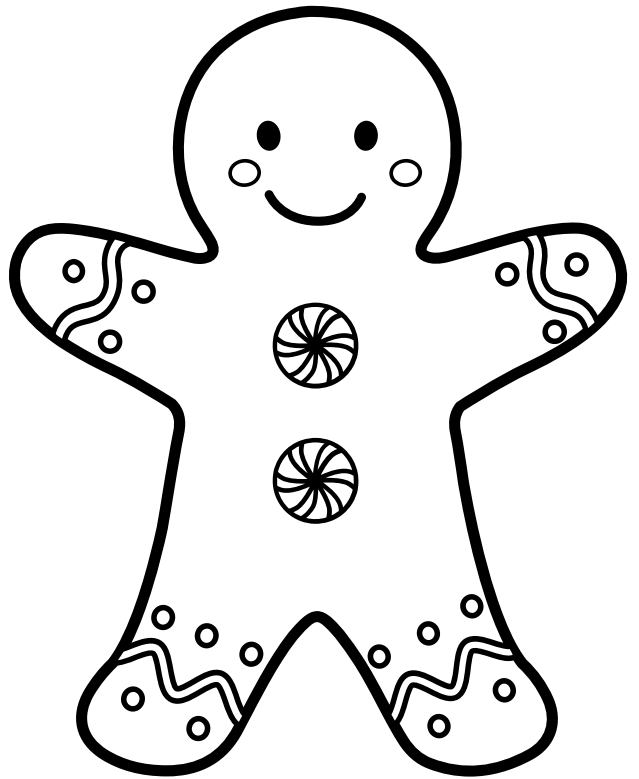
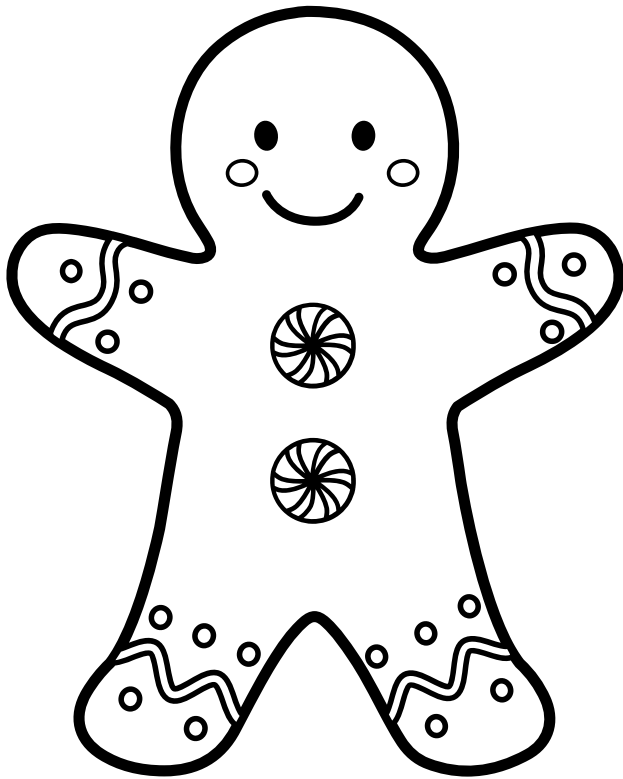
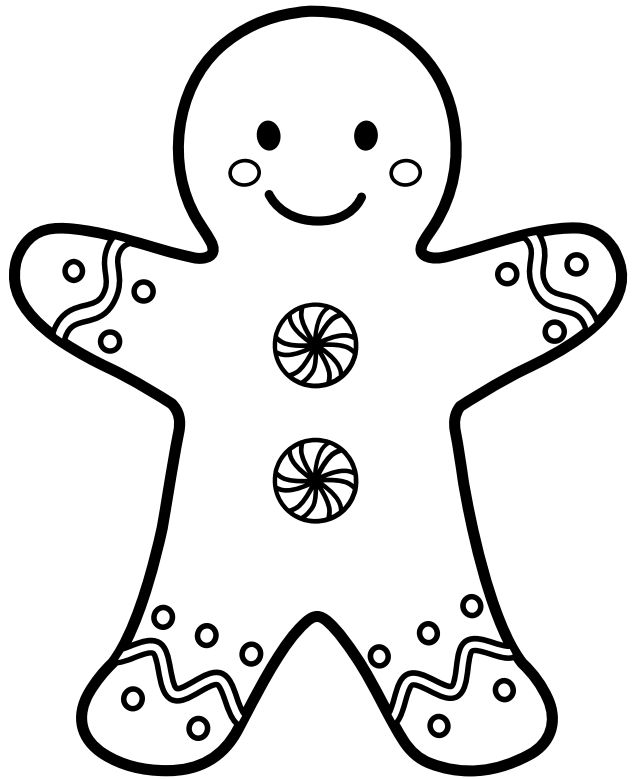
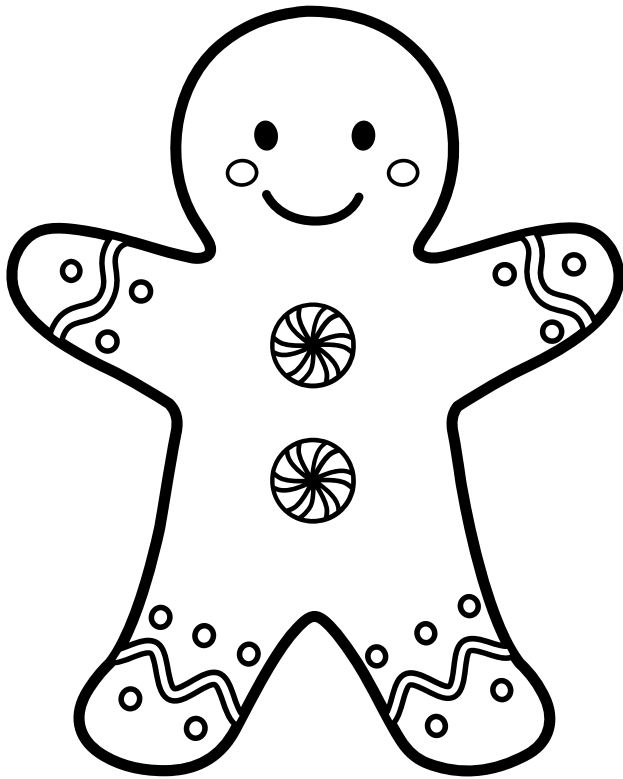
Developmental Guidelines:

1. The student shows enjoyment of books and stories and discussion of them.
2. The student understands that print conveys a message.
3. The student demonstrates an interest in using writing for a purpose.
4. The student uses known letters or approximation of letters to represent written language.
5. The student engages in two-way conversation with children and adults

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GINGERBREAD MAN - FOURS

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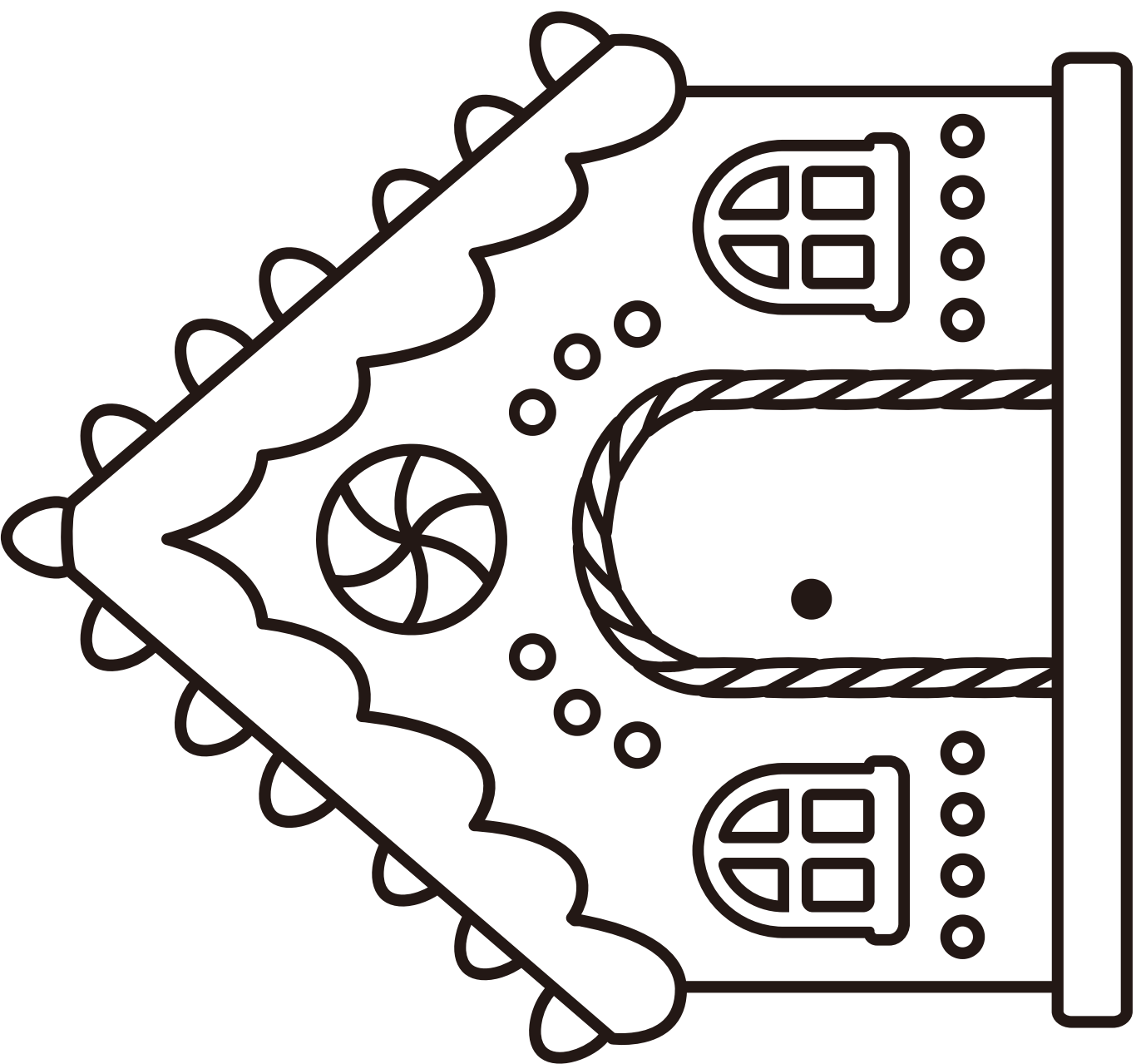
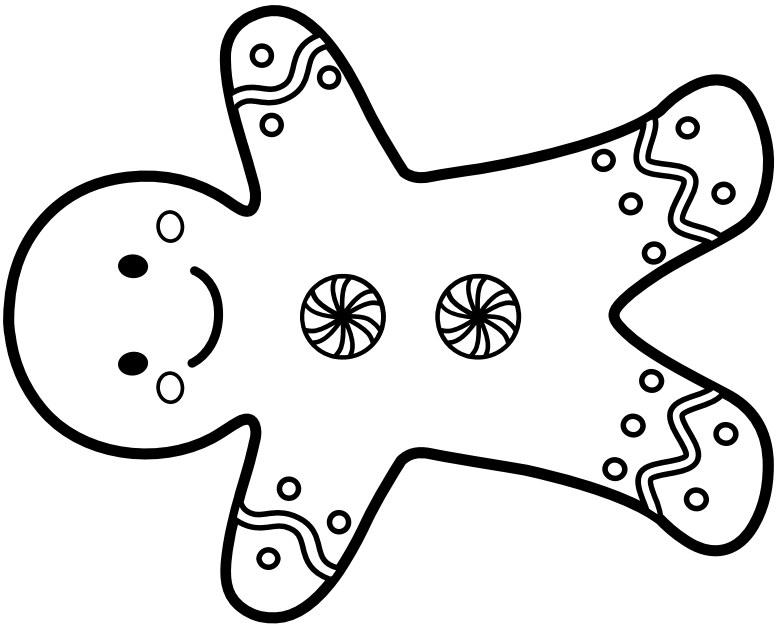




Oh No, Too Slow!



I ran faster than the
Gingerbread Man could!
I nibbled his _____ ,
and it sure tasted good!



Wednesday:

Small Group:

Lesson intent: Estimation, Demonstrates one-to-one correspondences, Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration), Makes comparisons (scientific process: comparing)

Items you will need -

- Miniature marshmallows
- Copies of the gingerbread man – one per child



Work with children 3 at a time at a table. Give each child a copy of the gingerbread man and a handful of marshmallows. Have each child predict how many marshmallows it will take to go around the perimeter of the gingerbread man. Record the answer in the blank. Let the children lick and stick the marshmallows around the perimeter. When finished, have them count how many it actually took. Record that answer in the blank and talk with them about the difference between the two numbers. Remind the children that God gave us our tongue and made it in a way that allows us to taste.

Large Group:

Lesson intent: Enjoys experimenting and problem-solving with ideas as well as the concrete materials, Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing), Applies information or experience to a new context (scientific process: applying), Identifies body parts and understands their functions, Participates in songs, finger plays, rhyming activities, and games, Uses language to problem solve

Items you will need -

- "Gingerbread Baby" by Jan Brett
- Paper sack
- A mixing spoon
- A mixing bowl
- A box of gingerbread mix or sack of sugar
- Gingerbread man cookie cutter
- Marker
- Poster board with the following words written on it:
What's in the bag?
Let's take a look.

A [spoon] is a clue
About our book!

Ahead of time, place in a paper sack the following clues about the story: a mixing spoon and bowl, a box of gingerbread mix (or a sack of sugar), and a gingerbread man cookie cutter. Bring children to the large-group location in the room. Show them the poster board and recite the rhyme, removing the spoon from the sack after the second line. Then invite youngsters to guess what the story might be about based on this clue. Continue in the same way for each remaining clue. Once all the items have been revealed, present the book. Then invite the children to settle in and listen. Begin reading, "Gingerbread Baby" by Jan Brett. Pay close attention to the pictures while you read.

Bible:

Bible Story: "A Surprise for Mary"

Verse: Luke 2:14

Items you will need -

- Person print out
- Pencils
- Craft supplies
- Markers
- Glue
- Scissors
- Construction paper
- Copy of the memory verse



Ahead of time- print the person outline a piece of white paper. Cut out the person shapes. Have the children go to the tables. Give each child a person cutout and a piece of colored paper. Say, "God used Mary, an ordinary young woman, to bring Jesus into this world. God uses ordinary people, even ordinary kids, to do great things for him. You each have an ordinary person—a plain, white paper person. This ordinary paper person represents you, an ordinary person. Go ahead and glue your ordinary paper person to the middle of your piece of paper." (Pause as kids follow instructions) Then say, "There you are, an ordinary person in the middle of an interesting world. Let's add some features to make this ordinary person look more like you. Using the craft supplies, add facial features, hair, clothes, and anything else that would make this ordinary person look more like you." As kids add their unique features, say, "From the minute God created you, you were anything but ordinary. God had plans for the way you would look, act, feel, think, talk, and interact with others. He knows the hairs on your head—in fact, each one has a number! God made every aspect of you unique." Give kids time to finish

adding their features. Then say, "But God has even bigger plans for you than just for your looks, thoughts, and feelings. God wants to use you to do amazing things for him, to encourage others, to help other Christians grow closer to Jesus, and to help people who don't know Jesus have a relationship with him."

Ask:

- What is some extraordinary ways God can use you in your ordinary life? (God can have me invite non-Christian friends to church; I can encourage people when they're feeling down.)
- What is it like knowing that God can use you in amazing ways? (It surprises me; it feels good to know that God is powerful enough to use me.)
- What is some big things God might be preparing you to do for him in the future? (I might become a pastor; God might be preparing me to go to another country to share about Jesus; God might want me to open a shelter for homeless children.)
- Say: On the outside of your person, draw or write ways you can serve God. These can be ordinary ways in your ordinary world, such as at school, with your family and friends, or in your neighborhood. They can also be huge ways to serve God in the future. No one knows exactly how God is going to use him or her, but remember that God can use you in extraordinary ways, so be creative.

Review the memory verse. Pray.

GINGERBREAD MAN - 4's

Observation Sheet

Wednesday

Activity: Marshmallow Estimation

Objectives: During this activity you will work with students 3 at a time. Each student will receive a copy of the gingerbread man and a handful of marshmallows. Have each student predict how many marshmallows it will take to go around the perimeter of the gingerbread man. Record the answer in the blank. Let the students lick and stick the marshmallows around the perimeter. When the student finishes, have them count how many it actually took. Record that answer in the blank and talk with them about the difference between the two numbers. Remind the students that God gave us our tongue and made it in a way that allows us to taste.

Developmental Guidelines:

1. The student uses the skill of estimation.
2. The student demonstrates one-to-one correspondences.
3. The student demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration).
4. The student makes comparisons (scientific process: comparing)

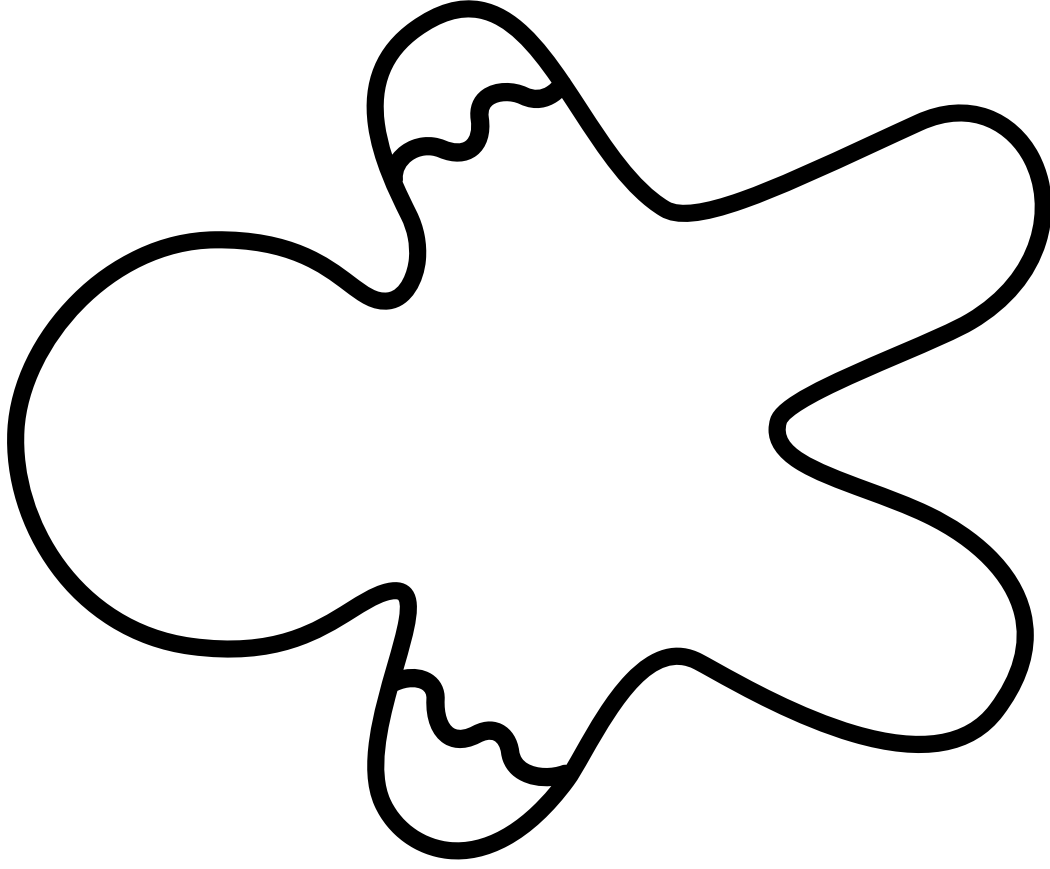
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GINGERBREAD MAN - FOURS

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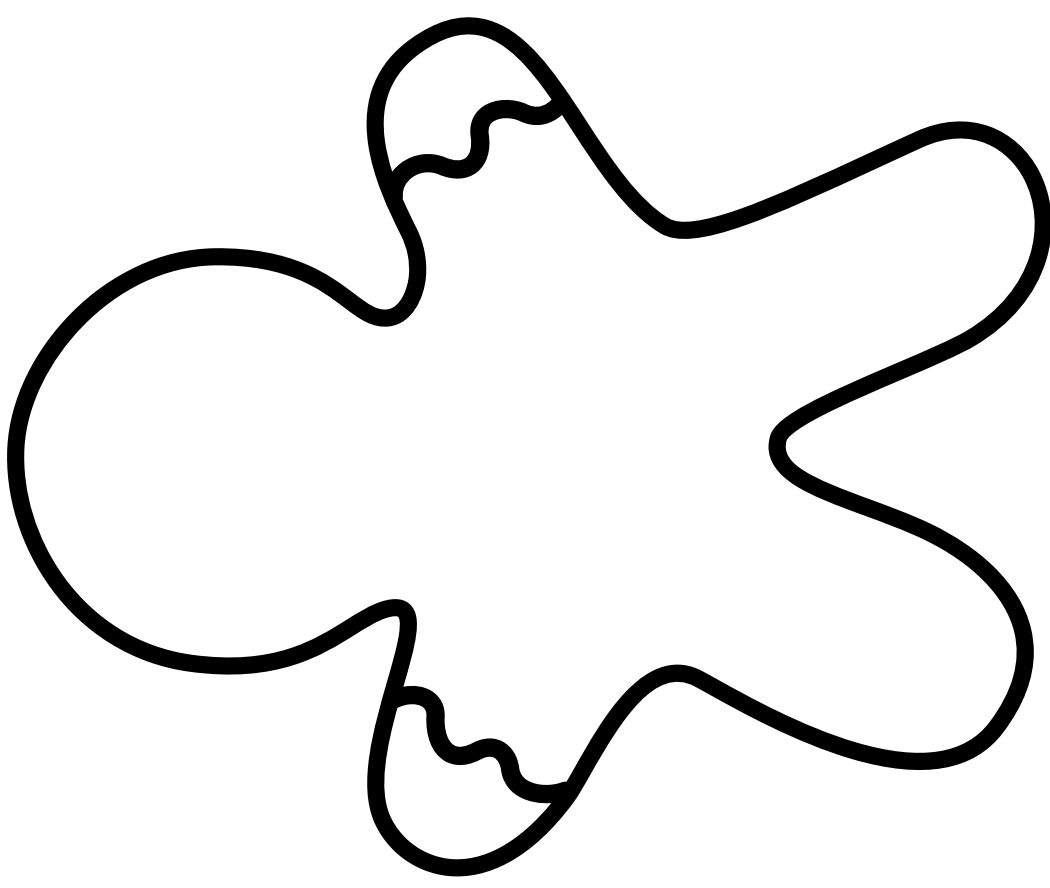
How many marshmallows will it
take to go around the gingerbread man?

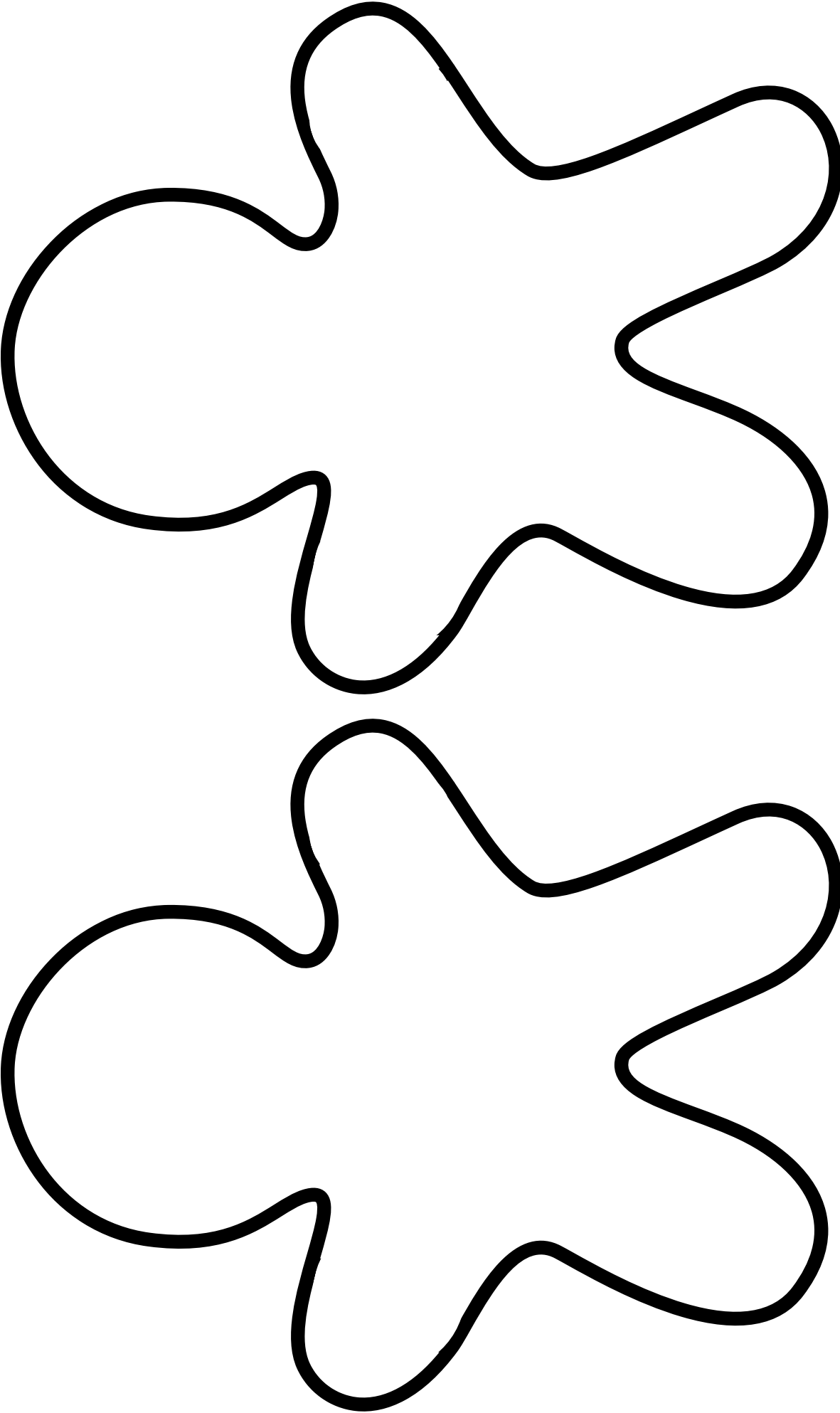
Prediction _____ Actual Number _____



How many marshmallows will it
take to go around the gingerbread man?

Prediction _____ Actual Number _____





Thursday:

Small Group:

Lesson intent: Uses planning in approaching a task or activity, Explores and manipulates art media, Creates drawings and paintings that gradually become more detailed and realistic, Coordinates eye and hand movements to complete tasks

Items you will need -

- Copies of the gingerbread house – one per child
- Various craft supplies to decorate it with
- Construction paper
- Scissors
- Stapler
- Copies of the gingerbread man – one per child (or they can draw their own)



Work with children 4 at a time at a table. Remind the kids about the house that Mattie made for the Gingerbread Baby in the story yesterday. Give each child a copy of the house for them to make a house. Give them scissors, glue, and art supplies. Have the child decorate the house to resemble a gingerbread house. When complete, staple the house atop a sheet of construction paper to make a flap. Next, instruct them to draw a picture of the Gingerbread Baby under the flap or they may glue the copies you made. Invite little ones to retell the story using their house. Discuss God's house.

Large Group:

Lesson intent: Shows enjoyment of books and stories and discussion of them, Shows understanding of different relationships of objects in space (spatial relations), Participates in songs, finger plays, rhyming activities, and games

Items you will need -

- Copy the gingerbread man cutout and color it
- "The Gingerbread Cowboy" by Janet Squires
- Poster board with the following words written on it.

Walk, Walk as nice as you can –
Where will you put the gingerbread man?

Bring children to the large-group area in the room. Arrange the children in a circle. Show the children the poster board and go over what is written on it. Show them the gingerbread man cutout. Have a child walk around the circle with the

GINGERBREAD MAN - FOURS

gingerbread man cutout as you lead the group in the chant. At the end of the chant, encourage the student to place the gingerbread man on, in front of, behind, above, or beside the child nearest them. Then prompt the group to name the gingerbread man's position in relation to the child. Have the two children switch places and continue the activity until everyone has had a turn. Next, introduce the book by looking at the cover and asking the students what they think it will be about. Listen and interact with them for a few minutes as they predict. Begin reading "The Gingerbread Cowboy" by Janet Squires. Ask questions throughout the story as you read. After reading, interact with the children about their favorite and least favorite part of the story

Bible:

Bible Story: "A Surprise for Mary"

Verse: Luke 2:14

Items you will need -

- Copy of the Bible story
- Copy of the Bible picture
- Copy of the memory verse
- A ball

Bring children to the large group area of the room. Say, "God can use ordinary people to do amazing things!" Go over Bible story and discuss how Mary was just an ordinary person just like them and that God used her in a big way. Have all the students sit in a circle and pass the ball around. Whoever is holding the ball will get to answer and then pass it on.

Ask:

- How might God use you at school? (God might use me to be friendly to someone who needs encouragement; God might use me to invite someone to church.)
- How might God use you at home? (God might use me to be nice to my little sister; God might use me to help my parents when they're having a bad day.)

Review the memory verse. Pray.

GINGERBREAD MAN - 4's

Observation Sheet

Thursday:

Activity: DIY Gingerbread Houses

Objectives: During this activity you will work with students 4 at a time at a table. Remind the students about the house that Mattie made for the Gingerbread Baby in the story yesterday. Give each student a copy of the house for them to make a house. Give them scissors, glue, and art supplies. Have the students decorate the house to resemble a gingerbread house. When complete, staple the house atop a sheet of construction paper to make a flap. Next, instruct the students to draw a picture of the Gingerbread Baby under the flap or they may glue the copies you made. Invite the students to retell the story using their house. Discuss what it means to belong to God's house.

Developmental Guidelines:

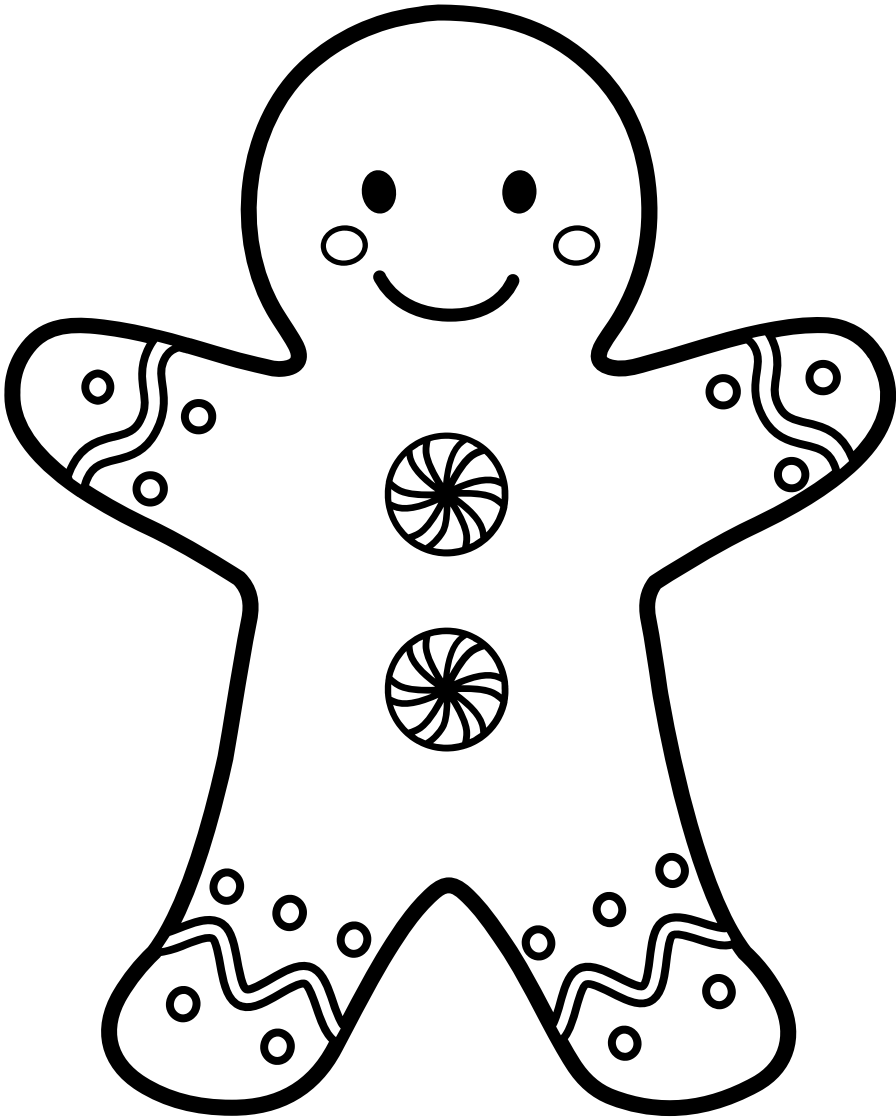
1. The student uses planning in approaching a task or activity.
2. The student explores and manipulates art media.
3. The student creates drawings and paintings that gradually become more detailed and realistic.
4. The student coordinates eye and hand movements to complete tasks.

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GINGERBREAD MAN - Fours

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Friday:

Small Group:

Lesson Intent: Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing), Uses words to describe the characteristics of objects (scientific process: communicating), Makes comparisons (scientific process: comparing), Shows awareness of cause-effect relationships, Applies information or experience to a new context (scientific process: applying)

Items you will need -

- Gingerbread man cookie – one for each group
- Balance scale
- Unifix cubes
- Paper
- Marker



Work with children 5 at a time at a table. Show the kids the balance scales and give them a quick lesson on how to balance things out. Place the gingerbread man cookie on one side and balance it out with unifix cubes. Record how many cubes it took to balance it. Tear off a leg and let a child have it to eat. Place the remaining gingerbread man back in the balance and weigh again. Record how many cubes now. Keep doing that until both legs, both arms, and the head have been removed. Compare all the findings you recorded.

Large Group:

Lesson intent: Works cooperatively with others on completing a task, Shows enjoyment of books and stories and discussion of them, Understands that print conveys a message, Identifies some letters and makes some letter-sound matches, Makes comparisons (scientific process: comparing)

Items you will need –

- “The Gingerbread Girl” by Lisa Campbell Ernst
- “The Gingerbread Man” by Karen Schmidt
- Large sheet of paper
- Marker

Bring children to the large-group location in the room. Introduce the book “The Gingerbread Girl” by Lisa Campbell Ernst by doing a picture walk. Once the children have predicted, read it through. Next reread “The Gingerbread Man” by Karen Schmidt. Have the children compare the differences between the two

stories. Emphasize God made girls and boys. Record what is different on a large sheet of paper.

Bible:

Bible Story: "A Surprise for Mary"

Verse: Luke 2:14

- Copy of the memory verse
- Instruments

Bring children to the large group area of the room. Talk with children about how when Mary was told that she was going to give birth to baby Jesus she sang praises to God. Put on a worship song and let them play instruments and sing their own praises to God. Review the memory verse. Pray.

GINGERBREAD MAN - 4's

Observation Sheet

Friday

Activity: Gingerbread Balance Scales

Objectives: During this activity you will work with children 5 at a time at a table using your balance scales. Show the students the balance scales and give them a quick lesson on how to balance things out. Place the gingerbread man cookie on one side and then balance it out with unifix cubes on the other side of the balance scale. Record how many cubes it took to balance the scale. Tear off a leg and let a student have it to eat. After removing the leg, then place the remaining gingerbread man back in the balance scale and weigh again. Record how many cubes now. Keep doing that until both legs, both arms, and the head have been removed. Compare all the findings you recorded.

Developmental Guidelines:

1. The student uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing).
2. The student uses words to describe the characteristics of objects (scientific process: communicating).
3. The student makes comparisons (scientific process: comparing).
4. The student shows awareness of cause-effect relationships.
5. The student applies information or experience to a new context (scientific process: applying).

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GINGERBREAD MAN - FOURS

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