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*Toddler/2 Teacher's Guide*  
for ages 18–36 months.  
Can also be used with young threes.

A self-contained teaching program for  
use with *Toddler/2 Creative Teaching*  
*Aids and Starting Steps*.

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# Toddler Teacher's Guide

**A successful Sunday school year is about to start—September, October, November 2005!**

Are you ever too young to learn about God? There was a time when very young children were not expected to absorb much Bible truth. But with the latest research on the brain have come amazing new findings. Children younger than three actually have twice as many brain cells as their pediatricians! Although they may not be able to communicate verbally with us, what we say and do with them has everlasting impact.

## 4 Enrichment Tools The Special Needs Child

Lauren Littauer Briggs tackles the art of helping families overwhelmed by constant fatigue. Link to author interview.



## 5 Teaching Tools Teaching the Toddler/2 Child

Toddler/2 children are on the move! They learn from every experience every second. With a classroom where children are free to move, explore, and touch, you can teach young ones about God.

# Unit 1—God Keeps Us Safe

**Unit Value: Faithfulness**



<b>9/4</b>	<b>God told Noah to Build a Boat . . . . .</b>	<b>6</b>
	<b><i>Genesis 6:9-22</i></b>	
<b>9/11</b>	<b>God told Noah to Save the Animals . . . . .</b>	<b>11</b>
	<b><i>Genesis 7:1-5</i></b>	
<b>9/18</b>	<b>God Kept Noah Safe . . . . .</b>	<b>16</b>
	<b><i>Genesis 7:17—8:18</i></b>	
<b>9/25</b>	<b>Noah Saw God's Rainbow . . . . .</b>	<b>21</b>
	<b><i>Genesis 9:8-17</i></b>	

Your Music Time CD is filled with energetic action songs that allow toddlers to use their whole bodies!

# Unit 2—God Does Big Things

**Unit Value: Wonder**

**10/2 God Pushed Back the Water** ..... 26  
*Exodus 14:1-31*

**10/9 God Does Big Things at Jericho** ..... 31  
*Joshua 5:13—6:27*

Crafts are fun, and the process is one way toddlers and two year olds learn. Today they make horns.

**10/16 God Does a Big Thing for David** ..... 36  
*1 Samuel 17:1-58*

**10/23 God Does a Big Thing for Daniel** ..... 41  
*Daniel 6:1-24*

To help children remember the story of Daniel, repeat the story's words and actions to each child or small group.

**10/30 God Saves Jonah** ..... 46  
*Book of Jonah*

Children spend all of their time moving, exploring, choosing, and playing in this age-perfect learning environment.



# Unit 3—Jesus Told Stories

**Unit Value: Faith**

**11/6 Jesus' Story about Rocks and Sand** ..... 51  
*Matthew 7:24-27*

**11/13 Jesus' Story about a Kind Helper** ..... 56  
*Luke 10:30-37*

Children begin to understand this story by pretending to feed and rock dolls.

**11/20 Jesus' Story about a Lost Sheep** ..... 61  
*Luke 15:4-7*

Cotton balls are used as children do "Sheep Painting." All the things your children create are treasures.

**11/27 Jesus' Story about a Lost Coin** ..... 66  
*Luke 15:8-10*

**Toddler/2 Songs** ..... 71



Click your mouse on [www.DavidCCook.com](http://www.DavidCCook.com) for tips on setting up a Toddler/2 classroom.

## Inside the Back Cover

- Outreach to India!
- Supply List
- Coming Up Next Quarter

# Ministering to Families with Special-Needs Children

## Show God's love and support to hurting children and their families. Here's how:

NO ONE TEACHES VERY LONG without having to address this issue. What better people to help us help them than the parents themselves.

### What Not to Say

- "Call me if you need anything," friends would say. I never called anyone or asked for anything, even though I desperately needed help.
- People told me to accept it, to act like a Christian, to get over it. Words such as these should never be uttered.
- When a friend heard about the psychologist's diagnosis, her comment was, "Well, I don't know why she's so upset. She knew they had problems." She showed no compassion or understanding for what I was going through.

### What Parents Should Hear from Us

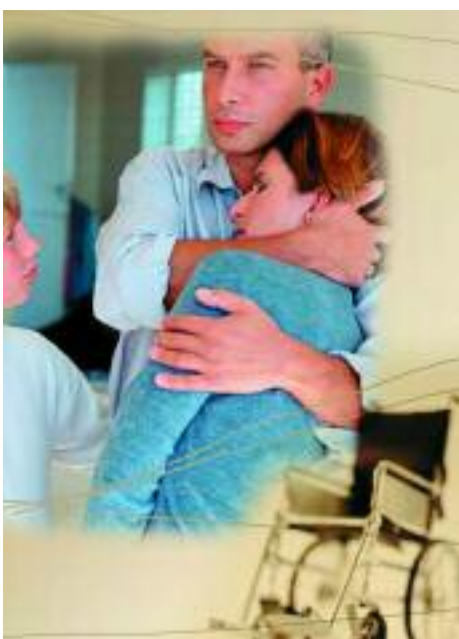
- Your son is so loving and precious.
- My friend's words of tenderness were so helpful as she tried to reassure me. She said, "Irene, somehow, someday, God will get us through this." I wasn't sure I believed her. I was terribly angry with God at that point.

### What Parents Wish We Understood

- Sometimes I want to talk, but sometimes I don't. Please be understanding when I don't.
- After the car accident that injured my daughter and left her permanently disabled, we became the church tragedy. Many of my friends avoided us because they didn't know what to say. It was friends who treated me as if I hadn't changed who meant the most. They called me on the phone to chat, took me out to lunch, accepted the fact that though I hadn't changed, my life had changed and they loved me anyway.

### How We Can Help

- Just being there is enough. No words, nothing to do, just be there.
- One friend volunteered to spend the Sunday school hour teaching disabled children. This was the only break I had from taking care of my child all week.
- How I wish someone would stop by with a café mocha or a big soda and offer to stay with me.
- The greatest gift is down-home friendship. Pray for ways to stay close to the parents and make ways to include the child in normal activities like birthday parties, sleepovers, and trips to the movies. Worse than the disability is the loneliness, the empty calendars, the absence of a circle of friends. Pray that God will make you and your class real friends.

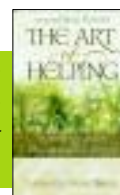


### Sunday School Teacher's Prayer

Dear Lord, You know how much I love this precious child. Please give her parents the strength to provide for her care. Show me ways I can help and support the parents and the child. Give me ideas for

building friendships and help-ships between my other students and this child. I come to You for my tomorrows, one day at a time. I ask for Your guidance and strength for the days that lie ahead. With a grateful heart, Amen.

Edited from Lauren Littauer Briggs' book, *The Art of Helping—What to Say and Do When Someone Is Hurting*. For a copy of the book, order at [www.CookMinistries.com](http://www.CookMinistries.com)



# Teaching the Toddler/2 Child



Your children, ages 18 to 36 months, have brains that are wired to “super absorb” information. But we must be clear on how they learn. Their minds may be sponges, but they still have very short attention spans. They use their senses to input information, so they must look at, touch, smell, hear, or taste things in order for new learning to impact the brain. That’s why a Toddler/2 is constantly moving, touching, experimenting, and investigating.

Toddler/2s discover their world through play. Look for moments to present the Word of God to these children. Rather than stop the whole class for the story, invite one or a few children to meet with you to hear God’s Word. When they have finished, they return to exploring the room. Remember, it only takes a minute or two to tell these Toddler/2 versions of favorite Bible stories. This process is repeated until all children have experienced the Bible Step a couple of times throughout the class.

Repetition is crucial for young children to learn. They can repeat a craft at Craft Step, hear a story at the Bible and Bible Review Steps, or sing a song time after time. As the teacher, you provide opportunities for children to participate in learning about the Bible story many times in many ways.

A toddler/2 lesson does not follow a straight path. The events do not occur in a straight line, and the lesson parts do not happen only once during the class time. A Toddler/2 lesson is more like a spiral where the teacher presents the parts of the lesson over and over.

## **Ashley’s Sunday—A typical day in a Toddler/2 Sunday school class**

Follow two-year-old Ashley through a lesson. The order will be different each Sunday.

- 9:00** The teacher invites Ashley to join her and other children to play with toys.
- 9:05** Ashley becomes comfortable with the classroom and begins to explore other activities.
- 9:15** The teacher uses a picture poster to encourage Ashley and her friend to discuss what they see. This leads the teacher and children directly into the interactive Bible story—the Bible Step.
- 9:20** After the Bible Step, Ashley goes to play with the dolls while the teacher uses the picture poster to talk with Daniel.
- 9:30** The teacher goes to Ashley and two friends with flannel figures in the Bible Story Review. Ashley shows the teacher that she remembers and understands the Bible story. The three children move and clap to the Music Time song.
- 9:35** Ashley returns to play with the dolls.
- 9:40** Ashley experiences the craft project by exploring how the crayons make colors on the paper. Her favorite paper is set aside for her to take home later.
- 9:55** Ashley asks to hear the Bible story again. This time she does the actions by herself.
- 10:00** Ashley’s parents arrive to pick her up. She’s eager to share her craft project with them.


# God Told Noah to Build a Boat

**BIBLE BASIS: GENESIS 6:9-22**

**LESSON FOCUS: GOD TOLD NOAH TO BUILD A BOAT.**



## WHERE LEARNING HAPPENS

 Set up areas for play before children arrive.

### BIBLE STEP

#### TALK TIME

*Toddler/2 Creative Teaching Aids—  
Photo Poster 1*

#### BIBLE STORY TIME

Genesis 6:9-22


### BIBLE REVIEW STEP

 **BIBLE STORY REVIEW TIME**  
*Toddler/2 Creative Teaching Aids—  
Felt Board, Flannel Figures 1, 2,  
Story Card 1*

#### MUSIC TIME

*“SAW, SAW, HAMMER, HAMMER”  
Toddler/2 Creative Teaching Aids—  
CD and song sheet,  
CD player*

### CRAFT STEP

 **PLAY DOUGH BOAT**  
*Starting Steps for Lesson 1  
Wooden blocks from the block center,  
play dough for each child*

*Tip: At the beginning of each quarter, separate the pages for *Starting Steps* and store them by lesson.*

## Teacher Devotional

Read Genesis 6:9-22. Building the ark was no small task, it's true. The ark was probably larger than any structure Noah had ever seen. The Bible does not say he was a skilled craftsman or carpenter. The type of flooding God described to him had never been seen on earth before. And, he was certainly no zookeeper!

But it is important to remember that Noah was a great man before he built the ark. The Bible tells us that Noah “walked with God” (vs. 9). What do you think that means?

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As you study your own walk with God, remember that there are little ones ready to follow in your footsteps. Your “walk” can show them some important first steps toward God.

## Understanding the Bible

We find stories of an ancient disastrous flood in most parts of the world, including Europe, the Far East, the Pacific Islands, and the Western Hemisphere. The Babylonian version of a great flood is noteworthy because it resembles the Genesis account more closely than do other stories about a flood.

The theology and literary style, however, are considerably different between the two accounts. Perhaps, then, the best view is that both accounts are about the same event. Although the Babylonian tale is a corrupted version, the Genesis account describes this historical disaster accurately.



**This symbol appears whenever preparation takes more than five minutes. A list of classroom supplies for the quarter is included on the inside back cover.**

**Lesson 1 Focus:**  
God told Noah  
to build a boat.

# WHERE LEARNING HAPPENS



Children spend all of their time in this lesson moving, exploring, choosing, and playing in the learning environment. The learning environment is simply the books, toys, blocks, music, stories, and activities with which your children will interact from the moment they arrive to the time they go home. While children are busy exploring and playing, you can gather a small group to hear the Bible story from [Genesis 6:9-22](#).

You can also walk around the room, visit the children at different activities, and use the [felt board](#) to present the [Bible Story Review](#).

This lesson is designed to allow toddlers and two year olds to play independently, thereby freeing you to present the Bible Step, Bible Review Step, and Craft Step either to individuals or to small groups throughout the class time.

**TABLE**—The table can be used for a free-play activity, snack, or the craft. For directions on setting up today's craft activity, see [Play Dough Boat on the Craft Step, page 10](#).

**RUG**—This is the place to gather children together for small group activities, depending on the size of your group. Invite them to the rug for the Bible Step. [Today's story is "God Told Noah to Build a Boat," from Genesis 6:9-22, page 8](#).

This is also a good place for sharing stories or movement and the Music Time. [Sing "Saw, Saw, Hammer, Hammer" this week, page 9](#).

**CARE AREA**—Take time for each child's physical needs, including rest room breaks and diaper changes. Provide water and a snack when appropriate.

**BOOKS**—A choice of books to explore pictures and words. [There are many excellent books about Noah available](#).

**BLOCKS**—Blocks of different sizes and shapes for building and creative play. [Let children build with wooden blocks to connect with Genesis 6:9-22 where God told Noah to build a boat](#).

**TOYS**—A variety of toys appropriate for two year olds to encourage play. [Playing with toy boats](#)



[will help children understand what God told Noah to build in Genesis 6:9-22](#).

**HOME LIVING**—Several baby dolls, blankets, play food, pots and pans, and utensils for children to imitate what they see in real life.



## When Teaching the Bible to Toddler/2's . . .

In today's Bible story, from Genesis 6:9-22, God told Noah to build a boat. One way two year olds can connect to the Bible story is by building with blocks. Stacking blocks is an important skill for your children to practice. It encourages hand/eye coordination which will later be used for reading and writing. The children in your class should be able to stack two to six blocks.

**Lesson 1 Focus:**  
God told Noah  
to build a boat.

# BIBLE STEP



## TALK TIME

Materials: Creative Teaching Aids—Photo Poster 1

Toddlers love to look at photographs that show children. Sharing what they know about building with blocks helps them connect to the Bible story “God Told Noah to Build a Boat,” from Genesis 6:9-22. Invite small groups (no more than four children) to the rug for Talk Time. Use this rhyme to help capture their attention.

**Wiggle your fingers.  
Pat your knees.  
Fold your hands,  
And look at me.**



Show Photo Poster 1. Point to the girl in the picture. **Here is a girl playing with blocks. What is this? Point to the hammer. What do you do with a hammer and blocks?** Be prepared to do actions such as hammering, stacking, etc. Encourage children who are not yet talking to point or act out what they want to share. **What do you think she is building?** Encourage all children to share answers, even if it is only one word. This lets them share what they know. **Today we are going to talk about how God told Noah to build a boat.**

## BIBLE STORY TIME

Genesis 6:9-22

Toddlers and two year olds like to “build” with any material. Today’s Bible story teaches them about God telling Noah to build an ark. Have your Bible open to Genesis 6. **Our Bible story today comes from God’s special book, the Bible.**

**God told Noah to build a boat.**

*(Put fists together as if hammering.)*

**Build it tall, every wall.**

*(Stretch up tall.)*

**Build it wide and big inside.**

*(Stretch arms out wide.)*

**Build it strong so it lasts long!**

*(Flex arms to show muscles.)*

**Build it large. God’s in charge!**

*(Point up.)*

**God told Noah to build a boat.**

*(Put fists together as if hammering.)*

Ask the following questions to review the Bible story:

- 1. What did God tell Noah to build?** (A boat)
- 2. Who told Noah to build the boat?** (God)

Whether you are telling the story to one child or a small group, repeat the Bible story. Repeating the actions with you will help the children learn and remember.

**Lesson 1 Focus:**  
God told Noah  
to build a boat.

# BIBLE REVIEW STEP




## BIBLE STORY REVIEW TIME

Materials: Creative Teaching Aids—Felt Board, Flannel Figures 1, 2, Story Card 1

Touching and moving things are good ways for toddlers to learn. The children in your class aren't concerned if the same flannel figure is used as different characters throughout the quarter. It is more important that they are able to move the figures around as you tell the Bible Review Story. This week the older man, Figure 1, will be Noah. Encourage the children to handle the figures of Noah (Figure 1) and the ark (Figure 2) as they help you retell the Bible story.

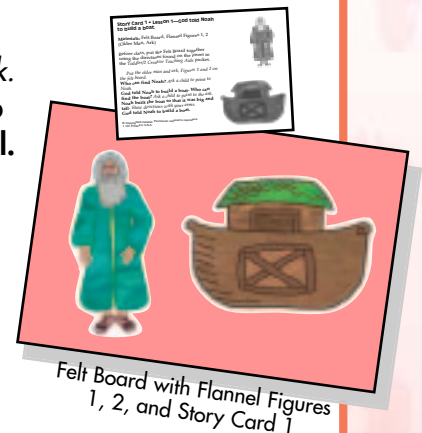
Anytime after you have done the Bible Step, you can do the Bible Review Step. Keep the small group you have at the rug or visit small groups at different activities and tell the Bible Review Story.

 The first time you use the felt board, you need to assemble it using the directions in your Creative Teaching Aids Packet. Before class, put the flannel figures in the order you will use them. Attach Story Card 1 to the back of the felt board. Present the story to each small group.

Put Noah and the ark, Figures 1 and 2, on the felt board. **Who can find Noah? Ask a child to point to Noah. God told Noah to build a boat. Who can find the boat? Ask a**

**child to point to the ark. Noah built the boat so that it was big and tall. Show directions with your arms. God told Noah to build a boat.**

Repeat this story with each group of children, even if there's only one child.



Felt Board with Flannel Figures 1, 2, and Story Card 1

## MUSIC TIME

Materials: Creative Teaching Aids—CD and song sheet  
CD player

Music filled with energy and action is perfect for toddlers. They learn the way they like best—using their whole bodies and lots of energy! This song reinforces the Bible story, Genesis 6:9-22, where God told Noah to build a boat.

### “SAW, SAW, HAMMER, HAMMER”

The complete song is on a CD in the Creative Teaching Aids packet. The words and movements can be found on page 71 of this teacher's guide or in the song sheet in the Creative Teaching Aids packet. Learn the song before teaching it to your class. Knowing the actions before you teach them will help the children learn more effectively as they will try to imitate you.

Children like to sing a song over and over. Repeat the song to help your class learn the music.

**Lesson 1 Focus:**  
God told Noah  
to build a boat.

## CRAFT STEP



### PLAY DOUGH BOAT

The process of doing a craft is one of the ways toddlers and two year olds learn. They discover how clay works by forming it with their hands. Encourage each child to create more than one Play Dough Boat, as time allows. All the things your children create are treasures. You can send them all home, but let each child choose one for you to place in the frame provided in *Starting Steps*.

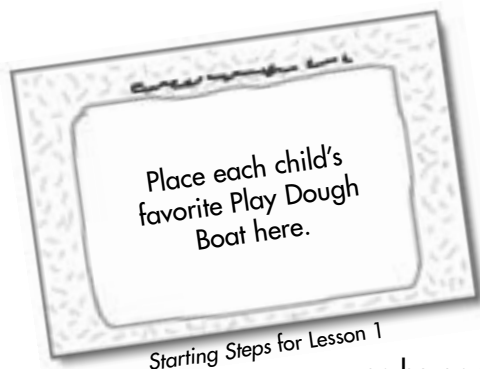
Where: At the table

Materials: Wooden blocks from the block center  
Play dough for each child

Before Class: If you are not using purchased play dough, make play dough according to the following recipe.



Play Dough Recipe: 2 c. flour, 1 c. salt, 4 T. cream of tartar, 1 pkg. unsweetened dry beverage mix, for color and scent, 2 c. warm water, 2 T. cooking oil. Stir over medium heat until mixture pulls away from sides of pan to form a ball. Store in airtight container (recipe makes enough for eight children).



Craft Time: Give each child a ball of play dough. Let them play with it using their hands and blocks. After a few minutes, encourage them to make a boat with their play dough.

While the children work, talk about the Bible story from Genesis 6:9-22 when God told Noah to build a boat. **God told Noah to build a boat. Noah built a boat that was tall and wide. You are building a boat too.**

Let each child work with the play dough as long as he or she wants to. When a final shape is made, whether or not it looks like a boat, place it aside for that child to take home. Write each child's name on a frame provided in *Starting Steps* for Lesson 1 and set the boat on the frame.

### GOOD-BYE TIME

As they leave, tell all the children, individually, you are glad they came. As you say good-bye, ask, "Who told Noah to build a boat?" Send home the cover of *Starting Steps* this week. Families can enjoy the calendar activities. Send each child home with his or her very own *Starting Steps*. One side frames the Play Dough Boat. The other side connects each child's family to today's lesson with a devotional, parenting tips, an amusing anecdote, and more.