



Phong Trào Thiếu Nhi Thánh Thể Việt Nam tại
Hoa Kỳ

Sổ Bài Tập Ấu Nhi Cấp 1
1st Level Seedling Workbook



Thánh Thể & Thánh Kinh
Teacher Edition
Lesson Plans

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Thánh Thể Teacher Edition Lesson Plans

Lesson Title: The Bread and the Body of Christ - Bánh và Mình Thánh là gì

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Explain what is special about the bread used in the Mass. | <ol style="list-style-type: none"> 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Introduction/ Review (5) 5. New Material (5) 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) <li style="text-align: right;">Total (30 min) |
| | Introduction/Review: (_ 5 _ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | |
| | Introduce manna to students by explaining that in this lesson they will learn of a wonderful type of bread that not only nourishes their bodies but also gives them everlasting life. Encourage to guess what type of bread they think it is. Afterwards, read the passage John 6:58 from the student's edition. | |
| LESSON CYCLE | New Material: (_ 5 _ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <ul style="list-style-type: none"> - Manna is bread granted from God in heaven. - Manna provides everlasting life to those you eat it. - We also receive bread during mass. It is called the Host and considered the Body of Christ. | <ul style="list-style-type: none"> • Student Edition |
| | Group Activity: (_ 5 _ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | Encourage students to look at the pictures of two types of bread in their student edition. Ask students to share how the two pictures are different from one another. Then go over how bread during mass is | <ul style="list-style-type: none"> • Student Edition |

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| | <p>blessed by the priest and becomes the body of Christ and thus, serves as the Host.</p> | |
| | <p>Independent Work: (_ 5 _ minutes) In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) How will you provide opportunities for extension?</p> | |
| | <p>Cover “Living our Faith” and “Practicing our Faith” section together from the student edition. Encourage students to model the proper procedures of receiving communion. Students will practice on their own and then will line up and practice it as they were in mass receiving communion. If they have not received Communion, then show them how to line up to receive blessing from the Priest.</p> | <ul style="list-style-type: none"> • Student Edition |
| | <p>Sharing/Review: (_ 2 _ minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | <p>Encourage students share what they learned about manna and bread for communion. Students may complete the “Discussion” section on their own. Teacher will read aloud directions and questions to students as they work on their own independently. Afterwards, class will go over answers.</p> | <ul style="list-style-type: none"> • Student Edition |
| | <p>Closing & Prayer: (_ 2 _ minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | <p>Class will pray together using this prayer: <i>Jesus, please help me to always believe strongly that You truly reside in the Blessed Eucharist. I love you!</i></p> | <ul style="list-style-type: none"> • Student Edition |
| R | <p>Homework: (_ 1 _ minute)</p> | |

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| | How will students practice what they learned? | |
| | Students will complete the “Faith alive at home” on their own by saying grace during meals to thank the Lord for giving us his body and blood as food for our souls. | <ul style="list-style-type: none">• Student Edition |

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Lesson Title: The Wine and the Blood of Christ - Rượu và Máu Thánh Là Gì?

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Explain what is special about the wine used in the Mass.. | 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Introduction/ Review (5) 5. New Material (5) 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| | Introduction/Review: (_ 5 _ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | |
| | Review manna from the previous lesson as a class then explain to students that the wine that is used during mass is the blood of Christ that was given up for our sins. Encourage students to share why God would give up his own blood to forgive our sins. Afterwards, read the passage Matthew 36:27 from the student's edition. | |
| LESSON CYCLE | New Material: (_ 5 _ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <ul style="list-style-type: none"> - Wine is made of grapes. - Wine is used to represent and symbolize the blood that Jesus shed to save us, his people. - Without Jesus' blood, there is no salvation. | • Student Edition |
| | Group Activity: (_ 5 _ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | As a class, go over "Studying our Faith" together. Afterwards, students will complete the "Practice our Faith" section, which they will practice the proper procedure of attending mass prior to receiving the bread and wine during communion. | • Student Edition |
| | Independent Work: (_ 5 _ minutes) In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of | |

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| | the lesson, etc.) How will you provide opportunities for extension? | |
| | Teacher will cover "Living our Faith" and students will complete the three fill-in the blanks on their own. | • Student Edition |
| | Sharing/Review: (2 minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson? | |
| | Quickly, students will draw a cup of wine that they have been during mass and then describe what the wine symbolizes or represents. Students may share drawing after they are complete. | • Student Edition |
| | Closing & Prayer: (2 minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? | |
| | Class will pray together using this prayer: <i>Jesus, thank You for creating me. But most of all, thank You for pouring out Your Blood to save me.</i> | • Student Edition |
| REINFORCE MENT | Homework: (1 minute) How will students practice what they learned? | |
| | Go over "Faith Alive at Home" with students as they will complete it at home. | • Student Edition |

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Lesson Title: Bread and Wine Become Body and Blood of Christ - Khi nào thì bánh rượu trở thành Mình và Máu Thánh Chúa Giêsu

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Explain when bread and wine becomes Body & Blood of Jesus. | 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Introduction/ Review (5) |
| | Introduction/Review: (5 minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | 5. New Material (5) 6. Group Activity (5) |
| | Review manna and wine from the previous lessons as a class then explain to students that in this lesson, they will learn about the moment that Jesus create the sacrament of the Eucharist with his disciples. Teacher will then read Matthew 26: 26-28 from the student edition. Afterwards, teacher will cover the "Observing" section and emphasize that Jesus is truly alive and present in the bread and wine that take during communion. | 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| LESSON CYCLE | New Material: (5 minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <ul style="list-style-type: none"> - Jesus created the Sacrament of the Eucharist at the Last Supper. - Today, we celebrate the Eucharist during mass as the priest serves as Jesus in blessing the bread and wine. - When we take communion, we remember how Jesus gave up his body and blood to save us from our sins. | • Student Edition |
| | Group Activity: (5 minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | As a class, go over "Studying our Faith" together. Afterwards, students share how they can avoid sinning and what to do to make God happy such as attending mass regularly, sharing, caring, saving allowance and share with the poo, etc.. Students will also go over "Practicing our Faith" together as a class. | • Student Edition |
| | Independent Work: (5 minutes) In what ways will students attempt to demonstrate independent | |

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| | <p>mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) How will you provide opportunities for extension?</p> | |
| | <p>Students will complete the fill-in the blanks on their own as teacher will read them aloud.</p> | <ul style="list-style-type: none"> • Student Edition |
| | <p>Sharing/Review: (<u> 2 </u> minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | <p>Teacher will go over the “Summary” as well as the proper behavior during mass while the priest blesses the bread and wine. Students may take turn acting out unacceptable behavior during mass in front of the class, then other students will share how they can correct their behaviors such as no talking, paying attention, etc..</p> | <ul style="list-style-type: none"> • Student Edition |
| | <p>Closing & Prayer: (<u> 2 </u> minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | <p>Class will pray together using this prayer: <i>Dear Jesus in the Eucharist, I believe in the transubstantiation of the bread and wine into Your Body and Blood when the priest says the words of consecration during Mass. I promise to receive You often when participating Mass so You can be with me and I can be with You always. Amen</i></p> | <ul style="list-style-type: none"> • Student Edition |
| REINFOR CEMENT | <p>Homework: (<u> 1 </u> minute) How will students practice what they learned?</p> | |
| | <p>Go over “Faith Alive at Home” with students as they will complete it at home.</p> | <ul style="list-style-type: none"> • Student Edition |

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Lesson Title: Who Can Receive the Body and Blood of Christ? - Vậy Ai Được Rước Mình và Máu Thánh Chúa

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Recall the requirements for receiving Holy Eucharist. | 1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) |
| | Introduction/Review: (_ 5 _ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | 4. Introduction/ Review (5) 5. New Material (5) |
| | Review the Sacrament of the Eucharist as a class and encourage students to share who they think can receive the body and blood of Christ. Can babies take communion? Why or why not? Can anyone in the world take communion? Why or why not? Encourage students to share their answers, then explain to them the following: | 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| LESSON CYCLE | New Material: (_ 5 _ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <ul style="list-style-type: none"> - You have received your First Communion - You must not eat or drink an hour before communion - You must believe in the Sacrament of the Eucharist - You must not have any major sins - You must have been to confession since your last sin that you did willingly and with knowledge | • Student Edition |
| | Group Activity: (_ 5 _ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | As a class, go over "Living our Faith" together. Afterwards, students will divide in groups and draw a diagram of what they must do to be able to receive communion. They can either copy it from their student edition or make their own to present. | • Student Edition |
| | Independent Work: (_ 5 _ minutes) In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) | |

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| | How will you provide opportunities for extension? | |
| | Students will complete the "Discussion" section their own. | • Student Edition |
| | Sharing/Review: (_ 2 _ minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson? | |
| | Students will go over what they must do to be able to receive communion. Explain to students the importance of following these simple rules so that when we do receive God into our bodies, we may be pure and complete with him. | • Student Edition |
| | Closing & Prayer: (_ 2 _ minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? | |
| | Class will pray together using this prayer: Dear Jesus, I love you! Please help me to be worthy to receive you. Amen. | • Student Edition |
| OR | Homework: (_ 1 _ minute) How will students practice what they learned? | |
| CE | Go over "Faith alive at home" as a class, reminder student to finish at home. | |

Lesson Title: **Spiritual Communion- Rước Lễ Thiêng Liêng**

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Explain the purpose of Spiritual Communion. | 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) |
| | Introduction/Review: (5 minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | 4. Introduction/ Review (5) 5. New Material (5) |
| | Read the passage in "Reading the Bible" to students. Afterward, ask students to pick and remember one word as teacher reads the second time. Have students share of the word they picked and why they picked that word. After that, quickly explain the passage and review the previous section. | 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| LESSON CYCLE | New Material: (5 minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | A spiritual communion is made when we desire to receive Jesus in the Blessed Sacrament and then lovingly embrace Him as if we had actually done so. This can be done at Mass when for some reason we are not able to receive the Sacrament or at any time during the day. It is especially recommended when we visit Jesus in the tabernacle or at Eucharistic adoration. | |
| | Group Activity: (5 minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | Go over the "Studying our Faith", "Living our Faith" and "Practicing our Faith". After that, as a class go over the "prayer" together. Then, divide them into groups to have a prayer contest. Prize for the winner. | Student Edition |
| | Independent Work: (5 minutes) In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) | |
| | Have students make their own "prayer card" with construction papers, then write the prayer onto the paper. They will bring this card home to use every time do the Spiritual Communion at | • Student Edition: construction papers, scissors, |

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| | home. | glues, markers. |
| | <p>Sharing/Review: (2 minutes)</p> <p>How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | Have students do a Spiritual Communion as an example. | • Student Edition: |
| | <p>Closing & Prayer: (2 minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | Lạy Chúa Giêsu Thánh Thể, con yêu mến Chúa. Xin Chúa ngự vào tâm hồn con và ở lại với con luôn mãi. | |
| REINFORC EMENT | <p>Homework: (1 minute)</p> <p>How will students practice what they learned?</p> | |
| | Go over “Faith alive at home” as a class, remind student to finish at home. | |

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Thánh Kinh Teacher Edition Lesson Plans

Lesson Title: God Created the Universe - Chúa Dựng Nên Vũ Trụ

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: 1. Recall how God created the universe. 2. Explain why God created the universe. | 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) |
| | Introduction/Review: (__ 5 __ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | 4. Introduction/Review (5) 5. New Material (5) |
| | Ask students what things they think are made by God. Encourage students to share their answers as a whole group. Emphasize that all things on Earth are made by God (sky, clouds, animals, people, etc.). Let students know that they will be learning about how God created the universe and encourage students to share what they already know about the Creation Story. Share with students that they will only learn about the first 5 days in the Creation Story in this lesson. Day 6 and 7 will be discussed in the subsequent lesson. | 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| LESSON CYCLE | New Material: (__ 5 __ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | Mọi sự trong vũ trụ này là do chính Chúa làm để cho em được sống hạnh phúc vì Chúa yêu em. <i>God is the One Who created the universe for me and wants me to live happily because He loves me.</i> | |
| | Group Activity: (__ 5 __ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | Ask students to volunteer to act out the Creation Story: Day 1-5. Teacher will be the narrator and students with assigned roles will take stage as they are called upon by the narrator. Repeat reenactment various times assigning other students to participate. | <ul style="list-style-type: none"> • Student Edition: Thank Kinh <ul style="list-style-type: none"> • “The Creation Story” Video • http://kids4truth.com/dyna/creation/english.aspx |
| Independent Work: (__ 5 __ minutes) In what ways will students attempt to demonstrate independent mastery of the objective? | | |

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| | (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) How will you provide opportunities for extension? | |
| | Students will match the correct day to which was created according to the Creation Story. | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • http://www.storivit.com/ashes/maps/creationsmap.pdf |
| | Sharing/Review: (2 minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson? | |
| | Encourage students to share what God created each day in the story. Ask students why God created certain things first and not last and the reason why God created the world and the universe (God loves us). | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • http://www.storivit.com/ashes/maps/creationsmap.pdf |
| | Closing & Prayer: (2 minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective? | |
| | Cảm tạ Chúa đã cho em vào đời có cha có mẹ, có ông bà và các anh chị em. Em hứa sẽ sống ngoan, vâng lời ông bà, cha mẹ và các anh chị để làm vui lòng Chúa. <i>Thank God for granting me my life. Thank God for giving me my grandparents, parents and siblings. I promise to live faithfully and obey my elders to please You, my God.</i> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |
| REINFORCEMENT | Homework: (1 minute) How will students practice what they learned? | |
| | Explain to students that <i>because God loves us, He created all living things. Every morning, the students should remember His love for us by saying: "Oh God, I thank You because You love me. Encourage students to brainstorm of more ways of thanking God for His love to us. Make a list on the board. Students will then choose one way of showing their gratitude towards God and do their best to act upon it in the upcoming week.</i> | |

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Lesson Title: God Created Humankind - Chúa Dựng Nên Con Người

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Recall who are the ancestors of all humans. | 1. Tập Họp (2) 2. Attendance (1) 3. Prayer (2) 4. Introduction / Review (5) 5. New Material (5) 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| | Introduction/Review: (__ 5 __ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | |
| | Encourage students to share what God created from Day 1-5 from previous lesson. Use picture cards to help students recall information as a class. Class may play "Hot Potato" after review to further help students retain information. Have students sit in a circle and pass any classroom object such as a marker in a rotation. When teacher says, "Go", students will pass the object around to the next person. The student who has the object when the teacher says stop will have to answer what God created on a certain day from Day 1-5. Play several rounds to help build engagement for the day's lesson. | |
| LESSON CYCLE | New Material: (__ 5 __ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <i>God is the One who created human beings to be in His image. Unlike the animals, humankind has a soul, an intellect and free will.</i> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • http://www.storyit.com/ashes/maps/creationsmap.pdf |
| | Group Activity: (__ 5 __ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | This game helps students remember what God created on each distinct day of creation. Divide students into teams. Have students from each team take turns coming up to the board. Each time a child comes up to the board, say a number to them from one to six. Each number represents a different day of | |

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| | <p>creation from Genesis. Based on that number the child must draw something that God created on that day. For example, if you say, "Three," then the child has to draw something that represents dry land, the seas or vegetation. Set a time limit of about 5-7 seconds for each student. The team with the most points will win.</p> <p>Read more: Games to Play That Involve the Bible's Creation Story eHow.com http://www.ehow.com/list_6154809_games-involve-bible_s-creation-story.html#ixzz1SkGRqSRq</p> | |
| | <p>Independent Work: (<u> 5 </u> minutes) In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) How will you provide opportunities for extension?</p> | |
| | <p>Students may either make their own Creation Story book or teacher can make copies of the Creation Story book from DLTK –Bible. See “Materials” column.</p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • http://www.dltk-bible.com/genesis/creation/book.htm |
| | <p>Sharing/Review: (<u> 2 </u> minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | <p>Afterwards, students may share by retelling the Creation Story to a classmate in the classroom. Books may be displayed in the classroom or be taken home to share with the students’ families.</p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • http://www.storyt.com/ashes/maps/creationsmap.pdf |
| | <p>Closing & Prayer: (<u> 2 </u> minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | <p><i>God is the One who created human beings to be in His image. Unlike the animals, humankind has a soul, an intellect and free will.</i></p> | |
| REINFORC EMENT | <p>Homework: (<u> 1 </u> minute) How will students practice what they learned?</p> | |
| | <p><i>Emphasize the follow message to students: Thank God for granting me my life. Thank God for giving me my grandparents,</i></p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |

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| | <p><i>parents and siblings. I promise to live faithfully and obey my elders to please You, my God.</i></p> <p><i>Students may complete image of their parents in the Student Booklet at home.</i></p> | |
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Lesson Title: God Created the Angels - Chúa Dựng Nên Các Thiên Thần

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Explain why God created angels | 11. Tập Hợp (2) 12. Attendance (1) 13. Prayer (2) 14. Introduction / Review (5) 15. New Material (5) 16. Group Activity (5) 17. Independent Work (5) 18. Sharing/ Review (2) 19. Closing/Prayer (2) 20. Homework (1) Total (30 min) |
| | Introduction/Review: (_ 5 _ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | |
| | Ask students questions about angels: Who are angels? What is their purpose? What do they look like? Encourage students to share what they know and write on the board as a class. Explain to students that they will be learning about angels today. | |
| LESSON CYCLE | New Material: (_ 5 _ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <i>God always cares for me. He sends angels down from heaven to protect me from harm and to help me live a good, faithful life.</i> | |
| | Group Activity: (_ 5 _ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | As a class, students will act out different scenarios in which angels can be helpful. Assign students roles in skits to perform in front of the class. Encourage all students to participate in various scenarios. Scenario 1: A student is being asked by his/her friend to cheat on a test. What would the student's guardian angel say or do to help? Scenario 2: A student sees someone drops their money while getting his/her lunch. What would the guardian angel say or do to help? The class can come up with other scenarios as well. | • Student Edition: Thank Kinh |
| | Independent Work: (_ 5 _ minutes) In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) How will you provide opportunities for extension? | |

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| | Students will write and illustrate a time that their guardian can help or has helped them. Students will then share it to the class. Students may also make their own angel using the DLTk angel template along with the poem: This little angel is special you see, She was sent down from heaven just for me. | <ul style="list-style-type: none"> • Student Edition: Thank Kinh http://www.coloring.ws/angels.htm |
| | <p>Sharing/Review: (2 minutes)</p> <p>How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | Students will complete Review Questions on their own in the Student booklet. Read questions aloud along with the choices for answers. | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |
| | <p>Closing & Prayer: (2 minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | Go over answers and review lesson as a class. Encourage students to share the importance of angels of Earth. | |
| REINFORCEMENT | <p>Homework: (1 minute)</p> <p>How will students practice what they learned?</p> | |
| | <p><i>Emphasize the following message to students:</i></p> <p><i>Jesus said that the angels in heaven are happy when a sinner repents his or her sins. I will try my best to make my guardian angel happy by staying away from sin. I would like to thank my guardian angel for guiding me and protecting me.</i></p> | |

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Lesson Title: **Adam and Eve Were Tempted and Committed Sin - Adam & Evà Bị Cám Dỗ và Phạm Tội**

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: 1. Recall the key facts about the Original Sin. 2. Explain why Adam & Eve's actions were sins. | 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Introduction/ Review (5) 5. New Material (5) 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| | Introduction/Review: (_ 5 _ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | |
| | Share with students that they will learning about Adam and Eve. Encourage students to share what they already know about the story of the Adam and Eve. Explain to students that after God created Adam and Eve, He gave them dominion of all creatures and creations and allowed them to live in the Garden of Eden. Students will then watch the story of Adam and Eve video on Youtube (http://www.youtube.com/watch?v=pSKdz8TmTbQ). | |
| LESSON CYCLE | New Material: (_ 5 _ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <ul style="list-style-type: none"> • <i>God created Adam and Eve and they lived happily in the Garden of Eden.</i> • <i>A snake lured Eve into eating the Forbidden Fruit and Adam also ate it.</i> • <i>Adam and Eve felt ashamed because they were not clothed.</i> • <i>Adam and Eve had to leave the Garden of Eden.</i> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |
| | Group Activity: (_ 5 _ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | Review the story as a class. Using picture cards, students in small groups of 4-5 will put the story back in order, color and glue them to retell the story of Adam and Eve. Students can retell the story as a class when they are complete. | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • "http://www.christianpreschoolprintables.com/files/Minibooks/MinibookAdamEveBW.pdf |
| Independent Work: (_ 5 _ minutes) | | |

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| | <p>In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.) How will you provide opportunities for extension?</p> | |
| | <p>Students will answer comprehension questions individually in their Student Booklet. Please read the questions aloud. If students are unable to write, they may draw pictures to illustrate their answers.</p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |
| | <p>Sharing/Review: (<u> 2 </u> minutes) How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | <p>Review answers as a classroom. Encourage students to retell the story to a classmate sitting next to them.</p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |
| | <p>Closing & Prayer: (<u> 2 </u> minutes) How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | <p>Emphasize that <i>sin has its consequences. When you choose sin, you choose to disobey and be far away from God. Encourage students to share stories of when they stayed away from sin and made good choices.</i></p> | |
| REINFORCEMENT | <p>Homework: (<u> 1 </u> minute) How will students practice what they learned?</p> | |
| | <p><i>Students will thank God for His love and blessed gifts and promise to believe in God and practice what He teaches through His disciples. Students will also share what they will do if they are ever tempted to make bad choices.</i></p> | |

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Lesson Title: God punished Adam and Eve because of Their Disobedience - Hậu Quả Của Tội Tổ Tông

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| PRE-PLANNING | Objective(s): | Agenda: How do you plan to sequence your activities? |
| | Students will be able to: Explain why God punished Adam & Eve. | 1. Tập Hợp (2) 2. Attendance (1) 3. Prayer (2) 4. Introduction/ Review (5) 5. New Material (5) 6. Group Activity (5) 7. Independent Work (5) 8. Sharing/ Review (2) 9. Closing/Prayer (2) 10. Homework (1) Total (30 min) |
| | Introduction/Review: (__ 5 __ minutes) How do I engage my students to this lesson? How can I activate my students' prior knowledge? | |
| | Encourage students to share what they know about the Adam and Eve. Who are they? What did they do? Why are they important? Students may review by using picture cards (http://www.christianpreschoolprintables.com/files/Minibooks/MinibookAdamEveBW.pdf). | |
| LESSON CYCLE | New Material: (__ 5 __ minutes) Key Points: What key points will you emphasize in this lesson? | Materials: |
| | <i>Even though Adam and Eve had sinned, God still loved them and, He promised to bring them a Savior.</i> | |
| | Group Activity: (__ 5 __ minutes) How will you ensure that students actively take-in information? Reenactment, drawing a storyboard in small groups, etc. | |
| | Call on three volunteers (Adam, Even, Snake) to act out the events from the story. You may want to bring an apple for visual effect. You can read portions from Genesis (http://cdn.www.ministry-to-children.com/wp-content/uploads/2009/12/Adam-and-Eve-The-First-Sin.pdf) to help. <ul style="list-style-type: none"> ▪ Hve Adam & Eve stand at one side of the room. The snake will “crawl” across the floor to them. ▪ Snake: “Did God really say not to eat from that tree?” ▪ Eve: “God said if we eat it we will die.” ▪ Snake: “You will not die if you eat this.” Remind the children about the choice. ▪ Eve looks at the fruit and says, “This looks like good fruit, why would God not want me to be happy.” She then | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |

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| | <p>takes a bite. Then shares with Adam.</p> <p>Explain to the children that this choice to disobey God resulted in many bad things for all people. But God's promised to put things right again one day.</p> <p>Source: Ministry-to-children.com</p> | |
| | <p>Independent Work: (_ 5 _ minutes)</p> <p>In what ways will students attempt to demonstrate independent mastery of the objective? (Illustrate or write the lesson taught, explain the significance of the lesson, etc.)</p> <p>How will you provide opportunities for extension?</p> | <ul style="list-style-type: none"> • http://www.dltk-bible.com/genesis/chapter2-index.htm |
| | <p>Students will color, cut and put picture cards in Student Booklet in the correct order of the story on their own.</p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh |
| | <p>Sharing/Review: (_ 2 _ minutes)</p> <p>How will you assess student performance? How will allow students to share what they have learned? What are ways you can assess if your students understand the key points in the lesson?</p> | |
| | <p>Students will then review as a class the sequence of the story and the lesson that we should learn from Adam and Eve's sin.</p> | <ul style="list-style-type: none"> • Student Edition: Thank Kinh • Adam & Eve Songs: http://ministry-to-children.com/wp-content/uploads/2009/12/4w-Adam-and-Eve-Songs.pdf |
| | <p>Closing & Prayer: (_ 2 _ minutes)</p> <p>How will students summarize what they learned? How will students be asked to state the significance of what they learned? How will you provide all students with opportunities to demonstrate mastery of (or progress toward) the objective?</p> | |
| | <p>Call on volunteers to answer these questions to review the story:</p> <ol style="list-style-type: none"> 1. What was Adam & Eve's choice? 2. Why did God have to punish Adam & Eve? 3. What God's promise after they had sinned? <p>Discuss as a class on the importance of making good choices and staying away from sins. Students may watch a short Youtube video on kids making good choices.</p> | <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=Y7-oSGQT9YU&feature=related |
| REINFORCEMENT | <p>Homework: (_ 1 _ minute)</p> <p>How will students practice what they learned?</p> | |
| | <p><i>Emphasize the following as students' homework:</i></p> <p><i>This week, I will obey my parents and if my parents do not want me to do something, such as watching too much TV or playing video games, I will not get mad at my parents. I understand that my parents care for me.</i></p> | |

