

STORY TIME, ALL THE TIME
A MODEL FOR SUNDAY SCHOOL: CANA LUTHERAN CHURCH
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Background

Cana Lutheran Church is a church worshipping about 135 per week with a Sunday school attendance that averages between 35 and 40 in addition to two adult classes with their own curricula. Classes are group-graded beginning with preschool/kindergarten through seventh/eighth grade, and senior high. Staff includes two teachers for each class, a Sunday school superintendent, an assistant superintendent, a librarian, music leaders, and an intergenerational event coordinator. As Cana's associate in ministry, I am a paid staff person who serves as a resource for all of the above. Our Sunday school runs from 9:30 a.m. to 10:40 a.m. on Sundays between Labor Day and Memorial Day, exclusive.

Prompting for a new model for Sunday School

A series of changes in staff and situations prompted Cana to examine both format and curriculum for Sunday school.

-after expressed concern that kids weren't give enough opportunity to learn Christian songs, Sunday school now begins with a common 'opening' in the sanctuary prior to classroom time. Cana's worship band members were enlisted and now the students sing favorite church camp and Sunday school songs to a live band! High school students, who were apt to complain about music time, now enthusiastically volunteer to lead songs and motions.

-teachers were looking for a new curriculum that minimized teacher preparation and most suited the group-graded nature of the classes

-a Trinity Lutheran Seminary course entitled "The Church's Ministry With Children" fueled me with the inspiration, tools, and resources to create a custom Cana model called "Story Time, All the Time." (See Appendix 1 for a bibliography.)

Goals: This model will....

- 1) Invite students to think for themselves, reach their own understandings, and learn at their own pace
- 2) Engage the students in the Bible stories as stories, nurturing students to develop patterns of reading the Bible on their own
- 3) Prompt discussion through open-ended questions that have no wrong answers
- 4) Encourage family discussions around the common lectionary readings
- 5) Give the students some quiet, reflective time—something often lacking in their lives
- 6) Create learning opportunities where multiple intelligences are engaged
- 7) Achieve quality teaching where less teacher preparation time is required
- 8) Complement and support the new opening format
- 9) Satisfy a congregational goal that I be more personally involved with Sunday school students

Vision and Planning

1. Synchronization with overall congregational goals and activities.

-*To improve youth ministry* is a primary goal for the congregation .We felt this new Sunday school model would forward that goal.

-It would also fit well into our new Sunday school format, as we would simply add "story time" to the opening.

2. Learning from others.

-In the initial stages of planning, it was helpful and encouraging to have conversations with others who have successfully used similar models

3. Helping others catch the vision

-In order to share the vision and give others a concrete look at what this model offers, I prepared a detailed Sunday school staff workshop. It included:

- scriptural foundation: Psalm 98:1-9
- inspiration; “No Way. The Hundred Is There” by Loris Malaguzzi, (Appendix 2)
- prayers
- background
- rationale
- division of responsibilities
- time-lines
- expert opinions
- opportunities for questions, concerns, and suggestions
- my own hopes and dreams for the new program

- I discussed it with our pastor and received his approval

- I then presented the workshop and plan to our Learning Ministry Team (CE Committee)

- I invited the team leader and Sunday school superintendent to present portions of the workshop to the Sunday school staff with me so the proposal was made by the team, not solely by me. We offered the workshop twice over the summer so that every teacher had an opportunity to attend, ask questions, and give suggestions for improvement.

-my report to the Congregation Council outlined the new proposal and gave them the opportunity for questions and comments

Our pastor was somewhat new at the time and our congregation was a little anxious about change. A well prepared outline with strong rationale and opportunity for others to ask questions/give feedback were essential in lowering the anxiety level. The line of reasoning was also strengthened by the fact that that Sunday school teachers initiated the process themselves by requesting a curriculum change.

Avoiding roadblocks

Although some roadblocks and resistance were anticipated because this was such new territory for the congregation, we were delighted by the overwhelming acceptance. Two factors probably contributed to the positive response:

1. It was presented as a work-in-progress, wide-open to suggestions and changes.
2. We requested that it be given a three-month trial period. If it wasn't working, then we'd willingly find a different curriculum for the remainder of the year. No one felt pressured. Near the end of the three months a Sunday school staff meeting was held to gather feedback. They all wanted to continue Story Time, All the Time.

Promotion

Information and promotion was accomplished through:

- the church newsletter
- the Sunday school bulletin board
- regular Sunday school Rally Day promotional materials
- parents received a note about the change and how to use “Story Time” to facilitate family discussions about each Sunday's Scripture reading

- We did not specifically promote the change in the community, but it was mentioned in our regular Rally Day invitations to community children.

Training and support

1. Initial workshop including a sample class
2. Follow up visits to each class where I demonstrated by leading the class myself
3. A notebook of activity ideas for the teachers to use. It was hard for our teachers to learn to relax and not plan every minute of each session. Some still feel compelled to over-plan.
4. For those teachers who felt creatively challenged and anxious about not having a prepared craft written out for them, we offered the assistance of having an activity helper chose and prepare a weekly activity for them to lead. Now we've learned to carefully pair teachers so that each class has a teacher who feels confident enough to prepare the class activities
5. A visit to each classroom once a year by the program coordinator

How To's for Implementation

CHOOSING THE STORIES

- The Sunday school year is divided into trimesters.
- From the common lectionary readings, I chose the text that best works as a story for children for each Sunday in the trimester
- A chart with the following information is prepared for teachers::
 - 1) the date of use and the story's Bible citation
 - 2) the story's topic and word definitions needed to understand the story
 - 3) five wondering questions. (See Appendix 3 for a one-year sample.)

A LOOK AT A TYPICAL SUNDAY

1. Sunday School opening in the sanctuary
 - Welcome and songs
 - Announcements led by the Sunday school superintendent and assistant
 - Birthdays for the week
 - birthday celebrants choose a small gift, and we sing "Happy Birthday."
 - Baptism birthdays
 - each celebrant is given a small white candle with a card attached that has part of the baptismal liturgy on it and the Sunday school recites it to them ("Let your light so shine before others....")
 - Offering collection; offering hymn
 - More singing
2. Dismissal for 7th/8th grade class and Sr Hi
 - the older classes use other material because Story Time is geared for younger children. However, these classes do have copies of the story chart, should they choose to use it.

3. Story Time

Preschool- sixth grade classes are then invited up front to the "story nook" (aka choir loft) to hear the story.

- I generally tell the story straight from the Bible, essentially doing a dramatic reading of it, only adding the definitions and some explanations.
- Sometimes I use a flannel board (which surprisingly they love)
- Sometimes I have them close their eyes and imagine the scene, and sometimes I just tell it.
- Then I say, "Let's see what the wondering box has for us today."

-I open the “wondering box” (a box decorated with question marks) and remove the “wondering hat” (a tall hat with a big question mark on it) and put the hat on my head

- I take out a bookmark with a quote from the story and five wondering questions on it.
 - Each student gets a bookmark in their classrooms to take home so their family can discuss the wondering questions together. (See Appendix 4.)
 - the wondering questions are asked and students have an opportunity to think about them
 - dismissal to classes.

4. Classroom Time

- In the classroom, the teacher leads a discussion based on the wondering questions.
- Then, the class participates in an activity that the teacher has chosen.
 - the activity is general rather than specific.
 - I ask that the teachers NOT plan a step-by-step craft to demonstrate the story, but rather allow the students to use their own imaginations.
 - sample activities might include:
 - write a poem about your answer to a wondering question
 - draw a picture that makes you think of the story
 - make a puppet of your favorite story character
 - work together to create a modern-day skit with the same theme as today’s story
 - the teachers supply adequate materials for the activity and help when asked but are careful to let students *use their own* ideas to interpret the story. In this way, each individual finds personally connect to the story in a way that one uniformed craft never will.
 - preschoolers may need a little more teacher assistance

TOOLS, INSPIRATION & VOLUNTEERS

1. Materials

- materials available to the teachers are the typical ones: paper, pencils, crayons, markers, scissors, paints, fun foam, glue, yarn, string, paper bags, sequins, beads, etc.
- There are also costumes, props, musical instruments, and wooden Bible figure dolls for acting out plays.
- We tell teachers that if they require something we don’t have in stock, just tell us and we’ll get it.

2. Inspiration

Inspiration is drawn from the stories themselves, idea books, and teacher magazines

3. Volunteers

In addition to teachers, this model requires one or more people to carry out the following roles:

- to develop an activity idea book
- to create a schedule of the stories chosen from the lectionary readings
- to define Biblical terms that may not be familiar to the students
- to think up wondering questions
- to make the take-home item, such as a bookmark, with the wondering questions on it.
- someone to tell the story each week
 - a dedicated storyteller willing to do it each week
 - a regular substitute, perhaps the church librarian
 - a group of willing storytellers used on a rotation basis

Reflection

Strengths

- The fact that we originally asked the Sunday school staff to try Story Time, All the Time for 3 months and we're still using it 3 years later testifies to the fact that it's well liked.
- Preparation time for teachers is minimal and the students enjoy this style of learning and are remember the story.
- Despite the fact some of the stories are fairly long, even preschoolers are able to remember the stories. At first, students were afraid of "wrong" answers, but now it's hard to contain the discussion of the wondering questions.
- Children often excitedly pipe up during the children's sermon to tell Pastor about the story.
- Complaints happen when it's time to go home because, as one young person said, "Sunday school is more fun" Others agree!
- Sunday school attendance has improved, while worship attendance has declined.
- Now that we're not purchasing a curriculum, we have more money to spend on items that once were considered luxuries. We're replacing nursery toys with religious-based ones and buying the teachers supplemental materials and books.

Room to Grow

- Some families say they enjoy discussing the wondering questions together. We hope to strengthen this church-home connection.
- The first year of Story Time, children took home "wondering question" bookmarks. This past year, children were given a "rainbow link" to chain together at home. This idea wasn't as successful. The children tended to play with them during class and pretty much destroy them. The original bookmarks were of cardstock and were sturdier than the paper chain links.
- Content for the "wondering questions" also needed adjustment. Originally questions were developed with the hope that they would be appropriate for any age. The first year the preschool teachers asked for easier questions. The second year, older students asked for harder questions. Now, questions are categorized as one easy question, one more difficult question, and three moderate questions each week.
- Teachers have requested a list of "safety net" activities—something quick and easy to do if the discussion and activity end before class time is up.

All in all, though we make more improvements each year, the Learning Ministry Team, Sunday school staff, and I feel that this model has been very successful for Cana.

APPENDIX 1

BIBLIOGRAPHY

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APPENDIX 2

“NO WAY. THE HUNDRED IS THERE”

by Loris Malaguzzi
Reggio Emilia Teacher

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking
A hundred always a hundred
ways of listening
of marveling of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds to invent
a hundred worlds
to dream.
The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.

They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and Christmas.
They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.
They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says
No way. The hundred is there.

APPENDIX 3

STORY TIME, ALL THE TIME Sunday School Story Schedule, 2003-2004

| Passage | Story & Definitions | I wonder . . . |
|-----------------------------|--|--|
| Sept 7 | Faith without works is dead | <ul style="list-style-type: none"> ▪ who I have been mean to ▪ if I really love my neighbor as much as I should |
| James 2: 1-10, 14-17 | Assembly: group Distinctions: choices Evil: bad Heirs: people who receive property Dishonored: insulted Oppress: treat badly Blaspheme: lie about Show partiality: have a favorite Commit sin: do bad Convicted as transgressors: guilty of doing wrong Accountable: responsible Faith: belief Works: things we do | <ul style="list-style-type: none"> ▪ if I really treat poor people as good as I treat my friends ▪ how faith can save me ▪ how I can give clothes or food to someone who doesn't have any |
| Sept 14 | Christ is the power & wisdom of God | <ul style="list-style-type: none"> ▪ why the Bible says God will ruin the thinking of the smart people ▪ how I started to really know God ▪ if God has called me to do his work ▪ what work God might want me to do ▪ in what way Jesus is powerful and smart |
| 1 Corinthians 1:18-24 | Perishing: dying Destroy: ruin, break Wisdom: being smart Discernment: thinking about Discerning: person who thinks Thwart: stop Scribe: person who writes in the records Debater: person who argues for something Proclamation: something that is announced Signs: miracles Crucified: killed on a cross Gentiles: person who isn't Jewish Called: people God chooses to do his work | |
| Sept 21 | Jesus calling Matthew | <ul style="list-style-type: none"> ▪ why the Pharisees thought Jesus shouldn't eat with tax collectors and sinners ▪ what Jesus means by "sick" ▪ if I am sick in the way Jesus means ▪ how I can show mercy to someone ▪ why I can't always be as good as I should |
| Matthew 9:9-13 | Tax collector: person who took money from people to give to the government Sinners: people who do wrong things Disciples: followers of Jesus Pharisees: teachers of the Jewish laws | |

| | Physician: doctor Mercy: kindness Sacrifice: giving up something you want Righteous: people who think they do good Call: choose | |
|--------------------------------|---|--|
| Sept 28 Mark 9:38-50 | Have salt in yourselves Casting out: throwing out Demons: devils Deed: act Evil: bad Hell: a bad place without God's love Reward: prize Millstone: big rock used to crush grain Stumble: trip Maimed: injured Unquenchable: can't be put out Lame: unable to walk Quenched: put out Season: add flavor to | <ul style="list-style-type: none"> ▪ what my deeds of power might be ▪ what reward or prize Jesus is talking about ▪ what I would do if I went to hell ▪ what it means to me to be for Jesus ▪ what it means for a person to be salty |
| Oct 5 Mark 10:13-16 | Receiving the kingdom of God as a child Disciples: followers of Jesus Sternly: firmly, strictly Indignant: mad Enter: go in Blessed: wished good things for | <ul style="list-style-type: none"> ▪ why the people wanted Jesus to touch their children ▪ why the disciples didn't want the people to bring their children to Jesus ▪ if Jesus liked little children ▪ if the disciples listened to Jesus and let the little children come to him ▪ what it would be like to sit in Jesus' lap |
| Passage | Story & Definitions | I wonder . . . |
| Oct 19 Mark 10:35-45 | James and John asking Jesus' favor Grant: let Glory: wonderful honor Drink the cup that I drink: Jesus was talking about dying on the cross Gentiles: people who weren't Jewish Recognize: know Tyrant: person who forces others to do | <ul style="list-style-type: none"> ▪ why James and John thought that they should be allowed to be honored with Jesus ▪ if James and John knew that Jesus was talking about dying on the cross if they would still have said that they were able to do that ▪ if I could die for Jesus ▪ how I can be a slave or servant for Jesus |

| | | |
|----------------------------|---|---|
| | things Servant: person who does things for others Slave: person who is forced to do things for others Ransom: something that is paid | <ul style="list-style-type: none"> ▪ if I would have been mad at James and John for wanting special treatment for Jesus |
| Oct 26 John 8:31-36 | The truth will set you free Continue in my word: follow my teachings Truly: really Disciples: followers of Jesus Descendants: related to Slaves: people forced to do things by others Free: not forced to do things Commits sin: does wrong things Permanent: forever | <ul style="list-style-type: none"> ▪ how I can “continue in Jesus’ word” ▪ what truth Jesus is talking about ▪ how truth can make me free ▪ what it means to be a slave to sin ▪ if and how Jesus has made me free |

| | | |
|----------------------------|---|---|
| Nov 2 John 11:32-44 | Lazarus raised from the dead stench: bad smell bound: tied up | <ul style="list-style-type: none"> ▪ why Mary thought that her brother would not have died if Jesus had been with him ▪ why Jesus cried when he could bring Lazarus back from the dead ▪ if I would have believed that Jesus could stop someone from dying ▪ how Lazarus felt to have come alive after he was dead ▪ what I would do if someone I knew died but then came back to life |
|----------------------------|---|---|

| Passage | Story & Definitions | I wonder . . . |
|----------------------------|---|---|
| Nov 9 Mark 12:38-44 | The poor widow beware of: don’t trust scribes: people who record, write things down synagogues: Jewish schools banquet: party with lots of food devour: destroy widows: women whose husbands have died condemnation: to think badly of someone treasury: place where the church’s money is stored | <ul style="list-style-type: none"> ▪ why the poor widow gave all of her money away to the church. ▪ what happened to the widow after she gave her money away. ▪ how I am like the scribes who say prayers they don't mean. ▪ how I am like the widow who gave her money away. ▪ if Jesus would think I was rich or if he'd think I was poor. |

| | sums: amounts disciples: followers of Jesus abundance: having more than you need poverty: poor | |
|--------------------------|--|--|
| Nov 16 | Jesus warning the disciples | <ul style="list-style-type: none"> ▪ why Jesus said all of the buildings stones would be thrown down |
| Mark 13: 1-8 | temple: place where Jews worshipped disciples: followers of Jesus accomplished: finished beware: be careful leads you astray: makes you go wrong alarmed: worried famines: when people have no food birth pangs: feelings that come when someone or something is born | <ul style="list-style-type: none"> ▪ how the disciples might know if someone was telling the truth or not ▪ why Jesus was telling the disciples about wars, earthquakes, and other bad things ▪ if I would have been afraid to hear Jesus talk about such bad things coming ▪ why Jesus said the disciples shouldn't be afraid |
| Nov 23 | Jesus talking with Pilate | <ul style="list-style-type: none"> ▪ why Jesus didn't really answer the question "What have you done?" |
| John 18: 33-37 | Pilate: a government leader headquarters: main office summoned: asked him to come see him testify: to tell about | <ul style="list-style-type: none"> ▪ where Jesus' kingdom really is it's not in this world ▪ what truth Jesus is talking about ▪ what I think it means to "belong to the truth" ▪ how I can listen to Jesus' voice |
| Passage | Story & Definitions | I wonder . . . |
| Nov 30 Luke 21: 25-36 | Heaven & earth will pass away, but not Jesus' words distress: unhappiness foreboding: feeling of worry redemption: being forgiven parable: a story that teaches this generation: people living now pass away: die dissipation: spreading problems alert: pay attention | <ul style="list-style-type: none"> ▪ what kind of signs I would make happen to the sun, moon, and stars to get people's attention ▪ what things make my heart sad ▪ what things worry most people ▪ what it will feel like to stand in front of Jesus and talk to him in heaven ▪ what I'll say to Jesus when I stand in front of Jesus and talk to him in heaven |
| Dec 7 | Paul encouraging the Philippians | <ul style="list-style-type: none"> ▪ who might thank God for me because of |

| Philippians 1:3-11 | gospel: the good news about Jesus confident of: truly believe grace: forgiveness and loving kindness confirmation: agreement compassion: kindness righteousness: goodness | good things I do <ul style="list-style-type: none"> ▪ who besides my family I hold dear in my heart or love ▪ how I can show those people that I love them ▪ how I can decide what is best when I'm having a problem choosing what to do ▪ how I can make my love overflow to other people |
|--------------------------------|--|--|
| Dec 14 | No story, Sunday school program practice | |
| Dec 21 | Teacher's choice of Christmas story | |
| Dec 28 | No Sunday school, Christmas break | |
| Jan 4 John 1:1-18 | John the Baptist testifying about Jesus Word: Word of God testify: tell about grace: loving forgiveness | <ul style="list-style-type: none"> ▪ what I might have created if I was God in beginning the world ▪ how John knew about Jesus ▪ why the Bible compares Jesus to light so much ▪ when I have shown grace or loving forgiveness to someone ▪ how I think Jesus' glory looks |
| Jan 11 | Intergenerational Sunday School | Encountering Endasak |
| Passage | Story & Definitions | I wonder . . . |
| Jan 18 Matthew 16:13-19 | Jesus asking his disciples who he is district: area disciples: followers of Jesus John the Baptist: Jesus' cousin who told about Jesus' coming Elijah: Old Testament prophet who shared God's words Messiah: person who saves the world Blessed: good things happen revealed: shown Hades: hell, a bad place without God prevail: win bind: tie up | <ul style="list-style-type: none"> ▪ why Jesus asked his disciples who they thought he was ▪ who I would have thought Jesus was if I had been one of his disciples ▪ what it would be like to have the keys of the kingdom of heaven ▪ what kinds of things Jesus thought Peter might bind or tie up on earth ▪ what kinds of things Jesus thought Peter might let loose on earth |

| Jan 25 | Paul convincing the Galatians he's truthful | <ul style="list-style-type: none"> why Paul thought it was important that the people of Galatia know he's telling the truth why someone would treat other people badly if I would have believed Paul really wanted to help Christians now when he used to treat them terribly what it would have been like to be Jesus' brother like James was what is one way I can tell someone about Jesus |
|-----------------------|--|--|
| Galatians 1:11-24 | proclaimed: told about origin: beginning revelation: understanding persecuting: treating badly zealous: enthusiastic traditions: actions that are done year after year apostles: teachers about Jesus Gentiles: people who aren't Jewish confer: talk with | |
| Feb 1 | The importance of love | <ul style="list-style-type: none"> what the language of angels sounds like who I can be patient with when I have been rude what childish things I will stop doing when I'm an adult how I can be more loving |
| 1 Corinthians 13:1-13 | tongues: languages mortals: people prophetic: power to hear God speak boast: brag about patient: willing to go slowly envious: wanting something someone else has arrogant: think you're better than others rude: not polite rejoice: be happy about endures: puts up with abide: live, stay with | |
| Passage | Story & Definitions | I wonder . . . |
| Feb 8 | Jesus telling the disciples to catch people | <ul style="list-style-type: none"> how I would like it if crowds of people pushed on me what Simon thought when Jesus got into his boat why Simon was able to catch fish when Jesus told him to throw out his net when he couldn't before why feeling like a bad man made Simon tell Jesus to go away what Jesus meant when he said Simon would be catching people |
| Luke 5:1-11 | sinful: do bad things | |
| Feb 15 | Jesus preaching | <ul style="list-style-type: none"> what it would have felt like to have touched Jesus and felt his power what Jesus meant when he said the poor |
| Luke | disciples: followers of Jesus | |

| 6:17-26 | <p>multitude: big crowd</p> <p>troubled with unclean spirits: when people didn't understand what was wrong with someone they said the person had bad spirits</p> <p>blessed: made happy</p> <p>weep: cry</p> <p>exclude: don't let you join in</p> <p>revile: hate</p> <p>defame: tell lies about</p> <p>rejoice: be happy about</p> <p>ancestors: grandparents and great grandparents</p> <p>prophets: people who spoke God's word</p> <p>woe: sadness</p> <p>consolation: prize</p> <p>mourn: feel sad</p> | <p>people would be made happy</p> <ul style="list-style-type: none"> what would make me leap for joy what I would do if I knew someone hates me what kind of reward I'll get in heaven |
|----------------|---|--|
| Feb 22 | Moses & the 10 Commandments | <ul style="list-style-type: none"> what Moses' face looked like when it was shining |
| Exodus 34:2-35 | <p>tablets: flat stones like plates</p> <p>covenant: promise of God</p> <p>commandment: order</p> <p>veil: thin cloth</p> | <ul style="list-style-type: none"> why the people were afraid of Moses' shining face how Moses felt when the people were afraid of him what it would be like to hear God's voice if I would have believed that Moses talked with God if I had been there |
| Passage | Story & Definitions | I wonder . . . |
| Feb 29 | Jesus tempted in the wilderness | <ul style="list-style-type: none"> how the Holy Spirit led Jesus into the wilderness |
| Luke 4:1-13 | <p>wilderness: wild desert</p> <p>tempted: tried to make him do bad</p> <p>famished: starving</p> <p>command: order</p> <p>glory: praise</p> <p>authority: power</p> <p>pinnacle: top</p> <p>temple: place of worship</p> <p>bear: lift</p> <p>dash: hit</p> <p>departed: left</p> <p>opportune: good</p> | <ul style="list-style-type: none"> why the devil tried to make Jesus be bad what would have happened if Jesus had been bad what I would have done to the devil if I had been Jesus what it would be like to be lifted up by angels |

| March 7 | Jesus as a mother hen | <ul style="list-style-type: none"> * why the Pharisees warned Jesus even though they often disagreed with him |
|-----------------------|---|--|
| Luke 13:31-35 | Herod: The ruler of the country of Galilee Pharisees: religious group that insisted people obey the religious laws casting out demons: getting rid of sickness & mental problems without known causes prophet: person who spoke for God to people brood: family | <ul style="list-style-type: none"> * why Jesus called Herod a fox * why Jerusalem killed prophets * how baby chicks feel when their mom gathers them under her wings and why * what animal I would say I was like |
| March 14 | Parable of the fig tree | <ul style="list-style-type: none"> * what fig trees look like * what I would do to a tree that wasn't growing fruit like it should |
| Luke 13:1-9 | Pilate: a Roman ruling Jerusalem city Galileans: people from Galilee mingled: mixed sinner: someone who does bad things sacrifices: gifts to God repent: be sorry for doing bad things offenders: someone who breaks the law perish: die parable: a story that teaches vineyard: place where grapes grow | <ul style="list-style-type: none"> * what the man might plant instead if he had the fig tree cut down and why * what kinds of things Jesus wants me to do to be like a good tree with lots of fruit * what kinds of things would make Jesus think I was like a tree that isn't growing well |
| Passage | Story & Definitions | I wonder . . . |
| March 21 | Parable of the prodigal son | <ul style="list-style-type: none"> * why the younger son wanted his father's money early |
| Luke 15: 1-3 & 11b-32 | Pharisees: religious group that insisted people obey the religious laws scribes: people who wrote things down parable: a story that teaches squandered: wasted dissolute: bad severe famine: bad hunger problem citizens: people pods: long seeds hired hands: people paid to do work compassion: feeling of kindness devoured: used up prostitutes: women who do bad things | <ul style="list-style-type: none"> * what I would do if my mom or dad gave me a whole bunch of money * what I would have done if I was the father & why * what I would have said if I was the older brother & why * why the older brother didn't take his money early too, but stayed & worked with his father |

APPENDIX 4

SAMPLE BOOKMARK

(Five would go on a double-sided, landscape-oriented page)

Front

Acts
19-2

. . . Did
you
receive
the
Holy Spirit
when
you
became
believers?



Back

I wonder. . .

how you
become
a believer
?

what it feels
like to get the
Holy Spirit
?

if I cried or
if I was good
at my
baptism
?

why Paul put
his hands
on the people
?

what language
I would like
to speak
other than
English
?