

PreSchool

# Echoes™

## SAMPLE LESSON

Includes links to related resources

# Teacher's Commentary

[God Gives Us Families](#) | [God Gives Us Friends](#) | [God Gives Us the Church](#)



# ECHOES

## PRESCHOOL TEACHER'S COMMENTARY

ECHOES  
*Preschool Teacher's  
Commentary*

A self-contained teaching program for use with *Preschool Creative Teaching Aids, Preschool Make-It/Take-It, and My Sunday Pictures.*

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**Echoes**  
BY DAVID C COOK

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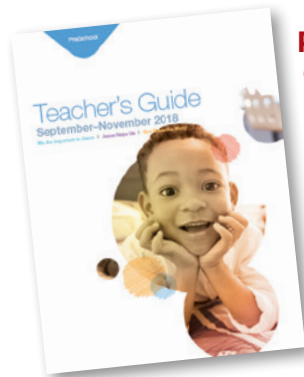
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## QUARTERLY RESOURCES

This page summarizes the plans that we suggest in a typical lesson. You know what will work best for your group, your space, and your time. We have included ways for you to adapt each lesson to the needs of different students.



### Preschool Teacher's Commentary

New features, paired with traditional commentary excellence, include increased Bible background with black biblical heritage highlights, streamlined lessons for preschoolers, and easy step-by-step directions for preparing and teaching each lesson. One per class.

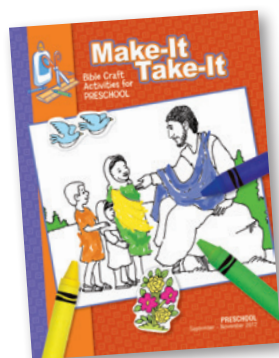
### Preschool Creative Teaching Aids

Attention-grabbing Bible art posters, puppets, movable figures, and music make Bible lessons understandable and memorable to preschoolers. A Diskit is also included. One per class.



### Preschool Make-It/Take-It

A craft booklet used during the Bible Application step of the lesson allows students to explore what they have just learned in the Bible story. One per student.



### My Sunday Pictures

This [in-class and take-home card](#) connects the Bible stories and lessons taught in church to each child's home. Each card presents the Bible story, contemporary story, and family activities to incorporate the Bible lesson at home during the week. One per student.



Online Teacher Training! To learn more about teaching and using the resources in a lesson, visit [EchoesCurriculum.com](http://EchoesCurriculum.com)

## OPEN GOD'S RESOUNDING WORD TO KIDS

### Teacher Pages

The **Lesson Overview** tells what's happening in each step of the lesson. **Understanding Your Students, Classroom Tips** and **Understanding the Bible** is intended to help prepare you for the lesson ahead.

### Life Need

**Step 1** includes a simple activity to engage children as they arrive. Preschoolers will then move into worship and prayer time. Next, a short activity and discussion will allow children to share their own ideas to personalize the Bible Truth.

### STEP 1

### Bible Learning

In **Step 2**, preschoolers will hear the Bible story and learn how the Bible Truth relates to that story. Feel free to use the story script word-for-word, but be sure to add your own verbal and facial expressions. Wrap up this step with a brief review.

### STEP 2

### Bible Application

**Step 3** gives children an opportunity to interact with the concepts they're learning and practice the Bible Memory Verse. The life-related handcraft project will help children understand how to apply the Bible lesson.

### STEP 3

### Life Response

In **Step 4**, preschoolers will respond to what they've learned and solidify application with a present-day life application story in [My Sunday Pictures](#) and an opportunity to respond to the lesson.

### STEP 4

## HIGHLIGHTS IN BLACK HISTORY

# DR. HERBERT C. SMITHERMAN

## The 'Jackie Robinson of P&G'

*But there is a God in heaven who reveals mysteries.*

—Daniel 2:28

by Victoria McAfee



**G**eorge Washington Carver began each day praying that God would reveal secrets to him about plants and vegetables. God responded, "Little man, you're not big enough to know the secrets of My universe, but I'll show you the secret of the peanut." The outcome of this conversation with God resulted in Carver spending a lifetime discovering hundreds of products from the seemingly insignificant peanut. Many African-American scientists and inventors have followed in Carver's footsteps. Add to the list Dr. Herbert C. Smitherman.

Dr. Herbert C. Smitherman was born March 23, 1937, to Rev. Otis C. Smitherman and his wife Alberta. An only child, he grew up in Birmingham, Alabama. Opposers burned down his father's church twice during the voting registration and rights movement.

Regardless of the obstacles, the Smithermans encouraged their son to get as much education as possible. Smitherman recalled a time his father took him out to a construction site and showed him a worker with a jackhammer breaking up concrete. Rev. Smitherman said to his son, "If you don't get an education this is where you will end up." Herbert jokingly replied, "I've been reading books since that day."

Although the family was poor, Smitherman went on to fulfill his parents' dreams. He attended Tuskegee Institute obtaining both his B.S. and M.S. in chemistry. He taught at Southern University of Texas. He then served in the army for two years as a commissioned officer. After his military service, he completed his doctoral degree at Howard University in 1966.

Dr. Smitherman became the first African American with a Ph.D. to be hired by Proctor and Gamble (P&G) as a physical organic chemist. Dr. Smitherman worked at P&G for the next 29 years. He was part of development teams that improved several products. His name is associated with Crest toothpaste, Business stain remover, Folgers coffee, Bounce fabric softener, Safeguard soap, Crush soda and many others.

Smitherman's new formulations and inventions led the company to increased profits and fame.

One of Dr. Smitherman's sons nicknamed him the "Jackie Robinson of P&G" because he used his position to open the door for so many other African Americans. Smitherman saw himself as a bridge builder, assisting other minorities to make progress in this field. While employed by P&G, he pioneered a recruiting program for minority undergraduate and graduate students pursuing degrees in science, chemistry, and chemical engineering. He founded the Black Technical Ph.D. Group and The National Organization for Black Chemists and Chemical Engineers (NOBCHE). These organizations allowed black scientists and engineers to receive a paycheck for their work along with promotions, awards, and scholarships.

After retiring from P&G, he joined the staff of a historically black college, Wilberforce University, serving as assistant vice president of academic affairs and as a professor of chemistry. After Wilberforce, Dr. Smitherman desired to influence young people in math and science. He started a high school, Western Hills Design Technology, and was the principal there for nine years. He also developed a weekend program for inner city middle schoolers. Scientists and mathematicians in the local area volunteered to tutor the students.

Dr. Smitherman and his wife Barbara were married 51 years. From this union, God blessed them with six children. Despite his busy career, Dr. Smitherman found the time to actively be involved with his children. He served as a Boy Scout leader, a Little League baseball coach, an officer of the Walnut Hills High School Parent Board, and as a member of the North Avondale Neighborhood Association (NANA) and Stepping Stones. In addition, he tutored at several schools. He completed OSHA requirement training to become a safety manager to assist his son who owns a construction company.

Dr. Smitherman and his family were members of Bellarmine Chapel in Cincinnati from 1968 to 2010. His funeral services were held there after his passing on October 9, 2010.

**THEME FOR UNIT 1:** God Gives Us Families

**UNIT BIBLE MEMORY VERSE:** John 13:34

# GOD GIVES RUTH A CARING FAMILY

## BIBLE BASIS

Boaz and Ruth marry and have a child (Ruth 1–4).

## BIBLE TRUTH

People in families care for one another.

## BIBLE MEMORY VERSE

“Love one another.”  
John 13:34

## LESSON AIM

Students will thank God for the people in their families.



## 1 LIFE NEED (10 MINUTES)

- Play a game and name ways family members care for each other



**Materials:** DisKit music from teaching aids, CD player

## 2 BIBLE LEARNING (10-15 MINUTES)

- Teach with pictures the story of Ruth’s family
- Review the story with questions

**Materials:** Bible, [“God Gives Ruth a Caring Family” Teaching Aid 4](#)

## 3 BIBLE APPLICATION (10 MINUTES)

- Draw family members
- Review the Bible memory verse with a poem



**Materials:** *Preschool Make-It/Take-It* for Lesson 2, crayons

## 4 LIFE RESPONSE (10 MINUTES)

- Read a picture story about a family caring for each other
- Plan ways to care for a family member and thank God for families

**Materials:** [My Sunday Pictures Lesson 2](#)



**This symbol means extra preparation or supplies are needed.**

## Understanding the Bible

The circumstances of widows in Bible times were indeed poor. Living on the charity of others seemed to be their only means of survival.

After Naomi's husband and sons died in the country of Moab, she decided to go back home to Bethlehem. Naomi urged her daughters-in-law, Ruth and Orpah, to go back to their parents' homes. Orpah saw the wisdom of this advice. Ruth, perhaps with more concern for her mother-in-law's safety than for her own future, stayed with Naomi. Ruth's response to Naomi is a well-known declaration of loyalty: "Where you go I will go and where you stay I will stay" (Ruth 1:16).

Moab was east of Israel, across the Dead Sea. During this very same time period, Israel and Moab were ruthless enemies (see Judg. 3:14). Imagine then what it would be like for Ruth the Moabite to come voluntarily to a land of her people's enemies. Moabites worshiped Chemosh [KEE-mosh] as their national god (Judg. 11:24), so it was a big-time step for Ruth to switch (Ruth 1:16). King Mesha of Moab sacrificed his oldest son to the god Chemosh. Ruth had come from a foreign land to a place with different customs and where, at the start, she only knew one person. Can you relate to Ruth's experience?

Once in Bethlehem, Ruth went to work in the fields. The Book of Ruth is set mainly in the time of the "barley harvest and of wheat harvest" (Ruth 2:23; see 1:22). Barley was the rougher, commoner kind of grain, and it was harvested in April (around Passover time). About one month later, they picked the wheat (the more refined grain for making bread) and celebrated wheat harvest at the Feast of Pentecost (seven weeks or 50 days after Passover).

Sometimes grain is called "corn" by the King James Version. For example, "a corn of wheat" in John 12:24 means "a grain of wheat." Back then in Israel, they did not grow maize, or what we now call corn on the cob.

It was the custom of the day for poor people to glean the fields, that is, to pick up any of the grain left behind by the harvesters. While Ruth was gathering the leftover grain, she came to the attention of Boaz, the owner of the field. Boaz was generous to Ruth in offering grain and water, for he had heard about Ruth's goodness to her mother-in-law.

Naomi recognized Boaz as a relative and realized there might be a legal hindrance to a marriage between Ruth and Boaz. She devised a plan in which Boaz and Ruth participated so that their marriage had public approval and all the local customs were satisfied.

The marriage was blessed with the birth of a son, Obed. Obed is a shortened form of the name Obadiah, which means "servant of the Lord." The name was a fitting choice, for Obed grew up to become the father of Jesse and the grandfather of David.

## Understanding Your Students

This lesson will acquaint your students with older people. The phrase "a long time ago" means little to preschoolers, so the pictures in the lesson will help children begin to see that Bible-time people dressed and gathered food differently than us. Invite an older member of your church to visit your class and tell a story about his or her childhood.

## CLASSROOM TIPS

Here are things you can do throughout the morning to increase awareness of the various people in families.

- For children who do not have grandparents or great-grandparents living or living nearby, an older person from your church might be the preschool class grandparent for the day or for the month. Invite them to come into the classroom and help with Before Class activities or to help with the handcraft activity. Allow them to pray for your students.
- For children who do know their elderly relatives, talk about things they enjoy doing with these family members.

## WORSHIP ACTIVITIES

- Sing the following song to the tune of "London Bridge is Falling Down."

**God gave me my family,  
family, family.** (*Hug self.*)

**God gave me my family  
To take good care of me.**  
(*Clap.*)

**Thank You, God, for family,  
family, family.** (*Praying hands.*)

**Thank You, God, for family.  
They take good care of me.**  
(*Clap.*)

- Have a child helper collect offerings. Say a prayer for the offering.
- Pray with your class. **Dear God, we love our families. Thank You for giving us our families. We love You. In Jesus' name. Amen.**

## BEFORE CLASS

Give each child a personal greeting. **I'm so glad your family brought you to Sunday school today. We're going to talk about the people in our families and how they care for each other.**

Children may give their offerings. Have them mark their attendance using a small sticker, writing an X, or coloring a square. Then lead them to the first activity of the day.

## GETTING STARTED

The following activities will prepare the children for the story of God giving Ruth a caring family.



**Play Dough:** Show your students how to make figures of family members from play dough. **How many people are in your family?**



**Table Play:** Set out play dough and cookie cutters. Invite children to make cookies for their family members using play dough. **We are making cookies for our families. We will learn about Ruth who provided food for her family in today's Bible story.**



**Exploration:** Place dolls, chairs, and other home play items for children to care for the dolls in their "house." This activity will help children begin thinking about people in families caring for one another. **The family we will learn about today cared for each other.**

# 1

## Life Need

10 minutes

**Objective:** Children will play a game and name ways their families care for each other.

This activity will prepare your students for the Bible story about how God gave Ruth a caring family and how God gives us families to take care of us.

**Today we are going to play a game called "Family Freeze." I will play a song. When you hear the music, move around the room. When the music stops, I'll say "freeze." That means you stop just as you are, even if you only have one foot on the ground. Then I will ask you to tell me something.**

Play the song, "[Love One Another](#)," from the DisKit CD found in your Creative Teaching Aids packet. Stop the music after 20 to 30 seconds. **Freeze! Now put both feet on the ground. Tell me one way your mother cares for you.** (Children say their answers all at one time. Even though you can't hear all the answers, the purpose of the game is to get children to think about caring. They may say things like cook, hug me, or play with me.) **Time to move to the music!** Play the song on the CD for another 20 to 30 seconds. **Freeze! Now put both your feet on the ground. Now tell me one way your father cares for you.** (There may be some children in your class who don't have a father living with them. Encourage those children to talk about an uncle or grandfather, or what they think a father might do.) **Time to move!** Play the song for 20-30 seconds. **Freeze! Come by me and sit in a circle.**

Wait for all the children to sit down in a circle. **Our game helped us think about ways people care for us. Let's talk more about people in families caring.**

**How does your family care for you?** (Affirm the children's answers. They may include hugging, cooking, working, etc. Some of the children will build on another's responses. Give all the children time to answer.)

**How do you care for others in your family?** (Try to get the children to give details that make their families unique. Some ideas may be picking up toys, making my bed, setting the table, calling my grandma, bringing in the mail.)

**I'm so glad God gave each one of you caring people in your family. Today we're going to learn that people in families care for one another. Our Bible story today is about Ruth and her family. It started out small, but got bigger and bigger. Extend your hands outward to show bigger and bigger. Let's listen for ways the people in Ruth's family cared for one another.**

# 2

## Bible Learning

10 minutes

**Objective:** Students will learn people in Ruth's family cared for one another.

Show ["God Gives Ruth a Caring Family"](#) Teaching Aid 4 as indicated below.

### Bible Story

**Today's story comes from the Bible. It is found in the book, or part, of the Bible called Ruth.**

*(Show the children where Ruth is in your Bible. Keep your Bible open to the Book of Ruth as you tell the story.)*

**The Bible tells us about a woman named Ruth. Ruth had a very small family. She lived with an older woman named Naomi. Ruth loved Naomi, who was like a mother to her. Ruth had been married to Naomi's son. When he died, Ruth stayed and took good care of Naomi.**

**One day Ruth went to the grain fields. Wheat is one kind of grain. Rice is another. Grain is used to make food.** *(Show*



"God Gives Ruth a Caring Family"  
Teaching Aid 4

*Teaching Aid 4; point to the grain field then set it aside.) Whoosh, whoosh, whoosh. The workers were cutting down the grain. It was time to gather the grain for food. Whoosh, whoosh, whoosh went the tools.* *(Have the children repeat the sound of the workers cutting grain while making a cutting motion with their arm.)*

**Ruth followed the workers. She picked up the leftover grain that the workers had missed.** *(Bend over and pretend to pick up grain. Ask the children to do the action with you.)* **Ruth took the grain home. She used the grain to make bread for her and Naomi to eat.**

**A man named Boaz owned the field and all the grain. One day he came to the field. He asked the workers, "Who is that young woman?"**

**The workers told him, "She is Ruth. She lives with Naomi."**

**Boaz told the workers, "Give Ruth some more grain." Ruth thanked Boaz. Now Naomi and Ruth would have plenty to eat.**

**Every day the workers cut the grain. Whoosh, whoosh, whoosh.** *(Children may repeat, including the cutting action with their arm.)* **Every day Ruth followed the workers and picked up the leftover grain.** *(Pretend to pick up grain.)*

**One day Boaz came back to the field to see Ruth. Later Boaz married Ruth. Then Naomi, Ruth, and Boaz all lived together in one house. They were a happy family.**

**Later Ruth and Boaz had a baby boy.** *(Point to the baby on the poster.)* **They named the baby boy Obed.** *(Have the children say the family names with you. Point to each family member on the poster as you say his or her name.)* **Now Ruth was a mommy. Boaz was a daddy. And Naomi was a grandmother. The people in Ruth's family cared for one another. People in families care for one another.**

### Bible Story Review

Review the Bible story with these questions.

- 1. What did Ruth do to care for Naomi?** (She gathered grain for food.)
- 2. Who were the people in Ruth's family who cared for her?** (Naomi and Boaz.)
- 3. Did Ruth's family get bigger?** (Yes.)
- 4. Let's name the people in Ruth's family.** (Naomi, Ruth, Boaz, Obed.)
- 5. What does God want people in families to do?** (He wants people in families to care for one another.)





# Bible Application

10 minutes

**Objective:** Students will learn that God gives them families to care for them.

## Bible Memory Verse

**The people in Ruth's family cared for one another. God gives us families to care for us. He wants us to love one another. Let's say our Bible verse together: "Love one another" John 13:34.**

Say the rhyme with your class.

### LOVE ONE ANOTHER

**God made me,**  
*(Point to self.)*

**God made you.**

*(Point to someone else.)*

**God made my family, too!**

*(Hug self.)*

**God loves me,**  
*(Point to self.)*

**God loves you.**

*(Point to someone.)*

**He said, "Love one another," too!**

*(Hug self.)*

**Some of the words in our rhyme come from the Bible. God tells us in the Bible to "love one another." Repeat the rhyme and the Bible memory verse several times: "Love one another" John 13:34.**

## Handcraft

Before class remove the Lesson 2 project from each Make-It/Take-It book before class. Cut a 12-inch length of yarn for each student.

Give each child a Make-It/Take-It frame. Let each child draw his or her family in the frame with crayons. Help write the names if children are not able to write. Help children punch out the holes on the top of the frame and add a hanger for the frame with a 12-inch length of yarn.



**Make-It /Take-It, Lesson 2**

**God gives us families to care for us. Who are the people in your family?** (Allow children to name the people in their families. Some may have grandparents living with them.)

**It's fun to listen to our grandparents' stories of long ago.** (Briefly tell about memorable experiences you have had yourself.) **I remember the time when my grandma used to** (read me the Bible and talk about Jesus; work with me in the garden; talk with me in her kitchen, etc.) **These are ways she cared for me.**

**Let's think of other ways that our families care for us.** (Children may say they give them a home, clothes, food, love, teach them, other kinds of help.)



# 4

## Life Response

10 minutes

**Objective:** Students will plan ways to care for a family member and thank God for their families.

Read aloud to your students “Family Love” from [My Sunday Pictures, Lesson 2](#) back.

### Present-Day Story

It was time for dessert and Anthony and Tiana couldn’t wait to eat theirs!

Dad said, “Anthony and Tiana, let me help you get your ice cream and apple pie.”

“Yes, I think I need help, Dad,” Tiana said, “because my plate is heavy.”

Anthony said, “Dad I can carry all of our spoons and forks so you can carry two plates.”

“Thank you, Anthony, for being so caring,” Dad said.

“You’re welcome, Dad.” Anthony said. “I like to help take care of the people in my family.”

“Thanks, Dad, for carrying my plate,” Tiana said.

“You’re welcome, my sweetie pie!” Dad said.

Tiana giggled. “You’re so silly, Dad! I love you.”

“I love you, too, Tiana,” Dad said.

He turned to Anthony, “I love you, too, my boy Anthony.”

“I love you, too, Dad!” said Anthony.

“Now let’s dig in,” Dad said.

“Mmmm. This is delicious,” they all said.



Lesson 2 (back)

### Closing Activities

**That is a nice story about a loving family who cares for each other.** Show children the Bible picture story on *My Sunday Pictures*. **In today’s Bible story, the people in Ruth’s family, Ruth, Naomi, Boaz, and Obed cared for one another.**

**What are some ways you can show someone in your family that you care for them?** (Some

ideas could be picking up toys, making a bed, helping with a younger sibling, setting the table, calling a grandparent, giving a hug, etc.) **Those are all good ways to show someone in your family that you care. Choose one to do this week.** Give the children time to quietly think of an idea.

**Let’s tell each other how we are going to care for someone in your family.** Give each child a turn to tell his idea. You might want to start with your own suggestion. **I’m planning to care for someone in my family by \_\_\_\_\_.**

Lead your students in prayer.

**Dear God, thank You for the people in our families. Some of us have big families, and some of us have small families. You gave each of us people who care about us. We love You. In Jesus’ name. Amen.**

When it’s time for your preschoolers to leave, be sure each child has a *My Sunday Pictures* for Lesson 2 and a Make-It/Take-It picture to take home.

Give each child a personal goodbye. **Today we learned about the wonderful family God gave Ruth. At home this week, you can thank God for giving you all the people in your family who care for each other.**



Lesson 2 (front)

