

# Quarter Review

## Teacher Preparation

- ❑ This Sunday is the fourteenth Sunday of the quarter. While there is no lesson this week, we encourage you to use this Sunday as a fun review day. Alternatively, you can catch up on the lessons if the class is behind.
- ❑ Read through the various ideas and resources included in this guide and use them to create a review day that fits you and your students' needs. Try to include options to accommodate a variety of students. The resources for this review week can be found in the Review Resources folder on the resource CD.
- ❑ Spend time planning and preparing for this Sunday to maintain structure during Sunday School. Don't try to wing it. Keep the focus on reviewing what the students have learned over the last thirteen weeks, while still having fun.
- ❑ If you have a larger class and several adult helpers, consider setting up stations around the classroom. For example, set up a craft table, a snack table, an activity area, and a space to role play Bible accounts. Rotate groups of students through the stations.

## Attendance Charts & Review

If you saved the attendance charts, give your students the opportunity to complete the chart and earn a bumblebee sticker by quoting last week's memory verse, 1 John 1:9a.

Attendance Chart



Attendance Stickers



# Review Activities

## Pass the Numbers

### Gather

- Resources 55-R23a and R23b.
- Index cards.
- Marker.
- Music CD; CD player.

### Steps

1. Before class, print the review questions from 55-R23a and R23b. Number a set of index cards 1–10, or as many as needed so that each student has a number.
2. Arrange classroom chairs in a circle, one per student. Distribute the numbered index card to each student.
3. Play a song from the music CD while students pass the cards around the circle. Stop the music at random and call out a number.
4. The student holding the card with the number you called answers a review question. If he is correct, continue playing. If he is incorrect, he is out. Remove his chair and his number card from the circle. Continue playing until only one student remains. Consider letting the students who are out call the numbers or stop the music for you to keep them engaged in the activity.



55-R23a & b



#### Teacher Tip

If you have a large class, you may want to keep a list of what numbers have been called on the board or on a sheet of paper.



Resources 55-R21a—h



#### Teacher Tip

You can customize the game board to fit the available space in your classroom. The path can be as long or as short as desired. Print multiple action spaces (i.e., "Move forward 1 space," "Go back 2 spaces") to make the game more exciting or more challenging.

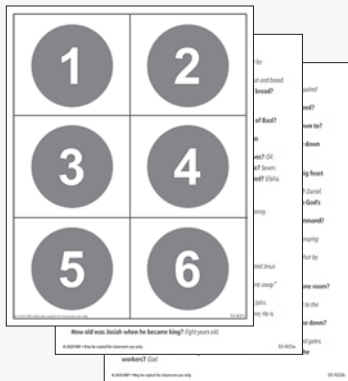
## Life-Size Board Game

### Gather

- Resources 55-R21a—R21i, 55-R23a and 23b.
- Small basket or box.
- Scissors.
- 2 stuffed animals.
- Masking tape.
- Colored printer paper (optional).

### Steps

1. Before class, print game spaces from resources 55-R21a—55-R21h. You will need additional paper for blank game spaces. Use colored printer paper, if desired. Laminate all game spaces for greater durability.



Resources 55-R21i, R23a & b

- Before class, print resource 55-R21i and cut apart the number cards. Place all numbers in a basket. Print the review question sheets from resource 55-R23a and R23b.
- Before class, assemble a board game path on the floor. Use masking tape to secure the spaces to the floor, if desired. Place the **START** space at the beginning of the path. Use the blank paper to create a path, and place action spaces at random throughout the path. Place the **FINISH** space at the end.
- Divide students into two teams. Give each team a stuffed animal to place on the **START** space. Students from each team take turns answering review questions as you read them from the review sheet. If the student answers correctly, he may draw a number from the basket and move his team's stuffed animal that number of spaces on the board game path. The student places the number back in the basket when he is done. If he answers incorrectly, the other team gets a chance to answer and move their stuffed animal.
- If a team's stuffed animal lands on an action space, they must follow the instructions on that space (i.e., move ahead 2 spaces, answer an additional question, move back 1 space). See action space rules below for more information.
- The first team to get its stuffed animal to the **FINISH**, wins!

### Action Space Rules

**Move Forward:** The student must move his team's stuffed animal forward additional spaces.

**Go Back:** The student must move his team's stuffed animal back spaces.

**Recite Last Week's Memory Verse:** If the student can recite the memory verse from lesson 13 (1 John 1:9a), he can move his team's stuffed animal additional spaces.

**Bonus Question:** If the student can correctly answer an additional review question, he may move his team's stuffed animal additional spaces.

## Who Am I?

### Gather

- Resources 55-R22a—R22f.
- Scissors.
- Tape or Plasti-Tak.





## Steps

1. Before class, print the Bible figures from resources 55-R22a—55-R22c. Also print resources 55-R22d and R22e and cut apart the statement cards. If you need more cards, print the sheet of blank cards from resource 55-R22f and write additional statements.
2. Before class, post the Bible figure pictures on the board or on a wall at the students' level.
3. Distribute a statement card to each student. Encourage students to read their cards and decide which Bible figure their card describes. Offer help reading the cards, as needed.
4. One at a time, students go up to the board and attach their statement cards to the correct picture using tape or Plasti-Tak.
5. Once all cards have been attached to the board, review the statements with the class. If a card has been placed on the incorrect Bible figure, let students provide the correct answer. Reattach the card to the correct picture.

## Bible Account Role Play

### Gather

- Costumes and props for role play.

### Steps

1. Before class, choose two or three accounts from the lessons this quarter as options for students to role play. Gather costumes and props to portray objects from the story. Keep it simple, but get creative! For example, if you select the account of Elijah challenging the prophets of Baal, gather robes for the characters, blocks or boxes to form altars, buckets, and a blue sheet (water covering the altar).
2. Provide the costumes and props for the students. Let them use their imaginations to recreate the accounts, but help them follow the Biblical account as well. Narrate the accounts from the Scripture passages, if desired.



Resources 55-R24a—e



### Teacher Tip

This activity can be customized to be either a group activity or a craft. If you choose to do a group activity, give each student in the group one or two figures to complete. If you use this as a craft, give each student a full set of figures.

## Crafts

### Daniel and the Lions' Den Stick Puppets

#### Gather

- Resources 55-R24a—R24e.
- Craft sticks.
- Scissors.
- Colored pencils; crayons; markers.
- Tape.

#### Steps

1. Before class, print the stick puppet figures from resources 55-R24a—R24e. You can print one set for each group of students or one set per student.
2. Either divide the class into groups and distribute the figures to each group, or provide one set of figures to each student. Students color and cut out the figures. Then they attach each figure to a craft stick using tape.
3. If you do this as a group activity, have each group perform the account of Daniel and the lion's den using their stick puppets. Refer to Daniel 6, if needed. If you use this as a craft, encourage the students to take their stick puppets home and use them to tell the account to family or friends.

### Jesus Is the Light Candleholder

#### Gather

- Battery operated tealights.
- Clear plastic cups (big enough to fit the tealights).
- Colored tissue paper.
- Scissors.
- White glue.
- Paintbrushes.
- Disposable bowls.
- Plastic table cover.

## Steps

1. Before class, cut the tissue paper into small squares. Dilute the glue with water (one part glue to one part water) and divide diluted glue between the bowls. Cover the table with a plastic table cover.
2. Distribute a cup, tissue paper squares, and a paintbrush to each student.
3. Students paint the glue onto their cups, a little at a time, and cover the wet glue with tissue paper squares. Help students make sure their cups are entirely covered and the tissue paper is completely pressed down into the glue.
4. Once students are done with their candleholders, give each student a battery operated tealight to place inside his candleholder. Once the glue has dried, the light will glow through the colored tissue paper.
5. Review the concept of Jesus being light to the world while students work.

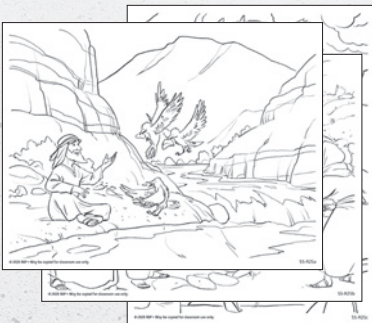
## Coloring Sheets

### Gather

- Resources 55-R25a—R25c.
- Colored pencils; crayons; markers.

### Steps

1. Before class, print multiple copies of the coloring pages on resources 55-R25a—R25c.
2. Distribute the coloring pages to the students and provide coloring utensils.



Resources 55-R25a—c



# Snacks

## The Empty Tomb

### Gather

- Mini donuts.
- Mini sandwich cookies.
- Graham crackers, broken in half.
- Green frosting.
- Paper plates.
- Disposable bowls.
- Plastic knives.

### Steps

1. Before class, cut a small slice off each donut so that it has a flat surface to stand up on. Divide the frosting among the bowls.
2. Distribute a plate, prepared donut, mini sandwich cookie, and graham cracker half to each student.
3. Students use the plastic knives to spread green frosting on their graham crackers. Then they place a donut on the cracker so that it stands up like a tomb.
4. Students place their cookies against the donuts like stones that have been rolled away from the tomb openings (the donut's hole).
5. Review the account of Jesus' resurrection while the students work.

## Lion Cupcake

### Gather

- Cupcakes without frosting.
- Yellow frosting.
- Orange or brown sprinkles.
- Chocolate chips.
- Jelly beans.
- Mini vanilla sandwich cookies or mini round crackers.
- Paper plates.

- Disposable bowls.
- Plastic knives.

## **Steps**

1. Before class, prepare cupcakes without frosting. Divide the yellow frosting, sprinkles, chocolate chips, and jelly beans among the bowls.
2. Distribute a paper plate and cupcake to each student.
3. Students make lion faces on their cupcakes. First they frost the cupcakes with the yellow frosting. Then help students put the sprinkles around the edge of their cupcakes to make the lions' manes. (Rolling the edge in the sprinkles may work best.) Use chocolate chips to make the eyes, place a jelly bean for the nose, then place two mini cookies or crackers under the nose to form the face.
4. Review the account of Daniel and the lions' den as students work.