

Dear Children's Church small group leaders,

Thank you for serving the children in Children's Church!!! You will join the children in Grace Park (the large area in the children's building) for worship and the Bible lesson. It will be your responsibility to shepherd them and, if needed, provide redirection during this time so that the leader leading worship or the Bible lesson can focus on leading and engaging the group. Below you will find a schedule for each age group and information about how to use the curriculum for small group time.

Schedules:

3's-PreK

11ish PreKers dismissed from service
11ish Worship & Bible lesson in Grace Park
11:20 Small Group time in classroom
12ish Parent Pickup

K-2nd Grade

11ish K-2nd dismissed from service
11ish Small Group time in classroom
11:20 Worship & Bible lesson in Grace Park
11:40 Small Group time in classroom
12ish Parent Pickup

Using the Curriculum:

We will be utilizing the same curriculum (and hence, Bible passage) for Grace Groups and Children's Church. It's our prayer that this double exposure to the same Bible passage in different ways and by different teachers will allow children to know God's Word better; provide them with the time they need to process its meaning, significance and application for their lives through meaningful interaction and engaging activities; and leave them with a clear takeaway from Sunday morning's ministries.

Elements that should be used in Children's Church Small Group Time:

- One of the following lesson-related activities:
 - **Lesson Review Game*** (It is ok if the kids already did this in their Grace Group. They may have done a different game. Also, each child will most likely be answering different questions than in Grace Group.)
 - One of the **Optional Supplements: Hands-On Activities***
- **Memory Verse Game*** (with the class's Awana verse(s)** for the coming week)
- **Optional: Come On In Activity**
- **Optional: Coloring Sheet** (provided each week in small group bin)

*Come On In Activities and Games options are found in the appendix. If you have another game in mind, you're welcome to use it instead. The Review Questions and Hand-On Activities are found at the end of this document.

**Awana verses are found on the next page and are organized by grade & date.

IMPORTANT: Please prepare in advance!

- Please read the day's passage (found on the first page of the lesson) and Prepare to Share!
- If there are items that you need, please gather the items available in the resource room yourself and/or inform Jacob (for K-2nd grade classes) or Erin (for 3's-PreK classes) of supplies you need that aren't available in the resource room (e.g., copies, specialty items or resources we don't have in the resource room).

[Elements that may have been used in Grace Groups:

- *Lesson Time/Studying God's Word*
- *Lesson Review Game*
- *Memory Verse Game* (with the curriculum's memory verse)
- *Take Home Sheet*
- *Coloring Sheet*]

Thank you again for serving!

Should you need anything or have any questions, don't hesitate to reach out to us!

Jacob (405)-973-6982

Erin (405)-205-2203

Memory Verses For Children's Church (Nov-Dec, 2022)

| Date | 3's-PreK | Kindergarten | 1 st Grade | 2 nd Grade |
|---------|--|---|--|---|
| Nov. 6 | Matthew 4:10 ... Worship the Lord your God and Him only shall you serve. | Psalm 118:1 Oh give thanks to the Lord, for He is good... Genesis 1:1 In the beginning, God created the heavens and the earth. | Psalm 23:1-2 The Lord is my shepherd; I shall not want. He makes me lie down in green pastures. He leads me beside still waters. Psalm 23:3 He restores my soul. He leads me in paths of righteousness for His name's sake. | Deuteronomy 31:8 It is the Lord who goes before you. He will be with you; He will not leave you or forsake you. Do not fear or be dismayed. Luke 2:10-11 And the angel said to them, "Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord. |
| Nov. 13 | Psalm 100:4 Enter His gates with thanksgiving and His courts with praise... | Genesis 1:31 And God saw everything that He had made, and behold, it was very good... | Psalm 23:4 Even though I walk through the valley of the shadow of death, I will fear no evil, for You are with me; Your rod and Your staff, they comfort me. Psalm 23:5 You prepare a table before me in the presence of my enemies; You anoint my head with oil; my cup overflows. | Psalm 100:4 Enter His gates with thanksgiving, and His courts with praise! Give thanks to Him; bless His name! |
| Nov. 20 | Select a verse below. | Select a verse below. | Select a verse below. | Select a verse below. |
| Nov. 27 | John 10:27 My sheep hear My voice, and I know them, and they follow Me. | Romans 3:23 For all have sinned and fall short of the glory of God. | Psalm 23:6 Surely goodness and mercy shall follow me all the days of my life, and I shall dwell in the house of the Lord forever. 1 Peter 5:7 Casting all your anxieties on Him, because He cares for you. | Matthew 19:14 But Jesus said, "Let the little children come to Me and do not hinder them, for to such belongs the kingdom of heaven." Luke 19:10 For the Son of Man came to seek and to save the lost. |
| Dec. 4 | Isaiah 53:6 All we like sheep have gone astray; we have turned—every one—to his own way. | Genesis 1:1 In the beginning God created the heavens and the earth. John 17:17 Sanctify them in the truth; your word is truth. | All of Psalm 23 (See above.) | Psalm 100:4 (See above.) Matthew 19:14 (See above.) Luke 19:10 (See above.) |
| Dec. 11 | Luke 1:49 For He who is mighty has done great things for me, and holy is His name. | 1 Peter 1:25 But the word of the Lord remains forever... | Mark 16:15 And He said to them, "Go into all the world and proclaim the gospel to the whole creation." | 1 John 4:15 Whoever confesses that Jesus is the Son of God, God abides in him, and he in God. |
| Dec. 18 | Select a verse above to review. | Select a verse above to review. | Select a verse above to review. | Select a verse above to review. |
| Dec. 25 | Select a verse above to review. | Select a verse above to review. | Select a verse above to review. | Select a verse above to review. |



God Calls Moses

God called Moses to lead the Israelites out of bondage in Egypt.

Lesson Focus

God called Moses while he was watching flocks in the desert of Midian. God wanted Moses to return to Egypt and lead the Israelites out of slavery to the land of Canaan. But Moses objected several times to God's call before submitting to his will.

Key Passages

Exodus 3:14, 4:1-9

Memory Verse

Exodus 20:1-3 And God spoke all these words, saying, "I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall have no other gods before me."

Lesson Preparation

Come On In

Choose one of the following activities and print/gather necessary items.

Come On In Game:

- Bible Book Match
- Flashcard Take Away
- I Have You Have
- Popcorn*

Review Activity Sheet*

Turn on some lesson/memory verse songs for students to listen to while they play with play dough, puzzles, blocks, etc.*

Lesson Time

You will need the following items:

- Lesson Flip Chart
- Bible
- Stuffed animal for prayer time

Gather the following for the Signs for Moses Skit:

- Print two copies of the Signs for Moses Skit, one for you and an assistant
- Robe for Moses
- Broom handle/walking stick
- Rubber snake
- Talcum powder
- One pitcher with water
- One pitcher with red powdered drink mix in the bottom

Lesson Review Game

Print one copy of the Review Questions.

Choose a Lesson Review Game and print/gather necessary items:

- Basket Toss*
- Bible Baseball*
- Board Game
- Bowling*
- Goofy Golf
- Racetrack*
- Toss for It*

Story Time

Read the Justin and Jessie story on the back of the poster provided in the Teacher Kit or print a copy.

Memory Verse Game

Choose a Memory Verse Game and print/gather necessary items:

- Balloon Bop and Pop
- Echo Echo*
- Egg Hunt
- Follow the Leader*
- Freeze*
- Funny Voices*
- Popcorn*

Find extra verses to practice in the Additional Memory Verses list.



The required lesson and supplementary materials can be accessed from the **Teacher Digital Resources** under *Lesson 52*. Game instructions are also included in the *Appendix* in the back of this Teacher Guide.

All Lesson Preparation suggestions may be used for Pre-K (3–4 years old) and Kindergarten–1st Grade (5–7 years old) classes. Suggestions with an **asterisk (*)** are specifically recommended for Pre-K.



Song Time

Practice the following songs using the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. Remember to use the downloaded music to learn the songs.

- “Little Baby Moses”
- “God Calls You”
- “Exodus 20:1–3”

Find extra songs to the tunes of favorite nursery rhymes in the Additional Songs list.



Go to Prayer

Lord, thank you for allowing us to be a part of your will. May I be ready and willing to obey your call. May my students see how you had a special plan for Moses, and you have one for them. Give my students faith, obedience, and courage to do what you call them to do, even when it's hard. May all that we do bring glory to you.

Optional Supplements

Hands-On Activities

Do these activities when you think best—before, during, or after the lesson.

- Burning Bush Craft
Students will complete a picture of the burning bush using tissue paper.
- Moses Beanbag Toss*
Students will toss a beanbag and tell about pictures from the lesson.

Notes

Prepare to Share

Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

“During those many days the king of Egypt died, and the people of Israel groaned because of their slavery and cried out for help. Their cry for rescue from slavery came up to God. And God heard their groaning, and God remembered his covenant with Abraham, with Isaac, and with Jacob. God saw the people of Israel—and God knew” (Exodus 2:23–25). Exodus 2 ends with the Israelites crying out to God because of their slavery and God acknowledging their cry. Then, chapter 3 jumps to Moses alone in the wilderness, shepherding his father-in-law’s flock. Moses had been living in Midian for 40 years when, on this day, he saw an amazing sight—a burning bush that did not burn up! In this amazing scene of God speaking to Moses from the burning bush, God commanded Moses to remove his sandals because the ground was holy (Exodus 3:5). God reminded Moses of his covenant with Abraham, Isaac, and Jacob to demonstrate his faithfulness to keep his promises (Exodus 3:6). Then God promised to deliver the Israelites from Egypt and bring them to the Promised Land (Exodus 3:7–9). Finally, he gave Moses his calling: to go to Pharaoh and lead the Israelites out of Egypt (Exodus 3:10).

Historical/Apologetics Background

A fascinating passage in the conversation between God and Moses is when Moses wanted to know what to say to the Israelites when they asked for God’s name. God responded with specific names that reveal aspects of his character, which are dramatically opposed to the false gods of Egypt. First, God said, “I AM WHO I AM” and “I AM has sent me to you” (Exodus 3:13–14). I AM WHO I AM refers to God as the self-existent one. God exists as an independent deity. No reality exists before God; he is the eternal one. He does not change; he is immutable. Malachi 3:6 says, “For I the LORD do not change” (see also James 1:17 and Hebrews 13:8). The word *LORD* in this passage is *YHWH*, which is the basis for the pronunciation “Yahweh.” Yahweh comes from the Hebrew root *haya*, which means “to be,” and is part

of I AM. God’s use of *Yahweh* confirmed his existence and his presence. He is the ever-present helper. The false Egyptian gods, which the Israelites knew about, were mostly specific, territorial gods, such as the sun god (Ra), the god of the earth (Geb), the goddess of the sky and the heavens (Nut), or the god of the afterlife (Osiris). They were NOT omnipresent, eternal, or immutable.

Next, God said to Moses, “Say this to the people of Israel: ‘The LORD, the God of your fathers, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you.’ This is my name forever, and thus I am to be remembered throughout all generations” (Exodus 3:15). In this verse, God gave Moses and the Israelites a reminder of his covenant with their forefathers. At this time, the Israelites did not

of I AM. God’s use of *Yahweh* confirmed his existence and his presence. He is the ever-present helper. The false Egyptian gods, which the Israelites knew about, were mostly specific, territorial gods, such as the sun god (Ra), the god of the earth (Geb), the goddess of the sky and the heavens (Nut), or the god of the afterlife (Osiris). They were NOT omnipresent, eternal, or immutable.

Next, God said to Moses, “Say this to the people of Israel: ‘The LORD, the God of your fathers, the God of Abraham, the God of Isaac, and the God of Jacob, has sent me to you.’ This is my name forever, and thus I am to be remembered throughout all generations” (Exodus 3:15). In this verse, God gave Moses and the Israelites a reminder of his covenant with their forefathers. At this time, the Israelites did not

know God. They had forgotten his promises to them. Yet God invited them into a personal relationship with him. No Egyptian god was like this.

This personal relationship with his creation was demonstrated in Jesus Christ, who referred to himself using the name I AM while on earth. Jesus gave the following seven “I am” statements in the Gospel of John:

I am the bread of life (John 6:35).

I am the light of the world (John 8:12).

I am the door (John 10:9).

I am the true vine (John 15:1).

I am the good shepherd (John 10:11).

I am the resurrection and the life (John 11:25).

I am the way, and the truth, and the life. No one comes to the Father except through me (John 14:6).

Each of Jesus’ statements shows his love and purpose to redeem lost sinners. When the Jews questioned who he claimed to be, Jesus responded, “Truly, truly, I say to you, before Abraham was, I am” (John 8:53–58). By using I AM, Jesus claimed

to be God, the self-existent, eternal one. The Jews recognized this and attempted to stone him for blasphemy. They did not recognize Jesus as their Messiah even when he performed amazing signs, demonstrating his power and authority as God.

The Jews looked for miraculous signs in prophets and others claiming to come from God. This began in Exodus when Moses performed the three signs (staff into snake, leprous hand healed, and water to blood) to show the Israelites that God had appeared to him and had sent him. The signs God gave Moses showed amazing power over creation and validated Moses’ message and authority. The miracles Jesus performed should have caused the Jewish leaders of his day to respond the way the Israelite leaders did when they heard from Moses and Aaron and saw the signs they performed. Instead of responding with faith and worship, the Jews in Jesus’ day charged Christ with blasphemy and called for his crucifixion.

May we read and believe the testimony of God. Jesus validated his claim to be God through his miracles and his resurrection from the dead. And through Jesus, we who are children of God have the privilege of knowing Yahweh as our Father—the great I AM!



Appendix

Come On In Games

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase), or print flashcards from the Teacher Digital Resources.

Memory Verse Games

Choose one of these games to practice the memory verse with your class.

Lesson Review Games

Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources within each Lesson: *Come On In*, *Memory Verse*, and *Lesson Review*.

Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

Bible Book Match

Teams flip over flashcards to make matches.

Materials

- Books of the Bible Flashcards
- Tape or poster putty

Instructions

Print two sets of flashcards. Lay the flashcards out on the floor facedown or attach them to the wall. Divide the

class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards if you have those).

Flashcard Take Away

Start with all of the flashcards—but wait! What happens when flashcards are taken away? Can students still say them in order?

Materials

- Books of the Bible Flashcards
- Tape or poster putty

Instructions

Print one set of flashcards. Put them in order on the wall or board as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order. See if they can get through the whole set without starting over!

Materials

- Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for

example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Allow students to help each other and to use the poster. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

Popcorn

Students “pop” up as they say the name of the book on their flashcard. Start out slowly and see how fast you can go!

Materials

- Books of the Bible Flashcards

Instructions

Print one set of flashcards. Have students sit around a table or squat down in a circle. Pass the flashcards out to the

students in order. Have the person with the first book on his card begin by popping up and saying the name of the book. As you go around the circle, have each student take turns “popping” up as they say the next book.

Once you get to the end of the set of flashcards you are working on, start over until everyone is standing up. Then go around again and have the students sit back down when they say their book.

Memory Verse Games

Balloon Bop and Pop

Each balloon has a word from the memory verse on it, but what happens when you pop one? You have to say the verse without that word!

Materials

- Flip Chart Memory Verse Page
- One piece of yarn or rope for each balloon
- Bop and Pop Cards
- Clothespins or other clips to attach the balloons
- One balloon for every word in the memory verse
- One large safety pin
- Container

Instructions

Inflate the balloons. Write one or more words from the memory verse on each balloon. Attach the balloons to the

yarn or rope with the clothespins in the proper order. Hang the balloon rope low enough for students to reach the balloons. Print and cut out one set of Bop and Pop Cards. Put the cards into the container. Have a safety pin available during the game.

Practice the verse with the students by gently “bopping” (or tapping) each balloon as you recite the verse. Refer to the words on the balloons. Choose a student to draw a Bop and Pop Card from the container.

If the card says “Bop!” the student will recite the verse while gently bopping each balloon. If the card says “Pop!” the student will choose a balloon to pop with the pin. After popping a balloon, have the students recite the memory verse including the missing word. Continue play until all students have had a turn or until all balloons are popped.

Echo Echo

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

Materials

- Flip Chart Memory Verse Page

Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

Materials

- Flip Chart Memory Verse Page
- Strips of paper
- Plastic Easter eggs

Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

Materials

- Flip Chart Memory Verse Page
- Follow the Leader Cards
- Tape

Instructions

Print and cut out the Follow the Leader Cards. Tape each one to walls or furniture randomly around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move to the next one. You may want to repeat this activity or have students take turns leading.

Freeze

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

Materials

- Flip Chart Memory Verse Page

Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many can you do?

Materials

- Flip Chart Memory Verse Page
- Funny Voice Strips
- Container

Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

Popcorn

Students "pop" up as they say their part of the memory verse. Start out slowly and see how fast you can go!

Materials

- Flip Chart Memory Verse Page

Instructions

Have students squat down in a circle. Begin by saying the first word in the memory verse. As you go around the circle,

have each student take turns "popping" up to say the next word then squatting back down. Repeat.

You may want to divide the class into two groups. Have the first group pop up together and say the first word then squat back down. Then the second group pops up together saying the next word and squats back down and so on until the verse is completed. Repeat—going faster and faster!

Lesson Review Games

These games are written for team play, however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

Materials

- Review Questions
- Two beanbags
- Three laundry baskets or boxes
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one

a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Bible Baseball

Students will answer questions and run the bases!

Materials

- Review Questions
- Three chairs set out for bases
- Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student

up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Board Game

Teams will answer questions and make their way to the Finish on the Game Board.

Materials

- Review Questions
- Game Board (provided in the Teacher Kit)
- Dice, numbered cards, or spinner
- Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- Review Questions
- Six to ten empty water bottles
- Softball or other small playground ball
- Masking tape
- Optional: dried corn or beans

Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans

into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a “lane” from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions
- Swimming noodles or rolled up newspapers
- Rolled up socks
- Masking tape
- Ten sheets of paper
- Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (more or less

depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first person a review question. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the sheet of paper labeled #1, the first hole. Continue with the next team. Take turns allowing teams to answer questions and putt the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the last hole wins.

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

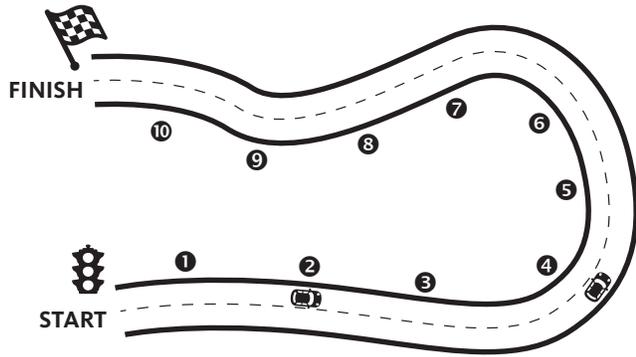
Materials

- Review Questions
- White board or chalkboard
- Markers/chalk
- Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label “Start” and “Finish” (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track (see example).

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

Toss for It

How many points? Toss for it! Students answer questions and toss the beanbag to earn points for their team.

Materials

- Review Questions
- A deck of numbered cards, or numbers and “wild” written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or jokers down, too). Use the

masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue until all students have had a turn tossing the beanbag. Repeat questions and add more cards to the grid as necessary.