

A MONTH OF

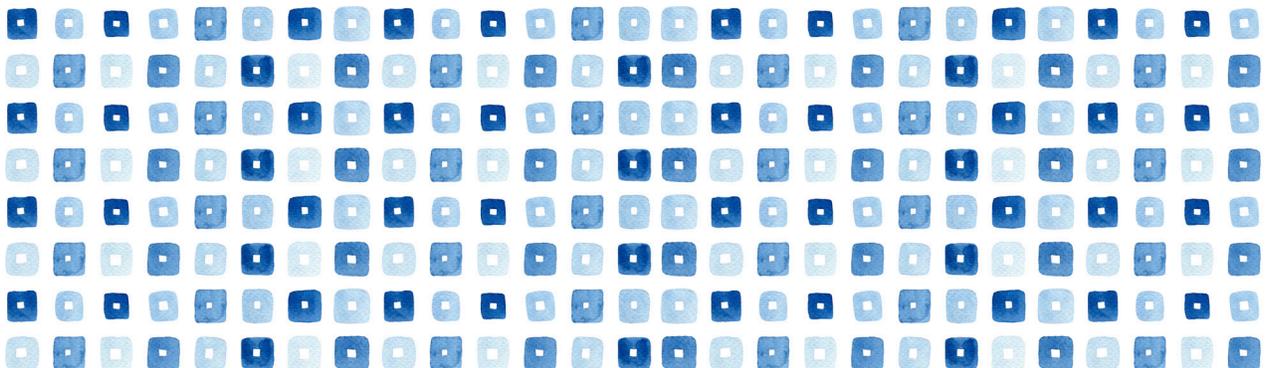
# Goodness

WEBSITE SAMPLE

BY



ERIN WALKER, M.S. CCC-SLP & MONICA WOOTEN, M.S.



# Goodness

On  
screen,  
touch menu to  
navigate to  
page

## TABLE OF CONTENTS

Teacher Inspiration .....	3
Calendar .....	4
<b>Activity Detailed Instructions</b>	
Week 1: W.O.W. Word .....	5
Week 1: Bible Verse .....	7
Week 1: Bible Story .....	11
Week 2: C.I.A. ....	12
Week 2: Brain Building .....	14
Week 2: Language & Literacy .....	15
Week 3: Ready, Set, Play .....	18
Week 3: Let's Be Social .....	23
Week 3: Makerspace .....	26
Week 4: Soul Food .....	28
Week 4: Language & Literacy .....	29
Week 4: STEM .....	32
Rainy Day Activities .....	33

# Goodness

## TEACHER INSPIRATION

### Encouragement

As a young child, I vividly remember praying Psalm 23 as I pictured a rustic shepherd taking care of his sheep in a meadow of green grass and protecting the flock as they wandered through dark and scary places. But with growth and time spent in Scripture, I have found that the protection of God described in Psalm 23 is only a sliver of His goodness that we are assured of through each line in this prayer.

The more I dwell in Psalm 23, the more I begin to realize that our Good Shepherd isn't neutral towards us. He is working everything for our good. This goodness is intertwined all throughout scripture, but I often miss it! I miss the goodness of God, because I'm so focused on what is *not* as good as I hoped it would be in my life.

I am thankful my friend, Amy, shared her experience of rewriting Psalm 23 in her own words to better grasp God's goodness in her life! I know your heart will be blessed as you read her beautiful words. I encourage you to also do this exercise and be amazed at the endless ways God shares His goodness with us.

The Lord is my Guide and Protector, He provides all my needs, with utmost attention to my heart.

He takes me to restful, safe places even when I don't want to rest or don't think I need it.

He gives me grace-filled opportunities to drink of His living water.

He tends to my soul, bringing wholeness.

He guides me in my choices, so others can see that He is Good.

Sometimes those choices seem to lead to pain and sorrow, but I do not have to fear obscurity, scarcity or futility. I know He works all things out for His Good, which is always my Good, for He sees and knows me, He fills me abundantly with His fullness, and His purpose is sure.

And though it is scary, I know He is with me. His promises are true and His commandments, worthy of my trust.

You show your delight in me, filling me to overflowing with Your Goodness, that even those who have harmed me and those who have turned a blind eye to the pain, will have nothing to do or say but to honor the truth of Your Word and the power of Your healing.

Your Goodness and mercy fiercely pursue me, overtaking me at every turn; the best of that goodness and mercy being an eternity in Your very presence!

~Amy Neville

### Biblical references

Psalm 100:5

Jeremiah 29:11

Matthew 5:16

Matthew 12:33-36

Romans 8:28

Ephesians 2:10

Philippians 1:3-6

1 Timothy 6:18

Hebrews 13:16

James 1:17

### Resources

*The Good and Beautiful God, Falling in Love with the God Jesus Knows* by James Bryan Smith

*A Shepherd Looks at Psalm 23* by W. Phillip Keller

# Goodness

## CALENDAR

WEEK 1		
<b>W.O.W. Word</b> Goodness	<b>Bible Verse</b> Matthew 5:16	<b>Bible Story</b> Jesus Feeds the 5,000 John 6:1-15
WEEK 2		
<b>C.I.A.</b> Goodness Tree	<b>Brain Building</b> Choices Choices Everywhere	<b>Language + Literacy</b> Booklist
WEEK 3		
<b>Ready, Set, Play!</b> Loaves & Fishes File Folder Game	<b>Let's Be Social</b> Psalm 23 Puzzle	<b>Makerspace</b> Let Your Light Shine
WEEK 4		
<b>Soul Food</b> Stone Soup	<b>Language &amp; Literacy</b> The Secret Ingredient	<b>STEM</b> Mission Possible Experiment



On screen,  
touch to return  
to the table of  
contents

# W.O.W. Word

W.O.W. words direct our focus to shape our hearts to be more like Jesus.

Grab your Goodness card.

**Step 1:** Post character trait in classroom.

**Step 2:** Reveal the W.O.W. word, identify the letters in the word, count the syllables and ask students what they think this word could mean.

**Step 3: Define goodness:**

Goodness is a fruit of the Spirit! It's choosing to do what is right and fair. Good choices cause positive feelings in others and ourselves. With help from the Holy Spirit, we can learn to be the good and see the good (in others) wherever we go!

**Step 4:** What does goodness look like when you're playing a game? What does goodness sound like at the store? What does goodness feel like when a teacher catches you making a good choice?



As always, relate the WOW Word back to Jesus. Try asking a question such as, "Can you think of a time in the Bible when Jesus shared goodness with others?" (When He raised Lazarus, noticed the good in Zaccheus, fed 5,000 hungry people.)

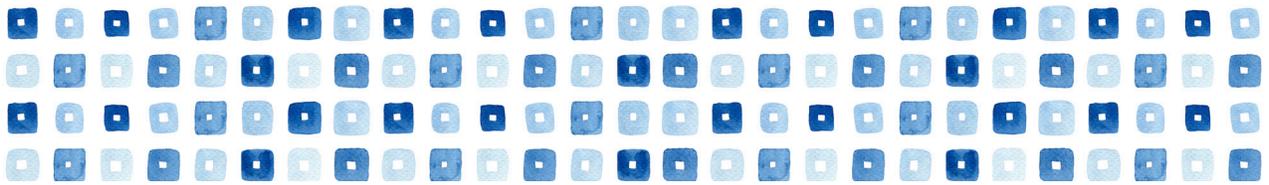
*"Goodness is not the absence of badness. You can do nothing wrong and still do nothing right. Our calling is much higher than simply running from what's wrong."*

*-Mark Batterson*

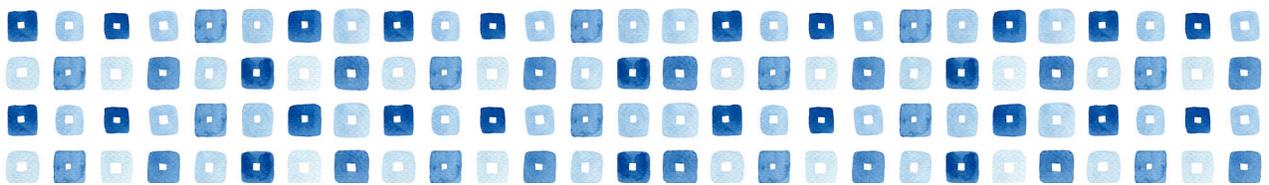
## STANDARDS

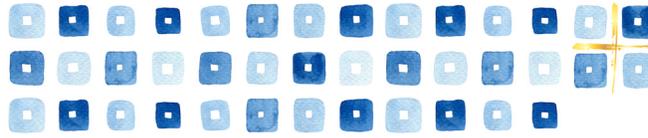
**Critical Thinking:** Actively inquire and reflect about new ideas and activities. **Communication:** Actively engage in conversations with adults and peers. **Foundational Literacy, Phonological Awareness:** Understanding of spoken words, syllables, and sounds.

# goodness



# goodness





# Bible Verse

Pictures help preschool students to write God's word on their hearts.

*Grab your scissors and glue!*

- Step 1:** Read the Bible verse to your class and have children repeat it back in small chunks.
- Step 2:** Identify each picture.
- Step 3:** Students will cut out each picture along dotted lines and glue in the correct space to complete the verse.  
For younger children, have pictures already cut out and give them directions such as “find the picture of the light bulb” as they complete their memory verse.
- Step 4:** Children will write the book, chapter, and verse in the box—Matthew 5:16.
- Step 5:** Read the verse together with children saying picture words. Post in the classroom and read each day, gradually fading the amount of prompts you give to the students!

## STANDARDS

**Foundational Literacy Standards Print Concepts:** *Understanding organization and basic features of print.* **Fine Motor:** *Demonstrate eye-hand coordination and dexterity needed to manipulate objects.*

Name: \_\_\_\_\_

*Character Builds Joy*

Let your



shine before



that they may see

your



deeds and

glorify your father in



Matthew 5:16

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

## GOODNESS BIBLE VERSE

“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Cut. Match. Glue.

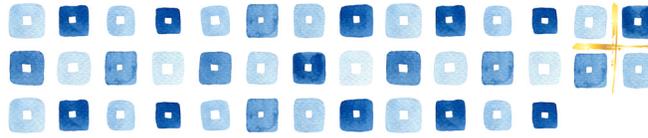
**Step 1:** Cut out each picture along the dotted line.

**Step 2:** Match each picture to the correct box in the verse.

**Step 3:** Glue the picture in the correct box.

**TIP:** If you post this verse and read it every day, you can see how character builds joy!





# Bible Story

## Jesus Feeds the Five Thousand

After sharing his lunch, a boy witnessed Jesus' miracle.

*Grab enough peg people to represent the crowd, Jesus, and a boy, a small basket with five loaves of bread and two fish made from felt.*



### Introduction

Our story today is from God's true word, the Bible. Listen for ways that Jesus and a boy shared goodness with others.

### Bible Story

Refer to the Jesus Feeds the Five Thousand Script.

### Application for Students

Think of a time you have done something good for someone. Take turns sharing.

### Application for Teachers

It wasn't Jesus' responsibility to feed the people, he could have sent them away to buy their own food, but he took time to be the GOOD. This month, look for opportunities to share God's goodness with others even when it's not something you are required to do. Is there someone who just had a baby that would appreciate a meal? A neighbor going through a hard time who would feel encouraged with a batch of cookies or cup of coffee?

\* *Small Gifts in God's Hands* by Max Lucado shares the story of Jesus feeding the 5,000 from a young boy's perspective, and is a great companion to this study.

#### STANDARDS

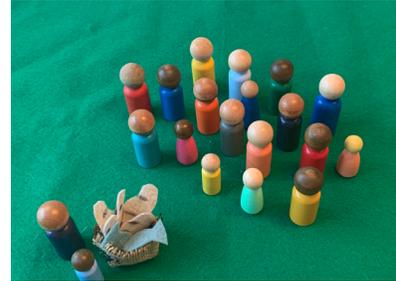
**Speaking and Listening Comprehension:** *Participates in collaborative conversation: listening, speaking, answering questions, and wait time.*

# JESUS FEEDS THE FIVE THOUSAND

## Script

### Set Up

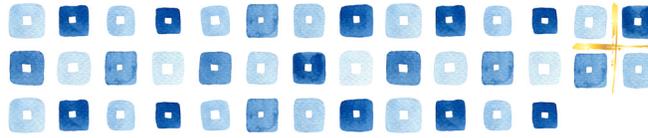
Using the picture as a guide, set up Jesus surrounded by a large crowd of people.



Movement	Script
Place Jesus and three disciples together.	There was once a man who did such amazing things and said such wonderful things that people followed him. One day Jesus went up on a mountainside and sat down to talk with his disciples.
Move many peg people toward Jesus.	When he looked up, Jesus saw a large crowd of people walking towards him.
Hold up Jesus and a disciple as they talk.	Jesus asked, "Where can we buy bread to feed these people? We don't have enough money for each person to even have one BITE of bread," Philip said.
Move the little boy towards Jesus.	Then one of Jesus' other disciples named Andrew, brought a little boy to him and said, "Here is a boy with five small loaves of bread and two tiny fish. But that won't feed everyone!"
Hold the little boy.	Wonder what the boy was thinking? Was he upset that the disciples may take his food? Or was he excited to get to be the good and have a part in Jesus' miracle?
Move Jesus around to each peg person as he passes out the food.	Jesus took the bread and the fish and prayed, giving thanks to God. Then he began to pass out the food to everyone. There were about 5,000 men, and I'm sure lots more women and children, too.
Move the disciple who is collecting the extra food back and forth twelve times. Count to twelve as you move.	When all of the people had eaten, the disciples gathered up the leftover food and filled twelve baskets!
	Everyone was amazed.

### Wonder Questions

- I wonder if you've ever been really hungry before and not sure what you would have to eat?
- I wonder how the boy felt when he saw how many people his lunch fed?
- I wonder if we could ever spread goodness to 5,000 people like Jesus?



# C.I.A.

## (CHARACTER IN ACTION)

### Goodness Tree

Students are encouraged to bear good fruit.

**Teacher Prep:** Twist and crinkle brown and green butcher paper to create a tree with leaves on the wall. Then, use the fruit patterns on the following page to make a variety of colored fruit.



### Introduction

Have you ever thought of yourself as a tree? (Invite students to stand up in a yoga tree pose.) The Bible says that we are like trees.

Matthew 7:17 tells us that “Every good tree bears good fruit.” Just like an apple tree grows delicious red apples and an orange tree grows oranges that make the freshest orange juice, we can also produce good fruit!



### Activity

Let’s look at our Goodness Tree, how would you describe it? (Students may say it’s bare and does not have any fruit.) Explain that each day you will be looking for good fruit the students bear. This good fruit could be any good choice they make! Good fruit could be choosing to share, saying hello to someone, letting a classmate go first in a game, telling the truth, using self control, etc. But remember, this is a fruit of the Spirit and we can’t do this alone. We need God’s help to be the good and see the good.

After our month of goodness, we will see how bearing good fruit changes our tree! (Don’t forget to snap a picture of the tree when you begin to compare it with the tree that is full of fruit.)

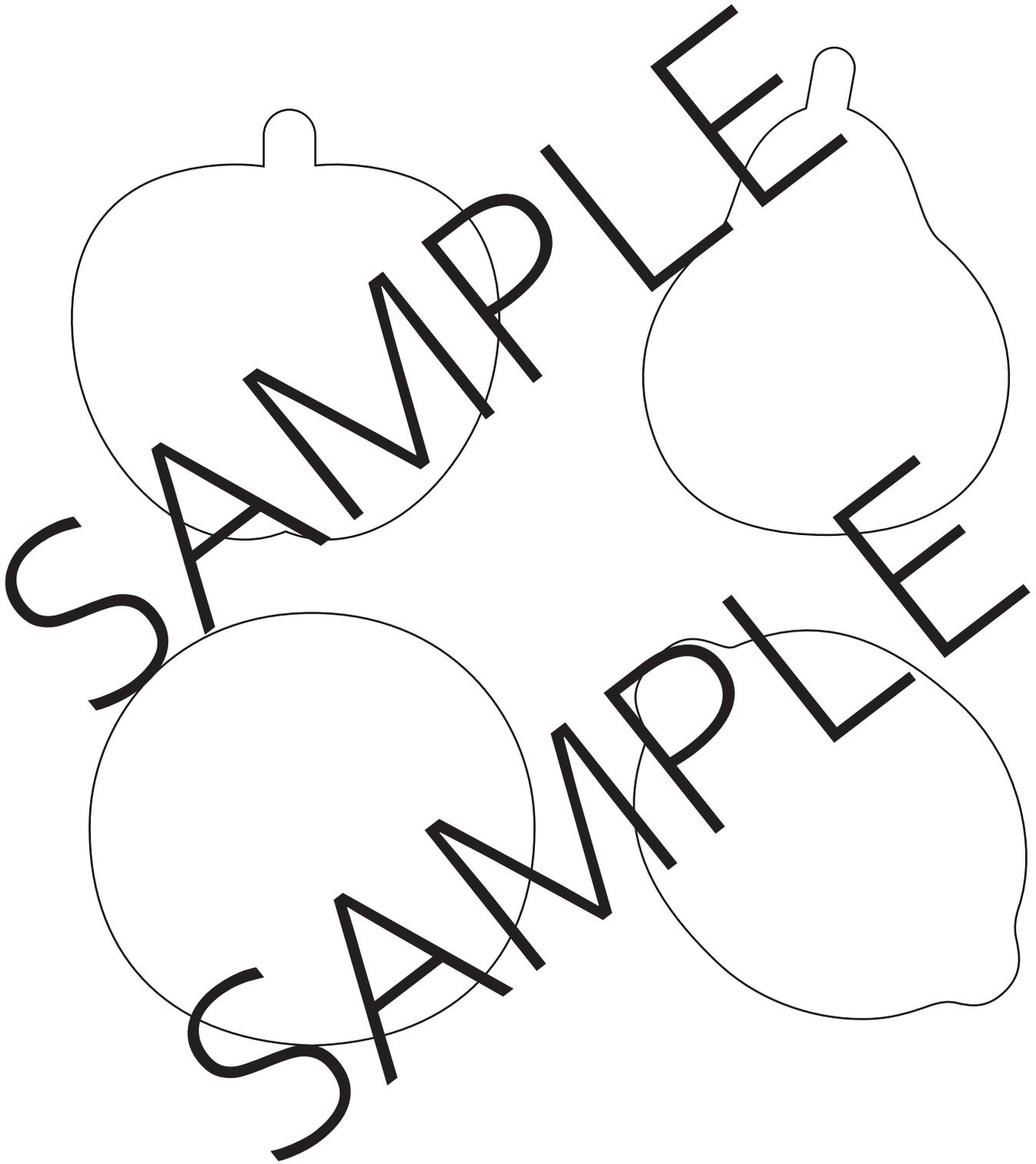
### Reflection

At the end of the month, ask students to describe how the tree looks now. (Full of bright and colorful fruit!) This is how we look when we bear the fruit of the spirit. People notice our good fruit, and we are able to give praise and attention to our Father in Heaven!

*Our good Father gives us good gifts, and when we actively share goodness with others, we are more like Him!*

### STANDARDS

**Creativity:** Choose materials and use novel ways to represent ideas. **Self Awareness:** Display a sense of accomplishment, contentment, or acknowledgement when completing a task or solving a problem. **Social Awareness:** Demonstrate an understanding of how personal choices impact others.



# Goodness

## BOOK LIST

Gorilla Loves Vanilla  
*Chase Strathie*

Green Pants  
*Kenneth Kraegel*

Groovy Joe: Ice Cream & Dinosaurs  
*Eric Litwin*

How Do Dinosaurs Play with Their Friends  
*Jane Yolen*

Rabbit's Gift  
*George Shannon*

Rainbow Fish  
*Marcus Pfister*

Should I Share My Ice Cream?  
*Mo Willems*

Stone Soup  
*Heather Forest*

Strictly No Elephants  
*Lisa Mantchev*

Tap the Magic Tree  
*Kristie Matheson*

Tidy  
*Emily Gravett*

The Boy Who Wouldn't Share  
*Mike Reiss*

The Little Mouse, Red, Ripe Strawberry,  
and the Big Hungry Bear  
*Audrey Wood & Don Wood*

The Capybaras  
*Alfredo Soderguit*

The Doorbell Rang  
*Pat Hutchins*

The Squirrels Who Squabbled  
*Rachel Bright*

What Should Danny Do?  
*Adir Levy*

Character  
Builds Joy

## BEFORE YOU READ

Look at the cover, what do you think might happen in this story?

Point to the title of the book.

What letters or words do you see in the title?

Whose name is on the front of the book? Why?

## WHILE YOU ARE READING

Do we read from left to right or right to left? Show me.

Where does the story take place?

Wait, what's happening here?

Is the main character using goodness?

Look at a picture. What word do you think we might find on this page?

## AFTER YOU READ

Was the ending what you predicted?

Show students a 3-letter word in the book and ask them to think of a rhyming word.

Who are you in this story?

Why is the title a good fit for this book?

## DID YOU SEE OUR W.O.W. WORD IN THIS BOOK?

Character  
Builds Joy



# Ready Set Play

## Loaves and Fishes File Folder Game

Students will independently sort, count, and match loaves and fishes.

**Teacher Prep:** Print a copy of the loaves and fishes worksheet (on cardstock). Cut out designs (to be placed in the pocket of the file folder) and cut out the Loaves and Fishes title to be glued to the front of the file folder. Attach an envelope to the front of the folder. Next, print the Color Matching sheet, Counting sheet, and Sorting sheet and glue to the inside sections and back of the file folder. Then, laminate the entire file folder and individual loaves and fishes. Lastly, use an x-acto knife to slit the top of the envelope, creating a pocket for the individual pieces. \*Optional, attach velcro to the file folder and individual loaves and fishes.

## Ideas For Classroom Use

Use the file folder game to help children remember the bible story of Jesus Feeding the 5,000. Children will use loaves and fishes as they match colors, count a specific number of objects, and sort by design. Incorporate this activity into classroom centers, learning time, or free play!

### STANDARDS

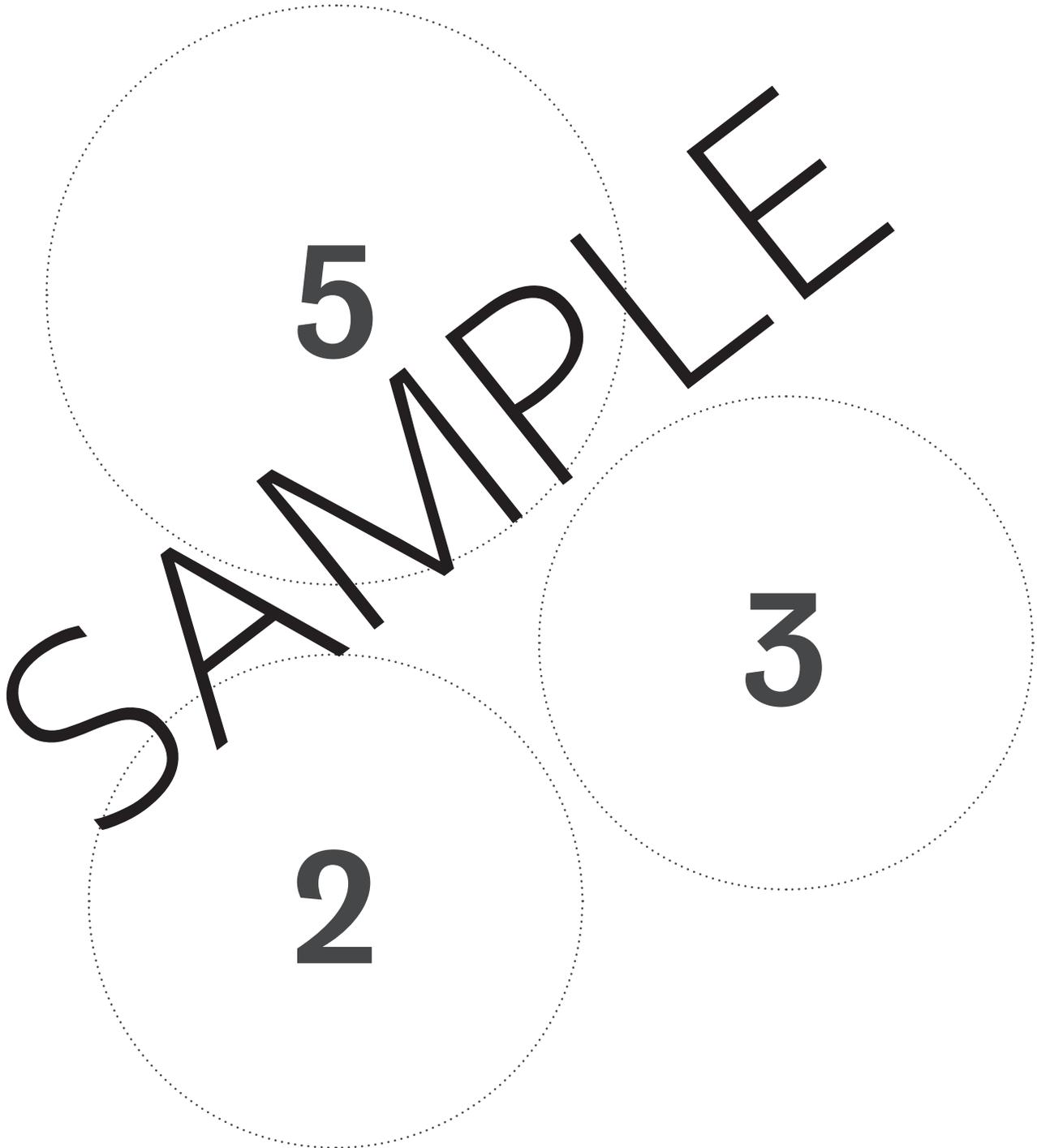
**Self Regulation:** *Maintain focus appropriate to completing a learning activity.* **Measurement and Data:** *Sort a collection of objects into given categories.* **Counting & Cardinality:** *Count to tell the number of objects.*



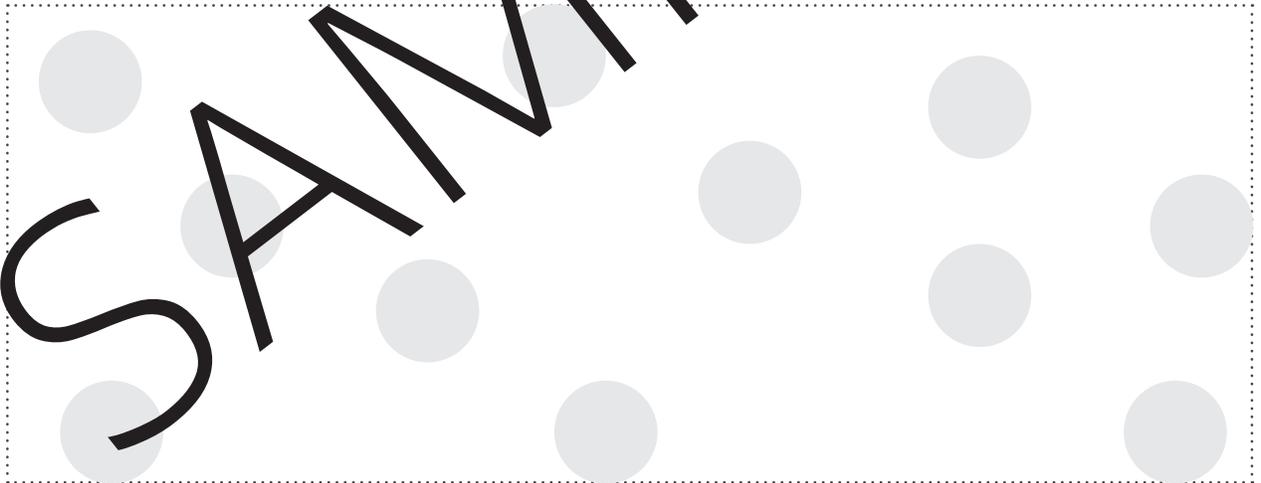
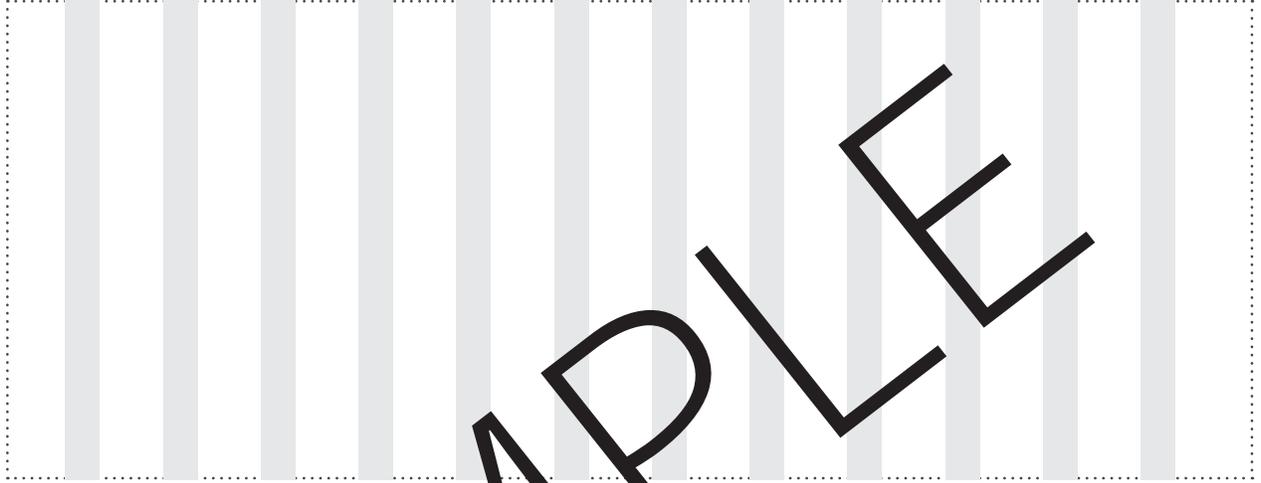
# LOAVES AND FISHES

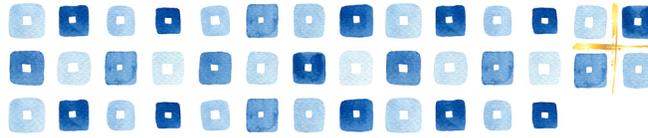


# COUNTING



# SORTING





# Let's Be Social

## Psalm 23

Working in pairs, students complete the puzzle and memorize scripture.

Teacher Prep: Print Psalm 23 on cardstock and cut out puzzle pieces. Laminate and attach small magnets to the back of each piece. Additionally, print and cut out a puzzle for each child (laminate for durability).

## Introduction

When King David was a young boy, he was a shepherd. What do shepherds do? Psalm 23 is a prayer written by King David about God, our good and generous Shepherd! Listen as I read and imagine that you are a sheep. What things do you hear that show how God is good to his sheep? Stand up when you hear something good!

## Activity

Using the classroom puzzle pieces, share Psalm 23. Pause and allow students time to process and stand up to share their ideas.

Example: "The Lord is my Shepherd. I have everything I need." Did you hear something good?

For younger children, some sentences may need more explanation in order for them to see what is good. For example: "Even though I walk through the darkest valley, I will not be afraid." God doesn't want us to be afraid, He is always with us. That sounds good to me!

"You pour oil on my head. My cup runs over." That's like when you have a cup and you fill it with too much water, it spills out because you have more than you need. God gives us so much good, that it's easy to share His goodness with others.

After reading Psalm 23 as a class, have students work in pairs to put the puzzle together in the correct order. Children may refer to the classroom puzzle as a guide.

## Reflection

To encourage memorization of Psalm 23, incorporate this puzzle into the student's daily schedule. Some students may also enjoy coming up with hand motions to make this easier to remember!

### STANDARDS

**Relationship Skills:** *Develop friendship skills (help, share, take turns) with increasing ease and comfort to sustain interaction.* **Foundational Literacy:** *Interact with text to support comprehension.*



The Lord is my **SHEPHERD**.  
 He gives me everything I need. He lets  
 me lie down in fields of green grass.



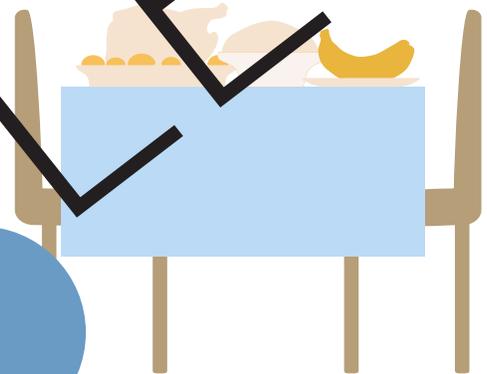
He leads me beside  
**QUIET WATER**, He gives  
 me new strength. He guides me in the  
**RIGHT PATHS**, for the honor  
 of his name.



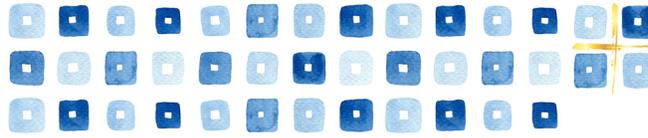
Even though I walk through the darkest  
 valley, I will not be afraid.

**YOU ARE WITH ME.**

Your shepherd's rod and staff,  
 comfort me.



You prepare a **FEAST**  
 for me right in front of my  
 enemies.



# Makerspace

## Let Your Light Shine

Children use paint to create a sun as a reminder to shine their light.

*Grab coffee filters, a clothespin clipped to large pom pom to form a paintbrush, blue cardstock, 3 1/2" x 6" sponge (cut into strips, 1/2" wide x 3 1/2" long), glue and paint (yellow, orange, red).*

### Introduction

I need a volunteer. Who will be the good? Did you know that when you volunteer to help someone, that's one way to let your light shine? The reason we shine our light is not to make ourselves look good, it's to bring attention to God! I wonder if we could make a picture that would remind us to be a light? Something big and yellow and bright! What could it be? Yes, the sun!

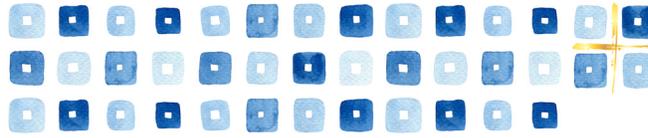


### Activity

- Step 1:** Show students the pom pom and clothes pin paintbrush and demonstrate how to dab or dot it on the coffee filter.
- Step 2:** Distribute painting supplies and encourage children to use all three colors in their sun.
- Step 3:** While the painted filters are drying, give each student a blue sheet of cardstock/construction paper and another coffee filter taped to the center of the page. This coffee filter is used to guide students where to paint the sun rays. Demonstrate how to paint the sun rays with the sponge around the blank coffee filter. When finished, remove the blank coffee filter.
- Step 4:** When the sunshine is dry, glue the painted coffee filter to the center of the blue paper and glue the bible verse in the corner.

### STANDARDS

**Visual Arts:** Create artistic works with intent and purpose using varying tools, texture, color, and technique. **Fine Motor:** Demonstrate eye-hand coordination and dexterity needed to manipulate objects.



# Language & Literacy

## The Secret Ingredient

Students create a book about making Stone Soup and sharing goodness.

**Teacher prep:** Print the book found on the following pages. This is a classroom book, so in addition to the cover and back pages, you will need one copy of the inside page for each student. Make an Author's Chair sign.

*Grab crayons and a pencil for each student and an author's chair.*

### Introduction

Do you remember the secret ingredient in the Stone Soup we made together? It wasn't the delicious veggies or the stone. Yes, sharing! Today, we are going to share more Stone Soup, but it's not something you can eat - it's a book! (Show students the cover of the Secret Ingredient Book. Be sure and add by Ms. \_\_\_\_\_'s Class.) Tell students they will be the authors. Ask, what do authors do? Write the story. Are you ready to write?

### Activity

Give each student a page for the book. Show children the first blank where they will write their name. Next, have them draw a picture of the ingredient they brought to share. (As students draw, write the name of the food they added to the soup at the end of the sentence.) For the last page of your book, ask the class to describe how the soup tasted. Add these words to this page, around the pot of soup.

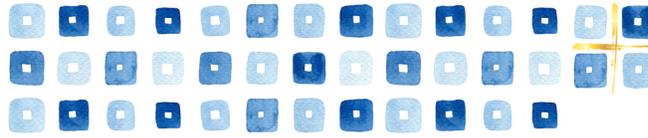
Now, it's time for the authors to share their work! Invite each child to sit in the Author's Chair to share their picture and the ingredient they added to the soup. Ask them to also share their favorite part of what they created. Encourage the class to give each author a round of applause.

### Extension

Bind the pages made by each student into a book including the cover page and last page. Share the book with another class. Students may also enjoy taking a copy home.

#### STANDARDS

**Foundational Literacy, Sentence Composition:** *Use illustrations to retell story events.* **Production and Distribution of Writing:** *With modeling, guidance, and support, use a combination of drawing or dictating to narrate a single event.* **Speaking and Listening, Presentation of Knowledge and Ideas:** *With modeling, guidance and support, express ideas thoughts, feelings and ideas through speaking.* **Physical science:** *Observe, predict, and describe how objects can be combined to create a new object.*



# STEM

## Mission Possible Experiment

Children observe the impact of spreading the Good News.

**Teacher Prep:** Pie plate, approximately ½ cup milk, variety of food coloring, 2 q-tips, dishwashing soap (DAWN).

### Introduction

In Mark 16:15, Jesus encouraged his disciples to share the Good News with the whole world. What is the Good News? Jesus came to Earth and rescued us from our sins (bad choices) by dying on the cross. But he didn't stay dead, he rose again and someday we will be with him in Heaven forever. That's the Good News of the gospel that Jesus told his disciples to share with the whole world! Does that sound like an impossible mission? Let's try an experiment to find the answer.

### Activity

Pour milk into a pie plate until the bottom is covered. Explain to children that the milk represents the whole world. Next, add drops of food coloring to the milk. The colors represent people all over the world. Now, tell students the q-tip represents them. (Swirl the q-tip gently around the middle of the plate.) You will be able to tell some people the Good News. But what about the people who are farther away, that we can't reach? I wonder what would happen if we ask God to help us? (Squirt small amount of dishwashing soap on the end of the q-tip and touch the milk in the center.) Amazing! With the help of the Holy Spirit we can share the Good News with the whole world!

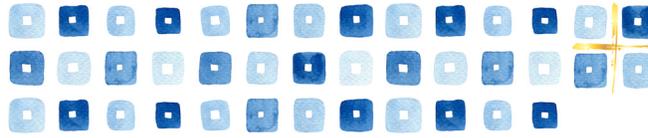
### Reflection

Sharing the Good News— was that an impossible mission? Not with God's help! Where are some places we can share the Good News? (Share your favorite Bible verse at the park, while waiting in line at the store, during sports practice or dance class.) \*To reinforce this truth of how much more GOOD News we can share with God's help, read *The Big Red Tractor and the Little Village* by Francis Chan.

### STANDARDS

**Critical Thinking:** *Demonstrate an awareness of connection between prior and new knowledge.* **Social Awareness:** *Show empathy and caring for others.* **Engineering, Technology and Science:** *Make predictions based on observations and prior explorations.*





# Rainy Day Activities

Goodness Playlist



On screen,  
touch to visit  
our Spotify  
playlist



## Should I Share My Ice Cream?

Sharing is easy, right? Unless it's ice cream! **Should I Share My Ice Cream?** by Mo Willems, creates a visual of the steps involved in choosing to share or not to share. Make a simple game to practice sharing. Using light colored cardstock, mark off squares with a black marker to resemble a waffle cone. Roll paper into a cone shape making sure the opening is large enough for your scoop of "ice cream" (plastic ball). Secure with tape. Now, have children form a circle, place the "ice cream" in the first child's cone and have them pass it to another child. Continue until everyone has a turn. Can the 'ice cream' make it around the circle without being dropped?

## Good News Megaphone

If you had the best news in the world, who would you share it with? Everyone! Use a red/blue solo cup and cut out the bottom to form a megaphone. As students decorate it, listen to the song "Best News Ever" by MercyMe.



## SEE the Good

Students take turns wearing a pair of sunglasses (at recess) as a reminder to look for the good in others. Depending on how many pairs of sunglasses you have, assign children another student to observe. After recess, the child who wore the sunglasses gets to share with the class the goodness they saw in another student!