

A MONTH OF

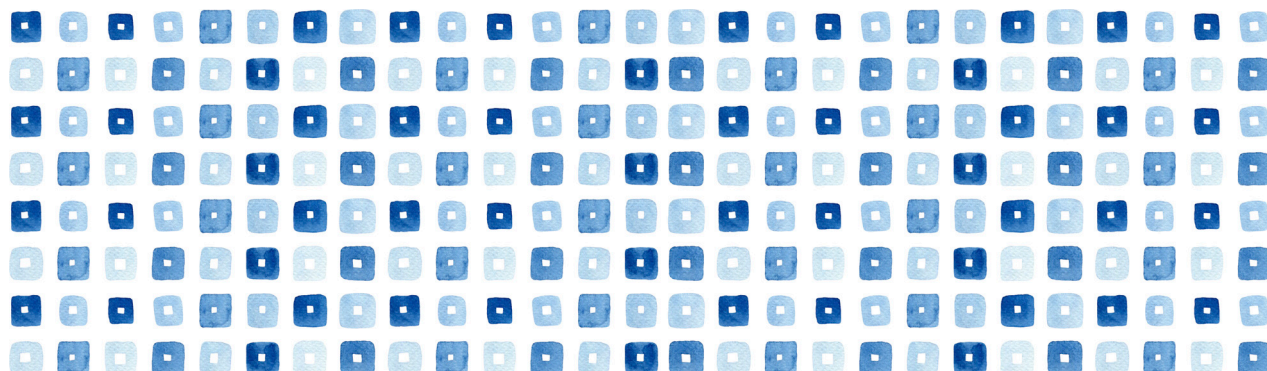
Obedience

WEBSITE SAMPLE

BY



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Obedience

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Obedience

TEACHER INSPIRATION

Encouragement

Obedience-It can sound slightly off-putting and a bit harsh, but it doesn't have to. Obedience is actually rooted in love! Jesus says in John 14:15, **"If you love me, keep my commands."**

When we obey Jesus' commands we are communicating our heart's desire to please Him, to live for Him, and to love Him.

This month, I encourage you to read 1 John. It's a short book, but there are so many references on how obedience makes our love complete (2:5, 4:17) and how we show love through our actions/obedience. (3:18, 5:2)

Is it possible to shift our thinking and view the Bible as a love story from our Creator to each individual, rather than looking at the Bible as a big book of rules which we must obey? As we begin to grasp "what great love the Father has lavished on us" (1 John 3:1) our desire to walk in obedience to his good and perfect law will continue to grow.

Prayer of Obedience

Father, help us to walk in obedience each day. Show us areas in our lives that you have called us to obey, but we are still trying to negotiate. Father, we know that we will never be righteous enough or obedient enough, but we are saved through Jesus' blood. Thank you for your extraordinary gift of love and grace. May that love spur us on to obey your word and teach our children to do the same.

Biblical references

Deuteronomy 6:3-9

Luke 11:28

1 John 5:2

Deuteronomy 13:3-4

John 14:15-21

2 John 6

Psalm 119

Colossians 3:20

Matthew 28:19-20

Hebrews 11:8

Resources

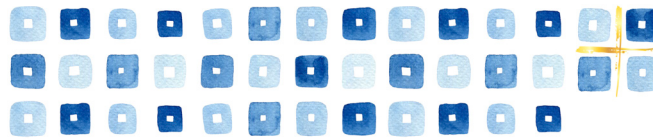
What Happens When Women Say Yes to God By Lysa TerKeurst

Obedience

CALENDAR

WEEK 1		
W.O.W. Word Obedience	Bible Verse 1 John 5:3	Bible Story Jonah and the Big Fish Jonah 1-3:3
WEEK 2		
Language & Literacy Book List	Let's Be Social Traffic Jam	Ready, Set, Play! Sea Life and Litter Sort
WEEK 3		
C.I.A. Obeying vs. Negotiating	STEM Sea Level Water Colors	Brain Building Idioms
WEEK 4		
Makerspace Just How Big is a Whale?	Ready, Set, Play Bucket of Protection	Makerspace Look. Listen. Love

OBEDIENCE WEEK 1



Character
Builds Joy

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contents

W.O.W. Word

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

Grab your Obedience card.

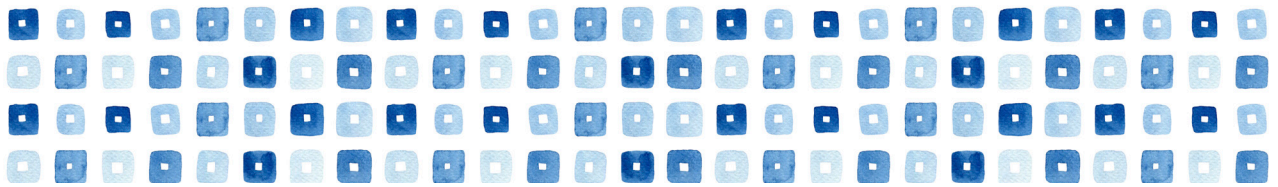
- Step 1:** Post character trait in classroom.
- Step 2:** Reveal the W.O.W. word, identify the letters in the word, count the syllables and ask students what they think this word could mean.
- Step 3:** Ask your students: What does it mean to obey?
- Step 4:** Define obedience: Obedience means to do what is asked of you, like following directions given by your parents and obeying the classroom rules.
Obedience requires your eyes, ears, and heart. We use these senses to help us remember to LOOK, LISTEN, & LOVE as we grow in obedience.
- Step 5:** To reinforce the concept of LOOK, LISTEN, LOVE use visual cues (pointing to eyes, ears, and heart) as you further define obedience.
- LOOK**
When you obey, stop and look at your teacher/parent. This shows you are ready to listen.
- LISTEN**
You will also need to use your ears to obey. Listening carefully helps you to follow directions completely—that means doing everything that was asked!
- LOVE**
Did you know you show LOVE when you obey? When you do what was asked right away this shows love for your teacher, family, and Jesus! (Perfect time to introduce the memory verse, 1 John 5:3.)

As always, relate the WOW Word back to Jesus. Try asking a question such as, “Can you think of a time when Jesus displayed obedience?”

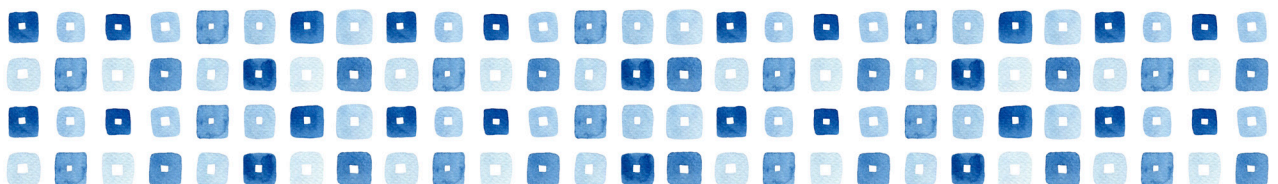
STANDARDS

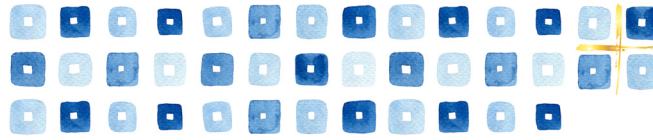
Critical Thinking: *Actively inquire and reflect about new ideas and activities.* **Communication:** *Actively engage in conversations with adults and peers.* **Foundational Literacy, Phonological Awareness:** *Understanding of spoken words, syllables, and sounds.*

obedience



obedience





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 a red heart" as they complete their memory verse.
- Step 4:** Children will write the book, chapter, and verse in the box - 1 John 5:3.

- 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: _____

This is



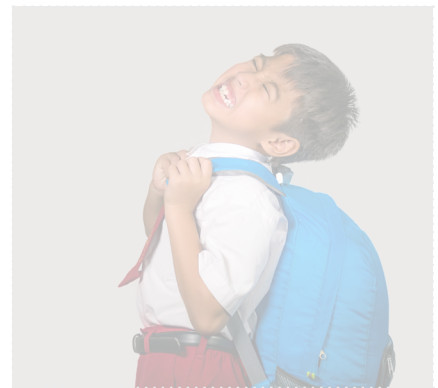
for



obey

his commands. And his

commands are not



1 John 5:3

“This is love for God: to obey his commands. And his commands are not burdensome.”

OBEDIENCE BIBLE VERSE

“This is love for God: to obey his commands. And his commands are not burdensome.”

Cut. Match. Glue.

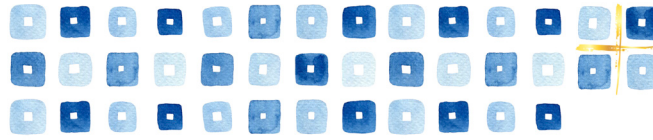
Step 1: Cut out each picture along the dotted line.

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

Jonah and the Big Fish

Children first learn from Jonah's mistakes and then his obedience.

Grab 6 peg people (Jonah, 2 sailors, 3 townspeople), blue and brown felt, a whale, and boat.

TEACHER PREP: Container of water, plastic sea animals, and plastic boat.



Introduction

Our story today takes place in the sea/ocean! Has anyone ever been to the ocean? What did you see? Show students plastic sea animals and as a class, arrange them in order from smallest to largest. Then, tell students that the story today is from God's true word, the Bible, and includes one of the largest animals in the ocean! Let's listen and see what it is...

Bible Story

Refer to the script as you share the story of Jonah from Jonah 1-3:3.

Application

I wonder if you ever have to be told more than once to do something? I know I have. None of us are perfect but we can learn from Jonah's mistakes. You know there is one person who lived on earth and obeyed all the time. Who was that? Jesus. Jesus obeyed God all the time, even when it meant dying on the cross. He did this because He loved us, and when we obey, we show Jesus how much we love Him.

*To create a big fish that is able to swallow Jonah, consider using a gallon size jug. Draw a mouth on the bottom of the jug and cut out. Then use a permanent marker to add eyes and outline the mouth.

STANDARDS

Speaking and Listening Comprehension: *Participates in collaborative conversation: listening, speaking, answering questions, and wait time.* **Critical Thinking:** *demonstrate and an awareness of connection between prior and new knowledge.*

JONAH AND THE BIG FISH

Script



Set Up

Using the picture as a guide, set up sheep fold, rocks, and water.
Add sheep to the sheepfold.

Movement	Script
Pick up Jonah figure.	God told Jonah to go to Nineveh, but Jonah did not obey.
Place Jonah in the boat with sailors.	He ran away and boarded a boat headed to Tarshish.
Begin to rock boat back and forth.	Suddenly, a big storm arose with fierce waves, and the sailors began wondering what had caused the storm.
Pick up Jonah and a sailor as they talk. (Or simply continue to rock the boat.)	They began asking Jonah questions like - Who are you? Where are you from? What kind of work do you do? And Jonah said, "I am a Hebrew. I worship the Lord God in heaven who made the seas and the dry land."
Attempt to turn the boat around and move toward the sand.	The sailors asked Jonah what to do to make the sea calm. Jonah said, "Throw me into the sea!" But the sailors did not want to throw Jonah into the raging sea so they tried to row back to shore.
Throw Jonah out of the boat and into the water.	But the waves were too strong so the sailors picked Jonah up and threw him into the sea. Immediately the sea became calm!
Place Jonah into the mouth of the fish (milk jug).	Meanwhile God sent a big fish to swallow Jonah! GULP.
Move big fish around like it is swimming in the sea.	While inside the fish's belly, Jonah prayed that God would save him. But after the first day inside the fish's stinky belly, Jonah was still there. God had not saved him. Jonah continued to pray. After the second day inside the fish's stinky belly, Jonah was still there. But, he continued to pray.
Make a noise with your mouth as you throw Jonah out of the fish's mouth and onto the sand.	Finally, after three days in the fish's stinky belly, God commanded the fish to spit Jonah out on dry land. And the fish obeyed.
Walk Jonah away from the sea.	Then, God told Jonah again to go to Nineveh and tell the people about Him. And this time, Jonah obeyed.

Wonder Questions

- I wonder what it smelled like inside the fish's belly?
- I wonder if you've ever been told more than once to do something?
- I wonder what God wants us to learn about Him through the story of Jonah?

Jonah Story Map

OBEDIENCE

Jonah 1-3:3

SAMPLE

God told Jonah to go to Nineveh, but
Jonah ran away.

He got on a boat to Tarshish. God
sent a huge storm.

Jonah caused the storm, so the sailors
threw him in the sea.

The sea became calm, and Jonah was
swallowed by a big fish.

Inside the fish, Jonah prayed for 3 days.
Then, the fish spit him out on land.

God told Jonah to go to
Nineveh again. He obeyed.

Jonah Story Map

OBEDIENCE

Jonah 1-3:3

SAMPLE

God told Jonah to go to Nineveh, but
Jonah ran away and got on a boat.

This caused a big storm, so the
sailors threw Jonah into the sea.
A big fish swallowed him.

After 3 days, the fish spit Jonah out,
and he obeyed God and went to Nineveh.

"Jonah obeyed the word of the Lord and went to Nineveh."

Jonah 3:3

Obedience

BOOK LIST

A Fish Out of Water
Helen Palmer

Dear Mr. Blueberry
Simon James

Dear Mrs. LaRue:
Letters from Obedience School
Mark Teague

Following Papa's Song
Gianna Marino

Franklin is Lost
Paulette Bourgeois

Howard B. Wigglebottom Learns to Listen
Howard Binkow

I'm the Biggest Thing in the Ocean
Kevin Sherry

Libra Lion
Michelle Madsen

Listen, Buddy
Helen Lester

No, David!
David Shannon

The Snail and the Whale
Julia Donaldson

The Thirsty Dragon
K.L. Piazza

What if Everybody Did That?
Ellen Javernick

Character
Builds Joy

BEFORE YOU READ

What letters do you see in the title?

Where can I find the author's name?

Look at the cover. Do you think there will be a problem? Why?

What kind of character do you think might be in this book?

WHILE YOU ARE READING

As you turn to the first page, ask students to use their finger to show where to start reading and which direction to read.

What is the setting for this story?

What is the problem?

I wonder how the characters are feeling?

If you were writing the story, what would happen next?

AFTER YOU READ

Did the problem get solved?

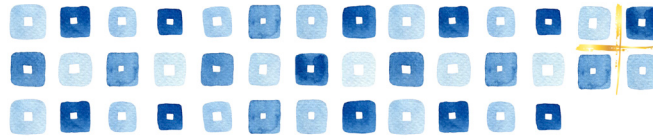
How would this story have ended if the characters had NOT used obedience?

Tell me about a time you used this W.O.W. word.

What question would you like to ask the author?

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

Character
Builds Joy



Let's Be Social

Traffic Jam

Obedying the rules prevents chaos.

TEACHER PREP: Gather enough ride-on toys for each student. **If toys are not available, make paper plate steering wheels using the attached pattern.*

Grab sidewalk chalk, orange safety cones, and ride-on toys.

Introduction

What if there were no rules here at school? What would that look like? It would be chaos or mayhem! Rules help us know what to do— on the playground, walking in the hallway, even driving down the road.

Today, we will be creating our very own city, Chalk Town. We will use chalk to draw roads, street signs, and ponds on the ground outside. Then, each of you will use your own car (a ride-on toy or steering wheel) to drive around our town.

Game

1. During Round 1, everyone will obey the rules.
Traffic moves in one direction as teacher calls out red light/green light.
 - **Ready, set, play!**
2. During Round 2, there are no rules!
Be prepared, some of the children will probably want to add one rule!
 - **Ready, set, play!**
3. After a few minutes of total mayhem, ask the students to stop!
 - **Is everyone okay? Were there any car crashes? Who was frustrated?**
 - **During Mayhem, it was difficult to play, because no one listened, people were confused and no one knew when to stop, go, or even which direction to drive.**

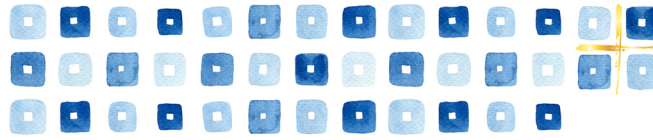
Reflection

Which round did you like best?

Sometimes, breaking the rules can seem fun but when we choose obedience and follow the rules we will have joy and peace.

Obedying God's law gives us more JOY than we could ever imagine! Remember our Bible verse this month, "This is love for God, to obey his commands. And, his commands are not burdensome." That means the Bible doesn't weigh us down; it actually shows us the right way to go!





Ready, Set, Play!

Sea Life and Litter Sort

Sorting activity to enhance math and science skills.

Teacher Prep: Print copies of Sea Life and Litter Sort for each student. Make signs to place beside the bucket of water with these letters: A, P, L. (One letter on each sign.)

Grab a bucket of water, slotted spoon, plastic sea plants and animals, and litter (candy wrappers, plastic lids, small food bags, etc.).

Introduction

I wonder what kind of things Jonah saw while he was in the sea? Do you think he saw any animals, plants, or even litter? (Show the objects to class.) Today we will rescue the sea life and get rid of the litter!

Group Activity

Children take turns using a slotted spoon or a pair of tongs to pick up an item in the water and sort it into the following categories- A (Animals), P (Plants), L (Litter). Count the number of items in each category! Which one has the most? Least?



Independent Activity

Give each student a Sea Life and Litter Sort worksheet. Identify the three categories and tell the students to circle the objects that belong in each category. Together, as a class, review their findings.

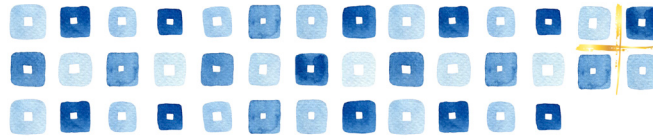
*This activity is a great extension after reading the book *What If Everybody Did That*.

STANDARDS

Life Science: Recognize differences between living organisms and nonliving organisms. **Measurement & Data:** Sort a collection of objects into given categories using more than one attribute. **Counting & Cardinality:** Count to tell the number of objects.

SEA LIFE AND LITTER SORT

SAMPLES SAMPLES



C.I.A.

Obeying vs. Negotiating

Children determine the differences in obeying and negotiating

TEACHER PREP: Cut several note cards in half. Write the letter N or the letter O on each of these cards. Place the cards in a container for students to draw from. *You could also have children make these cards for extra handwriting practice.

Introduction

The Bible says, “**Do everything without grumbling or complaining.**” Philippians 2:14. When we obey, we do what is asked of us, right away without whining or begging for something else. For example, when I say it’s time to clean up our toys and you pick them up right away, that’s obedience! (Hold up the letter O.) But, when I say it’s time to clean up our toys and you say, “Please! Just one more minute.” That is negotiating! (Hold up the letter N.) Negotiating is when you change the directions given to you. Let’s play a game to help us learn the difference between negotiating and obeying.

Game

Have students sit in a circle on the floor. Tell children when it is their turn they will choose a card and keep it hidden as you read a prompt. If their card has the letter N, they will act out a response that shows negotiating. If their card has the letter O, they will act out a response that shows them obeying, remembering to Look. Listen. and Love. The class will watch and listen to determine if the student is obeying or negotiating.

Prompts

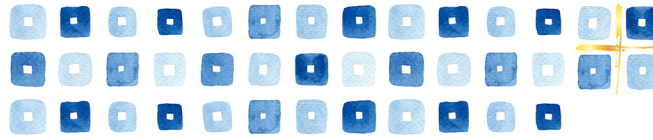
- * Please go and wash your hands.
- * Recess is over, it’s time to line up.
- * Let’s say a prayer before we eat our lunch.
- * Pick out one book to read during quiet time.
- * Please share that toy with another friend.
- * It’s story time. Let’s stop talking and listen.
- * Please use your walking feet in the building..
- * Now is the time to use your inside voice.
- * You’re the line leader today; please go stand by the door.
- * Today, we will be using crayons to color our picture.

Reflection

So, if we do everything without grumbling or complaining, are we obeying or negotiating? Yes, obeying! The Bible says when we obey, we will shine like stars in the universe! (Philippians 2:15) Who’s ready to be a star?

STANDARDS

Self Awareness: *Demonstrate an understanding of rules through actions and conversations.* **Self Management:** *Demonstrate ability to modify behavior in different situations with or without adult guidance.*



STEM

Sea Level Water Colors

Using water colors, students create an illustration of the sea levels.

Grab *Sea Level activity sheet* (print on cardstock), water colors, a white crayon or white oil pastel and salt.

Introduction

When Jonah refused to obey God and go to Nineveh, he was swallowed by a big fish. Many people believe this animal was most likely a whale. Whales live in the deep ocean but swim to the surface for air, many times a day. As they move through the water, they pass through different sea levels. Today we are going to use water colors to paint the different levels of the sea!



Activity

This is an obedience activity and requires you to Look and Listen in order to follow the directions completely. This will be tricky since the white crayon will be difficult to see on your white paper. But just wait until the end! (Distribute Sea Level activity sheets and a white crayon or white oil pastel.)

Look at your paper. Point to the first black line. This level represents the Sunlight Zone where the water is clear and bright. When you look at the Sunlight Zone you will see lots of waves. Let's practice finger drawing waves in the air. Now use your white crayon to draw waves across the page under the first black line.

Next, point to the second black line. This level represents the Twilight Zone where fish like to swim. Let's draw small circles to illustrate the bubblesfish breathing.

Now, show me the third black line. This level represents the Midnight Zone where large sea creatures such as octopus and squid live. They make swirls in the water as they move around. Let's make swirls on our paper. (You may want to practice in the air first.)

The last black line on your paper represents the Abyss, the deepest level of the sea. Without sunlight, seaweed is one of the only things that can grow here. To draw seaweed, put your crayon at the very bottom of the page and draw curvy lines going up.

Now, let's reveal your drawings! (Distribute water colors. As students paint each level, their drawings will appear.)

Sunlight Zone- Light blue

Twilight Zone- Blue

Midnight Zone- Royal blue

Abyss- Black

Before the paint dries, students will sprinkle pictures with salt to add a tactile component to their illustration!

Application

Check out *Down, Down, Down* by Steve Jenkins to see what plants and animals look like at different levels of the sea.

STANDARDS

Earth Science: *Observe, describe and compare the habitats of plants and animals.* **Visual Art:** *Create artistic works with intent and purpose using varying tools, texture, color and technique.*

Name: _____

Sunlight



Twilight



Midnight



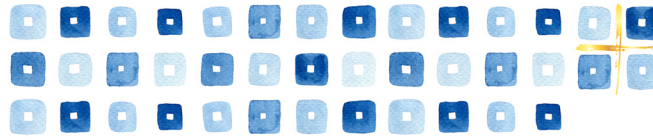
SAMPLE

Abyss



"O Lord, it is you who made the heaven and the earth
and the sea, and all that is in them."

[Acts 4:24]



Brain Building

Idioms

Understanding the intended meaning of figurative language increases students' listening and future reading comprehension.

TEACHER PREP: Cards should be printed double-sided with idiom on the front of the paper and the meaning on the back, then cut apart.

- Step 1:** Show students the picture of the kangaroo and ask, "When I say, 'I'm all ears!' Does this picture show what that phrase really means?
This is an idiom, and the words do not mean exactly how they sound. This is not about the kangaroo's big ears or having ears all over your body!
This really means that you are focused on the person speaking and can't wait to hear what they have to tell you.
- Step 2:** Show other idiom picture cards and discuss the intended vs. literal meaning.
- Step 3:** To increase comprehension of figurative language try to use these idioms during conversation with students throughout the month!

STANDARDS

Reading: *Interpret words/phrases used in text including figurative meanings.*



I'm all ears



Bigger fish to fry.



Toe the line.



Like a fish out of water.

SAMPLE

S I'm all ears!
To be ready and eager to listen.

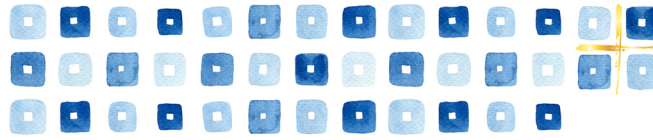
A Bigger fish to fry.
To have more important things to do.

M Like a fish out of water.
To feel uncomfortable in an unusual or unfamiliar setting.

P Toe the line.
To follow the rules or obey an authority.

L

E



Makerspace

Just How Big is a Whale?

Children create a life-size drawing of a blue whale.

Grab: Sidewalk chalk and a measuring tape.

TEACHER PREP: Locate a large, open area to draw the 100 foot whale.

Introduction

If Jonah was inside a big fish for THREE days, how big was that fish? The blue whale is the biggest fish in the ocean! It can be 100 feet long! This can be hard to imagine so we are going to draw a 100 foot whale!

Activity

Go outside to the area you will draw the whale. First, measure 100 feet. Consider marking it off in ten feet increments. Then, divide the class into two groups, have one group stand at the beginning of the measurement and one at the end to show children the enormous size of a blue whale.

Next, make marks along the outline of the whale and have students draw a line to connect the marks creating the outline of the whale.

Finally, designate small groups of students to work on the eyes, mouth, spout, and tail. When the whale is complete, ask pairs of students to trace one of their prayer hands in the belly of the whale as a reminder of Jonah's prayers from inside the whale.

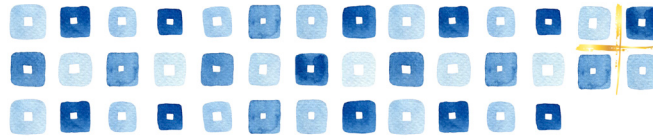
Reflection

Isn't it amazing that God created the blue whale large enough for Jonah to survive inside for three days? No problem is too big for God!

STANDARDS

Visual Arts: *Create artistic works with intent and purpose using varying tools, texture, color and technique.* **Collaboration:** *Demonstrate a willingness to collaborate with others to solve a problem.*





Ready, Set, Play!

Bucket of Protection

Like helmets and gloves, rules are made for our protection.

TEACHER PREP: Collect the following items: bucket filled with protective gear such as a bike helmet, gardening gloves, shin guards, batting helmet, rain/snow boots, beanie, knee pads, kitchen mitt, safety glasses, life jacket, Bible, etc.

Introduction

After reading *Franklin is Lost*, engage the students in the following discussion.

- What was the rule about the woods?
- Why did Franklin's parents give him this rule?
- Did he use the Look, Listen, and Love steps to obedience?

Franklin did not obey his parent's rule of staying out of the woods and unfortunately he got lost while playing a game with his friends! Most rules are meant to protect and keep us safe. Just like we wear protective gear when we're playing sports, obedience gives our hearts and bodies protection! Let's play a game to help us remember this truth.

Game

Have children make a circle and place the bucket of protective gear in the center. Tell students, when their name is called they will run to the bucket, find and put on the item that matches the clue you will give them. (Such as, find the item that protects our legs while playing soccer.) Celebrate their choice, then return the item back to the bucket.

For the last clue give the following prompt: Find the item that is called our "sword." It protects our hearts and shows us how to live in obedience to God.

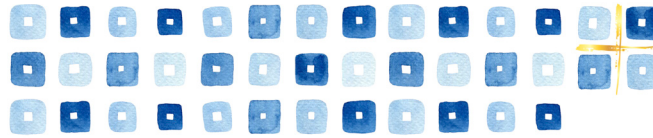
Reflection:

When we are playing sports, we wear protective gear to keep us safe. It is not meant to keep us from having fun or to be burdensome, like our Bible verse says. It makes the game more enjoyable, because we are not afraid of getting hurt. Obedience does the same thing! It protects our hearts, while showing God and others we love them.

STANDARDS

Self Awareness: *Display a sense of accomplishment when completing a task or solving a problem. Demonstrate an understanding of rules through actions. Use materials purposefully, safely, and respectfully as set by group rules.*





Makerspace

Look. Listen. Love.

Students learn the three steps to obedience.

Grab the Look Listen Love activity sheet, crayons and glue.

Introduction

We've learned that Obedience requires us to look and listen as we demonstrate our love for God and others.

Activity

As students complete the Look, Listen, and Love worksheet use the following questions to target Emergent Literacy skills:

- Point to a word that starts with the letter L.
- Are there any other words on the page that start with that same letter?
- Find the word that ends with the letter K.
- What sound does K make?
- What are some words that rhyme with look?
- Find the letter S. Is it at the beginning, middle or end of the word?
- Point to the four letter word that ends with E.

Reflection

Each time you use your eyes and ears to obey, your love for Jesus shines.

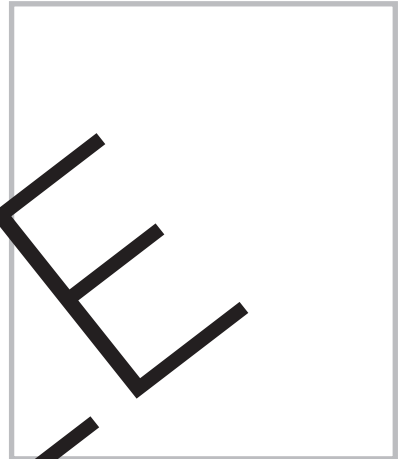
"This is love, that we walk in obedience to his commands." ~2 John 6

STANDARDS

Self-Regulation: *Reflect and plan a logical series of steps to accomplish a task.* **Foundational Literacy, Word Composition:** *Begin to print the distinctive features of letter forms.* **Phonological Awareness:** *Identify whether or not two words begin with the same sound.*

Name: _____

Look Listen Love

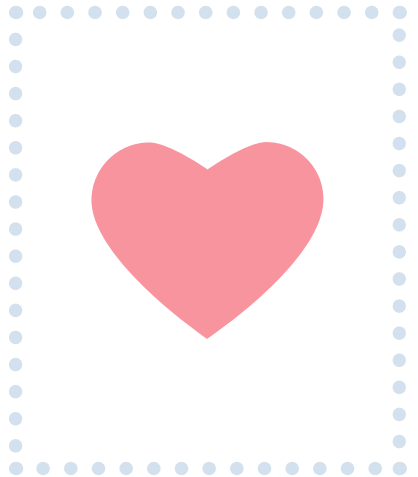
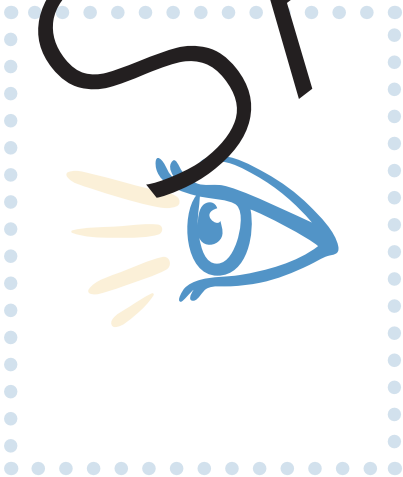


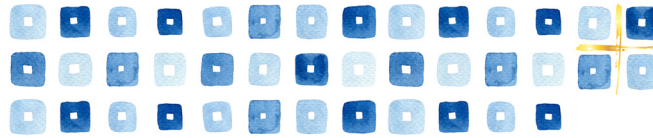
Look at the speaker.

Listen to completely follow directions.

Love = Feeling + Action
Obedience shows love.

SAMPLE





Rainy Day Activities

On screen,
touch to visit
our Spotify
playlist

Music Notes

Obedience Playlist on Spotify >>

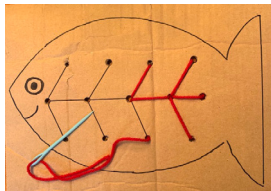


Trust and Obey

“Trust and obey, for there’s no other way, to be happy in Jesus, but to trust and obey.”

As you sing this chorus with students, have them make a T and O with their arms as they sing the words “trust” and “obey.” Then talk about the different ways we trust and obey God even when we are unsure of what will happen next.

Finally, read **Proverbs 3:5** and share how reassuring this verse can be no matter the circumstances.



Makerspace Fishing for Obedience

Students love to practice fine motor coordination when it involves sewing!

Draw a large fish on a piece of cardboard, punch out some holes large enough for a plastic yarn sewing needle, thread the needle with your favorite color of yarn, remember to add a knot to one end of the yarn, and it’s time to sew!

Children can practice pushing the needle through a hole, then pulling the thread to the other side of the cardboard.

STEM Blubber Mitten

How do you think whales stay warm in the cold ocean? Whales have a thick layer of blubber under their skin that acts as an insulator to keep them warm. Conduct an experiment to see and feel how blubber protects whales from the cold.

- Step 1:** Fill a bowl with ice and add enough water to submerge a student's hand. (The depth of the water should be approximately 4 inches.)
- Step 2:** To create one blubber mitten, turn one baggie inside out and place inside a second baggie (line up baggies so they can be zipped together.)
- Step 3:** Before zipping the bags together, fill each side, between the baggies, with 2/3 cup of shortening. To spread the shortening, press with fingertips (on the outside of baggie) forming a layer of “insulation” in the bottom half of the baggie. Zip baggies together.
- Step 4:** To compare the effect of the blubber, first have students submerge their bare hand in the ice water. Ask students, was the temperature cool, cold or very cold? Tally results on white board.
- Step 5:** Place blubber mitten in the ice water. Take care not to let water get inside of the mitten. Next, have children take turns placing their hand in the blubber mitten for about ten seconds. Ask temperature question and tally results.
- Step 6/Reflection:** Review results to determine if the blubber mitten provided insulation against the cold, icy water. The shortening acted like a very warm mitten and protected our hand, and that’s exactly what blubber does for the whale! Isn’t it amazing that God designed this special blubber as a protection for whales?

