

Day 1 LISTEN UP!

Before deciding how to modify this lesson, read through Lesson 1 in the *Toddler/Pre-Primary Teacher Guide*. Use the suggestions and matrix below to adapt the lesson to the special needs of your children based on their strengths and their particular gateway to learning.

To individualize the lesson for the child with special needs, circle all of the activities the child *can* do. You can print an extra copy of the template from the accompanying CD-ROM to use for each lesson and/or each child.

Throughout your modifications, remember to keep the focus on the central aim of the lesson.

LESSON FOCUS: Be wise—have ears that hear and do God’s Word!

SOLID ROCK VERSE CHALLENGE: Listen . . . keep my ways.
Proverbs 8:32

Note: A graphic version of the memory verse is supplied on the accompanying CD-ROM.

ANIMAL PAL FUN PUN: Tembo the Elephant says: Be all ears!

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible account of 1 Kings 3–4:

- The Bible, God’s Word, tells about a king named Solomon.
- God asked Solomon, “What shall I give you?”
- Solomon could have asked for a long life, or money, or winning against his enemies.

- Instead, Solomon asked for wisdom—learning to listen to God and do what He says.

MODIFICATIONS

- If you are teaching children with hearing impairments, you may want to change the focus from “listen” to “obey and do what God says.”
- Choose one lesson to repeat for the entire week.
- Choose one memory verse to repeat the entire week.
- Keep the discovery centers the same for the entire week.

ACCOMMODATIONS

- Run coloring pages on cardstock. Cut out and use for stick puppets.
- Use the graphic version of the memory verse from the CD-ROM.
- Make a schedule board of activities. Use graphic icons for each different activity. Print and laminate 4x6 cards of the stations from the CD-ROM.
- Enlarge coloring sheets for children with visual impairments or physical challenges.
- Put pencil grips on paintbrushes. Attach paintbrush to hand with hook-and-loop fasteners.
- Use Blue Gel glue for those with sensitivities.
- Provide different mediums for coloring: crayon slicks, large crayons, sidewalk chalk, small sponges to dip in paint and dab on pages, stamps and stamp ink.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Use the provided pictures for the Bible account of King Solomon to tell and then review each part of the Bible account.	For students with hearing impairments, change focus of the lesson from “listen” to “obey.”	Instead of using the letters W=H+D, use the Animal Fun Pun poster and let child trace the animal while emphasizing the Fun Pun.	Teach sign language for the memory verse.
LOGICAL/ MATHEMATICAL	Change the letters used for W=H+D to pictures for each word (see CD-ROM).	When guessing objects by hearing them, rather than keeping all objects hidden, lay out several objects or pictures for each sound. Ask child to choose which object would make the sound.	Use the graphic presentation of memory verse. Cut apart pictures. Let child assemble it as you say the verse together.	Tape the pictures for W=H+D (see CD-ROM) on the floor and let child jump from one picture to the next while saying the words.

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	VISUAL	AUDITORY	TACTILE	KINESTHETIC
BODILY/ KINESTHETIC	For children with hearing impairments, use signs and pictures. Change the focus from ears (listen) to however the child communicates best.	For children with hearing impairments, use “feel” instead of “hear” the object to identify objects in backpack.	Use the craft idea for making the crown. As you help child assemble it, share the Bible account of Solomon.	Use the “Safari Sam” ideas as a break between activities for children with short attention spans.
VISUAL/ SPATIAL	Give child a finger puppet to mimic the puppet during puppet presentation.	Show each picture of the Bible account. After sharing the concept in a simple sentence, ask child to repeat it back to you.	After completing Camp K backpack craft, use the bag to hide pictures or objects from Bible account. Play a game with child by pulling objects out of bag and reviewing the Bible concepts or verse.	Review the Bible account of King Solomon as you help child assemble the crown craft.
MUSICAL	Sing VBS songs with hand motions.	Intersperse the telling of the Bible account with repetition of the song “Listen to What God’s Word Says” so that short attention spans are captured.	For children with hearing impairments, emphasize the vibrations of the drum beat (craft) rather than the sound.	Use beats for each word of the memory verse. Give children individual drum sticks to beat in rhythm.
INTERPERSONAL	Encourage children to act out ways they obey God in natural situations such as sharing, being kind to one another, or helping one another.	When cleaning up or transitioning, sing the VBS songs to tie in with listening and obeying.	Supply beanbags to toss back and forth between children as you share a concept or repeat the memory verse.	Dress students in safari costumes and involve them as much as possible while giving the Bible account or puppet presentation.
INTRAPERSONAL	Ask child to retell Bible account as pictures are shown.	Discuss with child ways we listen to and obey God at home.	When a child seems agitated, use an appropriate touch to calm such as a soft tactile rub on shoulders, a firm hold, or a weighted vest.	Walk, jump, or hop in rhythm to repeat concepts from Bible account or memory verse.
NATURALIST	Supply a plastic or plush animal elephant for child to hold when using the Fun Pun.	Supply “elephant ear” for snack and discuss ways to listen to God as snack is eaten.	Use the Touch Table Exploration Station with child while sharing the concept of listening and obeying God’s Word.	Walk outside to listen and identify different sounds. After identifying each sound, remind child to listen to God.
TECHNOLOGY	Record the puppet show during practice. Play video on tablet for individual child.	Use videos of each animal sound. Cover the projector lamp to listen and identify sound first; then show picture on screen.	Use an app such as Talking Picture Board to assemble pictures for the memory verse, the animal sounds, or the lesson graphics.	Arrange pictures of Bible, crown, Solomon on a tablet so child can advance by swiping.

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Before deciding how to modify this lesson, read through Lesson 1 in the *Primary Teacher Guide*. Use the suggestions and matrix below to adapt the lesson to the special needs of your children based on their strengths and their particular gateway to learning.

To individualize the lesson for the child with special needs, circle all of the activities the child **can** do. You can print an extra copy of the template from the accompanying CD-ROM to use for each lesson and/or each child.

Throughout your modifications, remember to keep the focus on the central aim of the lesson.

LESSON FOCUS: Be wise—have ears that hear and do God’s Word.

SOLID ROCK VERSE CHALLENGE: Listen to counsel . . . that you may be wise. Proverbs 19:20

Note: A graphic version of the Solid Rock memory verse is supplied on the accompanying CD-ROM.

ANIMAL PAL FUN PUN: Tembo the Elephant says: Be all ears!

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- The Bible, God’s Word, tells about a king named Solomon.
- God asked Solomon, “What shall I give you?”
- Solomon could have asked for a long life, or riches, or winning against his enemies.
- Instead, Solomon asked for wisdom—learning to listen to God and do what He says.

MODIFICATIONS

- For those who are hearing-impaired: Change the focus from *Listen* to **Pay Attention!** Change the Solid Rock memory verse to “*Pay attention to my wisdom*” (Proverbs 5:1, NKJV).
- Choose one or two lessons or themes to repeat for the entire week.
- Choose one or two Solid Rock memory verses to repeat the entire week.
- Add the discovery centers found in the *Pre-Primary Teacher Guide*. Keep them the same throughout the week, if needed.
- Use the shortened underlined portion of the Solid Rock memory verse.

ACCOMMODATIONS

- Print coloring pages from Pre-Primary lesson on card-stock. Cut out and use for stick puppets.
- Use the graphic presentation of the Solid Rock memory verse from CD-ROM.
- Enlarge coloring sheets from Pre-Primary resources for children with visual impairments or physical challenges.
- Make a schedule board of activities. Use graphic icons for each different activity. Print and laminate 4x6 cards of the stations from the CD-ROM.
- Use Blue Gel glue for those with sensitivities.
- Put pencil grips on paintbrushes. Attach paintbrush to hand with hook-and-loop fasteners.
- Provide different mediums for coloring: crayon slicks, large crayons, sidewalk chalk, small sponges to dip in paint and dab on pages, stamps and stamp ink.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Hand out Dream Bubble pictures to different children to hold up at appropriate times during the Bible lesson presentation.	Shorten the Bible or Puppet Pal presentations to accommodate child’s needs.	Use the Dream Bubble pictures as a review of what King Solomon and God discussed. Ask child to point to appropriate pictures as you ask review questions.	Use sign language for the Solid Rock memory verse.

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	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	Play the <i>Wise Up!</i> Game on an individual basis. (Print individual boards from the PDF on the CD-ROM.)	For Scene 3, teach the children to listen for the word <i>all</i> and prompt them when to say it by pointing or by holding up a sign.	Give child a Bible opened to the 1 Kings 3 account or the Solid Rock memory verse in Proverbs. Point out where in the Bible these concepts originate.	Ask review questions from Bible lesson with two categories—wise and foolish. Divide section of room into two. Jump to the correct section of “wise” or “foolish” for answers.
BODILY/ KINESTHETIC	Include extra props in the Puppet Pal presentation to emphasize points, i.e., picture of Mt. Kilimanjaro for setting, pan, picture of tongue, poster for W=H+D.	Ask child to call out “Scene 1,” “Scene 2,” etc., on cue to give opportunity for participation in the Bible lesson.	Put Solid Rock memory verse words on separate brightly colored index cards. Shuffle and ask child to put in proper order.	Choose child to participate in acting out the Bible lessons of King Solomon.
VISUAL/SPATIAL	Make a graphic or 3-D of Mt. Kilimanjaro with each layer of changes mentioned in Introduce It!	For the sound effects during snack, the krispy rice cereal (from the Toddler or Pre-Primary age) may not be able to be handled. Use a krispy rice bar, crispy crackers, or other crunchy snacks to simulate crackly sounds.	On the Fun Pun poster, place a textured fabric (felt, corduroy, fuzzy cloth) over the ears of Tembo for child to feel. Remind child to hear and do God’s Word.	Use a brightly colored rug with squares on it. Play the <i>Wise Up!</i> Game by asking the questions, but moving the child from one square to the next as the correct answer is given.
MUSICAL	Use the VBS songs with motions as a transition time between activities. Cue the children to stop their activity and watch you before moving to the next station.	Use the graphic version of the Solid Rock memory verse. Say the verse in a singsong voice while touching the symbols on the paper.	Use the resource posters individually with child to trace the words and repeat the verse or theme.	Use a beanbag to toss back and forth while repeating Solid Rock memory verse as a child beats the drum for each word.
INTERPERSONAL	Encourage child to act out ways to obey God in natural settings such as sharing, being kind to one another, or helping one another.	Between adults, use the puppet play. Sit on either side of the child and involve the child in the interaction between characters.	Place drawing paper on an easel. Let child draw a crown or a Bible. Or enlarge the coloring picture from Pre-Primary to post on easel.	Dress up children in safari costumes before presenting the Bible lesson.
INTRAPERSONAL	Be aware of extrasensitive children to decide on appropriateness of teaching the 1 Kings 3:16–28 passage.	Discuss with child ways to listen and obey God at home.	Give child some play dough to use during Bible Lesson. Allow child to form an object during the lesson, which will be a reminder of the lesson focus.	Print coloring sheet from Pre-Primary materials on cardstock. Cut out the different parts. Let child color each part, then put together as a puzzle.
NATURALIST	Show pictures of the different animals that will be used for sound effects—either projected pictures or printed pictures. Child can choose from among the pictures to match visual to sound.	Use vibrations from a drum for children to feel as sound effects are given for animals’ or objects’ sounds. Loud bass beat for lion; rhythmic beating for drum. Use an actual trumpet for elephant’s sound and zebra’s bray. Use a homemade paper tube with rice to simulate waterfall.	Give options of plastic or plush animals as visuals for choices when identifying the sound effects.	Walk outside to listen and identify different sounds. After identifying each sound, remind the child to listen to God.
TECHNOLOGY	Use an app such as Time Timer to give a visual showing how much time is left for each part of the schedule.	Teach the scripture verses through the Memory Verse Songs DVD.	Enlarge the font on a laptop or tablet for the verse or for the Fun Pun so that each word fills one screen. Child can advance each screen while saying the verse.	Use an app such as Stories2Learn for social stories that show children responding correctly and kindly, emphasizing the lesson focus of obedience.

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Before deciding how to modify this lesson, read through Lesson 1 in the *Junior Teacher Guide*. Use the suggestions and matrix below to adapt the lesson to the special needs of your children based on their strengths and their particular gateway to learning.

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Throughout your modifications, remember to keep the focus on the central aim of the lesson.

LESSON FOCUS: *Be wise—have ears that hear and do God's Word!*

SOLID ROCK VERSE CHALLENGE: *Listen to counsel and receive instruction, that you may be wise. Proverbs 19:20*

Note: A graphic version of the Solid Rock memory verse is supplied on the accompanying CD-ROM.

ANIMAL PAL FUN PUN: *Tembo the Elephant says: Be all ears! Do I have ears that hear and do God's Word?*

TO SIMPLIFY THE LESSON

Use these main ideas from the Bible lesson:

- The Bible, God's Word, tells about a king named Solomon.
- God asked Solomon, "What shall I give you?"
- Solomon could have asked for a long life, or riches, or winning against his enemies.
- Instead, Solomon asked for wise and understanding heart.
- God gave Solomon a wise and understanding heart but also riches and honor.

- In addition, God promised that if Solomon would obey Him, God would also give Solomon a long life.

MODIFICATIONS

For those who are hearing-impaired: change the focus from *Listen* to *Pay Attention!*

- Choose one or more Solid Rock memory verses to repeat the entire week.
- Choose one or more lessons to repeat for the entire week.
- Use the shortened underlined portion of the Solid Rock memory verse.

ACCOMMODATIONS

- Print coloring pages from Pre-Primary lesson on card-stock. Cut out and use for stick puppets.
- Use the graphic presentation of the Solid Rock memory verse from the CD-ROM.
- Enlarge coloring sheets from Pre-Primary resources for children with visual impairments or physical challenges.
- Make a schedule board of activities. Use graphic icons for each different activity. Print and laminate 4x6 cards of the stations from the CD-ROM.
- Use Blue Gel glue for those with sensitivities.
- Put pencil grips on paintbrushes. Attach paintbrush to hand with hook-and-loop fasteners.
- Provide different mediums for coloring: crayon slicks, large crayons, sidewalk chalk, small sponges to dip in paint and dab on pages, stamps and stamp ink.

	VISUAL	AUDITORY	TACTILE	KINESTHETIC
VERBAL/ LINGUISTIC	Provide visuals of each animal or object used in sound effects.	Shorten the sections of Bible lessons to accommodate child's needs.	Give each child a Bible with a bookmark in one or more of the verses being used. Ask child to open up the Bible and point to the verse at the appropriate time, or, if able, to read the verse.	During Scene 3, give child a card with the word <i>all</i> on it. Ask child to hold up the card each time <i>all</i> is used.

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	VISUAL	AUDITORY	TACTILE	KINESTHETIC
LOGICAL/ MATHEMATICAL	After teaching the Bible lesson, scramble the Dream Bubble pictures. Ask child to put them in order while reviewing the lesson.	For children with hearing impairments, teach with the emphasis that we are paying attention to what God says in the Bible. We “hear” by reading or paying attention to what the Bible says.	Cut apart the words and pictures from the graphic presentation of the Solid Rock memory verse. Ask child to put them in order.	During Teach It!, instead of asking for thumbs up, thumbs down response, ask child to stand or stay seated for yes or no responses.
BODILY/ KINESTHETIC	Put Dream Bubble pictures in different parts of the room. As each one is taught, children move from one picture to the next.	Continue to use the sound effects from Introduce It! as transition cues when moving from one part of the lesson to the next.	Put Solid Rock memory verse words on separate brightly colored index cards. Shuffle and ask child to put in proper order.	During Teach It!, choose children to act out King Solomon and to hold the signs for each scene.
VISUAL/ SPATIAL	Make a 3-D Mount Kilimanjaro with the different environmental layers clearly identified. Use as a visual during the Introduce It! section.	Give the child a play microphone. Ask child to announce the Scene changes for Teach It!	Outline the ears on the Fun Pun poster with a tactile material such as puffy paint, pipe cleaners, or yarn. Child can trace the ears when reviewing the phrase, the memory verse, or the lesson focus.	For Intro to Proverbs, place each verse used on an index card or enlarged cardstock. Place in order around the room. Move from card to card as the Proverbs lesson is taught.
MUSICAL	Teach the motions from the song motions DVD to the children. Use these songs as breaks between activities.	Play the VBS songs as background during craft or as transitional cues between activities.	Use sign language to teach Solid Rock memory verse or Fun Pun phrase.	Make the Savanna Drum craft. Use it to tap when learning or reviewing the Solid Rock memory verse.
INTERPERSONAL	Play the Wise Up! game between two children or between an adult and child.	Pair a child who reads well with one who struggles with reading. The first child reads the Bible verse to the second. The second child echoes the first child’s words and points to words of verse.	Copy coloring sheet from Pre-Primary for child to color, using appropriate medium.	Give the children safari costumes to wear during the Intro to Proverbs section. Teach the proverbs as a safari hunt.
INTRAPERSONAL	Be aware of extrasensitive children to decide on appropriateness of teaching the 1 Kings 3:16–28 passage.	Use the Wise Up! questions and answers. Place answers on cards. Choose just a few to read and match as an alternative. Alternate between teacher asking question, child giving answer, to child asking question and teacher giving answer.	Practice memory verse by batting a balloon or textured ball back and forth between partners as verse is said. If child is nonverbal, teacher can say the words or use a recording of verse while child does the activity.	Place the letters or the words for <i>Wisdom equals Hearing plus Doing</i> on the floor. Tape or securely cover with clear plastic. Let child hop from one letter to the next while reviewing the concept.
NATURALIST	Supply as many 3-D props as possible for child to see and hold as lesson is given: plush toys, Bible, safari items, little “play people” to represent characters.	Use vibrations from a drum for children to feel as sound effects are given for animals’ or objects’ sounds. Loud bass beat for lion; rhythmic beating for drum. Use an actual trumpet for elephant’s sounds and zebra’s bray. Use a homemade paper tube with rice to simulate waterfall.	Provide plastic or plush toy animals and objects for the sound effects. As the sounds are played, ask child to pick up the object that corresponds with the sound.	Go outside to listen and identify sounds.
TECHNOLOGY	Project the verses used during the teaching onto a screen for all to see.	Supply earphones and an individual player for child to listen to VBS songs.	For Scene 3, project the paragraph on a screen with the word <i>all</i> highlighted. Give child a pointer to point to the word <i>all</i> each time it is used.	Put questions and answers from the Wise Up! game into a matching format on the computer. Let child play by matching the question to the answer.