

# October





# October

Native Americans Day

World Food Day

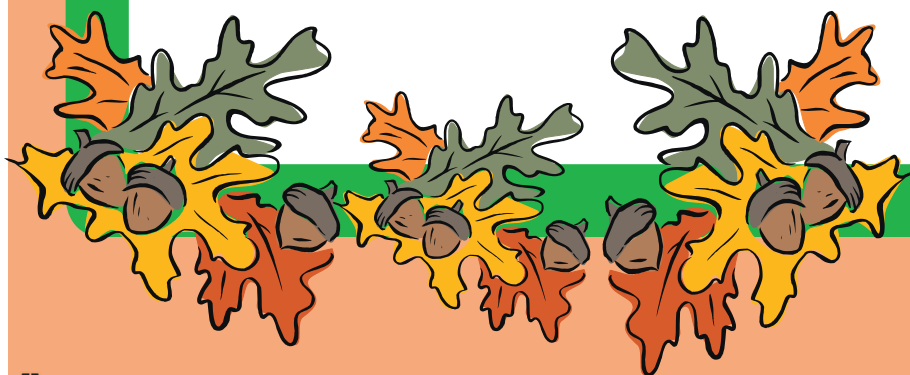
National Chemistry Week

Statue of Liberty's Birthday

Bookshelf

Adopt An Animal Shelter

Gathering Nuts Bible Study



# Native American Day

## October 12



A new Native American museum is being built in your state and your class has just received the following letter from its director...

To complete this webquest designed by Margaret Hill, follow this link.

[http://score.rims.k12.ca.us/score\\_lessons/native\\_museum/](http://score.rims.k12.ca.us/score_lessons/native_museum/)

### FOUR DIRECTIONS INSTITUTE

The Four Directions Institute is building a world class Native American History and Culture Museum in California. The physical structure of the museum represents the major Indian culture regions of the United States. Your team is invited to submit plans for museum displays and in this way become part of the curator staff for this new museum of America's First Peoples.

Four Directions has been funded by various Native American organizations to create museum displays that are interactive and provide an authentic experience in learning for students of all ages. Each team will focus on only one nation within a specific Native American culture region including: Eastern Woodland Peoples (north and south), Great Plains Cultures, Pacific Northwest Cultures, California Indians, and Pueblo People of the Southwest.

The interactive display that the team constructs needs to have the following in order to be approved by the museum board:

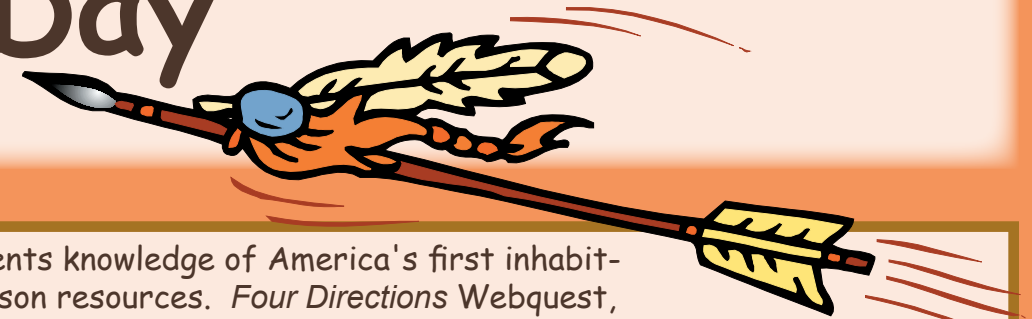
- a map of the region in which the people lived
- representations of the economy or material culture of the people including food production and consumption, housing, tools and weapons, clothing
- significant customs or religious practices
- an example of one of the stories, myths or legends
- significant person, event, or leader and a timeline

The display may be a mix of posters, PowerPoint, audio recordings, artifacts, etc.

The displays will be presented in two weeks and selected based on quality. We look forward to receiving your submissions.

Sincerely,

Director  
Four Directions Institute



Increase your students knowledge of America's first inhabitants using these lesson resources. *Four Directions* Webquest, developed by Margaret Hill, will guide your student's in developing a series of museum displays featuring different Native American Culture Regions. *An Indigeneous People, A Native American Unit*, (Teacher Bulletin Vols. 3 & 5) explores the rich variety in tribal lives, differences in religious customs and ceremonies, and contributions to the European American life.

### Mini-Book

### Native Americans

Use this mini-book as a cooperative learning project. Assign each group a cultural region, then have the group research the following topics: food, clothing and shelter. A mini-report and illustration should be written on the appropriate page of the book. The front cover should have an illustration and name of the Native American tribe.

Regions- Northeast, Lakes, Southeast, Praire, Plains, Plateau, Basin, Southwest, California, Northwest Coast, Sub-arctic

#### Internet Information:

A Collection of Resources:

<http://marilee.us/nativeamericans.html>

Clothing- paper doll

<http://www.nativetech.org/clothing/regions/regions.html>

Housing

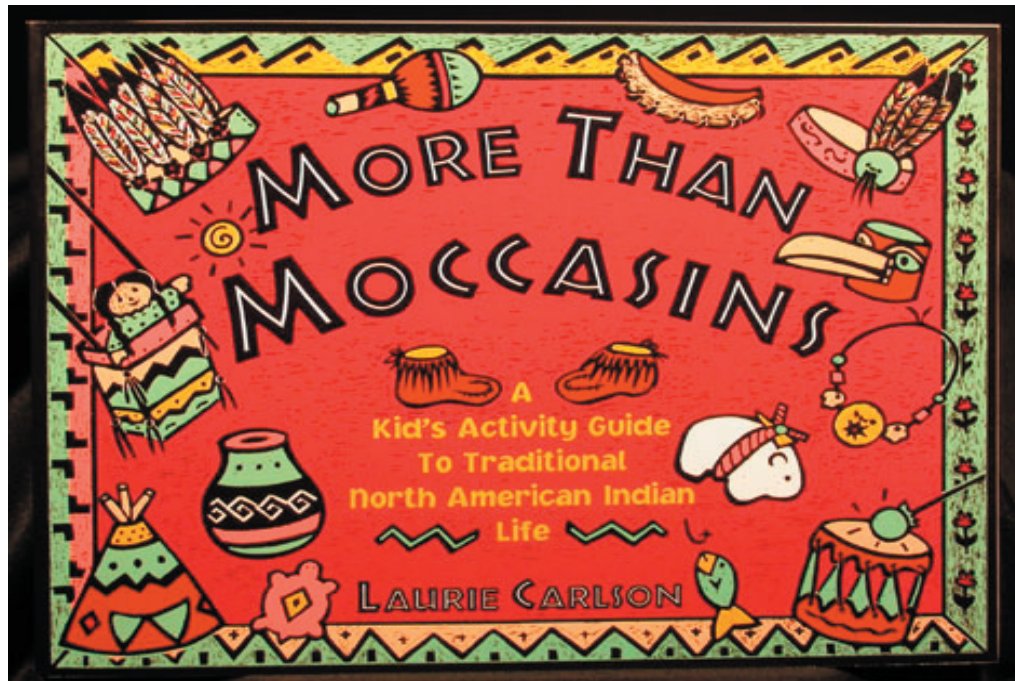
<http://www.greatdreams.com/native/nativehsg.htm>

Games

<http://nativetech.org/games/index.php>



# Helpful Resource



## **More Than Moccasins by Laurie Carlson**

Here is what one customer from Amazon.com had to say about this resource. "This is the best, most extensive book on Native American crafts for children I have ever seen. Teachers doing a unit on Native Americans will find this book a tremendous resource for creating all kinds of not authentic, but good semblances of Native American crafts. Using mostly ordinary materials, there's enough here that you can create a classroom museum and invite others to see it. In your display you can have: miniature teepees and wigwams, an "adobe" house, pottery, "bark" boxes (made of brown paper), chamois and bead pouch, coup stick, breechcloth, leggings, grass anklets (made of yarn), warbonnet, headband, breastplate, and much more. These clothing items can also be used in a play or other enactment. In addition, there are some interesting recipes, including: corn soup, steamed clover, fried squash blossoms, roasted pumpkin seeds, and other more familiar foods. " review by S. Brand



## Teaching Young Children about Native Americans

By Debbie Reese (1996)

A number of positive strategies can be used in classrooms, regardless of whether Native American children are members of the class.

1. Provide knowledge about contemporary Native Americans to balance historical information. Teaching about Native Americans exclusively from a historical perspective may perpetuate the idea that they exist only in the past.
2. Prepare units about specific tribes, rather than units about “Native Americans.” For example, develop a unit about the people of Nambe Pueblo, the Turtle Mountain Chippewa, the Potawatami. Ideally, choose a tribe with a historical or contemporary role in the local community. Such a unit will provide children with culturally specific knowledge (pertaining to a single group) rather than overgeneralized stereotypes.
3. Locate and use books that show contemporary children of all colors engaged in their usual, daily activities playing basketball, riding bicycles as well as traditional activities. Make the books easily accessible to children throughout the school year. Three excellent titles on the Pueblo Indians of New Mexico are: *Pueblo Storyteller*, by Diane Hoyt-Goldsmith; *Pueblo Boy: Growing Up in Two Worlds*, by Marcia Keegan; and *Children of Clay*, by Rina Swentzell.
4. Obtain posters that show Native American children in contemporary contexts, especially when teaching younger elementary children. When selecting historical posters for use with older children, make certain that the posters are culturally authentic and that you know enough about the tribe depicted to share authentic information with your students.
5. Use “persona” dolls (dolls with different skin colors) in the dramatic play area of the classroom on a daily basis. Dress them in the same clothing (t-shirts, jeans) children in the United States typically wear, and bring out special clothing (for example, manta, shawl, moccasins, turquoise jewelry for Pueblo girls) for dolls only on special days.
6. Cook ethnic foods, but be careful not to imply that all members of a particular group eat a specific food.
7. Be specific about which tribes use particular items, when discussing cultural artifacts (such as clothing or housing) and traditional foods. The Plains tribes use feathered headdresses, for example, but not all other tribes use them.
8. Critique a Thanksgiving poster depicting the traditional, stereotyped Pilgrim and Indian figures, especially when teaching older elementary school children. Take care to select a picture that most children are familiar with, such as those shown on grocery bags or holiday greeting cards. Critically analyze the poster, noting the many tribes the artist has combined into one general image that fails to provide accurate information about any single tribe (Stutzman, 1993).
9. At Thanksgiving, shift the focus away from reenacting the “First Thanksgiving.” Instead, focus on items children can be thankful for in their own lives, and on their families’ celebrations of Thanksgiving at home.

\*Debbie Reese is a Pueblo Indian who studies and works in the field of early childhood education.



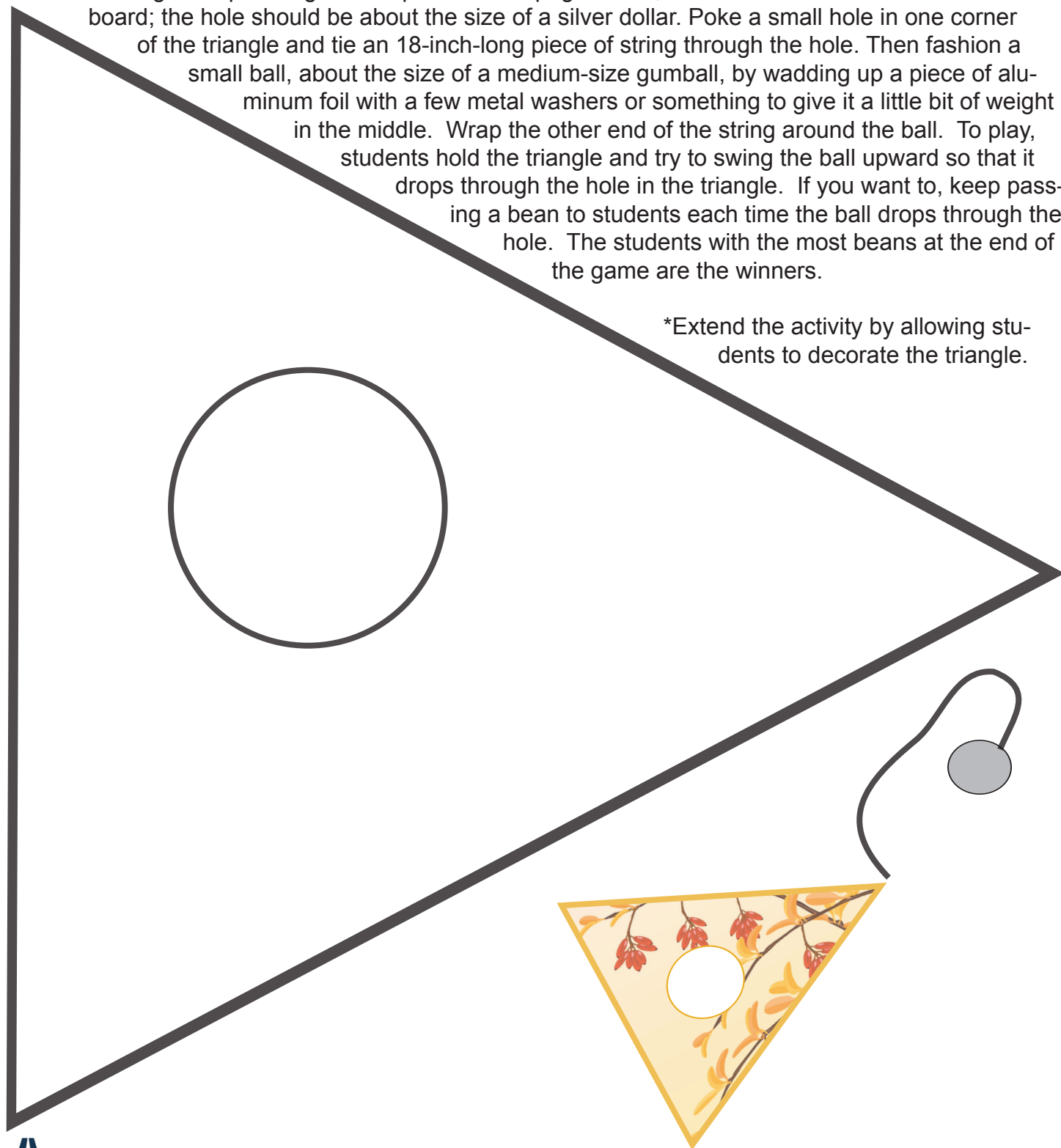
# Ball and Tiangle Game

Adapted from *Education World*

The Penobscot Indian children in New England often played with a toy made from a triangle-shaped piece of bark from a birch tree and a ball attached by a string.

You can replicate this game using cardboard in place of birch bark. First, cut the cardboard into a triangle shape using the template on this page. Next, cut a hole in the center of the cardboard; the hole should be about the size of a silver dollar. Poke a small hole in one corner of the triangle and tie an 18-inch-long piece of string through the hole. Then fashion a small ball, about the size of a medium-size gumball, by wadding up a piece of aluminum foil with a few metal washers or something to give it a little bit of weight in the middle. Wrap the other end of the string around the ball. To play, students hold the triangle and try to swing the ball upward so that it drops through the hole in the triangle. If you want to, keep passing a bean to students each time the ball drops through the hole. The students with the most beans at the end of the game are the winners.

\*Extend the activity by allowing students to decorate the triangle.



Directions: To create this mini-book with layered pages, first cut along the solid black lines. Next cut along the dotted lines. Finally, stack the pages, with the smallest page on top. Staple pages together at top.

**FOOD**

**NATIVE AMERICANS**

**SHELTERS**

**INDIAN**



World Food Day, October 16th, is a worldwide event designed to increase awareness, understanding and informed, year-around action to alleviate hunger. The Food and Agriculture Organization of the United Nations has celebrated World Food Day each year on October 16 since 1945. The objectives of World Food Day are to heighten our awareness of the problem of hunger in the world and to bring to our attention what we can do about it personally. It is a day to encourage us and our governments to be well informed on the issues and to have a plan of action!!! World Food Day brings to our attention the plight of 862 million undernourished people around the world **...even in our own backyards!!**

Use the following activity page to engage your students in a discussion on the issue of World Hunger and to develop a personal action plan to help the hungry in their community or around the world.

For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.' "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?' "The King will reply, 'I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.'

Matthew 25:35-40

Here are some resources to help you and your students learn more about World Hunger and what you can do about it.

\* [www.adra.org](http://www.adra.org) check out the giving catalog and ADRA Kids link.



# WORLD HUNGER DAY

## October 16

How much do you know about the issue of world hunger? Read each statement, then indicate whether the statement is True or False by checking the appropriate box.

1. ☐True ☐False About 923 million people in the world go hungry.
2. ☐True ☐False In developing countries 9.6 million children die from hunger and malnutrition every year.
3. ☐True ☐False The United States of America is a wealthy country; so it does not have an issue with poverty and hunger.
4. ☐True ☐False In the United States and Europe people spend more money on pet food each year than would be necessary to meet the nutritional needs of the world's poorest people.
5. ☐True ☐False The world's hungry people need someone with lots of money and resources to help them.
6. ☐True ☐False I'm too young to help do something for the hungry.

.....  
What does the Bible tell us our responsibility is in caring for those who are poor or sick or hungry? Look up Matthew 25:35-40

Can you think of two examples from the life of Jesus where he showed compassion toward the poor, sick, or hungry?

Brainstorm a list of possible things that you could do to help those who might be hungry in your community. Talk with you teacher and parents and make a commitment to do one thing to help in the next month.

Brainstorm a list of possilbe things that you could do to help those who might be hungary in another part of the world. Discuss your ideas with your classmates and make a plan you could implement as a class.



# WORLD HUNGER DAY

## Answer Key

How much do you know about the issue of world hunger? Read each statement, then indicate whether the statement is True or False by checking the appropriate box.

1. ☒ True ☐ False About 923 million people in the world go hungry.

2. ☒ True ☐ False In developing countries 9.6 million children die from hunger and malnutrition every year.

*In developing countries nearly 16 million children die every year from preventable and treatable causes. Sixty percent of these deaths are from hunger and malnutrition.*

3. ☐ True ☒ False The United States of America is a wealthy country; so it does not have an issue with poverty and hunger.

*In the United States, 11.7 million children live in households where people have to skip meals or eat less to make ends meet. That means one in ten households in the U.S. are living with hunger or are at risk of hunger.*

4. ☒ True ☐ False In the United States and Europe people spend more money on pet food each year than would be necessary to meet the nutritional needs of the world's poorest people.

*The United Nations Development Program estimates that the basic health and nutrition needs of the world's poorest people could be met for an additional \$13 billion a year. Animal lovers in the United States and Europe spend more than that on pet food each year.*

5. ☐ True ☒ False The world's hungry people need someone with lots of money and resources to help them.

Ask your students to think about simple things they could do to make a difference in their local community as well as the global community.

<http://www.earthskids.com/hunger.aspx> Provides ideas and links for organizations useful to kids wanting to make a difference.

Take a look at ADRA'S Really Useful Gift Catalog. There are lots of ideas of things that your students can do to help other kids in other countries. Also ADRA Kids has stories of kids making a difference.

6. ☐ True ☒ False I'm too young to help do something for the hungry.



## Chemistry Is Everywhere!

Adapted from American Chemical Society

"Everything you hear, see, smell, taste, and touch involves chemistry and chemicals (matter). And these actions all involve intricate series of chemical reactions and interactions in your body. With such an enormous range of topics, it is essential to know about chemistry at some level in order to understand the world around us.

In more formal terms chemistry is the study of matter and the changes it can undergo. Matter is anything that has mass and occupies space. Which is to say, anything you can touch or hold. Common usage might have us believe that 'chemicals' are just those substances in laboratories or something that is not a natural substance. Far from it, chemists believe that everything is made of chemicals.

...Understanding the basic properties of matter and learning how to predict and explain how they change when they react to form new substances is what chemistry and chemists are all about."

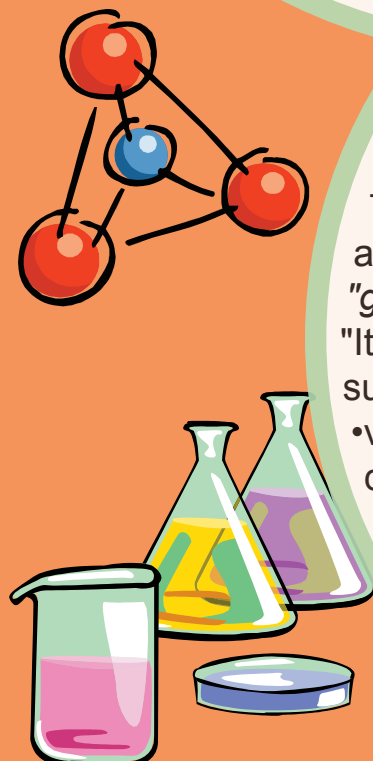


## Glow In The Dark Slime

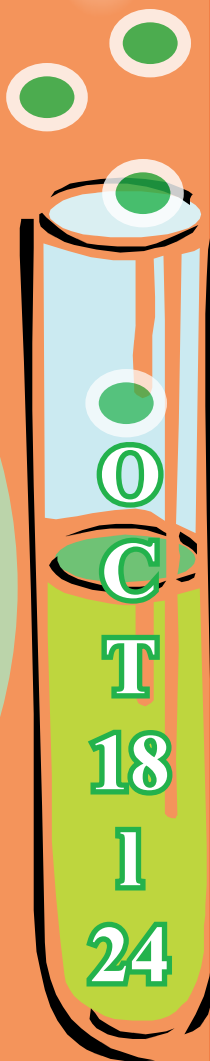
An experiment using polymer chemistry

This chemistry experiment is sure to provide some fun as students use the science of chemistry to create this "glow-in-the-dark" polymer. Give your students a copy of "It's A-Glow" and let the discovery begin. Below is a list of suggestions that will help your experiments be successful.

- visit a local craft store for a glow in the dark paint of powder. Be sure to check label for safety instructions.
- Use Elmer's non-toxic blue gel.
- borax can usually be found in the laundry detergent section of a store or in the household cleaning chemicals.
- use disposable plastic cups and spoons.



# National Chemistry Week



## YEAST'S SWEET TOOTH

An experiment to see what will produce the most gas.



This nifty experiment has a big "wow" factor and will allow your students to observe a chemical reaction that produces a gas. It's simple and uses common household ingredients but will get a big reaction from your students! Here are some tips to get you started.

- buy your yeast in bulk at a baker's supply store or a store that sells food in bulk like Costco. You should be able to get a lb. or two for around \$6.00. You will pay at least that much for a small jar or a few packages in a grocery store.
- have your students start a collection of 16 oz plastic bottles.
- ask each student to bring in one of the sugary liquids.

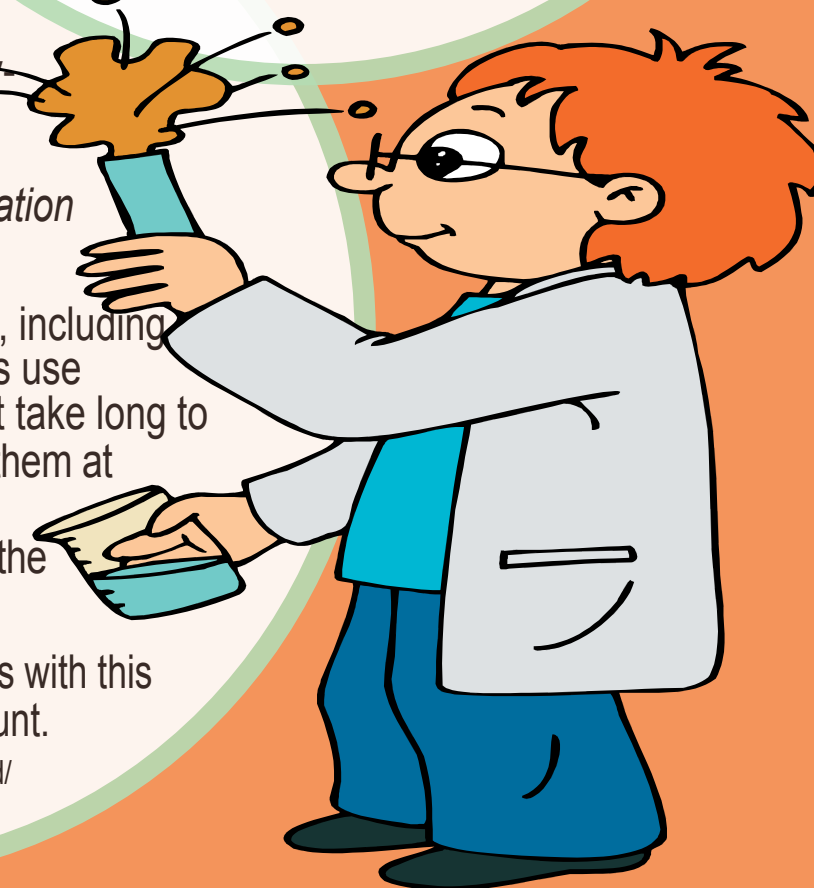
## More Chemistry Fun

The American Chemical Society has put together some great ready-to-print chemistry labs using simple materials. You can find these at their website [www.acs.org](http://www.acs.org). Follow the *Education* link then look for *Science for Kids*.

Also a great resource for science labs, including chemistry is PBS Kids, ZOOM. Activities use common household materials so it won't take long to prepare the experiments. You can find them at [www.pbskids.org/zoom](http://www.pbskids.org/zoom). Click on Activities From The Show and follow the ZoomSci link.

Challenge your older students with this chemistry scavenger hunt.

<http://chemistry.about.com/od/chemistry101/a/htm>



# It's A-Glow



Be sure to follow your classroom's safety procedures. DO NOT eat or drink any of the materials in this activity.

## Materials

- \*measuring spoons
- \*zip-closing bag sandwich size
- \*warm water
- \*Elmer's gel-glue
- \*glow agent; powder or paint
- \*Borax
- \*clear disposable cups
- \*plastic spoon or stirrer
- \*marking pen

## Procedure

1. In a zip-closing bag, pour 2 tablespoons Elmer's gel-glue and 6 tablespoons warm water.

2. Add 1/4 tsp glow agent into glue mixture.

3. Seal bag completely. Squeeze bag between your fingers until contents are thoroughly mixed.

4. Label a cup "borax solution." Pour 1/4 cup warm water into this cup. Add 1/2 teaspoon of borax and stir.

5. Carefully open zip bag and add three teaspoons of the "borax solution."



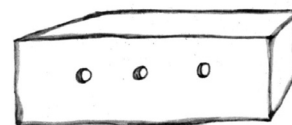
6. Seal bag and squeeze the bag between your fingers until the contents are thoroughly mixed.

7. Open bag and remove slime. How does it feel? Roll slime into a ball and measure its diameter. Record measurements.

8. Stretch you ball of slime as far as you can and measure its length. Record your answer.

9. To see how well your slime glows, place it in a box that has a small viewing hole (1cm) cut out of the top. Shine a flashlight on your slime for one minute.

Place it in the view box. What do you see? How long does your slime glow? What happens to the glow time if you increase the time you shine the flashlight on the slime? Experiment, then record your observations.



## VARIATIONS

\*Vary the amount of glue, water, and borax solution.

\*Try adding glitter or styrofoam beads to the glue mixture.

## How It Works

Elmer's glue has a chemical in it called polyvinyl acetate. This is a very long and flexible molecule. Borax solution has a chemical in it called boron. When the borax solution is added to the glue solution, the boron atoms help link the long polyvinyl acetate molecules to each other so that they cannot move and flow as easily. When enough polyvinyl acetate molecules get hooked together in the right way, the glue solution changes from being very liquidy to a rubbery kind of stuff we're calling slime!

How It Works explanation adapted from American Chemical Society, "Flubber" experiment.





# It's A-Glow

1. Describe how the slime looks and feels.

2. Record measurements.

width of ball \_\_\_\_\_cm

length stretched out \_\_\_\_\_cm

3. Glow Time \_\_\_\_\_.

Amount of time in light	Amount of "glow" time

4. Mix It Up. Use the chart below to change one substance in the mixture at a time. Record the amounts of each substance used and observations of the final product.

	Amount of Water	Amount of Glue	Amnt of Borax Sol.
Solution #1			
Solution #2			
Solution #3			

Observations:

Solution#1

Solution#1

Solution#1



# A Big Sweet Tooth



Be sure to follow your classroom's safety procedures. **DO NOT** eat or drink any of the materials in this activity.

HMMM....? Did you know that yeast is actually alive?! When you look at yeast it doesn't appear to be alive, but it is! Not only is it a living one-cell organism, but it has a huge sweet tooth. Yeast can't make its own food, so it needs to be fed in order to become active. What's its favorite food? You guessed it! Sugar. The yeast eats the sugar and then makes carbon dioxide. The yeast also makes more yeast, which makes even more carbon dioxide. That's why yeast is used to make bread—because the carbon dioxide makes bubbles in the bread dough, causing it to rise.



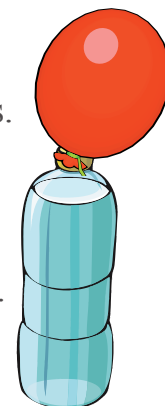
**Question:** Which liquids produce the most carbon dioxide?

## Materials

- \*Bakers Yeast packages or bulk  
1 pkg yeast = 2 <sup>1</sup>/<sub>4</sub> tsp
- \*plastic water or soda bottles (empty 16 oz)
- \*warm water
- \*a selection of sugary liquids (room temperature)
- \*balloons
- \*rubberbands

## Procedure

1. Decide on which liquids you will test. You will need one plastic bottle for each liquid you want to test.
2. Add 1 package or 2 <sup>1</sup>/<sub>4</sub> tsp yeast to each bottle.
3. Fill each bottle with 4 oz of warm water.
4. Add 4 oz of a different sugary liquid to each bottle. Label bottles.
5. Put a balloon over opening of each bottle. Use a rubber band to keep balloon in place if necessary. The carbon dioxide produced by the yeast will inflate balloon.
6. To measure the amount of carbon dioxide being produced, use a piece of string or a flexible measuring tape to measure balloons at 1 minute, 3 minutes, 5 minutes, then in intervals of 10 minutes. Stop recording once there is not a measurable increase in size. Record observations.



## **VARIATIONS**

- \*Vary the amount of sugary liquid added. Does it affect the amount of carbon dioxide produced?
- \*What happens if you add a dry sugar such as white sugar, crushed candy, etc..?
- \*Could you use this to find out what foods have sugar or starches in them? Try different kinds of flour.



# Yeast's Sweet Tooth

**Directions:** Use the table below to record the data from your experiments. At each time interval, measure the circumference of the balloon and write down your observations.

Time	Liquid:	Liquid:	Liquid:	Liquid:
1 minute				
3 minutes				
5 minutes				
10 minutes				
___minutes				
___minutes				
Observations:  Which liquid produced the most carbon dioxide?				



# The Statue of Liberty

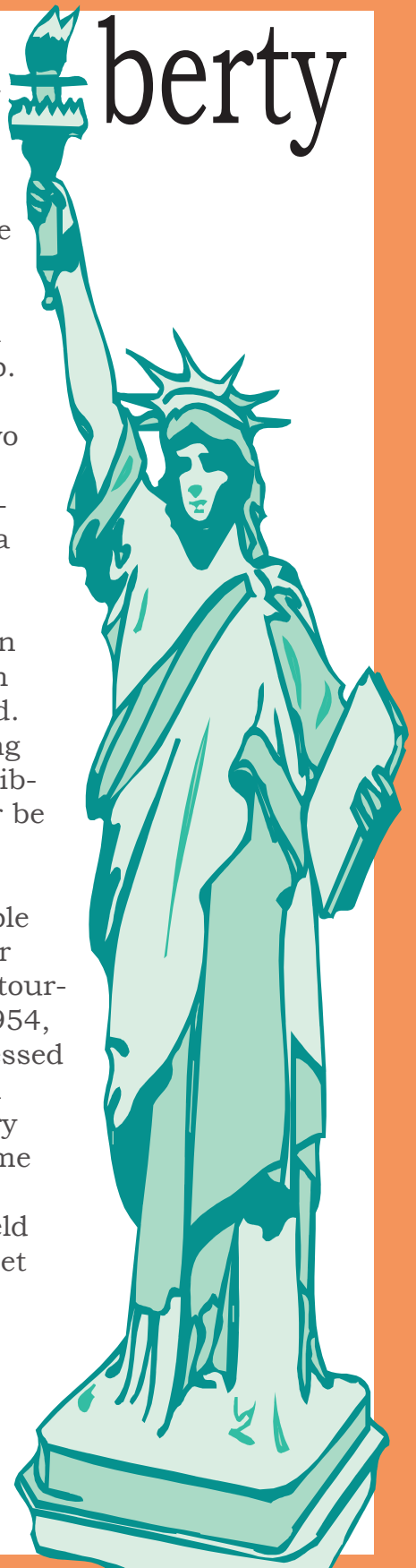
OCTOBER 28

The Statue of Liberty, or "Lady Liberty," as she is sometimes called, is one of our country's most well-known national symbols. It has come to symbolize the values of Americans such as freedom from oppression, democracy, and international friendship. It was gifted to the United States by the French to commemorate the friendship formed between the two countries during the American Revolution.

Sculptor Frederic Auguste Bartholdi was commissioned to build the statue, and it took him over a decade to do so. It is constructed entirely of copper sheets on a steel framework and weighed 225 tons when shipped to the United States in 350 pieces. In four months' time the statue was assembled, and on October 28, 1886, the dedication ceremony was held. President Grover Cleveland accepted the statue along with the nation by stating, "We will not forget that Liberty here made her home; nor shall her chosen alter be neglected."

Since Lady Liberty has lifted her lamp at the entrance of New York Harbor, many millions of people have been thrilled to view her. Today, it is a popular tourist attraction which greets three to four million tourists each year. But from 1892 until its closing in 1954, Ellis Island was an immigration station which processed over 12 million immigrants to this country. One can only imagine the cheers of excitement as those weary from their travel across the great Atlantic Ocean came into New York's harbor to be greeted by our Lady of Liberty. What a sight to see her torch of freedom held more than 300 feet into the sky and the words of poet Emma Lazarus inscribed on her pedestal:

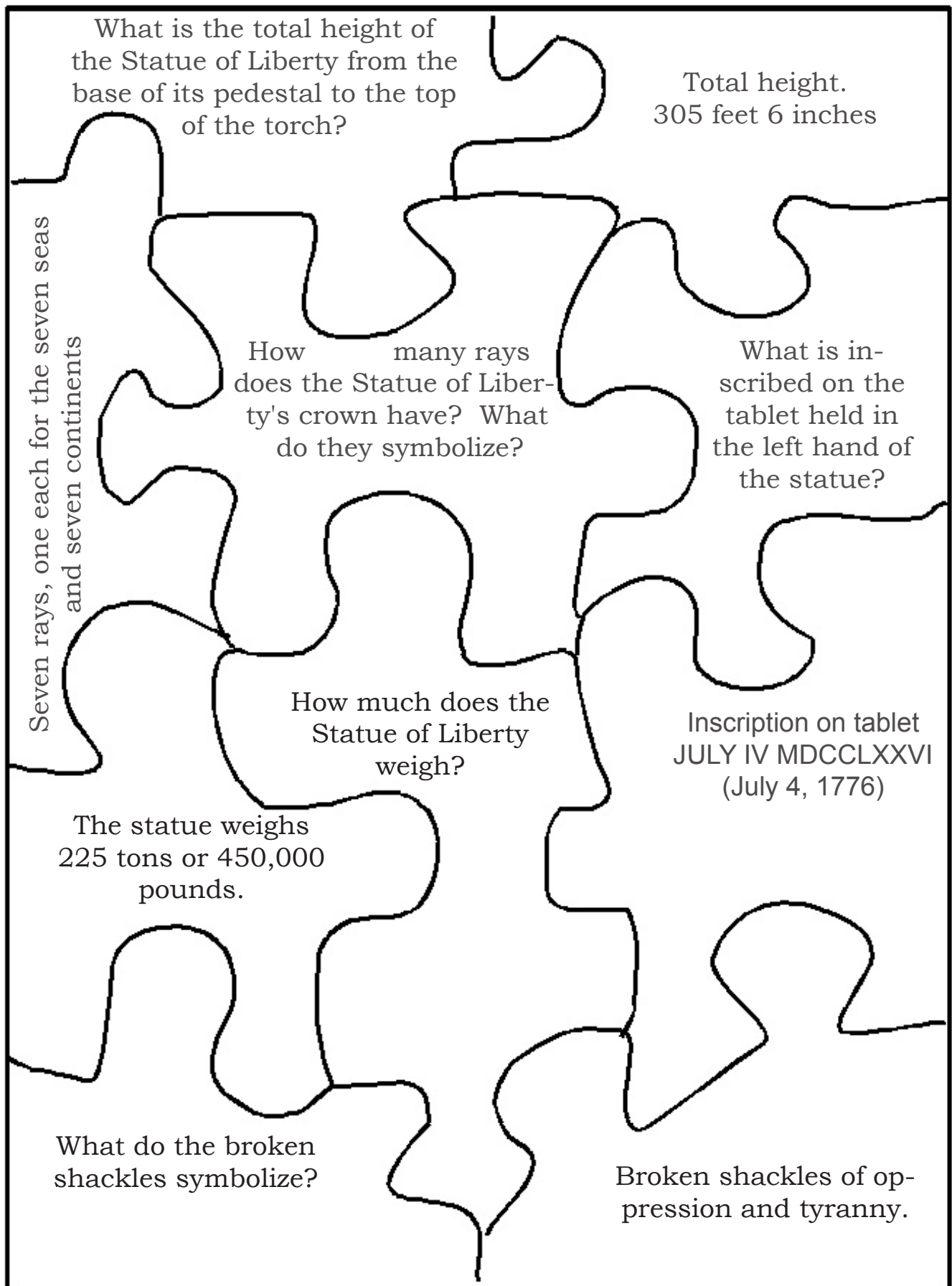
*"Give me your tired, your poor,  
your huddled masses yearning to be free,  
the wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me, I lift  
my lamp beside the golden door!"*







Puzzle Front



Puzzle Back

Print puzzle template, then glue to back of picture. Cut along lines.





Seasonal Selections  
Everyone Will Enjoy!

# BOOKSHELF



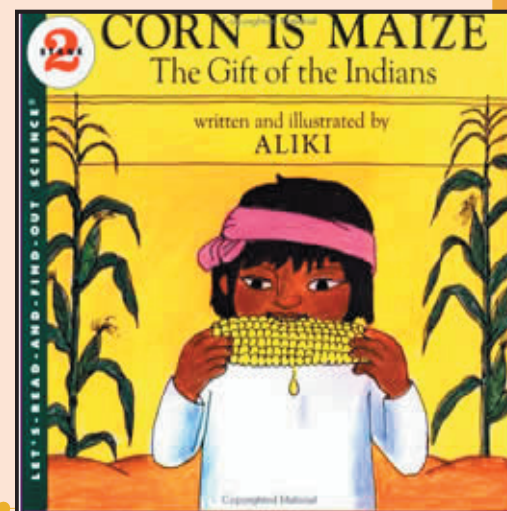
## Corn Is Maize

The Gift of the Indians

by Alikì

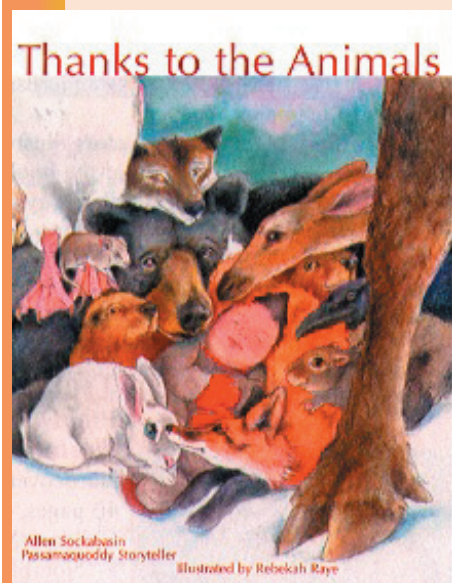
What's so great about corn?

Popcorn, corn on the cob, cornbread, tacos, tamales, and tortillas., all of these and many other good things come from one amazing plant. Alikì tells the story of corn: How Native American farmers thousands of years ago found and nourished a wild grass plant and made it an important part of their lives. They learned the best ways to grow and store and use its fat yellow kernels. And then they shared this knowledge with the new settlers of America.



## Thanks to the Animals

By Allen Sockabasin - Passamaquoddy Storyteller



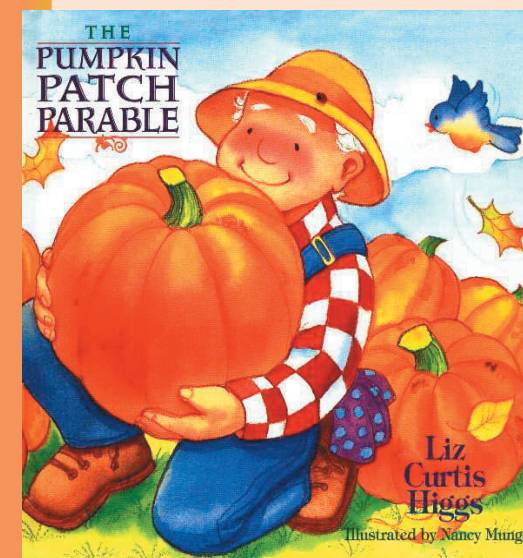
This book is derived from a story that Allen Sockabasin's mother, Molly Zoo Sap, used to tell him. It's a family story, set around 1900. Her family, along with others in her tribe, would make an annual migration from their summer homes on the coast—where fish and shellfish were abundant, fruits and berries could be gathered, and vegetables could be grown—to their winter homes in the deep woods—where there was wildlife to hunt. Her family members would take apart their cedar log cabin and load it onto a big bobsled, and pack up the food they had grown and gathered over the summer and their other belongings, and they would head north to the woods, where they would set up their cabin again. This annual migration was an important survival tactic for families that lived off the land.

Little ones hearing this story will relish the tale of how the animals rescued the baby on a cold, snowy night. But we hope that older children will be inspired to learn more about the Passamaquoddy and other members of the Wabanaki confederation in northern New England.

## Lady Liberty: A Biography by Doreen Rappaport

"Soon America will be one hundred years old. I share my dream of a birthday gift."

It begins in 1865 as a romantic idea, but ten years later Édouard Laboulaye's dream catches fire and takes shape. Sculptor Auguste Bartholdi gives the dream the form of a lady, holding a torch to "enlighten the world." Engineers, plasterers, carpenters, coppersmiths -- many of them immigrants -- work together to turn the lady into a monument over 100 feet tall. Joseph Pulitzer calls on readers to help fund a pedestal, and hundreds send in nickels, dimes, and even roosters for the cause. Doreen Rappaport's historically accurate, poetic vignettes and Matt Tavares's magnificent images remind us of the true origins of a national symbol -- and show that it took a lot of people to make the Lady. A powerfully moving, authentic portrait of the Statue of Liberty, told through the eyes of those who created her and illustrated in glorious detail.



## The Pumpkin Patch Parable by Liz Curtis Higgs

This charming story for children illustrates how a loving farmer can turn a simple pumpkin into a simply glorious sight. In the same way, God's transforming love can fill each of our hearts with joy and light. Liz Curtis Higgs created this parable as a way to share the Good News with her own precious children each harvest season. . .and now with children everywhere.

# Pre-Reading Strategies

from Literacy Access Online

<http://www.literacyaccessonline.com>

Why is it important to teach reading strategies? According to Literacy Access Online, "Good readers use a number of different strategies as they read. Beginning readers often need help understanding what these strategies are and how to use them. Learning reading strategies will give your students tools they can use to improve their ability to understand what they read." Below are some pre-reading strategies suggested by LAC.

## Pre-reading Strategies

Taking a few minutes to get your students ready to read can help make the reading session more meaningful for them.



**Set a purpose for reading** --- Many students begin reading without knowing why they are reading or what they expect to find out. Teach your students to set a purpose for reading. This can help them improve their ability to understand and remember what they read.



**Preview the text** --- Teach your students to read titles, headings and subheadings, look at pictures and text summaries, and read story-related questions. (Our Story Preview and Picture Walk activities will help you do all this.)



**Make predictions** --- Teach your students to think about the material they are going to read and to make predictions about what they think will happen next. This will help generate interest in the reading material.



**Preview Vocabulary** --- Teach your students to look for new words. As you and your students move through the Picture Walk, you'll notice that some of the words in the text have been highlighted. Taking a few minutes to help your students become familiar with these words will help make the reading session easier.



**Activate prior knowledge** --- Teach your students to think about what they already know about the topic and to relate new information to what they already know. This will help build interest in the story and increase comprehension.





# We Are His Hands

to touch the world around us

## A SERVICE PROJECT

Adopt An Animal Shelter Month

October

Jesus' care also extends to the creatures He created. As Christians we reflect the love of God when we show our care for all things created. While your students may not be able to adopt an animal, here are some activities that they could participate in which capture the spirit of the month.



- Volunteer at your local animal shelter. You could walk dogs, brush and groom dogs and cats, feed animals, or clean kennels.



to a local shelter.

- Organize a collection drive for materials always needed at local

- Make homemade dog biscuits and feline treats and take them



shelters, such as newspapers, old blankets, pet food and toys.



- Organize a fundraiser for the local animal shelter. How about a pet walk-a-thon?!

- Take pictures of shelter animals and make "Home Wanted" posters to help match potential owners with pets.

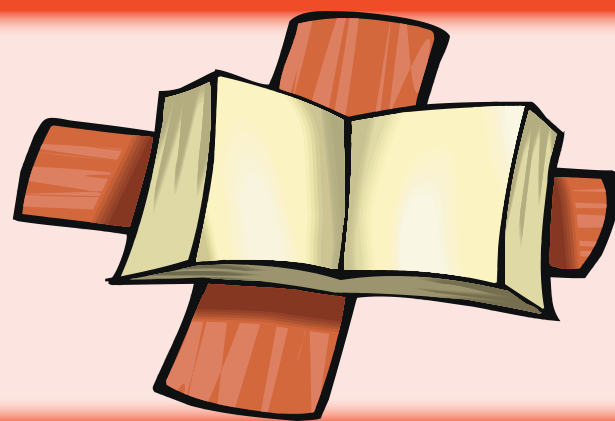
- Start a Tag Awareness Drive. Lost pets with tags save shelters money and time.

..."Are not two sparrows sold for a copper coin? And not one of them falls to the ground apart from your Father's will."

Matthew 10:29

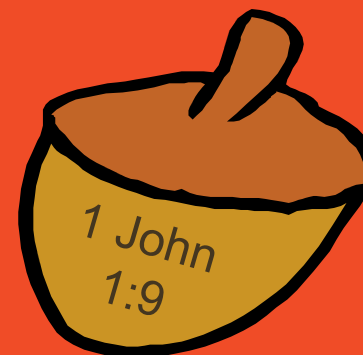


# BIBLE



# STUDY

## GATHERING TRUTHS from GOD'S WORD



Directions: Create this board using the graphics and posters provided, or use your own pictures and lettering. Give students the opportunity to choose an acorn and look up the text during their free time. After students have had time to look up and read texts hand out the acorn outlines with writing prompts, "The Truth about God is..." and "The Truth about Satan is..." Staple finished prompts to board. Students could also be challenged to find Bible texts that describe who God is and add them to the board.





# Bible Reading Plan

## October



### Week One

Monday	Tuesday	Wednesday	Thursday	Friday
What does this verse tell us about who God is?	What does this verse tell us about who God is?	What does only God have the ability to make known?	What does only God have the ability to predict?	How is God's ability to create different from man's ability to create things?
<b>Psalm 90:2</b>	<b>Daniel 2:20-21</b>	<b>Isaiah 46:10</b>	<b>Isaiah 45:21</b>	<b>Psalm 33:6,9</b>

### Week Two

Monday	Tuesday	Wednesday	Thursday	Friday
Make a list of the characteristics of God these verses reveal.	Do you believe God's love for you is everlasting? What do you think that means?	If God is the owner of the world and everything in it, what does that mean our responsibilities are?	What are some of the ways that we can know who God is?	What does he promise he will do for us? How can we claim this promise?
<b>Ex. 34:6,7</b>	<b>Jer. 31:3</b>	<b>Psalm 24:1</b>	<b>Psalm 19:1</b>	<b>Psalm 34:3-4</b>

### Week Three

Monday	Tuesday	Wednesday	Thursday	Friday
What does God say we can count on him to do? Make a list of your fears, pray and ask to deliver you from them.	What characteristics of God does this verse reveal? What is our purpose?	What does God promise us?	How did evil originate?	What do these verses tell us about who Lucifer once was?
<b>Isaiah 41:10</b>	<b>Isaiah 43:10-13</b>	<b>Heb 13:5</b>	<b>Isaiah 14:12-14</b>	<b>Ezek 28:12-17</b>

### Week Four

Monday	Tuesday	Wednesday	Thursday	Friday
What happened in heaven as a result of Lucifer's rebellion?  Read also Lk.10:18	What lie does Satan get Adam & Eve to believe?	What did sin result in?	What was God's plan for sin?	Who wins? What will happen to Satan?
<b>Rev. 12:7-9</b>	<b>Gen 3:1-7</b>	<b>Isaiah 59:1,2 Rom 6:23</b>	<b>Rom 23:24-26</b>	<b>Rev 20:7-10</b>

and  
Jesus  
said to  
him,  
I Am The  
Way,  
The  
Truth  
And The  
Life  
--John 14:6  
(KJV)



A hand-drawn apple outline with a thick black border. Inside the apple, there is a writing prompt and several horizontal lines for writing. The prompt is "The Truth about God is..." followed by four horizontal lines. Below these, there are two short horizontal lines on the left and right sides, followed by five more horizontal lines.

The Truth about God is...

---

---

---

---

---

---

---

---

---

---



The Truth about Satan is...



