Lessons for the Leader

Yahweh—the Great I AM! God is worthy of praise and worship. He is worthy of your undivided attention. How much attention have you devoted to God this week? What in life takes your attention away from God?

• Read Exodus 3:1-6. How did God get Moses’ attention? How does God get your attention? How do you respond to God when He wants to communicate with you?
• Read verses 7-10. Notice God heard the prayers of the people and knew their suffering. In turn, He promised to rescue them, give them a new home, and send them a leader. How do these verses apply to you? Do these verses give you assurance that God is in control?
• Read 3:11–4:17. How did Moses respond to God’s calling? Have you responded in the same way? What excuses have you made for not following God’s calling? God has a plan, and He wants people to join Him. God chose Moses for a specific task. Moses was an Israelite who lived as a prince and became a shepherd. What purpose does God have for you? How has your background prepared you for God’s plan?
• Consider that, although God may not call you to lead a nation, He has called you to be faithful to His service. God has a purpose for your life. He has called you to teach children about Him. How will you lead children to worship the Great I AM?
• Think about the children in your ministry. Do they feel God has a plan for their lives? How can you lead them to listen and respond to God? How can you help them understand the awesomeness of God? Pray for yourself and for the children you teach. Seek God’s guidance in understanding how to communicate so children will understand.

What do these symbols mean?

Application Activities Format:
1 → Follow the numbers with arrows for a 30-minute, large group plus 20-minute Application Activities format.

Large Group Format:
1 Follow all the numbers for a 45- to 60-minute large group only format.

Yahweh

Focus Passage: Exodus 3:1–4:17
Key Bible Verse: Jeremiah 10:10a
Life Application
I can listen to and praise the one true God.

Session at a Glance

Introduction to Worship (8 minutes)
Welcome the Children
“Lip-synch”

Worship (30 minutes/45 minutes)
Sing “Our Love Is Loud”
Sing “Our God”/Pray
Introduce the Session
Prepare Props
Learn the Key Bible Verse
Introduce the Bible Story
Tell the Bible Story
Use Worship Guides
Apply the Bible Story
Complete Worship Guides
Sing “Awesome in This Place”/Receive Offering/Pray
Show “Kaycee and Casey” Video

Application Activities (20 minutes)
Wrap-Up (10 minutes)
Introduction to Worship

1 Welcome the Children
Pull It Together
Print and copy “God Is—Parent Connection” (CD) (1 per child).
• Distribute “God Is—Parent Connection” to parents as they arrive with their children.

2 "Lip-synch"
Pull It Together
Markers, crayons, scissors, heavyweight paper, CD player, Worship KidStyle Children’s Music CD**
• Print “Face Masks” (CD). Copy on heavyweight paper (1 per child). Cut out the eyes and mouth on each page.
• Play the CD as the children enter and decorate their masks to represent themselves.
• Say: "As the music plays, hold your mask in front of your face. Put your mouth through the opening and sing along with the songs."
• Continue: “Praising God is something we should do every day. Today we will discover how to listen to God.”
• Guide the children to take their masks with them to their seats.

Worship

3 Sing "Our Love Is Loud" (DVD, 3 minutes)

4 Sing "Our God" (DVD, 3 minutes)/Pray

5 Introduce the Session (2 minutes)
• Ask: "If we could make a movie, what part would you want to have in the process? Would you be the director, the actor(s), the costume designer(s), or the cameraman? Why?"
• Continue: "Let’s imagine we are making a movie of today’s Bible story and key Bible verse. Each person has a role to play."

6 Prepare Props (5 minutes)
Pull It Together
Yellow, red, and orange construction paper; scissors; markers; tape; 2 gift bags; small, artificial bush; pail of sand; material for male Bible times costume
• Print "God Called Moses" Teaching Picture (CD).
• Print and prepare “Prop Assignments” (CD).

7 Learn the Key Bible Verse (3 minutes)
• Invite Group 1 to read aloud Jeremiah 10:10a in a dramatic manner.
• Ask: "What do these titles of God mean?"
• Discuss the verse.
• Lead children to repeat aloud the verse in different dramatic tones.
• Say: "Let’s see how these names are demonstrated in our Bible story."

8 Introduce the Bible Story (2 minutes)
• Display "God Called Moses" teaching picture.
• Direct Group 2 to place the bush in the Bible study area.
• Direct Group 3 to present "Moses."
• Say: "Our Bible story has a bush in it. Listen carefully to discover what happened to the bush."

9 Tell the Bible Story (7 minutes)
Pull It Together
Poster board, marker
• Make a Yahweh name poster.

Teacher Tip
Prepare the group assignments in Step 6 before the session if you are utilizing the Application Activities format.

• Open your Bible to Exodus 3.
• Introduce Moses.
• Ask: "What do you know about Moses? Did you know Moses was once a prince in Egypt? In today’s Bible story, Moses is living in Midian (MID ih uhn) and working as a shepherd for his father-in-law, Jethro."
• Tell the Bible story in your own words.

God Called Moses
Based on Exodus 3:1–4:17

[Guide the actor to role-play the actions as you tell the story.] Moses led his flock of sheep near Mount Horeb (HOH reb). While there, God spoke to him in an unusual way. Moses saw a bush that was on fire but not burning up. He said to himself, “I need to discover why this bush is on fire, but is not being consumed.”
When Moses got closer to the bush, God called out to him. Moses answered, "Here I am." God instructed Moses not to come any closer, and to remove his sandals because the ground was holy. God said, "I am the God of your father, the God of Abraham, Isaac, and Jacob." This scared Moses. He hid his face and was afraid to look at God.

God said, "I have seen how difficult things are for the Israelites living in Egypt. I have heard their cries for help. I am going to rescue them from their suffering and give them a land where they can live. I am sending you to Pharaoh so you may lead My people, the Israelites, out of Egypt."

Moses asked, "Who am I that I should go to Pharaoh and lead the Israelites out of Egypt?"

God told Moses He would be with him and help him. In fact, God told Moses the people would worship God on the very mountain on which Moses now stood.

Moses asked, "If I go, who do I say sent me?"
God replied, "Tell them, [display Yahweh poster] 'I AM' sent you. Say this to the Israelites, 'Yahweh, the God of your fathers, has sent me to you.'"

God told Moses the king of Egypt would not let the people go, but God would take care of the situation.

Moses was still not sure he was the right person for the task. Moses asked, "What if the people do not believe me and will not obey me? What if they say, 'The LORD did not appear to you'?"

God asked, "What are you holding in your hand?" Moses replied, "My staff." God said, "Throw it on the ground." Moses did, and the staff became a snake. God instructed Moses to reach out and take the snake by the tail. When Moses did, the snake became a staff again. God then told Moses to put his hand inside his cloak (outer garment). When Moses removed his hand, it was covered with a disease. When Moses put his hand back in his cloak and took it out again, the disease was gone.

Moses still did not want to go. He said, "God, I am not good at speaking." God asked, "Who made your mouth? Am I not God? Now go! I will help you speak and teach you what to say."

Still Moses did not want to go. Moses pleaded, "God, please send someone else." God became angry with Moses. God said that Aaron, Moses' brother, would go with him and speak for him.

10 Use Worship Guides (5 minutes)
Pull It Together
Worship Guides, pencils

- Distribute Worship Guides and pencils.
- Guide the children to complete "Take Five!"
- Review and discuss the answers.

11 Apply the Bible Story (4 minutes)
- Ask: "Was Moses excited about what God wanted him to do? Why? Why did Moses have a hard time trusting God? Do you ever have a hard time trusting God? Is it always easy to trust God? What can we learn from the story of Moses?"

12 Complete Worship Guides (6 minutes)
- Direct the children to complete "Which One Is Different?" or "Which Ones Do Not Belong?"
- Ask: "What message did you discover?"
- Say: "God wants us to listen to and praise Him because He is Yahweh, the one true God. Some people believe in the one true God, while others believe in many gods. Still others believe there is no god. We can know God is the one true God because the Bible tells us."

13 Sing "Awesome in This Place" (DVD, 3 minutes)/Receive Offering/Pray

14 Show "Kaycee and Casey" Video (DVD, 7 minutes)
- Ask: "What are some ways people praise God?"
- Say: "Let’s watch a video and see what Kaycee and Casey learn about listening to and praising God."
- Show the video.
- Ask: "How did Kaycee and Casey's dad define praise? What did Kaycee and Casey learn about praising God? What are some ways Kaycee learned we can listen to God?"
- Say: "Because God is the one true God, we are to listen to Him, obey His commands, and praise Him for who He is."

15 Transition to Application Activities or Wrap-Up
Wrap-Up
(Large Group Only Format)

16 Play "Big Screen Review" (6 minutes)

Pull It Together
Giant Game Floor Mat*
• Print "Big Screen Review" (CD). Place the category words in the first column. Place the number pages in the next columns. Display the mat.
• Guide the children to form two teams.
• Call attention to the mat.
• Say: "Notice the four categories on the 'big screen.' Your team will pick a category and a point value. I will ask you a 'Big Screen' question. If you answer correctly, your team will earn that number of points."
• Select a team to begin.
• Play the game.

17 Sing "Whoa!" (DVD, 3 minutes)

Pull It Together
"Face Masks" from Introduction to Worship
• Encourage the children to use their masks while singing.

18 Dismiss the Children to Their Parents
• Play "Our Love Is Loud" (DVD).

"Big Screen" Questions

Who:
100 - Whom did God speak to through the bush? (Moses)
200 - Who was Moses' father-in-law? (Jethro)
300 - Who did God allow to help Moses speak? (his brother, Aaron)
400 - Who was Moses supposed to say sent him? (Yahweh, I AM)

What:
100 - What was on fire, but not burning up? (a bush)
200 - What did God tell Moses to remove? Why? (his sandals; the ground was holy)
300 - What did Moses' staff become when he threw it on the ground? (a snake)
400 - What job did Moses have before God called him? (a shepherd)

Where:
100 - Where was Moses when God called him? (near Mount Horeb tending his father-in-law's sheep)
200 - Where did God tell Moses to go? (Egypt)
300 - Where in the Bible is today's story located? (Exodus 3:1–4:17)
400 - Where can you learn to listen to God? (Answers will vary.)

Why:
100 - Why did God want Moses to go to Egypt? (to lead the Israelites to freedom)
200 - Why did Moses make excuses and not want to do what God said? (Answers will vary.)
300 - Why did God turn Moses' staff into a snake? (to give Moses and the people proof that God could do anything)
400 - Why is it important that we listen to and praise God? (Answers will vary.)

Wrap-Up
(Application Activities Format)

16 Share Application Activities (5 minutes)

• Invite the children to share their Application Activity experiences.
  ➔ Arts and Crafts—Tissue Paper Burning Bushes
  ➔ Dramatic Play—"Who's Listening?"
  ➔ Games—"What's the Number?" Game
  ➔ Exploration and Discovery—Radio Show

17 Sing "Whoa!" (DVD, 3 minutes)

Pull It Together
"Face Masks" from Introduction to Worship
• Encourage the children to use their masks while singing.

18 Dismiss the Children to Their Parents
• Play "Our Love Is Loud" (DVD).
Application Activities

Select from the following choices. Each choice is designed for 20 minutes of small group time.

Worship Through Dramatic Play

"Who's Listening?"

• Ask: "Whom are the people we listen to? Why do we listen to them? Why should we listen to God? How does God speak to us?"
• Continue: "Some of the ways God speaks to us include the Bible, music, circumstances, and people. How did God speak to Moses? What did God tell Moses to do? How did Moses respond?"
• Say: "God used a burning bush to get Moses' attention. Let's make a burning bush picture to remind us to listen to God."
• Distribute "Burning Bush," tissue paper, pencils, and glue.
• Direct: "Tear the tissue paper into small pieces. Wrap the paper around the end of the pencil, dip the paper in glue, and attach to the pattern. This will create a 3-D effect. Continue until you complete your bush."
• Review the Bible story, life application statement, and key Bible verse as the children make their bushes.
• Read aloud and discuss the information around the outside of the bush.
• Suggest the children display their bushes at home as reminders to listen to God every day.
• Say: "God wants us to listen to Him every day. God wants the best for us. If we listen to Him and do what He says, we live in ways that please God."
• Pray for each child by name. Ask God to help each child learn to listen to and praise Him.

Pull It Together

Scissors
• Print and cut apart "Who's Listening?" (CD).
• Print "Listening to God" (CD).

Teacher Tips
• Place the glue in disinfected water bottle lids for the children to dip the tissue paper in.
• Use "Listening to God" (CD) to help the children learn how to listen to God.

Worship Through Arts and Crafts

Tissue Paper Burning Bushes

• Ask: "Whom are the people we listen to? Why do we listen to them? Why should we listen to God? How does God speak to us?"
• Continue: "Some of the ways God speaks to us include the Bible, music, circumstances, and people. How did God speak to Moses? What did God tell Moses to do? How did Moses respond?"
• Say: "God used a burning bush to get Moses' attention. Let's make a burning bush picture to remind us to listen to God."
• Distribute "Burning Bush," tissue paper, pencils, and glue.
• Direct: "Tear the tissue paper into small pieces. Wrap the paper around the end of the pencil, dip the paper in glue, and attach to the pattern. This will create a 3-D effect. Continue until you complete your bush."
• Review the Bible story, life application statement, and key Bible verse as the children make their bushes.
• Read aloud and discuss the information around the outside of the bush.
• Suggest the children display their bushes at home as reminders to listen to God every day.
• Say: "God wants us to listen to Him every day. God wants the best for us. If we listen to Him and do what He says, we live in ways that please God."
• Pray for each child by name. Ask God to help each child learn to listen to and praise Him.

Pull It Together

Heavyweight paper; unsharpened pencils; red, yellow, orange, and brown tissue paper; glue
• Print "Burning Bush" (CD). Copy on heavyweight paper (1 per child).

Teacher Tips
• Place the glue in disinfected water bottle lids for the children to dip the tissue paper in.
• Use "Listening to God" (CD) to help the children learn how to listen to God.

God Is • Session 1
Radio Show

Worship Through Games

"What's the Number?" Game

- Call attention to the numbers.
- Say: "In this game listening is very important. I will read aloud a short paragraph with several numbers in it. Then I'll ask a question and one of these numbers will be the answer. Stand under the number that answers the question."
- Read aloud the statements and ask the questions.
- Congratulate the children on their efforts.
- Say: "To be successful in the game, you had to listen. Listening is a very important skill. Whom are the people we listen to? Why do we listen to them? Why should we listen to God? How does God speak to us?"
- Review the Bible story, key Bible verse, and life application statement.
- Continue: "Some of the ways God speaks to us include the Bible, music, circumstances, and people. How did God speak to Moses? What did God tell Moses to do? How did Moses respond?"
- Say: "God used a burning bush to get Moses' attention. How does God get your attention?"
- State: "God wants us to listen to Him every day. God wants the best for us. If we listen to Him and do what He says, we live in ways that please God."
- Pray for each child by name. Ask God to help each child learn to listen to and praise Him.

Worship Through Exploration and Discovery

Radio Show

- Explain: "The first voice on radio like we know today was on Christmas Eve 1906. Forest Fossenden played 'O Holy Night,' sang, and read from the Book of Luke. Previously, an Italian inventor named Guglielmo Marconi discovered coded signals could be sent about a mile. He knew this discovery was important. He offered to provide the Italian government the information, but the government turned down his offer. He moved to England and continued to work on his experiment. The first long broadcast over the radio was a sports event."
- Say: "Let's pretend to broadcast a baseball game on a radio. One person will be the announcer while the rest of us will make the sound effects."
- Distribute "Baseball Game" and assign parts.
- Invite the children to provide the sound effects as the script is read.
- Ask: "How is listening to the radio different than watching television? Do you have to pay closer attention to the radio? Why?"
- Continue: "Let's prepare a broadcast of our Bible story to share in Wrap-Up."
- Review the Bible story.
- Guide the children to write a script of the Bible story, decide on sound effects, and prepare a broadcast to present in Wrap-Up.
- Say: "God wants us to listen to Him every day. God wants the best for us. If we listen to Him and do what He says, we live in ways that please God."
- Pray for each child by name. Ask God to help each child learn to listen to and praise Him.
When a film director yells "take five," he means for everyone to take a break. Take a break and help the film editor edit the story of Moses. Number the scenes in their correct order. Use the scenes to tell your parents about Moses.

**Which Ones Do Not Belong?**

Circle the word beside the symbol that is different in each row. Write the circled words in the spaces below.
When a film director yells "take five," he means for everyone to take a break. Take a break and help the film editor edit the story of Moses. Number the scenes in their correct order. Use the scenes to tell your parents about Moses.

Which Ones Do Not Belong?

Circle the word beside the symbol that is different in each row. Write the circled words in the spaces below.
Which One Is Different?

Circle the word beside the symbol that is different in each row. Write the circled words in the spaces below.

When a film director yells "take five," he means for everyone to take a break. Take a break and help the film editor edit the story of Moses. Can you help him figure out the correct order of the events? Number the scenes in their correct order. Use the scenes to tell your parents about Moses.

Key Bible Verse: Jeremiah 10:10a
Circle the word beside the symbol that is different in each row. Write the circled words in the spaces below.

When a film director yells "take five," he means for everyone to take a break. Take a break and help the film editor edit the story of Moses. Can you help him figure out the correct order of the events? Number the scenes in their correct order. Use the scenes to tell your parents about Moses.

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Session 1: Yahweh
The Big Idea: I can listen to and praise the one true God.
The Bible Story: God Called Moses (Exodus 3:1–4:17)
Key Bible Verse: Jeremiah 10:10a
Connecting Points:
Spend a few minutes as a family listening to the sounds around you. Choose two or three locations around your home, such as the backyard, kitchen, or garage to stand quietly together for one minute. When time is up, invite family members to list sounds they heard, then move to the next listening location. After you finish the listening activity, say: “God wants us to listen to Him every day. If we listen to God and do what He says, we live in ways that please Him.” Ask: “Why is it important to listen to God? How do we listen to God?” Encourage family members to spend one minute listening to God before praying that God will help your family learn to listen to and praise Him.

Session 2: El Shaddai
The Big Idea: I can recognize and trust God’s power in my life.
The Bible Story: The Israelites Crossed the Red Sea (Exodus 14)
Key Bible Verse: Exodus 9:16
Connecting Points:
Invite family members to list or draw things that are powerful. Ask: “How do the things we listed or drew demonstrate power? Which of these things is least powerful? Which one is most powerful?” Add “God” to the list if He wasn’t previously included. Say: “God has more power than anything.” Ask: “How did God display His power for the Israelites when they came to the Red Sea? How does God show His power to us? What are some ways we can recognize and trust God’s power in our lives?” Allow family members to share about times they trusted in God’s power. Pray, thankful God for His power and the way He works in the lives of people.

Session 3: Jehovah Jireh
The Big Idea: I can trust God to provide for my needs.
The Bible Story: God Provided Manna (Exodus 16)
Key Bible Verse: Psalm 85:12
Connecting Points:
Discuss the difference between a need—“something you must have to survive”—and a want—“something you would like to have but can live without.” Identify things in your home that are “needs” and “wants.” Ask: “What are our family’s needs? Does God give us everything we want? In what ways does God provide for our needs?” Read Psalm 85:12. Pray, thanking God for providing for your family’s needs.

Session 4: Jehovah Rophe
The Big Idea: I can know that healing comes from God.
The Bible Story: God Healed Naaman (2 Kings 5:1-19)
Key Bible Verse: Psalm 30:2
Connecting Points:
Guide each family member to write Psalm 30:2 on an adhesive bandage with a permanent marker. Encourage your child to read the verse aloud from his Bible. Think about people you know who are sick. If your church produces a prayer guide, review the names on the list. Say: “We can know that God cares about people when they are sick. We can also know that healing comes from God; however, we must understand that the way we want people to be healed is not always the way God heals people.” Ask: “Can you think of a time when someone was not healed the way you would have liked?” Encourage family members to place their bandages in a place they will see often as a reminder that healing comes from God. Pray for those people you know who are sick, thanking God for the gift of healing.

Session 5: Jehovah Rohi
The Big Idea: I can trust that God loves me and cares for me.
The Bible Story: David the Shepherd (1 Samuel 16:10-23; 17:12-15,34-37a; Psalm 23)
Key Bible Verse: Psalm 23:1
Connecting Points:
Ask: “What do you know about shepherds?” Add to your discussion with information you locate on the Internet. Ask: “In what ways is God like a shepherd?” Read aloud Psalm 23 by allowing family members to take turns reading the verses. Ask: “How does God show love and care for people?” Pray, thanking God for loving and caring for people the way a shepherd cares for sheep.
Group 1: Key Bible Verse

Preparation:
• Gather yellow construction paper, gift bag, and tape.
• Cut the yellow construction paper into large star shapes (one star for each word of Jeremiah 10:10a).
• Place the stars, markers, and a Bible in the gift bag.

Follow the directions to prepare props for use during the Key Bible Verse activity.
1. Locate Jeremiah 10:10a in your Bible.
2. Write the words of Jeremiah 10:10a on the stars, one word per star.
3. Attach the stars to the focal wall.
4. Prepare to lead the group in a dramatic reading of the verse.

Group 2: Bible Story Props

Preparation:
• Gather yellow, red, and orange construction paper; scissors; tape; and gift bag. Place the items in the gift bag.
• Place a small, artificial bush in a pail of sand. (If you cannot locate a bush, cut one from poster board.)

Follow the directions to prepare props for use during the Bible story.
1. Cut out red, yellow, and orange flames from the construction paper.
2. Secure the flames to the bush.
3. Be prepared to place the bush in the Bible study area when directed.

Group 3: Bible Story Costumes

Preparation:
• Gather materials for a "Moses" costume, sandals.
• Print "God Called Moses" Teaching Picture (CD).

Follow the directions to prepare props for use during the Bible story.
1. Design a costume for "Moses." Use the teaching picture as a guide.
2. Decide who will be the actor.
3. Cut a hole in the center of the material for the actor's head.
4. Make a belt to tie the material around the actor.
5. Dress the actor.
Who?
Big Screen Review (God Is • Session 1)
Worship KidStyle Children's Edition, Volume 1
© 2013 LifeWay. Printed in the USA.
Complete the sentence: “I hear God speaking to me when...”

If you do not know if what you hear is God speaking, talk with your parents about what you hear.

Some of the ways God speaks to people include the Bible, music, circumstances, and people.

When God speaks, say “I'm listening.”

The smallest bone in the human body is located in the ear.
Listening to God

How does a person listen to God? Consider the following ways:

• **God speaks to people through the Bible.** As we read and study the Bible, we can allow God to speak to us. If we do not understand things we read in the Bible, we can read additional passages related to the same topic, talk with our parents about the passage, or ask God to give us a better understanding.

• **God speaks to people through other people.** God may use our pastor, our Worship KidStyle leaders, or other people to speak to us. We can also talk with people about what is happening in our lives and what we think God is saying to us. Compare what the person says with what the Bible says. God will never say something that does not line up with the truths of the Bible.

• **God speaks through circumstances.** Sometimes God talks to us through the things happening in our lives.

• **God speaks to us through prayer.** Prayer is not just talking to God, it is listening to Him as well. We need to take time to listen to God in our prayer time. When we know God is speaking to us, we can ask Him to make things very clear for us to understand.
### Grocery List
- Bread
- Milk
- Eggs
- Butter
- Onions
- Cereal
- Chips
- Soup
- Paper towels
- Macaroni

### Fruits
- Bananas
- Apples
- Kiwis
- Pineapples
- Strawberries
- Oranges
- Pears
- Grapes
- Blueberries
- Watermelon

### Foods
- Pizza
- Hamburgers
- Hot dogs
- Pretzels
- Popcorn
- Candy bars
- Green beans
- Meatloaf
- Pickles
- Noodles

### School Subjects
- Math
- Reading
- Writing
- Social Studies
- Physical Education
- Music
- Art
- Science
- Spelling
- Computer

### US States
- Alabama
- California
- Florida
- Kansas
- New Hampshire
- North Carolina
- South Dakota
- Texas
- Utah
- Washington

### Colors
- Red
- White
- Blue
- Green
- Yellow
- Orange
- Pink
- Purple
- Black
- Teal

### Who's Listening? (God Is • Session 1)
Worship KidStyle Children's Edition, Volume 1
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Let's start simple:

• Mark has two marbles and Marty has four. Together they have six marbles. How many marbles does Marty have? (4)

• Listen for which number I do not call. Eight, two, six, four, five, three, seven. (1)

• Mom bought three pears and two apples. How many pieces of fruit did she buy? (5)

• A candy store owner had eight different types of candy bars. Two of the bars had peanuts in them, three had almonds, and three had coconut. Four children went to the candy store to buy two candy bars each. The four children did not like the three candy bars with coconut. Two of the children bought candy bars with almonds and two bought candy bars with peanuts. How many candy bars had almonds? (3)

• An auto dealer wanted to sell six cars he had for three months. He decided to put two of the cars in his showroom and make the cars look really special. He made four signs for the other cars and put them outside. Three ladies stopped to look at the four cars. All three of the ladies bought a car. How many cars did the auto dealer have in the showroom? (2)

• An elephant and a monkey were in the jungle. The elephant saw eight parrots flying overhead. Four of the parrots were red and green, two were blue and orange, and two were blue and red. The monkey began swinging from tree to tree. He gathered three bananas each from three trees. The monkey ate two bananas. How many bananas were left? (7)

• Emily has six baby dolls that her grandmother gave her. Of the six dolls, she only plays with three of them. She says the other three are collector dolls and she does not want to play with them. Emily’s grandmother gives her two more dolls that are collector dolls. Emily does not play with them either. How many dolls does Emily play with? (3)
What a game! Here we are in the last inning of the game. *(Crowd cheers.)* The Blue Jays have led since the first inning, but the Red Hawks just tied the game with a three-run homer. Could it be that this game is going into extra innings? *(Crowd cheers.)*

The player takes his place at the plate. The pitcher winds up for the pitch. It's a high curve ball. Ball one. Now for the second pitch. The pitcher releases the ball. It looks like it is going to be a perfect throw. The batter swings. The ball is going, going, gone! It is a home run! The Red Hawks win the game!