

Dear Children's Church small group leaders,

Thank you for serving the children in Children's Church!!! You will join the children in Grace Park (the large area in the children's building) for worship and the Bible lesson. It will be your responsibility to shepherd them and, if needed, provide redirection during this time so that the leader leading worship or the Bible lesson can focus on leading and engaging the group. Below you will find a schedule for each age group and information about how to use the curriculum for small group time.

### Schedules:

#### **3's-PreK**

11ish PreKers dismissed from service  
11ish Worship & Bible lesson in Grace Park  
11:20 Small Group time in classroom  
12ish Parent Pickup

#### **K-2<sup>nd</sup> Grade**

11ish K-2<sup>nd</sup> dismissed from service  
11ish Small Group time in classroom  
11:25 Worship & Bible lesson in Grace Park  
11:45 Small Group time in classroom  
12ish Parent Pickup

### Using the Curriculum:

We will be utilizing the same curriculum (and hence, Bible passage) for Grace Groups and Children's Church. It's our prayer that this double exposure to the same Bible passage in different ways and by different teachers will allow children to know God's Word better; provide them with the time they need to process its meaning, significance and application for their lives through meaningful interaction and engaging activities; and leave them with a clear takeaway from Sunday morning's ministries.

A copy of this curriculum, supplies for the hands-on activity, and the coloring sheet will be provided in your small group bin. This is located on the shelf above the microwave in the children's resource room and is labeled by small group.

### Elements that should be used in Children's Church Small Group Time:

- **The hands-on activity that is found in this document:** Supplies for this hands-on activity will be gathered for you and placed in the small group bin. You may need to do some minimal, final prep on Sunday before children's church begins. If so, this will be communicated with you in advance.
- **Memory Verse Game\*:** Instead of using this curriculum's memory verse, please use the small group's Awana verse(s) for the coming week.
- **Lesson Review Game\*:** Kids may have already did this in their Grace Group, but you're welcome to do this again in children's church. The reason is that you may choose a different game than they did during Grace Group and/or each child will most likely be answering different questions than they did in Grace Groups.
- **Optional: Come On In Activity\***
- **Optional: Coloring Sheet (provided each week in the small group bin)**

\*Come On In Activities, Lesson Review Games, and Memory Verse Games options are found in the appendix. If you have another game in mind, you're welcome to use it instead. The Review Questions and Hand-On Activity that will be ready for you to use with your small group are found before the appendix in this document.

\*\*Awana verses are found on the next page and are organized by grade & date.

### IMPORTANT: Please prepare in advance!

- Please read the day's passage (found on the first page of the lesson) and Prepare to Share!
- If there are items that you need, please gather the items available in the resource room yourself and/or inform Jacob (for K-2<sup>nd</sup> grade classes) or Alicia (for 3's-PreK classes) of supplies you need that aren't available in the resource room (e.g., copies, specialty items or resources we don't have in the resource room).

Thank you again for serving!

Should you need anything or have any questions, don't hesitate to reach out to us!

Jacob (405)973-6982

Alicia (808) 386-7067



# Elijah Stands for God

*Elijah faced false prophets of Baal to show God's power.*

## Lesson Focus

Elijah, God's prophet, called the false prophets of Baal to Mount Carmel for a challenge of God versus Baal. When Elijah prayed, God sent fire from heaven that burned the offering, the altar, and even the water surrounding it! The people recognized that the Lord was the true God.

## Key Passages

1 Kings 17:1, 18:33–35, 18:38–39

## Memory Verse

**Proverbs 3:11–12** My son, do not despise the LORD's discipline or be weary of his reproof, for the LORD reproves him whom he loves, as a father the son in whom he delights.

# Prepare to Share

## Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Today's lesson is about another prophet of God. God used prophets throughout the Old Testament to send messages of encouragement, judgment, and warning, and to perform miracles in his name to show his glory. The prophet Elijah ministered to the 10 tribes of the northern kingdom of Israel. He had a powerful ministry in spite of the turmoil, the victories, the defeats, and the depression he often endured (1 Kings 17–19).

Through Elijah we come to know that God is a jealous God. When we hear the word jealous, we often think it refers to being envious of someone—wanting something they have for ourselves. We tend to consider jealousy a sinful reaction. So, when we hear that God is jealous (Exodus 34:13–14), we wonder what it means. God cannot sin, nor does anyone physically possess anything he would want, since everything belongs to him (Psalm 50:12). His jealousy is not the sinful jealousy we often consider. So, what is it? God's jealousy is a desire for his own glory! God's jealousy is provoked when we worship anything above him. In the Bible, his jealousy is related to idolatry (Exodus 20:4–5, 34:14; Deuteronomy 4:23–24, 5:9, 32:21; Joshua 24:19–20). As the Creator, God is the only one who rightly deserves to be worshipped. As the Creator, he is righteous in his jealousy to be exclusively worshipped, and those who bow down to other gods will surely face his wrath.

Elijah knew that there is one true God and that he alone is to be worshipped. But at that time, King Ahab and his wife, Jezebel, ruled over Israel in Samaria. Ahab worshipped the false god Baal, built a house for Baal, set up an altar to Baal, and erected wooden images to worship (1 Kings 16:31–33). In fact, Ahab did more to provoke God's anger than any other king of Israel (1 Kings 16:33). And God would reveal his jealousy when Ahab promoted pagan worship. Into this idolatrous environment God sent Elijah, who stood before King Ahab and pronounced that the Lord God of Israel would stop the rain and cause a severe drought in the land (1 Kings 17:1).

God did not spare Elijah from this drought but did care for him in supernatural ways—first at the brook Cherith where he found water to drink and food from ravens sent from God (1 Kings 17:3–4).

Then God sent him to Zarephath, a city on the Mediterranean Sea, to a widow who was commanded to provide for the prophet of God (1 Kings 17:9–10). Although destitute, she was able to do so by God's miraculous mercy and grace (1 Kings 17:11–14).

God eventually sent Elijah back to challenge Ahab and the 850 false prophets who worshipped pagan gods (1 Kings 18:1, 18:18–19). Elijah persuaded King Ahab to assemble with the false prophets and all Israel at Mount Carmel for God's determined confrontation. There, he asked the Israelites, "How long will you go limping between two different opinions? If the LORD is God, follow him; but if Baal, then follow him" (1 Kings 18:21).

Altars were built, sacrifices were prepared, but the challenge was fire. Whoever would answer the plea for fire to burn the sacrifice was the true God (1 Kings 18:24). The Baal worshippers called, danced, howled, and cut themselves with swords and lances—to no avail. The one true God would not allow them to succeed (1 Kings 18:26–29). He was restraining the demons behind the inanimate idols. Their efforts were futile.

Now Elijah was prepared to show the power and glory of the true Creator God. The altar was prepared, and lest anyone doubt God's authority, Elijah ordered that four jars of water be poured onto the sacrifice and over the wood. This was done three times! Even the trench around the altar was filled with water (1 Kings 18:33–35).

Elijah cried out to the Lord God of Abraham, Isaac, and Israel (Jacob). Then, the fire of the Lord fell and consumed the burnt sacrifice, the wood, the stones, the dust, and the water that was in the trench. The people fell to the ground and proclaimed that the Lord, he is God (1 Kings 18:38–39).

At Elijah's command, the prophets of Baal were seized and executed at the brook Kishon (1 Kings 18:40). This fulfilled God's law that any false prophet should be killed (Deuteronomy 13:5). And as Elijah prayed to the Lord from the top of Mount Carmel, a cloud appeared and the drought ended with heavy rainfall.

In Israel, it was evident that Baal was nothing and God was everything. God is not mocked. His truth will prevail, and the whole world will one day know that he is the only true God and that salvation comes only one way—through his Son, Jesus Christ, crucified on a cross and raised again to life!

## Historical/Apologetics Background

Elijah had a long ministry in both the northern and southern kingdoms. He was born in Israel and is said to have come from Tishbe (1 Kings 17:1). As God's prophet, Elijah was called to fulfill many different roles. He delivered messages of national judgment because of idolatry and messages of judgment to individual leaders. His ministry was affirmed by the working of many miracles. These signs were a mark of the authenticity of Elijah's work on behalf of God. He stopped the rain (1 Kings 17:1), raised the dead (1 Kings 17:22), called fire from heaven (1 Kings 18:38), and performed other signs.

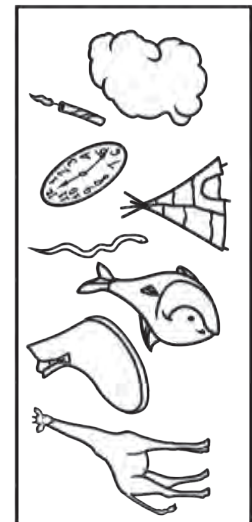
Elijah ministered during the early part of the divided kingdom, a time when there was rampant idolatry in Israel and Judah. As he constantly called the tribes back to worship Jehovah, he faced a religious system that was based in works and superstition rather than in truth. The demonic influence in the religious systems of the Gentile nations was obvious and was a constant cause for judgment against Israel and Judah. God used the nations sur-

rounding the two kingdoms to bring judgment on the people.

Elijah was one of the earliest of the prophets proclaiming to the Israelites the message of repentance and reconciliation with God, but that message would be repeated by others over the next several hundred years. The Jews did not remain faithful to God as a nation, but they repeatedly involved themselves in spiritual adultery with other gods—the idolatry that is still present in all other religions today. As we look at the world around us and our own hearts, the words of John Calvin ring true: “From this we may gather that man's nature, so to speak, is a perpetual factory of idols” (Institutes Book I.XI.8). 1 Corinthians 10:14 warns us to “flee from idolatry.” God alone is worthy of praise and deserves first place in our hearts.

God is faithful, and as he did in Elijah's time (1 Kings 19:18), he will always reserve a remnant who worship him in truth and who declare his Word to the next generation.

Name \_\_\_\_\_



**Find the 8 hidden items in  
the picture then color.**





# Play Dough Altar

## Materials

- ☐ Play dough in various colors

## Instructions

*Have the class help you make a model of Elijah's altar from play dough. Give students different colors of play dough. Ask some students to make 12 stones and help you stack them up. Have someone place blue play dough around the bottom of the stones to represent a ditch with water. Let some students make rolled brown play dough for wood. Finally, add orange, red, or yellow play dough on the top for flames.*

## Suggested Discussion

God shows his power in many different ways. When Elijah came against the false prophets of Baal, God showed his power by sending fire down from heaven. It burned up the bull offering, the wood, the stones, and even all the water! Only God could do that. The people of Israel were watching, and they saw that the false god couldn't do anything. They understood who the one true God really was.

# Review Questions

## K–1<sup>st</sup> Review Questions

1. What is the name of the prophet we read about today? *Elijah.*
2. Did Elijah spend most of his time in Israel or in Judah? *Israel.*
3. What wicked king of Israel did Elijah give God's message to: Saul or Ahab? *Ahab.*
4. What false god did King Ahab and Queen Jezebel worship? *Baal.*
5. God had to punish Ahab and Jezebel's sin because he is *what?* *Just.*
6. God sent a drought as punishment for Ahab's sin. What is a drought: no rain, no wind, or no sunshine? *No rain.*
7. Where did God tell Elijah to go hide after he delivered his message: on a mountain, by a stream, or in a desert? *By a stream.*
8. How did God provide food for Elijah at the stream? *Ravens brought him bread and meat.*
9. On what mountain did Elijah tell Ahab and the prophets of Baal to gather: Mount Sinai or Mount Carmel? *Mount Carmel.*
10. How many prophets of Baal came: 45, 450, or 4,000? *450.*
11. The people were trying to worship both Baal and God. What did Elijah say they needed to do? *They needed to choose the one, true God and worship only him.*
12. What would the true God send down from heaven? *Fire.*
13. The 450 prophets of Baal cried out to their god for hours. What else did they do to get his attention? *Cut themselves until they bled.*
14. What happened when the false prophets called on their god to send fire? *Nothing.*
15. What did Elijah tell the people to pour over his altar? *Water.*
16. God answered Elijah's prayer by sending fire from heaven. What did the fire burn up? *The offering, the altar, and even the water in the ditch around the altar.*
17. When the people saw God's power, they said the Lord is *what?* *God.*

18. The memory verse tells us that the Lord reproves, or disciplines, those whom he *what?* *Loves.*

## Pre-K Review Questions

1. What is the name of the prophet we read about today? *Elijah.*
2. What wicked king of Israel was Elijah told to deliver God's message to: Saul or Ahab? *Ahab.*
3. What false god did King Ahab and Queen Jezebel worship? *Baal.*
4. The Lord wanted to show his people that he was the one true *what?* *God.*
5. Where did Elijah meet all the prophets of Baal: Mount Sinai or Mount Carmel? *Mount Carmel.*
6. What did Elijah say the people needed to quit doing? *Worshipping false gods.*
7. Who should the people worship? *The one true God.*
8. What did Elijah say the true God would send down from heaven? *Fire.*
9. What happened after the 450 prophets of Baal cried out to their god for fire? *Nothing happened. No one answered.*
10. Why couldn't Baal answer? *Because he wasn't real; he did not exist.*
11. What did Elijah tell the people to pour over his altar? *Water.*
12. How many times did the people pour water over the altar? *Three times.*
13. What happened when Elijah prayed to God for fire? *God sent fire from heaven.*
14. The fire burned up the offering, the altar, and what else? *The water in the ditch around the altar.*
15. When the people saw God's power, they said the Lord is *what?* *God.*
16. The memory verse tells us that the Lord reproves, or disciplines, those whom he *what?* *Loves.*



# Appendix

## *Come On In Games*

Choose one of these games to review the books of the Bible with your class. Use the Books of the Bible Flashcards (additional purchase), or print flashcards from the Teacher Digital Resources.

## *Memory Verse Games*

Choose one of these games to practice the memory verse with your class.

## *Lesson Review Games*

Choose one of these games to review with your class at the end of each lesson.

All game instructions and materials can also be accessed from the Teacher Digital Resources within each lesson: *Come On In*, *Memory Verse*, and *Lesson Review*.



# Come On In Games

We recommend that you work with sets of 10 cards at a time then add on the next 10 until the order of all the cards has been memorized.

We have provided a pronunciation guide for the books of the Old Testament. This document can be found in the Teacher Digital Resources.

Allow students to refer to the Books of the Bible Poster during the games.

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## Bible Book Match

Teams flip over flashcards to make matches.

### Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

### Instructions

Print two sets of flashcards. Lay the flashcards out on the floor facedown or attach them to the wall. Divide the

class into two teams. Teams will take turns choosing two flashcards, turning them over to see if they match. If they do not match, flip the flashcards back over. Teammates can help each other decide which flashcards to choose. You may want to have the whole class play this game together.

As students find matches, discuss each Bible book (give a few details from the back of the color flashcards if you have those).

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## Flashcard Take Away

Start with all of the flashcards—but wait! What happens when flashcards are taken away? Can students still say them in order?

### Materials

- ☐ Books of the Bible Flashcards
- ☐ Tape or poster putty

### Instructions

Print one set of flashcards. Put them in order on the wall or board as you recite them together. Choose a student to remove one card. Recite the books again. Continue to choose students to remove flashcards one at a time, reciting the whole list of books between each one. When all of the flashcards are gone, see if they can say the whole set together!

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# I Have You Have

Students will respond to each other with the name of the book on their flashcard in the correct order. See if they can get through the whole set without starting over!

## **Materials**

- ☐ Books of the Bible Flashcards

## **Instructions**

Print one set of flashcards. Have students sit around a table or in a circle. Pass the flashcards out to the students. The person with the first book will say the name of the book on his card and the next person in order will respond, for

example, “I have Genesis, who has Exodus?” The person with the next card in order will respond with, “I have Exodus, who has Leviticus?” You could play a variation of this by having the whole class ask the question. For example, the student says, “I have Genesis.” Then the whole class can ask, “Who has Exodus?” Continue through the set.

Each student will respond and repeat until everyone has repeated their card. Allow students to help each other and to use the poster. Play with any set of 10 flashcards for an easy amount to remember. But if you have a larger class, add enough flashcards so every student has one or divide into groups.

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# Popcorn

Students “pop” up as they say the name of the book on their flashcard. Start out slowly and see how fast you can go!

## **Materials**

- ☐ Books of the Bible Flashcards

## **Instructions**

Print one set of flashcards. Have students sit around a table or squat down in a circle. Pass the flashcards out to the

students in order. Have the person with the first book on his card begin by popping up and saying the name of the book. As you go around the circle, have each student take turns “popping” up as they say the next book.

Once you get to the end of the set of flashcards you are working on, start over until everyone is standing up. Then go around again and have the students sit back down when they say their book.

# Memory Verse Games

## Balloon Bop and Pop

Each balloon has a word from the memory verse on it, but what happens when you pop one? You have to say the verse without that word!

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ One piece of yarn or rope for each balloon
- ☐ Bop and Pop Cards
- ☐ Clothespins or other clips to attach the balloons
- ☐ One balloon for every word in the memory verse
- ☐ One large safety pin
- ☐ Container

### Instructions

Inflate the balloons. Write one or more words from the memory verse on each balloon. Attach the balloons to the

yarn or rope with the clothespins in the proper order. Hang the balloon rope low enough for students to reach the balloons. Print and cut out one set of Bop and Pop Cards. Put the cards into the container. Have a safety pin available during the game.

Practice the verse with the students by gently “bopping” (or tapping) each balloon as you recite the verse. Refer to the words on the balloons. Choose a student to draw a Bop and Pop Card from the container.

If the card says “Bop!” the student will recite the verse while gently bopping each balloon. If the card says “Pop!” the student will choose a balloon to pop with the pin. After popping a balloon, have the students recite the memory verse including the missing word. Continue play until all students have had a turn or until all balloons are popped.

## Echo Echo

Do what I do—say what I say! Groups will echo each other as they recite the memory verse together.

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Divide the class into two groups. You will say a word or phrase of the memory verse while doing some sort of action—sit down, stand up, spin in a circle, touch your toes, etc. The groups will take turns “echoing” what you say and do as you recite the verse. Repeat several times. You can whisper, shout, squeak, etc. Switch around and let older students take turns leading.

## Egg Hunt

Hunt for all the parts of the memory verse hidden in the eggs! This game can be played all year round. The plastic eggs just happen to be great little containers that can be hidden easily.

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Strips of paper
- ☐ Plastic Easter eggs

### Instructions

Write the memory verse on strips of paper with one or two words on each strip. Put one strip inside of each plastic Easter egg. Hide all the eggs around the room.

Have the students search for the eggs and bring them back to the table. They will open the eggs and work together to put the verse in the proper order.

For a larger class, prepare more than one set of eggs (sorted by colors for different teams). Students can work in teams to collect and construct the verse.

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## Follow the Leader

Follow the leader around the room. Say the verse and do the motion before moving on.

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Follow the Leader Cards
- ☐ Tape

### Instructions

Print and cut out the Follow the Leader Cards. Tape each one to walls or furniture randomly around the room. You will lead the students around the room and stop at each card. Read the card and lead the children to do what the card says while reciting the memory verse. Then move to the next one. You may want to repeat this activity or have students take turns leading.

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## Freeze

Stomp like a dinosaur or spin in circles, but when it's time to freeze, get ready to say the memory verse.

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Students will move around the room in a specified action you give, such as crawling, skipping, turning in circles, galloping, walking in giant steps, etc. Then when you say, "Freeze!" the students will stop and freeze in position. Recite the memory verse, then begin again with a different action. You may need to show them how to freeze and hold a position.

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## Funny Voices

Recite the memory verse together using different voices. Be squeaky like a mouse or whisper as quietly as you can. How many can you do?

### Materials

- ☐ Flip Chart Memory Verse Page
- ☐ Funny Voice Strips
- ☐ Container

### Instructions

Print and cut out one set of the Funny Voice Strips and put them into a container. Choose a student to draw out a strip and lead the whole class in reciting the memory verse using that kind of voice. Have fun with it and repeat several times choosing a new voice each time!

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## Popcorn

Students "pop" up as they say their part of the memory verse. Start out slowly and see how fast you can go!

### Materials

- ☐ Flip Chart Memory Verse Page

### Instructions

Have students squat down in a circle. Begin by saying the first word in the memory verse. As you go around the circle,

have each student take turns "popping" up to say the next word then squatting back down. Repeat.

You may want to divide the class into two groups. Have the first group pop up together and say the first word then squat back down. Then the second group pops up together saying the next word and squats back down and so on until the verse is completed. Repeat—going faster and faster!

# Lesson Review Games

These games are written for team play, however, they can easily be adapted for smaller classes.

Allow students to refer to the Flip Chart during the games.

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## Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

### Materials

- ☐ Review Questions
- ☐ Two beanbags
- ☐ Three laundry baskets or boxes
- ☐ Masking tape

### Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one

a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

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## Bible Baseball

Students will answer questions and run the bases!

### Materials

- ☐ Review Questions
- ☐ Three chairs set out for bases
- ☐ Optional: gift wrap tube and a large balloon or beach ball

### Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student

up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon or beach ball for students to hit after they answer each question.

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## Board Game

Teams will answer questions and make their way to the finish on the Game Board.

### Materials

- ☐ Review Questions
- ☐ Game Board (provided in the Teacher Kit)
- ☐ Dice, numbered cards, or spinner
- ☐ Buttons or other small items as game pieces for each team

### Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the finish wins.

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## Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

### Materials

- ☐ Review Questions
- ☐ Six to ten empty water bottles
- ☐ Softball or other small playground ball
- ☐ Masking tape
- ☐ Optional: dried corn or beans

### Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans

into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a “lane” from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

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## Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

### Materials

- ☐ Review Questions
- ☐ Swimming noodles or rolled up newspapers
- ☐ Rolled up socks
- ☐ Masking tape
- ☐ Ten sheets of paper
- ☐ Markers

### Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (more or less

depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first person a review question. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the sheet of paper labeled #1, the first hole. Continue with the next team. Take turns allowing teams to answer questions and putt the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the last hole wins.



# Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

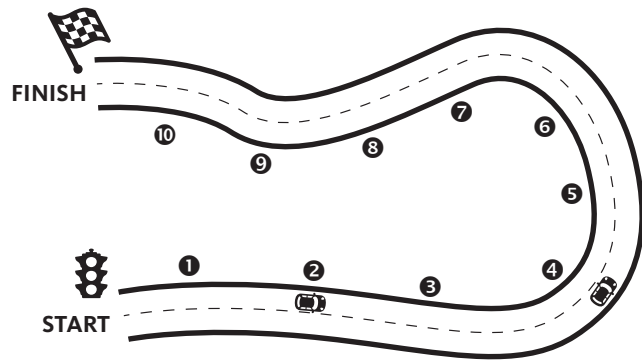
## Materials

- ☐ Review Questions
- ☐ White board or chalk-board
- ☐ Markers/chalk
- ☐ Optional: paper cutouts for each team (cars, animals, circles, etc.), tape/poster putty

## Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label “Start” and “Finish” (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track (see example).

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each



team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

# Toss for It

How many points? Toss for it! Students answer questions and toss the beanbag to earn points for their team.

## Materials

- ☐ Review Questions
- ☐ A deck of numbered cards, or numbers and “wild” written on index cards
- ☐ One beanbag
- ☐ Masking tape
- ☐ Two baskets or containers for cards

## Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or jokers down, too). Use the

masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue until all students have had a turn tossing the beanbag. Repeat questions and add more cards to the grid as necessary.