

fishes. We also emphasised the fact that Jesus was praying before eating. He was thanking His Father, & how Jesus was not wasteful but wanted to have everything picked up of the leftovers. The story itself is really marvellous which Tech liked, although I'm not sure she quite understood the greatness of the miracle, that a little bit of food can go so far!

53. TO IMAGINE WHAT 5000 REALLY MEANS & STANDS FOR COULD BE DIFFICULT for little ones, & there are hardly any pictures or posters which really show such a multitude of people. Still, there are valuable concepts to show little children about this story, like sharing, praying & being diligent & not wasteful.



Techi & dear Richard had lots of fun working together on all the posters!

54. ONE POSTER WE HAD OF THAT STORY PICTURED JESUS & the disciples taking care of & feeding the multitude. It also depicts a Mommy with her toddler on her lap eating the bread. Techi loved that scene & herself would feed the young child in the picture, taking the bread out of Jesus' hand & offering it to the little child. Then, in the child's stead, Techi would say, "Thank you!"

55. AS WITH MOST TEACHING SITUATIONS, IT HELPS LITTLE CHILDREN TO PERSONALISE A STORY to make it easier to relate to the subject. Like in this story, instead of referring to the great multitude, Techi understood better how everyone must have been thankful when putting herself in the place of another child.

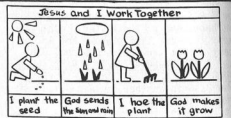
56. IF YOU DO NOT HAVE A FLANNELGRAPH FOR THIS YOU CAN USE FIGURES FROM OTHER FLANNELGRAPHS, or the finger puppet figures in KIDZ Mag No. 5 from the Acts Story. To demonstrate it, you could make a little pouch with the five loaves & two fish in it. Just cut it out of paper, as well as the 12 baskets for afterwards.

57. THE DAY I INTRODUCED TECHI TO THAT STORY, THE BIG CHILDREN JOINED US & we had a real detailed flannelgraph. While Techi & I afterwards worked with number cards, especially reviewing the number 5 & the number 2 for the bread & fishes, Davida copied out her memorisation verse & David made a study on the number 12, called a dozen. He listed all the series of 12's he knows, like the 12 baskets, 12 disciples, 12 months, 12 hours from midnight to noon. 5000 is another number study for older kids.

58. TECHI WORKED ON A POSTER WHICH SAYS "I am the Bread of Life" to emphasise this lesson & help us remember it. A poster or picture is a good way to round up

a subject the children are learning about. For older kids it could also be some kind of a subject summary in their notebook. Keep it simple, clear & pictured if possible.

59. WE READ SOME OF THE OLD MO-LION READERS & letters where it talks about Jesus providing for us, like "A Loaf of Bread", "God Cares" & "A Dime From Jesus", all some of Tech's favourites, & then made our own little reader about the miracle story of Jesus feeding so many people. During one of the following days, Techi learned about the process of how bread is made, which was an ideal choice of time & subject, since we'd seen a farmer sowing grain seeds on the big fields right at the same time!



God and people working together to grow food. This can be a very creative thing. Children will come up with some unusual ideas when turned loose with just a group of circles, triangles, rectangles, etc.

An idea for a picture series. Potato printing could be used as well for a series like this.

60. IN A FOLLOW-UP ACTIVITY, BIG CHILDREN ALSO CAN KEEP LISTING THE NAMES FOR JESUS in this chapter. Another activity is to make a list, after reading through the complete chapter, & write down the

words where Jesus declares that He is sent from God", together with the reference. In verse 31 it mentions the manna which gives the opportunity for a study on the manna in Exodus 16, & big children also can add John 6:27 to their memorisation work.

61. ANOTHER STUDY FOR OLDER CHILDREN IS HEAD & LIST THE VERSE & WORDS where Jesus talks about Him being the Bread of life, or the Living Bread or the Bread sent from God. (See verses 32, 33, 35, 41, 48, 50, 51.) And still another activity for children capable of it is to do a study on Communion (See Mls No. 337B & 781) & list what the bread in that ceremony symbolises. Dad said that Communion is the only ceremony that Jesus expedited us to follow. The bread symbolises Jesus' body which is given for our healing. So this can give a good study here, especially from the verse & on.

62. ON TO THE SECOND SUBJECT WHICH IS BIBLE LEARNED FROM THIS CHAPTER: JESUS WALKING ON THE WATER, verses 17-21. This is described only very briefly here in the Book of John but it is a very dramatic & picturesque story, & that's why we chose it for Techi to learn about mainly using the cross-reference in Matthew

14:22-33.

63. WE HAD TO USE THE HAMLIN CHILDREN'S BIBLE although its picture of that story is not quite correct.--it should be nighttime, so I had to make sure Techi understood this. We right away got into acting out the story using a little table turned upside down, which was Techi's boat. She was Peter as well as all the other disciples, while I was Jesus. We used the actual KJV dialogue when acting out this story. She was sitting in the boat, looking all troubled because of the big wind. We made the noise of the wind & then she said, "It is a spirit!" while coming closer to her walking on the "water" (the livingroom floor), I told her, "Be of good cheer! It is I! Be not afraid!" Techi learned the part of Peter wanting to come to Jesus across the water & how he doubted when he looked down at the waves. Jesus answered him, "O thou of little faith. Wherefore didst thou doubt?"

64. TECHI ENJOYED PLAYING THIS VERY MUCH & wanted to act it out over & over again. So, we memorised a whole passage actually, & emphasized Matthew 14:31, "O thou of little faith. Wherefore didst thou doubt?" & our MO quote was "Real faith never quits!" from M:56, & the other quote from



The figures for this poster were taken from an old Bible theme colouring book of David's.

271B:9 which says "The moment we are tempted to fear, we immediately think of Jesus & the fears vanish". We also emphasised keeping our eyes on Jesus & how it was Peter's fault that he looked down on the waves & took his eyes off Jesus. We had great fun with that story.

They Walked on Water

Once	2	3	4
JE	WALKED	ON	THE SEA
PE	SAY	"LORD, IF	IT'S YOU"
BI	WALK	ON	THE SEA
"COME!"	SAID	JE	TO US
JE	WALKED	ON	THE SEA
OF	STORM	WAS	OVER
AND	THAT	MADE	PE
PE	TO	START	TO
PE	TO	CALL	"LORD, HELP
AND	JE	TO	CAUGHT
			BY
			THE
			BOARD
			TO
			THOSE
			SINK

65. WE ALSO DID A LITTLE WRITING EXERCISE RELATING TO THAT STORY. After writing wavey lines with a soft pencil on a big sheet of paper, Techi then followed these lines with a blue marker. We cut these lines with sails to "float" on the water.

66. TECHI ENJOYS RIGHT NOW "WRITING" OR "DRAWING". Her results are still quite scribbly! Whenever we encourage her to write, Davida afterwards comes & her writing, Davida afterwards says whippers in my ear: "We really just say it's good to encourage her, right? Because it's not really writing at all!" Davida herself is practicing her writing & printing, & of course she could get as expected of her, & she couldn't get away with scribbles!

67. NEVERTHELESS, WE LIKE TO ENCOURAGE TECHI'S COORDINATION FOR WRITING by practicing lines, together connecting picture objects which go together to practice especially a left-to-right routine, or by