

## Work Pattern Summary

<b>Cover</b>	Done in class. Discuss at home.
<b>Pages 1 &amp; 2</b>	Started in class. Discuss and complete at home.
<b>Pages 3 &amp; 4</b>	Started in class. Discuss and complete at home.
<b>Pages 5 &amp; 6</b>	Started in class. Discuss and complete at home.
<b>Pages 7 &amp; 8</b>	Started in class. Discuss and complete at home.
<b>Pages 9 &amp; 10</b>	Started in class. Discuss and complete at home.
<b>Pages 11 &amp; 12</b>	Started in class. Discuss and complete at home.
<b>Pages 13 &amp; 14</b>	Started in class. Discuss and complete at home.
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<b>Pages 17 &amp; 18</b>	Started in class. Discuss and complete at home.
<b>Pages 19 &amp; 20</b>	Started in class. Discuss and complete at home.
<b>Page 21</b>	Home. Follow up in class.
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<b>Page 33</b>	Home. Follow up in class.

## Advice to Parents

# God - The Great Provider.

The junior programme is built around 6 booklets which share one common theme ....

*The God we love reveals himself to us  
through the world he has created for us*

EACH BOOKLET IS LIKE A PIECE OF JIG-SAW PUZZLE ... gradually building a picture, an understanding of life and life-processes, appropriate to the developing child.

### **The aim of the children's workbook:**

Intended as a natural follow on to God the Caring Protector. This booklet further explores the 'character' of the God we love - our Father, our creator.

Through a focus on birds, and particularly the Swallow we see the creation of **new life as part of a lasting, fruitful relationship** - male and female mating, producing young, providing for the family and (in the case of adults) staying together as a pair. The booklet explores in some detail **partnership**, and the **shared responsibility** of bringing up a family into the world.

Even 'baby sitting' (incubation) is a shared role - one sits - providing heat; the other hunts - providing food. Once again the story reminds us that "**being a parent is quite a responsibility**" .... a responsibility which does not end when the young are born.

**Through discussion and work with your child it is hoped he/she will understand and appreciate:-**

1. Our beautiful world as created by God (the Great Provider).
2. The need to take care of this wonderful gift (Citizenship)
3. The process of bird reproduction ~ the cycle whereby male sperm meets with female egg (inside the female) to produce new life.
4. True friendship ; lasting friendship ; friendship for life.

### **Pages 29 & 30**

In many ways the most important pages in the booklet, offering both you and your child the chance to reflect on and discuss your own lives ...

... what God has provided you with (pg 29)  
and where you fit into the faith story (pg 30)

Try to answer the question at the bottom of page 30.  
Colour with care!

### **Page 31**

An opportunity to find out what the child remembers from the story of the swallows. Colour with care!

### **Page 32**

Help your child to write a meaningful prayer to God Our Father, Our Provider. Invite the child to remind you of what God provides for us. The border should be coloured but the prayer is more important.

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Well - isn't He?

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### Pages 21, 22 & 23

Continue the focus of what makes a good friendship. Are **they** a good friend? Reinforce YOUR moral values, standards and expectations. You have brought them up to know right from wrong.

### Page 24

Children will discuss this in class with teacher. Ask your child what they remember of the discussion.

DID THEY JOIN IN / CONTRIBUTE TO THE DISCUSSION ?

### Page 25

Answers : (Map) North America, South America, Europe, Asia, Africa, Antarctica, Australasia.

Answers : (Planets) 1. Mercury 2. Venus 3. Earth 4. Mars  
5. Jupiter 6. Saturn 7. Uranus 8. Neptune 9. Pluto  
10. Sedna (apparently !!!!)

### Page 26

Opportunity to discuss RACISM ... our attitude towards others and the importance of NOT JUDGING PEOPLE on their "looks"!!!

### Page 27

A chance to discuss the importance of every job / contribution which benefits the community and / or family in some way.

Discuss :

- ~ people who can't get work (no work to be found)
- ~ people who have been made redundant
- ~ people who are ill / incapacitated
- ~ people who operate outside the law (for personal gain)

### Page 28

This story which is taken from the Old Testament is just one example of God 'providing' for His people. On this occasion He provided food. In other stories God provided for His people with protection - Joseph and the coat of many colours, leadership - Moses, a way to live - The Ten Commandments, a home - The Promised Land, ... and eventually he provided Jesus, His son as an example of a guide for us all to follow. Discuss. Colour with great care - particularly the sky (do not block out the story).

5. Misguided friendship ~ the dangers of peer pressure.
6. The BIG responsibilities which come with parenthood.
7. Working together & respecting each other.
8. Valuing the contribution of EVERY provider (some risk lives).
9. The Faith, the Food, the Way ~ Jesus ... God's gift to us all.

**NB** Parents are reminded that any aspect of the children's workbook can be further developed at home to whatever level of understanding you feel to be suitable/appropriate to your child.

## Advice to Parents

### Junior Book 3 - God- The Great Provider

## General Advice

1. Please avoid the use of felt pens and wax crayons for colouring.
2. Stick type adhesives are better than messy glues.
3. Teachers will indicate which work is to be done at any given time; **please do not go beyond the page(s) set.**
4. Try to encourage the children to take care of the booklet and to take pride in their work.
5. Please return the book to school on time. When the book is completed it will be sent home for you to keep and, so that it might be referred to when necessary.
6. Please try to encourage correct colour schemes (e.g. no pink elephants) and help them to colour neatly.
7. A Work Pattern Summary can be found at the back of this booklet.

**The most important piece of advice is to talk to your child about this work making the discussions as wide as you feel appropriate.**

## Advice related to specific pages

### **Inner Cover**

Discuss the quotation, laying emphasis on birds they may be familiar with and naming with them as many members of the bird family as you can remember.

### **Pages 1 & 2**

Discuss the text and the information it provides. Can all birds fly? Do they all live in nests in trees? Do all birds leave us in the winter?

### **Pages 3 & 4**

Consider the shape of the Swallow and compare it with for example a Swan or a Flamingo ... Both can fly - but not like a Swallow. Why? (size and shape). Compare 'Coverts' with tiles on the roof of a house and why tiles overlap each other.

### **Pages 5 & 6**

Can the child remember the story of the stickleback and re-tell it? Remind them about the importance of attraction; in the flower story bright petals attracted insects, in the stickleback story the male changed colour.

Discuss 'cock and hen' - nothing to do with chickens. They are names given to some (not all) male and female pairings - in humans we use man and woman, in cattle we use bull and cow etc.

### **Pages 7 & 8**

Discuss the difference in nest building between sticklebacks and swallows -

only the male in sticklebacks, both male and female in swallows.

Discuss the size of family with both sticklebacks and swallows -

with sticklebacks .... dozens of young,

with swallows .... probably six at the most.

### **Pages 9 & 10**

Remind them of how the eggs were first laid by the female and then fertilized afterwards by the male in the story of the stickleback.

With swallows it is different, and the eggs are fertilized whilst they are still inside the female bird (hen).

### **Pages 11 & 12**

In the picture make sure he/she realises that only two eggs can be seen.

Do not mix them up with the pellets of mud which make the nest!  
\*Lesson for children to learn - if the nest is disturbed by other creatures, e.g. humans taking an egg the parent birds will desert the nest and the other eggs will not hatch.

Discuss both parents sharing the work.

### **Pages 13 & 14**

Good luck. This work is quite advanced and needs to be kept as simple as possible in discussion ....

with plants - a seed contains a new plant waiting to grow;

with sticklebacks each fertilized egg contains a growing fish waiting to burst out;

with swallows, each egg protects a new bird as it grows (head, wings, feet, tail etc.) until it is ready to hatch.

### **Pages 15 & 16**

Encourage the child to find the answer to the questions from the text covered so far. Question 4 is a trick question because the baby swallows don't have feathers when they first hatch. See if your child spots this!

### **Pages 17 & 18**

Discuss parental responsibility.

What would happen if the adult birds left the chicks to look after themselves?

### **Pages 19 & 20**

Continue the theme of parental responsibility and the way the swallow continues to look after (feed) the young until they are capable of surviving independently.

\*As a fitting conclusion to the story it is worth pointing out that, barring mishap, the same pair of birds will return to mate and produce young the following year. (What mishaps could occur?).

**DISCUSS** ~ "a lasting friendship." What makes a good friend?