

**Lesson 5: THANKSGIVING LESSON**  
**Deuteronomy 26: 1-11**

**INTRODUCTION:**

Start with a little discussion by asking the following questions:

1. What is the reason for celebrating Thanksgiving Day?
2. What are some reasons why we bring food up to the altar during Thanksgiving service?
  - a. To acknowledge that food and all other good things in our lives are from the Lord.
  - b. To symbolize how we need to serve the Lord with all the gifts He gives us, as in using our talents and abilities to do good things in the world and in being kind to others.
  - c. When the food we bring to church goes to people who don't have enough to eat, it is one way to use a gift of food from the Lord to help others. This is a way to serve the Lord.

**READING:**

“Now we'll read aloud together a way in which the children of Israel were told to show thanks to the Lord.”

Have children take turns reading from **Deuteronomy 26:1-11**.

**PROJECT: Felt Banner**

**Supplies:**

one large piece of felt, for banner background  
felt scraps in many colors  
letter stencils  
scissors  
fabric glue  
pencils

**Procedure:**

Write on the chalkboard the following phrase from the Deuteronomy text they just read:

*“I have brought the first fruits of the land which You, O Lord, have given me.”*

Explain that they'll be making a felt banner to hang over the area where food for needy families will be collected.

The children will use stencils to trace and cut out felt letters for making their phrase from Deuteronomy. Then they will cut shapes of different fruits, vegetables, and grains to use for decoration. They can arrange these shapes around the words either in a circle, or any way the group thinks would look nice.

Ask children for ideas of various fruits, vegetables and grains they could make and write them on the board. (You might even sketch the shapes of the less common foods.)

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*Note to the Teacher:* You can help the tracing and cutting process move more quickly by assigning certain letters to individuals or groups.

For convenience, this list shows the number of times each letter appears in the phrase:

A- 3	G-2	M-1	S-2
B-1	H-7	N-2	T-5
C-1	I-5	O-5	U-3
D-2	J-0	P-0	V-3
E-6	K-0	Q-0	W-1
F-3	L-2	R-4	Y-1

To save even more time, the teacher could trace the letters ahead of time. Then have children cut out and glue them on in class.