



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee, Cy, and Paul want to be treasure hunters, so they each make a treasure map and decide to follow Dee’s map first. She made it on a cookie sheet out of frosting. When they try to follow it, Chip destroys it with one long lick. They learn that a treasure map has to be made of longer lasting material than icing. Next they follow Cy’s map. They spend half an hour going under, over, between, and around things but find no treasure. They realize that a good treasure map has to have a treasure at the end of it. Only Paul’s map is left. Will it pass the test?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Paul has found the perfect treasure map. It has good directions that won’t disappear and an enormous treasure at the end. He shows Dee and Cy his Bible. They realize that the Bible is God’s treasure map, and they can follow it for their whole lives. The treasure at the end of it is the best treasure of all—life forever with Jesus.

Dee, Cy, and Paul all made treasure maps for an afternoon of treasure hunting. Now they were deciding whose map to use first.

Dee shook her head. “I worked all afternoon on my map. If we’re going to be treasure hunters, then I say we use my map first. Besides, you’re going to like the treasure.” Chip barked as if to agree with her.

“Okay,” Cy and Paul finally agreed. Dee held out a cookie sheet with an icing map drawn on it.

“We need to start at the tree over there,” said Paul pointing behind them. Dee and Cy turned to look at it. When they turned back to the map, half of it had disappeared.

“Chip!” exclaimed Dee. Chip had frosting on his nose.

Cy shook his head. “We can’t use a map that only takes us partway to the treasure.”

Dee sighed. “You’re right.” She set the cookie sheet on her back porch so Chip could lick the rest of the icing. “Next time I’ll make my map with something that lasts longer.” She reached under the porch and pulled out homemade chocolate chip cookies in a plastic bag. “Here’s the treasure we were supposed to find. We might as well enjoy them.”

“Let’s use my map now.” Cy held up a scroll. “It’s on parchment.” He unrolled the thin paper for them to see. His map had pictures, clues, and dotted lines like a real treasure map.

Paul studied Cy’s map. “The trail starts in your yard.” They shared Dee’s cookies as they walked to Cy’s front porch.

When they reached the porch, they faced the yard and counted off ten paces. They turned left at the swings, slid under the slide, and climbed over the fence. They circled around the bike three times, and walked backwards in tall grass. After following the map’s directions for what seemed like forever, they climbed over the fence for the fourth time.

“Wait a minute,” said Dee. “We already

did this. Where does the trail end?” The children looked at the map again. There was no X to mark the treasure’s location.

“Uh oh,” said Cy. “I knew I forgot something.”

“Your map goes in a circle and then starts all over again,” said Dee.

“We had fun following your map, but a treasure map isn’t a treasure map if there’s no end to it,” said Paul.

“And no treasure to find,” Dee added.

“Let’s use Paul’s map,” said Cy.

Paul pulled out his Bible. “My dad said that this is the best treasure map ever.”

“But that’s a Bible,” said Dee.

“How can it be a treasure map?” demanded Cy.

“The Bible doesn’t change, like Dee’s map did. Unlike Cy’s map, it has an end. It also has a lot of good directions,” said Paul.

“Does it have an X to mark the spot?” asked Cy.

“The X is the way we change when we read the Bible and learn from it,” said Paul. “It makes us happier and better people. When we follow the Bible’s clues, God gives us smaller treasures until we reach the biggest treasure.”

“How long will it take?” asked Cy.

“My dad says that he’s still following this map. It’ll probably take us the rest of our lives,” said Paul.

“We can be treasure hunters forever!” Dee exclaimed. She took the Bible and opened it. “What’s the big, final treasure?”

“Even I know that,” said Cy. “It’s getting to know Jesus and living forever with Him in heaven.”

“This is a great treasure map,” said Dee. “What are we waiting for? Let’s start reading now.” She pointed to the first verse on the open page.

“I agree,” said Paul as all three children began their Bible treasure hunt.

Dee-Cy-Paul Puppet Script "Mapmakers"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need some shaving cream, parchment scroll, and Bible.

INTRODUCTION

Dee: Hey kids, have you ever gone on a treasure hunt?

[Allow time for audience response.]

Paul: I want to go on a treasure hunt.

Cy: Me, too. It sounds like fun.

Paul: Let's all go home and make treasure maps. Then we'll meet back here.

Dee: Great idea. See you soon.

[All three puppets run offstage.]

SCRIPT

[Dee, Cy, Paul, and Chip re-enter. Chip has frosting (shaving cream) on his nose and is wagging his tail.]

Dee: Chip! I worked all afternoon on my map!

Cy: *[Looks down.]* It was a clever idea. A map made of frosting on a cookie sheet.

Paul: Chip liked it too. Too bad he licked some of it while we weren't looking.

[Chip barks and starts to get excited.]

Paul: We can't use a map with missing clues.

Cy: We can't use a map that takes us only halfway to the treasure.

Dee: You're right. Next time, I'll make my map with something that lasts longer. We can still enjoy the treasure.

Cy: What's the treasure?

Dee: I baked cookies too. I'll show you where when we're done.

Paul: That's a great treasure.

Chip: Woof!

Dee: None for you, Chip. You've already had your treasure!

Cy: Let's use my map now. *[Cy holds up a scroll-like map.]*

Paul: That looks real.

Dee: The paper is thin like parchment.

Paul: And it has pictures.

Dee: And clues!

Paul: And dotted lines!

Dee: Just like a real treasure map!

Cy: I'm glad you like it.

Paul: The trail starts in your yard. Let's go!

[Dee, Cy, and Paul move to the other side of the stage. Chip bounces around them.]

Dee: First, we have to stand on the bottom step and face the yard.

Cy: Then we go ten paces straight ahead. *[They count and move forward ten paces.]*

Dee: Go that way and walk sideways. *[They move sideways.]*

Paul: Now we go under the slide. *[The puppets should duck down like they are going under the slide.]*

Cy: Next we have to climb over this fence.

[The puppets move up slightly like they are going over a fence. They should move back and forth across the stage, turn around three times, walk backwards, jump forward, and crawl back.]

Dee: We've followed your map forever!

Paul: Now we have to stand on the bottom step and face the yard.

Cy: And go ten paces straight ahead. *[They count and move forward ten paces.]*

Dee: We have to go that way and walk sideways. Wait a minute. We already did this. Where does your map end?

[Dee, Cy, and Paul look closely at the map.]

Paul: There's no X to mark the spot.

Cy: Uh oh. I knew I forgot something.

Dee: Your map goes in a circle and then starts over again.

Paul: We had fun following your map, but a treasure map has to have an end.

Dee: And a treasure to find.

Cy: Let's use your map, Paul.

Paul: *[Shows his Bible.]* My Dad said that this is the best treasure map ever.

Dee: But that's a Bible.

Cy: How can a Bible be a treasure map?

Paul: The Bible doesn't change—

Dee: My map changed.

Paul: And the Bible has an end.

Cy: My map needed that.

Paul: And the Bible has a lot of really good directions.

Cy: Does it have an X to mark the spot?

Paul: The X is the way we change when we read the Bible and learn from it. It makes us happier, better people. And it helps us get to know Jesus so we can live with Him forever in heaven.

Dee: What are we waiting for? Let's go get my cookies and read it now.

[Dee, Cy, and Paul begin reading the Bible. Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: The Bible is the best treasure map ever!

Cy: I agree.

Paul: Along the way to finding the biggest treasure, it gives us smaller treasures to enjoy.

Cy: Yeah, like love, peace, and joy.

Dee: Even better! And it's a treasure map that everyone in this room can follow for the rest of their lives.

Cy: Kids, would you like to be treasure hunters and follow God's treasure map, the Bible?

[Allow time for audience response.]

Paul: Great! The Bible is the best treasure map ever.

Cy: Let's go read it now.

Paul: I agree.

Dee: Bye, kids!

[Dee, Cy, and Paul exit. Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

As Paul wrote his weekly spelling words in sentences, his older sister, Susan, told him that their Dad was wrapping a present for him. Paul wondered what kind of present it was and why he was getting one. Paul had almost finished his homework, when his father walked into the room with a brightly-wrapped box. Paul knew his father bought and wrapped the present, but his dad said it was from Paul’s grandparents. Paul doesn’t understand how that could be possible. Can a present be from one person when another person has done all the work?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

When Paul opens the present, he finds new basketball shoes. His father explains that even though he went to the store, bought the shoes, and wrapped the present, Paul’s grandparents sent the money and asked him to get the shoes for Paul. They were a reward for his hard work at school.

Susan compares Paul’s present to the Bible. It is a gift from God, but God asked men to write it down for Him. Paul finally understands. Using his last spelling word, which is “appearance,” he writes, “The Bible has the appearance of being a book written by men, but it is a gift from God.”

Paul’s older sister Susan popped her head into the room where Paul was doing his homework. She was in a playful mood. “I know something you don’t.” She came closer. “Don’t you want to know what it is?”

Paul put down his pencil. “What is it?”

“Dad’s wrapping a present for you,” Susan said in a loud whisper. “I was with him when he bought it.”

“A present? For me? What is it?”

Susan leaned closer. “You have to wait until later. Dad says so.” Paul frowned as Susan looked over his shoulder and said, “What are you doing?”

“Homework. I have to write all my spelling words in sentences.”

“I can help you. I bet I can spell all your words. Want to see?”

“Not now. I’d like to do it myself.”

Susan pouted, and Paul felt sorry about being so sharp with her. “If you want to hang out, you can listen to your mp3 player in here on headphones.”

“Okay! I’ll go get some!” Susan left the room.

“Good.” Paul went back to writing sentences. His next word was “alphabet.”

“That’s an easy one,” he said to himself and wrote, “My sister can write the alphabet.”

The next word was “useful.” Paul stared at the ceiling and tapped his pencil on the side of his head. “Oh, I know.” He wrote, “A pencil is useful for writing.”

“I’m back,” said Susan.

“I see that.” Paul tapped the pencil on his head again. “Appearance” was his last spelling word, but he couldn’t think of a sentence.

Just then his father walked in with a brightly-wrapped box. “Why don’t you take a break and open this gift?” he said with a twinkle in his eyes.

Susan ran over to watch Paul open it. Paul held the box so she could see. Inside was a new pair of basketball shoes, the kind that light up when you jump in them.

“Wow, thanks Dad! Why am I getting a gift, anyway?” Paul exclaimed.

“It’s not from me. It’s from your grandma and grandpa. They heard about your last great report card and wanted to tell you to keep trying hard in school,” said Dad.

Paul was confused. “Susan said you bought and wrapped the gift.”

“That’s true, but your grandparents sent the money and asked me to get the shoes for you. So the gift is from them, but it came through me.”

“That’s like the Bible, right Dad?” said Susan. “The Bible came from God, but He had people write it down for Him.”

“Yes. Paul’s gift, given by Grandma and Grandpa through me, is like the Bible: a gift given to all of us by God through the men He inspired to write it.”

“Cool.” Paul had never thought about it in that way before.

Paul’s father stretched. “When you’re done with your homework, let’s go try out those new shoes with a game of hoops.”

As Susan and Dad left, Paul tried to finish his last sentence so he could go outside and try out his shoes.

“‘Appearance,’ hmm. That’s a hard word. Oh, I know.” He wrote. “The Bible has the appearance of being a book written by men, but it is a gift from God.”

As soon as he was done, he quickly put on his new shoes. They fit perfectly.

Dee-Cy-Paul Puppet Script "A Gift from Afar"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a box for a desk and a shoebox wrapped as a gift.

INTRODUCTION

Paul: Hey kids, did anyone ever give you a gift that was from somebody else?

[Allow time for audience response.]

Paul: That happened to me during my spelling homework.

Dee: It sounds like a story is coming up.

Paul: It is if you will pretend to be my sister, Dee.

Dee: Okay, as long as I don't have to think up sentences for your spelling words.

Cy: I'll be your dad, since I already know the story.

Dee: Give me a minute to practice acting like a teenager.

Paul: Okay, we'll see you soon, kids.

[All three puppets run offstage.]

SCRIPT

[Paul re-enters and leans over his "desk," pretending to write.]

Paul: Let's see. How can I use "telephone" in a sentence? Oh, that's easy. *[Writes as he says]* I called my friend Cy on the telephone.

[Dee enters. She is acting like Susan, Paul's teenage sister.]

Dee: I know something you don't. Do you want to know what it is?

Paul: *[Looks up.]* Okay, what?

Dee: Dad's wrapping a present for you. I saw him buy it, so I know what's inside.

Paul: A present? For me? What is it?

Dee: You'll have to wait and see. *[Looks over his shoulder.]* What are you doing?

Paul: Homework. I have to write my spelling words in sentences.

Dee: I bet I can spell all your words. Want to see?

Paul: You should be able to—you're older than me. I need to finish this.

Dee: Fine.

Paul: If you want to hang out, get your mp3 player and headphones. We'll do something when I'm finished.

Dee: Okay! I'll be back.

[Exit Dee.]

Paul: Good. Let's see, my next word is "alphabet." That's an easy one. *[Pretends to write as he talks.]* My sister can write the alphabet. The next word is "useful." Candy is useful? Nah. Playing basketball is useful? Not really. Ahh! A pencil is useful for writing. My last word is "appearance." That's a hard one.

[Cy, as Paul's father, enters with a wrapped box. Dee, still as Susan, follows him in.]

Cy: Why don't you take a break now, Paul, and open this gift?

Dee: *[Hurries over.]* See, I told you. Open it! Open it!

Paul: *[Opens the gift below stage.]* It's a new pair of basketball shoes! Thanks, Dad. Why did I get these?

Cy: It's not from me. It's from your grandma and grandpa. They wanted to show you how proud they were of your last great report card.

Paul: Susan said you bought and wrapped them. How can they be from my grandparents?

Cy: They sent the money and asked me to buy the shoes for you. The gift is from them. I just did the shopping and wrapping.

Dee: Dad says that it's like the Bible. The Bible is God's Word, but He had people write it down.

Cy: Yes, just like your shoes are a gift from Grandma and Grandpa, the Bible is God's gift to us. They used me to get it for you, and God used men to write the Bible.

Paul: Wow, I never thought it that way!

Cy: After your homework, let's go try out those shoes so you can tell your grandparents how they work when you thank them.

Paul: Okay!

Cy: Come on, Susan, let's let your brother finish his homework.

[Cy and Dee exit.]

Paul: The last word is still "appearance." How will I ever think of a sentence for that? Oh, I know. *[Writes as he talks.]* The Bible has the appearance of being a book by men, but it is a gift from God. Yeah! I'm all done. Now to get these shoes on.

[Paul bends over and acts like he's tying shoes. Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: Susan's a pretty smart girl for a teenager. She knew that the Bible was a gift from God.

Paul: And that He told men what to write.

Cy: God gave us a great gift when he gave us the Bible.

Paul: Even better than a pair of new basketball shoes! We can grow out of shoes, but we never grow out of the Bible.

Cy: It's the perfect gift for our whole lives, no matter how old we are.

Dee: Didn't God give us a wonderful gift?

[Let audience respond. Dee, Cy, and Paul agree, wave, and exit. Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the "Bookends," or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul "Bookends"

Introduction (5 minutes)

Use this "hook" to introduce the lesson.

Cy's teacher, Mrs. VanDyke, had his class hold up their hands to play a word game. At first the game was fun because Cy thought there was a reason, but after two weeks of saying nonsense words when his teacher pointed to his hands, he grew tired of the "game."

Then one day, they went to the auditorium. Every class had tried to come up with a performance to surprise Principal Olson—all except the second grade. Cy thought, "If only we had not been doing that silly word game, we would have had time to learn something to perform." Just then, Cy's teacher calls her students to the front. What is she thinking?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

All the second graders are embarrassed, because they have not practiced anything to perform. Principal Olson is surprised, too. He thought the second grade would not perform. Mrs. VanDyke lines up the children in rows and plays the word game, only this time the words come together into a poem!

Then Cy understands. His class surprised the principal because Mrs. VanDyke kept their performance a secret, even from her class. Cy knows that Mrs. VanDyke loves her students. Her heart shows through the plan she made for them. It reminded him of how God's heart shows through His Word, the Bible. God asks people to trust Him and follow His rules, even when they don't see the whole picture.

Cy was tired of practicing the same words. "They don't make sense," he thought. Every day for the last two weeks, the students held up their hands. When their teacher pointed to a hand, the student had to call out a certain word. But the words did not go together.

Mrs. VanDyke looked like an orchestra leader as she pointed and a girl said, "Can," and then another girl, "Fools." Cy shouted, "God," for his left hand and "A tree" for his right hand.

"Very good, class," said Mrs. VanDyke.

"Mrs. VanDyke, these words don't make sense," Cy said.

"I know," said Mrs. VanDyke, "but trust me."

Later, Principal Olson greeted Cy outside. "Hello, Cy. How is school going? Are you learning anything special?"

"Just vocabulary words," said Cy.

"Good for you," said Mr. Olson.

Mrs. VanDyke reviewed the children's words first thing the next morning. Cy repeated his words, but he didn't like it, not one bit. Afterwards, Mrs. VanDyke led her class into the auditorium. The whole school was there.

Principal Olson stood on the platform and said, "A few months ago, I challenged each class to plan a performance that would surprise me."

Cy had forgotten the principal's challenge. Mr. Olson promised to give a pizza party to any class that could surprise him. Cy wished his class had a surprise, but Mr. Olson seemed to know everything.

Mr. Olson continued. "To prove how hard it is to surprise me, I'll introduce each class as they perform. First, the third grade class will do their rap based on 'Cinderella.'"

The third graders rapped just as he said. It was hilarious. He introduced each grade and each one performed—all except the second grade.

"And that brings our show to a close," said the principal.

Mrs. VanDyke spoke up. "Why Mr. Olson, you forgot the second grade."

"But I didn't think you planned anything," he said.

Mrs. VanDyke smiled. "Class, come forward, and surprise Mr. Olson."

Cy was embarrassed. They had not practiced a surprise. What was Mrs. VanDyke thinking?

She stood them in rows, and then raised her hands to direct. In a soft voice, she said, "Shout your words when I point to your hands." Only then did Cy understand. His class would surprise the principal because Mrs. VanDyke had kept their performance a secret, even from her class.

"The second grade class will recite 'Trees' by Joyce Kilmer," she said, and then pointed to children's hands. In order, the words sounded great to Cy.

"I think that I shall never see

A poem lovely as ..."

Mrs. Vandyke pointed to Cy, and he said, "a tree."

It ended with, "Poems are made by fools like me, / But only

Cy shouted, "God,"

A girl said, "Can make."

Cy said, "A tree."

The auditorium broke into applause. Principal Olson clapped the loudest. Mrs. VanDyke's plan had worked. They had surprised Principal Olson.

Back in the classroom, Mrs. VanDyke said, "I'm proud of you for trusting me, class. I know it was hard to practice what you didn't understand. Thank you."

Cy smiled. He knew that Mrs. VanDyke loved her students. Her heart showed through the plan she made for them. It reminded him of how God's heart showed through His Word, the Bible. God asked people to trust Him and follow His rules, even when they didn't understand the whole picture.

"I'll trust you even more next time, Mrs. VanDyke," thought Cy as Principal Olson burst into their classroom with boxes of hot pizza.

Dee-Cy-Paul Puppet Script "The Surprise"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a necktie.

INTRODUCTION

Dee: It is so hard to surprise people.

Cy: It's not that hard.

Paul: Let's see what the kids say. How hard is it to keep a surprise?

[Let the audience respond.]

Cy: I guess keeping a secret is hard, but I know someone who knows how to keep a secret really well.

Dee: Let's not tell them. Let's show them. I'll be your teacher, Mrs. VanDyke.

Paul: And I'll be Principal Olson.

Cy: I'll play myself, and you kids can be the kids in my second grade.

[Paul exits.]

SCRIPT

[Dee and Cy are onstage, and Cy is holding his hands in the air. Dee is pointing to children. Every time she points, an offstage voice says a word.]

Cy: *[To audience.]* Can you believe this?

Offstage Voice: Fool.

Cy: *[To audience.]* Mrs. Vandyke points to someone's hand.

Offstage Voice: Can make

Cy: *[To audience.]* And that person has to say a word.

Offstage Voice: Think.

Cy: *[To audience.]* This hand is "a tree." *[Wiggles one hand.]* And this hand is "God." *[Wiggles his other hand. Dee points to Cy's first hand.]*

Cy: *[Shouts]* A tree. *[To audience.]* See what I mean?

Offstage Voice: See.

[Dee points to Cy's other hand.]

Cy: God. *[To audience.]* We've been doing this same drill for two weeks and the words have never made sense.

Dee: Very good, class!

[Cy raises his hand to ask a question.]

Dee: Yes, Cy.

Cy: Mrs. VanDyke, this game just doesn't make sense.

Dee: I know, but trust me. It will. Oh dear, we're going to be late. Everyone get in line. Follow me to the auditorium.

[Cy follows Dee across the stage. They sit and look toward the other side of the stage. Paul, playing Principal Olson and wearing the necktie, enters.]

Paul: A few months ago, I challenged each class to plan a performance that would surprise me.

Cy: *[To audience.]* Oh no! We forgot about it. Our class didn't practice anything for the assembly.

Paul: To prove how hard it is to surprise me, I'll introduce each class as they perform. First, the third grade class will rap the story of "Cinderella."

[Brief curtain. Open to Cy in the same place.]

Cy: *[To audience.]* Well, every class has gone except ours. Principal Olson skipped us. I am so embarrassed. The second grade class should have remembered to do something.

Paul: That brings today's assembly to a close. Although you didn't fool me and win a classroom pizza party, your performances were outstanding. Give yourself a hand.

[While Cy claps, Dee walks up to Principal Olson.]

Dee: Why Mr. Olson, you forgot the second grade.

Paul: I didn't think you planned anything.

Dee: Class come forward, and let's surprise Mr. Olson.

[Cy stands and moves forward.]

Cy: *[To audience.]* Oh no! What is Mrs.

VanDyke doing? We can't surprise the principal. We didn't practice anything. What is she thinking?

Dee: Everyone raise your hands. When I point to your hand, please shout your word loudly.

Cy: *[To audience.]* Our hands? Oh I get it.

Dee: The second grade will perform the poem, "Trees," by Joyce Kilmer.

[Dee points to children and different offstage voices should say: I think that I shall never see/ A poem lovely as. Dee points to Cy.]

Cy: A tree. *[To audience.]* This is great. Mrs. VanDyke is amazing.

[Dee points to children and different offstage voices should say: Poems are made by fools like me, / But only... Dee points to Cy.]

Cy: God.

[Dee points to other children.]

Offstage voice: Can make.

[Dee points to Cy.]

Cy: A tree.

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Cy: It was great. Everyone clapped for us, and Principal Olson gave our classroom a pizza party.

Dee: You see Mrs. VanDyke loved her students and showed her heart through the plan she made for them.

Paul: That reminds me of how God's heart shows through the Bible.

Cy: He asks people to trust Him and follow His rules.

Dee: Even when they don't see the whole picture.

Paul: Can you do that kids? Can you follow God's rules?

[Let children answer.]

Dee, Cy, and Paul: We can, too! Bye!

[Dee, Cy, and Paul exit.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the "Bookends," or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul "Bookends"

Introduction (5 minutes)

Use this "hook" to introduce the lesson.

Dee found a hymnal in the attic and is teaching herself one of the songs. She has just started singing when Paul and Cy stop by. They haven't heard that song at their church and are surprised to hear that it was written years and years ago. Dee notices that Paul has a cast on his hand. He tells her that he broke his wrist playing basketball, which is why he stopped by. He desperately needs Dee's help. Now Dee is surprised. What can she do for Paul that he can't do for himself?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Paul asks Dee to write a thank you note to his grandparents for his basketball shoes. He can't write with a broken wrist. As Dee writes the words for him, she realizes that what she is doing resembles what she was doing with the old hymn. Edwin Hodder wrote the song, but she got to sing it. In the same way, Cy said the words, but she wrote them down. That is what God did with the words in the Bible. The words belonged to Him, but He had people write them down and put them in a book that everyone can read.

Dee picked out the notes on the piano as she sang, "Thy Word is like a garden, Lord, with flowers bright and fair, and everyone who seeks may pluck a lovely cluster there."

"Hi Dee," Cy and Paul called through the open window.

"What are you singing?" Cy asked.

"It's a song about the Bible called 'Thy Word is Like a Garden, Lord.' I found it in an old hymnal in our attic." Dee hit a wrong note.

"I've never heard them sing it at our church," said Cy.

"No wonder. Edwin Hodder wrote it back in 1914, and someone else wrote the music long before that. It's an Old English melody." Dee hit another note.

"Old English. Do you mean old like during Robin Hood's time?" asked Paul leaning into the screen.

"I don't know how old, but it's really old," said Dee. "Why are you standing outside? Come in."

She continued plucking out notes and singing while the boys came through the front door. "Thy Word is like a deep, deep mine, and jewels rich and rare are hidden in its mighty depths for every searcher there."

"Hey, that's like us!" said Paul. "The man who wrote that song must have been a Bible treasure hunter, too."

Dee turned to Paul. "I think you're right. Isn't it cool that a treasure hunter long ago wrote this song, and now I'm singing it?"

Paul frowned. "It's too bad that it was hidden in the attic all those years."

"Never fear. Mr. Hodder's words are coming alive again through my voice." Just then, Dee noticed that Paul's hand was in a cast. "What happened to you?"

"I tried to catch a basketball, fell down, and broke my wrist. That's why I came over. I need to write a thank-you note to my grandparents for the shoes they gave me, but I can't write."

"Paul asked me to do it," said Cy, "but your handwriting is better than mine."

"I'd be happy to write it down for you," said Dee.

Paul handed her a piece of paper and a pencil. "Okay, write, 'Dear Grandma and Grandpa, Thank you for the cool basketball shoes—'"

"Hold on, don't go so fast." Dee wrote the words. "Okay, now what?"

Paul continued. "'They were just what I wanted. They worked great! Love Paul.'"

Dee finished writing. "Is that it?"

"I think maybe I should tell them you wrote it."

Cy laughed as he sat on the piano bench next to Dee. "I think they'll know. Your handwriting doesn't look anything like Dee's."

"I know, but I should still tell them. Write this," said Paul. "'My friend Dee wrote down my words for me. I broke my wrist.'"

Dee laughed.

"What's so funny?" asked Paul.

"It's like the hymn. Mr. Hodder wrote the words and someone else wrote the music, but I sang the song for them."

"Hey, that's not all," said Cy. "It's like the Bible, too. Remember? The Bible is filled with God's words, but He had men write them down."

"Just as I'm doing for you, Paul," said Dee. "They're your words in my handwriting."

"That's right! My words in your handwriting. Thanks for helping me out, Dee," said Paul.

"Do you guys want to sing this with me?" asked Dee.

"Yeah," said Paul. "But wait for me. I'm going to get my guitar. I'll be right back."

Dee-Cy-Paul Puppet Script "Other People's Notes"

DIRECTOR'S NOTES

The words in *italics* are notes for you and your puppeteers; they are not to be read aloud. You will need a cloth to wrap around Paul's right hand to look like a cast.

INTRODUCTION

Dee: Have you ever found something really old?

[Allow time for audience response.]

Paul: Dee has.

Cy: She found an old book in her attic.

Paul: Like the treasure hunter she is.

Dee: It was an old hymnal, a book filled with songs.

Paul: Wasn't that when my wrist was broken?

Cy: Yeah, and we realized that other people were Bible treasure hunters, too.

Dee: *[To kids.]* I'll bet we're confusing you.

Paul: Why don't we show you what happened that day?

[Paul and Cy exit.]

SCRIPT

[Dee pretends to be playing a piano.]

Dee: I wonder how this song goes. Let's see if I can read the notes. *[Hums a tune.]* Oh, I see. *[Singing.]* "Thy Word is like a garden, Lord, with flowers bright and fair, and everyone who seeks may pluck a lovely cluster there."

[Paul and Cy enter. Paul has a cast on his right hand.]

Paul and Cy: Hi, Dee.!

[Dee stops singing and looks at them.]

Dee: Hi!

Cy: What are you singing?

Dee: It's a song about the Bible called "Thy Word is Like a Garden, Lord." I found it in this old hymnal.

Paul: Wow, that book looks really old. Where did you get it?

Dee: I found it in the attic.

Cy: I've never heard that hymn before. They don't sing it at our church.

Dee: No wonder. Edwin Hodder wrote it back in 1914, and someone else wrote the music. It's an Old English melody.

Paul: Old English? Do you mean old like during Robin Hood's time?

Dee: I don't know how old, but it's really old. *[Singing.]* "Thy Word is like a deep, deep mine, and jewels rich and rare are hidden in its mighty depths for every searcher there."

Paul: Hey, that's like us! The man who wrote that song must have been a Bible treasure hunter, too.

Dee: It's cool to think that someone wrote this song long ago, and now I'm singing it.

Cy: It's too bad that it was hidden in the attic for all those years.

Dee: Never fear. Mr. Hodder's words are coming alive again through my voice.

Paul: *[Lifts his right hand.]* It sounds like a cool song.

Dee: What happened to you?

Paul: I tried to catch a basketball, fell down, and broke my wrist.

Cy: That's why we came over to see you.

Paul: I need to write a thank-you note to my grandparents for the shoes they gave me, but I can't write.

Cy: Paul asked me to do it, but your handwriting is better than mine.

Dee: I'd be happy to write it down for you. *[Paul pretends to hand her paper.]*

Paul: Okay, write, "Dear Grandma and Grandpa, Thank you for the cool basketball shoes."

Dee: *[Writing as he talks.]* Hold on, don't go so fast. *[Writes.]* Okay, now what?

Paul: Now write, "They were just what I wanted. They worked great! Love Paul."

Dee: Is that it?

Paul: I think maybe I should tell them you wrote it.

Cy: *[Laughs.]* I think they'll know. Your handwriting doesn't look anything like Dee's.

Paul: I know, but I should still tell them. Write this, "My friend Dee wrote down my words for me, because I broke my wrist."

[Dee laughs.]

Paul: What's so funny?

Dee: It's like the hymn. Mr. Hodder wrote the words and someone else wrote the music, but I sang the song for them.

Paul: Just like you're doing for me. They're my words but in your handwriting.

Cy: That's not all. It's also like the Bible. Remember? The Bible is filled with God's words, but He had men write them down.

Paul: Cool! Thanks for helping me out, Dee.

Dee: You're welcome. Do you guys want to sing this hymn with me?

Paul: Well, we can't play outside...sure! Let's go to my house and sing. Then I can play my guitar.

Dee: Okay!

[Dee, Cy, and Paul exit.]

APPLICATION

Dee: Isn't it great that God gave us his very own words in the Bible?

[Let audience respond.]

Cy: He could have written them down himself, but He used men to write His words.

Paul: Just like Dee did for Cy when she wrote his thank-you note.

Paul: Let's go read some of God's words now.

Dee: Great idea. Bye, kids! See you next time.

[Dee, Cy, and Paul wave, and exit. Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee is doing a science project to show how cells have to divide in order to multiply. When Paul and Cy want her to play, she ropes them into helping her complete it. First she takes a photograph of them covered with a sheet. Then she has them each stick out a fist and show their faces to demonstrate that a cell must make an exact copy of itself to form a new cell. Finally, she has the boys stand apart as if they are two new cells. Cy suggests that she do another project for extra credit. She could show the cell dividing into two cells that are not alike. Dee disagrees. Perhaps she doesn’t want extra credit, or maybe she knows something that Paul and Cy don’t.

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Dee explains that cells must copy everything exactly to make more cells, or else the cell can become a deadly cell that hurts a function of the body. Paul understands. He compares it to the way scribes had to copy God’s word exactly, or else it would not be God’s Word. It is important to remember that even though it is hard for humans to copy things exactly, it is not difficult for God. He does it every day both with cells and with His Word.

The doorbell rang, and Dee opened the door.

“Can you play?” asked Cy. Paul stood next to him.

“No,” said Dee. “I have to finish some homework.”

“Can we help?” asked Paul.

“Maybe you can.” Dee let the boys in, and they followed her to the living room. Books and papers covered the coffee table. “I’m trying to show how you have to divide to multiply.”

“That’s weird math,” said Cy.

“No, it’s science. Hey, you can be my models. I’ll take pictures of you instead of drawing everything. Stand beside each other.” She hurried away and returned with a bed sheet. Then she covered the boys with it and snapped a picture. “Right now, you are one cell. Cells look like large blobs, and that’s what you look like.”

“I feel like a bed bug,” said Cy.

Dee clicked the camera again. “Now each of you needs to stick out one hand.” Paul’s hand shot out of the right side of the sheet, and Cy’s hand shot out the left side.

“I wish my sheet at home had hands,” said Paul.

“Me, too,” said Cy. “Then my bed could make itself every morning.”

Dee took another picture. “Good. The cell starts to make two sets of the exact same things inside of it.”

“I don’t think we look that much alike,” said Cy.

“Do you think anyone will notice we’re not twins?” Paul laughed.

Dee hurried over to them and pulled the sheet down so that their faces and hands showed. “The cell is making two of everything inside of it.” She hurried back to her place and took another picture.

“Finally, the nucleus has to split.” Dee had both boys step apart and made an indentation on the top of the sheet in

the space between them.

As Dee took another picture, Cy teased, “Paul! Paul! Don’t leave me!”

“One more,” said Dee.

“Good,” said Paul. “Then can we play?”

“Sure.” Dee removed the sheet. “Now you are two cells.”

“I thought we were friends,” said Cy. The boys laughed.

“Hold still.” Dee took her final picture.

Cy hurried to Dee’s side. “Hey, let’s do that again, but this time we can make two different kinds of cells. You could get extra credit.”

“I’d flunk the project,” said Dee. “If a cell has even one thing different from the main cell, it can hurt the body.”

“That’s like the Bible,” said Paul.

“How can a changed cell be like the Bible?” asked Cy.

“People wrote the Bible a long time ago, and the scribes who copied it had to make sure that every word was exactly like the original,” said Paul. “That’s what cells have to do when they split to make a new cell. The new cell has to be an exact copy.”

“I get it,” said Dee. “If a scribe changed even one little thing, then it would be the scribe’s words instead of God’s Word.”

“Exactly,” said Paul. Dee cleaned up while the boys folded her sheet.

“Making exact copies is really hard to do, I like running around better,” said Dee.

“Good. Are we ready to play yet?” asked Cy. “I’ve thought of a great game.”

“What?” asked Paul heading to the front door.

“Let’s play division tag. You’re the good cells who have divided like you’re supposed to. I’m the monster cell who didn’t, and I try to get you!” said Cy.

Dee and Paul ran out the doors screaming, and Cy wasn’t far behind them.

Dee-Cy-Paul Puppet Script "Divide to Multiply"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a fake camera attached to Dee's hands.

INTRODUCTION

Cy: Let's play division tag.

Dee: Kids, do you know how to play division tag?

[Let the audience respond.]

Paul: Don't feel bad if you don't. Actually, we made it up.

Dee: Let's tell the kids the story behind it. *[To kids.]* It's about dividing and multiplying, but it's not about math.

Cy: Would you like to hear it?

[Let the audience respond.]

Paul: Okay. Here's how it goes.

[Paul and Cy exit.]

SCRIPT

[Dee has a camera attached to her hand. The doorbell rings. Dee opens a pretend door.]

Cy: Dee, can you come outside and play?

Dee: No. I have to finish my homework.

Paul Can we help?

Dee: Maybe.

[The boys follow her into the room.]

Dee: I am showing how cells have to divide to multiply.

Cy: That sounds like some weird math.

Dee: No, it's science. Hey, you can help me by being my models.

Cy: Just tell me where you want this handsome face.

Dee: I'll take pictures of you two instead of having to draw everything.

Paul: Okay, I'll pretend to play basketball.

Dee: No, just stand beside each other. *[Cy and Paul stand apart.]* Closer. *[They move closer together.]* Closer! *[They cram against each other.]*

Cy: This isn't very comfortable.

Paul: Are you sure you don't want us to pose with basketballs instead?

Dee: Of course I'm sure. Now hold still. *[Takes a picture with her camera.]* You are both one cell. Cells look like large blobs, and that's what you look like right now.

Cy: Thank you for the compliment.

Dee: Now each of you needs to stick out your outside arm.

[Paul's hand shoots out one side, and Cy's hand shoots out the other side. Dee takes a photograph.]

Paul: Wouldn't it be cool if we were stuck like this?

Cy: For a while, but how would we get our clothes on in the morning?

Dee: Good. The cell starts to make two sets of the exact same things inside of it.

[Dee moves their heads apart a little.. She takes another photograph.]

Cy: I don't think we look that much alike.

Paul: Do you think someone will notice we're not twins?

[The boys laugh.]

Dee: Finally the nucleus has to split. Now you need to take a step apart.

Cy: Oh no, Paul! Paul! Don't leave me!

[Dee snaps a picture.]

Dee: Quit the clowning. Only one more picture. Now you are two cells.

Paul: But I thought we were friends.

[The boys laugh again.]

Cy: Hey, let's do it all again, but this time, let's make two cells that are not alike. Maybe you can get extra credit for it.

Dee: That wouldn't give me extra credit. I'd flunk the project.

Cy: No you wouldn't.

Dee: Yes, I would. If a cell gets even one little thing different from the main cell, it becomes a deadly cell that can hurt the body.

Cy: Weird.

Paul: That's kind of like the Bible.

Cy: How can a cell that becomes a monster be like the Bible?

Paul: People wrote the Bible a long time ago, and the scribes who copied it had to make sure that every word was exactly like the original, just as cells do when they multiply.

Dee: I get it. If a scribe changed even one little thing, then it would be the scribe's words instead of God's Word.

Paul: Exactly.

Dee: It's hard to make exact copies like cells do or scribes did with the Bible. I like running around better.

Cy: Good. Are we ready to play? I've thought of a great game.

Paul: What?

Cy: Let's play division tag. You're the cells who divided well. I'm the monster cell who didn't. I'll try to catch you.

[Dee and Paul run offstage screaming. Cy follows. Curtain.]

APPLICATION

Cy: And that's how division tag was invented.

Paul: The important thing is not that you know how to play division tag.

Dee: It's understanding that God inspired men to write His Word, and then other men copied it exactly.

Paul: The world needed copies of the Bible back in the days of scribes. Can you imagine how hard it would have been for everyone to share one copy?

Dee: Kids, why didn't they just use a copy machine?

[Let the audience respond.]

Dee: You're right. They didn't have them back then. You're so smart.

Cy: We're off to play division tag. See you later!

[Dee, Cy, and Paul run offstage.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Paul wanted to make a gift for last year’s Sunday school teacher, Mr. Jeff, who is moving to another state. He asked Dee and Cy to help him find photos to include in an album for their teacher. They will give him the gift together. Paul had pictures from the Sunday school class and pictures from a church picnic that same year, but there were way too many pictures for him to print and fit in the album. How will the children decide which pictures to include and which to leave out?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Cy had a great idea. He suggested that they use three guidelines to pick the right pictures. They’ll use photos with Mr. Jeff in them, pictures of children from his Sunday school class, and a few photos of the church building. From those guidelines, they chose 66 amazing photographs. Cy remembered that 66 is also the number of books in the Bible. Bible scholars set up their own guidelines and asked important questions about each book before including it in the Bible. That way, they made sure everything in the Bible was really God’s Word.

Paul typed another word on the keyboard. This project would be great if he could just figure out which photographs to include.

“What are you doing?” asked Dee. Paul looked up, surprised.

“I didn’t hear you come in,” he said. Both Cy and Dee stood near him. He continued, “Mr. Jeff, our Sunday school teacher from last year, is moving to another state.”

“We heard,” said Dee. “We’re trying to think of something to do for him.”

“So he’ll know how much fun we had learning about God and the Bible with him,” added Cy.

“I’m working on something now,” said Paul. “Why don’t you help me, and it can be from all of us?”

“Great idea!” said Cy.

“Count me in, too.” Dee pulled a chair to the computer. Paul pressed a button and a photograph filled the screen. It was of Mr. Jeff helping a child to make a craft.

“Last year my brothers, Mark and Mike, borrowed Dad’s digital camera and took pictures of our Sunday school class.”

“They also took pictures at the picnic the week after that, remember?” said Dee.

Paul looked at her. “I had forgotten about the picnic. Those pictures must be in another file.” He searched his family’s computer. “Here they are.”

Dee laughed. “Cy, I’ll never forget how funny you looked after that water balloon broke all over you.”

“I’ll never forget the cold water.”

Dee pointed to a photo. “That’s a great picture of Laura and me in the sack race.”

Cy stood behind Paul. “How can we help you?”

“I want to put together an album, but I have way too many pictures. You can help me choose the photos to print.”

Dee began talking fast, “I think we

should decorate the pages with stickers. We can write things under the photos, and decorate the outside of the album with ribbons, flowers, and . . .”

Paul held up one hand. “Wait a minute. We can do all those things if we have time. First, we have to pick the pictures.”

Dee looked confused. “How can we decide which ones to use? They all look great.”

Paul sighed. “That’s the problem.”

Cy folded his arms. “Let’s make a list of what we want. First, we’ll use all the photos with Mr. Jeff in them.”

“That makes sense,” said Dee. “Since the picnic was for the whole church, why don’t we choose only pictures of children from his Sunday school class?”

“Then we’ll include just a few pictures of the church building to help him remember it,” said Paul. “If we use those three rules, we’ll know what to look for.” Paul started a new file called “Mr. Jeff.”

After an hour, the children had found the right photos.

Cy counted them. “We’ve collected 66 photos. Hey, that’s the number of books in the Bible.”

“You’re right,” said Dee. “God’s Spirit guided people to collect sixty-six books into one.”

“Maybe if I make the pictures smaller,” said Paul, “we can fit all 66 photos in an album.”

“That would be great,” said Dee. “If you think about it, we did what Bible scholars did. We used guidelines to decide which photos to include, just as they asked important questions about each book before they collected them in the Bible.”

Paul nodded. “That’s right. The scholars had to make sure that the books really were a part of God’s Word.”

“Sixty-six photos and 66 books of the Bible. That’s cool,” said Cy. “I think Mr. Jeff will treasure his album forever.”

“Let’s start printing,” said Paul.

Dee-Cy-Paul Puppet Script *"Collecting Memories"*

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a box that looks like a computer and the sound of clicking computer keys.

INTRODUCTION

Dee: I have a really hard time choosing a candy bar when I like so many different kinds.

Cy: So do I. It's also hard to choose a prize at the doctor's office, because there are so many cool things in the drawer. Where do you have the most trouble choosing things, kids?

[Allow time for audience response.]

Paul: We found a way to help us make choices.

Dee: It was Cy's idea.

Cy: I wasn't the first one to think of it, though. Bible scholars used my technique a long time ago.

Paul: Instead of telling you about it, we'll show you.

[Dee and Cy exit.]

SCRIPT

[Place the computer onstage so the screen is away from the audience. Paul types.]

Paul: This will be a great gift for Mr. Jeff.

[Dee and Cy enter.]

Dee: What are you doing on the computer, Paul?

Paul: *[Startled.]* I didn't hear you come in. Mr. Jeff, our Sunday school teacher from last year, is moving to another state.

Dee: We heard. We're trying to think of something to do for him.

Cy: So he'll know how much fun we had learning about God with him.

Paul: Why don't you help me with this project, and it can be from all of us?

Cy: Great idea!

[Dee and Cy look at the computer screen while Paul presses keys.]

Cy: That's a nice picture of Mr. Jeff helping Jake with a craft.

Paul: I had Mark and Mike borrow Dad's digital camera and take pictures of our Sunday school class last year.

Dee: I remember that. They also took pictures at the church picnic.

Paul: I forgot about the picnic. Those pictures must be in another file. *[Presses more keys.]* Here they are.

Dee: *[Laughs.]* Cy, look at your face when that water balloon broke over your head.

Cy: That water was so cold.

Dee: *[Pointing to the screen.]* That's a great picture of Laura and me in the sack race.

Cy: So what can we do to help?

Paul: I want to put together an album for him.

Dee: That's a great idea! We can decorate the pages with stickers, and write under the photos, and decorate the outside of the album with ribbons, flowers, and—

Paul: Wait a minute. I have too many pictures. First, we need to find the right photos.

Dee: But how can we decide?

Cy: Yeah, they all look so great.

Paul: That's the problem. I don't know what to choose and what to leave out.

Cy: Let's set up some guidelines. First, we'll use all the photos with Mr. Jeff in them.

Dee: That makes sense. And then we'll select pictures of children from his class.

Paul: Then we'll include a few pictures of the church building to help him remember it. If we use those three rules, we'll know what to look for.

[Dee, Cy, and Paul point at the screen as if choosing photos. They can even say things like, "That one," or "No, that won't work."]

Dee: Whew! We're done. That took a long time, but it was worth it.

Cy: We've collected 66 photos. Hey, that's the number of books in the Bible.

Dee: You're right. God's Spirit guided people to collect sixty-six books into one.

Paul: If I reduce the images, we can fit all 66 photos in the album.

Dee: Hey, we did what Bible scholars did. We used guidelines to choose photos, just as they asked important questions about books before collecting them in the Bible.

Paul: Scholars had to make sure that the books really were God's words.

Cy: Sixty-six photos and 66 books of the Bible. That's cool. I think Mr. Jeff will treasure his album forever.

Paul: I'll hook up the printer.

Dee: Okay, I'll find some ribbons.

Cy: And I'll get the stickers.

[Curtain.]

APPLICATION

Paul: See kids, choices aren't so hard to make.

Dee: We chose the best pictures for Ms. Jeff by setting up guidelines first.

Cy: Just as Bible scholars asked important questions to collect the 66 books of the Bible. They had to make sure that the books were really God's Word.

Paul: That's what makes the Bible so great. God chose everything in it.

Cy: And in case you're interested, Mr. Jeff loved his photo album.

Dee: It's time for us to collect some sunshine.

Cy: And I know just how to do it. Let's each try to put the basketball through the hoop 66 times. Follow me.

Dee and Cy: We're right behind you.

[Dee, Cy, and Paul wave, and exit. Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the "Bookends," or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul "Bookends"

Introduction (5 minutes)

Use this "hook" to introduce the lesson.

Dee was excited that school was canceled because of snow and couldn't wait to tell Cy. As she dialed Cy's phone number, she thought about the snow forts, sledding, and snowball fights that would fill the day. Although she called Cy's phone number, his little sister, Becky, wouldn't let her speak to him. Dee continued trying until she heard Cy's car outside. Cy was leaving for school! Dee didn't know what to do. She quickly pulled on her coat, hat, and boots, and hurried outside to stop him. With the windows shut and the car motor running, though, Cy can't hear her. What should Dee do? His car is pulling away from the curb. She has to tell Cy that school is closed, but how?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

To get Cy's and his mother's attention, Dee makes hand signals like a traffic police officer. At first they don't see her, so she runs after the car and keeps motioning to them. Finally the car stops, and she is able to tell Cy that school is cancelled. Cy calls her a snow missionary because she came out into the snow to tell him the good news. Dee realizes how hard it was to communicate when Cy couldn't understand her. They agree that missionaries also need to use a language people understand. That's why Bibles need to be translated into other languages, so all people can learn about Jesus.

The phone rang, and Dee quickly answered, "Hello?"

Paul laughed. "School's canceled. It's a snow day!"

"Yeah!" Dee clapped her hands.

"Would you tell Cy?" he asked. "My brothers have to call their friends."

"Sure." Dee hung up and dialed Cy's number. She couldn't wait to go outside and play in the snow. She yelled, "Mom, it's a snow day." Since her mother was a teacher, she knew that she would be as excited as Dee.

Cy's younger sister answered the phone, "Hello?"

"Hi, Becky," said Dee. "Cy just called, and —"

"No English here," said Becky, "only Jab-a-doo. Chee ish runda way!"

"Becky," said Dee. "School is —"

"No understand." Becky hung up the phone. Dee looked at the receiver, unsure what to do. Suddenly, she heard a car outside. Running to the window, Dee saw Cy's mother warming up the car.

"What am I going to do?" Dee dialed Cy's number again. All she heard was "Sane ta ta rah oop." "Becky, you get Cy right now—" The phone clicked off.

Dee ran back to the window. Cy's mother was brushing snow off the car, and Cy slid into the back seat with his schoolbooks. Dee ran to the closet, pulled on her boots, coat, and hat, and ran outside waving her arms.

"School is cancelled. School is cancelled!" yelled Dee. The snow had drifted above Dee's knees and made it hard for her to run.

Cy waved also, but she knew he couldn't hear her words with the car's motor running and his window rolled up.

"Wait! Wait!" called Dee. His car pulled away from the curb and entered the snow crusted street. "Don't go. Please stop!"

Dee had to make them understand. She held her hands in front of her and put her palms out flat like traffic police to signal Cy's mother to stop. Still the car moved slowly past her. She ran after it, but every few steps, she stopped to make the flat palm motion again. Dee had given up hope, when Cy's car stopped halfway down the street.

Cy rolled down his window, stuck out his head, and called back to her. "Do you need a ride?"

"No, and neither do you," called Dee. "School is cancelled because of snow."

"Yippee!" Cy shouted. Dee felt relieved to see Cy's car slowly return to its parking space. Cy hopped out. "Hurray! It's a snow day! Thanks, Dee. This is great."

"It was great once you understood me. I'm just glad you figured it out," said Dee.

"Hey, you're like a snow missionary," said Cy.

"A what?" She picked up a handful of snow to form into a ball.

"You came out into the snow to tell me the good news," said Cy.

Dee packed her snowball hard. "Yeah, but I needed to put it into a language you would understand."

"Yeah, I suppose missionaries need translators, too. They go out into the world to teach the Gospel, but people speak different languages, and the missionaries need to speak the language the people understand. They also need Bibles that have been translated into the language of the people. Otherwise, people can't read the Bible to learn what Jesus said," said Cy. "Hey, what are you doing with that snowball?"

"Stand still," said Dee. "And I'll show you."

Cy took off running.

"Snow day!" Dee yelled and ran after him.

Dee-Cy-Paul Puppet Script "Missionary in the Snow"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need winter coats and hats for all three puppets.

INTRODUCTION

Dee: I love snow days, don't you?

[Let audience respond.]

Paul: Dee, some of the kids might not know what a snow day is.

Cy: Then I'll tell you. If you live in an area where it snows, sometimes it snows so much that your school closes because no one can get there on time.

Dee: Snow days are great.

Paul: Remember the last one we had?

Dee: How could I forget it?

Cy: That was fun. Let's tell the kids about it. Would you like that?

[Let audience respond.]

Paul: Okay, here's what happened.

[Curtain.]

SCRIPT

[All three kids are onstage, playing in the snow. Chip is bouncing around them.]

Paul: I love snow days! No school!

Cy: Mom almost took me all the way to school, today, but thanks to Dee I got the good news at the last minute.

Paul: I thought you were going to call Cy, Dee. What happened?

Dee: Becky happened. After you called me, Paul, I tried to call Cy. Becky picked up the phone. Cy, you want to be Becky for a minute?

Cy: *[In little girl voice.]* Okay!

Chip: Woof!

Dee: *[Holds her hand up to her ear.]* Hi, Becky. Paul just called and—

Cy: *[Also holds hand up like a phone.]* I speak no English, only Jab-a-doo. Chee ish runda way!

Dee: Diane, school is—

Cy: No understand. Call again. Click!

Paul: Yikes. What did you do?

Dee: Well, I tried to call again, but Becky kept on speaking gibberish. Then I saw Cy's mother getting the car ready. I raced to get my coat and gloves on—

Cy: But it was too late. I was already in the car. I saw Dee waving but I thought she was just saying, "See you at school," so I waved back.

Dee: I was yelling, "Wait! Stop! School is cancelled. School is cancelled!" They couldn't hear me. The window was rolled up and the car's motor was running. When Cy waved to me I knew he didn't understand.

Paul: What did you do?

Dee: Well, I knew they couldn't hear me, so I ran to the side of the street and held out my hand. *[Holds up her hand. Chip tries to jump and high-five it.]*

Cy: Like a traffic cop!

Dee: Yeah, like that. It took several tries, but Cy's mom finally stopped the car.

Cy: I recognized her hand motion from that time the stoplight was out down the street, and the police officer was directing traffic. I knew she was asking us to stop, so I told my mom.

Paul: So you finally found out school was canceled because of the snow?

Cy: Yes, thanks to Dee. It was great.

Dee: Yeah, it was great once you understood me. I'm just glad you figured out what my motions meant.

Paul: You're like a snow missionary.

Dee: A what? *[Picks up a pretend snowball. Chip gets excited and barks.]*

Cy: You came out into the snow to tell me the good news.

Dee: Yeah, but I needed to put it into a language you would understand to get you to stop and listen to me.

Cy: Hey, what are you doing with that snowball?"

Dee: Stand still and I'll show you. Having fun in the snow is what snow days are all about.

[Dee chases Cy offstage. Paul and Chip follow. Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: And that's what a snow day is.

Cy: That day when Dee stopped us from driving to school, we learned a lot about how important translation is.

Paul: Missionaries go out into the world to teach the Gospel, but people speak different languages.

Dee: Missionaries need to speak the language that the people understand.

Cy: They also need Bibles in the people's language.

Paul: If God didn't have people translate the Bible, then the people wouldn't know what missionaries were saying about Jesus. They need the Bible in their own language so they can understand it.

Dee: How many of you have Bibles in your language?

[Let audience respond.]

Cy: Yeah! We have Bibles we can understand, too. Let's go read them. See you later kids!

[Dee, Cy, and Paul exit.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Dee arrived home from a weekend trip and was greeted by Paul, Cy, and Chip. Chip is excited to see her. Although Paul took good care of him, he likes being Dee’s dog. To find out where Dee has been, the children play a game. Paul and Cy get to ask twenty questions to figure it out. They ask many questions, and Dee tells them about all the new cousins she met and the good food she ate. Only one thing surprised Dee. She could not understand some of the people. Paul is about to ask if Dee’s relatives spoke a foreign language. If Dee says, “Yes,” then Paul doesn’t know what question to ask next.

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

One of Dee’s relatives did speak a foreign language, but everyone else spoke English. Still, Dee couldn’t understand what some of them said. They used the same words that she did, but their accents made the words sound strange. Her father told her that that was because they were from different parts of the country. Paul compares the accents to different versions of the Bible written in English. The words mean the same thing, but they are written in different ways. The children are glad that the Bible has different English translations so that everyone, even those with different accents, can understand God’s Word. In the end, Paul easily guesses where Dee has been. Good food and that many relatives can only mean that she went to a family reunion.

When Dee opened the car door to get out, Chip jumped in, stood on her lap, and licked her face.

“Hello, boy,” Dee laughed and hugged him.

Paul, holding an empty leash, ran up to the car with Cy who said, “Where have you been?” Chip barked and wagged his tail furiously.

Mrs. Morgan stepped out of the car. “Thanks for watching Chip for us, Paul.”

“He was no trouble.” Paul turned back to Dee. “Cy asked me where you went, but I forgot.” Dee gave Chip another hug and then gently let him out of the car.

“I know a fun way to tell you. I learned a new car game called Twenty Questions. You two can ask me twenty questions and try to guess where I was this weekend,” she said.

Dee, Cy, Paul, and Chip walked down the sidewalk. Chip was so excited that he kept running to Dee and hopping on his back legs.

“Question one: Didn’t you say you were going to visit cousins?” asked Paul.

“Yes, I saw a lot of cousins.” Dee was glad that she could stretch her legs. The car ride had been way too long. “I met first, second, and third cousins, and some even more distant.”

“Were they all your age?” asked Cy.

“They were all ages,” answered Dee.

“Question three: Did you meet only cousins?” asked Paul.

“No, I met lots of different relatives,” she said. Chip ran in circles around her.

“Now for the important stuff,” said Cy. “What about the food?”

“There was so much food that I got full even before dessert.”

“What was your favorite?” asked Paul.

“The ten-layer chocolate cake my Great Aunt Katharine made.”

“Ten layers? Wow!” said Cy.

“I’d like some now,” said Paul. “Question six: How long was your drive?”

“Way too long,” said Dee. “That was the worst part. We were in the car for hours and hours.”

Cy picked up a stick and threw it. Chip ran after it. “Did anything surprise you?”

Dee thought a minute. “I was surprised at how some people talked. I could hardly understand them.”

“Did they speak a foreign language?” Paul asked.

“One of my uncles did. He spoke French, but everyone else spoke English. We said the same words, but they sounded different. Dad said it was because people came from different parts of the country.”

Cy rubbed his head. “Did they have different accents?”

“Yeah, that’s what Dad called it. Accents,” said Dee.

“That’s kind of like the different English versions of the Bible,” said Paul.

“What do you mean?” Dee scratched Chip’s head. He whined with pleasure.

“I know!” said Cy. “People have done different English translations of the Bible so that all English-speaking people like us can understand God’s Word.”

Dee laughed. “I get it. It’s like writing the Bible in the same language but with different accents. The words mean the same thing, but things are said in different ways.”

“That way everyone can find a Bible translation they can understand,” said Paul.

“I wonder what version I have,” said Cy. “Let’s go to my house and find out.”

“But what about the game?” asked Dee.

Paul said, “I know where you went. Lots of relatives and food can only mean one thing, a family reunion.”

“You’re right,” said Dee. “After we go to Cy’s house, let’s go to mine. I want to see what version of the Bible I have.” Chip jumped up and licked Dee’s face.

“I think you’re Chip’s favorite version of a human being!” said Paul, laughing. “Let’s go!”

Dee-Cy-Paul Puppet Script "Accents"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a small backpack.

INTRODUCTION

Cy: Have you ever had trouble understanding someone?

[Allow time for audience response.]

Dee: It's hard to believe, but I had a hard time understanding some of my own relatives.

Cy: And they were speaking English.

Paul: It's an interesting story.

Dee: Let's tell the kids about it.

[Dee, Cy, and Paul exit.]

SCRIPT

[Dee enters with a backpack on.]

Dee: Thanks for a great trip, Mom and Dad. It was a long drive, but I enjoyed it.

[Cy, Paul, and Chip enter. Chip acts excited to see Dee.]

Dee: Hi, Chip! *[Petting him.]* I've missed you so much! Were you good for Paul?

[Chip barks.]

Cy: Welcome home, Dee.

Dee: Thanks. And thanks for taking care of Chip, Paul.

[Chip licks her, almost knocking her over. She laughs. Through the whole conversation Chip should cavort around Dee.]

Paul: I was happy to do it. He was no trouble at all. How was your weekend? Where did you go again?

Dee: I won't tell, but you can ask me twenty questions to find out. That's a new car game I learned on this trip.

Paul: Question one: Did you meet lots of new cousins?

Dee: I sure did. I met first, second, and third cousins, and some that are such distant relatives that we couldn't figure out what number cousins they are.

Cy: Question two: Were they all kids?

Dee: Some were grownups, and some were kids.

Paul: Question three: Did you meet only cousins?

Dee: No. I met a lot of different relatives.

Cy: Now for the important stuff. How was the food?

Dee: There was so much food that I got full even before dessert.

Paul: What was your favorite?

Dee: That's question five. The ten-layer chocolate cake that my Great Aunt Katharine made tasted best.

Cy: Ten layers? Wow! It must have been a foot tall!

Paul: I wish I had some now. Yum! Question six: How long was your drive?

Dee: I don't know exactly, but we were in the car for hours.

Cy: Then that question doesn't count, because you couldn't answer. Question seven: Did anything surprise you?

Dee: One thing did. I was surprised at how some people talked. I could hardly understand them.

Paul: Did they speak a foreign language?

Dee: One of my uncles lives in Canada. He spoke some French, but everyone else spoke English.

Cy: They were speaking English, and you couldn't understand them? What was the problem?

Dee: That's two questions. The answers are yes, and Dad said it was because people came from different parts of the country. We were all saying the same words, but they sounded different.

Cy: *[Scratches his head.]* Were they using different accents?

Dee: Ten. Yeah, that's what my Dad called it. Accents. Southerners spoke one way; Northerners, another; Midwesterners another; and so on.

Paul: That's kind of like the different English versions of the Bible.

Dee: What do you mean? *[Pets Chip.]*

Cy: I know. The Bible has been translated into different English versions so

that all English-speaking people like us can understand God's Word.

Dee: I get it. It's like writing the Bible in the same language but with different accents. The words mean the same thing, but they are said in different ways.

Cy: That way everyone can find a translation that will help them understand God's Word. I've never looked to see what version I have. Let's go to my house and see.

Dee: What about the game?

Paul: I know where you were. That many relatives and food could only mean a family reunion.

Dee: You guessed it. Since we're already at my house, let's see what version I have. Then we can check Cy's.

Paul: I want to check mine, too. *[Chip jumps up and licks Dee's face.]* You know, I think you're Chip's favorite version of a human being, Dee!

[Chip barks excitedly as they all exit.]

APPLICATION

Dee: Even though people from different parts of the country all speak English, their words sound different because of their accents.

Paul: God had people make different translations of the Bible in English. It's a little like English Bibles with different accents.

Cy: Some people understand one version better, and other people understand another version better.

Dee: The different English translations make it possible for English-speaking people everywhere to understand God's Word.

Cy: We're glad that we can understand the Bible, aren't you, kids?

[Wait for audience to respond.]

Dee: No matter our accent, God's Word is for everyone. Let's all read it every day!

Paul: See you next time!

[Dee, Cy, and Paul wave and exit. Curtain.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Cy was excited because he got 100% on his English test. He had a perfect paper. When he showed Paul, they reviewed the test so Paul could find the correct answer to number four, the one that he got wrong. When the boys compared their papers, they found that they had both given the same answer, but it was marked wrong on Paul’s paper and right on Cy’s. Cy was extremely disappointed. He wanted a perfect paper. The teacher gave him a perfect score, but now he knows that his paper isn’t perfect. He wonders what he should do.

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Dee joined Cy and Paul, and compared her test to theirs. She had number four marked wrong, too. After comparing their tests, they found that Mrs. VanDyke had made another mistake. Dee’s test answer was marked wrong, but it was correct. Only God’s Word is truly perfect, and only God never makes mistakes. When the children told Mrs. VanDyke, she changed Dee’s grade and let Cy keep his 100% because it was her mistake.

Cy hurried over to Paul by the playground bench. “Paul. Paul,” Cy called.

“Over here. I was just thinking of you. Look at this rock I found.”

Cy bounced up and down on his toes. “Paul, I have to tell you . . .”

Paul was still looking at the rock. “This rock would be completely white if it didn’t have that red streak in it.”

“But Paul, listen. I did it! I got a perfect paper!”

Paul looked up. “You aced the English test? Way to go.”

Cy waved his test paper with its 100% in the air. “What did you get on the test?”

“I got a 95. I missed one question—one little red mark on an almost perfect paper.” Paul put the rock in his pocket and pulled his test out of his backpack. “What was the right answer for number four?”

Cy looked at his paper. “Let’s see. In that section, we needed to underline the nouns. Nouns name a person, place, or thing.”

“Or an idea.” Paul looked at his test. “Yeah, I underlined two words. Oh, wait a minute. How did I miss that? There are three nouns in that sentence.”

“Three nouns?” asked Cy.

“Yeah,” said Paul. “‘The boy and dog walked home.’ That makes three nouns, ‘boy,’ ‘dog,’ and ‘home.’”

Cy put his paper down by his side and plopped down on a bench. “Are you sure it’s three?”

“Yeah,” said Paul. “What’s the matter?”

“Nothing,” said Cy. “Maybe Mrs. VanDyke only wanted us to underline nouns at the beginning of the sentence.”

“No.” Paul held up his paper to show Cy. “See, I marked ‘boy’ and ‘dog,’ and Mrs. VanDyke took off five points.”

Cy held up his paper. “But I marked ‘boy’ and ‘dog,’ too, and she didn’t mark it wrong.”

The boys looked at both papers, and

Paul shook his head. “Mrs. VanDyke made a mistake.”

Dee hurried over to the bench. “Are you ready to walk home?”

“No.” Cy sighed. “Mrs. VanDyke made a mistake on my paper. I thought I had a 100%, but I got one wrong.”

“Are you sure?” Dee took out her test. Cy nodded. Dee continued, “I got one wrong, too. Number four.”

Both boys turned to look at her test.

Paul pointed to it. “You underlined ‘boy’ and ‘dog’ and ‘home.’ That’s right. You underlined all the people, places, things, and ideas in the sentence.”

“A boy is a person,” said Cy.

“A dog is a thing,” said Paul.

“Even though Chip thinks he’s a person,” said Dee laughing.

Cy smiled. “And the last word, ‘home,’ is a place.”

“All three of those words are nouns,” said Paul.

Cy shook his head. “I don’t have a perfect paper. I wish my tests were like the Bible.”

“What do you mean?” asked Dee.

“The Bible is perfect, without any mistakes in it.”

“Everyone makes mistakes, even teachers,” said Paul. “Only God never makes mistakes.”

“You’re right,” said Dee. “God is the only one who is perfect, and His Word is the only book that is perfect.”

“I have to go and tell Mrs. VanDyke about her mistake,” said Cy. “Do you two want to come with me?”

“I do,” said Dee. “Mrs. VanDyke made a mistake on my paper, too, and do you see what that means?” Dee waved her paper above her head. “I got a perfect paper! Yippee!”

Dee, Cy, and Paul hurried back into the school building to find Mrs. VanDyke.

Dee-Cy-Paul Puppet Script "The Perfect Paper"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a paper attached to Dee's hand.

INTRODUCTION

Dee: We're going to do something different today. We're going to start with a chant. Let's make an imaginary line and split this room in half. Everyone on this side of the room *[Points to one side.]* needs to repeat the words, "Yes, it is," with Cy when he says those words. Everyone on this side of the room *[Points to the other side.]* needs to say, "And so is God," with Paul when he says it. Are you ready? *[Let the audience respond.]* Let's begin. God's Word is perfect

Cy: Yes, it is.

Dee: God's Word is perfect.

Paul: And so is God.

Dee: That was great, but I'll bet we can do it even louder.

[Have the puppets lead this chant four or five times and then continue.]

Dee: Great job.

Cy: I almost did something perfect once. Want to hear the story?

[Let the audience respond.]

Dee: I like this story. I need to get my paper, and we'll be right back.

[All three puppets run offstage.]

SCRIPT

[Paul is onstage. Enter Cy.]

Cy: Paul! Paul! You'll never guess what happened.

Paul: What happened?

Cy: Paul, listen! I did it. I got a perfect paper.

Paul: You aced the English test? Way to go.

Cy: What did you get on the test?

Paul: I got a 95. I missed one question—one little red mark on an almost perfect paper.

Paul: What was the right answer for

number four?

Cy: Let's see if I can remember. In that section, we needed to underline the nouns. Nouns name a person, place, or thing.

Paul: Or an idea. I underlined "dog" and "boy." Oh, wait a minute. How did I miss that? There are three nouns in that sentence.

Cy: Three nouns?

Paul: Yeah. "The boy and dog walked home." That makes three nouns, "boy," "dog," and "home."

Cy: Are you sure it's three?

Paul: Yeah. What's the matter?

Cy: Nothing. Maybe Mrs. VanDyke wanted us to underline nouns only at the beginning of the sentence.

Paul: No. I only marked "boy" and "dog." Mrs. VanDyke took off five points.

Cy: But I marked "boy" and "dog," and she didn't mark it wrong.

Paul: Our teacher made a mistake.

[Dee enters and hurries over to the boys. She has a paper in her hand.]

Dee: Are you ready to walk home?

Cy: No. Mrs. VanDyke made a mistake on my paper. I thought I had a 100%, but I got one wrong.

Dee: Are you sure? I got one wrong. It was number four.

Paul: That's the same one that I got wrong.

[They all look at Dee's paper.]

Paul: You underlined "boy," "dog," and "home." That's all the nouns. You underlined all of the people, places, things, and ideas in the sentence.

Cy: A boy is a person.

Paul: A dog is a thing.

Dee: Chip thinks he's a person.

Cy: And the last word, "home," is a place.

Paul: All three of those words are nouns.

Cy: I don't have a perfect paper. I wish my tests were like the Bible.

Dee: What do you mean?

Cy: The Bible is perfect, without any mistakes in it.

Paul: Everyone makes mistakes, even teachers. Only God never makes mistakes.

Dee: You're right. God is the only one who is perfect

Paul: And His Word is the only book that is perfect.

Cy: Well, see you later.

Paul: Where are you going?

Cy: I have to tell Mrs. VanDyke about her mistake. Do you two want to come with me?

Dee: I sure do. Mrs. VanDyke made a mistake on my paper, too. Do you know what that means?

Paul: You got a perfect paper.

Dee: Yeah. I got a perfect paper! Yip-pee!

[Dee, Cy, and Paul exit. Curtain.]

APPLICATION

Cy: Wasn't that a great story?

Dee: We told Mrs. VanDyke. She changed my grade and kept Cy's the same. She said that since it was her mistake, that he still got his 100%.

Cy: So I got a 100%, but it wasn't a perfect paper.

Paul: There is a difference.

Cy: Let's all do the chant we did at the beginning, again! Are you ready?

[Let the audience respond.]

Dee: God's Word is perfect

Cy: Yes, it is.

Dee: God's Word is perfect.

Paul: And so is God.

[Have the puppets repeat this chant four or five times.]

Dee: Great job. See you next time.

[Dee, Cy, and Paul wave and exit.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Mrs. VanDyke taught the class about tall tales and told the story of Paul Bunyan. For homework, all the children had to write tall tales of their own. At home, Paul tried to think of someone really great so that he could tell of that person’s adventures. Finally, he chose to write about the apostle Paul. When he tells his father about his choice, Mr. Shepherd says that the apostle Paul’s life story would not work as a tall tale. Paul wonders what a tall tale has that Paul’s life didn’t have. Tall tales are about exciting adventures, and Paul had plenty of those.

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Paul’s dad explained that a tall tale makes things seem better or worse, bigger or more important, or more exciting than they really are, but it isn’t true. Everything is exaggerated. The apostle Paul would not make a good character in a tall tale, because—even though they were exciting—all of his adventures really happened. Paul’s dad reminds him that the stories in the Bible are all true. God’s Word is true, and God is true to his word. Paul finally decides to write a tall tale about Chip, leaping up tall trees and over tall buildings.

Paul listened as his teacher, Mrs. VanDyke, ended her story. “Paul Bunyan was a giant lumberjack, so strong that he could pick up a crooked road and straighten it; and the footprints that he and his ox, Babe, left were so large that they became the 10,000 lakes of Minnesota.” Paul laughed. The children clapped.

“Is that a true story?” asked Paul.

“No,” Mrs. VanDyke explained, “Tall tales are filled with exaggeration. Now for homework, I want each of you to write your own tall tale.”

At home, Paul didn’t know what to write. He tried writing about a small man with a giant cow, but his story sounded too much like Paul Bunyan’s story. He threw the paper away and started over.

“What can I write?” he asked himself. Just then, he noticed his Bible. He could write about the Apostle Paul! He started reading about him. First, the apostle was an enemy of Christians, and then God knocked him from his horse and spoke to him out of the thunder. The story got really good when God blinded Paul and then healed him. Later, Paul traveled all over to tell people about Jesus.

Paul closed his Bible just as his dad walked in. “Dad, did you learn about tall tales in school?”

“I sure did. Paul Bunyan was my favorite.”

“Mine too,” said Paul. “Did you hear that one winter was so cold that the lumberjacks’ words froze as they spoke? When the spring came, the words thawed out, and the men’s chatter filled the air for weeks.” Paul and his father laughed.

“That’s a good one,” said his father.

“I have to write a tall tale, too,” said Paul. “I tried to think of someone really great, and I decided on the apostle Paul. He had a really exciting life.”

“But a tall tale makes real things seem better or worse, bigger, more important, or more exciting than they really are—they aren’t true,” said Paul’s dad.

“Oh yeah. My teacher called it exaggeration,” said Paul. “I don’t think there’s a way to make Paul’s story any more exciting than it is. It has miracles, dangers, action, and all sorts of things.”

“But it’s all true,” said Paul’s dad. “Everything happened just as the Bible says. And everything will happen just as the Bible says it will.”

“Then that won’t work as a tall tale. I have to make up a story that is not true—that’s fiction,” said Paul. “I mean I’m glad the Bible is true, but that doesn’t help me write my assignment.”

“No, it doesn’t,” said Paul’s dad, “but isn’t it wonderful that God’s Word is true, and God is true to His Word?”

“Yes, I’m glad to know that God does what he promises. It’s better than just hearing a tall tale,” said Paul. “I just wish I knew what to write. Did you hear that Paul Bunyan had a purple cow named Lucy? When it got really cold, her milk froze into ice cream before it reached the pail.”

They laughed, and then his father said, “Early settlers in the wilderness didn’t have radio, television, or computers, so they made up stories to entertain one another. Sometimes, they exaggerated things that really happened.”

“I see,” said Paul. “Remember last weekend when Dee’s dog, Chip, did all those funny things? Maybe I could write about Chip and just exaggerate everything. I’ll call it Leaping Chip.”

“That’s a great idea,” said Paul’s dad.

Paul grabbed another sheet of paper. He didn’t hear his father leave as he wrote about Chip soaring up into a tree to rescue a cat, then hopping over houses to get to Dee before she fell into a ditch.

Dee-Cy-Paul Puppet Script "Tall Tales and Truth"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need an open Bible, a woman's hat, and a necktie.

INTRODUCTION

Cy: Did I ever tell you about the time that I roped the moon and had it over for dinner?

[Allow time for audience response.]

Paul: What Cy just did was exaggerate. One day the moon was so bright during dinner that Cy felt like it was right there next to him.

Dee: When you exaggerate, you make something seem bigger than it is.

Cy: Like the fish you caught last summer, right Paul?

Paul: What? My fish? I didn't exaggerate. It was HUGE! Really. *[Holds his hands out wide.]*

Dee: *[Pushes his hands closer together.]* You mean about this long. I saw it, remember?

Paul: All right. I guess I exaggerated a little.

Dee: Let's do a story about tall tales. I'll be Paul's teacher, and Cy can be Paul's dad.

[Cy exits.]

SCRIPT

Dee: *[Wearing woman's hat.]* So you see, children, Paul Bunyan was a giant lumberjack, so strong that he could pick up a crooked road and straighten it; and the footprints that he and his ox, Babe, left were so large that they became the 10,000 lakes of Minnesota.

Paul: *[Laughs and claps.]* That was a great story, Mrs. VanDyke. Is it true?

Dee: No, it's a tall tale. Tall tales are full of exaggeration. For homework, I want each of you to write your own tall tale. We will read them tomorrow in class.

[Dee and Paul exit. An open Bible is placed within view. Enter Paul.]

Paul: Now that I'm home, I have to decide who to write a tall tale about. I know. I'll write it about a small man named Jack and his giant cow named Suzy whose milk turns into orange sherbet. *[Pretends to write.]* No, that won't work. It's too much like Paul Bunyan's story. Who can I write about who had a really exciting life? *[Sees the open Bible.]*

Paul: I know. I can write about the apostle Paul. He had a really exciting life. First, he was an enemy of Christians, and then God knocked him from his horse and spoke to him out of the thunder. God blinded Paul and then healed him. Later, Paul traveled all over to tell people about Jesus. Wow, he's perfect!

Cy: *[Enters with necktie as Paul's dad.]* Hi son. What are you doing?

Paul: Hi, Dad. I'm doing my homework. I have to write a tall tale. Did you learn about tall tales in school?

Cy: I sure did. Paul Bunyan was my favorite.

Paul: Mine, too. Did you hear that one winter was so cold that the lumberjacks' words froze as they spoke? When the spring came, the words thawed out, and the men's chatter filled the air for weeks."

[They both laugh.]

Cy: That's a good one.

Paul: I have to write a tall tale. So I decided to write about the apostle Paul. He had a really exciting life.

Cy: Yes, he did, but his story is true. Tall tales are exaggerated fiction.

Paul: I don't have to exaggerate Paul's life. He had miracles, dangers, action, and all sorts of things.

Cy: But a tall tale makes real things seem better or worse, bigger, more important, or more exciting than they really are. The Bible is true. Remember, everything happened just as the Bible says. And everything will happen just as the Bible says it will.

Paul: I can't make Paul's life any more exciting than it was, and it was a true story. It won't work as a tall tale. Now I

don't know who to write about.

Cy: Early settlers in the wilderness wrote tall tales. They didn't have radio, television, or computers, so they made up stories to entertain one another.

Paul: Like when I told you the funny things Dee's dog, Chip, did last weekend?

Cy: Exactly.

Paul: Maybe I could write about Chip and just exaggerate everything.

Cy: That's a great idea.

[Paul writes and recites his words aloud. Cy exits.]

Paul: Leaping Chip soared into the tallest tree in town and rescued a cat that had been stuck there for ten days. Just then ...

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: Exaggeration is fun in stories, but I'm glad that everything in the Bible is true.

Paul: Me, too.

Dee, Cy, and Paul: God's Word is true, and God is true to his word

Cy: God does what He promises. I'm glad. I can believe what He says. What He says isn't a tall tale.

Paul: *[To kids.]* Did you hear the story where Paul Bunyan had a purple cow named Lucy?

[Let the audience respond.]

Paul: When it got really cold, her milk froze into ice cream before it reached the pail.

Dee: That's enough exaggerating. Let's go play something.

[Dee, Cy, and Paul wave and exit.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

When Paul explained that an apple off the tree is still alive because it breathes gasses, Cy turned the moment into a game of Alive Tag. First, he went after Dee, who knelt down and said she was a rose. Since a rose is alive, Cy could not tag her. When Cy went after Paul, he knelt down and said he was a lizard. Then Cy chased after Dee, who said she was an ant. He went back after Paul who said he was the Bible. Cy didn’t know whether to tag Paul or not. Could the Bible be considered alive?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

Paul and Dee convince Cy that the Bible is alive. It isn’t like any other book. God speaks through the Bible. When you read God’s Word, God makes it come alive in everyone’s heart. Finally Cy is convinced, but he doesn’t give up the game until he tags Dee. They decide to take a break to eat their apples, but Chip has beaten them to it.

Dee and Cy were playing with Chip on Cy’s back porch when Paul rounded the corner holding three apples.

“Are you two hungry?” he asked.

“Sure,” they said together.

“I’ll give them to you,” said Paul, “but first you have to answer my question. Are these apples alive or dead?”

“Dead,” said Dee. “They were alive, but then they were picked off the tree.”

Paul didn’t answer. “What do you think, Cy?”

Cy scratched his head. “I don’t know. I guess I’ll say alive, since they’re not all shriveled up yet.”

Paul tossed them each an apple. “Cy’s right,” said Paul. “I just read about it. These apples are alive because they’re still breathing.”

“Breathing?” asked Dee.

“Oh, yeah, look,” teased Cy. “I can see it breathing in and out.”

“Not that kind of breathing. It’s called respiration, a kind of breathing that plants do. Even though the apple is off the tree, gasses are still going in and out of it.”

“Cool,” said Cy. “That reminds me. Let’s play Alive Tag. If I’m about to tag you, you have to kneel and name something that’s alive or you’re ‘It.’”

“You’re always trying to find a way to turn things into a game of tag, aren’t you Cy?” asked Dee.

“Well, what can I say? I like tag.” Cy put down his apple. “I’ll start. I’m a bear!”

Dee and Paul laid down their apples and ran away, laughing. Cy ran after Dee. They ran around Cy’s swing set three times.

Just before he was able to touch her, she went down on her knee and said, “I’m a rose.”

“Okay, that’s alive,” said Cy. He took off running after Paul. Paul ran around the fence with Cy right behind him. Just before Cy touched him, Paul went down on one knee and said, “I’m a lizard.”

Cy stopped next to him. “How do I know you don’t mean one of those plastic lizards that we get at the gumball machine? Those things aren’t alive. Only real ones are.”

“I meant the real ones,” said Paul.

“Okay,” said Cy. He ran to Dee who was near the garden.

This time Dee went down on her knee long before Cy reached her. “I’m an ant.”

Cy hurried over to Paul who went down on his knee and said, “I’m the Bible.”

Cy touched him. “Then you’re it, because the Bible isn’t a living thing.”

Paul stayed down. “This isn’t Living Thing Tag, it’s Alive Tag, and the Bible is alive.”

“It’s a book,” said Cy. “Books aren’t alive. You’re ‘It.’”

“The Bible isn’t like any other book,” said Paul. “Remember in Sunday school class? Our teacher said that God speaks through the Bible.”

“It doesn’t breathe, and it doesn’t die,” argued Cy.

“But when you read God’s Word, God makes it alive in everyone’s heart,” said Paul. “God’s Word is alive.”

Cy shouted to Dee who was trying to hide in the bushes. “What do you think, Dee?”

“The Bible is alive,” Dee yelled back. “Our memory verse for last week said that the Bible was living and active.”

“I guess you’re right,” said Cy. “God’s Word is alive. I’ll get you next time.” Cy took off running after Dee, who couldn’t get out of the bushes in time.

“You’re ‘It,’” said Cy.

“Okay,” said Dee, “but let’s finish our apples first.”

Cy ran to the porch ahead of the others. “Those apples aren’t alive anymore, Paul. They’re all dead.”

Dee and Paul joined him. The apples were all gone, and Chip was licking his chops.

Dee-Cy-Paul Puppet Script "Alive Tag"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need an apple.

INTRODUCTION

[Dee, Cy, and Paul are onstage. There is also an apple onstage.]

Dee: How many of you like to play tag?

[Let the audience respond.]

Paul: Cy loves to play tag.

Cy: Tag is a great game.

Paul: Everything reminds him of the game.

Dee: That's the truth.

Cy: You guys are exaggerating.

Paul: No, we're not. You've come up with virus tag, monster tag, division tag—

Dee: Dog tag, car tag, homework tag. Just last week, we were talking about apples and you came up with alive tag.

Paul: Let's show the kids how it happened, and then they can decide.

Cy: Okay. Kids, you get to be the judges.

SCRIPT

[An apple is onstage with the kids.]

Paul: Okay, I have a question for you. Is that apple alive or dead?

Dee: I say it's dead.

Cy: I say alive.

Paul: Why do you think it's alive or dead?

Dee: I think it was alive, but once it was picked off the tree, it died.

Cy: I said alive because it's not all shriveled up yet.

Dee: Who's right?

Paul: Cy. I just read about it. These apples are alive because they're still breathing.

Dee: Breathing?

Cy: Oh, yeah, look. I can see it breathing in and out.

Paul: Not that kind of breathing. It's a kind of breathing plants do called respiration. Even though the apple is off the tree, gasses are still going in and out of it."

Cy: Cool. So the apple is alive. That reminds me. Let's play Alive Tag. If I'm about to tag you, you have to kneel and name something that is alive or you're "It." I'll start. I'm a bear!

[Dee and Paul run away screaming. Cy runs after Dee. Meanwhile, Chip enters and looks at the apple. He takes it and leaves. Just before Cy reaches Dee, she goes down like she's kneeling.]

Dee: I'm a rose.

Cy: Okay, that's alive.

[Cy runs after Paul. Just before Cy reaches Paul, Paul goes down like he is kneeling.]

Paul: I'm a lizard.

Cy: How do I know you don't mean one of those plastic lizards that we get at the gumball machine? Those things aren't alive. Only real ones are alive.

Paul: I meant the real ones.

Cy: Okay.

[Cy runs after Dee. Just before he reaches her, she goes down like she is kneeling.]

Dee: I'm an ant.

[Cy runs back toward Paul. Just before he reaches him, Paul goes down like he is kneeling.]

Paul: I'm the Bible.

Cy: Then you're "It," because the Bible isn't a living thing.

Paul: This isn't Living Thing Tag. It's Alive Tag, and the Bible is alive.

Cy: It's a book. Books aren't alive. You're "It."

Paul: The Bible isn't like any other book. Remember in Sunday School class? Our teacher said that God speaks through the Bible.

Cy: It doesn't breathe, and it doesn't die.

Paul: But when people read God's Word, God makes it alive in everyone's heart. God's Word is alive.

Cy: What do you think, Dee?

Dee: I say that the Bible is alive. Our memory verse for last week said that the Bible was living and active, remember?

Cy: I forgot about that. I guess you're right. God's Word is alive. I'll get you next time.

[Cy runs after Dee and touches her before she can kneel down.]

Cy: You're "It."

Dee: Okay, but let's share that apple before we play anymore. I'm hungry.

Cy: That sounds like a great idea. Hey, wait a minute. Where did it go?

Dee: That's strange. It was here just a minute ago.

Paul: It doesn't matter. We've got plenty of apples at my house. Let's go get some.

[Dee, Cy, and Paul exit. Chip enters from the opposite end of the stage and follows them excitedly. Curtain.]

APPLICATION

Cy: As you can see, we all learned something about how the Bible is alive from that game.

Dee: Don't change the subject.

Cy: Okay kids, it's your choice. Do you think I'm tag crazy?

[Let the audience respond.]

Dee: Do you think Cy tries to turn everything into a game of tag?

[Let the audience respond.]

Paul: Let's take a vote. How many of you think Cy can turn anything into a game?

[Let the audience respond.]

Cy: And how many of you would rather play a game of tag than just about any other game?

[Let the audience respond.]

Paul: Let's get him out of here. Bye kids!

[Dee, Cy, and Paul wave and exit.]



Teacher—These special Dee-Cy-Paul application stories reinforce the Bible lesson. Choose the “Bookends,” or the Story, or the Puppet Script based on your time and preference.

Dee-Cy-Paul “Bookends”

Introduction (5 minutes)

Use this “hook” to introduce the lesson.

Cy was unhappy because the rain ruined his chance to play baseball with Paul. He watched the clouds, hoping they would break up and go away soon, but they didn’t. The rain seemed like it would go on forever. Cy asked his mom if the rain would ever stop. She told him it would and reminded him that rain stops but the water cycle goes on forever. The rain would flow into rivers and eventually reach the ocean. It would evaporate, go up into the sky, and fall down as rain again. Cy knew that a rainy day meant no baseball, but he kept watching, because it had to stop sometime, didn’t it?

Conclusion (5 minutes)

If you used the introduction to begin your lesson, use this to conclude.

While Cy watched the rain, he saw Paul running to the front door with a large wet trash bag. After Paul came inside, he pulled a mechanical baseball game out of the bag. Paul’s dad had found it in the attic. The game had an outfield, a diamond, and two teams of players. Cy noticed that the baseball diamond was like the water cycle. It goes around and around and never really ends. Paul said it was like God’s Word, eternal. Cy agreed. God’s Word goes on forever and ever. Even though it rained all day, Cy and Paul still got to play baseball—on a game board.

Cy watched the rain through the window. If it didn’t stop soon, he wouldn’t be able to practice his pitching with Paul. There was no way to play baseball in the rain.

His mom walked into the room and put her arm around his shoulders. “The weather forecast said that it won’t let up anytime soon.” Cy made a face at the rain. It had spoiled his plans.

“How can there be so much rain?” Cy asked. “It just keeps coming from the sky like it might go on and on and on. Where does it all come from?”

“Have you ever heard of the water cycle?” she asked.

“Doesn’t that have something to do with rivers and stuff like that?”

“Exactly. The rain falls out of the sky and waters the ground. Water flows from the ground into the lakes, streams, and rivers, and then eventually, the flowing water reaches the ocean.”

“Wait a minute. I think I know. Then the water evaporates into the air, right?”

“That’s right. The water vapor collects into clouds. Then what happens?”

“When the clouds get heavy, it rains,” said Cy. “And rain means that you can’t play baseball.”

His mother patted his back. “Don’t worry. The water cycle goes on forever, but this rain won’t.” She left the room.

Cy looked out the window again. Just then, he saw Paul running up the sidewalk with something large under his coat. Cy ran to the door to let him in.

“Whew, what a storm!” said Paul. “Here, hold this a minute.” He handed Cy something wrapped in a wet plastic trash bag. Paul removed his coat and wiped his feet on the rug. “Just wait till you see what I brought.”

Cy eyed the package. It was big, but he could not figure out its shape. Finally, Paul put his hand in the wet bag, but then he paused.

“What is it?” asked Cy.

Paul smiled. “Well, I was telling my dad that we had wanted to practice baseball today. He knew I was upset about the rain. So he took me up to the attic, and we found this.” Paul pulled a large box from the bag. “It’s a mechanical baseball game!”

“Wow!” said Cy. “I’ve never seen anything like this before.”

“My dad played with it when he was young. And his uncle played with it before that. It’s really old, but it still works.”

Cy looked at the board. It looked like a real baseball field with a diamond, an outfield, two teams of players, and everything.

“Hey, a baseball diamond is like the water cycle,” he said. “You know, the way the rain falls and goes into rivers and oceans and then back up to the sky again. Even though home plate is the beginning and the end, the baseball diamond really never ends. It’s like a circle that goes on forever.”

Paul agreed. “It’s eternal, just like God’s Word.”

“That’s right,” said Cy. “God’s Word does not end. It goes on forever and ever, always the same.”

“It lasts forever, kind of like a rainy day feels, right?”

“Right,” said Cy. “But rain doesn’t have to ruin our fun. Let’s play ball!”

Dee-Cy-Paul Puppet Script "Play Ball!"

DIRECTOR'S NOTES

The words in italics are notes for you and your puppeteers; they are not to be read aloud. You will need a lady's hat or scarf.

INTRODUCTION

Cy: Have you ever made big plans and then had a rainy day spoil them?

[Allow time for audience response.]

Cy: I have.

Dee: What did you want to do?

Cy: I wanted to play baseball.

Dee: Well, you can't play baseball in the rain.

Paul: Exactly. Cy, let's tell that story to the kids.

Dee: Can I be in it?

Cy: You can if you play my mom.

Dee: Okay. Should I wear a raincoat?

Paul: Just come with me, and I'll explain everything.

[Dee and Paul exit.]

SCRIPT

[Cy looks into the audience like he is looking out a window.]

Cy: It has been raining all day. How will Paul and I ever get to practice our pitching if it doesn't stop?

[Dee enters as Cy's mom wearing a lady's hat and joins him at the window.]

Dee: Did I hear you complaining about the rain? It's good for the flowers, you know.

Cy: I know that, Mom, but Paul and I were going to practice our pitching today.

Dee: The weather forecast said that the rain wouldn't let up anytime soon.

Cy: How can there be so much rain? It just keeps coming from the sky like it might go on and on and on. Where does it all come from?

Dee: Have you ever heard of the water cycle?

Cy: Doesn't that have something to do with rivers and stuff like that?

Dee: Exactly. The rain falls out of the sky and waters the ground. Water flows from the ground into the lakes, streams, and rivers, and then eventually, the flowing water reaches the ocean.

Cy: Wait a minute. I think I remember. Then the water evaporates into the air, right?

Dee: That's right. The water vapor collects into clouds. Then what happens?

Cy: When the clouds get heavy, it rains. And rain means that you can't play baseball.

Dee: Don't worry. The water cycle goes on forever, but this rain won't.

[Dee exits and Cy looks out the window again.]

Cy: Wait a minute! Is that Paul running up the sidewalk? Yes, it is. I wonder what he's got in that big trash bag. I'll go let him in.

[Cy exits and re-enters with Paul.]

Paul: Whew! What a storm. Thanks for helping me get this box out of the trash bag. *[Looks down.]*

Cy: You're welcome. I'm sure glad you came over, even though we can't play baseball.

Paul: But we can.

Cy: In the rain?

Paul: No. You see, I was telling my dad that we weren't going to get to practice baseball today. He knew I was upset. So he took me up to the attic, and we found this. *[Points down.]*

Cy: What is it?

Paul: It's a mechanical baseball game.

Cy: Wow! I've never seen anything like that.

Paul: My dad played with it when he was young. And his uncle played with it before that. It's really old, but it still works.

Cy: It looks like a real baseball field.

Paul: It sure does. Look, it's got a diamond, an outfield, two teams of players, and everything.

Cy: Hey, a baseball diamond is something like the water cycle. You know, the way the rain falls and goes into rivers and oceans and then back up to the sky again. Even though home plate is the beginning and the end, the baseball diamond really never ends. It's like a circle that goes on forever."

Paul: I never thought of that. It's eternal, just like God's Word.

Cy: That's right. God's Word does not end. It goes on forever and ever, always the same.

Paul: It lasts forever, kind of like a rainy day feels, right?

Cy: Right. But rain doesn't have to ruin our fun. Let's play ball!

[Curtain.]

APPLICATION

[Enter Dee, Cy, and Paul.]

Dee: See, kids, even a rainy day can be fun.

Cy: Playing baseball inside with Paul was fun. And the endless rain reminded us that God's Word is eternal.

Paul: God protects the Bible so that it will go on and on and stay the same forever.

Cy: We're so glad that the Bible never changes.

Dee: And that God's Word will go on forever and ever.

Paul: Was that thunder? We'd better get home before it starts to rain again. See you next time!

[Dee, Cy, and Paul wave and exit.]