

Early Elementary



SAMPLE LESSON

Includes links to related resources

Teacher's Guide

God Gives Us Families | God Gives Us Friends | God Gives Us the Church



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* An activity during this lesson is a food activity. You may want to let parents know about the activity.

Custom-created videos accompany every Bible-in-Life-lesson. Right before Step two, a three-minute video introduces each unit theme. Teaching notes, found with the videos, tie the unit theme to the day's lesson.

Depending on your church's equipment, you can download these videos to a computer to project on a screen or else download them to your own digital device.

Go [here](#) to find all of the videos.

Early Elementary Teacher's Guide
for grades K-1. Can also be used for
grades 1 & 2 or grades K-2.

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To equip the Church with Christ-centered resources for making and teaching disciples who obediently transform today's generations . . . David C Cook is a nonprofit organization dedicated to international Christian education.

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Teacher-Student Relationships

Establishing, in the classroom, an atmosphere of trust and love that makes a student want to return is just as important as teaching good information. Adults sharing God's love and grace to children and youth can help them stay firm in their faith. Here are a couple of tips for building strong teacher-student relationships.



TRUST

As the teacher, you have the opportunity to be someone students can count on to be present on a regular basis. Children and youth need to feel that they can talk to you in confidence and without ridicule or criticism. And while you sometimes have to discipline, showing grace in that discipline helps them see God's love in you. As part of trust, students expect that what you present in class is accurate and useful.

ATTITUDE

Students like teachers who are positive, upbeat, confident, friendly, and willing to help. Leave your personal problems at home and give the students and youth your undivided attention. Nod, lean forward, and make eye contact when a student is speaking. Smile frequently.

FUN

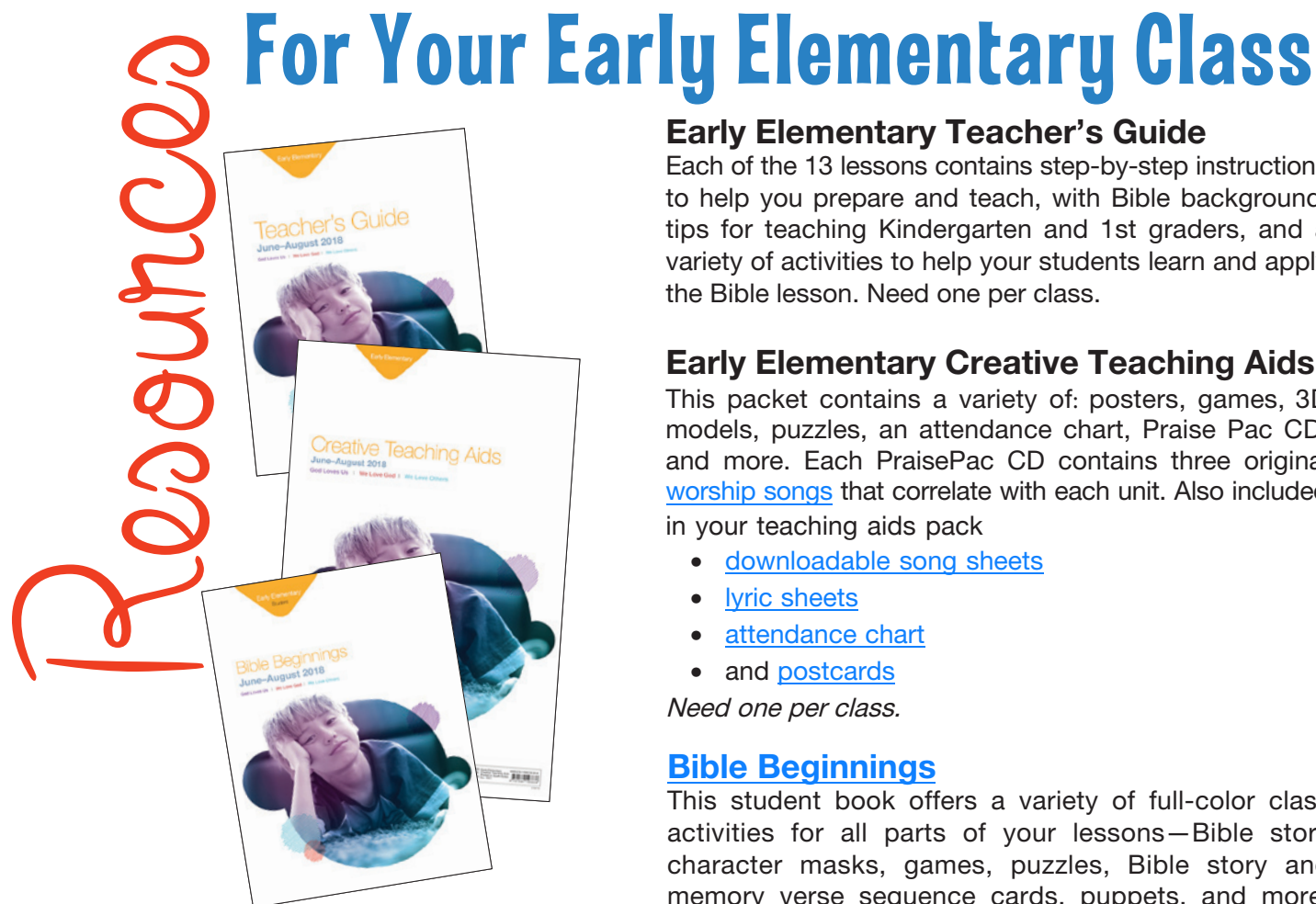
While the subject matter you present is serious in nature, the atmosphere of the room shouldn't be dreary. You don't have to act silly or let chaos reign, but you can enjoy games with students, find joy in their discoveries, and maintain a happy classroom environment.

ACCEPTANCE OF FEELINGS

Children and youth often respond to situations with emotions rather than rational logic. Their reactions may seem childish because they have not learned how to control their feelings or how to think through situations. While you don't need to agree with everything a student says, you can be a sounding board and a sympathetic ear. Be open to the Holy Spirit's guiding as students share their feelings—stopping to pray with a student, give an affirming pat on the back, or even a quick hug may be just what they need.

PRAISE AND AFFIRMATION

Compliment and encourage children and youth frequently, mentioning specific actions you have observed. When students feel valued, they are more likely to participate in learning, and they begin to understand how God loves and accepts them.



For Your Early Elementary Class

Early Elementary Teacher's Guide

Each of the 13 lessons contains step-by-step instructions to help you prepare and teach, with Bible background, tips for teaching Kindergarten and 1st graders, and a variety of activities to help your students learn and apply the Bible lesson. Need one per class.

Early Elementary Creative Teaching Aids

This packet contains a variety of: posters, games, 3D models, puzzles, an attendance chart, Praise Pac CD, and more. Each PraisePac CD contains three original [worship songs](#) that correlate with each unit. Also included in your teaching aids pack

- [downloadable song sheets](#)
- [lyric sheets](#)
- [attendance chart](#)
- and [postcards](#)

Need one per class.

[Bible Beginnings](#)

This student book offers a variety of full-color class activities for all parts of your lessons—Bible story character masks, games, puzzles, Bible story and memory verse sequence cards, puppets, and more. Need one per student.

Bring the Bible to Life for Kids

1 Step 1: Bible Readiness

Scripture makes it clear that God is relational (1 John 3:1; 4:9-10). Our goal is to help students see this part of God's nature by interacting with you and one another. Your goal in Step 1 is to help your students build relationships with you and one another. This step gives your students a chance to share about themselves and their lives, and be active participants in your classroom. You'll be able to guide students to see the connection between their lives and what happens at Sunday school. These conversations will flow naturally into Step 2, your Bible lesson.

2 Step 2: Bible Story

God teaches us through His written Word how to live and relate with Him and one another (Hebrews 4:12; 2 Timothy 3:16). Through Step 2, your class will dive into a portion of God's Word and then review it together. You'll lead the class with relevant questions that guide your students to not only understand what they've just learned, but begin to connect it to their lives. Your class will also have an opportunity to learn the memory verse for the day. Through this step, you'll be able to make sure your students engage in a fruitful discussion about the Bible at their age level.

Make-It/Take-It

Using simple classroom supplies, these craft pages become books, story puppets, pop-up cards, puzzles, and lesson reminders to help the Bible lessons learned at church be meaningful throughout the week at home. Need one per student.

Storytime

Send home this four-page booklet to help Bible lessons thrive in students' hearts and hands as they take Sunday's lessons home. Each weekly paper presents the Bible story, a contemporary story, and family suggestions for extending the Bible lesson at home during the week. Need one per student.



For the Noah's Park Children's Church that correlates with Bible-in-Life, visit our website at DavidCCook.org

Online Teacher Training!
To learn more about teaching and using the resources in a lesson, visit BibleinLife.com

3 Step 3: Bible Activity Choices

God asks us to internalize His Word so we can grow in relationship with Him (Psalm 1:2; 119:97). Step 3 turns your class into a laboratory, giving you a chance to coach your students to a deeper understanding of the Bible passage you've just studied. Activity options provided help students explore the Bible story at their levels, and with their interests so they can truly comprehend and implement God's Word into their day-to-day lives. Your kids can actively work through the Bible story, finding the tangible treasure in the text for themselves.

4 Step 4: Bible Response

The Bible makes it clear that our faith is much more than a list of beliefs. It's also what we do—how we live out what we say we believe. Step 4 is a way for you to encourage life application with your students. Together you'll go over what you've learned and help your students carry the Sunday school lesson into the rest of their week. You'll be able to provide them with practical suggestions for ways to live out their faith in real life so that they can be doers of the Word, not just hearers (Luke 11:28; James 1:22-25).

Supplies

Standard Supplies

- ☐ **Early Elementary Creative Teaching Aids**
- ☐ **Bible Beginnings** (student books)
- ☐ **Early Elementary Make-It/Take-It** (craft books)
- ☐ **Storytime** (take-home papers)
- ☐ Bibles
- ☐ Beanbags or foam balls
- ☐ Building blocks
- ☐ Butcher or chart paper
- ☐ CD player
- ☐ Clear tape, masking tape
- ☐ Construction paper, scrap paper
- ☐ Cotton-tipped swabs and cotton balls
- ☐ Craft sticks
- ☐ Crayons and colored markers
- ☐ Envelopes
- ☐ Fabric pieces
- ☐ Flannel board
- ☐ Glue or glue sticks
- ☐ Paper clips
- ☐ Paper cups
- ☐ Paper fasteners
- ☐ Paper towels
- ☐ Pencils with erasers
- ☐ Play dough (purchased or homemade)
- ☐ Resealable plastic sandwich bags
- ☐ Scissors
- ☐ Song Sheets from Praise Pac
- ☐ Stapler
- ☐ Whiteboard, markers, and erasers
- ☐ Yarn or string

Extra Supplies

Lesson 1

- ☐ Baby doll
- ☐ Basket or box

Optional

- ☐ Bible-time clothes
- ☐ Paint shirts
- ☐ Small cups of water
- ☐ Watercolor paints and brushes

Lesson 2

- ☐ Broom or yard stick

Lesson 3

- ☐ Paper plates

Lesson 4

- ☐ Prepared signs

Lesson 5

Optional

- ☐ Bottle
- ☐ Cups and water
- ☐ Digital camera and printer
- ☐ Duster
- ☐ Plastic bowl
- ☐ Serving tray
- ☐ Snack and napkins
- ☐ Stickers

Lesson 7

- ☐ Large bath or beach towel

Optional

- ☐ Paint shirts
- ☐ Small cups of water
- ☐ Watercolor paints and brushes

Lesson 8

- ☐ Large bath or beach towel

Lesson 9

- ☐ Many soft objects
- ☐ Paper two fish and five loaves
- ☐ 12 containers

Lesson 10

Optional

- ☐ Paint shirts
- ☐ Scroll
- ☐ Self-adhesive clear plastic
- ☐ Small cups of water
- ☐ Watercolor paints and brushes

Lesson 11

- ☐ Beans or other small objects
- ☐ Clothes or canned food
- ☐ Container full of pennies and nickels
- ☐ Get well card
- ☐ Missionary picture or item
- ☐ Offering container

- ☐ Photo of church staff
- ☐ Songbook

Optional

- ☐ Can, vase, or jar
- ☐ Pennies

Lesson 12

Optional

- ☐ Names and address of people needing prayer
- ☐ Yellow felt

Lesson 13

- ☐ Prepared memory verse word card sets

- ☐ Colored pencils
- ☐ Good bouncing ball
- ☐ Index cards
- ☐ Small cups of vegetable oil

Optional

- ☐ Church leader
- ☐ Paint shirts

Preparing your flannelgraph figures:

Attach a piece of velcro to the back of each figure. Depending on the size of the figure, you may want to apply additional velcro pieces.

Prayers & Notes

Use this page to write down prayer requests, notes, or your student's birthday list. You can reference these notes to follow up on your students and then record how their prayers were answered.

Birthdays

LESSON 1

Caring Families

Bible Basis: Exodus 1:6—2:10

Lesson Focus: God wants people in families to care for one another.

Memory Verse: Let us love one another, for love comes from God. 1 John 4:7



[Lesson Video for
Step 2!](#)

1 Bible Readiness:

Through an activity and a discussion about their families, the children will get ready to learn that God wants people in families to care for one another.

- ☐ Brainstorming: Whiteboard and markers
- ☐ Sharing Time: No materials needed

2 Bible Story:

Children will learn how Miriam cared for her brother. Teach Exodus 1:6—2:10: Miriam Cared for Her Brother.

- ☐ Bible Story: Bible, [Teaching Aid 2](#) (from *Early Elementary Creative Teaching Aids*), flannel board
- ⌚ Bible Story Review: One [Bible Beginnings](#) pp. 3-4, scissors
- ☐ Memory Verse Practice: No materials needed

3 Bible Activity Choices:

Children will review and explore how baby Moses' family cared for him.

- ⌚ Bible Story Acting: A basket or box, baby doll; optional: Bible-time clothes
- ⌚ Artist's Easel: [Early Elementary Make-It/Take-It](#) for Lesson 1, washable markers; *optional*: watercolor paint sets and brushes, small cups of water, paper towels, smocks or old shirts
- ☐ Bible Story Sequencing Cards: [Bible Beginnings](#) pp. 3-4, scissors

4 Bible Response:

Children will apply the Bible lesson about how baby Moses' family cared for him by caring for people in their families.

- ☐ [Bible Beginnings](#) pp. 5 -6, pencils, crayons or markers, [Storytime for Lesson 1](#) and [Family Fun Activities Cover](#)



This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of standard materials (on page 6).

Understanding the Bible

Four hundred years after Joseph, the ruling Pharaoh did not remember Joseph and how he helped Egypt. The two million descendants of Joseph (Num. 1:45-46) were a political threat to the king. He feared they might join invading forces approaching from the north, where the Hebrews lived.

To control the Hebrews' growing numbers, Pharaoh ordered them to do forced labor. He ordered the Hebrew midwives to kill all Hebrew baby boys. This plot failed because the midwives feared God more than the king. So Pharaoh ordered all Hebrew baby boys to be thrown into the Nile.

Moses' mother, Jochebed (Exod. 6:20), likely knew where the princess bathed and purposely selected that part of the river. Miriam continued the family care when she offered to get help (Exod. 2:7). Through the care of his family, Moses was spared and went on to lead God's people out of Egypt.

It's interesting that the Hebrew word used for Moses' basket in Exodus 2:3 is the same word used for Noah's ark in Genesis 6. Both Noah and Moses were saved in arks of different sizes!

Teacher Devotional

Family relationships should be supportive and rewarding. But sometimes they are stressful and trying. Whichever category fits your family today, you can be sure that God wants people in families to care for one another.

Read Exodus 1:6—2:10. Exodus tells the story of how God used the resourcefulness of baby Moses' family to spare the child and ultimately deliver His people. How did Miriam and her mother care for the baby in unique yet insightful ways?

Who in your family needs your help? In what ways can you show your care and love?

Miriam stood at a distance and watched to see if her help was needed. Sometimes we are so close to our own family's problems that we can't see who needs us most and how we can best help. You may need to ask God to give you His perspective.

God uses the actions of adults and children in miraculous ways. Be confident of God's desire to use your loving and caring actions in your family. Watch for opportunities. Like Miriam and Moses' mother, be bold in caring for others. Trust God to use your efforts in His divine plan.

When Teaching the Bible to Early-Elementary Students . . .

Today's lesson from the Bible story about how baby Moses' family cared for him provides a good example of how people in families care for each other.

Children this age are still dependent on the care they receive from people in their families. Encourage them not to take their families for granted but to be thankful for all the care they receive from various family members. This may be the first time some of them have been challenged in that way.

Your students are also mature enough to take on some responsibility within the home. By helping them discover how they can care for a family member, you help them understand that their contribution to the family is valuable. Feeling valued is important to children this age.

Whenever you have lessons about families, it helps if you can personalize the lesson to your children's family situations. Do any of your students have new babies at home? Which children have older siblings? Children with no siblings can be encouraged in their relationships with adult family members.

Early Bird Options

Be prepared for children who arrive early by providing one or more of these activities.

Attendance Chart – Write the children's names on the [Fall Attendance Chart](#) (Teaching Aid 1) from your Creative Teaching Aids packet, then place it at your students' height. Ask them to color in the correct space or add a fall sticker. Then let each child choose another activity.



© **Water Exploration*** – Place on a table a shallow baking pan or dishpan with a towel underneath. Pour water about an inch deep into the pan. Put out several common objects such as paper clips, pencils, coins, empty film

containers, rubber bands, small pieces of paper, etc. Let children test the objects by placing them in the water and then group the items by whether they sink or float.

Craft Table – Help the children prepare for today's Bible lesson with this activity that gets them thinking about their families. Put out the [Early-Bird coloring project for Lesson 1](#) from your Make-It/Take-It books. Use the directions on the project to get the first few students started. Ask these children to explain the directions to others as they arrive.



**This activity should be supervised.*

LESSON 1 FOCUS:

God wants people in families to care for one another.

■ Through an activity and a discussion about their families, the children will get ready to learn that God wants people in families to care for one another.

MATERIALS:

- ☐ Whiteboard and markers

1 Bible Readiness

Brainstorming Activity

At the top of your whiteboard, write the title, "People in Our Families." Gather the children around you. Ask the children to name people in their families. As they name people, write them on the paper or board. Make your printing large and easy to read.

Try to keep the suggestions coming at a lively pace. Respond positively to every person named and write each one on your class list. The list your children create will reflect the collection of their unique knowledge and experience. When the brainstorming pace slows down, ask for any more final suggestions. Then point to each name on your list as you slowly read aloud each family person suggested. Have the children repeat each one after you.

Sharing Time

We have listed many different people in our families. Each one of the people in our families needs care from other family members sometime. Let's talk about how the people in our families care for one another.

- ➡ **How do the people in your family care for you?** Accept any person the children identify as "family." Some possible answers might be: Mom makes dinner, Dad or Mom goes to work, my sister helps me with my homework, my brother holds the door for me, my grandma babysits me, my mom takes care of me when I'm sick, and so on.
- ➡ **How do you care for people in your family?** Allow time for all children to share the ways they show care. Reinforce the kindness and helpfulness of their actions. If the children mention things they do for friends, teachers, and other non-family members, gently reinforce how those actions would probably show care for family members too. The children might suggest things they make to give to family members, helpful actions like setting the table and cleaning their rooms, or being kind and loving.
- ➡ **Why should we care for the people in our families?** The children might need several seconds of quiet time to think about their responses. Accept and learn what they think. The children in your class might have very different thoughts on this question. Some answers might be: families get along better, we love our families, God wants us to, I like to be helpful, and so on.

Today we are learning that God wants us to care for the people in our families. Our Bible story is about a Bible-time girl who cared for her baby brother. Let's listen to learn how she cared.

2 Bible Story

LESSON 1 FOCUS:

God wants people in families to care for one another.

LESSON 1

■ Children will learn how Miriam cared for her brother.

MATERIALS:

Bible Story:

- ☐ Bible
- ☐ [Teaching Aid 2](#)
- ☐ Flannel board

Bible Review:

- ① One set of sequence pictures from [Bible Beginnings](#), pages 3 and 4

Study the Bible passage for this lesson and read through the Bible story given below. Prepare the figures of Teaching Aid 2 (see page 6). Practice moving the flannel figures and telling the story.

Before class, create and hang the Bible Timeline. The directions and reproducible are found on the PraisePac CD. You will use the Book of Exodus this week.

In class, bring the children around you. **The Bible is God's Word. The Bible has two parts: the Old Testament and the New Testament. This lesson comes from Exodus in the Old Testament.** Point out Exodus on the timeline and show the children Exodus 1:6 in your Bible. **Exodus tells the story of how God rescued His people out of a land called Egypt.** Keep your Bible open as you tell this story.

Miriam Cared for Her Brother: Exodus 1:6—2:10



(Place Pharaoh, Figure 1, at the upper right of the flannel board.) This was the Pharaoh of Egypt. He was the king of Egypt, but they called him

"pharaoh" rather than "king." Pharaoh said, "These Hebrew families are too big! I should have all of the Hebrew baby boys killed so they can't make their own army and take over my kingdom!"

Pharaoh told his people to kill all the Hebrew baby boys, so they couldn't grow up to fight against him. (Remove king, add mother, Figure 2, with baby, Figure 3 tucked in the slit just above the mother's arm.)

The Hebrew families with baby boys were sad! The Bible tells us what one baby's mother did to protect her baby boy. She did not want her baby boy to be killed so she got an idea for a way to care for him. She made a basket that would float and put her baby in the basket boat. (Remove baby, Figure 3, and place basket, Figure 4, at the center.)

Then the mother hid the basket in the tall grass growing in the Nile River. Miriam, the baby's big sister, watched the basket boat from a distance. (Remove mother, add Miriam, Figure 5, to the upper left.) Miriam knew that God wanted her to care for her baby brother floating in the basket boat.

Miriam stayed near the river to watch the baby in the basket. She didn't know what would happen, but she was ready to do whatever was needed to care for her baby brother.

Soon Pharaoh's daughter, who was a princess, came to the river to wash. (Walk the princess, Figure 6, up to the right of the basket.)

She found the basket and looked inside. "This must be one of the Hebrew children," the princess said. She felt sad for the child.

Miriam knew that the princess liked her brother. (Move Miriam, Figure 5, up to the princess.) Miriam went up and asked, "Shall I get a Hebrew woman to help you with the baby?"

The princess said, "Yes, find someone for me."

Miriam ran home and brought her mother to the princess. (Run Miriam, Figure 5, away and bring her back with her mother, Figure 7.)

The princess said to the mother, "Take good care of this baby for me. When he is no longer a baby, bring him to the palace and I will raise him like my son." (Remove basket, Figure 4; add baby, Figure 3, in the slit in his mother's arms.)

(Remove princess, Figure 6.) The family was happy to have their own son back at home. And Miriam was happy that she was able to care for her baby brother.

After he grew to be a young boy, his mother took him to the palace and he became the princess's son. The princess named the boy Moses because she found him in the water.

Bible Story Review Questions

- ➔ **Why did Moses' mother hide him in a basket on a river?** To protect him from the Pharaoh. She knew God wanted her to protect her baby son.
- ➔ **Who stayed to watch the baby?** The baby's sister, Miriam.
- ➔ **Who found the basket?** An Egyptian princess, the Pharaoh's daughter.
- ➔ **What happened after the Egyptian princess found the baby?** She wanted to keep the baby. Miriam ran to the princess and asked if she wanted help with the baby. Miriam ran to get her mother to help the princess raise the baby.
- ➔ **How did Miriam care for her brother?** Miriam cared by watching at the river, and asking the princess if she wanted help, and going to get her mother to help.

Bible Story Review Activity

Before class, remove pages 3 and 4 from one of the student books, *Bible Beginnings*. Cut apart the four Bible story pictures to use in the following activity.

Place each story card in a different location in the room where they are easily visible to the students. You might place them on tables, chairs, bulletin

boards, walls, etc. Do not place them in order.

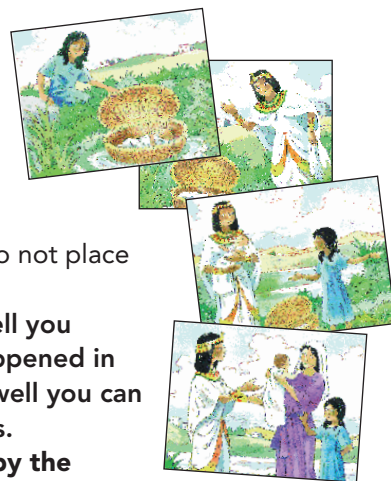
Let's see how well you remember what happened in our story and how well you can follow my directions.

■ **Go and stand by the picture that shows the first part of our story.** The picture of Miriam looking at the baby in the basket comes first in the story. Give help where needed.

■ **Now find the picture that comes next in the story and stand by it.** Check to see that the children are standing by the picture of the princess discovering the baby.

■ **Go to the picture that shows Miriam caring for her brother by offering to go get help.** Check for the picture of the princess holding the baby with Miriam pointing toward home.

Have the children come back together and congratulate them for being such good listeners and for finding the right pictures.



Memory Verse Practice

Our Bible verse helps us remember to love our families by caring for them. Read the verse to the children and talk a little about loving family members because love comes from God.

Children use physical actions to help them remember things. The actions suggested for each phrase physically express the words. Teach the verse and related actions one phrase at a time. When the first phrase and action have been learned, add the second phrase and action. Then add the remaining parts until the entire verse and reference have been learned.

Repeat the verse and actions a few times.

Let us love (cross arms over chest)
one another, (open arms)
for love (cross arms over chest)
comes from God (point up).

1 John 4:7

Memory Verse:

Let us love one
 another, for love
 comes from God
 1 John 4:7

3 Bible Activity Choices

LESSON 1 FOCUS:

God wants people in families to care for one another.

LESSON 1

■ Children will review and explore how baby Moses' family cared for him.

To help the children review and explore what they learned from the Bible story, offer as many of these choices as possible.

The Bible Story Acting allows the children to retell the Bible story in their own words and with action. The art activity will offer a craft that reviews a key part of the Bible story. Children may work together or individually to make and use their own sets of sequencing cards.

Bible Story Acting

- ☉ A basket or box
- ☉ Baby doll
- ☉ *Optional:* Bible-time clothes

This activity lets students work together to act out the Bible story.

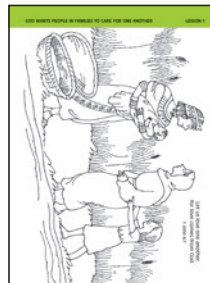
Help children decide which character from the Bible story they would like to play. Using the props, encourage them to retell the Bible story in a dramatic way. Other children in the class may wish to act as an audience for the actors. Children may take turns playing different characters and act out the story several times. Retelling the Bible story in their own words and with dramatic actions will help your class remember the story you have taught.

Artist's Easel

- ☐ [Make-It/Take-It page for Lesson 1](#)
- ☐ Washable markers
- ☉ *Optional:* watercolor paint sets and brushes, small cups of water, paper towels, smocks or old shirts

Invite the children to use either markers or the optional paint supplies to color their pictures. If you are using the watercolor paints, remind the children to rinse their brushes before changing colors of paint.

Occasionally check on the children at this activity. Ask them to tell you what the Egyptian princess might be saying and how the baby's mother and sister would respond.



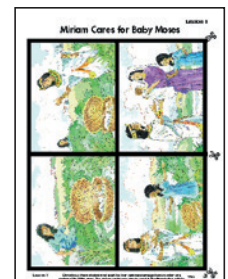
Bible Story Sequencing Cards

- ☐ [Bible Beginnings](#), pages 3 and 4
- ☐ Scissors

This activity allows the children to use their own sets of cards to retell the Bible story or review 1 John 4:7.

Give each child pages 3 and 4 from the student book, *Bible Beginnings*, and scissors. After they cut apart the four cards, they may work together or individually to put the cards in the correct order. Next have them take turns retelling the story or the memory verse using the cards as prompts.

Here is another use of the cards. One child shows one card to his partner. The other child must tell either what happened before or after the scene he is shown. This reinforces the Bible review activity the class did together.



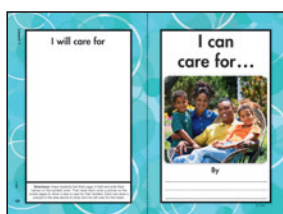
LESSON 1 FOCUS:

God wants people in families to care for one another.

■ Children will apply the Bible lesson about how baby Moses' family cared for him by caring for people in their families.

MATERIALS:

- ☐ [Bible Beginnings](#), pages 5 and 6
- ☐ Pencils
- ☐ Crayons or markers



4 Bible Response

After the children have finished cleaning up, gather them back together with you for the last part of the lesson.

Our Bible story from Exodus about Miriam and her mother caring for baby Moses teaches us that God wants people in families to care for one another. Let's make books to remind us that God wants people in families to care for one another.

Give each child pages 5 and 6 from *Bible Beginnings*. Help the students to complete their books by using these directions: **Fold your Bible Beginnings page in half to make a book. The front of your book says "I can care for . . ." Write your name on the front after the word "By" because you are the author of this book.**

Now open your book and look at the pictures. Each picture shows family members caring for one another. Draw a circle around as many pictures as you want that show ways you can care for someone in your family.

This page is designed to get the children thinking. After a few minutes, ask them to think of just one person in their family that they would like to promise to care for this week. Give them a few minutes to think, then instruct them to turn to the last page of their book where it says "I will care for." Have them draw a picture to show the one special person in their family they would like to promise to care for this week. Give them several minutes to work on their drawings.

- ➊ **Who did you draw and how will you care for him or her this week?** Encourage the children to show their pictures and tell what they plan to do for that person this week.

Seeing God throughout the Week

We learned how Miriam cared for her brother Moses in the Bible story today. This week, have your students look for ways they can care for people in their families.

TAKE-HOMES

- ☐ [Storytime for Lesson 1](#) and [Family Fun Activities Cover](#)
- ☐ Story and Memory Verse Sequence Cards
- ☐ [Artist's Easel Picture](#)
- ☐ ["I Can Care" Book](#)

**Prayer Time**

Close your class time in prayer. You might suggest that children ask God to help them care for the people in their families. Encourage volunteers to pray aloud. Conclude your prayer time with this prayer: **Dear God, Thank You for giving us our families. Help us care for them and show that we love them. Remind us to thank them when they care for us. In Jesus' name. Amen.**

Helpful Families

Bible Basis: Exodus 3—5; 12

Lesson Focus: God wants people in families to help one another.

Memory Verse: Let us love one another, for love comes from God. 1 John 4:7

 [Lesson Video for Step 2!](#)

1 Bible Readiness:

By participating in an activity and a discussion, the children will become ready to learn from this Old Testament Bible lesson that God wants people in families to help one another.

- ☐ Helping Activity: Table
- ☐ Sharing Time: No materials needed

2 Bible Story:

The children will learn about Moses' hard job and who God wanted to help Moses. Teach Exodus 3—5; 12: Aaron Helps Moses.

- ☐ Bible Story: Bible, [Teaching Aid 2 \(Figures 1 and 3-6\)](#) and [3 \(Figures 8-11\)](#) (from *Early Elementary Creative Teaching Aids*), flannel board
- ☐ Bible Story Review: No materials needed
- ☐ Memory Verse Practice: No materials needed

3 Bible Activity Choices:

Children will select activities to review the lesson from the Bible about Aaron helping Moses.

- ☉ Construction Center: Broom or yard stick, chair, butcher paper, construction paper, markers, whiteboard and markers, scissors, tape
- ☐ Story Puppets: [Early Elementary Make-It/Take-It](#) page for Lesson 2, crayons, craft sticks, tape
- ☐ Story Maze: [Bible Beginnings pp. 7-8](#), pencils, crayons

4 Bible Response:

The children will apply the Bible lesson during the week at home by helping people in their families with hard jobs.

- ☐ [Bible Beginnings pp. 9-10](#), pencils, crayons, [Storytime for Lesson 2](#)

☉ This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of standard materials (on page 6).

Understanding the Bible

Moses lived in Egypt 40 years until he killed an Egyptian for beating a Hebrew slave. To avoid Pharaoh's wrath, Moses fled some 200 miles to Midian, an area southeast of the Sinai peninsula. Moses settled with the Midianites, a seminomadic tribe descended from Abraham by Keturah. During the next 40 years, Moses started a family and worked as a shepherd for his father-in-law. "Horeb," meaning "desert," is another name for the same region as Mount Sinai.

There are people who seek to dilute the supernatural. To explain the burning bush as some species of Middle Eastern bush fails to do justice to "the angel of the Lord" and to God's voice. However, we need imagine no booming resonance in God's voice. Note that in 1 Samuel 3:4-14, Samuel mistook God's voice several times for Eli's.

The name by which the Hebrew people called the Lord is Yahweh [YAH-weh]. Whenever "LORD" appears in all capital letters in the NIV or KJV, it represents the sacred name of Yahweh. Whenever the NIV or KJV uses "Lord" it represents the Hebrew name *Adonai*.

Teacher Devotional

During the past week, you've done many different tasks. Some of the tasks were easily done; others required greater toil and effort to complete. What hard tasks did you face this week?

Now think about the tasks that were made easier (or even possible) with the help of another person. Who were your helpers?

You have probably already thanked your helpers for their assistance. Did you also thank God for giving you help? Take a moment now to thank Him for understanding that sometimes you need help.

Some tasks are difficult. When God gives you difficult tasks to do, you can trust Him to help you accomplish them.

Exodus tells how God, at the burning bush, gave Moses a difficult task along with a promise to provide help. Read Exodus chapters 3, 4, 5, and 12. Think about how Moses trusted God's promise to help him.

Teaching young children about God is an important and challenging job. Be assured that God will help you. He gives you many experiences to build upon, instructional tools to use, and the love and support of His family to help you.

When Teaching the Bible to Early-Elementary Students ...

God speaking to Moses through the burning bush is a Bible story that will likely be remembered for many years by the children you teach. The way you teach this Bible lesson and the children's response to God's Word will partly determine what they learn from the miraculous event.

Early-elementary children will certainly be interested in the spectacular work of God in the flaming bush that did not burn up. Maintain the children's attention as you bring them along in the Bible story to learn what God teaches us by providing Aaron to help Moses.

One application of this Bible lesson comes in our willingness to receive help from family members. Children this age have mixed feelings about letting others help them. At times they readily admit they need help and will gladly accept it. However, at other times they want to accomplish tasks on their own and in their own way. This reflects their growing desire to control the outcome and maintain ownership of a project for the satisfaction of knowing "I did it myself."

Early Bird Options

Give children who arrive early something meaningful to do. Provide one or more of these activities.

Games – Let the children get involved with each other to prepare them for thinking about others. Have children play games for two or more—such as tic-tac-toe, checkers, "I Spy," and "Simon Says."

Books and Pictures – Since today's lesson focuses on families, get the children thinking about families. Have the children look at family photos or books about families from the library. Suggest looking for and talking about how people in families help one another.

Story Telling – The children will more likely link today's lesson about Moses to last week's lesson if they review the Bible story from last week. Put out the [Teaching Aid 2 story figures](#). Encourage the children to retell the story of how Miriam cared for her brother.



LESSON 2 FOCUS:

God wants people in families to help one another.

■ By participating in an activity and a discussion, the children will become ready to learn from this Old Testament Bible lesson that God wants people in families to help one another.

MATERIALS:

- ☐ Table

1 Bible Readiness

LESSON 2

Helping Activity

Gather the children on the floor to begin your lesson. Have a table ready in the front of the class. If the table can be easily moved by one of the children, then sit on the table so it will be difficult for a child to move it. Ask a child to come and move the table. Encourage your volunteer to really try even though the job looks hard. After the child tries, ask these questions.

- ➔ **Why can't you move the table?** Let a volunteer identify the problem. Reinforce how hard this job seems to be.
- ➔ **What would help you to do the job?** The child might say he needs you to get off of the table. Acknowledge that that would be one solution but if you don't get off the table, what else would help him do the job?
- ➔ **Who or what could help (volunteer's name) move the table?** Accept all of the ideas suggested from the serious and practical to the funny and imaginative. Let the children enjoy using their imaginations! If you have time, let other volunteers try to move the table.

Sharing Time

We know how to do many things. But sometimes we just aren't able to do what needs to be done. Some jobs are still too hard for us.

- ➔ **What are some jobs or things that are too hard for you?** You might hear about physical challenges like riding a bike, learning sports skills, moving heavy objects, and so on. Some children might talk about things that are hard to learn at school like learning to read or do certain math skills. Some children may talk about personal difficulties or problems at home. You might learn a lot that will help you relate this Bible lesson to the needs of the children in your class.
- ➔ **Who helps you with these hard jobs?** Encourage all of the children to get involved in sharing their experiences even if they are repeating the name of a person already suggested. You will likely hear about family members, friends, teachers, etc.
- ➔ **What hard job has someone in your family helped you with?** Encourage everyone to share a hard job and tell who helped them. Reinforce how people in families help one another with hard jobs by restating each mention of a family member who helped.

Today's Bible story is about Moses and a hard job that God told Moses to do. As I tell our Bible story, listen to learn what hard job God asked Moses to do and who God wanted to help Moses.

LESSON 2 FOCUS:

God wants people in families to help one another.

2 Bible Story

■ The children will learn about Moses' hard job and who God wanted to help Moses.

MATERIALS:

Bible Story:

- ☐ Bible
- ☐ [Teaching Aid 2 \(Figures 1 and 3-6\)](#)
- ☐ [Teaching Aid 3 \(Figures 8-11\)](#)
- ☐ Flannel board

Prepare to tell this Bible story by reading the chapters in Exodus and the Bible story given below. Add velcro to the figures of Teaching Aid 3 (see page 6). Arrange the flannel figures in the order they will be used in the story. When you tell the story, add some drama to your voice when different characters speak to make the story more interesting to listen to.

In class, let the children get arranged so they are comfortable and able to see the flannel board. Refer to the Bible Timeline. You will again use the Book of Exodus this week. **Today's story comes from the Book of Exodus. Exodus is an Old Testament book that teaches us about God and His people.** Show the children where Exodus is found in your Bible. Then turn to Exodus 3. Place your open Bible next to you as you tell the story so the children realize the story comes from God's Word. Save the figures for use in later lessons.

Aaron Helps Moses: Exodus 3—5; 12



Last week we learned how Miriam cared for her baby brother. (Place Figure 5 in one corner of the board. Place Figure 4 near Miriam.)

The princess who found the baby named him Moses. (Add Figure 6.) Moses grew up in the palace as part of Pharaoh's family. Pharaoh was the king of Egypt. (Remove Miriam, baby Moses. Have the children repeat "pharaoh" after you.)

(Add Pharaoh, Figure 1, and Moses, Figure 8.) When Moses was an adult, he left Egypt and moved to another country, where he became a shepherd. (Next to Moses, add the sheep, Figure 9.)

One day as Moses watched his sheep, he saw a fire in the distance. It looked like a burning bush. (Add bush, Figure 10, to the opposite corner of the board.) Moses went closer to look. The fire seemed to come from the bush, but the bush didn't burn up! (Move Moses, Figure 8, nearer the bush.)

This burning bush got Moses' attention. "I don't understand," Moses said to himself. "Why doesn't the bush burn up?"

As Moses went closer, a voice called Moses from within the bush, "Moses! Moses!" (Move Moses nearer the bush.) Moses stood very still and listened. It was God! God was talking to Moses from the burning bush.

God said, "Pharaoh who is king of Egypt has been mean to My people. I want you to talk to Pharaoh. Tell him to let My people leave his country."

"Oh no," cried Moses. "Please don't send me. It's so hard for me to talk to other people." Moses knew that Pharaoh would not want to let God's people go because they gave him a lot of free work. Talking with Pharaoh would be very difficult.

God told Moses not to worry. He would help Moses speak. But Moses was still afraid.

So God said He would have Moses' brother, Aaron, help Moses talk to Pharaoh. (Remove sheep and bush; place Aaron, Figure 11, next to Moses.)

Moses went back to Egypt. Aaron helped Moses talk to Pharaoh. (Place Pharaoh, Figure 1, in the center of the flannel board, with Moses and Aaron on opposite sides of him.) They told him, "You must let God's people go."

But Pharaoh said, "No." (Remove Pharaoh, Figure 1.)

God performed many miracles to convince Pharaoh to let God's people leave Egypt. (Place Pharaoh, Figure 1, between Moses and Aaron.) Pharaoh finally told Moses and Aaron to take the people and leave. (Remove Pharaoh.) Moses and Aaron led God's people to a place far from Egypt.

With Aaron's help, Moses was able to do this hard job for God. Just as Moses' brother helped him, God wants people in families to help one another.

Bible Story Review Questions

- ➡ **What did Moses do after he became an adult?** Moses moved to another country and became a shepherd.
- ➡ **How did God talk to Moses?** God talked to Moses from within a burning bush.
- ➡ **What hard job did God ask Moses to do?** God asked Moses to go back to Egypt and tell Pharaoh to let God's people leave Egypt.
- ➡ **Who did God want to help Moses?** God wanted Aaron, Moses' brother, to help.
- ➡ **What do you think Moses felt when God told Moses He was sending Aaron to help?** Possible answers might be: Moses was happy; Moses was glad God wants people in families to help one another; Moses was glad he had a brother; and so on.
- ➡ **Who does God want to help one another?** God wants people in families to help one another.

Bible Story Review Activity

This dramatic review is especially suited to the children who feel less qualified at telling their knowledge but comfortable showing what they know. Check for appropriate actions and expressions,

but allow for individual difference in style. Ask the children to stand in spots where they won't touch each other.

■ **Moses left Egypt to go to another country. Show me how Moses would get there.** Children should walk in place.

■ **Moses took care of the sheep. Show what Moses might do to take care of the sheep.** Children might stand as if they are holding a shepherd's staff while watching sheep or they pretend to pet the sheep or show it where grass is.

■ **Act out what Moses did when he saw a fire in the distance.** Children should look, maybe holding hands to their brows as if shading their eyes. Some might walk toward an imaginary bush.

■ **Show what Moses did when he went up to the burning bush.** Children might walk slowly or scratch their heads and make a puzzled or confused expression. Others might act like they are listening.

■ **Act out what Moses did after God told him to go talk to Pharaoh.** Children might say, "Please don't send me." Others might shake their heads no.

■ **Show how you think Moses felt when God said He would send Aaron to help.** Children might smile or jump with joy to show they are happy or relieved.

Memory Verse Practice

In 1 John 4:7 God's Word teaches us to love one another. Moses' brother, Aaron, showed love for Moses by helping with a hard job. Let's practice our Bible memory verse to this clap and chant rhythm. Join me when you can.

Start this clap and chant at a comfortable pace. Emphasize the rhythm and the repetition. Repeat the chant several times so the children can learn it and join you.

Let us love (clap, clap, clap)

Let us love (clap, clap, clap)

Let us love one another, (clap, clap, clap)

Let us love (clap, clap, clap)

Let us love (clap, clap, clap)

Let us love one another, (clap, clap, clap)

for love comes from God (hold arms and hands up).

1 John 4:7

Memory Verse:

Let us love one
another, for love
comes from God.
1 John 4:7

LESSON 2 FOCUS:

God wants people in families to help one another.

3 Bible Activity Choices

■ Children will select activities to review the lesson from the Bible about Aaron helping Moses.

Offer as many of these activity choices as you are able. The Story Maze asks children to retrace the sequence of events in the Bible story. The Story Puppets help the children retell the Bible story and apply its lesson into their lives at home. The Construction Center works well for students who like to be physically active as they learn. Acting out the story will help these students remember the story of how Moses was helped by his brother Aaron.

Construction Center

- ☒ Broom or yard stick
- ☐ Butcher paper
- ☐ Chair
- ☐ Construction paper
- ☐ Markers
- ☐ Scissors
- ☐ Tape
- ☐ Whiteboard and markers

This dramatization of today's Bible story can be as simple or as elaborate as you choose. Help students divide the Bible story into a few key scenes such as Moses leaving Egypt, Moses and the burning bush, Moses and Aaron talking to Pharaoh, etc. Suggest simple props. A broom or yard stick can become Moses' shepherd staff.

Help children build the places in the Bible story right in your room. For example, they might draw mountains and fields with sheep on the board. Masking tape could mark the long trail from the mountains back to Egypt. Tables set on their edges with a chair for Pharaoh's throne could make the meeting room where Moses and Aaron talked with Pharaoh. After rehearsing, suggest students present the story for others to watch.

Story Puppets

- ☐ [Make-It/Take-It](#) page for Lesson 2
- ☐ Crayons
- ☐ Craft sticks
- ☐ Tape

Let the children make these puppets for retelling the Bible story and creating puppet plays about people in their families helping one another.

Show the page as you explain how the children separate and fold the figures to become puppets. Ask children to color and draw faces on the contemporary figures so they look like people in their families. Let children tape a craft stick to the back of each puppet to use as a handle. Ask them to get together with partners to create puppet plays of the Bible story from Exodus and their own plays of how people in their families can help one another.

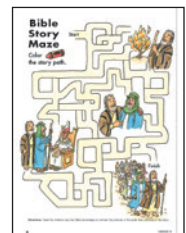
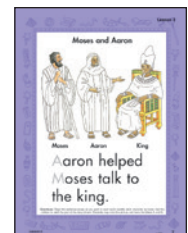


Story Maze

- ☐ [Bible Beginnings, pages 7 and 8](#)
- ☐ Crayons
- ☐ Pencils

Show page 8. Tell the children to color the path that connects the pictures in story order.

On page 7, tell the children to trace the letters "A" and "M" and finish coloring the picture. Have children work with a partner to use these pages to retell their favorite part of the Bible story.



LESSON 2 FOCUS:

God wants people in families to help one another.

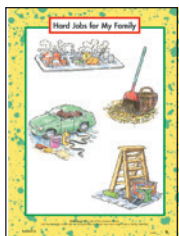
4 Bible Response

LESSON 2

■ The children will apply the Bible lesson during the week at home by helping people in their families with hard jobs.

MATERIALS:

- ☐ [Bible Beginnings](#), pages 9 and 10
- ☐ Crayons
- ☐ Pencils



We have learned from the Bible that God wants people in families to help one another. Let's think about some of your family's hard jobs.

Hand out *Bible Beginnings*, page 9. Point to each word as you read aloud the title.

- 🕒 Here are jobs that people in our families might need help doing. What are the jobs these four pictures show? (Washing dishes, picking up leaves, washing a car, and painting.)

Draw a circle around the pictures that show hard jobs someone in your family might need help doing. Ask the children to turn their pages over. Point to each word as you read aloud the title.

Think of a job someone in your family will do this week. Draw a picture showing how you can help and finish the sentence below your picture. As you talk with the children about their work, ask them who they are planning to help. Let them write that person's name after the words "I will help" at the bottom of the page. You may need to spell or write the name for them.

Seeing God throughout the Week

This coming week have your students look for ways they can show their family care. Talk about how being a good listener and showing kind actions will show their love for one another.

TAKE-HOMES

- ☐ [Storytime](#) for Lesson 2
- ☐ [Bible Story Maze and Picture](#)
- ☐ Story Puppets
- ☐ "I Will Help" Plan



Prayer Time

God wants people in families to help one another. Let's ask God to help us do the things we have planned. Teach this prayer and invite volunteers to pray this prayer aloud. **Dear God, Thank You for my family. Please help me be a helper for my family. In Jesus' name. Amen.**

LESSON 3

Learning from My Family

Bible Basis: Exodus 18

Lesson Focus: God wants us to learn from our families.

Memory Verse: Let us love one another, for love comes from God.
1 John 4:7

LESSON 3



[Lesson Video for
Step 2!](#)

1 Bible Readiness:

Two short activities will help prepare the children to learn that God wants us to learn from our families.

- ☐ My Family Says Game: No materials needed
- ☐ Sharing Time: No materials needed

2 Bible Story:

Children will discover that Moses learned from someone in his family. Teach Exodus 18: Moses Learned from Jethro.

- ☐ Bible Story: Bible, [Teaching Aid 3, Figures 8, 11-15](#) (from *Early Elementary Creative Teaching Aids*), flannel board
- ☐ Bible Story Review: No materials needed
- ☐ Memory Verse Practice: No materials needed

3 Bible Activity Choices:

Activity choices give the children opportunity to practice what they have learned in the Bible story from Exodus 18.

- ⌚ Wheel of Choices Craft: [Early Elementary Make-It/Take-It for Lesson 3](#), paper fasteners, crayons, colored pencils or markers; *optional*: small paper plates and glue
- ☐ [Storytelling Finger Puppets: Bible Beginnings pp. 11-14](#), scissors, tape or glue
- ☐ "Learn from My Family" Game: No materials needed

4 Bible Response:

The children will use what they have learned from this lesson about Moses and Jethro by learning from people in their families during the week ahead.

- ☐ [PraisePac CD](#) (from *Early Elementary Creative Teaching Aids*), CD player, [Storytime for Lesson 3](#)



This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of standard materials (on page 6).

Understanding the Bible

While traveling to the promised land, the Israelites camped at Rephidim, near Mount Sinai. Because Zipporah's father lived in the area, she went with her two sons to visit him.

After their visit, Jethro escorted Zipporah and her sons back to the Israelite camp. This was when he observed Moses judging disagreements between the Israelite families. The people brought their arguments to Moses—God's spokesman. Moses resolved each case and told them God's rules and laws (Exod. 18:16).

Jethro realized that Moses had taken on too much, for the people complained to Moses "from morning till evening" (vs. 13).

By listening to and following Jethro's advice, Moses became a more effective leader. The people were better served, others could contribute and develop their leadership skills, and Moses could attend to higher duties. Judgments reached in these case-by-case settlements established precedents for future decisions. The laws recorded in Exodus 21—23 confirm the precedents set by Moses and the other judges.

Teacher Devotional

Moses welcomed his visiting father-in-law, Jethro, by inviting him to his place of work. The twist in the story is that the event actually turned into a job performance review and a new job description for Moses!

Read Exodus 18 to learn how this unusual turn of events happened.

Moses displayed his constant willingness to learn and improve, from any source that advised according to the will of God (vs. 23). He listened to the suggestions from Jethro and followed the advice.

How do you respond to family members who give advice?

Do you think of them as meddlers, or helpers?

What can you learn from the example of Moses?

The children you teach are forming their own attitudes toward learning. As you model a willingness to learn and change, you can help them gain a positive outlook on learning. A teachable heart submitted to God is their key to lifelong spiritual growth.

When Teaching the Bible to Early-Elementary Students . . .

Family members are the first and most influential teachers that children have. This fact is especially important for teaching spiritual matters.

Children this age feel strong attachment to their families. Enhance this connection by helping the children understand the importance of family members for learning. Children don't always know when they need advice. Your lesson can prepare the children for future learning experiences by helping them understand that God has provided people to help them learn. Prompt the children to talk about things they have learned and who taught them these things. Reinforce the value of constructive teachers and especially family members.

Be sensitive to children who come from non-Christian families. Though they may not get spiritual instruction at home, help children value the many ways their families help them learn.

Early Bird Options

Give children who arrive early something meaningful to do. Provide one or more of these activities.

Clay Table – Help the children get ready to learn about Moses and Jethro. Make a few four-inch-square cardboard pieces. Write “M” on some and “J” on others. Have the children make long rolls of clay. Then shape the clay on top of the letter on cardboard. Some students may want to form other letters or “Moses” with clay on the table.

“Simon Says” – Since Exodus 18 tells how Moses learned from his family, let the children practice an important skill for learning. Have the children play the listening game “Simon Says.” Direct the child

leader to give directions for actions. Listening to directions is important for learning!

Family Books – Help children focus on their families in today's lesson by creating little books. Set out sheets of construction paper cut in half and markers. Invite each child to make a book about his family by writing or drawing about a family member on individual sheets of paper. Have the child add covers and staple the sheets together into a book.

LESSON 3 FOCUS:

God wants us to learn
from our families.

LESSON 3

■ Two short activities will help prepare the children to learn that God wants us to learn from our families.

MATERIALS:

- ☐ None needed

1 Bible Readiness

My Family Says Game

Let's play a game we will call "My Family Says." It's like "Simon Says" except the leader names people in our families rather than Simon. For example, if I say, "Father says jump up and down," you should jump up and down. But if I say, "Jump up and down," you shouldn't jump because no family member was named.

As you play, challenge the listening skills of your children by trying to get them to follow your actions when you don't name a family member. Or remain still for actions they should do. Have fun!

Here are some suggested commands:

Father says, put one hand on your head.

Grandma says, stand on one foot.

Jump really high!

Your mother's father says, raise your right hand.

Little brother says, spin around on one foot.

Spin around again!

Uncle says, touch your head.

Continue the game as time and enthusiasm indicate. When you are ready to begin sharing time, use this final command:

Mother says, sit down quietly.

Sharing Time

You sure know family members, and you listen well too. Here are some more quick actions to do right where you are sitting. Pretend you are:

- Brushing your teeth
- Tying your shoes
- Combing your hair
- Eating an ice cream cone

- ➡ **Who taught you to do all of these things?** Try to get everyone responding and participating. You will likely hear about family members, but teachers, day care providers, and friends might also be named.
- ➡ **Name something you can do. Who taught you how to do it?** Encourage every child to participate. Appreciate each response even if the teacher was not a family member or an idea is repeated.
- ➡ **What are some things you still can learn from people in your family?** Some might be about new academic skills in school subjects like how to add, or physical activity and sports skills like roller skating, throwing a ball, or bicycle riding.

Since we were babies, people in our families have been helping us learn. Today's Bible story is about Moses and a time he learned something from a family member. Listen to our Bible story from Exodus 18 to learn who taught Moses and what Moses learned.

2 Bible Story

LESSON 3 FOCUS:

God wants us to learn from our families.

■ Children will discover that Moses learned from someone in his family.

MATERIALS:

Bible Story:

- ☐ Bible
- ☐ [Teaching Aid 3, Figures 8, 11-15](#)
- ☐ Flannel board

Before class, study Exodus 18 and the Bible story given below. Prepare any remaining figures from Teaching Aid 3 (see page 6). You might want to mark the parts you will emphasize or the character dialogue. Let your voice and expressions portray the characters in the story. Move the figures on your flannel board as you practice the story.

In class, when the children are listening and able to see the flannel board, refer to the Bible Timeline. Ask a child to find Exodus on the timeline. Explain that Exodus is a book in the Old Testament which teaches us about God through things He did for His people. Open your Bible to Exodus 18. Show the children the verses. Keep your Bible open to the Exodus passage as you tell the Bible story.

Keep the figures to use in later lessons.

LESSON 3

Moses Learned from Jethro: Exodus 18



(Place Moses, Figure 8, on the right of your flannel board.) Moses led the Israelite people out of Egypt to a new land that God would give to them. They

traveled and camped along the way to their new home. One time they camped near the home of Moses' father-in-law, Jethro. (Explain father-in-law to the children.)

Jethro came to visit Moses at the Israelite camp. (Place Jethro, Figure 12, next to Moses.) Moses told Jethro about how good God had been to him and the Israelite people. Moses talked about the miracles God performed to bring the people out of Egypt. Jethro was glad to hear everything Moses said.

The next day Jethro stayed with Moses. Jethro asked, "What will you do today, Moses?" Moses said, "I will listen to people who cannot solve their problems. I'll explain God's rules so they know what God wants them to do. You may watch me."

So many people wanted Moses to listen to their problems that they had to wait their turn. The people were already unhappy with each other because they had arguments to settle. And they didn't enjoy standing in the hot sun all day waiting for a turn to let Moses settle their little fights. (Line up the groups of people, Figures 13, 14, and 15 in front of Moses.) He told each group what God

wanted them to do about their problems. (Walk one group away and move the next group up to Moses. Repeat with the next group of people.) Jethro watched Moses from morning till night. (Remove all groups of people.)

At the end of the long day, Jethro asked Moses why he was trying to listen to so many people.

"Because I am the only one they can ask about God's laws," said Moses.

Jethro said, "Moses, there are too many people for you to see all by yourself. You need some help!" Jethro went on, "Moses, let me help you learn a better way. You should choose some good helpers. Let them listen to the people and help them with the easier things. When something hard comes up, let your helpers bring the problem to you."

Moses listened to Jethro's teaching and followed the advice. Moses found helpers to listen to the people and tell them what God wanted them to do. (Place Aaron, Figure 11, with people, Figure 14. Place Jethro, Figure 12 with people, Figure 15.)

The helpers Moses picked taught the people about God's laws. (Replace people, Figure 14 with people, Figure 13.) They took the hard problems to Moses. (Walk Aaron, Figure 11, and the people, Figure 13, to Moses.)

Now Moses had time to help the people who really needed him. (Remove all figures except Moses.) Everyone was better off because of what Moses learned from his family.

God wants us to learn from our families, too.

Bible Story Review Questions

- ➡ **Who did Moses learn from?** Moses learned from his family: Jethro, his father-in-law. You may want to explain that Jethro was the father of Moses' wife.
- ➡ **What problem did Jethro see that Moses had?** Moses had to help God's people solve their problems. There were so many people that it took Moses a very long time.
- ➡ **What did Moses learn from his family?** Moses learned that he should get some people to help him so his work would be easier.
- ➡ **How did Moses learn from Jethro?** Moses learned by having Jethro watch him work, and then listening to Jethro's advice.
- ➡ **What shows you that Moses really did learn from Jethro?** Moses followed Jethro's advice.
- ➡ **Who wants us to learn from our families?** God wants us to learn from our families.

for each prompt. Reinforce their appropriate understanding of the Bible story. Have the children stand quietly while you give the prompt, then act out the prompt when you are done talking.

■ **Act out how the people who had problems looked and felt while waiting to see Moses.**

Children should act mad, angry, upset, hot, impatient, etc. They might show mean faces, shake their fists, or pound their fists on a table, etc.

■ **Show how you think Moses felt after listening to angry people all day.** Children should act tired, bored, and unhappy. The children might yawn, or lie down, etc.

■ **Tell me what Moses might have said after he heard Jethro's advice.** Children might say, "Wow, what a good idea," "Thanks for the help!" etc.

■ **Show how you think the people felt when they didn't need to wait in line to get help with their problems.** Children should express and demonstrate happiness. They might smile, jump up and down, shout hooray, etc.

Bible Story Review Activity

This dramatic review will help the children remember the benefits that Moses and the people gained when Moses learned from his family member. You might talk with the children about their active responses

Memory Verse Practice

The week-after-week repetition of this verse will give the children opportunity to develop long-term memory of this key Bible verse.

The Bible teaches that God wants us to learn from our families. Family members show us love by teaching us about God. We can show love by learning from them. Our memory verse reminds us to love one another.

Invite a small group of volunteers to stand together and say the verse together as a verse choir. Then let each choir member invite another child to join the choir. Lead the larger choir to say the verse together again. Let each choir member invite another child to join the choir. Have the choir say the verse together. Continue the pattern until everyone is saying the verse together.

Memory Verse:

Let us love one
another, for love
comes from God.
1 John 4:7

3 Bible Activity Choices

LESSON 3 FOCUS:

God wants us to learn from our families.

■ Activity choices give the children opportunity to practice what they have learned in the Bible story from Exodus 18.

To help the children practice and extend the Bible lesson of Moses learning from his family, provide one or more of these choices for the children. Wheel of Choices will work well at a table. Let children work in pairs to use the Storytelling Finger Puppets. The "Learn from My Family" Game is easy to get started but will require a bit larger area.

LESSON 3

'Learn from My Family' Game

Teach this variation of Mother-May-I? Ask a volunteer leader to be a pretend mother or father. The other children stand on the start line. Players take turns asking, "Mother/father may I move toward you?" The leader answers by telling the players how to advance. Example answers are: giant step facing forward, baby step facing backward, a hop on one foot facing forward, etc. The first player to reach the finish line becomes the next leader.

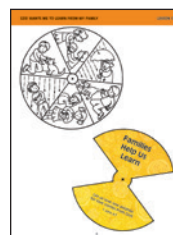
Help the participants evaluate what they are doing by asking the players these questions. **What are you learning from the leader when you ask, "Mother may I move toward you?"** (We are learning how we will move forward.) **What are you doing to learn from the leader/pretend mother?** (We are asking questions, listening to learn, and following the instructions.)

Wheel of Choices

- ☐ [Make-It/Take-It for Lesson 3](#)
- ☐ Paper fasteners
- ☐ Crayons
- ☐ Colored pencils or markers
- ⦿ *optional:* small paper plates and glue

This simple craft can help students apply the Bible story focus to their everyday lives. Use the directions on the project to teach the children how to attach the picture wheel and cover.

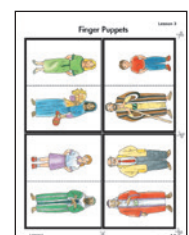
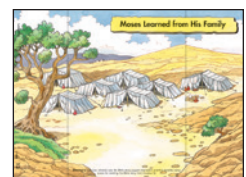
When you visit this activity, ask the children to identify the good choice in each situation pictured on their wheels, and talk about how family members help us learn right from wrong.



Storytelling Finger Puppets

- ☐ [Bible Beginnings, pages 11-14](#), scissors
- ☐ Tape or glue

Follow the instructions to make finger puppets that help tell our Bible story. Listen to some children tell the Bible story or create a present-day story. Ask questions to help the children improve their storytelling. For example: **How can you show us how Moses felt about Jethro's help?** Talk about their present-day puppet plays: **In (student's name) puppet story, who learned from a family member?**



LESSON 3 FOCUS:

God wants us to learn from our families.

LESSON 3

■ The children will use what they have learned from this lesson about Moses and Jethro by learning from people in their families during the week ahead.

MATERIALS:

- ☐ [PraisePac CD](#) from Creative Teaching Aids
- ☐ CD player



4 Bible Response

As the children finish cleaning up, play the song [“A Special Gift”](#) from the PraisePac CD. When everyone has gathered together again, use this discussion to complete your lesson.

We learned from our Bible story that Moses learned from Jethro, his father-in-law. This Bible lesson is important for us because God also wants us to learn from our families.

- ➔ **What new things would you like to learn from someone in your family?** Let the children share their ideas. Accepting all the ideas that are shared will encourage participation.

Early-elementary children are very concrete in their thinking. Use your knowledge about the children’s interests to suggest specific areas and activities that members of their families might be teaching them during the coming week. Answers might include a new physical skill, reading or math skills, new attitudes, etc.

- ➔ **Choose one thing you would like to learn this week. Who in your family will you ask to help you?** This question invites the children to commit to applying the Bible lesson during the week. By encouraging specific responses, you help the children form plans that have a better chance of succeeding. Accept any answers.

God wants us to learn from our families. You have some good plans to do what God wants.

Seeing God throughout the Week

We learned how Aaron helped his brother, Moses, do a hard job for God. Ask them how they can help their families. Encourage them to find ways to help their family members this coming week.

TAKE-HOMES

- ☐ [Storytime for Lesson 3](#)
- ☐ [Finger Puppets and Stand-up Scenes](#)
- ☐ [Wheel of Choices Craft](#)



Prayer Time

Let’s thank God for our families and ask Him to help us learn from the people in our families.

Share prayer requests; invite the children to share things they want to pray about. When all who wish to share have done so, quickly restate each praise or request. Then allow volunteers to pray aloud. As you close your prayer time, pray for any requests that have not been prayed for.

Love Our Families



Bible Basis: Ruth 1—4

Lesson Focus: God wants us to love our families.

Memory Verse: Let us love one another, for love comes from God. 1 John 4:7

1 Bible Readiness:

By participating in a lively activity and a conversation, the children will get ready to learn from Ruth 1—4 that God wants us to love our families.

- ☐ Jumping Game: No materials needed
- ☐ Sharing Time: No materials needed

2 Bible Story:

Children will learn from the Bible story how Ruth showed love to her family. Teach Ruth 1—4: Ruth Loved Naomi.

- ☐ Bible Story: Bible, Teaching Aids [4](#) and [5](#) (from *Early Elementary Creative Teaching Aids*)
- ☉ Bible Story Review: [Teaching Aid 5](#) (from *Early Elementary Creative Teaching Aids*), construction paper signs, tape
- ☐ Memory Verse Practice: [Bible Beginnings p. 18](#), crayons

3 Bible Activity Choices:

Through activity choices, the children will practice and explore ways to love their families.

- ☐ Make a Book: [Bible Beginnings pp. 15-16](#), scissors, pencils, crayons, stapler; *optional*: construction paper
- ☐ Bible Story Puppets: [Early Elementary Make-It/Take-It for Lesson 4](#), tape, glue; *optional*: [Teaching Aid 4](#) (from *Early Elementary Creative Teaching Aids*), craft sticks, envelopes or plastic sandwich bags
- ☐ Acting Out Love: No materials needed

4 Bible Response:

Children will apply the Bible lesson at home during the week by showing love to their family members.

- ☐ Whiteboard and markers, [Bible Beginnings p. 17](#), pencils, crayons or markers, [Storytime for Lesson 4](#)

☉ This symbol will appear whenever preparation takes more than five minutes or whenever supplies are needed that are not included on the list of standard materials (on page 6).

Understanding the Bible

A famine caused Elimelech and Naomi to move with their two sons, Mahlon and Kilion, from Bethlehem to the country of Moab, east of the Dead Sea (Ruth 1:1). The move was probably difficult because of the strife between the Israelites and Moabites. The Moabites had never forgiven the Israelites for trespassing their area during Israel's travel to Canaan (Num. 22:1-4).

Over a 10-year period Elimelech, Mahlon, and Kilion died.

Naomi encouraged the widows of her dead sons, Orpah and Ruth, to go to their own homes, where they would have a better chance of remarrying (Ruth 1:8-9).

Orpah went home, but Ruth announced her devotion to Naomi in a beautiful declaration of love (vs. 16). Ruth saw Naomi live out her faith so well that Ruth found faith in God. Ruth's faith influenced her loyalty to the people she adopted as her family. Ruth's faith in God and her devotion to her mother-in-law were rewarded with protection, care, and a legacy in God's work among His people. God provided for Ruth's and Naomi's physical needs and honored Ruth by making her the great-grandmother of David and an ancestor of the Messiah.

Teacher Devotional

The life of Ruth shows us “love one another” in action. Ruth stayed with Naomi, rather than move away for other opportunities. She devoted herself to daily family chores. Ruth sacrificed to show her love. Read through the Book of Ruth to see love in action!

Ruth is one example we all should learn to follow early and practice throughout our lives. God can use the lesson you present through storytelling and activities to launch the children in your class into a life of loving others.

Your example of loving others also has a big part in this lesson. But we don’t always have to make the big sacrifices Ruth chose. Being faithful to your class with a well-prepared lesson each week is a type of sacrificial love. Spending time playing, talking, listening, reading together, sitting together, or just being there are simple yet needed expressions of love.

Try it yourself! Take a minute or two to show your love for a family member. Give a hug, a kind word of appreciation, or write a short note to express your love for another. Make an effort to reach out to the children in your class who need something extra. When you gather with the children, express your love for them in the same simple yet powerful ways.

When Teaching the Bible to Early-Elementary Students ...

The life story of Ruth recorded in the Book of Ruth shows us what sacrificial love means in a family setting. This lesson can help the children in your class develop their desire to show love for the people in their families.

Most children this age still enjoy doing little things to demonstrate their love. Acknowledge the ways children show their love by giving, sharing, and helping. Focus on what they can do and are able to learn to do right now. Try to not draw attention to helpful tasks the children can’t do yet because they lack the experience, skill, or strength.

Be sensitive, however, to children who shy away from physical affection. Their temperament or their family practice may make that uncomfortable for them.

During the early school years children like to help because it gives them a sense of participation and responsibility that comes with growing up. This lesson will teach the children that they show love by helping.

Early Bird Options

Writing Practice – Let the children become familiar with the name of a character in today’s Bible lesson. Print “Ruth” and “R” on the board. Provide a dishpan or cookie sheet with dry rice. Let the children copy your handwriting of “Ruth” and “R” with their finger in the rice. You can also let children shape letters from clay or write them on the board.

Finding Food Pictures – Let the children combine their knowledge to explore the food that Ruth collected for Naomi. Put out books and magazines with pictures of food. Ask the children to find pictures of food, especially ones that are made with wheat, rice, and other grains.

Story Telling – Children learn by talking. Encourage them to talk about the Bible. Provide [Teaching Aid 2](#) and [Teaching Aid 3, Figures 8, and 11-15](#), that were used for last week’s lesson, for the children to retell each other the Bible story.



LESSON 4 FOCUS:

God wants us to love our families.

■ By participating in a lively activity and a conversation, the children will get ready to learn from Ruth 1—4 that God wants us to love our families.

MATERIALS:

- ☐ None needed

1 Bible Readiness

Jumping Game

Everyone squat down so you are sitting on your ankles and calves. You might demonstrate a squatting position. Be ready to jump up. When I name an activity that shows love for people in your family, jump up. Let's find out if you are ready. Here's an example.

■ **We show love for our families by hugging.** (The children should jump up to show that hugs show love. Have the children squat down again to be ready for the next one.)

■ **We show love for our families by sharing what we have.** (The children should jump up then squat down to be ready again.)

■ **We show love for our families by being polite and kind.** (The children should jump up again.) Continue the activity as time allows and enthusiasm continues. Here is a list of more activities to name: We show love for our families by holding hands, going to church, talking with each other, spending time, making dinner, feeding the baby, cleaning the house, etc.

Wow, we can show love to the people in our families in a lot of ways!

Sharing Time

Let's talk more about showing love for our families.

➡ What are ways your family shows love for one another?

Children develop ownership in your lesson when they participate. Encourage every child to share from his or her experience. Appreciate each idea shared even if ideas are repeated. You might hear a variety of answers such as giving gifts, forgiving each other, helping others when they are sick, and so on. Encourage the children to be specific in their examples.

➡ How does it feel when you show love to someone?

Let the children share their opinions. Acknowledge their answers, but it is not necessary to identify them as right or wrong.

➡ Why do you think it is important to love our families?

This question will get the children thinking on a different level. Give them plenty of time to silently think about how to answer. Some responses may be because God wants us to, it makes them feel better, I like to do it, etc.

Today's Bible story is about a woman named Ruth. She chose to show love to her family even though it was not easy. Let's listen to learn how Ruth showed love for her family and who wanted her to do this.

LESSON 4 FOCUS:

God wants us to love our families.

2 Bible Story

■ Children will learn from the Bible story how Ruth showed love to her family.

MATERIALS:

Bible Story:

- ☐ Bible
- ☐ [Teaching Aids 4](#) and [5](#)

Bible Review:

- ☐ [Teaching Aid 5](#)
- ☒ Construction paper signs, tape

Memory Verse Practice:

- ☐ [Bible Beginnings, p. 18](#), crayons

During the week before your lesson, set aside time to read the Book of Ruth and the Bible story given below. Focus on the choices Ruth made to love Naomi and God's blessing on her for doing what He wanted.

Before you begin your story, gather the children around you. Place both teaching aids so everyone can see them. Have the children watch while you add the Book of Ruth to the Bible Timeline. Remind the children that there are two parts to the Bible: the Old Testament and the New Testament. Have the children tell you in which testament the Book of Ruth occurs. Show the children where Ruth 1—4 is found in your Bible. Explain that the story of Ruth happens many years after Moses. Place your Bible open near you so your hands are free to use as you tell the Bible story.

Ruth Loved Naomi: Ruth 1—4



Naomi and her husband and two sons moved from Bethlehem to a country called Moab. They moved to be able to find food because it

had not rained at Bethlehem for a long time and the crops didn't grow. The two sons grew up and got married to women from Moab. Then Naomi's husband and both sons died. Naomi was alone, with her sons' wives. Naomi was getting old and was very poor.

Naomi decided to go back to Bethlehem. Naomi knew she was no help to her sons' wives, so she told them to stay in Moab, which was their home.

(Point to Ruth in scene 1 of Teaching Aid 5.) But Ruth, the wife of one of Naomi's dead sons, said, "I won't leave you. I'll stay with you to love you and help you. You will be my family." Ruth showed love for her family by going to Bethlehem with Naomi.

Naomi and Ruth were so poor they couldn't buy food. Ruth said, "I must get food for us." Ruth showed love by helping to provide food for Naomi. In Bible times, poor people went to other people's farm fields to pick grain. Most farmers left some grain in their field for the poor people to take. Ruth went to a field to pick up grain. (Show Teaching Aid 4, then point to the heads of grain.) Here is Ruth picking up grain. The seeds or kernels can be ground into flour for bread.

God was pleased with the way Ruth showed love

for Naomi by going to get food. God led Ruth to a field that belonged to a man named Boaz. God would use Boaz to bless Ruth for her decisions to love Naomi. (Point out Boaz in scene 2 of Teaching Aid 5, and in Teaching Aid 4.) Boaz said, "Stay in my field. There will be lots of grain for you to gather." Boaz had heard about Ruth's love for Naomi.

Boaz told his workers to leave extra grain for Ruth. Ruth collected a big basket of grain.

(Point to Ruth in scene 3 of Teaching Aid 5.) "Look at all the grain I got!" Ruth told Naomi. "We have all the food we need."

When Ruth told Naomi that Boaz owned the field, Naomi said, "Boaz! He is part of our family! The Lord has been good to us by leading you to his field."

When Ruth and Naomi needed more grain for bread, Ruth went back to Boaz's field. God continued to bless Ruth because she showed love to her family.

Later, Naomi learned that Boaz liked Ruth. Naomi told Ruth, "Put on your best clothes tonight and go see Boaz. I think he wants to marry you."

(Point to scene 4 of Teaching Aid 5.) Ruth went to Boaz and said, "I need your help."

"May the Lord bless you, Ruth," answered Boaz. "You are kind. I want to marry you."

Ruth said, "Yes." (Point to scene 5 of Teaching Aid 5.) Boaz told everyone, "I will marry Ruth."

Boaz and Ruth were married. Later, when Boaz and Ruth had a baby boy, Naomi helped to take care of the baby.

(Point to scene 6 of Teaching Aid 5.) People said, "God has given you a loving family, Naomi."

Bible Story Review Questions

Separate the cards of Teaching Aid 5. Lay them out in a place where everyone can see them. Point to the characters named in each question as you ask each question.

- ➔ **What is Ruth saying to Naomi in picture 1?**
I want to stay with you.
- ➔ **What is Ruth saying to Boaz in picture 2?**
I must get food for us.
- ➔ **What is Ruth saying to Naomi in this third picture?** Look at all the grain I got.
- ➔ **What is Ruth saying to Boaz in this scene 4?** I need your help.
- ➔ **In picture 5, what is Boaz saying to these people?** I will marry Ruth.
- ➔ **In this last picture, what did the people say to Naomi?** God has given you a loving family, Naomi.

Bible Story Review Activity

Before class make three construction paper cards, one each with: "Naomi's Home," "Boaz's Grain Field," and "Boaz's Home."

In class, point to each word as you read the cards. Tape each card in different corners of your room to spread them out. Read the following sequence of places, and tell the children to go to the correct place. By moving to the place-signs, the children will review and reinforce the settings and sequence of the Bible story. If children go to wrong locations, ask additional questions or retell the related part of the story so children can correct their mistakes.

- ➔ **Where did Ruth and Naomi go?** Naomi's Home
- ➔ **Where did Ruth go to get food?** Boaz's Field
- ➔ **Where did Ruth take the food?** Naomi's Home
- ➔ **Where did Ruth go each day for food?** Boaz's Field
- ➔ **Where did Ruth take the food each day?** Naomi's Home
- ➔ **Where did Ruth and Boaz live after they got married?** Boaz's Home

Memory Verse Practice

Our Bible memory verse teaches us God wants us to love our families because love comes from God.

Frequent repetition helps children learn and retain Scripture. Reteach the actions from Lesson 1 to help your children remember the memory verse.

Let us love (cross arms over chest)
one another, (open arms)
for love (cross arms over chest)
comes from God (point up).

1 John 4:7

After saying the verse several times, encourage children to look at their neighbor and repeat the verse using only the motions.

As an additional activity, you may want to have the children practice saying the memory verse aloud together as they color the words on [page 18 of Bible Beginnings](#).

Memory Verse:

Let us love one
another, for love
comes from God.
1 John 4:7



LESSON 4 FOCUS:

God wants us to love our families.

3 Bible Activity Choices

■ Through activity choices, the children will practice and explore ways to love their families.

These activities let the children use movement, language, and craft skills to reinforce their learning from the story of Ruth. The Make a Book option uses language skills to commit the Bible story to heart. Stronger readers might prefer this choice. The Acting Out Love activity will allow for more creative expression to extend the lesson into the children's daily life. The Bible Story Puppets will appeal to children who prefer to learn from craft activities.

LESSON 4

Make a Book

- ☐ [Bible Beginnings, pages 15 and 16](#)
- ☐ Pencils
- ☐ Scissors
- ☐ Stapler
- ☐ *Optional:* construction paper

Show children how to cut, arrange, and staple the scenes given on *Bible Beginnings*, pages 15 and 16. You might give them construction paper to make their own covers for their books. Students could write the title "Ruth Loves Naomi" and their names on the cover. Have the children use their books to retell the Bible story to a partner.

When you come to this activity area, offer help with the book-making and reading the captions. Listen to some children tell the Bible story. Ask questions that help the children include interpretation in their telling such as:

How did Ruth show love for her family?

(Ruth showed love by staying with Naomi and gathering food.)



Bible Story Puppets

- ☐ [Make-It/Take-It for Lesson 4](#)
- ☐ Tape
- ☐ Glue
- ☐ *Optional:* [Teaching Aid 4](#), craft sticks, envelopes or plastic sandwich bags

Show the Make-It/Take-It page and use the directions given on page 12 to explain how to make the puppets. The children might use Teaching Aid 4 as background scenery. Students can take turns being the storyteller.

Join the audience for one or two presentations. Ask the puppet actors: **What are your favorite parts of the story?**



Acting Out Love

Invite the children to act out ways they might show love for their families. Children might act out chores like making a bed or setting the table. They might show kind actions like giving someone a flower or a hug. Let them take turns being actors and then spend some time in the "audience."

After each skit, ask the children in the audience what loving actions were demonstrated and why the actions would show love to our families.

LESSON 4 FOCUS:

God wants us to love our families.

4 Bible Response

■ Children will apply the Bible lesson at home during the week by showing love to their family members.

MATERIALS:

- ☐ Whiteboard and markers
- ☐ [Bible Beginnings, page 17](#)
- ☐ Pencils, crayons, or markers



We have learned from our Bible lesson from the Book of Ruth that **God wants us to love our families. Ruth showed love to her family. Let's talk about how we show love for people in our families.**

Make a list of ideas on the board. Write this title on your chart: "How We Show Love."

- ➔ **How could you show someone in your family that you love them?** Acknowledge each suggestion by restating the action, not the family member. Write each action on your chart.

Let's plan how we will show love to people in our families this week.

Distribute *Bible Beginnings*, page 17, pencils, and crayons or markers. Have the children complete each part as you work through the page slowly. Read aloud the top part of the page. Have the children write the name of a family member on the blank line after "To." The children might copy from the Name Bank. Talk with the children about each picture on the page. Identify the loving action shown by each picture. Have the children draw a circle around at least one picture that shows how they plan to show love to the family member each wrote on the line after "To ____." The blank area near the bottom is for children to draw a picture of themselves showing love. Some children might write how they will show love to family members. Encourage and appreciate all the ideas.

Seeing God throughout the Week

Just as Moses listened and learned from his father-in-law, your students can learn from others in their families. And, God can even use them to teach others, too. Ask your students to be aware of when God uses someone in their family to teach them something.

TAKE-HOMES

- ☐ [Storytime for Lesson 4](#)
- ☐ [Bible Story Puppets](#)
- ☐ [Make a Book "Ruth Loves Naomi"](#)
- ☐ ["I Will Show Love To"](#)
- ☐ [Memory Verse Page](#)



Prayer Time

God wants us to love our families. Let's ask God to help us show love to our families.

Teach a prayer the children can remember for use during the week. **Dear God, Thank You for my family. I want to love my family. Help me show love to my family. In Jesus' name. Amen.**

Explaining Salvation to Young Children

Some children may be prepared by God's Spirit to accept Christ as their Savior. Respond to the Holy Spirit's work by setting aside time to talk individually with those students. Following are truths you might share from your Bible:

- God loves us. He wants us in His family (John 3:16; Gal. 3:26).
- All of us have done wrong things. These wrong things are called sins. Our sins keep us from being part of God's family (Rom. 3:23).
- God sent Jesus to die for the wrong things we do. He died to take away our sins (John 3:36; Rom. 5:6, 8; Col. 1:14).
- We need to tell Jesus we are sorry for the wrong things we do. We can tell Jesus we love Him and want to become a part of God's family. When we do this, He is glad to have us in His family (John 1:12-13).

When sharing:

- Invite a child to respond to each truth by asking what he or she understands.
- Let the child ask questions.
- Tell the parents about the child's interest or decision.

We act with the Holy Spirit in helping children to understand their sin and need of a Savior. He will show us how to guide our students gently along God's path. Pray that whether it is today or years from now, all our children will receive the gift of salvation and will grow in Christian discipleship.

RECIPE FOR PLAY DOUGH

- 2 c. flour
- 1 c. salt
- 4 T. cream of tartar
- 1 pkg. unsweetened dry drink mix for scent and color
- 2 c. warm water
- 2 T. cooking oil

Stir over medium heat until mixture pulls away from sides to form a ball. Store in airtight container. (For eight to ten children.)

Coming Next Quarter

Jesus Is God's Son

December lessons teach your children about the events surrounding Jesus' birth.

Scripture: Matthew and Luke

Value: Faith

God's Son Grew Up

These lessons focus on Jesus as He grows up and begins His ministry.

Scripture: Matthew and Luke

Value: Discipleship

Jesus Did Good Things

This unit focuses on some of the good things Jesus did while He was on earth.

Scripture: Matthew, Mark, Luke, and John

Value: Prayerfulness