

Weekday Bible School Series

STORIES ABOUT GOD'S
GIFTS

First Grade

UNIT I



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Christian Nurture Committee
of Lancaster Mennonite Conference
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UNIT I

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General Introduction

The purpose of these lessons is to create an appreciation for the many things God does for us as well as for the commonplace things He gives to us.

The lessons are presented in story form and will likely be presented most effectively in this manner to the first-grade children. The teacher will need to familiarize herself with the details of the Bible stories suggested. A suggestive outline is developed for the teacher in each lesson for this purpose.

A number of activities and expressional activities are suggested for each lesson which may be used by the teacher. These are to be suggestive. The teacher will probably think of others. Much of the teacher's time in preparation will need to be spent in preparing for such expressional work.

Special recognition and thanks are due Rhoda Graybill for preparing the suggestive expressional activities in these lessons.

Table of Contents

General Introduction	3
Lesson 1	
The Place Where God Is	5
Lesson 2	
God and His World	7
Lesson 3	
God's Care for His World	9
Lesson 4	
God's Care for the People of His World	11
Lesson 5	
God's Gifts to Us	13
Lesson 6	
The Gift of Daily Bread	15
Lesson 7	
The Gift of Water	17
Lesson 8	
Noah Thanks God	18
Lesson 9	
God's Loving Kindness to a Sad People	20
Lesson 10	
Building a House to Worship God	22
Lesson 11	
The Bible, God's Book	24
Lesson 12	
Learning to Know God's Book	26

Lesson 1

The Place Where God Is

Gen. 28:10-18; Matt. 5:16, 45, 48

Lesson Aim and Presentation

In this lesson we should aim to teach that heaven is an actual place of existence, the eternal dwelling place of God. We may teach that heaven is a real place by teaching that God made it Himself. Heaven is often taught to children as being far, far away. This makes it vague and makes God seem distant. But let us try, by the truths of Jacob's dream and a few other Scriptures, to make heaven a very real place and God a very real Being. We should present the truth also that God is on earth with us and is everywhere present.

Lesson Text Outline

Gen. 28:10-18; Matt. 5:16, 45, 48

I. Jacob Traveling.

1. Jacob left home. V. 10
2. He started on a journey to a far city. V. 10
3. He stopped to sleep because it was getting dark. V. 11
4. He used a stone for his pillow and fell asleep. V. 11

II. Jacob Dreaming.

1. He dreamed and saw a ladder. V. 12
2. The ladder stood on the earth and reached up to heaven. V. 12
3. He saw angels going up and down on the ladder. V. 12
4. God stood at the top of the ladder. V. 13

III. Jacob Finding Out Where God Is.

1. Jacob found God in heaven.
2. The ladder reached up to God in heaven. V. 13
 - a. God's angels were going up and down the ladder between God in heaven and Jacob on the earth. V. 12
 - b. God is our Father in heaven. Matt. 5:16, 45, 48
 - (1) He took care of Jacob. V. 13
 - (2) He cares for us.
 - c. God is always at home—God's dwelling place in heaven is eternal.
 - (1) God was the same God in heaven that Jacob's father and grandfather had. V. 13

3. Jacob finds God on the earth.
 - a. God talked to Jacob. V. 13
 - b. God promised Jacob many children. V. 14
 - c. God said Jacob's children would spread north, east, south, and west—all over the earth. V. 14
 - d. God promised to go with Jacob and his children anywhere on the earth. V. 15
 - e. Jacob woke up and knew that God was right there with him. Vv. 16, 17
 - f. He said it was the gate to heaven because it was the place God met him. V. 17
 - g. Jacob marked the place by setting up his pillow of stones. V. 18
4. Jacob finds that God dwells in heaven but has power to be everywhere. He also finds that God owns all heaven and earth and never changes.

Expressional Work

The children can make a series of pictures (using stick men) to tell the story of Jacob. Each paper (drawing paper or unlined notebook paper) can be divided into blocks—a block for each picture. Here are some suggested titles for the pictures:

1. Jacob traveling (walking)
2. Jacob asleep on pillow (stone)
3. Jacob's dream
4. Jacob making a pillar of stones and pouring oil on it

This could be more detailed if time permits. After the pictures are drawn, one child can tell the story to the class using his pictures.

Letters to Color

GOD is in Heaven

(Eccl. 5:2b)

Memory Selections

(Choose one)

“Thus saith the Lord, The heaven is my throne, and the earth is my footstool” (Isa. 66:1a).

“The Lord is in his holy temple, the Lord's throne is in heaven” (Ps. 11:4a).

Lesson 2

God and His World

Psalm 89:6-18

Lesson Aim and Presentation

The aim of this lesson should be to present the idea to the children that God created *all* things.

If a chart or blackboard is obtainable, draw a globe on it and write "The Earth" above it. (If this is not available, use a cardboard or large sheet of paper and make a smaller drawing.) Tell the pupils that God has created it and all that is in it. Ask them to name some of the things on it that God created such as: trees, birds, gold, coal, etc. If houses or man-made materials are mentioned, explain to them the things from which these are made.

To develop the illustration and broaden the child's concept draw little circles (O) around the earth representing stars and other heavenly bodies. The sun and moon may be drawn a little larger than the others and labeled.

After this little drawing, tell the story of creation as given in Genesis 1, explaining the new things created each day.

Lesson Text Outline

Ps. 89:6-18

I. The Greatness of God.

1. He is strong. V. 8
2. He stills the waves on the sea. V. 9
3. He scatters His enemies. V. 10
4. He is just. V. 14
5. He is righteous. V. 16
6. He is our protector. V. 18 (see also Ps. 34:7)
7. He is to be feared in the sense that we dread to do Him wrong. V. 7

II. What God Has Made.

1. The heavens. V. 11
2. The earth. V. 11
3. The north and south. V. 11
4. The world. V. 11

Expressional Work

To make the story of the creation more meaningful, the teacher should have a collection of pictures representing the days of creation to present to the class as she tells the story.

After the creation story and Psalm 89 have been taught, have the children recall the things that God made. If possible, place the words on the board or on large paper as they are mentioned.

Each child is given seven circles. Let each circle represent a day of creation, including the day of rest. On the one side draw the picture and on the other side put the day of creation.

The teacher can bring some things to class that would be interesting to children. City pupils might be interested in a few grains of wheat after they hear that flour is made from them. A good picture of a rubber tree will interest them if they are told that the rubber on their shoes comes from the sap in the tree. Other objects could be used depending upon the community. Impress them with the fact that God made the objects.

Memory Selections

(Choose one)

“In the beginning God created the heaven and the earth” (Gen. 1:1).

“For by him were all things created, that are in heaven, and that are in earth” (Col. 1:16a).

“All things were created by him, and for him” (Col. 1:16c).

Lesson 3

God's Care for His World

Job 38:35-41

Lesson Aim and Presentation

The lesson aim should be to teach the children that God cares for and controls all the things of nature.

One way of presenting this lesson that is very appealing and easy is to tell Bible stories, such as: Jesus stilling the tempest, Matt. 8:23-26; God sending manna and quails to feed the Israelites, Ex. 16:16; God's care for the lilies and grass, Luke 12:27, 28; His care for the sparrows, Matt. 10:29, 30; His watching over the stars, Job 38:31, 32. (Tell them that Orion is a group of stars which forms the outline of a hunter. Ask how many have seen it.)

Lesson Text Outline

Job 38:35-41

I. What God Does.

1. He divides the creeks to carry the water. V. 25
2. He makes a way for the lightning. V. 25
3. He guides the stars. V. 32
4. He gives understanding to the heart. V. 36
5. He can count the clouds. V. 37

II. How God Cares.

1. He gives the lions things to eat. V. 39
2. He fills the young lions. V. 39
3. He gives food for the ravens. V. 41
4. He gives things for the young ravens to eat. V. 41
5. He sends the rain on the earth. V. 26
6. He sends the rain on the wilderness where no man lives. V. 26
7. He makes the dew. V. 28
8. He makes the ice and hoary frost. V. 29

Expressional Work

This lesson Scripture is filled with pictures. This is a good opportunity for the teacher to illustrate the lesson with pictures as she goes over the verses.

Have the children draw a picture of Jesus stilling the tempest.

If a star chart is obtainable, the teacher can show them the stars composing Orion and let them draw the outline.

Trace the processes of some article of clothing worn by a pupil and show that it could not be gotten without God. Here are the steps of a dress: (1) God, who made the plant, (2) cotton plant, (3) cotton yarn woven at a cotton mill, (4) cloth made at a factory, (5) colors made at a printers, (6) dress made by a tailor. (If little samples of the steps can be obtained, the object lesson will be more effective.) Lead them to try guessing the different operations.

Sing "Who Made the Pretty Lilies?"

Read poem. Explain. Then reread the poem with good expression.

THE WORLD

Great, wide, beautiful, wonderful world,
With the wonderful water around you curled,
And the wonderful grass on your breast—
World, you are beautifully dressed.

You friendly earth, how far do you go,
With the wheat fields that nod, and the rivers that flow,
With cities, and gardens, and cliffs, and isles,
And people upon you for thousands of miles?

Ah! you are so great, and I am so small,
I tremble to think of you, world, at all;
And yet, when I said my prayers today,
A whisper inside me seemed to say,
"You are more than the earth, though you are such a dot:
You can love and think, and the earth cannot!"

—*Matthew Browne.*

Memory Selection

"O Lord, how manifold are thy works! In wisdom hast thou made them all: the earth is full of thy riches" (Ps. 104:24).

Lesson 4

God's Care for the People of His World

Acts 14:15-17; 17:23-31

Lesson Aim and Presentation

The teacher should especially emphasize the love and care God has for His people and that He wants us to accept and love Him.

The approach is similar to that of Lesson 3. However, the main thought stressed in each of these stories should be "God's love and care for His people." The following narratives may be used:

1. The Garden of Eden, Gen. 2:7-17
2. Elijah Fed by the Ravens, I Kings 17:1-7
3. Daniel Kept from the Lions, Dan. 6:4-23
4. Paul Uninjured by the Snake, Acts 28:1-6

Lesson Text Outline

Acts 14:15-17; 17:23-31

I. What God Does for Us. Acts 14:15-17

1. He gives us rain from heaven. V. 17
2. He gives us fruitful seasons. V. 17
3. He gives us food. V. 17
4. He makes us glad. V. 17

II. What God Wants Us to Do. Acts 17:22-31

1. Repent of our sins. V. 30
2. Seek the Lord. V. 27
3. Worship or love Him. V. 25
4. Live the way He wants us to (in Him), V. 28

Expressional Work

Have the children name the things that God gives to us and tell ways in which God loves and cares for us. (They may hesitate to tell the class, but a little coaxing usually persuades a child at this age.)

Let each child choose the picture he would like to draw about the stories that were told. Perhaps the teacher can draw a picture first on a chart using stick figures.

Have them draw and color things God gives us to eat.

Hold before the class pictures illustrating the different stories and have the children guess which story each picture describes.

Stress the fact that God desires our love, our lives, and our obedience. God has given us so much. Have a short period of prayer. Encourage the children to pray a prayer of thanksgiving.

Memory Selection

“Casting all your care upon him; for he careth for you” (I Pet. 5:7).

Lesson 5

God's Gifts to Us

Josh. 14:6-14

Lesson Text Outline

Josh. 14:6-14

(Suggested Scriptures: Gen. 1:26-28; Gen. 27:28; Lev. 26:3-6; Matt. 6:25-33)

I. What God Thought of Us.

1. He made us in His own image. Gen. 1:27
2. He made us ruler over all the animals, large and small. Gen. 1:26
3. Man is to fill the earth with people. Gen. 1:29
4. All creation is for man to use. Gen. 1:29
 - a. Vegetation is for food to sustain life. Gen. 2:7-30

II. His Gifts to Us.

1. Life, health, and privileges of knowing God. Gen. 2:7; Acts 17:28
2. A good land or place to live as promised to Caleb. Josh. 14:6
3. Good crops promised to the obedient. Lev. 26:3-5

III. How We Receive These Gifts.

1. Believe and trust God's promises. Josh. 14:6
2. Obedience to the commands of God's servants. V. 7
3. Following the Lord without reserve. V. 8

IV. Living for God.

1. Moses was assured of the inheritance of Caleb because of obedience. V. 9
2. Life was preserved in the wilderness. V. 10
3. Joshua was well preserved in the wilderness. V. 10
4. The Lord cares for the health of His faithful servants. Ex. 15:26
5. Courage based on faith in God to meet the enemy. V. 13
6. Man is to be happy here in God's service. V. 13
7. Blessings by following the Lord. Vv. 13, 14

Expressional Work

To make this lesson live and interesting, the teacher should be prepared to tell in brief the whole story of Caleb and Joshua. A map to show the journeys of the children of Israel in this time of their history would be helpful.

The idea that we are God's image should be clearly explained. As the image in the mirror does what the original does, so we should want to do what God wants us to do.

The teacher will probably need to read the following statements for the children. She will need to help in the spelling of the words in the second exercise.

True-False Statements

1. God kept Caleb strong and well until he was old.
2. Joshua paid money for his good health.
3. Caleb and Joshua were the two faithful spies.
4. Blessings of health and long life are gifts from God.
5. We have special blessings if we obey God's will in life.
6. We get some blessings by working for them, and not from God.
7. God blesses even the disobedient.
8. We should gladly thank God for good health and food.
9. God blesses sinners because He does not know their wicked hearts.
10. All the good things we have come to us from God.

Complete the Statement or Idea

1. The age of Caleb was _____.
2. The man who led Israel before Joshua was _____.
3. Joshua gave Caleb a _____.
4. God blessed Caleb with _____.
5. If we have good food or good health, we should thank _____.

Memory Selection

“But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you” (Matt. 6:33).

Lesson 6

The Gift of Daily Bread

Ex. 16:4, 5, 11-15

Lesson Aim and Presentation

From this lesson we aim to show the children that our daily bread is a gift from God. He knows our need of food and provides for that need. We further aim to instill in the children thankfulness to God for supplying our daily bread.

Lesson Text Outline

Ex. 16:4, 5, 11-15

I. God Promised Food to the Israelites.

1. God told Moses that He would give food. Vv. 4, 11
2. God told from where food would come—bread from heaven. V. 4
3. God told why He would send food.
 - a. He heard their murmurings. V. 12
 - b. To show that He is the Lord their God. V. 12
4. God told how to get the food.
 - a. They were to gather a certain portion daily. V. 4
 - b. They were to gather a double portion on the sixth day. V. 5

II. God Gave Food to the Israelites.

1. God gave quails in the evening. V. 13
2. God gave bread in the morning. Vv. 13, 14
 - a. It was given when the dew was gone up.
 - b. It was given in the form of a small round thing.
3. God was praised by Moses.
 - a. Moses said unto them, This is the bread which the Lord hath given you to eat. V. 15

Expressional Work

Each child can make a poster by pasting a picture of bread on paper and printing below it, "Give us this day our daily bread" (Matt. 6:11).

Review the story of God giving food to Elijah by the ravens. I Kings 17:4-6. The teacher may illustrate the story by simple drawings, or the children may represent the scene by drawing a brook, a man, and a bird carrying something.

Instruct the children how to cut or tear a loaf of bread from yellow or golden brown paper. Upon it print, "God gives us bread."

Have a discussion on "giving thanks" at mealtime. Why should we? Do they give thanks at home? What can they thank God for? First graders may give some interesting comments. Impress them with the idea that thanking God is very important.

To bring out the idea of sharing with others, the teacher could use the story of the boy who shared his lunch with Jesus who fed the five thousand. The children would enjoy drawing what the boy had in his lunch basket.

Memory Selection

"Give us this day our daily bread" (Matt. 6:11).

Lesson 7

The Gift of Water

Num. 20:4-11

Lesson Aim and Presentation

In this lesson we aim to present to the children the truth that water is a gift from God. We also want the children to get a notion of what a great blessing it is.

Lesson Text Outline

Num. 20:4-11

I. Water Is Necessary.

1. The people murmured because they did not have any. V. 4
2. The people were afraid they would die without it. V. 4
3. Water is needed to grow crops. V. 5
4. Man and animals must have it to drink. V. 5

II. God Gives Water.

1. Moses and Aaron knew that God could give them water. V. 6
2. They went to the tabernacle to pray for water. V. 6
3. God promised them water from the rock. V. 8
4. God told Moses how to bring water from the rock. V. 8
5. Moses obeyed and God blessed the people with water. Vv. 9, 10
6. The Lord gave plenty of water and all drank of it. V. 11

Expressional Work

Let the children name the uses of water. Make a list on the board. Impress them with the fact of the importance of water to life.

The teacher can have on hand a number of pictures on which water plays an important part, such as a picture of a river, a ship at sea, rain, a garden being sprinkled. Give the children a chance to tell what they see and talk about the fact that God gave the water to us to use.

The teacher can draw on the board a picture of a pitcher and a glass of water and have the children draw it on paper. Have them write in large printed letters: "God gives us water."

Memory Selection

"Thou shalt bring forth to them water out of the rock" (Num. 20:8b).

Lesson 8

Noah Thanked God

Gen. 8:15-22

Lesson Aim and Presentation

The truth to be gained from this lesson is to trust and love God who protects those who obey Him.

The teacher needs to tell the children the story of the Flood. Explain the reason for the Flood—because the people had forgotten God they had become so wicked and would not obey, nor listen to Noah's preaching.

Tell how God always gives people a chance, and time to repent, but when they refuse to obey God, then comes judgment (punishment). Tell also how God always takes care of those who do obey Him.

Lesson Text Outline

Gen. 8:15-22

- I. God spoke. Vv. 15-17
 1. Noah and his family told to come out of the ark. V. 16
 2. Noah told to bring every living thing out with him. V. 17
- II. Noah Obeyed. Vv. 18, 19
 1. He and his family went forth from the ark. V. 18
 2. The animals went forth from the ark. V. 19
- III. Noah Offered Sacrifice to God. V. 20
 1. Built an altar.
 2. Offered clean beasts and clean fowl—every kind.
- IV. God Was Pleased with Noah's Offering. V. 21
- V. God Made a Promise to Noah. Vv. 21, 22
 1. He would not again curse the ground.
 2. He would not again smite everything living.
 3. He would not change the seasons, nor the time.

Expressional Work

Let the children draw an ark. Explain that it is a strong house built like a boat. It will stand on the ground, and it will float on the water. The teacher should provide a picture as a guide for them.

Let the children mention something for which they are thankful. Lead the children to realize that they enjoy certain blessings, and that God cares for them in certain ways.

Have a period of prayer. Encourage the children to make up their own prayers. Give them guidance. They will need to learn to pray for specific things. Lead them to tell even the small things to God in prayer and to thank Him for those very things.

The children will enjoy a choral reading exercise. The teacher will need to help each group at first, but they will soon learn it. Here is a simple arrangement of Psalm 100. Divide the class into two groups.

PSALM 100

All: Make a joyful noise unto the Lord, all ye lands.

Group 1: Serve the Lord with gladness:

Group 2: Come before his presence with singing.

All: Know ye that the Lord he is God:

Group 1: It is he that hath made us, and not we ourselves;

Group 2: We are his people, and the sheep of his pasture.

Group 1: Enter into his gates with thanksgiving, and into his courts with praise:

Group 2: Be thankful unto him and bless his name.

All: For the Lord is good; his mercy is everlasting; and his truth endureth to all generations.

This choral reading can be the Memory Selection for this lesson if the teacher so desires.

Memory Selections

“In every thing give thanks” (I Thess. 5:18).

“Giving thanks always for all things” (Eph. 5:20).

Lesson 9

God's Loving-Kindness to a Sad People

Ex. 3:1-10

Lesson Aim and Presentation

This lesson aims to teach to six-year-old children how God up in heaven shows loving-kindness to His people down here in the world. Also, that God's great kindness to people is one of His gifts to them.

Lesson Text Outline

Ex. 3:1-10

- I. The Sad Condition of the Israelites.
 1. Moses was one of them. Ex. 2:11
 - a. He had tried to help them.
 - b. Pharaoh had tried to kill Moses.
 - c. Moses—keeping sheep in the land of Midian. Ex. 3:1-6
 2. They were afflicted. 3:7
 - a. Refer to chapter 1:12, 13, 14.
 3. They had taskmasters.
 4. They had sorrows.
- II. What God Thought of Their Condition.
 1. God saw them when they were oppressed.
 2. He heard them when they cried.
 3. He knew all about them.
 4. He came down to deliver them.
 5. He had a kind thought for them.
 6. He picked Moses, a man to lead them out of Egypt.
- III. What God Promised to Do for Them.
 1. To deliver them from the Egyptians.
 2. To take them out of Egypt.

3. To give them a new home.
 - a. A good land (productive).
 - b. A big country (room for all of them).
 - c. There was milk and honey there (plenty to eat).
4. To give them a good leader to show them the way (Moses).

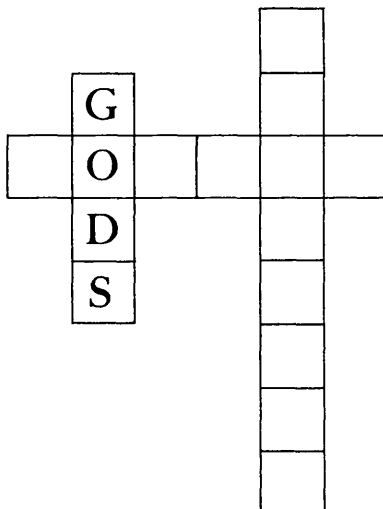
Expressional Work

Illustrate their life in Egypt with simple drawings, being careful not to have too much of the story involved.

Illustrate how nice a plan God had thought out for them. Let the children suggest some of the good things the people would have in their new country. Put them in the picture. This could include houses, milk, honey, grasses, rain, and time to worship God.

How is God showing His loving-kindness to us today? This is a good question for a short discussion.

Here is a puzzle to work. The compound word is divided. This word is found in the lesson outline. It tells something about God.
Jeremiah 31:3



Memory Selection

“How excellent is thy lovingkindness, O God” (Ps. 36:7)!

Lesson 10

Building a House to Worship God

The Tabernacle

Ex. 35:4-29; 40:34-38

Lesson Aim and Presentation

The teacher should try to teach little children how God provided for His people to learn His will and to worship Him. Teach little ones that the house of God is a holy place and is for each one of us to worship Him. The teacher should help each little child to see his or her own part in helping in God's house.

Show the little child that God loves us and is near to all of us. Bring to his mind how he, himself, in his little heart likes to think about God and at nighttime likes to ask God to take care of him when he sleeps. Tell him that when he is thinking about the loving God like this and praying to Him, he worships God just as much as he does by singing, listening quietly, and praying.

Lesson Text Outline

Ex. 35:4-29; 40:34-38

- I. Reason for Building.
 1. God commanded that it should be and gave directions to Moses.
- II. Those Who Were to Give Gifts.
 1. Willinghearted.
- III. What They Were to Give.
 1. Gold, silver, and brass.
 2. Blue, purple, and scarlet cloth and fine linen curtains.
 3. Goats' hair.
 4. Rams' skins, dyed red, and badgers' skins (seal).
 5. Shittim wood.
 6. Oil for the light.
 7. Spices for anointing oil and sweet incense.
(The teacher should seek to express these in simplest language.)
 8. Onyx stones and precious stones.

IV. Those Who Were to Help Do the Work.

1. The wisehearted.
2. Each had his part to do and was glad to help.

V. The tabernacle given to God. Ex. 40:34-38, or God's presence shown.

1. The work was finished. Ex. 40:33
2. The cloud and the glory.
 - a. The cloud rested on top of the tent.
 - b. The glory of the Lord filled the tabernacle.

Expressional Work

Find a diagram of the tabernacle in a Bible dictionary, or look in the back of your Bible for the general plan. With pencil and paper or blackboard, the teacher can perhaps sketch a few of the things in it to hold the interest of the little ones.

This will be a good opportunity to instill in these little ones the reason for being reverent in God's house and in prayer.

The children can be led to see the joy in giving to His church, whether it be money or service and support.

Have the children draw a picture of their church.

To help the children to understand what worship is write on the board, "Ways I can worship God." Then together list as many ways as you can. The teacher may need to ask a few questions to guide the children.

Memory Selection

"I was glad when they said unto me, Let us go into the house of the Lord" (Ps. 122:1).

Lesson 11

The Bible, God's Book

Acts 8:30-39

Lesson Aim and Presentation

In the presentation of this lesson it is essential that we stress the point to be taught, rather than the story which has been selected to serve as a basis for this teaching. The story of the Ethiopian eunuch serves splendidly to show the purpose of God in giving His Book to man. We should notice in this lesson that when Philip and the other man read from the Book they recognize it as God speaking about Christ, telling about the plan of salvation.

It is further suggested that the Bible teaching from several other references be read to the pupils if time or the pupils' ability to grasp the truth allow it. See II Pet. 3:16, 17; John 1:1; Rev. 22:18, 19.

Lesson Text Outline

Acts 8:30-39

I. A Man Reading the Book.

1. The source of the Book.
 - a. From Jerusalem (that is, he brought it from there). V. 27
 - b. Written by Esaias (Isaiah). V. 28
 - c. It was God's Book (see II Tim. 3:16 and explain).
2. Description of the Book the man was reading.
 - a. It was one part of the Bible—the prophet Isaiah. V. 38
 - b. Written by hand on a scroll—refer to historical setting of the lesson.

II. The Book's Message to the Man.

1. The Book contained a wonderful message—the man did not understand it. V. 31
2. It was the message of the prophet—many authors in God's Book.
 - a. A prophet is a man who writes or tells about God's plan.
 - b. A true prophet writes only what God gives him to write.
3. The Book told about the Lamb of God—Christ. Vv. 32, 33, 35
4. The Book told about the plan of salvation. Vv. 32, 33, 37
5. To follow the message of the Book made the man happy. V. 39

III. The Book, What It Is.

1. God's Book—God's Spirit directed the explaining of it. Vv. 26, 29, 39
2. A wonderful Book, and full of deep truths. Vv, 28, 30, 31
3. The Book telling the plan of salvation. Vv. 32, 33, 37
4. The authorship of the Book—God speaking by the writings of human servants. Vv. 28, 34

Expressional Work

While the teacher again tells the story, she and the pupils may draw it. The teacher can make a set of drawings on the board, while the children draw the same on paper. Suitable drawings might show the following scenes: Philip approaching the chariot, the two men intently reading the scroll, the two men in the stream, and last of all the rich traveler alone after having complied with the plan of salvation in God's Book.

The teacher should make a scroll to represent the Bible of long ago. To make the scroll use a narrow strip of paper, the width almost that of a sucker stick and the length about six inches. Paste the ends around the stick and roll them toward the center. It may even be better to make a larger scroll if larger sticks are available. The teacher should use this in the teaching of the lesson. The scroll could have the verses that the Ethiopian read from Isaiah.

It would be a fine thing if each child could have a little scroll to take along home. If the class is small, the children may be able to make them if the materials are prepared. Or the teacher could make the scrolls beforehand and have the children print a verse on them in class.

Memory Selections

"Thy word have I hid in mine heart, that I might not sin against thee" (Ps. 119:11).

"O how love I thy law! it is my meditation all the day" (Ps. 119:97).

Lesson 12

Learning to Know God's Book

Deut. 6:4-9

Lesson Aim and Presentation

In this lesson the children should be taught the importance of learning God's Word. The Bible is a big letter that God gave us to read and study.

The lesson can be presented in a very interesting way. Have the children imagine that they are in Jewish homes, long, long ago. Maybe at this time they lived in tents. Other times they lived in flat-roofed houses. Describe a small square house with a door and windows, but no glass windowpanes. Group the children in a circle around the teacher and imagine that the Jewish children sat in a circle around their father who taught them. Proceed with the lesson story. When you come to the part of binding the Word on the forehead, tell them that the Jews placed these passages in a leather case and bound them on the forehead between the eyes. The same passages were bound to the left arm near the elbow. When the lesson story is finished, have the children imagine they are in their own homes and learning God's Word. Have them tell the ways they can learn God's Word. We must learn His Word to know what He wants us to do.

Lesson Text Outline

Learning to Know God's Book, Deut. 6:4-9

I. What Was Learned About God.

1. The Lord our God is *one* God.
2. God should be loved with all the heart, soul, and might. V. 5
3. God gives commandments. V. 6

II. How the Children Learned God's Word.

1. They were taught by their parents. V. 7
2. They talked of God's Word. V. 7
 - a. When sitting in the house.
 - b. When walking in the way.
 - c. When going to bed.
 - d. When getting up.

3. They had the Word before them. Vv. 8, 9
 - a. Bound for a sign upon the hand. V. 8
 - b. As frontlets between the eyes. V. 8
 - c. Written on the posts of the house. V. 9
 - d. Written on the gates. V. 9

Expressional Work

Sing songs about God's Word

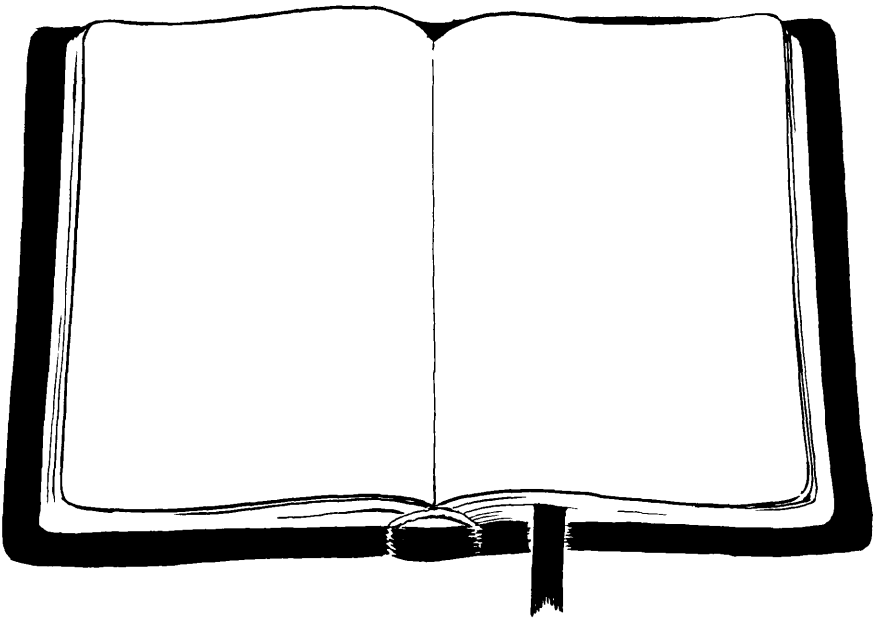
The B-I-B-L-E

Hide God's Word in Your Heart

The Best Book to Read Is the Bible

The Bible Is the Best Book

The teacher should have her large scroll for this lesson also. Print the memory verse on the Bible.



Memory Selection

“Seek ye out of the book of the Lord, and read” (Isa. 34:16).

