

2nd Grade

Finding God's Promises

by Cherie Noel

2nd Grade: Finding God's Promises

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Author: Cherie Noel
Curriculum Consultant: Helen Boen
Layout and Design: Shannon Brown
Artwork: Julie Speer

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Preface

The primary goal throughout the Positive Action Bible Curriculum is to make the Word of God more meaningful to the lives of your students. After working with elementary students for many years and using a variety of curriculum approaches, I found that my students had mastered a lot of material and factual knowledge at a relatively young age without really having seen the truth of the Scriptures at work in their lives.

It is my desire through this curriculum to have students find knowledge, wisdom and understanding for themselves from the Word of God. It is my goal that they learn that the Word of God can teach them how to live from their earliest childhood experiences.

Therefore, a key emphasis in this curriculum is establishing students in the Word of God so that they begin to find answers for themselves. Students will begin during the second semester of first grade to find easily located Scriptures to answer questions. Second and third grade students will focus on a specific book of the Bible and follow the story line through the book to find scriptural truth. Fourth through sixth grade students will be able to use the entire Bible as their source with passages from various books used in each lesson.

While it is important to begin with the factual knowledge of the Scriptures, students need to go beyond this to grow in wisdom and understanding. They need to be presented with the kind of material that will help them comprehend, discern, apply, analyze and evaluate a variety of concepts for themselves. The material in this series has been written in such a way that it will help students form personal convictions, supporting these from their own study of God's Word.

In addition, one of the primary goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to "conform them to the image" of Jesus Christ (Romans 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves even at a young age.

Character qualities are brought to life by:

- Studying and defining important character traits.
- Analyzing the character trait through the life of a Bible character.
- Answering questions that directly teach students how to practice that character quality.
- Using a variety of methods including puzzles, artwork, skits, compositions and discussion to research and emphasize the character trait.
- Encouraging the students to make commitments to develop these qualities in their own lives.

In order to accomplish these goals, two basic points need to be emphasized. First, teachers must spend the necessary time in class teaching their students how to use God's Word to make it apply to their everyday lives. The teacher must be an integral part of the Bible class, helping students to find answers and to learn how to handle God's Word for themselves. You cannot assume that the job has been done simply because the students are left to complete a workbook assignment on their own. Secondly, once lessons are completed, they should be used as a basis for adequate class discussion to make sure that Bible principles are understood and life applications have been made. Facts and general Bible knowledge may be gained, but adequate discussion will help make these facts more real to the students.

There is adequate material and enough variety to keep Bible class interesting and fun. Some students may not be able to comprehend every aspect of each lesson while others may be challenged to complete all the material along with outside projects. The curriculum can thus provide a program to meet the needs and interests of all students.

Most importantly, make Bible the center of the day's activities with every other activity emanating from this source. Enjoy watching your students grow in the Lord.

Cherie Noel

Elementary Curriculum Goals And Objectives

1. Elementary students will study the entire Word of God for themselves.
 - K-4: *Exploring God's Love*. Preschoolers will discover God's love from the wonders of Creation to the resurrection of Jesus Christ. Scripture memory helps to reinforce basic doctrinal truths.
 - K-5: *Learning About God*. By studying the lives of the major characters throughout the entire Bible, kindergarteners will learn about God's work and His character. Suggested activities help children understand and apply these Bible truths.
 - Grade 1: *Enjoying God's Gifts*. First graders will explore the many gifts of love that God has given to us, focusing on aspects of creation, our families, friends, possessions, Jesus Christ, and God's care.
 - Grade 2: *Finding God's Promises*. Studying the life of Moses in the Book of Exodus, students will discover and examine God's promises. They will see that both the Israelites and Moses experienced victory and hardship while learning about God.
 - Grade 3: *Growing with God*. Third grade students will delve into the lives of Joseph in the Book of Genesis, and Daniel in the Book of Daniel, noting God's providence.
 - Grade 4: *Building Life Castles*. This study engages students in the life of Christ from the Gospels and presents a study of the Holy Spirit from the Gospels, Acts, and the Epistles. By also studying Paul's epistles and the life of Paul from Acts, students will examine how to develop Christian character.
 - Grade 5: *Possessing the Land*. Surveying the Old Testament, students will see a pattern of God's work among His people as He displays His unchanging character.
 - Grade 6: *Winning the Race*. Drawing from the entire Word of God, sixth grade students will learn how God's principles personally affect their lives. Students will study characters in the Old and New Testaments, as well as the life of Christ and an overview of the Book of Revelation.
2. Young people will learn that they can find answers in the Word of God for themselves.
3. Our Bible curriculum recognizes the various levels and types of thinking skills necessary to develop the minds of young people. Lesson questions are therefore designed to focus on a variety of thought processes including...
 - **Knowledge**—learning factual knowledge
 - **Comprehension**—understanding concepts and ideas; seeing sequential patterns
 - **Discernment**—discerning truth based on facts and concepts
 - **Application**—using information learned; applying knowledge gained to personal life
 - **Analyzing**—analyzing information and knowledge from various viewpoints
 - **Evaluation**—drawing conclusions; interpreting values to form personal decisions and supporting these decisions
4. Scriptures are used as a study guide for the following purposes:
 - To study the history of God's dealings with mankind
 - To understand how God thinks
 - To analyze the lives of Bible characters for personal examples of how God deals with individuals
 - To study a variety of Bible topics
5. All lessons ultimately focus on the development of internal character as discussed in Romans 8:28-29. Character qualities are brought to life through:
 - Defining the character quality.
 - Analyzing the quality in the life of a Bible character.
 - Completing puzzles that research the truth of the quality.
 - Listening to stories that emphasize the practical uses of the quality.

- Using a variety of means to further integrate the quality into life (e.g. skits, compositions, artwork, poetry and discussions).
6. A pattern of Scripture memorization is developed through:
 - Memorizing passages that are applicable to the students' lives.
 - Memorizing key passages rather than just single verses.
 - Encouraging families to memorize Scripture together.
 7. An active prayer life is encouraged through keeping class notebooks on prayer requests and answers to prayer.
 8. An understanding of biblical vocabulary is built through the constant introduction, definition and use of biblical terms.
 9. An understanding of the land of Israel is gained through map work and related skills.

Effective Teaching Strategies

Classroom Atmosphere

It's so important! Teacher, make sure you prepare for success by establishing the right atmosphere in your classroom. Discussion times are of prime importance as we work through the lessons this year. The atmosphere must encourage our children to be open and feel a part of the discussion process. We want children to be free to share their thoughts, their attitudes and their common problems without fear of embarrassment. Make sure that students understand that we do not condone sin, but we must learn to overcome sin.

It will be up to each classroom teacher to establish a positive, healthy, accepting class atmosphere so children will be free to share and grow in the Lord. The climate of the class is therefore of prime importance.

Emphasis On Study Skills

It is easy to present facts and drill this material for mastery. Students, however, need to go beyond this basic level of thinking. The material for this series recognizes the various levels of thinking skills. Make certain that concepts are not retained simply as head knowledge but become personal standards and convictions from the heart.

1. Lesson questions are designed to focus on a variety of thought processes including:
 - **Knowledge**—mastering factual information.
 - **Comprehension**—understanding concepts and ideas; seeing sequential patterns.
 - **Discernment**—identifying truth based on facts and concepts.
 - **Application**—using information learned; integrating knowledge gained to personal life.
 - **Analyzing**—considering information and knowledge from various viewpoints.
 - **Evaluation**—drawing conclusions; interpreting values to form personal decisions.
2. In order that your students learn to think on these different levels, it is important that the following attitudes be prevalent in your classroom:
 - Become an integral part of your class. Use every opportunity to talk to and work with your students.
 - Do not assume that because a workbook assignment has been completed and checked that a lesson has been learned or that the Lord has worked in a student's heart.
 - Recognize that factual knowledge cannot be equated with heart conviction. Students need to be guided in their thinking. Help them learn how to analyze material and come to their own conclusions.
 - Make the discussion time the heart of your Bible class. Spend adequate class discussion time, and make sure Bible principles are understood and life applications are made.

3. It is difficult for many children to go beyond relating to factual information. Often this is all they have been used to. Do not expect them to handle the types of questions they will be asked to think through easily, especially if this is new to them. You will have to be their guide and gradually bring them to the point of thinking through information on a different level.

Also, be aware of the importance of the use of visuals in communicating ideas to children. The core curriculum of our lower elementary Bible studies (grades 1-3) may be enhanced by the systematic use of supplementary visuals such as flannelgraph materials. Perhaps you already have access to these materials from existing school resources.

The following suggestions may help you to involve your students in the thinking process:

- Complete the first question with your students and let them complete the rest on their own. This works well with charts and sequential types of exercises.
- Have students work in pairs, sharing ideas and coming to conclusions together. They can then share their answers together, which may give them more confidence.
- Take your students step by step through a series of questions. Let them look up material in their Bibles and complete answers. When conclusions must be made or concepts analyzed, work on the idea together. Slowly begin to give them more material to cover on their own. Always discuss their answers so they can begin to have more insight into these concepts.
- Lead students step by step to analyze what they are learning. Do not give them answers but lead the discussion in a way that will guide their thinking. You may ask a question to guide their thoughts or give them a clue to relate their thinking to the concept at hand.
- Discuss a particularly difficult concept with your class before they see the lesson. After a thorough discussion, have them turn to the lesson and complete it themselves. Have a review discussion afterwards to insure these concepts are understood.
- Material should never be completed without some type of discussion or follow-up. This will help your students to learn to think on a deeper level as they discover truth they had not considered earlier. If this is not done, your lessons will become an academic exercise only and not a convicting spiritual experience. During discussion times, do not be judgmental of a student's answers. Accept all reasonable answers, redirecting the emphasis if necessary. Ask pertinent questions to direct their thinking until they can come to a proper conclusion.

Note:

Do not be discouraged if your students do not easily handle the levels of thinking required at first. Thinking abilities are learned skills. You are teaching students to think about God and how to live for Him. You will be thrilled as you begin to see your students develop in this area and begin to see God work in their lives. You will also see that this level of development will penetrate into every other subject as well.

Character Trait Activities

One of the goals of this curriculum is to allow the Holy Spirit to work in the lives of the students to “conform them to the image” of Jesus Christ (Romans 8:29). Therefore, a strong emphasis is placed on character development with practical lessons enabling the students to make life-changing decisions for themselves. The following activities should be included as much as possible each week to cause the trait to become a part of the lives of your students:

- Introduce the character trait and teach the definition.
- Apply the character trait to that week's lesson.

- Have your students use suggested activities to think about the application of the trait in their own lives.
- Encourage students to make commitments to the Lord to make that trait a part of their lives.
- Keep the character trait in front of your students as much as possible. Have a place in the room to write the character trait and its definition each week as a continual reminder to your students. As situations arise, refer to the trait being studied.
- Find opportunity in classes outside of Bible to emphasize the character trait. Students need to see character emphasized throughout every area of study. The traits can apply to material in history. Compositions, stories and news reports can be written using a character quality as the basis. Character trait activities can also be used to produce artwork of many kinds.
- As situations in your class or with individual students surface, bring up past character traits or lessons to reinforce your teachings. The use of the character traits should be ongoing lessons that truly help your children to grow in the Lord on a continual basis.
- Let parents know the weekly character trait so they can follow up at home as well.

Life Application Sections

The general format of these sections is to enable students to personalize the principles taught throughout the week. We want students to form personal convictions based on the Word of God—from “head knowledge to life applications.”

Students will therefore be expected to analyze and apply information and draw conclusions for their own lives.

It is of utmost importance that an atmosphere of acceptance and openness be established. We do not want to condone sin but rather to recognize that we all have sin problems to deal with. Children need to feel free, not necessarily to admit sin openly in the classroom, but to discuss areas of common problems.

Your children will probably feel somewhat inhibited at first. As you continue to guide their thinking and use discussion times to share common issues, this section should become the most engrossing activity of the week.

Vocabulary

New vocabulary words are introduced on the first page of many of the teacher’s lessons. Go over the meanings of the words, but do not belabor them, since they will be covered during the week’s lesson as well. At times, students will be expected to define vocabulary terms within the body of the lesson. They will also be asked to use them to complete puzzles or answer questions.

You may find that you do not need to explain all the vocabulary words that are listed in the teacher lesson. We have tried to identify the more difficult words from the Bible translations that are used most often. Depending on which translation you are using, you may not need to explain some words, or you may find additional words that your students will need to have explained to them.

Weekly Lesson Plans

5-Day Week

Day One:	<ul style="list-style-type: none"> • Introduce new Scripture memory verses for the week. • Introduce new vocabulary and discuss. • Introduce lesson using ideas from the teacher's manual. • Have students begin working through first section of material. • Spend time on hymn for month and choruses.
Day Two:	<ul style="list-style-type: none"> • Drill Scripture memory verses for the week. • Continue to work through sections of material in student's manual. • Provide discussion time to make concepts well understood. • Continue to work on hymn and choruses.
Day Three:	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Review and drill material from the last two days. • Finish lesson including the final section focusing on internal conviction; include discussion time to make concepts well understood. • Introduce character trait for the week with its definition and show how it applies to the lesson for the week.
Day Four:	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Give time for extra puzzles, etc. not yet completed in student's manual. • Spend time on character trait activity. • Continue to work on hymn and choruses.
Day Five:	<ul style="list-style-type: none"> • Check Scripture memory report sheets. • Use extra time for sword drill, etc. • Use other character trait activities. • Spend time on hymn and choruses.

4-Day Week

Day One:	<ul style="list-style-type: none"> • Introduce Scripture memory verses and discuss meanings. • Introduce vocabulary words. • Introduce lesson and assign material for individual work. • Work on hymn and choruses for the month.
Day Two:	<ul style="list-style-type: none"> • Drill Scripture memory verses briefly. • Continue to work through sections in the student's manual. • Provide good time of discussion to make certain that concepts are understood. • Introduce the character trait and definition, correlating the trait into the lesson. • Sing hymn and choruses.
Day Three:	<ul style="list-style-type: none"> • Drill Scripture memory verses. • Complete lesson material focusing on final section. • Provide good time of discussion. • Use character trait activity if you have time. • Sing hymns and choruses.
Day Four:	<ul style="list-style-type: none"> • Check Scripture memorization report sheets. • Spend time on character trait activity.

3-Day Week

Day One:	<ul style="list-style-type: none">• Introduce Scripture memory verses.• Introduce vocabulary words.• Introduce lesson and allow students to work on assigned material. (Evaluate which material you will focus on during the week, and leave the remainder for extra-credit work.)
Day Two:	<ul style="list-style-type: none">• Drill Scripture memory verses.• Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered.
Day Three:	<ul style="list-style-type: none">• Discuss the character trait and apply it to concepts learned during week.• Check Scripture memory report sheets.

Scripture Memory Program

Goals and Objectives

- To provide a cyclical Scripture memory program so that verses are memorized at least twice during the elementary years
- To design the Scripture memory program so that families will be concentrating on only one set of verses each week
- To help students memorize passages of Scripture in context rather than isolated verses taken out of context
- To select a small section of Scripture that can be easily memorized each week without diminishing the importance of Scripture memorization programs used within the local church
- To have parents listen to their children quote Scripture in order to involve the home in the spiritual training of the child
- To use Scripture that is easily related to the everyday lives of the students and to spend the necessary time to make these verses “come alive” to the students

How To Use The Program

1. Each student has a copy of the Scripture memorization report sheet in the student’s manual. This is to be kept at home and brought to school once a week with the parent’s signature to indicate to the teacher that the verses have been memorized by the student. (This form is provided in both the teacher’s and student’s manuals. You may use the form in their books or make a copy of it.)
2. Each week in class, spend time discussing the meaning of the verses that are assigned for that week. This is of the utmost importance if your Scripture memory program is to be a success. It would be easy to leave the Scripture memorization in the hands of the students, but this would not fulfill all the goals of this program. These Scriptures need to be adequately discussed, and life applications need to be made.
3. As you drill the verses each week, continue to drill and review verses from the passages that were learned in previous weeks. We want these verses to become a part of your students’ lives so that the principles contained in them will not be forgotten.
4. Have your students quote their verses to their parents at home. (Perhaps other arrangements might need to be made for some of your students whose parents may not wish to participate in such a program.) This accomplishes two purposes: (1) valuable class time is not spent by your having to listen to each student quote his or her verses, and (2) the parents become involved in the spiritual training of the child.

5. Notice that review weeks are provided during which the entire passage that has previously been learned can be thoroughly reviewed and quoted as a whole. If your students are drilled on the verses week by week, quoting the entire passage during this review week will be easy for most of them.
6. The danger in any Scripture memory program is that the children memorize words only to meet a deadline and then move on to the next group of words. We should make sure that these Scripture verses become more than just words to our students and then do all we can to see that they understand their true meaning and make them an integral part of their everyday lives. Design a system that rewards students who demonstrate that they have truly memorized all the Scripture for the year.

Scripture Memory Options

Six sets of Scripture memory programs are included in this curriculum. These sets may be used in one of two ways according to what you feel is appropriate for your school.

1. Option 1

Every year the Scripture memory programs would be the same for each grade.

- Grade 1—*Enjoying God's Gifts* Scripture memory program
- Grade 2—*Finding God's Promises* Scripture memory program
- Grade 3—*Growing With God* Scripture memory program
- Grade 4—*Building Life Castles* Scripture memory program
- Grade 5—*Possessing The Land* Scripture memory program
- Grade 6—*Winning The Race* Scripture memory program

The advantage to this option is that you would be using the Scripture memory programs exactly as they are outlined in the student's manual.

2. Option 2

- Year 1
 - Grades 1-3—*Enjoying God's Gifts* Scripture memory program
 - Grades 4-6—*Building Life Castles* Scripture memory program
- Year 2
 - Grades 1-3—*Finding God's Promises* Scripture memory program
 - Grades 4-6—*Possessing The Land* Scripture memory program
- Year 3
 - Grades 1-3—*Growing With God* Scripture memory program
 - Grades 4-6—*Winning The Race* Scripture memory program

The advantage of this option is that the parents would be able to work with their children on the same Scripture memory program even if the children were in different grades. (The passages for students in grades 1-3 and 4-6 would be similar except that the students in grades 1-3 would be memorizing fewer verses.) Also, with the entire elementary school memorizing verses from the same passages, these passages could be reinforced by the weekly chapel programs. Thus it would serve to coordinate the Scripture memory programs for all elementary grades. On the following pages, we have provided the Scripture memory forms for all three grades of your level in case you decide to choose this option.

Before you choose this option, please be aware that the Scripture memory program for grade 1 is related to the lessons in that study and also includes shorter, simpler verses. If you choose option two, then the year you use the grade 1 Scripture memory program for grades 1-3 you may wish to use the program as is for grade 1 but make some adjustments in the program for grades 2 and 3 to make it more challenging for them.

Enjoying God's Gifts Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

Week	Scripture	Due Date	Signature
1	Gen. 1:1		
2	Gen. 1:31a		
3	Eph. 6:1		
4	Eph. 6:2		
5	Eph. 6:1-2		
6	Eph. 6:1-3		
7	Gen. 9:11c		
8	Gen. 12:2a		
9	Gen. 28:15b		
10	Review		
11	Prov. 3:5		
12	Prov. 3:6		
13	Prov. 3:5-6		
14	Luke 1:49		
15	Luke 2:7		
16	Luke 2:11		
17	Luke 2:52		
18	Review		
19	Matt. 4:19		
20	Luke 18:16		
21	Eph. 4:32		
22	Matt. 14:27b		
23	Mark 10:52a		
24	John 10:11		
25	John 3:16		
26	Review		
27	Psalms 23:1		
28	Psalms 23:2		
29	Psalms 23:3		
30	Psalms 23:1-3		
31	Psalms 23:4		
32	Psalms 23:5		
33	Psalms 23:6		
34	Psalms 23:4-6		
35	Psalms 23:1-6		

Finding God's Promises Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

Week	Scripture	Due Date	Signature
1	Eph. 6:11		
2	Eph. 6:12		
3	Eph. 6:11-12		
4	Eph. 6:13		
5	Eph. 6:14		
6	Eph. 6:15		
7	Eph. 6:16		
8	Eph. 6:17		
9	Eph. 6:13-17		
10	Eph. 6:18		
11	Eph. 6:19		
12	Eph. 6:20		
13	Eph. 6:18-20		
14	Psalm 119:9		
15	Psalm 119:10		
16	Psalm 119:11		
17	Psalm 119:12		
18	Psalm 119:9-12		
19	Psalm 119:13		
20	Psalm 119:14		
21	Psalm 119:15		
22	Psalm 119:16		
23	Psalm 119:13-16		
24	Psalm 119:9-16		
25	1 John 4:7		
26	1 John 4:8		
27	1 John 4:7-8		
28	1 John 4:9		
29	1 John 4:10		
30	1 John 4:9-10		
31	1 John 4:7-10		
32	1 John 4:11		
33	1 John 4:12		
34	1 John 4:13-14		
35	1 John 4:11-14		

Growing With God Scripture Memorization Report Sheet

Name: _____ Grade: _____ Teacher: _____

Week	Scripture	Due Date	Signature
1	Matt. 5:1-2		
2	Matt. 5:3-4		
3	Matt. 5:5-6		
4	Matt. 5:1-6		
5	Matt. 5:7-8		
6	Matt. 5:9-10		
7	Matt. 5:11-12		
8	Matt. 5:7-12		
9	Matt. 5:1-12		
10	Prov. 3:1-2		
11	Prov. 3:3-4		
12	Prov. 3:1-4		
13	Prov. 3:5-6		
14	Prov. 3:7-8		
15	Prov. 3:9-10		
16	Prov. 3:5-10		
17	1 Thes. 4:13		
18	1 Thes. 4:14		
19	1 Thes. 4:15		
20	1 Thes. 4:16-17		
21	1 Thes. 4:18		
22	1 Thes. 4:13-18		
23	James 1:1		
24	James 1:2-3		
25	James 1:4		
26	James 1:5		
27	James 1:6		
28	James 1:1-6		
29	John 14:1		
30	John 14:2		
31	John 14:3		
32	John 14:4		
33	John 14:5		
34	John 14:6-7		
35	John 14:1-7		

Music Curriculum

The purpose of having an outline for music is to make sure students learn a variety of songs and that new music is continually being introduced to our students. It is good that students continue to sing songs with which they are very familiar, but we also believe it is important that they begin to learn the traditional hymns of the faith.

We introduce one hymn a month for our students to learn. (In grades one and two, some hymns are studied for two months.) Al Smith's *Treasury of Hymn Histories* is the source we use because the background of the hymn and often the writer is presented. This background information will make the meaning of the song even more significant to you and your students. Introduce the hymn by reading its story from Hymn Histories at the beginning of the month. Then go over the meaning of the words to the song, perhaps even having your class look up some of the words in a dictionary. Then decide how many verses of the hymn you will encourage your students to memorize.

In addition to the monthly hymn, two choruses are introduced each month. The only month in which a hymn is not suggested is December since it is usually given over to Christmas music. Children should spend time each month singing favorite choruses they already know and continuing to review choruses learned earlier in the year. The new choruses should also be introduced and memorized. Two new choruses should be the maximum number introduced each month, and you may find that you only need to introduce one. The important thing to remember is the need to continually introduce new choruses to your students in a systematic fashion. Chorus lyrics may be found at the back of the Teacher's Manual (grades 1–6) and Student Manual (grades 2–6). You can listen to the musical version of these choruses on the accompanying music CD (available for purchase separately), or by finding your own music online.

The following book is needed for this music curriculum. It may be ordered through Positive Action for Christ, P.O. Box 700, Whitakers, NC 27891.

Smith, Alfred B. *Treasury of Hymn Histories*. Greenville, South Carolina: Better Music Publications, 1985.

Second Grade Music Curriculum

Month	Hymn (From <i>Hymn Histories</i>)	Choruses
September	"Living For Jesus," p. 116	"Let's Sing About Jesus" "Jesus Loves The Little Children"
October	"Living For Jesus," p. 116	"My Sins Were Rising High, High, High" "Happy Little Children"
November	"Draw Me Nearer," p. 94	"Father We Thank Thee" "You Will Outshine The Sun"
December	Sing Christmas carols	"Jesus, Once An Infant Small"
January	"My Redeemer," p. 208	"Noah And The Ark" "Happy Day Express"
February	"My Redeemer," p. 208	"It's All Right Now" "The Birds Upon The Tree-tops"
March	"When The Roll Is Called Up Yonder," p. 235	"I Am The Door" "Jesus Bids Us Shine"
April	"When The Roll Is Called Up Yonder," p. 235	"Jesus Came Down" "All Of My Burdens Went Rolling Away"
May	Review four hymns already learned	"All Your Heart" "I Have Jesus In My Heart"

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Unit One

God Gives Us Promises

Lesson 1: Trusting God's Promises

Scripture Memory: Ephesians 6:11

Hymn: Living For Jesus, p. 116 (HH)

Chorus: Let's Sing About Jesus

Vocabulary

Exceeding: more than enough

Target Truths

- God has given His children many promises.
- We learn about God's promises in the Bible.

Teaching Strategy

Tell your students that God shows His love for us in many ways. One of the ways He shows us His love is through the promises He gives us. Over and over again in the Bible, God tells us about special things that He does for us. One of God's promises was given to Noah. Let's review that story now.

God had made a beautiful world. The people on the earth were very busy. They enjoyed using all the things God had made for them, but they had forgotten God Himself. They never talked to God, and they would not obey God.

There was only one man who still loved and obeyed God. This man was Noah. One day God told Noah how sad He was that all of the people on the earth were so bad. God told Noah that He was going to bring a great flood upon the earth. He was going to wash everything clean and begin all over again.

But God told Noah that his family would be saved because they did love and obey God. God then told Noah to build a great boat called an ark. He told Noah exactly how to build the ark. It took a long time, but Noah and his sons did exactly as God said. The people watched Noah and his sons work on the ark, and they made fun of them. Noah warned the people what was going to happen, but the people did not believe Noah, so Noah kept working.

Finally the ark was finished. Noah and his family went into the ark. Two of every kind of animal of the earth went into the ark also. After all the animals and the family of Noah were safe in the ark, God closed the door so no one else could enter.

Then the rains came. It rained and rained for forty days and forty nights. Everyone on the earth died, but Noah and his family were safe. After the rains stopped and the waters went down, Noah, his family and all the animals left the ark to begin life on earth again.

Then God did another wonderful thing. He put a rainbow in the sky. He told Noah that the rainbow was a promise that He would never destroy the earth with water again. Every time we see a rainbow, we need to remember this promise of God.

The Bible is full of such promises of God. The purpose of this week's lesson is to help us begin thinking of the promises God has given us and how we should respond to such a great God. We should not become like the people of Noah's time and forget about God. We should love Him always and obey His Word.

Have students take their Bibles and help them to find the Old and New Testaments—specifically Genesis and Matthew. Explain that the Old Testament teaches us what happened before Jesus came to the earth. The New Testament teaches us about Jesus when He lived on the earth and how we should live today.

Explain the difference between a book, a chapter and a verse. Write the word “book” on the board. Then help them to see the difference between chapters 1, 2, 3, etc., and write the word “chapter” on the board. Finally write the word “verse” on the board. Ask students to find how many verses are in chapter 1, chapter 2, chapter 3, etc.

Help students look through the New Testament book by book until they find 2 Peter 1:4. Help them understand the verse and answer the question in their books. Then give them opportunity to complete the rest of the lesson in their books. After naming the ways they can show they love and obey God.

Quiz Answers

- Jesus came to be our Savior; God hears our prayers; God has a plan for us; God planned our family
- Pray; read the Bible; go to church; work hard in school



Lesson 1 Quiz—Trusting God's Promises

Name _____ Date _____ Score _____

Circle the answers that explain a promise of God to us.

Jesus came to be our Savior.

God hears our prayers.

God will not answer prayer.

God has a plan for us.

God planned our family.

Circle the answers that tell us what we can do to show we love and obey God.

Pray

Fight with our friends

Read the Bible

Go to church


Work hard in school

Lesson One

Trusting God's Promises

God makes many promises to His children. His promises always come true. Sometimes we must wait patiently, but we can trust God to keep His Word.

Second Peter 1:4 tells us how wonderful God's promises are. What kind of promises has

God given us? God has given us promises that are  _____

very great and precious promises

Now read each of the following. Check (✓) the boxes that show one of God's promises to us.



Jesus came To be our Savior.



God hears our prayers.



God **will not** answer prayer.



God Loves us.



God protects us.



God wants us To be alone.

People in Noah's time forgot God. They did not love or obey Him. We should always love God and obey His Word. Under each picture write what the picture reminds you to do to show that you love and obey God.



Pray



Read the Bible



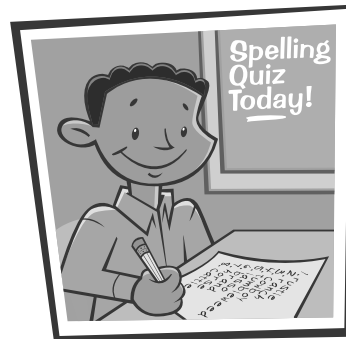
Share



Go to church



Eat right



Work hard

Lesson 2: The Promise Of Heaven

Scripture Memory: Ephesians 6:12

Hymn: Living For Jesus, p. 116

Chorus: Let's Sing About Jesus

Vocabulary

Create: to make something out of nothing

Genesis: beginning

Target Truths

- Heaven is a place God prepared for Christians.
- Christians will live in heaven forever.
- God has always existed.

Teaching Strategy

Review from last week's lesson the difference between the Old and New Testaments. Have students find the Gospel of Matthew. Explain that this is the beginning of the New Testament. Ask the children what book begins the Old Testament. Then have them find the Book of Genesis. Remind the children that the Old Testament tells about what happened before Jesus came. The New Testament tells about what happened after Jesus came to the earth. Have the children find Genesis 1:1 and read the verse together.

Explain at the beginning of the lesson the truths that show that God has always been. Everything has a beginning except God. The heaven and the earth had a beginning; they began when God created them.

Now have students turn to the last book of the Bible—the Book of Revelation. Have them find the next to the last chapter—chapter 21. Review the difference between a book (Revelation), a chapter (chapter 21) and a verse (begin with verse 4). Tell children that the verses they will read in this chapter tell about heaven and what it will be like. Read and discuss verse 4. Then read and discuss verses 18 and 21 and discuss what they think the city will be like. Continue to read verses 22 through 25 and try to help them visualize what it would mean to have no lights because Christ Himself will be our light.

Return to the lesson in their books, and use this to review what has been covered in the Book of Revelation. Before completing “What Heaven Is Like,” teach the fact that the most important thing about heaven is that there will be no sin there. God cannot live with sin, so heaven will be a perfect place.

Read the story, “The Homecoming.” Discuss with the students the joy that must take place in heaven when someone comes there to live forever. Have students share what they think is the best part of heaven. What do they look forward to seeing there? Continue to have them visualize what heaven is like, and remind them that it is such a special place because sin will not be allowed there. Remind the children that we cannot really picture exactly what heaven will be like because it is far more beautiful than anything we have on earth.

From what they have studied, have students draw pictures of what they think heaven will be like. Use these pictures as the theme of a bulletin board to emphasize the “Home of all Christians.”

Finding God's Promises

Scripture: Genesis 5:21-24; 2 Kings 2:1-12; Acts 1:9-11

Promise: God promises to take all saved people to live with Him in heaven for eternity.

In our lesson this week, we see the special place God has prepared for those who love Him. Heaven is a beautiful place that is far more beautiful than our earth. We cannot completely know what heaven will be like because we do not have the mind and knowledge of Christ. However, when we die and go to heaven, we will then understand much more about how wonderful heaven is. We cannot understand all of this now, but we do know that there is no place on earth as wonderful or as beautiful as heaven will be.

One thing we do know for sure about heaven is that there will never be any sin there. There cannot be sin in heaven because God lives there. Just think, if even one sin could be in heaven, God could no longer live there because God cannot look upon sin. Think about what it must be like to live in a place that has no sin. We know from the Bible that there will be no tears or sadness or sickness in heaven. Those things are all results of sin. There will also be no weeds or decay or things getting old in heaven because these are caused by sin. Heaven will be wonderful, won't it?

God wants us to know that if we have trusted Jesus as our Savior and have had our sins forgiven, we will be in heaven with Him one day. God also says that there will be a time on the earth when He will take all the Christians to heaven before they die. That sounds strange, doesn't it? But God says it will happen. To teach us how this will happen, God used the examples of two people in the Bible who went to heaven without dying.

A man named Enoch lived before the days of Noah. In those days people lived for many hundreds of years before they died. A son of Enoch whose name was Methuselah lived 969 years before he died. Enoch lived for 365 years, but he did not die. God just took him to heaven.

Do you remember the story of Elijah that we studied last year? Elijah was a prophet of God who told the idol worshipers of his day to turn to the living God. Do you remember what happened to Elijah? Did he die? (See if anyone can review this story from memory since it was studied last year.) No. God sent a fiery chariot and took Elijah to heaven. Elijah did not die.

The Bible says that a time will come when people will just be taken to heaven; they will not die. This will happen in an instant of time just as it happened to Enoch and Elijah.

Most people will die before they are taken to heaven. Jesus showed us something of what it would be like to die but still go to heaven. Jesus died on the cross and shed His blood to pay the price for our sins. Since Jesus died for our sins, we do not have to pay for our sins. If we trust Jesus as our Savior, He will take away our sins and take us to heaven one day. After Jesus died, what happened to Him? Is Jesus still dead? No, we know that Jesus came alive again. We know this because He was seen by the disciples, by His friends and relatives and by hundreds of other people. The Bible tells us about all of these things. After forty days of walking again on the earth, these people watched Jesus rise into heaven through the clouds. Jesus allowed these things to happen to Him to teach us that even though we may die, we will live again in heaven. Our bodies will die, but our spirits (the inside part of us that is the real us) will continue to live forever in heaven. Then one day our bodies will be raised from the dead, and our spirits will be united with our new bodies—the ones we will have in heaven for eternity.

Just remember, boys and girls, one of two things will happen one day: (1) If our bodies die, we will still be alive in heaven, or (2) God may just take us to heaven without allowing our bodies to die. Either way, we will be in heaven. This is a wonderful promise made by God to all who have received His Son as their Savior.

Discussion:

What would be different about our class if there were no sin? What things would we never see or hear? Why can there be no sin in heaven? What is God like?

Help your students understand how long the people in the Bible lived. Compare the ages of Enoch and Methuselah to the ages of their grandparents.

Help your students understand the concept of the Rapture (the time when all the Christians on the earth will go to heaven without actually dying). Let them describe what it will be like in their own words.

Have students draw pictures of one of the following stories to show someone who was taken into heaven: Enoch, Elijah or Jesus.

Character Trait Activities

Creativity

Definition: Using the abilities God has given us in a new and different way

Opposite: Doing the same thing in the same way

One of the key ideas of this lesson is to understand the meaning of the word “create.” When God created the heaven and the earth, He began with nothing. When we create, we must use something that God has made to make something of our own. If we make a picture, we must use paper or paint or something else that God created for our use. If we make a new toy, we must use material that God has made to make something new. Even our thoughts are given to us by the goodness of God.

1. For art, take 6-8 strips of construction paper approximately 1”-1 1/2” wide by approximately 15” long. Staple these strips together at one end. Then have children create something new and different by forming the strips into curves and shapes and pasting them together. They may make a design, a bird, a flower or whatever comes from their imaginations. Remind them that the color and the paper they are using are a part of God’s creation. They are using the abilities and creativity that God gave them to make something beautiful and new.
2. Have each student think of a creative and special way to let their parents know they love them. Let all the children complete their own projects. A sample list of ideas is given below:
 - A card with a special poem they write themselves
 - A special letter that they write by themselves
 - A picture with a special saying or verse
 - A poster designed to frame a word such as “love”
3. Have the class discuss a different way to do something in the class. Perhaps they could try a different pattern of eating lunch together. Maybe they could plan a popcorn party or some other special treat for another class. Help them to plan such an activity and then enable them to follow through on their idea.
4. Work on types of design art that will allow them to be creative in some way. Give them the basic format, and allow them to use color or design in a unique way. Use these as a bulletin board that shows the creative talent God has given them.

The Homecoming

Scripture: 2 Corinthians 5:1, 6-8

Linda was so sad. She and her family had just returned from her grandmother's funeral. Already Linda missed Grandma, and so did her brother, Jerry. An older sister, Kristen, lived far away. She had a baby only three days old, so she wasn't able to come to the funeral. "Now Granny will never get to see Kristen's baby," Linda cried.

Her parents comforted her. "Try to understand that God knows best," they told her. "You need to stop questioning and trust Him." Time does heal wounds, and slowly laughter returned to the Hansen home.

One night, Linda went to a slumber party. The fun was just beginning when Linda's father telephoned to say she'd have to come home—that he had a surprise for her. Linda protested and begged to stay, but Dad was firm and came to pick her up. She was very disappointed. Arriving at home, she unhappily opened the door to the house and heard a familiar voice call, "Surprise!" It was Kristen and her husband, Bob, with baby Erika!

"Oooohhh!" breathed Linda. "Oh, let me see the baby! Isn't she cute! She looks just like me."

Jerry laughed. "Ha! You both have red noses, if that's what you mean. Only resemblance I see," he teased.

What a happy time they had—visiting, admiring the baby and just being together! "But I still wish Granny could have seen Erika," said Linda. "We all do," answered Dad. "But, Linda, aren't you glad I insisted that you come home from that party?" Linda nodded, and Dad continued. "Having Kristen's family come home reminds me of the homecoming that is taking place in heaven because Grandma 'came home.' You know, it's been eight years since she has been with Granddad. Then there was her baby who died when he was six years old, and her brother who was killed in the war and lots of other relatives and friends who went to heaven before she did. Best of all, she is now with Jesus, whom she loved so much."

Linda was thoughtful. "You mean God called her home to heaven, just as you called me home tonight?" she asked.

"That's right," nodded Dad. "Just think how happy she is in heaven right now."

Linda was beginning to understand. "She's even happier than we are here with our family all together. God does know best, doesn't He?"

How About You?

Has someone you love gone to heaven? When it hurts, remember how happy he or she is. God knows what is best for you too. Trust Him.

Quiz Answers

Note:

If your students are not yet ready for this type of quiz, teach them how to take this quiz as you go through each question with them. Then have them try to complete it on their own.

1. God (or Jesus)
2. Sin
3. Gold
4. Twelve
5. Pearls
6. Jesus
7. Forever
8. Create
9. Genesis
10. God (or Jesus)

Lesson 2 Quiz—The Promise Of Heaven

Name _____ Date _____ Score _____

Use the following words to complete the sentences below:

Jesus	gold	pearls	sin
forever	create	Genesis	twelve
God (used twice)			

1. Heaven is a perfect place made for us by _____.
2. Heaven will be perfect because God will not allow _____ there.
3. In heaven, the streets will be paved with _____.
4. There will be _____ gates.
5. The gates will be made of _____.
6. There will be no night or sun or moon because _____ will be our light.
7. We will live with Jesus in heaven _____.
8. To make something out of nothing means to _____.
9. The book of beginnings (the first book in the Bible) is _____.
10. _____ has no beginning and no end.

Lesson Two

The Promise Of Heaven


The Bible begins with a simple statement. God created the heavens and the earth. With these words, God tells us about Himself. First, God says that He has always been and that He made all things. Second, God tells us that He created the heavens. Heaven includes the sky, outer space and the place where God lives. In the Bible, God tells us some things about heaven. They are listed below.

- There is no night there—no sun, moon or earthly lights.
- All the light in heaven comes from Jesus.
- All the walls are made of pure gold and precious jewels.
- There are many beautiful places to live, and the streets are made of pure gold.
- There are no churches there because God Himself is the temple and sits on a throne.
- We will be able to see Jesus face to face.
- There is a river of life and a tree of life. (This reminds us that we will live forever because there is no death in heaven.)



What Heaven Is Like

It is not possible for us even to imagine how very beautiful and wonderful heaven is. The most wonderful truth about heaven is that God lives there, and believers will be with Him always. God will not allow any sin in heaven. It will be a perfect place. Thus, God has made a special place for us to live with Him forever.

 Circle the things shown below that will be in heaven. Cross out with an "X" those things that will not be in heaven.



God



Sickness



Anger




River Of Life



Tears



Tree Of Life

 Why will heaven be a perfect place to live? God is there.

 How long will we live in heaven? Forever

 What do you look forward to seeing in heaven the most? Why? _____

Answers will vary.

Connect the dots and color the picture of one of the things that will be in heaven.



The Beauty Of Heaven

Use the following words to complete the puzzle.

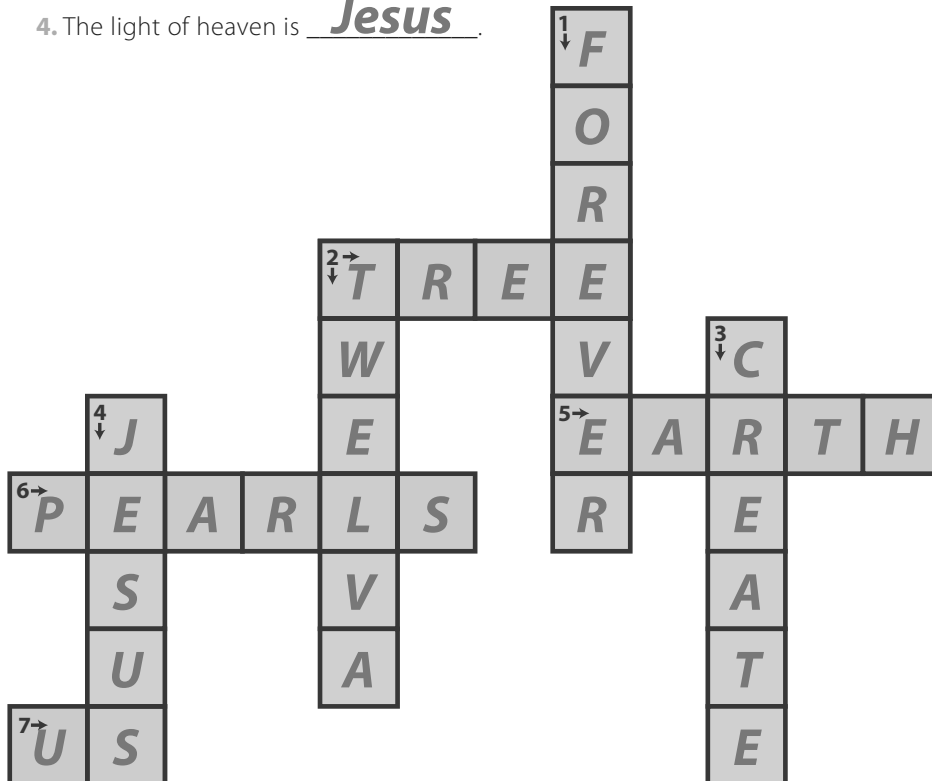
tree	forever	pearls	us
twelve	earth	create	Jesus

Across:

- In heaven there will be a tree of life.
- God created the heaven and the earth.
- The gates of heaven will be made of pearls.
- God made both heaven and earth for us.

Down:

- In heaven we will live with Jesus forever.
- There will be twelve gates in Heaven.
- To make something out of nothing is to create.
- The light of heaven is Jesus.



Unit Two

God Creates The World

LESSON 3: God Makes ALL Things

Scripture Memory: Ephesians 6:11-12

Hymn: Living For Jesus, p. 116

Chorus: Jesus Loves The Little Children

Vocabulary

Firmament/expanse: the Bible word that means sky

Creatures: a living being

Vegetation: plant life

Target Truths

- God created all things. When He had finished, He said that the work He had done was “very good.”
- We should be thankful for all God made for us.

Teaching Strategy



The story of creation is a review from last year’s study. Have students turn once again to Genesis 1. As each day of creation is studied, have a student write on the board what God created on that day. Begin with Day 1 and complete the story in the following manner:

- Gen. 1:3-5—First Day: Light (day and night)
- Gen. 1:6-8—Second Day: Firmament (sky)
- Gen. 1:9-13—Third Day: Land, sea, plants
- Gen. 1:14-19—Fourth Day: Sun, moon, stars
- Gen. 1:20-23—Fifth Day: Fish and birds
- Gen. 1:24-27—Sixth Day: Animals and man

Have students draw a set of pictures to review the days of creation. A large sheet of paper can be divided into six sections. Then a mural could be made with different children working on each section of the mural, or a booklet could be made with each page depicting one day of creation.

Help your students find Genesis 1:31 in their Bibles and provide time to answer the question in the place provided.

Read the story “Good For Something.” Use the story to teach the fact that everything God made was for a purpose. Nothing was made by accident. Every tiny creature was made to fit into a great and wonderful plan. God’s plan is too wonderful for us to understand it all. We need to learn to enjoy everything about God’s creation. Have children share their feelings about different creatures that they might not enjoy (such as snakes or spiders). Help them to think of God’s purpose for making some of these creatures. Help them to become thankful for God’s wisdom in making everything exactly the way He did. This is why we can say that everything God made is truly “good.”

In the student’s manual, read and discuss the section entitled, “Showing God That We Are Thankful.” Have students share how God showed His love for us through His creation. Have students use specific aspects of creation to provide examples of God’s goodness. Read the story, “Be Thankful,” and discuss the ideas in the story to further illustrate the need to be thankful for all the things God has given us.

Have students give examples of ways in which they can show their love and thankfulness to God in each of the areas listed in their books. After a time of sharing, have students write one way they can demonstrate their love for God in each area. Help them to be very specific.

Finding God's Promises

Scripture: Genesis 1:31; Luke 11:11-13; John 2:1-11

Promise: God promises that everything He makes is good.

We have just had a review study from last year of how God created the earth and all the things on the earth. Can you remember what God said each time He looked at what He had made? God said, "It is very good." God was pleased with His work. Remember that everything He made on the earth was made for us to rule or control. We are to rule over the earth and use what God has made wisely. God did not give us anything that was not good. (You may want to mention that now everything is not as good as when God made it because sin has entered the world and affected all of God's creation, but it is still true that everything God makes is good.)

When Jesus was on earth, He asked, "Would a father give something evil to his children? If a son asked his father for bread, would he be given a stone? Or if he asked for an egg, would the father give him a scorpion? We know that an earthly father would not do this. Would God, your heavenly Father, give something bad to His children?" We know that our heavenly Father will only give us what is good.

All of creation is part of God's miraculous work. When Jesus was on the earth, He performed many miracles. All of Jesus' miracles showed that He wanted to do good for us. He healed the sick and lame. He was always kind and good, but these are not the only kind of miracles Jesus did.

One day Jesus was with His mother at a wedding. During the wedding feast, the people ran out of wine, so Jesus' mother asked Jesus to make some new wine for the wedding. Jesus told some of the servants to fill the wine barrels with water. After the water was in the barrels, the people began to drink from the barrels and found that they were not drinking water but wine. The wine that was now being served was far better than the wine they had before. Jesus had turned the water into wine for the people to drink, but this was no ordinary wine. Jesus made the wine the best it could be for the people to enjoy. Everything Jesus does is good. God wants us to enjoy all He has made for us because He made it all to be good.

Discussion

Can man make things as beautiful as the things God has made? Can we improve on anything God has made to make it better? Have each child bring something to class that God has made and discuss how perfectly it is made (e.g. a leaf, a flower or a rock).

Character Trait Activities

Thankfulness

Definition: Thanking God and others for what they have done for you

Opposites: Forgetting to say thank you; ungratefulness

1. Have students write a "thank you letter" to God. Help them to be specific about some of the things in creation that He has given us. Discuss a variety of areas before having them write their letters. For example, they might think about the fall season. They could thank God for the seasons, for the beautiful fall colors, for the way the leaves change their colors and for the cool evenings. Help them think through a variety of ideas, and then help each of them to focus on one idea about which to write.

2. Use the exercise in their books to list those things they are thankful for, and then have them draw a picture to show how they can show their thanks in each area.

Good For Something

Scripture: Genesis 1:20-26

“I don’t like spiders, do you?” Ann asked her friend.

“Ugh! No, I hate them!” shuddered Jean. “They’re creepy looking.”

A spider had stretched its web across a section of fence in Ann’s back yard, and the girls had gone over to look at it. “The web sure is pretty, though,” observed Ann as they leaned closer. Each silvery strand of the beautifully constructed web connected to make a lacy pattern. Dew drops on the web sparkled in the morning sun.

“I wonder how the spider knows how to make a web like that,” said Jean.

“Since God made everything, He must have made spiders so they’d know how to make their webs,” answered Ann.

Just then an insect buzzed around their heads. When Ann swatted at it, the bug flew into the web. Quick as a wink, the spider dashed out from a corner of the web and wrapped silk around the insect until it was held fast. “Wow! Did you see how fast that spider moved?” asked Jean.

“Yeah—and it sure made quick work of that bug,” replied Ann. “Good thing, or the bug might have bitten us. Looks like spiders are good for something after all. Some bugs eat our garden plants, and some carry diseases. Every bug that’s caught by a spider is one that can’t hurt us.”

“I never thought of that before,” nodded Jean. “I guess God must have known we’d need spiders.”

How About You?

Have you ever thanked God for spiders? In their own quiet way, they are helping people every day. Stop and think how each creature fits into God’s creation. It will help you appreciate the greatness of God and all of His creation.

Be Thankful

Scripture: Psalm 100

Ted was always dissatisfied. “If Jack Stark can go to the park alone, why can’t I?” he would ask. Or, “Why do I have to eat carrots? None of the other kids have to eat what they don’t like!” Rules about TV also brought many complaints. “Other parents think those programs are okay, but you never let me watch anything!” declared Ted. At bedtime, it was, “Can’t I stay up longer? Nobody else has to go to bed so early.”

“Can’t you be thankful?” asked Mom when Ted complained one day because his father was out of town for a few days. “Be glad Dad has a job, even if it does take him away sometimes. Be glad for all the things God has provided for you.”

“Well, I am, but everybody else has it better,” Ted murmured. “I wish I could live like Jack does.”

It was only a day later that Mom fell and sprained her ankle. To help out, Jack’s mom invited Ted to spend several days at their home. When he returned home, Ted seemed as happy to be back as his mom was to have him. “Well, how did you like eating only your favorite foods?” asked Mom. “And I do hope you didn’t stay up too late every night, watching wild TV programs.”

“Oh, no, Mom,” Ted assured her. “Jack’s whole family goes to bed early, and we had to eat all kinds of things—even carrots. His mom said she wanted me to look healthy when I came home.” He paused, then added, “They’re real nice, Mom, but I found out that it’s not really nicer there than at home. I like it here.”

Mom laughed. “They say the ‘grass is always greener on the other side of the fence,’ but when we finally manage to get there, we usually find it isn’t really true. We need to learn to appreciate what God has given us and be thankful for it.”

How About You?

Do things always look better to you somewhere else? Others probably think that what you have looks good. Learn to be thankful for everything!

Quiz Answers

1. 4
2. 3
3. 6
4. 2
5. 5
6. 1
7. Spoke
8. All of it
9. Nothing but God Himself
10. Good

Lesson 3 Quiz—God Makes ALL Things

Name _____ Date _____ Score _____

1-6. Number the following in the correct order to show what God made on each day of creation:

	Sun, moon and stars
	Land, sea and plants
	Animals and man
	The sky
	Fish and birds
	Light (day and night)

7. God _____, and things were created.
8. How much of God's creation did He create for a specific purpose? _____
9. What exists that God did not create? _____
10. After God finished His work, He saw that all His work was “_____.”

Lesson Three

God Makes ALL Things

Heaven will truly be a wonderful place. It is a place prepared for us. But God did not only make heaven for us, He also made our beautiful earth especially for us.

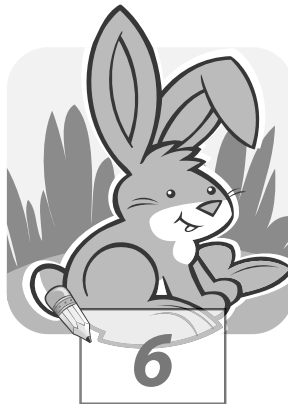
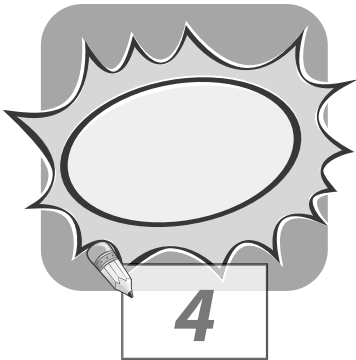
God Created

Even the way God created the earth was very special. God simply “spoke,” and things were created. The word “create” means to make something out of nothing.

God spoke, and there was light. Next God spoke, and sky (heaven) appeared. Again He spoke, and water, seas, dry land, trees and plants were made out of nothing. Then He spoke, and the sun, moon and stars appeared in the sky. After that, God spoke, and the fish and birds were formed. Finally, God spoke, and cattle, animals and man were created.



As you review the creation story, write under the pictures the day on which each thing was created.



God RESTed

After God had created the earth and all the things on the earth, He rested from His work. He knew He had done a good thing. He had prepared a beautiful world for us.

Read Genesis 1:31. How did God feel about His own work? Copy the part of the verse that tells us how God felt.

 **God saw all that He had made, and it was very good.**

Showing God That We Are Thankful

Boys and girls, we see the beauty of the earth every day. We know that God created all of these things for us to use and enjoy. This makes us remember how very much God loves us. And if we are saved, one day we will see all the glory of heaven, which God has made for us.

 The Bible tells us in 1 John 4:19 why we love God. What is this reason? _____

Because He loved us first.

One of the first ways God showed His love for us was through all He created for us. We can show our love for Him in many ways. One of the best ways is by being thankful for all He has done. Fill in the blanks below with some of God's gifts for which we should thank Him.



 At church I am thankful for _____

Answers will vary.



 At home I am thankful for _____



 At school I am thankful for _____



 At play I am thankful for _____