



Building on the Rock

TRUTH



SAMPLER





Building on the Rock

TRUTH



TEACHER MANUAL

Samples reduced; not actual size

Teacher Manual

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Introduction

Children's beliefs and values develop early in life, and students bring these into the classroom. Foundational beliefs and values influence how students interpret knowledge and guide their actions. Building on the Rock is a unique curriculum designed to help students in kindergarten through fifth grades interpret knowledge and build foundational beliefs and values from a biblical perspective. In an age of competing worldviews, this curriculum will help young students formulate a biblical perspective of the world and then live accordingly. Building on the Rock incorporates worldview and Bible survey curricula in a way that cohesively presents the affirmations of the biblical worldview within the historic biblical truths of creation, the fall, and redemption. It also lays the groundwork for later comparative worldview studies at the secondary and higher levels of education.

Christian schools have a unique opportunity to model educational excellence, preparing students to enter society with a distinctly biblical worldview through which they can integrate their faith and academic knowledge. From this integrated approach to education, students are enabled not only remain firm in their faith, but also to make valuable contributions to society throughout their lives.

Summit Ministries

Established in 1962, Summit Ministries exists to train Christian leaders to understand our times, faith, and culture and to know what it means to think like a Christian in every area of life. Summit Ministries is committed to developing curricula that can help students articulate and apply the biblical worldview to every aspect of reality.

Design of Building on the Rock

The design and goals for Building on the Rock are based on the understanding that no worldview curriculum can, or should, provide an exact model for Christian thinking and action. Rather, a worldview curriculum must present a framework of biblical truth and values, encourage students to reflect upon it, and provide opportunities in various formats for students to apply what they have learned.

A common concern among many Christian school Bible teachers is that after years of religious education, students neither understand the relationships between the Bible facts they have memorized, nor link those facts with a clearly defined worldview.

Since the very beginning Summit Ministries has focused on applying Christianity's essential doctrines to understand the times and know what our society ought to do.¹ Summit's board of directors, employees, and volunteers seek to clearly state our faith as well as the convictions that flow from it.

Statement of Faith

As a Statement of Faith, **Summit** agrees with and holds to the Apostles' Creed, an ancient profession affirmed by Jesus-followers for more than 1,500 years:

[We] **believe** in God, the Father almighty, creator of heaven and earth.

[We] **believe** in Jesus Christ, God's only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died, and was buried; he descended to the dead. On the third day he rose again; he ascended into heaven, he is seated at the right hand of the Father, and he will come again to judge the living and the dead.

[We] **believe** in the Holy Spirit, the holy catholic [universal] church, the communion of saints, the forgiveness of sins, the resurrection of the body, and the life everlasting. AMEN.

Summit's Faith and Convictions

Statement of Convictions

As an outworking of this Statement of Faith, Summit agrees with and holds to certain convictions describing what we know to be true about the world:

God. *God, existing eternally in three persons, Father, Son, and Holy Spirit, is the source of all truth and he expresses his nature relationally.*ⁱⁱ God has revealed himself both in nature and through the Bible, the only inerrant, inspired, authoritative word of God.ⁱⁱⁱ This has implications for the institutions of church, family, commerce and government.^{iv}

Humanity. *All human beings bear God's image and are thus inherently valuable—beginning at conception—whether or not society regards them as healthy, productive, or useful.*^v As God's image-bearers, men and women of all races and nationalities have the capacity and the calling to steward creation, create economic and social value, pursue justice, stand against evil, and act in a transforming way in culture.^{vi}

Salvation. *Through sin humanity has departed from God's way, but through our Lord Jesus Christ God has made a way for us to be reconciled to him, to be transformed to understand and do his will, and to be ambassadors of his gospel.*^{vii} Further, God has instituted the church as a vital means by which his gospel would be proclaimed and practiced.

Society. *Citizens of the kingdom of heaven will always be the best citizens of the kingdom of man, because obeying God above all earthly powers is what best secures the blessings of liberty.* Government is God-ordained to punish evil and protect the good. When it oversteps its bounds by failing to recognize the value of each person, or by constraining conscience, or by calling good what God calls evil and calling evil what God calls good, we must call it to account.^{viii}

Marriage. *God made human beings male and female, equal in value but complementary in their relationship to one another* (Genesis 1:26–27). Gender is not a mere social construction, but part of a loving Creator's design that is lived out in singlehood as well as in marriage, which we believe to have been created by God and intended for one man and one woman, for life (Genesis 2:18–25).^{ix} Man/woman marriage is the only proper place for intimate sexual relationship, and it is the proper place in which to welcome children—by birth or adoption—as a blessing from God.^x As valuable as marriage is, though, we believe that only God can ultimately meet our need for intimacy, and that our identity is properly placed in Christ rather than in our marital status or our assessment of our feelings of sexual attraction.^{xi}

Stewardship. *Human beings were given charge over God's creation, and we take seriously our calling to care for it.*^{xii} We are called to bear God's image through creativity and industriousness.^{xiii} We support the principles of free exchange, respect for private property, and honesty as being means by which we best care for our planet, serve one another, and alleviate poverty and its effects.^{xiv}

We see these convictions as based on justified true beliefs describing the world as it actually is, not on mere opinion or upbringing. Thus, out of gratitude and commitment to our Lord, we will believe them, act upon them, and seek to persuade others.

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Scope and Sequence

Building on the Rock includes six levels of study in both the Worldview and Bible Survey sections. The kindergarten level introduces the Biblical Truths and many of the character traits students will study in depth in the upper grades. Worldview concepts are developed and reinforced at each grade level. The spiral sequence of the curriculum benefits students who enter the Christian school at different grade levels. Building on the Rock prepares students for Summit's middle school curriculum and further comparative worldview studies.

	Grade K Truth	Grade 1 Wisdom	Grade 2 Fellowship	Grade 3 Image-Bearing	Grade 4 Servanthood	Grade 5 Stewardship
Main Focus	Biblical Truths 1–20	Biblical Truths 1–4	Biblical Truths 5–8	Biblical Truths 9–12	Biblical Truths 13–16	Biblical Truths 17–20
Preview		Biblical Truths 5–20	Biblical Truths 9–20	Biblical Truths 13–20	Biblical Truths 17–20	
Review			Biblical Truths 1–4	Biblical Truths 1–8	Biblical Truths 1–12	Biblical Truths 1–16
Main Character Traits	Holiness, Self-Control, Obedience, Trust, Peace, Forgiveness, Dependability, Confidence, Loyalty, Friendliness, Reverence, Joy, Kindness, Compassion	Obedience Reverence Loyalty Gratitude	Joy Trust Humility Compassion	Holiness Confidence Self-Control Peace	Friendliness Honesty Kindness Forgiveness	Orderliness Dependability Perseverance Initiative
Bible Survey Topics	Bible Overview Creation and Fall, Noah, Abraham, Joseph, Moses, Joshua, Ruth, David, Elijah, Jesus' life, death, and resurrection	Genesis Creation Noah Abraham Isaac Jacob Joseph	Exodus Egyptian captivity, Moses and the exodus, Wilderness wandering, Joshua, Judges	1 and 2 Samuel, 1 and 2 Kings Samuel King Saul King David King Solomon	Major and Minor Prophets to the Northern and Southern Kingdoms Elijah Elisha Isaiah Jeremiah	Gospels: Matthew, Mark, Luke, John Jesus' early life and ministry, Jesus calls disciples, Jesus' teaching, Jesus' death and resurrection

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Using Building on the Rock

Materials and Components

Building on the Rock is created to guide students to the understanding that there is no difference between the secular and sacred—all truth is God’s truth. Its unique interdisciplinary design integrates cross-curricular instruction between multiple subjects including mathematics, science, social studies, music, art, and language arts. This enables students to practice critical thinking and collaborative skills as well as gain the understanding that knowledge is interdependent and connected rather than a set of individual, isolated subjects.

Each grade level of Building on the Rock includes a teacher manual, full-color student workbook, and blackline masters (BLMs) and transparencies (TRs) on a CD.

The Teacher Manual (TM) is divided into two sections—Worldview and Bible Survey. There are 34 weeks of instruction with four daily lessons per week. The four-day format allows for chapel services, review, or enrichment activities. The Worldview section introduces students to the 20 biblical truths that form the foundation of Building on the Rock. The Bible Survey section is divided into 14 lessons. Each lesson begins with a divider page, which includes an overview of the corresponding biblical truth or Bible story, and a complete list of the supplemental materials required for the lesson. The Planning Ahead sidebar lists the materials you will need to obtain for instruction.

Lesson plan sidebars present the objective, supplemental materials required for the lesson, materials necessary to teach the lesson (except those materials commonly used in all elementary classrooms), memory verse, and enrichment activities. The lesson is divided into three sections: Introduce, Develop, and Close. Questions directed to students are written in the text. Answers may or may not be shown, depending on the nature of the questions. Socratic questions are designed to stimulate discussion and do not require specific answers. Some questions may have obvious answers and are therefore not included in the text. For questions that require specific answers, answers are given. You may use the Notes section to write additional questions or helpful teaching hints of your own.

The Student Workbook (SW) is a full-color workbook with perforated pages designed for student use. Each daily lesson has its own workbook page. Teachers will need to read the directions and most of the sentences for the students. Answers to student workbook pages are shown on reduced-size images in the Teacher Manual.

Blackline masters (BLMs) and transparencies (TRs) are available on the Supplementals CD. BLMs serve a variety of purposes; some have paraphrased Bible stories for your convenience while others are materials for student or teacher use. TRs are full-color visual aids used to enhance instruction and can be displayed using a computer, an overhead projector, or an LCD projector.

Optional lesson review questions are included in the BLMs. Formative assessments are located in the Close section. Since Building on the Rock is designed to be used with any common English translation of the Bible, you may choose to have students recite the weekly memory verse from the version approved by your school.

How to Teach a Lesson

1

The lesson number 12.1 tells you that this is lesson 12 and day 1.

2

Supplementals are essential materials that are provided for you, such as student workbook pages (SW), transparencies (TRs), blackline masters (BLMs), and the music for Biblical Truth Couplets.

3

Materials M include items that need to be obtained in order to teach the lesson. Materials assumed to be on hand in the classroom are not listed.

4

Preparation P identifies what you need to prepare for the lesson in advance.

5

Introduce—an activity is suggested to engage students and help them make a connection with the daily topic.

6

Develop—a systematic plan is developed to present the lesson content.

1

12.1

Biblical Truth 12: *Feel Happy*

OBJECTIVES

- Students will be able to
 - determine that material things do not bring lasting happiness.

2

SUPPLEMENTALS

- SW 12.1
- BLM 12.1A
- Biblical Truth Couplets CD

3

MATERIALS M

- "If You're Happy and You Know It" song (*Introduce*)
- Play money—bills and coins (*Develop 2, Close*)

4

PREPARATION P

- Obtain a CD or find an online version of the song, "If You're Happy and You Know It." (*Introduce*)
- Obtain one play money bill and one coin for each student. (*Develop 2, Close*)

5 Introduce M P

Direct students to think of something that makes them feel really happy, but not to say what it is. Ask students how someone might know that he or she is happy when thinking about that thing. Play the song "If You're Happy and You Know It" and have students think about their happy thing as they sing along. If time allows, ask volunteers to name an action and sing new verses of the song using that action.

Ask students to share the thought that made them really happy. (*Answers will vary.*) Do you like to feel happy? (*Yes.*) What things have made you happy this morning? (*Possible answers: getting a hug, seeing my friend*) Does that happy feeling last all day? (*Answers will vary.*) Will the happy feeling last all week? (*probably not*) What might make you feel happy all week? (*Answers will vary.*) What might change to make you stop feeling happy? (*Possible answers: My new toy might break; I might get sick; I might get into trouble.*) Explain that some things make people happy, but the happy feeling usually doesn't last long.

6 Develop M

1 Teach students *Biblical Truth 12: Jesus died to bring peace within our hearts*. Have students recite it after you. Guide students to recite the *Biblical Truth 12 Couplet: Jesus died because of my sin, so I can live in harmony deep within*. Play track 12 on the **Biblical Truth Couplets CD**. Have students sing along. Inform students that Jesus not only gives us peace but he is the only one that gives true happiness.

2 Review with students that God created people in his image, but sin caused problems between God and people. Explain that because sin broke the perfect relationship with God, people have an empty feeling like something is missing in their lives. People try to fill the empty place inside them where God should be. They try to fill the space with things other than God.

Share that in the Bible, we read about a king who tried to find what was missing in his life and to fill it with something that would give him a happy feeling inside. Display the play money and read **Ecclesiastes 5:10**. Explain that King Solomon used money, and lots of it, to try to fill the emptiness and make himself feel good. He found money didn't satisfy or fill the empty feeling inside—it only made him want more and more money. Ask the following questions: Did King Solomon find happiness with all his money? (*No.*) Do you think money is good or bad? (*Answers will vary.*) Explain that money is neither good nor bad. The way people use money can be good or bad, though. Ask how having money can be a good thing. (*Possible answers: I can give money to my church; I can buy things for others; my parents can pay the bills.*) How might

getting more and more money be bad? (Possible answers: I might buy things my parents don't want me to have; I might not share the things I buy. I might forget God and only want money.)

3 Read the story about Foolish Fred from **BLM 12.1A The Tool Set**. Direct students to show a sad face when Fred is sad in the story and a happy face when Fred is happy. Ask: Why did Fred go for a walk? (Fred felt sad because something was missing in his life.) What made Fred feel happy? (looking at the tool set) Where did Fred get the money to buy the tool set? (He used the money he had saved for his vacation.) Was Fred happy using his new tools? (Yes.) Did Fred stay happy? (No; he felt sad when the tools didn't look new anymore.) Do you think another tool set will help Fred stay happy? (Answers will vary.) If Fred asked you, would you let him borrow the money to buy another tool set? (Answers will vary.) Explain that in tomorrow's lesson, you will continue the story to discover what Wise William says to Foolish Fred.

4 Read **2 Corinthians 5:17** aloud and introduce it as the memory verse. Have students repeat it after you.

5 Have students complete **SW 12.1 True Happiness**.

7 Close **M P**

Distribute the play money—one bill and one coin to each student. Ask the questions. Direct students to hold up the bill if they think the answer is yes. If they think the answer is no, have them hold up the coin.

- 1** Does happiness last forever? (No.)
- 2** Does Jesus bring peace to our hearts? (Yes.)
- 3** Can you find true happiness in Jesus? (Yes.)
- 4** Does money make me feel happy all the time? (No.)

8 MEMORY VERSE

2 Corinthians 5:17

9 Play Pass the Plates. Gather paper plates, one for each student. On the bottom of one plate, draw a star. Have students sit in a circle. Give each child a plate to hold, making sure they are upright and cannot see the bottom. Start the music and instruct students to continuously pass their plates to the person next to them. Stop the music and have students flip their plate over. The student holding the plate with the star on the bottom will recite the Memory Verse to the class. Repeat several times. As an alternative to playing music, have all the students recite the memory verse aloud as the plates are being passed.



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7 Close—fun, kinesthetic activities are included to review the lesson content.

8 The memory verse is shown on the first day of the lesson. You can use the Bible version approved by your school for the memory verse. Ideas for helping students learn the weekly verse are provided.

9 Extra activities to enhance students' learning are included in the Enrichment sidebar found on the second through fourth days of the lesson.

10 Answers to the student workbook page are shown in red.

Teacher Manual

Lesson 6

Biblical Truth 6: God Created People to Need Him

Lesson Overview

Knowing God as our Creator, and understanding his divine plan for intimate fellowship with us, are both essential to our physical, spiritual, and emotional well-being. We are greatly assured knowing that life is not a meaningless cosmic accident but rather an eternally planned existence, designed so that we can enjoy intimate communion with the Creator of the universe. Because God is infinite and we are finite, this fellowship is difficult for us to grasp. Yet for reasons known only to God, he has chosen to take up residence within us, calling us “a temple of the Holy Spirit” (1 Corinthians 6:19) as well as “children of God” (1 John 3:1).

Although we were created for intimate fellowship with our Creator, we were also designed to depend upon him for all things (Acts 17:25). Lesson 6 is intended to lead students to understand that their lives, daily existence, talents, basic needs, and everything they hope to accomplish are absolutely dependent upon their Creator (John 15:5). Our total dependence upon God must be understood within the context of his loving care and desire for fellowship. If our God were a capricious taskmaster, then we might become fatalistic or continually try to appease the one on whom our life depends. But within the arms of a loving Jehovah-Jireh, we are comforted and assured by his provision for us.

As you teach this lesson, reflect on God’s character. Allow his promises to encourage you. Acknowledge your dependence upon him. Let him show you areas of independence that you need to relinquish and lay at his feet. Only as you understand your relationship of dependency on God and the true peace it brings, can you communicate that relationship to your students. Share personally with them God’s faithfulness in your life. Let your confidence and trust in God encourage your students, not only to desire fellowship with him but also to develop absolute trust in the one true God.

BIBLICAL TRUTH

Acts 17:25b

The biblical worldview affirms that we are finite, created by God to be dependent upon him for life, breath, and the daily provision of every basic need.

PLANNING AHEAD

For **Lesson 6.1**, you will need a balloon, a glass of water, and a piece of fruit.

For **Lesson 6.2**, you will need a stuffed animal and the red heart cutout from Lesson 5.4.

For **Lesson 6.3**, you will need an umbrella.

For **Lesson 6.4**, you will need a puppet and two index cards, 5" by 8".

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 6.3A A Ride to School
BLM 6.4A Rudy Makes Choices
BLM 6.4B Lesson 6 Review

Student Workbook

SW 6.1 God Gives Life
SW 6.2 God Meets My Needs
SW 6.3 God Protects Me
SW 6.4 God Gives Me Choices

Transparencies

TR 6.1A Alive or Not
TR 6.3A Fortresses

6.1

Biblical Truth 6: *God Gives Life*

OBJECTIVES

Students will be able to

- explain that God gives and sustains life.

SUPPLEMENTALS

SW 6.1
TR 6.1A
Biblical Truth Couplets CD

MATERIALS M

- A balloon, a glass of water, a piece of fruit (*Introduce*)

Introduce M

Show students the balloon and blow air into it. Ask students what is inside the balloon. (**air**) Where did the air come from? (**It came from your lungs.**) Is there air all around us? (**Yes.**) How do you know? (**Possible answers: We can feel ourselves breathing; we can feel a breeze.**) Have students take a deep breath. Ask: Who made the air? (**God**) Can people and animals live without air? (**No.**)

Show students the glass of water. Ask students what is inside the glass. (**water**) Where did the water come from? (**Possible answers: It came from the faucet or sink; it came from rain.**) Who made water? (**God**) Can people and animals live without water? (**No.**)

Show students the fruit. Ask them where the fruit came from. (**Possible answers: from a tree, from the store, from the refrigerator**) Is fruit a kind of food? (**Yes.**) Who made the fruit? (**God**) Can people and animals live for a long time without food? (**No.**)

Conclude the discussion by asking the following: Who made the air, water, and food that people and animals need to live? (**God**) Does God's creation of the things we need to live show his love for us? (**Yes.**) Inform students that in this lesson, they will learn about God's gift of life and how he sustains life.

Develop

- 1 Introduce the concept that some things are alive and others are not. Display a whiteboard eraser. Ask students whether the eraser is alive. (**It is not alive.**) How do you know? (**Possible answers: It doesn't move on its own; it doesn't eat or drink; it doesn't grow or change.**) Could this eraser suddenly come to life? (**No.**) What do you see in the classroom that is alive? (**Answers will vary depending on your classroom but should include the students and the teacher.**) How do you know they are alive? (**Possible answers: They move; they grow.**) Who gave life to everything that is alive? (**God**) Display **TR 6.1A Alive or Not** to review the concept of life.
- 2 Remind students that most living things need air, food, and water. They also need warmth and light; even plants need warmth, light, air, nutrients, and water. Explain that God not only made every living thing, but he also keeps things alive. Ask students what God put in the sky that gives everything light and warmth. (**the sun**) What did God put in the sky that gives water to all living things? (**clouds**) Did God create dry land for growing food? (**Yes.**) Why do you think God provides all good things to us as gifts? (**Possible answers: because he loves us; because God is good**)

- 3** Ask students what Wise William built. (**a house**) Tell students that a house represents another need that people have—to be sheltered. People need protection from the cold, and we need to be safe. God provides people with the knowledge and ability to make shelters. Ask several students to share something about their homes or bedrooms.

Emphasize God’s goodness in providing the things we need to live. Read **Philippians 4:19** and introduce it as the memory verse. Remind students that God provides for our needs and not always for our wants. Guide a discussion about the difference between what we need and what we don’t need but may want. Be sure students understand that they may want toys and video games, but they do not need those things.

- 4** Teach students *Biblical Truth 6: God created people to need him*. Have students recite it after you. Guide students to recite the *Biblical Truth 6 Couplet: God created us to be his friend, and for our daily needs on him depend*. Play track 6 on the **Biblical Truth Couplets CD**. Have students sing along.

- 5** Have students complete **SW 6.1 God Gives Life**.

Close

Select a student to answer the first question. Have the rest of the class put their right hand on the top of their head if they think the answer was correct. If they think the answer was incorrect, students should put their left hand on the top of their head. Choose other students to answer the remaining questions.

- 1** Who gives life to all living things? (**God**)
- 2** Do all living things need food, water, air, light, and warmth? (**Yes.**)
- 3** Does God give us everything we need and everything we want? (**No.**)
- 4** Does Biblical Truth 6 say that God created us to need him? (**Yes.**)

MEMORY VERSE

Philippians 4:19

Read the verse several times for students to hear and practice repeating it. Then have students work in pairs. Designate one student to be Student A and the other to be Student B. Set a timer for one minute. In that minute, Student A will recite the verse as Student B listens. Repeat by having Student B recite the memory verse as Student A listens.

God Gives Life

Name _____ 6.1

1. God gives us and all creatures life. Circle the pictures that show things that are alive.



2. God gives us what we need to grow. Fill in the circle under the things we need to grow.



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6.2

Biblical Truth 6: *God Meets My Needs*

OBJECTIVES

- Students will be able to
- describe three emotional needs that God meets.

SUPPLEMENTALS

SW 6.2

MATERIALS M

- A stuffed animal (*Introduce*)
- Red heart cutout from Lesson 5.4 (*Develop 2*)

Introduce M

Remark that many children have favorite stuffed animals, toys, or blankets. Show students the stuffed toy. If it is a toy that is significant to you or to one of your children, tell its name and why it is special. Ask students whether they have a favorite stuffed animal. Does your animal have a name? Do you sleep with your stuffed animal? Have you had your toy for a long time? Why do you like it? How do you feel when you have your favorite stuffed animal with you? How do you feel when you are in a new place and don't have your stuffed animal?

Explain to students that taking a stuffed animal along on a trip or cuddling the toy at night can make them feel comforted, especially if they are in a new or strange place. Explain that comfort, peace, and calm are things that all people need. Besides the things we can see and touch, such as food, water, and shelter, God knows that we need other things, such as love, friendship, comfort, and peace.

Develop M

- 1 Review God's provision for our physical needs. Choose a student to share things that animals need to live. Select another student to tell what plants need to live; choose a third student to tell what people need to live. How are the needs the same? How are they different? Who gives all living things what they need to keep living?

Inform students that people need things that are different from the things animals need. Even though some pets enjoy being petted or held, they do not need human attention to live.

- 2 Show students the red heart cutout from Lesson 5.4. Ask them what they think of when they see a heart. (**love**) Explain that all people need love. God knows this because he created us to need love. God loves us! Because of his love, he gave us parents, teachers, and friends, who also love us. God's Word tells us that we should love one another because God first loved us. Save the red heart for use in Lesson 13.1.
- 3 Choose two students whom you know to be friends to come to the front. Ask the two students how they became friends. What games do you like to play together? Is it fun to be friends? Why?

Guide a discussion about friendship. Include in your discussion ways to make friends and keep them. Remind students that God wants to be our friend too. We can always count on his friendship, even when our earthly friends are not able to be with us.

- 4 Have students share times when they felt sad. Ask the following:

When you were sad, who helped you feel better? (**Answers will vary.**) What do you need when you feel sad? (**Possible answers: a hug, someone to talk to**) Do you think that God cares when we feel sad? (**Yes.**)

Explain that everyone feels sad at times. Parents and friends often comfort us when we feel sad. Ask students whether they have ever comforted a friend. (**Answers will vary.**) Have you ever comforted your brother or sister? (**Answers will vary.**) What did you do to comfort someone? (**Answers will vary.**) Do you think God wants you to help comfort others when they are upset or sad? (**Yes.**) Express the truth that God often uses others to comfort us, but he also comforts us through the presence of the Holy Spirit in our hearts.

- 5 Tell students that God knows we need to be at peace. Read the following story:

Emily wore her new red shoes to school. Her friend Savanna saw the shoes. Savanna told Emily that the shoes were ugly. Emily was upset. She wanted to yell and be mean to Savanna. Her heart was not at peace.

Ask students what Emily might do to bring peace to her heart. (**Possible answers: Emily could talk to Savanna; Emily could try not to think about the hurtful words and forgive Savanna; Emily could pray.**) Remark that when we are upset, we can always talk to God. Talking to a trusted adult can also help us to feel peace in our hearts.

- 6 Have students complete **SW 6.2 God Meets My Needs**.

Close

Read the sentences and have students do a jumping jack for those that are true and a toe touch for those that are false.

- 1 We do not need love, friendship, comfort, or peace. (**False.**)
- 2 Friends can comfort us when we feel sad. (**True.**)
- 3 God wants to be our friend. (**True.**)
- 4 When we are upset, talking to trusted adults can help us feel peace in our hearts. (**True.**)


ENRICHMENT

- Although it can be difficult for students to grasp the concept of God meeting our nonphysical needs, they can understand ways in which they receive comfort. Read the classic *Corduroy* by Don Freeman. In this story, a child comforts a teddy bear.
- Friendship is another nonphysical need that we all share. Read the classic *Frog and Toad Are Friends* by Arnold Lobel. This warm and gentle story emphasizes the character traits of friendship, loyalty, and trust.



God Meets My Needs

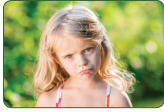
Name _____ 6.2

1. God knows our needs. He knows we need comfort, friendships, and peace. Circle the picture that shows a parent comforting a child.



2. Circle the picture that shows friendship.



3. Circle the picture that shows a peaceful child.

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6.3

Biblical Truth 6: *God Protects Me*

OBJECTIVES

Students will be able to

- explain that God protects them in many ways.

SUPPLEMENTALS

SW 6.3
BLM 6.3A
TR 6.3A

MATERIALS M

- Umbrella (*Introduce*)

Introduce M

Introduce students to the concept of people needing protection from the elements. Show the umbrella. Ask students when people would need an umbrella. (**when it rains**) Guide a discussion about rainy days by asking questions about the way the sky looks or how the rain feels. Invite students to pretend that they are opening an umbrella. Have them pretend to put on a raincoat. Then have them stand and pretend that they are splashing through puddles in rubber rain boots.

Ask students what they might use to protect against sunburn on a hot day. What would you use to protect your hands from the cold on a snowy day? What would you wear to protect your eyes on a bright, sunny day? What do people use to protect their hands when they take a hot dish out of the oven? Continue the discussion with similar questions.

Develop

- 1 Remind students that God meets our needs for food, water, air, and also for things that we cannot see or touch, such as love, friendship, and comfort. God is always with us. (Note: God protects us by telling us what to do and what not to do. If appropriate, mention that God is stronger than anything. We do not need to fear monsters under the bed or scary dreams because God takes care of us.)
- 2 Remind students that God is all-powerful. Ask: Does God have enough power to keep you safe? (**Yes.**) Does he love you enough to want you to be safe? (**Yes.**) Can God do anything he chooses to do? (**Yes.**) Remark that a king named *King David* knew about God's strength and his love. He wrote about God in the Old Testament part of the Bible. Read **Psalm 18:2a**.

Explain that King David compared God to a strong fortress. We don't live in castles, forts, or fortresses today, but in King David's time, people had to worry about enemies attacking them. Display **TR 6.3A Fortresses** for students to see examples of old fortresses built long after King David's time. What do all the fortresses have? (**tall walls**) Ask students if they think the people inside the fortress would be safe from enemies. (**Yes.**) Explain that God is like a fortress because he is very strong and keeps us safe from enemies.

- 3 Remark that God uses many people to help and protect us. Read **BLM 6.3A A Ride to School**. Ask students to name some of the ways Joshua and others in the story were protected or helped. (**Possible answers: Joshua and his dad wore seatbelts; a big firetruck went to help people in an accident; paramedics also went to help; a police officer directed traffic when the light wasn't working; a crossing guard led children across the street;**

a specially marked parking space was assigned to parents dropping off children; Joshua’s dad held Joshua’s hand.) Have students share ways police officers, firefighters, crossing guards, and parents protect them or have protected them in the past. (Answers will vary.)

- Identify each of the community protectors in the pictures on **SW 6.3 God Protects Me**. Then have students complete the page.

Close

Read the following sentences. If students agree with the sentence, have them fold their arms across their chest like a shield. If they disagree, have them hop once on both feet.

- God gives us parents to love and protect us. (agree)
- God gives us police officers and firefighters to protect us and our community. (agree)
- God is stronger than anything. (agree)
- King David compared God to a big house. (disagree)

Notes



ENRICHMENT

- Read “The Three Little Pigs.” Ask students to tell which house gave the best protection against danger. Why? Remind students that the story of the three little pigs is make-believe, but people really do need protection. Teach them that one way God protects people is by giving them the ability to know how to build strong homes.
- Check online for the classic Veggie Tales song, “God Is Bigger Than the Boogie Man.” Invite students to sing along.
- Teach students a lunchtime prayer: *Thank you, God, for the food we eat. Thank you for the world so sweet. Thank you for the birds that sing. Thank you, God, for everything.* This prayer not only emphasizes God’s provision, but it also rhymes. Challenge students to identify the rhyming words.



God Protects Me

Name _____ 6.3

1. God protects us. He gives us helpers to keep us safe. Fill in the circle of the people who help keep us safe.

 <input checked="" type="radio"/>	 <input checked="" type="radio"/>	 <input type="radio"/>
 <input type="radio"/>	 <input checked="" type="radio"/>	 <input checked="" type="radio"/>

2. Make an X in the box with objects that are keeping the child safe.

 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>
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6.4

Biblical Truth 6: God Gives Me Choices

OBJECTIVES

Students will be able to

- express that they have a mind to think and a will to make choices.

SUPPLEMENTALS

SW 6.4
BLMs 6.4A–B

MATERIALS M

- A puppet (*Develop 1*)
- Two 5" by 8" index cards (*Close*)

PREPARATION P

- Draw a happy face on one index card and a sad face on the other. (*Close*)

Introduce

Pantomime walking, climbing, sleeping, then praying. Have students guess what you are doing. After students have guessed each action, remind them of *Biblical Truth 5: God created people to be his children*. Ask students: If God made you to be his child, do you think he wants you to talk to him? Do you talk to your parents? What are some things you like to share with your parents? Why do you think it is important for parents and children to talk to each other?

Inform students that *prayer* is *talking to God*. Ask students to name times of the day when they pray. (**Possible answers: before meals, before bed**) Share examples of your personal prayer time, including when you pray, journal, or read the Bible.

Emphasize that being able to talk to God is a gift. God gives us a mind so we can express our thoughts. He also gives us the ability to choose to love him. In today's lesson, students will learn more about the good gifts God gives us.

Develop M

- 1 Introduce the concept of our ability to choose by showing students the puppet. Ask the following: When you play with a puppet, does the puppet move by itself? Does it talk on its own? Who is really moving the puppet and making it speak?

Remark that God made us to be his children, not puppets or robots. He does not make us do things. He does not force us to love him. God wants us to choose to love him because he first loved us. We call the ability to choose *our will*. Our will is a wonderful gift from God! We can make many good choices! Ask students to share some good choices they like to make. (**Answers will vary.**) Explain that because we have a will, we can also make poor choices. Ask students to name the Book that helps them make good choices. (**the Bible**)

- 2 Read the story on **BLM 6.4A Rudy Makes Choices**. Ask the following questions: What did Rudy's parents promise him? (**a pet**) What would Rudy have to do to keep his pet? (**take care of it**) What was the first pet Rudy thought about getting? (**a dog**) Why did Rudy decide not to get a dog? (**Possible answer: Dogs need to be fed, brushed, and walked.**) What other pets did Rudy decide not to get? (**a cat and a hamster**) Which pet did Rudy finally decide on? (**a turtle**) What did Rudy name his turtle and why? (**He named it Change because he changed his mind many times.**)
- 3 Briefly review *Biblical Truth 6: God created people to need him*. Call out some of the things that God gives us to provide for our needs, such as food, sunlight, or love and comfort. If students can see the

item, have them point to their eyes. If they cannot see it, but can feel it, have them give themselves a hug.

- 4 Have students complete **SW 6.4 God Gives Me Choices**.

Close M P

Hold up the happy face card in your right hand and the sad face card in your left hand so students can easily see them. Then read the statements below. If students agree with a statement, have them point to the happy face card and make a happy face. If they disagree, have them point to the sad face card and make a sad face.

- 1 God gives people minds to think and to talk to him. (**agree**)
- 2 People cannot make choices. (**disagree**)
- 3 God created people to need him. (**agree**)
- 4 God gives us what we need. (**agree**)

Notes





ENRICHMENT





- Use **BLM 6.4B Lesson 6 Review** to review the concepts presented in Lesson 6.
- Play a game that calls for students to obey a leader, such as Mother May I or Follow the Leader. After a few rounds, ask students whether they had the choice to obey the leader or not. Explain that God is not a harsh leader; he gives us the choice to obey his loving directives.

God Gives Me Choices

Name _____ 6.4

1. God gives us minds to be able to make choices. In the story "Rudy Changes His Mind," Rudy was able to choose a pet. Draw a \triangle around the pet Rudy chose.

2. Find each **g**, **m**, and **w** in the sentences. Trace them.

God **g**ave **m**e a **m**ind
to think. God **g**ave **m**e
a **w**ill to choose.

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Teacher Manual

Lesson 26.0 Preparation

Bible Survey: Moses

Lesson
26

Lesson Overview

Moses, God’s chosen leader, was born into the Hebrew tribe of Levi during the Egyptian captivity. At the time Moses was born, Egypt’s cruel king, Pharaoh decreed that all newborn males be drowned in the Nile. Not wishing to lose her precious baby, Moses’ mother hid him in a basket among reeds in the river. Pharaoh’s daughter found the baby and took pity on him. She adopted him and raised him with all the privileges of Egyptian royalty.

Although he grew up in the palace, Moses was loyal to his own people. One day, he witnessed an Egyptian assaulting a Hebrew slave. Moses murdered the Egyptian. Later, Hebrew witnesses confronted Moses, so he fled to Midian and became a shepherd. While Moses was tending his flock, God spoke to him through a miraculous bush that was on fire, yet not burning up. God commissioned Moses and his brother, Aaron, to confront Pharaoh and ask him to release the Hebrews from slavery and allow them to return to Canaan.

Moses and Aaron went before Pharaoh and delivered God’s mandate, “Let my people go!” The king’s refusal to comply came as no surprise to God’s servants, who had been forewarned by God of Pharaoh’s response. Perhaps what did surprise them was that the request resulted in increased workloads for the Hebrews and bitterness toward Moses and Aaron by the very people they had been sent to help.

Moses poured out his complaint to God, only to be reassured again that God’s plan would be fulfilled. Patiently, God repeated his call to Moses. He affirmed that Moses was to stand in the place of God himself before Pharaoh. Aaron was to serve as Moses’ mouthpiece and prophet. The plan would succeed because it was ordained and empowered by God. Egypt and all the Hebrew people would know that God is the Lord.

What followed were 10 devastating plagues unleashed against the Egyptian people and the unbelieving Pharaoh. He stubbornly refused to let the Hebrew people go until after the tenth plague.

CHARACTER TRAIT

Dependability

Colossians 4:17

Always able to be trusted

PLANNING AHEAD

For **Lesson 26.1**, you will need a baby doll.

For **Lesson 26.2**, you will need three candles—one never lit before, one burned a little, and one nearly burnt up.

For **Lesson 26.3**, you will need card stock.

For **Lesson 26.4**, you will need a baking dish, water, a straw, brown or gray construction paper, and black construction paper.

SUPPLEMENTAL MATERIALS

Blackline Masters

BLM 26.2A God Calls Moses
BLM 26.3A Ten Plagues
BLM 26.4A Ten Commandments
Tablet
BLM 26.4B Ten Commandments
BLM 26.4C Lesson 26 Review

Student Workbook

SW 26.1 A Special Baby
SW 26.2 A Burning Bush
SW 26.3 Ten Plagues
SW 26.4 Ten Commandments

Transparencies

TR 26.1A Life along the Nile
TR 26.3A Ten Plagues
TR 26.4A Parting the Sea

26.1

Moses: A Special Baby

OBJECTIVES

- Students will be able to
- retell the story of Moses' birth.

SUPPLEMENTALS

- SW 26.1
TR 26.1A

MATERIALS M

- A baby doll (*Introduce*)

Introduce M

Hold up the baby doll. Guide a discussion about babies. Ask students whether babies need a lot of care. (**Yes.**) Do babies need to be rocked? (**Yes.**) Do they need to be held? (**Yes.**) What else do babies need? (**Possible answer: to be fed and changed**) Can babies do much for themselves? (**No.**) How do babies express their needs? (**They cry.**) Have students pretend to rock a baby, hold a baby, and feed a baby.

Remark that one special baby had an additional need that most babies will never have; this baby had to be hidden because the evil king had ordered that all baby boys be killed.

Develop

- 1 Display **TR 26.1A Life along the Nile**. Guide a discussion about the images, explaining that the pictures show scenes of the Nile River in Egypt where the Hebrew people lived as slaves. Ask students what animals they see on the bottom left of the page. (**a hippo and a bird**) What plants do you see? (**tall grass, palm trees**) What do you see in the middle picture? (**a baby**) Is the Nile River a good place for a baby? (**No.**) What might happen to a baby placed in a basket and set in the river? (**Possible answers: The basket could leak and the water would drown the baby; hippos could hurt the baby; the basket could overturn.**) Remark that despite the dangers, God took care of the special baby in this story.

- 2 Read the following paraphrase of **Exodus 2:1–10**:

A man and woman from the family of Levi had a baby son. When the wife saw how wonderful the baby was, she hid him for three months. But after three months, she couldn't hide him any longer, so she made a basket and covered it with tar so that it would float. She put the baby in the basket. Then she put the basket among the tall grass at the edge of the Nile River. The baby's sister, Miriam, stayed close by to watch her baby brother. She was dependable!

Then the daughter of the king of Egypt came to the river to take a bath with her servant girls. She saw the basket in the tall grass, and she sent her servant to get it. The princess opened the basket and saw the baby boy. He was crying, and she felt sorry for him. She said, "This is one of the Hebrew babies."

Then Miriam stepped out and asked the princess, "Would you like me to find a Hebrew woman to nurse the baby for you?" The king's daughter agreed, so Miriam ran to find her mother.

The princess said to Moses' mother, "Take this baby and nurse him for me. I will pay you." After the child had grown older, Moses' mother took him to the king's daughter, who adopted the baby as her own son. She named him *Moses* because she had pulled him out of the water.

Remark that *dependable* means *always able to be trusted*. Moses' mother counted on Miriam to be dependable when she asked her daughter to watch over her baby brother.

Ask the following questions: Why did Moses' mother hide him in the river? (**The king had ordered that all baby boys be killed.**) Where did Moses' mother put her baby? (**She put him in the river, keeping him safe in a basket that was like a boat.**) Who watched Moses? (**his sister Miriam**) Was Miriam dependable when she watched her brother? (**Yes.**) Who found the baby? (**the king's daughter, the princess**) Who nursed the baby? (**his mother**) Who adopted the baby? (**the princess**)

3 Read **Numbers 12:7** and introduce it as the memory verse.

4 Have students complete **SW 26.1 A Special Baby**.

Close

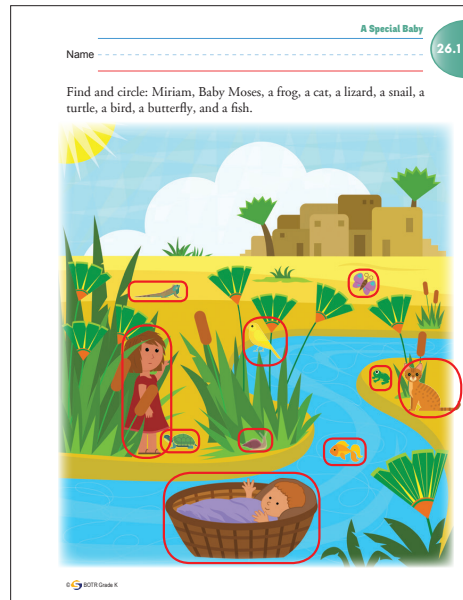
Read the statements. If the statement is true, have students pretend to rock a baby. If false, have them stomp their feet.

- 1** Babies don't need a lot of care. (**False.**)
- 2** The evil king had ordered that all baby boys be killed. (**True.**)
- 3** The king's daughter adopted the baby. (**True.**)
- 4** The baby's name was Jesus. (**False.**)

MEMORY VERSE

Numbers 12:7

Say the verse and have students repeat it after you several times. Have students stand in a circle facing each other. Begin by stating the reference for the memory verse, Numbers 12:7. Inform students that *faithful*, or *entrusted*, means *firm in keeping promises*. Have students go around the circle, each one stating the next word in the verse. If a student says an incorrect word or does not know the next word in the verse, he or she should sit down. Continue around the circle until the final word is spoken, then the next student says "Faithful, or Entrusted!" The student who says the last word should also sit down. Continue playing until one student is left standing.



26.2

Moses: A Burning Bush

OBJECTIVES

- Students will be able to
- summarize the story of Moses and the burning bush.

SUPPLEMENTALS

- SW 26.2
BLM 26.2A

MATERIALS M

- 3 candles—one never lit, one that has burned a little, one that is nearly burnt up (*Introduce*)

Introduce M

Display the candles. Have students describe the differences in the candles. Then ask the following: What happens to a candle when it burns for a long time? (**It gets smaller and smaller.**) Why? (**The wick burns up and the wax melts.**) If we lit the candle that has never been lit before and let it burn for several hours, which of the other candles would it look like? (**the one that is nearly burnt up**) Do things that catch fire usually burn up? (**Yes.**) Have you ever seen a fire in a fireplace or a campfire? (**Answers will vary.**) Why is it important to be careful with fire? (**Possible answers: We could be burnt or something in our home could burn.**) If you see something burning, what should you do? (**alert a parent or another adult**)

Remark that people in Bible times also had to be careful with fire. They knew that fire could be very destructive. In today's lesson, students will learn about a fire that did not destroy anything.

Develop

- 1 Read Section A on **BLM 26.2A God Calls Moses**. Ask the following questions: When Moses grew up, whom did he visit? (**his own people, the Hebrews**) When Moses saw an Egyptian man beating a Hebrew man, what did Moses do? (**He killed the Egyptian and buried his body in the sand.**) What happened the next day? (**Two Hebrew men were fighting, and when Moses tried to break it up, they asked him if he was going to kill them too.**) What did Moses do because he was afraid of the Egyptian king? (**He ran away.**) Where did Moses go? (**to Midian**)
- 2 Read Section B on BLM 26.2A. Ask students what Moses did to help some shepherd girls. (**He got water for their sheep.**) What did Jethro, the girls' father, do that showed kindness to Moses? (**He invited him to dinner.**) What did Moses do after that meal? (**He stayed with the family.**) Did the king of Egypt die? (**Yes.**) Were the Hebrew people free or were they still slaves? (**They were still slaves.**)
- 3 Read Section C on BLM 26.2A. Then ask the following questions: What was special about the bush that God used to speak to Moses? (**It was a bush that was on fire, but it did not burn up.**) Why do you think God used a burning bush to speak to Moses? (**Answers will vary but should include that it got Moses' attention.**) How would you feel if God spoke to you from a burning bush? (**Answers will vary.**) Why did God tell Moses to take off his sandals? (**because he was standing on holy ground**) What did God know about the Hebrew people in Egypt? (**They were working hard as slaves.**) How did God feel about the Hebrews, his special people, being slaves in Egypt? (**Possible answers: He felt sorry for them; he wanted**

to free them.) What did God command Moses to do? **(to go to the king of Egypt and to tell him that he must let the people go)** How do you think Moses felt when God told him that he wanted Moses to go back to Egypt to lead the Hebrew people to freedom? **(Answers will vary.)** What did God say his name is? **(I AM WHO I AM.)** Do you think God will help Moses set the people free? **(Yes.)**

- 4 Relate Biblical Truths 1, 5, and 6 to the lesson. Ask students whether God created the Hebrew people to be his children. **(Yes.)** Did he create his people to need him for everything? **(Yes.)** What did God's people need him to do for them? **(to free them from slavery)** Does God always tell us what is right and true? **(Yes.)** How does God speak to us today? **(Possible answers: through his Word in the Bible; through our teachers, parents, and pastors)**
- 5 Have students complete **SW 26.2 A Burning Bush**.

Close

Ask the first question. Choose one student to give the answer. Then have the entire class recite the answer. Repeat for Questions 2–4.

- 1 Whom did God call to lead his people? **(Moses)**
- 2 How did God speak to Moses? **(through a burning bush)**
- 3 What did God tell Moses to do? **(to lead the people to freedom)**
- 4 What did God tell Moses his name is? **(I AM WHO I AM.)**

ENRICHMENT

- Provide a demonstration of what it might have been like for the Hebrew people to be slaves. Ask volunteers to do small jobs around the classroom, such as picking up bits of paper or crayons on the floor. Explain that the students must do what you say; they are not free to disobey you. After a while, ask the students who were pretending to be slaves how they felt to be ordered about. The students may have enjoyed it for a brief time but then ask them how they would feel to be forced to work hard every day. Sum up the demonstration by reminding the class that slavery was hard work and often cruel. God heard the cries of his people.

A Burning Bush

Name _____

26.2

Circle T if the sentence is true. Circle F if it is false.


1. God called Moses to free his people. T F
2. God said his name is I AM WHO I AM. T F
3. Color the burning bush according to the color key. Draw Moses' sandals by the bush.

Color key:

Leaves = green

Trunk = brown

Flames = orange



Pictures will vary.

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26.3

Moses: Ten Plagues

OBJECTIVES

Students will be able to

- state why God sent plagues to the Egyptians.

SUPPLEMENTALS

SW 26.3
BLM 26.3A
TR 26.3A

MATERIALS M

- 10 pieces of card stock
(Develop 1–7)

PREPARATION P

- Make number cards from 1–10 on the card stock. (Develop 1–7)

Introduce

Pose a question: Have you ever been itchy? Have you ever had an itchy rash or bug bites? If you scratch the itch, does it stop itching? What helps you when you have an itch?

Explain that itching from a rash, fleas, mosquitos, or lice can make a person miserable. Nowadays, we have creams and lotions that help with the itch, but in Bible times, people usually just had to suffer. Remark that although God does not want people to suffer, the stubborn king of Egypt would not listen to Moses' command from God to let the Hebrew people go. So, God sent a number of serious punishments called plagues to try to convince the king to obey God's command.

Develop M P

- Display **TR 26.3A Ten Plagues**. Explain that each picture represents one of the punishments that God allowed to come to the Egyptian people. As you read the paraphrased story on **BLM 26.3A Ten Plagues**, have students point to the appropriate picture on TR 26.3A. (Beginning at the left-hand column and going down, the plagues you will read about are in order.)
- Read Section A on BLM 26.3A. Ask the following: When Moses and his brother, Aaron, went to talk to the king, did the king let the people go? (**No.**) What punishment did God send to Egypt? (**He turned the water into blood.**) Choose a student to hold up card number 1.
- Read Section B on BLM 26.3A. Ask the following: What plague did God send when the king would not let the people go? (**frogs**) Can you hop like frogs? (**Yes.**) Can you make a sound like a frog? (**Yes.**) Allow students to demonstrate. Have a student to hold up card number 2.
- Read Section C on BLM 26.3A. Ask the following: What was the next plague that God sent to Egypt? (**gnats, or fleas**) Did the king let the people go? (**No.**) Have a student hold up card number 3. What did God send next? (**flies**) Were the flies everywhere? (**Yes.**) Can you buzz like a fly? (**Yes.**) Allow time for students to demonstrate. Have a student hold card number 4.
- Then read Section D. Ask students to tell the plagues God sent next. (**Animals died and people got sores on their skin.**) Did the king let the people go? (**No.**) Do you think God will send more plagues? (**Answers will vary.**) Choose two students to hold card numbers 5 and 6.

Teacher Manual

- 6** Read Section E and ask students what the next two plagues were. (**hail and locusts, or grasshoppers**) Have students quickly clap their hands to simulate a hailstorm. Then have them hop like grasshoppers. Ask: Did the king let the people go this time? (**No.**) Do you think God will send more plagues? (**Answers will vary.**) Select two students to hold card numbers 7 and 8.
- 7** Finally, read Section F. Ask students which two plagues the last ones were. (**darkness and death of the firstborn sons**) Have students cover their eyes to represent darkness. Then ask them how they might feel to know that the oldest son in each family would die. (**Answers will vary.**) Remark that God does not want anyone to die, but the stubborn king of Egypt did not listen to Moses and Aaron's words, even though he knew God was speaking through them. Choose students to hold card numbers 9 and 10.
- 8** Have students complete **SW 26.3 Ten Plagues**. Display TR 26.3A for students to use in completing the page.

ENRICHMENT

- Read *Moses and the People of God* by Scandinavia Publishing to reinforce the Bible story presented in today's lesson.
- Have students imagine living through some of the plagues. Ask: Which plague would be the worst? Why?
- Have students make their own posters depicting the 10 plagues.

Close

Read the following questions. Have students hold up the number of fingers matching the plague in the question.

- 1** In which plague did the water turn to blood? (**one**)
- 2** In which plague did flies swarm all over the land? (**four**)
- 3** In which plague did hail damage the crops? (**seven**)
- 4** In which plague did the firstborn sons die? (**ten**)

Ten Plagues

Name _____ 26.3

Number the images in the order of the plagues.

3 and 4 1 and 2

7 and 8

9 and 10

5 and 6

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26.4

Moses: Ten Commandments

OBJECTIVES

- Students will be able to
- describe how the Hebrew people left Egypt and later received 10 laws to live by.

SUPPLEMENTALS

- SW 26.4
BLMs 26.4A–C
TR 26.4A

MATERIALS M

- A baking dish, water, and a straw (*Introduce*)
- Gray or brown, and black 9" × 12", construction paper, one of each color per student (*Develop 2–3*)

PREPARATION P

- Print **BLM 26.4A Ten Commandments Tablets** on gray or brown construction paper for each student. Print one copy of **BLM 26.4B Ten Commandments** on plain paper for each student. (*Develop 2*)

Introduce M

Place a baking dish with a small amount of water in it where all students can see. Pose a question to the class: Do you think I can move the water without touching the dish? (**Answers will vary.**) Blow through the straw so that a ripple is created. Ask students what moved the water. (**air**) Can air move water? (**Yes.**) Would a very strong wind move more water than a breeze? (**Yes.**) Blow through the straw again to show that the greater the force of the air, the more the water will move. Display **TR 26.4A Parting the Sea** to show students an artist's version of how God saved his people through a mighty wind.

Develop M P

- 1 Remark that the king of Egypt finally let the Hebrews go free. After the people left Egypt, the king changed his mind and sent the army after them. Teach students the following finger play:

The king of Egypt came with his horses and chariots. (*Walk fingers of one hand over the palm of the other.*) They chased the Hebrews to the Red Sea. Moses held his hand over the sea. (*Hold up a fist.*) All that night, the Lord drove back the sea with a strong east wind. (*Blow softly, then harder.*) God made the sea become dry ground. (*Place palms down and make sweeping motion.*) A wall of water was on both sides and the Hebrews went through the sea on dry land (*Hold hands palms facing parallel to each other like walls.*).

Then all the king's horses and chariots followed them into the sea. (*Quickly run fingers of one hand over the palm of the other.*) The Lord told Moses to hold his hand over the sea, the Egyptians, their chariots, and chariot drivers. (*Hold up hand.*) Moses raised his hand over the sea. In the morning, the water became deep again. The Egyptians tried to run from the water, but they were swept away. (*Make a sweeping motion with hands.*)

Ask the following: How did the Hebrews escape from the Egyptians? (**God made a path through the Red Sea.**) What happened in the morning? (**Moses raised his hand over the sea and the water became deep again; the Egyptians were swept away.**) Review that *dependable* means *always able to be trusted*. Then ask: Was Moses dependable as a leader of the people? (**Yes.**)

- 2 Teach students that once the Hebrews were safe, God sent Moses up a mountain to receive 10 laws for the people to live by, which are called *the Ten Commandments*. We still follow these laws today. Distribute a piece of black construction paper and one copy each of **BLM 26.4A Ten Commandments Tablet** and **BLM 26.4B Ten Commandments** to each student. Have students cut out

the tablet from BLM 26.4A. As you read and discuss each of the commandments listed below, have students cut out and glue the paper strips from BLM 26.4B onto the front and back of tablet. Make sure students glue them in numerical order.

Read the commandments:

1. Have no other gods but God alone.
2. Worship only God, never idols.
3. Use God's name with respect.
4. Worship God on the Sabbath.
5. Honor and obey your father and your mother.
6. Do not murder.
7. Be faithful in marriage.
8. Do not steal.
9. Do not lie.
10. Do not desire things that are not yours.

3 Inform students that the first two commandments teach us to worship only God. We sin when we make anything more important than God, including wanting the most toys, wanting only stylish and expensive clothes, or spending too much time on electronic games. Teach students the remaining commandments, one at a time, and ask questions such as the following: What does it mean to use God's name with respect? Is it okay to use God's name to swear or curse? Should we be faithful in our church attendance? Why is it important to set aside time for worship? Should we obey our parents? What does it mean to honor our father and mother? Is it okay to steal? Why isn't it right to take things that are not yours? Is it right to tell lies? Why not?

4 Have students complete **SW 26.4 Ten Commandments**.

Close

Ask for volunteers to state whether the following sentences are true or false. If the class agrees, have them stand on tiptoes. If they disagree, have them touch their toes.

- 1** Moses went up the mountain to receive the Ten Commandments. (**True.**)
- 2** It is okay for people to worship any god they choose. (**False.**)
- 3** You should not desire things that are not yours. (**True.**)
- 4** When they were all crossing the Red Sea, God saved both the Hebrews and the Egyptians. (**False.**)













ENRICHMENT

- Read the questions on **BLM 26.4C Lesson 26 Review** to review the concepts in this lesson.
- Create Bible costume vests from brown paper grocery bags. Open the bag, turn it so that the bottom of the bag is uppermost, and cut out the bottom. Then cut down the center of just the front of the bag and cut armholes in the sides of the bag to form a vest. Students may wear the bags and reenact the story of Moses.

Ten Commandments

Name _____ 26.4

Circle the picture that best matches the sentence.

1. Moses went up the mountain.		
2. A big wind blew over the water.		
3. God made the Red Sea part.		
4. God gave Moses 10 laws.		
5. Moses led the people on dry land.		
6. Moses gave the laws to the people.		

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Building on the Rock

TRUTH



STUDENT WORKBOOK

Samples reduced; not actual size

Name _____

1. God gives us and all creatures life. Circle the pictures that show things that are alive.



2. God gives us what we need to grow. Fill in the circle under the things we need to grow.



Name _____

1. God knows our needs. He knows we need comfort, friendships, and peace. Circle the picture that shows a parent comforting a child.



2. Circle the picture that shows friendship.

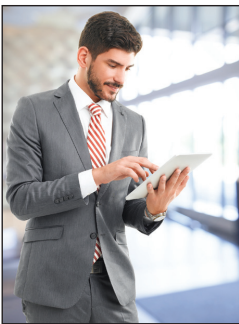


3. Circle the picture that shows a peaceful child.



Name _____

1. God protects us. He gives us helpers to keep us safe. Fill in the circle of the people who help keep us safe.



2. Make an X in the box with objects that are keeping the child safe.



Name _____

1. God gives us minds to be able to make choices. In the story “Rudy Changes His Mind,” Rudy was able to choose a pet. Draw a \triangle around the pet Rudy chose.



2. Find each **g**, **m**, and **w** in the sentences. Trace them.

God gave me a mind
to think. God gave me
a will to choose.

Name _____

Find and circle: Miriam, Baby Moses, a frog, a cat, a lizard, a snail, a turtle, a bird, a butterfly, and a fish.



Name _____

Circle T if the sentence is true. Circle F if it is false.

1. God called Moses to free his people. T F
2. God said his name is I AM WHO I AM. T F
3. Color the burning bush according to the color key. Draw Moses' sandals by the bush.



Color key:

Leaves = green

Trunk = brown

Flames = orange

Name _____

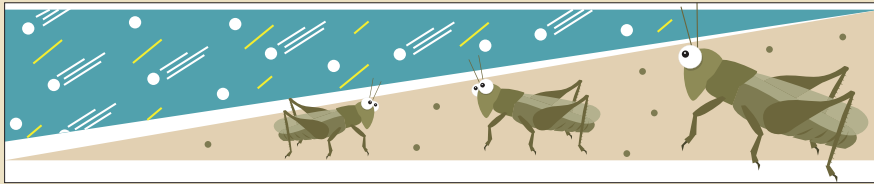
Number the images in the order of the plagues.



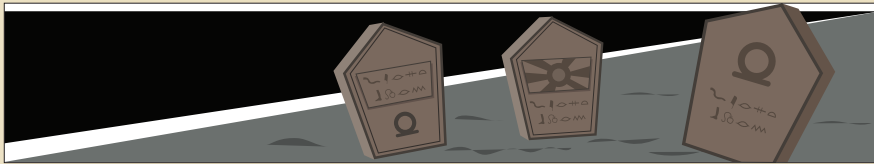
_____ and _____



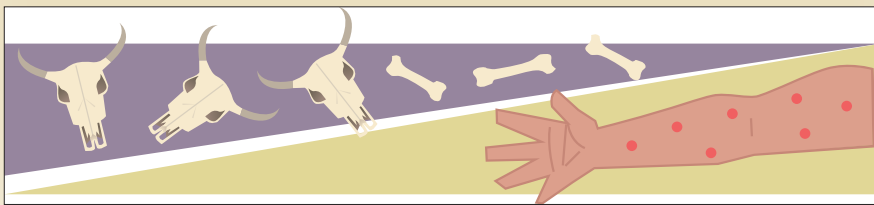
_____ and _____



_____ and _____



_____ and _____



_____ and _____

Name _____

Circle the picture that best matches the sentence.

1. Moses went up the mountain.



2. A big wind blew over the water.



3. God made the Red Sea part.



4. God gave Moses 10 laws.



5. Moses led the people on dry land.



6. Moses gave the laws to the people.



Student Manual

Black Line Masters

A Ride to School

6.3A

Every day, Joshua's daddy drives him to school. Joshua enjoys the ride. First, Joshua's daddy buckles Joshua into his car seat. Joshua feels safe! Then Joshua's daddy puts on his seatbelt. Off they go!

On the way to school this morning, they hear a loud sound and see flashing lights. What could it be? Joshua's daddy pulls their car over to the side of the road. A big red firetruck comes roaring past them. Wow! The firetruck is followed by a shiny white ambulance. They are on their way to help people who have been in an accident.

Joshua's dad decides to go do something for the children going to school. The traffic light is not working. A police officer is there.

Soon Joshua and his dad stop to help the children cross the street. Joshua and his dad safely drop off their children. Joshua says goodbye to his friends on the sidewalk. Joshua says goodbye to his friends on the sidewalk.

Lesson 6 Review

6.4B

Use the happy face and sad face cards from Lesson 6.4 *Close*. Read the questions and call on different students to answer. If classmates agree with the answer, they should point to the happy face. If they disagree, they should point to the sad face.

1. What word means *talking to God*? (*prayer*)
2. Do all living things need air and water? (*Yes.*)
3. Are friendship and protection two things that all people need? (*Yes.*)
4. Does God give us a will so that we can make choices? (*Yes.*)
5. Can friends comfort us when we are sad? (*Yes.*)
6. Do we need video games, computer games, and cell phones? (*Yes.*)
7. Does God give us a mind? (*Yes.*)
8. Does God know how we feel? (*Yes.*)

Rudy Makes Choices

6.4A

Rudy wanted a pet more than anything. Finally, his parents agreed that he could have a pet if he was willing to care for it. Rudy thought about what kind of a pet he would like.

"Mommy, Daddy," Rudy called. "I would like a dog. Uncle Dan has a dog, and I think a dog would be a good pet for me."

Rudy's parents told him, "Dogs need to be fed twice a day. They need clean water. They need to go on a walk every day. Dogs need to be brushed. Do you think you can take care of a dog?"

Rudy thought and thought. Then he changed his mind.

"I think I would like a cat," Rudy told his parents. "Cats don't need to be walked."

"Well," said Rudy's mom. "Cats use a litter box. Do you think you can clean a cat's litter box? You would need to clean it every day."

Rudy thought and thought. Then he changed his mind.

"I think I would like a hamster," Rudy told his parents. "Hamsters don't have smelly litter boxes."

"No they don't," said Rudy's dad, "but hamsters need to have the shavings in their cage cleaned once a week. Do you think you can change the hamster's shavings?"

Rudy thought again. Then he changed his mind.

"I think I would like a turtle," said Rudy. "Turtles don't have shavings that need to be changed."

"Well," said Rudy's mom. "Turtles need clean water. They need their tanks cleaned every two weeks. Do you think you could give a turtle clean water and clean its tank?"

"Yes!" said Rudy joyfully. "I think I could do that, if you'll help me."

"We will help you," said Rudy's parents. "And we are proud of the good choice that you made. God has given you a good mind."

The family went to the pet store where Rudy selected a friendly looking box turtle.

"I think I will name you *Change*," Rudy said to his new pet. "That's because I had to change my mind many times before I decided on you!"

God Calls Moses 26.2A

Section A

Moses grew and became a man. One day, he visited his people, the Hebrews. He saw that they were forced to work very hard. He saw an Egyptian beating a Hebrew man, one of Moses' own people. Moses looked all around and saw that no one was watching, so he killed the Egyptian and hid his body in the sand. The next day, Moses returned and saw two Hebrew men fighting each other. He saw that one man was in the wrong. Moses said to that man, "Why are you hitting one of your own people?"

The man answered, "Who made you our ruler and judge? Are you going to kill me as you killed the Egyptian?" Then Moses was afraid. He thought, "Now everyone knows what I did."

When the king heard about Moses' crime, he tried to kill Moses. But Moses ran away from the king and went to live in the land of Midian. There he sat down near a well. (Exodus 2:11–15)

Section B

There was a man in Midian who had seven daughters. His daughters went to the well to get water for their father's sheep. Some shepherds came and chased the girls away, but Moses defended the girls and got water for their sheep. Then the girls went back to their father, Jethro. He asked them, "Why have you come home early today?" The girls answered, "The shepherds chased us away from the well. But an Egyptian man got water for us."

He asked his daughters, "Where is this man? Why did you leave him? Invite him to eat with us." Moses ate with the family, and he stayed with Jethro. After a long time, the king of Egypt died. But the Hebrew people were still slaves. God knew they needed help. (Exodus 2:16–21, 23–25)

Section C

One day, Moses was taking care of sheep in the desert. There Moses saw a bush that was on fire, but it was not burning up. Moses said, "I will go closer to this strange thing. How can a bush continue burning without burning up?"

The Lord saw Moses was coming. God called to him from the bush, "Moses, Moses!" Then God said, "Do not come any closer. Take off your sandals. You are standing on holy ground. I am the God of Abraham, of Isaac, and of Jacob. I have seen the troubles my people have suffered in Egypt. And I have heard their cries when the Egyptian taskmasters hurt them. I will bring them out of that land and lead them to a good land. Now I am sending you to the king of Egypt. Go! Bring my people out of Egypt!"

Moses said to God, "When I go to the Hebrews, I will say to them, 'The God of your ancestors sent me to you.' What if the people say, 'What is his name?' What should I tell them?"

Then God said to Moses, "I AM WHO I AM. Tell the people I AM sent you." (Exodus 3:1–14)

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Ten Plagues 26.3A

Section A

The Lord told Moses to tell the king of Egypt to let the people go. God reminded Moses that he had made an agreement with Abraham, Isaac, and Jacob. God told Moses to tell the people that they would be free and have a land of their own.

Moses and his brother, Aaron went before the king and demanded that he let the people go. But the king was stubborn and refused to listen to Moses and Aaron. So the Lord told Aaron to stretch his staff over the Nile River. The water became blood everywhere in Egypt. There was even blood in the wooden buckets and stone jars. The fish in the Nile died, and the river began to stink. The Egyptians could not drink its water. Blood was everywhere in the land of Egypt. (Exodus 6:1–8, 7:14–21)

Section B

A week passed after the Lord changed the Nile River to blood. Then the Lord told Moses to tell the king to let the people go. The king refused again, so God sent frogs. They were in the bedrooms and beds. They were in the ovens and baking pans. The frogs jumped all over! Because the king didn't listen, frogs filled the land. (Exodus 7:25, 8:1–4)

Section C

Then the Lord sent gnats, or fleas. The gnats got on the people and animals and bit them. But the king was stubborn and refused to listen to Moses and Aaron.

The Lord demanded that the king let the people go. He promised to send swarms of flies to fill the houses and cover the ground. But the king was stubborn. He refused to let the people go. The Lord kept his promise. Huge swarms of flies came into the king's palace. All over Egypt, flies were ruining the land. The king called for Moses and Aaron. He begged them to pray and stop the flies. But he still did not let the people go. (Exodus 8:16–17, 20–32)

Section D

Moses told the king that the Lord would send a terrible disease on all the farm animals. The disease would cause all of the horses, donkeys, camels, cattle, and sheep that belonged to the Egyptians to become sick. The next day, the Lord did as he promised. All the farm animals got sick and died. But the king was still stubborn and did not let the people go.

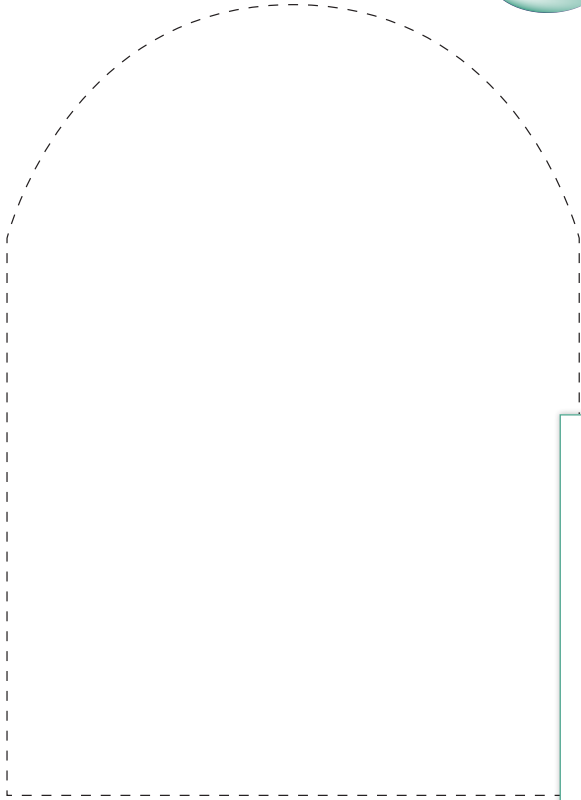
Then the Lord told Moses and Aaron to throw ashes into the air in front of the king of Egypt. The ashes caused boils to appear and became sores on the skin. These sores were on people and animals everywhere in the land. But the Lord made the king's heart stubborn, and he refused to listen to Moses and Aaron. (Exodus 9:1–12)

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Black Line Masters

Ten Commandments Tablet

26.4A



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Ten Commandments

26.4B

1. Have no other gods but God alone.
2. Worship only God, never idols.
3. Use God's name with respect.
4. Worship God on the Sabbath.
5. Honor and obey your father and mother.
6. Do not kill someone.
7. Be faithful in marriage.
8. Do not steal.
9. Do not lie.
10. Do not desire things that are not yours.

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Alive or Not TR 6.1A



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Ten Plagues TR 26.3A



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