

# 3rd Grade

## Growing With God

by Cherie Noel

## 3rd Grade: Growing With God

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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 help 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 (Rom. 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 help them come to know God through His Word and to learn how God's Word applies 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 therefore 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 encourage the students to yield to the Holy Spirit's work in their lives to conform them to the image of Jesus Christ (Rom. 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***

Suggested 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 usually be explained through the activities in the student’s manuals 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. We encourage you to look ahead through the week’s lessons and especially the quiz to identify additional words that you may want to explain. Almost every chapter in the Student Manuals contain a box with blanks for the students to record the vocabulary words and definitions that you provide.

## Weekly Lesson Plans

### 5-Day Week

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

### 4-Day Week

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

### 3-Day Week

<b>Day One:</b>	<ul style="list-style-type: none"><li>• Introduce Scripture memory verses.</li><li>• Introduce vocabulary words.</li><li>• 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.)</li></ul>
<b>Day Two:</b>	<ul style="list-style-type: none"><li>• Drill Scripture memory verses.</li><li>• Continue to assign material, working through most of the material together and focusing on key ideas and discussing material as it is covered.</li></ul>
<b>Day Three:</b>	<ul style="list-style-type: none"><li>• Discuss the character trait and apply it to concepts learned during week.</li><li>• Check Scripture memory report sheets.</li></ul>

## 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	<b>Eph. 6:1-2</b>		
6	<b>Eph. 6:1-3</b>		
7	Gen. 9:11c		
8	Gen. 12:2a		
9	Gen. 28:15b		
10	<b>Review</b>		
11	Prov. 3:5		
12	Prov. 3:6		
13	<b>Prov. 3:5-6</b>		
14	Luke 1:49		
15	Luke 2:7		
16	Luke 2:11		
17	Luke 2:52		
18	<b>Review</b>		
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	<b>Review</b>		
27	Psalms 23:1		
28	Psalms 23:2		
29	Psalms 23:3		
30	<b>Psalms 23:1-3</b>		
31	Psalms 23:4		
32	Psalms 23:5		
33	Psalms 23:6		
34	<b>Psalms 23:4-6</b>		
35	<b>Psalms 23:1-6</b>		

# 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	<b>Eph. 6:11-12</b>		
4	Eph. 6:13		
5	Eph. 6:14		
6	Eph. 6:15		
7	Eph. 6:16		
8	Eph. 6:17		
9	<b>Eph. 6:13-17</b>		
10	Eph. 6:18		
11	Eph. 6:19		
12	Eph. 6:20		
13	<b>Eph. 6:18-20</b>		
14	Psalms 119:9		
15	Psalms 119:10		
16	Psalms 119:11		
17	Psalms 119:12		
18	<b>Psalms 119:9-12</b>		
19	Psalms 119:13		
20	Psalms 119:14		
21	Psalms 119:15		
22	Psalms 119:16		
23	<b>Psalms 119:13-16</b>		
24	<b>Psalms 119:9-16</b>		
25	1 John 4:7		
26	1 John 4:8		
27	<b>1 John 4:7-8</b>		
28	1 John 4:9		
29	1 John 4:10		
30	<b>1 John 4:9-10</b>		
31	<b>1 John 4:7-10</b>		
32	1 John 4:11		
33	1 John 4:12		
34	1 John 4:13-14		
35	<b>1 John 4:11-14</b>		

# 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	<b>Matt. 5:1-6</b>		
5	Matt. 5:7-8		
6	Matt. 5:9-10		
7	Matt. 5:11-12		
8	<b>Matt. 5:7-12</b>		
9	<b>Matt. 5:1-12</b>		
10	Prov. 3:1-2		
11	Prov. 3:3-4		
12	<b>Prov. 3:1-4</b>		
13	Prov. 3:5-6		
14	Prov. 3:7-8		
15	Prov. 3:9-10		
16	<b>Prov. 3:5-10</b>		
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	<b>1 Thes. 4:13-18</b>		
23	James 1:1		
24	James 1:2-3		
25	James 1:4		
26	James 1:5		
27	James 1:6		
28	<b>James 1:1-6</b>		
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	<b>John 14:1-7</b>		

## 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 27891-0700.

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

### Third Grade Music Curriculum

Month	Hymn (From <i>Hymn Histories</i> )	Choruses
<b>September</b>	"Face To Face," p. 72	"I Don't Belong Down Here" "Praise Him, Praise Him"
<b>October</b>	"The Lily Of The Valley," p. 10	"Remembered No More" "Little Sunbeams"
<b>November</b>	"A Child Of The King," p. 189	"Around The Throne Of God In Heaven" "Can A Little Child Like Me"
<b>December</b>	Sing Christmas carols	"Dear Little Stranger," #25
<b>January</b>	"His Eye Is On The Sparrow," p. 264–265	"The Robin And The Mouse Song" "Do You Wonder Why?"
<b>February</b>	"Rescue The Perishing," p. 112	"We Are Building Every Day" "Pioneers For Jesus"
<b>March</b>	"Calvary Covers It All," p. 125	"Tell It Again" "I Love Him Best Of All"
<b>April</b>	"He Keeps Me Singing," p. 242	"Beautiful Savior" "Daniel Was A Man Of Prayer"
<b>May</b>	"No One Ever Cared For Me Like Jesus," p. 122	"Lord, Keep Me Shining" "Only A Boy Named David"

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# Unit One

The Bible—Our Manual  
For Spiritual Growth

# Lesson 1: The Bible Is God's Word

Scripture Memory: Matthew 5:1–2

Hymn: Face to Face, p. 72 (HH)

Chorus: I Don't Belong Down Here

## Vocabulary

*Physical:* refers to a person with a body

*Endures:* continues to live and thrive

*Withers:* dries up

*Fades:* slowly goes away

## Target Truths

- The Word of God was written as God put His message into the minds of holy men who wrote down His words.
- God the Father is a spirit without a physical body. God the Son came to earth in a physical body. God the Holy Spirit lives inside the body of every Christian.

## Teaching Strategy

The first part of this lesson is intended to teach the children what kind of a book the Bible truly is. Have them find the two parts of the Bible—the Old Testament and the New Testament. Teach students that the word “testament” means promise. The Bible is a book of promises given to us by God.

Have students find the names of the first and last books of the Old Testament and allow children to write these on the board. Do the same for the New Testament.

The first three sections of this lesson explain that God is a Trinity. Each person of the Trinity is discussed. God the Father, Jesus Christ, and the Holy Spirit are one and together wrote the Word of God, the Bible.

The section entitled “The Inspired Word of God” teaches how God the Holy Spirit actually wrote the Word of God. Before students look up the verses indicated, spend time teaching them exactly how to look up verses and then let them spend time finding verses for themselves. Most Bibles have book indexes. Help your students find this index page so that they will know how to locate books of the Bible.

Take the time to teach what each part of a reference means and how to use these to find the proper place in the Bible. Show them the difference between a book (2 Peter), a chapter (2 Peter 1) and a verse (2 Peter 1:21). Practice finding verses from the Books of Genesis and Matthew to teach your students how to look for verses. Let children read the verses as they are found.

As you find the verses shown, remember that it is important to teach the ideas found in these lessons, but it is just as important to take the time to get students used to finding verses in the Word of God for themselves. Do the entire lesson together, allowing students to help each other. Treat each exercise as a game and make the time enjoyable. The sooner students feel freedom in the Word, the more enjoyable they will find their Bible studies.

An extended story is included to teach an understanding of the Trinity. Use these stories throughout the week and take adequate discussion time to teach the principles involved.

## Here Comes The Sun

*Scripture:* Exodus 33:17–23 (Father); John 1:1–14 (Son); 14:16–17; 16:7–13 (Holy Spirit)

Paul always liked to get his grandfather's opinion about questions that came to his mind. As he helped Grandpa in the garden one cloudy spring day, he brought up something that was puzzling him. "I sure don't understand how God can be three different persons and still be only one," said Paul. "My Sunday school teacher says God is a Trinity—that there's God the Father, God the Son, and God the Holy Spirit, but they're all one."

"That is hard to understand," nodded Grandpa, "but it is certainly taught in the Bible." He handed Paul a package of radish seeds. "Want to put these in the ground?"

"Okay," agreed Paul, looking up at the sky. "I sure wish the sun would come out." He opened the package. As he began to plant the tiny seeds, he returned to the subject that was bothering him. "Can you explain the Trinity?"

Grandpa looked up with a smile. "You just mentioned the sun, and it's a good illustration of the Trinity," he said.

"You mean the sun up in the sky?" Paul looked puzzled.

"Right," agreed Grandpa. "First of all, it illustrates God the Father. Tell me, has anyone ever seen the sun?"

"Sure," replied Paul, "we see it almost every day."

"Wrong!" objected Grandpa. "No one has really seen that great ball we call the sun—not even astronomers. In fact, it's impossible to look at the sun. What we see is light from the sun, right?"

"I guess that's true," agreed Paul. "And you mean that's like God the Father?"

"Exactly," said Grandpa. "The Bible says no one has seen God the Father. He is so great and glorious that human beings cannot look upon Him. Although we can't see Him, we know Him through the Bible and through nature."

As Paul continued to sprinkle radish seeds in the shallow ditch, he thought about Grandpa's explanation. After a moment of silence, he spoke slowly. "Okay, I can see that the sun is an illustration of God the Father. But what about the other two parts of the Trinity?"

"I'll get to those in a minute," replied Grandpa. "First, let's water the area we've planted."

As Paul turned on the faucet and pulled the hose over to the garden, the clouds parted to let the sun shine through. "Look Grandpa!" he exclaimed. "Here comes the sun!"

Keeping a very serious look on his face, Grandpa glanced around the garden. "Do you mean that big ball in the sky is coming down here?" he asked. "Where is it?"

"Oh, Grandpa," laughed Paul, "don't be silly! You know what I mean. It's the sunshine that we see—the sunlight."

Grandpa chuckled. "Right," he agreed, "and your own words can help you understand how the sun illustrates the Trinity."

"What do you mean?" Paul asked.

Grandpa dropped to the grass under a nearby tree and motioned for Paul to join him. "Remember what we said a while ago about not being able to see God?" he asked.

"Sure," said Paul thoughtfully. "Just as we don't actually see the sun, we don't see God the Father."

“Right, but light comes down from the sun, and we see that,” responded Grandpa. “And, although we don’t see God the Father, Jesus—God the Son—came down to earth from the Father. Men did see Him, and we learn about the Godhead, or the Trinity, by getting to know Jesus, who is the ‘light’ of the world.”

“I think I’m beginning to see what you mean,” said Paul.

“We say ‘the sun’ for both the heavenly body and the light that comes from it. In a sense, they’re the same thing,” continued Grandpa. “God the Father and God the Son are also one. We call both ‘God,’ because both are God.”

“That takes care of one being two and two being one,” said Paul, “but when we talk about the Trinity, there’s still a third part to explain.”

With a grunt, Grandpa pulled himself to his feet. “Let’s get this garden watered,” he said, “and we’ll talk about it while we work. Take the hose over to the end of the garden. Start watering there.”

Paul followed instructions and began to give the ground a gentle spray of water. “This will help the seeds sprout,” he said confidently.

“You bet,” agreed Grandpa. As he reached over and smoothed some dirt with a rake, he asked, “Do you remember the garden we planted last year?”

“Sure do!” exclaimed Paul. “We had the best radishes and carrots and beans in the whole neighborhood. It was fun to watch everything grow.”

“Besides water, what else made them grow?” asked Grandpa.

“Well, I guess it was the sun,” replied Paul. “That’s what people say, anyway.”

“And they’re right,” agreed Grandpa. “Actually, it’s the chemical power of the sun that helps plants grow. That power is very distinct from the actual sun and from the sunlight—yet it is one with them. And when we speak of it, we say ‘the sun’ because it is the sun.”

“Wow, that’s a little hard to understand,” said Paul, “but I think you’re going to say that the Holy Spirit is like the chemical power of the sun.”

“You’re catching on,” chuckled Grandpa, “and you’re right about what I’m going to say. The Holy Spirit is one with God the Father and God the Son. He is God the Holy Spirit. He quietly works in our hearts—unseen and often unnoticed. But He has a very important part in every life. For the Christian, He’s our Teacher, He’s our Guide, and He gives us the power we need to live for God. For the unsaved person, it’s the Holy Spirit who makes him realize he’s a sinner and needs to trust Jesus Christ as his Savior.”

Turning off the hose, Paul looked at his grandfather with a grin, “You should have been a preacher, Grandpa,” he said. “You’re always so good at helping me understand the Bible.”

## Quiz Answers

1. Inspiration
2. Body
3. Jesus Christ
4. Holy Spirit
5. Men
6. Scripture
7. Dries up
8. Slowly goes away
9. Words
10. Live

# Lesson 1 Quiz—The Bible Is God's Word

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**Use the following words to complete the sentences below:**

Jesus Christ	inspiration	Scripture	words	live
body	Holy Spirit	dries up	slowly goes away	men

1. The Holy Spirit's guiding the minds of the writers of Scripture is called \_\_\_\_\_.
2. God the Father does not have a physical \_\_\_\_\_; He is a spirit.
3. God the Son came to earth in a physical body; He is called \_\_\_\_\_.
4. God the \_\_\_\_\_ lives inside of all true believers.
5. God used \_\_\_\_\_ to write down His words.
6. Second Timothy 3:16 tells us that all \_\_\_\_\_ is inspired of God.
7. When Isaiah wrote that the grass withers, he meant that it \_\_\_\_\_.
8. When Isaiah wrote that the flower fades, he meant that it \_\_\_\_\_.
9. Christ said that heaven and earth would pass away, but His \_\_\_\_\_ would not pass away.
10. When Peter wrote that God's Word will endure forever, he meant that God's Word would \_\_\_\_\_ forever.

## Lesson One

# The Bible Is God's Word

**H**as your family ever received a letter from someone very special? Was it from your grandmother or a special friend? How many times did you read it—just once or many, many times?

What if the greatest person in all of history wrote you a letter? How important would you consider that letter to be, and how many times would you read it? You would probably show it to many people and read it again and again.



That is exactly what took place when God wrote the Bible and gave His letter to you. The God of the universe—the Creator of all we have and the Creator of each one of us—took time to write a letter. He wanted us to begin to understand Him, and He wanted to show us how to have the best possible life.

### Vocabulary


## God The Father

God does not have a physical body as we do. God the Father is a spirit whom we cannot see. Just because we cannot see something does not mean it is not real. We cannot see the wind, but we know the wind is real. We can feel its force. It can be hot or cold. It gives us air to breathe. Though we cannot see God, we know He is real. But God is a spirit, and He did not write down the words in the Bible Himself.

7

## God The Son

People saw God in a physical form when Jesus Christ lived on earth. Jesus Christ is truly God, and many of His words are a part of the Bible. Christ did not write down the words of the Bible either.

## God The Holy Spirit

The third person, who is also God, is the Holy Spirit. It is the Holy Spirit who lives inside us when we trust Christ to save us.

## The Inspired Word Of God

God wrote the Bible by the Holy Spirit, so the Bible is God's inspired Word. "Inspiration" means that the writers were guided by God the Holy Spirit to write exactly what He wanted them to write. God did use men to write down His words, but the Holy Spirit worked in their minds to cause them to say what He wanted. We can say that the Bible is inspired and written by God.



To understand better how the Holy Spirit wrote the Bible, find 2 Peter 1:21 and write this verse here. \_\_\_\_\_

\_\_\_\_\_



Now find 2 Timothy 3:16 and write the first part of this verse. \_\_\_\_\_

\_\_\_\_\_

## How Long Will God's Word Last?



Many times people have tried to destroy the Bible. But God has always taken care of it. It will never be destroyed. Find the following verses and answer the questions below from the truth in these verses:

### Isaiah 40:8

1. How long does the Word of the Lord stand? **Forever** \_\_\_\_\_

### Mark 13:31

2. What kinds of things will pass away? **Heaven and Earth** \_\_\_\_\_

3. What will never pass away? **God's Word** \_\_\_\_\_

### 1 Peter 1:25

4. Whose word lasts forever? **The Lord** \_\_\_\_\_

# Lesson 2: The Parts Of The Bible

Scripture Memory: Matthew 5:3–4

Hymn: Face to Face, p. 72

Chorus: I Don't Belong Down Here

## Vocabulary

*Testament:* promise

## Target Truths

- Both the Old Testament and the New Testament point us to Jesus Christ.
- The Old Testament teaches us about the one true God and points us to Jesus Christ.
- The New Testament tells us about the death and resurrection of our Savior, Jesus Christ.

## Teaching Strategy

One purpose of this lesson is to help students become acquainted with the Word of God. Have a sword drill to find verses in some of the books of the Bible with which the students are acquainted. For example, have students find verses in the book of Genesis or in the Gospels.

The majority of this lesson should help students become better acquainted with the names of the books in the Old Testament. Before the week is over, if they are drilled properly, students should at least know the four Gospels and the five Books of the Law. This should be a good beginning to learning all of the books of the Bible.

At the end of the lesson, students are asked to find verses for themselves that describe the Bible. All of the verses they are to look for are found in Psalms. After you have helped them find Psalms, they should now have little trouble finding the verses for themselves.

## In Your Head

*Scripture:* Joshua 1:7–9

“I think you’ve got a bite!” Brad pointed excitedly.

Brad’s father jerked his head toward the water. “Oh, you’re right!” He quickly raised the line and brought up a fish. The boat bobbed gently in the breeze as Brad’s father took the fish off the hook and put it into the bucket.

“You almost lost him, Dad,” Brad said. “I guess you were daydreaming, huh?”

Dad smiled. “Well, I wasn’t exactly daydreaming. I was just thinking about a Bible verse I memorized this morning,” he explained. “I don’t want to forget it.”

“I thought only kids my age learned new verses,” said Brad in surprise. “I guess I figured once a person could read well, he wouldn’t have to memorize verses anymore.”

Dad shook his head. “It’s important to memorize verses all your life, Brad. Knowing God’s Word by heart lets you think about it when your hands are busy—like right now, while we’re out here in the boat.”

Brad grinned. “I guess it would be kind of hard to hold a fishing pole and read the Bible at the same time.”

Mr. Adams laughed. “That’s right. Another thing I like about memorizing Scripture is that it will come to your mind over and over. For instance, when I was pulling up that fish, I suddenly thought of a verse in Matthew, ‘Follow me, and I will make you fishers of men.’ And when your mind is full of Scripture, there isn’t much room for unkind thoughts and ungodly ideas.”

Brad was thoughtful. “There’s lots more to memorizing Scripture than just winning contests, isn’t there?”

“Yes, there is,” agreed Dad. “Take every opportunity to learn verses—through Sunday school, camp, Bible club—and keep on reviewing. You can never learn too much Scripture.”

### ***How About You?***

Have you ever wondered what you would do if you had no Bible to read? Or have you ever needed to know Scripture when you didn’t have a Bible with you? What do you understand best—something you have read once or twice or something you know by heart? If you have God’s Word in your head, it will go deeper and deeper into your heart and life and will always be there when you need it.

### **Quiz Answers**

1. Genesis
2. Exodus
3. Leviticus
4. Numbers
5. Deuteronomy
6. Matthew
7. Mark
8. Luke
9. John
10. Promise

# Lesson 2 Quiz—The Parts Of The Bible

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

**Use the following words to complete the sentences below:**

promise	Luke	Deuteronomy	Mark	Exodus	Matthew	Genesis	John	Leviticus	Numbers
---------	------	-------------	------	--------	---------	---------	------	-----------	---------

The first five books of the Bible (the Books of the Law) listed in order are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The first four books of the New Testament (the four Gospels) listed in order are:

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

10. The word “testament” means \_\_\_\_\_.

# Lesson Two

## The Parts Of The Bible

The Word of God tells us God's plan of salvation. From the beginning of the Bible until its last words, it tells us about Jesus Christ, the Savior.

God organized the telling of His story into two parts, each called a "testament." The word "testament" means promise.

 In the blanks below, write the names of the two parts of the Bible.

1. Old Testament

2. New Testament

### Vocabulary


## The Old Testament

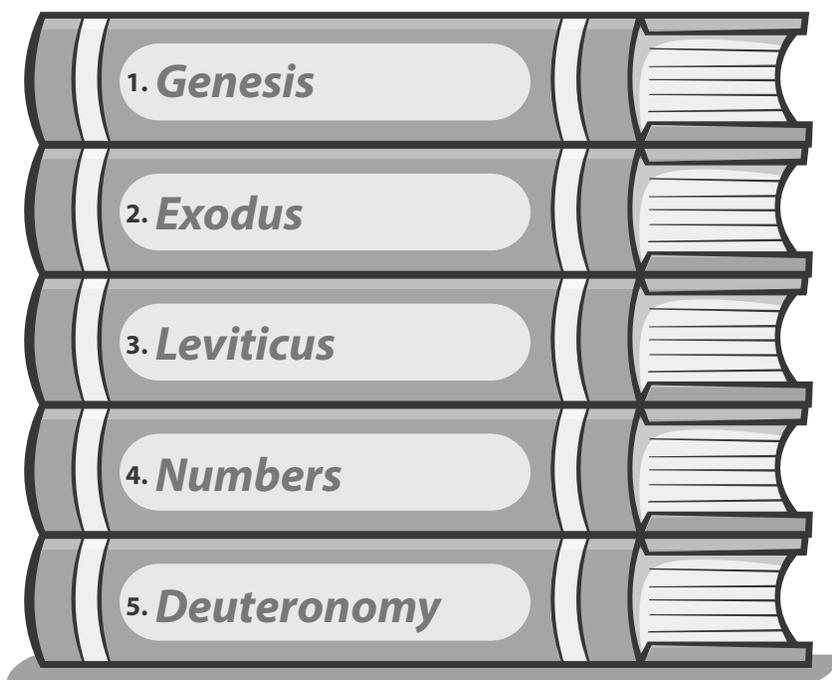


The Old Testament is the story of how God worked in His people of Israel. Through their lives we learn the importance of why Jesus Christ came to the earth to die for our sins. The stories of the Old Testament were written down for us so that we would understand more about Jesus Christ.

Many people consider the first five books of the Old Testament to be the Books of the Law. They are called the Books of the Law because they include the Ten Commandments. They also teach many other laws God wanted His people of Israel to obey.

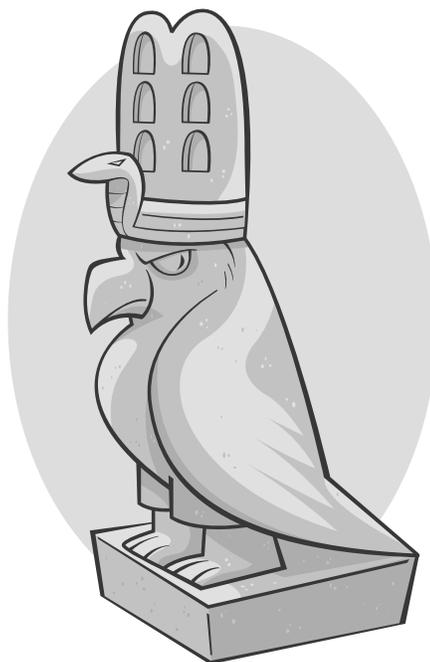
## Books of The Law

 List the first five books of the Bible—the Books of the Law—on the books below.



The next section of the Old Testament is often called the Books of History. All the nations on the earth worshiped idols. People worshiped many different kinds of gods. There were gods of the sky, gods of the earth, gods of the sea, gods of the land, gods of the valleys, male gods, and female gods. Throughout the Old Testament, God was showing all of these idol-worshipping nations that there is only one God.

The Books of History tell the story of one nation that God used to tell His story to all people. God promised this nation, the nation of Israel, that if they would serve Him, they would prosper as a nation. If they served idols, they would be destroyed as a nation.





The names of the Books of History are given below, but they are in the wrong order. Use your Bible to write them in the proper order.

1 Samuel
Ezra
Joshua
Ruth
2 Chronicles
Esther
2 Samuel
1 Kings
Judges
2 Kings
1 Chronicles
Nehemiah

1. <b><i>Joshua</i></b>
2. <b><i>Judges</i></b>
3. <b><i>Ruth</i></b>
4. <b><i>1 Samuel</i></b>
5. <b><i>2 Samuel</i></b>
6. <b><i>1 Kings</i></b>
7. <b><i>2 Kings</i></b>
8. <b><i>1 Chronicles</i></b>
9. <b><i>2 Chronicles</i></b>
10. <b><i>Ezra</i></b>
11. <b><i>Nehemiah</i></b>
12. <b><i>Esther</i></b>

The rest of the Old Testament includes books of poetry (Job through Song of Solomon) and books of prophecy (Isaiah through Malachi).

Begin now to learn the names of the books of the Old Testament. You can do it easily with your teacher's help. Then you will be able to find verses in the Bible much more easily.

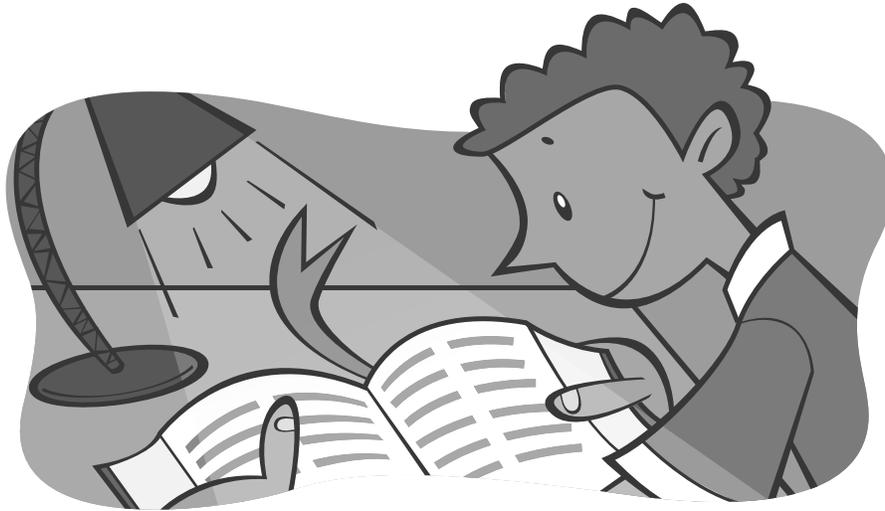
## The New Testament



The New Testament begins by telling the story of Jesus' coming to live on the earth. Find the beginning of the New Testament. List the first four books of the New Testament in the correct order on the books below.



These four books are called the Gospels. The word "gospel" means "good news." These books tell the "good news" of Jesus Christ. They tell of His death, burial, and resurrection. The rest of the New Testament teaches us how God works in believers' lives now that Jesus Christ came to earth to be our Savior.



## Describing God's Word

There is no other book like the Bible. It tells us about Jesus Christ. It tells us how to live while we are on earth. It tells us about heaven. We can trust it to be a perfect book.



Read the following verses from the Book of Psalms to learn more about why we know the Bible is a perfect book. Choose the words in the following verses that describe the Word of God and write them in the blanks:

Psalm 19:7a	<b>Perfect</b>
Psalm 19:7b	<b>Trustworthy</b>
Psalm 19:8	<b>Right</b>
Psalm 119:105	<b>Light</b>
Psalm 119:142	<b>True</b>



Since the Bible is such a wonderful and special book from God, what should we pray when we read it? To find out, copy the following verse: Psalm 119:18. \_\_\_\_\_

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# Unit Two

The Life Of Abraham  
God Keeps His Promises

# Lesson 3: The Father Of A New Nation

Scripture Memory: Matthew 5:5–6

Hymn: Face to Face, p. 72

Chorus: Praise Him, Praise Him

## Vocabulary

*Fellowship*: a friendly relationship between people

## Target Truths

- God called out a special nation of people to worship the true God.
- Abraham was the father of this new nation.
- Abraham is an example of obedience to the commands of God.
- When God gives commands, He also gives promises of blessings to those who obey Him.
- Jesus Christ would be brought into the world through this nation of people.

## Teaching Strategy

Beginning with this lesson, we will be studying through the remainder of the Book of Genesis. Third graders will work through short passages of Scripture. Students will soon learn to find answers in the verses for themselves, but they will need continued guidance at first. The lessons should be done as a class project with students looking up verses and sharing answers together. This week's Scripture passage to study is Genesis 12:1–5.

If you do not have a world map in your room, provide a map of Asia and/or the Bible lands to continually focus the students' attention on the part of the world in which these events took place. Also make sure to point out the lands and travels of Abraham on a globe showing students the relationship of those lands to where they live. Specifically point out the land of Canaan and the cities of Ur and Haran. You can also look ahead to the map on page 20 of the Student Manual.

God gives us commands and promises us blessings if we obey. Children need to begin to understand the importance of this principle. God is not a demanding God. He only gives us principles and commands for our own good and protection. Children need to learn this early. Read the story "Do You Love Me?" and use the discussion questions to help bring out this point.

Obedience to God is important because God commands it and because God will bless us. Read through Proverbs 3:1–12 aloud to see this principle clearly. God gives a command in verse 1 followed by a promise for obedience in verse 2 and so on throughout the passage. Also review Ephesians 6:1–3 from this viewpoint.

The spiritual truths in this lesson are easily understandable and will further emphasize the basic principle of the commands and promises of God. Help students find Genesis 12 and the answer to the first question. Then read each page together with your class and to help them get started on the work sections.

## Character Trait Activities

### Obedience

*Definition:* Doing what I'm told with a happy spirit

*Opposite:* Rebellion

- Discuss specific ways obedience can be practiced with parents, teachers, and the government officers. Have students list one area for each authority that they have had difficulty obeying and in which they personally need God's power to help them obey. Lead them to write a prayer to God, asking for His help in these areas.
- Have students try to write acrostics to better explain the meaning of the word "obedience" or "obey." For example:
  - Obey your parents.
  - Be helpful and kind.
  - Excel in your duties.
  - You will be blessed.
- Have students work in groups to prepare skits that take a home or classroom situation and show right and wrong attitudes. Have them perform their skits before the rest of the class.
- Have students make an appointment with their parents. Have them sit down with them and ask them to help them list the ways in which they need to do better. Have the parents sign the paper. Then at school, help students to make a commitment to improve and let their parents know to watch for these improvements. A lesson like this will help parents know how you are helping them in the area of building character in their children's lives.
- Have students share aloud or write a short paper about a time when they had to make a choice between obeying God or following people. What were the results? How would they act differently the next time?
- Ask your students to list three to five things their teachers (or parents) have them do that they do not like to do. Next to each, have them write how it will benefit them later on if they obey in these areas now.

### Do You Love Me?

*Scripture:* John 21:15–17

Debbie and her dad had a special daily habit. She would sit on her dad's knee when he came home from work and he would say, "Debbie, do you love me?"

Debbie would say, "I love you, Daddy." Then she would reach into her dad's coat pocket and find a little gift. It might be a quarter or a piece of gum or candy—just a little treat.

One day Debbie's dad said as usual, "Debbie, do you love me?"

As usual, Debbie answered, "I love you, Daddy." Reaching into her dad's pocket, she found a little necklace he had bought at a discount store.

"Oh, Daddy," exclaimed Debbie, "it's just beautiful! I'm going to wear it and wear it and never take it off." And she did. Debbie wore that necklace everywhere. She even wore it to bed! When Mr. Dawson realized just how much the necklace meant to his daughter, he decided to buy her a real gold one.

That afternoon, as always, Debbie sat on her dad's knee. "Debbie, do you love me?" Daddy asked.

“I love you, Daddy,” answered Debbie.

“Then give me your necklace,” her father said with a twinkle in his eye.

But Debbie didn’t catch the twinkle. “Oh, Daddy, please,” she protested. “I love my necklace. Why do you want it?”

“Just give me the necklace,” Mr. Dawson insisted.

When Debbie saw that he meant it, she began to cry. “Oh, Daddy, I do love you, but please let me keep my necklace,” she pleaded. Dad still held out his hand. By the time Debbie gave him the necklace, she was sobbing.

“Now reach into my pocket,” said Mr. Dawson with a smile on his face. Debbie could hardly believe her eyes when she pulled out the shiny gold necklace. “Oh, Daddy,” she exclaimed. “If I had only known!”

### ***How About You?***

Do you say, “Jesus, I love You,” and then hold things back from Him? Do you give Him whatever He asks—your life, your time, your talents? He will give you a life that will satisfy you far more than if you go your own way.

### **Quiz Answers**

1. Go to a new land
2. Father of a new nation
3. Many blessings
4. Obey Him
5. Canaan
6. Sarah
7. Lot
8. Promise
9. Obey their parents
10. Love Him with all our hearts

# Lesson 3 Quiz—The Father Of A New Nation

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_

## ***Check the correct answer for each of the following:***

1. God asked Abraham to \_\_\_\_\_.  
 go to a new land |  return to his home
2. Abraham was to be the \_\_\_\_\_.  
 head of his family |  father of a new nation
3. When God gave Abraham a command to obey, He also promised him \_\_\_\_\_.  
 many blessings |  nothing but trouble
4. Before God will bless us, we must \_\_\_\_\_.  
 obey Him |  become stronger
5. God told Abraham to go to the land of \_\_\_\_\_.  
 Ur |  Canaan
6. Abraham's wife was named \_\_\_\_\_.  
 Sarah |  Rebekah
7. A relative that left with Abraham was \_\_\_\_\_.  
 Joseph |  Lot
8. When God gives us a command, He often gives us a \_\_\_\_\_.  
 reason |  promise
9. God promises to bless those who will \_\_\_\_\_.  
 obey their parents |  live a long life
10. The greatest command God has given us is to \_\_\_\_\_.  
 obey our parents |  love Him with all our hearts

## Lesson Three

# The Father Of A New Nation



**W**e have learned how wonderful the Bible truly is. In its pages God tells us how all things came into being. Without God's Word we would wonder whose hand brought the mountains into being. We would wonder how the flowers, trees, rivers, and animals came into being. We would wonder how Adam and Eve and all people came to inhabit the earth.

### Vocabulary


## God's Plan For Israel

God made people for fellowship and to bring glory to His name. When Adam and Eve sinned, God could no longer fellowship with them. But God knew from before He created the universe that this would happen. Before time began, God had planned a way to have fellowship with man once again.

- First, God planned a way for His Son, Jesus, to come to earth.
- To make this happen, God planned for a nation of people to have a special relationship with Him and for this nation to bring the Savior into the world.

To make His plan come to pass, God called out a special nation of people. This was to be the nation of Israel. A man named Abraham was to be the father of this new nation.



One day, God came to Abraham with an important commandment. Read this commandment in Genesis 12:1. What did God ask Abraham to do? **To leave his country and his father's household and go to the new land God would show him**

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God was asking Abraham to leave his home, his family, and his friends to go to a new land. In the new land, God would make a new nation. The people of this nation would worship the one true God. From this nation, God would bring Jesus Christ into the world.

## God's Promise To Abraham

Often when God gives a command, He also gives a promise. God had commanded Abraham to go to a new land. Now He promised Abraham many blessings. To see this, read Genesis 12:2-3. Using these verses to help you, unscramble the words and fill in the blanks correctly.



I will make you into a great **nation**<sup>nniota</sup>, and I will **bless**<sup>slebs</sup> you, and make your name great, and you will be a **blessing**<sup>snbeglsi</sup>. I will **bless**<sup>esbsl</sup> those who bless you, and curse those who **curse**<sup>sreuc</sup> you. All the families of the **earth**<sup>rtaeh</sup> will be blessed through you.

## Abraham Obey's God

God gives us many free gifts. Sometimes, He asks us to obey His commands before He blesses us. In Genesis 12:5, God tells us how wonderfully Abraham obeyed God. Fill in the blanks with the correct words to complete the story.



Abraham left his home to go to the new land just as God had told him to do. He took his wife **Sarai (Sarah)** and his brother's son, **Lot**, and they went forth to the land of **Canaan**.

## Commands And Promises

Just as God gave commands and promises to Abraham, He also has commands and promises for our lives.



Read each of the following truths from Scripture verses on the next page. Beside each statement that is a command, write "C." Beside each statement that is a promise from God, write "P."

### Proverbs 3:1–2, 6

<b>C</b>	Do not forget my law.
<b>C</b>	Keep my commandments in your heart.
<b>P</b>	My commandments will add length of days, long life, and peace to you.
<b>C</b>	Acknowledge Him in all your ways.
<b>P</b>	He will direct your paths.

### Ephesians 6:1–3

<b>C</b>	Obey your parents in the Lord because this is right.
<b>C</b>	Honor your father and mother, which is the first commandment with a promise.
<b>P</b>	It will be well with you, and you will enjoy long life on the earth.

### Philippians 4:6–7

<b>C</b>	Do not be anxious (worried, upset, or careful) about anything.
<b>C</b>	Make all your requests known to God by prayer and supplication with thanksgiving.
<b>P</b>	The peace of God, which is beyond our understanding, will guard your hearts and minds through Christ Jesus.





Using the code in the box below, complete the following puzzle:

A	B	C	D	E	F	G	H	I	J	K	L	M
26	25	24	23	22	21	20	19	18	17	16	15	14
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	12	11	10	9	8	7	6	5	4	3	2	1

Once a lawyer came to Jesus and asked which of all the commandments was the greatest.

Jesus commanded him to **L O V E T H E L O R D** his **G O D** with all his **H E A R T** and with all his **S O U L** and with all his **M I N D**. This is the **F I R S T** and **G R E A T E S T** **C O M M A N D M E N T**.