

<i>1 The First of All the Days</i>	3
Remember: Activate Prior Knowledge (Before Reading)	3
<i>2 The First Man and Woman</i>	3
Remember: Q & A (Before and After Reading)	3
Retell: Paraphrasing	3
<i>3 Satan</i>	4
Retell: Acrostic	4
Information and Conclusions: Say Something (During Reading)	4
<i>4 The First Sin</i>	4
Retell: Cued Retelling	4
Information and Conclusions: Know—Want to Know—Learn—Still Want to Know (Before and After Reading)	4
<i>5 Cain and Abel</i>	5
Remember: Clink & Clunk	5
Information and Conclusions: Question—Answer Relationship	5
<i>6 Enoch</i>	6
Information and Conclusions: Coding the Text	6
<i>7 Noah</i>	6
Retell: Retelling	6
<i>8 Abraham</i>	7
Remember: Interactive Read Aloud (During Reading)	7
Retell: Summary Cube – Topic & Subtopics	8
Information and Conclusions: Reading Journal	8
<i>9 Melchizedek</i>	9
Remember: Directed Reading Activity (Before, During, and After Reading)	9
Retell: Narrative Pyramid	9
Information and Conclusions: Double-entry Journal	10
<i>10 Isaac</i>	10
Remember: Vocab notebook	10
Retell: Interview	10
Information and Conclusions: Character Perspective Chart	11
<i>11 The Slave Woman and the Non-Slave Woman</i>	11
Remember: Question and Answer (Before and After Reading)	11
Retell: Sequence Chain	12
<i>12 Sodom and Gomorrah</i>	12

Remember: Prediction (Before Reading)	12
Retell: Skit Performance	12
Information and Conclusions: ReQuest (During Reading)	13
13 Abraham Offers Isaac	13
Recognize Words: Fill in the Story	13
Remember: Brainstorming (Before Reading)	13
Retell: Venn Diagram	14
14 Jacob and Esau	14
Remember: Discussion (During Reading)	14
Retell: Summary Cube – Title, Problem, Characters, Solution	15
Information and Conclusions: Read—Discuss—Read	15
Sample Questions	16
15 Esau Sells His Birthright	16
Retell: Radio Reading	16
Information and Conclusions: Expectation Outline	16
16 Jacob Steals Esau’s Blessing	16
Remember: Who Wants to Be a Millionaire?	16
Retell: Summarizing	17
Information and Conclusions: Compare/Contrast Matrix	17
18 God Uses Joseph to Save Egypt	18
Retell: Summary Cube – Who What When Why Where How	18
Information and Conclusions: QuIP (Questions into Paragraphs)	19
19 God Uses Joseph to Save His Family	19
Retell: Dinner Party	19
Appendix	20

1 The First of All the Days

Remember: Activate Prior Knowledge (Before Reading)

Before reading the creation story, discuss the creation of the world. Have learners share what they already know about how the world was created. Find ways to relate the knowledge they have about creation to the story, “The First of All the Days”. Students may have ideas about how the world was made, who made the world, and when the world was made.

2 The First Man and Woman

Remember: Q & A (Before and After Reading)

At this level learners should be able to answer simple information questions about the story. Ask learners the following thin¹ questions or write your own questions to ask. Write the questions on the chalkboard before you read the story. Read through the questions together before the learners read the story so they can be looking for the answers as they read. Ask the questions after reading the story.

1. Name some different animals that God created.
God created elephants, monkeys, cows, dogs, and lions.
2. What was the name of the first man?
The name of the first man was Adam.
3. What job did God give Adam to do concerning the animals?
God gave Adam the job of naming the animals.
4. What did God take out of man to create a woman?
God took a rib out of Adam.
5. What two words are used to describe marriage?
Marriage is special and holy.

Retell: Paraphrasing

Read the third and fourth paragraphs of the story “The First Man and Woman”. Ask the following questions about the main idea and important details:

1. What is the main idea about these two paragraphs?
God created a mate for Adam.
2. What caused Adam to realize his loneliness?
Adam named the animals as God had commanded, and then he realized that all of the animals had a mate except for him.
3. How did God make woman?
God caused Adam to go to sleep. While Adam was asleep, God took a rib out of Adam and created a woman.

Ask the learners to write a paragraph in their own words about the selected text. Make sure learners know they are to use complete sentences.

¹ “Thin” questions are the opposite of comprehension questions. They evaluate whether the reader read the material and understood it. They do not require the reader to deduce an answer or interact personally with the text.

3 Satan

Retell: Acrostic

Write the title of the story “Satan” vertically on the chalkboard, if you wish to do this activity as a class, or have each learner use a piece of paper to do this activity individually. Next to each letter, write a characteristic of Satan that starts with that letter. See example below.

S – Shining One; son of the morning

A – Angel of greatest beauty and power

T – Turned against God; tempts believers; tries to destroy believers

A – Adversary of believers

N – Never can defeat God

Information and Conclusions: Say Something (During Reading)

Read the story one paragraph at a time. At the end of each paragraph stop to have the learner(s) say something about it to you and you say something about it to him or her. For example, in this story, you may comment that Satan was very prideful, that you have also experienced prideful feelings and actions, that you have felt the attacks of Satan on your life as a believer, or that you are comforted to know Satan will be punished for eternity.

4 The First Sin

Retell: Cued Retelling

Prepare a list of important information that you would like the learners to know. Have learners read the story or text independently, then have them work with a partner and retell the information they have just read. The learner who is listening should have a copy of the information you would like known to ensure all the points have been mentioned. If the person retelling the story misses an important point, the listener will prompt them from the list. A list of important information from “The First Sin” may be:

1. Everything in the garden was for Adam and Eve to enjoy, except for the Tree of the Knowledge of Good and Evil.
2. Adam and Eve walked and talked with God because they had never sinned.
3. Satan, in the form of a snake, tempted Eve to eat the fruit from the Tree of the Knowledge of Good and Evil.
4. Eve ate the fruit from the tree. Then she gave the fruit to Adam. Adam also ate the fruit. This was the first sin.
5. Because of Adam’s sin, all men born to human fathers are born sinners.

Information and Conclusions: Know—Want to Know—Learn—Still Want to Know (Before and After Reading)

This activity may be done by each learner individually or as a group. If it is done individually, give each learner a copy of the diagram on page 71. If it is done as a group, draw the diagram below on the chalkboard. Have everyone brainstorm everything they know, or think they know, about “The First Sin”. Write or have them write these ideas in the K column. Then have everyone write or tell something they want to know about the

topic. List these in the W column. Have everyone read the story and write down new ideas, facts, or concepts they learn in the L column. When everyone is finished reading have them share what they wrote in their L column. If there is anything they still want to know have them write it in the fourth column – S. Discuss how they can discover the answers to their questions.

K (Know)	W (Want to know)	L (Learn)	S (Still want to know)
Adam and Eve were the first sinners	How did they sin?	Adam and Eve disobeyed God by eating of the Tree of Knowledge of Good and Evil.	
Satan told Eve lies about the fruit.	Why did Eve believe Satan's lie?		Why did Eve believe Satan's lie?
Adam and Eve lived in a perfect place.	What was the name of the place they lived?	Adam and Eve lived in a garden called Eden.	

5 Cain and Abel

Remember: Clink & Clunk

Give each learner a piece of paper or a journal. Have the learners make two columns on their paper. One column is titled “Clink”; one column is titled “Clunk”. Under the “Clink” column, learners write words and ideas that they understand. Under the “Clunk” column, learners write words and ideas that they do not understand. After learners have filled out the two columns, go over what they have written together as a class. Help the learners make sense of the “Clunk” column on their own, if possible, by asking them questions and making them think. For example, if a learner has trouble understanding why Cain killed Abel, ask the learner to think about what had just happened to Cain, why Cain was angry, and what God said would happen if Cain did not repent.

CLINK	CLUNK
Cain offered a sacrifice that God was not pleased with.	Didn't Cain know he was supposed to offer a lamb?
Cain killed his brother Abel.	Why did Cain kill Abel?
Cain had to be punished for the wrong thing he did.	

Information and Conclusions: Question—Answer Relationship

This activity is designed to help learners recognize four possible areas in which answers can be found. Prepare questions ahead of time that fit each of these categories:

1. Right there – answer is in a single sentence
2. Putting it together – in several sentences in the story or text
3. On my own – in the reader's background knowledge
4. Writer and me – in a combination of information from the story and the reader's background.

Ask learners the prepared questions and have them either write their answers on paper or say their answers out loud to the group.

Some questions from “Cain and Abel” would be:

1. What were Cain and Abel's occupations?
Cain was a gardener; Abel took care of sheep.
2. How had God instructed Adam to receive forgiveness for his sins?
God told Adam to build an altar and kill animals to burn as a sacrifice.
3. Have you ever felt like disobeying God and trying to please Him your way as Cain did?
Answers will vary according to learners' experiences and desire to share.
4. What are some practical ways you can please God as Abel did?
Answers will vary. Possible responses may be worship God by giving my money to Him, please God by having a loving, humble attitude toward my family, serve God by praising Him through prayer and singing.

6 Enoch

Information and Conclusions: Coding the Text

Have the learners read the story and take notes in their reading journal. Then group the notes into these categories. Or as they read have them write down what they think using a grid like this:

Text – Self	Text – Text	Text – World
How what I read relates to me	How what I read relates to other things I have read or been told	How what I read relates to the world or people around me

Example from "Enoch"

Text – Self	Text – Text	Text – World
I know people who do not please God.	I remember reading about another man who pleased God, Abel.	I know of people who have gone to heaven because they were righteous like Enoch.

7 Noah

Retell: Retelling

Retelling focuses on the main elements. In this way it is very similar to *Summarizing* but it is spoken and not written. Have the learners work in pairs to practice retelling the story to each other. Then have the learners retell the story to the class. If they are nervous, have them write down just a few of the main points to help them remember as they speak to the class. The main points would be:

1. God promised to save Noah from the flood which would kill the people of the earth.
2. God told Noah to build a boat for him, his family, and the animals.
3. God caused two of each animal to come into the boat.
4. God sent rain for 40 days and 40 nights. The rain covered the entire earth.
5. When the water dried, Noah, his family, and the animals left the boat and God put a rainbow in the sky as a promise never to flood the earth again.

8 Abraham

Remember: Interactive Read Aloud (During Reading)

Prepare "thick" questions² before class to stimulate discussion. Read paragraphs one and two aloud and pose the following questions:

1. How is Abraham like Noah?

Abraham is like Noah in His devotion to God in a place where no one else was serving God.

2. How do you think you would feel if you had to move away from your home but you didn't know where you were moving to?

Answers will vary. Possible answers may be: I would feel afraid because I wouldn't know what to expect; I would feel excited by an unknown adventure; I would feel safe because God would always be with me; I would worry about my family.

Read paragraph three aloud and ask the following questions:

1. What kinds of things would you have to do if God asked you to move to another city?

Answers will vary. Some responses may be: I would have to say good-bye to my family; I would have to give up certain possessions or a valued position; I would have to pack up all of my belongings.

2. Do you think Abraham's reward was greater than his loss? Why?

Answers will vary. Yes, going to Heaven would be better than having many possessions on earth.

Read paragraph four and ask the following questions:

1. When Abraham left the city of Ur, what kind of city was he looking for?

After Abraham left Ur, he began looking for a city whose builder and maker was God.

2. Did Abraham ever find the city whose builder and maker was God? What was that city?

Yes, he finally found the city when he died; it was Heaven.

You may also want to ask the learners at different points in the story if they have ever been in a similar situation as Abraham and ask them to tell the story of what happened to them.

² "Thick" questions require thought on the part of the reader. The answers are not clearly stated in the text. The reader has to deduce them from the information provided or interact with the text on a personal level. Often thick questions will not have a right or wrong answer.

Retell: Summary Cube – Topic & Subtopics

Explain to the group that you will be doing a *Summary Cube* (Use the pattern in the appendix). Show the group an example so that they know how the finished cube looks and what information they need to be listening for. Decide if you wish to do the *Summary Cube* as a group or have each person do his or her own and share it with the group. Although there are several variations you can do with the summary cube, this story will use the following format. Below is an example of a summary cube for “Abraham”.

SIDE 1	Topic	SIDE 1	Abraham
SIDE 2	Subtopic 1 & details	SIDE 2	<u>God’s love</u> Even though man was sinful, God chose to show His love through Abraham.
SIDE 3	Subtopic 2 & details	SIDE 3	<u>Abraham’s obedience</u> Abraham obeyed God when God told him to leave his home. Abraham’s family packed all of their belongings and lived in tents the rest of their life.
SIDE 4	Subtopic 3 & details	SIDE 4	<u>God’s promise</u> God promised that Abraham would have as many descendants as the stars in the sky or the sand by the sea.
SIDE 5	Summary	SIDE 5	Because of Abraham’s faithfulness and obedience, God blessed Abraham and continues to bless those who follow Him as Abraham did.
SIDE 6	Illustration	SIDE 6	Abraham’s willingness to move his family to an unknown place shows his faith and obedience.

Information and Conclusions: Reading Journal

Give each learner a journal to record their thoughts while they read. On one page make three columns with the following titles: “I am reminded of”, “I wonder”, and “I am confused”. While the learners read quietly, have them write their thoughts that correspond to each of those categories. When everyone is finished reading, have each learner share their thoughts with the group.

Idea: Talk about how our acts of faith are monuments to future generations. What acts of faith have you done that are testimonies to your children? Has God ever asked you to do something in faith and you have refused? Do you know someone that has? What consequences have you seen as a result?

9 Melchizedek

Remember: Directed Reading Activity (Before, During, and After Reading)

The components of this activity are as follows:

1. Before reading – Establish purpose, build background, and motivate.
2. During reading – Prompt active response for reading.
3. After reading – Reinforce and extend ideas.

First, go over key concepts and vocabulary words from the story “Melchizedek”:

- treaty – an agreement or contract between countries or nations
- foreign – word used to describe people or things of another country
- slave – a person who serves another person
- priest – a man who helped other people to worship God

Next, tell the learners why the information from the story is needed. Tell them that the group is going to do a drama. Also tell them what information you would like them to acquire. You would like them to understand and remember the main events of the story of Melchizedek.

- A man brings a message to Abraham that Lot is captured as a slave.
- Abraham and his servants attack and defeat the foreign army and free Lot.
- Abraham meets Melchizedek, king of Salem and priest, who loved and worshipped God.
- Abraham gave the possessions he gained from the battle to Melchizedek to show that God had made him win the victory.

Then allow the class to read silently. As a follow-up activity, do a drama about the story. Let the learners themselves decide who will take what part and what will be said. Make sure the drama portrays the main events listed above.

Retell: Narrative Pyramid

Have the group work together or pass out a copy of the diagram on page 72 and have each learner work individually to create a word pyramid that summarizes the story.

Line 1 – character’s name

Line 2 – two words describing the character

Line 3 – three words describing the setting

Line 4 – four words stating the problem

Line 5 – five words describing the solution to the problem

Line 6 – six words describing one event

Line 7 – seven words describing another event

Line 8 – eight words stating the theme

For the story “Melchizedek”, use Melchizedek or Abraham as the main character. Fill in the parts of the story according to the line-by-line instructions above.

Melchizedek
king priest
city of Salem
Lot captured in battle
Abraham's servants defeat enemy armies
Returning from battle, Abraham meets Melchizedek
Abraham gave possessions from battle to Melchizedek
Abraham glorified God for giving him the victory

Information and Conclusions: Double-entry Journal

Have everyone select a key event, idea, word, quote, or concept from the story and write it in the left column of the paper. In the right column have them write their response or connection to the item in the left column.

Key concepts: treaty, foreign, slave, priest

Key events: Lot is captured by enemy armies.

Abraham and his servants fight the armies and free Lot.

Abraham's armies meet Melchizedek, a king who worships God.

Abraham gives a portion of the possessions gathered from battle to Melchizedek, as a sign of God giving him the victory.

10 Isaac

Remember: Vocab notebook

Have the learners keep a reading journal and vocabulary notebook. As you introduce new topics, write vocabulary words on the board and have learners copy them in their notebooks. You can give the learners the definition or have them look it up in a dictionary and write the translation of the definition. Have them write a sentence using the word. If they find an additional word they do not know, have them add the words to their vocabulary notebooks. Vocabulary words for "Isaac" would be:

- Promise – a commitment to do or keep from doing something
- Descendant – offspring of an ancestor
- Slave woman – a servant given to the mistress of a household
- Heir – one who inherits another's property or wealth
- Rebuke – to correct sternly

Retell: Interview

Divide the group of learners into two teams. Each team will have a spokesperson. Have one team represent a character from the story "Isaac", such as Sarah. Although the entire team is representing Sarah, only the spokesperson will speak. Have the other team pretend to be an interviewer/reporter. The interviewer's team will prepare questions which their spokesperson will ask the character's team. When the character's team is interviewed, only their spokesperson may answer the questions, but the team members may prompt him/her if they cannot think of an answer. Here are some example questions the interviewer could ask:

Why did you give your slave woman to your husband as a second wife?

When the messengers were coming to your house, who did you think they were and what did you think they would say?

Why did you laugh when you heard the messengers?

Why did you believe what the messengers said?

Information and Conclusions: Character Perspective Chart

This activity gives people a visual organizer that shows the relationship between a character's perspective and the events in a story. Adding characters' perspectives can clarify why they reacted in certain ways in the story, which gives more depth to the characters. After everyone has read the entire story they should use the diagram on page 68 to list the important events (problems, resolution, etc.) Assign each person one or two character(s), such as Abraham, Sarah, or slave woman. Have each learner discuss the characters' perspectives during each of the events on the diagram. Ask questions to help the learners focus on the characters' motives and reactions.

Why do you think Sarah gave her slave woman to Abraham?

What do you think Sarah felt when Ishmael was born?

What do you think the slave woman felt when the messengers came?

Why do you think Sarah laughed when the messengers came?

Perspective of <u>Sarah</u>	Events
She thinks it is necessary for Abraham to have an heir.	Slave woman becomes Abraham's second wife
She wishes that she could have given Abraham a son.	A son, Ishmael, is born to the slave woman and Abraham
She is excited to have company and curious to know why they came.	Messengers visit Abraham and Sarah
Sarah is in disbelief. But after she is rebuked, she believes what they are saying is true.	Messengers announce that Sarah will give birth to a son.

11 The Slave Woman and the Non-Slave Woman

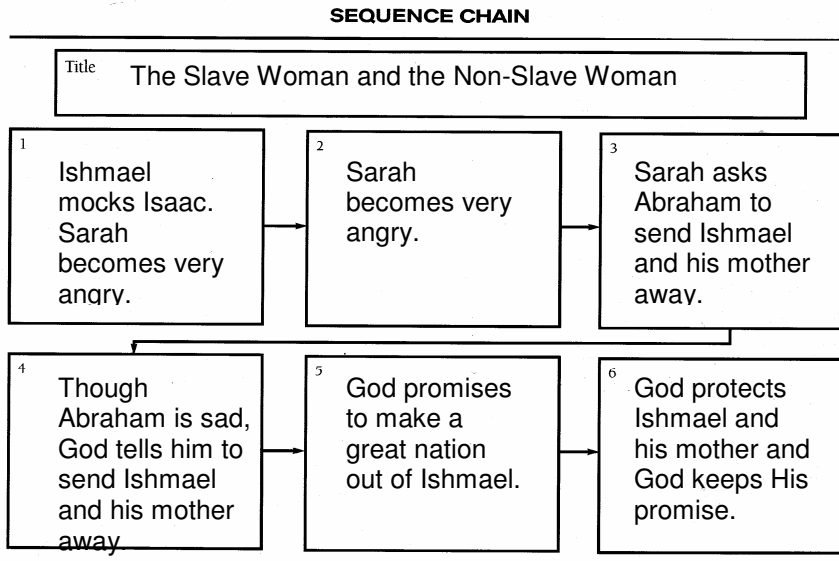
Remember: Question and Answer (Before and After Reading)

At this level learners should be able to answer simple information questions about the story. Ask learners the following thin questions or write your own questions to ask. Write the questions on the chalkboard before you read the story. Read through the questions together before the learners read the story so they can be looking for the answers as they read. Ask the questions after reading the story.

1. Why did Sarah want Abraham to send Ishmael and his mother away?
Sarah wanted Ishmael and his mother to be sent away because Ishmael was mocking Isaac and this made Sarah very angry and worried.
2. What promise did God give Abraham concerning Ishmael?
God promised Abraham that He would protect Ishmael and make a great nation out of Ishmael.
3. What was God's purpose in sending Ishmael away?
God purposed to provide a picture of salvation for people for all time.
4. From which son did God promise to give Abraham his descendents?
God promised to give Abraham his descendents through Isaac.

Retell: Sequence Chain

A sequence chain highlights the important events of a story. The chain is arranged in a way that allows the reader to see the progress from one event to the next. A sequence chain can be done as a group or individually. To do one as a group, draw a diagram on the chalkboard. To do one individually, make a copy of the diagram for each learner. Fill each square with an important event in the story. Example sequence chain for the story “The Slave Woman and the Non-Slave Woman”:



Guided Comprehension: A Teaching Model for Grades 3-8 by Maureen McLaughlin and Mary Beth Allen ©2002. Newark, DE: International Reading Association. May be copied for classroom use.

12 Sodom and Gomorrah

Remember: Prediction (Before Reading)

Read the title “Sodom and Gomorrah” and look at the pictures. Have the learners predict what they think will happen in the story. Some predictions may be: a city is burned; some people flee from the burning city; the people are sad to leave the city.

Retell: Skit Performance

This activity is not just for children. Young people and even adults can have a lot of fun with this method. Everyone reads the story and then plans a skit. If you have a large group you may want to divide the group up and have each smaller group plan their own skit. This is not a play or a drama production. You are not to tell them what parts to have or what to say. The learners learn to tell the story by planning the skit and performing it. You can tell from their skit how well they understand and remember the story. The skit does not have to only be about an event like Lot’s family leaving Sodom. Skits are often most effective about a teaching or idea. For example, from the story of “Sodom and Gomorrah”, a group may do a skit on the consequences of disobedience to God and another group may do a skit on God’s mercy on those who repent and God’s judgment on those who don’t repent.

Information and Conclusions: ReQuest (During Reading)

Divide the story into the following sections:

The wickedness of Sodom and Lot's family leaving Sodom (paragraphs 1-2)

God's judgment on evil (paragraph 3)

Warning to unsaved and Christians (paragraphs 4-5)

Have the learners read the first section and instruct them to think of questions they can ask about that section. After reading, have the learners ask their questions and use the text to answer. Ask the following "thick" questions about the first section:

1. What part of God's character can we see from His warning to Lot?
2. What part of God's character can we see from His punishment of the cities?
3. Why do you think Lot did not want to leave the city?

Continue reading the story and repeat the above question and answer process after each section. Use the following "thick" questions for the remaining sections or write your own questions.

Section two:

1. What two characteristics of God from the story determine God's actions?
2. What can you learn about God's judgment and how might this affect you?

Section three:

1. What are some similarities between the people of Sodom and Gomorrah and the people who do not seek forgiveness in Jesus Christ?
2. Why do you think Lot's wife looked back at the city?

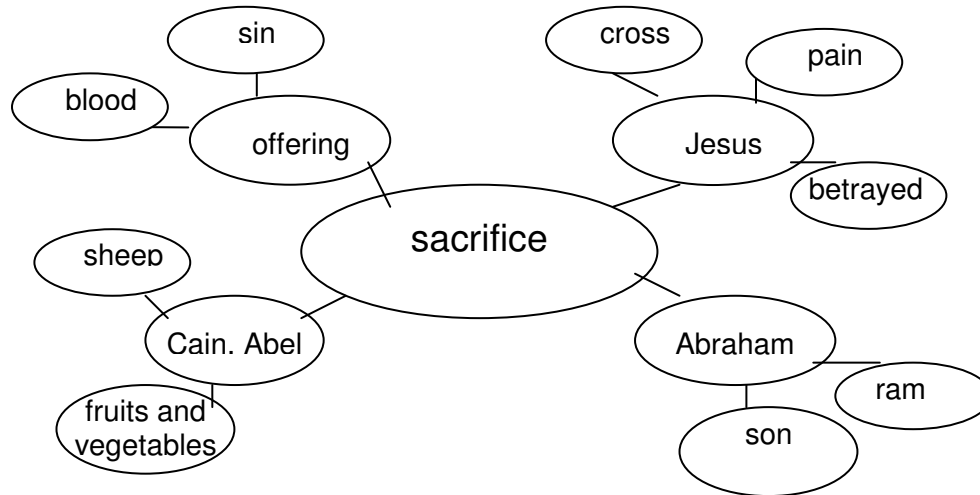
13 Abraham Offers Isaac

Recognize Words: Fill in the Story

Write simple sentences that state the important events of the story. Leave one or two blanks in each sentence. Create a "word bank" – a box that contains all of the words that go in the blanks. Learners choose words from the word bank to fill in the blanks. You may choose to use the worksheet on page 79 or make your own.

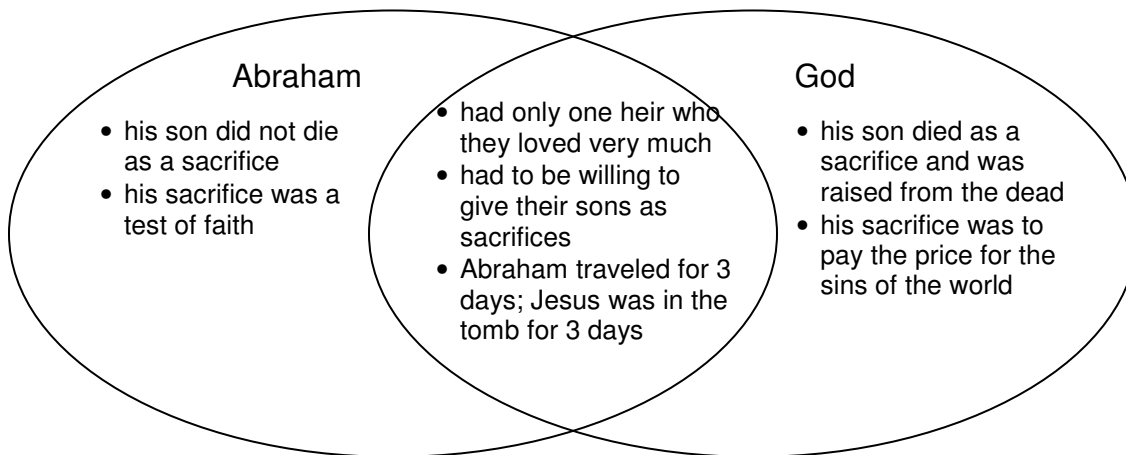
Remember: Brainstorming (Before Reading)

Write the word "sacrifice" on the chalkboard. Ask learners to identify what they already know about a sacrifice – in writing or orally. As learners call out different words, you may either list them or draw them in a diagram such as the one below. The diagram shows how words and thoughts are connected to each other. This activity can be done individually, in small groups, or in a large group. If done individually or in small groups, be sure to share all the information with the entire class before break up to read the text. Add information to help the class better understand the concept. After reading the story, you may come back to the brainstorming diagram and add the information that has been learned.



Retell: Venn Diagram

This activity compares and contrasts two characters or events. If you are doing this activity as a group, you will need to make two overlapping circles on the chalkboard. If your group is doing this activity individually, copy the diagram on page 76. On the outside sections of each circle, contrast the two characters or events. To contrast means to write the things which are different. On the part of the two circles that overlap, compare the two characters or events. To compare means to write the things which are similar. For “Abraham Offers Isaac” you could compare/contrast Abraham and God or Isaac and Jesus.



14 Jacob and Esau

Remember: Discussion (During Reading)

Begin by reading a section of the story aloud. Have the class discuss what is important in what you just read (such as the motivation of the person, the problem the characters encounter, etc.). Encourage each person to voice their opinions and support their

viewpoints. For “Jacob and Esau”, you may want to divide the story into the following sections and use the questions listed below to stimulate discussion.

Jacob and Esau are born (paragraphs 1-3)

1. Why did Rebekah feel great discomfort when she was carrying the boys in her womb?
2. What did God predict about the older and younger son before they were born?

Differences between Jacob and Esau (paragraphs 4-5)

1. What are some things that are similar between Jacob and Esau?
2. What does Jacob’s life show?
3. What does Esau’s life show?

What do Jacob and Esau show us about salvation (paragraphs 6-9)

1. What does God know about each of us that He also knew about Jacob and Esau?
2. How can you become a child of God?
3. What is the biggest lesson we can learn from Jacob and Esau?

Retell: Summary Cube – Title, Problem, Characters, Solution

Explain to the group that you will be doing a *Summary Cube*. Use the pattern on page 75. Show the group an example so that they know how the finished cube looks and what information they need to be listening for. Decide if you wish to do the *Summary Cube* as a group or have each person do his or her own and share it with the group. Although there are several variations you can do with the summary cube, this story will use the following format:

SIDE 1	Title
SIDE 2	Problem
SIDE 3	Character 1
SIDE 4	Character 2
SIDE 5	Solution
SIDE 6	Theme

SIDE 1	Jacob and Esau
SIDE 2	The twins were causing Rebekah great discomfort because they were fighting before they were born.
SIDE 3	<u>Jacob</u> Jacob desired to please God. God chose Jacob to show God’s wonderful love.
SIDE 4	<u>Esau</u> Esau struggled against God. God chose Esau to show the need of all people for God.
SIDE 5	God explained that they were fighting because the two boys were two very different and very strong nations.
SIDE 6	All credit and all glory for our salvation must go to God alone.

Information and Conclusions: Read—Discuss—Read

Have the learners read the story silently. Then discuss the thick questions listed below with the whole group. By trying to answer the questions, learners will realize what parts of the story they remember and understand and what parts they do not. After discussing the questions, have learners read the story silently again. The second time they should be thinking about the story more and they should remember and understand more.

Sample Questions

Thick Questions and Sample Answers

1. **Do you think God knows about the life of every unborn child as he knew about the lives of Jacob and Esau before they were born?**

Yes, God knows before a person is born what they will be like and what they will do.

2. **How are Jacob and Esau an illustration of the lesson in Romans 9 which says that God alone brings salvation and salvation is not by any man's goodness?**

Jacob illustrates that God brings salvation to people because though he lied and deceived his father and brother, God offered salvation to him.

Esau illustrated that no one is saved by his or her own goodness because no matter what he did, he could not earn salvation or be good enough to be saved.

3. **Explain in your own words how a person becomes a child of God.**

A person must believe what God has said. You believe that God sent his Son Jesus Christ to the earth, you confess that you are a sinner, and you believe that Jesus paid the price for your sins. Then you ask God to forgive you and you accept him to come and live in your heart.

15 Esau Sells His Birthright

Retell: Radio Reading

Have all the learners read the story silently. Then pair learners together. One learner should read the story to the other, and the other learner should summarize the story. Then the learners should reverse roles.

Information and Conclusions: Expectation Outline

Use the outline below or create your own outline, leaving several blanks for learners to use when covering the story. Have the learners fill in the blanks with the appropriate information as they come to it while reading the story. As the class becomes better at doing this, provide less and less information on the outline for them. You may choose to use the worksheet or make your own.

1. Recall
 - A. The birthright and the blessing belonged to Esau.
 - B. Jacob traded soup for Esau's birthright and blessing
2. Interpret
 - A. The birthright and blessing naturally belonged to the oldest son.
 - B. Esau sold his birthright because he was so hungry he thought he would die.
3. Evaluating
 - A. Esau despised his birthright because he was too selfish to be appreciative of it.
 - B. We are to honor and value the wonderful things God gives us.

16 Jacob Steals Esau's Blessing

Remember: Who Wants to Be a Millionaire?

Ask a question to the whole group to start the game. Whoever jumps up with the answer the quickest is the first contestant. The teacher asks the contestant questions that have been prepared ahead of time. Each question will need four possible answers. Prepare

helps the contestant can have and write them each on a card for him or her to use. Helps may be “ask the audience” (the other learners in the group), “ask a friend” (they can pick one person from the group to ask), or “elimination” (you pick two possible answers to delete from the possible four). The more questions the contestant gets right, the more points he or she gets. After a contestant gets ten points, his turn is ended and the game starts over from the beginning. This is a good review activity. You may add questions from many different stories. Here is an example of some questions from “Jacob Steals Esau’s Blessing”.

1. When Isaac was about 100 years old, he became:
 - a. sick
 - b. lame
 - c. blind
 - d. deaf
2. Isaac could tell Jacob and Esau apart by:
 - a. touching and smelling
 - b. looking
 - c. talking and listening
 - d. guessing
3. Why did Isaac want Esau to go hunting and bring some meat to him?
 - a. he was starving
 - b. he wanted to bless Esau
 - c. he loved the meat Esau cooked
 - d. he wanted one last meal before he died
4. Who helped Jacob trick Isaac?
 - a. his mother
 - b. his friend
 - c. his brother
 - d. his father
5. What did Rebekah **not** do to make Isaac bless Jacob instead of Esau?
 - a. she made the food Isaac asked for
 - b. she dressed Jacob in Esau’s clothes
 - c. she told Isaac to bless Jacob instead
 - d. she put goat’s hair on Jacob’s arms and neck
6. How did Isaac feel when he discovered he had blessed the wrong son?
 - a. happy
 - b. excited
 - c. betrayed
 - d. troubled

Retell: Summarizing

Explain what it means to summarize (to write a shortened version of a text). A summary should be shorter than a paraphrase; it is usually one-tenth the size of the original text. A summary should include important points and very few details. Read the story “Jacob Steals Esau’s Blessing” and then summarize it, either as a group or individually. If the learners are struggling with summarizing do a *Sequence Chain* first as an outline.

Example summary of this story:

Isaac realized he was getting old, and he wanted to bless Esau before he died. He asked Esau to bring him some deer meat and come to receive the blessing. Before Esau could return, Rebekah dressed Jacob in Esau’s clothes, made the requested meat, and sent Jacob in to Isaac. Isaac, believing he was blessing Esau, blessed Jacob. Esau returned for his blessing but it was too late. Isaac was troubled he had blessed the wrong son, but this was God’s plan for Esau and for Jacob.

Information and Conclusions: Compare/Contrast Matrix

This is a good activity to help review after you have read several stories. Pass out a copy of the diagram and have each learner fill in the title, main characters, setting, problem, and

solution in the appropriate column. Discuss what is the same and different about each story. Think of this as a complex *Venn Diagram*.

TITLE	CHARACTERS	SETTING	PROBLEM	SOLUTION
Jacob and Esau	Isaac Rebekah Jacob Esau	The home of Isaac and Rebekah	1. Rebekah could not have children. 2. The twins were fighting in the womb.	1. Isaac prayed and God gave him children. 2. God explained they were two great nations.
Esau Sells His Birthright	Jacob Esau	The home of Isaac and Rebekah	Esau was so hungry he thought he would die.	Jacob traded his soup for Esau's birthright.
Jacob Steals Esau's Blessing	Isaac Rebekah Jacob Esau	The home of Isaac and Rebekah	Isaac planned to give the blessing to Esau but Rebekah wanted Jacob to have the blessing.	Rebekah and Jacob tricked Isaac into giving the blessing to Jacob.

What is the same about all three stories?

In the second and third stories Jacob receives something that originally belonged to Esau.

Esau did not value the things of God.

God's will was done in every story.

What is different about the three stories?

In the first story the problem involved only Isaac and Rebekah.

In the second story the problem involved only Jacob and Esau.

In the third story the problem involved all four characters.

Jacob received the birthright by his own plan.

Jacob received the blessing with the help of Rebekah.

18 God Uses Joseph to Save Egypt

Retell: Summary Cube – Who What When Why Where How

Explain to the group that you will be doing a *Summary Cube*. Give each person a copy of the pattern. Show the group an example so that they know how the finished cube looks and what information they need to be listening for. Decide if you wish to do the *Summary Cube* as a group or have each person do his or her own and share it with the group.

Although there are several variations you can do with the summary cube, this story will use the following format. Be sure to use complete sentences as you fill in the parts of the story.

SIDE 1	Who?
SIDE 2	What?
SIDE 3	When?
SIDE 4	Why?
SIDE 5	Where?
SIDE 6	How?

SIDE 1	Joseph
SIDE 2	Joseph saves Egypt by interpreting Pharaoh's dream and storing food.
SIDE 3	Joseph had been sent out of Potiphar's house and was in prison.
SIDE 4	God wanted to receive glory by showing His power and working through His servant, Joseph.
SIDE 5	The story begins with Joseph in prison and takes place in Pharaoh's palace.
SIDE 6	God showed Joseph the meaning of the dream and was with Joseph.

Information and Conclusions: QULP (Questions into Paragraphs)

The class chooses a topic to study from the story and writes it at the top of the grid found in the appendix. Have the readers decide on three broad questions relating to the topic. Have each of them locate and read two sources (or people) to find the answers to their questions. Write the titles of the sources in the spaces provided on the grid as well as the answers. Have everyone share the answers they found and then have each person use the information to write a one paragraph answer to each question. For “God Uses Joseph to Save Egypt”, possible topic and questions may be:

Famine

1. What conditions must occur to produce a famine?
2. How do people live during a famine? (How do they get food? Do they move to another location?)
3. How would a famine in ancient times be similar to famine in the world today and how would it be different?

19 God Uses Joseph to Save His Family

Retell: Dinner Party

Explain to the learners the part of the story of Joseph that was left out. When Joseph’s brothers had come to Egypt the second time, but before Joseph revealed himself to his brothers, Joseph prepared a meal and asked his brothers to dine with him. For this activity, assign different learners to be different characters from the story. Pretend that you are the brothers eating a meal together with Joseph. Act out the dinner conversation you imagine Joseph and his brothers could have had. Possible topics of conversation may be: the trip from Canaan to Egypt, their father left at home, and the sites and sounds of Egypt.

Appendix

Diagrams

Character Perspective Chart	21
Compare Contrast Matrix	22
Know—Want to Know—Learn—Still Want to Know	23
Narrative Pyramid.....	24
QulP	25
Sequence Chain.....	26
Summary Cube	27
Venn Diagram	28

Worksheets

Expectation Outline	29
Fill in the Story	30

Story 10 ISAAC, Information and Conclusions
Story 17 JOSEPH, Information and Conclusions

CHARACTER PERSPECTIVE CHART

Perspective of _____	Event

Perspective of _____	Event

COMPARE/CONTRAST MATRIX

Story Elements

Title	Characters	Setting	Problem	Solution

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K-W-L-S

Topic: _____

K (What I know or think I know) **W** (What I want to know) **L** (What I learned) **S** (What I still want to know)

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NARRATIVE PYRAMID

1. _____
Character's name

2. _____
Two words describing the character

3. _____
Three words describing the setting

4. _____
Four words stating the problem

5. _____
Five words describing one event

6. _____
Six words describing another event

7. _____
Seven words describing a third event

8. _____
Eight words describing a solution to the problem

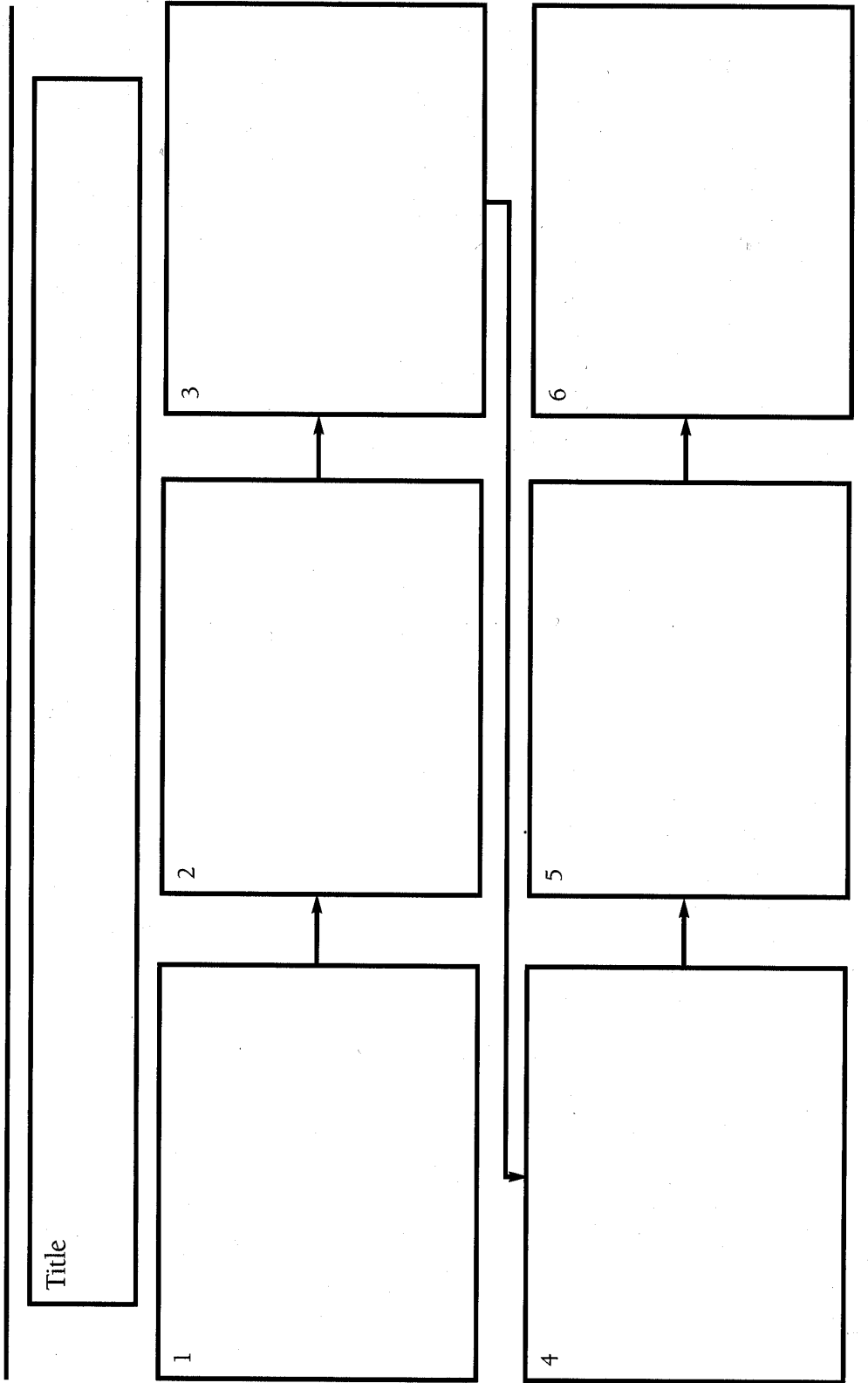
QUIP RESEARCH GRID

Topic: _____	Answers	
Questions	Source:	Source:
1.		
2.		
3.		

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Story 16 JACOB STEALS ESAU'S BLESSING, Retell

SEQUENCE CHAIN

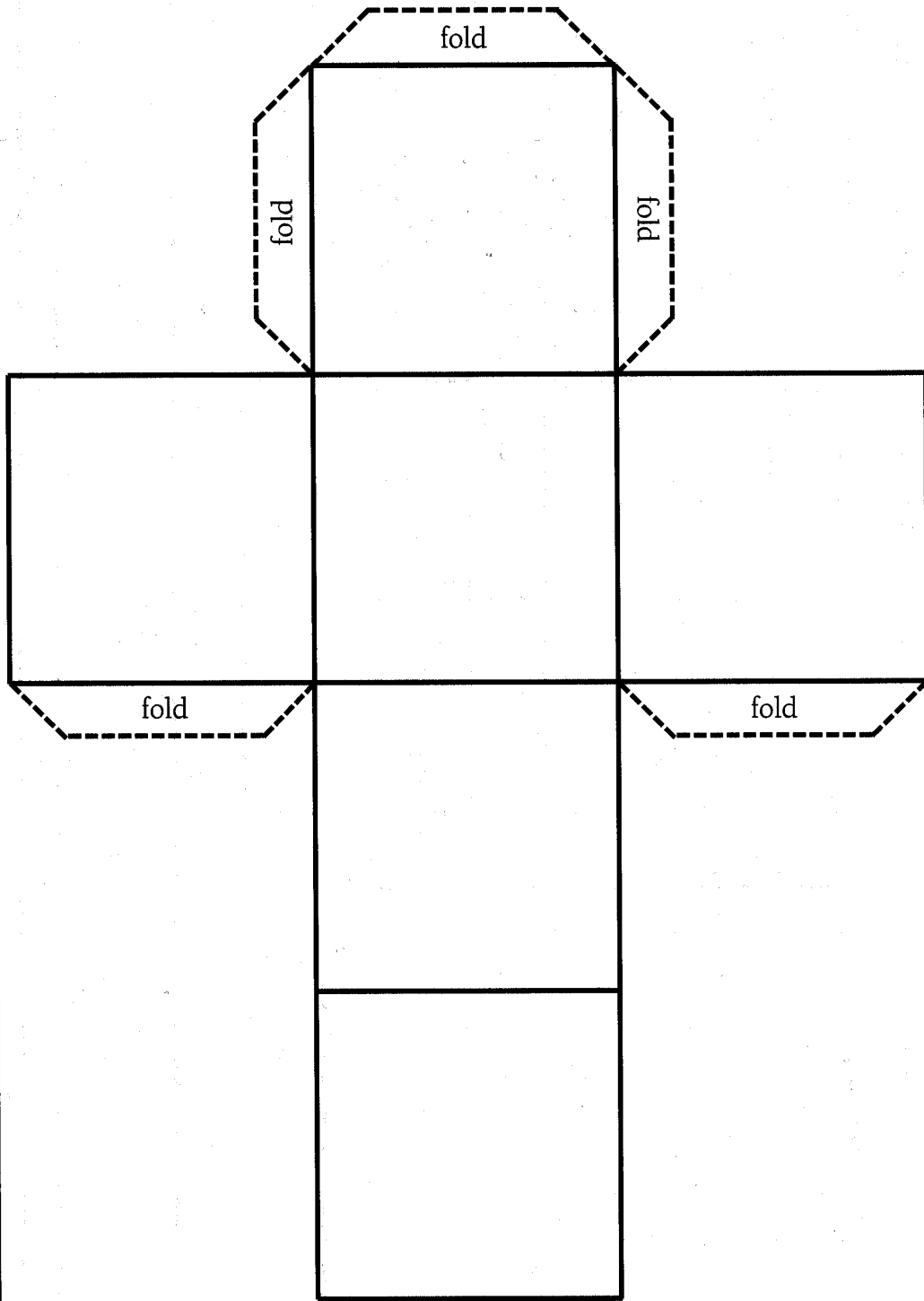


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Story 8 ABRAHAM, Retell
Story 14 JACOB AND ESAU, Retell

Story 18 GOD USES JOSEPH TO SAVE EGYPT, Retell

SUMMARY CUBE

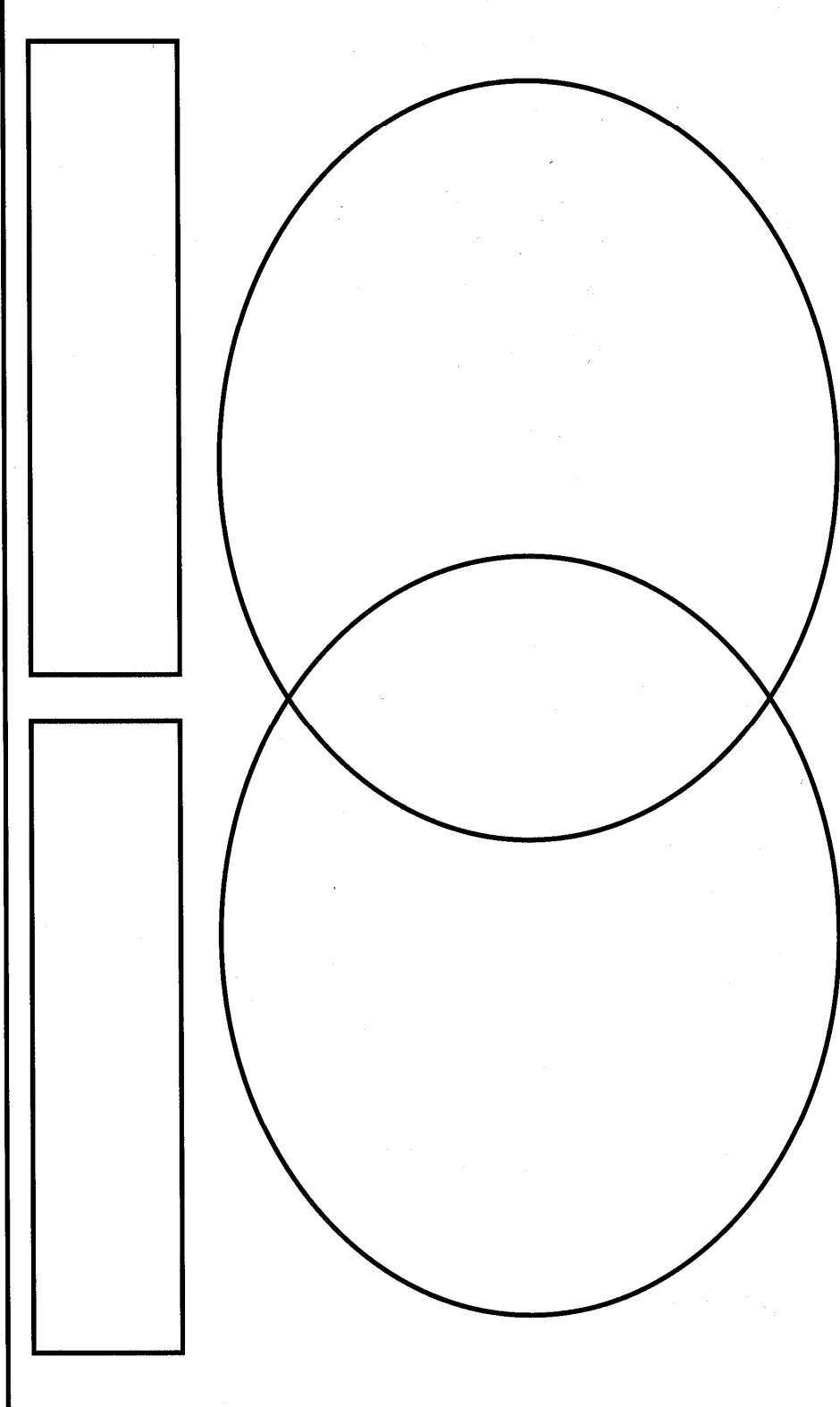


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Story 13 ABRAHAM OFFERS ISAAC, Retell

Story 15 ESAU SELLS HIS BIRTHRIGHT, Information and Conclusions

VENN DIAGRAM



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EXPECTATION OUTLINE

1. Recall

A. The birthright and the blessing belonged to _____.

B. Jacob traded _____ for Esau's _____
_____.

2. Interpret

A. The birthright and the blessing naturally belonged to _____.

B. Esau sold his birthright because _____
_____.

3. Evaluating

A. Esau despised his birthright because _____
_____.

B. We are to _____
the wonderful things God gives us.

Story 13 ABRAHAM OFFERS ISAAC, Recognize Words

FILL IN THE STORY

1. God told Abraham to offer his only son _____ as a burnt offering.
2. Abraham and Isaac _____ to the place God told them to build an altar.
3. As Abraham and Isaac walked up the _____, Isaac asked his father where the lamb for the _____ was.
4. Abraham told Isaac that God would provide a _____.
5. Abraham and Isaac built the _____ and Abraham prepared to offer Isaac as the burnt offering.
6. As Abraham was holding the _____ to kill his son, God spoke to Abraham and showed him a _____ in the bushes for the offering.
7. Abraham did not have to kill his son and God knew that Abraham's _____ was real.

WORD BANK

Isaac	sacrifice	ram
lamb	knife	mountain
faith	altar	traveled