

Resource Guide

Old Testament Bible Storybook One:
The Stories of Beginnings

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Introduction

In order to increase the effectiveness of a reading program, this Resource Guide has been created to provide the teacher with ideas and instructions for use with learners on every level of reading and comprehending.

This Resource Guide is designed to complement Old Testament Storybook One. It follows the guidelines and format explained in the Teacher Manual. The Guide contains a section of activities and a section of questions and answers for each story. Questions are divided into two groups: “thin” questions which are simple information questions and “thick” questions which are application/empathy questions. There are six activities for every story that correspond with the six basic skills of reading, as outlined in the Teacher Manual. Those six skills are:

- Ability to recognize letters.
- Ability to recognize syllables.
- Ability to recognize words.
- Ability to remember what has been read.
- Ability to retell what has been read.
- Ability to gain information and draw conclusions from what has been read.

The activities are listed in order to correspond with the list of abilities above. The first activity corresponds with the ability to recognize letters, the second with the ability to recognize syllables, and so on. Many of the activities contain examples that correspond with the story. These examples may be used as an actual activity in the group or as a guide for the teacher to create activities of their own. Though certain activities are listed under particular stories, any activity may be used/applied with any other story. This Guide is organized in a way that allows you, the teacher, to go to any particular story and find the resources that apply to your particular learners’ needs.

Some activities require specific materials. If certain materials are not available to you, be creative and try to think of an alternative way to work the activity. For example, if you do not have a chalkboard or chart, but you do have chalk and a cement floor, write the words or diagrams on the floor and have your learners gather around so that they can see what is written.

An appendix is included to supply the teacher with diagrams and worksheets which may be reproduced and given to the learners for their use. The appendix is referred to throughout the Guide when there is a diagram or worksheet that corresponds to a specific activity.

1 The First of All the Days

Sample Activities

Recognize Letters: Cut and Paste Pictures

Gather an assortment of magazines and newspapers that have pictures of nature, animals, or anything having to do with creation. Allow learners to cut out pictures that start with the letter that is being studied. Glue pictures onto a card, small poster, construction paper, or white paper. Learners may make picture cards for multiple letters if desired. If pictures are not available, have students draw as many pictures as possible that start with the letter and that are from creation. You may want to start by brainstorming together for ideas.

Recognize Syllables: Clapping Syllables

Two or three syllables. Think of a word with two or more syllables in it. Clap the word but do not tell the learners what the word is. Ask the learners to tell you words with the same number of syllables in them.

Different number of syllables. Think of some words, each with a different number of syllables in them. Say a word to the class. Ask a learner to clap the syllables for that word. Repeat the game giving several learners a turn.

Words from "The First of All the Days" with different numbers of syllables:

<u>One syllable</u>	<u>Two syllables</u>	<u>Three syllables</u>	<u>Four syllables</u>
earth	dark-ness	cre-a-tion	veg-e-ta-tion
light	wa-ter	an-i-mals	sep-a-rat-ed
day	Spir-it	com-mand-ed	
night	heav-en	be-gin-ning	
God	pow-er	eve-ry-where	

Name of a learner. Choose the name of one of the learners and say it slowly, syllable by syllable, then say it normally again. Ask the learners to clap the syllables.

Longest word. Let the learners think of the longest word they know. Say each word slowly, then normally. Clap the syllables. The learner who can think of the longest word is the winner.

Recognize Words: Tic Tac Toe

For this game you will need flashcards of words that are commonly used or that are from the Bible storybooks. Ask the learners to sit in a circle and spread all of the flashcards on the floor or put them along the chalkboard ledge. Have the learners say the rhyme:

Tic tac toe,
Here I go.
Where I land
I do not know.

The teacher starts the game by pointing to the flashcards while the learners say the rhyme. When the rhyme ends, the teacher points to a word with a stick and asks a learner to read it. If the learner reads it correctly, that learner comes to the front and points to the words while the others say the rhyme. Then he or she points to another word with the stick and asks another learner to read it. Continue in this way until the learners have read all the words.

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.

Retell: Drawing Connections

Use the diagram on page 70. Ask learners to draw a picture that answers one of the following questions:

What did the earth look like before God spoke a word?

What did the earth look like on day four of creation?

What did God do on the seventh day?

Learners should also write a three-sentence summary explaining their picture.

Information and Conclusions: ReQuest (During Reading)

Divide the story into the following sections:

The first and second days of creation (paragraphs 1-3)

The third and fourth days of creation (paragraphs 4-5)

The fifth and sixth days of creation (paragraphs 6-9)

The seventh day of creation and God's response to the earth (paragraphs 10-11)

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. Do you think it would have been possible for anyone or anything other than God to create the world?
2. How long has God existed?

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. Explain what you think God meant when He said that His creation was “good”.
2. How did God provide for man to measure time?

Section three:

1. Do you think God created the animals, man, and woman as babies or fully-grown creatures and why?
2. How do you notice the provision of God by the order in which He created the earth?

Section four:

1. Why do you think God rested on the seventh day?
2. What do the seen things of God (His creation) reveal about the unseen things of God (His character)?

Sample Questions

Thin Questions and Answers

1. **Who or what was the first person or thing to exist?**

God was the first person to exist.

2. **What did God create on the second day?**

God divided the waters in the sky from the water on the earth and created a space called “heaven”.

3. On which day did God make the sun, moon, and stars?

God made the sun, moon, and stars on the fourth day.

4. For what purpose did God create man and woman?

God created man and woman to care for the earth and all the animals.

5. When God was finished creating the earth, the skies, the sun, moon, and stars, the plants, the fish, the birds, the animals, and the people, what did He think about the things He had made?

God thought His creation was beautiful and good.

6. What does the creation of the world show about God?

The creation of the world shows the mighty power of God.

Thick Questions and Sample Answers

1. Why do you think God rested on the seventh day?

God rested so that He could enjoy His creation and provide an example for man.

2. What do the seen things of God (His creation) reveal about the unseen things of God (His character)?

God's creation reveals His power, His wisdom, and His expectations of praise, worship, reverence, and obedience.

3. Do you think God created the animals, man, and woman as babies or fully-grown creatures? Why?

God created the animals, man, and woman as fully-grown creatures. They had no mother or father to care for their needs and they were commanded to reproduce.

4. Do you think it would have been possible for anyone or anything other than God to create the world? Why?

No, only God could have had the wisdom and power to create a world that is so orderly and beautiful and good.

2 The First Man and Woman

Sample Activities

Recognize Letters: Word Wall

Create a “word wall” by making flashcards with different words on them. Some words should come from the Bible storybooks; other words may be commonly used words in your language. You will need to make approximately five cards per learner. Display these words in random order on wall or chart. Attach the flashcards to the wall or chart with Velcro or magnets, or with any kind of adhesive that can be easily removed and replaced. Have the learners select words and divide them into three groups: words beginning with a designated letter, words ending with a designated letter, and words containing the designated letter in the middle.

Recognize Syllables: Say It Fast

In this activity the teacher uses an object, such as a stick, to signal two different responses. First the teacher holds the object upright. This means the learners are to listen while the teacher pronounces a sound. Then the teacher drops the object against his or her chest. This means the learners are to repeat the sound fast. Continue the motions and repetition to help learners hear and say sounds and syllables.

Recognize Words: Stepping Stones

Cut some large stepping stones from heavy brown paper or cloth. Place these on the floor and tell the learners these are stepping stones across a river. Place a flashcard on each stepping stone. Choose a learner to step from one stone to another and to read each flashcard. If the learner cannot read a word correctly, they get wet feet. (If you are working with children they will enjoy stepping from “stone” to “stone.” If you are working with adults, simply have everyone stand around where they can see and have the learner call off the words and then collect the cards. They may not feel comfortable “stepping on the stones.”) You can also draw the stones on a cement floor with chalk if neither brown paper nor cloth is available.

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 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. 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.

Information and Conclusions: Expectation Outline

Use the outline below (available as a worksheet on page 77) 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. The first few times you do this activity, read the story all the way through to the group. Then read it with the group one paragraph at a time and have the group work together to find the answers. As they have more experience, encourage the learners to do more and more on their own. As the learners become better at doing this on their own, provide less and less information on the outline for them.

1. Recall
 - A. God told Adam to give names to all of the animals.
 - B. When God brought the animals before Adam, he found none like himself.
2. Interpret
 - A. Adam enjoyed working in the garden because it was warm and comfortable.
 - B. Adam felt alone because all of the creatures had mates except for him.
3. Evaluating
 - A. God establish the roles of husband to lead and wife to submit by creating man first.
 - B. God could have created man and woman differently by speaking them into existence as He did all of the other creatures. (Many answers would be acceptable.)

Sample Questions

Thin Questions and Answers

1. **Name some different animals that God created.**
God created elephants, monkeys, cows, dogs, and lions. (Many more kinds of animals would be acceptable.)
2. **What was the name of the first man?**
The name of the first man was Adam.
3. **What part of God’s creation was like Him?**
Man and woman were created in the likeness of God Himself.
4. **What job did God give Adam to do concerning the animals?**
God gave Adam the job of naming the animals.
5. **What did God do as a result of Adam’s loneliness?**
God created a woman.

6. What two authors of the Bible wrote about husbands and wives?

Solomon and the apostle Paul wrote about husbands and wives.

Thick Questions and Sample Answers

1. What is meant by the words used to describe marriage, “special” and “holy”?

“Special” means unique, honorable, and more important than any other relationship.

“Holy” means pure, set apart for a purpose, and exclusive (no one but the man and woman is invited into the relationship).

2. How is the relationship of a husband and wife similar to the relationship of Christ and the church?

A woman is to submit to her husband as the church submits to Christ, and a husband is to love his wife as Christ loves the church. Christ is waiting for the church like a groom waits for his bride; Christ gave his life for the church and a man should be willing to give his life for his wife; the church has a special intimate relationship with Christ, as a husband and wife are to have a special, intimate relationship.

3. Would you have liked to live in the garden where Adam lived?

Yes, I would like very much to live in a place where there were no weeds, no rain, and no scorching sun. (Answers may vary.)

4. How is God’s creation of Adam different from God’s creation of the rest of the world?

When God made Adam He used dust from the ground and His own breath. When God made the rest of the world He spoke things into existence.

3 Satan

Sample Activities

Recognize Letters: Highlight Letters

Give each learner a copy of the story or copy of part of the story. Instruct each learner to highlight or circle the designated letter in the text.

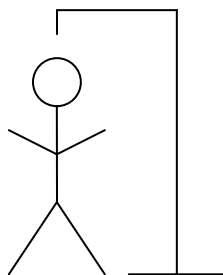
Recognize Syllables: Highlight Syllables

Give each learner a copy of the story or copy of part of the story. Instruct each learner to highlight or circle the designated syllable or sound in the text.

Recognize Words: Hangman

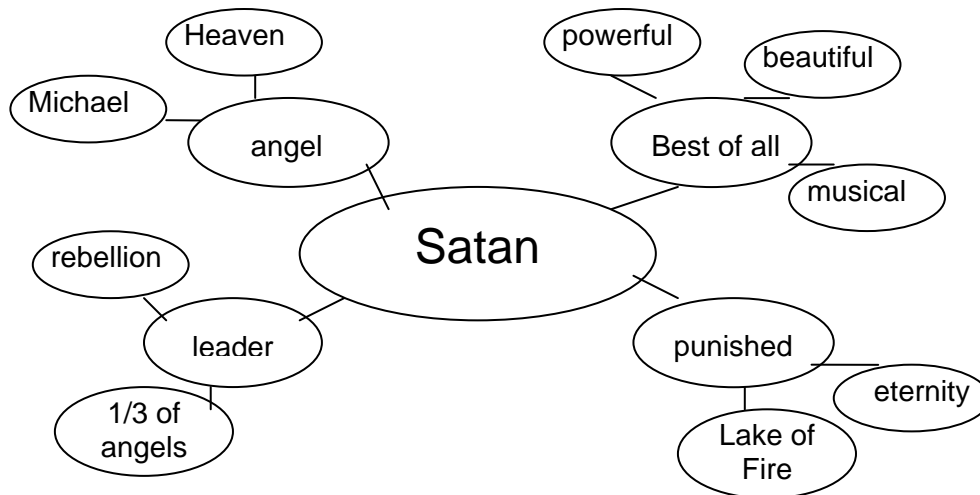
Draw short lines on the chalkboard, one line for every letter of the chosen word. Either choose words or phrases from the story, such as “angel”, “Shining One”, “Lake of Fire”, “powerful”, or “adversary”, or choose words or phrases that are common to your language and that you want your learners to know. Learners take turns guessing a letter to fill in each blank. If the learner guesses the correct letter, the teacher fills in the correct blank(s); if the learner guesses the incorrect letter, the teacher draws a picture of a man being hanged, one line for every incorrect letter. The “hangman” should look similar to the one below when complete. If the hangman is drawn before the word is completely spelled out, you may give the learners an opportunity to guess the whole word. But no one else may guess any letters.

 A N G E L



Remember: Brainstorming

Write the word “Satan” on the chalkboard. Ask learners to identify what they already know about Satan – 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, share all the information with the entire class before reading the text. After the class is all done sharing ideas you may want to add more information to help the class better understand the concept.



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.

Sample Questions

Thin Questions and Answers

1. What are two names for the most beautiful angel?

The most beautiful angel was called the Shining One and the son of the morning.

2. What did the Shining One think about himself?

The Shining One thought that he was the most beautiful, powerful, and wonderful angel, and that he was better than God.

3. What happened to the angels who tried to elevate themselves above God?

God threw the angels out of heaven. Some of the angels were chained in the depths of the earth. Some became demons or devils.

4. What was the Shining One’s name changed to after he tried to elevate himself above God?

The Shining One’s name was changed to Satan.

5. Why does Satan try to keep believers from believing and trusting in Christ?

Satan tries to keep believers from believing and trusting in Christ so that they will spend eternity in the Lake of Fire instead of in heaven.

6. Where will God put Satan for eternity?

God will put Satan in the Lake of Fire for eternity.

Thick Questions and Sample Answers

1. In your opinion, why did Satan want to become more wonderful and powerful than God?

Satan wanted to become more wonderful and powerful than God so that he could rule over all the earth as God does. (Other answers may also be acceptable.)

2. Why do you think Satan convinced many other angels to turn against God?

Satan wanted to show his power to God and imitate God. His evil desires caused him to want to turn other angels against God.

3. In what ways is the devil like a lion?

The devil is like a lion because he is powerful, destructive, tricky, and ready to overtake those who are weak.

4. How does Satan try to keep you from believing and trusting in Christ?

Answers will vary. Possible answers may include: Satan tries to make me not read my Bible, not go to church, not obey my parents/authorities, and not honor my wife/husband/brothers/sisters. Satan tries to make me think I am smarter and greater than God and doubt God's plan for my life.

4 The First Sin

Sample Activities

Recognize Letters: Phonic Bingo

Make Bingo cards like the one below for each student. Make sure each card is different. Put initial consonants, consonant blends, and vowels on the card. Give each student a card and a bunch of rocks or any other small object they can use to mark their pieces. Pronounce words beginning with the sounds on the cards. Tell the students to put a marker on a spot that has the word's initial sound or sounds. Continue saying words until a student has made a row or covered their entire card (whichever way you prefer to play the game). The one who finishes his row or card first is the winner.

s	ch	t	A
d	b	ph	K
i	j	n	R
v	h	kh	Th

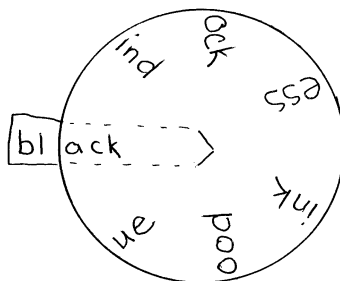
Recognize Syllables: Syllable Circles

How to make syllable circles: Cut a circle of cardboard at least four in./ten cm. in diameter and a strip of cardboard measuring three in./seven and a half cm. by one in./two and a half cm. Find a paper fastener (brad). Make a small hole in the center of the circle. Use the paper fastener to attach the strip of cardboard to the back of the circle.

How to use syllable circles with words of similar beginnings: If in your language many words are only one syllable long, make a list of these words that are only one syllable long. Try to use words from the story as much as possible. Put the list in alphabetical order. You will probably find that some beginnings are more frequent than others. Some examples in English would be:

bl-	st-	tr-
black	stop	train
blue	stand	tramp
blood	stink	trap
blink	stamp	try
bless	star	trip
block	stab	truck
blind	stick	trust

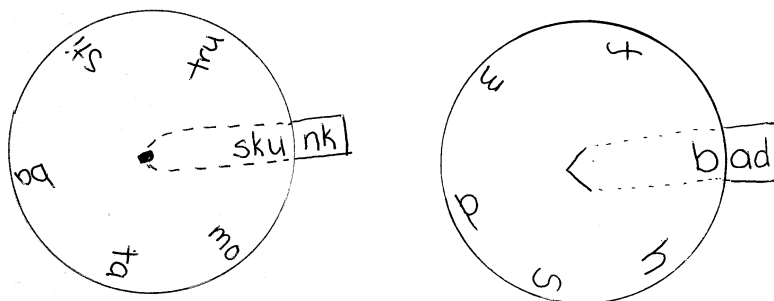
Write the beginning consonant(s) of the syllable on the strip. Write six or seven syllable endings on the circle, starting with the vowel along the edge of the circle as shown in the illustration.



How to use syllable circles with words of similar endings. Take the same list of words and break them into groups depending on the final consonants of the word. If you find there are some endings that are more common you could do the same exercise in reverse. Here are some examples from English.

-ack	-nk	-ad
black	skunk	bad
track	monk	had
crack	tank	sad
rack	bank	dad
pack	stink	mad
back	trunk	fad

Write the ending consonant(s) of the syllable on the strip. Write six or seven syllable beginnings on the circle, ending with the vowel along the edge of the circle as shown in the illustration.



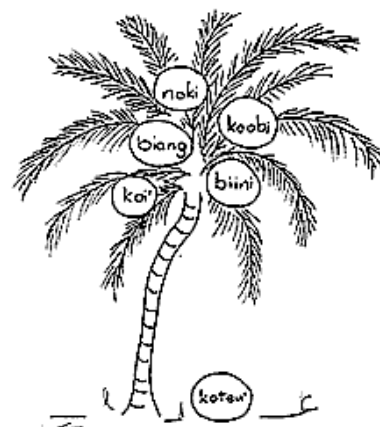
Recognize Words: Knocking Down Coconuts

Draw a coconut palm and several large coconuts on the chalkboard. Write a word in each coconut as shown in the illustration. Give a student the long stick and let him or her knock down the coconuts by reading each word while pointing to it with the stick.

Adaptation: Think of more games to play on the chalkboard (for example, draw watermelons on a vine, pineapples on a pineapple tree, or pumpkins on a vine).

Remember: Prediction

Before reading the story with the class, read the title “The First Sin” and look at the pictures. Have the learners predict what they think will happen in the story. Some predictions may be: the sin happens in the garden; the sin is the first that has ever



occurred; the sin is committed by Adam or Eve or both; the sin involves a tree; the sin involves eating fruit from a tree; Eve gave fruit to Adam.

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.	

Sample Questions

Thin Questions and Answers

1. **What were the names of the two special trees in the garden Eden?**
The two special trees were the Tree of Life and the Tree of the Knowledge of Good and Evil.
2. **Could Adam and Eve eat of every tree? Explain your answer.**
No, Adam and Eve could not eat of the Tree of the Knowledge of Good and Evil. They could eat of every other tree.

3. What was the lie that Satan told to Eve?

Satan told Eve that she would not die from eating the fruit of the Tree of the Knowledge of Good and Evil.

4. Why is every child born of a human father born a sinner today?

Every child is born a sinner because of Adam's sin.

5. Who is the only man who was born without sin and why was he born that way?

Jesus Christ is the only man who was born without sin because he did not have a human father.

Thick Questions and Sample Answers

1. What do you imagine life would be like if you had never committed a sin?

Answers will vary. Possible answers may include: I would never be sad or sorry for what I thought or did. I would be happy all of the time. I would never have to worry or think about doing wrong. I would never suffer punishment

2. Why do you think Adam and Eve were allowed to eat of the Tree of Life but not allowed to eat of the Tree of the Knowledge of Good and Evil?

It would not have been harmful for Adam and Eve to eat of the Tree of Life (and therefore live forever) if they were perfectly good like God. But eating of the Tree of the Knowledge of Good and Evil gave Adam and Eve the ability to sin, and so God wanted to protect them from sinning.

3. If eating of the Tree of the Knowledge of Good and Evil could have potentially harmed Adam and Eve, why do you think God gave them the choice to eat?

In creating man and woman in His own image, God gave man a free will, that is, the ability make choices. (Other answers may be acceptable.)

4. Is man's sin problem able to be cured? If so, what is the solution to the problem?

Yes, man's sin problem is able to be cured. It is cured by Jesus Christ who lived a perfect, sinless life and died so his blood would pay the price for all sin of all time.

5 Cain and Abel

Sample Activities

Recognize Letters: Most Words

Ask learners to call out words beginning with a certain letter. Make a list of these words on the chalkboard and pronounce each word slowly and carefully. Keep a record of how many words each learner says. The learner who says the most words is the winner.

Recognize Syllables: Say it fast

In this activity the teacher uses an object, such as a stick, to signal two different responses. First the teacher holds the object upright. This means the learners are to listen while the teacher pronounces a sound. Then the teacher drops the object against his or her chest. This means the learners are to repeat the sound fast. Continue the motions and repetition to help learners hear and say sounds and syllables.

Recognize Words: Races

Make flashcards with commonly used words on them. You will need about five cards per learner. Divide the learners into two or more teams. Give each team a name (for example, elephants and monkeys). Hold up a flashcard and ask the first learner on the elephant team to read the word. If the learner reads it correctly, he or she scores a point for the elephant team. If he or she cannot read it, the first learner on the monkey team tries to read it. If this learner can read it, he or she scores a point for the monkey team. Then the next learner on the monkey team has a turn to read a card. If any learner cannot read a word, that team misses a point and the turn goes to the other team. Write the scores on the chalkboard. At the end of the game, the team with the most points wins.

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 predicted would happen if Cain did not repent.

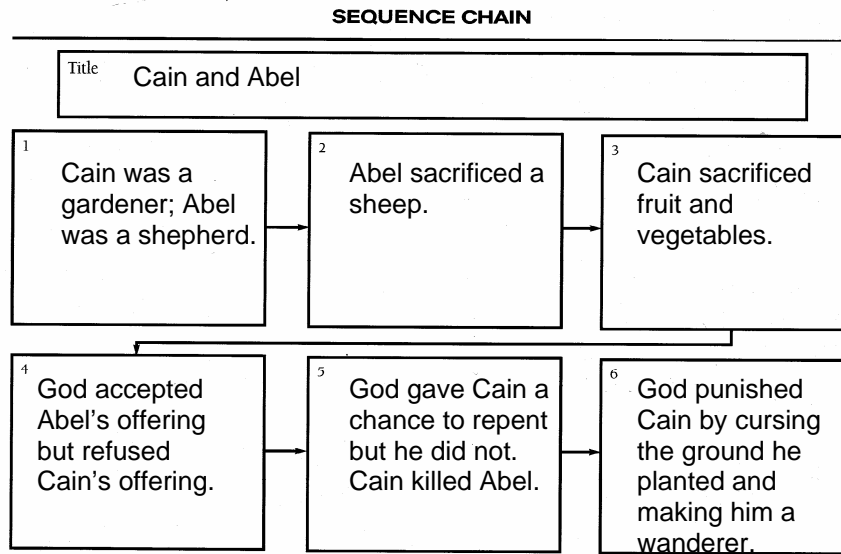
CLINK	CLUNK
Cain offered a sacrifice that God was not pleased with.	Didn't Cain know he was supposed to offer a lamb?
Cain killed his brother Abel.	Why did Cain kill Abel?
Cain had to be punished for the wrong thing he did.	

Retell: Summarizing

Explain what it means to summarize (to write a shortened version of a text). A summary should be shorter than a paraphrase, usually one-tenth of the original text. A summary should include important points and very few details. Read the first two paragraphs of “Cain and Abel” and then summarize the section for the learners. Have them read the

remainder of the story “Cain and Abel” on their own and write a summary. If they are struggling with summarizing do a *Sequence Chain* first as an outline.

How to do a sequence chain: Make a diagram (see page 74). Fill each square with an important event in the story. Example sequence chain for paragraphs 3-10 of story:



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Example summary of paragraphs 1-2 of story:

Because of their sin Adam and Eve were sent out of the garden, and they could no longer talk to God. God taught Adam to make an altar and give an offering to receive forgiveness for his sin. When Adam and Eve gave an offering of an animal that had been killed, God forgave their sins.

Example summary of paragraphs 3-10 of story:

Adam and Eve's son Cain was a gardener; their son Abel was a shepherd. Abel offered a sheep to God on his altar and God was pleased. Cain offered fruits and vegetables on his altar and God was not pleased. In spite of God's giving Cain a warning to repent, Cain became so angry that he killed his brother Abel. As a punishment, God cursed the ground Cain planted and made him a wanderer for the rest of his life. Cain is an example of willful disobedience and Abel is an example of righteous faith.

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 – 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 like Cain?
Answers will vary according to learners' experiences and desire to share.
4. What are some practical ways you can please God like Abel did?
Answer 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.

Sample Questions

Thin Questions and Answers

1. **What is the altar a symbol of?**
The altar is a symbol of the way God would forgive mankind's sins.
2. **In what ways did Cain displease God?**
Cain displeased God with his sacrifice, his attitude, and his anger.
3. **What was God's response to Cain's sin?**
God came to Cain and tried to reason with him. God gave Cain a second chance to do good things and a warning if Cain refused to obey God.
4. **What did Cain's anger lead him to do?**
Cain's anger led him to kill his brother Abel.
5. **How did Abel please God?**
Abel's faith pleased God.
6. **Why do followers of false religion hate people who truly follow God?**
Followers of false religion hate people who truly follow God because the testimony of true Christians shows the truth.

Thick Questions and Sample Answers

1. **Compare and contrast Cain's and Abel's lives.**
Cain and Abel had the same parents, Adam and Eve.
Cain and Abel were both expected to present sacrifices to God.
Cain and Abel both knew what to sacrifice on their altars.
Cain sacrificed produce from his garden; Abel sacrificed a sheep.
Cain's sacrifice was not pleasing to God; Abel's sacrifice was pleasing to God.
Cain is an example of disobedience; Abel is an example of righteousness.
2. **Do you know of any other people in the Bible who were persecuted by a false religion because they practiced true religion?**
Elijah, Daniel, Jesus, the apostles, and Paul were persecuted by false religions because they practiced true religion.
3. **How can we please God like Abel?**
We can please God by having faith and obeying God's commands.
4. **If you are a true follower of God, what comfort does God give you when you consider those who want to hurt you?**
The fact that God loves His children greatly and will punish any person who harms His children is a comfort. (Many answers would be acceptable.)

6 Enoch

Sample Activities

Recognize Letters: Word Wall

Create a “word wall” by making flashcards with different words on them. Some words should come from the Bible storybooks; other words may be commonly used words in your language. You will need to make approximately five cards per learner. Display these words in random order on wall or chart. Attach the flashcards to the wall or chart with Velcro or magnets, or with any kind of adhesive that can be easily removed and replaced. Have the learners select words and divide them into three groups: words beginning with a designated letter, words ending with a designated letter, and words containing the designated letter in the middle.

Recognize Syllables: Clapping syllables

Two or three syllables. Think of a word with two or more syllables in it. Clap the word but do not tell the learners what the word is. Ask the learners to tell you words with the same number of syllables in them.

Different number of syllables. Think of some words, each with a different number of syllables in them. Say a word to the class. Ask a learner to clap the syllables for that word. Repeat the game giving several learners a turn.

Words from “Enoch” with different numbers of syllables:

One syllable

wife

birth

sin

spoke

faith

Two syllables

child-ren

E-noch

proph-et

might-y

walk-ing

Three syllables

de-scen-dants

sud-den-ly

com-plete-ly

Four syllables

gen-er-a-tions

Meth-u-se-lah

Name of a learner. Choose the name of one of the learners and say it slowly, syllable by syllable, then say it normally again. Ask the learners to clap the syllables.

Longest word. Let the learners think of the longest word they know. Say each word slowly, then normally. Clap the syllables. The learner who can think of the longest word is the winner.

Recognize Words: Tic Tac Toe

For this game you will need flashcards of words that are commonly used or that are from the Bible storybooks. Ask the learners to sit in a circle and spread all of the flashcards on the floor or put them along the chalkboard ledge. Have the learners say the rhyme:

Tic tac toe,

Here I go.

Where I land

I do not know.

The teacher starts the game by pointing to the flashcards while the learners say the rhyme. When the rhyme ends, the teacher points to a word with a stick and asks a learner to read it. If the learner reads it correctly, that learner comes to the front and points to the words while the others say the rhyme. Then he or she points to another word with the stick and asks another learner to read it. Continue in this way until the learners have read all the words.

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 “Enoch”:

- prophet – a person who tells God’s plans for the future, either of judgment or of blessing
- walk with God – a phrase used to describe the close communion and fellowship between a man and God when the man is living according to God’s perfect will

Next, tell learners why the information from the story is needed. Tell them that the group is going to write a poem. Also tell them what information you would like them to acquire. You would like them to understand and remember the main points of Enoch’s life.

- Enoch was a righteous man who had faith in God.
- Enoch walked so close to God that God took him and Enoch never died.
- Enoch’s children and grandchildren followed his example and served God.

Then allow the class to read silently. As a follow-up activity, write a poem about Enoch’s life.

Example:

Enoch walked and talked with God; he was unlike any other man.
 Many men did not please the Lord, but if anyone could, a prophet can.
 God spoke to Enoch and Enoch spoke back. And then God did something rare.
 He took Enoch home to heaven with Him and from death Enoch was spared.

Retell: Drawing Connections

Use the diagram on page 70. Ask learners to draw a picture/illustration that demonstrates one of the following ideas:

- The men who did not please God
- Enoch and God walking and talking
- Enoch in heaven with God

Learners should also write a three-sentence summary explaining their picture.

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 in a grid like this:

Text – Self
How what I read relates to me

Text – Text
How what I read relates to other things I have read or been told

Text – World
How what I read relates to the world or people around me

Example from “Enoch”

Text – Self
I know people who do not please God.

Text – Text
I remember reading about another man who pleased God, Abel.

Text – World
I know of people who have gone to heaven because they were righteous like Enoch.

Sample Questions

Thin Questions and Answers

- 1. Did most of Adam's descendents please God or not please God? Why?**
Most of Adam's descendents did not please God because they were sinners.
- 2. What was Enoch's occupation?**
Enoch was a prophet who spoke against the sin of the people.
- 3. What phrase is used to describe Enoch because he served and loved God so completely?**
Enoch "walked with God."
- 4. What unusual thing happened to Enoch as he walked with God one day?**
While Enoch was walking with God one day, God took Enoch to be with him.
- 5. What reward did Enoch's family experience because of Enoch's faith?**
Enoch's children and grandchildren served God.
- 6. Many years after Enoch went to heaven, who was the one and only righteous man living on the earth?**
Enoch's great grandson Noah was the only righteous man living on the earth.

Thick Questions and Sample Answers

- 1. How would you feel if you were Methuselah and your father unexpectedly went to heaven without dying?**
Answers will vary. Possible answers may be: feelings of fear, happiness, surprise, amazement at God's power, and motivation/compulsion to serve God.
- 2. How do you think most people responded to the prophesying of Enoch?**
Because most people were wicked, they probably responded by becoming angry with Enoch and his message or trying to refute Enoch's message with some kind of god of their own making. (Many answers would be acceptable.)
- 3. What do you think Enoch's life would have looked like if he lived in your town/village today?**
Answers will vary by town/village. Accept appropriate activities or habits that would be righteous, pleasing to God, and not sinful. These activities would include but are not limited to teaching his family about God, being kind to his neighbors, loving his wife, and honoring his family and his leaders.

7 Noah

Sample Activities

Recognize Letters: Find the Object

Make a copy of the worksheet on page 80 for each learner, or gather learners around one large copy of the worksheet. Write the letter you want them to learn in the small blank, “Things that begin with the letter ____”. Ask learners to pick out objects from the picture that begin with that letter. Make a list of objects according to the first letter of the word.

Recognize Syllables: Syllable Matching

For this activity you will need a list of syllables you want the learners to practice. Write each syllable on twenty small cards measuring two in./five cm. by two in./five cm. Keep the syllable cards in a box or plastic bag. Ask the learners to sit on the floor. Place all the syllable cards in the middle of the group. Choose one of these two ways to use the cards:

1. Tell the learners to find all the cards that say “ni” and put them in a long line. The learners make rows of syllables as you (or the group leader) call out a syllable.
2. Tell the learners to find the “bii” syllable and the “ni” syllable. Ask them what word you made (“biini”). Later you can ask them to make the word “bakana” on their own (without doing it together syllable by syllable). You can also ask the learners to make any built words they have learned.

Recognize Words: Go Fishing

Divide your learners into groups of four. For this game you will need to make a set of forty-eight cards, each measuring three and a half in./nine cm. by two and a half in./six and a half cm. (or larger), for each group. Choose sixteen words from the story or from your list of commonly used words and write each word on three identical cards. Shuffle cards thoroughly and deal each learner seven cards. Put the remaining cards (face down) in a pile in the center. The learners look at their own cards. Then they try to get three identical cards to make a set. One may have two identical cards, such as “biang”. That learner may ask another learner, “John, do you have biang?” If John has the card, he must give it. And the player can ask John or someone else for another card in the same manner. If he does not have the card, he says, “No, go fishing.” That learner then takes the top card from the pile in the middle to end his or her turn. The next learner then has a turn to ask for a card. Whenever a learner has a three-card set, he or she puts each one on the table. The learner with the most sets at the end wins the game.

Remember: Activate Prior Knowledge (Before Reading)

Before reading, discuss the story that will be covered, “Noah”. Have learners share what they already know about Noah or the flood. Find ways to relate the knowledge they have to the material that will be covered. For example, if a learner says he has seen a flood before, so he can imagine what the flood was like, tell him that this story is about a flood but this flood was different than any other. This flood covered the entire earth.

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 tell 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.

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 worksheet on page 71. If it is done as a group, draw the diagram below on the chalkboard. Do the first two columns before you read the story and the last two columns after reading the story. Have everyone brainstorm everything they know, or think they know, about the Flood. 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)
The whole earth was covered by water in a flood.	What was God's purpose in sending a flood?	God purposed to cleanse the earth of wickedness by killing everyone except for Noah's family.	
	How long did the flood last?	The flood lasted 40 days and 40 nights.	How many days was Noah's family in the boat?
	Will God ever flood the entire earth again?	No, God made a rainbow to show His promise to never flood the earth.	How is a rainbow made?

Sample Questions

Thin Questions and Answers

1. Why did God send a flood?

God sent the flood to punish all of the wicked people.

2. What were the people doing while Noah and his family were building the boat?

The people were eating, drinking, and marrying.

3. How long was Noah in the boat?

Noah and his family were in the boat for many, many months (40 days of rain plus the months it took the earth to dry).

4. What future event does the story of the flood remind us of? Why?

The story of the flood reminds us of Christ's return. Just like the people were surprised at the coming of the flood, though they were warned, people will ignore the warning of Christ's coming and be surprised when He comes.

5. What is more important to God than anything else?

It is important to God that people worship Him and follow Him.

6. What promise does the rainbow remind us of?

The rainbow reminds us of God's promise never to destroy the earth again with a flood.

Thick Questions and Sample Answers

1. Why do you think the people did not heed Noah's warnings?

The people did not believe in God. They were wicked and sinful. They wanted to have fun and live life their own way. (Many answers may be acceptable.)

2. What shows us that the flood was universal (over the entire earth) rather than local (over a small area)?

The Bible says that the water covered the entire earth and the tops of the mountains and that every living creature died.

3. Have you ever been in a situation where no one was doing right except for you?

Let learners share their experiences.

4. What fact tells us that Noah had great faith?

Though Noah had never seen rain before, He built the boat. (Other answers may be acceptable.)

8 Abraham

Sample Activities

Recognize Letters: Chalkboard Relay

Make a list of some words from the story. Divide the learners into two teams. Write one word on the chalkboard twice. Call out a certain letter and then say “Go!” One learner from each team should come up to the board, circle the letter that was called out, and go back to his seat. Each learner who circles the correct letter gets a point for his team. The team with the most points wins.

Recognize Syllables: Say It Fast

In this activity the teacher uses an object, such as a stick, to signal two different responses. First the teacher holds the object upright. This means the learners are to listen while the teacher pronounces a sound. Then the teacher drops the object against his or her chest. This means the learners are to repeat the sound fast. Continue the motions and repetition to help learners hear and say sounds and syllables.

Recognize Words: Stepping Stones

Cut some large stepping stones from heavy brown paper or cloth. Place these on the floor and tell the learners these are stepping stones across a river. Place a flashcard on each stepping stone. Choose a learner to step from one stone to another and to read each flashcard. If the learner cannot read a word correctly, they get wet feet. (If you are working with children they will enjoy stepping from “stone” to “stone.” If you are working with adults, simply have everyone stand around where they can see and have the learner call off the words and then collect the cards. They may not feel comfortable “stepping on the stones.”) You can also draw the stones on a cement floor with chalk if neither brown paper nor cloth is available.

Remember: Interactive Read Aloud (During Reading)

Prepare “thick” questions 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.

Retell: Summary Cube

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. 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 every 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?

Sample Questions

Thin Questions and Answers

- 1. Did many of Noah's descendents continue to follow God?**
No, many of Noah's descendents stopped following God.
- 2. What was the command God gave to Abraham?**
God commanded Abraham to leave his home, his family, and his country.
- 3. Where did Abraham live and what did he do?**
Abraham lived in tents and tended sheep.
- 4. Who did Abraham take with him when he left Ur?**
Abraham took his wife Sarah, his father Terah, and his nephew Lot.
- 5. What was the promise that God gave to Abraham?**
Abraham would have more descendents than he could count and through his descendents the whole world will be blessed.
- 6. Who is the fulfillment of God's promise of a descendent that would bless the whole world?**
Jesus Christ is the fulfillment of God's promise of one who would bless the world.

Thick Questions and Sample Answers

- 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. 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.
- 3. 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.
- 4. What kinds of things would you have to do if God asked you to move to another city? Do you think God is asking you to prepare 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.
God asks all of His children to prepare for another city. In Matthew God tells us to "lay up treasure in heaven". We are to spend our life on earth preparing for Heaven.

9 Melchizedek

Sample Activities

Recognize Letters: Phonic Bingo

Make Bingo cards like the one below for each student. Make sure each card is different. Put initial consonants, consonant blends, and vowels on the card. Give each student a card and a bunch of rocks or any other small object they can use to mark their pieces. Pronounce words beginning with the sounds on the cards. Tell the students to put a marker on a spot that has the word's initial sound or sounds. Continue saying words until a student has made a row or covered their entire card (whichever way you prefer to play the game). The first one who finishes his row or card is the winner.

s	ch	t	a
d	b	ph	k
i	j	n	R
v	h	kh	Th

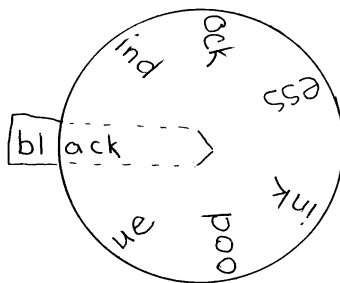
Recognize Syllables: Syllable Circles

How to make syllable circles: Cut a circle of cardboard at least four in./ten cm. in diameter and a strip of cardboard measuring three in./seven and a half cm. by one in./two and a half cm. Find a paper fastener (brad). Make a small hole in the center of the circle. Use the paper fastener to attach the strip of cardboard to the back of the circle.

How to use syllable circles with words of similar beginnings: If in your language many words are only one syllable long, make a list of these words that are only one syllable long. Try to use words from the story as much as possible. Put the list in alphabetical order. You will probably find that some beginnings are more frequent than others. Some examples in English would be:

bl-	st-	tr-
black	stop	train
blue	stand	tramp
blood	stink	trap
blink	stamp	try
bless	star	trip
block	stab	truck

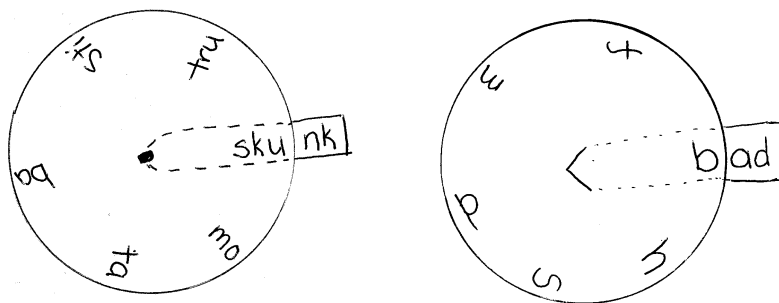
Write the beginning consonant(s) of the syllable on the strip. Write six or seven syllable endings on the circle, starting with the vowel along the edge of the circle as shown in the illustration.



How to use syllable circles with words of similar endings. Take the same list of words and break them into groups depending on the final consonants of the word. If you find there are some endings that are more common you could do the same exercise in reverse. Here are some examples from English.

-ack	-nk	-ad
black	skunk	bad
track	monk	had
crack	tank	sad
rack	bank	dad
pack	stink	mad

Write the ending consonant(s) of the syllable on the strip. Write six or seven syllable beginnings on the circle, ending with the vowel along the edge of the circle as shown in the illustration.



Recognize Words: Word Search

Make a list of words, either from the story or from the list of commonly used words in your language. Write these words in random order in a grid, leaving spaces between the words. For an extra challenge, write the words backwards and diagonally. Fill in the spaces with any letters. An example in English is on page 83 but you should make one ahead of time in your language. Be sure to add lots of common vowels and consonants. Learners should be instructed to find the list of words. Tell the learners if the words are spelled horizontally, vertically, backwards, or diagonally. Then have the learners find the words, circle the words, and cross them off the list.

Word list:

Abraham	country	sheep	stars
God	Ur	faith	sand
home	promise	follow	city
family	tent	parents	

A	Q	A	Z	W	S	P	A	R	E	N	T	S	X	E	D
C	B	R	F	V	T	G	B	Y	H	N	U	J	M	I	K
O	L	R	P	Q	A	Z	W	S	Y	L	I	M	A	F	X
E	D	C	A	R	F	V	T	G	R	B	Y	H	N	U	J
M	I	K	O	H	L	P	F	Q	T	A	Z	W	S	X	E
D	C	R	F	V	A	T	O	G	N	B	Y	H	N	U	J
M	I	K	P	O	L	M	L	P	U	Q	A	T	Z	W	S
X	E	U	R	C	R	F	L	V	O	T	G	E	B	Y	H
N	U	J	O	M	I	K	O	O	C	L	P	N	H	Q	A
Z	W	S	M	X	E	D	W	C	R	F	V	T	T	G	B
S	Y	H	I	N	H	U	J	M	I	K	I	O	L	P	Q
R	A	Z	S	W	O	S	X	E	D	A	C	Y	T	I	C
A	R	F	E	V	M	T	G	B	F	Y	H	N	U	J	M
T	I	K	O	L	E	P	Q	A	Z	W	S	G	O	D	X
S	A	N	D	E	D	C	R	F	V	T	G	B	Y	H	N
U	J	M	S	H	E	E	P	I	K	O	L	P	Q	A	Z

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.

Sample Questions

Thin Questions and Answers

1. What caused the great battle?

Some cities had broken the treaty they had made with other countries. The foreign armies came and defeated those cities that had broken the treaty.

2. What disadvantage did Abraham have against the foreign armies?

Abraham was not leading many men and the men were poorly armed.

3. What advantage did Abraham have against the foreign armies?

God was with Abraham.

4. Who was the king who met Abraham on his way back from battle?

Melchizedek, king of Salem, met Abraham on his way back from battle.

5. Was Melchizedek a good king or a bad king? How do we know?

Melchizedek was a good king. We know because the story says Melchizedek prayed, thanked God for helping Abraham win the victory, loved God, and worshipped God.

6. What is a priest?

A priest is a man who helps other people worship God.

Thick Questions and Sample Answers

1. What would Abraham have been saying if he had kept the possessions of the battle for himself?

He would have been suggesting that he fought the war and won the victory by his own strength and power.

2. When you have a spiritual battle to fight, do you fight by your own power or by God's power?

Let learners share their experiences.

3. How do you think Abraham felt about going to battle to save his nephew?

He probably felt that it was his duty to protect his nephew. He may have felt frustration with his nephew for getting into trouble. He may have not wanted to go into battle. He likely felt humbled and thankful for the opportunity to meet the great priest Melchizedek. He felt grateful to God for helping him win the victory.

4. What character qualities can we see in Abraham's life?

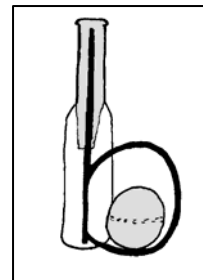
Abraham was responsible for his family, he was submissive and obedient to God, he was humble, and he was faithful to God.

10 Isaac

Sample Activities

Recognize Letters: Around the World

If you or someone in your class or community is good at drawing, have them make an illustration card for each letter you are studying. The illustration should look like the letter and be a picture of something that starts with the letter. For example, this is the letter “b” illustrated by a bat and a ball. Make illustration cards for each letter you are teaching. For the game you will want each learner to sit in his or her chair. Pick one person to start the game. This person starts by standing next to the person seated behind/beside him. When the teacher holds up an illustration card, both students race to say the letter first. Whichever learner calls out the letter first, he or she advances to the next person. The game continues by the teacher holding up a card and the first one to say the letter advances to the next learner. The learner who either called out the letter too late or did not say the letter at all takes that empty seat. The learners try to go all the way around the group without having to sit down. Once a learner has done this, they have gone “around the world” and they are the winner.



Recognize Syllables: Word Wall

Create a “word wall” by making flashcards with different words on them. Some words should come from the Bible storybooks; other words may be commonly used words in your language. You will need to make approximately five cards per learner. Display these words in random order on wall or chart. Attach the flashcards to the wall or chart with Velcro or magnets, or with any kind of adhesive that can be easily removed and replaced. Have the learners divide words into groups by syllable or sound.

Recognize Words: Races

Make flashcards with commonly used words on them. You will need about five cards per learner. Divide the learners into two or more teams. Give each team a name (for example, elephants and monkeys). Hold up a flashcard and ask the first learner on the elephant team to read the word. If the learner reads it correctly, he or she scores a point for the elephant team. If he or she cannot read it, the first learner on the monkey team tries to read it. If this learner can read it, he or she scores a point for the monkey team. Then the next learner on the monkey team has a turn to read a card. If any learner cannot read a word, that team misses a point and the turn goes to the other team. Write the scores on the chalkboard. At the end of the game, the team with the most points wins.

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 reprove 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 them 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 Sarah	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.

Sample Questions

Thin Questions and Answers

1. Why did Sarah think it was necessary to let her slave have a child with Abraham?

Because Sarah could not give Abraham any children herself, and Abraham needed an heir.

2. What news did the messengers bring to Abraham and Sarah?

The messengers said that Ishmael would not be Abraham's heir and that Sarah was going to have a baby.

3. Why was Sarah shocked by the messengers' news?

Sarah was shocked by the news because she was much too old to have a baby.

4. How did Sarah show her surprise at the messengers' news?

Sarah showed her surprise by laughing.

5. What was Sarah's second response to the news?

Sarah believed what the messengers said.

6. What is the interesting connection between Isaac's name and Sarah's first response?

Sarah's first response was to laugh; Isaac's name means laughter.

Thick Questions and Sample Answers

1. What promise of God seemed impossible to come true and why?

The promise that Abraham would have more descendents than he could count seemed impossible to come true because Abraham and Sarah were not able to have a child.

2. Have you ever acted like Sarah and tried to work out God's promises your own way?

Let learners share their experiences.

3. What do you think is significant about the meaning of Isaac's name?

Many answers could be acceptable. Isaac provided a lot of laughter for Abraham and Sarah, as most babies do. Isaac's birth caused Abraham and Sarah to laugh with joy at the fulfillment of God's promise. Isaac's name reminds Sarah of her laughter at the messengers.

4. Why do you think God chose to give Abraham and Sarah a son when they were old?

God wanted to show His miraculous power, sovereignty, and control over His children. God wanted to increase Abraham and Sarah's faith. (Other answers may be acceptable.)

11 *The Slave Woman and the Non-Slave Woman*

Sample Activities

Recognize Letters: Highlight Letters

Give each learner a copy of the story or copy of part of the story. Instruct each learner to highlight or circle the designated letter in the text.

Recognize Syllables: Highlight Syllables

Give each learner a copy of the story or copy of part of the story. Instruct each learner to highlight or circle the designated syllable or sound in the text.

Recognize Words: Knocking Down Coconuts

Draw a coconut palm and several large coconuts on the chalkboard. Write a word in each coconut as shown in the illustration. Give a student the long stick and let him or her knock down the coconuts by reading each word while pointing to it with the stick.

Adaptation: Think of more games to play on the chalkboard (for example, draw watermelons on a vine, pineapples on a pineapple tree, or pumpkins on a vine).

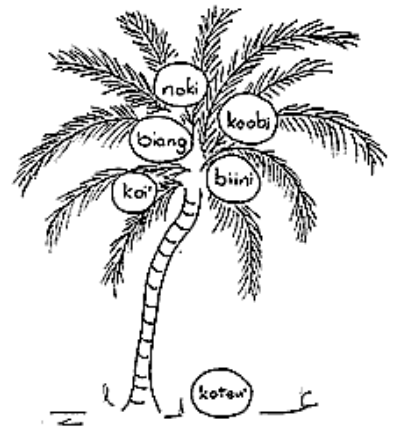
Remember: Question and Answer (Before and After Reading)

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.

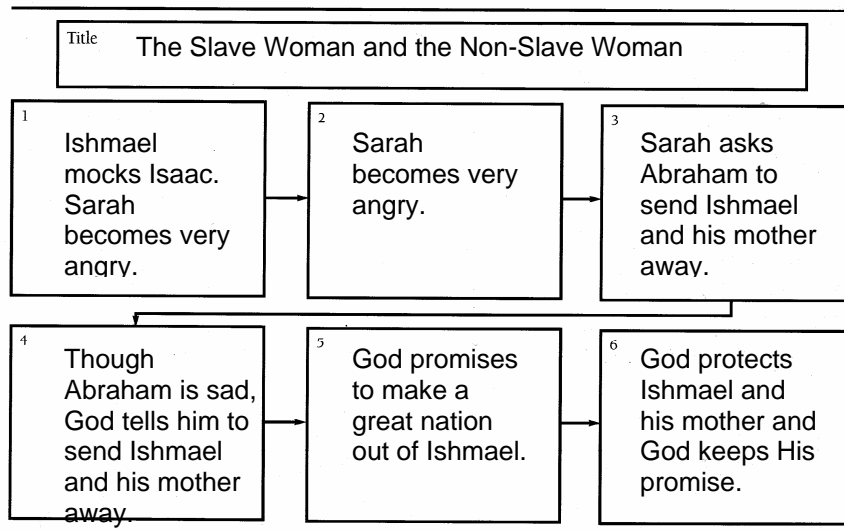
1. Why did Sarah want Abraham to send Ishmael and his mother away?
Sarah wanted Ishmael and his mother to be sent away because Ishmael was mocking Isaac and this made Sarah very angry and worried.
2. What promise did God give Abraham concerning Ishmael?
God promised Abraham that God would protect Ishmael 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 (see page 74). Fill each square with an important event in the story. Example sequence chain for the story "The Slave Woman and the Non-Slave Woman":



SEQUENCE CHAIN



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.

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 his or her thoughts with the group.

Sample Questions

Thin Questions and Answers

- 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. When Sarah told Abraham that she wanted Ishmael and his mother sent away, Abraham became sad. How did Abraham know what to do?**
God spoke to Abraham and told him what to do.
- 3. What promise did God give Abraham concerning Ishmael?**
God promised Abraham that God would protect Ishmael and make a great nation out of Ishmael.
- 4. What was God's purpose in sending Ishmael away?**
God purposed to provide a picture of salvation for people for all time.
- 5. Compare Sarah and Ishmael's mother to people who want to be saved.**
Sarah was a free woman. She is like people who are saved by the Gospel of Christ. Ishmael's mother was a slave. She is like people who try to earn salvation by obeying the Law of Moses.
- 6. From which son did God promise to give Abraham his descendents?**
God promised to give Abraham his descendents through Isaac.

Thick Questions and Sample Answers

- 1. What part of salvation does Ishmael serve as a picture?**
Ishmael is a picture of the Law of Moses being sent out when Jesus came, bringing salvation.
- 2. Have you ever been in a situation when you were afraid and God gave you comfort? What did God use to comfort you?**
Let learners tell about their experiences. Maybe God used a promise of His character (God is always with His children, God always provides for and protects His

children, and God always gives good things to His children.) or a Bible verse to give comfort.

- 3. Although God's ways are sometimes hard to understand, do you think they are always good?**

Yes, God's ways are always good, even when we can't fully understand.

- 4. Do you think Abraham completely understood God's purpose in giving him Ishmael and then sending Ishmael away? Explain why or why not.**

No, Abraham did not fully understand God's purposes but he trusted God and obeyed in spite of not understanding.

12 Sodom and Gomorrah

Sample Activities

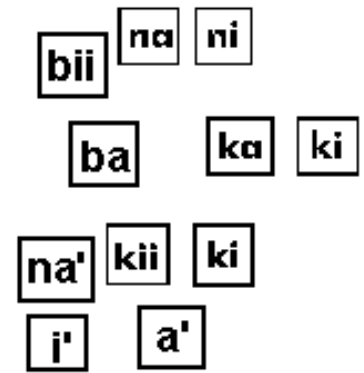
Recognize Letters: Cut and Paste Pictures

Gather an assortment of magazines and newspapers that have pictures of nature, animals, or anything having to do with creation. Allow learners to cut out pictures that start with the letter that is being studied. Glue pictures onto a card, small poster, construction paper, or white paper. Learners may make picture cards for multiple letters if desired. If pictures are not available, have students draw as many pictures as possible that start with the letter and that are from creation. You may want to start by brainstorming together for ideas.

Recognize Syllables: Word Building Cards

This activity is designed to give practice in building with syllables to make words. Make six to eight cards measuring nine in./twenty-four cm. by nine in./twenty-four cm. For each large card, make nine small cards measuring three in./eight cm. by one and a half in./four cm. Cut the small cards into syllables after writing the words. On the back of each large card, glue an envelope to store the small cards. Add lines to the large card as shown in the figure below. In the top space of each box, write built words

nani	biini	naba
bana'	kani	bai'
nia'	kiiki	kaki



the learners are learning from their primers. You will need one large card for each learner. Ask the learners to read the words and then to build the words with the small syllable cards. They then match the built word underneath the written word. For a variation, you may have the learners take the syllable cards and try to find words with matching syllables in the story. When they find a word they are to write it on the board and underline the syllable that matches the card.

Recognize Words: Go Fishing

Divide your learners into groups of four. For this game you will need to make a set of forty-eight cards, each measuring three and a half in./nine cm. by two and a half in./six and a half cm. (or larger), for each group. Choose sixteen words from the story or from your list of commonly used words and write each word on three identical cards. Shuffle cards thoroughly and deal each learner seven cards. Put the remaining cards (face down) in a pile in the center. The learners look at their own cards. Then they try to get three identical cards to make a set. One may have two identical cards, such as "biang". That learner may ask another learner, "John, do you have biang?" If John has the card, he must give it. And the player can ask John or someone else for another card in the same manner. If he does not have the card, he says, "No, go fishing." That learner then takes the top card from the pile in the middle to end his or her turn. The next learner then has a turn to ask for a card. Whenever a learner has a three-card set, he or she puts each one on the table. The learner with the most sets at the end wins the game.

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?

Sample Questions

Thin Questions and Answers

1. What men later used Sodom and Gomorrah as examples of great evil?

The prophets, Jesus Christ, Peter, John, and Jude all used the cities of Sodom and Gomorrah as examples of great evil.

2. What were two characteristics of people in Sodom and Gomorrah?

The people were prosperous and wicked.

3. What do these cities teach us about God and His judgment?

These cities teach us that God will only allow evil for a time and He will not allow sin to go unpunished. God’s judgment can be quick and sudden and complete.

- 4. Besides a picture of God's judgment, what else is this story a picture of?**
This story is a picture of the disappointment and loss Christians will face if they value the things of the world too much.
- 5. What command did God give to Lot and his family as they left the city?**
God commanded them not to look back at Sodom.
- 6. What is Lot's wife an example of in the New Testament?**
Lot's wife is an example of the price of seeking worldly pleasures.

Thick Questions and Sample Answers

- 1. What part of God's character can we see from His warning to Lot?**
We can see God's mercy and protection to His children.
- 2. What part of God's character can we see from His punishment of the cities?**
We can see God's holiness that will not accept sin and His judgment on sinful people.
- 3. Why do you think Lot did not want to leave the city?**
Lot enjoyed the pleasures of the city too much to give them up. Maybe Lot did not really believe the angels' warning. (Other answers may be acceptable.)
- 4. Why do you think Lot's wife looked back at the city?**
Lot's wife looked back because all the things she valued in her life were in that city. Maybe she wanted to remember the city, and maybe she wanted to watch and see if God was really going to judge the city as He said. (Other answers may be acceptable.)

13 Abraham Offers Isaac

Sample Activities

Recognize Letters: Most Words

Ask learners to call out words beginning with a certain letter. Make a list of these words on the chalkboard and pronounce each word slowly and carefully. Keep a record of how many words each learner says. The learner who says the most correct words is the winner.

Recognize Syllables: Syllable Matching

For this activity you will need a list of syllables you want the learners to practice. Write each syllable on twenty small cards measuring two in./five cm. by two in./five cm. Keep the syllable cards in a box or plastic bag. Ask the learners to sit on the floor. Place all the syllable cards in the middle of the group. Choose one of these two ways to use the cards:

1. Tell the learners to find all the cards that say “ni” and put them in a long line. The learners make rows of syllables as you (or the group leader) call out a syllable.
2. Tell the learners to find the “bii” syllable and the “ni” syllable. Ask them what word you made (“biini”). Later you can ask them to make the word “bakana” (without doing it together syllable by syllable). You can also ask the learners to make any built words they have learned.

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.

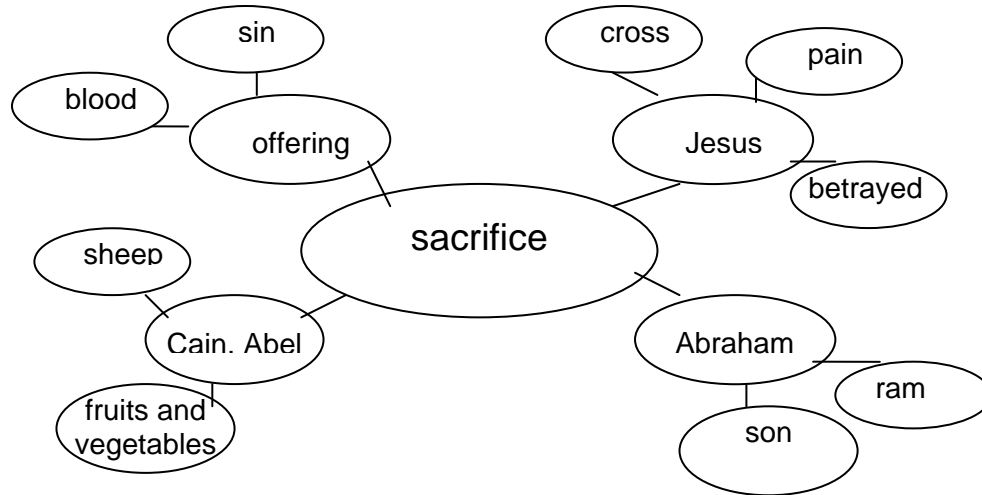
1. God told Abraham to offer his only son Isaac as a burnt offering.
2. Abraham and Isaac traveled to the place God told them to build an altar.
3. As Abraham and Isaac walked up the mountain, Isaac asked his father where the lamb for the sacrifice was.
4. Abraham told Isaac that God would provide a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

WORD BANK		
Isaac	sacrifice	ram
lamb	knife	mountain
faith	altar	traveled

Remember: Brainstorming (Before Reading)

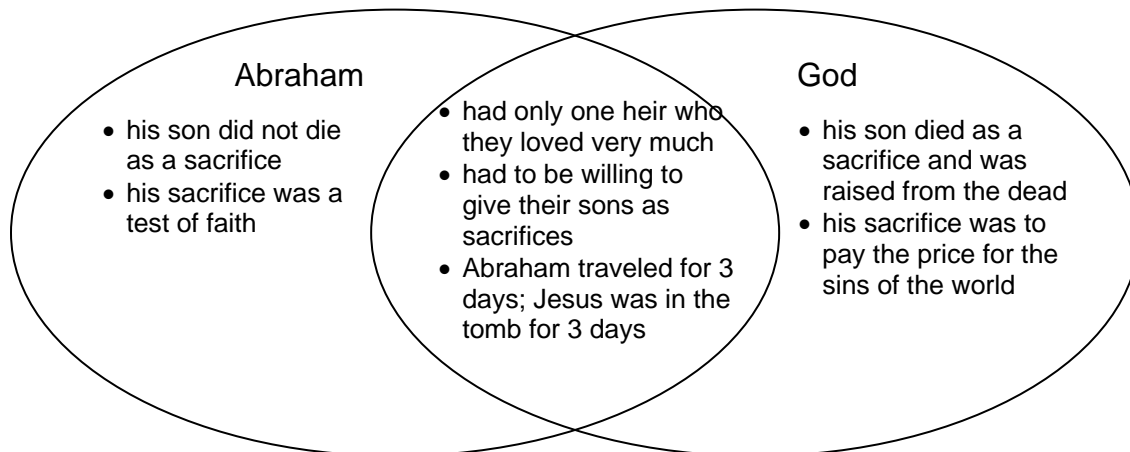
Write the word “sacrifice” on the chalkboard. Ask learners to identify what they already know about a sacrifice – in writing or orally. As learners call out different words, you may either list them or draw them in a diagram such as the one below. The diagram shows how words and thoughts are connected to each other. This activity can be done

individually, in small groups, or in a large group. If done individually or in small groups, share all the information with the entire class before reading 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.



Information and Conclusions: Acrostic

Write the word “sacrifice” (in your language) 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 key event from the story that starts with that letter. See example below.

- S – Sarah and Abraham loved their son Isaac very much.
- A – Abraham’s test of faith was to give Isaac as a burnt offering.
- C – Carry the wood for the sacrifice up the mountain.
- R – Reach the place God had said to build the altar.
- I – Isaac lay on the altar as Abraham placed him there.
- F – Father almost killed the son but God stopped Abraham from touching the boy.
- I – In the bushes was a ram God had prepared for the sacrifice.
- C – Centuries later, God sacrificed His only Son Jesus on the cross.
- E – Everyone should have faith in God to do something as difficult as sacrificing your own son.

Sample Questions

Thin Questions and Answers

- 1. Who was the only person Abraham loved more than Isaac?**
Abraham loved God more than he loved Isaac.
- 2. What was Abraham’s response to God’s command?**
Abraham was sad but obedient to God’s command.
- 3. What was Abraham’s response to Isaac when he asked where the lamb for sacrificing was? What did God provide to sacrifice in place of Isaac?**
Abraham told Isaac that God would provide a lamb for Himself. God provided a ram.
- 4. What was God’s purpose in asking Abraham to sacrifice his son?**
God’s purpose was to test the faith of Abraham.
- 5. Who was the lamb that God provided for himself 2000 years later?**
Jesus Christ, God’s own son, was the lamb.
- 6. List three things that are similar between Isaac and Jesus.**
Isaac carried the wood for the altar; Jesus carried the cross on which he would die.
Isaac submitted himself to the will of his father; Jesus submitted himself to his Father’s will.
Isaac’s hands and feet were bound on the altar; Jesus’ hands and feet were bound with nails to the cross.

Thick Questions and Sample Answers

- 1. Explain what it means to test a person’s faith.**
Testing a person’s faith means to make a person act on his or her faith to see if the person really has faith or if the person only says he has faith.
- 2. How is Isaac an example for the way we treat our Father, God?**
Isaac is an example for us to treat our Father, God, with loving respect, humility, and complete trust. He was also willing to do whatever his father asked of him. He was not rebellious.
- 3. How can we learn from Abraham’s obedience?**
We can learn to be quick to obey, like Abraham. We can learn to obey completely and whole-heartedly. Abraham obeyed without doubting God’s words or God’s provision. We can obey God in spite of our feelings like Abraham did.
- 4. What can we learn about God through this story?**
We learn that God may ask us to do hard things. We learn that God will always provide and His provision is never late – it is always on time! We learn that God loves us, but He is also jealous for us to trust in Him and glorify Him.

14 *Jacob and Esau*

Sample Activities

Recognize Letters: Word Wall

Create a “word wall” by making flashcards with different words on them. Some words should come from the Bible storybooks; other words may be commonly used words in your language. You will need to make approximately five cards per learner. Display these words in random order on wall or chart. Attach the flashcards to the wall or chart with Velcro or magnets, or with any kind of adhesive that can be easily removed and replaced. Have the learners select words and divide them into three groups: words beginning with a designated letter, words ending with a designated letter, and words containing the designated letter in the middle.

Recognize Syllables: Word Making

This activity is designed to develop the skill of building words from syllables. Divide the learners into groups of four or five. You will need a pack of approximately sixty syllable cards for every group. Give each learner four syllable cards and put the remaining cards face down in a central pile. The learners look at the syllable cards in their hands and make a word if they can. The learners take turns as they remove cards from the pile and add them to the cards they have, so they always have four cards. Each learner takes a turn and tries to make a word. They may not necessarily use all four syllable cards in their hands. When they use all the cards in the central pile, each learner counts the number of words he/she each made.

Recognize Words: Stepping Stones

Cut some large stepping stones from heavy brown paper or cloth. Place these on the floor and tell the learners these are stepping stones across a river. Place a flashcard on each stepping stone. Choose a learner to step from one stone to another and to read each flashcard. If the learner cannot read a word correctly, they get wet feet. (If you are working with children they will enjoy stepping from “stone” to “stone.” If you are working with adults, simply have everyone stand around where they can see and have the learner call off the words and then collect the cards. They may not feel comfortable “stepping on the stones.”) You can also draw the stones on a cement floor with chalk if neither brown paper nor cloth is available.

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

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 1	Jacob and Esau
SIDE 2	Problem	SIDE 2	The twins were causing Rebekah great discomfort because they were fighting before they were born.
SIDE 3	Character 1	SIDE 3	<u>Jacob</u> Jacob desired to please God. God chose Jacob to show God's wonderful love.
SIDE 4	Character 2	SIDE 4	<u>Esau</u> Esau struggled against God. God chose Esau to show the need of all people for God.
SIDE 5	Solution	SIDE 5	God explained that they were fighting because the two boys were two very different and very strong nations.
SIDE 6	Theme	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

Thin Questions and Answers

1. **What were the names of Isaac's sons?**
Isaac's sons were named Esau and Jacob.
2. **What answer did God give Rebekah when she asked God why the twins were fighting in her womb?**
God told Rebekah that two very different nations were inside her, and the older son would serve the younger son.
3. **What does the life of Jacob show?**
The life of Jacob shows the wonderful love of God. God forgave Jacob and called Jacob to be his own child. Jacob had faith in God.

4. What does the life of Esau show?

The life of Esau shows the need of all people for God. Esau struggled against God, and his pride and anger made him desire to kill his brother.

5. What is the biggest lesson in the story of Jacob and Esau which is explained in Romans 9?

The biggest lesson is that all credit and all glory for our salvation must go to God alone. No one seeks God on his or her own and no one is saved by his own goodness.

Thick Questions and Sample Answers

1. Do you think God knows about the life of every unborn child like 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

Sample Activities

Recognize Letters: Phonic Bingo

Make Bingo cards like the one below for each student. Make sure each card is different. Put initial consonants, consonant blends, and vowels on the card. Give each student a card and a bunch of rocks or any other small object they can use to mark their pieces. Pronounce words beginning with the sounds on the cards. Tell the students to put a marker on a spot that has the word's initial sound or sounds. Continue saying words until a student has made a row or covered their entire card (whichever way you prefer to play the game). The first one who finishes his row or card is the winner.

S	ch	t	a
d	b	ph	K
i	j	n	R
v	h	kh	Th

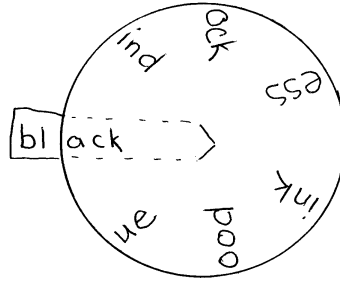
Recognize Syllables: Syllable Circles

How to make syllable circles: Cut a circle of cardboard at least four in./ten cm. in diameter and a strip of cardboard measuring three in./seven and a half cm. by one in./two and a half cm. Find a paper fastener (brad). Make a small hole in the center of the circle. Use the paper fastener to attach the strip of cardboard to the back of the circle.

How to use syllable circles with words of similar beginnings: If in your language many words are only one syllable long, make a list of these words that are only one syllable long. Try to use words from the story as much as possible. Put the list in alphabetical order. You will probably find that some beginnings are more frequent than others. Some examples in English would be:

bl-	st-	tr-
black	stop	train
blue	stand	tramp
blood	stink	trap
blink	stamp	try
bless	star	trip
block	stab	truck
blind	stick	trust

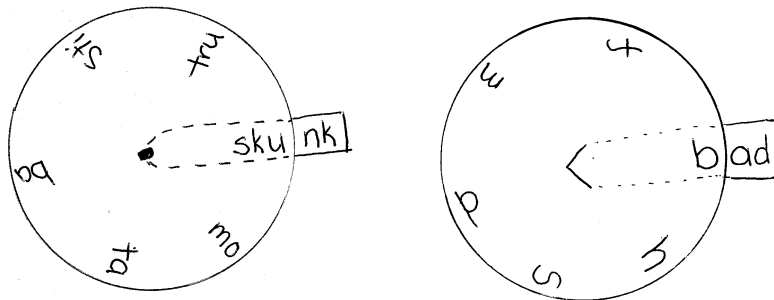
Write the beginning consonant(s) of the syllable on the strip. Write six or seven syllable endings on the circle, starting with the vowel along the edge of the circle as shown in the illustration.



How to use syllable circles with words of similar endings. Take the same list of words and break them into groups depending on the final consonants of the word. If you find there are some endings that are more common you could do the same exercise in reverse. Here are some examples from English.

-ack	-nk	-ad
black	skunk	bad
track	monk	had
crack	tank	sad
rack	bank	dad
pack	stink	mad
back	trunk	fad

Write the ending consonant(s) of the syllable on the strip. Write six or seven syllable beginnings on the circle, ending with the vowel along the edge of the circle as shown in the illustration.



Recognize Words: Word Search

Make a list of words, either from the story or from the list of commonly used words in your language. Write these words in random order in a grid, leaving spaces between the words. For an extra challenge, write the words backwards and diagonally. Fill in the spaces with any letters. An example in English is on page 84 but you should make one ahead of time in your language. Be sure to add lots of common vowels and consonants. Learners should be instructed to find the list of words. Tell the learners if the words are spelled horizontally, vertically, backwards, or diagonally. Then have the learners find the words, circle the words, and cross them off the list.

Word list:

birthright	hunter	Isaac	Jacob
possessions	soup	hunger	Rebekah
blessing	inheritance	value	gift
Esau	Messiah	descendant	

H	Q	A	I	N	H	E	R	I	T	A	N	C	E	Z	S
W	U	S	X	E	D	C	F	R	T	V	G	B	Y	H	O
N	U	N	J	B	I	R	T	H	R	I	G	H	T	M	U
I	K	O	T	L	L	P	Q	A	Z	W	S	X	E	D	P
C	R	F	V	E	T	G	B	B	O	C	A	J	Y	H	N
U	P	J	M	S	R	I	K	O	L	P	Q	A	Z	W	S
X	O	E	D	S	C	R	T	F	V	T	G	B	Y	H	N
U	S	J	M	I	I	F	K	O	L	P	E	S	A	U	Q
A	S	Z	W	N	I	S	X	E	D	C	R	F	V	T	V
G	E	B	Y	G	H	N	U	J	R	E	G	N	U	H	A
M	S	D	E	S	C	E	N	D	A	N	T	I	A	K	L
O	S	L	P	Q	A	Z	W	S	X	E	D	K	C	R	U
F	I	V	T	G	B	Y	H	N	U	J	E	M	I	K	E
O	O	L	I	S	A	A	C	P	Q	B	A	Z	W	S	X
E	N	D	C	R	F	V	T	M	E	S	S	I	A	H	G
B	S	Y	H	N	U	J	M	R	I	K	O	L	P	Q	A

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 Esau sold his birthright, ask the learners to think about how Esau was feeling at the time, how much Esau valued his birthright, and how God planned from the beginning for Jacob to have the birthright and blessing.

CLINK	CLUNK
Esau lost his birthright	What is a birthright
Esau sold his birthright to Jacob for a bowl of soup	Why did Esau want to sell 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 on page 78 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 for it*.
 - B. We are to *honor and value* the wonderful things God gives us.

Sample Questions

Thin Questions and Answers

1. What is a birthright?

A birthright is the first benefit of the oldest son. It is a double portion of the father's possessions and a special blessing from the father.

2. Whom did Isaac intend to give the birthright and the blessing to?

Isaac intended to give the birthright and blessing to Esau, his favorite son.

3. How did Jacob get the birthright from Esau?

Jacob got Esau's birthright by trading it with Esau.

4. What does the Bible tell us Esau thought about his birthright?

The Bible says Esau despised/did not value/did not respect his birthright.

5. What did God give Jacob in addition to giving him the birthright and what was the significance of this gift?

God gave Jacob the blessing. This blessing meant that Jesus Christ, the Messiah, would come from Jacob's descendants, not Esau's.

6. What book and chapter of the Bible could you look at to find out how God expects His children to use their gifts?

Hebrews 12 tells us to value the wonderful things God gives us.

Thick Questions and Sample Answers

1. Why do you think Esau did not value his birthright?

Esau did not value his birthright because he did not love God or desire/value the things God desired/valued.

2. What thoughts, attitudes, or desires motivated Esau to sell his birthright to his brother?

Esau may have thought he would starve to death if he did not get anything to eat and then his birthright would be of no use to him anyway. Esau did not care enough about his birthright to protect it. Esau was primarily concerned about his needs and comfort at the moment. Esau did not think of the future or things of eternal value.

3. How can you protect the wonderful gifts God has given you to use for His glory?

Answer will vary. Some answers may include: not using the gift for my own pleasure, not hating the gift God has given me, looking for ways to use my gift for God's glory, and protecting my gift from those who would misuse it. More specific answers relating to specific gifts would be acceptable, too.

16 *Jacob Steals Esau's Blessing*

Sample Activities

Recognize Letters: Chalkboard Relay

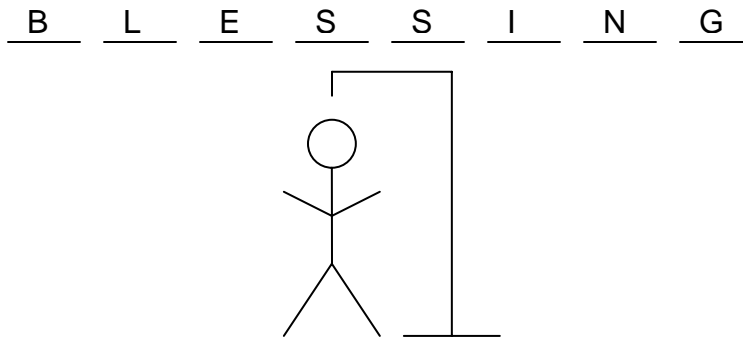
Make a list of some words from the story. Divide the learners into two teams. Write one word on the chalkboard twice. Call out a certain letter and then say "Go!" One learner from each team should come up to the board, circle the letter that was called out, and go back to his seat. Each learner who circles the correct letter gets a point for his team. The team with the most points wins.

Recognize Syllables: Word Wall

Create a "word wall" by making flashcards with different words on them. Some words should come from the Bible storybooks; other words may be commonly used words in your language. You will need to make approximately five cards per learner. Display these words in random order on wall or chart. Attach the flashcards to the wall or chart with Velcro or magnets, or with any kind of adhesive that can be easily removed and replaced. Have the learners divide words into groups by syllable or sound.

Recognize Words: Hangman

Draw short lines on the chalkboard, one line for every letter of the chosen word. Either choose words or phrases from the story, such as "blessing", "deceiver", "trick", "blind", or choose words or phrases that are common to your language and that you want your learners to know. Learners take turns guessing a letter to fill in each blank. If the learner guesses the correct letter, the teacher fills in the correct blank(s); if the learner guesses the incorrect letter, the teacher draws a picture of a man being hanged, one line for every incorrect letter. The "hangman" should look similar to the one below when complete. If the hangman is drawn before the word is completely spelled out, you may give the learners an opportunity to guess the whole word. But no one else may guess any letters.



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

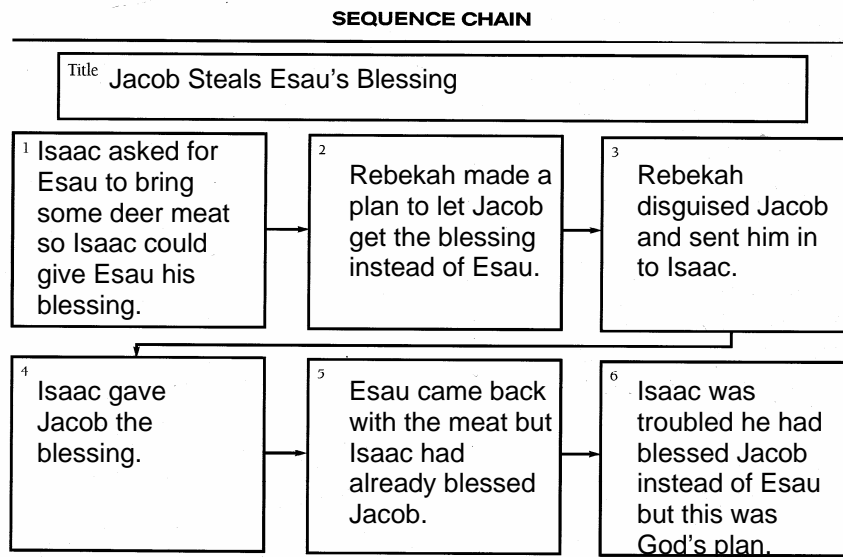
the game starts over from the beginning. This is a good review activity. You may add questions from many different stories. Here is an example of some questions from “Jacob Steals Esau’s Blessing”.

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.

How to do a sequence chain: Make a diagram (see page 74). Fill each square with an important event in the story. Example sequence chain for this story:



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 after you have read several stories to help review. Pass out a copy of the diagram on page 69 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 Esau soup for the 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.

Sample Questions

Thin Questions and Answers

1. Since Isaac could not see, how could he tell his sons apart?

Isaac could tell Jacob and Esau apart by the feel of their skin and their smell.

Jacob's skin was smooth; Esau's skin was hairy and he smelled like the outdoors.

2. What did Isaac ask Esau to do for him?

Isaac asked Esau to go hunting, prepare deer meat, and bring the meat to him so that Isaac could give Esau his blessing.

3. What are two reasons Rebekah interfered with Isaac's blessing Esau?

Rebekah favored Jacob more than Esau, and she remembered what God had told her before her sons were born, that the older would serve the younger. Another reason may be that Esau had married two ungodly women.

4. How did Rebekah help Jacob trick Isaac?

She made the meat Isaac had asked for, and she put goat's skin on Jacob and gave Jacob Esau's clothing so that he would smell like Esau.

5. What was Isaac's reaction when he realized he had blessed Jacob instead of Esau?

Isaac was very troubled.

6. Why did God allow Jacob to be blessed instead of Esau?

Because of Esau's ungodliness and because Esau did not value the things of God, God gave the blessing to Jacob.

Thick Questions and Sample Answers

1. What does this story teach us about the kind of people God uses?

We learn from this story that God uses people who truly desire Him. A person's family, position, or talents does not make someone usable or unusable. God chooses who will receive His blessings.

2. What fact about Jacob's life seemingly disqualified him from being in the lineage of Jesus Christ, the Messiah?

Because he was second-born he would not receive the blessing and therefore not be an ancestor of Jesus Christ.

3. What aspects of your life seem to hinder you from being used by God? Do you believe God can work in spite of these things like He did in Jacob's life?

Answers will vary. Some possible answers may be: family background or religion, personality or talents, past sins, and physical disabilities or handicaps.

Yes, God can use a person in spite of his/her circumstances.

4. What is the most important quality that will make you usable to God?

Trusting in God, being willing to be used by God, and desiring the things of God—these are all qualities that qualify a person to serve God. (Other answers may also be acceptable.)

17 Joseph

Sample Activities

Recognize Letters: Find the Objects

Make a copy of the worksheet on page 82 for each learner, or gather learners around one large copy of the worksheet. Write the letter you want them to learn in the small blank, "Things that begin with the letter ____". Ask learners to pick out objects from the picture that begin with that letter. Make a list of objects according to the first letter of the word.

Recognize Syllables: Syllable Matching

For this activity you will need a list of syllables you want the learners to practice. Write each syllable on twenty small cards measuring two in./five cm. by two in./five cm. Keep the syllable cards in a box or plastic bag. Ask the learners to sit on the floor. Place all the syllable cards in the middle of the group. Choose one of these two ways to use the cards:

1. Tell the learners to find all the cards that say "ni" and put them in a long line. The learners make rows of syllables as you (or the group leader) call out a syllable.
2. Tell the learners to find the "bii" syllable and the "ni" syllable. Ask them what word you made ("biini"). Later you can ask them to make the word "bakana" (without doing it together syllable by syllable). You can also ask the learners to make any built words they have learned.

Recognize Words: Races

Make flashcards with commonly used words on them. You will need about five cards per learner. Divide the learners into two or more teams. Give each team a name (for example, elephants and monkeys). Hold up a flashcard and ask the first learner on the elephant team to read the word. If the learner reads it correctly, he or she scores a point for the elephant team. If he or she cannot read it, the first learner on the monkey team tries to read it. If this learner can read it, he or she scores a point for the monkey team. Then the next learner on the monkey team has a turn to read a card. If any learner cannot read a word, that team misses a point and the turn goes to the other team. Write the scores on the chalkboard. At the end of the game, the team with the most points wins.

Remember: Interactive Read Aloud (During Reading)

Prepare "thick" questions before class to stimulate discussion. Read the first paragraph aloud and pose the following questions:

1. Why do you think Joseph was Jacob's favorite son?
Joseph was Jacob's favorite son because he was the first son of his favorite wife Rachel.
2. Why do you think Joseph dreamed that his brothers bowed down to him?
God was showing Joseph what would happen in his future. Joseph's dreams were not related to his real life. Joseph liked to imagine his brothers serving him.

Read paragraphs two through five aloud and ask the following questions:

1. If you had brothers or sisters who were as unkind to you as Joseph's brothers were to him, how would you treat your brothers and sisters?
Answers will vary. Possible answers may be: I would treat them as they treat me. I would be unkind to them. I would want to make them feel as miserable as

they had made me feel. I would love them like Joseph loved his brothers. I would be patient with them. I would be kind to them even though they were unkind to me.

2. How do you think Joseph felt when he was sold into slavery?
Joseph may have been scared, upset, thankful that his brothers didn't kill him, and worried about his father. (Other answers may be acceptable.)

Read paragraphs six through nine and ask the following question:

What can you learn from Joseph's life that you can apply to your life?

We can learn that success comes from God, that we should not give in to temptation, and that we should be faithful to God always because He always sees us.

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

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. Try to divide the learners into two groups. One group should do a skit on showing love to your family and one group should do a skit on being unkind to your family.

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 Jacob, Joseph, brothers, Potiphar, or Potiphar's wife. Have each learner discuss the characters' perspectives during each of the events listed on the diagram. Ask questions to help learners focus on the characters' motives and reactions.

Why do you think Jacob loved Joseph the most?

What do you think Joseph felt when he was sold into slavery?

What do you think the brothers felt when Jacob loved Joseph more?

Why do you think Jacob felt when he learned Joseph was dead?

Perspective of <u>Jacob</u>	Events
He is proud of his son.	Jacob loves Joseph more than his other sons.
He is confused by Joseph's dreams.	Joseph tells his brothers his dreams.
He thinks that Joseph is dead. He is very, very sad.	Joseph's brothers sell him to merchants.
He doesn't know Joseph is alive.	Joseph works for Potiphar.
He would be proud of his son, if he knew what was happening.	Potiphar's wife tempts Joseph to lie with her.

Sample Questions

Thin Questions and Answers

- 1. What did Jacob give to Joseph to show his love and favor for Joseph, his favorite son?**

Jacob gave Joseph a beautiful and valuable coat.

- 2. Which of Joseph's brother protected Joseph's life and how did he protect it?**

Joseph's brother Reuben protected Joseph's life by suggesting they throw Joseph into a hole rather than kill him.

- 3. What did Joseph's brothers do to him while Reuben was away?**

The brothers sold Joseph to a group of merchants that passed by.

- 4. How did Joseph's brothers deceive their father into thinking Joseph was dead?**

Joseph's brothers put the blood of animals on his coat and showed the coat to their father.

- 5. Who bought Joseph as a slave and where did this man live?**

Potiphar bought Joseph as a slave. Potiphar lived in Egypt.

- 6. How did Joseph respond to the temptation of Potiphar's wife?**

Joseph refused to do what Potiphar's wife asked him to do. He would not agree to sin against God because he wanted to please God.

Thick Questions and Sample Answers

- 1. What are some character qualities that we see in Joseph's life?**

Joseph was obedient. He obeyed his father who told him to go to his brothers.

Joseph was righteous. He was faithful to God and careful to please God. He did not give in to the temptation to sin when he could have.

- 2. If you had brothers or sisters who were as unkind to you as Joseph's brothers were to him, how would you treat your brothers and sisters?**

Answers will vary. Possible answers may be: I would treat them as they treat me. I would be unkind to them. I would want to make them feel as miserable as they had made me feel. I would love them like Joseph loved his brothers. I would be patient with them. I would be kind to them even though they were unkind to me.

- 3. Why do you think Joseph dreamed that his brothers bowed down to him?**

Many answers would be acceptable. Some possible answers would be: God was showing Joseph what would happen in his future. Joseph's dreams were not related to his real life. Joseph liked to imagine his brothers serving him.

- 4. How does Joseph's response to temptation show us the way we should respond?**

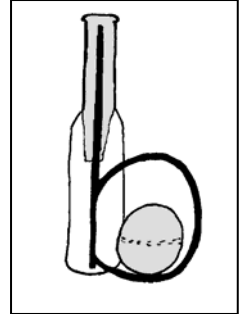
Joseph refused quickly and did not hesitate to say no to temptation. Joseph said no to sin for the right reasons: he did not want to sin against his master, Potiphar, or against God. Joseph continued to say no every time he was tempted. He did not give in. He ran from sin and did not want to be near sin.

18 God Uses Joseph to Save Egypt

Sample Activities

Recognize Letters: Around the World

If you or someone in your class or community is good at drawing, have them make an illustration card for each letter you are studying. The illustration should look like the letter and be a picture of something that starts with the letter. For example, this is the letter “b” illustrated by a bat and a ball. Make illustration cards for each letter you are teaching. For the game you will want each learner to sit in his or her chair. Pick one person to start the game. This person starts by standing next to the person seated behind/beside him.

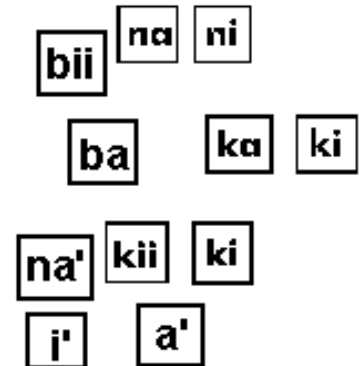


When the teacher holds up an illustration card, both students race to say the letter first. Whichever learner calls out the letter first, he or she advances to the next person. The game continues by the teacher holding up a card and the first one to say the letter advances to the next learner. The learner who either called out the letter too late or did not say the letter at all takes that empty seat. The learners try to go all the way around the group without having to sit down. Once a learner has done this, he has gone “around the world” and he is the winner.

Recognize Syllables: Word Building Cards

This activity is designed to give practice in building with syllables to make words. Make six to eight cards measuring nine in./twenty-four cm. by nine in./twenty-four cm. For each large card, make nine small cards measuring three in./eight cm. by one and a half in./four cm. Cut the small cards into syllables after writing the words. On the back of each

nani	biini	naba
bana'	kani	bai'
nia'	kiiki	kaki



large card, glue an envelope to store the small cards. Add lines to the large card as shown in the figure above. In the top space of each box, write built words the learners are learning from their primers. You will need one large card for each learner. Ask the learners to read the words and then to build the words with the small syllable cards. They then match the built word underneath the written word. For a variation, you may have the learners take the syllable cards and try to find words with matching syllables in the story. When they find a word they are to write it on the board and underline the syllable that matches the card.

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 80 or make you own.

1. Because Potiphar's wife told a lie about Joseph, Joseph was thrown into prison.
2. Joseph continued to obey God and God blessed Joseph.
3. Joseph was asked to come before Pharaoh because he had interpreted the dream of Pharaoh's servant.
4. God showed Joseph the meaning of Pharaoh's dream.
5. Pharaoh's dream meant that Egypt would have seven years of prosperity followed by seven years of famine.
6. Joseph advised Pharaoh to save extra food during the years of prosperity.
7. Because of Joseph's ability to interpret the dream and his wise advice, Pharaoh put Joseph in charge of all that he had.

WORD BANK		
interpret	prosperity	lie
famine	Pharaoh's	advice
obey	food	dream

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 "God Uses Joseph to Save Egypt", you may want to divide the story into the following sections and use the questions listed below to stimulate discussion.

Joseph is put into prison (paragraph 1)

1. Why was Joseph put into prison?
2. Do you think it was right for Potiphar's wife to tell a lie?
3. Do you think it is ever right for you to tell a lie?

Joseph interprets Pharaoh's dream (paragraph 2)

1. Why was Joseph able to interpret Pharaoh's dream when no one else could?
2. What was the meaning of Pharaoh's dream and how did this affect the country of Egypt?

Pharaoh puts Joseph in charge (paragraphs 3-4)

1. Why was Pharaoh so impressed with Joseph that he put him in charge of all that he had?
2. Do you think God's prophecies and predictions always come true? (look up Deuteronomy 18:20-22)

Retell: Summary Cube

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. 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 saving 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: QuIP (Questions into Paragraphs)

The class chooses a topic to study from the story and writes it at the top of the grid found on page 73. 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 and how would it be different from a famine in the world today?

Sample Questions

Thin Questions and Answers

1. **What was the result of Joseph refusing to lie with Potiphar's wife?**
Potiphar's wife became very angry and told a lie that got Joseph into trouble. Joseph was thrown into prison.
2. **What position was given to Joseph in prison?**
Joseph was put in charge of all the prisoners.
3. **What was the meaning of Pharaoh's dream?**
Pharaoh's dream showed that the land of Egypt would have seven prosperous years and then seven years of famine.
4. **Why did Pharaoh put Joseph in charge of all that he had?**
Pharaoh put Joseph in charge because Joseph had told him the meaning of the dream, Joseph had given Pharaoh wise advice, and Pharaoh knew that God was with Joseph.
5. **Did Pharaoh's dream come true?**
Yes, the land of Egypt experienced seven very prosperous years and then seven years of great famine.

6. How did Joseph prepare for the famine?

Joseph saved one fifth of all the food in Egypt during the prosperous years to use during the famine.

Thick Questions and Sample Answers

1. Why do you think Joseph was put in positions of leadership wherever he went (Potiphar's house, prison, and the kingdom of Egypt)?

Because he trusted God and pleased God, God blessed Joseph and used him in positions of leadership.

2. What gave Joseph the ability to answer the king's dream when all of the other wise men could not?

Joseph had the Spirit of God and God revealed to Joseph the meaning of the king's dream.

3. Although Joseph suffered for his obedience, he was also rewarded for his obedience. How have you been rewarded for your obedience?

Answers will vary. Possible answers may be: because I was obedient, my mother or father was pleased with me. Because I was obedient, God was pleased with me. My obedience made me feel happy and peaceful. Maybe a learner has a specific circumstance that God miraculously worked in because of his or her obedience.

4. How does Joseph's life show us that God is always in control?

No matter where Joseph was – in prison, in Potiphar's house, or in the king's palace – God was with Joseph. God blessed Joseph in spite of people who wanted to harm Joseph. God gave Joseph wisdom and the ability to serve his masters.

19 God Uses Joseph to Save His Family

Sample Activities

Recognize Letters: Chalkboard Relay

Make a list of some words from the story. Divide the learners into two teams. Write one word on the chalkboard twice. Call out a certain letter and then say "Go!" One learner from each team should come up to the board, circle the letter that was called out, and go back to his seat. Each learner who circles the correct letter gets a point for his team. The team with the most points wins.

Recognize Syllables: Word Making

This activity is designed to develop the skill of building words from syllables. Divide the learners into groups of four or five. You will need a pack of approximately sixty syllable cards for every group. Give each learner four syllable cards and put the remaining cards face down in a central pile. The learners look at the syllable cards in their hands and make a word if they can. The learners take turns as they remove cards from the pile and add them to the cards they have, so they always have four cards. Each learner takes a turn and tries to make a word. They may not necessarily use all four syllable cards in their hands. When they use all the cards in the central pile, each learner counts the number of words he/she each made.

Recognize Words: Word Search

Make a list of words, either from the story or from the list of commonly used words in your language. Write these words in random order in a grid, leaving spaces between the words. For an extra challenge, write the words backwards and diagonally. Fill in the spaces with any letters. An example in English is on page 85 but you should make one ahead of time in your language. Be sure to add lots of common vowels and consonants. Learners should be instructed to find the list of words. Tell the learners if the words are spelled horizontally, vertically, backwards, or diagonally. Then have the learners find the words, circle the words, and cross them off the list.

Word list:

Joseph
Egypt
food
Canaan
spies
Benjamin
test
slave
truth
fear
Judah
twelve
tribes

Q	R	A	Z	W	S	X	E	D	C	R	F	V	T	G	B
Y	A	H	N	B	E	N	J	A	M	I	N	U	J	M	I
K	E	O	L	P	Q	S	A	Z	W	S	X	E	D	C	R
F	F	G	V	T	E	G	B	Y	H	N	U	J	M	I	K
O	L	P	Y	B	Q	A	Z	W	S	X	F	O	O	D	E
D	C	R	I	P	F	V	T	G	B	Y	H	N	U	J	M
I	K	R	O	L	T	P	Q	H	T	U	R	T	A	Z	W
S	T	X	E	D	C	R	F	V	T	G	B	Y	H	H	N
U	S	J	M	I	J	O	S	E	P	H	K	O	A	L	P
Q	E	A	Z	W	S	X	E	D	C	R	F	D	V	T	G
B	T	Y	H	N	U	J	M	I	K	O	U	L	P	S	Q
A	Z	W	S	X	E	D	C	R	F	J	V	T	E	L	G
B	Y	C	A	N	A	A	N	H	N	U	J	I	M	A	I
K	O	L	P	Q	A	Z	W	S	X	E	P	D	C	V	R
F	T	W	E	L	V	E	V	T	G	S	B	Y	H	E	N
U	J	M	I	K	O	L	P	Q	A	Z	W	S	X	E	D

Remember: Prediction (Before Reading)

Read the title “God Uses Joseph to Save His Family” and look at the pictures. Have the learners predict what they think will happen in the story. Some predictions may be: Joseph meets his brothers again, Joseph’s brothers ran out of food, Joseph’s brothers are surprised/sad/happy to meet him, a man is sick and two little boys come to see him, the sick man blesses the boys, the little boys are Joseph’s sons.

Retell: Dinner Party

Explain to the learners 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 and Joseph eating a meal together. Act out the dinner conversation you would imagine Joseph and his brothers having. Possible topics of conversation may be: the trip from Canaan to Egypt, their father left at home, and the sites and sounds of Egypt.

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

Thin Questions and Answers

1. Why did Joseph accuse his brothers of being spies?

Joseph wanted to see if his brothers had changed from the wicked men they used to be.

2. How could Joseph tell his brother Judah had changed?

Judah offered to sacrifice his life and be Joseph’s slave in place of Benjamin.

3. How did Joseph’s brothers feel when Joseph revealed who he was?

The brothers were afraid because of what they had done to Joseph long ago.

4. How was the brothers’ reason for selling Joseph into slavery different from God’s reason?

The brothers wanted to harm Joseph. But God allowed Joseph to be sold into slavery so that he could save his family from the famine.

5. Which of Jacob’s sons received the blessing of the oldest son and which son received the double portion of the firstborn?

Jacob’s son Judah received the blessing of the oldest son. Joseph received the double portion due to the firstborn.

6. How did Joseph show his faith?

Joseph showed his faith by commanding that his body be buried in Canaan along with Abraham, Isaac, and Jacob.

Thick Questions and Sample Answers

1. What motivated Joseph to continue doing right through all the circumstances he went through in his life?

Joseph’s faith in God kept him motivated to do right no matter what.

- 2. If you were Joseph, how would you have responded to the changing circumstances of life? Would you have given up and stopped believing in God? Would you have become impatient and angry toward God when He was slow to fulfill His promises? Would you have continued to serve God always as Joseph did?**

Let learners share their thoughts and opinions.

- 3. Did Joseph's childhood dream ever come true? If so, when and how did it come true?**

Yes, Joseph's dream of his brother's bowing down to him came true when his brothers came to Egypt to buy food. The brothers would have bowed down to Joseph to show respect for his position.

- 4. Did Joseph ever stop believing in the promises of God? Give some examples to support your answer.**

No, Joseph never stopped believing in God's promises. He was faithful and obedient to God in all places that he lived and in all positions that he was given. Joseph was good and kind to his brothers when they appeared before him in Egypt. Joseph humbly accepted God's plan for his life. Even when Joseph died, he still believed in the promises of God. He believed that someday God would move his family out of Egypt to the land of Canaan. To show this faith he commanded that he be buried in Canaan.

Appendix

Diagrams

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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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DRAWING CONNECTIONS

Draw a picture to represent a connection you made while reading the story.

Write one or more sentences to explain your drawing.

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

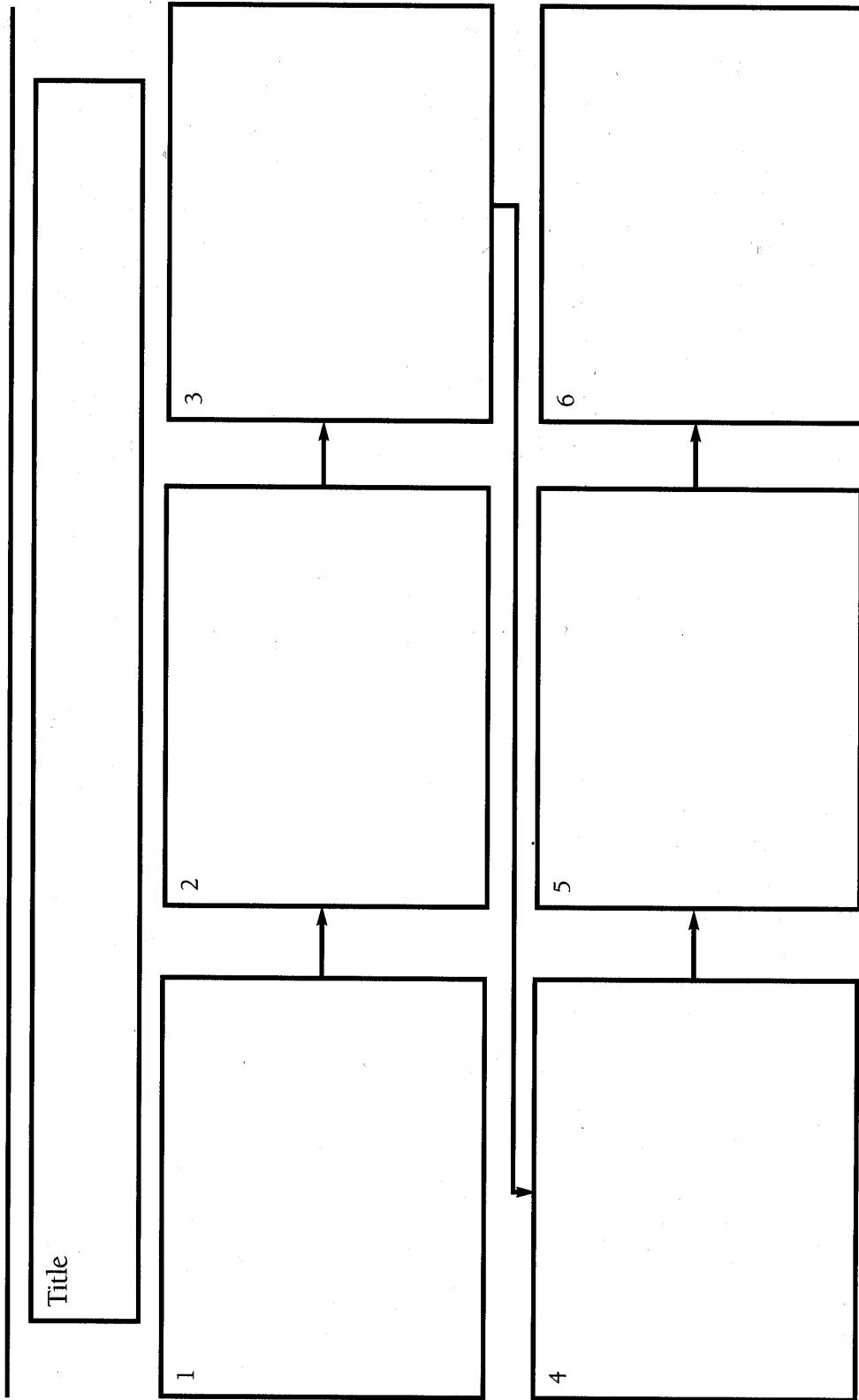
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Story 5 CAIN AND ABEL, Retell

Story 11 THE SLAVE WOMAN AND THE NON-SLAVE WOMAN, Retell

Story 16 JACOB STEALS ESAU'S BLESSING, Retell

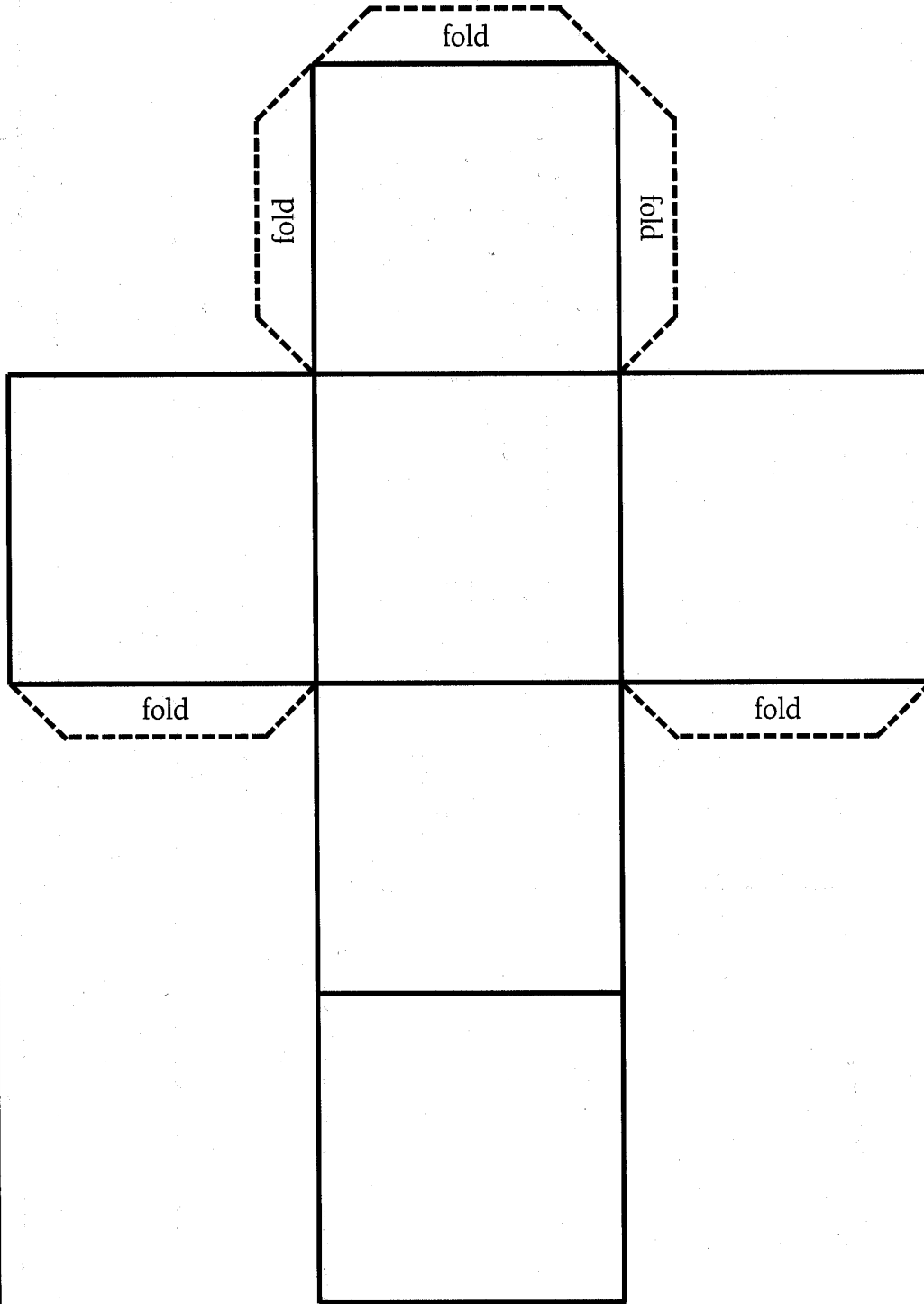
SEQUENCE CHAIN



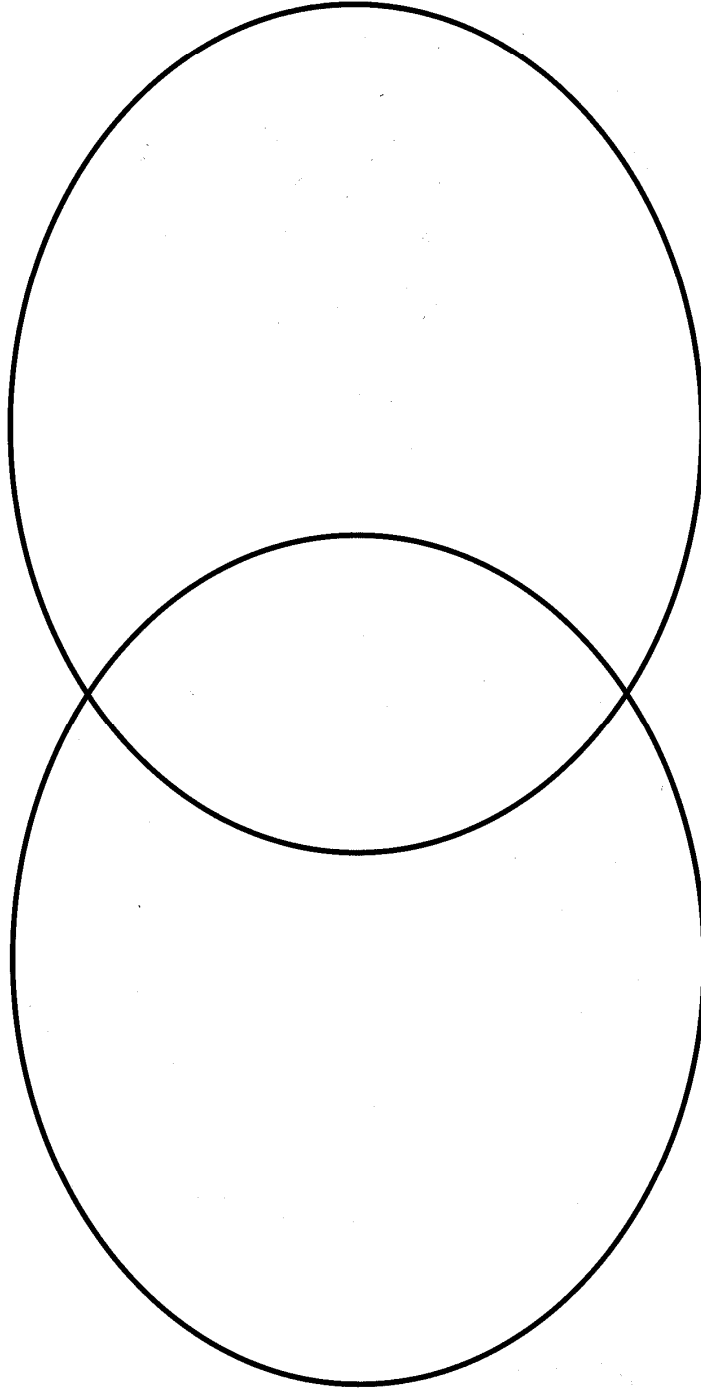
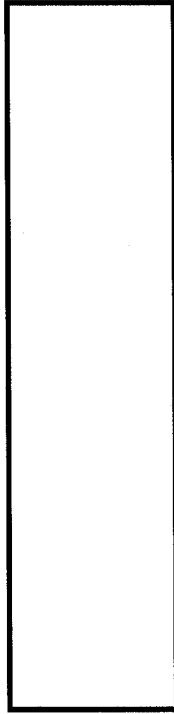
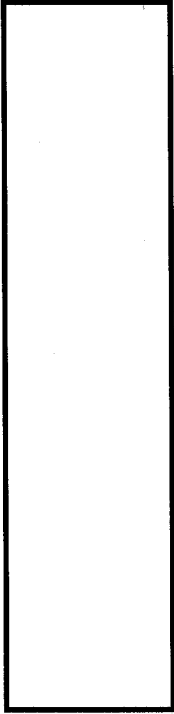
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Story 8 ABRAHAM, Retell
Story 14 JACOB AND ESAU, Retell
Story 18 GOD USES JOSEPH TO SAVE EGYPT, Retell

SUMMARY CUBE



VENN DIAGRAM



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Story 2 THE FIRST MAN AND WOMAN, Information and Conclusions

EXPECTATION OUTLINE

1. Recall

A. God told Adam to _____

_____.

B. When God brought the animals before Adam, he

_____.

2. Interpret

A. Adam enjoyed working in the garden because _____

_____.

B. Adam felt alone because _____

_____.

3. Evaluating

A. God establish the roles of _____

by creating man first.

B. God could have created man and woman differently

by _____

_____.

Story 15 ESAU SELLS HIS BIRTHRIGHT, Information and Conclusions

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
lamb
faith

sacrifice
knife
altar

ram
mountain
traveled

Story 18 GOD USES JOSEPH TO SAVE EGYPT, Recognize Words

FILL IN THE STORY

1. Because Potiphar's wife told a _____ about Joseph, Joseph was thrown into prison.
2. Joseph continued to _____ God and God blessed Joseph.
3. Joseph was asked to come before Pharaoh because he had interpreted the _____ of Pharaoh's servant.
4. God showed Joseph the meaning of _____ dream.
5. Pharaoh's dream meant that Egypt would have seven years of _____ followed by seven years of _____.
6. Joseph advised Pharaoh to save extra _____ during the years of prosperity.
7. Because of Joseph's ability to _____ the dream and his wise _____, Pharaoh put Joseph in charge of all that he had.

WORD BANK

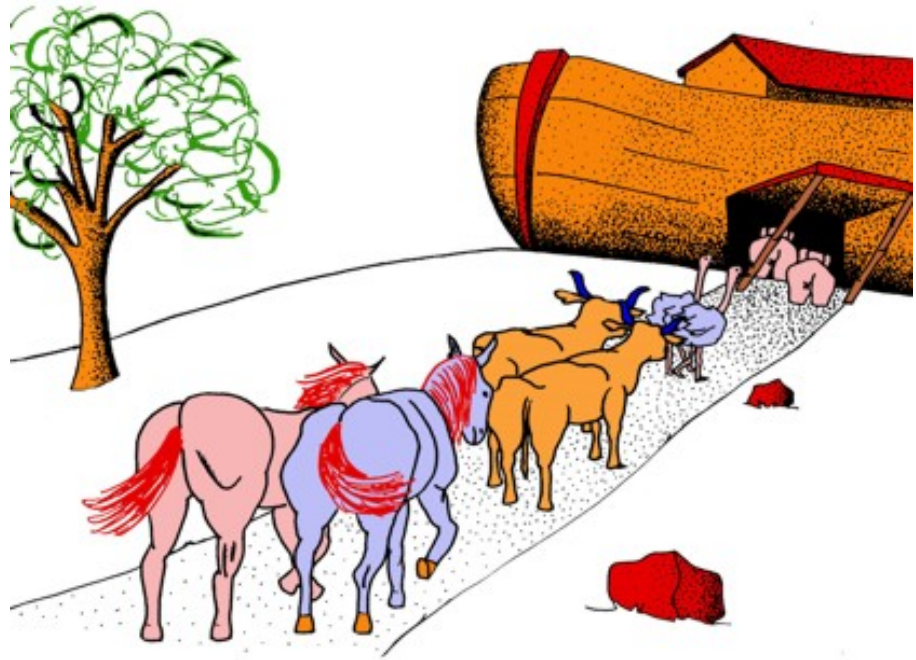
interpret
famine
obey

prosperity
Pharaoh's
food

lie
advice
dream

Story 7 NOAH, Recognize Letters

Things that begin with the letter _____

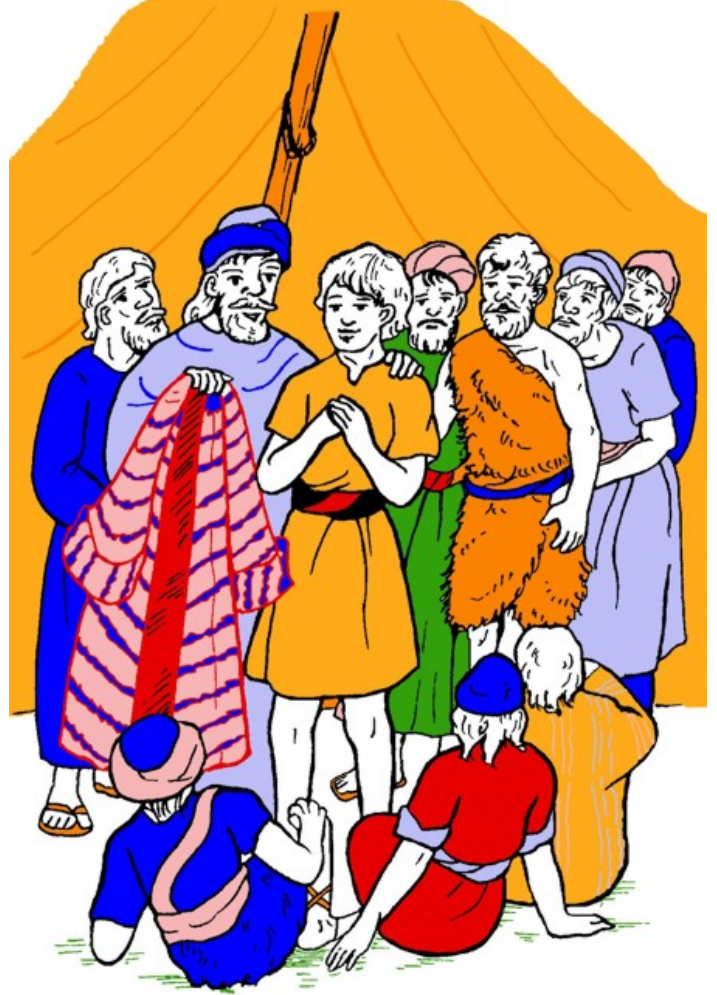


Things that begin with the letter _____



Story 17 JOSEPH, Recognize Letters

Things that begin with
the letter _____



Things that begin with
the letter _____



Story 9 MELCHIZEDEK, Recognize Words

WORD SEARCH

Find these words in the puzzle below.

Abraham	Sheep
God	Faith
Home	Follow
Family	Parents
Country	Stars
Ur	Sand
Promise	City
Tent	

A	Q	A	Z	W	S	P	A	R	E	N	T	S	X	E	D
C	B	R	F	V	T	G	B	Y	H	N	U	J	M	I	K
O	L	R	P	Q	A	Z	W	S	Y	L	I	M	A	F	X
E	D	C	A	R	F	V	T	G	R	B	Y	H	N	U	J
M	I	K	O	H	L	P	F	Q	T	A	Z	W	S	X	E
D	C	R	F	V	A	T	O	G	N	B	Y	H	N	U	J
M	I	K	P	O	L	M	L	P	U	Q	A	T	Z	W	S
X	E	U	R	C	R	F	L	V	O	T	G	E	B	Y	H
N	U	J	O	M	I	K	O	O	C	L	P	N	H	Q	A
Z	W	S	M	X	E	D	W	C	R	F	V	T	T	G	B
S	Y	H	I	N	H	U	J	M	I	K	I	O	L	P	Q
R	A	Z	S	W	O	S	X	E	D	A	C	Y	T	I	C
A	R	F	E	V	M	T	G	B	F	Y	H	N	U	J	M
T	I	K	O	L	E	P	Q	A	Z	W	S	G	O	D	X
S	A	N	D	E	D	C	R	F	V	T	G	B	Y	H	N
U	J	M	S	H	E	E	P	I	K	O	L	P	Q	A	Z

Story 15 ESAU SELLS HIS BIRTHRIGHT, Recognize Words

WORD SEARCH

Find these words in the puzzle below.

- | | |
|-------------|-------------|
| Birthright | Rebekah |
| Possessions | Hunger |
| Blessing | Soup |
| Esau | Inheritance |
| Hunter | Value |
| Isaac | Gift |
| Jacob | Descendant |
| Messiah | |

H	Q	A	I	N	H	E	R	I	T	A	N	C	E	Z	S
W	U	S	X	E	D	C	F	R	T	V	G	B	Y	H	O
N	U	N	J	B	I	R	T	H	R	I	G	H	T	M	U
I	K	O	T	L	L	P	Q	A	Z	W	S	X	E	D	P
C	R	F	V	E	T	G	B	B	O	C	A	J	Y	H	N
U	P	J	M	S	R	I	K	O	L	P	Q	A	Z	W	S
X	O	E	D	S	C	R	T	F	V	T	G	B	Y	H	N
U	S	J	M	I	I	F	K	O	L	P	E	S	A	U	Q
A	S	Z	W	N	I	S	X	E	D	C	R	F	V	T	V
G	E	B	Y	G	H	N	U	J	R	E	G	N	U	H	A
M	S	D	E	S	C	E	N	D	A	N	T	I	A	K	L
O	S	L	P	Q	A	Z	W	S	X	E	D	K	C	R	U
F	I	V	T	G	B	Y	H	N	U	J	E	M	I	K	E
O	O	L	I	S	A	A	C	P	Q	B	A	Z	W	S	X
E	N	D	C	R	F	V	T	M	E	S	S	I	A	H	G
B	S	Y	H	N	U	J	M	R	I	K	O	L	P	Q	A

Story 19 GOD USES JOSEPH TO SAVE HIS FAMILY, Recognize Words

WORD SEARCH

Find these words in the puzzle below.

- | | |
|----------|--------|
| Joseph | slave |
| Egypt | truth |
| food | fear |
| Canaan | Judah |
| spies | twelve |
| Benjamin | tribes |
| test | |

Q	R	A	Z	W	S	X	E	D	C	R	F	V	T	G	B
Y	A	H	N	B	E	N	J	A	M	I	N	U	J	M	I
K	E	O	L	P	Q	S	A	Z	W	S	X	E	D	C	R
F	F	G	V	T	E	G	B	Y	H	N	U	J	M	I	K
O	L	P	Y	B	Q	A	Z	W	S	X	F	O	O	D	E
D	C	R	I	P	F	V	T	G	B	Y	H	N	U	J	M
I	K	R	O	L	T	P	Q	H	T	U	R	T	A	Z	W
S	T	X	E	D	C	R	F	V	T	G	B	Y	H	H	N
U	S	J	M	I	J	O	S	E	P	H	K	O	A	L	P
Q	E	A	Z	W	S	X	E	D	C	R	F	D	V	T	G
B	T	Y	H	N	U	J	M	I	K	O	U	L	P	S	Q
A	Z	W	S	X	E	D	C	R	F	J	V	T	E	L	G
B	Y	C	A	N	A	A	N	H	N	U	J	I	M	A	I
K	O	L	P	Q	A	Z	W	S	X	E	P	D	C	V	R
F	T	W	E	L	V	E	V	T	G	S	B	Y	H	E	N
U	J	M	I	K	O	L	P	Q	A	Z	W	S	X	E	D

Alphabet BINGO

Sight Word BINGO

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