

Preview Guide

ONE-YEAR
JOURNEY



COVENANT
AN INVITATION TO A RICHER
RELATIONSHIP WITH GOD



GODS
WORD

FOR LIFE
kids

KIDS PREVIEW GUIDE

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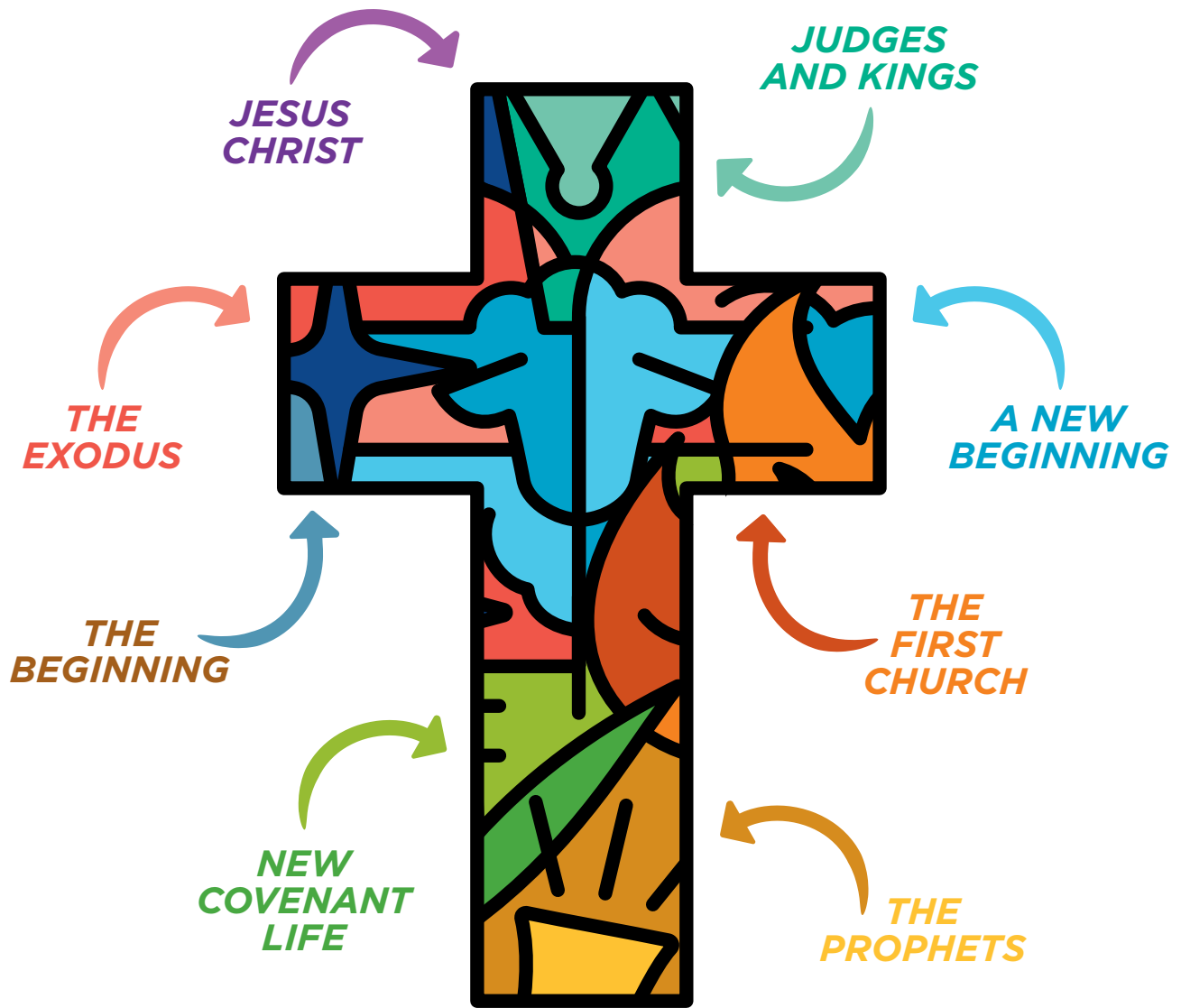
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COVENANT

AN INVITATION TO A RICHER
RELATIONSHIP WITH GOD



COVENANT OVERVIEW

An Invitation to a Richer Relationship with God

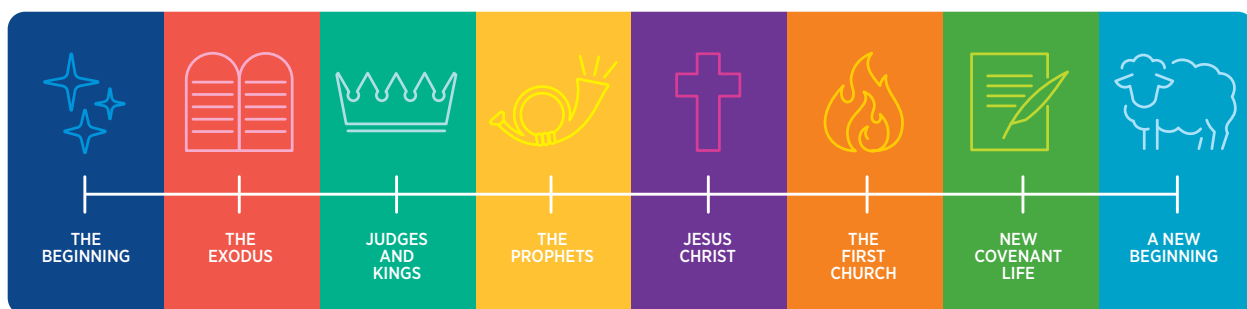
A Discipleship Program for Your Church and Home

For decades we've sung to our children "Read Your Bible, Pray Every Day" and coached our adults and youth to make time for prayer and Bible study at home. But what have we done as a church to systematically equip believers of all ages to do that? Covenant is more than just curriculum. It is a biblical discipleship program based on Deuteronomy 6 that moves the Apostolic approach to prayer, worship, and Bible study beyond the walls of the church and into every home for daily spiritual growth.

A One-Year Journey Through the Bible

God's Word is composed of hundreds of amazing stories, which all tell a small piece of God's big story—God wants to be in covenant relationship with us. Sadly, God's people broke their covenant with God through the ensuing centuries. But when they cried out for a Savior, He was there to restore and redeem them.

This year, Little learners all the way through adults will learn and apply these fifty-two stories of Scripture—from Genesis to Revelation—and discover a faithful God, even to a faithless people. This same God is inviting you to enter into and live in covenant relationship with Him.



SCOPE AND SEQUENCE

FALL 2025 CONTENTS

THE BEGINNING

- | | | |
|-----------|--------------------|----------------------|
| 01 | September 7, 2025 | Creation |
| 02 | September 14, 2025 | The Fall of Humanity |
| 03 | September 21, 2025 | Noah and the Flood |
| 04 | September 28, 2025 | Abraham and Isaac |
| 05 | October 5, 2025 | From Jacob to Israel |
| 06 | October 12, 2025 | Joseph |

THE EXODUS

- | | | |
|-----------|------------------|---------------------------|
| 07 | October 19, 2025 | The Birth of Moses |
| 08 | October 26, 2025 | The Exodus |
| 09 | November 2, 2025 | Sinai and the Tabernacle |
| 10 | November 9, 2025 | The Wilderness Wanderings |

JUDGES AND KINGS

- | | | |
|-----------|-------------------|---------------------------|
| 11 | November 16, 2025 | Crossing the Jordan River |
| 12 | November 23, 2025 | Ruth and Boaz |
| 13 | November 30, 2025 | Samuel and Saul |

SCOPE AND SEQUENCE

WINTER 2025-2026 CONTENTS

.....



JUDGES AND KINGS

- | | | |
|-----------|-------------------|---------------------------|
| 01 | December 7, 2025 | Crossing the Jordan River |
| 02 | December 14, 2025 | King David |
| 03 | December 21, 2025 | Solomon's Wisdom |
| 04 | December 28, 2025 | The Kingdom Divided |



THE PROPHETS

- | | | |
|-----------|------------------|------------------------|
| 05 | January 4, 2026 | The Prophet Jonah |
| 06 | January 11, 2026 | The Prophet Elijah |
| 07 | January 18, 2026 | The Prophet Ezekiel |
| 08 | January 25, 2026 | Daniel and His Friends |
| 09 | February 1, 2026 | Mordecai and Esther |



JESUS CHRIST

- | | | |
|-----------|-------------------|----------------------------|
| 10 | February 8, 2026 | John the Baptist |
| 11 | February 15, 2026 | The Incarnation |
| 12 | February 22, 2026 | Jesus in the Wilderness |
| 13 | March 1, 2026 | Jesus' Sermon on the Mount |

SCOPE AND SEQUENCE

SPRING 2026 CONTENTS

JESUS CHRIST

01	March 8, 2026	A Conversation with Nicodemus
02	March 15, 2026	The Woman at the Well
03	March 22, 2026	Jesus Forgave Sins
04	March 29, 2026	The Miracles of Mark 4 and 5
05	April 5, 2026	Disciples Called and Sent
06	April 12, 2026	Peter's Confession and Denial
07	April 19, 2026	The Lost Sheep, Coin, and Son
08	April 26, 2026	Raising Lazarus
09	May 3, 2026	The Triumphal Entry
10	May 10, 2026	The Lord's Supper
11	May 17, 2026	Jesus in the Garden
12	May 24, 2026	The Cross
13	May 31, 2026	Jesus' Resurrection

SCOPE AND SEQUENCE

SUMMER 2026 CONTENTS



THE FIRST CHURCH

- | | | |
|-----------|---------------|-----------------------------|
| 01 | June 7, 2026 | Jesus' Great Commission |
| 02 | June 14, 2026 | The Day of Pentecost |
| 03 | June 21, 2026 | Revival in Samaria |
| 04 | June 28, 2026 | Paul's New-Birth Experience |
| 05 | July 5, 2026 | The Gentile Revival |
| 06 | July 12, 2026 | The Council in Jerusalem |



NEW COVENANT LIFE

- | | | |
|-----------|-----------------|----------------------------|
| 07 | July 19, 2026 | Paul and Silas in Philippi |
| 08 | July 26, 2026 | Reminders from Ephesians |
| 09 | August 2, 2026 | Paul's Testimony |
| 10 | August 9, 2026 | The Fruit of the Spirit |
| 11 | August 16, 2026 | The Armor of God |



A NEW BEGINNING

- | | | |
|-----------|-----------------|------------------------|
| 12 | August 23, 2026 | The Throne Room |
| 13 | August 30, 2026 | The Covenant Fulfilled |

DAILY DEVOTIONALS



Creates a Strategic Partnership between the Home and Church

Devotional resources to help create everyday disciples by joining the Word of God at church with the Word of God at home. These devotional resources are designed to help parents and children have holy conversations.

Whole-Church Alignment

For a church who uses Covenant across all classes, all age groups are learning the same Bible story so the entire family can have holy conversations about that passage throughout the week at home.

GOD'S WORD FOR LIFE LEVELS



How do I know which level of God's Word for Life to use for my students?

For children, God's Word for Life is broken down into five levels: Little Learners, Kindergarten, Early Elementary, Late Elementary, and MOVE! (children's church). While a recommended age is provided, each level is distinguished by the style of teaching.

- **Little Learners** (ages 2–3) is written for toddlers who have not yet entered preschool. In this level, the content is student-driven.
- **Kindergarten** (ages 4–5) is written for children who are currently in preschool or kindergarten. These children have been introduced to a classroom setting, but still require large amounts of playtime. In this level, the content is a mix of being student- and teacher-driven.
- **Early Elementary** (grades 1–3) is written for children who have entered elementary school. Because these students' thinking skills are still largely concrete and literal, the Life Lesson applications focus on the here and now, with some introduction to abstract thinking. The content is teacher-driven, with a focus on hands-on activities, games, and object lessons.
- **Late Elementary** (grades 4–6) is written for older elementary students who will eventually be transitioning into youth. As children mature, they develop the ability to think abstractly and comprehend the deeper meaning of things. In this level, the content is teacher-driven, with a focus on discussion and hands-on application.
- **MOVE!** (ages 5–12) is written for classes containing a wide range of ages from 5–12. If your church places all children in one classroom or gymnasium, small or large, MOVE! is designed for you.

Students who haven't entered preschool may be best served using the Little Learners curriculum, even if they are four or five years old. Similarly, if a three-year-old has learned to read and has entered preschool, the child may be best served using the Kindergarten material. If your students are older (grades 4–6), but do not seem to be grasping the deeper concepts of the Late Elementary material, consider switching to Early Elementary.

DISCIPLES COME IN ALL SIZES

**I WILL FOLLOW GOD'S
PLAN TO KNOW HIM.**

(YOUTH AND ADULTS)

**I WILL CHOOSE TO
FOLLOW GOD AND
HIS COMMANDMENTS.**

(LATE ELEMENTARY)

**I WILL CHOOSE TO
FOLLOW GOD AND
HIS COMMANDMENTS.**

(EARLY ELEMENTARY)

**I WILL CHOOSE
TO FOLLOW GOD.**

(KINDERGARTEN)

**I WILL CHOOSE
TO FOLLOW GOD.**

(LITTLE LEARNERS)

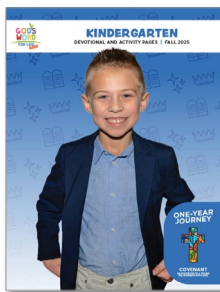


Each *God's Word for Life* lesson is built around an age-appropriate **Truth About Covenant** designed to introduce kids into a deeper relationship with Jesus Christ.

KIDS RESOURCES

Leader Guide – Print \$9.99, Digital \$9.99, Print & Digital \$12.99

The Leader Guide provides streamlined but option-rich lesson content for leaders and teachers to present in Sunday school, home school, or any teaching environment. It is available in both print and digital formats.



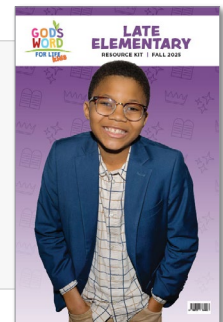
Devotional and Activity Pages – \$4.99

In each lesson, every student needs a Devotional and Activity Page. Prompts in the Leader Guide will help you incorporate the activity page into class, and then you can send it home with students as they leave.

› **Special pricing for 5 or more**

Resource Kit – \$24.99

The Resource Kit provides essential materials to make the lesson come alive. It includes posters, extra craft pieces, a fun video for each lesson, a Special Needs Supplement, and a Spiritual IEP to help teachers better understand challenges students may face.



Value Pack – \$54.99 (per level), Children's Ministry Value Pack – \$199.99

Everything you need to begin teaching any age level is available for purchase in a conveniently bundled kit. Each Value Pack includes 1 Leader Guide, 5 Activity Pages, and 1 Resource Kit. The Children's Ministry Value Pack includes each of the above resources for every age level. With the purchase of a Value Pack, additional activity pages can be purchased for a discounted rate.



MOVE! – \$39.99

This kids' church curriculum is written for classes containing a wide range of ages from 5-12. If your church places all children in one classroom or gymnasium, small or large, MOVE! is designed for you.

› **Special pricing for 2 or more**

LITTLE LEARNERS

AGES 2-3



LITTLE LEARNERS SAMPLE LESSON

THE BEGINNING

FALL 01
SEPTEMBER 7, 2025

LESSON TEXT
Genesis 1-2

LESSON MEMORY VERSE:
Genesis 1:1
"In the beginning God created the heaven and the earth."

MEMORY WORDS:
God created Heaven and earth.

God Created the World

COVENANT CONTEXT
Upon creating the world, including Paradise for humanity to dwell in, God invited us into a covenant relationship with Him.

TRUTH ABOUT COVENANT:
God created the world for us.

MY RESPONSE TO COVENANT:
I will praise God for our world.

PAGE 1

Lesson Text: The Bible passage shared across all age levels from Little Learners to adult

Memory Verse: Bible verse to help students apply the lesson

Memory Words: For younger students, an age-appropriate rephrasing of the Memory Verse

Covenant Context: Statement explaining how the lesson's material contributes to the Bible's big story

Truth About Covenant (TAC): What the Bible story reveals about our covenant relationship with God

My Response to Covenant (MRC): The lesson application and what students go home proclaiming and enacting

PAGE 2

WELCOME: Activities to introduce the lesson

Opener: Fun activity to introduce the TAC and the Bible lesson

WELCOME

God's Beautiful World

SUPPLIES: Strand(s) of twinkle lights, faux greenery, blue fabric or plastic tablecloth, construction paper, boy and girl dolls, Nature sounds

Preparation

- Put up twinkle lights as stars in the classroom.
- In one area of the room, place blue fabric or a plastic tablecloth on the floor as water. Use construction paper to cut out fish shapes and place them on the water.
- Set out faux greenery as bushes.
- Place a boy doll and a girl doll in the decorated area.
- Play Nature sounds as students arrive.

Instruction

- As students enter, welcome them to God's beautiful world.
- Let students explore the room and discuss what they see.
- Collect offering and record attendance.

Application: In today's Bible story, we will learn how God created a beautiful world for us to live in.

Opener: Creation Story

SUPPLIES: Video Quick Links document

Instruction

- Show "Bible Stories for Toddlers (Creation)" by Saddleback Kids .
- Discuss what students saw.

Application: We live in a beautiful world. God created this beautiful world for us.

LITTLE LEARNERS SAMPLE LESSON

TODDLERS (AGES 2-3)

SUPPLIES: Play dough, animal-shaped cutters

Preparation

- Gather enough of the listed supplies to share among students.

Instruction

- Give each student some play dough.
- Show students how to flatten out their dough and use the animal-shaped cutters to make animals.
- **Ask:** What's your favorite animal?

Application: God made everything. He made all the animals and birds to be in our world.

PRESCHOOLERS (AGES 3-4)

SUPPLIES: White paper, animal stencils, flower stencils, crayons

Preparation

- Gather listed supplies and set them on a table for students to access.

Instruction

- Give each student a blank sheet of paper.
- Help students use the stencils to create a picture on their papers.
- Let them color their designs.

Application: God made everything we see in our world. God created the world for us.

LEARN

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Lesson Lead-In: God Made the World

SUPPLIES: Inflatable globe, "Garden of Eden" Activity Page, crayons

Preparation

- Prior to class, blow up the globe.

10

PAGE 3

Options: To further illustrate the Truth about God, two options to choose from based on your students' abilities

LEARN: Section that tells the Bible lesson

Lead-In: Short transitional activity or discussion to prepare the minds of children to hear the Bible story

PAGE 4

Bible Lesson: Age-appropriate telling of a story from God's Word

Review Questions: Questions to review the Bible lesson

Lesson 01

Instruction

- Gather students together and show them the globe. Let each student hold and look at it.
- Talk with students about how God made the world and everything in it in seven days.
- Hand out page 2 of the Lesson 1 activity page.
 - » Allow students to color the "Garden of Eden" picture.

Application: God made our world and everything in it. He created a beautiful world for us to live in and enjoy.

BIBLE LESSON: God Created the World (Genesis 1-2)

"In the beginning God created the heaven and the earth" (Genesis 1:1).

SUPPLIES: Sky/Ground background (B-C), Creation figures (B-C), tape or sticky tack, "The Garden of Eden" visual (B), Bible

Preparation

- Post the Sky/Ground background (B-C) in the Bible lesson area.
- Cut apart the Creation figures (B-C) and place them near the background with tape or sticky tack on the back of each. As you discuss each item of Creation, place it on the background, in the sky or on the ground.

Instruction

- Show your Bible and sing "The B-I-B-L-E."
- Open your Bible to Genesis 1:1.
 - » **Say:** The Bible is God's storybook. Our story comes from the Bible.
 - » Keep your Bible open as you tell the story right out of the Bible.

God wanted to make a beautiful world. Everything was dark, and then God started creating our world. It took Him seven days. (**Encourage students to use their fingers to count to seven.**)

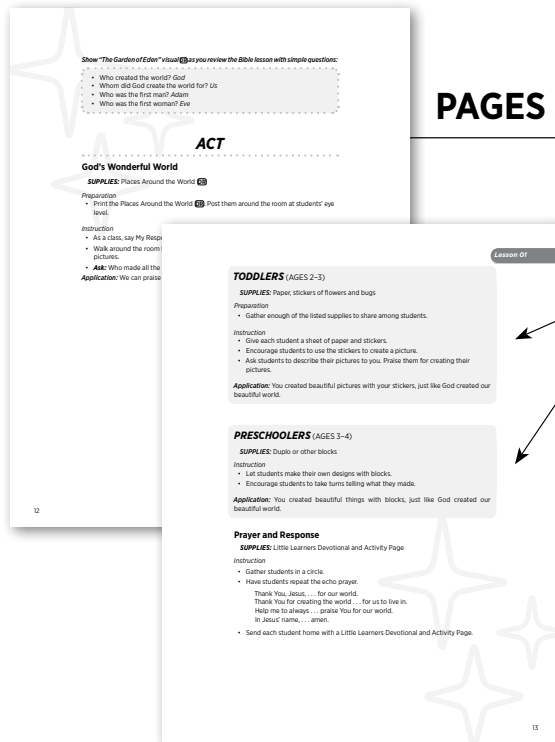
God made the sun, the moon, and the stars. (**Place figures.**) He made water and clouds. (**Place figures.**) God made plants, trees, bugs, and animals. (**Place figures.**) He put fish in the water and birds in the sky. (**Place figures.**) Everything God made was beautiful and good. He was happy with it.

Then God took some dirt from the ground and made a man. He named him Adam. (**Place Adam.**) God was happy He had made Adam. Then God said, "Adam needs a wife." So God had Adam fall asleep. While Adam slept, God made a woman. (**Place Eve.**) When Adam woke up, he was happy to see the woman, and he called her Eve. They lived in the beautiful world God made.

11

LITTLE LEARNERS SAMPLE LESSON

PAGES 5-6



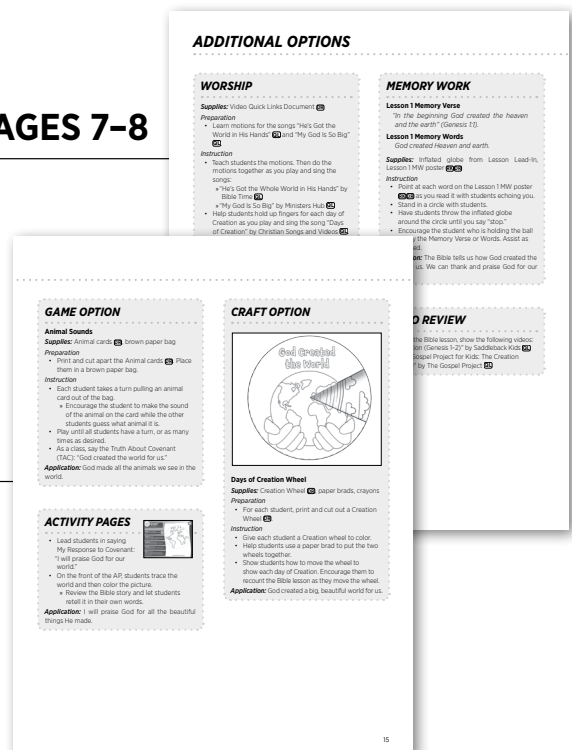
ACT: Activities to apply the MRC

Options: Two options to further illustrate the MRC (with your time limits, teaching style, and students in mind, prayerfully decide the best way to help your students apply the MRC)

Prayer and Response: Simple ideas to pray and do with students as parents pick them up

PAGES 7-8

The end of each lesson offers two-pages of Additional Options that can be worked into a lesson's plan. The Worship section suggests age-appropriate songs and activities to supplement the lesson. Memory work, game, snack, and craft options are also provided.





**GOD'S
WORD**
FOR FAMILIES

GOD CREATED THE WORLD

"In the beginning God created the heaven and the earth" (Genesis 1:1).

Use these daily activities as a springboard to help your child play through the Bible lesson.

MONDAY MUSIC & MOVEMENT:

Together with your child, do the motions as you listen to and sing along with the song "He's Got the Whole World in His Hands" by Bible Time.



TUESDAY GAME TIME:

Using a flashlight, lamp, or light switch, play a variation of the game: "Red Light, Green Light." When the light goes on, your child can go, but when the light goes off, your child freezes. Talk about how God created night (dark) and day (light) and how we praise him day and night.

WEDNESDAY DRAMATIC PLAY:

Using your child's animal toys, have your child name animals and make the animal sounds. Talk about how God gave Adam the job of naming all the different kinds of animals in the Garden of Eden.

THURSDAY SENSORY PLAY:

Go on a nature walk. Have your child pick up or touch different things he or she finds on the walk (e.g., rocks, grass, tree trunk). Talk about how God created all the plants and animals we see outside.

FRIDAY KITCHEN FUN:

Together with your child, create a Creation Snack Mix. Ingredients can include chocolate chips (darkness), white chocolate chips (light), mini marshmallows (clouds), pretzel sticks (tree trunks), animal crackers (animals), goldfish (fish), yellow M&M's (sun), circle cereal (moon). After reviewing the Bible story, enjoy the snack.

FALL
01

Trace the world. Then color the picture.



I will praise God for our world.

Devotional pages provide fun, age-appropriate activities to drive home the lesson material, helping parents disciple their own children at home.

These papers are a great way to show parents what their child learned in class each day.



KINDERGARTEN

AGES 4–5



KINDERGARTEN SAMPLE LESSON

THE BEGINNING

FALL
01

SEPTEMBER 7, 2025

LESSON TEXT
Genesis 1-2

LESSON MEMORY VERSES:
Genesis 1:27-28
"God created man in his own image... God blessed them, and God said... replenish the earth."

God Created the World

COVENANT CONTEXT
Upon creating the world, including Paradise for humanity to dwell in, God invited us into a covenant relationship with Him.

TRUTH ABOUT COVENANT:
God created the world so we could be close to Him.

MY RESPONSE TO COVENANT:
I will praise God for our wonderful world.

PAGE 1

Lesson Text: The Bible passage shared across all age levels from Little Learners to adult

Memory Verse: Bible verse to help students apply the lesson

Covenant Context: Statement explaining how the lesson's material contributes to the Bible's big story

Truth About Covenant (TAC): What the Bible story reveals about our covenant relationship with God

My Response to Covenant (MRC): The lesson application and what students go home proclaiming and enacting

PAGE 2

WELCOME: Activities to introduce the lesson

Opener: Fun activity to introduce the TAC and the Bible lesson

WELCOME

SUPPLIES: Inflatable world globe

Preparation

- Inflate the globe.

Instruction

- While holding the globe, greet students and explain what it is.
- Collect offering and record attendance.
- Announce the Truth About Covenant (TAC): "God created the world so we could be close to Him."

Application: Today we will learn about this wonderful world God created and how He created you and me.

Opener: Seven Days

SUPPLIES: Days of Creation circles [8X10](#), Lesson 1 MW poster [8X10](#)

Preparation

- Cut out the Days of Creation circles [8X10](#). Write the day's number on the back.
- Hide the circles around the room.

Instruction

- Explain that God created our world in seven days.
- Depending on the size of your class, have students work individually, in pairs, or in small groups for each to find one of the hidden circles. Students hang on to their circles for the Lesson Lead-In. (Do not put in order yet.)
- Introduce the Lesson 1 Memory Work (MW) poster [8X10](#)—Genesis 1:27-28.

Application: God created the world so we could be close to Him. He created everything we have on earth, but in what order did God create everything?

KINDERGARTEN SAMPLE LESSON

LEARN

Lesson Lead-In: God Created

SUPPLIES: Days of Creation circles 63-68 from Opener, "Garden of Eden" Activity Pages, crayons

Preparation

- Have students put the Days of Creation circles 63-68 in order (Genesis 1) as you read the verse that corresponds with each circle.
- Hand out page 2 of the Lesson 1 activity page: "Garden of Eden."
- Allow students to color the page as you introduce the lesson.

Instruction

- God made all of creation. On the sixth day, God created man and woman because He wanted someone He could be close to.

Application: God made all of creation. On the sixth day, God created man and woman because He wanted someone He could be close to.

BIBLE LESSON

God Created the World (Genesis 1-2)

"So God created man in his own image, in the image of God created he him; male and female created he them. And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it." (Genesis 1:27-28).

SUPPLIES: Fine dust or sand in a container, Adam and Eve figures 69-70, 2 water bottles, basket of fruits and vegetables, Garden picture 69, small easel for Garden picture, small table, "The Garden of Eden" visual 69

"The Adam and Eve figures and "The Garden of Eden" visual will be used again in Lesson 2."

PAGES 3-4

LEARN: Section that tells the Bible lesson

Lead-In: Short transitional activity or discussion to prepare the minds of children to hear the Bible story

Bible Lesson: Engaging and age-appropriate telling of a story from God's Word

Review Questions: Before moving on to the application, these questions make sure students understand the story

REVIEW QUESTIONS (MULTIPLE CHOICE)

- What did God use to make the first man? Dust or grass
- Where did God put the first man? Field or garden
- Whom did God make after He made man? Woman or animals
- What did God use to make the woman? A rib from Adam's body or a hand from Adam's body
- Why did God create the world? So we could sing to Him or so we could be close to Him

PAGE 5

ACT: Activities to apply the lesson and the MRC

ACT

Review Activity

SUPPLIES: Index cards, pen or marker, basket

Preparation

- On separate index cards, write each review question along with two answer choices. Place them in a basket.

Instruction

- As a class, say the My Response to Covenant (MRC): "I will praise God for our wonderful world."
- Have students form a line in the middle of the room.
- Read each review question and give students the two answer choices.
 - Point to their left as you say one answer choice and to their right for the other. Students step to either side for the answer they choose.

Application: What do we praise God for? Students raise their hands as they all give the answer (our wonderful world).

KINDERGARTEN SAMPLE LESSON


Lesson 01

Prayer and Response
SUPPLIES: Creation Wheels from Craft Option [88](#), Kindergarten Devotional and Activity Page
Instruction

- Students hold their Creation Wheels (from the Craft Option).
- Have students repeat the echo prayer.

Lord Jesus, thank You . . . for the wonderful world You created.
 Thank You for day one . . . and making light and darkness.
 Thank You for day two . . . and making the seas and sky.
 Thank You for day three . . . and making the plants and the trees.
 Thank You for day four . . . and making the sun, moon, and stars.
 Thank You for day five . . . and making the birds in the air . . . and the fish in the seas.
 Thank You for day six . . . and making the animals and man.
 It helps me remember . . . that You want to be close to me.
 I will praise You . . . for our wonderful world.
 In Jesus' name, . . . amen.

- Students turn to each segment on the wheel as they repeat the prayer.
- Send each student home with a Kindergarten Devotional and Activity Page.


JOIN OUR FACEBOOK GROUP:
GOD'S WORD FOR LIFE KIDS COMMUNITY.
 Interact with editors and over 7,000 teachers across all levels. Get decorating ideas, post pictures of your class, and share what God is doing in your church.

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PAGE 6

Prayer and Response: Simple ideas to pray and do with students as parents pick them up

PAGES 7-8

The end of each lesson offers two-pages of Bonus Material that can be worked into a lesson's plan. The Worship section suggests age-appropriate songs and activities to supplement the lesson. Memory work, game, snack, and craft options are also provided.

BONUS MATERIAL

WORSHIP
Supplies: Video [Quick Links](#) [Document](#) [89](#)
Instruction

- Form two lines with students facing each other.
- As music plays, students keep the inflatable globe in the air by bumping it to the student across from them, moving it down the line.
- Students can sing with the music, or as the student bumps the globe, he or she says, "I will praise the Lord."
- "Each Day Story" by Abraham and Reagan Lavo [90](#)
- "He's Got the Whole World in His Hands"

MEMORY WORK
Lesson 1 Memory Verses: Genesis 1:27-28
 "God created man in his own image, . . . God blessed them, and God said . . . replenish the earth."
Supplies: Lesson 1 MW poster [91](#), index cards, marker
Preparation

- On separate index cards, write each word or phrase of the memory verses.
- For a large class, create more than one set. Each student will need a card.

Instruction

- Review the Lesson 1 MW poster [91](#) (Genesis 1:27-28).
- Lay a set of index cards in order to the MW poster, point to the same (or phrase on the poster with students along the words after you so they can try the words).
- For any words that may be too hard for students to understand, each card and replenish.
- Place the index cards and have each student pick up at least one card.
- There are more cards than students, so students can pick up more than one card.
- For more students than cards, consider asking in pairs or providing more cards to students work in groups to put up a set of cards together.
- Students work together to lay their cards in matching their cards with the words in poster.
- As we learn God's Word, we get God.

GAME OPTION
Creation Days Relay
Supplies: Days of Creation circles [92](#) from Overview, 2 colors of sticky notes, pen, observe timer
Preparation


- Print the Days of Creation circles [92](#) out of paper in a vertical line on the board or on a wall.
- Prepare two sets of sticky notes, two different colors, with the numbers 1-7 on them.
- On the opposite side of the room from the posted circles, spread out the sticky notes on a surface.

Instruction

- Form two teams. Assign each team one color of sticky notes and one side of the posted circles where they will post their notes.
- On go, one team member at a time runs to the notes, picks one up, takes it to the posted circles, and sticks it next to its matching day. The first team to number all the days of Creation wins.
- For a small class, students can work together and try to beat a timer.

Application: Review the days by pointing to each one and having the class say the HSC together, naming what is illustrated on each individual circle.

ACTIVITY PAGES
 Lead students in saying My Response to Creation: "I will praise God for our world."
 On the front of the AP, ask students to circle the picture of your favorite thing God created.
 Review the Bible story and let students retell it in their own words.
Application: Will Praise God for all of the beautiful things He made.

CRAFT OPTION

Days of Creation Wheel
Supplies: Creation Wheel [93](#), brads, crayons
Preparation

- For each student, print and cut out a Creation Wheel [93](#).

Instruction

- Students color the sections of the wheel.
- Help students attach a brad at the center to connect the two wheels together.
- Students hold their wheels and move them to each section while the class repeats after you: "I will praise God for . . . day and night." Call out each day and its number together.
- On the section with the man, students call out the number and say "I will praise God for me."

Application: God made our wonderful world so we could live in it and enjoy His creation.

VIDEO REVIEW
 To review the Bible lesson, show the following video:
 "Creation (Genesis 1:27) by Saddleback Kids [94](#)"

15

KINDERGARTEN DEVOTIONAL AND ACTIVITY PAGES

GOD'S WORD FOR FAMILIES

GOD WILL HELP ME
"I am the LORD, and I will bring you out... I will bring you in unto the land" (Exodus 6:6, 8)

Use these daily activities as a springboard to help your child play through the Bible lesson.

MONDAY MUSIC & MOVEMENT:
I Am a Child of God: Create a space to worship and sing along with the song "Child of God" by Draylin Young.

TUESDAY GAME TIME:
Moses Says: Play a version of "Simon Says" called "Moses Says." Give your child tasks to do, but only if "Moses says." When you say, "Moses says, 'Let my people go,'" your child can run around and play. Take turns letting your child lead too.

WEDNESDAY DRAMATIC PLAY:
Crossing the Red Sea: Create a Red Sea out of stacked pillows and other soft objects. Allow your child to choose a staff to raise over the Red Sea to part the waters. Then allow your child to run through and part the sea, arriving safely on the other side.

THURSDAY SENSORY PLAY:
Let My People Go: Hold your child in a gentle hug and repeat the phrase "let my people go" replacing the word "go" with words that rhyme (e.g., "let my people slow, mow, flow, grow, know, owe..."). Finally end with "go." On "go," rejoice and let your child run around.

FRIDAY KITCHEN RUN:
The Plagues: Gather red food coloring, a bowl of water, and a spoon to illustrate the plague when the rivers turned to blood. Slowly pour in the dye and stir, reminding your child that Pharaoh did not listen to God, but God's people were still saved. Then enjoy a red snack, such as apples and cranberries, as you see how many of the plagues your child can remember.

Write the number of each plague in the boxes.

WATER TURN TO BLOOD	FROGS	LICE
1	2	3
FLIES	DISEASE ON LIVESTOCK	UNHEALABLE BOILS
4	5	6
HAIL	LOCUSTS	DARKNESS
7	8	9
	DEATH OF FIRSTBORN	10

FALL 08

I will follow God's leaders.

Many Kindergarten teachers begin each lesson by the front-page activity. By focusing children's attention, the teacher gains control of the classroom, introduces the Truth about Covenant, and prepares students' minds for the day's adventure.

After the Bible story is shared, a coloring activity can help the teacher introduce the My Response to Covenant statement.

These papers are a great way to show parents what their child learned in class each day.

Ten Plagues

EXODUS 4-15

Color the picture of Moses, Pharaoh, and the ten plagues.

LET MY PEOPLE GO!

God sends leaders to deliver His people.

FALL 08

GOD'S WORD FOR LIVES

EARLY ELEMENTARY

GRADES 1-3



EARLY ELEMENTARY SAMPLE LESSON

PAGE 1

THE EXODUS


FALL
08
OCTOBER 26, 2025

LESSON TEXT
Exodus 4-15

LESSON MEMORY VERSE:
Exodus 6:8
"And I will bring you in unto the land, concerning the which I did swear to give it to Abraham, to Isaac, and to Jacob; and I will give it you for an heritage: I am the Lord."

FOCUS VERSE:
Exodus 8:1
"And the Lord spake unto Moses, Go unto Pharaoh, and say unto him, Thus saith the Lord, Let my people go, that they may serve me."

YHWH vs. Pharaoh



COVENANT CONTEXT

When Israel cried out to God, He delivered His covenant people. After a series of ten devastating plagues on Egypt, God brought the Israelites out of Egypt and guided them toward the Promised Land. The Egyptians followed them to the Red Sea where God set the Israelites free and drowned their enemies.

TRUTH ABOUT COVENANT:
God sends leaders to deliver His people.

MY RESPONSE TO COVENANT:
I will follow God's chosen leaders.

Lesson Text: The Bible passage shared across all age levels from Little Learners to adult

Memory Verse: Bible verse to help students apply the lesson

Focus Verse: A verse from the Lesson Text that summarizes the lesson's TAC

Covenant Context: Statement explaining how the lesson's material contributes to the Bible's big story

Truth About Covenant (TAC): What the Bible story reveals about our covenant relationship with God

My Response to Covenant (MRC): The lesson application and what students go home proclaiming and enacting

PAGE 2

WELCOME: Activities to greet students and introduce the lesson

Video Introduction: An option for teachers to use video to introduce the TAC

Opener: Interactive activity to introduce the TAC and the Bible lesson

WELCOME

SUPPLIES: Egyptian costume (if available), Egyptian music from lesson 6, Egyptian pyramids picture

Preparation

- As students arrive, play the Egyptian music in a loop in the background.
- Consider displaying a picture of the Egyptian pyramids on a screen.

Instruction

- If a costume is available, dress as an Egyptian, perhaps even Pharaoh himself. Greet students as they arrive.
- Announce the TAC: "God sends leaders to deliver His people."

Application: Today we will learn how God used Moses to fight against the most powerful leader of Egypt. God delivered His people in a miraculous series of events.

Video Introduction

- Show "Plague Focus Group"

Opener: God's Call at the Burning Bush

SUPPLIES: Crackling Fire sound effect
From lesson 7: Burning bush (box fan, 2 chairs, fake plant, orange and red streamers, tape), Moses costume, staff, sandals

Preparation

- This activity uses the "burning bush" and Moses costume from Lesson 7.
- See page 58 for instructions on making the "burning bush."

Instruction

- Play the Crackling Fire sound effect as students sit around the "burning bush."
- Dress a student as Moses to act as you walk through the events of the burning bush.
 - Moses starts by shepherding his sheep from across the room.
 - Turn on the fan so the "burning bush" catches Moses' eye.
- Ask:** What is the first thing God told Moses to do? Why? *Remove his sandals; he was standing on holy ground.*
- Say:** Now I will pretend to be God speaking to Moses. If I say something God didn't say, raise your hand to indicate it is not right.
 - "I am the God of your father, the God of Henry, Franklin, and Joseph." (False)
 - "I am the God of your father, the God of Abraham, Isaac, and Jacob." (False)
 - "My people are in Egypt because I am punishing them." (False)
 - "My people in Egypt are being hurt by Pharaoh."
 - "I hear their cries, but I will ignore them." (False)
 - "I hear their cries and know they are suffering."
 - "I will rescue them and take them to a new home—a land flowing with milk and honey."
 - "I am sending you to replace Pharaoh." (False)
 - "I am sending you to speak to Pharaoh."
 - "You will become the new king over Egypt." (False)
 - "You will lead My people out of Egypt."
 - "I will be with you."
 - "Bring the people out of Egypt and back to this mountain to worship Me."

EARLY ELEMENTARY SAMPLE LESSON

• **Ask:** When Moses asked for God's name, what did God answer? *"I AM THAT I AM"; YHWH, the covenant name for God.*

• **Ask:** Did Moses believe the people would listen to him?

• **Say:** No, so God gave Moses three things to do in front of the people.

• **Ask:** What happened when Moses threw down his staff? *It turned into a snake and back into a staff again.*

• **Ask:** What happened when Moses put his hand inside his coat? *It turned white (leprosy) and then back to healthy again.*

• **Ask:** What would happen when Moses poured water from the Nile onto the ground? *It would turn into blood.*

• **Ask:** Whom did God allow to help Moses? Aaron, his brother.

• Introduce the Lesson 8 MW visual **80C8**—Exodus 6:8.

Application: God sent Moses to lead God's people out of Egypt. Now that we know how God called Moses at the burning bush, let's find out how Moses went to Pharaoh to lead the Israelites to freedom.

LEARN

Bible Lesson: YHWH vs. Pharaoh (Exodus 7-12)

"And the Lord spoke unto Moses, Go unto Pharaoh, and say unto him, Thus saith the Lord, Let my people go, that they may serve me" (Exodus 8:1).

SUPPLIES: Whiteboard and markers, Boring Bell sound effect **80C8**, white towel

Preparation

- Have a helper prepared to throw a white towel at the appropriate time.
- On the whiteboard, draw a scorecard.

	1	2	3	4	5	6	7	8	9	10
YHWH										
PHARAOH										

Instruction

Back in Moses's day, the people in Egypt believed in over 2,000 gods. They even thought their Pharaoh (king) was a god too! But there is only one real God—the God of the Bible. When God sent Moses to Pharaoh, Pharaoh thought he was in charge. God wanted to show Egypt who was really in charge. It was an epic duel for the ages—YHWH vs. Pharaoh! This ten-round fight would show who was really the true and living God. Let's see what happened, round by round.

- At the start of each round, you will all be like Moses and yell, "Let My people go!"
- After each round, you will judge who won the round.

Lesson 08

Pharaoh, Aaron, starts the...
Pharaoh's sorcerers...
ble for Aaron's snake.
Moses is hitting the...
the river smells awful...
an into blood, too. He...
f tremed even...
staff over the Nile. The...
f in people's kitchens...
f the frogs, but they...
small of dead frogs.

ff again. Wow! With...
it could bite so hard?...
epic fail! Wait. What?...
Boring Bell **80C8**.)

ies into Egypt. Flees...
ed of Goshen where...
were never in Egypt.

has responded. All of...
cattle, and sheep are...
four" (Boring Bell **80C8**.)

girt into the air. The...
is out in painful boils...
harach to give in? No.

g his hand to the sky...
ed except the land of...
stopped. But, no, it

g what remains of...
the people go. Do...
(Boring Bell **80C8**.)

s to fight. Moses...
blest covering...
going in Goshen...
Pharaoh give in?

pecial meal called...
his blood. This...
are. Will they be...

s warned that no...
aliqua has been...
seribreaking. The...
he is holding his

well. He is letting...
at. The Israelites

mb's blood on

PAGES 3-5

LEARN: Section that tells the Bible lesson

Bible Lesson: Engaging and age-appropriate telling of a story from God's Word

Review Questions: Before moving on to the application, these questions make sure students understand the story

PAGE 4

ACT: Activities to apply the lesson and the MRC

Prayer and Response: Ideas to pray and do with students as parents pick them up

Lesson 08

ACT

Leading to the Promised Land

SUPPLIES: New Birth poster **80C8**, Lesson 8 MW visual **80C8**, whiteboard and markers, fabric markers
Per student: Personalized and anointed handkerchief, additional handkerchief, fabric markers

Preparation

- Use fabric markers to write each student's name on a handkerchief. *Pray over and anoint each one.*

Instruction

- On a whiteboard, create two columns.
 - Label one, GOOD LEADER; label the other, GOOD FOLLOWER.
- Brainstorm the qualities of good leaders and good followers.
 - Ask:** Why is it important to be a good follower?
 - Ask:** How do good followers become good leaders?
- Review the Lesson 8 MW visual **80C8**—Exodus 6:8.
- Say:** God sent Moses to lead the Israelites into the Promised Land. If they wanted God's blessings, they had to follow Moses.
- Review the New Birth poster **80C8**.
- Say:** Today, God sends leaders to lead us away from sin. When we hear and choose to follow God's plan of salvation.
- Ask:** How does God's Spirit help a leader?
- Say:** The Holy Ghost can empower, teach, and lead us. God will give us wisdom to become better leaders.
- Say:** To become a good leader, you must first become a good follower.
- As a class, say the MRC: "I will follow God's chosen leaders."
- Give students their handkerchiefs. Explain that you prayed for and anointed each one.
 - Give each student another handkerchief to pray over and decorate. Encourage students to give their second handkerchief to someone younger.

Application: When we follow God's plan, He helps us become good leaders. To become a good leader, we must first be a good follower.

Prayer and Response

Instruction

- Ask:** How should we pray for our leaders?
- Lead students in prayer.
 - Give thanks for God's leadership and guidance.
 - Pray for the leadership in your church to have strength and courage.
 - Pray for hearts willing to follow the leaders God has placed in your lives.
 - Seek God's protection and guidance.
 - Pray for obedience to God's Word and faith in following His instructions.
- Send each student home with an Early Elementary Devotional and Activity Page.
 - Say:** As you study God's Word this week, think about the spiritual leadership God has sent into your life. Look for ways to be a good follower and try to recognize the path where God is leading you.

EARLY ELEMENTARY SAMPLE LESSON

PAGES 7-8

The end of each lesson offers two pages of Bonus Material that can be worked into a lesson's plan. The Worship section suggests age-appropriate songs to supplement the lesson. Memory work, Bible skills, games, snacks, activity pages, and craft options are also provided.

BONUS MATERIAL

MEMORY WORK

Lesson 8 Memory Verses

"And I will bring you in unto the land, concerning the which I did swear to give it to Abraham, to Isaac, and to Jacob; and I will give it you for an heritage: I am the Lord" (Exodus 6:8).

Supplies: Lesson 8 MW visual [60C8](#) Lesson 8 MW Stones [C8](#)

Preparation

- Print the Lesson 8 MW Stones [C8](#)
- Tape them down on the floor in a hopscotch fashion.
 - » For larger classes, make multiple hopscotch stations.

Instruction

- Review the Lesson 8 MW visual [60C8](#)—Exodus 6:8.
- Students take turns hopping through the stones as the class recites the memory verse.

Application: This verse reminds us how God gives us

CRAFT OPTION

Ten Plagues Spinners

Supplies per student: Ten Plagues Spinner [60C8](#), 2 paper plates, scissors, glue, brad fastener, markers or crayons

Preparation

- Print a Ten Plagues Spinner [60C8](#) for each student.
- Also for each student, cut a V-shape the size of one spinner section from one plate.

Instruction

- Give each student a Ten Plagues Spinner [60C8](#), scissors, one whole plate, and one with a V-shape cutout.
- Have students cut out the spinner and glue it onto the whole plate.
- Review the Bible lesson with students illustrating each plague in the numbered section of the spinner.

Example: Day 1, they depict water turning

SNACK OPTION

Passover Treats

Supplies: Passover foods (see below), plates, napkins, drinks, cups

Preparation

- Prepare to serve one or more of the following foods to help students understand the Passover Seder meal.
 - » Matzah bread: Flatbread symbolizing the Jews' quick departure from Egypt
 - » Maror: Bitter herbs (e.g., horseradish, romaine lettuce, celery) symbolizing the bitterness of slavery
 - » Karpas: A green vegetable, usually parsley, symbolizing the freshness of spring
 - » Charoset: A sweet mixture of apples, nuts, and dates symbolizing the mortar used by Jewish slaves
 - » Lamb: Symbolizes the lamb's blood spread on the doorposts to keep the Jews safe in Egypt
 - » Egg: Symbolizes the Passover sacrifice and the cycle of life

Instruction

- **Say:** Before God sent the tenth plague, He told Jewish families to eat a special meal. Prior to eating that meal, they smeared lamb's blood over the doorposts. Since that day, Jews have celebrated the Passover with a special meal called the Passover Seder.
- As you serve the prepared food, consider showing the video "The Passover Seder: What to Expect" by BimBam [C1](#).

Application: The Passover Seder reminds the Israelites how they followed God's leader out of Egypt because of God's protection.

GAME OPTION

Ten Plagues Memory Game

Supplies per team: 10 numbered index cards

Preparation

- **Per team:** Number ten index cards (1-10). The numbers should not be visible through the cards.
 - » 2 teams = 20 cards; 3 teams = 30 cards
 - Shuffle all sets of cards together.

Instruction

- Form teams. Lay the cards face down across a table.
- **Say:** In this memory game, your team will try to locate cards in order: 1-10. When a team locates the correct number, they must properly identify that number's plague before moving to the next number. For example:
 - » Teams will try to locate a 1.
 - » If they flip any other number card (2-10), their turn is finished. They place the card face down again. Pay attention and remember where the numbers are located.
 - » If they find a 1, they must properly identify the plague—water turned into blood—before moving to the number 2 card.
 - » When they find a 2, they will identify frogs as the plague before moving on to 3, and so on.
 - » A team's turn continues until a wrong number is revealed or they name the wrong plague.
 - » The first team to properly find and identify the tenth plague is the winner.

Application: Through Moses' and Aaron, God sent plagues to show His power over Pharaoh and to deliver His people. God sends leaders to deliver His people. We should follow God's leaders.

ACTIVITY PAGES

- If time allows, let students complete the activity pages in class.
- Students number the plagues in the order they happened from 1-10.



EARLY ELEMENTARY DEVOTIONAL AND ACTIVITY PAGES

MOSES THE DELIVERER FALL 07

Monday

Read: Exodus 1:6-10, 22: 21-10.

1:22 How did Pharaoh try to reduce the number of Israelites in Egypt?

2:1-4 What did the woman from the tribe of Levi do to protect her baby?

2:5-6 Who found the baby?

2:7-10 How was the baby raised? What was he named?

• The Israelites were suffering, but God heard their cries and had a plan to rescue them. How does it make you feel to know God hears you when you pray?

• What is a major challenge you are facing? Is it possible God has already begun solving your challenge in a way you don't see? Why or why not?

Read: Exodus 2:11-25.

2:11-15 What did Moses do that sent him on the run?

2:16-20 What happened to Moses at the well in Midian?

2:21-22 What did Moses name his son? What did this name mean?

2:23-25 What did God hear and decide to do?

• Moses tried to help his people, the Israelites, in his own way, but God had a bigger plan. Why is it important to trust God's timing instead of rushing to try to fix things ourselves?

• The Israelites cried out to God, and He heard them. How can we remember to pray and trust that God hears us when we are going through hard times?

SCAN ME

Devotional and Activity Pages provide fun, age-appropriate activities to help parents and teachers disciple their children. Each lesson has a two-page, five-day devotional with daily Bible reading and questions to guide children's understanding and application of the biblical text.

Kids will have fun with the activity pages, featuring mazes, puzzles, coloring pages, and more. The vibrant colors will keep students engaged, and the tear-out sheets are easy for teachers to keep organized.

MOSES THE DELIVERER FALL 07

Add flames to the bush. Color the name God revealed to Moses.

YHWH!

Moses' mom had to trust God to solve her problems. In the basket, write a problem you need God to help you with.

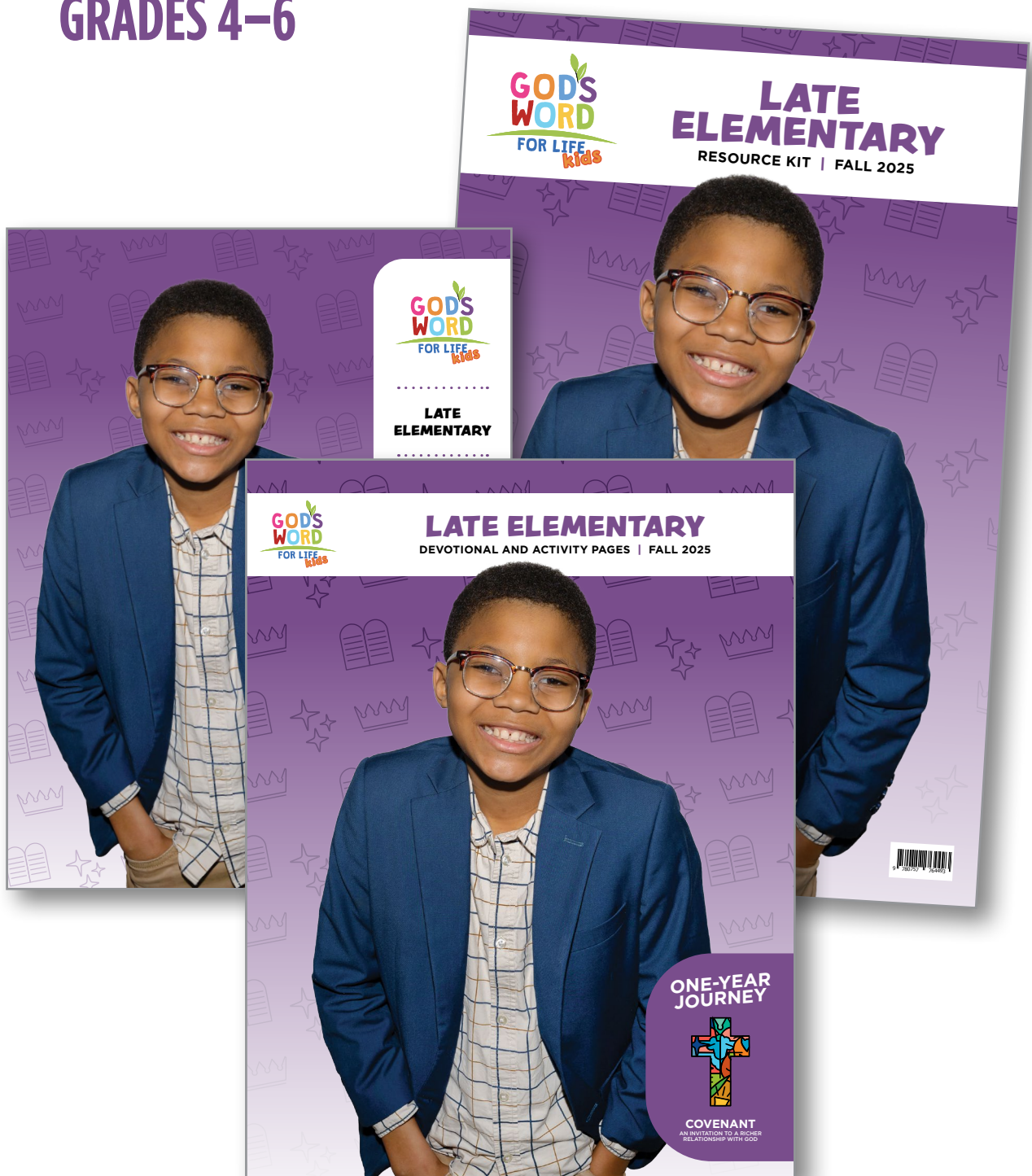
I will cry out to God in times of crisis.

"Cast thy burden upon the LORD, and he shall sustain thee: he shall never suffer the righteous to be moved" (Psalm 55:22).

GOD'S WORD FOR LIFE

LATE ELEMENTARY

GRADES 4–6



LATE ELEMENTARY SAMPLE LESSON

PAGE 1

JUDGES AND KINGS

FALL
13
NOVEMBER 30, 2025

Israel's Call for a King

LESSON TEXT
1 Samuel 8-10

LESSON MEMORY VERSE:
III John 1:11
"Beloved, follow not that which is evil, but that which is good. He that doeth good is of God; but he that doeth evil hath not seen God."

FOCUS VERSE:
1 Samuel 10:24
"And Samuel said to all the people, See ye him whom the Lord hath chosen, that there is none like him among all the people? And all the people shouted, and said, God save the king."

COVENANT CONTEXT

Following a failed period of leadership known as the Judges, Israel rejected their covenant with God by asking for a human king to lead them. God relented and gave them what they asked for, but they soon discovered they already had what they needed; they just needed to follow God's will rather than their own.

TRUTH ABOUT COVENANT:
God's plans for His people are better than their own plans.

MY RESPONSE TO COVENANT:
I will trust God's plans for me, even when they are at odds with the world's views.

Lesson Text: The Bible passage shared across all age levels from Little Learners to adult

Memory Verse: Bible verse to help students apply the lesson

Focus Verse: A verse from the Lesson Text that summarizes the lesson's TAC

Covenant Context: Statement explaining how the lesson's material contributes to the Bible's big story

Truth About Covenant (TAC): What the Bible story reveals about our covenant relationship with God

My Response to Covenant (MRC): The lesson application and what students go home proclaiming and enacting

PAGE 2

WELCOME: Activities to greet students and introduce the lesson

Video Introduction: An option for teachers to use video to introduce the TAC

Opener: Interactive activity to introduce the TAC and the Bible lesson

WELCOME

SUPPLIES: Cape, crown, scepter, "Royalty Core Classical Music" by Halidon Music

Preparation

- Play "Royalty Core Classical Music" by Halidon Music in the background as students arrive.
- Wear a cape and a crown and hold a scepter as you greet students.

Instruction

- Welcome students royally by tapping each of their shoulders with your scepter.
- Announce the TAC: "God's plans for His people are better than their own plans."

Application: Most of us have great plans and dreams for our futures. We may even hope to become a king or queen someday. However, the most important plan for every person is the plan God has designed. Today we will learn how God's ideas are always greater and more exciting than anything we can even dream or imagine.

Video Introduction

- Show "King Search"

Opener: The Ideal Leader

SUPPLIES: Coronation video ; Bibles; throne (chair with gold or purple cloth); "Royalty Core Classical Music" by Halidon Music ; crown, scepter, jewels, gold chains, medallions, elegant fabric; whiteboard and marker

Preparation

- Turn a chair into a fancy throne by draping gold or purple cloth over it.
- Assemble props, including a crown, a scepter, jewels, gold chains, medallions, and elegant fabric.
- If video is part of your teaching method, choose a Coronation video . Since these are longer, determine an effective portion to show.
 - "The Coronation of King Charles III: Relive the Magic" by The Royal Family Channel
 - "BBC TV Coronation of Queen Elizabeth II: Westminster Abbey 1953" by Archive of Recorded Church Music
 - "New Zulu King Misuzulu Crowned in Historic South Africa Ceremony" by BBC News

Instruction

- If using video, play your selected Coronation video .
 - Discuss how countries generally go all out to crown royalty.
- Ask students to look up the Book of Judges in their Bibles.
 - **Say:** The Book of Judges describes twelve Israelite judges—Othniel, Ehud, Shamgar, Deborah, Gideon, Tola, Jair, Jephthah, Ibzan, Elon, Abdon, and Samson. During this time in the Bible, instead of being ruled by a king, Israel was ruled by judges.
- **Say:** In 1 Samuel 8:4-5, the people came to the thirteenth and last judge of Israel, Samuel, and said, "You are getting old, Samuel, and we don't want your sons to replace you. Instead, anoint a king over us so we can be like all the other nations."
- On the board write: Ideal Qualities of a King.
 - **Ask:** If you could choose the ideal king, what characteristics would you look for? *List students' ideas.*

LATE ELEMENTARY SAMPLE LESSON

Lesson 13

106

107

Lesson 13

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PAGES 3-4

LEARN: Section that tells the Bible lesson

Bible Lesson: Engaging and age-appropriate telling of a story from God's Word

Review Questions: Before moving on to the application, these questions make sure students understand the story

PAGE 5

ACT: Activities to apply the lesson and the MRC

ACT

Whose Plans?

SUPPLIES: 2 eggs, permanent marker, bowl, Bibles, New Birth poster (B.C.), Lesson 13 MW visual (B.C.)

Preparation

- Boil one egg. After it cools, use a marker to write on the shell: MY PLAN.
- On a raw egg, write: GOD'S PLAN.
- Display the prepared eggs on a table near an empty bowl.

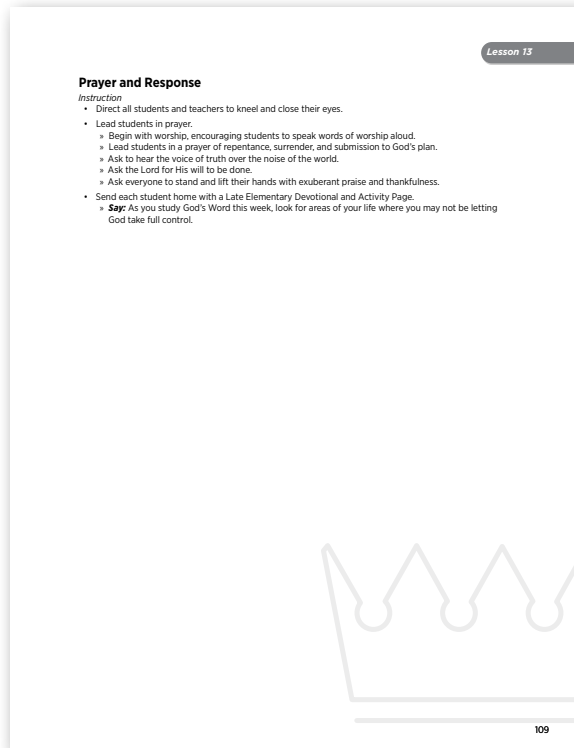
Instruction

- **Say:** Sometimes people confuse King Saul from our Old Testament Bible story with the apostle Paul, also known as Paul, from the New Testament. (Make sure students understand the difference.)
- Show the MY PLAN egg.
 - » **Say:** When the people of Israel wanted to be like the world, they looked toward the tall, handsome man whom they thought was the best plan for their lives. King Saul started with a humble attitude, but it wasn't long before pride, vengeance, and disobedience took over his heart. (He even thought consulting a witch instead of God was his best plan.) One day God said, "Enough." God sent Samuel to choose another king.
- Spin the MY PLAN egg.
 - » **Say:** When King Saul stopped obeying God, he could no longer resist the devil. Just like this egg spins fast and out of control, evil thoughts, jealousy, anger, and rage spun King Saul's life out of control.
- Crack the egg to reveal its hard-boiled contents.
 - » **Say:** Saul's disobedience turned him into a hard-boiled mess, with a hard heart of jealousy and an evil spirit of torment.
- Show the GOD'S PLAN egg. Try to spin it.
 - » **Ask:** Why won't this egg spin fast and out of control like the other?
- Gently crack the egg and pour its contents into the bowl.
 - » **Say:** God is looking for hearts that are pure, soft, and flexible—ready to be molded into God's plan.
- **Ask:** How do we make God the king of our lives and begin to follow His plan?
 - » Review the New Birth poster (B.C.).
- As a class, say the MRC: "I will trust God's plans for me, even when they are at odds with the world's views."
- Read and discuss the Lesson 13 MW visual (B.C.)—III John 1:1.
- **Say:** We cannot let bad influences shape us. Instead, our good choices should influence others.
 - » **Ask:** How do our actions and attitudes demonstrate we are following God's plan?
 - » **Ask:** How can we keep following God's plan, even when others criticize us?
 - » Discuss the importance of daily prayer, studying God's Word, and listening at church.
 - » **Ask:** How does God's plan prepare us for our future?
 - » **Ask:** What will be the rewards of following God's plan for our lives?

Application: We should trust God's plan for our lives, even when other people do not understand.

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LATE ELEMENTARY SAMPLE LESSON

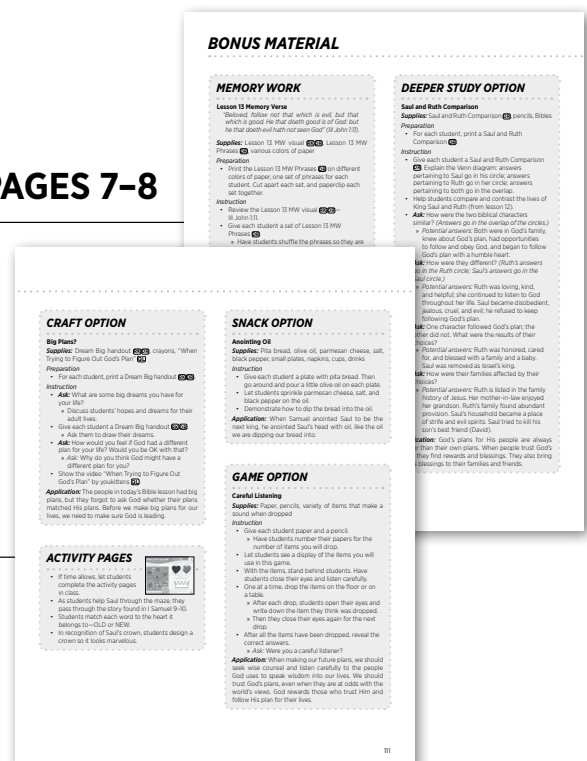


PAGE 6

Prayer and Response: Ideas to pray and do with students as parents pick them up

PAGES 7-8

The end of each lesson offers two pages of Bonus Material that can be worked into a lesson's plan. The Worship section suggests age-appropriate songs to supplement the lesson. Memory work, games, snacks, activity pages, craft, and deeper study options are also provided.



LATE ELEMENTARY DEVOTIONAL AND ACTIVITY PAGES

GOD'S WORD FOR FAMILIES

TRUTH ABOUT COVENANT:
God walks in covenant with those who respect and revere Him.

MY RESPONSE TO COVENANT:
I will seek God's love by calling on His mercy and grace.

FALL 11

Wednesday

Read: Joshua 3.

3:1-5 What were Joshua's instructions to the officers and to the people?

3:7 What promise did God give to Joshua?

3:8-14 Describe how the Israelites were able to cross the Jordan River.

3:17 What were the priests who were carrying the Ark doing as the people crossed the Jordan?

• Joshua told the people to purify themselves. What is a way we can spiritually purify ourselves daily so God can speak to us?

• The Israelites trusted God and followed the priests as they stepped into the Jordan River. How can we show our reverence for God by stepping out in faith, trusting that He will guide us through challenging situations?

Thursday

Read: Joshua 6.

6:1-11 What strange marching orders did God give to Joshua concerning Jericho? What were the priests to do with the ram's horns?

6:15-19 How did Joshua's instructions differ on the seventh day of marching?

6:20-21 After the Israelites obeyed God's orders, what happened to Jericho?

6:22-23 Who in Jericho was saved? Why?

• God gave the Israelites victory when they obeyed His plan for Jericho. How can we experience God's blessings and victory in our lives when we choose to honor and trust His guidance?

• God showed mercy to Rahab and her family for their faith. How can we show mercy to others, as a reflection of God's mercy toward us?

Friday

• God promised to be with Joshua as he led Israel. How can we reflect on God's grace in our lives, knowing He is with us every step of our journey?

• Rahab received mercy because of her faith in God. How can we extend grace and mercy to others, as God did for Rahab and for us?

• The Israelites trusted God to lead them across the Jordan River. How can we show our trust in God's grace by stepping out in faith, knowing He will lead us through life's challenges?

• God showed mercy to Rahab and her family. How can we remember and embrace God's mercy, recognizing that He offers second chances and eternal life to all who trust in Him?

Devotional and Activity Pages provide fun, age-appropriate activities to help parents and teachers disciple their children. Each lesson has a two-page, five-day devotional with daily Bible reading and questions to guide children's understanding and application of the biblical text.

Kids will have fun with the activity pages, which feature mazes, puzzles, jokes, word finds, and more. The vibrant colors will keep students engaged, and the tear-out sheets are easy for teachers to keep organized.

RAHAB SEEKS GOD'S MERCY
God walks in covenant with those who respect and revere Him.

FALL 11

where does a spy sleep?

As the spies follow the red cord to safety, write the letters they cross to reveal an important message about God.

Lead the spies to Jericho and back to Moses by following the true story through the blocks. (Hint: The story is found in Joshua 2.)

The king sends guards to Rahab's house. The spies say no. Rahab asks the spies to protect her family. Rahab says the spies are gone. Spies go to Rahab's house. The king comes over the spies. Spies sneak into Jericho. The spies get lost for three weeks. The spies get locked out of Jericho. Spies cross the Jordan River. The spies return to Moses.

Rahab hides the spies. The spies say yes. Rahab lets the spies down through the window. The spies hide in the hills for three days. The spies visit from more cities. The spies get lost for three weeks.

JERICO

What type of shoes do spies wear?

I will seek God's love by calling on His mercy and grace.

"And this is love, that we walk after his commandments. This is the commandment. That, as ye have heard from the beginning, ye should walk in it" (1 John 1:6).

GOD'S WORD FOR FAMILIES

MOVE!

AGES 5-12



MOVE! SAMPLE LESSON

PAGE 1

THE BEGINNING

FALL
03
SEPTEMBER 21, 2025

Noah Found Grace

LESSON TEXT
Genesis 6-10

LESSON MEMORY VERSES:
Genesis 6:7-8
"And the Lord said, I will destroy man whom I have created from the face of the earth; . . . but Noah found grace in the eyes of the Lord."

FOCUS VERSE:
Genesis 9:1
"And God blessed Noah and his sons, and said unto them, Be fruitful, and multiply, and replenish the earth."

COVENANT CONTEXT

When humanity's sin reached its boiling point, God promised to wash the world of wickedness, but He extended grace to righteous Noah and provided a way of escape from the Flood. God splashed a rainbow across the sky as a token of His covenant to never again destroy the earth with a flood.

TRUTH ABOUT COVENANT:
God promises to bless and protect His covenant people.

MY RESPONSE TO COVENANT:
I will obey God's commands and live for Him.

Lesson Text: The Bible passage shared across all age levels from Little Learners to adult

Memory Verse: Bible verse to help students apply the lesson

Focus Verse: A verse from the Lesson Text that summarizes the lesson's TAC

Covenant Context: Statement explaining how the lesson's material contributes to the Bible's big story

Truth About Covenant (TAC): What the Bible story reveals about our covenant relationship with God

My Response to Covenant (MRC): The lesson application and what students go home proclaiming and enacting

PAGE 2

WELCOME: Activities to greet students and introduce the lesson

Video Introduction: An option for teachers to use video to introduce the TAC

Opener: Interactive activity to introduce the TAC and the Bible lesson

WELCOME

SUPPLIES: Storm sound effect rain gear, Lesson 3 TAC slide

Preparation

- Play the Storm sound effect on a loop as students arrive.

- Dress in rain gear to greet students.

Instruction

- Greet students as they arrive. Discuss how it sounds like it might rain.

- **Ask:** Can you guess what the Bible story will be about?
- Announce the Lesson 3 TAC slide : "God promises to bless and protect His covenant people."
- Review the definition of covenant: a strong, unbreakable promise between two people.

Application: Today we will learn how God promised to bless and protect Noah because he was living in covenant with God.

Video Introduction

- Show "Nine or Noon"
- Show "Go On, Noah"

Opener: Ruining the Party

SUPPLIES: Clear glasses of ice water; spoon; dirt, vacuum lint, dryer lint, or other gross stuff; Lesson 3 MW slide

Preparation

- Determine some gross ways to dirty glasses of water, the grosser the better.

Instruction

- Bring several students to the front. Give each a clean glass of drinkable ice water.
 - **Say:** Let's pretend you and this glass of water are in covenant. You really want to drink the water, but the water needs to stay clean, right? This shows how God wants us to live a holy life to be in covenant with Him. He wants us to make good, pure choices, just like the clear water.
- Encourage students to take a small sip. Then have them set down their glasses and turn their backs to the class.
- Without saying anything or making a big deal, choose one cup to leave untouched and clean; it will represent Noah. In the other cups, add dirt, vacuum lint, and other gross things as you teach.
 - **Say:** Sadly, not everyone wants to live in covenant with God. Some people would rather do their own thing, making one bad choice after another. This is how it was in Noah's time. The people were super wicked, making horrible choices. They paid no attention to God. Every single thought was evil, evil, evil all the time. All over the earth, people were violent and dishonest. God was sorry He had created them.
- Have your volunteers turn to face the cups.
- **Ask:** Would you like to take a drink of your water? (Do not let students drink the gross water.)
 - **Ask:** Why don't you want to drink your water? Remember, you are in covenant with it.
 - **Ask:** What do you want to do with your water? Pour it out.
- **Say:** The way you feel about your water is how God felt about the people He created.
- Introduce the Lesson 3 MW slide —Genesis 6:7-8.
- **Say:** Just like you want to pour out the water, God wanted to destroy the people who were sinning and breaking covenant with Him.

MOVE! SAMPLE LESSON

• Point to the one clean cup of water. Have that student take another drink.

Application: Did you notice verse 8 of our memory verses? As God promised to destroy the world, there was one man who found grace—Noah. Just like the one cup of water remained clean, Noah was the only person on the entire planet who continued to live in covenant with God. God wants us to be like Noah, clean and pure.

LEARN

Bible Lesson: Noah Found Grace (Genesis 6-9)

"And God blessed Noah and his sons, and said unto them, Be fruitful, and multiply, and replenish the earth" (Genesis 9:1).

SUPPLIES: Flashlight, prism, Lesson 3 MW slide, large pair of men's shoes, Noah's Number Cards, Tape. Storm sound effect.

Preparation

- Practice making a rainbow by shining a flashlight through a prism.
- Print and cut apart the Noah's Number Cards. Attach them to a wall.
- Display a large pair of men's shoes that are easy for kids to slip in and out of.
- To make questions go smoothly, you may choose to line up students so you can easily call on a student to answer a question. There are twenty-five questions in all.

Instruction

- Shine the light through the prism to create a rainbow.
- Ask:** What does it take to make a rainbow in the sky?

Today we see a rainbow when the sun shines through falling rain. Each raindrop acts as a mini-prism that creates a rainbow.

Did you know that before today's Bible story, rainbows didn't exist? That means there was probably no rain either! No one had ever seen a flood, but all of that was about to change.

(Point to the shoes.) For today's story, these are Noah's shoes. During our story, I'll ask one of you to stand in Noah's shoes and answer a question like Noah might have answered.

(Point to Noah's Number Cards.) Other times I will ask a question whose answer comes from these numbers. When I call on you, choose the number you think is the answer. Each number will only be used once. *(As numbers are used, take them off the wall.)*

- Choose a student to answer the first question.**
- Number question:** What chapter in Genesis introduces Noah? **Answer:** 6

Our story begins in Genesis 6, where Noah was living a covenant life that pleased God. Noah lived in a world where most people didn't love God. They did bad things and didn't listen to God, which made God very sad. God finally had enough. He decided to send a flood to wash away the wickedness. But there was one man who loved and obeyed God—Noah. **(Show the Lesson 3 MW slide.)** Our memory verse says, "Noah found grace in the eyes of the Lord."

- Number question:** How many sons did Noah have? **Answer:** 3 sons

is seven pairs, animal is that?

lean animal and hal. That's a lot of all the animals behind them.

Noah when it its old ys and nights /nights when—BOOM! / It rained and / Water covered ns. was it like all those stopped, how r the earth?

e earth for 150 / of a mountain er everywhere. re days was re visible?

before another he floodwater. v many days s land? **Answer:**

re opening the e raven did not t a dove, but it ys did Noah ys the dove again. h an olive leaf. g away." Noah

26

27

PAGES 3-4

LEARN: Section that tells the Bible lesson

Bible Lesson: Engaging and age-appropriate telling of a story from God's Word

Review Questions: Before moving on to the application, these questions make sure students understand the story

PAGE 5

ACT: Activities to apply the lesson and the MRC

- Number question:** How many more days did Noah wait to test again? **Answer:** 7 days
- Shoe question:** Hey, Noah. What does the world look like after the Flood?

One week later, Noah sent the dove a third time, and this time it didn't come back. That meant the land was almost dry.

- Number question:** After this, how many months went by before Noah saw dry ground? **Answer:** 2 months
- Number question:** Approximately how many days do you think Noah spent on the ark? **Answer:** 370 days
- Number question:** How old was Noah when he got off the ark? **Answer:** 601 years old

After two more months, Noah finally saw dry ground. After a whole year on the ark, God told Noah and his family to step out onto dry land. The new world they saw was so different from what they had left.

- Shoe question:** Hey, Noah. How does it feel to see a rainbow for the first time?
- God said, "This rainbow is a sign of My promise. I will never again flood the whole earth."
- Shoe question:** Hey, Noah. How does it feel to hear this covenant promise from God?

The world was clean and new again. Genesis 9:1 says, "And God blessed Noah and his sons, and said unto them, Be fruitful, and multiply, and replenish the earth." Because Noah and his sons obeyed God, we are here today.

Review Questions:

- Why did God flood the earth? *Everyone except Noah was sinning; to destroy wickedness.*
- Why did Noah find grace in God's eyes? *Noah lived in covenant with God.*
- How long were Noah and his family on the ark? *370 days; a little over a year.*
- What did Noah do when he got off the ark? *He built an altar and worshiped God.*
- What sign did God send to remind us of His covenant promise? *What was the promise? A rainbow; not to flood the whole earth again.*

ACT

I Will Obey

SUPPLIES: Flashlight, prism, Bibles or Last Days Bible Verses handout, New Birth slide, Lesson 3 MRC slide

Preparation

- Each student needs a Bible or a copy of the Last Days Bible Verses handout. The handout includes verses in both the King James Version (KJV) and New Living Translation (NLT).

Instruction

- Ask:** If you knew that tomorrow afternoon your friend's house was going to burn to the ground, would you warn them? How?
 - Say:** That is how Noah felt in the 100 years leading up to the Flood. He knew the Flood was coming. Second Peter 2:5 called Noah a "preacher of righteousness." As he and his sons built the ark, he also tried to warn his friends and neighbors that a flood was coming. Nobody believed him.

28

MOVE! SAMPLE LESSON

Lesson 03

- **Ask:** What if I came to you to warn you that your house was going to burn to the ground? How would you respond? Would you try to save your stuff? Would you avoid being home tomorrow afternoon?
- Shine the light through the prism to show students a rainbow.
 - » **Say:** God sent the rainbow as a sign He would not flood the earth again with water. However, the Bible says another day is coming when the world will be cleansed again. This time it will be with fire.
- Have students look up, read, and discuss II Peter 3:7.
 - » **Ask:** According to verse 7, what is the fate of the present heavens and earth? *It will be judged by fire.*
- Read and discuss Matthew 24:37-39.
 - » **Ask:** According to verse 37, what will the world be like when Jesus returns? *Like the days of Noah (Noe)*
- **Ask:** Do you think things today are better, the same, or worse than the days of Noah? How so?
 - » Help students realize that things are very wicked today, much like in Noah's day.
- **Ask:** If God destroyed wickedness in Noah's day, what is keeping Him from doing that today?
- Read and discuss II Peter 3:10-13.
 - » **Ask:** How does verse 10 describe the "day of the Lord" when Jesus returns?
 - » **Say:** This verse says it will come like a thief in the night, which means it will happen unexpectedly. The heavens and earth will be destroyed by fire, but God's people will be safe.
- **Say:** Just like the days of Noah were cleansed by water, Jesus is coming to cleanse the world as we know it with fire. God is not telling this to scare us. If we are living for God, we have nothing to fear. God has a plan to make everything new again, this time without sin, sickness, and death.
- **Ask:** How can we make ourselves ready for Jesus' return? *Repent, be baptized, and receive the Holy Ghost. Then we need to live godly lives and make good choices.*
 - » Review the New Birth slide ☞.
- As a class, read the Lesson 3 MRC slide ☞. "I will obey God's commands and live for Him."

Application: Yes, this is heavy. A fire is coming, but you can avoid it. Here's how. In the days of Noah, the people ignored the warnings. The same is happening today. Jesus is coming. When He does, He will use fire to cleanse the world of evil. As children of God, we must be ready. Like Noah, we need to be "preachers of righteousness" so we can help others find grace in the eyes of the Lord.

Prayer and Response

Instruction

- Lead students in prayer.
- Lead students in a prayer of repentance.
 - » Thank God for His forgiveness, blessing, and protection.
 - » Recognize how today is like the "days of Noah." Intercede and repent on behalf of God's creation.
 - » Thank God for His mercy, patience, and longsuffering.
 - » Ask for opportunities to witness to others.
 - » Ask for help to live in covenant with Jesus.
- Send each student home with the MOVE! student devotional ☞ and activity pages ☞ for this lesson.
 - » **Say:** This week as you study God's Word, look for God's promises to Noah that are also promises to you.

PAGE 6

Prayer and Response: Ideas to pray and do with students as parents pick them up

PAGES 7-8

The end of each lesson offers two pages of Bonus Material that can be worked into a lesson's plan. The Worship section suggests age-appropriate songs to supplement the lesson. Memory work, games, snacks, activity pages, craft, and deeper study options are also provided.

BONUS OPTIONS

WORSHIP

Supplies: Video Quick Links Document ☞

Instruction

- "Go On, Noah" by 10th Kids Music ☞
- "Any Any" by 10th Kids Music ☞
- "Thank You, Jesus (Gospel)" by 10th Kids Music ☞
- "I'm So Blessed" by 10th Kids Music ☞
- "Trust and Obey" by 10th Kids Music ☞

Application: While it's true we are surrounded by sin, it is also true that when we repent, God will forgive us and bless us. That's the beauty of a promise party. God is so good. He promises to bless us when we live for Him.

MEMORY WORK

Lesson 3 Memory Verses

"And the Lord said, I will destroy man whom I have created from the face of the earth... But Noah found grace in the eyes of the Lord" (Genesis 6:7-9)

Supplies: Lesson 3 Memory Verse ☞

Instruction

- Review the Lesson 3 Memory Verse ☞ (Genesis 6:7-9).
- Whisper an animal name to each student's ear. Assign each animal to two students who are not sitting by one another. Animal names may include cow, cat, snake, dog, lion, donkey, horse, pig, sheep, duck, elephant, chicken, monkey, camel, frog, owl, goat, wolf, bear, mouse, turkey, bee, cricket, and parrot.
- **Say:** When I say, "go," walk and act like your animal. Leave your animal's sound. As you do, in your partner. Once you find your partner, the memory verses together, assigning of animals to different students each round.
- Noah obeyed God and built an ark that animals. Noah found grace in God's eyes when he worshiped and obeyed God.

DEEPER STUDY OPTION

SNACK OPTION


Supplies: Ark art foods (see below), drinks, plates, napkins, cups

Instruction

- Give each student a plate or opened napkin to use as their canvas.
- **Say:** Follow my instructions. Once we are finished, you can eat your snack.
- Distribute the foods. Help students design a scene from the lesson and show it to a friend before eating.
 - » Sun Round orange slice
 - » Clouds Marshmallows
 - » Rainbow Fruit circles cereal
 - » Animals Animal crackers
 - » Ark Graham crackers and pretzel sticks
 - » Water Blueberries

Application: Just like you choose to obey my instructions before you ate the snack, we choose to obey God's commands and live for Him.

CRAFT OPTION



Supplies: Yellow paper plates, yellow construction paper, markers, googly eyes, glue, scissors, yarn in various colors (red, orange, yellow, green, light blue, dark blue, and purple), duct or packaging tape

Preparation

- Purchase yellow paper plates, available at most dollar stores. Fold the plates in half and cut along the crease. Each student needs half a plate.


Instruction

- Give each student a yellow plate half.
- Help students cut out yellow construction paper triangles and glue along the rounded edge of the plate, like sunbeams.
- Students use markers and googly eyes to create a smiling face on their ark.
- For each yarn color, help students wrap the yarn from the head to the bottom and back five times (like wrapping Christmas lights). Then cut the yarn.
- Repeat the step for each color of the rainbow.
- Along the back flat edge of the plate, glue the yarn in color blocks in the order of the colors of the rainbow, with the strands hanging down. Use duct or packaging tape to secure the yarn to the back of the plate.

Application: The rainbow is a reminder to us of God's promise to protect His covenant people.

MOVE! DEVOTIONAL AND ACTIVITY PAGES

CREATION AND COVENANT



Monday

Read: Genesis 1:1-28.

1:1-5 God did so many wonderful things before the earth was even formed. What feelings do you have knowing all the things He did before creating the earth?

1:4-13 When God called His creations "good," do you think it was because He knew we would enjoy His creations, because He made them, or both? Why do you think that?

1:20-25 If you were God, what types of sea creatures and what types of animals would you create first? Why?

1:27-28 God made you in His image. You! How does that make you feel? Now do you understand why Satan wants to make us feel worthless?

- Knowing God made every animal, bird, and all of nature, list three ways you appreciate all of them more.
- God made us to appreciate and enjoy nature and all His wonders. In what ways do you want to worship God more?

Tuesday

Read: Genesis 1:26-2:4.

1:24-27 Of all the living things God made, only humans were made in His image. What does that say about how God feels about you?

1:24-30 God gave us power over fish, birds, animals, and plants. Why does God trust us with these things on earth?

1:31 God saw everything He made was "very good." Earlier verses said it was "good" (no very). Why do you think God thought day six was better than the others?

2:1-4 God rested on the seventh day of Creation. Why would God need to rest? Was it because he was tired? Why do you think the seventh day is holy?

- Why is it extraordinary that God made you in His image? Could He have created us without making us in His image? What does that say about God's covenant with you?
- What does God trusting us with everything else on earth say about His love for us?

FALL 01

Each lesson has a digital two-page, five-day devotional with daily Bible reading and questions to guide children's understanding and application of the biblical text. Teachers can print these for students, or provide them to families via email or through social media.

Kids will have fun with the activity pages, which feature a reading of the Bible story, a fun word activity, as well as a coloring page of the lesson's Bible art. Teachers can print these for students, or provide them to families via email or through social media.

Creation and Covenant
 God created the world for us to live in covenant with Him.

Genesis 2:7-23 (New Living Translation)

7 Then the LORD God formed the man from the dust of the ground. He breathed the breath of life into the man's nostrils, and the man became a living person. . . . 8 The LORD made all sorts of trees grow up from the ground—trees that were beautiful and that produced delicious fruit. In the middle of the garden He placed the tree of life and the tree of the knowledge of good and evil. . . .

9 The LORD God placed the man in the Garden of Eden to tend and watch over it. 10 But the LORD God warned him, "You may freely eat the fruit of every tree in the garden—except the tree of the knowledge of good and evil. If you eat its fruit, you are sure to die."

11 Then the LORD God said, "It is not good for the man to be alone. I will make a helper who is just right for him." 12 So the LORD God formed from the ground all the wild animals and all the birds of the sky. He brought them to the man. . . .

13 He gave names to all the . . . animals. But still there was no helper just right for him.

14 So the LORD God caused the man to fall into a deep sleep. While the man slept, the LORD God took out one of the man's ribs and closed up the opening. 15 Then the LORD God made a woman from the rib, and he brought her to the man. 16 "At last!" the man exclaimed. "This one is bone from my bone, and flesh from my flesh! She will be called 'woman,' because she was taken from 'man.'"

Fill in the crossword using the word bank. The verses are from Genesis 1 in the KJV Bible.

WORD BANK: BLESSED • DOMINION • EARTH • EVENING • FIRMAMENT • FOWL • FRUIT • GOOD • GRASS • HEAVEN • IMAGE • KIND • LAND • LIGHT • MORNING • MULTIPLY • SEAS • SEASONS • SEED • STARS • WATERS

ACROSS

1. "God _____ them, and God said unto them . . ." (1:28).
4. "God created man in his own _____." (1:27).
5. "Let there be a _____ in the midst of the waters." (1:6).
7. "The tree yielding _____ whose seed was in itself" (1:22).
9. "God called the dry _____." (1:9).
10. "In the beginning God created the heaven and the _____." (1:1).
11. "The gathering together of the _____ called the Sea" (1:10).
12. "Let them be for signs, and for _____ and for days, and years" (1:14).
14. "Be fruitful, and multiply, and fill the waters in the _____." (1:22).
15. "And God said, Let there be _____." (1:3).
16. "And the _____ and the morning were the first day" (1:5).
18. "And the evening and the _____ were the sixth day" (1:5).
19. "God made the beast of the earth after his _____." (1:25).

DOWN

2. "Let them have _____ over the fish of the sea" (1:26).
3. "Let there be lights in the firmament of the _____." (1:14).
6. "Be fruitful, and _____." (1:22).
7. "And _____ that may fly above the earth" (1:20).
8. "Let the earth bring forth _____." (1:10).
13. "God said, Behold, I have given you every herb bearing _____." (1:29).
14. "He made the _____ also" (1:16).
17. "God saw every thing that he had made, and, behold, it was very _____." (1:31).

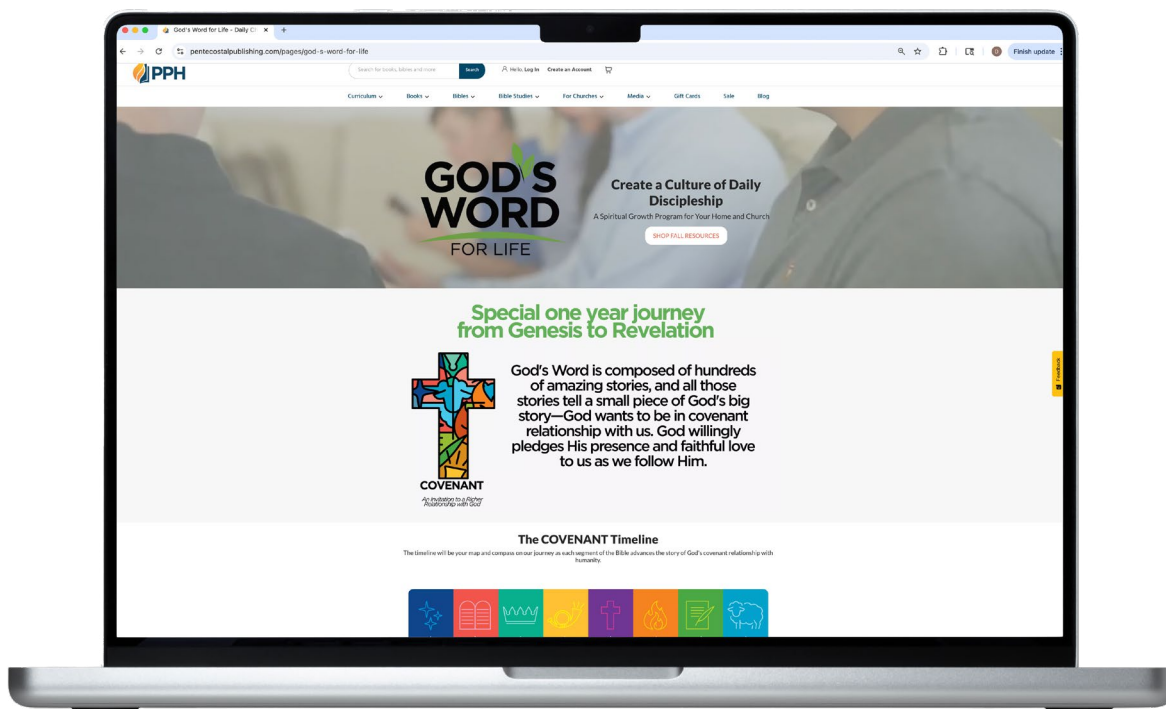
I will praise God for the wonderful world we live in.

FALL 01

RESOURCE KIT

Research suggests optimal learning involves all of the senses, and with the Resource Kit, teachers are equipped to engage kids' senses to make the lesson come alive. Housed in a clear jumbo resealable bag, the kit includes artwork to illustrate major lesson points and Bible stories to go along with the teacher's presentation of the Leader Guide. Digital resources accompany the Resource Kit and include music lyric videos, digital files the teacher can print for lesson games or activities, supplemental videos to help enliven lessons, and more.





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