

# Spending Time with God in His Word

UNIT  
2  
LESSON  
7

## Bible Reference

Selected passages

## To the Teacher

The goal of this lesson is to guide students in how to have personal devotions. The focus will be on studying and memorizing God's Word. Students will also be encouraged to pray daily. You will need to be familiar with some method of helping students understand the different aspects of prayer. Resources are available at the beginning of the unit.

## Preparation/Materials

- \* A basket or crate containing Bible study materials, either your own or ones at a third grade level (e.g., NIV Bible, devotional, hymnal, concordance, note cards, pen, highlighter, and the like)
- \* Familiarity with an acronym to help students with prayer (see Web sites listed in Resources) or the Lord's Prayer in Matthew 6:9–13 or Luke 11:2–4
- \* The ring of verses students made in Lesson 3
- \* 3" x 5" cards hole-punched on one side, at least two per student
- \* Crayons, markers, or colored pencils (optional)

## Lesson Highlights

- \* It is very important for us to spend time studying God's Word and to spend time with him.
- \* Many materials are available to help us study God's Word more effectively, even as children.
- \* It is helpful to find a special place and time every day to meet with God.
- \* There are many different aspects to prayer. Prayer is not just asking God for things.

## Background

Developing a regular, personal devotional time is a skill that many adults have not achieved. Helping students to see the importance of spiritual disciplines such as Bible study, memorization, and prayer is a gift that we can give them. If they can establish these habits at a young age, they will be much better prepared to face the challenges and myriad distractions along the path of life, especially in an age of information and technology overload.

## Lesson Steps



### Bridge

1. Display a basket or crate of Bible study materials.
2. Show students what is in your basket and how you use these things. This will vary depending on what you choose to put in your basket. Some ideas follow, but make sure students understand that the most important item in any devotional routine is the Bible.

- \* “Each morning I read a devotional from this book.”
  - \* “I look up the Scripture that is mentioned and read the whole chapter right from the Bible.”
  - \* “I pray and ask God what he wants me to learn from the reading.”
  - \* “I highlight a verse if I think it says something especially to me.”
  - \* “I write a verse on a card to keep it and memorize it.”
  - \* “I look up verses using my concordance if I want more verses on a topic.”
  - \* “I sometimes get out my song book and read or sing a song of praise.”
  - \* “I pray and tell God what is on my heart. First, I praise him for who he is. Next, I repent of anything I have done that displeases him. Then, I ask God to help me with a problem or something I need to do better. Finally, I yield to him and remind myself that God is in control of my day and my life.”
- 3.** Tell students that today you will talk about the importance of spending quiet time with God and you will help them learn ways to do this.



### Scripture Link

- 1.** Review the first memory verse.

“How can a young man keep his way pure?  
 By living according to your word.  
 I seek you with all my heart;  
 do not let me stray from your commands.  
 I have hidden your word in my heart  
 that I might not sin against you.  
 Praise be to you, O LORD;  
 teach me your decrees” (Psalm 119:9–12).

- 2.** Discuss the verse focusing on the importance of studying God’s Word on a daily basis in order to keep our way pure, live by God’s Word, seek God with all our heart, and hide God’s words there so that we won’t sin.
- 3.** Introduce the second memory verse.

“Be still, and know that I am God;  
 I will be exalted among the nations,  
 I will be exalted in the earth” (Psalm 46:10).

- 4.** Discuss the verse, and talk to students about the importance of having a quiet place and time to be with God. Make sure that they understand that we can be with God any time and any place. Talk about possible options for a personal devotional time with God every day, not just Bible time or devotions at school. Help students understand that a devotional time is not just a time to study and memorize the Bible but also a chance to talk to God and praise him.

5. Discuss the aspects of prayer. Help students see that prayer is not just asking God for things. Tell students that it is important also to thank God for his creation, to praise him for who he is and what he has done and is doing in our lives, and to seek forgiveness for our sins.
6. Lead students in a sample prayer that models these components. (There are several popular acronyms that you might share with students. See the Resource section at the beginning of the unit for Web sites that give the meanings of various acronyms. Alternatively, you may use the Lord's Prayer in Matthew 6:9–13 or its shortened version in Luke 11:2–4.)
7. Read Psalm 16:11. Ask students, “Why is it so important for us to spend time alone with God every day, studying the Bible and praying to him?” (It will guide us along our path. It will fill us with joy. It will give us pleasure forever.)
8. Ask students, “Does this mean that our path will always be easy?” (No. Remind students that all of us have times when we struggle with problems.)
9. Write these examples of problem times on the board in a list:
  - When I feel afraid.
  - When I feel angry.
  - When I feel temptation.
  - When I feel lonely.
  - When I feel sad.
  - When I feel tired.
10. Have students help you find the key word in each problem. Underline the key words on the board.
11. Tell students to pick at least two of the problems from the list that they experience the most.



### Student Activities

1. Tell students that they will be adding to the ring of verses they made in Lesson 3.
2. Have students get out their Bibles and find the concordance at the back. Review the use of a concordance, and tell students that they will actually be using the concordance in their Bible for this activity.
3. Help them to look up the words from the problems that they chose. Find verses to help with that particular problem. (Some Bibles have sections titled “Promises from the Bible” or “Perspectives from the Bible,” which offer suggested passages to help in various situations or when facing certain problems in life. The Gideons International print such helps in their Bibles, which are also available online. See Resources for Web site.) Look up the verses and copy them onto 3 x 5 cards.
4. You may want to let students decorate the cards. Then add them to the ring of cards from Lesson 3.
5. Talk about ways to use the verses: memorize them, put one on the refrigerator or some other place where they will see it often, read one each day at the beginning of their devotional time, or ask to talk about a verse each night at dinner.

## Enrichment

- \* **Bible.** Have devotionals for children available for students to look at. *Devotions for Girls: God and Me (Ages 6–9)* and *Gotta Have God 2: Cool Devotions for Boys (Ages 6–9)* are especially well done and use the NIV version for Bible verses.
- \* **Music.** Brainstorm a list of praise songs that your students know. Sing one each morning during your class devotions, and encourage students to sing during their own quiet time at home.

SAMPLE

# Jacob and Esau: The Blessing

## Bible Reference

Genesis 27:1—28:5

## To the Teacher

The competition between Jacob and Esau continues in the story for today's lesson. Jacob and Rebekah plotted against Isaac and Esau to "steal" the blessing for Jacob. Help students get a sense of how destructive this kind of deceit was to the entire family. No wonder Rebekah encouraged Jacob to flee the family. Students should also see how destructive lies and deceit are in their lives.

## Preparation/Materials

- \* Activity sheet, one per student

## Lesson Highlights

- \* Rebekah plotted to deceive Isaac into blessing his younger son, Jacob.
- \* God is sovereign and accomplishes his purpose in the world—even through the deceitful actions of people.

## Background

The story of Jacob and Esau's struggle over the blessing is engrossing and lively, but it poses a difficult question: Why did God choose Jacob rather than Esau to inherit the promises? It certainly was not because Jacob was morally superior to Esau; Jacob was deceitful and greedy, always looking out for himself. But still God chose him. God exercises his free choice and chooses whomever he will.

## Lesson Steps



### Bridge

1. Tell the following story.

All summer and fall you worked hard, mowing the lawn, raking leaves, and weeding the garden. Your dad had promised that he'd buy you a gaming system and three games for your birthday to reward you for working so hard. He offered your twin the opportunity to share the deal, but your twin just hung out in the house every day watching TV and occasionally helping your mom.

The week before your birthday you and your dad went to the mall to pick out the gaming system and the three games. Your dad said that he'd put them in his closet and wrap them for your birthday.

When your birthday arrived, your mom handed your twin a huge gift and smiled knowingly. Your twin tore off the paper and found your gaming system and games! You thought that there must have been some mistake. Even your dad looked confused. There was only one other gift sitting next to the cake, and it was really small. You opened it, hoping that it was a slip of paper telling you that your

dad had your gaming system hooked up in the family room. Instead you found a DVD of Mickey Mouse cartoons.

2. Have students discuss the story. How would they feel if the gifts they were promised went to someone else? How would they feel if their mom gave their gifts away to another family member? What would they think of their dad? (Allow for a variety of responses. Students will immediately see how unfair the situation is. They may want to rectify the problem by giving each person the correct gifts.) Emphasize that they cannot change who gets the gifts once they are opened. Tell them, too, that the dad in the story doesn't have the money to buy both children the same expensive gifts.
3. Tell students that in today's story they will hear about a person who lied to get the gift that was meant for another person.



### Scripture Link

1. Ask students to recall the basic foods the nomads of Abraham's time ate. (Bread, meat, fruit, and animal products such as milk and curds.) Recall that Isaac's farming in Philistia (Genesis 26:12) probably made the grains more plentiful than meat. Explain that Esau was a hunter and that Isaac loved to eat the meat from the wild game that Esau brought home.
2. Tell the story from Genesis 27:1—28:5, using the following outline.
  - Isaac—old, blind, and believing that he was near death—wanted to give the firstborn blessing to Esau, his favorite son (27:1).
  - Isaac told Esau to hunt for game and to prepare Isaac's favorite meal; then he would bless Esau (27:1–4).
  - Rebekah overheard and plotted to help Jacob get the blessing (27:5–17). Include Jacob's fears and Rebekah's goatskin trick.
  - Jacob pretended to be Esau, and Isaac gave Jacob the blessing (27:18–29). Read the blessing from Genesis 27:27–29.
  - Esau arrived, the trick was uncovered, and he received a lesser blessing (27:30–40). Read (or paraphrase) Esau's blessing.
  - Esau threatened to kill Jacob after their father died (27:41).
  - Rebekah convinced Isaac to send Jacob to Haran to find a wife (27:42–46).
  - Isaac sent Jacob away with the full blessing (28:1–4).
3. Have students read the entry *blessing* (page 000) in the Bible dictionary.

### BLESSING

*A blessing in the Old Testament was a special promise made to a person. The blessing promised that the person would receive a special gift, often from God. A father passed on his property and authority over the family to his son through a blessing. A father also used the blessing to give special instructions to his sons. He told his son all that would be his in the future if he lived according to his father's—and God's—commands. Blessings could turn into curses if the son did not obey the commands.*

Ask students what was included in Isaac's blessing to Jacob. (Jacob would become wealthy from good crops, nations would serve him, his brothers would serve him, and all who blessed him would be blessed. Before Jacob left, Isaac blessed him by saying that Jacob and his descendants would receive the blessings promised to Abraham.) Why would this be so devastating for Esau? (Esau expected to receive the blessing when he returned from hunting, but the blessing had been given to Jacob.)

4. Ask students what resulted from Jacob and Rebekah tricking Isaac. (Esau became angry with his brother and resented him. Jacob was forced to flee to his uncle's home. The relationship between Rebekah and Isaac must have been tense as well.) Ask students what the consequences are when we lie or deceive others. (People no longer trust us, we hurt other people's feelings, we lose friends or cause other people to lose friends, and we often end up in more trouble than if we'd told the truth.)

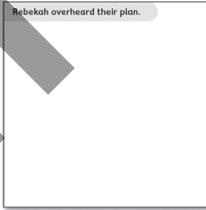
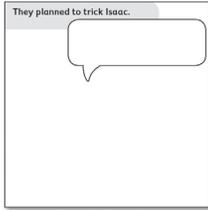
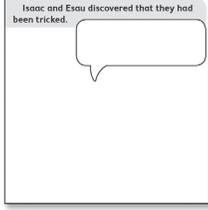


### Student Activities

1. Distribute the activity sheet. Read the directions together.
2. When students are finished, allow them time to share their comic strips with other students.

**Jacob and Esau:  
The Blessing** Name \_\_\_\_\_

Follow the directions under each box to complete the cartoon.

<b>1. Isaac sent Esau out hunting.</b> Rebekah overheard their plan. 	<b>2. Rebekah talked to Jacob.</b> They planned to trick Isaac. 
<b>3. Jacob tricked Isaac.</b> Isaac blessed Jacob. 	<b>4. Esau returned.</b> Isaac and Esau discovered that they had been tricked. 

Draw Rebekah inside the tent. In the word balloon write what Rebekah is saying.

Draw what Jacob wore to trick blind Isaac. Write what Esau said.

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### Enrichment

- \* **Bible.** Read Genesis 27:1—28:5 as a class. Assign different students to read the lines of Isaac, Esau, Rebekah, and Jacob as you read the narration.
- \* **Drama.** Have students act out the story of the blessing. Attach a piece of fake fur to Jacob's arm.
- \* **Music.** "Count to Ten" and "Actions Speak Louder Than Words" from *The Ultimate Praise Songbook for Kids*.

# The Favorite Dreamer

UNIT  
7  
LESSON  
1

## Bible Reference

Genesis 37:1–11

## To the Teacher

The narrative of Genesis shifts to Joseph in chapter 37. This is the last story of a family before we move to the story of a nation.

Jacob returned to Canaan and was raising his 12 sons there. He was partial to Joseph—Rachel’s firstborn—and he showed this favoritism when he presented Joseph with a special coat. Sibling rivalry became quite evident as events continued with Joseph’s dreams.

The stories of Joseph show God working out his purposes in spite of—and even through—human evil. As these stories unfold, help students see God’s plan to save his people and Egypt.

Students will begin a dream booklet that they will complete in Lessons 6 and 7. Collect the pages to compile later. Also remember to gather materials for use during the Egypt project lessons.

## Preparation/Materials

- \* Activity sheet, one per student
- \* Scissors
- \* Colored pencils

## Lesson Highlights

- \* Jacob gives Joseph a brightly colored, long cloak.
- \* Joseph’s brothers hated him because he was his father’s favorite.
- \* Joseph dreamed that his father, mother, and brothers would bow down to him.

## Background

The dream story in Genesis 37 sets the stage for the entire Joseph narrative. It identifies Joseph as his father’s chosen and the one to whom God gave dreams. Neither Joseph, his brothers, nor his father recognized the dreams’ nature and implications. His brothers saw only a spoiled younger brother who bragged about his dreams of status. Even Jacob thought that Joseph was overstepping his bounds. None of them understood that someday they would bow before Joseph, the dreamer, who would save them and the Egyptians from famine.

Joseph is a picture of Christ. His life pointed to the One whom God intended as Savior, not just of the Jews or Egyptians, but also of the whole world. Joseph prefigured Jesus in several ways. Both were rejected and despised, both were sold for pieces of silver, both suffered for and saved the ones who betrayed them, and both forgave their betrayers. Help students to see the beautiful picture of Christ that is foreshadowed here in the Old Testament.

## Lesson Steps



### Bridge

1. Discuss sibling relationships and sibling rivalry. If you are comfortable doing so, share an example from your own life. You may want to use the following questions to start the discussion. “Have your brothers or sisters ever made you really angry or upset? Have they ever picked on you or accused you of doing

something that you hadn't done? When our siblings are angry at us, what kinds of things do we do that make the situation worse? What might be some good ways to deal with angry brothers and sisters?"

2. Remind students that Jacob had 12 sons as well as some daughters. What kind of fights and problems might these siblings have had? (Answers may include that they would be jealous of the attention their father gave others. They may have fought over possessions. They may have argued over chores and other duties.)



### Scripture Link

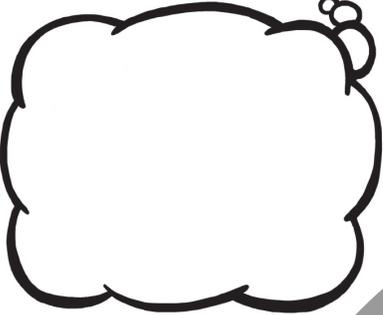
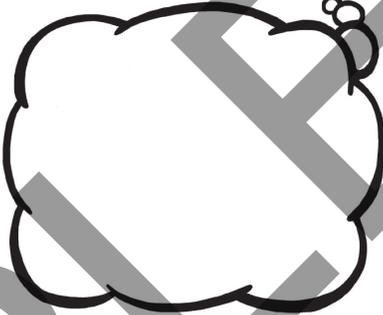
1. Have students look up Genesis 37:1–11 and read along silently as you read the passage aloud. Point out that Joseph was Jacob's (Israel's) favorite. Remind them that Joseph was Rachel's firstborn. Emphasize Joseph's dreams and how they angered his brothers. Students should also recognize Joseph's obedience to his father.
2. Ask the following questions after reading the selection together.
  - How old was Joseph at the time of this story? (He was 17.)
  - What are some reasons that the brothers were jealous of Joseph? (Joseph brought their father a bad report about them, Jacob gave Joseph a very special robe, and Joseph had two dreams that made the brothers angry.)
  - What was his first dream, and what did it mean? (Joseph's first dream was of 11 sheaves of grain bowing to his sheaf of grain. The dream meant that the brothers would one day bow down to Joseph.)
  - What was his second dream, and what did it mean? (Joseph's second dream was of the sun, moon, and 11 stars bowing down to him. It meant that Joseph's father, mother, and brothers would one day bow down to him.)



### Student Activities

1. Distribute the activity sheet and go over the following directions. (Demonstrate if needed.) Explain that you will be making the first two pages of a dream booklet that you will complete later in the unit. Each booklet page will be completed the same way.
  - First, cut the page in half on the dotted line.
  - Next, write the number of each dream (where it says "Dream Number \_\_").
  - Then write the name of the person who dreamed it (where it says "Dreamed by \_\_\_\_\_").
  - After that, draw a picture of the dream in the bubble. Be creative and think of good ways to illustrate the dream accurately.
  - Finally, write the meaning of the dream (where it says "Interpretation of Dream").

2. Have students work on the pages independently. If students have difficulty with the interpretation, you may want to have a discussion and write the meaning on the board for them to copy.
3. Save the illustrations for further use in Lessons 6 and 7.

<p>Dream Number _____</p> <p>Dreamed by _____</p> <div style="text-align: center; margin: 20px 0;">  </div> <p>Interpretation of Dream:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	CUT	<p>Dream Number _____</p> <p>Dreamed by _____</p> <div style="text-align: center; margin: 20px 0;">  </div> <p>Interpretation of Dream:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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## Enrichment

- \* **Bible/Art.** Have students research Joseph's special coat, which was also called a robe and a cloak. Have them draw a picture of what they think it looked like.
- \* **Bible.** Have students find other dreams that appear in the Bible.
- \* **Film critique.** Obtain a copy of *Joseph King of Dreams*. At the end of the unit have a showing, and encourage students to compare the Bible version with the movie version.
- \* **Music.** Obtain a recording of *Joseph and the Amazing Technicolor Dreamcoat*. The songs in this musical by Andrew Lloyd Webber recount the key events in Joseph's life and will provide an enjoyable way for the class to review the Joseph stories during the next several lessons.