

# I LOVE MY BIBLE!

10

All Staff  
Pre-Class

MEMORY WORK -  
LARGE GROUP

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(15 min.)

## God's Word is a TREASURE

- Arrange tables and chairs.
- Pray for today's class.
- Have music playing.
- Welcome kids as they arrive and begin taking attendance.
  
- Chose activities to help students begin learning the books of the Bible. To aid in memorization, use the Books of the Bible Demonstration Board. Several of the following activities use Books of the Bible Cards.
  - **Book Order Races**  
Form teams and have them race using the Old or New Testament book cards to see which team can put them in order more quickly.  
OR  
Deal out the Old or New Testament book cards to all the students. Time the class to see how long it takes them to put the cards in order (on the floor at the front of the room). Repeat and have them try to beat the previous time. (Record their best time so that they can try to beat it next week.)
  - **Old or New**  
Have a student draw a random card from the deck and call out the name of the book. Then choose a student to say whether the book is in the Old or New Testament. If correct, he/she gets to draw the next card.  
OR  
Display the Books of the Bible Demonstration Board at the front of the classroom. Have students stand in a line (or if you have a larger class, just have them stand at their seats) facing the board. Make sure cards are mixed up, and then have a student begin turning cards and calling out their names. If the book called is from the Old Testament, students take a step toward their left; if it is from the New Testament, they take a step toward their right (since, as they are facing the Books of the Bible Demonstration Board, the Old Testament is on their left and the New on their right). Let the student-caller draw and call several cards; then choose a new caller. Continue in this manner as you have time or until you have gone through all the Bible book cards.  
OR  
Form two teams. Have a member of each team come to the front of the class. Randomly chose a card from the deck and call out the name of the book. As quickly as possible, each team member calls out "Old" or "New." Award a point for the speediest correct answer (or award each correct answer a point). Continue, having a new player from each team come to the front.
  - **Musical Books**  
Seat kids in a circle. Choose cards of consecutive books of the Bible equal to the number of players. Mix up the cards and give one to each player. As the music plays, players pass the cards around the circle. When the music stops, whoever has the first book in the series places his card in the center of the circle and is out of the game. Play resumes until all the cards have been placed in order. The last person to place a card gets to choose the next cards used in the game.

- **Callout-Repeat**  
Call out 3-5 books (e.g., "Genesis, Exodus, Leviticus") at a time and have students repeat them. Repeat the callout-response several times. Then call out the next 3-5 books and have them repeat those.  
VARIATION: Have a student lead the callout.
- **Pass the Beanbag (or Ball)**  
Have students stand or sit in a circle. Pass a beanbag (it can't roll away like a ball). As each person receives the beanbag, he/she names the next book of the Bible (start wherever you'd like).  
OR  
Have the entire group call out the next book as each person receives the beanbag.  
VARIATION: From time to time call out "Freeze." The person holding the beanbag must name the next three books in order.
- **Before or After**  
Randomly choose a card from either the Old or New Testament deck. Don't let the students see the card. Have them try to guess the name of the book on the card by randomly naming a book. If the card you're holding comes before the book guessed, say "Before." If it comes after the book guessed, say "After." Keep narrowing it down until someone guesses the correct book.
- **Memory (Concentration) Game**  
Choose several pairs of identical book cards from two Old or New Testament decks. Mix the cards and lay them out in a grid on the floor or a table. Have students take turns turning over two cards at a time, trying to find matches. If a match is found, the student gets to hold the cards. (Although in normal "memory game" rules the player gets another turn after finding a match, we usually have play pass to the next player.) The player with the most pairs at the end wins. Variation: Break into several smaller groups instead of playing with the whole group.
- **Sing the Books**  
Sing the "Old Testament Song" and/or the "New Testament Song." Have a student point (with a pointer or play sword) to the names of the books as the group sings. Repeat several times with different students pointing.
- **Sing Memory Work Songs**  
Several of the verses students are memorizing (during small-group memory work time) have been set to music. From time to time, sing these songs during large-group time. (Visuals can be found in the tubs with the students' memory work folders.)
- **Sing Go Fish's "Ten Commandment Boogie"**  
Sing with lots of action. Use this song to discuss the meaning of each commandment.
- **Work on Memorizing the Ten Commandments**  
Using the Ten Commandments visual display board, say the commandments together. Then close the board and ask students to remember what the first or fifth (etc.) commandment is. At first just concentrate on remembering the gist of the commandments and then work towards exact recall. (The complete 2<sup>nd</sup> commandment [set to "Twinkle, Twinkle Little Star"] and 10<sup>th</sup> commandment [set to "If You're Happy and You Know It"] may be sung.)
- **Memorize Psalm 1 by repeating it together each week before going to small-group time. Display a posterboard with the words. Use actions to aid in memorization (see back of Psalm 1 posterboard).**

From time to time discuss the overall meaning of the passage and what specific words mean, such as: *blessed* (happy), *counsel* (advice), *ungodly* (without God, sinful), *scornful* (those who mock and are disrespectful), *delight* (enjoyment, happiness), *meditate* (think about, ponder), *wither* (dry up, die), *whatsoever* (whatever), *prosper* (succeed, do well), *chaff* (dry outer covering that is separated from grain), *judgment* (time when God judges), *congregation* (gathering of people), *righteous* (right with God), and *perish* (die, come to nothing).

## MEMORY WORK - SMALL GROUP

All Staff

\_\_\_\_\_ : \_\_\_\_\_ - \_\_\_\_\_ : \_\_\_\_\_  
(15 min.)

- Break into smaller groups, one teacher with each group, and work with students on individualized memory work.
  - For our class, we divide into four groups: two each for 5- to 7-year-olds and 8- to 10-year-olds. (To cut down on noise and confusion, two groups may leave the room to practice verses in another classroom, the hallway, etc.)
- Work with each student on a list of Bible verses that you would like him/her to memorize. Allow students to work at their own pace (e.g., older kids not held back by younger), keeping track of their progress on charts or in workbooks.
  - We use workbooks entitled *Quick and Powerful Scriptural Concepts for Children* by Valda Johnson and Ilene Sargeant, ordered through Pentecostal Publishing House. In these, students memorize a set of six verses at a time, quoting them one at a time, then two at a time, then three at a time, etc., until they are ready to test on all six at once.
- Also allow time for the kids to quote the names of the books of the Old and Testaments in order as they learn them, as well as Psalm 1.
- Remind students that there will be prizes for those who memorize.
  - Students must pass with a score of 80 percent or better when working in their *Quick and Powerful* workbooks.
- Remind students that during Bible Memory Work time, everyone must be working! Encourage them to work together to memorize verses, as opposed to distracting each other.
- Coloring pages are available to help occupy visitors (or younger/distracted students) while their classmates are quoting verses.
- As students achieve memory work goals, reward them during a large-group time so that everyone can congratulate them on their accomplishments.

## REVIEW

(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(10 min.)

## RULES & PRAYER

(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(5 min.)

## BIBLE LESSON

(Leader/Teacher)

\_\_\_\_:\_\_\_\_ - \_\_\_\_:\_\_\_\_  
(15 min.)

- Ask review questions from previous lessons. See "I LOVE MY BIBLE! Review Questions." Ideas (keep in mind that you only have about 10 minutes):
  - Toss out candy for correct answers.
  - Form teams and play Bible baseball.
  - Form teams and play tic-tac-toe. (A correct answer allows a team to place its "X" or "O.")
  - Play musical chairs. If student answers a question correctly, he/she is NOT out.
- Go over rules (Power Hour Promises) by calling on students to read/remember the rules.
- Pray together for the class. (Take individual requests from students only as time allows.)

Teacher Prep: Read Matthew 6:19-21, Matthew 13:44, and Psalm 119:127. Pray for anointing.

Items Needed: Pictures of treasures, pirates, sunken ships, etc.; treasure box of some kind with things inside that you treasure (items from your childhood, mementoes of special occasions, pictures of people you love, your Bible, etc.); "Treasure" visual.

Show pictures of treasures, pirates, sunken ships, etc. Discuss pictures. Some possible items of discussion:

- **Where did pirates get their treasure?** (*they took it from other people*)
- **Why did they hide their treasure?** (*because they didn't want anyone taking the treasure from them*)
- **What would it be like to find a pirate's buried treasure or a sunken ship full of gold and jewels?!**
- **What kind of treasure would you like to find?**

Listen to what Jesus said about treasures in Matthew 16:19-21.

Read Matthew 6:19-21 from your Bible.

- **What can happen to earthly treasures?** (*moths and rust can destroy them, thieves [pirates] can steal them*)
- **Where does Jesus tell us to store our treasures?** (*in heaven*)

Jesus is saying to value things that will last beyond this life—  
heavenly things.

Open your treasure box and show students your treasures. Discuss why each item is a treasure (precious, valuable) to you. Save your Bible for last.

- How is God's Word a treasure? (*it's precious, valuable; it's a gift from God; there's no other book like it; it's all the things we've talked about this quarter: a sword, light, honey, fire, road signs, a map, our measure, a cleanser; etc.*)

Listen this parable Jesus told about a treasure.

Read Matthew 13:44 from your Bible.

- What did the man do when he found the treasure in the field? (*hid it, sold everything he had, and bought the field*)

The treasure in the field was more valuable to the man than everything else He owned! Jesus said His kingdom is like that. Listen to Psalm 119:127.

Read Psalm 119:127 from your Bible.

Have a student attach the "Treasure" visual to the board

Ask yourself these questions before we pray:

- Do I love God's commandments?
- Do I obey His commandments?
- Do I take care of my Bible?
- Do I read, memorize, and study my Bible?
- Do I listen when others are teaching or preaching God's Word?
- Do I treasure God's Word?

Let's pray right now and thank God for the treasure of His Word. Let's ask Him to help us to love and obey His Word and to treasure the things that will last forever.

Lead the kids in prayer—response to lesson.

## BIBLE SKILLS

(Leader/Teacher)

(15 min.)

Familiarize students with the structure of the Bible and the names of all the books, using the Books of the Bible Demonstration Board.

- **How many books of Law are there? (5)**
- **What are the names of the books of Law? (*Genesis, Exodus, Leviticus, Numbers, Deuteronomy*)**
- **Do you remember which two books of Law contain the Ten Commandments? (*Exodus and Deuteronomy*)**
  
- **How many Old Testament books of History are there? (12)**
- **What are the names of the Old Testament Books of History? (*Joshua, Judges, Ruth, 1 Samuel, 2 Samuel, 1 Kings, 2 Kings, 1 Chronicles, 2 Chronicles, Ezra, Nehemiah, Esther*)**
  
- **How many books of Poetry are there? (5)**
- **What are the books of Poetry? (*Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon*)**
- **What is special about Psalm 119? (*there are a few things: it is the longest chapter in the Bible; almost every verse mentions God's Word [statutes, commandments, laws etc.]; it is an acrostic poem with a stanza [section] for each letter of the Hebrew alphabet [within each stanza each verse begins with that letter.]*)**

Hand out Bibles. Remind students to handle Bibles carefully and to help younger students find verses. Teachers will need to assist students until they become familiar with finding verses in the Bible .

**Find Psalm 119. It's near the middle of your Bible. Then find verse 72.**

**Have a student read Psalm 119:72.**

- **The law of God's mouth was better to the Psalm writer than what? (*thousands of gold and silver*)**

**Now turn a page or so over to Psalm 119, verse 127. We talked about this verse in our Bible Lesson.**

**Have a student read Psalm 119:127.**

**You can't go wrong by loving God's Word more than gold. That's called laying up treasures in heaven—valuing the important things that will last forever!**

**Choose a couple of students to carefully collect the Bibles.**

**ACTIVITY/SNACK**

\_\_\_\_\_  
(Leader/Teacher)

\_\_\_\_ : \_\_\_\_ - \_\_\_\_ : \_\_\_\_  
(15 min.)

Supplies: Pre-creased 8.5" squares of paper printed with the word "Treasure Box"  
Sticky-backed "jewels"  
Crayons/markers  
"Treasure Box Scriptures" printed on cardstock  
PowerPoint Presentation "Origami Treasure Box," which shows how to fold the papers  
Computer on which to show the PowerPoint Presentation (or print out the presentation)  
Scissors  
Optional: Chocolate "gold coins" or other treasure-like candy/snack

Before class, be sure to pre-crease enough papers for your students and make a sample box (including lid). To save time/frustration for younger students, you might want to go ahead and completely fold the lids ahead of time.

Tell students: **God's Word is a treasure, precious and valuable. We are going to make origami treasure boxes to hold Scripture verses. Each day you can take a treasure (Scripture) out of your box and read it. You can also write down other verses you want to remember and place them in your treasure box.**

Give students pre-creased papers, as well as some "jewel" stickers and crayons/markers to decorate their treasure boxes. Show the PowerPoint Presentation "Origami Treasure Box," and help the students fold their papers along the creases to make the boxes. You may want to have a couple of teachers at each table demonstrating and helping. Give students a strip of cardstock with Scripture verses printed on it and have them cut the verses apart and place them in their treasure boxes.

You may want to give the kids some chocolate "gold coins" to eat and/or place in their boxes.