

I LOVE MY BIBLE!

7

All Staff
Pre-Class

MEMORY WORK -
LARGE GROUP

(Leader/Teacher)

____:____ - ____:____
(15 min.)

God's Word is BREAD

- 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.)
- **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.)

- 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.

RULES & PRAYER

(Leader/Teacher)

_____ - _____
(5 min.)

BIBLE LESSON

(Leader/Teacher)

_____ - _____
(15 min.)

- 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 4:1-4 and Jeremiah 15:16. Pray for anointing.

Items Needed: Fresh bread (if you could arrange to have fresh bread baking via a bread maker in the classroom, that would be even better 😊); Bible; "Bread" visual.

Give each student a piece/chunk of bread to eat and discuss the following questions.

- **What does the bread look, feel, smell, and taste like?**
- **What kinds of bread do you like?** (*for example, white, wheat, rye, Italian, French, pitas, bagels, muffins, tortillas, cornbread, biscuits, breadsticks, dinner rolls, banana bread, etc.!*)
- **Why do you think there are so many different kinds of bread?** (*bread is a basic or "staple" food*)
- **How often do you eat a bread product?** (*most likely every day*)
- **What does bread do for our bodies?** (*it satisfies our hunger, gives us energy, helps keep us alive, etc.*)

There was a time when Jesus could really have used some bread. Listen to this:

Read Matthew 4:1-4 from your Bible.

Can you imagine how hungry Jesus was after fasting (not eating) for 40 days and nights?! Even though Jesus was very hungry, He refused to turn stones into bread, telling the devil that a person needs more than bread to live: he needs the Word of God!

- **How is God's Word like bread?** (*it satisfies our spiritual hunger [the inside part of us that longs for God], gives us spiritual strength and life, etc.*)

Listen to what the prophet Jeremiah said about “eating” God’s Word:

Read Jeremiah 15:16 from your Bible.

- How often should we read and/or listen to God’s Word?
(every day, just as we eat bread daily)

Have a student attach the “Bread” visual to board.

If you go without bread (food), you will become weak and eventually die. If you go without listening to, reading, and studying God’s Word, you will become a weak Christian and your faith will eventually die.

Let’s pray right now and thank God for His Word. Let’s ask Him to help us read it daily and stay strong in our faith.

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 are in the Old Testament? *(39—3 letters in “OLD” and 9 letters in “TESTAMENT”)*
- How many books are in the New Testament? *(27 = 3 letters in “NEW” x 9 letters in “TESTAMENT”)*
- How many books are in the entire Bible? *(66)*
- What are the divisions of the Old Testament? *(Law, History, Poetry, Prophecy)*
- What are the names of the books of Law? *(Genesis, Exodus, Leviticus, Numbers, Deuteronomy)*
- What are the divisions of the New Testament? *(Gospels, History, Epistles (Letters), Prophecy)*
- What are the names of the Gospels? *(Matthew, Mark, Luke, John)*

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.

Let's look up a verse we talked about in our Bible Lesson. Find the first Gospel: Matthew, chapter 4, verse 4.

Have a student read Matthew 4:4 to the class.

- What do the **red** letters in this verse mean? (*Jesus is talking*)
- What does it mean when Jesus says, "It is written..."? (*He is quoting Old Testament Scripture*)
- Where can we find the Old Testament verse that Jesus was quoting? Hint: Notice the note in your Bible. (*Deuteronomy 8:3*)

Find the fifth book of Law: Deuteronomy, chapter 8, verse 3.

Have a student read Deuteronomy 8:3 to the class.

In Deuteronomy 8, Moses is reminding the Israelites of things God did for them when they were "wandering in the Wilderness."

- What special bread did God feed them with? (*manna*)

God fed His people miraculously, but He reminded them that bread alone is not enough for life, we must also have the Word of God.

Choose a couple of students to carefully collect the Bibles.

ACTIVITY/SNACK

(Leader/Teacher)

____:____ - ____:____
(15 min.)

Supplies: Breads of different kinds (for example, wheat, rye, white, pitas, bagels, muffins, tortillas, cornbread, biscuits, etc.)
Butter, peanut butter, jam, honey and/or other bread spreads
Drinks
Plates, napkins, cups, and plastic knives and/or spoons for bread spreads

Remind students: **God's Word is bread, satisfying our hunger, giving us strength and life.**