

Using This Student Guide

This Student Guide is designed to accompany *Telling God's Story: Year Four Instructor Text and Teaching Guide*, by Rachel Marie Stone (available on PDF or e-book). It expands on the lessons in that book, providing coloring pages, projects, games, and memory work. Some of these activities provide opportunities to put the lessons into practice; others help the student review the content presented in the lesson; still others reveal the ways in which artists in different eras have depicted biblical stories. For each lesson in the *Instructor Text*, this *Student Guide* contains at least one activity and a coloring page.

A Typical Week in This Curriculum

Aim to complete one lesson per week. Each lesson in the *Instructor Text* opens with a brief word of explanation to the parent; this will help you in helping your children process the content of the lessons. You should spend a few moments reading the parent section (“What the Parent Should Know”) from the *Instructor Text* the night before the lesson so you can ponder a bit; or if you prefer, read it right before the lesson so it is fresh in your mind—whatever works for you. The important thing is that you spend some time becoming familiar with the information so you can be of more help to your children. The purpose of these parent sections is to orient you to the biblical passage for that day. The parent sections are more detailed and complex than the scripted lessons; this will give you a broader handle on the issues surrounding the passage. It will also give you a greater vantage point from which to look at the lesson itself and, perhaps, to address questions that might come up.

Next, you may wish to read the scripted lesson from the *Instructor Text* to the student on the first day as he or she colors the coloring page for that lesson in the *Activity Book*, and then to complete projects on another day. Alternately, you may read the scripted lesson on the first day, complete the coloring page on the second, and complete the project or activity on the third.

In a group setting that meets once a week, plan to read the scripted lesson as the students color and then to conclude the day's study with the game or project.

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Lesson 1: Continuing Jesus' Story

Review Activity

Word Search: Witnessing Jesus's Life and Actions

Materials

- Witnessing Jesus's Life and Actions Word Search (Page 4)
- Pencil

Directions

- 1 Tear out Student Page 4, the "Witnessing Jesus's Life and Actions" Word Search.
- 2 Tell the student, "You use your five senses of sight, hearing, touch, smell, and taste to learn about the world around you. As you learn about Jesus's life and actions here on earth with his followers, imagine using your senses to try to figure out what was happening. Then imagine telling others about what your senses told you."
- 3 If the student needs help, give them hints using the answer key below.

E	Y	E	W	I	T	N	E	S	S			L	L	E	M	S
	S			E	E		N	X			N				C	
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V	N					R	E	T	R	O	P	E	R	A		R
E	D		P	U	N	G	E	N	T			E		L		E
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Coloring Page

The Next Chapter of Jesus' Story

The book of Acts is “Volume Two” of the story about Jesus begun in the Gospel according to Luke. This second book tells of how Jesus helped his followers continue his work. They told people what they had learned and seen about him, and they showed how he had changed their lives and behavior.



Luke & Acts Two Parts of the Same Story

Lesson 11: Setting Captives Free

Review Activity

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Setting Captives Free

Here are three different options for reviewing the content of this week's lesson. Select the one that works best for your group.

Directions

Option 1:

- 1 Tell the students they are going to fill in an outline of what happened in Acts 16:16-40. They can answer in phrases or complete sentences, whichever you think is appropriate. The purpose is to reinforce to them the story they just heard read to them.
- 2 Give each student a pencil and a copy of "Complete the Outline: Setting Captives Free" (Page 41).
- 3 Tell them you will read questions to them to help them fill in the blank lines.
- 4 Referring to the Bible and the questions, read the questions and give all help needed with saying and writing answers. If you think it would be useful to your students to break a section down further (for example, section II C or III F), feel free to do that, too; using Arabic numerals.

Here are the questions to ask to help fill in the outline:

- I. Actions of the slave girl and Paul
 - A. What did she do under the influence of a spirit?
 - B. How did that benefit her owners?
 - C. What did she do to Paul and his companions?
 - D. What did Paul do about that?
- II. Consequences of Paul's actions
 - A. What did the fortune-telling spirit do?
 - B. What did the unhappy slave owners do to Paul and Silas?
 - C. What did the magistrates command?
- III. Overnight events

- A. What were Paul and Silas doing in the prison while prisoners listened?
- B. What happened to the prison during the earthquake?
- C. What did the jailer try to do when he feared that the prisoners had escaped?
- D. How did Paul prevent the jailer from harming himself?
- E. How did Paul answer the jailer's question about saving himself?
- F. What three things did the jailer then do?

IV. Daylight events

- A. What did the magistrates command next?
- B. What did Paul protest?
- C. What did Paul challenge the magistrates to do?
- D. What did the magistrates do and ask Paul and Silas to do?

Here is what the outline might look like after the questions are answered:

- I. Actions of the slave girl and Paul
 - A. She predicted the future under influence of a spirit
 - B. She earned money for her owners by doing this
 - C. She followed Paul and his companions for days, shouting about who they were
 - D. Paul commanded the fortune-telling spirit to leave the slave girl
- II. Consequences of Paul's actions
 - A. Spirit left the slave girl
 - B. Slave owners dragged Paul and Silas to face the authorities
 - C. Magistrates ordered for them to be stripped, flogged, and imprisoned
- III. Overnight events
 - A. Paul and Silas prayed and sang hymns while other prisoners listened
 - B. Earthquake shook the prison, opened the prison doors, and loosened the prisoners' chains
 - C. Jailer tried to kill himself when he feared that prisoners had escaped
 - D. Paul reassured him they were still in there
 - E. Paul and Silas told him to believe in Jesus in order to be saved
 - F. Jailer washed their wounds, got himself and his family baptized, and fed them at his house
- IV. Daylight events
 - A. Magistrates ordered for Paul and Silas to be released peacefully
 - B. Paul protested that they had been unfairly treated as Roman citizens
 - C. Paul challenged the magistrates themselves to escort him and Silas out
 - D. Alarmed magistrates escorted them and asked them to leave the city

Option 2:

An easier option for students or for bigger classes is to have them write a three- to five-sentence narration about the events in the story. Be sure the following elements are included:

- Paul rescued a fortune-telling slave girl from torment and got into trouble for this

- While Paul and Silas were praying in prison, an earthquake helped convince their jailer to follow God's ways
- Though authorities wanted Paul to leave prison peacefully, he protested and they were afraid

Option 3:

Have the students come up with a simple skit/play that tells the story of this week's lesson. Once they've practiced it, they can perform it for parents or friends.

Coloring Page

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An Earthquake!

Paul and Silas were put in jail for teaching about Jesus. But an earthquake broke open their cell. The jailer was afraid that he would be killed for letting them get away. But Paul and Silas stayed and told him how to become a follower of Jesus.

Complete the Outline: Setting Captives Free

With your teacher's help, fill in the following outline of Acts 16:16-40.

I. Actions of the slave girl and Paul

A.

B.

C.

D.

II. Consequences of Paul's actions

A.

B.

C.

III. Overnight events

A.

B.

C.

D.

E.

F.

IV. Daylight events

A.

B.

C.

D.

Lesson 23: Sharing Different Gifts Within the Community

Put It into Practice Activity

Using Our Gifts for Everyone's Good

Directions

Decide on a project you would like to complete with the class. It should be a communally beneficial project in which each child can contribute her "gift" in a practical way. See suggestions below for ideas, or make up your own. Once you pick a project, wrap each project item as a gift (use gift wrap, recycled paper, gift bags, whatever you wish to make it look like a gift) before the lesson time. Perhaps even give some thought as to which gift you will give each child, and label each gift with a name. After reading the lesson, tell the children you will be giving out gifts to use for a project you'll all do together today. You could explain the project before or after gifts are opened. Hand out gifts to each child, saying to each, "May you enjoy this gift and use it for the good of the people here today." You could make it even more ceremonial by having each child reply, "I will!" You could let the children open their gifts at the same time, or you could let them take turns so that everyone sees what "gift" each child has and will use (and you can offer any explanations or positive commentary on the spot if necessary).

Use these project suggestions as a starting place. Feel free to add, subtract, or change items for gifts. Thrift stores are wonderful places to find some of these items or whatever items you want to use.

Start a garden: seasonally-appropriate seeds, old spoons, potting soil, egg cartons or toilet paper/paper towel rolls or newspaper (for making seed starter cups), old plastic/paper cups or small spray bottle for watering, tray for holding the seed starter cups

Cook mini-pizzas: sliced bread/English muffins or tortillas or pita pockets, grated cheese, chopped fresh tomatoes/peppers/mushrooms/olives/onions/pineapple/pepperoni/ham, small cans of tomato paste, oregano (chopped fresh food items can be packed into separate sturdy ziploc-like bags)

Bake and decorate cookies: premade cookie dough, candy decorations, chocolate chips, sprinkles, small bowls of colored sugar (mix granulated sugar with inexpensive liquid food coloring), colorful mini-marshmallows, premade frosting (if using already-baked cookies)

Create dinner table decorations: paper or cloth napkins (beforehand, you could cut squares from an old cotton sheet or piece of clothing and hem the four sides of each square for napkins), cardstock or unused file folders (from which to make placecards and centerpieces), colorful paper scraps, glue stick or bottle of white glue, colorful markers, small scraps of fabric or yarn, glitter, toilet paper/paper towel rolls (for napkin rings)

Clean a communal household appliance: rubber gloves, small carton of baking soda, small bottle of white vinegar, small spray bottles (in which to mix water and baking soda or water and vinegar), squares cut from old clean flannel sheets or clothing (to use as cleaning cloths), surface to clean such as a deep freezer/refrigerator/stove/dishwasher/kitchen sink, batch of cookies, sliced apples (for a work break!)

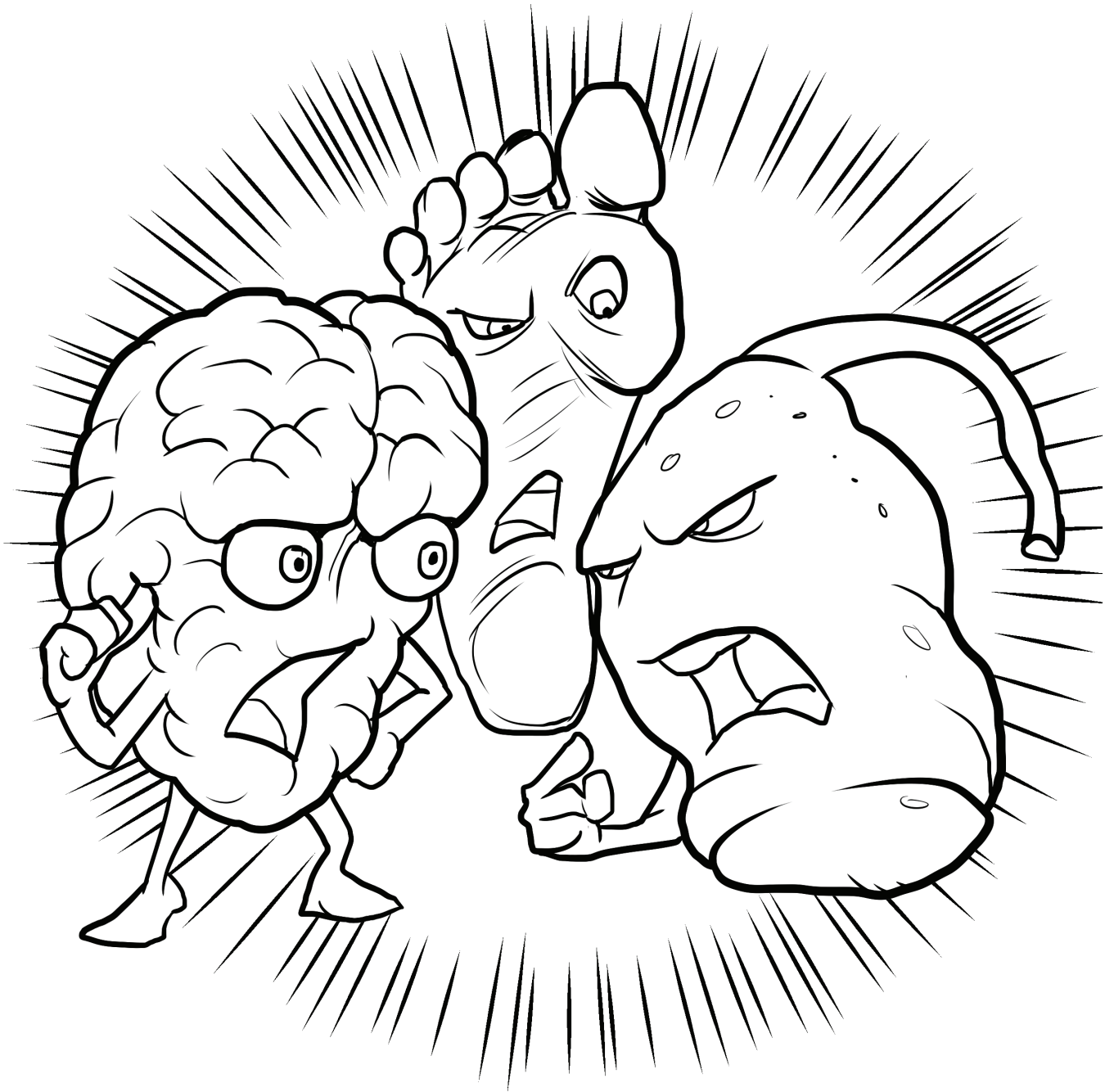
Decorate a part of the home or classroom: acrylic/craft/latex paints in small cans or bottles, inexpensive artist's paintbrushes in various sizes, stencils (can premake from old file folders or cardstock), dabbers such as erasers/corks/pieces of sponge, old plastic/paper cups to hold water and paints in, a primed surface to decorate (wall space, a door, an old or small piece of wooden furniture in good repair such as a stool/chair/bookcase/coffee table—maybe just put a big bow on this as a gift!)

Coloring Page



When Body Parts Argue

Body parts are supposed to work together. Just like it would be silly for parts of a body to argue with each other, members of Christ's body should try hard to work together peacefully, and with love, instead of arguing and competing over who is most important.



I Corinthians 12, Romans 12
When Different Parts of the Body Argue



I Corinthians
God Makes the Church Grow; We All Get to Help

Lesson 35: Hope

Memory Work

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A Famous Poem About Hope

Materials

- glue sticks
- pairs of scissors
- colorful poster board, one piece (approximately 9" x 12") per student
- copies of the mixed up lines of the poem, one per student (Page 129)
- a copy of Emily Dickinson's poem "'Hope' is the Thing with Feathers" for each group of students to refer to (Page 128)
- markers, crayons, and/or colored pencils

Directions

- 1 Say to the students, "We learned that hope means knowing that God has already taken care of the end, no matter how things are going. Around one hundred sixty years ago, a poet named Emily Dickinson wrote a poem called "'Hope' is the Thing with Feathers.' The first stanza (first four lines) in particular give us a great way to picture hope inside us, where it never stops singing a tune to us. Today we'll create posters of this poem after I read it aloud to you."
- 2 Read the poem aloud, being sure to take your time. Explain the unfamiliar words and phrases before or after you read the poem aloud the first time: "Gale" is a strong wind, "sore" means extreme or severe, "in extremity" means in extreme or severe situations.
- 3 Then lead the students in a second reading.
- 4 Have the students cut their copies of the mixed up lines of the poem. The black lines surrounding each poem line are cutting guides. Each poem line should then be a separate piece of paper.
- 5 Letting them refer to their group copies of the poem, have them reassemble their cut lines into the proper order. Once the lines are in order, students can lay them out on the poster board in order and glue them down (9 inches is the width and 12 inches is the length).
- 6 They can then use the art supplies to illustrate their posters. Suggest that they think of ways to illustrate the first stanza in particular, because it is so visual.

- 7 End with some questions for students to answer: “What is hope?” “It’s the thing with feathers!” “Where does hope perch or rest?” “It perches in our souls!” “Does it ever stop singing its wordless tune to us?” “No!” “How long can we hope in God?” “Always!”

Option:

- When posters are completed, try having everyone read the poem together from their posters. Lead them in this reading, and take your time.

Coloring Page

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Waiting in Hope

This girl is waiting for the sun to rise. She is eagerly waiting for it, confident that it will happen, even though it hasn’t happened yet. That is what hope is like. We believe that God will make everything right, because he started making things right by sending Jesus to us.



Hope is the Thing with Feathers

By Emily Dickinson

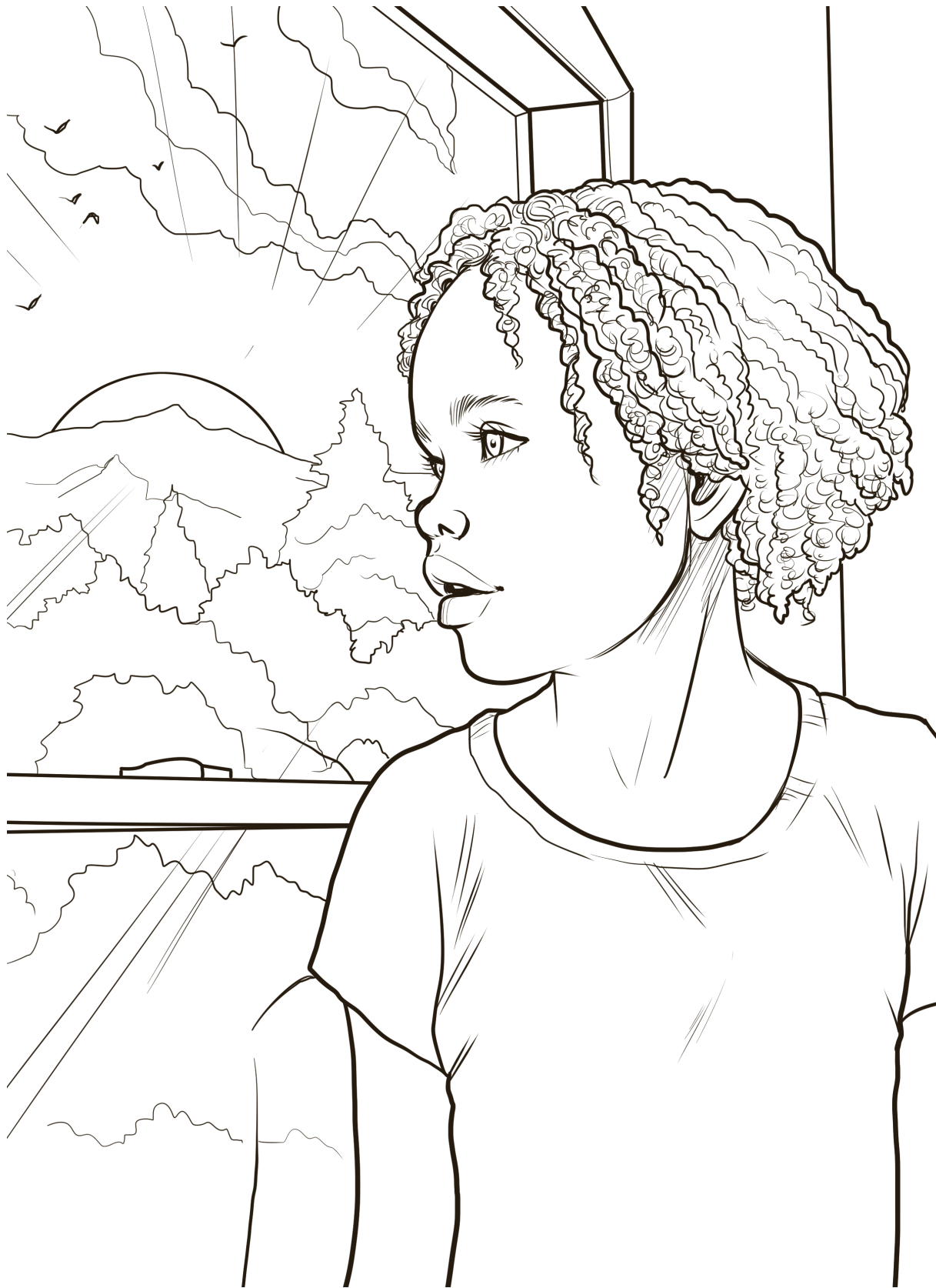
“Hope” is the thing with feathers -
That perches in the soul -
And sings the tune without the words -
And never stops - at all -

And sweetest - in the Gale - is heard -
And sore must be the storm -
That could abash the little Bird
That kept so many warm -

I’ve heard it in the chilliest land -
And on the strangest Sea -
Yet - never - in Extremity,
It asked a crumb - of me.



And sweetest - in the Gale - is heard -
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That could abash the little Bird
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Yet - never - in Extremity,
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It asked a crumb - of me.
“Hope” is the thing with feathers -
I’ve heard it in the chilliest land -
And sore must be the storm -
And sings the tune
without the words -



**Romans 8, Romans 15, 1st Peter 3:15
Waiting in Hope**