



A 52-Week Bible Journey – Just For Kids!

Ages 8–12

Study



God's Plan



**52 Bible Lessons that Build
Bible Skills for Ages 8–12**



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Introduction

The goal of this curriculum is to equip students to use their Bibles. Students should feel confident to pick up a Bible and locate a Bible verse. They should be able to use a Bible dictionary to uncover meaning and a concordance to find other verses on the same topic. They should be able to find Bible places on atlas maps. They will practice finding Bible answers to everyday questions that are soon to challenge them.

This 52-week curriculum is organized in biblical order except for Units 5, 11, and 12. Since the focus of the lessons is skill-building, basic memory verses are short. Memory work emphasizes the content of the unit. A memory challenge is listed to encourage older students or those with more Bible background.

Unit 1 establishes the skills needed to unlock the Bible. Locating books, chapters, and verses, reading and writing Bible references, naming the Bible books in order and using a Bible dictionary and concordance are all addressed.

Units 2–4 and **6–10** are taught in basic Bible order.

Unit 5 is designed to trace God's loving message of salvation from the Old into the New Testament. Its placement allows the New Testament lessons to lead up to Easter in April.

Units 6–10 introduce the life and teachings of Jesus and the growth of His church.

Units 11, 12 focus on teaching the chronology of Bible events and Bible people.

Bible Skills Handouts

There are many reproducible materials and other ideas throughout this book that can be applied to many lessons. For example, the Unit 2 introduction suggests the Bible Divisions Binder Activity Project (p. 37) that could be used throughout the course.

There are also many reproducible materials at the back of this book that can be used in every unit:

Bible Library (p. 296) lists the divisions, gives a brief description of each division, and lists the book(s) in each division.

Bible Cards (pp. 297, 298) includes the names of each Bible book and is designed to be copied and cut apart for use in games and activities.

Things We Know (p. 299) is a chart to help students track what they know about the Bible stages, eras, and time line segments.

For the Record (p. 300) is another chart that you and your students can use to track what and when they have mastered various Bible skills.

Sample Bible Dictionary (pp. 301, 302), **Sample Bible Concordance** (pp. 303, 304), **Bible Atlas Maps 1–3** (pp. 305–307), and **Index to Maps** (p. 308) will be used in lessons that help students learn how and when to use those Bible tools.

Time Line Segments (pp. 309–314) can be copied, cut apart, colored, and displayed on your classroom wall. Each page contains 2 segments, so you should have 12 segments in a completed time line. (If you don't prepare it at the beginning of the course, it is included in Unit 4.)

Time Line Pieces (pp. 315–318) can be copied and used for games in which students match, sort, explain, or describe people and events according to Bible chronology.

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	Unit Title	Scripture	Unit Goals
Unit 1	The Bible Teaches Us How to Please God	<p>Psalm 119—<i>God and His Word are trustworthy</i> Joshua 1; John 20; Romans 15; 2 Timothy 3; 2 Peter 1—<i>God's Word gives us hope and encouragement</i> Genesis 1; Exodus 3; Leviticus 19; Numbers 14; Deuteronomy 7, 10, 32—<i>The Bible tells about God</i> Deuteronomy 6; Psalm 119—<i>God's Word gives us directions for living</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Love and trust God's Word • Thank God for His Word • Praise God for who He is • Read God's Word and do what it says
Unit 2	Books of Law Tell Us How God's People Were Led	<p>Genesis 22, 28, 35—<i>Patriarchs in Canaan</i> Hebrews 11—<i>People who lived by faith</i> Genesis 37, 41, 45, 46—<i>Joseph and family go to Egypt</i> Exodus 20; Deuteronomy 5—<i>Moses, the Exodus, and the Ten Commandments</i> Matthew 22—<i>Jesus teaches the Ten Commandments</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Believe God's promises • Accept God's plan • Restate the Ten Commandments • Explain how to follow God's commands
Unit 3	History and Poetry Tell About Choices God's People Made	<p>Joshua 24—<i>Joshua and the conquest of Canaan</i> Judges 2, 4–6, 8—<i>Gideon and Deborah</i> Genesis 13, 39; Exodus 19; Ruth 1, 2, 4; Joshua 1—<i>Old Testament geography</i> 1 Samuel 7, 10, 15; 2 Samuel 5; 1 Kings 3—<i>Israel wants a king</i> Esther 2, 4, 7, 8—<i>Esther saves the Jews</i> Daniel 3—<i>Daniel trusts God to protect him</i> Psalm 23, 100—<i>We are the sheep of God's pasture</i> Proverbs 3—<i>How to be wise</i> Ecclesiastes 3—<i>The wisdom of God's creation</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Choose to serve God • Know that following by faith means entering the unknown • Follow leaders who choose to obey God • Know that godly leaders choose to obey God even when it is difficult • Choose to follow God as a sheep follows its shepherd
Unit 4	Prophets Reveal That God Does What He Says	<p>Deuteronomy 13, 18; Mark 1; Luke 1; Hebrews 1; 2 Peter 1—<i>Prophecies fulfilled in the New Testament</i> Isaiah 7; Jeremiah 23; Matthew 1—<i>Prophecies about Jesus' birth</i> Isaiah 9; Hosea 3; Luke 1—<i>Old Testament prophecies about the "Son of the Most High"</i> Micah 5; Matthew 2; Luke 2—<i>Prophecies point toward Bethlehem</i> Luke 2—<i>Simeon sees a prophecy fulfilled</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Tell the difference between true and false prophecy • Know Jesus' birth was part of God's plan • Celebrate God's promises and plan • Recognize that Jesus is God's promised Savior
Unit 5	God Planned, Promised, and Provided Salvation	<p>Genesis 3, 12; Matthew 1; John 3—<i>God has a plan to save His people</i> 2 Chronicles 33—<i>God has a plan to restore a relationship with His people</i> John 20; Romans 3, 5, 6, 10—<i>God's salvation is a plan for eternal life</i> John 3; Acts 16, 26; 1 John 5—<i>God's plan is for everyone</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Understand God's promise to save us from sin • Know that God restores us when we repent • Choose God's plan of salvation
Unit 6	Gospels Teach Us What Jesus Did	<p>Matthew 3, 4—<i>Jesus is baptized and tempted</i> Matthew 4, 9, 10—<i>Jesus calls His disciples</i> Matthew 9—<i>Jesus heals a man</i> Matthew 17—<i>Jesus shows God's glory</i></p>	<p>Students will</p> <ul style="list-style-type: none"> • Know Scripture • Resist temptation • Do the work of disciples: Be workers for the harvest • Praise Jesus

	Unit Title	Scripture	Unit Goals
Unit 7	Gospels Teach Us What Jesus Said	Matthew 5 — <i>The Beatitudes</i> Matthew 6 — <i>The Lord's Prayer</i> Matthew 13 — <i>The Parable of the Sower</i> Luke 15 — <i>The "Lost" Parables</i> Luke 10 — <i>The Good Samaritan</i>	Students will <ul style="list-style-type: none"> • Rejoice and be glad about Heaven • Pray • Hear and understand God's Word • Celebrate God's love • Show mercy
Unit 8	Gospels Teach Us That Jesus Is Our Savior	John 11 — <i>Jesus raises Lazarus</i> Exodus 12; Luke 22; 1 Corinthians 11 — <i>Jesus celebrates the Passover</i> Matthew 26, 27; Mark 15, 16; 1 Corinthians 15 — <i>The crucifixion, burial, and resurrection of Jesus</i> Luke 24; John 20 — <i>Jesus appears after the resurrection</i>	Students will <ul style="list-style-type: none"> • Praise God for His power • Remember Jesus for His sacrifice • Thank God for salvation • Praise Jesus that He is alive
Unit 9	Acts Records How the Church Began and Grew	Matthew 28; Luke 24; Acts 1 — <i>The Great Commission</i> Acts 2 — <i>The church begins on Pentecost</i> Acts 11 — <i>Peter has a vision</i> Acts 9 — <i>Saul's conversion</i> Acts 13-28 — <i>Paul's missionary journeys</i>	Students will <ul style="list-style-type: none"> • Explain God's plan for His church • Identify the church as the body of believers in Christ • Recognize that the church is available to all who believe in Jesus the Christ • Recount that Saul repented, accepted Jesus as Lord, and preached in His name
Unit 10	Letters Instruct the Church in Right Living	1 John 4; 1 Corinthians 13 — <i>Love one another</i> Galatians 15 — <i>The Fruit of the Spirit</i> Ephesians 6 — <i>The Armor of God</i> James 1, 2 — <i>Be hearers and doers of the Word</i>	Students will <ul style="list-style-type: none"> • Love God and love one another • Make right choices • Equip themselves to stand for God • Show their faith by actions
Unit 11	Old Testament People and Events Prepare for God's Plan	Genesis 1-10 — <i>The Creation, the Fall, and the Flood</i> Genesis 11-50; Exodus; Deuteronomy — <i>The Patriarchs and the 12 Tribes</i> Joshua, Judges — <i>Conquest of Canaan and the Judges</i> 1, 2 Samuel; 1, 2 Kings; 1, 2 Chronicles — <i>Israel's Kings</i>	Students will <ul style="list-style-type: none"> • Recognize God's plan throughout history • Survey the Old Testament chronologically • Express thanks for God's gift of salvation planned from the beginning
Unit 12	New Testament People and Events Spread God's Plan	Matthew; Mark; Luke; John — <i>Building faith in Jesus</i> Acts; Paul's letters; Peter's letters — <i>Peter and Paul spread the gospel</i> Acts — <i>Christians working within the church</i> 1, 2, 3 John; Revelation — <i>Hope for the future</i>	Students will <ul style="list-style-type: none"> • See the global impact of the gospel • Take responsibility as witnesses for Jesus • Identify areas in which they can serve

The Bible Teaches Us How to Please God

Lessons 1–4

Bible Skills

Read, write, and locate Bible references

Recite Bible divisions

Memorize

2 Timothy 3:16

Memory Challenge

Psalms 119:9–11

Unit Overview

“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth” (2 Timothy 2:15). In this first unit, students will begin to correctly handle the Word of truth. They will locate books, chapters, and verses, read and write Bible references, and name the divisions of Bible books.

Each lesson contains instructions and activities for each session. However, if you need some additional ideas for learning activities, several are included below. First is a short summary of the four sessions in this unit.

Summary

Lesson 1 teaches that God is trustworthy and that His Word is also trustworthy. It also shows that we obey God and His Word because we trust Him.

Lesson 2 focuses on the idea that the Bible is God’s Word and that we should be thankful for it.

Lesson 3 teaches about what God’s Word tells us that God himself is like and that we should praise God for who He is.

Lesson 4 shows that not only does the Bible tell us what God is like but what God wants us to be like and that we should read His Word and do what it says.

Hidden Books

Use masking tape to put the names of an Old Testament and a New Testament book on each student’s back. Students must try to discover their books by asking questions that can be answered with yes or no. They may ask as many questions as they want, but they can guess at the book name only three times. Therefore, students should wait to guess a book until they are certain they know what it is. When a student guesses a book correctly, draw a star on the tape next to the book name. If the student guesses incorrectly, mark an X on the tape. When students have discovered their books, have them name the Bible books.

Next, students should arrange themselves in the order of the books of the Old Testament, then the New Testament.

Ball Toss

Sit together in a circle. If you have more than 12 students, sit in two circles. Toss a ball to one person. That person names the first division of the Old Testament and tells how many books are in it. He then tosses the ball to another person. Each person who catches the ball must say the next division and the number of books in it. You may want to make clue cards to post in your room for the first few times. Use the following list to help.

Law (5)

OT History (12)

Poetry (5)

OT Prophecy (17)

Gospels (4)

NT History (1)

Letters (21)

NT Prophecy (1)

Division Themes

The following themes have been selected to help your students learn that the books grouped in each division have something in common. Many themes are developed in the books of each division. The following, however, are dominant in each one.

Learn the Bible divisions and themes by repeating the following phrases with the indicated movements.

Law helps us know what God is like. (*point up*)

OT History teaches us to obey God. (*point backward*)

Poetry helps us worship God. (*conduct singing*)

OT Prophecy points to Jesus. (*point forward*)

The Gospels help us to know Jesus. (*draw a cross in the air*)

NT History helps us tell the good news. (*point to mouth*)

The Letters help us love one another. (*draw heart over heart; point to others*)

NT Prophecy points to Jesus' return (*extend arm; pull toward body*)

Chalkboard Game

On the chalkboard draw a rectangle. Label it "Menu." Assign each student one of the references listed below. Each student will find and read the verse to discover a kind of food. When he finds a food he will write the name of the food in the menu.

Hebrews 5:13	milk
1 Corinthians 8:13	meat
Psalms 119:103	honey
Matthew 4:4	bread
Numbers 15:20	cake
Daniel 1:12	vegetables
John 15:4	fruit

A variation on this game is to have students look in the following verses for things that can be found outdoors. Then they can draw the items on the chalkboard.

John 6:10	grass
Genesis 40:17	birds
Matthew 16:2	sky
1 Chronicles 16:33	trees
Hebrews 3:4	house
Matthew 13:30	barn
Ezekiel 47:6	river
Song of Solomon 2:12	flowers, doves

Lesson Aims

Students will

- Identify three parts of a Bible reference
- Describe God's Word as wonderful and dependable
- Declare that they love and trust God's Word

Materials

masking tape
paper in 9 different colors
envelopes
marker
container for the grab bag

▼ Building Study Skills ▲

Create a grab bag that will be used during this unit, Lessons 1 through 4. Each week students will receive a grab bag item by reciting the unit's memory verses to a sponsor. Items received in the grab bag will be used sometime during the lesson.

For today's lesson, print the memory verse, 2 Timothy 3:16, and the memory challenge, Psalm 119:9-11 on paper and post them so that students may read and study the verses as they arrive. If your group is large, make several copies of each.

Next, divide the following references into their book, chapter, and verse segments: Psalm 119:1; Psalm 119:18; Psalm 119:47; Psalm 119:89; Psalm 119:129; Psalm 119:137; Psalm 119:138; Psalm 119:160; Psalm 119:167. Include the colon punctuation with the number of the chapter. Write each segment on separate strips of the same color of paper. Use a different color of paper for each reference. Repeat references as needed in order to make one book, chapter, verse set for each student. Put each set in an envelope. Place the envelopes in the grab bag.

Use the masking tape to make three large squares side-by-side on the classroom floor. Label the first square "book." Label the middle square "chapter." Label the end square "verse."

As students arrive instruct them to study Psalm 119:9-11 which is posted near the grab bag. (Students will study and recite 2 Timothy 3:16 during the Reviewing Study Skills step.) After a few minutes, students may recite the passage or part of the passage. After a student recites the passage, give him permission to reach into the grab bag and retrieve an envelope. Then direct him to the three squares on the floor.

Say: **The envelopes that you hold contain the three parts of a Bible reference. What are those three parts? Look at the labels on these squares on the floor. Yes, a Bible reference contains the name of the book, the chapter of the book, and the verse in that chapter. Which of your papers names the book? Place it in the "book" square. Which of your papers names the chapter? Put it in the "chapter" square. Which of your papers names the verse? Put it in the "verse" square.** Help students as needed, but allow them to use their reasoning skills to determine the parts of the reference before offering help.

After all papers have been placed, stand by and point to the "book" square and ask: **How did you know which of your papers named the book?** (The paper contains a word or a name and not a number.) **Which Bible book are all of our references from?** (Psalms.) **Now look at the "chapter" square. How do we know that these papers tell us the chapter part of the Bible reference?** (They contain a number followed by a colon.) **The colon is an important part of a Bible reference. Why?** (It separates the chapter number from the verse num-

ber.) **Now look at the “verse” square. How did you know that these papers contained the verse number?** (It was a number without a colon following it.) **These references only have one verse. If the references had more than one verse, it would have some punctuation, but that punctuation is never the colon. We’ll learn the other kinds of punctuation in a later lesson.**

At this time pick up all of the papers in random order and distribute three papers to each student. It does not matter if they each receive a book, a chapter, and a verse. Instruct students to look at the papers and place them in the correct squares. Check students’ work and clear up any problems.

If students are advanced in this concept, have them form two teams. Each team member should write a Bible reference for the opposing team to separate into book, chapter, and verse. Have teams race.

After this, assign students a color and have them pick up the book, chapter, and verse papers in that color and bring the papers and their Bibles to the lesson area. Have Bibles available in the classroom for those students who don’t have one of their own to use. These are hands-on assignments, and in order for students to get the full benefit of them, they must have a Bible to use. When situated, have students place their Bible reference in front of them in book, chapter, and verse order.

Say: **All of our Bible references are from the book of Psalms. Psalms tells us some important information about the Bible. Let’s find out what that is. We’ll begin by locating these Bible references in our Bibles. First, we will locate the book of Psalms. Let’s do that together. Psalms is located approximately in the middle of the Bible. Open your Bible to the middle and you will probably open it somewhere in the book of Psalms. If not, you will open it to a book that is close to Psalms.** Have students do so and report the book and chapter where they opened their Bibles. Show them that the book and chapter—sometimes the verse—are located at the top of the page like guide words in a dictionary. Let them try again and again as time permits to open their Bibles to Psalms.

Introduce students to another way of finding a Bible book. Have them turn to the table of contents in the front of their Bibles. Point out that the books of the Bible are listed in order along with a page number. Some students will have Bibles that have a table of contents with the books listed in alphabetical order. Look at those pages together. Then have students find the page number for Psalms and turn to that page.

Once all students have their Bibles open to Psalms, ask: **Now that we have located the book, what must we find next?** (The chapter which is 119.) Have students to turn to chapter 119. **What do we locate after we have found the book and chapter?** (The verse which is different for each student.) Have students locate their particular verses within the chapter.

Ask: **How were you able to tell the difference between the chapter numbers and verse numbers in your Bibles?** (The chapter numbers are bigger and stand out. The verse numbers are small and similar in size to the words on the page.)

▼ Using Study Skills ▲

Before class cut into strips *Historical Facts About the Bible* and tape them to the bottom of chairs in the classroom. Also create a matching game on one wall of the classroom. Write the nine Bible references from Psalms on separate sheets of one color of paper. On the reverse side of the sheets, write one letter from the word *wonderful* so that when the sheets are turned over the word *wonderful* can be read. Place the Bible references horizontally on the wall just above eye level. Put them in numerical order according to verse.

Write summary sentences on separate sheets of the second color of paper. Do not include the verse number; it is given here for matching purposes. Summary

Materials

9 sheets each of 2 colors of paper
masking tape
Historical Facts About the Bible
(p. 15)

sentences are: I am blessed when I obey God's laws (1). I want to see the wonderful things in God's laws (18). I want to obey God's laws because I love them (47). God's Word will last forever (89). I obey God's laws because they are wonderful (129). God always does what is right, and His laws are right (137). Because God's laws are right, I can trust them (138). God's everlasting Word is true (160). I will obey God's laws because I love them very much (167). Write the letters of the word *dependable* on the back of these papers, one letter per paper in the order given here. Make one extra sheet for the letter *e*. Scramble the order of these sheets and attach below the reference sheets. Attach the letter *e* sheet to the end of the summary row with the blank side showing.

In class have students take turns reading their verses. If more than one student has the same verse, allow those students to work as a team. After they have read their assigned verse, they are to determine which sentence summarizes it. When this is done, they are to post the matching summary under the matching verse.

When all nine Scriptures have been read and summarized, say: **We have learned some wonderful things about the Bible from the book of Psalms. What are some things we have learned?** (Have students answer.) **Did any of you already know some of these things about the Bible before we found them in the book of Psalms? What new things did you learn about the Bible?** (Discuss.)

Ask: **If you could use one or two words to describe all that we've read about the Bible today, what would they be?** Allow students to give their ideas. As students suggest words, write them on the blank paper that was posted at the end of the summary row. Write this heading on the paper: "God's Word Is . . ." then list the words the students give. Save room for the words *wonderful* and *dependable* which will be added later. Say: **These are some great words to use to describe the Bible. I thought of some words too. I spelled them out on the back of our matching game.** Have students take turns turning over the papers with the references to reveal the word *wonderful*. Do the same with the summary sentences to reveal the word *dependable*. Before turning over the last letter *e* in the word *dependable*, add the words *wonderful* and *dependable* to the list that the class made.

Say: **We know that the Bible is wonderful and dependable because of what the Bible says about itself. We also know from history that the Bible is wonderful and dependable. Look underneath your chair to find a piece of paper. It will tell one reason from history that the Bible is wonderful and dependable.** Allow students time to find a message underneath their chairs. Have students read the facts aloud and in numerical order. Say: **For many centuries, men have believed that the Bible is wonderful and dependable so they have preserved it for us to have today. History shows us that the Bible is wonderful and dependable. The entire chapter of Psalm 119 tells us over and over again how wonderful and dependable the Bible is. The Bible will last forever. We can count on it. We can trust the Bible to show us the right way to live. It is always right. When we follow it, we never have to wonder if there is a better way. There is no better way. All these are reasons why we can love and trust the Bible. Let's tell God how much we love and trust His wonderful and dependable Bible.**

Remove each of the summary sentences from the wall and distribute them among the students. If you have more than 10 students, some can double up on the same sentence. Ask students to take turns reading their sentences aloud as a prayer to God. Instruct them to say the word *you* in place of the word *God* and to say the word *your* in the place of the word *God's*. The list compiled by the class should be read to close the prayer.

▼ Responding to Study ▲

Ask: **What will you do now that you know how wonderful and dependable the Bible is? What will you do because you love and trust God's wonderful, dependable Word?** Discuss their answers. Say: **Today, we are learning and soon we will practice how to read Bible references and to find verses in the Bible. Learning to use the Bible is one way to show that we love and trust the Bible. Knowing how to find verses is an important step in studying the Bible for yourself. It is important that we learn how to study the Bible. Today, we are beginning a series of lessons that will teach us how to study the Bible. If you will commit yourself to this study—to learning how to navigate the Bible and to learning how to use Bible reference books—then gather in a circle. Put one hand in the middle of the circle and form a huddle. Repeat after me: I love and trust God's Word. I will learn to study it for myself. I promise to learn to use the Bible. I promise to read the Bible.** After students have made their promises, finalize them by having the group say "I promise" as a team would when it breaks from the huddle to play a game.

Say: **A second way that we are going to show our love for God's Word is by sponsoring a "Read the Bible Every Day" campaign. For the next four lessons, we are going to remind the people of our congregation to read their Bibles. We are going to help them remember that God's Word is wonderful and dependable. When we believe that God's Word is wonderful and dependable, we will read it.**

Choose one or both of the following options for students to do. Students will prepare this week for next week.

Option 1: Find out from the church office how many bulletins are printed each week. Divide that number by four and make that many copies of reproducible page 16 (the bookmarks). During this time have students decorate the bookmarks. You may also supply blank paper bookmarks so the students can create their own designs. If possible set up a time for students to insert the bookmarks into next week's bulletins. If your congregation is large and this would be a formidable project, choose one or several Bible school classes to focus upon for the campaign and make enough bookmarks for them.

Option 2: Have students practice and polish the reading of the summary sentences from the Using Study Skills step to present to the congregation. If you choose this option, make arrangements with the worship leader or minister ahead of time. Introduce the reading to the congregation in the following manner: **The members of (name of class) have declared this month 'Read the Bible Every Day' month. Our mission is to remind you and to encourage you to read your Bibles every day. It is our 'Read Your Bible Every Day' campaign. Today, we begin by presenting what the book of Psalms says about God's wonderful and dependable Word.**

Materials

Bookmarks (p. 16), photocopied, or blank bookmarks for the students to decorate
markers, crayons, glitter, stickers
scissors
glue
pictures cut out of magazines, calendars, or church bulletins to decorate bookmarks

▼ Reviewing Study Skills ▲

Copy one *For the Record* chart for each student and write in the dates for your class sessions. You will need to extend the chart to accommodate more dates. Prepare index cards by writing one of the following references on separate cards: Psalm 104:21; Psalm 41:7; Psalm 47:1; Judges 5:16; John 20:13; Proverbs 29:2; Numbers 23:21; Matthew 9:24; Luke 15:25; Acts 12:17; Exodus 15:21; 2 Kings 4:35. Place the cards in the grab bag. If you have more than 12 students, copy some verses twice and students can reveal answers in pairs.

Gather students around the book, chapter, and verse squares. Use the following example to play a simple review game. Say: **Listen to this Bible reference: Genesis 10:1. What part of the reference is the numeral 1? Is it the**

Materials

index cards
For the Record (p. 300)

book, chapter, or verse? Stand in that square. What part of the reference is the word *Genesis*? Stand in that square. What part of the reference is the numeral 10? Stand in that square. Do this with several references: Exodus 3:7; Leviticus 19:1; Numbers 14:8; Deuteronomy 7:9; Matthew 1:7; Mark 2:4; Luke 15:15; John 3:16.

Say: **We've learned today that the Bible has a reference system made of three parts: the book, the chapter, and the verse. Long ago Bible scholars divided the books of the Bible into chapters and verses so that we could easily find an exact passage of Scripture. The book, chapter, and verse reference gives us a great tool for reading and studying the Bible. Now we are going to practice using Bible references to find information in our Bibles. Each one of you needs a Bible reference from our grab bag.** Have students study 2 Timothy 3:16 and then recite (with help, if needed) in order to obtain a Scripture reference from the grab bag.

Say: **When you receive your Scripture reference, locate it in the Bible and read it.** As students work, encourage those who struggle to locate a book to use the table of contents. As students read their verses, have them find a sound word such as clapping, whispering, or roaring. Tell them to keep their sound a secret. Later they will act out their sounds without making any noise. When all students are ready, gather them around the board.

Say: **I'm going to write a verse on the board. I will read it. Then you will read it back to me. After that, the person(s) who received that verse from the grab bag will act out the sound from the verse without making any noise, and we will guess the sound.**

It is important that you make the effort to write the verse on the board, to read it to the students, and then have the students read it to you. This will help students make a connection between the written and spoken versions of a reference.

Use these references: Psalm 104:21 (roar); Psalm 41:7 (whisper); Psalm 47:1 (clap); Judges 5:16 (whistling); John 20:13 (crying); Proverbs 29:2 (groan); Numbers 23:21 (shout); Matthew 9:24 (laughed); Luke 15:25 (music); Acts 12:17 (quiet); Exodus 15:21 (sing); 2 Kings 4:35 (sneezed).

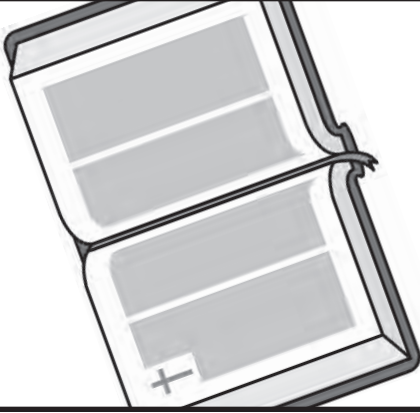
After the game close with prayer: **Thank You, Lord for Your wonderful and dependable Word.** Then have students mark the grid for "I can find the book of Psalms" on their *For the Record* charts.

Historical Facts About the Bible

- 1.** Forty men wrote the 66 books of the Bible over a period of 1500 years.
- 2.** All 66 books and all 40 men wrote about the same message.
- 3.** The one message they wrote was how God brought salvation to you and me.
- 4.** Bible scholars call this unity. Only God's Word could be faithful to one message when 40 different men wrote it between 1400 B.C. and A.D. 96!
- 5.** When the Bible was written, men used the Hebrew, Aramaic, and Greek languages.
- 6.** In order to make more copies of the Bible, men had to copy it by hand.
- 7.** Men would work for months to make one copy of the Bible.
- 8.** They checked each line and counted each letter so they would not make any mistakes when copying.
- 9.** The Bible books were copied on scrolls made of animal skins or papyrus and were kept in clay jars.
- 10.** When the printing press was invented, copies of the Bible could be made faster, and more people could have their own Bibles.
- 11.** This is when all 66 books of the Bible were put together in one volume.
- 12.** The Bible has been translated into many languages. English was one of those languages.
- 13.** Because many men were dependable in bringing the Bible to us, the Bible that we have today has the same message as it did when it was written long ago.
- 14.** We know that the Bible is dependable because of how carefully Bible scholars preserved it, translated it, and copied it.

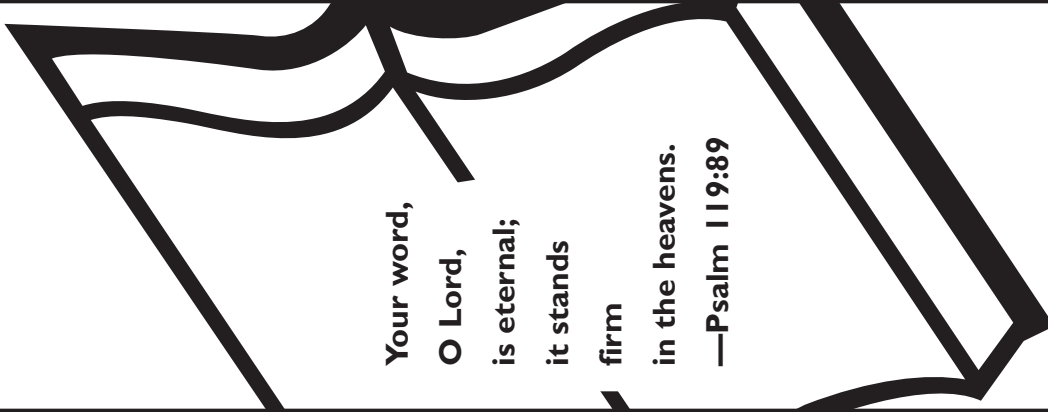


Bookmarks



Your word,
O Lord,
is eternal;
it stands
firm
in the heavens.
—Psalm 119:89

Read the Bible Every Day!



Your word,
O Lord,
is eternal;
it stands
firm
in the heavens.
—Psalm 119:89

Read the Bible Every Day!


Open my eyes
that I may see
wonderful things
in your law.
—Psalm 119:18

Read the Bible Every Day!



Open my eyes
that I may see
wonderful
things
in your
law.
—Psalm
119:18

Read
the Bible
Every
Day!



"I remember your ancient laws, O LORD, and I find comfort in them."

(Psalm 119:52)

Guide your kids on a year-long journey through the Bible!

There's nothing more important to teach our children than how to build a relationship with God, and there's no better way to do that than to teach kids the Bible. **Route 52™** is a Bible-based journey that will take kids through the Bible in a year every year from age three to twelve. Using all ten titles, you can schedule a complete two-year cycle for four different age levels.

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- trust God's promises, and
- seek God's will.

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- Culturally relevant, hands-on activities
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Ages 8–12

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