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# UNIT 1

## God's Special People

### Introduction

The introduction sets the tone for the whole book. It begins by introducing the vocabulary word **holy** and how our holy God has a plan for His special people. The first lesson explains what it means to be saved and to be one of God's special people, starting with Israel and growing to include people today from every "tribe and tongue and people and nation" (Revelation 5:9).

### LESSON PLANS

The teacher should first read the entire unit and become familiar with its content, terms, and activities. Then study the following information for lesson ideas and teaching tips. Each lesson is designed for one class period, meeting for twenty to thirty minutes twice a week.

### LESSON 1: A Holy People

If the student is able, have him read the first two paragraphs in Lesson 1. Discuss the vocabulary word **holy** and what it means to be one of God's special people. Ask the student if he is one of God's special people. Using the world map on page 1 of the textbook, explain how God's special people in the Old Testament were called Israelites and point to Israel on the map. Emphasize that today God's people are people from all over the world who have put their trust in Jesus as their Savior, and explain how that includes the student if he has put his faith in God. Stress how wonderful it is that God's love now extends beyond the borders of Israel.

Go over the questions and, if the student is able, have him write the answers in the blank. If not, you may choose to do it for him or just have the student answer orally. The questions are listed below just as they are read in the student's book, with the answer being in bold type.

#### Questions:

1. To be holy means you are **special** to God.
2. You are one of God's special people if you believe Jesus **died** on the cross for your sins.
3. In the Old Testament, God's special people were the **Israelites**.

#### Vocabulary:

- **holy**—special to God

#### Activities:

- Think of the amazing ways God took care of His people, Israel. Begin by talking about how God led and protected Abraham, Isaac, Jacob, Judah, and so forth.
- Have the student color the picture of the Passover. This shows a time when God protected His people from the last plague He sent on Egypt. The angel of death was sent to kill the firstborn son of every household in Egypt; the Israelites, however, were safe because the angel passed over their houses when he saw the blood on the doorposts.

## LESSON 19: God Gave Adam a Job

Begin by having the student look at the picture in this lesson to get a feel for what he will be learning. Have the student discuss what is happening in the picture and see if he knows who those people are. Then read the lesson and point out what the student had correctly assumed. Discuss the word "cultivate," making sure the student has a correct understanding. Talk about how good God was to give Adam a helper and how happy they both were in the garden. Moreover, talk about how great it was to be able to name the animals and live in such a lovely place. Tell the student how their every need was taken care of by God the Creator. God had graciously created the garden for Adam and Eve to enjoy.

### Questions:

1. The first job God gave Adam was to cultivate the garden.
2. To cultivate means to plant things and take care of those things that were planted.
3. The second job Adam was given by God was to name the animals.

### Vocabulary:

- ✦ cultivate—to plant things and take care of those things that were planted

### Activity:

- ✦ For this activity, the student will create a new creature and draw it in the space provided on page 21 of the *Activity Book*. The student is then to color it, give it a name, decide what it eats, where it lives, what it likes to do, and tell what it really is. (*Answers will vary.*) Explain that God gave Adam and Eve the special privilege of the naming of the creatures in the garden.

### Something Else to Do:

- ✦ Have your student cut out the Bible verse at the back of the *Activity Book*. Help her memorize the verse.
- ✦ Have your student cut out the vocabulary word and its definition in the back of the *Activity Book*. Play the Memory Game with the words and their definitions.

## LESSON 20: Who Knows Best?

Before reading this lesson, review the verse and the lesson itself. Look at the picture and see if the student can guess what is going to happen in today's lesson. Read the lesson and discuss why Adam and Eve were tempted. Ask the student if he can think of a time he was tempted to disobey.

### Questions:

1. God put a tree in the garden and told Adam and Eve not to eat from it.
2. Who came and tempted Eve to eat the fruit? Satan (in the form of a snake)
3. To be tempted is to want to do something you were told not to do.

### Vocabulary:

- ✦ tempted—to want to do something you were told not to do

### Activity:

- ✦ Turn to page 22 in the *Activity Book*. Go over each picture with the student and instruct her to put the events in order as they happened. The student should write a number "1" in the box provided for the event that happened first, a number "2" for what happened second, and so forth.

**Further Study:**

- Read *3 in 1: A Picture of God* by Joanne Marxhausen. Use an apple as you read the book to help illustrate the Trinity.

**LESSON 32: Working Together**

Remind the student how water takes on three forms—gas, liquid, and solid. Read today's lesson and discuss how the Members of the Trinity are like water—one God, but three forms. Discuss the role of each Member and examples of how those roles are seen in Scripture. It is also important to point out how all Three, though different, are equally important. Relate it back to the illustration given in the text of a child in the role of a father. Discuss how each role is important and how the student has a role in her family.

**Questions:**

- |   |       |  |
|---|-------|--|
| 1. God the Father has what two jobs?      | _____ | To live perfectly and to die on the cross for our sins |
| 2. God the Son has what two jobs?         | _____ | To guide and to protect God's special people           |
| 3. God the Holy Spirit has what two jobs? | _____ | To create and to command                               |

**Activity:**

- Turn to page 39 in the *Activity Book*, and fill in the roles of Jesus for the Trinity triangle.

**Something Else to Do:**

- Have your student cut out the Bible verse at the back of the *Activity Book*. Help her memorize the verse.
- Turn to page 40 in the *Activity Book*. After discussing the student's jobs and responsibilities in her family, fill out the job chart. Put a sticker or star beside the job once the student completes that job or responsibility.

**LESSON 33: Marriage**

After reading the Bible verse, read through this lesson together. Point out how, even though God had created a wonderful and exciting place for Adam, God wanted something more for him, so He created Eve. Adam and Eve had a wonderful relationship; and, though the fall affected their relationship, they could better understand how much God loved them. Marriage is supposed to remind us how much God loves us because our relationship to Him is to be like a marriage—we obey and submit to God, and He loves and protects us.

**Questions:**

1. Wanting to show Adam how much He loved Him, God made marriage (or Eve).
2. Adam was supposed to love and take care of Eve.
3. Eve was supposed to submit to Adam, trusting that he would take care of her.

**Activities:**

- Turn to page 41 in the *Activity Book*. Have your student color the picture of Adam and Eve in the heart.
- Have your student interview his mom and dad (or grandparents or a married couple that he knows) about their marriage. See the top of page 42 of the *Activity Book* for some possible questions to ask; but tell him to feel free to make up his own questions. Record the answers by using a video phone, digital camcorder, or some kind of recording device.

**Something Else to Do:**

- Have your student cut out the Bible verse at the back of the *Activity Book*. Help her memorize the verse.

# UNIT 8

## *Jesus, the Perfect Pilgrim*

This last unit summarizes the main thrust of this course and focuses on Jesus being the perfect pilgrim. Students are encouraged to imitate Jesus by living their lives in view of the future glory of God's Kingdom. They are not alone on this journey as they focus on the new home Christ is preparing His people—heaven.

### **LESSON PLANS**

The teacher should first read the entire unit and become familiar with its content, terms, and activities. Then study the following for lesson ideas and teaching tips. Each lesson is designed for one class period meeting for twenty to thirty minutes twice a week.

### **LESSON 69: Jesus, The Perfect Pilgrim**

Read the Bible verse at the top of the lesson with your student. Having reached this point in the book, it is time to sum up and review its most basic part—how we are to imitate Jesus. Jesus came to earth as a pilgrim; though He became man and lived among His people, He never forgot His home was heaven. We are to imitate Jesus by living our lives here remembering our real home is in heaven.

#### **Questions:**

1. Jesus was a pilgrim because He lived on earth, but His real home was heaven.
2. Satan tried to tempt Jesus so He would not die on the cross for our sins.
3. Jesus knew He had to die so He could take His special people to heaven with Him.

#### **Vocabulary:**

- worship—loving someone or something with all your heart

#### **Activities:**

- Turn to page 87 in the *Activity Book*. Read about this temptation in Matthew 4:8–10 and talk about the words Jesus spoke in response to Satan's attack. Have your student trace the second part of verse 10, "Worship the LORD your God, and Him only you shall serve."
- Also on page 87 in the *Activity Book*, have your student color the picture of the two little Pilgrims.

#### **Something Else to Do:**

- Have your student cut out the Bible verse at the back of the *Activity Book*. Help her memorize the verse.
- Have your student cut out the vocabulary word and its definition in the back of the *Activity Book*. Play the Memory Game with the words and their definitions.
- Read about the other two temptations of Jesus in Matthew 4:1–11. Have your student answer the questions on the top of page 88 in the *Activity Book*.

# Little Pilgrims in God's World

## Teacher's Manual

This teacher's manual for *Little Pilgrims in God's World* is designed to coordinate the use of the textbook and the *Activity Book*. It is an integral part of the *Little Pilgrims in God's World* course, explaining how and when the hands-on activities, map work, Bible verses, and vocabulary words fit with the course as a whole. Answers for the questions at the end of each lesson are also included.



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