

TELLING GOD'S STORY
YEAR THREE ACTIVITY BOOK:
THE UNEXPECTED WAY

STUDENT GUIDE AND ACTIVITY PAGES

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Using This Student Guide

This Student Guide is designed to accompany *Telling God's Story: Year Three Instructor Text and Teaching Guide*, by Rachel Marie Stone (ISBN 978-1-933339-75-7). 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 experience the food or culture of the New Testament world; 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 (usually two or three), and a coloring page. In addition, a series of Memory Work activities runs throughout the entire year; by the end of the school year the student will have memorized several important passages from the New Testament.

The directions for each activity contain a list of the necessary materials, but you will also find a comprehensive list of materials on pages xi-xii.

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 the second and third days. Alternately, you may read the scripted lesson on the first day, complete the coloring page on the second, and complete a chosen project 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 one of the projects or games especially suited for group or classroom use (see the list of these projects on pages xiii-xiv).

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Additional copies of the student pages (coloring pages, mazes, craft templates, etc) are available as PDF downloads. To purchase them, visit our website, www.olivebranchbooks.net, click on “Buy the Books,” and look for “Year Three Activity Guide Student Pages.”

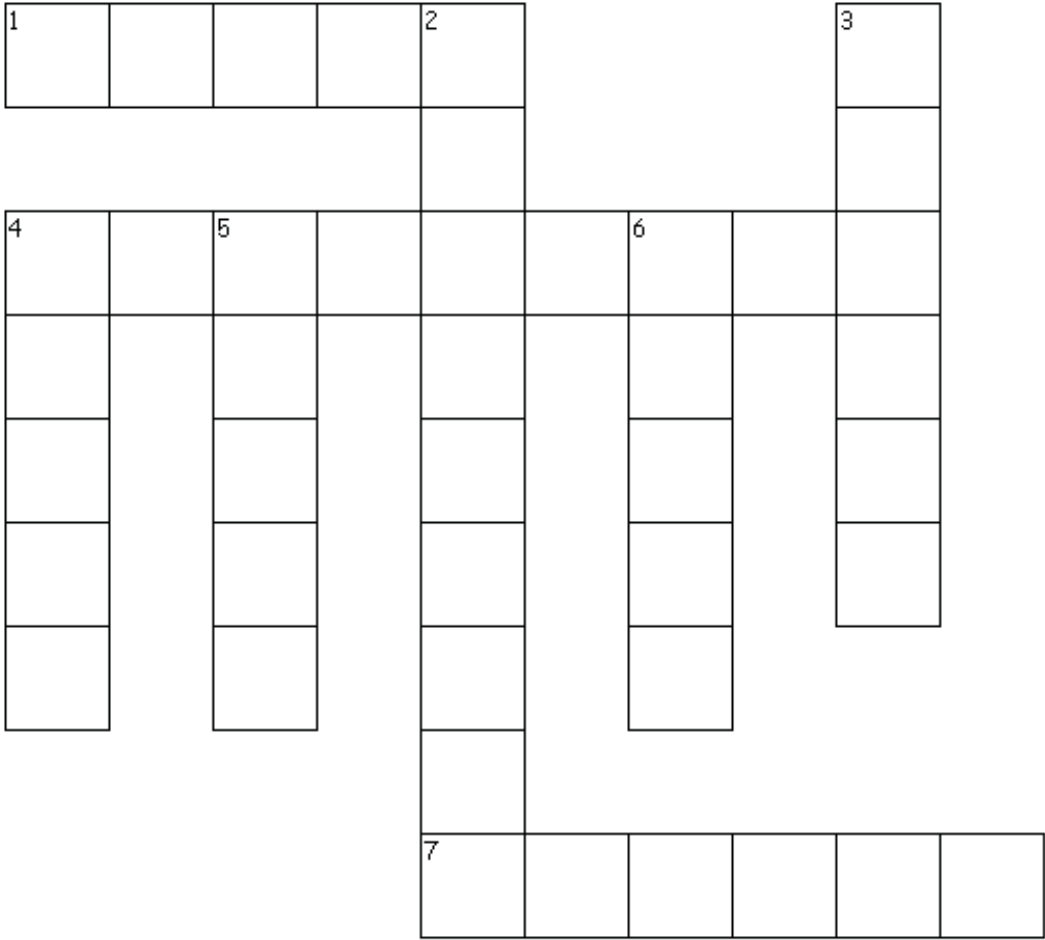
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Luke 8:1-15
A Story of Seeds and Soil

Wrong Made Right Crossword Puzzle

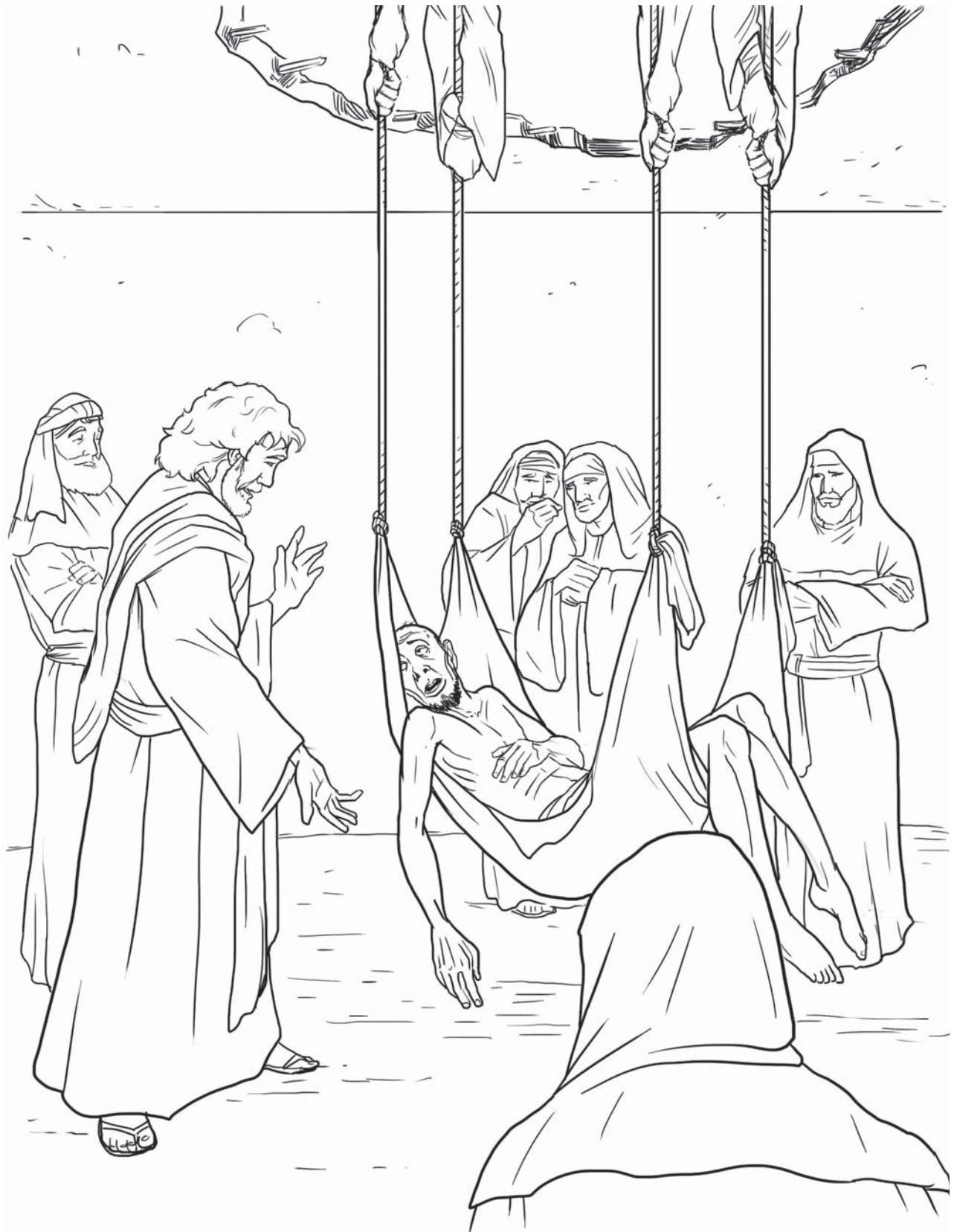


Across

- 1. The man Jesus healed was born _____.
- 4. The city Jesus was in when he met the man who was born blind
- 7. Jesus sent the Man to wash in the pool of _____

Down

- 2. Jesus’ friends and helpers who asked “Rabbi, who sinned, this man or his parents, that he was born blind?”
- 3. The place in Jerusalem where the people of God met to worship
- 4. The one who has the power to make wrong things right
- 5. God will make wrong things _____.
- 6. Jesus said he was the _____ of the world.



Luke 5:12-26
A Man's Friends Bring Him to Jesus

Lesson 9: Jesus is the King of All People

Activities

Review Activity: Make Your Own Family Tree

Put It Into Practice Activity: Praying Together

Coloring Page: Jesus' Family Tree

Review Activity

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Make Your Own Family Tree

For this activity, students will create their own family tree, which will express their genealogies as Jesus' genealogy is expressed at the beginning of the book of Matthew. If you are a parent at home with your student, you can help with family information. In a class setting, you can either proceed with whatever students know off the top of their heads or ask them ahead of time to talk with their parents and bring lists of relatives and their relationships.

Materials

- Construction paper
- Template on Student Page 71
- Scissors
- Pens, pencils, writing implements
- (Optional) Coloring materials to color in the template image

Directions

- 1 Print off template on solid construction paper, one for each student. If students wish to color in their template, they can do so now.
- 2 Have students cut out their outline with scissors.
- 3 Ask students to fill in their parents' names, grandparents' names, and, if possible, great-grand-parents' names (and great-great-grandparents, if applicable and if the student has this information).
- 4 Explain to students the difference between "maternal" and "paternal" grandparents. Ask them to trace their paternal lineage and then their maternal lineage.
- 5 Invite students, if they wish, to use their pens to create their own hand-drawn boxes for siblings and aunts or uncles (or great aunts and uncles, etc.). Ask them where they think the most appropriate places would be to insert their boxes. Show them if necessary.

Lesson 10: Jesus is a Prophet

Activities

Put It Into Practice Activity: Make and Give a Sharing Bag

Coloring Page: Elijah Fed by Ravens

Put it Into Practice Activity

Make and Give a Sharing Bag

Materials

- Resealable plastic bag (quart sized)
- Travel size toothbrush and toothpaste
- Single serving snack items (such as protein bars, trail mix, granola bars, crackers)
- Packets of tissues
- Instant coffee single serve packets
- Note card (3x5 or smaller)

Directions

- 1 Remind the students that, in this lesson, we learned that Jesus told his followers that his good news was for all kinds of people . . . even people that aren't normally included in a group or gathering. Jesus wanted his followers to share what they had with other people.
- 2 Ask the students if they have seen homeless people on the side of the road or holding up signs at intersections. Jesus wants us to share God's love to all kinds of people, and homeless people are a good example of those who are often forgotten.
- 3 Show the class a gift bag already made up. This will be a plastic bag with a toiletry item such as small toothbrush/toothpaste, at least two snack items, a tissue pack or lip balm, a pouch of instant coffee or a tea bag, and a note card where you have written a short phrase or verse reminding the recipient that God loves him or her.
- 4 Help the students assemble a bag, and let them know that they should keep the bag in their car so they are ready to give it out when a homeless person or anyone in need is nearby. Remind them to get their parents' permission first.



Luke 6:17-35
Not Fighting Back

Lesson 14: You Can Ask God for What You Need

Activities

Craft Activity: Lord's Prayer Collage

Craft Activity: Make a Prayer Bracelet

Coloring Page: Praying for the World

Craft Activity

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Lord's Prayer Collage

Materials

- Old magazines, newspapers, catalogs with pictures that children may cut out
- Glue or glue sticks
- Colored card stock or cardboard (an 8.5" x 11" piece for each student)
- Scissors
- Scraps of wrapping paper, tissue paper, or scrapbook paper
- OPTIONAL: magnets or sticky-tack for hanging the collages after completion

Directions

- 1 Each student should have a piece of colored card stock or cardboard cut to 8 1/2" by 11" as his background piece.
- 2 For this activity, have the students cut out pictures from the magazines that represent each line of the Lord's Prayer. For example, a picture of food can stand for, "Give us this day our Daily Bread." The more abstract concepts, such as the line, "Hallowed be Thy Name" could be illustrated with pictures of a cross, a church, or even pictures of the majesty of space or other aspects of creation.
- 3 Once the student has his pictures arranged, glue them to the card stock, filling in gaps with the wrapping paper.
- 4 Allow to dry and then hang by attaching magnets to the back or adding sticky-tack to hang on a wall.

Pearl Word Search

.....

The Valuable Pearl

L K I V G Y V C U E Z Z H S K
R L B K N K G A H S Q K E N I
A G L W I V N S L J H L G P N
E N Q B H Y I E Z U P Z K K D
P E C I T S U J V I A T V K N
L U D F Y Z L P C A S B I A E
X W G T R E A S U R E N L D S
S G A O E P I G Z B G H L E S
H V Y A V D Y Y F D S E O N V
C U A X E Q A D O N I Y W R B
H I H L L I O M M F F E T Z X
T M Y X U K U J E S U S F L B
K Z V H W E M A U I G J D N H
O Q T T C P I R N W G F K H B
S G X A P U C K Y N X G R K X

WORD LIST:

DISCIPLES	KINDNESS
EVERYTHING	KINGDOM
FIELD	PEARL
HEAVEN	TREASURE
JESUS	VALUABLE
JUSTICE	VALUE

- 3 Add more potting mix behind the egg to cover all but the egg's opening. Place the rock over the opening. Add more potting mix to the pile to create a gently sloping hill behind the cave/tomb.
- 4 Have the students snap their twigs into 6 pieces to create 3 crosses: two small and one large. They should then use the thread to lash two pieces of twigs together to make each cross.
- 5 Stick the three crosses in the clay to help them stand up. Put the big cross in the center. Bury the clay in the hill of dirt so you can't see it. You should only see the crosses.
- 6 Have the students place the pebbles around the entrance to the tomb. Sprinkle grass seed over all the dirt except where the pebbles are.
- 7 Mist the seeds with water. Assign a student to lightly mist them everyday. The seeds should sprout within the week. On Easter, roll the stone away from the tomb!

History Activity

Research Women in Christian History

- 1 Say, "During the time that Jesus lived on the earth, women were treated with very little respect, so it was a very new thing that Jesus did when he chose, after his resurrection, to appear first to women. There are many important women in the Bible, but there have also been many women who have done beautiful, powerful, loving things for people all over the world because of their love for Jesus. Let's learn more about these women."
- 2 This activity can involve just learning a little about one or more women, or it can be a chance for older students to research and write a report about a woman of their choice. You may look up these people on the internet (we suggest parents supervise this) or find books about them at your local library.
- 3 Here are some women who have played important roles in Christian history. You can start with these, or find others if you prefer:

Mother Teresa: She was a missionary to the very poor in Calcutta, India. She dedicated her life to helping the needy.

Elisabeth Elliot: She and her husband, Jim, were missionaries to the native peoples of Ecuador. When a tribe murdered her husband and his friends, she and her daughter did not leave, but stayed and shared the Gospel with the people of Ecuador.

Amy Carmichael: Amy was a missionary to the children of India and opened an orphanage there.

Corrie Ten Boom: Corrie and her family helped hide Jewish people during the Holocaust, and she was sent to a concentration camp because of her brave actions.

Harriet Tubman: Before the American Civil War, she was an escaped slave who later helped many other slaves escape to freedom.
- 4 For a younger child, it would be interesting to look up one of the women and find pictures of her. Read together about her life and have the child write a couple of sentences summarizing her contribution. An older student can write a brief two or three paragraph report.