

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.

Photocopying and Distribution Policy

For families: you may make as many photocopies of the student pages as you need for use WITHIN YOUR OWN FAMILY ONLY. Photocopying the pages so that the book can then be resold is a violation of copyright.

Schools, co-ops, and churches MAY NOT PHOTOCOPY any portion of this Activity Guide. You may purchase a classroom license (\$100 per volume, per year) that allows duplication for school, church, and co-op use. For more information, please contact our parent company, Well-Trained Mind Press: email support@welltrainedmind.com or call 1.877.322.3445.

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

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

.....

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



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.