

Joseph

Lesson Objectives

- The students will sequence the events of Joseph's life.
- The students will explain why Joseph acted righteously in extremely difficult situations.
- The students will describe how God can bring good out of a bad situation in their lives.

Lesson Text

Genesis 37-50

Scripture Memory Verse

And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

Romans 8:28

Lesson Plan

Greeting and Registration

Preclass Activity: Got Any Plans?

Welcome and Singing

Centers:

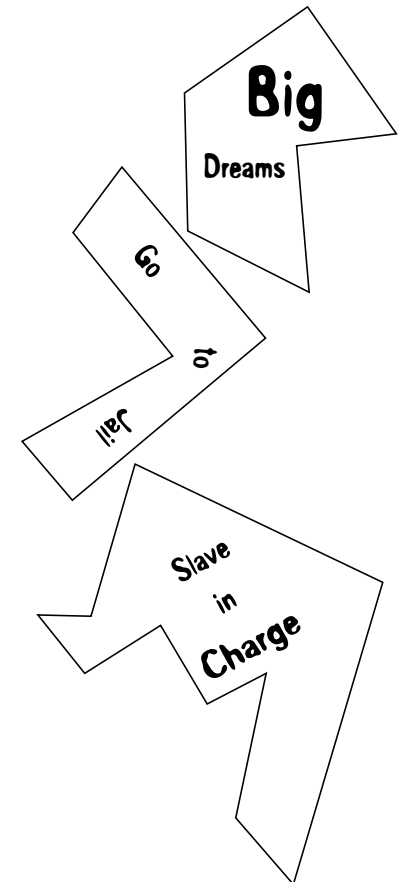
Bible Story: A Brave Slave

Craft: Rags to Riches

Scripture Memory: Good Work!

NOTE: Allow time for a snack.

Patriarchs 2 Lesson 4



GENERATION
next

3rd and 4th Grades

Joseph

Got Any Plans?

The students will think about the different kinds of plans in their lives.

Materials

For each student:

- pencil

Reproducible Pages:

- Page A, 1 copy for each student

Preparation

Complete the activity on your copy of Reproducible Page A before class.

Instructions

1. Greet the students as they arrive. Explain that today they are going to think about different kinds of plans in their lives, to prepare them to hear about the amazing plans that God had for Joseph's life.
2. Show them your copy of Reproducible Page A as an example. Distribute the copies of Reproducible Page A and pencils to the students. Encourage them to work with a partner or in a small group.
3. Circulate among the students to offer assistance or to answer questions.

Early Bird Special

For the students who finish early, have them complete a copy of Reproducible Page A as if they were Jacob or Esau. Tell them to imagine what Jacob and Esau's plans would have been. Encourage them to use their Bibles for help.

Teacher Tips

- Bring some examples of daily, weekly and monthly planners to class to show the students.

Got Any Plans?	
<p>The Daily Plan for _____</p> <p>MORNING PLANS This is my plan every morning:</p> <p>When I wake up, I _____</p> <p>For breakfast, I _____</p> <p>To get dressed, I _____</p> <p>Before I go to school, I _____</p> <p>LUNCH PLANS This is what I do everyday for lunch:</p> <p>_____</p> <p>AFTERNOON PLANS This is what I do every afternoon:</p> <p>When I get home from school, I _____</p> <p>_____</p> <p>My homework plan is: _____</p> <p>Other things I do before dinner are: _____</p> <p>_____</p> <p>NIGHT TIME PLANS This is what I do every night before I go to bed:</p> <p>After dinner I, _____</p> <p>_____</p> <p>To get ready for bed, I _____</p> <p>_____</p> <p>Before I go to sleep, I _____</p> <p>_____</p>	<p><u>Weekly Plan</u></p> <p>THIS WEEK, I plan to: _____</p> <p>_____</p> <p>NEXT WEEK, I plan to: _____</p> <p>_____</p> <p><u>Monthly Plan</u></p> <p>NEXT MONTH IS: I plan to: _____</p> <p>_____</p> <p>Over the summer months, I plan to: _____</p> <p>_____</p> <p>_____</p> <p>Draw a picture of yourself doing something you have planned:</p>

Joseph

A Brave Slave

The students will learn about Joseph's faith-filled adventures in this story of amazing trust in God.

Materials

For the teacher:

- scissors

Reproducible Pages:

- Page B, 1 copy for the teacher

Preparation

1. Cut out the eight puzzle pieces from your copy of Reproducible Page B.
2. Practice presenting the Bible Story using the puzzle pieces.

Presenting the Bible Story

Open your Bible to Genesis 37. Show them the puzzle pieces that you prepared and tell them that you will ask the students to help you tell the story using these pieces.

Distribute the pieces equally among the students. If you have more than eight students, give one piece to a pair of students. Tell the students to listen carefully for their phrase. As soon as they hear the phrase, they should stand, and remain standing, until the next student stands up. Collect each student's puzzle piece as the student stands and put the puzzle together as you tell the story.

A Brave Slave

Joseph was the next to youngest son of Jacob, born while Jacob was an old man. Jacob loved him very much and made a special robe—or coat—for him. This coat was beautiful and richly ornamented. The Bible says that Joseph had some BIG DREAMS in which God seemed to be telling Joseph that he would one day become a powerful man—and a ruler of his own family. He told his brothers and his father about his dreams, but they thought that Joseph was trying to be better than them.

One day, Joseph's brothers were so tired of hearing about Joseph's dreams that they wanted to kill him. But instead, they stripped him of his special robe and threw him in a cistern—which was like a well. Joseph was IN THE PITS! Later that same day, his brothers sold him as a slave and he was taken off to Egypt, far from

his father's house. It seemed like Joseph's dreams—which he thought were a good thing—had gotten him into a bad situation. But Joseph trusted God.

While he worked as a slave, Joseph was faithful to God and he was blessed. Joseph's master, Potiphar, made him the SLAVE IN CHARGE, making Joseph responsible for his house and all of his possessions. Joseph had come to his master as a simple slave, and God blessed him and honored him.

Not long after, the master's wife approached Joseph and wanted him to do something that was not right. She asked him many times, and each time he refused. He knew that his master, and God, would not be please with him if he did. Finally, Potiphar's wife called her husband and she lied to him, telling him that Joseph had treated her badly. Potiphar believed his wife. Joseph was arrested and he had to GO TO JAIL.

But Joseph still trusted God even in jail! And Joseph was a very good prisoner. He was such a good prisoner that the prison warden—who was in charge of the whole prison—noticed him. He wanted to give Joseph some responsibility, so he made Joseph the PRISONER IN CHARGE. The Bible says in Genesis 39:22-23: "So the warden put Joseph in charge of all those held in the prison, and he was made responsible for all that was done there. The warden paid no attention to anything under Joseph's care, because the LORD was with Joseph and gave him success in whatever he did." God took another bad situation and made it into a good one for Joseph.

After two years, the king of Egypt had a dream. He did not understand what it meant and none of his servants could tell him what it meant. Someone told the king that a prisoner named Joseph was a godly man who could explain the meaning of the dream. The king called Joseph and described the dream. The king probably asked Joseph, can you TELL ME ABOUT IT? Joseph told him exactly what the dream meant. Joseph never went back to prison.

The king, also called Pharaoh, was so impressed with Joseph's wisdom, that he decided to let Joseph work for him! Joseph was the MAN IN CHARGE! Listen to what the Bible says in Genesis 41:41-43: "So Pharaoh said to Joseph, 'I hereby put you in charge of the whole land of Egypt.' Then Pharaoh took his signet ring from his finger and put it on

Joseph

Joseph's finger. He dressed him in robes of fine linen and put a gold chain around his neck. He had him ride in a chariot as his second-in-command, and men shouted before him, 'Make way!' Thus he put him in charge of the whole land of Egypt."

While Joseph was in charge of Egypt, there was a terrible famine. People everywhere had no food to eat, except the Egyptians, because Joseph had saved a lot of grain during the years before the famine. Joseph's father and brothers were in Canaan. They had no food and were going to starve. Jacob sent his sons to Egypt to buy grain. When they arrived, they saw Joseph the governor—but they did not recognize him! They bowed down to him and asked him to sell them some grain. Joseph recognized his brothers but he did not tell them who he was. Joseph told them go back home and return with their youngest brother Benjamin. The brothers were afraid. They knew that their father Jacob would not want something to happen to his youngest son Benjamin. (Jacob believed that Joseph had died many years before.) The brothers returned to Canaan and told their father what the governor said. Jacob told his sons that if anything happened to Benjamin, then they would break his heart with sorrow. The brothers returned to Egypt with Benjamin. This time they had a FAMILY REUNION. Listen to what the Bible says in Genesis 45:1-7:

Then Joseph could no longer control himself before all his attendants, and he cried out, "Have everyone leave my presence!" So there was no one with Joseph when he made himself known to his brothers. And he wept so loudly that the Egyptians heard him, and Pharaoh's household heard about it.

Joseph said to his brothers, "I am Joseph! Is my father still living?" But his brothers were not able to answer him, because they were terrified at his presence.

Then Joseph said to his brothers, "Come close to me." When they had done so, he said, "I am your brother Joseph, the one you sold into Egypt! And now, do not be distressed and do not be angry with yourselves for selling me here, because it was to save lives that God sent me ahead of you. For two years now there has been famine in the land, and for the next five years there will not be plowing and reaping. But God sent me ahead of you to preserve for you a remnant on earth and to save your lives by a great deliverance."

Just like these puzzle pieces fit together, so do all the events in Joseph's life. Joseph really understood that God had a plan for his life—even when his brothers treated him so badly and sold him as a slave. God used Joseph to save their lives in the end!

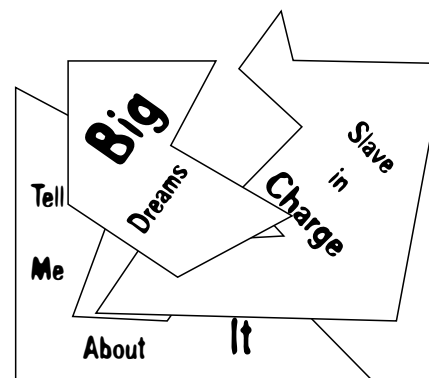
When the puzzle is all put together, ask the students what else they see. The word GOD appears in the background! Make the point that God is "behind the scenes" all the time—even if we cannot see him.

Sharing with Others

Ask the students to each think of a friend or family member who is going through a difficult or bad situation. Tell the students to share the story of Joseph with that person and help them to see that God can turn any bad situation into a good one! Close with a prayer for the students to share from their hearts the story of Joseph.

Teacher Tips

- Have the students gathered close to you, so that they can see the puzzle come together.



C

R

A

F

T

Joseph

Rags to Riches

The students will make a craft to remind them that God brought Joseph from the rags of slavery to the riches of royalty.

Materials

For each student:

- 1 piece of burlap or "rag" material, 4" x 4"
- 1 piece of brightly colored fabric, 4" x 4"
- 2 large wooden craft sticks
- white glue
- masking tape
- 1 piece of yarn, 5"
- 10 small, metallic sequins

For the teacher:

- sharp scissors or fabric shears

Reproducible Pages:

- Page C, 1 copy for the teacher

Preparation

1. Cut out the "robe" pattern from your copy of Reproducible Page C.
2. Using that pattern, cut out two "robes" for each student, one from the burlap or rag fabric and one from the brightly colored fabric.
3. Make a sample of the "Rags to Riches" craft.

Instructions

1. Introduce today's craft by saying: *In our Bible Story this week, we learn that Joseph's brothers sold him as a slave and he was taken off to Egypt, far from his father's house. While he worked as a slave, Joseph was faithful to God and he was blessed. Joseph's master, Potiphar, put him in charge of his house and all of his possessions. Not long after that, Joseph was arrested and put in jail because someone told a lie about him. But Joseph stayed faithful to God, and before long, the prison warden—who is in charge of the whole prison—put Joseph in charge of everything! After two years, the king of Egypt had a dream and no one could tell him what it meant. Someone told him that Joseph was a godly man and he could tell the king the meaning of the dream. The king called Joseph. Joseph told him the meaning of*

the dream! Before long, the king put Joseph in charge of the whole nation of Egypt! Joseph was second in command to the king! God saw Joseph's heart and faith, and he blessed him—bringing him from rags to riches.

2. Hold up the craft that you made. Show the students the "rags" side and the "riches" side. Distribute the burlap and fabric pieces that you prepared, the craft sticks, glue, masking tape, yarn and sequins.
3. Divide the students in two groups. Have one group prepare their craft sticks first, and the other group prepare their fabric.
 - a. To prepare the craft sticks: Have the students place one stick across the other, as shown in Figure A. Have the students glue the sticks at the point where they cross. Secure the craft sticks with masking tape while they are drying, as shown in Figure B.
 - b. To prepare the fabric: Have the students glue the yarn to the "rags" piece of fabric to look like a belt, as shown in Figure C. Have them glue their sequins to the "riches" piece of fabric in any pattern they choose.
4. When the students have completed both their sticks and the fabric pieces, have them glue the fabric onto the craft sticks, back-to-back, as shown in Figure D.
5. Have the students draw a face on both sides of the tops of the sticks, and their names on the bottoms.

Conclusion

Remind the students that the key to Joseph's success was his faith in God. Joseph never complained or blamed God. He stayed faithful to God even in hard times. And, in the end, Joseph was blessed and put in charge of an entire nation! Close with a prayer thanking God for the ways that he can turn a bad situation into a good one.

Teacher Tips

- If you don't have fabric shears or "pinking shears" at home, try to borrow some. They will keep the fabric from unraveling.

Joseph

pattern from Reproducible Page C

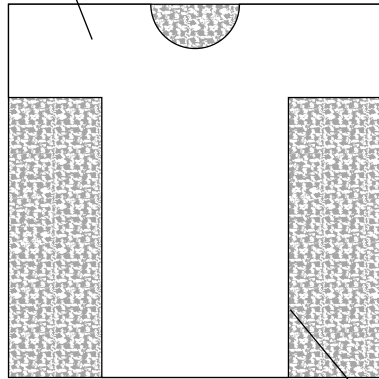
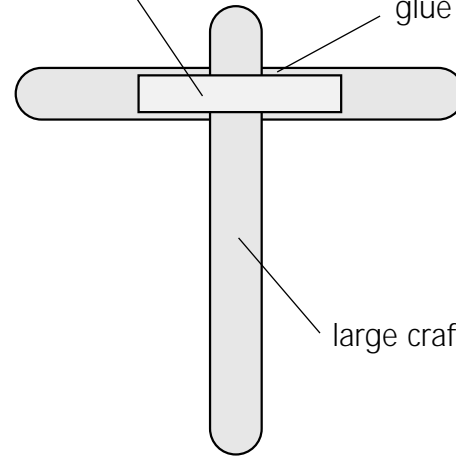


Figure A

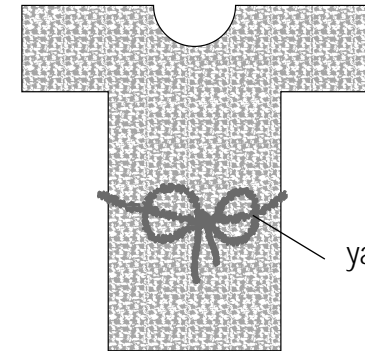
masking tape

glue



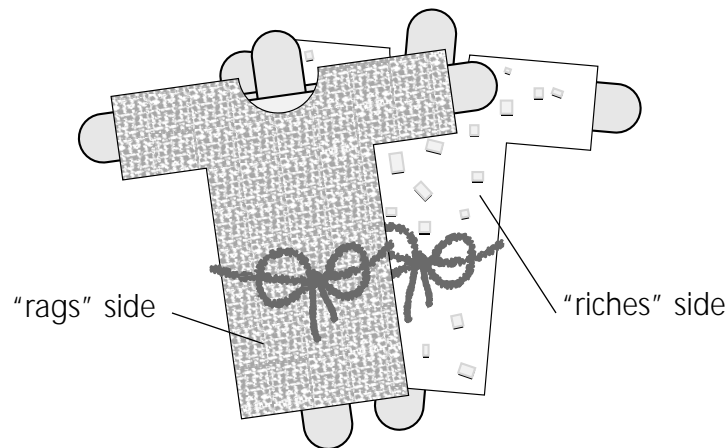
large craft sticks

Figure B



yarn

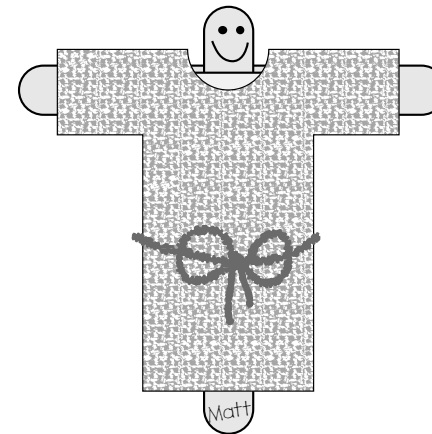
Figure C



"rag" side

"riches" side

Figure D



Finished Craft

Joseph

Good Work!

The students will learn and memorize today's Scripture Memory Verse as they see how God is working for their good.

Scripture Memory Verse

And we know that in all things God works for the good of those who love him, who have been called according to his purpose.
Romans 8:28

Materials

For the teacher:

- large writing surface

Preparation

1. Practice leading this exercise before class.
2. On the large writing surface, write the following list of words: know, all things, good, love, called, purpose.

Instructions

1. Explain today's activity by saying: *In our Bible Story this week, we learn that God worked for Joseph's good, even during some extremely difficult situations. Let's see how today's verse describes Joseph's life.*
2. Show the students the Scripture Memory Verse on the back of this Lesson Card. Read it aloud to them two times. Then ask them to read it with you aloud two more times.
3. Show the students the words you wrote on the large writing surface. Tell them that these are the key words in this verse. Present the verse to the students in the following way, with emphasis on the words in bold:

*"And we **know**" (We know because the Bible tells us so.)*

*"that in **all things**" ("All things"—whether good or bad. And Joseph had a lot of bad things happen to him.)*

*"God works for the **good**" (God is good and he worked for Joseph's good in every bad situation: in slavery and in jail.)*

*"of those who **love** him," (Joseph showed his love for God by his obedience and his faithfulness.)*

*"who have been **called**" (This does not mean that Joseph was "called" on the telephone! It means that God had a special plan or "calling" for Joseph and for all of us today. A calling is something that God wants you to do and that you obey—like becoming a disciple of Jesus.)*

*"according to his **purpose**." (Joseph believed that his life had a purpose. He had dreams of doing great things. He trusted that God's purpose would help him through the difficult times.)*

4. Tell the students that you are going to say each of these phrases slowly, and they should repeat after you, making an echo. For example, when you say: *And we know*, the students repeat saying, *And we know*; you say, *that in all things*, and the students repeat saying, *that in all things*. Continue this way until the whole verse and reference have been said. Finish by telling the students, *good work!*
5. Let the students each take turns leading the rest of the group in the same exercise, saying each phrase slowly, with the students repeating. When they have finished, have them say to each other, *good work!*
6. Ask for volunteers to say the verse from memory.

Conclusion

Ask the students what bad or difficult things have happened to them. Ask them if they believe that God can work for their good? Close with a prayer for the students to see God's good work in their lives.

Teacher Tips

- Be creative with the repetition exercise. Let the students put the verse to a rhythm or beat as they lead the group—clapping their hands or snapping their fingers. Even if you are not musically inclined, you can help the students put the verse to a familiar tune, rap or chant, which will enhance their ability to memorize it.

And we **know**
that in **all things**
God works for the **good**
of those who **love** him,
who have been **called**
according to his **purpose**.

Romans 8:28

Lesson Objectives

- The students will sequence the events of Joseph's life.
- The students will explain why Joseph acted righteously in extremely difficult situations.
- The students will describe how God can bring good out of a bad situation in their lives.

Lesson Text

Genesis 37-50

Scripture Memory Verse

And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

Romans 8:28

Lesson Plan

Greeting and Registration

Preclass Activity: Got the Point?

Welcome and Singing

Centers:

Life Application: Good Enough for Joseph

Game: God's Game Plan

Bible Skills: God's Book Review

NOTE: Allow time for a snack.

Got the Point?

The students will review the story of Joseph as they create "Point Catchers."

Materials

For each student:

- crayons or markers

For the teacher:

- scissors

Reproducible Pages:

- Page D, 1 copy for each student

Preparation

1. Create a sample Point Catcher.
2. Cut out the Point Catchers from the copies of Reproducible Page D.

Instructions

1. Greet students and tell them that they are going to make Point Catchers to review this week's Bible Story.

2. Distribute the Point Catchers you prepared and crayons.
3. With the blank side facing up, have the students fold each corner into the center of the square, as shown in Figure A.
4. Turn the paper over, with the numbers facing down, and the words facing up. Have the students fold each corner into the center, as before, as shown in Figure B.
5. Have the students fold the paper in half, as shown in Figure C. Then unfold and fold again the other way.
6. When they have finished folding their papers, the students can put the Point Catchers on their fingers and open and close them. The students should write their names on the outsides of their

Point Catchers and decorate them during the remaining time.

7. Circulate among the students to offer assistance. Use the Point Catchers to remind them of the story of Joseph.
8. Tell the students to save their Point Catchers to use later in the class.

Teacher Tips

- Many students will already know how to make these "catchers" and will know them by different names. Encourage them to help each other.

Good Enough for Joseph

The students will consider how God's plan to bless Joseph is just like his plan to bless them.

Materials

For each student:

- Point Catcher from Preclass

For the teacher:

- Point Catcher from Preclass

Preparation

1. Make or obtain a Point Catcher from the Preclass Activity.
2. Practice leading this activity with enthusiasm and personal application.
3. Review the Bible Story so that you can help the students make personal application of each point.

Reviewing the Bible Story

This week, we learned that Joseph had big dreams of being a powerful person. He told his dreams to his brothers and his father but they thought that Joseph was trying to be better than them. One day, Joseph's brothers were so tired of hearing about Joseph's dreams that they wanted to kill him. But instead, they threw him into a pit, and then sold him as a slave and he was taken far away to Egypt. It seemed like Joseph's dreams had not turned out as he planned. But Joseph trusted God.

While he worked as a slave, Joseph was faithful and God took care of him. Joseph's master, Potiphar, put him in charge of his house and all of his possessions. But, a short time later, Joseph was arrested and put in jail because Potiphar's wife accused Joseph of something he did not do. But Joseph stayed faithful to God, and before long, the prison warden—who was in charge of the whole prison—put Joseph in charge of everything! God took another bad situation and turned it into a good one.

After two years, the king of Egypt had a dream and no one in his service could tell him what it meant. Someone told the king that a prisoner named Joseph was a godly man who could explain the meaning of the dream. The king called Joseph and Joseph told him what it meant. Before long, the king put Joseph in charge of the whole nation of Egypt! He was second in command to the king!

Once again, God took a bad situation and made it into a good one. Not only did Joseph's life change for the better, but Joseph was able to use his position to be reunited with his brothers and save his entire family!

Life Application

Tell the students to take out their Point Catchers and help them to spell out J-O-S-E-P-H. Then have them spell out the letters to their name, e.g. M-A-R-Y. Next, tell them to pick a number and then look under the flap and read what it says. As each student reads from his Point Catcher, have all the students reply: *Good enough for Joseph, good enough for me.* Using the point that was read by the first student, ask the students to tell one way that they can be like Joseph in similar situation. For example:

- If a student reads point #2, "In the Pits" ask the group: *If your brothers or sisters are really upset and do something mean to you, how can you be like Joseph?* (Trust God; don't fight back; don't lose their temper; pray and get help from their parents)
- If a student reads point #5, "Prisoner In Charge" ask the group: *If you are being punished, or have to go to your room or stay after school, how can you be like Joseph?* (Do their best; have a great attitude; offer to do extra work; offer to help another student)

Let each student have a turn to read until all the points have been read.

Conclusion

Encourage the students to bring their Point Catchers to school to show their friends. It will remind them of Joseph when someone needs help solving a problem. Close with a prayer for the students to see God's plan in their lives.

Teacher Tips

- Come prepared to share an example from your own life of how God turned a bad situation into a good one—and how God was glorified.



3rd and 4th Grades



God's Game Plan

The students will consider God's plan for their lives as they play this game and review the story of Joseph.

Materials

For each student:

- Point Catcher from Preclass

For the teacher:

- 2 pencils
- watch or timer

Reproducible Pages:

- Page E, 2 copies for the teacher

Preparation

Practice leading this activity before class.

Instructions

1. Introduce today's game as a review of the story of Joseph and a test of their memory.
2. Show the students the puzzle pieces on the back of this Lesson Card. Explain to them that these are the main events from Joseph's life, but they are mixed up. The object of the game is to be the first team to put them in the correct order, from memory.
3. Divide the students into two teams. Give each team a copy of Reproducible Page E and a pencil. Let each team choose a student to do the writing.
4. Tell each team that they have ten minutes to try and put the eight events in the correct order. They should write each event under the space where it appears on their copy of Reproducible Page E.
5. Make sure that the back of the Lesson Card is in view of both teams. Tell the students that they may not use their Point Catchers to complete this activity.



6. After ten minutes, tell the students to stop. Choose a team to go first and tell the order of the events in Joseph's life. Then let the second team go. After both teams are finished, tell them if they had any mistakes. For example, *Team One did very well. They only had two wrong. Let's see if they can find and correct their mistakes in two minutes.* If both teams are correct, encourage them. If the teams have mistakes, give them one minute per mistake to try and find and correct them.
7. After the teams have attempted to correct their mistakes, let them check their answers with their Point Catchers.

Conclusion

It is important for you to understand that each event in Joseph's life was an important step in God's plan, and happened just the way God intended. That is why it was so important that you get the order right. God has a plan for you lives too—and each thing that happens is something that God is using for your good. Close with a prayer for the students to appreciate God's plans for their lives.

Answer Key

- | | | |
|---------------------|------------------------|--------------------|
| (1) Big Dreams | (4) Go to Jail | (7) Man in Charge |
| (2) In the Pits | (5) Prisoner in Charge | (8) Family Reunion |
| (3) Slave in Charge | (6) Tell Me About It | |

Teacher Tips

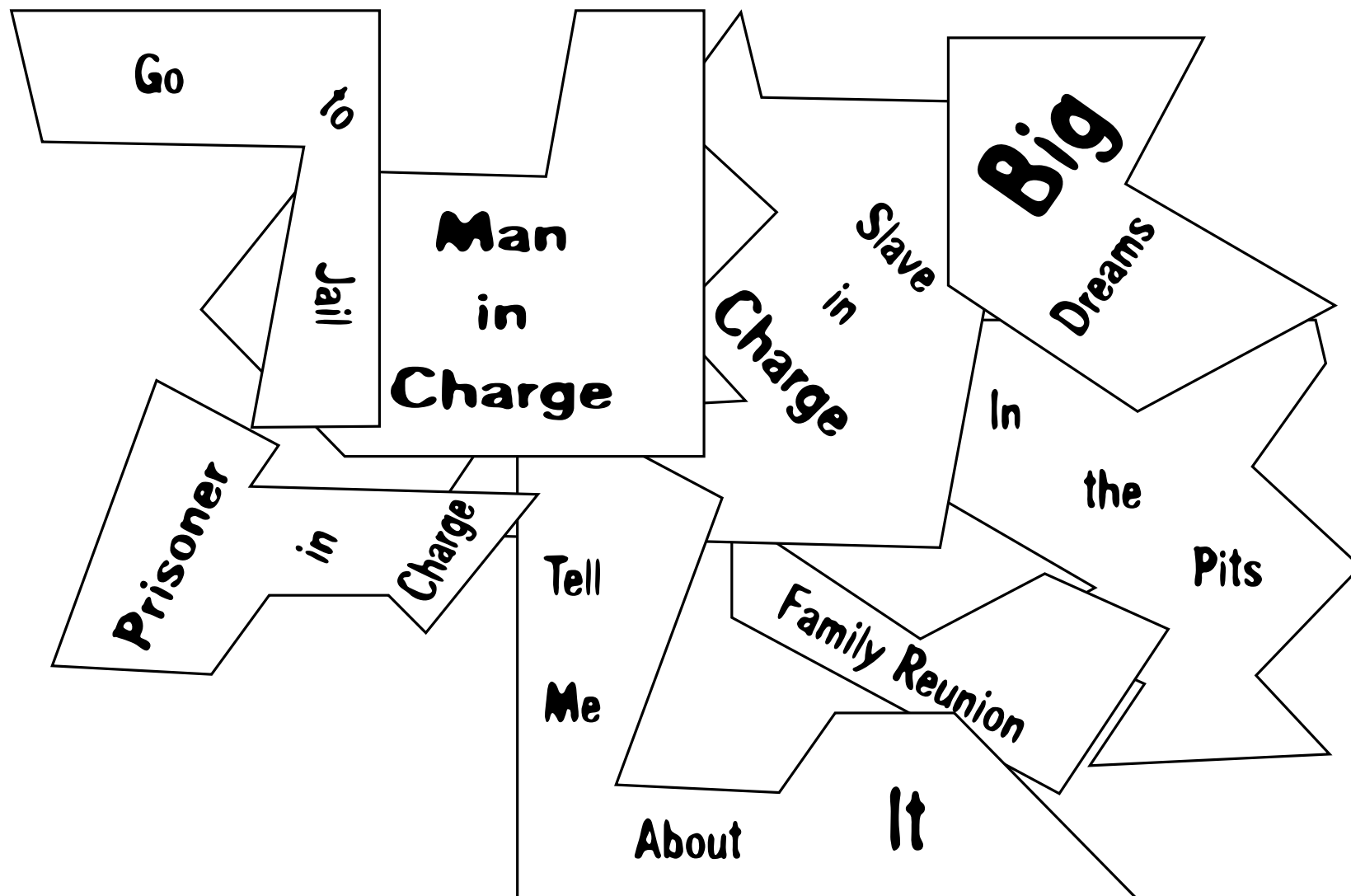
- Balance the teams with the students who did not hear the Bible Story and those who did.

God's Game Plan

Joseph

Patriarchs 2
Lesson 4

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A
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M
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E



B I B L E S K I L L S

God's Book Review

The students will review their knowledge of the Old Testament books in this activity.

Materials

For each student:

- pencils

Reproducible Pages:

- Page F, 1 copy for each student

Preparation

Complete the activity on your copy of Reproducible Page F before class.

Instructions

1. Introduce today's activity as a review of the order of the Old Testament books. Show them your copy of Reproducible Page F as a sample.
2. Distribute the copies of Reproducible Page F and the pencils to the students. Tell them that they will do the activity together as a class using their Bibles.
3. Ask them to look at the first set of books on the page marked with the word "LAW." Ask them what books they think go in each space, using the letters provided as a help. Tell the students to check the spelling in their Bibles.
4. Continue with the next section of books marked "HISTORY," having the students call out the names of each one and checking the spelling in their Bibles.
5. Do this same exercise for the rest of the sections, each time checking spelling in the Bible. Encourage the class to do it together and not to race ahead.

Conclusion

Finish with a "Pop Quiz." Ask them to turn over their pages so that they cannot see them. Ask the following questions. Tell the students to answer from memory:

- What is the first book in the Old Testament? (Genesis)
- What is the last book in the Old Testament? (Malachi)
- In what book do they read about Adam and Eve? (Genesis)
- In what book do they read about Jacob and Esau? (Genesis)
- How many books are in the LAW section? (five)
- How many books are in the HISTORY section? (twelve)
- In what section would they find the book of Psalms? (POETRY)

Close with a prayer.

Teacher Tips

- Have fun! Even in a review activity, the students can have fun and deepen their relationships by working together.

God's Book Review

God's Book Review																							
LAW	GĒNESIS	LAW	EXODUS	LAW	LEVITICUS	LAW	NUMBERS	LAW	DĒUTERONOMY														
HISTORY	JOSHUA	HISTORY	JUDGES	HISTORY	RUTH	HISTORY	1 SAMUEL	HISTORY	2 SAMUEL	HISTORY	1 KING	HISTORY	2 KING	HISTORY	1 CHRONICLES	HISTORY	2 CHRONICLES	HISTORY	EZRA	HISTORY	NEHEMIAH	HISTORY	ESTHER
POETRY	JOB	POETRY	PŚALMS	POETRY	PROVERBS	POETRY	ECCLSIASITES	POETRY	SONG OF SONGS														
MAJOR PROPHETS	ISAIAH	MAJOR PROPHETS	JĒREMIAH	MAJOR PROPHETS	LAMENTATIONS	MAJOR PROPHETS	EZEKIEL	MAJOR PROPHETS	DANIEL														
MINOR PROPHETS	HOSEA	JOEL	AMOS	OBADIAH	JONAH	MINOR PROPHETS	MICAH	MINOR PROPHETS	NĀHUM	MINOR PROPHETS	HABAKKUK	MINOR PROPHETS	ZEPHANIAH	MINOR PROPHETS	HAGGAI	MAJOR PROPHETS	ZACHARIAH	MINOR PROPHETS	MALACHI				

Bible Bookshelf

Core/Preclass

1 copy for each student

The Daily Plan for _____

MORNING PLANS

This is my plan every morning:

When I wake up, I _____

For breakfast, I _____

To get dressed, I _____

Before I go to school, I _____

LUNCH PLANS

This is what I do everyday for lunch:

AFTERNOON PLANS

This is what I do every afternoon:

When I get home from school, I _____

My homework plan is: _____

Other things I do before dinner are: _____

NIGHT TIME PLANS

This is what I do every night before I go to bed:

After dinner I, _____

To get ready for bed, I _____

Before I go to sleep, I _____

Got Any Plans?

Weekly Plan

THIS WEEK,

I plan to: _____

NEXT WEEK,

I plan to: _____

Monthly Plan

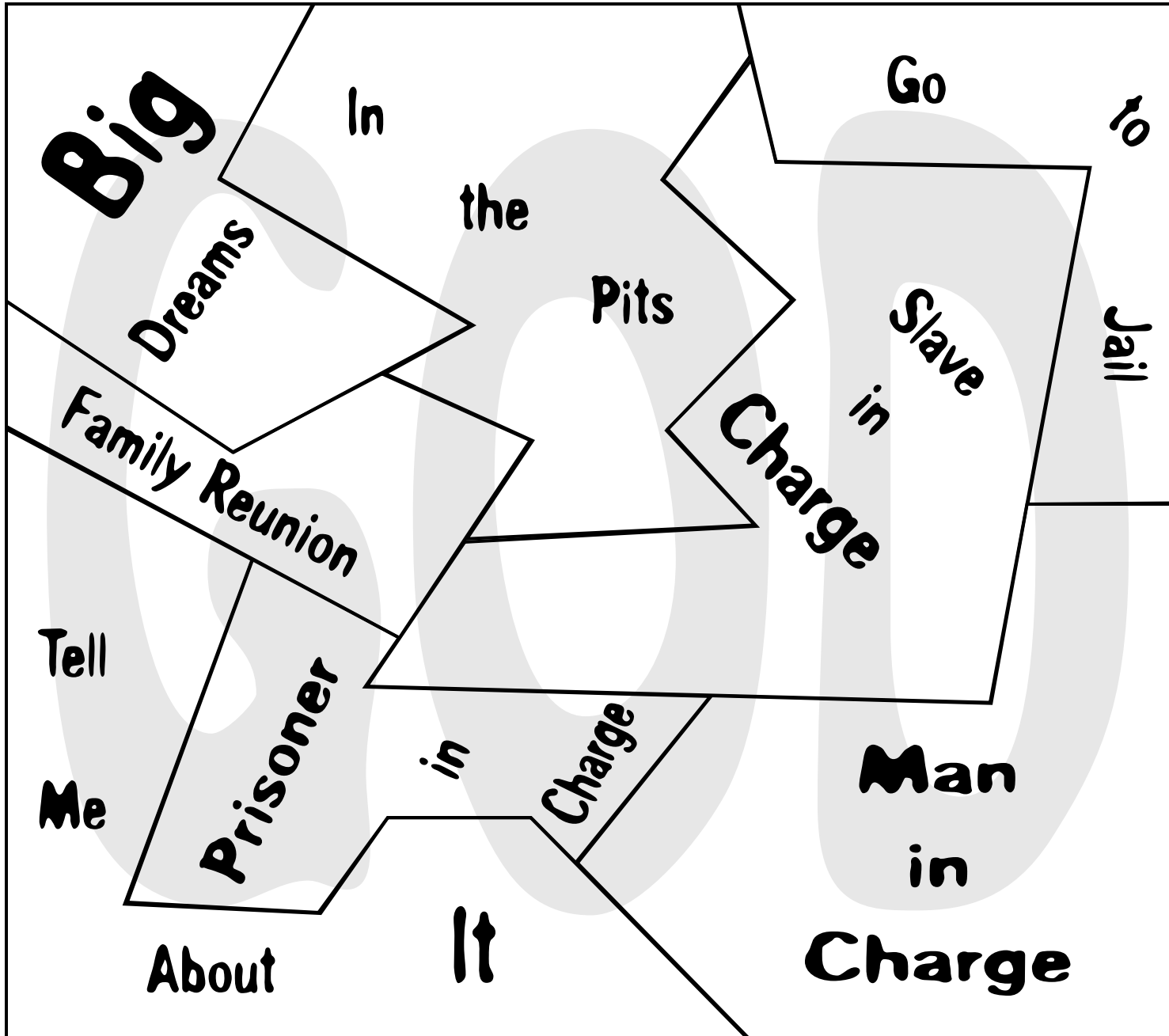
NEXT MONTH IS:

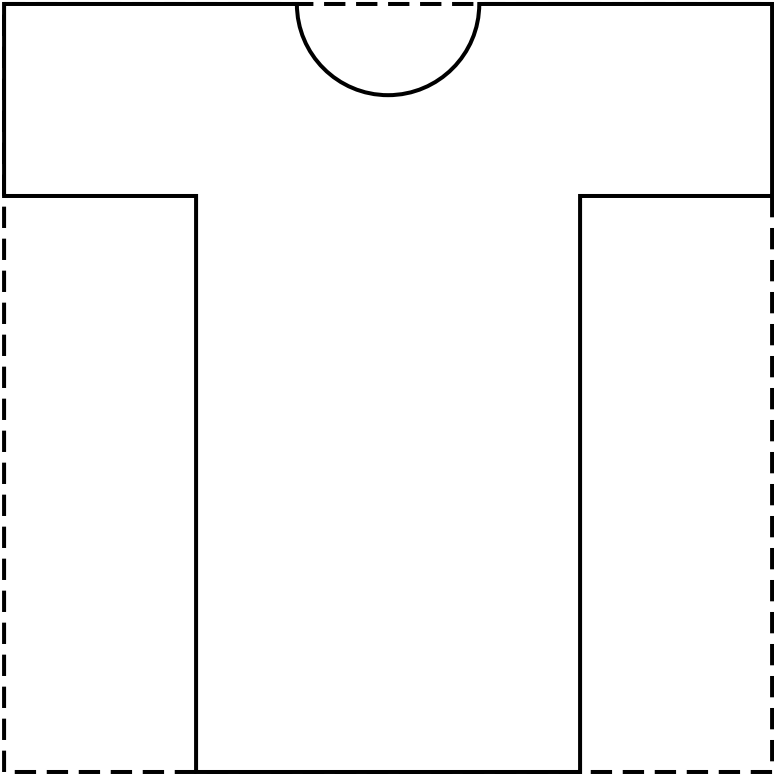
I plan to: _____

Over the summer months,

I plan to: _____

Draw a picture of yourself doing something you have planned:



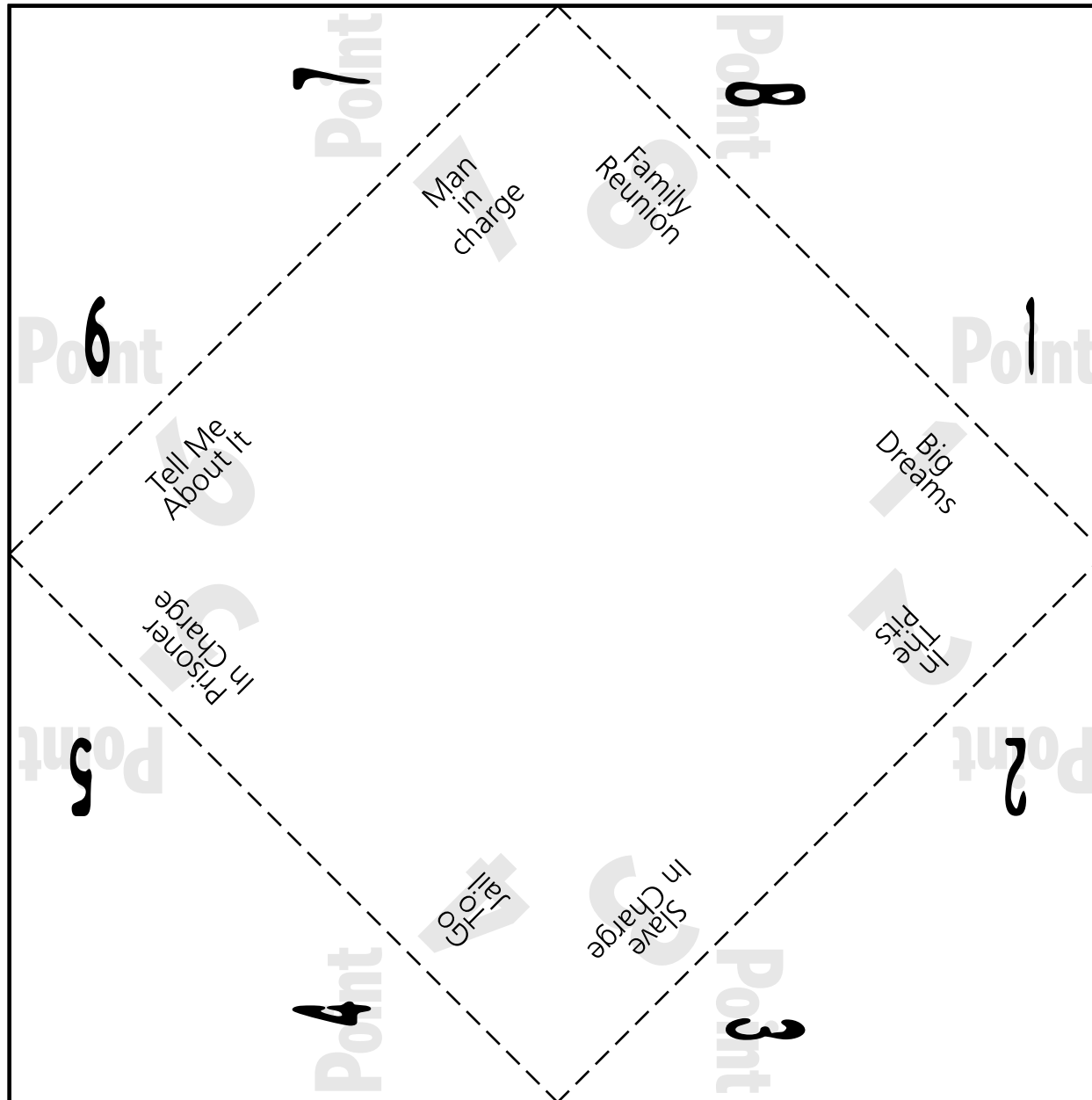


Robe Pattern

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Supplement/Preclass
1 copy for each student

Got the Point?



Patriarchs 2
Lesson 4

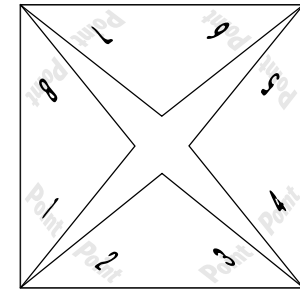


Figure A

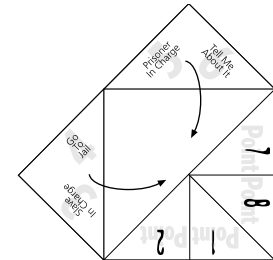


Figure B

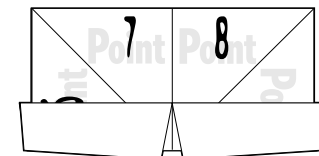
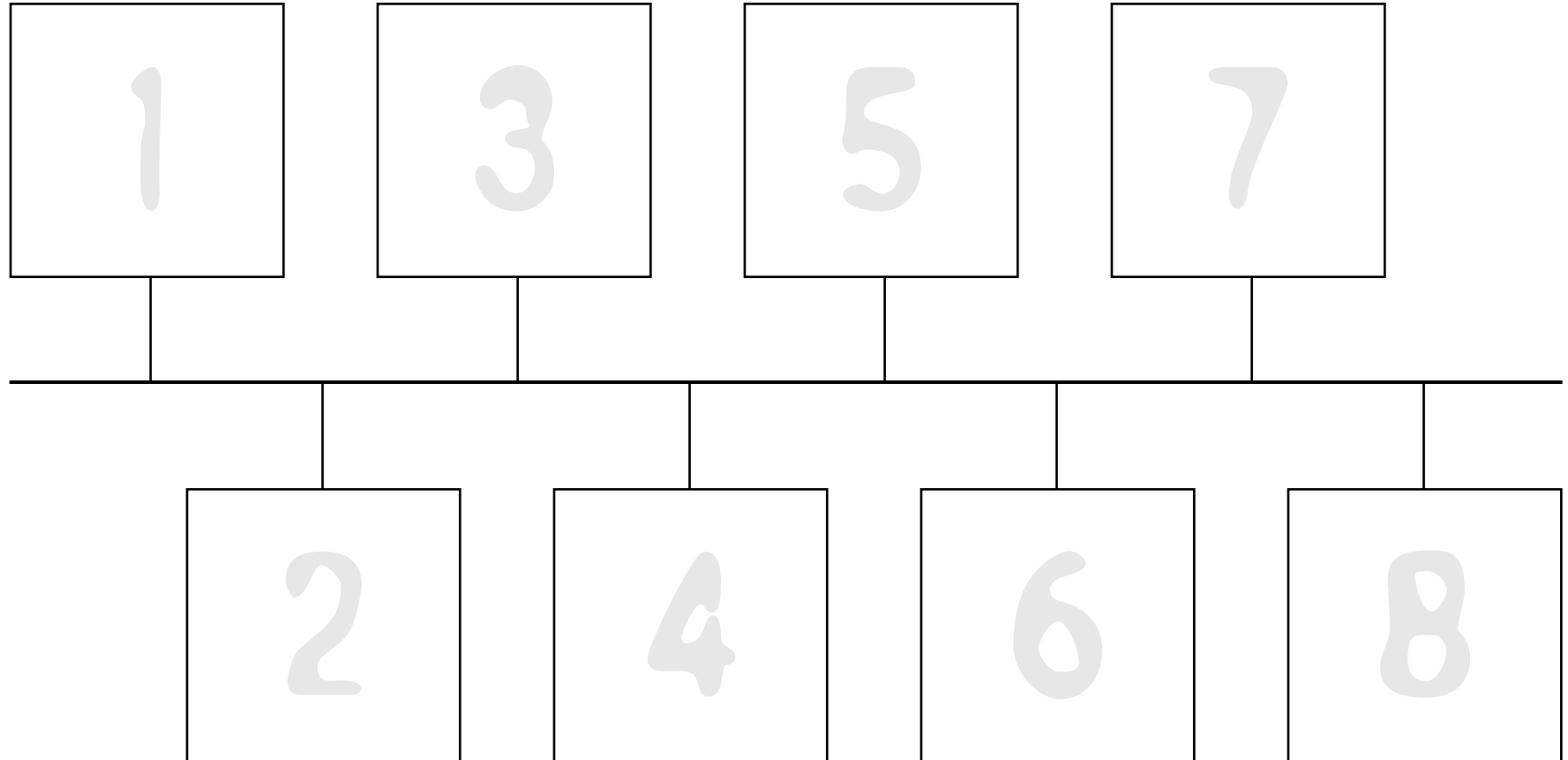


Figure C

GENERATION

3rd and 4th Grades

God's Game Plan



<h2>God's Book Review</h2>										LAW		G _ E _ _ _		LAW		E _ D _ _		LAW		L _ I T _ _ S		LAW		N _ B _ _ _		LAW		D _ T _ N _ _ _		LAW	
										HISTORY		J _ H _ _		HISTORY		J _ G _ _		HISTORY		R _ H _		HISTORY		1 S _ U _ _		HISTORY		2 S _ U _ _		HISTORY	
POETRY		J _ _		POETRY		P _ L _ _		POETRY		P _ V _ _ _		POETRY		E _ F _ A _ _ _		POETRY		S _ _ O S _ _ _													
MAJOR PROPHETS		L _ I _ _		MAJOR PROPHETS		J _ E _ _ _		MAJOR PROPHETS		L _ E _ _ I _ _		MAJOR PROPHETS		E _ K _ _ _		MAJOR PROPHETS		D _ I _ _													
MINOR PROPHETS		H _ E _ _		MINOR PROPHETS		J _ L _		MINOR PROPHETS		A _ S _		MINOR PROPHETS		O _ D _ _		MINOR PROPHETS		J _ A _													
MINOR PROPHETS		H _ A _ _		MINOR PROPHETS		M _ A _		MINOR PROPHETS		N _ U _		MINOR PROPHETS		H _ A _ _ _		MINOR PROPHETS		Z _ H _ A _													
MINOR PROPHETS		H _ G _ _		MINOR PROPHETS		Z _ H _ A _		MINOR PROPHETS		E _ _ _		MINOR PROPHETS		N _ E _ _ _		MINOR PROPHETS		E _ _ _													
MINOR PROPHETS		Z _ H _ A _		MINOR PROPHETS		N _ E _ _ _		MINOR PROPHETS		Z _ C _ O _ L _		MINOR PROPHETS		E _ _ _		MINOR PROPHETS		N _ E _ _ _													
MINOR PROPHETS		M _ A _ _		MINOR PROPHETS		E _ T _ _ _																									