

TEACHER MANUAL
SUMMER 2020

P

PRIMARY

GRADES 3–4



God's Kingdom

Décor: The Repair Shop

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Join us on our Facebook group. Interact with editors and Sunday school teachers. Post pictures of your class. Brag on what God is doing in your class. You teach with us; now interact with us. Check out our group, "Word Aflame Primary Curriculum Teachers."



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All Scripture quotations are taken from the King James Version unless otherwise noted.



“The Bible Is Boring!”

I’ll never forget the moment one of my darling little fourth graders uttered those words during reading class. “The Bible is boring!” I was shocked into silence but motivated to action. The next day I threw the curriculum-suggested Bible reading out the window. “Turn to the Book of Judges,” I told the kids. As we read and acted out the stories, we also played games and did related craft projects—everything possible to make the Bible interesting. By the end of the week, the same student was saying, “These stories are awesome!”

Once again I was convicted. I didn’t want my students to just think of the Bible as a bunch of epic stories. Instead of merely falling in love with the Word, I wanted them to connect to the One whom these stories were about, falling in love with its Author. My challenge was to make the Word come alive while also making the Author real to my students. How could I accomplish this?

I needed to make repairs to my approach. First came a diagnostics test, examining my students—their interests, needs, learning styles, home environments, and where they were spiritually. Then I used this

data to analyze how my curriculum, teaching style, and personality meshed with what needed to be accomplished. I had to diagnose the problems before I could make the necessary repairs.

As with most repairs, it came at a high cost. It took me hours to research, analyze, discuss, plan, critique, and revise, . . . and then tinker with it yet again. It took humility to recognize that I wasn’t perfect, my teaching wasn’t perfect, and my classroom wasn’t perfect. I needed help from others and from the Master Repairman. It was worth it, though, as my students became excited about the Bible. They began to recognize how God was active in their lives, they fell in love with Him, and most experienced the new birth.

Just as you need to take your car in for routine maintenance every quarter, you need to do routine maintenance in your classroom every quarter. Don’t be afraid to take inventory of your classroom and diagnose the repairs that might be needed. It may seem difficult at first, but it will result in a well-oiled machine that runs longer, more effectively, and more productively.

ROOM DÉCOR DEVELOPMENT

THE REPAIR SHOP

Summer is the perfect time for restoration and repair. People everywhere feel the urge to use the warm-weather months to make their lives better. Homeowners inspect their homes and take note of things that need repairing. Some projects seem to be too big to tackle alone, so they make lists of what needs to be done and start hiring experts to do the necessary work correctly.

Many children's classes will see an influx of students during the summer months . . . be ready. God will bring you children who need His touch of restoration in their lives. Our world is broken. Many homes are broken, resulting in broken students. They go to school and extra-curricular activities with other broken people. Thankfully God is the Redeemer of broken humanity.

The children of Israel were far from God, broken, and seemingly beyond repair. However, even in the midst of their rejection of God, His love for them sent great men like Elijah, Elisha, and other prophets to provide restoration for those who would submit to God's plan. Through your hands, your heart, and your words, you can be used by God to restore, repair, and transform the precious young hearts that will be in your class throughout the summer.

As you decorate, pray over every corner of the classroom. Prepare your heart to welcome the children who will need God's loving restoration in their lives and in their homes. With God, nothing is impossible.

Door Poster

Attach the door poster (TRP) to welcome students and invite them into an exciting classroom accented with images associated with a car repair shop.

Wall Décor

The wall decorating ideas can be adapted for any size classroom or teaching situation. Decorations can be basic or detailed and three-dimensional. Designs can be reduced in size to fit bulletin boards. Simply choose the best ideas for your students.

Keep all important items for interaction and teaching at students' eye level. Anything higher should be used only for decoration.

Wall 1: Instructional Wall

Line the back wall with heavily corrugated cardboard that has been spray-painted metallic silver or with corrugated tin sheets (found at large hardware stores). The corrugated cardboard could also be cut to the proper size to cover the front and sides of a table to use as a podium or for object lessons (similar to a table skirt).

This wall contains the writing board. Mount the New Birth poster (TRP) to this wall and refer to it each class period. Also mount the appropriate unit MV poster (TRP) in this area.

Make a sign that says: THE REPAIR SHOP. It can be made of paper, wood, or metal with stenciled letters. Make it large enough to be prominent. If you have shelves near your instructional area, line them with silver foil to give them an industrial look. Add props such as quarts of oil, funnels, filters, and tools.

Explaining Our Acronyms and Symbols

(TRP) = Teacher's Resource Packet

📄 = Downloadable resource using code on TRP instruction sheet

(AP) = Activity Paper

BP = Bible Point

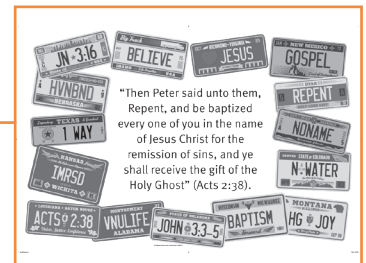
LA = Life Application

MV = Memory Verse

MW = Memory Work

JBQ = Junior Bible Quizzing

🏠 = Home Connection



Looking Ahead

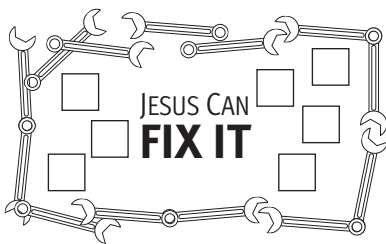
Check the quarter's title pages (like page 7) now to see what supplies need to be gathered. Create a sample of every craft activity and practice object lessons well before class to make sure your methods provide the desired result.

Designate what activities require multiple copies, cutouts, or unusual supplies. Several uncommon supply items offer key sensory details to this quarter. See each lesson for complete instructions.


Some non-standard supply items are suggested for this quarter.

- If you would like to prepare in advance, you will need invisible ink pens with a UV light, available at amazon.com (six for \$8.00).

Before the quarter begins, tear apart the activity papers and sort the papers by lesson for easier distribution each week. Set apart the title page to send home in week 1. Order one activity paper per student with a few extras for visitors and for growth.



Wall 2: Jesus Can FIX IT

- Use a simple font for the words: JESUS CAN. Use a bold, capitalized font for the words: FIX IT.
- Make construction-paper wrenches  in the color of your choice. Stagger and layer them as a border around the words on the wall or on the edge of the bulletin board.
- Cut four-inch squares of paper. On each square write one problem Jesus can fix (e.g., WORRY, GUILT, SICKNESS, FEAR, SIN). Attach these squares to the wall or bulletin board.
- Have extra squares accessible to students. They may write prayer requests on them throughout the quarter and attach them to the wall or bulletin board.

At the end of the quarter, your class can look back at the prayer requests and praise God for any that have already been answered.


3-D Idea: Make larger-than-life wrenches or other hand tools and lean them in a corner or mount them along the side wall of the classroom. These can be made out of cardboard or foam board and painted or lined with colored duct tape.

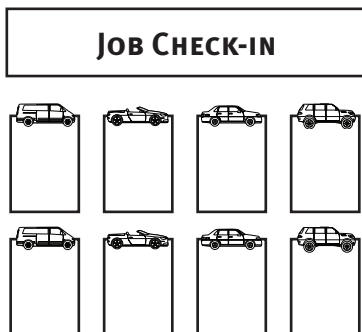
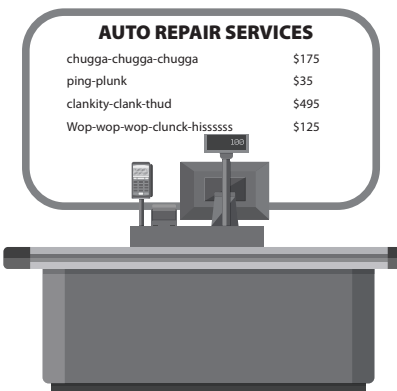
Wall 3: The Checkout Counter

Bring some humor into the décor by creating a large sign: AUTO REPAIR PRICES. List problems and prices on the sign. Each problem listed should be for a noise the car is making, such as *CHUGGA-CHUGGA-CHUGGA*, *PING-PLUNK*, *CLANKITY-CLANK-THUD*. Price each item with a silly price. If you are planning a classroom store, consider setting it up in this area. Add those items and prices to the list.

Create a checkout counter using a skinny table. Cover it with a tablecloth that matches your theme colors. Place a cash register on it. If using this for your classroom store, place the prizes students can purchase on this table.

Wall 4: Job Check-in

Title this wall or bulletin board: Job Board. Use it to track memory work and attendance. Cover the wall or board with shiny silver paper as a background. If decorating the wall, set a table in front of the wall and place a clipboard for each student on the table. If using a bulletin board, attach a clipboard for each student to the board using large thumbtacks. On each clipboard, hot-glue a car cutout  and write the student's name. Place an attendance chart (AP) and a memory chart (AP) on each clipboard.



● What Is in the TRP Digital Downloads?

In addition to visuals and helps for each lesson, the TRP has a “General Items” folder that contains the following:

- Attendance Chart
- Attendance Diagnostic Stickers
- Basic Timeline Visuals
- Classroom Décor
- Digital Postcards
- Home Connection Calendars and Devotionals
- JBQ Quizzes and Verses
- Memory Chart
- New Birth Handout
- Spiritual IEP
- Student Information Form
- Teacher Training Article: “Developmental Delay”
- Unit Memory Verse (MV) Handouts

To download your digital resources, look for the code on the back of the TRP cover sheet.

Timeline Option

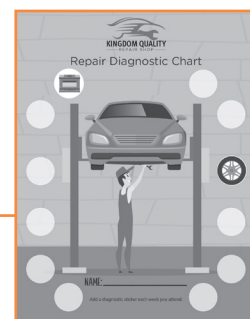
To aid students in understanding where lesson events fall in relation to other events in the Bible, we recommend teachers create a timeline on a wall of the classroom.

- Purchase straight-edge bulletin-board border in a solid color. Using a wall-safe adhesive, attach several pieces end-to-end as space permits.
- From the TRP, print the timeline visuals 📄 of Creation, Noah’s Ark, Abraham, Moses, King David, Jesus’ Crucifixion, and Jesus’ Return, as well as arrows.
- Cut out the arrows and place them at the ends of the timeline to emphasize that it goes on beyond what is shown.
- Over the left arrow, place the Creation visual.
- Place the Crucifixion visual two-thirds of the way down the timeline.
- Between these visuals, place Noah’s Ark, Abraham, Moses, and King David, respectively.
- Over the right arrow, place the Jesus’ Return visual. Cut out the WE ARE HERE arrow and place it next to this visual.

During each lesson, place that lesson’s visual on the timeline to show its location in relation to the other events students have learned. For a series with several lessons in a short time period, we suggest you create an extension above or below that “zooms in” on that section of time, and then place the visuals along the extension in the order they occur. At the end of the quarter, leave the visuals up. Over time, you will create an extensive timeline.

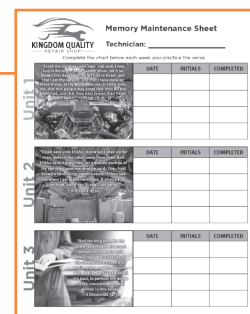
Attendance Automobile Diagnostic Chart

An attendance chart for each student is included with each activity paper. A digital version 📄 is also available for printing extra copies. This quarter, students will track their attendance each week by placing a diagnostic sticker on an automobile diagnostic chart.



Memory Maintenance Sheet

If you choose to incorporate the memory work from the EXPANDED section, a memory tracking page for each student is included with each activity paper. A digital version 📄 is also available for printing extra copies as needed. This quarter, students will track their memory work by filling in a memory maintenance sheet with the date, their initials, and an X.



Additional Ideas

- Have the teaching staff dress as auto mechanics. Male teachers can wear coveralls, clear protective eyewear, and have a rag hanging out of the back pocket. Female teachers can wear an apron made out of denim overalls and clear protective eyewear. Each teacher should wear a large name badge with a silly name that will draw children into the character(s).

● Bible Quiz Option

Word Aflame is pleased to partner with UPCI Children’s Ministries to present a Junior Bible Quizzing activity as the last option for every lesson. The JBQ materials in the General Items of the digital resources 📄 will permit you to study the material at your desired pace. JBQ’s theme for 2019–20 has been Songs of the Shepherd, studying the psalms of David.

- JBQ Verses 📄 breaks down the 288 selected verses into nineteen sets. Start the quarter by sending students home with one set of verses. Each week, based on their comprehension of the material, choose whether to send home a new set of verses or tell students to study last week’s verses again.
- The last option of each lesson describes a fun activity to help your students recall the material. Use the JBQ Quizzes 📄 that correspond to the JBQ Verses 📄 studied by your students.

- Use a standing tool chest to store classroom supplies or props. To make one, use a large, sturdy cardboard box as your base. Spray-paint the entire box a glossy red. Use gray and black duct tape to outline drawers on the tool chest. Add your church logo to the tool chest. If you want to make it mobile, attach plastic coaster wheels to the bottom.
- Make tire seats. Clean old tires. Spray-paint them, if desired. Purchase half-inch-thick plywood. Use a jigsaw to cut out a circle that equals the measure of your tires. Purchase fabric and stuffing. Place the stuffing between the wooden circle and the fabric. Using a staple gun, staple the fabric to the wooden circle. Set the seat on the tire.
- Set up an area where students can build cars out of various materials (e.g., LEGOs, K’NEX, bottles, bottle caps, small boxes, magnets, nuts, bolts, and washers).
- Place an oil drum in a corner of your classroom and label it: HOLY GHOST ANOINTING OIL.
- Schedule a class field trip to tour a repair shop.
- Snack suggestions: chocolate donuts or Oreos for tires, Bugles for traffic cones, trail mix for nuts and bolts, punch or juice for transmission fluid, carrot and celery sticks for dipsticks, apple wedge cars with grapes attached with toothpicks for tires.
- Have a container of wet wipes ready for cleaning up after snacks and projects. Decorate the container with a new cover and label it: SHOP RAGS or SHOP TOWELS.
- Wrap empty soda cans in colored paper. Decorate them to look like vintage motor oil cans. Keep a beanbag available to use as a stack ’em and knock ’em down game to fill any extra time. The motor oil cans also make good props for any shelving units.

Offering Method

Option 1: Use an oil drain pan to collect offering. If you do not have one, these can be purchased for a reasonable price from an auto parts store.

Option 2: Buy an unfinished wooden toolbox from a craft store. Paint or cover it to match your theme colors. Emphasize that when we give to the Lord, we are helping do the work of repairing what has been broken. Our giving is a tool in the hands of God.

Volunteers

Prepare a tin can or bowl large enough to reach into with your hand. Fill the container with large metal nuts or washers that are numbered. Place a corresponding number on each student’s chair or table spot in the classroom. During class time, when a volunteer is needed, blindly select a nut or washer from the container and call out the number to see which student will be your volunteer. This container can be kept on the prop shelving units.

Facebook

Join our Facebook group: Word Aflame Primary Curriculum Teachers. Interact with editors and Sunday school teachers. Share tips and gather ideas. Post pictures of your class and encourage others by posting what God is doing in your students’ lives.

Note: Before posting pictures of students, get parental permission using the student information form 📄.

GOD TAKES CARE OF ELIJAH

A Widow Feeds Elijah



CORE SUPPLIES

Excite and Engage

Welcome: Take the batteries out of a remote-controlled car; place the batteries out of view.

Repair Shop soundtrack 📻, unit 1 MW poster (TRP), attendance charts (AP) 📅, attendance diagnostic stickers (TRP) 📅, offering container

Opening Activity: White paper (1 sheet per student), pencils, markers

Relate and Receive

Bible Lesson: Bibles, Bubble Web poster (TRP), fine point marker, Mix-n-Match cards (TRP), tape or Plasti-Tak

Apply and Act

Life Application: Activity papers (page 1), colored pencils, pencils

Prayer and Call to Action: Index cards (1 per student), pencils

Home Connection: For each student, prepare to send home a unit 1 HC calendar (TRP) 📅, and the lesson 1 HC devotion 📖. Send home students' AP covers. Prepare to have parents fill out student information forms 📄.

EXPANDED SUPPLIES

Worship and the Word

Worship: *Suggested songs:* "Way Maker" recorded by The Pentecostals of Alexandria at BOTT 2018, "Nobody Loves Me Like You" by Chris Tomlin

Memory Work: Unit 1 MV poster (TRP), Bible, memory charts (AP) 📅.

Use a marker to write the memory verses on construction paper (a different color for each team). Cut the verses into puzzle pieces (equal number of pieces per team). Hide the puzzle pieces around the classroom.

Reinforce and Review

Activity Paper: Activity papers (page 2), pencils, Bibles

Option 1: Use masking tape to create start and finish lines. You will also need a timer.

Per team (minimum 2): bag of craft pom-poms, empty spaghetti-sauce jar (or similar sized jar)

Option 2: Construction paper (2 sheets per student), scissors, magazines (that can be cut), glue, stapler, markers

Option 3: Select and print one set of JBQ Verses 📄 for students to take home. Research Junior Bible Quizzing at the website, www.najbq.com.

Unit 1

Elijah

Unit Aim

Students will examine how God shows that He is God.

Unit Bible Verse

I Kings 18: 36–37

Scripture Text

I Kings 17:8–16

Bible Lesson Verse

I Kings 17:14

Bible Point

God takes care of His people.

Life Application

I will testify how God takes care of me.

Teacher Devotional

Read I Kings 17:8–16. Prayerfully consider what this passage says:

About God

God sees us in the midst of our emotional pain and spiritual storms. We can rest knowing God is always near. Just when our circumstances seem too heavy, He has a way of stepping in and taking care of us.

To You as a Teacher

I will hold strong in the faith and know that God will take care of me. No matter the weapon the enemy uses to try to depress our spirits, I will stand tall and live in the victory God has promised.

To Your Students

As Elijah asked for a share of what she thought was her final meal, the widow trusted God to take care of her. God cares about our lives and the lives of our students. Like the widow, you may have students who are experiencing what seems like a lack of care or provision in their families. Help them discover God's care, even in difficult times.

Note to Teacher

In every lesson segment, **bold print** suggests dialogue for the teacher. However, simply reading a teacher's manual bores students. Instead of boring them, excite them. Look at them. Use your own words and expressions. Add related personal experiences. Direct communication inspires students and keeps them focused and involved.

CORE *(designed for a teaching period around 45 minutes)*

EXCITE AND ENGAGE

Welcome

Play the Repair Shop soundtrack 🎧 as students enter and tour the classroom. Compare the activities of a repair shop with the various ways God repairs us.

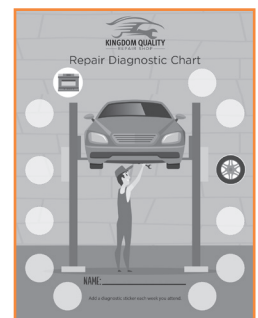
Show students the unit 1 MW poster (TRP). Encourage them to memorize all the unit verses this quarter. **God repairs our souls as we memorize His Word.**

Students write their names on their memory maintenance sheets (AP) 📝. Each week the verses are practiced, students date, initial, and draw an X next to the appropriate poster on their memory charts.

Show students the new offering container, where they will place their offering when they arrive each week.

Students write their names on their attendance automobile diagnostic charts (AP) 📝. Each week students attend, they add a diagnostic sticker (TRP) 📝. Introduce the Bible Point: **God takes care of His people.**

Show the remote-controlled car. Pick a student to test drive it. When the car does not work, ask students to diagnose what is wrong with it. After discussion, get the batteries from their hiding place. Add the batteries and let the student try to drive it again. **This car needed batteries to operate correctly. The same is true of an actual car. The owner of the car must take care of the car and make sure it has a working battery and engine or the car will not go anywhere. A good owner will know when something does not sound or feel right and will check it out. Like good owners take care of their cars, God takes care of His people. God knows what His people need, and He takes care of them.**



Opening Activity: God's Care

Challenge students to solve these riddles.

**It can climb walls and hang from the ceiling.
It can whiz through the air at speeds of sixty miles per hour.
It can fly as high as ten thousand feet above the ground.
It fascinates aerodynamic scientists.
What is it? *A bat***

**It is the smallest of the bird species.
It can hover and can fly backward and sideways.
It is beautiful with a rainbow of shiny iridescent feathers.
It flaps its wings at more than eighty times a second, producing the sound that gives it its name.
What is it? *A hummingbird***

**This little insect is known by its smell.
You best not disturb it, or it might squirt you.
It repels predators by blasting them with boiling chemicals.
Some species spray as many as five hundred squirts a second.
What is it? *A stinkbug***

**This spider hides in wood piles and under rocks.
It is known by its red hourglass marking.
It is the most venomous spider in the United States.
It has a bad reputation because it eats its mate.
What is it? *A black widow spider***

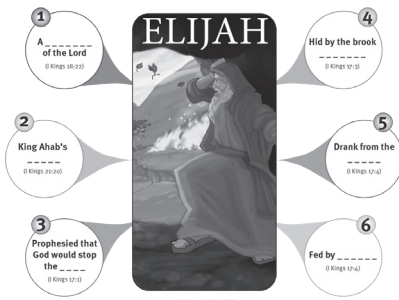
Not only did God “fearfully and wonderfully” design humans, but He also created animals to provide for and protect themselves in amazing ways. What an awesome Creator we have. Every rose petal has an individual print. No two snowflakes are alike. There are three hundred thousand species of beetles and weevils. No detail is too small for God’s attention. He cares for each creature, especially humans, who are made in His image.

Give students white paper, pencils, and markers. Challenge them to design and name an original animal. Student share their creatures.

- **What does your creature eat?**
- **How does it protect itself?**
- **Where does it live?**
- **How long does it live?**
- **What is unique about it?**

Bible Lesson Verse

“For thus saith the LORD God of Israel, The barrel of meal shall not waste, neither shall the cruse of oil fail, until the day that the LORD sendeth rain upon the earth” (I Kings 17:14).



RELATE AND RECEIVE

Access Prior Experience: **Have you ever shared the last bite of your snack or meal with someone else? If so, why?**

Bible Lesson: A Widow Feeds Elijah (I Kings 17:8–16)

Display the Bubble Web poster (TRP) and ask students to look up the references in their Bibles to complete the bubbles. Read the verses together and connect the facts to give students an overview of Elijah’s situation leading up to our lesson today.

- A _____ of the Lord (I Kings 18:22) (*prophet*)
- King Ahab’s _____ (I Kings 21:20) (*enemy*)
- Prophesied that God would stop the _____ (I Kings 17:1) (*rain*)
- Hid by the brook _____ (I Kings 17:3) (*Cherith*)
- Drank from the _____ (I Kings 17:4) (*brook*)
- Fed by _____ (I Kings 17:4) (*ravens*)
- **What happens when it does not rain for a long time?** Define the word *drought*.

Use the Mix-n-Match cards (TRP) to teach the lesson. As you ask each question, post the question on the wall. Mix up the answer cards and place them face up on the table. Students match the answers to the questions.

Read I Kings 17:7. **The drought that affected Israel had also dried up Elijah’s water supply. That created a problem, but Elijah was not worried. He knew who would take care of him.**

- **Question 1: Who was Elijah’s caregiver?**
Answer: “Cast thy burden upon the LORD, and he shall sustain [supply with food, drink, and other necessities of life] thee” (Psalm 55:22).

Instead of Elijah being nourished by ravens and a brook, God had a new plan for His prophet. It was time for Elijah to move on.

- **Question 2: Where did God tell Elijah to go?**
Answer: “Arise, get thee to Zarephath” (I Kings 17:9).

Zarephath was not in the next block. It was approximately one hundred miles away. Though God was still providing for Elijah, if he wanted to eat, he had to take a hike.

- **Question 3: Who did God say would provide for Elijah in Zarephath?**
Answer: “I have commanded a widow woman there to sustain thee” (I Kings 17:9).

In Zarephath lived a widow woman and her son. A widow is someone whose husband has died. In those days, Social Security, retirement pensions, and life insurance did not exist. Widows could not draw unemployment or find much work. Without a provider, they were usually very poor. But do not worry; God had a plan for this woman.

- **Question 4: What was the widow doing when Elijah arrived in Zarephath?**
Answer: “Behold, the widow woman was there gathering of sticks” (I Kings 17:10).
- **Question 5: What did Elijah ask her for?**
Answer: “Fetch me, I pray thee, a little water in a vessel, that I may drink” (I Kings 17:10).

A drink of water was not an unreasonable request, but before the widow could bring Elijah a drink, he asked for something more.

- **Question 6: What else did Elijah request?**

Answer: “Bring me, I pray thee, a morsel of bread in thine hand” (1 Kings 17:11).

His request stopped her in her tracks. She thought, *He wants bread? From me? My food is almost gone, I am poor, and my son is hungry. Doesn't the prophet know about the drought? She was destitute.*

- **Question 7: What did the widow have in her pantry?**

Answer: “I have not a cake, but an handful of meal in a barrel, and a little oil in a cruse [bottle]” (1 Kings 17:12).

She told Elijah she was preparing to make one last meal for her and her son, and they would eat it and die.

Elijah told her not to fear. He told her to prepare his food first and then make food for herself and her son. It may sound selfish, but God had a plan. Elijah told the widow God would provide enough meal and oil until the drought was over. It was a test of faith not only for the widow but for Elijah as well.

- **Question 8: What did Elijah tell her God had said?**

Answer: “For thus saith the LORD God of Israel, The barrel of meal shall not waste, neither shall the cruse of oil fail, until the day that the LORD sendeth rain upon the earth” (1 Kings 17:14).

When the widow obeyed the instructions from God, given by Elijah, God provided. Until the end of the drought, there was always meal in her barrel and oil in her bottle, according to the word of the Lord as spoken by the prophet Elijah. God knew the woman's heart and took care of the woman and her family.

APPLY AND ACT

Life Application: I will testify how God takes care of me.

Share with students this true story, “The Missionary and the Hen.” **Katherine Hendryx was a Pentecostal missionary in China during a civil war. Soldiers put her under house arrest. Day and night guards stood at her door and would not let her leave her house. She only had the food the guards gave her, which was not much.**

One day during prayer, she told God, “I am so hungry for an egg.”

The next morning when she heard scratching at her kitchen window, she went to see what it was. A hen was sitting on the ledge of her window. *Cluck-cluck-cluck, cluck, cluck—the hen flapped her wings and then flew to the ground. Katherine smiled.* Sitting there in her window was a fresh egg.

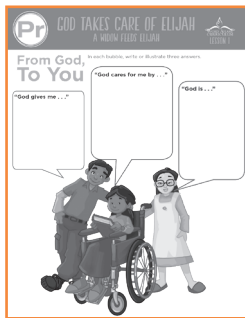
“Oh, thank You, Jesus,” she sang. That morning she had an egg for breakfast.

The next morning, the hen was back—*cluck-cluck-cluck, cluck, cluck.* Another egg for the hungry missionary's breakfast.

Morning after morning the hen laid an egg in the window. What about the guards? Well, they never caught on. Chickens were everywhere, so a chicken in the window was no big deal.

Until Katherine was allowed to return to the United States, she had a delicious egg for breakfast every morning.

This true story was told to Barbara Westberg by a pastor's wife in Oklahoma who knew Sister Hendryx well. Kathryn Hendryx taught at Pentecostal Faith School, Oklahoma City, during the late 1940s. Barbara remembers Sister Hendryx coming to her church when she was a child.



Yes, God takes care of His people. Sometimes God takes care of us in supernatural ways, using a hen in a window or replenishing meal and oil. At other times He takes care of us in ordinary ways that we often take for granted.

Distribute activity papers and colored pencils. On the front page, students write or illustrate three things in each of the bubbles for the following:

- *Bubble 1:* “God gives me . . .” (e.g., family, friends, food)
- *Bubble 2:* “God cares for me by . . .” (e.g., saving, healing, providing)
- *Bubble 3:* “God is . . .” (e.g., Savior, shepherd, friend)

God takes care of His people in many ways. Please share one of the ways He has taken care of you.

Prayer and Call to Action

Give each student an index card and a pencil to write a prayer request. **It does not matter to God whether our requests are big or small. He cares about whatever concerns us.**

Shuffle the cards and let each student take one. Gather in a prayer circle and pray for these requests. Students will take home the cards and pray over them during the week.

Home Connection

- For each student, send home a copy of the unit 1 **HC** calendar (TRP) and the lesson 1 **HC** devotion, or show parents the URL on the back of the activity paper so they can download it themselves.
- Send home the cover of the activity paper, showing parents that the back contains the memory work passages for the entire quarter.
- Use the student information forms to obtain contact information from parents as they pick up their children. The information will be used to establish a home connection throughout the quarter.
- Send a message to your students this week sharing some of the ways God has shown you personally that He cares about His people.

EXPANDED (designed to supplement a teaching period over 45 minutes)

WORSHIP AND THE WORD

Worship

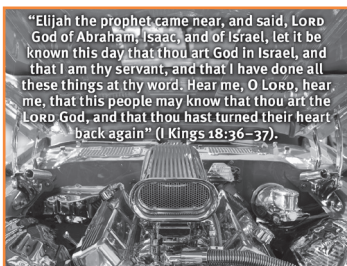
Lead students in thankful worship along with the following songs:

- “Way Maker” recorded by The Pentecostals of Alexandria at BOTT 2018
- “Nobody Loves Me Like You” by Chris Tomlin

Memory Work: I Kings 18:36–37

Introduce the unit 1 MW poster (TRP). Read verse 36 together. Repeat it multiple times, using a different voice each time, while familiarizing students with the verse. Define any words or phrases students do not know. Do the same for verse 37.

Form teams according to how many puzzles you created and assign a color of paper to each team. Instruct students to find their team’s specific colored pieces. Let students know how many pieces there are; they cannot start to put the puzzle together until they have found every piece. The first team to complete their puzzle wins.



“Elijah the prophet came near, and said, LORD God of Abraham, Isaac, and of Israel, let it be known this day that thou art God in Israel, and that I am thy servant, and that I have done all these things at thy word. Hear me, O LORD, hear me, that this people may know that thou art the LORD God, and that thou hast turned their heart back again” (I Kings 18:36–37).

After the activity is complete, students use markers to date, initial, and draw an X next to the appropriate poster on their memory charts (AP) 📌.

Send students home with the AP cover, which has the unit memory verses for the entire quarter on the back. Also consider sending students home with a unit 1 MV handout 📌.

REINFORCE AND REVIEW

Activity Paper

On the back of the activity papers, students unscramble the letters in the jugs and write them on the recipe card. Then they fill in the blanks of the Bible lesson verse to reveal God's promise to the widow.

God takes care of His people. Sometimes He cares for us by using others.

- Who has God placed in your life to care for you?
- Has God ever used you to care for someone else?

Discuss ways God might use your students, now and in the future, to care for others.

- How can God use you to care for our pastor?

Pray for the people God has placed in our lives to care for us.

Option 1: I Know God Cares Because . . .

Form two (or more) teams, placing a jar at the finish line for each team. Provide each team with a bag of craft pom-poms. Students close one eye and place a pom-pom on it, squeezing it shut to hold it in place. Then they race to their team's jar. When they get to their team's jar, they shout a specific example of how they know God cares for them (e.g., "God gave me friends," "God helped us when my dad lost his job," "God helped my sister find her lost toy"). After they shout it out, they carefully drop their pom-pom from their eye into the jar. If they miss the jar, they must spin around five times before picking up the pom-pom and dropping it in the jar with their hand.

Set a timer for five minutes. When time is up, count how many pom-poms each team collected. **We came up with a lot of ways God cares about us, and I am sure there are many more ways that we did not mention.**

Option 2: "God Cares about Me" Collages

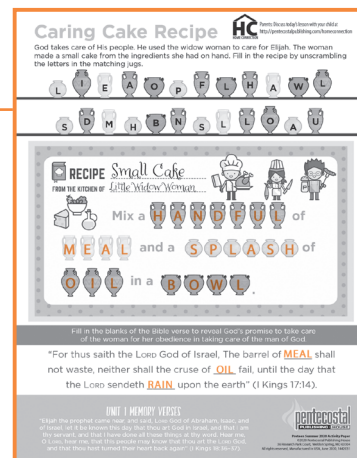
God cares about what we care about. Just like God knew the woman's heart and cared for her in our lesson, He knows our hearts and cares for us.

- From construction paper, students cut out two heart shapes, put them together, and staple the tops.
- On the top heart, students write: GOD CARES ABOUT WHAT WE CARE ABOUT.
- From magazines, students cut out pictures that represent what they care about. Then they glue the pictures on the inside heart to create a collage.

Option 3: JBQ Introduction

If Bible quizzing is new to your students, introduce the concept of Junior Bible Quizzing. Hand out one set of JBQ Verses 📌. Explain that each week, a fun activity will help students review the material.

Option: If you have some JBQ games for the upcoming quarter prepared, show students some activities you will be playing.



AP Answers

handful, meal, splash, oil, bowl

See page 6 for more information on the JBQ option.