

Bible

Old Testament
New Testament
Church History

SAMPLE





About the Course

This course includes the following topic(s): Old Testament: Grades 3-6, New Testament: Grades 3-6, Church History: Grades 1-3

About Old Testament: Grades 3-6

Students in Grades 3-6 read Old Testament narratives chronologically. For 2026-2027, students read selections from Joshua, Judges, Ruth, and 1-2 Samuel. Lesson plans also include selections from maps and books such as The New Manners and Customs of Bible Times, which teachers can read or share with their students to help them understand the biblical context and gain insight into the culture and geography of Israel.

About New Testament: Grades 3-6

Each year, students in Grades 3-6 read one of the gospels. For 2026-2027, they read John. Lesson plans include map work and assigned selections of The New Manners and Customs of Bible Times for teachers to read with their students before or after Bible reading to help give context and insight into the culture and geography of Israel during Jesus' life.

About Church History: Grades 1-3

Each year in elementary grades, students read biographies of influential people from church history. This course features the stories of Christians from Alveary's modern history rotation for the years (1800-1900). The selections in these grades are chosen for their accessibility for younger students to learn about the lives and ministries of great men and women of faith.



Placement & Combining Tips

Old Testament: Grades 3-6

Suitable for older students if combining lessons, and ideal for older students just getting familiar with the Bible.

New Testament: Grades 3-6

Suitable for older students if combining lessons, and ideal for older students just getting familiar with the Bible.

Church History: Grades 1-3

Those who wish to combine students in Grades 1-3 with older students should choose either this course or the Church History for grades 4-6.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
3-6	Old Testament: Grades 3-6 2 times/week 20 min	ESV Large Print Bible The Student Bible Atlas, Revised Edition The New Manners and Customs of Bible Times
3-6	New Testament: Grades 3-6 2 times/week 20 min	ESV Large Print Bible The Student Bible Atlas, Revised Edition The New Manners and Customs of Bible Times
1-3	Church History: Grades 1-3 1 time/week 20 min	The Bandit of Ashley Downs: George Muller Adoniram Judson: Danger on the Streets of Gold

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Bible: Grade 3				



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Bible: Grade 3

Old Testament: Grades 3-6



ESV Large Print Bible



The Student Bible Atlas, Revised Edition



The New Manners and Customs of Bible Times

New Testament: Grades 3-6



ESV Large Print Bible



The Student Bible Atlas, Revised Edition



The New Manners and Customs of Bible Times

Church History: Grades 1-3



The Bandit of Ashley Downs: George Muller



Adoniram Judson: Danger on the Streets of Gold



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)

(No Subject Supplies Assigned)



Quick Links

Bible: Grade 3

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Section 6: Bible\)](#)
- ∞ [How can we find the original meaning of the text?](#)
- ∞ [How do we help students learn to interpret the Bible?](#)
- ∞ [How does learning about the Ancient Near East world help us understand the Bible?](#)
- ∞ [What is the role of the Holy Spirit when reading the Bible?](#)

Click THIS text or scan the QR code for links.



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Bible: Grade 3

How To Teach



Recap

- Connect to previous lessons by asking students to recall where they left off.
- If students have difficulty recalling, teachers might try showing them a picture from the reading, sharing something the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, teachers might consider continuing anyway (with a shorter reading this time) or repeating the previous lesson, depending on the reading and the nature of the book.



Read

- Read the chapter or selection aloud. When reading to pre-readers, point to the words as you read, even if it seems they aren't paying attention.
- Move at the students' pace during the lesson, rather than feeling that a particular number of pages must be completed. It is vitally important that teachers not overload students with more material than they can absorb in one sitting.
- Students who have difficulty sitting still or listening may benefit from a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.
- Students with regular difficulty engaging often benefit from having a picture to associate with the story WHILE listening. Feel free to view the artwork during the reading rather than after the narration.



Narrate

- Have students retell the passage orally.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.
- Narration is a complex skill requiring the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today. Notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they are working, and then offer whatever support they need to end on a positive note. If necessary, take a break for the day.



View

- Optional: Share a piece of fine art that illustrates the story.



Discuss

- Give students an opportunity to share their thoughts on the lesson and any connections made.
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Term 1

WEEK 1 ☐ 20m Old Testament: Grades 3-6 - Lesson 1

Introduction to Joshua

☐ Materials: ESV Large Print Bible, notebook

PREP: The teacher may wish to read the article linked here that explains the genre of Historical or Historical Narrative books of the Bible. The focus is always on who God is (known as the theology of God) while the history of his people is told.

∞ Article Link: [Introduction to the Old Testament Historical Books](#)

→ INTRO

This year in the Old Testament, we will read five books: Joshua, Judges, Ruth, 1 and 2 Samuel. These books continue the story of Israel so that when we open our Bible to the book of Joshua, it is as though we are starting to read in the middle of a story where important events and people have already been introduced and discussed.

In order to understand what is going to happen next, let's do a short review of what has happened so far. The first five books of the Bible are a group of books called the Pentateuch. The Pentateuch is the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. The next set, or category, has twelve books in it and is called Historical or Historical Narrative. We will read the first five of these books this year. Historical narrative books show us who God is while the story of his people, the Israelites, is told. When you read a historical narrative book, you will see that it answers the question, "And then what happened?"

What do you recall about what has happened so far in the life of Israel? (Students may mention Abraham, Moses, being in Egypt, plagues in Egypt, crossing the Red Sea, etc.)

Leaders of Israel have included Abraham, who received a promise from God that He would bless him with land, people, and many blessings. Next, the nation of Israel was led by Moses. Moses led the people as they escaped from Egypt, crossed the Red Sea, and wandered in the wilderness.

God made a covenant (promise) with Moses that if the people followed God, they would be blessed. But if they disobeyed, they would be cursed (things would not go well for them). For today's reading, we are going to read a passage from the book of Deuteronomy where the covenant God made with Moses is written about. As we read Joshua, Judges, Ruth, and First and Second Samuel, these promises will be underlying the decisions the people and leaders of Israel make, so it is an important chapter to keep in our minds as we read. Will they continue to follow God, or will they forget about him and turn to their own selfish ways? We will find out as we read the Historical Narrative books and find out the answer to "And then what happened?"

→ READ, NARRATE & DISCUSS

Deuteronomy 28:1-10, 15-19, 25

- What did God promise (or covenant) with the people of Israel?

→ NOTEBOOK

This year, you will keep a notebook. Suggestions will be given in lessons for drawing or writing what you have read about, but you can always add drawings or writings of your own choosing as well.

Today, open up your notebook and create a title page with the heading: Old Testament.

As time and ability allow, write the names of the books we will be covering this year: Joshua, Judges, Ruth, 1 Samuel, and 2 Samuel. You can also write the genre of these books: Historical Narrative.



Term 1

WEEK 1 ☐ 20m New Testament: Grades 3-6 - Lesson 1

Intro to the Gospel of John

☐ Materials: ESV Large Print Bible, notebook

PREP:

Teachers may wish to view the Bible Project video covering the first half of the book of John in preparation for teaching.

∞ Video Link: Bible Project: Book of John (First Half)

→ INTRO

This year in New Testament we will be reading from the gospel of John. The four gospels—Matthew, Mark, Luke, and John all tell about the life of Christ. They each bring a unique perspective. John demonstrates that Jesus is the Son of God (not just a man) who came to earth to reveal the Father and to bring eternal life to all who believe in him. The most famous verse in the Bible comes from John. Do you know what verse that is? (John 3:16)

The John who wrote the book is one of the twelve disciples who followed Jesus closely throughout his ministry on earth. He also wrote the books of First, Second, Third John, and the book of Revelation.

The book of John was written somewhere between 85-95 AD, which makes it the last of the four gospels written. In his gospel, John includes some details that the others left out and skips over some events that the other three gospel writers included. He writes to both Jews and Gentiles. (A Gentile is anyone who is not Jewish.)

→ READ & NARRATE

Today, we will look at a few verses to set a foundation for our reading this year and to find out a little bit about who John was.

We do not have to guess why John wanted to write his gospel, because he states his purpose very clearly.

Read John 20:30-31.

- Why does John say he wrote his gospel?

Read John 13:23; 20:2; 21:7, 20.

- How does John speak about himself in relation to Jesus?

Read Matthew 4:18-22; Mark 3:13-21.

- How do the gospel authors Matthew and Mark refer to John?

→ NOTEBOOK

As you read through the book of John, you will keep a notebook. Today, you will begin this notebook by making a title page.

On your title page, write the name of the book, the author, and the approximate date the book was written, 85-95 AD. On your title page, copy down John 20:30-31, the verses stating the purpose of the book. (Students may write as little or as much as time and ability allow. You could also take time to complete this task in lesson 2, if needed.)

WEEK 1 ☐ 20m Old Testament: Grades 3-6 - Lesson 2

Joshua Commissioned

☐ Materials: ESV Large Print Bible, notebook, Student Bible Atlas

→ RECAP

What do you recall about the intro to Joshua from last time?



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→ INTRO

Before he died, Moses passed on the leadership of the people of Israel to Joshua (Deut. 31:7-8). In today's reading, Joshua will speak to the people about entering the Promised Land—the nation of Canaan. As Joshua speaks, he reminds the people of what they should do to have success and blessings. He also says, "Be strong and courageous." The reason the people could be strong and courageous is because the Lord was going with them and preparing their way. As we read, count how many times you hear this phrase or words similar to this.

→ READ, NARRATE & DISCUSS

Joshua 1:1-18

- How many times did he say "Be strong and courageous"? Why do you think he repeated that command?
- How would you feel if you were an Israelite about to enter the Promised Land?

→ MAP WORK

□ Map Resource: Student Bible Atlas p.8-9 Maps 4 and 5

1. At the end of Deuteronomy, we are told that before he died, Moses "went up from the plains of Moab to Mount Nebo" (Deut. 34:1) and was shown the Promised Land. On Map 4 (the larger map), locate Moab, the Jordan River (labeled as "R. Jordan"), and Canaan.
2. Look at the image in the bottom right-hand corner to see the view from Mount Nebo.
3. Looking at Map 5, locate Mt Nebo and the Jordan River. Follow the arrows to see the direction the Israelites will move forward in the book of Joshua. The Jordan River moves north to south, and to the east is a plateau (mostly flat, level ground) and mountains to the left. The people are approaching Canaan from the south. The first move they will have to make is to cross the Jordan River.

→ NOTEBOOK

In your notebook, create a title page for the book of Joshua. Draw a picture of Joshua speaking to the Israelites as their new leader. As time and ability allow, write the phrase "Be strong and courageous." Older students might write a short summary of the passage or a key verse from the passage.

WEEK 1 □ 20m New Testament: Grades 3-6 - Lesson 2

The Word Was God

□ Materials: ESV Large Print Bible, notebook (optional)

NOTE: Today's lesson has a video that is a helpful explanation of the opening of John's gospel. Although some of the concepts may be a bit intricate for younger students, the overall look at this passage gives helpful context to John's opening words.

→ RECAP

What do you recall about what we read about last time about the introduction to the book of John?

→ INTRO

Instead of starting with the birth of Jesus or with the story of John the Baptist, as the other three gospels do, John begins his gospel by showing that Jesus is the Son of God and is 100% God and 100% human. The book of John starts with "In the beginning." This reminds us of Genesis 1:1, the very first verse of the Bible, which begins with the exact same phrase: In the beginning. Also, in today's reading, another man named John the Baptist is mentioned. These are two separate individuals with the same name. John,



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the author, tells us what the role of John the Baptist was.

→ READ & NARRATE

John 1:1-13

→ VIEW & NARRATE

Watch the video for an overview and explanation of John 1.

∞ Video Link: John 1

→ NOTEBOOK (OPTIONAL)

If additional time was needed to copy down verse 20:30-31, you may complete that today.

WEEK 1 20m Church History: Grades 1-3 - Lesson 1

Introduction to George Müller

Materials: The Bandit of Ashley Downs: George Müller, globe or wall map

→ INTRO

This year in Church History, we are reading about Christians from the past who lived between the years 1800-1900 AD. You will read about people who loved God, loved the Bible, and wanted others to know the good news that salvation is found in Jesus Christ. They followed God even when it was hard and they faced difficulty.

The first book we will read is "The Bandit of Ashley Downs: George Müller," where we are introduced to George Müller, a historical person who lived a life of pursuing God through faith and prayer. In the story, a fictional (made-up) character named Curly Roddy is introduced, who the authors use to introduce us to George Müller's life of faith. Curly was an orphan. What do you know about orphans? An orphan was a child whose mother and father had died, or had one parent who died, and the other parent couldn't take care of the child properly. In the late 1800s, only children who had money in their families could afford to live in an orphanage. That's why Curly lived on the streets and, in the story, tries to steal money and is hungry for food.

Thankfully, the historical figure of George Müller loved Jesus and wanted to show that love to orphans by opening orphanages for children who may not be able to help pay for their care. George Müller was born in 1805 and became a Christian when he was 20 years old, when his friend took him to a Bible study. After that, George decided to become a missionary and moved to London, England. During that time, he met a friend, Henry Craik, who would be his friend for life as they shared the Gospel message and ministered to children.

→ LOCATE

Map Resource: globe or wall map

Find London, England on a globe or wall map.

→ READ & NARRATE

Note on p.5 (un-numbered page) "George Muller founded" - "faith is true."
Ch.1 p.9-16 "Curly Roddy yanked" - "began to slide."

→ VIEW

You may want to print out this picture and hang it on your timeline.

∞ Image Link: Picture of George Müller

• IMPORTANT DATES

1805 - George Muller is Born

• TERMINOLOGY

sexton - a person whose job is to take care of a church and the area around it, and ring the church bell

pickpocket - a person who steals from people's pockets, or the actual act of stealing money



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WEEK 2 ☐ 20m Old Testament: Grades 3-6 - Lesson 3

Rahab Hides the Spies

☐ Materials: ESV Large Print Bible; Manners & Customs of Bible Times

NOTE: Two different options are given for the reading from Manners & Customs. Choose which one best fits the age or the interests of your student(s). This book will be used throughout the year to give background explanation of the customs of the people at the time. Because the book covers the entire Bible, at times other verses will be referenced, but selections have been chosen to give background to the Old Testament books we are reading.

→ RECAP

What do you recall about what we read last time?

→ INTRO

Joshua is going to send two spies into the land to check it out. Maybe he thought back to how he had once been a spy for Moses!

→ READ, NARRATE & DISCUSS

Joshua 2:1-24

- Deuteronomy 28:10 says, "And all the peoples of the earth shall see that you are called by the name of the Lord, and they shall be afraid of you." How does what Rahab says and does agree with (or prove) this verse from Deuteronomy? (If needed, see Josh. 2:9-11, 24)

→ READ, NARRATE & DISCUSS

Rahab's family lived in a house that was part of the walls of Jericho. Read the following passage for an idea of what this may have looked like.

Manners & Customs "Brick Houses"

Younger students: View the illustrations and read p.28 "When the semi-nomadic" - "stone was white."; p.30-31 "The flat roof" - "in Matthew 24:17."

Older students, or as time and interest allow: View the illustrations and read p.28-31 "When the semi-nomadic" - "in Matthew 24:17."

WEEK 2 ☐ 20m New Testament: Grades 3-6 - Lesson 3

The Word Dwelt Among Us

☐ Materials: ESV Large Print Bible, notebook

→ RECAP

What do you recall about our reading last time in the book of John?

→ READ & NARRATE

John 1:14-27

→ READ & NARRATE

∞ Article Link: What does it mean that the Word dwelt among us?

For younger students: Begin with the fourth paragraph "Not only did the Word" - end.

Older students: Read the entire answer starting with "In John 1:14."

→ NOTEBOOK

Younger students may draw a picture of what we have read so far in John or write a short summary. Older students may write a longer summary or write down what they have learned about Jesus dwelling, or being "tabernacled," among us.



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WEEK 2 ☐ 20m Old Testament: Grades 3-6 - Lesson 4

Crossing the Jordan

☐ Materials: ESV Large Print Bible, notebook

→ RECAP

What do you recall about what we read in Joshua last time?

→ READ, NARRATE & DISCUSS

Joshua 3:7-17; 4:15-24

- How would the stones help the children (or future generations) remember what happened at the Jordan River? If you were there and someone asked you what the stones were for, what would you answer?
- What do God's miracles tell us about God?

→ NOTEBOOK

Draw a picture or write a short summary of today's passage. Older students may pick a key verse or phrase from today's reading to write as well.

WEEK 2 ☐ 20m New Testament: Grades 3-6 - Lesson 4

Behold!

☐ Materials: ESV Large Print Bible, notebook

→ RECAP

What do you recall about our reading last time in the book of John?

→ INTRO

The next verses continue speaking about John the Baptist and his testimony regarding his baptizing of Jesus. He testifies to Jesus, and the people who hear him begin following Jesus. As the Bible Project states, "One by one as people encounter Jesus, they say out loud who they think he is. In this one chapter, Jesus is given seven titles: the Lamb of God, Son of God, Rabbi, Messiah, King of Israel, Jesus of Nazareth, and the Son of Man."

Today, we will begin a list of the titles people give when they see Jesus, and in our next reading, we will read the rest of these titles. These seven titles claim Jesus as the Messiah and Savior of the world.

In the passage, we also see Jesus call his first two disciples. In New Testament times, it was not unusual for Rabbis—or Teachers—to have disciples who would follow and learn from these teachers.

→ READ & NARRATE

John 1:28-39

- As Simon Peter and Andrew did, what would it be like to drop everything and begin following Jesus as his disciple?

→ NOTEBOOK

Younger students, draw a picture either of John the Baptist speaking about Jesus OR of Simon Peter and Andrew following after Jesus. Older students may write a summary or begin a list of the seven names given to Jesus in this chapter. (The three from today's reading would be: Lamb of God, Rabbi (Teacher), and Messiah (Christ).) Write the name and the verse reference where the title is found.



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WEEK 2 20m Church History: Grades 1-3 - Lesson 2

Escape from the Tower

Materials: The Bandit of Ashley Downs: George Müller

→ RECAP

What do you recall about last week's reading when we met the character of Curly Roddy?

→ INTRO

In today's reading, we learn a little more about Curly, including the fact that he had nine brothers and sisters. After their parents died, they were separated and put in different places. Sometimes orphans would be sent to workhouses, where they would have to work for long days. Others would be sent to help out in houses or businesses. Since the character of Curly did not have an adult helping him, he chose to work for a criminal and made choices that led him to running away from the man at the church.

→ VIEW

∞ Image Link: Church with Belfry

The image linked is of a church similar to what is being described in the book. The word "belfry" refers to where the bells were kept. Can you see the belfry in the image of the bell tower?

→ READ, NARRATE & DISCUSS

p.16-24 "Flipping quickly to" - "pounds are missing?"

- What does the story say happened to Curly after his parents died, and why is he now living on the streets? How do you think this led to him working for Spuds by stealing money?

★ TEACHER NOTE

Please preview the sensitive content on p.21 that talks about the father's behavior and the loss of Curly's parents.

On p.22, preview the first paragraph describing the butcher's treatment of Curly, and p.23, where Curly gets punched and challenged to a fight.

WEEK 3 20m Old Testament: Grades 3-6 - Lesson 5

The Walls Fall

Materials: ESV Large Print Bible, notebook

→ RECAP

What do you recall about what we read last time?

→ READ, NARRATE & DISCUSS

1. Israel celebrates Passover and remembers how God has delivered them from Egypt.

Read Joshua 5:10-15.

- In verse 12, it says the manna stopped. How do you think the Israelites felt about that?

2. Read Joshua 6:1-19.

Jericho is the first city the Israelites need to conquer, as Jericho protects the entry into the land from the east, where they crossed the Jordan. Scholars say Jericho "was about a twelve-acre site...[and] Based on the size of the site today, it seems that it might have taken Joshua's army less than half an hour to march around the city walls...In the ancient world every war was holy war because people believed that their gods called them to war, led them in battle, and fought on their behalf...For this assault it was the ark and the priests that gave indication of God's presence with the Israelites and made it plain that the battle belonged to the Lord." (Bible Story Handbook, Walton) Usually, when an army defeated a city or people, they would take the plunder or goods (such as jewelry and anything that was worth a lot). In this case, the people did not take anything, because it wasn't they that claimed the victory—it was God who won this battle.



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→ VIEW

∞ Video Link: Sound of the Shofar

View the video showing various Jewish people blowing the shofar, the ram's horn trumpet that was used in Israel's history—and is still used today—to call people to worship. What would it have been like to hear this sound if you were part of the army marching around Jericho?

→ NOTEBOOK

Draw a picture or write a short summary of what you read today. Older students might write out a key verse from this passage or write a longer summary.

WEEK 3 20m New Testament: Grades 3-6 - Lesson 5

Philip and Nathanael are Called

Materials: ESV Large Print Bible, notebook

→ RECAP

What do you recall about our reading last time in the book of John?

→ READ & NARRATE

John 1:40-51

→ NOTEBOOK

Younger students may add on to the picture of Simon Peter and Andrew following Jesus by adding Philip and Nathanael, OR they may write a short summary of the passage. Older students, continue your list of titles or names that Jesus is given by those who behold him. Include the reference where each title is found. (The titles from today's reading would be: Jesus of Nazareth, Son of God, King of Israel, Son of Man.)

WEEK 3 20m Old Testament: Grades 3-6 - Lesson 6

Achan's Sin

Materials: ESV Large Print Bible; Manners & Customs

→ RECAP

What do you recall about what we read last time?

→ INTRO

Last time, we saw that the people did not take any of the plunder from Jericho as they were directed by God: "But all silver and gold, and every vessel of bronze and iron, are holy to the Lord; they shall go into the treasury of the Lord." (6:19) The word "plunder" means the valuables or possessions that would be taken from the people defeated in war. Armies that won battles would take the plunder not only to celebrate the victory, but to add the loot to their money pile so they could afford to keep battling! After the battle at Jericho, everyone followed this rule and listened...except Achan.

→ READ & NARRATE

Joshua 7:1-25

"When Achan took goods as plunder, it was like making a claim that the Israelites had won the battle rather than the Lord."

→ READ & DISCUSS

Manners & Customs of the Bible "War and religion" (See note above.) p.268-269 "It was not" - "his own people."

★ TEACHER NOTE

Preview verses 24 and 25, where Achan and his family are killed because of his disobedience.

Preview Manners & Customs reading regarding warfare. Either summarize or skip the couple of sentences that may not be appropriate for younger students.



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WEEK 3 ☐ 20m New Testament: Grades 3-6 - Lesson 6

Wedding at Cana

☐ Materials: ESV Large Print Bible, notebook

→ RECAP

What do you recall about our reading last time in the book of John?

→ INTRO

John's gospel includes signs to point to Jesus as Messiah. These miracles (signs) are contained in the first few chapters of the book, and some refer to chapters 1-12 as "The Book of Signs." In John's purpose statement for his gospel, he stated that Jesus did many signs during his ministry on earth, and these miracles or signs are included so that people would believe Jesus was the Messiah (John 20:30-31). In other words, these signs were pointing to who Jesus is. Today's reading will include the first of these signs.

→ READ & NARRATE

John 2:1-12

Weddings often went on for seven days, and frequently the best wine would be served at the beginning, with the less expensive (not as good) wine being held to the last. However, when they taste the wine Jesus has provided, it is much better than even the expensive wine! Jesus as the Creator is shown through this miracle. And, even today, we see that God uses rain to water the vineyards to grow the grapes to turn into wine in the "agricultural and fermentation processes. Here He simply did the process immediately." (The Bible Knowledge Commentary)

→ VIEW & DISCUSS

∞ Image Link: The Marriage at Cana by Paolo Veronese

- What do you notice about this painting of how the artist depicted the wedding at Cana?

→ NOTEBOOK

Turn in your notebook to a blank page (you may want to leave space for 2 pages if writing or 3-4 pages if the student will be drawing), where we will begin to create a list of the signs John includes in his gospel. Younger students: Begin your list with the number 1. Either write down a summary phrase (i.e., Jesus turns water into wine at the wedding) or draw a picture to show what the first sign is. Older students may title their list, and under 1., write down a summary phrase, verse reference, and description of what Jesus' first miracle was.

WEEK 3 ☐ 20m Church History: Grades 1-3 - Lesson 3

A Plan

☐ Materials: The Bandit of Ashley Downs: George Müller

→ RECAP

What do you recall about last week's reading?

→ VIEW & DISCUSS

In today's reading, we'll hear about a stagecoach going from London to Bristol. The distance between the two cities is about 120 miles. A stagecoach can only go about 5-10 miles per hour, which means the trip would take between 12 and 24 hours! If we drove a car today between those two cities, it might only take us two hours. Today, we will read what plan Curly comes up with to steal some money from that stagecoach. But first, let's look at a picture of a stagecoach.



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∞ Image Link: Stagecoach

- Does the stagecoach look comfortable to use for traveling? Do you think it was a secure, safe place to carry money with you for a long distance?

→ **READ & NARRATE**

p.24-33 "Now Spuds frowned" - "lost his balance."

SAMPLE