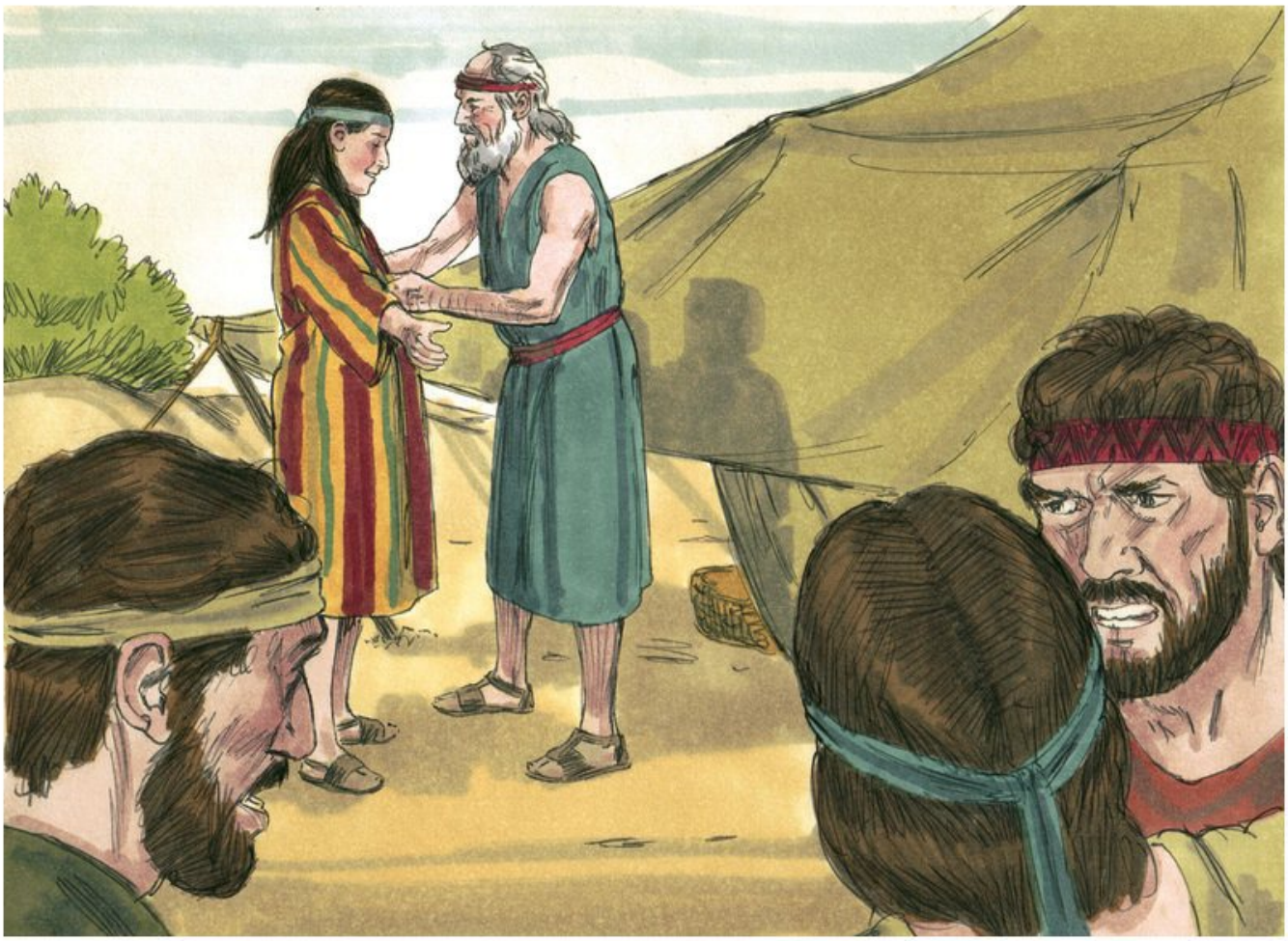
GENESIS TO REVELATION | BIBLE ACCOUNT

Joseph and His Brothers

Genesis 37:1-36



YOUR BIBLE READING

Jealousy and cruel choices brought deep hurt to Joseph's family.

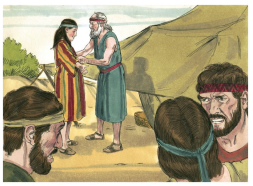
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Jealousy Becomes Cruelty

Genesis 37:1-36



Joseph lived with his father Jacob and his brothers. Jacob loved Joseph more than his other sons and gave him a special coat. His brothers saw the favoritism and grew jealous. When Joseph told them dreams in which they bowed before him, their anger grew. The coat and dreams become signs around which the family's conflict gathers. The passage names the brothers' hatred and jealousy, while Jacob keeps Joseph's dream in mind after questioning him.

One day Jacob sent Joseph to check on his brothers and the flocks. Joseph found them at Dothan. They saw him coming and planned to kill him. Reuben spoke against taking his life. Instead, they took away Joseph's coat and put him in an empty pit. Reuben suggests the pit because he intends to rescue Joseph and return him to his father. That intention differs from the brothers' harmful plan, though Joseph still ends up trapped.

Traders were traveling toward Egypt. Judah suggested selling Joseph instead of killing him. Joseph was taken from the pit and sold. The traders carried him away to Egypt, far from his father and home. There he was sold to Potiphar, an officer who served Pharaoh. The journey to Egypt is not Joseph's free choice. He is treated as property by people with power over him, and the story does not present that treatment as deserved.

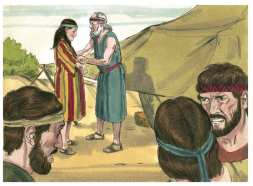
The brothers used Joseph's coat to deceive their father. They put a goat's blood on it and brought it to Jacob. Jacob believed a wild animal had killed his son, and he mourned deeply. Joseph was alive, but his family's cruel choices had separated them and caused great sorrow. The coat carries a false message because the brothers choose to conceal the truth. Jacob's sorrow is based on what he believes happened, while the reader knows Joseph remains alive.

Remember: When jealousy grows, I can seek help before I hurt someone.

EXTENDED ENGLISH READING • PAGE 2 OF 2

The Harm That Hiding Cannot Undo

Genesis 37:1-36



Joseph's two dreams use different pictures. In the first, the brothers' sheaves of grain bow toward his sheaf. In the second, the sun, moon, and eleven stars bow toward him. His father questions the meaning, and his brothers become more jealous. The narrative gives those responses, but it does not make the later cruelty Joseph's fault. Describing a family conflict is not the same as excusing violence.

When Jacob sends Joseph to find his brothers, Joseph first reaches Shechem. A man tells him that they have moved to Dothan, so he follows. The brothers see him coming from a distance and make their plan before he arrives. Reuben intervenes against killing him and hopes to bring him home. His attempt matters, even though it does not succeed in returning Joseph to his father during this passage.

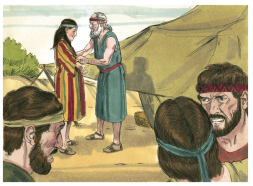
Judah's suggestion turns the plan toward selling Joseph. Traders traveling to Egypt become part of the account, and Joseph is taken away. At the end of the chapter he has been sold to Potiphar, an officer of Pharaoh. The narrative has moved him from a family household to enslavement in another country. That is a grave wrong, not an exciting trip he selected or a fitting punishment for receiving a special coat.

Meanwhile, the brothers make Jacob believe that his son has died. They use a real object, Joseph's coat, to support an untrue story. Jacob recognizes it and draws the conclusion they intend. His long mourning shows that hiding a wrong can create further harm for people who do not know what happened. The chapter ends with separated family members and truth concealed; it has not yet reached the later reunion readers may already know.

Pause and think: What could someone do with jealous feelings before those feelings turn into harmful actions?

THINK, NOTICE & GROW

Make Room to Speak Before Anger Grows



Jealousy is a feeling people can discuss before choosing what to do. You might feel jealous when someone receives more attention or an opportunity you wanted. Saying that you feel left out is different from harming the person who was chosen. With an adult, practice words that describe the feeling and ask for help without turning it into an accusation or a threat.

Think about the difference between knowing something and assuming it. Jacob sees a coat, but he does not see what happened to Joseph. In an ordinary classroom example, finding a broken pencil does not tell you who broke it or whether it was an accident. A careful question can help separate a fact from a conclusion before a false account spreads.

If someone hurts, threatens, or tries to control you, you deserve help. Nothing about receiving a gift, speaking awkwardly, or being someone else's favorite makes you responsible for their abuse. You can tell a safe adult even when the person causing harm asks for secrecy. Joseph's treatment should make us take protection and truthful reporting seriously, not teach us to hide suffering.

A SMALL STEP FOR TODAY

Joseph’s brothers make cruel choices, and their deception spreads the harm to their grieving father.

What could someone do with jealous feelings before those feelings turn into harmful actions?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why did the brothers feel jealous?

2. Was Joseph really dead when Jacob mourned?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Jacob saw the stained coat and mourned.
- ☐ His brothers put him in a pit, and he was sold.
- ☐ Joseph received a special coat and told his dreams.

3 Draw a meaningful picture

Draw Joseph's special coat with patterns of your choice.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

When jealousy grows, I can seek help before I hurt someone.
Original memory thought, not a direct Bible quotation. Related passage: Genesis 37:4-11

A thoughtful conversation

Joseph did not deserve abuse or enslavement. Explain that selling a person is wrong, and that favoritism can hurt a family without excusing the brothers' actions.

Activity answers

1. Their father favored Joseph, and Joseph described dreams of them bowing to him.
2. No. Joseph had been taken to Egypt.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me speak about jealous feelings and choose kindness.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

Joseph Helps Egypt Prepare

Genesis 41:1-57



YOUR BIBLE READING

Joseph used wisdom and planning to prepare for a time of need.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Dreams About Plenty and Hunger

Genesis 41:1-57



Pharaoh, the king of Egypt, had troubling dreams. In one, thin cows swallowed healthy cows. In another, thin heads of grain swallowed full heads of grain. No one he asked could explain them. Then a servant remembered Joseph, who was still in prison. The two dreams use different images but share a pattern: something weak and empty consumes something healthy. Pharaoh needs an explanation that the people around him cannot provide.

Pharaoh sent for Joseph. Joseph explained that God could give the answer. Both dreams meant the same thing: seven years of plentiful harvests would come, followed by seven years of severe famine. Famine meant that food would become very hard to find. Joseph says the meaning comes from God rather than claiming special power of his own. The repeated message points to a coming change from abundance to a serious shortage.

Joseph suggested a plan. Pharaoh should choose a wise person to organize the gathering and storage of grain during the good years. The stored food could help the country through the years of hunger. Pharaoh chose Joseph and gave him great responsibility over Egypt. The plan calls for overseers, collection, and storage in cities. It is a public task involving organization over years, not simply advice for one household to save a little grain.

During the plentiful years, Joseph gathered and stored grain in the cities. There was so much that he stopped counting it. Then the famine came, just as the dreams had shown. Joseph opened the storehouses and sold grain. People from Egypt and other lands came to buy food because the hunger was widespread. The storehouses matter when the harvests fail. The passage describes grain being sold, with buyers coming from beyond Egypt; it does not say that everyone receives it as a free gift.

Remember: Preparing while there is enough can help a community later.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Wisdom Becomes Organized Work

Genesis 41:1-57



Pharaoh hears about Joseph through his chief cupbearer, who remembers a time in prison when Joseph explained dreams. Joseph is brought out, changes his appearance and clothes, and comes before the king. The movement is sudden, but the answer he gives is modest about his own ability. He points to God as the source of the explanation Pharaoh needs, rather than promising that his own cleverness can solve every mystery.

The dreams refer to years. Seven healthy cows and seven full heads of grain represent years of plenty. The thin cows and empty heads represent the famine that will follow. The repeated dream confirms a single message in the story. Joseph explains it clearly enough for a response to follow. The meaning is not left as a puzzle that people admire without considering what the news will require them to do.

Joseph recommends collecting a share of the harvest while food is abundant and keeping grain in the cities. Pharaoh sees wisdom in the plan and appoints Joseph to oversee it. A ring, fine clothing, and public authority mark the change in his position. Yet the useful result comes through sustained work: traveling, gathering, storing, and managing supplies through the years when the land produces large harvests.

When the seven good years end, the difficult years begin as Joseph explained. People become hungry, and Pharaoh directs them to Joseph. The storehouses open, and grain is sold. Planning has made food available when the land can no longer supply enough on its own. The account shows a connection between receiving important information and acting responsibly on it. It also keeps the suffering of widespread hunger in view rather than treating famine as merely an interesting symbol.

Pause and think: What helps a good idea become a practical plan that other people can use?

THINK, NOTICE & GROW

Put a Useful Plan Into Steps



Choose a simple project that takes more than one day, such as preparing a class display or saving materials for an art activity. What would you need to gather, where would you keep it, and who should know the plan? These ordinary questions echo the organizing part of Joseph's work without pretending that your project is a prediction or a national emergency.

Having resources brings choices about their use. If a group has extra pencils, for example, it could keep them where children who need one can ask. An adult can help make the arrangement fair. Sharing responsibility may be more useful than praising one person for being prepared. A plan works best when the people affected understand how it is meant to help.

Hunger does not prove that someone has planned badly or trusted God too little. Families and communities can face difficulties beyond their control. If food is a worry in your home, tell a trusted adult who can help find support. You can appreciate Joseph's planning while also learning to speak about people in need with respect, compassion, and practical concern.

A SMALL STEP FOR TODAY

Joseph turns the interpretation of Pharaoh’s dreams into a plan that provides grain through years of famine.

What helps a good idea become a practical plan that other people can use?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What came after the seven plentiful years?

2. What was Joseph's practical plan?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Joseph explained them and organized grain storage.
- ☐ People bought stored grain during the famine.
- ☐ Pharaoh had dreams that troubled him.

3 Draw a meaningful picture

Draw two scenes: gathering grain and opening a storehouse.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

Preparing while there is enough can help a community later.
Original memory thought, not a direct Bible quotation. Related passage: Genesis 41:33-36

A thoughtful conversation

Joseph sold grain; the passage does not say it was all freely given. Famine is not caused by hungry people's lack of faith or planning.

Activity answers

1. Seven years of famine.
2. Store grain during the good harvests for the hungry years.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help us use what we have wisely and care about hungry people.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

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GENESIS TO REVELATION | BIBLE ACCOUNT

Joseph Forgives His Brothers

Genesis 42-45;50:15-21



YOUR BIBLE READING

Joseph named the wrong honestly and chose care instead of revenge.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Brothers Come Looking for Food

Genesis 42-45;50:15-21



Famine had reached Canaan, where Joseph's father and brothers lived. Jacob heard that grain could be bought in Egypt and sent ten sons to buy food. He kept Benjamin, the youngest, at home because he feared losing him. The brothers came before Egypt's governor and bowed down. They did not recognize Joseph, but Joseph recognized them. The brother they had sold now stood before them with great authority.

Joseph did not immediately reveal his identity. He spoke sternly and accused them of being spies. They explained that they were brothers who had come for food. Joseph kept them in custody for three days. Then he allowed most of them to take grain home, while Simeon remained behind. They would have to return with Benjamin so that Joseph could test what they had told him.

The brothers spoke about the wrong they had done to Joseph years before. They remembered his distress and their refusal to listen. They did not know he could understand their conversation, because he had been speaking through an interpreter. Joseph turned aside and wept. He ordered grain put into their sacks and their money returned secretly, along with food for the journey back to their father.

When their grain was used up, the family needed more food. Judah promised to take responsibility for Benjamin, and Jacob finally let him go. The brothers returned to Egypt with gifts and money, including the money found in their sacks. Joseph received them into his house. Seeing Benjamin moved him to tears again. After going away to weep, he returned and ate with his brothers. At the meal, Benjamin received five times the portion given to the others.

Remember: Forgiveness does not have to call a cruel action good.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Joseph Reveals Who He Is

Genesis 42-45;50:15-21



Before the brothers left, Joseph ordered his silver cup placed in Benjamin's sack. His steward followed them and accused them of taking it. When the cup was found, they all returned. Joseph said Benjamin must remain as his servant while the others could go home. Judah pleaded for Benjamin. He explained their father's sorrow and offered to stay in his brother's place rather than return without him.

Joseph could no longer hold back. He sent the attendants out, wept aloud, and told his brothers that he was Joseph. They were too frightened to answer. He invited them closer and spoke about how God had used his life in Egypt to preserve lives during the famine. He did not deny that they had sold him. He explained that their father and families should now come near him.

Joseph embraced Benjamin and the other brothers, and they spoke together. Pharaoh welcomed the news that Joseph's family had come. Wagons, clothing, and provisions were sent for their journey. The brothers returned to Jacob and told him that Joseph was alive and ruling in Egypt. At first he could not believe it. When he heard the message and saw the wagons, he was ready to go and see his son.

Years later, after Jacob died, the brothers feared Joseph would repay their cruelty. They asked forgiveness. Joseph wept and answered kindly. Their purpose had been harmful, but God had brought life-preserving good through what happened. Joseph would not take God's place in punishing them. He promised to feed them and their children. His words offered reassurance while still telling the truth about the wrong they had done.

Pause and think: What actions might help rebuild trust after someone has admitted a serious wrong?

THINK, NOTICE & GROW

Truth, Change, and a Safe Welcome



Compare Judah's actions at two points in Joseph's story. Earlier he suggested selling Joseph. Now he offers to remain so that Benjamin can go home. The later action does not erase the earlier wrong, but it shows something different in the way he treats a brother. What kinds of actions can help show that a person is beginning to change, beyond simply saying so?

Sometimes a good thing grows from a painful situation. That does not turn the hurtful action itself into something good. If a friend breaks your model and later helps rebuild it, the repair matters, and so does the truth about the breaking. This is an ordinary example, not an extra event in Joseph's life. Both truths can be spoken together without pretending.

Forgiveness and safety can belong together. You do not have to hide harm, trust someone immediately, or be alone with an unsafe person. A trusted adult can help you decide what repair and protection are needed. Joseph's story includes a long separation, difficult conversations, and changed actions. It gives us much more to think about than a command to forget whatever happened.

A SMALL STEP FOR TODAY

Joseph names his brothers' wrong and uses his power to preserve life instead of taking revenge.

What actions might help rebuild trust after someone has admitted a serious wrong?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. How did Judah offer to help Benjamin?

2. How did Joseph respond when his brothers feared revenge?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Later he reassured them that he would provide for them.
- ☐ The brothers came to Egypt for grain.
- ☐ Joseph revealed himself and welcomed them.

3 Draw a meaningful picture

Draw a storehouse beside a scene of Joseph welcoming his brothers.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Forgiveness does not have to call a cruel action good.
Original memory thought, not a direct Bible quotation. Related passage: Genesis 50:19-21

A thoughtful conversation

God bringing good from Joseph's story does not make the brothers' abuse good. Forgiveness need not mean immediate trust, secrecy, or returning to unsafe people.

Activity answers

1. He offered to remain as a servant in Benjamin's place.
2. He spoke kindly and promised to feed them and their children.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me tell the truth about hurt and grow toward mercy with wise help.

Print and share

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GENESIS TO REVELATION | BIBLE ACCOUNT

A Baby in a Basket

Exodus 2:1-10



YOUR BIBLE READING

Compassion and courageous care helped protect baby Moses.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Basket Among the Reeds

Exodus 2:1-10



A man and woman from the family of Levi had a baby boy. His mother saw that he was a fine child and kept him hidden for three months. The account begins with her care for this small child. He could not protect, feed, or hide himself. Adults had to act for him. Eventually his mother could no longer keep him hidden, and she prepared another way to shelter him.

She took a basket made from papyrus, a plant that grew near water. She coated it with tar and pitch so that water would not come through. A basket woven from plant material needed that protection. The story gives this practical detail before describing what she did next. She put her baby into the prepared basket, making the container a place for him rather than leaving him directly in the water.

His mother placed the basket among the reeds beside the riverbank. It was not described as floating away down the river. His sister stood at a distance and watched to see what would happen. The family had not simply forgotten him there. His sister's watching would become important when someone discovered the basket. For now, she stayed nearby while the baby lay among the reeds at the water's edge.

Pharaoh's daughter came down to the river to bathe. Her attendants walked along the riverside. She noticed the basket among the reeds and sent a servant to fetch it. The account does not give the daughter a personal name. It identifies her by her place in Pharaoh's family. She was about to see the child whose mother had carefully prepared the basket and whose sister was still watching from a distance.

Remember: A vulnerable child deserves compassion and care.

EXTENDED ENGLISH READING • PAGE 2 OF 2

The Child Is Given Care

Exodus 2:1-10



Pharaoh's daughter opened the basket and saw a crying baby. She recognized him as one of the Hebrew children and felt compassion for him. The story names her response clearly: she pitied the child. The important thing before her was a baby who needed care. The account does not tell us the words of her attendants or describe a crowd gathering around the basket, so we can stay with what it does tell.

The baby's sister stepped forward with a suggestion. She asked whether she should find a Hebrew woman to nurse the baby for Pharaoh's daughter. When the daughter agreed, the sister went and called the baby's own mother. Her watching had led to a useful action at the right moment. She did not take over the whole responsibility herself; she brought together the adults who could provide the child with care.

Pharaoh's daughter told the woman to take the child and nurse him, and she promised payment. The mother received her baby and cared for him. This part of the account centers on feeding and protecting a young child. The baby was still dependent on other people. He did not earn their help through an achievement or a brave speech. Their actions answered the need of a child who could only cry.

When the boy grew, his mother brought him to Pharaoh's daughter, and he became her son. She named him Moses, connecting the name with drawing him out of the water. His early story includes the work of his mother, the attention of his sister, the servant who fetched the basket, and the compassion of Pharaoh's daughter. Different actions came together to protect one child's life and provide the care he needed.

Pause and think: Which person’s action helps you notice an often overlooked part of caring for a child?

THINK, NOTICE & GROW

Notice the People Who Help



Make a simple chain of the actions in the account: preparing the basket, watching, fetching, noticing the crying child, calling his mother, and providing care. Which people take part? Some are named only by their role, but their actions still matter. You can use pictures or arrows to show how one helpful step makes room for the next without adding imagined words to the story.

Children need dependable adults. Think about the people you can turn to if you need help: a caregiver, a teacher, or another adult your family trusts. Knowing who they are is more useful than trying to solve every problem alone. If one adult does not understand, another safe adult may be able to help you explain what is happening and what you need.

The basket scene is a rescue story, not a safe activity to copy. Rivers and water edges require adult guidance. You can explore the building idea safely by drawing the basket or making a model on a dry table. As you work, notice that caring often includes practical preparation as well as kind feelings. Both are visible in the way this child receives help.

A SMALL STEP FOR TODAY

Several people’s watchful and compassionate actions help protect the baby who is named Moses.

Which person’s action helps you notice an often overlooked part of caring for a child?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Where was the basket placed?

2. Who was called to nurse the baby?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- [ ] His mother nursed him before he joined Pharaoh's daughter's household.
- [ ] Pharaoh's daughter found him and felt compassion.
- [ ] The mother placed her baby in a protected basket.

3 Draw a meaningful picture

Draw the basket resting among river reeds, with the sister watching from land.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

A vulnerable child deserves compassion and care.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 2:6-9

A thoughtful conversation

The basket was placed among reeds at the riverbank, not described as floating away downstream. This dangerous rescue setting is not an activity for children to imitate.

Activity answers

1. Among the reeds beside the river.
2. His own mother.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help us protect children and act with compassion.

Print and share

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GENESIS TO REVELATION | BIBLE ACCOUNT

Moses and the Burning Bush

Exodus 3:1-4:17



YOUR BIBLE READING

God heard suffering people and gave Moses both a task and help.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

A Flame That Did Not Consume the Bush

Exodus 3:1-4:17



Moses was tending the flock of Jethro, his father-in-law, when he led it to Horeb, the mountain of God. There he saw a bush burning with fire. The strange thing was that it did not burn away. Moses turned aside to look more closely. Then God called to him from the bush. What began as a day of tending animals became a meeting that would change his work.

God told Moses not to come closer and to remove his sandals, because the ground was holy. He identified himself as the God of Abraham, Isaac, and Jacob. Moses covered his face because he was afraid to look at God. God said that he had seen his people's suffering in Egypt, heard their cries, and knew their sorrow. He intended to bring them out to a good land.

Then God gave Moses a task: he would go to Pharaoh and bring the Israelites out of Egypt. Moses questioned how he could do something so great. God promised to be with him. Moses also asked what name he should give if the people asked who had sent him. God answered by revealing his name and linking his message with the God their ancestors had known and worshiped.

Moses received instructions to gather Israel's elders and tell them what God had said. Together they would speak to Egypt's king. God explained that the king would not readily let them go, and that powerful acts would follow. Moses was not being promised an easy conversation with Pharaoh. He was being sent into a difficult task, with God's promised presence and with a message to carry back to the people.

Remember: Needing help does not make a person unimportant.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Help for a Difficult Calling

Exodus 3:1-4:17



Moses still feared that the people would not believe him. God asked what he held in his hand. It was a staff. At God's command, Moses threw it down, and it became a snake. Moses fled from it. Then God told him to take it by the tail. When he did, it became a staff again. This would be one sign that the God of Israel's ancestors had appeared to him.

God also gave a sign involving Moses' hand. He put it inside his cloak and brought it out covered with a serious skin condition. After putting it back and taking it out again, he found it restored. God described a further sign involving water from the Nile. These were signs within Moses' calling; the story does not turn sickness into evidence that a person is bad or deserves to be rejected.

Moses said that he was not a skilled speaker and that speaking was difficult for him. God promised to help him know what to say. Even then, Moses asked that someone else be sent. The account describes God's anger at his continued refusal. Yet help was also provided. Moses' brother Aaron could speak well and was coming to meet him. Moses would not have to carry every part of the task alone.

God explained how the brothers would work together. Moses would receive the instructions and give Aaron the words to speak. Aaron would speak to the people. God promised help for both of them in what they should do and say. Moses was to take the staff through which the signs would be shown. The calling remained difficult, but it now included clear instructions, signs, and a brother's practical support.

Pause and think: How can naming a specific difficulty help you find the support you need?

THINK, NOTICE & GROW

Name the Kind of Help You Need



Think of a task that feels too large when you look at all of it at once. An adult can help you divide it into parts: understanding the instructions, gathering materials, practicing, and asking someone to join you. Which part is hardest for you? Naming a particular need makes it easier to find useful help than simply deciding that you cannot do anything at all.

Moses speaks about difficulty with words. People communicate in many ways, and some need extra time, a device, written words, pictures, or another person's assistance. Needing support does not make someone less valuable. Notice one way your group could make communication easier for everyone. Perhaps you can wait without interrupting, speak clearly, or ask the person what would help instead of guessing for them.

A calling in this passage comes through a particular encounter with God. You do not have to interpret every unusual sight as an instruction. In everyday life, trustworthy guidance can include clear information, adult support, and time to think. You can admire Moses' story while still asking questions and making careful choices about tasks and people who ask for your help.

A SMALL STEP FOR TODAY

God hears suffering people and gives Moses a task together with instructions and Aaron’s help.

How can naming a specific difficulty help you find the support you need?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What was unusual about the bush?

2. Who would help Moses speak?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ God called him to lead the Israelites out.
- ☐ God appointed Aaron to help him speak.
- ☐ Moses stopped to look at the burning bush.

3 Draw a meaningful picture

Draw the bush with flames and Moses' sandals nearby.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

Needing help does not make a person unimportant.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 4:14-16

A thoughtful conversation

Do not diagnose Moses' speech difficulty or suggest that disability is a moral failure. Aaron's help shows that important work can be shared.

Activity answers

1. It was on fire but did not burn away.
2. His brother Aaron.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me ask for support and care about people who suffer.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

God Leads His People Out

Exodus 12:1-42;13:17-22



YOUR BIBLE READING

The Passover remembers a costly night of judgment and Israel's departure from slavery.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Preparing the Passover Meal

Exodus 12:1-42;13:17-22



In Egypt, God gave Moses and Aaron instructions for a meal that Israel would remember. The people were to choose a lamb for a household. If a household was too small, it could share with a neighbor according to how much everyone could eat. The animal was to be without defect. These instructions would shape a night of preparation before the people finally left the country where they had been enslaved.

The lamb would be prepared and eaten with unleavened bread and bitter herbs. Unleavened bread has no yeast to make it rise. Some of the lamb's blood would mark the doorposts and the top of the doorway. God called this meal his Passover. The families were to eat ready for travel, with sandals on, belts fastened, and staffs in hand. They were preparing for departure, not a long, unhurried meal.

God announced a terrible judgment upon Egypt, including the death of the firstborn. He promised to pass over the marked homes of the Israelites. The blood was the sign he had instructed them to place there. The account connects this rescue with a remembered meal for future generations. When children later asked what the ceremony meant, adults would tell them about the night and about God bringing their people out.

Moses called the elders and passed on the instructions. Families were to remain inside until morning. They bowed in worship and did what Moses and Aaron had told them. The chapter gives detailed directions because this was more than an ordinary supper. It would become a memorial in Israel's worship. As the people prepared, the event they were to remember had not yet fully happened. The difficult night was still ahead.

Remember: Remembering the journey can help us tell the story faithfully.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Leaving Egypt Under God's Guidance

Exodus 12:1-42;13:17-22



At midnight, death came to the firstborn throughout Egypt, from Pharaoh's household to the household of a prisoner, and among the livestock as well. A great cry rose in the country. This was a night of terrible loss. The passage does not ask us to describe the deaths with frightening pictures, but it does ask us to tell honestly that people died and families mourned during the judgment it records.

Pharaoh called for Moses and Aaron during the night. He told them to leave with the Israelites and to take their flocks and herds. The Egyptians urged the people to go quickly. The Israelites carried dough before it had risen, wrapping their kneading bowls in clothing on their shoulders. They also received silver, gold, and clothing from Egyptians who gave what they asked, as Moses had instructed them to request.

The people traveled from Rameses to Succoth. A mixed crowd went with them, along with many animals. They baked flat bread from the dough they had carried, because there had been no time for it to rise before departure. Their leaving was something to remember and tell. The account describes God bringing Israel out of slavery, while also keeping the sorrow of the night in Egypt within the same story.

God did not lead them by the nearer road through Philistine land, where war might make them turn back. Instead he led them through the wilderness toward the sea. Moses carried Joseph's bones because of the promise their ancestors had made. A pillar of cloud guided the people by day, and a pillar of fire gave light at night. Their departure had opened a journey, and the visible signs of guidance went before them.

Pause and think: How can remembering a community's freedom also make room for compassion about suffering?

THINK, NOTICE & GROW

Remember Freedom with Compassion



Some special meals carry a family or community's history. The food may remind people of a place, an event, or someone they love. Ask an adult about one meal with meaning in your family. What story is told with it? You can learn about another community's important meal respectfully, without treating every tradition as a game or assuming it has the same meaning as your own.

The Passover account includes rescue and death. It is possible to feel thankful for freedom and sad about people who died. You do not have to choose only one feeling. If the passage worries you, pause and speak with a trusted adult. A child's ordinary mistake does not mean that a death will come to their family; this ancient event is not a threat to use against children.

Leaving slavery means leaving a life in which other people claimed power over the people's work and freedom. Today, caring about freedom can include respecting others' choices and learning why people deserve protection from exploitation. Choose a small example at school: listening when someone says no to an optional activity, or getting adult help when another child is being controlled or threatened.

A SMALL STEP FOR TODAY

The Passover remembers Israel’s departure from slavery through a night that includes both rescue and terrible loss.

How can remembering a community’s freedom also make room for compassion about suffering?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why was the bread made without time to rise?

2. What guided the people by day and by night?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ God led them with cloud and fire.
- ☐ The Israelites prepared and ate the Passover meal.
- ☐ After the terrible deaths, Pharaoh told them to leave.

3 Draw a meaningful picture

Draw the traveling families following a pillar of cloud.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

Remembering the journey can help us tell the story faithfully.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 12:26-27

A thoughtful conversation

This passage includes the death of firstborn children and adults. Read gently and welcome grief or questions; do not turn it into a warning that a child's mistake will cause a family death.

Activity answers

1. The people had to leave Egypt quickly.
2. A pillar of cloud by day and fire by night.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help us remember suffering with compassion and value freedom.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

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GENESIS TO REVELATION | BIBLE ACCOUNT

A Path Through the Sea

Exodus 14:1-31



YOUR BIBLE READING

God opened a path through the sea and rescued Israel from the pursuing army.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

The Sea Ahead and an Army Behind

Exodus 14:1-31



After leaving Egypt, the Israelites camped beside the sea as God instructed. Pharaoh heard that they had gone and changed his mind about letting them leave his service. He prepared his chariot and took his army after them. Chariots, horses, and soldiers came toward the camp. The people who had begun their journey out of slavery now saw Egypt's armed force approaching behind them at the edge of the water.

The Israelites were very afraid. They cried out to God and complained to Moses that they had been brought into the wilderness to die. They said that remaining in Egypt would have been better. Their words describe how trapped they felt between the sea and the army. Moses told them to watch the rescue God would bring. He said that God would fight for them and that they should be still.

God told Moses to speak to the people and have them move forward. Moses was to lift his staff and stretch his hand over the sea so that the water would divide and Israel could pass through. The angel of God, who had gone before the camp, moved behind it. The pillar of cloud also moved, standing between the Israelite camp and the Egyptian camp through the night.

Moses stretched his hand over the sea. God caused a strong east wind to blow all night, driving the water back and making the seabed dry. The water divided, opening a way where the people had seen only an obstacle. The account describes both God's action and the wind that he used. The Israelites had been told to move forward; now a dry passage lay before them between the waters.

Remember: The people remembered the dry path God made through the sea.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Israel Crosses on Dry Ground

Exodus 14:1-31



The Israelites entered the passage on dry ground. Water stood like a wall on their right and on their left. Their crossing did not depend on swimming or on building a fleet of boats. The route was the seabed itself. The people moved through the place where water had been, while the army that had chased them still stood behind. Egypt's horses, chariots, and horsemen then followed them into the sea.

During the morning watch, God threw the Egyptian army into confusion. Their chariots became difficult to drive. The soldiers recognized that God was fighting for Israel and spoke of fleeing. The account does not describe the chase as an ordinary race in which the fastest people win. It presents the rescue as God's work, opening the route for Israel and bringing the pursuing army's power and movement to an end.

God instructed Moses to stretch his hand over the sea again. As morning came, the water returned to its place. It covered the Egyptian chariots and horsemen who had followed Israel into the passage. The pursuing soldiers drowned. This is a serious part of the account, and a gentle retelling should not replace it with an invented escape. The story's rescue includes a terrible defeat for the army that had chased the people.

The Israelites had crossed safely. On the other shore they saw the result of God's great action and trusted God and Moses his servant. They were no longer trapped between the sea and the pursuing force. The chapter closes by looking at what Israel had witnessed that day. The dry path, the crossing, and the returning water would become part of the people's remembered story of being brought out of Egypt.

Pause and think: How can a trusted helper make a frightening problem easier to understand and respond to?

THINK, NOTICE & GROW

Look Carefully at Fear and Action



Draw three simple spaces on a page: the camp, the path through the sea, and the far shore. Add arrows to show the movement of the people, the cloud, and the army. Which movement happens first? Keeping the sequence clear can help you understand a dramatic story without adding imagined sea animals, conversations, or other details that the passage does not give.

Fear can make a situation feel as if there is only one possible ending. The Israelites speak that way before the crossing. In your own life, you can bring a frightening problem to a trusted adult who may see options you cannot yet see. This does not promise that every danger disappears. It means you do not have to think through a serious problem alone.

Water is powerful, and this miracle is not permission to enter floodwater or try a dangerous crossing. An adult should help you follow local safety instructions. You can still wonder at the story while respecting the real needs of people who face storms or floods. Compassion includes listening to their experiences and supporting the practical work of keeping people safe.

A SMALL STEP FOR TODAY

God opens a dry path through the sea, and Israel crosses out of the pursuing army's reach.

How can a trusted helper make a frightening problem easier to understand and respond to?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What stood between the two camps during the night?

2. How did the Israelites cross the sea?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ The water returned over the pursuing army.
- ☐ God divided the water, and Israel crossed.
- ☐ Pharaoh's army chased Israel to the sea.

3 Draw a meaningful picture

Draw the dry path with water on both sides and people crossing.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

The people remembered the dry path God made through the sea.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 14:29-31

A thoughtful conversation

The pursuing soldiers die; do not replace that outcome with an invented escape. This particular rescue does not promise that faithful people never face drowning or other harm.

Activity answers

1. The pillar of cloud.
2. On dry ground between the divided waters.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me bring my fears to you and seek wise help.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

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GENESIS TO REVELATION | BIBLE ACCOUNT

Bread in the Wilderness

Exodus 16:1-36



YOUR BIBLE READING

God provided daily food and a rhythm of rest for Israel.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Food Appears in the Wilderness

Exodus 16:1-36



The Israelites traveled from Elim into the wilderness between Elim and Sinai. They were hungry and complained against Moses and Aaron. They remembered the food they had eaten in Egypt and accused the leaders of bringing them out to starve. Hunger was a serious need. The account describes people who had left slavery but still needed food for themselves and their households as they traveled through a hard place.

God told Moses that he would provide bread from heaven. The people were to gather a day's portion each day. On the sixth day they would prepare twice the usual amount. Moses and Aaron spoke to the people about God's provision and the complaints he had heard. When Aaron called them to come near, they looked toward the wilderness and saw God's glory appearing in the cloud before the food arrived.

That evening, quail came and covered the camp. In the morning, dew lay around it. When the dew lifted, small flakes remained on the surface of the wilderness. The people did not know what they were looking at and asked one another about it. Moses explained that this was the bread God had given them to eat. What had seemed unfamiliar was now identified as food they could gather.

Moses told them to collect according to the number of people in each tent and the amount they needed to eat. Some gathered more and some less. When they measured it, those who gathered much had nothing left over, and those who gathered little did not lack. Each person had gathered according to need. The people had received food, and they were also receiving instructions for how to live with this daily provision.

Remember: The manna story invites gratitude for daily food and rest.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Daily Gathering and a Day of Rest

Exodus 16:1-36



Moses told the people not to leave the food until morning. Some did not listen and kept it overnight. It bred worms and smelled bad, and Moses was angry. The usual pattern was to gather in the morning before the heat of the sun melted what remained on the ground. The story describes a daily task, rather than a single pile of food that could simply be forgotten after one collection.

On the sixth day, the people gathered twice as much. Their leaders came to Moses, who explained the reason: the next day was a holy Sabbath rest. They should bake or boil what they wished and keep the extra food for morning. This time the food did not spoil. God's instruction for the sixth day was different from the instruction for the earlier days, because it prepared them for the day of rest.

Moses told them to eat the stored portion on the Sabbath. There would be nothing to gather outside. Some people still went out, but they found none. God reminded them of his commands and said that he had given them the Sabbath and the food for it. The people rested on the seventh day. The pattern joined enough food with a pause in the daily gathering, so that rest did not mean having nothing to eat.

Israel called the food manna. It was white, like coriander seed, and tasted like wafers made with honey. Moses told Aaron to keep a portion in a container so later generations could see what God had provided in the wilderness. The chapter says the people ate manna during their long wilderness years. The food belonged to daily life, and the saved portion would help families remember that provision after the journey had moved on.

Pause and think: What kind of preparation helps a group have enough while also making room for rest?

THINK, NOTICE & GROW

Think About Enough and About Rest



Imagine preparing snacks for a group. Some people need a little more and some a little less, but everyone needs enough. What questions would help an adult plan fairly? Counting people and asking about needs can be more useful than assuming every portion must look identical. This everyday example helps us notice the practical instruction about gathering food for the people in each tent.

A rest day often requires preparation. A family might put materials away, plan an easier meal, or finish a task at another time. Ask a caregiver about one small preparation that helps your home rest. You do not need to copy ancient manna instructions exactly. You can explore how planning and care make room for bodies and minds to pause.

If you are hungry, it is right to tell someone who can help. The account's complaints do not mean that needing food is shameful. People can learn respectful ways to ask while still speaking plainly about a real need. Think of an adult at home or school you could approach, and practice a short, clear sentence that tells them what you need.

A SMALL STEP FOR TODAY

God provides manna for daily needs and enough extra to make Sabbath rest possible.

What kind of preparation helps a group have enough while also making room for rest?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did the people call the bread from heaven?

2. Why did they gather twice as much on the sixth day?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ They found manna and gathered their daily food.
- ☐ They gathered extra before resting on the Sabbath.
- ☐ The people were hungry and complained.

3 Draw a meaningful picture

Draw a family gathering manna in the morning.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

The manna story invites gratitude for daily food and rest.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 16:21-30

A thoughtful conversation

Hungry people have a real need. Do not imply that asking for food is wrong or that children who lack food have failed to trust God.

Activity answers

1. Manna.
2. So they would have food during the Sabbath rest.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, thank you for food and rest. Help us care for people who need both.

Print and share

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GENESIS TO REVELATION | BIBLE ACCOUNT

Water from a Rock

Exodus 17:1-7



YOUR BIBLE READING

God answered a community's serious need for water.

Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

The Camp Has No Water

Exodus 17:1-7



The Israelites moved through the wilderness in stages as God directed. At Rephidim, where they made camp, there was no water for the people to drink. A camp needs more than a place to put tents. The people, their children, and their animals all needed water. Their journey had brought them to a serious difficulty, and the passage begins by stating that difficulty plainly rather than pretending it was small.

The people argued with Moses and demanded water. Moses asked why they were quarreling with him and testing God. As their thirst continued, they complained that he had brought them out of Egypt to kill them, their children, and their livestock. The account records their angry accusation. It also lets readers understand the need underneath it: without water, the travelers could not continue living as though nothing was wrong.

Moses cried out to God about what he should do. He said the people were nearly ready to stone him. Their conflict had become frightening and dangerous. Moses could not produce a river by answering their accusation, and arguing was not meeting the camp's need. His appeal asked for a way forward. The next part of the account describes instructions rather than an exchange of more angry words between the leader and the people.

God told Moses to walk ahead of the people and to take some of Israel's elders with him. He was to carry the staff he had used at the Nile and go to a rock at Horeb. God said he would stand before Moses there. The elders would witness what followed. Moses had a specific place to go, a familiar staff to take, and people to accompany him as he acted on God's instructions.

Remember: We can ask for help when a real need is beyond us.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Moses Acts Before the Elders

Exodus 17:1-7



God told Moses to strike the rock. Water would come out so that the people could drink. Moses did this in the sight of Israel's elders. The account presents the water as God's provision through the action he commanded. It does not describe Moses searching until he happened to find an ordinary spring. In this story, the instruction and the water from the rock belong together as a remarkable answer to the camp's need.

Moses named the place Massah and Meribah. The names recall testing and quarreling. They preserve the difficult conversation as well as the provision of water. The chapter explains that the people had questioned whether God was among them. A place can become a reminder of more than one thing: here, a real need was met, but the fear and conflict that surrounded it were not erased from the memory of what happened.

It is important to keep this incident distinct from another account about water and a rock. In this passage, striking the rock is exactly what Moses is told to do. We should not bring a different set of instructions into the scene and blame him for following this one. Reading the particular words and setting helps us understand the action accurately rather than mixing two stories because their objects happen to look alike.

The account leaves us with thirsty people receiving water and a named reminder of their quarrel. The need for water was not imaginary. The harmful accusations and threats were real too. These are separate things to notice. A person can need urgent help without every way of expressing that need being helpful. Moses' appeal and God's specific direction move the scene toward provision instead of leaving the travelers trapped in their argument.

Pause and think: How can you explain a real need clearly while avoiding an accusation that makes solving it harder?

THINK, NOTICE & GROW

Say What You Need Clearly



Try turning an accusation into a clear request. In an imaginary group activity, someone says that nobody ever helps them. A clearer sentence might explain the task and ask for help with one part. What information would a listener need? You can practice with a made-up situation rather than discussing a private problem. Clear words help another person understand the actual need and what support could be useful.

Clean drinking water is a daily need for everyone. With an adult, notice where your household gets water and what you should do if it is temporarily unavailable. The adult makes the safety decisions. You can learn a small useful task, such as carrying your approved water bottle, without feeling responsible for solving the water needs of a whole family or community.

Some objects appear in more than one Bible story. A staff, a basket, or a stone may have a different role each time. Pick one detail from this account and explain exactly what happens here. This kind of careful noticing helps you enjoy familiar stories without accidentally joining events or instructions that belong to different passages.

A SMALL STEP FOR TODAY

God gives Moses a specific action, and water is provided for the thirsty camp before the elders.

How can you explain a real need clearly while avoiding an accusation that makes solving it harder?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did the people need at Rephidim?

2. Who went with Moses to the rock?

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ Moses struck the rock as commanded, and water was provided.
- ☐ Israel camped where there was no drinking water.
- ☐ Moses asked God what to do.

3 Draw a meaningful picture

Draw water flowing from the rock toward people waiting to drink.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

This English edition is designed for ages 6-10 with an adult. Read both extended readings together, or enjoy one each day. Pause at unfamiliar words, invite questions and use the reflection page to connect the story with everyday life. These are retellings and lessons with explanations; read the listed Bible passage for context. Poetry, parables, letters and symbolic visions are identified by type.

Remember this

We can ask for help when a real need is beyond us.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 17:4-6

A thoughtful conversation

This is Exodus 17, where God commands Moses to strike the rock. It is different from the later event in Numbers 20. Thirst and dehydration require practical care, not blame.

Activity answers

1. Water to drink.
2. Some of Israel's elders.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help us ask for help and share care with thirsty people.

Print and share

Each pack has 6 pages. Print on A4 at Actual Size (100%). The worksheet is page 5. You may print just that page, or use the separate 150-page activity book. The collection contains 150 packs in Bible book order, 15 volumes and one ZIP. Catalog pack IDs stay the same when new readings are added.

Sources and sharing

English retellings, lessons, reflections and activities by DigiPick (2026), based on Exodus 17:1-7. Source checked with the public-domain World English Bible. Illustration: original DigiPick artwork made with AI assistance; an artistic interpretation.
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GENESIS TO REVELATION | BIBLE ACCOUNT

God Gives His Commandments

Exodus 19:1-20:21



YOUR BIBLE READING

God gave the rescued people commands for worship and life together.

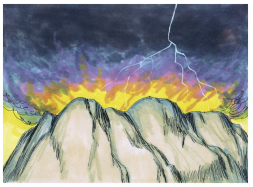
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

AGES 6-10 WITH AN ADULT • 6 COLORFUL A4 PAGES • ENGLISH ONLY

EXTENDED ENGLISH READING • PAGE 1 OF 2

Preparing to Meet at Sinai

Exodus 19:1-20:21



After leaving Egypt, Israel arrived in the wilderness of Sinai and camped before the mountain. Moses went up, and God gave him a message for the people. God reminded them of their rescue, describing his care with the picture of an eagle carrying its young. He invited them to keep his covenant and become a holy nation with a special calling among the peoples of the earth, which all belonged to him.

Moses called the elders and explained what God had said. The people answered together that they would do what God commanded. Moses carried their answer back. God said that he would come in a thick cloud so that the people could hear when he spoke with Moses. They were to prepare over the next days, wash their clothes, and be ready. Boundaries were set around the mountain that they must not cross.

On the third morning, thunder and lightning appeared, with a thick cloud and a very loud trumpet sound. The people in the camp trembled. Moses brought them out to meet God, and they stood at the foot of the mountain. Sinai was covered in smoke because God had descended in fire. The whole mountain shook. This was not an ordinary meeting between a leader and a crowd at their tents.

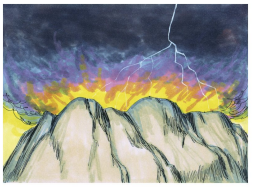
The trumpet grew louder. Moses spoke, and God answered. God called him to the mountain's summit and repeated the warning that the people must not break through the boundaries. The holiness of the meeting was to be respected. Moses went down and told the people. The preparation, the signs on the mountain, and the careful instructions led toward God's words for the community he had rescued from slavery in Egypt.

Remember: Respect for God belongs with honesty and care for neighbors.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Commands for Worship and Life Together

Exodus 19:1-20:21



God began by identifying himself as the one who had brought the people out of Egypt and slavery. The commands followed that rescue. Israel was to have no other gods before him and make no idols to worship. They were not to misuse his name. Their worship and speech were to show loyalty and respect, rather than treating God as one more object that could be made, controlled, or used carelessly.

They were to remember the Sabbath and keep it holy. Six days were for work, while the seventh was a day of rest for the whole household. The command included children, servants, visitors, and livestock. Rest was not only for the person with the most power. God connected it with creation, when he made the world and rested. The people were also told to honor their father and mother.

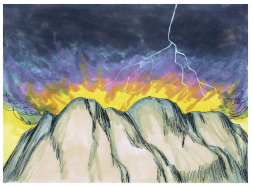
Other commands addressed how they treated one another. They were not to murder, be unfaithful in marriage, steal, or give false testimony against a neighbor. They were not to covet what belonged to another household. These instructions reached actions, relationships, words, and desires. A community could not live well together if its people treated others' lives, promises, possessions, and reputations as things that could be taken or damaged whenever they wished.

The people saw the smoke and lightning and heard the thunder and trumpet. They stood at a distance and asked Moses to speak with them, afraid of hearing God directly. Moses explained that this serious encounter should lead them away from wrongdoing. They remained back while he approached the thick cloud. Israel had received commands for its worship and shared life, with a reminder at the beginning that God had already acted to bring them out.

Pause and think: Which command can you connect with a small action that protects another person’s trust, rest, or well-being?

THINK, NOTICE & GROW

Connect a Command with a Real Action



Choose one command about your neighbor and think of an ordinary example. Not stealing might mean asking before using another person's special markers. Not giving false testimony might mean refusing to spread a story when you do not know it is true. These are examples for today, not additional scenes at Sinai. Which example helps you see why another person's trust or possessions need care?

The Sabbath command includes people who might otherwise be overlooked. Think about a group activity: who does the setting up and cleaning afterward? An adult may help everyone share the work fairly so that some people are not always working while others always relax. Noticing the whole group is a useful way to explore the command's concern for a household's rest.

Honoring parents is not an instruction to accept abuse or keep dangerous secrets. A safe adult can help you understand respectful words and the right to ask for protection. People in Jewish and Christian traditions also number the commandments in different ways. You can read the passage thoughtfully with your family while learning to treat other readers with patience and respect.

A SMALL STEP FOR TODAY

God gives the rescued community commands that connect faithful worship with care in daily life.

Which command can you connect with a small action that protects another person’s trust, rest, or well-being?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Where did the people receive these commands?

_____

2. Name one command about caring for neighbors.

_____

2 Put the ideas in order

Write 1, 2 and 3 for the order these ideas appear in the reading.

- ☐ The people asked Moses to speak with them.
- ☐ God spoke his commandments.
- ☐ Israel prepared to meet God at Sinai.

3 Draw a meaningful picture

Draw the mountain and add a symbol of rest, honesty, or care.

Tell someone how your picture connects to the reading.

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Remember this

Respect for God belongs with honesty and care for neighbors.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 20:1-17

A thoughtful conversation

Christian and Jewish traditions divide and number the commandments differently. Honoring parents never requires a child to keep harmful secrets or accept abuse.

Activity answers

1. At Mount Sinai.
2. For example, do not steal or lie about someone.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me honor you and treat people with honesty and care.

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