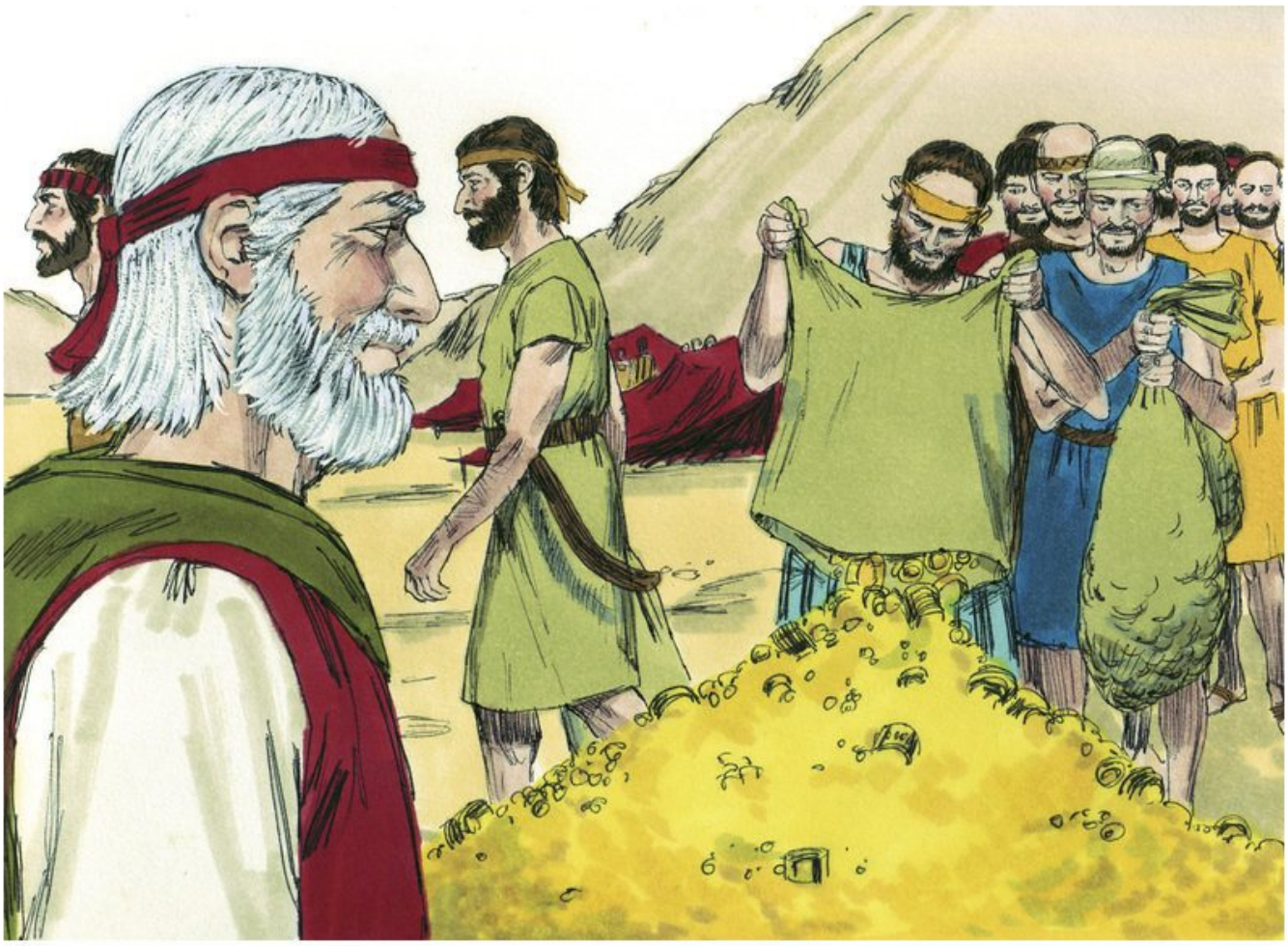
GENESIS TO REVELATION | BIBLE ACCOUNT

Gifts for the Tabernacle

Exodus 35:4-36:7



YOUR BIBLE READING

Willing gifts and shared skills supported a common work of worship.

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

An Invitation to Bring and Make

Exodus 35:4-36:7



Moses spoke to Israel about an offering for the tabernacle, a special tent for worship. The work had instructions from God, and it needed many kinds of materials. Moses invited those whose hearts were willing to bring what they had. The invitation joined the materials with a purpose: they would be used for the tent, its furnishings, the service of worship, and the special garments worn by those serving there.

The list included gold, silver, and bronze, along with blue, purple, and scarlet thread and fine linen. It also named animal hair and skins, acacia wood, oil, spices, and precious stones. Different materials would serve different parts of the work. A lamp needed oil, a woven covering needed thread, and a wooden structure needed wood. One kind of gift could not do every job, so the invitation made room for many kinds.

Moses also called people with skill to make what God had commanded. There were coverings, boards, poles, curtains, and furnishings to prepare. The ark, table, lamps, and altars each had their place in the plan. This would require careful work rather than a heap of supplies left unused. Giving materials and using the knowledge to shape them were both necessary parts of the task the people had been invited to share.

The people left Moses and returned with their offerings. Men and women whose hearts were willing brought jewelry and other materials. Skilled women spun thread and goats' hair. Leaders supplied stones, spices, and oil. The account repeatedly calls the giving willing or freewill. It was not a contest to see whose gift looked grandest. People brought materials they had, while those with skills prepared things through the work of their hands.

Remember: Different skills can contribute to one shared task.

EXTENDED ENGLISH READING • PAGE 2 OF 2

The Workers Have More Than Enough

Exodus 35:4-36:7



Moses told the people about Bezalel, whom God had called by name for the work. God had filled him with wisdom, understanding, knowledge, and skill in crafts. He could design and work in gold, silver, bronze, stone, and wood. These were practical abilities for making the things the tent required. The account honors the knowledge in careful craftsmanship rather than treating hands-on work as something unimportant beside speaking or leading.

Oholiab was named too. God had given these workers the ability to teach, so their knowledge could help others. Embroidering, weaving, carving, and metalwork required different skills. Moses called the skilled people and everyone whose heart moved them to take part. They received the offerings already brought for the task. The collected materials could now become useful objects as the workers followed the instructions they had been given.

Meanwhile, the people kept bringing freewill offerings every morning. At last the skilled workers came from their work to speak with Moses. There was already more than enough for everything they had been commanded to make. This was important information. The work did not need an endless stream of new supplies simply because people were eager to give. The workers could see what was required and compare it with what they had received.

Moses sent a message throughout the camp that no man or woman should prepare anything else for the offering. The people stopped bringing. The account ends this portion with enough materials to complete the task and extra to spare. Willing generosity had supported a shared purpose, and clear leadership recognized when that purpose was supplied. The final instruction was to stop collecting, not to keep demanding more from everyone.

Pause and think: What different kinds of contributions would help a group finish a task without asking people for more than is needed?

THINK, NOTICE & GROW

A Shared Task Needs Different Skills



Imagine making a class display. One child writes clear labels, another draws, another sorts materials, and someone else checks that everything can be read. Which part might you enjoy? Ask about a skill you would like to learn as well. A shared project can make room for current abilities and for patient teaching, rather than assuming that the same person should do every important job.

Materials matter too. Before bringing something from home, ask a caregiver and find out what the project actually needs. More is not always more helpful. A group may already have enough paper while still needing time to organize it. This present-day example can help you notice why the workers' report mattered and why Moses could tell the people to stop bringing gifts.

Willing giving leaves room for a real choice. You do not need to give money, a treasured possession, or something your family needs to prove your goodness. You might share an approved skill or a small amount of time instead. Think about one contribution that fits both the group's purpose and your own situation, and discuss it with a trusted adult.

A SMALL STEP FOR TODAY

Willing gifts, skilled work, and teaching provide what the tabernacle needs, and collecting stops when there is enough.

What different kinds of contributions would help a group finish a task without asking people for more than is needed?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Did everyone have to give the same material?

2. Why did Moses tell people to stop bringing gifts?

2 Put the ideas in order

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

- ☐ People brought materials, and the workers began.
- ☐ Moses stopped the giving when there was enough.
- ☐ Moses invited willing gifts and skilled help.

3 Draw a meaningful picture

Draw different hands bringing thread, wood, metal, and tools.

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

Different skills can contribute to one shared task.
Original memory thought, not a direct Bible quotation. Related passage: Exodus 35:30-35

A thoughtful conversation

The offerings were voluntary, and collection stopped when there was enough. Do not pressure children to give money, treasured possessions, or more than their family can afford.

Activity answers

1. No. People brought different materials and skills.
2. There was already more than enough.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me share my skills willingly and appreciate other people's work.

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 | LESSON

Leaving Room for a Neighbor

Leviticus 19:9-18



YOUR BIBLE READING

Love becomes visible in fair and practical care.

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 Harvest with Space Left Over

Leviticus 19:9-18



Leviticus includes laws given to Israel, not only stories about journeys and leaders. These verses tell the people how to treat their neighbors in ordinary work. At harvest, landowners must not cut every corner of a field or collect every stalk left behind. They must not gather every remaining grape from the vineyard or pick up all the fallen fruit. Some food is to remain for people who need it.

The law names poor people and foreigners as those who may gather what remains. A person without a field of their own should still have a way to obtain food. Leaving grain is more than accidentally forgetting a few stalks. It is a limit on what an owner may collect, making room for a neighbor's need. The instruction connects the use of land with responsibility toward other people living nearby.

The passage then speaks about truth and work. People must not steal, lie, or deceive one another. They must not misuse God's name to support a false oath. They must not rob or oppress a neighbor. A hired worker's wages must not be held back overnight. The person who controls the payment has a responsibility to pay promptly, rather than using that power to keep someone waiting for what they earned.

Another instruction forbids cursing a deaf person or placing an obstacle before someone who is blind. The person causing harm may think they can escape notice, but the command connects respect for God with respect for that neighbor. A disability does not remove someone's dignity. The law calls the community to avoid deliberate cruelty and hidden traps, making daily life safer rather than turning another person's difficulty into an opportunity for harm.

Remember: I can notice how my choices affect a neighbor’s food, dignity, and safety.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Fairness in Work, Words, and Daily Life



Leviticus 19:9-18

The next instructions concern fair judgment. A decision must not favor someone merely because the person is poor, nor favor someone because the person is powerful. The judgment should be right and truthful. Caring about a neighbor includes taking the facts seriously. It is not fair to let an important person's reputation decide a case before anyone listens, and it is not fair to replace evidence with guesses about someone's position.

Words can also endanger a neighbor. The law forbids going around spreading slander, which means saying damaging things about people. It also forbids putting a neighbor's life at risk. These instructions belong beside the rules about fields and wages. A community needs more than food: people need their safety and reputation treated carefully. A story repeated without truth can do real harm even when nobody takes an object from someone's hand.

The passage does not say to hide every disagreement beneath a pleasant smile. It tells people not to hate a brother in their heart and to address wrongdoing rather than become involved in it. Honest correction can be part of love. That does not mean a child must confront a dangerous person alone. It means that care and truth belong together; pretending that harmful behavior is harmless is not the only way to avoid revenge.

Finally, the law forbids vengeance and carrying a grudge, and calls people to love their neighbor as themselves. This gathers the earlier instructions into a wide pattern of care. Food left in a field, honest words, prompt wages, fair decisions, and safety for someone with a disability all make that love concrete. The passage is not asking only for a friendly feeling. It gives practical limits on ways people might otherwise use power against their neighbors.

Pause and think: Where could making room for someone else's needs change an ordinary activity?

THINK, NOTICE & GROW

Make Room Without Making Someone Feel Small



Imagine a class sharing art materials. Someone has plenty of colored paper, while another child has none for the project. An adult could help organize supplies so everyone can work without publicly embarrassing the child who needs them. This is a present-day example, not another law about harvesting. What arrangement would make help available while still respecting each person's dignity and room to choose?

Think about a path through your classroom or home. Is it clear enough for someone who uses a cane, a wheelchair, or another mobility aid? Ask an adult before moving anything. Making space can be practical care. You can also ask people what would help rather than assuming you know every need because you have noticed one difference in how they move or communicate.

If you hear a harmful rumor, you do not have to pass it on. You can say that you do not know whether it is true and ask a trusted adult for help. When real harm is happening, telling a safe adult is different from spreading gossip. Careful words protect people by seeking truth and safety, not by making everyone keep silent.

A SMALL STEP FOR TODAY

Love for neighbors becomes concrete through shared provision, honest words, fair treatment, and protection from harm.

Where could making room for someone else's needs change an ordinary activity?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Who could gather the grain and grapes left behind?

2. What does the passage say about a worker's wages?

2 Put the ideas in order

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

- ☐ Connect neighborly love with practical care.
- ☐ Read the commands about truthful and fair treatment.
- ☐ Notice provision left in fields and vineyards.

3 Draw a meaningful picture

Draw a field with grain left at its corners and a clear path beside it.

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

I can notice how my choices affect a neighbor's food, dignity, and safety.
Original memory thought, not a direct Bible quotation. Related passage: Leviticus 19:9-18

A thoughtful conversation

Identify this reading as ancient Israelite law. Its details connect worship with economic fairness, disability respect, and truthful speech. Not taking revenge does not require silence about abuse or unsafe behavior. Help children distinguish rumor from responsible reporting, and avoid making children responsible for solving adult poverty or disputes.

Activity answers

1. Poor people and foreigners could gather them.
2. They should be paid promptly, not held back overnight.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me notice my neighbors and act with fairness and care.

Print and share

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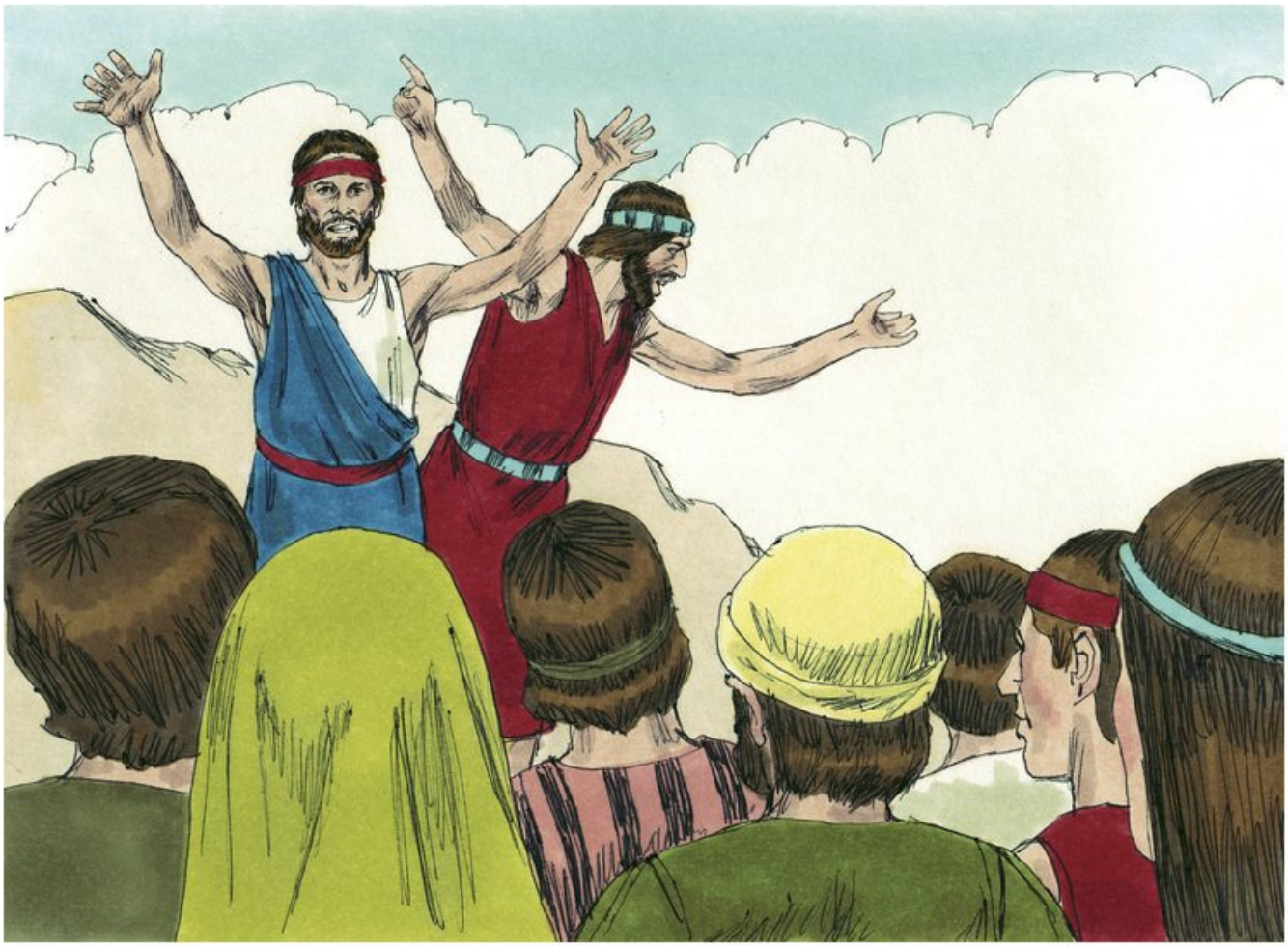
Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

Joshua and Caleb Trust God

Numbers 13:1-14:9



YOUR BIBLE READING

Joshua and Caleb acknowledged difficulties while trusting God's promise to 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

Twelve Leaders Explore Canaan

Numbers 13:1-14:9



God told Moses to send leaders from Israel's tribes to explore Canaan, the land he was giving them. Twelve men were chosen, one from each tribe. Joshua and Caleb were among them. Moses gave the group specific things to observe. They were to look at the land and the people living there, rather than return with guesses about a place they had never carefully visited or seen for themselves.

Moses asked whether the people were strong or weak, many or few. He wanted to know whether their towns were open camps or fortified cities. The explorers were to notice whether the soil was fertile and whether there were trees. He encouraged them to be courageous and bring back fruit. It was the season of the first ripe grapes, so the fruit could help show what the land produced.

The men traveled through the country and reached the valley of Eshcol. There they cut a branch carrying a cluster of grapes so large that two men carried it between them on a pole. They also took pomegranates and figs. These were things the waiting people could see, not only descriptions they would have to imagine. After forty days of exploring, the men returned to Moses, Aaron, and the whole community at Kadesh.

The explorers showed the fruit and reported that the land was rich, a place flowing with milk and honey. But they also spoke about strong people and large, fortified cities. They named the peoples in different parts of the country and mentioned the descendants of Anak. Their report included both the good things they had found and obstacles that seemed formidable. The community now had to decide how to respond to what they heard.

Remember: A frightening report may not tell the whole story.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Two Voices Speak Against Despair

Numbers 13:1-14:9



Caleb quieted the people before Moses and urged them to go up and take the land. He said they were able to overcome it. The other men who had explored with him disagreed. They said the people there were stronger than Israel and that entering was impossible. Their description grew frightening. They compared themselves with grasshoppers beside the great people they had seen and spread a bad report among the Israelites.

That night, the people cried aloud. They complained against Moses and Aaron and said it would have been better to die in Egypt or in the wilderness. They feared for their wives and children. Some proposed choosing a leader and going back to Egypt. The journey that had brought them out of slavery now seemed, in their frightened conversation, like something they should undo. Their response went beyond simply admitting that the next stage looked hard.

Moses and Aaron fell facedown before the gathered community. Joshua and Caleb tore their clothes, a sign of distress. They had seen the land too, and they spoke again about its goodness. They did not claim the towns were imaginary or that no other people lived there. They urged Israel to remember God, who could bring them into the land and give it to them according to the promise they had received.

Joshua and Caleb called on the people not to rebel and not to be ruled by fear of the land's inhabitants. They said God was with Israel. This reading stops with their appeal, before the later events of the chapter. The disagreement remains plain: the same journey and the same land have produced very different responses. Two explorers are asking their community to consider God's presence as well as the difficulties they have reported.

Pause and think: How can you tell the difference between noticing a difficulty and deciding that no hopeful response is possible?

THINK, NOTICE & GROW

Separate What Happened from What Someone Predicts



A report can contain an observation and a prediction. In an ordinary example, a child says that a puzzle has many pieces and then says nobody could ever finish it. The number of pieces is something to observe; the prediction is a conclusion. Can you think of another example? Learning to tell the difference can help you listen thoughtfully without pretending that a real difficulty is not there.

Feeling afraid is not a moral failure. You can describe the fear and ask for support. A trusted adult may help you check information, plan a manageable step, or decide that something is unsafe. Trust does not require a child to enter danger or ignore good advice. It can include asking careful questions and remembering the help that is available.

The fruit gave Israel something concrete to examine. What information helps you understand a new task: a demonstration, a picture, written steps, or a chance to ask questions? People may need different kinds of help. If your group faces an unfamiliar project, discuss what would let everyone see it more clearly before deciding what can or cannot be done.

A SMALL STEP FOR TODAY

Joshua and Caleb urge Israel to consider God's promise while facing the real difficulties the explorers have seen.

How can you tell the difference between noticing a difficulty and deciding that no hopeful response is possible?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did the explorers bring back?

2. Which two explorers urged the people to trust God?

2 Put the ideas in order

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

- ☐ Joshua and Caleb urged the frightened people to trust God.
- ☐ Moses sent leaders to explore Canaan.
- ☐ They returned with fruit and different responses to what they saw.

3 Draw a meaningful picture

Draw the branch of grapes carried on a pole by two explorers.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

A frightening report may not tell the whole story.
Original memory thought, not a direct Bible quotation. Related passage: Numbers 14:6-9

A thoughtful conversation

Feeling fear is not a child's moral failure. This story concerns a particular national promise; it should not be used to urge children into danger or to despise people from another land.

Activity answers

1. Grapes, figs, and pomegranates.
2. Joshua and Caleb.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me talk about fear and listen for truth with courage.

Print and share

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Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

Aaron's Staff Blossoms

Numbers 17:1-13



YOUR BIBLE READING

The blossoming staff identified Aaron's appointed role in Israel's worship.

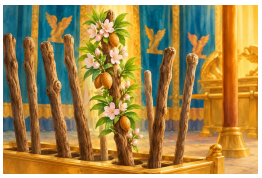
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

Named Staffs Before God

Numbers 17:1-13



The Israelites had been complaining against Moses and Aaron. God gave Moses an instruction meant to show his choice for priestly service and bring an end to the rebellion. Each leader of an ancestral house was to provide a staff. There would be twelve staffs, with a leader's name written on each. The signs would identify whose staff was whose when Moses later brought them out for the people to see.

Aaron's name was to be written on the staff for Levi. That detail connected the person with the house he represented. The question would not be settled by guessing which staff looked most impressive or by letting a leader choose the result for himself. God said that the staff of the man he chose would bud. The named staffs would be placed together before him in the tent of meeting.

The tent was the place where God met with Moses. The staffs were to lie before the covenant there. A staff does not ordinarily blossom after being collected and laid down, so the promised sign would be remarkable. The passage does not tell us anyone planted, watered, or secretly changed one of them. Its attention stays on God's instruction, the leaders' named staffs, and the place where Moses was told to leave them.

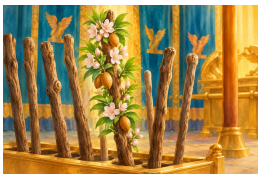
Moses explained the instructions to Israel, and the leaders brought their staffs. Aaron's was among the twelve. Moses laid them before God in the tent of the testimony. At this point the staffs had been collected and placed as commanded, but the result had not yet been described. The next day's visit would show what happened. The account asks its readers to follow a clear sequence: instruction, collection, placement, and then the revealed sign.

Remember: A responsibility can be a calling to serve with care.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Buds, Blossoms, and Almonds

Numbers 17:1-13



The next day Moses entered the tent. Aaron's staff, the one representing Levi, had sprouted. It had buds and blossoms and even ripe almonds. These stages of growth appeared together on the staff that had been left before God. The account presents this as the sign God had promised, identifying his choice. The difference was not another name written on the wood; it was life and growth where the people had not placed a growing tree.

Moses brought all the staffs out before the Israelites. They looked at them, and each leader took his own. The names had made the staffs identifiable, and the result could be seen. Aaron's was not described only in a private report that nobody else could examine. The passage includes the people's looking, followed by the return of the other staffs to the leaders who had provided them for the sign.

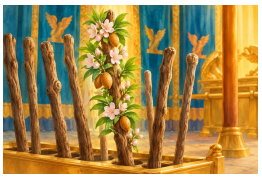
God then told Moses to put Aaron's staff back before the covenant. It was to be kept as a sign against rebellion, so that the complaining would stop and the people would not die. Moses did what he was commanded. The staff's place in the account changed: first it was one of the collected staffs, and now it was kept as a reminder of the choice God had shown.

The people spoke fearfully about approaching the holy tent and about death. Their alarm is part of the ending, and it should not be hidden behind a pretty picture of flowers alone. The sign concerned serious priestly responsibility in ancient Israel. It does not mean that children today must never ask questions about leaders. We can understand the account's warning while also remembering that people in authority remain responsible for how they treat others.

Pause and think: How can a reminder help people take a responsibility seriously without preventing honest questions?

THINK, NOTICE & GROW

Look for the Sequence in a Sign



Draw the staff at three moments: labeled with Aaron's name, showing buds and blossoms, and kept as a reminder. Use arrows to keep those moments in order. Which details come from the passage? If you add a decorative border, you can explain that it is your design rather than a detail the Bible supplies. Careful art can be imaginative and still distinguish between the account and its illustration.

Think of a responsibility that requires trust, such as caring for borrowed classroom equipment. A title or a badge can identify the person doing a job, but that person still needs to act carefully. What would good care look like? This is a present-day example about responsibility, not a way of claiming that every leader receives a miraculous sign like Aaron's staff.

If a story about death or sacred boundaries frightens you, tell a trusted adult what part concerns you. Asking for explanation is allowed. Children may also report harm or unfair treatment by a leader. Reading an ancient sign of priestly service should never become a reason to silence someone who needs protection, help, or an honest answer to a serious question.

A SMALL STEP FOR TODAY

Aaron’s blossoming staff identifies God’s choice and remains as a serious reminder for Israel.

How can a reminder help people take a responsibility seriously without preventing honest questions?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What appeared on Aaron's staff?

2. Why was the staff kept?

2 Put the ideas in order

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

- ☐ Aaron's staff sprouted and bore blossoms and almonds.
- ☐ The staff was kept as a lasting sign.
- ☐ The leaders' named staffs were placed in the tent.

3 Draw a meaningful picture

Draw the staff with buds, flowers, and almonds growing on it.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

A responsibility can be a calling to serve with care.
Original memory thought, not a direct Bible quotation. Related passage: Numbers 17:5-10

A thoughtful conversation

This sign addresses an ancient dispute over priestly service. It does not put today's leaders beyond questions, accountability, or reports of harm. Explain the people's fear gently.

Activity answers

1. Buds, blossoms, and ripe almonds.
2. As a sign of God's choice and a warning against rebellion.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me handle responsibilities with humility and care.

Print and share

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Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

Balaam Learns to Listen

Numbers 22:21-35



YOUR BIBLE READING

Balaam needed correction, while the donkey had seen danger he missed.

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 Donkey Sees What Balaam Misses

Numbers 22:21-35



Balaam rose in the morning, saddled his donkey, and traveled with the officials of Moab. His two servants were with him. God was angry about his going, and an angel stood in the road to oppose him. The angel held a drawn sword. The donkey could see this danger ahead, but Balaam could not. They were traveling along the same road while seeing very different things in front of them.

The donkey turned away from the road and went into a field. Balaam struck her to make her return to the path. He did not understand why she had turned. The account does not excuse his action; it lets the reader know more than he knows. We have already been told that the animal is responding to an angel in the road, not simply refusing for no reason to carry him farther.

The angel then stood in a narrow path between vineyard walls. The donkey saw him again and pressed against a wall, squeezing Balaam's foot. Balaam struck her a second time. The space around them had become tighter, and avoiding what she saw now brought the rider against the stones. The important difference remained: the donkey could see the obstruction, while Balaam continued acting without understanding what was happening ahead.

The angel moved farther along and stood where there was no room to turn right or left. When the donkey saw him, she lay down under Balaam. There was no open way around the danger. Balaam became angry and struck her again with his staff. Three times she had changed what she was doing because of the angel; three times her rider had answered by hurting the animal beneath him.

Remember: Before reacting in anger, I can stop and pay attention.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Eyes Opened on the Narrow Road

Numbers 22:21-35



Then God enabled the donkey to speak. She asked Balaam what she had done to deserve being struck three times. Balaam answered that she had made a fool of him and spoke angrily about harming her. The donkey reminded him that she was the animal he had ridden throughout his life and asked whether she usually behaved this way. Balaam admitted that she did not. The remarkable conversation interrupted his angry response.

God opened Balaam's eyes. At last he saw the angel standing in the road with a drawn sword. He bowed his head and fell facedown. What the donkey had seen from the beginning was now visible to him. The scene had not been what he first assumed. The animal he had struck had been turning away from a real danger that he had failed to recognize during their journey.

The angel questioned Balaam about striking the donkey and explained that he had come to oppose his way. The donkey had seen the angel and turned aside three times. If she had not, Balaam would have been killed while the animal was spared. Her actions had preserved his life. This explanation made clear that the rider had misunderstood both the road ahead and the faithful creature carrying him along it.

Balaam admitted that he had sinned. He said he had not known the angel stood against him and offered to go back if the journey was displeasing. The angel allowed him to continue with the men, but gave a firm limit: he must speak only the word God gave him. Balaam continued with that instruction. Before going farther, he had needed an interruption, a correction, and the opening of his eyes.

Pause and think: What could help you pause and ask a useful question before reacting angrily to something you do not understand?

THINK, NOTICE & GROW

Pause Before Deciding You Understand



Think of an ordinary situation in which someone stops unexpectedly: a classmate may pause because a bag is caught, or a person may slow because the floor is wet. What happens if everyone assumes they are being difficult? A question can reveal information you did not have. Practice a simple, respectful question that helps you understand before reacting with anger or pushing someone to hurry.

Animals cannot usually explain themselves in human words. The donkey's speech is a miracle in this story, not a behavior to expect from a pet. A trusted adult or animal-care professional can help you learn signs of discomfort. If an animal behaves unusually, give it space and get help. Hurting it is not a useful way to learn what is wrong.

Being corrected can be uncomfortable, especially after you have acted confidently. You can still stop, listen, and change what you do. Imagine discovering that you blamed someone unfairly. What would a truthful apology include? It could name the mistaken assumption, acknowledge the hurt, and ask how to make a practical repair. Those are examples to explore, not extra words spoken by Balaam.

A SMALL STEP FOR TODAY

Balaam learns that the donkey he hurt had been protecting him from a danger he could not see.

What could help you pause and ask a useful question before reacting angrily to something you do not understand?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Who saw the angel first?

2. What rule did the angel give Balaam before he continued?

2 Put the ideas in order

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

- ☐ Balaam admitted his wrong and received instructions.
- ☐ God enabled the donkey to speak and Balaam to see.
- ☐ The donkey turned away from the angel.

3 Draw a meaningful picture

Draw the donkey stopping on the narrow path, with Balaam looking ahead.

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

Before reacting in anger, I can stop and pay attention.
Original memory thought, not a direct Bible quotation. Related passage: Numbers 22:31-34

A thoughtful conversation

The talking donkey is presented as a miracle, not ordinary animal behavior. The angel rebukes Balaam's beating; never frame hurting an animal as a way to gain obedience.

Activity answers

1. The donkey.
2. Speak only the message God gave him.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me pause when angry and treat animals with care.

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 | LESSON

Remembering Love Every Day

Deuteronomy 6:4-9



YOUR BIBLE READING

Love and learning can be practiced throughout an ordinary day.

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

Love That Belongs to the Whole Day

Deuteronomy 6:4-9



Deuteronomy contains teaching for Israel about life with God. In these verses, the people are called to listen: the Lord is their God, and the Lord is one. This is a statement of loyalty and worship, not the beginning of a new adventure. The teaching then calls for love with the whole person, using the words heart, soul, and might to describe a response that reaches through a person's life.

Loving God is not placed in one small corner of the day. Heart, soul, and strength include more than words spoken during a special gathering. The command asks for the people's deep attention and commitment. It does not say that everyone must have the same feelings every moment. Rather, the teaching joins what people remember, value, say, and do, inviting them to turn their whole lives toward the God they worship.

The words of the teaching are to remain on the people's hearts. They are not simply to be heard once and then forgotten. Remembering here connects with learning and practice. A person can know the sound of an instruction without yet letting it guide a decision. The passage asks for something deeper than reciting familiar syllables: the words should stay close enough to shape the life of the community receiving them.

The teaching also names children. Adults are to teach the words carefully to them and talk about them at home. Learning is not only the responsibility of a child trying to understand alone. Older people must make the teaching available through patient conversation. The passage pictures the household as a place where questions, reminders, and repeated words can belong to ordinary life rather than being saved only for a single formal lesson.

Remember: I can learn meaningful words with patient help and remember them in daily choices.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Words Remembered at Home and on the Road

Deuteronomy 6:4-9



Four everyday moments appear in the passage: sitting at home, walking along the way, lying down, and getting up. Together they cover movement and rest, the beginning and end of the day. The point is not that every conversation must become a speech. It is that remembering God can be woven into life. A journey, a meal, a question, or a quiet evening may provide a chance to speak about what matters.

The people are also told to bind the words as signs on their hands and between their eyes. Words are to be written on doorposts and gates. The teaching includes bodily and visible reminders, not only private thoughts. These practices belong to the passage's ancient instructions and continue to be meaningful within Jewish tradition. Readers should not replace them with a claim that the text speaks only about an invisible feeling inside someone's mind.

A reminder points beyond itself. A word on a doorway is meant to call attention to the God and teaching it names. Looking at a sign is not the same as caring for people or keeping an instruction, just as seeing a calendar does not finish the task written on it. The passage brings reminders and daily teaching together so that words can be remembered, spoken about, and carried into the habits of a household.

For a child reading today, the passage can invite a conversation about learning with trusted adults. Different families practice their faith in different ways, and some readers are learning about a tradition that is not their own. Respectful attention does not require pretending that everyone follows identical customs. It means listening carefully to what the passage asks of Israel and considering how meaningful words can be taught patiently instead of used to shame or pressure a child.

Pause and think: What kind of reminder helps an important teaching become part of how you live?

THINK, NOTICE & GROW

Choose a Reminder That Helps You Practice



Think of one helpful instruction you often need, such as returning shared materials or speaking truthfully. Where would a reminder be useful? With permission, you might make a small card for a suitable place. The card is an ordinary example, not a replacement for every practice named in Deuteronomy. Explain what action it is meant to encourage, so it becomes more than a decoration someone walks past.

An adult might choose an everyday moment to discuss a Bible passage, perhaps during a walk or before bedtime. You may ask what a difficult word means or how an instruction applies. Learning does not have to happen through a test. A patient conversation can include uncertainty, examples, and time to think without making a child perform the same feeling on demand.

Notice the different ways you remember things: hearing, reading, drawing, moving, or repeating a useful routine. Which helps you most? Tell a caregiver or teacher. People learn differently, and needing another explanation does not make someone careless. The teaching's attention to children gives adults work to do too: make words understandable and give learners support as they grow.

A SMALL STEP FOR TODAY

Deuteronomy places love for God within whole lives, daily conversation, and meaningful reminders.

What kind of reminder helps an important teaching become part of how you live?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. When were adults to talk about the teaching?

2. Where were words to be written?

2 Put the ideas in order

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

- ☐ Notice daily moments for teaching children.
- ☐ Consider the visible signs that help people remember.
- ☐ Hear the call to love God wholeheartedly.

3 Draw a meaningful picture

Draw a doorway, a path, and a bedside with symbols for remembering and learning.

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

I can learn meaningful words with patient help and remember them in daily choices.
Original memory thought, not a direct Bible quotation. Related passage: Deuteronomy 6:5-9

A thoughtful conversation

Name the passage as teaching addressed to Israel and respect its continuing importance in Jewish life. The signs on hand and forehead and words on doorposts are real textual instructions, not merely decorative metaphors. Invite age-appropriate conversation without pressuring children to prove love through perfect memory, constant religious speech, or particular feelings.

Activity answers

1. At home, along the way, when lying down, and when getting up.
2. On the doorposts of houses and on gates.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help me listen, learn, and let love shape my ordinary choices.

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

Crossing the Jordan

Joshua 3:1-4:24



YOUR BIBLE READING

The crossing stones helped families remember and tell God's rescue story.

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 Priests Step Into the Jordan

Joshua 3:1-4:24



Joshua and the Israelites moved to the Jordan River and camped before crossing. After three days, officers went through the camp with instructions. When the people saw the priests carrying the ark of the covenant, they were to leave and follow at the distance they were given. They had not traveled this route before. Following the ark would help them know the way, while the instructed space marked the special responsibility of the priests.

The ark was the sacred chest connected with God's covenant, not a boat like Noah's ark. Joshua told the people to prepare themselves because God would do wonders among them. He told the priests to take it up and pass ahead. God assured Joshua that Israel would recognize his leadership, as they had recognized Moses'. The crossing would be a sign of God's presence with the people and with the leader he had appointed.

Joshua gathered the people to hear God's words. When the priests' feet rested in the Jordan, the waters flowing from upstream would stop. The river was overflowing its banks because it was harvest time. This was not a dry ditch that anyone could walk across without noticing. The account makes the high water clear before describing the priests moving from the bank into the edge of the river with the ark.

As their feet touched the water, the flow from above stopped and stood in a heap far away near the city of Adam. The water below ran off, and the people could cross opposite Jericho. The priests stood firmly on dry ground in the middle of the river. Their movement had led to a pause: they would remain there with the ark while the nation passed through the opened route toward the other side.

Remember: A meaningful reminder can help a story reach the next generation.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Stones for Children's Questions

Joshua 3:1-4:24



All Israel crossed the Jordan on dry ground while the priests remained in place. God told Joshua to choose twelve men, one from each tribe. They were to take twelve stones from the middle of the river, from the place where the priests stood, and carry them to that night's camp. Joshua passed on the instruction. Each man took a stone on his shoulder, making a reminder that represented the whole community's tribes.

Joshua explained why the stones mattered. In the future, children would ask what they meant. The answer would be a story: the Jordan's waters had stopped before the ark of God's covenant, allowing Israel to cross. The stones were to preserve that memory. Joshua also placed stones in the middle of the river where the priests had stood. The crossing included action in the moment and preparation to explain it to people born later.

When everything commanded was finished and the people had passed over, Joshua told the priests to come out. As soon as their feet reached the bank, the water returned to its place and overflowed again as before. The river did not remain a permanent road. The people had crossed during the opening God provided, and now the priests and ark were with them on the far side after their long stand in the riverbed.

At Gilgal, Joshua set up the twelve stones the men had carried from the Jordan. He spoke again about the questions children would ask and the account their families should tell. God had dried the Jordan as he had dried the sea when Israel left Egypt. The stones were not meant to replace the words. They would invite the next generation to ask, listen, and remember what their people had witnessed during this crossing.

Pause and think: What object could help your family or group share an important story with someone who was not there?

THINK, NOTICE & GROW

Let a Reminder Invite a Question



Find a safe object at home that has a story, with a caregiver's permission. It might be a photograph, a handmade item, or something passed down in a family. Ask what it helps people remember. An object does not explain itself. A good question can invite a story that would otherwise remain unknown to someone who only sees its shape or color.

The stones represented all twelve tribes. Imagine making a class reminder of a project: how could everyone be included without needing everyone to make the same thing? Perhaps names, different drawings, or pieces of a shared design could help. This is an ordinary example of making room for a whole group in something that people will see and ask about later.

A miracle crossing is not an instruction to enter dangerous water. Follow adult guidance around rivers and floods. You can explore this account through a map or model on a dry surface. As you do, keep the movements clear: the priests enter, the people cross, the stones are carried, and the priests leave before the river's flow returns to its usual place.

A SMALL STEP FOR TODAY

Israel crosses the Jordan, and memorial stones give future children a reason to ask and hear the story.

What object could help your family or group share an important story with someone who was not there?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What happened when the priests' feet touched the water?

2. Why were the twelve stones set up?

2 Put the ideas in order

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

- ☐ Joshua set up the stones as a memorial at Gilgal.
- ☐ The priests carrying the ark entered the Jordan.
- ☐ Israel crossed while the priests stood on dry ground.

3 Draw a meaningful picture

Draw twelve memorial stones beside the Jordan River.

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

A meaningful reminder can help a story reach the next generation.
Original memory thought, not a direct Bible quotation. Related passage: Joshua 4:20-24

A thoughtful conversation

The ark here is a sacred chest, not Noah's boat. The dry crossing is a miracle in this story, not permission for children to enter floodwater.

Activity answers

1. The flow stopped, and Israel crossed on dry ground.
2. To help people remember and explain the crossing.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

If you wish: God, help us remember with gratitude and share stories with care.

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.

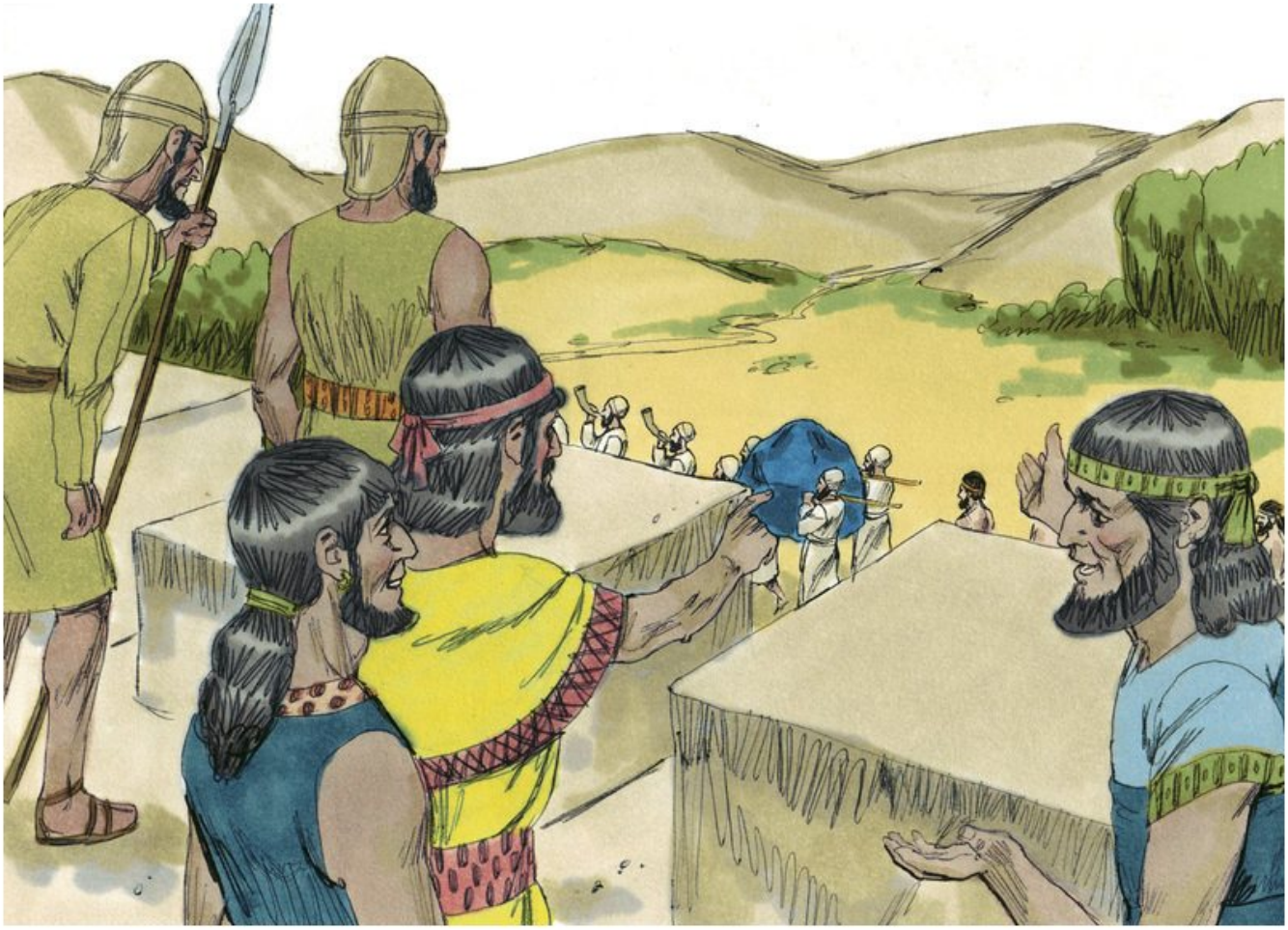
Sources and sharing

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GENESIS TO REVELATION | BIBLE ACCOUNT

The Walls of Jericho

Joshua 6:1-25



YOUR BIBLE READING

God kept his word, including the promise to protect Rahab.

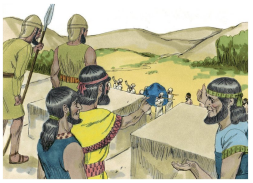
Inside: two extended reading pages, a thoughtful reflection, creative activities and a grown-up guide.

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

EXTENDED ENGLISH READING • PAGE 1 OF 2

Walking Around Jericho

Joshua 6:1-25



Jericho's gates were tightly closed because of Israel. No one was going in or out. God told Joshua that he would give the city into Israel's hands. The instructions were unusual. The army was to march around the city once a day for six days. Seven priests would carry seven trumpets made from rams' horns before the ark of the covenant. On the seventh day, the marching would be different.

Joshua called the priests and told them what to do. The armed men would go before the priests, the ark would follow, and a rear guard would come behind it. Trumpets would sound, but the people's voices were to remain quiet. They must not shout until Joshua gave the command. The account describes a carefully ordered group, with different people given different places and with the shout reserved for the appointed moment.

The first day, they marched around Jericho once and returned to camp. Joshua rose early the next morning, and the priests took up the ark again. The priests with the trumpets went before it as the armed men and rear guard kept their places. They circled the city and returned. This pattern continued for six days. Walking and returning were the repeated actions before the day when the wall would fall.

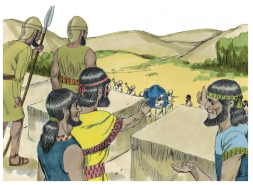
On the seventh day, they rose at dawn and went around the city seven times. Only on that day did they make so many circuits. At the seventh time, the priests sounded their trumpets, and Joshua prepared the people to shout. He also gave a serious instruction about the city and its contents. Israel was not to treat everything they found as something they could take for themselves during the coming capture.

Remember: God remembers promises of mercy.

EXTENDED ENGLISH READING • PAGE 2 OF 2

The Wall Falls and a Promise Is Kept

Joshua 6:1-25



Joshua said that the city was devoted to God and would be destroyed. Silver, gold, and objects of bronze and iron were to go into God's treasury. He named an exception to the destruction: Rahab and those with her in the house were to live, because she had hidden Israel's messengers. The army's instructions included both judgment on the city and a remembered promise concerning a particular household within it.

The people shouted, and the priests blew their trumpets. The wall fell, allowing the people to go straight into the city and capture it. Jericho was destroyed. People of different ages and animals died in the attack. This is a difficult and sorrowful part of the account. A faithful retelling can name the loss without describing injuries, pretending the battle was only a game, or replacing what happened with a happier invented ending.

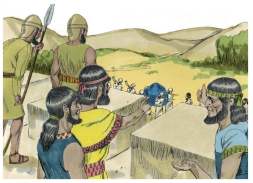
Joshua then sent the two men who had explored the land to Rahab's house. They were to bring her and everyone belonging to her out, just as they had sworn. They brought Rahab, her father, her mother, her brothers, and her relatives to safety outside Israel's camp. The promise was not forgotten when the city was taken. People with a specific duty went to carry it out for the household they had promised to protect.

The city was burned, while the metals were placed in the treasury as commanded. Rahab and her father's household were kept alive, and she came to live among Israel. The passage explains her preservation by recalling that she had sheltered the messengers. The ending keeps that act and the promise attached to it in view. Alongside the city's terrible destruction, the account also records people being brought out and a sworn commitment being honored.

Pause and think: How can keeping a promise require a specific action rather than only remembering the words?

THINK, NOTICE & GROW

Read a Difficult Story with Care



A drawing of marching and trumpets can show the order of the account without making war look like a cheerful game. Which details could you include: the ark, the seven trumpets, the quiet march, or the return to camp? If you add colors or patterns, explain that they are your artistic choices. Careful art can help tell the story while respecting its serious ending.

Rahab's household is protected because a promise is remembered and acted on. Think of an ordinary promise you can reasonably keep, such as returning a borrowed item. What action would show that you remembered? It is better to make a small, honest commitment than promise something beyond your control. If circumstances change, a truthful conversation is part of treating the other person with respect.

This ancient account is not permission to harm people, destroy property, or call another group your enemy. If the deaths disturb you, talk with a trusted adult. You may ask difficult questions and care about the people who suffered. The Bible's serious stories can be read with compassion rather than used to silence questions or encourage cruelty in the present.

A SMALL STEP FOR TODAY

Jericho falls in a serious account of judgment, and the promise protecting Rahab's household is carried out.

How can keeping a promise require a specific action rather than only remembering the words?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What did Israel do before the walls fell?

2. Whose household did the messengers bring out safely?

2 Put the ideas in order

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

- ☐ The messengers brought Rahab and her family to safety.
- ☐ On the seventh day, the people shouted and the walls fell.
- ☐ Israel marched around Jericho for six days.

3 Draw a meaningful picture

Draw the priests carrying the ark as Israel walks around Jericho.

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

God remembers promises of mercy.
Original memory thought, not a direct Bible quotation. Related passage: Joshua 6:22-25

A thoughtful conversation

This is an ancient account of war and judgment, not permission to harm others. Acknowledge that many died without describing violence; emphasize the kept promise to Rahab.

Activity answers

1. They marched as God instructed; then the trumpets sounded and the people shouted.
2. Rahab and her household.
Sequence boxes, top to bottom: 3, 2, 1. Personal responses and drawings will vary.

Optional prayer

God, help us keep our promises and care about people. Amen.

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

Gideon and the Small Army

Judges 6:11-16;7:1-22



YOUR BIBLE READING

Israel’s rescue depended on God, not the size of its 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

A Reluctant Leader and a Smaller Army



Judges 6:11-16;7:1-22

Gideon was beating wheat in a winepress to hide it from the Midianites. An angel appeared and told him that God was with him. Gideon asked why Israel had suffered so much if that was true. He remembered accounts of God bringing the people out of Egypt, but said they were now in Midian's power. His question brought the people's present trouble beside the stories he had heard about their past.

God told Gideon to go and rescue Israel. Gideon answered that his family was poor in Manasseh and that he was the least in his father's house. God promised to be with him. Later, Gideon and the people with him camped near the spring of Harod, while Midian's camp lay in the valley to the north. A large group had gathered, but God told Gideon there were too many men.

God said that Israel might boast that its own strength had saved it. Gideon was to tell those who were afraid that they could return home. Twenty-two thousand left, and ten thousand remained. God said the group was still too large. He told Gideon to take them down to the water, where another separation would be made. The account places the choice in God's instructions, not in Gideon's guess about how a strong army should look.

At the water, the men drank in different ways. Three hundred brought water to their mouths with their hands, lapping, while the others knelt to drink. God chose the three hundred and told Gideon to send the rest home. Those who remained kept provisions and trumpets. The force that would go against Midian was now much smaller than the group that had first gathered beside the spring.

Remember: I can ask God for courage when I feel small.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Trumpets, Torches, and Confusion

Judges 6:11-16;7:1-22



That night, God told Gideon to go down toward the enemy camp. If he was afraid, he could take his servant Purah and listen to what was said there. Gideon went with Purah to the camp's edge. The great number of enemies and their camels filled the valley. There, one man was telling another about a dream involving a cake of barley bread tumbling into the camp and overturning a tent.

The other man said the dream meant that God had given Midian into Gideon's hand. When Gideon heard the dream and its explanation, he worshiped. Then he returned and told his men to get up because God had given the camp into their hands. The account shows him receiving encouragement before the action. His earlier fear was not hidden, and he had been allowed to take a companion when he went to listen.

Gideon divided the three hundred into three groups. Each man received a trumpet and an empty jar with a torch inside. They were to watch Gideon and do as he did. At the beginning of the middle watch, Gideon and the group with him reached the camp's edge. They blew trumpets and broke their jars. The other groups did the same, holding their torches in one hand and trumpets in the other.

They shouted and stood in their places around the camp. The enemy army ran in confusion. As the trumpets sounded, God caused the soldiers to turn their swords against one another, and they fled. This was a violent conflict, not a harmless trick played on sleeping people. The reading ends with that flight. Israel's rescue had not come from gathering the largest number of fighters, but through the help God had promised Gideon.

Pause and think: What kind of companion or practical support helps you take a thoughtful step when you feel afraid?

THINK, NOTICE & GROW

Think About Support Without Pretending Fear Is Gone



Gideon takes Purah with him when he goes toward the camp. In ordinary life, a difficult task may become more manageable with a suitable companion. Perhaps an adult can attend a new activity with you or a classmate can help explain unfamiliar instructions. What kind of support makes a real difference? Naming it does not mean you are weak or that everyone needs the same kind of help.

The account says why God reduces the army: Israel must not boast that its own power saved it. It does not say the chosen men were better people because of their drinking style. When reading, distinguish the reason the passage gives from an explanation someone might add. You can enjoy the unusual details without turning them into a test of someone's personal worth.

Trumpets and torches make vivid images, but jars, fire, and weapons can cause injury. A safe picture or paper model is a better way to explore the scene. This ancient battle does not tell children to attack frightening people. If someone threatens you, seek help from a trusted adult rather than trying to prove your courage by facing danger alone.

A SMALL STEP FOR TODAY

Gideon receives help and encouragement, and Israel's rescue does not depend on having the biggest army.

What kind of companion or practical support helps you take a thoughtful step when you feel afraid?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. Why did God make the army smaller?

2. What did Gideon give his men?

2 Put the ideas in order

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

- ☐ The army was reduced to three hundred men.
- ☐ They sounded trumpets and showed their torches; the enemy fled.
- ☐ God called Gideon to rescue Israel.

3 Draw a meaningful picture

Draw a trumpet, a jar, and a torch as three separate objects.

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

I can ask God for courage when I feel small.
Original memory thought, not a direct Bible quotation. Related passage: Judges 6:14-16

A thoughtful conversation

Do not turn the drinking test into a lesson that one drinking style made better soldiers; the text emphasizes God's choice and Israel's dependence. Use drawings rather than real flames or breaking jars.

Activity answers

1. So Israel would not boast that its own strength had saved it.
2. Trumpets and jars with torches inside.
Sequence boxes, top to bottom: 2, 3, 1. Personal responses and drawings will vary.

Optional prayer

God, help us ask for courage and remember your help. Amen.

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

Ruth Stays with Naomi

Ruth 1:1-22



YOUR BIBLE READING

Faithful love stays near people who are grieving.

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

Three Women on the Road

Ruth 1:1-22



During a famine, a man from Bethlehem named Elimelech went to live in Moab with his wife Naomi and their two sons. They had left a place short of food and made a home in another country. Elimelech died there, leaving Naomi and the sons. The young men married Moabite women named Orpah and Ruth. After about ten years in Moab, both sons died too. The household had suffered great losses.

Naomi was left without her husband and sons. Ruth and Orpah had each lost a husband. Then Naomi heard that God had provided food for his people in her homeland. She prepared to return from Moab to Judah. The two younger women began the road with her. The news of bread gave Naomi a reason to travel, but leaving Moab did not remove the sorrow the three women carried from the deaths in their family.

Along the way, Naomi told her daughters-in-law to return to their mothers' homes. She remembered the kindness they had shown to the men who had died and to her. She prayed that God would show kindness to them and give them rest in new homes. Then she kissed them goodbye. They cried aloud and said they would go with her. Their first answer was to remain together on the road toward her people.

Naomi urged them again to go back. She explained that she could not offer them new husbands from her own family and described the bitterness of her situation. She grieved for their sake as well as her own. The conversation did not make an easy choice appear. Each woman faced a changed life after loss. Naomi was asking the younger women to consider their future rather than simply follow because the journey had already begun.

Remember: I can show love by walking beside someone in sadness.

EXTENDED ENGLISH READING • PAGE 2 OF 2

Ruth Chooses to Stay

Ruth 1:1-22



They cried again. Orpah kissed Naomi and returned, but Ruth stayed close to her. Naomi pointed out that Orpah had gone back to her people and her god, and told Ruth to follow. The passage does not call Orpah cruel or describe a punishment for her departure. She had shown kindness and grief. The two daughters-in-law now chose different paths, with Ruth determined to continue beside Naomi.

Ruth answered that Naomi should not urge her to leave. Wherever Naomi went, she would go; where Naomi stayed, she would stay. She would make Naomi's people her people and Naomi's God her God. She spoke of remaining together until death. Her answer was not only a promise to finish a short walk. It joined her future home, community, and worship to the woman she had chosen to accompany.

When Naomi saw Ruth's determination, she stopped urging her to turn back. The two continued until they reached Bethlehem. The town was stirred by their arrival, and people asked whether this was Naomi. She answered honestly about her sorrow, asking to be called Mara, meaning bitter, rather than Naomi, meaning pleasant. She felt that she had left full and returned empty. The account lets her speak her grief rather than requiring a cheerful answer.

Naomi returned with Ruth, identified again as the Moabite woman who had come with her. They arrived at the beginning of the barley harvest. That timing gives the ending a concrete setting: the women have reached Bethlehem as grain is being gathered. This passage stops there, before the next events in the fields. Ruth's loyalty has not erased Naomi's losses, but it has meant that Naomi does not finish the journey alone.

Pause and think: What might it look like to offer steady company without expecting someone's sadness to disappear?

THINK, NOTICE & GROW

Walk Beside Someone Without Trying to Fix Everything



When someone is grieving, you may not know what to say. An adult can help you offer simple company, a kind note, or a practical task that the person welcomes. You do not have to make them cheerful. Ruth cannot bring back the family members who died, but she can remain with Naomi. What is the difference between caring for someone and trying to control how they feel?

People may make different choices after a loss. Orpah returns home and Ruth continues. The passage has already said that both women showed kindness. We do not need to invent a bad ending for one to understand the other's loyal choice. Think about an ordinary situation in which two people can choose different ways to help without either person becoming worthless or unkind.

Moving to a new place can involve new customs, people, and routines. If a newcomer joins your group, ask a respectful question rather than assuming you know their whole story. They may want help finding a room or understanding an activity, or they may prefer time to watch. A thoughtful welcome begins with noticing the person and listening to what they actually need.

A SMALL STEP FOR TODAY

Ruth stays with Naomi through grief and a journey into a changed life in Bethlehem.

What might it look like to offer steady company without expecting someone’s sadness to disappear?

Read, Remember & Create

Name: _____ Date: _____

1 Think about the reading

1. What choice did Ruth make?

2. What was beginning when they reached Bethlehem?

2 Put the ideas in order

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

- ☐ They arrived as the barley harvest began.
- ☐ Naomi decided to return to Bethlehem.
- ☐ Ruth chose to stay with Naomi.

3 Draw a meaningful picture

Draw Ruth and Naomi walking together toward Bethlehem.

Tell someone how your picture connects to the reading.

Read & Grow Together

Read and learn with context

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Remember this

I can show love by walking beside someone in sadness.
Original memory thought, not a direct Bible quotation. Related passage: Ruth 1:16-18

A thoughtful conversation

Allow room for Naomi's grief. Ruth's loyalty does not make sadness disappear, and the text does not call Orpah cruel for returning home.

Activity answers

1. She chose to stay with Naomi, join her people, and worship her God.
2. The barley harvest.
Sequence boxes, top to bottom: 3, 1, 2. Personal responses and drawings will vary.

Optional prayer

God, help us be gentle companions to people who are sad. Amen.

Print and share

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