

MIRIAM HELPS HER BABY BROTHER

THEME FOR UNIT 1: God Gives Us Families

UNIT MEMORY VERSE: 1 John 4:7

BIBLE BASIS

Miriam cares for baby Moses (Exodus 1:6—2:1-10).

BIBLE TRUTH

God can use brothers and sisters to help care for each other.

MEMORY VERSE

Let us love one another, for love comes from God. 1 John 4:7

LESSON AIM

Students will thank God for family members who help care for them.

Lesson Overview

1 LIFE NEED (5 minutes)

∇ Name ways families can help



Materials: Shaggy and Maggy from “Shaggy Donkey and Friends” (Teaching Aid for most lessons); optional—brown construction paper

2 BIBLE LEARNING (10–15 minutes)

∇ Teach with pictures about Miriam caring for her brother
∇ Review the Bible lesson with a picture story, questions, and coloring activity



Materials: Bible; Flannelgraph “Miriam Helps Her Baby Brother” (Teaching Aid for Lessons 1-2); *Stories* take-home paper for Lesson 1

3 BIBLE APPLICATION (10 minutes)

∇ Teach the memory verse with a rhyme
∇ Color a picture of Miriam and Moses



Materials: *Early Elementary Make-It/Take-It* for Lesson 1; optional—watercolor paints, smocks, paper towels, containers of water; *Early Elementary Make-It/Take-It* Cover

4 LIFE RESPONSE (10 minutes)

∇ Talk about family members caring for each other
∇ Do Closing Activities

Materials: *Stories* take-home paper for Lesson 1; Parents’ Section; optional—Scissors activity

Scissors Activity: See complete instructions in Step 4.



Alerts you to parts of the lesson that need advance preparation or special materials.



UNDERSTANDING THE BIBLE

God continued to bless the Israelites, and their numbers increased even though they were treated as slaves by the Egyptian dynasty. The pharaoh, in fact, was concerned that the Hebrews were becoming so numerous that they might unite with other nations to fight against the Egyptians (Exod. 1:9). The Hebrews living in Goshen, on the northeast border of Egypt, could easily have joined with nearby armies.

In order to control the Israelite population, the pharaoh ordered the midwives to kill all baby boys born to Israelite women. (Daughters were not a threat, since they could be married to the Egyptians and lose their national

identity.) When this plan failed, Pharaoh gave orders that all male Israelite babies were to be drowned.

Moses was born to Israelite parents, Amram and Jochebed, during this time (Exod. 6:20). Moses' parents were from "the house of Levi" (Exodus 2:1). Levi was one of the 12 sons of Jacob (who was renamed Israel). It was the tribe of Levi that provided the nation of Israel with priests and Levites (see Hebrews 7:5). Therefore, Aaron, the first high priest, was from the tribe of Levi.

Moses' mother was able to hide him for three months. Then she placed him in a small boat made from the seaworthy papyrus plant and left the boat in the reeds by the river. Her daughter, Miriam, watched to see what would

happen to the baby.

We don't know for sure which Egyptian princess rescued Moses. Some have claimed that the Egyptian princess of Exodus 2:5 was the famous Princess Hatshepsut, who was later queen of Egypt. This all depends on the dating of the time of the Exodus.

We do know that Miriam acted decisively when she asked the princess if she wanted "one of the Hebrew women to nurse the baby" (Exod. 2:7). Miriam's quick action gave Jochebed the opportunity to care for Moses until he was weaned and to train Moses in God's ways during his early years.

"Moses" is like the names of certain famous pharaohs—Thutmose, Ahmose, etc. It sounds like the Hebrew word which means "drew . . . out" (Exod. 2:10).

Understanding Your Students

As you talk about brother-sister relationships this week, be prepared to hear different responses. Early elementary children may have mixed feelings about their brothers and sisters. Some children with baby brothers and sisters may feel jealous about the amount of time a baby requires, while others may be proud to be a big brother or sister. Children who are the youngest in the family may enjoy all the attention they get.

CLASSROOM TIPS

Use these activities to help the children recognize the love and happy feelings they have for their brothers and sisters.

- ∇ Ask the children the names of their brothers and sisters. This will let the children know that you feel that their family members are important. Throughout the morning, mention the names of the children's family members and remind your students that God gave them brothers and sisters.
- ∇ Be sensitive to children who do not have brothers and sisters. Encourage them to think of ways that a friend, a cousin, or a teenage baby-sitter helps care for them. They can thank God for that special person.
- ∇ Mention that all adults and all boys and girls who love Jesus are brothers and sisters in God's family. They show love for each other at church each week. They also help and pray for each other throughout the week.

BEFORE CLASS . . . ➔

Show sincere pleasure as you greet each child. Since you may have new children moving up from other classes this week. In advance, hang up the Fall Attendance Chart. If you place the chart on a low bulletin board or lay it on a table near the door, the children can mark their attendance as they arrive. Encourage the children to give their offerings right away. A simple basket or an empty coffee can with a slit in the top can be used for an offering container.

BIBLE LESSON

GETTING STARTED

If the children arrive at different times for class, it may be helpful to have some of the following activities planned.

Play Dough: Make play dough baskets and babies. **Have you ever seen a baby sleeping in a big basket, called a bassinet? In Bible times families took care of their babies in baskets that they made.**

Puzzles: Work puzzles that show family scenes. **How could the big brother care for his baby sister?**

Blocks: Build houses with plastic or wooden blocks. The children may be able to follow a simple color pattern or a picture of a house that comes with the blocks.

WORSHIP ACTIVITIES

- ✓ You may want to begin your worship time each week by singing a song from the DisKit in the teaching aids packet.
- ✓ Collect offerings from children who did not give them earlier.
- ✓ Help the children prepare to pray. **Dear God, You give us everything that we have. Thank You for the people who brought us to church today and for all the people who help us learn about You. Help us to be good listeners at church. In Jesus' name. Amen.**

1

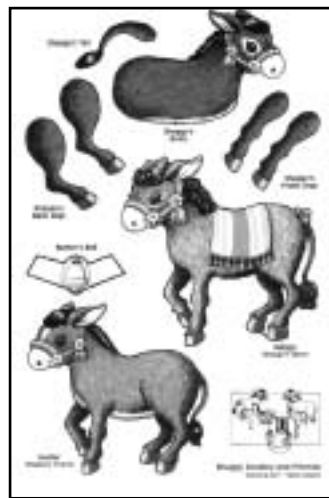
5 minutes



LIFE NEED

✓ **Objective:** Students will name ways family members have helped them.

Before class, assemble Shaggy and Maggy from “Shaggy Donkey and Friends” (Teaching Aid for most Lessons). Optional—cut out three small circles from brown paper to use as burrs in the activity below.



Teaching Aid for Most Lessons

Bring out Shaggy Donkey. **Here's our Bible-time donkey friend, Shaggy. Donkey families helped Bible-time people a lot. Donkeys carried packages, and sometimes people rode them.**

Hee-haw, hee-haw. Shaggy wants me to tell you about his sister and him. Nod Shaggy's head. Shaggy was taking a walk and Maggy was playing with friends. Show Maggy Donkey. Have Shaggy look at you. Hee-haw, hee-haw. Shaggy started running fast to see Maggy Donkey. Run Shaggy toward Maggy. Hee-haw, hee-haw. Shaggy says he was so excited that he ran into some bushes.

Hee-hawww, heee-hawwwww! Shaggy's skin hurt. If you made burrs, tape them to Shaggy. He looked down and saw a lot of sticky, prickly burrs. Shaggy tried to pull the burrs off with his mouth. Pretend to pull the burrs. But the burrs were stuck. What did you do, Shaggy? Hee-haw. Shake Shaggy's head toward Maggy. Shaggy says Maggy Donkey helped him. She pulled out all the burrs. Remove the burrs.

Hee-haw. Boys and girls, Shaggy wants to know how your brothers and sisters help you? (Fix food, help dress, play.) Children in Bible times helped their families. Our Bible story is about a girl who cared for her baby brother.



2

10–15 minutes



BIBLE LEARNING

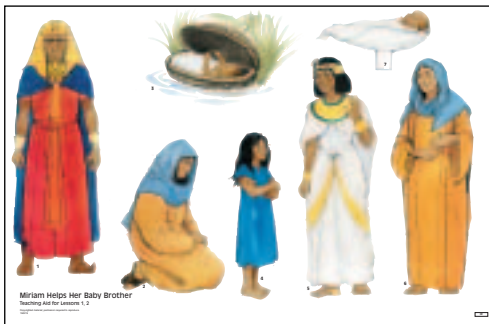
▼ **Objective:** Students will hear how Miriam cared for baby Moses.

Before class, punch out and put in order the flannelgraph figures from “Miriam Helps Her Baby Brother” (Teaching Aid for Lessons 1-2.). Open the slit on Figure 6 so you can insert the baby into the mother’s arms. (Save Figure 1—you’ll use it next week too.)

Open your Bible to Exodus 2.

BIBLE STORY

(Place king, Figure 1, in the center of your board.) Once a mean king said, “Some of the people in my kingdom have too many children. I must do something or these families may try to take over everything.”



Teaching Aid for Lessons 1-2

The king did a bad thing. He told the people that there could be no more baby boys.

The mothers and fathers were sad. The big brothers and sisters were sad too. One mother decided that she would hide her baby boy from the king. (Remove king; add mother, Figure 2, at the left.) The mother made a basket and put the baby in it. Then she hid the basket in the tall grass growing in the river. (Place basket, Figure 3, at the center.)

(Remove mother; add Miriam, Figure 4, at the left.) The baby’s sister, Miriam, stayed near the river to watch the basket and look after her baby brother.

Soon the king’s daughter came to the river. (Walk the princess, Figure 5, up to the right of the basket.) She saw the basket and looked inside. “What a beautiful baby boy,” the princess said.

Miriam knew that the princess liked the baby. (Move Miriam next to the princess.) Miriam said, “Shall I get someone to help you with the baby?”

The princess said, “Yes, find someone for me.”

So Miriam ran home quickly and brought her mother to the princess. (Run Miriam away and bring her back with her happy mother, Figure 6.)

The princess said to the mother, “Take good care of this baby for me.” (Remove princess and basket; add baby, Figure 7, to his mother’s arms.)

Moses’ family was happy to have their baby back at home. And Miriam was happy that God showed her how to care for her little brother.

BIBLE STORY REVIEW

Pass out and read page 1 of *Stories* for Lesson 1 with the class. Then ask these questions.

Who was in the basket?

Who watched to keep the baby safe?

Who found the basket in the tall grass?

Who did the princess ask to care for the baby?

Instruct the class to turn to page 2 of *Stories*. Children may complete the dot-to-dot and coloring activity as you ask them the question again, **“How did Miriam help care for her baby brother?”**

Now focus on the Church Bible Time Box on page 2 of *Stories*. Ask children to name times when their families cared for them. (Examples: Fed them, protected them, played games with them.)

Children may write their names in the box or draw a picture that reminds them of how their families care for them. (Examples: glass of milk, bed, happy face, heart.)

3

10 minutes



BIBLE APPLICATION

- ▼ **Objective:** Students will hear how children today are cared for by brothers and sisters.

MEMORY VERSE

Now we're going to learn some new words from the Bible: "Let us love one another, for love comes from God." Talk about what it means to love. Explain that when we love our parents, we do what they ask us to do.

Listen for the Bible words as I say the rhyme.

Repeat the poem line by line, pausing for the children to imitate your words and actions. Introduce the second verse in the same way.

When someone needs your help,

(Cup hand to ear.)

answer with a nod.

(Nod head.)

The Bible says, "Let us love one another,

(Fold hands open to make a book.)

for love comes from God."

(Point upwards.)

When the children are familiar with the words, you might want to let them sing along with a song found on the DisKit from the teaching aids packet.



HANDCRAFT

Remove Lesson 1 from each *Early Elementary Make-It/Take-It*. Show the children how to remove the top margin on the project.



Make-It/Take-It, Lesson 1

Provide each child with color markers. Let your students color their pictures as they wish.

Optional—you may wish to provide watercolor paints, brushes, containers of water, smocks or old shirts to protect the children's clothing. Let the children paint the picture instead of coloring with markers. Paper towels may be needed for spills.

Why did Miriam stay by the river? (To watch over her brother.) **God helps big brothers and sisters know how to care for us.**

Children may now prepare their take-home note and picture folder for parents.

Before class you will have removed the cover from each craft booklet. You may do so by holding the craft pages together firmly in your right hand while folding back the front and back covers of the craft booklet. Snap the cover pages away from the inside pages with a firm tug. If you prefer, you may loosen the staple stitch slightly and remove the covers that way.

Children may write their names on the back cover page, and color the picture on page 31. When they are finished working, you may set these take-home folders aside until the end of class.

4

10 minutes



LIFE RESPONSE

▼ **Objective:** Students will show they are thankful for the family members who help care for them.

You may read the “Read-with-me-story,” page 3 of *Stories* Lesson 1 or have children read this story at home with their parents and do page 4 instead.

PRESENT-DAY STORY

Jamal had a new skateboard. It did not come from the toy store. Jamal’s daddy made the skateboard. It was made out of old wood and wheels from his daddy’s garage. Jamal wanted to try it out. He wanted to ride it today.

“Daddy, can I ride my skateboard to the park?” Jamal asked nicely.

“Yes. Tamika, go with Jamal. Look out for your brother,” daddy said.

“Do not cross that street,”

mama said.

“Yes, ma’am,” Tamika and Jamal answered.

Jamal got onto the skateboard. Tamika held his hand. “Go, brother; go, brother; go, brother,” she yelled.

Clickety-clack, clickety-clack, clickety-clack, clickety-clack. The skateboard wheels made a musical beat.

Jamal snapped his fingers and bopped his head. “Clickety-clack, clickety-clack, step on a crack and break your baaaaack!”

“Hold on!” Tamika yelled. The skateboard hit a hole in the sidewalk and stopped. But Jamal did not stop. He flew off the skateboard but he did not let go of his sister’s hand. They both landed in the grass next to the sidewalk. Jamal rolled next to the fence.

“I’m stuck!” Jamal screamed.

“Are you okay, Jamal? Don’t cry, I will help you,” Tamika said. She climbed the fence to help Jamal. “You are okay, Jamal. Get back on your skateboard and let’s go on to the park,” Tamika said.

“Okay,” Jamal said. “Clickety-clack, clickety-clack, clickety-clack. I love you, Tamika,” Jamal said, smiling.

Listen and raise your hand if you hear me say a way that Tamika helped Jamal in the story.

1. Tied his shoes.
2. Held his hand. (*Raise hands.*)
3. Helped him after he fell. (*Raise hands.*)

Tamika took good care of her little brother. Can you think of some ways that your family takes care of you? (They help keep me safe, help me so I don’t get lost, give me food to eat, send me to school.)

Complete the page 4 activity if not done earlier.



STORIES, Lesson 1, page 1

CLOSING ACTIVITIES



Scissors Activity: This is an optional activity for your students. Cutting with scissors develops the small-muscle control children need as they begin to do handwriting. You can help them! Children may practice cutting *Stories* along the fold line, separating worksheet pages 1 and 2 from take-home pages 3 and 4.

If you keep pages 1 and 2 of *Stories* in a class folder for each child you may review students’ folders with parents at the end of the quarter at an open house time or during a Sunday school closing session or promotion program, during which you may discuss each child’s learning progress.

Bring the children together for prayer. **Dear God, You give us the people in our families who love and take good care of us. Thank You for our mothers and fathers and sisters and brothers. In Jesus’ name. Amen.**

Make sure that each child has his Make-It/Take-It folder, craft, *Stories*, as well as the *Stories* Parents’ Section providing your students’ parents with a link to your students’ Sunday school learning experiences so that, together, you all can support students.