

LETTERS & DEVOTION

Bible: The Old Testament, a Third Grade Survey

Free sample: Unit 1, Lessons 1 to 8

These are 8 lessons from *Bible: The Old Testament, a Third Grade Survey: Grade 3*, a Grade 3 year a parent runs at the kitchen table. Each lesson is a short script for you, a page to read together, and a practice sheet you may copy for your household. Answers are at the back.

Bible: The Old Testament, a Third Grade Survey: Grade 3. Sample edition.

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Letters & Devotion is a Christian curriculum: a Bible course in every grade from the King James text, and science taught as scientists teach it, including an old earth. Standards references: Common Core State Standards and the Next Generation Science Standards.



BIBLE · UNIT 1

The Law

Genesis through Deuteronomy in nine weeks: creation, the first failure, the flood, four generations of Abraham's family, slavery in Egypt, the way out through the sea, and the law given at Sinai. Closes by putting the first five books on the timeline.

In this unit

1. In the beginning
2. The garden and the choice
3. The flood and the promise
4. God calls Abram
5. Jacob, the one who wrestled
6. Joseph in Egypt
7. The bush that would not burn up
8. Out of Egypt

BIBLE · UNIT 1 · LESSON 1

In the beginning

Goal: Read, narrate and discuss “In the beginning” (Genesis 1:1-2:3), and say Genesis 1:1 by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: In the beginning

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Genesis 1:1-2:3, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

Genesis opens with no argument and no proof. It says God was there first, and that everything else is here because he made it.

The chapter is arranged in six days. On the first three God makes spaces: light and dark, sky and sea, dry land. On the next three he fills those same spaces: sun and moon, birds and fish, animals and people.

Seven times God looks at what he has made and calls it good.

On the seventh day he stops, and rests, and makes that day holy.

MEMORY WORK (Genesis 1:1):

In the beginning God created the heaven and the earth.

TALK ABOUT IT:

1. The chapter says 'good' over and over. Why do you think it keeps saying it?
2. God made the spaces first and then filled them. Find the day that fills day one, and the day that fills day two.
3. Name one thing you saw today that God made and that nobody had to invent.

DO: Start your timeline. Tape sheets of paper end to end into a long strip and pin it along a wall. Write CREATION at the left edge and draw one small picture under it. You will add to this strip every week for the rest of the year, so leave plenty of room to the right.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: In the beginning

1. The memory verse says that in the beginning God did what?
 - ☐ A Rested from all his work, once everything in the whole world was finished.
 - ☐ B Proved that he was really there.
 - ☐ C Created the heaven and the earth.
2. On the first three days God made spaces: light and dark, sky and sea, dry land. What did he do on the next three days?
 - ☐ A He rested from his work and declared that each and every day of it had been made holy.
 - ☐ B He divided the spaces into smaller and smaller pieces.
 - ☐ C He filled those same spaces with sun and moon, birds and fish, animals and people.
3. Day one made light and dark. Which day fills it?
 - ☐ A The day God made the sun and the moon.
 - ☐ B The day God made the birds and the fish.
 - ☐ C The day God made the animals and people.
4. Seven times in the chapter God looks at what he has made and calls it what?
 - ☐ A Good.
 - ☐ B Finished.
 - ☐ C Holy.

The garden and the choice

Goal: Read, narrate and discuss “The garden and the choice” (Genesis 2:4-3:24), and say Genesis 3:9 by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: The garden and the choice

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Genesis 2:4-3:24, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

God puts the first man and woman in a garden with real work to do and one rule: do not eat from one particular tree.

A serpent asks a question that twists what God said, then flatly contradicts it. The woman eats, the man eats, and the first thing that happens is that they hide.

God comes into the garden and asks where they are. He already knows. The question is for them.

There are consequences, and they have to leave. God also makes them clothes with his own hands, and promises that one day the serpent will be beaten.

MEMORY WORK (Genesis 3:9):

And the LORD God called unto Adam, and said unto him, Where art thou?

TALK ABOUT IT:

1. God asked a question he already knew the answer to. Why would he do that?
2. Look at Genesis 2:17 and then Genesis 3:4-5. What exactly did the serpent change?
3. When you have done something wrong, what do you do first? What would be better?

DO: Write out God's rule from Genesis 2:16-17 on one line, then the serpent's version from Genesis 3:4-5 underneath it. Circle every word that got changed, added or dropped.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

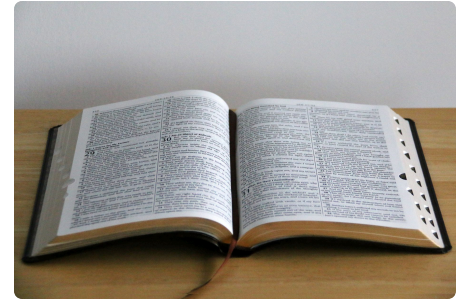
Practice: The garden and the choice

1. The memory verse is a question. Who asks it, and who is it asked of?
 - ☐ A The serpent asks the woman, Where art thou?
 - ☐ B The LORD God asks Adam, Where art thou?
 - ☐ C Adam asks God, Where art thou?
2. What is the first thing the man and the woman do after they eat?
 - ☐ A They leave the garden straight away.
 - ☐ B They hide.
 - ☐ C They go and find the serpent again.
3. How many rules did God give the man and the woman about the trees in the garden?
 - ☐ A A long list, one for every kind of tree.
 - ☐ B None. The rule came later, after they had eaten.
 - ☐ C One: do not eat from one particular tree.
4. God already knew where the man and the woman were. So why ask?
 - ☐ A Because he had lost sight of them somewhere among all the trees and bushes of the garden.
 - ☐ B Because he wanted the serpent to answer instead.
 - ☐ C Because the question was for them, so they would come out and say what they had done.

The flood and the promise

Goal: Read, narrate and discuss “The flood and the promise” (Genesis 6:5-22 and 7:17-8:22 and 9:8-17), and say Genesis 9:13 by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: The flood and the promise

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Genesis 6:5-22 and 7:17-8:22 and 9:8-17, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

The world fills up with violence, and the text says it grieved God at his heart. This is not God losing his temper. It is grief.

One man, Noah, walks with God. He is given exact measurements for a boat and told to fill it with his family and with pairs of every kind of animal.

The water comes and it stays for months. Then a wind blows, the water goes down, and a dove comes back with a fresh olive leaf.

Noah comes out onto clean ground and worships. God promises never to flood the earth like that again, and hangs a bow in the clouds as the sign of it.

MEMORY WORK (Genesis 9:13):

I do set my bow in the cloud, and it shall be for a token of a covenant between me and the earth.

TALK ABOUT IT:

1. The story says God was grieved. What is the difference between grieved and angry?
2. A rainbow is the sign of a promise, not the promise itself. What other signs stand for something bigger than themselves?

3. Noah worked for years on something nobody else believed in. What slow thing are you working on?

DO: Add NOAH to the timeline. Then measure the ark. A cubit is about eighteen inches, so 300 cubits is roughly 450 feet. Pace that out along a sidewalk or a field with a tape measure and mark both ends with a stone.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: The flood and the promise

1. The memory verse calls the bow in the cloud a token. What is it a token, or sign, of?
 - ☐ A A covenant, which is a promise, between God and the earth.
 - ☐ B A warning sent to remind everyone that a great deal more rain was still coming their way.
 - ☐ C The path the ark took across the water.
2. What was Noah told to put in the boat?
 - ☐ A His family only, since nothing was said about bringing any animals along at all.
 - ☐ B His family, and one of every kind of animal.
 - ☐ C His family and pairs of every kind of animal.
3. The water stayed for months. What told Noah it was going down?
 - ☐ A An angel came and told him the day it would end.
 - ☐ B A dove came back carrying a fresh olive leaf.
 - ☐ C The bow appeared in the cloud.
4. The account says the violence in the world grieved God at his heart. What does grieved mean here?
 - ☐ A He stopped caring what happened.
 - ☐ B It hurt him, the way losing something you love hurts.
 - ☐ C He lost his temper and reacted the way anyone might when they are simply worn out and angry.

God calls Abram

Goal: Read, narrate and discuss “God calls Abram” (Genesis 12:1-9 and 15:1-6), and say Genesis 12:2 (part) by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: God calls Abram

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Genesis 12:1-9 and 15:1-6, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

God speaks to a seventy-five-year-old man and tells him to leave his country, his relatives and his father's house for a land God will show him later.

The promise has three parts: a land, a family that will become a nation, and a blessing that reaches every family on earth.

Abram goes. He is not given a map.

Years later he still has no children and says so to God, bluntly. God takes him outside, points him at the stars, and Abram believes him.

MEMORY WORK (Genesis 12:2 (part)):

I will make of thee a great nation, and I will bless thee.

TALK ABOUT IT:

1. God told Abram to go before telling him where. Why in that order?
2. The promise says every family on earth will be blessed through him. Who does that leave out?
3. What is something you are hoping for that you cannot see yet?

DO: Draw the promise as three empty boxes labeled LAND, NATION, BLESSING. Keep the sheet in a folder. When you meet each part later in the year, write in the week number where you found it.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: God calls Abram

1. In the memory verse, who is speaking, and to whom?
☐ A God is speaking to Abram. ☐ B Abram is speaking to his father.
☐ C Abram is speaking to God.
2. How old was Abram when God told him to leave his country?
☐ A Twenty-five. ☐ B A hundred and fifty. ☐ C Seventy-five.
3. The promise has three parts. Which three?
☐ A Children, long life, and a city with walls.
☐ B A land, a nation, and a blessing that reaches every family on earth.
☐ C A house to live in, an army strong enough to fight off every enemy, and a great pile of gold.
4. How much did Abram know about where he was going when he set out?
☐ A He had been there once before and knew the way.
☐ B He had a detailed map of the whole route, drawn out before he ever left home.
☐ C He knew only that God would show him the land later.

Jacob, the one who wrestled

Goal: Read, narrate and discuss “Jacob, the one who wrestled” (Genesis 27:1-40 and 28:10-22 and 32:22-32), and say Genesis 28:15 (part) by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: Jacob, the one who wrestled

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Genesis 27:1-40 and 28:10-22 and 32:22-32, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

Isaac has twin sons. Jacob, the younger, buys his brother's birthright with a bowl of stew and then lies to his blind father's face to steal the family blessing.

It works, and it costs him. He runs for his life and sleeps out in the open with a stone for a pillow.

There God gives him the same promise he gave Abraham, without one word about what Jacob has just done: I am with you, and I will bring you back.

Twenty years later, the night before he has to face his brother, a man wrestles him until dawn. Jacob will not let go without a blessing. He gets one, and a new name, Israel, and a limp he keeps for the rest of his life.

MEMORY WORK (Genesis 28:15 (part)):

I am with thee, and will keep thee in all places whither thou goest.

TALK ABOUT IT:

1. Jacob got the blessing by lying. Did he get away with it? Look at what happens to him afterward.
2. God made the promise while Jacob was running away, before he had improved at all.

What does that tell you?

3. Jacob was blessed and injured on the same night. Has anything hard ever changed you for the better?

DO: Make two columns headed 'What Jacob got' and 'What it cost him'. Put at least three lines under each. Then decide out loud which column is longer.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: Jacob, the one who wrestled

1. What does God promise Jacob in the memory verse?
 - ☐ A That he will be with him wherever he goes.
 - ☐ B That nothing hard will ever happen to him.
 - ☐ C That he will always be the richest man in his family.
2. What did Jacob give his brother in exchange for the birthright?
 - ☐ A A bowl of stew.
 - ☐ B A field.
 - ☐ C His father's blessing.
3. How did Jacob get the family blessing?
 - ☐ A He waited until his father offered it to him.
 - ☐ B He asked his brother to hand it over.
 - ☐ C He lied to his blind father's face.
4. When did God give Jacob the same promise he had given Abraham?
 - ☐ A After Jacob had gone back home and finally apologised to his brother for what he had done.
 - ☐ B On the night he was running away, before he had changed at all.
 - ☐ C After Jacob gave the blessing back.

Joseph in Egypt

Goal: Read, narrate and discuss “Joseph in Egypt” (Genesis 37:1-36 and 41:14-45 and 45:1-15 and 50:15-21), and say Genesis 50:20 (part) by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: Joseph in Egypt

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Genesis 37:1-36 and 41:14-45 and 45:1-15 and 50:15-21, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

Jacob has twelve sons and openly favors one of them. Joseph's brothers throw him in a dry pit, sell him to slave traders, and tell their father an animal killed him.

In Egypt he is a slave, then a prisoner, and he works well in both places. Four times across these chapters the text stops to say the same thing: the LORD was with Joseph. He explains Pharaoh's dream, warns of a coming famine, and is put in charge of storing grain for the whole country.

When his brothers arrive to buy food, he could destroy them. Instead he weeps out loud, feeds them, and tells them that what they meant for evil, God meant for good.

MEMORY WORK (Genesis 50:20 (part)):

ye thought evil against me; but God meant it unto good.

TALK ABOUT IT:

1. The same sentence is written about the prison and about the palace. Why does the writer repeat it?
2. Joseph forgives them and he does not pretend they did nothing. How do you do

both at once?

3. Has something you hated at the time turned out to be useful later?

DO: Draw a number line from 17 to 39, the years of Joseph's life these chapters cover. Mark the pit, the house, the prison and the palace on it, using Genesis 37:2, 41:46 and 45:6 to place them. Look at how much of the line is prison.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

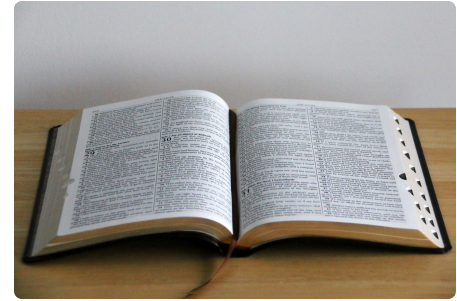
Practice: Joseph in Egypt

1. What does the memory verse mean when Joseph says his brothers thought evil against him, but God meant it unto good?
 - ☐ A His brothers were secretly trying to help him all along, even though it looked like cruelty at the time.
 - ☐ B His brothers meant to hurt him, and God worked good out of it anyway.
 - ☐ C Nothing bad ever really happened to Joseph.
2. What did the brothers tell their father had happened to Joseph?
 - ☐ A That they had sold him to traders.
 - ☐ B That an animal had killed him.
 - ☐ C That he had run away to Egypt on his own.
3. One sentence is written four times across these chapters. What does it say?
 - ☐ A Joseph was the youngest of his brothers.
 - ☐ B Joseph forgave his brothers.
 - ☐ C The LORD was with Joseph.
4. What job was Joseph given after he explained Pharaoh's dream?
 - ☐ A Storing grain for the whole country before the famine came.
 - ☐ B Building a temple in Egypt.
 - ☐ C Leading Pharaoh's army out into battle against the nations that surrounded Egypt.

The bush that would not burn up

Goal: Read, narrate and discuss “The bush that would not burn up” (Exodus 1:8-22 and 2:1-25 and 3:1-15), and say Exodus 3:14 (part) by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: The bush that would not burn up

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Exodus 1:8-22 and 2:1-25 and 3:1-15, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

Four hundred years pass. Jacob's family has grown into a nation, and Egypt has made them slaves and given orders to kill their baby boys.

Moses is pulled out of the river as a baby and raised in Pharaoh's own house. As a grown man he kills an Egyptian, runs, and spends forty years as a shepherd in the desert.

God appears in a bush that burns without burning up, and says he has seen the trouble of his people and heard their crying, and that he is sending Moses back.

Moses gives one reason after another why he is the wrong man. God answers every one and does not let him go.

MEMORY WORK (Exodus 3:14 (part)):

I AM THAT I AM

TALK ABOUT IT:

1. God says he has seen and heard before he says what he will do. Why does the order matter?
2. Moses argued with God about being sent. Was that wrong of him?

3. What is something you feel too small to do?

DO: Read Exodus 3 and 4 and write out every excuse Moses makes, one per line, in your own words. Next to each, write what God says back. There are five.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: The bush that would not burn up

1. What name does God give himself at the burning bush?
☐ A The God of the desert. ☐ B The God of Moses. ☐ C I AM THAT I AM.
2. What was strange about the bush?
☐ A It burned and did not burn up. ☐ B It moved across the desert ahead of him.
☐ C It grew from nothing in a single day.
3. What had Moses been doing for the forty years before the bush?
☐ A Leading the people out of Egypt. ☐ B Keeping sheep in the desert.
☐ C Living in Pharaoh's house.
4. God says he has seen the trouble of his people and heard their crying before he says what he will do. What does that order show?
☐ A That God had already been watching and listening before anything changed.
☐ B That God had only just found out that day, after Moses arrived to tell him the news.
☐ C That God wanted Moses to explain the situation to him.

Out of Egypt

Goal: Read, narrate and discuss “Out of Egypt” (Exodus 7:1-13 and 12:21-42 and 14:5-31), and say Exodus 14:14 by heart.

About 100 minutes



Read together FOR THE STUDENT

THIS WEEK: Out of Egypt

Four sittings this week, about twenty-five minutes each: read, narrate it back, work on the verse, then the activity.

READ: Exodus 7:1-13 and 12:21-42 and 14:5-31, from the King James Bible. Let your child read some of it aloud. Take turns by paragraph if the passage is long.

WHAT HAPPENS:

Moses tells Pharaoh to let the people go. Pharaoh refuses, and ten plagues follow, each one landing on something the Egyptians treated as a god.

On the last night, every household with lamb's blood on the doorpost is passed over. Egypt loses its firstborn sons, and Pharaoh finally lets Israel go.

Then he changes his mind and chases them to the edge of the sea.

The people are trapped and terrified. Moses tells them to stand still. The sea opens, Israel walks through on dry ground, and the army that follows does not come out.

MEMORY WORK (Exodus 14:14):

The LORD shall fight for you, and ye shall hold your peace.

TALK ABOUT IT:

1. The people were told to stand still and watch. When is standing still the hardest thing to do?
2. Israel ate the Passover meal every year afterward. Why remember something with food?

DO: Eat a simple Passover-style meal: flatbread, bitter greens, salt water. Before you eat, read Exodus 12:26-27 aloud, and let your child ask the question the verse expects a child to ask.

LOGGING: a parent records the minutes on the Transcript & Hours page. Reading, discussion and the written work all count.

Practice: Out of Egypt

1. The memory verse says the LORD shall fight for you, and ye shall hold your peace. What were the people being told to do?
☐ A Stand still, instead of panicking or running. ☐ B Make a peace treaty with Pharaoh.
☐ C Fight quietly so the Egyptians would not hear.
2. On the last night in Egypt, what marked the houses that were passed over?
☐ A A candle burning in the window. ☐ B A word written on the door in chalk.
☐ C Lamb's blood on the doorpost.
3. How many plagues came before Pharaoh let the people go?
☐ A Ten. ☐ B Forty. ☐ C Three.
4. The account says each plague landed on something the Egyptians treated as a god. What does that tell you the plagues were about?
☐ A They were accidents that happened to arrive one after another in a row, with no real pattern to them.
☐ B They were aimed at Israel to make them leave.
☐ C They were aimed at the things Egypt trusted, not only at the weather.

Answer key

Bible

Lesson 1 1. C 2. C 3. A 4. A

Lesson 2 1. B 2. B 3. C 4. C

Lesson 3 1. A 2. C 3. B 4. B

Lesson 4 1. A 2. C 3. B 4. C

Lesson 5 1. A 2. A 3. C 4. B

Lesson 6 1. B 2. B 3. C 4. A

Lesson 7 1. C 2. A 3. B 4. A

Lesson 8 1. A 2. C 3. A 4. C

Unit 1 check-up 1. B 2. C 3. A 4. B 5. B 6. C 7. C 8. C 9. C 10. C 11. B 12. C 13. B 14. A 15. A 16. C

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The same lessons, with a teacher who talks back

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