

Early Elementary

Echoes™

SAMPLE LESSON

Includes links to related resources

Teacher's Commentary

[God Gives Us Families](#) | [God Gives Us Friends](#) | [God Gives Us the Church](#)



ECHOES

ECHOES
Early Elementary Teacher's
Commentary

A self-contained teaching
program for use with
Early Elementary Creative
Teaching Aids, Early Elementary
Make-It/Take-It, and Storytime
In-Class and Take-Home Paper.

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Editor:
Lisa Tamayo
Designer:
Nancy L. Haskins

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Images

Interior Illustrations
Mei Fun Chan

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Echoes
BY DAVID C COOK

Early Elementary Teacher's Commentary

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quarterly resources

This page summarizes the plans that we suggest in a typical lesson. You know what will work best for your group, your space, and your time. We have tried to include ways for you to adapt each lesson to the needs of different students.

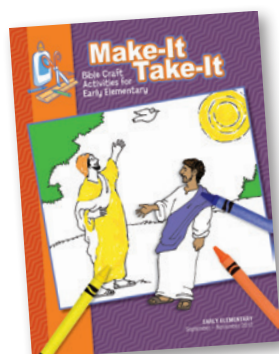


Early Elementary Teacher's Commentary

New features, paired with traditional commentary excellence, include increased Bible background with black biblical heritage highlights, streamlined lessons for five and six-year-old early readers, and easy step-by-step directions for preparing and teaching each lesson. One per class.

Early Elementary Creative Teaching Aids

Attention-grabbing Bible art posters, movable Bible figures, and music make Bible lessons understandable and memorable to early readers of the Bible. A Diskit is also included. One per class.



Early Elementary Make-It/Take-It

A [craft booklet](#) used during the Bible Application step of the lesson allows students to explore what they have just learned in the Bible story. One per student.

Early Elementary Storytime In-Class and Take-Home Paper

Use as a worksheet in class and as a take-home paper. Early readers get a variety of activity in this easy-to-use leaflet. Bible lessons are customized to their age level. One per student.



Online Teacher Training! To learn more about teaching and using the resources in a lesson, visit EchoesCurriculum.com

Open God's Resounding Word to Kids

teacher pages

The **Lesson Overview** tells what's happening in each step of the lesson.

Understanding Your Students, Classroom Tips, and **Understanding the Bible** is intended to help prepare you for the lesson ahead.

STEP

1

life need

Step 1 will include simple activities that engage children as they arrive.

Musical worship and prayer lead into an activity and discussion that helps prepare children to personalize the Scripture through their individual ideas and experiences.

STEP

2

bible learning

In **Step 2** your children hear the Bible story and do a worksheet activity to learn what the Bible says about

the Bible Truth. Feel free to use the story script word-for-word, but use your own verbal and facial expressions! Wrap up with a quick review.

STEP

3

bible application

Step 3 gives early-elementary children an opportunity to interact with the concepts they're learning. Here, they

will practice the memory verse and then participate in a life-related handcraft project that provides a hands-on, active learning experience.

STEP

4

life response

Step 4 gives children a chance to respond to the lesson and decide how to apply what they've learned

to their lives. After the closing activities and prayer, you will hand out the *Storytime* paper—an excellent reminder of the day's lesson.

highlights in black history

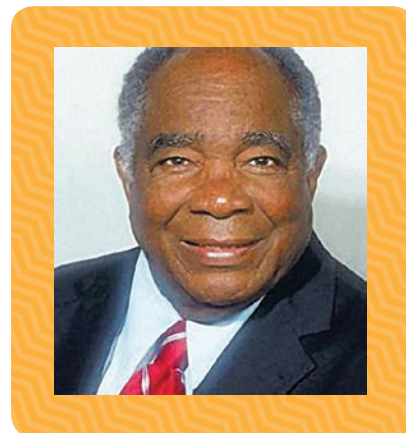
Dr. Herbert C. Smitherman

The 'Jackie Robinson of P&G'

But there is a God in heaven who reveals mysteries.

—Daniel 2:28

By Victoria McAfee



George Washington Carver began each day praying that God would reveal secrets to him about plants and vegetables. God responded, "Little man, you're not big enough to know the secrets of My universe, but I'll show you the secret of the peanut." The outcome of this conversation with God resulted in Carver spending a lifetime discovering hundreds of products from the seemingly insignificant peanut. Many African-American scientists and inventors have followed in Carver's footsteps. Add to the list Dr. Herbert C. Smitherman.

Dr. Herbert C. Smitherman was born March 23, 1937, to Rev. Otis C. Smitherman and his wife Alberta. An only child, he grew up in Birmingham, Alabama. Opposers burned down his father's church twice during the voting registration and rights movement.

Regardless of the obstacles, the Smithermans encouraged their son to get as much education as possible. Smitherman recalled a time his father took him out to a construction site and showed him a worker with a jackhammer breaking up concrete. Rev. Smitherman said to his son, "If you don't get an education this is where you will end up." Herbert jokingly replied, "I've been reading books since that day."

Although the family was poor, Smitherman went on to fulfill his parents' dreams. He attended Tuskegee Institute obtaining both his B.S. and M.S. in chemistry. He taught at Southern University of Texas. He then served in the army for two years as a commissioned officer. After his military service, he completed his doctoral degree at Howard University in 1966.

Dr. Smitherman became the first African American with a Ph.D. to be hired by Proctor and Gamble (P&G) as a physical organic chemist. Dr. Smitherman worked at P&G for the next 29 years. He was part of development teams that improved several products. His name is associated with Crest toothpaste, Business stain remover, Folgers coffee, Bounce fabric softener, Safeguard soap, Crush soda and many others. Smitherman's new formulations and inventions led the company to increased profits and fame.

One of Dr. Smitherman's sons nicknamed him the "Jackie Robinson of P&G" because he used his position to open the door for so many other African Americans. Smitherman saw himself as a bridge builder, assisting other minorities to make progress in this field. While employed by P&G, he pioneered a recruiting program for minority undergraduate and graduate students pursuing degrees in science, chemistry, and chemical engineering. He founded the Black Technical Ph.D. Group and The National Organization for Black Chemists and Chemical Engineers (NOBCHE). These organizations allowed black scientists and engineers to receive a paycheck for their work along with promotions, awards, and scholarships.

After retiring from P&G, he joined the staff of a historically black college, Wilberforce University, serving as assistant vice president of academic affairs and as a professor of chemistry. After Wilberforce, Dr. Smitherman desired to influence young people in math and science. He started a high school, Western Hills Design Technology, and was the principal there for nine years. He also developed a weekend program for inner city middle schoolers. Scientists and mathematicians in the local area volunteered to tutor the students. Dr. Smitherman and his wife Barbara were married 51 years. From this union, God blessed them with six children. Despite his busy career, Dr. Smitherman found the time to actively be involved with his children. He served as a Boy Scout leader, a Little League baseball coach, an officer of the Walnut Hills High School Parent Board, and as a member of the North Avondale Neighborhood Association (NANA) and Stepping Stones. In addition, he tutored at several schools. He completed OSHA requirement training to become a safety manager to assist his son who owns a construction company.

Dr. Smitherman and his family were members of Bellarmine Chapel in Cincinnati from 1968 to 2010. His funeral services were held there after his passing on October 9, 2010.

Lesson

2

Aaron Helps Moses

2

BIBLE BASIS

Aaron's abilities help Moses in speaking (Exodus 3—5; 12).

BIBLE TRUTH

God gives us skills to help our families.

MEMORY VERSE

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

LESSON AIM

Students will discover ways they can help their family members.

1

LIFE NEED (5 MINUTES)

- Students experience what it's like to do something hard

2

BIBLE LEARNING (10–15 MINUTES)

- Teach with pictures the story of Aaron helping Moses
- Review the story with questions and coloring



Materials: Bible, "[Miriam and Baby Moses](#)" and "[Aaron and Jethro Help Moses](#)" (Teaching Aids 2 and 3), [Storytime](#) for Lesson 2, crayons

3

BIBLE APPLICATION (10 MINUTES)

- Practice the memory verse with a poem
- Make a folding picture about the Bible story

Materials: [Storytime](#) for Lesson 2, *Early Elementary Make-It/Take-It* for Lesson 2, crayons

4

LIFE RESPONSE (10 MINUTES)

- Hear a story of a brother helping his sister
- Plan ways to use a skill to help family members

Materials: [Storytime](#) paper for Lesson 2

Understanding Your Students

Parents often compare their children and talk about the qualities that distinguish them from each other such as strength, height, and ability. By the ages of five and six, children themselves can see traits that distinguish them from their brothers, sisters, and friends. Sometimes this awareness leads to feelings of inadequacy. Older brothers and sisters may laugh at a child's inability to ride a bike, for example, even though this is simply related to motor skills that are in the process of developing. Each child needs to be esteemed and helped to find ways that he or she is special.



This symbol means extra preparation or supplies are needed.

Understanding the Bible

Graham Scroggie analyzed the three periods of 40 years in Moses' life this way: "Forty years in Egypt and 40 years in Midian prepared him for 40 years in the wilderness. In the first period, Moses saw his importance; in the second, he discovered his impotence; and in the third he witnessed God's omnipotence."

For 40 years Moses had lived in the pharaoh's palace and had been trained in Egyptian ways. However, he could not ignore the injustices shown to his own people, the Israelites. One day when Moses saw an Egyptian taskmaster beating a Hebrew slave, he hastily murdered the Egyptian (Exod. 2:11-12).

Following this murder, Moses fled Egypt, for Pharaoh was angry with him. Moses found a home with the Midianites, a seminomadic tribe who were descendants of Abraham by Keturah. Moses spent another 40 years with these people.

During this period, the king of Egypt died, and a new pharaoh succeeded him. It was now safe for Moses to return to Egypt.

God appeared to Moses "in flames of fire from within a bush" and told Moses he was to return to Egypt and lead the Israelites out of bondage (Exod. 3:2). The more traditional position, based on a literal understanding of 1 Kings 6:1 has been that Israel's exodus from Egypt took place around 1445 B.C. If that is the case, then the

Egyptian pharaoh would have been Amenhotep II.

Moses felt inadequate to assume this important position. He offered a list of his inadequacies to God, but God reassured Moses that each one would be overcome. At last Moses told God of his inability to speak well before others and requested that God send someone else. God was angered, but forgave Moses for his lack of faith and provided Aaron, Moses' brother, to speak for him. Aaron became as if he were Moses' mouth (Exod. 4:16).

Aaron was the first high priest for the nation of Israel. (Miriam was Moses' sister.) Sadly, Aaron is probably most remembered for making the idol of the golden calf for the people of Israel to worship.

Together, Moses and Aaron appeared before Pharaoh many times and asked for the Israelites' freedom. After the tenth plague, the death of the firstborn Egyptian sons, Pharaoh said to Moses and Aaron, "Up! Leave my people, you and the Israelites!" (Exod. 12:31).

With the help of Aaron, Moses had become the deliverer of God's people through the power of God.

Even as later in the New Testament Paul became spokesperson for the team of Paul and Barnabas (in Acts 14:12), so here Aaron became the spokesperson before the most powerful human ruler in history to that time.

Classroom Tips

Here are some ways to help each child discover special abilities and skills that can be used to help others.

- Help the children name special abilities and talents that their brothers and sisters and friends have. Then help each child identify something that he or she does well. Thank God for giving each of the children abilities that they can use to help others.
- During class, ask different children to assist you.
- Notice times when the children help each other in class. Mention the actions and ask the children what similar jobs they can do to help at home.

Worship Activities

- You might want to use a song from the DisKit to call children to worship.
- Choose one of the children to collect offerings. Lead the children in a song to thank God for the money they can give.
- Pray for needs of family members, encouraging students to share prayer requests. **Dear God, You help us grow bigger and learn to do new things every day. Please show us ways to be helpful to our families. In Jesus' name. Amen.**

Before Class

Give each child a personal greeting. **Today we will learn that God gives brothers and sisters to help each other.** Have children mark the Fall Attendance Chart using a small sticker, writing an X, or coloring a square. Have them give offerings and then lead them to the first activity of the day.

Getting Started

The following activity will prepare the children for the story of how Aaron helped his brother Moses.

- **Flannel Board:** Have children review the Bible story from last week. Put out the Teaching Aid 2 Bible figures with the flannel board. Have children retell the story of Miriam caring for her brother. **We will learn how God used Moses' brother to help him.**



Life Need 5 minutes

Objective: Students will experience what it is like to do something hard.

This activity will prepare your students for the Bible story about how Aaron used his skills to help Moses. Gather the children on the floor to begin your lesson. Have a table ready in the front of the class. If the table can be easily moved by one of the children, then sit on the table so it will be difficult for a child to move it. Ask a child to come and move the table. Encourage your volunteer to really try even though the job looks hard. After the child tries, ask these questions.

- **Why can't you move the table?** (Let a volunteer identify the problem. Reinforce how hard this job seems to be.)
- **What would help you to do the job?** (The child might say he needs you to get off of the table. Acknowledge that that would be one solution but if you don't get off the table, what else would help him do the job.)
- **Who or what could help** (volunteer's name) **move the table?** (Accept all of the ideas suggested from the serious and practical to the funny and imaginative. Let the children enjoy using their imaginations! If you have time, let other volunteers try to move the table.)

We know how to do many things. But sometimes we need help. We just aren't able to do what needs to be done. Some jobs are still too hard for us.

- **What are some jobs or things that are too hard for you?** (You might hear making dinner, changing a sibling's diaper, moving heavy objects, doing laundry, and so on. Some children might talk about things that are hard to learn at school like learning to read or do certain math skills. Some children may talk about personal difficulties or problems at home. You might learn a lot that will help you relate this Bible lesson to the needs of the children in your class.)
- **Who helps you with these hard jobs?** (Encourage all of the children to get involved in sharing their experiences even if they are repeating the name of a person already suggested. You will likely hear about family members, friends, teachers, etc.)
- **What hard job has someone in your family helped you with?** (Encourage everyone to share a hard job and tell who helped them. Reinforce how people in families help one another with hard jobs by restating each mention of a family member who helped.)

Today's Bible story is about Moses and a hard job that God told Moses to do. As I tell our Bible story, listen to learn what hard job God asked Moses to do and who God wanted to help Moses.

2

Bible Learning 10-15 minutes

Objective: Students will learn about Moses' hard job and who God used to help Moses.

Prepare [Teaching Aid 3](#) before class by punching out the figures. For this lesson you'll need Figures 8-11. Attach velcro, found in your teaching aids packet, to the back of the figures. You will also need Figure 1 from Teaching Aid 2. Place the figures in the order you will use them. Be sure to save the figures since you'll reuse them next week. Have your Bible open to Exodus 3.

BIBLE STORY

Last week we learned how Miriam cared for her baby brother. The princess who found the baby named him Moses. Moses grew up in the palace as part of Pharaoh's family. Pharaoh was the king of Egypt. (Add Pharaoh, Figure 1, and Moses, Figure 8.) When Moses was an adult, he left Egypt and moved to another country, where he became a shepherd. (Add Figure 9.)



"Aaron and Jethro Help Moses" Teaching Aid 3

One day as Moses watched his sheep, he saw a fire in the distance. It looked like a burning bush. (Add bush, Figure 10, to the opposite corner of the board.) Moses went closer to look. The fire seemed to come from the bush, but the bush didn't burn up! (Move Moses, nearer to the bush.)

This burning bush got Moses' attention. "I don't understand," Moses said to himself. "Why doesn't the bush burn up?"

As Moses went closer, a voice called Moses from within the bush, "Moses! Moses!" (Move Moses nearer the bush.) Moses stood very still and listened. It was God! God was talking to Moses from the burning bush.

God said, "Pharaoh who is king of Egypt has

been mean to My people. I want you to talk to him. Tell Pharaoh to let My people leave his country."

"Oh no," cried Moses. "Please don't send me. It's so hard for me to talk to other people." Moses knew Pharaoh would not want to let God's people go because they gave him a lot of free work. Talking with Pharaoh would be hard.

God told Moses not to worry. He would help Moses speak. But Moses was still afraid.

So God said He would have Moses' brother, Aaron, help Moses talk to Pharaoh. (Remove sheep and bush; place Aaron, Figure 11, next to Moses.)

Moses went back to Egypt. Aaron helped Moses talk to Pharaoh. (Place Pharaoh, Figure 1, in the center of the flannel board, with Moses and Aaron on opposite sides of him.) They told him, "You must let God's people go."

Pharaoh said, "No." (Remove Pharaoh, Figure 1.)

God performed many miracles to convince Pharaoh to let God's people leave Egypt. (Place Pharaoh, Figure 1, between Moses and Aaron.) Pharaoh finally told Moses and Aaron to take the people and leave. (Remove Pharaoh.) Moses and Aaron led God's people to a place far from Egypt. With Aaron's help, Moses was able to do this hard job for God. Just as Moses' brother helped him, God wants people in families to help one another.

BIBLE STORY REVIEW

- Why was Moses afraid to talk to Pharaoh (It was hard for him to talk to others.)
- What skill did Aaron have to help Moses? (He could speak well to others.)

Distribute [Storytime](#) for Lesson 2 and have children complete page 4.



Storytime, Lesson 2, page 4

3 Bible Application 10 minutes

Objective: Students will learn that they can use their skills to help their families.

MEMORY VERSE

Help children find the memory verse on page 4 of *Storytime*. **Let's say the Bible verse together: "Let us love one another, for love comes from God" (1 John 4:7).**

God's Word teaches us to love one another. Moses' brother, Aaron, showed love for Moses by helping with a hard job. Aaron used his skill of speaking well to help Moses.

Have the children follow your actions as you say the rhyme.

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 upward.)

Say the verse together again: **"Let us love one another, for love comes from God" (1 John 4:7).**

Collect the *Storytime* papers and put them away until the end of class.

HANDCRAFT

In advance, remove Lesson 2 from each student's Make-It/Take-It.

Help your students tear off the top and bottom margins.

Let the children color their projects. Help each child fold the paper on the broken line so

Moses appears to

be speaking to Aaron. Then open the flap to show them together, talking to Pharaoh, the king of Egypt.



Make-It/Take-It, Lesson 2

- **How did Aaron help his brother Moses?** (He spoke for him before the Egyptian pharaoh).

God gave you skills and talents so you can help your family too. He is pleased when we use our skills and talents to help one another.



4 Life Response 10 minutes

Objective: Students will plan ways to use their skills to help their family members.

Read aloud to your students, “The Lost Shoes” on pages 2 and 3 of *Storytime* for Lesson 2. Depending on your class, your students may want to read with you. They can read the words represented by the art spots on the rebus or you may choose a first grader to read the story.

PRESENT-DAY STORY

“My shoes are lost!” Maya said.

“I can help you,” said David. He looked in the washing machine. No shoes. David looked under the couch.

No shoes.

Maya looked in the car. No shoes.

Next David looked outside.

No shoes.

Maya looked in her closet. No shoes. But she found apples.

“I know where my shoes are! Kira gave me apples. I put them in the refrigerator. David and Maya ran to the refrigerator. “We found your shoes in the refrigerator,” said David. “You are a good helper. Thank you.” said Maya.

CLOSING ACTIVITIES

- **What skills can you use to help someone in your family?** (Have children name some things they are good at such as reading, singing, helping in the kitchen, writing, finding things, and so on.)
- **How can you use those skills to help a family member?** (Read a book to a sibling to help mom, sing a song to the baby to help him go to sleep, help bake

or set the table, write a grocery list for your mom, find your sister’s toy she lost, and so on.)

Let’s play a game about using our skills to help our family members. We will play the game London Bridge Is Falling Down while singing new words to the tune. When you are caught under the bridge, name a way you can use your skill to help a family member. Then you will replace one of the children holding the bridge, and the game can start again. Play until each child is caught.

**Here is one way we can help,
We can help, we can help.
Here is one way we can help
Help our family.**

We talked about many ways we can help our families. Let’s choose a skill we have and then a person we can help by using that skill. Go first as an example to the children. I will sing to my daughter when she is afraid at night. Be sure each one has an opportunity to name a person and skill.

Pray with your students. **Dear Lord, I thank You for the skills and talents you have given each one of us. Help us to use them to help our families.**

Make sure children have their Make-It/Take-It projects and their *Storytime* papers for Lesson 2.

Say a personal goodbye to each child. **Use your special skills to help someone in your family.**



Storytime, Lesson 2, pp. 2-3



Storytime, Lesson 2, page 1