

**Bible Lessons for Children**  
Learning to Know the Triune God through His Holy Word  
By Tamarie Tigh

**Primary Lesson Fifteen: Ishmael**

**Overview**

Bible Facts: The books of the Bible Isaiah - Malachi  
Bible Reading & Discussion: Genesis 16:1-15  
Bible Memorization & Art Activity: "A Baptist Catechism: A Catechism for Boys & Girls" Question #11

**Opening**

Get students' attention by using a pre-planned silence signal.  
Have students sit in rows or a semi-circle facing you.  
Open in prayer asking God's blessing upon the time.

**Bible Facts**  
5-10 minutes

Materials: Bible book signs Isaiah - Malachi  
Strategies: Sing It and Scrambled Words  
Instructions: Sing the 5<sup>th</sup> verse of the "Books of the Old Testament" song. Lay out the Bible book signs of the Minor Prophets in random order. Have students re-organize the signs into the correct order.

**Bible Reading**  
15 minutes

Materials: Bibles for students to use  
Strategies: Character Reading  
Scripture: Genesis 16:1-15  
Instructions: Have students sit at tables. Students are encouraged to carry out dialogue between characters, like a reader's theater.  
Characters: Abram, Sarai, the angel of the Lord, Hagar, Narrator

**Bible Discussion**  
10 minutes

Materials: Ball of yarn, word poster: add "All-seeing"  
Strategy: Yarn Web  
Instructions: Have students sit in a fellowship circle. While holding one end of a ball of yarn, the leader tosses the ball to someone who must either answer the question or while holding on to a piece of the yarn, toss the ball to someone else. Each person that catches the yarn must hold on to a piece of it. The ball of yarn will become smaller as a web is built by those catching and tossing the ball. Questions are asked and answered until the ball of yarn has disappeared and become a web.  
Questions: Who told Abram to take Hagar to be his wife? (Sarai) Why did she do this? (Because she had not had any children) How long had Abram and Sarai been in Canaan? (10 years) What was Hagar's attitude toward Sarai? (Contempt) How did Sarai deal with her? (Harshly) Who found Hagar after she ran away? (The angel of the Lord) Hagar was told to return to Sarai and *blank* to her. (Submit) What promises did the angel of the Lord give to Hagar? (Her offspring would be multiplied beyond numbering. She would have a son.) What would Hagar's son be like? (A wild donkey against everyone and everyone against him) What did Hagar call the Lord? (You are a God of seeing or who sees me.) How old was Abram when his son was born? (86 years old) The son's name means "God hears." What was this name? (Ishmael) Who chose this name? (God)

Show students the word poster and have them act out the words: Creator (use hands to make a ball), Omnipotent (make a muscle), Omniscient (tap head), Life-source (blow air), Just (thumbs up), Merciful (make "safe on base" sign with two arms), Righteous (with

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right hand make circular motion), Life-sustainer (hold both hands out as though holding a ball), Creator of Nations (sweep arm from left to right), God is in control (salute with hand to head), Long-suffering (fold hands together as though waiting patiently), Glory (spread fingers of both hands like light rays), Providence (point finger as though directing) Deliverer (move wrists as though breaking rope), Savior (spread arms wide then draw together), All-seeing (put hand above eyes as though looking around)

### Group Prayer

Through prayer, praise God for Who He Is.

### Bible Memory

10-15 minutes

Materials: White board with markers and eraser

Strategy: Rhythm & Beat

Instructions: Have students sit in a semi-circle or rows facing a white board with the following word cards on it:

*Question 11: "Can you see God?"*

*Answer: "No. I cannot see God, but he always sees me."*

*Verse: "No one has ever seen God; the only God who is at the Father's side, he has made him known." (John 1:18)*

Students read the passage in unison a few times to get the cadence. Clapping, stomping, finger-snapping, and knee-slapping are added so that the passage is read to the rhythm and beat of the sounds. The passage is read this way several times. Then students attempt to repeat the passage to the beat without looking at the words. Finally, students try to repeat the passage without looking at the words and without making the beat.

### Bible Art Activity

As time allows

Materials: Paper, markers, glue, glitter, yarn, sample project

Activity: Wall Hanging

Instructions: Have students sit at tables. Explain to students: I Timothy 6:16 says that God "dwells in inapproachable light." Exodus says that no one can see God's face and live. In the memory verse, "the only God who is at the Father's side" is God the Son. It is Jesus, God the Word before He was born of Mary, and Jesus, God the Son The Living Word after He was born of Mary, that showed God to man because the glory of God the Father is too great for man to see.

Give each student a piece of paper. Have student write the word "GOD" in large letters in the center of the page and draw light rays coming out from the word to the edge of the page. Trace the word and rays with gold and silver glitter glue (or plain glue and then sprinkle with glitter). Make the wall hanging as sparkly and bright as possible. Attach yarn to the top so that it can be hung up on the wall.

### Closing

Have students assist with clean-up.

Remind students to practice their memory work throughout the week.

Close in prayer & dismiss.