

Bible Lessons for Children

Learning to Know the Triune God through His Holy Word

By Tamarie Tigh

Primary Lesson Thirty-two: Joseph Interprets Pharaoh's Dreams

Overview

Bible Facts: The books of the Bible Matthew – Revelation

Bible Reading & Discussion: Genesis 41:1-45; Psalm 105:16-22

Memorization & Art Activity: "A Baptist Catechism: A Catechism for Boys & Girls" Question 22

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: Bibles for students to use

Strategies: Scrambled Words

Instructions: Lay out the Bible book signs Matthew through Revelation in random order. Have students re-organize the signs into the correct order. Play "Beat the Clock." Time students to see how quickly they can re-order Bible book signs.

Bible Reading

15 minutes

Materials: Bibles for students to use

Strategies: Leader Read Aloud & Picturing

Scripture: Genesis 41:1-45; Psalm 105:16-22

Instructions: Have students sit at tables. Tell students to close their eyes as they listen and try to picture what they hear. Stop occasionally to allow students an opportunity to describe what they pictured.

Bible Discussion

10 minutes

Materials: Index card questions, word poster add: "King of kings"

Strategy: Card Prompts

Instructions: Have students sit in a fellowship circle. Questions are written on index cards and handed out randomly to students. Students share based upon the card prompt. If necessary to progress in a certain order, then the cards can be numbered as well. Sharing is then based on the card prompt but in numerical order.

Questions: How does Psalm 105 describe Joseph's time as a slave? (Fetters hurt his feet and his neck was put in a collar of iron) The cupbearer forgot about Joseph. How much longer did Joseph have to stay in prison before he was remembered? (2 years) Describe Pharaoh's first dream. (Seven fat cows were eaten by seven thin cows.) Describe Pharaoh's second dream. (Seven thin ears of grain swallowed seven plump ears of grain.) Who did Pharaoh first call to interpret his dreams? (All the magicians of Egypt) Were the magicians able to interpret Pharaoh's dreams? (No) What did Joseph do before he went in to Pharaoh? (Shaved and changed his clothes) Did Joseph say that he could interpret Pharaoh's dreams? (No) Who did Joseph say would give Pharaoh an answer as to the meaning of the dreams? (God) What did Joseph say the dreams meant? (There would be seven years of plenty followed by seven years of famine.) What did Joseph recommend that Pharaoh do about the coming famine? (Appoint someone to supervise overseers to collect one-fifth of the crops to store in reserve for the famine.) Who did Pharaoh appoint as overseer? (Joseph) Why did Pharaoh say that he chose Joseph? (Pharaoh asked if there could be any other man wiser or more discerning than Joseph)

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because the Spirit of God was in Joseph and God had shown Joseph the meaning of the dreams.) According to Psalm 105 who summoned the famine, sent Joseph ahead as a slave, and tested Joseph until he was made lord and ruler by Pharaoh? (God)

Show students the word poster and have them act out the words: Creator, Omnipotent, Omniscient, Life-source, Just, Merciful, Righteous, Life-sustainer, Creator of Nations, In control, Long-suffering, Glory, Providence, Deliverer, Savior, All-seeing, Faithful, Freer from law, Judge, Provider (cup hands and move arms from self as though giving to someone), Prayer Answerer (fold hands and bow head), Sovereign = Ultimate Authority (hold out fist as though holding a king's scepter), Grace (thumbs down then rotate to thumbs up), Way to Heaven (walk in place), Protector (raise hands as though shielding head), Promise Keeper (with fore-finger cross heart), Success maker (raise arms as though winning a race), King of kings (place hands on head like a crown)

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 22: "In what condition did God make Adam and Eve?"

Answer: "He made them holy and happy."

Verse: "God made man upright, but they sought out many schemes." (Ecclesiastes 7:29b)

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, yarn, nature "bits," sample project

Activity: 3D picture

Instructions: Have students sit at tables. Have students draw Adam and Eve with smiling faces and clean, white hearts. Have students draw a beautiful garden setting for Adam and Eve. Have students write "God made man upright." Finally, have students glue yarn and nature bits to the picture to make it 3D. (e.g. grass, leaves, flowers, and twigs over the garden, and yarn over the letters, Adam and Eve, and as a border or frame)

Closing

Have students assist with clean-up.

Remind students to practice their memory work throughout the week.

Close in prayer & dismiss.