

Lesson #3-8

The Widow of Zarephath

1 Kings 17:1-16 [17-24]

3rd-6th

Key Verse:

The jar of meal was not emptied, neither did the jug of oil fail, according to the word of the LORD that [God] spoke by Elijah.

1 Kings 17:16

The Point:

God provides for us, often in ways we do not expect.

Making Connections:

God Sightings

Bible Nuts & Bolts:

Historical Timelines

Spiritual Practice:

Service



Activities a la Carte

Activities

Supplies

Into the Story

Make a Rain Gauge

Construct a simple rain gauge.

15 min.

- † Empty, clean plastic water or soda bottles
- † Permanent markers
- † Sharp-point scissors
- † Ruler

Bible Nuts & Bolts

Historical Timelines

View historical timelines.

10 min.

- † Bibles
- † Optional: Internet-connected device with projection

Learning the Story

The Widow of Zarephath

Map the story's timeline.

20 min.

- † Bibles
- † Activity Sheet #3-8.A
- † Activity Sheet #3-8.B
- † Pens or pencils

Living the Story

Fill Them Up

Provide ongoing cheer by making weekly cards.

20 min.

- † Bibles
- † Paper
- † Envelopes
- † Postage
- † Markers or crayons
- † Optional: card stock paper, sticky back contact paper, colored tissue paper, scissors

Activities a la Carte

Additional Activities

God-Sightings Message Boards

Recognize and display God sightings.

15 min.

- † Cork message board, white board, or poster paper
- † Colorful index cards
- † Tacks or tape
- † Markers
- † Pens or pencils

Race of the Ravens

Race to provide food for Elijah.

15 min.

- † Bibles
- † Activity Sheet #3-8.C
- † Yardstick or measuring tape

Olive Oil Dip

Prepare and enjoy an olive oil bread dip.

15 min.

- † Olive oil
- † Italian seasoning
- † Garlic powder
- † Salt and pepper
- † Small jar of oil
- † Measuring cups
- † Measuring spoons
- † Small bowls or saucers
- † Spoons
- † Bread
- † Napkins

Bible Book

Optional ongoing activity.

5 min.

- † Bible Book page (found at end of lesson)
- † Cardstock or plain paper
- † Pens or pencils
- † Markers or crayons
- † Optional: three-ring binders, hole punch

Sending the Story

5 min.

- † None

Background for Teachers

Making Connections

After God's promise to David, David sinned. Solomon became the next king, prayed for wisdom, and built and dedicated the temple. Solomon became wealthy and sinned by turning to the gods of his wives. Following this, more kings did evil in the sight of the Lord. The people served other gods, giving Baal and others credit for their provisions. God stopped the rain to show the people that God provides water for them.

Story Summary:

The Widow of Zarephath

Elijah the prophet proclaimed God's message to King Ahab that it was not going to rain. Then God led Elijah to a brook so he could drink. God also sent ravens to bring Elijah bread and meat each morning and night. After many days without rain, the brook dried up.

God sent Elijah to Zarephath, a Canaanite city that would be unwelcoming to an Israelite. Elijah commanded a widow to feed him. Elijah told her to take the little bit of meal (flour) and oil that she had left and make him a little cake. Day after day, God filled her jars of meal and oil, so she never ran out.

The woman's son became ill until he could not breathe. Elijah carried the boy to his room and cried out to God for help. Because of the healing power of God, the child was brought back to life.

The Point

God provides for us, often in ways we do not expect. When it seems like there is no way to get through a trying situation, we are tempted to complain, withdraw, or give up. However, in the most challenging times, we are able to recognize and be blessed by God's provisions when we take time to look past the situation and look to God. God will provide.

Bible Nuts & Bolts:

Historical Timelines

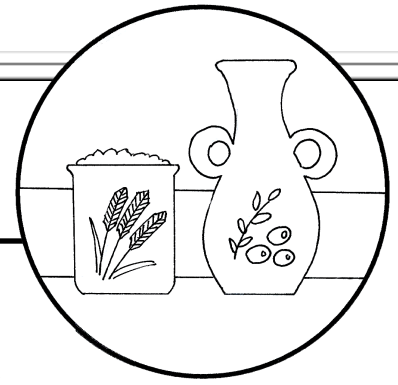
Visual timelines can be helpful in understanding biblical passages, especially their relationship with each other and their historical contexts. When we know about the leadership during a particular time or what happened before that time period, what takes place in a particular passage of Scripture is put in context and becomes easier to understand. Without that information, we might misinterpret Scripture.

Spiritual Practice: Service

God provides for us, and in our desire to live a godly life, we can model God's love by providing for others. We may not have the financial means to provide material goods, but service to others is more than handing people gifts. We can provide companionship, comfort, a listening ear, a ride, and more. We can also collect food from others to invite more people to be involved in service.



Lesson Plan



Into the Story (15 minutes)

Make a Rain Gauge

Construct a simple rain gauge.

You will need:

- † Empty, clean plastic water or soda bottles
- † Permanent markers
- † Sharp point scissors
- † Ruler

Before class:

1. Gather empty plastic bottles. Dispose of the bottle caps.
2. Make a sample rain gauge out of a plastic bottle. (See Activity Sheet #3-8.A).
3. Compile current rain statistics for your geographic area including the amount of rain your area typically has and the amount of rainfall it actually had. These statistics are located in the newspaper's weather section or online. Alternatively, you can search "Average Annual Precipitation by State" online to see a list of average rainfall measurements for your state.

During class:

1. Discuss the need for rain and demands on the water supply. **Why do we need rain?** [*So we can have water.*]
2. **Why do we need water?** [*Answers will vary, but may include: for plants, animals, and humans to keep hydrated; to wash cars; to take baths; for agriculture; for industry; for cooling; for recreation; for laundry, cleaning, electricity, cooking.*]
3. **What percent of the human body is water?** [*Answers will vary. The percent also varies. It is higher for children than adults. A baby's body could be approximately 75% water where as an adult's body could be about 50% water.*]

4. Guide the students through the process of making rain gauges, so they can measure the rainfall.
5. Have students cut off the upper part of a large plastic bottle, cutting at about two or three inches below the bottle's neck.
6. Flip over the cut piece and set it in the top of the remaining bottle like a funnel. This allows water to get in but reduces evaporation.
7. Use a ruler and permanent marker to make tick marks and numbers for each inch from the bottom to the top of the bottle.
8. Share the current local rain statistics. **What would happen if we did not have any rain for a long, long time?** *[The answers may be more specific, but basically all of what we listed in number two would be negatively affected.]*

Bible Nuts & Bolts (5 minutes)

Historical Timelines

View historical timelines.

You will need:

- † Bibles
- † Optional: Internet-connected device with projection

During class:

1. Direct the students to the historical timelines in the front or back of their Bibles or show one from your Bible. If you do not have a timeline in your Bible, show the links at the top of this page: <https://www.enterthebible.org/periods.aspx>.
2. **When we know what was going on during a certain time period, or when we know what event happened first before something else happened, or who was alive at a certain time, we get a better understanding of what is going on in the Bible.**
3. **Can you list the following in timeline order? Jesus' birth, Moses, Abraham, Noah.** *[Noah, Abraham, Moses, Jesus's birth].*
4. Explain that we will make timelines today when we read the Bible story.

Learning the Story (20 minutes)

The Widow of Zarephath

Map the story's time line.

You will need:

- † Bibles
- † Activity Sheet #3-8.A
- † Activity Sheet #3-8.B
- † Pens or pencils

Before class:

1. Make a copy of Activity Sheet #3-8.A for each student. Print a copy of Activity Sheet #3-8.B for your use.

During class:

1. Distribute Activity Sheet #3-8.A.
2. **We are going to make a timeline of today's story.**
3. As you or volunteers read through the Scripture passage verse by verse, follow the steps below and stop at the verses on the timeline, so the students can determine what to fill in on the line on the Activity Sheet. The answer key is on Activity Sheet #3-8.B. Allow the students to determine what to write on each line. Their answers do not have to be worded exactly as on the key.
4. Read 1 Kings 17:1 and fill in the timeline for that verse.
5. **Why do you think it was not going to rain for years?** *[Answers will vary.] Without knowing what happened before this verse, we might not understand or be able to put into context why this was going to happen.*
6. **What kinds of problems will the lack of rain cause?** *[Answers will probably draw on what was learned in Into the Story. Accept all answers, but remind the students that this was before our modern times of electricity, etc. Emphasize that the people and animals needed water to survive.]*
7. Read 1 Kings 16:29-30.
8. **What do those verses tell us could possibly be the reason for the upcoming drought that we read about in 1 Kings 17:1.** *[When this story takes place, Ahab is the king of Israel. Ahab did evil things and worshipped idols. Ahab angered God. God is going to correct or judge Ahab to show him who is God.] If Ahab believed his idols or false gods provided water, God who created the water is going to let*

him know the source of all water.

9. Above the timeline, write the words “Ahab evil,” then draw an arrow and write the words, “God angry”. Draw a small crown over Ahab’s name to show that he is the king of Israel. Knowing these things will help us see the importance in the rest of the story.
10. Read the following verses, and ask the students for words to fill in the timeline for each verse or verses.
 - 1 Kings 17:2-4
 - 1 Kings 17:5-6
 - 1 Kings 17:7
 - 1 Kings 17:8-9
 - 1 Kings 17:10-15
 - 1 Kings 17:16
 - 1 Kings 17:17-20
 - 1 Kings 17:21
 - 1 Kings 17:22
1. After reading and completing the timeline, review the timeline. **Our timelines do not have years on them like the historical timelines in the back of some Bibles, but our timelines are a small picture of history and can give us an idea of what happened in what order, what was repeated, and so forth. What does this timeline help us see about how God feels about worshipping idols or other gods? *[God gets angry.]* What does the timeline tell us about how God cares for those who worship God? *[God takes care of them.]* What does the timeline tell us about when God provides? *[Each time it looked like there was going to be nothing, God made sure there was just enough.]* What does the timeline tell us about obeying God? *[Blessing seemed to follow obedience: God told Elijah what to do, Elijah obeyed God and was fed by the ravens; Elijah gave God’s instructions by telling the widow what to do, the widow obeyed and God provided meal and oil; Elijah called on God (not an idol) for the sake of the boy, God listened and healed the boy.]***
2. After using our timeline and seeing the way God provided for Elijah and the widow, we can thank God that God will always take care of us, too.

Living the Story (15 minutes)

Fill Them Up

Provide ongoing cheer by making weekly cards.

You will need:

- † Bibles
- † Paper
- † Envelopes
- † Postage
- † Markers or crayons
- † Optional: card stock paper, sticky back contact paper, colored tissue paper, scissors

Before class:

1. Determine what local institution (children's hospital; homeless shelter for families, etc.) will be the recipient of the cards. Have the address(es) available for this activity.

During class:

1. **As a way to provide a continuous supply of cheer to others, each of you will make four cards, and then all of the cards will be divided into four sets, one set to mail or deliver each week for a month.**
2. These cards can be as simple or as complex as you choose. The students can use card stock or construction paper and draw and color on the cards. If you are familiar with "stained-glass" or "peek-a-boo" cards you can offer those designs to students. The students may even have their own ideas for cards. Explain the approach you are using and then give the students the time to make the cards.
3. Option: some students do not enjoy this type of creative activity. Consider working on the cards "assembly-line" style without losing the idea that we are doing this for people who are in need of cheer. In the assembly line approach, some could write a message, copy a Bible verse (Psalm 105:4; Psalm 113:3; Psalm 147:3 Psalm 69:34; Psalm 61:2; Psalm 62:8; Psalm 27:1), decorate, cut cards to fit the envelopes, come up with suggestions, stuff envelopes, or pass supplies around as the others need them. Some can pray quietly for the recipients of the cards. Everyone can have an important part in this activity regardless of ability or interest in being creative on paper.
4. When the activity is complete, ask: **How do you think the recipients will feel when they receive a cheerful card from someone they do not even know, maybe on a day when they are going through hard times?**
[Answers will vary.] **How does it feel to serve God and others in this way?**
[Answers will vary.]

Additional Activities

God-Sightings Message Boards (15 minutes)

Recognize and display God sightings.

You will need:

- † Cork message board, white board, or poster paper
- † Colorful index cards
- † Tacks or tape
- † Markers
- † Pens or pencils

During class:

1. Explain that **we are going to use a message board (or boards) to hang in the church or in our meeting room. Each week during this unit we will add to the board content from the Bible lesson and from your own God-sightings during the week.** (If you are using the white board, index cards can be replaced with writing directly on the white board.)
2. Ask the students to write messages on colorful index cards by recalling the content from today's lesson that reveals a God sighting. They are welcome to add a picture. *[For example: Brook provides water, ravens deliver food, widow provides food and house, God provides oil and flour, son's life restored].* One of each will go on the board.
3. **Look for "God sightings" during the week and come prepared to add them to the board next week. Keep your eyes open for big and little things that worked out perfectly or unexpectedly, where God was providing for you or others.**
4. **Think about the past week. What could have gone wrong but did not? What started out wrong but worked out somehow? Did a stranger open a door when you or your parents had your hands full? Did someone stop and help when there was trouble with the family car? Did someone who needed help come into your life right when you knew how to help the person? Did someone you know feel better or receive encouragement during a difficult time?**
5. Note: depending on the size of your class and the number of God sightings, you may need several God sightings message boards before the unit ends.



Race of the Ravens (15 minutes)

Race to provide food for Elijah.

You will need:

- † Bibles
- † Activity Sheet #3-8.C
- † Yardstick or measuring tape

Before class:

1. Arrange the room to remove obstacles from the players' paths.

During class:

1. Divide the class into teams. One member of each team sits in a corner of the room. Another member of each team sits in the opposite corner of the room. The rest of the team members sit in groups along the sides of the room.
2. **The ravens are in this corner of the room** (point to the individual in one corner). **Elijah with no food is way over here in this corner** (point to the individual in the opposite corner). **The rest of the team will be asked questions. Each correct answer means that that team's raven can take one step (or flight) to deliver the meat to that team's Elijah in the other corner. We will use a measuring tool to be sure that each raven moves the same distance after answering a question. An incorrect answer means one step back. Again we will measure to keep the distance fair.**
3. **If a team wants a hint before answering, that team's Elijah and raven (in their own corners) will be given a Scripture passage to look up the answer. They can then pantomime the answer to give a hint to the rest of the team. No words or movement of the lips are allowed. If a team gets an answer as a result of a hint, that team's raven takes half a step forward.**
4. The first team to help their raven reach Elijah wins.



Olive Oil Dip (15 minutes)

Prepare and enjoy an olive oil bread dip.

You will need:

- † Olive oil
- † Italian seasoning
- † Garlic powder
- † Salt and pepper
- † Small jar of oil
- † Small bowls or saucers
- † Measuring cups
- † Measuring spoons
- † Spoons
- † Bread (consider gluten free for allergy needs)
- † Napkins

Before class:

1. Before serving any food, always check with participants or caregivers for students who have food allergies. Provide an alternative if necessary.
2. Gather and organize the supplies in manageable quantities. Make sure the oil is in a clear glass or jar. There should be a small bowl or saucer for each student.
3. A variety of dried herbs like basil and oregano can replace the Italian seasoning.

During class:

1. All students should wash their hands before handling ingredients.
2. Measure out (or have students measure out) approximately three tablespoons of olive oil into each student's bowl. Students can add small amounts of the available ingredients (altogether one teaspoon or less) to their oil. One option is to allow students to taste the seasonings in a sanitary way before adding them or add a little at a time and taste the oil as they go. There is not one right way to mix the dip, though there are ways to make it too strong if a lot of seasonings are used.
3. During the process, as the oil is passed around and the jar has less and less oil in it, lead a discussion about God keeping the widow of Zarephath's jar full of oil. **What are your thoughts about how the oil was never used up even though the widow used it just as we are using our oil? What are your thoughts about God and how God will provide for you the way God provided for the woman and her household?**
4. Students can dip bread into the oil and enjoy a snack.

Bible Book (5 minutes)

Optional ongoing activity.

You will need:

- † Bible Book page (found at end of lesson)
- † Cardstock or plain paper
- † Pens or pencils
- † Markers or crayons
- † Optional: three-ring binders, hole punch

Before class:

1. Make copies of this week's Bible Book page on cardstock or copy paper for each student.

During class:

1. Hand out Bible Book pages.
2. **What are some of the important things we have learned from today's story?**
[Answers will vary.]
3. **On the bottom of your page, please write one or two important things that you have learned from the story today. In the middle of the page, draw a picture from the story or illustrate one of the important things you've learned. Don't forget to put your name on the back of the page, please!**
4. Optional: Collect and three-hole punch the pages, and put them in individual binders for each student to be kept at church until the end of the year. If you wish, you can investigate other options for binding the Bible books through a local print shop at the end of the year instead of using a three-ring binder.



Sending the Story (5 minutes)

1. In today's story we saw that God provided in several ways. Can you remember one of them? *[Leading Elijah to the brook, providing food through raven delivery, providing food and lodging through the widow, providing unending oil and flour, reviving the boys' life.]*
2. God used nature, birds, another person, and God's own miraculous power to deliver provisions. Sometime we might want or expect God to provide for us one way when God has another means of provision in store for us. Either way, we can always count on God to be our provider.

Prayer

Before ending class, make a point to come together to pray. Use the following or say your own prayer.

Pray a prayer for provision: The students will hold out their empty cupped hands and pray for God to fill them with what God knows they need. You may go around the room and invite those who are willing to ask for certain needs to be met to do so aloud. (For example: fill me with love, fill me with forgiveness, fill me with patience, fill me with _____.)

The Widow of Zarephath

Map the story's timeline.

1 Kings

Elijah's Declaration

God's Instruction

God's Provision

Elijah's Situation

God's Instruction

God's Provision

God's Provision

Widow's Situation

Elijah's Prayer

God's Provision

The Widow of Zarephath

Map the story's timeline.

Answer Key:

1 Kings

Elijah's Declaration	<i>[Years without rain]</i>
God's Instruction	<i>[Hide by brook]</i>
God's Provision	<i>[Ravens bring meat]</i>
Elijah's Situation	<i>[Brook dries]</i>
God's Instruction	<i>[Go to Zarephath]</i>
God's Provision	<i>[Widow has food and shelter]</i>
God's Provision	<i>[God refills oil and flour]</i>
Widow's Situation	<i>[Son gets sick and dies]</i>
Elijah's Prayer	<i>[Revive the child]</i>
God's Provision	<i>[God revives the child]</i>

Race of the Ravens

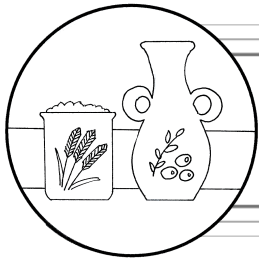
Race to provide food for Elijah.

1. What did Elijah announce to Ahab? (Hint: 1 Kings 17:1) *Answer: no dew or rain, drought.*
2. How did Elijah know to go to the Brook Cherith? (Hint: 1 Kings 17:2-3) *Answer: the Lord told him.*
3. What two food items did the ravens bring Elijah? (Hint: 1 Kings 17:6) *Answer: bread and meat.*
4. How often did the ravens bring food to Elijah? (Hint: 1 Kings 17:6) *Answer: morning and evening.*
5. Where did Elijah get water to drink? (Hint: 1 Kings 17:6) *Answer: the brook.*
6. Why did the brook dry up? (Hint: 1 Kings 17:7) *Answer: there was no rain.*
7. Why did Elijah go to Zarephath? (Hint: 1 Kings 17:9) *Answer: the Lord told him to.*
8. What was the widow doing at the gate of the city? (Hint: 1 Kings 17:10) *Answer: gathering sticks.*
9. What did Elijah first ask of the widow? (Hint: 1 Kings 17:10) *Answer: water.*
10. What was the second thing Elijah asked of the widow? (Hint: 1 Kings 17:11) *Answer: a little piece of bread.*
11. How much oil and meal did the widow say she had? (Hint: 1 Kings 17:12) *Answer: a very small amount.*
12. What did Elijah ask the widow to do with the little resources she had? (Hint: 1 Kings 17:13) *Answer: first make him a small cake and then make some for herself and her son.*
13. How did Elijah know what to tell the widow to do? (Hint: 1 Kings 17:14) *Answer: God told him.*
14. What happened in the widow's kitchen after the widow did as Elijah instructed? (Hint: 1 Kings 17:16) *Answer: the flour and oil didn't run out.*
15. What happened to the widow's son? (Hint: 1 Kings 17:17) *Answer: he stopped breathing (sick and died).*
16. Where did Elijah take the widow's son? (Hint: 1 Kings 17:19) *Answer: carried him to an upper room and laid him on a bed.*
17. How many times did Elijah lay himself over the dead boy when he cried out to God? (Hint: 1 Kings 17:21) *Answer: three.*
18. What happened to the child after Elijah prayed for him? (Hint: 1 Kings 17:22) *Answer: God brought him back to life.*
19. After seeing her son alive, what did the widow know for sure about Elijah? (Hint: 1 Kings 17:24) *Answer: that Elijah was a man of God (prophet).*
20. What did Ahab hear from Elijah? (Hint: 1 Kings 17:1); *Answer: no dew or rain, drought.*
21. What is the name of the brook that Elijah stayed near? (Hint: 1 Kings 17:2-3) *Answer: Brook Cherith*
22. How often did the ravens bring water to Elijah? (Hint: 1 Kings 17:6) *Answer: they did not bring water to Elijah.*
23. When did the brook dry up? (Hint: 1 Kings 17:7) *Answer: after a period of no rain or after a while.*
24. Where did God tell Elijah to go when the brook dried up? (Hint: 1 Kings 17:9) *Answer: Zarephath.*
25. Where did Elijah meet the widow? (Hint: 1 Kings 17:10) *Answer: at the gate of the city of Zarephath.*
26. What did the widow think was going to happen after she used the last of her flour and oil? (Hint: 1 Kings 17:12) *Answer: she and her son were going to die.*
27. Who did Elijah ask the widow to feed before feeding her family? (Hint: 1 Kings 17:13) *Answer: Elijah.*
28. How long did God tell Elijah the flour and oil would last? (Hint: 1 Kings 17:14) *Answer: until the Lord sends rain.*
29. Why did the widow think her son had become sick? (Hint: 1 Kings 17:18) *Answer: she thought Elijah was there to remind her of her sin and kill her son.*
30. What did Elijah do with the widow's son after he prayed? (Hint: 1 Kings 17:23) *Answer: he brought the living boy to his mother.*

The Widow of Zarephath

1 Kings 17:1-16 [17-24]

I Learned:



The Story @ Home

3rd - 6th

Living the Word: Teaching Kids God's Story
Narrative Lectionary, Year 3 (2020-2021)

Lesson #3-8
1 Kings 17:1-16 [17-24]

Last Week

Samuel becomes a great leader and anoints David as king of Israel. David does many great things. But, when he wants to build a house for God, God promises that David's house would rule Israel forever (2 Samuel 7:1-17).

This Week

After David's son, Solomon, died, the kingdom split in two: Israel to the north and Judah to the south. Elijah lived in the north and performed a miracle for a widow in the town of Zarephath (1 Kings 17:1-16 [17-24]).

The Point

God provides for us, often in ways we do not expect.

Story Summary

The Widow of Zarephath

Elijah the prophet proclaimed God's message to King Ahab that it was not going to rain. Then, God led Elijah to a brook. God also provided bread and meat each morning and night. After many days of no rain, the brook dried up. God sent Elijah to a town called Zarephath. Elijah commanded a widow there to feed him. Elijah told her to take the little bit of flour and oil that she had left and make him a little cake. Day after day, God filled her jars of flour and oil, so she never ran out. The woman's son became ill until he could not breathe. Elijah carried the boy to his room and cried out to God for help. Because of the healing power of God, the child was brought back to life.

Next Week

Jonah was a prophet whose job was to tell the people of Nineveh to turn towards God and repent. He ran away instead (Jonah 1:1-17; 3:1-10; [4:1-11]).

Bible Nuts & Bolts

Historical Timelines

Visual timelines can be helpful in understanding biblical passages, especially their relationship with each other and their historical contexts. When we know the leadership during a particular time or what happened before that time period, what takes place in a particular passage of Scripture is put in context and becomes easier to understand. Without that information, we might misinterpret Scripture.

Practice: Service

God provides for us, and in our desire to live a godly life, we can model God's love by providing for others. We may not have the financial needs to provide material goods, but service to others is more than handing people gifts. We can provide companionship, comfort, a listening ear, a ride, and more. As a family, offer to help an older member in the church with some yard work, like raking leaves.

Family Discussions

Use the questions below or other questions you think of to discuss today's Scripture reading (listed above) with your family.

- ✚ What are the God-sightings in this passage?
- ✚ What happened in this passage that only God could make happen?
- ✚ What in this passage reminds you of God's love?

Family Devotions

As you hear and study these stories each week, consider what God has to say to you and your family. What is God's message to us? How should we respond?

Sunday—Read 1 Kings 17:1-16 [17-24]

God provided for the widow of Zarephath. What is a need that your family has? Pray together and ask God to provide what you need.

Monday—Read 2 Kings 2:1-12

Elijah met God. Use chairs to create a chariot. Sit in the chariot and ask God to help you see God's activity in your lives.

Tuesday—Read 2 Kings 2:1-12

Elijah ascended to Heaven. Look at the clouds and find shapes that look like objects that you recognize.

Wednesday—Read 2 Kings 4:1-7

Elisha told a woman to gather empty vessels that miraculously filled with oil, so she could pay off her debt. Measure out a quantity of popcorn kernels into a small measuring cup. Pop the popcorn and see how many cups would now be needed to hold all of the popcorn.

Thursday—Read 2 Chronicles 34:1-7

The Torah that was missing was discovered and followed again. Take turns hiding and searching for household objects. Alternatively, clean a closet or drawer and discover things you forgot you had or thought were missing.

Friday—Read 2 Chronicles 34:29-33

The people started over in their commitment to the covenant. Work as a family to create, review, or renew rules of the household.

Saturday—Read 2 Chronicles 36:15-21

While under an evil ruler who would not listen to God, Jerusalem was captured. Build a city out of blocks or other building toys. Take a picture and admire your work. Destroy the city.