

FOUNDATIONS OF PRESCHOOL

Parent Guide



ANNE & KRAIG ELLIOTT

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"Therefore, whatever you desire for men to do to you, you shall also do to them; for this is the law and the prophets" (Matthew 7:12).

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Cover Illustration by Kraig Elliott, e9designs.com.

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PUBLISHED BY
FOUNDATIONS PRESS, INC.
P.O. BOX 191
PERRY, MI 48872
<https://foundationspress.com>

Recommended Companion Material
Foundations of Preschool: Worksheets for Daily Learning Time,
by Kraig and Anne Elliott

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Welcome to Foundations of Preschool

We have three goals in providing lesson plans for children who are aged 5 and younger:

- **To train them in orderliness, respect for others, self-control, and biblical character**—these character qualities form the foundation of everything else in life. The books of Deuteronomy and Proverbs are emphasized, and plenty of advice and help for parents is included in the lesson plans.
- **To give them special time with Mom**—Little ones can get left out when life gets busy. Our plans will remind you of priorities of motherhood. You'll enjoy spending time doing activities with your children, and you'll cultivate special memories while feeling good that you remembered to teach them important skills and life lessons from Scripture.
- **To help mothers feel less overwhelmed**—You don't have to do everything we recommend, but you'll probably enjoy having "check boxes" of the commonsense things you want to remember with your preschoolers. We even remind you of character qualities you can develop in your own life, such as joy, peace, and contentment.

Our lesson plans are based on 5 activities we recommend for preschoolers each day. Please note that we believe in short, easy lessons.

- **Bible and Learning Time**—We'll give you short and pleasurable ideas for basic life skills that all preschoolers should learn, from Scripture memory work, Bible stories, ABCs, 123s, and more.
- **Creative Time**—We'll recommend fun table-time activities your preschoolers can work on by themselves, with you or an older sibling in the room.
- **Building Time**—We'll suggest hands-on playtime activities that will help your preschoolers develop self-control,

imagination, and attention-building skills.

- **Outside Time**—We'll recommend ways to encourage your preschoolers to play outside, weather permitting, or at least to get up and moving inside.
- **Rest Time**—We'll give gentle ideas for ways your youngest children can rest, relax, and get away from the over-stimulation that often occurs in a busy, homeschooling household.

SKILLS WE COVER

- Five Senses
- Language Development
- Pre-reading
- Relationships (longer/shorter, on top of, etc.)
- Sorting and Classifying
- Counting and Measuring
- Problem Solving
- Exploring
- Creativity
- Family Identity
- Biblical Character

A NOTE ABOUT SCHEDULES

“Schedule” is often a bad word among parents of preschoolers. Maybe “flexible routine” would be a more realistic way to say it, but we have found that having a daily schedule is a foundation to a peaceful and joyful home. You can read more about why we believe this way throughout this book.

We strongly advise that you set up a schedule for your preschooler’s day. Here are some tips to help you get started:

- Get out a **blank piece of paper** and divide it into half-hour time slots.
- Pencil in three **consistent meal times**, plus maybe some snack times. For the sake of your child’s metabolism and circadian rhythms, try to feed him at close to the same times each day.
- Plan for a **nap** after lunch.
- What time does your child normally **wake up** in the morning? What time would you like to have him in bed at night? (Preschool children need at least 10 hours of sleep each night.)
- What are some **other activities** that happen each day? Baths, bedtime routines, and events outside the home?
- Don’t forget to start training your child to do simple household **chores**. After breakfast, before supper, and before bed are three good times for picking up toys, taking care of his room and play areas, and helping with small kitchen jobs. (Note: Visit the “Chores” section of our website for more ideas.)
- What **“together” times** does your family have? Do you read the Torah portion together as a family each day? Do you have a family read-aloud time?

Now you can start to see how much time is left over in your child’s day. If you have school-aged children that you’re teaching, you probably face some frustration of finding things for your preschool child to do during that time. Here are some suggestions:

- **Can your preschooler play alone** while you teach phonics or other, more intensive

subjects to your older children? Plan 20–30 minutes a day for your child to play in a safe place, supervised but not needing to be entertained by anyone else. (By the way, this is good for him! It teaches him many helpful skills, increases his attention span, and boosts his creativity.)

- **Our curriculum provides suggestions for five time periods.** Depending on the age of your child and your family’s circumstances, put these time periods into your schedule, giving each one 30–60 minutes.
 1. Bible and Learning Time—This is with Mom.
 2. Creative Time—This one is near Mom and needing Mom’s help at the beginning and maybe at the end to clean up.
 3. Building Time—This one is in the same room as Mom or a responsible sibling. This could also be done during his independent, alone time (see above).
 4. Outside Time—Depending on your circumstances, this one is with a responsible sibling or with Mom nearby. (“Outside time” means “active movement time,” so when weather outside is bad, just move the activity to a safe place indoors.)
 5. Rest Time—This one is maybe in the living room, or in a quiet corner of the house, with Mom’s oversight but not necessarily anyone else’s presence. (Use your good judgment....)
- **Siblings** can be a big help. Can they take turns playing with each other, as partners, for a short time each day? You’ll have to decide how well this could work in your own particular family.

VERY IMPORTANT: OBEDIENCE!

The number one skill your child will need, in order for a schedule to work, is obedience. But isn't this one of the most important things your child needs to learn anyway?

"Honor your father and your mother, that your days may be long upon the land which Yah your God is giving you" (Exodus 20:12).

"Children, obey your parents in the Lord, for this is right. Honor your father and mother, which is the first commandment with promise: 'that it may be well with you and you may live long on the earth'" (Ephesians 6:1-3).

If I ask my children to do something, I expect them to obey. In our home, obedience is defined as obeying immediately and completely, with a happy spirit.

So I ask myself:

- Did the child obey immediately?
- Did the child obey completely?
- Did the child have a happy spirit?

If I had to answer "No" to any of these questions, then the child did not obey.

"The rod and rebuke give wisdom, but a child left to himself brings shame to his mother" (Proverbs 29:15).

HOW TO USE THIS CURRICULUM

SUPPLIES NEEDED

- Lessons Plans for Mom to use each week.
- Basic craft supplies (crayons, markers, scissors, tape, construction paper, poster board, etc.)
- Household supplies such as boxes and totes, toys and bubbles
- *Foundations of Preschool: Worksheets for Daily Learning Time*, by Kraig and Anne Elliott

AGES

This curriculum is intended primarily for children ages 3-5 who do not yet know the sounds of the letters of the alphabet.

Preschool Week 1

Bible Time

Help your child memorize this week's Bible verse by saying it together 3 times each day. Say:

A says /ă/ in Ask.

"Ask, and it will be given you. Seek, and you will find. Knock, and it will be opened for you" (Matthew 7:7).

Read the story on pp. 5–6 every day. Near the end of the week, ask your child to tell the story back to you.

Learning Time

This week we are learning the letter A and the number 1.

Materials: Preschool Workbook—pp. 1–11.

There are enough pages for your child to do two pages per day, plus an extra cutting page to help develop his fine motor skills with the use of scissors. We recommend that your child use crayons to color the pictures, circle things, or trace.

Page 1—Ask your child if he can hear the sound at the beginning of the word "apple." Say the letter name, the sound, and the picture:

"A says /ă/ in Apple."

Repeat the /ă/ sound three times:

/ă/ /ă/ /ă/

Show your child how to form the letter with his index finger. He should say the sound as he traces.

Page 2—Look around the room and count "one" of things you see.

One lamp, one shoe, one chair, one mother, one kitten, etc.

Color and trace the number one. Start at the top when tracing. How many apples are on the tree? How many beads are on the string?

Page 3—Color or circle the one that is different. Point to the A. Point to the number one.

Page 4—Using a crayon, have your child draw a path from the number to the picture. Try not to cross any lines. You might enjoy making a buzzer sound if his crayon touches a line!

Page 5—Look carefully at the letter in the box at the beginning of each row. Have your child circle any other letters that match it in the row.

Page 6—Color only the sections that have a 1 in them.

Page 7—Carefully color the picture. Learning to color in the lines is excellent for developing your child's fine motor skills in preparation for writing. You may want to remove this picture from the book to display on the wall or refrigerator.

Pages 8-9—Read the directions on page 8 aloud. Say:

Listen carefully to what I say. Follow my instructions.

Page 10—Color the number one. Circle one ant, one letter a, one ball, and so on.

Page 11—Color the pictures and trace the lines. Remove this page from the book. Carefully cut along the lines.

Creative Time

TOUCH AND TELL

This week we're going to make a "Touch and Tell" box that your child can use to guess what's inside.

MAKING THE BOX

Get a large cardboard box, scissors, and heavy tape (such as duct or packing tape).

Tape the top of the box closed.

Cut a 3-inch hole on each of the two opposite sides of the box.

During Creative Time, let your child decorate the outside of the box however he wishes, using markers and paint, or cutting out shapes from construction paper and gluing them on the box. He could even decorate a little bit each day.



Talk with your child while you prepare the box together. Use words such as up, inside, opposite, under.

HOW TO PLAY

Fill the box with fun objects – a spoon, plastic cup, stone, sponge, straw, mitten, crayon, scarf, small toy, sock.

See if your child can identify the objects by feeling them.

Let your child try filling the box for other family members to feel inside and guess. He'll probably giggle a lot!

Build Time

IDEA #1 - FOLLOW THE LEADER

Using trucks or dolls or some other toy, you select one toy and your child selects another. Take the toys on a trip around the room, talking about where you are as you move about.

"...under the chair, around the table, over Grandma, over the plant, to the left of the lamp, backwards, after the cat, faster!"

Now let your child use both toys, making one toy be the leader and the other the follower. Encourage him to play this by himself for a while.

IDEA #2 - BLOCKS

Do you have wooden blocks in your home? We like to keep our blocks in one big container and to pull them out during this scheduled play time. Children love to stack blocks up and knock them down. The ability to stack a certain number of blocks is actually used to test cognitive ability!

Making houses, castles, horse bars, and roads is also fun with blocks. You could even combine blocks with Idea #1 above. (Or put a block in your child's "Touch and Tell" box when he isn't looking.)

Outside Time

The theme for this week is "Water, Water, Everywhere!" Water play is one of a preschooler's favorite activities. All you need to do is supply some water, a place to play, a few rules, and some materials to supplement.

PLACES TO PLAY

- Bathtub
- Outside with a big tub filled halfway to the top.
- With a smaller container on a table or floor.
- In the kitchen sink.
- With a cleaning bucket and soap suds in the driveway.



Be sure to supervise your child at all times when water is involved.

OTHER MATERIALS THAT ARE FUN

- Old raincoat
- Sieve
- Pitcher
- Plastic bottle tops
- Balls
- Sponges
- Medicine dropper
- Empty dish detergent or shampoo bottles
- Turkey baster
- Plastic sandwich bag
- Funnel
- Egg beater
- Blocks
- Plastic sippy cup
- Straws

For variety, try adding salt to the water. What will float and what will sink in salt water? Test in plain water, too.



Rest Time



Begin to make a "Quiet Book" that your child can look at during Rest Time each day. Prepare by getting a 3-ring binder for your child and filling it with 20-30 sheets of blank, white paper. We're going to add pages to this book throughout the year. (If you have older children doing school work each day, your child will probably be thrilled to have his own notebook!)

This week, show your child how to make a diary. Each day this week, allow him to draw a picture of what he did that day. Even a very small child who is still making scribbles will know exactly what his scribbles are supposed to be.



We like having a special spot for Rest Time. It can have a special chair, pillow, or blanket. Have a basket filled with good books. It should be a treat and privilege to retreat to this place, not a punishment.



Have discussions with your child about the pictures he draws. Always try to turn the conversation around to your Heavenly Father. (You may even wish to call Him Abba.)

"What did you do today, Honey?"

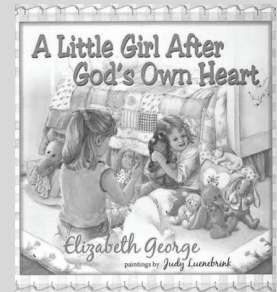
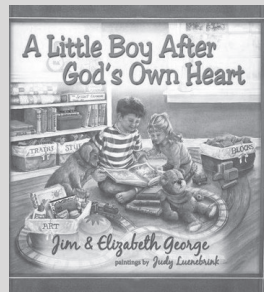
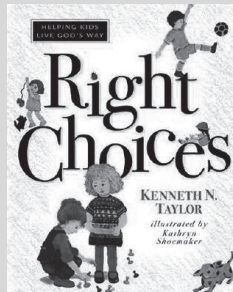
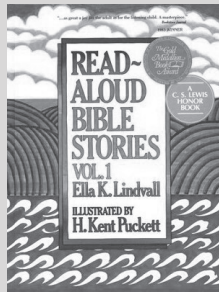
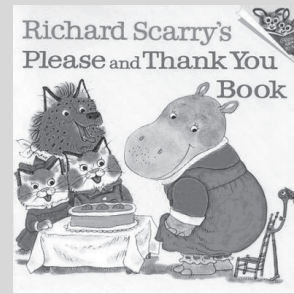
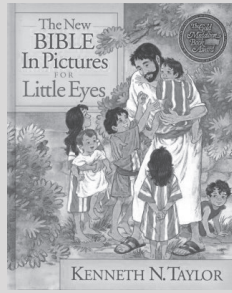
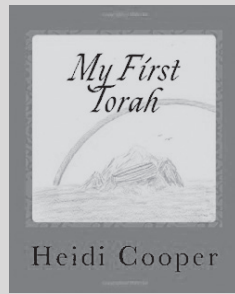
"Isn't it a good thing that Abba was watching over us and keeping us safe?"

"Did you play with the dog? Aren't we so glad that Yeshua made dogs for us to enjoy? We should thank Him!"

"Did you see the new moon today? Abba placed the moon in the sky so we would know what day it is. He is so smart. Could you make the moon, Honey? Me, neither!"



BOOKS WE LOVE IN OUR REST-TIME BASKET



Parenting Tips

Deuteronomy 6:4 says, "Hear, O Israel," because learning to hear the voice of YHVH was the beginning of having a blessed relationship with Him. In the same way, learning to hear the voice of his parents is the most important skill for a preschool child to learn.

Most sin starts when adults either misinterpret the Bible or refuse to obey what Yah says to us through His Word. Most childhood character problems start because a child either heard incorrectly or refuses to obey the voice of his mom or dad.

You can check that your child heard you correctly by teaching him to answer you when you speak.

When a child is very small, as soon as he can communicate with a simple sign or nod of his head, it's time to teach him to acknowledge your commands.

"Son, please fold your hands."

"Yes, Mommy!" (Or, "Mmm, hmm, Mama.")

"Son, please put your book on the table."

"Yes, Mommy!"

In addition to a vocal response, you should expect your child to look you in the eye when you speak. This helps your instructions be understood, especially if you need to speak to your child in the midst of many distractions.

"Son, look at me!"

"Yes, Mommy." (He makes eye contact, or if he's small, gently turn his little face toward yours.)

"Son, please fold your hands."

"Yes, Mommy!"

Some children have trouble processing commands. In this case, have your child repeat back to you what you've asked him to do.

"What did I tell you to do, Son?"

"Fold my hands."

"Very good!"

Using this simple dialogue each time you give an instruction cuts down on most problems, especially if you start when your child is very young. Always follow through with consequences if your child does not obey the first time you speak.

Ask, and it will be given you. Seek, and you will find. Knock, and it will be opened for you" (Matthew 7:7).

Hannah Asks for a Son

This is the story of Elkanah, a man of the tribe of Ephraim who lived in a town in the hills of Ephraim.

He had two wives, Hannah and Peninnah. Peninnah had some children, but Hannah didn't.

Each year Elkanah and his families journeyed to the Tabernacle at Shiloh to worship Yah who created the heavens and to sacrifice to Him.

On the day he presented his sacrifice, Elkanah would celebrate the happy occasion by giving presents to Peninnah and her children; but although he loved Hannah very much, he could give her only one present, for Yah had sealed her womb; so she had no children to give presents to. Peninnah made matters worse by taunting Hannah because she had no children. Every year it was the same—Peninnah scoffing and laughing at her as they went to Shiloh, making her cry so much she couldn't eat.

"What's the matter, Hannah?" Elkanah would exclaim. "Why aren't you eating? Why make such a fuss over having no children? Isn't having me better than having ten sons?"

One evening after supper, when they were at Shiloh, Hannah went over to the Tabernacle. Eli the priest was sitting at his customary place beside the entrance. She was in deep anguish and was crying bitterly as she prayed to Yah.

And she made this promise: "Yah of heaven, if You will look down upon my sorrow and answer my prayer and give me a son, then I will give him back to You, and he'll be

Yours for his entire lifetime, and his hair shall never be cut."

Eli noticed her mouth moving as she was praying silently and, hearing no sound, thought she had been drinking too much beer or wine.

"Must you come here drunk?" he demanded. "Throw away your wine."

"Oh no, sir!" she replied, "I'm not drunk! But I am very sad, and I was pouring out my heart to Yah. Please don't think that I am a wicked woman!"

"In that case," Eli said, "cheer up! May Yah of Israel grant you your petition, whatever it is!"

"Oh, thank you, sir!" she exclaimed, and went happily back, and began to eat her meals again.

The entire family was up early the next morning and went to the Tabernacle to worship Yah once more. Then they returned home to Ramah, and Yah remembered her request; in the process of time, a baby boy was born to her. She named him Samuel, which means "asked of God," because she had asked Yah for him.

The next year Elkanah and Peninnah and her children went on the annual trip to the Tabernacle without Hannah, for she told her husband, "Wait until the baby is weaned, and then I will take him to the Tabernacle and leave him there."

"Well, whatever you think best," Elkanah agreed. "May Yah's will be done."

So she stayed home until the baby was weaned. Then, though he was still so small,

they took him to the Tabernacle in Shiloh, along with a three-year-old bull for the sacrifice, and a bushel of flour and some wine. After the sacrifice they took the child to Eli.

"Sir, do you remember me?" Hannah asked him. "I am the woman who stood here that time praying to Yah! I asked him to give me this child, and He has given me my request; and now I am giving him to Yah for as long as he lives." So she left Samuel there with Eli the high priest at the Tabernacle to serve Yah. (1 Samuel 1:1-28)



Preschool Week 2

Bible Time

Help your child memorize this week's Bible verse by saying it together 3 times each day. Say:

B says /b/ in Believe.

"Believe in the Master Yeshua haMashiach, and you will be saved, you and your household" (Acts 16:31).

Read the story on pp. 11-12 every day. Near the end of the week, ask your child to tell the story back to you.

Learning Time

This week we are learning the letter B and the number 2.

Materials: Preschool Workbook—pp. 13-24.

There are enough pages for your child to do two pages per day, plus an extra cutting page.

Page 13—Ask your child if he can hear the sound at the beginning of the word "box." Say the letter name, the sound, and the picture:

"B says /b/ in Box."

Repeat the /b/ sound three times:

/b/ /b/ /b/

Show your child how to form the letter with his index finger. He should say the sound as he traces.

Page 14—Look around the room and count "one two" of things you see.

One-two feet, one-two windows, one-two spoons, one-two clocks, etc.

Color and trace the number two. Start at the top when tracing. How many bees are on the tree? How many stars are on the wave?

Page 15—Color or circle the one that is different. Point to the B. Point to the number two.

Page 16—Using a crayon, have your child draw a path from the number to the picture. Try not to cross any lines. You might enjoy making a buzzer sound if his crayon touches a line!

Page 17—Look carefully at the letter in the box at the beginning of each row. Have your child circle any other letters that match it in the row.

Page 18—Color only the sections that have a 2 in them.

Page 19—Carefully color the picture. Learning to color in the lines is excellent for developing your child's fine motor skills in preparation for writing. You may want to remove this picture from the book to display on the wall or refrigerator.

Pages 20–21—Read the directions on page 20 aloud. Say:

Listen carefully to what I say. Follow my instructions.

Page 22—Color the number two. Circle two balls, two apples, and so on.

Page 23—Color the pictures and trace the lines. Remove this page from the book. Carefully cut along the lines.

Creative Time

NUMBER STRIPS

This week we're going to make number strips.

You will need:

- Plain, white paper. (Any paper will do, but card stock will last longer.)
- Crayons
- Ruler
- Scissors

With a ruler and pencil, divide the paper horizontally into eight 1-inch-wide strips.

With a ruler and pencil, divide each strip vertically into eleven 1-inch squares.

Using the scissors, cut the strips as follows, and have your child color them.

1. Cut 12 1-inch squares. Color them orange.
2. Cut 6 2-inch x 1-inch strips. Color them green.
3. Cut 4 3-inch x 1-inch strips. Color them blue.
4. Cut 3 4-inch x 1-inch strips. Color them yellow.
5. Cut 2 6-inch x 1-inch strips. Color them purple.
6. Cut 1 10-inch x 1-inch strip. Color it brown.



Let your child help you while you prepare the number strips. Talk about squares and rectangles, as well as colors. Count the strips together. Look at the numbers you see on the ruler.

7. Cut 2 5-inch x 1-inch strips. Leave them white.

8. Any strips or scraps left? Color them red.

Let your child just enjoy playing with the strips. He'll enjoy making patterns. Here are some patterns you could start him with:

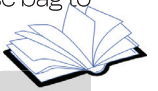
What can you find that's the same length as the brown strip?

Two white strips?

Ten orange strips?

Put the brown strip alongside two yellow strips. What can you add to make the yellow as long as the brown?

Store the number strips in a zipper-close bag to be used for the remainder of the week.



With your child, make a few new pages for her "Quiet Book." This week, add pictures of things we need to take care of in Yah's world, such as animals, elderly people, other small children, the poor, water, our homes. You may want to print coloring pictures online to help you – or draw with silly stick figures. (Children love their mother's artwork, by the way.)

Build Time

This week we're going to make beautiful things out of junk.

Junk to collect:

- Disposable food containers (boxes, bags, plastic containers)
- Popsicle sticks, straws, chopsticks, toothpicks
- Clothespins
- Various boxes and cardboard rolls
- Styrofoam from boxes

Here are some things that can be made from junk:

- Tape and tie things together to make animal bodies with legs and tails.
- Make a miniature city or town. Populate with clothespin people.

- Make a mobile to hang from the ceiling or outside on a breezy day.
- Towers and skyscrapers.
- People (might need help from a tall person, and maybe some duct tape)

Outside Time

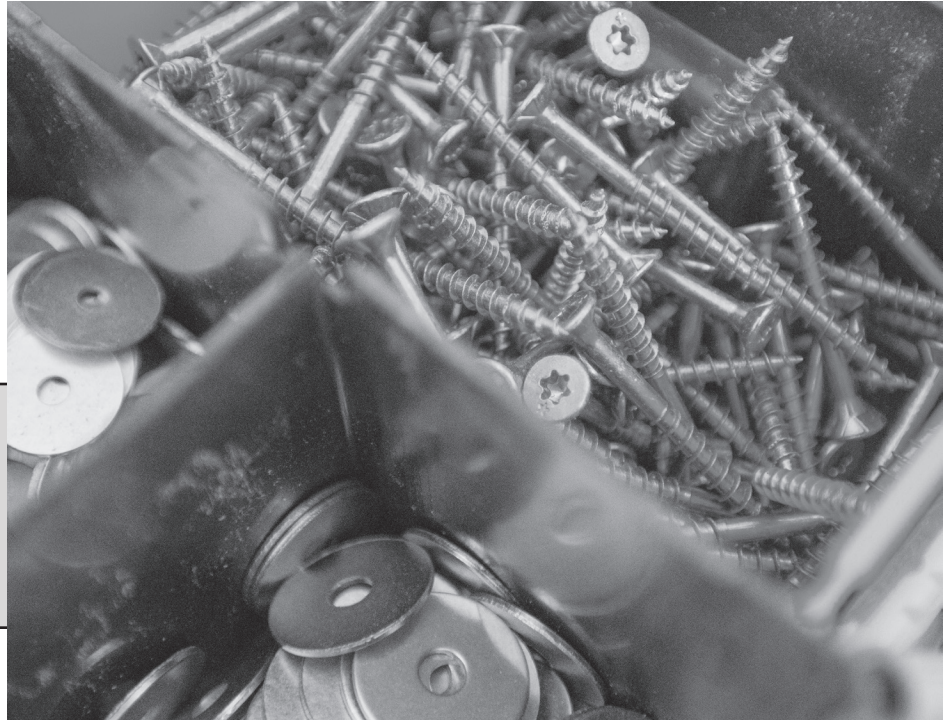


Play "Red Light, Green Light."

Have your child help you collect "junk." Talk about ways that we can take care of YHVH's world by not throwing junk away if it can be reused. Also, we should never leave our "junk" outside where someone else would have to work hard to clean it up for us. We should always think of others!

A sibling stands at one end of the yard with his back to the other children, who are lined up at the opposite end. When the leader, still with his back to the other players, yells "green light," the players run toward him as fast as they can. When the leader yells, "red light," he quickly turns around to see if all the players have stopped. Any player caught running must go back to the beginning. The first player to reach the leader wins.

If only one child is around to play with a parent, try playing "Red Light, Green Light" hopscotch. Make a hopscotch course on the ground with chalk, or make one indoors with masking tape on the carpet. Child should hop when you say "green light" and stop when you say "red light."



Rest Time

Ask if Dad will allow your child to play with the following for a Nuts-and-Bolts sorting game during Rest Time:

- A large jar with a wide-mouth opening
- An egg carton

4-5 of each of 12 different things, such as:

- ½-inch screws
- 1-inch screws
- 1½-inch screws
- small nuts
- larger nuts
- small bolts
- larger bolts
- small metal washers
- medium metal washers
- large metal washers
- plastic washers
- rubber washers

Variations could include bobby pins and hair supplies, toothpicks, paper clips, buttons, coins, safety pins, cut-up plastic straws, beads, dried beans.



Your Rest Time basket can contain this sorting game, plus your child's new 'Quiet Book' and other reading books.

Parenting Tips

The most important foundational piece on which you build your child's education is the example you set for your children. Little eyes are always watching you, and children are sure to copy what you do, not what you say.

Being a good example begins with having a right relationship with the Creator. A right relationship begins when I come to God by faith, acknowledging my sin and accepting Yeshua's punishment in my place on the cross. Repentance is needed, so that I turn from my sin and commit to walking in obedience to His Word from this day on.

Yah wants a relationship with me. He is my Father, and I am His child. Because I love Him, I want to spend time with Him each day, reading His Word and talking with Him in prayer.

As my children see my vibrant relationship with God—a relationship that is just as real on a rainy morning at home as it is when I'm in front of others—Yah will become real to them as well.

Our children want us to put shoes on our beliefs. They want to know that we are credible and authentic. Of course, we won't be perfect, yet they want to see that the Holy Spirit has the power to change our imperfections.

"Be ye therefore followers of God, as dear children" (Ephesians 5:1).

"...Be not slothful, but followers of them who through faith and patience inherit the promises" (Hebrews 6:12).

Our imperfections will be most obvious in our marriages. My husband knows me better than anyone else. He (intentionally or not) knows how to get me upset or irritate me.

Yet our children badly need to see what unconditional love looks like. They need to see how forgiveness works in everyday life. They need to know that my promise to stay with my husband for life is good—and therefore, that all my other promises mean something, too.

If your marriage is rocky or nonexistent, you can reasonably expect your children to encounter problems as they try to learn. Yes, your children can still learn if you've been divorced or are a

single parent. However, their learning potential is virtually unlimited in a stable home environment.

Therefore, make your marriage a priority! Spend more time studying your spouse than you do studying homeschooling methods. Be sure that your husband's needs are met before you check homework. Show your children a concrete example of your love by spending a priority hunk of time talking and loving your husband when he comes home from work.

You must be careful to set an example by continuing to learn and grow yourself. When was the last time you read a book? Studies have proven that when children grow up surrounded by books, they are much more apt to love books themselves. They should see that you place a high importance on learning, on discussing, and on changing.

A friend of mine said, "When the parents show excitement about something, it helps the kids to be excited! If Mom is excited about nature, it catches and spreads like the flu through her children. If Dad is excited about the science of rocketry, suddenly all his sons just can't wait to learn all about rocketry. Older siblings, aunts, uncles, grandparents and cousins can have the same effect."

Author Jean Fleming writes,

Ezra illustrates the approach of being a doer first and then a teacher: "For Ezra had devoted himself to the study and observance of the Law of the Lord, and to teaching its decrees and laws in Israel" (Ezra 7:10). He studied God's word, applied it to his own life, then taught others. The suggested order is: Study, Do, Teach.

This principle applies to us parents, too. First, we need to love to learn. We need to learn how to have a closer relationship with God, how to have a satisfying marriage, how to exhibit self-control and order in our homes, how to have good relationships in our communities and churches, and how to continue to grow intellectually. Then we need to put into practice all that we learn. (Easier said than done, isn't it?)

Only when we've shown that we're good at learning and even better at doing will we earn the right to be our children's teachers.



Bb

Believe in the Master Yeshua haMashiach, and you will be saved, you and your household. (Acts 16:31)

Paul and Silas in Prison

Paul and Silas went from city to city, telling both Jews and Gentiles about Yeshua the Messiah.

One Sabbath they went a little way outside the city to a river bank where they had heard people met for prayer; and they taught the Scriptures to some women who came.

One of them was Lydia, a woman who made and sold purple cloth. She was already a worshiper of God, and as she listened to them, Yah opened her heart and she accepted all that Paul was saying. She was baptized along with all her household, and she asked them to be her guests.

"If you agree that I am faithful to Yah," she said, "come and stay at my home." And she urged them until they said, "Yes!"

One day as they were going down to the place of prayer beside the river, they met a demon-possessed slave girl, who was a fortune teller and earned much money for her masters.

She followed along behind them shouting, "These men are servants of God, and they have come to tell you the way of salvation."

This went on day after day until Paul, greatly annoyed, turned and spoke to the demon within her. "I command you in the name of Yeshua the Messiah to come out of her," he said. And instantly it left her.

Her masters' hopes of wealth were now shattered; they grabbed both Paul and Silas and dragged them before the rulers at the

marketplace.

"These Jews are upsetting our city," they shouted. "They are teaching the people to do things that are against the Roman laws." This was not true!

A large crowd was quickly formed against Paul and Silas, and the judges ordered them stripped and beaten with wooden sticks. Again and again the rods slashed down across their bare backs. Finally, they were thrown into prison.

The jailer was threatened with death if they escaped, so he took no chances. He put them into the inner dungeon and clamped their feet into the stocks.

Around midnight, as Paul and Silas were praying and singing hymns to Yah—and the other prisoners were listening— suddenly there was a great earthquake.

The prison was shaken to its foundations, all the doors flew open, and the chains of every prisoner fell off! The jailer awakened to see the prison doors wide open.

He thought the prisoners had escaped, so he drew his sword to kill himself.

But Paul yelled to him, "Don't do it! We are all here!"

Trembling with fear, the jailer called for lights and ran into the dungeon and fell down before Paul and Silas. He brought them out and begged them, "Sirs, what must I do to be saved?"

They replied, "Believe on the Master Yeshua the Messiah, and you will be saved, and your entire household."

Then they told him and all his household the Good News about Yeshua. That same hour he washed their sore backs, and afterward, he and all his family were baptized.

Then he brought them up into his house and set a meal before them. How he and his household rejoiced because all were now believers! (Acts 16)

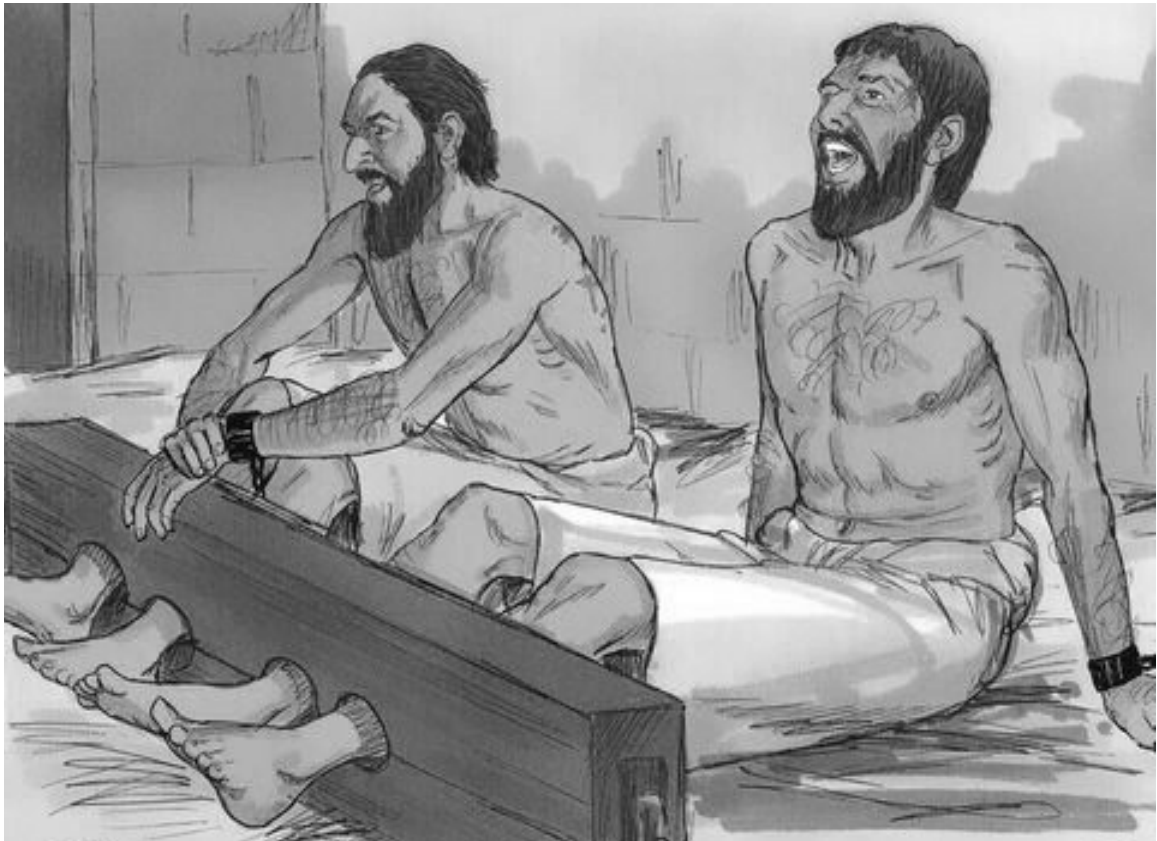


Image by Sweet Publishing

Preschool Week 6

Bible Time

Help your child memorize this week's Bible verse by saying it together 3 times each day. Say:

F says /f/ in **Fear Not**.

"Fear not, for I have redeemed you; I have called you by your name; You are Mine" (Isaiah 43:1).

Read the story on pp. 35–36 every day. Near the end of the week, ask your child to tell the story back to you.

Learning Time

This week we are learning the letter F and the number 6.

Materials: Preschool Workbook —pp. 61–71.

There are enough pages for your child to do two pages per day.

Page 61—Ask your child if he can hear the sound at the beginning of the word "fox." Say the letter name, the sound, and the picture:

"F says /f/ in **Fox."**

Repeat the /f/ sound three times:

/f/ /f/ /f/

Show your child how to form the letter with his index finger. He should say the sound as he traces.

Page 62—Look around the room and count "one-two-three-four-five-six" of things you see. Six books, six spoons, six apples, etc.

Color and trace the number six. Start at the top when tracing. How many fish do you see?

Draw five more stars on the string to make 6. If it is too difficult for your child to draw a star, you could draw it for him. You might also enjoy adding stickers to the string to make 6. The point is not to make a shape but to enjoy counting and adding more.

Page 63—Color or circle the one that is different. Point to the F. Point to the number six.

Page 64—Using a crayon, have your child draw a path from the number to the picture. Try not to cross any lines. You might enjoy making a buzzer sound if his crayon touches a line!

Page 65—Look carefully at the letter in the box at the beginning of each row. Have your child circle any other letters that match it in the row.

Page 66—Color only the sections that have a 6 in them.

Page 67—Carefully color the picture. Learning to color in the lines is excellent for developing your child's fine motor skills in preparation for writing.



You may want to remove this picture from the book to display on the wall or refrigerator.

Pages 68–69—Read the directions on page 68 aloud. Say:

Listen carefully to what I say. Follow my instructions.

Page 70—Color the number six. Circle six foxes, six birds, and so on.

Page 71—Color the pictures and trace the lines. Remove this page from the book. Carefully cut along the lines.

With your child, make a few new pages for her “Quiet Book.” This week, draw several large circles, and let your child decorate large faces for each. Can he show happy, sad, worried, angry, etc.? Discuss with him how our heart attitudes influences the way our faces look, and that we want to always have heart attitudes that please our Heavenly Father. If we are feeling sad but choose to wear a happy face, will that help us feel better inside, too?

Creative Time

PAPER BAG MASK

This week we’re going to make a paper bag mask.

You will need:

- A large paper grocery bag
- Scissors
- A pencil
- Crayons or markers
- Optional: paper cup, pieces of colored paper, colored yarn, tape or glue

Before your child begins, have your child put the paper bag over his head. With a pencil, Mom should carefully mark where the two eye holes should be.

Remove the bag, then help your child cut out the two holes for the eyes.

Use crayons or markers to draw the face. If you like, you can attach a paper cup to the front for a nose. Paper strips that have been fringed or curled can be glued on for hair, or you can use yarn. Continue to decorate as desired.

Build Time

This week, give your child a balloon or two. One balloon could be tied to a long piece of yarn, and the other balloon could be loose.

Besides running through the house or batting it around the living room, here are some catching games you could suggest:

STANDING

- Catch it up high. (hands above your head)
- Catch it down low. (hands below your knees)
- Catch on your thumb.
- Catch it on your toe!

SITTING

- Catch it with your wrists.
- Catch it with your knees.
- Catch it with your elbows.
- Bounce it one, two three!
(bounce on the tips of your fingers)

LYING DOWN

- Catch it on your nose.
- Catch it with your feet.
- Catch it on your tummy.
- Catch it with your seat!

Source:
<http://movingsmartblog.blogspot.com/2011/10/in-defense-of-reading-with-your-fingers.htm>

Outside Time

Get a medium-sized box or any container you have on hand. Fill it with 2-3 pounds of dried beans, and give your child a truck to drive in it. Small kitchen containers turned upside down make great buildings, and a cup or two make good scoops. Clothespins with little faces drawn on with permanent marker make good "people."

This can be played inside or outside, depending on the weather. If indoors, you will probably want to place a plastic tablecloth under the box to make cleanup easier.



We have noticed that our little girls play differently with this than our little boys do. It might be interesting for you to observe how your child plays and then brainstorm more "toys" from your kitchen or garage to add to the playset for the week.

Rest Time

Allow your child to play with a "big people" card game, such as UNO. He will enjoy sorting the cards into various piles and pretending to play. To add variety, also give your child several envelopes into which he can place the cards.



Do be sure to enforce that your child stays in his rest area with the cards and envelopes, or they will be scattered from one end of the house to the other, and no one else will ever be able to play the real game again. This is a good time to explain that some "toys" are privileges and can only be played with when we all obey the rules. If rules aren't obeyed, privileges are lost.



Parenting Tips

In our house, everyone from the 1-year-olds to the 100-year olds does the following chores each day:

- Get dressed
- Put pajamas away
- Put dirty clothes away
- Make bed
- Brush teeth
- Fix hair

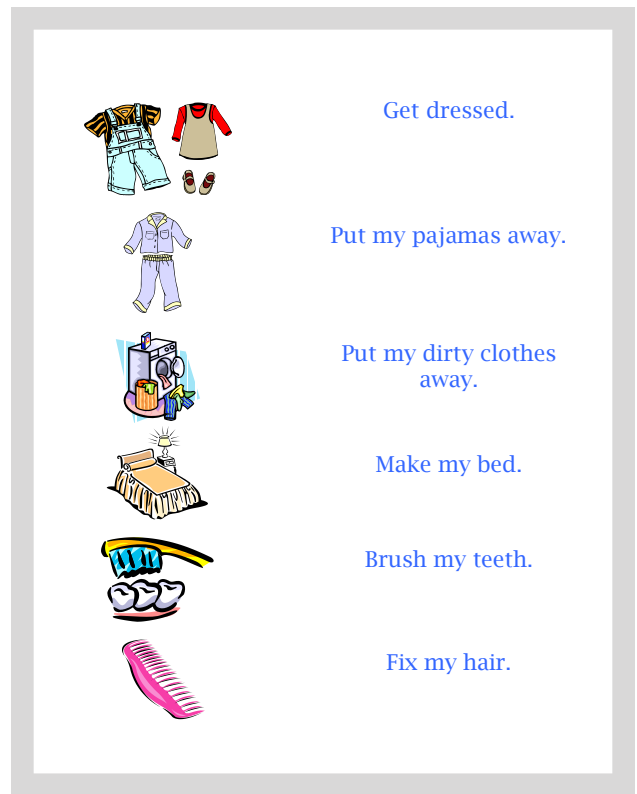
We do our chores right after breakfast and Torah portion reading. Sometimes Mom puts on some fun music.

If we are doing our chores too slowly, she will set a timer. If we don't complete our chores within that reasonable amount of time, we know we will be punished.

Mom (or an older sibling) helps the very youngest ones do their chores.

1. She first changes their diapers. She helps them walk to the garbage can to dispose of their diapers until they are old enough to do it themselves.
2. Next, she walks with them to the dresser for clean clothes and shows them where to put their pajamas.
3. Next, she helps them tug and pull on their blankets and smoothes the wrinkles out for them. She helps them place favorite dolls and blankets on their pillows. (To make it easier for little ones to make their beds, she only uses a fitted sheet – not a top sheet.)
4. Then she walks them into the bathroom and brushes their teeth. As they get older, she lets them have a turn holding the toothbrush when she is done.
5. Finally, she brushes their hair. She shows them where to put the brush or comb when she is done.

Mom expects that any potty-trained toddlers should also be able to dress themselves and do most of their chores without help.



Get dressed.

Put my pajamas away.

Put my dirty clothes away.

Make my bed.

Brush my teeth.

Fix my hair.

For children who can't yet read, she has placed a chore chart on the refrigerator. We "read" it every morning and do our chores in this order. By the time they are old enough to read, they are in the habit of doing these chores first and don't need the chart any longer.

When we are done with our chores, we check if Mom has any additional chores she wants us to do. Ideas include putting away clean silverware, washing a window, feeding pets, setting the table, bringing in the mail, watering plants, dusting furniture, sweeping the floor, taking garbage out of the car, washing plastic cups or plates, and picking up sticks in the yard.

I often prefer to just do the housecleaning myself. After all, I do a better job! However, I know that my children need to learn responsibility and important life skills.

Ff

Fear not, for I have redeemed you; I have called you by your name; You are Mine. (Isaiah 43:1)

Yah Helps Baby Moses

The 12 sons of Israel had all moved to Egypt with their families: Joseph, Reuben, Simeon, Levi, Judah, Issachar, Zebulun, Benjamin, Dan, Naphtali, Gad, and Asher.

Eventually Joseph and each of his brothers died, ending that generation. They had many children and grandchildren, so that they soon became a large nation, and they filled the land of Goshen.

Sadly, a new king came to the throne of Egypt who did not like the children of Israel or remember what Joseph had done to help Egypt.

He told his people, "These Israelites are becoming dangerous to us because there are so many of them. Let's figure out a way to put an end to this. If we don't, and war breaks out, they will join our enemies and fight against us and escape out of the country."

So the Egyptians made slaves of them and put brutal taskmasters over them to wear them down under heavy burdens while building cities for the king.

But the more the Egyptians mistreated and oppressed them, the more the Israelites seemed to multiply! The Egyptians became alarmed and made the Hebrew slavery more bitter still, forcing them to toil long and hard in the fields and to carry heavy loads of mortar and brick.

Then Pharaoh, the king of Egypt, instructed the Hebrew midwives to kill all Hebrew boys as soon as they were born, but to let the girls live. But the midwives feared God and didn't obey the king—they let the boys live too.



The king summoned them before him and demanded, "Why have you disobeyed my command and let the baby boys live?"

"Sir," they told him, "the Hebrew women have their babies so quickly that we can't get there in time! They are not slow like the Egyptian women!"

And God blessed the midwives because they were God-fearing women. So the people of Israel continued to multiply and to become a mighty nation. And because the midwives revered God, he gave them children of their own.

Then Pharaoh commanded all of his people to throw the newborn Hebrew boys into the Nile River. But the girls, he said, could live.

There were at this time a Hebrew man and woman of the tribe of Levi who married and had a family, and a baby son was born to them.

When the baby's mother saw that he was an unusually beautiful baby, she hid him at



home for three months.

Then, when she could no longer hide him, she made a little boat from papyrus reeds, waterproofed it with tar, put the baby in it, and laid it among the reeds along the river's edge. The baby's sister watched from a distance to see what would happen to him.

Well, this is what happened: A princess, one of Pharaoh's daughters, came down to bathe in the river, and as she and her maids were walking along the riverbank, she spied the little boat among the reeds and sent one of the maids to bring it to her. When she opened it, there was a baby! And he was crying.

This touched her heart. "He must be one of the Hebrew children!" she said.

Then the baby's sister approached the princess and asked her, "Shall I go and find one of the Hebrew women to nurse the baby for you?"

"Yes, do!" the princess replied. So the little girl rushed home and called her mother!

"Take this child home and nurse him for me," the princess instructed the baby's mother, "and I will pay you well!" So she took him home and nursed him.

Later, when he was older, she brought him back to the princess and he became her son. She named him Moses, which means "to draw out," because she had drawn him out of the water.

One day, many years later when Moses had grown up and become a man, Yah gave him the job of redeeming all the Israelite people out of the wicked land of Egypt. (Exodus 1-2)



Images by Sweet Publishing

Preschool Week 10

Bible Time

Help your child memorize this week's Bible verse by saying it together 3 times each day. Say:

J says /j/ in Justice.

Justice and righteousness are Your throne's foundation; mercy and truth go before Your face. (Psalm 89:14)

Read the story on pp. 58-59 every day. Near the end of the week, ask your child to tell the story back to you.

Learning Time

This week we are learning the letter J and the number 10.

Materials: Preschool Workbook —pp. 109-119. There are enough pages for your child to do two pages per day.

Page 109—Ask your child if he can hear the sound at the beginning of the word "jar." Say the letter name, the sound, and the picture:

"J says /j/ in Jar!"

Repeat the /j/ sound three times:

/j/ /j/ /j/

Show your child how to form the letter with his index finger. He should say the sound as he traces.

Page 110—Look around the room and count ten of things you see.

Color and trace the number ten. Start at the top of each number when tracing. How many sections can you see on the jacket?

Draw more shapes on the string to make 10.

Page 111—Color or circle the one that is different. Point to the J. Point to the number ten.

Page 112—Using a crayon, have your child draw a path from the number to the picture. Try not to cross any lines. You might enjoy making a buzzer sound if his crayon touches a line!

Page 113—Look carefully at the letter in the box at the beginning of each row. Have your child circle any other letters that match it in the row.

Page 114—Color only the sections that have a 10 in them.

Page 115—Carefully color the picture. Learning to color in the lines is excellent for developing your child's fine motor skills in preparation for writing. You may want to remove this picture from the book to display on the wall or refrigerator.

Pages 116-117—Read the directions on page 116 aloud. Say:

Listen carefully to what I say. Follow my



instructions.

Page 118—Color the number ten. Circle ten jars, ten stars, and so on.

Page 119—Color the pictures and trace the lines. Remove this page from the book. Carefully cut along the lines.

With your child, make a few new pages for her "Quiet Book." Help your child learn to recognize his own name. Write his name in large letters (manuscript or cursive, or both!) on a sheet of paper. Encourage your child to decorate all around his name, then put it into his Quiet Book.

What is Yeshua's name? You might want to make a page with His name on it, too.

Creative Time

BUILDING BLOCKS

Let's make some building blocks.

You will need:

- Milk, cream, or half-and-half cartons, all sizes
- Tape and scissors
- Paint

Directions:

1. Cut the tops off two cartons that are the same size.
2. Fit the cartons together, to make a cube.
3. Tape them together.
4. Decorate with paint.

Outside Time

Children enjoy playing "catch" with beach balls, which are bigger and slower moving than the small balls used by bigger kids. They don't need any particular rules – just play!

If you don't have a beach ball, try a balloon.

This can be played inside or outside, depending on the weather. If indoors, you will want to play in a location where the beach ball won't harm things in the house.

Build Time

Tie a tennis ball to a stick. Let your child stack up blocks then use the tennis ball on a stick to knock the blocks over.

He might also try knocking over dominoes, a playing-card house, or paper cups stacked up into a tower.

Rest Time

Print a few mazes for your child from <http://www.activitypad.com/maze.html> or draw some simple ones yourself. Insert the mazes into plastic sheet protectors, then show your child how to use his finger to go through the maze.

If you'd like, you could also fill a shoebox lid with just enough salt to cover the bottom. Let your child sit quietly at a table and make mazes with his finger in the salt. Remind your child that this is a *quiet* activity, not a scooping and dumping activity.



How can you teach your child to play with "wild" toys—like tennis balls tied to sticks—away from things in the house that are precious to others? Is a vase on a shelf precious to Mom? Your child can say "I love you" to Mom by playing far away from the fragile vase. Does sister have a toy village that she has been working hard on, which could be ruined by a flying ball? Your child can say "I love you" to a sister by playing far away from things which are precious to her.

"Do to others as you have them do to you" (Matthew 7:12).



It is a privilege—not a right—to play and do fun activities during Rest Time or at any other time. Require obedience and a happy attitude, or the activity should end. Only allow privileges that your child has earned by honoring and obeying his parents as Yah says.

Parenting Tips

Respect for others is a foundational truth you must teach your child.

We've already discussed how difficult it is to teach a child who won't even listen to instructions. Respect is essential for all children to learn, whether they are homeschooled or taught in a traditional classroom.

However, let's remind ourselves that respect starts with the parents. If a parent is rude to the clerk in the store, how can he tell his son to be respectful to his teachers?

Respect includes abiding by laws and community regulations, as well as learning to disagree in a proper way. As we continue our discussion, check your own heart. Are you respectful to authority, to your peers, and to others' personal property?

RESPECT FOR PARENTS

The Bible tells us that we are to honor our father and mother (Exodus 20:12). Yah knows that when a child learns early in life to respect his parents, he will grow up with the capability to honor other authority – especially Yah Himself!

The home is where all training begins. If a child doesn't have essential skills mastered in his own home, why should we expect him to change when he enters school or begins a career?

Unfortunately, children aren't born with a natural desire to obey you as soon as you speak. When you tell them it's time to pick up their toys, they'd rather keep playing.

Sometimes I get frustrated when my children don't obey me immediately, yet—while I must

correct them—I have to realize that respect and obedience must be taught. Children are not born with this skill.

Furthermore, I must realize that respect for parents is the most important skill my children need to learn! I need to constantly be on guard against any sign of disobedience or disrespect and correct it immediately.

If my child will obey my commands the first time I speak, happily and with a willing attitude, then I can trust my child to be obedient in other areas as well.

What if I give a command and my child ignores me? This is disobedience, not a hearing problem. There need to be consequences.

What if my child tells me, "No"? This is certainly disobedience. I need to correct my child immediately so that it will not happen again.

What if my child tends to interrupt me when I am speaking, seeming to be more interested in his own thoughts than waiting patiently to hear me. I need to correct my child and remind him not to be wise in his own eyes (Proverbs 12:15).

Again, if I start working on obedience when my child is young, and consistently train my child to obey me the first time I speak, most problems that arise will be easy to correct. All my children have tested my resolve on occasion. They soon find out that I mean business, that respect is important to me, and that obedience is the priority in our family. When I am consistent, I rarely feel like raising my voice or losing my temper. We can all exhibit self-control.



Justice and righteousness are Your throne's foundation; mercy and truth go before Your face. (Psalm 89:14)

Yah Gives His Covenant

Three months after they left Egypt, the people of Israel came to the base of Mount Sinai and set up camp there.

Moses climbed the rugged mountain to meet with Yah.

Yah called to Moses and said, "Give these instructions to the people of Israel. Tell them, 'You have seen what I did to the Egyptians, and how I brought you to myself as though on eagles' wings. Now if you will obey me and keep your part of my covenant with you, you shall be my own little flock from among all the nations of the earth; for all the earth is mine. And you shall be a kingdom of priests to me, a holy nation!'"

Moses returned from the mountain and called together the leaders of the people and told them what Yah had said.

They all responded in unison, "All that Yah has said, we will do." Moses reported the words of the people to Yah.

Then Yah said to Moses, "I am going to come to you in the form of a dark cloud, so that the people themselves can hear me when I talk with you, and then they will always believe you.

"Go down now and see that the people are ready for my visit. Have them wash their clothes.

"Then, the day after tomorrow, I will come down upon Mount Sinai as all the people watch. Set boundary lines the people may not pass, and tell them, 'Beware! Do not go up into the mountain or even touch its boundaries; whoever does shall die.' Stay

away from the mountain entirely until you hear a shofar sounding one long blast; then gather at the foot of the mountain!"

So Moses went down to the people and told them to wash their clothing.

He told them, "Get ready for Yah's appearance two days from now. Keep yourselves very clean!"

On the morning of the third day there was a terrific thunder and lightning storm, and a huge cloud came down upon the mountain, and there was a long, loud blast as from a shofar. All the people trembled.

Moses led them out from the camp to meet Yah, and they stood at the foot of the mountain. All Mount Sinai was covered with smoke because Yah descended upon it in the form of fire. The smoke billowed into the sky as from a furnace, and the whole mountain shook with a violent earthquake.

As the shofar blast grew louder and louder, Moses spoke and Yah thundered his reply.

This is how Yah came down upon the top of Mount Sinai and called Moses up to the top of the mountain. Moses went up to meet with Yah.

But Yah told Moses, "Go back down and warn the people not to cross the boundaries. They must not come up here to try to see me, for if they do, many of them will die. Even the priests on duty must be careful to stay clean, or else I will destroy them."

"But the people won't come up into the mountain!" Moses protested. "You told them not to! You told me to set boundaries around the mountain and to declare it off limits because it is reserved for Yah."

But Yah said, "Go down and bring Aaron back with you, and don't let the priests and the people break across the boundaries to try to come up here, or I will punish them."

So Moses went down to the people and told them what Yah had said.

Then God issued these words:

"I am Yah your God who liberated you from your slavery in Egypt.

"You may worship no other god than me.

"You shall not make yourselves any idols: no images of animals, birds, or fish. You must never bow or worship idols in any way; for I, Yah your God, am very jealous. I will not share your affection with any other god!

"And when I punish people for their sins, the punishment continues upon the children, grandchildren, and great-grandchildren of those who hate me; but I lavish my love upon thousands of those who love me and obey my commandments.

"You shall not use my name irreverently, nor use it to break a promise by lying. You will not escape punishment if you do.

"Remember to observe the Sabbath as a special day. Six days a week are for your daily duties and your regular work, but the seventh day is a day of Sabbath rest before Yah your God. On that day you are to do no work of any kind; nor shall your son, daughter, or slaves—whether men or women—or your cattle or your house guests do any work. For in six days Yah made the heaven, earth, and sea, and everything in them, and rested on the seventh day; so he blessed the Sabbath day and set it aside for rest.

"Honor your father and mother, that you may have a long, good life in the land Yah your God will give you.

"You must not murder.

"You must not commit adultery.

"You must not steal.

"You must not lie.

"You must not be envious of your neighbor's house, or want his wife, or want to own his slaves, oxen, donkeys, or anything else he has."

All the people saw the lightning and the smoke billowing from the mountain, and heard the thunder and the long, frightening shofar blast; and they stood at a distance, shaking with fear.

They said to Moses, "You tell us what Yah says and we will obey, but don't let Yah speak directly to us, or it will kill us."

"Don't be afraid," Moses told them, "for Yah has come in this way to show you his awesome power, so that from now on you will be afraid to sin against him!"

As the people stood in the distance, Moses entered into the deep darkness where God was.

And Yah told Moses to be his spokesman to the people of Israel. "You are witnesses to the fact that I have made known my will to you from heaven. Remember, you must not make or worship idols made of silver or gold or of anything else!" (Exodus 19–20)



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