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# Lesson 8

## **PART 1** (APPROX 1 HOUR):

**Hidden things**

## **PART 2** (APPROX 1/2 HOUR):

**Exodus 2:1–10**

**Women care for Moses**



## Prepare lesson

### Part 1. Hidden things

#### Print resources

- [RESOURCE 8.1 – Hidden object labels](#)  
Print one copy and cut up.
- [RESOURCE 8.2.1 – Hidden objects worksheet](#)  
Print one copy per student.
- [RESOURCE 8.2.2 – Hidden objects worksheet teacher copy](#)  
Print one copy or bookmark this page.
- [RESOURCE 8.3 – Running dictation texts](#)  
Print one copy of each selected text per pair.  
(**Note:** Choose text sections best suited to your group; you won't necessarily have time for students to dictate them all during one lesson.)

#### Additional equipment

- Six to eight items from home (if possible, use items that students have been introduced to in the previous seven lessons and/or choose some of items in [RESOURCE 8.1 – Hidden object labels](#): apple, clock, plate, fork, glass, lolly, teacup).
- Basket
- Child's baby doll used in Lesson 7
- Blanket/sheet to cover items
- Coloured markers

### Part 2. Women care for Moses

#### Read scripture

- Exodus 2:1–10 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 8.4 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 8.5 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 8.6 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 8.7 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 8.8 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Hidden things

### Activate knowledge

**Hide** one of the items brought from home in a basket covered with a blanket/sheet.

**Say** 'I have something hidden in the basket.'

**Invite** a volunteer to close their eyes while the remaining students view the item.

**Invite** the remaining students to describe the hidden item without saying its name (e.g. It has a handle, we use it for drinking, it's hot).

**Invite** the volunteer who closed their eyes to guess the item.

**Reveal** the item.

**Repeat** for the remaining items.

### Focus on language

#### Activity 1: Drawing and guessing

**Distribute** the words from **RESOURCE 8.1 – Hidden object labels** to seven different volunteers. (If any volunteers are unfamiliar with the word they are given, also give them the matching picture from **RESOURCE 8.1 – Hidden object labels** as a prompt.)

**Invite** a volunteer to draw an image that represents their word on the board.

**Invite** the remaining students to guess the name of the image.

**Repeat** with the remaining six volunteers.

**RESOURCE 8.1 –  
Hidden object labels**  
Print one copy and cut  
up.

**RESOURCE 8.2.1**  
– Hidden objects  
worksheet

Print one copy per  
student.

**RESOURCE 8.2.2**  
– Hidden objects  
worksheet teacher  
copy

Print one copy or  
bookmark this page.

## Activity 2: Hidden objects worksheet

Distribute a copy of **RESOURCE 8.2.1 – Hidden objects worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together, referring to **RESOURCE 8.2.2 – Hidden objects worksheet teacher copy**.

**Extension:** Invite students to work in pairs to create questions and answers about the hidden objects (What is the clock near? The clock is near a frying pan.)

## Activity 3: Running dictation

**Note to teacher:**

### Instructions for running dictation

In this activity, one student from each pair is to 'run' and look at a text displayed on the wall, try to remember it, run back, and *quietly* dictate the text to their partner, who then writes it down.

The aim is to get the text written down in the shortest time possible without error. Students may go back and forth between the text and their partner as many times as they need to.

Ensure that there's an open area in which students can freely move back and forth between their partners and the wall where their text is displayed.

Choose the sections of text best suited to the level of your students. Students will all dictate each selected text at the same time, so you will only be displaying sections one at a time, but with multiple copies of the same text well-spaced so that they can be easily accessed.

### Additional points

Correct capital letters and punctuation marks must be included for the dictation to be correct.

**RESOURCE 8.3 –  
Running dictation texts**

Print one copy of each  
selected text per pair.

You may need to remind students periodically that the runner can spell aloud but must not write anything. You may also need to remind them to speak quietly!

When the first pair says they have completed the dictation, check their work for accuracy. It's rare for a pair to complete the dictation activity without error the first time. If you find errors, encourage them to keep going and move to the next pair who says they've finished, until you find a correct 'winner'. Once the winner is found, move to the next section of text and recommence the process.

**Display** the first section of text (multiple copies of the same section, one per pair) from **RESOURCE 8.3 – Running dictation texts** on the wall at some distance from where students are gathered.

**Divide** students into pairs.

**Nominate** a 'runner' and a 'writer' in each pair.

**Explain** how the activity is to work using the information in the 'Note to teacher' above. (Model the activity with a helper if necessary.)

**Invite** each pair to call out and notify the teacher when they think they have correctly dictated and written the text.

**Invite** writers to sit still with pen and paper.

**Invite** runners to move back and forth between the displayed text and their partners until they have dictated the text. Make sure they understand that they must whisper, not speak loudly or yell.

**Repeat** for as many sections as you choose.





## Part 2 – Women care for Moses Exodus 2:1–10

### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, a mother hides her baby in a basket.’

**Distribute** copies of Exodus 2:1–10 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

### Read for detail

**Display** [RESOURCE 8.4 – Large sketches](#) in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### Sentences:

1. An Israelite woman had a baby boy.
2. She hid the baby in a basket.
3. The baby’s sister watched from a distance.
4. Pharaoh’s daughter saw the baby.
5. The sister knew someone who could feed him.
6. The baby’s mother fed him.
7. Pharaoh’s daughter adopted the baby.
8. She named him Moses.

**Re-read** the sentences, placing the correct sentence from [RESOURCE 8.5 – Large sentences](#) near each sketch as you go.

**RESOURCE 8.4 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 8.5 –  
Large sentences**  
Print one set of A4  
sentences to display.

**RESOURCE 8.6 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 8.7 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 8.8 –  
Gap-fill worksheet**

Print one copy per  
student.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

## Reinforce the language

**Divide** students into pairs.

**Distribute** **RESOURCE 8.6 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 8.7 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 8.8 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.



teacup



clock



apple



plate



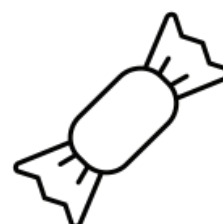
fork



glass



lolly

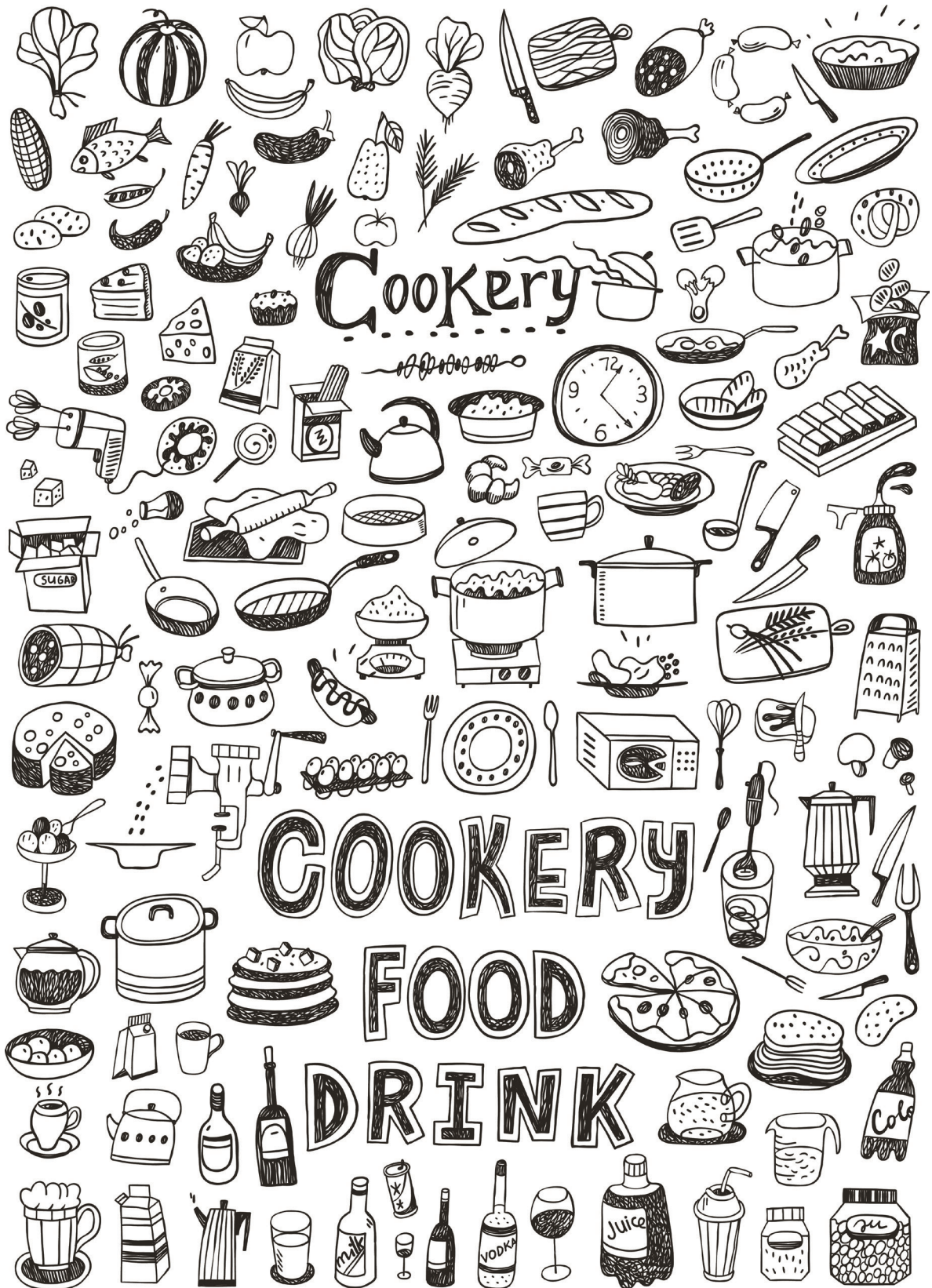


# 8.2.1 RESOURCE – Hidden objects worksheet

Lesson 8: Part 1. Hidden things  
Print one copy per student

Find the seven hidden objects in the picture and draw circles around them.

- |       |       |       |      |       |       |        |
|-------|-------|-------|------|-------|-------|--------|
| apple | clock | plate | fork | glass | lolly | teacup |
|-------|-------|-------|------|-------|-------|--------|





## 8.2.2 RESOURCE – Hidden objects worksheet teacher copy

Lesson 8: Part 1. Hidden things  
Print one copy or bookmark this page.

Find the seven hidden objects in the picture and draw circles around them.

apple

clock

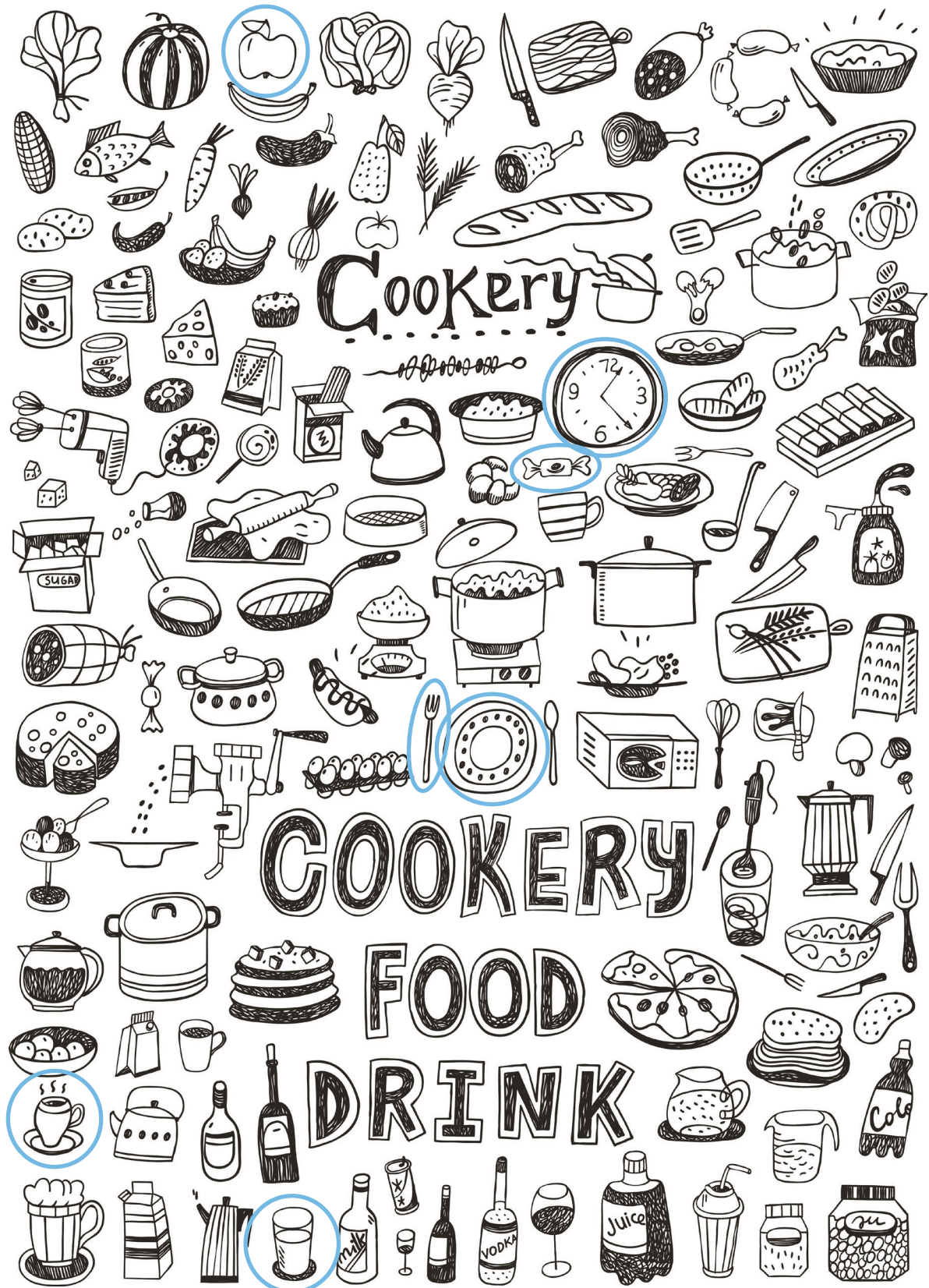
plate

fork

glass

lolly

teacup



### 8.3 RESOURCE – Running dictation texts

Have you ever wanted to hide your phone number when sending a text message? There are many reasons why you may want to send an anonymous text. Hiding your phone number when sending a text message is a simple process.

Here are the steps when using an iPhone:

1. On the home screen, tap 'Settings'.
  2. Scroll down and tap 'Phone'.
  3. Tap 'Show My Caller ID' and then tap the button to the right to turn it off.
- To ensure it's set to the off position, make sure the button is grey.

If you're using an Android phone, try these steps:

1. Launch the 'Phone' app and navigate to its 'Settings'.
2. Select 'Calls' in the 'Settings' list.
3. Choose 'Additional settings'.
4. Tap 'Caller ID'. You may have to wait before tapping it until it obtains the necessary information. It will show as 'Loading' or something similar.
5. From the 'Caller ID menu', select 'Hide number'.



## 8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.



8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.





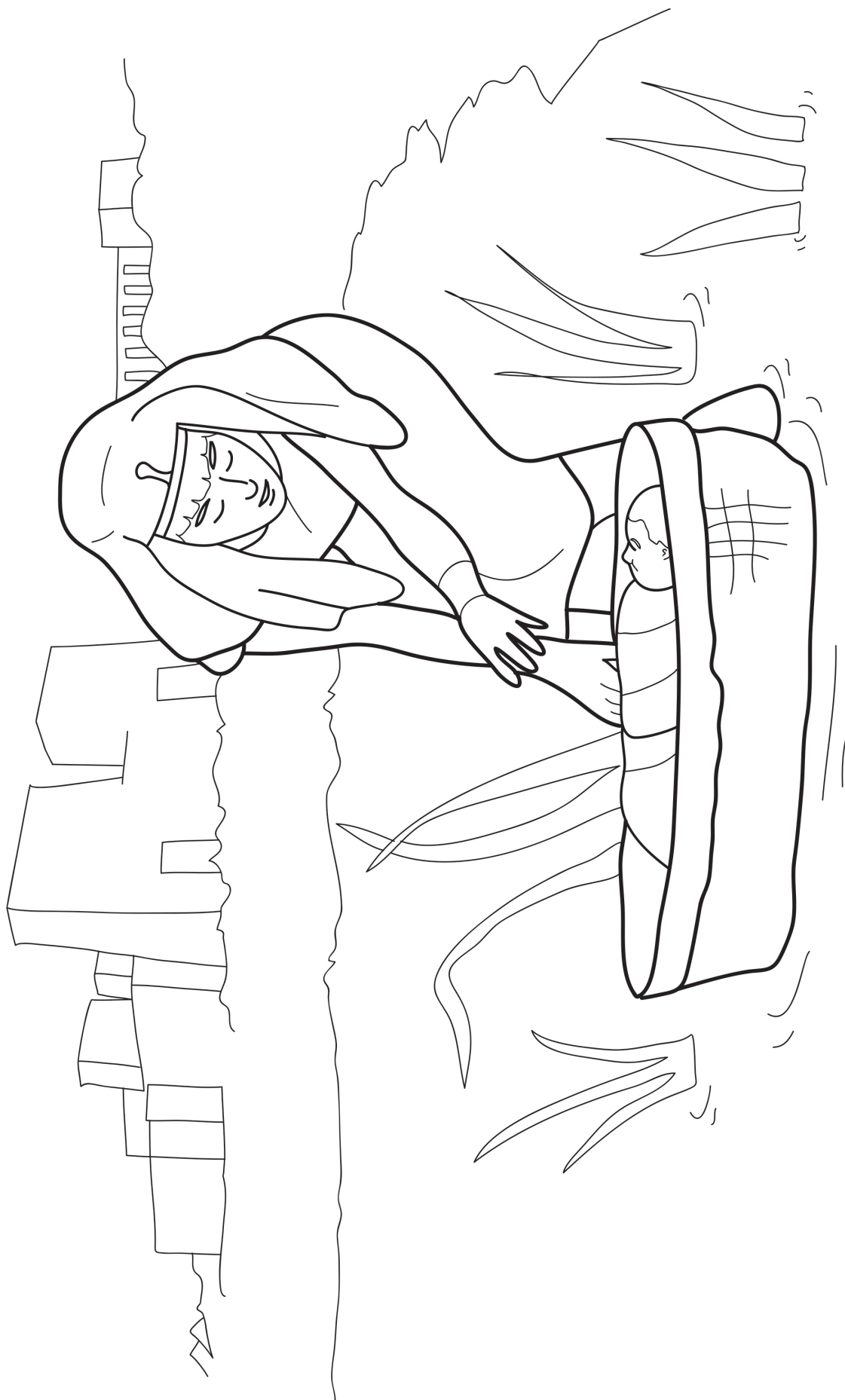
## 8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.



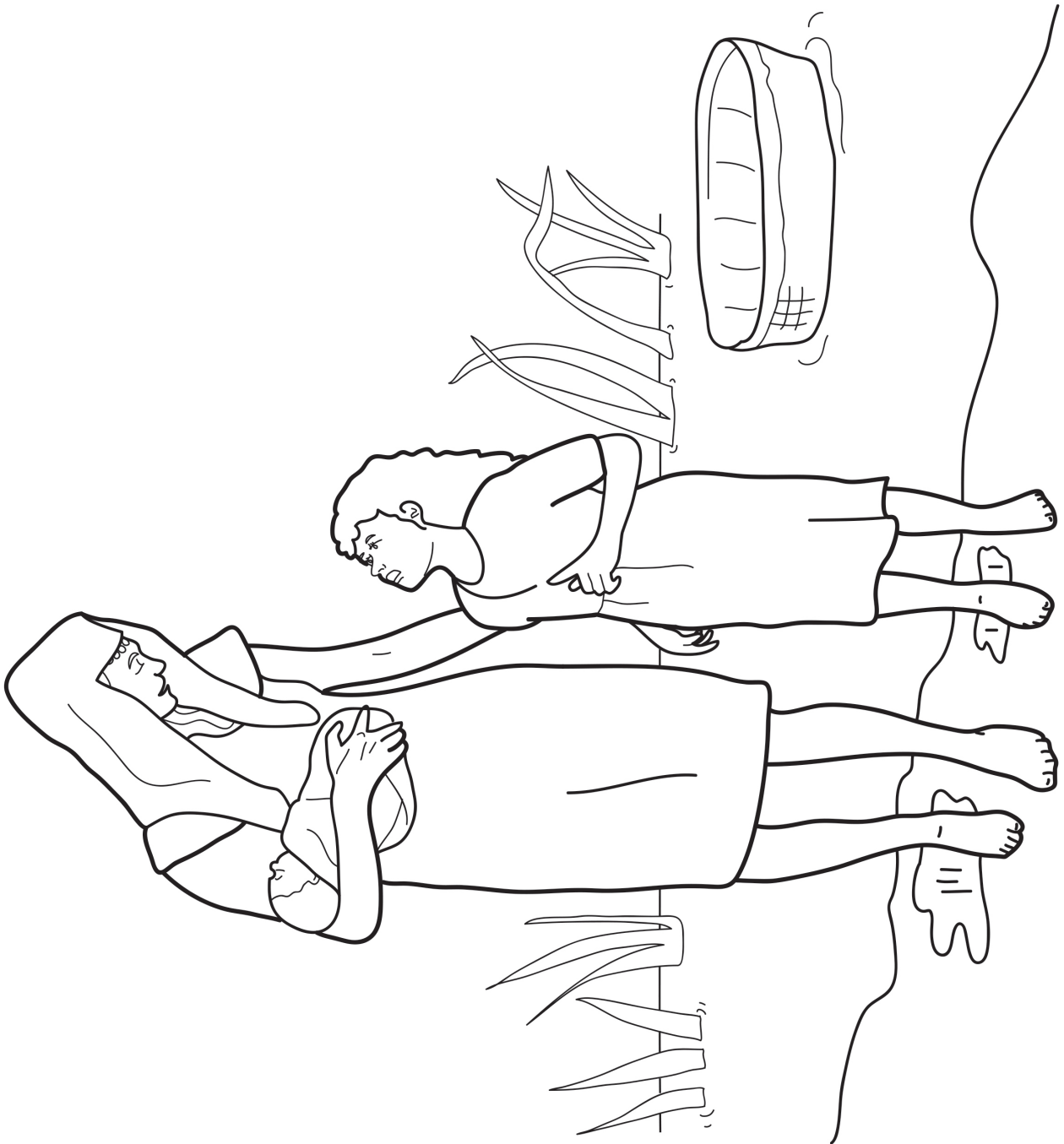
# 8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.



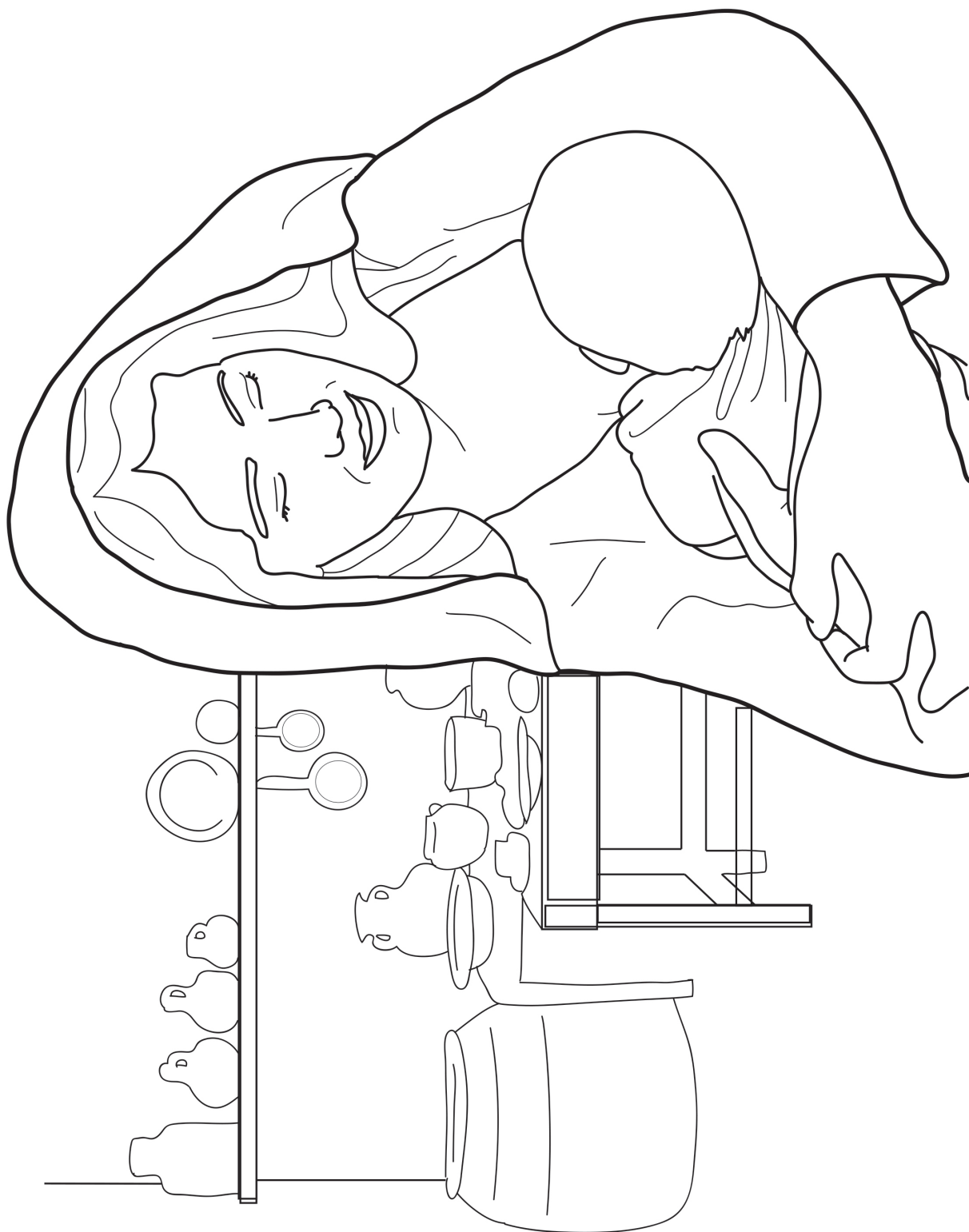
## 8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.



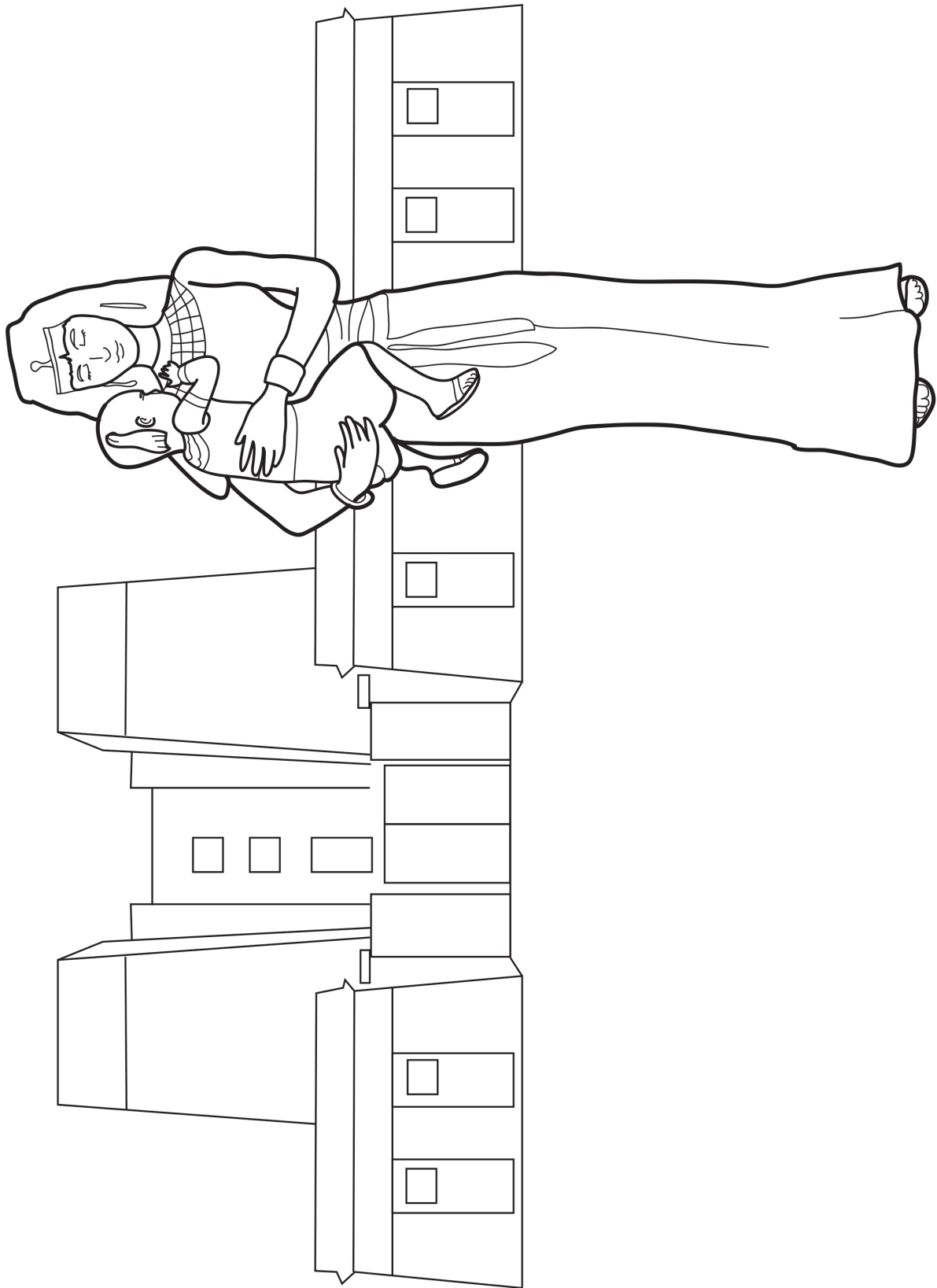
## 8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
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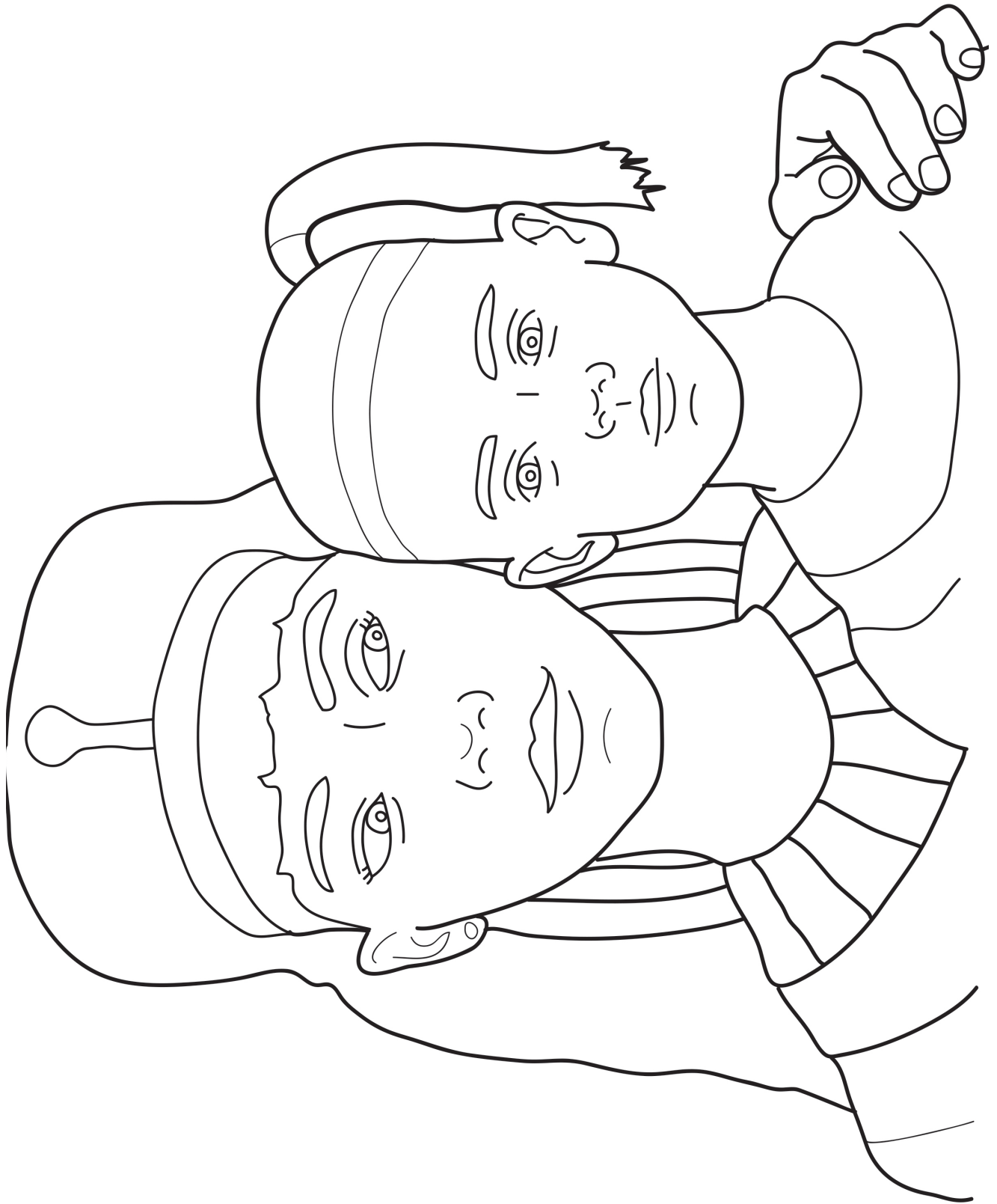
## 8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.



8.4 RESOURCE – Large sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one set of A4 sketches to display.



**An Israelite  
woman had a  
baby boy.**

**She hid the  
baby in a  
basket.**



**The baby's  
sister watched  
from a  
distance.**

**Pharaoh's  
daughter saw  
the baby.**

**The sister  
knew someone  
who could feed  
him.**

**The baby's  
mother fed  
him.**

**Pharaoh's  
daughter  
adopted the  
baby.**

**She named  
him Moses.**

# 8.6 RESOURCE – Small sketches

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one copy per pair and cut up.



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



Women Matter to God.HB.8



## 8.7 RESOURCE – Small sentence strips

Lesson 8: Part 2. Women care for Moses – Exodus 2:1-10  
Print one copy per pair and cut up.



Women Matter  
to God.HB.8

An Israelite woman had a baby boy.

Women Matter  
to God.HB.8

She hid the baby in a basket.

Women Matter  
to God.HB.8

The baby's sister watched from a distance.

Women Matter  
to God.HB.8

Pharaoh's daughter saw the baby.

Women Matter  
to God.HB.8

The sister knew someone who could feed him.

Women Matter  
to God.HB.8

The baby's mother fed him.

Women Matter  
to God.HB.8

Pharaoh's daughter adopted the baby.

Women Matter  
to God.HB.8

She named him Moses.



Fill in the missing words.

**Exodus 2:1-10**

1. An \_\_\_\_\_ woman had a baby boy.
2. She \_\_\_\_\_ the baby in a basket.
3. The baby's \_\_\_\_\_ watched from a distance.
4. Pharaoh's daughter saw the \_\_\_\_\_.
5. The sister knew someone who could \_\_\_\_\_ him.
6. The baby's \_\_\_\_\_ fed him.
7. Pharaoh's daughter \_\_\_\_\_ the baby.
8. She named him \_\_\_\_\_.

