

Activity Block Parents Guide

Fresh ways to return to the story together

124 variations for Retell, Reflect, Connect, Character, Act Out, and Multi Choice



Quick Start and Deep Dive

No prep, light prep, and projects to prepare during the week. Choose what fits your family today and return for a fresh idea whenever you need one.

Begin with the story

This guide gives you fresh ways to use the Activity Block over time. You can open it for a two-minute idea or plan a project for the weekend. The familiar rhythm stays simple: hear the story, retell it together, and choose a way to explore.

Read and show the pictures

Choose a Story Block and find its Bible passage or the matching family read-aloud. Tell or read the story while showing its six pictures in order. Use the pictures as memory cues and return to Scripture when you want to check a detail.

Retell together every time

Invite your child to tell the story with the pictures. They can point, add one word, finish your sentences, or tell it in their own words. Offer the help they need. A brief retell is enough before the next activity.

Choose one activity for today

Turn the Activity Block to the activity you want to explore. Choose an idea from this guide based on your child's interest and your available energy. Usually, retelling plus one additional activity is plenty. A larger Retell project can also be the whole activity for that gathering.

Use Quick Start or Deep Dive

Quick Start gives you one clear invitation with a small scope. **Deep Dive** gives a child room to plan, notice more, revise, or stay with an idea. Both work at different ages. You can stop a Deep Dive early or let a Quick Start grow when your child wants more.

Return when it fits

Stay with a story across several gatherings, choosing fresh activities as interest allows. You do not need to complete every face or every idea. Close with a sentence, a prayer, or simply an agreement about what you might try next time.

Find an activity

Choose the activity first, then the amount of preparation. Each page has its own Quick Start or Deep Dive collection. Select a page number below to jump there.

Activity	No prep Quick	No prep Deep	Light Quick	Light Deep	Heavier Quick	Heavier Deep
Retell	5	6	7	8	9	10
Reflect	11	12	13	14	15	16
Connect	17	18	19	20	21	22
Character	23	24	25	26	27	28
Act Out	29	30	31	32	33	34
Multi Choice	35	36	37	38	39	40

What is on each face

Retell follows the story with the pictures. **Reflect** responds through drawing or writing. **Connect** links two Bible stories. **Character** attends to a person in the passage. **Act Out** uses poses and scenes. **Multi Choice** offers Music, Wonder, Prayer, and Find.

One story across several gatherings	41
Prepare once and use it again	42
Bible story pairs for Connect	43
Adapt to the child in front of you	44
Your family activity planner	45
A quick reminder for each activity	46

Choose the amount of preparation

No prep

Begin with what is already at hand: your Bible, Story Block, and family. For Reflect, keep paper and drawing tools in your usual story basket. These activities need no advance planning, prepared cards, craft construction, or rehearsal.

Light prep

Allow roughly 2-10 minutes to mark a passage, sketch a few cards, gather ordinary supplies, or give children a short rehearsal. Prepare just enough to help the activity begin smoothly.

Heavier prep

These ideas involve collecting props, building reusable resources, or planning a craft during the week. Many need 15-45 minutes or more of preparation; a simple prop hunt may take only five. The category reflects materials and planning as well as time.

Preparation and participation are different

A homemade puppet may take time to make and only five minutes to use. A conversation can begin with no preparation and become a long Deep Dive. The times beside activities are flexible estimates for participating, usually after reading and the opening retell. Making time is separate unless stated.

Use imagination with the passage open

Let pictures, props, and pretend voices help children notice what happens. Keep recorded events and words clear. Say might or perhaps for imagined motives and feelings. When the passage leaves a question open, you can leave it open too.

Keep the making manageable

Use materials you already own when possible. Adults can prepare cutting, fastenings, and equipment; choose props and pieces suited to the children taking part. A project can stay unfinished while you enjoy the story together.

Retell

Quick Start



Help your child tell the story in their own words, using the six pictures as memory cues.

One sentence per picture

3-5 min | Story Block

Turn through the six pictures in order. Invite your child to say one sentence about each. If they get stuck, begin the sentence and let them finish. At the end, tell the story together once more, letting the child choose where they need your help.

Try asking What happened here, and what came next?

Pass the story

3-5 min | Story Block

One person tells the first pictured moment, then passes the block to the next storyteller. Keep taking turns until the story is complete. With one child, alternate between the two of you. Let someone pass on a turn or share a sentence with a partner.

Try asking Your turn. What happens after this?

Tell me what comes next

2-4 min | Story Block

Begin the story yourself and pause just before turning to the next picture. Your child tells you what comes next; then reveal the picture together. Offer two gentle possibilities if they need a clue. Work through the story without keeping score or turning mistakes into a joke.

Try asking Before we turn it, what do you remember?

A sound to remember

3-5 min | Story Block

Choose two or three sounds or gestures for events actually in the story: a knock, a splash, or a walking motion. Retell the whole story in words, adding the agreed cues in the right places. Then let your child take over the words while you supply the sounds.

Try asking Where does our sound belong in the story?

Keep in mind Retell each time you return to a story. Offer a clue when needed, and let a child point or supply a few words while you carry the rest.

Retell

Deep Dive



Go deeper by helping the story make sense as a whole. Keep returning to the pictures and passage.

Because and then

8-12 min | Story Block and Bible

Let your child retell one pictured event. Ask what led to it and what happened because of it, then move to the next picture. Use simple event links before asking about motives. If a reason is not given, say so and carry on. Finish with an uninterrupted retell.

Try asking What happened that helps us understand this next part?

Rewind the narrator

7-12 min | Story Block and Bible

Your child narrates while you hold the block. They can say pause to check a detail, rewind to try a sentence again, or carry on. Look at the passage together when needed. After this rehearsal, invite a fresh telling in their own words, with as much support as they want.

Try asking Is there a part you want to check before you tell it again?

The beginning and the ending

8-12 min | Story Block and Bible

Look at the first picture and then the last. Ask what the situation is at each point. Turn through the middle pictures and retell how the story gets from one to the other. Keep changes specific: a person is welcomed, someone hears a call, or a danger passes.

Try asking Which moments help explain how we got to the ending?

Your child coaches you

8-12 min | Story Block and Bible

Ask your child to help you prepare a clear retelling for someone who has never heard the story. Tell it sincerely, then ask which picture needs more explanation or which important event you missed. Check the passage together. Let your child give the final version, or tell it as a team.

Try asking What would a new listener need to know here?

Keep in mind Retell each time you return to a story. Offer a clue when needed, and let a child point or supply a few words while you carry the rest.

Retell

Quick Start



Allow about 2-10 minutes to gather or sketch the cues before you begin.

Six cards in a muddle

4-6 min | Six paper squares and a pencil

Beforehand, sketch one simple cue for each picture; stick figures are enough. Mix the cards on the table. Your child puts them in order with help from the block, then tells the story across the row. Turn one card over and see whether its place helps them remember it.

Try asking What belongs between these two moments?

Three objects tell the story

4-6 min | Three large household objects

Choose three objects that can stand for the beginning, middle, and ending. For a storm story, a cushion might be the boat and a blue cloth the lake. Explain any stand-ins. Let your child move the objects as they retell, using the block to fill in the moments between them.

Try asking Which part does this object help you remember?

Beginning middle ending

4-6 min | Paper folded into three spaces and a crayon

Prepare a three-part sheet. Ask your child to make one quick mark or sketch in each space while using the block. Then have them tell the whole story from the three cues. Help them include events that fall between the sketches. Save the sheet for a later retell.

Try asking How will you get us from this picture to the next one?

Keep in mind Retell each time you return to a story. Offer a clue when needed, and let a child point or supply a few words while you carry the rest.

Retell

Deep Dive



A few prepared cues give children room to plan and revise a fuller telling.

Make a six picture storyboard

10-18 min | Paper with six empty spaces and drawing tools

Prepare six generous spaces. Your child sketches the story in order, using the block and passage to check what belongs. Write a short caption they dictate under each sketch. Ask them to retell from their own storyboard, then notice together whether a listener could follow every transition.

Try asking Does our next picture explain what happened next?

Record and try again

10-15 min | A phone or audio recorder ready to record

Set up a private voice recording. Your child retells while turning the block, with no need to sound polished. Listen together and ask what was clear and whether one missing event would help a listener. Check that event in the passage, then record a second telling if the child wants to.

Try asking What would help someone listening without the pictures?

Tell it along a map

10-18 min | Large paper, pencil and one movable marker

Sketch the main places in the passage, even if there are only two. Your child moves a marker as they retell who goes where and what happens. Add the six picture cues beside the map as needed. When the story stays in one place, map positions or gathering points instead.

Try asking Where are we now, and who is here?

Keep in mind Retell each time you return to a story. Offer a clue when needed, and let a child point or supply a few words while you carry the rest.

Retell

Quick Start



Prepare a reusable aid during the week. The actual retell can still be brief.

A felt story in six moves

4-6 min | Felt or card figures and a simple background

Ahead of time, make a few large figures and one setting; skip tiny details. At story time, offer the figures with the block. Your child makes one simple arrangement per picture and says what is happening. Leave the pieces together in an envelope so the next retell takes no setup.

Try asking Show me this moment, then tell me what happened.

Open the story bag

4-7 min | A bag with six large story cues

During the week, gather or make six objects that match the pictured moments. Place them in order inside a bag, or label their storage spaces. Your child takes out one cue at a time and retells that part. Make clear when an object is a reminder rather than an item named in the passage.

Try asking What part of the story does this remind you of?

Turn your own flipbook

4-6 min | A prepared six-page picture book

Make a small book with six blank pages and add simple story pictures with your child earlier in the week. At the next gathering, let them turn the pages and tell the story to one willing listener. Keep the Story Block nearby if a picture needs explaining or an event is forgotten.

Try asking What will you tell our listener on this page?

Keep in mind Retell each time you return to a story. Offer a clue when needed, and let a child point or supply a few words while you carry the rest.

Retell

Deep Dive



Let the making serve the telling. You can finish the project across several days.

A scrolling story theater

20-35 min | A prepared cardboard window and a long paper story strip

An adult prepares a cardboard window in advance. Draw six scenes along a paper strip and feed it through the window by hand. Rehearse moving one scene at a time while your child narrates. Check sequence and important details against the passage, then share a complete telling with the family.

Try asking When should we move the strip so the listener can follow?

Build the story landscape

20-40 min | Cardboard, construction pieces, cloth and large figures

Prepare a base and gather materials during the week. Build just the places needed for the story, then move figures through the events while your child narrates. Stop to check details that the model cannot show. Photograph or sketch the finished layout if your child wants to reuse it later.

Try asking Which part of our model helps tell the story clearly?

Create a family story recording

20-35 min | Recorder, prepared cue cards and optional handmade sound props

Prepare cue cards for the six moments and assign short speaking turns. Rehearse a complete retelling with one narrator or several. Add a few sounds where they help the listener follow events, keeping speech easy to hear. Record it privately, then check together that the story still makes sense without the pictures.

Try asking If we close our eyes, can we follow the whole story?

Keep in mind Retell each time you return to a story. Offer a clue when needed, and let a child point or supply a few words while you carry the rest.

Reflect

Quick Start



Give children space to draw, color, or write a response to the passage.

Draw one moment

3-5 min | Paper and a crayon already at hand

Turn to a picture your child chooses. Invite them to draw that moment in any way they like. Sit alongside them and make your own small sketch if that helps them begin. Give them the choice to explain, point, or keep the drawing to themselves.

Try asking Would you like to tell me about anything you drew?

One word and a picture

3-5 min | Paper and a pencil or crayon

Ask which word from the reading stayed with your child. Write it for them if needed, then invite a small picture beside or around it. Reread the sentence where the word appears. Let the child decide what to add, rather than providing a finished design to copy.

Try asking What did this word help you notice in the story?

Lines that show the change

3-5 min | Paper and drawing tools

Invite your child to use lines, shapes, or colors to respond to two moments in the passage. A crowded scribble and an open space might express a storm becoming calm. Let their choices be their own. Ask permission before inviting them to describe what the marks mean.

Try asking Where in the story would you put each part of your drawing?

Keep a sentence

3-5 min | Paper and a pencil

Reread one short sentence from the passage. Your child copies it, copies a few words, or asks you to write it down. Invite them to underline a word and draw a small response beside it. A younger child can make marks while you write the words they choose.

Try asking Which word would you like to keep looking at?

Keep in mind Let the child explain their own marks. The picture does not need to look realistic, and a response does not need to be shared aloud.

Reflect

Deep Dive



Stay with a response long enough to notice something new. More drawing skill is never required.

Before and after

8-15 min | Paper and drawing tools

Fold paper in half. Invite your child to draw the situation before a key event and after it. Reread the relevant lines together and let them change or add details. If they want, write their explanation beneath each side. Finish by noticing what the passage shows about God or the people involved.

Try asking What changed here, and what in the passage helped you see it?

Draw beside the words

8-15 min | Paper and a pencil

Write a short line from the passage in the middle of a page. Give your child time to add pictures, words, and questions around it. Reread the surrounding verses before asking about the drawing. Choose one detail to explore together, or leave the page as an unfinished response to revisit.

Try asking Does hearing the whole scene give you anything else to add?

A surprising moment

8-12 min | Paper and drawing tools

Ask your child to draw a moment that surprised or puzzled them. Write their explanation in their own words if they want. Look back at the passage together and add a second small drawing or sentence about what you now notice. It is fine for the original question to remain open.

Try asking What about this moment made you stop and think?

A response for this week

8-15 min | Paper and drawing tools

Draw or write about something the passage shows about God, Jesus, or a human response. Then invite a second small response: something to thank God for, ask about, or remember this week. Let the child choose whether to make it personal. Keep the two responses together on one page.

Try asking What would you like to remember from this story?

Keep in mind Let the child explain their own marks. The picture does not need to look realistic, and a response does not need to be shared aloud.

Reflect

Quick Start



Prepare an inviting starting point while leaving the actual response open.

A window into the scene

4-6 min | Paper with one large empty frame and crayons

Draw a generous window shape before you begin. Your child chooses a moment from the story and draws what they would see through that window. Offer the Story Block for reference. Let them leave spaces unfinished and explain only what they want to share.

Try asking Which moment have you opened your window onto?

Decorate a phrase

4-7 min | A short Scripture phrase written in large letters

Choose a brief phrase and write it clearly on paper before the gathering. Read it in its surrounding verse, then offer the child space to add drawings around the words. They might illustrate an action, person, or question. Avoid setting a color scheme or a picture they must reproduce.

Try asking What picture belongs near these words for you?

A picture and a question

4-7 min | A sheet with two large spaces

Prepare one space for a drawing and one for a question. Your child draws something they noticed, then dictates or writes a question about it. Read the relevant lines together if there is time. Keep the question on the page, even if you do not reach an answer today.

Try asking What would you like to ask about the part you drew?

Keep in mind Let the child explain their own marks. The picture does not need to look realistic, and a response does not need to be shared aloud.

Reflect

Deep Dive



A small amount of structure can help a child stay with their own observations.

Three panels to notice

10-18 min | Paper marked into three large panels

Label the panels I noticed, I wonder, and I want to remember. Read the passage, then give your child time to draw or write in any order. They may leave one panel empty. Revisit one verse that connects with their response and ask whether they would like to add anything.

Try asking Which of your panels would you like us to look at together?

A journal conversation

10-18 min | A notebook opened to a fresh spread

Set out a notebook. Your child fills one side with a drawing or written response. On the other side, ask permission to write one curious, specific question about what they shared. Let them answer with another mark, picture, or sentence. Date the spread and return to it on another evening.

Try asking Would you like me to write a question beside your picture?

A shared response mural

12-20 min | Large paper taped to a table and drawing tools

Give everyone a space on one large sheet. Each person draws something from the passage that caught their attention. After quiet drawing time, invite people to share if they wish. Add connecting lines only when the artists agree their ideas belong together. End by rereading a verse someone chose.

Try asking What did someone else notice that you had not seen?

Keep in mind Let the child explain their own marks. The picture does not need to look realistic, and a response does not need to be shared aloud.

Reflect

Quick Start



Make or gather the base during the week, then keep the response itself simple.

A story bookmark

5-8 min | Prepared card bookmarks, crayons and optional stickers

Cut bookmark blanks ahead of time. After retelling, your child adds one image or phrase they want to remember from the passage. Write dictated words if needed. Place the bookmark in that Bible passage, so it helps the family return to the story rather than becoming a detached craft.

Try asking What will your bookmark remind you to look for when we read again?

Respond with clay

5-8 min | Clay or play dough on a prepared work surface

Set up the materials beforehand. Invite your child to form one shape or object that responds to the story: something they noticed, a moment they remember, or a question. There is no model to match. Offer a paper label for words they dictate and let them choose whether to keep the shape.

Try asking Would you like to tell me how this connects to the passage?

Choose pieces for a collage

5-8 min | Precut paper shapes, glue stick and a card base

Gather and cut a small selection of paper shapes during the week. At story time, invite your child to arrange a response to one moment, then glue it if they wish. They can make a scene or use abstract shapes. Write a short explanation on the back only with their permission.

Try asking What part of the story were you thinking about as you arranged these?

Keep in mind Let the child explain their own marks. The picture does not need to look realistic, and a response does not need to be shared aloud.

Reflect

Deep Dive



These projects can unfold over several gatherings. Stop after a meaningful response, even if the craft is unfinished.

A story response book

20-35 min | A prepared folded booklet and art supplies

Make a simple booklet ahead of time. Across several days, let your child fill pages with a moment, a question, a phrase, and a response they want to remember. Reread a little of the passage each time. Let them choose the order, cover, and which pages they would like to share.

Try asking What belongs in your book after hearing the story again?

A gallery of responses

20-40 min | Paper, two or three art materials and display space

Plan a small family art afternoon around one passage. Each person chooses how to respond: drawing, collage, clay, or a few written lines. Arrange the finished or unfinished work together. Invite each maker to offer a caption. Walk through the gallery slowly and listen without ranking the artwork.

Try asking Which detail in the passage led you to make this?

Layer a changing response

20-35 min across several days | A sturdy sheet, collage materials and an envelope for notes

Prepare a sheet that can hold layers. On one day, your child draws an initial response. On another, reread and add a word, shape, or small pasted picture for something newly noticed. Keep earlier layers visible. At the end of the week, ask what they would keep, change, or continue wondering about.

Try asking Has hearing the passage again changed anything you want to show?

Keep in mind Let the child explain their own marks. The picture does not need to look realistic, and a response does not need to be shared aloud.

Connect

Quick Start



Connect this passage with another Bible story and notice both the similarities and the differences.

This reminds me of

3-5 min | Story Block and a familiar second story

Ask whether a person, event, or action brings another Bible story to mind. If your child needs help, name one familiar possibility. Briefly retell the matching moment in each story, then notice one way the two are different. Let a connection be small and specific.

Try asking What happened in both stories, and what happened only in this one?

The same action

3-5 min | Story Block and a familiar second story

Choose an action in the passage, such as searching, welcoming, feeding, or listening. Recall another Bible story with that action. Ask who does it in each story and what happens next. For example, compare the searching in the lost sheep story with Jesus seeking Zacchaeus.

Try asking Who is searching in each story, and who is being found?

One alike and one different

3-5 min | Two familiar Bible stories

Name two stories your child knows. Together, find one concrete similarity and one concrete difference. You might compare two meals Jesus shares: who is there, what Jesus says, or how others respond. Retell just enough of each story to make the comparison clear.

Try asking What should we keep separate even though these stories remind us of each other?

Which story am I thinking of

3-5 min | Two familiar Bible stories

Name a detail in the current passage and give a clue to another story that shares it. Let your child guess or ask for another clue. Once the story is named, have them explain the link. Offer the answer freely if needed; the conversation matters more than guessing it.

Try asking What in this story helped you think of that one?

Keep in mind Begin with two stories your family knows. A shared object can start a conversation; the events and words of the passages help you decide how far the connection goes.

Connect

Deep Dive



Slow down over a connection and check that the two stories are still being heard on their own terms.

Two stories side by side

10-15 min | Bible and one or two Story Blocks

Retell the first story, then the second. Compare who is present, what need or problem appears, and what happens. Choose one similarity to explore and one difference to preserve. Read the relevant verses if memory is uncertain. Finish by saying what each story helps your family notice.

Try asking What does the second story help us notice without changing the first one?

A different response

10-15 min | Bible and two familiar stories

Choose two stories in which people respond to a welcome, invitation, or difficult word. Retell what each person actually says or does. Notice the different responses without sorting people into simple good and bad categories. Ask what the passages make clear and where you still have questions.

Try asking How does each person respond, and what happens next?

Follow a theme

10-18 min | Bible and two familiar stories

Choose a theme that is plainly present, such as being found, receiving food, or being welcomed. Retell two stories that share it. For each, ask what the theme looks like in that particular setting. End with one sentence about the connection and one sentence about a difference.

Try asking What does being welcomed look like in each of these stories?

Test the connection

10-15 min | Bible and two stories your child connects

Invite your child to propose a link. Find the relevant moments in both passages and read them. Ask which details support the connection and which might make it less straightforward. Revise the connection together if needed. Treat changing your mind as a useful part of reading carefully.

Try asking Which part of each passage helped you make that link?

Keep in mind Begin with two stories your family knows. A shared object can start a conversation; the events and words of the passages help you decide how far the connection goes.

Connect

Quick Start



Choose the second passage in advance so your family can begin with the connection itself.

Match the story pairs

4-7 min | Four simple picture or title cards

Prepare two pairs of familiar stories, each with a clear connection. Mix the four cards and let your child suggest pairs. Ask them to explain using something that happens in each story. A different pairing is welcome if they can show its basis. Read a short excerpt when memory needs help.

Try asking What happened in these two stories that makes you put them together?

A bridge between pictures

4-7 min | Two story cue cards and a strip of paper

Place a cue for each story on the table with a paper bridge between them. Your child draws or dictates one connecting action on the bridge, such as searching or sharing food. Retell the linked moments, then say one important difference that the bridge does not show.

Try asking What words should we put on the bridge?

Find the repeated word

4-7 min | Two short Bible excerpts marked in advance

Choose two familiar passages that use the same word in your translation. Read the marked sentences with enough context to follow them. Your child notices the word and says what is happening around it in each passage. Explain that a matching word invites a question, rather than proving a hidden connection.

Try asking Is this word doing the same job in both stories?

Keep in mind Begin with two stories your family knows. A shared object can start a conversation; the events and words of the passages help you decide how far the connection goes.

Connect

Deep Dive



Prepare a simple way to hold both stories in view while your family compares them.

Two circles for two stories

12-20 min | Paper with two overlapping circles and a pencil

Write one story title over each circle. Your child draws or dictates details belonging only to each story in the outer areas, and shared details in the overlap. Read short sections to check the placement. Choose one shared detail and one difference to talk about before ending.

Try asking Does this detail belong in both circles, or only one?

An action chain

12-20 min | Paper strips, tape and two selected passages

Prepare several paper strips. Find an action shared by the two passages and write it on one strip. Add strips naming who acts and what follows in each story. Link the strips into a chain while discussing the relationship. Use a different color or label to keep the stories distinct.

Try asking Who does this action here, and who does it there?

Order and compare

12-20 min | Two sets of three event cards

Sketch a beginning, middle, and ending for each of two familiar stories. Let your child put each set in order on a separate row. Compare the rows: where do the stories resemble each other, and where do they take different turns? Check a verse before moving a disputed card.

Try asking At which point do these stories stop following a similar pattern?

Keep in mind Begin with two stories your family knows. A shared object can start a conversation; the events and words of the passages help you decide how far the connection goes.

Connect

Quick Start



Make a reusable comparison aid during the week, then explore just one connection at a time.

Open the connection envelopes

5-8 min | Two prepared envelopes of large story cues

Gather two or three cues for each of two familiar stories and keep the sets separate. Let your child open both envelopes and choose one cue from each that seems connected. Retell the relevant moments. Before putting the objects away, name a difference between the two stories.

Try asking How do these objects help us remember a connection?

Turn the story wheel

5-8 min | A prepared paper wheel with familiar story titles or pictures

Make a simple wheel in advance with four familiar stories around its edge. Keep it separate from the Activity Block. At the gathering, your child chooses a story on the wheel that connects with today's passage. Help them explain the connection, then check one detail in each story.

Try asking Which story would you like to put beside today's story?

Add one link to the wall

5-8 min | A prepared story display and a paper link

During the week, set up a few story pictures or titles on a wall or board. After retelling, let your child choose a second story and add a paper line or link between them. Write their explanation beside the link. Leave space to revise it after a later reading.

Try asking What sentence explains the connection you want to show?

Keep in mind Begin with two stories your family knows. A shared object can start a conversation; the events and words of the passages help you decide how far the connection goes.

Connect

Deep Dive



A larger project can hold several connections, but explore them one pair at a time.

Build a story connection wall

20-40 min | Large paper, story cards, tape and string or paper strips

Prepare cards for four to six stories your family already knows. Arrange them on a large sheet. Take turns choosing two cards, explaining a connection, and adding a labeled link. Read relevant verses when needed. Leave room beside each connection for a difference or question that keeps the comparison careful.

Try asking Which link can we explain from both passages?

A book of story pairs

20-40 min across several days | A prepared booklet, drawing tools and selected Bible passages

Choose two or three pairs to explore over a week. Give each pair a spread, with one story on each side. Draw an event from each and add a sentence connecting them. Add one difference below. Revisit the book later to see whether a new reading helps your child refine the connection.

Try asking What do we want to remember about both the link and the difference?

Two miniature story scenes

25-40 min | Two prepared cardboard bases, craft supplies and large figures

Build a small scene for each of two connected passages, keeping them on separate bases. Your child retells each scene, then places a label between them naming the connection. Read the passages and adjust details that are only guesses. Invite a family member to ask one question about the pair.

Try asking What can our two scenes show clearly, and what do we need to explain in words?

Keep in mind Begin with two stories your family knows. A shared object can start a conversation; the events and words of the passages help you decide how far the connection goes.

Character

Quick Start



Attend to a person in the passage: what they hear, say, do, and perhaps feel.

Show a face

3-5 min | Story Block

Choose a person in one picture and invite your child to make a facial expression that might fit the moment. Ask what in the story led them to choose it. If the passage names a feeling, read those words. If it does not, leave room for more than one possibility.

Try asking What happened that makes you think they might feel that way?

One sentence as the character

3-5 min | Story Block and Bible

Let your child choose a person and finish a sentence beginning I saw, I heard, or I did. Keep the sentence close to something the passage actually reports. Then try I might have felt, making clear that this last part is imagination unless the feeling is stated.

Try asking What could this person say about something that really happened?

What did they do next

3-5 min | Story Block

Stop at a moment when a person hears something or faces a choice. Ask your child what that person actually does next. Turn the block to check together. Briefly notice the action without turning it into a lesson about how your child ought to behave.

Try asking What does the story tell us this person did?

Two moments one person

3-5 min | Story Block

Choose one person who appears at different points. Invite a pose or expression for an early moment and another for a later one. Ask what happened between them. Use the passage to distinguish an actual change in the person's situation from feelings you are imagining.

Try asking What changed for this person between our two pictures?

Keep in mind Start with what the passage tells you. Use might or perhaps for imagined feelings and thoughts. A child can explore a character without sharing a personal experience.

Character

Deep Dive



Explore the person with curiosity. Stay open when the text leaves a motive or feeling unstated.

A gentle character interview

10-15 min | Story Block and Bible

Your child may answer as a character while you ask what they saw, heard, and did. Begin with answers the passage supplies. Then try one imaginative question about a possible feeling, introducing it as a guess. Swap roles so your child can ask you a question and hear you say when you are unsure.

Try asking What can we answer from the story, and what are we imagining?

Follow the person through the story

10-15 min | Story Block and Bible

Choose one person and revisit each picture where they appear. Notice what they know at that point, what happens to them, and how they respond. Avoid giving them information that is revealed only later. Finish by describing their situation at the end and any question the passage leaves open.

Try asking What has this person seen or heard by this point?

Two people at one moment

10-15 min | Story Block and Bible

Choose two people or groups present in the same scene. Take turns describing what each hears and does. Read their actual words if the passage records them. Discuss how their positions differ, while leaving uncertain motives uncertain. Let your child change their initial guess after hearing the text again.

Try asking What is different about what these two people say or do?

Listen to the actual words

8-15 min | Bible and Story Block

Choose a person whose speech appears in the passage. Read a short line exactly from your Bible, then ask what they do before and after saying it. Your child can try saying the line in two possible tones. Notice whether the passage supports either tone or leaves the delivery unstated.

Try asking What do the surrounding actions help us understand about these words?

Keep in mind Start with what the passage tells you. Use might or perhaps for imagined feelings and thoughts. A child can explore a character without sharing a personal experience.

Character

Quick Start



Prepare a small cue that helps children focus on a person without needing to invent a whole performance.

Choose a feeling card

4-6 min | Simple face cards drawn on paper

Sketch a few expressions in advance, including an unsure face. Your child chooses a person and a moment, then selects a card that might fit. Ask for a story detail behind the choice. Offer the possibility of two feelings together, or of leaving the feeling unknown.

Try asking What clue in the passage led you to this card?

An empty speech bubble

4-7 min | A paper figure with an empty speech bubble

Prepare a simple figure and bubble. Read the scene, then ask your child to dictate one line for the person. Copy an actual spoken line when there is one, or label an imagined line with might say. Let the child draw beside it and explain which parts came from the passage.

Try asking Are these the person's recorded words, or words we are imagining?

A name and an action

4-7 min | Name cards and simple action cards

Prepare two or three names from the passage and matching actions in words or sketches. Your child matches each action to a person, then tells what happens around that moment. If more than one person fits, check the passage together. Invite one question about a person they matched.

Try asking What was happening when this person did that?

Keep in mind Start with what the passage tells you. Use might or perhaps for imagined feelings and thoughts. A child can explore a character without sharing a personal experience.

Character

Deep Dive



A simple sheet can help separate observations from imaginative possibilities.

A character page

12-20 min | Paper divided into Heard Said Did and Might have felt

Prepare four spaces and write the person's name above them. Your child fills the first three with drawings or dictated words grounded in the passage. Leave a space empty when there is no information. Add possible feelings in the last space, then compare what is known with what is guessed.

Try asking Which part can we point to in the passage?

A letter after the story

12-20 min | Paper, pencil and a prepared opening line

Invite your child to write or dictate a pretend letter from a character after the events. Offer an opening such as Today something happened. Include what the person witnessed and did, then mark imagined thoughts as possibilities. Read it beside the passage and revise anything that accidentally changes the story.

Try asking Which details could this person tell us because they were there?

A path of decisions

12-20 min | Three paper circles and a movable marker

Prepare three circles for moments involving one person. Your child names what happens at each and moves a marker along the path. Ask what the person actually does at each point and what follows. If discussing alternatives, return afterward to the response the passage records.

Try asking What did this person choose here, and what happened next?

Keep in mind Start with what the passage tells you. Use might or perhaps for imagined feelings and thoughts. A child can explore a character without sharing a personal experience.

Character

Quick Start



Prepare a reusable character aid. Keep the encounter with the passage short and focused.

A simple character puppet

5-8 min | A prepared paper or sock puppet

Make a simple puppet earlier in the week. At story time, your child uses it to introduce a person with two or three sentences about what happened to them. Offer the block as a cue. Keep first-person statements anchored in the passage, and label imagined thoughts as guesses.

Try asking Tell us one thing you heard or did in this story.

Choose one meaningful prop

5-8 min | A prepared basket of large safe props

Gather objects that can represent roles or actions in the story. Your child chooses one for a person and explains the connection. A cloth can stand for a cloak without claiming its color is given. Invite one brief sentence about the person's action before putting the prop away.

Try asking What does your chosen object help us remember about this person?

Turn the feeling wheel

5-8 min | A prepared paper wheel with facial expressions

Make a simple expression wheel in advance. Choose a person and point the wheel to a possible feeling at the beginning, then at the end. Ask what events support each guess. Keep an unsure position available and use it when the passage gives too little to say.

Try asking What happened between those two moments that might explain the change?

Keep in mind Start with what the passage tells you. Use might or perhaps for imagined feelings and thoughts. A child can explore a character without sharing a personal experience.

Character

Deep Dive



Use the project to listen closely to a person in the passage, with imagination clearly marked.

A character scrapbook

20-35 min | Prepared booklet, drawing tools and collage materials

Prepare pages for events, words, actions, and questions about one person. Across a few gatherings, reread the passage and add drawings or dictated notes. Give imagined feelings their own clearly labeled space. End with a page describing what the person's encounter reveals about God, Jesus, or the situation in the story.

Try asking What have we learned about this person from the passage itself?

A table of character interviews

20-30 min | Prepared name signs, a few props and question cards

Set up places for two or three people from the story. Family members choose a role and use the passage to prepare a few answers about what they witnessed. Take turns interviewing one another, with someone available to read the text. Allow an answer of The story does not tell us.

Try asking What can your character know at this point in the story?

An illustrated character journey

20-40 min | Large paper path, figure cutout and craft materials

Prepare a winding paper path with spaces for key moments. Add a simple character figure, then work together to draw or write what happens at each stop. Place recorded words beside the relevant stops and imagined feelings on separate removable notes. Move the figure through the completed journey and explain the changes.

Try asking Which events matter most for understanding this person's journey?

Keep in mind Start with what the passage tells you. Use might or perhaps for imagined feelings and thoughts. A child can explore a character without sharing a personal experience.

Act Out

Quick Start



Use poses, movement, and short scenes to help your family enter the action of the story.

Freeze and guess

3-5 min | Story Block

Everyone secretly chooses one pictured moment. One at a time, count to three and freeze in a pose while the others guess the scene. After each guess, show the matching side of the block and say what is happening. Offer two possible scenes if someone needs a clue.

Try asking Which picture do you think this pose belongs to?

Mirror a story pose

3-5 min | Story Block

One person chooses a picture and makes a pose for someone in it. Everyone mirrors the pose, seated or standing. Ask the leader to tell which action they are showing, then choose a new leader. Try two different poses for the same moment to notice different people in the scene.

Try asking Whose action are we showing in this picture?

Two people make a picture

3-5 min | Story Block

Choose a scene with two people or groups. Two family members make a frozen picture together while the others identify what is happening. They can stand apart and use gestures without touching. Let the actors explain their choices, then turn to the picture and name the event together.

Try asking What is happening between these two people?

Move then freeze

3-5 min | Story Block

Choose a short action from one picture: walking, looking, calling, or receiving something. Everyone performs it gently for a few seconds, then freezes when you say stop. Ask your child where this action belongs in the story. Repeat with another pictured moment if attention is still there.

Try asking What happens in the story just after this movement?

Keep in mind Start with the pictured moments. Children may act, direct, narrate, make sound effects, or watch. A quiet role still belongs in the activity.

Act Out

Deep Dive



Give a child room to lead a sequence. The passage, rather than performance quality, guides the scene.

Your child is the director

10-18 min | Story Block and Bible

Choose a director who assigns roles and guides the family through the pictured moments in sequence. The director can show actors where to stand and what action to make. Pause between scenes to check the block or passage. Swap directors for one scene so more than one child can lead.

Try asking Director, what needs to happen in our next scene?

A narrated family scene

10-15 min | Story Block and Bible

One person reads or retells while the others act the events as they hear them. Keep actions simple and pause whenever actors need to catch up. After the first telling, invite the children to name a moment they want to show more clearly. Replay that part, then finish the story together.

Try asking Which action would help us show what the narrator just said?

Pause and change the viewpoint

10-18 min | Story Block and Bible

Act through a short sequence, then pause at an important moment. Invite a different family member to direct where people stand and which actions to emphasize. Replay the same event without changing what happens. Notice how focusing on another person helps you see another part of the passage.

Try asking Whose part of this moment have we not shown yet?

A story without spoken words

10-18 min | Story Block

Work together to act the six pictured moments silently. Use a clear pause between scenes, with one person turning the block as a cue. A family member watches and retells what they saw. Compare their account with the passage, then replay any moment that was difficult to understand.

Try asking What movement could make this part easier for a watcher to follow?

Keep in mind Start with the pictured moments. Children may act, direct, narrate, make sound effects, or watch. A quiet role still belongs in the activity.

Act Out

Quick Start



Give children a few minutes to plan or rehearse. You can prepare a quiet nearby space first.

Secret scene rehearsal

5-8 min | Story Block and a nearby rehearsal space

Children choose a pictured scene and rehearse together for two or three minutes nearby. They return to show a silent scene or frozen picture while the parents guess. With one child, a parent can be a rehearsal partner and another family member can guess later. Reveal the block picture afterward.

Try asking What will help us recognize your scene without you naming it?

A simple role card

5-8 min | Paper role cards prepared beforehand

Write or sketch two or three roles from one scene on cards. Each person chooses a role and has a minute to decide on one action. Put the actions together into a brief scene, then let someone watching identify the moment. Read a short passage excerpt to check the result.

Try asking What does your person actually do in this moment?

A planned entrance

5-8 min | Two prepared place signs and a clear space

Write or draw two places or positions from the story, such as outside and inside. Children rehearse moving between them for one short scene. Show it to the family and ask what happened. If the passage stays in one location, use signs for two positions in that scene.

Try asking Where does your person begin, and what happens when they move?

Keep in mind Start with the pictured moments. Children may act, direct, narrate, make sound effects, or watch. A quiet role still belongs in the activity.

Act Out

Deep Dive



A short rehearsal can lead to a fuller scene without requiring costumes or a script.

Plan it without a narrator

12-20 min | Story Block and a nearby rehearsal space

Give each child two or three minutes to plan a scene alone or with a partner. They decide how to make its action clear without a narrator. Join the scenes in story order, using pauses as transitions. Afterward, let a watcher retell what they understood and invite the actors to clarify one moment.

Try asking How can you show what happens without someone explaining it?

Make a six scene running order

12-20 min | Six simple cue cards

Prepare a card for each pictured moment. Together, assign roles and place the cards in order. Rehearse moving from one scene to the next, with a child responsible for the cues. Use actual words from the passage for dialogue if desired. Perform the sequence for one another and revisit one unclear transition.

Try asking What needs to change when we move to the next card?

Rehearse the turning point

12-18 min | A short passage marked in advance

Choose a moment when the situation changes. Read the surrounding verses, assign roles, and rehearse the moments just before and after it. Ask the children to show the change through positions, expressions, and actions. Let a new director try the same sequence while preserving what the passage says happens.

Try asking How can we help a watcher see what changes here?

Keep in mind Start with the pictured moments. Children may act, direct, narrate, make sound effects, or watch. A quiet role still belongs in the activity.

Act Out

Quick Start



Gather or make materials earlier, or spend five minutes collecting props as part of your family time.

A prop hunt and a freeze

8-12 min including the hunt | A basket and large safe household props

Spend five minutes looking around the house for objects that can stand for things in the story. Bring them to one spot. Each person chooses a scene and a prop, then freezes on the count of three while the family guesses. Explain stand-ins without treating their details as part of Scripture.

Try asking How does your prop help us recognize this moment?

Freeze behind the puppet stage

5-8 min | A prepared cardboard opening and simple puppets

Make a stage opening and large paper puppets during the week. At the gathering, each child sets up one pictured moment and holds the puppets still. The family guesses the scene, then the child moves the puppets briefly to show what happens next. Keep the Story Block visible as a cue.

Try asking What changes when your frozen puppet picture starts to move?

Step into the prepared scene

5-8 min | A cloth backdrop and a few prepared props

Set up one simple location beforehand, such as a table, doorway, or boat suggested by floor cushions. Children use it to make a frozen picture from the story. After the family guesses, ask them to change the arrangement to show a later moment. Keep the setup simple enough to leave ready for another day.

Try asking What needs to change to show the next moment?

Keep in mind Start with the pictured moments. Children may act, direct, narrate, make sound effects, or watch. A quiet role still belongs in the activity.

Act Out

Deep Dive



Plan the materials during the week, then let children direct how to use them in the actual story.

Direct a play with props

20-35 min | Prepared prop basket, simple setting and Story Block

Gather props and a few setting pieces in advance. A child directs the family through the story, choosing which objects help each scene. Rehearse only what needs practice, then act the sequence with or without narration. Ask the audience to name one moment they understood more clearly because of the performance.

Try asking Which prop helps this scene, and which can we leave out?

Make a shadow story

20-35 min | A prepared screen, flashlight and large paper figures

An adult prepares a screen and a safe light setup during the week. Make a few large figures together, then rehearse their movements for the six pictured moments. Choose a narrator or create clear silent transitions. Show the story, pause to check unclear events against the passage, and replay those parts.

Try asking What movement or pause helps a watcher understand this scene?

Create a short story film

25-45 min across several sessions | A phone, prepared props and a six scene plan

Plan six brief shots using the block, then gather simple props during the week. Children choose acting, directing, camera, or sound roles with adult help. Film privately in short pieces, allowing simple pauses instead of elaborate editing. Watch together and check whether the sequence clearly follows the story.

Try asking Which moment needs another try so the story is easier to follow?

Keep in mind Start with the pictured moments. Children may act, direct, narrate, make sound effects, or watch. A quiet role still belongs in the activity.

Multi Choice

Quick Start



Choose one of the four options on this face: Music, Wonder, Prayer, or Find.

Music A line with a beat

3-5 min | Your voices and hands

Choose a short phrase from the passage. Say it together to a gentle clapping or tapping beat, then invite your child to change the rhythm. Speak or sing it once more. If you make up new words in response, explain that those words are your song rather than a Bible quotation.

Try asking Which words from the passage would you like us to say together?

Wonder One honest question

3-5 min | Story Block and Bible

Look at a picture and invite a question beginning I wonder. Listen without rushing to answer. If the passage gives a clear answer, read the relevant line together. If it does not, say so and let the question stay open. A parent can offer a question first to get things started.

Try asking What do you wonder when you look at this moment?

Prayer An echo from the story

2-4 min | No extra supplies

Name something the passage shows about God or a need it brings to mind. Offer one short prayer phrase at a time for children to echo if they wish. Leave space for a child's own words or for quiet listening. Keep the prayer connected to what you have just read.

Try asking What would you like to thank God for or ask God about?

Find Point to the place

3-5 min | Bible opened to the passage

Show your child where today's story sits in the Bible. Name the book, then help them locate the chapter and a verse containing a familiar moment. A younger child can point while you read. Match the words to one picture on the block so the search ends with meaning.

Try asking Can we find the words that go with this picture?

Keep in mind This face offers four ways to respond. Choose one for today. It is not a quiz, and your family does not need to work through all four in a sitting.

Multi Choice

Deep Dive



Spend longer with one option. Let curiosity, participation, and the passage set the pace.

Music A song and the passage

8-15 min | Your voices and a familiar song

Sing a familiar song that your family thinks connects with the passage. Choose one line and ask what part of the story it brings to mind. Read that moment together. Notice if the song expresses a broader belief rather than words from this specific passage. Finish by singing or speaking the chosen line again.

Try asking Which part of the story helps us understand the line we sang?

Wonder Follow one question

10-15 min | Bible and Story Block

Let your child choose one question about the story. Read the nearby verses and ask what they help you see. Separate what the passage says from possible explanations. Offer your own thought as a possibility when appropriate, and let your child revise the question. End with what you know and what remains open.

Try asking What can we find here, and what are we still wondering?

Prayer Thank you help us be with

8-12 min | No extra supplies

Reread a short part of the passage. Invite three possible prayer movements: thank you for something it shows about God, help us with a related need, and be with someone who comes to mind. Each person may choose one, speak freely, echo you, or listen. Leave a little quiet between prayers.

Try asking Which part of the story gives you something to pray about?

Find Explore the surrounding verses

8-15 min | Bible

Help your child find today's passage, then read a few verses before and after it. Ask whether they reveal where people came from, who is listening, or what happens next. Return to the six pictures and notice which details they include or leave out. Younger children can follow with a finger while you read.

Try asking What did the nearby verses help us understand about our story?

Keep in mind This face offers four ways to respond. Choose one for today. It is not a quiz, and your family does not need to work through all four in a sitting.

Multi Choice

Quick Start



Take 2-10 minutes beforehand to prepare one cue, question, prayer starter, or marked passage.

Music Choose a prepared refrain

4-6 min | One short refrain chosen or written beforehand

Choose a brief song line that fits the passage, or prepare a simple sung version of a short Bible phrase. Sing it for your child and invite an echo, hum, or tap. Point to the moment it connects with. If the child prefers, speak the line rhythmically instead of singing.

Try asking Which picture comes to mind when we sing these words?

Wonder Pick a question card

4-7 min | Three handwritten question cards

Prepare three open questions about the passage, such as What surprised you, What would you ask, and What do you want to look at again. Your child chooses one. Listen to their answer, then reread a relevant moment. Let them replace the prepared question with one of their own.

Try asking Which question would you like us to sit with today?

Prayer Choose a prayer starter

3-6 min | Cards labeled Thank you Please help and Be with

Prepare three simple prayer starters with words or pictures. After retelling, your child chooses one and adds words connected to the passage or someone it brings to mind. You can write or speak their prayer for them. Others may echo, add a phrase, or listen quietly.

Try asking How would you like to finish this prayer?

Find Match picture and verse

4-7 min | Three marked verses and three simple story cue cards

Mark three short sections of the passage and sketch corresponding picture cues. Read the sections aloud, then let your child place each card beside the matching words. Help with book, chapter, and verse as needed. Ask them to tell what is happening in one matched scene.

Try asking Which words helped you match this picture to this verse?

Keep in mind This face offers four ways to respond. Choose one for today. It is not a quiz, and your family does not need to work through all four in a sitting.

Multi Choice

Deep Dive



Use a small prepared aid to help your child explore one quadrant more fully.

Music Write a family response song

12-20 min | Paper, pencil and an optional familiar tune

Prepare a page for a short refrain and two lines of response. Read the passage and let your child choose words or ideas for the song. Use a familiar tune or a simple rhythm. Check which lines quote Scripture and which are your own response. Sing the result together without needing a polished performance.

Try asking What do we want our song to remember about this passage?

Wonder What we know and wonder

12-18 min | Paper with two labeled spaces

Prepare spaces called The passage tells us and We are wondering. Your child adds words or pictures to both. Choose one question, reread a relevant section, and move or revise a note if the reading helps. Leave unanswered questions visible. Record one question you would like to return to another day.

Try asking Has the passage helped us answer this, or should we keep wondering?

Prayer A prayer for the week

10-18 min | A card, pencil and a visible place to keep it

Read a short part of the passage and ask what it brings to mind for prayer. Write a simple family prayer together, including something to thank God for and something to ask. Let each child contribute or pass. Put the card where you can return to it briefly during the week and change it as needed.

Try asking What words will help us keep praying about this after today?

Find A careful passage search

12-20 min | Bible and a prepared list of three things to find

Choose three things the passage actually contains: a person speaking, a repeated word, and a change of place, for example. Help your child locate each and read the surrounding sentence. Ask what each discovery adds to their understanding. Finish with one fresh observation about the story rather than a score.

Try asking What did finding that detail help you notice?

Keep in mind This face offers four ways to respond. Choose one for today. It is not a quiz, and your family does not need to work through all four in a sitting.

Multi Choice

Quick Start



Prepare a reusable material during the week. Each gathering can still focus on one short response.

Music Play the story refrain

5-8 min | Prepared simple instruments and a chosen refrain

Make or gather simple instruments earlier, using materials appropriate for your children. At the gathering, speak or sing a short phrase from the passage while keeping a gentle beat. Let your child lead a start, a stop, or a change of rhythm. End by saying how the words connect to the story.

Try asking What words should remain easy to hear while we play?

Wonder Open the question box

5-8 min | A decorated box containing your family's written questions

Make a question box during the week. Add questions as they arise, including the story reference when possible. At the gathering, your child chooses one connected with the current story. Reread the relevant lines and talk for a few minutes. Return the question to the box if it deserves another visit.

Try asking What do we notice about this question after reading again?

Prayer Use a prayer stone

4-7 min | Large decorated stones or card shapes prepared earlier

Decorate large stones or card shapes with simple symbols for thanks, help, or another person. After retelling, your child chooses one and holds or points to it while praying or listening. Keep the symbol connected to an actual prayer; it is a reminder, with no special power of its own.

Try asking What would you like this symbol to remind us to pray?

Find Follow a prepared Bible trail

5-8 min | Two or three large clue cards set out beforehand

Prepare clues that lead to a Bible, then to the book and chapter of today's story. Give younger children picture clues and older children a reference to follow. Read a familiar verse when you arrive. Keep the trail short enough that finding and understanding the passage remain the main event.

Try asking Now that we have found it, what is happening in these words?

Keep in mind This face offers four ways to respond. Choose one for today. It is not a quiz, and your family does not need to work through all four in a sitting.

Multi Choice

Deep Dive



These projects extend one quadrant over time. Choose one project, with no need to combine all four.

Music Make a family story soundtrack

20-40 min | Prepared instruments, paper and an optional recorder

Plan a short response song or musical piece around the passage. Choose a refrain, places for sound, and places for silence. Children can sing, speak, play, or direct. Rehearse and optionally record it privately. Listen together and ask whether the words and sounds help you attend to what the passage shows.

Try asking Where would silence or a simpler sound help us hear the story?

Wonder Build a question notebook

20-35 min across several days | A prepared notebook and drawing supplies

Make a notebook with a page for each question your family wants to keep. Add the passage reference, your child's question, and what the text clearly says. Over the week, reread and add discoveries or revised questions. Parents can investigate further separately, then return with a simple explanation and its source.

Try asking What have we learned, and what would we still like to ask?

Prayer Create a family prayer book

20-35 min across several days | A prepared booklet, art supplies and optional family photos

Make sections for thanks, help, and people you want to pray for. Let your child draw or dictate prayers connected with the passage. Add names or photos with the family's agreement. Revisit a page briefly during the week and date new notes. Leave room for waiting and uncertainty as well as gratitude.

Try asking What would you like us to keep bringing to God together?

Find Make a reusable Bible explorer kit

20-35 min | Prepared bookmarks, reference cards, notebook and Bible

During the week, make bookmarks for the Bible's book, chapter, and verse features, plus simple story reference cards. At the gathering, practice finding today's passage, reading a short section, and recording one observation. Let an older child prepare a second search for the family. Reuse the kit with a new story later.

Try asking Can you help us find the passage and show us one thing it says?

Keep in mind This face offers four ways to respond. Choose one for today. It is not a quiz, and your family does not need to work through all four in a sitting.

One story across several gatherings

Here is one way to return to Jesus calming the storm in **Mark 4:35-41**. Use the same approach with another Story Block. These are possible visits, with no requirement to finish them in a week.

First gathering **Read retell and freeze**

Read the passage and show the six pictures. Try **One sentence per picture** on page 5, then **Freeze and guess** on page 29. Pose as someone in the boat and let the family identify the moment. Finish by naming one thing Jesus does in the story.

Second gathering **Retell and reflect**

Retell briefly, then try **Before and after** on page 12. Draw the storm and the calm. Ask what the passage says changes, and notice the disciples' question at the end. Keep the child's drawing for a later visit if they want.

Third gathering **Retell and wonder**

Return to the pictures, then choose **Wonder Follow one question** on page 36. A child might ask why the disciples are afraid or who they think Jesus is. Read the relevant verses together. Keep separate what the passage reports and what you are guessing.

During the week **Prepare only if you want to**

If your children are enjoying acting, gather a cloth and a few floor cushions to suggest the boat. Reuse them for another activity later. If nobody wants a larger project, return to any no-prep idea instead.

Another gathering **Your child directs**

Try **Direct a play with props** on page 34. Let a child assign roles and guide the sequence. End with the disciples' question in the passage. Avoid treating the scene as a promise that every frightening situation will immediately become calm.

Let your child help choose the next visit

Ask whether they would like to repeat a favorite activity, try a different face, or move to another story. Familiarity can make room for fresh noticing. If the story still interests them, there is no need to hurry away from it.

Prepare once and use it again

Keep a small story basket

A Bible, the current blocks, scrap paper, pencils or crayons, and a few folded sheets cover many activities. Add cards, a glue stick, cloth, or larger props only when you need them. Put reusable pieces in a labeled envelope with the passage reference.

Make reusable paper pieces

Fold a sheet into six spaces for a storyboard, or cut six card rectangles for sequence and role cards. Make a few blank speech bubbles and simple face cards. Store blank pieces together so you can add story-specific words or pictures in a few minutes.

Build a scrolling story theater

An adult cuts a window in the front of a small cardboard box. Tape sheets end to end to make a long strip and draw the scenes along it. Pass the strip behind the window by hand. Leave an extra blank length at each end to make the strip easy to hold.

Make a simple shadow screen

Secure a sheet of tracing paper or a light-colored cloth across a frame or between stable supports. Place a cool LED flashlight behind it. Use large card figures with handles, held between the light and screen. Try the distance beforehand so children can make clear shadows.

Prepare a story wheel without a fastener

Cut one large card circle and divide it into four spaces. Add a familiar story picture or title to each. Make a separate paper arrow to place beside a chosen story. The child selects a story deliberately; no spinner or small central fastener is needed.

A manageable week of preparation

Early in the week, choose one activity and list the materials. Another day, gather them or prepare the base. Let children help make the parts they enjoy. At the gathering, use the finished or partly finished resource with the passage. Afterwards, keep only what your family wants to use again.

Bible story pairs for Connect

Choose a pair your family knows, or read both passages first. These are starting points for comparison. A shared detail does not mean two stories have exactly the same message.

Lost sheep and Zacchaeus

Luke 15:1-7 and Luke 19:1-10

Both passages speak about seeking or finding the lost. One is a parable Jesus tells; the other describes his encounter with Zacchaeus. **Ask** Who seeks, who is found, and how do others respond?

Levi and Zacchaeus

Mark 2:13-17 and Luke 19:1-10

Both involve Jesus with a tax collector and objections from others. Notice the different words, actions, and responses recorded in each. **Ask** What does Jesus do in each story, and what do the people say?

The lost sheep and the lost coin

Luke 15:3-7 and Luke 15:8-10

Both describe a search followed by rejoicing. The searchers, places, and things being sought differ. **Ask** What does each searcher do when what was lost is found?

Manna and the feeding of the crowd

Exodus 16:1-18 and Mark 6:30-44

Both describe food provided for people away from ordinary sources of food. The setting, instructions, and way the food is given differ. **Ask** What need is present, and how is it met in each passage?

Jonah and Jesus in a storm

Jonah 1:4-16 and Mark 4:35-41

Both include a storm, a sleeping person, and a frightened boat crew. Jonah is thrown into the sea; Jesus speaks to the wind and sea. **Ask** What brings the storm to an end in each story?

Mary listening and Jesus in the temple

Luke 10:38-42 and Luke 2:41-52

Both include listening and teaching. Mary listens to Jesus; the young Jesus listens and asks questions among the teachers. **Ask** Who is listening, who is speaking, and what else is happening?

Adapt to the child in front of you

When words are still coming

Let your child point, choose between pictures, finish a sentence, or dictate while you write. Retell three moments together if six feels like too much. In Find, you can locate the book while your child looks for a chapter number or points to a picture cue.

When your child wants more independence

Offer a directing, preparing, or checking role. They might make cue cards for a sibling, find the passage for the family, plan a silent scene, or explain a connection between two stories. Keep it optional; older children can still enjoy a very simple Quick Start.

When siblings want different things

Share the opening retell, then give different roles within one activity. One child can draw while another dictates a caption. One can act while another narrates or directs. If needed, offer two short options based on the same passage and invite a brief sharing time afterward.

When a child prefers quiet or less movement

Use a seated pose, hand movements, paper figures, drawing, or a directing role. Offer humming, tapping, or listening instead of singing. A child can join prayer silently or keep a reflection private. Ask which part of the activity they would enjoy taking on.

When attention fades

Finish the moment you are in and stop. You can leave the next scene, question, or craft step for another gathering. If the child still wants to explore but needs a change, move from talking to a pose, or from movement to a drawing.

When a question is difficult

Thank your child for asking. Read the relevant words again and say what they make clear. You can also say I am not sure. Write down the question if you want to investigate it later. A thoughtful question can be the most useful part of today's activity.

Your family activity planner

Choose one story and a few possible visits. Leave plenty of room to change the plan after listening to your children.

Story and Bible passage

What my child is curious about

Possible gathering 1

Retell idea

Activity and page

Preparation or materials

Possible gathering 2

Retell idea

Activity and page

Preparation or materials

Possible gathering 3

Retell idea

Activity and page

Preparation or materials

Afterward What did we enjoy or notice, and what would we like to revisit?

A quick reminder for each activity



Retell

Tell the story using the six pictures. Help with a word, a clue, or a shared sentence.

Ask What happened here, and what came next?



Reflect

Draw, color, or write a response. Let the child explain their own work if they want.

Ask What would you like to draw or write after hearing the story?



Connect

Put this story beside another Bible story. Notice a similarity and a difference.

Ask What happens in both stories, and what belongs only to one?



Character

Attend to what a person hears, says, and does. Mark imagined feelings as possibilities.

Ask What in the passage helps us understand this person?



Act Out

Make a pose or act a sequence. Children can act, direct, narrate, or watch.

Ask How could we show this moment so someone can recognize it?



Multi Choice

Choose Music, Wonder, Prayer, or Find. Spend today with one of those four options.

Ask Which choice would help us explore or respond today?