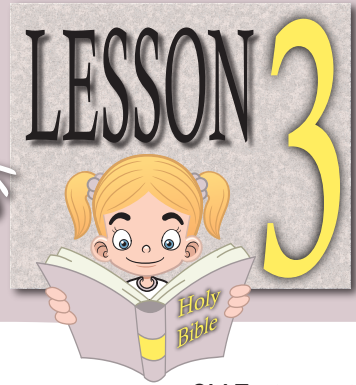


Joseph Interprets Dreams for Baker, Butler, and Pharaoh

Genesis 40, 41



Old Testament 3
Part 1: Joseph

SUNDAY MORNING

Old Testament 3 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 40 and 41

MEMORY WORK:

“And we know that all things work together for good to those who love God, to those who are the called according to His purpose” (Romans 8:28).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Faith, Obedience, and Authority”](#)
- [“It Isn’t Any Trouble Just to S-M-I-L-E”](#)
- [“Pharaoh’s Dreams”](#)
- [“The Dreams of the Butler and Baker”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP’s Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be scriptural.]
- [Joseph & Moses Bible fact cards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)
- Apologetics Press’ [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- “Genesis Chapter Summary” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens’ felt pieces
- A Beka Flash-A-Card Series: Joseph (DISCLAIMER: use the cards, *not the lesson book*)

PERSONAL APPLICATION:

If I try to do what God wants me to all the time, when times get rough I can be sure that God will help me get through them.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week we studied about Joseph and how he did the right thing. Can anyone tell me what happened to Joseph? Today, we are going to study about what happened to Joseph while he was in prison and how he got out! When we do right, God will be with us.

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson, asking questions about Joseph choosing to do what is right.

Sometimes we may get punished, even though we didn't do anything wrong. That's exactly what happened to Joseph. But, unlike most people, Joseph didn't sit around feeling sorry for himself. He did the best he could at what he was given to do, even though he was in prison. Joseph's attitude of doing right no matter what turned out good, just like it can for us.

POINTS TO EMPHASIZE:

1. Review briefly the previous lesson regarding Joseph being in jail for something he didn't do.
2. God blessed Joseph even in prison because he had chosen to do what is right. While in jail, Joseph impressed the chief jailor with how much he could do, and with what he was willing to do. Soon Joseph was in charge of all the other prisoners. He became friends with the king's baker and butler (or cupbearer, i.e., person in charge of delivering the king's drink to him and testing it to make sure it had not been poisoned), who had also been put into prison. They had angered the king.
3. One night the butler and the baker both had dreams that disturbed and upset them. Joseph offered to help them; he said that God would give them the meaning of their dreams.
4. The butler described his dream to Joseph: In his dream he saw a vine with three branches. As it was budding, its blossoms came out, and the clusters produced ripe grapes. Pharaoh's cup was in his hand and the butler squeezed the grapes into his cup. Joseph said that the three branches represented three days. In three days, the butler would have his old job back.
5. The baker described his dream to Joseph as well, hoping for just as good an interpretation. In his dream, he saw three baskets of bread on his head. In the top basket there were all sorts of baked food for the Pharaoh, and birds came down to eat the food from the basket. Joseph, sadly, told him that the three baskets represented three days. In three days, Pharaoh would "lift up his head" (hang him).
6. When Joseph finished explaining their dreams, he asked the butler to kindly remember him when he was finally released from prison. Joseph hoped that the butler would help him get out of prison. The dreams of the butler and baker came true exactly as Joseph had said, but the butler forgot all about Joseph and his kindness.
7. Two long years later, **Pharaoh** had a dream or vision while he was standing on the banks of the Nile River. In his dream, he saw seven fat cows come out of the river. Then seven other cows, ugly and thin, came out of the river. The thin cows ate the fat cows. Then Pharaoh woke up.



NOTE: This is possibly a different Pharaoh than in chapters 39 and 40. See Genesis 41:9-13.

8. He fell asleep again and dreamed a second time. This time he saw seven fat ears of grain growing on a single stalk. Then seven very thin ears of grain sprouted. The thin ears ate the fat ears of grain. Pharaoh woke up again and was very upset.
9. He called in all of his advisors and wise men, but none of them could tell him the meaning of his dreams or make him feel any better. The butler remembered how Joseph had interpreted his dreams, told the Pharaoh, and Pharaoh called for Joseph to be released from prison.
10. Joseph told Pharaoh that God would give him the meaning of the dreams. Joseph told Pharaoh that the fat cows and the plump ears of grain represented seven good, fruitful years, and the skinny cows and thin ears of grain represented a terrible famine that would come on the whole land. Because the dream was repeated twice, Joseph said that meant God would soon make the dreams reality.
11. Pharaoh was so impressed by Joseph's maturity and his obvious knowledge of things unknown, that he ordered that Joseph be immediately rewarded. He gave him gifts, a wife, and made Joseph his second-in-command, in charge of preparing the country for the coming famine.
12. At this time, Joseph was 30 years old; he had been in Egypt for 13 years. When he first arrived in Egypt, he was in a very bad situation. But Joseph didn't feel sorry for himself, or choose to do wrong just because other people had done wrong to him. He chose to live according to God's principles, even at one point being punished because he tried to live like God wanted.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Joseph Interprets Dreams Coloring Sheet”](#) (provided in activity sheets)
- “Joseph’s Many Robes” Activity: Print a picture of Joseph on cardstock, let the children color him, and stick a piece of Velcro on him. Have five “robes” for each child and have the children color his many robes. (Colorful robe, Slave robe, Servant robe, Prison robe, and Leader robe.) They can change his clothes and review the different times in his life.
- Let the children act out the story.
- Type the memory verse on white cardstock four times so that the paper can be divided into fourths. Cut out the four squares. Give each child one square and have the children decorate around the verse. (Polk-a-dots, flowers, stripes, etc.) Then laminate and attach a magnet to them so the children can hang them on their refrigerator to remind the family of this good verse.

1st-2nd Graders:

- “Memory Verse Mix Up” review game: Write the memory verse on index cards, one word per card. Make several sets (enough for one per child, or divide class into teams and make enough for one per team). Give each child or team a set of cards, and have them put the words in the correct order to make the memory verse.
- [“Joseph Interprets Dreams”](#) crossword puzzle (provided in activity sheets)
- [“Joseph Interprets Dreams”](#) word search (provided in activity sheets)
- Write the memory verses from this lesson and the previous three lessons on poster board, leaving out key words from each verse. Write the missing words on index cards, and put them in a box or bag. Have the children take turns choosing a card and putting the word in the correct blank. (Can

do this with only two or three verses instead of all four. Can also play as teams, giving points as the words are placed in the correct blanks.)

- Have the children read *Joseph—God’s Dreamer*, by Carine MacKenzie, Bible Wise books

3rd-4th Graders:

- “Memory Verse Mix Up” review game: Write the memory verse on index cards, one word per card. Make several sets (enough for one per child, or divide class into teams and make enough for one per team). Give each child or team a set of cards, and have them put the words in the correct order to make the memory verse.
- “[Joseph Interprets Dreams](#)” crossword puzzle (provided in activity sheets)
- “[Joseph Interprets Dreams](#)” word search (provided in activity sheets)
- Write the memory verses from this lesson and the previous three lessons on poster board, leaving out key words from each verse. Write the missing words on index cards, and put them in a box or bag. Have the children take turns choosing a card and putting the word in the correct blank. (Can do this with only two or three verses instead of all four. Can also play as teams, giving points as the words are placed in the correct blanks.)
- Advanced Bible Reader: If they did not do so over the last two weeks, have the kids read Genesis chapters 36-39. Then, have the children read chapters 40-41. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Genesis 36-40 quiz from AP’s [Advanced Bible Reader](#) (ABR) site. Have each of the children take the quiz if they have yet to do so. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Have the children read *Joseph and the Coat of Many Colors*, Tommy Nelson, Children’s Bible Classics

SONGS:

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

“IT ISN’T ANY TROUBLE JUST TO S-M-I-L-E” ([Click to Hear](#))

Author: Unknown*

It isn’t any trouble just to s-m-i-l-e.
It isn’t any trouble just to s-m-i-l-e.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to s-m-i-l-e.

It isn’t any trouble just to p-r-a-y, pray.
It isn’t any trouble just to p-r-a-y, pray.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to p-r-a-y, pray.

It isn’t any trouble just to s-i-n-g, sing.
It isn’t any trouble just to s-i-n-g, sing.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to s-i-n-g, sing.

It isn’t any trouble just to s-m-i-l-e.
It isn’t any trouble just to p-r-a-y, pray.
Whenever you’re in trouble,
It will vanish like a bubble,
If you’ll only take the trouble just to s-i-n-g, sing.

“PHARAOH’S DREAMS”

Author: Jewel Kendrick

(Tune: “Oh, Susanna”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“THE DREAMS OF THE BUTLER AND BAKER”

Author: Jewel Kendrick

(Tune: “Short’nin’ Bread”—Chorus Only)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

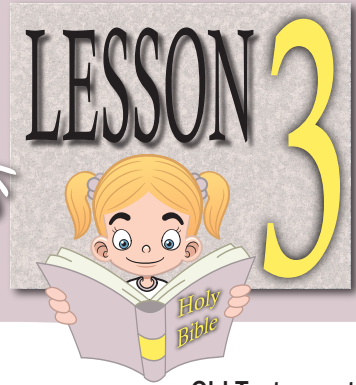
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



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Genesis 40, 41



Old Testament 3
Part 1: Joseph

WEDNESDAY EVENING

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MEMORY WORK:

“And we know that all things work together for good to those who love God, to those who are the called according to His purpose” (Romans 8:28).

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PERSONAL APPLICATION:

If I try to do what God wants me to all the time, when times get rough I can be sure that God will help me get through them.



INTRODUCTION:

Review [O.T. 3 Bible Facts Flashcards](#) (provided under “O.T. 3 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (see [O.T. 3 Review Questions](#) for example questions)
2. Object Lesson: (from *Object Lesson from Nature*, 1989, Baker Book House, p. 83)
 - a. Prepare a box with dirt spread on the bottom. On top of the dirt, put some dead leaves, a rotten apple, dead or plastic insects. (Put on the dirt anything that most people don’t like, that will eventually decompose. What you put in the box will determine what you say.) “This box is my ‘yuck box;’ I call it that because of the yucky things inside. Would you like to see what’s inside? (Show individual items and talk about how “yucky” they are.) The things inside this box aren’t really yucky; this is a good box. If I take this box and put it some place, just as it is now, all the things in it will become more and more rotten. Eventually they will all fall apart, or decay. What would happen then?
 - b. All the little bits of vitamins and minerals stored up in these yucky things will soak into the dirt at the bottom of the box. And that would make the dirt very rich and good for growing food. That’s the way God made the world. We may think there are some yucky things or not very good things, but when you take them all together, they turn out to be good.
 - c. Sometimes in life, things happen that you think are not good at all. When bad things happen, you may wonder why God lets them happen. But God has said that all things will work together for the good of those who love Him. When bad things happen, they can work together to make you a stronger, better person—more like God wants you to be.
 - d. So, when things happen to you that you think aren’t good, remember the yuck box. Nothing in here seems good, but everything’s going to work together to make a good, rich soil. In the same way, God will take what happens to you and make it work together for your good, if you will always try to live for Him and obey His Word.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

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