



**Date:** \_\_\_\_\_

**Series:** Sharpening Your Sword  
Winter Year 2, Lesson 37

# How Do We Use the Bible: Often

**Take Home Point:** \*We learn to love God's word by reading it often. \*Repeat this phrase throughout the lesson.

**Bible Event:** Joshua 1:7-8; Matthew 13:1-9, 18-23, 45-46.

**Key Verse:** Joshua 1:8, "Never stop reciting these teachings. You must think about them night and day so that you will faithfully do everything written in them. Only then will you prosper and succeed."

**We will help kids know:**

- We need to read the Bible often so that we learn to love God's word and follow what it says.
- Personal Bible reading is best done at a special time and place.
- Before personal Bible reading, it's important to pray that God would speak to you personally in his word.
- Sometimes it's helpful to read out loud.




**We will help kids feel:**

- Inspired to develop a personal Bible reading time.
- A love for reading and doing God's word.

**We will help kids do:**

- Play a treasure hunt game.
- Develop a plan for personal Bible reading.

# THIS LESSON'S ROADMAP

DESTINATION	PAGE #	DISCOVERIES ON YOUR JOURNEY	SUPPLIES NEEDED
<b>Small Group Warm-Up</b> 	3	Students engage in a treasure hunt for a Bible verse about the Kingdom of God as a “treasure.” They eat “treasure” snacks.	<ul style="list-style-type: none"> <li>• snack or candy “treasure” for all kids—i.e., ring shaped lollipops that look like giant diamonds</li> <li>• large candy prize for one student</li> </ul>
<b>Large Group</b> 	4  8  10  11  15	<b>Overview</b>  <b>Game:</b> Memory Contest – Zaro, the Magnificent leads three games that review Bible information and determines which team receives the Bright Brainsy Bible Book Award of Brilliance.  <b>Teaching Challenge:</b> Kids are challenged to schedule a time to read the Bible, have a reading plan, and make it a two-way conversation with God.  <b>Interactive Bible Event:</b> Kids and leaders act out the story from Matthew 13 of the farmer whose seeds were planted in different ways representing the different environments of hearing God’s word.  <b>Appendices</b>	<i>Costume:</i> <ul style="list-style-type: none"> <li>• simple black cape and a black mask</li> </ul> <i>Props:</i> <ul style="list-style-type: none"> <li>• toy telescopic plastic lance or toy sword</li> <li>• Bible</li> <li>• dry erase board with markers, chalk board, or butcher paper with small group names on it for score-keeping</li> <li>• rolled up newspaper for each group</li> <li>• Bible book cards (see Appendix A) for the Mix-Up game</li> <li>• phone</li> <li>• Bright Brainsy Bible Book Award of Brilliance trophy, ribbon or other team award (see Appendix B)</li> </ul>
<b>Small Group Application</b> 	5	Kids read any part or all of John 1 and share specific verses they felt the Lord speaking directly to them. They receive a 30-Day Bible Reading Guide for tracking repeated at-home readings of the Gospel of John.	<ul style="list-style-type: none"> <li>• the 30-Day Bible Reading Guide sheet for each student (appendix C)</li> </ul>

# Small Group Warm-Up: 15 minutes



**Purpose:** *Get pointed in the right direction!* Build relationships and help guests feel at ease. Do the learning readiness activity that will point your group in the right direction for the lesson.

**As kids gather:** *Listen to memory verses from last week and give coupons for memory verses, remembering to bring your Bible, and bringing a guest.*

**Supplies:** *A candy or snack “treasure” for all the kids to enjoy during discussion time. A giant candy bar or “treasure” reward for the student who wins the opening “treasure” hunt for the Bible verse.*

Before kids arrive, locate the “treasure” yourself in Matthew 13:44. The “treasure” is the actual word “treasure” in the verse. Leave your Bible open to this verse. Say:

**I will reward a “treasure” snack to whoever can find a special “treasure” in this immediate space.**

Let kids look around for a while and award the giant candy bar or prize to the student who finds it first. If or when they start to have trouble, offer the following hints.

**Hint #1: It’s under a mat.**

**Hint #2: It’s address is thirteen forty-four.**

*Given these hints, some kids may still not catch on to where to find the “treasure.” In this case, help them by clarifying that:*

**Mat is short for Matthew. Where can you find Matthew? (In the Bible.)**

**Thirteen forty-four leads us to where? (The chapter and verse of Matthew where the “treasure” is buried.)**

**I’m out of clues! Let’s all open our Bibles to this verse and read it aloud, I mean, dig for the treasure together.**

***“The kingdom of heaven is like a treasure buried in a field. When a man discovered it, he buried it again. He was so delighted with it that he went away, sold everything he had, and bought that field.”***  
(Matthew 13:44)

**What is the treasure? Yes, it’s the word, “treasure!” But there’s more to it.**

The Bible says that the kingdom of heaven is *like* a treasure and that treasure is worth all that we have. The kingdom of heaven is given to us through a relationship with Christ.

Unfortunately, sometimes we don't realize or we forget what a treasure this relationship is. That can happen because we don't spend time getting to know God and what he has to say to us. We get to know him when we read and study the Bible. When we understand what God has to say to us, we find that we love to listen to him, want to hear from him more and in doing so, grow in our relationship with him.

Pass out "treasure" candy snack. Let kids enjoy them during the following discussion.

**Is there anyone here who has never read the Bible on your own?**

Of the kids who raise their hands, ask if they would share a possible reason. (*Does it seem hard to understand? Some translations are hard to read. They don't think about it.*)

**If you have read the Bible on your own, what was the experience like? Was the Bible hard to understand? Was it easy to understand? Did you enjoy it and want to read it again sometime?**

*Any personal testimony by a Shepherd, who loves and enjoys God's word because he/she reads it often, is especially valuable.*

**Today, we'll be challenged to learn the books of the New Testament. Let's review them now so we are ready to compete with other groups and be challenged to *\*learn to love God's word by reading it often.***

## **Large Group Overview: 20-30 minutes**



**Purpose:** *Help kids observe what the Bible says. Present the Bible event in creative fashion. Help kids begin to interpret what it means.*

**Game:** Memory Contest – Zaro, the Magnificent leads three games that review Bible information and determines which team receives the Bright Brains Bible Book Award of Brilliance.

**Dramatic Presentation:** Kids and leaders act out the story from Matthew 13 of the farmer whose seeds were planted in different ways representing the different

environments of hearing God's word. Kids are challenged to schedule a time to read the Bible, have a reading plan, and make it a two-way conversation with God.

**Challenge:** Kids are given a Gospel of John reading card and challenged to read every day.

## **Small Group Application: 20-25 minutes**



**Purpose:** *Help kids map out the meaning of the Bible event in their lives. Use the questions to stimulate discussion, but don't feel tied to them. Allow the Holy Spirit to guide you. Include personal examples from your own faith journey. The example of Christ at work in your life will leave lasting impressions of how Christ can work in the children's lives.*

*Use your Bibles! Children need to learn how to look up references and follow along when scripture is read aloud. Allow for quality time of prayer at the close of the lesson.*

### **Observation Questions: What happened?/Interpretation Questions: What does this mean?**

Have kids read Joshua 1:7-8 and discuss the following:

**What is meant by the “teachings that my servant Moses commanded you”?** *(At the time Joshua wrote this passage, the only scripture the people had were the first five books of the Old Testament and it may not have been written down yet. We understand for us that this includes the entire Bible that we have today.)*

**What does verse 8 say we should do with God's word or teachings?** *(Never stop reciting them, think about them night and day, and faithfully do everything written in them.)*

**What will happen when we obey this command?** *(We will prosper and succeed.)*

**Why do you think we should read God's word daily?**

**How will we prosper and succeed?** *(This doesn't mean we will necessarily prosper materially, but will be blessed with all of God's riches.)*

## **Application Questions: What does this mean to me?**

### Application Activity:

*Supplies: A copy of the 30-Day Bible Reading Guide for each student.*

Have kids practice a quiet Bible reading time for at least five minutes. Have them read any part or all of John 1. First, pray that God would speak to students in a unique and special way during their reading time. Then, help them each find a special and private, distraction-free place in the room to complete the reading. Following reading time, have kids return to the group and share a specific verse and how the Lord spoke to them through it.

Give each child a 30-Day Bible Reading Guide. This will help kids keep track of their repeated readings of the Gospel of John. Explain that once they have finished reading the book of John, to start it over again and read it through completely at least three times, checking off the corresponding boxes on the reading guide as they go.

Explain that you want them to keep reading the same book over and over again until they know it like a favorite book or letter.

Closing prayer:

Thank God for his written word and the word made flesh, Jesus, so that we can know God and have a relationship with him. Pray that the Holy Spirit would work in the kids' lives so that they would ***\*learn to love God's word by reading it often.***

**Safety and Security:** Safety and security procedures are important for each church to carefully define and implement according to their unique needs. The security, safety, illness and accident procedures described in this curriculum are provided for example purposes only and may not be appropriate, applicable or adequate for every situation. Each church is responsible for determining whether any security, safety, illness and accident procedures contained in the curriculum are appropriate, applicable or adequate for its unique situation. The activities described in this curriculum require adult supervision and may not be suitable for each child and each situation. Each church is responsible for ensuring that adequate adult supervision is provided for all activities and for determining whether an activity is appropriate for each child and each situation. Kids Kount Publishing disclaims all liability for the implementation of any procedures or the performance of any activities described in this curriculum.

# Large Group Presentation

## Use the Bible Often

### Costume:

- *simple black cape and a black mask to resemble the Zaro character*

### Props:

- *toy telescopic plastic lance that extends when flipped forward or possibly another option of a telescopic antenna rigged to a homemade sword handle (used for pointing out the key verses of the Bible)*
- *Bible as the sword tucked into presenter's pocket or belt, like a sword in its sheath*
- *dry erase board with markers, chalk board, or butcher paper with small group names on it for scorekeeping.*
- *rolled up newspaper for each group*
- *Bible book cards (see Appendix A) for the Mix-Up game*
- *Phone*
- *Bright Brainy Bible Book Award of Brilliance trophy, ribbon or other team award*

### Introduction: "Word Quiz Master"

**Hello, once again. I am Zaro, the Magnificent! I'm here with my sword** (referring to the lance) **and my other sword** (referring to the Bible). **Of course, just by looking at you I can see that you, too, want to be great swordsmen – that's excellent!**

**So, if I can get you to turn your attention from my magnificent sword** (referring to the lance) **to my other sword** (referring to the Bible), **to my charm, wit, intelligence, my chiseled muscles** (flex arms) **and** (lick hand and use it to smooth hair) **dazzling good looks ...**(have someone from off stage cut him off).

(Clearing throat) **Oh, yes. If you can turn your attention to the board where I've listed the names of each group, I am prepared to award points to the groups who can best answer my review questions about** (say slowly) **how... to... use... your... sword. Can you repeat that after me? How... to... use... your... sword. How to use your sword. Very good.**

## Series Review Game

Have groups sit together closely in their own circles. Tell kids to choose one representative of the group as the team writer.

**First, I will tell you the review question. Discuss the answer within your group and make sure everyone agrees with it. If someone doesn't agree, talk it through together but remember to be quiet so that you don't accidentally give answers to other groups. Once your group has agreed on an answer, have the writer (and only this person), run to the front and write his/her team's answer on the board. The first team to get it written completely, clearly, and correctly wins 100 points for the team to be recorded on the board.**

**Teams, are you huddled and ready? Okay.**

**Question #1:**

**The purpose of the Bible is to point us to whom? (*Jesus.*)**

**Question #2:**

**When we meet Jesus through God's word, we see him as our Savior and he shows us the way to where? (*Heaven.*)**

**Question #3:**

**We learned how the Bible was pieced together and that it was written by one author—God. How many human writers were inspired and wrote down God's words? (*36.*)**

**Question #4:**

**How many centuries did it take to complete the Bible? (*16.*)**

**Question #5:**

**How many total books are there in the Bible? (*66.*)**

**Question #6:**

**How many books are there in the Old Testament? (*39.*)**

**Question #7:**

**How many books are there in the New Testament? (*27.*)**

Tally the team scores to this point.

**Why is memorizing the order of the books so important? Accept answers.**

**Because, just like knowing the alphabet helps you to use the dictionary, when you open your Bible and it falls open to a certain**

**book, you can use your knowledge of the order to help you know which way to quickly turn.**

### Challenge Game

**You've already been given this challenge in earlier lessons. But for today, let's see which group is worthy of the Bright Brainy Bible Book Award of Brilliance! To earn this prestigious award, listen closely to the rules.**

**I'm giving every group a sword (hand each group a rolled up newspaper). This sword is to be held by the person who is reciting the books of the New Testament in order. Nobody else is allowed to help or speak. As you recite the books, you may list as many as five in a row. Each shepherd will listen to see if your group members recite the order correctly.**

Demonstrate with the newspaper and one team so kids can visualize how the game is to work.

**So, the first group member will hold the sword, recite five books and then pass the sword to the next person. If you only remember one or two books in a row, keep passing the sword on to the next person in line. If you skip or forget a book, the shepherd will stop you and correct it. As soon as your group finishes reciting them correctly and in order, one of your group members will bring your sword to the front and receive the first place honor. Other teams will join the first team done to claim second place, third place, forth place, etc.**

Ask if anyone needs clarification and then play the game. First place is worth 500 points, 400 for second place, 300 for third place, etc. Tally the points again to determine team standings at this point.

### Final Review Game – Bible Book Mix-Up

In this game there are different sets of four New Testament books (not in sequence) for each round. To win a round, a group must be the first to arrange the books in order. *(Remember the books in each set are not sequential.)*

Depending on the number of groups your church has, there may be as few as two groups competing against each other at a time or as many as four groups competing at once. *The idea is to include as many kids as possible in a short amount of time.* Play this game for about five minutes.

To play a round, have small groups select four kids to play. Have each group of four come to the front. Each group will receive an identical set of book cards. Give every player from each group a card that they must keep face down and not read until it is time to begin.

When you say, “go,” the kids turn over their New Testament book cards and arrange themselves in a line facing the audience in proper order from left to right (players’ right to left). The first group to correctly arrange themselves in the correct order wins and scores one hundred points. Pick another group(s) to challenge the winning team in round two for two hundred points. (Round three—three hundred points, etc.) Rounds continue until the time is up.

### Teaching

Ask for a volunteer from the audience and give the student a Bible.

**What we want to do with our volunteer today is to help him/her learn to love God’s word by reading it often. He/she will get three hints that will help him/her love God’s word and read it often.**

#### Hint #1 – Schedule

**At school, you want to talk to one of your close friends but you can’t do it in class, yet you feel you just HAVE to talk to them so you write them a note that says, “I want to talk to you, Please meet me at \_\_\_\_\_ (insert a local kids’ place to “hang-out.”) at \_\_\_\_\_ (insert time).**

Let them fill in the blanks.

**Now if you’ve got a special friend in Jesus, and you want to meet with him, what time and place would you choose?**

Accept any answer.

**The truth of the matter is, you can’t learn to love God’s word by reading it often if you don’t schedule a time and a place to meet with him.**

**Do any of you have a time and a place where you read the Bible every day? Would you share where it is?**

Take responses from kids and shepherds.

**For kids, the best time might be at night before going to bed. It might be in the morning before going to school or maybe it’s after dinner. If you don’t set a time, it usually won’t happen.**

#### Hint #2 – Plan

Remind the audience that you’ve got your special volunteer with you who wants to read the Bible. So, hand her a closed Bible and ask where she’d like to start reading. Usually the child won’t know.

**An important part of learning to read the Bible is to have a plan. For example, your plan might include reading a chapter a day or to read for fifteen minutes each day while making your way through a certain book of the Bible. If you really want to get a lot out of your Bible reading, try to read it out loud to yourself. It will help you to focus and really think about what you are reading. Your shepherd will give you a reading plan later.**

### Hint #3 – Conversation takes two

Hand a phone to the volunteer and tell him/her to make a pretend call and have a conversation with someone on the other end. After a while, you could have some fun asking why he/she's having an imaginary conversation when nobody is talking back. The point is that it's hard to have a conversation when no one talks back.

**When we read the Bible, we expect God to talk to us and can ask him with a prayer like this: "Dear God, speak to me in your word today. Help me to hear the special thing you want me to know."**

**When you have faith that God will speak to you in his word, you will find that he does. If you think there is nothing in it for you, oftentimes, that is what you will find – nothing.**

Have volunteer return to his/her seat.

### Interactive Bible Event

Have an adult assistant narrate the story below while Zoro instructs the actors. (Zoro's lines are *not* in italics.)

**Let's conclude our teaching time today by listening to Jesus tell us a story about his word. To do this, I need some volunteer actors from the audience.**

- **four students who can roll up into a ball and pretend to grow like a plant**
- **three birds**
- **three or four thorn bushes**
- **a farmer**

Narrator tells the following story from Matthew 13. (*Narrator's lines are in italics*)

***Jesus used stories as illustrations to tell many things. Listen to what he said about a farmer who went to plant seed.***

- **Okay, farmer, pretend that you have an imaginary seed bag. Reach into it and toss some seed out there.**

***Some seeds were planted along the road.***

- Can I have the seeds curl up into a ball and roll out here please? Let's see what happens to you guys.

***Then some birds come to devour them.***

- Birds, fly in here and carry them off. Now, let's get ready for some seeds to come out again.

***Other seeds were planted on rocky ground where there was little soil.***

- Farmer, reach into your imaginary bag and toss some more seeds. Okay seeds, let's see you roll out here again.

***Now, the plant sprouted quickly, because the soil wasn't deep.***

- Seeds, grow some branches.

***But when the sun came up, they were scorched.***

- Can I see you guys get hot? Let's have a meltdown!

***They withered because their roots weren't deep enough.***

- Okay, seeds go back offstage for a moment.

***Other seeds were planted among thorn bushes.***

- Thorn bushes, would you come out here? Farmer, reach into your imaginary bag and toss some more seeds. Seeds, roll out here again.

***But growing among thorn bushes is crowded and painful.***

- Okay, seeds, start growing. Thorn bushes, you can pretend to poke them and choke them without really hurting our friends. Okay, now all seeds go offstage.

***Once again, the farmer is going to sow some other seeds. These were planted on good ground and they produced grain.***

- Farmer, reach into your imaginary bag and toss some more seeds. Seeds, please roll out here again.

***They produced 100, 60, or 30 times as much as was planted. Watch them grow.***

- **Let me see you pop your hands open and start producing some grain. Very good!**

### Story Review

**Jesus says, let the person who has ears, listen. This is what the story of the farmer means. (Matthew 13:19) Someone hears about the word of the kingdom but doesn't understand it. The evil one comes at once and snatches away what was planted in him. This is the seed planted along the road.**

Invite one seed out to illustrate this point.

**Do you know what that means? If you *only* listen to God's word on Sunday, you don't grow to understand much about God or what he has done for us by giving us his Son. Then the devil takes away what was planted inside of him.**

Invite another seed out to illustrate this point.

**Now, the other seed was planted on rocky ground. This is the person who hears the word of God and accepts it at once with joy. Since he doesn't have any root, he lasts only a little while. When suffering or persecution comes along because of the word, he immediately falls from faith.**

Invite another seed and a thorn bush out to illustrate this point.

**The next seed planted among thorn bushes is another person who hears the word, but the worries of life and the deceitful pleasures of riches choke the word so that it can't produce anything. This might be like the person who never stops to read the Bible because they are too busy chasing after the pleasures of this world that don't really satisfy the heart.**

Invite the last seed out to illustrate this point.

**But here's the final seed. It is the seed planted on good ground. This represents the person who hears God's word, understands it and responds to it. This person produces crops. He or she will produce 100, 60 or 30 times as much as was planted.**

**When you hear, understand and follow God's word; God works through you to help others. This produces a big crop for God's kingdom. This can only happen when you are like the good soil**

**eager to love God's word, understand it and live it when it is planted inside you.**

### **Prayer**

**Heavenly Father, thank you for giving us your word. Help us to learn to love your word. Help us to read it often. Each one of us needs help finding a special time and place to spend with you. Each of us also needs a plan for reading the Bible and we each need to expect you to speak to us. Help that to happen. In Jesus' name, we pray. Amen.**

**ROUND ONE**

<b>MATTHEW</b>	<b>MARK</b>
<b>LUKE</b>	<b>JOHN</b>

**ROUND TWO**

<b>1 CORINTHIANS</b>	<b>GALATIANS</b>
<b>PHILIPPIANS</b>	<b>COLOSSIANS</b>

**ROUND THREE**

<b>ACTS</b>	<b>ROMANS</b>
<b>1 TIMOTHY</b>	<b>TITUS</b>

**ROUND FOUR**

<b>JAMES</b>	<b>1 PETER</b>
<b>2 JOHN</b>	<b>REVELATION</b>



## Appendix C

### READ THROUGH THE GOSPEL OF JOHN (Three Readings)

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### READ THROUGH THE GOSPEL OF JOHN (Three Readings)

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<input type="checkbox"/> #21	<input type="checkbox"/> #21	<input type="checkbox"/> #21

### READ THROUGH THE GOSPEL OF JOHN (Three Readings)

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<input type="checkbox"/> #1	<input type="checkbox"/> #1	<input type="checkbox"/> #1
<input type="checkbox"/> #2	<input type="checkbox"/> #2	<input type="checkbox"/> #2
<input type="checkbox"/> #3	<input type="checkbox"/> #3	<input type="checkbox"/> #3
<input type="checkbox"/> #4	<input type="checkbox"/> #4	<input type="checkbox"/> #4
<input type="checkbox"/> #5	<input type="checkbox"/> #5	<input type="checkbox"/> #5
<input type="checkbox"/> #6	<input type="checkbox"/> #6	<input type="checkbox"/> #6
<input type="checkbox"/> #7	<input type="checkbox"/> #7	<input type="checkbox"/> #7
<input type="checkbox"/> #8	<input type="checkbox"/> #8	<input type="checkbox"/> #8
<input type="checkbox"/> #9	<input type="checkbox"/> #9	<input type="checkbox"/> #9
<input type="checkbox"/> #10	<input type="checkbox"/> #10	<input type="checkbox"/> #10
<input type="checkbox"/> #11	<input type="checkbox"/> #11	<input type="checkbox"/> #11
<input type="checkbox"/> #12	<input type="checkbox"/> #12	<input type="checkbox"/> #12
<input type="checkbox"/> #13	<input type="checkbox"/> #13	<input type="checkbox"/> #13
<input type="checkbox"/> #14	<input type="checkbox"/> #14	<input type="checkbox"/> #14
<input type="checkbox"/> #15	<input type="checkbox"/> #15	<input type="checkbox"/> #15
<input type="checkbox"/> #16	<input type="checkbox"/> #16	<input type="checkbox"/> #16
<input type="checkbox"/> #17	<input type="checkbox"/> #17	<input type="checkbox"/> #17
<input type="checkbox"/> #18	<input type="checkbox"/> #18	<input type="checkbox"/> #18
<input type="checkbox"/> #19	<input type="checkbox"/> #19	<input type="checkbox"/> #19
<input type="checkbox"/> #20	<input type="checkbox"/> #20	<input type="checkbox"/> #20
<input type="checkbox"/> #21	<input type="checkbox"/> #21	<input type="checkbox"/> #21

### READ THROUGH THE GOSPEL OF JOHN (Three Readings)

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<input type="checkbox"/> #1	<input type="checkbox"/> #1	<input type="checkbox"/> #1
<input type="checkbox"/> #2	<input type="checkbox"/> #2	<input type="checkbox"/> #2
<input type="checkbox"/> #3	<input type="checkbox"/> #3	<input type="checkbox"/> #3
<input type="checkbox"/> #4	<input type="checkbox"/> #4	<input type="checkbox"/> #4
<input type="checkbox"/> #5	<input type="checkbox"/> #5	<input type="checkbox"/> #5
<input type="checkbox"/> #6	<input type="checkbox"/> #6	<input type="checkbox"/> #6
<input type="checkbox"/> #7	<input type="checkbox"/> #7	<input type="checkbox"/> #7
<input type="checkbox"/> #8	<input type="checkbox"/> #8	<input type="checkbox"/> #8
<input type="checkbox"/> #9	<input type="checkbox"/> #9	<input type="checkbox"/> #9
<input type="checkbox"/> #10	<input type="checkbox"/> #10	<input type="checkbox"/> #10
<input type="checkbox"/> #11	<input type="checkbox"/> #11	<input type="checkbox"/> #11
<input type="checkbox"/> #12	<input type="checkbox"/> #12	<input type="checkbox"/> #12
<input type="checkbox"/> #13	<input type="checkbox"/> #13	<input type="checkbox"/> #13
<input type="checkbox"/> #14	<input type="checkbox"/> #14	<input type="checkbox"/> #14
<input type="checkbox"/> #15	<input type="checkbox"/> #15	<input type="checkbox"/> #15
<input type="checkbox"/> #16	<input type="checkbox"/> #16	<input type="checkbox"/> #16
<input type="checkbox"/> #17	<input type="checkbox"/> #17	<input type="checkbox"/> #17
<input type="checkbox"/> #18	<input type="checkbox"/> #18	<input type="checkbox"/> #18
<input type="checkbox"/> #19	<input type="checkbox"/> #19	<input type="checkbox"/> #19
<input type="checkbox"/> #20	<input type="checkbox"/> #20	<input type="checkbox"/> #20
<input type="checkbox"/> #21	<input type="checkbox"/> #21	<input type="checkbox"/> #21

### READ THROUGH THE GOSPEL OF JOHN (Three Readings)

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<input type="checkbox"/> #1	<input type="checkbox"/> #1	<input type="checkbox"/> #1
<input type="checkbox"/> #2	<input type="checkbox"/> #2	<input type="checkbox"/> #2
<input type="checkbox"/> #3	<input type="checkbox"/> #3	<input type="checkbox"/> #3
<input type="checkbox"/> #4	<input type="checkbox"/> #4	<input type="checkbox"/> #4
<input type="checkbox"/> #5	<input type="checkbox"/> #5	<input type="checkbox"/> #5
<input type="checkbox"/> #6	<input type="checkbox"/> #6	<input type="checkbox"/> #6
<input type="checkbox"/> #7	<input type="checkbox"/> #7	<input type="checkbox"/> #7
<input type="checkbox"/> #8	<input type="checkbox"/> #8	<input type="checkbox"/> #8
<input type="checkbox"/> #9	<input type="checkbox"/> #9	<input type="checkbox"/> #9
<input type="checkbox"/> #10	<input type="checkbox"/> #10	<input type="checkbox"/> #10
<input type="checkbox"/> #11	<input type="checkbox"/> #11	<input type="checkbox"/> #11
<input type="checkbox"/> #12	<input type="checkbox"/> #12	<input type="checkbox"/> #12
<input type="checkbox"/> #13	<input type="checkbox"/> #13	<input type="checkbox"/> #13
<input type="checkbox"/> #14	<input type="checkbox"/> #14	<input type="checkbox"/> #14
<input type="checkbox"/> #15	<input type="checkbox"/> #15	<input type="checkbox"/> #15
<input type="checkbox"/> #16	<input type="checkbox"/> #16	<input type="checkbox"/> #16
<input type="checkbox"/> #17	<input type="checkbox"/> #17	<input type="checkbox"/> #17
<input type="checkbox"/> #18	<input type="checkbox"/> #18	<input type="checkbox"/> #18
<input type="checkbox"/> #19	<input type="checkbox"/> #19	<input type="checkbox"/> #19
<input type="checkbox"/> #20	<input type="checkbox"/> #20	<input type="checkbox"/> #20
<input type="checkbox"/> #21	<input type="checkbox"/> #21	<input type="checkbox"/> #21