

THE ON PURPOSE CLASSROOM

Read-Aloud Discussion Guide

Fifteen stories, fifteen conversations. A companion for reading *On Purpose* aloud with children aged six to eight — at home, in a classroom, or around a table.

Free from F. T. Cross

author of *On Purpose: 15 Bible Stories About the Children God Made on Purpose*

ftcrossbooks.com/classroom

How to use this guide

Every page in this guide follows the same shape, so once you have read one you know how to read the other fourteen. You do not need to prepare anything, and you do not need to have finished the book.

WHAT HAPPENS

Three sentences on the story. Enough to run the conversation if you have not read it yet, and enough to bring it back a week later if you have.

BEFORE YOU READ

One short question to ask before you open the book. It takes fifteen seconds and it changes how much a child brings to the story.

A QUESTION FOR YOU AND THE CHILD YOU LOVE

This is the question printed at the end of the story in the book, exactly as it appears there. It is the anchor of the page. If you only do one thing, do this one — and then wait longer than feels comfortable before filling the silence.

IF YOU WANT TO GO FURTHER

Three more prompts that do not appear in the book. Use one, use all three, or use none. They are there for the evenings when a child wants to keep going.

ONE THING TO TRY

A small activity needing no materials and no preparation. Most take a few minutes.

A NOTE ON THE QUESTIONS

None of these questions has a correct answer, and a child who says “I don’t know” has given a real one. The children in these stories experience the world differently — but the questions are written for any child, and a child does not need to share a character’s difference to have something to say about it.

This guide stays with the children in the stories. It is not a guide to autism, dyslexia, diabetes or anything else, and it is not medical, educational or therapeutic advice.

The fifteen stories

#	STORY	ANIMAL	DIFFERENCE	SCRIPTURE
1	<i>Max Doesn't Mind Being Different</i>	Dog	Autism	Daniel 1:8-16
2	<i>Captain Squawks Learns to Wait</i>	Parrot	ADHD	1 Samuel 24:1-7
3	<i>Willa and the Bat Who Sees Differently</i>	Bat	Dyslexia	1 Samuel 3:1-10
4	<i>Nora and the Rabbit Who Listens for Danger</i>	Rabbit	Anxiety	Matthew 6:25-34
5	<i>Miles and the Donkey With a Voice of His Own</i>	Donkey	Stuttering / speech disfluency	Numbers 22:21-33
6	<i>Priya and the Horse Who Listens With Her Whole Body</i>	Horse	Deaf / hard of hearing	1 Kings 19:11-13
7	<i>Theo and the Cat Who Finds Her Way by Sound</i>	Cat	Low vision / blindness	Luke 15:3-7
8	<i>Sophie, Buddy, and the Backyard Built for Everyone</i>	Dog	Mobility difference / wheelchair	Mark 2:1-5

The fifteen stories, continued

#	STORY	ANIMAL	DIFFERENCE	SCRIPTURE
9	<i>Mateo, Coco, and the Whole-Body Hello</i>	Guinea pig	Down syndrome	Mark 10:13-16
10	<i>Jacob and the Buzzing Busy Hive</i>	Honeybees	Sensory processing differences	1 Corinthians 12:12-27
11	<i>Maya and the Tortoise Who Waits to Come Out</i>	Tortoise	Selective mutism / social anxiety	Esther 4:12-16
12	<i>Caleb and the Goat With a Rhythm of Her Own</i>	Goat	Limb difference	1 Samuel 16:1-13
13	<i>Noor and the Hedgehog Who Plans Ahead</i>	Hedgehog	Type 1 diabetes	Genesis 41:25-36
14	<i>Ava and the Elephant Who Never Forgets</i>	Elephant	Giftedness / twice-exceptional learner	Luke 2:41-52
15	<i>The Saturday Everyone Came Together</i>	Many animals	All the children reunite	Genesis 6:9-22

Max Doesn't Mind Being Different

DOG • AUTISM • DANIEL 1:8–16

WHAT HAPPENS

Ben and his dog Max both like things to stay the same — the same walk, the same order, the same plan. At a sleepover the plan changes without warning, and Ben ends up sitting alone on the bottom stair. His grandfather tells him about Daniel, who was offered food he had decided not to eat, and who found a way through without pretending to be someone else.

BEFORE YOU READ

Ask: *What's the first thing you do every single morning?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Is there something you like to keep the same each day? What makes that routine feel safe — and what happens if it changes?

IF YOU WANT TO GO FURTHER

- Daniel didn't refuse loudly. He asked for ten days and let the outcome speak. What's something you'd rather show someone than argue about?
- Ben carried the evening's plan in his head all week. What's something you've looked forward to and pictured ahead of time?
- Grandpa didn't tell Ben the sleepover shouldn't have bothered him. What is it like when someone believes you about something small?

ONE THING TO TRY

Write down the order of your morning together — every step, in order. Keep it somewhere you'll both see it.

WHAT THEY SAID

Captain Squawks Learns to Wait

PARROT • ADHD • 1 SAMUEL 24:1–7

WHAT HAPPENS

Marcus's ideas arrive faster than his hand can go up, much like Captain Squawks, the parrot at his family's pet shop who announces whatever he thinks the second he thinks it. On Tuesday the answer about the moon chart is out of Marcus's mouth before the question is finished. That evening his mom tells him about David in the cave, who had every reason to act at once and waited instead.

BEFORE YOU READ

Ask: *What's the hardest thing to hold in when you already know the answer?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

David's friends were sure he should act right away — but he chose to wait, and it turned out to be the bravest thing he did. What's something that helps you pause for just a moment, even when an idea or a feeling really wants to come out?

IF YOU WANT TO GO FURTHER

- David's friends were certain, and close, and wrong. Has anyone ever been sure about something you weren't sure about?
- Marcus's mom told him the story quietly, so only he could hear. Why do you think she did it that way?
- Captain says everything the second he thinks it. What's good about that? What's hard about it?

ONE THING TO TRY

For one day, count silently to three before answering a question. Talk afterwards about what you noticed.

WHAT THEY SAID

Willa and the Bat Who Sees Differently

BAT • DYSLEXIA • 1 SAMUEL 3:1–10

WHAT HAPPENS

Willa spends Saturday mornings at the nature centre where her uncle works, watching bats move fast and precise through a dim room without ever bumping into anything. In class she reads two paragraphs in the time the others finish a chapter, leaves three questions empty, and stays in at recess. Her uncle tells her about young Samuel, who was hearing something real but needed Eli to help him understand how to listen.

BEFORE YOU READ

Ask: *What's the easiest way for you to learn something new — reading it, hearing it, watching it, or doing it?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Samuel needed Eli to help him find a new way to listen. Is there a way you take in a story or learn something best — by reading it, hearing it, or something else?

IF YOU WANT TO GO FURTHER

- Samuel got up three times before anyone worked out what was happening. What's something that took you more than one try to understand?
- Willa's uncle always started with "tell me something good," then asked for something hard. Would that order help you?
- The bats never bump into anything. They just don't do it with their eyes. What's something you do a different way from the people around you?

ONE THING TO TRY

Listen to a story read aloud instead of reading it, and talk about what you noticed that you might have missed.

WHAT THEY SAID

Nora and the Rabbit Who Listens for Danger

RABBIT • ANXIETY • MATTHEW 6:25–34

WHAT HAPPENS

Nora's rabbit Pepper checks every new sound — ears tall, nose working — then shakes herself once and goes back to the clover. Nora is very good at the checking and not so good at the settling, and a substitute teacher and a fire drill that never comes take up her whole day. Her grandmother reminds her what Jesus said about the birds: carrying tomorrow's worry today doesn't make tomorrow safer.

BEFORE YOU READ

Ask: *What's something you check on more than once?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Pepper checks, then settles. What's one thing that helps you come back to right now when your mind starts running ahead to what might happen?

IF YOU WANT TO GO FURTHER

- Pepper checks, then shakes herself once and stops. What could your “shake once” be?
- Grandma listened all the way to the front door before she said anything. Who listens to you like that?
- The fire drill never happened, and it still took the whole day. Has worrying about something ever cost more than the thing itself?

ONE THING TO TRY

Together, sort this week into two lists — what belongs to today, and what belongs to tomorrow.

WHAT THEY SAID

Miles and the Donkey With a Voice of His Own

DONKEY • STUTTERING / SPEECH DISFLUENCY • NUMBERS 22:21–33

WHAT HAPPENS

Jasper the donkey has a great deal to say, in grunts and huffs and low rumbles that take patience to understand, and Mrs. Okonkwo has taught Miles the language. When Miles is called on in class the first word comes out fine and the next one catches, a boy in the third row makes a small impatient sound, and Miles sits down. Mrs. Okonkwo tells him about Balaam's donkey, who had something important to say and had been trying to say it the whole time.

BEFORE YOU READ

Ask: *What's something that's worth waiting to hear?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

The donkey kept trying to speak, even when it was hard and no one was listening yet. Can you think of a time someone needed extra patience to share something — and it turned out to be worth the wait?

IF YOU WANT TO GO FURTHER

- Mrs. Okonkwo says Jasper isn't being difficult, he's talking — you just have to learn the language. What does it take to learn someone's language?
- The boy in the third row didn't say a word. He made a sound. How much can a sound say?
- Mr. Reeves said, "Take your time, Miles, we've got it." What makes it possible to believe that?

ONE THING TO TRY

Listen to someone finish a whole thought without helping them finish it. Notice how long it actually takes.

WHAT THEY SAID

Priya and the Horse Who Listens With Her Whole Body

HORSE • DEAF / HARD OF HEARING • 1 KINGS 19:11–13

WHAT HAPPENS

Priya reads Comet completely — the swing of his ears, the shift of his weight, the long breath out that means he has decided she is safe. At a gathering the conversation keeps arriving a beat before she can join it, and she watches from somewhere just outside. Her dad tells her about Elijah, who stood through wind and earthquake and fire, and found what he was waiting for in a whisper.

BEFORE YOU READ

Ask: *What's something you notice about people without them saying anything?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

God didn't speak to Elijah in the loudest moments — He came in the quiet. What's a way you've noticed something important that other people might have missed?

IF YOU WANT TO GO FURTHER

- God was not in the wind, the earthquake, or the fire. Why do you think the story puts all the loud things first?
- Priya learned to read Comet before she could follow what the other volunteers were saying. What have you learned to read?
- She said the gathering was “fine,” and then a moment later said something truer. What makes the second answer possible?

ONE THING TO TRY

Watch an animal, or a person across a room, for two minutes with the sound off. Say what you think they are feeling.

WHAT THEY SAID

Theo and the Cat Who Finds Her Way by Sound

CAT • LOW VISION / BLINDNESS • LUKE 15:3–7

WHAT HAPPENS

Theo put a bell on his cat Biscuit when he was six, and has known exactly where she is ever since. When a neighbor's kitten slips out during a street party, everyone looks — and Theo stands still, listens differently, and finds her behind the garage where nobody thought to check. His grandmother tells him about the shepherd who left the ninety-nine and searched until he found the one that was missing.

BEFORE YOU READ

Ask: *Close your eyes for thirty seconds. What can you hear that you couldn't hear before?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

The shepherd searched until he found the one who was missing. What's something you notice that other people might not — and how could that help someone?

IF YOU WANT TO GO FURTHER

- The shepherd didn't look at the ninety-nine and decide that was close enough. Who is the "one" in your class or family this week?
- Theo said "I heard her," not "I found her." Does that difference matter?
- Everyone else looked. Theo listened. What's something you would find that other people would walk straight past?

ONE THING TO TRY

Sit somewhere ordinary for one minute with your eyes closed and name five sounds out loud.

WHAT THEY SAID

Sophie, Buddy, and the Backyard Built for Everyone

DOG • MOBILITY DIFFERENCE / WHEELCHAIR • MARK 2:1–5

WHAT HAPPENS

Buddy opens doors, picks up whatever Sophie drops, and walks exactly at the pace of her wheelchair, never ahead and never behind. Her brother Dion and two friends spend a whole Saturday building a backyard obstacle course out of pool noodles and planks, and only when it's finished does anyone realize Sophie can't use it. That evening Dion tells her about four friends who found the door blocked and went in through the roof.

BEFORE YOU READ

Ask: *What's something you've built or planned that somebody got left out of?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Those four friends didn't give up when the door was blocked — they found another way in. Can you think of a time when you or a friend had to find a creative new path to make something work for everyone?

IF YOU WANT TO GO FURTHER

- Nobody meant to leave Sophie out. Does that make it better, worse, or just different?
- The friends looked at each other, and then they looked up. Where do you look when the obvious way is blocked?
- Sophie said "it's okay" because what else do you say. Is there something else she could have said?

ONE THING TO TRY

Look at one thing you do often — a game, a route, a seat at the table — and ask who couldn't join in. Then change one thing about it.

WHAT THEY SAID

Mateo, Coco, and the Whole-Body Hello

GUINEA PIG • DOWN SYNDROME • MARK 10:13–16

WHAT HAPPENS

Coco the classroom guinea pig has exactly one way of greeting people: full speed, nose forward, the best hello she has, for the principal and the janitor and the nervous kid alike. Mateo, who feeds her three days a week, notices the new girl Isabel sitting very still during group work and tells her the question mark on her paper was a good answer. Ms. Chen reads the class the story of Jesus telling the crowd to let the children come — not some of them, all of them, as they are.

BEFORE YOU READ

Ask: *Who was the last new person in your class, or on your street?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Coco greeted every single person the same way — with everything she had. Is there someone in your life who might need a full-speed hello? What would that look like from you?

IF YOU WANT TO GO FURTHER

- Coco doesn't check whether you're a good fit before she says hello. What would change if people did that?
- Mateo told Isabel her question mark meant she knew she needed more information. Can you turn something you got "wrong" into something true?
- The people around Jesus thought children weren't what the moment was for. Who gets told that now?

ONE THING TO TRY

Give one person your best hello this week — the full-speed kind — and see what happens next.

WHAT THEY SAID

Jacob and the Buzzing Busy Hive

HONEYBEES • SENSORY PROCESSING DIFFERENCES • 1 CORINTHIANS 12:12–27

WHAT HAPPENS

Jacob knows there are about sixty thousand bees in Aunt Rosa's hive, and that the hum outdoors is full rather than sharp. At an assembly the sounds stack on top of each other into a wall, Mr. Hadley nods him toward the door, and he misses the moment his class is recognized for the garden he worked hard on. Aunt Rosa shows him a hive in slow motion — every bee doing one specific job — and the passage about people being like a body with many parts.

BEFORE YOU READ

Ask: *What's a sound you love, and a sound you can't stand?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Every bee has a job that matters to the whole hive. What's something you contribute to your class or family that might not be the loudest or most visible — but still matters?

IF YOU WANT TO GO FURTHER

- An eye can't say to a hand, "I don't need you." Who does a job in your class or house that nobody notices?
- The class saved Jacob a ribbon. What does it mean to be counted in when you're not in the room?
- Jacob and Mr. Hadley worked out the plan together, rather than one of them deciding it. What makes a plan a good one?

ONE THING TO TRY

Name every job it takes to get your family out of the door in the morning. Count them. Decide who does the quiet ones.

WHAT THEY SAID

Maya and the Tortoise Who Waits to Come Out

TORTOISE • SELECTIVE MUTISM / SOCIAL ANXIETY • ESTHER 4:12–16

WHAT HAPPENS

Pebbles the tortoise tucks into his shell for anything new or loud, and comes back out in his own time, by his own calculation, and nobody hurries him. Maya talks easily at home and with her cousin Bianca, but in a group at school her idea about the weather map stays behind a voice that will not start. Walking home, Bianca tells her about Esther, who was afraid for days, gathered herself, and then went.

BEFORE YOU READ

Ask: *Is there anywhere you talk more than usual? Anywhere you talk less?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Esther waited until she was ready, and then she found her way forward. Is there something you'd like to say that might be easier to write first — and then say out loud?

IF YOU WANT TO GO FURTHER

- Nobody rushes Pebbles out of his shell. What helps you come out in your own time?
- Esther was afraid for days before she went. Can somebody be brave and afraid at the same time?
- Bianca told the story while they walked side by side, not face to face. Is there somewhere you find it easier to talk?

ONE THING TO TRY

Write down one thing you'd like to say to someone this week. You don't have to say it yet. Just write it.

WHAT THEY SAID

Caleb and the Goat With a Rhythm of Her Own

GOAT • LIMB DIFFERENCE • 1 SAMUEL 16:1–13

WHAT HAPPENS

Clover has one leg shorter than the rest and nobody ever told her she was meant to move carefully, so she runs the field like anyone, with a particular rhythm to her gait. At the splash pad a boy stops in front of Caleb, stares at his right hand, and asks what happened — loudly — and Caleb goes and sits on the bench with his towel over his lap. His grandfather tells him about Samuel, who kept looking at the impressive sons until God said: people look at the outside, I look at the heart.

BEFORE YOU READ

Ask: *What's something true about you that nobody would guess just by looking?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

God told Samuel: I look at the heart, not the outside. What's something about the people you love that you'd never know just from looking at them?

IF YOU WANT TO GO FURTHER

- Caleb said the boy didn't mean any harm. His grandfather said that's its own thing to deal with. What did he mean by that?
- David was the son left out in the field, the one nobody thought to bring in. Who gets left out in the field?
- Clover doesn't know she's supposed to run differently. Is that better, or is she just not paying attention?

ONE THING TO TRY

Draw someone you love. Then write down three true things about them the drawing can't show.

WHAT THEY SAID

Noor and the Hedgehog Who Plans Ahead

HEDGEHOG • TYPE 1 DIABETES • GENESIS 41:25–36

WHAT HAPPENS

Quill the class hedgehog has a schedule that is not negotiable, and Noor has never once forgotten a part of it. At a birthday dinner someone leans across the table and asks about the sensor on her arm; Noor says it's just something she uses, the conversation moves on, and the moment stays with her all evening. On the drive home her mom tells her about Joseph, who read the king's dreams and said: don't wait, store up in the good years so there's enough in the hard ones.

BEFORE YOU READ

Ask: *What's something you always do the same way, on purpose?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Joseph planned ahead so that everyone would have enough when hard times came. What's something you do to take care of yourself or someone you love before you need it?

IF YOU WANT TO GO FURTHER

- Joseph prepared before anything had gone wrong. What's something you get ready for well ahead of time?
- Noor answered the question in a few words, and it still sat with her for the rest of the meal. Why do some questions do that?
- Ms. Osei told Noor she had a gift, and Noor thought something she didn't say out loud. What do you think it was?

ONE THING TO TRY

Write down one thing you wish people simply knew about you, so you didn't have to explain it.

WHAT THEY SAID

Ava and the Elephant Who Never Forgets

ELEPHANT • GIFTEDNESS / TWICE-EXCEPTIONAL LEARNER • LUKE 2:41–52

WHAT HAPPENS

Amara is forty-one years old and remembers every keeper, every sound, every drought and watering hole her herd has ever crossed — and when the drought comes, she is the one who remembers where the water is. Ava, who files things away the same way, overhears something in the hallway that is not unkind exactly, just exact, and goes quiet on the drive home. Her mom tells her about a twelve-year-old boy found in the temple, sitting and listening and asking questions, who wasn't there to be the smartest person in the room.

BEFORE YOU READ

Ask: *What's something you know a great deal about?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Amara's memory was useful because she used it for her herd, not just for herself. What's something you know or do well that could help someone else?

IF YOU WANT TO GO FURTHER

- "She leads with it," the keeper said. What's the difference between knowing something and leading with it?
- The boy in the temple was listening and asking, not performing. Can you tell the difference from the outside?
- Ava knew what they meant and didn't know what to do about it. Has that ever happened to you?

ONE THING TO TRY

Teach someone one thing you know well, in under two minutes, without using a single word they'd have to look up.

WHAT THEY SAID

The Saturday Everyone Came Together

MANY ANIMALS • ALL THE CHILDREN REUNITE • GENESIS 6:9–22

WHAT HAPPENS

Fourteen children who mostly don't know each other end up at the Millbrook Community Animal Shelter on the same Saturday morning in October, and there is a great deal that needs doing. Each of them works the way they already work — Ben with the checklists, Marcus moving fast between stations, Priya calm with the frightened kittens, Jacob outside where the sound has room, Maya leaving diagrams on clipboards so everyone knows what's done. By four o'clock the shelter is ready, and Mrs. Adeyemi asks them to notice not what they did but how they did it.

BEFORE YOU READ

Ask: *If fourteen people had one day to do a hard job, how would you split it up?*

A QUESTION FOR YOU AND THE CHILD YOU LOVE

Looking back at all the children in this book — what's your favorite way that one of them saw the world differently? And what's a way you see the world that is wonderfully, completely yours?

IF YOU WANT TO GO FURTHER

- Mrs. Adeyemi had run volunteer days with three times as many people and half as much done. What made this one different?
- Noah was given a specific job with specific instructions, and he did it. What's a job that is yours?
- Every child worked in the way that was already theirs. Nobody had to change. What does that tell you?

ONE THING TO TRY

Name the way each person in your house works best. Then hand out the jobs that fit.

WHAT THEY SAID

A six-week plan

Fifteen stories across six weeks and a closing session. Two or three stories a week, one theme, roughly ten minutes a sitting. Built for a homeschool term or a classroom unit, and equally fine as a plan for six weeks of bedtimes.

WEEK ONE

Made this way on purpose

Stories 1 and 2 — Max Doesn't Mind Being Different; Captain Squawks Learns to Wait. Both children are told, in different ways, that the thing they do naturally is a problem. Neither story agrees.

WEEK TWO

Learning your own way

Stories 3 and 4 — Willa and the Bat Who Sees Differently; Nora and the Rabbit Who Listens for Danger. Two children discover that how they take the world in is not broken, only particular.

WEEK THREE

Being heard

Stories 5 and 6 — Miles and the Donkey With a Voice of His Own; Priya and the Horse Who Listens With Her Whole Body. What it costs to speak, and what it costs to be spoken to badly.

WEEK FOUR

Being seen, and let in

Stories 7, 8 and 9 — Theo and the Cat Who Finds Her Way by Sound; Sophie, Buddy, and the Backyard Built for Everyone; Mateo, Coco, and the Whole-Body Hello. Three stories about who gets included, and who does the including.

WEEK FIVE

Every part matters

Stories 10 and 11 — Jacob and the Buzzing Busy Hive; Maya and the Tortoise Who Waits to Come Out. Quiet contributions, and quiet children, and why neither is the same as absent.

WEEK SIX

What you carry, and who it is for

Stories 12, 13 and 14 — Caleb and the Goat With a Rhythm of Her Own; Noor and the Hedgehog Who Plans Ahead; Ava and the Elephant Who Never Forgets. What people see, what they don't, and what you do with what you have.

CLOSING SESSION

Everyone, at once

Story 15 — The Saturday Everyone Came Together. Every child in the book, in one place, doing the thing they were already good at. Read this one last.

Reading it with a group

These stories were written for one adult and one child, and they work that way. In a classroom, a church group or a co-op, a few things change.

TIMING

A story takes six to eight minutes to read aloud. The question takes as long as you let it. Plan fifteen minutes and you will rarely be rushed.

ASK THE QUESTION, THEN STOP

In a group the silence after a question feels three times longer than it is. Count to ten before you rephrase. The child who answers at eight is often the one worth waiting for.

LET THEM FIND THE CONNECTION

Every story pairs a child with an animal who shares something of their way of being. Children almost always spot it before an adult points it out, and the noticing is worth more than the explanation.

TURN AND TALK

For the questions that ask something personal, have children answer a neighbor rather than the room. Then ask for volunteers. Far more gets said.

WHEN A CHILD RECOGNISES THEMSELVES

Sooner or later a child will hear their own life read aloud and say so in front of everyone. Take it plainly and gratefully — “thank you for telling us” — and move the conversation back to the story rather than onto the child. Follow it up privately if it needs following up.

NOBODY HAS TO ANSWER

Say so at the start, once, and then honour it. A child who listens to fourteen other answers has still had the conversation.

My own way of seeing

Every child in this book sees the world a little differently. Here is your turn.
Write it, or draw it, or say it out loud to somebody who will listen.

SOMETHING I LIKE TO KEEP THE SAME

SOMETHING I NOTICE THAT OTHER PEOPLE MISS

SOMETHING I NEED A LITTLE EXTRA TIME FOR

SOMETHING I AM GOOD AT THAT COULD HELP SOMEBODY ELSE

You were not a rough draft.
You were made on purpose.

More free resources

This guide is the first in *The On Purpose Classroom* — free printable resources for families, classrooms and homeschools, built from the stories in *On Purpose*.

AVAILABLE NOW

- **The Read-Aloud Discussion Guide** — this document.
- **Coloring Pages** — one page from every story, drawn back to its outlines.

COMING NEXT

- **Word searches and matching activities** — each child, each animal, each story.
- **Classroom worksheets** — short written responses for the fifteen questions.

WHERE TO GET THEM

ftcrossbooks.com/classroom

Everything is free. Put in an email address and the download arrives; new resources go out as they are finished.

PLEASE PASS THIS ON

You are welcome to print this guide, photocopy it, and hand it to any parent, teacher or colleague who could use it. If it reaches somebody who needs it, that is exactly what it was made for. The address above is on every page so a photocopy still knows where it came from.

About the book

On Purpose: 15 Bible Stories About the Children God Made on Purpose

Fifteen read-aloud stories for children aged six to eight. Each pairs a child who experiences the world differently with an animal who shares something of their way of being, a Bible story told by someone who loves them, and a question for the two of you to talk about afterwards.

Sixty-eight pages, forty-five illustrations. Available in paperback and for Kindle. *On Purpose* is the first book in a planned series.

ABOUT THE AUTHOR

F. T. Cross writes for children who need to see themselves on the page — and for the parents, grandparents and educators who love them. Drawing on more than fifteen years of experience working alongside children and families, F. T. Cross writes stories where a child's differences are never the problem to be solved — just part of how God made them, on purpose, with a place in His story.

GET IN TOUCH

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