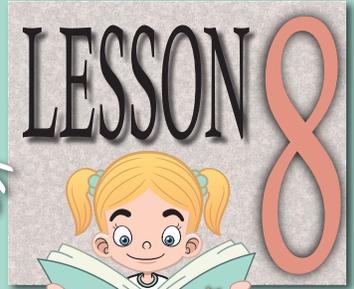


# David Loved God's

## Word: Psalm 119

### Psalm 119



Old Testament 6  
Part 2: David and Sons

## SUNDAY MORNING

Old Testament 6 [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:

Psalm 119

### MEMORY WORK:

YOUNGER CHILDREN: "Your word is a lamp to my feet and a light to my path" (Psalm 119:105).

OLDER CHILDREN: "Your word I have hidden in my heart that I might not sin against You" (Psalm 119:11).

### 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.

- ["Psalm 119:11"](#)
- ["In All the World"](#)
- ["I Look in the Bible"](#)
- ["The More We Read the Bible"](#)
- ["I Will Listen"](#)
- ["There's Not a Book Like the Holy Bible!"](#)
- ["The B-I-B-L-E"](#)

### 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.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Items and/or pictures to illustrate the descriptions of the Bible (e.g., picture of treasure, a lamp, honey, etc.).
- Also, Lesson Visuals and Teaching Aids for Wednesday night can be used on Sunday morning.



## PERSONAL APPLICATION:

I must study and learn the Bible to help me know how to make good choices, because it is God's Word. And because it is always true; it never changes.

## LESSON STARTS HERE

## INTRODUCTION:

Why is the Bible so important? How is it not like any other book? It is the Word of God, and it can help us get to heaven! Today we are going to talk about one psalm in the Old Testament book of Psalms: Psalm 119. This chapter—the longest chapter in the Bible—tells us many reasons why the Bible is so important.



**NOTE:** Use as much of the following information about the details of Psalm 119 as is appropriate for your class. First through third graders are very capable of grasping the majority of the information, and fourth graders should be exposed to all of the information. The main point of this lesson is to instill in each child a deep love and respect for God's Word—and the willingness to do what it says. Emphasize that His Word is **the** only true standard of right and wrong—unchangeable and totally reliable. Because it is the only standard, we need to emphasize the importance of memorization, meditating on the Word, so that we will know how to make right choices. (Example: Jesus' responses to the devil in Matthew 4)

## POINTS TO EMPHASIZE:

1. The Old Testament book of Psalms is the longest book in the Bible, with 150 psalms. It is a collection of songs and poems written by several different men. David wrote 70-73 of them. The Psalms talk about many different topics, including (1) being thankful to God and praising Him, (2) being afraid, angry, and frustrated, (3) needing God's forgiveness, help, and protection, and (4) believing in God.
2. We do not know who wrote Psalm 119, but whoever he was, he wrote that he was suffering because of his love for God's Word (verses 22,50-53,95,98,115). The writer says that he had decided to follow God's Word/God's laws no matter what. Every verse in this beautiful chapter (except for five) mentions God's Word in one way or another, and every verse says something about God!
3. Psalm 119 is the longest "chapter" in the Bible, with 176 verses. It was written to praise God and to show gratitude for His Word. The psalm is divided into 22 sections; each one begins with a letter of the Hebrew alphabet. Each section has eight verses. [This acrostic format, plus the repetition, helped the Jews to memorize God's Word.]
4. Eight special names for God's Word are given in Psalm 119: the law of the Lord, testimonies, ways, precepts, statutes, commandments, judgments, and word. These are used over and over in this psalm. Eight symbols are used to describe the Word: wealth and treasure, a companion and friend, a song to sing, honey, a lamp, great spoil, and a heritage. ["The word 'eight' in Hebrew literally means 'abundance, more than enough'; it is the number of new beginnings. It is as though the writer is saying, 'God's Word is enough. If you have the Scriptures, that is all you need for life and godliness'" (*Wiersbe's Expository Outlines on the Old Testament*, p. 453).]

5. God told His people (the Jews, Israelites) that they should never forget His Word and should teach it to their children and grandchildren. [Read and/or explain Deuteronomy 10:12-13 with the kids. God knew that they would forget Him if they stopped studying and obeying His Word.] To obey God (to “walk in His ways,” vss. 1-3,32) is a choice we have to make every day. No matter what problems we might have, choosing to do what God says in the Bible will always be the right thing to do, and in the end, will always bring us the most joy!
6. Verses 1-8: Happy is the one who follows God’s Word and therefore chooses to walk in His ways.
7. Verses 9-11,57-64: Studying God’s Word will help me to have a pure heart and prevent sin in my life. No matter what temptation or persecution comes my way, I will follow the Word rather than something or someone else.
8. Verses 35-37: The Word can help me have the right priorities: choosing God’s Word and not seeking after “dishonest gain.”
9. Verses 41-48: God’s Word gives me a foundation from which I can answer those who criticize me for my faith (“him who reproaches me”).
10. Verses 49-56: The Word gives me comfort when I’m hurting or when others make fun of me for believing in God.
11. Verses 137-144,151-152,160: God’s laws/testimonies are **forever** pure, **forever** righteous, **forever** true, and established **forever**.
12. Verses 145-176: The writer of the psalm expresses his emotions as he meditates on God’s Word and waits for directions from God. He asks for mercy and says he is willing to obey God as a servant. He asks for understanding, deliverance, help, eternal life—all things that God promises us if we will obey His Word.



**RECOMMENDED READING FOR TEACHERS:** See the article “[Understanding the Bible](#)” by Kyle Butt on the Apologetics Press Web site for a study on the understandability and importance of God’s 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):**

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

**Ages 2-5:**

- “[David Loved God’s Word Coloring Sheet](#)” (provided in activity sheets)
- Books of the Bible Cubes (for 4 and 5-year-olds): Write the names of the individual books of the Bible on the sides of large dice (can be found at teachers’ supply stores or from Teachers Discovery catalog). Each child rolls one die and reads the name of the book (or repeats it after the teacher).
- Psalm 119:105 “Your word is a lamp to my feet and a light to my path.” Make a path on the classroom floor with masking tape, or tape footprints onto the floor. First, let each child walk on the path blindfolded. Then let them try to follow the path without the blindfold. Talk about how they could not see where they needed to step in the dark, but in the light, they could see. Emphasize that the Bible helps us see how to get to heaven (helps us live for God every day and stay on the right path); without it, we don’t know the right way to go.
- Place the Crown on David’s Head: Put a picture or outline of David’s head on the board. Cut out

a crown for each child in the class (or use crowns from Burger King, cut in sections) and put tape or sticky tack on the back. Blindfold each child and let them take turns trying to put their crowns on his head. Like “Pin-the-Tail-on-the-Donkey,” the one who puts the crown closest to the correct place wins. ([Crown and Head](#) cutouts provided in activity sheets)

- David’s Face: For each child in the class, draw a big circle in the middle of a sheet of construction paper. Write, “David loved God’s Word!” on the bottom. Let the children draw David’s facial features on the “head,” then glue a crown cutout on the head, and decorate it with “jewels” (sequins, etc.). ([Crown](#) cutouts provided in activity sheets)
- Take a picture of each child holding his Bible. Glue each photo onto a heart cutout on which you have written, “(Child’s name) loves God’s Word!” Laminate it and put a magnet (or piece of magnetic tape) on the back.

### 1st-2nd Graders:

- [“Psalm 119 Word Search”](#) (provided in activity sheets)
- [“Memory Verse Cutout”](#) (provided in activity sheets)
- [“Psalm 119 Fill in the Blank”](#) (provided in activity sheets)
- Books of the Bible Cubes: On large dice, write the divisions of the Bible (poetry, OT history, major prophets, minor prophets, books of Moses/books of Law, etc). Each child rolls one die and then names one or more books in that Bible group. Variation: Write the names of individual books on the sides of the dice. Each child rolls one die and tells what book comes before and after the one that landed on top.

### 3rd-4th Graders:

- [“Psalm 119 Word Search”](#) (provided in activity sheets)
- [“Memory Verse Cutout”](#) (provided in activity sheets)
- [“Psalm 119 Fill in the Blank”](#) (provided in activity sheets)
- Books of the Bible Cubes: On large dice, write the divisions of the Bible (poetry, OT history, major prophets, minor prophets, books of Moses/books of Law, etc). Each child rolls one die and then names one or more books in that Bible group. Variation: Write the names of individual books on the sides of the dice. Each child rolls one die and tells what book comes before and after the one that landed on top.
- Have the children read Psalm 119. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Psalm 119 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.

## FINGERPLAYS:

### “IN ALL THE WORLD”

In all the world, [make circle with arms]  
Though you look and look, [put hands to eyes, and look back and forth]  
You will never find, [shake head, “no”]  
Another book like the Bible! [make book with hands]

## SONGS:

### **“PSALM 119:11”**

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” Volume I CD)

### **“I LOOK IN THE BIBLE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Twinkle, Twinkle, Little Star”)

I look in the Bible to see,  
Just what God is saying to me.  
Worship God and always obey.  
Talk to God every day.  
I look in the Bible to see,  
Just what God is saying to me.

### **“THE MORE WE READ THE BIBLE” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “The More We Get Together”)

The more we read the Bible,  
The Bible, the Bible,  
The more we read the Bible,  
The happier we’ll be.

We’ll learn about Jesus,  
And how we can please Him.  
The more we read the Bible,  
The happier we’ll be.

### **“I WILL LISTEN” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “London Bridge”)

God gave me two ears to hear,  
Ears to hear, ears to hear,  
God gave me two ears to hear; I will listen.  
God says, “Listen to My words,  
To My words, to My words.”  
God says, “Listen to My words,  
In the Bible.”

**“THERE’S NOT A BOOK LIKE THE HOLY BIBLE!” ([Click to Hear](#))**

Author: Lora Laycook

(Tune: “There’s Not a Friend Like the Lowly Jesus”)

There’s not a Book like the Holy Bible!  
No, not one! No, not one!  
There’s not a Book that we love so dearly! No, not one! No, not one!

For it tells all about our Father,  
And it tells all about His Son.  
There’s not a Book like the Holy Bible!  
No, not one! No, not one!

**“THE B-I-B-L-E” ([Click to Hear](#))**

Author: Traditional

The B-I-B-L-E, yes that’s the book for me!  
I stand alone on the Word of God,  
The B-I-B-L-E.

The B-I-B-L-E, yes that’s the book for me!  
I read and study and then obey,  
The B-I-B-L-E.

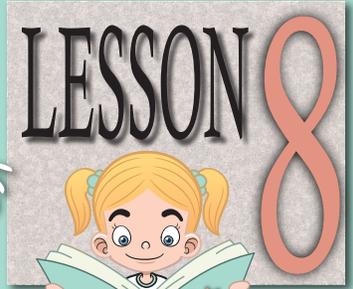
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



# David Loved God's Word: Psalm 119

## Psalm 119



Old Testament 6  
Part 2: David and Sons

## WEDNESDAY EVENING

Old Testament 6 [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:

Psalm 119

### MEMORY WORK:

YOUNGER CHILDREN: "Your word is a lamp to my feet and a light to my path" (Psalm 119:105).

OLDER CHILDREN: "Your word I have hidden in my heart that I might not sin against You" (Psalm 119:11).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["Psalm 119:11"](#)
- ["In All the World"](#)
- ["I Look in the Bible"](#)
- ["The More We Read the Bible"](#)
- ["I Will Listen"](#)
- ["There's Not a Book Like the Holy Bible!"](#)
- ["The B-I-B-L-E"](#)

### 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.]
- [King David and His Sons Bible fact cards](#) (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Use a large musical note to emphasize that Psalm 119 is a song of praise. Write " $176/22 = 8$ " on the board. Make or draw an extra-large "8" on the board, and write next to it: "Verses, Names, Symbols." [See numbers 3 and 4 from Sunday's lesson for clarification]
- Draw an open Bible the size of a posterboard. Cut it into five sections to correspond to the five Roman numerals below. For point I, put a happy face. For point II, put a heart. For point III, write "good choices." For point IV, draw a question mark



and/or an angry face. For point V, write the word “forever.” [See the lesson below for clarification]

## INTRODUCTION:

Review [O.T 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions.). Emphasize Psalm 119:105.

Use the following data to review with the class, as is age-appropriate.

### PSALM 119

A Song of Praise

Longest “chapter” in the Bible:

176 verses

22 sections—each begins with a letter of the Hebrew alphabet; each section has 8 verses

8 special names for God’s Word are given

8 symbols are used to describe God’s Word

- I. The Bible will help me be happy, if I study it every day and live as it tells me to (verse 105).
- II. Knowing the Bible will help me to have a pure heart.
- III. Knowing the Bible will help me to make good choices (choices that please **God**—not necessarily me).
- IV. Knowing the Bible will help me answer the questions and criticisms/ridicule of others who don’t believe it is God’s Word.
- V. God’s words—His promises and laws—will last **forever**; they are **forever** pure, **forever** righteous, and **forever** true.

## 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):

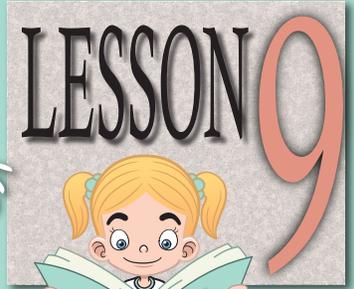
See Sunday morning’s lesson.

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



# Absalom

2 Samuel 13-19



Old Testament 6  
Part 2: David and Sons

## SUNDAY MORNING

Old Testament 6 [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:

2 Samuel 13-19; Ephesians 5:1-5

### MEMORY WORK:

YOUNGER CHILDREN: "Beloved, do not imitate what is evil, but what is good"  
(3 John 11).

OLDER CHILDREN: "Beloved, do not imitate what is evil, but what is good. He who does good is of God..." (3 John 11).

### 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.

- "[Be Unselfish](#)"
- "[Absalom](#)"

### 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.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures of animal babies following their mothers, such as ducklings following mother duck, to illustrate the importance of following the right examples (to stay away from danger, to learn the right things, etc.)
- David the King A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*; card 2.1: No one knows what the cherubim looked like, other than having wings; card 5.6: The text says that Absalom's head was caught. Whether it was by his hair or neck is unknown.)
- "Absalom Rebels Against King David" pictures: <http://www.freebibleimages.org/illustrations/david-absalom/>



## PERSONAL APPLICATION:

I should be careful about trying to be like other people. The only perfect example (role model) for me to follow is Jesus.

## LESSON STARTS HERE

## INTRODUCTION:

The Bible tells us a lot about David. He was a very brave shepherd when he was young, and he grew up to be a very brave king. He wrote many of the songs in the book of Psalms. He loved God very much, but sometimes he made bad choices and was not a good example to his children.

## POINTS TO EMPHASIZE:

1. King David had 19 sons and one daughter (1 Chronicles 3:1-9). His third son was named **Absalom**. [Absalom was born at Hebron during David's 7½-year reign there.] Absalom's mother was a princess, the daughter of the King of **Geshur** (2 Samuel 3:3). So Absalom was not only the **son** of a king, he was also the **grandson** of a king.



**NOTE:** **Absalom** is also called Abishalom, meaning “father of peace.” **Geshur** was a district in the northeastern part of Bashan.

2. Absalom was handsome, charming, and very popular with the people of Israel (2 Samuel 14:25-26). He was raised in a great palace with a large group of kids who had the same father, David, but different mothers. David apparently did not show each of his children the same love and affection and probably did not spend as much time with them as he should have. So other people, like their mothers (who were often from idol-worshipping people) had more influence on them. Absalom grew up seeking and getting approval from other people, instead of from his own father.
3. [For younger children, skip the details of the next three paragraphs. Tell the children that Absalom's brother did something terrible, and Absalom decided to get back at his brother. Absalom made a wrong decision too. He ran away to his grandfather's palace and did not see his father David for three years.]
4. Absalom had a beautiful sister named Tamar. One day Tamar was attacked and mistreated by their half-brother Amnon. Absalom was very angry but waited until the “right time” to seek vengeance (pay Amnon back). Two years later, Absalom invited all of King David's sons to come to a feast where his sheep-shearers were. David did not want all of his sons to go to Absalom, so Absalom requested that only Amnon come. At first David seemed surprised by this request, but eventually agreed to let Amnon and his other sons go to the feast.
5. On Absalom's orders, his servants killed Amnon at the feast, and Absalom ran away to his grandfather, the King of Geshur. The entire family of David was grief-stricken by Amnon's death (2 Samuel 13:36). But David was just as sorrowful that his handsome and talented son Absalom had plotted to kill his own brother. For three years Absalom stayed with his grandfather, and during that entire time, David mourned for Absalom.

6. Joab, the captain of David’s army, persuaded David (2 Samuel 14) to bring Absalom home, possibly against his will (2 Samuel 14:32). David agreed, and Joab brought Absalom home to Jerusalem. This was a sign to everyone that King David would not punish Absalom, nor would the King allow anyone to seek revenge for Amnon’s murder. Absalom came back to Jerusalem, but he did not see or talk to his father David for two more years. When David agreed to see Absalom again, they had an emotional reunion (2 Samuel 14:33).
7. But Absalom did not show respect for his father as the King of Israel. He was so “full of himself” that he could only see things were not going his way. After regaining David’s confidence, he began plotting again—this time to take over the kingdom David had built. Absalom used his personal appearance, charisma, and personal appeal to gain supporters from the people. He worked hard, “politicking” among the people until he “stole the hearts of the men of Israel” (2 Samuel 15:6). Even one of David’s closest advisors, Ahithophel, joined Absalom. Absalom went to Hebron where he gathered men for his own army, declared himself to be King, and then went to Jerusalem to forcibly take away the kingdom of Israel from his father.
8. David and all his followers, including the 600 loyal men who had been with him in the wilderness (1 Samuel 23:13; 25:13), hurriedly left Jerusalem (much like the refugees from war-torn countries we see on TV). This mass of people (thousands, according to 2 Samuel 18:1) fled from Jerusalem to Mahanaim, east of the Jordan (a city of the Levites). David regrouped his soldiers and prepared to defend his people. Absalom and his troops (mainly defectors from David’s army) pursued David and his followers across the Jordan River.
9. Joab and two other trusted friends of David led the Israelite army to fight against Absalom’s forces. But David did not want his son Absalom harmed. “Deal gently for my sake with the young man Absalom,” David said repeatedly. The battle did not go well for Absalom’s army; 20,000 men died that day! (If that many died, consider how large his army must have been!) Many died trying to run away through the forests (2 Samuel 18:8), including Absalom.
10. As Absalom was riding his mule, he rode under an oak tree, and his head (either his beautiful thick hair or his neck) got caught in a branch. He hanged there, suspended in the air, until Joab came along with ten other men (armor bearers for Joab) and killed him with spears.
11. When Absalom’s soldiers heard that he was dead, they all ran away. Joab and his men buried Absalom’s body in a pit in the forest and covered the pit with a large mound of stones. When David got the news of Absalom’s death, he was heartbroken once again.



**NOTE:** Read 2 Samuel 18:33 together. Remind the older children that years before, when David took another man’s wife, God told him, through Nathan the prophet, that his family would always be plagued by problems because of his sin.

12. David was called “a man after God’s own heart” in his earlier days. He respected authority. He was humble and loved God very much. He was not a perfect man, but he was eager to repent and do right when he sinned. But most of his sons (just like those of Samuel and Eli) did not learn to live for God as he did. Absalom was a young man who showed no respect for his father; he was arrogant and self-centered, more interested in what **he** wanted than in doing what was right.
13. Much like Absalom, there are many in our world today who are young, popular, famous, rich, handsome, or pretty. Too often we look up to actors, athletes, models, and others who are popular. We need to be careful about following the example of anyone else but Jesus, the Perfect Example. As the apostle Paul said, “Be imitators of me, just as I also am of Christ” (1 Corinthians 11:1). [With

school-age children, discuss people they look up to and why. Using Ephesians 5:1-5, see if role models measure up to God’s standards.]

**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:**

- “[Absalom Coloring Sheet](#)” (provided in activity sheets)
- “Simon Says” or “Follow the Leader” game to illustrate what it means to imitate someone else.
- Fishing for Answers Game: Write review questions on fish cutouts. Put a magnet or piece of magnetic tape on the back of each fish. Put the fish in a large tub or bowl. Attach a string with a magnet on the end to a long stick or fishing pole. Have children “fish” for review questions. ([Fish cutouts](#) provided in activity sheets)
- Doing What Is Good Craft: Give each child a cutout of a boy or girl. (Cutouts can be purchased in tablets or packets from teacher’s supply stores or Teacher’s Discovery catalogs or found online. [Boy](#) and [Girl](#) cutouts also provided in activity sheets.) Let the children decorate their cutouts to look like themselves, then glue their cutouts onto a colored piece of construction paper on which you have written, “I will do what is right” (3 John 11).

**1st-2nd Graders:**

- “Simon Says” or “Follow the Leader” game to illustrate what it means to imitate someone else. Talk about people the students want to imitate and why.
- Fishing for Answers Game: Write review questions on fish cutouts. Put a magnet or piece of magnetic tape on the back of each fish. Put the fish in a large tub or bowl. Attach a string with a magnet on the end to a long stick or fishing pole. Have children “fish” for review questions. ([Fish cutouts](#) provided in activity sheets; [O.T. 6 Review Questions](#) also provided)
- “[Absalom Word Search](#)” (provided in activity sheets)
- Write the memory verse on cards, with one or two words on each card. Scramble all the cards on the table and ask the children to put the words in order. (Younger children may need to look at the verse on the board; older children can look it up in their Bibles.) You can also put magnetic tape on the back of each card and scramble them on a magnetic board. (“[Memory Verse](#)” cutouts provided in activity sheets)

**3rd-4th Graders:**

- “[Absalom Word Search](#)” (provided in activity sheets)
- Write the memory verse on cards, with one or two words on each card. Scramble all the cards on the table and ask the children to put the words in order. You can also put magnetic tape on the back of each card and scramble them on a magnetic board. (“[Memory Verse](#)” cutouts provided in activity sheets)
- Fishing for Answers Game: Write review questions on fish cutouts. Put a magnet or piece of magnetic tape on the back of each fish. Put the fish in a large tub or bowl. Attach a string with a magnet on the end to a long stick or fishing pole. Have children “fish” for review questions. ([Fish cutouts](#) provided in activity sheets; [O.T. 6 Review Questions](#) also provided)

- Provide Bible concordances for the students to work in pairs or small groups. Ask them to find Scriptures where the word “evil” is used. **Or** ask them to think of one or two Bible characters who were evil or good, then use the concordances to find Scripture(s) about those characters.
- Have the children read 2 Samuel 13-20 (as well as 11-12, if they have not done so this quarter). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 2 Samuel 11-15 and 16-20 quizzes from AP’s [Advanced Bible Reader](#) site for the children to take.

## SONGS:

### “BE UNSELFISH” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “Mary Had a Little Lamb”)

Jesus taught *a-gap-e* love, *a-gap-e* love, *a-gap-e* love.  
Jesus taught *a-gap-e* love: be unselfish!

### “ABSALOM” ([Click to Hear](#))

Author: Jeff Miller

(Tune: “London Bridge is Falling Down”)

Absalom was David’s son, his  
Brother’s name, was Amnon.  
Absalom ha-ted Amnon.  
So, he killed him.

Absalom then ran away,  
For three years, to Grandpa’s place.  
When he came back he did take,  
David’s kingdom.

Soon a battle had begun, and  
A tree caught, Absalom.  
Joab killed him while he hung.  
David missed him.

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

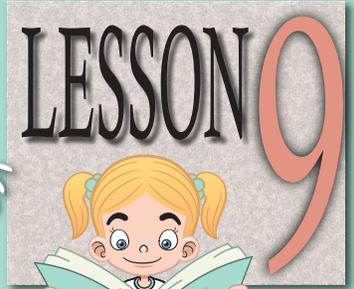
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# Absalom

2 Samuel 13-19



Old Testament 6  
Part 2: David and Sons

## WEDNESDAY EVENING

Old Testament 6 [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:

2 Samuel 13-19; Ephesians 5:1-5

### MEMORY WORK:

YOUNGER CHILDREN: "Beloved, do not imitate what is evil, but what is good"  
(3 John 11).

OLDER CHILDREN: "Beloved, do not imitate what is evil, but what is good. He who does good is of God..." (3 John 11).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- "[Be Unselfish](#)"
- "[Absalom](#)"

### 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.]
- [King David and His Sons Bible fact cards](#) (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures of animal babies following their mothers, such as ducklings following mother duck, to illustrate the importance of following the right examples (to stay away from danger, to learn the right things, etc.)
- David the King A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*; card 2.1: No one knows what the cherubim looked like, other than having wings; card 5.6: The text says that Absalom's head was caught. Whether it was by his hair or neck is unknown.)
- "Absalom Rebels Against King David" pictures: <http://www.freebibleimages.org/>



## PERSONAL APPLICATION:

I should be careful about trying to be like other people. The only perfect example (role model) for me to follow is Jesus.

## INTRODUCTION:

Review [O.T. 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions.).

Talk more about good role models and also the devastating effects of pride. With OLDER CHILDREN: Discuss Proverbs 16:18 (“Pride goes before destruction, and a haughty spirit before a fall.”).

## 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.

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



# Solomon Becomes

## King; God's Promises to Solomon

1 Kings 1:1-40



Old Testament 6  
Part 2: David and Sons

### SUNDAY MORNING

Old Testament 6 [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:

1 Kings 1:1-40; 2:1-12; 3:1-15; 1 Chronicles 28; 29:22b-28; 2 Chronicles 1

#### MEMORY WORK:

“Now set your heart and your soul to seek the Lord your God” (1 Chronicles 22:19a).

#### 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.

- “[Solomon](#)”
- “[Read Your Bible, Pray Everyday](#)”

#### 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.]
- [King David and His Sons Bible fact cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- “Solomon is Crowned King” pictures: <http://www.freebibleimages.org/illustrations/solomon-king/>

#### PERSONAL APPLICATION:

God has promised me many good things if I obey Him.



## LESSON STARTS HERE

### INTRODUCTION:

Review last week's lesson. David had been a great warrior and a good leader for Israel. But he did not always make good choices, and he did not do a great job teaching all his children to follow God. Last week we talked about the mistakes his son Absalom made. When David had been king for 40 years, he was an old man and couldn't watch over his kingdom like he needed to. So another son, Adonijah, decided to take advantage of his father's weaknesses and try to become king like Absalom had done.

### POINTS TO EMPHASIZE:

[PRESCHOOLERS: Skip first paragraph and simply tell the children that David wanted his son Solomon to be the next king.]

1. Adonijah was David's fourth son (by Haggith—2 Samuel 3:4). Adonijah "exalted himself" above God's wishes and contrary to God's plan (1 Chronicles 22:9). He asked for help from two of David's oldest friends (Joab and Abiathar) and tried to get the people to support him against his father. But David's wife Bathsheba (Solomon's mother) heard about Adonijah's plans. So she and the prophet Nathan went to David to ask which son was to be the next king. David had promised earlier that Solomon would be king, even though he was not the next in the royal line of succession. Bathsheba and Nathan wanted David to tell his people that Solomon was his choice to take his place. David ordered that Solomon be publicly anointed so that there would be no question about who would succeed him on the throne.
2. As David's life was ending, he gave Solomon some very good advice. He told Solomon that he must always follow God's Word if he wanted to be a good king. He also reminded Solomon of all God's promises to the nation of Israel. God wanted all of His people to succeed, to be happy, and to live in peace—but they had to do their part (1 Chronicles 22:11-13).
3. When David died, Solomon became King of Israel as David wanted. He was probably between 15 and 20 years old. He had apparently been taught to love and respect God and His law. He went to a place called Gibeon to worship God, and he made 1,000 burnt offerings! While he was there, the Lord appeared to Solomon in a dream one night and said to him, "Ask! What shall I give you?"



**NOTE:** Gibeon was the site of one of the "high places" where idol worship was practiced—where sacrifices were made and incense was burned. It was also where the Tabernacle was located at that time. It is interesting to note that the worship of Almighty God and the worship of idols were practiced side-by-side. It is also interesting that the Tabernacle was in Gibeon, but the Ark of the Covenant was in another tent of meeting in Jerusalem (2 Chronicles 1:4).

Solomon stopped the worship of idols at the high places, but it did not last. When he was "old," his many wives "turned his heart away after other gods" (1 Kings 11:4; see also 1 Kings 3:3-4 and 1 Chronicles 1:3-6).

4. To his credit, Solomon realized that his inexperience and youth might not help him be a great king. He did not selfishly ask God for great riches or power or fame. Instead, he asked for

“an understanding heart,” as well as “wisdom and knowledge,” to guide the nation of Israel, and he asked to be able “to discern between good and evil” to be able to judge the nation (1 Kings 3:9; 2 Chronicles 1:10).

5. God was very pleased with Solomon’s unselfish request, so He promised to give Solomon greater wisdom and understanding than anyone who had ever lived—plus, He promised to give Solomon all the other things he did **not** ask for as well (riches, power, and fame). God made these promises to King Solomon, but there were conditions: Solomon had to always obey God. God promised Solomon riches, honor, and wisdom, “If you walk in My ways, to keep My statutes and My commandments...” (1 Kings 3:14). [Note the repeated use of “if” and “then” in 3:14 and 6:11-13.]
6. The next day, Solomon left Gibeon and went to the tent of meeting in Jerusalem where the Ark of the Covenant was, and offered many more sacrifices to God. By going to worship God where the Ark of the Covenant was, Solomon wisely showed the Israelites that he intended to worship God and not idols—and he wanted his people to do the same.
7. God blessed Solomon with more wisdom, more wealth (1 Kings 4:20-28), and more power than any other ruler in history. He was King of Israel for 40 years.
8. God has promised to bless us, too, **if** we walk in His ways (live like He wants us to every day) and keep His commandments. God **always** keeps His promises! To His faithful followers:
  - God has promised to save them from their sins (Acts 2:38-39).
  - God has promised that their needs will be provided (Matthew 6:25-34).
  - God has promised joy even when things are hard (John 10:10).
  - God has promised eternal life with Him in heaven (1 John 2:25; Hebrews 9:15).
  - God has promised that Jesus will return from heaven a second time for judgment (2 Peter 3:3-9).
  - See also: 1 Corinthians 10:13; Romans 8:28; John 3:16; 2 Timothy 2:12,13; Matthew 28:18-20; John 14:1-3; Acts 1:11; Revelation 2:10

## A KING’S DREAM

This is the story of a king, Solomon by name,  
Who, because he was so good, won honor, wealth, and fame.  
Solomon was very young when he became a king,  
And wanted to be very wise more than anything.

One night before he went to bed, he prayed an earnest prayer.  
And when he fell asleep he dreamed that God was standing there.  
In his dream he heard God’s voice clearly coming through,  
“Whatever you may wish to have I will give to you.”

“Give me an understanding heart,” was Solomon’s reply,  
“So I may rule my people wisely as the years go by.”  
Because he asked for wisdom instead of selfish things,  
God told him he’d be richer far than all the other kings.

Although the king was dreaming, somehow he surely knew,  
That everything he dreamed that night really would come true.  
And so it did—the dream came true.

God gave him everything.  
He made him wise; He made him rich,  
A great and honored king.

**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](#).

**Ages 2-5:**

- “[Solomon Becomes King Coloring Sheet](#)” (provided in activity sheets)
- Bible Bowling: Put questions from this and previous lessons inside toilet tissue tubes. Line the tubes up at one end of the room. Divide the class into two teams. Give each child a chance to knock over one tube with a soft ball or bean bag, then answer the question inside. Each team is awarded a point for every correct question they answer.
- “Place the Crown on Solomon’s Head” game: Use a large picture of “Solomon,” and give each child a crown cutout. Blindfold the children one at a time, and let them try to put their crowns on top of Solomon’s head—like “Pin the Tail on the Donkey” ([Head](#) and [Crown](#) cutouts provided in activity sheets)
- Make crowns for the children in your class (like Burger King® crowns). Let the children decorate their crowns with shiny stickers, “jewels,” sequins, etc. (can be found at a craft store). Let them wear their crowns home.
- “[Scrambled Word Game Cutouts](#)”: Cut out the letters for DAVID, SOLOMON, KING, and other important words from the lesson (or use punch-out bulletin board letters); laminate the letters. Show the children what each word should look like. Then spread the letters out on the table, and ask them to sort the letters to spell each word correctly (cutouts provided in activity sheets).

**1st-2nd Graders:**

- Bible Bowling: Put questions from this and previous lessons inside toilet tissue tubes. Line the tubes up at one end of the room. Divide the class into two teams. Give each child a chance to knock over one tube with a soft ball or bean bag, then answer the question inside. Each team is awarded a point for every correct question they answer.
- Let kids read different parts of the poem in the lesson (“[A King’s Dream](#)”).
- “Crown the King” game: Glue cutouts of men’s [heads](#) (“kings”) on a poster board (or put on magnetic board). Make a [crown](#) for each head, and write a question on each one. Write the appropriate answers on the men’s foreheads. Put all the crowns in a paper sack or bowl. Let each child take out a crown, read the question, then match the crown to the correct king.

**3rd-4th Graders:**

- Using a Concordance: Divide the children into pairs or teams. Give them a limited amount of time to look up key words from the lesson in a concordance (such as dream, seek, promise, etc.). Ask them to count how many different times each word is mentioned in Scripture. Give each team a point for each word they find.
- Dream Teams: Basketball teams with many great players are often called “dream teams.” The Bible tells us about great people whom we could call “dream teams” because of the dreams

they had. Divide the children into pairs or teams and give them questions (with Scriptures to find the answers if they need help) about other Bible characters to whom God spoke through dreams (Jacob, Joseph, Samuel, etc.).

- “[Scrambled Word Game Cutouts](#)”: Cut out the letters for DAVID, SOLOMON, KING, and other important words from the lesson (or use punch-out bulletin board letters); laminate the letters. Show the children what each word should look like. Then spread the letters out on the table, and ask them to sort the letters to spell each word correctly (cutouts provided in activity sheets).
- God’s Promises: Write Scriptures that are related to the promises of God on strips of paper (see end of lesson for suggestions). Give each child a Scripture and let them take turns finding the Scriptures. Discuss God’s promises if we obey Him—both in this life and the next. Then discuss what God **has not** promised us (no problems, no pain, lots of money all the time, everything we want, etc.) and why.
- Have the children read the following:
  - 1 Kings 1-3
  - 1 Chronicles 28-29
  - 2 Chronicles 1
  - *David and the Kingdom of Israel*, Contemporary Bible Series, Scandinavia Publishing

## SONGS:

### “SOLOMON”

Author: Jewel Kendrick

(Tune: “Walking in Sunlight”)

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

### “READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown\*

(Talk about how we can become wise when we read and study our Bible)

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

(REPEAT)

Shrink, shrink, shrink, shrink,

Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you’ll shrink, shrink, shrink.

(Make hand movements as if closing Bible, head gesture saying “No,” and like a child shrinking.)

So read your Bible and pray everyday, and you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

So read your Bible and pray everyday, and you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

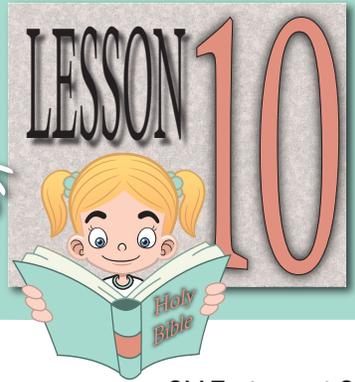
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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



# Solomon Becomes King; God's Promises to Solomon

1 Kings 1:1-40



Old Testament 6  
Part 2: David and Sons

## WEDNESDAY EVENING

Old Testament 6 [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:

1 Kings 1:1-40; 2:1-12; 3:1-15; 1 Chronicles 28; 29:22b-28; 2 Chronicles 1

### MEMORY WORK:

“Now set your heart and your soul to seek the Lord your God” (1 Chronicles 22:19a).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- “[Solomon](#)”
- “[Read Your Bible, Pray Everyday](#)”

### 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.]
- [King David and His Sons Bible fact cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- “Solomon is Crowned King” pictures: <http://www.freebibleimages.org/illustrations/solomon-king/>

### PERSONAL APPLICATION:

God has promised me many good things if I obey Him.

### INTRODUCTION:

Review [O.T. 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)



## POINTS TO EMPHASIZE:

Review Sunday's lesson. (See [O.T. 6 Review Questions](#) for example questions.).

With older children, read and discuss 1 Chronicles 28:5-9,20.

## 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):

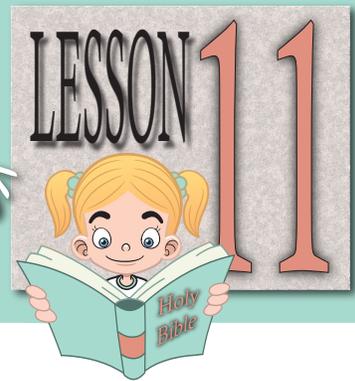
See Sunday morning's lesson.

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



# The Great Wisdom Of Solomon; Queen of Sheba's Visit

1 Kings 3:16-28



Old Testament 6  
Part 2: David and Sons

## SUNDAY MORNING

Old Testament 6 [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:

1 Kings 3:16-28; 4:20-34; 10:1-13,23-24; 2 Chronicles 9:1-28

### MEMORY WORK:

“A good name is to be chosen rather than riches” (Proverbs 22:1).

### 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.

- [“Seek Ye First the Kingdom of God”](#)
- [“Read Your Bible, Pray Everyday”](#)

### 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.]
- [King David and His Sons Bible fact cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Have one of the teachers (or another lady from your congregation) dress up as the Queen of Sheba and describe what she saw while visiting Solomon
- Play Money
- Betty Lukens' felt pieces
- “God Gives Solomon Wisdom” pictures: <http://www.freebibleimages.org/illustrations/solomon-wisdom/>

### PERSONAL APPLICATION:

Money and popularity will not make me happy in the long run or acceptable to God.



## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about King David's son who became king after him. What was his name? (King Solomon) What did King Solomon ask the Lord to give him? (knowledge, wisdom, and understanding) The Lord blessed him with these things and much more. We are going to learn more about King Solomon today. We are going to learn about how having lots of money doesn't mean you will be happy. Following God and sharing with others will help you have a happy life. If we want to be smart and have wisdom about the Bible, we need to study the Bible. We will learn more and more when we study our Bible.

### INTRODUCTION: (OLDER CHILDREN)

Who became King after David? What did he ask of God? What did God give to him besides what he requested?

Discuss celebrities that seem to "have it all" (attractiveness, money, fame, popularity) but who have trouble or make very unwise choices. Sometimes we look at people who have more money than we do and think they have an easy life with lots of friends and possessions. Today, we're going to learn how Solomon had lots of things, but those things still did not make him happy. Let's see if he learned what truly makes a person happy.

### POINTS TO EMPHASIZE:

1. Remind the children about God speaking to Solomon in a dream and what Solomon requested. Solomon's great wisdom and his tremendous wealth made him very famous, even in faraway places.
  - Solomon knew more about plants and animals than anyone. He wrote 3,000 proverbs and 1,005 songs (1 Kings 4:32). He wrote the books of Song of Solomon, Proverbs, and Ecclesiastes, and at least two Psalms (72 and 73).
  - There was so much gold in Solomon's kingdom that silver was not even considered valuable; it became "as common as stones in Jerusalem" (1 Kings 10:21,27). He had 300 large shields made of gold. His throne, made of ivory, was completely covered with gold. On each of the six steps up to his throne, there were 12 lions; there was nothing else like it in the entire world. Gold and silver, ivory, apes, and baboons (or peacocks) were brought to Solomon every three years.
2. Solomon's influence and power as King of Israel grew steadily. With his massive army, Solomon extended his kingdom northeastward to the Euphrates River and southward to the border of Egypt. The leaders of other nations came to visit King Solomon to hear his wisdom and see his great wealth. His wealth grew even greater as these visiting leaders brought him expensive gifts.
3. After Solomon had been King of Israel for about 20 years, the Queen of Sheba came for a visit. Not much is known about this queen except that she came with the specific purpose of testing Solomon "with hard questions." She brought an impressive caravan of gifts for the wise king: 1 Kings 10:2,10 and 2 Chronicles 9:1,9 say that she brought him many gifts on camels specifically, and that she brought an abundance of spices, gold, and precious stones.

4. Solomon showed the queen everything in Jerusalem and “answered all her questions; there was nothing so difficult for the king that he could not explain it to her.” The queen was overwhelmed by everything she saw and the great wisdom she heard from Solomon. She admitted to him that everything she had heard was true, but she had not believed it. After she saw everything for herself, she said that not even half had been told her. Solomon gave the queen many gifts before she left to return to her own home.
5. Solomon impressed the Queen of Sheba and numerous others with his knowledge about many things and with his great wealth. Solomon was a very intelligent man. But all the gold and wealth that Solomon had did not make him happy or help him become closer to God. [With older kids, discuss Ecclesiastes: Solomon’s search for happiness in spite of his wealth and wisdom and his acknowledgement at the end of the book of what truly brings happiness.]
6. Sometimes Solomon did not use his money to help people. There were many poor people that he made work very hard. He made the people pay heavy taxes to support his many building projects and all the other things that so impressed the Queen of Sheba. We need to remember that God wants us “to do good, to be rich in good works, ready to give, willing to share” (1 Timothy 6:18). [With older children read 1 Timothy 6:9,10,17-19.]

**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:**

- “[Solomon Becomes King Coloring Sheet](#)” (provided in activity sheets)
- A Penny for Your Thoughts: Give each child several coins. Talk with the children about how they could use their money to please God (one for a piece of candy, one to help someone, one to buy Bibles, one to save, one to give in the collection plate, etc.).
- “What Comes Before and After?” Game: Write the books of the Bible on 2½ x 1½ inch cards (one book per card). Shuffle them. Let each child draw a card and tell what book comes before and/or after the book on the card.
- On cardstock, poster board, or cardboard squares (9” x 12”) write, “A good name is to be chosen rather than great riches” (Proverbs 22:1). Punch 2 holes in the middle, top of the squares and put a ribbon through the holes so their squares can be hung. Above the verse, spell each child’s first name using foam letter stickers or paper cutout letters. Let the children decorate their squares with shiny stickers, gems, etc.
- Sharing Is Fun: Sit on the floor and tell the children you have a ball that you want to share with them. As you roll it to one child after another, and encourage them to do the same, talk to them about how important it is—and how much fun it is—to share. [Send a note home and ask parents



**RECOMMENDED READING FOR TEACHERS:** See the following relevant articles by Kyle Butt on the Apologetics Press Web site:

- “[Biblical Wisdom Still Relevant](#)”
- “[Snake in a Bottle](#)”
- “[The Cost of Anger](#)”

to send something with the child on Wednesday night to share with the class (stickers, a small snack, pencils, etc.).]

### 1st-2nd Graders:

- “Pass the Facts” game (like “Gossip”): Whisper in the first student’s ear a fact or two about the lesson. He/she will pass the information on to the next student (whisper in his/her ear), and that student will pass it on to the next, until every child has heard the information. Ask the last student to tell everyone what he heard; make sure all the information is correct at the end.
- “What Comes Before and After?” Game: Write the books of the Bible on 2½ x 1½ inch cards (one book per card). Shuffle them. Let each child draw a card and tell what book comes before and/or after the book on the card.
- [“1 Kings 3:16-28 Fill in the Blank Activity”](#) (provided in activity sheets)
- [“Wisdom of Solomon Word Search”](#) (provided in activity sheets)
- Have the children read *Solomon: The Wise King*, by Joy Melissa Jensen, Famous People of the Bible series, Scandinavia Publishing House

### 3rd-4th Graders:

- “Pass the Facts” game (like “Gossip”): Whisper in the first student’s ear a fact or two about the lesson. He/she will pass the information on to the next student (whisper in his/her ear), and that student will pass it on to the next, until every child has heard the information. Ask the last student to tell everyone what he heard; make sure all the information is correct at the end.
- “What Comes Before and After?” Game: Write the books of the Bible on 2½ x 1½ inch cards (one book per card). Shuffle them. Let each child draw a card and tell what book comes before and/or after the book on the card.
- [“1 Kings 3:16-28 Fill in the Blank Activity”](#) (provided in activity sheets)
- [“Wisdom of Solomon Word Search”](#) (provided in activity sheets)
- *The Wise King: A Puzzle Book About Solomon*, by Ros Woodman, Christian Focus Publications
- *Israel’s Golden Years: King David and King Solomon—from Samuel, Kings & Chronicles*, David C. Cook, Chariot Books (DISCLAIMER: skip pp. 26-27)
- Have the children read 1 Kings 4; 10; 2 Chronicles 9

## SONGS:

### “READ YOUR BIBLE, PRAY EVERYDAY” ([Click to Hear](#))

Author: Unknown\*

(Talk about how we can become wise when we read and study our Bible)

If you read your Bible and pray everyday, you’ll grow, grow, grow. (REPEAT)

Grow, grow, grow, grow,

Grow, grow, grow.

If you read your Bible and pray everyday, you’ll grow, grow, grow.

(Make hand movements as if reading, praying, and like a child growing.)

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)

(REPEAT)

Shrink, shrink, shrink, shrink,  
Shrink, shrink, shrink.

If you neglect your Bible and forget to pray, you'll shrink, shrink, shrink.  
(Make hand movements as if closing Bible, head gesture saying "No," and like a child shrinking.)

So read your Bible and pray everyday, and you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.) (REPEAT)

Grow, grow, grow, grow,  
Grow, grow, grow.

So read your Bible and pray everyday, and you'll grow, grow, grow.  
(Make hand movements as if reading, praying, and like a child growing.)

### **"SEEK YE FIRST THE KINGDOM OF GOD"**

[See Internet for words and tune]

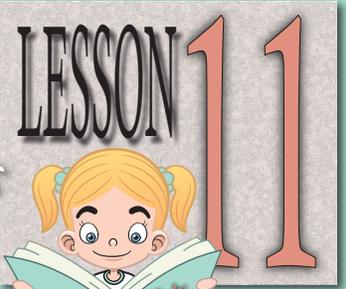
\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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CURRICULUM WEB SITE.





# Wise King Solomon and Two Mothers



1 Kings 3:16-28



Old Testament 6  
Part 2: David and Sons

## WEDNESDAY EVENING

Old Testament 6 [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:

1 Kings 3:16-28 [1 Chronicles 28:5-9,20]

### MEMORY WORK:

“A good name is to be chosen rather than riches” (Proverbs 22:1).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- “[Seek Ye First the Kingdom of God](#)”
- “[Read Your Bible, Pray Everyday](#)”

### 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.]
- [King David and His Sons Bible fact cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Have one of the teachers (or another lady from your congregation) dress up as the Queen of Sheba and describe what she saw while visiting Solomon
- Play Money
- Betty Lukens' felt pieces
- “God Gives Solomon Wisdom” pictures: <http://www.freebibleimages.org/illustrations/solomon-wisdom/>

### PERSONAL APPLICATION:

Money and popularity will not make me happy in the long run or acceptable to God.



## INTRODUCTION:

Review [O.T. 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

- Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions.).
- Continue to name famous people (sports figures, actors, etc.) who have great sums of money, fame, and power, but do not live according to biblical principles. Use examples of people in the Bible who were not rich, and many times were very unpopular, but were right with God, because they did what pleased Him. Talk about people who win the lottery, but often have serious problems because of getting so much money.
- Talk more about wisdom. It is described in James 3:13-18. You can be the smartest person in the world, like Solomon was in Old Testament times, and still not be wise.
- Sharing is Fun [for preschoolers]: Remind the children how important it is—and how much fun it is—to share. Let the children share what they brought to class (in response to the notes you sent to their parents Sunday). Make sure that you have extras for children who forgot to bring anything.

## OLDER CHILDREN:

1. Sometimes people came to Solomon (or were brought to him) to have arguments or disputes settled. 1 Kings 3 tells us about two women who came to Solomon to make a very important decision. The two women lived together in the same house. They each had a brand new baby. One night one of the babies died. The mother of the dead baby got up during the night and took the baby of the other woman, putting the dead baby in its place.
2. The next morning, when both women got up, the woman whose baby was really alive was horrified to discover a dead baby in her bed. She confronted the other woman, but that woman insisted the live baby was hers. So the two women went before wise King Solomon to tell their story and seek some help.
3. After hearing the story, and the way the two women were both insisting that the live baby was their own, he told one of his soldiers to take his sword and cut the baby in half, and then give half to each of the women. It was a horrible suggestion, but the real mother immediately shouted, “Oh, my lord, give her the living child, and by no means kill him.” The other woman, whose real son had died, said, “Let him be neither mine nor yours, but divide him!” Then Solomon knew immediately who the real mother of the baby was.
4. Solomon didn’t intend for the baby to be killed or divided in half. He was wise enough to know that a loving mother would not let her baby be harmed. The news about Solomon’s great wisdom in this incident spread far and wide, and he became even more famous.
5. Read James 3:17 for a description of wisdom; discuss how Solomon displayed these characteristics to make a wise decision between the two mothers.

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.

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

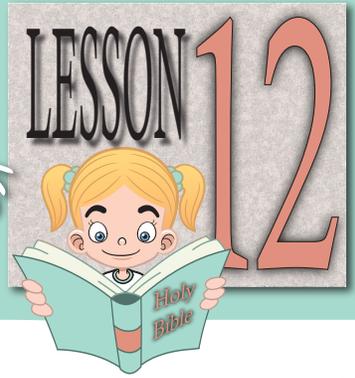




# Solomon's Temple

## Built for, and Dedicated to, God

1 Chronicles 28; 29



Old Testament 6  
Part 2: David and Sons

## SUNDAY MORNING

Old Testament 6 [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:

1 Chronicles 28; 29; 1 Kings 6-9:9; 11:1-13; 2 Chronicles 2-7

### MEMORY WORK:

YOUNGER CHILDREN: "Oh come, let us worship... For He is our God..." (Psalm 95:6a,7a).

OLDER CHILDREN: "Oh come, let us worship and bow down; let us kneel before the Lord our Maker. For He is our God..." (Psalm 95:6-7a).

### 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.

- ["Worship"](#)
- ["Faith, Obedience, and Authority"](#)
- ["The Acts of Worship"](#)

### 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.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures of Solomon's Temple on-line
- Model of Solomon's Temple (e.g., *Solomon's Temple Model*, by Peter Pohle, Candle Books)
- Pictures of cathedrals from around the world, particularly in Europe and Latin America (can be found on-line or possibly from members of your congregation who have traveled)



## PERSONAL APPLICATION:

Worship is one way that I show my love for God. I must worship God in the right ways with the right attitudes (I want to—not I have to).

## LESSON STARTS HERE

## INTRODUCTION:

We have been talking about King Solomon, the son of David. Today, we are going to learn about a special place he built for the Israelites to worship God. And we will learn how important it is to worship God in the way He tells us to and with the right attitude.

## POINTS TO EMPHASIZE:

1. The Tabernacle (recall OT4 Lesson 3) had been the center of the Israelites' worship for many, many years. The Tabernacle was a big tent that could be taken apart and moved. But King David wanted to give the Israelites a real building—something more permanent, in the capital city of Jerusalem. David planned to build a permanent place of worship as a way to honor God and to thank Him for all the ways God had blessed his life. David spent several years gathering huge amounts of gold (100,000 talents), silver (1,000,000 talents), lumber, and other things for this massive construction project. But God told David to wait and let the next king, his son Solomon, build the Temple (1 Chronicles 28:2-6).
2. Like the great Pharaohs of Egypt thousands of years before him, Solomon was a great builder. He spent 13 years building a great palace for himself, and then he built a palace for one of his wives (an Egyptian princess). He also built a great place of worship for the Israelites—the first Temple in Jerusalem. Construction started in the fourth year of Solomon's reign as king (about 967 B.C.), 480 years after the Israelites left slavery in Egypt. The site for the Temple was Mount Moriah, where Abraham had been told to offer Isaac over a thousand years before. It was also the place where David had offered sacrifices to God (2 Samuel 24:18-25).
3. It took seven years to complete the building of the magnificent, gold-covered Temple that was to take the place of the Tabernacle. The plan for the Temple followed the original, God-given pattern of the Tabernacle, but the Temple was twice as big (the dimensions were doubled). To show respect for the Lord, during the long building process, neither hammer nor ax nor any other iron tool was used in the city—not even to cut stones (1 Kings 6:7). This Temple (**the first of three**) stood for about 415 years, until Nebuchadnezzar burned it down in 586 B.C.

**HISTORICAL NOTE:** Solomon's Temple was plundered for treasure several times before it was finally destroyed by Nebuchadnezzar as he carried multitudes of Jews into captivity in Babylon. The **second Temple** was begun in 536 B.C., when over 42,000 Jews were allowed to return to Jerusalem from captivity to rebuild the Temple and the city of Jerusalem (see Ezra 1-6). Led by Zerubbabel, the Jews finished the second Temple in 516 B.C. It stood until the time of Herod the Great in the New Testament. In size and dimensions, Zerubbabel's Temple was considerably larger than Solomon's, but it was not nearly as elaborate, beautiful, or well furnished. In fact, there was no Ark of the Covenant and no "sacred fire" for this Temple. The **third Temple** (Herod's Temple) was built over many years, from about 19 B.C. to 62 or 64 A.D. It was finished just a few





**HISTORICAL NOTE (cont.):** years before it and all of Jerusalem were destroyed by the Romans in 70 A.D. (Shortly after this massive destruction, Emperor Hadrian built a large Temple to Jupiter on the same site. Today a Muslim Temple, the Dome of the Rock, is on the same site.)

4. When the Temple was completed, Solomon prayed a long and beautiful prayer to God and dedicated the spectacular building to Him in the presence of thousands of Israelites. He asked God to bless His people, to forgive them, and to listen to their prayers in good times and bad. Hundreds of thousands of animals were sacrificed to God. Later, God spoke to Solomon with promises of blessings if the people obeyed Him—and curses (promises of punishment) if they did not (1 Kings 9:4-7).
5. Sadly, as intelligent as Solomon was, and as devoted to God as he was as a young man, he gradually turned his heart away from God. He married 700 idol-worshipping women and built Temples for their idols; “...his wives turned his heart after other gods; and his heart was not loyal to the Lord his God, **as was the heart of his father David**” (1 Kings 11:4). Because of his bad choices and powerful influence, he led his people away from God. Even with the beautiful Temple in the middle of Jerusalem, the Israelites gradually lost interest in worshipping God. They “went through the motions” (i.e., “went to church”), but their hearts were far from God (Micah 6:6-8).
6. Solomon knew, as we do, that buildings built for worship were not really important to God. Solomon also knew that worship was one way to express his love to God and that it had to be done in the ways He commanded. We should never worship God out of habit or because “I have to.” God wants us to worship Him in the right ways, with a good heart; what we do in worship and how we do it are much more important than where we worship. [Discuss with the kids ways that they (we) can be more prepared to worship (have the right frame of mind, etc.). Examples: get enough sleep Saturday night; set out the clothes we want to wear Sunday on Saturday night; make sure our Bibles are by the door or somewhere where we won’t forget them Sunday morning; etc.]

**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:**

- Give each child a coloring sheet of the Temple, and let them color and decorate it with gold glitter (“[Solomon’s Temple Coloring Sheet](#)” provided in activity sheets)
- Let the children “build” a Temple with Legos®, building blocks, play dough, etc.
- Ask a man from your congregation to dress up as Solomon and describe the building of the Temple to the class.

**1st-2nd Graders:**

- Memory Verse Review: Write the verse on the board, erasing word(s) while the children have their heads down on their desks. Ask them to tell you what word(s) is (are) missing until they can all say the entire verse together.
- Ask a man from your congregation to dress up as Solomon and describe the building of the Temple to the class.
- “[Solomon’s Temple Crossword Puzzle](#)” (provided in activity sheets)

- [“Solomon’s Temple Word Search”](#) (provided in activity sheets)
- [“Solomon’s Temple Matching Activity”](#) (provided in activity sheets)

### 3rd-4th Graders:

- Memory Verse Review: Write the verse on the board, erasing word(s) while the children have their heads down on their desks. Ask them to tell you what word(s) is (are) missing until they can all say the entire verse together.
- [“Solomon’s Temple Crossword Puzzle”](#) (provided in activity sheets)
- [“Solomon’s Temple Word Search”](#) (provided in activity sheets)
- [“Solomon’s Temple Matching Activity”](#) (provided in activity sheets)
- Ask a man from your congregation to dress up as Solomon and describe the building of the Temple to the class.
- Have the children read the following:
  - 1 Kings 5-9 (as well as 1-4 and 10, if they have done so this quarter); 2 Chronicles 2-8 (as well as 1, if they have not done so this quarter) [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the 1 Kings 1-5; 6-10; and 1 Chronicles 1-5 quizzes from AP’s [Advanced Bible Reader](#) site for the children to take.
  - *Solomon Builds the Temple*, Arch books, by Martha Streufert Jander (DISCLAIMERS: p. 12—skip the sentence beginning with “He told them...”; skip the note to the parents)
  - *Solomon’s Golden Temple*, Penny Frank, The Lion Story Bible series
  - *Solomon: A Man of Wisdom*, Master Books, An Awesome Adventure Bible Story (DISCLAIMER: p. 33—clarify that Jesus’ Church is not a building, but rather, Christians)

### SONGS:

#### “WORSHIP” ([Click to Hear](#))

Author: Unknown\*

(Tune: “Jesus Loves Me” verse only)

We love Jesus every day.  
So we sing and give and pray.  
When we come to worship God,  
We listen close and learn a lot.

God said we should always pray,  
Any hour of any day:  
When we’re happy; when we’re sad,  
When we’re good or when we’re bad.

We’ll show God our love today.  
Let us sing and let us pray.  
God will hear us when we say,  
“Thank You for this special day!”

**“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.

**“THE ACTS OF WORSHIP” ([Click to Hear](#))**

Author: Unknown\*  
(Tune: “Mary Had a Little Lamb”)

Let us sing the acts of worship, acts of worship, acts of worship.  
Let us sing the acts of worship, there are five in all.

Singing, giving, praying, and preaching, praying and preaching, praying and preaching;  
Singing, giving, praying, and preaching,  
And the Lord’s Sup-per.

\*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.

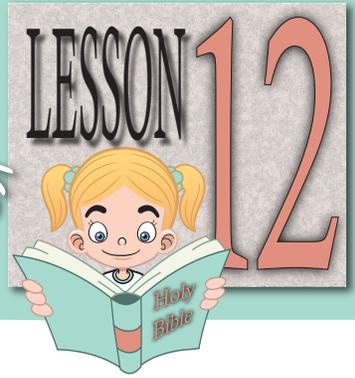




# Solomon's Temple

## Built for, and Dedicated to, God

1 Chronicles 28; 29



Old Testament 6  
Part 2: David and Sons

## WEDNESDAY EVENING

Old Testament 6 [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:

1 Chronicles 28; 29; 1 Kings 6-9:9; 11:1-13; 2 Chronicles 2-7

### MEMORY WORK:

YOUNGER CHILDREN: "Oh come, let us worship... For He is our God..." (Psalm 95:6a,7a).

OLDER CHILDREN: "Oh come, let us worship and bow down; let us kneel before the Lord our Maker. For He is our God..." (Psalm 95:6-7a).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["Worship"](#)
- ["Faith, Obedience, and Authority"](#)
- ["The Acts of Worship"](#)

### 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.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures of Solomon's Temple on-line
- Model of Solomon's Temple (e.g., *Solomon's Temple Model*, by Peter Pohle, Candle Books)
- Pictures of cathedrals from around the world, particularly in Europe and Latin America (can be found on-line or possibly from members of your congregation who have traveled)



## PERSONAL APPLICATION:

Worship is one way that I show my love for God. I must worship God in the right ways with the right attitudes (I want to—not I have to).

## INTRODUCTION:

Review [O.T 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions.).

With OLDER CHILDREN, talk more about the details of the Temple furnishings if you wish, but also emphasize the acts of worship we follow and why. Continue to emphasize right behaviors and attitudes before and during times of worship to God. Emphasize that worship is one way to show our love for God; it is a special gift to God. (God gives us many gifts; what do we give to God and how do we give them?)

Discuss the idea that God’s “house” was the Temple in the Old Testament, but the building in which we worship today is not as important to God, since He does not dwell in a building (Acts 7:48; 17:24), but in His saints (1 Corinthians 3:16; 6:19; 2 Corinthians 6:16)—the Church (1 Timothy 3:15; 1 Peter 2:4-9). Christians of the New Testament worshipped in homes, caves, boats, prisons, the Temple courtyard, etc.

## 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.

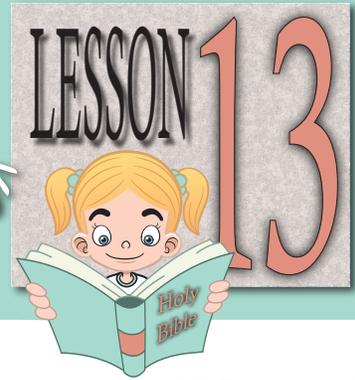
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# Solomon's Proverbs

## About the Tongue

James 3



Old Testament 6  
Part 2: David and Sons

## SUNDAY MORNING

Old Testament 6 [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:

Passages given throughout lesson; James 3

### MEMORY WORK:

“Whoever guards his mouth and tongue keeps his soul from troubles” (Proverbs 21:23).

### 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.

- [“If Your Words are Sweet as Honey”](#)
- [“Being Kind To Others”](#)
- [“Oh, Be Careful Little Eyes What You See”](#)

### 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.]
- [King David and His Sons](#) Bible fact cards (provided under “O.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Picture or objects to illustrate main points of lesson. Examples:
- Large poster board toothbrush (or small toy broom) to talk about cleaning up bad speech
- Large ear to illustrate listening more than talking
- Nail, hammer, small board: Make small indentations in board with nail and hammer to illustrate how even small words can damage a reputation or hurt someone.
- Small gift box to illustrate words of encouragement



## PERSONAL APPLICATION:

Words are very powerful; I can use them for good or bad. If I love God and want to obey Him, I will be very careful about what I say and how I say it.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

We have been talking about King Solomon and how very wise he was. He wrote the Old Testament book of Proverbs. He had a lot to say about being careful what we say to others. We can use our words for good and that makes God happy. When we use our words in a wrong way, then God is sad. Listen carefully and we will learn more about how we should use our words.

### INTRODUCTION: (OLDER CHILDREN)

Who has heard the saying, “Sticks and stones may break my bones, but words will never hurt me”? What does that mean? Is that saying true? Does it matter if we are careful about what comes out of our mouths? Solomon wrote the Old Testament book of Proverbs—a book of many wise sayings. One thing he talked a lot about was how we should be careful what we say. Let’s see what Solomon had to say about words and how we use them.

### POINTS TO EMPHASIZE:

1. Solomon was a very, very smart man. He wrote the Old Testament books of Song of Solomon, Ecclesiastes, and Proverbs. In the book of Proverbs, he wrote a great deal about the importance of using our tongues wisely (i.e., as God wants us to). He knew that if a person is careful about what he says and how he says it, he will not have as many problems as people who don’t care what they say. (Practice the MEMORY VERSE: Proverbs 21:23)
2. Words can hurt other people (making fun, calling names, etc.). Words can destroy someone else’s reputation (make other people think badly about them). Read and discuss these passages, as well as the others in this lesson, as you come to them:  
Gossip: Proverbs 16:27-28; 17:9; 18:8; 20:19; 26:22; Titus 3:2  
Lying: Proverbs 12:17-22; 14:25; 4:24; 6:12,17,19  
Angry words (loss of self-control): Proverbs 29:11; 15:1; 18:7
3. Words can destroy our own reputations. If we use bad language, we are showing other people that we’re not trying to be like Jesus. Using curse words and using God’s name in disrespectful ways isn’t “cute” or “funny.” It is absolutely **wrong** (Proverbs 17:20; 19:1; Exodus 20:7). We can’t say that we’re trying to be like Jesus if we use our mouths to sing and pray to Him one day and the next day use His name in bad ways (James 3:9-12). [A good example kids can relate to is speech before, during, and after ball games, compared to speech used before and after worship service!]
4. God gave us tongues and mouths and the ability to speak, but He also gave us ears to listen. It is not good or healthy for us—or anyone else—to talk too much (Proverbs 13:3; 17:28; 12:13; 18:6-7,13; 15:28,31). The more we talk, the more likely we will say something we shouldn’t! In the list of seven things that are an abomination to God (Proverbs 6:16-19), three involve the tongue.

5. What are some **good** ways we can use our tongues (Proverbs 25:11)?
  - To encourage (Hebrews 10:25)
  - To teach others about Jesus (2 Timothy 4:2)
  - To comfort, help others when they're sad (1 Thessalonians 5:11,14)
  - To sing and pray to God and each other (Colossians 3:16; Ephesians 5:19; 1 Thessalonians 5:17; Philippians 4:6-7)
  - To thank God and others who love us (Philippians 4:6-7; Romans 1:21; Colossians 3:15)
6. Words are very powerful. Many people throughout the Bible (prophets, preachers, good kings, apostles) used words to powerfully teach God's Word. But others used their powerful words to encourage people to turn away from God. God expected the people in the Bible to be careful about what they said and how they said it, and He expects the same from us. Jesus was the best Example of how to use our tongues and control our words. If we are ever in doubt about what to say, we should ask ourselves, "Would Jesus say that? What would He say?" Solomon was wise about how we should and should not use our tongues, but Someone even wiser tells us to be careful what we say. That Someone is **Jesus!** Jesus said that we must be careful about our words, because God knows absolutely everything we say and everything we think! And He warns that we will be judged by those words (Matthew 12:36-37)!

**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](#).

**Ages 2-5:**

- "[Solomon's Proverbs About the Tongue Coloring Sheet](#)" (provided in activity sheets)
- "[Friendly Frank and Mean Marvin](#)" game: Draw two male faces, one kind and the other mean (provided in activity sheets). Write different behaviors (good and bad) on small disks or squares made from card stock. If you have a magnetic board, put magnetic tape on the back of each disk (or square). Let each child choose a disk from a bag or bowl. Read what is on the disk, and let the child decide which behavior goes with which boy. (Frank = the boy who makes good choices and is kind; Marvin = the boy who makes bad choices and is mean). Let the child place it beside (or under) the smiley face or the sad/grumpy face.
- "What Can We Use Our Words For?" game: On one side of a board (poster board, chalk board, magnetic board, etc.) put a smiley face; on the other side put a sad/grumpy face. Buy or make lip cutouts, and write things on the lips that we should and shouldn't do/say. If you have a magnetic board, put magnetic tape on the back of the lips. Let each child choose one pair of lips. The teacher reads what is written on them. Then the child decides if what is written is good (smiley face) or bad (sad/grumpy face) and places the lips on the correct side of the board. ([Lip cutouts](#) provided in activity sheets)
- Let the children each have a puppet (sack, sock, finger, etc.), and make up some things to say to other puppets—both good things and bad. (Don't allow the children to get carried away with their "bad" comments!) For good things, puppets can use their words for teaching others, encouraging, singing and praying to God. For bad things, puppets can use their words in the wrong way (lying, gossiping, bad words, etc.). Talk about which way makes God happy and which way makes God sad.

### 1st-2nd Graders:

- “[Lies, Lies, and More Lies Activity](#)” (example verses provided in activity sheets): Divide the class into two teams. Give teams (one person from each team competing at a time) a verse about lying. The two students from each team race to look up the verse and read it first. The team that has it right first, gets a point.
- “Listen to Wise Solomon” game: On 8-10 Bible cutouts, write different passages from the book of Proverbs about lying and telling the truth. On 10 different Bible cutouts write the matching Scripture references. Mix up the cards in each group. Have enough so that you have one set per number of teams in your class. Using their Bibles, each team will work together to match the scriptures with the correct references. ([Bible cutouts](#) provided in activity sheets)
- “[Friendly Frank and Mean Marvin](#)” game: Draw two male faces, one kind and the other mean (provided in activity sheets). Write different behaviors (good and bad) on small disks or squares made from card stock. If you have a magnetic board, put magnetic tape on the back of each disk (or square). Let each child choose a disk from a bag or bowl. Read what is on the disk, and let the child decide which behavior goes with which boy. (Frank = the boy who makes good choices and is kind; Marvin = the boy who makes bad choices and is mean). Let the child place it beside (or under) the smiley face or the sad/grumpy face.

### 3rd-4th Graders:

- “[Lies, Lies, and More Lies Activity](#)” (example verses provided in activity sheets): Divide the class into two teams. Give teams (one person from each team competing at a time) a verse about lying. The two students from each team race to look up the verse and read it first. The team that has it right first, gets a point.
- “Listen to Wise Solomon” game: On 8-10 Bible cutouts, write different passages from the book of Proverbs about lying and telling the truth. On 10 different Bible cutouts write the matching Scripture references. Mix up the cards in each group. Have enough so that you have one set per number of teams in your class. Using their Bibles, each team will work together to match the scriptures with the correct references. ([Bible cutouts](#) provided in activity sheets)
- Have the children read the following:
  - James 3
  - *Berenstain Bears and the Truth* book, by Stan and Jan Berenstain, Random House (DISCLAIMERS: remove “My goodness!” on p. 10 and “I bet” on p. 11)

### SONGS:

#### “IF YOUR WORDS ARE SWEET AS HONEY” ([Click to Hear](#))

Author: Unknown\*

(Tune: “If You’re Happy and You Know It”)

If your words are sweet as honey, praise the Lord.  
If your words are sweet as honey, praise the Lord.  
    If your words are sweet as honey,  
    Then your days will all be sunny.  
If your words are sweet as honey, praise the Lord.

**“BEING KIND TO OTHERS”** ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Bringing in the Sheaves”)

Being kind to others, being kind to others;  
Being kind to others, every night and day.  
Being kind to others, being kind to others;  
Jesus ever taught us that we must obey.

CHORUS:

O we must be kind! O we must be kind!  
Jesus ever taught us that we must be kind.

(REPEAT)

**“OH, BE CAREFUL LITTLE EYES WHAT YOU SEE”** ([Click to Hear](#))

Author: Unknown\*

Oh, be careful little eyes what you see.

(REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little eyes what you see.

Oh, be careful little feet where you go.

(REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little feet where you go.

Oh, be careful little ears what you hear.

(REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little ears what you hear.

Oh, be careful little mouth what you say. (REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little mouth what you say.

Oh, be careful little hands what you do.

(REPEAT)

For the Father up above,  
Is looking down in love.

So, be careful little hands what you do.

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

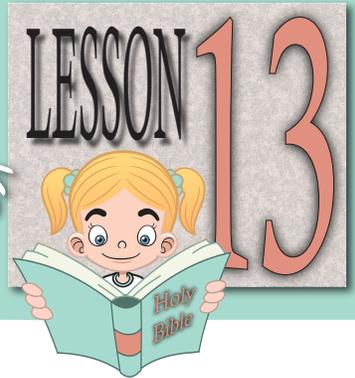
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# Solomon's Proverbs

## About the Tongue

James 3



Old Testament 6  
Part 2: David and Sons

### WEDNESDAY EVENING

Old Testament 6 [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:

Passages given throughout lesson; James 3

#### MEMORY WORK:

“Whoever guards his mouth and tongue keeps his soul from troubles” (Proverbs 21:23).

#### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- [“If Your Words are Sweet as Honey”](#)
- [“Being Kind To Others”](#)
- [“Oh, Be Careful Little Eyes What You See”](#)

#### 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.]
- [King David and His Sons](#) Bible fact cards (provided under “O.T. 6 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Picture or objects to illustrate main points of lesson. Examples:
- Large poster board toothbrush (or small toy broom) to talk about cleaning up bad speech
- Large ear to illustrate listening more than talking
- Nail, hammer, small board: Make small indentations in board with nail and hammer to illustrate how even small words can damage a reputation or hurt someone.
- Small gift box to illustrate words of encouragement



## PERSONAL APPLICATION:

Words are very powerful; I can use them for good or bad. If I love God and want to obey Him, I will be very careful about what I say and how I say it.

## INTRODUCTION:

Review [O.T. 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions.).

Talk with the kids about good and bad things they’ve said this week so far, and talk specifically about other things they could say for the rest of the week that would make God and others happy.

Discuss Bible characters that said bad things (Ananias and Saphira lied about their contribution; Peter lied and cursed about knowing Jesus; the serpent lied in the Garden about the death of Adam and Eve; Isaac lied about Rebekah being his wife; Joseph’s brothers lied about his being killed by a wild animal; Rahab lied about the spies, even though she had great faith; the Jews lied about Jesus during His trial; Cain lied about not knowing where Abel was after he killed him; etc.).

Help the kids make cards of encouragement to send to the sick, shut-ins, someone they know who’s hurting or having a bad time, etc.

## 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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# Proverbs 3 and Ecclesiastes 12:13



Old Testament 6  
Part 2: David and Sons

## SUNDAY MORNING

Old Testament 6 [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:

1 Kings 2:1-4; 11; Proverbs 3:1-7; 8:13; Ecclesiastes 12:13; Deuteronomy 10:12-13; Jeremiah 7:23; 17:5-8

### MEMORY WORK:

YOUNGER CHILDREN: "[F]ear God and keep His commandments" (Ecclesiastes 12:13b).

OLDER CHILDREN: "[F]ear God and keep His commandments, for this is man's all" (Ecclesiastes 12:13b).

### 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.

- ["Solomon"](#)
- ["God Is With Me"](#)
- ["Ephesians 6:1"](#)

### 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.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Pictures to illustrate trust, obedience, fear/respect
- Fabric to tear into strips
- Betty Lukens' felt pieces to illustrate story of Jeroboam meeting the prophet and other parts of the story
- Pictures of idols
- Maps of Israel before and after it was taken away from Solomon and divided (see [maps](#) available on curriculum Web site)



## PERSONAL APPLICATION:

God expects me to show Him and His Word respect in everything I say and do. (I show God respect by doing what He tells me to.)

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week, we learned about good and bad ways to use our words. Who can tell me some good ways we can use our words? (Discuss) Who can tell me some bad ways we can use our words? (Discuss) Does God hear our words? What does He want to hear from us? Today, we are going to talk about how God wants us to obey Him. He also wants us to obey our mommies, daddies, grandparents, and teachers. What does it mean to obey? (Discuss) What happens when we don't obey? (Discuss) Is it much better to obey? (Discuss)



**PRESCHOOL TEACHERS' NOTE:** "Respect" is a little hard to explain to preschoolers. Focus on what it means to obey God. (Obeying God means we obey Mom, Dad, teachers, etc.) Talk about Solomon's choices to **disobey** God.

### INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

In our lesson today, we will learn how important it is to show God how much we love Him and respect Him for our whole lives.

### POINTS TO EMPHASIZE:

1. There are five books of poetry in the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, and Song of Solomon. Solomon wrote the books of Proverbs, Ecclesiastes, and Song of Solomon.
2. Throughout the books of Proverbs and Ecclesiastes, Solomon wrote about the importance of learning to be wise so that we can live every day as God wants us to. **To be wise and pleasing to God**, Solomon said that we need to:

**Study** God's Word, **believe** what it says, and **obey** it.

**Trust** in the Lord—believe that He will always keep His promises, that He will work everything out for our benefit. Understand that God knows what is best for us.

**Remember** that everything good around us is from God; remember to thank Him often; remember what His Word teaches us.

**Fear/Respect God**—show respect for Him by staying away from things that He hates, i.e., things that are wrong according to His Word (Proverbs 6:16-19). We can't choose to do things our own way or decide for ourselves what is right and wrong. (Man's judgment about right and wrong changes; it is unreliable—unlike God's unchanging standards.)

3. Solomon was not the first to write about the importance of these things. Moses told the Israelites, in Deuteronomy 10:12-13, that they were to "fear the Lord..., to walk in all His ways and to love Him, to serve the Lord your God with all your heart and with all your soul, and to keep

the commandments of the Lord and His statutes....” Solomon knew this Old Testament passage and many others. Surely he remembered his own father’s words of warning, too (1 Kings 2:1-4).

4. Solomon knew that refusing to obey, trust, and respect God would make God very sad and angry. He also knew that God would punish him (discipline him) in some way if he did not do what God wanted him to do—like parents punish their children for not obeying. But Solomon did not follow his own advice or use his wisdom to make good choices. As we talked about in Lesson 12, “Solomon did evil in the sight of the Lord, and did not fully follow the Lord, as did his father David.... So the Lord became angry with Solomon, because his heart had turned from the Lord.... [H]e did not keep what the Lord had commanded” (1 Kings 11:6,9,10b). It is so sad—and hard to understand—that a man who was so wise and smart chose to turn his back on God as he got older.
5. 1 Kings 11:4 tells us that the wives he had that did not love God “turned his heart” away from God and towards their false gods. It is important to realize how those close to us can affect or influence us to do good or bad (1 Corinthians 15:33), even if we are very good and wise people. Nobody is so strong spiritually that he is above temptation (1 Corinthians 10:12-13). We must be humble (James 4:10) and aware of the devil and the devices or tools he uses to try to get us to do bad things (2 Corinthians 2:11)—like marrying people we shouldn’t marry!
6. A prophet came to a man named Jeroboam who had served Solomon. The prophet told Jeroboam that he would take over most of Solomon’s kingdom. The prophet took Jeroboam’s cloak and tore it into 12 pieces. He gave Jeroboam 10 of the pieces to signify that he would be king over ten of the tribes of Israel.
7. Because of Solomon’s disobedience, God told him that his great kingdom would be torn away from his son and divided into two parts. It would never again be the great kingdom with which God had blessed him. Solomon was King of Israel for 40 years, but he did not use the riches and power and wisdom that God gave him to always make good decisions. He died an unhappy man, because he did not choose to follow God during the last part of his life, and he knew there would be terrible consequences for generations to come.
8. There is no way that we can get away from our responsibilities toward God (1 Kings 11:11). God is our Heavenly Father. He loves us much more than anyone—even our moms and dads. He loves us much more than we can imagine. He knows what is best for us because He knows everything, and He tells us what to do to be happy (Proverbs 29:18). But if we choose to disobey Him (show no respect), we can expect bad things to happen (consequences; discipline).
9. How do I show respect for my parents? How do I show respect for my teachers, etc.? What happens when I don’t show respect for these important people in my life? I need to remember that showing respect to God is even more important.

**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:**

- “[Solomon Forgets God Coloring Sheet](#)” (provided in activity sheets)
- “Leap Frog” game: Cut out 10-12 large lily pad shapes and tape them to the floor or to a plastic tablecloth or shower curtain. Write review questions from this and previous lessons on frog cutouts; put one to three “question frogs” under each lily pad. Let the children take turns tossing

a beanbag onto the lily pads. Remove one of the frogs from under the lily pad where the beanbag lands, read the question, and give the student a chance to answer the question. (Can play this in teams or individual players) ([“Frog and Lily Pad Cutouts”](#) and [O.T. 6 Review Questions](#) provided in activity sheets)

- Put on a puppet show with the puppets from Lesson 13. Have the puppets obey and not obey. Show consequences for what the puppets did or did not do. Talk about how much better it was when they obeyed and what happened when they did not obey. The teacher can have a “teacher” or “mommy” puppet, and let the children take turns with another puppet. Let the teacher ask the puppet to do something and tell the child to make his or her puppet do the right thing.
- Give each child a paper plate. Help younger children decorate the paper plate to imitate their own faces. Provide different color yarn for hair and googly eyes for them to glue on. On the back write, “[Child’s name] wants to obey!” and the memory verse.

### **1st-2nd Graders:**

- Play Tic-Tac-Toe or Jeopardy with information from each lesson in this unit. (See Jeopardy questions at the end of the lesson.) ([“Tic-Tac-Toe Instructions”](#) provided in activity sheets)
- [“Solomon Forgets God Word Search”](#) (provided in activity sheets)
- “Leap Frog” game: Cut out 10-12 large lily pad shapes and tape them to the floor or to a plastic tablecloth or shower curtain. Write review questions from this and previous lessons on frog cutouts; put one to three “question frogs” under each lily pad. Let the children take turns tossing a beanbag onto the lily pads. Remove one of the frogs from under the lily pad where the beanbag lands, and let them read the questions and answer them. (Can play this in teams or individual players) ([“Frog and Lily Pad Cutouts”](#) and [O.T. 6 Review Questions](#) provided in activity sheets)
- [“Memory Verse” review](#): Write the words to the memory verses from this unit on index cards (one or two words per card). Mix up the cards, but keep the verses separate. Divide the class into groups, and give each group a different verse. Ask each group to put the words in the correct order. When a group has completed one verse, give them another set of cards (another verse) to sort out. Do this until each group has completed all the verses. (memory verse cutouts for this lesson’s verse provided in activity sheets)

### **3rd-4th Graders:**

- Play Tic-Tac-Toe or Jeopardy with information from each lesson in this unit. (See Jeopardy questions at the end of the lesson.) ([“Tic-Tac-Toe Instructions”](#) provided in activity sheets)
- “Leap Frog” game: Cut out 10-12 large lily pad shapes and tape them to the floor or to a plastic tablecloth or shower curtain. Write review questions from this and previous lessons on frog cutouts; put one to three “question frogs” under each lily pad. Let the children take turns tossing a beanbag onto the lily pads. Remove one of the frogs from under the lily pad where the beanbag lands, and let them read the questions and answer them. (Can play this in teams or individual players) ([“Frog and Lily Pad Cutouts”](#) and [O.T. 6 Review Questions](#) provided in activity sheets)
- [“Solomon Forgets God Word Search”](#) (provided in activity sheets)
- [“Memory Verse” review](#): Write the words to the memory verses from this unit on index cards (one or two words per card). Mix up the cards, but keep the verses separate. Divide the class into groups, and give each group a different verse. Ask each group to put the words in the correct order. When a group has completed one verse, give them another set of cards (another

verse) to sort out. Do this until each group has completed all the verses. (memory verse cutouts for this lesson's verse provided in activity sheets)

- Have the children read Proverbs 3 and 1 Kings 11

## SONGS:

### **“SOLOMON”**

Author: Jewel Kendrick

(Tune: “Walking in Sunlight”)

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

### **“GOD IS WITH ME” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “London Bridge”)

*[Play a variation of London Bridge. Have two children form a bridge by joining hands and holding their arms up while the other children line up and walk under the bridge. Have the children sing the words as they play. On the last line, the bridge should come down gently around one child. Then ask that child to name a place where God is with him/her.]*

God is with me all the time,

All the time, all the time.

God is with me all the time,

He is with me.

### **“LORD, I LOVE YOU” ([Click to Hear](#))**

Author: Unknown\*

(Tune: “Mary Had a Little Lamb”)

Lord, I love You—yes, I do!

Yes, I do! Yes, I do!

Lord, I love You—yes, I do!

Because You love me so.

He is with me all the time,

All the time, all the time.

He is with me all the time,

Jesus is my Friend.

### **“EPHESIANS 6:1” ([Click to Hear](#))**

Author: Lora Laycook

(Tune: “Why Do You Wait?”)

VERSE 1:

Children, obey your parents,

In the Lord for this is right.

Honor your father and mother.  
Love them each day and each night.

**CHORUS:**  
Obey, obey, obey your parents each day.  
Obey, obey, obey your parents always.

**VERSE 2:**  
Jesus obeyed His parents.  
He always did what was right.  
He honored His father and mother.  
He loved them each day and each night.

(CHORUS)

## QUESTIONS FOR JEOPARDY:

### **WHERE:**

1. What city did King David had to leave in a hurry because of his son? (Jerusalem)
2. Where was David when he first saw Bathsheba? (on a rooftop)
3. Name one place where David had a chance to kill Saul and didn't. (in a cave; on a battlefield)
4. Where did David send Bathsheba's husband to get rid of him? (to the front of a battle)
5. Where do we find this verse: "The Lord is my Shepherd, I shall not want"? (Psalm 23)

### **"A" WORDS:**

1. Who was the very handsome son of David? (Absalom)
2. Who was the wise woman who stopped David from attacking her husband; she later married David? (Abigail)
3. What was the most important piece of furniture in the Temple? (Ark of the Covenant)
4. Upon what did the priests offer sacrifices? (altar)
5. What does God say a man commits if a man or woman leaves his/her mate for someone else? (adultery)

### **O.T. BOOKS:**

1. What three Old Testament books did Solomon write? (Proverbs, Ecclesiastes, Song of Solomon)
2. What is the longest book in the Bible? (Psalms)
3. Name one Old Testament book that tells us about Solomon's life. (1 Kings)
4. What is the longest "chapter" in the Bible? (Psalm 119)

5. What does the word “psalm” mean? (songs)

**SOLOMON:**

1. How long did it take for Solomon to build the Temple? (seven years)
2. How many wives did Solomon have? (700)
3. What did Solomon ask for from God when he was young? (wisdom, understanding, discernment)
4. How long was Solomon king of Israel? (40 years)
5. What woman came from a faraway country to visit Solomon? (Queen of Sheba)

**HOW:**

1. How did Saul die? (fell on his own sword)
2. When he was a young man, how did David help King Saul? (killed Goliath; played music for him when he was upset)
3. How did Absalom die? (He rode his mule under a tree and got caught on a tree branch. Joab came along and killed him.)
4. How did Solomon sin against God? (listened to his wives; began to follow idols)
5. How did Jonathan signal David that it was not safe for him to be around King Saul? (shot an arrow into a field and yelled instructions to his servant)

**WHO:**

1. Who was the first King of Israel? (Saul)
2. Who was sent by God to anoint David as King? (Samuel)
3. Who were Solomon’s parents? (David and Bathsheba)
4. Who was David’s best friend? (Jonathan)
5. Who was David’s father? (Jesse)
- 6.

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

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# Proverbs 3 and Ecclesiastes 12:13

1 Kings 2:1-4, 11



Old Testament 6  
Part 2: David and Sons

## WEDNESDAY EVENING

Old Testament 6 [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:

1 Kings 2:1-4; 11; Proverbs 3:1-7; 8:13; Ecclesiastes 12:13; Deuteronomy 10:12-13; Jeremiah 7:23; 17:5-8

### MEMORY WORK:

YOUNGER CHILDREN: "[F]ear God and keep His commandments" (Ecclesiastes 12:13b).

OLDER CHILDREN: "[F]ear God and keep His commandments, for this is man's all" (Ecclesiastes 12:13b).

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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

- ["Solomon"](#)
- ["God Is With Me"](#)
- ["Children, Obey Your Parents"](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures to illustrate trust, obedience, fear/respect
- Fabric to tear into strips
- Betty Lukens' felt pieces to illustrate story of Jeroboam meeting the prophet and other parts of the story
- Pictures of idols
- Maps of Israel before and after it was taken away from Solomon and divided (see [maps](#) available on curriculum Web site)



## PERSONAL APPLICATION:

God expects me to show Him and His Word respect in everything I say and do. (I show God respect by doing what He tells me to.)

## INTRODUCTION:

Review [O.T 6 Bible Fact Flash Cards](#) (provided under “O.T. 6 Bible Facts” on curriculum Web site)

## POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [O.T. 6 Review Questions](#) for example questions.).
2. On strips of paper, write situations where children are told to do something by adults but want to do something else. Then ask, “What would God want me to do?” Put the strips of paper in a bag or bowl, and ask each child to take one out and read it (or let the teacher read it, in the case of preschoolers).

Example situations:

Mom told you to clean up your room, but you really want to play another game on your Xbox or iPad. What would God want you to do?

Daddy told you to help your little brother find his favorite toy/to read him a book, etc. But you want to go outside and play with your friends. What would God want you to do?

## 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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