

AMO[®]
TEACHER GUIDE
AND RESOURCES
BOOK OF PSALMS

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AMO® Teacher Guide
and Resources
Book of Psalms

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Resources

Vocabulary Cards * Graphic Organizers * Bookmark

Parent Prayer & Blessing Cards * Memory Verse Cards * Overview of the Bible

Psalms Reading for Reasoning Overview

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record	Song
1	Teacher: Book of Psalms OV	It is appointed by God for children to sing praises to the Lord!	psalm	From the lips of children and infants, You have ordained praise! (Psalm 8:2)	Psalms Title Page Book of Psalms GO	"I Will Enter His Courts with Thanksgiving" (Psalm 100)
2	Student: Psalm 1 (NIV) Teacher: Psalm 1 (KJV)	Those who read and meditate on God's Word will prosper.	prosper	Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful. But his delight is in the law of the LORD; and in his law doth he meditate day and night. (Psalm 1:1-2)	Psalm 1 GO	
3	Psalm 2	God is Sovereign and has crowned His Son the King of kings.	Sovereign		Portrait of God in the Psalms GO	
4	Psalm 8	God created man in His image and crowned him with glory and honor.	glory	And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in due season; his leaf also shall not wither; and whatsoever he doeth shall prosper. The ungodly are not so: but are like the chaff which the wind driveth away. (Psalms 1:3-4)	Portrait of God in the Psalms GO	
5	Psalm 10:1-6; 12-18	God is the defender of the fatherless and the oppressed.	defender		Portrait of God in the Psalms GO	"I Will Sing of the Mercies of the Lord" (Psalm 89)
6	Student: Psalm 19 (NIV) Teacher: Psalm 19 (KJV)	God's Word is powerful and in keeping it there is great reward.	reward	Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous. For the LORD knoweth the way of the righteous: but the way of the ungodly shall perish. (Psalm 1:5-6)	Attributes of God's Word GO	
7	Psalm 20	When we put our confidence in God, He gives us victory over things impossible.	victory		My Prayer GO	

Lesson	Reading	Principle	Vocabulary	Memory Verse	Record	Song
8	Psalms 23 Bookmark	When we follow the Good Shepherd, He leads us on paths of righteousness.	righteousness	The law of the LORD is perfect, converting the soul: the testimony of the LORD is sure, making wise the simple. The statutes of the LORD are right, rejoicing the heart: the commandment of the LORD is pure, enlightening the eyes. (Psalm 19:7-8)	Portrait of God in the Psalms GO	"The Law of the Lord Is Perfect" (Psalm 19)
9	Psalms 24	The eternal King of glory is strong and mighty in battle.	mighty		Portrait of God in the Psalms GO	
10	Teacher: Psalms 33:1-7 Student: Psalms 33:8-22	God's unfailing love and provision are for both nations and individuals that hope in God.	hope	The fear of the LORD is clean, enduring for ever: the judgments of the LORD are true and righteous altogether. More to be desired are they than gold, yea, than much fine gold: sweeter also than honey and the honeycomb. (Psalm 19:9-10)	Portrait of God in the Psalms GO	
11	Student: Psalms 34:1-11 Teacher: Psalms 34:12-22	Those who take refuge in the Lord will be delivered from all their troubles.	refuge		Portrait of God in the Psalms GO	
12	Psalms 37:1-11	When we commit our way to the Lord, our plans will be established in Him.	commit	Moreover by them, is thy servant warned: and in keeping of them there is great reward. Who can understand his errors? Cleanse thou me from secret faults. (Psalm 19:1-12)	My Heart's Desires GO	"I Will Bless the Lord at All Times" (Psalm 34)
13	Psalms 62	Those who put their trust in God and wait upon Him will be secure.	trust		Portrait of God in the Psalms GO	
14	Psalms 92	When we place our faith in God, we will have the vitality and fruit of the palm and cedar tree, even when we grow old.	flourish	Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer. (Psalm 19:14)	The Righteous Flourish Like a Tree GO	
15	Psalms 103:1-12	God has lavished great blessings upon us and we should praise Him daily for all His benefits.	praise		Portrait of God in the Psalms GO	

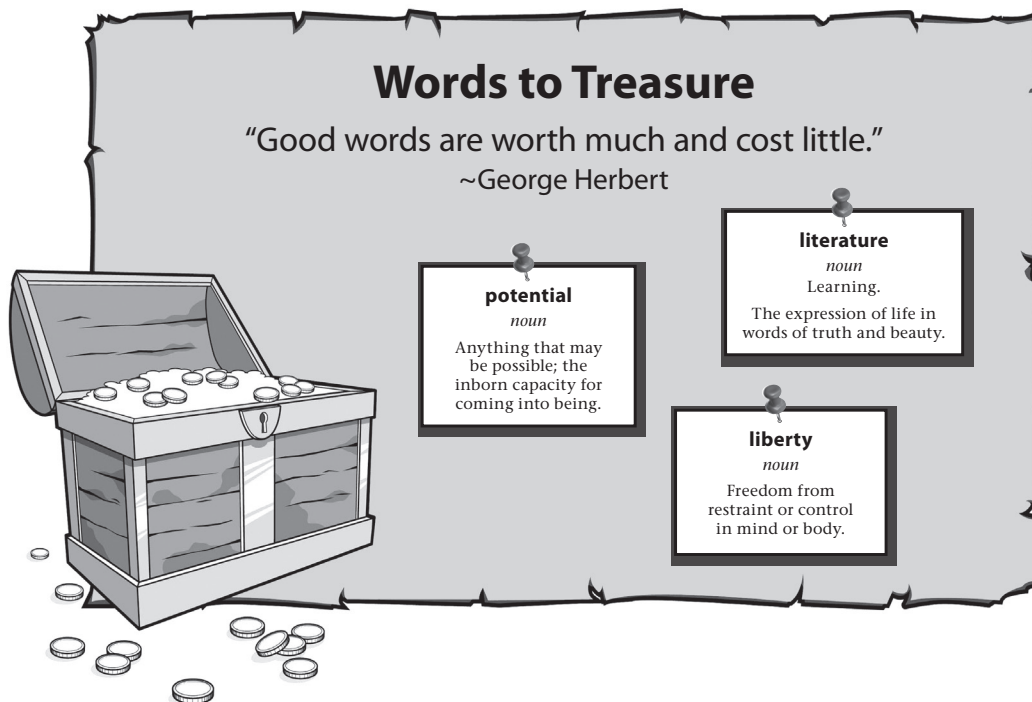
Lesson	Reading	Principle	Vocabulary	Memory Verse	Record	Song
16	Student: Psalm 100 (NIV) Teacher: Psalm 100 (KJV)	The Lord is worthy of our joyful praise and worship because He is God and He is good.	thanksgiving	Make a joyful noise unto the LORD, all ye lands. Serve the LORD with gladness: come before his presence with singing. (Psalm:100-1-2)	My Psalm of Thanksgiving GO	"The Doxology" (Psalm 100)
17	Psalm 107:1-9; 19-22; 41-43	As God's children, praise for His lovingkindness and wondrous acts should continually be on our lips.	lovingkindness		My Psalm of Thanksgiving GO	
18	Psalm 119:9-16; 97-105	Meditating on God's Word gives us understanding, insight and wisdom.	meditate	Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture. (Psalm 100:3)	Psalm 119 GO	
19	Psalm 121	The Lord watches over our lives, keeping us from harm.	watch		My Psalm of Trust Rough draft	
20	Psalm 136	God's love forever flows from His eternal wellspring and will never run dry.	forever	Enter into his gates with thanksgiving, and into his courts with praise: be thankful unto him, and bless his name. (Psalm 100:4)	My Psalm of Trust Rough draft	"Give Thanks unto the Lord" (Psalm 136)
21	Psalm 139:1-12	The Lord has searched each one of us within and knows everything about us.	search		Portrait of God in the Psalms GO	
22	Psalm 139:13-24	Each one of us is fearfully and wonderfully made and reflects the beauty of the Lord.	fearfully	For the LORD is good; his mercy is everlasting; and his truth endureth to all generations. (Psalm 100:5)	My Psalm of Trust GO Illustration Make Scrolls	
23	Psalm 148	All creation is like a majestic choir singing a celebration of praise to the name of the Lord.	celebration			
24	Psalm 150	Everything that has breath will rejoice and praise God for His surpassing greatness!	greatness	Recite all the psalms that were memorized	None	Sing all the songs learned in this unit.

Book of Psalms Treasure Chest

**Words are the keys
that unlock the treasure chest of ideas!**

Words are the building blocks of ideas. Man cannot think without words. As Christians, we need a noble and biblical vocabulary that will guide our reasoning and decision making, as well as our ability to communicate in the marketplace and persuade others with our words of faith just as Jesus and the Apostle Paul did in the first century. Words are spirit, Jesus said (John 6:63). Words have the power to create or destroy. (Proverbs 18:21) Through the study of the Word of God, a child's vocabulary is greatly enhanced as you, the teacher or reader, mediate the language and begin using the words to create new realities. (Numbers 14:28).

Following are the Key Student Vocabulary Words from the reading lessons of the book of Psalms. Definitions are taken from many dictionaries. They are to be used in the curriculum by pinning the Key Word, that you have printed each lesson, onto the Treasure Chest Bulletin Board. Leave all the words out on the bulletin board until the next lesson – the Bible reading word, the literature word, the Christian history word. We have printed ours on card stock, but plain paper works just as well. Use these words throughout the weeks as you speak to the children. Help build the children's thinking and reasoning skills by asking them to include these words in their conversation and as they answer questions.



Words to Treasure

1. **psalm** (n.) A sacred song or poem that expresses praise and worship.
2. **prosper** (v.) To grow, thrive or increase; to be successful in every way.
3. **Sovereign** (n.) God, the Supreme authority, power and ruler over all creation.
4. **glory** (n.) 1) Praise; honor. 2) Brilliant, radiant beauty, the presence of God.
5. **defender** (n.) One who protects or fights for someone else.
6. **reward** (n.) The fruit of one's labor or works.
7. **victory** (n.) The defeat of an enemy in battle; a triumph.
8. **righteousness** (n.) Adhering to God's pure and moral principles.
9. **mighty** (adj.) Having or showing great strength, power or authority.
10. **hope** (v.) To be expectant or to cherish the desire of good.
11. **refuge** (n.) A shelter from danger and hardships; a safe place.
12. **commit** (v.) 1) To give in trust.. 2) To roll your burdens on the Lord.
13. **trust** (v.) To have confidence or faith in someone or something.
14. **flourish** (v.) To thrive and grow in grace and in good works.
15. **praise** (v.) To extol in words or song; to magnify.
16. **thanksgiving** (n.) The act of giving thanks and expressing gratitude for favors or mercies.
17. **lovingkindness** (n.) God's tender, unfailing and eternal mercy and favor for His covenant children.
18. **meditate** (v.) To think and reflect deeply about a subject; to study and contemplate.
19. **watch** (v.) To be vigilant and on the look out; to be on one's guard.
20. **forever** (adv.) Everlasting; eternal; will never end!
21. **search** (v.) 1) To seek. 2) To examine, to put to the test.
22. **fearfully** (adv.) In a manner that causes admiration and astonishment.
23. **celebration** (n.) A public occasion for joyful festivities to extol or honor a special event or person.
24. **greatness** (adj.) Of noble and lofty character; having extraordinary powers.

A Portrait of God from the Psalms

Graphic Organizer

Using the words from the Psalms, record the following names and attributes of God's nature.

1. Sovereign: Supreme Ruler over all; enthroned in heaven (Ps 2 :4)
2. Triune (three persons in One): Father, Son and Holy Spirit (Ps 2:7)
3. Holy: Separated from sin and angered by it (Ps 2:6)
4. Anointed One: Christ, the Messiah (Ps 2:2)
5. Majestic: Displaying great nobility (Ps 8:1, 9)
6. Glorious: Having great beauty and splendor (Ps 8:1)
7. Eternal King: Supreme authority over all powers and principalities forever (Ps 10:16)
8. Defender: Protector of the helpless and the fatherless (Ps 10:18)
9. Savior: The One who provides eternal life; Jesus Christ (Ps 10:10)
10. My Redeemer: The One whose shed blood redeems us from eternal death (Ps 19:14)
11. My Shepherd: A personal God who knows and cares for me (Ps 23)
12. King of glory: The victorious One worthy of all praise and honor (Ps 24:7)
13. Lord of hosts: Commander of heaven's armies (Ps 24:10)
14. Creator: Maker of heaven and earth and the hearts of man (Ps 24:2; Ps 33:6-9, 15)
15. Deliverer: The One who delivers us from the bondage of sin (Ps 33:19)
16. Our Shield: Our protection from the flaming arrows of the evil one (Ps 33:20; Eph 6:16)
17. The Lord: Jehovah, the Supreme authority; Jesus Christ (Ps 34:1, 2, 3, 4, 6, 7,)
18. My Rock and my Salvation: My personal strong defense and place of safety (Ps. 62:2, 6, 7)
19. My Fortress: The place I can run into for my greatest security (Ps. 62:2, 6, 7)
20. My Refuge: The only truly safe place in dangerous times (Ps. 62:8)
21. Compassionate and gracious: My strong defense and place of safety (Ps 103:8)
22. Slow to anger: The place I can run into for my greatest security (Ps 103:8)
23. Abounding in love: The only truly safe place in dangerous times (Ps 103:8)
24. Knows everything: Omniscient (Ps 139:1-6)
25. Is present everywhere at once: Omnipresent (Ps 139:7-10)

AMO[®] Program

Using the Binder

Overview

The notebook approach,¹ developed by Rosalie Slater co-founder of the Foundation for American Christian Education, employs the four natural or biblical steps of learning: *research, reason, relate* and *record*. This is an old method of reflective study, one used by many of the world's greatest thinkers and writers throughout history. It is as old as God instructing Moses to "write in a book what He was saying to him and rehearse it in the ears of Joshua." (Exodus 17:14) God has always placed great value on the written word and written records, of which there are hundreds of references in the Bible.

The notebook approach is both a biblical tool for teaching and learning, as well as a method for guiding reflection and reasoning with truth. It introduces the teacher and student to the study of the subject through the nature and character of God as the author of that subject, and it lays the foundation for thinking and reasoning with the life and truth of God's Word. It opens the subject through its vocabulary and biblical principles and enlightens the pathway of thinking and reasoning to guide the student toward mastery of the subject. The notebook approach cultivates strong writers, Christian scholarship and character, and a permanent record of learning for teachers, students and parents to evaluate and reference over and over again. The student produces his own "book of remembrance." (Malachi 3:16) Over time, this method liberates the student to become an independent learner who is able to take responsibility for his own education and give an account.

In the AMO Program, both teacher and students need a ringed binder with four dividers marked:

1. Literature
2. History
3. Reading
4. The Arts

A title page is made and filed in the front of the binder, and a title page is made for each component.

Instructions for how to use the Lesson Plan Format follow. They will enable both teacher and student to derive the greatest benefit of the notebook method.

Objectives

1. Introduce the notebook approach and the four steps of natural learning for a permanent record of study in the AMO Program.
2. Develop the lifelong habits of personal study, reflection, recording principles and reasoning in both teacher and children.
3. Build Christian imaginations and consecrated minds for fresh vision, renewed thinking, and biblical reasoning.





AMO's Lesson Plan Components

The top portion of the Lesson Plan contains the following:

1. **Time:** This component indicates the length of time for the lesson. It is based on AMO's weekly schedule. You can alter this to suit your program.

2. **Reading:** This component relates the reading assignment. In the history and literature components, the teacher reads aloud. In literature, the whole classic is read aloud to the children. Do not let them read it. The teacher should read with animation and know the vocabulary before reading the classic. In the Bible Reading lessons, the children read aloud.
3. **Review:** All good lessons begin by reviewing the principle and the main idea or theme of the last lesson. Ask the children if they can remember the principle from the last lesson. If no one can remember, ask them to turn in their binders to the record of the last lesson or point to the Key Vocabulary Word for that lesson located on the bulletin board to help them recall.
4. **Goal of the Lesson:** This is the primary target of the lesson and what the children should understand at its conclusion. The student vocabulary word, the principle and Scripture, as well as the reasoning questions are all directed toward the goal of the lesson.
5. **Principle:** Each lesson is governed and guided by a biblical principle, which lays truth as the foundation and provides structure for teaching the whole lesson. This is antithetical to most teaching methods, which either require children to memorize information and parrot back the “right” answer or “entertain” them.
6. **Scripture:** Each principle is undergirded with a biblical reference. The Word of God is alive. (Hebrews 4:12) It not only produces life in the teacher’s spirit and in the lesson plan, but it illumines and guides the children’s thinking, reasoning, and application of the principle to their own lives.

The remainder of the Lesson Plan is divided into two columns. The left column is for edifying the teacher and the right column is for engaging the students.

1.  **Teacher Vocabulary:** Difficult words and key words are defined biblically for the teacher’s enlightenment and for use with older students and adult literacy programs.
2.  **Preparation to Teach:** These are the instructions for preparation as well as the tools and supplies teachers must gather before entering the classroom to teach.
3.  **Teaching Plan:** This is the subject content of the lesson to build the teacher’s confidence. Generally, everything he or she needs for teaching the lesson is provided and should be reviewed before teaching the lesson. It contains all the elements that he or she will need to teach the lesson to the children. NOTE: Background information and often a great deal of content for the TEACHER’S EDIFICATION are provided. The teacher is NOT to read all of this material to the children. It is there to provide information and enrichment to the teacher, as he or she works with the principle and the reasoning with the children.
4.  **Key Vocabulary Word:** Every lesson has a student vocabulary word that relates to the principle and the goal of the lesson. This word, which is printed on card stock and pinned to the “Treasury of Words” bulletin board each day, should be emphasized in each lesson. Use this word in your teaching and encourage the children to learn its meaning and use it in their conversation. Remove the vocabulary card from the board in the next class period and store in the Treasure Chest and pin up the new word from the lesson. Many teachers print out a copy of each word and have the children file in their binders. If you are using this in an academic setting, you can have the students put a divider in their binders marked “Vocab” and they can copy the word and the definition into their binders. They can be tested on the vocabulary definitions and are certainly encouraged to use these words in their writing and in their verbal communication.

5. **? Reason Questions:** Reason questions are provided to guide biblical reasoning and oral discussions and to help children relate the principle or theme of the lesson to their own lives. In an academic setting, this can be assigned as written class work or as homework.
6. **✍️ Notebook Record:** Everything the children copy onto their graphic organizers is found in the lesson plan. The teacher writes these phrases on the chalkboard, and the children copy them onto their graphic organizers. In literature the graphic organizers are based on the settings, characterizations and themes in the classic. The phrases are the author's words, which is why they have quotation marks around them. In other subjects, the notebook record contains the essence of the lesson so the children have a permanent record of what they are learning. For the academic setting, older children can find additional phrases to write on these graphic organizers. These phrases are helpful when assigning composition work. Have the children open their binders to the appropriate graphic organizer so they can use the phrases and vocabulary words to inspire and guide their descriptive or expository writing.
7. **🗣️ Oral Work:** This is a summary of the lesson that was taught to the children, that the teacher says and the students repeat out loud before the close of the lesson. It reinforces the principle that undergirds the lesson.

Other components that accompany the Lesson Plan:

1. **Graphic Organizers:** These are designed to organize and limit the amount of writing children must do in an after school, Sunday school or literacy program. Some children are illiterate and unable to write. These children will still have a record of learning with the coloring pages provided. All the children will build their language skills. If you are using this program in an academic setting, you can assign more note taking by writing the content being taught on the chalkboard and having your students copy into their binders.

Graphic organizers for the literature units are designed to record these literary elements:

- a. **Characterizations:** Four or five of the main characters in the classic are chosen to study in depth. They soon learn that God looks at the internal man (1 Samuel 16:7) and that the internal is causal, it gives rise to the external. *As a man thinks within himself, so he is (Proverbs 23:7).* This helps children examine their own character.
 - **Internal:** Record the internal qualities of the heart, mind, soul, attitudes, will, and spirit **using the words of the author.**
 - **External:** Record the physical features of the literary character **using the words of the author.**
 - b. **Setting:** The main setting(s) of each classic has been chosen, and if actual geographic settings are in the classic, such as the Swiss Alps and Frankfurt, Germany settings found in *Heidi*, the children complete map work and study the culture of the settings.
 - c. **Theme:** This is the message the author conveys. Each classic is different. *Heidi* has many themes.
2. **Vocabulary Card:** The Key Vocabulary Word, which is defined Biblically, is printed on this card and pinned onto the "Treasury of Words" bulletin board where it remains until the next lesson. All cards are stored in the Treasure Chest of Words, so the children will soon learn that words provide a treasury of wisdom and understanding.
 3. **Coloring Pages:** Beautiful coloring pages have been created by talented illustrators for the delight and enrichment of the children. Have the children use colored pencils to color them. Pencils produce

beautiful pages for the children to cherish. Many children are visual learners, so they will glean many details of the story from the coloring pages. These become part of their permanent record and are filed in their binders.

4. **Memory Verse Cards:** This card holds the weekly Bible verse from the Bible Reading lesson to be memorized by the children. It is printed and pinned onto the “Treasury of Words” bulletin board.
5. **Parent Prayer and Blessing Cards:** These cards are part of the Bible Reading lesson plans. One set is printed weekly for each child to take home to his parents so they can pray and bless their children every day.

¹ Slater, R. (1965). *Teaching and learning America's Christian history: The principle approach*. San Francisco, CA: Foundation for American Christian Education.

Suggested Assignments for the Academic Setting

1. Write introductory facts and inspiring information from the lesson plans on the chalkboard and have the students copy into their binders on a sheet of paper labeled “Introduction” for each component studied. (i.e.: historic and literary background of the book being studied; author of the book; literary background, genre, and elements of the classic being studied; timeline of key events, key individuals, and key documents in the Christian history units; etc.)
2. Have students create a divider labeled “Vocabulary” and insert in their AMO® binders for each component studied. On a sheet of notebook paper, have them copy the daily “Key Vocabulary Word” and its definition. After they have copied the word, have them write a sentence using the new vocabulary word.

Hold students responsible for the correct spelling of the word, its definition, and the ability to use the word accurately in a sentence on quizzes and on the final examination.

3. Have students create a divider labeled “Principles” and insert in their AMO® binders for each component studied. Have them write out the daily principle and then write a paraphrase as classroom work or as homework. Ask them to apply the principle to their own lives, as well. Be certain to read each one and make comments.
4. Have students create a divider labeled “Memory Verses” in the AMO® Bible reading component and insert in their AMO® binders. On a sheet of notebook paper, have them copy the weekly memory verse. Ask them to paraphrase it and apply its truth to their own lives.
5. Have students create a divider labeled “Reason and Relate” and insert in their AMO® binders for each component studied. Write the “Reason Questions” found on the lesson plan (and any you would like to add) on the chalkboard. Have students copy the questions onto a sheet of notebook paper and write out their answers in complete sentences either during class or for homework. Correct, grade, and return them to the students to be filed in their binders. Discuss some of the inspired answers.
6. Create writing assignments from the literary phrases and information the students record on their graphic organizers, such as:

Write two paragraphs that describe the Swiss Alps. Use as many of Johanna Spyri’s beautiful phrases as possible. You may use your notes from class.

Contrast life in the Swiss mountains with life in the German city, Frankfurt.

Describe the individuality of Switzerland.

Compare and contrast the internal and external characters of Heidi and Peter.

7. Prepare students for all final examinations by seeing that their binders are complete and in order and by reviewing the principles, historic events and individuals, and literary elements of the classic. Take class time to do this collectively.
8. After the final examination, collect and grade each student’s binder, and average his binder grade with his other academic assignments. The binder grade reflects the student’s character, not his academic achievement.
9. Sample Heidi Final Exam (3rd grade and above/age 8+): Be certain to write in complete sentences.
 - Why is the Bible the highest model of language and literature?
 - Who was the author of Heidi? Write two sentences that describe her individuality.

Write the definition for each of these vocabulary words:

literature	friendship
conscience	providence
individuality	virtue
prudence	principle
repentant	reason (v.)

Label the map of Switzerland using the names found on the legend.

Write a descriptive paragraph about life in the Swiss Alps in the late 1800s. Tell why you would or would not want to live there.

Compare and contrast the internal and external characters of Heidi and Peter.

What were Heidi's most distinctive character qualities? Why did everyone like her? How did Heidi overcome life as an orphan?

Why did the author describe Uncle Alm as the "Prodigal Son?" Tell what happened to him in the story.

Paraphrase this principle from chapter 10: "Being able to read brings great liberty to one's life."

Extra credit: Sketch your favorite scene from the classic Heidi in the space provided.

10. Sample Proverbs Final Exam (3rd grade and above/age 8+):

Using complete sentences, describe four attributes of God's Word, the Bible.

Write the definition for each of these vocabulary words:

gospel	integrity
proverb	honor
discern	character
wisdom	diligent
folly	leader

Who wrote the Book of Proverbs? Tell why this book is so important for a young person to meditate upon.

Contrast the wise child and the foolish child in the following areas of daily life:

- Listening
- The words of one's mouth
- Making friends
- Making decisions
- Work habits

List three qualities of a godly leader.

List three qualities of a godly woman.

Paraphrase the following principle, "The conduct of a young child builds the man or woman."

Extra credit: Write out two of your favorite memory verses from the Book of Proverbs.

As teachers work with our AMO® lesson plans, they will be inspired to create their own reflective writing assignments. **Remember, handling the noble vocabulary of the subject and daily writing assignments produce mastery of the subject.** The sooner children are taught the rudiments of composition (which should begin in kindergarten/first grade), they should be writing in every subject every day by the third grade.

Teachers must remember, they cannot ask children to write a descriptive paragraph if they haven't taught their students the rudiments of writing a descriptive paragraph. The same principle goes with comparing and contrasting two items or characters. The teacher has to teach the rudiments of all the

various forms of composition and then have their students practice, practice, practice. Writing is not a gift from God that some are blessed to have and others don't. Writing is a skill best learned as a young child in order to form lifelong manners and habits of excellence in Christian scholarship. This produces Christian thinkers and leaders in every field of endeavor.

By employing the Notebook Method, teachers will eventually become confident to develop and write their own curriculum. This method produces writers and Christian thinkers among teachers, as well as students.

Bible Reading for Reasoning Lesson Plans

Thy Word is a lamp unto my feet

And a light unto my path.

~ Psalm 119:105~

Introduction to the Book of Psalms

*Praise ye the LORD. . . Praise him with the sound of the trumpet: praise him with the psaltery and harp.
Praise him with the timbrel and dance: praise him with stringed instruments and organs.
Praise him upon the loud cymbals: praise him upon the high sounding cymbals.
Let every thing that hath breath praise the LORD. Praise ye the LORD. – Psalm 150:1; 3-6 (KJV)*



timbrel



various ancient Jewish stringed instruments



pipes

The Book of Psalms

The Book of Psalms is one of the books of wisdom in the Bible, along with the books of Job, Proverbs, Ecclesiastes and the Song of Solomon. It is often called the **Bible's hymnal** or songbook. As the longest book in the Bible, it contains 150 lyrical poems, laments and praises written under the inspiration of the Holy Spirit by various Jewish poets and temple musicians. Many of the Psalms were written to be sung in worship of God by the ancient Jews to the accompaniment of stringed instruments, timbrels and flutes or pipes. The Book of Psalms has also been the songbook of the Christian church since the first century and continues to be used in worship today throughout the Judeo-Christian world.

The Book of Psalms is the most frequently read of any book in the Bible, for the Psalms provide inspiration, comfort, instruction and motivation. They convey every range of human emotion from anger, fear and loneliness to joy, gratitude and praise. Throughout the ages, many have found great consolation and encouragement from the Psalms. Martin Luther, the great 16th C. German reformer, called the Book of Psalms “**a school of prayer**”:

“The Christian can learn to pray in the psalter, for here he can hear how the saints talk with God. The number of moods which are expressed here, joy and suffering, hope and care, make it possible for every Christian to find himself in it, and to pray with the psalms.”¹

Luther also called the Book of Psalms “**a little Bible**,” because the Psalms contain all the truths which are found in the rest of the Bible. It is interesting to note that the New Testament quotes more frequently from the Book of Psalms than from any other Old Testament book.

The central figure in the Psalms is Jesus Christ, even though His name is never mentioned. Jesus is revealed through the many messianic prophecies, metaphors and similes. In fact, Jesus Himself declared this to His disciples after His resurrection, saying:

“These are My words which I spoke to you while I was still with you, that all things which are written about Me in the Law of Moses and the Prophets and the Psalms must be fulfilled” (Luke 24:44).

What Is a Psalm?

A psalm is a sacred song or poem written with the purpose to sing praises and worship God. The Jews called it the ‘Book of Praises’ from the Hebrew word *tehillah*, which means *to praise, celebrate, glory, sing, or boast*. In the Septuagint, the Greeks named it the ‘Book of Psalms’ from the Greek word *psalmos*, which means *to pluck*, as a stringed instrument.

¹ Quoted in Allen, R. B. (1980). *Praise! A matter of life and breath*. Nashville: Thomas Nelson Publishers, p. 24.

In Paul's letter to the Ephesians in the New Testament, he exhorted Christians to “*speak to one another with psalms, hymns and spiritual songs. Sing and make melody in your heart to the Lord . . .*” (5:19) The phrase ‘make melody’ comes from the Greek word *psallontes*, which means to ‘pluck the strings of.’ Paul is saying that Christians are to accompany their singing with their hearts.

Many psalms have the phrase ‘Praise the LORD’ in them. The Hebrew word for this phrase is ‘Hallelujah’, which combines praise with the covenant name of God in Hebrew: *halal* and *Yah*—*YHWH*, *Yahweh*, or *Jehovah*—which produces the exclamation ‘Let us praise Yahweh’ or ‘Praise the LORD!’

Who Wrote the Psalms?

Moses wrote the oldest psalms around 1300 B.C. They are found in Exodus 15:1-15, Deuteronomy chapters 32 and 33 and Psalm 90, which is a song of prayer and meditation.

David, the second king of Israel, wrote 73 psalms around 1,000 B.C. He was a warrior and a poet-musician. It was said by the prophet Samuel that David had “a heart after God.” (1 Samuel 13:14) David sought and served God with all his heart and was a passionate worshiper of God. David established the place of music in the worship of God, (1 Chronicles 15:16-24) and his 3,000 year-old psalms still inspire believers today and provide us a model for personal and corporate worship.

Other psalms were written by Asaph (12), the music director during the reign of kings David and Solomon; the sons of Korah (12), who were Levites that served in the temple; Solomon (2); the high priest Ezra, who collated the Jewish canon, is credited with writing Psalms 1 and 119, which many call the “little psalter within the Psalter”; Hemen (1); and Ethan (1). Forty-eight (48) of the psalms name no author.

The Psalms as Poetry

The nature of Hebrew poetry is different than Western poetry. Understanding the distinctives of this eastern form helps us interpret the meaning of the psalms. Unlike Western poetry, Hebrew poetry is not based on word rhymes or meter (balanced numbers of accented and unaccented syllables). Listen to both the rhyme and the meter (rhythm) of the words in the following Western hymn:

*Christ, by highest heaven adored;
Christ, the everlasting Lord;
late in time behold him come,
offspring of a virgin's womb.
Veiled in flesh the Godhead see;
hail th' incarnate Deity,
pleased with us in flesh to dwell,
Jesus, our Emmanuel.
Hark! the herald angels sing,
"Glory to the new born King!"*

– 2nd verse of the hymn “Hark the Herald Angels Sing” written by Charles Wesley, 1734

Hebrew poetry creates vivid imagery through such literary devices or figures of speech as metaphors, similes, personification and hyperbole. Hebrew poetry is based on repetitive thought or **idea rhymes**, in which the poet says the same thing twice using different words. This is called **parallelism**. In parallelism, the poet states an idea in the first line of the poem, then says it again in the succeeding line or lines using other words. It is interesting that this type of poetry does not lose its form when translated into other languages, as does rhyme and meter. The most common type is synonymous parallelism. Example:

*LORD, how are they increased that trouble me!
many are they that rise up against me. – Psalm 3:1, KJV*

Another form of parallelism is antithetical parallelism, in which the succeeding line or lines contain an idea opposite to that in the first line. Example:

*For the LORD knoweth the way of the righteous:
But the way of the ungodly shall perish. – Psalm 1:6, KJV*

Another literary device used in the psalms is the alphabetic acrostic. The greatest example of this is found in Ezra's Psalm 119, where each stanza of 8 lines begins with a successive letter of the Hebrew alphabet and every line within each stanza begins with that same letter. This requires a great deal of literary skill.

Organization of the Book of Psalms

Originally, the 150 psalms were arranged in five separate songbooks, with each book ending with a doxology:

1. Psalms 1-41: Psalms 1 and 2 are the gate or introduction to the Psalter.
2. Psalms 42-72
3. Psalms 73-89
4. Psalms 90-106
5. Psalms 107-150: Psalm 150 provides the concluding doxology for the whole Psalter.

Types of Psalms

1. Lament and Petition, either individual or corporate
2. Thanksgiving and Praise
3. Psalms of Trust in God
4. Royal; Enthronement of God; Psalms concerning Jerusalem
5. Wisdom

Psalms for Children

The Book of Psalms makes a very special unit for children to read, to sing and to memorize. God told us in His Word that "Jesus Christ is the same yesterday, today and forever." (Hebrews 13:8) He never changes. We have learned in past units that God is the Creator of the universe and He created us for His pleasure. He is a Promise Keeper, and He loves each one of us very much. He cares about everything in our lives and is very near to us at all times. God listens to us when we talk to Him and is eager to help us in every way. In this Bible reading unit, we will read and meditate on the Psalms. We will sing several of them and memorize several complete Psalms. We are told in Psalm 22:3 that "God inhabits the praises of His people." It is our hope that this unit will establish the joyful habit in each child of daily reading the Psalms and singing praises to the King of kings! In fact, it is ordained by God that the mouths of infants and children should sing praises to His name! (Psalm 8:2) This is the reason we were created!

*From the rising of the sun unto the going down of the same
the LORD's name is to be praised. – Psalm 113:3, KJV*

A Note to the Teacher:

This unit on Psalms was developed so the children could spend their time reading and reflecting on the beauty of the language and the joy of praising God through Hebrew poetry. The theme of each psalm will be reflected upon and the truths therein reasoned with through our questions, however, the primary focus in reading the book of Psalms is to be submerged into the language and reflect upon the glory of the Lord. Therefore, when memorizing the selected psalms, please use the Bible translation in your language that has the highest form of beauty. In English, this is the King James Version, the language of the Elizabethan era, when English was in its flowering stage. The lyrical beauty of this version cannot be matched by any modern translation.

Children find it easier to remember words when they are put to music. We have selected several psalms that are used in English worship services. If these are not available in your language, please substitute the psalms put to music in your language and teach them to the children.

In addition, it would be wonderful for the children to use the instruments they made in the Heidi literature arts and crafts class (Lesson 8) to accompany their singing. For older children, teach them how to dance the Hebrew Horah or circle dance. Dancing while praising God is biblical (Psalm 150), as the Israelites in the Old Testament often celebrated victories and festivals in dance. (Exodus 15:20; 2 Samuel 6:14 & 16)

Book of Psalms I

Time: 45 minutes

Teacher Reading: Book of Psalms Overview

Principle: It is appointed by

God for children to sing praises to the Lord!

Scripture: From the lips of children and infants, you have ordained praise! (Psalm 8:2)

TEACHER



Vocabulary:

doxology (n.) An expression of praise and honor to God that is repeated by the congregation during worship.

hymn (n.) An ode or song of praise or thanksgiving intended for use in a worship service.

lament (n.) 1) A mournful poem. 2) A cry of sorrow and grief; a complaint.

lyric (n.) 1) A poem that has the form and musical quality of a song. 2) Pertaining to songs written expressly to be sung with the lyre.

lyrical (adj.) 1) Suitable for singing. 2) Expressing deep personal emotion.

messianic prophecies, Prophecies in the Old Testament that foretell of the coming of the Messiah or Savior, Redeemer and King of kings.

metaphor (n.) A figure of speech which declares one thing to be another. i.e. "The Lord is my shepherd" (Psalm 23:1)

pipes (n.) A wind instrument in which the sound is produced by an enclosed column of air that is moved by the breath.

poetry (n.) A literary genre written in meter or verse with beauty and elevation of expression.

psalter (n.) A collection of psalms in a book for use in worship.

simile (n.) A figure of speech which compares two things which resemble one another in some way. i.e. "My tongue is like the pen of a skillful writer." (Psalm 45:1)

timbrel (n.) A small hand drum similar to a tambourine.



Preparation and Lesson Background:

1. Be certain that you have read the Book of Psalms before teaching this unit. For this lesson, read and reflect upon the Overview for Psalms.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Locate pictures of Jewish instruments. Gather resources: Book of Psalms Graphic Organizers, Title Pages, Student

STUDENT



Key Word:

psalm (n.) A sacred song or poem that expresses praise and worship to God.

? Reason Questions:

1. What is a psalm?
2. Why is the Book of Psalms so revered by Christians?
3. Who is the centerpiece of the Book of Psalms?



Notebook Record:

1. Write your name on your Title Page. Color the illustration of David and his lyre. File behind your Bible divider.
2. Record the following on your Book of Psalms Graphic Organizer:
 - It is a song book of Jewish poems.
 - It is a prayer book.
 - The writers are king David, Moses and other psalmists.
 - Jesus is the central figure.
 - Types of psalms:
 1. Praise and thanksgiving
 2. Wisdom
 3. Prayer and lament
 4. Trust in God
 5. Royal



Memory Verse:

From the lips of children and infants, You have ordained praise! (Psalm 8:2, BSB)



Singing the Psalms:

"I Will Enter His Courts with Thanksgiving"
(Psalm 100)

Vocabulary Card, Memory Verse Card, Parent Blessing and Prayer Cards, pictures of Jewish instruments, and the music you've chosen to sing.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the LORD. Come O Lord and dwell in our praises this day. Hallelujah!* (Inspired by Psalm 150)
2. Distribute student binders. Have the children write their names on the Title Page and color the illustration.
3. Introduce the children to the book of Psalms and where it is located in the Bible.
4. Review the background of the Bible. See background information on Lesson 1 in the Proverbs Reading Unit.
5. Pin the Student Vocabulary Card on your Treasure Chest bulletin board and define 'psalm' for the children.

Connect the vocabulary word to the principle. Teach the principle and share with the children that oral reading, singing, and memorizing the psalms are ways to praise God.

Principle: It is appointed by God for children to sing praises to the Lord!

6. Read the Overview of Psalms to the children. Discuss how unique this book is and compare it with the other types of literature in the Bible. It is wisdom literature.

Teach the children that the book of Psalms is the Bible's hymnal or song book. The psalms are Jewish poems that were written to be sung with the accompaniment of flutes and stringed instruments.

Be certain they understand that even though Jesus' name is never used in the book, He is the central figure throughout the Psalms. He is the King of kings and Lord of lords. (1 Timothy 6:15; Revelation 17:14 & 19:16)

Teach the children there are five different types of psalms in this book.

Much of the language of Psalms is written in poetic imagery. For example:

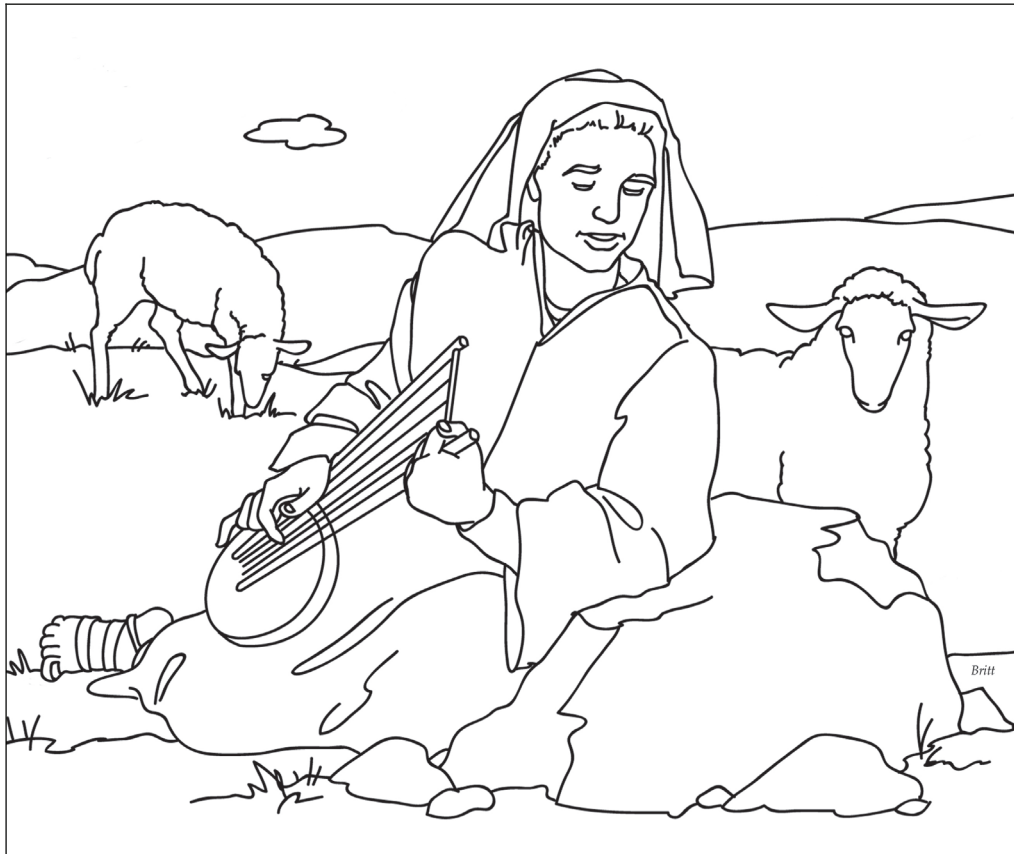
- *The Lord is my fortress.*
- *The Lord is my song.*
- *As the deer pants for the water brooks, so my soul pants for You, O God.*
- *The King's daughter is all glorious within, her clothing is interwoven with gold.*



Take Blessing and Prayer Cards home to parents.

- *The Lord's judgments are sweeter than honey and the drippings of the honey comb.*
7. Show the children pictures of the various Jewish instruments that were used to accompany the poems. Have them open their Bibles to the book of Psalms and examine some of the superscriptions for each one. (i.e. Psalms 3-7) These superscriptions were often the writers' instructions for accompanying the poem with music.
 8. Select your favorite psalm put to music and sing it aloud for the children or play one.
 9. Ask Reason Questions and have children respond orally.
 10. Write the Psalms Overview notes on the chalkboard and have children copy onto their Book of Psalms Graphic Organizer. Have the children file this and their title page in their binders behind the Bible divider.
 11. Before completing the lesson, have children repeat their weekly Memory Verse. Pin it on the bulletin board. Throughout this unit, the children will be memorizing complete psalms beginning with Psalm 1. This will require that you spend additional time each week memorizing the verses.
 12. Also in this Bible Reading unit, the children will be learning to sing some of the psalms. We've selected various songs that are in English. If you cannot find these in your language, please select songs that you know in your language that are taken directly from the Book of Psalms.
 13. Conclude with a short prayer and blessing for the children.
 14. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms



From the lips of children, You have ordained praise! – Psalm 8:2

The Book of Psalms



A large rectangular area containing 20 horizontal lines, intended for writing or drawing.

Book of Psalms 2

Time: 45 minutes **Review:** The overview of the Book of Psalms **Student Reading:** Psalm 1 (NIV)
Teacher Reading: Psalm 1 (KJV) **Principle:** Those who read and meditate on God's Word will prosper.

TEACHER

Vocabulary:

chaff (n.) 1) Material consisting of seed coverings and small pieces of stem or leaves that have been separated from the seeds and discarded. 2) Refuse, worthless matter, especially that which is light, and apt to be driven by the wind.

judgment (n.) 1) The act of determining, as in courts of law, what is conformable to law and justice. 2) The final trial of the human race, when God will decide the fate of every individual, and award sentence according to justice. For God shall bring every work into judgment, with every secret thing, whether it be good or whether it be evil.

meditate (v.) To dwell on anything in thought; to contemplate; to study; to turn or revolve any subject in the mind.

mock (v.) To scorn, to jeer or to treat someone with contempt.

wicked (adj.) Morally evil in principle and practice; deviating from the divine law, addicted to vice, sinful; immoral.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 1 and its beauty and symbolism.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: King James Bible, Student Vocabulary Card, Psalm 1 Graphic Organizer and Memory Verse Card.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review the Overview of the Book of Psalms.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 1. It is the gate into the whole Psalter. It is one of the wisdom psalms. Some scholars attribute

STUDENT

Key Word:

prosper (v.) To grow, thrive or increase; to be successful in every way.

Reason Questions:

1. What does it mean to “meditate” on God's law?
2. What poetic figures of speech did the psalmist use in Psalm 1?
3. What does each figure of speech represent?
4. In what ways does God want you to prosper?
5. In your own words, describe the insights, principles and/or wisdom you received from reading and meditating on this great Psalm.

Notebook Record:

On the Psalm 1 Graphic Organizer, in square 1, draw a picture of a tree with leaves and beautiful fruit growing beside streams of water. In square 2, draw a picture of yourself to represent the tree whose roots go deep in the water and what that represents to you. Color your drawings with your colored pencils.

Memory Verses:

Psalm 1 (King James Version):

¹ Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

² But his delight is in the law of the LORD; and in his law doth he meditate day and night.

its writing to the high priest Ezra, but we do not know who wrote this beautiful psalm. Ezra is credited for putting the whole canon of the Jewish scriptures together, which we now call the Old Testament. He was the primary spiritual leader of Israel during the time of Nehemiah's return to Jerusalem, and he loved God's Word.

6. Teach the principle and remind them to look for this principle in their silent reading.

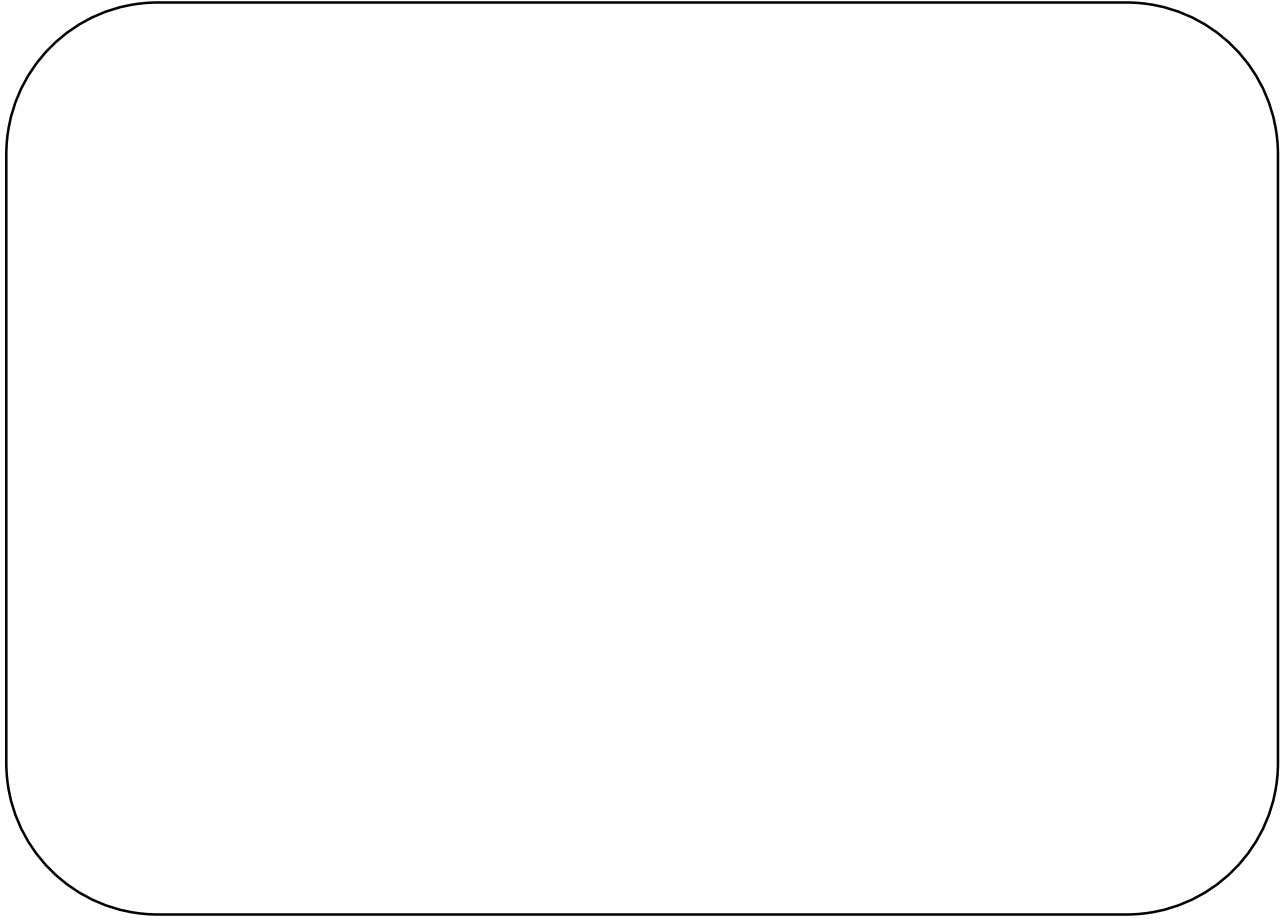
Principle: Those who read and meditate on God's Word will prosper.

7. Psalm 1 is a great example of using poetic imagery to portray life in the spirit. In this psalm, the poet contrasts the righteous with the ungodly or wicked. The metaphors used are the tree, chaff and water:
 - a. The use of the tree symbolizes the life of the righteous, who meditate on the Word of God day and night. Trees in ancient Israel were very scarce, because Israel is geographically located in a dry, hot desert. The tree in Psalm 1 produces fruit and has green leaves even in a time of drought, because it is planted beside the river and its roots seek the water.
 - b. Water is symbolic of God's law or His Word.
 - c. The psalmist used chaff to symbolize ungodly men. Chaff is the seed coverings that are discarded when threshing grain. Chaff has no nutritional value and is carried off easily when the wind blows. Likewise, the wicked have no stability, because they are not rooted in God's Word and are blown about by any wind of doctrine. They will be cast aside in God's final judgment.
8. Assign the Bible Reading to the children. Have them read silently and then orally. Then, divide the group into two smaller groups and do a choral reading. Have group 1 read the odd numbered verses aloud and group 2 read the even numbered verses aloud. Practice until they are able to read together in unison with expression.
9. Ask the Reason Questions and have children respond orally.
10. Ask the children to draw two pictures on their Psalm 1 Graphic Organizer: a picture of a tree planted by water and a picture of what that symbolizes to them in their lives.
11. Read Psalm 1 aloud to the children from the King James Version. Have children repeat their Memory Verses. Practice throughout the week's schedule.
12. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.

Singing the Psalms:

*"I Will Enter His Gates with Thanksgiving"
(Psalm 100)*

Psalm I



Blessed is the child whose delight is in the law of the Lord and in his law he meditates day and night. For he shall be like a tree planted by streams of water. – Psalm I

Book of Psalms 3

Time: 45 minutes **Review:** Psalm 1 and its figures of speech **Student Reading:** Psalm 2 (NIV)

Principle: God is Sovereign and has crowned His Son the King of kings.

TEACHER

Vocabulary:

anointed (pp.) Rubbed and consecrated with oil; set apart for holy or divine use.

Anointed One, The Messiah or Son of God, Jesus Christ; the One consecrated to assume the office of King of kings.

attribute (n.) A characteristic that distinguishes or identifies something or someone's nature.

conspire (v.) To agree by oath or covenant to commit a crime; to plot; to hatch treason.

discernment (n.) The faculty of the mind by which it distinguishes one thing from another, as truth from falsehood, virtue from vice, good from evil.

king (n.) The chief or sovereign of a nation; one invested with supreme authority.

kingdom (n.) 1) The territory or country under the rule of a king or monarch. 2) In Scripture, the government or rule of God. 3) The reign of the Messiah.

refuge (n.) That which shelters or protects from danger or calamity; any place inaccessible to an enemy.

wrath (n.) Violent anger.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 2, a royal psalm.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, Portrait of God in the Psalms Graphic Organizer and Parent Prayer and Blessing Cards.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.

STUDENT

Key Word:

Sovereign (n.) God, the Supreme authority, power and ruler over all creation.

Reason Questions:

1. Why is this Psalm called a 'royal' psalm?
2. What does this psalm foretell?
3. Who is the "Anointed One?"
4. Where is God's kingdom?

Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

1. Sovereign: Supreme Ruler over all; enthroned in heaven (Ps 2 :4)
2. Triune (three persons in One): Father, Son and Holy Spirit (Ps 2:7)
3. Holy: Separated from sin and angered by it (Ps 2:6)

Memory Verses:

Psalm 1 (King James Version):

¹ Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

² But his delight is in the law of the LORD; and in his law doth he meditate day and night.

Singing the Psalms:

"I Will Enter His Gates with Thanksgiving"
(Ps 100)

3. Review Psalm 1 and its figures of speech.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind them to look for this principle in their silent reading.

Principle: God is Sovereign and has crowned His Son the King of kings.

6. Psalm 2 is a royal psalm, or a psalm that speaks about God's enthronement. It was written by king David. This psalm contains a Messianic prophecy in it. It foretells of the coming of the "Anointed One" (vs. 2), God's Son (vs. 7 & 12), Jesus Christ the King (vs. 6). Jesus is called the "King of kings and Lord of lords" because He defeated all spiritual enemies on the cross through His shed blood and was resurrected.

His triune nature is revealed in this psalm, as well. God is three persons in One – Father, Son and Holy Spirit. This psalm speaks of the day of coronation of Jesus Christ, (vs. 6: I have installed My King on Zion . . .), which is the day of His resurrection from the dead. (Romans 1:4; Acts 13:33-34; Hebrews 1:5; 5:5)

God is a Spirit and therefore invisible. His throne is in heaven (vs. 4). However, His kingdom is wherever He is. If you have asked Jesus into your heart, then the kingdom of God is within you! (Revelation 3:20)

God has spiritual enemies who do not acknowledge Him as King. Human rulers may not believe He is Sovereign. Many resist God's power and authority over them. All earthly kings are warned in this psalm to worship the Son, and not incur God's anger (vs. 11). When Jesus came to earth as a man, His enemies could not stand in his presence. There will come a time when Jesus Christ will return to earth as the King of kings and reign for a thousand years.

During times of wrath, the believer can take refuge in Jesus Christ and be safe and secure (vs. 12; Psalm 91:1-2).

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children record the attributes of God on their Portrait of God in the Psalms Graphic Organizer.
10. Have the children repeat their Memory Verses. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.



Take Blessing and Prayer Cards home to parents.

Book of Psalms 4

Time: 45 minutes **Review:** Psalm 2; God as Sovereign **Student Reading:** Psalm 8 (NIV)

Principle: God created man in His image and crowned him with glory and honor.

TEACHER

Vocabulary:

avenger (n.) One who takes vengeance; to punish or inflict pain or harm in return for having received pain or harm.

heavenly beings, Angels; one of a class of spiritual beings who serve God as His messengers.

honor (n.) 1) That which rightfully attracts esteem, respect or consideration; excellence of character; nobleness; integrity. 2) Distinguished position and privilege.

majestic (adj.) Displaying great nobility or exalted dignity befitting one with sovereign power and authority; inspiring awe and reverence.

paths of the seas, The oceans' currents or rivers. Matthew Maury, 19th C. American Christian scientist was inspired by this scripture verse (Ps 8:8) to chart the rivers that run through the oceans. His research birthed the science of oceanography and saved countless lives on the seas.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 8, a Psalm of praise.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Memory Verse Card.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 2 and God as the Sovereign of the Universe.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 8. It is a Psalm of praise written by David.
6. Teach the principle and remind the children to look for this principle in their silent reading.

STUDENT

Key Word:

glory (n.) 1) Praise; honor. 2) Brilliant, radiant beauty, the presence of God.

Reason Questions:

1. What is a psalm of praise? What makes a praise psalm different than a psalm of wisdom or a royal psalm?
2. Who has been created a little lower than the angelic beings? What does this mean?
3. How does this Psalm describe Jesus Christ, the Son of Man?
4. From this Psalm, how do we know that God honors and loves children?

Notebook Record:

Record the following attributes on your "Portrait of God in the Psalms" graphic organizer:

4. Anointed One: Christ, the Messiah (Ps 2:2)
5. Majestic: Displaying great nobility (Ps 8:1, 9)
6. Glorious: Having great beauty and splendor (Ps 8:1)

Memory Verses:

Psalm 1 (King James Version):

³ And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in due season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

⁴ The ungodly are not so: but are like the chaff which the wind driveth away.

Principle: God created man in His image and crowned him with glory and honor.

7. Psalm 8 is a beautiful psalm of praise in which David marvels at the majesty and splendor of Creator God, who created man in His own image, a little lower than angelic beings, and takes notice of each of us. Remind the children that each one of them bears the imprint of the image of God. Each of them is honorable and glorious!

Verses in this Psalm apply to Jesus Christ (1 and 4-6) and are quoted in the New Testament in 1 Corinthians 15:27 and Hebrews 2:6-10. Jesus Christ, the Son of Man, is the One crowned with glory and honor. He is the One who perfectly reflects God's image, rules over all and under whose feet all is subjected!

God has also given man authority to take dominion over His creation. (Dominion Mandate found in Genesis 1:28) We have a great responsibility to steward and care for all He has made and entrusted to us.

In this Psalm, we learn that God uses the weak to overcome His enemies. The praises of children are a mighty weapon in the spiritual realm! Continue singing the Scripture songs and teach the children to love them.

8. Assign the Bible Reading to the children. Have them read silently and then orally.
9. Ask the Reason Questions and have children respond orally.
10. Have the children record the attributes of God that are found in Psalm 8 on their "Portrait of God in the Psalms" graphic organizer.
11. Before completing the lesson, have children repeat their Memory Verses. For the next three weeks, the children will be memorizing Psalm 1 and should practice throughout the week's schedule.
12. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.

Singing the Psalms:

"I Will Enter His Gates with Thanksgiving"
(Psalm 100)

Book of Psalms 5

Time: 45 minutes **Review:** Psalm 8; man created in God's image **Student Reading:** Psalm 10:1-6; 12-18 (NIV) **Principle:** God is the defender of the fatherless and the oppressed.

TEACHER

Vocabulary:

arrogance (n.) Haughtiness; overbearing pride evidenced by a superior manner toward others.

grief (n.) The pain of mind produced by loss, misfortune, injury, or evils of any kind; sorrow, regret.

helpless (adj.) Without help in one's self; without the power or means to help or relieve one's self.

lament (n.) A poem or cry of sorrow and grief.

oppressed (n.) Those who have had excessive burdens put upon them by extreme conditions, unjustness or cruelty.

revile (v.) To reproach, to treat with demeaning language.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 10, a Psalm of lament.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, the music you have chosen to sing and the Parent Cards.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 8 and what it means for man to be created in God's image.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 10. It is a Psalm of lament written by an unknown psalmist.
6. Teach the principle and remind the children to look for this principle in their silent reading.

STUDENT



Key Word:

defender (n.) One who protects or fights for someone else.



Reason Questions:

1. What is a psalm of lament?
2. What do we learn about the psalmist in his lament?
3. Why did the Israelites sing the Psalms?
4. How can you be certain that God will deliver and care for those who are weak and defenseless?



Notebook Record:

Record the following attributes on your "Portrait of God in the Psalms" graphic organizer:

7. **Eternal King:** Supreme authority over all powers and principalities forever (Ps 10:16)
8. **Defender:** Protector of the helpless and the fatherless (Ps 10:18)



Memory Verses:

Psalm 1 (King James Version):

³ And he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in due season; his leaf also shall not wither; and whatsoever he doeth shall prosper.

⁴ The ungodly are not so: but are like the chaff which the wind driveth away.



Singing the Psalms:

"I Will Sing of the Mercies of the Lord"
(Psalm 89)

Principle: God is the defender of the fatherless and the oppressed.



Take Blessing and Prayer Cards home to parents.

7. Psalm 10 is a lament Psalm, which means the psalmist was crying out to God and wondering why He seemed so far away during his time of trouble. He was not complaining. He honestly declared his frustration about why the ungodly do not seem to be punished when they assault the helpless. He asked God to “break the arm” of the wicked (vs. 15). ‘Arm’ here refers to the ‘power’ of the ungodly.

This psalmist knew personally that God cares deeply for the those who are helpless and oppressed. The books of Moses make this clear. This psalmist boldly declared that God hears the cries of His people and vindicates them.

The words of this Psalm put to music became a tool for spiritual warfare against the forces of darkness with the Israelites. When the people sang it, the enemy was defeated and the oppressed were set free. This is still true today. Singing the Psalms is a spiritual weapon that we can use to defeat Satan and his evil plots to oppress and destroy us. Keep singing!

8. Assign the Bible Reading to the children. Have them read silently and then orally.
9. Ask the Reason Questions and have children respond orally.
10. Have the children record the attributes of God that are found in Psalm 10 on their “Portrait of God in the Psalms” graphic organizer.
11. Before completing the lesson, have children repeat their Memory Verses and practice throughout the week’s schedule.
12. Sing the newly selected Scripture song and conclude with a short prayer and blessing for the children.
13. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 6

Time: 45 minutes **Review:** Psalm 10; God is the defender of the helpless

Student Reading: Psalm 19 (NIV) **Teacher Reading:** Psalm 19 (KJV) **Principle:** God's Word is powerful and in keeping it there is great reward.

TEACHER

Vocabulary:

command (n.) An authoritative order that requires obedience.

discern (v.) To see by the eye or by the understanding and note the differences; to distinguish.

fear (n.) In Scripture, a holy awe or reverence of God and His laws that develops in the believer.

law (n.) 1) In general, a rule of being or of conduct established by an authority able to enforce it. 2) In Scripture, God's revealed will.

ordinance (n.) A permanent rule established by authority.

perfect (adj.) Complete.

precept (n.) A rule of personal moral conduct; a maxim.

revive (v.) 1) To bring back to life. 2) To be restored from neglect, obscurity or decay.

statute (n.) 1) In general, an act passed by a legislative body. 2) In Scripture, God's truth.

warn (v.) To give notice of coming danger or evil.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 19.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: King James Bible, Student Vocabulary Card, "Attributes of God's Word" graphic organizer and Memory Verse Card.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 10 and God as the defender of the weak.

STUDENT

Key Word:

reward (n.) The fruit of one's labor or works.

Reason Questions:

1. What does the psalmist say testifies that there is a Creator God?
2. Name the attributes of God's Word that the psalmist used.
3. Describe the reward that you will receive if you apply God's Word to your life.

Notebook Record:

Record the following characteristics on your "Attributes of God's Word" graphic organizer:

- Perfect: complete (19:7)
- Trustworthy: reliable (19:7)
- Right: puts you on the right path (19:8)
- Radiant: clear; translucent (19:8)
- Pure: without spot (19:9)
- Sure and righteous altogether: true (19:9)
- More precious than gold: eternal (19:10)
- Sweeter than honey: rich spiritual food (19:10)

Memory Verses:

Psalm 1 (King James Version):

- 5 Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.
- 6 For the LORD knoweth the way of the righteous: but the way of the ungodly shall perish.

4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 19. It is a Psalm of praise written by David.

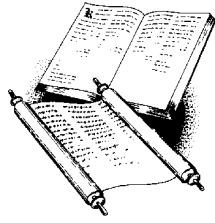
Principle: God's Word is powerful and in keeping it there is great reward.

6. Teach the principle and remind the children to look for this principle in their silent reading.
7. Psalm 19 is one of the most beloved Psalms in the Psalter. It testifies of the power of God's Word. It is a condensed version of Psalm 119, which describes all the distinctives of God's Word.
 - a. The beginning of Psalm 19 extols the revelation of God that is found in His creation – the vastness of the universe and all the life within, the laws that hold it together and cause it to operate, which all bear witness of the existence of Creator God and His glory. This is called general revelation and is found in creation.
 - b. Psalm 19 contains special revelation. Special revelation is found in the Scriptures. Beginning in verse 7, the psalmist reveals six attributes of the nature of Scripture, six names for Scripture, and six effects of Scripture in six statements. How precise! God's Word transforms our inner man (meanings of the Hebrew words in vs 7). God's Word is food for our spirit.
 - c. The remainder of the Psalm are the psalmist's responses to the six statements of Scripture ending with the beautiful benediction, "*Let the words of my mouth and the meditation of my heart be acceptable in Thy sight, O LORD, my rock and my Redeemer.*" (vs. 14) This is a noble psalm to memorize.
8. Assign the Bible Reading to the children. Have them read silently and then orally.
9. Ask the Reason Questions and have children respond orally.
10. Have the children record the attributes of God's Word that are found in Psalm 19 on their "Attributes of God's Word" graphic organizer.
11. Read Psalm 19 aloud to the children from the King James Version. They will memorize verses 7 through 14 of this Psalm after they complete Psalm 1. Practice repeating their memory verses throughout the week's schedule.
12. Sing the newly selected Scripture song and conclude with a short prayer and blessing for the children.

Singing the Psalms:

"I Will Sing of the Mercies of the Lord Forever" (Psalm 89)

Attributes of God's Word from Psalm 19



A large rectangular area containing 20 horizontal lines, intended for writing notes or answers.

Book of Psalms 7

Time: 45 minutes **Review:** Psalm 19; the power of God's Word **Student Reading:** Psalm 20 (NIV)

Principle: When we put our confidence in God, He gives us victory over things impossible.

TEACHER

Vocabulary:

anointed (pp.) Those whom God sets apart for His divine purposes.

banner (n.) A flag; a flag used in war by the one in command as his standard.

sacrifice (n.) The offering of anything to God.

sanctuary (n.) 1) A holy place. 2) The Holy of Holies in the Tabernacle. 3) A refuge or shelter from danger.

Zion (n.) The name of the hill upon which Jerusalem was built; also used for the city itself, where David kept the Ark of the Covenant and Solomon built the Temple. God chose Zion to represent His presence upon the earth. See Psalm 132:13.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 20, a royal psalm.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: King James Bible, Student Vocabulary Card, My Prayer Graphic Organizer and Parent Prayer and Blessing Cards.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 19 and the attributes of God's powerful Word.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: When we put our confidence in God, He gives us victory over things impossible.

STUDENT

Key Word:

victory (n.) The defeat of an enemy in battle; a triumph.

Reason Questions:

1. Why do so many people put their trust in others, in false gods, in their government, in machines or other man-made devices?
2. In whom or what is your trust? Explain your answer.
3. Why should you put your confidence in the Living God?



Notebook Record:

Write a personal prayer of petition to the Lord on your My Prayer Graphic Organizer. Commit your needs to Him in an honest way. Sign and date your prayer on the bottom line.



Memory Verses:

Psalm 1 (King James Version):

5 Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous.

6 For the LORD knoweth the way of the righteous: but the way of the ungodly shall perish.



Singing the Psalms:

"I Will Sing of the Mercies of the Lord Forever" (Psalm 89)



Take Blessing and Prayer Cards home to parents.

6. Introduce the children to Psalm 20, which is a royal psalm and a prayer from the heart of king David for victory over his and his nation's enemies. It is a beautiful psalm and the first five verses are like a blessing. The remainder of this psalm is David's declaration that he has put his trust in God and not in anyone or anything else. Young David, the one who slew the giant Goliath with a slingshot, learned as a youth that God gives victory to those who put their trust in Him. David was not a perfect man, but God called him a "man after His heart." When David became the second king of Israel, he "knew that the true might of his nation, Israel, was not in weaponry but in worship!" (Life Application Bible commentary notes.)

Many of our enemies are spiritual, not physical. As God's children, we must learn how to overcome and defeat these spiritual enemies. Using God's Word in our prayer life is a powerful way to commit our needs to God and trust Him to overcome these spiritual enemies. Psalm 20 is a great psalm to declare when we have need to be victorious in our lives!

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children write their personal prayer on their My Prayer Graphic Organizer. Have them put their name on the prayer and date it.
10. Have the children repeat their Memory Verses. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 8

Time: 45 minutes **Review:** Psalm 20; benefits of putting our confidence in God

Student Reading: Psalm 23 (NIV) **Principle:** When we follow the Good Shepherd, He leads us on paths of righteousness.

TEACHER

Vocabulary:

comfort (v.) 1) To make strong or to fortify. 2) To assist or help. 3) To impart strength or hope.

content (n.) Rest or quietness of the mind in one's present condition.

goodness (n.) Moral excellence; virtue; kindness; benevolence.

love (n.) [*hesed, Hebrew*] In this psalm, it means the everlasting lovingkindness and grace of God that is available through His covenant in Jesus Christ.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 23.
2. Study the teacher vocabulary words, principle, imagery and teacher background information.
3. Gather resources: King James Bible, Student Vocabulary Card, Memory Verse Card and Psalm 23 Bookmarker.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 20 and benefits of putting our trust in God.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 23. It is a psalm of trust written by David.

Principle: When we follow the Good Shepherd, He leads us on paths of righteousness.

6. Teach the principle and remind the children to look for this principle in their silent reading.

STUDENT



Key Word:

righteousness (n.) Adhering to God's pure and moral principles.



Reason Questions:

1. What words in this psalm tell us that God is a personal God, who knows us and desires a personal relationship with each of us?
2. Who is the Good Shepherd?
3. What do the shepherd's rod and staff symbolize? Why does David write that they give us comfort?
4. What promises does Psalm 23 contain for those who are willing to follow the Good Shepherd?



Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

9. Savior: The One who provides eternal life, Jesus Christ (Ps 10:10)
10. My Redeemer: The One whose shed blood redeems us from eternal death (Ps 19:14)
11. My Shepherd: a personal God who knows and cares for me (Ps 23)



Memory Verses:

Psalm 19 (King James Version):

⁷ The law of the LORD is perfect, converting the soul: the testimony of the LORD is sure, making wise the simple.

⁸ The statutes of the LORD are right, rejoicing the heart: the commandment of the LORD is pure, enlightening the eyes.

- Psalm 23 is one of the most beloved and beautiful psalms in the Psalter. It was written by David, who himself had been a shepherd as a youth (1 Samuel 16:11) and understood the role of the shepherd with his sheep from his own experiences. Sheep depend completely on the shepherd for provision, protection and guidance.

This beautiful psalm with its imagery is a portrait of Jesus Christ as the chief shepherd of God's flock. In the New Testament, Jesus called Himself the good shepherd (John 10:11-14); the writer of Hebrews called Him the great Shepherd (Hebrews 13:20-21); and His disciple, Peter, called Jesus the chief Shepherd (1 Peter 5:4). David understood God to be a personal God, one who cares and provides for His children. This psalm is filled with the imagery of a shepherd and his sheep, which the Israelites understood, because many of them were shepherds, as we.. Introduce the children to the symbolism in the psalm.

- Assign the Bible Reading to the children. Have them read silently and then orally.
- Ask the Reason Questions and have children respond orally.
- Give each child a Psalm 23 Bookmarker.
- Have the children record the names of God on their Portrait of God in the Psalms Graphic Organizer.
- Have children repeat their Memory Verses and practice them. Practice throughout the week's schedule.
- Sing the Scripture song and conclude with a short prayer and blessing for the children.

Singing the Psalms:

"The Law of the Lord Is Perfect" (Psalm 19)

Imagery (Word Pictures) in the Language:

- the Lord is my shepherd: my guide, my protector, my provider and my constant companion; a portrait of Jesus Christ as the Good Shepherd
- makes me lie down: symbolic of peaceful and true rest without fear or need; every need met
- quiet waters: pure and refreshing; sheep get restless when thirsty and will drink from any polluted water source; symbolic of God's Word
- restores my soul: symbolic of renewal and new life; meets my deepest inner human needs
- paths of righteousness: morally right paths that will honor God
- shadow of death (deep darkness in Hebrew): symbolic of tests, tribulation, suffering and loss that we experience throughout life
- rod: worn on the shepherd's belt and was used to ward off predators, a symbol of protection
- staff: a long hooked stick that the shepherd uses for guiding, rescuing, and disciplining a straying sheep, a symbol of guidance
- a table: mesa or the high tablelands; could be the entire high summer mountain range with its fresh air and cool breezes.
- anoint my head with oil: oil in the Scriptures is symbolic of the Holy Spirit; shepherds often rub oil on the sheep's nose to ward off insects and parasites and into their wounds
- my cup overflows: great abundance
- dwell in the house of the Lord: the place where God is

Psalm 23



The LORD is my shepherd; I shall not want.

God is a personal God in Christ Jesus.
He knows everything about me
and provides for all my needs!

*He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul.*

I am not fearful when I follow the Lord and
His daily provisions refresh and renew me.

*He leadeth me in the paths of righteousness
for his name's sake.*

If I follow Him, He will lead me
on the path of truth so I can glorify
Jesus Christ in all that I do.

*Yea, though I walk through the valley
of the shadow of death, I will fear no evil:
for thou art with me.*

Even when I experience trouble
and am overcome by evil circumstances,
He is with me and takes away my fear.

They rod and thy staff they comfort me.

He disciplines me when I do wrong and
rescues me when I go astray.
This gives me great comfort.

*Thou preparest a table before me
in the presence of mine enemies:
Thou anointest my head with oil;
My cup runneth over.*

He has consecrated me for His service

*Surely goodness and mercy shall follow me
all the days of my life:
and I will dwell in the house of the LORD for ever.*

I am eternally secure in the Good Shepherd.



Psalm 23



The LORD is my shepherd; I shall not want.

God is a personal God in Christ Jesus.
He knows everything about me
and provides for all my needs!

*He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul.*

I am not fearful when I follow the Lord and
His daily provisions refresh and renew me.

*He leadeth me in the paths of righteousness
for his name's sake.*

If I follow Him, He will lead me
on the path of truth so I can glorify
Jesus Christ in all that I do.

*Yea, though I walk through the valley
of the shadow of death, I will fear no evil:
for thou art with me.*

Even when I experience trouble
and am overcome by evil circumstances,
He is with me and takes away my fear.

They rod and thy staff they comfort me.

He disciplines me when I do wrong and
rescues me when I go astray.
This gives me great comfort.

*Thou preparest a table before me
in the presence of mine enemies:
Thou anointest my head with oil;
My cup runneth over.*

He has consecrated me for His service

*Surely goodness and mercy shall follow me
all the days of my life:
and I will dwell in the house of the LORD for ever.*

I am eternally secure in the Good Shepherd.



Book of Psalms 9

Time: 45 minutes **Review:** Symbolism of Psalm 23 **Student Reading:** Psalm 24 (NIV)

Principle: The eternal King of glory is strong and mighty in battle.

TEACHER

Vocabulary:

Almighty (adj.) Unlimited in might; all-powerful; omnipotent.

false (adj.) 1) Designed to deceive; dishonest. 2) Not according to truth or reality. 3) Not faithful or loyal.

glory (n.) 1) Praise; honor; admiration. 2) The presence of brilliant, radiant beauty.

idol (n.) An image of a god or a symbol of a deity or any other being made or used as an object of worship; a false god.

selah (n.) A Hebrew word of uncertain meaning found in the Psalms; some believe it signifies a pause in the musical performance of a song.

steward (n.) A caretaker of another's property.

vindication (n.) The act of defending against criticism or of restoring one's character or reputation.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 24, a psalm of praise.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, Parent Prayer and Blessing Cards and the music you have chosen to sing.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 23 and the beautiful imagery of the Good Shepherd and how He cares for His sheep.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.

STUDENT

Key Word:

mighty (adj.) Having or showing great strength, power or authority.

Reason Questions:

1. To whom does the earth belong? What is your responsibility for God's creation?
2. Describe the qualities of holiness.
3. How are we made clean to worship God?
4. Describe the King of glory.
5. Have you invited the King of glory into your life?

Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

12. King of glory: The victorious One worthy of all praise and honor (Ps 24:7)
13. Lord of hosts: Commander of heaven's armies (Ps 24:10)

Memory Verses:

Psalm 19 (King James Version):

⁷ The law of the LORD is perfect, converting the soul: the testimony of the LORD is sure, making wise the simple.

⁸ The statutes of the LORD are right, rejoicing the heart: the commandment of the LORD is pure, enlightening the eyes.

Singing the Psalms:

"The Law of the Lord Is Perfect" (Psalm 19)

 **Take Blessing and Prayer Cards home to parents.**

5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: The eternal King of glory is strong and mighty in battle.

6. Psalm 24 is a psalm of praise and worship written by David. Many believe he wrote it at a time in history when the Ark of the Covenant (the symbol of God's presence among His people) was returned to Jerusalem. (2 Samuel 6:10-12) Following that incident, it was probably used in corporate worship where the people outside the Temple would call to the Temple to open its gates and let the King of glory in. The priests inside the Temple would sing, "Who is this King of glory?" and the people outside would sing "The Lord mighty in battle." Then the Temple gates would swing open symbolizing the people's expressed desire to have God's presence among them. (Life Application Bible notes)

In the New Testament, Paul teaches that our bodies are the temple of God's Spirit. (1 Corinthians 6:19) Jesus taught His disciples that He would send the Spirit of truth to abide within the believer. (John 14:17) The writer of Hebrews tells us that His presence will never leave us or forsake us. (Hebrews 13:5)

This psalm begins with our role as stewards over God's creation. He owns everything because He created everything. Our job is to care for His creation respectfully. Next, David describes the attributes of holiness and those who worship God. We must be cleansed by His forgiveness through the blood of Christ before we can enter into worship.

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children record the attributes of God on their Portrait of God in the Psalms Graphic Organizer.
10. Have the children repeat their Memory Verses. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 10

Time: 45 minutes **Review:** Psalm 24; the qualities of holiness and the eternal King of glory

Teacher Reading: Psalm 33:1-7 (NIV) **Student Reading:** Psalm 33:8-22 (NIV)

Principle: God's unfailing love and provision are for both nations and individuals that hope in God.

TEACHER

Vocabulary:

foil (v.) To hinder or prevent the efforts or plans of another from coming to pass.

inheritance (n.) An estate passed from an ancestor to an heir. An estate given or possessed by donation or divine possession.

justice (n.) The quality of being just; conformity to the principles of righteousness and rectitude in all things; equity.

thwart (v.) To hinder or prevent the efforts or plans of another from coming to pass.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 33.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: King James Bible, Student Vocabulary Card and Memory Verse Card.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 24, the qualities of holiness and the eternal King of glory.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 33, a psalm of praise by an anonymous writer.

Principle: God's unfailing love and provision are for both nations and individuals who hope in Him.

STUDENT

Key Word:

hope (v.) To be expectant or to cherish the desire of good.

Reason Questions:

1. How did God create the heavens and the earth?
2. When nations and individuals do not seek God's counsel and wisdom, what happens to their plans?
3. What has God promised to those who put their hope in Him?
4. Who or what do you put your trust and hope in daily?



Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

14. Creator: Maker of heaven and earth and the hearts of man (Ps 24:2; Ps 33:6-9, 15)
15. Deliverer: The One who delivers us from the bondage of sin (Ps 33:19)



Memory Verses:

Psalm 19 (King James Version):

⁹ The fear of the LORD is clean, enduring for ever: the judgments of the LORD are true and righteous altogether.

¹⁰ More to be desired are they than gold, yea, than much fine gold: sweeter also than honey and the honeycomb.



Singing the Psalms:

"The Law of the Lord Is Perfect" (Psalm 19)

6. Teach the principle and remind the children to look for this principle in their silent reading.
7. In Psalm 33 we meet the God of history, who frustrates both the plans of nations and individuals who do not put their trust in Him and His unfailing love. The psalmist notes that those who are trusting in their own strength and abilities, in the strength of animals, machines and armies are trusting in a “false hope.” God is looking for those who fear Him and put their hope in His unfailing love. He has promised to be their help and shield. When we put our trust in His name (33:21) we are trusting the proven, eternal character and nature of God.
8. Assign the Bible Reading to the children. Have them read silently. You read the portion assigned the teacher, and then have the children read orally.
9. Ask the Reason Questions and have children respond orally.
10. Have the children record the attributes of God on their Portrait of God in the Psalms Graphic Organizer.
11. Have the children repeat their Memory Verses. Practice throughout the week’s schedule.
12. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.

Book of Psalms 11

Time: 45 minutes **Review:** Psalm 33; God's unfailing love **Student Reading:** Psalm 34:1-11 (NIV)
Teacher Reading: Psalm 34:12-22 (NIV) **Principle:** Those who take refuge in the Lord will be delivered from all their troubles.

TEACHER



Vocabulary:

afflicted (adj.) Affected with continued pain either of body or mind; suffering grief or distress of any kind.

boast (v.) To speak of with pride, vanity or exaltation.

extol (v.) To praise, glorify or honor.

shame (n.) A state of dishonor; an awareness of inadequacy or guilt.

slay (v.) To kill intentionally and with premeditation.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 34, a psalm of thanksgiving.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Parent Prayer and Blessing Cards.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 33 and how God's unfailing love and provision are both for nations and individuals.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: Those who take refuge in the Lord will be delivered from all their troubles.

STUDENT



Key Word:

refuge (n.) A shelter from danger and hardships; a safe place.



Reason Questions:

1. For what is David praising God?
2. What does God promise His people that He will do for them in this psalm?
3. What must we do in order to receive these great promises and blessings of God?
4. How can you make the Lord your refuge?



Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

16. Our Shield: Our protection from the flaming arrows of the evil one (Ps 33:20; Eph 6:17)
17. The Lord: Jehovah, the Supreme authority; Jesus Christ (Ps 34:1, 2, 3, 4, 6, 7,)



Memory Verses:

Psalm 19 (King James Version):

⁹ The fear of the LORD is clean, enduring for ever: the judgments of the LORD are true and righteous altogether.

¹⁰ More to be desired are they than gold, yea, than much fine gold: sweeter also than honey and the honeycomb.

Singing the Psalms:

"The Law of the Lord Is Perfect" (Psalm 19)

6. Psalm 34 is a psalm of thanksgiving written by David in an acrostic form. This means that each verse of the Psalm begins with successive letters of the Hebrew alphabet.

David begins this beautiful psalm by praising and magnifying the Lord. This psalm is filled with many precious promises of God for His people. These great promises, however, require that we actively do certain things, such as: seek Him (34:4, 10); call upon Him (34:6, 17); trust Him (34:8); fear Him (34:7, 9); refrain from lying (34:13); turn from sin, do good and seek peace (34:14); humble ourselves (34:18); and serve Him (34:22).

In verse 9, David exhorts God's people to "fear the Lord." The word 'fear' means to reverence God, to honor Him respectfully in everything we do and say. God also promises to deliver us from all our troubles. He does not promise that we will not have trouble, but that when we do, He will see that we escape from them. He is our strong tower, our refuge and our hiding place in times of trouble! He expects us to seek Him for deliverance. He is our Savior and Redeemer.

7. Assign the Bible Reading to the children. Have them read silently and then orally. Read the portion assigned to the teacher.
8. Ask the Reason Questions and have children respond orally.
9. Have the children record the attributes of God on the Portrait of God in the Psalms Graphic Organizer
10. Have the children repeat their Memory Verses. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.



**Take Blessing and Prayer
Cards home to parents.**

Book of Psalms 12

Time: 45 minutes **Review:** Psalm 34; the Lord is our refuge in times of troubles

Student Reading: Psalm 37:1-11 (NIV) **Principle:** When we commit our way to the Lord, our plans are established in Him.

TEACHER

Vocabulary:

delight (v.) To take great pleasure or joy in; to be pleased.

desire (n.) 1) A wish or a longing to have. 2) A request or petition.

fret (v.) To be agitated or irritated because of worry.

meek (adj.) Humble in spirit or manner; patient under injury.

presumptuous (adj.) Willful or deliberate. (*Memory Verse*)

trust (v.) 1) To have confidence or faith. 2) To expect and wish.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 37.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, My Heart's Desires Graphic Organizer, Memory Verse Card and the music you have chosen to sing.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 34, God's great promises and how He is a refuge for those who seek Him in times of trouble.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: When we commit our way to the Lord, our plans are established in Him.

STUDENT

Key Word:

commit (v.) 1) To give in trust. 2) To roll your burdens on the Lord.

? Reason Questions:

1. What is the condition for the Lord to give us the desires of our heart? (37:4) What does this mean to you?
2. What is the basis of worrying? (*Answer: A lack of trust in God's provision.*) What does worrying and fretting lead to? (vs. 8)
3. Why does God tell us in this psalm not to worry when others are successful or to be envious of those who do wrong?
4. How can you "commit your way to the Lord"? Why is this a wise decision?



Notebook Record:

Meditate on verse 4 of Psalm 37. On your My Heart's Desires Graphic Organizer, lightly draw an outline of a heart ½ inch around the printed lines. Print the scripture verse around the outside of the heart-shaped line. On the inside lines, write the desires of your heart. Write your name and date on the top line. Commit them to the Lord in prayer.



Memory Verses:

Psalm 19 (King James Version):

- ¹¹ Moreover by them, is thy servant warned: and in keeping of them there is great reward.
- ¹² Who can understand his errors? Cleanse thou me from secret faults.



Singing the Psalms:

"I Will Bless the Lord at All Times" (*Psalm 34*)

6. Introduce Psalm 37, a psalm of wisdom written by David. Psalm 37 is a wonderful psalm filled with God's wisdom. It contains many promises for His people. In the passage that the children are reading, there are three key phrases that instruct us with Godly wisdom on how to walk with the Lord in our everyday life:

- a. Trust in the Lord.
- b. Delight yourself in the Lord.
- c. Commit your way to the Lord.

When we, as believers, trust God for personal salvation and daily guidance and we delight to do His will and commit our way to Him, then He is able to bring forth His plan and purpose for our lives. He even places HIS desires for us deep within our hearts and will bring them to pass. Even the desires of our heart come from Him!

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. For the student record in this lesson, distribute the My Heart's Desires Graphic Organizer. On the chalkboard, show the children how to lightly draw a large heart $\frac{1}{2}$ inch around the printed lines on their graphic organizer. Then, demonstrate how to print the Scripture verse that is on the graphic organizer all around the outside of the heart shape. This is called "concrete poetry" (the arrangement of words to create a shape that relates to the message). Then have the children pray and seek the Lord's wisdom before they write their desires on their graphic organizers. Have them put their name and date on the top line and commit their desires to the Lord in prayer.
10. Have the children repeat their Memory Verses. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.

Book of Psalms 13

Time: 45 minutes **Review:** Psalm 37; trust, delight and commit our way to the Lord **Student**

Reading: Psalm 62 (NIV) **Principle:** Those who put their trust in God and wait upon Him will be secure.

TEACHER

Vocabulary:

assault (v.) To attack someone either physically, emotionally or verbally.

extortion (n.) Something that has been obtained by intimidation.

fortress (n.) Any fortified place; a fort; a castle; a strong hold; a place of defense or security.

honor (n.) The esteem due or paid to worth; high estimation. Dignity; exalted rank or place; distinction.

hope (n.) Confidence in a future event; the expectation of good; as a hope founded on God's gracious promises.

rest (v.) 1) To cease from action. 2) To trust or rely upon with confidence. 3) To be free from whatever disturbs or worries us.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 62, a prayer of David.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Parent Prayer and Blessing Cards.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 37 and how when we commit our lives to the Lord and trust and delight in Him, He will grant us the desires of our heart.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

STUDENT

Key Word:

trust (v.) To have confidence or faith in someone or something.

Reason Questions:

1. What is the theme of this psalm of prayer?
2. In the past, in what or in whom have you put your trust?
3. Now that you are learning about the living God's nature and character, in whom will you put your trust? Explain your answer.
4. Why is it hard to trust One whom we cannot see with our physical eyes? On what should our faith rest?

Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

18. My Rock and my Salvation: My strong defense and place of safety (Ps 62:2, 6, 7)
19. My Fortress: The place I can run into for my greatest security (Ps 62:2, 6, 7)

Memory Verses:

Psalm 19 (King James Version):

- 11 Moreover by them, is thy servant warned: and in keeping of them there is great reward.
- 12 Who can understand his errors? Cleanse thou me from secret faults.

Singing the Psalms:

"I Will Bless the Lord at All Times" (Psalm 34)

 **Take Blessing and Prayer Cards home to parents.**

Principle: Those who put their trust in God and wait upon Him will be secure.

6. Psalm 62 is a psalm of prayer written by David during the rebellion of Absalom. (2 Samuel 15-18) David declares that, in this time of uncertainty and trouble, his trust is in the Lord and he is resting in God. Because he knows that God is in control, he can wait patiently for God's solution to his problems and rest in God as his secure refuge.

People of the world most often trust in themselves, their wealth or the people of influence that they know. But when we become born-again believers through faith in Jesus Christ, we are to put our trust in the Lord for everything. The psalms contain many of God's promises for His people to stand upon when provisions are low and troubles come. We, too, can pray as David and proclaim that He is our strong fortress, a refuge in times of danger. God waits for us to express our feelings and needs to Him, just as David did. In Him we can hide from the storms of life. Being patient for God's provision and victories is the difficult thing to do.

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children record the attributes of God that are found in Psalm 62 on their Portrait of God in the Psalms Graphic Organizer.
10. Have the children repeat their Memory Verses. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 14

Time: 45 minutes **Review:** Psalm 62; learning to trust and rest in God

Student Reading: Psalm 92 (NIV) **Principle:** When we place our faith in God, we will have the vitality and fruit of the palm and cedar tree, even when we grow old.

TEACHER

Vocabulary:

adversary (n.) Someone who offers opposition.

cedars of Lebanon, Coniferous trees which can attain the height of 100 feet and a diameter of 30 feet. They are known for their strength, long life and fragrant wood.

flourish (v.) 1) To thrive and grow luxuriantly; to increase and enlarge as a healthy plant. 2) To be prosperous and increase in wealth or honor. 3) To grow in grace and in good works.

horn (n.) Symbolizes strength or power, as borrowed from the animals, whose horns are for protection and defense.

palm (n.) A branchless tree that is known for its long life, straight growth, and a variety of edible fruits.

profound (adj.) Deep and complete; having far reaching effect.

rout (n.) An overwhelming defeat.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 92.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, The Righteous Flourish Like a Palm Tree Graphic Organizer and Memory Verse Card.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 62 and how when we trust and rest in God we are eternally secure.

STUDENT

Key Word:

flourish (v.) To thrive and grow in grace and in good works.

Reason Questions:

1. When does the psalmist recommend that we praise the Lord?
2. To what type of plant does the psalmist compare the wicked and what does he say will happen to them?
3. What does it mean “that the righteous will flourish like a palm tree and grow like a cedar of Lebanon”?

Notebook Record:

Review this psalm again and select the verses that best describe the righteous. Lightly sketch a palm tree with a pencil that fills the space on your The Righteous Flourish Like a Palm Tree Graphic Organizer. Now copy the verses that you have selected and print the words around the trunk and the palm leaves. You have just created what is called “concrete or shape poetry.” The palm tree represents the one who chooses God’s ways.

Memory Verse:

Psalm 19 (King James Version):

14 Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer.

Singing the Psalms:

“I Will Bless the Lord at All Times” (Psalm 34)

4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 92, a psalm written by an anonymous writer for the use of corporate worship in the Temple.

Principle: When we place our faith in God, we will have the vitality and fruit of the palm and cedar tree, even when we grow old.

6. Teach the principle and remind the children to look for this principle in their silent reading.
7. Psalm 92 begins with praise and music to extol God's name, His love and His deeds and concludes with beautiful imagery of the righteous growing like a palm tree and a cedar of Lebanon. Both these trees grow in the Middle East and were used by the ancient Jews. The cedars were brought to Israel from Lebanon and Syria to build Solomon's Temple and palace, since they did not have large, strong trees in Israel. The palm trees were able to survive long periods of drought by sending down their roots deep into the ground. They also provided various fruits. The psalm also speaks of God exalting the horn of the righteous and anointing him with fresh oil. In the desert climate, people cover their bodies with oil to refresh their dry skin. This is symbolic of the work of the Holy Spirit in the believer's life.
8. Assign the Bible Reading to the children. Have them read silently and then orally.
9. Ask the Reason Questions and have the children respond orally.

For the student record in this lesson, distribute the The Righteous Flourish Like a Palm Tree Graphic Organizer. Draw a large palm tree on the chalkboard for the children to copy onto their graphic organizer. Remind them how to print their selected Scripture verses all around the tree shape to create concrete or shape poetry. Here is an outline of a palm tree:



10. Have the children repeat their Memory Verse. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.

The Righteous Flourish Like a Palm Tree

*The righteous shall flourish like a palm tree. . . They will still bear fruit in old age and will stay fresh and green, proclaiming,
“The Lord is upright; He is my rock!” – Psalm 92:12, 14, 15*

Book of Psalms 15

Time: 45 minutes

Review: Psalm 92; flourishing as a palm tree

Student Reading: Psalm 103:1-12

(NIV) **Principle:** God has lavished great blessings upon us and we should praise Him daily for all His benefits.

TEACHER

Vocabulary:

compassionate (adj.) Suffering with another; showing sympathy.

gracious (adj.) Favorable; expressing kindness and favor.

iniquity (n.) Injustice; unrighteousness; a deviation from godly principle.

justice (n.) The virtue of giving everyone his due.; honesty; integrity; conforming to the law and principles of rectitude in the dealings of men with each other.

soul (n.) The spiritual, rational and immortal inner being in man that distinguishes him from animals; that part of man that enables him to think and reason, and which renders him a subject of moral government.

transgression (n.) The violation of a law, a duty or a moral principle.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 103, a psalm of praise written by David.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Parent Prayer and Blessing Cards.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 92 and how when we place our faith in God, we will have the vitality and fruit of a palm tree.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

STUDENT

Key Word:

praise (v.) To extol in words or song; to magnify.

Reason Questions:

1. How have the psalms that we have read instructed us to stop discouragement and fear?
2. Name ways that you can personally praise and bless the Lord.
3. Is God able to heal all areas of our lives? Explain your answer.

Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

20. Our Refuge: The only truly safe place in dangerous times (Ps 62:8)
21. Compassionate and gracious: Showing love and mercy for my situation (Ps 103:8)
22. Slow to anger: Patient and longsuffering with my failings (Ps 103:8)

Memory Verse:

Psalm 19 (King James Version):

14 Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer.

Singing the Psalms:

"I Will Bless the Lord at All Times" (Psalm 34)

 **Take Blessing and Prayer Cards home to parents.**

Principle: God has lavished great blessings upon us and we should praise Him daily for all His benefits.

6. Psalm 103 is a psalm of praise. Most translations use the word 'bless' rather than 'praise', which means to glorify another for benefits received. In this magnificent hymn, David commands his soul to "bless the Lord" for all the many benefits, gifts, provisions and blessings that the Lord has given him. He notes that God does not deal with us according to our sins, but lavishes His lovingkindness and compassion upon us.

As His children, we should praise and worship the Lord in this way, as well. When we are tempted to be discouraged, praising God is a sure way to overcome the discouragement. When we remind ourselves of His lovingkindnesses, when we remember that He has forgiven our sins and redeemed us from eternal death through the blood of His Son, when we focus on all the spiritual and physical benefits, then we have much for which to be thankful and much for which to praise and magnify Him!

God's abounding love is not based on our goodness, but upon His goodness and love. Praising God everyday helps us grow and remain healthy in our soul, our spirit and our body!

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children record the attributes of God that are found in this reading on their Portrait of God in the Psalms Graphic Organizer.
10. Have the children repeat their Memory Verse. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 16

Time: 45 minutes **Review:** Psalm 103; praise God for all His benefits **Student Reading:** Psalm 100 (NIV) **Teacher Reading:** Psalm 100 (KJV) **Principle:** The Lord is worthy of our joyful praise and worship because He is God and He is good.

TEACHER



Vocabulary:

endure (v.) To last; to continue without perishing; to abide.

gladness (n.) Joy, pleasure of mind, cheerfulness.

worship (v.) To adore, revere and honor.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 100.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: King James Bible, Student Vocabulary Card, My Psalm of Thanksgiving Graphic Organizer, Memory Verse Card and the music for the Doxology.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 103 and the principle of praise.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 100, a psalm of praise written by an anonymous psalmist.

Principle: The Lord is worthy of our joyful praise and worship because He is God and He is good.

6. Teach the principle and remind the children to look for this principle in their silent reading.
7. Psalm 100 is one of the most beloved psalms in the Psalter. It calls on all men to praise and worship the Lord. God had already proved Himself to the Israelites as the

STUDENT



Key Word:

thanksgiving (n.) The act of giving thanks and expressing gratitude for favors or mercies.



Reason Questions:

1. What does this psalm teach us about having a joyful heart?
2. Describe the difference between praise and worship.
3. Why is the Lord worthy of our joyful praise at all times?



Notebook Record:

Using Psalm 100 as a model, write your own psalm of thanksgiving to the Lord on the My Psalm of Thanksgiving Graphic Organizer. Tell the Lord what you are thankful for in your life and exalt Him.

This is a two-day assignment to be completed in the next reading lesson.



Memory Verse:

Psalm 100 (King James Version):

- 1 Make a joyful noise unto the LORD, all ye lands.
- 2 Serve the LORD with gladness: come before his presence with singing.



Singing Praises to God:

“The Doxology” (Words follow on the next page.)

Holy One of Israel, the living God who created all mankind, and led the Israelites as their great Shepherd.

This psalm contains principles of corporate praise and worship that are rooted in the way the ancient Israelites entered the tabernacle and the temple in the Old Testament. Solomon's majestic Temple was the glory of ancient Israel and the center of Jewish religious life for 1,000 years. The people entered with thanksgiving unto the Lord through the outer gate into the outer court with praise. Then after the sacrifices were made on the altar and the priest was cleansed, he entered the holy place or the inner court in worship. Once a year the high priest entered the Holy of Holies, where the Ark of the Covenant was located, to make atonement for all the Israelites' sins. This was a foreshadow of how we are to enter the presence of the Lord with praise, thanksgiving, confession of our sins and worship. Our eyes and our thoughts turn from ourselves and our own circumstances to the Lord in all His holiness and majesty. He is God and He is good.

In the New Testament, Paul teaches us that we are "to be filled with the Spirit, speaking to one another in psalms and hymns and spiritual songs, singing and making melody with our heart to the Lord; always giving thanks for all things in the name of our Lord Jesus Christ to God, even the Father" (Ephesians 5:18-20). He is teaching us that we should praise God and be thankful in all circumstances! It is good to joyfully sing praise and make melodies in our hearts unto the Lord for there is power in praising God!

8. Assign the Bible Reading to the children. Have them read silently and then orally.
9. Ask the Reason Questions and have children respond orally.
10. Read Psalm 100 aloud to the children from the King James Version. They will memorize the whole psalm. Practice repeating their memory verses throughout the week's schedule.
11. For the student record, have the children write a psalm of thanksgiving on their My Psalm of Thanksgiving Graphic Organizer. There is time given in Lesson 17 to complete this writing assignment.
12. Teach the children *The Doxology*.
13. Conclude with a short prayer and blessing for the children.

The Doxology

"*The Doxology*" was called the "*Old Hundredth*" by the Reformers in the 17th century because it was inspired by Psalm 100. It is a short hymn of praise to God that was used in corporate worship services.

*Praise God, from Whom all blessings flow;
Praise Him, all creatures here below,
Praise Him above, ye Heavenly Host;
Praise Father, Son and Holy Ghost. Amen.*

My Psalm of Thanksgiving



Enter His gates with thanksgiving and His courts with praise. Give thanks to Him and bless His name. – Psalm 100:4

A large rectangular box containing 20 horizontal lines for writing a psalm of thanksgiving.

Book of Psalms 17

Time: 45 minutes **Review:** Psalm 100, the Lord is worthy of our joyful praise

Student Reading: Psalm 107:1-9; 19-22; and 41-43 (NIV) **Principle:** As God's children, praise for His lovingkindness and wondrous acts should continually be on our lips.

TEACHER

Vocabulary:

foe (n.) 1) A personal enemy. 2) In the military, an armed adversary. 3) For the Christian, Satan and his evil spiritual principalities.

good (adj.) Possessing moral excellence or virtue.

heed (v.) To regard or pay close attention to.

loathe (v.) 1) To dislike greatly. 2) To feel extreme disgust or aversion for.

redeemed (adj.) Saved from the bondage of sin.

sacrifice (n.) 1) Anything consecrated and offered to God. 2) Surrender of anything for the sake of something else.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 107.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Parent Prayer and Blessing Cards.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 100 and how the Lord is worthy of our joyful praise for He is God and He is good.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: As God's children, praise for His lovingkindness and wondrous acts should continually be on our lips.

STUDENT

Key Word:

lovingkindness (n.) God's tender, unfailing and eternal mercy and favor for His covenant children.

Reason Questions:

1. What does God's lovingkindness toward sinful man reveal about His nature and character?
2. How do we know that we can trust Lord with all our difficulties and challenges? (*Answer: His Word tells us.*)
3. What does this psalm teach us that we should always be doing unto the Lord?

Notebook Record:

Complete writing your psalm of thanksgiving to the Lord on your My Psalm of Thanksgiving Graphic Organizer.

Memory Verse:

Psalm 100 (King James Version):

- 1 Make a joyful noise unto the LORD, all ye lands.
- 2 Serve the LORD with gladness: come before his presence with singing.

Singing Praise to God:

"The Doxology"

 **Take Blessing and Prayer Cards home to parents.**

6. Psalm 107 is a hymn of praise written by an anonymous psalmist. The children will only read a portion of this psalm. The psalmist paints four pictures of Israel's deliverance from captivity: 1) travelers in distress being guided to a city; 2) prisoners in a dungeon being set free; 3) sick men being healed; and 4) sailors being safely brought to their destination. Each picture contains the problem, a prayer, God's provision and praise.

The phrase, "Oh give thanks unto the Lord for He is good and His unfailing love endures forever" rings throughout the psalm, and it concludes with "consider the great love of the Lord." This psalm calls upon us to consider the great love of the Lord! It has great truths in it for those of us who are in distress, are poor and hungry, sick or diseased or who have lost our way. We come to know that our God is greater than any of these problems, and His unfailing love endures forever. When we reflect upon the nature of the living God, we learn to trust Him in all circumstances and to rejoice in His goodness with praise on our lips.

God's lovingkindness toward us is based upon His covenant relationship with us through the finished work of Jesus Christ on the cross.

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children complete their psalms of thanksgiving to the Lord on their My Psalm of Thanksgiving Graphic Organizers.
10. Have the children repeat their Memory Verse. Practice throughout the week's schedule.
11. Sing "*The Doxology*" and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 18

Time: 45 minutes **Review:** Psalm 107; praising God for His wondrous works

Student Reading: Psalm 119:9-16 and 97-105 (NIV) **Principle:** Meditating on God's Word gives us understanding, insight and wisdom.

TEACHER

Vocabulary:

insight (n.) The clear understanding or perception about something; grasping the inner nature of something intuitively.

precept (n.) A rule of personal moral conduct; a maxim.

pure (adj.) 1) Free from moral defilement or guilt; innocent.
2) Free from that which harms, weakens or pollutes.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 119.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, Psalm 119 Graphic Organizers and Memory Verse Card.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 107 and the power of praising God for His wondrous works.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 119, a wisdom psalm.

Principle: Meditating on God's Word gives us understanding, insight and wisdom.

6. Teach the principle and remind the children to look for this principle in their silent reading.
7. Psalm 119 was most likely written by Ezra, the high priest during the post-exilic period when Nehemiah restored Jerusalem. Ezra also wrote the books of

STUDENT

Key Word:

meditate (v.) To think and reflect deeply about a subject; to study and contemplate.

Reason Questions:

1. What are some of the distinctives of Psalm 119?
2. What other psalms does it remind you of that you have studied? (*Answer: Psalm 1 and Psalm 19*) What do all these psalms have in common? (*Answer: They are all wisdom psalms.*)
3. Why is it important to read the Bible every day and meditate on God's Word?
4. How will reading and meditating on God's Word help keep your thoughts and deeds pure?

Notebook Record:

On your Psalm 119 Graphic Organizer, in Square 1 draw a picture of yourself meditating on God's Word. In Square 2 draw a picture of what that will do for you. Color your pictures with your colored pencils.

Memory Verse:

Psalm 100 (King James Version):

³ Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.

Singing Praise to God:

"The Doxology"

1 and 2 Chronicles, Ezra and Nehemiah. He is the one credited with the canonization of the Old Testament and with the synagogue form of worship, which he established during the Jews' exile in Babylonia.

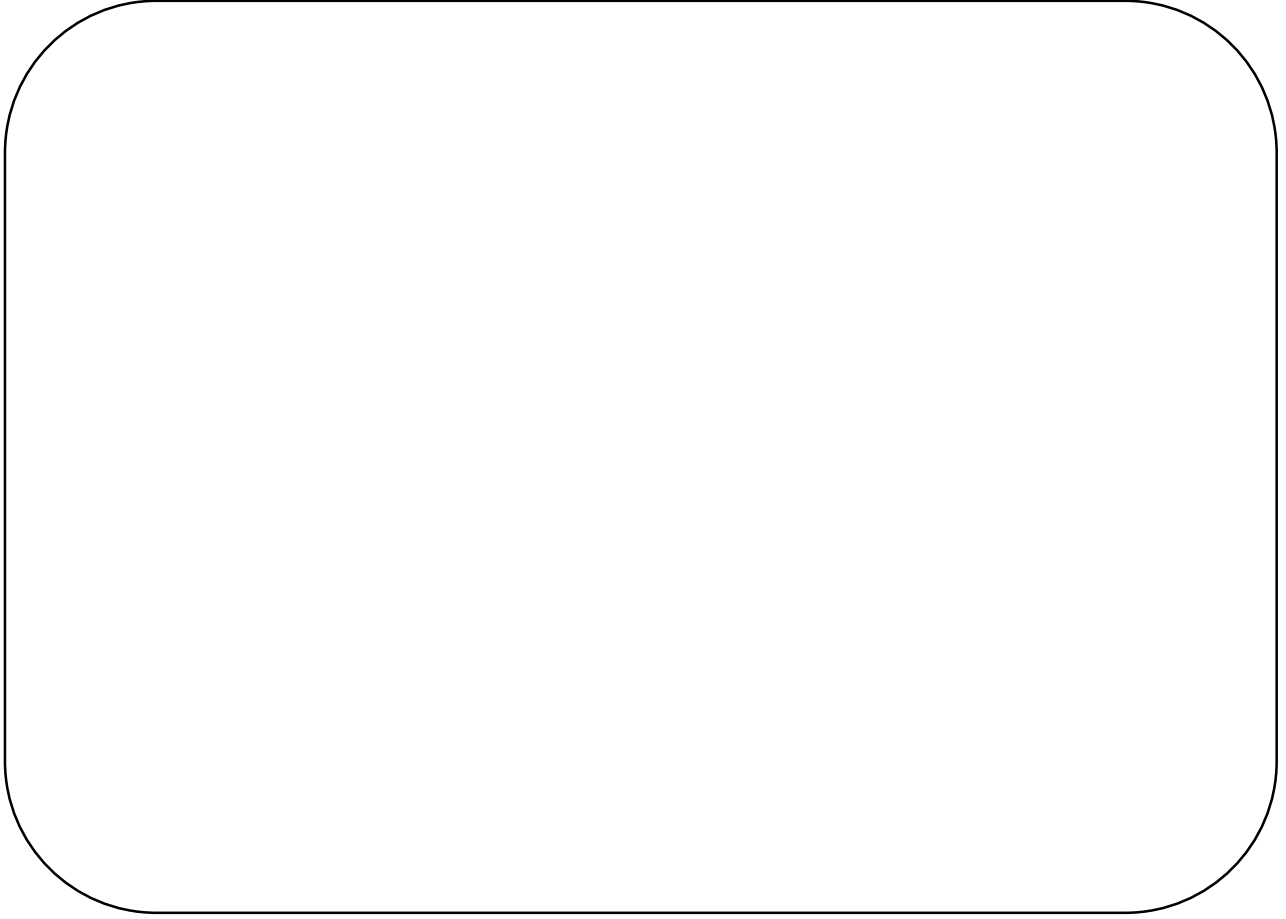
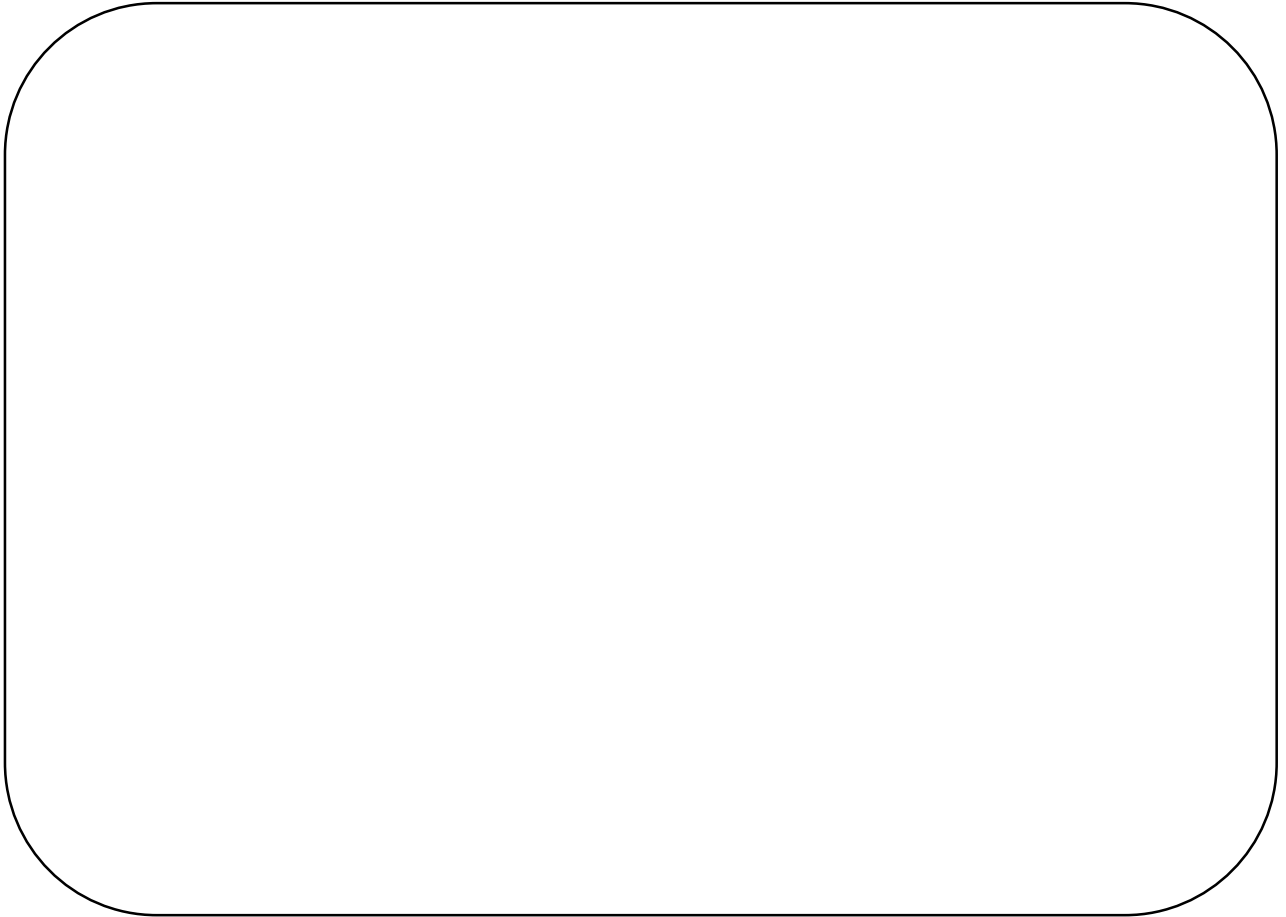
Psalm 119 is the longest psalm and the longest chapter in the whole Bible. It is a psalm of wisdom that reflects on the beauty and power of God's eternal Word. Nearly every verse in the psalm mentions God's Word and describes all its attributes.

The psalm is an alphabetic acrostic. It is divided into 22 carefully written stanzas, each corresponding to a different Hebrew letter in the alphabet, with each of eight verses beginning with that letter! (Of course in other languages, this is not true.)

The way Ezra wrote this psalm made it easy for people to memorize it, which was the custom in ancient Israel. Psalm 119 relates that God's Word contains everything that man needs to know and will provide wisdom, insights and understanding.

8. Assign the Bible Reading to the children. Have them read silently and then orally.
9. Ask the Reason Questions and have children respond orally.
10. Practice the memory verses throughout the week's schedule.
11. Ask the children to draw two pictures on their Psalm 119 Graphic Organizer: a picture of themselves meditating on the Word of God and a picture of what meditating on the Word of God will do for them.
12. Sing "*The Doxology*" and conclude with a short prayer and blessing for the children.

Psalm 119



Thy word have I treasured in my heart, that I may not sin against Thee. — Psalm 119:11

Thy word is a lamp to my feet, and a light to my path. — Psalm 119:105

Book of Psalms 19

Time: 45 minutes **Review:** Psalm 119, the fruit of meditating on God's Word

Student Reading: Psalm 121 (NIV) **Principle:** The Lord watches over our lives, keeping us from harm.

TEACHER

Vocabulary:

forevermore (adv.) Forever; eternally.

harm (v.) To hurt; to injure; to damage; to wrong.

shade (n.) That which protects or shelters from harm.

your going and coming. A figure of speech that means everything that you do.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 121, a psalm of praise.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, notebook paper for the children and Parent Prayer and Blessing Cards.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 119 and the fruit of meditating on the Word of God.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: The Lord watches over our lives, keeping us from harm.

6. Psalm 121 is a psalm of trust written by an anonymous psalmist. It is a very simple but beautiful psalm in the way it communicates the message that the Lord watches over His children day and night for all eternity. He is

STUDENT



Key Word:

watch (v.) To be vigilant and on the look out; to be on one's guard.



Reason Questions:

1. From where does the psalmist say his help comes?
2. Describe God's attributes in this psalm that enable the psalmist to say he can trust God to protect him from all harm.
3. How long does God promise to watch over each one of our lives?



Notebook Record:

Now, after meditating upon many of the most beautiful psalms in the Psalter, you are going to write your own psalm about why you can trust the Lord. Review your Attributes of God in the Psalms Graphic Organizer for ideas. Commit your work to the Lord in prayer and begin to write your own psalm on a piece of notebook paper. When you have finished (after several more lessons), you will copy your completed psalm onto the My Psalm of Trust Graphic Organizer.



Memory Verse:

Psalm 100 (King James Version):

³ Know ye that the LORD he is God: it is he that hath made us, and not we ourselves; we are his people, and the sheep of his pasture.



Singing Praise to God:

"The Doxology"



Take Blessing and Prayer Cards home to parents.

intimately acquainted with where we are and what protection we need from Him. The psalmist affirms that his trust is in the God of heaven who made heaven and earth. He relates that God never sleeps, so He is able to be our ever present guard. We can depend upon God's protection for He is faithful to guard us from all adversity.

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. For the next few lessons, the children will write their own psalm of trust to the Lord. Provide notebook paper for them to write their rough draft. After they have made their corrections, they will copy onto their My Psalm of Trust Graphic Organizer.

Have them revisit the list of God's attributes from their God's Attributes in the Psalms Graphic Organizers. Suggest that they concentrate on writing four to six lines of verse (depending upon their age and writing ability). If there are children in your program who cannot write, spend time with these children and reread the attributes of God. Then ask the children to dictate their psalm to you, and you write it for them.

10. Have the children repeat their Memory Verse. Practice throughout the week's schedule.
11. Sing the "*The Doxology*" and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 20

Time: 45 minutes **Review:** Psalm 121; the Lord watches over us **Student Reading:** Psalm 136 (NIV) **Principle:** God's love forever flows from His eternal wellspring and will never run dry.

TEACHER

Vocabulary:

- asunder** (adv.) Separate from each other into parts.
- govern** (v.) To direct or strongly influence the behavior of.
- low estate**, A humble or poor state of living or being.
- wellspring** (n.) The source of a stream or spring; a fountain; a source of continual supply.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 136.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Memory Verse Card.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 121 and the Lord watches over our lives, keeping us from harm.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Introduce Psalm 136, a psalm of praise written by an anonymous psalmist.

Principle: God's love forever flows from His eternal wellspring and will never run dry.

6. Teach the principle and remind the children to look for this principle in their silent reading.
7. Psalm 136 is a psalm of praise that was used in Temple worship. In Jewish liturgy it is called "The Great Hallel" and is recited at the Passover meal.

STUDENT

Key Word:

forever (adv.) Everlasting; eternal; will never end!

Reason Questions:

1. What is the responsive phrase that the psalmist included in this psalm?
2. What does forever mean to you?
(Remember, God does not live in time. He lives in eternity.)
3. Name three attributes that you have learned from this phrase about God's nature. *(Answers: God is an eternal being; His love will never run out; He cares for everything in His creation; His power is greater than any natural force or any spiritual adversary.)*



Notebook Record:

Continue writing your Psalm of Trust on notebook paper. When you are finished, check your spelling and punctuation.



Memory Verse:

Psalm 100 (King James Version):

⁴ Enter into his gates with thanksgiving, and into his courts with praise: be thankful unto him, and bless his name.



Singing the Psalms:

"Give Thanks unto the Lord" (Psalm 136)

This psalm has a responsive reply for the worshipers. At the end of the reading or singing, the repetition of the phrase, "His love endures forever," will not easily be forgotten.

8. Assign the Bible Reading to the children. Have them read silently. Then do a choral responsive reading by first practicing pronouncing the difficult names in the psalm. Then divide the readers into 2 groups (boys and girls, left and right, or teacher and children). Have them stand in their groups with their Bibles and then read the psalm out loud. For example:

Girls: *Give thanks to the Lord, for he is good.*

Boys: *His love endures forever.*

Boys: *Give thanks to the God of gods.*

Girls: *His love endures forever.*

Girls: *Give thanks to the Lord of lords.*

Boys: *His love endures forever.*

At the end: Everyone reads the last verse together.

9. Ask the Reason Questions and have children respond orally.
10. Practice the memory verse throughout the week's schedule.
11. Have the children complete writing their Psalm of Trust on notebook paper. Help those who may be having difficulty. Help the children edit their writing by checking their spelling and punctuation.
12. Sing the selected Scripture song and conclude with a blessing and a prayer for the children.

Book of Psalms 21

Time: 45 minutes

Review: Psalm 136, God's love endures forever

Student Reading: Psalm

139:1-12 (NIV)

Principle: The Lord has searched each one of us within and knows everything about us.

TEACHER

Vocabulary:

discern (v.) To see or understand the difference, as to discern between good and evil, truth and falsehood.

lofty (adj.) Of high moral or intellectual value.

omnipresence (n.) The state of being present everywhere at once. This can only be said of the Living God.

omniscience (n.) Having infinite knowledge. This can only be said of the Living God.

perceive (v.) To obtain knowledge through the senses.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 139:1-12.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card and Parent Prayer and Blessing Cards.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 136 and God's love endures forever.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: The Lord has searched each one of us within and knows everything about us.

6. Psalm 139 is a beautiful psalm of trust in God written by David. It describes the attributes of omniscience (all knowing) and omnipresence (is everywhere at once) in God's nature. This means that we can never be lost to

STUDENT

Key Word:

search (v.) 1) To seek. 2) To examine, to put to the test.

Reason Questions:

1. Describe the attributes of God as He is described in Psalm 139.
2. Why did David say that knowing God is all-seeing, all-knowing, all-present and all-holy was too wonderful for him?
3. What of God's nature in this psalm gives you the most comfort? What gives you the most discomfort? Explain your answers.

Notebook Record:

Record the following attributes on your Portrait of God in the Psalms Graphic Organizer:

23. Abounding in love: He loves us unconditionally (Ps 103:8)
24. Knows everything; Omniscient (Ps 139:1-6)
25. Is present everywhere at once: Omnipresent (Ps 139:7-10)

Memory Verse:

Psalm 100 (King James Version):

4 Enter into his gates with thanksgiving, and into his courts with praise: be thankful unto him, and bless his name.

Singing the Psalms:

"Give Thanks unto the Lord" (Psalm 136)

 **Take Blessing and Prayer Cards home to parents.**

God's Spirit! This is truly "good news"! He knows everything about us! We can never be out of the presence of God, no matter where we are or where we go. He is with us in every situation, in every challenge, loving us, protecting us and guiding us. He has searched each one of us with the light of His Holy Spirit. He knows us intimately and yet He loves us with an enduring love. David says, "This is too wonderful, too high, too unbelievable for me!" What an awesome God we serve.

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children record the attributes of God that are found in Psalm 139 on their Portrait of God in the Psalms Graphic Organizers.
10. Continue memorizing Psalm 100. Practice throughout the week's schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Book of Psalms 22

Time: 45 minutes **Review:** Psalm 139:1-12; God knows everything about us

Student Reading: Psalm 139:13-24 (NIV) **Principle:** Each one of us is fearfully and wonderfully made and reflects the beauty of the Lord.

TEACHER

Vocabulary:

abhor (v.) To shrink back with shuddering from.

offensive (adj.) Causing displeasure or resentment.

ordain (v.) To issue an order by virtue of supreme authority.



Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 139:13-24.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, Psalm of Trust Graphic Organizers and Memory Verse Card.



Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review the first portion of Psalm 139 and how the Lord is all-knowing, all-seeing, all-present and all holy.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: Each one of us is fearfully and wonderfully made and reflects the beauty of the Lord.

6. Psalm 139 is a psalm of trust in God and is one of the most comforting psalms in the Psalter. The second half of this psalm is very inspiring because it teaches us that God created each one of us and knew us before we were

STUDENT



Key Word:

fearfully (adv.) In a manner that causes admiration and astonishment.



Reason Questions:

1. How well does God know each of us?
2. How many are the thoughts that God has toward each one of us?
3. For what can you praise God now that you have studied Psalm 139?



Notebook Record:

Copy your corrected Psalm of Trust onto Your Psalm of Trust Graphic Organizer. Use your best handwriting and leave space at the top and bottom for illustrations.



Memory Verse:

Psalm 100 (King James Version):

⁵ For the LORD is good; his mercy is everlasting; and his truth endureth to all generations.



Singing the Psalms:

“Give Thanks unto the Lord” (Psalm 136)

born. He even has a plan for our lives written in His book before we were ever born!

David wrote that we are fearfully and wonderfully made. This is because we are created by God in His own image – making each one of us unique and very special. God's imprint is upon every human being. Therefore, each one of us has value and dignity and is destined for immortality.

David concluded the psalm with a petition that asked God to search his heart and test his ways to see if there was anything that offended God within him. This is a very serious request to ask God to do, for He will thoroughly search the heart of those who ask Him and bring to light any sin. However, it is only as we know about our sins and faults that we can repent and change our behavior. David ends the psalm by asking God to lead him in the everlasting way. What an amazing and inspiring psalm this is for everyone of us to meditate upon!

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Practice the memory verse throughout the week's schedule.
10. Have the children copy their corrected Psalm of Trust onto their Psalm of Trust Graphic Organizers.
11. Sing the selected Scripture song and conclude with a blessing and a prayer for the children.

My Psalm of Trust

He put a new song in my mouth, a hymn of praise to our God. Many will see and fear and put their trust in the Lord. — Psalm 40:3

Book of Psalms 23

Time: 45 minutes

Review: Psalm 139, each person is made in God's image

Student Reading: Psalm 148 (NIV)

Principle: All creation is like a majestic choir singing a celebration of praise to the name of the Lord.

TEACHER

Vocabulary:

decree (n.) A legally binding command or decision.

horn (n.) In this psalm, horn symbolizes a strong or mighty king, that is King Jesus Christ.

splendor (n.) The state of being magnificent and grand.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 148.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card, wooden dowels, paper and glue for scrolls and Parent Prayer and Blessing Cards.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 139 and that God has created each one of us in His image.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: All creation is like a majestic choir singing a celebration of praise to the name of the Lord.

6. Psalm 148 is a psalm of great praise to God written by an anonymous psalmist. It is truly a celebration of praise and victory, as everything in creation sings praise to the glory of God. Remember at the beginning of our study of Psalms,

STUDENT

Key Word:

celebration (n.) A public occasion for joyful festivities to extol or honor a special event or person.

Reason Questions:

1. Name those in this psalm who praise the Lord.
2. What is the excellent name of the Lord?
(Ans: *Jesus Christ, the name that is above names. – Philippians 2:9-10*)
3. Who is the horn that God has raised up for His people? (Ans: *Jesus Christ, who was resurrected from the dead.*)

Notebook Record:

1. Illustrate your Psalm of Trust Graphic Organizer and color with your colored pencils.
2. Make your scroll and glue your psalm onto the paper. Be sure and sign your your name.

Memory Verse:

Psalm 100 (King James Version):

⁵ For the LORD is good; his mercy is everlasting; and his truth endureth to all generations.

Singing the Psalms:

“Give Thanks unto the Lord” (Psalm 136)

 **Take Blessing and Prayer Cards home to parents.**

that we said that Jesus Christ is the focal point of this book of hymns and psalms. In Psalm 148, the psalmist speaks of the name that is exalted above all names (verse 13). That name is Jesus Christ, the name above all names. (Philippians 2:9-10) Jesus is the “horn” that God the Father raised up from the dead (verse 14). He is seated at the right hand of the Father.

The psalmist names all the created order, both in heaven and on earth, from angels to weather forces, young men and old, maidens and children, kings and rulers on earth and all nations! The Apostle Paul in his letter to the Philippians wrote:

Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness. And being found in appearance as a man, he humbled himself and became obedient to death – even death on a cross! Therefore God exalted him to the highest place and gave him the name that is above every name, that at the name of Jesus every knee should bow, in heaven and on earth and under the earth, and every tongue confess that Jesus Christ is Lord, to the glory of God the Father (verses 5-11).

Let us all praise and extol the name of our Lord Jesus Christ!

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children complete illustrating their Psalm of Trust Graphic Organizers. Then have them make their scrolls and glue the graphic organizer onto the scroll.
Select several children to read their Psalms of Trust at your end-of-unit festival for their parents and invited guests.
10. Continue memorizing Psalm 100. Practice throughout the week’s schedule.
11. Sing the selected Scripture song and conclude with a short prayer and blessing for the children.
12. Send Parent Blessing and Prayer Cards home with the children for the week.

Scroll Instructions

1. Collect two 12-inch wooden dowels, sticks or empty paper towel rolls for each child.
2. Glue the dowels to an 8½ x 14 inch piece of paper on both sides of the 8½ inch edges. The ends of the dowels should extend beyond the paper both at the top and the bottom to form the scroll handles.
3. Glue the psalm onto the scroll.
4. Roll from both ends toward the middle.
5. Optional: Tie a ribbon, a piece of yarn or string around the scroll to keep it rolled.

Book of Psalms 24

Time: 45 minutes **Review:** Psalm 148; all creation sings praise to the Lord

Student Reading: Psalm 150 (NIV) **Principle:** Everything that has breath will rejoice and praise God for His surpassing greatness!

TEACHER

Vocabulary:

lyre (n.) A harp used by the ancient Israelites for musical accompaniment.

sanctuary (n.) The consecrated or holy abiding place of God.

surpassing (adj.) Exceeding far beyond what is usual, especially in excellence.

Preparation and Lesson Background:

1. For this lesson read and reflect upon Psalm 150.
2. Study the teacher vocabulary words, principle and teacher background information.
3. Gather resources: Student Vocabulary Card.
4. You may want to award those students who have memorized all three psalms as well as those who know all the songs from this unit.

Teaching Plan:

1. Declare: *Praise the Lord! Praise God in His sanctuary; Praise Him in His mighty expanse. Praise Him for His mighty deeds; Praise Him according to His excellent greatness. Let everything that has breath praise the Lord. Come O Lord and inhabit our praises this day. Hallelujah!*
2. Distribute student binders.
3. Review Psalm 148 and all creation sings praise to the name of the Lord.
4. Pin the Student Vocabulary Card on the Treasure Chest bulletin board and define the word for the children.
5. Teach the principle and remind the children to look for this principle in their silent reading.

Principle: Everything that has breath will rejoice and praise God for His surpassing greatness!

STUDENT

Key Word:

greatness (n.) Exalted; elevated in dignity and power; noble in character.

Reason Questions:

1. Describe how the music of the Psalms must have sounded.
2. In your study of the Book of Psalms, what have you learned about the nature and character of God?
3. What attribute of God's nature do you most appreciate? Explain your answer.
4. What have you learned about the power of praising God?
5. Why is it especially important to praise God when we don't "feel" like praising Him?

Memory Verse:

Recite each of the three psalms that have been memorized in this unit:

Psalm 1

Psalm 19:7-11

Psalm 100

Singing the Psalms:

Sing each of the psalms that have been learned in this unit:

"Enter His Gates with Thanksgiving" (100)

"I Will Sing of the Mercies of the Lord" (89)

"The Law of the Lord is Perfect" (19)

"I will Bless the Lord" (34)

"The Doxology" (100)

"Give Thanks unto the Lord" (136)

6. Psalm 150 is a joyous psalm of praise written by an anonymous psalmist. This psalm declares “Let everything that has breath praise the Lord” because of the proven excellence of God’s character (“surpassing greatness”).

Music and singing were a great part of Old Testament worship. The music must have been loud and joyous by the description of the percussion instruments that are mentioned and the dancing of the congregation of the saints.

Psalm 150 is the final doxology of the Psalter. You will remember that Psalm 1 speaks of two paths: the one that leads to life and the other that leads to death. Throughout the psalms that follow, it is evident that even when we choose the path of life, we will experience difficulties, sickness, spiritual assaults and discouragement. Throughout it all, the Lord promises to be with us wherever we are, helping, guiding, providing for all our needs, protecting, encouraging and caring for us. No matter what our circumstance may be, we have learned that our response as God’s children should always be that of praise for who God is and for all the wondrous deeds He has performed. How appropriate that Psalm 150 ends with joyous music, dancing and praise to the Almighty, Eternal King for His surpassing greatness!

7. Assign the Bible Reading to the children. Have them read silently and then orally.
8. Ask the Reason Questions and have children respond orally.
9. Have the children recite all the psalms that they have memorized and sing all the songs they have learned. Locate instruments, tambourines and cymbals for the children to play.

You can also have them dance the Jewish horah or round dance with “Give Thanks unto the Lord.”

10. Conclude with a blessing and a prayer for the children.

