

David Loved God's

Word: Psalm 119

Psalm 119



Old Testament 6
Part 2: David and Sons

SUNDAY MORNING

Old Testament 6 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Psalm 119

MEMORY WORK:

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

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

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

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

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Items and/or pictures to illustrate the descriptions of the Bible (e.g., picture of treasure, a lamp, honey, etc.).
- Also, Lesson Visuals and Teaching Aids for Wednesday night can be used on Sunday morning.



PERSONAL APPLICATION:

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

LESSON STARTS HERE

INTRODUCTION:

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



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

POINTS TO EMPHASIZE:

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

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



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

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

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

Ages 2-5:

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

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

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

1st-2nd Graders:

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

3rd-4th Graders:

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

FINGERPLAYS:

“IN ALL THE WORLD”

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

SONGS:

“PSALM 119:11”

Author: Jeff Miller

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

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

Author: Unknown*

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

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

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

Author: Unknown*

(Tune: “The More We Get Together”)

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

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

“I WILL LISTEN” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge”)

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

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

Author: Lora Laycook

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

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

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

“THE B-I-B-L-E” ([Click to Hear](#))

Author: Traditional

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

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

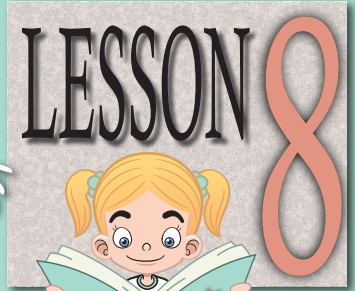
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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WEDNESDAY EVENING

Old Testament 6 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

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MEMORY WORK:

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



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

INTRODUCTION:

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

POINTS TO EMPHASIZE:

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

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

PSALM 119

A Song of Praise

Longest “chapter” in the Bible:

176 verses

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

8 special names for God’s Word are given

8 symbols are used to describe God’s Word

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

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

See Sunday morning’s lesson.

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