

Proverbs 3 and Ecclesiastes 12:13



Old Testament 6
Part 2: David and Sons

SUNDAY MORNING

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

SCRIPTURE REFERENCES:

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

MEMORY WORK:

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

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

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

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

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

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [King David and His Sons](#) Bible fact cards (provided under "O.T. 6 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures to illustrate trust, obedience, fear/respect
- Fabric to tear into strips
- Betty Lukens' felt pieces to illustrate story of Jeroboam meeting the prophet and other parts of the story
- Pictures of idols
- Maps of Israel before and after it was taken away from Solomon and divided (see [maps](#) available on curriculum Web site)



PERSONAL APPLICATION:

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

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

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



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

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

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

POINTS TO EMPHASIZE:

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

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

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

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

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

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

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

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

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

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

Ages 2-5:

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

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

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

1st-2nd Graders:

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

3rd-4th Graders:

- Play Tic-Tac-Toe or Jeopardy with information from each lesson in this unit. (See Jeopardy questions at the end of the lesson.) ([“Tic-Tac-Toe Instructions”](#) provided in activity sheets)
- “Leap Frog” game: Cut out 10-12 large lily pad shapes and tape them to the floor or to a plastic tablecloth or shower curtain. Write review questions from this and previous lessons on frog cutouts; put one to three “question frogs” under each lily pad. Let the children take turns tossing a beanbag onto the lily pads. Remove one of the frogs from under the lily pad where the beanbag lands, and let them read the questions and answer them. (Can play this in teams or individual players) ([“Frog and Lily Pad Cutouts”](#) and [O.T. 6 Review Questions](#) provided in activity sheets)
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verse) to sort out. Do this until each group has completed all the verses. (memory verse cutouts for this lesson's verse provided in activity sheets)

- Have the children read Proverbs 3 and 1 Kings 11

SONGS:

“SOLOMON”

Author: Jewel Kendrick

(Tune: “Walking in Sunlight”)

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

“GOD IS WITH ME” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge”)

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

God is with me all the time,

All the time, all the time.

God is with me all the time,

He is with me.

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

Author: Unknown*

(Tune: “Mary Had a Little Lamb”)

Lord, I love You—yes, I do!

Yes, I do! Yes, I do!

Lord, I love You—yes, I do!

Because You love me so.

He is with me all the time,

All the time, all the time.

He is with me all the time,

Jesus is my Friend.

“EPHESIANS 6:1” ([Click to Hear](#))

Author: Lora Laycook

(Tune: “Why Do You Wait?”)

VERSE 1:

Children, obey your parents,

In the Lord for this is right.

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

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

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

(CHORUS)

QUESTIONS FOR JEOPARDY:

WHERE:

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

"A" WORDS:

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

O.T. BOOKS:

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

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

SOLOMON:

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

HOW:

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

WHO:

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

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

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Proverbs 3 and Ecclesiastes 12:13

1 Kings 2:1-4, 11



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WEDNESDAY EVENING

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- ["Children, Obey Your Parents"](#)

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PERSONAL APPLICATION:

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

INTRODUCTION:

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

POINTS TO EMPHASIZE:

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

Example situations:

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

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

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

See Sunday morning’s lesson

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