

Lesson 85

Praises to God

Psalms contains songs and prayers of praise, lament, and thanksgiving.

Studying God's Word

Lesson Time

Don't forget! Review the Optional Supplements and determine where you can use them.

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Flip Chart Prayer Page. Briefly review the different types of prayer presented there.

Today let's say prayers of adoration and praise God.

I'll start. Dear God, you are so . . . (insert personal prayer here).

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

I love you prayers—Adoration
I'm sorry prayers—Confession
I'm thankful prayers—Thanksgiving
Please prayers—Supplication

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

Who is in control of all things, even when we have to wait a long time? God.
What word means God is in control of everything? Sovereign.
When we know we've sinned, what should we do? Confess our sins.
What is the beginning of wisdom? The fear of the Lord.

Bible Treasure Hunt

Before Bible Treasure Hunt, place a sticky note in your Bible to mark the first passage to be read.

Each week before class, hide your Bible somewhere in the room. Use different methods each week to keep the students excited about finding the Bible. For example, you might set a timer, play music while the students search, tell students when they are getting warmer and colder, or choose a student to hide the Bible and let you or classmates find it.

We are going to start out today by looking into God's Word, the Bible. God's Word is true, and we can always trust what it says. It's like a great treasure that tells us about who God is and what he has done for us. But where is this treasure? You will have to help me with that. We're going to go on a Bible Treasure Hunt. Somewhere in this room, I've hidden the Bible. When I say "Go," you will need to look for it. Whoever finds the Bible must bring it back to their seat and hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Explain the method you chose for today. Ready? Set! Go!

Be sure to pray with your students and take requests if time allows.

Pre-K Lesson

K-1st Lesson

Pre-K Lesson

Before class begins, write the following lines on the board:

O Lord,

I praise you because you are _____ .

You have made the _____ and the _____ .

When I am happy or _____ , I know I can trust you.

You are so amazing!

Review

Refer to Lesson 84 Flip Chart. In our last lesson, what did David's son Absalom try to do? Steal the throne. Become king. What happened to Absalom in the battle? Absalom was caught in a tree. Joab and his men killed Absalom.

Absalom was a proud man. He did not show that he was sorry for his sin or ask God to forgive him. Instead, he let sins grow in his heart until God used this battle to punish him. Although David was very sad that his son had died, he went back to Jerusalem to rule as king.

Show the Illustration. We've learned a lot about David. He was a shepherd, a warrior, and king of Israel. But do you remember something else David did? He played an instrument called the lyre. David was a musician, and he wrote songs that we have in the Bible. They are called psalms.

Refer to the Books of the Bible Poster. The book of Psalms is in the middle of the Bible. It's a book of prayers and songs that helps us think about our mighty God. The Israelite people used these psalms as their songbook for praising and worshipping God. There are even some worship songs we sing today that came from these psalms!

Refer to the fill-in-the-blank psalm on the board. Let's start by putting together our own psalm. You can help me.

As you ask each question, fill in the blanks on the board with students' best answers.

What is God like? (Big, awesome, great, mighty, etc.) Fill in the first blank.

What are two things God has made? (Any created thing.) Fill in the second and third blanks.

What is a way we can feel? (Sad, sorry, joyful, etc.) Fill in the fourth blank.

Great job! Let's read our psalm now. Listen to this. Read the psalm with enthusiasm.

We just wrote a psalm of praise. Who are we praising in this psalm we wrote? God.

That's right. When you praise someone, you are saying good things about them.

Psalms of Praise

Show the Lesson Flip Chart. A psalm of praise is the first kind of psalm we'll look at today.

Psalm 117:1-2

Let's read Psalm 117. It's the shortest chapter in the whole Bible. It only has two verses! Have the student bring up the Bible and open it to the sticky note. Read Psalm 117.

Reread the verses as needed so students can hear the answers straight from God's Word.

Who does this psalm tell us to praise? The Lord.

What did this psalm say everyone of all nations should do? Praise the Lord.

Why does this psalm say we should praise the Lord? Because of his steadfast what? Love.

We should also praise him because his faithfulness endures for how long? Forever.

What words did this psalm start with and end with? Praise the Lord.
What kind of psalm is this? Praise.

This is definitely a psalm of praise—a psalm for worshipping the Lord.

God wants us to worship and praise him through music, singing, and prayer. Remember, these psalms were used like a songbook by the Israelites. Psalms of praise remind us that we should praise the Lord with instruments and with singing.

Psalms of Thanksgiving

Let's look at another kind of psalm now. This kind is called a psalm of thanksgiving.

Psalm 136:1–3

Listen to the first three verses of Psalm 136. Read verses 1–3.

What does the writer of this psalm say we should do? Give what?
Give thanks.

Who does this say we should give thanks to? The Lord.

This is a psalm of thanksgiving. It was written to give God thanks.

Why does this psalm say we should give thanks to God? What does God have that endures forever? His steadfast love.

Yes. This writer was thankful that God's strong love lasts forever. In the rest of the psalm, the writer thanks God for many great things he has done and worships him.

Refer to the Flip Chart. When we take time to remember the things God has done for us in the past, it helps us have a thankful heart. Sometimes we forget that God blesses and helps us every day, so psalms of thanksgiving remind us to think about what God has done and thank him for it.

Psalms of Lament

Refer to the Flip Chart. There are many psalms that give thanks to the Lord, but another type of psalm is a psalm of lament. To lament means to cry out and ask why something is happening. Many writers of the psalms cried out to God when they had troubles.

Refer to the Lesson 84 Flip Chart. Did you know that David wrote a psalm during the trouble with Absalom? It was a scary time when Absalom was coming to fight for the throne. David had to run away from Jerusalem with his family and his fighting men.

Psalm 3:1 & 4

Psalms 3 tells us how David felt about what was happening. Listen to the first verse. Read verse 1.

Who was rising up against David? His foes.

Foes is another word for enemies. David had to run from his own son and many others who joined Absalom. David had a lot of enemies trying to get him!

Listen to verse 4 now. Read verse 4.

Who did David cry out to for help? The Lord.
What did the Lord do for David? Answered David.

Psalms of lament remind us that God is always the one we should turn to in times of trouble and that he will answer us when we pray to him.

Writers of the Psalms

We know that God is the author of the psalms in the Bible, but he inspired different men to write them down over hundreds of years. Some psalms have a little note at the beginning that tells us who wrote it.

Refer to the Flip Chart. From studying these notes in the psalms, we know that there were many writers. One writer was David. There are 150 psalms, and David wrote at least 73 of them!

Remember Moses who led the Israelites out of Egypt to the promised land? He wrote a psalm. There was also a man named Asaph, as well as one of King David's sons named Solomon. Sometimes several writers worked together like we did when we wrote our psalm at the beginning of our lesson. We don't have the names of all the people God inspired to write these songs, but we know about seven of them.

Think about this: the book of Psalms is the largest book in the Bible, so praising, thanking, and worshipping God must be important to him. It should be important to us, too!

Continue with the Lesson Review Game below.

K-1st Lesson

Before class begins, write the following lines on the board:

O _____ ,

I praise you because you are _____ .

You have made the _____ and the _____ .

When I am _____ or _____ , I know I can trust you.

You are so _____ .

Review

Refer to Lesson 84 Flip Chart. In our last lesson, what did David's son Absalom try to do? Steal the throne. Become king. What happened to Absalom in the battle? Absalom was caught in a tree. Joab and his men killed Absalom.

Absalom was a proud man. He did not show that he was sorry for his sin or ask God to forgive him. Instead, he let sins grow in his heart until God used this battle to punish him. Although David was very sad that his son had died, he went back to Jerusalem to rule as king.

Show the Illustration. We've learned a lot about David. He started out as a shepherd, became a warrior, and ruled as the king of Israel. But do you remember something else David did? He played an instrument called the lyre. David was a musician, and he wrote songs that we have in the Bible. They are called psalms.

Refer to the Books of the Bible Poster. The book of Psalms is in the middle of the Bible. It's a book of prayers and songs that helps us think about our mighty God. The psalms teach us how to worship God with our words. The Israelite people used these psalms as their songbook for praising and worshipping God. There are even some worship songs we sing today that came from these psalms!

Refer to the fill-in-the-blank psalm on the board. Let's start by putting together our own psalm of praise. You can help me.

As you ask each question, fill in the blanks on the board with students' best answers.

What is a name for God? (Lord, Father, Jesus, God.) Fill in the first blank.

What is God like? (Big, awesome, great, mighty, etc.) Fill in the second blank.

What are two things God has made? (Any created thing.) Fill in the third and fourth blanks.

What are two different ways we can feel? (Two different emotions.) Fill in the fifth and sixth blanks.

What is another word that tells us what God is like? (Loving, faithful, amazing, wonderful, etc.) Fill in the seventh blank.

We just wrote a psalm of praise! Let's read our psalm now. Listen to this. Read the psalm with enthusiasm.

Who are we praising in this psalm we wrote? God.

That's right. When you praise someone, you are saying good things about them.

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What did this psalm say everyone of all nations should do? Praise the Lord.

Why does this psalm say we should praise the Lord? Because of his steadfast what? Love.

We should also praise him because his faithfulness endures for how long? Forever.

What kind of psalm is this? What did it start with and end with? Praise.

This is definitely a psalm of praise—a psalm for worshipping the Lord.

Psalm 150:1–6

Let's read another one together. Listen for a word that is repeated. Read the verses.

Reread the verses as needed so students can hear the answers straight from God's Word.

What word did you hear the most? Praise.

What would you say the writer of this psalm is trying to do—and trying to get us to do? Praise who? Praise the Lord.

How was God praised in this psalm? What instruments are mentioned in it? Reread verses 3–5. Trumpet, lute, harp, tambourine, strings, pipes, and cymbals.

That's a long list of instruments! How many of you want to or already are learning to play an instrument? Show of hands or allow answers.

You can praise the Lord with your instrument! We can also praise God with singing. Remember, these psalms were used like a songbook by the Israelites. Psalms of praise remind us to worship and praise God through music, singing, and prayer.

At the very end of the psalm, who does it say should praise the Lord? Everything that has breath.

That means you and me! If we're breathing, we should praise the Lord!

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Let's look at another kind of psalm now. This kind is called a psalm of thanksgiving.

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Who does this say we should give thanks to? The Lord.

This is a psalm of thanksgiving. It was written to give God thanks.

Why does this psalm say we should give thanks to God? What does God have that endures forever? His steadfast love.

Yes. This writer was thankful that God's strong love lasts forever. In the rest of the psalm, the writer thanks God for many great things he has done and worships him.

Refer to the Flip Chart. When we take time to remember the things God has done for us in the past, it helps us have a thankful heart. Sometimes we forget that God blesses and helps us every day, so psalms of thanksgiving remind us to think about what God has done and thank him for it.

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Refer to the Flip Chart. There are many psalms that remind us to thank the Lord, but another type of psalm is a psalm of lament. To lament means to cry out and ask why something is happening. Many writers of the psalms cried out to God when they had troubles. Did you know that David wrote a psalm during the trouble with Absalom?

Psalm 3:1 & 4

We'll look at that psalm. It's Psalm 3. It was a scary time when Absalom was coming to fight for the throne. David had to run away from Jerusalem with his family and his fighting men. This psalm tells us how David felt about what was happening. Listen to the first verse. Read verse 1.

Who was rising up against David? His foes.

Foes is another word for enemies. David had to run from his own son and many others who joined Absalom. So David really did have a lot of enemies trying to get him!

Listen to verse 4 now. Read verse 4.

Who did David cry out to for help? The Lord.

What did the Lord do for David? Answered David.

Psalms of lament remind us that God is always the one we should turn to in times of trouble and that he will answer us when we pray to him.

Writers of the Psalms

We know that God is the author of the psalms in the Bible, but he inspired different men to write the words down over hundreds of years. Some psalms have a little note at the beginning that tells us who wrote it.

Refer to the Flip Chart. From studying these notes, we know that there were many writers.

Point to David on the Flip Chart. Do you remember who this writer was? David.

Right. There are 150 psalms, and David wrote at least 73 of them!

Remember Moses who led the Israelites out of Egypt to the promised land? He wrote a psalm. There was also a man named Asaph, as well as one of King David's sons named Solomon. Sometimes several writers worked together like we did when we wrote our psalm at the beginning of our lesson. We don't have the names of all the writers God inspired to compose these songs, but we know about seven of them.

Think about this: the book of Psalms is the largest book in the Bible, so praising, thanking, and worshipping God must be important to him. It should be important to us, too!

Lesson Review

We all learn best with review and repetition! We encourage you to play a lesson review game.

Basket Toss

Students give the correct answer and toss the beanbags to see how many points they can collect for their team. Each basket has greater points.

Materials

- Review Questions (included in lesson)
- Two beanbags
- Three laundry baskets or boxes
- Masking tape

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a tossing line. Bring in three laundry baskets or boxes. Set the baskets in a line, making each one a little farther away from the tossing line. Label the baskets with 5, 10, and 25 points so the farther away it is the higher the score.

Divide the class into two or more teams depending on size. Have the teams line up at the tossing line. Take turns asking the first students in line from each team a review question. When a student answers correctly, he will have a chance to toss a beanbag into a basket then go to the end of the line. If the beanbag misses, there are no points scored. If someone does not answer correctly, he may ask his teammates for help. Keep track of the scores for each team on the board. Continue until all the questions have been answered. Repeat questions if necessary.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions (included in lesson)
Three chairs set out for bases
Optional: gift wrap tube and a large balloon

Instructions

Print one copy of the Review Questions for your use. Set out chairs as bases. Have the students line up by the home base area facing you (at the pitcher's mound). Each student up to "bat" will have a chance to answer a review question. If he can answer it correctly, let him run the bases. If he can't answer correctly, give the answer and ask him to go to the end of the line and try again.

You may want the students to sit on the chair at each base while they wait to run to the next base or have them run all the way around and return to the line. Repeat the questions until all the students have run around the bases.

For some added fun, you can use a gift wrap tube as a bat and toss a large balloon for students to hit after they answer each question.

Board Game

Teams will answer questions and make their way to the finish on the Game Board.

Materials

Review Questions (included in lesson)
Game Board
Dice, numbered cards, or spinner
Buttons or other small items as game pieces for each team

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams.

Team members will take turns answering the review questions. If they answer correctly, they will roll the dice, spin, or draw a numbered card and move that number of spaces on the Game Board. Follow the directions on the spaces to move ahead, fall back, or switch places with another team. If someone does not know or does not answer correctly, he may ask his teammates for help. Alternate between teams as long as time permits, repeating questions if necessary. The first team to make it all the way to the Finish wins.

Bowling

What do you do with extra water bottles and softballs? Go bowling, of course. Students will answer questions then bowl for points.

Materials

- Review Questions (included in lesson)
- Six to ten empty water bottles
- Softball or other small playground ball
- Masking tape
- Optional: dried corn or beans

Instructions

Print one copy of the Review Questions for your use. If available, pour a small amount of dried corn or beans into the bottom of each water bottle (to add weight) and tighten the lid. Set out the bottles on one end of the room. Use masking tape to form a "lane" from the bottles to where the students will line up across the room.

Divide students into teams. Have students line up. Ask the first student a review question. If he answers correctly, let him roll the ball down the lane toward the bottles. Each bottle that is knocked down is worth 1 point. A strike (knocking down all the bottles) is worth 20 points. Take turns asking questions of each team. If a student gives an incorrect answer or does not know the answer, he can ask his teammates for help. Keep track of scores.

Goofy Golf

Hit the sock with the noodle? Teams must work together to answer the questions and putt to get a hole-in-one in this crazy golf game!

Materials

- Review Questions (included in lesson)
- Swimming noodles or rolled up newspapers
- Rolled up socks

Masking tape
Ten sheets of paper
Markers

Instructions

Print one copy of the Review Questions for your use. Use the markers to number sheets of paper 1–10 (use more or less depending on class size and time). Tape down the sheets of paper around the room in a random pattern to form a golf course. You may want to add chairs as obstacles in the path.

Divide the class into teams. Give each team a rolled up sock and a swimming noodle. Ask the first student a review question from the lesson. If he answers correctly, allow him to use the noodle to drive the rolled up sock toward the first sheet of paper labeled #1. Continue with the next team. Take turns allowing team members to answer questions and continue putting the socks along the course to each hole, continuing from where the last teammate left off. The sock must touch or roll over the sheet of paper to consider it in the hole. The first team to reach the tenth hole wins.

Racetrack

Who will reach the checkered flag first? Teams will race to the finish by answering review questions.

Materials

Review Questions (included in lesson)
White board or chalkboard
Markers/chalk
Optional: paper cutouts for each team (cars, animals, circles, etc.),
tape/poster putty

Instructions

Print one copy of the Review Questions for your use. Draw a racetrack on the board. It may be as simple as a straight horizontal path or a curvy circle. Label "Start" and "Finish" (with a checkered flag) at either end of the track. Add numbers along the track (e.g., 1–10) at equal intervals between Start and Finish. The numbers will be used as placement points for the racers as they progress along the track.

Divide the class into teams. You may draw a different symbol (e.g., stick figure, circle, X or O) to represent each team at the Start, or use paper cutouts as team markers and stick them to the board with tape/poster putty.

Ask the first team a review question. If they answer correctly, move their marker or redraw their symbol along the track at #1. If they answer incorrectly, give the next team a chance to answer and move to the first number. If they do not know, give the answer and ask that question again later. Continue to alternate asking review questions and moving teams' markers along the racetrack according to the numbers along the track. The first team to reach the Finish wins!

Toss for It

How many points? Toss for it! Students answer the questions and toss the beanbag to earn points for their team.

Materials

- Review Questions (included in lesson)
- A deck of numbered cards, or numbers and "wild" written on index cards
- One beanbag
- Masking tape
- Two baskets or containers for cards

Instructions

Print one copy of the Review Questions for your use. Place several rows of numbered cards facedown with a few inches between them to form a grid pattern (make sure to put several wild cards or Jokers down, too). Use the masking tape to make a tossing line several feet from the cards.

Divide students into teams and have them line up behind the tossing line. Ask the first student a review question. If he gives the correct answer, have him toss the beanbag onto a card. Turn the card over to reveal the points he receives for his team. Face cards or word cards are 10 points each. Wild or Jokers are also 10—plus another turn. All other cards are face value.

Have the student pick up his card and put it in the team's basket to be counted at the end of the game. Next team's turn. If a student gives an incorrect answer, he should go to the end of the line. Give the answer and repeat that question later. Continue taking turns until all the questions have been answered. Add more cards to the grid if necessary.

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Bible Version

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