

Year 2

Week 72

David and Goliath

Scriptures: 1 Samuel 17

Key Verse: 1 Samuel 17:37 “Moreover David said, ‘The Lord, who delivered me from the paw of the lion and from the paw of the bear, He will deliver me from the hand of this Philistine.’ And Saul said to David, ‘Go and the Lord be with you.’”

Key Points:

1. A giant Philistine named Goliath challenged God and the Israelite army for 40 days morning and evening to send a man to fight with him. Goliath was a trained warrior and a huge opponent at over 9 feet tall (describe his shield, spear, and armor, etc.). His challenge was for the losing nation to serve the winning nation.
2. David, a young man was taking provisions to his 3 older brothers. He overheard Goliath’s taunts and saw the fearful reactions of the Israelite army. David understood this wasn’t a battle of might but of right. He knew God would deliver Goliath into his hand because Goliath challenged even God.
3. David selected 5 smooth stones from the brook and placed them in his shepherd’s bag. He also took his sling and got closer to Goliath as he thundered his taunt. David, confident in his Father in heaven hurried and slung the first stone at Goliath.
4. The stone sank into Goliath’s forehead and killed him causing all the Philistines to run away in defeat.
5. David was brought before King Saul after the slaughter of the Philistine army. He held the head of Goliath in his hand.

David's Song

Tune "He is Able to Deliver Thee"

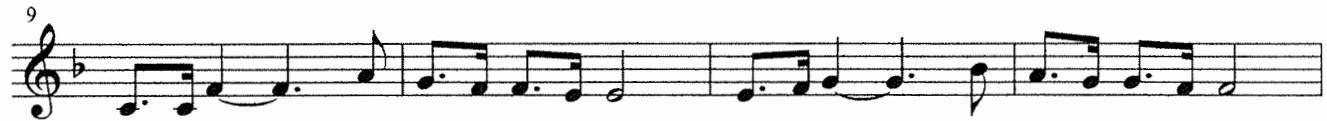
Patsy Stevens



When the shep-erd boy met Go - li - ath tall He was not a - fraid; God was o - ver all.
How the gi - ant cursed and came out to fight With the shep-herd boy in the bright sun-light.
So what - ev - er hap - pens to come my way, I am not a - lone, I will think to pray.



He took five smoothstones From the bab-bling broo-k With his sling that's all that he too - k.
Da - vid took a stone, slung it round and rou-nd, Then the giant came tum-bling to the grou-nd.
God will hear my pray'r, answer me soon ther - e My God is a - ble to de - liv - er me.



God is a - ble to de-liv - er me. God is a - ble to de-liv - er me.



Though the giant is near I will nev - er fear My God is a - ble to de - liver me.

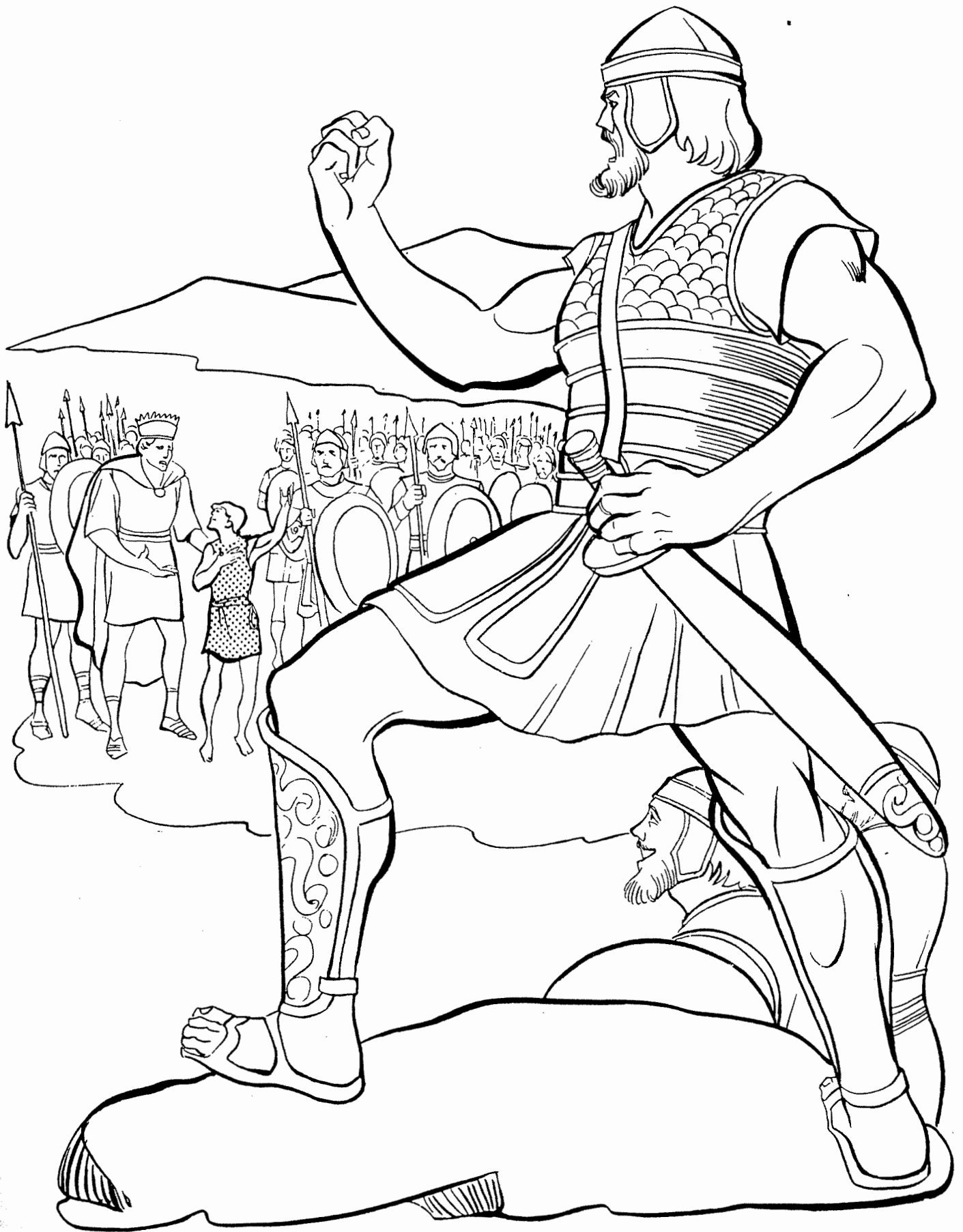
79. DAVID & GOLIATH

(1 SAMUEL 17:1-52)



"Then said David to the Philistine, Thou comest to me with a sword, and with a spear, and with a shield: but I come to thee in the name of the LORD of hosts, the God of the armies of Israel, whom thou hast defied."

1 SAMUEL 17:45

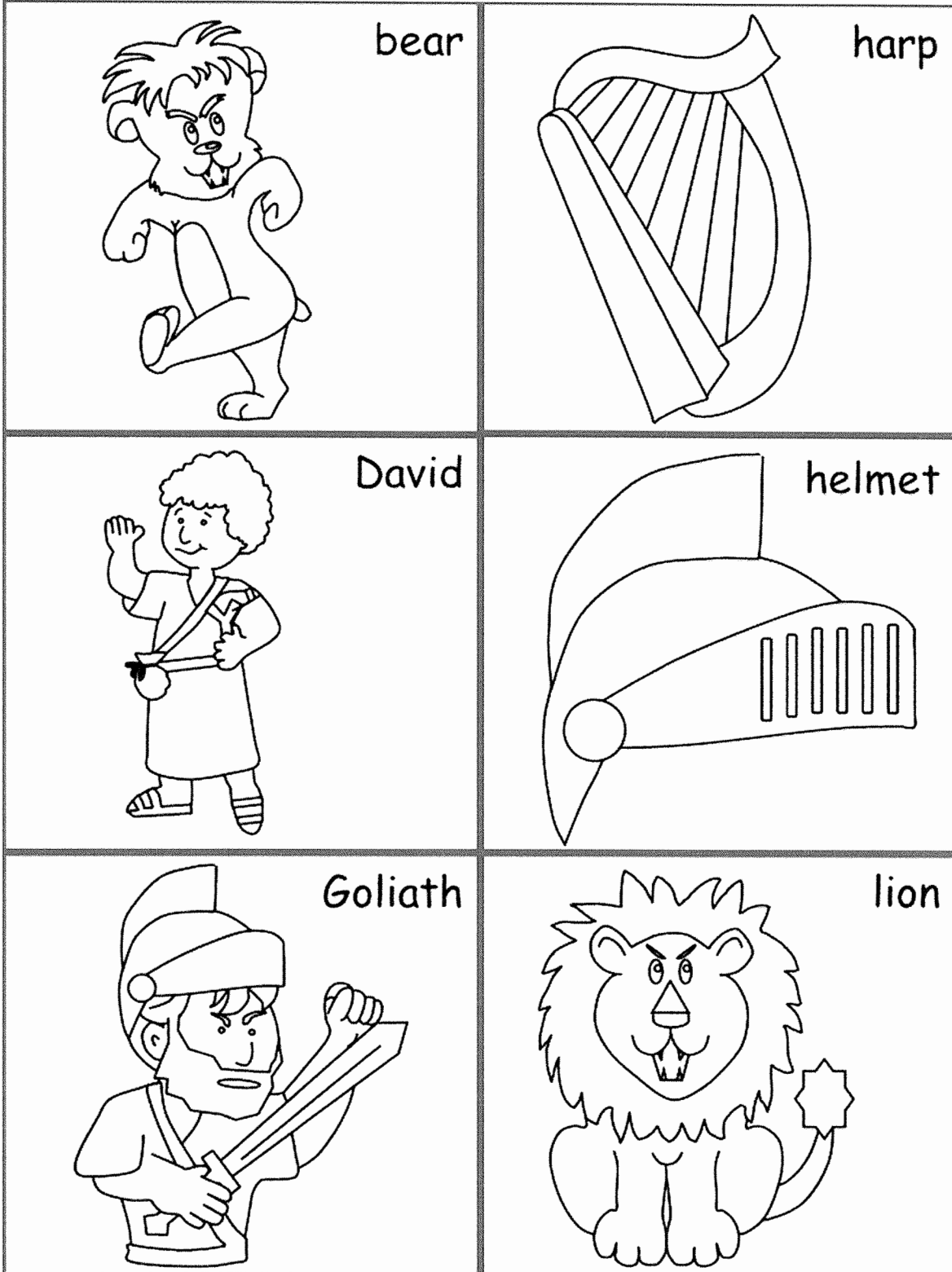


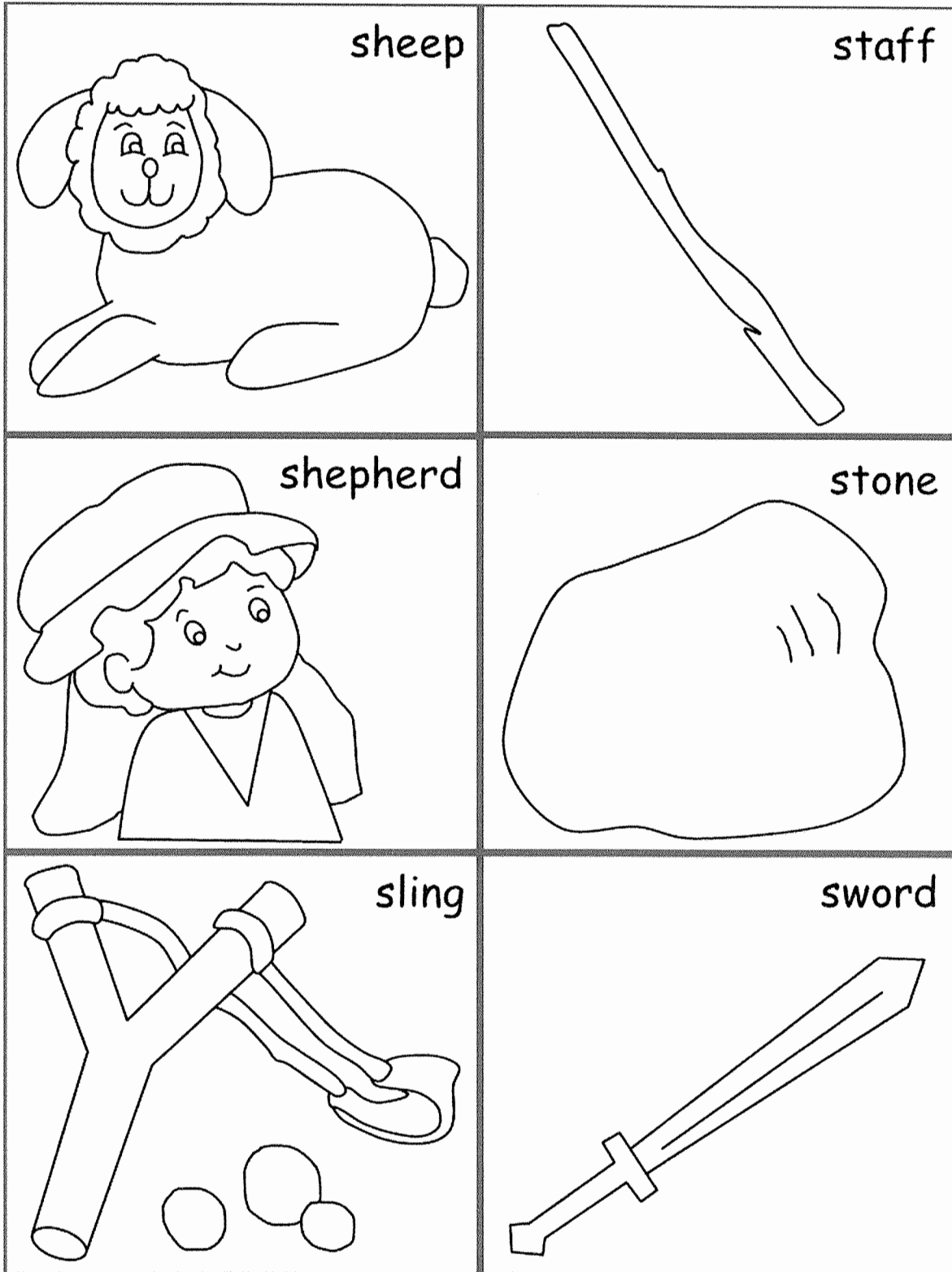
Young David, though small, accepted the challenge to fight the nine-foot giant, Goliath.



In the name of God, David killed the nine-foot . . .





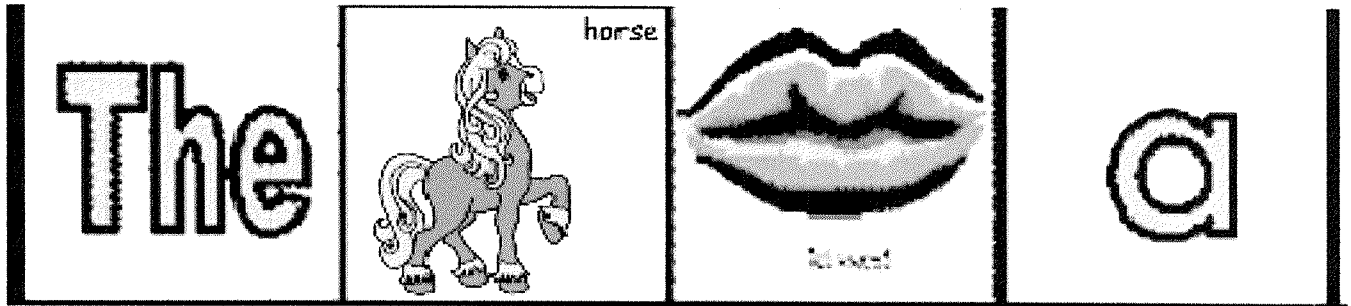


1. Free Play

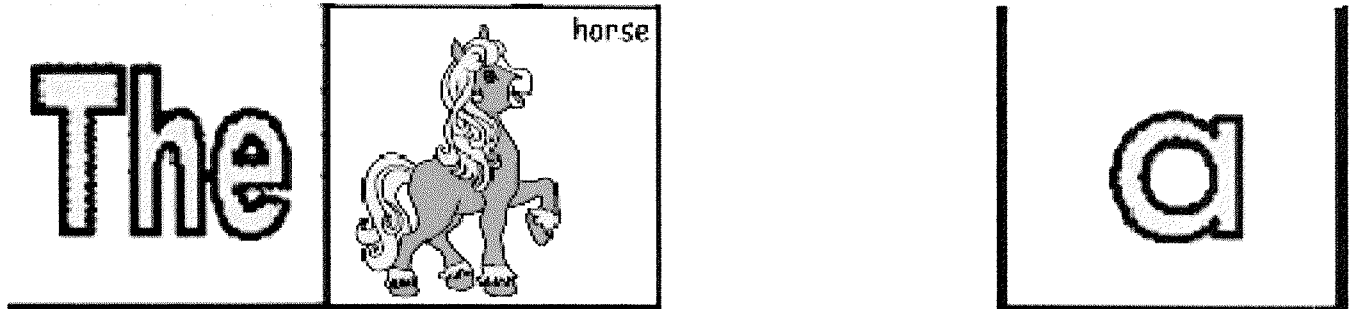
- arrange the cards into piles (you can add coloured backgrounds to make it easier for the children to sort the words into nouns, verbs, etc).
- allow the children to create their own sentences using the cards.
- If you pre-sort the cards for them it makes it simpler. You may not want to provide them with all the sets at once. Here are some set ideas.
 - three piles: helpers, nouns and emotions
Example sentence: The boy was happy.
 - four piles: helpers, nouns, verbs and nouns
Example sentence: The boy ate the apple.
 - five piles: helpers, nouns, verbs, colors and nouns.
Example sentence: The boy ate a red apple.
 - six piles: helpers, emotions, nouns, verbs, colors and nouns.
Example sentence: The happy boy ate a red apple.
- **Get silly!** It's fun to create silly sentences (like "The angry boy ate a green monster.") Encouraging the children to create silly sentences can help keep them involved and motivated in this activity.
- **ADDITIONAL ACTIVITY:** Have the child spend some time creating their favorite sentence.
 - Once the sentence is completed, encourage them to write (or dictate, depending on their skill level) a short story to go with the sentence.
 - With young children, 3 sentences is a great story length. It helps reinforce the fact that a story has a BEGINNING, a MIDDLE and an END.
 - Let them illustrate their story (draw pictures).
 - Talk about the roles of the author and the illustrator of a story.

2. Memory (Guided) Play

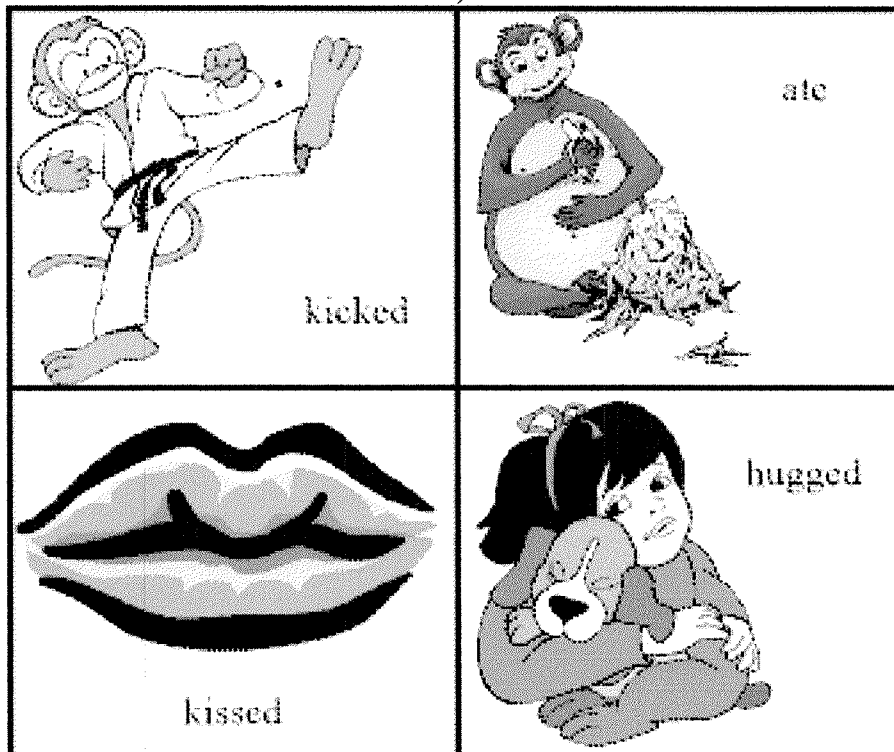
- In this activity, we'll use sight (showing), sound (reading) and repetition (memory) to reinforce sentence structure.
- arrange the cards into piles (the verbs have a colored background to make it a tad easier for the kids to sort things) If you pre-sort the cards for them it makes it simpler. You may not want to provide them with all the sets at once. Here are some set ideas.
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Example sentence: The boy was happy.
 - four piles: helpers, nouns, verbs and nouns
Example sentence: The boy ate the apple.
 - five piles: helpers, nouns, verbs, colors and nouns.
Example sentence: The boy ate a red apple.
 - six piles: helpers, emotions, nouns, verbs, colors and nouns.
Example sentence: The happy boy ate a red apple.
- Create a sentence, show it to the child and read it aloud twice.



- Now put one of the cards back in the appropriate (noun, verb, emotion, color) pile



(you may want to mix up the pile and then set some or all the pile out so the child can see their options, like so):



Now have the child chose the correct card from memory to replicate the sentence you showed them.

- When the child has mastered replacing a single card, try removing two of the cards (maybe kissed and dinosaur in our example above). Then remove three, etc. Progressively make the sentences longer until they are successfully replicating complex sentences -- For example, "The happy dinosaur and the green monster ate a red apple."

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- Eventually you can move away from showing them the sentence. You can just READ the sentence to them and have them replicate it.
 - Don't forget to throw in some silly sentences to keep the children's energy level up!

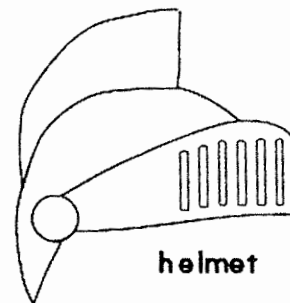
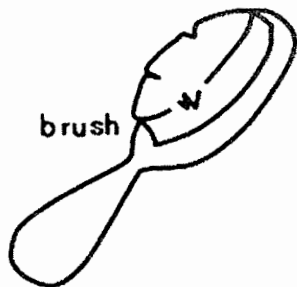
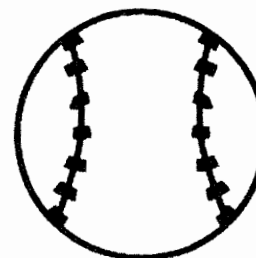
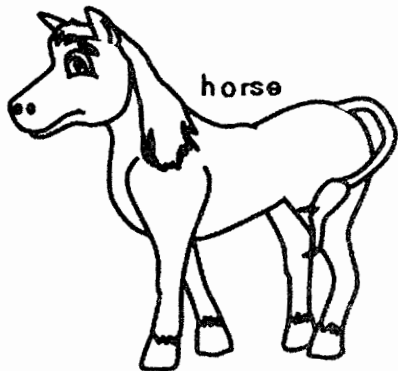
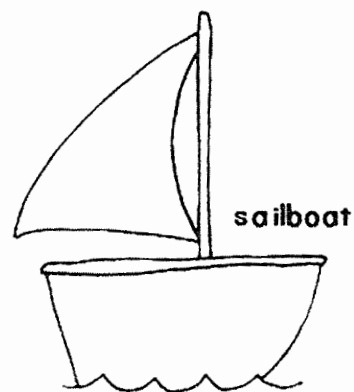
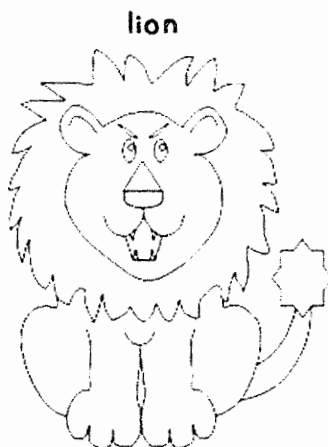
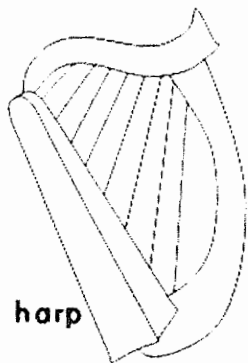
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Story Comprehension and Memory Worksheet:

After learning about the story of David and Goliath, which of the pictures below do you think belong?

Circle the pictures that belong. Draw an X over the pictures that do not belong.



Name: _____



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