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OUR VISION

To equip students to begin a relationship with Christ by laying a foundational knowledge of biblical truths and the storyline of Scripture and by providing opportunities for students to understand, analyze, and apply Scripture to their lives.

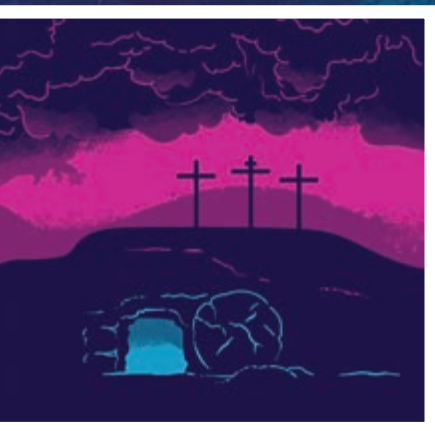
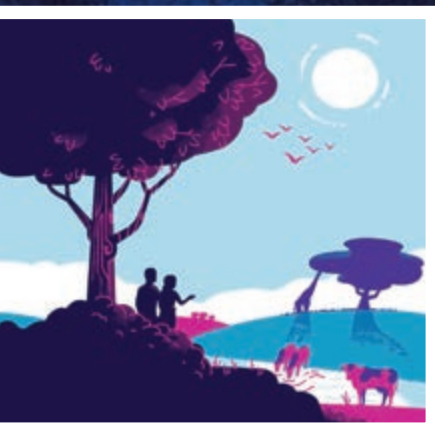
GOALS

- To equip students to read, interpret, and apply the Word of God to their lives
- To teach Bible study skills through modeling and guidance
- To teach basic Bible doctrines
- To build the students' belief and confidence in the authority of God's Word
- To teach students the gospel so they can know and proclaim Christ as their Savior
- To help students trace the Creation, Fall, Redemption storyline of the Bible
- To equip students with the basics of a biblical worldview for obedient living in God's world



PROGRAM APPROACH

The BJU Press elementary Bible program helps to bridge the gap between head knowledge and heart knowledge by guiding students as they study, interpret, and apply a biblical worldview. Elementary Bible builds on 147 foundational Bible truths that present the Bible as a complex yet coherent story that is relevant to all people for all time. Our sequential approach to Scripture's story and fundamental doctrines gives students a foundational understanding of God's Word from Genesis to Revelation and offers opportunities to practice comparing worldviews. When students know God's Word, their hearts can change to love and worship God and, in turn, love others as themselves. When the Word of God changes students' minds, hearts, and actions, they can live like Christ and share the truth of the gospel with others.



Knowing God's Word

The Bible, the source of all knowledge and wisdom, is the heart of this course. Each lesson assigns Bible reading and recommends memory verses. By personally interacting with their Bibles in class, students will understand how biblical truths apply to daily life. Instead of emphasizing simple fact memorization, critical-thinking questions encourage students to internalize Scripture. The teacher editions have additional information to help teachers guide students to understanding. This additional information gives clarity about cultural context, church history, and intertextual relationships.

The Creation, Fall, Redemption Model

Our Bible products consistently model the Creation, Fall, Redemption metanarrative of Scripture. The worktexts trace the metanarrative from Genesis to Revelation in the Scriptures and explain the profound implications it has for all of life. They also trace how individual accounts fit into Scripture's metanarrative. *Bible 4, The Pathway of Promise*, follows this model through the whole Old Testament, pointing toward Jesus as the fulfillment of the Old Testament. And *Bible 5, The Fullness of Time*, shows how Jesus redeems His people and ultimately the whole of creation. This model can answer all major worldview questions and is the distinction between the Christian worldview and other worldviews.

A chronological approach to the Bible helps students grasp the depth of mankind's failure to fulfill God's design and the wonder of God's redemption. Beautiful expandable timelines, available in the back of Bible 4 and 5, help students visualize the arc of Scripture.

Bible Study Skills

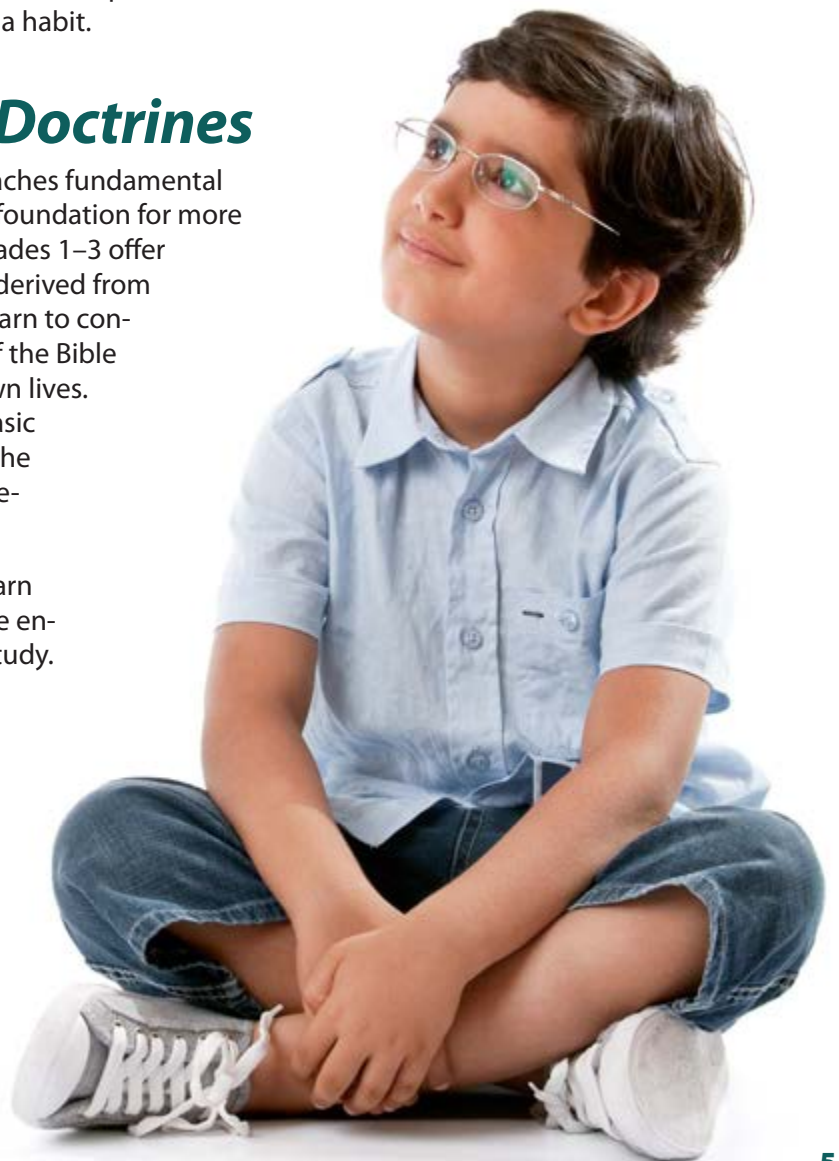
Students learn Bible study skills effectively through modeling, which makes Bible study more manageable for students to incorporate in their own lives. In our student worktexts, the first activity page is teacher guided, and then students work independently on the second page. We use a study, interpret, apply approach to guide students in Bible study. This approach equips them for inductive Bible study. Students will practice observing biblical texts, interpreting their meaning, and applying the text to their context. Bible Tools Lessons introduce students to different approaches, techniques, and tools to help them understand God's Word at a deeper and more contextual level.

The student worktext encourages reading and interpretive skills through assessment questions about the students' Bible reading. Students practice to understand the physical context of events in the Bible. Students learn how journaling, digital Bibles, glossaries, dictionaries, and concordances enhance Bible study. The H.A.B.I.T. sections have Bible reading schedules that help students make Scripture reading and application a habit.

Teaching Bible Doctrines

Our elementary Bible program teaches fundamental Bible doctrines to create a strong foundation for more complex doctrines to build on. Grades 1–3 offer students 147 foundational truths derived from biblical principles. Students will learn to connect Scripture passages to each of the Bible truths and apply truths to their own lives. In addition, students will gain a basic understanding of how to defend the Bible by connecting truths to corresponding stories.

In Grades 4 and 5, students will learn doctrines within the context of the entire Bible through chronological study. Socratic questioning, teacher modeling, guided formative assessments, and independent study expand and reinforce students' understanding of each doctrine.



Authority of God's Word

Students learn that the Bible is the inspired and authoritative Word of God. We desire that students develop confidence in the authority of God's Word. In our Bible program, students learn that because God authored the Bible, it is the source of wisdom and truth. God's inspiration of Scripture is a miracle. The structure of our program emphasizes the unity and cohesion of God's Word in order to encourage faith in its truthfulness. Our presentation of God's Word as the ultimate authority is not reliant on historical facts or logical arguments. It is based on faith and commitment to God and His Word as the standard.



Emphasis on the Gospel

It is essential for students to understand the gospel before they can develop a personal relationship with Jesus Christ. Students must acknowledge their personal sin and recognize their need of the Savior. We emphasize God's dealings with His people through both the Old and New Testaments, showing God's faithfulness and mercy to offer salvation to His sinful people. Our student texts provide daily journaling opportunities for students to evaluate their personal relationship with

God. Students will also develop the skills to share the gospel with others.

Students practice sharing Bible truths with others while developing 21st century skills such as collaboration and communication.

The teacher editions include activities that encourage students to work together and solve problems related to spreading the message of the gospel so students can be better witnesses for Christ.



Biblical Worldview

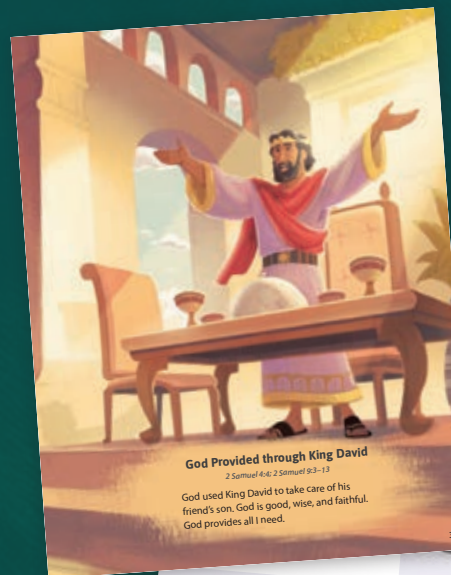
Our elementary program is designed to change the way students interpret the world, and not to simply give them a list of facts about God or the Bible. We focus biblical worldview development around the themes of glory, kingdom, covenants, divine presence, law and wisdom, and the atonement in the biblical meta-narrative. We shape a biblical worldview by laying a foundational understanding of the whole story of the Bible, and then in that context we encourage students to think deeply about how that applies to their life. That's why we follow a comprehensive study of the arc of Scripture with a comparative, age-appropriate study of a biblical worldview and other worldviews. These questions help students understand their own actions from a biblical perspective. Each teacher edition contains questions to help shape worldview. Case studies, world-view dilemmas, webquests, and collaborative activities enforce the student's understanding of the biblical worldview.



MATERIALS

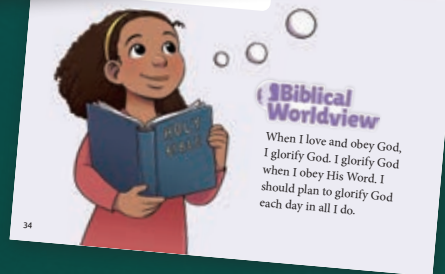
Student Worktext

Each worktext engages the students with biblical connections throughout the big story of God's Word. Grade-appropriate exercises increase the students' understanding and their desire to love and serve God. The worktexts identify and follow Bible themes that weave throughout God's redemption story—including glory, kingdom, covenants, divine presence, law and wisdom, and atonement and priesthood. Throughout the overarching metanarrative of Creation, Fall, Redemption, each worktext traces these themes so students can better understand the structure of the Bible. They also equip students to compare a biblical worldview with false worldviews. These worktexts help students grasp concepts and include important formative assessments. They also include regular reviews that can be used as assessments.



God Provided through King David
2 Samuel 6:4; 2 Samuel 9:3-13

God used King David to take care of his friend's son. God is good, wise, and faithful. God provides all I need.



BIBLICAL Worldview

When I love and obey God, I glorify God. I glorify God when I obey His Word. I should plan to glorify God each day in all I do.

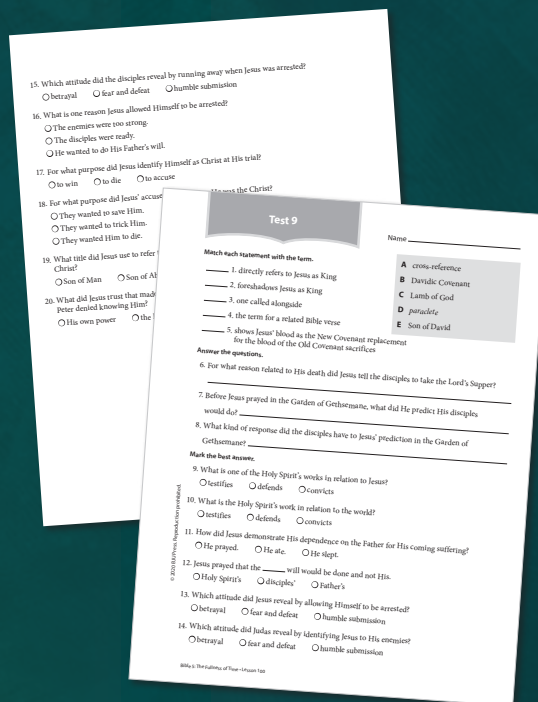


Teacher's Edition

The teacher editions provide clear plans for student engagement and learning. Lessons feature a variety of teaching strategies including lecture, classroom discussion, role-playing, Socratic questioning, and cooperative learning. Each teacher edition provides strategies to engage students in important conversations. The goal of the instruction is to lead students to internalize and be able to articulate biblical truth. All notes, activities, and teaching strategies within the teacher editions align with educational objectives for the respective course. They also include overprint answers to worktext questions on reduced student pages. For easy grading, they include page-reference numbers to chapter review questions.

Assessments

The summative assessment packets provided in each course align with the educational objectives. They are developed from the student text review lessons for a focused assessment on main points covered in the lessons. They assess a variety of cognitive processes including recall, application, analysis, and evaluation. The assessments allow students to demonstrate their growth in critical thinking.



THE FEATURES *Page Examples*

LESSON 83

WORKTEXT PAGES 143–45

INSTRUCT

Practice reciting Bible Truth 20 to help the students learn the Bible Truth.

Repeat together the Bible Truth several times.

Explain that Bible Truth 20 helps us define or identify sin. (Note: Both sins of *doing* what God has told us not to do as well as sins of *not doing* what God has told us to do will be addressed.)

Saul Disobeyed God's Command

1 Samuel 15:1-19

Introduce the **story** of King Saul's disobedience to God to help the students understand the two types of sin.

Guide a **visual analysis** of the prophet Samuel rebuking King Saul for not killing the animals of the Amalekites to help students understand the sin of not doing something God commands us to do, and also the sin of doing something God forbids.

20

James 4:17; 1 John 3:4

What is sin?
Sin is failing to do what God commands or doing what God forbids.

Indicates the stage and progression of the learning cycle—Engage, Instruct, Apply, and Assess.

The people of Israel were glad to have King Saul as their first king. God gave Saul the important job of leading His people. But Saul didn't have the heart of a godly king. He didn't love and obey God as a godly king should.

The Amalekites were a wicked people. They had once attacked the Israelites. They didn't help God's people when His people needed help. They stood in the way of God's plan to bring the Israelites to the Promised Land. The Israelites fought the Amalekites, and God gave the Israelites the victory. The Amalekites were badly defeated that day. God promised that He would be at war with the Amalekites until they were completely destroyed. Now the time had come for God to bring

punishment to the Amalekites who had attacked His people.

There may be a question about Saul destroying the Amalekites. God is just to punish sinners. God had not given Israel the land over 500 years before because He was being merciful to the Amalekites. (Genesis 15:16)

Who attacked the Israelites? the Amalekites

What did God promise to do to the people who attacked His people? punish them

The prophet Samuel went to see King Saul with a message from the Lord. The Lord commanded Saul and the Israelite army to fight

the Amalekites, to destroy every Amalekite, and to destroy their animals. God's message was very clear. It was time for the Amalekites to be punished.

The Israelites fought the battle, and they won. They destroyed every Amalekite except the king. Why? Maybe Saul wanted an important prisoner. So Saul kept the king alive. He also had all the sick animals destroyed and kept the healthy ones for his soldiers.

If God told Saul to kill all the animals, how many should he have killed? all of them

If God told Saul to kill all the animals, how many animals should he have kept alive? none of them

If God told Saul to kill all the

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Bible 1 Teacher Edition

Shaded boxes indicate material the teacher reads directly to the students as a matter of instruction.

Lesson Focuses are one-sentence statements of the main truth emphasized in each lesson.

Lesson
91

Theme: The King

Worktext pages 155–56

Matthew 21:1–11

Chapter Focus

Jesus accomplished His mission as Savior.

Lesson Focus K

Jesus received honor from the people as their Messiah and King.

Objectives

- Identify references to Jesus as King
- Contrast Jesus' coming as King with the typical way kings came
- Explain the significance of the title Son of David C
- Relate the theme of covenant to the theme of kingdom K

Teacher Resources

- Bible 5 Timeline
- Instructional Aid 6: *Israel in Christ's Time*

Memory Verse: Galatians 4:4

Bible Truths: 81–85 [27, 47, 55]

Introduction

Parallel passages appear in Mark 11:1–11; Luke 19:29–40; and John 12:12–19.

• Memory Verse

Explain: The memory verse for this week is where this Passover of time and working was set for the people of Israel and a woman and

Objectives give clear goals for the students' learning from the lesson.

Point Out: Display the illustration of the triumphal entry.

Discuss: Discuss what the students know about kings and how they might enter a city. Talk about these categories: the kind of people who would be there; how the king, his attendants, and the crowds might dress; what kind of greeting the king might expect and who would do the greetings; what symbols of his royal power the king might display; what kind of music might be prepared and played; the attitude the king might likely have. This will prepare the students to see how different Jesus' entry into Jerusalem was.

Teach for Understanding

- Matthew 21:1–5
- Cross-Reference: Matthew 20:29

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Bible 5 Teacher Edition

Theme: The King

Matthew 21:1–11
Memory: Galatians 4:4

K

Why did the people call Jesus the "Son of David?"

hosanna: save now

The Son of David

"Hosanna to the Son of David!" People shouted this in the road as Jesus approached Jerusalem during Passover week. What did they mean by this? Hadn't David been dead and buried for a very long time when Jesus came? How could Jesus be the Son of David? What did that mean?

This entrance of Jesus into Jerusalem is often referred to as the *triumphal entry*. The people were welcoming Him as they would welcome a king because they recognized His claims to the Messianic kingship. It was this kingship that they referred to when they called Him the "Son of David."

Do you remember when we talked about the Davidic Covenant? God promised David that he would have a Son who would sit on David's throne forever. This Son of David would rule in complete righteousness and would have an eternal kingdom. The Jewish people were looking for this king to come. The Romans had conquered them years before, making them part of the great Roman Empire. The Jewish people didn't like having the Romans rule over them. They wanted their own king to rule over them. They were welcoming Jesus as that king.

Under David's and his son Solomon's reigns, Israel had their greatest years as a nation. But the kingdom divided after Solomon's reign. Conditions went from bad to worse as Israel and its kings rejected God's law and went continually deeper into idolatry. God punished them with captivity in other countries. They eventually came back to the land but never in the way they had prospered under David's and Solomon's reigns. How the faithful people of God must have longed for His promised King through those years of wickedness! Here in Matthew 21 the people were excited about Jesus as King coming into Jerusalem, but they misunderstood His true mission—to die for the sins of the world. Jesus came to free them from their sins, not to free them from Roman rule.



Bible 5: The Fullness of Time

Lesson 91 155

• Instructional Aid 6

Point Out: Show the students the trip Jesus and His disciples would have taken from Jericho through Bethany and Bethphage, where they probably picked up the donkey and colt. The trip from Jericho was about fifteen miles in distance, but Jerusalem in the mountain ridges was about 3,000 feet higher than Jericho, which was below sea level.

Explain: Jesus was coming into Jerusalem for the Passover. While Jesus was riding into Jerusalem, Jews from all over the world would be coming into Jerusalem and picking the lambs for their Passover meal. In a later lesson, we will see Jesus bring a great change to the Passover.

What did Jesus tell the two disciples to do? to go into the village and find a donkey and a colt, untie them, and bring them to Jesus

What did Jesus tell them to say if anyone said anything to them? that the Lord needed them

What did Jesus say would happen if they told them this? The people would send the animals with the two disciples.

What does the Bible say this event accomplished? It fulfilled a prophecy.

Cross-References: Isaiah 62:11 and Zechariah 9:9

What do the Matthew and the Zechariah passages call Jesus? your King

What does the Isaiah passage call Jesus? your salvation
How is Jesus described? humble and riding on a donkey

Cyan and magenta text indicates questions and answers for the students' understanding and application.

Bible passages guide the students to the main resource for all the teaching material of the lesson.

Climax: The Finisher

Luke 23:33–46; Matthew 27:46–47; John 19:25–30

Memory: Matthew 28:18–19

The Perfect Sacrifice

Why did God's Son have to die? Jesus' thoughts and actions had always been pure and righteous. He did not deserve to die.

The judgment for sin is death and separation from God. God sent Adam and Eve out from His presence after they sinned. He set a guard to keep them out of the Garden of Eden. Why? Even though God loved Adam and Eve, they had chosen to break their relationship with Him. They had chosen to be as more like the devil, who had deceived them with proud hearts and a desire to be like God. They had chosen to do good and be good to filthy rags (Isaiah 64:6). Jeremiah warned that the person who trusts in human strength is cursed and shall surely fail; his heart has turned away from the Lord (Jeremiah 17:5–6).

People need to submit to God's plan for atonement. Jesus' crucifixion for us was God's plan (Acts 2:23). In the Old Testament, God established the Levitical priesthood to sacrifice animals daily for the people's sins. Once a year, the high priest entered into God's presence in the holy of holies. But even this special yearly sacrifice made only temporary atonement. Imperfect sacrifices had to be repeated because they were only a picture of the permanent sacrifice to come (Hebrews 10:10–14).

The Old Testament Passover lambs also foreshadowed Jesus' death on the cross as the perfect and final Passover Lamb (John 1:29; 19:34–37). Jesus had no sins of His own. As a perfect man, His death could pay for the sins of mankind. But Jesus is also the eternal God. As the eternal God, His death could pay for all sins—past, present, and future.

Jesus' perfect sacrifice made perfect atonement for mankind's sin once and for all. John recorded an eyewitness account of the events that surrounded Jesus' death. John described the events as planned by God and presented Jesus as the perfect Priest who offered Himself as the perfect sacrifice!



Why was Jesus crucified?

atonement: reconciling a relationship (at-one-ment); a covering-over of sin



Focus Questions guide the students in reading the selection for the main idea.

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Bible 5: The Fullness of Time

Terms give the students the vocabulary needed for the lesson, either for the selection or the teaching.

Bible 5 Student Edition

Worktext Assessments give you and the students an evaluation of the students' understanding.

Match the possible sequence of events of the crucifixion with the sayings of Jesus on the cross. Two quotations are not Jesus' sayings on the cross and will not be used.

- A "My God, my God, why hast thou forsaken me?"
- B "Verily I say unto thee, to day shalt thou be with me in paradise."
- C "He must increase, but I must decrease."
- D "Father, forgive them; for they know not what they do."
- E "It is finished."
- F "... to die is gain."
- G "I thirst."
- H "Woman, behold thy son! Behold thy mother!"
- I "Father, into thy hands I commend my spirit."

- _____ 1. Soldiers crucified Jesus.
- _____ 2. Jesus promised the thief eternal life.
- _____ 3. John took care of Mary.
- _____ 4. The Father poured out His wrath on His Son.
- _____ 5. Jesus had a human need.
- _____ 6. Jesus completed the atonement.
- _____ 7. Jesus voluntarily breathed His last breath.

Answer the questions.

- 8. What was the difference between the heart responses of the two thieves? _____
- _____
- 9. Why did Jesus have to die? _____
- _____

Mark the best answer.

- 10. What theme best relates to Jesus as the perfect sacrifice?
☐ glory ☐ law/wisdom ☐ atonement/priesthood
☐ divine presence ☐ kingdom ☐ covenant

Write in your journal about your response to Jesus' atonement for sin. Have you accepted or rejected Jesus' offer of salvation?

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Journal Questions give students opportunities to apply Bible truths to their personal lives in an affective way.

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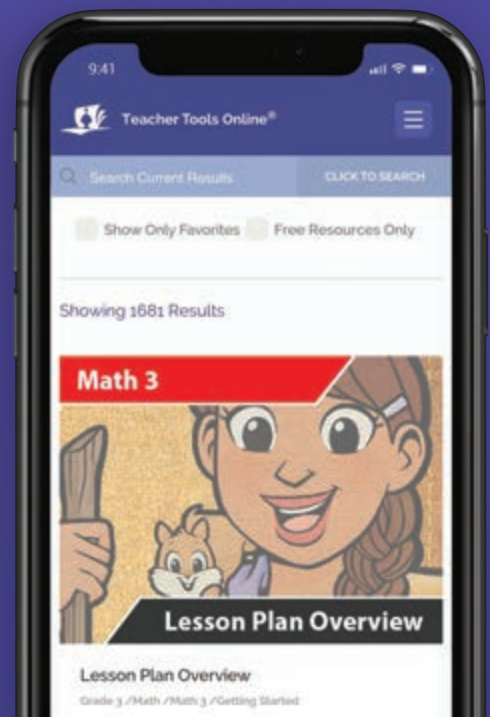
Teacher Tools Online is the premier resource for teachers using BJU Press material. It encourages teachers in their efforts to expand their lessons, enables them to reach struggling students in new ways, and enhances their teaching strategies. Teacher Tools Online provides quick access to teacher resources, freeing up valuable time for teachers. Teachers will find educational articles, editable lesson plan overviews, engaging video content, PowerPoint presentations, an electronic assessments generator, and much more in the Teacher Tools Online database!



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