

Designing Your  
Own School Program

5

# The Word

# Explains Words



A "True Education" Language Series

“Study to shew thyself approved unto God,  
a workman that needeth not to be ashamed,  
rightly dividing the word of truth.”

II Timothy 2:15



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# Teacher Section





# INSTRUCTIONS

## For the Teacher

### Step 1

Study the Bible Lesson and begin to memorize the Memory Verses. Familiarize Yourself With the Character Quality. The student can answer the Bible Review Questions. See page 6. Use the Steps in Bible Study.

### Bible Lesson

**The Dedication** – Luke 2:21-38

### Memory Verses

I Peter 1:18-19; Isaiah 11:1-5; 9:2, 6; Revelation 15:3-4

### Character Quality

**Discernment** – the power or faculty of the mind by which it distinguishes one thing from another, as truth from falsehood, virtue from vice; acuteness of judgment; power of perceiving differences of things or ideas, and their relations and tendencies

Antonyms – stupidity; slowness; dullness; density; crassness; blindness; lack of judgment

### Character Quality Verse

I Samuel 16:7 – *“But the Lord said unto Samuel, Look not on his countenance, or on the height of his stature; because I have refused him: for the Lord seeth not as man seeth; for man looketh on the outward appearance, but the Lord looketh on the heart.”*

### Step 2

### Understand How To/And

A. Do the Spelling Cards so the student can begin to build his own spiritual dictionary.

B. Mark Your Bible.

C. Evaluate Your Student’s Character in relation to the character quality of **discernment**.

D. Familiarize Yourself With How “The Word Explains Words.” Notice the Projects.

E. Review the References for “The Word Explains Words”

F. Notice the Answer Key.

## A. Spelling Cards Spelling Lists

### Language Words    Bible Words Place I-II-III

changes  
confusion  
doubt  
explain  
perfect  
sword  
translate

### Place II-III

accurate  
Christian  
omissions  
parallel  
translating  
translation

### Place III

corrupted  
manuscript  
Textus Receptus  
translators

Anna  
custom  
consolation  
devout  
**discernment**  
Gentiles  
glory  
Jerusalem  
light (lighten)  
name  
peace  
pigeon  
pierce  
prophetess  
redemption  
sacrifice  
Simeon  
widow

See the booklet *Spelling from the Scriptures* for instructions about how to make the Spelling Cards.

## B. How to Mark the Bible

1. Copy the list of Bible texts in the back of the Bible on an empty page as a guide.

2. Go to the first text in the Bible and copy the next text beside it. Go to the next one and repeat the process until they are all chain referenced.

3. Have the student present the study to family and/or friends.

4. In each student lesson there is one or more sections that have a Bible Marking study on the subject presented. (See the student’s section, page 32.)

## C. Evaluate Your Student’s Character

This section is for the purpose of helping the teacher know how to encourage the students in becoming more **discerning**.

See page 7.

Place I = Grades 2-3-4  
Place II = Grades 4-5-6  
Place III = Grades 6-7-8

## D. Familiarize Yourself With how “The Word Explains Words” – Notice the Projects Projects

1. Listen for words your student may not know the meaning of in the Bible, and encourage the child to find another Bible verse to explain them.

Especially make it a point to know the meanings of the vocabulary words in the Bible lesson.

2. Try to find people or a museum that has an old Bible you can look at. Notice when it was printed and where it was printed.

3. Look up Revelation 22:14 in several modern translations and notice the changes. Discuss them as a family.

4. Help the child find a Bible verse for some of the following titles of Jesus.

Shiloh, Peace Giver, Pillar of Cloud and of Fire, Guide of Israel, Desire of all Nations, Root and the Offspring of David, Bright and Morning Star, and High Priest.

The student can find more names and titles, in the Bible, telling about the character of Christ.

5. The student can study Isaiah 9:6 as described above. He can use the steps from the booklet, *Bible Study*.

“As our physical life is sustained by food,  
so our spiritual life is sustained by the Word of God.  
As we must eat for ourselves in order to obtain nourishment,  
so we must receive the Word for ourselves. We are not to obtain it  
merely through the medium of another’s mind. We should carefully study  
the Bible, asking God for the aid of the Holy Spirit,  
that we may understand His Word.”

*The Signs of the Times* March 28, 1906

E. Review  
the Scripture  
References  
for “The Word...”

Teacher, read through this section before working on the lesson with the student.

See page 32 in the Student Section.

F. Notice  
the Answer Key

The Answer Key for the student book is found on page 8.

Step 3

**Read the Lesson Aim.**

Lesson Aim

The purpose of this lesson is to teach the child how important it is to understand and have confidence in the Word of God. He will learn how Satan has tried to destroy the Bible, but God has preserved it.

The Scriptures interpret themselves to all those who will let the Holy Spirit give them **discernment** as was given to Simeon and Anna.

*“And, behold, there was a man in Jerusalem, whose name was Simeon; and the same man was just and devout, waiting for the consolation of Israel: and the Holy Ghost was upon him.*

*“And it was revealed unto him by the Holy Ghost, that he should not see death, before he had seen the Lord’s Christ.*

*“And he came by the Spirit into the temple:...when the parents brought in the child Jesus, to do for him after the custom of the law....*

*“And she [Anna] coming in that instant gave thanks likewise unto the Lord, and spake of him to all them that looked for redemption in Jerusalem” (Luke 2:25-27, 38).*

The Holy Spirit gave Simeon and Anna **discernment** to recognize that baby Jesus was, “Shiloh, the Peace Giver. It was He, who declared Himself to Moses as the I AM. It was He, who in the pillar of cloud and of fire, had been the Guide of Israel. This was He whom seers had long foretold. He was the Desire of all Nations, the Root and

the Offspring of David, and the Bright and Morning Star. The name of that helpless little Babe, inscribed on the rolls of Israel, declaring Him our Brother, was the hope of fallen humanity. The child, for whom the redemption money had been paid was He who was to pay the ransom for the sins of the whole world. He was the true *'High Priest over the house of God,'* the Head of *'an unchangeable priesthood,'* the Intercessor at *'the right hand of the Majesty on high'* (Hebrews 10:21; 7:24; 1:3).”\*

## Step 4

**Prepare to begin the Language Lesson.**

### To Begin the Language Lesson

Ask someone who is known for their knowledge about the translation of the KJV Bible to come and give your family a study about it. Be sure as parents to check out their conviction about translations before you ask them to come.

*\*The Desire of Ages 52-55*

## Step 5

**Begin the Language Lesson. Cover only what can be understood by your student. Make the lessons a family project by all being involved in part or all of the lesson. These lessons are designed for the whole family.**

### Steps in Bible Study

1. Prayer
2. Read the verses/meditate/memorize.
3. Look up key words in *Strong's Concordance* and find their meaning in the Hebrew or Greek dictionary in the back of that book.
4. Cross reference (marginal reference) with other Bible texts. An excellent study tool is *The Treasury of Scripture Knowledge*.
5. Use Bible custom books for more information on the times.
6. Write a summary of what you have learned from those verses.
7. Mark key thoughts in the margin of your Bible.
8. Share your study with others to reinforce the lessons you have learned.



## Review Questions

1. How old was Jesus when He was named? (Luke 2:21)
2. When was He taken to the temple? For what purpose? (Luke 2:21-24)
3. Describe what took place in the temple when Jesus was brought in. (Luke 2:22-38)
4. What offering did His mother make? Why? (Luke 2:22-38)
5. Who was Simeon? What had been revealed to him? (Luke 2:25-26)
6. How did Simeon know that the baby was Jesus? (Luke 2:26-27)
7. What did Simeon pray for himself? (Luke 2:27-32)
8. What did Simeon say Jesus would be to the Gentiles? To Israel? (Luke 2:32)
9. What caused Joseph and Mary to marvel? (Luke 2:32)
10. Whom did Simeon bless? (Luke 2:34)
11. What did Simeon say to Mary? (Luke 2:34-35)
12. Who came in at this instant? Who was this person? (Luke 2:36-37)
13. How did she serve God? (Luke 2:37)
14. To whom did she speak of Jesus? (Luke 2:38)



# Evaluating Your Child's Character

Check the appropriate box for your student's level of development, or your own, as the case may be.

Maturing Nicely (MN), Needs Improvement (NI), Poorly Developed (PD), Absent (A)

## Discernment

1. Is your child usually sensitive to or aware of the needs of others?

MN NI PD A

2. Does the child readily distinguish between right and wrong?

MN NI PD A

## Notes

3. Does the child give evidence of the ability to **discern** God's ways of working in the circumstances of his life?

MN NI PD A

4. Does the child seek an understanding of related Biblical principles in trying to solve the problems of life?

MN NI PD A

5. Does the child show the ability to **discern** between good, better, and best, and willingly choose that which is spiritually strengthening?

MN NI PD A

# Answer Key

## Page 9

1. Study, approved, workman
2. William Tyndale, Simeon, Anna, etc.

## Page 10

1.
  - A. Printing Press
  - B. Scholars fled from Constantinople with manuscripts
  - C. Revival of learning
  - D. Rediscovery of the gospel

## Page 14-15

1. Teacher, check.
2. Word of God

## Page 16

1. No, Matthew 7:17-18
2.
  - A. Doubt and confusion
  - B. By changing truth

## Page 22

1. Teacher, check.

## Page 22 continued

2. "...Neither shall ye touch it, lest ye die." Genesis 3:3
3. Liar, father

## Page 23

1. See pages 17-19.
2. See page 20.
3. Confusion suggests a lack of structure so that it becomes difficult to tell what the proper arrangement should be; disorder; irregularity.
4. Psalm 119:89, Matthew 24:35, Numbers 23:19
5. Simeon and Anna were converted and the Holy Spirit spoke to them.

By the power of the Holy Spirit

## Page 38

1. Ornaments set with jewels;
2. Vegetables; 3. Plunder of war;
4. Mud, asphalt; 5. Offering, sacrifice;
6. Bunch; 7. Bows and arrows;
8. Believe or suppose; 9. Trumpet;
10. Sneezes; 11. (b); 12. (b) 13. (c)
14. (c) 15. (b) 16. (a) 17. Narrow and contracted; Grafted; Immediately

# Gardening Sheet

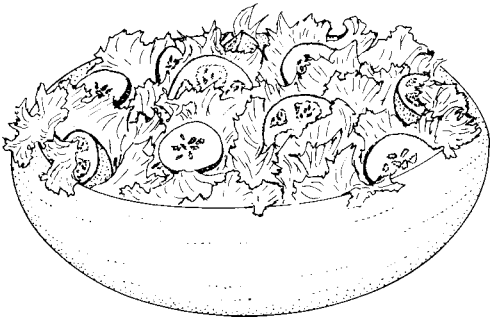
Lesson Five Subject Language

Title “The Word Explains Words”

## In Season

Salad crops need to grow rapidly to get at their crisp and flavorful best. They need nitrogen in their soil. Plant them where beans grew the season before. Soybean meal worked in along the rows will also provide nitrogen. When salad greens are about 2 inches (50 millimeters) high, work in soybean meal along the rows.

The Holy Spirit gives us **discernment** when we study the Word. He will also give us **discernment** in gardening. Pray and ask Him to show you how to grow the best salad crops or other garden vegetables. Ask Him to lead you to just the right material that will give you more information.



## Out of Season

Make sprouts for salads. Use a quart (0.95 liters) or 2-quarts (1.90 liters) jar and ring, use a wire screen or piece of old nylon stocking instead of the flat lid, and use fresh seeds.

1. Soak seeds in plenty of water overnight.
2. Drain water from jar and rinse seeds well.
3. Turn jar upside down, in a bowl or stand.
4. Rinse seeds two times a day. Keep jar inverted. (Shake gently to distribute seeds around the jar.)
5. After two days or so (depending on the kind of seeds you are sprouting) put in sun to develop bright green color (vitamin A and chlorophyll).

# Garden Sheet

“The Word Explains Words,” continued

## Sprouting Chart

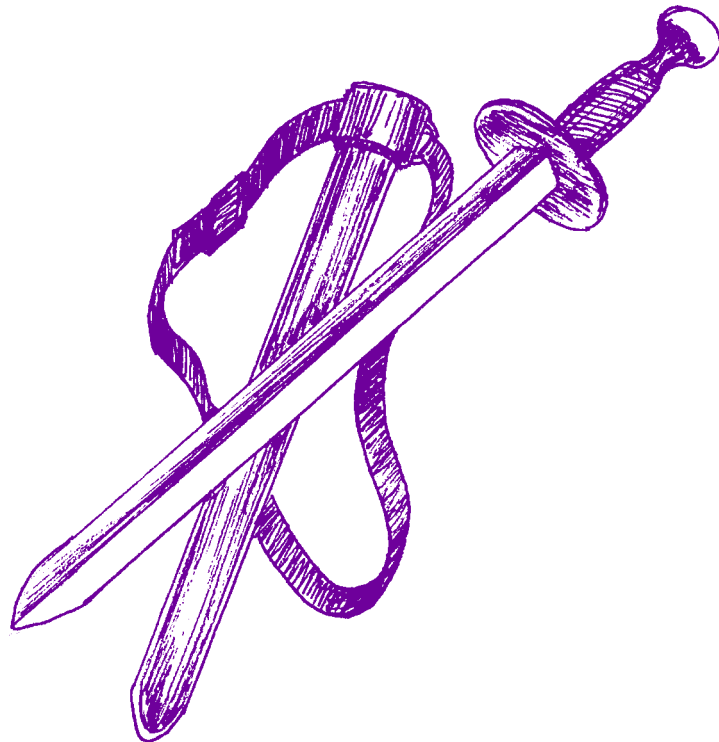
<b>Seeds</b>	<b>In 1 Qt. Jar</b>	<b>Time</b>	<b>Length</b>
Lentils, dry	3/4 cup	3 days	1/2-1”
Sunflower, whole	1-2 cups	2 days	1/4”
Garbanzos, whole	1 cup	3 days	1”
Mung Beans	1/2 cup	3-4 days	2”
Fava Beans	1 cup	3-4 days	1/2-3/4”
Alfalfa Seeds	1-1/2 Tbs.	3-4 days	1-2”
Soy Beans	1 cup	3-4 days	1/2-3/4”
Wheat, whole	1 cup	2 days	1/4-1/2”

**Study more about the “seed” and the “word” and “sprout”  
in the Bible.**

**Other words that are synonyms (similar) of sprout are:  
bud, shoot, bloom, and flower.**

“For the word of God is quick,  
and powerful, and sharper  
than any twoedged sword,  
piercing even to the dividing asunder  
of soul and spirit, and of the joints and marrow,  
and is a discerner of the thoughts  
and intents of the heart.”

Hebrews 4:12



Each booklet in the series,  
“Designing Your Own School Program,”  
is planned for a family to study together for their homeschool curriculum;  
yet versatile enough to be used in the conventional classroom.  
Learn the principles of the subject matter from the Scriptures;  
discover more academic information;  
then apply it to your daily life.

Other titles in the language series are available  
in the following subjects:

- 1 – What is Language?
- 2 – Your Bible, The Word
- 3 – History of the Word
- 4 – Understanding the Word
- 5 – The Word Explains Words
- 6 – Books Full of Words
- 7 – Pure Words
- 8 – Figurative Words
- 9 – Synonyms, Homonyms, and Antonyms
- 10 – Development of Words (Prefixes, Suffixes, Root Words)



Mark 4:29