

Lesson 13

Creation: Days and Kinds

The Bible tells us about creation!

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, Lesson 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 Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.

Today let's say prayers of thanksgiving—and tell God thank you for something.

I'll start. Dear God, you are great and you are good. Today I want to thank you for . . . (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
Thank you prayers—Thanksgiving
Please prayers—Supplication

Bible Truths

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

Who made you? God made me!
What else did God make? God made ALL things!
Why did God make you and all things? For his glory.
Is there more than one true God? No. There is only one true God.

Bible Pass Around

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

We are going to start out today by looking into God's Word, the Bible. Hold up Bible. God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play Bible Pass Around. Whoever ends up with the Bible must 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! Here's what we're going to do. I want everyone to count with me up to the number choose a number. (You may also choose to recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.) We'll start right here. Hand the Bible to the first student. As we say each number (or word), you must carefully pass the Bible to the person beside you. Remember, we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready for it in our lesson. Are you ready? Let's begin. Begin the lesson when finished with Bible Pass Around.

K-1st Lesson continues next. Go to page 61 for the Pre-K Lesson.

Pre-K Lesson

K-1st Lesson

Pre-K Lesson

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

Review

Refer to Lesson 12 Flip Chart. Who remembers what we talked about last time? Allow discussion.

God created everything in six days. As I point to the Flip Chart, I want you to shout out some of the things that were created on that day. Ready? Point to each number/day on the Flip Chart as students shout out the answers.

Evening and Morning = One Day

We learned that God created all these things during creation week. Today, we are going to talk a little more about that.

Pass out the Evening and Morning Posters. Have students lift their posters as you read the Scriptures.

Pass out an Evening or Morning Poster to each student. You are going to help me today. The verses I'm reading today have the words evening and morning. Show each type of poster as you explain. When you hear me say "evening,"

everyone who has an Evening Poster will hold it up. And if you have a Morning Poster, hold it up whenever you hear me say "morning."

Genesis 1:5

Who has the Bible? Please bring it up. We're going to read from Genesis chapter 1. Make this a special time as the student brings the Bible and opens it to where the sticky note is.

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Show Lesson Flip Chart. Now, this verse is about day one of creation week. What did God create on day one? Light and dark.

Yes. But the Bible says something else about this first day. Listen as I read. Get your posters ready. Read Genesis 1:5 emphasizing "there was evening and there was morning, the first day." Encourage students to lift their posters.

What parts of the day did this verse talk about? They're on your posters! Evening and morning.

That's right, evening and morning. How many evenings are there in one day when it's time to go to bed? One!

How many mornings are there in one day when it's time to get up? One!

Genesis 1:8

Remember that. Now on day two, God made the sea and the sky! Get your posters ready and listen for the special words as I read. Read Genesis 1:8 emphasizing ""there was evening and there was morning, the second day." Encourage students to lift their posters.

Reread the verses as necessary so the students can hear the answers straight from God's Word!

What words did you hear again? Evening and morning!

Genesis 1:13

Refer to Lesson Flip Chart. What day is next? Day three! What did God create on day three? Dry land and plants.

Let's see what the Bible tells us about day three. Are your posters ready? Read Genesis 1:13. Encourage students to lift their posters at "evening" and "morning."

What special words did you hear? Evening and morning.

Very good! Remember, there is only one evening and one morning in one day!

Genesis 1:19

Let's do day four now. What did God create on that day? The sun, moon, and stars.

I will read about day four from Genesis 1:19. Get ready! Read Genesis 1:19. Encourage students to lift their posters at “evening” and “morning.” What special words did you hear? Evening and morning. How many evenings are there in a day? One. How many mornings are there in a day? One.

That’s right! This is what the Bible tells us. But there are a lot of people who don’t believe it. They say that it took millions of years for all these things to get here. But that’s NOT true. That is not what the Bible says.

Refer to Lesson Flip Chart. When the Bible says “evening” and “morning” on one day . . . it means just one day! And how many days did God take to create everything? Six days.

According to Its Kind

Okay. We’re going to look back at day three. What did God create on that day? Dry land and plants.

Take a look at what I brought today. These all came from plants that God made. Show the pictures or examples of real fruits, vegetables, or seeds, telling the names of each plant they came from.

They’re all different aren’t they? But do you think that if we planted this (sunflower) seed we would get (an apple tree) from it? Use whatever examples you have on hand.

What if you planted a seed from this (apple), what would grow? An apple tree. Go on illustrating this point with the examples you have.

God tells us in his Word that he made plants and fruits according to their kinds.

Hmm. What does that mean? Think about the seeds we just talked about. Allow discussion.

That means that all plants make seeds according to their kinds so they can grow more of the same kind of plant. So a banana tree will always grow bananas—not coconuts! And a strawberry seed will always grow into a strawberry plant, not a tomato vine. An apple seed will grow an apple tree. And if you plant a daisy seed, you will get a daisy.

Each thing God has created will NEVER turn into something else. Things like flowers might look different or smell different—but they are still all flowers—and they will always be flowers because God made them according to their kinds.

God’s creation is beautiful and amazing. And he created it all in just six days!

Continue with the Lesson Review Game below.

K-1st Lesson

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

Review

Refer to Lesson 12 Flip Chart. Who remembers what we talked about last time? Allow discussion.

God created everything in six days. As I point to the Flip Chart, I want you to shout out some of the things that were created on that day. Ready? Point to each number/day on the Flip Chart as students shout out the answers.

Evening and Morning = One Day

We learned that God created all these things during creation week. Today, we are going to talk a little more about that.

Pass out the Evening and Morning Posters. Have students lift their posters as you read the Scriptures.

Pass out an Evening or Morning Poster to each student. You are going to help me today. The verses I'm reading today have the words evening and morning. Show each type of poster as you explain. When you hear me say "evening," everyone who has an Evening Poster will hold it up. And if you have a Morning Poster, hold it up whenever you hear me say "morning." Okay?

Genesis 1:5

Who has the Bible? Please bring it up. We're going to read from Genesis chapter 1. Show the students where the book is. Let them look at it. Carry it around your circle.

As you teach, refer often to the Lesson Flip Chart to keep the children engaged.

Show Lesson Flip Chart. Now, this verse is about day one of creation week. What did God create on day one? Light and dark.

Yes, God said, "Let there be light." And the Bible says something else about this first day. Listen as I read. Read Genesis 1:5 emphasizing "there was evening and there was morning, the first day." Encourage students to lift their posters.

What parts of the day did this verse talk about? They're on your posters! Evening and morning.

That's right, evening and morning. How many evenings are there in one day when it's time to go to bed? One!

How many mornings are there in one day when it's time to get up? One!

Genesis 1:8

Okay. Remember that. Now on day two, God made the expanse, including the air we breathe and the sky! Get your posters ready and listen for the special

words as I read. Read Genesis 1:8 emphasizing “there was evening and there was morning, the second day.” Encourage students to lift their posters.

Reread the verses as necessary so the students can hear the answers straight from God’s Word!

What words did you hear again? Evening and morning!

How many evenings are there in a day? One.

How many mornings are there in a day? One.

Genesis 1:13

Refer to Lesson Flip Chart. What day are we on? Day three!

What did God create on day three? Dry land and plants.

Let’s see what the Bible tells us about day three. Read Genesis 1:13.

Encourage students to lift their posters at “evening” and “morning.”

What special words did you hear? Evening and morning.

How many evenings are there in a day? One.

How many mornings are there in a day? One.

Great! One evening and one morning in one day!

Genesis 1:19

What day is next? Day four!

What did God create on day four? The sun, moon, and stars.

I will read about day four from Genesis 1:19. Get ready! Read Genesis 1:19. Encourage students to lift their posters at “evening” and “morning.”

What special words did you hear? Evening and morning.

How many evenings are there in a day? One.

How many mornings are there in a day? One.

How many days did we talk about so far? Four.

Yes! These were the first four days of creation.

Does anyone know how many hours there are in one day? Allow discussion. 24 hours.

Show the Clock Face Picture. Move finger around the clock as you explain. One day has 24 hours. We count the hours on a clock, from 12 o’clock all the way around to 12 o’clock, twice in one whole day. Count twice around the clock up to 24 together.

So how many hours does one normal day have? 24 hours.

Right. This is pretty simple, isn’t it? This is what the Bible tells us. But there are a lot of people who don’t believe it. They say that it took millions of years for the universe to get here. But that is NOT true. That’s not what the Bible says.

Refer to Lesson Flip Chart. When the Bible says “evening” and “morning” on one day . . . it means just one day! And how many days did God take

to create everything? Six days.

According to Its Kind

Okay. When did God make the plants? On day three.

Right! We're going to look at some other words in the Bible now that tell us about a special way God created the plants.

Take a look at what I brought today. These all came from plants that God made. Show the pictures or examples of real fruits, vegetables, or seeds, telling the names of each plant they came from.

They're all different aren't they? But do you think that if we planted this (sunflower) seed we would get (an apple tree) from it? Use whatever examples you have on hand.

But what if you planted a seed from this (apple), what would grow? An apple tree. Go on illustrating this point with whatever examples you have on hand.

Genesis 1:12

God tells us in his Word that he made plants and fruits according to their kinds. Listen to this verse about how God created the plants. Read Genesis 1:12 emphasizing "according to its kind."

God is talking about the plants, flowers, trees, and vegetables he created on day three. The Bible says that God created all these things "according to their kinds."

Hmm. What does that mean? Think about the seeds we just talked about. Allow discussion.

That means that all plants make seeds according to their kinds so they can grow more of the same kind of plant. So a banana tree will always grow bananas—not coconuts! And a strawberry seed will always grow into a strawberry plant, not a tomato vine. An apple seed will grow an apple tree. And if you plant a daisy seed, you will get a daisy to grow—if you take good care of it.

Each thing God has created will NEVER turn into something else. Things like flowers might look different or smell different—but they are still all flowers—and they will always be flowers because God made them according to their kinds.

God's creation is beautiful and amazing. And he created it all in just six normal 24-hour days.

Continue with the Lesson Review Game on page 63

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
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.

Board Game

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

Materials

Review Questions
Game Board (provided in the Teacher Kit)
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.

Bible Baseball

Students will answer questions and run the bases!

Materials

Review Questions
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.

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
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
- 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.

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

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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