

Lesson 13

Creation: Days and Kinds

The Bible tells us how God created the universe.

Studying God's Word

Introduction

Slide #3

Slide #4

Refer to Lesson 11 Theme Poster. We talked a couple weeks ago about the history of the Bible from beginning to end. And a way we can remember that history is to remember seven words that begin with the letter C.

What are those seven C's? Do you remember? Allow discussion. Assign students to read each C and the brief description from the Seven C's of History Poster.

Refer to Lesson 12 Theme Poster. Last week we talked about the first C. What was that? Creation.

Right! God created the universe in just six 24-hour days! What did God create on each day? Allow discussion.

Days One–Four of Creation

Pass out the Class Notes, Scripture Sheets, and crayons to the students.

Slide #5

Today, we are going to talk a little more about the first four days. And as we talk about what was created each day, we will draw some of those things on the Class Notes. Use the Class Notes Answer Key as a drawing guide.

Genesis 1:3–5

Slide #6

We are still in Genesis. Look at your Scripture Sheets now. Will someone read the first verses there? Genesis 1:3–5. Assign readers.

Look at the end of Genesis 1:5. What day of creation week was this?

The first day.

And what did God create on day one? Light.

Slide #7

Right! The first day, God spoke and light appeared. And God separated the light from the darkness—and he called that day and night. I want you to use your crayons to draw that on your Class Notes in the top section.

Draw a circle for the earth. Color half the earth yellow—for the light. And color the other half black—for the darkness. Light and darkness—day and night. This was the first evening and the first morning. The first day! On the board in section 1, draw a circle and shade in half to represent light/darkness. Have students copy the drawing in their Class Notes top section.

Genesis 1:6–8

Slide #8

Let's move on to Genesis 1:6–8. Will someone read that? Assign readers.
What day is this? It is at the end of verse 8. The second day.
What did God create on day two? The expanse.
Do you remember what the expanse is? Allow discussion.

The expanse includes the air we breathe, or the atmosphere, and the sky.
It is a very large expanse!

Slide #9

So in section 2 on your Class Notes, I want you to draw some blue waves for the waters below then make some clouds in the sky. On the board, draw waves and clouds. Have students copy the drawing on their Class Notes.

Genesis 1:9–13

Slide #10

Slide #11

Slide #12

On to day three. The next section we'll draw is part of Genesis 1:9–13.

Will someone read that? Assign readers.

What did God create first on day three? What appeared? Look at Genesis 1:9. Dry land.

Slide #13

Yes! God gathered the water on earth together and made the dry land appear. So let's draw the land across the bottom of the last section on the Class Notes. You could use green or yellow for this. On the board in section 3, draw land. Have students draw land on their Class Notes.

And then what happened? Look at Genesis 1:11. What did the dry land or earth produce? Vegetation, plants, fruit trees.

That's right! The plants appeared. This would be food for the creatures God would create later! Look at your Class Notes and draw some plants on the dry land. On the board, draw simple plants and trees in section 3. Have students draw plants on their Class Notes.

Genesis 1:14–19

Slide #14

Slide #15

Slide #16

That is the first three days of creation. On to day four! That last paragraph is about day four, and it is from Genesis 1:14–19. Will someone read that on the Scripture Sheet? Assign readers.

God put lights in the expanse of the heavens, we know this as outer space. These lights divided the day from the night.

And the Bible says there was a greater light to rule the day. Which light would that be? The sun.

There was also a lesser light to rule the night. What light would that be? The moon.

And what else did God put in space? Stars and planets.

Slide #17

Yes. On day four of creation, God created the lights of the heavens. He placed the sun, the moon, the planets, and the stars into the expanse he had created on day two. When you draw the stars, sun, and moon on your Class Notes, add them to the first section where you already drew the earth that God created on day one. On the board, draw stars, moon, sun, and planets in the top section. Have students draw the same on their Class Notes.

Slide #18

Slide #19

Slide #20

Slide #21

Refer to your drawings on the poster board. This is an easy way to remember the first four days of creation. On day one, God created the earth and light. On day two, God made the expanse, which includes the atmosphere and outer space. On day three, God created dry land and all kinds of plants. And on day four, God put the sun, moon, planets, and stars in space. Everything was ready for days five and six. We will talk about those next week.

Save your drawing, if possible. You will be adding days five–six in the next lesson.

And God Said . . .

That was really a review of what we talked about last week. But there is more to learn from these verses. So let's think about some specific words on our Scripture Sheets. Look at the first section on the next page.

As you discuss repeated phrases, have students find and circle them on the Scripture Sheets.

First, who is the one doing all of the creating? God.

Slide #22

Yes! These verses tell us what God, the Creator, was doing. Let's read some of the verses again. Will someone read the first three words in Genesis 1:3 for us? Assign a reader. And God said.

And someone read the words in Genesis 1:6. Assign a reader. And God said.

Someone go to Genesis 1:9. Read the first three words there. Assign a reader. And God said.

How about Genesis 1:11? Someone read that. Assign a reader. And God said.

And Genesis 1:14. How does that start? Assign a reader. And God said. What words are repeated in each of these verses? And God said!

Yes! Each of these verses tells us how God created these things. I want you to circle those words, "And God said" in each of the verses under

section 1. Have students mark the Scripture Sheets.

Now think about that. God just spoke, and it all came to be! God created the entire universe by the power of his spoken word.

Slide #23

Refer to the Attributes of God Poster. Do you remember what attribute of God we can see here? What attribute tells us that God is all-powerful? Omnipotent.

There is no one else that has ever shown that kind of power—the power to speak and create stars, plants, land, oceans, sun, and moon! He is an all-powerful, amazing God, isn't he?

Evening and Morning . . .

Slide #24

Now we are going to look for another phrase that is repeated. Will someone read Genesis 1:5 in the second section? Assign a reader. And there was evening and there was morning, the first day. Look in the other verses in section 2. What words were repeated in each of those verses? Evening and morning and the (number) day.

Yes. Each of these verses tells us “there was evening and there was morning” on each day of creation week. Go ahead and circle those words in each of those verses in section 2 . Have students mark the Scripture Sheets.

When morning and then evening pass by and night comes, what has come to an end? Allow discussion. A day.

Genesis 1:5 says, “there was evening and there was morning, the first day.” Think about it—this was the very first day ever! And days have been passing by ever since—for about 6,000 years.

How many hours are in a day? Do you know? 24 hours.

We know there are 24 hours in a day. But some people want us to believe that the word “day” in Genesis 1 does NOT mean a “day” as we know it. They try to say that it means many, many years—a long, long time. Some say each day was millions or billions of years instead of just 24 hours! This is not true. Can you imagine going to bed at night and not getting up for millions of years? That would be awful, and it doesn't make any sense.

Slide #25

Yom (Hebrew): one day; 24 hours

Let me explain. In the language of the Old Testament, the Hebrew language, the word that's used there for “day” is yom (rhymes with home). Say that with me. Yom.

Show the Lesson Theme Poster.

Slide #26

And you know what? God even put extra clues in there so we could understand exactly what he was saying. God specifically used the words “evening and morning,” and then he added the number of the day—first, second, third, fourth, fifth, and sixth—so we would know for sure that the days were 24 hours long—just like they are today.

The Hebrew word for day, yom, means a normal day when it is used this way. So we know that God created in six days NOT millions of years.

According to Its Kind

Slide #27

Now, someone read Genesis 1:11 for us on your Scripture sheet under section 3. There is something there I want to show you. Assign a reader. What did God create on day three? Look in verse 11. Vegetation, plants, fruit trees.

Yes. God created all of the plants on day three after he formed the dry land. And the Bible tells us that God created all of these plants so they would make seeds and produce more plants. See the words “according to its kind” in Genesis 1:11? Circle those words. Have students mark the Scripture Sheets.

What do you think that means? Allow discussion.

It is really very simple. It means that a plant will make a seed. And the seed from that plant will only grow a plant just like the one it came from.

Let’s say you wanted to grow some apples. What kind of seed would you plant? Apple seed.

That’s right! And if I planted a seed from an orange? What kind of a tree would I get? An orange tree.

Yes! The Bible tells us that God created many plants to reproduce according to their kinds. So when their seeds were planted, more of the same plants would grow.

That is what happens whenever we plant any kind of seed. That is what God meant when he said he created these things “according to their kinds.” But this is very different from other ideas you might hear. Scientists who believe in evolution teach that one plant changed into another, which changed into another until there were all kinds of different trees, flowers, grasses, and bushes.

But that’s not what we see happening around us, right? If I plant a tomato seed, what will I get? Tomatoes.

It Was Good

Slide #28

Slide #29

Now there are some other words on our sheets that are repeated. Let's find them. Someone read Genesis 1:4 in section 4. Assign a reader. What did God think of his creation? It was good. Circle those words. And someone read Genesis 1:10. Assign a reader. What did God think of his creation? It was good. Circle those words. How about Genesis 1:12. Will someone read that for us? Assign a reader. What did God think of his creation? It was good. Circle those words, too! God made all these beautiful things and saw that it was all good. God doesn't make bad things or mistakes, does he? Allow discussion. No!

God created everything in six 24-hour days, and when he was finished he saw that it was all good!

Slide #30

Refer to the drawing of creation week or the Lesson 12 Theme Poster. Let's review what we read from Genesis 1 today. As I point to the drawing on the board (or Lesson 12 Theme Poster), I want you to tell me what was created on each day.

What did God create on day one? The heavens, earth, and light!

What did God create on day two? The expanse—the sky and outer space! The air we breathe. Atmosphere.

What did God create on day three? Dry land. Plants, grass, bushes, trees!

What does "according to its kind" mean? When you plant a seed, the same kind of plant will grow.

What did God create on day four? Sun, moon, planets, stars!

We circled the words, "And God said." What does that tell us about how God created? He created just by speaking.

What does yom, the word for "day," mean in Genesis 1? A million years or a 24-hour day? 24-hour day.

And what did God think of his creation when it was all finished?

It was good.

Yes! As God created, he was getting the universe and the earth ready for animals and man, which he created on days five and six. We will learn more about those in our next lesson.

Application

Slide #31

Refer to the Lesson Theme Poster. God created the universe by the power of his spoken word in just six 24-hour days. We know they were normal 24-hour days because of the way the Hebrew word yom is used.

God's Word is true. We can trust it! And when God says he created plants to reproduce according to their kinds, we can believe it. This just makes sense. It is exactly what happens when we plant things.

You are going to hear different ideas that have to do with God and the way he created and when he created. But when you hear something that doesn't sound right—like if someone says that plants all started out the same and evolved into

different plants—ask yourself, “What does the Bible say?” The Bible says God created plants according to their kinds.

And when you hear someone teach things like the earth is millions or billions of years old, or all living things just evolved and were not created—turn to the Bible! God was there. He created everything. And he even told us how he did it and how long it took him.

Lesson Review

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

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.

Box Toss

Students will answer review questions then toss the beanbag at the holes in the box to gain points for their team.

Materials

- Review Questions
- Medium-sized cardboard box
- Scissors or knife
- Four beanbags

Masking tape

Instructions

Print one copy of the Review Questions for your use. Use scissors or a knife to cut two or three holes in the bottom of the box. Make sure they are large enough for a beanbag to easily pass through. Label each hole with a point number: 5, 10, and 15. Use masking tape to make a tossing line several feet away from the box.

Divide the class into teams. Have the teams line up behind the line across from the box. Give each team two beanbags. Alternate asking each team a review question. Students who answer correctly will toss the beanbags at the target holes in the box to earn points for their team. If they answer incorrectly, they may toss the beanbags for fun without the points counting. Students will go to the end of the line after tossing the beanbags. Keep score for both teams. Continue play until all questions have been answered correctly and students have all had a chance to toss the beanbags.

Draw Dice

Teams will answer questions and complete a simple drawing to win. Who will finish their drawing first?

Materials

Review Questions
One drawing area for each team (paper, white board, etc.)
Pencils or white board markers
One die

Instructions

Print one copy of the Review Questions for your use. Divide the class into two teams. Give each team a sheet of paper and a pencil, or divide the white board in half. Draw a mouse on the board as an example.

Ask the first team a question from the lesson. If they answer correctly, have them roll the die.

To begin drawing their mouse, each team must wait until they get a six. They will then draw the mouse's body on their paper or the board. After they have drawn the body, as they give correct answers to the questions, they can continue to draw the other parts of the mouse according to the numbers they roll.



They can draw according to the numbers below:

6 = body

5 = nose

4 = whiskers

3 = eyes

2 = ears

1 = tail

Continue giving each team a turn to answer a question and roll the die. Repeat the questions as necessary. The first team to finish their mouse wins.

You may choose to draw a simple object from the lesson, such as a crown, an open Bible, a fish, etc. Be sure to assign numbers (as above) to each part of the object to be drawn before the game begins.

Four in a Row

Students will answer questions and add a marker for their team onto the grid. Which team will be the first to get four in a row?

Materials

Review Questions

Masking tape

Red and black paper circles or other markers for each team

Instructions

Print one copy of the Review Questions for your use. Use masking tape to make a 16-section grid on the floor. The grid should be four sections wide by four sections long. Each section should be equal in size. Use eight red circles and eight black circles cut from construction paper or other markers for the two teams.

Divide the students into two teams. Give each team eight markers. They will take turns answering the questions. If they answer correctly, they can put a marker in a square on the grid. The first team to get four markers in a row wins the game.

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.

Oh No

Not every roll of the dice will be good for the team. Answer the question, roll the dice, and be prepared to say, “Oh no!”

Materials

- Review Questions
- Two dice

Instructions

Print one copy of the Review Questions for your use. Divide the class into teams. Each team will take turns answering review questions. When a team

answers correctly, have them roll the dice to determine their points. If a team does not answer correctly, give the answer and repeat the question later. Keep track of team scores.

Numbers aren't always a winner! If students roll:

- 2 or 3 that team gives 5 points away to the other team
- 4 or 5 that team takes 5 points from the other team
- 6–10 face value
- 11 subtract 10 points from the team score
- 12 double the team score

(Note: no team can have less than 0 points.)

Pick a Point

Answer the questions correctly to earn the right to pick a point.

Materials

- Review Questions
- Small paper strips
- Cup or basket

Instructions

Print one copy of the Review Questions for your use. Write various numbers in increments of 5 or 10 on strips of paper to use as point cards. Put the point cards into the cup or basket. Divide students into teams of 4–5 students each. Have each team take turns answering a review question. After each correct answer, let a member of the team draw a point card from the cup.

The number of points on the cards will vary, so the score will have nothing to do with how skilled one team might be. Keep track of each team's points. If time allows, repeat the questions!

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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