

Lesson 27

Noah's Ark

God told Noah to build a ship that would not sink.

Studying God's Word

Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, 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 adoration—and praise God.

I'll start. Dear God, I love you and praise you because . . . (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.

Where do you learn how to love and obey God? In the Bible.
Where is God? God is everywhere.
Can you see God? No. I cannot see God, but he always sees me.
Does God know all things? Yes. Nothing can be hidden from 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.

Pre-K Lesson

K-1st Lesson

Pre-K Lesson

Review

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

Refer to the Seven C's of History Poster. We've talked a lot about the third C of History. What is that C called? Catastrophe.

What was the catastrophe we've been talking about? The flood.

Refer to the Genesis Poster. Yes. God is holy, he hates sin. Sin makes God sad. And God must punish all sin. So when God looked at the hearts of all the people on earth, he saw that they were very wicked and sinful. God sent a worldwide flood to destroy all living things on the earth. All the people died except for a man named Noah and his family.

Refer to the Lesson 26 Flip Chart. What kind of flood was it? Small or large? Large.

Yes. This flood was very large! It covered the mountains—it covered the whole world. That's why it's called a worldwide flood.

But why did God save Noah? Noah loved God.

Right. Noah loved God and obeyed him.

What Was the Ark Like?

What did God tell Noah to do? What did Noah have to build before the flood came? The ark.

Right. Noah had to build an ark—it was a great big boat—as big as a ship!

Who would be on the ark with Noah? Noah's family. His wife, his sons, and their wives.

What else went on the ark with Noah and his family? Animals!

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

Refer to the Flip Chart. Yes. There were lots of animals on the ark. Which of these arks looks like it could be big enough for all of those animals?

Allow discussion.

Look at this ark; it looks like the animals are about to fall out! Would God tell Noah to make an ark like that? No!

This ark looks like it would sink in a bad storm, and they would all drown. Would God tell Noah to make an ark like that? No!

What is going to happen to this ark? There's a big wave coming! It's going to tip over!

Right! These arks wouldn't be safe, and God wanted to keep Noah safe, right? The ark God told Noah to build did NOT tip over, and none of the animals fell out. And this ark was huge, so all the animals and all the things they needed could fit safely inside. God knew exactly what was going to happen when the flood came. He knew exactly what kind of ark Noah needed.

What Were God's Instructions for the Ark?

God told Noah how to build the ark. We can read about that in the Bible. Who has the Bible? Please bring it up. We are going to read from God's Word now. Make this a special time as the student brings the Bible and opens it to where the sticky note is. Show the students where the book is in your Bible. Let them look at it. Carry it around your circle.

Genesis 6:14

Listen carefully as I read Genesis 6:14. God told Noah what to do to make the ark just right. Read Genesis 6:14.

What did God say to make the ark out of? Gopher wood.

Have you ever heard of gopher wood? We don't know much about gopher wood, but God knew about it—and so did Noah!

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

God also told Noah to make rooms in the ark, put a window on top, and put a door on the side. Then he told Noah exactly how big the ark needed to be so Noah could measure and make it right.

Let's talk about how you measure something. I have a special tool in this bag. Do you want to see what it is? Have a student pull it out of the bag.

It's a measuring tape! Does anyone know what this tool can do?
Allow answers.

This tool can help me measure things. I can see how long or tall or wide things are by stretching it out along the object. Have a student hold one end for you. Let's see how tall this chair is! Let's see how long this table is. Let's see how tall some of you are! Measure some objects in the room and some of the children.

We can use a measuring tape when we are building something, too. It's a very important tool. It helps us make things exactly the right size and shape they need to be. God told Noah how long, how wide, and how tall the ark was supposed to be. So Noah measured just like God said.

It took Noah many years of hard work, but finally Noah's ark was finished. The ark was HUGE; it was a ship that would NOT sink in a storm—or in the flood that would cover the whole world. The animals and Noah's family would be safe in this ark.

Was the Ark Big Enough for Every Kind of Animal?

Next, God gave Noah more instructions that had to do with the animals.

Genesis 6:20

Listen as I read Genesis 6:20. This tells us what kinds of animals were on the ark. Read Genesis 6:20 emphasizing birds, animals, and every creeping thing.

So which animals came to the ark? Birds, animals, creeping things.

Yes! God sent two of every kind of creature on the land—birds, animals, and creeping things. They came to Noah to get onto the ark. And remember, God said EVERY kind of land animal—and that includes dinosaurs!

Now, many people think dinosaurs would've been too big to fit on the ark. Let's think about that.

Show the Lesson Illustration (PDF). Take a look at this picture. Did Noah have to try and squeeze the huge adult dinosaurs onto the ark like this? Allow discussion.

No! That isn't what happened! There is no way this big guy would fit—even on this giant ark!

But, if God brought baby dinosaurs, they would be much smaller. And they would fit on the ark. This makes more sense, doesn't it? God could have brought young animals to the ark, including dinosaurs—and they would all fit.

There were a lot of animals. But there was plenty of room since God sent only two of every kind. So there were two of the cat kind, two of the dog

kind, two of the bear kind, and all the other kinds. And they all fit just fine on this big ark.

Hold up your Bible. How do we know all of this is true? Where did we learn about these things? From the Bible.

Refer to the Flip Chart. Right! We know what Noah's ark was like because the Bible tells us. All of God's Word is true. The real ark was large enough and strong enough to hold EVERY kind of land animal and not sink through the storm and the waves of the flood!

Continue with the Lesson Review Game below.

K-1st Lesson

Review

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

Refer to the Seven C's of History Poster. We've talked a lot about the third C of History. What is that C called? Catastrophe.

What was the catastrophe we've been talking about? What did God do? God sent the flood.

Why did God send the flood to cover the whole earth? Because of sin. God had to punish sin.

Refer to the Genesis Poster. Yes. God is holy, he hates sin. Sin makes God sad. And God must punish all sin. So when God looked at the hearts of all the people on earth, he saw that they were very wicked and sinful. God sent a worldwide flood to destroy all living things on the earth. All the people died except for a man named Noah and his family.

Refer to the Lesson 26 Flip Chart. What kind of flood was it? Small or large? Large.

Yes. This flood was very large! It covered the mountains—it covered the whole world. It was a worldwide flood.

So why did God save Noah? Noah loved God.

Right. Noah loved God and obeyed him.

What Was the Ark Like?

What did God tell Noah to do? What did Noah have to build before the flood came? The ark.

Right. Noah had to build an ark—it was a great big boat—as big as a ship!

Who would be on the ark with Noah? Noah's family. His wife, his sons, and their wives.

What else went on the ark with Noah and his family? Animals!

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

Refer to the Flip Chart. Yes. There were lots of animals on the ark. Which of these arks looks like it could be big enough for all of those animals?

Allow discussion.

Look at this ark; it looks like the animals are about to fall out! Would God tell Noah to make an ark like that? No!

This ark looks like it would sink in a bad storm, and they would all drown. Would God tell Noah to make an ark like that? No!

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Right! These arks wouldn't be safe, and God wanted to keep Noah safe, right? The ark God told Noah to build did NOT tip over, and none of the animals fell out. And this ark was huge, so all the animals and all the things they needed could fit safely inside. God knew exactly what was going to happen when the flood came. He knew exactly what kind of ark Noah needed.

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Genesis 6:14

Listen carefully as I read Genesis 6:14. God told Noah what to do to make the ark just right. Read Genesis 6:14 from your Bible.

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

What did God say to make the ark out of? Gopher wood.

Have you ever heard of gopher wood? We don't know much about gopher wood, but God knew about it—and so did Noah!

God also told Noah to make rooms in the ark, put a window on top, and put a door on the side. And he told Noah exactly how big the ark needed to be so Noah could measure and make it right.

Let's talk about how you measure something. I have a special tool in this bag. Do you want to see what it is? Have a student pull it out of the bag. It's a measuring tape! Does anyone know what this tool can do?

Allow answers.

This tool can help me measure things. I can see how long or tall or wide things are by stretching it out along the object. Have a student hold one end for you. Let's see how tall this chair is! Let's see how long this table is.

Let's see how tall some of you are! Measure some objects in the room and some of the students.

We can use a measuring tape when we are building something, too. It's a very important tool. It helps us make things exactly the right size and shape they need to be.

Genesis 6:15

God told Noah how long, how wide, and how tall the ark was supposed to be. So Noah measured just like God said. I'm going to read that part now. Listen for the word that is repeated three times. Read Genesis 6:15 emphasizing "cubits."

What word did I read three times? Cubits.

Right. A cubit is a way to measure things, like the numbers on our measuring tape. God told Noah how long, how wide, and how tall he should measure. And Noah did just as God commanded him.

Refer to the Flip Chart. Noah made the ark out of gopher wood. He put the window in and the door—and he built it the exact size God told him to build it. Then after many years of work, Noah's ark was finally finished. It was HUGE; it was a ship that would NOT sink in a storm—or in the flood that would cover the whole world. The animals and Noah's family would be safe in this ark.

Was the Ark Big Enough for Every Kind of Animal?

Next, God gave Noah more instructions that had to do with the animals.

Genesis 6:19

Let's read some of God's instructions. Read Genesis 6:19 emphasizing "two of every sort."

How many of every sort of animal went on the ark? Two.

Right. God brought two of every sort of animal to get onto the ark, a male and a female. That's so there would be a mom and a dad—and they would have babies when they got off the ark. Then there would be lots of animals to fill the earth again.

Genesis 6:20

So which sorts of animals were supposed to be on the ark? Listen as I read Genesis 6:20. Read Genesis 6:20 emphasizing birds, animals, and every creeping thing.

And how would Noah get all of these animals? What did it say at the end of this verse? I'll read it again. Reread the last sentence of Genesis 6:20. "Two of every sort will come in to you to keep them alive."

God sent two of every kind of living creature on the land—birds, animals, and creeping things. They came to Noah to get onto the ark. And remember, God said EVERY kind of land animal—and that includes dinosaurs!

Now, many people think dinosaurs would've been too big to be on the ark. Let's think about that.

Show the Lesson Illustration (PDF). Take a look at this picture. Did Noah have to try and squeeze the huge adult dinosaurs onto the ark? Allow discussion.

No! That isn't what happened! There is no way this big guy would fit—even on this giant ark!

But, if God brought baby dinosaurs, they would be much smaller. And they would fit on the ark. This makes more sense, doesn't it? God could have brought young animals to the ark, including dinosaurs—and they would all fit.

Some people think there were millions of animals that had to fit on the ark. But because only two of every kind came, there were probably only about 7,000 animals. So there was plenty of room for two of the cat kind, two of the dog kind, two of the bear kind, and all the other kinds to fit on the ark.

Refer to the arks on the Flip Chart. If Noah's ark looked like one of these arks, none of those animals would have survived the flood!

But we just read that God told Noah how long, how high, and how wide the ark needed to be. And it was really big! Did God know what he was doing? Yes!

So could Noah's ark hold two of EVERY KIND of land animal? Yes!

Yes, absolutely! God told Noah to build an ark that would not sink! It was plenty big for ALL the animals God sent to the ark—even young dinosaurs.

Hold up your Bible. How do we know all of this is true? Where did we learn about these things? From the Bible.

Right! We know what Noah's ark was like because the Bible tells us. All of God's Word is true. The real ark was large enough and strong enough to hold EVERY kind of land animal and not sink through the storm and the waves of the flood!

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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