#### Lesson 1:

#### Creation, Days 1-4

SCRIPTURE REFERENCE:

Genesis 1 and 2

MEMORY WORK:

Genesis 1:1

Days of creation

PERSONAL APPLICATION:

In the beginning, God made everything in the Universe from nothing. He did this in six days.

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| **LESSON STARTS HERE** |

INTRODUCTION:

Today, we are going to talk about the very first book in the Bible. The book of Genesis! In the book of Genesis, we can learn about how God made the world and everything in it!

[Since this is the first lesson of the year, this would be a good time to introduce basic Bible facts. Students should have learned in previous classes that the Bible is made up of two parts – Old and New Testaments, that it has 66 books, 39 in Old and 27 in New. Review these facts then help the students find the Old Testament and then the book of Genesis.]

POINTS TO EMPHASIZE:

1. The first book of the Bible, Genesis, tells us how the Earth and the entire Universe first came into being. “Genesis” means “beginning.” [For younger children, explain “beginning” in relation to when class began, when summer begins, when each child’s life began, etc.]
2. God created the Universe and our world and everything in it in the beginning, and it only took Him six, **literal** days. God spoke and everything just appeared! What awesome power He has!

**NOTE:** We know from the original meaning of the Hebrew word translated “day,” and from its usage in other O.T. passages, that “day” in Genesis 1 and 2 means a literal 24-hour day—the same days we have today. “An evening and morning were” one day, God said, giving an interpretation of His own words. We also know, from ample scientific evidence, that the world is only 6,000 to 10,000 years old, not billions of years old. See [**www.**](http://www.apologeticspress.org/)[**apologeticspress.org**](http://www.apologeticspress.org/).

**RECOMMENDED READING FOR TEACHERS:** See the articles titled “[**Does the**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=5215)[**Hebrew Word *Yom* Endorse an Old Earth?**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=5215)” and “[**Were the Days Really Days**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=824&amp;topic=139)**?**” on the Apologetics Press Web site for a more in depth study on whether the days of Genesis one were literal days or long periods of time, as some have suggested. See the article “[**The Young Earth**](https://apologeticspress.org/apcontent.aspx?category=9&amp;article=308)” on the Apologetics Press Web site for a study of scientific evidence verifying the young age of the Universe.

1. On the first day, God made light and darkness and gave them names: Day and Night.
2. On the second day, God separated the waters above from the waters below; creating the sky and a mass of water that covered the Earth. Water is important to everything and everyone on Earth. God knew that water would be important to everything He created. So, He provided a lot of water on the Earth.What does water do for us? Why is water important? [Discuss the importance of water for plants and animals; it provides homes for animals, power for hydroelectric plants; it’s important in transporting logs to lumber mills and food to markets; it’s used as a means of transportation; etc
3. On day 3, He separated the waters on the Earth to form seas and let dry land appear After separating the water and land on Earth, God covered the land with many plants (grass, trees, flowers, plants which provide food, etc.). We can find plants all over the Earth. They grow in deserts, forests, rainforests, mountains, and even in Antarctica.

God created every plant full-grown and able to reproduce (or make more of itself). He made every plant with seeds or spores so that there would be many more of the same kind of plant. Ask the children if they’ve ever seen fruit trees. (Show pictures of fruit trees). Discuss how an apple tree will never have oranges hanging on it; how a cherry tree will never have peaches hanging on it, etc. God’s design of the many different kinds of plants guarantees that corn seeds will always produce corn plants, that flower seeds will always produce the same kind of flowers they came from, that acorns will always produce oak trees, etc.

Here are some of the ways we have learned to use plants: cinnamon, rubber, furniture, gum, spices, foods, paper, lumber, soap, paint, medicines, corn, wheat, hay, barley, rye, clothing (from cotton), peanuts, etc.

**RECOMMENDED READING FOR TEACHERS:** See the article titled “[**Did the Trees**](http://www.apologeticspress.org/apcontent.aspx?category=9&amp;article=4138)[**of the Garden of Eden Have Rings?**](http://www.apologeticspress.org/apcontent.aspx?category=9&amp;article=4138)” by Jeff Miller on the Apologetics Press Web site for a study on that subject. See the article titled “[**Common Sense, Miracles, and the**](http://www.apologeticspress.org/APContent.aspx?category=56&amp;article=4082)[**Apparent Age of the Earth**](http://www.apologeticspress.org/APContent.aspx?category=56&amp;article=4082)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that the Universe must be old in light of its appearance and dating techniques.

1. God knew that everything He created would need **light** and light energy to survive. He **planned** for light, and on day 4, God made the Sun for daytime, and the Moon and the stars for nighttime.

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**RECOMMENDED READING FOR TEACHERS:** See the article titled “[**How Could**](http://apologeticspress.org/apPubPage.aspx?pub=1&amp;issue=1169&amp;article=2425)[**There Be Light Before the Sun?**](http://apologeticspress.org/apPubPage.aspx?pub=1&amp;issue=1169&amp;article=2425)” by Jeff Miller on the Apologetics Press Web site for a study on the nature of the light that was created on day one. See the article “[**What Did**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=545&amp;topic=64)[**God Create on Day One?**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=545&amp;topic=64)” by Eric Lyons for a discussion of God’s creative activity on Day 1.

1. God knew that everything He would create would need order, so He caused our world and our entire solar system to follow a perfect order. The Earth and the other planets move in very specific, exact patterns around the Sun. The Earth’s size and distance from the Sun are precise and just right. If the Earth were even a small fraction closer to the Sun, it would burn up. If it were even a small fraction farther from the Sun, everything living would freeze to death.

**RECOMMENDED READING FOR TEACHERS:** See the article titled “[**Evolution and**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=2786)[**the Laws of Science: The Laws of Thermodynamics**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=2786)” and “[**God and the Laws of**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=3716)[**Science: The Law of Causality**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=3716)” by Jeff Miller on the Apologetics Press Web site for a more in depth study on science and the supernatural origin of matter and energy.

RECOMMENDED ADDITIONAL VISUALS (note disclaimers):

**RECOMMENDED READING FOR TEACHERS:** See the articles “[**All Clocks Have**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=3799)[**a Clockmaker**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=3799),” “[**Missing the Obvious Implication**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=1568),” and “[**‘Scientists Don’t Have a**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=3825)[**Clue How Life Began’**](http://www.apologeticspress.org/APContent.aspx?category=9&amp;article=3825)” by Kyle Butt, “[**‘How Come Earth Got All the Good Stuff?’**](http://www.apologeticspress.org/apcontent.aspx?category=12&amp;article=2624)” by Eric Lyons, and “[**7 Reasons to Believe in God**](http://www.apologeticspress.org/APContent.aspx?category=12&amp;article=5045)” by Eric Lyons and Kyle Butt on the Apologetics Press Web site for a study of some of the evidence for the existence of the God of the Bible.

**RECOMMENDED READING FOR TEACHERS:** See the article titled “[**When Were**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=1990)[**the Sun, Moon, and Stars Created?**](https://www.apologeticspress.org/APContent.aspx?category=9&amp;article=1990)” by Eric Lyons on the Apologetics Press Web site for a more in depth study on a typical misconception about the creation of the heavenly bodies.

##### Betty Lukens’ felt pieces

* Creation ABeka Flash-a-Card Series (DISCLAIMER: use the cards, not the lesson book)
* Free Bible Images – Saved on flash drive. Can be presented on classroom tv. Script included in lesson file.
* See AP’s pinterest page for ideas. [www.pinterest.com/apcurriculum](http://www.pinterest.com/apcurriculum)
* Large Numbers with items for each day of creation on them
* A globe or picture of the Earth as seen from space
* Pictures of how man and animals use water
* Picturesor samples of various kinds of plants. This is a fun lesson to bring food such as grapes, apple slices, carrot sticks, etc.
* Pictures and/or samples of things God gives us through plants (wood for furniture, gum, medicines, rubber, cinnamon, soap, fruit, paper, etc.)
* Pictures of outer space
* Start a Creation sensory box. Add items for each day of creation as you teach it. Example items could include blue fabric for water, plastic aquarium plants, rocks, yellow ball for the sun,

SONGS AND FINGERPLAYS:

**“Days of Creation”**

Author: Unknown/ Day 6:LeAnn Jones

Day 1, Day 1, God made light when there was none (2xs)

Day 2, Day 2 God made sky and oceans blue (2xs)

Day 3, Day 3, God made land and flowers and trees (2xs)

Day 4, Day 4,Sun, and moon and stars galore (2xs)

Day 5, Day5, God made birds and fish alive (2xs)

Day 6, Day 6, God put animals and man in the mix (2xs)

Day 7, Day7, God rested up in Heaven (2xs)

**“My God is so Big”**

Author:Ruth Harms Calkin

My God is so big!  So strong and so mighty.
There’s nothing my God cannot do (clap-clap).

My God is so big!  So strong and so mighty.
There’s nothing my God cannot do (clap-clap).

The mountains are his and the valleys are his
and the trees are his handiwork too.

My God is so big!  So strong and so mighty.
There’s nothing my God cannot do for you.

**“The Hippo Song”**

Author Unkown

In the beginning God made the seas and the forest filled with trees.
He made the mountains up so high and at the top He placed the skies.
His fingerprints are everywhere just to show how much He cares.
And in the middle He had some fun!  He made a hippo that weighs a ton.

Hip, hip, hip, hippopotamus.  Hip, hip hooray God made all of us.
Hip, hip, hip, hippopotamus.  Hip, hip hooray God made all of us.

**“”Fuzzy Caterpillar”**

Author: Unknown

A fuzzy caterpillar

climbing up the tree (walk finger up arm)

He wiggles long (stretch out finger) - he wiggles short (scrunch up finger)

He wiggles right at me (wiggle finger towards )

I put him in a box (put hands together as if about to clap and form a “box)

 Don’t go away – don’t try (wag finger back and forth)

 But when I opened up the box (open fingers one by one Ooooh! hands to face surprise)

 It was a butterfly( thumbs crossed make butterfly)

Oh I could never make one

Not even if I tried (shake finger)

For only God in Heaven (point upwards)

 Can make a butterfly (thumbs crossed make butterfly)

 Little Bitty Tadpole (put hand together pointing out from body)

Swimming in a Lake (move hands as if a tadpole swimming)

He swims left, He swims right (“swim” hands to left and right)

He swims like a snake

I put him in a jar(shape left hand like a circle(the jar) and cover with flat right hand (lid))

Don’t go away, I said (wag finger)

But when I opened up that jar (unscrew lid of jar and look in hand)

A frog jumped out instead. (jump like a frog)

Oh I could never make one

Not even if I tried (shake finger)

For only God in Heaven (point upwards)

 Can make a frog jump high (jump like a frog)

*Any other song about God’s awesome power, creation, or animals would be appropriate.*

 SUNDAY

LEARNING CENTERS AND ACTIVITIES:

All of lesson should be taught, but activities should focus on days 1 and 2

* Have bowl(s) of water in which students can use eyedroppers, funnels, and sponges to play in the water. While they are playing, enjoying the feel of the water, make sure you talk about God’s gift of water and the many ways we use it.
* Begin Creation Book. Decorate days 1 and 2 using crayons, stickers, or pictures from magazines. Words in book go along to the Creation Day song. Keep papers until book is completed then laminate, assemble, and send home as a memory work aid.
* “[What did God make, and what did man make?](http://www.apcurriculum.com/dcirfol/1-1-2-2What%20Did%20God%20Make%20Activity.pdf)” Cards for game are in lesson file
* Sort the days of creation.This game can be played using bags, papers, or a pocket chart labeled with the days of creation. Have pictures, die cuts, or objects representing all that God made. Give these objects or pictures to each child and ask him/her to place pictures or objects in the bag to indicate on which day that object or creature was made.

### WEDNESDAY NIGHT

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson. (See [Review Questions](http://www.apcurriculum.com/dcirfol/4-24-32RQ.pdf) for example questions.)

LEARNING CENTERS AND ACTIVITIES:

Activities should focus on the second part of the lesson – Days 3 and 4

* Days 3 and 4 of Creation Book. Use colors, stickers, and magazine pictures to decorate pages 3 and 4 of creation book. Keep book in classroom until completed.
* Have several different kinds of seeds and/or leaves for the children to look at and try to guess what plant each goes with. Magnifying glasses add to this activity.
	+ - “Little Red House” riddle: What’s red on the outside, white on the inside, has a chimney,

and has a star in the middle? ANSWER: An apple (If you cut an apple sideways across the middle, the seeds of the apple make a star.)

* Punch holes in black construction paper or black poster board. Hold against flashlight in a dark

room. “Stars” will shine on ceiling.

### Review Questions

### 1. What is the first book of the Bible?

### a.Genesis

### 2. What does Genesis mean?

###  a. beginning

### 3. How many days did it take God to create the Universe?

### a.Six days

### 4. What did God make on the first day?

### a. Light and darkness, which He called day and night

### 4. What did God do on day two?

### a. He separated the waters above from the waters below, creating the sky and a mass of water that covered the Earth.

### 5. What did God do on day three?

### a. On day three He separated the waters on the Earth to form seas and dry land. Then He created vegetation (grass, flowers, and trees)).

### 6. What did God create on day four?

### a.Sun, Moon, and stars

### 7. On what day did God make the plants?

### a. Day three

### 8. Were the plants full grown when God made them?

###  a.yes

### 9. What are some of the reasons we need plants?

### a.food, medicine, furniture,paper, clothes

### 10. What do plants need to grow?

### A. Sunshine, water, and soil

### Additional Notes / Activities Performed & Curriculum Feed Back

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