

TEXT Genesis 1:9-13, 20-25

OBJECTIVE The students will be able to name some of the types of plants and animals that God created. They can explain that God created these for His pleasure and for our enjoyment.

MEMORY VERSE Thou hast created all things, and for thy pleasure they are and were created. — Revelation 4:11

God Created the Plants and Animals

MEMORY VERSE IN ACTION

THOU — Point up.

HAST CREATED — Strike fists together, one on top of the other.

ALL THINGS — point to things around the room.

AND FOR THY PLEASURE — Smile as you rub chest in circular motion with flat palm.

THEY ARE AND WERE — Nod head yes as you point to things around room.

CREATED — Strike fists together, one on top of the other.

MEMORY VERSE VISUALIZED

A puppy is the representation of this week's memory verse, to coordinate with our theme of God's creation of living creatures. (See pattern at the end of this lesson.) Cut apart the puppy as indicated by the heavy black lines, and reassemble the puzzle with your students as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Open your class session by cutting apart a piece of fruit for your students to share. Point out the seeds in the fruit, and ask what the seeds are for. Bring out that when we want to grow an orange or apple tree, someone must plant the seeds. But in the very beginning, God spoke the trees into existence.

1. On the third day of creation, God gathered the dry ground to form land.
2. He commanded the earth to bring forth plant life with seed in itself to reproduce after its kind.
3. On the fifth and sixth days, God created living things to inhabit the earth — sea life, fowls, and animals.

Climax: God created all the living things on earth for His pleasure and for our enjoyment.

Conclusion: When we look at the plants and animals on

our earth, we should be aware that they are the creations of God.

Response: The students should be able to relate how God created the plants and animals, and be able to explain that God made these for His pleasure and our enjoyment.

BACKGROUND INFORMATION

The entire account of the Creation takes up but little space in the Bible. However, what is given is specific, clearly teaching that the universe, all plant and animal life, and mankind came into existence by the will of God. The earth teems with life. God provided the precise conditions vital for life — light and heat as well as moisture — before He created the plant and animal life.

The emergence of plants and animals upon the earth, with their many varieties, all producing only "after their kind," is confirmed in the fossil records. While evolutionists search for fossils to prove their theories, a gradual changing of one form of life into another, no true transitional form or "link" has been found. When nature and the universe is studied open-mindedly, evidence of divine designs are abundant. In fact, according to Romans 1:20, there is enough evidence of God in creation to leave man without excuse for his unbelief. "For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse."

SPECIAL UNIT INSTRUCTIONS

Give each child the dog and flower for his creation mobile.

Give each child his Super Searcher creation assignment.

IN-CLASS ACTIVITIES

Give each child a "God Made . . ." card to color in class (see Patterns). To prepare the project, fold a sheet of paper in half. Cut out and paste an animal face on the front, and then cut out the eyeholes. On the inside, paste a picture of plants, having the centers of the flowers lined up under the animal eyeholes. On the front of the card, write "God made the animals." On the inside, write "God made the plants."

Bring to class a box of large crayons with the eight basic colors. Talk about all the wonderful colors that God gave us when He created the world. Hold up one color at a time and let them name something in God's creation which is that color: Red — apple, Black — nighttime, Yellow — flowers, etc.

Bring to class an assortment of fruits and vegetables. Try to include some unusual ones such as Kiwi fruit. Cut and serve to the class so they may sample some of God's creation.

Plant grass seed in the bottom of milk cartons.

Have a fish in a fish bowl as the story is explained.

Make paper plate aquariums with "swimming" paper fish (see Patterns). Cut the center from one paper plate and cover the hole on inside of the plate with plastic wrap. Hang two fish on threads from the outer rim of another paper plate. To the second plate add background pictures and drawings on the inside of the plate. Now staple around the plates with top sides facing in to form an open space between plates. When the children hold the plates up and move them from side to side the fish will "swim."

QUESTIONS

How did God create fish and other sea animals, the birds, the land animals?

What is your favorite animal? Do you like to play with animals?

What is your favorite of the birds God made? Why does that bird seem special to you?

After God made all the animals, who taught them how to take care of themselves?

What are some of the reasons God created plants and trees?

How many different ways do we enjoy the plants and foods God made? Examples: shade from trees, satisfying hunger, treehouses, climbing, bouquets for Mom.

Talk about some things you have made in school. How did you feel about what you made?

How do you think God felt about everything He made?

PRESCHOOL SUGGESTIONS

Supply simple outline drawings or pictures of different animals, fruit, flowers, etc. Have the children add a portion to each. Example: cotton for sheep, seeds to fruit, fabric to flowers.

Have each child make a representation of how flowers grow. Help them cut out the flowers (see Patterns). Give each child a sheet of construction paper in which you have made 3 slits, $\frac{1}{2}$ " from the bottom, 1" wide and 2" apart. Insert the flowers in the slits and push them all the way down. Then let the children pull them up to simulate "growing." They may wish to cut out and add the bugs to the picture.

Make a Creation Wheel for use in reviewing the lesson (see Patterns). Let your children take turns in moving the wheel to a scene and explaining what it is, and how we enjoy it.

Fold a piece of construction paper in half, lengthwise. Divide the top flap into four equal sections by cutting three lines from the right edge into the centerfold. On the top of each section write the words, "God made . . ." Next to the words, place the small pictures of a hen, cow, tree, and wheat stalks (see Patterns). Lift each of these flaps and write the words, "So I could have . . ." at the top of each section. Next to these words, place the small pictures of eggs, milk, bowl of apples, and loaf of bread. Use this to show your students how God provided these things for us to enjoy.

For each of your students make a set of the finger creations (see Patterns). They must use one or two fingers to complete the creation: apple/worm; donkey/ears; rabbit/ears; elephant/trunk.

Bring a number of stuffed animals and pass them out so each child can hold one while you teach the lesson.

REVIEW IDEAS

Review what God created each day by bringing some things to show the children. A color slide presentation would work well for this.

Use the overhead projector and present your review with silhouettes. Find or cut out a number of objects representative of God's creation, such as a leaf, shape of an animal, a sun, a cloud, a flower. (For animal shapes see pattern given for napkin rings, Lesson 15b.) As you show each piece, ask the children to guess

what it is and tell why God created it. For example, when you place a leaf on the overhead, they might suggest that God made leaves to provide shade, to look pretty, to make food for the caterpillars (add a little caterpillar to the top of the leaf).

Use the song, "Adam Gave Names to All the Animals," as a basis for your review. Have someone sing the main part of the verse, allowing the children to supply the names of the animals at the right times.

COORDINATING SONG:

"Adam Gave Names to All the Animals"

"Jesus Made the Rainbow"

"It's a Miracle"

"The Butterfly Song" (If I Were a Butterfly) — The First Sunday Sing-a-long — Maranatha for Kids

"Jesus Is A Giver" — Here We Come Rejoicing — Manna Records (Alexandria House)

"All Things Bright and Beautiful" — World Music

SUPPORT MATERIAL

See Support Material for Lesson 15b

Plants of the Bible — by Vic Mitchell

Gentle Creatures — A Book About Love

Bible Animals — coloring book by Irene L. Johnson

MEMORY VERSE SONG

Thou hast cre-a - ted all — things, and for thy plea - sure they are and were cre-a - ted.

Thou hast crea - ted all — things. Rev - el-a - tion four verse e - le - - ven

MEMORY VERSE VISUALIZED

