



TEACHER'S GUIDE

PREKINDERGARTEN-KINDERGARTEN

OLD TESTAMENT | SET 1 | A AND B LESSONS

Creation Through the Early Life of Moses



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*I am the light of the world.
Whoever follows me will never walk in darkness,
but will have the light of life.*

John 8:12
(NIV 1984)



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Introduction

Christ-Light is a complete religion curriculum for youth from birth through grade 12.

Materials for prekindergarten through grade 8 have been thoroughly updated to reflect current educational research.

Parent involvement is key!

Student Lessons offer interesting, interactive parent-child activities.

Teacher's Guides offer additional ideas for encouraging parent-child interaction.

Characteristics of four- to six-year-old children

Mental development

- Are eager to learn
- Vary greatly in vocabulary development
- Can have difficulty distinguishing between fact and fiction
- Need help learning to put things in sequence
- Love to discover and learn by doing
- Need to use all their senses to learn
- Love to learn about Jesus
- Can be taught to apply Bible truths to situations in their own lives
- Can learn what it means to forgive and can carry this out
- Learn more easily when taught with short, concise sentences
- Learn more easily when the teacher uses visual aids and manipulatives
- Learn a great deal from play
- Are imaginative

- Sometimes exaggerate
- Are beginning to understand the concept of lying
- Love to ask questions
- Are learning to generalize

Emotional development

- Are quick to form bonds with adults they trust
- Thrive on sincere praise
- Take pride in accomplishments
- Enjoy responsibility
- Are beginning to understand guilt
- Can be quick to lie to avoid punishment
- Can be moody
- Can go from one emotion to another in a matter of seconds
- May have difficulty separating from parent(s)
- May fear change in routine

Social development

- Love to play
- Prefer gender-appropriate activities
- Can be quick to turn on a friend; can just as quickly become friends again
- Can have difficulty sharing, but can learn to take turns
- Can be very possessive about what is theirs
- Can be shy and timid
- May interrupt
- Love to be helpers
- Sometimes have special friends

Physical development

- Vary greatly in ability to use scissors, crayons, and glue
- Have usually established handedness
- Need to move about and change activities often
- Can have great difficulty sitting still
- May fall out of chairs and may trip while walking or running
- Love to express themselves with music, actions, and rhythm
- May need help to tie shoes and/or fasten certain types of clothing
- Females are likely to have better small muscle coordination

Teaching Materials

Teacher's Guides

Christ-Light Teacher's Guides offer everything you need to teach a lesson. Familiarize yourself with the Teacher's Guide by reading **Teaching the Lesson**, beginning on page ix.

Note that the Teacher's Guide is set up with parallel lesson plans—one in the wide column and one in the narrow column. Those who want one straightforward, complete lesson can use the wide column, start to finish.

Those who want to design their own lessons may select activities from either the wide or the narrow column, or from the **Lesson Activities** section.

Student Lessons

Christ-Light student lessons are an essential connection with the home. Encourage all parents to use them with their children. These loose-leaf, two-page lesson sheets contain the Bible story text, a full-color teaching picture, a brief summary of the lesson, both a grade-appropriate and a family parent-child activity, a prayer, and a memory treasure.

Copy Master CD

The Old Testament cycle and the New Testament cycle each has its own copy master CD. The CDs contain hundreds of reproducible copy masters designed to teach, review, apply, reinforce, or enrich your lessons.

Music

Each lesson includes at least one song, hymn, or liturgical response.

Teaching CDs with upbeat accompaniment and accompaniment + vocal tracks are available for:

1. 38 memory treasure hymns
2. 61 core memory treasure passages
3. grade level songs (selected from corresponding copy masters)

Note: Files on each copy master CD contain printable copies of the selections found on the music CDs.

A music CD icon  identifies the songs that have been recorded on the CDs.

Take-Along CDs of the accompaniment + vocal tracks of all CDs are available at an attractive price for use by families. These CDs can teach on the way to school, on the way home from soccer practice, and during evening family time.

Teaching Pictures

CDs of the Bible story pictures for prekindergarten through grade 4 are available. The pictures may be projected or reproduced for classroom use.

Teaching the Lesson

Lesson Overview (theme)

Both weekly A and B lessons have the same theme. Note that the **Theme of the Week** is listed at the top of each page of the Teacher's Guide. This theme can be emphasized in weekly school-wide activities.

Lesson goals are not listed separately but are expressed in the Truth, Application, and Response.



The teacher is encouraged to present the **Memory Treasures** in interesting, fun ways. See the *Leader's Resource* CD for suggestions.



You will find new or difficult words, phrases, and concepts in the section called **Wordwise**. Be sure students understand these as you teach the lesson.



It is always helpful for the teacher to have as much background information as possible. Appropriate commentaries are listed in **Dig Deeper**.



As Christians, we have the privilege of being able to approach our God in prayer. **The Teacher Prays** offers a prayer that may be just what you would like to say to God before you begin teaching your lesson.



Christ-Light provides a song, action poem, or prayer to open each lesson. The brevity makes it possible to teach the “meat” of the lesson during prime learning time.



Introduce is designed to create student interest in the coming lesson. Introductions provide necessary background, actively involve students, and lead them to anticipate an answer to the aim question.



The **Aim** asks what God is telling us in the lesson. The **Truth** answers that question.



Teachers will use this section to teach the Word of God by telling the story in a creative, interactive way.



In this section, key story events are briefly reviewed, leading the students to apply the truth to their lives and to examine ways in which they can respond.



Each lesson closes by leading the students to briefly summarize the main points of the lesson. Key memory treasures are often integrated into the lesson closing.



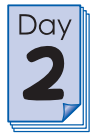
at Home

The importance of parents as the primary Christian educators of children cannot be stressed enough. *Teachers must do everything they can to encourage parents to teach and use the Word in their homes.* Every student lesson has activities that parents can use. Teachers will not only encourage parents to use the student lessons, but they will also *teach them how*. Teachers can show parents (and students) how to use these activities by communicating with them the messages suggested in **To Do at Home**.

Suggestions: Attach the messages to student lessons or incorporate the messages into classroom newsletters.



Simple Bible passages and catechism memory treasures are incorporated into the lessons. Many of these memory treasures are taken from a core list that will be repeated in later grades. The Bible passages are available in various translations in electronic format. The teacher can print the memory assignments and distribute them each day or create a memory booklet of all the memory assignments for the year.



A brief lesson plan is offered for those teachers who teach a lesson over a two-day period. The lesson is reviewed, but **Day Two** activities focus on applying the Word and responding to it. A brief opening devotion and closing prayer are provided.

Lesson Activities

These additional activities offer even more options for teaching, reviewing, applying, or responding to the truth of the lesson. The *purpose* of each activity is stated so the teacher can quickly see how the activity applies to the lesson. The *procedure* explains how to use the activity.

Special Features

Puppet Skits

Many lessons incorporate delightful, short puppet skits that reinforce the application and response. The dialogue is on copy masters. Use any two puppets you may have—one male and one female. Call them Chatter and Melody, and enjoy!

Time Line

Copy Masters 1S-4S and the following suggestions make a simple time line to help show the children when each Bible lesson took place. Each time you teach a new lesson, hold a student lesson picture on the time line to show whether it occurred before, during, or after the time when Jesus lived on earth.

- Make two paper arrows. Put one at the very left side of a wall, pointing left, and the other at the very right side, pointing right. Print “GOD” on each arrow. The arrows represent God having no beginning or end.

- Put the creation picture (1S) near the left arrow. Place a photograph of you and your students near the right arrow to represent the present day.
- Near the center of the time line, place the following items with a little space between each: manger picture (2S), cross (supplied by the teacher), resurrection picture (3S), ascension picture (4S).

Worship Words

Learning the following simple hymns, psalm refrains, and parts of the liturgy used in *Christian Worship* will help young children be active participants in worship services. These worship words are included in many of the prekindergarten-kindergarten lessons and are reviewed in some of the opening worship sections in grades 1 and 2.

Suggestion for Sunday school teachers: In the first year, teach one worship word from **Set 1** every Sunday for a month. Use the same procedure to teach **Set 2** the second year. Use **Additional Worship Words** when time allows.

Suggestion for Lutheran elementary school teachers: Teach one worship word every two weeks. You will use both **Sets 1** and **2** during one school year. Use **Additional Worship Words** as needed.

Set 1

1. Psalm Refrains

- Psalm 31 (p. 77): “Surely, it is God who saves me . . .”
- Psalm 34 (p. 80): “Happy the people . . .”
- Psalm 78 (p. 95): “Your Word is a lamp . . .”

2. Parts of the Liturgy

- Verse of the Day (p. 30): “Alleluia! Alleluia! Alleluia! These words are written . . .”
- The Gospel Responses (p. 18): “Glory be to you, O Lord! Praise . . .”

3. Hymns

- I Am Jesus’ Little Lamb (hymn 432:1)
- Now the Light Has Gone Away (hymn 593:1,2)

4. Hymn Refrains

- Oh, Come, All Ye Faithful (hymn 55)
- The King of Glory Comes (hymn 363)

Set 2

1. Psalm Refrains

- Psalm 23 (page 72): “The Lord is my shepherd . . .”
- Psalm 38 (page 81): “Be merciful, O Lord . . .”
- Psalm 47 (page 85): “Let the people praise you, O God . . .”

2. Parts of the Liturgy

- Thank the Lord (page 36, first line): “Thank the Lord and sing his praise. Tell ev’ryone what he has done.”

3. Hymns

- Away in a Manger (hymn 68:1)
- I Am Trusting You, Lord Jesus (hymn 446:1)

4. Hymn Refrains

- Go, Tell It on the Mountain (hymn 57)
- Alleluia, Alleluia, Give Thanks (hymn 154)
- Onward, Christian Soldiers (hymn 537)

Additional Worship Words

- Psalm 139b (page 117): “I will praise you, O Lord . . .”
- O Christ, Lamb of God (hymnal, page 23 or 35)
- How Sweet the Name of Jesus Sounds (hymn 358:1)
- God Loved the World So That He Gave (hymn 391:1)
- Jesus, Shepherd of the Sheep (hymn 436:1)



MEMORY TREASURE

The following memory treasures are developed throughout materials for prekindergarten through grade 6.

Catechism Memory Treasures

- Ten Commandments, meanings, and conclusion
- Apostles’ Creed—articles and meanings
- Lord’s Prayer and meanings
- Sacrament of Holy Communion

Hymn Memory Treasures

- ★ One asterisk indicates a core hymn for Sunday school and Lutheran elementary school.
- ★★ Two asterisks indicate that the hymn is an additional core hymn for Lutheran elementary school. Thus, Lutheran elementary school students learn both the Sunday school core hymns and the additional core hymns. Hymns with no asterisk are used in some lessons but are not considered core hymns.

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Advent	2:1	Savior of the Nations, Come
Christmas	38:1-3,13	From Heaven Above to Earth I Come
Lent	103:1,2,6	Glory Be to Jesus
Lent	111:1,2,5	Sweet the Moments, Rich in Blessing

<i>Hymn Category</i>	<i>Hymn Number</i>	<i>Hymn Title</i>
Easter	152:1-3,7,8	**I Know That My Redeemer Lives
Ascension	170:1,3	Draw Us to Thee
Ascension	173:1	On Christ's Ascension I Now Build
Pentecost	183:1,3,4	Holy Spirit, Light Divine
Reformation	200:1-4	**A Mighty Fortress Is Our God
End Time	208:1	Great God, What Do I See and Hear
Worship and Praise	234:1,3	Praise to the Lord, the Almighty
Word of God	282:1	**Lord, Open Now My Heart to Hear
Word of God	284:1,3,4	How Precious Is the Book Divine
Word of God	293:1	God's Word Is Our Great Heritage
Confession and Absolution	304:1,5,7	*Jesus Sinners Does Receive
Close of Service	319:1	On My Heart Imprint Your Image
Close of Service	333:1,2	Abide, O Dearest Jesus
Redeemer	348:1,4	**Jesus, Jesus, Only Jesus
Redeemer	358:1,2	How Sweet the Name of Jesus Sounds
Justification	379:1,3	Amazing Grace—How Sweet the Sound
Justification	391:1,3,4	God Loved the World So That He Gave
Prayer	411:1,2	*What a Friend We Have in Jesus
Trust	422:1-4	**Jesus, Lead Us On
Trust	429:1-3	*What God Ordains Is Always Good
Trust	432:1	I Am Jesus' Little Lamb
Trust	436:1,2,4	**Jesus, Shepherd of the Sheep
Trust	441:1,3	O God, Our Help in Ages Past
Commitment	469:1-3,6	*Take My Life and Let It Be
Commitment	478:1,2	**With the Lord Begin Your Task
Stewardship	485:1,2	We Give Thee but Thine Own
Christian Love	490:1-3	**Love in Christ Is Strong and Living
Christian Home	506:1,3	Oh, Blest the House, Whate'er Befall
Missions	573:1,2,4	*Hark! The Voice of Jesus Crying
Evening	587:3,4	**Now Rest Beneath Night's Shadow
Evening	588:1,2,6,7	**Abide With Me
Confirmation	596:1	**Let Me Be Yours Forever
Death and Burial	606:1-3	**For Me to Live Is Jesus
Thanksgiving	610:1-3	**Now Thank We All Our God

Bible Passage Memory Treasures

- * One asterisk indicates a core passage for Sunday school and Lutheran elementary school.
- ** Two asterisks indicate that the passage is an additional core passage for Lutheran elementary school. Thus, Lutheran elementary school students learn both the Sunday school core passages and the additional core passages.

* Genesis 1:1	** Matthew 4:10b	* John 3:16	** Ephesians 4:32
** Genesis 39:9b	** Matthew 6:33	** John 5:39	** Ephesians 6:1
* Exodus 20:11a	* Matthew 7:7	** John 11:25,26a	* 1 Timothy 2:3,4
** Job 19:25-27	* Matthew 11:28	* John 14:19b	** 2 Timothy 3:15
* Psalm 37:5	** Matthew 18:20	** Romans 1:16	** 2 Timothy 3:16
* Psalm 50:15	* Matthew 22:37	* Romans 3:23	** Hebrews 11:1
* Psalm 51:5	* Matthew 22:39b	** Romans 3:24	** James 1:22
** Psalm 103:1,2	* Matthew 26:41	* Romans 6:23	* 1 Peter 5:7
* Psalm 118:1	* Matthew 28:19	* Romans 8:28	** 1 Peter 5:8
* Psalm 119:105	* Matthew 28:19,20	* Romans 10:17	* 1 John 1:7b
** Psalm 139:14	* Matthew 28:20b	* 1 Corinthians 10:31	** 1 John 3:15
** Psalm 145:15,16	** Mark 10:45	** 1 Corinthians 12:3b	** 1 John 4:19
* Proverbs 3:5	* Mark 16:16	** Galatians 3:26	* Revelation 2:10b
** Isaiah 41:10	* Luke 11:28	** Galatians 3:27	
* Isaiah 43:11	** Luke 18:13b	** Galatians 4:4,5	
** Isaiah 64:6a	** John 1:29b	* Ephesians 2:8,9	

God Creates Our Beautiful World **Genesis 1:1–2:3**

A



Aim
How did God make the world?



Truth
God made the world with his power and Word.

Application: God made a beautiful world for us to enjoy.

Response: We thank God by gladly taking care of the world he made.

Lesson Summary: God made a shapeless and empty world at first. Then he created certain things on each of six days using his Word and his almighty power. God set aside the seventh day as the day that he did no more creating.



Genesis 1:1



creation—God’s act of making the world and all that is in it out of nothing

perfect—without anything bad or wrong

rested—stopped creating; does not refer to being tired



See Franzmann, *Bible History Commentary: Old Testament*, pages 12–28; The People’s Bible: Jeske, *Genesis*, pages 9–31.



Lord, thank you for the creation you have so generously given to me. Help me teach my students to appreciate and thank you for the beauty and variety in the world you made. Help us all take care of it to your glory. Amen.

Looking Ahead at 1B

God Creates Man and Woman

Genesis 1:26–28; 2:4–25

Aim: What were the first two people like that God made?

Truth: The first two people God made were perfect.

Application: God made our wonderful bodies.

Response: We praise God for our bodies by using them to serve him.

Lesson Summary: God made the first man, Adam, out of the dust of the ground and breathed life into him. Adam was perfect and holy like God. God gave Adam a beautiful garden for his home and told him he could eat from every tree in the garden but one—the tree of the knowledge of good and evil. God caused Adam to go into a deep sleep, removed a rib from him, and made a woman from it. God presented the first woman, Eve, to Adam and made them husband and wife.

Memory Treasure: Psalm 146:2

A**Alternate Lesson Plan**

Begin with this prayer:

Jesus, help me listen
As I learn of you
Jesus, help me love you
In everything I do. Amen.



You need a jar with a tight-fitting lid, water, paper towel, tape, and red food coloring.

Before class, tape a small wad of paper towel to the inside of the lid. Put a drop of red food coloring on it. Half-fill the jar with water.

Say that you will change the water into Kool-Aid. Shake the jar. Then show the trick.



When God made the world, there were no tricks. **Today's Bible story will show how God made the world.**

**WORSHIP** Begin with this action rhyme:

My ears will listen. (*cup ears*)
My eyes will look. (*touch near eyes*)
My hands will open (*hold hands like open book*)
God's Bible book. (*have one child get your Bible for you*)



Put the following items in a **sack: markers, tape, various colors of paper.**

Have the students pretend to make a card for a friend who does not know that Jesus died to take away his or her sins. Ask what they would need, and show the items in the sack. Discuss how we can't just hold out our hands and have a card suddenly appear. We have to start with paper and other things.



God can make anything, and he doesn't have to start with a thing. **Today's Bible lesson will show how God made the world.**



You need a **box** holding the following: **yellow, black, and blue paper** and either **toys or pictures** of plants, flowers, sun, moon, stars, fish, birds, sea animals, land animals, man, woman. Show the items at the appropriate times as you tell the story in your own words.

In the beginning **God created (made)** the **heavens** and the **earth**. At first the earth had **no shape**. It was **dark**. Nothing was on it.

Then **God said, “Let there be light!”** Right away, **there was light**. And it was **good!** God called the time when it was **light “day.”** He called the time when it was **dark “night.”** This was **day one** of God’s new world.

The next day God said, **“Let there be a sky.”** As soon as God said this, **there was a sky!** This was **day two** of God’s new world.

The next day God said, “Let the **waters move together** and let the **dry ground show.**” Everything happened just as God said. The world had **land and lakes and rivers and ponds**. God knew that everything he had made was good.

But God was **not finished** with day number three. He said, “Let there be **plants** to grow on the land.” And it happened! God made all the **trees, bushes, plants, and flowers**. God saw that what he had made was very good. This was **day three** of God’s beautiful, new world.

The next day God said, “Let there be **lights** in the sky.” He made the **sun** to shine during the day and the **moon** to shine at night. God also made the **stars**. God saw that his world was good. This was **day four** of God’s beautiful, new world.

The next day God said, “Let the **water** be **full of animals** that swim.” Right away there were **fish** and whales and all the other **animals that live in the water**. Then God said, “Let the **sky** be **full of birds.**” Suddenly there were owls, robins, and many other kinds of birds. God looked at what he had made and knew that it was all very good. This was **day five** of God’s beautiful, new world.

On day six God said, “Let there be **animals to live on the land.**” God made animals like cows, sheep, lions, and bears. He made all the **animals that move along the ground**. God saw that everything was good.

Then God’s world was ready for the **most special part** of his work. God made **people—a man and a woman**. God made them **like him—they were perfect**. They **did not do anything wrong**. They **did not sin**. God told the man and the woman, “I will bless you. **Have**

Note: You’ll need to use the story in the adjacent column.



Gather: **hula hoop, flashlight, blue cloth, brown and blue paper, and either toys**

or **pictures** of plants, flowers, sun, moon, stars, fish, birds, sea animals, land animals, man, woman.

As you tell about creation:

- Bend the hula hoop. Relax it and set it on the floor to represent the earth.
- Shine the flashlight to represent light; turn it off to represent darkness.
- Place blue cloth around the outside of the hula hoop.
- Hold blue paper (water) on top of brown (ground). Move the blue to reveal the brown. Set both inside the hula hoop.
- Set plants and flowers inside the hula hoop.
- Set the sun, moon, and stars outside the hula hoop.
- Set fish and water animals on the blue paper. Set birds on the blue cloth.
- Set land animals on the brown paper.
- Set the people on the brown paper.

A

Cut six cardboard squares sized to accommodate six pictures made from **Copy**

Master 1. Tape the squares together in a row, and glue colored pictures in order on them. Fold the squares back and forth, accordion style, to make a book. Show the pictures as you tell the story.



You need a hula hoop, yellow and black paper, and either toys or pictures of plants, fish, birds, water animals, land animals, man, woman.

Do Say the memory treasure to the children. Explain that *heavens* refers to the sky and *earth* is the land we live on. Point up for *God*, and move your hands over your head for *heavens* and down low for *earth*. Say the memory treasure with the children. Bend the hula hoop. Relax it and tell the children that God gave the earth a round, ball shape. Then have volunteers show the appropriate items as you ask the following questions.

- What did God make the world like during the day? [*Light; yellow paper.*] At night? [*Dark; black paper.*]
- What did God make grow on the land? [*Plants.*]

children. Take care of the animals I have made.” God looked at everything he had made. **Everything was very good.** This was **day six** of God’s beautiful, new world.

On **day seven God was done** making the world. He made the **seventh day a special day** to remember that his **work was done.** God had created a beautiful world!

**discuss**

You need the **box of items** suggested in **Learn.**

Do Ask the following riddles, and have volunteers point out the appropriate visual that answers each riddle.

- God made me on day one. I’m called day. [*Yellow paper; light.*]
- God made me on day one. I’m called night. [*Black paper; dark.*]
- God made me on day two, and I’m blue. [*Blue paper; sky.*]
- God made me on day three to grow on land. [*Plants; flowers.*]

Say Show with your face how it makes you feel to know that God made the blue sky, water to swim in, and flowers to smell. [*Smile.*]

Ask What will we do with our voices (*point to mouth*) to show love to God for making a beautiful world? [*Praise and thank him.*]

Say God made all these things with his power (make fists) and his [*Word*]. (*Cup hands by mouth.*)

Do Continue with the following riddles.

- God made me on day four to shine at night. [*Moon, stars.*]
- God made me on day four to shine during the day. [*Sun.*]
- God made all these things with his power (*make fists*) and his Word. (*Cup hands by mouth.*)
- God made me on day five to fly in the air. [*Birds.*]
- God made me on day five to swim. [*Fish, water animals.*]
- God made me on day six to live on the land. [*Land animals.*]

- God made all these things with his power (*make fists*) and his Word. (*Cup hands by mouth.*)
- God made two very special creatures on day six. [*Man, woman.*]

Ask What job did God give to the first two people? [*To take care of the animals.*]

Say God made a beautiful world for us to enjoy. We thank him for it and gladly take care of it.

Ask How can you and I take care of the world God made? [*Clean up litter; recycle; buy things that are not packaged wastefully; take care of pets and other animals.*]

CLOSE

Say God did not need paper or glue or markers or anything else to make the world.

Ask How did God make the world? [*God made the world with his power and his Word.*]

Say The Bible tells us that God created, or made, the heavens and the earth.

Do Explain that *heavens* refers to the sky and *earth* is the land we live on. Say the memory treasure with the children. Point up for *God*, and move your hands over your head for *heavens* and down low for *earth*.

Ask What did God make for us to enjoy? [*A beautiful world.*]

Say We're glad God made such a beautiful world, and we gladly take care of it. Let's say thank you to God for making our world. [*Thank you!*]

• Be careful! What did God use to make all these things? [*His power, his Word; no item.*]

• What did God put into the sky? [*Birds.*] The water? [*Fish; water animals.*] On the land? [*Land animals.*]

• Be careful again! What did God use to make all these things? [*His power, his Word; no item.*]

Say God loves us and made a wonderful world for us to enjoy.

Ask What do we want to say to God for the blue sky, water to swim in and drink, trees with fruit to eat, and all the animals, fish, and birds? [*Thank you!*] What special creatures did God make on day six? [*Man, woman.*]

Say God told the first two people to take care of his beautiful world. We thank God for the world he made by gladly taking care of it.

Ask What are some things you and I can do to take care of God's world? [*Not litter; pick up trash; recycle.*]



Say God did not use tricks to make the world.

Ask How does the Bible say that God made the world? [*With his power and his Word.*]

Say We thank God for our beautiful world by taking care of it.

A

Do Have the students hold their hands like an open Bible as they say: “The Bible tells me so.” Then do the following litany:

Teacher: How do I know God made all things?

Children’s response: The Bible tells me so.

T: How do I know that Jesus died on the cross to take away my sins? (response)

T: How do I know that Jesus will take me to heaven someday? (response)



Parent Idea: Help your child understand what his or her first initial is.

Then do activity one on the student lesson. *Suggestion:* Help your child develop clues describing what is in the sack. At school, your child can give the clues and see which classmate will guess the item.

**at Home**

Parent Idea: On the attached square of construction paper, help your child draw a favorite thing that God created. The picture will become part of a creation quilt the children will assemble at school.

Note: In class, glue the squares in rows and columns to a large square of paper or fabric.

Place yarn bows between the squares to give the quilt a tied look.



Genesis 1:1