



## Creator – Lesson 3

4K and 5K

**Divine Attribute:** God is Creator

**Heart Response:** Praise him

**Memory Verse:** Genesis 1:1

“In the beginning God made the heavens and the earth.”

### Points of Emphasis:

1. God created everything.
2. Everything God made was good.
3. God created us in his image.

### PERSONAL PREPARATION

Take some time to meditate on Psalm 19 and Psalm 150. As you read these Psalms about God’s creation, prepare your heart to encourage your class to join the choir of praise to the glory of God.

### CENTER TIME

*10-20 minutes as the kids begin to arrive*

To help the children transition into class, please use a center format at the beginning of each service. Set up three centers in your classroom to allow children options of activities. Ideas include, but are not limited to:

1. Read books on the floor.
2. Color at the table.
3. Play with blocks on the floor.
4. Play with puzzles at the table.
5. Play with Play-Doh at the table.

### OPENING ACTIVITY

*10 minutes at the start of service*

The following activity is provided to begin engaging the children for the upcoming lesson. As the teacher of your class, you have an important opportunity to come alongside the parents of these children to teach them about God.

### Creation Sensory Book Page

#### Supplies:

Days five and six(a) half sheet of cardstock with bird printed on one side (one per child)  
Strip of blue cellophane (one per child)  
2x5 ½” strip of sand paper (one per child)  
Quarter sheet of blue paper (one per child)  
Green crayons

Have kids turn to the Day Five side of the page and glue the top of the blue cellophane under the bird (leaving the bottom of the cellophane unglued so it can be lifted). The cellophane represents the water that God made.

Turn the page over and glue the blue paper to the top of the Day Six page. This represents the sky. Help them glue the sandpaper under the “sky.” Then, have them color grass under the sandpaper. The green “grass” and sandpaper represent the dry land that God made. Remind the children of all the things God made on days one through four. See if any of the kids can name the things they have learned about God creating so far (day/night, sky, dry land, seas, plants)..

### BIG GROUP TIME

*please check your classroom schedule*

Please talk to your class about the purpose of this time—to have fun worshiping God together. Give your class practical ideas of what this means (obey the teachers up on the stage, sing and praise God with a happy heart, keep your hands to yourself, etc.). Teachers, you are crucial in helping create a peaceful, orderly environment to worship God during this time. Thank you for your help!

### SMALL GROUP TIME

*25-30 minutes*

## Bible Story

Open your Bible to the book of Genesis so that the children will see that the lesson is from the Bible.

### Supplies:

Bible

Set of pictures of creation (one per bin)

Ziploc bag with blue soap to use for the “separated water and sky” illustration (one per bin)

**Does anyone remember our verse? Let’s say it together, “In the beginning God created the heavens and the earth.” Genesis 1:1** (Have the children repeat the bible verse with you one-two times before beginning the story.)

**Look at these beautiful pictures** (review and show creation pictures). **Who made all these wonderful things?** (God.) **How did God make them?** (He spoke and it happened.) **Can we do that?** (No, only God can speak something into creation.) **Did God make all these things just ok?** (No, He made them good.)

**Let’s find out what God created on day five.** (Read Genesis 1:20-21) **Then God said, “Let the waters swarm with fish and other life. Let the skies be filled with birds of every kind.” So God created great sea creatures and every living thing that scurries and swarms in the water, and every sort of bird—each producing offspring of the same kind. And God saw that it was good.**

**So on day five, God created all the birds. Can you flap your arms and like a bird flaps its wings? And God created all the fish. Can you make a fish face with your mouth and pretend to be a fish? Did he make them the same way he made everything else?** (Yes, he spoke and they were created.) **And God saw that it was \_\_\_\_\_. (GOOD!)**

**Then on day six, (Read Genesis 1:24-25) God said “Let the earth produce every sort of animal, each producing offspring of the same kind—livestock, small animals that scurry along the ground, and wild animals.” And that is what happened. God**

**made all sorts of wild animals, livestock, and small animals, each able to produce offspring of the same kind. And God saw that it was good.**

**On day number one, God created day and night** (show picture of light).

**And on day number two, God created the sky to separate the waters** (use Ziploc bag to show water and sky being divided).

**On day three, God made all the dry land and formed the seas** (show picture).

**And God created the plants and trees that grow on the land** (show pictures of trees and flowers).

**On day four, God created the sun, moon, and all the stars** (show pictures).

**On day five, God created the fish of the seas and the birds of the air** (show pictures of fish and birds).

**And on day six, God created the animals and creatures of the land** (show picture). **And God saw that it was good!**

**The next time we meet, we will learn more about what God made on day six. God deserves praise for who he is! Let’s pray and give praise to God our creator.**

## Prayer

Prayer time may not be appropriate immediately following story time. If this is the case, we ask that you be intentional about praying spontaneously or formally with the children at other times during class.

**Dear God, thank you for all you made. Thank you for the birds in the air and the fish in the sea. Thank you for all of the animals both big and small. We praise you and thank you for who you are. You are Creator. Amen.**

## Creation Sensory Book Page for Days 5 & 6

### Supplies:

Days five and six(a) half sheet from the opening activity (one per child)  
Fish stickers (three per child)  
Feathers (one-two per child)  
Googly eyes (one per child)  
Animal stickers (three per child)

Have children turn to the bird page. Give each child a feather or two and one googly eye to glue to the bird. Have them lift up the bottom of the blue cellophane and put a few fish stickers “in the ocean.” (If they glued the whole piece of cellophane down, they can just put the fish stickers on top of it.) Talk about what God made on this day.

Turn the page over and have them put animal stickers on the “ground” and go over what God created on Day Six.

Let the children and parents know they will work on their creation booklet throughout this four-week unit. Each week, the child will take a new page home to add to their binder ring.

\*\*\*Have fun and let them do the crafts themselves as much as possible. This is a hands-on way for them to learn who God is and remember what they learn. It doesn't matter if they place the label or stickers in the wrong spot. What matters is teaching them who God is. \*\*\*

## SNACK & ADDITIONAL ACTIVITIES

*last 30 minutes*

Please wash the children's hands before snack time and say a prayer thanking God for the food. As they are eating their snack, please take time to go over the review questions.

## Review Questions

1. **What did God make to fly in the sky?** (Birds.)
2. **What did God make to swim in the seas?** (Fish.)
3. **Who made all the animals?** (God.)
4. **Who saw that it was good?** (God.)
5. **What are some animals God made?** (Fish, sheep, cows, dogs, etc.)

## Creation Review

### Supplies:

Creation Nesting Boxes and/or Creation Sensory Bin (one per bin)

Use the nesting boxes and/or the creation sensory bin to talk about the days of creation and how God created all things.

## Animal Charades

Have children take turns acting out different animals. Let the others guess what they are pretending.

## Animal Follow the Leader

Have children copy you in acting like an animal (hop like a kangaroo, waddle like a duck, etc). Allow children to take turns being the leader and come up with their own animals to act like.

