

Bible Point ▶

# God made our world and the animals.

## Bible Verse

God made the world (adapted from Genesis 1:1).

## Growing Closer to Jesus

Children will

- talk about different kinds of animals,
- hear how God made all living creatures,
- discover what makes each animal special, and
- thank God for their favorite animals.

## Teacher Enrichment

### Bible Basis

#### ■ God creates animals.

#### Genesis 1:1-25



It is possible that no other written work has inspired more study than the creation story, the first two chapters of Genesis. Let's explore what the Bible says about what happened.

It's interesting to note the recurring phrases within these 25 verses. Whenever God created something, we see the words, "Then God said..." From the sun and moon to the plants and animals, God simply spoke and what he said came into being. Notice the connection to John 1:1-3, where "the Word" refers to Jesus. Understanding from John 1 that

Jesus was present at Creation, we see in Genesis 1:1-2 that all three persons of the Trinity were present and active in the creation of all things.

Something else that recurs in these verses is a variation of "And God saw that it was good." Nearly every time God created something, he declared it good. Everything he made—the sun, the moon, the stars, the earth, the animals, the trees, the plants—was good. And he made this good world for us to live in. What a great God we serve!

### Prayer

- Read John 1:1-3.
- What does it mean to you that Jesus was active in Creation?
- Pray: God, thank you for the wonderful world you've created. Please help me to teach your children how wonderful you are.

### Before the Lesson

- Collect the necessary items for the activities you plan to use, referring to the Classroom Supplies and Learning Lab Supplies listed in the chart on the next page.
- Make photocopies of the "Today I Learned..." handout (at the end of this lesson) to send home with your children.
- Pray for the children in your class and for God's direction as you teach the lesson.

# This Lesson at a Glance

	What Children Will Do	Classroom Supplies	Learning Lab Supplies
<b>Welcome Time</b>	<b>Welcome!</b> —Receive name tags, and be greeted by the teacher.	“Animal Name Tags” (p. 23), scissors, marker, safety pins or tape	
<b>Let’s Get Started</b>  Direct children to one or more of the optional activities until everyone arrives.	<b>Option 1: Who Am I?</b> —Try to identify animals by the sounds they make.	CD player	
	<b>Option 2: Thumbprint Critters</b> —Add thumbprint animals to the creation wall mural.	Creation wall mural from Lesson 1	
	<b>Option 3: Animal Charades</b> —Guess the animal that is being acted out.		
	<b>Pick-Up Time</b> —Sing a song as they pick up toys and gather for Bible Story Time.	CD player	
<b>Bible Story Time</b>	<b>Setting the Stage</b> —Find partners by making animal sounds.	“Animal Pairs” handout (p. 36), scissors	
	<b>Bible Song and Prayer Time</b> —Sing a song, bring out the Bible, and pray together.	Bible, CD player	
	<b>Hear and Tell the Bible Story</b> —Hear how God made animals, and sing about animals God made.	Bible, CD player	
	<b>Do the Bible Story</b> —Identify wild, tame, crawling, and flying animals God made.		
<b>Closing</b>  	<b>Something’s Fishy</b> —Teach Whiskers that he’s special even though he can’t live under water.		
	<b>Animal Prayers</b> —Sing a song, and thank God for their favorite animals.	CD player	

\*See the end of this lesson for extra-time ideas and supplies.

## Welcome Time

**SUPPLIES:** “Animal Name Tags” (p. 23), scissors, marker, safety pins or tape

- Kneel down and make eye contact with children as they arrive.
- Greet each child individually with an enthusiastic smile.
- Thank each child for coming to class today.
- As children arrive, ask them how they practiced what they learned last week. Use questions such as “What did you tell your family about the world God made?” and “What did you do to enjoy God’s world this week?”
- Say: **Today we’re going to learn that ► God made our world and the animals.**
- Hand out the animal name tags children made during Lesson 1, and help children attach the name tags to their clothing. Use the handout to create extras for children who weren’t present last week or to replace damaged name tags.
- Direct children to the Let’s Get Started activities you’ve set up.

### ◀ BIBLE POINT



### teacher tips

It’s important to say the Bible Point just as it’s written in each activity. Repeating the Bible Point over and over throughout the lesson will help kids remember it and apply it to their lives.

### teacher tips

A good way to engage visual learners is to show them the “real thing.” If you have small pets such as fish, turtles, or birds, bring them to your Sunday school class to show the children. Bring only caged or confined pets, and supervise them closely while children are in the room.

### ◀ BIBLE POINT



## Let’s Get Started

Set out one or more of the following activities for children to do as they arrive. After you greet each child, invite him or her to choose an activity.

Circulate among the activities to offer help as needed and direct children’s conversation toward the point of today’s lesson. Ask questions such as “What’s your favorite animal that God made?” or “Do you have a pet? How do you take care of it?”

### ■ Option 1: Who Am I?

**SUPPLIES:** CD player



Play “Animal Sounds” (track 7) from the CD. This segment includes dog, cat, lion, bird, cow, horse, and sheep sounds. Each sound is recorded twice. Pause the CD after each sound and ask children what animal they think it is. Then play the sound again and encourage children to repeat the sound. Then continue to the next animal. Talk about what each animal would eat and explain that we need to be gentle and kind with animals. Remind children that ► God made our world and the animals.

### ■ Option 2: Thumbprint Critters

**SUPPLIES:** creation wall mural from Lesson 1



Set out the ink pad from the Learning Lab and the creation mural you made last week. On a blank sheet of paper, show children how to make thumbprint animals, similar to the one shown in the margin. Let them add thumbprint animals to your creation mural. As children work, invite them to tell you about the animals they’re making. Remind them that ► God made our world and the animals. After children have finished, hang the creation mural in your story area.



## ■ Option 3: Animal Charades

**SUPPLIES:** none

Show the children how to play charades by acting out an animal and encouraging them to guess what animal you are pretending to be. Then choose a volunteer to be the actor in this game of charades. Whisper a type of animal (such as a dog, a horse, or a bird) to the volunteer, and let him or her act out the motions and sounds of the animal until one of the children in the group can guess what it is. Whoever guesses is the next actor.

When everyone has arrived and you're ready to move on to Bible Story Time, encourage the children to finish what they're doing and get ready to clean up.

## ■ Pick-Up Time

**SUPPLIES:** CD player



Lead children in singing “Come Along With Me” (track 2) with the CD to the tune of “Come and Go With Me.” Encourage children to sing along as they help clean up the room.



**Come along with me and pick up all our things,  
Pick up all our things,  
Pick up all our things.  
Come along with me and pick up all our things  
So our room will be clean.**

*(Repeat 2x.)*

## Bible Story Time

### ■ Setting the Stage

**SUPPLIES:** “Animal Pairs” handout (p. 36), scissors

Before class, photocopy the “Animal Pairs” handout and cut out the animals. You’ll need one animal pair for every two children in your class.

Tell children that when you turn the room lights off and then on again, they’re to stop what they’re doing and raise their hands. Practice this signal a few times. Encourage children to respond quickly so you’ll have time for all the fun activities you’ve planned.

When everything is cleaned up, gather everyone in a circle on the floor.

Ask: • **What did you make or do when you came to our class today?** (Made thumbprint animals; played with animals; listened to animal sounds.)

Say: **Some of you listened to animal sounds, some of you made thumbprint animals, and some of you acted out animals. If you listened to animal sounds or acted out animals, stand up and make your favorite animal sound and then sit down.** Pause. **If you made thumbprint animals, come and point out the animals you made and then sit down.**

Let children point out their thumbprint animals, and then continue: **You've all been learning important things about our Bible story. Today we're going to learn that ► God made our world and the animals. To help us get ready for that story, we're going to play an animal game.**

Hold up the animal pictures, one at a time, and ask:

- **What sound does this animal make?**

Let children make the sound for each animal, and then give each child an animal picture. Say: **I've given each person an animal picture. When I say "go," I want you to walk around the story area and make the sound of your animal. When you find another person who's making the same sound, sit down together. Go!**

Walk around with the children and help them find partners as necessary. If you have an uneven number of children in your class, join in the game so each child will have a partner.

After children have found their animal partners, have each pair stand and make the animal sound together. Then say: **What a lot of animals we have in our class today! Make your animal sound one more time if you're ready to bring out our Bible and hear how ► God made our world and the animals.**

Lead children in making animal sounds once more, and continue with the lesson.



## ■ Bible Song and Prayer Time

*SUPPLIES: Bible, CD player*



tracks 3, 4

Say: **Now it's time to choose a helper to bring me the Bible marked with today's Bible story. As we sing our Bible song, we'll pass around our special Bible. The person who's holding the Bible when the music stops will be our Bible helper today.**

Lead them in singing "I'm So Glad for the Bible" (track 3) with the CD to the tune of "Give Me Oil in My Lamp." As you sing, pass around the special Bible.

This Bible story is featured in *My First Hands-On Bible™*. Order several now for your ministry at [group.com](http://group.com).



SING

I'm so glad for the Bible.  
Keep me learnin', learnin', learnin'.  
I'm so glad for God's book today.  
I'm so glad for the Bible.  
Keep me learnin', learnin', learnin'—  
Keep me learnin' all about his way.

Let me hear 'bout God's love—  
Keep me learnin', learnin', learnin'.  
Let me hear 'bout God's love for me.  
Let me hear 'bout God's love—  
Keep me learnin', learnin', learnin'.  
Let's shine the light for all to see.

*(Repeat first verse.)*

When the music stops, invite the child who's holding the Bible to bring it to you. Stamp the child's hand with the *world stamp*, and thank him or her for bringing you the Bible. Then stamp the other children's hands. Return the *world stamp* and *ink pad* to the Learning Lab.

Say: **I'm thankful for** [name of child who brought the Bible], **and I'm thankful for everyone in our class today. Let's thank God together for all our friends in this class.**

Lead children in singing "I'm So Glad We're Together" (track 4) with the *CD* to the tune of "Give Me Oil in My Lamp."

**SING**

**I'm so glad we're together:  
Keep us prayin', prayin', prayin'.  
I'm so glad we're all here today.  
I'm so glad we're together:  
Keep us prayin', prayin', prayin'—  
Prayin' for each other every day.**

Lead children in folding their hands and bowing their heads as you continue to sing.

**Thank you, Lord, for each one.  
Keep me thankful, thankful, thankful.  
Thank you for everyone who's here.  
Thank you, Lord, for each one.  
Keep me thankful, thankful, thankful—  
Thankful for our friends both far and near.**

## ■ *Hear and Tell the Bible Story*

*SUPPLIES: Bible, CD player*



**tracks 5, 8**

**BIBLE VERSE** ▶

Open the Bible to **Genesis 1** and show it to the children. Say: **Our story comes from the book of Genesis. Genesis is the first book in the Bible, God's special book. Our Bible verse comes from the very beginning of Genesis.** Open your Bible to **Genesis 1:1**, and show the verse to the children. **The Bible says that ▶ God made the world.** Have children repeat the verse with you. **Our Bible Big Book shows us pictures of the Bible story. Before we hear our Bible story, let's sing a song to help us remember the verse.**

Lead children in singing "God Made the World" (adapted from Genesis 1:1) with the *CD* (track 5) to the tune of "The Farmer in the Dell."

**SING**

**God made the world.  
Oh, God made the world.  
We thank him for creating it.  
God made the world!**

**God made the light.  
Oh, God made the light.  
We thank him for creating it.  
God made the light!**

**God made you and me.  
Oh, God made you and me.  
We thank him for creating us.  
God made you and me!**

Bring out the *Bible Big Book: God Made Our World*. Show children the pictures on pages 1 to 5 as you read the corresponding text printed on the back cover of the book. Encourage children to repeat with you, “the world that God made.” When you read the text for pages 4 and 5, pause to let children find the animals as indicated.

After you finish the story, hold up pages 4 and 5.

Ask: • **What other animals can you find in our *Big Book* picture?**

Help children point out other animals in the picture. As they find each animal, ask questions such as “Where does that animal live?” “What does that animal eat?” or “What sound does that animal make?”

Say: ► ***God made our world and the animals. God certainly made lots of different animals! Let’s learn a song that will help us remember some of the animals God made.***

Lead children in singing “God Made the Animals” with the *CD* (track 8) to the tune of “Jesus Loves Me.”



### SING

Cats and dogs and bluebirds blue,  
Tigers, lions, zebras, too.  
Fish and frogs and birds that fly—  
So many creatures, my, oh my!

God made the animals.  
God made the animals.  
God made the animals.  
He made so many kinds.

Ostriches with pointy toes,  
Elephants and buffaloes,  
Rabbits, snakes, and kangaroos—  
God made them all for me and you.

God made the animals.  
God made the animals.  
God made the animals.  
He made so many kinds.

## ■ Do the Bible Story

**SUPPLIES:** none

Say: **God made all different kinds of animals. The Bible tells about wild animals, tame animals, crawling animals, and animals that fly.**

Ask: • **What are some wild animals that you’ve heard of?** (Tigers; lions; elephants.)

Say: **Wild animals live outside in the wild or sometimes in zoos. Tame animals live with people, sometimes outside or sometimes inside as pets.**

Ask: • **What are some tame animals that you’ve heard of?** (Cats; dogs; hamsters; cows.)

• **God also made crawling animals like snakes and bugs. What kinds of bugs can you think of?** (Ants; spiders; ladybugs.)

**BIBLE VERSE** ▶

Say: **Some bugs crawl on the ground. Other bugs like bees and butterflies fly in the air.**

Ask: • **What else did God make that flies in the air?** (Birds; bats.)

Have children stand up. Say: **Our Bible verse, from Genesis 1:1, tells us that ▶ God made the world. Last week we talked about how God made water and God made plants. God made the sun, the moon, and all the stars. And this week we learned that God made all of the animals.**

**Let's play a game to help us remember about all those different kinds of animals. I'll name an animal. If it's a wild animal, I want you to roar. Let me hear you practice roaring.** Pause. **If I name an animal that is as tame as a pet, I want you to gently pat the person next to you. Let's try that.** Pause. **If I name a crawling animal or bug, I want you to crawl your fingers up your arm. Let's see you crawl your fingers.** Pause. **If I name a flying animal or bug, I want you to flap your arms like wings.**

Read the following list of animals. Pause after you read the name of each animal to let children do their actions. You may need to demonstrate to help them remember.

- lion
- cat
- cow
- snake
- spider
- bird
- butterfly
- worm
- bear
- dog

**BIBLE POINT** ▶

After children have finished their actions, say: ▶ ***God made our world and the animals.* Let's say that together: "God made our world and the animals." Isn't it great that we get to enjoy the animals and take care of them? Let's see what our animal friend, Whiskers, is up to today.**

**Closing****■ Something's Fishy**

**SUPPLIES:** none

Gather the children in a circle on the floor. Bring out Whiskers the Mouse, and follow the script on the next page. When you finish the script, put Whiskers away.





**Whiskers:** *(Head down, looking sad)* Hi, friends.

**Teacher:** Whiskers, you seem sad. What's the matter?

**Whiskers:** I don't like being a mouse.

**Teacher:** Why don't you like being a mouse, Whiskers?

**Whiskers:** Mice are little and have to hide all the time. So I decided to be a fish instead—I love to swim and play in the water. I jumped in a pond, but when I tried to breathe, the water went up my nose and I choked and coughed. It felt awful!

**Teacher:** I'm sure it did. Mice aren't made to breathe under water. Children, can any of you breathe under water? *(Let children respond.)* See, Whiskers, people weren't made to live under water either. God made fish special. Fish have gills so they can breathe under water. And God made mice special, too. I bet you can do lots of things fish can't do.

**Whiskers:** *(Sounding skeptical)* I doubt it.

**Teacher:** Children, let's think of some special things Whiskers can do. Can Whiskers run and play in the grass? *(Let children respond.)* Clap your hands if you think Whiskers can sit on a rock and feel the warm sun.

**Whiskers:** Hmm. I guess a fish couldn't do that. Maybe mice can do some special things. What kinds of special things can people do?

*(Lead children in telling Whiskers about special things they can do such as talking, going to school or church, or coloring pictures.)*

**Teacher:** When ►God made our world and the animals, he made each person and animal in a special way. People have fingers, but mice have little claws so they can hold on while they're climbing. People are much bigger than mice, but mice are small enough to hide where people could never go. Let's play a game, Whiskers, called Hide-and-Seek. You can hide, and the children will find you. That way we can all have fun being just what God wanted us to be.

**Whiskers:** Oh boy! I love hiding! That's the best part about being a mouse. Close your eyes and count to 10 while I hide.

*(Have children close their eyes and count to 10 while you quickly hide Whiskers. Let children find him, and then continue.)*

**Whiskers:** Thanks, friends. I think I'll keep being a mouse after all. I'm going to go home and play that hide-and-seek game with my brother. See you next time!

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## ■ Animal Prayers

SUPPLIES: CD player



Say: ► **God made our world and the animals.** Let's sing our animal song to thank God for all the animals he made.

Lead children in singing "God Made the Animals" (track 8) with the CD to the tune of "Jesus Loves Me."



### SING

Cats and dogs and bluebirds blue,  
Tigers, lions, zebras, too.  
Fish and frogs and birds that fly—  
So many creatures, my, oh my!

God made the animals.  
God made the animals.  
God made the animals.  
He made so many kinds.

Ostriches with pointy toes,  
Elephants and buffaloes,  
Rabbits, snakes, and kangaroos—  
God made them all for me and you.

God made the animals.  
God made the animals.  
God made the animals.  
He made so many kinds.



After the song, invite each child to name his or her favorite animal. Say: **Jesus loves animals, too, because they are a special part of his creation. In fact, the Bible tells us that Jesus was there at Creation and that nothing was made without him. Let's close with a prayer: Dear God, thank you for all the different animals you made. Help us take good care of them. In Jesus' name, amen.**



### Growing closer to Jesus extends beyond the classroom.

Photocopy the "Today I Learned..." handout (at the end of this lesson) for this week, and send it home with the children. Encourage parents to use the handout to plan meaningful family activities to reinforce this week's topic.



## For Extra Time

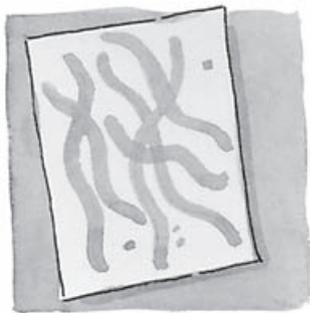
If you have a long class time or want to add additional elements to your lesson, try one of the following activities.

### ■ **Lively Learning: Animal Tag**

Choose one child to be “It.” Have “It” name an animal and then make that animal sound as he or she tries to tag other children. As children get tagged, they must join “It” in making the animal sound. To avoid collisions, have children shuffle or crawl on the floor as they play.

When everyone has been tagged, choose a new “It” and let that person choose another animal sound. Repeat the game as time allows. In between rounds, remind children that ► God made our world and the animals.

### ■ **Make to Take: Wonderful Worms**



Give each child a sheet of construction paper and a piece of yarn or string. Help children dip their yarn in tempera paint and wiggle it across their paper to create “worm” paintings. As children work, talk with them about worms and other insects God has made. Remind them that ► God made our world and the animals.

### ■ **Treat to Eat: Animal Buffet**

Set out several different “animal foods” on a table. For example, you might include sunflower seeds for birds, tuna fish for whales, or shredded wheat “hay” for horses and cows. Let children pretend to be each animal as they sample its food. Thank God for the food he made to feed the animals.



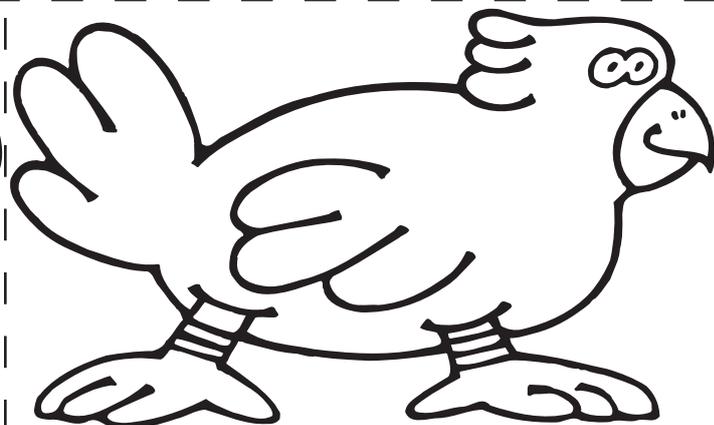
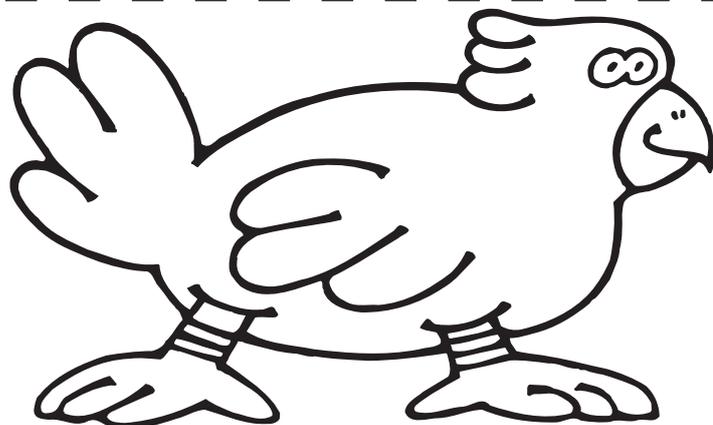
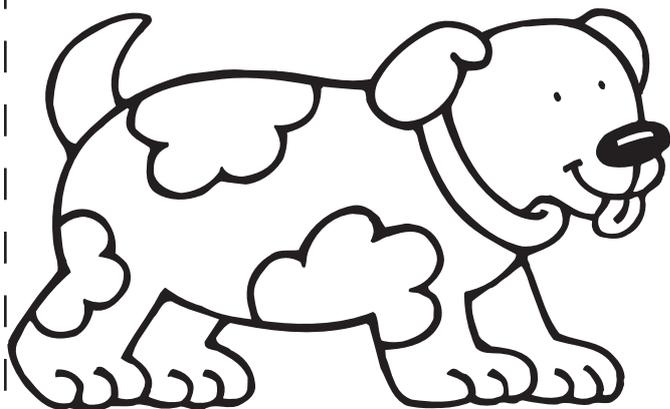
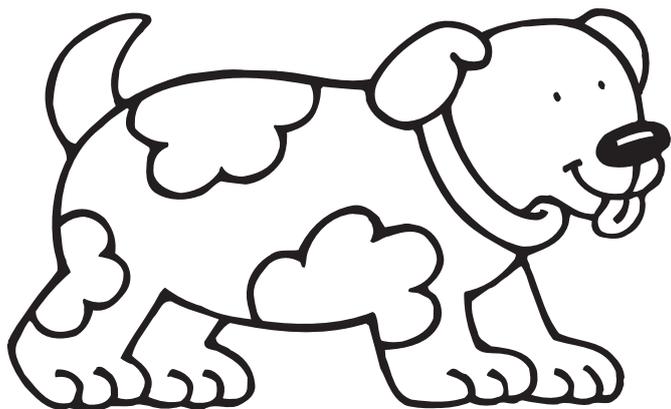
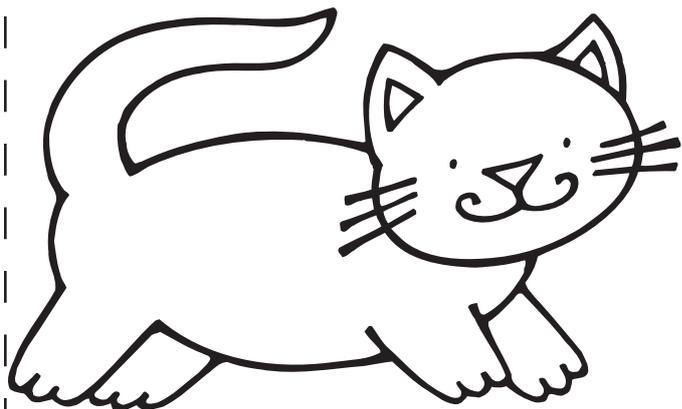
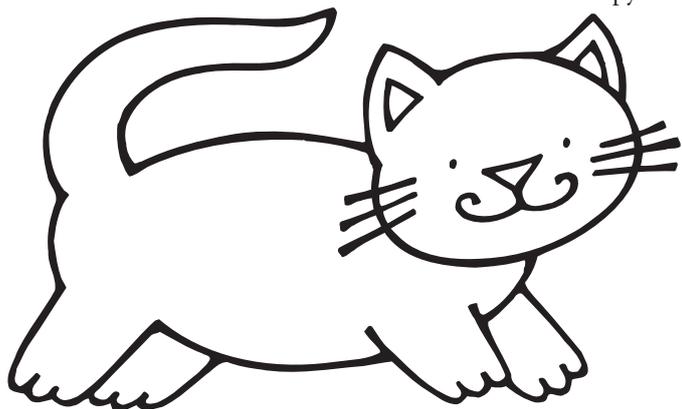
See page 5.

### ■ **Story Picture: God Made the Animals**

Give each child a copy of the “Today I Learned...” handout. Set out pretzel sticks, and let each child glue them to the antlers on the deer in the picture. As children color the rest of their pictures with crayons or markers, talk with them about their favorite animals. Remind them that ► God made our world and the animals.

# Animal Pairs

Photocopy and cut out the animals.



# Today i learned... God made our world and the animals.

## Lesson 2

Today your child learned that **GOD MADE OUR WORLD AND THE ANIMALS**. Children talked about different kinds of animals and thanked God for their favorite animals.

### Help me learn this:

God made the world (adapted from Genesis 1:1).

### Ask me:

- Who made the animals?
- What's your favorite animal?
- How can our family be kind to animals this week?

### Family Fun

- Take a family field trip to a local pet store or zoo. Have fun looking at all the different animals God made.
- Set out seeds or nuts for the birds or squirrels that visit your home. Watch the seed supply carefully and count how many creatures share the food you've set out.

**God Made  
the Animals**  
(Genesis 1:1-25)



