



Creation: Days and Kinds

The Bible tells us about creation!

Lesson Focus

Evening and morning means one day! God created in six days. And the plants God created on day three were created according to their kinds.

Key Passages

Genesis 1:5, 1:8, 1:13, 1:19, 1:12

Memory Verse

Psalm 8:3–4 When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, and the son of man that you care for him?

Prepare to Share

Scriptural Background

Prepare to teach by preparing your heart. Read the key passages for this lesson along with this background.

Through the book of Genesis, God intended for us to know specifically what he created and how long it took him to create. The creation account allows us just a small glimpse of the power—the omnipotence—of our mighty God as he speaks, by the power of his Word, the entire universe into existence. Our lesson this week will include days 1–4 (Genesis 1:1–19).

Day one includes the creation of the heavens, the formless earth, the waters covering the earth, and the light, which was separated from darkness. In addition, time itself began on the first day (Genesis 1:3–5).

On day two, God created the “firmament” or “expanse.” The Hebrew word is *raqiya*, and it has the idea of something spread out. This expanse was called “heaven.” Part of that was the atmosphere and the air. This expanse separated the waters below from the waters above (Genesis 1:6–8).

God caused the dry land to appear and gathered the seas together to one place on the earth. He then spoke the plants, grass, herbs, and trees into existence. This was day three (Genesis 1:9–13).

Historical/Apologetics Background

Prior to the 1700s, few people believed in an old earth. Most people accepted the biblical account of Genesis and believed that the earth was approximately 6,000 years old. The subjective concepts of old age and uniformitarian geology—the view that slow and gradual processes, rather than a global catastrophe, created the earth’s rock layers—started in the mid-1700s and 1800s. This began the surrender of the truth of Genesis and the belief in millions of years of earth’s history.

These concepts have weakened the culture of the western world and have affected the church because they attack the veracity of the Word of God. Genesis 1 tells us exactly how God created the universe and exactly how long it took him. To deny the very beginning verses of God’s Word is to open the door of compromise to many other scriptural truths. The church is rushing down that road of compromise and must realize the urgent need to ignite a new

God again spoke and created lights in the expanse of the heavens—the sun, moon, stars, and other heavenly bodies appeared on day four (Genesis 1:14–19).

God created all the living things according to their “kinds,” including the plants, grass, herbs, and trees. It is important to be aware that the concept of kinds refutes the process of evolution in that one plant, for instance, could never change into another plant. So, as we read Genesis 1, we must be aware that reproducing according to “kinds” is a repeated, creative directive presented by the holy God.

Another biblical truth that clearly refutes evolution comes as we study the Hebrew word for “created.” This word (*bara*) depicts the making of something from nothing. God created our world *ex nihilo*—out of nothing that had previously existed (see Hebrews 11:3). The Bible confirms God as the omnipotent Creator in several other passages: Psalm 148:4–6, Isaiah 40:25–26, Colossians 1:15–16, and Revelation 4:11. We know that he spoke, and all of creation came to be. This is impossible for us to comprehend. But it should leave us awed at the power of God.

reformation—calling believers back to the absolute authority of the Bible.

Those who want to fit millions of years and evolution into the creation account often reinterpret the 24-hour days in Genesis to be millions of years. As Christians who stand firmly on the authority of God’s Word, we believe that a day is a day—24 hours—just as the Bible says.

We can understand the length of the days of creation by exploring the Hebrew word for “day” in Genesis 1, which is *yom* (rhymes with *home*). First, almost any word can have more than one meaning, depending on context. *Yom* can have several meanings. It can mean a day (an ordinary 24-hour day), the daylight portion of an ordinary 24-hour day (i.e., day as distinct from night), or an indefinite period of time describing an era (e.g., in the day of the judges, in the day of the Lord, or in my grandfather’s day).

When determining the meaning of the word *yom* in the context of Scripture, theologians have relied on Hebrew dictionaries like the *Brown-Driver-Briggs Hebrew Lexicon*. This respected Hebrew resource actually gives Genesis 1 as an example in Scripture where the word *yom* refers specifically to a 24-hour day.

We also know that the Hebrew word *yom* always refers to an ordinary day when associated with a number and the words "evening" or "morning." In fact, whenever the word *yom* is used in the Old Testament in this way, it clearly refers to a 24-hour day. This simple study of the Hebrew language confirms the Genesis account of creation as occurring in six 24-hour days.

The study of Genesis and its accuracy regarding the age of the earth is never far from a discussion of fossils. Fossils are the remains, traces, or imprints of dead plants or animals that have been preserved in the earth's near-surface rock layers. Secular scientists view fossils as evidence for a long prehistory for the earth and life on it—spanning millions of years.

Creationists view the same fossil deposits around the world and understand that these had to be

formed by the rapid burial of countless billions of plants and animals. This rapid burial, when looked at through the lens of Scripture, is consistent with a global, catastrophic, year-long Genesis flood that occurred, according to the biblical time frame, about 4,300 years ago.

Why is this an important issue? Because millions of years of history create an insurmountable problem regarding the gospel. The fossil record consists of the death of billions of creatures. It is a record of death, disease, suffering, cruelty, and brutality. The Bible makes it clear that God's creation was "very good" (Genesis 1:31) and that it was the sin of Adam that brought death, disease, and suffering into the world (Genesis 2:17; Romans 5:12). Death is the penalty for man's sin; Jesus Christ is the remedy. When Christians allow that death, suffering, and disease happened before Adam's sin, they are ignoring the exclusive message of the cross and Christ's atoning work there, and they doubt the character of God who called his creation "very good."

Come On In

As students arrive, direct them to the activity you chose for today.

Lesson Time

Have the students assemble in a circle away from the tables—either on the floor or in their chairs.

Bring your stuffed animal, Bible, Flip Chart, and any items you prepared for this lesson.

Prayer

This prayer time is designed to help the students begin to understand some simple concepts about prayer and to encourage them to pray.

We start our Bible lesson with prayer. Turn to the Prayer Page in the Flip Chart. Briefly review the different types of prayer presented there.

- I love you prayers—Adoration
- I'm sorry prayers—Confession
- Thank you prayers—Thanksgiving
- Please prayers—Supplication

Today let's say prayers of thanksgiving—and tell God thank you for something.

I'll start. Dear God, you are great and you are good. Today I want to thank you for . . . *(insert personal prayer here)*.

Pass a special stuffed animal—prayer bear—around the circle, giving all the students an opportunity to pray, or choose a volunteer to stand beside you and pray.

Very good! Now let's put our stuffed animal away, and we'll answer our Bible Truth questions.

Bible Truths

These four questions will be repeated each week to help the students learn foundational truths.

- ? Who made you? *God made me!*
- ? What else did God make? *God made ALL things!*
- ? Why did God make you and all things? *For his glory.*
- ? Is there more than one true God? *No. There is only one true God.*

Bible Pass Around

We are going to start out today by looking into God's Word, the Bible. *Hold up Bible.* God's Word is true, and we can trust what it says. But where should we look? One of you will help me with that. We're going to play

► Before Bible Pass Around, place a sticky note in your Bible to mark the first passage to be read.

Bible Pass Around. Whoever ends up with the Bible must hold it very carefully until it is time to look in it. When it is time to read, you can bring it to me, and we'll open it to see what we are going to talk about today! Here's what we're going to do. I want everyone to count with me up to the number *choose a number.* (You may also choose to recite the books of the Bible, sing one of the lesson songs, or recite the memory verse as you do this activity.) We'll start right here. *Hand the Bible to the first student.* As we say each number (or word), you must carefully pass the Bible to the person beside you. Remember, we don't want to drop it or tear it. Then when we get to the last number (or word), whoever has the Bible will hold on to it until we are ready for it in our lesson. Are you ready? Let's begin. *Begin the lesson when finished with Bible Pass Around.*

K-1st Lesson continues next. Go to page 58 for the Pre-K Lesson.



K-1st Lesson

Introduction

Refer to Lesson 12 Flip Chart. Who remembers what we talked about last time? *Allow discussion.*

- ? **God created everything in six days.** As I point to the Flip Chart, I want you to shout out some of the things that were created on that day. Ready? *Point to each number/day on the Flip Chart as students shout out the answers.*

► Don't forget! Review the Optional Supplements and determine where you can use them.

Evening and Morning = One Day

We learned that God created all these things during creation week. Today, we are going to talk a little more about that.

Pass out an Evening or Morning Poster to each student. You are going to help me today. The verses I'm reading today have the words evening and morning. Show each type of poster as you explain. When you hear me say "evening," everyone who has an Evening Poster will hold it up. And if you have a Morning Poster, hold it up whenever you hear me say "morning."

► Pass out the Evening and Morning Posters. Have students lift their posters as you read the scriptures.

Genesis 1:5

Refer to the Books of the Bible Poster. We're going to read from Genesis chapter 1. *Have the student with the Bible bring it up and turn to the sticky note.*

- ? **Show Lesson Flip Chart.** Now, this verse is about day one of creation week. What did God create on day one? *Light and dark.*

Yes, God said, "Let there be light." And the Bible says something else about this first day. Listen as I read. *Read Genesis 1:5, emphasizing "there was evening and there was morning, the first day."* Encourage students to lift their posters.

- ? What parts of the day did this verse talk about? They're on your posters! *Evening and morning.*
- ? That's right, evening and morning. How many evenings are there in one day when it's time to go to bed? *One!*
- ? How many mornings are there in one day when it's time to get up? *One!*

Genesis 1:8

Okay. Remember that. Now on day two, God made the expanse, including the air we breathe and the sky! Get your posters ready and listen for the special words as I read. *Read Genesis 1:8 emphasizing "there was evening and there was morning, the second day." Encourage students to lift their posters.*

- Reread the verses as necessary so the students can hear the answers straight from God's Word!

- ? What words did you hear again? *Evening and morning!*
- ? How many evenings are there in a day? *One.*
- ? How many mornings are there in a day? *One.*

Genesis 1:13

- ? Refer to Lesson Flip Chart. What day are we on? *Day three!*
- ? What did God create on day three? *Dry land and plants.*

Let's see what the Bible tells us about day three. *Read Genesis 1:13. Encourage students to lift their posters at "evening" and "morning."*

- ? What special words did you hear? *Evening and morning.*
- ? How many evenings are there in a day? *One.*
- ? How many mornings are there in a day? *One.*

Great! One evening and one morning in one day!

Genesis 1:19

- ? What day is next? *Day four!*
- ? What did God create on day four? *The sun, moon, and stars.*

I will read about day four from Genesis 1:19. Get ready! *Read Genesis 1:19. Encourage students to lift their posters at "evening" and "morning."*

- ? What special words did you hear? *Evening and morning.*
- ? How many evenings are there in a day? *One.*
- ? How many mornings are there in a day? *One.*
- ? How many days did we talk about so far? *Four.*

Yes! These were the first four days of creation.

- ? Does anyone know how many hours there are in one day? *Allow discussion. 24 hours.*
- ? Show the Clock Face Picture. Move finger around the clock as you explain. One day has 24 hours. We count the hours on a clock, from 12 o'clock all the

- Have the Clock Face Picture ready.

way around to 12 o'clock, twice in one whole day. *Count twice around the clock up to 24 together.*

- ? So how many hours does one normal day have? *24 hours.*

Right. This is pretty simple, isn't it? This is what the Bible tells us. But there are a lot of people who don't believe it. They say that it took millions of years for the universe to get here. But that is NOT true. That's not what the Bible says.

- ? Refer to Lesson Flip Chart. When the Bible says "evening" and "morning" on one day . . . it means just one day! And how many days did God take to create everything? *Six days.*

According to Its Kind

- ? When did God make the plants? *On day three.*

Right! We're going to look at some other words in the Bible now that tell us about a special way God created the plants.

Take a look at what I brought today. These all came from plants that God made. *Show the pictures or examples of real fruits, vegetables, or seeds, telling the names of each plant they came from.*

► Have the fruit, veggies, seeds, or pictures ready.

- ? They're all different aren't they? But do you think that if we planted this (sunflower) seed we would get (an apple tree) from it? *Use whatever examples you have on hand.*
- ? But what if you planted a seed from this (apple), what would grow? *An apple tree. Go on illustrating this point with whatever examples you have on hand.*

Genesis 1:12

God tells us in his Word that he made plants and fruits according to their kinds. Listen to this verse about how God created the plants. *Read Genesis 1:12 emphasizing "according to its kind."*

God is talking about the plants, flowers, trees, and vegetables he created on day three. The Bible says that God created all these things "according to their kinds."

- ? Hmm. What does that mean? Think about the seeds we just talked about. *Allow discussion.*

That means that all plants make seeds *according to their kinds* so they can grow more of the *same kind* of plant. So a banana tree will always grow bananas—not coconuts! And a strawberry seed will always grow into a strawberry plant, not a tomato vine. An apple seed will grow an apple tree. And if you plant a daisy seed, you will get a daisy to grow—if you take good care of it.

Each thing God has created will NEVER turn into something else. Things like flowers might look different or smell different—but they are still

all flowers—and they will always be flowers because God made them according to their kinds.

God’s creation is beautiful and amazing. And he created it all in just six normal 24-hour days.

Continue with the Lesson Review Game on page 60



Pre-K Lesson

- Don't forget! Review the Optional Supplements and determine where you can use them.

Introduction

Refer to Lesson 12 Flip Chart. Who remembers what we talked about last time? Allow discussion.

- ? God created everything in six days. As I point to the Flip Chart, I want you to shout out some of the things that were created on that day. Ready? *Point to each number/day on the Flip Chart as students shout out the answers.*

Evening and Morning = One Day

We learned that God created all these things during creation week. Today, we are going to talk a little more about that.

- Pass out the Evening and Morning Posters. Have students lift their posters as you read the scriptures.

Pass out an Evening or Morning Poster to each student. You are going to help me today. The verses I'm reading today have the words evening and morning. Show each type of poster as you explain. When you hear me say "evening," everyone who has an Evening Poster will hold it up. And if you have a Morning Poster, hold it up whenever you hear me say "morning."

Genesis 1:5

Refer to the Books of the Bible Poster. We're going to read from Genesis chapter 1. Have the student with the Bible bring it up and turn to the sticky note.

- ? *Show Lesson Flip Chart. Now, this verse is about day one of creation week. What did God create on day one? Light and dark.*

Yes. But the Bible says something else about this first day. Listen as I read. Get your posters ready. Read Genesis 1:5 emphasizing "there was evening and there was morning, the first day." Encourage students to lift their posters.

- ? *What parts of the day did this verse talk about? They're on your posters! Evening and morning.*
- ? *That's right, evening and morning. How many evenings are there in one day when it's time to go to bed? One!*
- ? *How many mornings are there in one day when it's time to get up? One!*

Genesis 1:8

Remember that. Now on day two, God made the sea and the sky! Get your posters ready and listen for the special words as I read. *Read Genesis 1:8 emphasizing "there was evening and there was morning, the second day."* Encourage students to lift their posters.

- ? What words did you hear again? *Evening and morning!*

Genesis 1:13

- ? Refer to Lesson Flip Chart. What day is next? *Day three!*
- ? What did God create on day three? *Dry land and plants.*

Let's see what the Bible tells us about day three. Are your posters ready? *Read Genesis 1:13. Encourage students to lift their posters at "evening" and "morning."*

- ? What special words did you hear? *Evening and morning.*

Very good! Remember, there is only one evening and one morning in one day!

Genesis 1:19

- ? Let's do day four now. What did God create on that day? *The sun, moon, and stars.*

I will read about day four from Genesis 1:19. Get ready! *Read Genesis 1:19. Encourage students to lift their posters at "evening" and "morning."*

- ? What special words did you hear? *Evening and morning.*
- ? How many evenings are there in a day? *One.*
- ? How many mornings are there in a day? *One.*

That's right! This is what the Bible tells us. But there are a lot of people who don't believe it. They say that it took millions of years for all these things to get here. But that's NOT true. That is not what the Bible says.

- ? Refer to Lesson Flip Chart. When the Bible says "evening" and "morning" on one day . . . it means just one day! And how many days did God take to create everything? *Six days.*

➤ Reread the verses as necessary so the students can hear the answers straight from God's Word!

According to Its Kind

- ? Okay. We're going to look back at day three. What did God create on that day? *Dry land and plants.*

Take a look at what I brought today. These all came from plants that God made. *Show the pictures or examples of real fruits, vegetables, or seeds, telling the names of each plant they came from.*

- ? They're all different aren't they? But do you think that if we planted this (sunflower) seed we would get (an apple tree) from it? *Use whatever examples you have on hand.*

➤ Have the fruit, veggies, seeds, or pictures ready.

- ? What if you planted a seed from this (apple), what would grow? *An apple tree. Go on illustrating this point with the examples you have.*

God tells us in his Word that he made plants and fruits according to their kinds.

- ? Hmm. What does that mean? Think about the seeds we just talked about. *Allow discussion.*

That means that all plants make seeds *according to their kinds* so they can grow more of the *same kind* of plant. So a banana tree will always grow bananas—not coconuts! And a strawberry seed will always grow into a strawberry plant, not a tomato vine. An apple seed will grow an apple tree. And if you plant a daisy seed, you will get a daisy.

Each thing God has created will NEVER turn into something else. Things like flowers might look different or smell different—but they are still all flowers—and they will always be flowers because God made them according to their kinds.

God's creation is beautiful and amazing. And he created it all in just six days!

Continue with the Lesson Review Game below.



Lesson Review Game

We all learn best with review and repetition! We encourage you to play a lesson review game.



Story Time

- ? Do you remember what happened in our last Justin and Jessie story? *Allow discussion.*

- ? Justin and Jessie went on a picnic with their families to a lake in the woods. What were they trying to find? Do you remember? *Something created on each day of creation week.*

They found lots of things that God created all around them—something for each creation day.

Well, let's see what Justin and Jessie are up to this time. *Read the Justin and Jessie story as you show the picture.*

Poor Ellie. Hopefully, she'll sleep all night. Justin felt better about going to bed at night, didn't he? God made night and day. And each day is brand new with lots of things to do. So we need to rest at night, don't we?

God knew exactly what he was doing when he created night and day. The Bible says the evening and morning passed on each day of creation. That

means each day was ONE day! There is only one evening and one morning in every day. And God's Word tells us that God created everything in just six normal days. Then he rested to give us an example of what we should do.

Memory Verse Game

Use the Flip Chart Memory Verse Page as you play a memory verse game. Explain the verse to your students as you review it together.

Psalm 8:3–4 When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, and the son of man that you care for him?

Song Time

Use the downloaded music to practice the songs. Find the lyrics on the Song Sheet at the end of this lesson or on the Flip Chart Song Time Lyrics Page. You may want to add stomping, clapping, and musical instruments, or make up hand motions to any of the songs!

God Created!

Let's start with the creation song. Do you remember that one? Let's sing again. Sing the song together once or twice.

According to Their Kinds

We have a new song that reminds us of how God created the plants and animals according to their kinds. Teach the words then sing the song together.

Psalm 8:3–4

Turn to the Flip Chart Memory Verse Page. Okay. It's time to sing our memory verse song now. Review the words then sing the song together once or twice.

Sing other class favorites or songs from the Additional Songs list as time allows.

Group Prayer

Be sure to pray with your students and take requests if time allows.

- Thank God for the evening when we can rest and the morning when we get to start a new day.
- Thank God for the different kinds of plants, fruits, and vegetables he gave us.

- Pass out the Student Take Home Sheets and remind students to practice the memory verse this week.



Creation: Animals and Man

God created the animals and man on days five and six.

Lesson Focus

God created flying and sea creatures on day five. He created animals and people on day six. Man is different from animals. He is created in God's image.

Key Passages

Genesis 1:21, 1:25, 1:27

Memory Verse

Psalm 8:3–4 When I look at your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is man that you are mindful of him, and the son of man that you care for him?

Review Questions

K-1st Review Questions

1. What book tells how God created everything?
God's Word. The Bible.
2. What book in the Bible tells us about creation?
Genesis.
3. How many mornings are there in one day?
One.
4. How many evenings are there in one day? *One.*
5. When the Bible says "morning and evening" on a day, how many days is that? *One.*
6. How many days did God take to create everything? *Six days.*
7. What did God create on day one? *Light, day, and night.*
8. What happened on the second day? *God made the sky above and water below.*
9. What did God make on the third day? *Dry land and plants.*
10. What did God create on day four? *Sun, moon, stars, and planets.*
11. What did God put in plants so they would grow more plants like themselves? *Seeds.*
12. When we talk about seeds and plants, what does "according to their kinds" mean? *Seeds from one kind of plant will always grow the same kind of plant.*
13. Why did God make you and all things? *For his glory.*
14. Is there more than one true God? *No. There is only one true God.*
15. Who can say the memory verse? *Allow several students to say or sing the verse.*

Pre-K Review Questions

1. What book tells how God created everything?
God's Word. The Bible.
2. How many mornings are there in one day?
One.
3. How many evenings are there in one day? *One.*
4. How many days did God take to create everything? *Six days.*
5. What did God create on day one? *Light, day, and night.*
6. What happened on the second day? *God made the sky above and water below.*
7. What did God make on the third day? *Dry land and plants.*
8. What did God create on day four? *Sun, moon, stars, and planets.*
9. What did God put in plants so they would grow more plants like themselves? *Seeds.*
10. God made plants grow according to their kinds. So if I plant a tomato seed, what kind of plant will grow? *A tomato plant.*
11. Why did God make you and all things? *For his glory.*
12. Is there more than one true God? *No. There is only one true God.*
13. Who can say the memory verse? *Allow several students to say or sing the verse.*

Name _____

God created plants “according to their kinds.”

Draw a line from the plant to the fruit that grows on it. Color the pictures.

