

# ENJOYING GOD'S GIFTS

**ENJOYING GOD'S GIFTS – TEACHER'S MANUAL**

First Edition by Cherie Noel

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**Illustration**

Julie Dickerson

**Fourth Edition Writing, Editing, and Development**

Jim Lord, Christa Lord, Miya Nakamura, Brent Niedergall

**Consulting and Contributions**

Helen Boen, CJ Harris, Michelle Harris, Jennifer Mason, Stephanie Smith

**Review**

Joy Anderson, Sharon Cooney, Jenny Davies, Megan Hawkins, Jane Stebbins

**Additional Graphics and Design**

Shannon Brown, Christa Lord, Jim Lord, Jesse Snow

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# INTRODUCTION

This study introduces students to a variety of figures and narratives in the Bible, all while emphasizing God's blessings to His children. Through these lessons, students can explore God's love and mercy, pictured most clearly in the work of Jesus Christ.

- Lessons 1–6**      God created a wonderful world for us.
- Lessons 7–10**    God gave promises to Israel.
- Lessons 11–16**   God protected Israel's leaders.
- Lessons 17–21**   God spoke through prophets.
- Lessons 22–27**   God sent His Son.
- Lessons 28–35**   Jesus died for us, then rose again.

## Lesson Components

### Content Objectives

These summarize the primary biblical doctrines or points supported by the lesson.

### Learning Objectives

These are expected student outcomes. By the end of the lesson, students should be able to recall, explain, or discuss these points. You may wish to reinforce or assess these points with discussions or other activities.

### Vocabulary

On the first page of each lesson in this Teacher's Manual is a list of new vocabulary terms. In most cases, you'll have the chance to introduce these terms as you teach through the lesson, though you may wish to introduce all these terms at the beginning of the week.

### Session Notes

Each weekly lesson includes three sessions (A, B, and C). The Session Notes suggest ways to explain, discuss, and illustrate the lesson content—usually grounded in a single narrative from Scripture

Note that you will probably not use all the suggested discussion questions or activities in this Teacher's Manual. In particular, Session C usually offers more material than you could fit in a single class period.

## **Modern Stories**

Most lessons feature a fictional Read-Aloud Story during Session C that explores ways to apply principles from the lesson. Note that these stories feature challenging situations in which characters may make poor decisions or face unfair consequences. This should prompt discussion as outlined in the Session Notes.

Every modern story corresponds to a reproducible coloring sheet that you can find at the end of the lesson. Consider asking students to listen to the story as they quietly color the picture.

## **Target Truths**

At the end of each session is a short devotional takeaway. You may choose to develop this thought throughout the session or offer it as a concluding point.

## **Character Trait Activities**

With the exception of Lessons 16, 34, and 35, each lesson includes an activity that can help students practice a character trait relevant to the lesson topic. Most of these activities require little preparation, but you may choose to build on the core ideas. These can greatly expand the social or kinesthetic dimensions of your lesson.

## **Student Manual Facsimiles**

At the end of each lesson in this Teacher's Manual are near-exact copies of the exercise pages in the Student Manual, but with suggested answers included.

## **Music Curriculum**

Near the back of this Teacher's Manual (TM p. 371) are the lyrics for nine classic hymns and one Christmas carol. You may wish to read the explanatory notes to introduce one song for each month of the school year.

- All Things Bright and Beautiful
- Oh Say, But I'm Glad!
- Jesus Loves Me
- This Little Light of Mine
- I Love to Tell the Story
- Amazing Grace
- Christ the Lord Is Risen Today
- Bringing in the Sheaves
- When We All Get to Heaven
- Go Tell It on the Mountain

Students can find the lyrics near the back of the Student Manual (SM p. 125).

## Scripture Memory

Each lesson includes a passage of Scripture that reinforces the topics of this study. Consider introducing the passage at the beginning of the week and then review the passage each day. At the end of the week, students could say the verse individually or in groups—or you could ask parents and guardians to sign a sheet when their child recites the passage at home.

For the review weeks, consider assigning a specific verse or two to review, or ask students to recite a verse of their choice. You could also write parts of the verses on the board and ask volunteers to help you fill the blanks. The Student Manual also includes extra pages where students can write a verse of their choice (SM pp. 139, 141).

A list of memory passages is included on the last page of the Student Manual (SM p. 143), along with signature blanks for a parent or guardian.

<i>Lesson 1</i>	Genesis 1:1	<i>Lesson 17</i>	Proverbs 19:17a
<i>Lesson 2</i>	Psalms 19:1	<i>Lesson 18</i>	Philippians 4:13
<i>Lesson 3</i>	Psalms 148:5	<i>Lesson 19</i>	Psalms 18:2a
<i>Lesson 4</i>	Genesis 1:31a	<i>Lesson 20</i>	Exodus 20:3
<i>Lesson 5</i>	Genesis 2:15	<i>Lesson 21</i>	James 4:10
<i>Lesson 6</i>	Genesis 3:4	<i>Lesson 22</i>	1 Thessalonians 5:11a
<i>Lesson 7</i>	Proverbs 3:5	<i>Lesson 23</i>	Luke 2:7a
<i>Lesson 8</i>	Genesis 12:2a	<i>Lesson 24</i>	Matthew 2:11a
<i>Lesson 9</i>	Genesis 28:15a	<i>Lesson 25</i>	Luke 2:52
<i>Lesson 10</i>	Ephesians 4:32b	<i>Lesson 26</i>	Matthew 3:17
<i>Lesson 11</i>	1 John 5:14b	<i>Lesson 27</i>	Matthew 4:19
<i>Lesson 12</i>	James 1:19b	<i>Lesson 28</i>	Matthew 7:12a
<i>Lesson 13</i>	Luke 16:10a	<i>Lesson 29</i>	Matthew 8:27
<i>Lesson 14</i>	1 Samuel 17:47b	<i>Lesson 30</i>	Romans 15:7
<i>Lesson 15</i>	Proverbs 17:17	<i>Lesson 31</i>	1 Thessalonians 5:18
<i>Lesson 16</i>	<b>Review</b>	<i>Lesson 32</i>	John 10:11
		<i>Lesson 33</i>	John 3:16
		<i>Lesson 34</i>	1 Corinthians 6:14
		<i>Lesson 35</i>	<b>Review</b>

## Extra Resources

You can purchase a packet of downloadable resources from the *Enjoying God's Gifts* product page at [positiveaction.org](http://positiveaction.org). The packet includes . . .

### **Bible Story Pictures (PDF)**

Display these 66 illustrations as you teach through the biblical narratives. Also available for purchase separately as physical 12x15.5" cards.

### **Answer Slides (PDF)**

These presentations allow you to review the Student Manual exercises question by question, with answers appearing as you progress.

### **Piano Accompaniments (MP3)**

Sing along to these piano arrangements of hymns in the music curriculum.

### **Image Pack (PNG)**

Copy and print over 100 illustrations from this study—for use in handouts, bulletin boards, and presentations.

## K4–6 Curriculum Sequence

### **K4 Exploring God's Love**

Students find countless examples of God's love—from Creation through the life and ministry of Christ.

### **K5 Learning About God**

Students learn basic truths about God's character by studying the lives of major figures throughout Scripture.

### **1st Grade Enjoying God's Gifts**

Students explore God's grace, as revealed in Creation, various Old Testament figures, and the work of Christ.

### **2nd Grade Finding God's Promises**

By following Israel from Egypt to the promised land, students can see God's compassion, holiness, and faithfulness.

### **3rd Grade Growing with God**

Students examine the tools that God used to sustain and grow figures like Abraham, Jacob, Joseph, and Daniel.

### **4th Grade Building Life Castles**

Starting with the life of Christ and continuing with the journeys of Paul, students discover the impact of the gospel.

### **5th Grade Possessing the Land**

Students survey the structure, themes, and figures of the Old Testament, noting especially God's sovereign care.

### **6th Grade Winning the Race**

Students review doctrines from all of Scripture, with special emphasis on life principles from the New Testament.



# Suggested Weekly Schedules

## Five-Day Option

<b>Day 1</b>	Session A
<b>Day 2</b>	Session B
<b>Day 3</b>	Session C
<b>Day 4</b>	Character Trait Activity
<b>Day 5</b>	Review, Extra Activities

## Four-Day Option

<b>Day 1</b>	Session A
<b>Day 2</b>	Session B
<b>Day 3</b>	Session C
<b>Day 4</b>	Review Character Trait Activity

## Three-Day Option

<b>Day 1</b>	Session A
<b>Day 2</b>	Session B
<b>Day 3</b>	Session C

## Feedback

As a non-profit publishing ministry, we consider teachers our co-laborers in the faith. Each curriculum remains a work in progress, and the people who teach these studies have a great impact on the scope and format of every new edition. If you have any comments, questions, or concerns, please don't hesitate to contact us—we'd love to hear from you.

info@positiveaction.org  
(800) 688-3008  
**positiveaction.org**

Positive Action for Christ  
P.O. Box 700  
Whitakers, NC 27891-0700

## A Final Word

We pray that this study will help you and your students know God's glory, grow in that knowledge, and share it with others. To benefit the most from this study, consider the following:

- Spend time each day in the Word. Use the material in this study to guide your devotional reading so that you can present God's truth and love from the heart. Spend time marking and adjusting the session notes to suit your students' needs.
- Pray for your students, and ask God to grow you.
- Be vulnerable to your students, expressing questions and confidence in equal measure. Encourage them to explore Scripture with you.
- Be the love and truth that you want to see from your students.
- Depend on God's strength and grace, even in your weakness.



## LESSON 1

# GOD CREATES LIGHT

Scripture Memory – Genesis 1:1

## For the Teacher

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Unit 1 introduces the broad themes of this study while also covering the story of Creation, as recorded in Genesis 1–3. These lessons can also acclimate students to the discussion activities and exercises used throughout this curriculum.

The Student Manual exercises will generally not require students to look up specific verses in the Bible, but as you read Scripture in these early lessons, consider noting how you locate books, chapters, and verses.

## Content Objectives

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- 1-A** God is our powerful, loving Creator.
- 1-B** On the first day of Creation, God made light.
- 1-C** Every good gift comes from God.

## Learning Objectives

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Students should be able to . . .

- List and explain several words that describe God
- Recall what God made on the first day of Creation
- Discuss benefits of daily routines and rest
- Give examples of things that we could consider gifts from God

## Vocabulary

---

- **Create** – To make something that is completely new
- **Creation** – Everything that God made
- **Genesis** – The first book of the Bible; means “beginnings”
- **Heavens** – An older term for the sky
- **Earth** – In Scripture, the ground or land beneath our feet

## SESSION 1-A WHO IS GOD?

**Discuss:** Begin the session by asking students to share some of their favorite books.

- Encourage them to briefly describe what the books are about.
- Can they identify a main character?

**Illustrate:** As time allows, share a few books that you enjoy, and then introduce a physical Bible as one of your favorite books.

**Explain:** Many books have make-believe stories, but the Bible is full of true stories. There are lots of people named in the Bible, and they really lived a long, long time ago.

**Discuss:** But there's Someone at the center of all these stories—kind of like a main character. Do you know who this is?

The Bible is all about God. He gave us this book to teach us about Him. So when we read the Bible . . .

- **We can learn who God is.** What is He like?
- **We can learn what God loves.** What is right? What is wrong? What does He want us to do?
- **We can learn about God's plans.** What is He doing for us? How does He talk with us?

**Discuss:** Write the word *God* in large letters on the board, and then ask students what they've heard about Him. What is God like? Capture student responses by writing words that describe God. Conclude with the following words:

- **Loving** – God cares about us. He wants only good for us. Sometimes we have to face bad things, but God will help us through them.
- **Strong** – God can do anything He wants to do. He's more powerful than everyone else.
- **Spirit** – God does not have a body that we can see. He is invisible, but He is everywhere around us.

**Explain:** This year, we'll learn many things about God, but let's start by looking at the beginning of the Bible. What is the very first thing that the Bible can teach us?

**Read Genesis 1:1.** A long time ago—before you were born, before your parents were born, before any humans were ever around—God *created* everything.

### Create

To make something that is completely new

### Creation

Everything that God made

God made the whole universe:

- He made the *heavens*—that is, everything we can see in the sky.
- He also made the *earth*—the ground under our feet.
- He designed how everything works—from the tiniest little speck on Earth to the biggest galaxy in outer space.
- And with His power, He keeps everything going today.

We are all here because God decided to make our world. When He began Creation, He knew that someday, you and I would be born.

**Prompt:** Help students complete **section 1-A** (SM p. 5).

- As students trace the words *heavens* and *earth*, ask them what kinds of things are in the sky and on the ground.
- Ask volunteers to read some of the words in the bottom table. Note which words do and do not describe God.

**Target Truth:** God is our Creator.

## SESSION 1-B THE FIRST DAY — GENESIS 1:1–5

**Illustrate:** Consider displaying a physical Bible once again.

**Discuss:** The Bible may look like one big book, but it's really 66 smaller books combined into one. Do you know the first book of the Bible?

The first book is called *Genesis*. This is an old word that means “beginnings.” The Book of Genesis tells us about the beginnings of many different things, including the universe itself.

**Discuss:** Ask volunteers to name the oldest person . . .

- In their class
- In their family
- That they've ever heard of

**Explain:** No matter how old we are, each of us has had a beginning, a genesis. There was a year, a day, and a minute when we were born.

**Illustrate:** Consider briefly sharing the events around your own birth, perhaps with a baby photo.

But there is one Person who has never had a beginning. In the Bible, we learn that God has always lived. This is hard to imagine, but there has never been a time when God was not around. God always has been, and He always will be. He lives forever.

So when we read about the “beginning” in the Book of Genesis, we are learning about the start of everything except for God.

**Read Genesis 1:1 again.** Long ago, when there was nothing else but darkness, God was there.

But then God chose to create our world. He did this in six days, putting each piece in place, one after the other, so that everything would be just right. Over the next few lessons, we'll learn about what God created during each day.

**Discuss:** What do you think God created first of all? What happened first in Creation?

**Explain:** **Read Genesis 1:3.** Before anything else, God created light. God is so powerful that He could just say it, and it became true.

In our universe, light is very special:

- Nothing can go faster than light. One photon or bit of light can travel from Earth to the moon in about a second.
- We need light in order to live. Light carries energy from the sun to Earth. Because of light, plants can grow. We can feel warmth during the day.
- Light is also very beautiful. Within light are all the colors we can see.

**Discuss:** Ask students to share their favorite colors. Consider encouraging them to close their eyes and imagine a world without light or color.

**Read Genesis 1:4–5.** God's new creation was good. Then God separated the light from the darkness—so that there was day, and there was night.

This became the first day of Creation. God would spend five more days creating things—we'll learn about these in the coming lessons.

**Prompt:** Help students complete **section 1-B** (SM p. 6).

- If needed, read Genesis 1:3 again. Ask volunteers to pick the correct words for each blank.
- For the second exercise, read each sentence stem and ending out loud. Ask students to mark the activities that make the most sense for daytime or nighttime. Note that both play and rest are helpful.

**Target Truth:** On the first day, God gave us light.

## SESSION 1-C GOD'S MANY GIFTS

**Review:** On the first day of Creation, God made light. Before anything else came to be, God made sure that light could carry energy, warmth, and color across the universe.

And today, when it's light outside, we call it "day." And when it's dark outside, we call it "night."

**Discuss:** Ask students how daylight can be helpful. What does sunlight do to plants? On the other hand, how is nighttime helpful?

Note that the following story explores what can happen when we ignore God's gift of nighttime and rest.

### No Time for Sleep

After dinner, as Matthew helped clear off the table and clean the dishes, he thought about his plans for tonight. He had many important things to do. So, once everything was put away, Matthew got busy. He flopped down on the couch and cracked open his comic book.

Sure, Matthew had more plans for tonight, but they could wait until after Captain Warp explored the Shadow Zone. Matthew read fast, flipping through page after page. He really liked this story. It seemed like only a few minutes had passed when he heard his dad's voice.

"Hey Matthew— isn't it about your bedtime?"

Matthew pried his eyes away from Captain Warp. "Dad, can I stay up late tonight? I've got too much to do. There's no time for sleep."

Dad laughed in surprise. "You don't seem too busy. What do you need to do? Do you need help with something?"

Matthew sat up very straight and tall so that Dad could see that he was very serious: "Well first, I have to finish this story. And then I was going to paint my model robots. And then I thought I'd build another block castle. That might take a while. I'm not sleepy

tonight, so maybe I could just skip bedtime. That would be a big help."

Dad smiled. "You might have a lot to do, but you don't have to do it all tonight. Besides, what did Captain Warp do before he flew into the Shadow Zone?"

Matthew thought hard. "Uh, he got ready. He recharged his spaceship."

"Exactly," Dad said. "And you need to recharge, too. God gave us nighttime so that we could take a break. Your body needs sleep."

"I guess," said Matthew. "But can I read just a little more in bed?"

Dad said it was OK. Matthew could read for ten minutes, but then he had to turn his bedroom light off. So Matthew read his comic for ten minutes— then maybe five more minutes—and then turned his light off.

Matthew lay in the dark, staring up at his ceiling. There was nothing more boring than waiting to fall asleep. He couldn't stop thinking about his toys and models and blocks. Maybe if he just—

Matthew turned the light back on, jumped out of bed, and began to build a new castle out of his blocks. Then he started painting a model robot at his desk. By this time, he was getting a little sleepy, but he thought that maybe, if he laid his head on the desk for just a minute, he could finish painting the robot afterward . . .

#### Discuss:

- Do you think Matthew is making good decisions right now? Is he doing what his dad told him to?
- What do you think will happen if Matthew doesn't go to bed soon?

*Brrring, brrring!* Matthew's head jerked up. That was his alarm clock. Wait, there was light coming through the window. Was it time for school already?

Matthew got up slowly. His arms and neck hurt from being hunched over the desk all night. *Brrring, brrring!* Matthew shuffled over to his alarm clock, shut it off, then went to the bathroom to brush his teeth. Finally, he made his way to the kitchen, where Dad was eating breakfast.

Dad looked up from his toast. “Good morning! Uh, Matthew—are you OK?”

Matthew was trying to pour milk into his cereal, but his arm hurt so much that he kept dribbling milk all over the table.

“Yeah, Dad, no problems here.” Matthew shoveled cereal into his mouth, wishing he could go back to bed and stay there all day.

But Dad dropped Matthew off at school like normal. Matthew sat down in class next to George, who was extra loud and cheerful today. Matthew almost groaned when Mrs. Monet said that the class would start the morning with math.

Before long, Matthew’s eyes were closed. But then George poked him in the arm.

“Matthew. Matthew!” George was whispering. “She’s going to call on us for our answers.”

After that, Matthew somehow stayed awake until lunch. But his heart sank when he opened his backpack—he had forgotten to bring his lunchbox! It was too late to get a hot lunch, so he had to make do with a month-old granola bar from the bottom of his bag.

Miserable, Matthew struggled for the rest of the day. Once he got home, he grabbed a snack and took a nap. At dinner time, Matthew told Dad about his terrible day—and the bad decision he made the night before. Matthew apologized, and Dad suggested that he go to sleep a little early.

It felt great climbing into bed. That night, Matthew fell asleep right away. ♦

### **Discuss:**

- What did Matthew learn from his bad decision?
- Even if Matthew was able to stay up all night and feel great in the morning, would it be OK to ignore his dad? Why or why not?

**Explain:** God gave us light and darkness so that we wouldn’t do the same things all the time. We all need work, play, and rest. Day and night help us enjoy these things in the right balance.

**Read James 1:17.** All good things come from God, our Father in heaven. No, He doesn’t drop colorful packages down from the sky on top of us. But He does work through our parents, our teachers, and every helpful person around us. He makes sure that we have whatever we need. He loves us, and that love does not change.

**Prompt:** Help students complete **section 1-C** (SM p. 7).

- For the matching exercise, ask volunteers to read the words out loud.
- As time allows, after students have drawn a gift from God, ask volunteers to share their drawings and explain why they’re thankful.

**Target Truth:** All good gifts come from God.



## CHARACTER TRAIT ACTIVITY: GRATITUDE

We show **gratitude** by remembering God's gifts and sharing them with others.

As an icebreaker activity, students can share things or people that they're thankful for. Ask students to stand in a circle, then hand one student a small ball or stuffed animal.

- The student with the item can say, "I'm thankful for . . ." and mention a treasured gift.
- The student should then toss the item to another student who hasn't held it yet.
- Students can continue tossing the item until everyone has shared a reason for gratitude.

Consider joining the circle yourself, and conclude the discussion by sharing intangible reasons for gratitude, including health, love, or freedom. Encourage students to identify gifts from God and thank Him.

## EXTRA IDEAS

- **Creation Chart** – During Lessons 1–5, as you outline the days of Creation, consider maintaining a chart that lists or pictures what God made on each day.

<b>Day 1:</b> Light in the dark	<b>Day 4:</b> Lights in heaven (sun, moon, stars)
<b>Day 2:</b> The skies, clouds, and oceans	<b>Day 5:</b> Fish and birds
<b>Day 3:</b> Dry land and plants	<b>Day 6:</b> Animals and humans

- **Bible Drill** – Gently introduce Scripture references by holding a Bible drill for verses within Genesis 1 and 2. Help students open their Bibles to the first few pages of Genesis, then show them where to find verse numbers in the text. Ask volunteers to find the following passages and read the first two words out loud.
  - Genesis 1:1
  - Genesis 1:5
  - Genesis 1:12
  - Genesis 1:27
  - Genesis 2:1
  - Genesis 2:20

## LESSON 1

# GOD CREATES LIGHT

### 1-A WHO IS GOD?



Trace the words to finish the sentence.

**In the beginning, God created the . . .**



Circle the words that describe God.

Cross out the words that do not describe God.

**In the Bible, we learn that God is . . .**

**GOOD**

**LOVING**

~~**SCARED**~~

~~**SMALL**~~

**POWERFUL**

~~**BAD**~~

## 1-B THE FIRST DAY



Complete the sentences with the words below.

**God**   **light**

- In Genesis, we read about what made on the first day.

*God*

- He said, "Let there be \_\_\_\_\_," and there was light.

*light*



For each sentence, mark all the correct endings.



In the day, I can ...



**learn and play.**



**feel the sun.**



**see stars in the sky.**

At night, I can ...



**go to sleep.**



**see butterflies flying.**



**see stars in the sky.**



## 1-C GOD'S MANY GIFTS

God created many wonderful gifts. Every good gift comes from God.



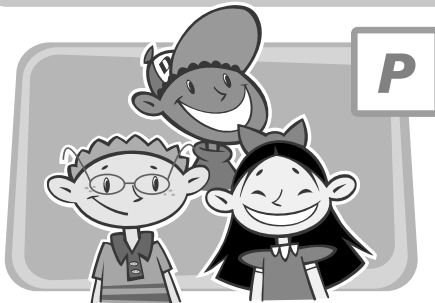
**Match each gift with the best picture.  
Write the letters in the boxes.**

**F. Food**

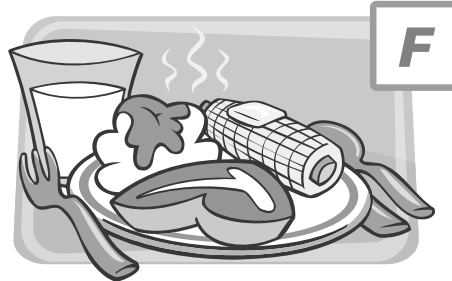
**H. Home**

**P. People**

**T. Trees**



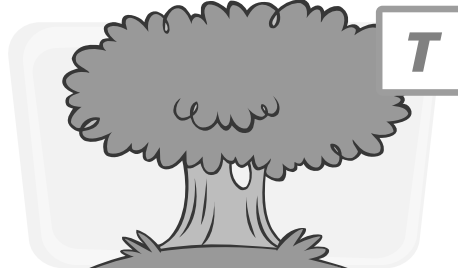
**P**



**F**



**H**



**T**



**Draw another gift from God.**

# ENJOYING GOD'S GIFTS

## LESSON 1 STORY: NO TIME FOR SLEEP



## LESSON 2

# GOD CREATES THE WORLD

Scripture Memory – Psalm 19:1

## For the Teacher

---

This lesson continues the description of Creation in Genesis. Within a breathtaking universe, God formed a uniquely hospitable place for us. Each day in Genesis 1 emphasizes God's wisdom and order, along with His sovereignty over our world.

## Content Objectives

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- 2-A** On the second and third days of Creation, God made the sky, the seas, and land.
- 2-B** On the fourth day of Creation, God made the sun, moon, and stars.
- 2-C** Because of the order God built into His creation, we can study and understand the world around us.

## Learning Objectives

---

Students should be able to . . .

- List what God created on the second, third, and fourth days of Creation
- Describe several gifts included in the first four days of Creation
- Explain how nature can reveal God's greatness
- Discuss the blessing of nature's order and predictability

## Vocabulary

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- **Glory** – The honor, praise, or credit for being great

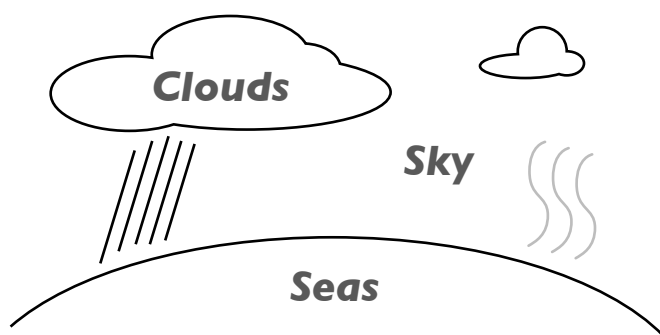
## SESSION 2-A THE SECOND AND THIRD DAYS — GENESIS 1:6–13

**Review:** In the last lesson, we learned that God created the whole universe. What did He make on the first day?

God created light first, and then He formed the planet that we live on.

**Explain:** On the second day, God formed the seas and the sky, along with all the clouds. **Read Genesis 1:6–7.**

**Illustrate:** Consider drawing a simple graphic like the following to distinguish the sea, sky, and clouds.



**Discuss:** Do you know what clouds are made of?

Clouds are big, fluffy batches of water vapor. They're made of countless little droplets of water, all held up in the sky by warm air. Over time, as the droplets bounce into each other and form bigger droplets, they get heavy enough to fall down as rain.

Then later, this water may become warm and evaporate into the sky again. This will form new clouds and start the water cycle all over again. The seas, the sky, and the clouds are all gifts that God designed. They are the waters “above” and the waters “below.”

**Discuss:** How do these gifts help us? Can you think of good things that come from the clouds, the sky, and the seas?

- The clouds give us snow and rain, which waters our plants and fills our rivers. Humans and animals cannot live without this fresh water.

- The sky is filled with air—which we need every minute. The atmosphere around Earth also filters some harmful rays that can come from the sun.
- The seas are home to fish and most of the life on our planet. And without these seas, we would not have many clouds.

**Explain:** Water is an important ingredient to life, and God made sure that our home had plenty of it. He completed this work during the second day.

But Creation was not finished. After making the seas, the clouds, and the sky, God made a place for us to stand. **Read Genesis 1:9.**

God did not want our planet to be one big ball of water, so He pulled back the seas enough for land to appear. Now there was land, and there were seas.

And from the land, God made new life. **Read Genesis 1:11–12.** Up from the land came plants and trees, each with seeds that could grow up as new plants and trees—all after their own kind. Earth is filled with amazing, colorful plants. God did all this during the third day, and He saw that it was good.

It's easy to see the land as a gift from God.

- The land is where most people live.
- It's also where most of our food grows.
- And like all of God's Creation, the land is beautiful.

We could spend our entire lives exploring and studying this amazing planet. It's a wonderful gift and a fantastic home for us.

**Prompt:** Help students complete **section 2-A** (SM p. 8). For the matching section, consider asking volunteers to read the words out loud.

**Target Truth:** God's Creation is a gift to treasure.

## SESSION 2-B THE FOURTH DAY — GENESIS 1:14–19

**Review:** What did God make during the first three days of Creation?

- **Day 1: Light** – God made light and separated it from the darkness.
- **Day 2: The Sky and Seas** – God separated the waters on the earth—thus forming the clouds, the sky, and the seas.
- **Day 3: The Land and Plants** – God pulled back the waters to form land. From the land grew all sorts of plants.

**Explain:** Next, the Book of Genesis explains how God filled the heavens above the earth. **Read Genesis 1:14–15.** On the fourth day, God made lights appear in our sky.

**Discuss:** What are the brightest objects we can see in the sky?

- During the day, we can see the sun. This is a star that the planet Earth goes around and around. As we mentioned before, it gives us light and warmth.
- During the night—and sometimes a little in the day—we can see the moon. This goes around Earth and reflects light from the sun.
- At night, we can also see the other stars. These are much, much farther away than our Sun, but their light still reaches us.

**Illustrate:** Consider drawing a simple graphic to represent the following.



**Explain:** Like all the rest of Creation, the sun, moon, and stars are gifts. **Read Genesis 1:17–18.** Every day, the sun, moon, and stars pass overhead. Besides giving us light, they help us count months, seasons, years—all because they follow a regular, predictable pattern.

They are also beautiful, and scientists can spend their entire lives looking up at them. Every day, the heavens teach us something new about the universe that God made.

**Read Psalm 19:1.** This is from a song recorded in the Bible. The writer says that the skies show God's *glory*.

### Glory

The honor, praise, or credit for being great

- When we look up toward a night sky filled with lights . . .
- And when we learn that each light is an enormous star or galaxy . . .
- And when we believe that our God created each and every one . . .
- We understand that God is great and glorious.

He created a beautiful Earth that's perfect for us, and He also made countless planets and stars to fill out the rest of His universe. Just as wonderful, He made sure that we could see them, study them, and learn from them.

This was the work God did during the fourth day. As always, He saw that it was good.

**Prompt:** Let students complete **section 2-B** (SM p. 9). For each thing mentioned in the exercises, ask a volunteer if it appeared on the third or fourth day.

**Target Truth:** The heavens show God's glory.



## SESSION 2-C THE ORDER IN NATURE

**Explain:** When God created the universe, He didn't just throw a bunch of ingredients into a pot and shake it all up. No—He carefully designed everything.

There's a lot we don't know about the universe, but it follows rules that we can learn and predict. The sun always rises, and objects naturally fall downward, pulled by Earth's gravity.

**Illustrate:** Consider showing your students a new, deflated balloon. Ask students to predict what will happen if you . . .

- Drop it while still deflated
- Blow it up, hold it untied by the neck, and then let go
- Blow it up, tie the neck, and drop it

Explain that if you put helium into the balloon, it could float on its own, because the helium gas is much lighter than the air around us. The students can predict these results because they have already started to pay attention to the world around them.

### The Right Direction

Sam reached for another blueberry and dropped it into his bucket. After just 15 minutes of picking, he had filled half a bucket of sweet, juicy berries. He couldn't wait to take them back to Grandma's kitchen, where she was already getting ready to bake some yummy blueberry pies.

"Hey Sam?" Mom called. "Would you come over here, please? Look what I found."

Sam grabbed his bucket and trudged over to Mom, who stood near another patch of dark purple berries. "Wow, these look pretty," said Sam. "Do they make for good pies, too?"

Mom laughed and shook her head. "Oh, no—*not* unless you want your tongue to itch and swell up. These are called Virginia Creepers, and they are poisonous. They can hurt your tummy a lot."

Sam didn't need to eat one and prove Mom right. But he was curious. "So how can you tell which berries are safe—and which ones aren't?"

"Well," Mom explained, "It's best to treat all berries as poisonous unless you know for sure that they're OK. Don't eat anything unless you know what it is. You can check our berry guidebook for pictures, or better yet, ask me. But . . . there are other things you can look for."

Mom picked a cluster of the Virginia Creeper berries and held them out to Sam.

"OK," she said, "Bring your nose close and smell them."

Sam did what she asked, then wrinkled his nose and shook his head. "That smells awful!"

Mom nodded. "Right. Most poisonous berries smell bitter and taste even worse. And see that patch of white berries? Those are called Dolls' Eyes. You should never eat white or yellow berries. They are poisonous, too."

Mom continued teaching Sam about berries and other plants they found. They walked in the woods until late afternoon.

Finally, Mom stretched her back and looked around. "It's almost five o'clock, and the sun is starting to set. I guess we'd better get back to Grandma's house."

Sam nodded and picked the last blueberry from the bush near him.

Mom was looking around. "Huh," she said. "I think I might have gotten us lost."

"Wait, really?" Sam was surprised.

"Yup, really. Looks like we walked too far." Mom was checking her phone. "I can't get a signal out here in the woods, either. So the phone is no help."

Sam started to get a little nervous, but Mom didn't seem worried. She turned around in a circle, then pointed toward the sun. It was low in the sky, just barely showing above the trees.

**Discuss:**

- Why do you think Sam's mom looked around for the sun?
- How can the sun help people find their way?

Each day, as the sun travels through the sky, it always rises in the east and sets in the west.

So if it's late in the afternoon and you walk toward the sun, you're going west. If you turn around and walk away from the sun, you're going east.

If you see the sun and know what time it is, you can figure out which way is east, west, north, and south. God put lights in our sky to guide us.

Mom said, "Grandma's house is west of here. We walked east into the woods, probably less than half a mile. We know that the sun always sets in the west, so we just need to walk toward the sun until we reach the old cornfield." Mom smiled at Sam. "We'll be back in no time. You'll see."

Sam and his mom started walking west through the woods, toward the setting sun. Minute by minute, the shadows deepened. The once-friendly trees became dark and grim. Sam tried to remember what he learned in school—the sun rises in the east and sets in the west, right? No matter what, he'd keep following Mom west.

Suddenly, Sam saw light ahead. They reached the edge of the woods, on the northern end of the old cornfield. Grandma's house was just up the path. Sam couldn't wait for lemonade, some dinner, and a whole lot of blueberry pie.

He held up his bucket to Mom. "Race you back to the house?"

Mom squinted her eyes. "As long as you don't drop any berries. We worked hard for those."

"OK," said Sam. "Now . . . *ready-set-go!*" And he ran off, with Mom close behind him. ♦

**Discuss:** Ask students if they can summarize how Sam's mom found her way back to Grandma's house. Note that this was only possible because Creation has a predictable order.

- Sam's Mom knew a lot about berries, the sun, and other things in nature. Where do you think she learned that? Where can you learn more about nature?
- What would you like to learn about nature this year? What parts of God's Creation interest you?

**Explain:** The more we learn about God's Creation, the more we can enjoy it as a gift.

**Prompt:** Help students complete **section 2-C** (SM p. 10).

- Ask volunteers if they can read or recite the seasons. In what order do the seasons come? In the places where the students live, do the seasons always look like this?
- As students label the pictures and choose their favorite seasons, consider discussing the gifts and challenges of each. What are some fun things about the seasons? What can make the seasons difficult?

**Explain:** We can thank God for the order in creation—especially the order of the seasons. In many parts of the world, winter is very difficult. The weather gets cold, so people have to work hard to stay warm and find food. A long time before winter, people prepare by storing up fuel and food.

But imagine if winter happened at a different time every year, with no chance to prepare. People could not grow food in time. Winter would be much more difficult and dangerous.

Nature is still wild, and we still don't understand a lot of things about our universe, but God gave us everything we need to learn.

**Target Truth:** As we learn more about God's world, we can better enjoy it.

# CHARACTER TRAIT ACTIVITY: DISCIPLINE / ORDERLINESS

We show **discipline** and **orderliness** by preparing for the challenges of each day.

Students will discuss ways to plan for several hypothetical situations. On the board, write headers for two broad categories:

- **To Do** – What should I do before starting the activity?
- **To Get** – What things should I gather before starting?

Using these two categories, ask volunteers to suggest ways they could prepare for the following situations:

- Going to school
- Going to a church service
- Taking a hike
- Playing an important game with their sports team

As time allows, consider explaining to the students one or two reasons behind the schedule of their school day. For example, what things do you need to schedule before lunch? Is there a special reason behind a daily study time?

Note that God ordered His Creation in a special way. He spent the first four days making a world with light, air, water, plants, and an entire cosmos above it. Only then did God fill the world with animals and humans.

## EXTRA IDEAS

- **The Four Seasons** – Continue discussing seasonal differences by comparing pictures of leaves in spring, summer, fall, and winter. You could ask students to trace or draw small trees on a sheet of paper, then color them to represent the four seasons.
- **Weather Log** – Ask students to spend a week recording the weather conditions each morning and evening. Encourage them to describe . . .
  - Rainfall and cloud cover, if any
  - The general temperature outside their home (e.g., hot, warm, cool, freezing)

Explain that scientists and meteorologists use a variety of tools to record and predict the weather. They get information from weather stations all over the globe, plus pictures taken from satellites up in space. These tools help us prepare for harsh weather.

## LESSON 2

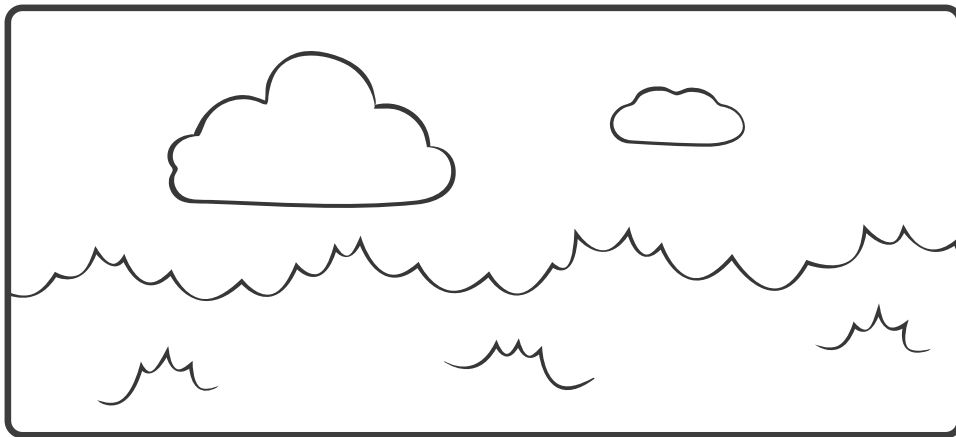
# GOD CREATES THE WORLD

### 2-A THE SECOND AND THIRD DAYS



Follow the instructions to color the picture.

- Color the sea **blue**.
- Leave the clouds **white**.
- Color the sky **orange**.



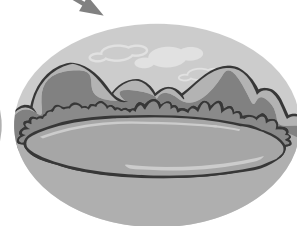
Draw a line from each word to the matching picture.

**FLOWER**

**HILL**

**LAKE**

**TREE**



## 2-B THE FOURTH DAY



Trace the words to finish the sentences.

The

S U N

watches over  
the day.

The

M O O N

and stars watch over  
the night.



Finish the picture by drawing the things below.

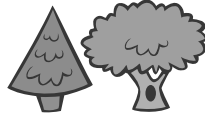
FLOWERS



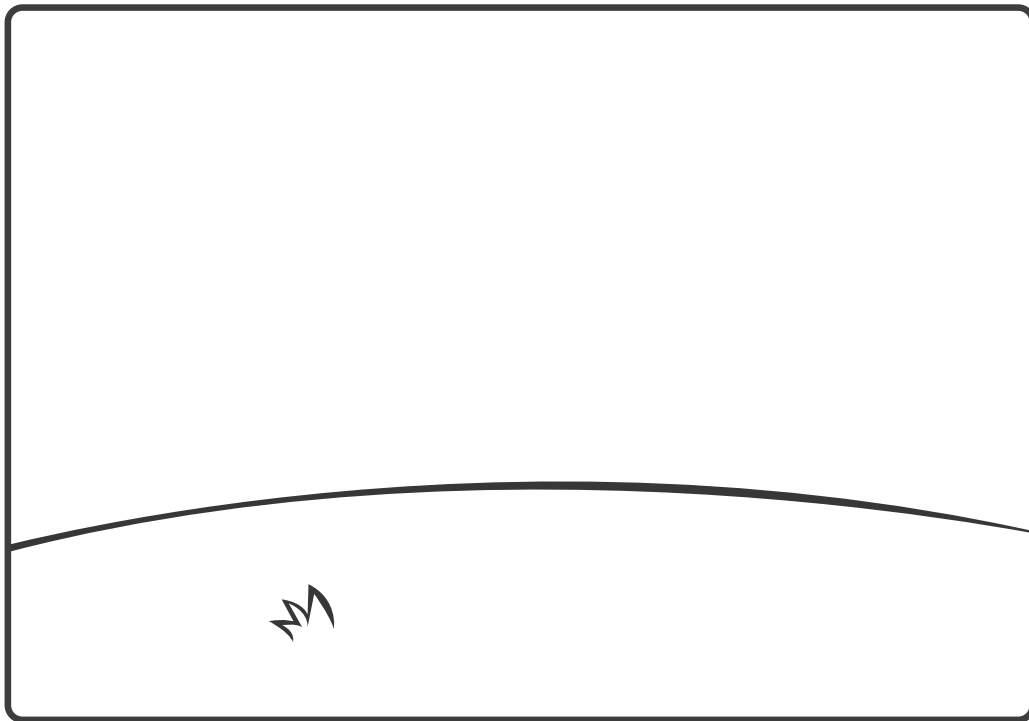
MOUNTAINS



TREES



SUN AND  
CLOUDS



## 2-C THE ORDER IN NATURE



Draw a line from each season to its picture.

**SPRING      SUMMER      FALL      WINTER**



Complete the sentences by marking the boxes.  
Mark all the boxes that are true for you.

◦ My favorite season is . . .

☐ **Spring.**    ☐ **Summer.**    ☐ **Fall.**    ☐ **Winter.**

◦ During my favorite season . . .

☐ **I feel warm.**

☐ **I see many green plants.**

☐ **I feel cold.**

☐ **I see lots of snow.**

☐ **I go to school.**

☐ **I play in fallen leaves.**

**ENJOYING GOD'S GIFTS**  
**LESSON 2 STORY: THE RIGHT DIRECTION**



## LESSON 3

# GOD CREATES ANIMALS

Scripture Memory – Psalm 148:5

## For the Teacher

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This lesson covers God's work on the fifth and sixth days of Creation. The next lesson offers more information about Adam and Eve, but in these sessions, students will focus on the variety of animals in the world—again, as examples of God's sovereignty and wisdom. In the third session, students can discuss how their own talents present opportunities to help others and glorify God.

## Content Objectives

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- 3-A** On the fifth day of Creation, God made fish in the sea and birds in the air.
- 3-B** On the sixth day of Creation, God made animals on the land, and then He made humans.
- 3-C** All life glorifies God, and we can use our talents to praise Him.

## Learning Objectives

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Students should be able to . . .

- List what God made on the fifth and sixth days of Creation
- Explain God's command for animals to multiply and fill the world
- Discuss different talents and their use for praise or service

## Vocabulary

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- **Bless** – To give someone special help or favor
- **Multiply** – To increase in number; in Scripture, to have children
- **Praise** – To celebrate greatness
- **Command** – To say that something should be done



## SESSION 3-A THE FIFTH DAY — GENESIS 1:20–23

**Review:** Can you remember what God made on the first four days of Creation?

- **Day 1:** Light
- **Day 2:** The Sky and Seas
- **Day 3:** The Land and Plants
- **Day 4:** The Sun, Moon, and Stars

**Explain:** In the first four days, God created most of the universe. It was all very good, but these things were lifeless. They did not have a mind or feelings.

- A star does not enjoy shining.
- A cloud does not enjoy floating across the sky.

**Discuss:** What do you think God created next?

**Explain:** On the fifth day, God began to create animals. **Read Genesis 1:20.** God had already created the seas, and now He told them to swarm with many sea creatures. God spoke, and then there were fish both big and small.

**Discuss:** Ask students how many things they can name that live in the seas today. Answers may include . . .

- |            |                    |
|------------|--------------------|
| • Fish     | • Octopuses        |
| • Whales   | • Seahorses        |
| • Sharks   | • Shrimp           |
| • Dolphins | • Countless others |

Besides fish for the sea, God also made birds for the air. They could fly through the air and stop to rest on the ground and plants that God had made during the third day.

**Discuss:** Ask students if they have a favorite bird or flying creature.

As usual, God's creations were very special. **Read Genesis 1:21.**

Of course, these living creatures were very different from things like stars, clouds, and mountains. They

could make more of themselves—they could have little baby birds and baby fish, after their own kind.

So God *blessed* them and told them to *multiply*.

### **Bless**

To give someone special help or favor

### **Multiply**

To increase in number; in Scripture, to have children

**Read Genesis 1:22.** From this point forward, God would not keep making new birds and fish. He would let them multiply and fill the world on their own.

This is a beautiful part of God's Creation. He has designed and built life to continue on—to grow, multiply, and change. God does not need to keep creating.

- When a mountain falls, it doesn't rise back up on its own.
- When a star goes out, it doesn't light up again.

But animals can have babies. A kind or a species can live on, even after some of the animals die. This is an amazing example of God's power. It's the wonder of life.

**Prompt:** Help students complete **section 3-A** (SM p. 11). Consider reading the instructions together, then give students time to complete the picture.

Encourage students to make each fish and bird unique, since God made many different kinds. Ask students if they can name different species that fly or swim.

**Target Truth:** God created animals to fill the world with life and beauty.

## SESSION 3-B THE SIXTH DAY — GENESIS 1:24–31

**Review:** Ask volunteers if they can list the things made on each day of Creation so far.

- **Day 1:** Light
- **Day 2:** The Sky and Seas
- **Day 3:** The Land and Plants
- **Day 4:** The Sun, Moon, and Stars
- **Day 5:** The Fish and Birds

**Discuss:** After all that, what did God have left to make? What was missing?

**Explain:** On the sixth day, God began by creating animals on the land. **Read Genesis 1:24–25.** Some of these words might sound a little odd to us:

- **Livestock / Cattle** – God made four-legged animals that people could raise for food.
- **Creeping / Crawling Things** – God also made things that move along the ground, like bugs and lizards.
- **Other Wild Beasts** – And God made every other kind of land animal.

Like the rest of Creation, God saw that these animals were good. Today, we have many kinds of animals—beautiful ones, scary ones, and even silly ones.

**Discuss:** Ask volunteers to name an animal that fits the following categories:

- An animal that walks on four legs
- An animal that walks on two legs
- An insect that crawls along the ground
- An animal that slithers
- An animal that lays eggs
- An animal with claws

**Explain:** As we mentioned in the last lesson, before God created the animals, He prepared a good home for them. **Read Genesis 1:30.** The animals could survive because plants had already grown up from the ground.

Just as God did with the fish and the birds, God designed the land animals to multiply and fill the world. Life exploded across the earth, and today, there are countless kinds of animals. They all give us a little glimpse of God's glory. Only a wise God could design so many different kinds of life.

**Discuss:** So after God created animals in the sea, in the sky, and on the land, what else was left?

Finally, to end the sixth day, God created people. He made a human man and a human woman. He designed them in a special way, and He gave them gifts that He did not give the other animals. But we'll learn more about that in the next lesson.

**Read Genesis 1:31.** After the sixth day, there was nothing else that God wanted to make. So He looked over everything He had made, and it was all very good.

**Prompt:** Help students complete **section 3-B** (SM p. 12).

- For the first exercise, you may wish to read each sentence out loud—or ask volunteers to do so.
- For the second exercise, explain the instructions and read the incomplete sentence together.

**Target Truth:** When God finished His Creation, it was all very good.

## SESSION 3-C ALL KINDS OF LIFE

**Explain:** God made many different kinds of life. Our world would be very boring if God made just one or two kinds of animal. Instead, our world has countless kinds of animals. They all show us that our God is wise and powerful. They can all *praise* Him.

### **Praise**

To celebrate greatness

If we want to praise God, we could sing a song about Him—or even just tell each other that God is great. Animals don't sing or talk like that, but they can still show us that God is great.

These next verses come from a song in the Bible. **Read Psalm 148:1, 3–5.** Everything in Creation praises God. Everything in Creation shows that God is powerful. He *commanded*, and then everything came to be.

### **Command**

To say that something should be done

**Continue reading verses 7–13.** Everything and everyone can show God's glory.

**Explain:** There are many ways for us to praise God. But each of us is different. We all have our own challenges. We all have some talents, and we can all build up our skills. The more we learn about our gifts, the better we can help people and praise God.

## **A Show of Talent**

**E**duardo had almost forgotten what silence sounded like. Every day, he woke up to a buzzing alarm clock, which began a storm of yelling, stomping, brushing, chewing, and laughing as the family got ready for their day. Eduardo loved his brothers and sisters, but they never gave him a minute of quiet. As soon as he got home from school, he went to his room, pulled out his homework, and put on his headphones. He had a choice—listen to

his own music, or the music played by his sister Elena as she practiced her trumpet.

But all that trumpet practice would finally pay off. Tonight was the talent show. Elena would play her trumpet solo for the whole school, and maybe then she could take a little break and give Eduardo some quiet.

Eduardo and Abuela—his grandmother—got to the school 20 minutes early. Elena was already inside, probably nervous about playing for such a big crowd. Eduardo knew that she'd do a great job.

In the school auditorium, Eduardo and Abuela found seats near the front. Abuela was incredibly proud of her granddaughter, and she loved to see Elena perform. Eduardo looked around and saw plenty of other families eagerly waiting for the show to start.

Finally, the lights dimmed. Mr. Schwartz walked onto the stage to welcome everyone, say a prayer, and introduce the first piece. Then the heavy stage curtains opened to reveal a choir of kids who sang a fun, silly song about a farmer and his lost cat.

Eduardo's smile grew wider with each new piece in the talent show. There was a high school boy who juggled while singing, a girl who could play two harmonicas at once, and a ballet troupe that danced and leapt across the stage.

Time seemed to fly until it was Elena's turn. Wearing her nice black dress with a red ribbon, she stood perfectly still in the center of the stage. She lifted the trumpet to her mouth, then played her solo with almost no mistakes. All that practicing was worth it. The audience loved the music, and everyone clapped loudly at the end—but no one as loud as Abuela. Eduardo was proud of his sister, too.

The talent show continued. There was more music—even from some kids as young as Eduardo. Eduardo wondered what it might be like to play a musical instrument. Would he enjoy the music? Was he brave enough to play in front of an audience?

That night, on the way home, Eduardo talked to his sister and Abuela. “I really want to be in a talent show,” he said, “but I’m not sure what my talents are. I can . . . I don’t know. I can tie my shoes fast. I can hold my breath a long time.”

**Discuss:** Ask students to imagine that Eduardo is their friend. If he wants to join the talent show, what could he do?

Abuela gave Eduardo a quick hug. She said, “Well, talent shows usually have music, but you don’t play any instruments. Would you like to learn?”

Eduardo wasn’t sure. “Maybe. The violin looks fun, but I know it takes lots of practice.”

“That’s right,” said Abuela. “But you like other things, too. You love to read and write stories; you love to take hikes; you love to draw.”

“Don’t forget video games,” said Elena, laughing.

“And that. Those all take talent, and they’re all gifts from God, even if you can’t show them in a talent show. But as you grow older, I know you’ll find ways to put your talents to good use.”

Eduardo gave Abuela another hug. He decided to try some music lessons as soon as he could. He wanted to improve his talents, and he wanted to explore some new ones, too. ♦

**Discuss:** Ask volunteers to share talents or skills that they’d like to work on. In the future, what would they like to do well? Note that some of these talents couldn’t be used in a talent show—but they’re important regardless.

- How long does it take to play an instrument really well? What do people have to do?
- Can one person be good at *everything*?
- Eduardo’s sister Elena can play the trumpet. Is there a way she can use this skill to praise God at her church?

**Explain:** When we figure out our likes, dislikes, and talents, we can better . . .

- Enjoy God’s gifts
- Praise Him
- Help other people

**Prompt:** Help students complete **section 3-C** (SM p. 13).

- For the first exercise, explain the instructions and encourage students to choose the words that fit the blanks. As students write, explain that everything in Creation can show us God’s greatness. We should praise God, too.
- Give students time to draw their favorite animal, then ask volunteers to briefly explain what they like about their own choices.

**Target Truth:** Everyone can praise God and help others.

## CHARACTER TRAIT ACTIVITY: CREATIVITY

We show **creativity** by using our unique gifts to make things.

Students can draw maps of imaginary neighborhoods to spark a discussion about human needs and God's provision. Begin by making sure that each student has a sheet of white drawing paper, then tell students that they'll be designing a small village. They can draw a map of buildings, roads, and other features on their paper.

But first, ask students what people might need or want in their village. Answers may include . . .

- A Home
- A Store
- A Church
- A River or Lake
- A School
- A Playground

Settle on 4–5 essential items and ask students to draw those places—along with anything else they'd like for their village. As they complete their maps, discuss how difficult it can be to think of everything that people need. It's hard to plan a small village, much less a city or a planet.

But God blessed Earth with everything that we need. He gave us air, water, food, warmth, and so many other wonderful things.

God also gave us wonderful brains that can hold knowledge and creativity. Humans have learned to use Creation to make lots of new things—like factories, airplanes, and computers. God didn't make these things, but He did give us the mind we needed to make them.

Sometimes we might waste or misuse God's gifts, but if we're thoughtful, we can care for Creation and enjoy it.

### EXTRA IDEA

**Twenty Questions: Favorite Animal** – After students share the favorite animals that they drew in section 3-C (SM p. 13), write 5–10 of these animals on the board.

- Call a volunteer to the front of the class, and ask the volunteer to silently choose one of the animals on the board.
- Ask the volunteer simple yes-or-no questions about the animal.
- Keep asking questions until another student can raise their hand and guess the animal.
- If a student guesses incorrectly, that student cannot make any more guesses for the rest of the game.
- Continue for several rounds, as time allows.

Note that animals have both similarities and differences. Some animals that look alike may be distantly related. Scientists study all these features so they can organize animals into groups.

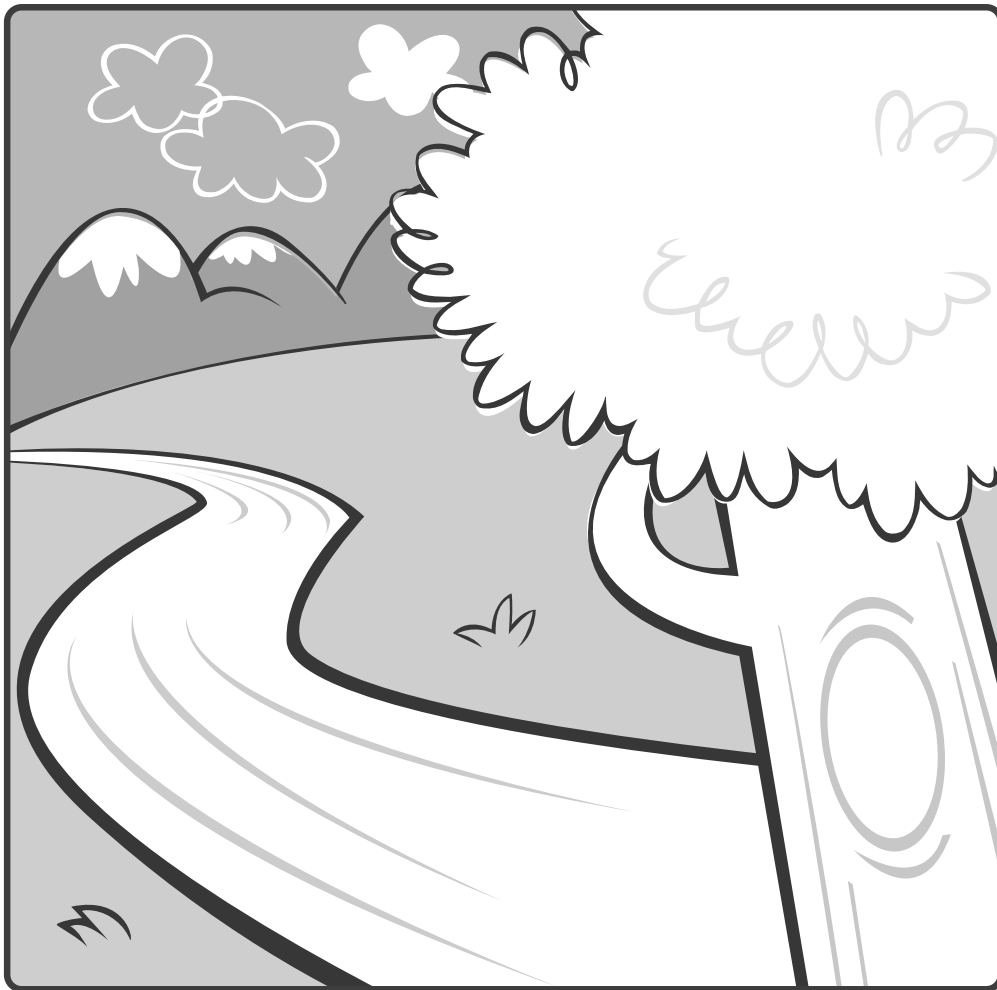
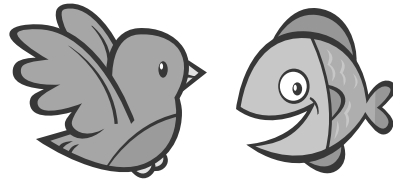
LESSON 3  
**GOD CREATES ANIMALS**

**3-A THE FIFTH DAY**



**Follow the instructions to complete the picture.**

- Draw two **birds** in the tree.
- Draw three **fish** in the river.
- Finish coloring the picture.



### 3-B THE SIXTH DAY



Match each sentence to the best animal.  
Write the letters in the boxes.

**B**

This animal  
barks.

**A**

This animal  
has fins.

**D**

This animal  
gathers nuts.

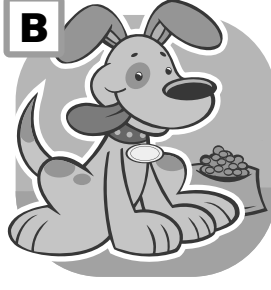
**C**

This is not  
an animal.

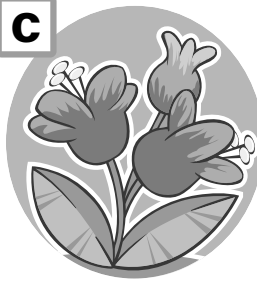
**A**



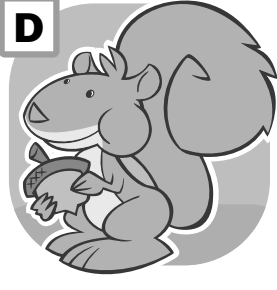
**B**



**C**



**D**



Use the code to finish the sentence.

1 2 3 4 5  
**A M N O W**

On the sixth day, God also made

2 1 3  
**M A N** and

5 4 2 1 3  
**W O M A N**.

### 3-C ALL KINDS OF LIFE



Use the words below to complete the ideas from Psalm 148.

**created**

**earth**

**Praise**

◦ P*raise* God from the heavens!

◦ Sun, moon, and shining stars—God commanded, and  
they were c*reated*.

◦ Praise God from the e*arth*!



What is your favorite animal? Draw it below.



# ENJOYING GOD'S GIFTS

## LESSON 3 STORY: A SHOW OF TALENT

