

# LEARNING ABOUT GOD



**LEARNING ABOUT GOD - TEACHER'S MANUAL**

First Edition by Cherie Noel

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# INTRODUCTION

This study surveys a variety of narratives from Scripture, emphasizing how God revealed His love and power. These lessons can introduce students to key figures in the Bible, along with the God who worked through them.

- Lessons 1–4** God created a world filled with goodness and beauty.
- Lessons 5–10** God built up a nation to glorify Him.
- Lessons 11–15** God guided Israel to the Promised Land.
- Lessons 16–20** God revealed His truth through Israel.
- Lessons 21–27** Jesus taught about God’s love.
- Lessons 28–35** Jesus died for us, rose again, and built His Church.

## 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 31 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.

## Song Schedule

Each week, consider introducing and teaching students a new song or chorus. At the beginning of each lesson, we've suggested a song from *Wee Sing* (2007 Edition, Price Stern Sloan).

Lesson 1	Jesus Loves the Little Children (page 6; track 1)	Lesson 18	My God Is So Great (page 46; track 45)
Lesson 2	He's Got the Whole World (page 41; track 39)	Lesson 19	Standin' in the Need of Prayer (page 40; track 38)
Lesson 3	Give Me Oil in My Lamp (page 38; track 36)	Lesson 20	Who Did Swallow Jonah? (page 28; track 26)
Lesson 4	Deep and Wide (page 13; track 10)	Lesson 21	Jesus (page 57; track 58)
Lesson 5	Who Built the Ark? (page 32; track 29)	Lesson 22	Little David, Play on Your Harp (page 25; track 24)
Lesson 6	Come Bless the Lord (page 9; track 5)	Lesson 23	Do Lord (page 42; track 40)
Lesson 7	Jesus Wants Me for a Sunbeam (page 10; track 6)	Lesson 24	Walking with Jesus (page 49; track 48)
Lesson 8	This Little Light of Mine (page 11; track 7)	Lesson 25	Love, Love (page 19; track 18)
Lesson 9	One Door and Only One (page 19; track 17)	Lesson 26	Zacchaeus (page 29; track 27)
Lesson 10	Down in My Heart (page 60; track 62)	Lesson 27	Hallelu, Hallelu (page 56; track 56)
Lesson 11	Rejoice in the Lord Always (page 62; track 63)	Lesson 28	God Is So Good (page 51; track 51)
Lesson 12	The Lord Is My Shepherd (page 12; track 9)	Lesson 29	The Wise Man and Foolish Man (page 30; track 28)
Lesson 13	Praise Him, Praise Him (page 35; track 31)	Lesson 30	Oh, How I Love Jesus (page 55; track 55)
Lesson 14	Only a Boy Named David (page 26; track 25)	Lesson 31	Behold, Behold (page 18; track 16)
Lesson 15	The B-I-B-L-E (page 21; track 20)	Lesson 32	Silver and Gold Have I None (page 16; track 14)
Lesson 16	Oh, Be Careful (page 15; track 13)	Lesson 33	Peace Like a River (page 48; track 47)
Lesson 17	This Is My Commandment (page 20; track 19)	Lesson 34	Isn't He Wonderful (page 39; track 37)
		Lesson 35	Rise and Shine (page 59; track 61)

## Scripture Memory

Most lessons include 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 final review week, 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.

A list of passages is also 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>	Deuteronomy 32:4a	<i>Lesson 18</i>	Proverbs 20:11a
<i>Lesson 2</i>	Genesis 1:31a	<i>Lesson 19</i>	Deuteronomy 31:6c
<i>Lesson 3</i>	Ephesians 6:1	<i>Lesson 20</i>	Psalm 23:6a
<i>Lesson 4</i>	Romans 3:23	<i>Lesson 21</i>	Luke 2:11
<i>Lesson 5</i>	Hebrews 11:6a	<i>Lesson 22</i>	Luke 2:12b
<i>Lesson 6</i>	Deuteronomy 7:6a	<i>Lesson 23</i>	Luke 2:52
<i>Lesson 7</i>	Genesis 12:3c	<i>Lesson 24</i>	Matthew 4:19
<i>Lesson 8</i>	Micah 6:8b	<i>Lesson 25</i>	Matthew 6:33a
<i>Lesson 9</i>	Psalm 46:10a	<i>Lesson 26</i>	Psalm 100:3a
<i>Lesson 10</i>	Genesis 50:20a	<i>Lesson 27</i>	Psalm 150:6
<i>Lesson 11</i>	Psalm 106:1a	<i>Lesson 28</i>	Leviticus 19:18b
<i>Lesson 12</i>	Psalm 119:105	<i>Lesson 29</i>	Matthew 19:26b
<i>Lesson 13</i>	1 John 2:3	<i>Lesson 30</i>	John 3:16a
<i>Lesson 14</i>	Joshua 1:9b	<i>Lesson 31</i>	Luke 24:6a
<i>Lesson 15</i>	Psalm 119:11	<i>Lesson 32</i>	Colossians 3:9a
<i>Lesson 16</i>	Proverbs 8:33	<i>Lesson 33</i>	Acts 16:31b
<i>Lesson 17</i>	Ephesians 4:32	<i>Lesson 34</i>	Hebrews 4:12a
		<i>Lesson 35</i>	<b>Review</b>

## Extra Resources

You can purchase a packet of downloadable resources from the *Learning About God* product page at **positiveaction.org**. The packet includes . . .

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

Display these 68 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.

### **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**

**Day 1** Session A

**Day 2** Session B

**Day 3** Session C

**Day 4** Character Trait Activity

**Day 5** Review, Extra Activities

## **Four-Day Option**

**Day 1** Session A

**Day 2** Session B

**Day 3** Session C

**Day 4** Review  
Character Trait Activity

## **Three-Day Option**

**Day 1** Session A

**Day 2** Session B

**Day 3** 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.

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## 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

# OUR AMAZING GOD

Scripture Memory – Deuteronomy 32:4a

Song – Jesus Loves the Little Children (p. 6, tr. 1)

## For the Teacher

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This lesson differs from the rest in the curriculum. Instead of presenting biblical narratives, these sessions focus on simple facets of God's character. He is powerful, righteous, and loving, and we can see these attributes all across Scripture.

## Content Objectives

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- 1-A** God can do whatever He chooses to do.
- 1-B** God always does the right thing—and never the wrong thing.
- 1-C** God loves us.

## Learning Objectives

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Students should be able to . . .

- Recall at least two words to describe God
- Recognize some actions that show love or kindness
- Recognize some actions that are sinful or wrong

## Vocabulary

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- **Powerful** – Strong and mighty
- **Righteous** – Good and right
- **Sin** – Doing wrong; breaking God's rules
- **Love** – Doing the best thing for someone; showing kindness and care

# SESSION 1-A OUR POWERFUL GOD

**Illustrate:** Show the students a physical Bible.

**Explain:** We will learn many things this year. We'll learn about numbers, letters, animals, and even ourselves. We'll read stories, draw pictures, and play lots of games. But even more important are the things we learn from this book.

**Discuss:** Can you tell me what this book is?

This is a Bible. In the Bible, we can read many stories, but these stories are not pretend or make-believe. The Bible is completely true. God gave us this book. It teaches us about Him.

**Discuss:** Who is God? What is God like?

God is amazing. He's not human like you or me. He's not a man or a woman; He's not an animal or a tree or a mountain. God is a Spirit—invisible and all around us. No matter where we are, we can talk to Him. We can even ask Him for help—because He is powerful.

**Discuss:** What does it mean to be *powerful*?

## **Powerful**

Strong and mighty

- Who is the most powerful person you know?
- How does that person show power?

**Explain:** God is more powerful than anyone else. He's more powerful than a pretend superhero, and He's more powerful than the highest ruler on Earth. God is so powerful that He can do anything He chooses to do. If God wants something to happen, it will happen.

**Read Psalm 62:11b.** All power belongs to God.

**Illustrate:** Discuss things that the students can or cannot make happen:

- Can you turn around in a circle?
- Can you wiggle your nose?
- Can you make your arms grow feathers?

- Can you float in the air?
- Can you sit and listen quietly?

God can do anything, and He rules over everything. And why is that? Because He made everything. A very, very long time ago, God showed His power by making our whole world—the land, the oceans, the skies, everything. He even made plants, animals, and the first people.

And how did He make all this? What tools did He use? Nothing—just His voice. He spoke, “Let there be light!”—and then there was light. He spoke, and then the stars came out, the land appeared, and the Earth filled with animals. No one else could do this but God. He is more powerful than anyone.

So when you feel scared or confused, remember that God is powerful. He can protect you. Even if bad things happen to you, God can give you the strength to keep going.

**Read Isaiah 40:29a.** God gives power to those who need it. Even if you feel tired or weak, God can help you.

**Prompt:** Help students complete **section 1-A** (SM p. 5). As students trace the lines, explain that God made butterflies and everything else in nature. Each butterfly is different from all the other butterflies, just like all of us are special, too.

Encourage students to color their butterflies with many different colors. As time allows, let students show each other their finished pictures, and note that each one is unique.

**Target Truth:** God is powerful because He made our world.

# SESSION 1-B OUR RIGHTEOUS GOD

**Review:** In the last session, what word did we use to describe God? What did we call Him?

God is powerful. He made the whole world, and He can do anything He chooses to do.

**Explain:** Today, we'll talk about a new word to describe God. He is *righteous*.

## Righteous

Good and right

God is righteous because He does not do anything wrong. He is perfect, and He always does right. Whenever we read about God in the Bible, He is doing something good and right.

**Discuss:** Ask volunteers which would be the right thing to do:

Tell the truth	<b>or</b>	Tell a lie
Hit your friend	<b>or</b>	Help your friend
Do what your parents or guardians tell you to do	<b>or</b>	Pretend not to hear your parents or guardians
Put away your toys when you're done playing	<b>or</b>	Leave your toys all over your home
When someone is nice to you, say "thank you"	<b>or</b>	Call someone a mean name

**Explain:** God always wants us to do the right thing. That means we should always do what's kind and true:

- **Kind** – We should be nice and gentle with others. We should treat them well.
- **True** – We should always speak the truth, not lies. If we don't know the truth, we shouldn't make something up—we should just say, "I don't know."

If we ask God for help, we can do right, too. We can stay away from *sin*.

## Sin

Doing wrong; breaking God's rules

We can read God's rules in the Bible. But without God's help, we will always break those rules. We will sin. On our own, we are sinful people.

God hates sin. He hates it when we lie, when we steal, when we hurt other people. God never sins, and He doesn't want us to, either. God made us to do good, not evil.

**Read Psalm 34:15.** God watches over people who try to do right. He also listens to them when they ask for help.

**Prompt:** Help students complete **section 1-B** (SM p. 6). Note that God wants us to "follow" Him. To follow Him, we do things that are kind and true. We should not lie or be mean.

Explain the instructions for the exercise, then give students time to color in the appropriate footsteps. Consider discussing ways to be *kind* or *mean, true or false*.

**Discuss:** As time allows, ask volunteers the following.

- Does God want you to lie?
- Does God want you to share?
- Does God want you to listen to your teacher?
- Does God want you to call people mean names?
- Does God want you to help other people?

**Target Truth:** To follow God, we should try to be kind and truthful.

# SESSION 1-C OUR LOVING GOD

**Review:** What two big words have we used to describe God?

- **Powerful** – He can do anything He chooses to do. He made the world, and He made it wonderful.
- **Righteous** – He always does the right thing. He wants us to do right, too.

**Discuss:** Today, we'll add a third word. God is loving. But what is *love*?

## Love

Doing the best thing for someone; showing kindness and care

When we love someone, we do what's best for that person. God loves us too, so He does what's best for us.

He wants us to grow and learn and be the best that we can be. He also gives us many gifts.

**Discuss:** Have you ever received a gift? What are your favorite gifts?

**Explain:** God has given us many things—like our minds, our bodies, our clothes, and the place where we live. This doesn't mean that God appeared to us and handed us all our toys. At Christmas, you probably don't get a present that says "From God." But God works through other people to give us good things. God works through your family—He helps them take care of you.

**Discuss:** How do our parents or guardians show love to us? What do they do for us?

- They give us things we need—like food and clothing.
- They give us many things we want—like toys and games.
- They also give us hugs. They comfort us when we're sad.

That's a little like God's love. He calls Himself our Father, and He cares for us like a perfect parent. Human parents can make mistakes, but God always does what's best for us.

**Read 1 John 3:1.** If we follow God, we can be His children. We can be part of His family, and He'll take care of us forever.

Explain that the following story is a good example of love. Ask students to listen and think about who shows love.

## Ice Cream Money

“**W**heee!” Ellie raced down the curvy slide. She flew off the bottom and ran over to her brother Nathan, who was going back and forth on one of the swings.

“Did you see that?” Ellie asked her brother. “I don't think I've ever slid down that fast! Maybe it's extra slippery today or something.”

“Wow,” said Nathan. “Let me try.” He got off the swing, climbed to the top of the slide, and then slid down. “You're right! It is extra slippery. Oh wait, I know why. It's because of the rain earlier. The slide is just wet.”

Nathan held up his hands—they were a little wet and dirty from the slide.

“Ew,” said Ellie, but then she saw that her own hands were dirty.

Before the two could go wash their hands, they heard one of their most favorite sounds in the world—the faraway tinkle of music from an ice cream truck.

Ellie and Nathan ran over to Grandpa, who sat at a picnic table, reading his book. He looked up at them and smiled. “You heard the ice cream truck, too? Well, it might be nice if you two got a little treat. Let me look in my wallet here . . . oh yes, here's a little money for you, Ellie, and some for you, Nathan.”

Grandpa handed both Ellie and Nathan a few dollars each. "Now don't lose that," said Grandpa. "That's all the money I have with me."

Ellie and Nathan both said thanks, then ran toward the ice cream truck. It had stopped near the playground on the other side of the parking lot. Ellie held Nathan's hand as they carefully walked to the truck. But Nathan was excited, and he didn't watch where he stepped. Right before they got to the truck, Nathan tripped on a rock, and his muddy, slippery hands dropped the money he had been carrying. Ellie watched, horrified, as Nathan's money fell onto the ground, and then blew into a drain. Nathan dove to try to get the money, but it had fallen down, far out of reach.

Nathan tried really hard not to cry, but Ellie could tell he was upset. Ellie didn't know what to say. Nathan couldn't get ice cream now. Ellie looked at her own money.

**Discuss:**

- Imagine you were Nathan, and you just dropped your ice cream money down the drain. How would you feel?
- What could Ellie do to help Nathan?

Ellie counted her money—it wasn't enough to buy two ice cream cones. Still, she knew that if she had dropped her money, she would want someone to share with her.

Ellie held her brother's hand and pulled him toward the ice cream truck. She said hello to the ice cream lady, then placed the money on the counter.

"Excuse me," said Ellie. "What can I buy with this much money?"

The lady looked at the money, and then back at her case full of ice cream. "Oh," she said. "You can get a chocolate ice cream candy bar."

"I'll take that, please," said Ellie. The lady handed her the candy bar.

"Thank you!"

Ellie and Nathan walked back to Grandpa. This time, they walked far away from the drain. Ellie didn't want to accidentally drop the candy bar.

When they reached Grandpa, Nathan told him what happened. Nathan had dropped his money down the drain, but Ellie had found something that they could share. Ellie asked Grandpa to divide the candy bar into three pieces—one for Ellie, one for Nathan, and one for Grandpa.

"Oh, for me, too?" asked Grandpa. "That's very kind of you—thank you." Grandpa broke the bar in three while Ellie and Nathan wiped off their muddy, slippery hands.

They all enjoyed the candy bar together. Ellie would have liked more ice cream for herself, but she was happy to see her brother happy. After all, the money belonged to Grandpa in the first place—and it felt nice to share everything with family. ♦

**Discuss:**

- How did Ellie show love to Nathan?
- Do you think Ellie did the right thing?
- Imagine you're Nathan again. What should you say to Ellie after she shares with you?

**Prompt:** Help students complete **section 1-C** (SM p. 7). As students search for the letters, ask volunteers what's happening in each picture. Explain that each picture shows a gift from God:

- **L** – God listens when we talk to Him.
- **O** – We have friends to share with.
- **V** – We learn about God in the Bible.
- **E** – We can eat food that helps us grow.
- **S** – We can study and learn.

As students trace the letters at the bottom of the page, encourage them to look for God's gifts and give thanks.

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

# CHARACTER TRAIT ACTIVITY: LOVE

We show **love** by doing what's best for others.

As an icebreaker, ask students to draw someone or something they love. Ask volunteers to share their drawings with the rest of the class. As time allows, ask students . . .

- Why do you love this?
- How can you show love to this?

Explain that we can show love by . . .

- Taking care of others
- Helping others
- Listening to others
- Saying thanks

## EXTRA IDEAS

- **Following God** – To follow God, we should do right. Play a follow-the-leader-style game, with students walking behind you around the room. Ask students to mimic acts of kindness, including . . .
  - Stoop to pick up an imaginary piece of trash, saying “I’ll clean this up!”
  - Say to a stuffed animal, “I like your shirt!”
  - Say to an imaginary friend, “You can share my toys.”

- **Describing God** – Ask students to suggest other words to describe God.

On the board, write words like the following:

- Loving
- Strong
- Good
- Kind
- True

Ask students to pick one word and write it in big letters on a sheet of paper—with as many colors as they want. Encourage students to decorate the letters as you discuss the meaning of each word. If possible, display these papers on a board under the header “God Is . . .”

LESSON 1  
**OUR AMAZING GOD**

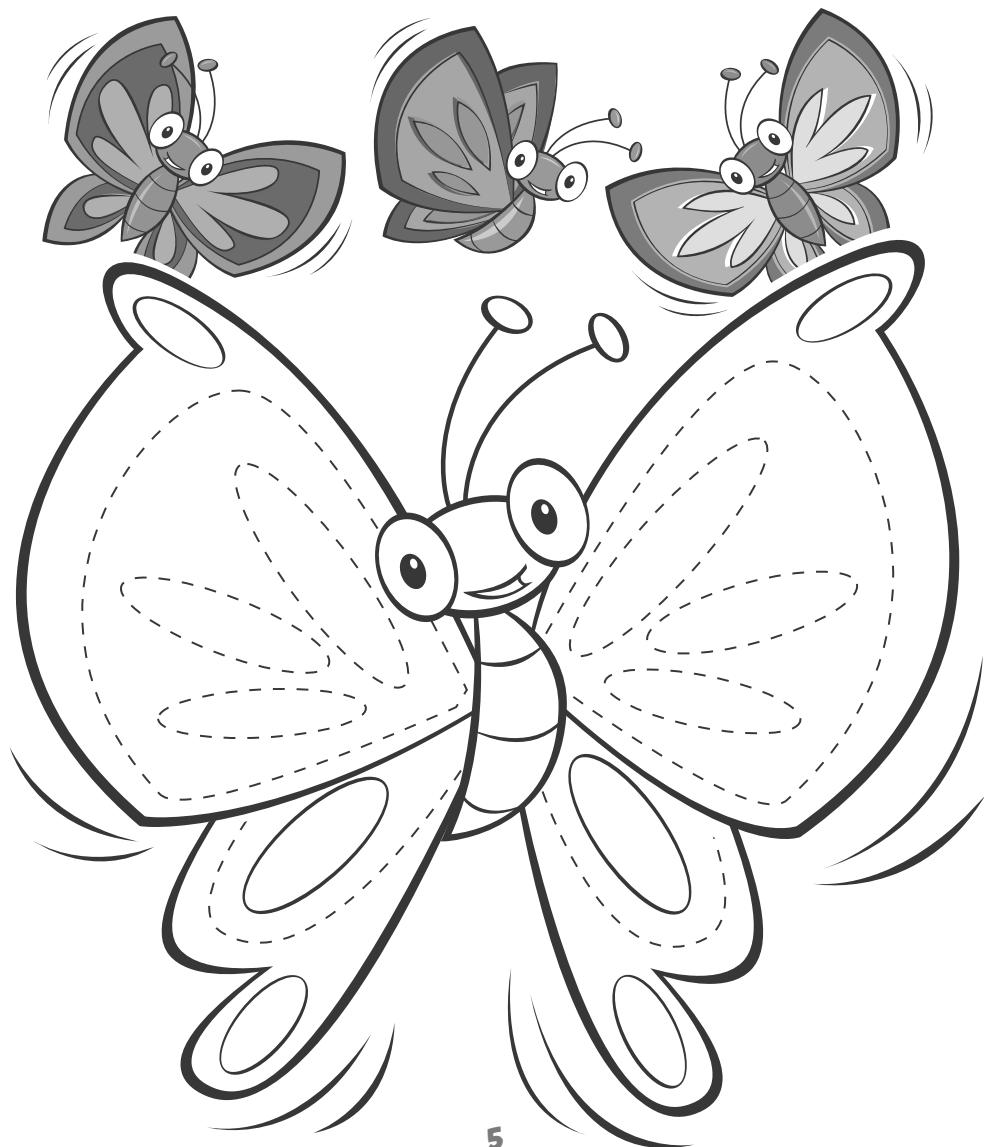
**1-A OUR POWERFUL GOD**

God made many beautiful things, like butterflies.



**Trace the lines to complete the picture.**

**Color both wings to match each other.**

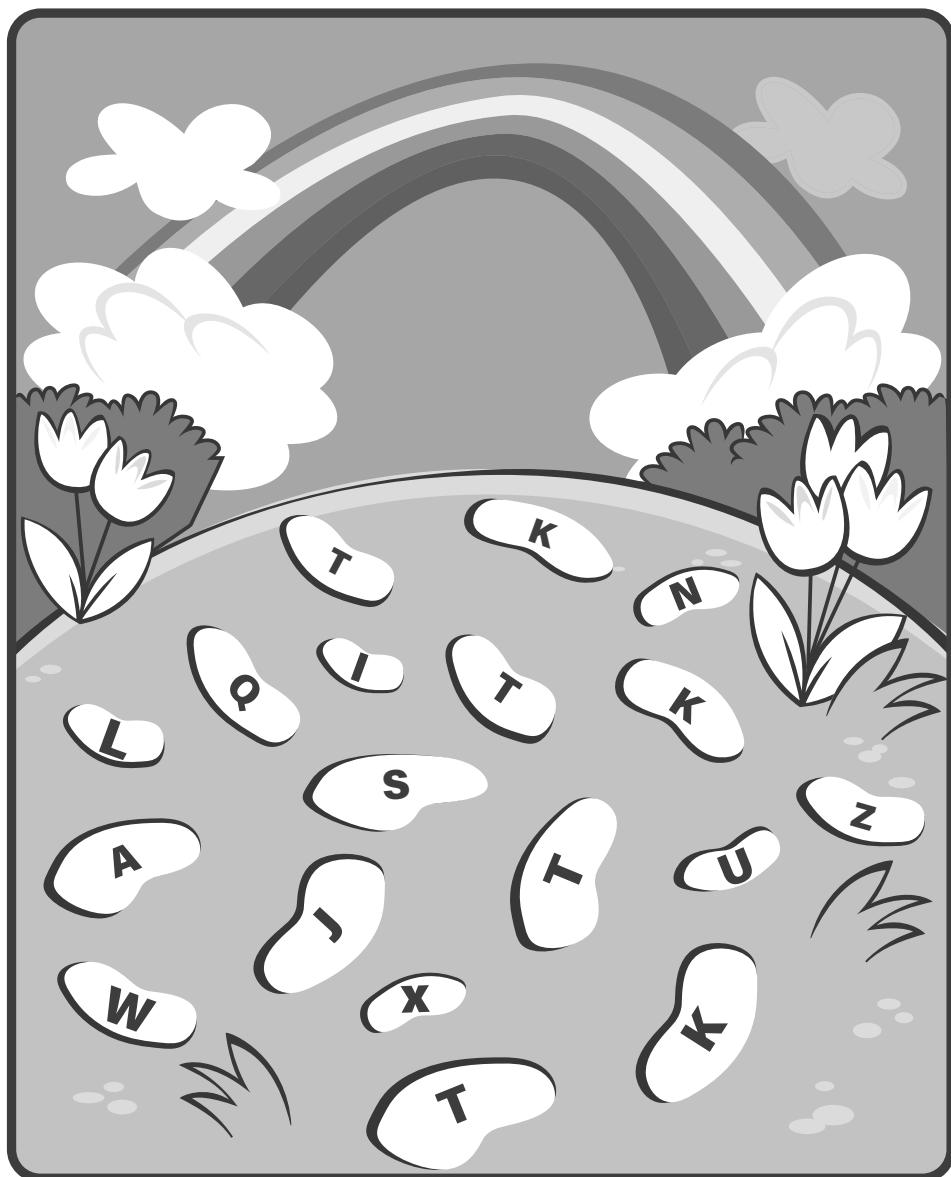


## 1-B OUR RIGHTEOUS GOD

God wants us to be **kind** and **true**. God does not want us to sin.



Use **red** to color the steps that say **K** or **T**. Color the rest **green**. Then color the flowers.



## 1-C OUR LOVING GOD



In each picture, find the letter and circle it.

L

O

V



E

S



What do the letters spell? Trace the letters.

God



you!

# LEARNING ABOUT GOD

## LESSON 1 STORY — ICE CREAM MONEY



## LESSON 2

# CREATION

Scripture Memory – **Genesis 1:31a**

Song – **He’s Got the Whole World** (p. 41; tr. 39)

### For the Teacher

---

This lesson briefly surveys the account of creation in Genesis 1. God made an amazing universe, then filled it with an incredible array of life. The third session, noting God’s rest on the seventh day, discusses the responsibility to balance work, play, and rest.

### Content Objectives

---

- 2-A** God made all of nature.
- 2-B** God filled His world with living creatures, including humans.
- 2-C** There are good times for work, for play, and for rest.

### Learning Objectives

---

Students should be able to . . .

- Recall at least two things in nature that God made
- Distinguish examples of work, play, and rest
- Recognize ways to show care or stewardship at home or school

### Vocabulary

---

- **Create** – To make something that is completely new
- **Heavens** – An old word for the sky; everything above the land
- **Earth** – An old word for land; the planet we live on
- **Creation** – Everything that God made; nature; the universe

## SESSION 2-A GOD MAKES THE WORLD — GENESIS 1:1-19

**Review:** Remember, God is powerful. He is *all*-powerful, which means that He can do anything He chooses to do. And in the very beginning, He chose to make our world.

**Explain:** In the beginning, there was no light, no land, no plants, no animals, and no people. There were no sunrises or sunsets, no twinkling stars. There were no cool breezes or singing birds. In the beginning, there was only God. Besides God, there was only darkness and emptiness. But then God decided to *create* our world.

### Create

To make something that is completely new

**Read Genesis 1:1.** God created the *heavens*—the skies above us. He also made the *earth*—the land underneath us.

### Heavens

An old word for the sky; everything above the land

### Earth

An old word for land; the planet we live on

God created the whole universe. He made everything, and He did it all in six days.

**Illustrate:** After explaining each day of creation, consider prompting students like the following:

- **Teacher:** “God saw that it was . . . ?”
- **Students:** “Good!”

On the first day, God created light. **Read verse 3.** God did not need any tools—He just spoke, and then there was light. God is so powerful that He can create using only His words. As soon as He spoke, there was bright, shining light. God saw that it was good. Then He divided this light from the darkness.

**Discuss:** When it's light outside, we call it “day.” When it's dark outside, what do we call it?

**Explain:** On the second day, God created the sky. He put the sky between the water down below and the heavens up above. Now there was air to breathe and a place for things to live and grow. God saw that it was good.

At this time, the whole world was covered with water. There was no land at all. So on the third day, God told the water to flow back from the land. Now there was dry land and wet oceans.

God told the land to send out plants and trees. These all made fruits, vegetables, and seeds.

**Discuss:** How do plants make more plants?

**Explain:** They grow tiny little seeds, which fall into the ground, then grow into new plants. God made plants so they could keep growing and multiplying in all kinds of ways. God made plants to grow oranges, potatoes, and beans. There were apple trees, banana trees, and grapevines. All these plants grew and covered the land. As always, God saw that it was good.

On the fourth day, God created lights to fill the sky. He made the sun, which gives us light and warmth during the daytime. He made the glowing moon, which helps us see at night. He also made all the other stars. Again, God saw that it was good.

God made a wonderful world with light, water, air, land, and plants. But what was missing? The world was now ready for animals and people—but we'll talk about that next time.

**Prompt:** Help students complete **section 2-A** (SM p. 8). Explain the instructions and identify the parts of the picture together.

Consider drawing a simple version of the graphic on the board—with two halves labeled “day” and “night.” Ask volunteers to say where the sun, clouds, moon, and stars go, then draw each along with the rest of the students.

**Target Truth:** God is powerful enough to make a wonderful world.

## SESSION 2-B GOD FILLS THE WORLD — GENESIS 1:20–2:3

**Review:** Last time, we talked about some of the things that God created. Do you remember any of these?

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

**Explain:** Now that God had created the world, He would fill it with living things to enjoy it and explore it. So on the fifth day, God created fish and birds.

**Discuss:** Where do fish live? Where do birds fly?

**Read Genesis 1:20.** God spoke again. He told the oceans to fill up with living things. Swimming through the water were whales, dolphins, and bright, shiny, fish with fins. God also created birds for the sky. He spoke, and there were woodpeckers, geese, and eagles. The air filled with birds flapping their feathered wings.

God saw that the fish and the birds were good. He told them all to multiply and fill the world.

**Illustrate:** Consider drawing or displaying a simple bird, nest, and egg on the board.

Ask students how baby birds are normally born. Note that most birds will build some kind of nest, and then the mother bird will lay eggs. After a while, those eggs will crack open, and out come tiny baby birds.

But in the beginning, God created them with His words.

**Explain:** On the sixth day, God created land animals. He told the land to send out living creatures of all kinds—animals with four legs, animals with two legs, and tiny bugs with lots of legs.

God made dinosaurs, alligators, elephants, lions, bears, and everything else that would live on land. He made creepy-crawly things like caterpillars, spiders, and beetles.

**Discuss:** What is your favorite animal?

**Explain:** God made many wonderful creatures, but He wasn't done yet. Last of all, God made a man and a woman. They were very special—different from all the other creatures God made. They could talk with God and love Him.

God told the man and woman to enjoy the wonderful world He had made. They could take care of the animals and use the plants for food.

God looked at everything He had made. He saw . . .

- Day and night
- Oceans and sky
- Land and plants
- Sun, moon, stars
- Fish in the water
- Birds in the air
- Animals on the land
- Man and woman

God saw that His *creation* was very good.

### **Creation**

Everything that God made; nature; the universe

**Discuss:** Note that God began everything we see in nature, but He did not create many of the things we see in our world now. Some things are made today by people. Ask students if the following things are part of nature—or if humans made them.

- Oceans
- Rhinos
- Trees
- Cars
- Crayons
- Books

Finally, on the seventh day, God rested. **Read Genesis 2:2.** God did not create anything else. He had made everything He wanted to make. His creation was finished, and it was all very good.

**Prompt:** Help students complete **section 2-B** (SM pp. 9, 11). For the cutouts, students will need safety scissors and glue sticks. Consider reading off the things created on each day, and then ask volunteers to point to the correct illustrations.

**Target Truth:** God shared His wonderful world with us.

## SESSION 2-C WORK, PLAY, AND REST

**Review:** After God spent six days making the world and filling it up, what did He do?

On the seventh day, God rested. But remember, God is all-powerful. He never gets tired. He does not need to rest. Still, God rested to show us that sometimes we should rest. This is why many people take one day every week to stop working and just rest.

**Explain:** There is a good time for work, a good time for play, and a good time for rest. Sometimes, one is more important than another.

- For example, we should finish our work before running off to play.
- And at night, we should rest and go to sleep. If we work all night, we will be too tired in the morning.

**Discuss:** Imagine it's late in the day, sometime after dinner. You've been playing with your toys for a while, and finally, your parent or guardian asks you to clean up your toys and get ready for bed. What should you do?

At this time, you should work a little and put away your toys. Then you should get ready to rest and sleep. You might have time to play again in the morning.

**Explain:** When God made the first man and woman, He gave them many things to enjoy. But they also had work to do. They needed to take care of the animals and the plants. They had work, play, and rest.

**Discuss:** Ask students about any jobs or chores they might have at home.

Tell students that the following story is about a boy named Emery who had an important responsibility. Ask students to listen and decide if Emery did his job well.

### Forgetting Tiberius

**F**or a very long time, Emery wanted a turtle. He told Mom and Dad that he was old enough to take care of a pet. Emery also said that a turtle was way less messy than a cat or a dog. A turtle would not scratch a curtain or eat a pillow. Turtles were tiny and easy to care for.

Finally, Mom and Dad said yes. On Emery's birthday, he got a little turtle, and he named him Tiberius—Tiberius the turtle.

Emery prepared a nice home for Tiberius. He got a terrarium, which was like a glass box. Inside the terrarium was everything that Tiberius could want. There was food, water, and a little log that Tiberius could crawl up and sit on.

At first, Tiberius was pretty scared of his new home. He hid inside his shell a lot. But eventually, he stuck out his neck and legs and crawled around.

Emery took good care of his turtle. He always remembered to change out the water in the terrarium, and he always dropped in a little piece of lettuce each morning before school. Once in a while, Emery would take Tiberius out to crawl around the bedroom floor. Emery watched him closely, making sure he didn't get under the bed or any place dangerous.

#### Discuss:

- Do you have any pets at home?
- How can you help take care of them?

Emery loved spending time with his turtle. But one day, he had to say goodbye for a little while. Emery and his parents were going on a trip, and Tiberius had to stay home.

"Emery!" Dad called. "We're leaving in 15 minutes. Make sure you have all your clothes packed!"

**Discuss:**

- Do you like to go on trips?
- What do you like to bring with you?

“Sure thing!” said Emery. He double-checked his bag, then triple-checked it. He had all his shirts, his shorts, his hat, his toothbrush, his—oh wait, he forgot to pack his socks!

Emery went to his dresser to grab several pairs of socks. He would be gone for two or three days, so he didn’t want to run out of socks. He grabbed one extra pair, just in case.

“Oh, Emery?” It was Mom, this time. “Please don’t forget about Tiberius. Remember to change his water and give him some extra lettuce. We don’t want him to run out of food while we’re gone.”

“Yes, Mom!” called Emery. He would take care of Tiberius in just a minute. But first—let’s see, he had his socks, but he wanted to bring one more toy in his bag. And then a couple books to read.

Emery finally finished packing, then carried his bag to the car. He had everything he needed for his trip. He couldn’t wait to go. This year, he and his parents were traveling to his aunt’s house. She lived on a farm with cows, horses, and even some cats that lived around the barn. Emery would miss Tiberius the turtle, but he’d get to see lots of other animals.

Dad got in the car. “Wow,” he said. “You’re all ready? Good for you. Do you have all your stuff? Did you forget anything?”

“Nope!” said Emery, without thinking too hard. “I’m ready to go!”

“Great,” said Dad. “Your mom is on her way.”

**Discuss:** Did Emery forget anything?

Once everyone was in the car, Mom and Dad prayed and asked God to keep them safe on the trip, then off they went, down the road. In a few minutes, they were on the big highway. Emery opened up a book and started reading. He only finished one page when he heard Mom’s voice.

“Hey Emery—you did remember to take care of Tiberius, right?”

Emery froze. His eyes went wide, and it felt like his stomach tied itself into a knot.

“Oh no,” he finally said. “I forgot! Will he be OK? Will he starve?”

“No, he won’t starve,” said Dad. “We’ll turn around, go back, and make sure he has extra food. It’s better to turn back now than later.”

Emery sighed. He felt bad making everyone wait on him, but he was glad they could get Tiberius his food.

“Sorry, Mom; sorry, Dad,” said Emery. “But thanks for reminding me. I’ll be more careful next time.”

Once back home, Emery got Tiberius some extra food and water, then climbed back into the car. The family returned to their trip, and they had a wonderful time. While they were gone, Tiberius the turtle enjoyed the peace and quiet. ♦

**Discuss:** Emery made a mistake. Once he knew that he made a mistake, what did he say to his parents? In the future, how can Emery remember to take care of his turtle?

**Explain:** God loves us dearly. God wants us to enjoy His creation—and also take care of it. In the same way, God will take care of us.

**Prompt:** Help students complete **section 2-C** (SM p. 10). No matter if we work, play, or rest, we should always show love.

Read each sentence out loud as students trace the letters. Consider discussing examples of hard work, sharing, and rest.

**Target Truth:** God gives us time to work, play, and rest.

# CHARACTER TRAIT ACTIVITY: STEWARDSHIP

We are good **stewards** when we take care of God's gifts.

Students can discuss stewardship as volunteers depict ways to show responsibility and care. For each situation below, ask two volunteers to pantomime the given actions. If possible, include props to help students visualize the activity.

Situation	Volunteer 1	Volunteer 2
<b>Feeding your fish</b>	Using a can or cup, the student sprinkles a little food in the fish tank.	The fish swims around and gobbles up the food.
<b>Watering your plant</b>	Using a watering can, the student pours water onto the plant.	The plant grows up big and strong.
<b>Taking out the trash</b>	Using a bag, the student takes the trash out.	The waste collector puts the bag into the truck.
<b>Sweeping the porch</b>	Using a broom, the student sweeps away the leaves.	The leaves blow off the porch and flutter away.

## EXTRA IDEAS

- **The Best of Nature** – Ask more students to share their favorite animals or plants from nature, and record their answers. Perhaps at the close of lesson time, thank God for making the things listed.
- **Strange Animals** – Share pictures or videos of unusual animals. Emphasize that God's creation includes a variety of amazing creatures. Consider showing . . .
  - A platypus
  - A koala
  - A jellyfish
  - A mantis shrimp
  - A potato bug
  - A meerkat
  - A peacock
  - A whale shark

LESSON 2  
**CREATION**

**2-A GOD MAKES THE WORLD**



Draw the things below to complete the picture.



- In the **DAY**, draw the **sun** and **2 clouds**.



- In the **NIGHT**, draw the **moon** and **3 stars**.

**DAY**

**NIGHT**

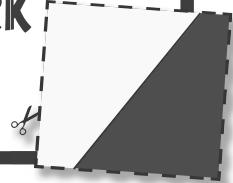
## 2-B GOD FILLS THE WORLD



Cut out the things that God created. Then glue each picture in the right box.

DAY 1

LIGHT AND  
DARK



DAY 2

SKY AND  
CLOUDS



DAY 3

LAND AND  
PLANTS



DAY 4

SUN, MOON,  
AND STARS



DAY 5

BIRDS AND  
FISH



DAY 6

LAND ANIMALS



## 2-C WORK, PLAY, AND REST



Trace the words to finish the sentences.  
Finish coloring the pictures.

When I work, I can do my

best.



When I play, I can

share.



When I rest, I can thank

God.



# LEARNING ABOUT GOD

## LESSON 2 STORY — FORGETTING TIBERIUS



## LESSON 3

# ADAM AND EVE

Scripture Memory – Ephesians 6:1

Song – Give Me Oil in My Lamp (p. 38; tr. 36)

### For the Teacher

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This lesson summarizes the creation and fall of the first man and woman. God made Adam and Eve for each other, then placed them together in a perfect home. Unfortunately, they chose to disobey God.

### Content Objectives

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**3-A** God made Adam and Eve for each other.

**3-B** Adam and Eve disobeyed God's rule.

**3-C** We can obey God by following His rules.

### Learning Objectives

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Students should be able to . . .

- Recognize Adam and Eve as the first man and woman
- Recall the general rule that Adam and Eve disobeyed
- Distinguish between obedient and disobedient responses to a given rule

### Vocabulary

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- **Garden** – A place where someone cares for plants
- **Obey** – Doing what someone tells you to do
- **Disobey** – Not doing what someone tells you to do

## SESSION 3-A THE FIRST MAN AND WOMAN — GENESIS 2:7-25

**Review:** Consider asking students to help you list the things God made during the six days of creation.

**Explain:** Today, we'll learn more about how God created the first man and woman. God made these two people in a special way. They were different from the animals.

First, God made the man. God took some dust from the ground and formed it into the man. Then God breathed life into the man. **Read Genesis 2:7.** Suddenly, the man was alive. He was called Adam.

But where would Adam live? God made a perfect place for the man. God planted a *garden* in a land called Eden.

### Garden

A place where someone cares for plants

The garden of Eden became Adam's home. God made it a wonderful place to live. He planted many trees with plenty of fruits to eat.

**Discuss:** What is your favorite kind of fruit or vegetable?

**Explain:** God put all the best fruits in the garden for Adam. There were also four rivers in the garden, so the plants would have plenty of water. God gave Adam everything he would need.

God told Adam to take care of the garden. Adam would care for all the plants and animals, and God would take care of Adam.

Then God made one important rule. Adam could eat fruit from any of the trees in the garden, but he could not eat from one special tree. This tree was called the Tree of the Knowledge of Good and Evil. Its fruit would be bad for Adam. So God warned Adam not to eat from this tree. As long as Adam obeyed this rule, he could stay in the garden.

### Obey

Doing what someone tells you to do

Adam had a wonderful home, but he was all alone. At this time, he had no friends or family. God did not want Adam to be alone. **Read Genesis 2:18.**

God then showed Adam all sorts of animals—like dogs, cats, cows, horses, alligators, frogs, and many others. Adam looked at all the animals, and he gave them names. They were all wonderful animals, but none of them could be a perfect friend and helper for him. The animals couldn't really talk with Adam, and they couldn't really understand what he said.

So, God caused Adam to fall into a deep sleep. God took a rib from Adam's side and made the first woman.

**Discuss:** Can you find your ribs? They are the bones on our sides—above our belly and below our arms.

**Explain:** The first woman was named Eve. Eve was a lot like Adam, but also a little different. Together, Adam and Eve became the first husband and wife. God made them special for each other.

Today, people aren't born from the ground or from a rib. This was a special thing that God did just once. Today, babies are born from their mother's belly.

After God created the first man and woman, He saw that they were both amazing. God loved them. They could talk with God and walk with Him in the garden. They also loved each other and helped each other.

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

- As students complete the sentences, ask volunteers to identify Eve and Adam in the picture. Can students name the animals?
- Ask students to count the people (2) and the animals (3), then circle the correct numbers.
- As time allows, let students color the picture.

**Target Truth:** God made men and women to help each other.

## SESSION 3-B THE FIRST SIN — GENESIS 3:1-9

**Review:** Consider asking the following:

- God made the first man from the dust of the ground. What was this man called?  
**Adam**
- What was the first woman called? **Eve**
- After God made Adam and Eve, where did they live? **A garden in a land called Eden**
- God gave Adam and Eve one rule to obey. What should they not do? **Eat fruit from a certain tree**

**Explain:** God gave Adam and Eve a wonderful home. In the garden, there was so much to enjoy. They could take care of the plants and animals. They could eat many kinds of good fruit. They could even walk and talk with God. Life was very good.

Adam and Eve had just one rule—they could not eat fruit from the Tree of the Knowledge of Good and Evil. God said that if they ate this fruit, they would die. But one day, Adam and Eve decided to *disobey* God.

### Disobey

Not doing what someone tells you to do

Adam and Eve broke God's one rule—they ate from the tree. This is how it happened.

Remember—God had made many animals. But out of all these creatures, the most sneaky and tricky was the snake.

**Discuss:** Do you like snakes? Have you ever seen a snake up close? What should you do when you see a snake?

**Explain:** One day, Eve saw a snake in the garden. This was not a normal snake like we'd see today. It was different, somehow. For one thing, this snake could talk.

The snake spoke to Eve. It asked her a question about God's rule. Did God really say not to eat from that one tree?

Eve answered the snake. She said that she and Adam could eat fruit from any other tree in the garden, but not from that one tree. If they ate from that tree—or even touched it—they would die.

Die from eating fruit? The sneaky snake said that wasn't true. **Read Genesis 3:4b.**

**Discuss:** God said that Adam and Eve would die if they ate the fruit. Does God ever lie?

The snake said that God lied. But God always tells the truth. So, the snake must be the real liar.

**Explain:** The snake said that Eve would not die. He told her the fruit was good to eat. It would help her understand new ideas like good and evil. The snake said that God just didn't want her to know these things.

Eve looked at the fruit on the tree. It sure looked delicious, and she did want to know more things. So Eve disobeyed God and broke His rule. She picked fruit from the tree and ate it. Adam was nearby, and Eve shared the fruit with him. He decided to disobey God and eat the fruit, too. This means that Adam and Eve both sinned. They disobeyed God's rule.

After this, Adam and Eve did understand the difference between right and wrong, and they knew that they had done wrong.

Later, God came through the garden to spend time with Adam and Eve. But now, they did not want to walk with God. Instead, Adam and Eve hid from God. They were scared of what He might do. **Read Genesis 3:9.** In the next lesson, we'll find out what happened next.

**Prompt:** Help students complete **section 3-B** (SM p. 14). Read the instructions out loud, and then give students time to complete the picture.

**Target Truth:** If someone tells us to disobey God, we should say "no."

## SESSION 3-C OBEY OR DISOBEY

**Review:** Who wanted Eve to disobey God's rule? Who lied to her?

The snake lied to Eve and got her to disobey. But again, he was not a normal snake. This creature was an enemy of God, maybe in disguise. Many call him the devil or Satan.

**Explain:** Sometimes, people will push us to do something wrong. They might say . . .

- It's OK to steal.
- Don't listen to your parents or guardians.
- Someone was mean to you, so you should be mean, too.

**Discuss:** What should we do when someone tells us to do wrong?

We should say "no." We should do the right thing and obey God—even if other people won't like us.

Note that in the following story, a girl named Natalia is given one simple rule. Ask students to listen for the rule.

### Patience and Pierogies

For the first time in her life, Natalia wondered if she had eaten too much candy. She had just spent an hour at her church's fall festival. There were plenty of kids there playing games and winning prizes. Natalia had a lot of fun, and she also won a lot of candy. She had filled her bag with chocolates and gummies and lollipops.

#### Discuss:

- Have you ever been to a fair or a festival?
- Did you win any prizes?

Natalia and her dad got back into their car. "The festival was so fun!" Natalia said, placing her bag of candy carefully next to her.

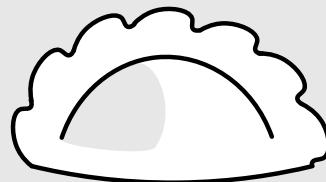
"It really was fun," Dad said. "And believe it or not, there's still one more surprise today. We're going to have a special treat at Babci's (bob-chee's) house."

*Babci* means "grandmother" in the Polish language. Natalia's grandmother came from Poland a long time ago, so Natalia called her Babci.

"Ooo," said Natalia. "What kind of special treat?"

"It's called *pierogi*. They are little pockets of dough with all sorts of surprises inside. You can fill them with meat or vegetables or even fruit. They are delicious, and it's really fun to make them with your family."

**Illustrate:** Consider displaying a picture of a pierogi, or draw a simple version of the following on the board:



A circle of dough is folded over a lump of filling, and then the edges are crimped.

"I can't wait!" said Natalia. "I'm already pretty hungry."

"OK," said Dad. "We'll eat as soon as we can. But please do one thing for me—I know you just got a lot of candy at the festival, but I don't want you to eat all of it right now. Please eat just one piece. Save room in your tummy for dinner with Babci. I don't want you to get too full."

"Just one piece?" asked Natalia.

"Just one piece."

"OK . . ." Natalia looked at her candy bag. There were so many different candies and treats in there. If she could pick only one, which would she choose?

**Discuss:** What is your favorite kind of candy or treat?

Natalia finally chose a new candy that she had never tried before. It was chocolate on the outside with some kind of fruit in the middle. She unwrapped it carefully, then popped it into her mouth. It was . . . it was . . .

. . . Terrible. Absolutely *blegh*. Natalia chewed and swallowed, but she decided that she did not like that kind of candy at all.

Natalia felt bad, now. She had just eaten her one piece of candy, and it tasted *yucky*.

**Discuss:**

- What should Natalia do now?
- What would you do?

Natalia thought she needed one more piece. The last one didn't count, did it? It wasn't fair. Natalia reached into her bag for another one—this time, a small candy bar. Natalia gobbled it quickly, and this time, she really enjoyed it.

Natalia thought she was done, but . . . boy, she was still hungry. So she grabbed another piece. And then another. By the time she and her dad reached Babci's home, she had eaten ten pieces of candy—almost the whole bag.

Once Natalia went inside, Babci gave her a big, tight hug. Already, Natalia could smell things cooking in the kitchen. She couldn't wait to try the pierogies.

Natalia, Dad, and Babci had a great time making pierogies together. They rolled out the dough on the table, then cut it into little circles. Natalia got to put little lumps of meat on each circle, then Dad and Babci folded the circles into little pillows. Finally, Babci boiled the pierogies in hot, hot water.

As always, Babci was amazingly fast. She piled the pierogies on a big plate.

"Natalia!" called Babci. "Come try one!"

Natalia eagerly took a bite. The pierogi tasted wonderful. Natalia finished the rest of it.

"I knew you'd like it!" said Babci. "Try this one, now. It has apple filling inside."

Natalia reached for a second pierogi, but this time, she felt her tummy hurt. She had to sit down, and she told Babci that she didn't feel good.

As much as she wanted to, she wasn't able to eat any more of Babci's pierogies that night. ♦

**Discuss:**

- What rule did Natalia's dad give her?
- Did Natalia obey or disobey her dad?
- Why do you think Natalia's tummy hurt?
- Could she have kept this from happening?  
How?

**Prompt:** Help students complete **section 3-C** (SM p. 15). Read each rule out loud, and consider asking volunteers if the pictured children are following the rule.

After marking each situation with X or ✓, give students time to color the pictures.

**Target Truth:** We should always obey God.

# CHARACTER TRAIT ACTIVITY: OBEDIENCE

We **obey** when we do what God tells us to do.

Students can play a simple game to model and discuss obedience. Consider playing a “Simon Says”-style game. Students should follow simple instructions, but only if preceded by a phrase like “Simon Says.” Encourage students to listen carefully. When students follow an invalid instruction, ask them to sit down. The last student standing wins.

Instructions could include the following:

- Jump once.
- Wiggle your nose.
- Touch your ear.
- Turn in a circle once.
- Turn in a circle twice.
- Put your hand on your head.
- Say hello to someone nearby.
- Sit down.
- Shake your leg.
- Freeze for five seconds.
- Roar like a lion.
- Trumpet like an elephant.
- Bark like a dog.
- Say the color of your shirt.
- Be completely silent.

Discuss the difficulty of obeying. Sometimes, we don’t understand the rules. Whenever we’re confused, we should ask for help. God has given us teachers and family to help us learn. They can teach us how to obey God and do right.

## EXTRA IDEAS

- **Classroom Rules** – Choose three rules from your classroom to review and discuss. Explain in simple terms why the rules exist. Note that all good rules will help us be kind or stay safe.
- **Asking for Help** – Consider sharing one rule that you have trouble following. Ask students if they find certain rules difficult, too. Lead a short time of prayer where you ask God to help students follow Him and do right. You may wish to let a few volunteers pray for one or two requests, as well.

LESSON 3  
**ADAM AND EVE**

**3-A THE FIRST MAN AND WOMAN**



Trace the words to finish the sentences.

**The first man  
was called**

Adam.

**The first woman  
was called**

Eve.



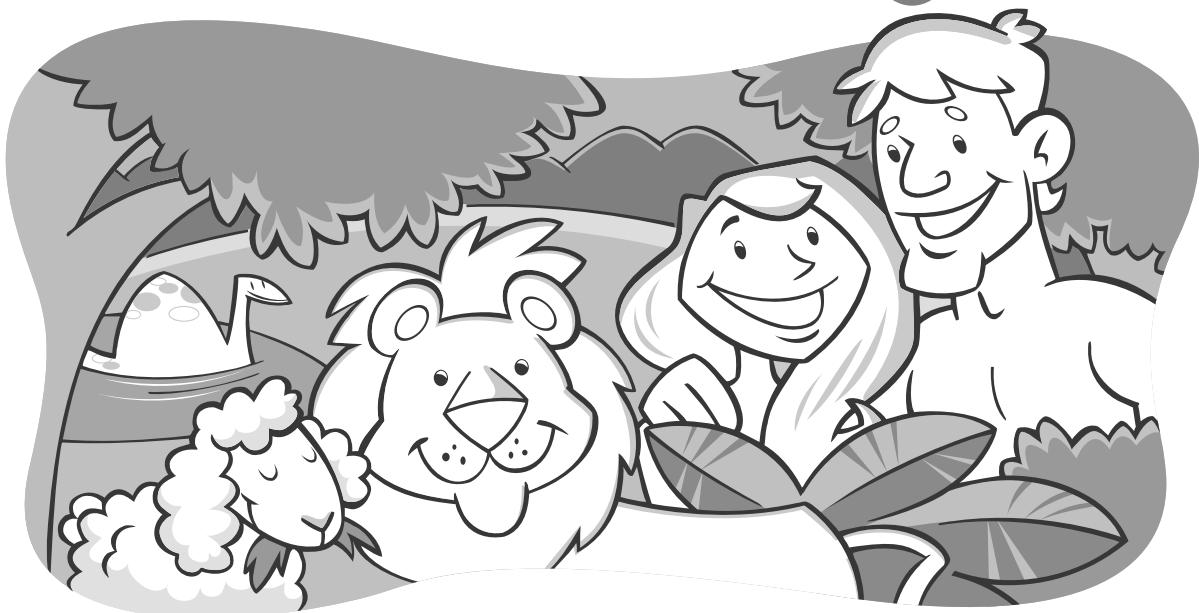
Circle the correct numbers.

○ How many **people** are in the picture?

1 2 3

○ How many **animals** are in the picture?

3 4 5

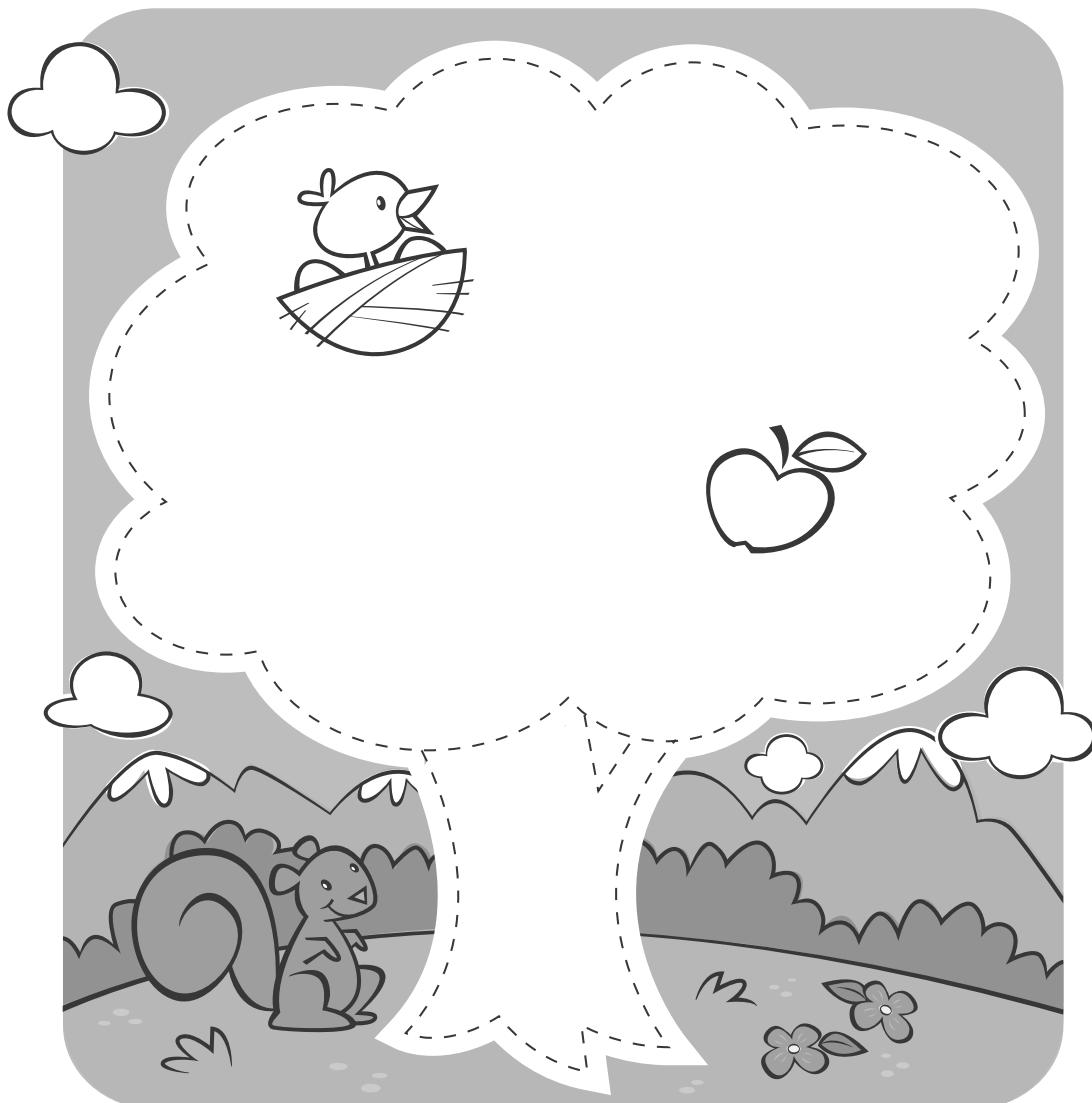


## 3-B THE FIRST SIN



**Finish the picture of the Tree of Knowledge.**

- Trace the **outside** of the tree.
- Draw **2** more pieces of **fruit** in the tree.
- Draw a **snake** in the tree.



### 3-C OBEY OR DISOBEY



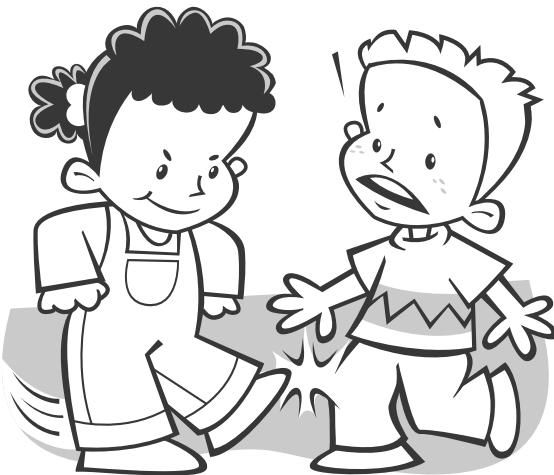
Draw ✓ near the children obeying the rules.

Draw X near the children disobeying the rules.

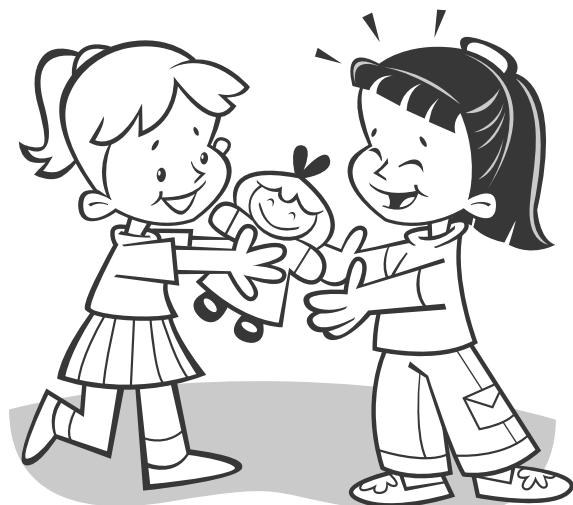
**Don't touch toys  
in the store.**



**Don't kick others.**



**Share your toys.**



**Play nicely on  
the swings.**



**LEARNING ABOUT GOD**  
**LESSON 3 STORY — PATIENCE AND PIEROGIES**

