

Creation

Day #3 of Creation: Land, Sea, and Vegetation
(Genesis 1:9-13)

LESSON WARM UP

Using some of the seeds mentioned in the Science Lab activities below, have the children guess what each kind of seed will grow into. Talk about how each seed is a packet of information. Given just the right conditions of rain, sunshine, and soil, each seed will start to grow. It knows how to put its roots down and the stalks up. And, it knows what kind of plant to grow. Some seeds lay in the ground for years waiting for the right conditions to start sprouting. Out in the desert, some seeds will lay sleeping in the sand for years waiting for the necessary rain to come to help it sprout.

Today we are going to learn about how God got all the plants started in the first place. But first, He needed to make dry land.

OPENING PRAYER

Lord, we want to thank You for the beauty of Your creation. Today we are going to learn about how You made the dry land appear by pulling the waters together into oceans and other bodies of water, and how You caused all the plants to start growing. We pray You would cause us to fall in love with You in a deeper way today as we think about the wonderful way You made the world we live in. You have truly made it beautiful in Your time. In Jesus' name, I pray. Amen.

MEMORY VERSE

Where were you when I laid the foundations of the earth? Tell Me, if you have understanding (Job 38:4).

Here God teaches us in His Word how to ask good questions. If you are in public school, your teacher may try to explain that the world is just an accident caused by an explosion a long time ago. We know that God created the world in 6 actual days because the Bible tells us this and we know that we can believe everything God's word tells us. Your teachers may not know God, so all you need to do is ask them, "*Teacher, were you there when the world began? How do you know for sure what happened?*" Of course you know that your teacher wasn't present when the world began, no one was. Because we have the Word of God, we know the truth and the truth sets us free from believing the myths (stories) that man makes up. That's why God gave us the Bible.

LESSON

Today we're going to learn about how God created the land, the oceans, and the plants on the third day of creation, but before we do, let's review what we've learned so far: What did God create on the first day of creation? (*The heavens and the Earth, light and time.*) Then, what did God create on the second day of creation? (*God separated the waters and created the atmosphere we call the sky.*)

After the second day of creation the whole earth was still completely covered by water. There was an outer layer of water vapor like a thick fog; then, a layer of sky around a big ball of water. The planet Earth was still without form. If you had been there, you would have seen nothing by ocean, with no land poking up anywhere. There were no trees or flowers or animals or even people yet.

Did you know that if you leveled out the earth's surface today, you'd see there's enough water in the oceans to cover the whole earth to a depth of almost two miles?

God might have looked at all that deep water and because He knew that when He made people they would want trees and flowers, He decided to do something...

Genesis 1:9

Then God said, "Let the waters under the heavens be gathered together into one place, and let the dry land appear"; and it was so.

God commanded the dry land to appear. Suddenly large areas of the ocean bubbled and foamed and parts of the ocean floor began rising up and out of the water and kept on going until rolling hills were formed in some places, as well as great stretches of land in other places. At the same time, other parts of the ocean floor sank down to form underwater valleys and basins, so that the water drained off the land and into one place. God did all this by the mighty power of His Word.

Isn't God's word powerful? All He needed to do was speak and at His command He created the world we live in!

(Teacher, have a child look up and READ the following scripture:)

Psalm 33:6-9

By the word of the Lord the heavens were made, and all the host of them by the breath of His mouth. He gathers the waters of the sea together as a heap; He lays up the deep in storehouses. Let all the earth fear the Lord; let all the inhabitants of the world stand in awe of Him. For He spoke and it was done; He commanded, and it stood fast.

God is the Lord of Creation, the Almighty God. Because He is all-powerful, we should respect and honor Him in all we do.

Genesis 1:10

God called the dry land Earth, and the gathering together of the waters He called Seas. And God saw that it was good.

Because God is the creator, He is the One who got to name these things. Everything that God made was perfect in every way. God never makes mistakes.

Genesis 1:11

Then God said, "Let the earth bring forth grass, the herb that yields seed, and the fruit tree that yields fruit according to its kind, whose seed is in itself, on the earth"; and it was so.

On day 3 of Creation, God spoke again and commanded the land to produce all kinds of plants. If you had been there you would have seen green grass, tall palms trees, and other vegetation spring up from the ground, as well as bushes and trees and flowers of all different shapes and sizes and colors. You would have also seen the branches of fruit trees heavy with juicy fruit, like apples, mangoes, and peaches and lots, lots, more!

God made the first plants all fully grown, but each kind had seeds so they could reproduce. Did you know that seeds always produce the kinds of plants and fruits they came from? If you plant a corn seed you will never get beans growing! You never have to worry when you plant your garden.

Genesis 1:12

And the earth brought forth grass, the herb that yields seed according to its kind, and the tree that yields fruit, whose seed is in itself according to its kind. And God saw that it was good.

Before the third day of creation the planet earth did not have any form to it. But God, just by His command, gave the earth order. He gathered the water together to make dry ground appear and then he command the plants to grow! He was preparing a place that would be perfect for mankind to live and He knew that people would need food. So, He planted the fruits and vegetables on the third day so they would be ready for Adam and Eve when they got here. And, God was well pleased with what He created on the third day.

Genesis 1:13

So the evening and the morning were the third day.

Again, day #3 was an ordinary day just like we have, with one daytime period and one nighttime period. It didn't take God thousands of years to make the dry land and the plants, He did it in one regular 24-hour day! As I said, if your teacher at school tries to tell you different, all you need to do is ask, "Were you there?" (Teacher, review the memory verse.)

Think about this: many plants are pollinated by birds or bees, but these creatures weren't created until the fifth day of Creation. If each day of creation was 1,000 years, as some people claim, how could these plants reproduce and survive for 2,000 years waiting for the birds and bees to pollinate them?

Next week we are going to learn about what God did on day #4 of creation when He created the sun, the moon, and the stars.

CLOSING PRAYER

God, You are so awesome to make this world we live in so perfect in every way. We stand in awe of You, Father! You are so wonderful. Thank You for making the dry land appear so that we might have trees to climb, and beautiful flowers to enjoy, and delicious vegetables to eat. You knew we needed these things to live happily and healthfully. Thank You for Your love and concern for our well being. In Jesus' name, I pray. Amen.

LEARNING CENTERS

Imagination Station

(Craft Center)

Choose one of the following craft activities:

1. *Rock Art*

Materials:

- Small rocks
- Little eyes and pieces of felt for ears and tails from a craft store

Let the children make rock animals.

2. *Watch Samson's Hair Grow*

Stuff cotton into a small paper cup. Out of a sponge, cut a circle just large enough to fit tightly inside the top of the cup. Soak the sponge in water and then set it on top of the cotton. Sprinkle dill, watercress, grass, or mustard seed on top of the wet sponge. Set the cup where it can get sunlight, but not in a place where the sponge will dry out too quickly. Your seeds will start to grow in about three days if you remember to keep the sponge moist at all times. You may want to draw a picture of Samson's head on the paper cup. Watch to see which "Samson" grows the longest "hair."



3. *Invent a Flower*

Have you ever wondered why flowers have so many colors? God gave flowers bright colors to attract birds and insects. As the birds and insects fly, they deposit pollen from one flower into another. This allows the flowers to start making seeds.

Can you guess just how big the world's biggest flowers are? Well, they're called rafflesia, and they can be as big as 3 feet wide and weight as much as 15 pounds. They have almost no leaves and no stems – they're all flower! You've probably never seen one, since they only grow in the rain forests of Indonesia. Other unusual flowers

include the bee flower, which looks so much like a bee that real bees get confused. And, there's actually a flower called the carrion flower ("carrion" means dead flesh) that looks and smells like dead meat!

What wild kinds of flowers can you come up with? Find out by inventing a flower.

Materials

- Parts of flowers and plants cut out from photographs
- Scissors
- Craft glue
- Poster board or cardboard

Procedures

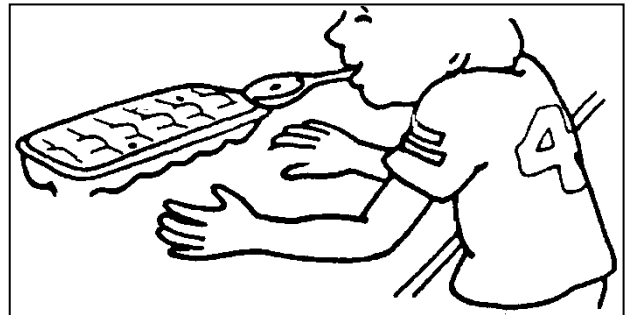
Cut out plant and flower parts (leaves, stems, flowers, seeds, etc.) from pictures in old magazines. Glue the parts together on a piece of cardboard or poster board to make a crazy new flower. Remember, you are creating a new flower from materials that already exist; God created flowers from nothing!

Fun House

(Game Center)

Planting Game

Divide the children into team lines of 4 to 6 players each. Each team will need a cup with twelve seeds, beans, or peanuts. Each team member will need a plastic spoon. Place the bottom portion of an empty egg carton (one per team) about fifteen feet away from the lines of children. On "GO," the first player on each team reaches into the cup, pulls out a seed, and places it on the spoon. Then he races to the egg carton with the spoon in his mouth. He tilts the spoon with his mouth and "plants" a seed into one of the empty egg carton sections. Then he runs back and touches the next player on his team, who takes a turn. If a player touches a spoon with his hands or drops a seed, he must return to start. If he deposits a seed into one of the sections that already contains a seed, he must take it out and return to start. The winning team is the first one to get all twelve seeds planted.



God's Weird and Wonderful World

(Science Center)

Use one or more of the following activities:

1. Observing Rocks

Have the children observe a display of sedimentary rock containing fossils. Put different types and sizes of rocks (clean fine sand, pebbles, gravel, larger rocks, etc.) into a large mason jar, along with some small shells or bones. Fill it with water and shake it up and see how it settles out. Talk about the geologic column that contains various sedimentary layers.

Discussion

Evolutionists believe that the sedimentary layers found on the surface of the earth were laid down in a certain order over millions of years. They have named these layers, the geologic column. The geologic column contains

many fossils in the various sedimentary layers. They believe that the lower layers contain simple organisms that evolved into more complex organisms found in the earlier layers. The bottom fossils are simple creations and become more complex as one moves up the layers.

Evidence does not support the idea of a geologic column. Fossils appear complete in each layer. If there was an evolution from simple to complex then there would be evidence of these stages in the successive layers. Eighty to eighty-five percent of Earth's land surface does not have even 3 geological periods appearing in "correct" consecutive order. There is no place on the earth where an example of the ten geological periods are in order!

Furthermore, recent evidence has shown that rocks do not take a long time to form.

In order for fossils to form in the sedimentary rock, the plants or animals would have to have been covered quickly in flood-like conditions. The only explanation is that there was a world-wide flood that left the geological conditions that we find today.

2. Observing Seeds

Have the children look closely at various seeds such as, lima beans, garbanzo beans, corn, sunflower seeds, black eye peas, or kidney beans. Have them name the colors that they see and draw the shapes of the seeds. Draw a line and have the children guess how many of each kind of seed it will take to cover the line. Then have them find out exactly how many it took. Record the information on a Data Record Sheet.

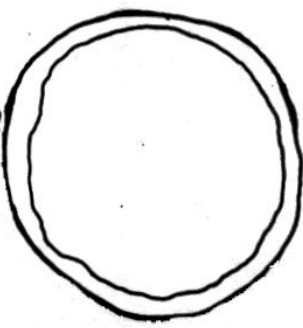

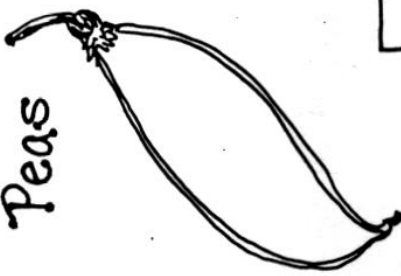
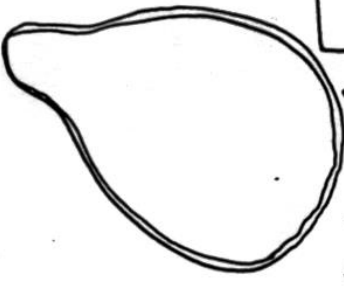

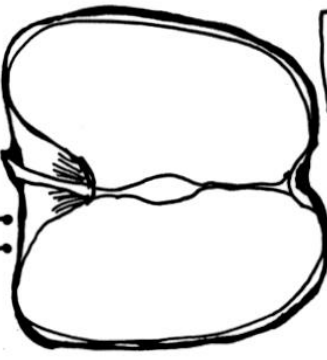
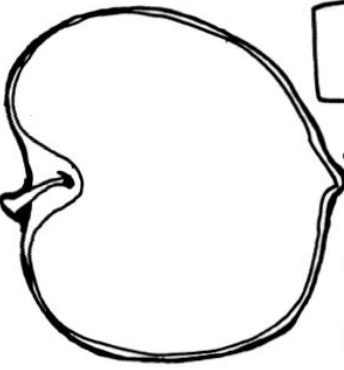
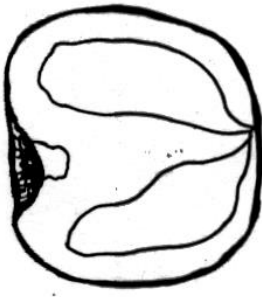
3. Observing the Seed Within

Have the children look closely at various fruits and vegetables such as oranges, bell peppers, peas, avocados, melons, apples, peaches, and tomatoes. Have them draw where they find the seeds. Count and record the number of seeds on a Data Record Sheet.

The Sees Within

1. Look closely at the fruits and vegetables
 2. Draw where you find the seeds
 3. Carefully count the seeds
 4. Wash and dry the seeds.



<p>Orange</p>  <p># of seeds Shape of seeds</p>	<p>Bell Pepper</p>  <p># of seeds Shape of seeds</p>	<p>Peas</p>  <p># of seeds Shape of seeds</p>	<p>Avocado</p>  <p># of seeds Shape of seeds</p>
<p>Melon</p>  <p># of seeds Shape of seeds</p>	<p>Apple</p>  <p># of seeds Shape of seeds</p>	<p>Peach</p>  <p># of seeds Shape of seeds</p>	<p>Tomato</p>  <p># of seeds Shape of seeds</p>

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