

GLENVIEW NEW CHURCH SUNDAY MORNING PROGRAM
Primary Lessons: Phase 2, Lesson 3
Third Day of Creation (Genesis 1:9-13)

I. Underlying Ideas for the Teacher

- A. The Lord is the beginning of everything. He created heaven and earth.
- B. The Word is the Lord's revelation to us of all that we need to know about our Creator and our relation to Him.
- C. The whole Word is a parable written in the language of correspondences.
- D. "The laws of order prescribed for man are that man should acquire for himself truths from the Word, and think of them naturally, and so far as he can rationally, and thus procure for himself natural faith. The laws of order on the part of God then are, that He should approach, fill the truths with His Divine light, and thus fill with the Divine Essence man's natural faith, which is only knowledge and persuasion. Thus, and not otherwise, is saving faith procured" (TCR 73:2).
- E. Truth, which does not lead to good deeds, is like a plant, which bears no fruit.

II. Story Circle

- A. Introduce the Story (Review)
 - 1. Last time we talked about why the Word is different from all other books. Do you remember why? (The Lord is the Author)
 - 2. Why did the Lord give us the Word? (To tell us about Him and what we need to know to get to heaven.)
 - 3. What is the name of the first book of the Word? (Genesis) And what does "Genesis" mean? (The beginning)
 - 4. For the last two lessons, we've been learning about the days of creation. What did the Lord make on the first day? (Light & darkness - day & night)
 - 5. What did He create on the second day? (Firmament) And what is the everyday word we use for "firmament"? (Sky)
 - 6. Listen while I read from the Word about the third day of creation.
- B. Tell/Read the Story
 - 1. Genesis 1:9-13
- C. Ideas to Discuss
 - 1. What did the Lord create on the third day? (Dry land, called "Earth," and seas; growing things)

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2. There were no people yet to plant trees and other growing things. How was the Lord making sure that these things would keep on growing year after year? (Seeds, so more plants & fruits could grow from them)

D. Further Ideas

1. Can you see how well the Lord planned His work? He made the LIGHT, and put WATER above & below the firmament, and made the DRY LAND appear before He made the PLANTS. Why? (Plants need a place to grow; they need light & water to grow)
2. What would happen if the Lord made plants but there was no earth, no soil for them to grow in, no light and no water? (They would die)
3. The Lord's teachings are like plants.
 - a. They start out like little seeds, seeds of truth.
 - b. We need to give them a place to grow— our minds.
 - c. We need to water them and give them light.
 - d. As we get older, if we love the Lord & learn what He teaches, those seeds grow in our minds and become like beautiful plants or trees.
 - e. If we don't learn to take the true things we know and do good things because of them, we are like plants that don't bear fruit.

III. Enrichment Activities

A. Music

1. "And God said, 'Let there be light,'" FIRST SONGS FOR LITTLE CHILDREN p. 24 (First, second, and third verses)
2. "This is the day that the Lord has made," LAUREL SONGBOOK #50 (Copy attached to Lesson #1)
3. "This is the day that the Lord hath made," FIRST SONGS FOR LITTLE CHILDREN, p. 22
4. "The Lord created you and me," LORI'S SONGS II (tape). Side 2

B. Activities

C. Project for the Third Day of Creation

1. Collage of an Apple Tree (see *below*)

D. Cumulative Projects (*continued over 7 Sunday School lessons on Creation*)

1. Creation Poster: As students learn about each day of the creation story, they picture what was created on individual posters or a group mural. With the final lesson, the poster will be filled with the Lord's creations. (See detailed explanation, attached.)

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2. Creation Collage Book: This project is described in the enclosed excerpt from *Art in Education* by Beth Johns. Each page of the book is a collage representing one day of creation.
3. Folding Screen: Same as collage book, but tape the pages together to create a folding screen-like decoration. (See attached "Variations on Creation Project".)
4. Diorama
 - a. Backdrop on poster board with play dough/salt ceramic/plasticine figures of animals and people set in front.
 - b. Diorama that can be taken apart and then used again to act out the 7 days of creation one day at a time. (*See following lessons on 7 days of creation.*)

IV. Teaching Aids

V. Further Reading for the Teacher

- A. Dole's Bible Study Notes, Vol. I, "The Creation - A General View," Genesis 1; 2:1-3; "The Creation - The First Four Days," Genesis 1:1-19.
- B. The Sower. Vol. I, "The Five Books of Moses," (pp. 1-4); "The Creation," Genesis 1 (pp. 5-12).

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Creation Project for the Third Day

Collage Of An Apple Tree:

A. Materials needed for each child:

1. 12"x18" background paper of white or blue
2. brown or black paper for the trunk of the tree
3. two or more shades of green paper for the leaves
4. red paper for the apples
5. text slip: "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." (Genesis 1:11)

B. Motivation:

1. Have you ever picked apples in an orchard or from a tree in your yard? In the fall, apple trees are full of apples ready to eat. Our project today is an apple tree with lots of apples.

C. Procedure:

1. Let's start with the trunk. Can you tear a piece of paper into a shape like a tree trunk? Then glue it near the bottom of your paper. (Teacher may want to demonstrate.)
2. Now let's make the leaves. Instead of making each little leaf, we'll make branches of leaves by tearing rounded shapes from the green paper. You can use the different colors of green paper for different branches. Now lay them on the paper above the tree trunk. Try moving them around to make a nice tree. Do you want to overlap the pieces a bit? (Teacher should demonstrate the steps, but tell the children that each tree will look different from another. Just like apple trees growing in an apple orchard or people or anything else the Lord created.)
3. Now we are ready for the apples. We can make little apples with a hole puncher and red paper. Or we can cut or tear larger apples. How do you want to make your apples?
4. When the apple tree is finished, we can put the writing from the Word at the top of the page (or on the back if there is no room).

D. Optional Activities Related to the Project:

1. Cut an apple in half crosswise to show the circle of seeds in the middle.
2. Sing the "Johnny Appleseed Song".

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From *Art in Education* by Beth Johns

THE DAYS OF CREATION

A Collage Book
(each page representing one day)

Optional: Tape the pages together to create a long, folding screen-like book or decoration.

- First Day: Torn paper bits of many toned light and dark papers. The children actually separate the light from the dark, and then paste them to the background.
- Second Day: Torn paper bits of metallic and tissue papers for sky and water, separated and pasted as before.
- Third Day: Torn paper pieces in earth tones and greens creating scene for dry land and growing things.
- Fourth Day: Gold paper sun, silver paper moon cut and pasted on black with many sticker stars added.
- Fifth Day: Bright paper, birds and fish cut out and pasted against pale blue. Blue cellophane covering lower part of page for sea.
- Sixth Day: Many cut-paper shapes of animals and people.
- Seventh Day: Simple red and white background representing Love and Wisdom at rest. Suitable quotation carefully copied in best printing.

Creation Story Mural

Rendered in collage materials similar to the above on several large panels for a school decoration. It is much more elaborate detail by older children.

Note: the above projects are deliberately described in very sketchy terms to give plenty of latitude for development by individual teachers. Very often, especially for the Christmas projects, glitter, sequins, and other bits of special material have been offered. This adds an exciting touch and makes the product seem more worthy as a gift. It should be emphasized once more that all of these projects work only when the children's affections are aroused so they relive the episode almost as if it were their own experience. "Let's show how the Wise Men held their gifts with both hands because they were the most precious things they could bring to the Lord." "Think how desperate Peter must have felt when he began to sink in the water and how the Lord's strong arms reached forward to help him." "Just imagine the magnificence of that shining golden city coming down from God out of heaven!" If the inspiration is vivid and immediate the children's work will powerfully show their response.

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