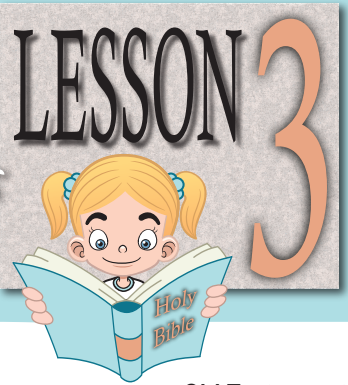


# Exploring the World of Plants:

## Day 3 of Creation



Old Testament 1  
Part 1: Exploring God's World

## SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:11-12; Psalm 104:14-17; Exodus 20:11

### MEMORY WORK:

“For in six days the Lord made the heavens and the Earth, the sea, and all that is in them, and rested the seventh day. Therefore the Lord blessed the Sabbath day and hallowed it” (Exodus 20:11).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“Exodus 20:11”](#)
- [“God Exists”](#)
- [“Creation”](#)
- [“Creation Song”](#)
- [“God Made Trees”](#)
- [“God Made the Land”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures or samples of various kinds of plants (leaves, yeast, pinecones, and pine needles, fruits and vegetables, etc.)
- Pictures and/or samples of things God gives us through plants (wood for furniture, gum, medicines, rubber, cinnamon, soap, fruit, paper, etc.)
- Pictures of fruit trees with fruit on them



- Pictures of desert plants
- Pictures of plants from different parts of the world and different climates (including land and water plants)
- Younger students: make a flipchart of the main points and include several pictures of different plants to discuss what they are and how they are important.
- Older students: [Photosynthesis Flip Chart](#) (provided in activity sheets)
- Older students: If available, get copies of textbooks that discuss the “evolution of plants” to discuss the differences between evolution and what the Bible says.

### PERSONAL APPLICATION:

God designed everything, including plants. They did not come into being by accident; they did not evolve from one thing into another over millions of years.

## LESSON STARTS HERE

### INTRODUCTION: (YOUNGER CHILDREN)

Last week we began studying about how God created the world. How many days did it take for God to make the whole world? What did God make on Day 1? Day 2? Day 4? Today, we are going to learn what God made on Day 3. Who can tell me? We are going to learn why plants are so important.

### INTRODUCTION: (OLDER CHILDREN)

Review previous week’s lesson.

Are plants important to us? Why? (They provide oxygen, absorb carbon dioxide, give us food, provide homes for animals, etc.) God knew we would need plants to live, so on Day 3, He made all the plants and trees. Evolution tries to tell us how plants “came to be,” but we are going to learn today how they were created by God for us.

### POINTS TO EMPHASIZE:

1. For preschoolers, the teacher may want to skip the information on evolution and focus more on why trees and plants are so important to us.
2. After separating the water and land on Earth, God covered the land with many plants (grass, trees, flowers, plants which provide food, etc.). We can find plants all over the Earth. They grow in deserts, forests, rainforests, mountains, and even in Antarctica.
3. God created every plant full-grown and able to reproduce (or make more of itself). He made every plant with seeds or spores so that there would be many more of the same kind of plant. Ask the children if they’ve ever seen fruit trees. (Show pictures of fruit trees). Discuss how an apple tree will never have oranges hanging on it; how a cherry tree will never have peaches hanging on it, etc. God’s design of the many different kinds of plants guarantees that corn seeds will always produce corn plants, that flower seeds will always produce the same kind of flowers they came from, that acorns will always produce oak trees, etc.
4. Evolution says that plants came from a steamy body of water that appeared by accident. Evolution says that matter accidentally came to life in the water and that, over millions and

million of years, plants moved (by wind or water) onto land. If this is true, there should be **fossils** of those times when plants were changing (“intermediate” life forms), but there is no evidence of that. According to the Bible, God created all kinds of plants in **one day** and that He created all the plants **full grown**. (Discuss how there are “new” plants because man has cross-pollinated and made hybrid plants, but that the seeds from these plants will still produce the type of plant they came from.)



**Fossil:** comes from the Latin word *fossus*, and literally means “having been dug up.” Fossils are the preserved remains of animals, plants, and other organisms from the past.



**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Did the Trees of the Garden of Eden Have Rings?](#)” by Jeff Miller on the Apologetics Press Web site for a study on that subject. See the article titled “[Common Sense, Miracles, and the Apparent Age of the Earth](#)” by Eric Lyons on the Apologetics Press Web site for a response to the charge that the Universe must be old in light of its appearance and dating techniques.

5. Many plants from the early days of the Earth are no longer living. Many plants and animals have become **extinct**, for one reason or another. A plant can become extinct because of changing climate, being destroyed by people, etc.



**Extinct:** a species becomes extinct when the last member of that species has died.

6. Why are plants important? Why did God create plants? If there were no plants, the Earth would be one big ball of dirt and mud. The wind would blow sand around uncontrollably, like it does in the desert. Rain would cause continual mudslides in hilly and mountainous regions. God, in His infinite wisdom and planning, knew that the Earth would need plants to control erosion, damaging winds, and blowing sands, and also to provide oxygen for every living thing to breathe. He also knew that people and animals would need the plants for food and that we would learn to use plants in many different ways.
7. Here are some of the ways we have learned to use plants: cinnamon, rubber, furniture, gum, spices, foods, paper, lumber, soap, paint, medicines, corn, wheat, hay, barley, rye, clothing (from cotton), peanuts, etc.
8. All plants are not helpful plants to humans. Some plants (like kudzu and wild vines) can keep other plants from getting the water they need. Other harmful plants (like poison ivy, poison oak, some kinds of mushrooms, etc.) are poisonous for humans and/or animals to touch or eat. However, God still made them with a purpose in mind.
9. What do plants need to grow? Nearly all plants need sunlight, and all plants need water. Most plants need soil, but some kinds of plants can grow in only water. All plants need some kind of “food” to keep growing. This food comes from the soil, but mostly the plants make their food from a process called photosynthesis. When humans breathe, we exhale carbon dioxide. Since we breathe oxygen, not carbon dioxide, God in His wisdom and planning designed plants to absorb carbon dioxide. Then, using the chlorophyll in their leaves, plants change the carbon dioxide and sunlight into a kind of sugar. This sugar is carried throughout the plants’ leaves and roots by water, turning energy from

the Sun into food. The “waste” product from this process is oxygen, which plants then put back into the air for us to breathe.

10. Why do some trees lose their leaves in the fall? During cooler, drier months, some trees need to conserve (save) water. The trees know just when to shed their leaves to save the water that would usually be needed by the leaves. At the right time, these trees cut off the flow of food to their leaves so the leaves cannot make chlorophyll. The leaves lose their green color, and eventually fall to the ground. Did trees learn to do this all by themselves? Is it an accident that they lose their leaves at the same time, year after year?
11. Why are some trees evergreens? These trees have needlelike leaves with a much smaller surface area; they don’t need to save water to survive harsh, cold weather. Did these different, specialized kinds of trees just happen by accident?

**RECOMMENDED READING FOR TEACHERS:** See the article titled “[Tree Evolution and Genesis 1](#)” by Eric Lyons and “[Evolution Can’t Explain ‘Smart’ Plants](#)” by Kyle Butt on the Apologetics Press Web site for a more in depth study on evolution and the origin of plants. See the article titled “[Divine Design and the Pine Tree](#)” by Dave Miller for an example of solid proof of design in the plant kingdom. See the article titled “[God’s Wood or Man’s Plastic?](#)” by Dave Miller for proof of biblical inspiration from the plant kingdom. See the article titled “[Could There Have Been Any Death Before the Fall?](#)” by Jeff Miller for a study on the subject of plant and animal death before the first sin.



### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

#### Ages 2-5:

- Put bean seeds between wet paper towels; cover with plastic wrap to keep moist. Seeds should sprout by Wednesday night. The children can plant seeds in paper cups on Wednesday night and take them home. (The Wednesday night teacher will need paper cups and potting soil.)
- Have several different kinds of seeds and/or leaves for the children to look at and try to guess what plant each goes with. Magnifying glasses add to this activity.
- Take the children on a walk around the building to look at the different plants and trees that God made. The teacher could take pictures of what they see and bring them to class on Wednesday night. The children could help the teacher make a poster board or collage titled, “God made plants on Day 3.” Or the teacher could make a booklet with the pictures, one on each page with an appropriate caption (such as “God Made the Trees”).
- “Little Red House” riddle: What’s red on the outside, white on the inside, has a chimney, and has a star in the middle? ANSWER: An apple (If you cut an apple sideways across the middle, the seeds of the apple make a star.)
- “[Exploring the World of Plants Coloring Sheet](#)” (provided in activity sheets)

#### 1st-2nd Graders:

- Advanced Bible Reader: Have the kids read [God Made Plants](#) by Kyle Butt (Apologetics Press). Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already,

outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.

- Put bean seeds between wet paper towels; cover with plastic wrap to keep moist. Seeds should sprout by Wednesday night. The children can plant seeds in paper cups on Wednesday night and take home. (The Wednesday night teacher will need paper cups and potting soil.)
- Have several different kinds of seeds and/or leaves for the children to look at and try to guess what plant each goes with. Magnifying glasses add to this activity. Children love to look through a microscope if you have access to a microscope and slides of plants. [These are available from Discovery Stores and some school supply catalogs.]
- Continue working on Creation book.
- “Little Red House” riddle: What’s red on the outside, white on the inside, has a chimney, and has a star in the middle? ANSWER: An apple (If you cut an apple sideways across the middle, the seeds of the apple make a star.)
- “[Different Types of Trees](#)” word search (provided in activity sheets)

### 3rd-4th Graders:

- Advanced Bible Reader: Have the kids read [God Made Plants](#) by Kyle Butt (Apologetics Press). Print out copies of the corresponding quiz from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues: [July, 2018](#); [October, 2013](#); [September, 2010](#); [September, 2002](#); [November, 2005](#); [June, 2009](#)
- Divide students into groups and give each group a concordance. Have students find verses in the Bible that talk about plants. Write them down and have students find pictures of them to bring Wednesday night to make a display on the wall or bulletin board with a caption like, “Plants of the Bible.”
- Continue working on Creation book.
- “[Different Types of Trees](#)” word search (provided in activity sheets)
- Have a microscope and slides of plant parts for the children to view.
- Have the children read Genesis chapter one again.

### SONGS:

#### “EXODUS 20:11”

Author: Jeff Miller

(Tune: See “[Hidden in My Heart](#)” CD)

#### “GOD EXISTS”

Author: Jeff Miller

(Tune: See “[Christian Evidences Memory Work](#)” CD)

#### VERSE 1:

If there’s an engine, there’s an engineer.  
If there’s a painting, there’s a painter somewhere.

If there's a law, there's a law maker.  
If there is writing, there's a writer for sure.  
If there's design in the world, and we know that there is,  
There must be a Designer, Who designed it.

CHORUS:  
God exists, the evidence says.  
We can believe it. We don't have to guess.

VERSE 2:  
The Universe exists. It had to come from somewhere.  
It must have a Cause. That Cause put it there.  
It can't create itself. It can't exist forever.  
God is out there, and He put it together.

(CHORUS)

VERSE 3:  
There is right and there is wrong. It can't be denied.  
If Johnny took my stuff, it wouldn't be right.  
If there is right and wrong that everyone is subject to,  
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.  
Be sure to obey Him, and He'll be proud of you.

**“CREATION”**  
Author: Jeff Miller  
(Tune: See “[Kids Prep](#)” CD)

VERSE 1:  
God made water, space, and Earth on Day one.  
He also made light for day, 'cause there was none.  
He made the great blue skies above, all on Day two,  
On Day three: the land, the grass, the trees, and the seas, too!

CHORUS #1:  
God made all creation, and behold, it was very good.

VERSE 2:  
On Day four, He made the Sun, the Moon, and stars on high.  
On Day five, He made the swimming things and creatures that fly.  
On Day six, He made the land creatures and all creeping things,  
And it was very good when He made Adam and Eve.

CHORUS #2:  
Six days, God created, and He stopped on the seventh Day.



**“CREATION SONG” ([Click to Hear](#))**

Author: Unknown\*

Day one, day one,  
God made light when there was none. (REPEAT)

Day two, day two,  
God made clouds and skies of blue. (REPEAT)

Day three, day three,  
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,  
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,  
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,  
God made animals and man that day. (REPEAT)

Day seven, day seven,  
God rested in His heaven. (REPEAT)

**“GOD MADE TREES”**

Author: Unknown\*

[See Internet for words and tune]

**“GOD MADE THE LAND”**

Author: Unknown\*

[See Internet for words and tune]

\*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

\*\*\* IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.

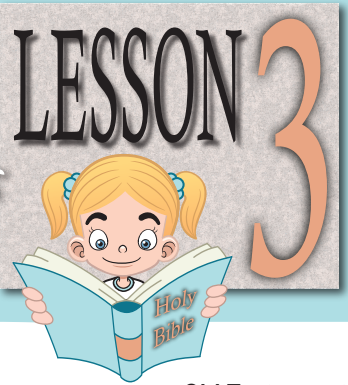
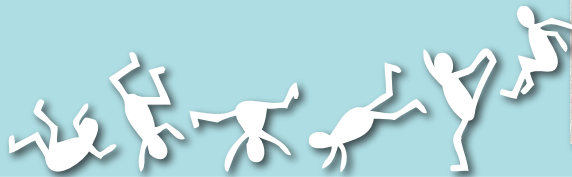






# Exploring the World Of Plants:

## Day 3 of Creation



Old Testament 1  
Part 1: Exploring God's World

## WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

### SCRIPTURE REFERENCES:

Genesis 1:11-12; Psalm 104:14-17; Exodus 20:11

### MEMORY WORK:

“For in six days the Lord made the heavens and the Earth, the sea, and all that is in them, and rested the seventh day. Therefore the Lord blessed the Sabbath day and hallowed it” (Exodus 20:11).

Also help the children memorize what was made on each of the six days of Creation.

### SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

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- [“Creation”](#)
- [“Creation Song”](#)
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- [“God Made the Land”](#)

### LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum site)
- Apologetics Press' [Bible Timeline](#)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Pictures or samples of various kinds of plants (leaves, yeast, pinecones, and pine needles, fruits and vegetables, etc.)
- Pictures and/or samples of things God gives us through plants (wood for furniture, gum, medicines, rubber, cinnamon, soap, fruit, paper, etc.)
- Pictures of fruit trees with fruit on them
- Pictures of desert plants
- Pictures of plants from different parts of the world and different climates (including



land and water plants)

- **Younger students:** make a flipchart of the main points and include several pictures of different plants to discuss what they are and how they are important.
- **Older students:** [Photosynthesis Flip Chart](#) (provided in activity sheets)
- **Older students:** If available, get copies of textbooks that discuss the “evolution of plants” to discuss the differences between evolution and what the Bible says.

### PERSONAL APPLICATION:

God designed everything, including plants. They did not come into being by accident; they did not evolve from one thing into another over millions of years.

### INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)

### POINTS TO EMPHASIZE:

Discuss how often plants are used in the Bible, for example:

**Places to hide:** Adam and Eve’s first garments; spies in Jericho under flax on Rahab’s roof; baby Moses in a basket made of bulrushes; Zaccheus in a tree

**Arguments over food:** Jacob and Esau argued over stew that Jacob made from plants (lentils)

**Food:** plants in the Garden of Eden; Ruth gleaning barley in Boaz’s field; Joseph’s brothers’ desperate search for food in Egypt; Joseph’s dreams about the famine in Egypt

**Building:** Noah’s ark (gopher wood; dove returned with olive leaf); Temple (wood covered with gold)

**Jesus’ cross**

**Worship:** incense for the Tabernacle and Temple; frankincense and myrrh brought to baby Jesus by magi; palm branches put in the road when Jesus entered Jerusalem for the last time; “fruit of the vine” and the bread for the Last Supper/Passover

### PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson

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