

BIBLE  
**K**

HOW **BIG** WAS THE ARK?

IS THE  
BIBLE  
TRUE?

# FOUNDATIONS

— LAYING THE FOUNDATION OF FAITH —

HOW OLD IS THE  
EARTH?

WHAT IS THE  
GOSPEL?

WHEN DID  
DINOSAURS  
LIVE?

**Topic 4**

# How to Use *Foundations for Kindergarten*

## Components

*Foundations for Kindergarten* includes all the necessary elements for you to teach your students with excellence while engaging them in the learning process. The following components are available for your use:

### Teacher Book

Lessons include teacher background, preparation instructions, a step-by-step instructional routine, and opportunities for assessment, differentiation, and enrichment.

### Student Book

Practice Pages are included to reinforce key concepts. One side is an activity related to the Unit Verse and often incorporates other curricular areas like phonemic awareness, phonics, and handwriting. The other side is an activity aligned to the learner outcomes.

An optional Unit Assessment is provided as a summative assessment at the end of each unit.

### Resource Book

High-quality visual aids and printables are included with each unit:

- ◆ Unit Verse Visual
- ◆ illustrations and/or visual aids
- ◆ print-based games and activities.

### Digital Resources

Multimedia resources are included with each unit:

- ◆ Unit Opener Videos (used with the first lesson in each unit)
- ◆ Mrs. C and Me Unit Story Videos (used with the Unit Application & Review)
- ◆ original songs\*
- ◆ additional teacher background resources\*
- ◆ full digital copies of the Teacher Book, Student Book, and Resource Book\*

Access your videos at [GetAnswers.org/schoolresources](https://www.getanswers.org/schoolresources) and enter the code you received upon purchase of this product.



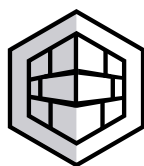
### Classroom Posters

These large classroom posters enhance the lessons and provide visual reminders of important truths:

- ◆ 10 Unit Verse Visual Posters
- ◆ 7 C's Timeline Poster
- ◆ Books of the Bible Poster

### Icons

Throughout the lessons, you will see the following icons used to designate important lesson features.



indicates “big ideas” or **cornerstones** that students will encounter during the lessons



indicates activities that reinforce the historicity of the Bible and **connect the lessons to the 7 C's of History**



indicates **questions that assess students' understanding** and are aligned to the learner outcomes



indicates activities that address and **clarify biblical misconceptions**



indicates activities that equip students to **analyze topics from a biblical worldview** and compare them to man's ideas



indicates activities that **support students' diverse learning needs, enhance the lesson, and help differentiate instruction**



indicates **activities that align to other instructional areas**, such as language arts, math, social studies, and science

\* Requires purchase of Digital Version ([GetAnswers.org/12digital](https://www.getanswers.org/12digital)).



God created earth, light, and our atmosphere.



## Learner Outcomes

Students will be able to:

- ◆ Explain what God created on days 1 and 2 of creation
- ◆ Recognize that God showed his omnipotence and eternal nature during creation

## Cornerstones

- ◆ God created the heavens, a water-covered earth, time, and light on day 1 of creation.
- ◆ God separated the waters above from the waters below, creating our atmosphere, on day 2 of creation.
- ◆ God displayed his power and eternal nature during creation.

## Key Passages

**Unit Verse:** Genesis 1:1

**Lessons:** Genesis 1:1–8

## 7 C's of History

Events in this topic are a part of the Creation “C” in the 7 C’s of History. Days 1 and 2 are the first days of creation week. Creation took place approximately 6,000 years ago over the course of six literal, 24-hour days, with God resting on the seventh day.

## Vocabulary

**atmosphere:** air surrounding earth that we can breathe in

**expand:** a large space

## Suggested Catechisms

**Who created God?** No one created God because he is eternal—he has always existed and will live forever.

**What did God create?** God created the universe and everything in it.

## Materials/Preparation

### Print/Digital Resources Additional Items

- |                          |                                                                  |
|--------------------------|------------------------------------------------------------------|
| ◆ Unit 1 Verse Visual    | ◆ variety of tools<br>( <i>e.g., hammer, nails, paintbrush</i> ) |
| ◆ Illustrations 4.1–4.6  |                                                                  |
| ◆ 7 C’s Timeline         | ◆ flashlight                                                     |
| <b>Student Book</b>      | ◆ small ball                                                     |
| ◆ Topic 4 Practice Pages |                                                                  |

## Additional Resources

Accessible from the **Teacher Digital Resources** under *Topic 4*

- ◆ “7 C’s of History” song
- ◆ “God Created” song
- ◆ *Kids Answers* “Creation Week: Day One” article
- ◆ *Kids Answers* “Creation Week: Day Two” article
- ◆ “Light Before the Sun” article

## Scriptural Background

The original Hebrew title for the book of Genesis is *Bereshith*, which means “In the Beginning.” This title reflects the initial focus of Genesis, the beginning of everything. In the first chapters of Genesis, God provides us with an account of what he created and the time it took to create it. Prior to creation, only God existed because he is eternal. God the Father, God the Son, and God the Holy Spirit were all present and involved in creation (Genesis 1:1–2; John 1:1). Over the course of six literal, 24-hour days, God created the entire universe and everything in it, showing his all-powerful, or omnipotent, nature. This topic focuses on the first two days of creation.

On day 1 of creation, God created the heavens and a water-covered earth. Then he spoke light into existence and separated day from night, beginning the cycle we use to measure time. A common misconception about day 1 is that the sun was created. Although we do not know what the light

source on day 1 was, the Bible is clear that the sun was not created until day 4 (Genesis 1:14–16). All that is needed for day and night is a source of light and a rotating earth. This tells us that earth was created and started rotating on day 1.

On day 2 of creation, God divided the waters. He created an expanse, or *raqiya’* in Hebrew, which is associated with the concept of something that is “stretched out.” The expanse is a large space called “Heaven” (Genesis 1:8). Part of the expanse is earth’s atmosphere, including the air that we breathe. Some of the water stayed below the expanse on earth and became oceans, rivers, etc. So, what happened to the waters above the expanse? The Bible does not tell us, but it may refer to water somewhere in outer space. Regardless, we can trust that God as the omniscient (all-knowing), omnipotent creator of the universe knows exactly what happened.

## Historical/Apologetics Background

Creation is the first “C” in the 7 C’s of History because it is the first event in the history of our universe (around 4000 BC). Because the Bible is the true Word of God, we can trust that the universe was created as recorded in the first verses of Genesis. This forms the foundation for a biblical worldview of history.

In contrast, the secular view of history focuses on using man-made theories or ideas, and not the Bible, to make inferences about past events. In the case of creation, evolutionists believe life spontaneously arose from non-living matter, despite the lack of scientific evidence supporting this. They believe that earth formed billions of years ago, and life arose by random processes and evolved over time from the simple to the complex. Some groups even try to combine evolution and the Bible. Theistic evolutionists (also known as evolutionary creationists) believe that God used evolutionary processes to “create” over millions of years, while old-earth (or progressive) creationists believe God created over millions of years. These man-made views are in direct

contradiction to the biblical account of creation. Christians must not compromise on this issue, as disregarding the first verses of the Bible denies the authority of the God’s Word and can lead to denying other biblical truths.

The first verse of Genesis is clear about the creation of the heavens and earth. The Hebrew word *bara* is used in this verse, which relates to making “something out of nothing.” God intentionally created the universe out of nothing, displaying his omnipotence and eternal nature in the process.

The biblical record is also clear that God created in six literal, 24-hour days. We will go more in depth about this in Lesson 13; however, it is important to note that the Hebrew word for *day* used in the creation account is the word *yom*. *Yom* can have different meanings, but whenever it is used in conjunction with the words *morning* or *evening* and a specific number in the Old Testament, it refers to a 24-hour day. This is the case in Genesis 1 verses 5 and 8, which describe days 1 and 2 of creation.

## LESSON 7

## Prepare

## Memory Work/Catechism

See page 521 for ways to incorporate the Unit Verse, **UNIT 1 VERSE VISUAL**, and suggested catechisms into the lesson.

## Introductory Activity

Show students a variety of tools used to make things, such as a hammer and nails or a paintbrush.

Ask students questions to identify which tool would make a certain object like: What would we use to make a birdhouse? *We use hammer and nails.*

**Say:** *People use different tools when they are making things. God didn't have to use any tools when he created the universe—all he had to do was speak, and it was created. Today, we will learn about what God created on days 1 and 2 of creation.*

## Study

## Creation Day 1

Have students open their Bibles to Genesis 1. Read Genesis 1:1–5 aloud. Show **ILLUSTRATION 4.1** and use the following information to help students understand the verses.

- ◆ In verse 1, God created the heavens (universe) and the earth. Remind students that this is their Unit Verse and have them repeat it aloud.
- ◆ Explain that before this point, there was nothing but God. It shows us that God is eternal. He was there before anything was created, and he will always exist.
- ◆ Verse 2 says that the earth was dark and covered with water. Remind students that as discussed in the previous lesson, God the Holy Spirit was present at creation—hovering over these waters.
- ◆ In verses 3–5, God created light. Explain that the phrase “God said” tells us that he spoke it into existence. Then he divided the light and darkness, creating day and night. Remind students that we

often use day and night to determine time. **Ask:** *What are things that you do during the day? At night?*



## CLARIFYING MISCONCEPTIONS

## The sun was not created on day 1

Help clarify the misconception that the sun was created on day 1 with the following demonstration.

- ◆ Shine a flashlight on a small ball. Begin rotating the ball.
- ◆ Explain that where the light hits the ball is *day* and where it doesn't is *night*.
- ◆ **Say:** *Earth is like this ball. To make day and night, all that is needed is a source of light and a spinning earth. On day 1, we can figure out that earth was already spinning as another light source that God created was shining on it. There was still day and night even though there wasn't a sun yet.*

## Creation Day 2

Read Genesis 1:6–8 aloud. Show **ILLUSTRATION 4.2** and use the following information to help students understand the verses.

- ◆ Explain that in verses 6–7, God created an expanse. An **expanse** is a large space. Underneath the expanse was water that remained on earth. This water became oceans, rivers, lakes, etc.
- ◆ In verse 8, the expanse is called “Heaven.” **Ask:** *What do we see outside when we look up? We see the sky.* Tell students that the sky is part of the expanse.
- ◆ Have students take a big breath. Tell them that the air they breathed in is a part of the **atmosphere** that surrounds earth. This atmosphere is part of the expanse that God created.
- ◆ Have students say the word *omnipotent*. Tell them that this means “all-powerful.” Reinforce that days 1 and 2 of creation show that God is omnipotent because he created “something out of nothing” when he spoke things into existence.



## 7 C'S CHRONOLOGY

- ◆ Point to the Creation “C” on the **7 C'S TIMELINE**. Tell students that days 1 and 2 were part of the creation event that took place approximately 6,000 years ago.
- ◆ Have students touch the Creation “C” on their timeline and **say**: *God created earth, light, time, day, and night on day 1. God separated the waters above from the waters below on day 2.*

## LESSON 8

### Prepare

#### Memory Work/Catechism

See page 521 for ways to incorporate the Unit Verse, **UNIT 1 VERSE VISUAL**, and suggested catechisms into the lesson.



#### CORNERSTONE QUESTIONS

Have students discuss the following questions related to the topic.

- ◆ What did God create on day 1 of creation? *God created time, the heavens, earth, light, and separated day and night on day 1.*
- ◆ What did God create on day 2 of creation? *God created the expanse, atmosphere, and air on day 2.*
- ◆ What does creation tell us about God? *God is eternal and omnipotent, or all-powerful.*

### Understand

Complete one or both of the following activities.

#### Day or Night, Water or Sky

Reinforce what God created on days 1 and 2 of creation by playing this game.

1. Hang **ILLUSTRATIONS 4.3** and **4.4** (day and night) in two locations within your instructional area.
2. Read aloud the items below in random order. After you read each item, have students move to the location of the room to show whether the item is most often associated with day or night. For example, students should move to night when “sleeping” is called.
  - » **Day:** light, going to school, eating lunch, playing at the park
  - » **Night:** dark, sleeping, saying prayers before bed, eating dinner, saying “goodnight” to your family

3. Repeat Steps 1 and 2 using **ILLUSTRATIONS 4.5** and **4.6** (water and sky) and the items below.
  - » **Water:** swimming, boats, waves, surfing, fish, swimming
  - » **Sky:** airplanes, hot air balloons, birds flying, clouds, kites flying
4. Remind students that God separated day and night on day 1. On day 2, he created the expanse, which divided the waters and created the atmosphere and sky.

## Practice Page

Have students complete the **TOPIC 4 PRACTICE PAGES**. One side includes an activity to practice the Unit Verse. The other side includes an activity specific to the topic. Answers are shown on the next page.

## Apply

Ask students these questions to help them connect today's lesson to everyday situations.

- ♦ How would the world be different if there was no light? *Possible answers: We couldn't see to do things, everything would be dark all the time.*
- ♦ Could you survive without air to breathe or water to drink? *No.*

Reinforce that the things God created on days 1 and 2 of creation (light, air, water) are still important to us today.



## COMPARING WORLDVIEWS

**Say:** *Some people say the universe came into existence by a large explosion called the “big bang.” After the explosion, they believe that earth and all life arose over a very long time. This is not what the Bible tells us.*

*God was there at the beginning, and in Genesis 1 he tells us what he created, how he did it, and how long it took him. God is omnipotent or all-powerful. He literally spoke and things like light were created. As we will learn over the coming lessons, God created the universe and everything in it in just six literal, 24-hour days.*

*So, even if people around us say something different, we can compare it to God's Word. God's Word is true and never changes.*

## Assess

To assess students' understanding of the topic, consider the following options.

- ♦ Evaluate students' **TOPIC 4 PRACTICE PAGES**.
- ♦ Ask students the Cornerstone Questions.



## ENHANCE TOPIC 4

- ◆ To help students imagine what it was like on earth prior to light and the atmosphere being created, have them close their eyes and hold their breath for a few seconds.
- ◆ Help students visualize the creation of the expanse on day 2. Fill a zippered sandwich bag with cotton balls and blue-colored stones, marbles, or beads. Close the bag. Have students use their fingers to move the cotton balls to the top of the bag (sky) and the blue-colored stones to the bottom (water).
- ◆ Start a creation timeline in a central location of your instructional area. Hang **ILLUSTRATIONS 4.1** and **4.2** to begin the timeline. During each lesson that is associated with creation, review the previous days of creation and add the new day to the timeline.



## ENRICH TOPIC 4

### Paper Plate Separation Craft

Give each student two paper plates. Have them fold each plate in half. On the first plate (day 1), have

them paint the top half yellow (light) and the bottom half black (night). On the second plate (day 2), have them paint the bottom half dark blue (water) and the top half light blue (sky). Have students glue cotton balls to the light blue half.

### Light Scavenger Hunt

Where can students find light? Have students examine their classroom, school, or home for objects that give off light, such as flashlights, lamps, cell phones, and TVs. Discuss how light given off by these objects can be *bright* or *dim*.

### Science Experiment: Will It Pass Through?

Help students learn about the interaction of light and materials. Gather various materials, such as construction paper, plastic wrap, or a book. Encourage students to predict which materials light will shine through. Have them hold up each object, shine a light at it, and observe if the light passes through the object.

Introduce the words *opaque* (light cannot travel through) and *transparent* (light can travel through) to describe the materials. Explain that some materials allow light to pass through them while others do not.

## Student Answer Key

Name \_\_\_\_\_

**4**

**Unit Verse**  
Say the Unit Verse. 🗣️ Trace the missing words. 🎨 Color the picture. 🖍️

"In the beginning, God created the heavens and the earth."

Genesis 1:1

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Name \_\_\_\_\_

**4**

**Day 1 and Day 2 Sort**  
Look at each picture. 👁️ Draw a line from the picture to the day God created it. 🎨

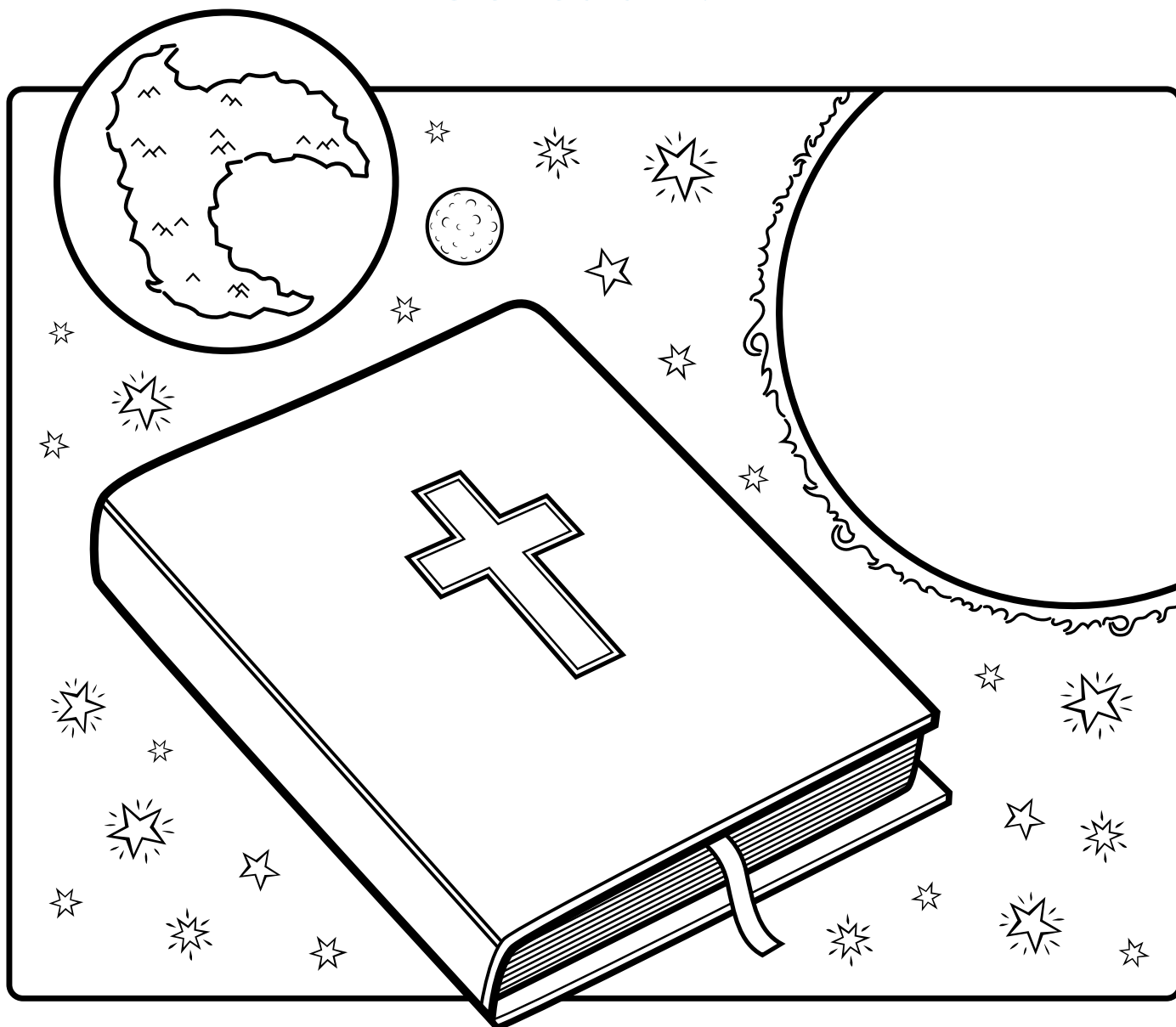
Foundations | K 8 | Topic 4 | Unit 1



Name \_\_\_\_\_

**Unit Verse**Say the Unit Verse.  Trace the missing words.  Color the picture. 


"In the beginning, God created  
the heavens and the earth."

**Genesis 1:1**

Name \_\_\_\_\_

### Day 1 and Day 2 Sort

Look at each picture. 

Draw a line from the picture to the day God created it. 



separated the waters



water



day and night

Day  
1



light

Day  
2



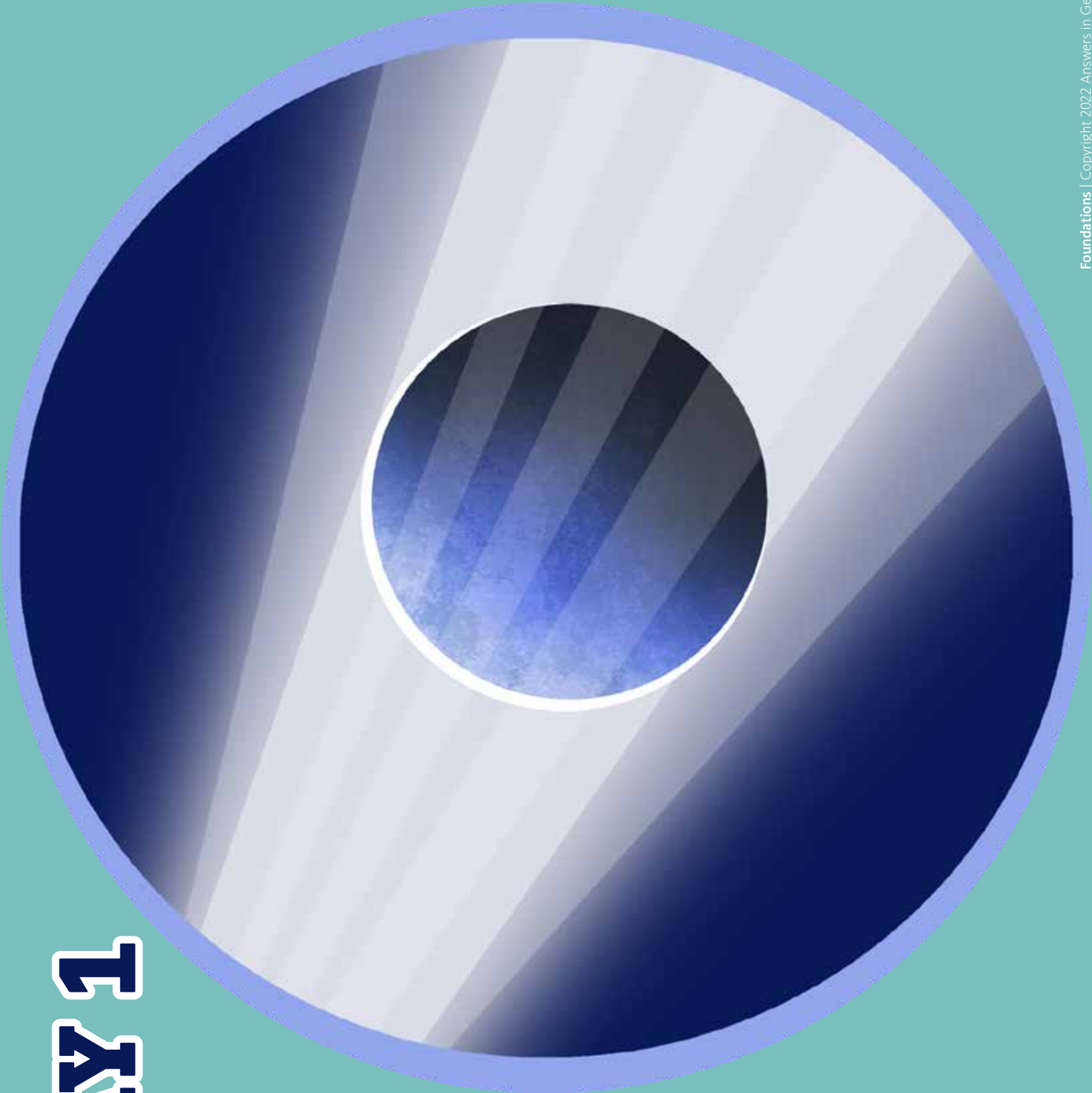
air



earth

# DAY 1

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# DAY 2







# WATER

Q

U

N

A