

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 8**

# 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.



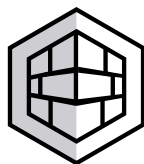
### Classroom Posters

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

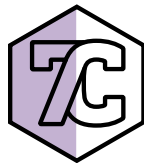
- ◆ 10 Unit Verse Visual Posters
- ◆ 7 C's Timeline Poster
- ◆ Books of the Bible Poster

### 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)).

# Unit 1 Application & Review



## Bible Basics and Days 1–5 of Creation



### Learner Outcomes

Students will be able to:

- ◆ Review Unit 1 concepts
- ◆ Locate Creation on the 7 C's of History timeline and identify its sequential order
- ◆ Apply the biblical account of creation to everyday situations
- ◆ State the selected unit verse(s)

### Unit Cornerstones

- ◆ The Bible is the true, infallible Word of God.
- ◆ We know that the Bible is God's Word because it has been preserved, predicts future events, and tells about science and history.
- ◆ The Trinity (God the Father, God the Son, God the Holy Spirit) was present at creation.
- ◆ God created earth, light, and our atmosphere.
- ◆ God made dry land appear and created different kinds of plants.
- ◆ God created the sun, moon, stars, and other planets.
- ◆ God created sea creatures and flying creatures.

### Unit Verse

Genesis 1:1

### 7 C's of History

Events in this unit are a part of the Creation "C" in the 7 C's of History. Creation took place approximately 6,000 years ago over the course of six literal, 24-hour days, with God resting on the seventh day.

### Materials/Preparation

- Print/Digital Resources**
- ◆ Illustrations 8.1–8.6
  - ◆ Unit 1 Verse Visual
  - ◆ 7 C's Sequencing Timeline
  - ◆ Mrs. C and Me Unit 1 Story Video
- Student Book**
- ◆ Unit 1 Assessment (optional)

### Additional Resources

Accessible from the **Teacher Digital Resources** under *Topic 8*

- ◆ "7 C's of History" song
- ◆ "God Created" song
- ◆ *Kids Answers* "Our Senses and the Bible" article
- ◆ *Kids Answers* "How Did God Create Everything from Nothing?" article
- ◆ Letter C Dot Activity

## Unit Summary

Throughout Unit 1, students have begun building their foundation for understanding history through a biblical worldview. This begins with accepting the existence and eternal nature of God (Genesis 1:1; Revelation 1:8) and that the Bible is God’s Word and absolute truth (2 Timothy 3:16). As students progressed through the unit, they were guided to use this presupposition to examine the first historical event, creation.

The first five days of creation provide a snapshot of some of God’s attributes. His eternal and omnipotent nature is evident by his creating (Hebrew: *bara*) the entire universe out of nothing. God literally spoke things into existence! Additionally, the triune nature of God was also apparent from the very beginning of creation, as confirmed in the first verses of Genesis (Genesis 1:1–3) and the New Testament (John 1:1–3). The Trinity’s presence at creation firmly establishes the doctrine of the trinity and provides a foundation for our understanding of God the Father, God

the Son, and God the Holy Spirit as being distinct persons who live in relationship with one another and are all one God of the universe.

The Bible provides a chronological account of 1) what God created, 2) how long it took him to create it, and 3) how he created. Throughout Unit 1 lessons, students were able to sequence the first five days of creation and understand that each day was a literal, 24-hour day. They also examined biblical evidence showing mechanisms that God used to create things, such as *speaking* things into existence, *separating* the waters above and below, and *gathering* the waters together to make seas.

For kindergartners, understanding creation helps support their natural curiosity for the world around them. The biblical account of days 1–5 of creation answers many of the “why” or “how” questions kindergartners might have, including questions about land, water, animals, plants, space, and the sun and moon.

## Unit Application

A firm understanding of the supremacy and inerrancy of God’s Word and the creation account can help young learners spot information presented by secular culture that contradicts a biblical worldview. Some may think that this discernment is not needed until a child is older; however, from an early age, children encounter information in books, television, and movies that run counter to a biblical worldview.

For example, students might see a cartoon show that teaches certain animals evolved from other animals after millions of years. They might hear a song about mother earth on Earth Day or pick up a book at the library that mentions the big bang. Without an understanding of creation, students may become confused about what is true. When armed with biblical knowledge, students can think critically about what they are being presented and compare it to God’s Word to determine the truth.

As students complete the following lessons, emphasize the need to constantly evaluate things they are watching, reading, or doing by comparing them to what God’s Word says. Encourage students to use critical thinking skills by asking themselves questions, such as:

- ♦ Is what I am (hearing, seeing, reading) different than what God’s Word tells me?
- ♦ What *does* God’s Word tell me about (topic)?
- ♦ What can I do if know what I am (hearing, seeing, reading) is not true?

Equipping children at a young age to recognize information that contradicts God’s Word and react appropriately to it can provide students with a firm foundation to understand and defend their faith. This foundation can continue to be built upon as students encounter more mature or advanced topics as they get older.

## LESSON 15

## Apply



## CORNERSTONE QUESTIONS

Prepare students to read the **MRS. C AND ME UNIT 1 STORY** by reviewing important concepts from the unit.

- ◆ **Say:** *In this unit, we've learned about the God's Word, the Bible. We also learned about the first five days of Creation, which is our first "C" in the 7 C's of History. We're going to be reading a story about Mrs. C and her friends. Before we read it, let's review some of the big ideas we learned that might help us as we read.*

Discuss the following questions.

- ◆ What is one way we know the Bible is true? *It is God's Word and God cannot lie. It has no errors. It correctly predicts past, present, and future events. It has been preserved for thousands of years. It tells the truth about science and history.*
- ◆ Who is all-knowing and has always existed? *God.*
- ◆ Where did the universe and everything in it come from? *God created it.*
- ◆ How many days did creation last? *six days*
- ◆ What three persons of the Trinity were at creation? *God the Father, God the Son, God the Holy Spirit*

## Mrs. C and Me Unit Story

- ◆ **Say:** *Now, let's hear a story about Mrs. C and her friends. Throughout the story, we're going to be helping Mrs. C and her friends by using our knowledge of God's Word to answer questions.*
- ◆ Play the **MRS. C AND ME UNIT 1 VIDEO** or read the following story and hold up the corresponding illustrations.
- ◆ When prompted, pause the video, or stop reading the story to ask students the application questions.

**ILLUSTRATION 8.1** Mrs. C was busy organizing her books. She had piles of books scattered all over her office. As she was putting a book on a shelf, she heard a knock at the door.

Mrs. C went to answer the door, but there were so many piles of books on the floor that she tripped and fell. CRASH! Startled, but ok, Mrs. C got up and opened the door to see Matthew and Maisie.

**ILLUSTRATION 8.2** Matthew and Maisie are Mrs. C's neighbors. Their parents are friends with Mrs. C, and they like to visit her at the museum.

"Hey, Mrs. C," said Matthew. "We just came by to say hello after school. What was that loud crash?"

"Oh, I'm just organizing my books," replied Mrs. C.

"That loud crash was me falling into some of my books. Books are great to read, but they sure aren't soft!" She invited Matthew and Maisie to come in.

"Wow! You have so many books," Maisie commented. "Matthew and I love to read! Do you mind if we look at some of them?"

"Go right ahead," Mrs. C said.

**ILLUSTRATION 8.3** Matthew and Maisie started looking through the piles of books. They found so many interesting ones. Matthew and Maisie thought Mrs. C's books were awesome!

"I love reading about all kinds of things like space, plants, and especially the ocean!" said Maisie. "I learned in church that God created all of those things, but sometimes I hear people say that's not true."

"Yeah, me too," said Matthew. "I was watching a TV show with my dad that said a big bang brought the universe into existence. Is that true?"

"Well, luckily I have just the book to answer your question," said Mrs. C. "It tells us the truth about everything. It is never wrong. In fact, it's even predicted events before they happen! Let me get it."

**Ask:** What book does Mrs. C get from her shelf? *Bible*

**ILLUSTRATION 8.4** Mrs. C showed the children the Bible. She explained that the Bible is the Word of God. We know the Bible is true because God knows everything and cannot lie. He has been around, or existed, forever—before anything was created.

The first book of the Bible, Genesis, tells about the beginning of everything. Since God has always existed, he knew exactly what happened and made sure it was recorded. Mrs. C and the children started reading. In the very first verse, they found their answer to the children's question.

**Ask: What was the answer Mrs. C and the children found in Genesis 1:1?** Who created the universe and everything in it? God

**ILLUSTRATION 8.5** Mrs. C and the children read that God created the universe and everything in it in six, 24-hour days. They read all about the different things God created.

“Wow! God is so powerful that he created the whole universe and everything in it just by speaking,” said Maisie. “I’m so glad I can trust the Bible to tell me what is true.”

“That’s right. You can always trust God’s Word to tell you the truth,” said Mrs. C. “When you hear, see, or read something, you can always compare it to what the Bible says to know the truth. Just now, you used the Bible to find out about the very first event in history. In fact, it’s the first ‘C’ of history”

**Ask: What is the first event or first “C” in history?** Creation

**ILLUSTRATION 8.6** “Thanks for helping us Mrs. C. Now we know that no matter what anyone says, God created the universe and everything in it during the first C in history, creation,” said Matthew.

“You’re welcome,” said Mrs. C. “Before you go, could you help me finish putting these books on the shelf? I don’t want history to repeat itself and take another tumble into the textbooks!”

Everyone laughed, and Matthew and Maisie helped Mrs. C finish organizing her books.

## Discuss the Story

Discuss the following questions to apply the *Mrs. C and Me* story to everyday situations.

- ♦ If you’re unsure about what someone tells you about something, like Maisie and Matthew, what book can you look to for the truth? *We can look in the Bible for the truth.*
- ♦ If someone asked you how the universe and everything in it was made, what would you say? *God created it in six literal, 24-hour days.*
- ♦ What things do people see every day that you could tell them were created by God on days 1–5 of creation? *Possible answers: land, water, air, space, sun, moon, stars, plants, sea creatures, flying creatures*



## ENHANCE

- ♦ Kindergartners may need support in understanding the ordinal numbers used to identify the 7 C’s of History. To support students’ understanding of Creation being the first (1st) “C” on the timeline, try one of the following activities.
  - » Call up a group of seven students and have them stand in a line. Point to each student in the order they came up and describe their position in line using an ordinal number.
  - » Have each student look at something with their first name on it (e.g., desk plate, paper, name tag) and point to the first letter in their name.
- ♦ Support students who may have difficulty answering the questions in the *Mrs. C and Me* story by providing the following prompts to the questions.
  - » Provide options for students to select from. For example, when identifying which book Mrs. C will select, hold up a Bible and another book for students to choose from.
  - » Read Genesis 1:1 aloud emphasizing the word God to help students remember that God created everything.
  - » Point to the Creation icon on the **7 C’S OF HISTORY TIMELINE** to help students visualize which event happened first in history.

## LESSON 16

## Review

## Unit Verse

Practice the Unit Verse, Genesis 1:1, using the following activity or one of the other Memorization Activities from page 521.

- ◆ Display the **UNIT 1 VERSE VISUAL**.
- ◆ Say the Unit Verse together with students while pointing to each word in the verse as it is said.
- ◆ Then cover each word with a sticky note. Prompt students to repeat each word of the verse while removing each sticky note as the students say the word.
- ◆ Have students say the Unit Verse together again.



## 7 C'S CHRONOLOGY

- ◆ Display the **7 C'S SEQUENCING TIMELINE**. Hold up the Creation icon. Ask students to identify what it represents.
- ◆ **Say:** *The creation event is the first recorded event in history. It happened about 6,000 years ago. Creation tells about how God made the universe and everything in it.*
- ◆ Have students identify Creation's location on their **7 C'S SEQUENCING TIMELINE** (first "C") and place the icon in its correct position on the timeline.
- ◆ Say each of the following creations and have students identify on which day it was created.
  - » light, time, day and night, earth (*Day 1*)
  - » separated waters above and below, atmosphere/air to breathe (*Day 2*)
  - » dry land, plants, trees (*Day 3*)
  - » sun, moon, stars, planets (*Day 4*)
  - » sea creatures, flying creatures (*Day 5*)

## Assess

To assess students' understanding of the unit, consider having students complete one or more of the following options:

- ◆ Have students complete the **UNIT 1 ASSESSMENT\***.
- ◆ Have students recite the Unit Verse and/or optional memory verses from the unit.
- ◆ Have students use the **7 C'S SEQUENCING TIMELINE** to place the Creation "C" in the correct spot on the timeline while describing the event.
- ◆ Ask students Cornerstone Questions from each unit topic and allow them to provide an oral response.

\*The **UNIT 1 ASSESSMENT** is an optional summative assessment to evaluate students' cumulative knowledge aligned to unit objectives. Teachers are encouraged to read aloud directions and text to students. Answers are shown on the next page.



## ENHANCE

If students have difficulty remembering the words to the Unit Verse with the sticky notes covering them, position the sticky notes to reveal the first letter. Provide the students with the beginning sound each word makes to help them remember the word.



### Creation Walk

Where can students see God’s creation? All around them! Have students take a walk outside and use their five senses to identify things that God created on days 1–5. For example, they might feel the wind (air) on their face, see the sun in the sky, or smell the fresh cut grass.

Then relate students using their senses on the walk to how the Bible uses senses to teach about God’s Word using *Kids Answers* “Our Senses and the Bible” as a resource.

### Language Arts: The Letter C

The letter C plays an important role throughout the kindergarten lessons. Since students were

introduced to the first “C” of the 7 C’s of History in this unit, have them complete one or more of the following activities related to the letter C.

- ◆ Provide students with the **LETTER C DOT ACTIVITY** (accessible from the Teacher Digital Resources). Have students use a dot marker, pom-poms, plastic chips, etc. to cover each circle as they count them. This reinforces the shape of the letter C, as well as the number seven from the 7 C’s of History.
- ◆ Engage students in a scavenger hunt for objects that begin with the letter C, such as *cup* or *car*.
- ◆ Encourage phonemic awareness of the letter C. Depending on your classroom approach to literacy instruction, you could model the sound of the hard-c (e.g., cat, cut) and/or the soft-c (e.g., city, cent). Have students practice making the hard-c or soft-c sound in isolation and then while saying a word with that beginning sound.

## Student Answer Key

Name \_\_\_\_\_

**8**

**Unit 1 Assessment**  
Listen to your teacher’s directions.

1. Draw a line from the Creation “C” to where it belongs on the timeline.

2. Help Matthew answer his question. Circle the word that completes each sentence.

2. The \_\_\_ is God’s Word.

3. God is always \_\_\_\_.

4. The Bible says \_\_\_ created earth.

Unit 1 | Topic 8 | 15

Name \_\_\_\_\_

**8**

Put a ✓ in the box if the sentence is **true**. Put a ✗ in the box if it is **false**.

1. God cannot lie.
2. Jesus is God the Son.
3. God is 2 persons in 1.
4. God is all-powerful.
5. The Bible never tells the truth.
6. The Holy Spirit is God.

Look at each picture. Draw a line from the picture to 1, 2, 3, 4, or 5 to show the day God created it.

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Name \_\_\_\_\_

## Unit 1 Assessment

Listen to your teacher's directions. 



1. Draw a line from the Creation "C" to where it belongs on the timeline.



Help Matthew answer his question.

Circle the word that completes each sentence.

2. The \_\_\_\_\_ is God's Word.



newspaper



Bible



3. God is always \_\_\_\_\_.



right



wrong

4. The Bible says \_\_\_\_\_ created earth.



a big bang



God



Name \_\_\_\_\_

Put a ✓ in the box if the sentence is **true**. Put a ✗ in the box if it is **false**.

1. God cannot lie.
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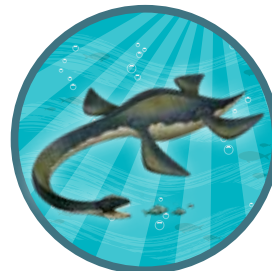
light



planets



plants



sea creatures



air

1

2

3

4

5







