

GOD CREATED THE WORLD

English Theme: Work

Reading: Selected sections of Genesis 1:1-31. The *italicized bold* text and questions are in the students' reading books.

Objective: God exists, and is the creator of all things.

Teacher: These lessons begin by introducing the existence of a personal God. Many students will come to your class with a pre-conceived idea about who and what God is, or isn't. Some religions claim that God is beyond our understanding and cannot be known. The atheist says that God does not exist and therefore can have no attributes.

Do not try to prove God's existence. It cannot be done. We, as well as your students, must accept his existence by faith (Hebrews 11:6). Your task is to convey the message of the Bible and let the Holy Spirit do his work.

Psalms 19 tells us that in creation we can see the glory of God and from that we accept his existence. This is the way to approach this first lesson and the ones that follow: "If God could do this, what must God be like?" You may have to answer the question yourself if your students are not able to make the logical connection, or if their English ability prevents a good response.

When did God create the heavens and the Earth? Old Earth people say the earth is about 4.6 billion years old, while the young Earth date is usually between 10,000 and 25,000 years ago. Not all evangelical Christians are 'young Earthers'. Bible scholars do not agree on what the Bible says about the subject. There is scientific evidence for both views and there are problems with both views.

The best way of handling the question, "When did the events of Genesis 1 happen?" is to say nobody knows for sure. The evidence is not all in yet. But knowing when it was done is not as important as recognizing that someone did it. As soon as we admit that there was a creator we must admit that we are responsible to him to accomplish the task for which he created the Earth, and us.

I. Reading For Beginners

A. Opening Discussion And Conversation

1. If the students in this class are not the same as your English class students spend a few minutes making introductions.
2. Today's reading lesson is about God making things. Introduce the reading by letting your students make something from a piece of paper. Show them how to fold paper to make a paper airplane, a paper hat, or some other simple object. Distribute paper to your students and let them know how to make something.
3. Some of the vocabulary in today's reading will be new to your students. To avoid confusion while reading, teach the meaning of these words by using the following activity. Write each sentence and possible answers on your white-board. This activity is also in your students' reading books.

Each reading lesson is at two levels or ability.

Choose the best word to finish the sentence.

- a. *I start at the _____. (1. end, 2. top, 3. beginning, 4. back)*
 - b. *I _____ an airplane. (1. eat, 2. make, 3. read, 4. one)*
 - c. *First - second - _____ - fourth. (1. third, 2. three, 3. five, 4. ten)*
 - d. *My hair _____ my head. (1. sees, 2. works, 3. eats, 4. covers)*
4. Spend a few minutes teaching the idea of first, second, third, etc. Be sure your students understand the difference between something being the third thing and having three things. Put several objects in a line, showing which one is first, second, third, etc. Put your students in a line, asking which one is first, second, third, etc.

B. Class Reading

1. Before class, photocopy and enlarge each of the drawings shown at the end of this lesson. Make the copies large enough so that all students can clearly see them. Also make large copies of each of the ten reading text sentences so you can easily display them with the appropriate pictures.
2. Let your translator translate all of the sentences of the reading text (shown below) into your students' first language. Do this without translation into English.
3. Using the enlarged photocopies of the drawings given at the end of this lesson, show each drawing, letting your translator translate the related English sentence into your students' first language. Do this without translation into English.
4. Now teach the English sentences one at a time.
 - a. Show the first picture and the first sentence of the simplified English text. Read the sentence in English, pointing to each word as you say it. Pin or tape the picture and sentence to a wall or bulletin board.
 - b. Let your translator or a student translate that sentence into your students' first language. This will be the third time students have heard the creation narrative in their language.
 - c. Read the sentence again in English. Ask students to repeat the English sentence in unison with you. Point to each word as you say it. Do this several times.
 - d. Ask individual students to repeat the sentence. Point to each word as the student says it.
 - e. Repeat the procedure with the next sentence. Review the previous sentences as you add the next.
 - f. Read all the sentences in unison with the class, then ask different students to each read a sentence.
 - g. Randomly point to different words asking students to read the words aloud.

Simplified text for *Genesis 1*.

1. *In the beginning God made the heavens and the Earth.*
2. *Water covered all the Earth.*
3. *On the first day God made light.*
4. *On the second day God made the sky and clouds.*
5. *On the third day God made the land above the water.*
6. *God made the plants on the land.*
7. *On the fourth day God made the sun and moon and stars.*

Simple sentences for low-level readers.

8. *On the fifth day God made birds and fish.*
9. *On the sixth day God made animals on the land.*
10. *God said, "It is good."*

5. After you have completed all ten sentences read them again in unison.

C. Do You Know?

1. Match Picture And Sentence

After the reading is complete, display the pictures and sentences used in part B in random order around your classroom. Point to a picture and ask a student to read the correct matching sentence. Or point to a sentence, asking a student to read it and pick the matching picture.

Make a complete set of small pictures (about 2 in. by 2 in.) for each student. Ask students to put them in the correct order to match the sentences in their reading books. Provide students with glue or tape so they can put the pictures in their reading books. Ask students to write a sentence describing each picture. Also ask them to label the objects in the pictures (water, sky, clouds, animals, etc.).

2. Correct The Sentences

Give students the following sentences to correct. One at a time, write each sentence on your white-board, asking a student read it aloud and correct it.

- a. In the beginning God made the heavens.
- b. The water was covered with earth.
- c. On the first day God made tea.
- d. On the second day God made the dark.
- e. On the third day God made the water above the land.
- f. God made plates on the land.
- g. On the fourth God made sand, mud and stars.
- h. On the fifth day God made bands and dish.
- i. On the sixth day God made animals on the last.
- j. God sang, "It is gold."

3. *Crossword Puzzle*

Let students work in groups of two or three to complete the *Crossword Puzzle* review in their books. A copy is also at the end of this lesson. If you are not using student books, photocopy as necessary for your class.

4. *Fill In the Blank*

Let students complete the *Fill In The Blank* review that is in their books. A copy is also at the end of this lesson. When all have finished filling in the blanks, ask students to number the sentences in the correct order. Ask different student to each read a completed sentence.

5. *Questions*

One at a time, write the questions shown below on your white-board. Ask a student to read the question and answer it without looking at the text sentences. Ask other students if they agree with the answer, then check the text sentences to see if the answer is correct. These questions are also in your students' reading books. Let students write the answers in their books. Before you ask another question, all students must turn their books face down.

- a. *When did God make the heavens and the Earth?*

- b. *In the beginning, what did the water cover?*
- c. *When did God make light?*
- d. *What did God make in the sky?*
- e. *When did God make the land come above the water?*
- f. *Where did God make the plants?*
- g. *What did God make on the fourth day?*
- h. *What did God make when he made birds?*
- i. *Animals on the land were made on what day?*
- j. *Did God like what he made?*

6. Compare Texts

Let students compare their sentences with the events as given in Genesis 1 in their reading books. Ask them find the verses that tell of the same events as their sentences.

7. More ideas can be found on pages 5 and 7.

D. Thinking About What We Have Read

Use this part to reinforce the lesson objective: *God exists, and is the creator of all things.*

1. What Does This Reading Teach Us?

Write this question and possible answers on your white-board. The question is also in the students' reading books. Ask a student to read the question and answer it. All answers are correct.

- a. *God made water.*
- b. *God made birds.*
- c. *God made the Earth.*
- d. *God made light.*
- e. *God made fish.*

2. Ask students to finish these two sentences:

- a. If God made all things, then God is _____.
- b. If God made all things, then I _____

3. He's Got The Whole World

Teach the song 'He's Got the Whole World in His Hands' to your students. It has simple vocabulary, lots of repetition and good actions.

4. If you do not have a separate conversation class, use some of the follow-up questions to reinforce the objective of this lesson. The conversation class outline is at the end of this reading lesson.

II. Reading For Advanced Readers

Teacher: Read the introductory paragraphs at the beginning of this book.

A. Opening Discussion And Conversation

- 1. If the students in this class are not the same as your English class students spend a few minutes making introduction. Ask students to complete the sentence, "My name is ____ and I like to make _____."
- 2. Today's reading lesson is about God making things. Introduce the reading by letting your students make something from a piece of paper. Show them how to

Opening questions tie English class to reading text.

fold paper to make a paper airplane, or a paper hat, or some other simple object. Distribute paper to your students and let them show you how to make something.

3. Ask your students what the word 'God' means to them. Ask them to describe him or define the word 'God'. (*Teacher: Do not get into a discussion at this time about the existence of God. If a student says that God does not exist, ask that student to describe this God that he/she says does not exist.*)

B. Class Reading

Ask your students to open their reading books to today's lesson. Read through the text in unison with the students. The vocabulary in this reading is not difficult, but be sure to distinguish between the heavens (space) in paragraph 1 and heaven (sky) in paragraph 3.

As you prepare to read the text a second time, tell your students that they are going to need to remember the correct order of events for the next activity. Read the text a second time. This time, let each student take a turn reading a sentence or paragraph. While they are reading, you should be paying attention to their reading ability so that you can be ready for part B.

Genesis 1:1-31

In the beginning God made from nothing the heavens and the Earth. The Earth was an empty waste and darkness was over the deep waters.

Then God said, "Let there be light," and there was light. God saw that the light was good. He divided the light from the darkness. Then God called the light day, and he called the darkness night. There was evening and there was morning, one day.

Then God said, "Let there be an open space between the waters." God made the open space, and divided the waters under the open space from the waters above the open space. Then God called the open space heaven. There was the second day.

Then God said, "Let the waters under the heavens be gathered into one place. Let the dry land be seen." Then God called the dry land earth. And God saw that it was good.

Then God said, "Let plants grow from the earth, plants that have seeds. Let fruit trees grow on the earth that bring their kind of fruit with their own seeds." And God saw that it was good. There was the third day.

Then God said, "Let there be lights in the open space of the heavens to divide day from night. Let them tell the days and years and times of the year. Let there be lights in the open space of the heavens to give light on the earth."

Then God made the two great lights, the brighter light to rule the day, and the smaller light to rule the night. He made the stars also. And God saw that it was good. There was the fourth day.

Then God said, "Let the waters be full of living things. Let birds fly above the earth." God made the big animals that live in the sea, and every living thing that moves through the waters and every bird. And God saw that it was good. There was the fifth day.

Then God said, "Let the earth bring into being living things: Cattle and things that move upon the ground, and wild animals of the earth." And God saw that it was good. There was the sixth day.

C. Test Your Understanding

1. The Correct Order

Form groups of two or three students per group, placing readers of similar ability in the same group. Groups of two are best. There should not be more than three in a group – either one student will be left out, or the group will sub-divide itself into smaller groups. Let each group move to a place away from the rest of the class. Give each student a copy of the *Correct Order* review printed at the end of this lesson (photocopy as needed for your class). Give the groups several minutes to put the events in the correct order by numbering them. Groups should do this without using their books or Bibles. After a group has shown you their completed order of events let them use their reading books to check their work.

2. *Matching Halves*

A matching halves review is in the students' reading books; a copy is also at the end of this lesson. If you are not using student reading books photocopy as needed for your class.

After students have completed matching sentence halves ask different students to each read a sentence. Ask the rest of the class if the match is correct.

3. *Crossword Puzzle*

A *Crossword Puzzle* review is in the students' books. A copy is also available at the end of this lesson. If you are not using student books, photocopy as needed.

4. Pictures

Make a complete set of small pictures (about 2 in. by 2 in.) of the drawings provided at the end of this lesson for each student. Ask students to put them in the correct order according to the reading. Ask different students to tell which picture is first, second, third, etc. and what is happening in the picture.

Provide your students with paste or tape so they can put the pictures into their books. Ask students to write a descriptive sentence under each picture. Also label the various people, animals and other items named in the sentences.

5. Beginner Activities

Your students may enjoy doing one of the beginner-level reading activities shown at the end of this lesson. Photocopy as needed for your class.

6. *Questions*

Ask the following questions. These questions are in the students' reading book.

- a. *What things did God use to make the heavens and the Earth?*
- b. *Did God create both light and darkness?*
- c. *When God created the Earth, where was the land?*
- d. *How are 'the heavens' in paragraph 1 different from 'heaven' in paragraph 3? Which one is meant in paragraph 6?*
- e. *What does this reading tell us about how God made everything?*
- f. *How many different kinds of lights did God make?*
- g. *God put lights in the sky for three purposes. What are these three?*
- h. *What is the difference between 'Earth' in paragraph 1 and 'earth' in paragraph 5? ('Earth' refers to the planet; 'earth' refers to the ground, dirt.)*
- i. *What three kinds of animals did God make on day six?*

- j. *What did God do so that dry land would appear?*
- k. *Paragraph 7 says the brighter light rules the day and the other light rules the night. What does that mean?*
- l. *What pattern of creation do you see between the first three days and days four through six? (Compare the events of days one and four, days two and five, and days three and six. This has been described as ‘First God formed the world, then he filled the world.’)*

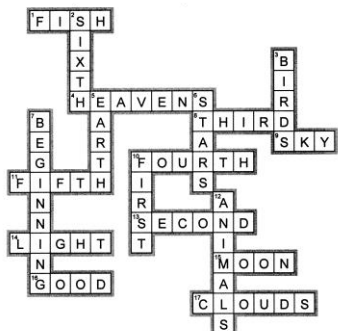
7. More ideas can be found on pages 5 and 7.

D. Thinking About What We Have Read

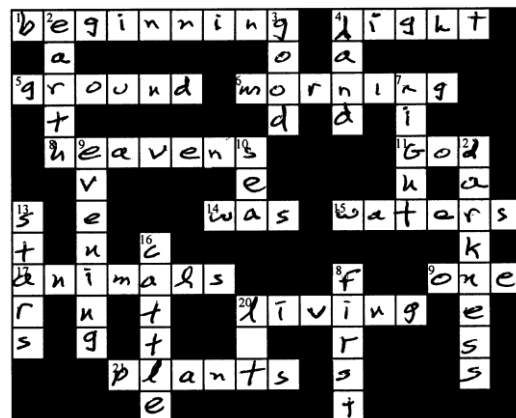
Use this part to reinforce the lesson objective: *God exists. He is a personal God, and is the creator of all things.*

1. Ask one or more of the following questions:
 - a. How is the way God made the Earth different from the way we make things? *(Teacher: Refer back to the things you made from paper to introduce this lesson.)*
 - b. Why do you think more time is spent telling us who made everything rather than how he did it?
 - c. Why do you think God created light first? Where did the light on the first day come from, if the sun was made on the fourth day? *(Teacher: This is a difficult question to answer, but by asking it you admit that you don't have all the answers.)*
 - d. The Bible is not very ‘scientific’ in its description of the plants and animals made on the different days. Why not? *(Teacher: You can point out that nothing is said about seedless plants, bacteria. The Bible also omits talking about the creation of comets and other planets.)*
 - e. Describe how you think the world looked after the sixth day. *(Teacher: You may need to suggest some adjectives: clean, no pollution, few animals, etc.)* How does that differ from today’s world?
 - f. When God saw all that he had made, how did he describe it? What did God mean by saying it was good?
2. If you will not have a separate conversation class, use some of the conversation class follow-up questions to reinforce your lesson’s objective. The conversation class outline is at the end of this reading lesson.

Solution to crossword puzzle for beginning readers, I-C, 3



Solution for crossword puzzle for advanced readers, II, C-3



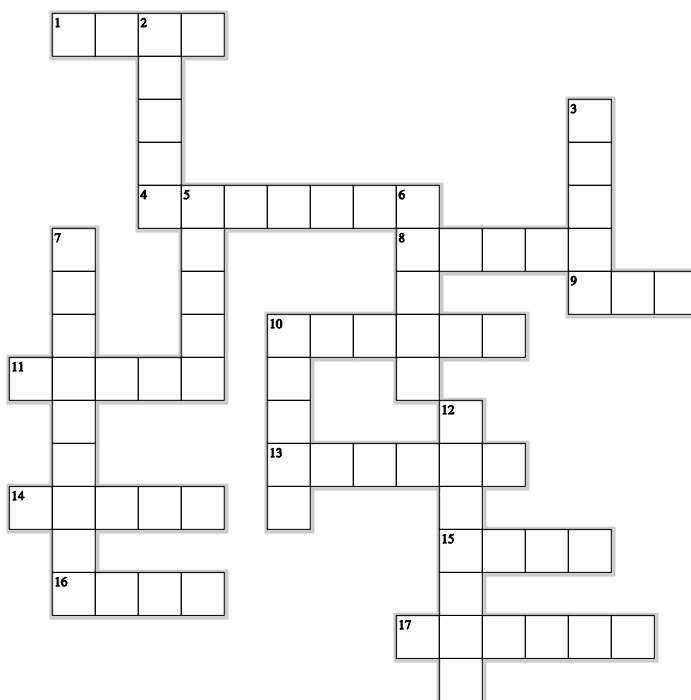
Crossword Puzzle review for beginning readers, I-C, 3.

God Created The World

Use these sentences to fill in the crossword puzzle.

Across

- 1. *made on day 5*
- 4. *made in the beginning*
- 8. *second, ___ fourth*
- 9. *made on day 2*
- 10. *after third*
- 11. *after fourth*
- 13. *before third*
- 14. *made on first day*
- 15. *made on day 4*
- 16. *"It is ___."*
- 17. *made on day 2*



Down

- 2. *after fifth*
- 3. *made on day 5*
- 5. *made in the beginning*
- 6. *made on day 4*
- 7. *the start*
- 10. *before second*
- 12. *made on day 6*

Fill In The Blank review for beginning readers, I-C, 4.

God Created The World

Put the right words in the blank spaces. When you are finished, number the sentences to put them in the right order.

number

- ___ *Water _____ all the Earth.*
- ___ *In the _____ God made the heavens and the Earth*
- ___ *God said, "It is _____."*
- ___ *On the _____ day God made the sun and moon and _____.*
- ___ *On the _____ day God made animals on the _____.*
- ___ *God _____ the plants on the _____.*
- ___ *God made light on the first _____.*
- ___ *God made _____ that fly and _____ that swim on the fifth day.*
- ___ *On the third day God made the _____ above the water.*
- ___ *God made the _____ and clouds on the _____ day.*

The Correct Order for advanced readers, II-C, 1.

God Created The World

Put these events in the correct order according to the text.

- a. ____ God said, "Let the earth bring into being living things: cattle and wild animals."
- b. ____ God made the stars also.
- c. 1 God made from nothing the heavens and the Earth.
- d. ____ God said, "Let there be light." There was light.
- e. ____ The Earth was an empty waste and darkness was over the deep waters.
- f. ____ God called the dry land earth.
- g. ____ God made the animals that live in the sea, and every living thing that moves through the waters and every bird.
- h. ____ God said, "Let there be an open space between the waters." God divided the waters under the open space from the waters above. There was the second day.
- i. ____ God said, "Let the waters under the heavens be gathered into one place. Let the dry land be seen."
- j. ____ God called the light day, and the darkness night. There was one day.
- k. ____ God made the two great lights, the brighter light to rule the day, and the smaller light to rule the night.
- l. ____ God said, "Let the waters be full of living things. Let birds fly above the earth."
- m. ____ God said, "Let plants grow from the earth," There was the third day.
- n. ____ God divided the light from the darkness.

Answers for **The Correct Order** review

a-12, b-11, c-1, d-3, e-2, f-8, g-13, h-6, i-7, j-5, k-10, l- 12, m-9, n-4

God Created The World

Match the correct parts of each sentence. Write the letter for the correct second part after the first part.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. In the beginning God made from nothing ____ 2. God said, ____ 3. He divided the light ____ 4. God divided the waters under the open space ____ 5. Let there be lights in ____ 6. Let the waters under the heavens ____ 7. Let the earth bring ____ 8. Let plants grow ____ 9. God made the big animals ____ 10. God made the two great lights ____ | <ol style="list-style-type: none"> a. to rule the day, and the night. b. from the earth. c. be gathered into one place. d. from the darkness. e. the heavens and the Earth. f. that live in the sea. g. the open space of the heavens. h. from the waters above the open space. i. "Let there be light." j. into being living things. |
|--|---|

God Created The World

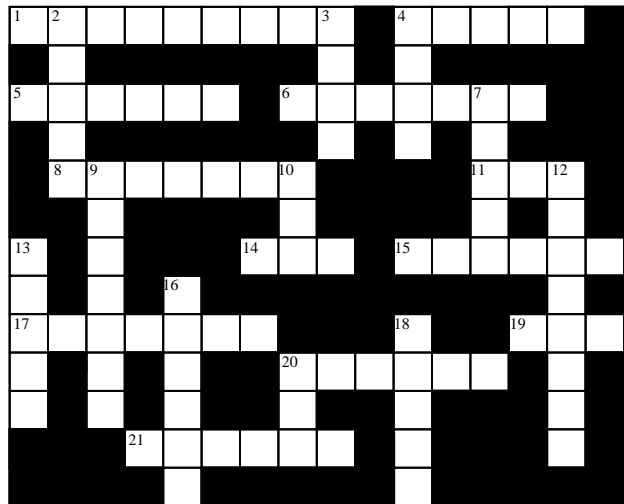
Use these clues to complete this crossword puzzle.

Across

1. In the ____ God made from nothing...
4. Let there be ____.
5. Cattle and things that move along the ____.
6. There was evening and there was ____.
8. God made the ____ and the earth.
11. In the beginning ____ made....
14. God saw that it ____ good.
15. Darkness was over the ____.
17. The big ____ that live in the sea.
19. There was evening and morning, ____ day.
20. Let the waters be full of ____ things.
21. Let ____ grow from the earth.

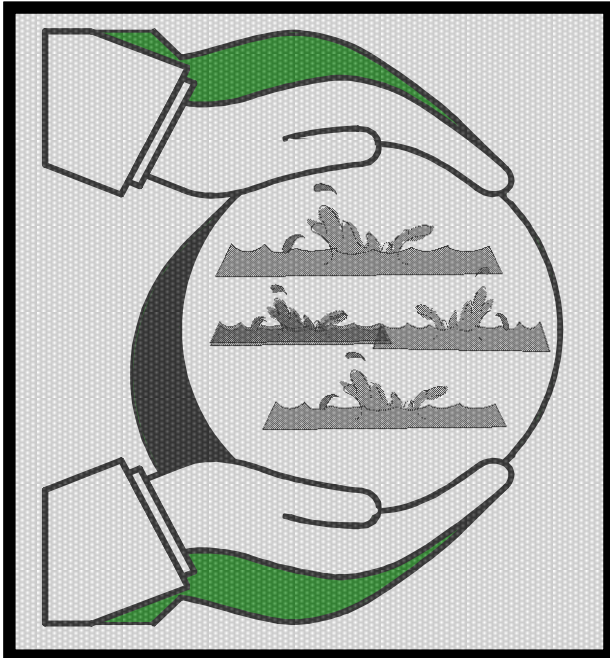
Down

- | | |
|---|--|
| <ol style="list-style-type: none"> 2. The heavens and the ____. 3. God saw that it was ____. 4. Let the dry ____ be seen. 7. He called the darkness ____. 9. There was ____ and morning. 10. Animals that live in the ____. | <ol style="list-style-type: none"> 12. He divided the light from ____. 13. He made ____ also. 16. ____ and things that move on the ground. 18. There was evening and morning, the ____ day. 20. God said, " ____ there be light." |
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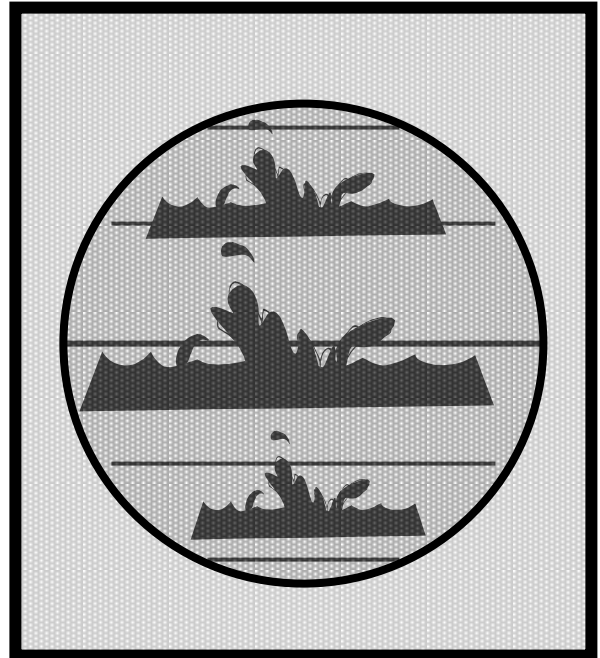


Pictures for beginning readers, I-B, and for advanced readers, II-C, 4.

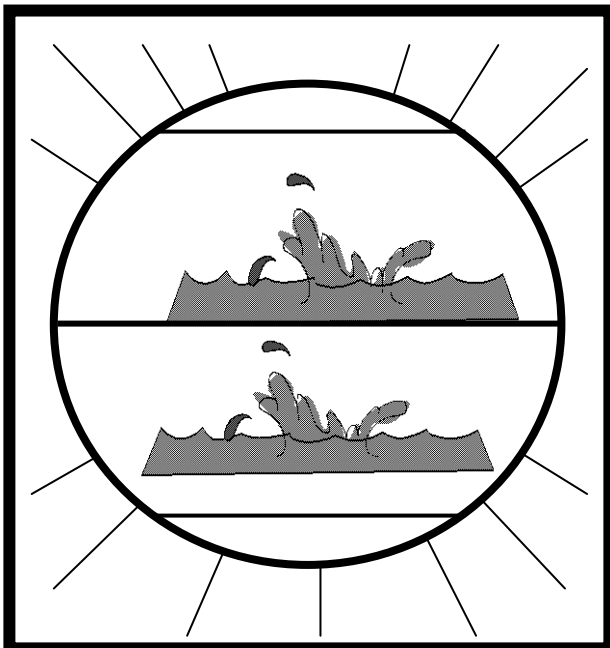
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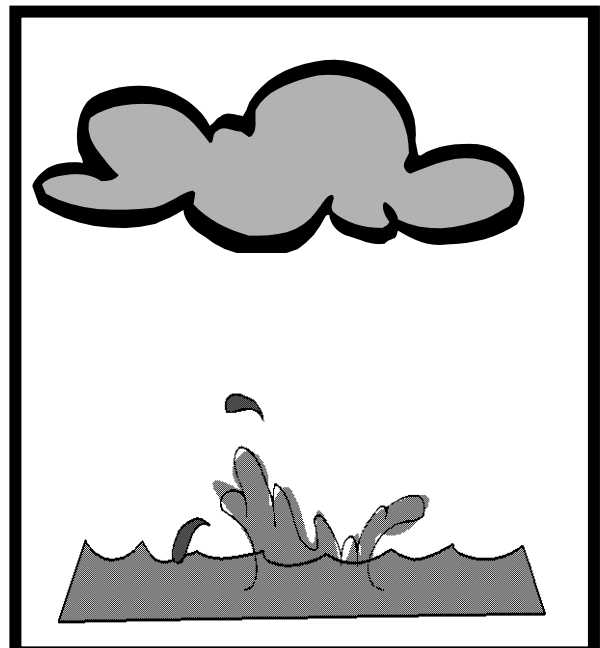
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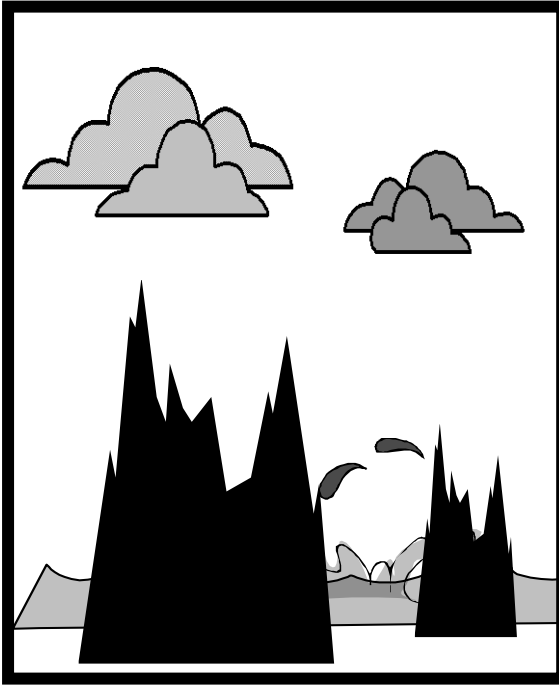
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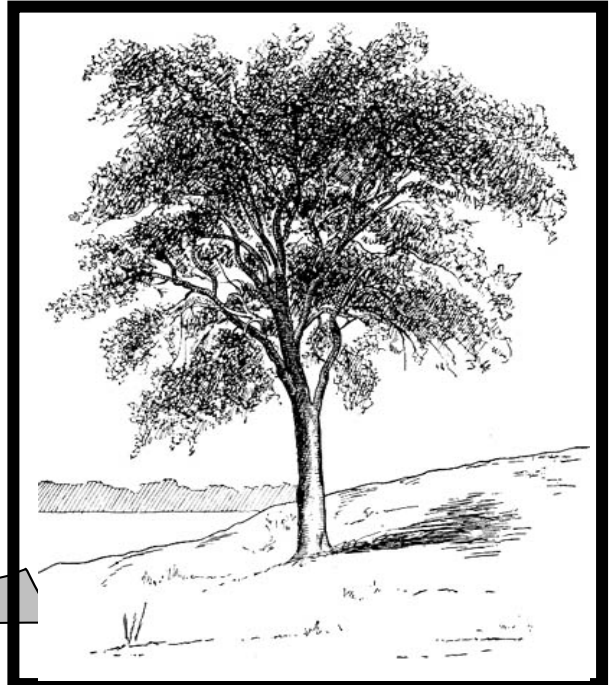
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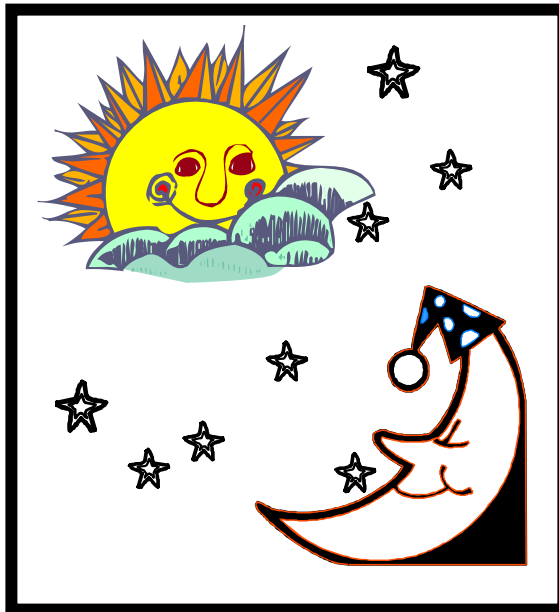
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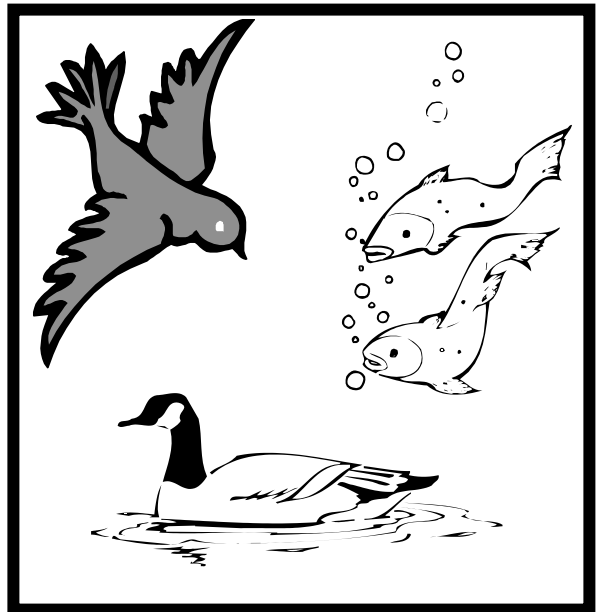
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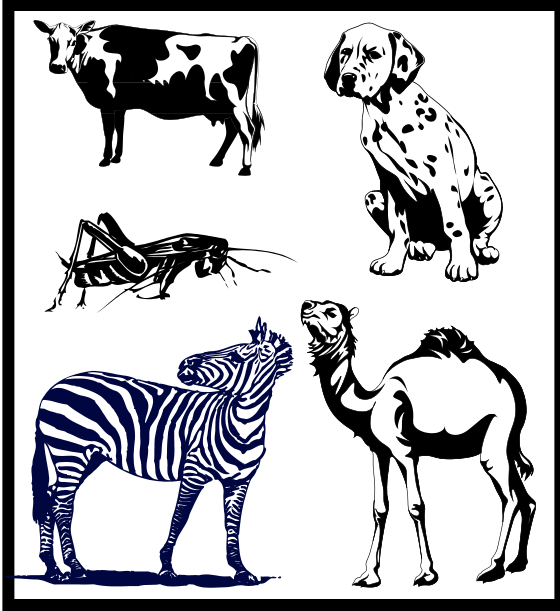


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CONVERSATION FOR: GOD CREATED THE WORLD

1. Opening

A. Let's Work Together: Divide the class into groups of two. If you have an odd number of students, either you can participate or you can have one group of three students. One student in each group will be the designer; the other will be the builder. Place a screen or barrier between them so they cannot see each other, or arrange them back-to-back.

Provide equal building materials and/or tools for all the groups. (This could be building blocks, *Lincoln Logs*, *Legos*, or saws, toothpicks, index cards, scissors, glue, string, paper clips, geometric paper shapes, whatever). If you do not have 'building materials', the students could draw objects instead of build them. Using the materials available, the designer must build a structure or make something while giving precise directions for the builder to make the same structure.

When finished, remove the partitions between the groups. Let the class decide which pair built the most complicated, and at the same time the most similar two structures.

B. Questions

Ask students the following questions to stimulate conversation.

- a. Why do you (or will you) work? To provide for yourself? Families? Parents? Personal fulfillment? Do you like to work? Do you enjoy your job?
- b. If you were rich and did not need to work, what would you do with your time?
- c. What kind of things do you like to make? What do these things say about you? (*Teacher: Let your students talk about the things they have done. These things may involve cooking, computer programming, carpentry work, etc.*)
- d. What kind of things would you like to be able to do or make?

2. Transition Questions

Use the following questions to move the opening discussion to conversation related to the Reading/Bible lesson, God Created the World.

- a. What do you think is the strangest looking of all the animals? (You may want to bring in some pictures of strange animals, such as the platypus or okapi.)
- b. What do you think is the most remarkable thing about this description of creation?
- c. Does the order of creation events seem logical? Was it logical to make light before plants and plants before animals?

3. Reading/Bible Follow-up Questions

Use these questions to focus student thinking on the application of the Reading/Bible lesson to their own lives: *God exists, and he is the creator of all things.*

- a. Today's reading said that God created our entire natural world. If God created all natural things, what can you learn about God from looking at nature?
- b. What cannot be learned about God through nature?
- c. God said that everything he had made was 'good'. Is everything still 'good'? (If not, why not?)

- d. If God is the creator of the world and everything in it, what responsibility does that put on us?
- e. According to the Bible, did the Earth and everything on it happen by accident or was it for a reason? What do you think was the reason?
- f. Ask students to finish these two sentences:
 - 1. If God made all things, then God is _____.
 - 2. If God made all things, then I _____

4. He's Got The Whole World

If you didn't teach the song 'He's Got the Whole World in His Hands' to your students in the reading class do it now. It has simple vocabulary, lots of repetition and good actions.