

AGES 3-6

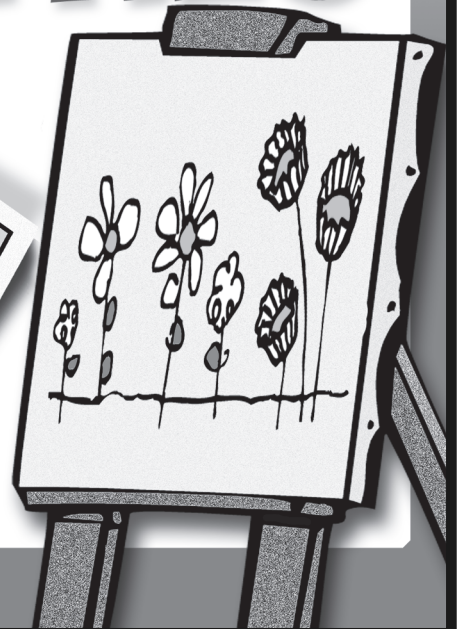
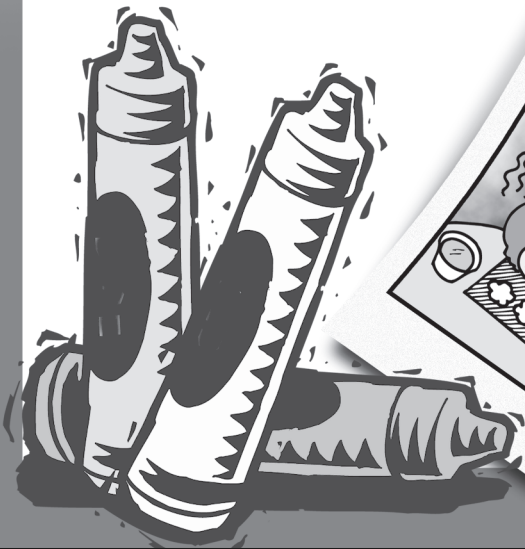
BIG BOOK



BIBLE STORY



ART ACTIVITIES



Gospel Light

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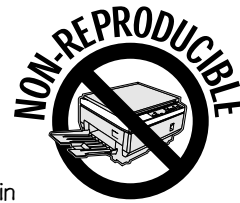
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Gospel Light

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How to Use This Book

This book offers 100 art activities and Bible stories that you can use for fun and interactive Bible learning with young children. Each art activity provides clear easy-to-follow instructions along with several enrichment ideas and suggestions for guided conversation. Each Bible story is written with age-appropriate vocabulary for use with young children.

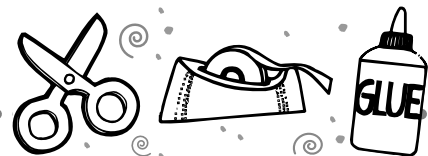
If You Are a Teacher

1. Use the contents page and/or index to locate activities that coordinate with the Bible stories you are teaching. Plan to use the activities as an alternative to or enrichment of your curriculum.
2. To prepare each activity, collect the materials needed. Read the Bible story on the back of the activity page and familiarize yourself with the suggestions for guided conversation provided in the Talk About section of the activity. (See "Connecting the Bible to Life" on p. 7 for tips on talking with young children about Bible truths.)
3. Tell and talk about the Bible story in one or more ways:
 - ☀ Tell the story before children complete the art activity.
 - ☀ Talk about the story while children work on the art activity.
 - ☀ Invite children to take turns telling the story, using their completed art projects to illustrate story events.

If You Are the Director or Coordinator

The activities and Bible stories from *The Big Book of Bible Story Art Activities for Ages 3 to 6* can be used to supplement your regular teaching program. Use the contents page and/or index to locate activities that coordinate with the Bible stories taught in the curriculum you are using. Photocopy the activity and Bible story to give to teachers to use in lessons as an alternative to or enrichment of the curriculum.

You may also use the pages as the foundation for Sunday evening or weekday early childhood programs, Mother's Morning Out or any other time programming is needed for children ages three to six. Photocopy the activity and Bible story for each teacher and helper. After hearing the Bible story, children complete the art activity. Add a snack and/or playtime as needed to fill the time.



Basic Art Materials

The materials for each activity are listed with each activity. However, collecting materials will be easy if you have plenty of the following supplies on hand: newspaper or plastic tablecloths (to protect surfaces), scissors, glue bottles and glue sticks, markers, crayons, chalk, tape, play dough, discarded magazines and catalogs, collage materials (yarn, ribbon, cotton balls, chenille wire, etc.), colored and white construction paper, stapler and staples, paint smocks (men's old short-sleeved shirts from a thrift shop serve well) and butcher paper.

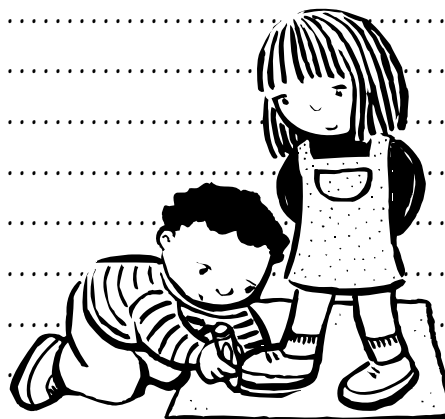
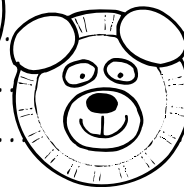
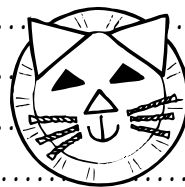
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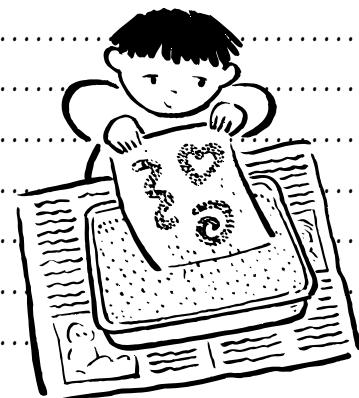
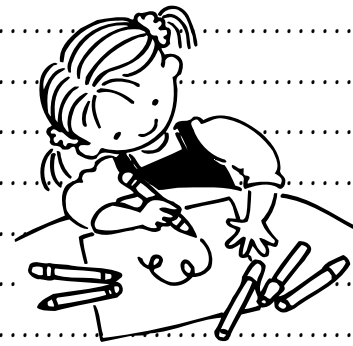
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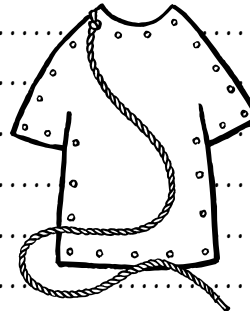
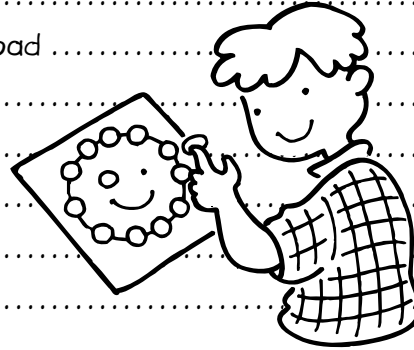
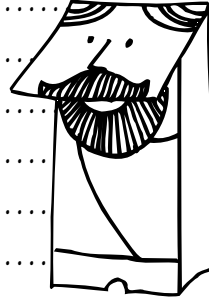
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Connecting the Bible to Life

Why do we need to guide conversation with young children? Don't we simply talk to them? Certainly there are many times when simple conversation is spontaneous. However, guided conversation helps children remember and recognize ways to apply the Bible truth that is the foundation for the art activity.



What is guided conversation? Does it mean the teacher spends every minute spouting story facts? Talking only when a problem arises? *No!* Guided conversation is simply informal but planned conversation in which the teacher looks for opportunities to connect the Bible story to what children are doing. Relating the children's activities to Bible truths helps each child understand the relationship between what he or she is doing and what the Bible says.

Step One: Be familiar with the Bible story and the life-focus statement provided for each art activity. This prepares you to share these ideas whenever natural opportunities and teachable moments occur.



Step Two: Listen. The biggest part of being a skilled teacher is being a good listener. When children are absorbed in an activity, don't take a break or leave the area. Place yourself at the children's eye level, available to hear. Listening and observing provide you with helpful insight into each child's thoughts and feelings. Watch and listen for clues to their interests, how they see themselves and what things might bother them. Resist the temptation to tune a child out or mentally race ahead.

Step Three: Ask questions. Invite children into conversation that involves more than answering yes or no. Ask open-ended

questions that invite the child to describe and discuss! Use the comments and questions provided in the Talk About section of each activity. Questions and comments that cannot be answered with a yes or no help children learn verbal skills, help them express their feelings and give you greater insight into their thoughts and feelings.



Step Four: Relate the child's thoughts and feelings to God's Word! You might begin by commenting on what you see. "Sheena, you helped Jake! God tells us to help each other. Thank you!" You may also rephrase a child's words. "It sounds like you had a happy time with Delia, Mike. Our Bible story tells us about two friends. God gives us friends. We can thank God for Delia. Thank You, God, for Mike's friend Delia!"

When you identify acts of kindness or helpfulness, children then learn what it means to help

each other; share or take turns. Relate a child's actions immediately, before children forget the circumstances. And use the child's name. Often, a child who does not hear his or her name assumes you are talking to someone else! As you see children experience satisfaction, curiosity or even frustration, you are witnessing teachable moments. Children are especially receptive to new ideas at such times. Step in with a comment or question that will help the child resolve the problem; affirm a child's accomplishment with an "I see . . ." comment; answer a child's question and thank God for the child's curiosity on the spot!

With the session's Bible truths in mind, you are ready to listen, observe and comment in ways that will help each child understand more about how God's love and God's Word relate to his or her world.



Note

This article, revised for use in this book, originally appeared in *Early Childhood Smart Pages* (Ventura, CA: Gospel Light, 2002), pp. 9-10.

Creative Art for Young Children

Art activities are among the most used—and most misunderstood—experiences offered to young children. Young children have no sense whatsoever of what adults expect them to produce when art materials are offered. They are small scientists: for them, art materials are not a means to make a pretty product by adult standards but the means to discover what happens when, for instance, random paper scraps are stacked together and glued into a pile!

Process, Not Product

For young children, using art materials is about the experience of creating and the process of discovering. Remember that for young children it is the process, not the product, that matters. Encourage children to explore materials freely. Relax and recognize that sometimes it is a greater learning experience to swirl the glue with fingers than it is to create what the teacher had in mind! Art gives children the chance to express their feelings and thoughts and to release tension as well. Give them freedom to experiment creatively.

Helping, Not Hindering

As a child and teacher use art materials together in a relaxed and creative way, natural



opportunities arise for conversation. Such teachable moments often provide the perfect times to help a child understand vital Bible truths! "I see lots of blue in your picture, James. What other things did God make that are blue?" "God gave you hands that can draw lots of little circles, Josie. Let's thank Him!" Include God in your conversation through word, prayer or song to positively reinforce how much God values that child! When a child shows you his or her work, invite the child into conversation about the art. NEVER ask, "What is it?" The comment to make is, "Emily, tell me about your picture!" or "I see many squiggly lines, Kyle—tell me about those lines." And NEVER attempt to fix or finish what you think needs to be changed in any child's art. If a child says, "Draw it for me," suggest, "Let's see how much you can do by yourself first." Encourage the child and help him or her feel assured that no one will judge his or her work.

A child may comment, "Leo's picture is ugly!" or "He copied me. That's not fair!" Deal gently with both the critic and the criticized. "Mason, Leo made his picture the way he wanted it." You may also say, "If Leo's picture is like your picture, that's OK. Leo must have really liked your picture." Don't put down the child who voiced the criticism; instead, help the child see that each person's work is valued.

Preparation

For children to enjoy an art project, they need to hear as few warnings as possible. They need to feel successful. As you get to know the personalities and capabilities of each child, you can tailor the activity to the group's

needs. And a little preparation will go a long way in keeping a small mess from becoming a big one!

Cover tabletops and floors with newspaper or plastic tablecloths. Secure on all sides with masking tape.

Keep a supply of premoistened towelettes, no-rinse hand-wiping solution or paper towels handy for messy fingers and small spills. Set a trash can where children can clean up easily.

Activities that use potentially messy materials (glue, paint, etc.) may be difficult if your teacher/child ratio is too large or if you do not have adequate space or furniture. In such cases, you may need to substitute easier materials (crayons, etc.) for the activity.



Note

This article, revised for use in this book, originally appeared in *Early Childhood Smart Pages* (Ventura, CA: Gospel Light, 2002), pp. 87-88.

Getting Children's Attention

When it's time to give directions or get children's attention, children may be told, "Sit still until everyone is here" or "Wait in line until we are ready." Such methods of gaining attention and control are self-defeating if we are trying to teach kindness and respect through our own behavior. They also create negative feelings and waste valuable teaching time. There are better ways!

When You Want to Start

It's easy to establish a simple attention-getting signal for the children in your group. Choose a signal to use and introduce the signal with spoken directions. It's a good idea to practice using the signal until the children are familiar with it. Once children know the routine, simply give the signal and allow children time to respond. Always acknowledge the children who respond quickly to the signal and thank each child by name. Here are a few signal ideas:

- ☼ Flick lights on and off two or three times.
- ☼ Slowly count aloud to five to see if everyone can be quietly looking at you before you say "five."

- ☼ Hold up two fingers (or hold up a different number of fingers each time) and invite children whose attention you've gained to tell how many fingers you are holding up.
- ☼ Sing the same song or play the same music before the same activity at each session. "By the time the song is finished, you should all be sitting on the floor."
- ☼ Ring a bell. (Collect several different bells. Make a game of identifying which bell you rang.)
- ☼ Clap hands in a pattern. Children imitate pattern as you gain their attention.
- ☼ Say "One, two, three—all eyes on me." (Follow this with a question: "What color is my sweater?" or "What animal do you think is on the back of my shirt?")
- ☼ Use a finger-play poem or other chant for children to imitate. (Change finger plays to keep interest high, but do the same one consistently for a while, so children know that finger play is a signal.)
- ☼ As children gather, sing a song that includes each of their names. Others will hurry to join you to hear their names sung!

While Children Listen

There are times in any activity or story time when some children lose interest. Plan ahead for these times! To regain a child's attention, try these ideas:

- ☀ Ask a question, using a child's name.
- ☀ Whisper your words, which often generates renewed interest from children.



- ☀ Change the pace by leading children in a finger play, an action song or a simple imitation game to recall attention.

Always phrase directions to even the most wiggly child in terms of what he or she can do instead of what not to do. "Ryan, you need to glue the pictures onto the paper. I'm looking to see what pictures you are going to choose!"

How to Get Your Message Across

Here are some tips for effective communication with young children:

- ☀ Get the child's attention before speaking. Adults waste lots of breath saying things when no one is listening. For example, shouting across a room to a child results in confusion rather than communication. Go to the child. Bend down so that your face is at his or her eye level. Speak the child's name. "Seth, it's time for you to put the markers in the can."
- ☀ Say the most important words first. After you've spoken the child's name, briefly state what you want the child to do. Then you may add a reason. "Karla, put your paper by the door. It's almost time for your dad to come."
- ☀ Use simple words and a natural tone of voice. Speak slowly and distinctly in a soft yet audible tone. Let your voice express your enthusiasm and interest. Add a smile to your words. Avoid baby talk or gushing.
- ☀ Use specific words. General terms leave a child confused, not knowing exactly what you mean. Rather than "Put the toys away," say, "Alex, your red truck needs to go here on this shelf:"

Note

This article, revised for use in this book, originally appeared in *Early Childhood Smart Pages* (Ventura, CA: Gospel Light, 2002), pp. 125-126.

Sun and Moon Mosaics

Collect

Bible, construction paper (yellow, white, black and light blue), two plastic bowls, white and yellow crayons and/or chalk, glue.

Prepare

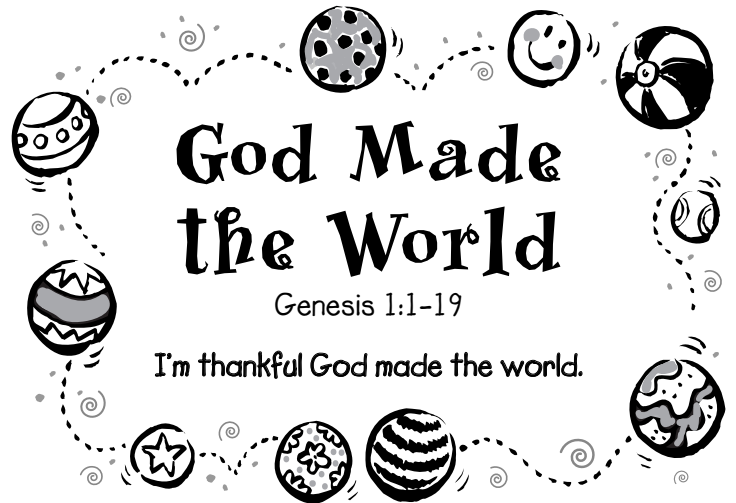
Tear yellow and white construction paper into small scraps for mosaic pieces. Place each color in a different bowl. (Note: For large classes, prepare a set of bowls for each group of four to six children.)

Do

1. Children use white crayons or chalk to draw moons on sheets of black construction paper and yellow crayons or chalk to draw suns on sheets of blue construction paper.
2. Children fill drawn moon outlines by gluing mosaic pieces of white construction paper within the outlines. Children fill drawn sun outlines by gluing mosaic pieces of yellow construction paper within the outlines.

Enrichment Ideas

1. Older children tear paper to make mosaic pieces. Children glue cotton balls for clouds on sun pictures and place star stickers on moon pictures.
2. Provide gel pens for children to use in drawing on black paper.
3. Children brush thinned glue over sun outline and then place yellow tissue-paper scraps on outline.



Talk About

- ☀️ In today's Bible story, God made the sun to shine in the daytime and the moon to shine at nighttime. Let's make pictures of the sun and pictures of the moon.
- ☀️ Joshua, what bright light shines in the daytime sky? God made the sun to keep us warm.
- 🌙 Emily, what light did God put in the nighttime sky? I'm glad God made lights for the day and the night. Kimmie, what is something you would like to thank God for making?





God Made the World

Genesis 1:1-19

In the beginning, there were no tall trees. No flowers. No warm sunshine. There were no animals and no people! Everything was dark.

But God was here. And this is what God did.

First, God said, "Let there be light." And just like that—there was light! God called the light daytime. God made the daytime for working and playing.

God made our world dark part of the time. God called the quiet dark nighttime. God made nighttime for sleeping.

Next, God made the sky. He put this beautiful sky up, up, up high, bright and blue. God made lots of fluffy, puffy white clouds to float in the beautiful blue sky.

Next, God took all the water and put some here and some there until the world had oceans, lakes and rivers full of water.

And between the water was the dry land. God made tall, tall mountains, little round hills and low flat places.

God said, "Let grass and trees and flowers grow." And they did! Soft green grass, tall leafy trees, tiny plants, fruit trees, berry bushes, vegetables and flowers all began to grow. But that's not all God made!

God made special lights—the bright warm sun to shine in the daytime and the moon and the stars to shine at night.

God made everything in our wonderful world. God is SO great!

Shiny Fish

Collect

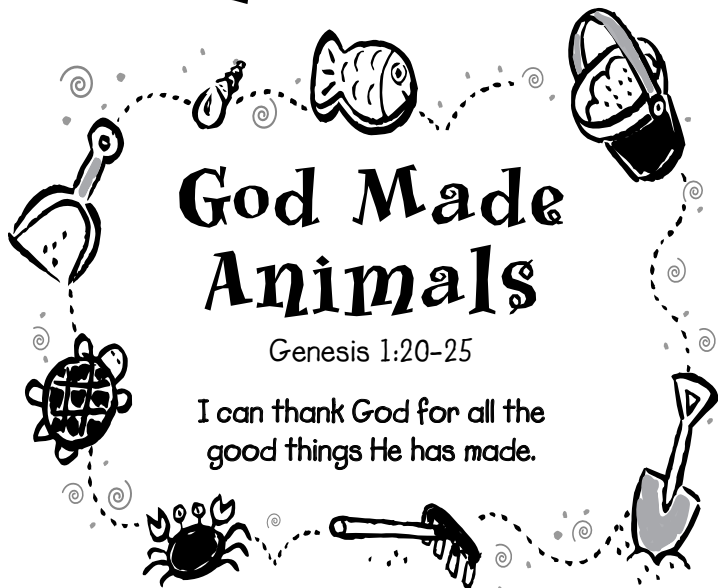
Bible, large sheet of butcher paper, markers or crayons, foil or metallic wrapping paper, scissors, glue sticks, optional—construction paper.

Prepare

On large sheet of paper, draw a simple underwater scene (sand, seaweed, shells, one or more large fish, etc.). Cut foil or metallic wrapping paper into small squares.

Do

Children glue small squares to fish shape(s) and color underwater scene with crayons or markers. (Optional: Children make individual scenes on separate sheets of construction paper.)



God Made Animals

Genesis 1:20-25

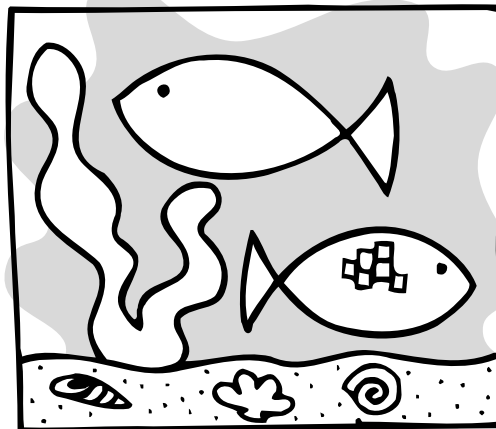
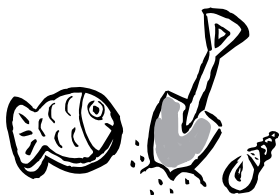
I can thank God for all the good things He has made.

Talk About

- ☺ In our Bible story today, God made fish, birds and other animals. Everything God made was just right! Let's make some shiny fish. You can decorate the fish any way you want to.
- ☺ What colors of fish have you seen? What colors of birds have you seen? God made many different colors of birds and fish.
- ☺ I'm glad God made fish. Luis, what's one animal you are glad God made? Let's thank God for all the good things He made. Lead children in a brief prayer.

Enrichment Ideas

1. Provide glitter crayons and other shiny materials (large sequins, glitter glue, plastic jewels, etc.) for children to use in creating a glittery underwater scene.
2. Provide watercolors for children to paint their underwater scene.
3. Twist lengths of green crepe paper and glue ends to butcher paper for seaweed.





God Made Animals

Genesis 1:20-25

God made our beautiful world! After God made daytime and nighttime, He filled the world with oceans and rivers and lakes. He made beautiful plants everywhere. Then God made the sun. He made the moon and stars. God's world was good!

But God's world was VERY quiet. The splashing lakes, rivers and oceans were empty! So God said, "Let the water be full of fish and all sorts of living creatures!" And there were FISH! Big fish and whales and dolphins jumped and swam in the oceans. Bright fish swam near the rocks. In the deepest ocean, fishes that had little lights swam! There were crabs and starfish and sea horses. There were clams that dug themselves into the sand.

Then God looked at the beautiful blue sky. Nothing was there but clouds. So God said, "Let birds fly in the sky." Soon, blue birds and yellow birds, big birds and little birds flew in the sky. They made nests in the trees. Eagles flew high and chickens scratched the ground.

The dry land was full of grass and flowers and trees. But nothing moved there. So God said, "Let there be all kinds of animals." And just as God said, there were animals everywhere! Horses and zebras ran and kicked. Monkeys swung in the trees. Cows, goats and sheep ate the grass. Big gray elephants stomped. Tiny gray mice hid. Big lions roared and tall kangaroos hopped. Dogs and cats ran and played and then slept in the sunshine.

God looked at all the fish and birds and animals He had made. God said, "It is good." God made everything in our world! And He made it just right!

Open the Door

Collect

Bible, construction paper, markers, white paper, scissors, glue.

Prepare

For each child, fold a sheet of construction paper in half widthwise. Draw a doorknob on the outside (see sketch a). Fold white paper and cut out paper dolls (see sketch b), preparing approximately four dolls for each child.

Do

Ask each child to name the people who live with him or her. Give child the appropriate number of paper dolls, cutting additional paper dolls if needed. Children color dolls to represent themselves and the people with whom they live and then glue dolls inside one of the construction-paper sheets you prepared.



Enrichment Ideas

1. Children draw and cut out clothing from colored paper or fabric scraps and glue clothing to their paper dolls.
2. Children glue yarn for hair and wiggle eyes on their paper dolls.
3. Before gluing dolls, older children use paper dolls to act out family situations.



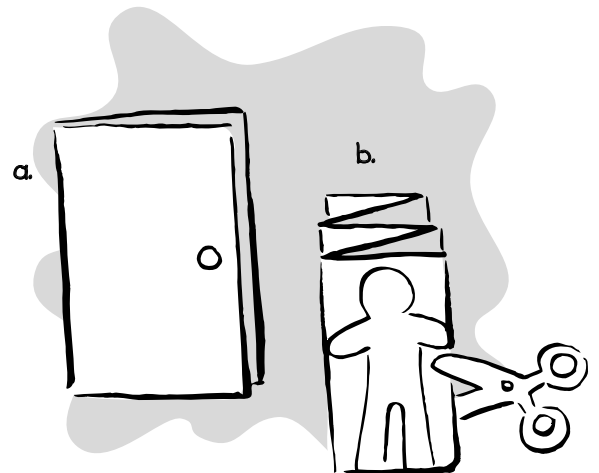
God Made People

Genesis 1:26-31; 2:7-23; 3:20

I can thank God for making me and my family.

Talk About

- ☀ In our Bible story today, we'll hear about the people in the first family God made. Their names were Adam and Eve. You can each make a picture of the people who are in your family.
- ☀ Annie, our Bible says that God made you and your family. I'm glad for the people in my family. What are some things you like to do with your family?
- ☀ Corinne, who are some of the people in your family? Let's thank God for making you and your family.





God Made People

Genesis 1:26-31; 2:7-23; 3:20

God made our wonderful world. God made beautiful birds to fly in the sky. God made fish to swim in the water. God made all kinds of animals on the dry land. God made beautiful flowers and trees to grow everywhere. God put the sun in the daytime sky. He put the moon and stars in the nighttime sky.

But there was no one in the world for God to talk with. And there was no one in the world to take care of what God had made.

Then God made someone to talk to. He made a person. This person was a man. God named the man Adam.

God told Adam to give names to all the living things. So Adam gave just the right name to each one.

Adam was happy with the animals and the trees and the flowers. But there was no other person to talk to Adam. God knew that Adam needed someone to love. Adam also needed help to take care of the beautiful world God had made.

So God made a woman. Adam called her Eve. God said to Adam and Eve, "Take care of the animals and birds and fish that I made. Use the plants for your food."

Adam and Eve must have been glad and thankful for all the good things God had given them. They ate the tasty fruit that grew on the trees. Sometimes in the evening, God came to the garden and talked with Adam and Eve. God loved them very much. And Adam and Eve loved God.

Garden Shapes

Collect

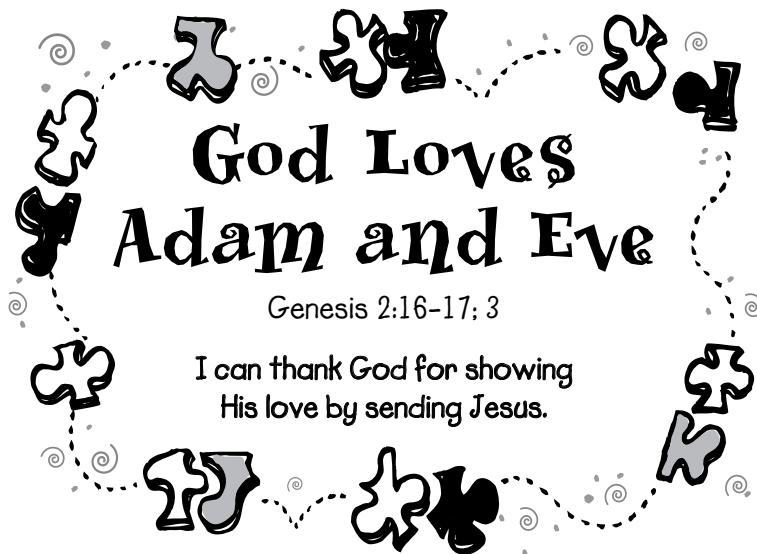
Bible, a variety of pasta shapes (macaroni, penne, etc.), bowls, play dough, plastic knives, toothpicks.

Prepare

Put pasta in shallow bowls.

Do

Children make items found in a garden (flowers, trees, etc.) from play dough, adding details with pasta shapes. Children use plastic knives or toothpicks to add details to play-dough items.



God Loves Adam and Eve

Genesis 2:16-17; 3

I can thank God for showing His love by sending Jesus.

Talk About

- ☀ In today's Bible story God loved Adam and Eve. He gave them a beautiful garden to live in. God gave Adam and Eve one rule to obey. But they disobeyed God's rule. God still loved them and promised to show His love by sending Jesus. Let's make flowers and trees that we might see in a garden.
- ☀ Ella, are you making a flower or a tree? What pasta shape can you put on your tree to show branches?
- ☀ We can thank God for loving us and sending Jesus. Dwight, what else can we thank God for?



Enrichment Ideas

1. Fold several index cards in half to make stand-up cards. On each card draw a simple stick figure. Children use stand-up cards in their play.
2. Children use flower- and fruit-shaped cookie cutters to cut shapes from play dough.





God Loves Adam and Eve

Genesis 2:16-17; 3

God made Adam and Eve a beautiful home in a special garden. The garden was full of fish, birds, animals, flowers and trees. The trees grew delicious food, so Adam and Eve had plenty to eat. There was only one thing they could not do. God told Adam and Eve, "You may eat fruit from all the other trees in the garden, but DO NOT eat from this special tree."

One day, Eve saw beautiful fruit on God's special tree. Eve wanted to eat some of the fruit. She had a choice to make. Eve could choose to obey God, or she could choose to disobey. She reached up into that tree. Eve picked the fruit. Then she ate it. And then Eve gave some to Adam. He ate it, too!

As soon as Adam and Eve had eaten the fruit, they knew they had disobeyed God. They decided to hide.

God called, "Adam, where are you?"

Adam said, "I am hiding because I am afraid." Adam was afraid because he and Eve had eaten from the special tree. They had disobeyed God. God was very sad that Adam and Eve had disobeyed.

God told them they must leave their garden. He told them that many bad things would happen because they had disobeyed. But God never stopped loving Adam and Eve. God gave them a happy promise. Many years later, God kept that promise. God sent His Son, Jesus, to forgive us for the wrong things we do when we don't obey God's rules. God sent Jesus to be our Savior and friend.