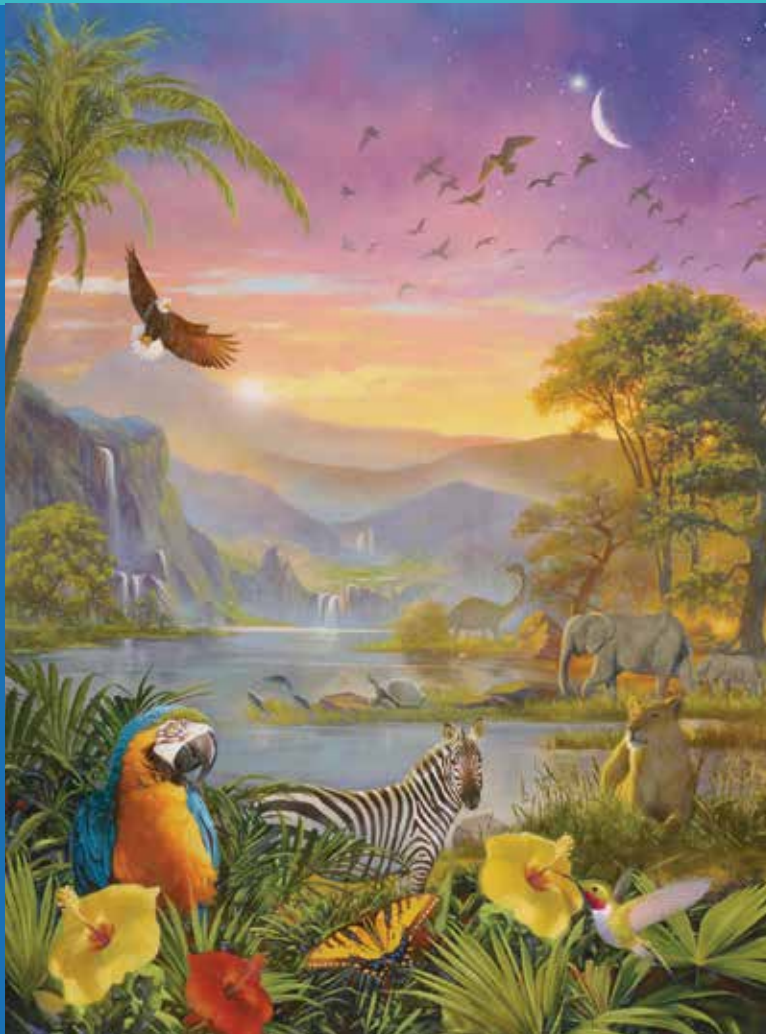


God Creates the World

(Date of use)

Genesis 1:1–2:3



Robert Papp © CPH

Key Point

God made the world in six days by the power of His Word. All creation is God's blessing to us.

Law/Gospel Points

God requires that I believe that He is the only true God, the Creator and Sustainer of the world. God gives me faith to believe that He created the earth and heavens, and He continues to provide me with all that I need to sustain this body and life, including forgiveness for my sins, through His Son, Jesus Christ.

Get Ready

- Read Genesis 1:1–2:3; review Key Point and Law/Gospel Points.
- Read Preparing the Lesson 1, on CD.
- Choose the songs, hymns, and activities.
- Print/copy scores or lyrics for students from CD.
- Practice using recordings or timed PowerPoint slides; or print scores from CD for live music.
- Pray God blesses your students through His gift of music.

Music and Activities

- ♪ Builder of Everything (Track 3)
- ♪ Thy Strong Word (Track 20)
- ♪ God's Creation (Track 8)

Other Possibilities

(on CD, but not in this leaflet)

- ♪ God, Who Built This Wondrous Planet (Track 7)
- ♪ From All That Dwell Below the Skies (Track 4)

For any song: When teaching the text of any song, use simple actions like these for key words.



■ “God’s house”—make a steep roof with both hands, fingertips up



■ “Pray”—fold hands



■ “Listen”—cup ears



■ “Sing”—cup hands around mouth



■ “Praises”—wave hands in the air



■ “Word”—Palms together and open like a book



■ “Do”—hands out with palms up

Lesson 1

Start

Builder of Everything

C F G C
 F G *Refrain:* C F G7 C
 God made the world, He's the Build-er of ev - 'ry-thing! Through
 F G7 Am7
 Christ, His Son, Who is tru - ly di - vine. God
 F G7
 made the world, He's the Build-er of ev - 'ry-thing!
 F G7 To Coda
 He has made a grand de - sign. He made ev - 'ry-thing so
 C F G7 C F G
 fine.

Text and music: Kevin Bueltmann; © 2004 Concordia Publishing House

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Builder of Everything

Track 3

Welcome the students as they arrive. In the background, play the song “Builder of Everything.”

On a tablet or laptop, show pictures of famous buildings and talk about their architects. *Examples:* St. Paul’s Cathedral in London, the White House in Washington, the Leaning Tower of Pisa in Italy, St. Basil’s Cathedral in Moscow, and the Taj Mahal in India.

Say Architects design and builders build. Our song calls God the “builder of everything.” Why do you think that is a true statement? Student answers will reflect what they learned in the Explore section of today’s lesson.

Builder of Everything, page 2

The musical score is written for two parts, I and II, in a key of G major (indicated by one sharp). The melody is written on a single staff in treble clef. Chords are indicated above the staff: C, F, G7, and C. The lyrics are written below the staff, with some words in italics. The score is divided into two main sections, I and II, with a 'D.S. al Coda' instruction at the end of section II. The lyrics are as follows:

Part I:

1. God made me, He cares for me.
 2. God's world bro - ken by our sin—

Part II:

1. God made me, He cares for me.
 2. God's world bro - ken by our sin—

Section I:

for me. Je - sus came to set us free.
 our sin— Could we ev - er hope to win?

Section II:

Je - sus came to set us free.
 Could we ev - er hope to win?

Section III:

He died and He rose.
 Nailed up - on the cross,

Section IV:

Gives us life for - ev - er - more.
 Je - sus died to save the lost.

Section V:

Gives us life for - ev - er - more. God
 Je - sus died to save the lost. God

Section VI:

fine. God made the world, He's the

Section VII:

Build - er of ev - 'ry - thing! God made the world, He's the

I and II can be a solo and group or one group echoing another.

Listen to the song. The second time you sing it, organize the group into two groups. Have them sing in alternation as marked I and II in the score.

Option: Ask someone to sing part I as a solo; the group responds with part II.

Builder of Everything, page 3



Thy Strong Word

Lutheran Service Book 578; Track 20

If possible, provide glow sticks for students to wave as they sing the refrain of this hymn. To begin, give the students the lyrics or score and discuss the light-and-dark theme.

Say Today, you learned the true story of how God created the world in six days. Let's review the story a little. What did God create on the first day? **Light and darkness** Yes, the very first thing God did was to separate light and dark. That was how God began creation.

The next hymn begins by telling us God cut through the darkness with something very powerful. The title has a clue. What did God use? **His Word** Yes, God's Word is powerful.

Let's explore the images of dark and light. With a partner, look through the words of this hymn. Circle any words that remind you of darkness or light.

As the students are working, play the hymn to introduce the melody. When you feel the students have had enough time, review what they've discovered.

Thy Strong Word

Capo 1: Em C B7 Em

1. Thy strong word did cleave the dark - ness;
6. God the Fa - ther, light - cre - a - tor,

G Em B7 Em

At Thy speak - ing it was done.
To Thee laud and ho - nor be.

Em C B7 Em

For cre - at - ed of light we thank Thee,
To Thee, Light of Light be - got - ten,

G Em B7 Em

While Thine or - dered sea - sons run.
Praise be sung - e - ter - nal - ly.

G D Em B7

Al - le - lu - ia, al - le - lu - ia!
Ho - ly Spir - it, light - re - veal - er,

Em A Em B7

Praise to Thee who light dost send!
Glo - ry, glo - ry be to Thee.

Text: Martin H. Franzmann, 1907-76
Tune: EBENEZER, Thomas J. Williams, 1869-1944
Text: © 1969 Concordia Publishing House.

Lutheran Service Book 578:1, 6

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Thy Strong Word, page 2

Al - le - lu - ia, al - le - lu - ia!
Mor - tals, an - gels, now and ev - er

Al - le - lu - ia with - out end!
Praise the ho - ly Trin - i - ty!

Note: The first stanza tells us about the creation of light on the first day. The sixth stanza speaks of God the Father as the light creator, Jesus as the “Light of Light,” and the Holy Spirit as the light revealer. The words of the refrain celebrate the One who sends us the light.

(If you have time and hymnals, you could explore other powerful light images in the other stanzas of the hymn.)

God's Creation

Songs Kids Love to Sing 2, p. 20; Track 8

Bring to class a director's baton.

Say Listen to the next song about creation. The words tell what God created on each day. As you listen, hold up the right number of fingers to show the day of creation.

Play the song and model what you expect, holding up your fingers to designate the days of creation. After listening to the song once, give your students copies of the music.

Say This song has four different melody lines.

If possible, play the four different melody lines on a keyboard several times.

God's Creation

1. On the first* day God cre - a - ted
2. On the fifth day God cre - a - ted
3. God cre - a - ted men and wo - men

light and dark - ness, day and night; ¹ On the sec - ond
crea - tures of the sea and sky. Fish for swim - ming
on the sixth day of His plan ⁶ They were formed in

He cre - a - ted wa - ter and the sky; ²
in the wa - ter, birds with wings to fly. ⁶
God's own im - age, made to rule the land.

* Use fingers to designate the days of creation throughout the song.

Text and music: Joy Sievers; © 1995 Concordia Publishing House; illustrations © 1995 Concordia Publishing House

Songs Kids Love to Sing 2, page 20

1. Cup hands over eyes; cover eyes for night.

2. Make waves with arms; point hand upward.

3. Make tree formation with body.

4. Encircle head with arms.

5. Flick fingers in the air.

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Say I'll organize you into four groups to sing the four different melodies.

Organize the four groups, placing them in song order around the room. Tell the children you are going to direct them with a baton. Then play the song.

Say I directed you with a baton, but God directed creation with His Word. He called it into order. He brought order out of chaos. God's Word is powerful and does what it says. It is way more powerful than me with this baton.

If you have time, sing the song again using the actions.

To close, thank God in prayer for something specific mentioned in this song, including the sending of the Savior.

God's Creation, page 2

On the third day plants and trees,³
On the sixth day God cre - a - ted
Though they sinned, God sent a Sav - ior—

each one hav - ing fruit with seed; On the fourth day
liv - ing crea - tures of the land—⁷ Then the an - i -
Je - sus Christ, His on - ly Son.⁹ By His death and

sun for light,⁴ moon and stars to shine at night.⁵
mals and cat - tle all were made by His com-mand.
res - ur - rec - tion He gives life to ev - 'ry - one!¹⁰

6. Palms together and wiggle; fly with arms.

7. Get down on hands and knees.

8. Put hands on hips.

9. Hold up index finger.

10. Make cross with fingers.

God Creates Adam and Eve

(Date of use)

Genesis 1:26–2:25



Robert Papp © CPH

Key Point

God has made us in His image, provides all things for our good, and makes us rulers over the earth and everything in it.

Law/Gospel Points

God appoints me as a caretaker of His creation and expects me to take care of it for His glory and the good of others. God provides me with all good things for this life and forgives me for Jesus' sake when I put myself above Him and His creation or when I misuse or neglect my vocation to rule the earth properly.

Get Ready

- Read Genesis 1:26–2:25; review Key Point and Law/Gospel Points.
- Read Preparing the Lesson 2, on CD.
- Choose the songs, hymns, and activities.
- Print/copy scores or lyrics for students from CD.
- Practice using recordings or timed PowerPoint slides; or print scores from CD for live music.
- Pray God blesses your students through His gift of music.

Music and Activities

- ♪ The Tree of Life (Track 19)
- ♪ Psalm 139:14 (Track 17)
- ♪ God, Who Built This Wondrous Planet (Track 7)

Other Possibilities

(on CD, but not in this leaflet)

- ♪ Thy Strong Word (Track 20)
- ♪ God's Creation (Track 8)

The Tree of Life



1. The tree of life with ev - 'ry good In E - den's
 2. The still - ness of that sa - cred grove Was bro - ken,
 3. What mer - cy God showed to our race, A plan of
 4. Now from that of Je - sus' shame Flows life e -

Gm C F Bb
 ho - ly or - chard stood, And of its fruit so pure and
 as the ser - pent strove With tempt - ing voice Eve to be -
 res - cue by His grace: In send - ing One from wom - an's
 ter - nal in His name; For all who trust and will be -

Dm Gm Bb F
 sweet God let the man and wom - an eat. Yet in this
 guile And Ad - am too by sin de - file. O day of
 seed, The One to fill our great - est need— For on a
 lieve, Sal - va - tion's liv - ing fruit re - ceive. And of this

Bb Am Dm Gm Bb
 gar - den al - so grew An - oth - er tree, of which they
 sad - ness when the breath Of fear and dark - ness, doubt and
 tree up - lift - ed high His on - ly Son for sin would
 fruit so pure and sweet The Lord in - vites the world to

Text: Stephen P. Starke

Tune: Bruce W. Becker

Text: © 1993 Stephen P. Starke, admin. Concordia Publishing House

Tune: © 1995 Bruce W. Becker

Lutheran Service Book 561

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The Tree of Life

Lutheran Service Book 561;
Track 19

Download and print several images of artistic renditions of the "tree of life." Free images are available on the Web.

As students arrive, organize them into groups of four. Have them work together to sculpt a tree with their bodies. After a brief time, have each group show their formation to the others.

Say Thanks for sharing your trees. Trees were an important part of the Garden of Eden. God created such a variety. Those trees provided food for Adam and Eve. Tell me the name of the special trees in the garden. They are the tree of life and the tree of the knowledge of good and evil. The tree of life was in the middle of the garden. If you downloaded some of the tree of life images, show them now.

The Tree of Life, page 2

The musical score is written on two staves in G major (one sharp). The first staff has a treble clef and a key signature of one sharp (F#). The notes are: C4 (quarter), F4 (quarter), B4 (quarter), and C5 (quarter). The second staff has a treble clef and a key signature of one sharp (F#). The notes are: Dm4 (quarter), Gm4 (quarter), F4 (quarter), and F4 (quarter). The lyrics are written below the notes.

knew; Its love - ly limbs with fruit a -
 death, Its aw - ful poi - son of first dis -
 die, Would drink the cup in this scorn and
 eat, To find with in of cross of

dorned A - gainst whose eat - ing God had warned.
 played With - in the world so new - ly made,
 dread To crush the an - cient ser - pent's head!
 wood The tree of life with ev - 'ry good.

Say Our hymn today focuses on two trees—the tree of life in the Garden of Eden and the cross, sometimes called a tree. Listen to the story told in this hymn. Look for words in each stanza that relate to trees. See what you can find.

Play the CD. Then identify the words that relate to trees—orchard, fruit, grove, seed.

Ask Which tree was good and why? Both trees were good. The tree of life in the garden was perfect fruit for man and woman to eat. The tree of the cross was good because on it, Jesus died; through His death, He provided for us forgiveness, life, and salvation.

Say When you see an orchard or a grove, some fruit or the seeds of fruit, think of God's goodness.

Psalm 139:14

Track 17

In the next song, the psalmist praised God when he thought about all God had done for him. This song bubbles thankful joy. Give your students opportunity to do that too. Bring to class blown-up balloons and markers, one balloon for each person in your group. Allow students to write their names on the balloon and one thing for which they would like to give God thanks.

Psalm 139:14
 “I praise You, for I am fearfully . . .”

I praise You, I praise You, for I am
 fear-ful-ly and won-der-ful-ly made.
 Psalm one-thir-ty-nine, verse four-teen. I four-teen.

Text: Psalm 139:14 ESV®

Music: John Folkening, © 2005, 2014 Concordia Publishing House

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Move to an open space. Ask the students to sit in a circle with their balloons secure.

Say Listen as I play this song.

When it is finished, see if you can repeat the words.

Play the CD. Give the students time to repeat the lyrics.

Say We can praise God too.

He made man in His image.

He continues to provide all things for our good. He even makes us rulers over the earth and everything in it.

Let's praise Him for that.

Ask the students to work with a partner, listen to the song, and celebrate by batting their balloons back and forth.

God, Who Built This Wondrous Planet

Lesson 2

Track 7

This song is filled with rich lyrics—nouns and adjectives used in new ways.

Say Today, we're going to sing about God's creation. This song does that beautifully with some very interesting words. Some of those words may be new to you, or the words may be used in a new way. With a

partner, look at the lyrics. Circle one word in each stanza you find interesting. With your partner, discuss how that word is used and what it might mean. Be ready to share your favorite words.

Say Now I'm going to play this song on the CD. Stand up when you hear your favorites. Let's find out who chose what. Remember to sit down quickly so we can see the words "pop up and down."

Play the song.

Ask Your bodies were going up and down like the melody line. Did the moving melody line make the music seem peppy and upbeat or sad and slow? (Accept reasonable answers.)

Say This song tells us about our creative God. In today's Bible story, we hear more about the creation of Adam and Eve. We also hear about God's continuing work of creation as He builds His Church with His people.

Play the song again and sing along.

Pray Dear God, thank You for the creativity of music and music that tells about Your creative power. I praise You for creating me. Forgive my sins and use me in wonderful ways. Amen.

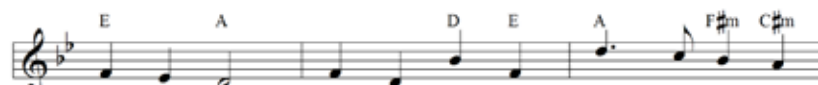
God, Who Built This Wondrous Planet

Capo 1 A D E A C#m Bm A



1. God, who built this wond - rous plan - et And all worlds be -
 2. Christ, You build a ho - ly struc - ture That, like You, out -
 3. Spir - it, make Your church a beac - on Beam - ing hope where
 4. Liv - ing Fath - er, liv - ing chil - dren, Liv - ing ser - vants,

E A D E A F#m C#m



yond these bounds, Crown Your work and ours with bless - ing,
 lasts the earth; Cho - sen, like Your - self, You make us
 hop - ing wanes, Dai - ly in these stones cre - a - ting
 liv - ing Lord; Liv - ing Sav - ior, liv - ing Bo - dy,

F#m E F#m E B E



Meet us here on hal - lowed ground. With Your glo - ry
 Liv - ing stones of price - less worth; Home, where prod - i -
 Life where death no long - er reigns, And in grate - ful
 Liv - ing mem - bers, liv - ing Word; Liv - ing Spir - it,

A F#m D A Bm A D E A



fill this tem - ple, Here be sought and here be found.
 gals re - turn - ing Cel - e - brate with ho - ly mirth.
 hearts for - giv - en Spark the love the world but feigns.
 liv - ing tem - ple: We a - dor - ing, You a - dored!

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 Tune: REGENT SQUARE, Henry T. Smart, 1813–79
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