

Exploring the Sea and the World of Birds: Day 5 of Creation



Old Testament 1
Part 1: Exploring God's World

SUNDAY MORNING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 1:20-23

MEMORY WORK:

YOUNGER CHILDREN: "So God created great sea creatures...and every winged bird according to its kind" (Genesis 1:21).

OLDER CHILDREN: "So God created great sea creatures and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind. And God saw that it was good" (Genesis 1:21).

Also help the children memorize what was made on each of the six days of Creation.

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)
- ["This Is My Father's World"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Pictures of as many different kinds of fish and underwater creatures as possible, as well as ichthyosaurs and plesiosaurs
- Seashells and starfish



- Have a large picture of a fish that you can use as you discuss the design of fish
- *Wonders of God's Creation* book from Apologetics Press
- *God Created the Birds of the World*, by Earl and Bonita Snellenberger, Eabon Design and Master Books
- *God Created the Sea Life of the World*, by Earl and Bonita Snellenberger, Eabon Design and Master Books (DISCLAIMERS: p. 3—change “into the world” to “to Mankind”; p. 12—mark out the text)
- Relevant videos from AP’s “Wonders of Creation” short video series

PERSONAL APPLICATION:

God designed all the creatures that swim and all the creatures that fly on Day 5 of the Creation week; they did not appear on the Earth by accident or through evolution.

LESSON STARTS HERE

TEACHING ALERT:



- Note that God created more than just “birds” and “fish” on Day 5. He made flying things, likely including various insects and bats which are not classified as birds today. He also made aquatic creatures, which encompasses more than what we would classify as “fish” today.

INTRODUCTION: (YOUNGER CHILDREN)

We have been studying about how God made the world in six days and rested (i.e., stopped creating) on the seventh. Who can tell me what God made on Day 1? Day 2? Day 3? Day 4? Very Good! Let’s sing the Days of Creation song. Today, we are going to learn what God made on Day 5! On the fifth day, God made the fish and the birds. Fish and birds are very amazing creatures! Can anyone tell me something special about birds and fish?

INTRODUCTION: (OLDER CHILDREN)

Review the first four days of Creation.

Have students name as many fish and birds as they can. How did all these different kinds of fish and birds come into being? What does evolution tell us about how things came to be? Why is that wrong? Today we’re going to learn about God creating fish and birds and how He specially designed them for their environments.

POINTS TO EMPHASIZE:

For ages 2-5, the teacher may skip the details about evolution and focus on the unique characteristics of fish and birds.

1. On the 5th day of the Creation Week, God made birds, fish, and other creatures that live in the sea. He created them full-grown and able to reproduce after their own kind, which means that each one of these animals would have babies exactly like itself. Goldfish always give birth to more goldfish. Whales always give birth to baby whales. Remember: **kinds only come from the same kind**. [This is part of the Law of Biogenesis which says (1) living things always

come from living things; and (2) living things produce more living things like themselves. A **law** of science has proven to be true all the time, with no exceptions—unlike a theory.]

2. We know that God created fish, and we can easily see their special design. Fish have a tail that helps it move through the water; fins to help it change directions; eyes without eyelids that allow the fish to see more easily underwater; scales (like small, thin pieces of fingernail) to help the fish glide through the water; and gills that allow the fish to breathe underwater. Fish cannot taste, but they can smell. They use their tongues to help them find food.
3. Why don't fish drown? This is because of the special design of their gills. Fish need oxygen in their blood stream, just like other animals. Instead of lungs, like humans and other animals have to help them breath, fish have gills. A fish takes water in through its mouth and pushes the water out of its body through gills. When the water passes through the gills, the fish's body takes oxygen from the water and sends it to the blood stream.
4. God gave fish the ability to adapt to (camouflage or blend in with) their surroundings for protection from larger fish or predators. For example, certain colors or markings help them blend in with their surroundings. Some have the ability to change colors. God also gave some fish the ability to adapt to salt water and some to adapt to fresh water (cold, fresh water has more oxygen). [Have students name other kinds of animals that live in the sea (dolphins, whales, octopi, seals, eels, etc.). Discuss the special design of as many different kinds of sea creatures as time will allow.]
5. When God created sea creatures on Day 5, that included all large marine reptiles and dinosaur-like marine creatures, such as ichthyosaurs and plesiosaurs, which later became extinct. (Review definition of "extinct" from lesson 3).
6. Remember that the theory of evolution teaches that all life came from one organism (which became something living from non-living matter). Evolution also says that over billions of years that organism developed into completely different kinds of animals (birds, fish, land animals, and even man) completely by accident. This theory also says that, over millions of years, some sea creatures decided to go out of the sea for some reason, made it onto land, developed into land creatures—then millions of years later went back into the sea and gradually changed back into sea animals! This is all a theory and cannot be proven; there is no evidence at all (no fossils, no "missing links") that this happened.
7. The idea behind the theory of evolution is so much harder to believe than to believe that a loving Creator carefully made everything. For example, in order for a fish to change into a land animal, it would have had to change the way it breathed (from gills to lungs) and the way it moved (from no legs to legs and from fins to no fins). It would also have had to change from scaly-skinned to smooth-skinned and from cold-blooded to warm-blooded.



RECOMMENDED READING FOR TEACHERS: See the articles titled "[Wonders of God's Creation](#)" by Eric Lyons as well as "[Eyeballing Design in the Vampire Squid](#)," "[Seeing God in a Box...Fish](#)," and "[A Sponge with Fiber Optics](#)" by Kyle Butt on the Apologetics Press Web site for a more in depth study on the amazing design in the animal kingdom.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Keys](#).

Ages 2-5:

- Advanced Bible Reader: Have the kids read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Print out copies of the corresponding quiz from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Make a mural of the sea. Put a large piece of blue bulletin board paper on one wall and have the students draw or glue on pictures of sea creatures/fish that you provide. Use the younger children's memory verse as a caption. [This could also be adapted to an individual activity on a piece of cardstock or construction paper, rather than a mural. They can start with white paper and then brush over the whole sheet with blue watercolor paint.]
- Make a mural of the places where we see birds (sky, trees, forests). Put a large piece of blue or white bulletin board paper on one wall and encourage the students to draw or glue on pictures of birds that you provide. [This could also be adapted to an individual activity on a piece of cardstock or construction paper, rather than a mural.]
- Help children make paper bag puppets of fish or sea creatures, as well as birds. Ask the children to pretend they are those animals and tell the class what makes him/her so special. [Can also use ready-made puppets to let children role play.]
- Make copies of a picture of a large fish from a coloring book. Glue sequins ("scales") on the fish with cue tips. While gluing on the sequins, discuss the way that God designed fish.
- "[Exploring the Sea and World of Birds Coloring Sheet](#)" (provided in activity sheets)

1st-2nd Graders:

- Advanced Bible Reader: Have the kids read [God Made Sea Creatures](#) and [God Made Birds](#) by Kyle Butt (Apologetics Press). Also, have them read the relevant books from Apologetics Press' "[Learn to Read](#)" series by Dave Miller. Print out copies of the corresponding quizzes from AP's [Advanced Bible Reader](#) (ABR) site under "Other Books." Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Make a mural of the sea: Put a large piece of blue bulletin board paper on one wall and have students draw or glue on pictures of ocean creatures/fish you have cut out. Use the young children's memory verse as a caption.
- Make a booklet about fish and birds. Have some pictures of fish and birds (cut from magazines, printed off Internet, etc.) and some encyclopedias. Give students as many sheets (or 1/2 sheets) of paper as you would like for them to use to make their booklet. Let them glue the pictures on their paper, then look up and copy information about each animal.
- Make a mural of the places where we see birds (sky, trees, forests). Put a large piece of blue or white bulletin board paper on one wall and encourage the students to draw or glue on pictures of birds that you provide. [This could also be adapted to an individual activity on a piece of cardstock or construction paper, rather than a mural.]
- Continue working on Creation books.
- "[Different Types of Fish](#)" word search (provided in activity sheets)
- "[Different Types of Birds](#)" word search (Use on Wednesday night.) (provided in activity sheets)

- Divide class into two teams. Play [Tic-Tac-Toe](#) with [review questions](#) from lessons 1-4 (board and review questions provided in activity sheets).

3rd-4th Graders:

- Advanced Bible Reader: Have the kids read [God Made Sea Creatures](#) and [God Made Birds](#) by Kyle Butt (Apologetics Press). For the younger kids, have them read the relevant books from Apologetics Press’ [“Learn to Read”](#) series by Dave Miller. Also, for those kids who are able, have them read Apologetics Press’ [Amazing Migrating Animals Designed by God](#) by Caleb Colley. Print out copies of the corresponding quizzes from AP’s [Advanced Bible Reader](#) (ABR) site under “Other Books.” Have each of the children take the quiz. If you have not already, outside of class, make ABR accounts for each of the children and put their answers into the ABR quiz for each child. Show them their scores in the next Bible class, and explain what ABR is.
- Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery* magazine). *Discovery* issues: [September, 2019](#); [February, 2021](#); [October, 2015](#); [March, 2013](#); [January, 2003 & 2004](#); [May, 2000 & 2001](#); [June, 2008](#); [November, 2008](#)
- Make a booklet about fish and birds: Have some pictures of fish and birds (cut from magazines, printed off Internet, etc.) and some encyclopedias. Give students as many sheets (or 1/2 sheets) of paper as you would like for them to use to make their booklets. Let them glue the pictures in their booklets, then look up and copy information about each animal.
- Continue working on Creation books.
- Using a concordance, have students look up references to fish and sea creatures in the Bible.
- [“Different Types of Fish”](#) word search (provided in activity sheets)
- Divide class into two teams. Play [Tic-Tac-Toe](#) with [review questions](#) from lessons 1-4 (board and review questions provided in activity sheets).
- Have the children read Genesis chapter one again.

SONGS:

“GOD EXISTS”

Author: Jeff Miller

(Tune: See [“Christian Evidences Memory Work”](#) CD)

VERSE 1:

If there’s an engine, there’s an engineer.
 If there’s a painting, there’s a painter somewhere.
 If there’s a law, there’s a law maker.
 If there is writing, there’s a writer for sure.

If there’s design in the world, and we know that there is,
 There must be a Designer, Who designed it.

CHORUS:

God exists, the evidence says.
 We can believe it. We don’t have to guess.

VERSE 2:

The Universe exists. It had to come from somewhere.
 It must have a Cause. That Cause put it there.

It can't create itself. It can't exist forever.
God is out there, and He put it together.

(CHORUS)

VERSE 3:

There is right and there is wrong. It can't be denied.
If Johnny took my stuff, it wouldn't be right.
If there is right and wrong that everyone is subject to,
That higher Law's from Someone Who's above me and you.

(CHORUS)

Study the Bible; learn what He wants you to do.
Be sure to obey Him, and He'll be proud of you.

“CREATION”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

VERSE 1:

God made water, space, and Earth on Day one.
He also made light for day, 'cause there was none.
He made the great blue skies above, all on Day two,
On Day three: the land, the grass, the trees, and the seas, too!

CHORUS #1:

God made all creation, and behold, it was very good.

VERSE 2:

On Day four, He made the Sun, the Moon, and stars on high.
On Day five, He made the swimming things and creatures that fly.
On Day six, He made the land creatures and all creeping things,
And it was very good when He made Adam and Eve.

CHORUS #2:

Six days, God created, and He stopped on the seventh Day.

“CREATION SONG” ([Click to Hear](#))

Author: Unknown*

Day one, day one,
God made light when there was none. (REPEAT)

Day two, day two,
God made clouds and skies of blue. (REPEAT)

Day three, day three,
God made grass, flowers, trees, and seas. (REPEAT)

Day four, day four,
Sun and Moon and stars, galore. (REPEAT)

Day five, day five,
God made birds and fish alive. (REPEAT)

Sixth day, sixth day,
God made animals and Man that day. (REPEAT)

Day seven, day seven,
God rested in His heaven. (REPEAT)

“THIS IS MY FATHER’S WORLD” ([Click to Hear](#))

Author: Maltbie Babcock
(Tune: See church song book)

VERSE 1:

This is my Father’s world, and to my listening ears,
All nature sings, and round me rings, the music of the spheres.

This is my Father’s world: I rest me in the thought,
Of rocks and trees of skies and seas; His hand the wonders wrought.

VERSE 2:

This is my Father’s world; the birds their carols raise,
The morning light, the lily white, declare their Maker’s praise.

This is my Father’s world: He shines in all that’s fair;
In the rustling grass I hear Him pass, He speaks to me everywhere.

VERSE 3:

This is my Father’s world; O let me ne’er forget,
That though the wrong seems oft’ so strong, God is the ruler yet.

This is my Father’s world: why should my heart be sad?
The Lord is King: Let heaven ring! God reigns: let Earth be glad!

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE
“SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE
CURRICULUM WEB SITE.



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Day 5 of Creation



Old Testament 1
Part 1: Exploring God's World

WEDNESDAY EVENING

Old Testament 1 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Genesis 1:20-23

MEMORY WORK:

YOUNGER CHILDREN: "So God created great sea creatures...and every winged bird according to its kind" (Genesis 1:21).

OLDER CHILDREN: "So God created great sea creatures and every living thing that moves, with which the waters abounded, according to their kind, and every winged bird according to its kind. And God saw that it was good" (Genesis 1:21).

Also help the children memorize what was made on each of the six days of Creation.

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["God Exists"](#)
- ["Creation"](#)
- ["Creation Song"](#)
- ["This Is My Father's World"](#)
- ["Birds"](#) (see end of lesson for words)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Bible Facts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under "O.T. 1 Bible Facts" on curriculum Web site)
- Apologetics Press' [Bible Timeline](#)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- [Wonders of God's Creation](#) book from Apologetics Press
- *God Created the Birds of the World*, by Earl and Bonita Snellenberger, Eabon Design



and Master Books

- *God Created the Sea Life of the World*, by Earl and Bonita Snellenberger, Eabon Design and Master Books (DISCLAIMERS: p. 3—change “into the world” to “to Mankind”; p. 12—mark out the text)
- Relevant videos from AP’s “[Wonders of Creation](#)” short video series

PERSONAL APPLICATION:

God designed all the creatures that swim and all the creatures that fly on Day 5 of the Creation week; they did not appear on the Earth by accident or through evolution.

INTRODUCTION:

- Review Sunday’s lesson (see [O.T. 1 Review Questions](#) for example questions)
- [Bible Facts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- [Creation & Bible Firsts](#) (provided under “O.T. 1 Bible Facts” on curriculum Web site)
- Review Days of Creation

POINTS TO EMPHASIZE:

Remind students that birds were made on the same day (day 5) as all water-living animals.

1. Talk about how we see God’s design in the different parts of a bird, telling what each part is used for. (Try to have lots of different pictures to illustrate the differences in birds).

Feathers: Show the children a bird’s feather and talk about how it helps the bird to fly, how the feathers are fluffed out in the winter to keep the bird warm, and how the feathers of birds that live on the water are waterproof.

Bills: Talk about how different birds have different kinds of bills to help them eat. Discuss the different kinds of food birds eat: worms, seeds, nectar from flowers, smaller animals, fish, etc.

Feet: Talk about how some birds, such as eagles and hawks, have claws to help them catch other animals, and some birds, like ducks and other water birds, have webbed feet to help them move through the water, etc.

Tails: Talk about how some birds have long tails, which help them perch, some have fancy tails, and some have short tails.

Eyesight: Birds’ eyesight is better than most other animals, helping them locate food, and judge distances.

RECOMMENDED READING FOR TEACHERS: See the articles titled “[Wonders of God’s Creation](#)” and “[God Put Wits In Godwits](#)” by Eric Lyons as well as “[Robotic Hummingbird Defies Evolution](#)” and “[Following the Toucan’s Nose to a Designer](#)” by Kyle Butt and “[Designed to Fly](#)” and “[Morphing Flight: Beyond Irreducible Complexity](#)” by Jerry Fausz on the Apologetics Press Web site for a more in depth study on the amazing design in the animal kingdom.



2. Give older students encyclopedias and have them look up migratory patterns of birds. Most people attribute how a bird migrates to their “instinct,” but migratory patterns also show the design of God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- See Sunday morning’s lesson
- “[Different Types of Birds](#)” word search (1st-2nd Grades) and [Answer Key](#) (provided in activity sheets)
- 3rd-4th Grades: Print off copies of the following issues/articles of *Discovery Magazine* from the Apologetics Press Web site, and have the students read the issues and do the activities in the activity section (NOTE: [Advanced Bible Reader](#) quizzes exist for many issues of *Discovery Magazine*). *Discovery* issues: [February, 2019](#); [November, 2019](#); [January, 2020](#); [January, 2016](#); [January, 2014](#); [January, 2000](#); [March, 2009](#); [April, 2002](#); [June, 2007](#); [November, 2007](#)
- 3rd-4th Grades: Using a concordance, have students look up references to birds in the Bible.

FINGER PLAY:

“BIRDS”

(Make small bird finger-puppets or use small bird pictures on popsicle sticks to go with finger play).

Here is Mr. Bluebird, as blue as can be.
Here is Mr. Cardinal, as red as can be.
Here is Mr. Oriole, as orange as can be.
Here is Mr. Hummingbird, as busy as can be.
Here is Mr. Blackbird, as noisy as can be.
God made all these special birds, as pretty as can be.

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