

POINT  **WE THANK
GOD FOR OUR WORLD.**

SAY: God made everything. And  **WE THANK GOD FOR OUR WORLD.** Today we'll learn that God made all the fish and birds in the whole world.

Open your Bible to Genesis 1, and show children the words. SAY: I'm going to tell about God creating fish and birds. When you hear the word *bird*, flap your arms as you run around like you're flying. When you hear the word *fish*, pretend you're swimming like a fish. When I clap my hands, sit back down so we can keep going. Play  "Sea Sounds" (track 6) on the CD as you read the passage below.

"Then God said, 'Let the waters swarm with *fish* (pause) and other life. Let the skies be filled with *birds* (pause) of every kind.' So God created *fish* (pause) and every living thing that scurries and swarms in the water, and every sort of *bird* (pause)...and God saw that it was good. Then God blessed them, saying, '...Let the *fish* (pause) fill

the seas, and let the *birds* (pause) multiply on the earth.'" God made all the *fish* (pause) and all the *birds*! Pause.

Give kids a chance to continue acting like fish and birds for a brief amount of time.

SAY: Let's thank God for his creation. On the count of three, we'll all act like birds and say, "Thank you, God, for birds!" One, two, three! Lead kids in thanking God for birds. Repeat, acting like fish and saying, "Thank you, God, for fish!"

ASK: Explain which you like better, birds or fish.

What would you like about being able to fly?

What would you like about being able to live underwater?

SAY: God is so creative! He made us to walk, but he made birds to fly and fish to swim. He thought of a lot of different ways to make living creatures. When you see birds and fish this week, remember that  **WE THANK GOD FOR OUR WORLD.**



POINT ➔ **WE THANK
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Give each child a sheet of white paper.

SAY: Hold up your paper. What do you see? Nothing, right? That's all there was—nothing!—until God started to make the world.

Have children use blue crayons to color their papers blue.

SAY: Now hold up your paper. God made the blue sky for birds and the blue water for fish.

ASK: What are some of the colors of the birds that God made to fly in the sky?

God made a lot of different kinds of fish to live in the water. What are some different ways fish look?

SAY: Let's put some fish and birds on our blue paper to thank God for making them! Let the children use the *Color Switchers Markers* to draw fish and birds on their blue papers. Help them make tropical fish by using the white tip of the markers to make stripes on plain-colored fish.

ASK: What is something you like about the birds God made?

What is something you like about the fish God made?

SAY: Birds and fish come in a lot of different colors, just like the birds and fish on your papers. Birds and fish sure are an important part of our world. Take home your paper and hang it up to remember that ➔ **WE THANK GOD FOR OUR WORLD.**

POINT ➔ **WE THANK
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SAY: ➔ **WE THANK GOD FOR OUR
WORLD.** Let's sing a song to thank
God for our world.

Form a circle with the kids. Lead the
children in singing ● "We Thank
God in Many Ways" (track 7) on the
CD to the tune of "London Bridge."
Lead kids in doing the motions in
parentheses as you sing.

SING:

We thank God in many ways—

(walk around in a circle)

Clap our hands; sing his praise.

*(clap three times, and then cup your
hands around your mouth)*

We thank God in many ways *(walk*

around in a circle)

Because we love him. *(cover your*

heart with your hands)

We thank God in many ways—

(walk around in a circle)

Jump and hop; sing his praise. *(hop*

*three times; then cup your hands
around your mouth)*

We thank God in many ways *(walk*

around in a circle)

Because we love him. *(cover your*

heart with your hands)

ASK: **What are some ways we can
thank God for fish and birds?**

**How does nature make you
love God more?**

SAY: **It's fun to look at fish, birds,
and the other things God made.
Sometimes his creation is so beau-
tiful that it helps us love him more
and feel closer to him. And be-
cause we love him so much,** ➔ **WE
THANK GOD FOR OUR WORLD.**

POINT ➔ **WE THANK
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SAY: We're going to play a guessing game to help us thank God for fish and birds. Each time I read something, think about whether you think I described a fish or a bird. Then I'll give someone the *Rainbow Ball*, and you'll show us what you think by using the ball. If you think I talked about a bird, throw the ball to me to make it fly like a bird. If you think I talked about a fish, roll the ball to me to make it swim like a fish. After each statement, hand the ball to a child and let that child throw or roll the ball to you.

- God made water for me to swim in. I'm a _____.
- God made me know how to make a nest for my home. I'm a _____.
- I'm thankful that God made me with scales on my back. I'm a _____.
- I'm thankful that God made me with feathers on my back. I'm a _____.
- I fly in a group called a flock. I'm a _____.

- I swim in a group called a school. I'm a _____.
- God made me with a beak. I'm a _____.
- God made me to breathe through my gills. I'm a _____.
- I can see the ground God made when I fly. I'm a _____.
- I can see the seaweed God made when I swim. I'm a _____.

Allow time for kids to add their own descriptions of either fish or birds, and roll or throw the ball based on what they're describing.

ASK: Which descriptions made you thankful for the way God made birds and fish?

What are some things that surprised you about birds and fish?

SAY: There are a lot of things you know about birds and fish! But there are other things you might've just learned during this activity! God knows everything about birds and fish because he made them just the way he wanted them. And that's why ➔ **WE THANK GOD FOR OUR WORLD.**

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SAY: God created fish and birds. In some ways they're different, and in some ways they're the same. Let's look carefully at a picture of a fish and a picture of a bird. From this week's *Bible Buzz Cards*, pull out the other card with a star in the corner of the picture. Show kids that picture and the fish on the back of this card.

SAY: We're going to pretend to be scientists and do some nature research together. Scientists always write things down, so I'll write down what you say. I'll ask you some questions, and you will look at the pictures to think of answers.

ASK: What do fish and birds have that are alike? (Write answers down.)

What do fish and birds have that are different? (Write answers down.)

Point to the wings on the bird picture.

ASK: Why do birds need wings?

Point to the fins on the fish picture.

ASK: Why do you think fish need fins?

Review the answers to the "alike" question.

ASK: Why do you think God made fish and birds to have these things alike?

Review the answers to the "different" question.

ASK: Why do you think God made fish and birds different in these ways?

SAY:  **WE THANK GOD FOR OUR WORLD.** When he made the world, he knew just what fish would need, and just what birds would need. Let's thank God for how fish and birds are alike and how they're different. Lead the children in a prayer thanking God for some of the answers you wrote down.