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# God Made the World

## Background for the Catechist

### God the Creator

Psalm 19:2 proclaims, "The heavens declare the glory of God; / the sky proclaims its builder's craft."

Blessed Kateri Tekawitha, the first Native American beatified by the Church, often went into the woods to pray. It was there, surrounded by creation, that she, as the psalmist did, most intensely experienced God's presence.

God created the whole world out of love and "looked at everything he made, and he found it very good" (Genesis 1:31). Through his creation, God invites us to know him and his goodness and love. The awesome, wonderful and almighty Creator of all this, both seen and unseen, manifests himself and his love and goodness through his creation.

This truth about creation gives us hope, both for the present and for the future. The divine plan of goodness God intended from the very beginning of creation has been restored in Christ, the new Adam, and will be fulfilled in him. At the end of time "new heavens and a new earth" (Revelation 21:1) will give honor to God and declare his glory forever.

### For Reflection

*When do I take the time to see the glory of God the Creator manifested in nature and praise him for his wondrous gifts?*

### About the Children

Young children learn best when all of their senses are involved. A child's use of sight, hearing, touch, taste and smell is important for them to discover and make sense of their world. Movements and activities that engage children also help them learn. When they simply sit and listen for long durations, children often become disengaged, lose interest and do not find ways to be active. For this reason, children learn well through playing and interacting with a partner or in small groups.

### A Few Suggestions . . .

Capture the attention of the children. When you tell Bible or present-day stories, make sure that your voice is animated and interesting. Accompany your words by expressive gestures. Involve the children by asking them to respond to simple questions and have them act out the story. It is better to have many children involved and responding together than it is to have them sit still, unengaged and waiting, not-so-patiently, for their turn. Sing songs and teach the children motions that they can use to interpret and give expression to the lyrics in nonverbal ways.

### More Background

For further reading and reflection see *Catechism of the Catholic Church* §§ 293-301; *Compendium—Catechism of the Catholic Church* §§ 51-54; *United States Catholic Catechism for Adults* pages 53-56, 67-68.

# Lesson Planner

## Faith Focus

God is the Creator.

## Bible Story

"God Made All Things Good" (Based on Genesis 1:1–2:4)

## Materials Needed

In addition to the general supplies named on page 9 of this guide, you will need the following materials for teaching this lesson:

- copies of activity master on page 158 of this guide, one for each of the children
- closed Bible with bookmark placed at Genesis 1:6–27

## Enriching the Lesson

- RCL Benziger *Stories of God's Love* Music CD and companion Songbook, Song 8
- Visit our preschool Web site [www.RCLBenzigerPreschool.com](http://www.RCLBenzigerPreschool.com) this week.

## Chapter Objectives

After this week's lesson the children should be able to:

- recall the story of creation.
- share that all God made is good.
- describe ways they use their senses to learn about what God made.

## Prayer

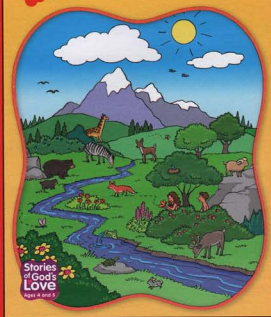
Come, Holy Spirit,  
who hovered over the waters of creation.

Enkindle in me  
the fire of your love.

May I cooperate with your grace  
to guide the children to discover  
the goodness of your creation.

Amen.

## 7 God Made the World



Stories  
of God's  
Love  
Pages 60-67

### God Made All Things Good

God made the sun and the moon,  
The stars glimmering bright.  
God looked at his work and said,  
"It is good."

God made the sea and the sky,  
Full of fish and birds.  
God looked at his work and said,  
"It is good."

God made the soil and rocks,  
Plants and land animals of all kinds.  
God looked at his work and said,  
"It is good."

God made people,  
Different every one.  
God looked at his work and said,  
"It is all very good."

BASED ON GENESIS 1:6-27

## Welcome

- Provide at the Welcome Center copies of the activity master on page 158 of the scene of a lake, trees and mountains (one for each child), and crayons, markers or colored pencils.
- Greet the children by name and direct them to the Welcome Center. Have each child take a copy of the activity master. Tell the children that God made all the wonderful things they see in the picture, and much, much more.
- Invite the children to add drawings of other things that they might see or hear or smell or touch near a lake. Remember to give simple clues to help the children. For example: a duck, a squirrel, birds, flowers and perhaps themselves and their families.
- Walk among the children as they are drawing and talk about God's wonderful gifts of creation.

## Gather

- Play the gathering song to signal that it is time for the children to clean up and move to the Story Time Area.
- Have children bring their drawings to the Story Time Area to share with the group. Ask each child to name something that they added to the picture.
- Tell the children that another word for *made* is *created*. Say the word *created* aloud and ask the children to echo it after you.
- Next, say the sentences "God made the world" and "God created the world" aloud. Have the children echo each sentence after you. Note: Use both words *created* and *made* throughout the lesson.
- Play the song for unit 2 (chapters 7, 8, 9 and 10) on the *Stories of God's Love* Music CD or use another appropriate song if you are not using the *Stories of God's Love* Music CD and invite the children to listen to it.

## Teach

### Introduce the Bible story.

- Show the children the teaching poster or the cover of the children's leaflet for chapter 7. Remind the children, "All that God created is very good."
- Have a child come up and open the Bible to the place marked by the bookmark, Genesis 1:6-27.
- Invite the children to listen to a Bible story about creation to discover what God said when he looked at all he made.

### Tell the Bible story.

Take the opened Bible, place the children's leaflet inside and read aloud the Bible story "God Made All Things Good," using the Bible story on the For My Family Page of the children's leaflet. Pause between stanzas and have the children echo the last line of each stanza after you.

## Recall the Bible story.

- Ask the children to name one thing in the Bible story about creation that they remember God made. (*sun, moon, stars, sea, sky, fish, birds, soil, rocks, plants, land animals, people*)
- Praise the children for responding so well. Summarize by having them complete the sentence, God looked at all of creation and said, "\_\_\_\_." (*It is very good.*)

## Apply

### Work on the children's leaflet activity.

- Distribute the children's leaflet for chapter 7.
- Share with the children that each of our five senses (seeing, hearing, smelling, tasting and touching) help us come to know and discover God's creation.
- Have the children look at the things of creation on the page and talk with the children about which one they like to taste. Have them mark a red check next to it. Give the children clues as necessary. Then ask the children to mark a blue check next to the things they like to hear.
- Continue as time permits until all five senses have been marked with a different color. Note: Some senses may be used for several pictures of creation.
- Summarize by telling the children that God gave us our senses to help us discover what he created.

### Learn a new poem.

- Ask the children to listen as you teach them a poem about God's creation. Say aloud with the motions:  
And God said, (*touch pointer finger to mouth and then move it out and down*)  
"The birds should sing." (*make bird sounds, tweet, tweet*)  
"The wind should blow." (*make blowing sounds, move body like tree limbs blowing in the wind*)  
"The rain should fall." (*fingers making trickling motions*)  
And God said, "the grass should grow." (*let children crouch down then stand tall*)  
And it was so, it was so!
- Have the children echo the poem and imitate the motions.



- Invite children to make up their own verses. For example: "The dog should bark." (*children bark*), and continue the recitation of the poem as time allows.
- Conclude by having the children share together what God said when he looked at all he had made. (*It is very good.*)

### Connect with the child's life.

- Ask the children this question and invite their responses, "What are some things you might see or hear near your home that will remind you that everything God made is good?"
- Have the children look at home for the things that they named and tell their parents about them.
- Remind the children to take their leaflet home and share the Bible story on the For My Family Page and the activity with their family.

## Pray

- Gather the children at the prayer table.
- Introduce the prayer by explaining to the children that in today's prayer they will pray the words of the prayer aloud after you.
- Invite the children to quiet themselves for prayer, using the breathing gestures. (*Pause.*)
- Lead the children in prayer. Begin with the Sign of the Cross.

**Teacher:** Thank you, God, for our world.

**Children:** *Echo the words of the prayer.*

**Teacher:** Thank you, God, for my eyes, ears, hands, mouth and nose.

**Children:** *Echo the words of the prayer.*

**Teacher:** Thank you, God, for making me good.

**Children:** *Echo the words of the prayer.*

**Teacher:** Together let us pray, "Amen."

**All:** Amen.

## Additional Activity

### Make clay creations.

Use this activity to help the children continue to discover that God created everything good.

- Provide soft modeling clay and cardboard squares.
- Have the children look at the clay and ask, "What color is the clay?" Then have them pick up the clay and ask, "What does the clay feel like?"
- Ask the children to use the clay to make models of their favorite parts of creation.
- Walk among the children as the children work. Affirm their efforts and talk about how they are using the senses that God gave them to make their models.
- Help the children mount their creations on the cardboard squares and display them in the Prayer Center.

# We Care for God's Creation

## Background for the Catechist

### Stewardship

Genesis tells us that God created humankind with the intention of giving them dominion over all creation. (See Genesis 1:26.) After God created the first humans, he blessed them and gave them the responsibility to care for the world. (See Genesis 1:28–30.)

This dominion includes the responsibility to create and to bring about what is good, what is life-giving. We are stewards (another meaning of dominion) of the household of God. We are to manage and care for what truly belongs to God. We are not to usurp its ownership from him.

Creation is ours to use for the good of all, not to abuse. We are to be generous and caring of others as God is toward us. We are to respect the mystery of all life and value the gift of life in all its forms.

### For Reflection

*What do I do to fulfill my responsibility to care for my own life and all of creation? What will I do to guide the children to develop the habit of living as good stewards?*

### About the Children

Four- and five-year-olds enjoy being helpful. This week's lesson provides an opportunity to link ways that they are helpful in the classroom to ways they can help take care of God's creation. Habits of caring for the indoor and outdoor environment develop over time. These habits develop best when the teacher focuses positively on what the children are doing as they use materials and clean up afterward. Provide young children with simple tasks that they can accomplish. Praise their efforts and consistently remind them what good helpers they are in the classroom.

### A Few Suggestions . . .

Establishing an organized setting with predictable routines will help the children feel responsible for sharing in the clean up of materials after the different activities. When children know where to find classroom supplies and where to return them, the clean up process will be a more successful and positive experience. Be alert and look for situations to “catch” children in the act of treating and using classroom supplies with respect. Take the time to praise those children. Affirmation of good behaviors is the best way to guide the children in developing good habits.

### More Background

For further reading and reflection see *Catechism of the Catholic Church* §§ 373, 2280, 2402 and 2415–2418; *Compendium—Catechism of the Catholic Church* §§ 503, 506 and 507; *United States Catholic Catechism for Adults* pages 451 and 452.

# Lesson Planner

## Faith Focus

We show our love for God by taking care of creation.

## Story

"Ducks and Flowers"

## Enriching the Lesson

- RCL Benziger *Stories of God's Love* Music CD and companion Songbook, Song 8
- Visit our preschool Web site [www.RCLBenzigerPreschool.com](http://www.RCLBenzigerPreschool.com) this week.

## Chapter Objectives

After this week's lesson the children should be able to:

- recall the story "Ducks and Flowers."
- discover ways they can help take care of God's creation.
- share ways they can help take care of themselves.

## Materials Needed

In addition to the general supplies named on page 9 of this guide, you will need the following materials for teaching this lesson:

- copies of activity master on page 159 of this guide, one for each of the children, on sturdy paper
- closed Bible with bookmark placed at Genesis 1:28

## Prayer

Lord God, Creator of all,  
We praise you for the gift of creation.  
Strengthen my heart and my mind  
to value all creation as the  
gift of your goodness.  
Strengthen my hands and my will  
to care for all creation  
for all belongs, first and above all  
to you, the Creator.  
Amen.



## Ducks and Flowers



Keesha skipped excitedly down the bumpy dirt path to the large wooden picnic table where her family was going to have lunch. The warm sunshine felt good on Keesha's face as she glanced up to watch the two blue jays fly overhead.

"Daddy, after we unpack the food, will you walk down the hill with me to the lake so I can feed the ducks? I want to give them some of my chocolate candy bar to eat."

"It is a great idea to feed the ducks!" Daddy said. "But remember, we have to be careful what we feed them. Ducks and other animals don't eat all the same food that people eat." Keesha seemed sad until Daddy said, "We have to take good care of the ducks. I brought some special food made just for them that is good for them to eat."

"Quack, quack," squawked the hungry ducks as they eagerly ate the corn. Keesha giggled as each duck rushed to grab his share of the yummy snack.

On the way back to the picnic table, Keesha shouted, "Look, Daddy. See the yellow and white flowers by the trees? After lunch let's pick some to take to Grandma this afternoon."

Daddy smiled but shook his head, "Sweetie, maybe we can bring Grandma to this special spot to see the flowers in their real home. God put them there for everyone to enjoy. If we take them, they will be gone from this picnic spot forever!"

When lunch was ready, Mommy, Daddy and Keesha bowed their heads and thanked God for their wonderful meal and the beautiful day. And Keesha added her own special prayer, "And thank you, God, for giving us the ducks and the flowers. We promise to take good care of them. Amen."

## Welcome

- Provide a set of puzzle pieces for each child, using copies of the activity master on page 159, copied on sturdy paper. Clip each set of puzzle pieces together.
- Greet the children by name and direct them to the Welcome Center. Say the word *creation* aloud and have the children echo it after you. Remind the children of last week's Bible story and share the meaning of the word *creation* with them. Then discuss with the children age-appropriate ways they can help take care of God's creation.
- Give each child a set of puzzle pieces and ask them to put the puzzles together. When they have completed putting the pieces together, talk with them about what the boy in the picture is doing to help take care of God's creation.

## Gather

- Play the gathering song to signal that it is time for the children to clean up and to move to the Story Time Area.
- Sing song 8, the song for unit 2 on the *Stories of God's Love* Music CD, or the song you have selected for unit 2 if you are not using the *Stories of God's Love* Music CD.
- Share with the children why helping to clean up is one way to care for creation.

## Teach

### Introduce the story.

- Remind the children that last week they listened to a Bible story about creation. Refresh their memories by showing them the illustration on the children's leaflet for chapter 7. Ask the children to raise their hand if they remember what God said when he looked at his creation. Then have them all together tell you. (*God said, "It is all very good."*)
- Invite the children to listen to a story about Keesha and her family. Have them listen carefully to learn about two ways that Keesha and her family cared for God's creation.

### Tell the story.

Refer to the teaching poster or the cover of the children's leaflet for chapter 8 as you read the story "Ducks and Flowers."

### Recall the story.

- Help the children recall details of today's story by inviting responses for these questions.
  - What things did Keesha see on her picnic that God created? (*blue jays, ducks and flowers*)
  - What did Keesha and her Dad do that helped take care of God's creation? (*They fed the ducks corn and did not pick the flowers.*)
- Summarize by reminding the children that as Keesha and her Dad took care of God's creation, we also must take care of all the wonderful things that God made.

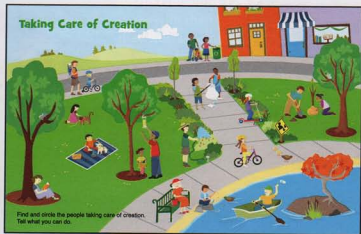
## Apply

### Work on the children's leaflet activity.

- Distribute the children's leaflet. Have the children open their leaflet and look at the pictures. Talk with the children about the importance of taking care of God's creation.
- Have the children find and draw a circle around the people who are caring for God's creation and to mark an X on the people who are not caring for creation. Talk with the children about what the people who are not caring for creation might do differently to care for creation. Give suggestions if the children have difficulty identifying what they can do.
- Summarize by telling the children that God wants us to take care of all of God's creation.

### Learn a new song.

- Remind the children that Keesha fed the ducks the special food her dad gave her because that was what the ducks needed to be healthy.
- Remind them that we need to take care of ourselves too. Ask the children, "What are some of the good foods we eat that help us be healthy?" Give children time to share their responses. Summarize by adding something from one of the categories on the food pyramid that the children may have omitted.
- Tell the children, "Not only do we need to eat healthful foods, we also need to sleep, exercise and keep ourselves clean."
- Ask the children to listen as you sing the following song about washing our hands. Sing the song to the tune of "Hokey Pokey."  
Some germs are mean, for sure.  
What's worse, they can't be seen.  
They make you feel so sick  
That you want to crawl in bed.  
So use that soap and water.  
And just wash your hands all clean.  
Clean's what it's all about!
- Lead the children in singing the song.



### Connect with the child's life.

- Ask the children these questions. Congratulate them for their responses and encourage them to do what they say they will do.
  - What is one way you can help your family take care of God's creation this week?
  - What is one thing you will do to take care of yourself this week?
- Remind the children to take their leaflet home and share the story on the For My Family Page and the activity with their family.

## Pray

- Gather the children at the prayer table.
- Introduce the prayer by reminding the children that God has given us so many wonderful things. Then tell them, "And he also gave us the very special job of helping take care of his creation." Then explain to them that in today's prayer they will pray the words of the prayer aloud after you.
- Invite the children to quiet themselves for prayer, using the breathing gestures. (*Pause.*)
- Holding an opened Bible lead the children in prayer. Begin with the Sign of the Cross.

**Teacher:** In the Bible we read what God said after he created the world. He said, "Let the people take care of the world." Thank you, God, for making the beautiful world.

**Children:** *Echo the words of the prayer (only the last line).*

**Teacher:** Help us take good care of your world every day.

**Children:** *Echo the words of the prayer.*

**Teacher:** Together let us pray, "Amen."  
**All:** Amen.

## Additional Activity

### Decorate a "Caring for God's Creation" trash bag.

Use this activity to help the children take part in caring for God's world.

- Give each child a small brown paper bag. Explain to them that they will use the bag to make a "Caring for God's Creation" bag. Have them decorate the bag with drawings of pictures of God's creation.
- Have the children bring the bag home, keep it in a special place and use it to place small trash items in to help keep their home clean, or use it to collect recyclable items.

# God Always Loves Us

## Background for the Catechist

### The Covenant

The Covenant is the solemn promise, or agreement, that God and humankind made to remain faithful in a relationship of mutual love. The first humans, whom the Bible names Adam and Eve, chose to break the Covenant. God responded by promising that a savior would come to restore the Covenant and reconcile humankind with him. The rest of the Bible after the account of the creation covenant reveals and tells the story of the fulfillment of this divine promise.

The Bible story for this chapter focuses on Noah. It tells that when humankind turned their back on him and broke the Covenant, God remained faithful and renewed the Covenant with all humanity through Noah. The rainbow is the visible reminder of that covenant. We are assured of God's constant, faithful love and enduring care every time we see those bands of color in the sky.

The Biblical account of the unfolding of the Covenant continues with the covenants between God and Abraham, God and Moses and the Israelites on Mount Sinai. Through the prophets God promised to establish an everlasting Covenant. Jesus Christ is the new and everlasting Covenant. He is the fulfillment of all God's promises. In and through Christ, the Son of God, God extends his love and care to all humanity.

### For Reflection

*When I see the beautiful colors of the rainbow, how often do my thoughts turn to God and his abiding love and care for me? What can I do to assure that I fulfill the promises I make to the children?*

### About the Children

Young children need to grow in their understanding of many concepts, such as promises, that are part of their lives both at home and in school. While the children might make promises or have promises made to them, do not assume that children will know what the true nature of a promise is. They will need many meaningful concrete examples to understand both the nature of a true promise and of keeping promises. As they see you regularly keeping your promises to them, they are more likely to learn the importance of following through and doing what they say they will do.

### A Few Suggestions . . .

Use the lessons of the day to demonstrate making and keeping a promise. For example, tell the children that you promise that they will sing a song today. Later, when you sing the song, remind them that you made a promise and kept it. Guide them in keeping the promises they make in class, for example, cleaning up after an activity. Affirm the children when they keep their promises. Ask the children how they feel when someone makes or breaks a promise they made to them. Use these experiences to help them see the importance of keeping our promises.

### More Background

For further reading and reflection see *Catechism of the Catholic Church* §§ 55, 56, 58, 62, 71–73 and 288; *Compendium—Catechism of the Catholic Church* §§ 7–9, 51; *United States Catholic Catechism for Adults* pages 12–18 and 321.

# Lesson Planner

## Faith Focus

God promises to love all people and all of creation.

## Bible Story

"God's Promise"  
(Based on Genesis 6-9)

## Enriching the Lesson

- RCL Benziger *Stories of God's Love* Music CD and companion Songbook, Song 8
- Visit our preschool Web site [www.RCLBenzigerPreschool.com](http://www.RCLBenzigerPreschool.com) this week.

## Chapter Objectives

After this week's lesson the children should be able to:

- recall the story "God's Promise,"
- discover ways they can care for each other just as Noah cared for his family and the animals.
- share with their families what they will remember when they see a rainbow.

## Materials Needed

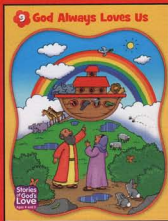
In addition to the general supplies named on page 9 of this guide, you will need the following materials for teaching this lesson:

- square-shaped pieces of tissue paper or construction paper that represent colors of rainbows (purple, blue, green, yellow, orange and red)
- banner paper with outline of rainbow
- closed Bible with bookmark placed at Genesis 9:13

## Prayer

God our Creator,  
when I look at a rainbow,  
I remember your promise  
to always love me, my family,  
these children and all of creation.  
May all I say and do be a living sign  
of the wonder of your love  
in our lives.  
Amen.

## God's Promise



Noah was a very good man. God had a special job for him. He told Noah to build a big boat called an ark because a big rainstorm was coming. It would rain so long and so hard that water would cover the land.

God told Noah to build the ark tall, build

it wide and build it long. So Noah and his sons worked and worked together to build the ark. When they finished, God told Noah to bring his whole family, his wife and his sons and their wives, into the ark. He also told Noah to bring animals and birds and enough food for everyone to eat.

Noah did what God told him to do. It rained and rained until the land was covered with water. Noah and his family and all the animals were safe in the ark.

After awhile a big wind began to blow. The water began to dry up. The ark landed on top of a mountain. The sun appeared in the sky. Noah opened a window and let out a bird. The bird flew away but when it came back to the ark, it had a green leaf in its beak. Noah knew the water was gone when he saw the plants and trees.

Noah, his family and all the animals left the ark. Noah thanked God for keeping them all safe. Then God made a promise to Noah. He promised that he would always love and care for everyone and every living thing.

God made a rainbow in the sky. God told Noah that every time he saw the rainbow he could remember God's promise.

BASED ON GENESIS 6-9

## Welcome

- Provide crayons, square-shaped pieces of tissue paper or construction paper that represent the colors of a rainbow (purple, blue, green, yellow, orange and red), several of each color, glue or paste, a banner on which you have drawn the outline of a rainbow and the teaching poster for chapter 9.
- Greet the children by name and direct them to the Welcome Center. Show the banner, call their attention to the teaching poster, and point out the rainbow. Ask them to use the colored square-shapes to fill in the rainbow.
- Walk among the children as they are working, and tell them that in the Bible story today they will hear about a man named Noah and the promise God made to him. Tell the children that you promise to teach them a song today.

## Gather

- Play the gathering song to signal that it is time for the children to clean up and move to the Story Time Area.
- Ask several children to assist you in hanging the rainbow banner near the Story Time Area.

## Teach

### Introduce the Bible story.

- Show the children the teaching poster or the children's leaflet for chapter 9. Invite them one at a time to tell you one thing they see in the picture. Make sure they each have an opportunity to speak.
- Read aloud the title "God Always Loves Us" on the cover of the children's leaflet.
- Invite the children to listen to a story to discover a promise God made to his friend Noah. Talk about the meaning of the word *promise*. (*A promise is something good that someone says they will or will not do.*)
- Have a child come up and open the Bible to the place marked by the bookmark, Genesis 9:13.

### Tell the Bible story.

Take the opened Bible, place the children's leaflet inside and tell the children the Bible story "God's Promise," using the Bible story on the For My Family Page about Noah.

### Recall the Bible story.

- Help the children recall details of today's story by telling them we are going to play a remembering game.
- Explain that you will read aloud a part of the story and leave out parts of the story. After you read a part of the story you will stop and they are to tell you the missing part. Demonstrate the activity by reading aloud the first sentence and give the missing part.

God invited Noah to build a big \_\_\_\_\_. (*boat or ark*)  
 God told Noah to gather into the boat animals and his  
 \_\_\_\_\_. (*family*) Then it began to \_\_\_\_\_ (*rain*) and water  
 covered the land. After awhile there was a big \_\_\_\_\_  
 (*wind*) The water dried up. Noah thanked God. God  
 made a \_\_\_\_\_. (*promise*) God promised Noah he would  
 always love and care for everyone and every living  
 thing. God made a \_\_\_\_\_ (*rainbow*) and put it in the sky  
 to remind Noah of his promise.

- Congratulate the children for responding so well.

## Apply

### Work on the children's leaflet activity.

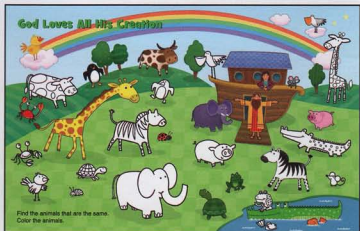
- Distribute the children's leaflet and ask the children to open them. Call attention to the large, colorful rainbow across the top of the page and ask, "What does the rainbow remind us of about God?" (*God made the promise to always love and care for people and all of his creation.*)
- Ask the children to match the animals and finish coloring the picture.
- Remind the children that every time we see a rainbow we remember God's promise to always love and care for us. Then read aloud the title on the activity pages and have the children echo the words after you.

### Learn a new song about Noah.

- Remind the children that you promised to teach them a song today. Tell them that you will begin singing the song and they can join in with you at any time. Children will likely join you before you finish the verse. Sing the following to the tune of "Old MacDonald Had a Farm."

God told Noah build an ark—E-I-E-I-O.  
 And in that ark he placed two dogs—E-I-E-I-O.  
 With a bark, bark here and a bark, bark there.  
 Here a bark, there a bark,  
 Everywhere a bark, bark.  
 God told Noah build an ark—E-I-E-I-O.

- Let children suggest other animals. Identify the sound the animal makes before starting to sing the verse. Continue with different animals as time allows.



- Have the children make a thumbs-up sign if you have kept the promise you made to them at the beginning of the class.

### Connect with the child's life.

- Ask the children, "What promises can you make with your families this week?" (*to help clean up, to listen carefully when a parent talks to them and so on.*) Encourage them to keep the promises they make to their families.
- Remind them to take their leaflet home and to share the story "God's Promise" and the activity with their family.

## Pray

- Gather the children at the Prayer Table.
- Introduce the prayer by reading aloud from the Bible, "God told Noah, 'The rainbow is a sign of my promise that I will always love you.'" (based on Genesis 9:13). Then explain to the children that in today's prayer they will pray the words of the prayer aloud after you.
- Invite the children to quiet themselves for prayer, using the breathing gestures. (*Pause.*)
- Lead the children in prayer. Begin with the Sign of the Cross.

**Teacher:** Thank you, God, for your love.

**Children:** Echo the words of the prayer.

**Teacher:** We promise to always love you.

**Children:** Echo the words of the prayer.

**Teacher:** Together let us pray, "Amen."

**All:** Amen.

## Additional Activity

### Remember God's love.

Use this activity to deepen their trust that God always loves them.

- Place paper squares that match the colors found in the rainbow in a bag. Have several of each color.
- Invite a child to draw a square out of the bag, name the color, and tell something in God's world that is that color. List their responses on a chart on the top of which you have printed "God Promises To Care For \_\_\_\_\_" in large letters, using the colors of the rainbow.
- Give each child a set of squares in a small bag, one square for each of the colors in the rainbow. Tell the children to take the squares home and ask their family if they can think of other things in God's world that are the same colors as the colors of the rainbow. (Place a copy of the directions for the activity in the bag.)
- After the children have responded, ask, "How can you help take care of \_\_\_\_\_?"
- Summarize by telling the children that every time they see a rainbow God is telling them, "I love you!"