

Unit 7 at a Glance

Animals

Unit Overview

In this unit, the children will study God's creation as they learn about the different creatures that God has created.

Unit Goals

- The children will identify specific types of animals including pets, farm animals, wild beasts and bugs.
- The children will learn that God created all the animals.
- The children will learn to thank God for the different animals he created.



Unit Contents

Bible Truth

God made animals.
(Genesis 1:24-25)

Lesson 1 Pets

The children will learn that God made a variety of domesticated animals that may be pets. They will differentiate between pets and other animals. The children will also identify details about specific pets including what they eat, where they live and what sounds they make.

Lesson 2 Farm Animals

The children will study farm animals. They will learn details about specific farm animals including what they eat, where they live and what sounds they make. The children will also differentiate between farm animals and pets. They will be reminded that God created all animals including farm animals.

Lesson 3 Wild Animals

The children will learn that God also created wild animals. They will identify different wild animals, their natural habitats, and what they eat. The children will differentiate between wild animals, farm animals and pets.

Lesson 4 More Wild Animals

The children will identify more wild animals. This lesson will reinforce the fact that God created all animals including wild beasts.



Dear Parent,

In this unit, the children will study God's creation as they learn about the different creatures that God has created.

On the reverse side of this page, you will find an outline and description of the lessons which comprise this unit. Included is a Bible Truth for you to review with your child at home. Please note that this is simply a biblical concept and not an actual verse.

Your active involvement outside the classroom is essential and will truly make the Kingdom Kids Curriculum a great success for your child. Here are some suggested ways you can reinforce these lessons at home:

- Take a trip to the zoo with your child. Afterwards, make a "book" together of all the animals that you saw there. Discuss the different animals: what sounds they make, what they eat and where they live.
- Take a walk in the woods or go to a farm together. See how many different animals you can find. Identify and discuss the differences between these animals.
- Take your child to a pet store and look at all of the different animals that are pets. Remind the children that God made pets and all the animals.

We look forward to being partners with you as together we help plant Seeds of Faith in the heart and mind of your child.

Thank you,

Your child's teachers



Unit 7 Song Sheet



Creation Song

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

Day two, day two, God made beautiful skies of blue. *(repeat)*

Day three, day three, God made flowers, grass and trees. *(repeat)*

Day four, day four, God made sun, moon and stars galore. *(repeat)*

Day five, day five, God made the birds and fish alive. *(repeat)*

Day six, day six, God made man and animals like this. *(repeat)*

Day seven, day seven, God is resting in his heav'n. *(repeat)*

God Made Animals

(Tune: "Frère Jacques/Are You Sleeping")

Do you know who?

Do you know who?

Made the *(cow)*?

Made the *(cow)*?

Moo, moo, moo, moo, moo, moo

Moo, moo, moo, moo, moo, moo

God made *(cows)*.

God made *(cows)*.

(Repeat song with pig, chicken, dog and cat.)

Lion Hunt Finger Play

Let's go on a lion hunt.
(Hit your knees alternately with your hands to represent "walking.")

Here's some tall grass.
(Make swishing noises by rubbing your hands together.)

Can't go over it.
Can't go under it.
We'll go through it!
(Make walking sounds.)

I see water.
(Put your hand above your eyes to indicate "looking.")

Can't go over it.
Can't go under it.
We'll have to swim!
(Make swimming motions then switch to walking sounds.)

I see a cave.
(Put your hand above your eyes as if searching.)
Let's go in.
(Make creeping motions with the fingers of your hands.)

It's dark in here.
(Say the next three lines slowly and quietly, and then shout out the fourth line quickly.)

I feel something.
It's soft.
And furry.
It's a LION!
("Run" using a faster tempo of the walking sound and then stop.)
Home at last!

