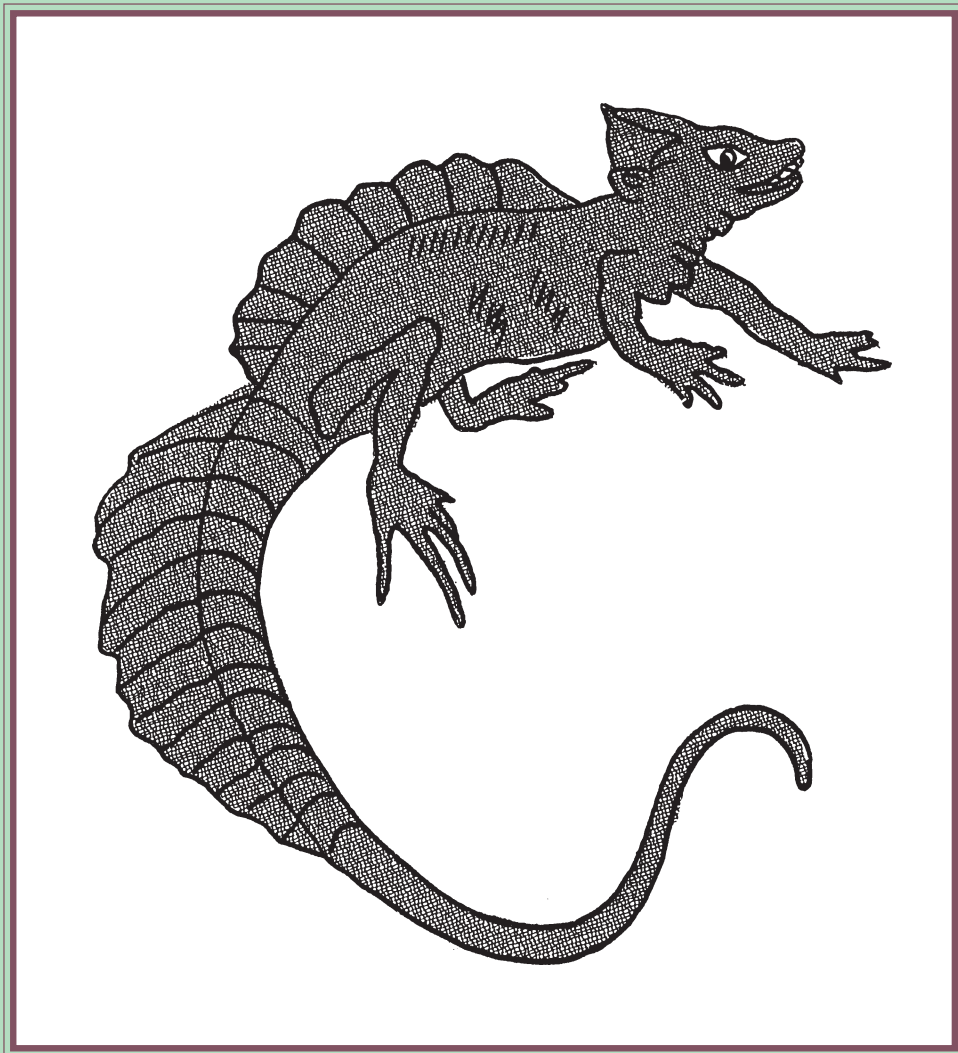


Butterfly Wings

Unit Four



**“Let every thing that hath breath
praise the Lord.”** Psalm 150:6

SCRIPTURAL OBJECTIVES FOR THE UNIT:

- To recognize that God desires to be praised.
- To acknowledge God's creative imagination.
- To recognize the uniqueness of all of God's creatures.
- To realize that God has given every animal unique abilities or adaptive characteristics that should make that animal want to praise God.
- To study some of the unique abilities or adaptive characteristics of a number of God's creatures.
- To discuss possible ways for some of God's creatures to praise Him.

SUGGESTIONS FOR INTRODUCING THE SCRIPTURAL THEME:

Take a lighthearted approach to the introduction of this theme, and engage the children in a brief discussion as follows: Tell the children that God desires for every one of His creatures to praise Him, since *“every thing that has breath”* includes all animals. Display a picture of a horse and a cow (or other well-known animals). Showing the pictures to the children, ask, “How many of you have ever seen a horse bowing down to worship or a cow lifting its legs in praise?” Of course we know that's silly. Do all of God's creatures really praise Him? Does God listen to the chatters of a squirrel or the roar of a lion and hear, in those sounds, beautiful songs of praise? When we hear a songbird whistling in the early morning sunlight, like the cedar waxwing on **page 1** of the student

booklet, it's easy to imagine that it is singing glorious praises to the Lord. But what about animals that don't make any sound at all? Giraffes and kangaroos are silent. Has God given them some other way to praise Him? Do they make sounds that God hears even though man cannot?

Because we don't know the answers to any of these questions, we will have fun in this unit doing some creating and inventing. And we will look at some of the wonderful ways God's animals have been created—ways that would give God's animals good reasons to praise Him, if only they could.

Creating Funny Animals

Objectives:

- To recognize some of the unique ways God has created His creatures to adapt to and function in their environments.
- To create a fictitious animal, unknown in God's creation, by combining characteristics of known animals, or by inventing completely new ones.
- To name the animal and discuss its unique characteristics.

Materials:

- CHOOSE ART STUDENT BOOKLET **pages 1 - 6**
- colored pictures of each of the animals illustrated on **pages 2 - 6** (*optional*)

One / student of each of the following:

- sheet of white drawing paper, 9" x 12" or larger
- sheet of lined paper
- colored felt markers or pencil crayons

Advance Preparation:

- Distribute materials and post pictures, if available.

Method:

STEP 1: Scripture talk

Read the scripture on **page 1** of the CHOOSE ART STUDENT BOOKLET and refer to the picture of the cedar waxwing. Introduce the scripture according to the **SUGGESTIONS FOR INTRODUCING THE SCRIPTURAL THEME** on *pages 101 and 102 of this unit*.

STEP 2: The creative mind of God

Read **pages 2 to 6** of the student booklet with the children. Suggest, while reading about each creature, that God has given that particular animal reason to praise Him. Let the children identify one or two of the characteristics of each that make that animal special. Although there are definite similarities within species, God has created so much variety in the animal kingdom that it is hardly possible even to imagine a mind as creative as the mind of God.

STEP 3: Creating fictitious animals

Give the children an opportunity, using the white drawing paper, to create a funny animal. They can design it any way they like. They might want to combine characteristics of certain animals they know. For instance, they might create an animal that has ears like a rabbit, a bill like a duck, a tail like a horse and four eyes - or a snake with antlers on its head - or a monkey with a turtle's shell on its back. Or, instead of simply combining known characteristics, the children may want to make up some of their own, like a periscope on the back of a fish or paintbrushes instead of feet.

Once they are drawn, the pictures can also be colored.

Have the children use the lined paper to record the following pertinent information about their newly created animal.

1. The animal's name: The children should give the animal a descriptive name (such as the anglerfish or flashlight fish).
2. The means by which the animal praises the Lord (what sound or action).
3. The animal's unique qualities, such as "It can jump 100 feet in the air."

Continue to collect boxes for Lesson 2 of this unit.