

# Day 2-God Created Sky and Seas



Scripture Reference:  
[Genesis 1:6-8](#)

Español



**Suggested Theme:**  
God created water and sky.

**Memory Verse:** So God made the air to divide the water in two. Some of the water was above the air, and some of the water was below it. [Genesis 1:7, ICB](#)



## Story Overview:

As this day began, we find that water covered the entire earth. On the second day of creation, God separated the water so that sky appeared above the seas. For the first time ever, the Earth would have experienced things associated with sky and water: clouds, wind, waves, etc.

[How to Teach This Lesson as Part of a Creation Unit or Theme](#)

## Background Study:

On the second day of creation, God separated the water above the earth from the water on the earth, placing the sky between the two. The sky (or our atmosphere) is like a blanket of gasses that protects the earth. Because of the atmosphere, the sun does not burn us to death, and we do not freeze at night when the sun sets. Although we cannot see the atmosphere, it constantly plays the part God intended.

It is possible that there was more water involved at that time than that which is present in our atmosphere today. One possible explanation is that God placed a layer of water vapour around the earth, high in the atmosphere. Such a layer of water would have created a "greenhouse" effect that could have encouraged the rapid growth of plants and protected the earth's inhabitants from the sun's damaging rays. This protection could partly explain the long lives that the first people enjoyed and the volume of water that spilled from the sky in the Flood.

Concentrating on air and water without referring to land (which God didn't create until the third day) is challenging. Still, the more

you think about air and water, you will find there is even more to discuss. Think clouds, wind, evaporation, ice, etc.

## WHAT ELSE DOES THE BIBLE HAVE TO SAY ABOUT WATER, SKY AND WEATHER?

- God has complete power over all aspects of weather: [Job chapter 37](#)
- Jesus can command the weather: [Mark 4:37-41](#)
- Following Jesus is like drinking from never-ending springs of water: [John 4:14](#)
- The resurrected Jesus ascended into clouds, and one day He will return in the same way: [Acts 1:9-11](#)



## Way to Introduce the Story:

Give every child a balloon. "When I say 'go' I want everyone to blow up their balloon and then hold it closed when it is full." After the children have all blown up the balloons, talk about the fact that the air inside them makes them big. Let the children slowly allow air to escape (of course, they will want to make funny sounds). You might even want to try a contest to see who can make their balloon land in a certain spot when they let it loose and allow the air to escape all at once. "Children, did you know that there was a time when there was no air on the earth? There was only water covering the whole earth! We could never have lived on the earth like that could we? On the second day of creation, God divided the water up so that there would be water and sky. Then there was air!"

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## The Story:

What would happen if there were no air? What if the whole world was covered with water? That is how it used to be when the world began. There was no sky anywhere, and there was no air.

God did something amazing on the second day of creation with all that water. He divided the water into parts so there would be water and air. After this there was sky, and there were clouds. The cold or warm wind could blow through the sky and move the clouds around. The wind could blow on the water and make waves and swells. Raindrops could fall out of the sky and into the water.

If you imagine looking out over the ocean and seeing a huge cloud shaped exactly like the numeral "2", that will help you remember that God made the skies and water on day two of creation! God is truly amazing to think of all of these things! Every time we breathe in air . . . let's think about God and His awesome power!

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## Ways to Tell the Story:

This story can be told using various methods. Always remain true to the facts found in the Bible, but help children connect to its meaning by using drama, visual aids, voice inflection, group participation, or emotion.

Each teacher is unique, so only use the illustrations that best relate to how YOU tell the story in THIS lesson. Too many illustrations can be confusing, so eliminate any that cover other stories or details you do not wish to emphasise in this lesson.

## Visual Aids that Cover All Seven Days of Creation

If teaching [the story of creation](#) as a unit over a few weeks or days, repeat the whole story each time and follow this by going back and emphasizing more details about a particular day. Try using a variety of storytelling and visual aid methods. Although the creation story will be repeated, you will be going a little deeper on this particular day, "Day 2." By the end of Day 7, all of the children will remember the story really well.

[Click here to download the slideshow: God Created the World](#), or  
[click here to download the pictures to print: God Created the World](#).

[Click here to download the slideshow: Days of Creation](#), or  
[click here to download the pictures to print: Days of Creation](#).

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## Review and Reflection Questions:

Review questions help children remember and know the facts of a story, while reflection questions encourage them to internalize its meaning and implications for their lives. Asking at least one of each type of question can help strengthen a child's spiritual development and help them connect to God. [Click here to learn more about review and reflection questions](#).

### REVIEW:

1. What did God create on the second day? (sky and water)
2. How did God create sky and water? (by speaking)
3. What do we learn about God from this story?
4. What does how God created the sky and water tell us about Him?
5. Why do you think God created both sky and water?

### REFLECTION:

1. What do you think the world looked like when there was sky and water but not land?
2. What would the world have sounded like with only light, sky and water?
3. Which is your favourite, sky or water?
4. What is something you wonder about in this story?
5. Do you think God enjoyed creating sky and water? Is there one part of the sky or water you think He especially loved creating?

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## Prayer:

It is important to guide children in learning how to pray. In prayer, children can connect with God and learn that He hears and answers them. God can become a life-long friend who is with them every moment of their lives. Try using a variety of prayer methods from time to time so that the children can learn to connect with God in different ways. Note that you can pray at any time throughout your lesson. [A variety of prayer methods are found here](#).

## Song Suggestions:

- [Creation Song](#) (Emphasis on Day Two Part)
- [Got the Whole World in His Hands Song](#)
- [Hippo Song](#)
- [My God is So Big Song](#)
- Refer to the [Song Page](#) on this website for more options.

## Activities and Crafts:

([How to choose the best learning activities for my teaching situation](#))

## ACTIVITIES:

- Do some science experiments concerning the sky and water (try looking for books in the local library).
- A good snack might be fluffy white popcorn for “clouds” and a blue drink (if available) to represent the sky.
- Print out the full chapter of Job 37 on one page, A4 Size or Letter (USA Size). Guide the children in underlining or drawing circles around different kinds of weather and then drawing them in the margins. Alternatively, you could read portions of the chapter out loud, and the children draw what you have read.
- Read about different types of cloud formations and discuss these with the children.
- Go outside and study the sky. If it is a nice day with a few clouds, you can all lie down on the grass and look at the clouds. See what shapes you can see.
- Collect some newspaper or online information and look up weather reports.
- Ask the children to ways we use water.
- Discuss where water comes from today: clouds, oceans, lakes, and rivers.



- Invite the children to respond to this story using the adaptable “God’s Story” printable reflection page. [Free printables for this story.](#)

## CRAFTS:

- Make “Clouds on a String” by stringing popcorn on a blue string of yarn.
- Creation Mural: Attach a long strip of paper to the wall and divide it into seven sections for the days of creation. As the children study each day of creation, glue items or paint pictures onto the corresponding section of the mural. For today’s lesson, tear off small pieces of blue paper and glue them on the mural for “water.” Then, glue on cotton balls to represent clouds.



- Print bookmarks, trading cards or timelines ([printable pages](#)).
- Visit the [Teaching Ideas](#) page for additional activities and crafts.

## Other Online Resources:

- [Craft: How to make a paper cloud instructional video \(Crafts 4 Kids\)](#)
- [Craft: Experiments involving the atmosphere and weather \(Weather Wiz Kids\)](#)
- [Craft: Songs and crafts for preschoolers \(I Can Teach My Child\)](#)
- [Other: Sounds of waterfalls, rivers, storms, etc. \(Christian Answers\)](#)
- [Other: Activities and craft ideas for rain and clouds \(Kid Activities\)](#)
- [Other: Explaining the properties of water \(Chemistry LibreTexts\)](#)

## INDIVIDUAL DAYS OF CREATION:

(Click on the individual days below. Each number is an additional lesson)



Day 1  
Creation Week



Day 2  
Creation Week



Day 3  
Creation Week



Day 4  
Creation Week



Day 5  
Creation Week



Day 6  
Creation Week



Day 7  
Creation Week



God Rested  
Day 7  
Creation Week

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