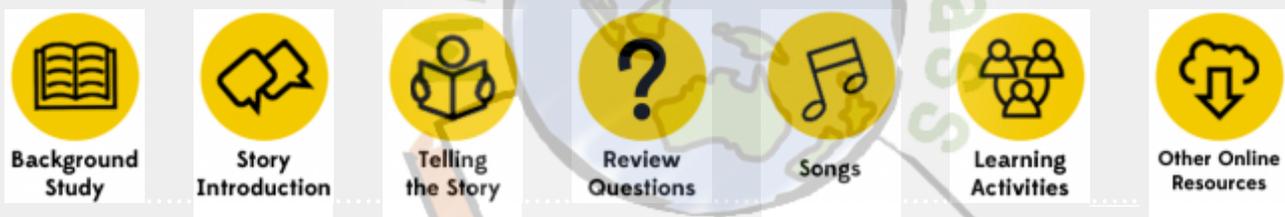


Day 2-God Created Sky and Water



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

Suggested Emphasis or Theme: God created water and sky.



Story Overview:

Water seemed to have covered the 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](#)

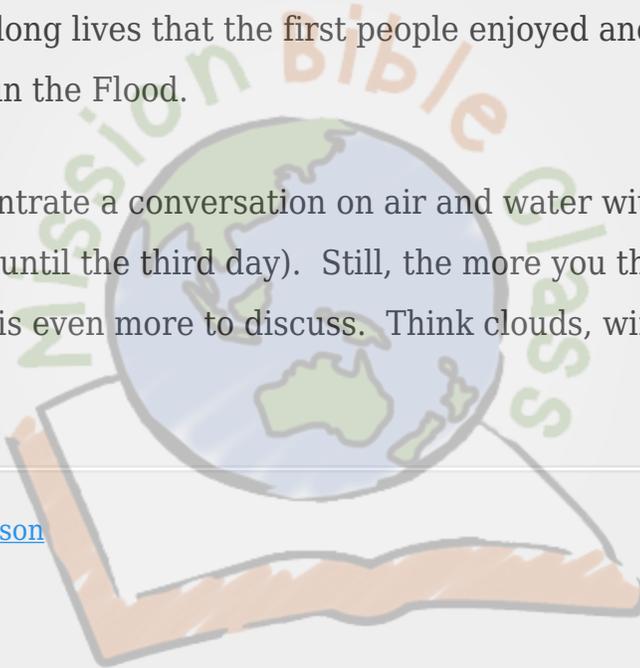
Background Study:

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 which 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 is constantly playing the part that God intended it to play.

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 a rapid growth of plants and protected the earth’s inhabitants from the damaging rays of the sun. This protection could explain in part the long lives that the first people enjoyed and the volume of water that spilled from the sky in the Flood.

It is challenging to concentrate a conversation on air and water without referring to land (which God didn’t create until the third day). Still, the more you think about air and water you will find there is even more to discuss. Think clouds, wind, evaporation, ice, etc.



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[Next Lesson](#)



[Creation Lesson \(Covers the entire creation week in one lesson\)](#)



[List of all lessons on this website](#)

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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 it is air inside the balloons that make 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 was 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. There was no air.

On the second day of creation God did something very amazing with all of that water. He divided the water into parts so that 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" then 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:

If teaching [the story of the creation as a unit](#) over a few weeks or days then repeat the whole creation story each time and follow this by going back and emphasising more details about a particular day. [Try using a variety of story telling and visual aid methods.](#) Although there will be a repetition of the creation story, you will be going a little deeper on this particular day, “Day Two”. By the end of Day Seven all of the children will remember the story really well.

Two versions of the same slide show and visual aid are provided below.

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

Each teacher is unique so only use the illustrations that best relate to the way YOU are telling 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.

[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 Questions:

1. What did God create on the second day? Sky and water

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Song Suggestions:

- [Creation Song](#) (Emphasis on Day Two Part)
- [Got the Whole World in His Hands Song](#)

- [My God is So Big Song](#)
- Refer to the [Song Page](#) on this website for more options.

Learning Activities and Crafts:

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

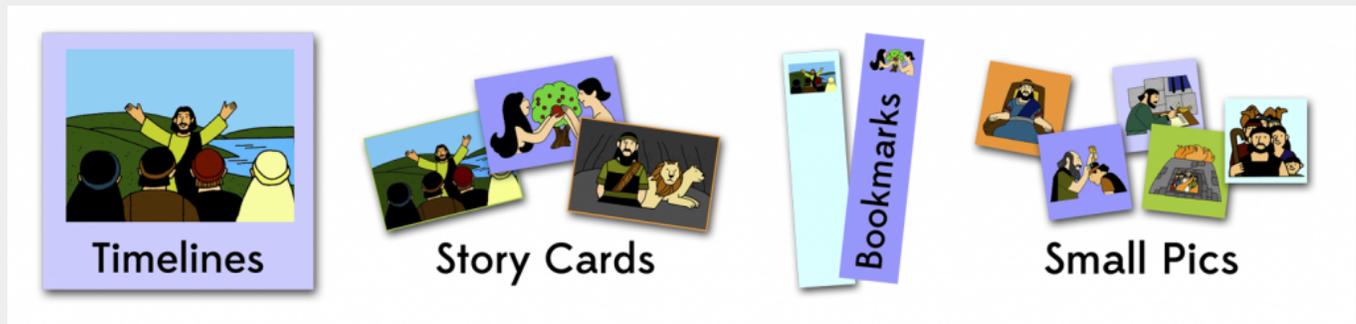
Activities:

- Do some science experiments concerning sky and water (try looking for books in the local library).
- A good snack might be fluffy white popcorn for “clouds” and blue drink (if available) to represent the sky.
- Read about different types of cloud formations and discuss these with the class.
- 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.
- Bring some newspapers to class and look up the weather report.
- List on the board all of the ways the class can think of that we use water.
- Discuss where water comes from today: clouds, oceans, lakes, rivers.
- Sing songs from the church songbook concerning skies and water (“Blue Skies and Rainbows” “Sing and Be Happy” “Have You Seen Jesus, My Lord?”)
- Songs: [Days of Creation](#), [Hippo Song](#), [My God is So Big](#)

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 7 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.

Check the [Teaching Ideas](#) page on this website for ideas that are adaptable to any lesson.



[Click here for "Creation Day 2" printables to print on A4 size paper](#)

[Click here for "Creation Day 2" to print on Letter size paper \(USA\)](#)

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Other Online Resources:

- [Colouring page1 \(DLTK\)](#)
- [Colouring page2 \(DLTK\)](#)
- [Sounds of waterfalls, rivers, storms, etc. \(Christian Answers\)](#)
- [Creation pinwheel \(Little Blots\)](#)
- [How to make a paper cloud instructional video \(Crafts 4 Kids\)](#)
- [Activities and craft ideas for rain and clouds \(Kid Activities\)](#)
- [Explanations and activities on the properties of air \(Science Net Links\)](#)
- [Explaining the properties of water \(Chemistry LibreTexts\)](#)
- [Songs and crafts for preschoolers \(I Can Teach My Child\)](#)

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Individual Days of Creation:

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



<https://www.pinterest.com/marynnz/creation-story>

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