

# Day 4-God Created Sun, Moon, and Stars



**Scripture Reference:** [Genesis 1:14-19](#)

**Suggested Theme:** God created the sun, moon, and stars.

**Memory Verse:** “So God made the two large lights. He made the brighter light to rule the day. He made the smaller light to rule the night. He also made the stars.” [Genesis 1:16, ICB](#)

## Story Overview:

Before the fourth day, there was a type of light, but on this day, God created the sun to give a bright light that was called day. He also created the stars and moon we see in the night sky. Because of this, there could be seasons and time as we know it today.

## Background Study:

We only have to look into the night sky filled with stars to feel God’s majesty. Knowing that each of the stars we see can be as big as our own sun boggles the mind! Our galaxy, the Milky Way, is 625,000 billion miles (a million billion kilometres) across. Try putting zeroes on that number!

We have difficulty comprehending that God created our world and the great universe. Scientists have studied and discovered many things but have still not even identified all parts of our universe. Space exploration answers numerous questions, but many more remain unanswered.

Isn’t it amazing how Earth is just the right distance from the sun so that we receive enough light and heat? If Earth were any closer, the heat would be so extreme that fiery destruction would be inevitable. Isn’t it amazing that Earth and the moon have orbit paths that ensure we do not collide with one another or the sun? Isn’t it amazing that Earth is the only planet with the right amount of oxygen for plant and animal life? God did have a plan for our existence. He made a universe that complements each aspect. Who else but a living God could have created such a marvellous masterpiece?

Children you teach will have been exposed to several scientific theories about how the universe came into existence. The creation of the world cannot be recreated in a scientific experiment. Scientists can only

make educated guesses (theories) about how they think it all came about. Sadly, many scientists ignore the One whose creation they are studying.

### **What else does the Bible say about the Sun, Moon and Stars?**

- The heavens and skies tell the story of God ([Psalm 19:1-2](#))
- As magnificent as the sun, moon, and stars are, we should never worship them. Instead, we are to worship the One who made them. ([Deuteronomy 4:19](#))
- God gives good to us just as the sunshine brings good things our way. ([Psalm 84:11](#))
- God's creation of the stars is beyond our comprehension. ([Job 9:9-10](#))
- There is no limit to God's knowledge. He knows every star by name. ([Psalm 147:4-5](#))
- As Christians, we can shine like stars in our dark world of sin. ([Philippians 2:14-16](#))

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

#### **Way to Introduce the Story:**

Bring pictures of the night sky and talk about the different constellations. Ask the children if they have seen any of these. Also, talk about the different phases of the moon (full, crescent, etc.). "In today's lesson we will learn about the day when God made the sun, moon, and stars."

#### **The Story:**

God made all of the plants on the third day of creation. But, of course, God did not stop on the third day. Who knows one very important thing that all plants need to have to survive? (Let the children answer until they say the sun.) That's right! If plants do not have sunlight, then they will die. On the fourth day of creation, God made the sun. Let's think of as many words as we can that have to do with the sun: (light, bright, burn, heat, warmth, UV rays, sunrise, sunset, dawn, dusk, orbit, gasses, eclipse . . .). Let the children name and discuss as many as possible. God knew that the Earth would need the sun to survive.

For the night sky, God made the moon and stars. Let's name as many words as possible about the moon (shine, reflect, eclipse, craters, Apollo flights, gravity, orbit, rocks, full moon, crescent moon . . .). How about the stars? (Bright, twinkle, suns, planets, distance, gasses . . .)

(For older Children) When God made the sun, moon, and stars on the fourth day, the management of time and seasons began. When the earth spins one time, it is a twenty-four-hour "day." When it orbits (goes around) the sun once, that makes one year. The nine planets that orbit our sun make up our solar system. There are many solar systems in the universe.

Some say the sun, moon, stars, and even our earth happened accidentally. They do not believe that God created our world. They do not believe God's word—the bible. Sometimes, people try to guess how the world was made. When they think it may have happened a certain way, they call what they think a theory. One theory is that the universe began because of a big explosion (that's called the "big bang" theory). Others say that God did not create and order the earth. Instead, things just slowly evolved by accident (that's called the theory of evolution).

We know that God's word is true! We can read Genesis 1:1, "In the beginning God created the heavens and the earth," and John 1:3, "Through Him all things were made; without Him, nothing was made that has been made," and know that God made the sun, moon, stars, and everything else in the universe!

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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 or other group participation.

Be selective. 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.

[Click here for visual aids and more storytelling methods.](#)

## Visual Aids that Cover All Seven Days of Creation

If teaching [the story of the creation as a unit](#) over a few weeks or days, repeat the whole creation story each time and follow this up by going back to emphasise a particular day.

Repetition is good, but try using a [variety of storytelling and visual aid methods](#) to keep children interested. Although the creation story will be repeated, you will go into more detail about one particular day. Once you have repeated this approach a few times, the children will remember the creation account well.

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## Review and Reflection Questions:

Review questions help children remember and know the facts of a story. Reflection questions encourage them to internalise the 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.](#)

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### Review:

- What did God create on the fourth day? (Sun, moon, and stars)
- What did God think about the sun, moon and stars He created? (It was good)
- What does this story tell us about God and our world?
- Did you know there are up to 1 septillion (one followed by 24 zeroes) stars in the universe? Why do you think God created so many stars?
- Why do you think it was important for the world to have the sun, moon and stars?

### Reflection:

- What is part of this story do you find the most interesting?
- Which is your favourite light- the sun, moon, or stars?
- What is something you wonder about the story?
- How do you think God felt when He saw the sun, moon and stars He'd made for the first time?
- How do you feel when you look at the sun? What about the moon or the stars?

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

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## Activities and Crafts:

- [How to choose the best learning activities for my teaching situation.](#)
- [Visit the activities and songs pages for additional activities and crafts.](#)

### Activities:

- Do some science experiments concerning astronomy or the sun.
- Make sun and moon sandwiches using a slice of cheese and white bread. Put the two together and let the children cut out a sun and moon using a round cookie cutter.
- Bring an astronomy book and learn about some constellations.
- Arrange to go star gazing one night as a group activity. Look through a telescope if possible.

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

### Crafts:

- Make stars with silver glitter on black paper. If available, use glow-in-the-dark paper stars. [Click here for printable labels.](#)
- 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. Add star stickers and sun and moon paper cut-outs for today’s lesson.

Print and use these free bookmarks, trading cards or timelines. [Free printables for this story.](#)

## Individual Days of Creation:

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



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### Other Online Resources:

- [Craft: Paper crafts for pre-schoolers on days 4 and 5 \(Our Crafts ~N~ Things\)](#)
- [Craft: Popsicle stick star \(Busy Bee Kids Crafts\)](#)
- [Craft: Paper planetarium \(Busy Bee Kids Crafts\)](#)
- [Craft: Songs and crafts for preschoolers \(I Can Teach My Child\)](#)

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### Date

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