

LESSON PLAN FORMAT

TEACHER _____ **DATE** _____
CLASS 1st Grade CCD **SUBJECT** Religion
OF STUDENTS 4 **# IEP STUDENTS** 1
UNIT What God Made **TOPIC** Creation

REQUIRED ELEMENT	INSTRUCTIONAL INFORMATION	ADDITIONAL NOTES (REMINDERS, OBSERVATIONS, REFLECTIONS)
VSC INDICATOR/ OBJECTIVE (INDICATOR # AND OBJECTIVE)	Indicator-Identify what God created. Objective- Discuss what God has made.	
OBJECTIVES (IDENTIFY NEW LEARNING; MUST BE MEASURABLE; MUST ALIGN WITH STANDARDS)	The students will -identify the objects from each day of creation -sort pictures or make drawings of what God made and what man made into categories	
NEEDS ASSESSMENT (DETERMINES STUDENT READINESS FOR LESSON; MAY HAVE BEEN COMPLETED PRIOR TO LESSON)	Students have previously discussed who God is and how they are to behave in church. Gain attention. Teacher: “Eyes to me.” <u>Vocabulary:</u> (Write the bold words on the board and discuss with class.) Create- to make out of nothing Creatures- any living being or animal Creation- everything made by God	
RESOURCES (LIST ALL REFERENCES RESOURCES USED TO DEVELOP THE LESSON)	Snip-And-Tell Bible Stories by Karyn Henley, page 9 – 10 Bible Wheels to Make and Enjoy by Carmen Sorvillo, page 5 & 6	Have cutouts ready to cut during lesson. Poke hole at the center of story wheels for brass fastener.
MATERIALS (SPECIFIC MATERIALS NEEDED TO COMPLETE LESSON)	Creation Cards, Creation Worksheet (4 copies), Take Home Sheet, (4 copies), What Did God Make? (file folder game) with die and markers, magazine pictures of man made things and things God made, scissors, crayons, colored pencils, brass fasteners, glue sticks, pencils, white card stock, dry erase board marker and eraser, construction paper (1 each- blue, brown, green, red, orange and 2 yellow)	
RECALL/DRILL	Take Home Sheet	
ENGAGEMENT, MOTIVATION OR ANTICIPATORY SET (PURPOSEFUL, ENGAGING ACTIVITY THAT ACTIVATES PRIOR KNOWLEDGE)	Teacher stands in front of chair that is in the corner of the room by bulletin board. Gain attention. Teacher: “Eyes to me.” Motivation –Simon Says. Bring students to sit on floor in front of teacher by saying each student’s name. Teacher: “Simon Says, (student name) walk and sit in front of me.” Introduction- Teacher: “What did God make? Let’s find out what He made.”	

STRATEGIES/**ACTIVITIES**

STEPS OR PROCEDURE
(LOGICAL; SEQUENCED;
APPROPRIATE; PROMOTE
HIGHER LEVEL
THINKING)

***MUST INCLUDE**

**DIFFERENTIATION OF
PRESENTATION &**

**RESPONSE FOR
IDENTIFIED**

STUDENTS-FOR

**EXAMPLE: MODELING,
GUIDED PRACTICE,
INDEPENDENT
PRACTICE "I DO, WE
DO, YOU DO"**

Read story "And God Said" from the book "Snip-And-Tell Bible Stories" by Karyn Henley, page 9 – 10 and do cut outs as the story unfolds.

Ask questions from below using Creation Cards to help the children remember what happened each day. Post cards in order on the bulletin board in a straight line going downward after discussing each one.

1. What did God make the first day? Light
2. What did God make the second day? Sky
3. What did God make the third day? Land and seas.
4. What did God make the fourth day? Sun, moon, and stars.
5. What did God make the fifth day? Birds and fish.
6. What did God make the sixth day? Animals and people.
7. Did God make the stars? Yes
8. Did God make the animals? Yes
9. How many days did it take God to create the whole world? Six
10. What did God do on the seventh day? God rested.

For David and others if needed- Review with students in order what God created using Creation Cards.

Teacher: "What did God create on the first day?" etc. (point to card)

1. Light
2. Sky
3. Lands and seas.
4. Sun, moon, and stars.
5. Birds and fish.
6. Animals and people.
7. Rested

Recall/Drill- Review Take Home Sheet with students. Use Creation Cards. Point to Creation Card on bulletin board if necessary.

Gain attention. Simon Says. Have students go back to their seats by saying each student's name. Teacher: "Simon Says, (student name) walk and sit in your chair."

Teacher stands near students. Gain attention. Teacher: "Eyes to me."

Introduce craft- Teacher: "What did God make on each day?"
Bible Wheels to Make and Enjoy by Carmen Sorvillo, page 5 & 6.
Explain the activity. Model and demonstrate to students where to cut along the edge of the wheel. Have students cut out wheels and color. Help when necessary. Model and demonstrate how to attach wheels together using a brass fastener. Place top wheel on bottom wheel, line up the hole in the center, and push a brass fastener through the hole. Turn story wheel over on the back. Separate the two brass flanges and press flat. Have students attach wheels together. Help when necessary. Model and demonstrate turning wheel so that "First Day- Light from Darkness" is shown through window. Have

student's turn their story wheel dial to first position and continue to turn wheel as it is read by the teacher with the class following along.

Introduce game-

Teacher: "How long did it take God to create the whole world?"

Review with students in order what God created using Creation Cards on bulletin board.

Teacher: "What did God create on the first day?" etc. (point to card)

1. Light
2. Sky
3. Lands and seas.
4. Sun, moon, and stars.
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6. Animals and people.
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What did God make? (file folder game)

Explain the activity- Teacher models and demonstrates game: "Place your markers on the START space. The players roll a die and follow the directions on the space they landed on. If the player lands on a picture, they must tell whether or not God made it. If they are correct, they stay where they are. If they are not correct, they go back to where they were. The first player to FINISH wins. Continue playing to find out who comes in second, third, fourth, etc. place."

Introduce worksheet-

Teacher: "What did God make?" (Discuss) "What did man make?" (Discuss)

Creation Worksheet- Explain the activity. Teacher models and demonstrates what the students do to complete worksheet. "Cut and paste or draw pictures of things that are created by God and put in the first column. Cut and paste or draw pictures of things that man made in the second column." Have each student share with the class their Creation Worksheet when everyone is finished.

For David- Model and demonstrate what David should do to complete worksheet (see above). Give guided practice to complete worksheet. Do independent practice with David and then allow him to complete worksheet. Check David's progress frequently. Catch David being on task and doing work correctly. Give specific praise. Example: "David, you are doing your worksheet and staying on task." "David, you put the pictures of things God made and what man made in the correct column." Etc.

Dismissal- Give each student a Take Home Sheet to take home to complete with parent and bring back to next class. Have each student put their Take Home Sheet in their folder. Dismiss students with their parent.

<p>TECHNOLOGY USE (FOR PRESENTATION & RESPONSE)</p>	<p>NA</p>	
<p>ASSESSMENT (MUST MIRROR STATED OBJECTIVES) *INDICATE DIFFERENTIATION OF PRODUCTS FOR IDENTIFIED STUDENTS.</p>	<p><u> </u> FORMATIVE <u> X </u> SUMMATIVE (ASSESS PROGRESS) (ASSESS ACHIEVEMENT)</p> <p>Evaluation- Each student has a Take Home Sheet to complete with parent and bring back next week (next Sunday).</p>	
<p>ANTICIPATED INTERVENTION/ RETEACHING STRATEGIES BASED ON ASSESSMENT RESULTS (MUST BE FOCUSED, SPECIFIC)</p>	<p>Review Take Home Sheet the following week.</p> <p>Reteach- Name an object and point to it. Have students identify if God made it.</p> <p>Reteach- Use Creation Cards that are posted on the bulletin board to help the students remember what God created on each day. (Point to correct card if necessary.)</p> <p>Teacher: “What did God create on the first day?” etc.</p> <ol style="list-style-type: none"> 1. Light 2. Sky 3. Lands and seas. 4. Sun, moon, and stars. 5. Birds and fish. 6. Animals and people. 7. Rested 	