

**Final Project
for
Technology
in the
Early Elementary Classroom**

Project: Lesson Plan
Name: Donna Meador
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Subject: Bible
Intended Grade Level: Grades 1 & 2
Title:

And God said, “Let us make...”

Description:

This lesson is designed to teach the students that God created the world and everything in it. Included in this week was the creation of man and the seventh day Sabbath.

Faith Integration:

Because I believe in God as the creator of this world, as is recorded in Genesis 1 and 2, I will share the story of creation with my students. This lesson will show how God chose to create our world in a special and unique way. Included in this is the creation of mankind. We as Seventh-day Adventists believe that God created Adam and Eve in a special and unique way. He then created a special time to spend with his new children. This special time He called the Sabbath.

When He created people He also gave them the power to choose. We still have this power and because of this we have to choose whether we are going to love and obey God or not.

Curriculum Benchmarks:

- ? The student will understand that the world was created in 7 literal days.
- ? The student will understand that on Day 1 God created light. Then He divided the day into the dark part which He called night and the light part which He called day. (Gen 1:
- ? The student will understand that on Day 2 God created air or sky to divide the water in the heavens from the water on the earth.
- ? The student will understand that on Day 3 God created land. Then on that land He created grass, flowers, trees and all the plants.
- ? The student will understand that on Day 4 God created the sun, moon and stars.
- ? The student will understand that on Day 5 God created birds and fish.
- ? The student will understand that on Day 6 God created animals.
- ? The student will understand that on Day 6 God also created man.
- ? The student will understand that when God created man he gave him the power to choose. He could choose to love and obey God or not.
- ? The student will understand that on Day 7 God rested from all his work. He then blessed the 7th day and set it apart as holy. He wanted this to be a special time for man to meet with and communicate with God.
- ? The student will understand that the Seventh-day Adventist Church observes the seventh day of the week as the Sabbath.
- ? The student will understand that Genesis 1 and 2 are the Biblical account of creation.

- ? The students will develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal posits, and productivity. (NETS Standard 2)
- ? The student will use technology tools to enhance learning, increase productivity, and promote creativity. (NETS Standard 3)

Materials/Hardware/Software

Books:

- ? The International Children’s Bible, New Century Version (Word Bibles)
- ? Exploring His Power (SDA Bible Textbook Series 2) Published by Pacific Press Publishing Ass. Nampa, ID
- ? Forever Stories: God Makes Our World by Carolyn Byers, Review and Herald Publishing Association, 1990.
- ? The Bible Story by Arthur S. Maxwell, Pacific Press Publishing Association, 1953.

Software/ Hardware

- ? Computers
- ? Kid Pix Deluxe 3 edition
- ? American Greetings Scrapbooks & More Software
- ? Digital Camera
- ? Scanner

Other Materials

- ? White robe costumes

Teacher Preparation:

- ? The teacher will collect Exploring His Power and other story books.
- ? The teacher will organize the cooperative learning groups of 2-3 students.
- ? The teacher will set up a file for each student group in Kid Pix.
- ? The teacher will collect and review creation songs. This will include the following:

“There’s a Great Big God,” “My God is so Big,” “Jesus said, ‘I love you,’” “I Choose Jesus,” and other creation songs.

Student Preparation:

- ? Students will know how to use Kid Pix
- ? Students will know how to create and save slides in Kid Pix
- ? Students will know how to create and save a slide show in Kid Pix

Activities/Procedure:

1. The teacher will read each of the 9 lessons from Exploring the Power to the students.
2. Discuss with the students what they would have seen, heard, felt, tasted, or touched on each one of the days if they had been there during creation week.
3. Each group of 2-3 students will make a title slide the first day after the teacher reads and discusses lesson one. This slide will include the title they choose for their creation slide show and their names. They may add illustrations if they want them.
4. Lesson 2 they will illustrate the first day of creation. From then on they will work on 1-2 slides for each day of creation. They may draw pictures and add stamps or other things from Kid Pix.
5. For day six they may be Adam and Eve in their slide.
 - A. They will dress up in white robes.
 - B. We will take their picture with a digital camera.

- C. Then we will import it into American Greetings Scrapbook software and cut the pictures out.
- D. Next we will import them into Kid Pix.
- 6. Our youth pastor will be Jesus for the Sabbath slide. We will follow the same procedure as Adam and Eve.
- 7. After they finish the pictures they may work on transitions, text, sound and timing of the slides. The 9th and 10th graders will be able to help them with the typing of their text and with the sound and transitions.

I posted an example of the slide shows that the students will create on week six of this class.

Assessment/Evaluation

Students will be evaluated according to age and maturity level. I will use the creation slide show rubric that is at the end of this lesson plan.

Follow-Up Activities

- 1. Each group will present their slide show to the class and to 2 other people.
- 2. These slide shows will then be posted on our school's website.

Kid Pix Slide Show Appearance and Content: Creation Story-Slide Show

Teacher Name: **Mrs. Meador**

Student Name: _____

CATEGORY	4	3	2	1
Graphics Sources	Graphics are hand-drawn. The illustrator(s) are given credit somewhere in the presentation.	A combination of hand-drawn and Kid Pix graphics is used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.

Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Sounds -planning	Careful planning has gone into sounds. All sounds improve the content or "feel" of the presentation.	Some planning has gone into sounds. Most enhance the content or "feel" of the presentation, but 1-2 seem to be added for no real reason. None detract from the overall presentation.	Sounds that are chosen are appropriate for the topic, but some detract from the overall presentation.	Sounds are not appropriate for the presentation.
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Digital Camera Use	Picture is high quality. The main subject is in focus, centered, and of an appropriate size compared to other objects in the picture.	Picture is good quality. The main subject is not quite in focus, but it is clear what the picture is about.	The pictures are of marginal quality. The subject is in focus but it is not clear what the picture is about.	No picture taken OR picture of poor quality.

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