

Bri Hull

Teaching Week: Lesson Plans Template
Week [A]

Teacher: Natasha Hooker

Grade Level: 4th

Subject: Bible

Topic: The Creation Account

Subtopic: The purpose of Creation

	Day 1	Day 2	Day 3	Day 4	Day 5
<u>Standard:</u> State standard	(Not a required standard) 74.36 (D): Familiarize students with, as applicable: the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.	(Not a required standard) 74.36 (A): Familiarize students with, as applicable: the contents of the Hebrew Scriptures or New Testament	(Not a required standard) 74.36 (B): Familiarize students with, as applicable: the history of the Hebrew Scriptures or New Testament	(Not a required standard) 74.36 (C): Familiarize students with, as applicable: the literary style and structure of the Hebrew Scriptures or New Testament	(Not a required standard) 74.36 (1): Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy.
<u>National Standard:</u> If math or Language Arts, Common Core Standard	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (D): Students need to see the truths of God's word in all other areas of the world, including the academics they are studying and as they prepare for the careers they hope to pursue.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (D): A Christian worldview should be knit together by what they learn, hear, see, and process with their teachers, parents, and peers and through a personal relationship with God.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (B): Knowing the words, concepts, Bible references, and even historical stories and facts is not enough. Students need to get to know the person of Jesus Christ and how he loves each one of us personally. Students also need to experience the personal disciplines of prayer, Bible reading, meditation/memorization, and service.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (A): Students need to be taught foundational Bible knowledge as part of their Christian education. Unless they know the Word of God, they cannot apply it to their lives.	(No national standard, Based off the Association of Christian Schools International Standards) 5.3 (C): Students need to know how to apply their Bible knowledge in various areas of their lives. They need to move from information to application and hopefully into discernment.

<u>Objective:</u> must contain a condition, practice, and performance	Given a set of cards, each student will be able to match the day of creation with what was created.	Given a worksheet, each student will be able to answer each question using their journals.	Given a foldable, each student will be able to list the purpose of each created thing under the corresponding picture.	Given a test review, each student will be able to complete the assignment with 70% accuracy.	Given a test, each student will be able to complete the assessment with at least 70% accuracy.
<u>Materials:</u> texts used, pg. #'s, any supplies needed	SmartBoard, video, journals, matching cards, paper to make foldable, glue, pencils, colors.	SmartBoard, video, journals, pencils, paper.	SmartBoard, video, journals, pencils, paper, glue.	SmartBoard, video, journals, pencils, paper, highlighters.	Computers, headphones, video, SmartBoard.
<u>Biblical/Character Integration:</u> How will this be integrated with the lesson?	Biblical truth one: God is Creator. Genesis 1:1 "In the beginning God created the heavens and the earth." This will be integrated into the lesson as students will learn what God created on what day.	Biblical truth two: God is sovereign. Genesis 1:3 "And God said, 'Let there be light,' and there was light." This will be integrated into the lesson as students will learn how God was able to create the world.	Biblical truth three: God made everything with a purpose. Genesis 1:14-15 "And God said, 'Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, and let them be lights in the vault of the sky to give light on the earth.' And it was so." This will be integrated into the lesson as students will learn why God created what he did.	Biblical truth four: Jesus and the Holy Spirit were present at creation. Genesis 1:26 "Then God said, 'Let us make mankind in our image, in our likeness..'" This will be integrated into the lesson as students will learn who was present at creation.	Biblical truth five: God is good. Genesis 1:28-31 "God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.' Then God said, 'I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food.' And it was so. God saw all that he had made, and it was very good. And there was evening, and there

					was morning—the sixth day.” This will be integrated into the lesson as the students will learn a key attribute of God based on what he created and how he created it.
Technology: What technology will you use? How will you use it?	SmartBoard: to show a video to start class and slideshow.	SmartBoard: to show a video to start class and notes.	SmartBoard: to show a video to start class and slideshow.	SmartBoard: to show a video to start class and notes.	SmartBoard: to show a video to start class. Computers: test will be taken on google forms.
Set: What will you be doing to gain the student’s attention?	Video: “The Gospel Project for Kids: The Creation Story” ▶ The Gospel P...	Video: “Who is God?” ▶ Who is God? ...	Video: “7 Days of Creation” ▶ 7 days of cre...	Video: “How is 1 God in 3 Different Persons?” ▶ How is 1 GO...	Video: “Creation” ▶ Creation (Ge...
Instruction: How you will actually teach the concept that is being taught. This should be a step by step list of what you will be doing. Be sure to provide multiple learning opportunities to address diverse learners and diversity.	1. Show video. 2. Pass out interactive notes. 3. Present slideshow presentation and have students fill out notes as the lesson progresses. Slideshow will cover: days of creation, the influence of the creation account with the modern-day week, and why understanding the creation account is applicable to daily living. 4. Have students glue notes in journal.	1. Show video. 2. Have students write in their journals how they think God was able to create the world. 3. Create chart on board and have students copy in their journals: chart will cover God’s sovereignty (how he was able to create the world), biblical content on the creation account (key bible verses), a Christian worldview of creation (why it is important we understand that God created everything).	1. Show video. 2. Pass out printed copies of Genesis 1 and glue into journals. Popcorn read all of Genesis 1. 3. Slideshow: reviewing the days of creation, explaining that the creation account is history, not a fairytale, and explaining that there was a purpose for every single thing God created.	1. Show video. 2. Have students open to Genesis 1 copies in their journal. 2. Annotated the passage for literary styles and structures as students follow along and copy. Pay special attention to the switch from singular to plural when talking about God and explain what this means.	1. Show “Creation” refresher video. 2. Discuss Biblical integration: God is good. 3. Students will complete test. Students with text-to-speech accommodation will be given headphones.
Guided Practice: What activity will you do as a class or whole	Students will be given matching cards to match the days of creation with what God	Students will answer discussion questions as a group and write their	Students will work together to highlight each verse that reveal the purpose	Students will each create/ draw a different aspect of creation of construction paper	Students will be given 10 minutes to review in groups for test using materials from the week and

group to practice the concept taught.	created. They will work as a group to complete this task. If time allows, groups can compete against each other to see who can match the days the quickest.	answers in their journals. 1. What does “sovereign” mean? 2. How did God create everything? 3. What is a bible verse that is key in understanding why we need to know God is who created the world?	of each created thing.	and the group will put each drawing in order and hang it on the wall in order.	ask questions of anything they are unsure of.
<u>Independent Practice:</u> How you will assess that students learned the concept. This should match your objective. This needs to be different from the summative assessment.	Students will create a foldable independently that show the days of creation.	Students will be given a worksheet covering all materials learned over the first two days. They will answer questions on their own, but are able to use their journal for help.	Students will be given a foldable with a picture of each created thing on each flap, under the flap, students will write what purpose that created thing serves.	Students will be given a test review to complete independently.	Students will be given 5 minutes to independently review for test using materials from the week.
<u>Closure:</u> What will you do to wrap up the lesson? A final thought, question, exit ticket?	Exit ticket: Write in your journal what you think was the most important thing God created.	Exit ticket: Write in your journal a key bible verse in understanding the creation story.	Exit ticket: Write in your journal what your favorite part of nature is.	Exit ticket: Write in your journal what question you have about anything you have learned this week.	Go over any highly missed questions as a class.
<u>Differentiation:</u> Explain how this lesson will be modified for each learning group.	Gifted: Students who are gifted will have the option to get creative with their foldable and add aspects not required. ESL: Students will be provided with translated copies of every material.	Gifted: students who are gifted will be given the opportunity to be the “scribe” for the group discussion. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given	Gifted: students will be given the opportunity to read aloud a second time during popcorn reading. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given	Gifted: students who score a 100% on the review will get free time on Friday after the test. ESL: Students will be provided with translated copies of every material. ADD/ADHD: extra time will be given	Students with text-to-speech accommodation will be given headphones. Extra time will be given to students who require it. Any ESL students will be provided with a translated version of the test. A bonus question for extra points will

	ADD/ ADHD: accounted for with two hands-on activities incorporated into the lesson. Learning styles: accounted for with video, taking notes, presentation, and hands-on activities.	for independent practice if needed. Learning styles: accounted for with video, taking notes, and group discussion.	for independent practice if needed. Learning styles: accounted for with video, taking notes, presentation, and hands-on activities.	for independent practice if needed. Learning styles: accounted for with video, taking notes, presentation, and hands-on activities.	be added for all students, but is meant to cater to gifted students who need the extra challenge.
<u>Summative Assessment:</u> What will you be using to test that the student's mastered the skill being taught? This may be a test or a project. Provide a rubric if applicable. The summative assessment may be only given on one of the five days as it is summative. Be sure to attach a copy of the assessment.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	Will be completed on Friday.	A test covering the materials learned over the week. Attached below. https://forms.gle/iN68E2fjtUKjTczR9