**In the Beginning**, retold by Steve Turner

|  |  |  |
| --- | --- | --- |
| **LESSON****PLAN #1** | DATE: January 31st 2011 |  |
| TIME: Afternoon | CLASS (Grade or Cycle): Grade 2 |
| DURATION: 60 minutes | SCHOOL: Stardust Academy |
|  |  |  |
|  **OBJECTIVES** | * Reflection on the creation of the earth.
* Explore different perspectives about how the earth was created through drawing.
 |
| **MELS****COMPETENCIES** | * Read and listen to literary, popular and information-based texts.
* Use language to communicate and learn.
* Use personal ideas inspired by the stimulus for creation.
 |

|  |
| --- |
| **TEXT:** *In The Beginning* retold by Steve Turner |

|  **TIME** | **LESSON** |
| --- | --- |
|  5 10 10 30 | **Introduction**Before the reading of the book, *In the Beginning*, students will gather in a circle and reflect on their perspectives on the creation of the earth. Students will orally share their perspectives to the class. Questions such as “How do you think the world was created?” and “Have you heard any stories about how our world was created?” will be asked in order to stimulate the students’ responses. **Development**The book is read to the students. Students will be asked to point out the similarities and differences between the scenarios in the book and their previous perspectives. Teacher further explains how there are many different ways in telling the earth’s creation story. Teacher then introduces the *Sky Woman Creation Story* which is the Native American belief. After both stories and students’ perspectives have been shared, students are asked to paint their perspective of how they picture the first day on earth.  |

|  **TIME** | **ACTIVITY** |
| --- | --- |
|  5 | **Closure/Transition**Once students have finished their paintings, they will be asked to write one sentence at the bottom of their painting describing what they depicted. **What’s next? (Development/Extension)** The following day, students will be given a chance to finish their paintings if they did not have time the day before. Once all students are finished with their paintings, everyone will get a chance to discuss them and share their work. From this activity, the teacher is able to expand into a unit on planets. |

**Reflection:**

 Our purpose for designing this lesson plan was to provide an engaging activity for the students. The textbook brings up a very important point about religion literature books being used in public schools. Since myths derive from certain cultures, they will not apply to all students. Depending on a student’s upbringing, certain myths may be offending to them because they were not brought up to believe the same thing. We believe that it is important to introduce students to myths from different cultures, not to change their beliefs, but to simply educate them about the beliefs of others.

 In our lesson plan, we incorporated another idea from the textbook which recommends reading myths aloud to children in order for them to easily comprehend. Speaking from personal experience, our group discussed that we enjoyed when our parents or teachers would read us myths aloud.

 To achieve the competencies listed above, we had students listen to literary texts. The two texts we used were *In the Beginning* by Steve Turner and *the Sky Woman Creation Story.* In order to achieve the second competency, which required students to use language, we decided to include class discussions as well as an opportunity for students to share their work. Finally, in order to achieve the last competency, we decided to let the students freely express their creativity. Instead of asking students to colour-in a picture, we decided to give them the opportunity to depict their interpretation of the first day on earth.