



Grade Level: Grade 2

Title:

Using Themes to Structure Learning & Applying the School Theme to Daily Life

Denomination: Christian

Lesson ID: PS-G2-09-CH

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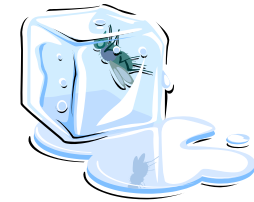
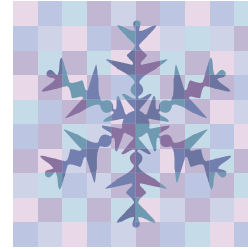
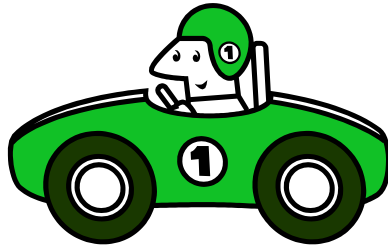
ITEST web site: www.faithscience.org

Ph: 314.792.7220

Note: Web sites referenced in this lesson were valid at time of publication.

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TECHNOLOGY AND PHYSICAL SCIENCE - GRADE 2 - CHRISTIAN
LESSON TITLE: Using Themes to Structure Learning & Applying the School Theme to Daily Life

GENERAL CONCEPT: Using technology and themes to structure learning

SCIENCE LESSON CONCEPT

- Reflection on the meaning of the theme cause and effect in daily life by demonstrating that meaning in hands-on experiments

GOAL OF SCIENCE LESSON

- To have a greater understanding of the cause and effect theme.
- To develop greater skill in following directions.

RELIGION LESSON CONCEPT

- Reflection on the meaning of the school religious theme for the year in daily life by illustrating that meaning in a software program that all students can use

GOAL OF RELIGION LESSON

- To have a greater understanding of the school theme as applied to daily life.
- To develop greater skill in using a drawing program.
- To develop greater skill in following directions.

OUTCOME EXPECTED

- Student will be able to identify cause and effect.

MATERIALS NEEDED

- Models of Cause and Effect in action (ramp and lever, balls and bowling pins, ice and heat, construction paper and sunlight)
- Ramp
- 1 toy car
- 1 toy car with one or more missing wheels.
- Ice cube on a plate
- Ice cube in a deep bowl
- 1 piece of colored construction paper per student
- 1 piece of white paper per student
- scissors
- Access to sunny windows

OUTCOME EXPECTED

- Student will have greater skill in using a drawing program.
- Student will have greater understanding of the school theme, its meaning, and the application in the student's life.

MATERIALS NEEDED

- Copy of School Religious theme
- Computer
- Kid Pix program
- Color printer

- scotch tape

SCIENCE METHODOLOGY

- **GATHER** the students around you on the floor or some area where they can all easily see the cars and the ramp.
- **SAY:** I need to find out which of these cars can go the fastest. How can I find out? (race cars down the ramp)
- **ACCEPT** student ideas and try them out if possible.
- **HAVE** the students predict which car will go the fastest.
- **WRITE** down the predictions.
- **SAY:** We have a science principle of Cause and Effect. We put the cars on the top of the ramp and then let them go. They should go down the ramp.
- **DO** the experiment.
- **REVIEW** the results.
- **ASK:** What was the effect of missing wheels on one car? (went slower, went off course, stopped racing)
- **SET UP** the two ice cube containers - plate and a deep bowl.
- **ASK:** What happens if I put the ice cubes on the plate and in the bowl? (will melt)

RELIGION METHODOLOGY

- **HAVE** a large copy of the school's theme for the year.
- **READ** the school theme.
- **ASK** students to explain it as they would to a visitor to the school.
- **MAKE** a list of the specific behaviors which the student explanations reveal.
- **GIVE** specific directions for the illustration project.
- **HAVE** the students illustrate the theme using the Kid Pix Drawing program.
- **HAVE** the students print the illustration.
- **DISPLAY** the illustrations with the school theme sign in the hall – either all at once or a few at a time over the year.
- **DISCUSS** the meaning of reflecting on the theme and what effect they hope to have on others by posting their illustrations.
- **ASK:** How did using the Kid Pix program help you learn about our school theme?
- **ASK:** What is one thing you can do today to apply the

- **ASK:** What is the cause of their melting? (warmer air)
- **ASK:** What is the effect of their melting? (change from solid to liquid)
- **ASK:** Which ice cube will melt the fastest? (plate or bowl)
- **ACCEPT** student answers.
- **ALLOW** the ice cubes to melt and time how long it takes in each container.
- **ASK:** What effect did the sides of the bowl have on the melting of the ice?
- **RECORD** answers.
- **GIVE** each student a piece white paper and have them cut out a snowflake shape.
- **TELL** the students to tape the snowflake shape on the construction paper.
- **SAY:** We are going to put our construction paper art in our windows with the snowflake side to the glass.
- **ASK:** What do you think will happen?
- **ACCEPT and RECORD** student predictions.
- **WAIT** a couple of weeks and then remove the pictures from the windows.

school theme to your life?

- **POSIT:** Technology is a good tool to help us learn about our school theme and how to live it every day.

- **REVIEW** the student predictions.
- **HAVE** the student carefully remove the shape from the construction paper.
- **ASK:** What happened? (snowflake shape should be darker than the rest of the construction paper)
- **ASK:** What caused the paper to fade (get lighter)? (the rays of the sun)
- **ASK:** What was the effect of taping the shape on the paper? (kept sunshine from fading paper underneath it)
- **POSIT:** Everything we do has a cause and an effect.

SCIENCE LINKS

www.learningmagicinc.com/goodies/categories/causeEffect.html

[Learning Magic Goodies Cause and Effect list](#) ... photographs, sound **effects** and movies where appropriate to illustrate things that occur in the spring. **Grade** level: K-2. Curriculum area: **Cause and Effect** and **Science**

www.superteacherworksheets.com/causeeffect.html

[Cause and Effect Worksheets](#) Printable **cause and effect** worksheets for teachers and ... **Grade 2** and up. ... **Science & Social Studies**

RELIGIOUS LINKS

www.ehow.com/how_2120338_use-kid-pix-software.html

[How to Use Kid Pix Software | eHow.com](#) **Kid Pix**, a creative, artistic and educational software, allows **kids** to add all types of creations onto a virtual canvas. **Kids** can draw, paint, type and add moving ...



KEY WORDS

- CAUSE
- EFFECT
- MELT
- SUNLIGHT



KEY WORDS

- KID PIX PROGRAM
- ILLUSTRATE
- THEME
- APPLYING

KEY WORDS



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