

Religious Education & Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade 1 - Lesson 3

Grade 1 Who I AM... Lesson 3	
<p>Background: This lesson is an introduction to stewardship. Christian stewardship is a way of living in which we recognize that everything belongs to God. All resources must be used for His glory and the common good. Solidarity is the fruit of stewardship.</p>	
Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><u>Ontario Catholic School Graduate Expectations</u> CGE1g: Understands that one’s purpose or <i>call in life</i> comes from God and strives to discern and live out this call throughout life’s journey. CGE3d: Makes decisions in light of gospel values with an informed moral conscience. CGE2b: Reads, understands and uses written materials effectively. CGE4a: Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.</p> <p><u>Religion Overall Expectations</u> ML1: Demonstrate an understanding that we are created in the “image of God” and that this gift calls us to live in a way which reflects this truth. LS2: Focus: Human Dignity Understand that as human beings made in God’s image we are social by nature and are called both as individuals and as a community to offer friendship and charity to all people.</p> <p><u>Religion Specific Expectations</u> ML3.3: Describe ways in which children can be examples of holiness (by imitating Jesus Christ’s love for others, being faithful, charitable and obedient to God’s will). LS1.2: Provides examples of how God has made human beings equal yet different in their being.</p> <p><u>Language Expectations</u> Oral and Visual Communication</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Students will learn that all of creation as a gift and actively fulfill their responsibility to be stewards of God’s creation. • Students will understand that all life is sacred.

<p><u>Overall Expectation</u></p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</p> <p><u>Specific Expectations</u></p> <p>Comprehension Strategies</p> <p>1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction.</p> <p>Analysing Texts</p> <p>1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction.</p> <p>Reading</p> <p><u>Overall Expectation</u></p> <p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p> <p>Writing</p> <p><u>Overall Expectation</u></p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience.</p> <p><u>Specific Expectations</u></p> <p>Developing Ideas</p> <p>1.2 generate ideas about a potential topic, using a variety of strategies and resources.</p> <p>Form</p> <p>2.1 write short texts using a few simple forms.</p> <p>Producing Drafts</p> <p>2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations.</p> <p><u>Science Expectations</u></p> <p>Understanding Life Systems</p> <p><u>Overall Expectation</u></p> <p>3. demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans.</p> <p><u>Specific Expectations</u></p> <p>3.2 identify the physical characteristics (e.g., size, shape, colour, common parts) of a variety of plants and animals.</p> <p>3.5 describe how showing care and respect for all living things helps to maintain a healthy environment.</p>	
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Instructional Components		
<p>Book Description: <u>Miss Mingo And The First Day Of School</u> By Jamie Harper If there's an elephant in the classroom — along with an alligator, a koala, a centipede, an octopus, and who knows what else — it must be Miss Mingo's class on the first day of school! Miss Mingo, herself a flashy flamingo, is eager to start off the year by inviting all creatures great and small to share something special about themselves.</p>	<p>Terminology Individuality Creatures Characteristic Environment Respect Stewardship Resiliency</p>	<p>Resources/Materials</p> <ul style="list-style-type: none"> • Mentor Text: <u>Miss Mingo And The First Day Of School</u> • BLM “Who I <u>AM</u>” Information cards • BLM “How To Care For God’s Creatures” writing template and writing sheet for each student • Rubric for Procedural Writing • BLM “Stewardship Award”
Prayer/Scripture Focus		
<p>1 Peter 4:10</p> <p>“As each has received a gift, use it to serve one another, as good stewards of God's varied grace.”</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Prior to the lesson, cut out the “Who <u>I AM</u>” information cards and put tape on the back side.</p> <p>Begin the lesson by placing an information card on each of the student’s foreheads securing it with the tape.</p> <p>Invite the students to walk around and ask their classmates questions to figure out who they are. Questions should only be answered with “yes” or “no”.</p>		
Action	Approximately 30 minutes	Assessment
<p>Once the students have ascertained which character they are from the mentor text, explain that they have a very important job assignment. They are going to become stewards of the earth. Their job will be to represent the creature that was given to them on their card to ensure their wellbeing. “What do you think stewardship looks like? What does it sound like?” “Does anyone know someone who is a steward of the earth? Describe why you think this person is a steward of the earth.”</p>		<p>Anecdotal evidence from discussions</p> <p>Rubric for procedural writing</p>

“God wants you to certify that each of His creatures is properly cared for. Why do you think God wants us to be good stewards of the earth? What makes you think that?

“Your job is to write a procedural text to inform the citizens of this planet how to properly care for the creature you have to guarantee they will remain happy, healthy and safe in their environments.” Reread the text in order for the students to pay close attention to their creature in particular.

The teacher could model how to begin with the “How To Care For God’s Creatures” writing template. Discuss how you would introduce your creature in an interesting and captivating way. Talk about what the creature needs to survive in their environment. Invite the students to think of possible threats to the creature. Consider the concept of resiliency at this point. Introduce it as the ability to become strong and healthy after something bad happens. Converse and say that being resilient allows us to bounce back if and when unfortunate things happen to us. “Have you ever had to be resilient?” “Was it hard?” “What challenges do our creature friends have to overcome?” “Will we always be there to intervene and help them with their problems?” “Is there always someone there to help us when we have problems?” “There are times in our lives when we have to figure out how to deal with the problem before us. It’s important to remember that we can do it with God’s love and support. Always remembering that we are special and loved will give us the strength we need to move forward.”

Model how you would edit your writing. Inquire what the students think the success criteria should be and possibly co-construct a set of success criteria for the writing piece using the teacher sample.

Invite the students to begin their own brainstorming and writing. Allow them time to get their ideas down on their writing template. For each step, students should provide an illustration that demonstrates the procedure described. Conference with students who are done and give them their “How To Care For God’s Creatures” writing sheet for their polished writing.

Consolidation		Approximately 5 Minutes	Assessment
Invite the students to do a gallery walk to see their classmates writing.			
Present each student with their Stewardship Award.			
Final Notes			
The use of technology would be an asset to further research each creature and get a true sense of their purpose and gifts.			

“Who I AM” Information Cards

Flamingo



A Flamingo's bill is hinged at the top, allowing this bird to scoop up food in the water with its head upside down. Carotenoids, a substance in shrimp, make flamingo's feathers pink. Without them, its feathers would turn white!

Alligator



An alligator can grow and lose up to 3,000 teeth in its lifetime.

Narwhal



The spiral-twisted tusk of a male narwhal is really its overgrown left tooth. It can grow to be 10 feet long.

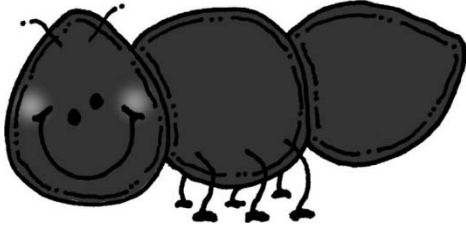
Spider



An orb web spider can weave its circular web in just 30 to 45 minutes.

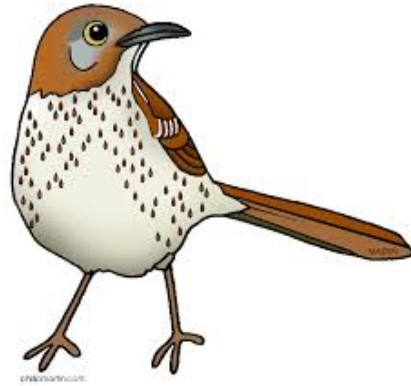
“Who I AM” Information Cards

Ant



The wingless worker ant can lift 50 times its own weight.

Bird



The male brown thrasher has the largest repertoire of all North American birds, with more than 1,100 song types.

Koala



Eucalyptus leaves are a koala's only source of food and water. Koala is an Aboriginal word meaning “does not drink”.

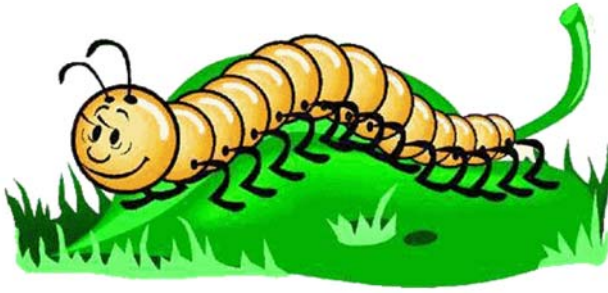
Panda



A newborn panda cub is pink and blind – and 900 times smaller than its mother.

“Who I AM” Information Cards

Centipede



Centipedes can have as many as 354 legs.

Cricket



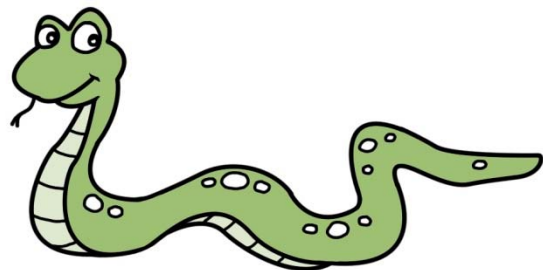
A cricket’s “ears” are flat and oval-shaped.
They are located on its front legs.

Octopus



An octopus has almost 2,000 suckers. With them, it can taste the difference between sweet, salty, and bitter foods.

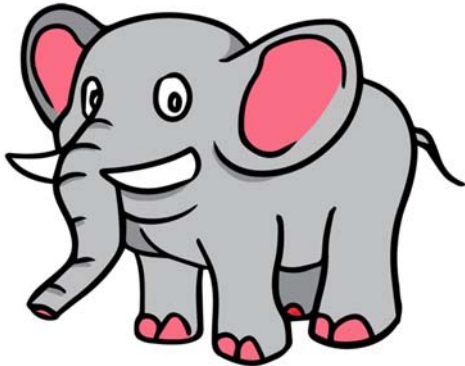
Snake



Snakes flick their tongues in and out to pick up scents from the air and ground.

“Who I AM” Information Cards

Elephant



A tired elephant calf often sucks the tip of its trunk for comfort, just as a human baby sucks its thumb.

Hippopotamus



With lips that are about two feet wide, a hippopotamus can eat up to 100 pounds of marsh grass and other plants a day.

Monkey



The male proboscis monkey's nose continues growing throughout its lifetime and may get to be 4 inches long.

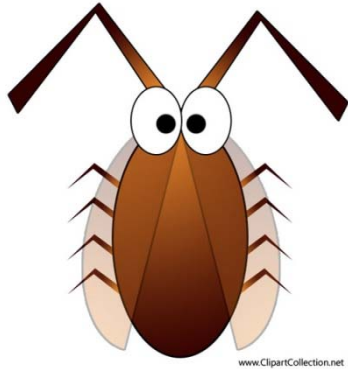
Giraffe



A giraffe's flexible, dark purple tongue can extend to 18 inches-perfect for stripping leaves off tall trees.

"Who I AM" Information Cards

Cockroach



Cockroaches eat almost anything, including plants, animal carcasses, paper, glue, soap—even nail clippings.

Frog



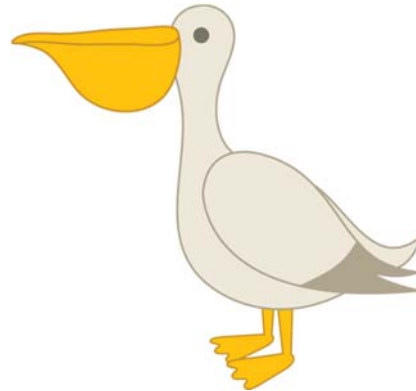
Some frogs eat their own skin as they molt, using their front legs to pull it off over their heads.

Pig



Pigs are susceptible to sunburn. They roll in the mud to give their skin a protective coating.

Pelican



Pelicans use their pouches as nets to capture fish. The pouch can stretch to hold up to three and a half gallons of water.



"How To Care For God's Creatures" Procedural Writing Template

Introduction: _____

First, _____

Next, _____


Last, _____

_____ makes a difference in God's kingdom

because _____.

“How To Care For God’s Creatures” Procedural Writing

“How To Care For God’s Creatures” Procedural Writing

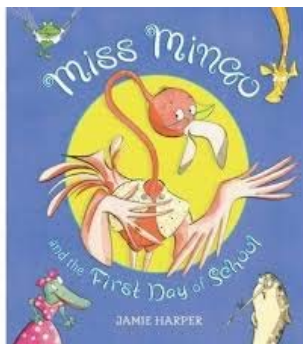




Written by Earth Steward: _____





Illustrated by Earth Steward: _____

Success Criteria



Have I clearly stated the goal of this piece of writing?	
Have I included step by step instructions on how to achieve this goal?	
Have I used sequencing words such as first, next, then, finally?	
Have I used the present tense throughout?	
Have I included a summarizing sentence?	

Rubric for Procedural Writing

Success Criteria	Level 4 	Level 3 	Level 2 	Level 1 
Ideas	Your ideas are very interesting and they captivate the readers.	Your ideas are interesting and original.	Your ideas are somewhat interesting.	Your ideas lack interest.
Organization	<p>You have a clear beginning, middle and end. You clearly stated the goal of your writing. You ended with a summarizing sentence.</p> <p>You used sequencing words.</p>	<p>You have a beginning, middle and end. You stated the goal of your writing.</p> <p>You used most of the sequencing words.</p>	<p>Your writing is a little hard to follow. You stated the goal of your writing however, you forgot your summarizing sentence.</p> <p>You used a few of the sequencing words.</p>	<p>Your writing is hard to follow. The goal of your writing and a summarizing sentence are missing.</p> <p>You used none of the sequencing words.</p>
Sentence Fluency	Your sentences all begin in different ways.	Most of our sentences begin in different ways.	Most of your sentences begin the same way.	All of your sentences begin the same way.
Conventions	Each sentence begins with a capital and ends with proper punctuation.	Most of your sentences begin with capitals and end with proper punctuation.	Some of your sentences begin with capitals and end with proper punctuation.	Few of your sentences begin with capitals and end with proper punctuation.

Stewardship Awards



Name _____
Special Award for _____

Awarded By _____
1
Steward



Name _____
Special Award for _____

Awarded By _____
1
Steward



Name _____
Special Award for _____

Awarded By _____
1
Steward