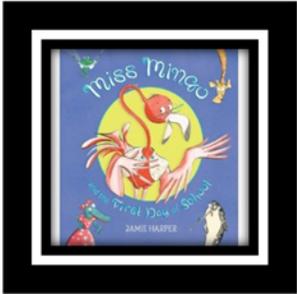


Religious Education & Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project. Grade 1 Lesson 2

Grade 1 – Lesson 2

Grade 1 Who I AM... Lesson 2	
<p>Background:</p> <p>God's Kingdom is for all creatures. As we find in Genesis Chapter 1, “on the sixth day God created both animals and humanity. On the very day that Adam and Eve were brought forth, God said, "Let the earth bring forth living creatures, according to their kinds: cattle and creeping things and beasts of the earth according to their kinds.” And after God had created all these living creatures, God stood back, "And God saw that it was good." So our kinship with the animals is not so much a lesson taught by modern day ecology, it is a lesson rooted in the authority of these scriptures.</p>	
	
Curriculum Expectation – Ontario Catholic Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><u>Ontario Catholic School Graduate Expectations</u></p> <p>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.</p> <p>CGE3d: Makes decisions in light of gospel values with an informed moral conscience.</p> <p>CGE2b: Reads, understands and uses written materials effectively.</p> <p>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></p> <p>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.</p> <p>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></p> <p>ML3.3: Describe ways in which children can be examples of holiness (by</p>	<p>Learning Goals:</p> <ul style="list-style-type: none"> • Students will learn that all of God’s creatures are special in their very own unique way. • Students will demonstrate an understanding that friendship can be shared among those who are different from ourselves. • Students will understand that God has a purpose for all living things and that each one has their own

<p>imitating Jesus Christ's love for others, being faithful, charitable and obedient to God's will).</p> <p>LS1.2: Provides examples of how God has made human beings equal yet different in their being.</p> <p><u>Language Expectations</u></p> <p>Oral and Visual Communication</p> <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>Analyzing 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 Expectations</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><u>Specific Expectations</u></p> <p>Text Forms</p> <p>2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story.</p> <p>Mathematics</p> <p><u>Overall Expectation</u></p> <p>-read, represent, compare, and order whole numbers to 50, and use concrete materials to investigate fractions and money amounts;</p> <p><u>Specific Expectations</u></p> <p>-represent, compare, and order whole numbers to 50, using a variety of tools and contexts.</p>	<p>special gift to share with the world.</p>
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Instructional Components		
<p>Book Description: <u>Miss Mingo And The First Day Of School</u> By Jamie Harper</p> <p>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</p> <p>Individuality Creatures Fiction and Non-Fiction Ten frame</p>	<p>Resources/Materials</p> <p>-Mentor Text: <u>Miss Mingo And The First Day Of School</u></p> <p>-BLM “I Notice Numbers” for each student</p> <p>-BLM Checklist for Assessing “I Notice Numbers”</p> <p>-Counters for each student</p>
Prayer/Scripture Focus		
<p>Genesis 1:20-23</p> <p>And God said, "Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the dome of the sky." So God created the great sea monsters and every living creature that moves, of every kind, with which the waters swarm, and every winged bird of every kind. And God saw that it was good. God blessed them, saying, "Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth."</p>		
Minds On	Approximately 5 Minutes	Assessment
<p>Begin speaking about the feelings associated with the first day of school (ie. shy, scared, intimidated, worried, etc.). Ask how the students felt on the first day of school.</p> <p>“Close your eyes and imagine a classroom full of God’s most interesting creatures. What would it look like, sound like and smell like?”</p> <p>Introduce the main character Miss Mingo on the front cover and discuss whether they can guess if the text is fiction or non-fiction. Tally their guesses for later. Explore the features of both genres and ask for the students to look and see if they can find any evidence to support their predictions.</p>		

Action	Approximately 25 minutes	Assessment
<p>Read aloud <u>Miss Mingo And The First Day of School</u>. Then, hand out the “I Notice Numbers” cards to each student along with 10 counters. Tell them they will be number detectives. “While I read the text a second time, you will be listening for numbers that are mentioned and placing a counter on your card to represent the number said. This is a quiet game so don’t say anything when you’ve heard a number. Make sure and place a counter on the number you heard. Pay close attention to your card as there are numerals, ten frames and addition sentences to represent numbers that are in the book. Let’s see who has good listening ears.”</p> <p>Read aloud <u>Miss Mingo And The First Day of School</u> a second time. This “I Notice” activity is a non-competitive version of “I Spy” intended to settle the students into the story and help them to pay close attention to the animal facts that are presented.</p> <p>Ask the students to consider what Miss Mingo did on the first day of school. “I wonder why Miss Mingo insisted all of her students reveal how they are special. Do you think you are special? Of course you are because God doesn’t make junk! In a couple of days, you will learn how you make a difference to me and the world around you. I will be giving you a gift that I hope you treasure just like Miss Mingo treasured her students.”</p>		<p>Anecdotal notes based on class discussions.</p> <p>Checklist for the “I Notice Numbers”</p>
Consolidation	Approximately 5 minutes	Assessment
<p>Discuss as a whole group:</p> <p>“Did you cover all of the numbers on your card?”</p> <p>“Which numbers were not mentioned?”</p> <p>“In your opinion, is this considered a piece of fiction or non-fiction writing?”</p> <p>Talk about their initial predictions and how they were all correct as it is a mix of fiction and non-fiction.</p> <p>Review the numbers that were covered, where they were mentioned in the text and which numbers were not in the text. (10+5 = and 12)</p>		

Final Notes

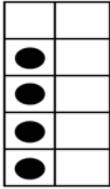
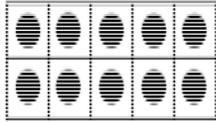
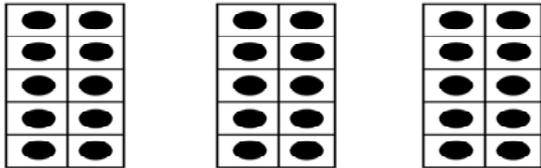
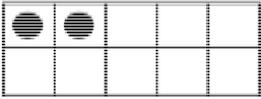
As an extension, the “I Notice” could involve looking for the rich adjectives that describe the creatures presented in the text.

All creatures whether human or animal make a difference in this world.



I Notice Numbers



	$10+8=$
$50+50=$	
50	12
45	
	$10+5=$



I Notice Numbers



Checklist for Assessment of Number Sense

Name	Criteria	Met	Notes
	Correctly identified numbers mentioned.		
	Correctly identified ten frames.		
	Added with accuracy.		
Name	Criteria	Met	
	Correctly identified numbers mentioned.		
	Correctly identified ten frames.		
	Added with accuracy.		
Name	Criteria	Met	
	Correctly identified numbers mentioned.		
	Correctly identified ten frames.		
	Added with accuracy.		