


**Religious Education & Positive Mental Health and Wellness:** end of September to Thanksgiving  
May also be used during Advent or Lent as a Gratitude project.

## Grade 3 - Lesson 2

Grade 3 Who I AM... Lesson 2	
<p><b>Background:</b></p> <p>This mentor text provides non-fiction information about trees along with a fictional story about an acorn. The text introduces virtues of our faith coupled with poetry and an inspiring example of a circle story.</p>	
Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects	
<p><b><u>Ontario Catholic School Graduate Expectations</u></b></p> <p><b>CGE2a:</b> Listens actively and critically to understand and learn in light of gospel values.</p> <p><b>CGE5a:</b> Works effectively as an interdependent team member.</p> <p><b><u>Religion Overall Expectations</u></b></p> <p><b>ML1:</b> Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions.</p> <p><b><u>Language Expectations</u></b></p> <p><b>Reading</b></p> <p><b><u>Overall Expectations</u></b></p> <p><b>1.</b> read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.</p> <p><b>2.</b> recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.</p> <p><b><u>Specific Expectations</u></b></p> <p><b>Comprehension Strategies</b></p> <p><b>1.3</b> identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p><b>Demonstrating Understanding</b></p> <p><b>1.4</b> demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.</p>	<p><b>Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Students will learn the Catholic Character Themes.</li> <li>• Students will infer and answer higher order thinking questions.</li> <li>• Students will learn about the characteristics of poetry and circle stories.</li> </ul>

<b>Making Inferences/Interpreting Texts</b> <b>1.5</b> make inferences about texts using stated and implied ideas from the texts as evidence.		
<b>Instructional Components</b>		
<b>Book Description:</b>  <u><i>The Happiness Tree</i></u>  <b>By Andrea Alban Gosline</b>  So begins the magical journey from seed of hope to forest of happiness. This ode to trees invites readers to discover life's true gifts – peace, courage, love, generosity, tolerance – as revealed by our precious forest friends.	<b>Terminology</b>  Catholic Character Themes  Verbs  Poetry  Circle stories	<b>Resources/Materials</b>  - Mentor Text: <u>The Happiness Tree</u>  - BLM “Trees ”  - BLM “Catholic Character Themes and Verbs” cards  - BLM “The Happiness Tree H.O.T. Question”  - BLM “Assessment of H.O.T. Question”
<b>Prayer/Scripture Focus</b>		
<b>2 Peter 1:5</b> For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge.		
<b>Minds On</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
Prior to reading this mentor text, collect and display pictures of the different trees found in the text to activate prior knowledge. Use BLM “Trees” to illustrate. Have students discuss in small groups what they already know about poetry as the book they will hear will have many elements of poetry in it. As the groups share their findings, the teacher will record student thoughts on the characteristics of a poem on an anchor chart to be posted in the room. (can rhyme, has rhythm, short, might have verses, can be humorous or sad, can be about feelings)		

<p>Introduce the book <b>“The Happiness Tree”</b>. Examine the title, author and the illustrator. Explain that this text is considered a poem. It is also considered to be a circle story. Circular stories follow a “round” pattern—they begin and end in the same way. Like the cycle of seasons or the life cycle, circular stories follow a predictable series of events that returns to the starting point.</p> <p>Prepare the Catholic character themes and verbs cards prior to the lesson as they will help determine groupings for the assigned work. Pass out a card to each student and tell them to wait until the read aloud is over before looking at it. The student who has the Catholic character theme that matches the student who has the verb will be paired together to work on a higher order thinking question. If possible, plan your groupings while passing out the cards to ensure the pairs are suitable.</p>	
Action	Assessment
<p>Read the book <u>The Happiness Tree</u> aloud. If possible, display the book on the Smartboard in order for the students to see the verbs and the Catholic character themes. While reading, draw attention to the fact that at the beginning we see the sentence: “Everything good begins with me,” and we see the exact same sentence at the end of the book. This is a characteristic of a circle story. Furthermore, highlight the rhyming words the author used to make this text poetic. Focus on the Catholic character themes that are presented along with the verbs that are used to describe them.</p> <p>“Catholic character themes help us in developing a pure heart that is open to God’s will. They are true gifts we receive in life.”</p> <p>Ask the students to think/pair and share about the following question: “How do the Catholic character themes and God’s love help us to be able to bounce back following difficult situations, with a healthy sense of ourselves?”</p> <p>“Verbs are action words. They are used to give sentences movement.”</p> <p>“It is finally time to look at our cards and see what is on them.”</p> <p>“Some of us have a Catholic character theme and some of us have a verb.”</p> <p>“Let’s start with the Catholic character themes. Who has hope? Does anyone know which verb was used to describe this theme? That’s correct, the verb was “begin”! You two are going to partners for our next assignment.”</p>	<p>Anecdotal notes</p> <p>Group Assessment of H.O.T. Question</p> <p>Assessment of H.O.T. Question</p>

<p>Continue forming the pairings until all students have a partner. Make two columns titled “Catholic character themes” and “Verbs” on the chalk board or Smart Board. Ask the students to place their card in the proper columns.</p> <p>Introduce the question. “In what ways is the acorn in this story similar to you? Use information from the text and your own ideas to explain your thinking.”</p> <p>Ask the students to discuss it as a whole group using the “Talking Circle” strategy described at <a href="http://www.edu.gov.on.ca/eng/aboriginal/strategygr01lancircle.pdf">http://www.edu.gov.on.ca/eng/aboriginal/strategygr01lancircle.pdf</a>. Talking circles symbolize completeness and equality. All circle participants’ views must be respected and listened to. All comments directly address the question or the issue, not the comments another person has made. In the circle, an object that symbolizes connectedness to the land – for example, a stick, a stone, or a feather – can be used to facilitate the circle. Only the person holding the “talking stick” has the right to speak. Participants can indicate their desire to speak by raising their hands. Going around the circle systematically gives everyone the opportunity to participate. Silence is also acceptable – any participant can choose not to speak.</p> <p>Once the talking circle activity is completed, pass the BLM “The Happiness Tree H.O.T. Question” to each group. Review the success criteria which are also found on their sheet for reference. Remind them to recall all of the ideas that were spoke of during our talking circle session to aid them in answering the question. Pairs work together to ensure they are aiming for a level 4. Ask them to use the success criteria found on their page to self-assess their answer. The responses could then be assessed by the teacher using the same criteria.</p>		
<b>Consolidation</b>	<b>Approximately 5 Minutes</b>	<b>Assessment</b>
<p>Gather in a circle. Tell the class that you will read the pages where the Catholic character themes and verbs are found again. Ask the pairs to stand when they hear their theme and verb. They will have to mime what is being said on the page where their theme is found.</p> <p>Ask “Everything good begins with me. How do you think that statement can be applied to your own life? How do you show the same traits described in this book?”</p>		

### Final Notes

Students could complete a question independently following this group assignment.

Extension: As a making connections question was posed in this lesson, consider asking a question that involves inferencing such as:

“Why do you think the author changed the size and colour of the print when she wrote the words for the Catholic character themes and verbs? Use information from the text to explain your thinking.”

**"Trees"**

*Oak Tree and Leaf*



*Yellow Poplar and Leaf*





**"Trees"**

*White Pine Tree and Needles*



*Sugar Maple Tree and Leaf*



**"Trees"**

*Flowering Dogwood Tree and Leaf*



*American Elm Tree and Leaf*





**"Trees"**

*Blue Spruce Tree and Needles*



*Southern Magnolia Tree and Leaf*



**"Trees"**

*Paper Birch Tree and Leaf*



*Redwood Tree and Needles*



**“Catholic Character Themes and Verbs”**





**“Catholic Character Themes and Verbs”**

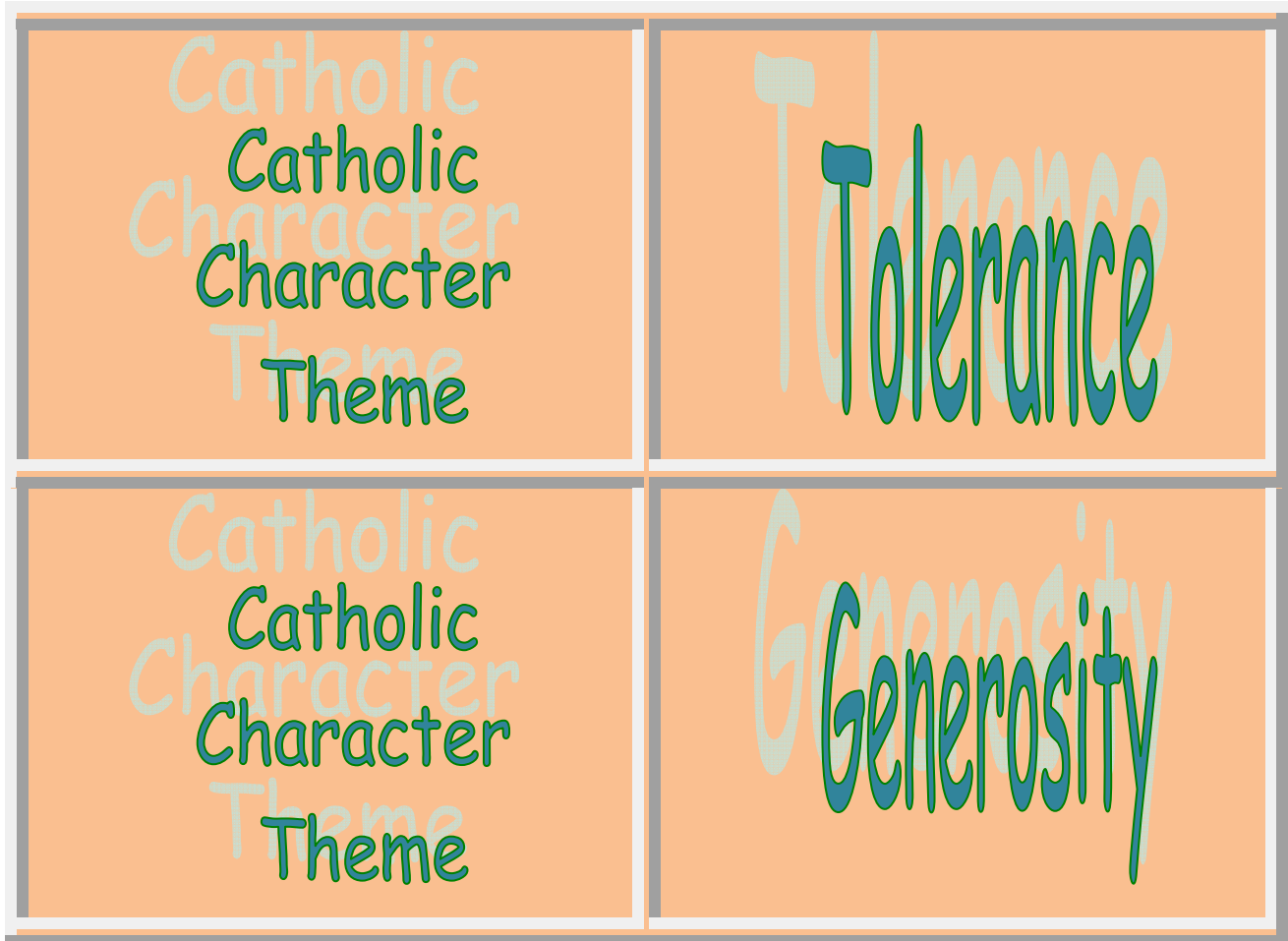


**“Catholic Character Themes and Verbs”**





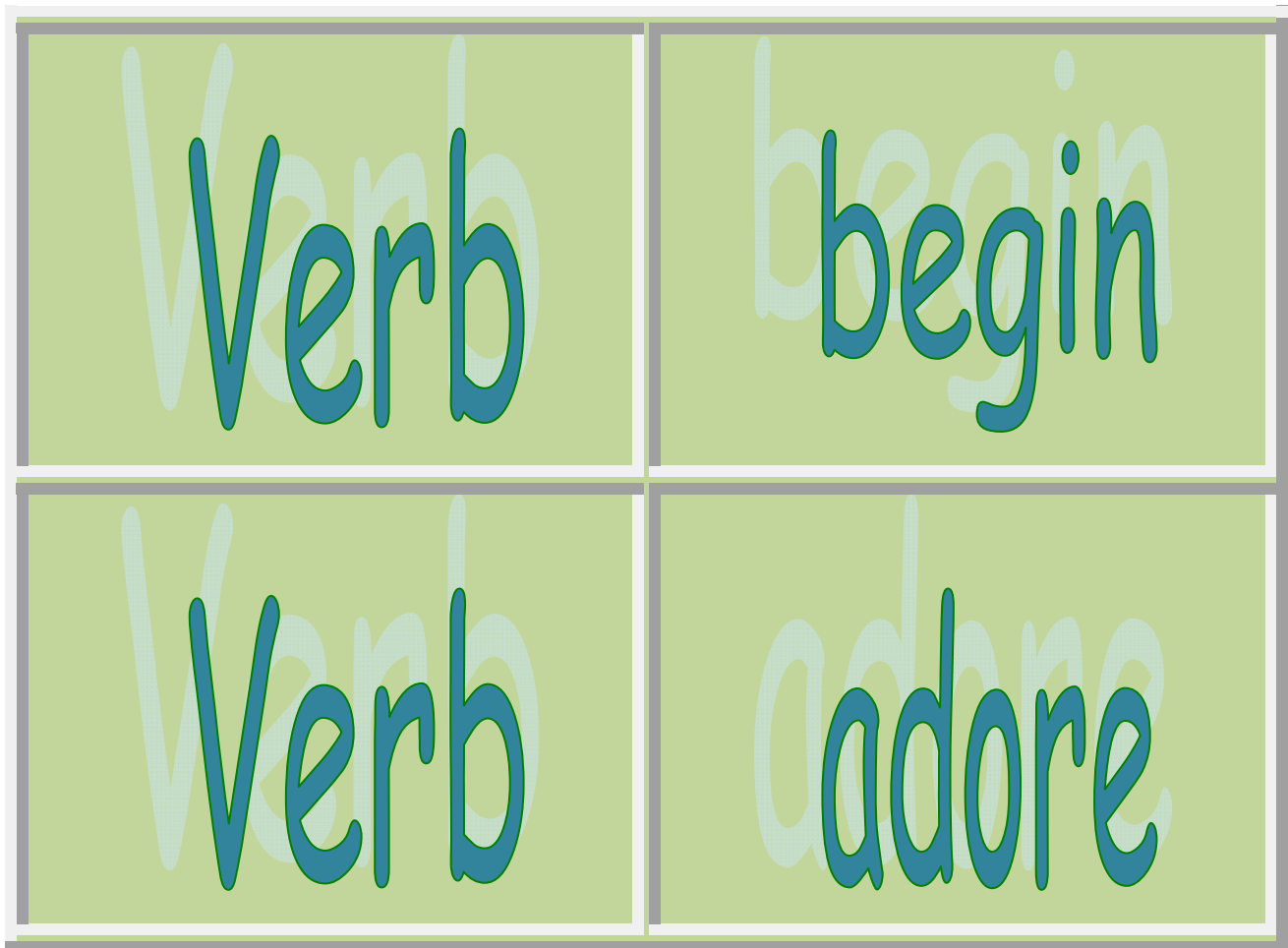
**“Catholic Character Themes and Verbs”**



**"Catholic Character Themes and Verbs"**

Catholic Character Theme	Honesty
Catholic Character Theme	Happiness

**“Catholic Character Themes and Verbs”**



**“Catholic Character Themes and Verbs”**



**“Catholic Character Themes and Verbs”**



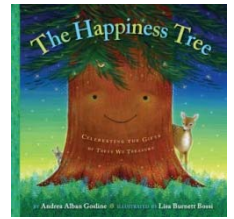
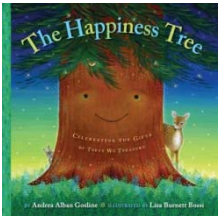


**“Catholic Character Themes and Verbs”**



**“Catholic Character Themes and Verbs”**





**“The Happiness Tree H.O.T. Question”**

Names: \_\_\_\_\_

“In what ways is the acorn in this story similar to you? Use information from the text and your own ideas to explain your thinking.”

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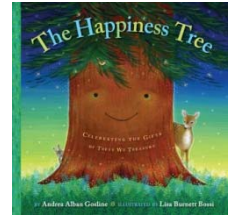
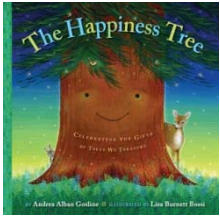
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**Success Criteria**

Criteria	Group Assessment
Does our response answer the question?	
Does our answer have supporting details, words and evidence from the text?	
Did we add our own relevant and well-developed ideas?	
Did we clearly link our own ideas to the evidence from the text?	



**“Assessment of H.O.T. Question”**

**Success Criteria**

Criteria	Met	Notes:
The response answers the question.		
The answer has supporting details, words and evidence from the text.		
The response has relevant and well-developed ideas.		
The ideas are clearly linked to the evidence from the text.		



