


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 3

Grade 3 Who <u>I AM</u> ... Lesson 3	
<p>Background:</p> <p>This lesson helps students to think about life cycles in plants as well as in their faith.</p>	
<p>Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects</p>	
<p><u>Ontario Catholic School Graduate Expectations</u></p> <p>CGE2b: Reads, understands and uses written materials effectively. CGE5g: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.</p> <p><u>Religion Overall Expectations</u></p> <p>ML1: Demonstrate an understanding of how God teaches us to be good and to reflect this goodness in our actions.</p> <p><u>Religion Specific Expectation</u></p> <p>LS2: Focus: Human dignity Understand that God created all persons in his one image; equal in their human dignity yet diverse in their being (i.e. male and female, weak and strong, diversity of race, colour, creed, charisms, talents) and this equality and diversity is to be respected.</p> <p><u>Language Expectations</u></p> <p>Oral and Visual Communication</p> <p><u>Overall Expectation</u></p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</p> <p><u>Specific Expectation</u></p> <p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions.</p> <p>Reading</p> <p><u>Overall Expectation</u></p>	<p>Learning Goal:</p> <ul style="list-style-type: none"> • Students will learn about life cycles. • Students will appreciate that everything good begins with God. • Students will identify the factors that may threaten plant survival.

<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 Expectation</u></p> <p>Demonstrating Understanding</p> <p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details.</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>1.2 generate ideas about a potential topic, using a variety of strategies and resources.</p> <p>Research</p> <p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources.</p> <p>Form</p> <p>2.1 write short texts using a variety of forms.</p> <p>Science</p> <p><u>Overall Expectations</u></p> <p>3. demonstrate an understanding that plants grow and change and have distinct characteristics.</p> <p><u>Specific Expectations</u></p> <p>3.1 describe the basic needs of plants, including air, water, light, warmth, and space.</p> <p>3.3 describe the changes that different plants undergo in their life cycles.</p> <p>3.8 identify examples of environmental conditions that may threaten plant and animal survival.</p>			
Instructional Components			
<p>Book Description:</p> <p><u>The Happiness Tree</u></p> <p>By Andrea Alban Gosline</p> <p>So begins the magical journey from seed of hope to forest of happiness. This ode to trees invites readers to discover life's</p>	<p>Terminology</p> <p>Life cycle</p> <p>Seedling</p> <p>Germination</p> <p>Inquiry</p>	<p>Resources/Materials</p> <p>- Mentor Text:</p> <p><u>The Happiness Tree</u></p> <p>- Video of an acorn turning into an oak tree</p> <p>- Sticky notes</p>	

<p>true gifts – peace, courage, love, generosity, tolerance – as revealed by our precious forest friends.</p>	<p>Reproduction</p>	<ul style="list-style-type: none"> - BLM “Everything Good Begins with God, Even Me!” - BLM “The Life Cycle of An Oak Tree Explained” - BLM “Trees” - BLM “Inquiring Botanists” - BLM “The Life Cycle of A Plant Explained” - BLM “Explanatory Writing Success Criteria” - BLM “The Wish Tree”
<p>Prayer/Scripture Focus</p>		
<p>Genesis 1:31</p> <p>God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.</p>		
<p>Minds On</p>	<p>Approximately 5 Minutes</p>	<p>Assessment</p>
<p>Ask the students to recall the very important beginning and ending to the text “The Happiness Tree” “How did the circle story “The Happiness Tree” begin and end? I think everything good begins with God. Today we will examine some of God’s creation and more specifically life cycles. Let’s watch how that little acorn turns into a tall oak tree.” Watch video. http://www.youtube.com/watch?v=4BtKAkP5xOk</p>		
<p>Action</p>	<p>Approximately 40 Minutes</p>	<p>Assessment</p>
<p>Discuss and determine what the students know about life cycles. Record their definitions and ideas about life cycles on a chart or on the Smart Board. Inform the students that we all go through a life cycle. A life cycle is the changes that occur from the beginning of life to the end. Examine the life cycle of an oak tree. “If you recall, the acorn said “Everything good begins with me” and wouldn’t you know it that’s exactly how an oak tree does in fact begin.” “Now let’s look at the life cycle of a human being using BLM “Everything Good Begins With God, Even Me!”. It’s pretty much the same concept. It’s a continuous cycle that just keeps repeating. We</p>		<p>Anecdotal</p> <p>Self-Assessment of Inquiry process</p> <p>Success Criteria for Explanatory Writing</p>

can all grow gracefully if we remember to please God and be thankful for our creation. God wants us to live our lives helping others, being generous and compassionate. Who we are makes a difference to everyone we meet throughout our life cycle.”

Ask the students to turn to their elbow partner and pose the following question:

“What specifically does a plant need in order to survive its life cycle?”

Ask them to record one idea on a sticky note from their conversation. Share the responses for all to hear. Possible answers include: air, water, light, warmth and space. Keep the sticky notes for their assignment.

Inquire by asking: “Do you believe each plant changes in the same way as it undergoes its life cycle? Of course not, just as we don’t change in the same way throughout ours. God created us all uniquely and beautifully.” Explain that some plants grow from bulbs to flowers and when the flowers die off the bulb produces little bulbs that will bloom again. Other plants grow from the germination of a seed to the production of a fruit with seeds that are then scattered by humans, animals or the wind so that new plants can grow.”

Ask: “What could threaten the growth of a plant as it changes during its life cycle?”

Ask the students to share again with their elbow partner. Tell them to record their ideas on a separate sticky note. (If possible, use two different colours of sticky notes for these questions.) Discuss the ideas that are presented with the whole group. Possible answers include: heat, cold, floods, construction, pollution, insects and parasites. Keep the sticky notes for their assignment.

“God intended for us to grow and thrive. There are times when factors make that difficult. Just like a plant encounters difficulty growing throughout its life cycle, we also face challenges in our growth. Can you think of any obstacles you have faced or someone you love has faced that has made it hard to grow in God’s love? Describe how you overcame these difficulties. It’s important to persevere and not give up even when it seems very hard. Just like the acorn, we can bounce back when trouble comes our way and we can move on. We must continue to believe that all of God’s creation is good. We are all marvelous because we are made by God.”

Introduce the BLM “The Life Cycle of An Oak Tree Explained”. It provides them with a template for their own explanatory writing

<p>assignment as it shows the life cycle of the oak tree. Review it and tell them that learning about the journey of an acorn is the first step that they have taken as botanists. “Botanists are experts in the field of plants. They research and have great knowledge of all plants. Now you have the opportunity to become a botanist by becoming an expert on a particular tree from our text.” Ask them to choose one of the slips of paper from BLM Trees (cut the strips and have them prepared before beginning this lesson.)</p> <p>Inform them that they will be embarking on an inquiry about the changes their tree goes through in its proper life cycle. Ask them to review the ideas that have already been collected during their discussions. Instruct them to use BLM “Inquiring Botanists” and record what they already know about their tree’s life cycle. Allow them to research what they don’t know in order to complete their assignment using the computer lab or iPads.</p> <p>Once they have all of the information they require, have them complete their own explanatory writing assignment using BLM “The Life Cycle of A Plant Explained”. Educate the students on the components that are needed to complete their inquiry.</p> <p>They need to know each part of their tree’s life cycle, the elements that are needed for its survival, factors that may hinder its survival and how it reproduces and starts over again. The success criteria need to be presented and posted for reference.</p> <p>Review the steps a writer goes through to produce a final product. Editing and conferencing will have to take place. Guide them to complete the self-assessment the next day once they have received their feedback from their classmates and teacher.</p> <p>Conclude the lesson with a final thought. “The text we read was a circle story which begins and ends in the same way. Let’s remember that a life cycle follows the same pattern. It begins and ends in the same way.”</p>		
Consolidation	Approximately 5 Minutes	Assessment
<p>Gather to share the students’ explanatory writing pieces. Ask the students to help fill in the “The Wish Tree” for each child’s writing. Offer two flowers for the strengths found in the piece and two wishes for what could be improved.</p>		

Final Notes

Extension:

You could orally compose ideas to be added to the text about other trees of Catholic Character Themes following the same format as “The Happiness Tree”. For example, you could come up with 4 rhyming sentences about the tree of fortitude and 1 verb at the end.

Example:

I am the tree of

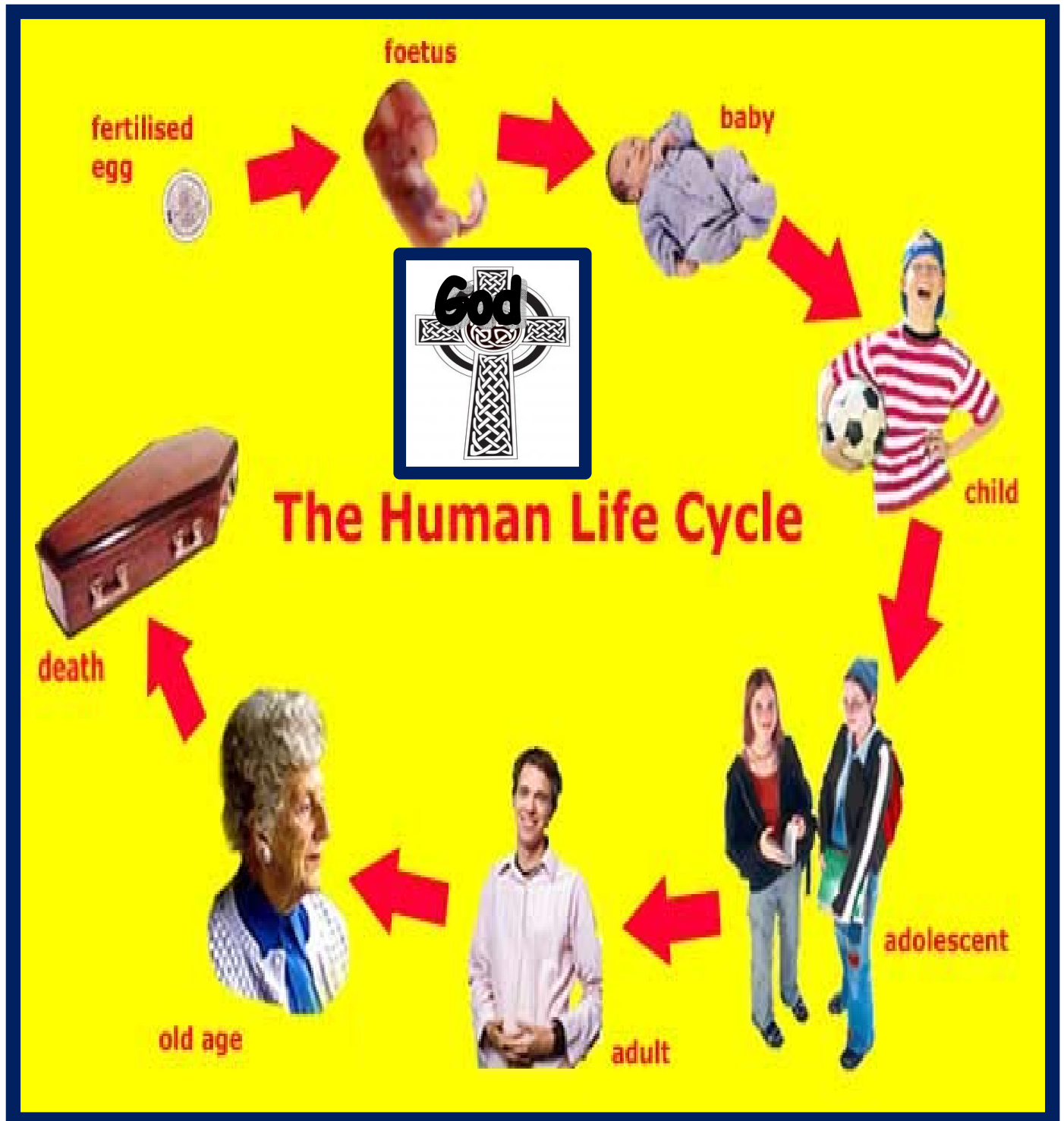
Fortitude

I brave the wind and the snow,
never giving up as I must grow,
courage even when I'm in pain,
brave and strong, I don't complain.

I endure.

Catholic Character Themes: prudence, temperance, faith and charity.

"Everything Good Begins With God, Even Me!"



"The Life Cycle of An Oak Tree Explained"

Seed

Everything
good begins with God.



Seedling



The acorn
turns into a
seedling with
proper air,
warmth and
space.

Tree



The tree
produces
acorns which
fall.
Squirrels
scatter the
acorns. The
ones they
don't eat
sprout and



Tree

The seedling turns into an oak tree.
The oak tree is sometimes
threatened by pests and diseases

White Oak Tree



Yellow Poplar Tree



White Pine Tree



Sugar Maple Tree



Flowering Dogwood Tree



Elm Tree



Blue Spruce Tree



Magnolia Tree



Paper Birch Tree



Redwood Tree





"Inquiring Botanists"

Name of my plant:



How does the plant progress through its life cycle?

What factors threaten the plant's survival?

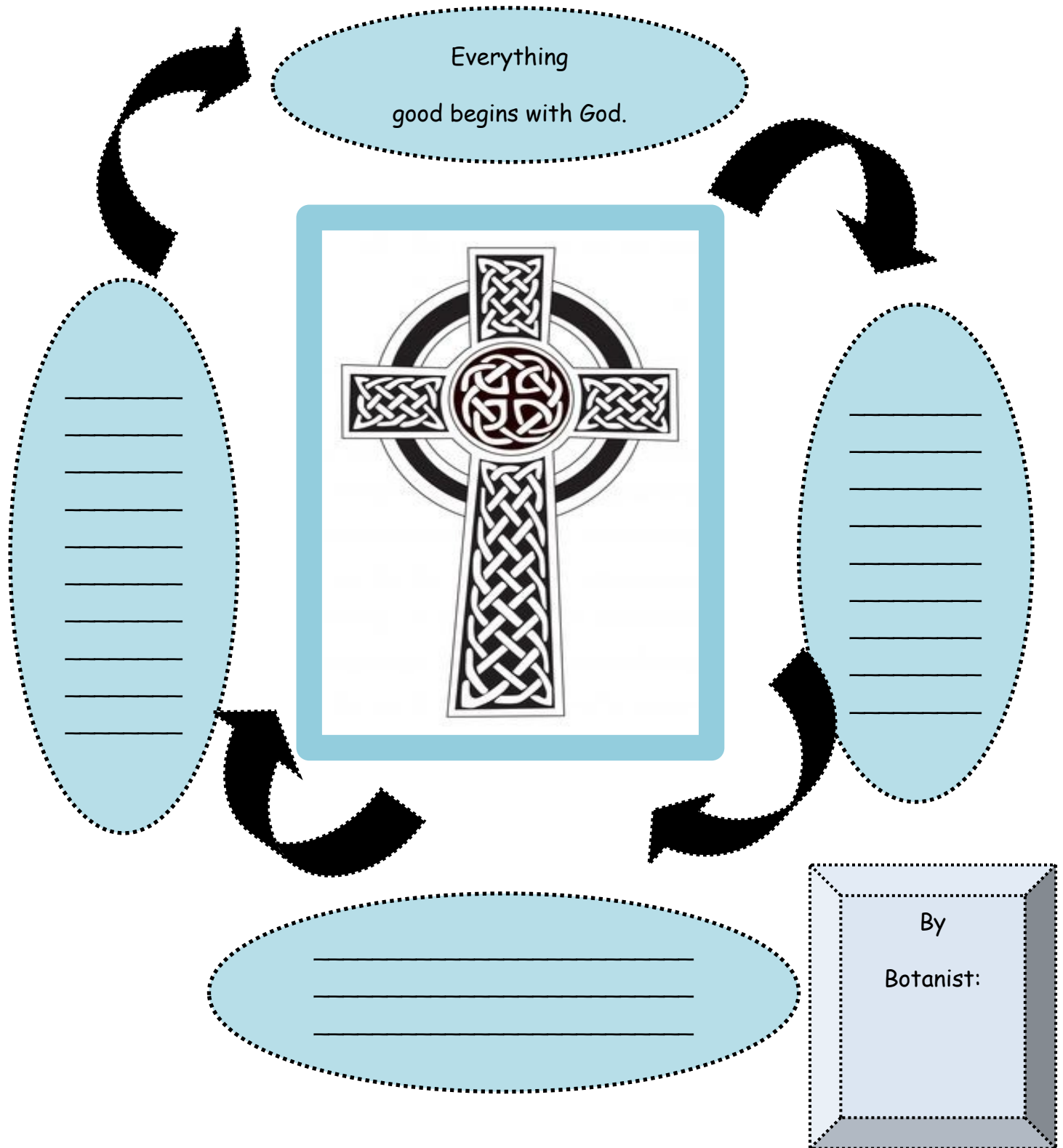
My research on the life cycle:

My research on the reproduction of
my plant:

My research on the plant's survival:

Extra research on my plant:

"The Life Cycle of A Plant Explained"



“Self-Assessment”

Looking at my learning

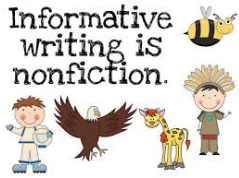
I know... I learnt... I am learning... I can... I remember...

Looking at my achievement

I am proud... I am good at... I enjoyed... I can... My goal is...

Looking at my thinking

I think... I wonder... I thought... I can... I changed...



"Explanatory Writing Success Criteria"



Name:	
Success Criteria	Met
The explanatory writing clearly outlines the life cycle of the tree. Notes:	
The factors that may endanger the tree's survival are stated. Notes:	
The writing is neat and easy to read. Notes:	
The ideas are facts based on research and content from the lesson. Notes:	

Feedback:

Feed forward:

"The Wish Tree"

