

Saskatchewan Catholic Schools Curriculum Permeation

REVEALING
CHRIST
IN ALL WE TEACH

ENGLISH
LANGUAGE ARTS 1

2015

“Revealing Christ in All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

“Revealing Christ in All We Teach”

Introduction:

"The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational climate. Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community." (The Religious Dimension of Education in a Catholic School, 1988 #25 -26.)

Teachers in Saskatchewan are mandated by the Ministry of Education to implement provincial curricula. Teachers in Saskatchewan Catholic Schools are further charged to utilize the "Revealing Christ in All We Teach" resources to permeate the Ministry curriculum with the Catholic world view.

Our Catholic schools seek to create a learning environment that reflects the identity and character of the Catholic Church. In each of our Catholic schools throughout Saskatchewan, we strive to become learning environments in which the uniqueness of our Catholic faith is expressed in all we do.

We believe that teaching in our Catholic schools is a ministry in which all are called to witness their faith. The teaching that occurs within our Catholic schools ought to reflect more than the content and objectives of the provincial curricula. In addition to these core fundamentals, we are called to infuse our Catholic beliefs and values in all subject areas.

In an ever-increasing secular world in which religious beliefs are dismissed, we must take up the challenge to see that the teaching of our Catholic values and beliefs are not limited to Religion and Christian Ethics classes alone, but are taught across the entire curricula. Our Catholic faith must permeate all subject areas! This undertaking is critical to the distinctiveness of Catholic education in Saskatchewan.

As Catholic educators, how do we permeate our Catholic teachings across the curricula? How do we, for example, discuss our church's teachings on respect for the environment in science classes? How do we promote social justice in our studies of the humanities? How do we critique literary works through the eyes of our faith? In biology, how do we promote the sanctity of all human life, indeed, all of creation?

At the direction of the Saskatchewan Catholic School Boards Association, the following resource has been produced to assist teachers in the permeation of our Catholic faith across the curricula. A number of dedicated Catholic teachers in Saskatchewan have contributed to this resource by developing and sharing a variety of activities, lessons, and units for this purpose.

Please note: Teachers are invited to submit feedback and/or suggestions for additional faith permeation ideas to their Religious Education coordinator/consultant.

"Revealing Christ in All We Teach"

Saskatchewan Catholic Schools Curriculum Permeation

Gr. 1 English Language Arts - Faith Permeation Essential Connections

Unit Theme: Forgiveness

Writing Narrative Texts

This unit focuses on the Outcomes of the Saskatchewan Grade 1 English Language Arts Curriculum.

Catholic Faith Focus for Learning: I can examine the impact of the life of Jesus on my own life, in particular the virtue of forgiveness.

Catholic Faith Big Ideas:

Students will understand ...

- Forgiveness brings us closer to God: if he doesn't judge us, we should not judge others.
- Jesus forgave when he was on the cross.
- Forgiveness frees our hearts and minds so we can live in peace.

Catholic Faith Essential Skills:

Students will understand...

- Forgiveness is very hard, but it's the right thing to do.
- Forgiveness is letting go of heavy feelings in order to live more freely.
- If we want to be forgiven, we need to show forgiveness.

Catholic Faith Essential Question: How have I experienced forgiveness?

Description of Culminating Task: Narrative story connected to the virtue of forgiveness.

NOTE: All yellow highlighted/shaded areas indicate faith permeation.

NOTE: All purple highlighted/shaded areas indicate important teacher notes and/or optional content.

Additional Resources:

- *Christ the Teacher Catholic Schools - English Language Arts Assessment Rubrics*
- Located online at: www.christtheteacher.ca
- *Catechism of the Catholic Church*
- *Bible*
- *Teaching Strategies: "Beyond Monet: The Artful Science of Instructional Integration,"* Barrie Bennet & Carol Rolheiser (2001).

"Revealing Christ in All We Teach"

Important Notes about Culminating Task/Permeation

Before you begin this unit, you will promptly need to find an authentic audience for the students to share their completed texts with. The task is set up to culminate with an Author's Tea in which family members are invited into the classroom to share and celebrate the students' stories. If this is not the best option for your class, another consideration might be to take a video of each student reading their story aloud, and share it on a webpage where family members and staff members can comment online.

If you choose to host an Author's Tea, you will need to clarify the organizational details. Some things you might want to consider:

- How will the students present their stories? Will they each read their story aloud to the entire audience? Or will they share one on one with their guest? Will they share with more than one guest?
- If you share aloud to the whole audience, will you have the images on a projector/Smart Board behind them for the audience to see?
- Will you create and send invitations?
- Will you have beverages and snacks? Will these be purchased? Will you ask families to contribute?
- Will you invite additional members of your school community (teachers, principal, etc.) or your community at large (parish members, newspaper, etc.)?
- What type of feedback would you like the audience to offer the students? What form will this feedback take (verbal, written, etc.)?

As a final note, although this task is designed as a picture book writing task, you may consider whether you want to give the students the option to publish their story in a variety of multi-media formats. Their completed works may be a PowerPoint presentation, a video, a play they perform or another format they desire.

Possible Cross-Curricular Connections to this Unit:

Subject	Outcomes
Health Education	<p>USC 1.1 – “Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.”</p> <p>USC 1.3 – “Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.”</p> <p>USC 1.5 – “Explore the association between a healthy sense of ‘self’ and one’s positive connection with others and the environment.”</p>

Culminating Task
Writing Narrative Stories

How have I experienced forgiveness?

TASK: We are having an Author's Tea! Your family and friends are invited to join us in celebrating your work as authors.

You will **write and illustrate a story** about a time you were forgiven or you showed forgiveness to someone else. On the day of the tea, you will share and celebrate your story with our guests.

Your story should have:

- An organized beginning, middle and end
- Specific details
- At least 5 sentences
- Pictures that help the readers understand your story



“Stories of Forgiveness”

ELA 1 - CULMINATING TASK ASSESSMENT STUDENT RUBRIC

	1	2	3	4
FORGIVENESS	* I can identify a personal experience with forgiveness.	* I can explain a personal experience with forgiveness.	* I can connect a personal experience with forgiveness to Jesus’ acts of forgiveness.	* I can compare my experiences of forgiveness to Jesus’ acts of forgiveness.

CC 1.2 I can use details.				
	1	2	3	4
DETAILS	I use very limited details.	I use some details.	I use details that help my audience understand.	I use many details that enhance the message of my text.

CC 1.3 I can speak clearly so people can hear me.				
	1	2	3	4
SPEAKING	I have difficulty speaking clearly.	Sometimes, I can speak clearly.	I speak clearly.	I speak clearly and use correct phrasing and tone.

CC 1.4 I can write and share information about things I know.				
	1	2	3	4
ORGANIZATION	I can organize a beginning middle OR end, with help.	I can organize a beginning, middle OR end.	I can organize a beginning, middle AND end.	I can organize a clear beginning, middle, and end.
PICTURES	My pictures are not connected to my ideas.	My pictures connect to the ideas.	My pictures help the reader understand my ideas.	My pictures add more information to my text.
SENTENCES	I use mostly words instead of complete sentences.	I can write a few sentences that are on topic.	I write at least 5 sentences that stay on topic.	I can write more than 5 sentences that stay on topic.
REVISING	I can fix up at least one part of my text, with my teacher's help.	I can fix up some parts of my text, with my teacher's help.	I can "fix up" my text for an audience outside of the classroom, with my teacher's support.	I can fix up my text for an audience outside of the classroom on my own.

Unit Instruction Plan/Lesson Sequence

Lesson 1 - Introduction Lesson

Exploring Forgiveness

Outcomes:

CR 1.3	Indictor f.	<i>Listen courteously and attentively to understand the meaning and intent of others.</i>
	Indictor g.	<i>Demonstrate attentiveness and comprehension as a listener through body language and facial expressions.</i>
CC 1.3	Indicator d.	<i>Share and talk about what is being learned, and stay on topic when speaking.</i>

Required Materials:

- One small and heavy object for each student (e.g. rocks, tin can, hardcover book, etc.)
- Large sheet, blanket or cloth bag (if you choose to do this activity with small groups)
- Culminating Task Description
- Essential Question: "How Have I Experienced Forgiveness?"
- Age appropriate video or book (Appendix 3) that demonstrates Jesus' forgiveness.

Examples:

- Veggie Tales – "God Wants me to Forgive Them!?" (1994)
- Douglas Talks – "Forgiveness" (You Tube)

NOTE: It will be helpful to read the notes on the Gradual Release of Responsibility Instructional Model (Appendix 1), and the "Think-Pair-Share" instructional strategy (Appendix 2), as they are frequently referred to throughout the unit.

NOTE: This unit suggests that students do a lot of work with partners. You may create partnerships that students will maintain throughout the length of the unit, or they may switch for each lesson. In either case, you will need to ensure the students know the expectations and procedures for working with partners. You will also need to be mindful of ensuring partnerships are beneficial to the needs of all students. For some students, you might find groups of three to be more beneficial.

Lesson:

I DO:

- Have students spread out and stand in a large circle. You may choose to do this as one large whole class group OR you may choose to have small groups spread out throughout the classroom.
- Silently hand each student at least one heavy object and place the sheet or bag on the floor in front of them.

- c. Explain to the student that the heavy object represents heavy feelings such as anger, sadness, jealousy, frustration, etc.
- d. Explain that each student will say aloud something in their life that makes them feel heavy feelings. These can be something from school, or home, about friends, or family. As they share aloud, they will then place their heavy feelings/item in the middle of the sheet/blanket.
- e. Be sure to clarify the expectations for sharing aloud:
 - “no name, no blame” – no specific names of people should be shared, just feelings
 - Students should not share something personal or private

NOTE: As an alternative to sharing aloud, you may choose to have students write or draw a picture of their heavy feelings and attach it to the heavy object.

- f. Model a few examples for students, being sure to emphasize the importance of “no name-no blame,” this is not an opportunity to name specific people, just the feelings.
Examples:
 - “I get frustrated when someone intentionally breaks something I have been working hard on.”
 - “I feel angry when someone says something in front of others that embarrasses me”.
 - “I feel sad when one of my sisters tattles on me.”

WE DO:

- g. Give students time to think about at least one thing that creates heavy feelings for them. Then, have them each share aloud (or write/draw and attach to the object) by going around the circle or as they feel ready. Then have each student place their heavy object in the center of the sheet/bag.
- h. Once all of the objects are in the middle of the sheet, or inside the bag, wrap them up and try to drag the sheet over your shoulder. Explain to students that we all have heavy feelings, but when we hold on to those feelings, when we do not let our feelings go or we live in the past, it is like carrying this large sack around with us all of the time.
- i. As you model carrying around the sack, demonstrate aloud, what it sounds like when one does not forgive:
Examples:
“I am never going to talk to him again, because he broke my Lego tower.”
“I am going to get her back by doing something that embarrasses her.”
“I am never going to play with her, because she always gets me into trouble.”
- j. Allow students the opportunity to try to drag the sack, reminding them that this is how it feels to carry around heavy feelings.

- k. Ask students to think-pair-share what they know about the word FORGIVENESS with someone beside them, what does it mean to FORGIVE?
- l. Explain to students that when we FORGIVE others, it allows us to remove the heaviness from our hearts and minds and live more at peace.
- m. Model saying aloud that you will forgive for the action you had heavy feelings about.
Example:
"I can forgive my sister for not understanding what tattling is, and let the heavy feelings go."
- n. Explain how difficult it can be to forgive, just like it can be difficult to lift up a heavy object, especially when your feelings are really heavy. But once you forgive, you feel much lighter afterwards.
- o. Have the students each remove an item from the sack using the language of forgiveness: "I can forgive ... I will forgive ... I choose to forgive ..."
- p. Once everything has been removed from the blanket/sheet, explain to students that letting go of our heavy feelings, and forgiving others for their actions, as difficult as it can be, allows us to live a much lighter, more peaceful life. Model carrying the sack around and allow students the opportunity, noticing the difference.

YOU DO:

- q. Watch a video on Jesus' forgiveness, or read a book together (Appendix 3). Discuss the forgiveness message in the text you viewed/read.
- r. Display the essential question in a prominent place and read aloud to students, "How have I experienced forgiveness?"
- s. Explain to students that they are about to embark on a new unit in which they will be exploring forgiveness and share their experience as authors of a picture book.
- t. Have the students think-pair-share to try to come up with answers to the essential question: "How have I experienced forgiveness?"

CLOSING:

- u. Explain to students that it is not easy to forgive and let go of heavy feelings, but we have been forgiven already by God, who sent his son, Jesus to die for us. So as all of our sins are forgiven, so should we practice forgiveness.
- v. Refer students back to the essential question, "How have I experienced forgiveness?" Remind students that forgiveness has two sides: 1) That we forgive others for what they do to us, and that 2) We are forgiven for the choices/mistakes we make just as God forgives us

- w. You may choose to end this lesson by either asking students to think-pair-share times with a partner when they experienced forgiveness OR you may lead the students in a quiet moment of prayer:

“Lord, forgiving is hard for me, but I know that if you can forgive me, that I too can forgive. Please help me forgive _____ for _____. Amen.”

“Lord, thank you for sending Jesus to die on the cross, so that I would be forgiven. I am sorry that I _____, will you forgive me? Amen.”

Lesson 2 – Culminating Task & Stories of Forgiveness

Outcomes:

CR 1.3	Indicator f.	<i>Listen courteously and attentively to understand the meaning and intent of others.</i>
	Indicator g.	<i>Demonstrate attentiveness and comprehension as a listener through body language and facial expressions.</i>
CR 1.4	Indicator b.	<i>Select and use the appropriate before, during and after strategies when reading.</i>
CC 1.3	Indicator a.	<i>Use oral language to bring meaning to what is listened to, observed, viewed and read.</i>

Required Materials:

- Posted Essential Question: “How Have I Experienced Forgiveness?”
- Culminating Task Description displayed for all students
- Sample Culminating Task to display for all students to see, perhaps enlarged and put on chart paper and/or displayed with projector or on Smart Board (attached .pdf)
- Prepared Chart: “What We Notice About Forgiveness Stories...”
- Carefully chosen forgiveness story read aloud – either fiction or scripture (Appendix 3)

Lesson:

I DO:

- a. Refer students to the posted essential question which was introduced in the previous lesson: “How have I experienced forgiveness?”
- b. Introduce the culminating task description to the students and explain what the culminating task for this unit will be.
- c. Next, introduce and display the sample culminating task (. Attached pdf). Read it through one time first, just with the students listening.
- d. Next, read it again and give the students the opportunity to think-pair-share what they know and understand about what they are being asked to do. Be sure to specifically highlight the purpose (to share a story of forgiveness) and the audience (guests at the Author’s Tea).
- e. Next ask them to think-pair-share any questions or confusion, and discuss as a class.
- f. Explain to students that as they are about to become authors of stories, the best way to start is by reading and learning about the types of stories they are going to be writing.
- g. Introduce the **chosen Scripture** or narrative text for today’s read aloud. First read the story aloud for the students just to enjoy and listen to the story.

- h. Next, explain to students that you are going to read the text a second time, and while you are reading, they are to act like detectives, trying to find all the characteristics that make these stories unique. Refer them to your prepared chart, “What we Notice about Forgiveness Stories...”
- i. To illustrate how this works, ask a student to stand in front of the class, and have the class call out all the features that make them unique (girl, brown hair, glasses, dimples, freckles, etc.).
- j. Explain to students that this is what they will be doing as you read – when they notice a feature of the book they are to put their hand up and you will stop to discuss and jot on the chart.
- k. Next, begin reading again, this time, model aloud for students as you read aloud and point to your head when you notice a feature of the text. (Be sure to focus both on the words and the pictures). Stop and think aloud; discuss the feature you notice and add it to your chart.
Example: “Hmm... I’m noticing here that this forgiveness story has characters or people that the story is about.”
- l. Be prepared to help the students rephrase their language in general terms that could be applied to all forgiveness stories.

WE DO:

- m. Continue to read aloud, stopping at strategic points and referring to the text and pictures, ask students to think-pair-share with a partner what features they notice about this type of book. Discuss as a class and add characteristics to the class chart.
- n. Possible characteristics noticed: setting, characters, problem and solution, beginning, middle, end, dialogue, elements of forgiveness

YOU DO:

- o. Refer students back to the essential question and the culminating task. Model thinking aloud about a personal experience of forgiveness (be sure to discuss both experiences of being forgiven, and experiences when you chose to forgive).
- p. Next, model aloud the differences between telling the experience (“My Dad forgave me when I accidentally hit the car with my baseball,”) versus telling the story (One day, my brother and I were outside playing. I was teaching him how to catch a ball with his baseball glove.... “).

- q. Have the students think-pair-share an experience with forgiveness with a partner. First, TELL the experience.
- r. Next, practice telling the story of the experience, imagine it were a story book, or a movie.

Lesson 3 – Stories of Forgiveness

Outcomes:

- CR 1.3** **Indicator b.** *Select and use the appropriate before, during, and after strategies when listening.*
- CR 1.4** **Indicator b.** *Select and use the appropriate before, during and after strategies when reading.*
- CC 1.3** **Indicator a.** *Use oral language to bring meaning to what is listened to, observed, viewed and read.*

Required Materials:

- Various stories on forgiveness both **Scripture** and fiction texts (Appendix 3)
 - Written, audio or visual texts
- Choice of:
 - Juice and Sponge
 - Vitamin Tablet (that dissolves in water)
- Chart from previous lesson, “What we notice about forgiveness stories ...”

Lesson:

I DO:

- a. Begin with an object lesson that demonstrates forgiveness for students.
- b. If you choose to have juice and a sponge, spill the juice and remind them that we all sin (the juice is to represent the sin). We all make mistakes and make bad choices. But just as God forgives us right away, we too are called to forgive others (wiping up the juice). OR using the vitamin tablet in water, explain to students that the tablet represents our sins or hard feelings towards others. As we put it in the water, it fizzes away, just as our sins are forgiven or we need to let go of heavy feelings (for more on this lesson see – http://schoolswork.co.uk/media/files/orison_forgiveness.pdf)
- c. Discuss the difference between saying you forgive someone and actually forgiving them (letting it go).

WE DO:

- d. Explain to students that today, they will be reading/listening to more stories of forgiveness for two purposes: First, to learn more about forgiveness and see how others have experienced it in their lives, and second, to learn more about the types of stories they are going to soon be writing.
- e. Present your centers to students and explain the details for the students: how many students at a station, where they each will begin, how they will rotate through centers.
- f. Model and have students practice moving through centers.

NOTE: The details of the reading/listening/viewing centers will be dependent on the students on your class and your preferences. It is suggested that one of the centers be a read aloud with the teacher, where you have one or more carefully chosen Scripture passages/Bible stories of forgiveness to discuss with the students. Other considerations:

- Number of centers?
- Which texts at each center? (Appendix 3)
- Will texts be read, listened to, or viewed?
 - o If students are to read, make sure the level of text is appropriate for the reading abilities of all students.
 - o If you choose to have listening centers, you may need to audio record the stories ahead of time.
- How many students at each center?

YOU DO:

- g. Students move through centers.

CLOSING:

- h. Bring students back together Go through your chart from the previous lesson, “What we notice about forgiveness texts ...” Discuss each text the students read/listened to. Name the text, then begin naming the characteristics on the chart and have the students think-pair-share. Discuss what they noticed about that text.
- i. Add any additional characteristics.
- j. Refer students to essential question once again, and have them think-pair-share any experiences with forgiveness that they were reminded of while reading the texts today.

Lesson 4 – Writing a Forgiveness Story Together

Outcomes:

CC 1.4

Indicator b. *Select and use the appropriate before, during and after strategies when writing to communicate meaning.*

Indicator d. *Write about familiar topics using the learned vocabulary to express ideas.*

Indicator j. *Share work with others for feedback.*

Required Materials:

- ‘Noticings’ Chart from previous lessons
- New Chart: “Forgiveness Looks like ... Sounds like ...”
- 3 separate pieces of chart paper labelled beginning, middle and end
- Draft paper for students to choose their preference (templates .pdf)

Lesson:

I DO:

- a. Begin the lesson by placing the students into partners A & B. Explain that you will present scenarios and they will need to role play/act out with their partners.
- b. Explain to students that they will first be asked to act unforgiving, and then try again to be forgiving.
- c. Emphasize that they want to focus on what forgiveness LOOKS like/SOUNDS like.
- d. First, model for the students what this looks like with a student: Your friend was supposed to come over after school to play, but forgot that he had to go to his grandparents instead. Model first being unforgiving, next, model and talk about being forgiving.

e. Scenarios:

- Partner A, Partner B comes to you and tells you that they told you a lie. They say they are sorry. Model first being unforgiving, then forgiving.
- Partner B, pretend Partner A is one of your family members who yelled at you and blamed you for something you didn’t do. Model first being unforgiving, then forgiving.
- Partner A, pretend Partner B is your little brother or sister who broke your new toy. They were just looking at it, and it slipped out of their hands and broke. Model being unforgiving, then forgiving.
- Partner B, pretend Partner A is a classmate who invited almost all of the students to their birthday party. You did not get invited. Model being unforgiving, then forgiving.

- f. **After each scenario**, stop and have students think-pair-share, How did it feel first of all to be unforgiving? How did it feel to not be forgiven? Was it easy or hard to forgive? How did it feel to be forgiven? Why is forgiveness so important?
- g. Refer students to chart, "Forgiveness LOOKS like/SOUNDS like," and have them think-pair-share how forgiveness looked or sounded in their scenarios, then add any other ideas to chart.

WE DO:

- h. Choose one of the above scenarios, or something relevant to your students and classroom, and explain to students that today you are going to write a forgiveness story together.
- i. Write a title on the top of the chart paper labelled beginning (Ex: "The Birthday Party," "The Broken Christmas Present," or "The Lying Friend.")
- j. Next, animatedly model for the students how you think carefully before you begin writing, playing the movie of what happened in your mind. You might want to scratch your head or put your finger on your chin and think aloud recalling the details of the **beginning** of the story.
For example, *"You'll never believe what happened to me last week! I went to the store with my Mom and while I was there I got to buy this awesome toy. When I got home, my brother wanted to play with it."*
- k. Explain to the students what you were doing: thinking about and picturing the story in your head, then saying it aloud in the order that it happened, starting with the beginning (what happened first).
- l. Next, on the "beginning" chart paper, model first sketching a picture of what happened, and then adding a sentence or two to support the picture.

WE DO:

- m. Going back to their previous partnerships, have partner A repeat the title and beginning of the story you have just written. Then, pointing to the "middle" chart paper, ask them to add on what might happen next, adding details to the middle of the story. (Be sure to use the language: beginning, middle and end).
- n. On the "middle" chart paper, model first sketching a picture of what might happen next and then add a sentence or two to support the picture.

- o. Next, pointing to the “ending” chart paper, ask Partner B to come up with an ending to the story, reminding them that these are forgiveness stories, so the story should end in what forgiveness LOOKED like or SOUNDED like.
- p. On the “ending” chart paper, model sketching a picture of how it might end and then add a sentence or two.
- q. Read aloud the whole story from beginning to end.

YOU DO:

- r. Introduce the draft paper template options to the students (.pdf) and have them each choose 3 pages: one for the beginning, middle and end. You may have them label their chosen draft paper B, M and E.
- s. Send students off to write their own version of this same story. Challenge them to come up with a different middle or ending to the story.
- t. Re-emphasize the procedure to students: think aloud the story, next sketch pictures, and finally add the words in sentences.

CLOSING:

- u. Have students share their stories with a partner and/or you may choose to have a few students share aloud with the class.

Lesson 5 - Story Ideas

Outcomes:

CC 1.4

Indicator b. *Select and use the appropriate before, during and after strategies when writing to communicate meaning.*

Indicator d. *Write about familiar topics using the learned vocabulary to express ideas.*

Indicator j. *Share work with others for feedback.*

Required Materials:

- Story Ideas Handout (Appendix 4) for each student and chart-size version of this handout to model
- Beginning/Middle/End Charts from Previous Lesson

Lesson:

I DO:

- a. Announce to the students that the time has come for them to begin working on composing their stories for the upcoming Author's Tea.
- b. Explain to students that while they have been sharing several of their experiences with forgiveness, the time will soon come when they will have to settle on just one to use for their book.
- c. Explain that one way you can get ideas for a story is to think about the different people/places in your life and jot down ideas.
- d. Present the topic generating chart and remind students that forgiveness has two sides: where we have been forgiven and when we have forgiven others.
- e. Model thinking aloud and jotting ideas into the first area of topic ideas handout (Appendix 4), "Times I was Forgiven at School:"
For example: I broke Kyle's glasses at recess.

WE DO:

- f. Give each student their own individual handout (Appendix 4).
- g. Have the students think-pair-share topic ideas for this first section on forgiveness and then jot down ideas.
- h. Continue for the second section of the handout – model thinking aloud, model jotting, have students think-pair-share, then jot on their own handouts.

YOU DO:

- i. Read through the remaining sections on the handout and give students time to individually jot down some ideas under each section, individually conferring and supporting students where necessary.
- j. Allow students time to either think-pair-share, or share a few aloud as a class, and then give them an opportunity to go back and add to their lists.

CLOSING:

- k. Model choosing one of the topics that is sticking out from the list, and then model closing your eyes and making a movie of the story in your mind, putting yourself back in the situation.
- l. Next, model rehearsing the story, by telling it aloud to the class being sure to include a beginning, middle and end.
- m. Have students choose one of their ideas from their list that is sticking out to them and first close their eyes and see the movie in their mind, putting themselves back into the situation.
- n. Last, have students rehearse telling their story aloud with a partner.

Lesson 6 – Choosing a Topic

Outcomes:

- CR 1.1** **Indicator b.** *Make and share connections among texts, prior knowledge, and personal experiences*
- CC 1.4** **Indicator b.** *Select and use the appropriate before, during and after strategies when writing to communicate meaning.*
Indicator d. *Write about familiar topics using the learned vocabulary to express ideas.*
Indicator j. *Share work with others for feedback.*

Required Materials:

- Story Ideas Handout (Appendix 4)
- Sample Task (Attached .pdf)
- “Forgiveness” Section of the Culminating Task Rubric
- Class Generated Forgiveness story on Charts

Lesson:

I DO:

- a. Introduce students to the culminating task rubric and explain that it tells them what their stories will need to include (how it will be assessed).
- b. Introduce and project the “Forgiveness” section of the rubric:

	1	2	3	4
FORGIVENESS	* I can identify an experience with forgiveness.	* I can explain an experience with forgiveness.	* I can connect an experience with forgiveness to Jesus’ acts of forgiveness.	* I can compare my experiences of forgiveness to Jesus’ acts of forgiveness.

- c. Read aloud level 3 for students, and explain what it means to connect an experience with Jesus’ acts of forgiveness. Use the sample culminating task as an example.
- d. Explain that today, as students are choosing a topic for their story, they will need to keep in mind whether or not this story can connect to what they have learned about Jesus and his acts of forgiveness.
- e. Discuss what they know/have learned about Jesus’ acts of forgiveness and what they look like:
 - Unconditional
 - No judgment
 - Forgiveness even in the most difficult situations
 - Letting go of all heavy feelings

- f. Return to the class generated story and together, add a connection to Jesus' acts of forgiveness to the ending.

WE DO:

- g. Explain to students that today they will be working on choosing the topic which they will write their story about. Model for the students choosing a topic. Read aloud the list generated during the previous lesson (Appendix 4) and think aloud asking and answering questions:
 - Is this a forgiveness story I could tell? Does it have a beginning/middle/end?
 - Can I connect this story to what I know about Jesus' acts of forgiveness?
 - Which of these topics are really sticking out to me?
 - Which ones do I have a lot to say about?
 - Which would I like to share at the Author's Tea?
- h. Model narrowing down your options, and finally choosing a topic.
- i. Have students go through their topics (Appendix 4) and ask themselves the same questions, then think-pair-share with a partner, narrowing it down to a few they might want to write about.

YOU DO:

- j. Remind students that they learned when you wrote a story together as a class, the first step was to rehearse the story. Explain that they are going to take their possible story topics for a test drive, just like you would before you drive a car.
- k. Model aloud for the students choosing one of your narrowed down topics, and rehearse aloud telling the story of what happened. For this first topic, model struggling to come up with enough to say.
- l. Explain to students that if you take a topic for a test drive and it does not work out for you, then you can choose another one and try again.
- m. Model aloud for the students with a second topic.
- n. Ask students to find a space in the classroom. Through acting, whispering, or saying aloud, take their possible topics for a test drive. If they do not have enough to say, encourage them to try another one. Remind students that they will need to decide on ONE topic before the end of today's lesson.
- o. Before you send students off, remind students to try to connect each possible topic to Jesus' acts of forgiveness.
- p. While students are working, individually confer with students and support and coach as necessary.

CLOSING:

- q. Call students back together as a class and have them share with a partner the topic they have decided to write about for their forgiveness story.
- r. Be mindful of the students who seem uncertain or who are having difficulty choosing a topic, you will want to meet with them immediately next lesson to give them support.

Lesson 7 – Drafting Beginning, Middle & End

Outcomes:

CC 1.4

Indicator b. *Select and use the appropriate before, during and after strategies when writing to communicate meaning.*

Indicator d. *Write about familiar topics using the learned vocabulary to express ideas.*

Indicator j. *Share work with others for feedback.*

Required Materials:

- Sample Culminating Task (Attached pdf)
- Story Ideas Handout (Appendix 4)
- “Organization” Section of the Culminating Task Rubric
- Draft Paper Options (Attached pdf)

Lesson:

I DO:

- a. Remind students that they have learned that good forgiveness stories have a Beginning, a Middle and an End.

- b. Introduce and project the organization section of the rubric to students:

	1	2	3	4
ORGANIZATION	I can organize a beginning middle OR end, with help.	I can organize a beginning, middle OR end.	I can organize a beginning, middle AND end.	I can organize a clear beginning, middle, and end.

- c. Explain to students that you are going to read the sample culminating task to them once again, but this time they are going to pay special attention to the Beginning, Middle and End of the story to decide:
 - What part is the beginning, what part is the middle and what part is the end?
 - Where would they place it on the rubric if they were the teacher?
- d. Read aloud/project the sample task for the students.

WE DO:

- e. Ask students to think-pair-share, which parts of the story would be the beginning (What happened first?), the middle (What happened next?) and the end (What happened last?).

YOU DO:

- f. Have students choose three pieces of draft paper, and label one B, M, and E for Beginning, Middle and End.

- g. Thinking about the topic they have in mind, ask students to remind themselves of the topic they chose for their story.
- h. Next, ask students to think about and visualize their story in their mind and specifically think about the beginning, middle and end: what happened, first, next and last?
- i. Have students rehearse their story with a partner, touching each page (B, M and E) as they share that part of the story.
- j. Explain to students that it is now time for them to begin to write their forgiveness story. As students go off to work, remind them of the steps: 1) Visualize the story in my mind and plan out what will go on each page 2) Sketch the pictures 3) Add sentences.

NOTE: As students are working, you will want to meet with them individually and in small groups to formatively assess where they are at and support, coach and extend wherever necessary. While they are working, some strategies you might choose to highlight for individuals/small groups/whole class are:

- If students are struggling with topics, you may call out some of the topics from students who are busy working.
- Writing words the best you can – using words you know, using word walls, personal dictionaries, stretching the words out.
- What to do if you run out of paper and need more.
- Rereading your work to make sure it would make sense to someone else.

CLOSING:

- k. Invite students to bring their completed or in-process stories, as you gather back together as a class.
- l. Refer students to the “Organization” section of the rubric. Read each level and have students reread their piece and decide where they would place themselves on the rubric.
- m. Explain to students that they just did a very important thing for writers, they reread their work. Have the students think-pair-share with a partner things that they might need to continue to work on or change.

Lesson 8 – Revision: Adding Details to use more Specific Words

Outcomes:

- CC 1.2 *Represent key events, in a logical sequence and with detail.*
- CC 1.4 **Indicator b.** *Select and use the appropriate before strategies when writing to communicate meaning.*
- Indicator f.** *Write brief explanations and descriptions (accompanied by pictures).*

Required Materials:

- Basic outfit, and accessories to add detail (jewelry, shoes, scarves, glasses, etc.)
- Prepared Chart: “General vs. Specific” Details
- Beginning/Middle/End Charts with Class-Generated Story (from Lesson 4)
- “Details” Section of Culminating Task Rubric
- “Sentences” Section of Culminating Task Rubric

Lesson:

I DO:

- a. Make a point to wear a very plain, mono-tone outfit to school today. As you start lesson, bring the students’ attention to your clothing. Ask students to call out words that describe your outfit.

NOTE: Alternatively you might choose to do this with a student who you ask prior to the lesson.

- b. Explain to students that while your outfit works, you are dressed and can go throughout your day just fine. But, if you were going to go out for a fancy dinner after school, or to a concert, your outfit might not be appropriate.
- c. Ask students to close their eyes or turn around. As they do, enhance your outfit by adding accessories such as jewelry, shoes, colourful items, scarves, different shoes, etc.
- d. When students turn around, have them now call out words that describe your outfit. Encouraging more specific adjectives.
- e. Connect this experience to the students’ stories. Explain that what they wrote yesterday is their first story. It is a story, but is it a story that is ready to present to an audience at the Author’s Tea? Just as the first outfit wasn’t appropriate for a fancy dinner.
- f. Explain that today you are going to talk about details you can change and add to their first story.
- g. Have students close their eyes and begin telling them a short “bare bones” story, ask them to pay attention to the movie in their mind as you are telling your story.
Example: One nice day, I was fishing and I caught a good and big fish for supper.

- h. Have the students think-pair-share with a partner what they saw. Discuss how this story used very plain or general details to describe the story.
- i. Jot down a few general adjectives on your “General vs. Specific” details chart such as:
Example: Nice, good, happy, big
- j. Next, ask the students to once again close their eyes and pay attention to the movie in their mind as you tell another version of this same story:
Example: One really hot day last summer, I was fishing in my Dad’s blue boat, when my fishing rod bent over and I caught a walleye as big as my Dad’s shoe for supper!
- k. Ask students to once again think-pair-share what they saw this time.
- l. Discuss as a class the differences when you add specific details to help your reader see the movie of your story.

WE DO:

- m. Have the students think-pair-share possible options for more specific details and add options to the class chart.
Example: nice: hot, sunny, rainy, stormy, windy, spring, summer, etc.
- n. Refer students back to the class generated story on the Beginning/Middle/End Charts.
- o. Read the story sentence by sentence and assign the students with the task of adding details to the story. After reading a sentence, have the students think-pair-share what specific details they might add to the story to help the reader see the movie of what happened.
- p. Model different strategies for revising to add details into the story:
 - Adding words above
 - Cutting strips of paper and taping them on the side of the page
 - Rewriting sentences

YOU DO:

- q. Send students off to go back into their stories, re-read what they have so far, and challenge them to find places where they could add more specific details to help the reader see exactly what was happening.
- r. While students are working, individually confer with students and support and coach as necessary.

CLOSING:

- s. Refer students to the “Details” section of the rubric:

CC 1.2 I can use details.				
	1	2	3	4
DETAILS	I use very limited details.	I use some details.	I use details that help my audience understand.	I use many details that enhance the message of my text.

- t. Read each level and have students reread their piece and decide where they would place themselves on the rubric.
- u. Ask the students to think-pair-share with a partner things that they might need to continue to work on or change.

Lesson 10 – Revising the Pictures

Outcomes:

- CC 1.4 **Indicator b.** *Select and use the appropriate before strategies when writing to communicate meaning.*
- Indicator f.** *Write brief explanations and descriptions (accompanied by pictures).*

Required Materials:

- Two carefully chosen read aloud texts: one with basic, sparse illustrations, and one with very detailed illustrations
- Beginning/Middle/End Charts with Class-Generated Story (from Lesson 4)
- Prepared Chart: “To Add More Specific Details to our Pictures We Can ...”
- Pictures section of the Culminating Task Rubric
- Revision Section of the Culminating Task Rubric

Lessons:

I DO:

- a. Explain to students that you are going to read them two different texts today, and they are to once again be detectives and see what differences they can find.
- b. Begin reading the first few pages of text with the basic illustrations, **but do not show the pictures.**
- c. Next, read the text with the very detailed illustrations, and **do not show the pictures.**
- d. Ask students to think-pair-share the differences they noticed between the two texts.
- e. Re-read the same portions of the texts, this time **show the students the pictures.**
- f. Ask students to once again think-pair-share the differences.
- g. Explain to students that in the previous lesson you discussed how to add details in the words of your writing to help the reader. Today you want to teach them that they can also add details in their pictures to give the reader more specific details of what happened.

WE DO:

- h. Refer students to the pictures section of the rubric:

	1	2	3	4
PICTURES	My pictures are not connected to my ideas.	My pictures connect to the ideas.	My pictures help the reader understand my ideas.	My pictures add more information to my text.

- i. Read aloud each level and ask students to think-pair-share where they would currently place the class generated text on the rubric.
- j. Refer students back to the class generated beginning/middle/end story and place it on the rubric. On the first page, model reading aloud that part of the story, and then look at the drawing to see if the picture matches the details in your words.
- k. Model adding details to pictures to match the description of the words.
- l. Refer students to the middle section of the story. Read aloud the revised text on the page and then ask them if the picture matches the details in the words. Have the students think-pair-share possible revisions to the pictures.
- m. Introduce the Chart: "To Add More Specific Details to our Pictures We Can ..." and add possible suggestions to the chart.
Suggestions:
 - *Add details to the characters and setting*
 - *Add feelings to character's faces*
 - *Specific colours*
 - *Talking Bubbles*
 - *Labels*
- n. You might ask students to come up and revise the class generated story OR you might have prepared individual copies of the story (or their first drafts from Lesson 4) to practice this strategy adding specific details to pictures.

YOU DO:

- o. Send students off to look at their forgiveness drafts, paying particular attention to the details in their stories and matching the drawings to the movie they hope their reader sees while reading.
- p. While students are working, individually confer with students and support and coach as necessary.

CLOSING:

- q. Refer students to the revision section of the rubric:

	1	2	3	4
REVISING	I can fix up at least one part of my text, with my teacher's help.	I can fix up some parts of my text, with my teacher's help.	I can "fix up" my text for an audience outside of the classroom, with my teacher's support.	I can fix up my text for an audience outside of the classroom on my own.

- r. Read each level and have students refer to the specific details they added both in words and in the pictures over the last two lessons and decide where they would place themselves on the rubric.
- s. Ask the students to think-pair-share with a partner things that they might need to continue to work on or change.

Optional Lessons:

At this point in the unit, you will have a good idea of which lessons you will need to reteach to the whole class, or which students might benefit from being retaught certain skills in small groups.

In addition, because each class/student is unique, it is difficult to anticipate some of the lessons you may choose to include in this unit. Depending on your class, and what you have already studied as writers, you may choose to add some of the following lessons:

Drafting:

- Leads & Endings
- Complete Sentences
- Adding on to sentences to say more
- Writing with Voice
- Describing the Setting
- Describing the Characters
- Word Choice
- Transition Words
- Repetition

Editing:

- Capitalization
- Spelling
- Punctuation
- Spacing
- Printing

Lesson 11 – Work Plan & Publishing

Outcomes:

CC 1.4

Indicator e. Write autobiographical narratives, following a model.

Indicator f. Write brief explanations and descriptions (accompanied by pictures).

Required Materials:

- Class Generated Story on Beginning/Middle/End Charts
- Student drafts
- Copies of draft paper templates
- Paper for Title Pages
- Sample Published Forgiveness Stories (Appendix 3)
- Prepared Chart ... “When we are publishing, we ...”
- Prepared Chart and a sticky note for each student with their name on it:

What am I Working on?	
The Pictures for my Text	
Writing a Beginning, Middle and End	
Revising for Details	
Revising my Pictures	
Practice Presenting Out Loud	

Lesson:

- a. Ask students to close their eyes and picture themselves on a regular school day. Once they have done that, get them to now picture themselves on picture day, or the night of a school concert. What is different?
- b. Explain to the students that the draft is not the final product that you want to share with the audience. A draft is like us on a regular school day. To get ready for an audience, you do what is called publishing. Publishing is like us on picture day. You write it out again, including all of your revisions, and make sure it is neat and ready to share with the world.
- c. Display the draft on chart paper that you have been modelling for the students, as well as a published forgiveness story (Appendix 3), and ask students to think-pair-share what differences they see.
- d. Display the chart, “When we are Publishing We ...” for the students and ask students to share what differences they noticed between the two texts.

Suggestions:

- Title Page with title and picture and author’s name
- Neat Printing
- Detailed pictures with colour
- No crossed out words

- e. Inform students of the date of the Author's Tea, and how many class periods they will have to publish their text.
- f. If all of the students are ready to publish, you can direct them to the paper templates, have them choose clean sheets and begin creating their published piece.
- g. However, at this point, you might have students working at very different points in the writing process. If this is the case, create and use the "What am I Working on Chart?", and ask each student to move a sticky note with their name on it to the stage of the process they are working on, and to move their name as they move through. This will help you to know where you can support individual/small groups of students.

Lesson 12 – Sharing it Out Loud!

Outcomes:

CC 1.3

Indicator h. *Retell stories using a beginning, middle, and end.***Indicator j.** *Rehearse and deliver short stories and oral presentations.*

Required Materials:

- Speaking Section of the Rubric
- Student drafts

Lesson:

I DO:

- a. Ask students to recall story time during Kindergarten or any other time when they were younger children.
- b. Have students think-pair-share a story time memory that sticks out in their minds for them and why.
- c. Share a few memories with the class and discuss the characteristics of a good storyteller.
- d. Explain to students that the guests are coming to the Author's Tea specifically to hear their story read aloud, so they will want to tell it in a way that is clear and engaging.

WE DO:

- e. Refer students to the "Speaking" section of the rubric:

	1	2	3	4
SPEAKING	I have difficulty speaking clearly.	Sometimes, I can speak clearly.	I speak clearly.	I speak clearly and use correct phrasing and tone.

- f. Using the draft you created with the class, model aloud for the students reading it twice: first using an unclear voice and then a clear voice. You will also want to model behaviors such as keeping your head in your page, making eye contact, pausing at punctuation and at key points, etc.
- g. Have the students think-pair-share with their partner any differences they noticed.

YOU DO:

- h. Remind students that the purpose of this presentation is **to share a story of forgiveness**, not just to read what they have written on the page, so they will need to use their voice and pauses to get their message across to their audience.

- i. Give students an opportunity to practice both using an unclear voice, and then using a clear voice with their partner.
- j. Encourage their partner to give them any compliments, feedback and suggestions.

Lesson 13 – Presentation Day & Self –Assessment

Outcomes:

- | | |
|--------|---|
| CC 1.4 | Indicator e. <i>Write autobiographical narratives, following a model</i> |
| | Indicator f. <i>Write brief explanations and descriptions (accompanied by pictures).</i> |
| AR 1.2 | Indicator a. <i>Reflect on writing and representing experiences in the context of teacher-led discussions.</i> |

Required Materials:

- Students' Completed Texts
- Copy of the Student Rubric for Each Student
- Highlighter for each student
- Essential Questions from Beginning of Unit: **How have I experienced forgiveness?**

NOTE: While students will assess themselves, and you will assess their completed task, it is also important that they receive feedback from their audience. You will want to discuss with the students how this might look:

- Guests could use the culminating task rubric.
- Guests could give only written feedback.
- As a class you could create a simplified rubric to have the guests complete.

Lesson:

a. Celebrate with students as they have completed the task & are ready to present their texts at the Author's Tea!

b. Give each student an individual copy of the Student Rubric.

c. Read aloud each section of the rubric to the students. Have students reflect on their work/completed task, and assess themselves on each section of the rubric. Using the highlighter, have them highlight where they would be for each outcome on the rubric.

NOTE: You may choose to use the same rubric when you assess, using a different colour of highlighter, and ask the students to reflect again on the differences.

d. You may choose to have additional reflection questions for students to complete/discuss, such as:

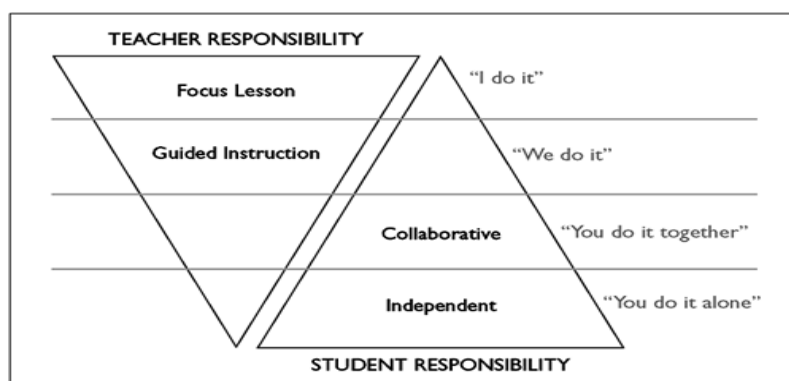
- What is one thing you feel very proud of? Why?
- What is one area you feel was difficult /challenging for you? Why?
- What did you learn from the feedback you received from the audience?
- Reflect on your thoughts about the questions we started with: How have I experienced forgiveness?
- How might this unit make me act differently when it comes to forgiveness?

Appendix 1

The Gradual Release of Responsibility Model

The lessons in this unit follow a gradual release of responsibility instructional model, as discussed by Doug Fisher and Nancy Frye. The lessons begin first with teacher explicitly teaching and modelling (“I do”), then responsibility is slowly handed over to the students first in a guided setting with the teacher (“We do”), then collaboratively with their peers (“You do together”) until the students are ready to work independently (“You do alone”).

Fisher & Frey’s Gradual Release of Responsibility Model (2008)



The hope is that this unit is also set out in such a way that at the beginning, students are given plenty of support and explicit teaching, slowly providing scaffolds and models until they are eventually able to take ownership with the culminating task.

Teacher /Student Roles & Responsibilities

(Adapted from Ellen Levy 2007 – www.sjboces.org)

	Teacher might be ...	STUDENT might be ...
“I Do It” <i>Direct Instruction</i>	<ul style="list-style-type: none"> - Providing direct instruction - Establishing goals & purpose - Explicit Modeling - Thinking Aloud 	<ul style="list-style-type: none"> - Actively listening - Asking for clarification
“We Do It” <i>Guided Instruction</i>	<ul style="list-style-type: none"> - Interactive Instruction - Working with students - Checks, prompts, cues - Providing additional modeling - Meeting with small groups 	<ul style="list-style-type: none"> - Asking and responding to questions - Working with classmates and teacher - Completes process alongside others
“You Do it Together” <i>Collaborative Learning</i>	<ul style="list-style-type: none"> - Moving among groups - Meeting with small groups - Clarifying confusion - Providing support 	<ul style="list-style-type: none"> - Working with classmates - Collaborating on authentic task - Consolidating learning - Working in a small group or partnership - Looking to peers for clarification
“You Do it Alone” <i>Independent Practice</i>	<ul style="list-style-type: none"> - Providing feedback - Evaluating - Determining level of understanding 	<ul style="list-style-type: none"> - Working alone - Relying on notes, activities, classroom learning to complete task/assignment - Takes full responsibility for outcome

For more information see: Fisher, D. & Frey, N., (2008). *Better learning through structured teaching*. Alexandria, VA: ASCD.

“Revealing Christ in All We Teach”

Appendix 2

Strategy – “Think-Pair-Share”

Information adapted from: “Beyond Monet: The Artful Science of Instructional Integration,” Barrie Bennet & Carol Rolheiser (2001).

What is it?

Think-pair-share is a strategy that gathers students into groups of two to four. Students are asked to first think to themselves about a particular question posed by the teacher, then share with a partner.

How does it work?

Sounds simple, but often one student does all of the talking. How do you know that students are listening to one another and actually engaging in a conversation/discussion around the posed question? Are students paraphrasing what the other student said before moving on in the conversation?

Teachers may choose to include more accountability/scaffolding into this strategy by assigning students a role (A & B). By asking A to start, and having B to paraphrase, reversing the process (B share and A paraphrase), and then calling on random groups to share their group’s thoughts with the class, you are encouraging more active listening/discussion.

Things to consider:

Ensure that you are using an appropriate amount of wait-time, especially as the complexity of the questions increase.

Make sure students are aware if they will be called on to share publicly or just with their partners, and your classroom culture allows for safe sharing of information.

Ensure ALL students are engaged in conversation. Consider the needs of your EAL students, your socially isolated students or if you have an odd number of students.

Appendix 3

Forgiveness Texts & Scripture

Bible Stories & Scripture	Narrative Texts with Theme of Forgiveness
<ul style="list-style-type: none"> • Jesus : Luke 23:33-36, • Prodigal Son (Luke 15:11-32) • Parable of the Unforgiving Servant (Matthew 18:21-35) • Genesis 37:12-28, 41:38-43, 42:1-8, 45:1-15 • Ephesians 4:32 • Luke 17:3-4, 23:33-34 • Matthew 6:12-15 • 1 John 4:19-21 • Romans 12:17-21 • 1 Corinthians 4:5 	<ul style="list-style-type: none"> • <i>Enemy Pie</i>, Derek Munson • <i>Lily's Purple Plastic Purse</i>, Kevin Henkes • <i>My Rotten Redheaded Older Brother</i>, Patricia Polacco • <i>The Forgiveness Garden</i>, Lauren Thompson • <i>The Berenstain Bears and the Forgiving Tree</i>, Jan and Mike Berenstain • <i>The Grudge Keeper</i>, Mara Rockliff • <i>The Priest with the Dirty Clothes</i>, R.C. Sproul • <i>God's Dream</i>, Archbishop Desmond Tutu • <i>Desmond and the Very Mean Word</i>, Desmond Tutu • <i>The Forgiving Lion</i>, Efrat Haddi • <i>Too Many Tamales</i>, Gary Soto • <i>Am I Forgiving?</i>, Jeannie St. John Taylor • <i>Forgiveness</i>, Lucia Raatma • <i>Harvesting Hope: The Story of Cesar Chavez</i>, Kathleen Krull • <i>I Did it, I'm Sorry</i>, Caraly Buehner • <i>Star Boy</i>, Retold by Paul Goble • <i>The Story of Ruby Bridges</i>, Robert Coles • <i>When Sophie Gets Angry – Really, Really Angry</i>, Molly Bang

Appendix 4

What could I write about?

I was forgiven at school	I forgave someone at school ...
I was forgiven at home ...	I forgave someone at home ...
I was forgiven by a friend ...	I forgave a friend...