

Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH**

**ENGLISH
LANGUAGE ARTS 3**

2015

"Revealing Christ in All We Teach"

“Revealing Christ in All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

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. 3 English Language Arts - Faith Permeation Essential Connections

Unit Theme: Giving a Gift

This unit focuses on the Outcomes of the Saskatchewan Grade 3 English Language Arts Curriculum.

Catholic Faith Focus for Learning: I witness to Christ by using my gifts and talents.

Catholic Faith Big Ideas:

Students will understand that ...

- Our gifts and talents are given to us by God to use in a way that honours Him and creates a positive impact on others.
- Using our God-given gifts and talents fulfills our mission as a witness of Jesus.

Catholic Faith Essential Skills:

Students will:

- Create an inventory of their God-given gifts and talents.
- Develop a plan to use some of their God-given gifts and talents in a specific way to create a positive impact.

Catholic Faith Essential Question: “How can I use my God-given gifts and talents to create a positive impact in our school?”

Description of Culminating Task: Multi-media presentation that outlines a plan to use talents in a specific way that will create a positive impact.

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).

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Important Notes about the Culminating Task/Permeation

You will notice that the task has the students creating a plan to use their God-given gifts and talents to create a positive impact in your school. If at all possible, it would be extremely beneficial if it could be arranged to have students follow through with their plans with authentic audiences and purposes, and reflect on the process.

In this particular task, students are being given a directive by your school principal. If you intend on having the students implement their plans, you will want to run this by your principal for approval first and ask him/her if he/she would be interested in helping you to introduce the task as well as be the audience and assess the completed tasks.

The task is intended to give students a choice of how they would like to present their plan. They may choose some type of multi-media presentation (video, audio, Power Point, etc.), or another medium such as written or visual. The sample culminating task has been created using “Haiku Deck” on an iPad.

Possible Cross-Curricular Connections to this Unit:

Subject	Outcomes
Health Education	<p>USC 3.2 – “Examine the spiritual dimension of the “inner self” and determine the importance of nurturing it.”</p> <p>USC 3.4 – “Understand what it means to contribute to the health of self, family and home.”</p> <p>AP 3.1 – “Use the understandings, skills, and confidences related to ... one’s “inner self,” ...”</p>

Culminating Task



How can I use my God-given gifts and talents to create a positive impact in our school?

TASK:

Our principal has asked each of you to give a gift. You have been asked to create a plan to use your God-given gifts and talents in a way that will have a positive impact on our school. You each will present your plan to our principal.

CRITERIA FOR YOUR PRESENTATION:

BEGINNING:

- Effective introduction

MIDDLE:

- Layout the details of your plan:
 - Which of your gifts and talents will you be using?
 - How will you be using your gifts and talents?
 - Who will your plan involve?
 - Where and when will your plan take place?
 - What are the details of your plan?

ENDING:

- How will your gifts and talents have a positive impact on our school?

OTHER:

- Visual Aids (props, charts, sound, illustrations, movement)
- Present your plan aloud to our principal

You have a choice of the type of presentation you choose (multimedia, poster, letter, audio, dance, drama, etc.)



SHARING YOUR TALENTS & GIFTS

"Your talent is God's gift to you.
What you do with it is your gift back to God." *Leo Baeckle*

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"Giving a Gift"

ELA 3 - CULMINATING TASK ASSESSMENT RUBRIC

	1 "Little Evidence" With help, I understand parts of the simpler ideas and do a few of the simpler skills.	2 "Partial Evidence" I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	3 "Sufficient Evidence" I understand the more complex ideas and can master the complex skills that are taught in class. I achieve the outcome.	4 "Extensive Evidence" I have a deep understanding of the complex ideas, and can apply the skills I have learned to situations that were not taught in class.
I witness to Christ by using my gifts and talents.				
ACTION PLAN	* I can identify a few examples of using my God-given talents.	* I can complete some of the elements of an action plan to use my God-given talents to create a positive impact.	* I can develop a detailed action plan to use some of my God-given talents in specific action with a positive impact.	I can show evidence of implementing my plan and reflect on the implementation.
Comments:				
CC 3.1 – I can create a range of visual, multimedia, oral and written texts that explore identity and make connections across areas of study.				
BEGINNING	* There is no real introduction to my presentation.	* I create a predictable beginning.	* I create an effective beginning.	* I create an engaging and unique beginning.
MIDDLE	* I use very limited details.	* I use some details.	* I include enough details to give the audience a clear understanding.	* My ideas are richly developed with details and examples.
END	* I have no real ending.	* I have a forced ending.	* I create a clear ending.	* I create an effective and appropriate ending.
Comments:				

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	1	2	3	4
CC 3.2 I can create easy-follow representations that have a clear purpose.				
FORM	* I can choose a form of representing, with help.	* I can choose a form of representing.	* I can choose an appropriate form of representing for the purpose.	* I can choose an appropriate form of representing for the purpose and audience.
VISUALS (props, charts, sound, illustrations, movement)	* I can choose visuals, with help.	* I can use some simple visuals to support my purpose.	* I can use appropriate visuals to support my purpose.	* I consider and choose from a variety of visuals and text features to support my purpose.
Comments:				
CC 3.3 - I can present ideas in everyday situations and sometimes in front of a group.				
SPEAKING	* I can choose a topic, but my presentations lack focus and are hard to follow.	* I can make simple presentations that have some focus.	* My presentations are clear, straightforward, and focused on a main idea.	* My presentations are clear and logical. The ideas are original and insightful.
Comments:				

Unit Instruction Plan/Lesson Sequence

"Revealing Christ in All We Teach"

Lesson 1 - Introduction Lesson **Giving a Gift**

Outcomes:

- CR 3.1** **Indicator a.** *View, listen to, read and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility.*
- CC 3.3** **Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with other, and sustain conversations by extending others' contributions.*

Required Materials:

- Video showing children using their gifts & talents:
 - "Change the World in 5 Minutes – Everyday at School,"
<https://www.youtube.com/watch?v=oROsbaxWH0M>
 - "Kids Helping Kids – Canadian Kids Changing the World,"
<https://www.youtube.com/watch?v=8g06HcSeTsI>
- Principal Letter (Appendix 3) or arrange for your principal to visit your classroom
Note: Before you launch this unit, you will want to discuss with your principal whether s/he would like to be involved in this project, obtain approval for the letter you will share with the class (or invite them to the class to introduce the project), and to discuss the possibility of implementing students' plans at a later date.
- Prepared Chart Paper: "Need to Know"
- Essential Question: "How can I use my God-given gifts and talents to create a positive impact on our school?"

Important 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 both are frequently used throughout the entire unit.

Lesson:

- a. Introduce your lesson by asking the students to think-pair-share their thoughts in response to this question: "If you could give a gift to our school to make it a better place, what gift would you choose?"
- b. Give students a few moments to discuss and then ask them to call out their answers.
- c. View the video: "Change the World in 5 Minutes – Everyday at School."
- d. After viewing, ask students to think-pair-share with a partner the difference between the gifts the children in the video gave, and the gifts they previously discussed.
- e. Ask students to discuss whether they might revise the gifts they would give to their school.

- f. Share with the students that they are about to embark on a new unit in which they will plan how they can give a gift to their school.
- g. Introduce and display the essential question for this unit: “How can I use my God-given gifts and talents to create a positive impact in our school?”
- h. Either read aloud the letter from the principal (Appendix 4) or invite your principal into your classroom to introduce and discuss the project with your students.
- i. Ask students to Think-Pair-Share with a partner to discuss what they understand about the project and what questions they still have.
- j. Discuss as a class.
- k. Display and hand out the “Culminating Task” Description to the students and have them read through together.
- l. Ask students to Think-Pair-Share with a partner what they understand about the task description.
- m. Next, display your “Need to Know” chart. Ask students to think-pair-share with partner what they will need to know in order to complete this project.
- n. Discuss as a class and add to your class chart.

Possible Suggestions:

- *What are God-given gifts and talents?*
- *What is a plan?*
- *What does it mean to make a positive impact?*
- *How do I create a plan?*
- *How do I write an effective beginning?*
- *What visuals do I need to add?*
- *What form do I do for my project and how do I use the program?*
- *When will we present our plans?*
- *How will we present our plans?*

Note: Be sure from here on to the end that the students have a place to store the materials they will acquire throughout the course of this unit.

Lesson 2: Looking at the Task

Outcomes:

- CR 3.1** **Indicator a.** *View, listen to, read and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility.*
- CC 3.3** **Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with other, and sustain conversations by extending others' contributions.*

Resources:

- Culminating Task Description
- Sample Culminating Task (Attached .pdf or PowerPoint)
- Culminating Task Rubric (Displayed for all to see, and copies for each student)
- Label the corners of the classroom (1, 2, 3, 4)
- "Need to Know" Chart from previous lesson

Lesson:

I DO:

- a. Refer students back to the essential question, "How can I use my God-given gifts and talents to create a positive impact in our school?"
- b. View the sample presentation (Attached pdf or PowerPoint) for the students to view.
Note: The culminating task is currently set up so that students will have a choice of the form of their final presentation. If you prefer to limit the format options, or to focus only on one, you will need to highlight that during this lesson. You may choose to create different or multiple samples for your students to view.
- c. Display the culminating task rubric and tell students they are now going to view the presentation again, this time they will take the place of the teacher. Explain that together you will go through each of the required criteria, one at a time and assess where the sample would fall on the rubric.
Note: The sample task does not necessarily meet all criteria.
- d. Read the elements of the rubric to the students, and explain this is what they will be assessed on for this project. With those outcomes in mind, view the sample task again.
- e. Thinking aloud, look at the first section of the rubric (Making a Plan) and read each level of criteria and place it on the rubric, giving evidence for your choice.

WE DO:

For the next section of the rubric, read through the levels. Ask students to place the sample task on the rubric by moving to the corner of the room labelled with that number. For example, if they think it would be a Level 3, they would go to corner #3. (You may need to set up parameters as to how long they have to go to a corner and encourage them

this is not about going with friends). Be sure to display sections of the sample presentation as necessary.

- f. Once students are in a corner, have them partner up (groups of 3 if necessary - ensuring everyone has someone to talk to) and discuss **WHY** they placed it where they did. Share and discuss as a class.
- g. Prompts you might want to ask the students are: Why did you place it at this level? Why didn't it meet the level above? What did it have that made it different than the level below?

YOU DO:

- h. Move through each element of the rubric in the same way: choose a corner, discuss with a partner, share as a class, and provide evidence.

CLOSING:

- i. Once students have gone through the rubric and assessed the sample task, you will want to ensure that they are very clear on what they will be doing and why. Ask students to Think-Pair-Share with their partners **WHO** their audience is for this presentation and **WHY** (purpose) they are creating these plans.
- j. Field any questions from the students about the task or the rubric.
- k. Refer students to the "Need to Know" chart from the previous lesson. Ask students to Think-Pair-Share if there is anything to add or anything that can be crossed off the list.
- l. Ensure students each have an individual copy of the culminating task rubric, and that it is stored with the task description.

Lesson 3 – Exploring Gifts and Talents

Outcomes:

- CC 3.3 **Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with other, and sustain conversations by extending others' contributions.*
- CC 3.1 **Indicator b.** *Communicate thoughts, feelings, and ideas clearly and when appropriate, artistically.*

Required Materials:

- Skittles or other multi-colored candy and prepared chart:
 - Red:** What is something you can't live without?
 - Orange:** What do you love to do at home with your family?
 - Yellow:** What is something you do well?
 - Green:** What is your favorite part about school?
 - Purple:** What is something you love to do at recess?
- Strips of paper with examples of gifts and talents written on them:
Ex. Singing, dancing, music, being funny, teaching, cooking, writing, drawing, being friendly sports, talking, listening, public speaking, math, making friends, art, photography, videos, making jokes, learning a new language, reading, storytelling, computers/technology, organizing, etc.
- Play-Doh and chart paper for game
- One gifts and talents handout for each student in your class (Appendix 4)

Lesson:

I DO:

- a. Give each student the same number of candies, and have them form two circles: an inner circle facing out and an outer circle facing in.
- b. Explain to students that they will choose a candy. Depending on the colour, they will exchange answers to the question that corresponds with the colour of their candy with the person they are facing.
- c. After they are finished, students can eat their candy and students in the outer circle move one person to the left, while students in the inner circle remain where they are.
- d. Ask students to choose another candy and answer the corresponding question with a new partner.
- e. Continue until all the candies have been eaten.
- f. Bring the class back together and explain to students that each one of us are created in God's image, yet we are unique and different. Our differences are what make the world interesting. Just like the bag of candies, we do not have just one flavor or colour.

- g. Explain to students that just as God made us each unique, he also gave us gifts within us that are unique and different, and we call these gifts and talents. These are things that we are good at, and we enjoy doing them because we do them well. They are things that we can use to help others and to live out the mission of Jesus here on Earth.

WE DO:

- h. Ask students to Think-Pair-Share with a partner what some of their God-given gifts and talents might be.
- i. Split students up in groups of three to four. Each group needs some Playdoh, chart paper, and room to act.
- j. Explain to students that on each of your strips of paper are written a God-given gift or talent a person might have.
- k. Model for students choosing a gift or talent, reading it, then choosing to act, draw or make it out of playdoh. The class will try to guess what it is.
- l. Instruct one member of each group to come up and get a piece of paper from you, and read the gift or talent written on it. They will then return to their small group and choose to either: act it out, draw it out, or make it with playdoh. The other group members are tasked with trying to guess what it is. Each member has one minute to act/draw/make.
- m. Continue until each group member has had the opportunity to act/draw/make.
- n. After you have completed this activity, compile a list of gifts and talents on chart paper. Ask students to add any more to the list that they have thought of.

YOU DO:

- o. Explain to students that around the room are papers with the name of each of their classmates written on them. Their task is to go to each of their classmates' names and write down something they feel they are good at (their unique gifts) or something that they admire about them.
- p. Model for students going to a name, thinking aloud what you admire or notice about that student and writing it on the paper.
- q. Clarify the procedures: a certain time limit at each name, rotation procedures, number of students at each name, number of rotations, emphasis on positive comments only, what to do if students are at their own name, etc.

CLOSING:

- r. At the end of the activity allow students to find their own name and read through the gifts and talents written by their classmates.
- s. Allow students time to add on to their own lists.

- t. Ask students to Think-Pair-Share with someone next to them about any items on the list that surprised them. Next, have them Think-Pair-Share any gifts or talents they might be able to use to create a positive impact in their school.

- u. End with a prayer:

Example: Heavenly Father, thank you for making each of us unique. Thank you for giving each of us gifts and abilities we that can use to help others. Help us to use and to find ways to share those gifts and talents with others in our school. Amen.

Lesson 4 – What are My Gifts and Talents?

Outcomes:

- CR 3.4** **Indicator d.** *Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts.*
- CC 3.3** **Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with other, and sustain conversations by extending others' contributions.*

Required Materials:

- Label sides of the classroom: YES or NO
- Students' Gift and Talents List from Last Day (Appendix 4)
- Carefully chosen read aloud that portrays characters doing something they love:
 - *Easy as Pie*, Cari Best
 - *Frances Dean who Loved to Dance and Dance*, Birgitta Sif
 - *A Perfect Day for Digging*, Cari Best
- Chart prepared with the following questions:
 - What is the skill and or ability of the character?
 - Do they have a strong love/passion for this skill? What evidence do we have?
 - Might this be a God-given gift/talent? Why?
- Prepared list of personal gifts and talents to use as model for the students

Lesson:

I DO:

- a. Explain to students that you are going to read aloud a number of statements and they may silently answer each question by going to that side of the classroom (Yes or No). The middle can be sometimes if you would like. Emphasize for students they are answering only for themselves as a way to discover more of their gifts and talents.
- b. Read aloud a number of statements, use these or add/remove/revise as necessary for your students:
 - *I am good at listening to others.*
 - *I find it easy to show other people how to do things.*
 - *I enjoy working and making things with my hands.*
 - *It is easy for me to comfort others when they are sad or upset.*
 - *I love to learn the words to songs.*
 - *I like to figure out how things go together and work.*
 - *I like helping others.*
 - *I find it easy to share my thoughts.*
 - *I like to plan things out.*
 - *I love to get my energy out by playing games.*
 - *I enjoy taking care of animals/plants/nature.*
 - *I am good at coming up with games to play with my friends.*
 - *I am a good storyteller.*
- c. As students are done, ask them to retrieve their gifts and talents inventories from the wall and add any gifts or talents they believe they have that are not already on that list.

- d. Explain to students that while they have compiled a list of their abilities and things that they are good at, today you are going to narrow down the list to their God-given gifts and talents.
- e. Draw a Venn diagram for the students on chart paper or on the board. Label one side “Skills and Abilities – Things you can do easily” and label the other circle “Passions – Things that you love doing.”
- f. Highlight the middle section where the two circles intersect and explain to students that discovering our true gifts and talents requires us not to only look at the things we are good at (like riding a bike), but also the things that we love to do or the things that bring us joy and excitement. When we can find something that fits into both of these categories, then we have discovered our God-given gifts and talents.

WE DO:

- g. Introduce your read aloud to the students and remind them that our brains have two jobs while we are reading: 1) read the words and pay attention to the story, and 2) think about what is happening. One way we can pay attention to what our brain is thinking is to ask ourselves questions before we read and then read the text to try to find the answers.
- h. Explain to students that you are about to read this text and the reason is to try to discover whether the main character has a gift or talent and what it might be.
- i. Introduce the questions to guide your reading for this text:
 - What is the skill and or ability the character is good at?
 - Do they have a strong love/passion for this skill? How do we know this?
 - Might this be a God-given gift/talent? Why?
- j. Begin reading aloud the text. Model stopping when you notice you are thinking about one of the questions and think aloud for the students: *“I’m going to stop here for a moment because I notice my brain is doing more than just reading the words. I’m thinking about this character and what their skill might be. Did any of you notice your brains doing that?”*
- k. Ask the students to Think-Pair-Share their thinking with a partner.
- l. Discuss as a class and jot down any thinking about the questions on your chart.
- m. As you are reading, be sure to remind students that sometimes we find the answers right in the words of the text and other times we have to infer based on the information we have and our own experiences.
- n. As you continue to read, stop at purposeful places and have the students Think-Pair-Share their thinking about the guiding questions. Discuss and jot on the chart.

YOU DO:

- m. As you complete the book, ask students to refer to their own gifts and talents charts they have compiled.
- n. Referring to your own list of gifts and talents, explain to students that you are going to use the same questions from the chart to narrow down your own list:
 - Is this something I am good at? Do I love doing it? How do I know?
- o. Thinking aloud, model for students how to assess each item on your list: *"So, cleaning. I am definitely good at it. My house is always clean, our classroom is neat and organized, but I do not enjoy it. It is something I do because I have to, so I am going to cross it off my list. It is not a gift or talent, and I don't love it. Painting. I wish I had more time to paint. I just love painting, and my projects turn out pretty good. I am going to circle that one. I think painting might definitely be one of my gifts and talents."*
- p. Provide time for students to narrow down their lists to gifts and talents that are both abilities and passions.

CLOSING:

- q. Have the students Think-Pair-Share their narrowed down list of gifts and talents and explain to their partner why they kept those items on the list.

Lesson 5– Using Gifts & Talents

Outcomes:

- CR 3.4** **Indicator d.** *Ask questions and support answers by connecting prior knowledge with literal found in, and inferred from, texts.*
- CC 3.3** **Indicator a.** *Use oral language to clarify and extend personal understanding, interact courteously with other, and sustain conversations by extending others' contributions.*

Required Materials:

- Parable of Talents Story or Video:
 - <https://www.youtube.com/watch?v=bbPKhYBaWRg>
 - https://www.youtube.com/watch?v=MUtXrQ_ZAOk
 - <https://www.youtube.com/watch?v=aJ1WZjQZDW4>
 - <https://www.youtube.com/watch?v=Fbc3lwrZ6gA>
- Scripture: 1 Peter 4:10-11 – “As each has received a gift, use it to serve one another, as good stewards of God’s grace.”
- Quote: “Your talent is God’s gift to you. What you do with it is your gift back to God.”
- Various audio/visual/written fiction and non-fiction texts that display characters/real people using their gifts/talents (Appendix 5)
- **Important Note:** It is critical that students are able to access texts at their appropriate reading levels. This might require you to audio record texts or create your own texts for some students.
- Read aloud text or video to view that showcases someone using their talent to create positive impact:
 - “Zack’s Shack” - <http://www.timeforkids.com/photos-video/video/zacks-shack-189011>
 - “Having a Ball” - <http://www.timeforkids.com/news/having-ball/164726>
- Prepared chart:

Using Gifts and Talents		
What is the character’s gift or talent?	How are they using their gift and talent?	What are you thinking about using gifts and talents at our school?
		<ul style="list-style-type: none"> - “I’m thinking ...” - “I’m wondering... - “This reminds me of... - “I’m noticing...”

- Three sticky notes for each student
- “Need to Know” Chart from Lesson 1

Lesson:**I DO:**

- a. Explain to students that during Jesus' time, he often told stories to help the people understand his messages better. These were called parables. Explain to students that today you are going to show them a video/read them a story of the Parable of the Talents.
- b. Remind students of the strategy of asking questions before reading/viewing in order to focus our thinking. Write down the question to guide their reading/viewing of the Parable of Talents: "What is it that God wants us to do with our talents?"
- c. Read aloud or view the Parable of the Talents.
- d. Ask students to Think-Pair-Share with a partner their thinking on what this parable tells them about what God wants us to do with our talents.
- e. Discuss as a class the Parable and the gifts given to the servants. Compare this to the gifts we are given by God. Explain to the students that God has given us our gifts to use, not to keep like a present we never open. He wants us to open them up and share them with others.
- f. You might choose to share and discuss a quote and/or scripture passage with the students.

WE DO:

- g. Introduce the "Using Gifts and Talents" chart to students and introduce the questions while reminding students of the reading with a question in mind strategy from the previous lesson.
- h. Introduce your short read aloud/video text. Explain to students that while you are reading/viewing, you are going to keep those questions in mind. When you notice your brain starting to think about the question or the answer, you are going to stop, think aloud and then jot on your sticky note.
- i. Begin reading/viewing the text. As you are reading, point to your head when you notice you are thinking about the text. Stop and share your thinking aloud with the students.
- j. Model jotting this thinking down on a sticky note and add it to your class chart.
- k. Explain to students that you are going to continue reading/viewing. Ask them to point to their heads when they notice their brains are beginning to think about one of the questions and you will stop so they can Think-Pair-Share with a partner.
- l. Continue reading/viewing and stop to allow students to Think-Pair-Share. Once again, jot on a sticky note and continue reading.

- m. When you have reached the end of your read-aloud/video refer students to the final column of your chart and model thinking aloud using one of the stems. Encourage students to think about how these actions created a positive impact or how it might connect to plans for their school.

YOU DO:

- n. Set each student up with a video/audio/written text to view/listen to/read independently, ensuring all students are accessing texts at their appropriate levels.
- o. Provide each student with three sticky notes and explain they are to use the three questions to guide their thinking while they are in their own texts. Each question will be answered on one sticky note and brought back to the class.
- p. While students are working independently, confer with individuals and small groups to coach, support, reteach and extend as necessary.

CLOSING:

- q. Ask each student to share aloud their sticky note answers and add them to the class chart, compiling a list of different talents as well as different ways they are being used.
- r. Have students Think-Pair-Share which gifts/talents off of their list they might be able to use in our school.
- s. Refer students back to the “Need to Know” chart generated during the opening lesson and cross off any information that the students have gained.

Lesson 6 – Choosing a Gift or Talent

Outcomes:

CC 3.2 Indicator b. *Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning.*

Required Materials:

- Personal List of Gifts & Talents
- Culminating Task Description
- Essential Question: “How can I use my God-given gifts and talents to create a positive impact in our school?”
- Ball or Bean Bag that can be easily thrown and caught by students

Lesson:

I DO:

- a. Explain to students that with an awareness of what gifts and talents are and ways they can be used, they are about to focus on their own projects. Today, they will have the opportunity to choose which gifts and talents they would like to focus on and begin to plan how it might be used in our school.
- b. Remind students that the task is to create a plan that details how they might use their gifts and talents to create a positive impact in our school. This plan will be presented to the school principal for approval. Review the essential question and the criteria of the culminating task.
- c. Discuss as a class what it means to make a positive impact (on the people, the environment, the space, etc.) and brainstorm ideas that would and would not create a positive impact.
- d. Through a think aloud, model the process of choosing a topic, using your personal list of gifts and talents that you narrowed down, the project description and the criteria.
For example: *“When I look at my list I have narrowed it down to things I am both good at and love doing and think about ways that I might be able to use those talents in my school, I right away see that ice skating is not going to work for this project because we don’t have a rink. Next, I’m going to look at flying kites... I might be able to come up with a plan for how this would work at recess and that would probably have a positive impact with kids at recess, so I am going to keep it on the list. Next...”*

WE DO:

- e. Ask students to read over their list once on their own and cross off any that they immediately know would not work in a school environment.

- f. Next, ask students to choose one of the gifts/talents from their list and talk it through with a partner, brainstorming ways that it would or would not work in a plan to create positive change. Provide time for each student to discuss their ideas.

YOU DO:

- g. Provide students with time to narrow down their list to a gift and talent they feel could be used in a plan to create a positive impact in their school.
- h. While they are working independently, meet individually with students to help them through the process of choosing a topic. If students have already chosen a topic, they can begin thinking about the details of their plan.

CLOSING:

- i. Gather students back together. Have them Think-Pair-Share which talent they have settled on and how they might use this talent.
- j. Using a bean bag or a ball, have students throw the ball around to one another. When they receive the ball, they are to call out their choice to the rest of the class.

Lesson 7 – Making a Plan **The Middle Details**

Outcomes:

CC 3.1

Indicator c. Create spoken, written and other representations that include: a main idea with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending.

Required Materials:

- Designated “principal’s chair” (alternately your principal’s desk chair OR host this lesson in your principal’s office)
- Principal “prop” – necktie, glasses, mustache, etc.
- Object to demonstrate the importance of what is in the middle (sandwich, hamburger, piece of pie, jelly filled donut, Oreo cookie, Ice cream sandwich, etc.)
- Project planner for each student (Appendix 6)
- Class project planner for class demonstration (on chart paper or projected)
- Middle portion of the rubric

Lesson:

I DO:

- a. Ask students to assume the role of principal: imagine that they were the leaders of your school, responsible to the school board, the parents, the staff and students. They make the decisions for the whole school.
- b. Explain to students that you are going to present a plan to them. As principals of the school, they need to decide whether they have enough information to approve your plan, whether it is practical to do (remind students that their plans need to be feasible and easy to implement) and whether it will create a positive impact in the school. In order to get enough information, they need to ask you questions until they are satisfied.
- c. Designate a special chair that is the “principal’s chair” (alternately ask your principal to borrow their chair OR host this lesson in the principal’s office!).
- d. Explain to students that one student at a time will play the role of principal. When they have a principal question they are to raise their hand and they will take turns putting on the prop, sitting in the chair and asking their question. No question should be repeated unless more clarification is needed.
- e. Begin with a very vague idea of a plan. For example, “I would like to fly kites...”

- f. Allow students to ask questions and clarify the details of your plan. Rotate students who are in the principal's role. Encourage students to turn and talk throughout the process to generate questions.
- g. Once students are satisfied that they have enough details about your plan, ask them to turn and talk with a partner and discuss whether they would approve your plan. If not, what further information might they require?
- h. Using the project planner (Appendix 6) model using the information you just answered and jot down details in point form in the columns of the planner.
- i. Using a prop (oreo cookie, ice cream sandwich, etc.), explain to students that today they are going to work on developing the middle details of their presentation. Just like a sandwich, if we just had two pieces of bread, it would not be very enjoyable. Model for students a presentation that just has a beginning and an end and no middle details.
- j. Alternately, explain to students that it is possible to have too many details (like a piece of pie with no crust that is falling apart, or a burger with no bun that is messy) where you are describing in so much detail that your audience gets lost. Model for students a presentation that had too many details.
- k. Explain to students that they are aiming for a middle that gives the reader just enough details that they feel satisfied.

WE DO:

- l. In partners, have one student take on the role of the presenter and the other the principal.
- m. Explain to students that just like you did as a class, the presenter will share their gifts and talents and their plan and the principal's role is to ask questions until they feel they have enough details and information to approve the plan as something that would create a positive impact in our school.
- n. Each student should have an opportunity at each role.

YOU DO:

- o. Provide students with an individual planner (Appendix 6), and provide them time to independently work on the details of their plan.

- p. Confer with individuals and small groups to support, coach, reteach as necessary as students are planning.

CLOSING:

- q. Refer students to the “Middle” section of the rubric and invite them to Think-Pair-Share with a partner, and discuss:
 - Where would you place my details on the rubric?
 - Do I have enough details?
 - Where might I need to give my audience more information?
- r. Revisit the “Need to Know” chart that was generated during the first lesson. Ask students to Think-Pair-Share with a partner anything they might add to the need to know list now that they are working on their plan. You can create small groups and additional lessons based on their needs.

Lesson 8: Choosing a Form

Outcomes:

- CC 3.1** **Indicator a.** *Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study.*
Indicator d. *Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy to follow visual, oral, and written formats with a clear purpose.*
- CC 3.2** **Indicator a.** *Demonstrate understanding of the topic, problem, question, or issue in a variety of ways.*
Indicator f. *Experiment with a variety of resources to communicate a clear and complete message appropriate to purpose.*

Required Materials:

- Project Organizer (Appendix 6)
- Project Organizer Class Chart
- Culminating Task Description and Rubric
- Sample Culminating Task
- Form portion of the Culminating Task Rubric

Lesson:

I DO:

- a. Remind students of the culminating task. What is the task? What is the purpose? Who is the audience?
- b. Explain to students that today, they will begin to think about the form they might choose for their final presentation.
- c. Remind students that just as God created each of us to be unique with our gifts and talents, so will each of their presentations be unique.
- d. Review with students the rubric and the required criteria for the task. Remind them that as they are considering what form they might like to choose, it must meet all of the criteria, and should connect to their gift and talent in some way. For example if your gift is art or music, you might want to use that as your presentation format.
- e. You might choose to display the sample culminating task once again for the students - discussing the form chosen and whether or not it is appropriate for the purpose and the audience.

WE DO:

- f. Make a class list of possible forms that would fit the task, purpose and audience.
- g. Have the students Think-Pair-Share their top few choices with a partner and discuss whether or not those would meet the criteria and what types of technology/materials they might use.

YOU DO:

- h. Send students off with their organizers to make a final decision on the form of their project and to continue making plans.
- i. Individually confer with each student to discuss and confirm their choice of form.

CLOSING:

- j. Ask a few students to share their chosen form.
- k. Have the students Think-Pair-Share with a partner to discuss what they will need to organize and what materials they will need to complete the project.

Lesson 9: Hooking your Audience with an Engaging Introduction

Outcomes:

CC 3.1

*Indicator c. Create spoken, written and other representations that include: a main idea with supporting details, explanations, and examples, **a beginning that introduces the topic**, a middle that is sequenced and connected to the topic, and an ending.*

Required Materials:

- Beginning & End Organizer (Appendix 7) one for each student and prepared class chart
- Sample Culminating Task (pdf)
- Culminating Task Rubric
- “Need to Know” Chart from Lesson 1
- “Beginning” portion of the rubric

Lesson:

I DO:

- a. Ask students to recall (Think-Pair-Share) the first day of school when they first stepped foot into this classroom. What did they notice and what were their first impressions?
- b. Discuss the importance of first impressions in a variety of life situations. Explain to students that just like in life, the introduction to a presentation is very important. It sets the tone for the audience.
- c. Explain to students that a common mistake when creating presentations is to jump right into what you are trying to share with the audience about, but just like a good book or movie, we first need to hook or grab the reader’s attention so that we spark their interest and they will want to continue listening.
- d. Display the sample culminating task (attached pdf/ppt) for the students and read aloud the introduction. Ask them to think-pair-share what strategy the author might have used and its effectiveness in hooking your interest

Note: You will want to discuss the differences between Level 2 - basic/predictable (Once upon a time, There once was ..., One day ...), Level 3 - effective (using a strategy explicitly taught in class), and Level 4 - original (using a strategy not explicitly taught in class).

- e. Explain to students that today they will study and practice several strategies for beginning a presentation (refer them to the prepared beginning and end chart). Explain that they will have an opportunity to revise the beginning of the sample presentation as well as try out different leads for their own presentation.

- f. Provide each student with an individual copy of the Beginning and End handout (Appendix 7).
- g. Choose a gift/talent and a plan to use as you model the strategies, perhaps the same one you used to develop the middle details in Lesson 7.

WE DO:

- h. Present the first strategy: **“Ask a Question.”** Thinking aloud, present an example: *“Have you ever noticed how many kids are all alone on the playground at recess time?”*
- i. Then have students Think-Pair-Share possible revisions to the sample culminating task’s beginning using the “Ask a Question” strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- j. Refer students to their individual organizers/or writer’s notebooks. Thinking about their own plan, have them draft a possible lead using the “Ask a Question,” strategy on their organizer.
- k. Present the second strategy: **“Tell a Story.”** Give an example: *“When I first moved to this school last year, I didn’t know anyone. Recess was the worst part of the day, because I was all alone.”* Then have students Think-Pair-Share possible revisions to the sample culminating task’s beginning using the “Tell a Story” strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- l. Refer students to their individual organizers/or writer’s notebooks. Thinking about their own plan, have them draft a possible lead using the “Tell a Story” strategy on their organizer.
- m. Present the third strategy: **“Put your Audience in Someone Else’s Shoes.”** And present an example: *“Imagine you are a new student at our school. You don’t speak English and you have no one to play with at recess.”* Have students Think-Pair-Share possible revisions to the sample culminating task’s beginning using the “Put your Audience in Someone Else’s Shoes” strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.

- n. Refer students to their individual organizers/or writer's notebooks, Thinking about their own plan, have them draft a possible lead using the "Put Your Reader in Someone Else's Shoes" strategy on their organizer.
- o. Present the fourth strategy: **"State your Opinion."** And present an example: *"Our school needs to do something about recess time."* Have students Think-Pair-Share possible revisions to the sample culminating task's beginning using the "State your opinion" strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- p. Refer students to their individual organizers/or writer's notebooks. Thinking about their own plan, have them draft a possible lead using the "State your opinion" strategy on their organizer.

YOU DO:

- q. Once students have attempted all four strategies, ask students to re-read their four beginnings and highlight the one that sticks out to them the most as a writer.

CLOSING:

- r. Refer students to the "Beginning" section of the rubric and invite them to think-pair-share with a partner, and discuss:
 - Where would you place this beginning on the rubric?
 - Does it catch your attention?
 - Is there a way I could make it more effective?

Lesson 10: Including Visuals

NOTE: The type of visual aids a student includes will depend on the form they have chosen for their presentation. As a result, this lesson begins as a whole group lesson, and then transitions into small groups which students would only attend if that visual aid is applicable to their chosen form and presentation.

Outcomes:

CC 3.2 **Indicator e.** *Use visual aids to enhance spoken and written products (e.g. props, charts, sound, illustrations, or movement) and to clarify and enhance oral presentations.*

Required Materials:

- Carefully chosen TED talk by kids which uses visual aids of some sort:
 - https://www.ted.com/playlists/129/ted_under_20
- Project Organizer (Appendix 6)
- Project Organizer Class Chart
- “Visuals” portion of the Culminating Task Rubric

Lesson:

I DO:

- a. Explain to students that you are about to watch a presentation given by another young person, and while they are watching, their task is to pay attention to what visual aids the speaker uses.
- b. Explain to students that visual aids are not just pictures. They are anything the presenter uses to enhance their presentation so that it is not just someone standing and talking.
- c. View the presentation, pausing part way through. Have students Think-Pair-Share what they notice about the visual aids.
- d. Finish the video, and create a list of visual aids the presenter used.
- e. You may choose to repeat with another presentation.
- f. Have students Think-Pair-Share with a partner ways they might have changed the presentation or additional visual aids they might have added.
- g. Add to the list of additional visual aids one might use but may not have seen in the video.

WE DO:

- h. Explain to students that the visual aids they choose to use will depend on the gift and talent they are highlighting as well as the form of presentation they chose.

- i. Ask students to Think-Pair-Share what visuals would best compliment the gift and talent they are highlighting (for example dance would have movement or music would have sound).
- j. Invite students to jot down their plans in the visuals section of the project organizer.
- k. Next, explain to students that the form of presentation they chose will also determine which visual aids they choose. For example, a poster should have illustrations.
- l. Ask students to Think-Pair-Share what visuals might best compliment the form of presentations they chose.
- m. Invite students to jot down their plans in the visuals section of the project organizer.
- n. Discuss with students that including visual aids often requires additional materials. For example, if you are going to include music that will involve you finding the song, having the technology to play it, etc. Ask students to Think-Pair-Share with a partner what materials they will require for the visuals and completing their project in general and jot them down on the planner.

YOU DO:

NOTE: During this portion of the lesson, while students are continuing to work on their plan and presentations, you might choose to pull small groups based on the form of presentation and/or the visual aids they would like to include in their presentation. While you have small groups, you will want to ask students what they need to know, what support they require, what questions or challenges they are facing, what materials they require, and provide mini-lessons and support according to their needs.

Lesson 11: Ending your Presentation

Outcomes:

CC 3.1

Indicator c. *Create spoken, written and other representations that include: a main idea with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, **and an ending.***

Required Materials:

- Beginning & End Organizer (Appendix 7) handout for each student and prepared class chart
- Sample Culminating Task (pdf)
- Culminating Task Rubric
- “Need to Know” Chart from Lesson 1
- “Endings” portion of the rubric

Lesson:

I DO:

- a. Tell students a story about a time that it was very difficult for you to finish something you had already started. Ask students to recall a similar story and think-pair-share with a partner.
- b. Explain to students that a common mistake that writers make, just like runners at the end of a race, is to lose steam at the end and just want to get the project finished. But just like the bottom of a sandwich/burger/Oreo, etc., the ending is very important as it holds the presentation together. It is the last thing the audience will hear.
- c. Explain that the ending or concluding sentence does not provide any new information. Instead, it ties things together and brings closure to the presentation. It should leave the audience feeling satisfied.
- d. Display the sample culminating task (attached pdf/ppt) for the students and read aloud the ending. Ask them to Think-Pair-Share what strategy the author might have used and its effectiveness in providing closure.

Note: You will want to discuss the differences between Level 2 (Forced), Level 3 (Clear), and Level 4 (Effective) endings.

- e. Explain to students that today they will study and practice several strategies for ending a presentation (refer them to the prepared beginning and end chart). Explain that they will have an opportunity to revise the ending of the sample presentation as well as try out different endings for their own presentation.

WE DO:

- f. Present the first strategy: **“End with a thought or a feeling.”** Thinking aloud present an example: *“I am excited to bring this plan to our school. I think this will be a great addition to our recess activities.”*
- g. Then have students Think-Pair-Share possible revisions to the sample culminating task’s ending using the “Thought or Feeling” strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- h. Refer students to their individual organizers/writer’s notebooks. Thinking about their own plan, have them draft a possible ending using the “Thought or Feeling,” strategy on their organizer.
- i. Present the next strategy: **“Linking Back to your Beginning.”** Thinking aloud, present an example: *“So remember that new kid playing all alone on the playground? Recess could now be her favourite part of the day.”*
- j. Then have students Think-Pair-Share possible revisions to the sample culminating task’s ending using the “Link to Your Beginning” strategy. Call on random partners to share their suggestions and write these revisions onto the class chart.
- k. Refer students to their individual organizers/writer’s notebooks. Thinking about their own plan, have them draft a possible ending using the “Link to your Beginning,” strategy on their organizer.

NOTE: Other possible endings you might want to model and teach are: Ending with someone you want your audience to remember, end with some advice, and end with a wish, hope or dream.

YOU DO:

- l. Once students have attempted both strategies, ask students to re-read their endings and highlight the one that sticks out to them the most.

- m. Refer students to the “Ending” section of the rubric and invite them to think-pair-share with a partner, and discuss:
- Where would you place this ending on the rubric?
 - Does it leave you feeling satisfied?
 - Is there a way I could make it more effective?

CLOSING:

- n. Refer students to the “Need to Know” chart and ask them to Think-Pair-Share what information they have now learned and any information they still need to complete their project. You can use this information to guide your small group instruction and to plan any additional whole-group lessons that might be necessary.

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 a class, you may choose to add some of the following lessons:

- Refer to the “Need to Know” Chart from Lesson 1 – Are there any lessons that still need to be taught?
- Non-Fiction Reading – Finding Main Idea and supporting details
- Determining Importance
- Making Personal Connections to Text
- Revision Strategies
- Editing Strategies
- Using clear diction, pitch, tempo, and tone
- Developing order in presentations

Lesson 12: Making a Work Plan

Note: Now has come the time for the students to work independently to complete their tasks. You will want to set a presentation date and presentation format with your principal, confirm how they will provide feedback, as well as determine how many work periods students will be allowed to complete this task.

Outcome:

CC 3.1

Indicator a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study.

Indicator c. Create spoken, written and other representations that include: a main idea with supporting details, explanations, and examples, a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending.

Indicator d. Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy to follow visual, oral, and written formats with a clear purpose.

Indicator f. Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve.

Required Materials:

* Prepared Chart: “My Work Plan”

Presentation Date:	Number of Classes to Work:
Where am I at?	Am I Prepared?
Choosing Gift or Talent	Have I made a list of my gifts and talents? Have I narrowed my list down (things I am good at AND that I love)? Have I chosen the gift/talent that I would like to use for this project?
Making a Plan	Have I thought through all the details of my plan? Have I completed my Action Planner?
Choosing a Form	Have I chosen a form for the presentation that is appropriate? What materials will I need to complete my presentation?
Visuals	Have I chosen visuals for the presentation that are appropriate to my gifts/talents AND to my form?
Speaking	Have I practiced my presentation at least twice with different partners?

Lesson:

- a. Confirm with students the date of the presentation and how many work periods will be available for them to complete their task.

- b. Refer students to the prepared chart “My Work Plan” and explain that each one of them will be responsible to ensure: 1) their text contains all the required criteria, and 2) they have enough time to complete each element.
- c. Have students Think-Pair-Share with someone beside them:
 - Am I clear on who my audience is and why I am creating this presentation?
 - What areas do I think will need the most work?
 - What areas am I confused/not sure about?
 - Where do I need help? Who can I ask for help?
- d. Before sending students off to work for the remaining lessons, use this chart to begin each day’s class, and focus the students for that day. Have students reflect on what they have completed, what they are going to work on next, how they are doing in regards to time, and to problem solve/offer support wherever necessary.
- e. While students continue to work independently to complete their texts, you will want to continue to work with individuals and small groups, re-teaching and supporting where necessary, you might also re-teach a whole class lesson, if there is a need.

Lesson 13: Rehearsing the Presentation **Preparing for an Audience**

Outcomes:

CC 3.3

Speak to present ideas and information appropriate in some formal situations and for different audiences and purposes.

Required Materials:

- Project planners (Appendix 6)
- Individual presentations
- Sample Culminating Task (Attached pdf/ppt)
- Speaking section of the culminating task rubric

Lesson:

I DO:

- a. Discuss with students the purpose of the presentation: to present the details of your plan to the principal to receive approval for your proposal.
- b. Refer students to the “Speaking” section of the rubric:
 - My presentations are clear, straightforward, and focused on a main idea.

Explain to students that they cannot just stand up there and expect their PowerPoint or poster to describe their plan. They also need to orally present it to the principal. In addition to their presentation, they also have a live audience, and need to anticipate that they might be asked questions or to clarify some information.
- c. Depending on what type of presentation the students are creating, they might read what they have written, or they might need to write text to go along with their form.
- d. Review with students the criteria for the presentation:
 - Effective Beginning, Middle (Details of the Plan) & Satisfying End
 - Visuals
 - Oral Presentation
- e. Ask students to assume the role of the principal as you model giving a presentation using the sample culminating task. Invite them to think of any questions that they would ask at the end of the presentation.
- f. As you complete the presentation, invite students to use the “speaking” section of the rubric and decide where your presentation would be and what you might do to change or improve.
- g. Have the students Think-Pair-Share questions they might ask the presenter.

- h. Model how you would answer questions and end the presentation by thanking the audience.

YOU DO:

- i. Explain to students that before any performance, we practice. That is the same for the presentation. They must practice before presenting. Therefore, they must rehearse their presentation two separate times before they are ready to present.

NOTE: You will need to decide how you want to arrange this. You might have students get their planner initialed by two separate students. You might choose to create a handout and have each student give them feedback, or you might assign partnerships.

CLOSING:

- j. Refer students to the “Speaking” portion of the rubric. Have students place themselves on the rubric.
- k. Have students Think-Pair-Share what they might need to focus on, reminding them that the target is a Level 3.

Lesson 14: Presentation Day!

Assessing my Own Task

Outcome:

AR 3.1

Reflect on and assess viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used.

Required Materials:

- Students' Completed Presentations
- Copy of the Rubric for Each Student
- Self-Assessment/Reflection (Appendix 8) – Copy for each student
- Highlighter for each student
- Essential Questions from Beginning of Unit: **How can I use my God-given gifts and talents to create a positive impact in our school?"**

Notes on Publishing:

Making this task as authentic as possible will be very motivating for students. While they are presenting their plans to an authentic audience, ensure you leave time for authentic feedback. How you arrange your presentations will need to work with both your and your principal's schedule. Perhaps you want to take one class period and have each student present, perhaps small groups of students might present at different times. You might have the students present in front of the whole class, or just for the principal. Whatever you decide, you will then need to decide how you want your principal to give feedback to the students. Will you have them use a rubric? As a class, will you generate a list of criteria for them to use? Do you want them only to give verbal comments? Or written as well?

Lesson:

- a. Celebrate with students as they have completed their presentations!
- b. Give each student an individual copy of the Self-Assessment. (Appendix 8)
- c. Have students reflect on their work/completed task, and assess themselves on each element of the rubric, and give reasons for why they would place themselves where they did.
- d. You may choose to have students use one colour to highlight their assessment of themselves on the rubric, and use another colour on the same rubric when you assess the presentations so they can later reflect again.

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

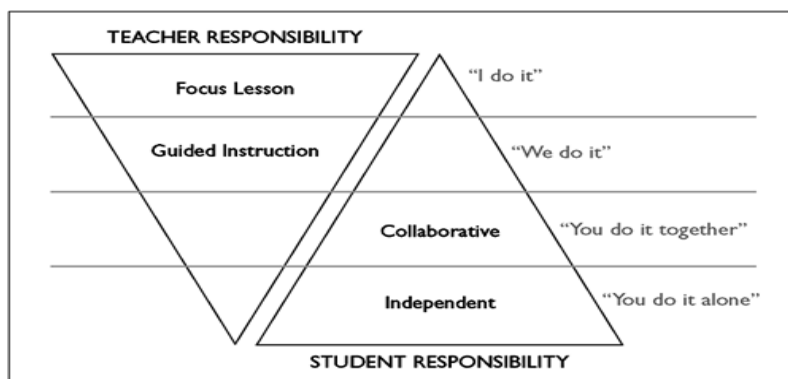
- What is one thing you feel very proud of? Why?
- What is one area you feel was difficult /challenging for you? Why?
- What did I do well?
- Which portion of the task did you feel you had to work the hardest?
- Can you suggest any changes/additions to this task for future use?
- Reflect on your thoughts about the questions we started with: **How can I use my God-given gifts and talents to create a positive impact in our school?**

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). Then call on random groups to share their group’s thoughts with the class to 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.

From the Office of the Principal

Dear Grade Three Class,

As I have watched you throughout this school year, I have noticed the many gifts and talents in your classroom, and I think our school could benefit from those.

I am writing this letter to ask each of you to give a gift to our school. This is not a gift you can buy from a store, but a gift you already have inside of you. I am asking each of you to develop a plan to share your God-given gifts and talents in a way that would create a positive impact on our school. You might be able to make an impact on other students, staff, families, or our school environment.

I am looking forward to hearing all about your plans on the presentation day. I will approve those plans which are feasible and well-thought out. As a principal I want to be clear on:

- Which of your gifts and talents will you use?
- How will you be using your gifts and talents?
- When and where your plan will take place?
- Who will your plan involve?
- How will your plan have a positive impact on our school?

I can't wait to hear all about the gifts you are going to give to our school.

See you on presentation day!

POSSIBLE TEXT SUGGESTIONS

Fiction Texts
<p> <i>Easy as Pie</i>, Cari Best <i>Frances Dean who Loved to Dance and Dance</i>, Birgitta Sif <i>You are Special</i>, Max Lucado <i>Just the Way You Are</i>, Max Lucado <i>The Dot</i>, Peter Reynolds <i>Only One You</i>, Linda Kranz <i>The Best Part of Me</i>, Linda Ewald <i>Amazing Grace</i>, Mary Hoffman <i>The Wednesday Surprise</i>, Eve Bunting <i>Jack's Talent</i>, Maryann Cocca-Leffler <i>I Can Be Anything</i>, Jerry Spinelli <i>Beautiful OOPS</i>, Barney Saltzberg <i>Mimi's Village</i>, Katie Smith Milway <i>One Plastic Bag</i>, Miranda Paul </p>
Non-Fiction Texts
<p> “Kids Helping Kids” - http://www.kidshelpingkids.ca/past.html <i>Ryan and Jimmy: And the Well in Africa that Brought them Together</i>, Herb Shoveller <i>Emmanuel's Dream</i>, Laurie Ann Thompson “Queen's Teacher Uses Music to Connect with Disabled Students,” http://nydn.us/1Ieos95 “Hitting the Right Notes,” http://www.timeforkids.com/news/hitting-right-notes/219716 “A World of Good,” http://www.timeforkids.com/news/world-good/189161 “Zack's Shack,” http://www.timeforkids.com/photos-video/video/zacks-shack-189011 “Having a Ball,” http://www.timeforkids.com/news/having-ball/164726 “Katy Perry's Mission,” http://www.timeforkids.com/news/katy-perrys-mission/135351 “A Caring Mission,” http://www.timeforkids.com/news/caring-mission/123011 </p>
Scripture
<p> 1 Peter 4:10-11 1 Corinthians 12:1-13 1 Corinthians 12:14-31 1 Corinthians 4:2 Matthew 25:14-30 Matthew 5:14-16 Luke 19:11-26 </p>

ACTION PLANNER

<u>Gifts & Talents:</u>			
How will you USE your gifts and talents?	WHO will your plan involve?	WHERE and WHEN will your plan take place?	How will this plan create a positive impact in our school?
Presentation Format: multimedia, poster, letter, audio, dance, drama, other			
Visuals: props, charts, sound, illustrations, movement			
Materials Needed:			

BEGINNING & END

Lead Strategy	Now you Try it ...
Ask a Question	
Tell a Story	
Put your audience in someone else's shoes	
State your Opinion	

Conclusion Strategy	Now you Try it ...
End with a Thought or Feeling	
Link to Your Beginning	

Appendix 8

SELF – ASSESSMENT

1. Read through the assessment rubric for this task. Assess yourself on each element of the rubric and complete the chart below, be sure to give reasons & evidence for your assessment.

Remember:

1 = Little Evidence, 2= Partial Evidence, 3= Sufficient Evidence, 4= Extensive Evidence

Outcome	Self-Assessment	Why?
ACTION PLAN		
CC3.1 BEGINNING		
MIDDLE		
END		
CC 3.2 FORM		

Outcome	Self-Assessment	Why?
VISUALS		
CC 3.3 SPEAKING		

After completing this unit, reflect on your thoughts about the questions we started with: How can I use my God-given gifts and talents to create a positive impact in our school?