

Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING  
CHRIST  
IN ALL WE TEACH**

**ENGLISH  
LANGUAGE ARTS 5**

**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.

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## Saskatchewan Catholic Schools Curriculum Permeation Gr. 5 English Language Arts - Faith Permeation Essential Connections

### Unit Theme: Living the Sacraments

**This unit focuses on the Outcomes of the Saskatchewan Grade 5 English Language Arts Curriculum.**

**Catholic Faith Focus for Learning:** “Jesus touches our lives through the sacraments. Our celebrations of the sacraments are signs of Jesus' presence in our lives and a means for receiving his grace.” – *Loyola Press, “The Seven Sacraments”*

#### **Catholic Faith Big Ideas:**

Students will understand that ...

- The sacraments are a visible sign of Jesus' presence in our world

#### **Catholic Faith Essential Skills:**

Students will:

- Explain ways the Sacraments of Initiation & Reconciliation allow us to participate in the life of Christ

**Catholic Faith Essential Question:** “Why do we participate in the Sacraments of Initiation and Reconciliation?”

**Description of Culminating Task:** Multi-media presentation that outlines the purpose of a chosen Sacrament of Initiation and/or Reconciliation.

**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](http://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 Culminating Task/Permeation**

You will notice that the culminating task invites the students to create presentations for your local parish(es). If at all possible, it would be extremely beneficial if it could be arranged to have students send their presentations to be used with authentic audiences and purposes, and receive feedback on their work.

In this particular task, students are being given a directive by your local parish. If you intend on having the students implement their plans, you will want to run this by your parish for approval first and ask them if they would be interested in helping you to introduce the task, as well as be the audience and assess the completed tasks. Alternately, you might partner with a Grade 2 teacher (or a religion class) in your school as they prepare students to receive the sacraments.

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.

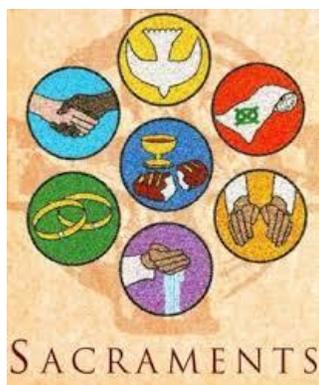
The sample culminating task has been created using the “Canva” app on an iPad.

#### **Possible Cross-Curricular Connections to this Unit:**

<b>Subject</b>	<b>Outcomes</b>
Health Education	USC 5.4 – “Analyze the connections between identity and personal well-being, and establish strategies to develop and support a positive self-image.”
Arts Education	CP 5.8 – “Create art works using a variety of visual art concepts (e.g. positive space), forms (e.g. graphic design, photography), and media (e.g. mixed media, paint).”

## Culminating Task

# **Why do we participate in the Sacraments of Initiation and Reconciliation?**



### **TASK:**

Our local parish is preparing to teach classes for the parish members who will be participating in the Sacraments of Initiation (Baptism, Confirmation and Eucharist) and Reconciliation. They need your help. They have asked you to create a unique and engaging presentation on a chosen Sacrament of Initiation and/or Reconciliation that they can use in their upcoming classes.

### **CRITERIA FOR YOUR PRESENTATION:**

- Choose **one** of the Sacraments of Initiation (Baptism, First Eucharist & Confirmation) or the Sacrament of Reconciliation.
- Explain several ways the sacrament allows us to participate in the life of Christ.
- Show keen awareness of the purpose and audience.
- Stay on topic and include only key information.
- Include specific ideas and details to help your audience understand.
- Choose the form of your presentation that is appropriate for the purpose and the audience.
  - Multi-Media, Poster, Letter, Audio, Visual Art, Song, Drama, etc.



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**ELA 5 - CULMINATING TASK ASSESSMENT RUBRIC**

	<b>1</b> “Little Evidence”	<b>2</b> “Partial Evidence”	<b>3</b> “Sufficient Evidence”	<b>4</b> “Extensive Evidence”
	With help, I understand parts of the simpler ideas and do a few of the simpler skills.	I understand the simpler ideas and can do the simpler skills. I am working on the more complex ideas and skills.	I understand the more complex ideas and can master the complex skills that are taught in class. <b>I achieve the outcome.</b>	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.
<b>Explore how the Sacraments of the Church allow us to participate in the Life of Christ.</b>				
<b>SACRAMENTS</b>	* <b>With help, I can identify a few</b> ways that the Sacraments of Initiation or Reconciliation allow us to participate in the Life of Christ.	* I can <b>identify some ways</b> that the Sacraments of Initiation OR Reconciliation allow us to participate in the Life of Christ.	* I can <b>explain several ways</b> that the Sacraments of Initiation OR Reconciliation allow us to participate in the Life of Christ.	*I can draw a wide variety of conclusions about how the Sacraments of Initiation or Reconciliation have allowed me to personally participate in the Life of Christ.
Comments:				
<b>CR 5.4 – I can understand a variety of texts written now and a long time ago.</b>				
<b>TEXT FEATURES</b> - format - graphics - sequence - diagrams - illustrations - charts	* I can identify some text features, with help.	* I can identify a variety of text features.	* I can explain the role of a variety of text features.	* I use a variety of text features to access information in informational texts.
<b>INFORMATIONAL TEXTS</b>	* I can identify a key idea, <b>with help</b> .	* I can identify <b>ONE</b> key idea in informational text.	*I can determine the key ideas of informational texts.	*I can determine the key ideas and details of informational texts, and support my thinking with reasons.
Comments:				

	1	2	3	4
<b>CC 5.2 - I can communicate my understanding and my responses in a variety of ways.</b>				
<b>FORM</b>	* I can choose a form of representing, <b>with help.</b>	* I can choose a form of representing.	* I can choose an appropriate form of representing for the purpose.	* I can choose an original form of representing for the purpose and audience.
<b>PURPOSE &amp; AUDIENCE</b>	*I can identify my purpose and audience, <b>with help.</b>	* My presentation has a focus and shows some awareness of audience.	* My presentation shows a clear awareness of the purpose and audience.	* My presentation is driven by the purpose and shows a clear awareness of audience by consistently maintaining interest.
<b>FOCUS</b>	* I establish a focus, <b>with help.</b>	* My presentation mostly sticks to the topic.	*My presentation sticks to the topic and makes sense.	* My presentation has a crystal clear focus and is organized in a logical, engaging way.
<b>DETAILS</b>	*I use some details, <b>with help.</b>	*I use some details.	*I use specific details that make my ideas clear.	*My details are well-developed and show style.
<b>REVISION</b>	* I do some basic revisions, <b>with help.</b>	* I do some basic revisions based on the audience <b>OR</b> purpose.	* I can make specific revisions to my work based on the audience <b>AND</b> purpose.	*I purposefully revise my work and make original and insightful revisions based on audience <b>AND</b> purpose.
Comments:				

## *Unit Instruction Plan/Lesson Sequence*

### **Lesson 1 - Introduction Lesson**

#### **Outcomes:**

- CR 5.1**      **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 5.3**      **Indicator j.**      *Fulfill role as a group member and respect and respond sensitively to the ideas, opinions and interpretations of others.*

#### **Required Materials:**

- **Video about the Sacraments:**
  - “The Seven Sacraments of the Catholic Church,” <https://www.youtube.com/watch?v=coZgraP8Xm8>
  - “The Seven Sacraments of the Catholic Church,” [https://www.youtube.com/watch?v=EV-Cwo\\_L3Ok](https://www.youtube.com/watch?v=EV-Cwo_L3Ok)
  - “The Seven Sacraments,” <https://www.youtube.com/watch?v=jbGXnLzweAM>
  - “7 Sacraments,” <https://www.youtube.com/watch?v=F57wQXEVRMI>
- **Parish Letter (Appendix 3) or arrange for a parish member to visit your classroom**  
**Note:** Before you launch this unit, you will want to discuss with your parish whether they 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 using the students’ presentations at a later date. Alternately, you could have a religious education teacher ask the students to prepare these presentations for their classes.
- Culminating Task Description
- Prepared Chart Paper: “Need to Know”
- **Essential Question: “Why do we participate in the Sacraments of Initiation and Reconciliation?”**

**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 the essential question: “**Why do we participate in the Sacraments of Initiation (Baptism, Confirmation, and Eucharist) and the Sacrament of Reconciliation?**”
- b. Give students a few moments to Think-Pair-Share with a partner and then ask them to call out their answers.

- c. Choose a video and view it with the students, asking them to keep that same question in mind while they are viewing: **Why do we participate in the sacraments?**
- d. After viewing, ask students to Think-Pair-Share with a partner their new thoughts on the sacraments and the essential question.
- e. **Ask students to discuss any recollections from their participation in the sacraments.**
- f. **Share with the students that they are about to embark on a new unit in which they will research and learn more about a chosen sacrament.**
- g. Either read aloud the letter from the parish (Appendix 3), or invite a member of your parish into your classroom to introduce and discuss the project with your students.
- h. Ask students to Think-Pair-Share with a partner to discuss what they understand about the project and what questions they still have.
- i. Discuss as a class.
- j. Display and hand out the “Culminating Task” Description to the students and read aloud.
- k. Ask students to Think-Pair-Share with a partner what they understand about the task description.
- l. Next, create a chart titled “Need to Know.”. Ask students to Think-Pair-Share with partner what they will need to know in order to complete this project.
- m. Discuss as a class and add to your class chart. Refer to this chart frequently throughout the course of the unit, adding, removing and revising as necessary.

*Possible Suggestions:*

- *What are the sacraments of initiation?*
- *Why do we participate in the sacraments?*
- *How does the sacraments connect to Jesus and his life?*
- *What type of presentation might be most appropriate?*
- *Where are we going to find the information?*
- *Who is our audience?*
- *What details should we add?*

**Note:** Be sure from here on 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 5.1**      **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 5.3**      **Indicator j.**      *Fulfill role as a group member and respect and respond sensitively to the ideas, opinions and interpretations of others.*

### Resources:

- Culminating Task Description
- Sample Culminating Task (Attached .pdf)
- 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 “Why do we participate in the Sacraments of Initiation and Reconciliation?”
- b. Preview the sample culminating task presentation together as a class.
 

**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 provide each student with a copy.
- d. Explain to 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.
- e. 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.
- f. Thinking aloud, look at the first section of the rubric (Sacraments) and read each level of criteria. Place it on the rubric, giving evidence for your choice.

#### WE DO:

- g. 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 get to a corner and encourage them this is not about going with friends).

- h. Once students are in their chosen corner, have them partner up (groups of three if necessary - ensuring everyone has someone to talk to) and discuss **WHY** they placed it where they did. Then, share and discuss as a class.
- i. Prompts you might want to ask the students are: Why did you place it at this level? What was missing for it to be at the level above? What did it have that made it different than the level below?

YOU DO:

- j. 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:

- k. 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 is their audience (students preparing to receive the sacraments) for this presentation? Discuss that for each sacrament the audience would be different (Ex: Baptism – Parents of Infants, Confirmation and Eucharist – Young Students)

**NOTE:** You may choose to discuss the RCIA program and explain to students that there might also be adults preparing for the sacraments, and this might be an option to keep in mind for their presentations.

- l. Discuss with students the purpose of the presentations: to provide engaging and informative presentations that teach about the sacraments.
- m. Field any questions from the students about the task or the rubric.
- n. 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.
- o. Ensure students each have an individual copy of the culminating task rubric, and that it is stored with the task description.

### Lesson 3: Exploring the Sacraments

#### Outcomes:

- CR 5.1**     **Indicator a.**     *View, listen to, read and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility.*
- CR 5.4**     **Indicator b.**     *Select and flexibly use appropriate strategies to construct meaning when reading.*
- Indicator f.**     *Read and use grade five appropriate information texts to identify main ideas, details, opinions and reasons.*
- CC 5.3**     **Indicator j.**     *Fulfill role as a group member and respect and respond sensitively to the ideas, opinions and interpretations of others.*

#### Required Materials:

- Create a Chart: “What Makes an Effective Lesson?”
- Exploring the Sacraments Handout (Attached .pdf)
- Class Chart of the Exploring the Sacraments handout:

<b>Exploring the Sacraments</b>				
<b>BAPTISM</b>				
<b>WHAT I THINK I KNOW...</b>	<b>WAS I RIGHT?</b>	<b>MISCONCEPTIONS</b>	<b>NEW INFORMATION</b>	<b>WONDERINGS</b>
	✓	<b>X</b>		?
				

- Read aloud non-fiction text on a sacrament of your choice
- Variety of written/visual/audio texts on the sacraments for the students to access during independent work time (Appendix 4)

**Important Note:** It is critical that students are able to access texts at their appropriate reading levels. Ask your librarian for help, check out some of the suggestions in Appendix 4, or you might choose to create your own texts for some students.

#### Lesson:

##### I DO:

- a. Share with students a time you were taught a lesson (e.g. in school: how to do long division OR out of school: how to change a tire). Describe that time in detail to the students, highlighting what made it effective for you and why you remember it. (Ex. knowledgeable teacher, enthusiastic teacher, they asked questions, you participated in the lesson, etc.)
- b. Ask students to Think-Pair-Share with a partner a lesson they were taught by someone (could be in school or out of school) in which they were really engaged and they felt they really learned the material. Ask students to discuss what made that a memorable lesson.
- c. Discuss as a class and create a class chart: “What Makes an Effective Lesson?” Add their thoughts to the chart.

- d. Explain to students that one of the most important aspects of a good lesson is that the teacher is knowledgeable in whatever it is they are teaching. Discuss that if students are going to create a lesson on the sacraments for others, it is imperative that they first become knowledgeable on the sacraments.
- e. Explain to students that today they will explore all of the sacraments in order to get enough information on each that they can make a choice of which one they would like to focus on for their project. In further lessons, they will go more in depth into the sacrament they have chosen.
- f. Display the "Exploring the Sacraments" Chart to the class. Explain to students that this chart is a tool we can use to help organize all the thinking that happens in our brain when we read a new informational text.
- g. Introduce your read aloud on the sacrament you have chosen to work on together as a class.
- h. Explain to students that before we begin reading and learning about something, it is important to activate our background knowledge on that topic.
- i. Model for the students thinking aloud about the first column on the chart: "What do I think I know about (chosen sacrament)?"
- j. Jot your thinking down on the chart.

WE DO:

- k. Ask students to Think-Pair-Share what they know about the sacrament, and ask them to either write down on a sticky note and post it to the chart and/or share aloud and you jot down on the chart.
- l. Now that their brains are activated, explain to students they are ready to read the text. Refer students to the chart and explain that as they are reading, they have work to do: pay attention to whether their thinking was right or wrong, if they are learning new information, or if their brain has a question.
- m. Begin to read aloud your chosen text for the students. As you are reading, pause to confirm prior knowledge, note misconceptions, jot down new information or wonderings.
- n. Continue to read and pause, asking the students to Think-Pair-Share what they are noticing and what information they might be able to add to the chart.
- o. Once you have completed the text, discuss as a class what to do with the wonderings we are left with. (Ex. perhaps if you choose this sacrament, those are questions you are going to want to explore further).

## YOU DO:

- p. Provide each student with an “Exploring the Sacraments” hand-out and explain that they will have the opportunity to explore and learn about the remaining three sacraments on their own. They will use this chart to activate and organize their thinking as they explore new informational texts.
- q. Organize your independent work time so that students each have time to access an appropriate text (written, audio or visual) on the remaining sacraments.

**NOTE:** Set this work time up in a way that works best for your students and the resources you have available. You might choose:

- To set up centers that students cycle through
- Have a designated time at each center
- Provide each students with three separate texts they can go through on their own time
- Have students work in small groups (All students can work on all of the sacraments together. OR, one student might become an expert on one of the sacraments and share what they have learned with the other students in their group.)

## CLOSING:

- r. Call students back together as a class and have them Think-Pair-Share any new thinking on the essential question: “Why do we participate in the Sacraments of Initiation or Reconciliation?”
- s. End the lesson in prayer.

## Lesson 4: Choosing a Topic

### Outcomes:

- CC 5.2      **Indicator b.**      *Select and flexibly use appropriate strategies to communicate meaning when representing.*
- CC 5.3      **Indicator j.**      *Fulfill role as a group member and respect and respond sensitively to the ideas, opinions and interpretations of others.*

### Required Materials:

- Give each student four cards, each one labelled with the name of a sacrament studied in the previous lesson – Baptism, Confirmation, Eucharist, and Reconciliation.
  - **NOTE:** As an alternative to the cards, you could use a technology response tool such as: Smart Board Response Clickers, Kahoot, Padlet, etc.
- Culminating Task Description
- “What Makes an Effective Lesson” Chart from Previous Lesson
- “Exploring the Sacraments” Handout from Previous Lesson
- Beanbag or small ball

### 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 holding up the correct card (or respond using the proper technology).
- b. Read aloud a number of statements. Use these or add/remove/revise as necessary for your students:
  - *During this sacrament, the participant is immersed in water.*
  - *During this sacrament, the recipient receives the strength and courage to be a witness for Christ in the world.*
  - *During this sacrament the bishop lays hands on the recipient calling down the Holy Spirit.*
  - *You must participate in this sacrament before you receive the Eucharist.*
  - *This sacrament is the first step to a commitment to God.*
  - *During this sacrament we believe we receive Christ’s Body and Blood.*
  - *During this sacrament participants will find God’s unconditional forgiveness.*
- c. Explain to students that yesterday they worked on becoming knowledgeable on the Sacraments of Initiation and Reconciliation. Today, they will have the opportunity to choose the sacrament that they would like to focus on to complete the task for the parish.
- d. Review the criteria they will need to include in their culminating task:
  - Choose **one** of the Sacraments of Initiation (Baptism, First Eucharist & Confirmation) or the Sacrament of Reconciliation.
  - Explain several ways the sacrament allows us to participate in the life of Christ.

- Show keen awareness of the purpose and audience.
  - Stay on topic and include only key information.
  - Specific ideas and details to help your audience understand.
  - Choose the form of your presentation that is appropriate for the purpose and the audience: Multi-Media, Poster, Letter, Audio, Visual Art, Song, Drama, etc.
- e. Create a new chart (or have it prepared) titled, “Choosing a topic” You might choose to brainstorm with your students (or already have questions listed) that they could ask themselves when deciding which sacrament to choose. Questions might be:
- Which sacrament am I drawn to?
  - Which sacrament am I most familiar with?
  - Which sacrament is meaningful to me?
  - Which sacrament do I have a lot to say about or do I want to learn more about?
  - When I reflect on the “What Makes an Engaging Lesson?” Chart – which sacrament might work best for me?
  - Which audience would I most like to create a presentation for?
- f. Referring to the “Exploring the Sacraments,” as well as the “Choosing a Topic” charts model your thinking aloud for your students the process of narrowing down topic choices. Have a student ask you the questions, and then thinking aloud, refer to the sacraments to answer the questions.

#### WE DO:

- g. Using the “Exploring the Sacraments” handout, ask students to Think-Pair-Share with a partner (one partner ask the questions, and the other answering) to discuss which sacraments are sticking out for them right now and why. Then, have them switch roles. Try to have students narrow their choices down to two possibilities.

#### YOU DO:

- h. Spread out whatever texts and materials you have on the sacraments around the room. Give students time to explore their narrowed down choices, with the purpose of choosing which sacrament they would like to focus on.
- i. While they are exploring the materials, meet individually with students to help them through the process of choosing a topic.

#### CLOSING:

- j. Gather students back together. Have them Think-Pair-Share which sacrament they have chosen and why.
- k. 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 5: Researching Search Terms & Evaluating Sources

**NOTE:** This is a lengthy lesson that requires students to have access to technology. You will want to hold this lesson in the computer lab and/or have access to devices for each individual student. There are multiple steps to this lesson, and as a result, it does not specifically follow the “gradual release of responsibility model.”

### Outcomes:

**CR 5.4 Indicator b.** *Select and flexibly use appropriate strategies to communicate meaning when reading.*  
**Indicator f.** *Read and use grade-five appropriate informational and reference texts...*

### Required Materials:

- “Need to Know” chart from Lesson 1
- Essential Question: “Why do we participate in the Sacraments of Initiation and Reconciliation?”
- Criteria for Culminating Task
- Access to a computer/device for each student
- Chart paper to create charts throughout the lesson

### Lesson:

I DO:

- a. Refer students to the “Need to Know” Chart from lesson one. Explain that in order to obtain the information they are going to need to complete the presentations, they are going to need to do some research.
- b. Explain to students that the internet is a great place to do research, because there is so much information just waiting out there.
- c. Discuss that the first task when beginning to research is to come up with your search terms.
- d. Explain to students you are going to get a new (pet, car, pair of running shoes, etc.) and you need to do some research on which one would be the best one for you.
- e. Model for the students going into a search engine and typing in very basic search terms (ex. Running Shoes). Discuss and explain to the students the number of results that are returned using very general terms.
- f. Thinking aloud, demonstrate narrowing down your search terms (Running shoes for a marathon runner), discussing how narrowing search terms to be more specific will be more helpful.

WE DO:

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- g. Refer students to the sacrament criteria for the culminating task and the essential question. Model for students, typing in a very basic search term such as: “Why get baptized?” Discuss the results as a class.
- h. Ask students to Think-Pair-Share with a partner more specific search terms. They might use these to find out more information about their chosen sacrament that pertains to what the task is asking of them.
- i. Discuss students’ thinking together as a class, and create a class list of search terms and specific words they might want to use.  
**Note:** You might want to guide students to use “Catholic – specific” language in their search such as: Catholic baptism/confirmation, sacraments, etc.
- j. Model for students how to bookmark or save webpages to the home screen/desktop.

**YOU DO:**

- k. Instruct students to begin researching for information relevant to their chosen sacrament as well as their purpose/task, saving any pages that are sticking out to them.
- l. While researching independently, individually confer with students to support, coach, and reteach, as necessary.

**I DO:**

- m. Once each student has found information they feel is relevant, you will want to guide them to check their sources.
- n. Tell students a story (or make up a story) about a time you were told a bit of “gossip.” Describe the situation and the storyteller. Explain to students that even though this story sounded believable, when you thought about the “source” and who it was coming from (ex. A friend who was really mad at the other person), you realized that you cannot always trust everything you hear.
- o. Connect this story to the internet for the students. Explain to them that the internet has an amazing wealth of information and knowledge, but it is also a place where anyone can post anything they want. As a result, we need to be very thoughtful of where we get our information and which sources we consider to be credible.
- p. Model for students going through various websites and thinking aloud discuss the features you notice and whether or not this might make it credible or not:
  - Date
  - Name of Website
  - Author
  - Author’s Education/Training

- Is the author connected to an organization?
  - Is it a social media website?
  - Are there many advertisements?
  - Are there pop ups?
  - Do the links work, or are they outdated?
  - What sources does the author use for their information?
- q. After you have modelled aloud going through various websites and examining their credibility, have the students Think-Pair-Share with a partner criteria for checking websites.
- r. Create a class chart listing possible criteria.
- s. Demonstrate for the students how to delete any resources (from bookmarks or the home screen/desktop) they decide are not credible.

**YOU DO:**

- t. Provide students time to continue researching and to find relevant and credible sources.
- u. While researching independently, individually confer with students to support, coach, and reteach, as necessary.

**I DO:**

- v. Next, you will want to discuss with students the importance of finding resources on the internet that are “just right” texts for them.
- w. Model reading aloud a text that is too challenging and one that is more appropriate.

**YOU DO:**

- x. Ask students to read aloud some of their resources with a partner and decide whether those texts are at an appropriate reading level for them. Remind them that each reader is different.
- y. Provide students with time to continue researching and saving relevant, credible and just-right sources of information on their chosen sacrament.

**CLOSING:**

- z. Ask students to Think-Pair-Share with a partner the resources they found while answering the following questions:
- *How will this resource help me to complete my presentation?*
  - *How do I know this is a credible resource?*
  - *How do I know this is an appropriate text for who I am as a reader?*

## Lesson 6: Researching Using the Non-Fiction Features

**NOTE:** This lesson assumes students have had prior experiences with identifying the various text features and therefore focuses on using the features to access the information in the text. If students are unfamiliar with what the features are, you will want to include an additional lesson on teaching students to identify the various features and their purpose.

### Outcomes:

- CR 5.4**
- Indicator d.** *Understand how text features (eg. format, graphics, sequence, diagrams, illustrations, charts, maps) make information and ideas accessible and usable.*
  - Indicator b.** *Select and flexibly use appropriate strategies to communicate meaning when reading.*
  - Indicator f.** *Read and use grade-five appropriate informational and reference texts to identify main ideas, details, opinions and reasons.*

### Required Materials:

- Fiction picture book – any topic
- Non-fiction text with text features – any topic
- An apple and an orange
- Photocopied Non-Fiction Text on a chosen sacrament – one for read aloud and multiple photocopies of this same text for partnerships of students.

**NOTE:** When you photocopy the text, shrink it down so there is enough white space for students to write their thinking along the edges of the paper, then glue or staple each page together so it is one long scroll of text. This teaching strategy is called “Text Mapping” – for more information go to <http://www.textmapping.org>.

**NOTE:** Before you begin this lesson, you will need to decide which text features you would like to focus on. Be sure your prepared text contains these features. You might choose to prepare your own simple text on either a sacrament that students have not picked OR on one of the remaining sacraments (Marriage, Holy Orders, Anointing of the Sick).

- Various coloured markers or highlighters
- **Essential Question: Why do we participate in the Sacraments of Initiation and Reconciliation?**
- “Text Features” Portion of the Culminating Task Rubric

### Lesson:

I DO:

- a. Begin your lesson by showing students a fiction picture book. Invite them to observe the book silently as you display the pages (no need to read the text).
- b. Next, do the same with a non-fiction text.

- c. Ask students to Think-Pair-Share with a partner the differences they noticed in the visual elements of the text.
- d. Present the apple and the orange to the students and explain that although they are both fruit, there are very different ways that they are eaten.
- e. Explain that texts are much like the fruit. Although fiction and non-fiction texts are both to be read, the way we read them is very different. One specific way that many non-fiction/informational texts are unique is that they contain text features that help us read.
- f. Ask students to Think-Pair-Share to brainstorm (or look through various non-fiction texts) to identify various non-fiction features.
- g. On a chart titled, "Using Non-Fiction Features in Research" list the specific features you want students to focus on for this particular lesson/project. Draw a quick picture (or photocopy examples from a text and glue to your chart). Underline each feature with a different colour or marker.
- h. Invite the students to Think-Pair-Share why the authors of informational text might include these features when they are trying to teach the readers about new information. Ask students to discuss how these features might help them when they are researching.
- i. Introduce students to your read aloud for today's lesson.
 

**NOTE:** You might choose a sacrament that has not been chosen by students, or you might choose one of the other sacraments (i.e.) Anointing of the Sick, Holy Orders, Marriage.
- j. While previewing the text, model pointing to any text features you notice, naming it, and using the colour code on your class chart to highlight any features with the designated colour for that feature. Model aloud some of your thinking regarding the sacrament you are learning about.

**WE DO:**

- k. Moving on to the next portion of the text, point to a text feature and invite students to Think-Pair-Share with a partner what feature it is and what colour they would highlight it in.
- l. Provide students with their own copy of the text and highlighters/markers. In partners or small groups, invite students to highlight and discuss all of the text features they notice as they are previewing the rest of the text.

**I DO:**

- m. When students have finished marking the text features, invite them to come back together as a whole class.

- n. Ask students to Think-Pair-Share – What is the purpose of the research we are going to be doing? What questions are we trying to answer for our audience?
- o. Display the research questions: Why do we participate in this sacrament? How does this sacrament connect us to Jesus' life? (You might choose to display these questions on your chart).
- p. Explain to students that once they have previewed the text and the features, they can now go back into the text and read it with their research purpose in mind.
- q. Model reading the text aloud and thinking about the research questions. Highlight information and jot down any answers to the questions on the text (model jotting down information in your own words – more work on this will come in the next lesson).

YOU DO:

- r. Send students back to the text in their partnerships to read and look for answers to the research questions. Explain that each partnership will be asked to provide one piece of information that refers to one of the research questions and discuss where they got that information from in the text.

CLOSING:

- s. Invite the students to come back together as a class and discuss the research questions and the information found in the text.
- t. Display the “text features” portion of the culminating task rubric and have the students Think-Pair-Share where they were for this lesson and what they might have to work on when using the text features in their own research next lesson.

## Lesson 7: Researching

### Part 3: Determining Importance & Taking Notes

#### Outcomes:

- CR 5.4 **Indicator a.** *Determine the essential purpose and key ideas of texts.*  
**Indicator b.** *Select and flexibly use appropriate strategies to communicate meaning when reading.*
- CC 5.2 **Indicator d.** *Use graphic organizers to clarify and shape understanding.*
- CC 5.4 **Indicator g.** *Use various note taking strategies (paraphrasing, summarizing, highlighting, graphic organizers, outlining) to glean information and ideas.*

#### Required Materials:

- Non-fiction read aloud text
- Student Research Texts from Lesson 5
- Variety of texts at varying levels (written, audio, visual) on each sacrament (Appendix 3)
- Essential Question: **Why do we participate in the Sacraments of Initiation and Reconciliation?**
- Research Notes Handout (Appendix 5) – One for each student and one class chart
- “Informational Text” Portion of the Culminating Task Rubric
- **“Sacraments”** Portion of the Culminating Task Rubric

#### Lesson:

##### I DO:

- a. Before you begin your lesson today, ask students to gather their research from Lesson 5, as well as any additional texts on their chosen **sacrament**.
- b. Explain to students that the time has now come for them to research their chosen **sacrament** so they can have the information to complete their presentations.
- c. Modelling with a new read aloud text, preview and think aloud about the text features. Invite students to do the same in their texts.
- d. Invite students to Think-Pair-Share with a partner what they noticed about the various features in their texts and what they might be thinking already about the essential question: **Why do we participate in the Sacraments of Initiation and Reconciliation?**
- e. **Remind students that the purpose of this project is to create a presentation that teaches about the sacraments and answers the essential question.** Therefore, as we are reading, we must take out the key ideas and phrase it in a way that is easy to understand for our audience.

- f. Model for the students – read the first section of the read aloud text, then put the text down. Summarize what you just read in your own words, being mindful of using simplified language.
- g. Introduce students to the Research Notes Chart (Appendix 5) and model jotting down any information you just summarized that might pertain to the essential question. Jot in point form in the first column of the handout.

WE DO:

- h. Read aloud the next portion of the text for students. Put the text down, and this time, invite the students to Think-Pair-Share a summary of what you just read. Remind them to put the information into easy to simplified, easy to understand language.
- i. Invite students to share aloud any pertinent information that refers to the essential question and jot it down in the first column of the chart.
- j. Next, refer students to the second column of the handout – “My Thinking.” Explain that anyone can type the sacraments into Google and find the same information they just did, but one way they might make their presentation unique and worth paying attention to is the addition of personal thinking.
- k. Model going back to the beginning of the text. Re-read the first portion and this time, think aloud your response to the text (Questions, Connections, Inferences, etc.). Model jotting down some of this thinking on the second column of the chart.
- l. Read aloud subsequent portions of the text, asking students to first summarize in their own words and next add their own thinking – jot this down on the chart.

YOU DO:

- m. Invite students to begin this work using their own texts that they have researched on their chosen sacrament. Remind students of their audience (differing for each sacrament) and the purpose (to teach them why they are participating in this sacrament).
- n. As they are independently researching and summarizing texts, individually confer with students to support, coach, extend or re-teach as necessary.

CLOSING:

- o. Call students back together and have them Think-Pair-Share with a partner on their process of extracting relevant information from their chosen texts.

- p. Refer students to the “Informational Text” and the “Sacraments” portions of the culminating task rubrics. Reflect with a partner on where they might be at and what supports they might require.

**NOTE:** This might be an opportune time to have students sign up for various small groups to support their research. Students might suggest their own small groups based on need and/ or you might make suggestions such as:

- Locating Research Articles
- Summarizing Key Ideas from text and Putting it Into Your Own Words
- Responding to Texts with your Own Thinking

## Lesson 8: Choosing a Form

### Outcomes:

- CC 5.1**      **Indicator b.** *Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, or written format.*
- CC 5.2**      **Indicator a.** *Consider what form (e.g. drama, drawings, dance, diagrams, music, 3-D objects, posters, cartoons, maps, graphs, photographs, pictures, videos, illustrated reports) is most appropriate for various tasks and identified purposes.*
- Indicator d.** *Use graphic organizers to clarify and share understanding.*

### 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
- “Focus” & “Details” 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. Remind students that the parish is looking for something unique and engaging in their presentations.
- c. Review with students the “form” portion of 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 be both unique and engaging.
- d. 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.
- e. Make a class list of possible forms that would fit the task, purpose and audience: dramatization, drawings, dance, diagrams, music, 3-D objects, posters, cartoons, maps, graphs, photographs, pictures, videos, illustrated reports.
- f. Refer students to the “What make an Effective Lesson?” chart from Lesson 3.
- g. Model thinking aloud through the various forms, answering the following questions:
  - Which forms am I most drawn to?
  - Are these forms appropriate for the purpose? How about for the audience?
  - Can this form be made into an engaging and effective lesson?

## WE DO:

- h. Have the students Think-Pair-Share their top few choices with a partner.
- i. Discuss with students that although they are excited to jump into creating their presentations, like building a house or playing a football game, they must first have a plan.
- j. Describe for students that the plan requires them to take all of the information they have gleaned from their research, as well as their own thinking (Appendix 5), and put it into a lesson format that is engaging and appropriate for the audience.
- k. Model taking information from the Research Notes (Appendix 5) and putting it into the provided project planner (Appendix 6).
- l. Explain to students that depending on the form they have chosen for their presentation, the plan is also going to look different. They may choose to use the provided planner or create their own. However, each student will need to get teacher approval on their plans before they begin drafting their presentations.
- m. Invite the students to Think-Pair-Share with a partner what their plan might look like depending on the form they have chosen. For example: poster/photograph might be a sketch, a dramatization a script, multi-media perhaps an outline, or sketch out each slide with details, etc.)
- n. Draw the students attention to the “Focus” & “Details” portions of the culminating task rubric, discussing that regardless of their form, they need to ensure that their presentation stays on topic and provides the audience with appropriate details.

## CLOSING:

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

**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, 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 Text Structures – Compare and Contrast, Descriptive, Cause and Effect, Problem and Solution, Sequence
- Distinguish among facts, supported inferences, and opinions in informational texts
- Identifying Non-Fiction Features
- Adding Visuals to Presentations
- Plagiarism
- Citing Sources

## Lesson 9: Making a Work Plan

**Note:** This is now the time for the students to work independently to complete their tasks. You will want to set a completion date and confirm with your audience (parish or classroom in your school) how they will provide feedback, as well as determine how many work periods students will be allowed to complete this task.

### Outcome:

CC 5.1      **Indicator b.** *Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, or written format.*

### Required Materials:

- “My Work-Plan” Handout for each student (Appendix 7)

### Lesson:

- a. Confirm final publishing date for the presentation with the students, as well as the number of work periods that will be available for them to complete their task. You will also want to share the dates they will have access to computers (if required).
- b. Refer students to the “My Work Plan” handout and explain that each one of them will be responsible to ensure: 1) their representation contains all the required criteria, 2) they have enough time to complete each element and 3) they have all of the materials they need to complete their presentation.
- c. Have students think-pair-share with someone beside them:
  - Am I clear on who my audience is and what the task is asking?
  - 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 regarding 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

### Outcomes:

CC 5.2

**Indicator g.** *Present information clearly and appropriately for each medium and recognize that the conventions of language and the medium are designed to help the audience understand what is said or presented.*

### Required Materials:

- Project planners (Appendix 6)
- Individual presentations
- Sample Culminating Task (Attached .pdf)
- Revision Feedback Handout (Appendix 8)

### Lesson:

- a. Discuss with students the purpose of the task: to create a presentation that teaches the students about each chosen sacrament.
- b. Refer students to the Revision portion of the rubric. Explain that once they have completed their draft presentations, they will then “try it on” by presenting it to an authentic audience, who will give feedback. They will use this to revise their presentations.
 

**NOTE:** You will need to decide whether the practice audience will be classmates or members of a different class – perhaps students the same age as the audience, perhaps a religion teacher in your school, etc.
- c. Using the sample culminating task, ask students to pretend they are your revision partners.
- d. Using the Revision Feedback Handout (Appendix 8), have students Think-Pair-Share answers and suggestions for each revision question.
- e. Model for students the revision plans you would make for the sample task based on the feedback you received.

**NOTE:** You might choose to set up a “practice” day for all students to discuss revisions to their presentations, or you might choose to have students each proceed whenever they reach this step of the process.

## Lesson 14: Presentation Day!

### Assessing my Own Task

#### Outcome:

AR 5.2

**Indicator c.** *Identify strengths in reading and representing and set goals to enhance the development and improvement of the skills and strategies.*

#### Required Materials:

- Students' Completed Presentations
- Copy of the Rubric for Each Student
- Self-Assessment/Reflection (Appendix 9) – Copy for each student
- Highlighter for each student
- Essential Questions from Beginning of Unit: **Why do we participate in the Sacraments of Initiation and Reconciliation?**

#### Notes on Publishing:

Making this task as authentic as possible will be very motivating for students. While they are sending their presentations to an authentic audience, ensure you leave time for authentic feedback. How you arrange your presentations will need to work with both you and your parish's schedule. Perhaps you want each student to present to the parish; perhaps the students will send them to the parish and they will later receive feedback from their audience. Whatever you decide, you will then need to decide how you want the feedback to look. Will you have them use a rubric? As a class, will you generate a list of criteria for them to use? Would it be a checklist? Or do they just want written feedback?

#### Lesson:

- a. Celebrate with students as they have completed their presentations!
- b. Give each student an individual copy of the Self-Assessment. (Appendix 9)
- c. Have students reflect on their work/completed task, 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?

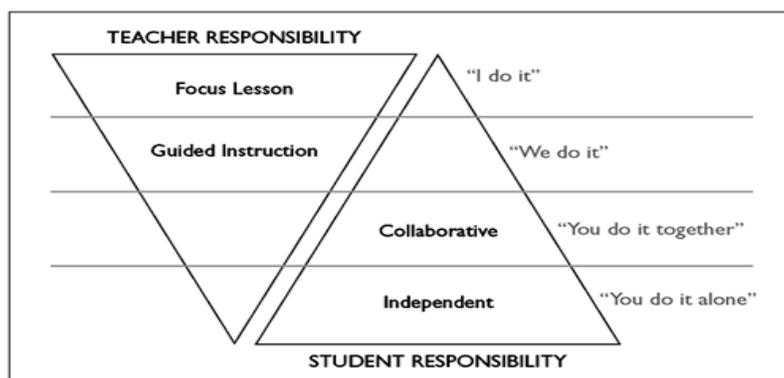
- What did I do well?
- Which portion of the task did you feel you had to work the hardest?
- Can you suggest any changes/additions to this task for future use?
- Reflect on your thoughts about the questions we started with: Why do we participate in the Sacraments of Initiation and Reconciliation?

## 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 Frey. 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](http://www.sjboces.org))

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

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). By 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 ELL students, your socially isolated students or if you have an odd number of students.

Appendix 3

## **From the Office of the Parish**

Dear Grade Five Students,

We are getting ready to teach our upcoming classes for students who will be preparing for the sacraments of initiation and reconciliation, and we wanted to ask for your help.

Many of you are very gifted and talented in different areas. Perhaps you are an artist, or maybe you are gifted with words, or do you enjoy using technology? Whatever your talents, we would like you to put them to use by creating a unique and engaging presentation for our students that we can use in our upcoming classes. Each presentation would highlight one of the sacraments, and in detail answer the question “Why do I participate in this sacrament?” by investigating how the sacraments connect us to the life of Christ.

I am looking forward to seeing and using each of your presentations and sharing them with our students and families!

*“Revealing Christ in All We Teach”*

## Appendix 4

**POSSIBLE TEXT SUGGESTIONS**

<b>Books</b>
<p><i>At Your Baptism</i> - J. Witvliet  <i>Jesus Speaks to Me about My Baptism</i> - A. Burrin  <i>Jesus Speaks to Me on My First Holy Communion</i> - A. Burrin  <i>Child's Guide to First Holy Communion</i> - E. Ficocelli  <i>Jesus with Us: The Gift of the Eucharist</i> - A. Tarzia  <i>Child's Guide to Reconciliation</i> - E. Ficocelli  <i>Child's Guide to the Seven Sacraments</i> - E. Ficocelli  <i>First Reconciliation</i> - T. Groome  <i>Sophie Wonders About the Eucharist/about Reconciliation, about Anointing</i> - D. Bradley  <i>The Little Butterfly Who Loved Jesus – A Story of the Seven Sacraments</i> - S. Brindle &amp; M. Lademan</p>
<b>Scripture</b>
<p>Baptism – John 3:5, Matthew 28:19, Galatians 3:27, Romans 6:3, Acts 22:16  Confirmation – Acts 8:14-17, Luke 4:14-21, Acts 10:38,  Eucharist – John 6:51-58, 1 Corinthians 11:23-25, Matthew 26:26-28, Mark 14:22-24,  1 Corinthians 10:16-17, Luke 22:19, John 6:50-58  Reconciliation – John 20:21-23, Acts 2:38, Luke 5:32, Luke 15:18, Matthew 22:34-40</p>
<b>Videos</b>
<p>Sacrament of Reconciliation – Explained  <a href="https://www.youtube.com/watch?v=QtbpOERgMvk">https://www.youtube.com/watch?v=QtbpOERgMvk</a></p> <p>Sophia Sketch Pad – The Eucharist <a href="https://www.youtube.com/watch?v=QcB7Uem00n4">https://www.youtube.com/watch?v=QcB7Uem00n4</a></p> <p>Dot &amp; Bouncy Communion - <a href="https://www.youtube.com/watch?v=kOB88AwwMVI">https://www.youtube.com/watch?v=kOB88AwwMVI</a></p> <p>Sacraments 101 – Baptism <a href="https://www.youtube.com/watch?v=05YB2jdHLsY">https://www.youtube.com/watch?v=05YB2jdHLsY</a></p> <p>Sacraments 101 – Eucharist  <a href="https://www.youtube.com/watch?v=qdGkTdv4Dt4&amp;list=PL60396574E0A0B9A2&amp;index=2">https://www.youtube.com/watch?v=qdGkTdv4Dt4&amp;list=PL60396574E0A0B9A2&amp;index=2</a></p> <p>Sacraments 101 – Confirmation  <a href="https://www.youtube.com/watch?v=Qt32SyDWuW8&amp;index=3&amp;list=PL60396574E0A0B9A2">https://www.youtube.com/watch?v=Qt32SyDWuW8&amp;index=3&amp;list=PL60396574E0A0B9A2</a></p> <p>Sacraments 101 – Penance <a href="https://www.youtube.com/watch?v=Wz5-vu6A58E&amp;index=4&amp;list=PL60396574E0A0B9A2">https://www.youtube.com/watch?v=Wz5-vu6A58E&amp;index=4&amp;list=PL60396574E0A0B9A2</a></p>

Appendix 5

**Research Notes****Why Do We Participate in the Sacrament of \_\_\_\_\_?**

<b><u>NOTES from TEXT</u></b>	<b><u>My Thinking</u></b>

Appendix 6

**PRESENTATION PLANNER**

<b>Why do we participate in this sacrament?</b>	<b>How does this sacrament connect to Jesus' life?</b>
<b>Sacrament:</b>	
<b>Key Idea</b>	<b>Details?</b>
1.	
2.	
3.	
<b>Presentation Format:</b>	
<b>Materials Needed:</b>	
Teacher Approval:	

## Appendix 7

**PROJECT WORK PLAN**

Presentation Date:

Dates to Work in Class:

Questions to ask yourself:

- \* Am I clear on who my audience is and what the task is asking of me?
- \* 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?

<b>Task:</b>	<b>What do I need to do?</b>		<b>When am I going to do this?</b>	<b>Completed</b> 
<b>Sacrament</b>  Have I researched all the information I need?  Have I put information into my own words?  Have I included my own thinking?				
<b>Form</b>  Have I chosen an appropriate form of representing for the purpose and audience?  Have I made a plan for my presentation?  Have I got teacher approval for my plan?		<b>Materials:</b>		

<b>Task:</b>	<b>What do I need to do?</b>	<b>When am I going to do this?</b>	<b>Completed</b> 
<b>Details &amp; Focus</b>  Have I included enough details to help my audience understand? Do I stick to the topic?			
<b>Rehearsal</b>  Have I tried out my presentation with an authentic audience?  Did I receive revision feedback from my audience?			
<b>Revision</b>  Have I revised and edited my presentation focusing on the audience and purpose of task?			

## Appendix 8

<b>REVISION FEEDBACK</b>		
<b>Presenter:</b>	<b>Revision Partner:</b>	
		<b>NO</b>
Does my presentation stay focused on the sacrament?		
Suggestions:		
Does my presentation clearly answer the question – “Why do we participate in this sacrament?”		
Suggestions:		
Does my presentation connect the sacrament to Jesus’s life?		
Suggestions:		
Is the form I chose appropriate (for the audience and the purpose)?		
Suggestion:		
Is my presentation engaging?		
Suggestion:		
<b>My Revision Plans: <i>What can I add, remove or change?</i></b>		

## Appendix 9

**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

<b>Outcome</b>	<b>Self-Assessment</b>	<b>Why?</b>
<b>SACRAMENTS</b>		
<b>CR 5.4 READING</b>  <b>Using Non-Fiction Features</b>		
<b>Informational Text</b>  - Key Ideas		
<b>CC 5.2 PRESENTATION</b>  <b>Form</b>		
<b>Purpose &amp; Audience</b>		

Outcome	Self-Assessment	Why?
Focus		
Details		
Revision		

After completing this unit, reflect on your thoughts about the questions we started with: Why do we participate in the sacraments of initiation or reconciliation?