

Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH**

**ENGLISH
LANGUAGE ARTS 2**

2015

"Revealing Christ in All We Teach"

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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. 2 English Language Arts - Faith Permeation Essential Connections

Unit Theme: Connecting to Bible Stories

This unit focuses on the Outcomes of the Saskatchewan Grade 2 English Language Arts Curriculum.

Catholic Faith Focus for Learning: I can demonstrate understanding of familiar Bible stories and make connections to my own life experiences.

Catholic Faith Big Ideas:

Students will understand that ...

- The Bible is the Word of God that not only helps us learn more about God, but also guides us in how to live our lives.

Catholic Faith Essential Skills:

Students will:

- Retell key events and details of familiar Bible stories.
- Identify connections between familiar Bible stories and own life experiences.

Catholic Faith Essential Question: “How do Bible stories connect to my life?”

Description of Culminating Task: Audio podcast that includes reading and retelling a familiar Bible story and identifying personal connections between the Bible story and one’s own life experiences.

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

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

Additional Resources:

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

“Revealing Christ in All We Teach”

Important Notes about the Culminating Task/Permeation

You will notice that the task mentions a “Podcast Library” of Bible stories. Making this task as authentic as possible, will be very motivating for students. Therefore, you will want to promptly decide on an authentic audience for your podcast library. You might choose to post the podcasts to a blog or a website and allow comments from parents or families. You might also choose to have the podcasts shared with another class. Or you might find a wider audience within your parish or local community. Whatever you decide, it will be very beneficial for students to also have authentic feedback from their audience.

Although this task is designed as an audio podcast, you may consider whether you want to give the students the option to choose various multi-media formats such as a video.

Please note that the sample culminating task was recorded with the “Opinion App” on an iPhone.

Possible Cross-Curricular Connections to this Unit:

Subject	Outcomes
Health Education	<p>USC 2.1 – “Demonstrate a basic understand of how thoughts, feelings, and actions influence health and well-being.”</p> <p>USC 2.4 – “Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.”</p> <p>DM 2.1 – “Demonstrate how, why and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions and respect.”</p>

Culminating Task**How do Bible stories connect to my life?****TASK:**

Our class has been asked to create an online Bible Story Podcast Library!

Each of you will record your own personal Podcast retelling a familiar story and answering the question, “How do Bible stories connect to my life?”

CRITERIA FOR YOUR PODCAST:

- Read a familiar Bible story aloud with ACCURACY and FLUENCY
 - Retell that same Bible story in your own words
- Identify personal connections between the Bible story and your own life
- Speak clearly: Pay attention to your VOLUME, PACE and EXPRESSION

“Connecting to Bible Stories”

ELA 2 - 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.
Scripture – I can connect Scripture stories to everyday life.				
RETELL	* I can identify a few events of familiar Bible stories.	* I can retell some events of familiar Bible stories.	* I can retell the main events of familiar Bible stories, with detail.	* I can compare the events of different Bible stories.
CONNECTIONS	* I can identify at least one connection between familiar Bible stories and my own life, with help .	* I can identify at least one connection between familiar Bible stories and my own life.	* I can identify several connections between familiar Bible stories and my own life.	I can explain connections between familiar Bible stories and my own life.
CR 2.4 I can read grade two texts silently and orally.				
READING	* I am working on reading simple texts aloud. I sometimes read word by word.	* I can sometimes read grade appropriate texts aloud accurately and fluently.	* I can read most grade appropriate texts aloud accurately and fluently.	* I can read aloud a variety of grade appropriate texts accurately and fluently with noticeable expression.
CC 2.3 - I can speak clearly so people can hear me.				
SPEAKING	* It is difficult for the audience to hear my voice or understand my ideas.	* Sometimes, I share my ideas in a clear voice and with appropriate volume.	* I can share my ideas in a clear voice and with appropriate volume.	* I can share my ideas in an effective voice that engages my audience.
Comments:				

Unit Instruction Plan/Lesson Sequence

Lesson 1 - Introduction Lesson

What is the Bible?

Outcomes:

- CC2.3** **Indicator a.** *Use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange ideas on a topic.*
- Indicator h.** *Make relevant contributions to class discussions and take turns.*
- CR 2.2** **Indicator a.** *View and demonstrate comprehension of grade-appropriate visual texts.*
- Indicator d.** *Obtain information from different media.*

Required Materials:

- Picture Book or Chapter Book for each student or partnership
- Various copies of The Bible – different sizes and types
- One Bible for each partnership of students
- Children’s Bible
- Prepared Chart: What do we know about The Bible?
- Bible Facts Video – Suggestions:
 - Interesting Facts About the Bible - <https://www.youtube.com/watch?v=wc3QIHrrQoM>
 - “What’s in The Bible” Volume 1 – www.whatsinthebible.com
- Children’s Jigsaw Puzzle or online puzzle such as <http://www-en.toupty.com/online-puzzles.html>
- Essential Question: “How do Bible stories connect to my life?”

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:

I DO:

- a. Present students with a variety of picture and chapter books and invite each student to choose a book. Invite students to explore the book. As they are exploring, ask leading questions, such as:
 - What are the different parts of the book you’re reading? (Title page, table of contents, chapters, pictures and words, etc.)
 - Who is the author of your book?
 - Who is the illustrator?
 - Why do you think the author wrote the book?
 - When do you think the author wrote the book?

- b. Ask students if they know what the top-selling book of all time might be, and without speaking, silently begin displaying various copies of The Bible.
- c. Trade students a Bible (one for each partnership) for the picture or chapter book they were just exploring. Ask students to explore The Bible. As they are exploring, ask similar questions:
- What are the different parts of The Bible?
 - Who is the author of The Bible?
 - Who is the illustrator – are there any pictures?
 - When do you think this book was written?
 - Why do you think this book was written?
- d. Display your chart, “What We Know About the Bible...” and ask students to Think-Pair-Share if there is anything they know for sure about The Bible. Add any facts to the chart.

WE DO:

- e. View a video about The Bible (or alternately read a book), and once again have the students Think-Pair-Share about what they know about the Bible. Add any facts to the chart and discuss any new understandings.

Suggestions:

- Contains many Books (66 in a Protestant Bible, 73 in a Catholic Bible)
 - Divided into two parts – New and Old Testament
 - 40 Different authors
 - Written over 1600 years
 - Written after Jesus died
 - Each book is made up of chapters and verses
 - True stories about people who lived a very long time ago
 - Inspired by God
 - The way God reveals himself to the world
- f. Display the Children’s Bible. While flipping through it for the students, explain that the Bible is made up of a bunch of different stories of people and places from the past. Kind of like a puzzle, each story and chapter goes together to create the completed work. Ask students to Think-Pair-Share a Bible story that they know.
- g. Introduce students to a puzzle (online or physical puzzle) and have them think-pair-share what they think the final picture might be.
- h. Model recalling a couple of familiar Bible stories, while completing the puzzle.

YOU DO:

- i. Ask for volunteers to recall another familiar Bible story - each time a new story is recalled, have that student place another piece of the puzzle together.

- j. When the puzzle is completed, explain to students that each piece is needed to complete the final picture, just as each individual story and character makes up the complete story of The Bible.

CLOSING:

- k. Introduce students to the essential question for this unit, "How Do Bible Stories Connect to My Life?"
- l. Explain that you are about to embark on a unit in which the students will learn about Bible stories and how they connect to our lives today.

Lesson 2: Retelling by Going Back to the Beginning

Outcomes:

- CR 2.4 **Indicator e.** *Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).*
- CC2.3 **Indicator d.** *Recount experiences or stories in a logical sequence and with necessary details.*
- Indicator h.** *Make relevant contributions to class discussions and take turns.*

Resources:

- Read Aloud a Children’s Bible Story (Appendix 3)
NOTE: You will want to promptly choose a handful of **familiar Bible stories** that you would like to use as your read aloud models for the upcoming lessons.
- **Collection of Children’s Bible Stories** for Students to Read/View/Listen to
NOTE: For this lesson, and throughout the unit, you will need a variety of texts (written, audio and visual) of familiar Bible stories. It is imperative that you have a variety of level of texts that are appropriate for the readers in your classroom. There are some suggestions in Appendix 3, ask your school librarian for assistance, and if necessary, you may need to create your own texts (written, audio or visual) so all students have access to the stories.
- **Essential Question: How Do Bible Stories Connect to My Life?**
- **“Bible Stories we Know...” Chart**

Lesson:

I DO:

- a. Begin the lesson by retelling something fun or exciting that happened to you in the last few days:
Class, you’ll never believe what happened to me yesterday! My daughter and I went for a walk after supper and while we were walking along, not really paying attention to what was happening ...
- b. Ask students to think of something really fun or exciting they have done in the last few days, ask them to share that experience with their partner.
- c. When the students have finished sharing their stories, ask them to answer the following questions by using a thumbs up for yes:
 - Did you tell your story in order – what happened first, then next, then last?
 - Did you share who was involved in the story?
 - Did you share the details of what happened?
 - Did you share how it ended?

- d. Explain to students that what they just did was retell a story, which is a very important strategy readers use to understand and remember what is happening in a story.
- e. Introduce your **read aloud Bible story** to the students and query for any background knowledge or predictions. Explain to students that you are going to work on the strategy of retelling using this particular read aloud.
- f. Begin reading the read aloud story out loud. As you are reading, model paying attention to the story while you read the text. Animatedly model stopping and saying aloud, “Uh oh! I just realized that I was so busy figuring out these words that I have no idea what is happening in the story!”
- g. Explain to students that when that happens one thing you can do is go back to the very beginning and touch each page you have already read, retelling yourself the big/main things that happened on each page.
- h. Model for students going back and touching the first page and thinking aloud, “So first, then on this page..... next they, etc.” Be sure to model finding clues from the text as well as the pictures.

NOTE: During this lesson, the teacher is demonstrating the strategy only with written text. The next lesson will highlight a strategy for audio and visual text.

WE DO:

- i. Continue reading the story from where you left off. Choose an appropriate place to stop.
- j. Ask students to Think-Pair-Share the strategy you just modelled when you realize you do not know what is happening in the story: go back to the beginning and touch each page retelling what happened.
- k. Explain to students this is also a strategy you might use if someone asks, “So what is that story about?” or “What happens in that story?”)
- l. Go back to the beginning of the book and have each partner taking turns retelling what happened on each page to one another, as you turn the pages.

YOU DO:

NOTE: Now, and throughout this unit, you will need to have access to a large collection of Bible stories (audio, visual and text) that are at an appropriate reading level for the students in your class. If necessary, you might need to create your own short versions of familiar Bible stories. Depending on your collection, you can have students choose the stories they are to read, or you might assign books to students.

- m. Send students off with their own Bible stories to read. Explain to students that as they are reading their Bible stories and they notice in their brain that they are not really sure what is happening in the story, or they get to the end of the book and don't really know what happened, then they should go back to the beginning, touch each page and retell the main parts of the story.
- n. As students are independently reading their Bible stories, individually confer to re-teach, coach and support as necessary.

CLOSING:

- o. Bring students back together with the stories they read. Ask them to retell their story from the beginning to their partner by touching each page and telling them the big or main parts that happened. (Be sure that partners do not have the same story so they are being exposed to several Bible stories.)
- p. Encourage the partners to ask questions of who is retelling if they have questions or something does not make sense. (You might choose to model this).
- q. Introduce students to the "Bible Stories We Know Chart." Explain to students that on this chart you will list the Bible stories that you have read/watched/listened to together, as well as the stories they have read/watched/listened to on their own. Because everyone in the class most likely will not experience every story, you will list any students who are familiar with that story and comfortable to retell the big parts to someone else in the class on the chart. That way, they become the "experts" on that story.
- r. List familiar stories and students names. Continue to do this throughout the unit.
Example: "Bible Stories We Know..."
 - A Hole in The Roof – Dante & Aimee
 - Jesus Walks on Water – Sam & Tyson

Lesson 3 – Retelling Bracelets

Outcomes:

- CR 2.4** **Indicator b.** *Select and use task-relevant before, during and after strategies to construct meaning when reading/viewing/listening.*
- Indicator e.** *Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).*
- CC2.3** **Indicator d.** *Recount experiences or stories in a logical sequence and with necessary details.*
- Indicator h.** *Make relevant contributions to class discussions and take turns.*

Required Materials:

- Children’s Bible Story to model for lesson – Audio or Visual Text
- Pipe cleaner or string and 5 beads for each student (Alternately you can use 5 fingers)
- Prepared Chart that Explains the purpose of each bead:
 - Bead #1 – Who and What the story is about
 - Beads #2-4 – Important details of the story
 - Bead #5 – What happened last or how it ended
- Collection of Bible Stories for Students
- Essential Question: How Do Bible Stories Connect to My Life?
- “Bible Stories we know…” Chart

Lesson:

I DO:

- a. Remind students of the strategy of retelling and discuss why it is important: Reading is not only reading the words, but we also must pay attention to what is happening in the story. One way we can do this is to retell the important parts of the story to ourselves.
- b. Introduce your model text for today’s lesson and activate their schema/discuss any predictions.
- c. Watch or listen to the text together as a class.
- d. Introduce your students to your bracelet. Explain that each bead on the bracelet represents one part of the story and it is going to help you to retell what you just watched/listened to.
- e. Provide each student with a pre-made bracelet.
- f. Modelling how to use the bracelet. Touch the first bead and comment that this bead represents who and what the story is about. Model aloud the beginning details of the story you just watched or listened to. As you do this, slide the first bead across the bracelet.

Example: This is a story about when Jesus went to a wedding with his mother, Mary.

- g. Move on to the next bead explain that the next three beads represent important details of what happened in the story. Be sure to model sequential language: first, next, then, after etc.

First, there was not enough wine to serve everyone at the wedding.

Next, Mary told them to ask Jesus for help.

WE DO:

- h. After modelling the first two or three beads of the retelling bracelet, ask students to Think-Pair-Share and retell another detail for the story with their partner.

Then, Jesus told them to fill up six jars of water and dip out a cup from each.

- i. Finally, explain to students that the final bead in the bracelet is meant to remind us to retell what happened last or how the story ended. Have the students Think-Pair-Share to retell the ending of the story you watched/listened to together.

Finally, when the servants took the water out of the jars, they saw wine, not water and realized that Jesus had just performed a miracle!

YOU DO:

- j. Send students out with their own Bible stories to view and or listen to. Explain to students that when they complete their story, they can use their retelling bracelet to help them retell who and what the story is about, three details and how it ended.
- k. As students are independently viewing/listening to their Bible stories, individually confer to re-teach, coach and support as necessary.

CLOSING:

- l. Bring students back together and ask them to use their bracelet to retell the story they just listened to or watched to their partner. (Be sure that partners do not have the same story so they are being exposed to several Bible stories.)
- m. Encourage the partners to ask questions of who is retelling if they have questions or something does not make sense.
- n. Refer students to the Bible Stories We Know Chart, and add on both the story you viewed together, as well as the stories they independently viewed/listened to, as well as students who can retell those stories to others.
- o. Recall the essential question: How Do Bible Stories Connect to My Life? and ask students to think-pair-share if any of the stories they have read so far have reminded them of any experiences they have had.

Lesson 4 – Connections

Outcomes:

- CR 2.4** **Indicator b.** *Select and use task-relevant before, during and after strategies to construct meaning when reading/viewing/listening.*
- CC 2.3** **Indicator h.** *Make relevant contributions to class discussions and take turns.*

Required Materials:

- Carefully Chosen Movie Clip that your students should be able to easily make connections to:
 - www.wingclips.com
- Familiar Bible story to model making connections
- Prepared Chart: “Connecting to our own lives...”
 - This reminds me of ...
 - This makes me think about ...
 - I remember when ...
 - I know how she’s feeling because ...
 - This is just like ...
 - That character is like ...

Lesson:

I DO:

- a. Explain to students that you are going to watch a clip from a movie two times. The first time they are just to watch it; the second time, they are going to pay very close attention to what they are thinking and feeling while they watch it.
- b. After watching the clip the second time, ask students to Think-Pair-share with a partner what they were thinking and feeling while they were watching.
- c. Listen closely to the students conversations and try to pick up on any personal connections that they were making.
- d. Explain to students that while you were listening in on their conversations, it sounded as if this clip reminded a lot of them of experiences from their own lives and ask for a few volunteers to share.
- e. Explain to students that this is a strategy called making connections. This is when we find connections between what we are reading/viewing/listening to with our own lives. This helps us to not only understand the story better, but also the characters as well.

- f. Introduce students to your Bible story read aloud for today, as well as the “Connecting to our own lives” chart. Explain that you are going to model for the students the connections you make while you are reading the story.
- g. Read the Bible story aloud. While you are reading, find appropriate places to stop and think aloud the connection you are making, pointing to the sentence starter on that chart you are using to guide your thinking.

WE DO:

- h. Continue reading the story aloud, stopping again, but this time, asking the students to Think-Pair-share with a partner any connections they are making to the story using the sentence starters on the chart.

YOU DO:

- i. Refer students to the essential question for the unit: “How Do Bible Stories Connect to My Life?” and to the “Bible Stories We Know” chart and have them Think-Pair-Share which stories they are familiar with that they might be able to make personal connections to.
- j. Now is the time to ensure that all students are familiar with the Bible stories that have been introduced throughout the unit. You will want to have the students make a list of the stories they would like to know. You might choose to have the students learn these from the classroom experts who can retell the stories, you might choose to have them go to centers to learn these stories together in groups, and/or you might set them up with the original texts to read/view/listen to.

CLOSING:

- k. Call the students back together and have them arrange themselves in two circles. One circle will be facing outwards and the other will be facing towards the circle. Explain to the students that the outer circle will move, but the inner circle will remain in their spots. Designate an amount of time they will have with each partner.
- l. Explain to students that you will call out the name of a Bible story from the class chart. Their task is to share/discuss any connections they have to that story, using the starting stems from your class chart for support. In addition, call out who should begin the conversation (inside or outside).

Lesson 5– Exploring the Task

Outcomes:

AR 2.1 *Reflect on, assess ... representing experiences and strategies by participating in discussions and relating work to a set of criteria.*

CR 2.3 **Indicator h.** *Make relevant contributions to class discussions and take turns.*

Required Materials:

- Culminating Task Description
- Sample Culminating Task (.pdf)
- Culminating Task Rubric
- Label the corners of the classroom (1, 2, 3, 4)
- Children’s podcast samples:
 - National Geographic Radio
 - Brains On – Science Podcast for Kids
 - Storynory
 - The Adventures in Odyssey Podcast

Lesson:

- a. Refer students back to the essential question, “How do Bible stories connect to my life?”
- b. Display and introduce the culminating task to the students. Read aloud to students, then ask them to Think-Pair-Share, in their own words, what their understanding of the task is.
- c. Ask students to Think-Pair-Share their understanding of a podcast. You might choose to play a sample podcast for the kids and then discuss their understanding of a podcast.
- d. Next, play the sample culminating task podcast for the students to listen to.

Note: The culminating task is currently set up so that the completed product will be an audio podcast. If you prefer to give students the choice of what form the product can take, you may choose to create different or multiple samples for your students to experience.
- e. Using the sample, tell students they are going to listen again but this time they will take the place of the teacher. Explain that you will go through each of the required criteria together, one at a time, and assess where the sample would fall on the rubric.

Note: The sample task does not necessarily meet all criteria.
- f. 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, listen to the sample podcast again.

- g. Thinking aloud, look at the first section of the rubric. Read each level of criteria and place it on the rubric, giving evidence for your choice.

WE DO:

- h. 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 replay the podcast or sections of the podcast as necessary.
- i. 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, then share and discuss as a class.
- j. 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:

- k. 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.

NOTE: There will be some vocabulary on the rubric your students may not be familiar with such as: accuracy, fluency, pace, that will be discussed in upcoming lessons.

CLOSING:

- l. 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 their understanding of the task. First, have one partner share all they know for one minute. Then, have the second partner add on to what the first person said, without repeating any information.
- m. Clarify with the students WHO is the audience and WHY are we creating these podcasts.
- n. Field any questions from the students about the task or the rubric.

NOTE: It will be important from here that the students have a place to store all of their handouts (such as the rubric and the task description) and materials that they will need to complete the culminating task. Remind the students at the end of each lesson to store their materials in the proper place.

Lesson 6 – Meaningful Connections

Outcomes:

- CR 2.4** **Indicator b.** *Select and use task-relevant before, during and after strategies to construct meaning when reading.*
- CC 2.3** **Indicator h.** *Make relevant contributions to class discussions and take turns.*

Required Materials:

- Image or video of an iceberg
- Familiar Bible story read aloud (Story the students are familiar with)
- “Bible Stories We Know” Chart
- “Connecting to Our Lives” Chart
- Titles of familiar Bible stories you have studied as a class written on a piece of paper, turned upside down and scattered around the classroom.

Lesson:

I DO:

- a. Refer students to a Bible story you have already read/viewed/listened to together. Explain to students that as you were re-reading the text, you noticed several connections to your own life.
- b. Read aloud parts of the text and model making surface-level connections.
For example: This reminds me of my friend. This makes me think about my Grandma. I remember when my brother was baptized. This is just like my family.
- c. Display image/video of an iceberg for the students. Explain that making a connection to a familiar story is just the tip of the iceberg. We want our connections to go deeper (refer to the image of the iceberg). Connections should help us understand the story and/or the characters more. One way we can do this is to make a connection, and then answer the question “So What?” The answers should help us to understand the story or the character more.
- d. Demonstrate making meaningful connections using your read aloud text.
For example: This reminds me of my friend. So what? So, I know that she is feeling left out and lonely and thinks that no one wants to be her friend.

WE DO:

- e. Continue reading the familiar story and thinking aloud, making a surface level connection to the text. Ask, “So what?” and have the students Think-Pair-Share an answer to this question by making a deeper connection to the text. You might choose to give them the language to answer this question such as, “So, I understand ...”

- f. As you continue to read and/or finish the text, have students Think-Pair-share their own connections to the text (refer them to the sentence stems), and answer the 'So what?' to their connection.

YOU DO:

- g. Explain to students that throughout the room, there are titles of Bible stories that they have studied as a class. Their task is to move around the room to music. As the music stops, they will go to the nearest piece of paper with a partner who is also nearby. (Note: The partners should change, and if numbers allow, there should be no more than 2 students at each title).
- h. Model with a student what their tasks are once they arrive at a piece of paper:
- Turn the paper over and read the title of a Bible story
 - Retell the main details of the story
 - One partner make a connection to the text
 - The second partner should ask, "So what?"
 - The first partner should add on to their connection by saying, "So, I understand..."
 - Partners now switch. The second partner should make a connection.
 - The first should ask, "So what?"
 - Answer the question with a deeper connection, "So, I understand ..."
- i. Repeat as many times as desired.

CLOSING:

- j. Call students back together and refer them to the "Bible Stories We Know" chart. Reminding them of the image of the iceberg, have students Think-Pair-Share with a partner which Bible stories they noticed it was easy to have deep and meaningful connections to.

Lesson 7 – Choosing a Topic

Outcomes:

CC 2.2 Indicator b. *Select and use task-relevant before, during, and after strategies when using other forms of representing to communicate meaning.*

Required Materials:

- Essential Question: “How do Bible stories connect to my life?”
- “Bible Stories We Know” Chart
- Culminating Task Description
- Bible Stories Resources (Audio/Visual/Text)

Lesson:

I DO:

- a. Explain to students now that they are familiar with many Bible stories, as well as the skills of retelling and making connections, they are ready to begin planning for their podcasts. Today, they will have the opportunity to choose which familiar story they would like to read, retell and make connections to.
- b. Review the Criteria of the Culminating Task that they will need to include in their culminating task:
 - Read a familiar Bible story aloud with ACCURACY and FLUENCY.
 - Retell that same Bible story in your own words.
 - Identify personal connections between the Bible story and your own life.
 - Speak clearly: Pay attention to your VOLUME, PACE and EXPRESSION.
- c. Create a new chart (or have it prepared) titled, “Choosing a topic?” You might choose to brainstorm with your students or list questions they could ask themselves when deciding which story to choose. Questions might be:
 - Which story do I enjoy reading the most?
 - Which story am I most familiar with?
 - Which story can I make a lot of meaningful connections to?
 - Which story am I drawn to?
 - Which story can I retell the important details?
 - Which story do I have a lot to say about?
- d. Referring to the “Bible Stories We Know Chart,” as well as the “Choosing a Topic” chart, model thinking aloud for your students the process of narrowing down topic choices. Have a student ask you the questions. Think aloud and refer to the “Bible Stories We Know” chart to answer the questions, being honest with which stories might be a better fit than others.

WE DO:

- e. Using the “Bible Stories We Know” chart, ask students to Think-Pair-Share with a partner, having one partner ask the questions, and the other answering to discuss which ones are sticking out for them right now and why. Then, have them switch roles. Try to have students narrow their choices down to just a few.

YOU DO:

- f. Spread out whatever books and materials you have on the Bible stories around the room. Give students time to explore their narrowed down choices, with the purpose of choosing which story they would like to focus on.
- g. While they are exploring the materials, meet individually with students to help them through the process of choosing a topic. If students have already chosen a topic, they can begin reading the texts accurately and retelling the main parts.

CLOSING:

- h. Gather students back together, have them Think-Pair-Share which Bible story they have chosen and why.
- i. 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.

NOTE: *Once students decide on a topic, you will need to find an appropriate-levelled text for them to use for their culminating task. You might choose this together with the student, you might choose an appropriate levelled text for them, or you might need to create a text. Each student will need a copy of their chosen text.*

Lesson 8: Fluency

Outcomes:

CR 2.4 **Indicator f.** *Read aloud with fluency, expression, and comprehension any familiar text that is appropriate for grade 2.*

Indicator h. *Read appropriate fiction and non-fiction texts at a reasonable rate (70-100 wcpm orally; 95-145 silently) with fluent pacing on practiced texts.*

Required Materials:

- Read aloud text to model
- Chart Paper
- Individual story for each student on chosen topic
- Reading portion of the culminating task rubric:

CR 2.4 I can read grade two texts silently and orally.				
READING	* I am working on reading simple texts aloud. I sometimes read word by word.	* I can sometimes read grade appropriate texts aloud accurately and fluently.	* I can read grade appropriate texts aloud accurately and fluently.	* I can read aloud a variety of grade appropriate texts accurately and fluently with noticeable expression.

- Two slices of bread, butter knife, cold butter and spreadable margarine

Lesson:

I DO:

- a. Explain to students that now that they have each decided on which Bible story they are going to use for the culminating task, the first thing they must think about is reading the story aloud.
- b. Ask the students to Think-Pair-Share what they know about reading with accuracy and fluency.
- c. Using the cold butter, try to spread it on the bread with the butter knife. Explain to students that when we read without accuracy or fluency, this is what it is like.
- d. Model reading inaccurately and without fluency for the students (getting stuck at words, reading fast and then slow, not using punctuation, reading word for word).
- e. Next, demonstrate smoothly spreading the margarine on the piece of bread, and explain to students that this is what reading fluently should feel like.
- f. Model reading accurately and with fluency.
- g. Again, ask the students to Think-Pair-Share what they know about reading with accuracy and fluency.

- h. Together, create a chart: “Reading accurately and with fluency sounds like...”

Examples:

- Reading Smoothly
- Pronouncing the words correctly
- Reading with a steady speed
- Pausing at punctuation marks
- Reading with expression.

WE DO:

- i. Give each student their individual copy of the Bible story they chose for the culminating task.

NOTE: Students will be reading aloud during this lesson and you might choose to have them spread out in different locations throughout the classroom.

- j. Explain to students that the first step in reading accurately and fluently is being sure that you know and can read all of the words in your text.
- k. Model for students first reading the text to yourself aloud and circling or highlighting all the words that trip you up or keep you from reading fluently.
- l. Allow students time to read through their text and highlighting any tricky words.
- m. Discuss the strategies you as a class have used to decode words and model a few here OR you might choose to specifically model and teach strategies such as:
- *Stretch out the Sounds*
 - *Switching the Vowel Sounds*
 - *Reread the sentence and pay attention to what you see and what would make sense*
 - *Look for chunks you know*
- n. Ask the students to use these strategies to decode the tricky words. As they are doing this, you will want to quickly move around the classroom and support, coach, teach as necessary. If students feel they have decoded all the words properly, they should be practicing rereading their text for fluency.
- o. Explain to students that once they have decoded all of the words and are able to read them, they can then focus on their fluency. Model aloud a chosen fluency strategy for the students and have them repeat this strategy by reading their text aloud to themselves. You might repeat this step as many times as desired.

Possible Strategies:

- *Notice punctuation and use it as a symbol to change your voice in some way (. , ! ?)*
- *Read the text with purpose of the task in mind*
- *Reread the text until it sounds smooth*
- *Use a storyteller’s voice*
- *Change your voice to sound like you are a character in the story*

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YOU DO:

- p. Provide students with time to practice reading their text accurately and fluently. While they are doing this, confer with small groups and individuals to support, coach, reteach as necessary.

CLOSING:

- q. Display and refer students to the “Reading” section of the culminating task rubric.
- r. Assign partners and have students take turns being both the reader and the coach. Remind students that a coach does not go out and play the game for an athlete; they give them tips on how to improve their game.
- s. Model reading aloud to the class and have the students be your coach, offering you tips to decode a tricky word and to read smoothly and with expression.
- t. Ask students to choose which partner will read first. Explain that this partner will read their text to their partner and then receive feedback. That partner will continue to reread until both partners agree they are at a level 3 on the rubric. They will then switch roles.

Lesson 9: Project Planner

Outcomes:

- CR 2.4** **Indicator b.** *Select and use task-relevant before, during and after strategies to construct meaning when reading.*
Indicator e. *Read and retell (with support from the text) the key events and elements of a story (including setting, characters, character traits, problem and solution, and sequence of events).*
- CC2.3** **Indicator d.** *Recount experiences or stories in a logical sequence and with necessary details.*
Indicator h. *Make relevant contributions to class discussions and take turns.*

Required Materials:

- Read aloud text to model
- Individual story for each student on chosen topic
- Retelling & Connections portion of the culminating task rubric:

Scripture – I can connect Scripture stories to everyday life.				
RETELL	* I can identify a few events of familiar Bible stories.	* I can retell some events of familiar Bible stories.	* I can retell several events of familiar Bible stories, in detail.	* I can compare the events of different Bible stories.
CONNECTIONS	* I can identify at least one connection between familiar Bible stories and my own life, with help.	* I can identify at least one connection between familiar Bible stories and my own life.	* I can identify several connections between familiar Bible stories and my own life.	I can explain connections between familiar Bible stories and my own life.

- Project planner for each student (Appendix 4) and one to display for modelling

Lesson:

I DO:

- a. Display for students the project organizer (Appendix 4) on a class chart or on the SMART Board. Explain to students that this planner is intended to help them prepare for their podcast making sure they have all required criteria.
- b. Model for students filling in the title of the Bible story they chose at the top of the planner.
- c. Next, model reading aloud your text. As a think aloud, retell the major details of your story by either touching each page of your story, or using your retelling bracelet.
- d. Model going back to the planner. While touching each number, retell the major details and fill them in using short sentences.

WE DO:

- e. Ask students to silently read their text to themselves.

- f. Next, have the students Think-Pair-Share the retelling steps of their story, either by touching each page or using their retelling bracelets.

I DO:

- g. Model for students once again, re-reading your text to yourself and paying attention to the connections that arise for you as you are reading.
- h. Model jotting these down on the planner and then asking yourself, 'So What?' and going deeper into your connection. Jot this down on the planner.

WE DO:

- i. Have students read their text silently to themselves.
- j. Next, have the students Think-Pair-Share the connections they made to their story, being sure to include the "So What?"

YOU DO:

- k. Provide each student with a project planner (Appendix 4). Also, provide them with the time to work through their chosen Bible story and practice the skills of retelling and making connections, and adding this information to their planner.
- l. As students are working, confer with individuals and small groups to support, coach and re-teach as necessary.

CLOSING:

- m. Bring students back together and have them share their work with a partner. Refer students to the "Retelling" and "Connections" portions of the rubric. Have students place themselves on the rubric.
- n. Have students Think-Pair-Share what they might need to add or revise, reminding them that the target is a Level 3.

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:

Accuracy:

- Skip the word and come back
- Stretch out the Sounds
- Switching the Vowel Sounds
- Reread the sentence and pay attention to what you see and what would make sense
- Look for chunks you know
- Using the beginning and ending sounds
- Using the pictures as support
- Sight Words
- Word Study Patterns

Fluency:

- Reading with a natural pace
- Repeated Readings
- Reading with punctuation in mind
- Using a storyteller's voice
- Change your voice to sound like the characters

Retelling:

- Who, What, Where, When
- Characters, Setting, Problem, Solution
- Story Sequence

Connections:

- Making connections to words, actions, feelings

Lesson 10: Making a Work Plan

Note: Now is the time for the students to work independently to complete their tasks. You will want to set a publishing date for the podcasts, confirm an audience who will provide feedback, as well as determine how many work periods students will be allowed to complete this task.

Outcome:

Outcome CC2.1

Compose and create a range of visual, multimedia, oral, and written texts and make connections to own life.

Required Materials:

* Prepared Chart: “My Work Plan”

Publishing Date:	Number of Classes to Work:
Where am I at?	Am I Prepared?
Choosing a Story	<p>Have I chosen the Bible story I would like to use?</p> <p>Do I have my own copy of the text?</p>
Accuracy & Fluency	<p>Have I practiced reading my story aloud several times?</p> <p>Do I know all of the words?</p> <p>Do I read smoothly?</p> <p>Do I read with expression?</p>
Retell	<p>Do I have my project planner?</p> <p>Have I retold the main details of my story?</p> <p>Have I included these details in my planner?</p>
Connections	<p>Do I have my planner?</p> <p>Have I connected my Bible story to my own life?</p> <p>Have I taken it deeper by asking so what?</p> <p>Have I added my connections to my planner?</p>
Speaking	<p>Have I practiced my podcast at least three times with a partner?</p> <p>Do I speak clearly?</p> <p>Do I have an appropriate volume?</p>
Recording	Have I recorded my podcast?

Lesson:

- a. Confirm with students the date their texts will be published 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 recording this text?
 - 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 11: Rehearsing the Podcast

Outcomes:

CC2.3 *Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences and explaining information.*

Required Materials:

- Speaking Section of the Rubric
- Project planners (Appendix 4)
- Individual texts
- Sample Podcasts (Attached .pdf)

NOTE: There are two podcasts on this file, the first is about one minute, followed by a ten second break, and then the second follows it.

- You might also choose to find or record your own sample podcasts
- Speaking section of the culminating task rubric:

CC 2.3 - I can speak clearly so people can hear me.				
SPEAKING	* It is difficult for the audience to hear my voice or understand my ideas.	* Sometimes, I share my ideas in a clear voice and with appropriate volume.	* I can share my ideas in a clear voice and with appropriate volume.	*I can share my ideas in an effective voice that engages my audience.

Lesson:

I DO:

- a. Discuss with students the purpose of the podcast: to share a familiar Bible story and one's personal connections to that story.
- b. Explain to students that you are going to share with them two podcasts today and they are going to be asked to notice the differences between the two.
- c. Share with students the first podcast that is clear, easy to hear and engaging.
- d. Refer the students to the speaking section of the rubric, and have them Think-Pair-Share to place it on the rubric, giving reasons why.
- e. Then, listen to the second podcast and have them Think-Pair-Share to compare it to the first.
- f. Have the students place this podcast on the speaking section of the rubric and discuss why.
- g. Discuss together the characteristics of a clear and easy to listen to podcast.

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

WE DO:

- j. Remind students of the podcast requirements: reading your text aloud, retelling the story and sharing your connections.
- k. Explain to students that since a podcast has nothing but your voice (no visuals) it is important that your voice be not only clear and easy to understand but also keep the reader interested.
- l. Model aloud using the story text and the planner to rehearse your whole podcast. Be sure to model how you can either just read the words off the planner in a way that is not very engaging for your listener. Then model how to use your voice to keep the listener interested.
- m. Ask students to give you feedback.
- n. You might choose to have a student volunteer to practice their podcast for the class and model offering effective feedback.

YOU DO:

- o. Explain to students that before any performance, we practice. That is the same for the podcast, they must practice before recording. Therefore, they must rehearse their podcast three separate times before they are ready to record.

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

Lesson 12: Publishing Day!

Assessing my Own Task

Outcome:

AR 2.1

Reflect on and assess their representing experiences and strategies by participating in discussions and relating work to a set of criteria.

AR 2.2

Indicator b. *Reflect, with guidance, on own strategies ("What do I do well? How could I be better?")*

Required Materials:

- Students' Completed Texts
- Copy of the Rubric for Each Student
- Highlighter for each student
- Essential Questions from Beginning of Unit: How do Bible Stories Connect to My Life?

Notes on Publishing:

Making this task as authentic as possible will be very motivating for students. While they are creating and publishing their podcasts online, it would also be very beneficial for them to have authentic feedback. You might choose to post the podcasts to a blog or a website and allow comments from parents or families. You might also choose to have the podcasts shared with another class. Or you might find a wider audience within your parish or local community. Whatever you decide, you will then need to decide how you want your audience 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 comments?

Lesson:

- a. Celebrate with students as they have completed the task and are ready to publish their podcasts to the online library!
- b. Give each student an individual copy of the Culminating Task Rubric.
- c. Have students reflect on their work/completed task and assess themselves on each section of the rubric. Using the highlighter, have them highlight where they would be for each outcome on the rubric.

NOTE: You may choose to use the same rubric when you assess, using a different colour of highlighter, and ask the students to reflect again on the differences.
- d. You may choose to have additional reflection questions for students to complete/discuss, such as:
 - What is one thing you feel very proud of? Why?

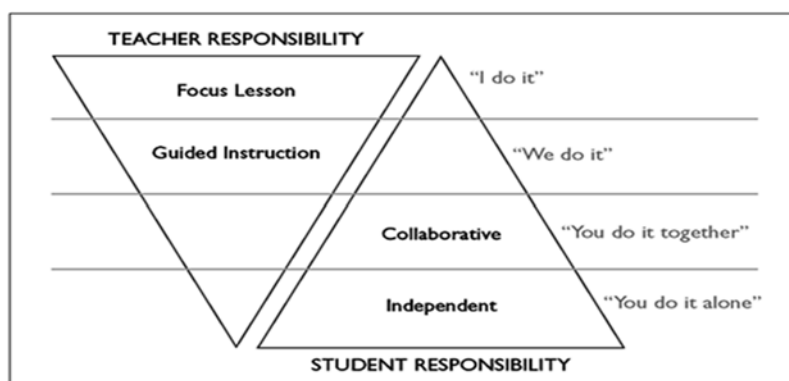
- What is one area you feel was difficult /challenging for you? Why?
- Can you suggest any changes/additions to this task for future use?
- Reflect on your thoughts about the questions we started with: **How do Bible stories connect to my life?**

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.

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Appendix 2

Strategy - “Think-Pair-Share”

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

What is it?

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

How does it work?

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

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

Things to consider:

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

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

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

POSSIBLE TEXT SUGGESTIONS

Text
<p><i>The Catholic Children's Bible</i>, Sr. Kathleen Glavich & Brian Singer-Towns</p> <p><i>Catholic Book of Bible Stories</i>, Laurie Knowlton</p> <p><i>Catholic Bible Stories for Children</i>, Ann Ball & Julianne Will</p> <p><i>Jesus Storybook Bible</i>, Sally Lloyd-Jones</p> <p><i>The Beginner's Bible: Timeless Children's Stories</i>, Zondervan</p> <p><i>The Story for Children: A Storybook Bible</i>, Max Lucado</p> <p><i>The Children's Bible in 365 Stories</i>, Mary Batchelor</p> <p><i>Brave Girls Bible Stories</i>, Thomas Nelson</p> <p><i>Story for Kids: Discover the Bible from Beginning to End</i>, Zondervan</p> <p><i>The Early Reader's Bible</i>, V Beers</p> <p><i>The Spark Story Bible</i>, Hetherington and Grosshauser</p> <p><i>My Big Book of Catholic Bible Stories</i>, Thomas Nelson</p> <p><i>Illustrated Family Bible Stories</i>, Parragon Books</p>
Websites
<p>Bible Stories for Kids - http://www.essex1.com/pages/paul/Bible.html</p> <p>Jesus and Kidz - http://www.jesusandkidz.com/</p> <p>Bible for Children - http://bibleforchildren.org/languages/english/stories.php</p> <p>Kids Corner - http://kidscorner.reframemedia.com/bible/stories/</p> <p>You Tube Videos</p>
Apps
<p>"Children's Bible: App with Stories" – Barcelona Multimedia</p> <p>"Superbook Kid's Bible, Videos and Games" – The Christian Broadcast</p> <p>"My First Bible Stories" – Copenhagen Publishing</p> <p>"365 Bible Stories: A Daily Illustrated Bible Story" – Barcelona Multimedia</p> <p>"Bible for Kids" – Appgeneration Software</p> <p>"My Bible To Go: Interactive Children's Bible," Copenhagen Publishing</p> <p>"Bible Adventures for Kids," American Bible Society</p>

Connecting to Bible Stories

<u>STORY:</u>	
<u>RETELL:</u>	
1	
2	
3	
4	
5	
CONNECTIONS:	
So What?	So What?