

Saskatchewan Catholic Schools Curriculum Permeation

**REVEALING
CHRIST
IN ALL WE TEACH**

**ENGLISH
LANGUAGE ARTS 2**

2015

"Revealing Christ in All We Teach"

“Revealing Christ in All We Teach”

A Curriculum Permeation initiative of the Saskatchewan Catholic School Boards Association

Introduction:

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

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

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

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

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

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

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

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

“Revealing Christ in All We Teach”

Saskatchewan Catholic Schools Curriculum Permeation
Gr. 2 English Language Arts - Faith Permeation Essential Connections

Unit Theme: All about the Seasons
Writing Informational Texts

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 the practices, symbols, and stories of Advent, Christmas, Lent, and Easter.

Catholic Faith Big Ideas:

Students will understand that ...

- The purpose of the liturgical calendar is to celebrate and understand the entire life/mystery of Jesus Christ.
- The way we as Catholics celebrate the seasons of the liturgical calendar make us unique in our faith.
- The symbols, practices and stories of each season are meant to focus us on Christ (Jesus is the reason for EVERY season).

Catholic Faith Essential Skills:

Students will:

- Demonstrate understanding of the Liturgical Calendar and the seasons of The Church.
- Describe and represent the practices, symbols and stories connected to Advent, Christmas, Lent and Easter.

Catholic Faith Essential Questions: How do we celebrate the seasons of The Church?

Description of Culminating Task: Informational Text based on one of the liturgical seasons (Advent, Christmas, Lent or Easter).

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

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

"Revealing Christ in All We Teach"

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).

Important Notes about Culminating Task/Permeation

Before you begin this unit, you will promptly need to decide whether you will choose one particular season of the liturgical calendar for your students to focus on, or if you will allow students to choose which they would like to study and represent. Depending on the time of year, you may choose one and study it in depth as a class, or you may choose to introduce all four and allow students to dive deeper using their own questions to guide their inquiries.

You will notice that the culminating task has the option of having students submit their stories to a local parish. You may choose to do this, or you may choose to have them share in some other way. The key is to have an authentic audience and purpose for the task.

If you do decide to share these texts with a local parish, it is recommended that you make contact early not only to describe the project, but also to arrange how feedback will be given to the students. Making this task as authentic as possible will be very motivating for students. While they are creating and sending their texts for an authentic audience, it would also be very beneficial for them to have authentic feedback. You may decide to send a few texts to different parishes, and have them fill out feedback forms for each student. You may ask that they share the texts with their children's liturgy participants, and have the children give feedback. You may choose to have the liturgy team, or other parish members visit your classroom and give feedback. Perhaps you could arrange for students to attend Mass and read their own texts during children's liturgy. Choose the option that works best for your students and community.

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

Possible Cross-Curricular Connections to this Unit:

| Subject | Outcomes |
|------------------|--|
| Health Education | USC 2.6 - "Examine how communities benefit from the diversity of their individual community members." |
| Social Studies | IN 2.1 - "Determine characteristics of a community." IN 2.2 - "Create a representation of the diversity of cultural groups in the local community." |
| Math | SP2.1 - "Demonstrate understanding of concrete graphs and pictographs." |

Culminating Task
“The Seasons of the Church”
Writing Informational Texts

How do we celebrate the seasons of The Church?

TASK:

Our local parish needs your help! The children’s liturgy team is looking for resources to teach their young students about the seasons of the church.

They have asked each member of our class to create a non-fiction, informational text that will teach the children about one of seasons in The Liturgical Calendar: Advent, Christmas, Lent or Easter.

CRITERIA FOR YOUR INFORMATIONAL TEXT:

Questions to Answer:

- Who are the important **people** connected to the Season?
- What are the **symbols and practices** connected to the Season?

What to Include:

- A clear beginning that explains and introduces your topic.
- A detailed middle that teaches your audience about your topic.
- An ending that leaves your audiences feeling satisfied.
- Appropriate visuals and text features that help teach about your topic.

“The Seasons of the Church”
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. |
|--|---|--|---|--|
| Liturgical Season – I can demonstrate understanding of the practices, symbols and stories of Advent, Christmas, Lent, and Easter. | | | | |
| People: Who are the important people connected to the Season? | * I can identify a few important people in the stories of Advent, Christmas, Lent or Easter. | * I can describe some important people in the stories of Advent, Christmas, Lent or Easter. | * I can describe several important people with some detail in the stories of Advent, Christmas, Lent or Easter. | * I can explain the role of a wide variety of people in the stories of Advent, Christmas, Lent, or Easter. |
| Symbols and Practices: What are the practices and symbols connected to the Season? | * I can identify a few practices OR symbols, connected to Advent, Christmas, Lent, or Easter. | * I can represent some practices AND symbols connected to Advent, Christmas, Lent, or Easter. | * I can represent several practices AND symbols connected to Advent, Christmas, Lent, or Easter. | * I can represent AND explain many practices AND symbols connected to Advent, Christmas, Lent or Easter. |
| Comments: | | | | |
| CC 2.2 I can represent my ideas clearly in many different ways. | | | | |
| Purpose: | * I have little awareness of the task or purpose. | * I am aware of the task, but I am not always certain of the purpose. | * I am aware of the purpose of the task. | * I have a clear understanding of my purpose and audience. |
| Visuals: | * I follow a teacher’s model. | * I can use some simple visuals to support my purpose. | * I can use appropriate visuals to support my purpose. | * I consider and choose from a variety of visuals and text features to support my purpose. |
| Comments: | | | | |

| | 1 “Little Evidence” | 2 “Partial Evidence” | 3 “Sufficient Evidence” | 4 “Extensive Evidence” |
|---|---|--|--|---|
| Writing Process | | | | |
| Pre-Writing | * I can do some basic pre-writing, with help. | *My pre-writing is mostly complete. | * My pre-writing is complete. | * My pre-writing is extensive. |
| Revision | * I do some basic “fixing up” that someone has suggested. | * I do some “fixing up” for an audience outside of my classroom. | * I show evidence of polishing my writing for an audience outside of my classroom. | * I show evidence of extending, reworking and polishing my writing for an audience outside of my classroom. |
| Comments: | | | | |
| Message – I prepare thoughtful and clear compositions and presentations. | | | | |
| Introduction | * I have tried to begin. | * I write an introduction. | * I write a clear introduction. | *I write an engaging introduction that pulls the reader into the text. |
| Middle | * I use some detail in my writing, with help. | * I use some detail in my writing. | * I use appropriate detail. | * I provide extensive detail. |
| Conclusion | *I write a conclusion, with help. | * I write a conclusion. | * I write a satisfying conclusion. | * I write an effective conclusion with several sentences. |
| Comments: | | | | |

Unit Instruction Plan/Lesson Sequence

Lesson 1 - Introduction Lesson

What is Non-Fiction?

Outcomes:

- CR 2.4** **Indicator e.** Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.
- CR 2.3** **Indicator h.** Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.

Required Materials:

- Prepared Classroom Chart (or alternatively create a Venn Diagram):

| Fiction vs. Non -Fiction | | |
|--------------------------|------|--|
| Fiction (Story Texts) | BOTH | Non-Fiction (Information/Teaching Texts) |
| | | |

- Carefully prepared read-aloud texts that have the same general topic, idea, characters, but one is fiction and the other is non-fiction. You also may choose to use video clips as well.

For example: Topic – Fish

Fiction: *The Pout-Pout Fish* – Deborah Diesen, *The Rainbow Fish* – Pfister and James, *Fish is Fish* - Leo Lionni

Non-Fiction: *National Geographic Reader: Swim Fish!* – Susan Neuman, *What's it Like to Be a Fish?* - Wendy Pfeffer, *About Fish: A Guide for Children* - Cathryn Sill

- Sticky Notes

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:

IDO:

- Have your texts/videos prepared so that students are unable to see the cover and/or the illustrations.
- Explain to students that you are going to read/show them two different texts and their job is to find similarities and differences between the two texts.
- Read aloud each text to the students. You may choose to read the whole text or alternatively just a portion of the text.
- Once complete, have students Think-Pair-Share (Appendix 2) with a partner what they noticed were similarities between the two texts. Share as a whole class.

- e. You may choose to read the texts aloud again. Have students note differences between the two texts, first in a Think-Pair-Share, then with the whole class.
- f. Show students the covers of each text and pointing to each text. Ask, “Why do you think the author wrote this?”
- g. Explain to students that there are two different types of text: FICTION texts (those which tell a story) and NON-FICTION texts (those that teach or give information).
- h. Explain to students that they are about to become authors of non-fiction. In order to do that, they need to explore NON-FICTION texts first to discover all they can about them.

WE DO:

- i. Sit the class in a circle and place a big pile of books on the floor in front of them (or have piles in different locations throughout the classroom). Together with a partner (or small group), have students sort the books into two different piles: FICTION and NON-FICTION. **Note:** Alternately, you could have students cut and sort the texts from a Scholastic Book Order.
- j. Go through the non-fiction piles as a class and create bins to have readily available for the duration of this unit. Discuss any discrepancies.
- k. Show the students the prepared chart/Venn diagram and ask, “So what makes these two texts so different?”

YOU DO:

- l. Give each partnership/small group a set of sticky notes and ask them to flip through the books. Have them place sticky notes on the features that are unique to non-fiction texts. Have them do the same in fiction.

CLOSING:

- m. Bring groups back together as class. Have each group share one of their sticky notes and compile a class chart of the similarities/differences between fiction and non-fiction. Once each group has shared one of their sticky notes, continue until each group has shared their observations. Ensure that groups do not repeat what another group has already said. **Note:** At this point do not worry if students are not noticing the specifics in how the text is written. That will be addressed in future lessons.

Possible Observations:

FICTION: tells a story, characters,

BOTH: illustrations, words/sentences

NON-FICTION: teaches, facts, table of contents, diagrams, glossary, index, headings, photographs, fun facts, captions, etc.

Note: Keep this chart close, and find a prominent place to hang it in the classroom during the unit, so you can add/refer to it as you progress through the lessons.

Lesson 2: How is Non-Fiction Written?

Outcomes:

- CR 2.4** **Indicator e.** *Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.*
- CR 2.2** **Indicator f.** *View and interpret, with teacher support, the purpose of a message (e.g., to inform).*
- CR 2.3** **Indicator h.** *Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.*

Resources:

- Prepared short text selections (one fiction, and one non-fiction), to give to students (Example: Appendix 3). Each student will receive ONE selection, either a fiction or non-fiction text. *It is imperative that you provide your students with an appropriate levelled text.* This might mean that you have a variety of texts at different levels OR you may have one set for your whole class.
- Fiction vs. Non-Fiction Chart from Previous Lesson

Lesson:

I DO:

- a. Refer students to yesterday's chart and texts and review the similarities and differences you discovered between fiction and non-fiction texts.
- b. Explain to students that while yesterday they noticed some things about how the texts looked, there are big differences in the way these texts are written and how they sound. That is what the class will explore today.

WE DO:

- c. Hand out a text selection to each student and give an adequate amount of time for each student to read it to themselves. Referring back to the chart and prompting with questions, have them analyze whether the text they received is fiction or non-fiction.
- d. Ask students to silently (if you choose) find a partner who has the opposite kind of text as them. For example, if you have a non-fiction text, you are looking for a partner with a fiction text. Once they have found a partner, they should be ready for further instructions.
- e. Explain to students that you are going to give them a set of instructions to follow. Once they have each taken a turn following those instructions, they need to discuss the differences between reading a fiction and non-fiction text. You will continue to add on to your chart you started last lesson.

- f. Have each student read aloud their text as if they were reading it on a stage in front of an audience – How would you read it? What kind of voice would you use?
- g. Once they are done, discuss the different type of “voice” or “talk”. Add to your chart their observations:
 - o Examples – Fiction: “story talk, expression, storytelling,”
Non-Fiction: “fact talk, teaching voice, informative.”

YOU DO:

- h. Continue the same activity with the following prompts. Students may either stay with the same partner or find a different partner who has a different type of text. After each prompt, add your observations to the chart:
 - o Pretend you are the author of this text. Discuss why you wrote it. (Fiction Purpose: To entertain; Non-Fiction Purpose: To teach, to inform, and to share facts).
 - o Start your text by reading a paragraph in the middle, then read the first paragraph, then the last. What do you notice? (Fiction: Must read in order; Non-Fiction: Can often be read in almost any order)
 - o Imagine that you are going to turn your text into a movie. What would you need to do? Which one would be easier to film? Why? (Fiction: Made up story, characters; Non-Fiction: based on real events).

CLOSING:

- i. Discuss with students why you have used the term “text” instead of book when discussing fiction and non-fiction.
- j. Based on the chart you have created as a class, have students brainstorm different types of texts they have encountered in their life that are either fiction (movies, TV shows, videos, etc.) or non-fiction (brochures, newspapers, magazines, documentaries, manuals, videos, etc.). Allow for discussions and discrepancies, using this as opportunities to clarify/further learning.
- k. Have students choose from classroom or school library a few non-fiction texts that are interesting to them and at an appropriate reading level for upcoming lessons.

Lesson 3 – Using the Features to Read Non-Fiction

Outcomes:

CR 2.2

Indicator f. View and interpret, with teacher support, the purpose of a message (e.g., to inform).

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 the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.

Required Materials:

- Carefully chosen “All About” non-fiction text that you will use as a model throughout the course of the unit. Choose this text based on the layout, features and writing of the text, not the topic.
 - Recommendations: Gail Gibbons’ texts, National Geographic Readers
- Student self-chosen non-fiction texts from last class
- Fiction vs. Non-Fiction Chart from Lesson One
- Prepared Chart: **Non-Fiction Text Features**

| Feature | Where is it Located? | Purpose | Example |
|----------------------|----------------------|---------|---------|
| 1. Table of Contents | | | |
| 2. Headings | | | |
| 3. Diagram | | | |
| 4. Glossary | | | |

- Sticky Notes Labelled 1, 2, 3, or 4 (Each partnership will receive one sticky note, you will want to have enough so there are at least 2 groups for each number).

NOTE: Before the students are prepared to write non-fiction, it is important that they are first deeply immersed in being exposed to and reading non-fiction texts. Because each class’ experience/knowledge on non-fiction reading will be different, you may choose to supplement with additional lessons on non-fiction reading, if your class would benefit from a deeper investigation.

Lesson:

I DO:

- a. Play a quick review game with students, stating descriptors for either fiction or non-fiction and have students stand up whenever they hear a description for non-fiction.
- b. Explain to students that another way that non-fiction texts are very different from fiction texts is that the author has a different purpose in writing. Show the students a fiction text and have them Think-Pair-Share WHY the author wrote that text, discuss as a class. Then do the same with a non-fiction text.
- c. You may choose to add the author’s purpose to the bottom of your Fiction/Non-Fiction Chart.

- Fiction – Purpose: To Entertain
 - Non-Fiction: To Inform/Teach
- Note:** Ensure the students are aware that Non-Fiction = Informational. Query the students on why it may be referred to as informational text.
- d. Introduce the mentor text you have chosen. Model pre-viewing the text before reading using the language students have acquired so far from the unit:
- Reading the title of the text talk aloud, “The title of this book is Because I know this is a non-fiction book, and the author’s purpose is to teach me about this topic, I’m predicting that I am going to learn about ...”
 - Continue to preview the text features in the book beginning with the **Table of Contents**, thinking aloud what the **headings** make you think and predict and always connecting back to the author’s purpose. The language you may want to use to support the students as they do this task on their own is, “This (feature), makes me think I’m going to learn because ...” or “This (feature), makes me think the author wants to teach me because ...”

WE DO:

- e. Continue to pre-view the text features in your read aloud, moving on to the **headings**.
Note: As per ELA 2.4, Indicator e., this lesson will only focus on the following features: Diagrams, Headings, Table of Contents and Glossary
- f. Be sure to touch each heading and each feature as you move throughout the text. In addition, highlight any bolded words, as these may appear later in the glossary.
- g. As you continue to move throughout the text previewing the features, begin to shift the thinking over to the students, asking them to Think-Pair-Share what they are thinking they might learn as you touch and name each feature.
- h. Continue to do this with any **diagrams** you encounter in the text, first thinking aloud and then having students extend their thinking by sharing with a partner Ask the students to share their thinking aloud.
- i. When you arrive at the **Glossary**, model reading aloud each word and either confirming previous thinking about what you might learn in the text or highlighting extra information that you did not yet discover by exploring the previous features.

YOU DO:

- j. Using their own mentor texts that they chose at the end of the last lesson, have students walk through their own texts with their partner. Students should begin at the Title Page, moving on to the table of contents, *touching* each heading, any diagrams, bolded words

and the glossary. (You may need to discuss that not every non-fiction text has each of these features.)

- k. Remind students of the words to support their previewing: “This (feature) makes me think I am going to learn about because ...” or “This (feature) makes me think the author is going to teach me ... because ...”
- l. Once each partner has had the opportunity to preview the text, the students’ next job is to think about WHY the authors might include these features in the text. Why wouldn’t they have just text? Thinking about the purpose of informational texts, why would the author choose to include a table of contents? A glossary? Headings? Diagrams?
- m. Handing out one sticky note to each partnership, have them refer to the number on your chart so they know which feature they are focusing on. (1. Table to Contents 2. Headings 3. Diagrams 4. Glossary)
- n. Then, together with their partner, they should try to define the PURPOSE of their assigned features asking themselves. “Why would the author choose to include these features in their text?”
- o. Once the students have jotted down their purpose on a sticky note for their assigned text, they should silently find another group who worked with the same feature.
- p. Together in a group of four, they must now refine their purpose, considering both groups’ ideas. You may choose to give them a separate sticky note or a larger piece of paper.
Note: Depending on the size of your class, you may choose to do this one more time.
- q. Before groups come together to share their thoughts, refer groups to the prepared chart. Choosing one person as a spokesperson for their group, they will share the PURPOSE they developed together with their group. They also will answer WHERE the feature is located within the text, and additionally, they must choose a strong example to share with the class which will be photocopied to add to the class chart for reference.

CLOSING:

- r. Bring groups back together and have each group share their thinking with the whole class: 1) where the feature is located; 2) what they think its purpose might be; and 3) sharing a strong example with the class. Allow for discussion, disagreement and clarification as necessary.

NOTE: After class, you will want to complete the chart. Add their answers to the Purpose column of the chart (being sure to acknowledge whose the thinking belongs to) and photocopy examples to add to the chart. Hang the chart in a prominent place in your classroom, along with the Fiction vs. Non-Fiction chart, where it will be easy for students to refer to.

Lesson 4 – Reading for Information

Outcomes:

CR 2.4

Indicator b. Select and use relevant before, during and after strategies to construct meaning when reading.

Indicator e. Read and retell the key ideas and elements (including main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts including First Nations and Métis resources.

Indicator h. Read appropriate non-fiction texts at a reasonable rate.

Required Materials:

- Read aloud mentor non-fiction text from last lesson
- Student self-chosen non-fiction texts **at their independent reading level**
- Sticky Notes for each student
- Short video excerpt from a teaching documentary with a strong narrative voice (Example: Planet Earth)

Lesson:

I DO:

- a. Review the previous lesson with students how the first step to reading non-fiction text is to preview the text features and to think about the author's purpose.
- b. Once your brain is active, you are ready to begin reading the text. However, before you can begin reading, explain to students that it is important to think about the voice with which they will read non-fiction text. When we read fiction text, we often think about reading with expression (demonstrate or play a clip), but when we read non-fiction, we use a different kind of voice.
- c. Recall for the students a time that you (the teacher) watched a documentary. Describe the narrator voice and how it drew you into the information that you were learning. You might choose to call this a teaching voice, an informative voice, or an explaining voice. You may choose to show students an excerpt from a documentary with a strong narrative voice.
- d. With your informative voice ready, read aloud a small chunk of text to the students. Be sure to stop after a small section. Depending on your mentor text, this may be a section, a paragraph or a page. Explain to students that when you read non-fiction, you like to read small chunks and then stop to think, asking yourself: so what is this about?
- e. Thinking aloud, answer the question, "So what was that about?" for the section you just read aloud. (Example, "Hmmm... this section is mostly about types of frogs.")
- f. Explain to the students that since the authors are writing these texts to teach us something, we must be reading ready to learn. One way we can do this is to pay special attention to any facts or information we learn when we read the text.

- g. Re-read the same section aloud. This time, look for facts or information that the author wants us to learn, pointing them out with your finger as you read them.
- h. Stopping at the end of the section again, model retelling the main facts or key information the author wanted the reader to learn from that section, using your own words: “So in this section, the author is teaching me ...” (Example: “So in this section about types of frogs, the author is teaching me that there are many different kinds of frogs, some are poisonous and some are not. Usually the brightly colored frogs are the most poisonous.”)
- i. Repeat this procedure again, but this jot down your thinking while thinking aloud so it looks like this:

Types of Frogs

| |
|---|
| <ul style="list-style-type: none"> - Some poisonous - Bright colours means poisonous. |
|---|

- j. Highlight how you wrote your big topic on top, and inside the square were small facts in your own words.
- k. Be sure to discuss how you wrote in phrases – not single words, and not full sentences copied straight from the text.

WE DO:

- l. Review the steps to reading non-fiction with your students:
 1. Read a small chunk in your teaching voice.
 2. Stop and think about what that section was about.
 3. Re-read that chunk again, looking for facts or new information the author wants us to learn.
 4. Retell what you learned in your own words.
- m. Choose another section of your mentor text. Walking through the steps together with the students, first read aloud the section, then have students Think-Pair-Share what that section was about.
- n. Have students share and model jotting down this information.
- o. Next, read aloud that section again, this time having the students Think-Pair-Share facts or new information the author wanted us to learn from that section.
- p. Model jotting down this information for the students.

- q. Using their own non-fiction texts, have students use the features (Table of Contents or headings) to choose a section of the text they would like to read.
- r. Then, getting their informative voices ready, have each member of the class read aloud their section in their teaching voice, paying special attention to what that section is about.
- s. Students will re-read their section again silently this time, to themselves, to locate facts or key information the author wants them to learn from that section.
- t. Once each reader has that information, they can point to the section and in their own words tell their partner: "In this section/part about ... , the author is teaching me ..."

YOU DO:

- u. Give each student two sticky notes. Have them read two more sections of their text using the steps you just discussed.
- v. You may choose to have them use the sticky note either as a reference point to highlight facts and new information they learned to share aloud with a partner. OR they may jot down on the top of the sticky note what the section was about and then in points, what the facts were that they learned.

NOTE: Another option would be to have pairs of students reading the same text, pulling information from the text on their own, then sharing with their partner and adding on based on their partner's thoughts.

CLOSING:

- w. Have students re-group into their partnerships. Using their own words and their informative voices, have them retell to their partners what facts and information they learned from the author in the sections they read. Prompt students to use the language, "In this section/part about ..., the author is teaching me ..."

NOTE: Formative assessment during this lesson is critical for knowing which steps to take next. Depending on your observations from this lesson, you may choose to teach further whole class lessons and/or create small groups to additionally support your students.

Additional Lessons Might Include:

- What are facts? Identifying facts
- Learning new information from pictures
- Reading with an explaining voice
- Reading informational text fluently
- Determining Importance
- Close reading – reading once for main idea, reading again for facts
- Looking beyond the facts to a bigger topic/main idea

Lesson 5 – The Liturgical Calendar

Outcomes:

Scripture & Church Teachings *I can demonstrate an understanding of the practices, symbols and stories of Advent, Christmas, Lent, and Easter.*

CR 2.2 **Indicator d.** *Obtain information from different media (e.g., multimedia clips, websites, video clips, magazine photographs)*

CR 2.3 **Indicator h.** *Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.*

Required Materials:

- Essential Question : “How do we celebrate the seasons of The Church?”
- Culminating Task description
- Yearly Calendar
- Liturgical Calendar
- Images and/or readings related to each Liturgical Season (Appendix 3)
- Prepared Chart:

| SEASON | What is it ? |
|-----------------------------|---------------------|
| ADVENT | Jesus ... |
| CHRISTMAS | Jesus... |
| ORDINARY TIME | Jesus ... |
| LENT | Jesus... |
| TRIDUUM (Three Days) | Jesus... |
| EASTER | Jesus... |

- Walls and corners of your classroom labelled for each Liturgical Season

Lesson:

I DO:

- a. Present the essential question (How do we celebrate the seasons of the church?) and explain to the students that they are about to become non-fiction authors themselves.

NOTE: It is suggested to post the essential question in a prominent place throughout the unit.

- b. Referring back to the essential question, show students a yearly calendar and explain that we mark time by the four seasons – twelve months, fifty two weeks, three hundred sixty five days. Have the students Think-Pair-Share some of the events they have on their calendars. What activities/celebrations would they connect to each of the seasons?
- c. Explain to students that The Church has its own calendar called The Liturgical Calendar.

- d. Showing the students the Liturgical Calendar, explain when the year begins and ends. Describe to them that the purpose of the calendar is to mark the special celebrations and seasons in the Church. Be sure to emphasize to the students that each season is about and related to Jesus.

WE DO:

- e. Ask students to move around the room to music. When the music stops, they are to partner up with whoever is closest to them.
- f. Call out a season, and then show the students a picture or read aloud a scripture reference. Together with their partner, have them use their background knowledge to describe the season of the liturgical calendar in relation to Jesus and his life. (For example during Advent ... Jesus is coming. Waiting for Jesus.)
- g. Support students by prompting questions based on what they see in the pictures, who they see in the picture, what might be happening, referring them back to the life of Jesus.
- h. Have groups of students call out their answers, and add them to your chart.
- i. When the music begins again, have the students move around the classroom again.

YOU DO:

- j. Repeat step e., each time having students find a new partner when the music stops, and discussing how each season relates to the life of Jesus.

Possible Answers:

Advent – Jesus is coming. Waiting for Jesus.

Christmas – Jesus is born. The birth of Jesus.

Ordinary Time – Jesus teaches.

Lent - Jesus waits in the desert. Jesus is tempted in the desert for 40 days.

Triduum & Easter – Jesus dies and is crucified. Jesus dies on the cross. Jesus rises.

Note: You will need to make the decision, based on your class, if you would like to separate the Triduum & Easter for the purposes of this unit.

CLOSING:

- k. Label the walls and or corners of your classroom for each Season. Have students stand up and spread out.
- l. Explain to them that you are going to read aloud a statement, and they are going to need to turn their bodies (their face) towards the season that you are referring to. You may choose to use the following statements or create your own:
- *During this season of The Church, you might put an ash cross on your forehead to remind us to turn away from sin ... (Lent)*

- *During this season of The Church, you might light a candle on a wreath each week, as you excitedly await what's to come next... (Advent)*
- *During this season of The Church, you might go to church at midnight to celebrate a newborn baby... (Christmas)*
- *During this season of The Church, you might go to church on a Sunday, and learn about the stories Jesus told... (Ordinary Time)*
- *During this season of The Church, you might celebrate excitedly that Jesus rose from the dead ... (Easter).*

Lesson 6 - Looking at the Task

Outcomes:

- AR 2.1** *Reflect on, assess their representing experiences and strategies by participating in discussions and relating work to a set of criteria.*
- CR 2.3** **Indicator h.** *Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.*

Required Materials:

- Culminating Task Description
- Sample Culminating Task (.pdf)
- Culminating Task Rubric (Appendix 9)
- Label the corners of the classroom (1, 2, 3, 4)

Lesson:

I DO:

- a. Refer students back to the essential question, "How do we celebrate the seasons of The Church?"
- 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. Discuss what their (author's) purpose will be during this task, have students Think-Pair-Share both the author's purpose and who their audience will be.
- d. Give students each a copy of the sample completed culminating task (pdf) or display on SMART Board/Projector for all students to view.

Note: The culminating task is currently set up so that the completed product will be a written text. If you prefer to give students the choice of what form (Poster, multi-media, etc.) the product can take, you may choose to create different or multiple samples for your students to view.
- e. Using the sample, tell students they are now going to 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.
- f. Present the sample culminating task to the students. Read it through one time first, just with the students listening.
- g. Then, 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, read the text again.

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

Note: For the purposes of this unit, you will need to ensure your students have a solid understanding of the terms **symbols and practices**.

WE DO:

- i. 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).

- j. 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.

Note: Students will have a chance later on in the unit to suggest ways to improve the task, this lesson is intended to get them familiar with the task and how they will be assessed.

- k. Prompts you might want to ask the students are: Why did you place this 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:

- l. 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:

- m. 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.

- 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 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 7 – Choosing a Topic

Note: This lesson assumes that students will have choice of topic for the culminating task. You will need to adjust appropriately, if you instead choose to focus on one Season together as a class.

Outcomes:

CR 2.4 **Indicator h.** *Read appropriate non-fiction texts at a reasonable rate.*
 CC 2.4 **Indicator a.** *Employ a writing process (planning).*

Required Materials:

- Variety of materials/texts on each Liturgical Season (Appendix 3)
- Culminating Task Description
- Ball or Bean Bag that can be easily thrown and caught by students

Lesson:

I DO:

- a. Explain to students now that they are knowledgeable non-fiction readers, they are about to become non-fiction writers themselves. Today, they will have the opportunity to choose which season of The Church they would like to research, write about and teach others about.
- b. Explain to students that the Seasons of The Church you will be focusing on are Advent, Christmas, Lent or Easter.
- c. Review the Criteria of the Culminating Task that they will need to include in their culminating task:
 - Who are the **people** connected to the Season?
 - What are the **symbols and practices** connected to the Season?
 - A clear beginning that explains and introduces your topic
 - A detailed middle that teaches your audience about your topic
 - An ending that leaves your audiences feeling satisfied
 - Appropriate visuals and text features that help teach about your topic
- d. Model your thinking about the process of choosing a topic, using your interests, your background knowledge on the topic, and the criteria.

For example: *“When I think about The Seasons of The Church, the ones I am drawn to are Christmas, because I know a lot about Christmas, and Easter, because there were a lot of people connected to that Season I could talk about. When I think about Christmas, I already know who was involved, obviously baby Jesus, Mary and Joseph. But I don’t know much about the symbols and practices of that season. I think I could use a lot of interesting visuals and text features for Christmas, maybe I could include a diagram of the stable where Jesus was born. But if I think about Easter, maybe I could include a diagram*

of the tomb area where Jesus was buried. I don't know very much about Lent at all though, so maybe I could use this project to learn more and teach others ..."

WE DO:

- e. Ask students to use their own background knowledge, what we learned about the seasons, and criteria to Think-Pair-Share with a partner. Have them discuss which ones are sticking out for them right now and why. Try to have students narrow their choices down to two.

YOU DO:

- f. Spread out whatever books and materials you can find on the seasons (Appendix 3) around the room. Be sure to visit your librarian for help! You will want to have **a variety of texts for each season**. *Also, be sure to have multiple levels of texts so that they are accessible to all students in your classroom.* **Give students time to explore the text with the purpose of choosing which Season they would like to focus on.**
- g. You may choose to give students guiding questions to help them in their choice:
 - What is sticking out to me about this topic?
 - Do I know a lot about this topic?
 - **Which season do I have a lot to say about?**
 - **Which season would I like to learn more about?**
- h. 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 and gathering information and research on their chosen season.

CLOSING:

- i. Gather students back together. **Have them Think-Pair-Share which Season they have settled on as a topic for their informational text and why.**
- j. Using a bean bag or a ball, have students throw the ball around to one another. When they receive the ball, they are to call out their choice to the rest of the class.
- k. You may choose to create an "Expert Groups" list recording the students' topic choices. **NOTE: If there is a Season that there are no students interested in, you will want to use that as your model, so they still are exposed to that Season.**

Lesson 8: Pre-Writing Research Topics

Outcomes:

CC 2.4

Indicator a. *Employ a writing process (planning).*

Indicator b. *Select and use task-relevant before strategies when writing to communicate meaning.*

Required Materials:

* *Essential Question: How do we celebrate the seasons of The Church?*

* Index Cards (Coloured if possible), or planner (Appendix 6)

* Chart Paper split into four sections

* Student folders/ writer's notebooks

Lesson:

I DO:

- a. Take a look at the **Essential Question** and remind yourselves of the purpose & audience of the task.
- b. Explain to students that before they can begin to teach their audience about a topic, they must first learn and become experts on that topic. In order to do that, they must research and gather facts and information that they want to their readers to learn.
- c. Explain to students that researching begins with thinking about the smaller sub-topics we can separate our topic into.
- d. Show the students your chart paper that is split into four sections. Explain to them that each one of these will represent one topic they will research on their Season.
- e. Model for students thinking about the culminating task and the rubric, as well as your audience, and say, "I think one thing people might want to know about the season is about the people who are connected to this Season, how might I write that as a topic I can research?" (Who are the people connected to Lent? Who is in the Lent stories?)
- f. Write this down in one of the sections of your chart.

WE DO:

- g. Have the students Think-Pair-Share with their partner: **if you were someone who knew nothing about these Seasons, and was looking for a text you could learn from, what else would you want to know about this topic?**

- h. Together as a class, generate three more topics that students can use to guide their research. You will want to ensure that symbols and practices are there, but other sub-topics are up to you and your class.

YOU DO:

- i. Give each student four index cards. If you do not have coloured cards, you will want to have them colour a strip on each card to identify each card. Alternately you might choose to use the project planner (Appendix 6).
- j. Explain to students that each card will be used to gather information on each of the sub-topics. Have students label the sub-topic for their season on each card. They may choose to use the ones you have generated as a class, or they may have alternate ideas they would like to research. Be sure to refer students back to the task description and criteria.
- k. Paste the colour of index card onto your chart next to the topics you have generated.
- l. Ensure that students have an organized way to keep and store their cards for future lessons.

Possible Sub-Topics:

- People connected to the season
- Symbols connected to the season
- Practices connected to the season
- What is the season?
- When is the season?
- Why do we celebrate the season?
- How long is the season?

Lesson 9: Gathering Information

Outcomes:

CC 2.4

Indicator a. *Employ a writing process (planning).*

Indicator b. *Select and use task-relevant before strategies when writing to communicate.*

Required Materials:

- Multiple Read Aloud Texts for Modelling
- Prepared Chart from Last Lesson (Topics to Research)
- Index Cards for Student Researching or Planner (Appendix 6)
- Plenty of texts at appropriate levels on the various Seasons for students to use for research (Appendix 5) – Ask your Librarian for help and check out your local library.

Lesson:

I DO:

- a. Choose one index card/topic to model for today's lesson. Explain to students that today you will begin to gather information on your selected Season.
- b. Modelling aloud for students, point to the sub-topic on your chart that you will be focusing on today (For example, "What is Lent?" or "Who were the People Connected to Lent?"). Explain to them that in your search today, you are only going to look for information on that topic.
- c. Model for students ways to locate information on your sub-topic, either:
 - Use the table of contents
 - Use key words
 - Use pictures
- d. Read aloud a section of the text on your sub-topic. Remind students of the strategy previously discussed – read once and think about what we are learning, then re-read for facts. Model this for the students.
- e. Model saying what you have learned in your own words, and model jotting down new information on your chart.
For example:
 - Lent is 40 days
 - Lent is before Easter
- f. It is very important to emphasize to students that we cannot copy down word for word what is already in other books. We must put it in our own words.

- g. Choosing another book, model for students how to move to another text. Once again, locate information using the table of contents, the key words or the pictures, gather information on your topic, and jot it down.

WE DO:

- h. Taking their index card for the day with them, ask students to make their way to the texts on their chosen Season. Once they are there, have them Think-Pair-Share with a partner, what they are going to do first.
- i. Once they have located information they need, have them again Think-Pair-Share with a partner about what they found, and if there is any information they are going to jot down.
- j. While they are reading, have them pause and Think-Pair-Share any facts or information they are going to jot down.
- k. Encourage students to add on to their research if they learn something new from their partner. You might want to encourage them to ask their partner to show them where they found that new information.

YOU DO:

- l. While they are gathering information, be sure to have individual conferences with students, coaching them through the steps of the process: locating information, reading information to find facts, jotting down the facts in your own words.

CLOSING:

- m. Gather students back together with students who are researching the same Season as they are. Together, have them share their facts and information, and allow them time to add on to the information they gathered if they wish.
- n. Remind students that although they are working together to gather information, each one is a unique writer, and their texts need to be unique from one another. We do not want to have a large number of basically the same text. As they continue this process, ask them to think about ways they can make their text a bit different:
 - o Features
 - o Visuals
 - o The information they include, etc.

Lesson 10, 11 & 12: Continuing to Gather Information

Outcomes:

CC 2.4

Indicator a. *Employ a writing process (planning).*

Indicator b. *Select and use task-relevant before strategies when writing to communicate.*

Required Materials:

- Multiple Read Aloud Texts for Modelling
- Prepared Chart from Last Lesson (Topics to Research)
- Index Cards for Student Researching or Planner (Appendix 6)
- **Plenty of texts on the various Seasons for students to use for research (Appendix 5)** – Ask your Librarian for help and check out your local library.
- Pre-writing section of the Culminating Task Rubric

Lesson:

- a. Lessons 11, 12 and 13 are repetitions of Lesson 10. Each day, students will gather information on a different sub-topic. Each day they will take only that index card with them, and jot down information they find on that card.
- b. Each day you will want to model for students using your read aloud, depending on what you are noticing in your individual conferences from the previous day's conferences and observations. Modelling is very important! Possible skills you might choose to model:
 - Locating information
 - Determining importance
 - Locating facts
 - Putting facts into own words
 - Jotting down facts in phrases
 - Adding on to information located with own thoughts

CLOSING:

- c. On the final day of gathering information, refer the students to the "Pre-Writing" Section of the Culminating Task Rubric:

| | 1 "Little Evidence" | 2 "Partial Evidence" | 3 "Sufficient Evidence" | 4 "Extensive Evidence" |
|------------------------|---|-------------------------------------|-----------------------------------|----------------------------------|
| Writing Process | | | | |
| Pre-Writing | * I can do some basic pre-writing, with help. | *My pre-writing is mostly complete. | * My pre-writing is complete. | * My pre-writing is extensive. |

- d. Looking at their research notes, have students Think-Pair-Share with a partner where they think they would fall on the rubric and any further work they might need to do.

NOTE:

These lessons have students only researching and gathering information from other texts. You may choose to invite students to gather information from various sources such as websites, videos, and/or a question and answer session with a knowledgeable source within your school or from your local Parish. If so, then you will want to ensure that you once again model for students how to gather and jot information from these various sources.

Lesson 13: Headings & Table of Contents

Outcomes:

CC 2.4

Indicator a. *Employ a writing process (planning & drafting).*

Indicator b. *Select and use task-relevant before and during strategies when writing to communicate.*

Required Materials:

- Prepared Chart from Last Lesson (Sub-topics and Jot Notes)
- Index Cards for Student Researching or Planner (Appendix 6)
- Mentor Text for Modelling
- Drafting Paper or Informational Book Format (Attached .pdf)

Lesson:

I DO:

- a. Have students place their completed index cards (or planner) in front of them. Model aloud how to work through which order you feel the sub-topics should go in so that the work is most effective for someone who was wanting to learn about **that Season.**

For example:

1. *What is Lent?* 2. *Who was involved in Lent?* 3. *Symbols for Lent.* 4 *Practices during Lent*

WE DO:

- b. Have students arrange their cards and then Think-Pair-Share with a partner to explain their thoughts on the order they have chosen and why.
- c. Next, model looking at a mentor text and thinking aloud about the headings that author chose. Model aloud how to choose a heading for each index card and write it on top of the card.

YOU DO:

- d. Allow students time to explore in some of the texts they were working with, and then choosing headings for each of their cards. **Remind the students that although there are students working on the same Season, the order and the headings are a way they might choose to make their text unique.**

CLOSING:

- e. Using draft paper or the provided table of contents template (attached .pdf), model for students how to take their chosen headings and put them into a table of contents, leaving the page numbers blank until the end of the drafting process. Insert an Introduction heading at the beginning and a Conclusion at the end, and share with students that you will work on those as you begin to draft.

Example:

1. *Introduction*
2. *What is Lent?*

3. *Who was Involved in Lent?*
4. *Symbols of Lent*
5. *Practices during Lent*
6. *Conclusion*

- f. Have students add the introduction to their table of contents, then their headings, and a conclusion.
- g. Ensure students are storing their materials in an organized place.

Lesson 14: Drafting Putting Facts into Sentences

Outcomes:

CC 2.4

Indicator a. *Employ a writing process (drafting).*

Indicator b. *Select and use task-relevant during strategies when writing to communicate.*

Indicator d. *Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.*

Required Materials:

- Prepared Chart from Last Lesson (Sub-Topics and Jot Notes)
- Chart Paper to Draft On
- Index Cards with gathered information or Planner (Appendix 6)
- Drafting Paper or Multiple Copies of Pages from Informational Book page templates (attached.pdf)

Lesson:

I DO:

- a. Explain to students that they have been very busy gathering information and organizing their information. Today, they will begin drafting. Explain to students that they will work on their introduction later; today they are going to work on taking their facts and put them into sentences.
- b. Explain to students that each paragraph needs a **topic sentence or a hook** that gets the reader thinking about what they are going to be reading in the next section. Explain to students that one way to start the paragraph might be to ask a question.
- c. Model reading aloud the gathered facts on the first index card, and think aloud what that section is mostly about and what they want to say.
- d. Next, model aloud for students the strategy of starting a paragraph **with a question such as, "Have you ever wondered why we give up something for 40 days before Easter?"** Ensure that the question is directly related to the facts on that card.
- e. Show students the various drafting pages available (Templates attached .pdf) and model how you might choose which page depending on if you want to include visuals or not.
- f. Write the lead sentence down. Then model how to take the gathered information and build simple sentences to create a paragraph. Build some sentences that connect two facts using "and" or that connect a number of facts using commas.

Example:

Have you ever wondered why we give up something for 40 days before Easter? Lent is the season of The Church that comes right before Easter. It lasts for 40 days and starts

on Ash Wednesday. Lent is when we remember the time Jesus spent in the desert. We sometimes fast or give something up, do almsgiving or say prayers. We are preparing for Easter.

- g. Be sure to also model which facts are repetitive or those you may choose to omit in your paragraph.

NOTE: The indicator for Grade Two suggests that they should be writing paragraphs of at least 6 sentences. Be sure to model your paragraph of at least this length.

WE DO:

- h. Have students read their first index card in their head and think of a question that might be a good lead to start that section. Have them Think-Pair-Share a possible lead with a partner.
- i. Next in their head, or out loud if they prefer, have them read their facts and think about ways they might jot them down in sentences.
- j. Have the students Think-Pair-Share aloud with their partner both their lead sentence and then how they might write their facts into sentences.

YOU DO:

- k. Have students choose the drafting paper they prefer for this section and begin work on drafting the first section of their text.
- l. While drafting, meet individually with students to offer support in drafting a topic sentence, as well as putting their facts into sentences.

CLOSING:

- m. At the end of class, ask a few students to share aloud first their facts, and then how they took that information and drafted it into a paragraph.

Lesson 15, 16 & 17: Drafting

Outcomes:

- CC 2.4 **Indicator a.** *Employ a writing process (drafting).*
Indicator b. *Select and use task-relevant during strategies when writing to communicate.*
Indicator d. *Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.*

Required Materials:

- Prepared Chart from Last Lesson (Sub-Topics and Jot Notes)
- Chart Paper to Draft On
- Index Cards for Student Researching or Planner (Appendix 6)
- Drafting Paper or Suggested templates (attached.pdf)

Lesson:

- a. Repeat Lesson 14 for the next 3 lessons until the students have had the opportunity to draft with each one of their sub-topics/research index cards.
- b. Each lesson, you will want to model how to re-read your facts, and use a lead sentence.
Possible Lead Sentences:
 - Summary sentence
 - Using sound words
 - Describing the scene
- c. Each lesson, you will want to model how to put the facts into sentences. Based on your observations, you can choose what you want to focus on in whole group and/or small groups:
 - Using transition words: First, Second, Next, After, Last
 - Using commas to connect multiple facts
 - Using “and/or” to connect two facts
 - Writing sentences with important words, putting definitions into sentences
 - Highlighting important words to include in a glossary
- d. You will also want to continue to meet with individual students as well as pull small groups to support students with their individual needs.
- e. At the end of each lesson, ask a few students to share their work from the day, highlighting both their lead sentence and how they put their facts into sentences.
- f. On the last day of drafting the middle, have students look at the “Middle” section of the rubric. Decide where they would currently place themselves, and discuss what they might need to continue to work on:

| | | | | |
|---------------|---|------------------------------------|-----------------------------|-------------------------------|
| Middle | * I use some detail in my writing, with help. | * I use some detail in my writing. | * I use appropriate detail. | * I provide extensive detail. |
|---------------|---|------------------------------------|-----------------------------|-------------------------------|

Lesson 18: Writing an Introduction

Outcomes:

- CC 2.4 **Indicator a.** *Employ a writing process (drafting).*
Indicator b. *Select and use task-relevant during strategies when writing to communicate.*
Indicator d. *Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.*

Required Materials:

- Chart Paper to Draft On
- Sample Culminating Task (.pdf)
- Drafting Paper or Suggested paper templates (attached.pdf)
- Introduction section of the Rubric
- Choose two mentor texts that model strong introductions:
 Example: Questions, Interesting Fact, Scene Description, Sounds

Lesson:

I DO:

- a. Review with students the sub-topics they have used to break down their Season and teach their reader about their topic. Explain to students that the introduction is the first part of an informational book. It is a way to introduce the topic to the reader, and hooks their interest.
- b. Share the sample culminating task with the students. Ask them to pay close attention to the introduction of the text.
- c. Re-read the introduction to the students. Have them Think-Pair-Share where they would place it on the rubric and suggest ways they might improve it:

| | | | | |
|---------------------|--------------------------|-----------------------|----------------------------|---|
| Introduction | * I have tried to begin. | * I write an opening. | * I write a clear opening. | *I write an engaging opening that pulls the reader into the text. |
|---------------------|--------------------------|-----------------------|----------------------------|---|

- d. Next, read the students an example of an introduction from a mentor text. Explain and discuss the strategy used by the author.
- e. Using the piece you have been drafting with the students throughout the process, model how to read through your headings and information and try this strategy for writing an introduction.
- f. Write down a few possibilities to inspire the students with ideas for their piece.

WE DO:

- g. Have students read through their piece so far, and Think-Pair-Share with a partner possible ways that they might use this first strategy for their introduction.

I DO:

- h. Share with students another example of an introduction (For example: startling fact).
- i. Model aloud how to think through using this strategy, and think aloud a possible introduction using this strategy.

NOTE: Be sure to model an introduction with more than one sentence.

WE DO:

- j. Have students read through their piece, and Think-Pair-Share with a partner possible introductions using the second strategy you have chosen.

YOU DO:

- k. Send students off to think about which type of introduction they feel would be the strongest for their project and work on drafting their introductions.
- l. Explain to students that not all authors choose to write the word "Introduction" on the first page, as this is the first text in the book. It is assumed it is the Introduction, therefore, this is a choice they can make.

CLOSING:

- m. Gather students back together and have the students Think-Pair-Share which strategy they chose for their introduction, and share their introduction.
- n. You might choose to have them analyze their introductions with the rubric.

Lesson 19: Conclusion

Outcomes:

- CC 2.4 **Indicator a.** *Employ a writing process (drafting).*
Indicator b. *Select and use task-relevant during strategies when writing to communicate.*
Indicator d. *Write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.*

Required Materials:

- Chart Paper to Draft On
- Sample Culminating Task (.pdf)
- Drafting Paper or suggested templates (Attached.pdf)
- Conclusion section of the Rubric
- Two carefully chosen mentor texts to model two types of conclusions:
 Example: Summary, Circling Back, Statement of Value

Lesson:

I DO:

- a. Once again, share the sample culminating task with the students. Ask them to pay close attention to the conclusion/ending of the text.
- b. Re-read the conclusion to the students. Then have them discuss where they would place that conclusion on the rubric and ways they might revise it:

| | | | | |
|-------------------|-----------------------------------|-------------------------|------------------------------------|---|
| Conclusion | *I write a conclusion, with help. | * I write a conclusion. | * I write a satisfying conclusion. | * I write an effective conclusion with several sentences. |
|-------------------|-----------------------------------|-------------------------|------------------------------------|---|

- c. Read the students an example of a conclusion from a mentor text. Explain and discuss the strategy used by the author.
- d. Next, using the piece you have been drafting with the students throughout the process, model how to read through your introduction and middle, considering everything you know and want to teach your reader. Thinking aloud, model for the students how you might draft a conclusion using that strategy.
- e. Write down a few possibilities to inspire the students.

WE DO:

- f. Have students read through their piece so far, and Think-Pair-Share a conclusion for their piece using that strategy.

I DO:

- g. Share with students another example of a conclusion using mentor texts. Explain and discuss the strategy.

- h. Model aloud how to think through using that strategy, and jot down a possible conclusion using this strategy. Be sure to model a conclusion with more than one sentence.

WE DO:

- i. Have students read through their piece, and Think-Pair-Share with a partner possible conclusions using the second strategy you have chosen.

YOU DO:

- j. Send students off to think about which type of conclusion they feel would be the strongest for their project and work on drafting their conclusion.
- k. Explain to students that to remain consistent, using a heading called "Conclusion" will depend on if they used one for the "Introduction." Whatever they did for the introduction, they should do for the conclusion.

CLOSING:

- l. Gather students back together and have the students Think-Pair-Share which strategy they chose for their conclusion, and share aloud.
- m. You may choose to have students complete their Table of Contents, filling in the page numbers.

Lesson 20: Revising

Outcomes:

CC 2.4

Indicator a. *Employ a writing process (revising).*

Indicator b. *Select and use task-relevant after strategies when writing to communicate.*

Required Materials:

- Sample Culminating Task (pdf)
- Student's draft texts
- Prepared Revising Chart, and copies for each student (Appendix 7)

When I revise, I need to ask myself....

- What is my topic? Is it clear to my audience?
- Do I have a strong introduction and conclusion?
- Do I have enough details in the middle?
- Are my facts in my own words and in sentences?
- Do my headings match my information?
- Are my visuals/features appropriate for the purpose/audience?
- What can I add to help my audience?
- Revision Section of the Rubric

Lesson:

I DO:

- a. Explain to students that as writers, we work with our texts for a long time. When we think we are done, it is important to go back in and think specifically about our purpose (to inform) and make sure it is very clear for our audience.
- b. Review with students their purpose and their audience.
- c. As writers we know we always want to reread our writing to make sure it is clear for our reader. Explain that this is called revising.
- d. Share with students that one strategy to revise is to ask yourself a few questions to make sure your writing is clear for your readers.
- e. Model for students going through the draft you have written as you have been modelling (or the culminating task). Read aloud each question, and think aloud as you go through the text with that question in mind - be sure to remove and add text where necessary.
- f. The class becomes the audience. Reminding them of who this text is intended for, use the language, "Are there any questions you have? What might we add to help our audience understand?"

WE DO:

- g. As you move through the revising questions, turn the responsibility of revising over to the students. Stop after small sections and ask questions to guide them through revising. Ask for their suggestions on how to “fix up” the text.
- h. You will want to be sure to model various ways to revise such as:
 - o Crossing out and writing, perhaps with a different colour
 - o Using sticky notes to add extra text where it’s needed
 - o Cutting strips of paper and taping them on to the side of the page where you are adding text
- i. Draw students’ attention to the revision portion of the rubric, and discuss what the differences between the levels might look like. Discuss the differences between fixing up, polishing, or extending and reworking.

| | | | | |
|-----------------|---|--|--|---|
| Revision | * I do some basic “fixing up” that someone has suggested. | * I do some “fixing up” for an audience outside of my classroom. | * I show evidence of polishing my writing for an audience outside of my classroom. | * I show evidence of extending, reworking and polishing my writing for an audience outside of my classroom. |
|-----------------|---|--|--|---|

YOU DO:

- j. At this point in the unit, it is likely that students will not all be working at the same point. Therefore, it might be helpful to take a quick “status of the class” as you send them off to work, asking students to share where they are currently working in the writing process (gathering, drafting, introduction or conclusion, revising). With each response, you will want to ask a question to ensure the student is focused and has the materials they need to complete the task they are setting out to work on:
 - Gathering Information – Do you have the texts to help you find the information you need?
 - Drafting – Do you have your research cards completed? Do you have the paper you need to draft?
 - Introductions and Conclusions – Which charts might help you? Which strategy are you using?
 - Revising – Are you revising on your own, or would you like a partner? Do you have a checklist?
- k. Explain to students that when they are ready to revise, they may choose to do so individually and/or they may choose to have a partner who is also at the same stage as they are.

NOTE: If students have chosen their topics, you might encourage them to revise with a classmate who is focusing on a different season, so that they get exposure to that information.

1. You might choose to have students share their work with a younger audience, as this is who this project is intended for.

Lesson 21: Visuals

Outcomes:

CC 2.2

Indicator f. *Combine illustrations and written text to express information.*

Required Materials:

- Sample Culminating Task (pdf)
- Student's draft texts
- Visuals Section of the Culminating Rubric
- Sticky Notes

NOTE: Your class may need access to computer for this lesson so they can research and find visuals to add to their text.

Lesson:

I DO:

- a. Explain to students that throughout this unit about learning to read non-fiction, finding facts in non-fiction, and locating information, *the visuals* have been critical to help them as readers and writers. Therefore, when creating our own texts, we must be sure to think carefully about the visuals and features to include in our own texts.

WE DO:

- b. Have students assess the visuals and features in the culminating task, and place it on the rubric:

| | | | | |
|-----------------|-------------------------------|--|---|--|
| Visuals: | * I follow a teacher's model. | * I can use some simple visuals to support my purpose. | * I can use appropriate visuals to support my purpose. | * I consider and choose from a variety of visuals and text features to support my purpose. |
|-----------------|-------------------------------|--|---|--|

- c. Have students Think-Pair-Share with a partner which visuals are appropriate, which are not, whether or not they support the purpose, which visuals they might remove, and which additional visuals they might have added.

YOU DO:

- d. Thinking about their own projects, and looking through their drafts, have students think about where they might choose to add visuals and features and what those might be.
- e. Have the students Think-Pair-Share with a partner, pointing out features and visuals and where they would place them in their draft.
- f. If the draft your students have been working on is NOT their final product, you might choose to have them sketch in words in the spaces designated for pictures on their draft what they would like to include in each space. For example, diagram, picture of an Advent wreath, etc.
- g. If the draft your students have been working on IS their final draft, you might choose to have them jot this down on sticky notes and add to their texts.

- h. Discuss with students where they might find the visuals they want to include in their text:
- Drawings
 - Photos found online or from other texts
 - Actual photographs they have taken
- i. At this point in the unit, it is likely that students will not be at the same point. Therefore, it might be helpful to take a quick “status of the class” as you send them off to work, asking students to share where they are currently working in the writing process (drafting, introduction or conclusion, revising, visuals), with each response, you will want to ask a question to ensure the student has the materials they need to complete the task they are setting out to work on:
- Gathering Information – Do you have the texts to help you find the information you need?
- Drafting – Do you have your completing research cards completed? Do you have the paper you need to draft?
- Introductions and Conclusions – Which charts might help you? Which strategy are you using?
- Revising – Are you revising on your own, or would you like a partner?
- Visuals – What visuals are you looking for? Where might you look?
- j. While students are working, meet with them individually and in small groups as necessary.

CLOSING:

- k. Have a few students share the features/visuals they found and chose to add to their texts.

Optional Lessons:

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

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

Drafting:

- Choosing key words to add to a glossary
- Taking research notes from an illustration
- Captions with pictures
- Labelling a diagram
- How to find information/pictures on your topic

Editing:

- Capitalization
- Spelling
- Punctuation

Lesson 22: Publishing and Making a Work Plan

Note: Now has come the time for the students to work independently to complete their tasks. You will want to set a delivery date for the texts, confirm the audience, as well as determine how many work periods students will be allowed to complete this task. You may need to give students access to computers in order to locate visuals for their texts.

Outcome:

CC 2.1

Indicator f. *Use inquiry to explore a topic of individual or group interest including:*

- *Considering personal knowledge and understanding of a topic*
- *Accessing ideas using a variety of sources*
- *Matching ideas and understandings to inquiry or research needs*
- *Categorizing related information and ideas*
- *Recording key ideas and facts in own words*
- *Examining gathered information, ideas and understandings to decide what information to share or omit*
- *Share and present findings*
- *Ask questions to reflect on inquiry*
- *Use the language of inquiry*

Required Materials:

* Prepared Chart: "My Work Plan"

| Delivery Date: | Number of Classes to Work: |
|-------------------------------|---|
| | |
| Where am I at? | Am I Prepared? |
| Gathering Information | Do I have the texts where I can find the information? Do I have my research cards? |
| Drafting | Do I have my research cards? Do I have draft paper? |
| Introductions and Conclusions | Do I have examples of the strategies we learned about? |
| Revising | Do I have a checklist? Do I need someone to revise with? |
| Visuals | Do I have the visuals I need? Where might I find these? |
| Publishing | Do I have all of my materials? Do I have the draft paper I need? Have I completed a title page? |

Lesson:

- a. Confirm with students the date their texts will be delivered and how many work periods 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 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 writing 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 23: 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 (Appendix 9)
- Highlighter for each student
- Essential Questions from Beginning of Unit:

Notes on Publishing:

Making this task as authentic as possible will be very motivating for students. While they are creating and sending their texts for an authentic audience, it would also be very beneficial for them to have authentic feedback. You may decide to send a few texts to different parishes, and have them fill out feedback forms for each student. You may ask that they share the texts with their children's liturgy participants, and have the children give feedback. You may choose to have the liturgy team, or other parish members visit your classroom and give feedback. Perhaps you could arrange for students to attend Mass and read their own texts during children's liturgy. 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? Will the comments be written or verbal?

Lesson:

- a. Celebrate with students as they have completed the task and are ready to send their texts away to teach others about the seasons of the Church!
- b. Give each student an individual copy of the Task Rubric (Appendix 9)
- 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 we celebrate the seasons of the church?**

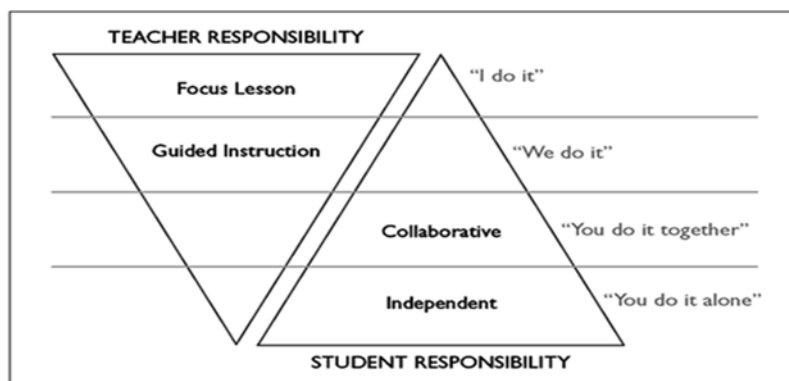
NOTE: If your students have chosen their own topics and have been working on different seasons of The Church, you will want to create expert groups and have them teach one another about what they learned about each Season so that each student is exposed to every Season.

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.sjbooces.org)

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

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

“Revealing Christ in All We Teach”

Appendix 2

Strategy - “Think-Pair-Share”

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

What is it?

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

How does it work?

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

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

Things to consider:

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

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

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

FICTION OR NON-FICTION?**Text 1:**

It all started with a loud sound that woke me up. I jumped out of my bed and looked around. My room was a mess, but I saw something moving on top of a pile of clothes. I thought I might be dreaming, but then I heard something inside an empty chip bag.

“EEEK!” I screamed. A mouse ran out, stopped in front of my bed and plugged his ears.

“Stop screaming!” he said, “You are going to wake everyone up.”

I froze. Why was this mouse talking to me? Why was he in my room? Just as I was about to scream again, the mouse said, “If you don’t want me to come into this bedroom again, then clean it up, there is enough food on your floor to last me for a whole year!” Then he grabbed a cookie crumb and ran out the door.

Text 2: (excerpt from “Clown Fish,” by Carol K. Lindeen)

What are clown fish? Clown fish are brightly coloured fish.

Clown fish have orange bodies with stripes. Clown fish are about as big as a person’s hand.

Clown fish live with sea anemones in coral reefs. Sea anemones are animals that look like flowers.

Sea anemones sting and kill fish. But the stings do not hurt clown fish. A layer of slime on their scales protects clown fish.

Appendix 4

The Liturgical Year

“Beginning with the Easter Triduum as its source of light, the new age of the Resurrection fills the whole liturgical year with its brilliance... In the liturgical year the various aspects of the one Paschal mystery unfold. This is also the case with the cycle of feasts surrounding the mystery of the incarnation (Annunciation, Christmas, and Epiphany). They commemorate the beginning of our salvation and communicate to us the first fruits of the Paschal mystery.”

(Catechism of the Catholic Church, 1168 & 1171)

Lent: “The Gospels speak of a time of solitude for Jesus in the desert immediately after his baptism by John. Driven by the Spirit into the desert, Jesus remains there for forty days without eating, he lives among wild beasts, and angels minister to him. At the end of this time, Satan tempts him three times, seeking to compromise his filial attitude toward God... By the solemn forty days of Lent, the Church unites herself each year to the mystery of Jesus in the desert.”
(Catechism of the Catholic Church, 538 & 540)

Easter: “Christ died for our sins in accordance with the scriptures ... Our salvation flows from God’s initiative of love for us, because “he loved us and sent his Son to be the expiation for our sins.” (1 John 4:10)... Jesus freely offered himself for our salvation. Beforehand, during the Last Supper, he both symbolized this offering and made it really present.” *(Catechism of the Catholic Church, 619-621)*

Advent: “The coming of God’s Son to earth is of such immensity that God willed to prepare for it over centuries... When the Church celebrates the liturgy of Advent each year, she makes present this ancient expectancy of the Messiah, for by sharing the long preparation for the Savior’s first coming, the faithful renew their ardent desire for his second coming.” *(Catechism of the Catholic Church, 522 & 524)*

Christmas: “Jesus was born in a humble stable, into a poor family. Simple shepherds were the first witness to this event. In this poverty, heaven’s glory was made manifest...” *(Catechism of the Catholic Church, 525)*

Appendix 5

POSSIBLE TEXT SUGGESTIONS

| Advent | Scripture |
|---|---|
| <p><i>Christmas Gifts that Won't Break: An Advent Study for Children</i>, James W. Moore</p> <p><i>Jotham's Journey: A Storybook for Advent</i>, Arnold Ytreeide</p> <p><i>Christmas is About Jesus: An Advent Devotional</i>, Mukkove Johnson</p> <p><i>Bartholomew's Passage: A Family Story for Advent</i>, Arnold Ytreeide</p> <p><i>Tabitha's Travels: A Family Story for Advent</i>, Arnold Ytreeide</p> <p><i>Advent Storybook</i>, Antonie Schneider and Maja Dusikova</p> <p><i>The Jesse Tree</i>, Geraldine McCaughrean and Bee Willey</p> <p><i>The Jesse Tree: An Advent Journey from Creation to the Birth of Jesus</i>, Natalie Bennett</p> | <p>Romans 13:1-14</p> <p>Mark 13:33-37</p> <p>Jeremiah 33:14-16</p> <p>Romans 15:4-13</p> <p>Isaiah 11:1-10</p> |
| Christmas | Scripture |
| <p><i>The First Christmas</i>, Carol Heyer</p> <p><i>The Christmas Story</i>, Jane Werner</p> <p><i>God Gave us Christmas</i>, Lisa Twn Bergen and David Hohn</p> <p><i>Christmas in the Manger</i>, Nola Buck</p> <p><i>Itsy Bitsy Christmas</i>, Max Lucado</p> <p><i>Song of the Stars: A Christmas Story</i>, Sally Lloyd-Jones</p> <p><i>The First Christmas</i>, Heather Amery and Elena Temporin</p> <p><i>Humphrey's First Christmas</i>, Carol Heyer</p> <p><i>The First Christmas Night</i>, Keith Christopher</p> <p><i>The Very First Christmas</i>, Paul L. Maier</p> <p><i>Listen, Said the Donkey: Tales of the First Christmas</i>, Jean Little</p> | <p>Luke 1:30-35</p> <p>Matthew 1:18-25</p> <p>Luke 2:1-20</p> <p>Matthew 2:1-12</p> |
| Lent & Easter | Scripture |
| <p><i>The Story of the Cross: The Stations of the Cross for Children</i>, Mary Joslin</p> <p><i>The Last Supper</i>, Katherine Sully</p> <p><i>The Very First Easter</i>, Paul L. Maier</p> <p><i>The Easter Story</i>, Brian Wildsmith</p> <p><i>The Easter Cave</i>, Carol Wedeven</p> <p><i>God Gave us Easter</i>, Lisa Tawn Bergen</p> <p><i>The Story of Easter</i>, Aileen Fisher</p> <p><i>The Mouse who Attended the Last Supper</i>, Barbara Hocknell</p> <p><i>Amon's Adventure: A Family Story for Easter</i>, Arnold Ytreeide</p> <p><i>Chester Church Mouse and Ash Wednesday</i>, Lorie Shiveley</p> | <p>Lent:</p> <p>Matthew 6:1-6.16-21</p> <p>Mark 1:9-15, 8:31-38</p> <p>John 2:13-22</p> <p>Acts 3:11-26, 4:1-12, 4:14-21</p> <p>Luke 24:35-38</p> <p>John 20:19-31, 21:1-14</p> <p>Mark 15: 1-39, 16:1-8, 9-15</p> |

PROJECT PLANNER

| |
|--|
| <u>SEASON:</u> |
| SECTION 1: This section is going to teach the reader about ... |
| Facts: |
| |
| SECTION 2: This section is going to teach the reader about ... |
| Facts: |
| |
| SECTION 3: This section is going to teach the reader about ... |
| Facts: |
| |

REVISING CHECKLIST

When I revise, I need to ask myself....

- What is my topic? Is it clear to my audience?
- Do I have a strong introduction and conclusion?
- Do I have enough details in the middle?
- Are my facts in my own words and in sentences?
- Do my headings match my information?
- Are my visuals/features appropriate for the purpose/audience?
- What can I add to help my audience?

“The Seasons of the Church”**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. |
|--|---|--|---|--|
| Liturgical Season – I can demonstrate understanding of the practices, symbols and stories of Advent, Christmas, Lent, and Easter. | | | | |
| People: Who are the important people connected to the Season? | * I can identify a few important people in the stories of Advent, Christmas, Lent or Easter. | * I can describe some important people in the stories of Advent, Christmas, Lent or Easter. | * I can describe several important people with some detail in the stories of Advent, Christmas, Lent or Easter. | * I can explain the role of a wide variety of people in the stories of Advent, Christmas, Lent, or Easter. |
| Symbols and Practices: What are the practices and symbols connected to the Season? | * I can identify a few practices OR symbols, connected to Advent, Christmas, Lent, or Easter. | * I can represent some practices AND symbols connected to Advent, Christmas, Lent, or Easter. | * I can represent several practices AND symbols connected to Advent, Christmas, Lent, or Easter. | * I can represent AND explain many practices AND symbols connected to Advent, Christmas, Lent or Easter. |
| Comments: | | | | |
| CC 2.2 I can represent my ideas clearly in many different ways. | | | | |
| Purpose: | * I have little awareness of the task, or purpose. | * I am aware of the task, but I am not always certain of the purpose. | * I am aware of the purpose of the task.. | * I have a clear understanding of the purpose and audience. |
| Visuals: | * I follow a teacher’s model. | * I can use some simple visuals to support my purpose. | * I can use appropriate visuals to support my purpose. | * I consider and choose from a variety of visuals and text features to support my purpose. |
| Comments: | | | | |

| | 1 “Little Evidence” | 2 “Partial Evidence” | 3 “Sufficient Evidence” | 4 “Extensive Evidence” |
|---|---|--|--|---|
| Writing Process | | | | |
| Pre-Writing | * I can do some basic pre-writing, with help. | * My pre-writing is mostly complete. | * My pre-writing is complete. | * My pre-writing is extensive. |
| Revision | * I do some basic “fixing up” that someone has suggested. | * I do some “fixing up” for an audience outside of my classroom. | * I show evidence of polishing my writing for an audience outside of my classroom. | * I show evidence of extending, reworking and polishing my writing for an audience outside of my classroom. |
| Comments: | | | | |
| Message – I prepare thoughtful and clear compositions and presentations. | | | | |
| Introduction | * I have tried to begin. | * I write an introduction. | * I write a clear introduction. | * I write an engaging introduction that pulls the reader into the text. |
| Middle | * I use some detail in my writing, with help. | * I use some detail in my writing. | * I use appropriate detail. | * I provide extensive detail. |
| Conclusion | * I write a conclusion, with help. | * I write a conclusion. | * I write a satisfying conclusion. | * I write an effective conclusion with several sentences. |
| Comments: | | | | |

Appendix 10

Audience Feedback:

Thank you for reading my text, I look forward to your feedback!

Please provide feedback and comments based on the following criteria:

Student Name: _____

| Criteria | 1 "Little Evidence" | 2 "Partial Evidence" | 3 "Sufficient Evidence" | 4 "Extensive Evidence" |
|-----------|------------------------|-------------------------|----------------------------|---------------------------|
| | | | | |
| Comments: | | | | |
| | | | | |
| Comments: | | | | |
| | | | | |
| Comments: | | | | |