



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

ENGLISH LANGUAGE ARTS 6

2010

"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.



Saskatchewan Catholic Schools Curriculum Permeation

Gr. 6 English Language Arts Faith Permeation Essential Connections

Unit Theme: Growing Up

“Growing Up” is a *multi-genre thematic unit* within the Personal and Philosophical context in the ELA curriculum. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

- God made us special
- Our Catholic faith guides us on our journey to discover our divine purpose.

Catholic Faith Big Ideas (answers to the essential questions):

Students will understand that:

- We have been given gifts to use for the glory of God.
- They will always face challenges but their Catholic faith and values will guide them through those difficult times.
- God gave us the gifts of the Holy Spirit to guide us on that journey

“I say, then: live by the Spirit and you will certainly not gratify the desire of the flesh.”

Catholic Faith Essential Skills:

The students will be able to:

- Live in the hope that Jesus has promised that He will always be with us. “And remember, I am with you always, to the end of the age.” Matthew 28: 20
- Understand that that should be their source of inspiration for their decision making.

Catholic Faith Essential Questions:

What do you think God’s purpose is for you in your life?

Do I take the time to ask Jesus to help me when I am struggling or making a decision?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

Before:

Who leads you through life? What makes a good guide?

During:

Read Psalm 23. Discuss why it is often read at funerals but it is, in fact, a song for the living.

What might be a “valley” in your life? How does this verse apply to your life today?

Paraphrase your favourite verse from Psalm 23. Meditate on a personal situation that is a struggle for you now. What is God saying to you through these verses?

It would be good to mention that silence and quiet are important to hear the gentle voice of Jesus in their hearts.

Introduction

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Focus Question: Who am I?

Faith Permeation:

Before:

a) Read You Are Special.

b) Explain how God created each one of them with wonderful and unique gifts. He loves them all completely and unconditionally.

During:

a) Students will title their paper with their own name and divide it into 4 quadrants.

b) Label the quadrants:

- Who is...
- Who loves...
- Who fears...
- Who hopes...

- c) Students will complete the phrases with as many people, items and adjectives (describing words) as they can.

After:

- a) Students will use pictures and the words from their rough copy to create a final copy to display on the class bulletin board "Who Am I?"

Faith Permeation Resources:

Read Max Lucado's You Are Special

Lesson One

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

Focus Question: What's in a name?

Faith Permeation:

Before:

- a) Were you named after someone?
- b) Does your name mean something special?
- c) Read p. 51 in Religion text on Naming Ceremonies of the Cowichan and other First Nation peoples.

During:

- a) Discuss the use of adjectives (they describe a noun).
 - What adjectives would you use to describe yourself?
 - What adjectives would people who know you well use to describe you?

- o Students will choose an adjective for each letter of their name to share with the class and display.

After:

- a) Read page 50 in text. The Holy Name in its short form is “Yahweh” and it literally means “I am who I am.” It can also mean “I am as I will show myself to be.” To Moses and his people, the Holy Name was God’s promise of action.

Journal entry:

- Who will I show myself to be?

Faith Permeation Resources:
You Shall Be My Witnesses

Lesson Two

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

Focus Question: What are some of the changes and challenges that you are facing?

Faith Permeation:

Before:

- a) Read Appendix 1 – Dear Abby letter to students.
- b) Journal entry:
 - What advice would I offer?
 - o Share responses with the class.

During:

a) In groups of three – students will assign roles: discussion director, recorder, presenter.

- What are some changes and challenges you face today?
- The recorders will write all responses on chart paper and the presenters will share responses with the class.

b) Watch the story of The Fiery Furnace (internet)

<https://www.youtube.com/watch?v=0QOIYJ0bRKY>

or the Bible Daniel:3 c) or view the Veggie Tales video of Rack, Shack and Benny.

After:

a) In their groups of three, the students will create a Venn diagram to identify the similarities and differences between the changes and challenges the characters in the story faced and what they face today.

Lesson Three**Outcomes & Indicators:**

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.7 Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.

Focus Question: How have others dealt with these changes and challenges?

Faith Permeation:**Before:**

- a) Discuss how even positive change can be stressful.
- b) Discuss different times they were faced with change or a difficult challenge?
 - What did you do?

- Who did you turn to?
- ✓ What did Shadrach, Meshach and Abednego do?
- Who did they turn to?

During:

- a) Read page 38 in Religion text – Moral Conscience.
- b) Discuss how the Holy Spirit, the Word of God, the witness and advice of good people, prayer and the teaching of the Church help form our moral conscience. CCC #1777, #1779 and #1785
- c) Read Psalm 20.
- d) Make a class list of all the things Psalm 20 promises.
- e) Discuss how sacrifices and burnt offerings suggest coming to God to be made right with Him.

After:

- a) What is one significant challenge in your life right now?
- b) What promises from Psalm 20 can help you with this challenge?
- c) How do you think God can help you walk through your challenge?

Faith Permeation Resources:

You Shall Be My Witnesses, Appendix 2
or Bibles

Lesson Four

Outcomes & Indicators:

CR6.5 Listen purposefully to understand, respond, and to analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g. acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

Focus Question: How can prayer guide me through challenging times?

Faith Permeation:

Before:

- a) “God never ceases to speak to us, but the noise of the world without and the tumult of our passions within bewilder us and prevent us from listening to Him” – François Fénelon.
- b) Discuss this quote. “We need to know the power of prayer in our lives and also that quiet and silence are needed to hear the gentle voice of Jesus in our hearts.”

During:

- a) Prayer is a powerful and personal experience with our Father. The method of prayer can be as varied as the individual.
- b) Discuss the various forms of prayer.
 - ✓ One example is teaching them the acronym ACTS: Adoration, Confession, Thanksgiving and Supplication
 - ✓ or very simply A (I love you...), C (I’m sorry...), T (Thank You...) and S (Please...).

After:

- a) The students will create a prayer based upon this model.

Lesson Five

Outcome & Indicators:

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

Focus Question: How does God speak to me?

Faith Permeation:

Before:

- a) How many of you keep a diary or journal?
- b) What kinds of things do you write in it?
- c) Why do you do it?
- d) Is it helpful?

During:

- a) Another way of coming to Christ in prayer during difficult times is through personal journaling.
 - ✓ Find a quiet place in the classroom or take the students outside to allow them to sit quietly with their thoughts.
 - ✓ Allow the students to meditate upon a particular challenge they are facing.
 - ✓ For ten minutes they will write everything that comes into their minds- even if it’s off topic briefly.
 - ✓ Their thoughts will wander but will eventually come back to the issue at hand.

After:

- a) Silencing the outside busyness of our lives to hear the gentle voice of Jesus is often difficult.
- b) We need to find a special time and a special place where we can go to be alone with our thoughts and prayers.

Journal entry:

- Where do you like to go to be alone with the Spirit?
- How are you most comfortable praying?
- Create one goal to help you on your spiritual journey.

Lesson Six**Outcomes & Indicators:**

CR6.5 Listen purposefully to understand, respond, and to analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g. acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

Focus Question: When do you feel most confident about yourself and your place in the world?

Faith Permeation:**Before:**

- a) The Holy Spirit is always with us to guide us on our spiritual journey.
- b) We know you are hearing His voice when what you think, say and do brings peace to your heart. Sometimes God speaks through other people.
- c) The Bible tells us that Jesus was “moved with compassion” for people.
 - This compassion is one of the clearest signs that God is talking to us.

During:

- a) In order to feel confident about ourselves and our place in the world, we must first be confident in our beliefs and values.
- b) These are ideas about what is important in life and they play a very important role in our decision making.

- c) We express our values in the way we think and act.
- d) In your notebooks, list as many of your core values as you can.
 - Then share and make a class list.
 - As you can see, values can differ from family to family.
 - Add the following to the class list if they haven't already been mentioned: honesty, integrity, compassion, self-discipline, respect, faith, love, family, compassion, hope, service to others, truth justice, forgiveness.
 - Students will choose what they feel are the most important values in shaping the person they want to show themselves to be.
 - Each student will create a want ad looking for a strong, confident Grade 6 student.
 - For example: WANTED: A Confident Grade 6 student. The successful applicant must be a person of integrity. He or she must not be afraid to do what he or she feels is right, even if it is difficult. This person must also be someone who values love. "Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment.
 - And the second is like it: 'Love your neighbor as yourself.' Matthew 22:37-40. (Students can give examples of the particular values and may use scripture to back up their request.) Want ads / posters can be shared and displayed in the class.

After:

- a) Our values are very important in being the person we want to show ourselves to be.
- b) They will represent and affirm who we are.
- c) They will be visible in the work we do and they will be reflected in our relationships with others.
- d) To be confident in ourselves and our place in the world we need to know what we value and believe in.
 - Which values are already well-rooted in your life?
 - Which values do you want to continue to deepen?

Lesson Seven

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning),

graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Focus Question: What can difficult situations teach you about yourself?

Faith Permeation:

Before:

- a) Can we expect a life free of trials and hardship when we live our life in Christ?
- b) Did Jesus ever suffer difficult times?
- c) Discuss how just as Jesus had his cross to bear, so too, shall we.
 - What could we consider our crosses?

During:

- a) Divide class into small groups.
- b) Give each group a scripture passage on difficult situations.
 - 2 Corinthians 7:11, Micah 7:8, 1 Peter 4:1-2, James 1:2-3 or any others. (Appendix 3)
 - The students will find the passage and discuss its meaning with their group members.
 - They will write out the passage and lesson that can be learned from it.
 - Present findings to the class and display in the class.
 - Read story of Joseph -Genesis 37
 - or watch Veggie Tales video Little Joe
 - or go to <http://www.scselasixpermeation.wikispaces.com> for an on-line version

After:

Journal Entry:

- Write about a difficult time in your life.
- What did you learn about yourself throughout the experience?
- Were you able to feel God's presence with you even in the darkest times?

Faith Permeation Resources:

Appendix 3, Bibles,

<http://www.scselasixpermeation.wikispaces.com>,

Veggie Tales Little Joe

Lesson Eight

Outcomes & Indicators:

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

Focus Question: What are the challenges you will have to deal with in the future?

Faith Permeation:

Before:

- a) Brainstorm the types of challenges they will deal with in the future.

During:

- a) Everyone faces challenges and struggles. How one deals with tough situations now will affect how you handle decisions and challenges in the future. Discuss who they will turn to in challenging times?
- b) Who can you trust to guide you?
- c) What will you rely on when making difficult decisions?
- d) What would happen if you didn't have someone good you could turn to in trying times? (fall in with a bad crowd, feel isolated, depressed, turn to alcohol or drugs, etc.)
- e) What if you weren't secure in your values or Church teachings? (easily misled, do things that you don't feel right about, get in trouble)
 - Students will work with a partner and role-play a situation where one friend has strong values, support system and faith in God which is in contrast to the second person.
 - Fast forward 5 years and they are both dealing with a similar challenge. How does each person approach the challenge?
 - Read about the man who built his house upon a strong foundation compared to the man who built his house without a foundation. Luke 7:46-49

After:

Journal entry:

- How do you see yourself in 20 years?
- How have you prepared yourself for the changes and challenges you may encounter along the journey?
- Do you have a strong foundation to build upon?

Appendix 1

Dear Abby,

I am very confused and don't know who to talk to. I have been away from home for quite a while now and although the separation from my family has been difficult, I have found some very good friends here. Lately, my friends and I have been getting some grief from the others, even from the one who calls all of the shots around here. They want us to do stuff I'm not too comfortable with. It's getting harder and harder to resist. I know deep down that it's not right and my parents would agree with me but they are so far away right now. We're on our own. The others are all saying it's OK and it won't hurt. Wouldn't it be easier just to give in so they'll leave us alone? I just don't know what to do. Please help!

Sincerely,
Confused & Conflicted



Appendix 2

Psalm 20

For the director of music. A psalm of David.

- 1 May the LORD answer you when you are in distress;
may the name of the God of Jacob protect you.
- 2 May he send you help from the sanctuary
and grant you support from Zion.
- 3 May he remember all your sacrifices
and accept your burnt offering Selah
- 4 May he give you the desire of your heart
and make all your plans succeed.
- 5 We will shout for joy when you are victorious
and will lift up our banners in the name of our God.

May the LORD grant all your requests.

- 6 Now I know that the LORD saves his anointed;
he answers him from his holy heaven
with the saving power of his right hand.
- 7 Some trust in chariots and some in horses, but
we trust in the name of the LORD our God.
- 8 They are brought to their knees and fall,
but we rise up and stand firm.
- 9 O LORD, save the king!
Answer us when we call!

Appendix 3

motivationalquotes.com

Since Jesus went through everything you're going through and more, learn to think like him. Think of your sufferings as a weaning from that old sinful habit of always expecting to get your own way. Then you'll be able to live out your days free to pursue what God wants instead of being tyrannized by what you want.

1 Peter 4:1-2

motivationalquotes.com

And now, isn't it wonderful all the ways in which this distress has goaded you closer to God? You're more alive, more concerned, more sensitive, more reverent, more human, more passionate, more responsible. Looked at from any angle, you've come out of this with purity of heart.

2 Corinthians 7:11

motivationalquotes.com

***Consider it pure joy, my brothers,
whenever you face trials of many
kinds, because you know that
the testing of your faith
develops perseverance.***

James 1:2-3

motivationalquotes.com

*Do not gloat over me, my enemy!
Though I have fallen, I will rise.
Though I sit in darkness,
the LORD will be my light.
Micah 7:8*

Appendix 4

(Genesis 37)

"Dad likes you best!"

That's what Joseph's big brothers thought.

They were sure their father liked Joseph best.

In some ways they were right. Joseph was the baby of the family. And new babies aren't much good at hunting, or watching sheep. Mostly they just roll around and cry a lot, and you have to do everything for them. So, when baby Joseph came along, of course Jacob spent a lot of time with him. Well, that, and babies are just so cute!

But, Joseph's brothers didn't like it.

And they didn't like Joseph.

They were jealous. They wanted Dad to spend time with THEM. And so as Joseph got older, they picked on him. It was easy to do because they were bigger and stronger. When Dad wasn't looking, they bossed little Joseph around. They put beetles in his bed. They were always making him do stuff for them - like he was their slave or something.

Well, one day they were all going to be in for a BIG surprise!

Of course, being mean to someone their father loved probably wasn't the best idea. Did they think hurting Joseph would make their father love them more? That wasn't too smart.

When Joseph was old enough, he went to work out in the fields with his brothers, watching over the sheep. Joseph was 17 now, and his brothers still didn't like him much.

It probably didn't help things that when Joseph went home at night, he told his father when his brothers were goofing around instead of working.

It really didn't help things much when one day, Jacob gave his son Joseph a new coat.

It was a wondrous coat!

It had long sleeves and was made of many colors. Joseph was so proud! He wore his new coat everywhere he went.

Well, that did it!

Now Joseph's brothers were SURE their father liked Joseph best. And maybe he did. But Jacob loved each of his sons, and would have given his life for any one of them.

Then one night, Joseph had a dream.

The next morning, they were all sitting down for breakfast (you can be sure it wasn't Cheerios or Cap'n Crunch! - more like goat's milk and cheese. Yum!). And Joseph said, "You should have seen this dream I had! I dreamed that we were all out in the field,

bundling our wheat together into sheaves. All of a sudden, my sheaf stood up all on its own - and then all of your sheaves made a circle around mine and bowed down to it!"

"Yeah, right!" said Reuben, as he reached over and finished Joseph's cup of goat's milk.

"Hey! Cut that out!"

"Make me, you dreamer! You think you are going to be the boss of us?!!" And all the other brothers laughed and poked at Joseph.

That night Joseph had another dream. The next morning at breakfast he told his brothers his new dream. "Last night I dreamed the sun, the moon and eleven stars were bowing down to me!"

"Oh Great and Mighty Joseph!" his big brother Levi said, and bowed down to Joseph - and then he swiped his cheese. All his other brothers laughed and teased Joseph all the more. "Dreamer! Dreamer!"

Poor Joseph didn't know what to do. He told his dream to his father, and even his father had enough of his nonsense, "You think your mother, your brothers and I are going to bow down and worship you?!"

But, it wasn't nonsense.

It was from God.

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Gr. 6 ELA	Unit: Growing Up
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p>	



Gr. 6 English Language Arts Faith Permeation Essential Connections

Unit Theme: Looking For Answers

“Looking For Answers” is *multi-genre thematic unit* within the Social, Cultural and Historical context in the ELA curriculum. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

- “You shall love your neighbour as yourself.” Matthew 22:37-39
- “Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.” Matthew 25:40

Catholic Faith Big Ideas (answers to the essential questions):

Students will understand that:

- There is much suffering in the world and our faith calls us to care.
- Our Catholic faith is not private – we are called to reach out to our neighbours.
- “Just so, the Son of Man did not come to be served but to serve and to give His life as a ransom for many.” Matthew 20:28

Compendium of the Catechism of the Catholic Church, #404

Catholic Faith Essential Skills:

The students will be able to:

- Demonstrate that service to others is central to the life of a Catholic Christian.

Catholic Faith Essential Questions:

How can I use my gifts to serve others in my parish, in my community, in my school, and in my home?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

Lord, make me a channel of your peace

The students will examine the needs of their home, school, parish, and community. How can they use their combined gifts to be God's witnesses and be the light of Christ for others? They will identify a need and problem-solve how they will help and then carry out the plan.

Introduction

Outcomes & Indicators:

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic?, during ?e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

Focus Question: What questions are we searching to answer?

Faith Permeation:

- a) We look around our society and world today and are bombarded with a million questions. Brainstorm a number of questions about world issues that they are searching to answer.
 - ✓ How did these unanswered questions make them feel about the world we are living in?
 - ✓ How does our faith respond to these questions?
 - ✓ Create a title page for this unit of study.
 - Cover the page with questions about the world we live in.

Lesson One

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Focus Question: What is your idea of a perfect world?

Faith Permeation:

Before:

- a) Ask them to jot down in their own books their idea of a perfect world.
- b) Share some responses.
- c) Use the 1940's Walt Disney motion picture Fantasia to activate prior knowledge about the word "Fantasia." Fantasia or fantasy is something considered to be unreal, a mental image, an ingenious or fanciful thought; a fantastic idea.

During:

- a) Read the poem "Fantasia" page 93 of the Cornerstones 6a anthology, or Appendix A.
- b) Review the meaning of the word "fantasia."
 - Explain that for there to be peace- there must first be justice.
 - We cannot have one without the other.
 - So a perfect world is one of peace and, therefore, justice for all.
 - o Is this fantasy?
- c) Jesus calls us to seek justice. "This is what the LORD says: 'Let not the wise man boast of his wisdom or the strong man boast of his strength or the rich man boast of his riches, but let him who boasts boast about this: that he understands and knows me, that I am the LORD, who exercises kindness, justice and righteousness on earth, for in these I delight,' declares the LORD." ????
- d) The students will create a travel brochure for their newly-created "fantasia" land.
 - What is its name?
 - Describe it in detail:
 - o What does it look like, sound like, feel like...?

After:

Journal Entry:

- Are we living in your idea of a perfect society? Why or why not? What would you change?

Faith Permeation Resources:

Compendium of the Catechism of the Catholic Church: #404, 411,

Lesson Two

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Focus Question: What issues in the news concern you as an individual?

Faith Permeation:

Before:

- a) Ask students what the two most important commandments are.
- b) Come to a class consensus and then read: "Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbor as yourself.' Matthew 22:37-40.

During:

- a) View video of Black Eyed Peas song "Where is the Love?"
<https://www.youtube.com/watch?v=WpYeeKQkAdc>
 - b) Brainstorm issues in the news that are a concern for them.
 - Some categories to get them thinking: environment, war, peace and politics, violence and bullying, poverty, international human rights, HIV and sexuality, education, animal welfare, entertainment or sports.
 - Students will work in small groups to create a collage of pictures and words regarding the issues that concern them. They may choose the title "Where is the love?"
- or
- c) Have the students create a poem or collage representing where there IS love in their world.
 - For example, family, pets, teams, heroes, charities, service projects, Blessed Mother Teresa, human interest stories.

After:

Journal entry:

- Are we living these two very important commandments? Why or why not?

Lesson Three

Outcomes & Indicators:

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic?, during ?e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstrations, and a short dramatization.

Focus Question: What are the Fruits of the Holy Spirit?

Faith Permeation:

Before:

- a) Read John 15:10-17 together. Discuss what Jesus meant by this passage. He chose us and appointed us to "go and bear fruit that will remain, so that whatever you ask the Father in my name he may give you."
 - You could bring in some cut up fruit and discuss its characteristics . (It must first be planted, grows slowly from a tiny seed into something wonderful, and must be shared and enjoyed.)

During:

- a) Explain that when you belong to Jesus, the Holy Spirit lives in you. God gives you the power and ability to display his character traits of love, joy, peace, patience, kindness, gentleness and self-control.
- b) We call these the Gifts of the Holy Spirit.
 - The "seed" is planted by the Holy Spirit and continues to grow with constant nurturing and attention. These gifts, as well as our faith, are not to be kept to ourselves. They must be shared with others. "Give, and gifts will be given to you; a good measure, packed together, shaken down, and overflowing, will be poured into your lap. For the measure with which you measure will in return be measured out to you." (Matthew 5:42)
- c) Divide the students into 7 equal groups.
 - Using the jig-saw strategy, students will become "experts" on one particular gift, creating a poster to display on a class bulletin board and then go out to another group and teach the new group members about that gift. Students will all need to take jot notes on all of the gifts in their notebooks.
 - Or Students create a commercial that demonstrates their group's gift.

After:

Journal entry:

- How can you give away the gifts of the Holy Spirit? How do you give away Love? Joy?
 - o Give examples.

Lesson Four

Outcomes & Indicators:

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

Focus Question: Are the issues that concern you general (homeless, environment, treatment of others) or specific (a person having a difficult time).

Faith Permeation:

Before:

- a) Students work together to make a list of all the people Jesus reached out to in peace and love.

During:

- a) The Gifts of the Holy Spirit move us to reach out to others to share God's love. Jesus reached out to the marginalized (discuss this term), the poor, the sick, etc. He is our model of compassion and service to others.
- "You call me 'teacher and 'master', and rightly so, for indeed I am. If I, therefore, the master and teacher, have washed your feet, you ought to wash one another's feet. I have given you a model to follow so that as I have done for you, you should also do. Amen, amen, I say to you, no slave is greater than his master nor any messenger greater than the one who sent him. If you understand this, blessed are you if you do it." John 13: 13-17.
- b) For one week, students will take note of friends, family even people in the news or entertainment world who have displayed any of the Fruits of the Spirit.
- Each one can be added to a class bulletin board to celebrate the Gifts of the Holy Spirit in others.

After:

Journal entry:

- How does the Holy Spirit move you to reach out to others?

Lesson Five

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic?, during ?e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CR6.5 Listen purposefully to understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

Focus Question: What have others done to address your concerns and how have they made a difference?

Faith Permeation:

Before:

- a) Read Student Text, pages 78&82- You Shall Be My Witnesses - Born of the Spirit Program pages 78 and 82 – “Here I am, send me “and “Here am I, the servant of the Lord.”
 - Discuss how Isaiah’s and Mary’s willing hearts helped make a difference.

During:

- a) Students will watch the video “A Thousand Questions”
 - <http://www.youtube.com/watch?v=YiNBmNI88Pk>
 - and complete questions in Appendix B.

After:

- a) Conclude with music video of the hymn “Here I Am Lord.”
 - http://www.youtube.com/watch?v=otaSC_NHlCw

Lesson Six

Outcome & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic?, during ?e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Focus Question: What have others done to make a difference?

Faith Permeation:

Before:

- a) "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."
- b) Read Matthew 25: 31-40. Students use these sentence starters to give examples from their own lives.
 - I was hungry and you gave me ...
 - I was thirsty and you let me have ...
 - I was cold and you loaned me...
 - I was crippled and you ...
 - I was sick and you brought me ...
 - I was grounded and you ...

During:

- a) Themes 21 and 22 in the Student Text, pages 126-139, You Shall Be My Witnesses Born of the Spirit Program contain some excellent stories of how ordinary people made tremendous differences by showing God's love to others. (It includes the corporal works of mercy, the people of Peggy's Cove, Jean Vanier, Mother Teresa, Father Emmett John and Dorothy Day.)
 - There is also an excellent address by Mother Teresa (found online at http://www.ewtn.com/New_library/breakfast.htm about reaching out to others as Jesus taught us.

b) Students make a collage or slideshow of how we have reached out to our neighbours to carry out Jesus' message.

For example:

- o We couldn't afford to have breakfast in Moose Jaw and you donated food.
- o We suffered a tsunami in Thailand and you sent us supplies and prayers.
- o We were crippled in Africa and you sent us wheelchairs.
- o We had a hurricane in New Orleans and you helped us build new homes.
- o We were in prison in South Africa and...

After:

Journal Entry:

- How have each of the people we read about today shown the Fruits of the Spirit in their lives?

Lesson Seven

Outcomes & Indicators

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic?, during ?e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Focus Question: What can you do as an individual? What can a group do?

Faith Permeation:

Before:

- a) Discuss the phrase – “One voice can make a huge difference.”
- b) Read young Canadian-Ryan Hreljac’s story on his website for his foundation Ryan’s Well <http://www.ryanswell.ca/>.
 - ✓ He began this organization when he was ten years old.
 - ✓ He was moved by compassion after learning that so many people in developing countries do not have clean water to drink.
 - ✓ As of 2009 his foundation has contributed a total of 502 water and sanitation projects in 16 countries bringing clean water and sanitation services to over 621,712 people.
 - ✓ The Foundation has raised millions of dollars.

During:

- a) Each of us can use our gifts to make a difference in the world.
 - ✓ We do not do it by achieving great things but by doing over and over again the small things of which we’re capable.
- b) Choose and research an individual (someone you know personally or someone you’ve read or heard about) and find out what he or she did to make a difference and what moved them to say, “Here I am, send me.”
 - ✓ Include a picture in your report which will be presented to the class.

After:

Journal entry:

- ✓ How can I use my gifts to serve others:
 - in my parish
 - in my community
 - in my school
 - and at home?

Appendix A

FANTASIA

Poem by Eve Merriam

I dream
of
giving birth
to
a child who
will ask,
‘Mother,
what was war?’



Appendix B

A Thousand Questions

This story, told in poetic language and music, is the fictional account of a young film-maker who is travelling the world looking at it through her unblinking lens. She sees the beauty, the pain and destruction, the hope and disappointment, and she passionately asks God:

(WHY? Why is mankind in such a mess? Why has God allowed it to happen? What in the world can be done about it?)

What heart-breaking issues does she demand an answer for?

(poverty, environmental issues, terrorism, war, HIV, etc)

She knows God's ancient story says He gave up His life for love but she doesn't see the fulfillment of the promise for healing and justice in the world. Her cries become more urgent as she cries, "Where is it? I don't see it! I don't get it...The earth is groaning night and day...I hear their voices haunting me...Who will come and set them free?

What is God's answer to her passionate pleas?

(God's people step forward to serve others. Here Am I – Send Me!)

What was your reaction to this video?

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Gr. 6 ELA	Unit: Looking For Answers
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p>	



Gr. 6 English Language Arts Faith Permeation Essential Connections

Unit Theme: Tales – Heroes, Deeds and Wonders

“Tales –Heroes, Deeds and Wonders” is a *multi-genre thematic unit* within the Imaginary and Literary context in the ELA curriculum. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

The Catholic church has many spiritual heroes through whom God has worked great wonders and deeds.

I believe in the communion of saints. (Creed) 564

“Just so, I did not come to serve but to serve and to give my life as a ransom for many.” Matthew 20:28

Compendium of the Catechism of the Catholic Church #194-195

Catholic Faith Big Ideas (answers to the essential questions):

Students will understand that: “God uses ordinary people, young/old, rich/poor, male/female, to do extraordinary work for His glory.”

Catholic Faith Essential Skills:

The students will be able to:

- name and discuss some past and present Catholic heroes.
- understand that we are called to become holy, to become saints. (To be “holy” is to be a follower of Jesus in the best possible way that you can.)

Catholic Faith Essential Questions:

- Who are the spiritual heroes in my life?
- What stories from my Catholic faith have inspired me to be a holy person?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

- Students will research a hero from the Bible. Identify Catholic virtues he or she portrays.

Unit Instruction Plan/Lesson Sequence

Introduction

“The Bible is the ultimate publishing phenomenon. It’s been atop the best-seller list since Johannes Gutenberg, the inventor of the printing press, ran the first copies some 500 years ago. Since then, it’s been translated into more languages and sold more copies than any other book in history. Recent statistics indicate that well over 150,000 new Bibles are sold or give away each day!” (The Bible for Dummies)

The Bible was inspired by the Holy Spirit. Some of its writers included a diverse bunch, and include shepherds, kings, farmers, priests, poets, scribes, prophets and fishermen. And of those people, many were not the most up-standing citizens. We may wonder why God chose some of these people to tell our sacred story but as we will see, God uses ordinary people to do extraordinary things for His Glory.

In small groups, students will compile a list of some of their favourite Bible stories. Share to create a class list. You can even rank them in order.

Note: The Bible is divided up into two parts: The Old Testament and the New Testament. Discuss the connotation of the word choice “old” and “new” and why many people refer to them rather as the Hebrew Scriptures (Old) and Christian Scriptures (New).

Outcomes & Indicators:

CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s non-verbal cues) to construct and confirm meaning.

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others’ ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Lesson One

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays for First Nations, Métis, and other cultures.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g. acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct and to communicate meaning.

CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

Focus Question: What are the qualities of a good or well-told story?

Faith Permeation:

Before:

- a) Share one of your favourite Bible stories with the students or view a video.
 - Grade 6 students still enjoy any of the Veggie Tales!
 - Explain why the story speaks to you.

During:

- a) Refer to the class list of favourite Bible stories from last class.
 - Why do they appeal to us?
 - Possible answers: We can often relate to the characters and how they feel. Characters are not perfect – just like us. We can take something new from it each time we hear them. They reaffirm our faith and trust in God.
- b) Discuss some of the common themes or truths in our sacred stories.
 - Possible answers: God's unconditional love, good conquers evil, underdog triumphs, love conquers all, reinforces Catholic values, etc.
 - With a partner, students will choose a favourite story and retell it to their classmates with a new twist.
 - They may change the setting (time or place), characters, language (formal vs. informal).
- c) Discuss audience and appropriate voice and purpose. They may choose the format (storybook, skit, short story, radio play, etc.) The underlying truth and message will remain the same.
- d) Discuss how Veggie Tales is an excellent example of retelling a traditional story with a new twist.

After:

Journal entry:

- What does your favourite Bible story mean to you?
- What does it teach you?

Lesson 2

Outcomes & Indicators:

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

CC6.8 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

Focus Question: What do these tales teach us about other people, times and places?

Faith Permeation:

Before:

- a) Examine the class list of Bible stories. Identify the Heroes of each story.
- How would we describe him/ her? (young/old, rich/poor, male/female).
 - What conclusions could we come to?

During:

- a) God uses ordinary people, young/old, rich/poor, male/female, to do extraordinary work for His glory. They were flawed just like us. Each of the heroes has an important lesson in faith for us. By obeying God, they were used in miraculous and powerful ways to help change the course of human history.
- b) The students will choose 5 different Heroes/Heroines of the Bible. (See resources below.)
- They will create 5 “Superheroes of the Bible” trading cards. (Make on larger cardstock so they won’t be so crowded.)

- Each Superhero card must have a picture of the hero and a symbol depicting his/her story on one side. The other side of the card will include the hero's story in the student's own words and his/ her lesson in faith. Encourage students to do some readings to find the 5 that speak to them – a brief list of heroes in Appendix A

Faith Permeation Resources:

Some Heroes of the Bible - <http://www.gospelweb.net/OldTimersWorks/heroes.htm>,

Appendix A

After:

Journal Entry:

- The students will share their cards with the rest of the students.

Lesson 3

Outcomes & Indicators:

CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about the topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions), viewing, listening, and reading.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade-level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Focus Question: How have others used their gifts to make a difference?

Faith Permeation: Note that this project would be perfect to plan for All Saints Day, Nov. 1st.

Before:

a) Begin by reciting the Apostle's Creed with the students.

- The heart of the creed says "I believe in the Holy Spirit: the Holy Catholic Church; the communion of saints."
- Ask the students to list as many saints as they can.

During:

a) Throughout history, there have been many men and women who stood up and said, "Here I am – send me." We ask them to pray for us but do we really know them?

- Read Student text page 163-167 in You Shall Be My Witnesses.

- b) The students will each choose their own saint to research and present to the class.
 - c) They will use large popsicle sticks, googly eyes, and fabric or construction paper to make costumes and props to recreate their saint.
 - d) They must include some sort of symbol to set them apart from the others. (St. Patrick may be holding a shamrock).
 - e) Each saint will have an informational card explaining when and where they were born, why they become canonized, what we can learn from him/her and if they are the patron saint of something.
 - f) The students will present their saints to the class and then display them with their information cards around the classroom.
- or
- g) Students research the life of a saint
 - Their birth date.
 - Canonization date, why they were canonized.
 - What they are patron of
 - A prayer from their life along with a picture or illustration.
 - Present it on a poster board to be displayed at school or the local parish.
 - Students may dress as their saint when presenting their project.
 - You may also want to host a pot luck lunch including representative foods from their saints or their saint's homeland on the day of presentation to celebrate the "feast" of All Saints Day.

After:

Journal entry:

- What risks does a disciple of Jesus face in our society today?

Read the poem:

Why were the saints saints?

Because they were cheerful

When it was difficult to be cheerful,

Patient when it was difficult to be patient;

And because they pushed on when they wanted to stand still,

And kept silent when they

Wanted to talk,

And were agreeable when they wanted to be disagreeable.

That was all. It was quite simple. And always will be.

Faith Permeation Resources:

- You Shall Be My Witnesses
- Saint of the Day website - <https://www.catholic.org/saints/sofd.php>

Lesson 4

Outcomes & Indicators:

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

Focus Question: What do these tales teach us about ourselves?

Faith Permeation:

Before:

a) Students perform skits

- Such as the skit about David found in 24 Tandem Bible Hero Storyscripts, Steven James, Standard Publishing, 2003, ISBN 0-7847-1321-9

During:

a) Discuss how our faith heroes were flawed (some more than others) just like us.

b) If God can choose someone like Esther or even David to be his witnesses – why not me?

c) Read about some modern day faith heroes- Georges and Pauline Vanier or Brother Roger of Taizé

- Student Text, pages 106-107- You Shall Be My Witnesses - Born of the Spirit Program

After:

Journal entry:

- Who are some other modern day faith heroes?
- Explain why.

Faith Permeation Resources:

- You Shall Be My Witnesses
- 24 Tandem Bible Hero Storyscripts, Steven James, Standard Publishing, 2003, ISBN 0-7847-1321-9

Lesson 5

Outcomes & Indicators:

Focus Question: How do these tales help us see our own potential and inspire us to fight for our own causes?

Faith Permeation:

Before:

a) View video - You Raise Me Up

<http://www.youtube.com/watch?v=sza4rh1YzsM&feature=related>.

- Discuss the emotion in the video. This video speaks to the heart about how much God loves us. The viewer is able to see Jesus through his mother's eyes. The love an earthly parent has for his/her child is the closest we come to God's love for His children – but the truth is that God loves us infinitely more. When you no longer look on a situation as just merely an observer but as a participant, the emotions involved are so powerful.

During:

a) Ask students to close their eyes.

- Lead them through a guided meditation of when Jesus told the little children to come to him. (Luke 18:15-17) But this time, the students are no longer an observer but a participant.
 - The adults are trying to shoo you away from Jesus, but wait... He puts up His hand and says, "Let the little children come to me." Then He reaches out to embrace you. He blesses you, placing His hands on you. Encourage the students to use their five senses to really experience the story from a different perspective.
 - What do you see? Hear? Feel? Smell? Taste?
 - Open your eyes and journal about your experience.

b) Explain to the students that the Ignatian style of prayer is one in which you are no longer an observer but a participant in a Bible story.

- In order to transport yourself into the story, you must focus on your five senses. After living the story first-hand, you must journal all that you experienced.

c) The students will choose an event from the Bible to "participate" in.

- They may choose the above example or they could be someone in the crowd as Jesus was put on trial and led away to Golgotha. Perhaps they were pushed forward to help Jesus carry His cross or maybe you stepped forward to wipe His face.
- Using the RAFTS strategy, the students will assume the role of a participant in the story. After the student's interaction with Jesus, he/she will compose a letter to describe their experience with Jesus to his/her family. Focus on the five senses.

After:

a) This form of prayer can be used any time by the students. Journal entry: What is your reaction to the Ignatian style of prayer? Would this be something you will add to your prayer life?

Appendix A

Some Heroes of the Bible

Adam, Eve

Abraham, Sarah, Isaac

Noah

Moses, Miriam, Aaron

Joshua, Rachel

Deborah, Gideon, Samson

Ruth, Naomi

Hannah, Samuel

David

Esther, Mordecai

Daniel

Shadrach, Meshach, Abednego

The Disciples

Stephen

Paul

Jesus

Mary

Teacher Catholic Faith Integrations Reflections <i>What have I learned about teaching this unit?</i>	
Gr. 6 ELA	Unit: Tales – Heroes, Deeds and Wonders
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p>	



Gr. 6 English Language Arts Faith Permeation Essential Connections

Unit Theme: Taking Flight

“Taking Flight” is a *multi-genre thematic unit* within the Environmental and Technological context in the ELA curriculum. Specific outcomes are listed for each learning activity.

NOTE: All highlighted/shaded areas indicate faith permeation.

Catholic Faith Focus for Learning:

The wonder and glory of creation surrounds us every day: the birds in the sky, the stars in the sky “Christ communicates His Spirit and the grace of God through the sacraments to all the members of the Church, who thus bear the fruits of the new life of the Spirit. The Holy Spirit is also the Master of prayer.” Compendium of the Catechism of the Catholic Church #146

Catholic Faith Big Ideas (answers to the essential questions):

Students will understand that:

- The Holy Spirit is the “wind” that inspires us to reach beyond our perceived limitations.

Catholic Faith Essential Skills:

The students will be able to:

- Appreciate the power of the Holy Spirit of Jesus in their lives to lead them to the full potential to which God calls them.
- Explore their inner “God space” through prayer, reading the scriptures and listening to the teachings of the Catholic Church.

Catholic Faith Essential Questions:

- Do I believe there is a “God space” within me?
- Do I believe prayer is important?

Description of Culminating Assessment Task – Integrating Catholic Faith (end of unit assessment):

The students will take part in a teacher-led meditation – *Prayer of Imagination-Journey to the Heart* (see Appendix L for this prayer experience).

Unit Instruction Plan/Lesson Sequence

Imagine, Investigate, and Inquire

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

Informally, assess students' interest in various topics and ideas associated with the unit. As they work through the unit, consider their understanding of the science and language concepts and processes.

- “When once you have tasted flight, you will forever walk the earth with your eyes turned skyward, for there you have been, and there you will always long to return.” (Leonardo da Vinci)
- “The sky is the only place where there is no prejudice. Up there, everyone is equal. Everyone is free.” (Bessie Coleman)
- **I can not imagine anyone looking at the sky and denying God.” (Abraham Lincoln)**

Begin a language profile for the class.

Flight

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Sample Lessons 1 through 5 (approximately 1 ½ weeks)

- Ask the students if they have ever dreamt of being able to fly or travel in space. The ability to fly is shared by a variety of living things and human inventions. For many centuries, humans have marvelled at the ability of living things to attain flight and have developed a variety of devices to recreate that ability (*Common Framework of Science Learning Outcomes K-12*, 1997, p. 163).

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Note students' abilities and willingness to explore the focus questions as well as to make connections with each of the activities and the related science concepts.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Question 1

- How can birds, insects, bats, kites, planes, and rockets fly?
- Can people fly?
- How do living things and flying devices achieve lift, movement, and control?
- Why can we not fly an airplane to the moon?

Find in g Out (Science Inquiry): How Do Things Fly? Let's Go Fly a Ki te...

Encourage students throughout the unit to share their personal questions and to note them for possible inquiry.

Lesson One – 50 to 100 minutes including introduction to the unit

- How does flight work?
- What makes a kite fly?
- What factors affect its flight?

Are students able to reflect and imagine? What aspects of flight and space seem to pique their interest?

Possible Science Concepts

- Forces such as weight, lift, thrust, and drag affect flight.
- Other factors such as pitch (angle of attack) play a role.
- Bernoulli's Principle offers an explanation of lift.
- Wind speed and turbulence affect the flight of a kite.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Are the students willing to participate in a discussion? Do they listen courteously and attentively to others? Do they build on each other's ideas? Do the students speculate and reflect? Are they problem solvers?

Some vocabulary: weight, lift, thrust, drag

Note: Decide how much attention to give to vocabulary, which words should be taught, and when and how they should be taught. Science texts are often dense in new words and concepts. In

selecting the vocabulary to be taught, consider Herber's (1978) four criteria: relation to key concepts, relative importance, students' ability and background, and potential for enhancing independent learning. The judicious choice of a few key words can maximize students' learning.

Suggested Resources: "Flying a Kite" (Grade 6 Appendix B) or a similar article about what makes a kite fly

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Before Reading:

Do students formulate predictions and questions to guide their reading?

- a) "Any kite will fly if it finds enough wind to lift it and keep it in the sky." Kites work the same way as all other flying things. They put air and wind to work to help them fly.
- b) To help students learn about what makes a kite fly, have them read the article with the following questions in mind:
 - ✓ What role does wind and design play in flying a kite?
 - ✓ What are the four main parts of a kite?
 - ✓ What are the four forces that affect a kite as it flies?
 - ✓ What did Daniel Bernoulli discover?
 - ✓ What are some steps in making a kite?
 - ✓ What are some different shapes that a kite can take?
 - ✓ How does one get and keep a kite in the air?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

During Reading:

Do students locate text information in response to questions?

Do students use text features (including illustrations) as an aid to meaning?

- a) Read the article aloud to the students and note the text features including title, headings, organization of text, and diagrams.
- b) Review the seven questions above with the students.

- c) With these questions in mind, have students read the article silently. Encourage them to make use of the text features to help (i.e., title, headings, text, and diagram) locate where the answers to each question may be found.
- d) When students think that they have located the answer to a question, encourage them to pause and think about how they might answer the question as if they were explaining the answer to a friend.
- e) Have students then write the answer in their own words trying to be as clear as they can in their explanation.
- f) Model one or two question responses for students.

After Reading:

Do students record and organize information (e.g., in their jot-notes, web, charts)?

What do students know about text features and how they can be used as an aid to meaning?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- a) When authors write articles (texts), they keep their audience in mind. They look for parts that could be made clearer by the addition of a special heading, illustration, chart, map, or explanation of a special term or word.
- b) Ask students how these text features can help understand this article.
 - ✓ How many headings are in the article?
 - ✓ What makes the headings easy to identify (bold type, space apart from paragraphs)?
 - ✓ How do the headings help readers know what the article discusses before reading the article (they are the main ideas)?
 - ✓ Which diagrams made the text easier to understand?

Language Study

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Many articles on science contain some specialized terms related to the topic. Understanding the meaning of words can help students understand what they are hearing, seeing, and reading. To learn a word and use it effectively requires students to understand and associate meanings based on background knowledge.

Use one of the following words to model the use of a word family tree:

- gravity
- weight
- lift
- thrust
- drag
- bridle
- frame
- or covering

What word attack strategies do students employ? Can they talk about their strategies?

Read this quote to students: “Flying has always been to me this wonderful metaphor. In order to fly you have to trust what you can’t see.” (Richard Bach)

Use the Think/Pair/Share strategy to define faith. Reread Bach’s quote and discuss how it applies to our faith. Too many people want physical proof before they can believe in something. Even Thomas, one of Jesus’ twelve disciples, said he would not believe unless he saw Jesus. What was Jesus’ answer to him when he saw Jesus?

“Because you have seen me you have believed, blessed are those who have not seen and yet believe” John 20:29. This is the theological virtue known as faith, believing in something we do not see because we know it in our hearts to be true.

The text features of a poem are very different from an article. What use of text features do students make? Are students able to explain the main idea communicated in the poem?

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

See also Compendium of the Catechism of the Catholic Church, #386.

- **What is the virtue of faith?**
 - **Faith is the theological virtue by which we believe in God and all that he has revealed to us and that the Church proposes for our belief because God is Truth itself. By faith the human person freely commits himself to God. Therefore, the believer seeks to know and do the will of God because “faith works through charity” (Galatians 5:6). #27**

What do students know? What strategies do they suggest for finding out more about a topic or question?

Science Inquiry: How do Birds, Bats, and Insects Fly?

Lesson Two - 100 minutes

- Though humans cannot fly like birds, we can learn a great deal about lift and thrust by how birds' wings work. How do birds and other flying creatures such as insects and bats use their wings to fly?

Possible Science Concepts

- The lift is created by the movement of the air around the birds' wings.
- Thrust is created by birds flapping their wings.
- Flight and thrust require huge amounts of energy, metabolism, and oxygen.
- Important parts of a bird's body include the feathers, wings, skeletal structure, tail, flight muscles, and breastbone.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

Can students respond appropriately to the ideas presented and the prompts? Do students support their responses with references to text? Do students build on the ideas of others?

Some vocabulary: lift, thrust, parts of the bird's body

Suggested Resources: "Flight" (George Johnston) (*The Wind Has Wings: Poems from Canada*), "Humming Bird" (Felice Holman) (*Literature and Language Arts: Exploring Literature*, 2001), or another poem about a bird or insect (e.g., dragonfly) and the ability to fly

Before Reading:

Can students formulate questions and predictions to guide their investigations ("finding out")? What resources do students use?

- a) It has been argued that birds inspired humans' first attempts to fly. Read aloud the following poem by Victor Hugo and ask students to explain the main idea communicated by the poem.

Be like the bird, who
Halting in his flight
On limb too slight
Feels it give way beneath him,
Yet sings
Knowing he hath wings.

- b) Remind students that poems have very different text features than an article and ask students to keep this in mind when they read the poems "Flight" and "Humming Bird".

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Do students think carefully about what they know and need to know?

During Reading:

Can students see the relationships between the kite and the bird? Do they understand how each force affects the kite and the bird?

- a) During the first reading ask the students to think about what images the poems create in their minds.
- b) Have students read the poems again and consider the following:
 - What does this poem capture about hummingbirds?
 - Why are we fascinated by the hummingbird's ability to fly?
 - You are a person living in prehistoric times. You see a large bird soaring in the sky.
 - What are you thinking?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Can students compose meaning by writing? Are they able to express what they have learned clearly in their own words?

After Reading:

What strategies do students use to explore a question? What resources do they seek?

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

- a) K-W-L Inquire Chart (Grade 6 Appendix A) to show students how to find out about things.
- b) Pose Question 1:
 - How is a kite similar to a bird?

- c) Pose Question 2:
 - ✓ What physical traits help a bird fly?
 - ✓ What do we already know?
 - ✓ What do our resources tell us (e.g., light weight, feathers, wings, tail, shape of body)?
- d) Pose Question 3:
 - ✓ How is a bird affected by the same forces that affect kites (i.e., weight, lift, thrust, and drag)?
 - ✓ What do we already know?
 - ✓ What can we speculate?
 - ✓ What do our resources tell us?
- e) Encourage students to put information from other sources in their own words and when others' ideas are worthy of direct quotation, how to document the source. Also encourage students to note other interesting information they have learned and always ask other questions.
 - ✓ What else do they want to know?

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

How clearly and effectively can students explain to someone else the role of lift and thrust in the flight of an airplane?

Note: Use a variety of sources to model this K-W-L Inquiry including science resources, general knowledge resources such as encyclopedias, and Internet sites.

Do students use a word attack strategy? Do they rely on one cueing system over another?

“Oh, that I had wings like a dove, for then would I fly away, and be at rest.” Psalm 55:6

How Do Planes Fly?

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Lesson Three – 100 minutes

- ✓ Because humans cannot fly like birds, they had to invent a different approach to flight and separate the functions of lift and thrust. How do constructed devices such as gliders and planes fly? How do they work? How do they control directions and altitude while in flight?

Possible Science Concepts

- ✓ An airplane must create enough lift to support its own weight.
- ✓ An airplane must provide thrust to propel itself and to overcome drag.

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions. Did students set a “reasonable” purpose for listening?

Note: Each area of study has its own specialized technical vocabulary that helps students comprehend concepts and major ideas and communicate about them. Students can learn this vocabulary (1) incidentally, (2) through self-inquiry, and (3) through direct teaching. In addition, students need strategies for learning vocabulary including consideration of context, structure, sound, and dictionary (CSSD).

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Listening to a Poem About Flight

Activity 1

Suggested Resources: “High Flight” (John Gillespie Magee Jr.) [see online listening package accompanying this curriculum] or a similar poem about the joy of flight

- Did students comprehend the poem?
- Where they able to relate the tone of the poem to their own attitude to flight?

Before Listening:

What listening strategies do students use?

- a) Ask the students if they have ever flown in a plane.
 - What was it like?
 - How did they feel?
 - What is it like to fly in a small plane?
 - In a glider or balloon?
- b) In 1940 Magee enlisted in the Royal Canadian Air Force and became a pilot. He wrote “High Flight” while flying one day and sent it to his parents with a note, “I am enclosing a verse I wrote the other day. It started at 30,000 feet and was finished soon after I landed.” Three months later, Magee was killed when his Spitfire collided with another plane inside a cloud during the Battle of Britain. “High Flight” is the official poem of the Royal Canadian Air Force.
 - How did Magee feel about flying?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

During Listening:

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

- a) Have students listen twice to a reading of the poem. First, have them listen for the general idea and tone of the poem.
- b) Prepare a cloze version of the poem and ask students to listen a second time using a listening guide. In the cloze version, delete the descriptive verbs and adjectives (e.g., danced, wheeled, soared, sung, hovering, shouted, flung, topped, flew, touched) and have students record the words as they hear them.

Can students complete the listening guide to show understanding of main ideas in text?

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

After Listening:

- a) What is Magee's view of flight?
 - How do the words that he chose support your opinion?
- b) How is Magee's view of flying similar to or different from yours?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Can students use note-making strategies as they listen?

"It is though we have grown wings, which thanks to Providence, we have learnt to control."
(Louis Blériot, Atlantic Monoplanes of Tomorrow)

Ask students to explain the term Providence. One of the great mysteries of our faith is the Trinity. We believe God exists in three persons: Father, Son and Holy Spirit (see Compendium of the Catechism of the Catholic Church, #48 and 49). One way to explain this to students is to examine the nature of water. Water is a single compound that can exist in three states – liquid, ice and vapor. An egg is another example. It is comprised of the white, the yoke and the shell, yet it is still one egg. The Old Testament word for the Holy Spirit literally means "wind". The New Testament word means "breath" or "breeze". We can think of the Holy Spirit as the

“Breath of God”. The Holy Spirit often appears as a dove or rushing wind. Just as a kite needs wind for it to soar to new heights, so too, do we. We need the Holy Spirit working in us to guide and sustain us, helping us soar to unimaginable heights. The Holy Spirit lives in us, teaches us, guides us, prays for us, loves us and gives us His gifts so that we may live the life God meant for us.

“The Holy Spirit apportions His gifts to each one individually as He wills. He is the third person of the Godhead.” 1 Cor. 12:11

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

Conclude with the Prayer to the Holy Spirit: Appendix F
<http://www.yenra.com/catholic/prayers/totheholyspirit2.html>

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Do students associate what they are hearing with personal experience?

Listening to a Personal Essay About Flight

Activity 2

Suggested Resources: “Flying” (Reeve Lindbergh) (Literature and Language Arts 7) or a similar personal essay or narrative about flying

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Before Listening:

- a) Should grade 6 students be able to fly or to obtain a pilot’s licence?
 - Why or why not?
- b) Reeve Lindbergh is the youngest daughter of Charles and Anne Morrow Lindbergh. Her father was a famous pioneer aviator who taught her to fly. She was in sixth grade when she learned to fly. Have students listen to a reading of this personal essay using a listening guide such as the following:

- Why does Reeve think her father took his children flying on Saturday?
- What did Reeve's father do to demonstrate weightlessness to her sister?
- What did her father think about skydiving?
- What part of flying did Reeve not like?
- What did her mother like best about flying?
- Where did Reeve imagine she was going when she flew with her father?
- What impressions did Reeve have of things on the ground when she was flying?
- What alerted Reeve that something was wrong with the plane?
- What did Reeve's father have to do to safely land the plane?

During Listening:

What understanding do students have of word parts? What prefixes, roots, and suffixes do they recognize in daily listening, reading, and viewing?

- a) As students listen to each section, encourage them to use their imaginations to increase understanding by creating pictures in their minds of what they are hearing (guided imaging/visualizing) or to sketch or doodle on a notepad. Pause after each section in order for students to make their notes.

After Listening:

Do students know how to search for information on the internet?

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- a) Ask the students how they might have felt when the engine stopped. In her notes on this essay, Reeve writes that "her father and other people had told the story of the failed engine before, but she never had".
- b) Ask the students to imagine that they are Charles Lindbergh and they have landed the plane. How would their telling of the story differ from Reeve's telling of the story?

Inquiry: How is a plane affected by the same forces that affect kites and birds?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Reeve Lindbergh has published memoirs about growing up in such an extraordinary family and her adventures. She has also written many children's books. One such book is *In Every Tiny Grain of Sand: a Child's Book of Prayers and Praise*. Some of them were written in appreciation of nature, or to praise God, or to celebrate good things in our lives like our families, our homes, and our love for one another. Others were written when the writer needed strength, comfort, or courage.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

The gifts of the Holy Spirit are gifts we believe the Holy Spirit gives us so that we may soar to new heights and live the life God planned for us. List the gifts of the Holy Spirit to the children. (See Compendium of the Catechism of the Catholic Church, #389)

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- How has Reeve Lindbergh displayed these gifts in her life and her writing?
- Divide the class into seven equal groups. Each group will learn more about their assigned gift. (Wikipedia is a helpful site.) They will present their information to the class as a paper bag report but instead of a paper bag, they will use a gift bag. The groups will include a definition of their gift in their own words, ways in which we can nurture and develop that gift and pictures of people who demonstrate that gift.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.7 Write to describe a place; to narrate an incident from own experience and in a friendly letter, to explain and inform in multi-step directions and a short report explaining a problem and giving a solution; and, to persuade to support a viewpoint or stand.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Can students imagine and speculate how people might have felt, what they might have known, and how they might have explained flight?

Possible Extension:

- What is required to obtain a pilot's licence in Canada? (CD5.2)

Finding Out (Science Inquiry): How Does a Rocket Move? How Is It Different From a Bird or an Airplane?

Lesson Four – 100 minutes

- On April 12, 1961, Yuri Gagarin from the Soviet Union became the first person to travel in space. On May 5 of the same year, Alan B. Shepard became the first North American to travel in space. These first cosmonauts/astronauts were able to fly into space aboard rockets. Satellites, space shuttles, space probes, and other spacecraft are launched into space with the help of rockets. How do rockets work?

Do students employ before, during, and after viewing strategies?

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Possible Science Concepts

- There are two main types of rockets – liquid –fuel and solid-fuel.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

Some Vocabulary: gravity, liquid, solid, oxygen, oxidizer, thrusters

Note: Knowing the meanings of word parts – roots, prefixes, or suffixes – can help students understand the vocabulary in science material (e.g., pre-flight, interplanetary, extraterrestrial, stratosphere, troposphere, exosphere). Take the opportunity to point this out and to help students understand the common prefixes, roots, and suffixes that they encounter in words that they hear, read, or see in charts and diagrams

Suggested Resources: an internet site on space, a science resource, a visual

Before Reading:

Do students revise carefully and consciously with their audience and purpose in mind?

- a) Using their K-W-L chart, have students pose three questions about rockets.
- b) Use “How does a rocket move?” for question one. Use an internet website to attempt an answer to their question.

During Reading:

Create and share rubric for poster with students.

- a) On the website, have the students read the title and the picture caption if there is one. What big ideas do they think they will read about on this site?
 - Have students write the big ideas in their notebooks.
- b) Have students write the key vocabulary words they encounter and give a “best guess” definition of each.
- c) Encourage students to study all the visual aids (photographs and diagrams) and read the captions.
 - What new ideas or questions do they have after studying the visual aids?

After Reading:

- a) Ask students to summarize the information they have learned that helps them understand the big ideas presented.
- b) Ask students to review two additional sources (e.g., their science resources and a visual) to add to their information.
- c) Encourage students to consider the questions, “How is a rocket different from a bird or an airplane?” and ask additional questions and speculate on their answer.

Are students beginning to note the important prefixes, roots, and suffixes commonly used in science vocabulary?

Putting Yourself into History**Lesson Five – 100 minutes**

- Throughout history, people have wanted to travel in the air. Invite students to let their imaginations take them through time to think about the way people have felt about flying

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Distribute the following tasks among the class members.

- Have each student (or group of students) consider what the following events or artifacts might tell us and then speculate about the history of flight.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

- Have each student (or group) prepare a poster to illustrate what (s)he has found and then prepare and present a short “poster talk” about the findings and speculations (McInnes and Toutant, 1991, pp. 44-45).

Do students use talk to explore ideas?

CC6.9 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

- About 6000 years ago, the Egyptians drew pictures about flight on tombs. These pictures showed gods that could fly like birds. If you were a person living in Egyptian times, how might you have explained this?
- The early Greeks told a story about Daedalus and his son Icarus who escaped from their enemies using wings made of feathers, wax, and string. If you were a person living in Greek times, how might you have explained this?

What ideas and questions do students raise? Are they beginning to show confidence in exploring these ideas and questions?

- In Roman times, it is believed that children played with a “whirligig” toy, a propeller on the end of a stick that they spun between the palms of their hands. If you were a person living in Roman times, how might you have explained this?
- Five hundred years ago, Leonardo da Vinci thought that the way to fly was to flap wings as birds do. He made numerous drawings of the flying machines (“ornithopters”) but never built any. If you were Leonardo da Vinci, how might you have explained this?

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

- Between 1891 and 1896, Otto Lilienthal of Germany made over 2000 flights in gliders, constructed of wood, cloth, and wire. If you were Lilienthal, how might you explain this?
- In 1903 Orville and Wilbur Wright built passenger-carrying gliders out of metal tubes used for bicycle frames, wires used for wheel spokes, and a propeller driven with a bicycle chain. After many glider flights and a long search for the right engine, they built a flyer biplane, the first successful engine-powered airplane. You are watching the first flight of the Wright Brothers. How might you explain this?
- By 1909 J. A. D. McCurdy and Casey Baldwin built and flew the Silver Dart. You and McCurdy or Baldwin. How might you explain how this works?
- Between 1918 and the mid-1920s, bush pilots and barnstormers flew into remote areas to transport people and supplies. What are some of the challenges these pilots faced?
- You are travelling on the first trans-Atlantic/trans-Canada airliner. What are you thinking?
- In 1978 Paul MacCready and his team from Aerovironment, Inc. built and flew the first successful human-powered airplane. The pilot was Bryan Allen. How did he do it?
- You are watching the *Concorde* take off. You know it can travel faster than sound. What are you thinking?
- You are watching the space shuttle *Challenger* take off...

Possible Extension

Watch the film/video *The Flight of the Gossamer Condor* (Giant Screen Films, Shedd Productions, Inc.).

- Write a poem about flight.
- Interview someone who has flown a glider, airplane, or rocket.

Space – Planet Earth and Beyond

Sample Lesson Six through Ten (1 ½ weeks to 2 weeks)

- What do students know already about the solar system?
- What have students wondered about the solar system?
- How do students think they might find answers to their questions about our solar system?
 - About what technologies are students interested in learning?

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Space science involves learning about objects in the sky to discover their form, movements, and interactions. In learning about space, students come to appreciate that human ability to observe and study objects in space is now greatly enhanced by technology. Students learn that manned and unmanned probes and Earth-based devices are contributing to our knowledge of space and that new capabilities are being developed for monitoring the Earth, communications, and further exploration of space (*Common Framework of Science Learning Outcomes K-12*, 1997, p. 165).

Do students read independently?

Question 2: How can we explore and learn about space? (What technologies have been developed to find out about space? How do people on Earth gather information about space? What have we learned about space?)

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

Thinking About Planet Earth, the Sun, the Moon, the Star Groups (Constellations), and the “Wandering Stars” (Planets)

Lesson Six – 200 minutes

- Are students able to explain their ideas clearly and elaborate with appropriate explanations?

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

For a very long time, people have observed and studied the sky. Using only their eyes, ancient sky watchers studied the moon, stars, planets, and Earth itself. From these observations, people have made inferences (i.e., they have drawn conclusions from what they have seen).

Possible Science Concepts

- Astronomy is the study of space and the many things it contains.
- Astroarchaeology is the study of how much ancient civilization knew about the stars and planets.
- Constellations are patterns of stars in the sky.
- The solar system is the sun and everything that revolves around the sun.
- A galaxy is a star system made up of billions of stars and clouds of dust and gas.
- Earth belongs to our solar system whose central star, the sun, is one of billions in the Milky Way galaxy.
- All the galaxies and space around the galaxies make up the universe.
- Galileo was the first scientist to make important discoveries about the sky using a telescope (an instrument that is used for viewing distant objects).
- A refracting telescope is a large saucer-like dish designed to collect radio waves coming from objects in space.
- A satellite is an object that orbits the Earth, moon, or some other object in space and gathers information about the object.
- Space probes gather information about the planets.
- Astronomers and scientists still have much to learn about space.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

What reading strategies do students employ before, during, and after reading a text?

What strategies do students use for editing and proofreading?

Establish a storytelling rubric with students. What are the important elements students think should be included in the rubric?

Some Vocabulary: constellations, galaxy, sun, Milky Way, universe, solar system, telescope, satellite, probes, astronomers, scientists

Note: many English words come from Greek, Latin, and other languages. You can often understand words in science by breaking words into parts (e.g. aster=star; cosmo=universe; lumen=light; sphere=ball or globe; -logy=science of; -nomy=knowledge of; -scope=for seeing).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

Reading a Traditional North American Explanation Activity 1

Suggested Resources: “How Fisher Went to the Skyland: The Origin of the Big Dipper” (Joseph Bruchac) (*Space, Stars, and Quasars*) or “Coyote Makes the Constellations” (Gretchen Will Mayo) (*Tell Me a Tale*) or another tale that explains how something came to be from the perspective of the First Nations people of Canada

Note: Consider using some of the non-fiction titles listed in the bibliography and subsequent updates. Using a Book Talk strategy, invite students to consider some titles for their personal reading while studying this unit.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

Before Reading:

Are students able to self-reflect? Can they set goals for improvement?

- a) Invite students to imagine that they had never heard about airplanes or satellites, or that they had never seen a model or photograph of the Earth. Have them look out the window of the classroom.
 - What evidence would they have of the Earth’s shape?
 - How would they explain this?
- b) Some Native American ancestors looked at the night sky and saw the outlines of familiar animals dotted by stars. Other Aboriginal peoples, though, imagined that each individual star was a person, animal, or object in the sky country.
- c) Ask students to read the title and skim the selection to look at the illustrations.
 - What might they predict the origin of the Big Dipper to be according to this tale?

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

During Reading:

- a) Use the Read and Reflect strategy and the guide provided in the Teacher’s Guide to focus students’ thinking about the events in the tale and on the explanations offered for a variety of phenomena within the tale.

After Reading:

Can students clarify and extend their understanding of a concept by representing it?

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

AR6.1 Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.

AR6.2 Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies.

- a) Have students revise and edit a tale using the “Begin with the End in Mind” sheet provided in the Teacher’s Guide for *Space, Stars, and Quasars*.
- b) Point out that revising includes considering the content of a piece (adding, deleting, enhancing); its organization (ordering, reordering, paragraphing); and looking at the sentence types and lengths, vocabulary used, and conventions of spelling, punctuation, and usage.
- c) Establish the criteria of a well-told Pourquoi tale (i.e., the elements) and criteria for clarity (sense making), organization, sentence types and lengths, vocabulary mechanics.
- d) Once students have revised (edited and proofread) their tale, have them practice its telling. Discuss the elements of a good story well-told and the elements that a good storyteller uses to sustain audience interest.

Can students recognize similarities and differences?

Can students follow instructions and directions?

Imagine that you are looking out of the window of Apollo 8 – the first manned mission to the moon. What do you see? How do you feel? Imagine seeing creation in all its glory. Apollo 8 astronauts entered the moon’s orbit on December 24, 1968. The astronauts did a live television broadcast from lunar orbit, in which they showed pictures of the earth and moon seen from Apollo 8. They ended the broadcast with the crew taking turns reading from the Book of Genesis.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

View the video of the Apollo 8 Genesis reading:
<https://www.youtube.com/watch?v=XEmn0uaQCYc>

. This reading from Genesis prompted some controversy for NASA from religion opponents. The students will work in small groups to create a talk show in which all sides are represented: the astronauts, religion opponents, the public (audience) and a host to ask questions and mediate. Brainstorm some possible questions the host or audience members might want answered. Example: What inspired you to look to the Bible for a quote?

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., use complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., use words figuratively), graphophonic (e.g., utilize spelling strategies) and other cues (e.g., use appropriate volume and intonation) to construct and to communicate meaning.

Storytelling

Activity 2

Suggested Resources: “How the Planets Got Their Names” (Peter Limburg) (*Responses: Non-fiction in Context*) or another explanation of how something related to the sky was named

What strategies do students use before, during, and after viewing?

Before Speaking:

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

- The early Greeks saw the sun as a flaming chariot and named the constellations after folk heroes, gods, and animals.
- Have students read the explanations of how something related to the sky was named.
- Have students select one that they think is interesting and that they would like to retell.
- Model storytelling

Note making check.

During Speaking:

Review what students found when they read with a specific purpose in mind.

- a) Have students meet first with a partner and then in small groups to practise telling how the constellations were named.
- b) Review with them the elements of voice that can enhance their explanations and stories.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

After Speaking:

- a) Have students record each of their stories and reflect on and assess their individual presentations.
- b) Ask them to set goals to improve.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

The Sky and How We Study It

Lesson Seven – 200 minutes

- In the year 100, Ptolemy (early Greek astronomer) developed a model that put the sun, stars, and planets moving around the earth. Based on what he could see with his eyes alone, he made a model of the universe that was accepted by most astronomers for hundreds of years, until Copernicus (Poland, late 1400s) concluded that everything moved around the sun.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

Note: This is an opportunity to highlight the evolution of knowledge and understanding. Review expectations for a summary.

Creating a Model

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

- ✓ Have students compare Ptolemy's model of the solar system with the model developed by Copernicus by creating a model of the earth-centred versus the sun-centred version.
- ✓ Using a science resource for ideas, make a living model of the earth, sun, and zodiac constellations.
- ✓ Discuss what is important in representing ideas.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Note: Eventually, people were able to use technology such as telescopes to view objects in the sky. Galileo was the first person to use a telescope to study the sky. Making new instruments helped them observe with greater accuracy.

Possible Extension:

- ✓ Have students compare a refracting telescope and a reflecting telescope. Use a T-chart to note the similarities and differences.
- ✓ Have students make a simple refracting telescope.
- ✓ Have students find out how a radio telescope works.

Share rubric for summary paragraph.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Read Genesis 1: 14-19.

Do you marvel at God's creation?:

f

- ✓ In partners or small groups, the students will create a poster illustrating God's accomplishments on the fourth day (Genesis 1:14-19).

Or

Journal about a time you stared at the heavens with awe.

Share/create rubric for article on a planet.

CC6.7 Write to describe a place; to narrate an incident from own experience and in a friendly letter, to explain and inform in multi-step directions and a short report explaining a problem and giving a solution; and, to persuade to support a viewpoint or stand.

Exploring the Sky

Lesson Eight – 200 minutes

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

CC6.7 Write to describe a place; to narrate an incident from own experience and in a friendly letter, to explain and inform in multi-step directions and a short report explaining a problem and giving a solution; and, to persuade to support a viewpoint or stand.

Some Vocabulary: nebula, supernova, light year, black hole, quasars, corona

Reading a Photo Essay

Activity 1

Suggested Resources: “Seeing Stars” (Robert Schemeanauer) (*Space, Stars, and Quasars*) or a similar essay about instruments astronomers use to find out about stars and other celestial bodies

CC6.7 Write to describe a place; to narrate an incident from own experience and in a friendly letter, to explain and inform in multi-step directions and a short report explaining a problem and giving a solution; and, to persuade to support a viewpoint or stand.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., use complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., use words figuratively), graphophonic (e.g., utilize spelling strategies) and other cues (e.g., use appropriate volume and intonation) to construct and to communicate meaning.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Can students glean information from a chart?

Before Reading and Viewing:

- a) Brainstorm what instruments improve the ability of the unaided eye to see (e.g., telescopes, microscopes, cameras, magnifying glasses, binoculars).
 - How do these instruments work?
- b) Have students skim the article, looking at the headings and the photographs.
 - What do they predict will be learned from reading this article carefully?

During Reading and Viewing:

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

- a) Have students read the article and make notes about the main ideas that they learn about each sub-topic.
- b) Model the first two sections.

After Reading and Viewing:

What before, during, and after viewing skills and strategies do students employ?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

- a) What topic in the article interested students most?
 - Why?
- b) What information did students find difficult to understand?
 - Why?
 - What could they do to make understanding easier?
- c) Have the students reread the article after explaining that reading with a clear purpose in mind can promote understanding.
 - Ask students to reread for two specific purposes:
 - finding information on instruments used to study the stars
 - finding information about wonders in the sky
- d) Discuss whether reading with a specific purpose in mind helped students to better understand the article.

Have you ever tried to count the stars? Read “One Starry Night – Abraham’s Lesson in Astronomy” (Appendix G) or

Number The Stars by Lois Lowry is an excellent historical fiction novel about the courageous Danes who truly showed what it meant to love your neighbours during the Holocaust.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Exploring the Planets of Our Solar System

Activity 2

Suggested Resources: Websites: <http://www.nasm.si.edu/research/ceps/etp/ss/>.

Overhead transparency of article “The Milky Way” (“Seeing Start 18”, *Space, Stars, and Quasars*, Teacher’s Guide)

Before Reading and Viewing:

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

- a) As students read the article on the overhead transparency (or on a print copy), guide students through the steps they might use if they were to make a summary of the article including:
 - reading the title to determine the topic
 - skimming the selection the first time to get the overall meaning
 - rereading carefully to identify key words and information
 - listing the important main ideas
 - skimming over the section to check that all main ideas have been included
- b) Next model the steps to write a paragraph summarizing the most important or main ideas of the article. The paragraph should include:
 - an opening sentence that is a clear statement of the main ideas of the whole article
 - the important points stated in clear sentences and arranged in a logical order
 - a concluding sentence that draws all the points together
- c) Show students how to document the source of these ideas.

What elements of the photographs do the students recognize?

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

During Reading and Viewing:

- a) Have students select one planet and write a paragraph summarizing the information from the website following a similar process to that modelled.
- b) If students require more practice, use one common section and model the summarizing process a second time.

After Reading and Viewing:

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- a) Have students create a short article about their planet. The article should contain:
 - a title that explains the topic of the text
 - a clear photograph or two from the internet or from a magazine that can be easily “read” (and labelled)
 - accompanying text in the students’ own words, which gives the key and additional information that cannot be gained through the photographs, and summarizes what was learned about the planet
 - documentation of the source of the ideas
- b) Students edit and proofread their final copy carefully.

Can students use the appropriate before, during, and after strategies? Do they know how and when a strategy works?

To boldly go...

Explain that exploring the planets of our Solar System allows us to reach beyond our perceived limitations and proves we were meant for greater things. It reaffirms the awe or reverence we have of God. Just as exploring our outer “God space” is important, so too is exploring and nurturing our inner “God space”. We explore and come to know this inner “God space” through prayer, reading the scriptures, and listening to the teachings of the Catholic Church.

Interpreting Data

Lesson Nine – 100 minutes

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to

prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Reading a Chart

Activity 1

Before Reading:

a) Create a chart like the one that follows.

Feature	Earth	Mars	Jupiter	Others:
Diameter (km)	12, 756	6, 787	142, 800	
Distance from sun (millions of km)	152	249	815	
Period of orbit (earth days/years)	365 d	687 d	12 a	
Rotation period (length of 1day and night in earth time)	23 h 56 min 4 s	24 h 37 min 23 s	9 h 50 min 30 s	
Number of satellites	1	2	14	

(based on *Journeys in Science*, page 233)

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

How well do students work in groups? What roles can they assume comfortably?

During Reading:

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning),

graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning

a) Using the chart created, ask students to respond to the following questions:

- ✓ Which planet is the largest?
 - Which is the second smallest?
- ✓ Which planet rotates slowest on its axis?
- ✓ Which of the planets is closest to the sun?
 - Farthest from the sun?
- ✓ Which planet is the hottest?
 - The coldest?
- ✓ On which planets is the force of gravity the strongest?
- ✓ What would be a good title for the chart?

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Create and share rubric for summaries.

After Reading:

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

a) Use a Planet Chart to answer these questions:

- ✓ Which planet(s) have oxygen in the atmosphere?
 - Why is this significant?
- ✓ Which planets have very similar atmospheres?
- ✓ Which planet has a day most like Earth's?
- ✓ Look at the length of year for each planet. Do you see a pattern?
 - What is it?

Review writing an article and the rubric for the process and product.

Viewing Pictures/Photographs and Interpreting Data from Visuals

Activity 2

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Suggested Resources: Website such as

<https://www.spacetelescope.org/images/archive/top100/>

or a set of recent colour photographs taken from space and reproduced in a magazine or newspaper

CC6.7 Write to describe a place; to narrate an incident from own experience and in a friendly letter, to explain and inform in multi-step directions and a short report explaining a problem and giving a solution; and, to persuade to support a viewpoint or stand.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., use complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., use words figuratively), graphophonic (e.g., utilize spelling strategies) and other cues (e.g., use appropriate volume and intonation) to construct and to communicate meaning.

“To look down on your own planet and be able to see absolutely out-of-this-world incredible views of the entire subcontinent and the seas is very beautiful, very moving. You appreciate what the world is really like.” (Marc Garneau, Canadian astronaut)

Note: Satellites were among the first objects launched into space by rockets. They provide information about space and about Earth.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Before Viewing:

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

a) Satellites and rockets allow us to view Earth from space and space beyond Earth. Ask students to think about the following questions:

- “What would you like to view from Earth and from space?”
 - Why?
- If you were to take a picture of Earth from space, what would you include and what would it tell us?
- If you were to take a picture of space from Earth, what would you include and what would it tell us?

b) Have students consider the photographs.

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., use complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., use words figuratively), graphophonic (e.g., utilize spelling strategies) and other cues (e.g., use appropriate volume and intonation) to construct and to communicate meaning.

During Viewing:

- a) Ask students, “What do you notice in each of the photographs? What does each photograph tell us?”
- b) Photo 1:
- c) Photo 2:
- d) Photo 3:
- e) Photo 4:

Do students show interest and feel comfortable posing questions about which they are wondering? Do they indicate knowledge of and interest in unusual but relevant ideas and points of view? Do they indicate an awareness of some of the issues? Do they explore unclear or unresolved issues? Do they acknowledge opposing points of view? Do they indicate a willingness to explore a topic in more depth?

Creating our inner “God space” through studying the Catholic Church’s teachings.

Explain that before Christ ascended to his Father after His Resurrection, He gave the Apostles a final command to make disciples of all nations and to teach them to observe all that He had commanded.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

“Catechesis, which is growth in faith and the maturing of Christian life towards its fullness, is consequently a work of the Holy Spirit, a work that he alone can initiate and sustain in the Church.” (On Catechesis in our Time by Pope John Paul II in Appendix H)

Are students able to speculate on the meaning of a word based on the information (clues) associated with it?

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

We need to study the Church’s teachings in order to get the big picture. Discuss some of the church’s basic teachings as expressed in the Apostle’s Creed or the Catechism. (E.g. God, creation, Jesus, the Holy Spirit, Mary, the Church, the papacy, the Eucharist, the resurrection of the body, etc.)

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Journal Entry: What do the church's teachings mean to me? How has it shaped who I am and what I stand for?

Are students reading or willing to read independently for information and enjoyment?

What Do We Learn From Satellites?

Lesson Ten – 100 minutes

Reading a Non-Fiction Article

Activity 1

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Are students showing the ability to read a chart more independently?

Suggested Resources: "Far-Out Jobs" (Nancy Finton and Laura Allen) (*Space, Stars, and Quasars*) or a similar article about satellites and the information they help us learn

Before Reading:

- Have students skim the text and illustrations to note the headings and two different sections in the article.
- What do students think will be learned about satellites by reading this article?

Can students justify or support their answers with evidence found in the text?

During Reading:

CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions.

CR 6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

- For the first section of the article, have students read silently each subsection of the article. Ask students to pause at the end of each section and discuss the following three questions with a partner.
 - What did you learn that you did not know before?

- What are other ways this technology could be used?
- What more would you like to know about this topic?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- For the second section of the article, have students read each experiment and then explain to their partner what they have to do to carry out the experiment.

After Reading:

Can students use the internet purposefully and independently?

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- Ask students to share what they found most interesting and to consider how satellites might be important to them. What might satellites be used for 100 years from now?
- Ask students to review what they think has to be done and in what sequence to complete each experiment.

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Creating our inner "God space" through reading the sacred scriptures. Read one of the Bible's most famous verses John 3:16. "For God so loved the world that he gave his only Son, that whoever believes in him shall not perish but have eternal life."

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

John 3:16 is the Gospel in a nutshell. This verse condenses all God's plan from the beginning of time and throughout Scripture, into this tiny "nutshell" of a verse. The word "gospel" means, "good news." Let's look at this verse again. What good news does it contain? (Allow for discussion: God loved, he gave, not dying, given eternal life ...)

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

This verse is so popular and so important that many Christians will even make giant banners of the verse address and then hang those banners from the rails in sports stadiums for others to see. Maybe you've seen them? They do this because they want other people to know the Good News too! The students will work together in small groups to memorize and recite John 3:16. Experiment with enunciation, speed, volume, visual props, etc.

Can students read a non-fiction article independently?

Conducting an Experiment

Activity 2

- Once the class has clarified the steps and materials required, have students form groups according to which of the experiments in the article they want to do.
- Have students conduct the experiment and when they have completed it, summarize and share with the class what they have learned from the experiment.

Are students' summaries clear and succinct?

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

- Review the importance of writing and presenting clear summaries.
- Remind students of the importance of including all the information needed in a logical sequence (purpose, list of materials, steps, and conclusion). Also note that diagrams and specific vocabulary are important to clarify an idea.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to

prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

Can students make generalizations? Do they make inferences and draw conclusions? Can they support their insights?

Possible Extension: Thinking Scientifically and Finding Out

- ✓ Scientists are always asking interesting questions and seeking answers to those questions. Have students conduct a personal or group inquiry on one of the topics or questions listed below.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- ✓ Encourage students to use a range of resources and to document them in their answers.
- ✓ After students have collected their information, show the students how to write a mini-article. Note the role of headings, diagrams, and good, clear paragraphs.
- ✓ Some topic/questions for inquiry might include:
 - What do astronomers do?
 - What evidence is there that Earth is a sphere that rotates on its axis once every 24 hours?
 - What evidence is there that the Earth revolves around the sun?
 - How many planets revolve around our sun?
 - How does a telescope work? What is the difference between a refracting telescope and a reflecting telescope? Where could you find out how to build a telescope?
 - How does a radio telescope work?
 - Choose one of the following astronomers and use resources to find out as much as possible about his or her life, theories, and what each discovered:
 - Nicolaus Copernicus
 - Galileo
 - Tycho Brahe
 - Johannes Kepler
 - Isaac Newton
 - Edwin Hubble
 - Karl Jansky
 - Helen Sawyer Hogg
 - Carl Sagan

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

"Science without religion is lame, religion without science is blind." (Albert Einstein)

Journal entry: discuss Einstein's quote about science and religion.

- Can you have one without the other?
- Does being a scientist mean you can't believe in God?
- Copernicus, Kepler, Galileo, Newton, Kelvin and Einstein were all famous scientist who believed in God. <http://www.godandscience.org/apologetics/sciencefaith.html>

CC6.9 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

(See also the [Science 6 Faith Permeation Units](#), for specifically Catholic Scientists.)

Can students identify the problem(s) that confront the main character(s)? Did the event(s) surprise them?

Do students read a second time with more insight?

- What is a satellite? What is a LANDSAT satellite? What types of information area obtained from LANDSAT satellites? How are satellites used to send radio and television signals? What have we learned from Infrared Astronomical Satellites (IRAS)?

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

- What is a space probe? What can we learn from space probes? What do satellites and space probes, *Voyager I* and *Voyager II* tell us? What have we learned about the moon by analyzing moon rocks? What have we learned about comets, asteroids, and meteoroids from space probes?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to

prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

What insight does the fiction offer the reader?

Thinking About Space as a New Frontier

Sample Lessons Eleven through Eighteen (approximately 2 weeks)

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

Question 3: What have we accomplished through space exploration? (What is needed to travel and to live in space? How has the exploration of space changed people's lives on Earth? How will space be used in the future?)

Are students willing to speculate and explore a topic?

Accomplishments Through Space Exploration: Reading a Chart

Lesson Eleven – 100 minutes

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Possible Science Concepts

- People travel in space. Some have explored the moon. Others perform experiments, test products, and gather data while in space.
- Astronauts have problems in space (e.g., minerals leaving the bones and muscles of the body, motion sickness).
- People may live and work in space in the future.
- Many products now in use on Earth were developed as a result of the space program.

Note: Some words are printed in italic type and defined in the article suggested. Show students how science resources can often provide definitions in the text for important items. These definitions can be provided in parentheses, in commas, as a statement, through an explanation or example, and in a diagram. Also, help students identify relationships and make associations among words in order to learn the important vocabulary in science material (e.g., meteor, meteoroid, meteorite, meteorites, meteorology).

CC6.5 Use oral language to interact appropriately with others in pairs, and small and large group situations (e.g., asking questions to explore others' ideas and viewpoints, discussing and comparing ideas and opinions, completing tasks and contributing to group success).

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

Suggested Resources: "Along the Space Continuum" ("Earth and Moon 3", *Space, Stars, and Quasars*, Teacher's Guide), or a similar timeline chart

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

Note: Some suggested resources for Book Talks and for students' personal reading: *On the Shuttle: Eight Days in Space* (Barbara Bondar and Roberta Bondar) and *Spaceways: an Anthology of Space Poems* (John Foster, Ed.)

Before Reading:

How is non-fiction different from fiction? What do students prefer? Why?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

A chart is an arrangement of information showing how pieces of information relate to each other. A calendar, for example, uses columns and rows to show the days of the week and the actual

date. A timeline summarizes events in chronological order. What are some of the important “firsts” in space?

During Reading:

- a) Ask students to identify who were the first man and woman in space.
- b) Who (both men and women) has made significant contributions since that time?
- c) What Canadians have been involved in the space program?
 - Who was the first Canadian to enter space?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

After Reading:

- a) Have students trace the role that satellites have played in space travel.
- b) What role have rockets had in each of the accomplishments on the Space Continuum?
- c) There have been several disasters and near-disasters in space. What happened on January 28, 1986?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

Can students use text and diagrams to construct meaning?

Creating Inner God space through prayer.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

“Father, we thank you, especially for letting me fly this flight ... for the privilege of being able to be in this position, to be in this wondrous place, seeing all these many startling, wonderful things that you have created.” L Gordon Cooper Jr., prayer while orbiting the earth, quoted in NY Times, 22 May 1963.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

Read Student Text, page 170 You Shall Be My Witnesses “Message to the children of Canada”.

- Discuss how they can make prayer a part of their daily lives.
- Share any prayers they say at home, at school, etc.
- Language Study: copy the following prayer in your notebook:

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

Dear Lord,
Thank you for the food before us,
The family (friends) beside us,
And the love (friendship) between us.
Amen.

Are students able to speculate? What awareness of unclear or unresolved issues do they have?

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Now highlight or circle the words before, beside and between. They are called prepositions. The students will use the think/pair/share strategy to come up with their own definition of preposition. A preposition usually indicates the spatial or logical relationship of its object to the rest of the sentence as in the following examples:

The book is on the table.
The book is beneath the table.
The book is leaning against the table.
The book is beside the table.
She held the book over the table.
She read the book during class.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

In each of the preceding sentences, a preposition locates the noun "book" in space or in time.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

Establish with students criteria for evaluating their personal inquiry and writing and presenting their report.

Consider: *The Content* (include relevant main points and particulars, adequate elaboration and explanation, understanding of the question/issue/problem);
The Structure (title, identify question/problem/issue, introductions, conclusion, appropriate paragraph to explain, arrangement/sequence);
The Mechanics (sentence structure, word choice, spelling, punctuation);
The Knowledge and Interest in the question/problem/issue; and
The Effective Use of Sources.

Canada's Astronauts: Reading a Non-Fiction Article

Lesson Twelve – 100 minutes

Suggested Resources: "The Astronaut Files" (no author) (*Space, Stars, and Quasars*) or a similar article that provides factual information about Canada's astronauts

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Before Reading:

CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and

other cultures containing special features such as the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising.

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

- a) The contributions of Canadian astronauts have been significant. Have students consider the jobs that Canadian astronauts have done and the thoughts they have had about space.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

CC6.7 Write to describe a place; to narrate an incident from own experience and in a friendly letter, to explain and inform in multi-step directions and a short report explaining a problem and giving a solution; and, to persuade to support a viewpoint or stand.

During Reading:

- a) Have students read the introductory part of the article.
- What are the two types of astronaut specialists?
- b) Ask students to read the article, pause, and reflect on the profiles of each of the seven astronauts.
- c) For each astronaut, have them make a short summary.
- What did each accomplish?
 - What were their interests?
 - What reflective thoughts do they present?

After Reading:

- a) Have students consider what similarities they noticed among the astronauts.
- What qualifications do these astronauts seem to have?
- b) What insights did the “Secret of Success” and the “Message” quotes give students into the character of the astronauts?
- c) Have students read aloud the one “message” that impressed them most and then to explain briefly why it impressed them.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

Possible Extension

- “Students might wish to write an advertisement or make a poster advertising a mission for which astronauts can apply. They could include such things as what qualifications they want the astronaut to have, what the job will entail, where the applications should be sent, and the deadlines for the applications” (*Space, Stars, and Quasars*, Teacher’s Guide, p. 29).

CC6.2 Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.

CC6.3 Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., use complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., use words figuratively), graphophonic (e.g., utilize spelling strategies) and other cues (e.g., use appropriate volume and intonation) to construct and to communicate meaning.

† Discuss how words are often inadequate to express our deepest emotions. That's why there's music. Brainstorm some current love songs with the class. "Music allows us to convey feelings on a much more profound level than mere words. Thus, when ancient Israelites stood before God to express their emotions, they set their prayers to music, and 150 of these beautiful religious hymns are preserved within the Book of Psalms. The Book of Psalms reveals how ancient Israel prayed and what the Israelites thought and felt about God through both difficult and good times. Yet, because these psalms express human thoughts and emotions, they still speak to us today." *The Bible for Dummies*

Read Psalm 8 – Appendix I

Are students willing to imagine and suspend belief to consider other possibilities?

Challenges for Astronauts

Lesson Thirteen – 200 minutes

Reading a Story

Activity 1

Suggested Resources: "Spacewalk" (Doug Murray) (*Space, Stars, and Quasars*) or a similar story about the challenges of a gravity-free spaceship

Before Reading:

- a) Space offers astronauts a number of challenges. One of the greatest challenges is learning to move in zero gravity. This story offers some insight into the challenge and a surprise. Ask students to read the story independently and to put a sticky note where they have a surprise realization about something in the story.

Can students read the poem independently? Are they able to make connections?

During Reading:

- a) After students have read the story and noted their "aha" or surprise moment, ask them to compare what other classmates noted.
- b) Have students read the story a second time and to find and to jot down the clues that pointed to the real identity of "Tommy" before it was actually stated in the story.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

Do students comprehend the main ideas and relevant particulars within the poem?

After Reading:

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

- a) The clues that students gathered foreshadowed the identity. Discuss foreshadowing and the techniques that good storytellers use. For example, the storyteller:
- gives the setting and action of the story in the first few sentences so that the listener, reader, or viewer feels that (s)he gets into the story right away
 - describes the events so that the listener, reader, or viewer feels like (s)he can see and feel them as if they were right there
 - uses specific words like “squirmed”, “exploded”, and “squeezed” to add to the feeling of being there
 - tells what the main character is thinking and feeling and what the other characters say and think about this
 - builds the suspense by not letting the listener, reader, or viewer know everything right away.

Are students able to read “between the lines”?

- b) Discuss (and find out more about) weightlessness, how people train to deal with weightlessness, and what technology has been or is being developed to deal with the problem.

† The Psalms are a form of prayer and praise. A number of Psalms contain what scholars call alphabetic acrostics. Within these literary gems, the first word of each line begins with a successive letter of the Hebrew alphabet. For example, the beginnings of an alphabetic acrostic in English would look something like this:

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

Assist me, O God, in my work;
Before I found Your truths;
Comfort was lost on Your servant,
Death seemed inescapable ...

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

The students will compose their own alphabetic prayer. Remind students that biblical poetry rarely rhymes (and mostly by accident), and it often lacks a meter. The focus is on word choice to create vivid pictures in the listener's mind's eye.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Reading a Non-Fiction Article

Activity 2

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Suggested Resources: “Spaced-Out Food” (Barbara Bondar and Roberta Bondar) (*Cornerstones 6b*) or a similar article about the challenges of travelling and working in space, “Space Technology in Our Lives” (*Cornerstones 6b*)

Do students use stage directions and cues in the text to interpret the play? Do they use tone of voice to create believable characters that can be heard? Do they use appropriate facial expressions and gestures to support the characters? Do they work together to present their interpretation of the play?

Before Reading:

Have they prepared and rehearsed sufficiently?

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

- a) Another problem for astronauts is eating. How do the lack of gravity and the space shuttle environment affect how food is stored and eaten?
- b) When Dr. Roberta Bondar travelled into space on the *Discovery* space shuttle, she had to deal with space food, nausea, cramped quarters, and floating tools. How did she overcome these problems?

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

During Reading:

- a) As students read the article, ask them to note what important factors scientists consider when planning the menu for an astronaut and how scientists overcome the problems of food preparation and consumption.

After Reading:

- a) Ask students to identify the important points they learned about space food when they read the article.
- b) Ask students to explain “dehydration” and “rehydration”.
- c) Consider the origin of the Greek root work “hydro” and other words that use it (e.g., hydroelectricity, hydroplane, hydroponics).
- d) Finally, consider the sidebar on page 87 (“Space Technology in Our Lives”).
 - Ask students to think of a new and useful invention that would assist space travelers.
 - Have students draw and label a diagram of their invention.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

† "...give us this day, our daily bread..."

We, as well as astronaut s, not only have to nourish ourselves physically but spiritually. Read "Communion on the Moon" – Buzz Aldrin (Appendix J)
<http://www.godandscience.org/apologetics/communion.html>

Are students able to put themselves into the story? Are they able to make images in their minds and to identify the key features of the story?

Although this was done in private, it is portrayed in the video series From Earth to the Moon.

CR6.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and play texts from First Nations, Métis, and other cultures.

Can students share personal reactions to and interpretations of the text? Can students express and support opinions?

Journal entry: What does it mean to you that "the very first liquid ever poured on the moon, and the very first food eaten there, were the communion elements?"
What would you say to those opposed to reading the scripture passages from Genesis or partaking in the Eucharist in a live broadcast? Conclude with prayer (Appendix K)

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's nonverbal cues) to construct and confirm meaning.

Are students able to look back on the unit and consider what they have learned? Can students take what they have learned and apply it to new situations?

The Future of Space Flight

Lesson Fourteen – 100 minutes

Suggested Resources: “Where Do We Go From Here?” (Buzz Aldrin) (*Space, Stars, and Quasars*) or a similar article about the future of space flight and exploration

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

Before Reading:

- a) This article presents most of the information in labeled diagrams. Discuss with students which strategy or strategies they think will be most helpful in reading this type of text.
- b) Review “Learning Strategy Card 30” (*Space, Stars, and Quasars*, Teacher’s Guide) with students.
- c) Create a class chart of diagram types such as the one on page 47 of *Space, Stars, and Quasars*, Teacher’s Guide.

CR6.2 Select and use the appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.

CR6.3 Use pragmatic (e.g., functions and purpose of texts), textual (e.g., form/genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker’s nonverbal cues) to construct and confirm meaning.

During Reading:

- a) Use the “Thinking Things Through” grid (“Where Do We Go From Here?” *Space, Stars, and Quasars*, Teacher’s Guide, p. 8) as a reading guide.
- b) Have students jot down their thinking for each of the questions:
 - What is the diagram about?

- What did they learn that they did not know before?
- Were any of the words confusing and what do they mean?
- How did the diagram help them as they read the text?

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

CC6.8 Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.

After Reading:

CR6.5 Listen purposefully to, understand, respond, and analyze oral information and ideas from a range of texts including narratives, instructions, oral explanations and reports, and opinions.

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

- Have students create a K-W-L (Things I know, Things I Want to Know, Things I Learned)
- In the second column, ask students to write questions about things that they are left wondering about or want to know as a result of reading the diagram.

I Have Been Wondering About...Conducting a Personal Inquiry and Writing a Report

Lesson Fifteen – 200 minutes

“Learning is enhanced when students identify and solve problems ... especially if these are placed in a meaningful context” (*Common Framework of Science Learning Outcomes, K-12*, 1997, p. 8)

CC6.9 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

Suggested Resources: The Inquiry Process (Grade 6 Appendix C), “Writing a Classroom Report” (*Writer’s Express: A Handbook for Young Writers, Thinkers, and Learners*, pp. 220-232)

CC6.6 Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.

- Students have an opportunity to pose and conduct personal inquiries on topics of interest to them. Have students review what they have been wondering about throughout the unit.
 - What questions arose from the texts that they listened to, read, or viewed?
 - What questions arose from their discussions, writing, or representing activities?
 - What questions arose from simply wondering out loud?

- For example: How would I have to prepare myself to explore each of the planets?
- Why are astronomers still interested in exploring the universe?
- What were the first space trips like?
- What kinds of activities are performed by people in space?
- How does space travel affect the body?
 - What are the problems astronauts face when travelling in space?
- What are the requirements to become an astronaut?
 - What type of training does an astronaut need?
 - What advice would you give to a grade 6 student who wants to become an astronaut and work in space?
- What type of exercise must astronauts do to prevent body parts from becoming weak in space?
- How would power plants in space work?
- How can we dress, eat, sleep ... in space?
- What would be the advantages of having hospitals in space?
- What medical products are spin-offs from space?
- How much does the Canadian government spend on space-related projects?
- How has a spacesuit been designed for the conditions in space?
- How does zero gravity affect eating, sleeping, dressing, and exercising?
- What...? How...? Why...?

CC6.9 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

· Discuss and model the Inquiry Process (Grade 6 Appendix C) and “Writing a Classroom Report”. Model the process by using a question that you or the class as a whole would like to answer. Review using quotes and diagrams. Establish the expectations, discuss timelines, and share the assessment criteria with the students

CC6.9 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

1. Select a good question:
 - Create an initial question web and let it sit.
 - Ask general questions.
 - Ask specific questions.
2. Collect information:
 - Use a gathering grid.
 - Ask open-ended questions.
 - Find good sources of information.
 - Answer your questions.
 - Use note cards if needed.

- ✓ Check your information.

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

3. Connect the ideas:

- ✓ Begin with a hook.
- ✓ Tie your facts together.
- ✓ Use quotes and diagrams.
- ✓ End with a strong point or conclusion.
- ✓ List your sources.

4. Check the report:

- ✓ Have you covered the topic completely?
- ✓ Are the paragraphs well organized?
- ✓ Have you used clear, complete sentences?
- ✓ Have you used quotation marks correctly?
- ✓ Have you checked your spelling, usage, and punctuation?
- ✓ Is your report written or typed neatly?

CC6.4 Create and present a variety of representations that communicate ideas and information to inform or persuade and to entertain an audience, including illustrations, diagrams, posters, displays, and cartoons.

CC6.9 Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending).

Note: As students are working through the inquiry and reporting process, alternate working days with the final section of this unit.

What if...? Reading Poetry

Lesson Sixteen – 50 minutes

✓ Despite the lack of scientific evidence, scientists, writers, and moviemakers alike have been excited by the idea of intelligent life on other planets such as Mars.

- Have you ever wondered whether there is life on other planets?
- What do you think this form of life might look like?
- Would it be “intelligent” life?
- Would it have language?
 - Transportation?
- What kind of lifestyle might a creature on another planet lead?

Poem 1

Activity 1

Suggested Resources: “Unique?” (Adrian Rumble) (*Cornerstones 6b*) or a similar poem about the possibility that human-like creatures exist somewhere in outer space

Before Reading:

- a) Ask students, “Do you think it is possible that human-like creatures exist somewhere in outer space?”
 - Do you think it is likely?
 - How do you think they would look?”
 - Tell students that poet Adrian Rumble wonders about this also.

During Reading:

- a) Have the students read the poem twice. How does poet Adrian Rumble feel about the possibility of life in outer space?
 - Why does the poet choose the title “Unique?” for this poem?

After Reading:

- a) How are “aliens” usually shown in TV shows and movies?
 - How are they like us and how are they different?
 - What do you think someone from another planet would look like?

Poem 2**Activity 2**

Suggested Resources: “Alpha – B375 – Earth Visitors’ Guide...” (John Cunliffe) (*Stars, Space, and Quasars*, Teacher’s Guide)

Before Reading:

- a) When viewers look through a telescope at Earth, what do you think they see that makes them think that Earth is a lovely planet?

During Reading:

- a) What makes the galactic Government conclude that Earth must be visited with the greatest caution? Do you think their conclusions are reasonable?

After Reading:

- a) What do you think Alphans are like?
 - What is their society like?
 - Why do you think so?

Is There Life on Other Planets? Reading a Science Fiction Play**Lesson Seventeen – 100 minutes**

Suggested Resources: “Is There Life on Other Planets?” (Marion Lane) (*Space, Stars, and Quasars*) or a similar play about life on other planets

Before Reading:

- a) A script for a play contains some important background information including the list of characters in the play and the setting. Who are the characters in this play?
 - Where (and when) does this play take place?
 - What is the set (or stage) like?
- b) Often, too, there are directions for how the parts are to be spoken. This play omits some of this information. Why?
- c) How might the different tones of voices that could be used to portray the Chief Scientist's emotions and attitudes in the first speech sound?
 - Have students try to say the line in a nervous way, somber way, discouraged way, and anxious way.
 - Which tone best fits the dialogue and the story?

During Reading:

- a) Have students read the script once through silently and then form groups of six.
- b) Have the students choose a part, decide upon the tone of voice that they want for each of the characters, and practice reading the play as a Readers' Theatre.

After Reading:

- a) Have each group present their readings to the rest of the class or to record their group's reading.
- b) As others listen to each presentation, have them consider if they can tell how each character felt and if the tone fits the dialogue and the story.
- c) Discuss the significance of the last line. Students might also draw a picture of what they think an alien from a neighbouring planet might look like.

A Visit to Earth: Reading a Science Fiction Story

Lesson Eighteen – 100 minutes

Suggested Resources: "The Stranger" (Monica Hughes) (*What If...? Amazing Stories Selected by Monica Hughes*) (Thundra Books) or a similar short story about life on other planets or a visit by life from another planet

Before Reading:

- a) Many science fiction stories are set in the future and include scientific or technological elements such as aliens, spaceships, robots, or sophisticated computers. Science fiction can get readers thinking about the consequences of events that are happening in the present.
- b) In this story, Monica Hughes asks "What if ... a being from another planet was marooned on Earth?"
- c) Have students read to find out more about her speculation.

During Reading:

- a) As students read the story, ask them to note:
 - the setting
 - the problem

- attempts to solve the problem
- the solution.

After Reading:

- Ask students to give their initial response to the story and then to comment on its effectiveness. Is this a good story?
 - Why or why not?

End-of-Unit Activities (approximately 1 ½ weeks)

Have students share their reports and select one of the following oral, written, and representing activities that appeals to them. Discuss timelines and expectations.

Oral – choose one

Interview an older person

- Interview several older people (e.g., parents, grandparents, neighbours, people in your community) about what they knew and how they thought about space and early space explorations when they were your age.
- Consider your questions ahead of time (e.g., What did you wonder about outer space when you were my age? What are some of the things that have happened in space that have surprised you? What things do you think we will accomplish in space exploration in the next ten years?).
- Prepare an oral presentation of your findings.

Create a radio broadcast

- Collect news items from newspapers and magazines: What is the latest news?
- Read “Our Solar System: News and Views” (*Space, Stars, and Quasars*) or similar articles about recent insights and issues related to space.
- Prepare a news broadcast about the latest insights and issues related to space.

Role play a space experience

- You are about to experience a simulation about space travel (see “Spacewalk6”, *Space, Stars, and Quasars*, Teacher’s Guide).

Written – choose one

Create a message

- The crew of *Apollo 11* left a plaque with the following message on the moon’s surface:
 Here Men from The Planet Earth
 First Set Foot upon The Moon
 July, 1969 AD
 We Came in Peace for All Mankind.
- Why do you think that they chose this message? What message would you have written?

Write imaginatively

- How did the Earth come to be?
- Is there life on another planet?
- What will life be like in the future?

Write a poem about space

Representing – choose one

Create a model of a spacecraft

- ✓ Make your own spacecraft. Give it a name. Decorate your spacecraft. Test your craft's stability in an empty space at school that will give you an unobstructed flight path with predictable air currents.
- ✓ Work in small groups. Take turns flying your group's spacecraft and measure the length of each flight. Record your data on a chart: Name of Spacecraft, Owner, Flight Distance
1, 2, 3 ...

Build a model space colony

- ✓ Create a model of an ideal space colony.
- ✓ What kinds of things will you need to consider?
- ✓ Think about where the colony will be.
- ✓ Who will live in your colony? How will they be able to breathe? What will they do for water and heat? How will they get food? How will they get rid of wastes? What will they do for schooling? Leisure activities? Employment?
- ✓ What kinds of people will you need to carry out your designs? What will be their job descriptions or responsibilities? How long will it take to complete the project?
- ✓ Where possible, use graphs or drawings to represent your answers to these questions.

Illustrate the future

- ✓ What do you think your community will look like in the future?
- ✓ You are the new director of the National Aeronautics and Space Support Program (NASSP). You are directed to develop a plan for the exploration of a planet. Which planet will you select and for what reasons?

Appendix A Inquiry Chart K-W-L

As students explore the different topics and ideas presented in this unit, they are encouraged to pose questions and find tentative answers to them. The following grid could be used to explore their thinking and their findings. Once students have raised some of the questions that they wish to explore, they can begin their inquiries using different sources.

Note: This grid can be enlarged.

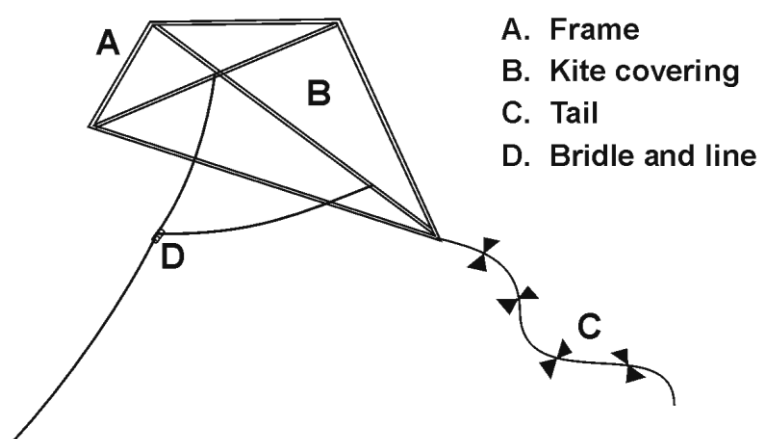
Topic:	Question One	Question Two	Question Three	Other Interesting Information	Other Questions (What We Know Want to Know) (W)
What We Know (K)					
Source One					
Source Two					
Source Three					
Summary (What We Learned) (L)					

Appendix B

Flying A Kite

What Makes a Kite Fly?

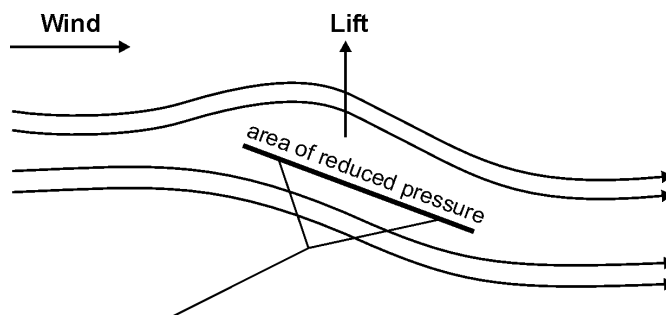
A **kite** is a type of aircraft without an engine. Even though it is heavier than air, the force of the wind and the design of the kite allow it to fly. A kite will fly if it finds enough wind to lift it and keep it in the sky. The design helps the kite to stay in the air. The covering (usually paper, cloth, or synthetic material), frame (wooden or a similar lightweight framework), and shape (flat, curved, or box-like) of the kite are made so that when the wind hits, it causes the kite to lift or fly. The slant of the kite (controlled by the bridle) into the wind also helps. A tail is usually important to keep the kite stable (in place). The string (also called line) is used to stop the kite from flying away with the wind.



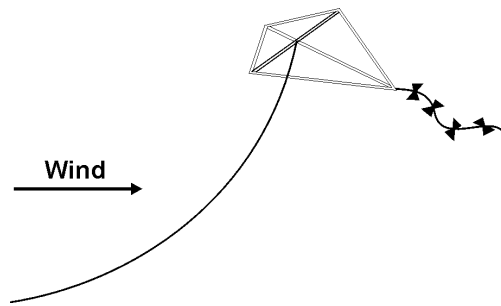
What Makes a Kite Stay in the Sky?

Just like a bird or a plane, there are forces that affect a kite when it is flying. Consider how the following forces might help a kite stay in the sky.

1. How might **weight** affect a kite's ability to fly? From what materials are kites usually made? How do these materials and their weight help a kite stay in the air or fly easily?
2. What forces push a kite up away from the earth? What effect might wind or wind pressure have on a kite? How does it give a kite **lift**?



- When birds and airplanes fly, they use thrust or a force that helps them move forward through the air. A kite cannot produce its own thrust so it must rely on something else to move through the air? What does a kite need to move forward in the air?

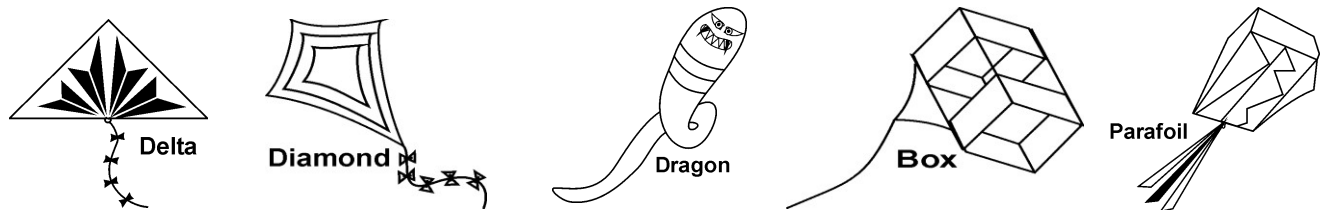


- In addition to the effects of the forces provided by weight, lift, and thrust, a kite is affected by some drag or pull. What stops a kite from blowing away? What effect does the shape of the kite have on its ability to fly? What role does the tail of a kite play?

How to Make a Kite

Making a kite will allow you to see how the forces of weight, lift, thrust, and drag affect things that fly.

- Decide on the shape or form. What do you want it to look like? How many sticks will it have? What kind of covering will be used? Will the kite be flat or curved or look like a box? Experienced kite fliers use different types of kites for different winds. Diamonds, deltas, and dragon kites fly well in light to medium winds while box kites and stickless parafoil kites fly when the winds are strong.



- Design the sticks and frames for the kite. Are the sticks and covering strong but light in weight?
- Choose how you will stabilize your kite. Will you have a tail? Will you use a drogue (cone shape) or a wind cup that will catch the air and act as an anchor?
- Bowing the kite can help keep it stable. This can be done by bending the stick frame.
- Putting holes in your kite (venting) can keep it stable too. Venting allows some air to go through the kite and can add stability to some kites.

Experiment with different shapes and sizes for your kite. Try fastening the string to your kite in different places.

How to Fly a Kite

When you are ready to launch your kite, be sure that you are in an open area away from trees, electrical and telephone lines, buildings, and automobile traffic. You will need a little breeze to make the kite lift. Walk into the wind with your kite held up behind you. Let the wind lift the kite and as it does, feed out the string to the height you wish. Walk in the direction of the wind as you feed out the line. If the kite will not climb, you can reduce the bridle angle. To land the kite, walk toward it, winding the string in as you walk.

If there is enough wind to lift it and keep it in the sky, your kite will fly. The kite will fall, however, if you let out the flying line as fast as or faster than the wind is blowing. The string must hold your kite against the force of the wind to maintain its flight. If there is not enough wind near the ground or the wind turbulence is too great, your kite may not fly.

If your kite has an adjustable bridle, move it higher (nearer the top) in higher winds and lower (towards the tail) in lower winds. The tail on your kite will help it remain stable in stronger winds.

Appendix C

The Inquiry Process

Initiate, Define, and Focus (These are the skills of questioning and identifying the problem)	<ul style="list-style-type: none"> What is my topic or question? What do I want to know or find out? What strategies could I use to explore what I already know about this topic or question? What do others know about this topic or question? What inquiry questions would focus my tasks?
Consider Possible Strategies and Create a Plan (These are the skills of developing preliminary ideas & plans)	<ul style="list-style-type: none"> How might I find out more about this topic or question? Where might I find information about this topic or question? From whom might I find out more about what I want to learn? What resources are there in my classroom to help me? In my school? In my community? What resources will best help me clarify my topic or question? What processes or procedures could I use? What materials and equipment could I use? What criteria will I use to judge how effective the sources and processes are in addressing my topic or answering my questions? What sources or procedures are the most useful and appropriate to my topic or question? How will I access these sources or carry out these procedures?
Carry Out a Plan of Action (These are the skills of considering what is known, what needs to be learned, and how to gather evidence or support).	<ul style="list-style-type: none"> What will I listen to, read, and view to gain pertinent information about my topic or question? What procedures will I use? How will I make notes (using appropriate models such as diagrams, mind maps, note cards, computer files), summarize, paraphrase, or quote as appropriate (recording information needed for a bibliography) to record what I am learning?
Analyze, Synthesize, Interpret, and Organize (These are the skills of examining information and evidence, processing data, interpreting, evaluating, and connecting the results.)	<ul style="list-style-type: none"> What have I learned? What is my main thesis statement, main idea, or key message? Can I formulate alternative answers, solutions, conclusions, or decisions related to my inquiry questions?
Present and Exchange (These are the skills of communicating and sharing what has been learned.)	<ul style="list-style-type: none"> What will be my purpose for sharing my findings? With whom will I share these findings? Where? When? How? How can I prepare a presentation suitable for the purpose, audience, and situation that I have identified? What do I need to revise and edit? Have I prepared adequately and rehearsed for my presentation? Present findings to audience.
Reflect and Evaluate	<ul style="list-style-type: none"> How can I judge the effectiveness of the inquiry, processes, and presentation? What new insights and questions do I have after learning what I have learned? In what ways could I use what I have learned to improve further research?

Note: In this unit students explore questions about the nature of flight and space.

Appendix D

Inquiry Self-Evaluation

My inquiry was:

I worked:

- ☐ alone
- ☐ with others

I:

- ☐ researched information and credited sources
- ☐ did experiments
- ☐ interviewed someone
- ☐ made a model
- ☐ made a chart/graph/picture/diagram
- ☐ wrote a report
- ☐ did a presentation
- ☐ put information on display

Something I did well ...

Something that I would do differently in my next project ...

Appendix E

Reading Log for Unit						
Title	Author	Date		Number of Pages	Comments	Rating
		Started	Finished			

Appendix F

Prayer To The Holy Spirit

Holy Spirit, be with me today.
Be my teacher, my guide, my counselor, my friend.
Fill me with your gifts,
especially the gifts of wisdom, discernment, knowledge,
understanding, compassion, love, and awe in God's presence.
In all that I think, say, and do, let it be in accordance with your most
holy and perfect will. I ask this in Jesus' name.



AMEN.

Appendix G

A Lesson in Astronomy

Many years after the time of Noah there was a man named Abram.

Abram was a good man who owned many sheep and cattle. He lived with his wife Sarai in the land of Haran. But he had no children.

One day, God came to Abram. Whether it was in a vision, or in a dream we don't know for sure. But God did come to Abram and He said to him,

“Abram! I want you to pack up all your things and leave your home!

“I want you to go to the land I will give you. I promise that I will bless you, and make your family great. I will be with you in all you do, and because of you all the families of the earth will be blessed.”

Wow! That was quite a promise!

But a scary one too. It meant that Abram would have to leave the place he knew and go to a place he didn't know. He would have to trust God that everything would be okay.

But that's just what Abram did.

Abram took his wife Sarai and his brother Lot. They packed up everything they owned in the land of Haran and moved to the land of Canaan - that was the land that God was going to lead him to. It couldn't have been an easy move to make. Abram was 75 years old when God told him to pack up everything he owned and leave his home - and if you look at a map, Canaan is a long way away from Haran!

And then...

...many years later, Abram was resting in his tent after a hard day's work. People lived in tents back in those days because they had to move from place to place to find food for their many sheep and cattle.

It was a night like any other night... until God appeared.

This must have been a bit of a surprise! And maybe more than a little bit scary.

But God said to Abram, “Do not be afraid! I am your defender! I promise that I will give you a great reward.”

But Abram said, “What kind of reward? I don't even have any children!”

And then God took Abram out beneath the starry sky. “Look up at the stars in the sky,” God said. “You will have a son. He will have children, and his children will have children, and they will have more children, and one day they will be as many as the stars in the sky.”

Abram said, “How can this be? I am old!”

But God had made a promise to Abram. God promised Abram that he would have children, and from him a great nation would come. God promised that they would live in the land that God had given them. And God promised that because of Abram all people on earth would be blessed.

And God always keeps his promises.

Abram believed God's promise, and Abram's faith pleased God. It was Abram's faith in God and his promise that made things right between Abram and God. That is an important thing to remember!

Before God even started to make the world, he had a plan. His plan is for us to know how good he is, and how much he loves us, and that one day we will come to live with him forever in heaven.

This was the beginning of God's plan.

Appendix H

CATECHESI TRADENDAE (On Catechesis In Our Time)

Pope John Paul II

Apostolic Exhortation of His Holiness to the Episcopate, the Clergy and the Faithful of the Entire Catholic Church given on 16 October 1979

1. The Church has always considered catechesis one of her primary tasks, for, before Christ ascended to His Father after his Resurrection, he gave the Apostles a final command to make disciples of all nations and to teach them to observe all that he had commanded.[1] He thus entrusted them with the mission and power to proclaim to humanity what they had heard, what they had seen with their eyes, that they had looked upon and touched with their hands, concerning the Word of Life.[2] He also entrusted them with the mission and power to explain with authority what he had taught them, his words and actions, his signs and commandments. And he gave them the Spirit to fulfill this mission.

Catechesis, which is growth in faith and the maturing of Christian life towards its fullness, is consequently the Holy Spirit, a work that he alone can initiate and sustain in the Church.

Appendix I

Interpretation of Psalm 8

How wonderful is your name, O LORD!

Your glory is seen
everywhere on earth.

When I see the world
that you have made,
I see how great you are.

When I see clouds piled up higher than mountains,

I see how great you are.

When I see the full, yellow moon at night
and millions of stars in the sky,

I see how great you are.

How can you even care about us?
We are so small
compared to the moon and the stars.

But you love us.

You made us like you.

And you made us the boss
over everything on earth.
Cats and dogs can't tell us what to do.
Even lions and tigers run and hide from us.

O LORD, our Lord,
how majestic
is your name over all the earth!

Appendix J

Communion on the Moon - Buzz Aldrin

by Bill Carrell

Neil Armstrong and Buzz Aldrin were the first men to walk on the moon in the Apollo 11 space mission. Michael Collins, third member of the group, was in charge of the command module, essential for their return to earth, which circled the moon while Armstrong and Aldrin landed. The moon lander touched down at 3:17 Eastern Standard Time, Sunday, July 20, 1969.

Aldrin had brought with him a tiny communion kit, given him by his church, that had a silver chalice and wine vial about the size of the tip of his finger. During the morning he radioed, "Houston, this is Eagle. This is the LM pilot speaking. I would like to request a few moments of silence. I would like to invite each person listening in, whoever or wherever he may be, to contemplate for a moment the events of the last few hours, and to give thanks in his own individual way."

[Communion on the Moon](http://www.godandscience.org/apologetics/communion.html)

"In the radio blackout," he wrote later, "I opened the little plastic packages which contained the bread and the wine. I poured the wine into the chalice our church had given me. In the one-sixth gravity of the moon, the wine slowly curled and gracefully came up the side of the cup. Then I read the Scripture, 'I am the vine, you are the branches. Whosoever abides in me will bring forth much fruit.' I had intended to read my communion passage back to earth, but at the last minute Deke Slayton had requested that I not do this. NASA was already embroiled in a legal battle with Madelyn Murray O'Hare, the celebrated opponent of religion, over the Apollo 8 crew reading from Genesis while orbiting the moon at Christmas. I agreed reluctantly..." "Eagle's metal body creaked. I ate the tiny Host and swallowed the wine. I gave thanks for the intelligence and spirit that had brought two young pilots to the Sea of Tranquility. It was interesting for me to think: the very first liquid ever poured on the moon, and the very first food eaten there, were the communion elements."

<http://www.godandscience.org/apologetics/communion.html>

Appendix K

Eucharistic Prayer



O Jesus, present in the sacrament of the altar, teach
all the nations to serve you with willing hearts,
knowing that to serve God is to reign.

May your sacrament, O Jesus, be light to the mind,
strength to the will, joy to the heart.

May it be support of the weak,
the comfort of the suffering,
the wayfaring bread of salvation for the dying
and for all - the pledge of future glory. Amen.

Pope John XXIII (1881-1963)

Appendix L

Prayer of Imagination –Journey to the Heart

For the Teacher – When you lead this prayer experience make sure you do not rush and your voice is calm and reassuring. If we provide the opportunity and environment for prayer the Holy Spirit will do the rest.

Instructions: Have students relax with their eyes closed or heads on their desks. You can turn the lights off and have a candle burning which always speaks of the presence of Jesus. If sitting on the floor they should each find their own space and close their eyes to enter into this prayer. Have them breathe deeply a few times –breathe in God and blow out distractions and worry.

Then say the following:

We are going to take some time now to meet Jesus in our hearts. We will use the great gift of our imagination to help us with our prayer. So with eyes closed I want you to imagine that there is an elevator in your head and you are there as it opens up to receive you. You step inside the elevator and the doors close quietly. You are not afraid only peaceful. Slowly the elevator begins to move down...and down...and down...and down (say the word down with a short pause between each time you say it) until finally the elevator comes to a stop. You have reached your heart. The doors slowly open and you see before you a beautiful meadow full of flowers and birds and butterflies. In the distance is a lake with beautiful mountains surrounding it. There is a path through the meadow and you step out of the elevator and begin walking down the path. It is beautiful. The sun is shining; there are a few puffy clouds in a blue, blue sky. The birds are singing, the smell of the flowers is everywhere and the butterflies dance from one flower to the next. As you walk down the path you get closer to the lake and soon you reach the shore of the lake and there is a bench off to the right with someone sitting on it. As you walk closer the person stands up and opens his arms and smiles and calls your name. You know it is Jesus. He welcomes you with a big warm hug and tells you how happy he is that you came. The two of you sit down and watch the beautiful scenery for a while. Then Jesus invites you into conversation and asks you how things are going in your life. Take some time now and talk to Jesus about the things that are important to you. Jesus cares about all of it, whether you are sad, happy, questioning, doubting, angry, worried or afraid. Talk to him now. (Allow 2 or 3 minutes of silence for this conversation. If you feel that the students are really into it allow more time.) Now you have had a chance to talk to Jesus about your life. Stop and listen to what Jesus wants to say to you about what you have told him. Let us listen to the voice of Jesus in your heart now. (Again allow 2 or 3 minutes of silence and more if you think the students are really into it.) Now we must go back to the elevator. Hear Jesus thank you for coming to talk to him and feel his warm loving arms around you as he hugs you good-bye. Jesus tells you to come often and to share your life with him. He tells you he loves you and is always there waiting in your heart for you to come and visit. As you make your way to the elevator you turn and Jesus waves and smiles at you and you wave back. Then you walk through the meadow and into your elevator. The doors shut and slowly you come up....and up....and up.... and up... and you are back here. You may open your eyes now.

Take some time to allow the students to share their experience with you if they want to.

Teacher Catholic Faith Integrations Reflections What have I learned about teaching this unit?	
Gr. 6 ELA	Unit: Taking Flight
<p>What permeation ideas worked well in this unit?</p> <p>How well did the permeation prompts engage the students?</p> <p>Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.</p> <p>As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.</p> <p>It would have been good to have...</p> <p>If I adapted / modified this unit I would...</p> <p>General Comment:</p>	