



Saskatchewan Catholic Schools Curriculum Permeation

REVEALING CHRIST IN ALL WE TEACH

Kindergarten

June 2019 link updates

“Revealing Christ In All We Teach”

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 outcomes/indicators 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.

Table of Contents

| | |
|--------------------------------------|-------------|
| Religion in Kindergarten..... | 4- 5 |
|--------------------------------------|-------------|

Unit Plans for Faith Permeation

| | |
|---|--------|
| Come In Come In God Welcomes Me..... | 6- 7 |
| God Calls Me By Name | 8- 9 |
| Busy Bodies, God Made Me Special and Unique..... | 10- 11 |
| Family Matters, Embrace and Celebrate that I Belong | 12- 13 |
| Feelings are Gifts From God’s Spirit..... | 14- 15 |
| Safety | 16- 18 |
| Colors..... | 19- 21 |
| Fall/Thanksgiving | 22- 24 |
| Creation/ God Made the Sea | 25- 27 |
| Day and Night | 28- 29 |
| Remembrance Day/ God Advocates for Peace | 30- 32 |
| Advent/Christmas | 33- 35 |
| Winter It’s Snowing..... | 36- 37 |
| Fishing for Friendships | 38- 39 |
| Communities are Part of God’s Family | 40- 41 |
| Lent/Easter | 42- 46 |
| Easter/Spring..... | 47- 50 |
| God the Creator (Aboriginal)..... | 51- 53 |
| Earth Day | 54- 55 |

Appendices

| | |
|-------------------------|---|
| <i>Appendix A</i> | Introduction to Prayer- Heart Room |
| <i>Appendix B</i> | Creation: God made sun, moon, and stars: Gen 1: 14-18 |
| <i>Appendix C</i> | The Best Present |
| <i>Appendix D</i> | What is Advent? |
| <i>Appendix E</i> | Mary: Mother of Christ, Mother of the Church |
| <i>Appendix F</i> | Mary: The Most Famous Mother of All. (Mother’s Day) |
| <i>Appendix G</i> | No Two Snowflakes Are Alike |
| <i>Appendix H</i> | Ladybug Friendships |
| <i>Appendix I</i> | Classroom Heart |
| <i>Appendix J</i> | Jesus is tempted by the Devil |
| <i>Appendix K</i> | Forgiveness: Parable of the Prodigal Son |
| <i>Appendix L</i> | He is Risen! Alleluia! |
| <i>Appendix M</i> | Holy Week Celebration |
| <i>Appendix N</i> | Resurrection Cookies |
| <i>Appendix O</i> | Resurrection Rolls |
| <i>Appendix P</i> | Resurrection Eggs |

| | |
|-------------------------|--|
| <i>Appendix Q</i> | Growing a Resurrection Garden |
| <i>Appendix R</i> | The Jelly Bean Prayer |
| <i>Appendix S</i> | Pentecost and Ascension Sundays |
| <i>Appendix T</i> | Parable of the Mustard Seed |
| <i>Appendix U</i> | The Good Shepherd |
| <i>Appendix V</i> | What is a Saint? All Saints Day |
| <i>Appendix W</i> | Christ the King |
| <i>Appendix X</i> | Teacher Catholic Faith Integrations Reflections Form |

General Resources

| | |
|---------------|--------|
| Books | 89- 90 |
| Music..... | 90 |
| Websites..... | 90 |

Curriculum References

| | |
|----------------------|-----|
| Arts Education | 91 |
| ELA..... | 95 |
| Health..... | 118 |
| Math | 124 |
| Phys. Ed | 128 |
| Science | 130 |
| Social Studies..... | 134 |

Religion in Kindergarten

Everywhere you look you can see "Traces of God" (the focus for *In God's Image*) because "God made everything" (Genesis 1:1). It is natural, therefore, to integrate religion into the Kindergarten program.

It is the role of a Catholic school teacher to help "train the child's heart and mind to view all things from God's perspective" (Doreen Claggett, "God- Centered Education, Child- Centered Education")

Many of the lessons from the "God's Image" program follow the philosophy of the new curriculum, giving teachers a great starting point to extend into the "Children First" inquiry- based resource. This document will help teachers incorporate God's teachings into many areas of study as they design learning environments. Lessons on the liturgical calendar of the Catholic Church (i.e. Christ The King, All Soul's Day, etc.) and the importance of Mary, the Mother of Jesus, are included in the appendix. Also included are reference numbers from the "Catechism of the Catholic Church" so that teachers know what they are teaching is well- rooted in Church doctrine. Teachers are also challenged to grow in their own spirituality as they reflect on each "Teacher Faith Essential Question".

Each unit of exploration refers to a curriculum subject; however, areas of study often complement one another.

E.g.: Busy Bodies: God made me Special and Unique.

Main areas of study are:

1. Social Studies: INK.1 Demonstrates an understanding of similarities and differences among individuals in the classroom.
2. Health: USCK.3 Explore that who I am includes more than my physical self.
3. Phys. Ed.: Explore ways my body can move.
4. Math: SSK.1 Why did God make us different sizes? (Charting our growth.)
5. Science: LTK.1 Observe and record physical characteristics.
6. Language Arts: CCK. 2 Communicate feelings and ideas through a variety of ways
CCK.3 Use oral language to share personal experiences.
7. Arts Ed: CPK.1 Express ideas through dance.

Ways to integrate faith into your classroom are:

- Prayer: to reinforce Catholic beliefs and Gospel values. Prayers are said to begin and end each day, before meal times, in thanksgiving, during times of trouble, celebrations, etc.
- Daily Reflections: to help students make relationships between God's teachings and their personal lives.
- Personal Examples: Living our faith by modeling gospel values and following the fundamental teachings of the Catholic Church that are crucial to our identity as Catholic schools.

Lessons from some of the units help children to reflect in their **daily prayer** on several of the big faith ideas. This reinforces not only the faith ideas but teaches the basic elements of prayer; praise, thanksgiving, asking for forgiveness, and petition. The following is an example which could be created with the children, written, illustrated and placed in a prayer corner to be read each day. Language Arts: CCK.2 Create messages using a combination of pictures, symbols and letters.)

Dear Jesus Thank you for welcoming and loving us each day. (God Welcomes Me). Help me to be your messenger and to welcome our special person today. (God Calls Me by Name) Help me to show love to our school family and our home family. (Family Matters) I love you Jesus, I am sorry when I forget to ask for your power to say no to temptations. (Safety and Lent). Thank you for many things like our beautiful world and nature. (Fall/Thanksgiving, Creation)
Please bless my family and keep them safe. (Family Matters)
Amen.



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Come In Come In God Welcomes Me

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

God welcomes each person with great joy.

Catholic Faith Big Ideas:

Students will understand that ...

1. To welcome each other joyfully makes us a messenger of God's welcome.

Catholic Faith Essential Skills:

The students will be able to:

1. See themselves as messengers of God's welcome.
2. Welcome one another joyfully as a messenger of God.

Catholic Faith Essential Questions:

Student Faith Question:

1. How am I a messenger of God?

Teacher Faith Question:

1. How can I be a better messenger of God?

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

Students will actively participate in a Welcome Song showing joy and comfort. **Arts Ed:** CPK.3

Unit Instruction Plan/Lesson Sequence

Introduction: “Whoever welcomes this child in my name welcomes me...” (Luke 9: 48)

Lesson: Welcome students into God’s Family and Community. *In God’s Image* #1 Come In! Come In! p. 33 **Language Arts:** CRK 1

Lesson: *In God’s Image* #1 Come in! Come In! Come on In p. 35 **Language Arts:** CRK 1

Lesson: *In God’s Image* #1 Come in! Come In! Sing “Welcome, Hello” No.1 **Health:** USCK.1
Arts Ed: CPK.3 (Tip: Children learn to identify their right hand through sensory experiences prior to shaking hands i.e. Put the right hand in cold water, rub it with hand lotion, wear a ring, use a stamp or a sticker etc.)

Lesson: *In God’s Image* #1 Come in! Come In! Welcome story p. 36 Possible books: Yellow Bear Goes to Catholic School or The Kissing Hand. **Language Arts:** CRK 1

Lesson: Take a photo of each student and place it around a picture of Jesus at the prayer table. Each day a student is chosen to be the special person and a blessing is given to her or him. Sample blessing: Make the Sign of the Cross on the student’s forehead and pray. “Name _____, God loves you and I love you. Receive the blessing and love of Jesus. May Jesus bless you and your family.” While the teacher does this, the students stretch out their hand in a blessing. Then a simple song may be added. E.g. Carey Landry’s *God Loves You*. **Health:** USCK.1

Lesson: Meditation (could be a continuation of the above lesson): Adapted from *My Heart Room* by Mary Terese Donze. Explain to the students that: God (or the Spirit of Jesus) lives in a special room in our Hearts. (See **Appendix A:** Introduction to Prayer- Heart Room)**Health:** USCK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: God Calls Me By My Name

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

We are part of God's family and He knows us by our name.

"...I have called you by name, you are mine" (Isaiah 43: 1)

Catholic Faith Big Ideas:

Students will understand that ...

1. "God calls each one by name. Everyone's name is sacred. The name is the icon of the person. It demands respect as a sign of the dignity of the one who bears it." (2158) Catechism of the Catholic Church
2. "The name one receives is a name for eternity. In the kingdom, the mysterious and unique character of each person marked with God's name will shine forth in splendor." (2158) Catechism of the Catholic Church

Catholic Faith Essential Skills:

1. Students will know that they are precious because God has called them by name.

Catholic Faith Essential Question:

1. God knew our name before we were even born. How does that make you feel or what does that make you think?

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

The student will state why their name is special. **Language Arts:** CCK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: God Calls Me By Name

Introduction: “God calls each one by name. Everyone's name is sacred. The name is the icon of the person. It demands respect as a sign of the dignity of the one who bears it.” (2158) Catechism of the Catholic Church

Lesson: *In God's Image* #3 What's Your Name? Golden Names p. 50- 51 **Language Arts:** CRK.1

Lesson: *In God's Image* #3 What's Your Name? This is My Name p. 52 **Arts Ed:** CPK.4
Language Arts: CCK.1

Lesson: *In God's Image* #3 What's Your Name? Find a Friend p. 54 **Language Arts:** CRK 1

Lesson: *In God's Image* #3 What's Your Name? A Singing Welcome p. 55 **Arts Ed:** CPK.3
Language Arts: CRK.1 **Health:** USCK.1

Lesson: Review the video and pictures of the Family celebration from *In God's Image* #21 for students to learn names. **Language Arts:** CRK. 1

Lesson: Golden names could be kept in a Treasure box and used in various units: Pirates, Under the Sea (treasure), and Christmas, when we talk about the name of Jesus. **Language Arts:** CRK.1

Lesson: Parents are asked to write an answer to the following question: How did you decide on the name for your child? The child will share the information during a sharing time.
Language Arts: CCK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Busy Bodies: God Made Me Special and Unique

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

Discover and appreciate the uniqueness of the body God gave me.

Catholic Faith Big Ideas:

Students will understand that ...

Our bodies are unique gifts from God.

“There is no wealth better than health of body, and no gladness above joy of heart.” Sirach 30: 16

“The dignity of the human person is rooted in his or her creation in the image and likeness of God. Endowed with a spiritual and immortal soul, intelligence and free will, the human person is ordered to God and called in soul and in body to eternal beatitude.”(358) Catechism of the Catholic Church

Catholic Faith Essential Skills:

Students will be able to:

1. Appreciate and respect their own physical attributes and those of classmates.
2. Make positive statements about the unique characteristics of classmates
3. Identify they are different, special and that God created us to all be unique.

Catholic Faith Essential Question:

1. Am I using my body the way God intended me to – in His likeness and image, to reflect his love?

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

1. The student will name two ways God made them the same as others and two ways God made them different (unique) from others. (Or the student can draw self and another person in a picture that shows their differences). **Social Studies:** INK.1 **Language Arts:** CCK.1

Or

2. Dictate a sentence stem that students can fill in: I like ____name____ because _____. **Language Arts:** CCK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Busy Bodies: God Made Me Special and Unique

Introduction: “The dignity of the human person is rooted in his or her creation in the image and likeness of God. Endowed with a spiritual and immortal soul, intelligence and free will, the human person is ordered to God and called in soul and in body to eternal beatitude.”(358) Catechism of the Catholic Church

Lesson: *In God’s Image #4* Busy Bodies: Mirror, Mirror on the Wall p. 58 Name the parts of our body. **Science:** LTK.1 **Language Arts:** CCK.1

Lesson: *In God’s Image #4* Busy Bodies: I Am This Big p. 59 Why did God make us different sizes? Chart our growth. **Math:** SSK.1, NK. 3 **Science:** LTK.1 **Language Arts:** CRK.1 CCK. 1

Lesson: *In God’s Image #4* Busy Bodies: Inside Out p. 60 I show thanks to God for my beautiful body by taking care of it. What can you do to take care of your body?

Talk about what’s inside of us. Invite a health care provider to be guest speaker. “Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good.”(2288) Catechism of the Catholic Church

Language Arts: CRK.1

Lesson: *In God’s Image #4:* Busy Bodies: From Toes to Fingertips or Until I Drop p. 61 board Game **Math:** NK.3 **Language Arts:** CRK 1.

Lesson: *In God’s Image #4* Busy Bodies: My Very own “me” Card. Fingerprint guests e.g. police officer. **Health:** USCK.2 **Language Arts:** CRK. 1

Lesson: Invite professionals to set up stations that students and parents rotate through to learn various body topics (E.g. dental health teaches about sugar free snacks and correct brushing; health nurse teaches washing of hands and information about head lice.) Thank you God for people who care about our health.

Health: DMK.1

Lesson: Send a letter home to the parents requesting that they write a letter back to the class explaining why their child is special. **Language Arts:** CRK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Family Matters: Embrace and Celebrate that I belong to a family

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

Embrace and celebrate that I belong to my family, a school family and God's family. God is with us through our parents and therefore we must honour them.

Catholic Faith Big Ideas:

Students will understand that ...

1. God made me and my family "In creating man and woman, God instituted the human family and endowed it with its fundamental constitution. Its members are persons equal in dignity. For the common good of its members and of society, the family necessarily has manifold responsibilities, rights, and duties." (2203) Catechism of the Catholic Church
2. "Children owe respect (filial piety), gratitude, docility and obedience to their parents. In paying them respect and in fostering good relationships with their brothers and sisters, children contribute to the growth in harmony and holiness in family life in general" (459) Compendium of the Catechism of the Catholic Church

Catholic Faith Essential Skills:

The students will be able to:

1. Tell how children can honour their mother and father.

Catholic Faith Essential Question:

1. Why should I honour and obey the parents God has given me?

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

Students will complete a page in a booklet or journal that shows family members in a situation where the student is honouring parents/guardians. **Language Arts:** CCK.1 or Role-play situations of respect and love in families. **Arts Ed:** CPK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Family Matters: Embrace and celebrate that I belong to a family

Introduction: This theme invites us to celebrate God's love through family and home and the bonds that are nurtured there.

Lesson: *In God's Image #2* Family Matters: Sticking Together game p. 43. **Phys. Ed.:** PEK.5
Arts Ed: CPK.1

Lesson: *In God's Image #2* Family Matters: Family Totem Poles p. 44. **Social Studies:** INK.2
Language Arts: CCK.1 **Arts Ed:** CHK.2 **Math:** SSK.3 (Aboriginal content.)

Lesson: *In God's Image #2* Family Matters: Decorating the Family Tree p. 45 **Social Studies:** INK.2 RWK.1 (incorporate managing tasks and resources in families)
Language Arts: CCK.1 **Arts Ed:** CHK.1

Lesson: *In God's Image #2* Family Matters: Celebrating Customs p. 46. Take pictures and video the celebration. (Extensions into studying about homes for God's People and Creatures could be integrated here p 47.) **Language Arts:** CRK.1 CCK.1 **Social Studies:** INK.2 (Aboriginal content.)

Lesson: Review the video and pictures from the activity above for students to recall events, cultural foods, and names of classmates. **Health:** USCK.3 **Language Arts:** CRK. 2

Lesson: Family Ties: God ties us together as families. Draw family pictures on a large tie. **Arts Ed:** CHK.1

Lesson: Church Family: Share information about the name of the church with the students. Invite the priest in to talk with the students or take the students on a tour of the church.
Language Arts: CRK.1

Note: Many of the above lessons could be done at school inviting parent(s) to join.



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Feelings as Gifts from God's Spirit

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

To realize that feelings are gifts from God.

Catholic Faith Big Ideas:

Students will understand that ...

Feelings are gifts from God and God helps us to understand ourselves through them.

"The passions are the feelings, the emotions or the movements of the sensible appetite- natural components of human psychology- which incline a person to act or not to act in view of what is perceived as good or evil. The principal passions are love and hatred, desire and fear, joy, sadness, and anger. The chief passion is love, which is drawn by the attraction of the good. One can only love what is good, real or apparent." (370) Compendium of the Catechism of the Catholic Church

Catholic Faith Essential Skill:

The students will be able to:

1. Identify and understand their feelings as a gift from God.
2. Identify various feelings within themselves and others.

Catholic Faith Essential Questions:

Student Faith Question:

1. How do you think God wants us to use the gift of feelings?

Teacher Faith Question:

1. How have I used God's gift of feelings in relationship to my students in a positive way?
In a negative way?

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

Have the students illustrate feelings on several faces; these can be made into puppets.

Children will be challenged to identify the expression corresponding to feelings and situations.

Health: USCK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Feelings as Gifts from God's Spirit.

Lesson: *In God's Image* #5 All My Feelings: Symphony of Feelings or The Dance of the Feelings. p. 67 **Arts Ed:** CPK.1 CPK.3

Lesson: *In God's Image* #5 All My Feelings: Frame a Feeling. p. 66 **Health:** USCK.1 USCK.3

Lesson: *In God's Image* #5 All My Feeling: A Big Book of Feelings. p.68 (Resource book *The Way I Feel* by Janan Cain) **Health:** USCK.3 **Language Arts:** CRK.4 CCK.2

Lesson: *In God's Image* #5 All My Feelings: Feel It Out. Use movement to explore feelings. p. 69 **Phys. Ed.:** PEK.1 **Arts Ed:** CPK.2

Lesson: *In God's Image* #5 All My Feelings: Grab Bag of Feelings p. 70 **Language Arts:** CRK.2 CCK.4 **Arts Ed:** CPK.2

Lesson: Use pictures of the children at play and find examples of feelings being expressed.
Language Arts: CRK.2



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Safety

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

Our bodies are the temple of the Holy Spirit “Didn’t you realize that you were God’s temple and that the spirit of God was living among you.” 1 Corinthians 3: 16

Catholic Faith Big Ideas:

The students will understand that:

Our bodies are a gift from God and we must respect and care for them.

Catholic Faith Essential Skills:

The students will be able to:

1. Understand that God gave me a body and I need to keep it safe.
2. Rules and regulations are God’s way of helping us to be safe.

Catholic Faith Essential Questions:

Student Faith Question:

1. What should I do if I see someone doing something that I know is unsafe to him or her or someone else?

Teacher Faith Question:

1. Have I ever asked for God’s help in circumstances where I feared for my safety or someone else’s? In what ways was God’s presence felt?

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

Students will create posters with the title **My Body is a Gift from God** and then complete the sentence stem “I keep my body safe when I _____” to complete the poster.

Language Arts: CCK.2 CCK.4

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Safety

Lesson:

1. Discuss and practice for a Fire Drill at School. Ask: “Why do we practice fire drills? God made us; we are special to Him and He wants us to be safe. **Health:** DMK.1 (Note: The students are excited and somewhat nervous about this aspect of school life. Over prepare them- arrange with the principal to go and see where they turn on the alarm for fire drill practices so the students know the source of the “noise”. If at all possible, arrange to go as a class with the principal the first time he plans to sound the alarm for a school- wide practice. Let the students observe what happens BEFORE they actually do one.) **Health:** USCK.2
2. Plan a visit from a fire responder or visit the local firehouse. **Social Studies:** INK.1

Lesson:

1. Show picture of situations at home, in the classroom or the schoolyard and ask questions like “What is happening? How is the person feeling? What would God want you to do? What will you do if this happens to someone you know?” (Students will be able to recognize dangerous situations, associate personal feelings, discuss how God wants us to live and interact with others, come up with solutions to help themselves or others if the situation should arise) **Health:** USCK.1 **Language Arts:** CRK.2
2. Illustrate a time in their life when they felt unsafe and tell about it- share with a partner, small group, whole class or teacher. **Language Arts:** CCK.2 Tell them that next time they are in a situation like that, there is someone who is always with them.(God)
3. Prayer of thanks to God for always watching out for us. **Language Arts:** CCK.1

Lesson:

1. Ask: “What are some things we should remember to be safe at school?”
Tell them that a long, long time ago, God gave us some rules that everyone must follow. Read the story of “Moses and the Ten Commandments” **Language Arts:** CRK.4
2. Discuss these “rules to live by” in an age appropriate manner.
3. Reflect with the students on how we can remember all the rules easily by remembering one rule— Jesus calls it the “Golden Rule”—“Treat others the way you want to be treated.” (“Do to others as you would have them do to you.” (Matthew 7:12). Our mission is to always remember the Golden Rule. **Health:** APK.1 **Language Arts:** CRK.1 CRK.3

Lesson:

1. Review God's rules.
2. Prepare two pieces of chart paper—one titled "Classroom" and one "Playground". Ask the students to list things they should or should not do as teacher records them. Draw simple illustrations for each. Encourage them to use God's rules, too. Post these in the classroom as a reminder to everyone. **Health:** APK.1 **Social Studies:** PAK.1 **Language Arts:** CCK.1

Lesson: Prayer: "Dear God, Thank you for watching over me and keeping me safe. Help me to always remember your rules and when I forget, help me to say "I'm sorry." and do better next time. Amen."



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Colors

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

All beauty comes from God.

Catholic Faith Big Ideas:

Students will be able to understand:

1. Why God gave us colors; for beauty, to make things interesting, safety (red means “stop” or “hot”), to tell things apart (contrast), etc.
2. God made us unique and each of us has preferences.
3. Some colors have specific meaning in the decorations of the church.

Catholic Faith Essential Skills:

The students will be able to:

1. Understand that God made people different colors and I am perfect just the way I am.
2. Appreciate God’s gift of color

Catholic Faith Essential Questions:

Student Faith Question:

1. Do I accept people the way they are?
2. What do liturgical colors in the church symbolize or represent?

Teacher Faith Question:

1. What do I know about the liturgical colors of the church?

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

1. Illustrate a picture or model of the earth representing how God made people different. Representation must include children joining hands around a globe w/ long or short hair, blonde or black hair, different skin tones, differing heights and body shape, etc.
2. Students state their favorite color and what it tells them about God’s beauty.

Social: INK.1 **Language Arts:** CCK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Colors

Lesson:

1. *In God's Image* #8 Do You like it? : Arrange our favorite colors p. 104 **Arts Ed:** CPK.4 Have fun with guided imagery p. 105 (Showing individual preferences for certain colors because God made us different so we like or dislike different things.)
2. Show the students two copies of the same piece of artwork, one that is colored and one that is black and white. Have a vote to see which one the students like the best. Ask the students the reason behind their choice.
3. Ask the students to imagine the world without color. Give them time to internalize this. Ask the students to share their thoughts.
4. Share thoughts and feelings evoked by arts expressions. **Language Arts:** CRK.2

Lesson:

Why did God make colors?

1. (a) Go on a walk around the school noting the color of things. If you have taps at your sink marked with red or blue dots, a red fire alarm, or an exit sign over your door direct the children to these. Lead discussion to reflect on colors that depict safety.
(b) Look at advertising posters, pictures on covers of books, or art works. Discuss why they think the artists used these colors.

Science: MOK.1 **Arts Ed:** CRK.1 **Language Arts:** CRK.2

Lesson: Have students work together to build a structure using only one color. Then try to recreate the structure, this time using their choice of colors. **Math:** SSK.3

Lesson:

Choose a color for the day e.g. yellow. Experience and discuss the limitations if everything has to be yellow; clothes, color of choice for creating, etc. Use one colour only to make a picture.

Science: MOK.1 **Arts Ed:** CPK.4 **Language Arts:** CRK.2 CCK.2

Lesson:

God Made People Different, too.

1. Vera Trembach Rebus: "Colors" (the people in the pictures are different colors) Have a copy for each student and read it together. Ask: What do you notice about the pictures? Why do you think God made people different? **Social Studies:** INK.1 **Language Arts:** CRK.1 CRK.4
2. Ask: How did God make us different? –color of hair: discuss the possibilities and use students as examples; color of eyes: students can look at each other or have little mirrors available; length of hair; height; color of skin **Social Studies:** INK.1 **Science:** LTK.1
3. Celebrate that God made us all different colors by teaching the song: "Jesus Loves the Little Children": excerpt- "Red and yellow, black and white. We are precious in His sight. Jesus loves the little children of the world!" **Arts Ed:** CPK.3

Unit Extensions:

1. Throughout the year, the cloth on the prayer table will be changing colors. Talk to the students about this. Talk about the colors on the Advent wreath. Color purple at Lent and Advent, Color for Pentecost Sunday, etc.
2. Art discussion “What color is God?”
3. Read Forche, Carolyn A., *Colors Come From God...Just Like Me* (a story affirming children with brown skin)
4. Individual Color Study: Yellow- The sun, moon and stars (see **Appendix B** for lesson Creation: God made the sun, the moon and the stars)



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Thank You, God for our Blessings (Fall)

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

To give praise and thanks for God's abundant blessings.

Catholic Faith Big Ideas:

Students will understand that ...

1. God provides us with our basic needs.
2. Seasons may change but God's love for us never does.

Catholic Faith Essential Skills:

The students will be able to:

1. Recognize the many blessings of God in our lives (basic needs, senses, family, etc.)
2. Give thanks to God for these blessings.

Catholic Faith Essential Question:

1. What can I thank God for today?

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

The students will make representations to show that they are thankful to God for the blessings in their lives. The students will share these visuals with others. **Arts Ed:** CPK.4 **Language Arts:** CCK.1 CCK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Thank You, God for our Blessings (Fall)

Lesson: Fall Excursion: *In God's Image* #10 It's Falling: Fall Excursion p.119

1. God gave us bodies to move. Explore different ways of moving on your excursion. i.e. stomp on the leaves, sway like the wind in the trees, etc. **Phys. Ed.:** PEK.2

2. Discuss safety on the excursion: God wants us to take care of others and ourselves. **Health:** USCK.1

3. Talk about taking care of God's creations/environment: E.g. effects of taking a branch from a real tree. **Science:** LTK.1 **Health:** USCK.1.

4. Explore the treasures brought back from God's creation, types of leaves, bugs, feathers, litter, pinecones, stones, etc. Use the gathered materials to create artwork and practice math skills.

Math: NK.2 NK.4 NK.5 PK.1 SSK.2 **Science:** LTK.1 **Arts Ed:** CPK.4

5. Write about our excursion: "Thank You, God for Nature!" **Language Arts:** CCK.4

Lesson: *In God's Image* #10 It's Falling: Dance of the Leaves p. 121: **Arts Ed:** CPK.1

Lesson: God gave us wind and water.

1. Exploration: What are the effects of wind and water on the treasures we brought back? (At your Water Table and Sensory table, add drinking straws, small battery-operated fans, paper fans, etc.) **Science:** FEK.1 NSK.1

2. Discussion: Why did God give us water and wind? **Language Arts:** CRK.3 CCK.3

3. Dramatic Exploration: Imagine moving your body in wind and water (experiment with different degrees of force, move to relaxation CD's, imitate wind/water sounds with voice or instruments) **Phys. Ed.:** PEK.5 PEK.6 **Arts Ed:** CPK.1

4. Experiment with water and various containers at the water table. **Science:** FEK.1 MOK.1

5. Draw/paint the wind/water. **Arts Ed:** CPK.4

Lesson: Read the Creation Story: God made the sky and the waters. (This could lead into a study of Oceans and Sea Life/Animals of the Air/Transportation) Observe children take pictures or videos of their experiments.

Lesson: God Blesses me Every Day (Signs of Fall)

Relate to the Fall excursion and ask the students, "What is fall?" Brainstorm signs of God and make a list i.e. changing leaves, harvesting gardens, animals preparing for winter, etc. **Language Arts:** CCK.3

Lesson: God gives us the ability to communicate our experiences. Children represent what they discovered from the previous day by drawing from their photo and telling their story. The teacher has each child's picture pasted onto a sheet of paper. The child then draws and the teacher documents the child's learning. Children then share their stories with a partner.
(Language Arts: All outcomes and indicators)

Lesson: Changes: "Why do things have to change? Why did God make "Fall"? Some responses could be: to give things a rest- the soil regenerates to receive new seeds in the spring, to give us a break from summer heat, mosquitoes, etc. Explain that even though things change, God's love for us never dies. He loves all of us very much, always has, always will. **Language Arts:** CRK.1 The LORD appeared to us in the past, saying: "I have loved you with an **everlasting love**; I have drawn you with loving- kindness."**(Jeremiah 31: 3)**

Lesson: God blesses us. He gives us what we need i.e. he gives us water, wind/air, trees, grass, food, ladybugs, our bodies, houses, families, our school, etc. **Language Arts:** CRK.1

Lesson: Teach the song by Carey Landry: "Thank You, God for Giving Us Life!" or "The Butterfly Song"- *Young People's Glory*. **Arts Ed:** CPK.3

Lesson: Appendix A: Follow the instruction for leading children into meditation adapted from *My Heart Room* by Mary Terese Donze **Math:** NK.1 (counting whole numbers BACKWARD from 10.)

Lesson: Thank You, God! *In God's Image* #21 Thank you God! p. 206- 211
1. "What is Thanksgiving?" Discuss and reflect on our blessings and then say "Thank You" to God. **Health:** USCK.3

Lesson: "How does your family celebrate Thanksgiving?" Discuss similarities and differences among the children's families. **Health:** UCSK.3 **Language Arts:** CRK.1 **Social Studies:** DRK.3

Lesson: Invite families to school for a harvest feast. *In God's Image* #21 Thank you God! p. 206- 212 **Arts Ed:** CPK.4 **Language Arts:** CRK.1 CCK.1 **Math:** NK.5
Science: FEK.1 (baking) **Social Studies:** RWK.1 (Sharing the tasks)



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Creation/ God made the Sea

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

All creation is the glory of God fully alive.

“Scripture and Tradition never cease to teach and celebrate this fundamental truth: "The world was made for the glory of God." St. Bonaventure explains that God created all things "not to increase his glory, but to show it forth and to communicate it", for God has no other reason for creating than his love and goodness: "Creatures came into existence when the key of love opened his hand."(293) Catechism of the Catholic Church

Catholic Faith Big Ideas:

Students will understand that ...

1. All that lives and breathes comes from God.

Catholic Faith Essential Skills:

The students will

1. Gain knowledge of the many forms of God's creation.
2. Respect and appreciate all forms of life created by God.

Catholic Faith Essential Questions:

Student Faith Question:

1. Why should I respect all living things?

Teacher Catholic Faith Question:

1. How do I show my respect and appreciation of God's creation to my students?

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

Dramatization of favourite creatures in God's world (Can you guess what I am? game) **Arts Ed:** CPK.2

or

Sort and classify different forms of God's creation. **Math:** SSK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Creation/ God made the Sea

Introduction: “Bless the Lord, all you works of the Lord, praise and exalt him above all forever. Angels of the Lord, bless the Lord, praise and exalt him above all forever.(Daniel 3: 57-58)

The following lessons develop the theme of oceans. Teachers are free to choose whatever areas of creation they wish to explore i.e. air, land

Lesson: Read the story of creation from a children’s bible or a trade book with special emphasis that God created the sea or land.

Lesson: Use an inflated globe to demonstrate the difference between the amount of land and ocean in the world. Students roll the inflated globe and catch it with two hands. It’s graphed to indicate whether their hands landed on water or land. OR Use a globe to measure how many hands cover the land versus water.

Discuss who made the oceans.

Discuss with the students why God gave us oceans. Brainstorm and draw pictures with labels of all the things they wonder about the oceans. **Social Studies:** DRK.1 **Science:** LTK.1

Lesson: *In God’s Image* #30 Water and Air Creatures

Activity A:

- Look at sea life closely, see and touch the fish, look at colors and patterns.
- Look at nonfiction books/pictures to look at many different sea creatures. **Language Arts** CRK.2
- Sort and classify the various sea creatures. **Math:** SSK.1 SSK.2
- Look at patterns on sea life. Make patterns with sea objects. **Math:** PK.1
- How does the crab walk? The fish swim? p. 178 **Arts Ed:** CPK.1

Lesson: *In God’s Image* #30 Water and Air Creatures

Activity B: Waves: Create watery designs **Arts Ed:** CPK.4

Lesson: *In God’s Image* #30 Water and Air Creatures

Activity C: Waves Making waves in a bottle **Science:** FEK.1

Compare volumes of bottles. Put various bottles in the water table. **Math:** SSK.1 (Volume)

Lesson: God created the creatures of the sea. Students choose a particular aquatic creature(s) to study. Teachers help students discover and understand that God has a purpose for everything He has created.

i.e. –exoskeleton of a crab for protection

- extra layer of fat to keep hibernating bears warm and fed for the winter
- each one of us has been made with a special purpose

Language Arts: CRK.2 CRK.3 CRK.4 (It depends how they research the information.)

Lesson: Why did God make the sea salty? Perform a science experiment (to help heavy creatures like whales and ships float) Experiments: float an egg in tap water versus salt water, set up the water table to explore with objects that sink and float, taste salt water and clear water and discuss the difference in the taste. **Science:** MOK.1

Discuss the social responsibility of conserving water. How could we take care of God's gift of water? **Science** LTK.1

Lesson: Pirates; Directions (Aboriginal content); searching for treasure. We are God's treasures and responsible to take care of God's treasures (looking after self); the sea is one of God's treasures so we need to take care of it. Sea creatures are God's treasures. **Science:** LTK.1

Label an individual treasure box with each of the student's names and talk about them being God's treasures. **Language Arts:** CRK.1

Lesson: Take the children on a treasure hunt. Messages with clues can be previously placed in a bottle. Children follow the clues to find a treasure that has their names on it. God gave them names. **Language Arts:** CRK.4



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Day and Night: God gives us the wonders of day and night

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

Explore the wonders of light and dark; as God's gifts of time for rest and play, sleep and work, silence and praise. "You have made the moon to mark the seasons; the sun knows its time for setting." (Psalm 104: 19) "In the beginning, God created the heavens and the earth" (*Genesis* 1: 1).

Catholic Faith Big Ideas:

Students will understand that ...

1. God gave us light and dark; night and day.
2. God is light and there is no darkness in God.
3. God's light shines in me when I am loving and kind.

Catholic Faith Essential Skills:

The students will be able to:

1. Name examples from God's creations that are sources of light and describe their purpose. Why did God give us the sun?
2. Tell why God is light and how that light can shine in me.

Catholic Faith Essential Questions:

Student Faith Question:

1. How do I reflect God's light when I play, work and praise? (Shine my light)

Teacher Faith Question:

1. How do I reflect God's light to my students?

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

Students can discuss how they are a light to others. **Social Studies:** PAK. 2

Students draw examples from God's creations that are sources of light and describe their purpose. **Science:** NSK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: God gives us the wonders of day and night.

Lesson: *In God's Image* #14 It's night, it's day! Shadow Dancers (the gift of God's play) p. 150
Phys. Ed.: PEK.6 **Arts Ed:** CPK.1.

Lesson: *In God's Image* #14 It's night, it's day! Shadow Movers p.151 **Science:** FEK.1 NSK.1

Lesson: *In God's Image* #14 It's night, it's day! Now You See It, Now You Don't p.153 (God's world remains the same even when it is dark) **Science:** FEK.1

Lesson: *In God's Image* #14 It's night, it's day! Campfire Adventure p. 154 **Arts Ed:** CPK.2
Language Arts: CRK.3

Lesson: Set up an invitation (logs, drums) that may encourage children to build a campfire or enact a powwow.

Arts Ed: CHK.2

Lesson: Students work with the light table or overhead projector to experiment with light.

Science: FEK.1

Lesson: Students experiment with flashlights in a dark space (blanket fort, large cardboard box)

Science: FEK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Remembrance Day/ God advocates Peace

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

We are called to be peacemakers.

Catholic Faith Big Ideas:

1. “The Lord proclaimed, “*Blessed* are the peacemakers” (*Matthew* 5: 9). He called for peace of heart and denounced the immorality of anger, which is a desire for revenge for some evil suffered. He also denounced hatred, which leads one to wish evil on one’s neighbor. These attitudes, if voluntary and consented to in matters of great importance, are mortal sins against charity.” (480) Compendium of the Catechism of the Catholic Church
2. “Peace in this world, which is required for the respect and development of human life, is not simply the absence of war or a balance of power between adversaries. It is “the tranquility of order” (Saint Augustine), “the work of justice” (Isaiah 32: 17) and the effect of charity. Earthly peace is the image and fruit of the peace of Christ.” (481) Compendium of the Catechism of the Catholic Church

Catholic Faith Essential Skills:

Students will be able to

1. Determine which actions are peaceful (helpful) and which actions are not peaceful (hurtful).
2. Choose peaceful solutions when they encounter problems.

Catholic Faith Essential Question:

1. How does God want us to be peacemakers in our families, classroom and community?

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

Demonstrate peaceful actions throughout the school day. (Teacher observation) **Social Studies:** PAK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Remembrance Day/ God advocates Peace (Cultural Days)

Lesson: *In God's Image* #22 Cultural Days p. 214 God wants Peace. What is peace?

Begin with a resource such as the story *Let's Be Enemies* by Janice Udry. Read the story and then talk about a better way to live than being enemies. This is called Peace. What does peace sound like? Look like? Feel like?

Conclude with the song "A Peaceful Day" No. 5 from *In God's Image* **Language Arts:** CRK.4
Social Studies: PAK.2

Lesson: *In God's Image* #21 Cultural Days p. 215 Remember to be Peaceful

Read a story about peace/war. Talk with the children about times when countries are at peace with each other and times when they are not. Use a globe to point out some "war zones".

"Earthly peace is the image and fruit of the *peace of Christ*, the messianic "Prince of Peace." By the blood of his cross, "in his own person he killed the hostility," he reconciled men with God and made his Church the sacrament of the unity of the human race and of its union with God. "He is our peace." He has declared: "Blessed are the peacemakers." (2305) Catechism of the Catholic Church

Help them to see that God wants us to be peaceful and to share peace. God asks us to have peaceful hearts and to love, not hate.

Have a large number of scenarios written that reflect actions by kindergarten students. Students sort them into peaceful actions (helpful) and war actions (hurtful). Some examples are: Hitting a child, smiling, saying sorry, calling a child a name etc. **Social Studies:** PAK.2

Conclude with the song "A Peaceful Day" No. 5 from *In God's Image*. Have the song on chart or pocket chart format in order to extend the activity through ordering sentences, words, etc.

Language Arts: CRK.3 CRK.4

Lesson: What does war look like in our schools? Put ups; put downs; Put ups make peace and put downs make war. Brainstorm put up words and put down words.

Role-play

(a) situations in which something happens to the children where someone makes them mad.
React in a peaceful way.

(b) giving put ups

Social Studies: PAK.2 **Language Arts:** CCK.2

Lesson: Teach them how to make the sign of peace. The Sign of Peace is a very ancient part of the mass. It is an expression of the love and peace that exists within the community assembled in God's name. We perform this action in preparation to receive the body and blood of Jesus. Make up a prayer together orally to ask God to help us choose peace.

Language Arts: CCK.3 **Health** USCK.1 **Social Studies:** PAK.2

Lesson: Lesson on teaching students to play cooperatively. **Social Studies:** PAK.1 PAK.2

Lesson: Lesson to teach the fruit of the Holy Spirit “kindness”. Watch <https://www.youtube.com/playlist?list=PLY6Lf3fwuW4WW6Ct42czeZX7PMhCPIPGE> to see an example of a video made with example of kindness in the world. Students draw a picture and then record how their picture reflects them using the fruit of the spirit “kindness”. View this at a Remembrance Day program. **Health:** USCK.1 **Social Studies:** PAK.2

Teacher Information: The strict conditions for *legitimate defense by military force* require rigorous consideration. The gravity of such a decision makes it subject to rigorous conditions of moral legitimacy. At one and the same time:

- the damage inflicted by the aggressor on the nation or community of nations must be lasting, grave, and certain;
- all other means of putting an end to it must have been shown to be impractical or ineffective;
- there must be serious prospects of success;
- the use of arms must not produce evils and disorders graver than the evil to be eliminated. The power of modern means of destruction weighs very heavily in evaluating this condition.

These are the traditional elements enumerated in what is called the "just war" doctrine.

The evaluation of these conditions for moral legitimacy belongs to the prudential judgment of those who have responsibility for the common good. (2309) Catechism of the Catholic Church

Public authorities, in this case, have the right and duty to impose on citizens the *obligations necessary for national defense*.

Those who are sworn to serve their country in the armed forces are servants of the security and freedom of nations. If they carry out their duty honorably, they truly contribute to the common good of the nation and the maintenance of peace. (2309) Catechism of the Catholic Church

Lesson: Participate in the Remembrance Day Liturgy. **Social Studies:** PAK.2

Lesson: Teach students to use one of these two Prayer stems;

(a) I pray for peace from my heart. I pray for peace in my family. I pray for peace in my school... town.... country... world.

(b) I pray for peace in my eyes ... hands and name various body parts.

Health: USCK.3 **Social Studies:** PAK.2

Lesson: Incorporate anti-bullying lessons. **Health:** USCK.2 **Social:** PAK.1 PAK.2



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Advent/Christmas

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

1. To invite the students to enter into the Holy season of Advent/Christmas through story, ritual and symbol.
2. To lead them to understand that “Jesus is the reason for the season.”

Catholic Faith Big Ideas:

Students will understand that:

1. God gives us people who love us and care for us.
2. Jesus had his true Father in heaven, his mother Mary and his step-father Joseph. “Christ chose to be born and grow up in the bosom of the holy family of Joseph and Mary.”(1655) **Catechism of the Catholic Church** We belong to God’s family and we prepare our hearts to celebrate the birthday of Jesus at Christmas.

Catholic Faith Essential Skills:

Students will be able to:

1. Relate the Christmas story through a choice of Arts Ed, including drama, music and visual arts.
2. Share the good news of Jesus with their families.

Catholic Faith Essential Questions:

Student Faith Question:

1. Advent is a time of waiting for the birthday of Jesus. What gift can we prepare for Jesus as we wait?

Teacher Faith Question:

1. What does the mystery of the Incarnation mean for me?

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

The teacher will lead the students in a discussion on the saying “Jesus is the reason for the season.” **Language Arts:** CCK.1 CCK.3

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Advent/Christmas

Lesson: *In God's Image* #16 Walking in the light, a, b, c, d have excellent ideas that can be used throughout advent. Also check resources on page 172 for additional books and music.

Lesson: Begin each week with an advent wreath celebration either in the classroom or as a school assembly. Light the advent wreath daily in the classroom for prayer time.

Math: NK.2

Language Arts: CRK.2 CRK. 3

Lesson: Advent calendars.

Introduce advent calendars as you count down the days to Christmas. Religious advent calendars can be purchased. Read the scripture for each day during prayer time. **Language Arts:** CRK. 4

Math: NK1 NK2

Lesson: Building family wreaths.

Invite parents to the class to make wreaths together for families to use in their homes.

Arts Ed: CPK.4 **Math:** SSK.3

Lesson: Role-play the Christmas story.

Dramatize a new event of the Nativity daily starting with the annunciation. Nativity puppets are available for purchase. The role-playing can also be used during the advent wreath celebration. Role-play the Christmas story using dress-up clothes. (Gather bathrobes, crowns, sticks, shawls etc.) Students enjoy dramatizing the story especially if it becomes part of the Christmas concert or can be performed as a mime for school mass.

Language Arts: CCK. 2 **Arts Ed:** CPK.2

Lesson: Advent song.

In God's Image #16 Advent The advent song, No. 8 "Walking Toward Christmas", is an excellent selection to prepare with the students for a Christmas concert. It is simple yet delivers the Christmas message. Sing and dramatize the song. Students can hold footprints attached on rulers to "walk" towards Christmas. Others can dress in costume; many ideas can be incorporated. **Arts Ed:** CPK.2 CPK.3

Lesson: Build a Nativity Stable.

Students enjoy designing their own nativity including the stable and figures. This may take several days so begin early in December. Collect shoeboxes to use as a diorama, paper rolls, modeling clay etc. If using real clay instruct students prior to making their creations, as parts will fall off during baking. In the last week before Christmas invite the parish priest to come to the classroom and bless the nativity stables. Emphasize to the students how very precious their stables are and that they must be displayed in a prominent place over Christmas within their homes. **Arts Ed:** CPK.4 CHK.1 **Math:** SSK.3

Lesson: Appendix E: Mary: Mother of Christ, Mother of the Church

Explain how God wanted Mary, from the time that she was a baby, to someday become the mother of His son. God helped her to grow up as a kind and loving person. She loved God very much and talked to Him in prayer often. One day God sent an angel to ask Mary if she would be the Mother of His son Jesus. God never forces people to do things; He always lets them make choices. Mary was very surprised but she said yes.

Teach the students the first part of the Hail Mary explain, “Blessed is the fruit of your womb” Use puppets to tell this part of the story. Discuss: What do you think it would be like to be the mother of God’s son? How do you think Mary felt? **Language Arts** CRK.3 CCK.2

Lesson: Families

In God’s Image #2 Family Matters Jesus belonged to a family, I belong to a family. How do you think that Jesus was the same as us? How do you think that He was different?

Make comparisons (Same or different) **Language Arts:** CRK.1 CCK.1

Lesson: Name

The first gift given to Jesus by God was His name. “You shall call Him Jesus” (Luke 1: 30- 31)

Resource: *The J Is For Jesus* The Candy Cane Story. *The Christmas Lizard*

Who chose your name? Why was it special? “I will never forget you .I have written your name on the palms of my hands.” (Isaiah 49: 16) **Language Arts:** CRK.1 CCK.

Lesson: In God’s Image #4 Busy Bodies Jesus was a baby just like me. How are babies cared for? Students bring in baby pictures

Health: USCK.3 **Language Arts:** CRK.1 CCK.1

Part B: Traditions-Students “show and tell” can be a time to talk about family Christmas traditions. Send home a sentence starter.

E.g. When Grandma/Grandpa was little he/she (ate/ went to/ played with)_____at Christmas time.

My tradition is the (same/different), I_____at Christmas time.

Social Studies: INK.2 **Language Arts:** CRK.1 CCK.1

Part C: A New Tradition

Bake cupcakes with the students. On the last day of school before Christmas, have a birthday party for Jesus. Read the story *Santa and the Christ Child*. Show the students an ornament or picture of the Kneeling Santa. Discuss the meaning of Christmas, then sing Happy Birthday to Jesus and enjoy cake. Encourage families to carry on this tradition at home on Christmas Eve.

Social Studies: INK.2 **Language Arts:** CRK.1 CCK.

Lesson: See appendix for lessons: **Appendix C:** The Best Present and **Appendix D:** What is Advent? **Social Studies:** INK.2 **Language Arts:** CRK.1 CCK.



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Winter – It’s Snowing: God’s Earth at Rest

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

God creates all things for a purpose

“Yes, as the rain and snow come down from the heavens and do not return without watering the earth, making it yield and giving growth to provide seed for the sower and bread for the eating, so the word that goes from my mouth does not return to me empty, without carrying out my will and succeeding in what it was sent to do.” (Isaiah 55: 10-11)

Catholic Faith Big Ideas:

Students will understand that ...

1. God uses all of his creation to fulfill his plan for the earth.

Catholic Faith Essential Skills:

The students will be able to:

1. Celebrate the signs of winter and the activities it brings.
2. Gain an understanding of God’s purpose for the winter snow.

Catholic Faith Essential Questions:

Student Faith Question

1. How does God protect you like he protects the earth with snow in the winter?

Teacher Faith Question

1. What kind of “Snow” does God give me to help me rest and rejuvenate? What must I do to rejuvenate my spirit?

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

Discuss how God protects the earth and its creatures during winter.

Science: LTK.1 **Social:** DRK.3

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Winter – It’s Snowing: God’s Earth at Rest

Lesson: *In God’s Image* #11 It’s Snowing- Snowflakes Gift p.126 **Science:** MOK.1
A snowflake is unique just like me.

Lesson: Appendix G: “No two snowflakes are alike” **Language Arts:** CRK.1 CRK.2 CRK.4
Arts Ed: CPK.2 **Science:** MOK.1

Lesson: *In God’s Image* #11 It’s Snowing- Hibernation p.128 **Science:** LTK.1
Social: DRK.3 **Arts Ed:** CPK.2

Lesson: *In God’s Image* #11 It’s Snowing- Winter Wonderland p. 129 **Science:** LTK.1
Phys. Ed.: PEK.1 **Health:** USCK.2

Lesson: *In God’s Image* #11 It’s Snowing- Winter Dreamland –A Winter Dance p. 130- 131
Arts Ed: CPK.1

Lesson: *In God’s Image* #11 It’s Snowing- An Inside Winterlude p. 131 Children play with snow in the water table. **Science:** FEK.1 MOK.1 **Health:** USCK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Fishing for Friendship

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

Jesus is our friend. Just as He is our friend, He wants us to be a good friend to others.

“The Lord prescribed love towards God and taught justice towards neighbour, so that man would be neither unjust, nor unworthy of God. Thus, through the Decalogue, God prepared man to become his friend and to live in harmony with his neighbour.”(2063) Catechism of the Catholic Church

Catholic Faith Big Ideas:

Students will understand that ...

1. God chooses us to be His friend.
2. We can make choices on how to be a good friend.

Catholic Faith Essential Skill:

Students will be able to:

1. Tell the importance of friendship with Jesus.
2. Know what Jesus expects of His friends.

Catholic Faith Essential Questions:

Student Faith Question:

1. How can we be a good friend to other people as Jesus is a good friend to us?

Teacher Faith Question:

1. How do I witness my relationship with God to others?

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

Through role-playing every day social interactions, students will model Christian friendship as should be displayed on the playground, gymnasium, classroom etc. **Social Studies:** PAK.1
PAK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Fishing for Friendship

Introduction

Jesus “fished for friendships” as in the story of Jesus selecting Peter as a friend. (Luke 5: 1-11) Jesus calls all the children to be his friend. Read Let the Children Come to Me (Mark10: 1-4). He wants us to demonstrate ways to be good friends to others.

Lesson: *In God’s Image* #24 Meeting New Friends p. 230 **Health:** USCK.1 **Science:** LTK.1
Language Arts: CRK.1 CCK.1 **Arts Ed:** CPK.2

Lesson: *In God’s Image* #24 Meeting New Friends: Acting up in School p. 233 **Arts Ed:** CPK.2

Lesson: Read the story “Friends follow Jesus” in My Giant Fold out Book on Stories of Jesus. Another book to use “Jesus is My Special Friend” by Susan Balika **Language Arts:** CRK.4

Lesson: Discuss how Saint Peter was a friend to Jesus. Tell the children that they will be fishing for ways to be a good friend. Brainstorm some ideas together. Chart these ideas or directly write them on different coloured cut out fish. **Language Arts:** CRK.1 CCK.1

Lesson: Play a game of Fishing for Friendship. Children sit in circle with fish on the floor (paper clips can be put onto each fish). Since Peter was a fisherman, each child will also be like Peter and take turns fishing. The circle is the imaginary Sea of Galilee. Pass the fishing pole around the circle and have each child catch a fish. (The fishing rod is a dowel with yarn and magnet on the end.) The teacher will read what the fish says as to how the student can be a good friend i.e. I will play with someone new today. I will be a good listener. I will take turns when playing on the playground, etc. Discuss what each student can do this week to be a good friend. Put her or his name on the fish and post it on the bulletin board labeled “Fishing for Friends”.

Social Studies: PAK.1

Lesson: Ask the children to share how they carried out their friendship action written on their fish. Encourage the students to practice this action at home. **Social Studies:** PAK.1

Lesson: Videotape different scenes on how to be a good friend. Share this in the weekly assembly. It would work well in relationship to virtues. **Arts Ed:** CPK.2

Lesson: See **Appendix H:** Ladybug Friendships **Language Arts:** CCK.1 CRK.3 **Science:** LTK.1 **Social Studies:** PAK.1 **Arts Ed:** CPK.4

Lesson: Students can invite their big buddies or another classroom to a “Fishing for Friendship Party”. Activities could be planned related to friendship. (E.g. Games, movie, books, centres, snack (goldfish crackers) all related to making friends. This can begin and end in a prayer in thanks for friends and how Jesus “fished for friends” (Luke 5: 1- 11.) **Social:** INK.2



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Communities are a Part of God's Family

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

Good communities are made up of people who love and serve each other in God's name.

Catholic Faith Big Ideas:

Students will understand that ...

1. God's love is revealed in our communities.
2. Communities that work together reveal the talents that God has given us." There are, however, differences among people caused by various factors which enter into the plan of God. Indeed, God wills that each might receive what he or she needs from others and that those endowed with particular talents should share them with others. Such differences encourage and often oblige people to the practice of generosity, kindness and the sharing of goods. They also foster the mutual enrichment of cultures."(413) Compendium of the Catechism of the Catholic Church
3. God wants us to experience "community" by meeting people who are of service to others.

Catholic Faith Essential Skills:

Students will be able to:

1. Meet people in their community who do different jobs and discuss the talents that God has given them.
2. Understand that talents are a gift of God and that we should use them for good things.

Catholic Faith Essential Questions:

Student Faith Question:

1. What talents has God given you that could help other people? In our family of God, can you recognize members in your community that share their talents?

Teacher Faith Question:

1. What gifts and talents did God give me? Do I use them the way God intended?

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

Discuss the talents of the different people in their community and how they use those talents to help others. **Social Studies:** INK.1 **Language Arts:** CRK.1 CCK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Communities are a Part of God's Family

Lesson: *In God's Image* #25 All Hands pp. 237-244. God gives each of us special talents/gifts that we should use to help others. When we grow up into adults, God wants us to continue to use these talents to select a job to be of service to other people and to help others in our communities.

Social Studies: INK.1 **Language Arts:** CRK.1 CCK.2

Lesson: Explore our talents. What talents did God give us? (Counting, reading, cooking, babysit our sibling, running.) These gifts or talents will help us decide what we will be good at when we grow up into adults i.e. Police officer, nurse, chef, truck driver etc. Role-play different careers.

Arts Ed: CPK.2 **Social Studies:** INK.1

Lesson: Students plan different centres focusing on careers that use the special talents God gave them to serve others, examples; Nursing station, Construction centre, Grocery store.

Arts Ed: CPK.2 **Language Arts:** CCK.1 **Social Studies:** INK.1

Lesson: Invite community workers and parents to class to explain how they use their gifts and talents to serve others. Prepare students beforehand as to different questions they may ask e.g. What talents did God give you that help you in your job?

Language Arts: CRK.1 CCK.1 **Social Studies:** INK.1

Lesson: Journal Writing: I have a special gift from God. I will use this special gift/talent to... When I grow up I will use my special talent by becoming a ...

Language Arts: CCK.1 **Social Studies:** INK.1

Lesson: Go on a field trip to the Fire station, Police station, hospital, etc. to observe the talents that workers have and how they use these talents to be of service to God. Discuss their talents and how they can use them to be of service to God. **Health:** USCK.3 **Social Studies:** INK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Lent/Easter

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

To enable students throughout the season of Lent/Easter to gain an understanding of God's love by His raising Jesus to new life.

Catholic Faith Big Ideas:

1. Students will understand that God loves us and gives us Jesus.
2. Jesus loves us and shows us how to love and forgive.
3. Jesus died on the cross but God raised Jesus to new life on Easter Sunday.
4. We will die but will receive new life with God in heaven.

Catholic Faith Essential Skills:

1. Students will learn to prepare their hearts for Easter through prayers and good works.
2. Students can verbalize and demonstrate personal examples of showing love and compassion to others.
3. Students should know that God forgives and he / she can forgive too.

Catholic Faith Essential Questions:

What does the life, death and resurrection of Jesus tell us about God's love and how we are to treat others?

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

Students will verbalize through their oral language sessions of show and tell, using visuals or dramatization to demonstrate their understanding of God's love and forgiveness.

Social Studies: PAK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Lent/Easter

Lesson: Shrove Tuesday: #22 Cultural Days p. 217.

Students enjoy a pancake party. **Social Studies:** INK.2 **Science:** FEK.1

Compare pancake sizes. **Math:** SSK.1 **Language Arts:** CRK.4 (following a recipe)

Lesson: Ash Wednesday

1. Bring in a dish of ashes from palms that were burned prior to Ash Wednesday.
Discussion: Ask the students what are we getting ready for? Recall how we prepared for Christmas. Show the students the ashes and explain Lent is forty days long and starts with a special day called Ash Wednesday. On this day millions of people pray together and get crosses drawn on their heads with these ashes. Discuss how the ashes were made. The ashes on our head remind us that sometimes we make bad choices but we should remember to make good choices. We pray to God to help us to be kind and helpful to others. The ashes we wear on Ash Wednesday are very special and let others know that we are thankful to him for everything that we have. We should leave the ashes on our head for the rest of the day because we are proud to belong to Jesus' family. **Health:** USCK.1
2. Classroom or church celebration: make the sign of the cross on each student's head e.g. "Dear Jesus, Help _____ to make good choices. "Or "Turn away from sin and remain faithful to God." **Language Arts:** CRK.3

Lesson: Select Christ centered books on topics such as prayers, values and miracles of Jesus. Create a home reading library to be read to students by parents. Introduce the home reading project to the students and tell them that they will discuss their books during show and tell. They must be able to finish the following sentence, "From reading my book I know..."

Language Arts: CRK.4 CCK.4

Lesson: Look at the word Lent. Discuss the meaning. Create word families with Lent.

Language Arts: CRK.4

Lesson: *In God's Image* #17: The symbolism of Easter

Easter has symbolism which draws us into the mystery. The symbolism of Easter is explained each week *In God's Image* #17

Week 1: Symbol: purple cloth

Lesson: *In God's Image* # 17 Lent- Easter 1 p. 174

Lesson: Listen: How does God talk to us?

Jesus loves us and wants us to listen. When does God talk to us?

God talks to us; in our hearts, in the stories from the bible and through people who care about us. Activities: Play a listening game in which you have a variety of objects either on CD or hidden in a listening box and students guess the source of the sound.

Health: USCK.3 **Social Studies:** PAK.1 **Language Arts:** CRK.1 CRK.3

Lesson: Appendix J Jesus is Tempted by the Devil. (Mathew 4: 1- 11)

“The temptations of Jesus in the desert recapitulate the temptation of Adam in Paradise and the temptations of Israel in the desert. Satan tempts Jesus in regard to his obedience to the mission given him by the Father. Christ, the new Adam, resists and his victory proclaims that of his passion which is the supreme obedience of his filial love. The Church unites herself to this mystery in a special way in the liturgical season of *Lent*.” (106) Compendium of the Catechism of the Catholic Church.

1. They will understand the humanness of Jesus experiencing temptation.
2. Connect their own lives with temptation.
3. Understand that God helps us to make right choices and triumph over temptation. See

Language Arts: CRK.1 CCK.1

Week 2: Symbol: heart

Lesson: God is the giver of life and love:

1. Read the Bible Story, The Fig Tree, (Luke 13:1- 9). Have a bowl with figs and other fruits to show the students. “We are trees and God will be patient for us to bear fruit”. Relate the gospel story to the students’ own lives. Even though they are not fully grown they can still do good things for others. God is patient with us.
2. Ask students to name a fruit that comes from trees. Dramatize that they are the seed and you are the gardener and you are going to plant them. Ask, “what does God say that seeds need to grow?” Role-play the seeds getting shoots, roots, stems, leaves, blossoms and finally sweet fruit.
3. Brainstorm what sort of good things we can do in order to grow fruit on our branches.
4. Prayer, Dear Jesus you ask us to do good deeds because you know that we can be a help to others. Thank you for believing in me and being patient with me when I forget. I will try to do better. Amen.
5. The students represent their fruit tree with good deeds printed on their fruit.

Language Arts: CRK.4 CCK.1 **Science:** LTK.1 **Social Studies:** RWK.1 **Arts Ed:** CPK.2

Lesson: God gives us good fruit to eat.

1. Visit a supermarket to buy fruit. **Science:** LTK.1
2. *In God’s Image* # 7 My Senses exploring sight, smells, tastes, touch. **Science:** MOK.1 Heat changes apples to become applesauce.
3. Explore the cycle of a seed. **Science:** NSK.1
4. How can the materials I choose reflect a representation of the fruit God created?
Arts Ed: CPK.4 **Language Arts:** CCK.2
5. Use the fruit and seeds to fulfill the math outcomes.
Math: NK.2 NK.4 NK.5 PK.1 SSK.1- 3

Lesson: Jesus did kind things for others:

In God’s Image # 17 Lent- Easter 1 p. 176 Read bible story: The Paralytic (Mark 2 and Luke 5)

Who showed kindness in this story and how? (Jesus and the friends of the sick man)

Students can dramatize the story through puppetry and drama. Students can draw the story sequence and retell the story. Students talk about what does it mean to be paralyzed, what accidents can happen to cause this to happen (climbing, bicycle safety, water safety)

Language Arts: CRK.4

Lesson: Talk about guardian angels that God sends to protect us.

1. Prayer: Angel of God, my Guardian dear to whom Gods love commits me here, ever this day be at my side to light to guard to rule to guide. Amen
2. Resource: CD Good Morning Jesus No. 3 The Guardian Angel Prayer. By Dana and Friends.
3. Print prayer on chart paper for tracking etc. **Language Arts:** CRK.4

Lesson: *In God's Image* # 17 Lent- Easter 1 p.177.

Plant a real bulb, or examine bean seeds and place them on wet paper towel then place them in a plastic bag. Watch the plants grow. Wait and See p. 178. **Science:** LTK.1

Lesson: Butterfly kits can be ordered later in the spring plan for a three week timeline so butterflies may be released in June. E-mail Dennis.Lee@edmonton.ca to purchase butterfly kits.
Science: LTK.1

Week 3: Symbol: *water*

Lesson: *In God's Image* # 17 Lent- Easter 1 p. 175. Jesus and the Samaritan women (John 4: 5-15) **Science:** NSK.1 **Language Arts:** CRK.4

Week 4: Symbol: *light*

Lesson: *In God's Image* # 17 Lent- Easter 1 p. 175. Light symbol "The Man Born Blind" (John 9: 1 and 4-12) **Science:** FEK.1

Lesson: Appendix K: Forgiveness: Parable of the Prodigal Son

Arts Ed: CPK.2 **Language Arts:** CRK.1 CCK.1 **Health:** APK.1 **Social Studies:** DRK.2 PAK.1

Lesson: Appendix I: Classroom Heart

Language Arts: CRK.1 CRK.2 CCK.1 **Health:** USCK.3

Lesson: Prayers: Create prayers about forgiveness. Resource; Prayers for Girls and Prayers for Boys by Carolyn Larsen **Language Arts:** CCK.3 CCK.4

Week 5: Symbol: *oil*

Lesson: *In God's Image* # 17 Lent- Easter 1 p. 175 "The Women with Precious Oil" (Luke 7: 36- 38) Take some scented oil, talk about this parable and place a drop of oil on the back of each student's hand. Discuss the smell, texture and how it protects the skin. Put the container of oil into the Easter basket. **Science:** MOK.1 **Language Arts:** CRK.3

Week 6: Symbol: *palms*

Lesson: Palm Sunday

Collect leftover palms from the church after Palm Sunday. Use these with the students or use crepe paper strips to dramatize Palm Sunday (John 12:12- 15).

Arts Ed: CPK.2 **Language Arts:** CCK.2 **Science:** LTK.1

Lesson: Appendix M: Holy Week Celebration **Arts Ed:** CPK.2

Lesson: Teacher prepares timeline that shows students the order of events that occurred during Holy week. These can be coloring book pictures labeled for each day and laminated. **Language Arts:** CRK.2

Lesson: Teacher prepares materials to share a last supper remembrance of Holy Thursday. “At the Last Supper with his apostles on the eve of his passion Jesus anticipated, that is, both symbolized his free self- offering and made it really present: “This is my Body which *is given* for you” (Luke 22: 19), “This is my Blood which *is poured out.*” (Matthew 26: 28) Thus he both instituted the Eucharist as the “memorial” (*1 Corinthians* 11: 25) of his sacrifice and instituted his apostles as priests of the new covenant.” (120) Compendium of the Catechism of the Catholic Church **Social Studies:** INK.2

Lesson: Appendix R: Jelly Bean Prayer **Language Arts:** CRK.4

Lesson: Appendix Q: Growing a Resurrection Garden.

Science: LTK.1 MOK.1 **Language Arts:** CRK.2

Resurrection:

Lesson: Our painted eggs remind us that when we break the shells we think of Jesus coming out of the tomb. Explain the symbols on Ukrainian Easter Eggs. **Social Studies:** INK.2

Lesson: Appendix O: Resurrection Rolls **Appendix N:** Resurrection Cookies Resurrection is explained through baking. This can be done in Holy week or when students return after the Easter Break. **Science:** FEK.1

Lesson: The Easter Tree: *In God’s Image* # 17 Lent- Easter 1p.178

Gather branches of various flowering trees (crab apple, choke cherry) as well as non- flowering trees in your area. Discuss: Do these tree branches have life? Record the students’ ideas on a classroom chart.

Have students place all the branches into a large pail filled with sand. Water the sand. Upon returning after Easter the buds should be open, some may even be blooming.

Language Arts: CRK.2 CCK.3 **Science:** LTK.1 NSK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Easter/Spring

Grade Level: Kindergarten

Catholic Faith Focus for Learning:

“Praise be to the God and Father of our Lord Jesus Christ! In his great mercy he has given us new birth into a living hope through the resurrection of Jesus Christ from the dead, and into an inheritance that can never perish, spoil or fade. This inheritance is kept in heaven for you.”
(1 Peter 1: 3-4)

Catholic Faith Big Ideas:

Students will understand that...

1. Jesus died and rose from the dead.
2. We will die and receive new life with God in heaven.
3. God is the giver of life as students witness the miracle of new life in spring.

Catholic Faith Essential Skills:

Students will be able to:

1. Connect the new life of spring to the Easter mystery of Jesus’ death and resurrection.

Catholic Faith Essential Questions:

Student Faith Question:

1. If someone does not know what Easter is about what would you tell him or her?

Teacher Faith Question:

1. How does my life connect to the death and resurrection of Jesus?

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

Choosing from a variety of art materials, students will be able to represent and explain the miracle of new life around them. They may use examples from the resurrection garden or the butterfly project or the story of the risen Christ. They will explain their representations to others.

Arts Ed: CPK.4

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Easter/Spring

Important resources reminder

Connect the scripture passage at the beginning of the themes *In God's Image* #12 "It's Growing" to the activities children do throughout the day e.g. page 133 *In God's Image* #12 "It's Growing" "Bless the Lord all that grows in the ground. Sing praise to Him exult Him forever." Daniel 3: 46 Refer to the back of each theme *In God's Image* for books selections that can be used for shared reading.

See music selections from *In God's Image* which can be printed on chart paper for use in Literacy i.e.: tracking. #11 "Praise God for New Life"

Some excellent resources for this theme can be found *In God's Image*:

- #18 Easter 2
- #12 It's Growing
- #27 Flowers Make My World Beautiful
- #28 Bugs and Crawly Things

Lesson: Alleluia party

In God's Image # 18 Lent Easter 2 b

Plan an Alleluia Party the morning the students return after the Easter break. This can be in individual classrooms or as a student body. Teachers prepare the gym or their classrooms the Sunday before with Easter decorations (Alleluia letters, balloons, flowers, joyful music etc.) Students rotate throughout stations for about fifteen to twenty minutes in each station. Ideas for stations can be taken from the following examples:

1. Watch a dramatization of the Easter story previously prepared before the Easter break by older students. Students create the scene at the empty tomb; the soldiers question the audience as they enter the room." Where is He? Did you take Him?" Lead a Heart Room meditation on the story of **Doubting Thomas**, "Happy are those who believe but have not seen" (John 20: 24-29). Have the children imagine that they too are in the room, do they believe or are they like Thomas?
2. Play games in the gym; hot potato with the resurrection rock, hockey shootout using several hockey sticks, plastic eggs and Easter baskets, toss the egg into the basket or dance the Bunny Hop.
3. Have a simple art project on the theme: How will you spread the good news of the resurrection to others?
4. Look at the designs on Ukrainian Easter Eggs or Stained Glass pictures.
5. Handout jellybeans as you recall the jellybean prayer (**Appendix R**)
6. Hunt for eggs, release balloons and for a treat, purchase doughnut holes (Timbits) to represent the rock that was rolled away.

Health: USCK.1 **Arts Ed:** CPK.4 **CHK.1** **Language Arts:** CRK.2 CRK.3 CRK.4

Lesson: Appendix L: He is Risen! Alleluia! **Language Arts:** CRK.3 CCK.4 **Arts Ed:** CRK.1

Lesson: Resurrection Garden

The children marvel in the transformation that occurred in the resurrection garden that was planted before the Easter break. How does this wonderful change compare with the resurrection of Jesus? Record the students' thoughts and ideas on a classroom chart. Have the children represent the changes that have taken place in the resurrection garden. Document their observations and thoughts. Children may relate that the resurrection grass died because they forgot to water it. Talk about how Jesus is our living water and how much we need him. See *In God's Image* #12. It's Growing.

Science: MOK.1 NSK.1 **Language Arts:** CRK.2 CCK.2 CCK.3

Lesson: Butterflies

Set out the caterpillars from the butterfly kit. For ordering information contact: dennis.lee@edmonton.ca) and begin watching the life cycle.

Discussion: What do you know about caterpillars? Why do you think God made butterflies this way?

Science: LTK.1 **Language Arts:** CRK 2 CCK.3

Lesson: He is risen Alleluia

Jesus brought light to a dark, sad world. He is the light of the world.

Activities:

- Have flashlights set out for children to explore with.
- Cover the light table with black paper except for pinpricks.
- Make shadow puppets with the Easter story characters. Use the overhead projector and screen.

Science: FEK.1 **Arts Ed:** CPK.4 **Language Arts:** CCK.2

Lesson: Exploring God's beautiful world we look for signs of spring in God's new life.

In God's Image #26 #27 #28

Take the children on a nature walk using all the senses, look for signs of spring, check for bugs, flowers, buds etc. Take photos of the children as they find the signs. The following day have the children represent their photo in a drawing or other artwork and explain their findings.

Science: LTK.1 **Language Arts:** CRK.2 CCK.2 **Arts Ed:** CRK.1

God fills us with joy as we praise and thank Him for spring. Children enjoy the new life, fresh air and sunshine of spring through running, climbing, jumping, dancing etc.

Phys. Ed.: PEK.1 PEK.2 **Arts Ed:** CPK.1

Lesson: *In God's Image* #12 It's Growing p. 139 (e) Children explore nature with magnifying glasses, also see lesson for an excellent song. **Science:** LTK.1

Lesson: Appendix T: "Parable of the Mustard Seed" (Matthew 13: 31-32)

God's word is like a seed and when planted in our hearts and minds, it grows when you learn about Him. **Language Arts:** CRK.1 CCK.1

Lesson: What can you discover about God's gift of life with water and seeds? Set out several different kinds of seeds, paper towels, zip- lock bags, and small jars with water. Allow the children to experiment. Take photos and document their learning.

Science: LTK.1 **Language Arts:** CRK.2 CCK2 CCK.4

Lesson: God gives us food from the seeds we plant. Farmers plant fields with seeds.

Activity:

Visit a farm at seeding time. God made many kinds of seeds to grow many kinds of plants.

Ask the farmer for pails of different seeds. Have the children plant canola, wheat, rye, lentils into a large clear tub. Plant each type of seed in one quarter of the tub. Have the children make labels for each area of seeds. Watch and compare plants as they grow.

Fill a sand table with grain seeds; change the variety of the seed each week.

Science: LTK.1 **Math:** SSK.1 **Language Arts:** CCK.4

Lesson: God gives us our daily bread through the gift of wheat.

Activity

- Read the story of the Little Red Hen (there are various versions). Talk about the ending of the story, what do you think Jesus would have wanted the friends to do? The little red hen? Read the story of "Goldilocks and the Three Bears." How would Jesus want us to treat people? How would you change this story?

Language Arts: CRK.1 CRK.4 CCK.3 **Arts Ed:** CPK.2

Lesson: Bring in a coffee grinder to grind wheat or have the children place grain seeds in heavy-duty zip-lock bags and pound the seeds with a hammer. Cook the crushed seeds and eat the seeds as porridge. **Science:** MOK.1

Lesson: Thank you God for helping us to make good choices of healthy food to eat.

Activity Make Lentil soup: brainstorm names of other vegetables that would help the soup taste better. Send a list home with the children to bring the extra vegetables.

Health: DMK.1

Lesson: Growing an edible garden *In God's Image* #12 It's Growing (d) excellent song p.138

Science: LTK.1 **Language Arts:** CRK.2 **Math:** SSK.1



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: God the Creator (Aboriginal)

Grade Level: Kindergarten

Catholic Faith Focus for Learning: God wants us to accept diverse cultures by celebrating customs and differences.

“God created man in the image of himself. In the image of God he created him, male and female he created them (Genesis 1: 27)

Catholic Faith Big Ideas:

Students will understand that ...

1. We all believe in one God. God wants us to understand and celebrate different cultures.

Catholic Faith Essential Skills:

The students will be able to:

1. Be open to the different religious and cultural traditions of others especially our First Nations people.
2. Understand that God and The Creator are one and the same.

Catholic Faith Essential Questions:

Student Faith question:

1. Do I accept those who look different and act different than I do?

Teacher Faith question:

1. Do I accept the diversities of God’s children? What do I do to celebrate the differences of the students in my class?

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

Students will participate in a question and answer exchange on the specifics of First Nations’ culture and religion taught in this unit. **Social Studies:** INK.2

Unit Instruction Plan/Lesson Sequence

Unit/Strand: God the Creator (Aboriginal)

The First Nation's people connect with nature .The following *In God's Image* activities can help us to connect with God the Creator.

Lesson: Celebrate Earth Elements *In God's Image* #15 Celebrate the Earth, p.158- 164,
Social Studies: RWK.2 DRK.3 **Science:** LTK.1 MOK.1 NSK.1 **Phys. Ed.:** PEK.1 **Language Arts:** CRK.1 SSK.1 **Health:** USCK .1

Lesson: Celebrate God's creation in His people. *In God's Image* #22 Cultural Days p. 216
Social Studies: DRK.3 **Science:** LTK.1 **Language Arts:** CRK.1

Lesson: Celebrate God's creation in Plants *In God's Image* #18 Easter, new life, p 187. #26 Trees are Full of Life p. 246-252. #27 Flowers make my world beautiful p. 254- 260.
Science: LTK.1 NSK.1 **Social Studies:** RWK.2 DRK.3 **Language Arts:** many outcomes
Arts Ed: CPK.1 CPK.4 **Health:** USCK.1

Lesson: Celebrate God's creation in the world of animals. *In God's Image* #28 Bugs and Crawly Things pp. 262- 268; #31 Wild and Domestic Animals pp. 285- 292 **Arts. Ed:** CRK.1
Science: LTK.1 **Social:** RWK.2 **Language Arts:** many outcomes Math: NK.3 NK.5 SSK.2

Lesson: Celebrate God in the uniqueness of the earth and its seasons. *In God's Image* #10 Fall p.118- 124, #11 It's Snowing p.125- 133, #12 It's Growing p. 134- 140, #13 It's Blooming p.142- 148 **Social Studies:** DRK.3 **Science:** LTK.1 NSK.1 **Language Arts:** many
Phys. Ed.: PEK.1 **Arts Ed:** CRK.1 CPK.4

Lesson: Aboriginal Content extended: The Circle:
The circle is an important and special shape to the First Nations Culture. It is symbolic of many things in their culture. Our faith could be incorporated into these lessons (e.g. We are all important to God in the circle of life). **Language Arts:** CRK.1 **Arts Ed:** CHK.2

Lesson: Storytellers: First Nations Elders and Métis storytellers are wonderful guests in the classroom. They tell stories of the creation of the Earth and the animals. They have many stories about The Creator that fit into our Catholic faith. Wilfred Burton has written the book *The Fiddle Dancer*. Another story on creation is *The Creator Gave His Children* by Vera Trembach.
Arts Ed: CPK.1 **Language Arts:** CRK.1 CRK.3 CRK.4

Lesson: The Creator's Sacrifice:
During Lent you can do the Stations of the Cross from a book written by Ovid Bighetty called *The Creator's Sacrifice*. The pictures and book are on a website if you look up the author's name.
<http://imcf.ca/the-creators-sacrifice> **Language Arts:** CRK.2 CRK4

Lesson: Mother Earth: The First Nations people respected God's beautiful earth and its creatures. The Creator (God) gave us the Earth to use what we need to live and to not waste it. God wants us to take care of the plants and animals and we give thanks to God for the gift of (Mother) Earth. What can we do to take care of the Earth? (E.g. Earth Day) How can we thank God for this wonderful gift?

There are many First Nations and Métis stories about animals. Whenever the animal was killed, all of it was used for the people to survive. When the hunt was completed, they always had a celebration to thank The Creator for giving them the animal. **Language Arts:** CRK.3 CRK4

Lesson: Celebrate Culture; thanking God for our diversity:

Plan events for National Aboriginal Day in June as a culminating activity with the whole school.

Social Studies: INK.2

Lesson: Celebrate; People Who Loved Jesus:

Blessed Kateri Tekakwitha is called “Lily of the Mohawks”. She is a First Nations young woman who died very young. She became a devout Christian and was given the name Kateri, which is Mohawk for Catherine. **Social Studies:** INK.2 **Language Arts:** CRK.3



Saskatchewan Catholic Schools Curriculum Permeation

Unit Plan for Faith Permeation

Unit/Strand: Earth Day – Watching over and looking after the work of God’s Hands

Grade Level: Kindergarten

Catholic Faith Focus for Learning: God wants us to see the beauty of the earth and look after it as our home.

“Then God said, ‘Let the earth put forth vegetation: plants yielding seed, and fruit trees of every kind on earth that bear fruit with the seed in it.’ And it was so.” (Genesis 1: 11) “And so it was, God saw all he had made, and indeed it was very good.” (Genesis 1: 31)

Catholic Faith Big Ideas:

Students will understand that ...

1. God created the earth and wants us to take care of it. “The seventh commandment requiresand respect for the *integrity of creation* by the prudent and moderate use of the mineral, vegetable, and animal resources of the universe with special attention to those species which are in danger of extinction.”(506) Compendium of the Catechism of the Catholic Church
2. God’s earth is full of beauty and goodness.

Catholic Faith Essential Skills:

The students will be able to:

1. Name ways we can help take care of God’s creation. **Social:** RWK.2
2. Participate in programs that contribute to the care of God’s creation. **Social:** RWK.2

Catholic Faith Essential Question:

1. How can I take care of and show respect for God’s earth?

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

Clean up the schoolyard or neighborhood. **Social:** RWK.2

Earth times celebration p. 162 *In God’s Image* #15 Celebrate the Earth **Science:** NSK.1

Unit Instruction Plan/Lesson Sequence

Unit/Strand: Earth Day – Watching over and looking after the work of God’s Hands.

Introduction: Students learn about taking care of God’s beautiful world.

Lesson: *In God’s Image* #15 Celebrate the Earth Earthy Hands p. 158 Soil is God’s gift to us
Science: NSK.1 **Social:** RWK.2 **Language Arts:** CCK.3 **Health:** USCK.1

Lesson: *In God’s Image* #15 Celebrate the Earth Wonderful Wet Water p. 159
Science: NSK.1 **Health:** USCK.1

Lesson: *In God’s Image* #15 Celebrate the Earth Amazing Air p. 160
Science: NSK1. **Phys. Ed.:** PEK.1

Lesson: *In God’s Image* #15 Celebrate the Earth Firelight p. 161
Science: NS K.1

Appendix A: Introduction to Prayer- Heart Room

“The catechesis of children aims at teaching them to meditate on the word of God in personal prayer, practicing it in liturgical prayer, and internalizing it at all times in order to bear fruit in a new life,” (2688) Catechism of the Catholic Church

Catholic Faith Focus for Learning:

Teaching children to pray.

Leading children into meditation. Adapted from *In My Heart Room* By Mary Terese Donze.

Catholic Faith Big Ideas:

Students will understand that the Spirit of Jesus lives in a special room in our hearts.

Catholic Faith Essential Skill:

Prayer posture to help enable us to meet Jesus in our hearts.

Lesson:

Part A:

Special Person of the day.

On the first day of school take a photograph of each child. Set up a prayer bulletin board with a picture of Jesus. Place each child's photo around Jesus. Then each morning choose one child to be the special person of the day. Place her or his photo beside Jesus in a prominent place. The special person sits by the teacher and receives a special blessing. This blessing has been taken from Father Joseph Kane's book Your Light Shines in my Darkness and adapted for the classroom.

Make the sign of the cross on the child's forehead and pray. *Joey* “God loves you and I love you. Receive the Blessing and love of Jesus”. (Then add "May Jesus bless you and your whole family.") Then a simple song may be added e.g. Carey Landry's God Loves You

God loves you and I love you and that's the way it should be (repeat) Sing Alleluia, Sing Alleluia Sing Alleluia there is joy in Lord. Hi God #1
A different tune can be Thank You Lord

Thank you Lord for giving us Joey - (repeat two more times) Right where we are.
Alleluia praise the Lord (repeat two more times) Right where we are.

The class then thinks of reasons as to why they like this person. The special person chooses three people, to share their reasons. This special person then becomes the first in line, helper of the day, changes the calendar, etc. At this moment the child feels truly loved.

Part B:

At this time guide students into their Heart Rooms, count slowly together and descend the staircase 10, 9, 8, when you reach one, stop and think about Jesus waiting. Will you hug him, will you sit beside Him, will you sit on His lap? Now open your door. See Jesus' smile; He is always waiting for you. Now in the quiet of your heart tell Jesus anything you want e.g. happy things, sad things, secrets or just sit quietly and love Him.

The Teacher's own participation is important; it is true that children learn from example. The teacher's hands are reverently folded and her/his eyes are closed. Students see that their teacher is talking to Jesus too. If a child is not responding and is looking to engage a friend, the teacher may simply say. "If you are not ready to spend time with Jesus right now, that's Okay, but please respect the children around you and let them have their quiet time."

Most of the time when the child looks around and sees the others with eyes closed and heads bowed that is all that is needed for that child to stay quiet also.

At the end of the silent prayer time, the teacher says that it is time to say goodbye but assures the students that they can visit Jesus in their heart whenever they want. Students can also brainstorm as to when and where they can go into their heart room; places such as on the playground, in their homes, on the bus, etc. The goal here is to have children realize that Jesus is with them always and that they can talk to Him anywhere, anytime.

Sometimes the children give themselves a big hug imagining that it is Jesus hugging them, and then they climb the stairs counting from one to ten in order to come out of their prayer time. The children open their eyes and stretch. Then they may share their experiences, vocalize special prayer intentions or end in a common prayer or song.

Health: USCK.1 Use meditation to help children develop feelings of calmness and peace.

Appendix B: God Made the Sun, the Moon and the Stars - Gen.1: 14-18

<https://www.youtube.com/watch?v=teu7BCZTgDs>

Outcomes:

1. Students will be introduced to the creation story, particularly the concept of “space”.
2. Students will be introduced to the number words “one, two and three” in the space book they will make at the end of the lesson.

“In the beginning God created the heavens and the earth”: three things are affirmed in these first words of Scripture: the eternal God gave a beginning to all that exists outside of himself; he alone is Creator (the verb “create” - Hebrew *bara* - always has God for its subject). The totality of what exists (expressed by the formula “the heavens and the earth”) depends on the One who gives it being. “(290) Catechism of the Catholic Church

Materials:

Story book- Carle, Eric. Draw Me a Star, song- “Night and Day”#18 from *In God’s Image*, Role-play poem- “Climb Aboard the Spaceship”, “My Space Book” template (or something similar).

Content:

1. At Circle Time read aloud “Draw Me a Star” and discuss what it is about (when God created the world) Ask: “What was one of the first things God created?” (Elicit the sky and space- sun, moon, stars, planets, clouds, etc.) For each, ask “Why did God give us the sun?” (Moon, stars, clouds)
2. Play and teach song “Night and Day” ”#18 from *In God’s Image* **Arts Ed:** CPK.3
3. Role-play “Climb Aboard a Spaceship” **Arts Ed:** CPK.2
- 4 “My Space Book”. Students will follow the simple rebus print to illustrate the pictures for each of the three pages. **Language Arts:** CRK.4 CCK.2 e.g. illustrate “one sun, two moons and three stars”. **Math:** NK.2, NK.3
5. Guided Reading Activity: Read the book together as a class as each child follows along in their own book. **Language Arts:** CRK.4 Encourage the children to take their book home and tell mom and dad that tonight the child is going to read the bedtime story—and make sure Dad doesn’t fall asleep!

Resources: *Climb Aboard a Spaceship*- original author unknown:
www.preschooleducation.com

Space song (counting) Teacher how-to video
<https://www.youtube.com/watch?v=4P7MdHmOsdg&list=PLY6Lf3fwuW4WW6Ct42czeZX7PMhCPIPGE&index=9&t=0s>

Appendix C: “The Best Present” **(Advent)**

Outcomes:

The students will be able to:

1. Understand the humbleness of Jesus’ coming and that “good things” don’t always come in fancy packages.
2. Understand why we had the first Christmas.

Materials: a toy nativity set that children can play with in a beat- up cardboard box, a beautifully wrapped empty box, a version of the Christmas story on cassette “The Baby Born in a Stable”

Content:

1. Show the children both boxes and compare them. **Math:** SSK.1 **Science:** MOK.1 Ask them which gift they would prefer to receive for Christmas (most will say the beautifully wrapped gift). Show them that there is nothing inside the beautifully- wrapped gift. Next, open the beat up box. Take out each nativity piece one at a time, ending with Baby Jesus. Jesus wasn’t born in a fancy hospital. He was born in a stable! But He was the BEST Christmas present ever. Leave the nativity set out for the children to play with throughout the Christmas season.

2. Tell the children, people had forgotten about God and were not treating each other very nicely. God had to come up with a plan so He sent His son, Jesus, to grow up and teach us about God and be an example for us for how to live our lives.

3. Read books on the Nativity example; “The Baby Born in a Stable”. Give an explanation for the “census” and why Mary had to travel.

Resources:

Lawrence, Gloria and Laurie Schneider, Church Year Celebrations, Grace Publications, 1984, page 6

Kramer, Janice, The Baby Born in a Stable: Luke 2: 1- 18, Concordia Publishing House, 1965

Yancy & Little Praise Party - https://www.youtube.com/watch?v=xOAJw_mRmZE.

Appendix D: What is “Advent”?

Outcomes:

Students will be able to:

1. Understand that “Advent” means “waiting” and preparing our hearts and homes for the special gift of Jesus at Christmas.

Lesson:

1. Read “Waiting For Christmas” and discuss how the angels were getting ready for Christmas. “How does your family get ready for Christmas?” e.g. shop for food and gifts, decorate the tree, wrap presents, put up Christmas lights. “Those gifts you are shopping for and wrapping, can we open them yet?” This is a time called ‘advent’. “Advent means ‘waiting and getting ready’ for the coming of Jesus at Christmas.”

2. Things we do to get ready like shop and decorate are wonderful but what do we do to get our hearts ready for the birth of Jesus. Discuss doing “extra” good deeds for others, especially those less fortunate- donations of money, toys and food. “What else could we do?” –elicit pray.

3. Introduce the “advent wreath” as a way to help us pray during Advent. Explain the symbolism of the wreath- green branches ; new life, circle shape, God’s love is never- ending, candles- Jesus is the “light of the world” He shows us the way, purple reminds us of Jesus’ death on the cross and that He was born a king purple for royalty. The pink candle represents Joy - Jesus, God’s own son.

4. Students make their own paper advent wreath and “light” Glue on the first flame only. Take the wreath, copy of song, prayers and extra “flames” home to share with their family for the remainder of the advent season.

Social Studies: INK.2

Resources:

Morehead, Ruth, Waiting For Christmas, Random House New York, 1999.

Appendix E Mary: Mother of Christ, Mother of the Church

Catholic Focus for Learning:

1. The students will learn about the Blessed Mother of Jesus, Mary.
2. The students will understand that she is not only the mother of Jesus, but our mother too.

“The Blessed Virgin Mary is the Mother of the Church in the order of grace because she gave birth to Jesus, the Son of God, and the Head of the body which is the Church. When he was dying on the cross Jesus gave his mother to his disciple with the words, “Behold your mother”. (John 19:27) (196) Compendium of the Catechism of the Catholic Church

Catholic Faith Big Ideas:

“After the Ascension of her Son, the Virgin Mary aided the beginnings of the Church with her prayers. Even after her Assumption into heaven, she continues to intercede for her children, to be a model of faith and charity for all, and to exercise over them a salutary influence deriving from the superabundant merits of Christ. The faithful see in Mary an image and an anticipation of the resurrection that awaits them and they invoke her as advocate, helper, benefactress and mediatrix.” (197) Compendium of the Catechism of the Catholic Church

Catholic Faith Essential Skills:

Students will become aware of the significant bible stories that tell us about Mary.
Students will learn about the rosary and how it reminds us of the story of Jesus’ life.
Students will learn that we can talk to Mary in prayer.

Lesson:

Mary says yes and becomes the Mother of God.
The children first learn about Mary in the Advent/Christmas lesson when the angel appears to her. Refer to this lesson to review with the students the sequence of events.
Teach, or review the first part of the Hail Mary.

Lesson:

Jesus performs His first miracle: The Wedding at Cana (John 2: 1- 11). Jesus turned water into wine. "The Gospel reveals to us how Mary prays and intercedes in faith. At Cana, the mother of Jesus asks her son for the needs of a wedding feast; this is the sign of another feast - that of the wedding of the Lamb where he gives his body and blood at the request of the Church, his Bride. It is at the hour of the New Covenant, at the foot of the cross, that Mary is heard as the Woman, the new Eve, and the true "Mother of all the living." (2618) Catechism of the Catholic Church The second part of the Hail Mary prayer can be taught here or after the next lesson.

Language Arts: CRK.3 **Social Studies:** INK.1

Lesson:

Discuss with the students who they think was with Jesus at the foot of the cross when he died? Read John 19: 25- 27. Jesus wanted us to know His mother's love and kindness and so before He died He said these words to His friend John and to His Mother. "He is your son" "She is your mother". Why do you think He did that? She is our mother too.

Lesson:

(This is a good lesson for the month of May or October.)

We learn to pray the rosary. The rosary prayers help us to think about the life of Jesus.

Catechism of the Catholic Church references to Mary:

"*All generations will call me blessed*": "The Church's devotion to the Blessed Virgin is intrinsic to Christian worship." The Church rightly honors "the Blessed Virgin with special devotion. From the most ancient times the Blessed Virgin has been honored with the title of 'Mother of God,' to whose protection the faithful fly in all their dangers and needs. . . . This very special devotion. . . differs essentially from the adoration which is given to the incarnate Word and equally to the Father and the Holy Spirit, and greatly fosters this adoration." The liturgical feasts dedicated to the Mother of God and Marian prayer, such as the rosary, an "epitome of the whole Gospel," express this devotion to the Virgin Mary." (971) Catechism of the Catholic Church

"In prayer the Holy Spirit unites us to the person of the only Son, in his glorified humanity, through which and in which our filial prayer unites us in the Church with the Mother of Jesus." (2673) Catechism of the Catholic Church

"Mary gave her consent in faith at the Annunciation and maintained it without hesitation at the foot of the Cross. Ever since, her motherhood has extended to the brothers and sisters of her Son "who still journey on earth surrounded by dangers and difficulties." Jesus, the only mediator, is the way of our prayer; Mary, his mother and ours, is wholly transparent to him: she "shows the way" (*hodigitria*), and is herself "the Sign" of the way, according to the traditional iconography of East and West." (2674) Catechism of the Catholic Church

“Beginning with Mary's unique cooperation with the working of the Holy Spirit, the Churches developed their prayer to the holy Mother of God, centering it on the person of Christ manifested in his mysteries. In countless hymns and antiphons expressing this prayer, two movements usually alternate with one another: the first "magnifies" the Lord for the "great things" he did for his lowly servant and through her for all human beings the second entrusts the supplications and praises of the children of God to the Mother of Jesus, because she now knows the humanity which, in her, the Son of God espoused.” (2675) Catechism of the Catholic Church

“This twofold movement of prayer to Mary has found a privileged expression in the *Ave Maria*:

Hail Mary [or Rejoice, Mary]: the greeting of the angel Gabriel opens this prayer. It is God himself who, through his angel as intermediary, greets Mary. Our prayer dares to take up this greeting to Mary with the regard God had for the lowliness of his humble servant and to exult in the joy he finds in her.

Full of grace, the Lord is with thee: These two phrases of the angel's greeting shed light on one another. Mary is full of grace because the Lord is with her. The grace with which she is filled is the presence of him who is the source of all grace. "Rejoice . . . O Daughter of Jerusalem . . . the Lord your God is in your midst." Mary, in whom the Lord himself has just made his dwelling, is the daughter of Zion in person, the ark of the covenant, the place where the glory of the Lord dwells. She is "the dwelling of God. . . with men." Full of grace, Mary is wholly given over to him who has come to dwell in her and whom she is about to give to the world.

Blessed art thou among women and blessed is the fruit of thy womb, Jesus. After the angel's greeting, we make Elizabeth's greeting our own. "Filled with the Holy Spirit," Elizabeth is the first in the long succession of generations who have called Mary "blessed."³³ "Blessed is she who believed. . . " Mary is "blessed among women" because she believed in the fulfillment of the Lord's word. Abraham. Because of his faith, became a blessing for all the nations of the earth. Mary, because of her faith, became the mother of believers, through whom all nations of the earth receive him who is God's own blessing: Jesus, the "fruit of thy womb." (2676) Catechism of the Catholic Church

Holy Mary, Mother of God: With Elizabeth we marvel, "And why is this granted me, that the mother of my Lord should come to me?"³⁶ Because she gives us Jesus, her son, Mary is Mother of God and our mother; we can entrust all our cares and petitions to her: she prays for us as she prayed for herself: "Let it be to me according to your word."³⁷ By entrusting ourselves to her prayer, we abandon ourselves to the will of God together with her: "Thy will be done."

Pray for us sinners, now and at the hour of our death: By asking Mary to pray for us, we acknowledge ourselves to be poor sinners and we address ourselves to the "Mother of Mercy," the All- Holy One. We give ourselves over to her now, in the Today of our lives. And our trust broadens further, already at the present moment, to surrender "the hour of our death" wholly to her care. May she be there as she was at her son's death on the cross. May she welcome us as our mother at the hour of our passing³⁸ to lead us to her son, Jesus, in paradise.” (2677) Catechism of the Catholic Church

“Medieval piety in the West developed the prayer of the rosary as a popular substitute for the Liturgy of the Hours. In the East, the litany called the *Akathistos* and the *Paraclesis* remained closer to the choral office in the Byzantine churches, while the Armenian, Coptic, and Syriac traditions preferred popular hymns and songs to the Mother of God. But in the *Ave Maria*, the *theotokia*, the hymns of St. Ephrem or St. Gregory of Narek, the tradition of prayer is basically the same.” (2678) Catechism of the Catholic Church

“Mary is the perfect *Orans* (pray-er), a figure of the Church. When we pray to her, we are adhering with her to the plan of the Father, who sends his Son to save all men. Like the beloved disciple we welcome Jesus' mother into our homes, for she has become the mother of all the living. We can pray with and to her. The prayer of the Church is sustained by the prayer of Mary and united with it in hope.” (2679) Catechism of the Catholic Church

Making a Rosary:

Show students a rosary. Talk about the mysteries, prayers, and beads. Display a variety of beads, either plastic or wooden. Prepare either pipe cleaners, sturdy string or wire to string the beads onto.

Have the students choose their materials and count out ten beads. Leave enough string or wire to attach a cross once the beads are tied into place. Cut out crosses from sturdy cardboard or Fun Foam. Students may wish to decorate them. Hole punch the top and tie it onto the beads.

Math: NK.3

These become the student rosaries. They enjoy sitting in a circle, expressing what they want to pray for and then taking turns leading the first half of the prayer and having the rest of the class respond. One decade or ten beads are enough for the students to say. The Priest can be invited to bless the rosaries and the students will be taught reverence and respect for their beads.

Social Studies INK.1

Appendix F: Mary- The most famous “mother” of all. (Connection to Mother’s Day)

Outcomes:

The students will be able to:

1. Recognize Mary as the most “important” mother of all.
2. Experience the meaning in “The Hail Mary” and begin learning to say it as the school honours her with the praying of the rosary during the month of May.

See **Appendix E** for references of Mary in the Catechism of the Catholic Church.

Content:

1. Teach and sing song to the tune of “Bingo”- “M- O- M- M- Y”:

“There is someone that I love best, and mommy is her name- o, M- O- M- M- Y. There is someone that I love best and Mommy is her name- o.” (Be sensitive of students who may not have a mom or doesn’t have a relationship with her- then could sing about “GRAMA” because she’s a mom, too.) **Language Arts:** CRK.1 **Arts Ed:** CPK.3

2. Play a “Family Feud type Game” found in “Mother’s Day Bible Lessons” on the Danielle’s Place website: <http://www.daniellesplace.com/>. Make it a cooperative game where the students all work together to uncover all the answers. Before class, write on chart paper “The Top 5 Ways Mothers Show Us They Love Us” then list them:

1. She hugs and kisses me.
2. She tells me she loves me.
3. She spends time with me.
4. She teaches me things.
5. She takes care of me.

Cover each answer. Make this look and sound like the game show with teacher being the host. Explain that 100 people were surveyed (Wow! 100!) and were asked this question: “How does your mom show you she loves you?” These are the top 5 answers- see if you can guess what the people said. Uncover the answers as anything is guessed that would fall in that category. Say, Survey says, “Ding!” (Uncover an answer) or “Oink!” (Say, “Sorry! Try again!”) Play until all answers are revealed. **Language Arts:** CRK.1

3. Use the information sheet from http://www.dltk-bible.com/cv/mothers_day.htm to describe how the first Mother’s Day came about. Site also includes scriptural references to 10 Commandments and honoring parents. **Language Arts:** CRK.3

4. “The most famous mother of all was chosen by God to be the Mother of Jesus. Who was she?” (Mary) God could have picked any woman at all but when He looked down from heaven to look for a woman to be the mother of his son He knew she would have to be very special and very brave to be the mom of Jesus. Why?” (Let the students share what they have learned about Jesus’ life: long journey, born in a stable, kings would want to hurt Him, He would be arrested and beaten and die on a cross and Mary wouldn’t be able to do anything about it, etc.)

Language Arts: CRK.3

5. **Language Arts:** CRK.4 : Read “The Hail Mary” Pray aloud, following on chart paper.

<https://www.loyolapress.com/faith-formation/activities/praying-the-hail-mary-with-actions>

<https://www.youtube.com/watch?v=QO49tBMVQPU>

<https://prayers4reparation.wordpress.com/2012/05/03/the-meaning-of-the-hail-mary-prayer-line-by-line/>

Cat Chat- purity, Saint Mary : <https://www.youtube.com/watch?v=Kx3m6mz2qz4>

6. Prayer “Dear God, Thank you for giving me people like my mom and dad to take care of me. Thank you for loving me so much and giving me people who love me. Help me to show the people who take care of me, how much I love them, too. In Jesus’ name, Amen.”

Language Arts: CRK.1

Appendix G: No Two Snowflakes Are Alike. **They are unique—just like ME!**

Outcomes:

Students will be able to:

1. Learn the science behind how snowflakes are formed in nature.
2. Understand that no two snowflakes are the same. Apply this knowledge to how God made each of us—we are unique. There is no one else like us in the whole world!

Content:

1. Read aloud a fictitious snowflake story of choice. Ask: “How does God make snowflakes?” **Language Arts:** CRK.4
2. Show students how God makes snowflakes by doing the following Role-play activity. “Pretend that you are water droplets dancing around in a cloud up in the sky. The air is really warm in there so you don’t want to get too close to the other water drops because you would feel too warm. Slowly God is cooling off the air inside the cloud. You are starting to feel chilly but there are no sweaters or blankets around. Ooh, it’s getting colder and colder. What can we do to keep warm? (By this time, students should already begin huddling together in groups.) Huddle together, get close! Oh, oh, it’s freezing in here! I’m getting icicles on my nose! We are freezing together. We have just made a snowflake!” **Arts Ed:** CPK.2
3. Guided Reading Activity: “I’m a Little Snowflake” (to the tune of “I’m a Little Teapot”): “I’m a little snowflake, Look at me, No other snowflake is just like me. I’m as unique as you can see—and just as special as I can be!” **Language Arts:** CRK.1
4. Make Crystal Snowflakes [http://video.about.com/chemistry/Borax- Crystal-Snowflakes.htm](http://video.about.com/chemistry/Borax-Crystal-Snowflakes.htm) **Language Arts:** CRK.2

- **What You Need to Make Borax Crystal Snowflakes**

For this project you will need borax, which is sold as a laundry booster and cleaner, and a pipe cleaner. You'll also need hot water, a cup or glass, scissors, and a measuring spoon.

- **Make the Snowflake Shape**

Make the snowflake by cutting a pipe cleaner into three pieces. You can use a colored pipe cleaner if you want a colored crystal snowflake. Twist the pieces together at their centers and bend the ends outward to make a snowflake shape. Trim the snowflake so that it will fit inside your cup. I like to leave one arm long so that I can hang the snowflake in the cup.

- **Mix the Crystal Growing Solution**

Stir 3 tablespoons of borax into 1 cup of very hot water. It's fine if there is a little undissolved borax. Pour the crystal growing solution into the cup, hang the snowflake so that it doesn't touch the sides or bottom of the container, and allow the crystals to grow undisturbed for several hours or overnight.

- **Use Your Borax Crystal Snowflake for Decoration**

Remove the borax crystal snowflake and use it however you like. The snowflakes make pretty decorations. Hang from classroom ceiling for a "Winter Wonderland" affect.

- How to make a snowflake: <https://www.youtube.com/watch?v=sTC7HS1NNm4>
- Coffee Filter Snowflake: <https://www.youtube.com/watch?v=fAMBzZZfupk>

5. Extending Art Activity- Tie- dyed Coffee Filter Snowflakes www.perpetualpreschool.com (Guaranteed no two are alike!) Flatten a white, basket- style coffee filter. Print name on with pencil (not marker as this will run when wet.) Fold in half, then quarters, then eighths. Dampen filter under water (helps colors soak into filter more quickly and easily) and lay on a paper towel. Keep filter folded and scatter drops of red, blue and yellow food color (3- 4 drops of each) on the filter. Let it sit for a count of 60. Gently unfold filter and lay flat to dry on paper towel. Notice the new colors made when the primary colors mix together! When dry, display on bulletin board with "I'm a Little Snowflake" poem.

Science MOK.1

Appendix H: Ladybug Friendships

Outcomes:

1. Students will learn that ladybugs are helpful insects and a friend to humans.
2. Students will understand that Jesus was a friend to others.
3. Students will understand that ladybugs and Jesus are examples to us of how to be a good friend.

“Jesus knew and loved us each and all during his life, his agony and his Passion, and gave himself up for each one of us: “The Son of God. . . loved me and gave himself for me.”¹¹⁶ He has loved us all with a human heart.” (478) Catechism of the Catholic Church

1. Show pictures of ladybugs. (Count spots on their back to see how old the ladybug is) Go on a nature walk to look for ladybugs. Discuss safety rules for excursions. (In the fall, ladybugs can sometimes be found in large groups under things trying to find a warm place.) Bring along a bug cage to keep some ladybugs to observe, (remember to release them at the end of the day!)

2. At Circle Time talk about how ladybugs were helpful to farmers in California to rid aphids from their orange trees. The ladybugs helped save the oranges. Explain that this story reminds you of another story of someone who was sent to save the world!

A long time ago, people had forgotten about God and the world had become a very angry place to live. People were not nice to each other- they would say mean things, steal from each other- even hurt people! When God looked down from Heaven He was very sad and He said, “I need to help them. I need to send someone to tell them how much I love them and show them how to treat each other so that the world can be a happy place to live again.” Someone came and He cared for people very much. He healed people who were sick and helped them when they were in need. He was a friend to everyone, even to people who were not very friendly. In fact, He was such a good friend, that one day, when He was asked if He would be willing to die for His friends, He said. “Yes!” Ask: “Do you know who that person was?” (Jesus) **Language Arts:** CRK.3

3. Discussion: “When you held a ladybug, did it bite you?” “Jesus wants us to be like the ladybug. He wants us to be like him—gentle and helpful to others. He wants us to be good friends to people just like He was. What are some ways you could be helpful and kind?” **Language Arts:** CCK.1

4. “Today we are going to make a ladybug and when you spread the wings open; I want you to draw a picture of you being a friend to somebody.” Display ladybugs on a bulletin board titled, “What kind of Friend are you?”

Language Arts: CCK.1 **Science:** LTK.1 **Social Studies:** PAK.1 **Arts Ed:** CPK.4

Resources:

Balika, Susan S., *Jesus is My Special Friend*, 2003. ; Ladybug activities from: Danielle’s Place of Crafts and Activities: “Ladybug Friends”, :

<https://www.daniellesplace.com/html/rrpreschoolsampleladybug.html>

Appendix I: Classroom Heart

Outcomes:

1. Students will begin to understand how God wants us to treat others.
2. Students will understand that what we say can hurt others.
3. A classroom “language” will be established that students will be able to use to communicate how they should treat others.

“When someone asks him, “Which commandment in the Law is the greatest?”⁸ Jesus replies: “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the greatest and first commandment. And a second is like it: You shall love your neighbour as yourself. On these two commandments hang all the Law and the prophets.”⁹ The Decalogue must be interpreted in light of this twofold yet single commandment of love, the fullness of the Law: “(2055) Catechism of the Catholic Church

Content:

1. At Circle time, show red construction paper and ask, “What could we make with this?” (Elicit a heart). Teacher shows students how to fold paper and cut out a large heart.
2. Tell students this is our classroom heart and it will show who belongs to our class. Teacher prints everyone’s name on the heart. Be proud of how nice “our classroom heart” looks.
3. Tell students they are going to help with a demonstration. “I want to show you what happens to our heart when people say words that are not nice.” Ask students to think of something that they could say to the heart that would hurt its feelings, example, “I don’t like the color red. I think red is a yucky color. As the words are said, teacher begins crumpling the paper until it is a wadded ball in your hand—do not let it go as it will begin to “unfold” and you will not be able to make your next point.
4. Now, ask the students to think of nice things they could say to the heart to make it feel better, example, “Sorry.” As these words are said, let go of the ball of paper, it will begin to “unfold” to a point but the teacher will have to keep unraveling it until it is opened completely. Teacher can use hands to flatten it as much as possible. Explain to the students that they were able to make the heart feel better but “notice the wrinkles, even some small tears that remain on the heart.” That is because once you “crumple someone’s heart” you have left permanent spots or damage on it so we never want to crumple someone’s heart. “God wants us to be nice to each other and treat others the way we would want to be treated.”
5. Explain to the students that the heart will be displayed in the classroom for the rest of the year as a reminder that we don’t ever want to crumple someone’s heart. A classroom language has been established and the children will begin to communicate with each other saying, “You don’t want to crumple his heart.”

Language Arts: CRK.1 CRK.2 CCK.1 **Health:** USCK.3

Appendix J: Jesus is Tempted by the Devil (Matthew 4: 1-11)

Outcomes:

The students will be able to:

1. Understand the “humanness” of Jesus as He experiences hunger and temptation in the desert.
2. Make a connection to their own lives as they discover that we can all be tempted by something.
3. Understand that God gives us the POWER to win over temptation.

“This petition goes to the root of the preceding one, for our sins result from our consenting to temptation; we therefore ask our Father not to "lead" us into temptation. It is difficult to translate the Greek verb used by a single English word: the Greek means both "do not allow us to enter into temptation" and "do not let us yield to temptation."¹⁵⁰ "God cannot be tempted by evil and he himself tempts no one" on the contrary, he wants to set us free from evil. We ask him not to allow us to take the way that leads to sin. We are engaged in the battle "between flesh and spirit"; this petition implores the Spirit of discernment and strength. “(2846) Catechism of the Catholic Church

Content:

1. Ask: “What does it mean to be tempted?” Give personal examples- to eat that delicious donut in the box before supper etc. Even Jesus was tempted! We are going to hear a story from the bible about a time when Jesus went into the desert for 40 days to pray. He had no food and was all alone so the devil thought it would be a perfect time to try and get Jesus on His side because the devil doesn’t want people to listen to God and be good. He wants people to listen to him and be bad and we know that that wouldn’t make for a very happy world if everyone was bad instead of good.” (Matthew 4: 1-11). “What did Jesus do so He wouldn’t be tempted?” (He prayed and asked God for help.)
2. “Have you ever been tempted to do something that you know is not right?” As students name things, teacher writes/draws them on pieces of scrap paper.
3. Jesus gives you the POWER to win over temptation. He will protect you from being tempted if you only ask Him. Teacher sits in a chair and goes through the things that could tempt them that are written on pieces of scrap paper. Count them. **Math:** NK.5 Hand them out to individual students and ask them to crumple them into balls. On the count of three, ask the students to throw the balls at you and see how many hit you—which will be all of them because you faced them without any protection. Next, show the students your shield which is a large cardboard with the picture of Jesus on it and the words, “POWER to Win!” which means, when you are tempted all you have to do is ask Jesus for help and He will protect you. Teacher holds up shield and hides behind it. Have students gather the balls and on the count of three, throw them at the teacher. How many hit you now? When we are tempted to make bad choices, ask Jesus for help and He will protect you.

4. Prayer: “Dear Jesus, I want to remember that you are with me when I am tempted. You will always give me the strength and help I need to say “No” to doing bad things. Thank you, Jesus. Amen.”

Language Arts: CRK.1 CCK.1

Resources:

Kids Sunday School Place- “Temptation” by Craig (adapted)

<https://www.kidssundayschool.com/gradeschool/object-talks/temptation>

Appendix K: Forgiveness: The Parable of the Prodigal Son (Luke 15: 11-32)

Outcomes:

The students will be able to:

1. Learn what the term “forgiveness” means.
2. Understand that God is always ready to forgive us if we are sorry.
3. Understand that God wants us to be loving and forgiving, too.

Content:

1. Give a playground example;" What if you are playing soccer on the playground and you get really excited and push someone to the ground to get the ball. What could happen next?" (The other person gets mad and pushes back and a fight starts.) What should the children do?"

2. Today’s Lent Lesson is about “forgiveness” What does it mean to forgive? Read the Parable of the Prodigal Son and discuss what happened in the story. Ask: “How do you think the father felt when his son left? (Sad) How do you know?” (Because he was really happy to see him when he came back.)

3. “God, our father in Heaven, loves us very much—just like the dad in the story and when we do wrong it makes Him sad but He is very happy when we apologize for our mistake and say ‘sorry’. Then, like the dad in the story, He forgives us. Maybe He doesn’t throw a party for us but He is still very, very happy. “The boy asked for forgiveness and the father forgave.

4. Think of a time when you hurt someone or asked for forgiveness (pause). Do you remember how you felt?” Sharing. Role-play the story.

5. Prayer: “Sometimes I hurt others by what I say and do. Sometimes I don’t mean it but sometimes I do it on purpose. I am sorry; forgive me, God. Amen.”

Arts Ed: CPK.2 **Language Arts:** CRK.1 CCK.1 **Health:** APK.1 **Social Studies:** DRK.2 PAK.1

Resources:

Ideas adapted from: Graf, Sister Celine, OSU, Let the Little Children Come: Liturgy of the Word for Children, St. Peter’s Press, 1990.

Appendix L: Lesson: He is Risen! Alleluia!
Individual activities to celebrate the Resurrection

Easter Do- Ra- Mi (to the “Doe, a Deer, a female deer...” tune):

Don't you know that Jesus died?
Rose again in three short days.
Me, the one, for whom He died.
For my sins He took away.
So- I love Him even more.
Love- I've never known before.
“T”- the shape of Calvary.
Don't you know He died for ME!
Glory, ALLELUIA! (Repeat)

“Jesus Is Alive!”Craft:

Each student will need a plain, block- style cross printed on white card stock, one plain sheet of white card stock, four pieces of tape to roll for double- sided stick, crayons or markers, length of string or wool- 6” or so

1. Students cut out cross and affix to plain sheet of cardstock with tape (no tape should be visible). Ask: “Who does the cross remind you of?” (Jesus) Discussion: Remember why God sent Jesus to earth to live at Christmas time? (Because people had forgotten about God.) Jesus came to live among the people and He was called “the Light of the world” because He was like a candle in a dark room and He went around telling people about God and showing them how to be a good person. Then, when Jesus was a grown man, people started forgetting about God again and the world was becoming a dark, place to live. If you could imagine the dark a color, what do you think of? Instruct students to forget the cross is on their page and scribble with dark colors all over, covering every bit of white space on their paper (Just be careful going over the edges of the cross.)

2. Continue with discussion: The world had become a dark, ugly place again so God had to come up with an even bigger plan to get people to listen and believe in Him again—what was the BIG plan? So Jesus dies and at the moment that He died the skies turn really dark and stormy. His friends take Him and lay Him in tomb, it gets closed up and they have to walk away and leave Him there. Then His friend Mary goes to the tomb, three days later and what had happened? What's the “happy ending” to the story? (He was raised from the dead.) That's right! And He brings light to the world again.

3. Instruct students to carefully remove the cross from their paper. On the cross they remove, hole- punch the top and add a string to hang it up at home. On the cross that was created by scribbling, have students print “Jesus Is Alive! Alleluia!” and keep this one for a bulletin board display.

Language Arts: CRK.3 CCK.4 **Arts Ed:** CRK.1

Appendix M: Holy Week Celebration

Classroom Celebration – Parents may be invited

Commentator: Today we gather to remember the gift of God's love in Holy Week. Let us bow our heads and listen to God's word.

Reader: They took branches of palm trees and went out to meet Him shouting "Hosanna".

Commentator: On Holy Thursday, Jesus had the last supper with His friends. First He washed their feet as a sign that we must help others. Then He shared bread and wine as a sign of God's friendship with us.

Reader: Take and eat, take and drink, we remember Jesus when we do this.

Commentator: Then Jesus went to a garden to pray. Suddenly soldiers came and arrested Him.

Reader: The soldiers arrested Jesus. "Jesus must die" they said. "He says He is the son of God."

Reader: They made Jesus carry the cross to the hill.

Commentator: The soldiers nailed Jesus to a big wooden cross. Stretch out your arms like a cross and leave them stretched out.

Reader: "Father forgive them for they do not know what they are doing."

Reader: Jesus said: "It is finished." (Blow out a candle)

Reader: "Thank you father. This man was your son."

Part Two

Commentator: Let us go into our Heart Rooms. Imagine that you are walking down the stairs from your mind to your heart. 10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1. Jesus is waiting for you behind the door of your heart room. It is the same Jesus that died on the cross. Kiss His hands. "Dear Jesus, thank you for dying for me. I am sorry for ever having hurt others when I was unkind. I want You to be with me always. You are my best friend. I love You very much Jesus. Thank You for loving me."

Stay with Jesus quietly now. Let Him hold you close. (Thirty second silence)

Come out of your heart rooms slowly. Come up the stairs from your heart to your mind and open your eyes.

Part Three

Commentator: As a sign that Jesus wants us to serve other, He washed the feet of His friends. As a sign of our love for one another, we will wash each other's hands.

Ritual of hand washing.

Part Four

Commentator: Break bread and share wine. (French loaf and grape juice) To remember God's love and friendship, He asks us to break bread together.

Arts Ed: CPK.2

Appendix N: Resurrection Cookies

Resurrection Cookies

Source: "Simple Pleasures: A Collection of Favorite Recipes" - Christian Ministries

Preheat the oven to 300 degrees

Ingredients

1 cup whole pecans (cheerios also work)
3 eggs
1 cup sugar
1 tsp. vinegar
1 pinch of salt

You Need:

Mixing bowl, Wooden spoon,
Bible, Ziploc bag, Wax paper,
Cookie sheet, Tape

1. Place the pecans in zip lock bag and let children beat them with the wooden spoon to break into small pieces. Explain that after Jesus was arrested, the Roman soldiers beat Him.

Read John 19: 1-3

2. Let the children smell the vinegar. Put 1 tsp. into mixing bowl. Explain that when Jesus was thirsty on the cross He was given vinegar to drink. **Read John 19: 28-30**

3. Add egg whites to the vinegar. Eggs represent life. Explain that Jesus gave His life to give us life. **Read John 10: 10-11**

4. So far, the ingredients are not very appetizing. Add 1 cup of sugar. Explain that the sweetest part of the story is that Jesus died because He loves us. He wants us to know and belong to Him. **Read Psalm 34:8 and John 3:16**

5. Beat with a mixer on high speed for 11- 15 minutes until stiff peaks are formed. Explain that the color white represents the purity in God's eyes of those whose sins have been cleansed by Jesus. **Read Isaiah 1:18 and John 2: 1-3**

6. Fold in the broken bits. Drop by tsp. onto cookie sheet covered with wax paper. Explain that each mound represents the rocky tomb where Jesus' body was laid.

7. Put the cookie sheet in the oven. Close the door and turn the oven OFF. Give each child a piece of tape and seal the oven door. Explain that Jesus' tomb was sealed.

Read Matthew 27: 65-66

8. Leave until the following day. Explain that they may feel sad to leave the cookies in the oven overnight. Jesus' followers were in despair when the tomb was sealed. **Read John 16: 20-22**

9. On Resurrection Morning, open the oven and give everyone a cookie. Notice the cracked surface and take a bite. The cookies are hollow! On the first resurrection Day, Jesus' followers were amazed to find the tomb open and empty. **Read Matthew 28: 1-9**

Science: FEK.1 **Math:** NK.3 **Language Arts:** CRK.2 CRK.3

Appendix O: Resurrection Rolls
<http://www.dltk-kids.com/recipesdb/view.asp?rid=155>

What you will need:

Large Marshmallows
Melted butter or margarine
Cinnamon Sugar mixture.
Melted butter or margarine
Crescent Rolls (ready to bake)

What to do: After the children have washed their hands, give each of them a marshmallow. Tell them that it represents Jesus. Have them roll it in the butter (the anointing oil). Then roll it in the cinnamon sugar (the anointing spices). Place the marshmallow on the crescent roll (the tomb) and roll it up so it is completely sealed (**this is important**). Then bake it as the directions indicate (about 10 minutes for 350). When the rolls cool, give each child his roll. When the tomb is open, the marshmallow is gone. (It melts into the roll). The roll tastes like a cinnamon roll.

Science: FEK.1 **Language Arts:** CRK.2 CRK.3

Appendix P: Resurrection Eggs
(Open Easter Morning or first day back after holidays)

Each of the ten things you will find inside your egg reminds us of Jesus' last days.

1. A piece of **green plant**- The people honored Jesus as a hero, they placed palm branches on the road as He entered Jerusalem.
2. **A replica of the communion host**. – The night before Jesus died, when He ate His last meal with his apostles, he gave bread to his apostle and said: “take and eat for this is MY body which will be given up for You.”
3. A **penny**- Jesus was betrayed by Judas for money, thirty pieces of silver the price a slave was worth.
4. A **thorn**- a crown of thorns was put on Jesus' head.
5. **Purple fabric**- The Roman Soldiers dressed Jesus in a purple robe. They made fun of him; as a King,
6. A **Cross**- Jesus carried his own cross to the place He was crucified.
7. A **Nail**- Jesus was nailed to His cross.
8. A **Sign**- a sign was nailed to the cross above Jesus head. It read “This is the King of the Jews”.
9. A **Rock**- after Jesus body was put into the tomb, a huge rock was rolled in front of the opening,
10. The now **empty egg**- On Easter morning the rock was rolled away, and the tomb was empty. Jesus had risen from the dead... He paid the price for our sins and OPENED THE GATES OF HEAVEN FOR US ALL!!

Language Arts: CRK.2 CRK.3

Appendix Q: Growing a Resurrection Garden

Materials:

Ask parents to help collect the items needed for Holy Week;
Deep Styrofoam meat trays (approximately 9 by 11 inches and 2 inches deep). These can be collected from families or purchased from the co-op meat department.
One small empty soup can
One rock, large enough to fit the can opening.
Two sticks joined to make a cross. (Use twist ties or string.)
One cup of gravel.

Teacher will provide:

A large bag of potting soil providing one litre of soil per tray; Small bag of grass seed.
Extra trays; Watering can
One large clear Rubbermaid tub, a larger can, larger rock, gravel and soil.

Procedure:

Place gravel in the bottom of the tray.
Set empty can in the centre of the tray.
Cover the can and the back of the tray with soil.
Leave a graveled path to the tomb and fill the sides of the path with soil.
Sprinkle grass seed throughout the soil.
Cover the seeds lightly with more soil.
Water the seeds and soil.
Place the cross on the top of the hill made by the soil.
Set it in a clay base for better balance.

Hints:

Divide the project throughout Holy week; work with small groups at a time.
Invite parent volunteers to help.
Create a classroom resurrection garden with the children first using the large plastic tub.
Print the directions on chart paper and follow together step by step.
Before children take their gardens home on Thursday, place an Easter surprise in the can behind the rock (plastic egg with jelly beans)
Before the children return from the Easter break decorate the prayer table with the growing garden, add real cut flowers in a vase, or silk flowers to enhance the beauty.
Attach a picture of the Risen Jesus to the display. Have the rock rolled away displaying the empty tomb.
Remind children that they must roll away the rock on Easter Sunday. Remind everyone to water their gardens; do not forget to water the classroom garden throughout the holidays as well.

Appendix R: The Jelly Bean Prayer

Red for the blood He gave,
Green is for the grass He made,
Yellow is for the sun so bright,
Orange is for the edge of night.

Black is for the sins that were made
White is for the grace He gave,
Purple is for the hour of sorrow,
Pink is for the new tomorrow.



Give a bag full of jelly beans,
Colorful and sweet,
Tell them it's a Prayer.
It's a promise.
It's an Easter Treat!

~~Written by Shirley Kozak~~ <http://www.teachingwithtlc.com/2008/03/jelly-bean-prayer.html>

Language Arts: CRK.4



Appendix S: Pentecost and Ascension Sundays

Outcomes:

The students will be able to:

1. Understand the terms “Pentecost” and “Ascension” as they relate to events that will be happening in church.
2. Be introduced to the “Holy Spirit” and understand God gives us the Holy Spirit to help us.

“On the day of Pentecost when the seven weeks of Easter had come to an end, Christ's Passover is fulfilled in the outpouring of the Holy Spirit, manifested, given, and communicated as a divine person: of his fullness, Christ, the Lord, pours out the Spirit in abundance.” (731) Catechism of the Catholic Church

“Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit” (Matthew 28: 19)

Lesson: Pentecost

1. Show kite and follow with discussion: “How many of you like to fly kites? It is fun to watch a kite soaring high into the sky. What do you need to fly a kite? (Wind.) How many of you have ever seen the wind? That is a trick question because you cannot see wind but how can we tell it is windy? Discuss with examples for each: e.g. hear it- relate to a stormy night, see things move- blow bits of paper off your hand into the air, feel it on your skin- blow on your hand.

Science: FEK.1

2. Today we are going to hear a story from the bible about a special wind, a gift that Jesus told them He would be sending them. Read parts of Acts 2: 1- 4 (Omit the tongues of fire- no need to confuse them.) “When the day of Pentecost came, [the disciples] were all together in one place. Suddenly a sound like the blowing of a violent wind came from Heaven and filled the whole house where they were sitting.... All of them were filled with the Holy Spirit...”

Discussion: “Many churches celebrate a special day called Pentecost and they decorate the church all in red and everyone wears red clothes. It was on the day of Pentecost that God sent His Holy Spirit to the church. The bible tells us that the apostles were all gathered together in a house when suddenly there was a sound like a mighty, rushing wind and the doors blew open and they could feel the wind in their hair and on their faces. Then, the bible says, they were filled with the Holy Spirit. What is the Holy Spirit? We can't see it but it is inside us and it helps us to make good choices. Just like the wind, you cannot see the Holy Spirit but you know He is present when you see people doing good things or during times of prayer when He speaks to our heart.

4. Prayer: “Father, thank you for sending your Holy Spirit. Even though we can't see it, we are thankful that it can speak to our hearts. Amen.”

Lesson: Ascension

1. Bring a kite with you. Ask: “What happens when mom or dad has to go out for the evening and they get a babysitter for you? Do they have any instructions for the babysitter? The babysitter replaces your parents as a caregiver since they can’t be there to look after you themselves. It’s sort of like the last time Jesus appeared to the disciples.” Paraphrase the events leading up to Jesus’ Ascension into heaven- “For forty days after Jesus’ resurrection, He appeared to His disciples from time to time. When He would come to visit, He spoke to them about God and His kingdom. On His last visit, He told them that very soon He would be sending them a gift. (The Holy Spirit) Then Jesus gave them some instructions: He said, “I want you to go and tell everyone (in the whole world) that I have died for them and come back to life. Then He told them that He was giving them the power to go and teach and baptize those who believe.” Then, like a kite being lifted gently by the wind, He rose up, up, up and went to live in Heaven.” The disciples were like Jesus’ replacements and they were going to continue His mission on earth- spreading the Good News about God and Jesus. God asks us to continue Jesus’ mission, too, that’s why every time we learn something new about God or Jesus, we should go home and tell our families.

2. Tell them that we are going to make a craft today that we also are able to take home and share with our families but we are going to have fun with it first. Pick up the kite and ask: “Do you remember how Jesus went up to Heaven after He gave the apostles their instructions?” (Like a kite) Make an Ascension Kite: Tape straws as “cross” pieces onto the back of the kite so it will not fold around itself. Tape bows onto tail string and tape tail to bottom of kite. Tape flight string onto top tip of kite. Take outside and let it fly!

Science: FEK.1 **Language Arts:** CRK.3 **Social Studies:** INK.2

Resources:

Discussions adapted from-

<http://www.sermons4kids.com>

<http://www.gardenofpraise.com/bibl32.htm>

Appendix T: Parable of the Mustard Seed

Outcomes:

Students will be able to:

1. Relate their knowledge of how plants grow to how God's word is like a seed and when "planted" in our hearts and minds, it grows when you learn about Him.
2. Understand you can "plant" more seeds when you share God's love with others and spread the Good News.

Content:

1. Talk about the stages of tomato growth- from seed to plant to fruit. Ask: "Where did the seed come from to start the whole process?" (The tomato). Cut open the tomato and take out the seeds.

"God certainly knew what He was doing when He gave us food like tomatoes to eat. He knew that we could feed ourselves by planting the seeds to grow new food. "It's sort of like that with us, you know?" Jesus once told His friends a story about a mustard seed (show a mustard seed). The mustard seed is one of the smallest seeds and yet, when it grows it grows into one of the biggest plants. Read "The Parable of the Mustard Seed."

2. "What do you think Jesus was trying to teach us?" The 'seed of God' is planted in our hearts and minds and every time we hear a new story about Jesus or God, it's like a plant that keeps growing and getting bigger. When we do good deeds (relate to Lent Lesson remember, it's like we get fruit growing on our branches like this tomato plant.) And when we tell someone about what we know about God and Jesus, it's like we have taken a seed from the fruit and given it to them to grow a new plant. That is called 'Spreading the Good News.'

3. Prayer: "Thank you, God, for planting your seed of love in my heart. I promise to look after it and continue to keep learning about you and your son, Jesus. I love you, too and I want to keep spreading the "Good News" to everyone I meet. Amen."

4. Journal Activity: Draw a picture of how you "spread the Good News" about God or draw a picture of something you are going to go home and tell your family about Jesus or God. Share the pictures with the class.

Language Arts: CRK.1 CCK.1

Appendix U: The Good Shepherd
(John 10: 27- 28; Luke 15: 3-7; Matthew 18: 12, 13)

Outcomes:

The students will be able to:

1. Understand their special relationship with Jesus through the example of the Good Shepherd.

Content:

1. Before class hide a stuffed toy lamb somewhere in the classroom.
2. Read a book about caring for a lamb e.g. (Dunn, Pheobe, The Little Lamb, Random House Books for Young Readers, 1998.) Discuss what it takes to look after a lamb.
3. Tell children that you have lost your new, pet lamb name him somewhere in the classroom and you cannot do anything else until we find him and make sure he is safe. Tell the students to call his name. When the lamb is found place it on the prayer table. Read the story “The Little Lost Lamb” (Haines, Geri Berger, The Little Lost Lamb, Pauline Books and Media, revised edition 2002.) “Who is the shepherd?” (Jesus) This story was told by Jesus to His friends when He was trying to explain how much He loved them and how He would look after them. They were like His sheep and He was the Good Shepherd who would leave the rest of the flock to come and look for them if they got lost. He has many sheep to look after, but He would still know which one of His sheep was missing and would call it by name.” “If Jesus is the Good Shepherd, who are the sheep?” (Us.) When He is looking down from Heaven, He has many sheep to watch over and yet He knows each one by name. If we found a really good hiding place, would He know where we are? (Yes.) What if we put on a costume and a mask...would He still know us? (Yes!)
4. We are going to play a game to see how easy it is to know who someone is even when they are in disguise.
5. Make Lamb Masks: Color lamb face (or make your own from paper bags) Cut out the eye holes and glue on cotton balls for fleece.

6. Play: “Jesus Had a Little Lamb”: Everyone sits in circle holding their Lamb Mask in front of their face. Only the person in the middle gets to say who they think the person behind the mask is. Teacher pretends to be “Jesus” in the middle. Every one sings the song: “Jesus had a little lamb, little lamb, little lamb. Jesus had a little lamb, And that lamb is you” “Jesus” closes his or her eyes, spins around, stops and points out in front. Jesus opens his/her eyes and whoever their finger is pointing at, they must try to guess who the person is behind the mask by saying their name.

The chosen person now becomes “Jesus” in the middle. Keep going until everyone has had a turn.

Students place their mask behind them when they rejoin the circle so you can keep track of who hasn’t been chosen. When the last lamb is chosen, everyone puts their mask back on so that the last person has fun choosing a lamb, too.

Social Studies: INK.2 DRK.2

Appendix V: What is a Saint? All Saints' Day

Outcomes:

1. The students will be able to learn the term “saint” and what it means to earn that title.
2. The students will be able to name at least two well- known saints.

Content:

What is All Saints Day

<https://www.youtube.com/watch?v=UcPXns6gilk>

<https://catechistsjourney.loyolapress.com/2015/10/celebrating-the-saints-four-ways-to-be-a-catholic-superhero/>

When the Saints Go Marching In song

<https://www.youtube.com/watch?v=ri1UApNR9yY>

Videos of Story of Saints for Kids

https://www.youtube.com/channel/UC63iYSE884kZq6rfywsXDg/videos?disable_polymer=1

Appendix W: Christ the King

Outcomes:

Students will be able to understand that Jesus wants to be the “king of our hearts” and be an example to us.

Content:

1. The bible is filled with stories about God and Jesus written by people who lived then or knew someone from then. Light the candle and tell them that people sometimes call Jesus “the Light of the World” because He came to teach us about God and show us how to be good. Tell them that we are going to hear a story from the bible and it is called the “gospel”. When we are going to hear a story from the bible, there are things we must do to get ready to hear it. First, we trace a small cross on our forehead to promise to remember the story, and then trace a cross on your mouth to promise to go and tell someone else about the story or Share the Good News with others and one on our heart so we keep Jesus in our heart and in all our actions.
2. Read aloud the gospel story from John 18: 33- 37. Note: Jesus doesn’t want to be a ruler of land, He wants to be the king of our hearts and lead us and teach us in God’s ways. His kingdom is in our hearts, so we must make our hearts a nice place for Jesus to be.
3. Make necklaces: Cut out red heart with saying: “Jesus is the King of my HEART!” Cut out a small crown from gold foil paper. Attach string and wear necklace for everyone to see and share the Good News that Jesus is the King of our hearts!

Language Arts: CRK.3

Appendix X: Teacher Catholic Faith Integrations Reflections

What have I learned about teaching this unit?

Grade: Kindergarten

Unit:

What permeation ideas worked well in this unit?

How well did the permeation prompts engage the students?

Describe how the faith permeation prompts helped your students to grow in understanding the Catholic faith.

As a teacher, describe how the faith permeation prompts helped you to grow in understanding the Catholic faith.

It would have been good to have...

If I adapted / modified this unit I would...

General Comment:

GENERAL RESOURCES

BOOKS:

Anderson, Debbie, I Can Talk With God, Good News Publishers.

Boshoff, Penny, God and Me: 365 Daily Devotions, Georgetown Publications.

Bowman, Crystal, My Thanksgiving Prayer, Zondervan Publishing House.

Brown, Rick, Who Built The Ark?, Sterling Publishing Company Inc.

Donze, Mary Terese, In My Heart Room, A.S.C, Liguori Publications.

Fitzgerald, Annie, Dear God Kids, Flying Frog Publishing. (several titles can be purchased)

Fitzgerald, Annie, Dear God Your World Is Wonderful, Augsburg Publishing House.

Head, Heno Jr., God's World of Weather, Standard Publishing.

Hebblethwaite, Margaret, My Secret Life, A Friendship With God, Morehouse Publishing.

Henley, Karyn, The Beginners Bible: Timeless Children's Stories, Zondervan Publishing House.

Jesus and the Twelve Dudes Who Did, God Counts Series, Mindy MacDonald Multnomah Publishing, Inc.

Jesus Loves Me, Dandi, Picture Me Books.

Larsen, Carolyn, My ABC Bible Storybook, Christian Art Publishers.

Larsen, Carolyn, Prayers For Little Girls, Prayers For Little Boys, Christian Art Publishing.

Lewis, Jacqueline Janette, You Are So Wonderful, www.augsburgbooks.com.

Lingo, Susan, My Goodnight Bible, Standard Publishing.

Miller, Laura Ann, I See The Creature God Made, Standard Publishing.

Miller, Laura Ann, I See The World God Made, Standard Publishing.

Oake, Jannette, I Wonder Did Jesus Have A Lamb?, Bethany House Publishing.

Rabens, Neil, One Happy Little Songbird, Standard Publishing.

Smith, Simon, Bodge Plants a Seed, retelling of the parable of The Sower,
www.zonderkidz.com.

Smith, Simon, Jimmy's Lost Bug, retelling of the parable of The Lost Sheep,
www.zonderkidz.com.

Vezey, Denis, God Sees Me All the Time, Chariot Victor Publishing.

Books Dealing With Death:

Morrison, Kevin, God's Garden, www.ambassadorbooks.com.

Tangvald, Christine Harder, Someone I love Died, Zondervan Publishing House.

MUSIC:

CatChat, Volume 3, #7 Jesus Fill My Heart <http://www.catchat.ca>.

Good Morning Jesus, Dana and Friends, www.dana-music.com.

WEBSITE:

[Http: //www.dltk- kids.com/t/bible/takehome.html](http://www.dltk-kids.com/t/bible/takehome.html)

| Sub- ject | Curricular Outcomes | Permeation |
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| Arts Ed | CPK.1 Express ideas through exploration of the elements of dance including: <ul style="list-style-type: none"> • action • body • dynamics • relationships • space | <p>- <i>In God's Image</i> #2 Family Matters: Sticking Together musical game p. 43</p> <p>- <i>In God's Image</i> #5 All My Feelings: Symphony of Feelings or The Dance of the Feelings. p. 67</p> <p>- <i>In God's Image</i> #10 It's Falling: Dance of the Leaves p. 121</p> <p>- Dramatic Exploration: Imagine moving body in wind and water (experiment with different degrees of force, move to relaxation CD's, imitate wind/water sounds with voice or instruments)</p> <p>- <i>In God's Image</i> #11 It's Snowing: Winter Dreamland A Winter Dance p. 130- 131</p> <p>- <i>In God's Image</i> #14 It's night, it's day!: Shadow Dancers (the gift of God's play) p. 150</p> <p>- <i>In God's Image</i> #30 Water And Air Creatures: How does the crab walk? The fish swim? p. 178</p> <p>- God fills us with joy as we praise and thank Him for spring. Children enjoy the new life, fresh air and sunshine of spring through running, climbing, jumping, dancing etc.</p> <p>- <i>In God's Image</i> #27 Flowers make my world beautiful: A Flower in Winter Chant of The Amaryllis p. 255- 256</p> |

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| | <p>CPK.2 Explore a variety of drama strategies including:</p> <ul style="list-style-type: none"> • role • imaging •parallel play • journeys •meetings. | <ul style="list-style-type: none"> - Role-play situations of respect and love in families - <i>In God's Image</i> #5 All My Feelings: Feel It Out p. 69 - <i>In God's Image</i> #14 It's night, it's day!: Campfire Adventure p. 154 - Role-play the Christmas story using dress- up clothes. - <i>In God's Image</i> #16 Walking in the Light: Advent "adventure" p. 167- 169 The advent song, No. 8 "Walking Toward Christmas" - <i>In God's Image</i> #11 It's Snowing: Hibernation p. 128 - <i>In God's Image</i> #18 Lent- Easter 2: New Life, the life cycle of a butterfly p. 187 - <i>In God's Image</i> #24 Meeting New Friends: Acting up in School p. 233 - Videotape scenes on how to be a good friend. Share this in the weekly assembly. It would work well in relationship to virtues. - Explore our talents. What talents did God give us? (Counting, reading, cooking, baby sit our sibling, running,) These gifts or talents will help us decide what we will be good at when we grow up into adults. (Examples; Police officer, nurse, chef, truck driver etc.) Role-play different careers. - Reenact Palm Sunday: use crepe paper as palms. - Read and act out the story of the Little Red Hen. Talk about the ending of the story, what do you think Jesus would have wanted the friends to do? - Read and act out the story of "Goldilocks and the Three Bears." How would Jesus want us to treat people? How would you change this story? - Dramatization of favourite creatures in God's world (Can you guess what I am? game) - Students plan different centres focusing on careers that use the special talents God gave them to serve others, examples; Nursing station, Construction centre, Grocery store. - Role-play "Climb Aboard a Spaceship" |
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| | | <p>- Ask students to name a fruit that comes from trees. Dramatize that they are the seed and you are the gardener and you are going to plant them. Ask, “what does God say that seeds need to grow?” Role-play the seeds getting shoots, roots, stems, leaves, blossoms and finally sweet fruit.</p> <p>- Appendix G: No Two Snowflakes Are Alike</p> <p>- Break bread and share wine. (French loaf and grape juice) To remember God’s love and friendship, He asks us to break bread together.</p> |
| | <p>CPK.3 Create sound compositions exploring the elements of music including:</p> <ul style="list-style-type: none"> •repeating patterns •beat (e.g. clapping and stepping, and counting) •response to fast/slow paces •high/low sounds •loud/soft sounds •sounds with distinct tone colours/timbres. | <p>- There are many great songs <i>In God’s Image</i> to use to teach this outcome as well as opportunities for mass songs and celebrations.</p> <p>- <i>In God’s Image</i> #1 Come in! Come In!: A Welcome Game p. 37 No. 1 “Welcome, Hello” .Students will actively participate in a Welcome Song showing joy and comfort.</p> <p>- <i>In God’s Image</i> #3 What’s Your Name?: A Singing Welcome p. 55</p> <p>- <i>In God’s Image</i> #5 All My Feelings: Symphony of Feelings or The Dance of the Feelings. p. 67</p> <p>- Celebrate that God made us all different colors by teaching the song: “Jesus Loves the Little Children”: excerpt- “Red and yellow, black and white. We are precious in His sight. Jesus loves the little children of the world!”</p> <p>- <i>In God’s Image</i> #16 Advent The advent song, No.8 “Walking Toward Christmas”</p> <p>- Play and teach song “Night and Day” ”#18 from <i>In God’s Image</i></p> <p>- Teach the song by Carey Landry: “Thank You, God for Giving Us Life!” or “The Butterfly Song”- <i>Young People’s Glory</i></p> |

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| | <p>CPK.4 Create art works that express own observations and ideas about the world.</p> | <ul style="list-style-type: none"> - <i>In God's Image</i> #3 What's Your Name?: This is My Name p. 52 - <i>In God's Image</i> #8 Do You like it?: My very own rainbow p. 104; Color my world p. 105 - Chose a color for the day for example, yellow. Experience and discuss the limitations if everything has to be yellow; clothes, skin etc. Use one colour only to make a picture. - Vera Trembach Rebus: "Colors" (the people in the pictures are different colors) Have a copy for each student and read it together. Ask: What do you notice about the pictures? Why do you think God made people different? - Explore treasures collected from God's creation, types of leaves, bugs, feathers, litter, pinecones, stones, etc. Use the gathered materials to create artwork. - Draw/paint the wind/water. Create watery designs - The students will make representations to show that they are thankful to God for the blessings in their lives. The students will share these visuals with others. - Make shadow puppets with the Easter story characters. Use the overhead projector and screen. - Make a ladybug and when you spread the wings open, draw a picture of active friendship. - Build family wreaths. - Build a nativity stable. - <i>In God's Image</i> #11 It's Snowing: Winter Wonderland p. 129 - Make a visual representation of fruit: How can the materials I choose reflect a representation of the fruit God created? - <i>In God's Image</i> #17 Lent- Easter 1 ; Our Caring Tree p. 178 - Have a simple art project on the Alleluia theme: How will you spread the good news of the resurrection to others? |
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| | | <p>- Choosing from a variety of art materials, students will be able to represent and explain the miracle of new life around them. They may use examples from the resurrection garden or the butterfly project or the story of the risen Christ. They will explain their representations to others</p> <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #10 Fall p. 118- 124 - <i>In God's Image</i> #11 It's Snowing p. 125- 133 - <i>In God's Image</i> #12 It's Growing p. 134- 140 - <i>In God's Image</i> #13 It's Blooming p. 142- 148 - <i>In God's Image</i> #21 Thank you, God! p. 206- 212 - <i>In God's Image</i> #26 Trees are Full of Life p. 246- 252 - <i>In God's Image</i> #27 Flowers make my world beautiful p. 254- 260 |
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| | <p>CRK.1 Respond to arts expressions verbally and non-verbally (e.g. through movement or drawing).</p> | <ul style="list-style-type: none"> - Look at advertising posters, pictures on covers of books, or art works. Discuss why they think the artists used these colors. - Take the children on a nature walk using all the senses, look for signs of spring, check for bugs, flowers, buds etc. Activity: Take photos of the children as they find the signs. The following day have the children represent their photo in a drawing or other artwork and explain their findings. <p>There are many opportunities to perform this outcome in the following unit:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #10 Fall p. 118- 124 - <i>In God's Image</i> #11 It's Snowing p. 125- 133 - <i>In God's Image</i> #12 It's Growing p. 134- 140 - <i>In God's Image</i> #13 It's Blooming p. 142- 148 - <i>In God's Image</i> #15 Celebrate the Earth - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 |
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| | <p>CHK.1</p> <p>Investigate arts expressions found in own homes and school community in relation to own lives.</p> | <ul style="list-style-type: none"> - <i>In God's Image</i> #2 Family Matters: Decorating the Family Tree p. 45 - Family Ties: God ties us together as families. Draw family pictures on a large tie. - Look at various Nativity Stables. - Look at Stations of the Cross. - Look at the designs on Ukrainian Easter Eggs or Stained Glass pictures. |
| | <p>CHK.2 Recognize a wide variety of arts expressions as creations of First Nations and Métis peoples.</p> | <ul style="list-style-type: none"> - <i>In God's Image</i> #2 Family Matters: Family Totem Poles p. 44 - The circle is an important and special shape to the First Nations Culture. It is symbolic of many things in their culture. Our faith could be incorporated into these lessons E.g. We are all important to God in the circle of life. - Set up an invitation (logs, drums) that may encourage children to build a campfire or enact a powwow. |

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| ELA | <p>CRK.1</p> <p>Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g. exploring interests), community (e.g. belonging), and social responsibility (e.g. contributing).</p> | <p>Identity as a Catholic would allow you to fit anything about Jesus and the church here.</p> <p>Community as a member of God's family would allow anything in reference to the church and God's family.</p> <p>Any Social Justice stories etc. would fit under social responsibility.</p> <ul style="list-style-type: none"> - Welcome students into God's Family and Community. <i>In God's Image #1 Come In! Come In!</i> p. 33 - <i>In God's Image #1 Come in! Come In! Welcome story</i> p. 36 Possible books: <i>Yellow Bear Goes to Catholic School</i> or <i>The Kissing Hand</i>. - The student will state why their name is special. - <i>In God's Image #1 Come in! Come In! Come on In</i> p. 35 - <i>In God's Image #3 What's Your Name? Golden Names</i> p. 50- 51 - <i>In God's Image #3 What's Your Name? A Singing Welcome</i> p. 55 - <i>In God's Image #3 What's Your Name? Find a Friend</i> p. 54 - Golden names could be kept in a Treasure box and used in various units: <i>Pirates</i>, <i>Under the Sea (treasure)</i>, and <i>Christmas</i>, when we talk about the name of Jesus. - <i>In God's Image #4 Busy Bodies: My Very own "me" Card.</i> Fingerprint guests e.g. police officer. - <i>In God's Image #4 Busy Bodies: I Am This Big</i> p. 59 Why did God make us different sizes? Chart our growth. - <i>In God's Image #4 Busy Bodies: Inside Out</i> p. 60 I show thanks to God for my beautiful body by taking care of it. What can you do to take care of your body? - <i>In God's Image #4 Busy Bodies Jesus was a baby just like me.</i> How are babies cared for? Students bring in baby pictures. - Send a letter home to the parents requesting that they write a letter back to the class explaining why their child is special. |
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| | | <p>- Talk about what's inside of us. Invite a health care provider to be guest speaker. "Life and physical health are precious gifts entrusted to us by God. We must take reasonable care of them, taking into account the needs of others and the common good."(2288) Catechism of the Catholic Church</p> <p>- <i>In God's Image #2 Family Matters</i> Jesus belonged to a family, I belong to a family. How do you think that Jesus was the same as us? How do you think that He was different? Make comparisons (Same or different)</p> <p>- <i>In God's Image #2 Family Matters: Celebrating Customs</i> p. 46. Take pictures and video the celebration. (Extensions into studying about homes for God's People and Creatures could be integrated here p 47.)</p> <p>- Church Family: Share information about the name of the church with the students. Invite the priest in to talk with the students or take the students on a tour of the church.</p> <p>- There is someone that I love best, and mommy is her name- o, M- O- M- M- Y. There is someone that I love best and Mommy is her name- o." (Be sensitive of students who may not have a mom or doesn't have a relationship with her- then could sing about "GRAMA" because she's a mom, too.)</p> <p>- Prayer "Dear God, Thank you for giving me people like my mom and dad to take care of me. Thank you for loving me so much and giving me people who love me. Help me to show the people who take care of me, how much I love them, too. In Jesus' name, Amen."</p> <p>- Vera Trembach Rebus: "Colors" (the people in the pictures are different colors) Have a copy for each student and read it together. Ask: What do you notice about the pictures? Why do you think God made people different?</p> <p>- God blesses us. He gives us what we need i.e. he gives us water, wind/air, trees, grass, food, ladybugs, our bodies, houses, families, our school, etc.</p> <p>- "How does your family celebrate Thanksgiving?" Discuss similarities and differences among the children's families,</p> <p>- Invite families to school for a harvest feast. <i>In God's Image #21</i> Thank- you God! p. 206- 212</p> |
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| | | <p>- Pirates; Directions (Aboriginal content); searching for treasure. We are God's treasures and responsible to take care of God's treasures (looking after self); the sea is one of God's treasures so we need to take care of it. Sea creatures are God's treasures. Label an individual treasure box with each of the student's names and talk about them being God's treasures.</p> <p>- Name: The first gift given to Jesus by God was His name. "You shall call Him Jesus" (Luke 1: 30-31) Resource: <i>The J Is For Jesus</i> The Candy Cane Story. <i>The Christmas Lizard</i> Who chose your name? Why was it special? "I will never forget you .I have written your name on the palms of my hands." (Isaiah 49:16)</p> <p>- Bake cupcakes with the students. On the last day of school before Christmas, have a birthday party for Jesus. Read the story <i>Santa and the Christ Child</i>. Show the students an ornament or picture of the Kneeling Santa. Discuss the meaning of Christmas, then sing Happy Birthday to Jesus and enjoy cake. Encourage families to carry on this tradition at home on Christmas Eve.</p> <p>- Appendix C: The Best Present</p> <p>- Appendix D: What is Advent?</p> <p>- Appendix G: No Two Snowflakes Are Alike.</p> <p>- Guided Reading Activity: "I'm a Little Snowflake" (to the tune of "I'm a Little Teapot"): "I'm a little snowflake, Look at me; No other snowflake is just like me. I'm as unique as you can see—and just as special as I can be!"</p> <p>- Traditions Students "show and tell" can be a time to talk about family Christmas traditions. Send home a sentence starter. E.g. When Grandma/grandpa, was little he/she (ate/ went to/ played with) _____ at Christmas time. My tradition is the (same/different), I _____ at Christmas time.</p> <p>- <i>In God's Image</i> #24 Meeting New Friends p. 230</p> <p>- Discuss how Saint Peter was a friend to Jesus. Tell the children that they will be fishing for ways to be a good friend. Brainstorm some ideas together. Chart these ideas or directly write them on different coloured cut out fish.</p> <p>- Discuss the talents of the different people in their community and how they use those talents to help others.</p> |
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| | | <p>- <i>In God's Image</i> #25 All Hands.</p> <p>- Invite community workers and parents to class to explain how they use their gifts and talents to serve others. Prepare students beforehand as to different questions they may ask e.g. What talents did God give you that help you in your job?</p> <p>- Listen: How does God talk to us? Jesus loves us and wants us to listen. When does God talk to us? God talks to us; in our hearts, in the stories from the bible and through people who care about us.</p> <p>- Appendix I : Classroom Heart</p> <p>- Read the story of the Little Red Hen (there are various versions). Talk about the ending of the story, what do you think Jesus would have wanted the friends to do? The little red hen? Read the story of "Goldilocks and the Three Bears." How would Jesus want us to treat people? How would you change this story?</p> <p>- Read the Creation Story: God made the sky and the waters. (This could lead into a study of Oceans and Sea Life/Animals of the Air/Transportation) Observe children take pictures or videos of their experiments. God gives us the ability to communicate our experiences. Children represent what they discovered from the previous day by drawing from their photo and telling their story. The teacher has each child's picture pasted onto a sheet of paper. The child then draws and the teacher documents the child's learning. Children then share their stories with a partner.</p> <p>- Celebrate Earth Elements <i>In God's Image</i> #15 Celebrate the Earth, p.158- 164</p> <p>- Celebrate God's creation in His people. <i>In God's Image</i> #22 Cultural Days p. 216</p> <p>- The circle is an important and special shape to the First Nations Culture. It is symbolic of many things in their culture. Our faith could be incorporated into these lessons (e.g. We are all important to God in the circle of life).</p> <p>- First Nations Elders and Métis storytellers are wonderful guests in the classroom. They tell stories of the creation of the Earth and the animals. They have many stories about The Creator that fit into our Catholic faith. Wilfred Burton has written the book <i>The Fiddle Dancer</i>. Another story on creation is <i>The Creator Gave His Children</i> by Vera Trembach.</p> |
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| | | <ul style="list-style-type: none"> - Appendix J: Jesus is Tempted by the Devil (Matthew 4: 1-11) - Appendix K: Forgiveness- Parable of the Prodigal Son - Appendix T: Parable of the Mustard Seed. |
| | CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations and videos. | <p>Any bible scripture models, photographs, dramas, dance creations and/or videos could be used to teach this outcome.</p> <ul style="list-style-type: none"> - In God's Image # 21 Thank you God: Review the video and pictures for students to recall events, cultural foods, and names of classmates. - Examine photographs of any excursion e.g. Fall walk: "Thank You, God for Nature!" - Golden names could be kept in a Treasure box and used in various units: Pirates, Under the Sea (treasure), Christmas, when we talk about the name of Jesus - <i>In God's Image #2</i> Family Matters: Sticking Together p. 43 - <i>In God's Image #2</i> Family Matters: Family Totem Poles p. 44 - <i>In God's Image #2</i> Family Matters: Decorating the Family Tree p. 45 - <i>In God's Image #4</i> Busy Bodies: I Am This Big p. 59. Compare their baby pictures to the way they look now. - <i>In God's Image #5</i> All My Feelings: A Big Book of Feelings. p. 68 Look at pictures of feelings. - <i>In God's Image #5</i> All My Feelings: Grab Bag of Feelings p. 70 - Use pictures of the children at play and find examples of feelings being expressed. - Ask the students to imagine the world without color. Give them time to internalize this. Ask the students to share their thoughts. Choose a color for the day e.g. yellow. Experience and discuss the limitations if everything has to be yellow; clothes, color of choice for creating, etc. Use one colour only to make a picture. - Look at advertising posters, pictures on covers of books, or artworks. Discuss why they think the artists used these colors. |

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| | | <ul style="list-style-type: none"> - Begin each week with an advent wreath celebration either in the classroom or as a school assembly. Light the advent wreath daily in the classroom for prayer time. - View others role-play the Christmas story. - Show picture of situations at home, in the classroom or the schoolyard and ask questions like “What is happening? How is the person feeling? What would God want you to do? What will you do if this happens to someone you know?” (Students will be able to recognize dangerous situations, associate personal feelings, discuss how God wants us to live and interact with others, come up with solutions to help themselves or others if the situation should arise) - Appendix I: Classroom Heart - The Creator's Sacrifice: During Lent you can do the Stations of the Cross from a book written by Ovid Bighetty called <i>The Creator's Sacrifice</i>. The pictures and book are on a website if you look up the author's name. Http://www.osac.sk.ca/Files/File/PDF%20Documents/Visual%20Arts/Ed%20Packages/Kisemanito_Pakitinasuwin_education_pkg.pdf - Teacher prepares timeline that shows students the order of events that occurred during Holy week/Christmas story. These can be coloring book pictures or videos labeled for each day and laminated. - Appendix Q: Growing a Resurrection Garden. The children marvel in the transformation that occurred in the resurrection garden that was planted before the Easter break. How does this wonderful change compare with the resurrection of Jesus? Record the students' thoughts and ideas on a classroom chart. Have the children represent the changes that have taken place in the resurrection garden. Document their observations and thoughts. Children may relate that the resurrection grass died because they forgot to water it. Talk about how Jesus is our living water and how much we need him. - Appendix N: Resurrection Cookies - Appendix O: Resurrection Rolls - Appendix P: Resurrection Eggs - <i>In God's Image # 17 Lent- Easter 1: Our Caring Tree p. 178</i> |
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| | | <p>- <i>In God's Image</i> # 17 Lent- Easter 1: Lenten Basket p. 174- 175</p> <p>- Appendix K: Forgiveness: Parable of the Prodigal Son_ https://www.youtube.com/channel/UC63iYSE884kZog6rfywsXDg/videos?disable_polymer=1</p> <p>- <i>In God's Image</i> # 17 Lent- Easter 1p.178 The Easter Tree: Gather branches of various flowering trees (crab apple, choke cherry) as well as non- flowering trees in your area. Discuss: Do these tree branches have life? Record the students' ideas on a classroom chart. Have students place all the branches into a large pail filled with sand. Water the sand. Upon returning after Easter the buds should be open, some may even be blooming.</p> <p>- Watch a dramatization of the Easter story previously prepared before the Easter break by older students. Students create the scene at the empty tomb; the soldiers question the audience as they enter the room." Where is He? Did you take Him?"</p> <p>- Butterflies Life Cycle: Watch these two videos of the butterfly dance and compare them. http://www.youtube.com/watch?v=ndHJgXkez7c butterfly dance http://www.youtube.com/watch?v=PSKyqi9lQiw slow motion videos of butterflies "dancing".</p> <p>Watch the video of the Creation Story: https://www.youtube.com/watch?v=teu7BCZTgDs&list=PLY6Lf3fwuW4WW6Ct42czeZX7PMhCPIPGE&index=9</p> <p>Creation Song: https://www.youtube.com/watch?v=nY2W4nOD_x8</p> <p>- God created the creatures of the sea. Students study models of aquatic creatures. Teachers help students discover and understand that God has a purpose for everything He has created.</p> <p>- <i>In God's Image</i> #12 It's Growing: Earth Movers p. 137- 138</p> <p>- Growing an edible garden <i>In God's Image</i> #12 It's Growing (d) excellent song p.138</p> <p>- Take the children on a nature walk using all the senses, look for signs of spring, check for bugs, flowers, buds etc. Take photos of the children as they find the signs. The following day have the children represent their photo in a drawing or other artwork and explain their findings.</p> |
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| | | <ul style="list-style-type: none"> - What can you discover about God’s gift of life with water and seeds? Set out several different kinds of seeds, paper towels, zip- lock bags, and small jars with water. Allow the children to experiment. Take photos and document their learning. - Look at nonfiction books/pictures to look at many different sea creatures. - God created the creatures of the sea. Students choose a particular aquatic creature(s) to study. Teacher's help students discover and understand that God has a purpose for everything He has created. <ul style="list-style-type: none"> i.e. –exoskeleton of a crab for protection - extra layer of fat to keep hibernating bears warm and fed for the winter - each one of us has been made with a special purpose - Appendix G: No Two Snowflakes Are Alike. |
| | CRK.3 Listen, comprehend, and respond to gain meaning in oral texts. | <p>Any oral discussion or storytelling about Jesus, God, saints, values, etc. could be told and it will follow this outcome.</p> <ul style="list-style-type: none"> - Listen: How does God talk to us? Jesus loves us and wants us to listen. When does God talk to us? God talks to us; in our hearts, but we don’t hear his voice, in the stories from the bible and through people who care about us. - Parents are asked to share with their child how they chose their name? The child will share the information during a sharing time. - Invite community workers and parents to class to explain how they use their gifts and talents to serve others. - Classroom or church celebration: make the sign of the cross on each student’s head e.g. “Dear Jesus, Help_____to make good choices. “Or “Turn away from sin and remain faithful to God.” - Invite someone in to tell stories from the bible. - Church Family: Share information about the name of the church with the students. Invite the priest in to talk with the students or take the students on a tour of the church. - Discussion: Why did God give us water and wind? |

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| | | <p>- Discuss these “rules to live by” in an age appropriate manner. Reflect with the students on how we can remember all the rules easily by remembering one rule— Jesus calls it the “Golden Rule”—“Treat others the way you want to be treated.” (“Do to others as you would have them do to you.” (Matthew 7:12). Our mission is to always remember the Golden Rule.</p> <p>- God created the creatures of the sea. Students choose a particular aquatic creature(s) to study. Teacher's help students discover and understand that God has a purpose for everything He has created. i.e. –exoskeleton of a crab for protection - extra layer of fat to keep hibernating bears warm and fed for the winter - each one of us has been made with a special purpose</p> <p>- <i>In God's Image</i> #14 It's night, it's day! Campfire Adventure p. 154</p> <p>- What does war look like in our schools? Put ups; put downs; Put ups make peace and put downs make war. Brainstorm put up words and put down words.</p> <p>Role-play</p> <p>(a) situations in which something happens to the children where someone makes them mad. React in a peaceful way.</p> <p>(b) giving put ups</p> <p>- Appendix E: Mary: Mother of Christ, Mother of the Church</p> <p>- Appendix L: He is Risen! Alleluia!</p> <p>- Appendix N: Resurrection Cookies</p> <p>- Appendix O: Resurrection Rolls</p> <p>- Appendix P: Resurrection Eggs</p> <p>- <i>In God's Image</i> # 17 Lent- Easter 1 p. 175 The Women with Precious Oil (Luke 7: 36- 38) Take some scented oil, talk about this parable and place a drop of oil on the back of each student's hand. Discuss the smell, texture and how it protects the skin.</p> <p>- Lead a Heart Room meditation on the story of Doubting Thomas, (John 20: 24- 29) “Happy are those who believe but have not seen”. Have the children imagine that they too are in the room, do they believe or are they like Thomas?</p> |
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| | | <p>- Storytellers: First Nations Elders and Métis storytellers are wonderful guests in the classroom. They tell stories of the creation of the Earth and the animals. They have many stories about The Creator that fit into our Catholic faith. Wilfred Burton has written the book <i>The Fiddle Dancer</i>. Another story on creation is <i>The Creator Gave His Children</i> by Vera Trembach.</p> <p>- Mother Earth: The First Nations people respected God's beautiful earth and its creatures. The Creator (God) gave us the Earth to use what we need to live and to not waste it. God wants us to take care of the plants and animals and we give thanks to God for the gift of (Mother) Earth. What can we do to take care of the Earth? (E.g. Earth Day) How can we thank God for this wonderful gift?</p> <p>There are many First Nations and Métis stories about animals. Whenever the animal was killed, all of it was used for the people to survive. When the hunt was completed, they always had a celebration to thank The Creator for giving them the animal</p> <p>- People Who Loved Jesus: Blessed Kateri Tekakwitha is called “Lily of the Mohawks”. She is a First Nations young woman who died very young. She became a devout Christian and was given the name Kateri, which is Mohawk for Catherine.</p> <p>- Jesus performs His first miracle. The Wedding at Cana (John 2: 1- 11). Jesus turned water into wine. “The Gospel reveals to us how Mary prays and intercedes in faith. At Cana, the mother of Jesus asks her son for the needs of a wedding feast; this is the sign of another feast - that of the wedding of the Lamb where he gives his body and blood at the request of the Church, his Bride. It is at the hour of the New Covenant, at the foot of the cross, that Mary is heard as the Woman, the new Eve, and the true "Mother of all the living." (2618) Catechism of the Catholic Church. The second part of the Hail Mary prayer can be taught here or after the next lesson.</p> <p>- Use the information sheet from www.dltk-bible.com to describe how the first Mother’s Day came about.</p> <p>- Appendix S: Pentecost and Ascension Sundays</p> <p>- Appendix W: Christ the King</p> <p>- Share thoughts and feelings evoked by Religious arts expressions.</p> |
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| | | <p>- At Circle Time talk about how ladybugs were helpful to farmers in California to rid aphids from their orange trees. The ladybugs helped <u>save</u> the oranges. Explain that this story reminds you of another story of someone who was sent to save the world!</p> <p>A long time ago, people had forgotten about God and the world had become a very angry place to live. People were not nice to each other- they would say mean things, steal from each other- even hurt people! When God looked down from Heaven He was very sad and He said, “I need to help them. I need to send someone to tell them how much I love them and show them how to treat each other so that the world can be a happy place to live again.” Someone came and He cared for people very much. He healed people who were sick and helped them when they were in need. He was a friend to everyone, even to people who were not very friendly. In fact, He was such a good friend, that one day, when He was asked if He would be willing to die for His friends, He said. “Yes!” Ask: “Do you know who that person was?” (Jesus)</p> |
| | <p>CRK.4</p> <p>Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.</p> | <p>There are many stories, poems and songs throughout <i>In God’s Image</i> and from the bible that could be used to teach this outcome.</p> <p>- Send a letter home to the parents requesting that they write a letter back to the class explaining why their child is special.</p> <p>- <i>In God’s Image</i> #3 What’s Your Name? Find a Friend p. 54</p> <p>- <i>In God’s Image</i> #3 What’s Your Name?: A Singing Welcome p. 55</p> <p>- <i>In God’s Image</i> #5 All My Feeling: A Big Book of Feelings. p.68 (Resource book <i>The Way I Feel</i> by Janan Cain)</p> <p>- Read the story “Friends follow Jesus” in My Giant Fold out Book on Stories of Jesus. Another book to use is “Jesus is My Special Friend” by Susan Balika.</p> <p>- Vera Trembach Rebus: “Colors” (the people in the pictures are different colors) Have a copy for each student and read it together. Ask: What do you notice about the pictures? Why do you think God made people different?</p> <p>- Ask “What are some things we should remember to be safe at school?” Tell them that a long, long time ago, God gave us some rules that everyone must follow. Read the story of “Moses and the Ten Commandments”</p> |

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| | | <ul style="list-style-type: none"> - Read the story of the Little Red Hen. Talk about the ending of the story, what do you think Jesus would have wanted the friends to do? - Read the story of “Goldilocks and the Three Bears.” How would Jesus want us to treat people? How would you change this story - Parents are asked to write an answer to the following question; How did you decide on the name you chose for your child? The child will share the information during a sharing time. - Read recipes such as the pancake recipe for Shrove Tuesday. - Read the Creation Story: God made the sky and the waters. - Read nonfiction books about God’s creatures. - <i>In God’s Image</i> #22 Cultural Days p. 214 God wants Peace. What is peace? Begin with a resource such as the story <i>Let’s Be Enemies</i> by Janice Udry. Read the story and then talk about a better way to live than being enemies. This is called Peace. What does peace sound like? Look like? Feel like? - <i>In God’s Image</i> #22 Cultural Days: Remember to be Peaceful p. 215 Read a story about peace and war. Talk with the children about times when countries are at peace with each other and times when they are not. Use a globe to point out some “war zones”. Sing song from <i>In God’s Image</i> “A Peaceful Day” No. 5. - God asks us to have peaceful hearts and to love, not hate. Have a large number of scenarios written that reflect actions by kindergarten students. Students sort them into peaceful actions (helpful) and war actions (hurtful). Some examples are: Hitting a child, smiling, saying sorry, calling a child a name etc. Conclude with the song “A Peaceful Day” No. 5 from <i>In God’s Image</i>. Have the song on chart or pocket chart format in order to extend the activity through ordering sentences, words, etc. - Begin each week with an advent wreath celebration either in the classroom or as a school assembly. Light the advent wreath daily in the classroom for prayer time. Sing the Advent song and read a scripture passage. - Read a story about the Mother of Jesus, Mary. Read “The Hail Mary” prayer aloud, following on chart paper. Use Father Hoagland’s translation of the prayer for children: http://www.cptryon.org/prayer/child/mary.html as his descriptions were meant to help children understand the prayer |
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| | | <ul style="list-style-type: none"> - Read the Christmas story. - Appendix C: The Best Present - Appendix D: What is Advent? - Appendix J: Jesus is Tempted by the Devil - Appendix K: Forgiveness: Parable of the Prodigal Son - Read the story of the passion. - Appendix R: The Jelly Bean Prayer - Read the Bible Story, The Fig Tree, Luke 13:1- 9. Have a bowl with figs and other fruits to show the students. “We are trees and God will be patient for us to bear fruit”. Relate the gospel story to the students’ own lives. Even though they are not fully grown they can still do good things for others. God is patient with us - Look at the word Lent. Discuss the meaning. Create word families with Lent. - <i>In God’s Image</i> # 17 Lent- Easter 1 p. 175 Jesus and the Samaritan women (John 4: 5- 15) - Print prayers on chart paper for tracking etc. - First Nations Elders and Métis storytellers are wonderful guests in the classroom. They tell stories of the creation of the Earth and the animals. They have many stories about The Creator that fit into our Catholic faith. Wilfred Burton has written the book <i>The Fiddle Dancer</i>. Another story on creation is <i>The Creator Gave His Children</i> by Vera Trembach. - There are many First Nations and Métis stories about animals. Whenever the animal was killed, all of it was used for the people to survive. When the hunt was completed, they always had a celebration to thank The Creator for giving them the animal. - Celebrate; People Who Loved Jesus: Blessed Kateri Tekakwitha is called “Lily of the Mohawks”. She is a First Nations young woman who died very young. She became a devout Christian and was given the name Kateri, which is Mohawk for Catherine._ http://www.missionsla.org/missionprograms/hca/pdfs/hca_lessons/kateri |
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| | | <p><u>.pdf</u></p> <ul style="list-style-type: none"> - <i>In God's Image</i> #22 Cultural Days: Peace be with you song p. 214 - Take the children on a treasure hunt. Messages with clues can be previously placed in a bottle. Children follow the clues to find a treasure that has their names on it. - “My Space Book”. Students will follow the simple rebus print to illustrate the pictures for each of the three pages - Read aloud a fictitious snowflake story of choice. Ask: “How does God make snowflakes?” - Appendix G: No Two Snowflakes Are Alike. |
| | <p>CCK.1 Create and compose various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.</p> | <ul style="list-style-type: none"> - Prepare two pieces of chart paper—one titled “Classroom” and one “Playground”. Ask the students to list things they should or should not do as the teacher records them. Ask the students to draw simple illustrations for each. Encourage them to use God’s rules, too. Post these in the classroom as a reminder to everyone. - <i>In God's Image</i> #2 Family Matters Jesus belonged to a family, I belong to a family. How do you think that Jesus was the same as us? How do you think that He was different? Make comparisons (Same or different - <i>In God's Image</i> #2 Family Matters: Family Totem Poles p. 44. - <i>In God's Image</i> #2 Family Matters: Decorating the Family Tree p. 45. Write their family names on hands. - <i>In God's Image</i> #2 Family Matters: Celebrating Customs p. 46. Take pictures and video the celebration. (Extensions into studying about homes for God’s People and Creatures could be integrated here p 47.) - Students will complete a page in a booklet or journal that shows family members in a situation where the student is honouring parents/guardians. - <i>In God's Image</i> #3 What’s Your Name? This is My Name p. 52 - The student will state why their name is special. |

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| | <ul style="list-style-type: none"> - Parents are asked to write an answer to the following question: How did you decide on the name for your child? The child will share the information during a sharing time. - Dictate a sentence stem that students can fill in: I like _____ name _____ because_____. - <i>In God's Image #4</i> Busy Bodies: Mirror, Mirror on the Wall p. 58. Extend the activity by having the students "write" a description of self. - <i>In God's Image #4</i> Busy Bodies: Mirror, Mirror on the Wall p. 58 Name the parts of our body. - The student will name two ways God made them the same as others and two ways God made them different (unique) from others. (Or the student can draw self and another person in a picture that shows their differences). - <i>In God's Image #4</i> Busy Bodies Jesus was a baby just like me. How are babies cared for? Students bring in baby pictures. - <i>In God's Image #21</i> Thank- you God! p. 206- 212 - "Compose" a prayer of thanks to God for always watching out for us. Thank you God for_____. - The students will make representations to show that they are thankful to God for the blessings in their lives. The students will share these visuals with others. - Students state their favorite color and what it tells them about God's beauty. - The teacher will lead the students in a discussion on the saying "Jesus is the reason for the season." - Bake cupcakes with the students. On the last day of school before Christmas, have a birthday party for Jesus. Read the story <i>Santa and the Christ Child</i>. Show the students an ornament or picture of the Kneeling Santa. Discuss the meaning of Christmas, then sing Happy Birthday to Jesus and enjoy cake. Encourage families to carry on this tradition at home on Christmas Eve. - Appendix C: The Best Present - Appendix D: What is Advent? |
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| | | <ul style="list-style-type: none"> - <i>In God's Image</i> #11 It's Snowing: Winter Wonderland p. 129 "Compose" a journal about their outdoor experience in the snow. - <i>In God's Image</i> #24 Meeting New Friends p. 230 - Discuss how Saint Peter was a friend to Jesus. Tell the children that they will be fishing for ways to be a good friend. Students "write" them on different colored cut out fish. And then play the fishing game. - Appendix H: Ladybug Friendships: Discuss "When you held a ladybug, did it bite you?" "Jesus wants us to be like the ladybug. He wants us to be like him—gentle and helpful to others. He wants us to be good friends to people just like He was. What are some ways you could be helpful and kind?" "Today we are going to make a ladybug and when you spread the wings open; I want you to draw a picture of you being a friend to somebody." Display ladybugs on a bulletin board titled, "What kind of Friend are you?" - Appendix I: Classroom Heart - Appendix J: Jesus is Tempted by the Devil - Appendix K: Forgiveness- Parable of the Prodigal Son - Appendix T: Parable of the Mustard Seed - Discuss the talents of the different people in their community and how they use those talents to help others - Students plan different centres focusing on careers that use the special talents God gave them to serve others, examples; Nursing station, Construction centre, Grocery store. - Invite community workers and parents to class to explain how they use their gifts and talents to serve others. Prepare students beforehand as to different questions they may ask e.g. What talents did God give you that help you in your job? - Journal Writing: I have a special gift from God. I will use this special gift/talent to... When I grow up I will use my special talent by becoming a ... |
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| | <p>CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.</p> | <ul style="list-style-type: none"> - Prayers could be created with the children. - <i>In God's Image #5 All My Feelings: Feel It Out</i>. p. 69. "Compose" a journal how they feel. - <i>In God's Image #5 All My Feeling: A Big Book of Feelings</i>. p.68 (Resource book <i>The Way I Feel</i> by Janan Cain) - Students will create posters with the title <u>My Body is a Gift from God</u> and then complete the sentence stem "I keep my body safe when I _____" to complete the poster. - Illustrate a time in their life when they felt unsafe and tell about it-share with a partner, small group, whole class or teacher. - Choose a color for the day e.g. yellow. Experience and discuss the limitations if everything has to be yellow; clothes, color of choice for creating, etc. Use one colour only to make a picture. - Take the children on a nature walk using all the senses, look for signs of spring, check for bugs, flowers, buds etc. Take photos of the children as they find the signs. The following day have the children represent their photo in a drawing or other artwork and explain their findings. - "My Space Book". Students will follow the simple rebus print to illustrate the pictures for each of the three pages. - The students will make representations to show that they are thankful to God for the blessings in their lives. The students will share these visuals with others. - What does war look like in our schools? Put ups; put downs; Put ups make peace and put downs make war. Brainstorm put up words and put down words. Role-play <ul style="list-style-type: none"> (a) situations in which something happens to the children where someone makes them mad. React in a peaceful way. (b) giving put ups - Use puppets or drama reenactments to retell any bible story. - Make shadow puppets with the Easter story characters. Use the overhead projector and screen. |
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| | | <ul style="list-style-type: none"> - <i>In God's Image</i> #25 All Hands pp. 237-244 - How can the materials I choose reflect a representation of the fruit God created? - Palm Sunday: Collect leftover palms from the church after Palm Sunday. Use these with the students or use crepe paper strips to dramatize Palm Sunday John 12 vs.12- 15. - Resurrection Garden: The children marvel in the transformation that occurred in the resurrection garden that was planted before the Easter break. How does this wonderful change compare with the resurrection of Jesus? Record the students' thoughts and ideas on a classroom chart. Have the children represent the changes that have taken place in the resurrection garden. Document their observations and thoughts. Children may relate that the resurrection grass died because they forgot to water it. Talk about how Jesus is our living water and how much we need him. - See <i>In God's Image</i> #12. It's Growing. |
| | CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences. | <ul style="list-style-type: none"> - <i>In God's Image</i> #2 Family Matters: Celebrating Customs p. 46. Share their customs. - <i>In God's Image</i> #21 Thank you God pp. 206- 212 Celebrate the harvest feast inviting families to school group, whole class or teacher. - God Blesses me Every Day (Signs of Fall): Relate to the Fall excursion and ask the students, "What is fall?" Brainstorm signs of God and make a list i.e. changing leaves, harvesting gardens, animals preparing for winter, etc. - Label an individual treasure box with each of the student's names and let them talk about them being God's treasures. - Illustrate a time in their life when they felt unsafe and tell about it-share with a partner. - Explore our talents. What talents did God give us? (Counting, reading, cooking, baby sit our sibling, running,) These gifts or talents will help us decide what we will be good at when we grow up into adults. (I.e. |

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| | | <p>Police officer, nurse, chef, truck driver etc.)</p> <ul style="list-style-type: none"> - The teacher will lead the students in a discussion on the saying “Jesus is the reason for the season.” - Create prayers about forgiveness. Resource; Prayers for Girls and Prayers for Boys by Carolyn Larsen - <i>In God’s Image</i> # 17 Lent- Easter 1 p.178. The Easter Tree: Gather branches of various flowering trees (crab apple, choke cherry) as well as non- flowering trees in your area. Discuss: Do these tree branches have life? Record the students’ ideas on a classroom chart. - Resurrection Garden: The children marvel in the transformation that occurred in the resurrection garden that was planted before the Easter break. How does this wonderful change compare with the resurrection of Jesus? Record the students’ thoughts and ideas on a classroom chart. Have the children represent the changes that have taken place in the resurrection garden. Document their observations and thoughts. Children may relate that the resurrection grass died because they forgot to water it. Talk about how Jesus is our living water and how much we need him. See <i>In God’s Image</i> #12. It’s Growing. - Butterflies: Set out the caterpillars from the butterfly kit. For ordering information contact: dennis.lee@edmonton.ca and begin watching the life cycle. Discussion: what do you know about caterpillars? Why do you think God made butterflies this way? - Read the story of the Little Red Hen (there are various versions). Talk about the ending of the story, what do you think Jesus would have wanted the friends to do? The little red hen? - Read the story of “Goldilocks and the Three Bears.” How would Jesus want us to treat people? How would you change this story? - <i>In God’s Image</i> #15 Celebrate the Earth Earthy Hands p. 158 Soil is God’s gift to us - Discussion: Why did God give us water and wind? <p>There are many opportunities to perform this outcome in the following units:</p> |
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| | | <ul style="list-style-type: none"> - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 |
| | CCK.4 Create messages using a combination of pictures, symbols, and letters. | <ul style="list-style-type: none"> - Write a prayer about forgiveness, thankfulness, etc. - Write about a celebration, a mass, a liturgical feast, lent, advent, Christmas, Easter, etc. - Write journals about what great things God has created or record the growth and development of plants and animals (butterflies.) - Students record the Creation story, the Christmas story, the passion or other bible stories - <i>In God's Image</i> #2 Family Matters: Decorating the Family Tree p. 45 Students represent their names and their families. - Students will complete a page in a booklet or journal that shows family members in a situation where the student is honouring parents/guardians. - <i>In God's Image</i> #5 All My Feelings - A Big Book of Feelings. p. 68. Students make a representation of feelings. - <i>In God's Image</i> #5 All My Feelings: Grab Bag of Feelings p. 70 - Students will create posters with the title <u>My Body is a Gift from God</u> and then complete the sentence stem "I keep my body safe when I _____" to complete the poster. - Write about excursions e.g. "Thank You, God for Nature!" <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 |

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| | <p>ARK.1 Reflect on viewing, listening, emerging “reading”, representing, speaking, and emerging “writing” experiences in the context of teacher- led discussions.</p> <p>ARK.2 Reflect and talk about new learning.</p> | |
| Health Educa- tion | <p>USCK.1 Develop basic habits to establish healthy relationships with self, others, God, and the environment.</p> | <p>We can use lessons from Jesus and God to help us in our relationship with self, others and the environment. The curriculum of developing and modeling relationships should happen throughout the day.</p> <p>- <i>In God’s Image</i> #1 Come in! Come In!: No.1 Welcome, Hello</p> <p>- Take a photo of each student and place it around a picture of Jesus at the prayer table. Each day a student is chosen to be the special person and a blessing is given to her or him. Sample blessing: Make the Sign of the Cross on the student’s forehead and pray. “<u>Name</u>, God loves you and I love you. Receive the blessing and love of Jesus. May Jesus bless you and your family.” While the teacher does this, the students stretch out their hand in a blessing. Then a simple song may be added. E.g. Carey Landry’s <i>God Loves You</i>.</p> <p>- Appendix A: Introduction to Prayer: Heart Room. Meditation (could be a continuation of the above lesson): Adapted from <i>My Heart Room</i> by Mary Terese Donze. Explain to the students that: God (or the Spirit</p> |

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| | <p>of Jesus) lives in a special room in our Hearts. See</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #3 What's Your Name? A Singing Welcome p. 55. - <i>In God's Image</i> #5 All My Feelings: Frame a Feeling. p. 66. - Have the students illustrate feelings on several faces; these can be made into puppets. Children will be challenged to identify the expression corresponding to feelings and situations. - Show picture of situations at home, in the classroom or the schoolyard and ask questions like "What is happening? How is the person feeling? What would God want you to do? What will you do if this happens to someone you know?" Students will be able to recognize dangerous situations, associate personal feelings, and discuss how God wants us to live and interact with others, come up with solutions to help themselves or others. - Safety on Excursion: God wants us to take care of ourselves and others - <i>In God's Image</i> #24 Meeting New Friends: Sarah's Turn p. 230 - <i>In God's Image</i> #12 It's Growing (e) Toss Me a Circle p. 139 Children explore nature with magnifying glasses, also see lesson for an excellent song - <i>In God's Image</i> #15 Celebrate the Earth: Wonderful Wet Water p. 159 - <i>In God's Image</i> #15 Celebrate the Earth Earthy Hands p. 158 Soil is God's gift to us - Talk about taking care of God's creations/environment. - Ash Wednesday: The ashes on our head remind us that sometimes we make bad choices but we should remember to make good choices. We pray to God to help us to be kind and helpful to others. The ashes we wear on Ash Wednesday are very special and let others know that we are thankful to him for everything that we have. We should leave the ashes on our head for the rest of the day because we are proud to belong to Jesus' family. - <i>In God's Image</i> # 18 Lent Easter 2 :b Alleluia Party p. 185 - <i>In God's Image</i> #18 Easter: New Life p 187 - Reflect with the students on how we can remember all the rules easily by remembering one rule- God calls it the "Golden Rule"- "Treat others |
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| | | <p>the way you want to be treated.”</p> <ul style="list-style-type: none"> - Teach them how to make the sign of peace. The Sign of Peace is a very ancient part of the mass. It is an expression of the love and peace that exists within the community assembled in God’s name. We perform this action in preparation to receive the body and blood of Jesus. Make up a prayer to ask God to help us choose peace. - Lesson to teach the fruit of the Holy Spirit “kindness”. Watch http://www.teachertube.com/view_video.php?viewkey=5ab6b274819566be43b1 to see an example of a video made with example of kindness in the world. Students draw a picture and then record how their picture reflects them using the fruit of the spirit “kindness”. View this at a Remembrance Day program. - Use meditation to help children develop feelings of calmness and peace. - What does war look like in our schools? - Lesson on teaching students to play cooperatively. - <i>In God’s Image</i> #11 It’s Snowing- An Inside Winterlude p. 131 Children play with snow in the water table. - <i>In God’s Image</i> #24 Meeting New Friends p. 230 - Lead a Heart Room meditation on the story of Doubting Thomas, “Happy are those who believe but have not seen” (John 20: 24-29). Have the children imagine that they too are in the room, do they believe or are they like Thomas? - There are many opportunities to perform this outcome in the following units. <i>In God’s Image</i> activities can help us to connect with God the Creator: <ul style="list-style-type: none"> - <i>In God’s Image</i> #15 Celebrate the Earth p. 158- 164 - <i>In God’s Image</i> #26 Trees are Full of Life p. 246- 252 - <i>In God’s Image</i> #27 Flowers make my world beautiful p. 254- 260 |
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| | <p>USCK.2 Establish behaviours that support safety of self and others (including safety at school and at home).</p> | <ul style="list-style-type: none"> - <i>In God's Image</i> #4 Busy Bodies: My Very own “me” Card. P. 63 Fingerprinting with guest police officer. - Discuss and practice for a Fire Drill at School. - Go on a walk around the school noting the color of things. If you have taps at your sink marked with red or blue dots, a red fire alarm, or an exit sign over your door direct the children to these. Lead discussion to reflect on colors that depict safety. - Incorporate anti-bullying lessons. - <i>In God's Image</i> #11 It's Snowing: Winter Wonderland p. 129 (Safety playing outdoors) - Discuss “What are some things we should remember to be safe at school?” Tell them that a long, long time ago, God gave us some rules that everyone must follow. Read the story of “Moses and the Ten Commandments” Discuss these “rules to live by” in an age- appropriate manner. - Reflect with the students on how we can remember all the rules easily by remembering one rule- God calls it the “Golden Rule”- “Treat others the way you want to be treated.” - Prepare two pieces of chart paper—one titled “Classroom” and one “Playground”. Ask the students to list things they should or should not do as teacher records them. Draw simple illustrations for each. Encourage them to use God's rules, too. Post these in the classroom as a reminder to everyone. |
| | <p>USCK.3 Explore that who I am includes more than my physical self.</p> | <ul style="list-style-type: none"> - <i>In God's Image</i> #5 All My Feelings: Frame a Feeling. p. 66 - <i>In God's Image</i> #5 All My Feelings: A Big Book of Feelings. p. 68 (Resource book <i>The Way I Feel</i> by Janan Cain) - <i>In God's Image</i> # 21 Thank you God: Review the video and pictures for students to recall events, cultural foods, and names of classmates. - “What is Thanksgiving?” Discuss and reflect on what are our blessings and then saying “Thank You” to God. - “How does your family celebrate Thanksgiving?” (Stop and discuss similarities and differences among the children's families.) - Discuss their talents and how they can use them to be of service to |

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| | | <p>God.</p> <p>- Appendix I: Explain to the students that the heart will be displayed in the classroom for the rest of the year as a reminder that we don't ever want to crumple someone's heart. A classroom language has been established and the children will begin to communicate with each other saying, "You don't want to crumple his heart."</p> <p>- Listen: How does God talk to us? Jesus loves us and wants us to listen. When does God talk to us? God talks to us; in our hearts, but we don't hear his voice, in the stories from the bible and through people who care about us.</p> <p>There are many opportunities to perform this outcome in the following unit:</p> <p>- <i>In God's Image</i> #21 Thank You God p. 206- 212</p> |
| | <p>DMK.1 Establish that being curious about health & well- being is important for developing healthy habits, establishing healthy relationships, supporting safety, & exploring "self".</p> | <p>- Ask: "Why do we practice fire drills?" God made us; we are special to Him, and He wants us to be safe.</p> <p>- Read the story of "Goldilocks and the Three Bears." How would Jesus want us to treat people?</p> <p>- Teach: God made me. Before you make a decision ask "Will this help me to become the best version of myself?" or "What would Jesus do?"</p> <p>= Thank you God for helping us to make good choices of healthy food to eat.</p> |

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| | <p>APK.1</p> <p>Demonstrate, with guidance, initial steps for developing basic health habits, establishing healthy relationships, supporting safety, and exploring “self”.</p> | <ul style="list-style-type: none"> - Reflect with the students on how we can remember all the rules easily by remembering one rule— God calls it the “Golden Rule”—“Treat others the way you want to be treated.” - Teach: God made me. Before you decide ask “Will this help me to become the best version of myself?” or “What would Jesus do?” - Appendix K: Forgiveness: Parable of the Prodigal Son |
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| Mathe matics | NK.1 Say the whole number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0.[C, CN, V] | <ul style="list-style-type: none"> - Ten commandments - Prayer: follow the instruction for leading children into meditation adapted from <i>My Heart Room</i> by Mary Terese Donze (Appendix A). You count backwards and forward to 10. |
| | NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures. [C, CN, ME, V] | <ul style="list-style-type: none"> - Explore the treasures brought back from God’s creation, types of leaves, bugs, feathers, litter, pinecones, stones, etc. Use the gathered materials to create artwork and practice math skills. - Begin each week with an advent wreath celebration either in the classroom or as a school assembly. Light the advent wreath daily in the classroom for prayer time. - Use the fruit and seeds to fulfill the math outcomes |
| | NK.3 Relate a numeral, 0 to 10, to its respective quantity. [C, R, V] | <ul style="list-style-type: none"> - <i>In God’s Image #4</i> Busy Bodies: From Toes to Fingertips or Until I Drop game p. 61. - <i>In God’s Image #4</i> Busy Bodies: I Am This Big p. 59 Why did God make us different sizes? Chart our growth - Begin each week with an advent wreath celebration either in the classroom or as a school assembly. Light the advent wreath daily in the classroom for prayer time. - Introduce advent calendars as you count down the days to Christmas. Religious calendars can be purchased from Burns & Hanley in Regina or other religious stores. Read the scripture for each day during prayer time. - “My Space Book”. Students will follow the simple rebus print to illustrate the pictures for each of the three pages. E.g. illustrate “one sun, two moons and three stars”. |

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| | | <p>- Appendix E: Mary: Mother of Christ, Mother of the Church Make a Rosary. Show students a rosary. Talk about the mysteries, prayers, and beads. Display a variety of beads, either plastic or wooden. Prepare either pipe cleaners, sturdy string or wire to string the beads onto. Have the students choose their materials and count out ten beads. Leave enough string or wire to attach a cross once the beads are tied into place. Cut out crosses from sturdy cardboard or Fun Foam. Students may wish to decorate them. Hole punch the top and tie it onto the beads.</p> <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 |
| | <p>NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially. [C, CN, ME, R, V]</p> | <ul style="list-style-type: none"> - Exploration of the treasures brought back from God's creation, types of leaves, bugs, feathers, litter, pinecones, stones, etc. - Use fruit and seeds - Share "bread" (crackers) when listening to multiplication of the <i>loaves</i> and <i>fishes</i> (Matthew 14) |
| | <p>NK.5 Compare quantities, 0 to 10, using one- to-one correspondence. [C, CN, V]</p> | <ul style="list-style-type: none"> - Exploration of the treasures brought back from God's creation, types of leaves, bugs, feathers, litter, pinecones, stones, etc. - Celebrate the harvest feast inviting families to school <p>Use the fruit and seeds to fulfill the math outcomes</p> <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #21 p. 206- 212 - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 |

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| | <p>PK.1</p> <p>Demonstrate an understanding of repeating patterns (two or three elements) by:</p> <p>Identifying, reproducing, extending, creating patterns using manipulatives, sounds, and actions. [C, CN, PS, V]</p> | <ul style="list-style-type: none"> - Exploration of the treasures brought back from God's creation, types of leaves, bugs, feathers, litter, pine cones, stones, etc. - <i>In God's Image</i> #30 Water And Air Creatures: In a Pinch p. 278 Looking at sea life up close See and touch the fish, look at colors and patterns. Make patterns with sea objects - Use the fruit and seeds to make patterns. |
| | <p>SSK.1 Use direct comparison to compare two objects based on a single attribute, such as</p> <ul style="list-style-type: none"> •length including height • mass •volume | <ul style="list-style-type: none"> - <i>In God's Image</i> #4 Busy Bodies: I Am This Big p. 59 Why did God make us different sizes? Chart our growth. - Compare fruit and seeds. - Have the children plant canola, wheat, rye, lentils into a large clear tub. Plant each type of seed in one quarter of the tub. Have the children make labels for each area of seeds. Watch and compare plants as they grow. - Fill a sand table with grain seeds; change the variety of the seed each week. - Grow an edible garden <i>In God's Image</i> #12 It's Growing <i>In God's Image</i> #15 Celebrate the Earth, p.158- 164 gives opportunities to sort. - Sort and classify the various sea creatures. |

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| | <p>•capacity.</p> <p>[C, CN, PS, R, V]</p> | <p>- Shrove Tuesday: #22 Cultural Days p. 217. Students enjoy a pancake party. Compare pancake sizes.</p> <p>- <i>In God's Image</i> #30 Water And Air Creatures Activity C: Waves Making waves in a bottle. Compare volumes of bottles. Put various bottles in the water table.</p> |
| | <p>SSK.2 Sort 3- D objects using a single attribute.</p> <p>[C, CN, PS, R, V]</p> | <p>- Exploration of the treasures brought back from God's creation, types of leaves, bugs, feathers, litter, pinecones, stones, etc.</p> <p>- Sort and classify different forms of God's creation.</p> <p>- Sort and classify the various sea creatures.</p> <p>- Use fruit, seeds and other natural objects.</p> <p>There are many opportunities to perform this outcome in the following units</p> <p>- <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268</p> <p>- <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292</p> |
| | <p>SSK.3 Build and describe 3- D objects. [C, PS, V]</p> | <p>- <i>In God's Image</i> #2 Family Matters: Family Totem Poles p. 44</p> <p>- Build a Nativity Stable.</p> <p>- Build an advent wreath</p> <p>- Have students work together to build a structure using only one color. Then try to recreate the structure, this time using their choice of colors.</p> |

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| Physical Education | <p>PEK.1 Fitness</p> <p>Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength.</p> | <p>- <i>In God's Image</i> #5 All My Feelings: Feel It Out. Use movement to explore feelings. p. 69</p> <p>- <i>In God's Image</i> #11 It's Snowing: Winter Wonderland p. 129</p> <p>- God fills us with joy as we praise and thank Him for spring. Children enjoy the new life, fresh air and sunshine of spring through running, climbing, jumping etc.</p> <p>- <i>In God's Image</i> #15 Celebrate the Earth: Amazing Air p. 160</p> <p>There are many opportunities to perform this outcome in the following units:</p> <p>- <i>In God's Image</i> #10 Fall p. 118- 124</p> <p>- <i>In God's Image</i> #11 It's Snowing p. 125- 133</p> <p>- <i>In God's Image</i> #12 It's Growing pg,134- 140</p> <p>- <i>In God's Image</i> #13 It's Blooming p. 142- 148</p> <p>- <i>In God's Image</i> #15 Celebrate the Earth p. 158- 164</p> |
| | <p>PEK.2 Locomotor Movement</p> <p>Explore and practise ways to move the body through space...</p> | <p>- <i>In God's Image</i> #10 It's Falling: Fall Excursion p. 119</p> <p>- God fills us with joy as we praise and thank Him for spring. Children enjoy the new life, fresh air and sunshine of spring through running, climbing, jumping etc.</p> |
| | <p>PEK.3 Non-locomotor Movement...</p> | |

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| | <p>PEK.4</p> <p>Manipulative Skills ...send and receive objects.</p> | |
| | <p>PEK.5 Movement Variables Vary, with guidance, the movement of the body through changes in:</p> <ul style="list-style-type: none"> •space •effort •relationships | <p>- <i>In God's Image</i> #2 Family Matters: Sticking Together p. 43.</p> <p>- Dramatic Exploration: Imagine moving body in wind and water (experiment with different degrees of force, move to relaxation CD's, imitate wind/water sounds with voice or instruments)</p> |
| | <p>PEK.6</p> <p>Rhythmical Movement ...</p> | <p>- Use spiritual music</p> <p>- Dramatic Exploration: Imagine moving body in wind and water (experiment with different degrees of force, move to relaxation CD's, imitate wind/water sounds with voice or instruments)</p> <p>- <i>In God's Image</i> #14 It's night, it's day! Shadow Dancers (the gift of God's play)</p> |
| | <p>PEK.7</p> <p>Relationships Use respectful behaviours and safe practices while ...</p> | <p>- <i>In God's Image</i> #3 What's Your Name?:Find a Friend p. 54</p> |

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| Science | <p>LTK.1 Examine observable characteristics of plants, animals, and people in the local environment.</p> | <ul style="list-style-type: none"> - <i>In God's Image</i> #4 Busy Bodies: Mirror, Mirror on the Wall p. 58 - <i>In God's Image</i> #4 Busy Bodies: I Am This Big p. 59 - Ask: How did God make us different? – color of hair: discuss the possibilities and use students as examples; color of eyes: students can look at each other or have little mirrors available; length of hair; height; color of skin - Talk about taking care of God's creations/environment - <i>In God's Image</i> #11 It's Snowing: Hibernation p. 128 - <i>In God's Image</i> #24 Meeting New Friends: Sarah's Turn p. 230 - Appendix Q: Growing a resurrection garden - <i>In God's Image</i> # 17 Lent- Easter 1: Our Caring Tree. 178 - Butterflies Life Cycle: Set out the caterpillars from the butterfly kit and begin watching the life cycle. Discussion: what do you know about caterpillars? Why do you think God made butterflies this way? - What can you discover about God's gift of life with water and seeds? Set out several different kinds of seeds, paper towels, zip- lock bags, small jars, with water. Allow the children to experiment. - Visit a farm at seeding time. - Grow an edible garden - <i>In God's Image</i> #12 It's Growing (e) Children explore nature with magnifying glasses, p. 139 <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> # 7 My Senses p. 81 to 100 - <i>In God's Image</i> #10 Fall p. 118- 124 - <i>In God's Image</i> #11 It's Snowing p. 125- 133 - <i>In God's Image</i> #15 Celebrate the Earth p. 158- 164 - <i>In God's Image</i> #18 Easter, new life, p 187 - <i>In God's Image</i> #22 Cultural Days p. 216 |
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| | | <ul style="list-style-type: none"> - <i>In God's Image</i> #26 Trees are Full of Life p. 246- 252 - <i>In God's Image</i> #27 Flowers make my world beautiful p. 254- 260 - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 |
| | FEK.1 Analyze the effects of various forms of energy, including light, sound, waves, heat, and magnetism, and the effects of forces. | <ul style="list-style-type: none"> - Exploration: What are the effects of wind and water on the treasures we brought back? - At your water table and sensory table, add drinking straws, small battery- operated fans, paper fans, etc. - Experiment with water and various containers at the water table. - Dramatic Exploration: Imagine moving body in wind and water (experiment with different degrees of force, move to relaxation CD's, imitate wind/water sounds with voice or instruments) - <i>In God's Image</i> #11 It's Snowing: An Inside Winterlude p. 131(melting snow) - <i>In God's Image</i> #14 It's night, it's day!: Shadow Dancers (the gift of God's play) p. 150 - <i>In God's Image</i> #14 It's night, it's day!: Shadow Movers p. 151 - <i>In God's Image</i> #14 It's night, it's day!: Now You See It, Now You Don't p. 153 (God's world remains the same even when it is dark) - Students work with the light table or overhead projector to experiment with light - Students experiment with flashlights in a dark space (blanket fort, large cardboard box) - <i>In God's Image</i> # 17 Lent- Easter 1 Lenten Basket p. 174- 175 - Appendix S: Pentecost and Ascension Sundays - <i>In God's Image</i> #30 Water And Air Creatures: <i>Activity C</i> :Waves Making waves in a bottle p. 280 |

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| | | <ul style="list-style-type: none"> - Baking <ul style="list-style-type: none"> : the harvest feast (Thank You God for our Blessings) : pancakes (Shrove Tuesday in Lent/Easter) : Appendix N: Resurrection Cookies : Appendix O: Resurrection Rolls : <i>In God's Image # 7 My Senses</i> - applesauce. |
| | <p>MOK.1</p> <p>Investigate the physical properties and characteristics of familiar objects and materials.</p> | <ul style="list-style-type: none"> - Go on a walk around the school noting the color of things. If you have taps at your sink marked with red or blue dots, a red fire alarm, or an exit sign over your door direct the children to these. Lead discussion to reflect on colors that depict safety. - Choose a color for the day for example, yellow. Experience and discuss the limitations if everything has to be yellow; clothes, color of choice for creating, etc. - Why did God make the sea salty? Perform a science experiment (to help heavy creatures like whales and ships float). Experiment with floating an egg in tap water versus salt water. Set up the water table to explore with objects that sink and float. Taste salt water and clear water. - Appendix Q: Observe physical objects in Resurrection Garden made in Lent/Easter - Appendix C: Examine physical characteristics of boxes in "The Best Present" - Bring in a coffee grinder to grind wheat or have the children place grain seeds in heavy- duty zip- lock bags and pound the seeds with a hammer. Cook the crushed seeds and eat the seeds as porridge - <i>In God's Image #11 It's Snowing: An Inside Winterlude</i> p. 131 - <i>In God's Image # 17 Lent- Easter 1 Lenten Basket</i> p. 174- 175. - <i>In God's Image #11 It's Snowing: Snowflakes Gift</i> p. 126 - <i>In God's Image # 7 My Senses</i> exploring sight, smells, tastes, touch. Heat changes apples to become applesauce. - Appendix G: No Two Snowflakes Are Alike. |

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| | | <p>There are many opportunities to perform this outcome in the following units:</p> <p>- <i>In God's Image</i> #15 Celebrate the Earth p. 158- 164</p> |
| | <p>NSK.1 Examine physical characteristics of natural surroundings including rocks, soil, water, and weather conditions (temperature, precipitation, and wind).</p> | <p>- Exploration: What are the effects of wind and water on the treasures we brought back?</p> <p>- <i>In God's Image</i> #15 Celebrate the Earth: Wonderful Wet Water p. 159; Amazing Air p. 160</p> <p>- Appendix Q: Growing a resurrection garden</p> <p>There are many opportunities to perform this outcome in the following units:</p> <p>- <i>In God's Image</i> #10 Fall p. 118- 124</p> <p>- <i>In God's Image</i> #11 It's Snowing p. 125- 133</p> <p>- <i>In God's Image</i> #12 It's Growing pg. 134- 140</p> <p>- <i>In God's Image</i> #13 It's Blooming p. 142- 148</p> <p>- <i>In God's Image</i> #15 Celebrate the Earth p. 158- 164</p> <p>- <i>In God's Image</i> #26 Trees are Full of Life p. 246- 252</p> <p>- <i>In God's Image</i> #27 Flowers make my world beautiful p. 254- 260.</p> |

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| <p>Social Studies</p> | <p>INK.1</p> <p>Demonstrate an understanding of similarities and differences among individuals in the classroom.</p> | <ul style="list-style-type: none"> - The student will name two ways God made them the same as others and two ways God made them different (unique) from others. (Or the student can draw self and another person in a picture that shows their differences). - Vera Trembach Rebus: “Colors” (the people in the pictures are different colors) Have a copy for each student and read it together. Ask: What do you notice about the pictures? Why do you think God made people different? - Ask: How did God make us different? –color of hair: discuss the possibilities and use students as examples; color of eyes: students can look at each other or have little mirrors available; length of hair; height; color of skin. - Illustrate a picture or model of the earth representing how God made people different. Representation must include children joining hands around a globe w/ long or short hair, blonde or black hair, different skin tones, differing heights and body shape, etc. Students state their favorite color and what it tells them about God’s beauty. - <i>In God’s Image #25 All Hands.</i> God gives each of us special talents/gifts that we should use to help others. When we grow up into adults, God wants us to continue to use these talents to select a job to be of service to other people and to help others in our communities. - Explore our talents. What talents did God give us? (Counting, reading, cooking, babysit our sibling, running,) These gifts or talents will help us decide what we will be good at when we grow up into adults i.e. Police officer, nurse, chef, truck driver etc. Role-play different careers. - Students plan different centres focusing on careers that use the special talents God gave them to serve others, examples; Nursing station, Construction centre, Grocery store. - Invite community workers and parents to class to explain how they use their gifts and talents to serve others. Prepare students beforehand as to different questions they may ask e.g. What talents did God give you that help you in your job? - Journal Writing: I have a special gift from God. I will use this special gift/talent to... When I grow up I will use my special talent by becoming a ... |
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| | | <ul style="list-style-type: none"> - Go on a field trip to the Fire station, Police station, hospital, etc. to observe the talents that workers have and how they use these talents to be of service to God. Discuss their talents and how they can use them to be of service to God. - Appendix E: Mary: Mother of Christ, Mother of the Church Discuss Mary and her relationship with Jesus - The student will name two ways God made me the same as others and two ways God made me different unique from others. (Or the student can draw self and another person in a picture that shows their differences). <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #1 Come in! Come In pp. 33- 40 - <i>In God's Image</i> #25 All Hands p. 237- 244 |
| | INK.2 Investigate and describe the diversity of groups represented in the classroom. | <ul style="list-style-type: none"> - <i>In God's Image</i> #2 Family Matters: Family Totem Poles p. 44 - <i>In God's Image</i> #2 Family Matters: Decorating the Family Tree p. 45 - <i>In God's Image</i> #2 Family Matters: Celebrating Customs p. 46. Take pictures and video the celebration. (Extensions into studying about homes for God's People and Creatures could be integrated here p 47.) - Students can invite their big buddies or another classroom to a "Fishing for Friendship Party". Activities could be planned related to friendship. (E.g. Games, movie, books, centres, snack (goldfish crackers) all related to making friends. This can begin and end in a prayer in thanks for friends and how Jesus "fished for friends" (Luke5: 1- 11). - Bake cupcakes with the students. On the last day of school before Christmas, have a birthday party for Jesus. Read the story <i>Santa and the Christ Child</i>. Show the students an ornament or picture of the Kneeling Santa. Discuss the meaning of Christmas, then sing Happy Birthday to Jesus and enjoy cake. Encourage families to carry on this tradition at home on Christmas Eve. - Appendix C: The Best Present - Appendix D: What is Advent? |

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| | | <ul style="list-style-type: none"> - Advent wreath and other Advent customs - Christmas traditions: Students “show and tell” can be a time to talk about family Christmas traditions. Send home a sentence starter. E.g. When Grandma/grandpa, was little he/she (ate/ went to/ played with)_____at Christmas time. My tradition is the (same/different), I_____at Christmas time. - Shrove Tuesday: #22 Cultural Days p. 217. Students enjoy a pancake party. - Share a last supper remembrance of Holy Thursday. - Our painted eggs remind us that when we break the shells we think of Jesus coming out of the tomb. Explain the symbols on Ukrainian Easter Eggs. - Students will participate in a question and answer exchange on the specifics of First Nations’ culture and religion taught in the God the Creator (Aboriginal) unit. - Lent customs - Easter customs - Liturgical Year lessons - Appendix S: Pentecost and Ascension Sundays - Appendix U: The Good Shepherd - Appendix V: What is a Saint? All Saints Day Celebrate; People Who Loved Jesus Blessed Kateri Tekakwitha is called “Lily of the Mohawks”. She is a First Nations young woman who died very young. She became a devout Christian and was given the name Kateri, which is Mohawk for Catherine. - Plan events for the National Aboriginal Day in June as a culminating activity and involve the whole school. -There are many opportunities to perform this outcome in the following unit: <ul style="list-style-type: none"> - <i>In God's Image</i> #21 Showing our Thanks: p. 206- 212 - <i>In God's Image</i> #22 Cultural Days |
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| | <p>DRK.1 Explore the spatial relationships among people, places and environment</p> | <ul style="list-style-type: none"> - Use an inflated globe to demonstrate the difference between the amount of land and ocean in the world. Students roll the inflated globe and catch it with two hands. It's graphed to indicate whether their hands landed on water or land. OR Use a globe to measure how many hands cover the land versus water. - Discuss who made the oceans. Discuss with the students why God gave us oceans. Brainstorm and draw pictures with labels of all the things they wonder about the oceans. - Creation |
| | <p>DRK.2 Explore examples of promises made through actions and words, and why it is important to keep promises</p> | <ul style="list-style-type: none"> - God made promises (covenants) to many people in the bible i.e. Noah (God's gift of a rainbow represents that promise), Abraham, Jacob, David, Mary, etc. and God promises to always love us. - Many of Jesus' parables teach us about God's love as well i.e. Appendix K: Forgiveness: Parable of the Prodigal Son or Appendix U: The Good Shepherd |
| | <p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people (seasons, weather, place affects</p> | <ul style="list-style-type: none"> - "How does your family celebrate Thanksgiving?" Discuss similarities and differences among the children's families. - <i>In God's Image</i> #22 Cultural Days : Around the World p. 216 - <i>In God's Image</i> #18 Lent- Easter2: New Life p 187 - Discuss how God protects the earth and its creatures during winter. - Set up an invitation (logs, drums) that may encourage children to build a campfire or enact a powwow. <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #10 Fall p. 118- 124 - <i>In God's Image</i> #11 It's Snowing p. 125- 133 - <i>In God's Image</i> #12 It's Growing pg. 134- 140 |

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| | culture). | <ul style="list-style-type: none"> - <i>In God's Image</i> #13 It's Blooming p. 142- 148 - <i>In God's Image</i> #15 Celebrate the Earth p. 158- 164 - <i>In God's Image</i> #26 Trees are Full of Life p. 246- 252 - <i>In God's Image</i> #27 Flowers make my world beautiful p. 254- 260 |
| | <p>PAK.1</p> <p>Understand and respect the rules of the classroom, playground, and school, and recognize that rules and expectations are designed to promote a state of safety, self-regulation, peace, balance and harmony.</p> | <ul style="list-style-type: none"> - Listen: How does God talk to us? Jesus loves us and wants us to listen. When does God talk to us? God talks to us; in our hearts, but we don't hear his voice, in the stories from the bible and through people who care about us. - Incorporate anti- bullying lessons. - Lesson on teaching students to play cooperatively. - Review God's rules. Prepare two pieces of chart paper—one titled "Classroom" and one "Playground". Ask the students to list things they should or should not do as teacher records them. Draw simple illustrations for each. Encourage them to use God's rules, too. Post these in the classroom as a reminder to everyone. - <i>In God's Image</i> #22 Cultural Days : Remember To be Peaceful: p. 215 - Through role-playing every day social interactions, students will model Christian friendship as should be displayed on the playground, gymnasium, classroom etc. - Play a game of Fishing for Friendship. Children sit in circle with fish on the floor (paper clips can be put onto each fish). Since Peter was a fisherman, each child will also be like Peter and take turns fishing. The circle is the imaginary Sea of Galilee. Pass the fishing pole around the circle and have each child catch a fish. (The fishing rod is a dowel with yarn and magnet on the end.) The teacher will read what the fish says as to how the student can be a good friend i.e. I will play with someone new today. I will be a good listener. etc. Discuss what each student can do this week to be a good friend. Put her or his name on the fish and post it on the bulletin board labeled "Fishing for Friends". - Appendix H: Ladybug Friendships |

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| | <p>PAK.2</p> <p>Recognize situations in which disagreement may be part of living, studying, and working together, and that resolution may be an avenue to progress to a state of peace, balance, and harmony.</p> | <ul style="list-style-type: none"> - Appendix K: Forgiveness: Parable of the Prodigal Son - Students will verbalize through their oral language sessions of show and tell, using visuals or dramatization to demonstrate their understanding of God’s love and forgiveness. - Through role-playing every day social interactions, students will model Christian friendship as should be displayed on the playground, gymnasium, classroom etc. - Students can discuss how they are a light to others. - Demonstrate peaceful actions throughout the school day. - <i>In God’s Image</i> #21 Cultural Days p. 214 God wants Peace. What is peace? Begin with a resource such as the story <i>Let’s Be Enemies</i> by Janice Udry. Read the story and then talk about a better way to live than being enemies. This is called Peace. What does peace sound like? Look like? Feel like? Conclude with the song “A Peaceful Day” No. 5 from <i>In God’s Image</i> - <i>In God’s Image</i> #21 Cultural Days p. 215 Remember to be Peaceful. Read a story about peace/war. Talk with the children about times when countries are at peace with each other and times when they are not. Use a globe to point out some “war zones”. - “Earthly peace is the image and fruit of the <i>peace of Christ</i>, the messianic "Prince of Peace."¹⁰⁰ By the blood of his cross, "in his own person he killed the hostility," he reconciled men with God and made his Church the sacrament of the unity of the human race and of its union with God. "He is our peace." He has declared: "Blessed are the peacemakers."¹⁰³ (2305) Catechism of Catholic Church) Help them to see that God wants us to be peaceful and to share peace. - God asks us to have peaceful hearts and to love, not hate. Have a large number of scenarios written that reflect actions by kindergarten students. Students sort them into peaceful actions (helpful) and war actions (hurtful). Some examples are: Hitting a child, smiling, saying sorry, calling a child a name etc. Conclude with the song “A Peaceful Day” No. 5 from <i>In God’s Image</i>. - What does war look like in our schools? Put ups; put downs; Put ups make peace and put downs make war. Brainstorm put up words and put down words. |
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| | | <ul style="list-style-type: none"> - Role-play <ul style="list-style-type: none"> (a) situations in which something happens to the children where someone makes them mad. React in a peaceful way. (b) giving put ups - Teach them how to make the sign of peace. The Sign of Peace is a very ancient part of the mass. It is an expression of the love and peace that exists within the community assembled in God's name. We perform this action in preparation to receive the body and blood of Jesus - Make up a prayer to ask God to help us choose peace. - Lesson on teaching students to play cooperatively. - Lesson to teach the fruit of the Holy Spirit "kindness". Watch http://www.teachertube.com/view_video.php?viewkey=5ab6b274819566be43b1 to see an example of a video made with example of kindness in the world. Students draw a picture and then record how their picture reflects them using the fruit of the spirit "kindness". View this at a Remembrance Day program. - Participate in the Remembrance Day Liturgy. - Teach students to use one of these two Prayer stems; <ul style="list-style-type: none"> -I pray for peace from my heart. I pray for peace in my family. I pray for peace in my school... town.... country... world. -I pray for peace in my eyes ... hands and name various body parts. - Incorporate anti- bullying lessons. Health: USCK.2 Social: PAK.1 |
| | RWK.1 Examine ways of managing tasks and resources in families and schools. | <ul style="list-style-type: none"> - Be sure to share the tasks for celebrations etc. - God has given us gifts and talents to use at home, school and work. - God wants us to share so we share our food, etc. "Whatsoever you do to the least of my brother that you do unto me...." Matthew 25 <p>There are many opportunities to perform this outcome in the following units:</p> <ul style="list-style-type: none"> - <i>In God's Image</i> #9 Do You Need it? - <i>In God's Image</i> #25 All Hands |

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| | <p>RWK.2</p> <p>Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.</p> | <ul style="list-style-type: none"> - Name ways we can help take care of God’s creation - Participate in programs that contribute to the care of God’s creation. - Clean up the schoolyard or neighborhood. - <i>In God’s Image</i> #15 Celebrate the Earth Earthy Hands p. 158 Soil is God’s gift to us - There are many opportunities to perform this outcome in the following units: <ul style="list-style-type: none"> - <i>In God's Image</i> #15 Celebrate the Earth p. 158- 164 - <i>In God's Image</i> #21 Showing our Thanks: p. 206- 212 - <i>In God's Image</i> #26 Trees are Full of Life p. 246- 252 - <i>In God's Image</i> #27 Flowers make my world beautiful p. 254- 260 - <i>In God's Image</i> #28 Bugs and Crawly Things pp. 262- 268 - <i>In God's Image</i> #31 Wild and Domestic Animals p. 285- 292 |
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