

**Title – Short Term Instructional Plan Term # 1**

|               |                           |             |                            |
|---------------|---------------------------|-------------|----------------------------|
| Title of Unit | Storytelling in Our World | Grade Level | 2                          |
| Subject       | SS, ELA, CE, Rel          | Time Frame  | 4 weeks – 2 stories a week |

**Big Ideas**

What are the enduring **understandings** your students will be able to remember and apply throughout their lives?

*Canada is made up of many diverse regions and communities. These communities have cultural traditions such as storytelling that reflect a community's values. Storytelling is an important part of First Nations communities and our own Catholic community.*

**Enduring Questions/Hook/Inquiry**

What provocative questions will foster inquiry into the content and the Catholic Worldview?

*How does First Nations stories reflect the values of First Nations people?*

*How do Bible stories reflect the values of our Catholic community?*

*What is similar or different about the moral/message of First Nations stories compared to Bible stories?*

**Christian Education-based focus**

*Catholic Vision for Teaching and Learning*

How will the Catholic Worldview and Principles of Education take students on an exploration into the Catholic faith?

TRADITION – Catholic Education guides us in the selection of excellent content, pedagogy and resources for the transmission of the faith in the Catholic Intellectual Tradition.

HOLY – Catholic Education draws upon scripture, the sacraments and prayer to help us to respond to the universal call to holiness.

**Core Competencies****Communication**

- Connect and Engage with Others
- Acquire, Interpret, and Present Information
- Collaborate to Plan, Carry Out, and Review Constructions and Activities
- Explain/Recount and Reflect on Experiences and Accomplishments

**Creative Thinking**

- Novelty and Value
- Generating Ideas
- Developing Ideas

**Critical Thinking**

- Analyze and Critique
- Question and Investigate
- Develop & Design

**Critical Thinking**

- Analyze and Critique
- Question and Investigate
- Develop & Design

**Positive Personal & Cultural Identity**

- Relationships and Cultural Contexts
- Personal Values and Choices
- Personal Strengths and Abilities
- **Personal Awareness & Responsibility**
  - Self-Determination
  - Self-Regulation
  - Well-Being
- **Social Responsibility**
  - Contributing to Community and Caring for the Environment
  - Solving Problems in Peaceful Ways
  - Valuing Diversity
  - Building Relationships

## Developing Competency Growth Through Reflective Thinking

|  |  |  |
|--|--|--|
| <p style="text-align: center;"><b><u>Reflective Log</u></b></p> <p>Students to keep a log that contains regular entries, detailing their experiences and emotions with regard to their learning process.</p> | <p style="text-align: center;"><b><u>Colour, Symbol, Image</u></b></p> <p>Students to identify the essence of ideas from their reading/viewing/listening to represent the big ideas as a colour, a symbol, and finally an image. CSI pushes students to make connections and think metaphorically.</p> | <p style="text-align: center;"><b><u>Reflective Personal Log – Journey With Jesus Booklet</u></b></p> <p>Students to keep a log that contains regular entries, detailing their experiences and emotions with regard to their learning process.</p> |
|--|--|--|

### Core Competencies in Action

- Introduce the learning target for the lesson and discuss with students how they will use the core competency to attain the learning target.
- Share with students how the competency learning is relevant to real-world situations.
- Refer students to the 'I can statements' on the competency posters.
- Engage effective classroom discussions, activities, and tasks that elicit evidence of the competency.
- Challenge students to apply the competency 'I statements' to examples during the lesson.
- Use questioning strategies throughout instruction and or inquiry to prompt **REFLECTIVE THINKING**.
- Use the 'Notice It, Name It' Strategy.

### Learning Standards

| <p style="text-align: center;"><b>Curricular Competencies</b></p> <p style="text-align: center;"><i>Students are expected to DO the following...</i></p>  | <p style="text-align: center;"><b>Lesson # where it will be taught</b></p> | <p style="text-align: center;"><b>Content Covered in this Unit</b></p> <p style="text-align: center;"><i>Students are expected to KNOW the following</i></p>  |
|---|--|---|
| <p>ELA</p> <p>Comprehend &amp; Connect</p> <ul style="list-style-type: none"> <li>Use sources of information and prior knowledge to make meaning</li> <li>Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identify and community</li> <li>Use personal experience and knowledge to connect to connect to stories and other texts to make meaning</li> <li>Demonstrate awareness of the role that story plays in personal, family, and community identity</li> <li>Recognize structures and elements of story</li> </ul> <p>Create &amp; Communicate</p> <ul style="list-style-type: none"> <li>Exchange ideas and perspectives to build shared understanding</li> <li>creates stories and other texts to deepen awareness of self, family, and community</li> </ul> | <p><b>L 1 - 8</b></p>  | <p>ELA – Everyone has a unique story to share. Stories and other texts connect us to ourselves, our families, and our communities.</p> <ul style="list-style-type: none"> <li>Story: narrative texts, whether real or imagines, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity, They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.</li> <li>Text: Oral texts include speeches, poems, plays and oral stories. Written texts include novels, articles, and short stories. Visual texts include posters, photographs, and other images. Digital texts include electronic forms of all the above. Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)</li> <li>Reading strategies (using illustrations and prior knowledge to predict meaning; rereading, retelling in own words, locating the main idea and details, using knowledge of language patterns and phonics to decode words, identifying familiar and sight words, monitoring: asking does it look right? Sound right? Make sense? Self-</li> </ul> |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>communicate using sentences and most conventions of Canadian spelling, grammar and punctuation</li> </ul> <p>SS</p> <ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>Explain why people, events, and places are significant to various individuals and groups (significance)</li> </ul> <p>CE</p> <ul style="list-style-type: none"> <li>identify and appreciate the roles and responsibilities of people in their schools, families, and communities</li> <li>share ideas, information, personal feelings, and knowledge with others</li> </ul> <p>Rel<br/>Life in Christ</p> <ul style="list-style-type: none"> <li>3.1 identify people in scripture who live their call to a Christian life</li> </ul> |  | <p>correcting errors consistently using three cueing systems: meaning, structure, and visual)</p> <ul style="list-style-type: none"> <li>Oral language strategies (asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connection with audience)</li> <li>Metacognitive strategies (talking and thinking about learning, through reflecting, questioning, goal setting, self evaluating, to develop awareness of self as a reader and as a writer)</li> <li>Writing Processes: may include revising, editing, considering audience</li> <li>Features of Oral Language: including tone, volume, inflection, pace and gestures</li> <li>Letter formation: legible printing with spacing between words</li> <li>Sentence Structure: the structure of compound sentences</li> <li>Conventions: common practices in punctuation (the use of a period or question mark at the end of a sentence, capitalization of the first word of a sentence, people's names, and the pronoun I)</li> </ul> <p>SS – Local actions have local consequences.</p> <ul style="list-style-type: none"> <li>Relationships between people and the environment in different communities</li> <li>Roles and responsibilities of regional governments</li> <li>Rights and responsibilities of individuals regionally and globally.</li> <li>Diverse features of the environment in other parts of Canada.</li> <li>Diverse characteristics of one Canadian First Peoples community and culture.</li> </ul> <p>CE – cultural and social awareness</p> <ul style="list-style-type: none"> <li>Achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions</li> </ul> |
|---|--|--|

**Assessment Evidence:**

**Formative Tasks (assessment for learning):** What formative assessment strategies will you use to assess student learning?

**Reflection/Self-Assessment (assessment as learning):** What opportunities will there be for students to reflect on their thinking and feelings as part of their learning (self/peer evaluations, partner talk, goal setting, journaling, etc.)?

|   |  |                         |  |   |
|---|--|-------------------------|--|---|
| <p><b>Confidence Indicator – Windshield Wiper</b></p> | <p><b>Hand Signals</b><br/>Ask students to display a designated hand signal to</p> | <p><b>Idea Wave</b></p> | <p><b>Pair Share</b><br/>Students formulate individual ideas and share these ideas</p> | <p><b>Clipboard Cruising/Kid Watching</b></p> |
|---|--|-------------------------|--|---|

|   |  |   |  |   |
|---|--|---|--|---|
| <p>Used to have students check their own understanding of a concept just taught in a lesson. Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:<br/>         CLEAR = I get it! I thoroughly understand the concept.<br/>         BUGGY = I understand it for the most part, but a few things are still unclear.<br/>         MUDDY = I don't get it at all</p> | <p>indicate their understanding of a specific concept process or skill. (Thumbs up, sideways, or down)</p> | <p>Each student lists 1-2 ideas about an assigned topic. One volunteer begins the "idea wave" by sharing his idea. The student to the right of the volunteer shares one idea; the next student to rights shares one idea, etc.,</p> | <p>with another student. It is a learning strategy developed to encourage student classroom participation.</p> | <p>As students are engaged in meaningful skill tasks, circulate and collect specific evidence of student skill performance.</p> |
|---|--|---|--|---|

|   |   |  |
|---|---|--|
| <p><b>Postcards to a Scientist –</b><br/>         students write a postcard to about what they have learned</p> | <p><b>See – Think – Wonder</b><br/>         During Centres, students will engage in different provocation stations and fill in an accompanying activity sheet that asks the following:<br/>         - What do you see?<br/>         - What do you think about it?<br/>         - What do you wonder about it?</p> | <p><b>Reflective Journal – 5 minute writes</b></p> <ul style="list-style-type: none"> <li>- Show me what you have learned today in pictures and in words</li> <li>- What's missing?</li> <li>- How do you know that this is right? Can you give me an example?</li> <li>- What might happen if...</li> <li>- Apply and transfer – think about what we learned today. Where can we apply that in real life? Draw me a picture.</li> </ul> |
|---|---|--|

**Assessment Evidence: Summative Tasks (assessment of learning)**  
 How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students?

- **Developing Criteria:** Work with the students to develop criteria. Use criteria-setting process:
  - brainstorm: Students brainstormed their ideas about the idea/concept/competency clearly looks like. Teacher guidance and support may be needed.
  - sort and categorize: After brainstorming, we looked at the ideas and determined which ones were similar and could be put together.
  - summarize: The class and the teacher summarized the ideas and created a new chart. The students have ownership of the criteria. It is real and meaningful because they were involved in creating it.
 Interact with the criteria, set goals, self and peer assessment, provide ongoing feedback and opportunities for extending learning.
- **Assessment:**
  - Student reflection booklet/ participation in class reflections and discussions
  - Student self-assessment graphic organizers
  - Storybook Characters: comparison graphic organizer
  - Daily performance tasks: oral participation, attentive listening, group brainstorming, collaboration, personal connections, questioning, partner talk
  - CSI – Colour, Symbol, Image
  - Core Competency: reflection sheets/ portfolios with examples

- Learning involves generational roles and responsibilities.
- Learning involves patience and time.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and or in certain situations.
- Learning involves recognizing the consequences of one's actions.
- Learning is embedded in memory, history, and story.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning recognizes the role of Indigenous knowledge
- Learning requires exploration of one's identity.
- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.

Implications for Teaching and Learning

- Recognizing that "culture" is a complex construct and that learners usually identify with many cultural contexts (including, but not being limited to, heritage).

**Universal Design of Learning**

| <b>Engagement</b>  | <b>Representation</b>   | <b>Action and Expression</b>  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. lesson hooks, inquiry questions</li> <li>• Develop self-assessment and reflection</li> <li>• Foster collaboration and community</li> <li>• Provide ongoing, relevant feedback to students</li> <li>• Include inquiry ('voice and choice')</li> </ul> | <ul style="list-style-type: none"> <li>• Support background knowledge e.g. Whip Around strategy, lesson hook.</li> <li>• Clarify vocabulary e.g. word splash strategy</li> <li>• Highlight critical features by providing multiple examples</li> <li>• Provide multiple media and formats</li> <li>• Offer adjustable levels of challenge through tiered assignments</li> </ul> | <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress</li> <li>• Optimize access to support tools and technologies</li> <li>• Offer flexible opportunities for demonstrating learning</li> </ul> |

| # | Learning Target  | Assessment Formative & Reflective   | Lesson Progression                                 |                   |                   |                            |   |                         | Universal Design of Learning<br>Include the UDL strategies from the chart, which will be used in individual lessons.  |
|---|--|---|--|-------------------|-------------------|----------------------------|---|-------------------------|---|
| 1 | Students will identify the importance of storytelling in First | Students will be able to identify the moral/message of the story and understand why | <b>Core Competency Focus (highlight)</b>           |                   |                   |                            |   |                         | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> </ul> |
|   |  |   | Communication                                      | Critical Thinking | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities |   |
|   |  |   | Core Competency in Action:<br><b>Communication</b> |                   |                   |                            |   |                         |   |

|                          |   |  |  |
|--------------------------|---|--|--|
| <p>Nations cultures.</p> | <p>stories are told in the First Nations communities.</p> | <p>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p> <p><b>Learning Target</b> – Students will identify the importance of storytelling in First Nations cultures.</p> <p><b>Instructional Task</b></p> <p><b>Circle of Inquiry:</b><br/><b>WE WONDER/ Lesson Hook</b><br/>In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.<br/>- Introduction to the story <i>The Granddaughter Who Was Eaten by a Big Fish</i> to the class. (show the front picture to the students)<br/>Students are <u>guided by these questions</u>:</p> <ul style="list-style-type: none"> <li>• What can you predict the story will be about based on the picture/ title?</li> <li>• What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b>WE EXPLORE</b></p> <ul style="list-style-type: none"> <li>• In this stage, the students develop a plan and gather information. Read <i>The Granddaughter Who Was Eaten by a Big Fish</i> aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b>WE SHARE</b><br/>In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Introduce the concept of <i>storytelling</i>. <i>Write it on a concept card to post on the board.</i><br/>Student are guided by these questions:</p> <ul style="list-style-type: none"> <li>• What was the message/moral of the story?</li> <li>• Why is listening to our elders important?</li> <li>• Who are the elders in your life?</li> <li>• Why did God give us elders in our lives?</li> <li>• Who were Jesus’ elders?</li> </ul> <p><b>WE REFLECT</b><br/>In this stage, students ‘go further’ into their own thinking.<br/>Students reflect on the following in their reflection log:</p> <ul style="list-style-type: none"> <li>• What did you learn that you didn’t know before?</li> </ul> | <ul style="list-style-type: none"> <li>• Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>• Foster collaboration and community (students will solve their class inquiry questions by collaborating with each other.</li> <li>• Provide ongoing, relevant feedback to students</li> <li>• Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> <p><b>Representation</b><br/>Support background knowledge<br/><b>Whip Around Strategy: 1. Question</b><br/>Pose a prompt that has multiple answers. Have students write down as many responses as possible.</p> <p><b>2. Whip Around</b><br/>“Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> <p><b>3. Discuss</b><br/>After completing the whip around, have students discuss which ideas and themes showed up most in their responses.</p> <p><b>Lesson Hook Strategy:</b> a story, an analogy, a prop, media, or a challenge</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary:</li> <li>• <b>Word Splash Strategy: (concepts)</b><br/>Before beginning a new chapter or unit of study, the teacher determines important</li> </ul> |
|--------------------------|---|--|--|

|               |   |   |   |   |                         |                   |                            |   |                         |  |
|---------------|---|---|---|---|-------------------------|-------------------|----------------------------|---|-------------------------|--|
|               |   |   | <ul style="list-style-type: none"> <li>How can you describe the concept of storytelling? Guide students to fill in the following question, “ I understand that storytelling is....”</li> </ul> <p><b>Resources &amp; Materials: The Learning Circle: Classroom Activities on First Nations in Canada (Ages 4-7)</b></p>   | <p>terminology or key concepts for the topic. Then the words are “splashed” or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>Guide student goal setting and monitoring of progress (student reflection booklets)</li> <li>Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.)</li> </ul> |                         |                   |                            |   |                         |  |
| 2             | Students will identify the importance of storytelling in the form of Bible stories. | Students will be able to identify the moral/message of stories in the Bible and understand why the Bible contains critical teachings that are central to our faith. | <p><b>Core Competency Focus (highlight)</b></p> <table border="1" data-bbox="659 831 1589 914"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b></p> <p><b>Communication</b><br/>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p> <p><b>Learning Target</b> – Students will identify the importance of Bible stories in our faith. Students will identify people in scripture who live their call to a Christian life.</p> <p><b>Instructional Task</b></p> <p><b>Circle of Inquiry:</b><br/><b>WE WONDER/ Lesson Hook</b></p> | Communication   | Critical Thinking       | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>Foster collaboration and community (students will solve their class inquiry questions by collaborating with each other.</li> <li>Provide ongoing, relevant feed back to students</li> <li>Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> |
| Communication | Critical Thinking   | Creative Thinking   | Personal/Cultural Identity  | Personal Awareness and Responsibilities   | Social Responsibilities |                   |                            |   |                         |  |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.</p> <ul style="list-style-type: none"> <li>- Introduction to the story <i>Jonah and the Whale</i> to the class. (show the front picture to the students)</li> </ul> <p><u>Students are guided by these questions:</u></p> <ul style="list-style-type: none"> <li>• What can you predict the story will be about based on the picture/ title?</li> <li>• What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b><u>WE EXPLORE</u></b></p> <ul style="list-style-type: none"> <li>• In this stage, the students develop a plan and gather information. Read <i>Jonah and the Whale</i> aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b><u>WE SHARE</u></b></p> <p>In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Review the concept of <i>storytelling</i> in First Nations culture. Encourage students to make connections of First Nations’ storytelling to Bible stories in our faith community.</p> <p>Student are guided by these questions:</p> <ul style="list-style-type: none"> <li>• What was the message/moral of the story?</li> <li>• What happened to Jonah when he didn’t listen to God?</li> <li>• Why do we need to listen to God? When are times we need to follow God’s plan for us?</li> <li>• How is <i>The Granddaughter Who Was Eaten by a Big Fish</i> similar/different from <i>Jonah and the Whale</i>?</li> </ul> <p><b><u>WE REFLECT</u></b></p> <p>In this stage, students ‘go further’ into their own thinking.</p> <p>Students reflect on the following in their reflection log:</p> <ul style="list-style-type: none"> <li>• What did you learn that you didn’t know before?</li> <li>• How can you describe the concept of storytelling through Bible stories? Guide students to fill in the following question, “ <i>I understand that Bible stories are able to teach us....</i>”</li> </ul> <p><b><u>Resources &amp; Materials:</u></b><br/> <i>Jonah and the Whale</i>: by Rosemary Lanning</p> | <p><b>Representation</b><br/> Support background knowledge<br/> <b>Whip Around Strategy: 1. Question</b><br/> Pose a prompt that has multiple answers. Have students write down as many responses as possible.</p> <p><b>2. Whip Around</b><br/> “Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> <p><b>3. Discuss</b><br/> After completing the whip around, have students discuss which ideas and themes showed up most in their responses.</p> <p><b>Lesson Hook Strategy:</b> a story, an analogy, a prop, media, or a challenge</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary:</li> <li>• <b>Word Splash Strategy: (concepts)</b></li> </ul> <p>Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are “splashed” or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> |
|--|--|--|---|



|               |  |  |   |   |                         |                   |                            |   |   |   |
|---------------|--|--|---|---|-------------------------|-------------------|----------------------------|---|---|---|
|               |  |  |   |   |                         |                   |                            |   | <ul style="list-style-type: none"> <li>Guide student goal setting and monitoring of progress (student reflection booklets)</li> </ul> Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.) |   |
| 3             | Students will identify the importance of storytelling in First Nations cultures. | Students will be able to identify the moral/message of the story and understand why stories are told in the First Nations communities. | <b>Core Competency Focus (highlight)</b> <table border="1" data-bbox="661 337 1587 415"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><u>Core Competency in Action:</u></p> <p><b>Communication</b><br/>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p> <p><b>Learning Target</b> – Students will identify the importance of storytelling in First Nations cultures.</p> <p><b>Instructional Task</b></p> <p><b>Circle of Inquiry:</b><br/><b>WE WONDER/ Lesson Hook</b><br/>In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.<br/>- Introduction to the story <i>The Lily Root</i> to the class. (show the front picture to the students)<br/><u>Students are guided by these questions:</u></p> <ul style="list-style-type: none"> <li>What can you predict the story will be about based on the picture/ title?</li> <li>What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b>WE EXPLORE</b></p> <ul style="list-style-type: none"> <li>In this stage, the students develop a plan and gather information. Read <i>The Lily Root</i> aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b>WE SHARE</b><br/>In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their</p> | Communication                           | Critical Thinking       | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities   | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>Foster collaboration and community (students will solve their class inquiry questions by collaborating with each other.</li> <li>Provide ongoing, relevant feed back to students</li> <li>Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> <p><b>Representation</b><br/>Support background knowledge<br/><b>Whip Around Strategy: 1. Question</b><br/>Pose a prompt that has multiple answers. Have students write down as many responses as possible.</p> <p><b>2. Whip Around</b><br/>“Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> |
| Communication | Critical Thinking  | Creative Thinking  | Personal/Cultural Identity  | Personal Awareness and Responsibilities | Social Responsibilities |                   |                            |   |   |   |

conclusions. Review the concept of *storytelling* and its importance in First Nations culture.

Students are guided by these questions:

- What was the message/moral of the story?
- Why do people judge others by how they look/ by what they have?
- Does it matter what people look like? What matters most?
- How does God want us to treat others? How does God want us to look at each other?

**WE REFLECT**

In this stage, students 'go further' into their own thinking.

Students reflect on the following in their reflection log:

- What did you learn that you didn't know before?
- Why is it important to treat all people with respect?
- Guide students to fill in the following question, "*I understand that God wants us not to judge others by how they look because....*"

**Resources & Materials: *The Learning Circle: Classroom Activities on First Nations in Canada (Ages 4-7)***

**3. Discuss**

After completing the whip around, have students discuss which ideas and themes showed up most in their responses.

**Lesson Hook Strategy:** a story, an analogy, a prop, media, or a challenge

- Clarify vocabulary:
- **Word Splash Strategy: (concepts)**

Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are "splashed" or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have predicted and generated their statements, students then read the printed material to check their accuracy and revise if needed.

**Action and Expression**

- Guide student goal setting and monitoring of progress (student reflection booklets)
- Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.)

|               |   |   |   |   |                         |                   |                            |   |                         |   |
|---------------|---|---|---|---|-------------------------|-------------------|----------------------------|---|-------------------------|---|
| 4             | Students will identify the importance of storytelling in the form of Bible stories. | Students will be able to identify the moral/message of stories in the Bible and understand why the Bible contains critical teachings that are central to our faith. | <p><b>Core Competency Focus (highlight)</b></p> <table border="1" data-bbox="661 100 1585 181"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b></p> <p><b>Communication</b><br/>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p> <p><b>Learning Target</b> – Students will identify the importance of Bible stories in our faith. Students will identify people in scripture who live their call to a Christian life.</p> <p><b>Instructional Task</b></p> <p><b>Circle of Inquiry:</b><br/><b>WE WONDER/ Lesson Hook</b><br/>In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.<br/>- Introduction to the story <i>The Good Samaritan</i> to the class. (show the front cover to the students)<br/>Students are guided by these questions:</p> <ul style="list-style-type: none"> <li>What can you predict the story will be about based on the picture/ title?</li> <li>What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b>WE EXPLORE</b></p> <ul style="list-style-type: none"> <li>In this stage, the students develop a plan and gather information. Read <i>The Good Samaritan</i> aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story.<br/>Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b>WE SHARE</b><br/>In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Review the concept of <i>storytelling</i> in First Nations culture. Encourage students to make connections of First Nations’ storytelling to Bible stories in our faith community.<br/>Student are guided by these questions:</p> <ul style="list-style-type: none"> <li>What was the message/moral of the story?</li> </ul> | Communication                           | Critical Thinking       | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>Foster collaboration and community (students will solve their class inquiry questions by collaborating with each other.</li> <li>Provide ongoing, relevant feedback to students</li> <li>Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> <p><b>Representation</b><br/>Support background knowledge<br/><b>Whip Around Strategy: 1. Question</b><br/>Pose a prompt that has multiple answers. Have students write down as many responses as possible.</p> <p><b>2. Whip Around</b><br/>“Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> <p><b>3. Discuss</b><br/>After completing the whip around, have students discuss which ideas and themes showed up most in their responses.</p> |
| Communication | Critical Thinking   | Creative Thinking   | Personal/Cultural Identity  | Personal Awareness and Responsibilities | Social Responsibilities |                   |                            |   |                         |   |

|               |  |  |  |  |                         |                   |                            |   |                         |  |
|---------------|--|--|--|--|-------------------------|-------------------|----------------------------|---|-------------------------|--|
|               |  |  | <ul style="list-style-type: none"> <li>• Why didn't those people help the hurt man?</li> <li>• Why do you think the Samaritan helped the hurt man? Should we help others? What if we don't like how they look? What does God want/expect us to do?</li> <li>• How is <i>The Lily Root</i> similar/different from <i>The Good Samaritan</i>?</li> </ul> <p><b>WE REFLECT</b><br/>In this stage, students 'go further' into their own thinking. Students reflect on the following in their reflection log:</p> <ul style="list-style-type: none"> <li>• What did you learn that you didn't know before?</li> <li>• How can you describe the concept of storytelling through Bible stories? Guide students to fill in the following question, "<i>I understand that Bible stories are able to teach us....</i>"</li> </ul> <p><b>Resources &amp; Materials:</b><br/><i>The Good Samaritan:</i> by Heather Amery</p> | <p><b>Lesson Hook Strategy:</b> a story, an analogy, a prop, media, or a challenge</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary:</li> <li>• <b>Word Splash Strategy: (concepts)</b></li> </ul> <p>Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are "splashed" or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress (student reflection booklets)<br/>Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.)</li> </ul> |                         |                   |                            |   |                         |  |
| 5             | Students will identify the importance of storytelling in First Nations cultures. | Students will be able to identify the moral/message of the story and understand why stories are told in the First Nations communities. | <p><b>Core Competency Focus (highlight)</b></p> <table border="1" data-bbox="659 1114 1589 1192"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b></p> <p><b>Communication</b><br/>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p>   | Communication  | Critical Thinking       | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>• Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>• Foster collaboration and community (students will solve their class inquiry questions by collaborating</li> </ul> |
| Communication | Critical Thinking  | Creative Thinking  | Personal/Cultural Identity   | Personal Awareness and Responsibilities  | Social Responsibilities |                   |                            |   |                         |  |

**Learning Target** – Students will identify the importance of storytelling in First Nations cultures.

**Instructional Task**

**Circle of Inquiry:**

**WE WONDER/ Lesson Hook**

In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.

- Introduction to the story *Crow and Little Bear* to the class. (show the front picture to the students)

**Students are guided by these questions:**

- What can you predict the story will be about based on the picture/ title?
- What are your wonder questions about this story? Write their questions on chart paper.

**WE EXPLORE**

- In this stage, the students develop a plan and gather information. Read *Crow and Little Bear* aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.

**WE SHARE**

In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Review the concept of *storytelling* and it’s importance in First Nations culture.

Student are guided by these questions:

- What was the message/moral of the story?
- How did Crow and Little Bear use their skills to help each other?
- How does God want us to use our skill and talents to help others?

**WE REFLECT**

In this stage, students ‘go further’ into their own thinking.

Students reflect on the following in their reflection log:

- What did you learn that you didn’t know before?
- Why is it important use God given talents and skills? What are your talents and skills? How can you use them to help others?
- Guide students to fill in the following question, “ *I understand using the talents and skills that God gave me to help others is important because...*”

**Resources & Materials:** *The Learning Circle: Classroom Activities on First Nations in Canada (Ages 4-7)*

with each other.

- Provide ongoing, relevant feedback to students
- Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)

**Representation**

Support background knowledge

**Whip Around Strategy: 1.**

**Question**

Pose a prompt that has multiple answers. Have students write down as many responses as possible.

**2. Whip Around**

“Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.

**3. Discuss**

After completing the whip around, have students discuss which ideas and themes showed up most in their responses.

**Lesson Hook Strategy:** a story, an analogy, a prop, media, or a challenge

- Clarify vocabulary:
- **Word Splash Strategy: (concepts)**

Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are “splashed” or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words

|               |   |   |  |  |                         |                   |                            |   |                         |  |
|---------------|---|---|--|--|-------------------------|-------------------|----------------------------|---|-------------------------|--|
|               |   |   |  | <p>or phrases. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>Guide student goal setting and monitoring of progress (student reflection booklets)</li> </ul> <p>Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.)</p> |                         |                   |                            |   |                         |  |
| 6             | Students will identify the importance of storytelling in the form of Bible stories. | Students will be able to identify the moral/message of stories in the Bible and understand why the Bible contains critical teachings that are central to our faith. | <p><b>Core Competency Focus (highlight)</b></p> <table border="1"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b>Core Competency in Action:</b></p> <p><b>Communication</b><br/>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p> <p><b>Learning Target</b> – Students will identify the importance of Bible stories in our faith. Students will identify people in scripture who live their call to a Christian life.</p> <p><b>Instructional Task</b></p> <p><b>Circle of Inquiry:</b><br/><b>WE WONDER/ Lesson Hook</b><br/>In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.</p> <ul style="list-style-type: none"> <li>Introduction to the story <i>Jesus Calms the Storm</i> to the class. (show the front cover to the students)</li> </ul> <p><b>Students are guided by these questions:</b></p> <ul style="list-style-type: none"> <li>What can you predict the story will be about based on the picture/ title?</li> </ul> | Communication  | Critical Thinking       | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>Foster collaboration and community (students will solve their class inquiry questions by collaborating with each other.</li> <li>Provide ongoing, relevant feed back to students</li> <li>Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> <p><b>Representation</b><br/>Support background knowledge<br/><b>Whip Around Strategy: 1. Question</b><br/>Pose a prompt that has multiple answers. Have students write</p> |
| Communication | Critical Thinking   | Creative Thinking   | Personal/Cultural Identity   | Personal Awareness and Responsibilities  | Social Responsibilities |                   |                            |   |                         |  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b><u>WE EXPLORE</u></b></p> <ul style="list-style-type: none"> <li>• In this stage, the students develop a plan and gather information. Read <i>Jesus Calms the Storm</i> aloud to the class, pausing during the reading to ask simple comprehension questions to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b><u>WE SHARE</u></b></p> <p>In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Review the concept of <i>storytelling</i> in First Nations culture. Encourage students to make connections of First Nations' storytelling to Bible stories in our faith community.</p> <p>Students are guided by these questions:</p> <ul style="list-style-type: none"> <li>• What was the message/moral of the story?</li> <li>• How did Jesus help his friends?</li> <li>• Do you think Jesus was doing what God wanted him to do?</li> <li>• What do you think God wants from us?</li> </ul> <p><b><u>WE REFLECT</u></b></p> <p>In this stage, students 'go further' into their own thinking.</p> <p>Students reflect on the following in their reflection log:</p> <ul style="list-style-type: none"> <li>• What did you learn that you didn't know before?</li> <li>• How is <i>Crow and Little Bear</i> similar/different from <i>Jesus Calms the Storm</i>?</li> <li>• How can you describe the concept of storytelling through Bible stories? Guide students to fill in the following question, " <i>I understand that Bible stories are able to teach us....</i>"</li> </ul> <p><b><u>Resources &amp; Materials:</u></b><br/> <i>Jesus Calms the Storm:</i> by Rosalie M. Gangwer</p> | <p>down as many responses as possible.</p> <p><b>2. Whip Around</b><br/> "Whip" around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> <p><b>3. Discuss</b><br/> After completing the whip around, have students discuss which ideas and themes showed up most in their responses.</p> <p><b>Lesson Hook Strategy:</b> a story, an analogy, a prop, media, or a challenge</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary:</li> <li>• <b>Word Splash Strategy: (concepts)</b></li> </ul> <p>Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are "splashed" or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have predicted and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress (student reflection booklets)</li> </ul> <p>Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama,</p> |
|--|--|--|---|--|

|               |  |  |   |   |                         |                   |                            |   |                         |  |
|---------------|--|--|---|---|-------------------------|-------------------|----------------------------|---|-------------------------|--|
|               |  |  |   | song, art, hands on materials, etc.)    |                         |                   |                            |   |                         |  |
| 7             | Students will identify the importance of storytelling in First Nations cultures. | Students will be able to identify the moral/message of the story and understand why stories are told in the First Nations communities. | <p><b>Core Competency Focus (highlight)</b></p> <table border="1" data-bbox="661 159 1587 240"> <tr> <td data-bbox="661 159 825 240">Communication</td> <td data-bbox="825 159 978 240">Critical Thinking</td> <td data-bbox="978 159 1131 240">Creative Thinking</td> <td data-bbox="1131 159 1245 240">Personal/Cultural Identity</td> <td data-bbox="1245 159 1436 240">Personal Awareness and Responsibilities</td> <td data-bbox="1436 159 1587 240">Social Responsibilities</td> </tr> </table> <p><u>Core Competency in Action:</u></p> <p><b>Communication</b><br/>I ask and respond to simple, direct questions.<br/>I can understand and share information about a topic that is important to me.</p> <p><b>Critical Thinking</b><br/>I can reflect on and evaluate my thinking.<br/>I can ask open-ended questions and gather information.</p> <p><b>Learning Target</b> – Students will identify the importance of storytelling in First Nations cultures.</p> <p><b>Instructional Task</b></p> <p><b>Circle of Inquiry:</b><br/><b>WE WONDER/ Lesson Hook</b><br/>In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.<br/>- Introduction to the story <i>Frog Girl</i> to the class. (show the front cover to the students)</p> <p><u>Students are guided by these questions:</u></p> <ul style="list-style-type: none"> <li>• What can you predict the story will be about based on the cover/ title?</li> <li>• What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b>WE EXPLORE</b></p> <ul style="list-style-type: none"> <li>• In this stage, the students develop a plan and gather information. Read <i>Frog Girl</i> aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b>WE SHARE</b><br/>In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Review the concept of <i>storytelling</i> and it’s imporatnce in First Nations culture.<br/>Student are guided by these questions:</p> <ul style="list-style-type: none"> <li>• What was the message/moral of the story?</li> <li>• What happened when the frogs were taken?</li> </ul> | Communication                           | Critical Thinking       | Creative Thinking | Personal/Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>• Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>• Foster collaboration and community (students will solve their class inquiry questions by collaborating with each other.</li> <li>• Provide ongoing, relevant feed back to students</li> <li>• Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> <p><b>Representation</b><br/>Support background knowledge<br/><b>Whip Around Strategy: 1. Question</b><br/>Pose a prompt that has multiple answers. Have students write down as many responses as possible.</p> <p><b>2. Whip Around</b><br/>“Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> <p><b>3. Discuss</b><br/>After completing the whip around, have students discuss which ideas and themes showed up most in their responses.</p> |
| Communication | Critical Thinking  | Creative Thinking  | Personal/Cultural Identity  | Personal Awareness and Responsibilities | Social Responsibilities |                   |                            |   |                         |  |



|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <ul style="list-style-type: none"> <li>• How does God want us to treat his creatures?</li> <li>• Why is it important to take care of God’s creation?</li> </ul> <p><b><u>WE REFLECT</u></b><br/> In this stage, students ‘go further’ into their own thinking.<br/> Students reflect on the following in their reflection log:</p> <ul style="list-style-type: none"> <li>• What did you learn that you didn’t know before?</li> <li>• What happened when nature was disturbed in the story?</li> <li>• What does this story tell about how First Nations people view nature and animals?</li> <li>• Guide students to fill in the following question, “ <i>I understand that taking care of God’s creation is important because...</i>”</li> </ul> <p><b><u>Resources &amp; Materials:</u></b><br/> <i>Frog Girl: by Paul Owen Lewis</i></p> | <p><b>Lesson Hook Strategy:</b> a story, an analogy, a prop, media, or a challenge</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary:</li> <li>• <b>Word Splash Strategy: (concepts)</b></li> </ul> <p>Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are “splashed” or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words or phrases. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress (student reflection booklets)</li> </ul> <p>Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.)</p> |
|--|--|--|---|---|

|               |   |   |  |   |                         |                   |                             |   |                         |  |
|---------------|---|---|--|---|-------------------------|-------------------|-----------------------------|---|-------------------------|--|
| 8             | Students will identify the importance of storytelling in the form of Bible stories. | Students will be able to identify the moral/message of stories in the Bible and understand why the Bible contains critical teachings that are central to our faith. | <p><b>Core Competency Focus (highlight)</b></p> <table border="1" data-bbox="659 1112 1589 1193"> <tr> <td>Communication</td> <td>Critical Thinking</td> <td>Creative Thinking</td> <td>Personal/ Cultural Identity</td> <td>Personal Awareness and Responsibilities</td> <td>Social Responsibilities</td> </tr> </table> <p><b><u>Core Competency in Action:</u></b><br/> <b>Communication</b><br/> I ask and respond to simple, direct questions.<br/> I can understand and share information about a topic that is important to me.<br/> <b>Critical Thinking</b><br/> I can reflect on and evaluate my thinking.<br/> I can ask open-ended questions and gather information.</p> | Communication                           | Critical Thinking       | Creative Thinking | Personal/ Cultural Identity | Personal Awareness and Responsibilities | Social Responsibilities | <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Promote expectations that optimize motivation e.g. inquiry questions (the class will be guided to develop inquiry questions about the main concepts)</li> <li>• Develop self-assessment and reflection (class reflection discussion and individual student reflection logs)</li> <li>• Foster collaboration and community (students will solve their class inquiry questions by collaborating</li> </ul> |
| Communication | Critical Thinking   | Creative Thinking   | Personal/ Cultural Identity  | Personal Awareness and Responsibilities | Social Responsibilities |                   |                             |   |                         |  |

|  |  |   |  |
|--|--|---|--|
|  |  | <p><b><u>Learning Target</u></b> – Students will identify the importance of Bible stories in our faith. Students will identify people in scripture who live their call to a Christian life.</p> <p><b><u>Instructional Task</u></b></p> <p><b>Circle of Inquiry:</b><br/> <b><u>WE WONDER/ Lesson Hook</u></b><br/>     In this this stage, teachers ‘tune in’ to what the students know and have students vocalize their wonder questions.</p> <ul style="list-style-type: none"> <li>• Introduction to the story <i>St. Francis of Assisi</i> to the class. (show the front cover to the students)</li> </ul> <p>Students are <u>guided by these questions</u>:</p> <ul style="list-style-type: none"> <li>• What can you predict the story will be about based on the picture/ title?</li> <li>• What are your wonder questions about this story? Write their questions on chart paper.</li> </ul> <p><b><u>WE EXPLORE</u></b></p> <ul style="list-style-type: none"> <li>• In this stage, the students develop a plan and gather information. Read <i>St. Francis of Assisi</i> aloud to the class, pausing during the reading to ask simple comprehension question to make sure students are on track with the story. Graphic Organizer: As a class, start answering their wonder questions or add more questions.</li> </ul> <p><b><u>WE SHARE</u></b><br/>     In this stage, students sort out what they have learned and share what they have learned with their classmates. Refer back to the wonder questions and discuss their conclusions. Review the concept of <i>storytelling</i> in First Nations culture. Encourage students to make connections of First Nations’ storytelling to Bible stories in our faith community.</p> <p>Student are guided by these questions:</p> <ul style="list-style-type: none"> <li>• What was the message/moral of the story?</li> <li>• How did St. Francis treat animals?</li> <li>• Do you think Francis was doing what God wanted him to do?</li> <li>• How should we treat God’s nature and creatures?</li> </ul> <p><b><u>WE REFLECT</u></b><br/>     In this stage, students ‘go further’ into their own thinking. Students reflect on the following in their reflection log:</p> <ul style="list-style-type: none"> <li>• What did you learn that you didn’t know before?</li> <li>• How is <i>Frog Girl</i> similar/different from <i>St. Francis of Assisi</i>?</li> <li>• How can you describe the concept of storytelling through Bible stories? Guide students to fill in the following question, “ <i>I understand that Bible stories are able to teach us....</i>”</li> </ul> | <p>with each other.</p> <ul style="list-style-type: none"> <li>• Provide ongoing, relevant feed back to students</li> <li>• Include inquiry (teacher to provided feedback during whole class inquiry discussion, small group work, and during one on one conferencing)</li> </ul> <p><b>Representation</b><br/>     Support background knowledge<br/> <b>Whip Around Strategy: 1. Question</b><br/>     Pose a prompt that has multiple answers. Have students write down as many responses as possible.</p> <p><b>2. Whip Around</b><br/>     “Whip” around the room, calling on one student at a time. Have students share one of their responses. When called on, students should not repeat a response; they must add something new.</p> <p><b>3. Discuss</b><br/>     After completing the whip around, have students discuss which ideas and themes showed up most in their responses.</p> <p><b>Lesson Hook Strategy:</b> a story, an analogy, a prop, media, or a challenge</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary:</li> <li>• <b>Word Splash Strategy: (concepts)</b></li> </ul> <p>Before beginning a new chapter or unit of study, the teacher determines important terminology or key concepts for the topic. Then the words are “splashed” or displayed (preferably in an angle) on the front board or somewhere in the classroom. Students brainstorm and generate complete statements connecting the words</p> |
|--|--|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p><b>Resources &amp; Materials:</b><br/> <i>St. Francis of Assisi: by Silvia Vecchini</i></p> | <p>or phrases. They predict how the words relate to the main topic. Once they have predicated and generated their statements, students then read the printed material to check their accuracy and revise if needed.</p> <p><b>Action and Expression</b></p> <ul style="list-style-type: none"> <li>• Guide student goal setting and monitoring of progress (student reflection booklets)</li> </ul> <p>Offer flexible opportunities for demonstrating learning (written story, oral story, poem, drama, song, art, hands on materials, etc.)</p> |
|--|--|--|--|--|

| Teacher Reflection |                      |
|--------------------|----------------------|
| What worked well?  | Ideas for next time? |
| •                  | •                    |