



Affirming Catholic Themes Through Mentor Texts to Enrich Student Writing

Grades 4, 5 & 6

2007-2008



**Eastern Ontario Catholic
Curriculum Cooperative**

Working Together for Catholic Education



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INTRODUCTION

"You yourselves are our letter, written on our hearts, to be known and read by all; and you show that you are a letter of Christ, prepared by us, written not with ink but with the Spirit of the living God, not on tablets of stone but on tablets of human hearts."

2 Cor 3:2-3

Writing provides students with powerful opportunities to learn about themselves and their connections to the world. Through writing, students organize their thoughts, remember important information, solve problems, reflect on a widening range of perspectives, and learn how to communicate effectively for specific purposes and audiences. Writing also helps students to better understand their own thoughts and feelings and the events in their lives.

Affirming Catholic Themes Through Mentor Texts to Enrich Student Writing was developed to assist teachers with teaching the traits of writing while making connections to Catholic themes. This project has its genesis in requests from classroom teachers for meaningful mentor texts which would allow for higher order thinking and rich writing opportunities.

Although these lessons are organized according to the traits of writing and may be taught in isolation for a particular purpose, we would like to remind teachers of the importance of quickly integrating these mini-lessons back into the literacy block. The traits of writing, the writing process, and the forms of writing are interconnected components of effective writing programs.

These anchor lessons are not exhaustive in nature, but rather, are meant to **provide teachers with samples** showcasing how our Catholic values can be embedded in our daily teaching. The hope is that teachers would continue to build on these samples in order to develop more powerful writing programs.

Yours in Catholic Education,
Christine, Tammy, and Paula



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Sample Introductory Anchor Lesson #1

Rationale:

It is important to introduce/review all of the traits early in the year with the students prior to beginning focused units of study on the individual traits. The goal is to show children how all of these **traits are interconnected** and work together to create powerful pieces of writing. Students do not need to wait for the focused lessons before improving these traits in their daily writing.

The following two Sample Introductory Anchor Lessons may be used to review/introduce all of the traits. Teachers may choose to do one or both lessons.

Lesson #1

Time Frame: 3 days, 30 minutes each

Material: chart paper and markers

Before the Lesson:

- Discuss with students and define the word "trait/element". Ensure they understand that all good authors use many of the traits/elements in every piece of writing.
- Name the 6 vocabulary words (e.g., voice) by playing a word game (e.g., I am a word that would include supporting details, I begin my writing with at least one of these...).

During the Lesson:

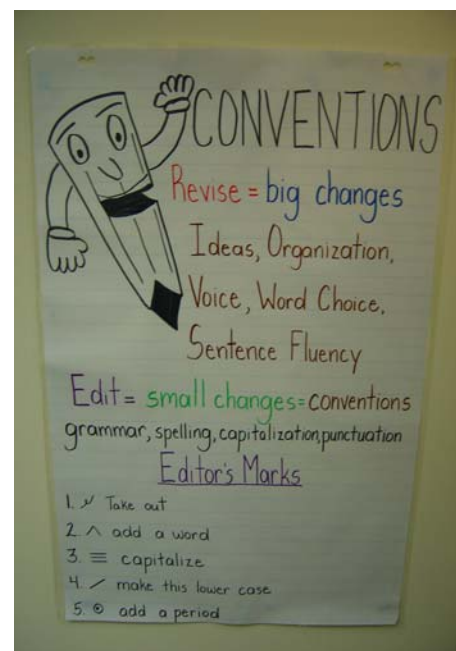
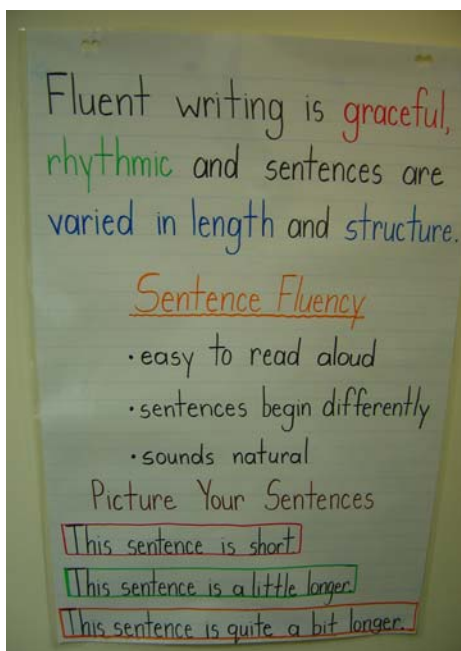
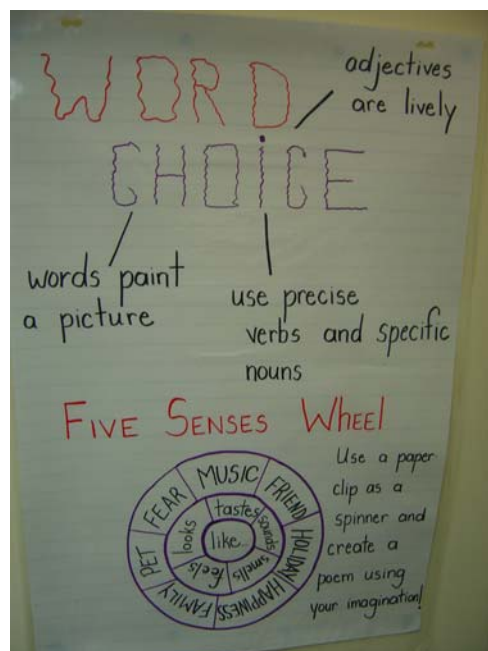
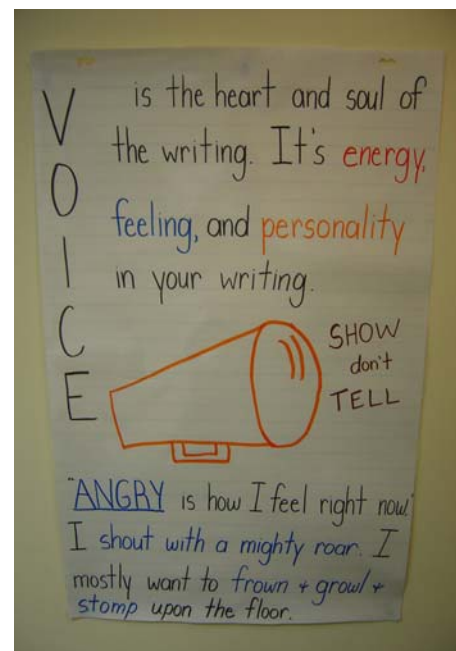
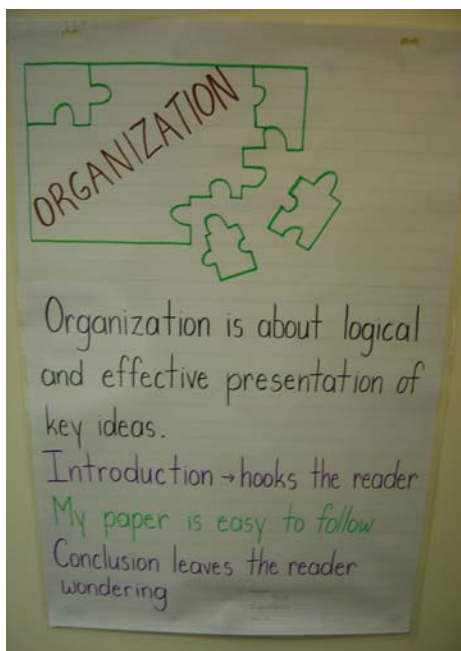
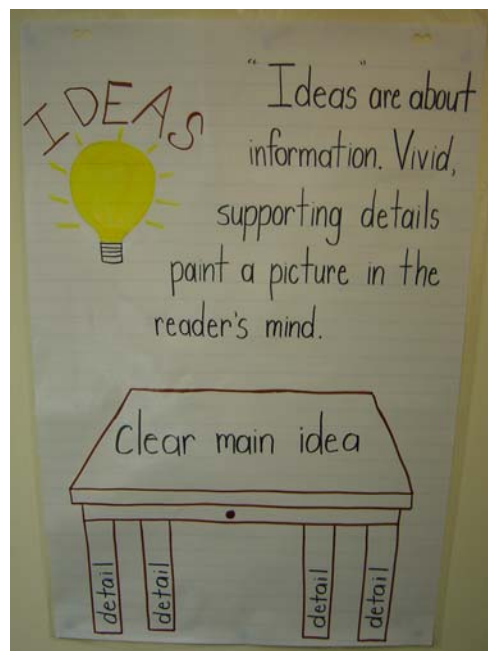
- Review the vocabulary words associated with the 6 traits (I, O, V, WC, SF, C).
- Brainstorm and record the main characteristics associated with each trait (e.g., I= 1 main idea, supporting details, O= beginning, middle, end). See page 6.
- Create an anchor chart together highlighting the characteristics of ideas. This will serve as a model.
- In small groups, using chart paper, students brainstorm creative ways to present an anchor chart which clearly outlines the characteristics of the trait assigned to them. Each group designs an anchor chart to be displayed in the classroom. A total of 6 posters will be viewed for easy recall of the characteristics of each trait.

After the Lesson: Add additional findings to the anchor charts as students discover other important attributes throughout the year. These should be **living posters** and reflect the current thinking of your class.



Sample Anchor Charts

Here are some sample anchor charts.



Anchor charts are created collaboratively with the students. Teachers and students are encouraged to refer and add to them regularly.



Sample Introductory Anchor Lesson #2



Dignity of the Human Person

The concept of human dignity is the foundation upon which all authentic social justice efforts are based. The human person, fashioned in God's image, has a supreme dignity which surpasses that of all other creatures - a dignity fully revealed by God the Son, who became human as Jesus Christ. Made in the image and likeness of God, all persons are sacred - this is the heart of human dignity. (Curriculum Support for Catholic Schools, EOCCC)

Wendy Ewald, the author, used the project captured in this book to promote Literacy Through Photography. The texts written by the children to describe their best feature reveal a lot about them and their personalities. The Best Part of Me links with the creation story in Genesis where it says that we human beings are made in the image and likeness of God. In our image-obsessed world it is important to remember that we are God's creation and we are dignified and loved.

Lesson #2

Time Frame: 2 days, 40 minutes each

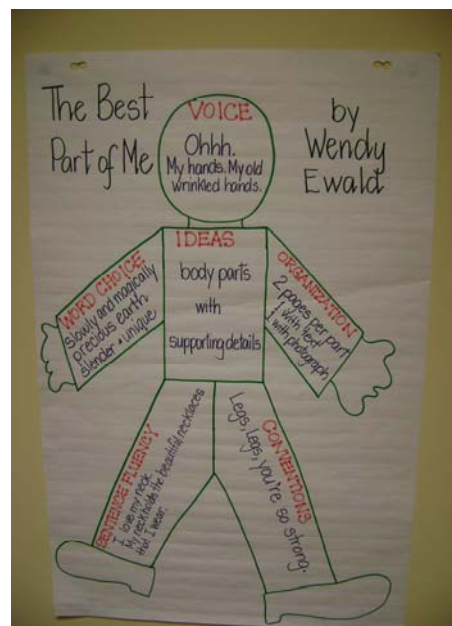
Material: chart paper and markers, and *The Best Part of Me* by Wendy Ewald

Before the Lesson: See ideas shared in Sample Introductory Lesson #1

During the Lesson:

Students will create a visual representation to display their understanding of the traits. This activity is adapted from the *Super 6 Comprehension Strategies* by Lori Oczkus. Instead of using it for reading comprehension, it has been adapted for use with the traits.

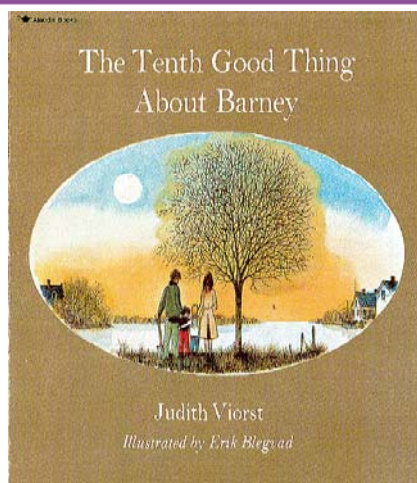
- Read *The Best Part of Me*.
- Invite the students to assist in the creation of a visual representation highlighting the author's use of the various traits. Explain why you have selected that particular shape (e.g., body outline for body parts in book, spider for book about spiders, etc.). Label each part with a different trait. Remember to think aloud as you write. Look for evidence of each trait within the book and add to the appropriate area.
- Students work in teams to create their own visual representations for a new book either selected by the teacher and/or the students. Most of the traits should be represented.



After the Lesson: Review the creation story from Genesis, Gen. 1:1-2:4. Pay particular attention to the creation of humankind. Keeping the phrase 'created in the image of God' in mind, students can consider the best part of themselves and construct a class book similar to Wendy Ewald's.



Grade 4 ~ Ideas Anchor Lesson



Stewardship

The concept of an ordered universe and a common heritage both point to the necessity of developing in the heart of every individual and in the activities of every society a true sense of stewardship and of solidarity. It is the obligation of a responsible steward to be one who cares for the goods entrusted to him and not one who plunders, to be one who conserves and enhances and not one who destroys and dissipates...Responsible stewardship demands a consideration for the common good. (Responsible Stewardship: Ecology as a Moral Task, Archbishop Renato Martino. Judith Dwyer, ed. 3. Curriculum Support for Catholic Schools, EOCCC)

As a boy comes to terms with the loss of his pet cat, Barney, he tries to think of some of the qualities that made his beloved cat so special. As the boy and his family bury Barney's body in the backyard, the boy is able to speak of Barney's many good qualities. As he runs through his list he is told that he has only nine. What could be Barney's tenth good quality? As the boy assists his father in the garden, he decides that Barney's tenth good quality is that Barney will help the flowers in the yard to grow.

Care and love of animals is one way to demonstrate that we are stewards of the Earth and its creatures.

TARGET TRAIT: Ideas

SECONDARY TRAIT(S): Voice, Word Choice

PURPOSE: This writing lesson will evoke emotions amongst students as they generate a list of qualities based on a relationship with a pet or a relative who may be deceased.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 4, students will:

- 1.2 generate ideas about a potential topic using a variety of strategies and resources
- 1.4 sort and classify ideas and information for their writing in a variety of ways
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers
- 1.6 determine whether the ideas and information gathered are relevant and adequate for the purpose, and do more research if necessary

TIME FRAME:

- 3 days, 35 minutes each



Grade 4 ~ Ideas Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *The Tenth Good Thing About Barney*, Judith Viorst ISBN: 0-689-71203-0
- Chart paper

BEFORE THE LESSON (1 day):

- Discuss with students the emotions felt after losing a pet or relative.
- On chart paper, model the use of a graphic organizer to generate qualities describing a pet or relative (e.g., web).
- Have students create their own webs, listing qualities of their pet/relative. Encourage students to use a thesaurus to enhance vocabulary.
- Using the graphic organizer, model for students how you can chunk qualities in order to write a cohesive paragraph together. This could serve as an anchor chart for future reference.
- Students are given time to chunk their own qualities and begin an independent writing piece.

DURING THE LESSON (2 days):

- Students use a Venn diagram to compare and contrast their own feelings and happenings (events) of losing a pet and/or loved one vs. the boy in the book.
- Students then review their original list to put together a paragraph describing their loss.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Link - Science and Technology Life Systems: Grade 4 Habitat and Communities
Classify organisms according to their role in a food chain (producer, consumer, and decomposer). Investigate how Barney is helping to grow flowers.

ASSESSMENT OPPORTUNITIES:

Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompts:

- *"Your paragraph is very well supported and the details you chose make sense."*
- *"You have included a few details which are not connected to your topic. Let's re-read your paragraph together to see which ones should stay and which ones could be taken out."*



Grade 5 ~ Ideas Anchor Lesson

Love and Dignity



Wilfrid Gordon McDonald Partridge
Written by Mem Fox
Illustrated by Julie Vivas

Love must manifest itself in actions and structures that respect human dignity, protect human rights and facilitate human development. Our relationship to our neighbour is bound up with our relationship to God; our response to the love of God, saving us through Christ, is shown to be effective in his love and service of people. Christian love of neighbour and justice cannot be separated. For love implies an absolute demand for justice, namely a recognition of the dignity and rights of one's neighbour. Justice attains its inner fullness only in love. Because every person is truly a visible image of the invisible God and a sibling of Christ, the Christian finds in every person God himself and God's absolute demand for justice and love. (Curriculum Support for Catholic Schools, EOCCC)

Wilfrid Gordon McDonald Partridge is a young boy who lived next door to an old age home. He knew all of the people who lived in the home. Each of Wilfrid Gordon's friends has a unique attribute and he loves his friends. His favourite person of the whole group is Miss Nancy Allison Delacourt Cooper because she has four names like he does.

One day Wilfrid Gordon learns that Miss Nancy has lost her memory and he tries to figure out what a memory is so he can help her find her lost memories. Out of love for Miss Nancy, Wilfrid Gordon collects objects that relate to the various descriptions of what memory is that he receives from his friends in the old age home. He uses the information to collect objects so he can give back memories to Miss Nancy. With the help of Wilfrid Gordon's found objects Miss Nancy is able to recall a number of memories from her childhood and also the day she first met Wilfrid Gordon. Wilfrid Gordon's actions show the respect for Miss Nancy's dignity as a person, regardless of her age and condition.

TARGET TRAIT: Ideas

SECONDARY TRAIT(S): Organization

PURPOSE: This writing lesson provides students with an opportunity to explore the use of questions to elicit rich details to support a main idea.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 5, students will:

- 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies

TIME FRAME:

- 3 days, 40 minutes each



Grade 5 ~ Ideas Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *Wilfrid Gordon McDonald Partridge*, Mem Fox ISBN: 0-916291-26-X
- Chart paper
- Writer's notebook (for more information, see *A Guide to Effective Literacy Instruction, Grades 4-6, Volume 6*)

BEFORE THE LESSON (1 day):

- On chart paper, use a shared writing approach to review with students techniques for prewriting strategies (e.g., quick sketch, word web, pair/share, read a short passage).
- Have students bring in a treasure such as a gift, photograph, special rock, or something simple from an outing.

DURING THE LESSON (2 days):

- Read aloud *Wilfrid Gordon McDonald Partridge*.
- Discuss and record ideas from students about some of their memories (e.g., butterflies in my stomach during a thrilling ride).
- Examine closely the details which Miss Nancy remembers from the items Wilfrid has brought to her. Discuss with students the importance of asking questions in order to help remember details that may have been forgotten.
- Students do a think-pair-share and work as reporters, questioning and taking jot notes in their writer's notebook in order to help their partners remember as many pertinent details as possible regarding their own treasure (e.g., How long have you had it? Who gave it to you? Where does it come from?).
- Students exchange jot notes and add any other details needed before beginning their independent writing.
- Using the overhead, model a paragraph describing his/her treasure.
- Students independently write a paragraph describing with great detail their treasure.

AFTER THE LESSON/INTEGRATION OPPORTUNITIES:

- The Grade 5 Religious Education program, *May We Be One*, includes a storytelling project for the year in Unit One (Theme 3 p. 66). Invite the students to collect stories to share with one another throughout the year. Periodically ask students to consider the stories they have collected for the project. Have students prepare and eventually read their stories to a primary class. Different forms of storytelling (puppets, art, mime, etc.) could be used.

ASSESSMENT OPPORTUNITIES:

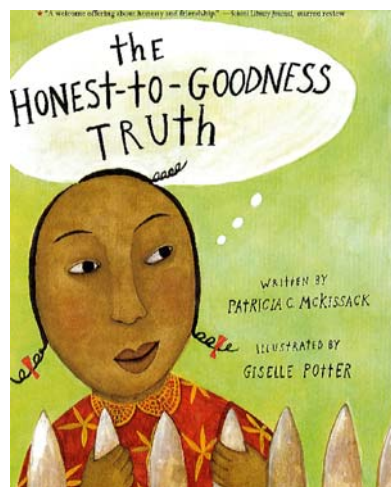
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- *"The details you used to describe your treasure are well thought out and support the main idea."*



Grade 6 ~ Ideas Anchor Lesson



Love

Love must manifest itself in actions and structures that respect human dignity, protect human rights and facilitate human development.

Our relationship to our neighbour is bound up with our relationship to God; our response to the love of God, saving us through Christ, is shown to be effective in his love and service of people. Christian love of neighbour and justice cannot be separated. For love implies an absolute demand for justice, namely a recognition of the dignity and rights of one's neighbour. (Curriculum Support for Catholic School, EOCCC)

After being caught in a lie, Libby Louise vows never to lie again. Libby quickly learns that her absolute truth stand has alienated a lot of people. Libby has to learn that truth is a valuable thing that cannot be blurted out all at once. She learns from Mama that there is a wrong way to tell the truth and this can be hurtful. Libby Louise must learn to temper her words with love and an understanding of the situation.

TARGET TRAIT: Ideas

SECONDARY TRAIT(S): Word Choice

PURPOSE: This writing lesson provides students with the opportunity to challenge their concept of the virtue of truth while incorporating interesting details to hold the reader's attention.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 6, students will:

- 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas

TIME FRAME:

- 2 days, 40 minutes each

MATERIALS AND RESOURCES

- *The Honest-to-Goodness Truth*, Patricia McKissack ISBN: 0-689-85395-5
- Chart paper
- Writer's notebook (for more information, see *A Guide to Effective Literacy Instruction, Grades 4-6, Volume 6*)



Grade 6 ~ Ideas Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Read aloud *The Honest-to-Goodness Truth*.
- Review use of similes.
- In small groups, have students examine times that they had to soften the truth or should have chosen to do so (e.g., A friend has a bad haircut - asks if you like it - you reply, "I've never seen it that short. Don't worry it'll grow").
- Once a student has shared an experience, other group members write down 3 questions that they have on a sticky note. These questions could be used to help create more interesting details.

DURING THE LESSON (1 day):

- On chart paper, use a shared writing approach. Review the story and create a web to visualize and understand how the author generated details (e.g., Libby tells a lie, vows to always tell truth, 6 episodes where she hurts a friend's feelings).
- In their writer's notebook, students make a list of possible ideas, occasions, or situations that they may choose to write about at a later date. They can place the sticky note on that page for future reference.
- Remind students that you are expecting to see interesting details as outlined on the web in their next piece of writing.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Research and record in writer's notebook, a list of similes that could be used in future writing. Some examples from the text include:
 - "She was surprised at how easy the lie slid out of her mouth, *like* it was greased with warm butter."
 - "Libby's stomach felt *like* she'd swallowed a handful of chicken feathers."

ASSESSMENT OPPORTUNITIES:

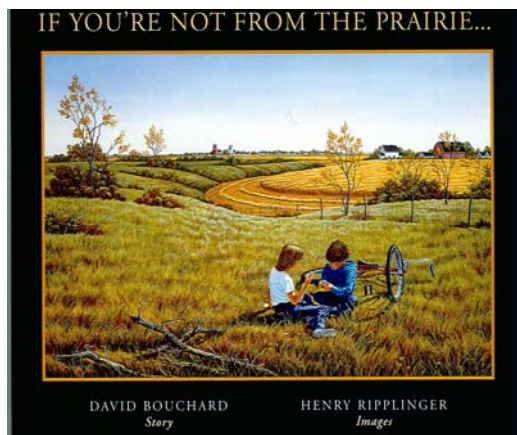
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "You have generated an extensive list of possible topics. Some topics listed are a little too broad. Please review your list to see if you can further narrow a few of them. "



Grade 4 ~ Organization Anchor Lesson



Community

A community is any association of people who come together with a common interest, vision or purpose. Community arises from the fact that we are made in the image and likeness of God, who is a communion of Father, Son and Holy Spirit. The notion of community is therefore central to Christian life. The Christian community is where the Holy Spirit teaches us to grow in love for one another and to welcome persons who seek a living experience of Christ's love. Community is thus a place where a common vision is celebrated and nurtured for the good of its members and the outside world.

(Curriculum Support for Catholic Schools, EOCCC)

If You're Not From the Prairie offers the reader a glimpse of the landscape and features of the Prairie region. There is a real focus on the prairie farming and all that entails: the people, plants, trees, sky and weather that round out the community. At first reading many people seem to be excluded from the prairie community described in the book. The author repeats a line throughout the tale that seems to add to the alienation - "If you're not from the prairie, you don't know..." This pattern carries on throughout the text until the very last section of the book in which a prairie farmer tries to explain about himself. Many of us will never completely know the way of life on the prairie, but the author does offer a glimpse of that life and welcomes us to the community by choosing points of comparisons like snow and wind that would be familiar to people because we are elements of nature. The surest link between all peoples is the "same blazing sun" that we share.

TARGET TRAIT: Organization

SECONDARY TRAIT(S): Voice

PURPOSE: This writing lesson provides students with an opportunity to replicate the writing style and organizational pattern of a Canadian author.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 4, students will:

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.2 generate ideas about a potential topic using a variety of strategies and resources
- 2.5 identify their point of view and other possible points of view on the topic
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features

TIME FRAME:

- 3 days, 40 minutes each

MATERIALS AND RESOURCES

- *If You're Not From the Prairie*, David Bouchard ISBN: 1-895714-66-4
- Chart paper, overhead, writer's notebook (for more information, see *A Guide to Effective Literacy Instruction, Grades 4-6, Volume 6*)



Grade 4 ~ Organization Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Teacher leads discussion to ensure that all students understand that "pattern" refers to the way a piece of writing is put together.
- Review with students organizational patterns and discuss their purpose (e.g., recipe card = list, how to = step-by-step).
- Discuss point of view.

DURING THE LESSON (2 days):

- Read *If You're Not From the Prairie*.
- Orally, have students think-pair-share for 2 minutes discussing the pattern they have heard.
- Teacher allows a few minutes to lead class discussion to summarize the pattern.
- On chart paper, teacher writes the pattern that students are to follow.

If you're not from _____

You don't know _____

You can't know _____

(3 details to support)

If you're not from _____ (repeat)

You don't know _____

- Using the overhead, create an idea web to provide students with sample ideas to draw from (e.g., favourite city).
- You may choose to alter a few ending words to create more writing opportunities.
 - If you're not _____ (Canadian)
 - You don't know _____
 - If you've never been to _____ (beach)
 - You don't know _____
- Teacher chooses an idea from the web and models for students by filling in the blanks.
- Students may have suggestions of their own patterns. Record all possibilities.
- Students will work in pairs or independently to create their own pattern stories.

AFTER THE LESSON/INTEGRATION OPPORTUNITIES:

- Link to the study of Canada's provinces, territories, and regions in Social Studies. Students can locate the prairies on a map and identify the resources that come from this region.
- Link to the study of Habitats and Communities in Science. Students can investigate animals and plants that thrive in the prairie region. Formulate questions about native plants and animals in the prairie. Research answers to your question (e.g., How do birds protect their young if there are limited trees in which to build nests?).
- Follow up with more related activities on point of view.

ASSESSMENT OPPORTUNITIES:

Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "You have a good sense of organization in this piece. The sequencing is logical and effective."



Grade 5 ~ Organization Anchor Lesson

STAND TALL, MOLLY LOU MELON



Dignity of the Human Person

The concept of human dignity is the foundation upon which all authentic social justice efforts are based. The human person, fashioned in God's image, has a supreme dignity which surpasses that of all other creatures - a dignity fully revealed by God the Son, who became human as Jesus Christ. There are inherent rights and responsibilities which proceed from human dignity and demand recognition. Human dignity is not a means to achieve an end; it has its own value because of the human person's purpose and destiny: to know and love God. People do not lose this dignity because of gender, sexual orientation, disability, poverty, age, misadventure, misfortune or sinful behaviour. Made in the image and likeness of God, all persons are sacred - this is the heart of human dignity. (Curriculum Support for Catholic Schools, EOCCC)

From Molly Lou Melon's earliest years her champion has been her grandma. Her grandma has told her not to let her perceived shortcomings slow her down - "Walk as proudly as you can", "Smile big and the world will smile right alongside you", "Sing out clear and strong" are but a few of her encouraging words. When Molly Lou moves away from her friends and Grandma, she uses Grandma's encouragement to overcome the taunts of a bully in her new school. Her pluck and determination eventually wins over the bully.

TARGET TRAIT: Organization

SECONDARY TRAIT(S): Voice

PURPOSE: This writing lesson provides students with an opportunity to develop a greater awareness of their similarities and differences, and write a newspaper article/advice column.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 5, students will:

- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of graphic organizers
- 1.6 determine whether the ideas and information gathered are relevant and adequate for the purpose, and do more research if necessary
- 2.1 write longer and more complex texts using a variety of forms
- 2.2 establish a personal voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (media expectation)

TIME FRAME:

- 4 days, 40 minutes each



Grade 5~ Organization Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *Stand Tall, Molly Lou Melon*, Patty Lovell ISBN: 0-399-23416-0
- Chart paper
- Scenario cards/cue cards

BEFORE THE LESSON (2 days):

- Teacher prepares scenario cards for group discussion (e.g., Joey is being picked on because he has braces).
- Discuss whole group reasons why people get teased/picked on (e.g., short, tall, red hair, voice).
- Review elements of a newspaper column/letter (e.g., greeting, state the problem, suggest a solution, closing).

DURING THE LESSON (2 days):

- Read *Stand Tall, Molly Lou Melon*.
- Review on chart paper how Molly Lou was different from others (e.g., voice, short, buck teeth).
- In small groups, students discuss topics given by the teacher (cue cards) that are suitable to write about for a newspaper column.
- Teacher leads a shared writing lesson demonstrating how to properly set up an advice column for a newspaper. Use a cue card idea as your problem and answer it as a class.
- Students follow the above model and write their own independent pieces.
- Have a think-pair-share to review their columns.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Social Justice is rooted in the basic idea that every human person has dignity. The Grade 5 Religious Education program, *May We Be One*, has a justice unit (Unit Six) that considers Jesus' Gospel of Justice. "The biblical good news tells of a God who delights to be with the little people, who traditionally have few rights: the stranger, the widow, the orphan." (*May We Be One*, p. 177) Consider the book *Stand Tall, Molly Lou Melon*, in light of the Gospel of Justice. As a class, try to figure out ways to make sure that people feel welcome and included in activities.

ASSESSMENT OPPORTUNITIES:

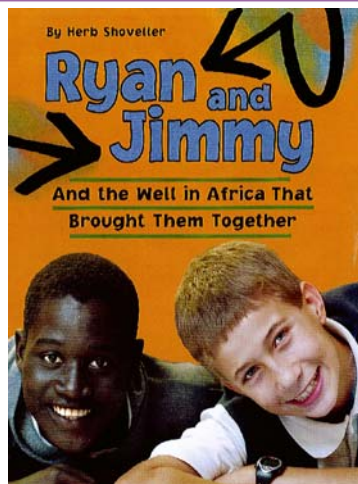
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "Great job with the organization of your advice column. Your ideas are clear because of the organization."



Grade 6 ~ Organization Anchor Lesson



Love & Justice

Love must manifest itself in actions and structures that respect human dignity, protect human rights and facilitate human development.

Our relationship to our neighbour is bound up with our relationship to God; our response to the love of God, saving us through Christ, is shown to be effective in his love and service of people. Christian love of neighbour and justice cannot be separated. For love implies an absolute demand for justice, namely a recognition of the dignity and rights of one's neighbour. Justice attains its inner fullness only in love. Because every person is truly a visible image of the invisible God and a sibling of Christ, the Christian finds in every person God himself and God's absolute demand for justice and love. (Curriculum Support for Catholic Schools EOCCC)

Ryan Hreljac's wish to help people who needed clean water is the backdrop for a unique story of how Ryan and his pen pal, Jimmy Akana, eventually became brothers. This biographical book highlights Ryan's effort to raise funds to build wells, as well as his eventual trip to Uganda to meet Jimmy.

The book relates the creation of the Ryan's Well Foundation and Ryan's continued success in raising funds for wells in Africa.

The situation in Uganda concerning the LRA rebel fighters is explained and thus the reader can comprehend the necessity for Jimmy coming to stay with the Hreljacs in Canada. Once Jimmy settles into life in Canada, he too joins the effort to fund wells in Africa.

TARGET TRAIT: Organization

SECONDARY TRAIT(S): Word Choice/ Conventions

PURPOSE: This writing lesson provides students with an opportunity to sensitize themselves to the needs of others in the world, and put together a brochure (media text) using appropriate techniques and conventions to support Ryan's mission.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 6, students will:

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 2.1 write longer and more complex texts using a wide range of forms
- 2.3 use some vivid and/or figurative language and innovative expressions to add interest

TIME FRAME:

- 2-5 days depending on amount of research required, 20-50 minutes each



Grade 6 ~ Organization Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *Ryan and Jimmy and the Well in Africa that Brought Them Together*, Herb Shoveller
ISBN: 1-55337-967-5
- Chart paper, overhead
- Brochures from a variety of community organizations

BEFORE THE LESSON (2 days):

- Review techniques used to captivate an audience in a brochure/pamphlet (e.g., bold sub-titles, photos).
- Discuss the importance of a strong lead and list on chart paper a variety of ways for students to do this (e.g., use a sound effects, begin with dialogue, thoughts & feelings).
- Share several examples of brochures from organizations within the community (e.g., Cancer Society, M.S., Big Brothers, etc.).
- Ensure that students have examples of techniques that may be used at the conclusion of a brochure (e.g., a profound thought, surprise, a quote).

DURING THE LESSON (3 days):

- Read aloud *Ryan and Jimmy and the Well in Africa that Brought Them Together*.
- Note and discuss along the way techniques utilized to captivate the audience (e.g., photos, maps, letters, sub-titles). Pay attention to the unique design around the pages.
- In small groups, discuss ways that a brochure may be helpful to promote a good cause.
- On overhead/chart paper, discuss ways that a brochure may be helpful to promote a good cause.
- Research a chosen topic/organization, if necessary.
- Students decide on the layout for their brochures and begin to write independently or in small groups. Scaffold as needed.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Ryan and Jimmy's story is an example of truly loving a neighbour. Jesus gave us the moral message of the kingdom of God - love God and love your neighbour. *You Shall Be My Witnesses*, the Grade 6 Religious Education program in Unit 6 explores the moral message as lived by Jesus. In light of the moral message, and the beatitudes, explore how Ryan and Jimmy's story is a modern example of Jesus' teaching.

ASSESSMENT OPPORTUNITIES:

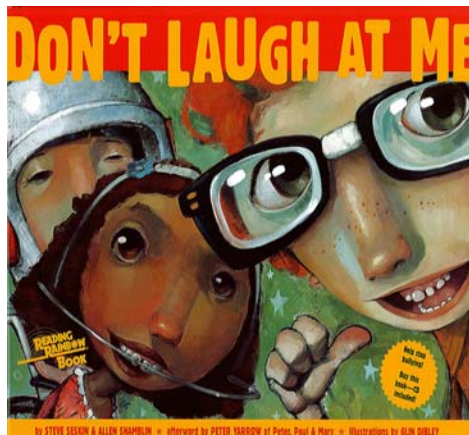
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "You have a good sense of organization for your brochure. You might want to consider reworking your lead in order to make it more attention-getting."



Grade 4 ~ Voice Anchor Lesson



Dignity of the Human Person

The concept of human dignity is the foundation upon which all authentic social justice efforts are based. The human person, fashioned in God's image, has a supreme dignity which surpasses that of all other creatures - a dignity fully revealed by God the Son, who became human as Jesus Christ. There are inherent rights and responsibilities which proceed from human dignity and demand recognition. These include respect for human life from conception until natural death, the right to make free decisions, the right to choose a state in life, the right to food, to religious freedom, to meaningful work, education and shelter. Human dignity is not

a means to achieve an end; it has its own value because of the human person's purpose and destiny: to know and love God. People do not lose this dignity because of gender, sexual orientation, disability, poverty, age, misadventure, misfortune or sinful behaviour. Made in the image and likeness of God, all persons are sacred - this is the heart of human dignity. (Curriculum Support for Catholic Schools, EOCCC)

"In God's eyes we're all the same." So, "Don't laugh at me. Don't call me names. Don't get your pleasure from my pain." These are the important messages from the book Don't Laugh At Me. We hear the voices of characters that are on the receiving end of hurtful comments. The human person, fashioned in God's image, has a supreme dignity - a dignity fully revealed by God the Son, who became human as Jesus Christ. There are inherent rights and responsibilities which proceed from human dignity and demand recognition.

TARGET TRAIT: Voice

SECONDARY TRAIT(S): Conventions (contractions)

PURPOSE: This writing lesson provides students with an opportunity to deepen their understanding of incorporating voice in their own writing.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 4, students will:

- 2.1 write more complex texts using a variety of forms
- 2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement
- 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

TIME FRAME:

- 3 days, 40-50 minutes each

MATERIALS AND RESOURCES

- *Don't Laugh At Me*, Steve Seskin & Allen Shamblin (ISBN: 1-58246-058-2)
- Chart paper
- Writer's notebooks



Grade 4 ~ Voice Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Introduction of 'forbidden words' - Students are explicitly taught the difference between TELL words and SHOW words. On chart paper, model the following activity as students do the same in their writer's notebook:
 1. Divide chart paper into 4 equal squares. Label the chart 'Forbidden Words: Show vs. Tell'
 2. Ask students in a friendly manner, "Do you think that I'm angry?"
 3. When students reply, "No", ask them how they know (smiling, spoke softly, bright eyes).
 4. Ask them to describe these characteristics using only one word (i.e., happy). Happy is a TELL word, while the initial descriptions from the students are the SHOW words.
 5. In one quadrant of the chart paper, record the forbidden word 'happy' and list other characteristics that could be used instead to describe it.
 6. Repeat this process using other forbidden words (e.g., angry, sad, excited, nervous).

FORBIDDEN WORDS: Show vs. Tell

Angry (tell word) Red face, lips quiver, stomp feet, slam door, yell, clench fists, stiff body (show words)	Sad Crying, dragging feet, tears in eyes, trembling lips, frown (show words)
Excited Jumping up and down, bright (sparkling) eyes, heart beating fast (show words)	Nervous Biting fingernails, pacing the floor, butterflies in stomach, (show words)

DURING THE LESSON (2 days):

- Read aloud *Don't Laugh At Me*.
- Examine the layout of the opening page (i.e., words coming out of mouth).
- Discuss Shape Poetry. Using shared writing, create examples of shape poems together on chart paper.
- Students can proceed independently in their writer's notebooks, creating their own describing feelings shape poems (happy, silly, disappointed) or objects (hula hoops, clouds).
- Re-read *Don't Laugh At Me* and create a list of contractions used. Discuss whether or not the use of contractions affects the tone.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Students write letters to some of the students from the book offering support, words of encouragement and/or suggestions. These could be collected and made into an 'anti-bullying' class book.
- Using the quote from *Don't Laugh At Me*, "In God's eyes we are all the same." Create a paragraph describing how we can make this world a more respectful, safe, and peaceful place.

ASSESSMENT OPPORTUNITIES:

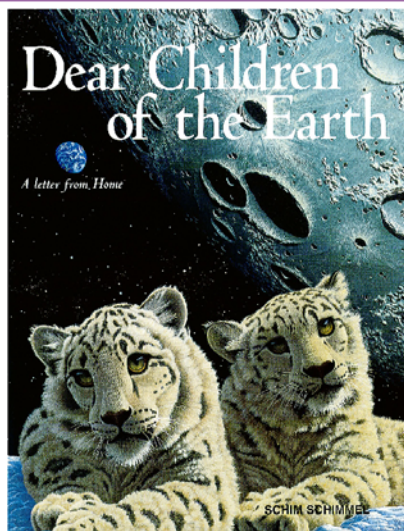
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "I was very touched when I read your poem. Try to evoke those same strong emotions in your next piece of writing."



Grade 5 ~ Voice Anchor Lesson



Stewardship

The concept of an ordered universe and a common heritage both point to the necessity of developing in the heart of every individual and in the activities of every society a true sense of stewardship and of solidarity. It is the obligation of a responsible steward to be one who cares for the goods entrusted to him and not one who plunders, to be one who conserves and enhances and not one who destroys and dissipates...Responsible stewardship demands a consideration for the common good. (Responsible Stewardship: Ecology as a Moral Task, Archbishop Renato Martino. Judith Dwyer, ed. 3)

God's glory is revealed in the natural world, yet we humans are presently destroying creation. In this light, the ecological crisis is also a profoundly religious crisis. In destroying creation we are limiting our ability to know and love God. "The ecological crisis is a moral issue" and "the responsibility of everyone," says Pope John Paul II. "Care for the environment is not an option. In the Christian perspective, it forms an integral part of our personal life and of life in society. Not to care for the environment is to ignore the Creator's plan for all of creation and results in an alienation of the human person." (A Pastoral Letter on the Christian Ecological Imperative from the Social Affairs Commission, Canadian Conference of Catholic Bishops, October 4, 2003. Curriculum Support for Catholic Schools, EOCCC)

Dear Children of the Earth is written as a letter from the earth to the inhabitants of the planet. The reader is reminded of the numerous landscapes of the planet and is asked to consider what the earth would be like without whales, penguins, kangaroos or grizzly bears and many other creatures. The earth is hurting and we must stop doing damage to our home. There is only one earth and we humans are billions in number. If each of us did one little thing to help, we could stop the destruction of the planet.

TARGET TRAIT: Voice

SECONDARY TRAIT(S): Sentence Fluency & Word Choice

PURPOSE: This writing lesson provides students with an opportunity to reflect on environmental issues through letter writing.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 5, students will:

- 1.1 identify the topic, purpose, and audience for a variety of written forms
- 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- 2.4 vary sentence types and structures
- 3.8 produce pieces of published work to meet identified criteria

TIME FRAME:

- 3 days, 30 minutes each



Grade 5 ~ Voice Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *Dear Children of the Earth*, Schim Schimmel ISBN: 1-55971-225-2
- Chart paper

BEFORE THE LESSON (1 day):

- Discuss with students our responsibility for helping to save our planet. Record ideas on chart paper.
- Review elements of letter writing.

DURING THE LESSON (2 days):

- Read aloud *Dear Children of the Earth*.
- Generate a new list of problematic situations discovered in the story (e.g., cutting down forests, dumping garbage in oceans).
- The author asks, "Now what do you think is the biggest, most important thing you can do to help me?" Give students 2 minutes to think-pair-share ideas.
- Lead a whole group discussion to summarize their thoughts.
- Complete the reading of the book.
- As a shared writing activity, work with students to create a letter to Mother Earth, acknowledging and responding to her concerns.
- Students proceed to independent letter writing.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Link - Science and Technology, Revised 2007, *Some Considerations for Program Planning*
"Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of the Earth's physical and biological systems"

Investigate what kids can do to slow climate change. Use the internet to do your research. Check out the website Save a Snowman (www.saveasnowman.org)

ASSESSMENT OPPORTUNITIES:

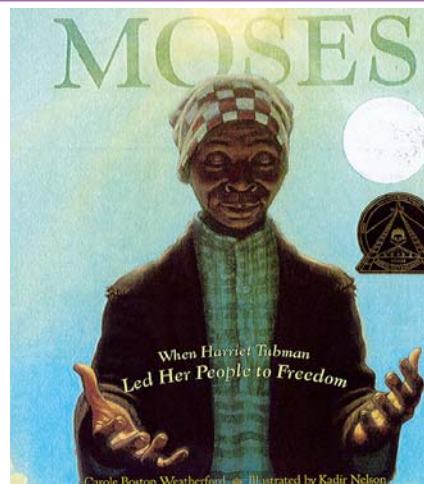
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "Remember to use words that will help the reader understand how much this topic means to you and why."



Grade 6 ~ Voice Anchor Lesson



Faith

Faith is the human response to God reaching out to us in love. And so, faith is primarily about relationship and trust. Faith enables us to cry out to God in our trials and to give God thanks for life's blessings. Christian faith is built on relationship with Jesus, the human face of God, who seeks us out and invites us to share in the divine life. Christian faith recognizes the Gospel call to love of God and neighbour as the path to a fully human existence. The gift of faith received at Baptism enables us to understand our origin and destiny: created in love to share in the divine life. Our faith is witnessed through communion in the one Spirit, expressed by reaching out in service, reconciling the world to God in Christ. Faith gives meaning to all aspects of human life; it is an orientation of the heart, the soul and mind, shedding light

on the true significance of every human life and undertaking. (Curriculum Support for Catholic Schools, EOCCC)

Moses: When Harriet Tubman Led Her People to Freedom opens with Harriet praying to God. Harriet acknowledges that she is a child of God and yet her master owns her. God hears her lament and tells, in the song of a 'whip-poor-will', that she is meant to be free. The journey to freedom is going to be dangerous and physically demanding; she could be caught at any time before she reaches freedom. Harriet has trust in God and her faith sees her through times of worry and peril. Harriet finds freedom in the northern United States. Her freedom brings heartache because so many of her family are still enslaved in the South. God tells Harriet to prepare in God's house and then to go back to the South to lead other slaves to freedom. Harriet, like Moses in the Old Testament, heeded God's call to lead her enslaved people to freedom. Moses led the Israelites from Egypt to the land of Canaan and Harriet led slaves from the Southern United States to Canada on the Underground Railroad.

TARGET TRAIT: Voice

SECONDARY TRAIT(S): Word Choice

PURPOSE: This writing lesson provides students with an opportunity to develop voice and more specifically to use vivid language to create a particular mood or tone.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 6, students will:

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- 2.1 write longer and more complex texts using a wide range of forms
- 2.2 establish a distinctive voice in their writing appropriate to the subject and audience

TIME FRAME:

- 4-5 days, 40-50 minutes each



Grade 6 ~ Voice Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *Moses: When Harriet Tubman Led Her People to Freedom*, Carole Boston Weatherford
ISBN: 10: 078685175-9
- Chart paper

BEFORE THE LESSON (2 days):

- If students haven't had exposure to voice and its characteristics, refer to the Grade 4 Show vs. Tell activity (page 21).
- Discuss techniques used to elicit voice (e.g., dialogue, vivid language).
- Students could complete a KWL on slavery.
- Students explore a variety of books, searching and generating a list of words which help create mood/emotion (e.g., disappointed, angry, excited, thankful, nervous).

DURING THE LESSON (2 days):

- Introduce students to Harriet Tubman (see inside cover of book).
- Read aloud the story of *Moses*. Ask students to listen carefully for words or phrases used by the author to create mood or elicit emotions (e.g., "My mind is made up. Tomorrow I flee." = determined, "God wraps her in the blanket of night and she returns to the cabin..." = secure).
- Read aloud a second time and have students record what they see/feel along the way. Reflect on the particular techniques the author used to bring out voice (e.g., dialogue, page layout, font size, vivid language). Discuss findings together.
- Model writing an informal letter creating a chosen mood. This letter could be to Harriet or to the author expressing feelings of hope, understanding, etc.
- Students write a letter independently, following the modelled lesson and keeping in mind their audience (e.g., Harriet, the author, or another person). Students may also consider writing a letter to God asking for his guidance on a specific personal issue.

AFTER THE LESSON/INTEGRATION OPPORTUNITIES:

- Compare the life of Harriet Tubman with that of the prophet Moses. The Grade 6 Religious Education program, *You Shall Be My Witnesses* has two themes that tell parts of Moses' story (Theme 5 & 6). Use a graphic organizer (T-chart or Venn diagram) to organize your findings.
- Although this book is fictional it has many real pieces of information imbedded within the text. Carol Avery in *Making Facts Come Alive* uses the term 'faction' with her students to describe this type of text. Invite students to read about Harriet Tubman and see if they can find proof of any of the items included in the picture book.

ASSESSMENT OPPORTUNITIES:

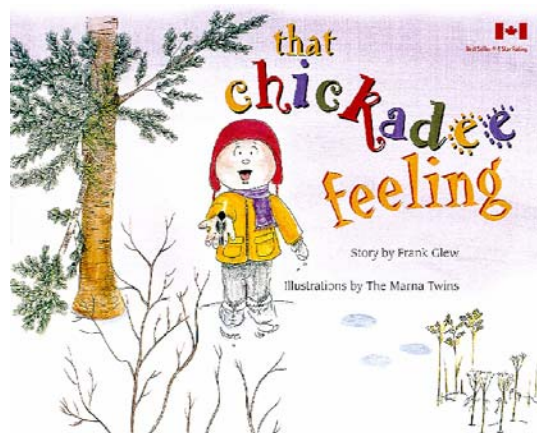
Provide specific, ongoing feedback to students and embed opportunities for student metacognition.

Sample prompt:

- "I hear your voice here (show), but then it fades. Can you add voice to more places in this piece of writing?"



Grade 4 ~ Word Choice Anchor Lesson



Wonder and Awe

Wonder may be understood as a response of a person who beholds some mystery or gains some new or deeper insight into the nature of a "natural" or seemingly "supernatural" reality. It may be a feeling of surprise, astonishment, amazement or admiration. It also may be born of a new or deeper insight related to a seemingly ordinary or everyday occurrence but which is now appreciated in a new way.

Awe may be understood as a person's mixed feeling of reverence, fear and wonder in the face of something majestic, sublime, or sacred. The effect of awe may be temporarily immobilizing and

often elicits a display of homage, worship and/or deference. (Curriculum Support for Catholic Schools, EOCCC)

At the start of the story a child expresses to her mother that she is bored. The mom's solution is to have the child experience a "chickadee feeling". The relationship with animals in nature and the natural world is a way to get reconnected and to feel good. The child marvels at the experience of feeding a chickadee from her bare hand. By communing with God's creation in nature the two characters are able to experience the "chickadee feeling" and then they relate other times in their lives when they have felt awe inspiring harmony and contentment with the world and within themselves.

TARGET TRAIT: Word Choice

SECONDARY TRAIT(S): Voice, Organization

PURPOSE: This writing lesson provides students with an opportunity to reflect on the many rewarding, magical moments they have experienced and to write a diamante poem expressing these feelings using strong word choice.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 4, students will:

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 2.3 use specific words and phrases to create an intended impression
- 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose

TIME FRAME:

- 2 days, 30-50 minutes each

MATERIALS AND RESOURCES

- *That Chickadee Feeling*, Frank Glew ISBN: 0-9688494-4-X
- Chart paper



Grade 4 ~ Word Choice Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Have fun teaching students a variety of ways to improve their word choice (e.g., use alliteration, idioms, assonance - repetition of vowel sounds e.g., Sue's blue shoes).
- Students may practice using more specific verbs and strong adjectives. They may use a variety of resources such as a thesaurus, dictionary of synonyms & antonyms or thematic dictionary.
- Introduce students to the structure of a diamante poem.

DURING THE LESSON (1 day):

- Read aloud *That Chickadee Feeling* and have students listen for specific verbs.
- You may choose to have a list of strong verbs on a sheet of paper for each student and as they hear verbs from the story that appear on their list, they may highlight them for future use.
- Draw a template on chart paper for students so they clearly see and understand the vocabulary needed to complete a diamante poem (i.e., two opposite subjects, 16 words arranged in 7 lines to form a diamond shape).
- Students complete a poem independently using all resources available (e.g., dictionaries, activities previously done).

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Use the "Earth School Questions and Suggestions" at the end of the story to extend *That Chickadee Feeling*.
- Grade 4 Science and Technology - Habitats and Communities
Find information about the chickadee and other birds that are represented in the story. Investigate the habitat of forest birds, in particular, those that remain in area during the winter season.
- As a class, participate in a winter bird count. If there is not one in your neighbourhood consider counting the type and number of birds that visit your own school grounds.

ASSESSMENT OPPORTUNITIES:

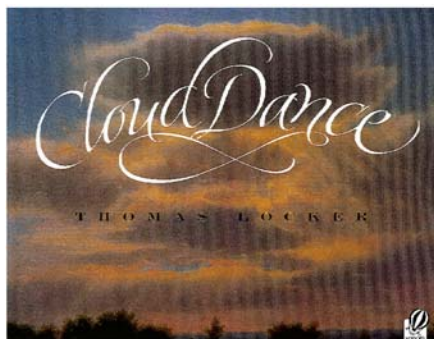
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "I like the way you choose your words with such thoughtfulness. As a result, your poem is very powerful."



Grade 5 ~ Word Choice Anchor Lesson



Wonder & Awe

***Wonder** may be understood as a response of a person who beholds some mystery or gains some new or deeper insight into the nature of a "natural" or seemingly "supernatural" reality. It may be a feeling of surprise, astonishment, amazement or admiration. It also may be born of a new or deeper insight related to a seemingly ordinary or everyday occurrence but which is now appreciated in a new way.*

***Awe** may be understood as a person's mixed feeling of reverence, fear and wonder in the face of something majestic, sublime, or sacred. The effect of awe may be temporarily immobilizing and often elicits a display of homage, worship and/or deference. (Curriculum Support for Catholic School, EOCCC)*

The pairing of beautiful illustrations and poetry to describe the various cloud formations inspires awe. The author makes the clouds dance through the day and seasons. The clouds can be heavy and formidable or light and wispy depending on the weather and seasons. The lyric descriptions of the clouds show the close relationship clouds have with other elements of nature. The gorgeous illustrations encourage us to treasure the natural landscapes that we have been given.

TARGET TRAIT: Word Choice

SECONDARY TRAIT(S): Voice

PURPOSE: This writing lesson provides students with an opportunity to develop their vocabulary using similes and colourful captions to describe a setting.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 5, students will:

- 2.3 use some vivid and/or figurative language and innovative expressions to add interest
- 2.6 identify elements of their writing that needs improvement, using feedback from the teacher and peers, with a focus on specific features
- 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose
- 3.5 use parts of speech correctly to communicate their intended meaning clearly

TIME FRAME:

- 3 days, 40 minutes each



Grade 5 ~ Word Choice Anchor Lesson Cont'd

MATERIALS AND RESOURCES

- *Cloud Dance*, Thomas Locker ISBN: 0-15-204596-1
- Chart paper
- Pictures

BEFORE THE LESSON (1 day):

- Define for the students what a caption means (i.e., expresses the content and the mood or emotion of a drawing or photograph. They are usually 1 to 3 sentences and contain descriptive words).
- Find captivating, scenic pictures that speak to the audience (e.g., old calendars, nature pictures) - have students bring in some magazines.
- Discuss with students details within the picturesque settings that speak to them.

DURING THE LESSON (2 days):

- Read aloud *Cloud Dance*.
- Highlight the imagery and word choice the author uses in his captions to paint vivid pictures in our mind (e.g., high wispy clouds).
- Using chart paper in small groups, have students choose 1 picture from a collection in class and brainstorm words and invent similes which best describe the scene.
- Do a shared writing caption or two to familiarize students with the technique.
- Have students write their own caption for a picture of their choice.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Use the book as a preamble to a lesson on clouds and cloud formation.
- Use the sister book to *Cloud Dance*, called *Water Dance* to introduce a study of the water cycle.

ASSESSMENT OPPORTUNITIES:

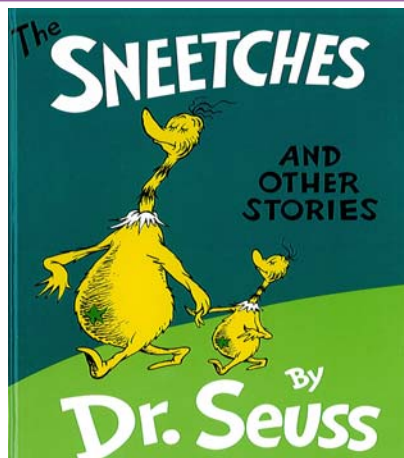
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- " *The natural sound of the words used in your caption make it very strong.*"



Grade 6 ~ Word Choice Anchor Lesson



Dignity of the Human Person

The concept of human dignity is the foundation upon which all authentic social justice efforts are based. The human person, fashioned in God's image, has a supreme dignity which surpasses that of all other creatures - a dignity fully revealed by God the Son, who became human as Jesus Christ. There are inherent rights and responsibilities which proceed from human dignity and demand recognition. Human dignity is not a means to achieve an end; it has its own value because of the human person's purpose and destiny: to know and love God. People do not lose this dignity because of gender, sexual orientation,

disability, poverty, age, misadventure, misfortune or sinful behaviour. Made in the image and likeness of God, all persons are sacred - this is the heart of human dignity. (Curriculum Support for Catholic Schools, EOCCC)

What truly makes us special? Do looks determine our worth, our success or even our happiness. In this Dr. Seuss tale, the Star-Belly Sneetches are the best and are the envy of the Plain-Belly Sneetches. Sylvester McMonkey McBean, the Fix-it-Up Chappie, takes advantage of the "one-up-manship" and adds or removes stars depending on what is in fashion. This situation continues until the Sneetches have no money left and Sylvester leaves town with a wagon full of cash and the statement that you can never teach a Sneetch. Or can you? The Sneetches decide that no one Sneetch is better than another.

TARGET TRAIT: Word Choice

SECONDARY TRAIT(S): Voice

PURPOSE: This writing lesson provides students with an opportunity to appreciate how Dr. Seuss plays with words and invents vocabulary to create rhyme, while writing at the same time about powerful topics.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 6, students will:

- 2.1 write longer and more complex texts using a wide range of forms
- 2.3 use some vivid and/or figurative language and innovative expressions to enhance interest
- 3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose

TIME FRAME:

- 3-4 days, 40 minutes each

MATERIALS AND RESOURCES

- *The Sneetches*, Dr. Seuss ISBN: 0-394-80089-3
- Chart paper



Grade 6 ~ Word Choice Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Give students the opportunity to brainstorm orally in small groups, inventing new rhyming words. (e.g., 1 student in the group says a word, "parties", the rest of the group rhyme words for it ("smarties, flarties, arties").
- Students are encouraged to experiment, try out new words and phrases and take risks to improve their language skills.
- Students comprehend using strong verbs, (ate vs. gobbled) vivid adjectives and precise nouns.

DURING THE LESSON (2-3 days):

- Playing with words in a more structured fashion, use the Internet to find words from another country that mean the same as ours (e.g., in New Zealand, "tucker" means dinner). Try using sites such as, "[ask jeeves.com](http://askjeeves.com)". Type in "how do you say hello in Spanish" and then a whole list of vocabulary words are at your fingertips.
- Read aloud *The Sneetches*.
- Have students listen for unfamiliar vocabulary (e.g., stars - thars, beaches - eaches).
- In small groups, students work collaboratively to create a short story book with a message in it demonstrating their comprehension and compassion for being different. Each student is responsible for at least 1 page of the book. More pages can be added if needed. Students are to use humour by utilizing the new vocabulary and rhyming words to get their message across.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Grade 6 Heritage and Citizenship - Aboriginal Peoples and European Explorers Consider European attitudes toward the Aboriginal population in Canada. Was the dignity of the Aboriginal people always upheld? What are some issues stemming from a lack of respect for the Aboriginal population that are still present today (unsettled land claims, compensation for residential schools)?
- Compare and contrast the topic in *The Sneetches* with the topic in *Sister Anne's Hands* (Grade 6 sentence fluency). What breaks the cycle of discrimination in both books? Are there forms of discrimination other than skin colour/physical markings? Discuss with your class.

ASSESSMENT OPPORTUNITIES:

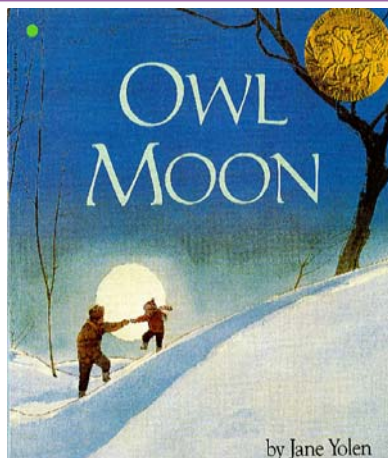
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "I would like you to think of a different way of saying this part (show) since some of these words have been repeated."



Grade 4 ~ Sentence Fluency Anchor Lesson



Wonder and Awe

Wonder may be understood as a response of a person who beholds some mystery or gains some new or deeper insight into the nature of a "natural" or seemingly "supernatural" reality. It may be a feeling of surprise, astonishment, amazement or admiration. It also may be born of a new or deeper insight related to a seemingly ordinary or everyday occurrence but which is now appreciated in a new way.

Awe may be understood as a person's mixed feeling of reverence, fear and wonder in the face of something majestic, sublime, or sacred. The effect of awe may be temporarily immobilizing and often elicits a display of homage, worship and/or deference. (Curriculum Support for Catholic Schools, EOCCC)

The child in the story is taking part in a family ritual; she and her father are going owling. They tramp through the woods late at night in the hopes of glimpsing an owl. There is a whole routine associated with this family tradition. The child is experiencing this late night walk in the woods with her father, just as her brothers have done in the past. Father and daughter listen to all of the sounds around them and the occasional "Whoo-whoo" from Pa to locate an owl. The descriptive narrative helps the reader to imagine the cold, wintry adventure in owling. And regardless of whether they see a Great Horned Owl or not the fun is in the search and just being with "Pa".

TARGET TRAIT: Sentence Fluency

SECONDARY TRAIT(S): Word Choice

PURPOSE: This writing lesson provides students with an opportunity to better comprehend how to establish flow, rhythm, apply varying sentence lengths and structure to a short piece of writing. It is important to note that when reading aloud, if a student's written piece is pleasant to the ear, then they have been successful with their fluency. Students should be encouraged to share aloud written assignments to verify flow and rhythm.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 4, students will:

- 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- 2.4 use sentences of different lengths and structures
- 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers

TIME FRAME:

- 3 days, 40 minutes each

MATERIALS AND RESOURCES

- *Owl Moon*, Jane Yolen ISBN: 0-590-42044-5
- Chart paper



Grade 4 ~ Sentence Fluency Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Discuss the use of metaphors, conjunctions and similes and their effectiveness in creating fluency in writing.
- Have students search and list metaphors, similes and conjunctions in books within the classroom.
- Students should also observe in their readings, the varying sentence beginnings that help create fluency and originality.

DURING THE LESSON (2 days):

- Read aloud *Owl Moon*.
- Point out the varied sentence lengths by analyzing certain passages or use a slinky to show short, medium and long sentences.
- Students may actually dissect the text by counting the number of sentences on the page and the number of words in each sentence to show diversity which creates rhythm.
- In small groups (think-pair-share), use chart paper to record ideas about things we are "hopeful" for (e.g., hope to go to Disney, hope to see a distant relative).
- Share ideas from each group.
- Model for students a short paragraph (6-8 sentences), which incorporates (illustrates) a metaphor or simile, descriptive language and varied beginning sentences.
- Students create a short paragraph utilizing metaphors/similes to demonstrate the effectiveness of fluency.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Grade 4 Science and Technology - Habitats and Communities
Find information about the Great Horned Owl. Consider where the owl fits in a food chain within a forest community.

ASSESSMENT OPPORTUNITIES:

Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- *"Many of the sentences in your paragraph begin the same way. Try a few new sentence beginnings to see if you find your paragraph more fluent."*



Grade 5 ~ Sentence Fluency Anchor Lesson



Hope

Hope is rooted in the belief that more is possible, that justice and peace will prevail even if not in our own time. To be a hopeful community is to trust that God's plan for God's people will be fulfilled in spite of all obstacles.

"If we live on in the divinely given and assured hope for the all-embracing kingdom of love and peace, then we will always be concerned with the whole - with the victory of love, of justice, and

of peace for everyone. Only the gift of hope guaranteed by God can transform our many defeats and sufferings into signs of hope. This guarantee takes us to the core of the theological virtue of hope, a virtue rooted above all in the paschal mystery of Christ."

The Virtues of an Authentic Life: A Celebration of Spiritual Maturity by Bernard Haring (Curriculum Support for Catholic Schools, EOCCC)

Tessie and her whole neighbourhood are wishing and hoping for rain. The life giving and cooling water will break the heat that has engulfed her city block and it will revive Mamma's wilting garden. Tessie keeps looking to the sky for any whiff of a rain cloud and her observations are rewarded. After Tessie spots a bulging rain cloud she scurries around the neighbourhood making preparations to enjoy the rain and the relief it will bring her Mamma, her neighbours and herself. The book culminates in an excited dance for joy as the rain falls and soaks the neighbourhood.

TARGET TRAIT: Sentence Fluency

SECONDARY TRAIT(S): Word Choice

PURPOSE: This writing lesson provides students with an opportunity to develop an appreciation for rich text, with a rhythmic flow, and understand how realistic dialogue in combination with the use of conjunctions, assonance and alliteration create that effect.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 5, students will:

- 1.6 determine whether the ideas and information gathered are relevant and adequate for the purpose, and do more research if necessary
- 2.3 use some vivid and/or figurative language and innovative expressions to add interest
- 2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
- 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies



Grade 5 ~ Sentence Fluency Anchor Lesson Cont'd

TIME FRAME:

- 3 days, 40 minutes each

MATERIALS AND RESOURCES

- *Come On Rain*, Karen Hesse (ISBN: 0-590-33125-6)
- Chart paper
- Writer's notebook

BEFORE THE LESSON (2 days):

- Students are taught (understand) and practise using alliteration (e.g., Pat picks perfect potatoes for Pete).
- Students are introduced to and practise using assonance (e.g., Sue's blue shoes - repetition of vowel sounds).
- Have students read comic strips to be able to comment on realistic dialogue.
- Review and post on chart paper examples of conjunctions and have students use them effectively in sentences orally (e.g., and, but, so, as).

DURING THE LESSON (1 day):

- Read aloud *Come On Rain*. Have students listen for the rhythm throughout the text.
- Read certain passages a second time, pointing out/highlighting alliteration, assonance, and the dialogue which enhance the message/meaning of the text (e.g., clouds bunched and bulging, slick with sweat).
- Have students look in their writer's notebook to find a piece of writing they wish to revise by adding meaningful dialogue, alliteration, combining sentences using conjunctions and/or assonance.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- More and more we hear of the ecological crisis that is looming, if it is not already upon us. Water is going to play a critical role in the survival of the planet. God's beautiful creation is at risk. Use the Grade 5 Religious Education program, *May We Be One*, Theme 18 to explore the need to understand that humans must realize we are part of nature and not separate from it. Our actions matter to us and to the planet.

ASSESSMENT OPPORTUNITIES:

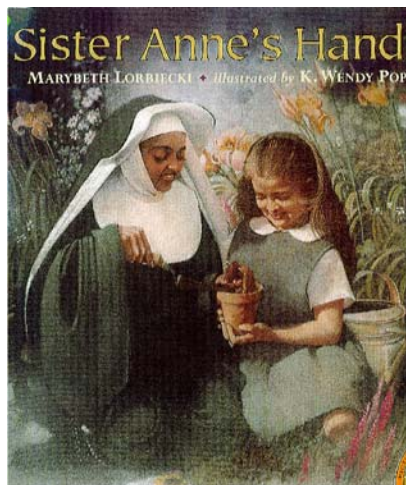
Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "I really like the way you revised some of your sentences by using a variety of connecting words."



Grade 6 ~ Sentence Fluency Anchor Lesson



Dignity of the Human Person

The concept of human dignity is the foundation upon which all authentic social justice efforts are based. The human person, fashioned in God's image, has a supreme dignity which surpasses that of all other creatures - a dignity fully revealed by God the Son, who became human as Jesus Christ. There are inherent rights and responsibilities which proceed from human dignity and demand recognition. Human dignity is not a means to achieve an end; it has its own value because of the human person's purpose and destiny: to know and love God. People do not lose this dignity because of gender, sexual orientation, disability, poverty, age, misadventure, misfortune or sinful behaviour. Made in the image and likeness of God, all persons are sacred - this is the heart of human dignity. (Curriculum Support for Catholic Schools, EOCCC)

In a gentle tale that recalls the turbulent Civil Rights movement of the 1960's, young Anna experiences for the first time the sting of racism when an African American nun takes up a teaching position at her school. After a hurtful comment is made about Sister Anne, early in the year, she teaches the young children about being open hearted and closed hearted. Her philosophy was to "open my door enough to let everyone in than risk slamming it shut on God's big toe." The young students realized that Sister Anne was giving them another chance and they made the most of the learning that she was offering them.

TARGET TRAIT: Sentence Fluency

SECONDARY TRAIT(S): Word Choice/Conventions

PURPOSE: This writing lesson provides students with an opportunity to observe the writing and use of complex sentences and comprehend the efficient use of a comma to combine clauses. Students will practise adding adjectives to expand sentences.

ONTARIO CURRICULUM EXPECTATIONS:

By the end of Grade 6, students will:

2.4 create complex sentences by combining phrases, clauses, and/or simple sentences

3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences

TIME FRAME:

- 3 days, 30 minutes each

MATERIALS AND RESOURCES

- *Sister Anne's Hands*, Marybeth Lorbiecki ISBN: 0-14-056534-5
- Chart paper



Grade 6 ~ Sentence Fluency Anchor Lesson Cont'd

BEFORE THE LESSON (1 day):

- Review and record on chart paper rules for applying commas.
- Students should practice expanding sentences using adjectives (i.e., Teacher gives a simple sentence, students add on as many times as possible. For example: Bob ate the pizza. Bob ate the cheesy pizza. Bob ate the hot, cheesy pizza. Hurriedly, Bob devoured the hot, 3 topping cheesy pizza.)

DURING THE LESSON (2 days):

- Read aloud *Sister Anne's Hands*.
- Students listen for brief pauses during a second read of certain pages, paying close attention for use of commas and their effectiveness in creating a flow.
- Students tap on desk, snap fingers or slap thighs to keep track of the rhythm.
- Students should note the natural dialogue in the story.
- Students will appreciate the sentence variety as well as sentence length.
- Students may write a text (poetry, media text) giving opinions (point of view) about the various ways a school/community could be welcoming to all.

AFTER THE LESSON/EXTENSION OPPORTUNITIES:

- Unit 6 of *You Shall Be My Witnesses* is the social justice unit in the Grade 6 Religious Education program. Consider the unit title "Love Your Enemies", have the students consider this and the moral message of the kingdom of God (to love God and to love your neighbour) in light of the character of Sister Anne. Then consider the two phrases in light of their own experience. Journal about a time when they had to love an enemy - circumstance, feelings, resolution, etc.
- The setting in *Sister Anne's Hands* is the 1960s, during the Civil Rights era in the United States. Talk to students about the segregation laws that were in force during the first half of the 20th century. It is roughly 100 years since the abolition of slavery in the United States and yet minorities still face many challenges. Why is there still inequality?
- Introduce students to Martin Luther King Jr. and his work in the Civil Rights movement. Make a link with the work of Harriet Tubman in the book *Moses: When Harriet Tubman Led Her People to Freedom*. These are excellent topics to consider during Black History Month in February.

ASSESSMENT OPPORTUNITIES:

Provide specific, ongoing feedback to students and embed opportunities for student metacognition (self and peer).

Sample prompt:

- "Most of your sentences are the same length. In your next draft, try making some shorter and others longer."



Writing Opportunities

The following chart provides examples of the many writing opportunities found in the religious education and family life education programs. We are grateful for the work done in compiling these activities and thank the Catholic District School Board for their willingness to share them for inclusion in this project.

Grade Four – *Come and See*

Description	Unit	Theme	Page
Time capsules – a letter OR a story about family Christmas traditions	1	2	48
Class Bible – Write an autobiography of the stump (program symbol)	1	3	59
A visitor – write a thank you note for a class visitor	1	3	61
A special person – write a story about a special person	2	5	77
Create a flyer or an invitation or a letter	2	5	79
Write a prayer based on Mark 1. 40-42	2	6	86
Write an Advent prayer	4	11	125
Prepare a layout for a newspaper story that follows an interview	5	14	149
Write a cinquain OR a five line poem with Jesus as light for the world as a theme	5	14	150
Make a class newspaper reflecting on Jesus' mission	6	16	173
A windy cluster - brainstorm words associated with wind and write a short story with the ideas and words	7	19	195
Water web – brainstorm watery words and thoughts and write a short descriptive paragraph using web words	7	20	203
Write an acrostic poem with the word EASTER	9	25	247
Interview Peter, one of the other disciples or one of the newly baptized – create a TV news story OR a newspaper article .	10	28	278
Write your own creed OR creed responses	10	29	284-285

Grade Four – *Fully Alive*

1. Write a prayer about the gift of your life OR 2. Write a short letter to someone from whom you have recently received a gift	1	1	6
Create a comic strip illustrating one of the situations suggested in the student text.	1	5	23
A Day in the Life Of ... Write a story about a day in your life. Include in your story a variety of signs of love shown in your family	2	2	37
1. Do a class survey of favourite and least favourite family jobs OR 2. Create an acrostic puzzle with the word RESPONSIBLE OR Create a cartoon about sharing family responsibilities	2	4	44



Grade Five – *May We Be One*

Description	Unit	Theme	Page
Write an autobiography of your rock (program symbol)	1	1	49
Write a letter to a friend from the perspective of a character in the story from Acts 10:1-48	1	2	57
GATHERING – brainstorm words associated with the word. Describe or sketch key events	1	3	62
Design a thank you card for a visitor	2	5	80
Research groups in Canada that suffer injustice	3	7	101
Use webs to reflect on the past celebration	3	9	119-122
Create a Gospel comic strip to tell the story of the Annunciation	4	11	138
Compose your own Magnificat, or prayer , using a formula similar to Mary's prayer	4	11	139
Star cluster – write down all the words that come to mind with the word STAR	5	13	154
Design and write a birth announcement which Abraham and Sarah might use to tell their great news of the birth of their son if they were alive today	5	13	158
Create a comic strip to tell a portion of the Moses story	5	13	158
1. Compose a thank you letter to a community organization that assists people in need 2. Write a letter of concern to a local paper regarding the rights of individuals with mental or physical challenges	6	17	187
Compose a psalm of trust	7	20	212
Research and write about the various religious orders and community organizations that work in your diocese	8	22	234

Grade Five – *Fully Alive*

Write your own version of "Only One Me", a list of personality traits	2	1	31
Create an acrostic poem with the word FAMILY	2	1	31
Write a thank you card to your family expressing why you are happy to be of part of it	2	1	31
Plan a class newsletter with community news from the classroom and the broader school community	5	2	92



Grade Six – *You Shall Be My Witnesses*

Description	Unit	Theme	Page
Write a story about how you were or are a light for someone	1	2	55
Write a newspaper article – a good opportunity for computer publishing	2	5	81
Have students use their names to create an acrostic poem. Beside each letter write a positive quality or something that describes them.	2	6	87
Journal about the Israelites at Mount Sinai experiencing the presence and power of God's love.	3	8	104
Write a letter to God about one of the first three commandments	3	8	105
Write a diamonte poem on the topic of hope. The diamonte poetic form is a creative way to express the play of opposites – dark/light	4	11	131
Write a song or poem about the wedding feast at Cana	5	13	151
Write a letter to someone to express concern over an unjust action taking place OR a group of students could combine their efforts to research and create a newsletter about ways to respond to injustices	5	14	160
Choose a person whom you celebrate. Write a letter to that person expressing how his or her pursuit of justice has inspired you	6	16	174
Have students write a reflection, letter or report about the outing	6	17	183
Compose a prayer thanking God for the gift of forgiveness	8	23	231
Write a letter to one of the characters or objects in the Passion story. You can ask questions of the character or object and experience feelings that you felt throughout the reading.	8	24	238
Have students do some journal writing and tell what disciple he or she is most like and why.	9	26	257

Grade Six – *Fully Alive*

Write a poem about growing up using the format in the student text	1	3	17
Write a story about life givers	1	4	21
Keep a log of television programs to explore how the topic of sexuality is dealt with in shows you watch regularly (guide questions provided)	3	1	52



Virtue Books

Here are some additional book titles which have been correlated to our Catholic virtues. They are used with permission from the York Catholic District School Board's resource entitled: *Virtue Books: Lesson Plans for Picture Books Focusing on the Monthly Virtues*. We are grateful for their generosity in sharing this list with us.

Virtue	Title	Author	Division
Courage	Courage to Fly	Troon Harrison	Primary
Courage	Brave Mole	Lynne Jonell	Junior
Courage	Riding the Tiger	Eve Bunting	Intermediate
Compassion	Don't Laugh at Me	Steve Seskin and Allen Shamblin	Primary
Compassion	Sadako	Eleanor Coerr	Junior
Compassion	Fly Away Home	Eve Bunting	Intermediate
Justice	Somewhere Today	Shelley Moore Thomas	Primary
Justice	The Carpet Boy's Gift	Pegi Deitz Shea	Junior
Justice	Star Hope, Star of Fear	Jo Hoestlandt	Intermediate
Hope	On the Day You Were Born	Debra Frasier	Primary
Hope	The Last Straw	Frederick H. Thury	Junior
Hope	December	Eve Bunting	Intermediate
Unity	Invisible String	Patrice Karst	Primary
Unity	Henry and the Kite Dragon	Bruce Edward Hall	Junior
Unity	Old Turtle	Douglas Wood	Intermediate
Wisdom	Marsupial Sue	John Lithgow	Primary
Wisdom	Brother Eagle, Sister Sky	Susan Jeffers	Junior
Wisdom	The Three Questions	Jon J. Muth	Intermediate
Perseverance	Jeremiah Learns to Read	Jo Ellen Bogart	Primary
Perseverance	The Librarian from Basra	Jeanette Winter	Junior
Perseverance	Whispering Cloth	Pegi Deitz Shea	Intermediate
Reverence	The Name Jar	Yangsook Choi	Primary
Reverence	Why Explore	Susan Lendroth	Junior
Reverence	You Are Special	Max Lucado	Intermediate
Responsibility	Christopher, Please Clean up Your Room	Itah Sadu	Primary
Responsibility	Say Something	Peggy Moss	Junior
Responsibility	Paths to Peace	Jane Breskin Zalben	Intermediate
Honesty	The Wolf Who Cried Boy	B.J. Hennessy	Primary
Honesty	Mr. Peabody's Apples	Madonna	Junior
Honesty	Old Turtle and the Broken Truth	Douglas Wood	Intermediate



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At-A-Glance Chart of Books

TRAIT	Grade 4	Grade 5	Grade 6
	INTRODUCTORY ACTIVITY #2		
	<i>The Best Part of Me</i> , Wendy Ewald THEME: Dignity of the Human Person		
IDEAS	<i>The Tenth Good Thing About Barney</i> , Judith Viorst THEME: Stewardship	<i>Wilfrid Gordon McDonald Partridge</i> , Mem Fox THEME: Love & Dignity	<i>The Honest-to-Goodness Truth</i> , Patricia McKissack THEME: Love
ORGANIZATION	<i>IF YOU'RE NOT FROM THE PRAIRIE</i> , David Bouchard THEME: Community	<i>Stand Tall Molly Lou Melon</i> , Patty Lovell THEME: Dignity of the Human Person	<i>Ryan and Jimmy And the Well in Africa That Brought Them Together</i> , Herb Shoveller THEME: Love & Justice
VOICE	<i>Don't Laugh At Me</i> , Seskin & Shamblin THEME: Dignity of the Human Person	<i>Dear Children of the Earth</i> , Schim Schimmell THEME: Stewardship	<i>Moses: When Harriet Tubman Led Her People to Freedom</i> , Carole Boston Weatherford THEME: Faith
WORD CHOICE	<i>That Chickadee Feeling</i> , Frank Glew THEME: Wonder and Awe	<i>Cloud Dance</i> , Thomas Locker THEME: Wonder & Awe	<i>The Sneetches</i> , Dr. Seuss THEME: Dignity of the Human Person
SENTENCE FLUENCY	<i>Owl Moon</i> , Jane Yolen THEME: Wonder and Awe	<i>Come On, Rain!</i> , Karen Hesse THEME: Hope	<i>Sister Anne's Hands</i> , Marybeth Lorbiecki THEME: Dignity of the Human Person