

Religious Education & Positive Mental Health and Wellness: end of September to Thanksgiving

May also be used during Advent or Lent as a Gratitude project.

Grade JK/SK - Lesson 3

Grade JK/SK Who I AM... Lesson 3

Background:

It takes a community of faithful believers who are prepared to love, reconcile and live by the gospel to make God's dream real. Our Catholic faith educates us and provides us with the knowledge needed to understand the dream.

Curriculum Expectation – Ontario Catholic School Graduate Expectations, Overall and Specific Expectations from related Subjects

Ontario Catholic School Graduate Expectations

CGE1g: Understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey.

CGE7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Early Learning Kindergarten Program Expectations

Social Development

Overall Expectation

3: demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

Specific Expectation

1.3: demonstrate an awareness of ways of making and keeping friends.

Emotional Development

Specific Expectation

1.3: express their thoughts and share experiences.

Language

Overall Expectation

2: demonstrate understanding and critical awareness of a variety of written materials that are read by and with the EL–K team.

Specific Expectation

2.4: respond to a variety of materials read aloud to them.

Learning Goals:

- Students will understand what it means to live as a child of God.
- Students will demonstrate an understanding that God is one who forgives.
- Students will learn that we need to collectively work towards making God's dream come true.

<p>Mathematics</p> <p>Number Sense</p> <p><u>Overall Expectation</u></p> <p>NS1: demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships.</p> <p><u>Specific Expectations</u></p> <p>NS1.1: investigate the idea that quantity is greater when counting forward and less when counting backwards.</p> <p>NS1.9: use, read, and represent whole numbers to 10 in a variety of meaningful contexts.</p> <p>NS1.12: investigate addition and subtraction in everyday activities through the use of manipulatives.</p> <p>Measurement</p> <p><u>Overall Expectation</u></p> <p>M2: measure and compare length, mass, capacity, area, and temperature of objects /materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity.</p> <p><u>Specific Expectations</u></p> <p>M2.2: demonstrate, through investigation, an awareness of non-standard measuring devices.</p>			
Instructional Components			
<p>Prior Knowledge</p> <p>We are all children of God who strive to make His dream come true. The children in God's family may look and speak different languages, however we are all special to Him.</p>	<p>Terminology</p> <p>Hope</p> <p>Celebrate Life</p> <p>Unconditional Forgiveness</p> <p>Cultures</p> <p>Unconditional Love</p>	<p>Resources/Materials</p> <ul style="list-style-type: none"> - Mentor Text "God's Dream" by Archbishop Desmond Tutu - BLM "God's Dream Come True!" Game Board - Number cube (1 per pair of students) - Small manipulatives (cubes and counters) 	
Prayer/Scripture Focus			
1 Cor. 10:14a, 15-17; Isaiah 25.6			

Minds On	Approximately 3 Minutes	Assessment
<p>Reread the text “God’s Dream”.</p> <p>Ask “What does the author say is God’s Dream for the World? How can we help to make God’s Dream come true?”</p> <p>“Today, we will play a game called “God’s Dream Come True!”</p> <p>Recall the ways in which we can strive to make God’s dream a reality. Draw attention to the fact that the dream coming true starts with the children. When we accept that we all can make a difference no matter what age we are, God’s dream will come true.</p>		
Action	Approximately 20 Minutes	Assessment
<p>Explain the game and demonstrate how it is played with a volunteer.</p> <p>Students play this game with a partner. Give each student a copy of “God’s Dream Come True!” game board. Give each pair a number cube and 10 manipulatives. The first player rolls the number cube to find out how many children have joined the line in making God’s dream come true. The player then places the amount of manipulatives indicated on the number cube on the line. Players take turns until one person’s line is full and they have made God’s dream come true.</p> <p>After playing the game, consider having students discuss how many manipulatives were needed to fill the line. Talk about what would happen if they used bigger or smaller manipulatives to fill their line.</p>		<p><i>Anecdotal notes based on class discussions.</i></p>
Consolidation	Approximately 5 minutes	Assessment
<p>Discuss in a large group what was seen, observed and noticed while playing. Focus on the fact that we were using addition to fill the line.</p> <p>“When we show love to all of our friends, we add to God’s dream. When we forget and we are unkind, we subtract from the people fulfilling God’s dream.”</p>		
Final Notes		
<p>Highlight how our dreams are important and how it makes God’s dream come true when we share, care, love and forgive. We foster the I AM when we love unconditionally.</p>		

“God’s Dream Come True!” Game Board



Start

God's Dream
Has Come True!