

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

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

Grade 4 - Lesson 2

Grade 4 Who I AM...Lesson 2

Who I AM Makes a Difference Because Jesus Loves Me!

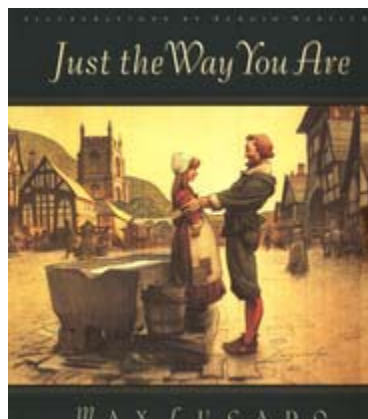
**“Adults think they have to impress me; children don’t. They just want to talk to me.
They know that I love them just the way they are”.**

Just the Way You Are, written by Max Lucado.

Background

Students will begin to understand that God’s plan for us is to live our faith and follow the calling to help and care for others. We have a gift that allows us to shape our character by our actions. We give to the world by caring for others. We make the world a better place! In listening and understanding this call, students will have a deeper understanding of Who they are and that God and His Son Jesus, loves them *just the way they are* without conditions. We have been called to be ourselves and in doing this we can make a difference because Jesus loves us!

Through the mentor text, *Just the Way You Are* the students will learn how Jesus loves and forgives us unconditionally. The youngest child in the story shares the greatest gift of all, love! Who she is makes a difference! Who you are makes a huge difference to all of us!



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

Ontario Catholic School Graduate Expectations

CGE1d - Develops attitudes and values founded on Catholic *social teaching* and acts to promote social responsibility, human solidarity and the common good.

CGE1e - Speaks the *language of life*... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”

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.

CGE1i - Integrates faith with life.

Religion Overall Expectations

LC2: Understand how through the Church we are encouraged to live a life of holiness.

Religion Specific Expectations

CL2.3: Identify certain gifts coming from God which, when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, the laughter of a baby, the love of a parent or guardian).

LC2.2: Identify how in the Church, its practices, celebrations, service and teachings gather and form us for a life of holiness (e.g. action of the Holy Spirit in the Sacraments, the practice of virtue and charity – outreach, the message of hope and the examples of holiness presented in the readings of the Liturgy of the Word and the gift of Grace in the celebration of the Mass).

Language Overall Expectations

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Language Specific Expectations

Oral Communication

- 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups.
- 1.3 Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts.

Learning Goals

By the end of this lesson students should have a solid understanding that we are witnesses of God’s love and compassion. The students will have a deeper understanding of how everyone can make a difference in the world, just the way they are.

- Students will recognize the Cardinal Virtue of Fortitude which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good.
- Students will recognize the Theological Virtue of Love as the core virtue by which God loves all people. They will understand that we respond by loving God, and loving our neighbour as ourselves, showing our love through acts of kindness, listening and serving others.

<p>1.4 Demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details.</p> <p>1.5 Make inferences using stated and implied ideas in oral texts.</p> <p>1.6 Extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them.</p> <p>1.7 Analyse oral texts and explain how specific elements in them contribute to meaning.</p> <p>2.2 Demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions.</p> <p>2.3 Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form.</p> <p><i>Reading</i></p> <p>1.3 Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts.</p> <p>1.5 Make inferences about texts using stated and implied ideas from the texts as evidence.</p> <p>1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.</p> <p>1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.</p>	
Instructional Components	
<p>Prior Knowledge and/or Skills <i>Mentor Text: Just the Way You Are, by Max Lucado.</i></p> <p>*Please copy the closing prayer (Consolidation Section) onto chalkboard, smart board or chart paper to recite with your students.</p> <p>Prepare to present your <i>Just the Way I AM</i> assignment during the consolidation part of this lesson. Show the wonderful items that are important to you. Explain <i>Just the Way I AM</i> oral presentation rubric from Lesson 3, BLM 3 to the students to ensure they understand the criteria in advance of their own presentation.</p> <p>Fortitude – Cardinal Virtue which implies a certain moral strength and courage by which one handles the</p>	<p>Terminology: Orphans – a child who has lost both parents through death Background – the part of an <u>image</u> represented as being at maximum distance from the frontal plane Foreground – the <u>ground</u> or parts situated, in the front; the portion of a scene nearest to the viewer Impress – influence in opinion Palette – a thin and usually oval or oblong board or tablet with a thumb hole at one end, used by painters for holding and mixing colors Sage – a profoundly wise person; a person famed for</p> <p>Resources/Materials: - Chart paper - Sticky notes H.O.T. Questions – BLM 1 H.O.T. Checklist – BLM – 2 <i>Mentor Text: Just the Way You Are, written by Max Lucado</i> HOT – (Higher Order Thinking) questions for RCCDSB Mentor Texts- by Sondra Keatley <i>Inside-Outside Circle:</i> http://eworkshop.on.ca/edu/pdf/Mod21_coop_inside-utside.pdf <i>dictionary.reference.com</i> Catholicity Connections:</p>

<p>difficulties that arise when trying to do good. Having a positive mental health attitude is a personal strength that touches the lives of others.</p> <p>Love - Theological Virtue of Love is the core virtue by which God loves all people. This is shown through acts of kindness, listening and serving others who are near and far. Jesus loves us unconditionally, <i>just the way we are</i>.</p>	<p>wisdom Merchant – a person who buys and sells commodities for profit; dealer; trader Weary - characterized by or causing fatigue: <i>a weary journey</i> Resiliency – sense of bouncing back when we encounter difficulties</p>	<p>Cardinal Virtue: Fortitude Theological Virtues: Love</p> <p><i>Come and See,</i> Grade 4 – Born of the Spirit English Canadian Catechetical Series</p> <p>The Cardinal Virtues and the Theological Virtues, EOCCC online resource Our Language Our Story: www.ourlanguageourstory.org</p>
<p>Prayer/Scripture Focus</p>		
<p>The theme of the Grade Four, <i>Come and See</i>, Born of the Spirit Religion program shares a similar focus of this, Who I AM lesson. There is a calling in both texts for people to meet and follow Jesus. Through these experiences people come to know God and they learn that Jesus loves them <i>Just the Way They Are</i>.</p> <p style="text-align: center;"><i>Who you are makes a difference because Jesus loves you without conditions!</i></p> <p><i>“Teachers are like gardeners. They provide the things needed for growth: knowledge, wisdom, advice, comfort, support, and love, enabling students to develop to their full potential. In and through this delicate act of gardening, of caring and giving, the teacher facilitates the beautiful development of the life within the seed.”</i></p> <p>(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)</p>		
<p>Minds On</p>	<p>Approximately 15 Minutes</p>	<p>Assessment</p>
<p>Inside-Outside Circle Activity: Explain to the students that they will be doing an Inside-Outside Circle activity. Split students into two groups. Half of them will form an inside circle facing outwards and the other half will form the outside circle looking inwards (facing another student). Students will exchange information and then you will indicate to them when they rotate to the next partner. The students will have a few seconds before you start this activity to think about their special talents and hobbies. Write the discussion question on the chalkboard, <i>What are your special talents and interests?</i> Ask students in the inside circle to share their response with the classmate facing them in the outside circle. When complete then, ask them to say "pass". Then the students in the outside circle will share their responses with the classmate facing them. Have the outside circle move one step to the left or right and discuss the same question</p>	<p>Anecdotal notes on student speaking skills.</p>	

<p>with a new partner. Continue until students have the opportunity to share with four students (not a full rotation).</p> <p>Provide students with a class list to record the special talents of their classmates. This list of <i>Who I AM, My Special Talents</i> of the class will be used in a following lesson. If students are having difficulty remembering each special talent then have a class discussion to re-view.</p>	
Action	Assessment
<p>Prepare the mentor text, <i>Just the Way You Are</i>, written by Max Lucado.</p> <p>Before Reading: Show students the front cover of the book. Read the title aloud then read the names of the author and illustrator. Ask the students: “Look closely at the background of the illustration on the front cover. Where do you think the story takes place? What time period would best match this setting? Why do you think there is a girl and a man in the foreground? Who are they? What can you infer from their body language?”</p> <p>Next ask the students to record their predictions, of what the story will be about on sticky notes. Place these sticky notes on a chart titled, <i>Just the Way You Are – Predictions</i>.</p> <p>Read Aloud the mentor text <i>Just the Way You Are</i>.</p> <p>During Reading: After reading page 8, ask the students: “How did you feel after I read, “You need to impress the king...only those with great gifts will be allowed to live in the castle”? What would you do in this situation? If you decided to make a gift for the King, what would you make?”</p> <p>Continue reading the mentor text aloud. After reading page 11, ask the students: “Predict what gift the youngest sister will give to the King?”</p> <p>Continue reading. After reading page 20, ask the students: “When the youngest sister approached all of her siblings, one at a time, how do you think she felt? Why did she return to her place at the gates?”</p> <p>Continue reading. After reading page 27, stop for a moment for the students to think about if they have ever been too busy to speak to a friend or loved one? Give a minute for quiet reflection.</p>	<p>Questions and answers (oral) to determine understanding and to help students extend their thinking.</p> <p>Checklist for Higher Order Thinking – Answers. See BLM 2.</p>

Continue reading.

After reading:

Return to the **Predictions** chart and confirm/revise student predictions.

Higher Order Thinking questions for deeper understanding of the text can be given orally, (or in written form see BLM 1 and BLM 2 checklist for H.O.T questions). If you choose to do the following questions orally you may want the students to discuss their answers in small groups. One member from each group rotates to the next group to share information.

Inference Questions

1. Do you think the advice the villagers gave the orphans was wise? Explain.
2. Which character in the story do you think shows the most fortitude? Support your thinking with details from the story.
3. Who does the King remind you of? Why do you think that? Use details from the text and your own ideas to support your thinking.
4. Describe one example of resilience from the story. Use details from the text and your own ideas to support your thinking.

Making Connections Questions

5. What do you think the author's message is in this story? Use details from the text and your own ideas to support your thinking.

Teacher Notes:

(1) Helping the students to make connections with the Theological Virtues of Love and the Cardinal Virtue of Fortitude may assist students with these H.O.T. questions.

Love – acts of kindness, listening and serving others who are near and far.

Fortitude – Cardinal Virtue which implies a certain moral strength and courage by which one handles the difficulties that arise when trying to do good. Having a positive mental health attitude is a personal strength that touches the lives of others and ripples outward as love.

(2) Some scaffolding may help students to deepen their understanding. Teachers model how to answer H.O.T. questions, then co-create answers (shared) with students before asking students to respond independently.

(3) To assist students who are experiencing challenges in finding evidence or expressing their own ideas for the H.O.T. questions, pair students for a Think-Pair-Share.

(4) Resilience – the ability of bouncing back when we encounter difficulties. To help students to have a deeper understanding of this concept share a story about a time when you observed resiliency or demonstrated resiliency. Then ask students to share their own stories of resilience.

(5) For question number 3 you may need to explicitly make the connection for your students that the King is like God.		
Consolidation	Approximately 15 Minutes	Assessment
Students answer questions orally, their groups can record answers on chart paper in graffiti style. Student Exit Question: Students will reflect on the Cardinal Virtue of Fortitude and the Theological Virtue of Love with this mentor text. How do you think the characters in this story show love? The girl and the King? How did the youngest child persevere when she was so sad? What gift did she give to the King? Why was it the best gift? Closing Prayer: In the name of the Father and of the Son and of the Holy Spirit, Loving God, the Great <u>I AM</u> , I thank you that you are always with me, helping me, guiding me, keeping me safe and for the unconditional love you give to me. Let me recognize my own strength, my own resilience, my own value and my own self-worth. I pray now for the special person in my life who I can say thank you to with my Gift of Words . Help me to be the best person I can be and to remember that, Who I am makes a difference to you, we pray, in the name of the Father and of the Son and of the Holy Spirit, amen Present your <i>Just the Way I AM</i> assignment to your class. Who you are makes a difference! Thanks for being who you are!		Exit Question
Final Notes		
As an extension from the Minds On activity, students can use the class list of talents they have compiled and display this data as a class graph (bar graph, etc.). Extend this activity by singing song number 8, Who Do You Say That <u>I AM</u> , which can be found in <u>Come and See</u> , Grade 4 Born of the Spirit Religion Program p. 383. Extend this mentor text: Grade 4 Social Studies Curriculum – Heritage and Identity: Early Societies, 3000BCE -1500 CE. Ask students questions about the setting of the story. Students can demonstrate their understanding of medieval societies by taking a closer look at the illustrations. *Overall Curriculum Expectation A3 Understanding Context *Specific Expectations A3.2 and A3.3		

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(from: Filomena Tassi & Peter Tassi, 500 Prayers for Catholic Schools & Parish Youth Groups, Twenty-third Publications, 2004.)

BLM 1

H.O.T. Questions

Just the Way You Are

1. Do you think the advice the villagers gave the orphans was wise? Explain.
2. Which character in the story do you think shows the most fortitude? Support your thinking with details from the story.
3. Who does the King remind you of? Why do you think that? Use details from the text and your own ideas to support your thinking.
4. Describe one example of resilience from the story. Use details from the text and your own ideas to support your thinking.
5. What do you think the author's message is in this story? Use details from the text and your own ideas to support your thinking.

BLM 2

Higher Order Thinking Checklist – Self-Assessment

Does my response answer the question?	
Does my response contain supporting details, words, and evidence from the text?	
Have I added my own relevant and well developed ideas?	
Have I clearly linked my own ideas to the evidence from the text?	
Comments:	

Name _____ Date _____