

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIRST GRADE
SCRIPTURE	
<i>Love does not delight in evil but rejoices with the truth. 1 Corinthians 13:6</i>	
STANDARD	
R.1.1 Ask and answer questions about key details in a text in which discovering the truth is found.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIRST GRADE
SCRIPTURE	
<i>But Jesus said, Let the little children come to me. Don't stop them, because the kingdom of heaven belongs to people that are like these children. Matthew 19:14</i>	
STANDARD	
R.1.2 Retell stories, identify the main topic, include key details, and demonstrate understanding of the central message or lesson from the Catholic perspective.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIRST GRADE
SCRIPTURE	
<i>Upon this rock, I will build my church. Matthew 16:18</i>	
STANDARD	
R.1.3 Describe characters, settings, and major events in a story, using key details. Describe the connection between two (biblical) individuals, (biblical) events, ideas, or pieces of information.	
EXAMPLES OF TEXT	
Scripture , Saints ,	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIRST GRADE
SCRIPTURE	
<i>He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end. Ecclesiastes 3:11</i>	
STANDARD	
R.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses through truth beauty and goodness.	
Examples of Text	
Prayers , Saints , Scripture	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIRST GRADE
SCRIPTURE	
<p>LORD...</p> <p><i>Make me an instrument of your peace; where there is hatred, let me sow love; where there is injury, pardon; where there is doubt, faith; where there is darkness, light and where there is sadness, joy.</i></p> <p>Prayer of Saint Francis of Assisi</p>	
STANDARD	
R.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. Know and use various text features (EXAMPLES: headings, tables of contents, icons, glossaries, electronic menus,) to locate key facts or information in a text.	
EXAMPLES OF TEXT	
Scripture , Saints , Songs	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIRST GRADE

SCRIPTURE	
<i>Jesus told them a story to teach them that they should keep on talking with God and not give up.</i> Luke 18	
STANDARD	
R.1.6 Identify who is telling the story at various points in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text that shows truth beauty and goodness.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>Your word is a lamp to my feet and a light for my path.</i> Psalm 119:105	
STANDARD	
R.1.7 Use illustrations and details in a story or text to describe its key ideas, characters, setting, events, morals or virtues.	
EXAMPLES OF TEXT	
Scripture Stories, Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>If we tell God our sins, He will forgive us and make us clean again.</i> 1 John 1:9	
STANDARD	
R.1.8 Identify the reasons an author gives to support points in a text that reflect our Catholic faith.	
EXAMPLES OF TEXT	
Moses Story	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIRST GRADE

SCRIPTURE
<i>So they went into the ark to Noah, by twos of all flesh in which was the breath of life. Those that entered, male and female of all flesh, entered as God had commanded him; and the Lord closed it behind Him. Genesis 7:15-16</i>
STANDARD
R.1.9 –Compare and contrast the adventures and experiences of characters in stories. Identify basic similarities in and differences between two texts on the same topic (EXAMPLES: in illustrations, descriptions, or procedures).
EXAMPLES OF TEXT
Scripture , Literature
Essential Questions
Activities

Reading Standards for All Text Types
ELA-Range of Reading and Level of Text Complexity FIRST GRADE
SCRIPTURE
<i>Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. Matthew 7:7</i>
STANDARD
R.1.10 With prompting and support, read prose, poetry and informational texts of appropriate complexity for grade one that seek to promote our Catholic traditions.
EXAMPLES OF TEXT
Scripture , Literature , Books about the life of Jesus or the lives of Saints
Essential Questions
Activities

Reading Standards: Foundational Skills
Print Concepts FIRST GRADE
SCRIPTURE
<i>For God has not given us a spirit of fear, but of power and of love and of a sound mind. 2 Timothy 1:7</i>
STANDARD
FS 1.1 Demonstrate understanding of the organization and basic features of print including the Bible. 1.1a Recognize the distinguishing features of a sentence (EXAMPLES: first word, capitalization, ending punctuation).
EXAMPLES OF TEXT
Children’s Bible, Saint Books, Church Missal, Prayer Books
Essential Questions
Activity

Reading Standards: Foundational Skills	
Phonological Awareness	FIRST GRADE
SCRIPTURE	
<i>Call to Me and I will answer you, and show you great and mighty things which you do not know.</i> Jeremiah 33.3	
STANDARD	
<p>FS 1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken consonant blends.</p> <p>1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	
EXAMPLES OF TEXT	
Readings at Mass, Universal Prayers of the Church, Children’s Bible Stories	
Essential Questions	
<u>Activity</u>	

Reading Standards: Foundational Skills	
Phonics and Word Recognition	FIRST GRADE
SCRIPTURE	
<i>Those who seek the Lord, shall not lack any good thing.</i> Psalm 34:10	
STANDARD	
<p>FS. 1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.3a Know the spelling-sound correspondence for common consonant digraphs.</p> <p>1.3b Decode regularly spelled one-syllable words.</p> <p>1.3c Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>1.3d Use knowledge that every syllable must have a vowel sounds to determine the number of syllables in a printed word.</p> <p>1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>1.3f Read words with inflectional endings.</p> <p>1.3g Recognize and read grade-appropriate irregularly spelled words.</p>	
EXAMPLES OF TEXT	
Essential Questions	
<u>Activities</u>	

Reading Standards: Foundational Skills	
Fluency	FIRST GRADE
SCRIPTURE	
<i>Fear not, for I am with you. I am your God. I will strengthen you. I will help you. I will uphold you with my righteous right hand.</i> Isaiah 41:10	
STANDARD	
<p>FS. 1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.4a Read on-level text with purpose and understanding.</p> <p>1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>1.4c Use context to confirm or self-correct word recognition and understanding, rereading successive readings.</p>	
EXAMPLES OF TEXT	
Literature, Children’s Bibles, Scripture , Mass Readings	
Essential Questions	
Activity	

Language Standards	
Conventions of Standard English	FIRST GRADE
SCRIPTURE	
<i>If you believe, you will receive whatever you ask for in prayer.</i> Matthew 21:22	
STANDARD	
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (EXAMPLES: He hops. We hop).</p> <p>L.1.1d Use personal, possessive, and indefinite pronouns (EXAMPLES: I, me, my; they, them, their; anyone, everything).</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future (EXAMPLES: Yesterday I walked home. Today I walk home. Tomorrow I will walk home).</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.1g Use frequently occurring conjunctions (EXAMPLES: and, but, or, so, because).</p> <p>L.1.1h Use determiners (EXAMPLES: articles, demonstratives).</p> <p>L.1.1i Use frequently occurring prepositions (EXAMPLES: during, beyond, toward).</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p>	
EXAMPLES OF TEXT	
Scripture, Saint Books, Mass Readings, Prayers	
Essential Questions	

[Activities](#)

Language Standards	
Conventions of Standard English	FIRST GRADE
SCRIPTURE	
<i>Thus says the Lord, the God of Israel, Write all the words which I have spoken to you in a book.</i> Jeremiah 30:2	
STANDARD	
L. 1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">L.1.2a Capitalize dates and names of people.L.1.2b Use end punctuation for sentences.L.1.2c Use commas in dates and to separate single words in a series.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
EXAMPLES OF TEXT	
Skills can be applied within the practice and teaching of Bible stories, lives of saints, Mass readings and universal prayers of the church.	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIRST GRADE
SCRIPTURE	
<i>Let your speech always be gracious, seasoned with salt, so that you may know how you ought to answer each person.</i> Colossians 4:6	
STANDARD	
L. 1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies <ul style="list-style-type: none">L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.L.1.4c Identify frequently occurring root words (EXAMPLE: look) and their inflectional forms (EXAMPLE: looks, looked, looking)	
EXAMPLES OF TEXT	
Scripture , Prayers , Mass Readings	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIRST GRADE
SCRIPTURE	
<i>Be on your guard: stand firm in the faith; be courageous; be strong. Do everything in love.</i> Corinthians 16:13-14	
STANDARD	
<p>L. 1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</p> <p>L.1.5a Sort words into categories (EXAMPLES: colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5b Define words by category and by one or more key attributes (EXAMPLES: a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.c Identify real-life connections between words and their use (EXAMPLES: note places at home that are cozy).</p> <p>L.1.5d Distinguish shades of meaning among verbs differing in manner (EXAMPLES: look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (EXAMPLES: large, gigantic) by defining or choosing them or by acting out the meanings.</p>	
EXAMPLES OF TEXT	
Scripture , Saint Books, Mass Readings, Prayers	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIRST GRADE
SCRIPTURE	
<i>For where two or three have gathered together in My name, I am there in their midst.</i> Matthew 18:20	
STANDARD	
<p>L. 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts and participation in Mass, including using frequently occurring conjunctions to signal simple relationships (EXAMPLE: because).</p>	
EXAMPLES OF TEXT	
Scripture , Saint books, Mass readings	
Essential Questions	
Activities	

Writing Standards

Text Types and Purposes	FIRST GRADE
SCRIPTURE	
<i>But the Lord is faithful. He will give you strength and protect from the Evil One (the devil).</i> 2 Thessalonians 3:3	
STANDARD	
W.1.1 Write opinion pieces in which students introduce the topic or name the book about which they are writing, state an opinion, supply a reason for the opinion and provide some sense of closure and to reflect Catholic morals.	
EXAMPLES OF TEXT	
Scripture , Bible Stories	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	FIRST GRADE
SCRIPTURE	
<i>We love because He first loved us.</i> 1 John 4:19	
STANDARD	
W. 1.2 Write informative/explanatory texts in which students name a topic, supply some facts about the topic, and provide some sense of closure from the Catholic perspective.	
EXAMPLES OF TEXT	
Bible Stories , Saints	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	FIRST GRADE
SCRIPTURE	
<i>He is not here! For He has been resurrected, just as He said. Come and see the place where He lay.</i> Matthew 28:6	
STANDARD	
W. 1.3 Write narratives in which students recount two or more appropriately sequenced events, include some details regarding what happened, use temporal (chronological) words to signal event order and provide some sense of closure.	
EXAMPLES OF TEXT	
Bible Stories	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	FIRST GRADE
SCRIPTURE	
<i>When His parents saw Him, they were astonished. His mother said to Him, Son, why have you treated us like this? Your father and I have been anxiously searching for you. Why were you searching for me? He asked. Didn't you know I had to be in my Father's house? Luke 2:48-49</i>	
STANDARD	
W. 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
EXAMPLES OF TEXT	
Scripture , Bible Stories	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	FIRST GRADE
SCRIPTURE	
<i>We love because He first loved us. 1 John 4:19</i>	
STANDARD	
W. 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
EXAMPLES OF TEXT	
Bible Stories , Saints , Books	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FIRST GRADE
SCRIPTURE	
<i>My dear brothers and sisters, always be more willing to listen than to speak. Don't become angry easily. A person's anger does not help him live right like God wants. James 1:19-20</i>	
STANDARD	
W. 1.7 Participate in shared research and writing projects (EXAMPLES: explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)	
EXAMPLES OF TEXT	
Saint Books , Bible Stories	
Essential Questions	

[Activities](#)

Writing Standards	
Research to Build and Present Knowledge	FIRST GRADE
SCRIPTURE	
<i>I am the good shepherd, and I know My own and My own know Me, even as the Father knows Me and I know the Father; and I lay down My life for the sheep. John 10</i>	
STANDARD	
W. .1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question from the Catholic perspective.	
EXAMPLES OF TEXT	
Bible stories , Saints	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIRST GRADE
SCRIPTURE	
<i>Let everything that has breath praise the Lord. Psalm 150:6</i>	
STANDARD	
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	
SL.1.1a Listen to others with care, speaking one at a time about the topics and texts under discussion.	
SL.1.1b Build on others' conversations by responding to the comments of others through multiple exchanges.	
SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	
Scripture , Bible Stories	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIRST GRADE
SCRIPTURE	
<i>Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you. Matthew 7:7</i>	
STANDARD	

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally through other media.	
EXAMPLES OF TEXT	
Bible stories , Mass readings	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIRST GRADE
SCRIPTURE	
<i>Trust in the Lord forever, for the Lord God is an everlasting rock. Isaiah 26:4</i>	
STANDARD	
SL. 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood or identify the Catholic perspective.	
EXAMPLES OF TEXT	
Scripture , Bible Stories	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>Remember those who led you, who spoke the word of God to you; and considering the result of their conduct, imitate their faith. Hebrews 13:7</i>	
STANDARD	
SL. 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly based on the truth, beauty and goodness.	
EXAMPLES OF TEXT	
Bible Stories , Mass Readings, Saints	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>Your word is a lamp to my feet and a light to my path. Psalm 119:105</i>	
STANDARD	

SL. 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings from the Catholic perspective.
EXAMPLES OF TEXT
Scripture , Bible Stories
Essential Questions
Activities

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIRST GRADE
SCRIPTURE	
<i>I can do all things through Him who strengthens me.</i> Philippians 4:13	
STANDARD	
SL. 1.6 Produce complete sentences when appropriate to task and situation.	
EXAMPLES OF TEXT	
10 Commandments , Saints	
Essential Questions	
Activities	

First Grade Scriptures

Visitation; Luke 1:39-56

Visitation of the Shepherds; Luke 2:15-20

Presentation; Luke 2:22-38

Flight into Egypt; Matthew 2:13-18

Egypt to Nazareth; Matthew 2:19-23

Jesus in the Temple; Luke 2:41-52

Jesus Baptism; Matthew 3:13-17

Adam and Eve; Genesis 1:24-31

Abraham and Isaac; Genesis 17:17-19

Joseph and his brothers; Genesis 5:1-10

Noah; Genesis 7:6-23

Moses; Exodus 2:1-10

David;

Scripture R.1.3

Easter story

Scripture R.1.5

Life of St. Francis of Assisi

Birth of Jesus

Old Testament

New Testament

Scripture R.1.5

Abraham and Isaac Genesis - 17:17-19

Joseph and his brothers Genesis - 5:1-10

Noah Genesis - 7:6-23

Moses - Exodus 2:1-10

Virtues

Prudence

First Grade Saints

St. Peter

St. Anne

St. Joachim

St. Joseph

St. Nicholas

Additional Saints

R.1.2--John the Baptist

R.1.3 Peter, the first pope/present pope
Holy Family/our family

R.1.4 Holy Family
Jesus
Peter

R.1.5 St. Francis of Assisi
Jesus

L.1.5 Mary
Joseph
Francis of Assisi
John the Baptist

First Grade Prayers

Hail Mary

Glory Be

Intro Our Father

Prayers before Meals

Intro after meals--school choice

Prayers of Thanksgiving

Develop personal relationship with Jesus

Petitions Meditation (time with Jesus)

Participates in the Stations of the Cross

Songs

Christmas hymns

Commandments

God calls us to live as a holy family. (4th commandment)

Literature R.1.1

It's Not Fair by Carl Sommer

The Doorbell Rang by Pat Hutchins

Jamaica Tag-Along by Juanita Havill

Literature R.1.2

Families by Ann Morris

Today I was Baptized by Dianne Ahern

Love You Forever by Robert Munsch

Tell Me About the Night I Was Born by Jamie Lee Curtis

The Strangers at the Manger by Lisa M. Hendey

Literature R.1.3

Lost in Peter's Tomb by Dianne Ahern

The Man Who Never Died: The Life and Adventures of Saint Peter, the First Pope by Gerald T. Brennan

Literature R.1.6

Book of Saints by Loyola Press

Book of Heroes by Loyola Press

Religion textbook

Literature R.1.7

Mary by Brian Wildsmith

Joseph by Brian Wildsmith

The One O'Clock Miracle by Alison Mitchell

God Gave Us Heaven by Lisa T. Bergren

The Legend of the Candy Cane by Lori Walburg

Literature R.1.9

Noah's Ark by Linda Faulkin and the Metropolitan Museum of Art

The Story of Noah an Alice in Bibleland storybook

Safe at Last!: The Story of Moses and the Red Sea by Patricia L. Nederveld
I Can Read - Moses Leads the People -

Literature R.1.10

Saint Francis by Brian Wildsmith

Saint Francis of Assisi: A Life of Joy by Robert F. Kennedy, Jr.

Brother Sun, Sister Moon: The Life and Stories of St. Francis by Margaret Mayo

The Song of Saint Francis by Tomie dePaola

Saint Francis and the Wolf by Richard Egielski

Francis, the Poor Man of Assisi by Tomie dePaola

Brother Juniper by Diane Gibfried

Brother Wolf of Gubbio: A Legend of Saint Francis by Colony Elliott Santangelo

The Good Man of Assisi by Mary Joslin and Alison Wisenfeld

Song of the Sun: Canticle of the Sun by St. Francis, illustrated by Elizabeth Orton Jones

Literature FS.1.1

Literature FS.1.2

The Beginner's Bible Daniel and the Lions (I Can Read! / The Beginner's Bible)

Moses, God's Brave Servant: Biblical Values (I Can Read! / Dennis Jones Series)

Noah and God's Great Promise: Biblical Values (I Can Read! / Dennis Jones Series)

Zacchaeus Meets Jesus (I Can Read! / Bible Stories)

The Prodigal Son (I Can Read! / Bible Stories)

Literature FS.1.3

Literature FS.1.4

Literature L.1.1

Literature L.1.2

Daily readings specified for that date

Literature L.1.3

Literature L.1.4

Daily readings specified for that date

Literature L.1.5

Literature L.1.6

Book of Saints-Loyola Press

Book of Heroes-Loyola Press

Mass readings---Daily readings specified for that date

Literature W.1.1

Abraham, Sarah, and Isaac by Joanne Bader

I Can Read! Adam and Eve, God's First People, by Dennis G. Jones

I Can Read! Joseph and His Brothers by Zondervan

The Usborne Book of Bible Stories

Literature W.1.2

Literature W.1.3

Little Bible Heroes Easter by Victoria Kovacs

God Gave Us Easter by Lisa Tawn Bergren

What is Easter by Michelle Medlock Adams

Literature W.1.4

Literature W.1.5

Baby Jesus Visits the Temple, by Arch Books

The Usborne Book of Bible Stories retold by Heather Amery

Jesus at the Temple and Other Bible Stories By: [Rebecca Glaser](#)

Clopper and the Lost Boy: The Story of Jesus and His First Visit to the Temple by Emily King

Literature W.1.6

Literature W.1.7

Just Like Mary by Rosemarie Gortler, Donna Piscitelli

Mary the Mother of Jesus by Tommie DePaula

Literature W.1.8

Daisy Gets Lost by Chris Raschka

Literature SL.1.1

Books about Saints

Children's Bible with pictures

Literature SL.1.2

Daily mass readings for the specific date

Literature SL.1.3

Books about Saints

Children's Bible with pictures

Literature SL.1.4

Daily mass readings for that specific date

Literature SL.1.5

Books about Saints

Children's Bible with pictures

Literature SL.1.6

Activities R.1.1

Activity 1

Fair Treatment (Suggested for all grades)

Materials: Sack of candy

Bring a sack of candy containing 5 less than the total number of students in the class. Pass the sack around and tell everyone they can take one. When the students discover the unfair situation and that there is not enough candy for everyone, discuss the following questions:

1. How did those students that did not get the candy feel? How about those that did?
2. What would be the fair solution to the problem?
3. Can you think of another situation when people might feel left out or rejected?

Activity 2

Sing About Justice and Fairness (Suggested for grades K-2)

Materials: None

(Sing to the tune of "You Are My Sunshine")

Justice and Fairness, Justice and Fairness, Treat others kindly, respect the rules.

Stand up for people who are mistreated, Make a difference in the world.

Activity 3

Journal: Think of a few decisions you have made, and write about how those decisions affected other people.

Activities R.1.2

Activity 1

LESSON OVERVIEW

All families are called to be holy, each in their own way spreading the light of Christ. In this lesson, the children learn the names of the members of the Holy Family. Then, they consider ways that the members of the Holy Family acted in love and how their own families may choose loving actions as well. This lesson aims to stir up love within the members of the family so that they might then go and spread that love to others.

OBJECTIVES

Students will

1. Name the members of the Holy Family
2. Show how all families are called to imitate the Holy Family

MATERIALS

Nativity figures of Jesus, Mary, and Joseph, or religious art image of the Holy Family; coloring page of the Holy Family; white board or black board and appropriate writing utensils for it

PROCEDURE (15-20 MINUTES)

1. Opening Prayer: Say a simple prayer to the Holy Family. Recommended prayer: *“Jesus Mary and Joseph, we love you. Please be with us and each of our families in a special way today. Amen.”*
2. Pre-Assessment: Ask the children what they already know about families. (Family is a man and a woman united in marriage and their children, members of a family have a mission to share God’s love)
3. Motivator: Show the Nativity figurines of Jesus, Mary, and Joseph or the image of the Holy Family and name each person with the children.
4. Content & Key Points:
 - a. Together, Jesus, Mary, and Joseph make up the Holy Family.
 - b. Mary was Jesus’s mother. Discuss ways that Mary was a good mother (loved and cared for Jesus, fed him, made his clothes, protected him, taught him).
 - c. Jesus’ Father is God, but Joseph loved and cared for him while he was on earth. That is why he is called Jesus’ “foster father.” Discuss ways that Joseph was good foster father (protected Jesus; provided food, clothing, shelter for Jesus and Mary; worked hard; spent time with Jesus; taught him how to be a carpenter).

Allow the children time to share stories about how their mothers and fathers care for them.

5. Methods & Strategies That Develop the Lesson: Give the children time to draw their own picture of the Holy Family or to color a coloring page of the Holy Family.
6. Conclusion & Reinforcement Closure: Invite the children to share their pictures of the Holy Family. Review again the names of the members of the Holy Family and their roles.

Closing Prayer: *“Jesus, Mary, and Joseph, dear Holy Family. Bless our families. We want to be like you. Make us holy. Amen.”*

Activity 2

Journal Activity - Students will pick a story about Jesus’ life. They will need to write 4-5 sentences retelling that event in their journal.

Activities R.1.3

Activity 1

Use a compare/contrast graphic organizer for looking at the different between Peter and Judas in the Easter story. Discuss with students things that made them similar (Judas betrayed Jesus, Peter denied Jesus 3 times) and things that made them different (Judas ended up killing himself, Peter became first Pope)

Activity 2

Create a “lap book” about St. Peter. It can include facts about St. Peter’s life, pictures of St. Peter and St. Peter’s Basilica, and a short writing about St. Peter.

Activity 3

Create St. Peter’s key using bread dough

Activities R.1.4

Activity 1

“Adorable Adjective”

Introduction (*10 minutes*)

- On the board, write several phrases with adjectives. For example: "fuzzy caterpillar," "scruffy pirate," "happy puppy," or "sweet apple." Write at least eight sets.
- Tell the students that they will learn about adjectives. Explain that adjectives are words that describe, or tell about, other words.
- Draw their attention to the board, slowly and deliberately read each set of words.
- Go back to the first phrase. Point to the adjective and draw a line underneath it. Tell the students that this word is an adjective because it describes the noun beside it.
- Repeat this process with the next two phrases.
- From the fourth phrase onward, let the students identify each adjective.

Explicit Instruction/Teacher Modeling (*10 minutes*)

- Use a piece of tape or magnet to display one of the printed images on the board.
- Below the image, write a word that describes it. For example, you could write "colorful" underneath a picture of a parrot.
- Put up another image. Now, let the students give you words that describe that image. Allow them to use adjective phrases as well, e.g. "sharp beak."
- Write each accurate suggestion below the image.
- Take one of the adjectives or adjective phrases and use it in a sentence. For example, "The parrot has a very sharp beak." Underline the adjective and (if applicable) circle the noun it describes.
- Repeat this process for the other suggestions.

Guided Practice/Interactive Modeling (*15 minutes*)

- Organize the class into equal groups.
- Place the rest of the printed images face-down on a table and fan them out.
- Have each group select a captain.
- Walk to each group and let its captain choose a sheet.
- Once each group has a picture, have the captains turn the sheets over.

- Ask students to think about words that describe their pictures and discuss their words with their group members.
- Have them write their words within the margins of the sheet.
- After about 10 minutes, let the captains show their pictures and read the adjectives each group member wrote.
- Give each group a small notebook. Tell them to choose two of their words to use in sentences, and have them write the sentences in their notebooks.
- Visit groups as they work, giving assistance or comments where necessary.

Independent Working Time (*15 minutes*)

- Have students choose images from the remaining sheets to describe independently.
- Each student should write at least three adjectives or adjective phrases and use at least two of them in sentences.
- Remind students to underline the adjectives and circle the words they describe. Walk around the room to give assistance as needed.

Activity 2.

Sensory Poems

What It Is: A sensory poem, or five-senses poem, describes how a poet perceives what something looks like, tastes like, smells like, feels like, and sounds like. It does not need to rhyme.

What To Do: Discuss how we are wonderfully made by God and He has given us many gifts. Review the five senses with your students and introduce the concept of a sensory poem. Give each student a clipboard, sheet of paper, and pencil. Have students write the following poem starter on their papers:

I see _____.

I taste _____.

I smell _____.

I feel _____.

I hear _____.

Then take a walk around your school while encouraging students to look for one particular thing they can describe in their poems. Remember that the poem must address all five senses, including taste, so you might want to stay close to the lunchroom. Students can draw or take notes on their clipboard of what they sense during the walk. Return to the classroom and have students complete their poems by filling in the blank lines. Students should peer-edit one another's work and help make revisions. Then it's time to publish. Hand out blank paper for

students to rewrite their poems—this time without the sentence starters. Invite volunteers to read their poems aloud and have classmates guess what object the poet is describing.

Activities R.1.5

Activity 1

Read a story called *Saint Francis and the Wolf* by Richard Egielski, discuss the life of St. Francis, stress that he was an Italian saint, make wolf paw cookies, color a picture of St. Francis and then make Olive Oil Pizza Dough

Activity 2 –

Write a report about Saint Francis of Assisi using text features

Activities R.1.6

Activity 1

Suzanne Slade’s, *What If There Were No Bees?: A Book About the Grassland Ecosystem*, captures readers through its cause-and-effect plot. Students begin by learning about pollination, ecosystems, and food chains. Then, in a clever twist, Slade describes what would happen to these ecosystems if one animal, the honey bee, were simply removed. This text helps scholars learn about ecosystems and food chains, but there is also a message in this story: Bees are important and should stick around. Help students draw conclusions that each ecosystem is uniquely created by God and each creature is important.

Similarly, Martin Jenkins creates a beautiful picture book detailing the background and history of extinct and endangered animals. In *Can We Save the Tiger?* students are exposed to stunning illustrations of tigers, emus and other animals. They learn facts about these animals, yet, they also learn how to prevent the extinction of current endangered species. Like Slade, Jenkins has a purpose: tigers (and other animals!) are in danger, but are worth saving. Students can use these two books to compare and contrast points of view with students.

Activity 2

Students pick a favorite book they have read or are reading in class. Students then describe with words an illustration in the story. Then, their partner has to find the illustration based on their clues.

Activities R.1.7

Activity 1 -

Use the illustrations and details in the story to complete the character trait map describing the main character in the story.

Character Traits

Choose a character from a book you are reading. Describe his, her, its traits using the F.A.S.T. acronym and this organizer.

Feelings	Actions
Sayings	Thoughts


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Activity 2

Chose a story to read with the class that has a clear problem and solution. Use the illustrations and details in the story to complete the story map.

Story Elements Name _____

Book Title: _____

Setting		Characters
Problem		Solution
Beginning	Middle	end
favorite part		

Created by First Grade Buddies

Activities R.1.8

Activity 1 -

Materials:

Brown paper bags or brown wrapping paper

Markers, colors, pens or pencils

Scissors

A bible for each child, if possible

Before Class Prep:

1. Fold paper in half.
2. Freehand the shape of half of the tablet on the paper leaving one edge along the fold.
3. Cut out the tablet being sure not to cut on the fold line.
4. Open the paper like a book.

Although I used a roll of brown paper wrapping, I drew my tablet about the size of a normal grocery bag. This gave the kids ample space to write out all ten commandments and it makes an impressive presentation this large. I find it easier for time's sake to pre-cut the tablets before class day.

Instructions:

Help each child locate the Ten Commandments in a bible. Ask them to copy the commandments onto their tablet using their preferred writing utensil. Now the fun part...ask them to wad the paper into a ball. Next, smooth it out to their liking. The Ten Commandments.

Activities R.1.9

Activity 1:

Learning Goal

Compare and contrast the experiences of Noah's family with the experiences of the animals on the arc.

Duration

Approximately 50 minutes

Teacher Modeling

I will introduce students to compare and contrast. Compare means to find similarities or things that are the same. I will give a few examples of things that are the same in the classroom. For example, George and Carlos have the same color shirt; it is blue. Contrast means to find differences or what is different. I will give a few examples. For example, Gina and Leah have different color hair. Gina has black hair and Leah has blond hair. I will

introduce a Venn diagram and state its purpose as organizing similarities and differences. I will use a Venn diagram to compare and contrast a book and a notebook.

Think Check

Ask: "How did I compare and contrast two people?" Students should respond that you thought about how the two people were similar and how they were different.

Guided Practice

We will use a Venn diagram to compare and contrast two pictures from the story. We will talk about the pictures, identifying things that we see in the pictures that are the same and things that are different. For example, both pictures are outside. That is the same, so we will put it in the middle of my Venn diagram. One picture has four people and one picture has three people. That is a difference.

Independent Practice

You will work with a partner to complete a Venn diagram, comparing and contrasting Noah's families experience with the experiences of the animals on the arc.

Activity 2:

After reading the scripture story of Moses and the Pharaoh and Moses parting the Red Sea, compare Moses' experiences with God in each story. Use 2 paper plates to create a venn diagram to record student ideas.

Activities R.1.10

Activity 1

Make a Zoo: Among other things, St. Francis is the patron saint of zoos and animals. Using your favorite media – paint, play dough and accessories, pipe cleaners, or simply a box of recyclable odds and ends – have children create their own animals. Then, recite the Prayer of St. Francis for Animals and Pets:

Good St. Francis, you loved all of God's creatures. To you they were your brothers and sisters. Help us to follow your example of treating every living thing with kindness. St. Francis, Patron Saint of animals, watch over my pet and keep my companion safe and healthy. Amen.

Activity 2

Popsicle Stick Puppets: After sharing some stories about St. Francis and animals such as birds, wolves, fish, rabbits and monkeys, set out popsicle sticks, glue, scissors, paper, markers or crayons and any other bits and pieces of art supplies you might have handy, such as cloths craps, feathers, brown paper bags, googly eyes and yarn. Have children craft puppets to retell the stories.

Activity 3

St. Francis Symbols Hunt: Draw sketches of the symbols of St. Francis (birds and animals, bag of gold and rich raiment at his feet, winged crucifix with five rays, stigmata, crown of thorns, lighted lamp, fiery chariot, birds, deer, fish, skull, wolf and fire), use clip art to make them, or, better still, have children draw their own representations of them. Then, hide these around the house. Have children try to find them.

Activities FS.1.1

Activity 1 - Give the students a copy of the Lord's Prayer. Have them use a highlighter to highlight every word that has a capital letter. Ask them why they think these words begin with a capital. Have them circle all the words that refer to God. Ask them why they begin with a capital letter.

Activity 2 - Put students with partner and give each pair a copy of a Children's Bible. Have a scavenger hunt with them and ask them to find each of the following.

- question mark
- exclamation point
- period
- capital letter at the beginning of a sentence
- Jesus
- a name beginning with a capital letter
- the name of a place beginning with a capital letter

Activities FS.1.2

Activity 1

Choose an *I Can Read Book* from the list above. Using highlighting tape, have students identify words with one syllable and two syllable sounds. Pick out some 3 syllable words and write the list on the board. Together break the word apart and practice blending sounds to pronounce unknown words.

Suggested word list:

1 Syllable - God, man, love, Ark, hope, day, night

2 Syllable - Jesus, Mary, Joseph, heaven, Noah, Jonah, helper, prayer, power, comfort, holy, power

3 Syllable - Rosary, beauty, trustworthy, comforting, creative

Activities FS.1.3

Activities

1. Students can play a game called Name Bus/Sound Bus. It is a word sort game where students will put one syllable words or words with final -e or vowel combinations onto the busses that make that sound. So for example; the word, cat, goes on the Sound Bus because it makes a short sound but the word "lake" would go on the Name Bus because it says its name.
2. Students compare and contrast words that have one or two syllables using a Venn Diagram. What do we notice about each word that makes it the same or different? After students have understood that each syllable has to have a vowel, then students may begin an "I Spy" Game. Students will use a highlighter and find all the vowels in a multisyllable word. After they have done that, then in groups they determine how they will divide the word into syllables. Then they will come together as a class and with the help of the teacher they will correct answers.

Activities F S.1.4

Activity 1:

Discuss with the class what a fluent reader looks and sounds like. Model reading a story from a Children's Bible. Have students pick a short story or assign them a book that is at their individual reading level. Have them practice reading the story to a partner. Then have the partner video them reading the story aloud. Student can then watch and listen to their video so they can hear how fluently they are reading.

- Using the same book you can time and see how many words they can read in a minute.

Activities L.1.1

Activities:

- Outline their bodies and use adjectives to describe how God created them unique and special
- Labeling proper and common nouns found in the Church
- Highlighting nouns and verbs within scripture passage

- Creating a collage of nouns, verbs, adjectives found in newspapers and magazines
- Students will piece together mixed up Bible verses provided by teacher.
- Create a 3-5 sentence story using a picture prompt from a children's Bible regarding Mary

Activities L.1.2

1. Every morning have students complete a Daily Oral Language lesson, in which the teacher finds a sentence from a Bible story or prayer. Students have to correct the mistakes made by the teacher.
2. Students practice their readings for weekly Mass

Activities L.1.3

Activities L.1.4

1. Shades of Meaning-using paint samples students start with a basic adjective and then build upon that adjective. Creating a whole list of words that can describe the most basic adjective. The students will create a whole list of words to be used in their writing for the rest of the school year.
2. **Objectives**

At the end of the session, the students must be able to:

Differentiate between cause and effect.

Identify the cause and effect in a given situation.

3. **Motivation**

To motivate your first graders, you can show interesting video clips or pictures that depict different people and situations. Some examples are:

A crying child

A dirty river

A big crowd in the mall

Ask the students why they think the child is crying or why the river is dirty or why there is a big crowd gathered in the mall. Write down all their answers on the board, arranged in a concept web, with the subject of the video or picture in the center. Afterwards, create another concept web as a class, this time asking them what they think will happen next.

4. **Discussion**

Cause and effect lessons for first grade should be presented and explained in a simple manner, with many examples and exercises involved. After completing the motivation activity, explain to the students that the first concept web represents possible causes for the video clip or picture, while the second one shows the possible effects. Then make a separate chart with two columns for cause and effect. Under "cause", write "why it happened". Under "effect", write "what happened". Give examples that the students can relate to very well, such as things that possibly happen to them in school or at home. Here are some examples:

Cause: Alex did not study for the test- Effect: Alex got a low grade

Cause: Jill forgot to eat breakfast- Effect: She has a stomach ache in school

Cause: The students won the contest- Effect: They had a celebration party

You may do some follow-up activities to reinforce the learning:

Let the students read a story or you may discuss a story as a class. Then together, identify the different cause-and-effect situations in the story.

Give each student a picture or a sentence, and let them look for the classmate who has a related picture or sentence. After finding their partners, each pair must identify which one is the cause and which one is the effect.

Activities L.1.5

Activity 1:

Make a stack of cards for each of the following categories with one word per card.

Who - Noah, God, family, sons, animals, people

Action - storming, raining, crying, build, told, scared

What - flood, Ark, clouds, rainbow, days,

Function Word - at, a, an, his, the, her, on, off, until, over, in

Punctuation - (.), (?)

1. Place the "who," "action," and "what" word cards face up in separate stacks. Place the function word and punctuation cards face up in rows. Provide each student with paper.
2. Working in pairs, students select a card from each stack and place them in sentence order (i.e., "who," "action," and "what").
3. Read the words on the cards (e.g., "Noah builds Ark"). Identify and insert function words and punctuation cards needed to make a meaningful sentence (e.g., at, the, ".").
4. Read the sentence (i.e., "Noah built an Ark.") and record on paper. If the sentence is silly, put a 😊 next to it.

5. Continue until at least five sentences are recorded.

Activity 2:

Students find, record, and discuss words of interest in a scripture passage.

1. Place passage at the center. Provide the student with a Word Wise bookmark and student sheet.
2. Students read the text, find, and discuss words that are interesting, new, different, unusual, funny, difficult, or important.
3. Write the scripture title, words of interest, and page numbers on the Word Wise bookmarks.
4. Choose five words from the Word Wise bookmark and complete the Word Wise student sheet. Write sentences using the words on the back of the page. (See Below)

Word Wise Bookmark	
Name	
Title	
Word	Page

Word	Page	Meaning
1.		
2.		
3.		
4.		
5.		

Activities L.1.6

1. Students will participate in the weekly Mass. They will lead the Mass in which they will partake in readings, responsorial psalm, and prayers of the faithful. They will have correct responses during the parts of the Mass.
2. Students will listen to daily Bible stories and stories of the lives of Saints. They will be able to retell these stories to their own classmates, parents, and other members of the school community.

Activities W.1.1

Activity 1

Read the scripture story of Abraham and Isaac aloud to the class. Discuss what Abraham must have been feeling when God asked him to sacrifice his own son. Isaac was the son Abraham had prayed and waited for for so long. Ask students what they would have done if they were in Abraham's shoes. Do you think Abraham did the right thing? Have them write 3-4 sentences supporting their opinion.

Activity 2

Read the story of Joseph and his brothers aloud to the class. Discuss with the students how Joseph's older brothers are angry with him, so they sell him as a slave. But many years later, Joseph is the king's assistant. Now his brothers need his help. Will Joseph forgive them? Have students write 3-4 sentences supporting whether they think Joseph will forgive them.

Activities W.1.2

Activities

1. Teacher will have students pick a topic about St. Francis of Assisi. They will complete a graphic organizer answering certain questions that they can find about Saint Francis. For example: Where he lives? What was his job? How did he become a Saint? Students will then be guided by the teacher to write an introductory paragraph, a second paragraph with information about Saint Francis and a closing paragraph. The whole report will be guided and lots of examples provided by the classroom teacher.

Activities W.1.3

Activity 1:

After reading a children's story about Easter, have the students draw four events that happened in the correct order leading up to Jesus' resurrection. When they complete their pictures, have them write a sentence for each using chronological words to signal the order of events.

Activity 2:

Make resurrection rolls - <https://weloveteachgrow.com/2013/03/25/resurrection-roll-recipe-and-bible-story/>

What you'll need:

- 1 package of crescent rolls
- 8 large marshmallows (plus extras to snack on while you're waiting for the rolls to bake!)
- 3 Tablespoons melted butter
- 3 Tablespoons sugar plus 1 Tablespoon cinnamon
- Parchment paper
- Baking sheet
- Bible (or use the "script" below)

How It's Done:

Start by preheating your oven to 350 degrees. While the oven is preheating, get out your Bible and open up to John 19 or find the Easter story in a children's Bible (my favorite is the Jesus Storybook Bible). Below you'll find the "script" for how I told the story to David (he's only 2 years old, so I kept it simple for him).

Say: "Even though Jesus was perfect and had never sinned—he had never ever done anything wrong— some people did not like him. They wanted to hurt Jesus because he said he was God. They made Jesus carry a cross and they killed him. This made God very sad, but it was all part of His great rescue plan. When Jesus died, his friends took his body off the cross."

Do: Give your child a marshmallow

Say: "This marshmallow represents Jesus' body. Jesus died for you and for me, because we have sinned and we need to be rescued from our sin."

Say: "After Jesus died, his friends came and they put special oil and spices on Jesus' body to get him ready for burial."

Do: Roll the marshmallow in melted butter, then in cinnamon sugar

Say: "Next, Jesus' friends wrapped his body in special cloths—almost like a mummy! Jesus had died, and they were getting his body ready to bury."

Do: Roll the cinnamon-sugar marshmallow up in a crescent roll (it won't look like a crescent roll). Press all of the seams **firmly**. Repeat for each of the crescent rolls. Place the rolls on a parchment paper-lined baking sheet.

Say: "Next, they laid Jesus' body in a tomb. A tomb is like a big cave carved out of rock. Then big, strong soldiers rolled a heavy rock in front of the tomb so nobody could get in or out of the tomb. They even put a special seal over the entrance so they would know if anybody tried to move the rock that was in front of the entrance. Soldiers stood in front of the tomb to guard it day and night."

Do: Put the rolls in the oven and set your timer for 10-12 minutes. Let the rolls bake until they are golden-brown. You can even let them stand guard in front of your oven "tomb" with a toy sword.

Say: "Jesus was dead in the tomb for three days. Let's count to three: one, two, three. How many days was he in the tomb? That's right, three days."

Do: When the rolls are done baking, take them out of the oven and let them cool (I let mine cool for about 20 minutes, and that was perfect). The marshmallow will probably have exploded out of your rolls, but that's to be expected (that's why we put down the parchment paper!). While you are waiting for the rolls to cool, have the students write 4-5 sentences sequencing the steps that you used to make the resurrection rolls. Make sure they include sequence words in their sentences.

After the rolls have cooled...

Say: "Three days after Jesus had died, an angel of God appeared to one of Jesus' friends. He told her that Jesus was alive! Jesus' friends decided to look in the tomb where they had put Jesus' body, but when they did, it was empty! Jesus had risen! And still today, Jesus is alive. Today he lives in heaven with God."

Do: Cut open one of the rolls. The marshmallow has melted, so the "tomb" is now empty.

Do: Eat your yummy rolls!

Say: "These rolls are sweet, just like the love of God. God made you and he loves you very much. And some day, if you choose to love and follow God, you will be able to spend forever and ever in heaven with him and Jesus. The Bible tells us that Jesus is our Great Rescuer. The Bible tells us that the only way to Heaven is through loving and believing in Jesus. We celebrate Easter, because Jesus died and rose again so that we could have a way to Heaven."

Activities W.1.4

Activities W.1.5

Activity 1:

Read aloud a story about Jesus in the Temple and discuss the problem and solution in the story. Have students retell the story in their words. Each student will then read their story to a peer and the peer will ask questions they have and offer one suggestion of a detail that the writer could add to his/her paper.

Activities W.1.6

Activities

1. Taking the written information that was used in Writing Lesson 1.2. Create a word document that the students can use, with the help of their peers and guidance by their teacher.
2. Students may also create PowerPoint slides about the life of Saint Francis working with their peers and guidance by their teacher.

Activities W.1.7

Activity 1:

Explain to the students what it means to do research on a topic. Read a variety of stories about Mary's life to the students. Discuss with them some of the main events that happened in Mary's life. Have students write 4-5 sentences about something new that they learned about Mary. They can draw a picture for each to illustrate their sentence.

Activities W.1.8

Activity

1. Read the story *Daisy Gets Lost*. Activate prior knowledge in students asking them if they have ever been lost? Discuss the story. Then read the Bible story about Jesus being lost in the Temple. Fill out a compare and contrast graphic organizer to you being lost and Jesus being lost. Also compare Daisy being lost. Ignite a whole class discussion about the differences and similarities in Daisy, Jesus and themselves.

Activities SL.1.1

Activity 1:

As the book is read aloud, students will be able to write down facts and questions independently on post its. Students should try and write at least one fact they learned about bats and one question they thought of from the story. After the story, students will put their post its on chart paper, with one side being new facts and the other questions. The students and teacher will review the facts and try to answer or research the questions.

Activity 2:

Partner your students up and have them sit next to each other on the carpet. Begin reading a scripture passage from the Bible. Stop after you have read the first main event and ask students to predict what you think will happen next. Tell your students - *Person 1 - you are the speaker. Tell your partner what you think and speak in complete sentences. Person 2- you are the listener. Ask your partner why they think that and what their evidence is.*" After student partners have had a chance to talk, discuss as a class. You can really make students think after the first student responds. You can ask, *"What do you think about what she just said. What is your evidence?"*

Then you'll continue reading and stop after the next main event. Ask the students, *"What will happen next? Person 2 - you are the speaker now. Tell your partner what you think and speak in complete sentences. Person 1 - you are the listener. Ask your partner why they think that and what their evidence is."* After partners have talked, discuss as a class. Finish the story and have students share one question with each other that they have about the story that was read. Discuss questions they come up with as a class.

Activities SL.1.2

Activities

1. Show students how to ask good questions (how, what, when). Using a Bible story as a guide, look at the pictures or listen to the story and ask questions to yourself as you are

reading to the students. Students will then have time for guided practice. They will then look at a page and the picture only and need to come up with 3 questions on their own for themselves and their partner to answer together. Then come back together and discuss the questions that were asked during their guided practice time.

Activities SL.1.3

Activity 1: Interview with Priest

Invite your Parish Priest to come to your classroom to talk to you students about why he decided to become priest. Have students write 2 questions they have about becoming a Priest ahead of time and prepare them to ask these questions when the Priest finishes talking. Encourage them to ask questions after listening when they need clarification on something they don't understand.

Activity 2:

Guide students to compose a list of 5-7 questions they have about being a Catholic. Students will then interview a parent, grandparent, or other influential person in their life by asking them the questions they composed. Students will report back to the class 3 important points they learned from their interview in the form of a poster or mini-book.

Activities SL.1.4

Activities

Title: Writing an opinion piece

Subject: Writing

Grade Level: 1st grade (age 6-7)

Time Duration: 30 min.

Materials: Chart paper, markers, paper, pencils

Objective: Write opinion pieces on topics or texts, supporting a point of view with reasons.

Anticipatory Set:

How many of you have heard of the word "opinion"? Can you tell us where or how you heard it? What do you think it means?

Chart student answers on chart paper as they answer.

Direct Instruction:

“Opinion” means to tell others what you think about something.

For example, “It is my opinion that Chocolate ice cream is the best flavor.” But not everyone will have the same opinion.

(Ask students.... “Student: What is your opinion about chocolate ice cream?” Tell them they can answer: “I think that chocolate ice cream is _____”.

Now, when I tell my opinion, I need to give reasons why I think the way I do.

“I think chocolate ice cream is the best flavor because it is sweet and tastes great on a hot day”.

I gave two reasons here. Can you tell what they are?

(Now, practice with another student who volunteers to come to the front of the class)

When we speak or write, we should use this format: (have this posted for students to look at).

In my opinion, I think that _____. One reason for this is _____.
_____. Another reason is _____. This is why I think _____.

Guided Practice:

In pairs, students will tell their partner their opinion about the best TV show and tell two reasons why. Teacher will walk around and correct/help as needed.

After about 5-7 minutes, ask for students to share out what their partner said. Be sure students speak in complete sentences and use the format given.

Activities SL.1.5

Activity 1:

The scripture passage will be completed as a shared reading. Students will practice fluency and accuracy with the class. Independently the students will create illustrations for the scripture passage in a booklet form. The words will already be written, but the students will add

drawings. After finishing the booklet they will practice reading the scripture passage independently and with partners to practice accuracy and fluency.

Activity 2:

Three scripture passages will be chosen. The students will work with each other in small groups. Each group will read and study a different scripture passage from the Bible. Students will gather important information to share with the class. They will be able to choose to present their information in a poster format or a booklet.

Activities SL.1.6

Activities

Procedure Day One:

Write sentences and fragments on the board. For example:

1. The dog.
 2. A cat ran up a tree.
 3. Pizza.
 4. Jack skipped up the hill.
 5. The shiny blue car.
 6. yelled
- Say, "Today we are going to talk about what makes a sentence. We all know what words are. A sentence is a group of words that is complete in itself. Let's look at what I have written on the board and you will see what I mean."
 - "In each sentence there should be a noun or subject, which means a person, place, thing or idea. Also there should be a verb, which describes what the noun is doing or what the noun is. Discuss each example and lead the students to understand that the sentence at least has a subject and a verb.

Activity:

1. Give the students the magazines, scissors, glue stick, and 4"x4" construction paper. Allow only 15 minutes for them to find two nouns, cut them out and glue them to the construction paper. You may want to hold up a magazine and give them a few examples.
2. Gather the papers and place them face down on the floor or table. Instruct students to choose one square and return to their desks.
3. Instruct the students to look at their nouns and come up with one verb that tells what the noun is doing or what the noun is. Have each student stand and share. Then ask another student to put the words together in a short sentence.

For example:

1. The picture is a baby
2. The person holding the picture says a verb: crying
3. Another student says, "The baby is crying."

Procedure Day Two:

- Say, "You remember that yesterday we talked about sentences. Writing a sentence is like making a sandwich. The bread is the noun or subject. The meat is the verb. You need both. But sometimes we like to have more things on the sandwich: lettuce, mayonnaise, ketchup or cheese. For a sentence, extra words that describe the subject or the verb can be added."
- Hold up a few of the cards from yesterday. Ask for suggestions of words that could describe the nouns. For example, you could say the *shiny* car or the *furry* cat. Write a few examples on the board as you brainstorm. Next ask for verbs, words that describe what the noun is or is doing. For example, "The shiny car stopped." Now think of words to describe the verb. How did the car stop? Quickly? Slowly?
- Say, "Do you think the extra words make the sentences more interesting? Are they still complete sentences? How do you know? Notice that when I have written the complete sentence I put a capital (upper case) letter at the beginning and a punctuation mark at the end. That can be a period, a question mark or an exclamation mark."

Activity:

- Place the cards on the floor facedown again. Students should choose a card. The assignment is to write a sentence about the picture using a noun (subject), adjective (to describe the noun), verb, adverb (describes the verb). Remember to use a capital letter and punctuation at the end of the sentence. Bring papers individually to share with the teacher.

Extra Activities:

1. When writing a paragraph on the board, write each sentence with a different color marker. This way the students can visualize each complete sentence.
2. Write a complete sentence on a sentence strip. Then cut it into segments. Pass out the pieces and ask those few holding the pieces to put them in order to make a complete sentence. Present it to the class.
3. Create a Word Wall with words listed in categories: noun, verb, adjective and adverb. Change the words with the change of seasons, themes and holidays