

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SECOND GRADE
SCRIPTURE	
<i>Teach me Your way, O Lord; I will walk in Your truth.</i> Psalm 86:11	
STANDARD	
R.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and Catholic beliefs in a text, thereby discovering the truth.	
EXAMPLES OF TEXT	
Scripture , Saints , Literature ,	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SECOND GRADE
SCRIPTURE	
<i>And He spoke to them at length in parables...</i> Matthew 13:3	
STANDARD	
R.2.2a. Recount stories, including scripture and specific parables from the Bible. R.2.2b. Determine the central message, lesson, moral, or virtue of chosen examples. R.2.2c. Identify the main topic of a multi-paragraph text as well as the focus on specific paragraphs within the text.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	SECOND GRADE
SCRIPTURE	
<i>And the one who searches hearts knows what is the intention of the Spirit, because it intercedes for the holy ones according to God's will.</i> Romans 8:27	
STANDARD	
R.2.3 a. Describe how characters in a story, especially saints showing the law of love and the Holy Spirit's guidance to respond to major events and challenges.	
R.2.3 b. Describe the connection between a series of historical events, scientific ideas or concepts, steps in technical procedures in a text and sequence of the Mass, and the events of	

Holy Week beginning with Palm Sunday.
EXAMPLES OF TEXT
Scripture , Saints
Essential Questions
Activities

Reading Standards for All Text Types	
ELA-Craft and Structure	SECOND GRADE
SCRIPTURE	
<i>Therefore, we aspire to please him, whether we are at home or away.</i> 2 Corinthians 5:9	
STANDARD	
R.2.4 a. Describe how words and phrases (EXAMPLES: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a prayer, the book of Psalms, story, poem or song.	
R.2.4 b. Determine the meaning of words and phrases in informational and religious text relevant to a grade 2 topic or subject area.	
EXAMPLES OF TEXT	
Scripture , Prayers , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	SECOND GRADE
SCRIPTURE	
<i>But all things must be done properly and in an orderly manner.</i> 1 Corinthians 14:40	
STANDARD	
R.2.5 a. Describe the overall structure of a biblical or literary story, including describing how the beginning introduces the story and the ending concludes the action.	
R.2.5 b. Know and use various text features (EXAMPLES: the biblical chapter and verse format (sacramental), captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
EXAMPLES OF TEXT	
Scripture , Saints	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	SECOND GRADE
SCRIPTURE	
<i>But this is why I have let you survive: to show you* my power and to make my name resound throughout the earth!</i> Exodus 9:16	
STANDARD	
R.2.6 a. Acknowledge differences in the points of view of saints and other characters, including by speaking in a different voice for each character when reading dialogue aloud.	
R.2.6 b. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (EXAMPLES: the gospels, saints' biographies, the Ten Commandments).	
EXAMPLES OF TEXT	
Scripture , Saints , The Ten Commandments	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>Then Peter approaching asked him, Lord, if my brother sins against me, how often must I forgive him? As many as seven times? Jesus answered, I say to you, not seven times but seventy-seven times.</i> Matthew 18: 21-22	
STANDARD	
R.2.7 a. Use information gained from the illustrations and words in a print or digital text including the stories of Christ's love and forgiveness to demonstrate understanding of its characters, setting, or plot	
R.2.7 b. Explain how specific images (EXAMPLES: illustrations, icons, statues, relics, a diagram showing how a machine works) contribute to and clarify a text.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>While they were eating, he took bread, said the blessing, broke it, and gave it to them, and said, Take it; this is my body. Then he took a cup, gave thanks, and gave it to them, and they all drank from it. He said to them, This is my blood of the covenant, which will be shed for</i>	

<i>many.</i> Mark 14: 22-24
STANDARD
R.2.8 Describe how reasons support specific points the author makes in a text. (EXAMPLES: describe the reasons we recognize Jesus' Real Presence in the Eucharist).
EXAMPLES OF TEXT
Scripture
Essential Questions
Activities

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>Each one should test their own actions. Then they can take pride in themselves alone, without comparing themselves to someone else, for each one should carry their own load. Nevertheless, the one who receives instruction in the word should share all good things with their instructor.</i> Galatians 6: 4-6	
STANDARD	
R.2.9 Compare and contrast two or more versions of the same story (EXAMPLES: Cinderella stories, different gospel accounts) by different authors or from different cultures or the most important points presented by two texts on the same topic. (EXAMPLES: compare and contrast the Liturgy of the Word and the Liturgy of the Eucharist, sins vs. mistakes).	
EXAMPLES OF TEXT	
Scripture , Saints , Literature	
Essential Questions	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	SECOND GRADE
SCRIPTURE	
<i>Through him all things were made; without him nothing was made that has been made.</i> John 1:3	
STANDARD	
R.2.10 By the end of the year, read and comprehend literature, including stories, poetry and informational texts, including history/social studies, science, and technical texts proficiently, with scaffolding as needed to reach the highest level of the students' God-given ability.	
EXAMPLES OF TEXT	
Scripture , Literature ; Books about Jesus or books about the lives of Saints	

Essential Questions	
Activities	

Reading Standards: Foundation Skills	
Phonics and Word Recognition	SECOND GRADE
SCRIPTURE	
<i>And if anyone takes words away from this prophetic book, God will take away his share in the tree of life and in the holy city described in this book. Revelation 22:19</i>	
STANDARD	
<p>FS.2.3 Know and apply grade-level phonics and word analysis skills in decoding words in text, including the Bible, prayers, and other religious stories.</p> <p>2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.3b Know spelling-sound correspondence for additional common vowel teams.</p> <p>2.3c Decode regularly spelled two-syllable words with long vowels.</p> <p>2.3d Decode words with common prefixes and suffixes.</p> <p>2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.3f Recognize and read grade-appropriate irregularly spelled words.</p>	
EXAMPLES OF TEXT	
Scripture , Prayers , Scripture	
Essential Questions	
Activities	

Reading Standards: Foundational Skills	
Fluency	SECOND GRADE
SCRIPTURE	
<i>The fearful heart will know and understand, and the stammering tongue will be fluent and clear. Isaiah 32:4</i>	
STANDARD	
<p>FS.2.4 Read with sufficient accuracy and fluency in prayers, Mass responses and Mass readings to support comprehension. All of the fluency skills can be applied within the teaching of any Bible story or other religious text, life of Jesus, lives of the saints, sacramental preparation, and prayers.</p> <p>2.4a Read on-level text with purpose and understanding.</p> <p>2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p>	
EXAMPLES OF TEXT	

Prayers , Scripture , stories of the life of Jesus
Essential Questions
Activities

LANGUAGE STANDARDS	
Conventions of Standard English	SECOND GRADE
SCRIPTURE	
<i>Pleasing words are a honeycomb, sweet to the taste and invigorating to the bones.</i> Proverbs 16:24	
STANDARD	
<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. All of the skills can be applied within the practice and teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.</p> <p>L.2.1a Use collective nouns (EXAMPLES: group, Church).</p> <p>L.2.1b Form and use frequently occurring irregular plural nouns (EXAMPLES: feet, children, teeth, mice, fish).</p> <p>L.2.1c Use reflexive pronouns (EXAMPLES: myself, ourselves).</p> <p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (EXAMPLES: sat, hid, told).</p> <p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (EXAMPLES: The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy).</p>	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

LANGUAGE STANDARDS	
Conventions of Standard English	SECOND GRADE
SCRIPTURE	
<i>The Lord said to Moses: Come up to me on the mountain and, while you are there, I will give you stone tablets on which I have written the commandments intended for their instruction.</i> Exodus 24:12	
STANDARD	
<p>L. 2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. All of the skills can be applied within the practice and</p>	

teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.

L.2.2a Capitalize holidays, product names, and geographic names, pronouns and nouns referring to God.

L.2.2b Use commas in greetings and closings of letters.

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2d Generalize learned spelling patterns when writing words (EXAMPLES: cage → badge; boy → boil).

L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

EXAMPLES OF TEXT

Essential Questions

[Activities](#)

LANGUAGE STANDARDS

Knowledge of Language

SECOND GRADE

SCRIPTURE

For to the one who pleases God, he gives wisdom and knowledge and joy; Ecclesiastes 2:26

STANDARD

L. 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. All of skills can be applied within the practice teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.

L.2.3a Compare formal and informal uses of English.

EXAMPLES OF TEXT

Essential Questions

[Activities](#)

LANGUAGE STANDARDS

Vocabulary Acquisition and Use

SECOND GRADE

SCRIPTURE

The whole world had the same language and the same words. Genesis 11:1

STANDARD

L. 2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. All of the skills can be applied within the practice and teaching of any Bible story, religious text, lives of the saints, sacramental preparation, parts and readings of the Mass and prayers.

<p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (EXAMPLES: happy/unhappy, tell/retell).</p> <p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (EXAMPLES: addition, additional).</p> <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (EXAMPLES: birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
EXAMPLES OF TEXT
Essential Questions
<u>Activities</u>

LANGUAGE STANDARDS	
Vocabulary Acquisition and Use	SECOND GRADE
SCRIPTURE	
<i>Golden apples in silver settings are words spoken at the proper time. Proverbs 25:11</i>	
STANDARD	
L. 2.5a Identify real-life connections between words and their use (EXAMPLE: describe foods that are spicy or juicy).	
L.2.5b Distinguish shades of meaning among closely related verbs (EXAMPLES: toss, throw, hurl) and closely related adjectives (EXAMPLES: thin, slender, skinny, scrawny).	
EXAMPLES OF TEXT	
Essential Questions	
<u>Activities</u>	

LANGUAGE STANDARDS	
Vocabulary Acquisition and Use	SECOND GRADE
SCRIPTURE	
<i>But you, beloved, remember the words spoken beforehand by the apostles of our Lord Jesus Christ... Jude 1:17</i>	
STANDARD	
L. 2.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe (EXAMPLE: When other	

kids are happy that makes me happy).	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	SECOND GRADE
SCRIPTURE	
<i>He said this to test him, because he himself knew what he was going to do.</i> Luke 6:6	
STANDARD	
W.2.1 Write opinion pieces in which students introduce the topic or book about which they are writing, supply reasons that support the opinion, use linking words (EXAMPLES: because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
EXAMPLES OF TEXT	
Scripture , Scripture , Literature	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	SECOND GRADE
SCRIPTURE	
<i>Apply your heart to discipline and your ear to words of knowledge.</i> Proverbs 23:12	
STANDARD	
W. 2.2 Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section based on Catholic beliefs and values. (EXAMPLES: explain the sacraments and explain the importance of each.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Writing Standards	
Text Types and Purposes	SECOND GRADE
SCRIPTURE	
<i>They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer.</i> Acts 2:42	

STANDARD	
W. 2.3 Write narratives in which they recount a well-elaborated event (Easter Vigil, baptism, funeral, wedding) or short sequence of events (Reconciliation, verse and refrain of liturgical music) , include details to describe actions of the priest or deacon, thoughts, and feelings, use temporal (chronological) words to signal event order, and provide a sense of closure.	
EXAMPLES OF TEXT	
Scripture , Literature	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	SECOND 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	
W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
EXAMPLES OF TEXT	
Scripture , Books about Saints	
Essential Questions	
Activities	

Writing Standards	
Production and Distribution of Writing	SECOND GRADE
SCRIPTURE	
<i>It seemed fitting for me as well, having investigated everything carefully from the beginning to write it out for you in consecutive order.</i> Luke 1:3	
STANDARD	
W. 2.6 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	
Scripture	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	SECOND GRADE
SCRIPTURE	
<i>Love the Lord, all his faithful people! The Lord preserves those who are true to him, but the proud he pays back in full. Psalm 31:24</i>	
STANDARD	
W. 2.7 Participate in shared research and writing projects	
EXAMPLES OF TEXT	
Books about Saints	
Essential Questions	
Activities	

Writing Standards	
Research to Build and Present Knowledge	SECOND GRADE
SCRIPTURE	
<i>Then the Lord God said, Behold, the man has become like one of us, knowing good and evil; and now, he might stretch out his hand, and take also from the tree of life, and eat, and live forever. Genesis 3:22</i>	
STANDARD	
W. 2.8 Recall information from experiences or gather information from provided sources (Bible, Catechism, encyclical) to answer a question.	
EXAMPLES OF TEXT	
Bible, Prayers	
Essential Questions	
Activities	

Speaking and Listening Standards	
Comprehension & Collaboration	SECOND GRADE
SCRIPTURE	
<i>When you assemble, one has a psalm, an instruction, a revelation, a tongue, or an interpretation. Everything should be done for building up. 1 Corinthians 14:26</i>	
STANDARD	
SL.2.1 Participate in collaborative conversations (using Bible stories and stories about the life of Jesus and the lives of the saints as well as personal experiences of being Catholic) with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
SL.2.1a Follow Virtuous Behavior Formation expectations for respectful discussions	

<p>(EXAMPLES: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.</p> <p>SL.2.1b Being respectful and remembering that everyone is a child of God, build on others' talk in conversations by linking their comments to the remarks of others and using the Catholic perspective.</p> <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
EXAMPLES OF TEXT
Essential Questions
<u>Activities</u>

Speaking and Listening Standards	
Comprehension & Collaboration	SECOND GRADE
SCRIPTURE	
<i>They speak of the power of your awesome acts and recount your great deeds.</i> Psalm 145:6	
STANDARD	
SL. 2.2 Recount or describe key ideas or details from a text read aloud or from information presented orally (EXAMPLES: readings or the homily at Mass messages, or through other media.	
EXAMPLES OF TEXT	
Essential Questions	
<u>Activities</u>	

Speaking and Listening Standards	
Comprehension & Collaboration	SECOND GRADE
SCRIPTURE	
<i>I too will speak my part; I also will declare my knowledge!</i> Job 32:17	
STANDARD	
SL. 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic, religious belief/practice or examination of conscience.	
EXAMPLES OF TEXT	
Essential Questions	
<u>Activities</u>	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>For by grace you have been saved through faith, and this is not from you; it is the gift of God.</i> Ephesians 2:8	
STANDARD	
SL. 2.4 Tell a story or recount an experience of being Catholic with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (EXAMPLES: the sacraments, lives of the saints, bible stories.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>He presented himself alive to them by many proofs after he had suffered, appearing to them during forty days and speaking about the kingdom of God.</i> Acts 1:3	
STANDARD	
SL. 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	SECOND GRADE
SCRIPTURE	
<i>that I may make it clear, as I must speak.</i> Colossians 4:4	
STANDARD	
SL. 2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
EXAMPLES OF TEXT	
Essential Questions	
Activities	

Scripture

Zaccheus; Luke 19: 1-10

Forgiving 70X7; Matthew 18-21-22

Found Sheep; Luke 15:4-7

Found Coin; Luke 15:8-10

Forgiving Father; Luke 15:11-32

Good Shepherd; John 10:1-21

Law of Love; John 14:23-30

Loaves and Fish; John 6:1-15

Last Supper; Matthew 26:17-29

Centurion Servant; Luke 7:1-10

Virtues

Prudence

Justice

Saints

Theresa the Little Flower (The Little Flower, October 1)

Francis of Assisi (Conversion, October 4)

Patrick (March 17)

Lucia of Dos Santos (October 13)

First Communion

Tarcisius (August 5)

Gemma Galgani (Patron of First Communicants, April 11)

Clare of Assisi (August 11)

Blessed Imelda Lambertini (May 13)

Reconciliation

Padre Pio (Confessors, September 23)

Damien of Molokai (Law of Love, October 11)

Additional Saints

Holy Spirit-Blessed Trinity

The three children of Fatima: Jacinta, Francisco, St. Lucia

Prayers

Our Father

Act of Contrition

Intro Fatima Prayer

Prayer after meals –school choice

Prayers of Thanksgiving

Personal Petitions

Contrition

Meditation

Time in Adoration

Participates in the Stations of the Cross

Songs

Commandments

The great commandments (love God, love Neighbor)

Apply all 10 Commandments(Reconciliation age appropriate examination of conscience)

Sacraments

Baptism

Reconciliation

Eucharist (Recognizing Jesus' Real Presence)

Literature R.2.1

Literature R.2.2

Why By Richard Torrey

The Rat by Jim LaMarche

First Day Jitters by Julie Danneberg

Fly Away Home by Eve Bunting

Literature R.2.3

Literature R.2.4

Two Bad Ants by Chris Van Allsburg

Owl Moon by Jane Yolen- matches activity 1

My Best Friend is as Sharp as a Pencil by Hanoch Piven

Skin Like Milk, Hair of Silk What are Similes and Metaphors? by Brian P. Clearly

Literature R.2.5

Literature R.2.6

Literature R.2.7

Literature R.2.8

Literature R.2.9

Literature R.2.10

The Little Flower: The Story of St. Therese of the Child Jesus (Saints Lives) by Windeatt

Literature FS.2.3

Literature FS.2.4

Literature L.2.1

Literature L.2.2

Literature L.2.3

Literature L.2.4

Literature L.2.5

Literature L.2.6

Literature W.2.1

Duck! Rabbit! by Amy Krouse Rosenthal

Literature W.2.2

Child's Guide to the Seven Sacraments by Elizabeth Ficocelli

The Sacrament is for Me by Jessica B. Ellingson

Literature W.2.3

Literature W.2.5

Books about Saints

Patrick: Patron Saint of Ireland by Tomie dePaola

Saint Patrick's Day by Gail Gibbons

Saint Patrick's Day in the Morning by Eve Bunting

Literature W.2.6

Literature W.2.7

Literature W.2.8

Literature SL.2.1

Literature W.2.2

Literature W.2.3

Literature W.2.4

Literature W.2.5

Literature W.2.6

Activities R.2.1

Activity 1 Main Idea Bags

Materials:

*Ziploc Bags

*Pictures

Give students a ziploc bag filled with pictures that all have a common theme or “main idea”. students list the items in their bag and figure out what all the items have in common and how they can be used. Finally they have to come up with a main idea sentence for their bag.

Activity 2

Read one of the following stories:

Why By Richard Torrey

The Rat by Jim LaMarche

First Day Jitters by Julie Danneberg

Fly Away Home by Eve Bunting

Students then make a graphic organizer about the story

In one or two words, they write what the story was mostly about

Then in a sentence they write what about the it (what they had wrote previous above)

Then students recall the most important part and rewrite a main idea sentence in their own words.

Activities R.2.2

Activity 1

Students pick one of the five bible stories listed above. Students then write 4 sentences retelling the main idea from the Bible story in their journal.

Activity 2

Parable of the The Lost Sheep activity

https://www.water.cc/sites/all/themes/lwi/media/pdf/hh-lwc/lwi_hh_livingwell_lesson_ParableLostSheep.pdf

Materials:

3 cups (not clear cups)

one small toy sheep that will fit under the cups (a small stone or rock could represent the sheep)

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1. Explain to the children you will tell them a parable about sheep. A parable is a simple story that teaches a lesson. Jesus told parables to help make his instructions easier to understand and remember. These stories are in the Bible, God’s Word.

2. Recite Luke 15:6 to the children several times. Have them repeat it back to you before beginning the activity. Have the children cover their eyes. Hide the toy sheep under one of the cups and re-arrange the cups. Have the children open their eyes, explain that you have lost your sheep and ask if they will help you find him. He is under one of the cups. Before they guess, they must repeat Luke 15:6. When someone guesses correctly, he gets to hide the sheep before the next guess. If he guesses incorrectly, someone else may try. Keep playing until someone finds the sheep.

Activities R.2.3

Activity 1: Who am I? People at Church/ File Folder Game: (for younger students)

<http://www.orgsites.com/md/church-crafts-and-activities/WhoamIYoungerGameBoard.pdf>

Who am I? File Folder Game: (for younger students)- Place your markers on START. The player rolls the die and follows the directions. If you land on a space with a person's job description (even if you were told to go back) you read it out loud and you must say who that person is. (If they cannot read, the teacher or someone else can read it for them). If you are correct, you stay where you are. If you are not correct, you go back two spaces and read that job description and say who that person is. If you are correct, you stay where you are. If you are not correct, you go back two spaces, etc. If you land on a picture of a person(s) you must say who that person is. Same rules apply for the picture identification as well. The first person to move around the board and land on FINISH wins. Continue playing to find out who comes in second, third, fourth, etc. place

Activity 2: Banner

Students make a banner as a group or individual project using symbols for the events of Holy Week beginning with Palm Sunday.

Activities R.2.4

Activity 1 Figurative Language Scavenger Hunt through Text

Source: <http://thisreadingmama.com/figurative-language-text-hunt/>

As a class briefly discuss the term *figurative language* and what it means. Introduce it, what it means and an example.

1. First, read *Owl Moon* aloud so we could enjoy it and so that comprehension of the story was solid.

2. Introduce the graphic organizer and explained its purpose. Choose a simple two column graphic organizer, labeled *Extraordinary Text* and *Ordinary Text*. Explain to the class we would be going back through the book to see if we could find places where the author using extraordinary language to explain something.

3. First modeled it for class. Turn to the first page and re-read it aloud. When on the first page with text about the trees standing like giant statues, I said, “Hmmm. I know that trees aren’t really giant statues. What is the author really telling me?” “I think the author is really trying to say that the trees didn’t move. They were very still. That’s sure is an interesting way to say it, don’t you think? “I’m going to write down what the text says right there in this column that says *Extraordinary Text* because I think that’s a pretty extraordinary way to say that the trees didn’t move.” *I copied the text straight from the book for that column.* “And what the author is really trying to say is that the trees didn’t move. They were still. So the author could have just said, ‘The trees did not move.’ I’m going to write that in the *Ordinary Text* column, because that’s a pretty ordinary way of saying it.”

4. Then fill out the chart together. We did this throughout the text, finding extraordinary ways the author used text {figurative language} and then writing the ordinary way of saying it.

5. Finally wrap it up. When you are finished with our chart, ask the class “So why do you think authors use figurative language {extraordinary text}?”

Good Response: “Because it makes us want to read more. It’s more interesting to us.”Teacher adds, “I also think that it helps us picture what the author is saying in our head much easier.”

Activity 2 - Second Grade Memory work verses and poetry

Source: <http://ourhomeontherange.blogspot.com/2012/07/second-grade-memory-work-bible-verses.html>

Have memory books with 2nd grade bible verses, prayers.

Practice reciting them, then students try to fill in the blanks to familiar bible scriptures

Activities R.2.5

Activity 1: Text Feature Booklet

http://www.teacher2teacherhelp.com/wp-content/uploads/ExpositoryTextFeaturesBooklet_13A6A/TextFeaturesBooklet.pdf

After discussing text features, each student gets to create their own text feature booklet. Each page has the Text Feature at the top of the page. Followed with the definition provided below. Finally the biggest rectangle on the paper is the example where students will illustrate with that particular text features means. Photocopy one for each student and bind. As each text feature is studied, have students glue or draw an example in the box. The following lists the information on each page of the booklet:

- **Table of contents:** A table of contents gives the heading and beginning page number of each section in a book.
- **Heading:** A heading tells you what the section is about.
- **Photograph:** A photograph is a picture made with a camera that shows how things look in real life.
- **Label:** A label is a word that tells about a picture.
- **Caption:** A caption is a sentence that tells about a picture.
- **Bold Print:** Bold print shows you new or important words.
- **Colored Print:** Colored print shows you new or important words.
- **Glossary:** A glossary lists new or important words and shows or tells what they mean.
- **Index:** An index tells you what page to find information in a book. It is in ABC order.
- **Diagram:** A diagram is a labeled picture that shows the parts of something.
- **Size Comparison Diagram:** A size comparison is a diagram that compares the size of one thing to another.
- **Pictograph:** A pictograph is a graph that uses pictures to show and compare information.
- **Bar Graph:** A bar graph is a graph that uses bars to show and compare information.
- **Map:** A map is a picture that shows the location of things or places.
- **Table:** A table is a chart of information used to compare things.
- **Timeline:** A timeline is a chart that shows events in order.

Activity 2

Choose a scripture story from above

Give students a piece of paper, tell them to fold it in half hot dog style, then fold into thirds. Have students cut up the first flaps of the paper. They are to write Beginning, Middle, End on each flap. Inside they write the most important thing that happened first, middle and end in the bible story.

Activities R.2.6

Activity 1: Point of View

First, discuss point of view and make an anchor chart for students to refer back to.

Next grab pictures off of the internet (type in things like "learning to ride a bike" and "scored a soccer goal.") and glued them each to a piece of large construction paper. Then separated the page into five different sections. Perspectives, First Person Point of View, and then the three types of Third Person point of view.

Next discuss about how similar perspective and point of view are, but that they are still a little bit different. The students got into pairs and were assigned one of the pictures. The first round, they wrote all the different perspectives that were possible in the picture. Then, they rotated to a new picture, and they all wrote a brief narrative of what was happening in the picture in first person point of view using one of the perspectives they had identified. Have students rotate around until they all had practice writing in each of the points of view. This is a good way to help them see the difference between perspective and point of view.

Activity 2 : Journal

Have students take out their writing journey and have them write the main idea of a particular gospel story or the greatest commandments.

Activities R.2.7

Activity 1: Character Trait Frames

Materials: A Bad Case of Stripes, large construction paper, markers

Introduce Character Traits. Read aloud A Bad Case of Stripes and discuss as a class inside vs outside traits. Activity: Students describe themselves and their friends and family using the character trait words. Directions: take a large piece of white construction paper and cut a large hole in the middle. Then title the frame and wrote colorful character traits around the frames.

Activity 2

Have students take a bible verse and break it down by characters, plot and setting in a journal.

Activities R.2.8

Activity 1: Main Idea Bags with Objects

Materials: five large grocery bags filled with various items & graphic organizers

Fill each bag with similar ideas and the kids had to figure out what the main idea could be as well as the topic.

Example, do the following bag together. Inside the bag were the following items: a mixing bowl, cake mix, sprinkles and icing, and a cake pan.

Ask students: What do you think the main idea is? Baking a cake? or maybe items needed to bake a cake? The topic was cakes.

Activity :Each group of students gets one bag filled with items and each student gets a graphic organizer. Together they work on figuring out the main idea and supporting details. Student's then fill out own graphic organizer. Once finished they write 4-5 sentences about their bag.

Activity 2

First - Read 2 different accounts of the Last Supper: Luke 22:14-20 and John 13:1-15.

(Also Mark 14:22- 24 and Matthew 26:18-28).

Discuss as a class- What details are mentioned in one account that are not mentioned in the other? Also talk about what it means to have Christ truly present within you. Lastly write about a relative or a friend of the family whom you all agree is a good example of the presence of Christ in your journal.

Activity 3: Jesus in the Eucharist- Art Project

This craft project is to help children understand that Jesus is truly present in the Holy Eucharist. Although Jesus is hidden, He is truly there. This reality is something very difficult for we as simple humans to comprehend. Sadly, it is a teaching of the Catholic Church which many Catholics do not have enough faith to believe. Lets help our children to believe, understand, and remember it.

Materials:

- Glue
- Scissors
- Clear tape
- Printable Chalice and Host
- Sheet of construction paper for the background (blue or black look nice)
- Decorative items like glitter/glitter glue, gems, sequins, etc.
- Crayons to color the chalice and Eucharist rays. (yellow, orange, & red)

Instructions:

If you are not using this printable as a coloring sheet, cut out your chalice and Eucharistic rays. Color them if you did not print them out on colored paper. Glue the chalice and rays onto the construction paper.

Now decorate the chalice and rays with the glitter, gems and sequins or whatever else you choose. You may also decorate the construction paper background, if desired.

Glue the Jesus resurrected circle on top of the Eucharistic ray circle. With a small piece of clear tape attach the Eucharist to create a door that opens to reveal the image of Jesus.

Through this art project, children can imagine how this simple bread and wine is truly Our Almighty Lord

Through this art project, children can imagine how this simple bread and wine is truly Our Almighty Lord, Jesus!

Activities R.2.9

Activity 1- Read Saint Francis of Assisi and Saint Patrick biography, and discuss as a class. Then use a Venn Diagram And compare Saint Francis of Assisi & St Patrick.

Activity 2- Create an anchor chart about Compare and Contrast. Discuss keywords on both sides as a class. Next use phases and hula hoops to complete activity.

Lay two hula hoops interlooped next to one another. Have students write down a word or phase about sins and do the same with the word mistakes. As a class read the cards and decided which side it belongs on.

Activities R.2.10

Activity 1

Begin the lesson by telling the class the story of St. Therese. Explain to the students, she was once a child like they are. Explain sometimes she found it to hard to be good and it is okay to find it hard to do good things, and sometimes we make mistakes. St. Therese discovered that in her own little wa she could do something good every day. Then each student will think of their own little way at home, at school, and in the world.

Activity 2: Instructions for Making Sacrifice Beads / Good Deed Beads – Text Instructions

St. Thérèse, the Little Flower, as a child, used a small string of beads in her pocket to help her count the gifts she did to offer to God. In this way she was able to advance in perfection daily. You too, can grow in holiness by following the example of the Little Flower.

Sacrifice Beads or Good Deed Beads are a string of ten beads, which can be pulled and remain in place. They are used to count the acts of love or sacrifices a person makes in a day for God. The string of beads helps a person to grow in virtue by challenging them to be faithful in making acts of love each day. Sacrifice Beads also have a fixed Our Father bead on the end of them and can double up as a rosary.

How to Make Sacrifice Beads / Good Deed Beads

Supplies Needed

25" (64cm) piece of cord (#9 twine)

11 beads (pony or wooden)

1 Miraculous Medal

1 Crucifix/Cross/Saint Medal

Step 1. Put the miraculous medal or the medal that you wish to use at the bottom of the set of sacrifice beads on the string and pull it to the middle.

Step 2. Take your first bead and pull the cord through the bead. Pull both pieces of cord in opposite directions until the bead is tight against the medal. Then tug at the cords until they are both the same length when you place them beside each other.

Step 3. Take the other end of the cord and pull it through the same bead but in the opposite side so that the string makes an X inside the bead.

Step 4. Pick-up your next bead and again form an X with the string through the bead. Pull both cords in opposite directions until the beads are tight against each other. Repeat this step until you have 10 beads in total.

Step 5. Leave about 3 bead lengths and tie a double knot or do a corded rosary knot (A corded rosary knot is the best knot to do. See instructions for a rosary knot below).

Step 6. Take your last bead (The Our Father Bead) and string both pieces of cord through the same side of the bead. Then tie a knot.

Step 8. Burn/melt your extra cord off as cutting it will cause it to fray. (Adult supervision required)

Step 7. Take your Cross, Crucifix or Medal and string both pieces of cord through the same side of it. Tie a knot, if possible do a double knot so that the knot ends up touching the knot you made in step 6. (This will keep your cross or medal on more securely).

Start pulling beads and doing acts of love!

How to Make a Corded Rosary Knot for Step 5

Step A. Leave about 3 beads length for the Corded Rosary knot.

Step B. Fold the cord over your index finger. Wrap the cord around your index finger so that the cord forms an X.

Step C. Wrap the cord twice more around the finger for a total of 2 times 3 loops), moving toward the palm of your hand.

Step D. Gently slide the resulting coils off your finger while maintaining their form.

Step E. Pull the end of the cord through these coils from the rear to the front. Very carefully, tighten the knot, pulling on the right side and maintaining the position of the knot with the left hand, (slowly) taking care to keep the coils in order, not letting the coils tangle or slip over one another. Once you are certain that the knot is correctly placed, pull to tighten.

“Without love, deeds – even the most brilliant, count as nothing” – St. Thérèse of Lisieux

Activities FS.2.3

Activity 1: T-Charts

Whenever there are two categories that make the same or similar sounds and they need to be sorted a t-chart is perfect. For example, when sorting words that have “ai” or “ay” a t-chart is perfect. Scratch paper from the recycle bin or a whiteboard are great to use to create t-charts. This type of sorting is a great assessment tool as well.

Long/ Short vowel example

“a”	“A”
cat	game
bat	lake

hat	cake
sat	late

Activity 2: Guess the Covered Word

Guess the Covered Word Guess the Covered Word is an activity which helps students learn to use meaning, word length, and onsets to figure out words. As students engage in this activity, they learn that none of the clues – meaning, beginning letters, or word length – is helpful by itself but together they become a valuable decoding strategy. 1. Write some sentences or a paragraph related to something students are studying or some topic of general interest, on a piece of chart paper. 2. Select one word per sentence which begins with consonant letters and cover that word with two town self-adhesive notes. One note should cover all the beginning letters up to the vowel (onset). The other note should cover the rest of the word (rime). 3. Read each sentence aloud and have students make three or four guesses without any letters revealed. Write down these guesses. 4. Remove the note that covers all the beginning letters. Erase any guesses which are no longer possible. Have students make additional guesses that make sense and have all the right beginning letters. 5. When the students cannot think of any more words that meet both criteria, reveal the rest of the word and see if the correct word was guessed.

Activity 3: Resource Search

A resource search is a way for students to find the pattern used in real world print that is used daily. Students use their notebooks or a sheet of paper to collect their words. They are given time to search for the pattern using resources in the room. Students may search in library books, textbooks, dictionaries, and anything posted on the walls of the room. Students collect as many words as they can and come back to share what they have found.

Activity 4

Students are read a bible story, as a class discuss the story. Divide students into groups and each group is given a verse and to sort each word into syllables or vowel sounds.

Activities FS.2.4

Activity 1: Echo Reading

First discuss Fluency is read with expression, fluent readers make connections, and sound natural. Echo reading allows children to practice proper phrasing and expression while building oral reading fluency. In echo reading, the teacher reads one sentence or paragraph (length can vary) at a time while the student follows along in the text with their finger. Once the teacher

pauses, the student echoes back the same sentence or paragraph following along with their finger so that you can be sure the student is actually reading and not simply copying you. The guided practice and support of the echo reading structure instills confidence in students aiming to develop greater reading proficiencies.

Activity 2: Paired Reading with Prayers or Bible Stories

In paired reading a capable reader and a struggling reader read in unison. The struggling reader indicates when they are ready to try reading alone. If the student makes an error, the capable reader provides the correct word. The pair then reads the sentence with that word in unison and continues reading.

Activity 3: Short phases

Take a bible story, passage or prayer and cut it up. Students take turn reading the phrases over and over for fluency.

Enrichment: Have student take all phases and put in chronological order.

Activities L.2.1

Activity:

1. Read these two stories together. Discuss, together, the similarities and differences of each story as Jesus tells them. Create a list of adjectives, adverbs, pronouns etc. found in these two stories. Now, using these lists - retell these stories in your own words. This could be written or spoken - finally, share with a partner in class.
2. Order of the mass - explain a time you were at mass. While discussing the order of the mass, ask the students to stop you by raising their hand when they hear a part of speech, or past tense verb. After modeling this example, give students a chance to play this game with a partner, while explaining a time they were at mass with their family.

Activities L.2.2

Activities L.2.3

Activity 1:

What are some informal uses of English? Texting language, emoji's etc. As a class or in small groups have the students come up with different examples they already know using such "modern/informal " uses of the language. Using these can they transfer them into correctly used language and writing?

Activity 2:

Look up word play games...for example: Word Games and Puzzles - Best of The Reader - use examples from this PDF.

Activity 3:

Using readings from the upcoming mass or daily mass, can the student rewrite the passage/passages using his/her own language, informal language and then using correct English language and conventions?

Activities L.2.4

Activity 1:

Use games to study meanings of words: Spelling City, Classroom Jeopardy, etc...

Activity 2:

Using compound words, such as those listed above, draw nonsense pictures of the compound word. Next, create silly sentences using the pictures of the compound words. Finally, put the two words together correctly to write a sentence using the compound word correctly.

Activity 3:

Find words with prefixes in the upcoming daily reading for mass or the reading for the weekend mass ahead. Highlight or list the words found in the text.

Activity 4:

Within the readings for mass texts, have each student write down or pull out words that are unknown to them. Have the student use a dictionary online or printed dictionary to find the meaning of the word. After students have finished, have them share out loud the new words they discovered!

Activities L.2.5

Activity:

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

To begin: Students read the text and then discuss or write down words that are interesting, new, different, unusual, funny, difficult, or important.

Create a T-Chart or similar graphic organizer in order to keep words side by side. Come up with different words that mean the same thing as the words they have chosen.

Share this with a partner or small group and discuss other words mentioned by other students.

Activities L.2.6

Activity 1:

Use a web site such as openend.com find videos or other activities to have the students retell one of the stories they hear.

Activity 2:

After reading the daily readings for mass, or the psalm for the day, or a reading for the upcoming weekend mass, have students retell the passages to each other.

Activity 3:

Play the following game: Have half of the class leave the room - while the other half of the class watches a quick 3 minute video on Catholic Online about St. Theresa the Little Flower. Then, have the other half of the class come in - and in small groups or pairs, have the students who were in the room retell the story. If the other students have questions, allow time for this question/answer. Repeat by sending the other half of the class out of the room while the students in the classroom watch a short video on St. Damien of Molokai. Then, invite the other part of the class back into the room for the sharing/questions and answers. This is a fun activity to do with another class of the same grade level or even within a "faith family" group.

Activities W.2.1

Activity 1: Introduce, read, and sort

As a class read *Duck! Rabbit!* by Amy Krouse Rosenthal

After reading the book, Then separate students into two groups based on whether or not they think the animal in the book is a duck or a rabbit. The two groups then discuss the reasons for their opinion. Then create a class anchor chart detailing the reasons that support why it could be a duck, and why it could be a rabbit.

Activity 2: Candy Taste Test

Try this activity super slow! Like one piece of candy at a time, and we use our senses to describe everything - how it looks, feels, tastes, smells. After your class taste all 3 types of candy - have students SECRETLY circle the candy they liked best.

Then group students based on their favorite candy and they share the reasons for liking that candy better than the others. Then, pair students up with someone who had a different opinion, and they share their reasons and try to convince their partner why their preference was better.

Activity 3: Opinion writing about the story of Zacchaeus

Write about how he felt when Jesus chose him? Write about a time you felt the same way that Zacchaeus did.

Activities W.2.2

Activity 1: Writing own information story text step by step

Start by making a list of "expert topics" or topics students could write about without doing any research. Then after much discussion and deliberation, they chose a topic they knew a lot about, cared about and would be interesting to others. Then they spent time breaking our topic down into 3-5 subtopics, that would ultimately become the "chapters" in their books.

Next students write out a table of contents. They tried to think of clever ways to write the headings on their contents page so they would capture the attention of a reader. So instead of "What Dogs Eat" they might name their chapter, "Dinner Time!" After that, students worked on writing an introduction for their books. We reviewed how to write an introduction that introduces the topic while also captivating the reader. As part of the introduction, they made a list of special vocabulary words they would like to include in their books (they will make them "bold" within the text).

Next came our "descriptive" chapter. Students chose a chapter from their table of contents that would be best written with a descriptive structure. They then did a web as a prewriting activity before beginning their draft. During the several days that we worked on our descriptive chapters, students also practiced writing "partner sentences" to make their writing more clear and descriptive. Next comes the "sequential" chapter. Students chose a chapter from their table of contents that would be best suited to a sequential structure. They then did either a timeline or a flowchart as a prewriting activity before writing out a draft.

Then they chose a chapter that would work well with a compare/contrast structure. They worked on either a Venn diagram or a t-chart for pre-writing before writing out a draft. All along the way they have been doing sketches or draft illustrations to include in their books.

For their last 1-2 chapters, students will choose any of the three structures we have previously used to build their draft. We will finish up with a conclusion. After a few days are spent editing and revising our work, and adding some fancy illustrations, diagrams and photos, the students will end up with their very own published book!!

Activity 2: Students write about the sacraments

Graphic Organizer Layout

Topic: Sacraments

Opening Sentence: (introduction to sacraments)_____

7 Facts: Each sacrament has a sentence about the main idea about the sacrament (also is a fact)

{7 sentences total}

*Closing sentence about sacraments*_____

Once completed with writing, students illustrate a picture of their favorite sacrament.

Activities W.2.3

Activity 1: Mini-lesson- Sequence of Events

Use story Amazing Grace by Mary Hoffman

Start with reviewing sequence of events. Give students an example creative narrative text and then have them retell the story using these sequence words. Use the story *Amazing Grace* for this mini-lesson. After you retell the sequence of events using those order words, change those words to stronger transition words.

First *can be become* Immediately

Next *can be become* Now

Then *can be become* Meanwhile

Finally *can be become* Ultimately

After this mini-lesson, send students back to their seat to independently create a sequence of events for their own creative narrative.

Activity 2

Write the sequence of the Mass and categorizing the Liturgy of the Word and Liturgy of the Eucharist.

Activities W.2.5

Activity 1: Gallery Walk

Once students complete their writing piece, the students lay their paper on their desks. Next, the other students walked around the classroom and left post-it note comments at their desk about their writing.

Activity 2: Sharing and Author's Chair

This activity usually take 10 minutes and be done either by having the students read to the class a 'published book' or by children sharing their work in pairs. If peer editing is to be part of your classroom structure, careful introduction to a process such as TAG will be required. TAG stands for - tell one thing you liked about the story, ask one question, and give one suggestion. In Second Grade students may want to share a 'Work in Progress' or 'Revision' to get many different opinions for inspiration. Author's chair in the Second Grade Classroom is still important because stories will take longer to write and publish and the student's achievement needs to be celebrated.

Activity 3: Saint Writing

Students pick one saint to write about their life. Then pair students to edit each other's work. Finally review the paper with each student.

Activities W.2.6

Activity 1: Confer

Use iPad as a document camera. Next install the app Confer. Confer is an app that lets you record and track your students both individually and in small groups. This app can be used to teach Reading and Writing Workshop. The app allows you to take notes on individuals and small groups. You can view students by “tag”, “strength”, “teaching point”, or “next step”. Creating small flexible groups allows you to see at a glance what those students are working on, what reading level they are on, or what you need to do next with them. Confer also allows you to upload your data to a Gmail account as a spreadsheet or to upload to any iOS device or to Dropbox. Confer will help take formative assessments in writing and reading to the next level. You can quickly and easily collect data, have that data at your fingertips at all times, and then sort through that data to create impactful differentiation of my instruction. This app allows teaching to be more effective and personalized, leading to increased student achievement and engagement.

Mirror the iPad to the computer using AirPlay. The app allows you to click on a student’s name, to save comments, so if you want to say the same thing with another writer, I don’t have to type it all. Confer lets you upload photos so you can discuss with students.

Activity 2: Publish on the computer

First, create a word doc template that students can use to type their stories. For the first published book, have them create only the cover, title page, and materials need page in the document. They learn how to create text in a text box, change the font if desired and import a picture for their cover. We can print two copies and use one as a title page. Once printed, ask a parent volunteer to assemble pages in their book so they can write and illustrate their masterpiece. Students will be so eager to finish writing their edited text and add illustrations with special publishing tools (markers, twistables, glitter crayons etc.). Later in the year when students have more stamina, encourage them to type their entire text with the published book template.

Activities W.2.7

Activity 1: Year Project about Saints

Each month students read about a saint and write 5 to 6 sentences about their life, and what they did. Students illustrate a cover page, along with a table of contents page of the list of Saints and page number to place behind the cover. At the end of the year all the saint’s pages are compiled and binded together to be shared with the class

Activity 2: Sacraments Writing

Students are divided into seven groups. Each group receives a sacrament. The group researches and discusses their sacrament. Each member writes two sentences about the sacrament. Each group puts their sentences into paragraphs. Combine each group's sacrament paper and publish in a class book.

Extended: Students may illustrate sacraments, crafts, etc.

Activities W.2.8

Activity 1: Bible Verse Olympics - (could be used for verses, prayers, acclamations)

Have the children do different exercises as they say their verse. For example, touch your toes as you say the verse; do sit-ups as you say the verse; stand on one foot as you say the verse, etc. You could have contests to see who could do an activity the longest or most times, or you could give awards that state how many times/how long a child did a given activity!

Activity 2: Bible Tic-Tac-Toe

For two Teams. You will need pre made questions to play this game.

If playing in a class, divide class into two teams, "X's" and "O's". Draw a large Tic-Tac-Toe grid on the chalkboard and number the squares 1-9. Teams take turns answering questions called out by the teacher. Players may confer with their teammates to give an answer. If a correct answer is given, that player or team scores an "X" or "O" in one of the numbered positions of their own choosing on the grid. If a player/team is unable to answer a question, the opposing team may have an opportunity to answer it and score an "X" or "O". If no one is able to answer the question, the grid space remains blank and play continues as before. First player or team to get three in a row wins!

Activity 3: Journal --Examination of Conscience for Children

Have students pray then answer a few questions in their journal quietly.

Responsibilities to God:

Have I prayed every day?

Have I prayed my morning prayers and night prayers?

Have I prayed with my parents and family?

Have I been moody and rebellious about praying and going to church on Sunday?

Have I asked the Holy Spirit to help me whenever I have been tempted to sin?

Have I asked the Holy Spirit to help me do what is right?

Responsibilities to others:

Have I been obedient and respectful to my parents?

Have I lied or been deceitful to them or to others?
Have I talked back to parents, teachers or other adults?
Have I pouted and been moody?
Have I been selfish toward my parents, brothers, and sisters, teachers, or my friends and schoolmates?
Have I gotten angry at them? Have I hit anyone?
Have I held grudges or not forgiven others?
Have I treated other children with respect or have I made fun of them and called them names?
Have I used bad language?
Have I stolen anything? Have I returned it?
Have I performed my responsibilities, such as homework and household chores?
Have I been helpful and affectionate toward my family?
Have I been kind and generous with my friends?

Activities SL.2.1

Activity 1:

Read the story of the Centurion's Servant together. Discuss together how Jesus came to others - in a way each would recognize. In much the same way, when we have conversations with others, we need to remember they may need to hear what we are saying in a different way as well. Some may enjoy music, others reading, while others enjoy singing. All are gifts God has given each of us to share and express our own experiences with those around us.

Activity 2:

Discuss the life Saint Francis of Assisi. Examine what his life started out as and how it finished. Discuss his family's' role in his participation in the aspects of his life and how he needed something different in his life than what his father originally wanted for him.

Activity 3:

Find stories about differences in communication. Consider using stories told in a language other than English.

Activities SL.2.2

Activity 1:

Read a story about Our Lady of Fatima. (www.Fatima.org) Describe the main ideas and details found in the story. Discover together the messages revealed to the children.

Activity 2:

Small Group work: create a poster together including information about Our Lady of Fatima and present findings to the whole class together.

Activities SL.2.3**Activity 1:**

Read about Padre Pio's life - especially focusing on his childhood. (www.catholic.org)

Activity 2:

Allow the students, in small groups, to create questions for another small group, which include information from the childhood life of St. Padre Pio. After they have created their own questions, they swap questions with another group and answer, in complete sentences, from their questions.

Activities SL.2.4**Activity 1:**

Read these three stories together in class. Students choose one of the stories to place him/herself in. Using the story chosen, retell it now including oneself within the story. Be sure to include your role, relevant facts of the time, details etc. Share your story out loud to the class, or share together in small groups, or share with an older student from a "Faith Family" and receive feedback on how to improve or include other ideas into the story that would make it more interesting or fun to hear from a listener's' perspective.

Activity 2:

Tell or write a story about a time in your life, or the life of your family when faith/following Jesus really made a difference. Ask parents or older siblings about when they received their sacraments, or how they became Catholic.

Activities SL.2.5

Activity 1:

Read together the story of The Loaves and Fish.

Activity 2:

Small groups rewrite the story as a play then act it out while being audio taped. Students listen to their tape and re do the play a second time using more clearly pronounced words, or expressions. Add into this second play, displays or backgrounds to help with the setting of the story which could include posters, or other visual displays.

Activities SL.2.6

Activity 1:

Watch the short video of St. Clare on Catholic Online.

First, ask each student to write just one complete sentence telling about what they learned from the video. Next, have the students gather in small groups to share their sentence. In the small group each student is allowed to listen, help, and rewrite their own sentence. Also, at this time a student may choose to add more sentences to their own if they hear something new they found interesting from another student's ideas.

Come back together in larger group to hear each student say out loud their sentence/sentences.