

Religion Curriculum Inquiry Unit



School:

YEAR LEVEL: 3	Term:	Year:
Inquiry / Wondering Question: I wonder about prayer and praying. I wonder about the Rosary.		
Strands: <div style="background-color: #cccccc; text-align: center; padding: 2px; margin: 2px;">Beliefs</div> <div style="text-align: center; padding: 2px; margin: 2px;">Sacraments</div> <div style="text-align: center; padding: 2px; margin: 2px;">Morality</div> <div style="background-color: #cccccc; text-align: center; padding: 2px; margin: 2px;">Prayer</div>	Cross-curricular priorities:	
Class context/Learners: To be added by class teacher		
Key Inquiry Questions: How can I show honour to Mary? What is the Rosary? Can I pray a decade of the Rosary? Where do I pray? How do I pray? Why do I pray?	I Wonder: I wonder about Mary. I wonder what is the Rosary. I wonder about how I pray. I wonder about where I pray. I wonder why I pray.	
Knowledge & Understanding... The Rosary – Praying the rosary is a meditative prayer practice in the Christian tradition. Pray a decade of the Rosary (Joyful) How to pray, when to pray, ways to pray, and why people pray. Members of the Church pray often; every day. Prayer is a way people communicate with God and God communicates with people. Prayer is a living relationship with God the Father, Son, and Holy	Skills... Say, individually and in unison, a decade of the Rosary using Rosary beads and meditates on the mysteries individually using visual clues to assist. Our Father Ten Hail Marys Glory Be Prayer of Fatima (optional said by teacher) Identify and provide reasons for praying. Evaluate ways of praying.	



<p>Spirit. Faith is lived through prayer and action.</p> <p>Formal and informal prayers – the Joyful mysteries of the Rosary</p>	<p>Explore feelings about and attitudes towards personal and communal prayer Reflect on experience of prayer. Engage in a personal action plan to promote more meaningful prayer. Experience daily prayer times in the class. Make connections between prayer and the experience of God in people’s lives. Describe how praying develops people’s relationship with God. To be aware how attitudes and actions are influenced by praying. Plan, lead and participate in prayer services using formal and informal prayer in the classroom. Participate in spontaneous prayer, daily prayer in the classroom, meditation, grace before and after meals</p>
--	---

Identify scripture to be interpreted:

World behind the Text	World of the text	World in Front of the Text
<ul style="list-style-type: none"> • Who wrote the text? • When was it written? • Who was the audience of the text? • What do you know of the cultural, historical and political context of the author? • What do you know of the cultural, historical and political context of the time? • Where did this take place? 	<ul style="list-style-type: none"> • What type of writing is this? • What comes before and after this text? • Who are the characters in the text? • Who speaks and who is silenced? • What happens in the text? • What words are interesting, new or difficult and need explaining? 	<ul style="list-style-type: none"> • What meaning does this text have for my life today? • How might people of different genders and cultures interpret this text today? • How could this text be used in prayer? • What life experiences help me to better understand this text? • What aspects of this text might not be relevant to our lives and time?



Assessment Plan

Year Level Achievement Standards:

By the end of Year Three, students demonstrate wonder at the mystery of God as creative, compassionate, loving and forgiving. They name significant people, places, events and stories from the Gospels. They identify cultural aspects that assist them to understand Jesus' life and teachings.

By the end of Year Three, students explain the rite of reconciliation and understand that we can choose to be loving and forgiving like Jesus.

By the end of Year Three, students wonder and recognise how their gifts can serve the community by being welcoming, caring and joyous. They respond to stories of Jesus by relating them to their own lives.

By the end of Year Three, students can understand and say, individually and unison, the Act of Contrition and a decade of the Rosary (joyful mysteries). They participate in prayer every day and identify reasons for praying.

Type of Assessment	Description	Possible Sources of Evidence	When assessment takes place
Formative Assessment <i>for</i> Learning	As a class complete a Post –it Note brainstorm using the following: 'What is prayer?' .	Post-It Note Brainstorming	During the unit
	Present the scripture using Godly Play techniques and resources. Young Children and Worship p 153 Pose wondering questions:	Godly Play	During the unit
Summative Assessment <i>of</i> Learning	Using a Y-chart students identify what it sounds like, looks like, smells like, at times when they feel close to God.	Y-Chart	At the beginning of the unit
	Using gospel references from Luke (3: 21–22; 4: 42; 6: 12; 9: 18; 9: 28) students consider the significance of prayer in Jesus' life. This can be done individually or in learning groups. The retrieval of information can be presented as a story map or cartoon strip.	Retrieval chart / Comic strip	During the unit
	Personal prayer writing	Personal prayer writing	During the unit
	Re-write the Hail Mary in your own words	Re-write the Hail Mary in your own words	During the unit



	<p>Group presentation of one of the decades of the Joyful Mysteries</p> <p>Using a checklist ask each student to</p> <ul style="list-style-type: none"> List possible times, places, ways to pray Articulate why and how we pray. <p>Pray the a decade of the Rosary – the Joyful Mysteries</p> <p>Action Plan Students to make an action plan by completing the following statements: When I pray by myself I will ... When I pray with my friends I will ... When I pray with my class I will ... When I pray with my school community I will ... When I pray at church I will ... When I pray for the world I will ...</p>	<p>Group research and response to a decade of the Joyful Mysteries</p> <p>Consultation</p> <p>Observation</p> <p>Cloze activity</p>	<p>During the unit</p> <p>At eh end of the unit</p> <p>At the end of the unit</p> <p>At the end of the unit.</p>
<p>Affective</p> <p>Assessment as Learning</p>	<p>Personal prayer rubric Headings are rated 1–3 stars in the following areas: I pray I know the Our Father I know the Hail Mary I can make up prayers I make time to pray I can make the Sign of the Cross.</p> <p>Listening Meditation</p>	<p>Prayer Rubric</p> <p>Evaluate meditation</p>	<p>At the beginning of the unit and at the end of the unit.</p> <p>During the Unit</p>

Learning and Teaching Sequence

WK	Inquiry Phase	Activity/Experience/Differentiation	Resources/ICLTs	Assessment
	Tuning In	<p>Teacher creates a 'Personal Prayer' rubric for students to fill in. This is not to be shared with the class, but could be included in their personal journals. Headings are rated 1–3 stars in the following areas:</p>	<p>Personal Prayer rubric I pray I know the Our Father I know the Hail Mary</p>	<p>Assessment as/for Learning This will indicate students' prior knowledge and experience of prayer.</p>



		<p>I pray I know the Our Father I know the Hail Mary I can make up prayers I make time to pray I can make the Sign of the Cross. This rubric can also be used at the end of the unit, and students may wish to discuss any changes in their ratings and why they think this has happened.</p> <p>I wonder... Students sit in <i>Talking Circles</i> and explore the statement 'I wonder when is a special time when I feel close to God ...' Students take turns listening to each other's responses to this statement.</p> <p>Responding Activities to tune in to the Topic of Prayer:</p> <ul style="list-style-type: none"> Using a Y-chart students identify what it sounds like, looks like, smells like, at times when they feel close to God. Begin a Class Prayer Book which contains examples of children's work, formal prayers, and favourite prayers. Use Morning Prayer as a time to affirm students. These students can be Prayer leader for the day. Say a 'thank you' prayer for these people. Invite students to keep a prayer journal using words, pictures and images. It can assist students to be aware of what they believe value, feel and wonder about. Invite students to address their journal entries to God. Sometimes writing a letter to God can be a way of journaling. For other students, sentence starters may be helpful, e.g. I feel like ... I am happy/sad because ... I wish ... I need ... I am wondering about ... I am sorry for ... On a chart build a treasury of prayer words such as silence, thanking, praise, listening, asking, singing, etc. These words can added to as the unit and learning progresses. Plan, with the students, a classroom prayer roster. Encourage 	<p>I can make up prayers I make time to pray I can make the Sign of the Cross. The rubric to have three levels ★ ★ ★ Three stars – I can do it ★ ★ Two stars – I need help ★ One star – I don't know this.</p> <p>Y – chart see a-Z teaching strategies http://www.newreligioncurriculum.com/teaching-strategies.html</p> <p>Examples of Prayer Journals can be found on GailTDavis Pinterest Board – Prayer Journals. This Pinterest page can be accessed through the social media icon on: www.newreligioncurriculum.com. http://www.pinterest.com/gailtdavis/prayer-journals/</p>	<p>Assessment of Learning These tasks indicate students' prior understanding, perceptions and experiences of prayer.</p>
--	--	--	--	---

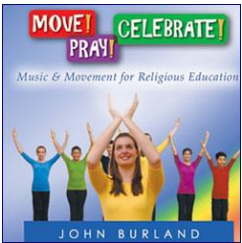


		<p>students to take responsibility for setting up the sacred space. Have a procession when you change the cloth on your Prayer Table at the beginning of Easter from Purple to White. Remind the students about the Church's Liturgical Year and the various colours that are used for each liturgical season. See Teacher Background Information for more about the liturgical year. http://www.newreligioncurriculum.com/liturgical-year.html</p> <ul style="list-style-type: none"> • Teach simple morning offerings. Alternate spoken prayers with songs or hymns. As children become more confident, they can take it in turns to lead prayer. 	<p>http://www.newreligioncurriculum.com/liturgical-year.html</p>	
	Finding Out	<p>As a class complete a Post –it Note brainstorm using the following: 'What is prayer?' . Have a poster on walls in the classroom with the following headings: Prayer is ... Prayers I know ... I pray to ... Times when I pray ... Places I pray ... People I pray with ... Questions I have about prayer ... Students are given post-it notes to write responses and place on the appropriate chart. Charts are displayed around the room and referred to as necessary or the information collected can be presented in a variety of ways, e.g. PowerPoint presentation, in their religion book, art-form, etc.</p> <p>How did Jesus pray? Using gospel references from Luke (3: 21–22; 4: 42; 6: 12; 9: 18; 9: 28) students consider the significance of prayer in Jesus' life. This can be done individually or in learning groups. The retrieval of information can be presented as a story map or cartoon strip see resources attached to unit on religion curriculum website. Where did Jesus pray? What happened (event)? – Who was there? What words or actions were used? Why did Jesus pray? What might he have been feeling or thinking? Who does Jesus pray to? What names does he use and why? Students come together and complete a class data chart. Interpret the data chart and share wonderings.</p>	<p>Post –it Note Brainstorming.</p> <p>Bible Retrieval chart presented as a story map or comic strip. See Teaching Strategies on http://www.newreligioncurriculum.com/teaching-strategies.html</p>	<p>Assessment for /as Learning What do the students know about prayer?</p> <p>Assessment of learning. Retrieval Chart presented as Comic strip</p>



		<p>In groups students paint poster sized pictures sequencing the story of 'Jesus Goes into the Desert' based on Matthew 4:1-11, Mark 1: 12-13, Luke 4:1-15 Present the scripture using Godly Play techniques and resources. Young Children and Worship p 153 Pose wondering questions: I wonder why Jesus chose to go into the desert to pray. I wonder what it was like to be alone in the desert. I wonder what Jesus spoke to God about. I wonder where he slept. I wonder what he ate. I wonder why he wanted a quiet place to talk to God.</p> <p>Use children's literature to explore the place of communication in relationships. Find books from the school library that focus on how the characters communicate with each other and about friendship. See list of suggested children's literature at the end of the unit. Relate this to prayer by asking the following questions: What is communication? How do we communicate with God? Why do we communicate with God? What is a 'friendship'? How do we build up a friendship with God?</p> <p>Students share their work with the class. They could do this by using a concept map. Emphasise the link between communication, relationship (or friendship) and God.</p> <p>Investigate and experience a variety of prayers both inside and outside the classroom. Include music and symbols. Students complete Y Charts to share impressions of each of the prayer experiences.</p> <p>Creative prayers: Action songs When teaching songs, try to incorporate appropriate gestures. John Burland's resource - Move, Pray, Celebrate is an excellent resource for showing songs with gestures. It contains 18 songs which cover a variety of themes such as Gathering, God's Love , Christmas, Easter , Mary , the Sacraments, Justice and many others. The DVD clearly demonstrates the accompanying movements to all 18 songs and includes four songs being demonstrated</p>	<p>Poster sized painting</p> <p>Young Children and Worship p 153 Jesus in the Wilderness.</p> <p>List of Children's literature at the end of the unit. Children's Literature from school library.</p> <p>Y - Chart</p>	<p>Assessment for learning Wonderings</p>
--	--	---	--	--



		<p>within a group situation by children and young adults.</p> <p>The Auslan sign language dictionary id also a great help to work out appropriate gestures for songs. Just type in the word and it will show you the Sign language for the word. http://www.auslan.org.au/about/dictionary/ Use your own ideas for gestures and encourage children to do the same. Other artists with appropriate songs include: Hi God - Gesture Book. Kids Praise 1 - 8. Andrew Chinn – Butterfly Music http://www.butterflymusic.com.au/ Michael Mangan – Litmus Productions Bernadette Farrell – Great Gifts CD and book.</p> <p>Listening Meditation Use the following steps to guide the class in the following ‘Listening’ meditation: Everybody take a big breath in and out. Can you feel your breathing? Listen to your heartbeat. Listen to the sounds outside. Listen to the sounds inside the room. Feel the quiet inside you. Think of a quiet place where you feel comfortable. Who is there with you? Who do you want to talk to? What would you say to them? Listen to your heartbeat. Listen to the sounds outside. Listen to the sounds inside the room. Now listen to me, open your eyes.</p> <p>Think – Pair – Share Give students quiet time to reflect on this experience, using the following questions to guide their thoughts: Did you feel your breathing? Did you feel your heartbeat? What sounds did you hear? How did the quiet feel?</p>	<p>http://www.johnburland.com/releases/move.htm</p>  <p>http://www.auslan.org.au/about/dictionary/</p> <p>Butterfly Music http://www.butterflymusic.com.au/ Litmus Productions http://www.litmusproductions.com/</p>	<p>Assessment for/as Learning. Observe and take anecdotal notes of students’ ability to participate in meditation activity.</p>
--	--	---	--	--

		<p>Describe your quiet place. Who was there with you? What did you talk about? Work with a partner and share responses. See the Townsville Catholic Education website http://www.cominghome.org.au/ for more ideas on Christian Meditation</p> <p>Prayer Circles Spontaneous Prayers – students sit in a circle and using a prayer focus such as a candle, Bible, crucifix etc. invite the students to pray for their own intentions. These prayers can be prayers of petition, praise or thanks, forgiveness. When teaching prayer in the classroom students can follow the format:</p> <p>1st line WHO is the prayer to? 2nd line WHAT are you asking for/thanking God for/praising God for/sorrow for? 3rd line END with AMEN See http://www.newreligioncurriculum.com/prayer-yr-3-yr6.html for a more detailed explanation.</p> <p>Have each child write their own prayers and illustrate. These can be added to their religion book or made into a class book of prayers.</p>	<p>http://www.cominghome.org.au/</p> <p>http://www.newreligioncurriculum.com/prayer-yr-3-yr6.html</p>	<p>Assessment of learning Students writing their own prayers.</p>
	<p>Sorting Out</p>	<p>Photo Wall Create a photo/image wall of places of prayer at home, school, other classes, Church and the wider community. Students are grouped to go to other grades to the Church (if possible) to photograph and observe the prayer, places of prayer and rituals, and interview teachers and students about their prayer practices. – ask using the 5W’s+H strategy</p> <p>Using the photos taken find commonalities such as formal and informal</p>	<p>Digital cameras.</p> <p>5Ws + H strategy</p>	<p>.</p>



		<p>prayer, sung prayer, meditation, colours, symbols, etc. group photos under agreed headings.</p> <p>Discuss the difference between formal and informal prayer. Find examples of formal prayers: Hail Mary Our Father Grace before / after meals Responses in the Mass Look at the 'Hail Mary' in more depth. The 'Hail Mary' is a most familiar prayer used in the Catholic Church in honour of Mary. We honour Mary through prayer.</p> <p>Revisit Luke's Gospel to make connections with the Hail Mary: The Hail Mary is drawn from Luke 1:28 and Luke 1:42. What does the angel Gabriel say to Mary? Go through the Hail Mary and discuss the words used in this prayer. In pairs or individually re-write the Hail Mary in your own words and illustrate an aspect of this prayer. Present to class. After students have discussed and examined this popular Marian devotion, they could teach it to a buddy or a younger student. What strategies would they use – Illustrations? Music? Rhymes? Actions? Storytelling?</p> <p>Examine a decade of the Rosary. Choose the Joyful Mysteries as they are related to the life of Mary, 1. The Annunciation 2. The Visitation 3. The Nativity 4. The Presentation 5. Finding in the Temple</p> <p>As part of an ongoing class prayer celebration, divide the class into five groups and allocate one event depicted in the Joyful Mysteries and have the students complete the following: Research some information about the event – this could include scriptural reference. Find an image from Text Week – http://www.textweek.com/art/art.htm Dramatise or mime the event. Draw, paint or sketch their own interpretation of this event. Over a period of 5 weeks groups share their individual interpretation of the chosen event during class prayer. These could be displayed around the</p>	<p>Bibles</p> <p>http://www.textweek.com/art/art.htm</p>	<p>Assessment of learning This activity will provide evidence of students' knowledge of the Hail Mary.</p> <p>Assessment of learning</p>
--	--	--	--	--



		<p>prayer space if suitable.</p> <p>Look at some Rosary beads. Ask the children to bring some in from home and share the story of who owns the beads. What do we call these beads? What are they used for? Look at diagrams on how to pray a decade of the Rosary – Cross Our Father Ten Hail Marys Glory Be Show the students how to make their own rosary beads. This can be a complete rosary or decade of the Rosary. http://www.catholicicing.com/how-to-make-a-rosary-with-kids/ see Pinterest http://www.pinterest.com/gailtdavis/the-rosary-for-kids/ for more creative ideas for making rosary resources.</p>	<p>http://www.catholicicing.com/how-to-make-a-rosary-with-kids/</p> <p>http://www.pinterest.com/gailtdavis/the-rosary-for-kids/</p>	
--	--	---	---	--

	Communicating	<p>Using a checklist ask each student to</p> <ul style="list-style-type: none"> List possible times, places, ways to pray Articulate why and how we pray. <p>Pray the a decade of the Rosary – the Joyful Mysteries</p> <p>Action Plan Students to make an action plan by completing the following statements: When I pray by myself I will ... When I pray with my friends I will ... When I pray with my class I will ... When I pray with my school community I will ... When I pray at church I will ... When I pray for the world I will ...</p>	<p>Checklist and anecdotal records completed through consultation.</p> <p>Observations</p> <p>Cloze activity</p>	<p>Assessment of learning</p> <p>Assessment of learning</p> <p>Assessment of learning</p>
	Evaluating and Reflecting	<p>Look at the 'Personal Prayer' rubric for students from the beginning of the unit and have the students re-evaluate their knowledge at the end of the unit. This is not to be shared with the class, but could be included in their personal journals.</p>	<p>Assessment as learning</p>	



	Teacher reflection and Evaluation	Headings are rated 1–3 stars in the following areas: I pray I know the Our Father I know the Hail Mary I can make up prayers I make time to pray I can make the Sign of the Cross.	
--	--	--	--

Suggested Children’s Literature.

Allen, Pamela. (1991). Black dog. Ringwood: Penguin Books. [OP]

Gliori, D. (1999) No matter what. Mascot N.S.W.: Koala.

Graham, B. (2001). Let’s get a pup! London: Walker.

Grindley, S. (2000) What are friends for? London: Kingfisher. [OP]

Horn, P. (1999) When I grow up. New York: North-South. [OP}

King, S. M. (1998). Henry and Amy : right-way-round and upside down. Sydney: Scholastic.

King, S. M. (1995).The man who loved boxes. New York: Scholastic.

Lee, L., & Gamble, K. (2000). Pog. Norwood, S.A.: Omnibus.Scholastic.

Shanahan, L., & Quay, E. (2001). Bear and chook. Sydney: Hodder Headline.



Weedn, Flavia. (1995).The elephant prince. London: Hodder Children's Books.

