**Professional Development Plan**

**Topic Social**

## Teacher Paul Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 1. Professional Goal | 2. Steps to Achieve Goal |

# 4. Data Collection:

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| Subject/Grade:     Grade Three Religion    Lesson Title: What does Catholic mean30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  3.1-Examine what it means to be a part of the Catholic community | |
| Key Understandings: (‘I Can’ statements)  I can define the word Catholic  I can explain how Catholics are alike  I can explain how Catholics can be different but still Catholic | Essential Questions:  How are we all a part of the Catholic community?  What binds us as Catholics?  What does it mean to be Catholic?  How can we all be Catholic but also different? |
| Prerequisite Learning: | |
| Instructional Strategies: Brainstorming  Discussion  Group Reading | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Write the word Catholic on the board  Ask students what word come to mind when they hear Catholic  Make a collage/word wall on the board  Encourage little repeating of words  Try to get one answer from every student  Only ask students with hands up sitting quietly  Length of Time:  5 Minutes  Development:  Ask questions such as  What binds us as Catholics  How are we alike?  Are all Catholics the same?  How are we different  Have students pull our religion textbooks  Read pages 4 and 5 if time for both  Pause frequently to discuss meanings of certain words and or paragraphs  Length of Time:  10-15 Minutes  Closure:   Put textbooks away in desk  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard  Whiteboard Markers  Religion Textbook  Possible Adaptations/  Differentiation:    Management Strategies:  Safety Considerations: |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Religion    Lesson Title: Where do we come from30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  3.1-Examine what it means to be a part of the Catholic community | |
| Key Understandings: (‘I Can’ statements)  I can identify where I come from  I can identify where my classmates come from  I can identify how I am different in a good way from others | Essential Questions:  Where do our classmates come from?  How do our differences make us stronger?  Why is it important to know about our past? |
| Prerequisite Learning: | |
| Instructional Strategies: Brainstorming  Discussion | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review previous lesson  Rediscuss some of the questions  Why is religion important both in school and out in the world?  Length of Time:  5 Minutes  Development:  Pull up Google Maps on the screen  Ask students where they come from/where their families come from  First share where my family comes from-Northern Ireland/Republic of Ireland  Search for  Then highlight or star it so it is visible  If there is time have students share a 2nd location  Ask all students to share, to allow for more getting to know each other  Length of Time:  10-15 Minutes  Closure:  Even though we have different backgrounds are we that different from each other?  Do our differences make us stronger together?  What would the World look like if we were all identical?  Can we still be Catholic people outside of Canada?  Are there Catholics outside of Canada?  Finish textbook reading from previous day  Length of Time:  10 Minutes | Materials/Resources:  Whiteboard/projector  Whiteboard Markers  Student device  Religion textbook  Possible Adaptations/  Differentiation:    Management Strategies:  Safety Considerations: |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Religion    Lesson Title: What is prayer?30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  3.1-Examine what it means to be a part of the Catholic community | |
| Key Understandings: (‘I Can’ statements)  I can define prayer  I can identify different types of prayer  I can write my own prayer | Essential Questions:  What is prayer?  What are some types of prayer?  What does a prayer look or sound like? |
| Prerequisite Learning: | |
| Instructional Strategies: Brainstorming  Discussion-Turn and talk | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  What is Prayer- What is prayer? Prayer is our direct line with heaven. Prayer is a communication process that allows us to talk to God! He wants us to communicate with Him, like a person-to-person phone call.  **What Do I Say?** Praying is like talking to your best friend! It’s easy to talk to someone when you know they love you unconditionally!  **How Do I Say It?** With confidence and belief that He will deliver:   1. With joy that He can deliver. 2. With expectation that He is going to deliver.   **Pray for each other.**   **Pray with faith.** “  **Pray with worship and reverence.** “  What does it mean to pray?  Does prayer help us Grow?  And become a stronger Catholic community?  Length of Time:  5 Minutes  Development:  Types of Prayers/What to pray For  1 – Praise- This prayer acknowledges God for what He is. It does so by showing the love, respect and admiration we have for him.  Go to any church on a Sunday morning and you’ll be sure to witness the praising and worshiping at the beginning of most services.  2 – Petition and Intercession This prayer is exercised when we are not concerned with our own needs but rather the needs of others.  Intercession causes us to internalize God’s word and exercise his power to change that for which we ask for.  3 – Supplication-This prayer involves the action of asking or begging for something earnestly or humbly through kneeling or bending down in the form of a plea. This is the most humbling of prayer types and takes total surrender and loss of control.  4 – Thanksgiving-This is when we express gratitude for having food, shelter, family, friends, employment, and health is valued by all philosophies. This type of prayer can be seen exercising in the morning when one wakes, during meals when one eats, or at night when one sleeps.  5– Spiritual Warfare-This is when we deal with the battles within our self and others and use prayer to guard us against attacks, maintain focus, or receive deliverance. This prayer involves us asking Gods word to protect us and guard us against any harm.  Read Textbook pg. 13 as a class  Pause frequently to discuss meanings of certain words and or paragraphs  Length of Time:  10-15 Minutes  Closure:  Create a prayer-written lessons 3,4, and 7  Fill out the Prayer Bear Sheet  Categories are  Thanks for  Please Bless  Help me with  Should have multiple answers for each  Once they completed that they are to on the back choose 1 from each area and combine them into 1 big prayer  They can change the order and phrasing if they wish  Length of Time:  10 Minutes | Materials/Resources:  Prayer Bear sheet  Student device  Whiteboard  Whiteboard Markers  Religion textbook  Possible Adaptations/  Differentiation:    Management Strategies:  Safety Considerations: |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Religion    Lesson Title: What is the Rosary?30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s):  3.1-Examine what it means to be a part of the Catholic community | |
| Key Understandings: (‘I Can’ statements)  I can explain what the Rosary is  I can describe what the Rosary looks like  I can explain why the Rosary is important to the Catholic Religion | Essential Questions:  What is the Rosary?  What does the Rosary look like?  Why is the Rosary important to Catholics? |
| Prerequisite Learning: | |
| Instructional Strategies: Brainstorming  Discussion | |
| Stage 2: Determine Evidence for Assessing Learning | |
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| Stage 3: Build Learning Plan | |
| Set (Engagement):  Review last lesson  Why is prayer important?  What are some different types of prayer?  Length of Time:  5 Minutes  Development:  The rosary in simplest terms is a tool used to aid prayer and meditation. The beads of a rosary count the prayers as they are recited out loud or in the mind. Relying on the rosary beads to keep track of how many times you’ve said a particular prayer allows you to clear your mind and meditate on your prayer more effectively.  The earliest records of the practice of counting prayers among religions of Western culture can be traced to the 11th and 12th centuries. It is believed that people carried small stones or pebbles in their pockets with which to count prayers.  In the Roman Catholic tradition, the term rosary refers to both the string of beads and the prayer said using that string of beads. To pray the rosary is to recite specific prayers corresponding with particular beads on the string.  A rosary is a made up of a crucifix, one larger bead, three small beads, another larger bead and then a medal. After the medal comes a larger bead again, followed by a group of 10 smaller beads.  The Rosary- <https://www.youtube.com/watch?v=GuT7HI7ZvfA>  Length of Time:  10-15 Minutes  Closure:  Read textbook pages. 23 and 24    Length of Time:  10 Minutes | Materials/Resources:  Student Device  Whiteboard  Whiteboard Markers  Possible Adaptations/  Differentiation:    Management Strategies:  Safety Considerations: |
| Stage 4: Reflection | |

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| Subject/Grade:     Grade Three Religion    Lesson Title: Who is Mary? Why is she important?30 Minutes             Teacher: Paul | |
| Stage 1: Identify Desired Results | |
| Outcome(s)/Indicator(s): | |
| Key Understandings: (‘I Can’ statements) | Essential Questions: |
| Prerequisite Learning: | |
| Instructional Strategies: Brainstorming  Discussion-Turn and talk | |
| Stage 2: Determine Evidence for Assessing Learning | |
|  | |
| Stage 3: Build Learning Plan | |
| Set (Engagement):  Length of Time:  5 Minutes  Development:  Length of Time:  10-15 Minutes  Closure:  Length of Time:  10 Minutes  5-Mary Info/Importance- <https://www.youtube.com/watch?v=j7AQGyqtoK0> Textbook pg. 18,19,21 | Materials/Resources:  Environment Booklet  Whiteboard  Whiteboard Markers  Possible Adaptations/  Differentiation:    Management Strategies:  Safety Considerations: |
| Stage 4: Reflection | |