

<b>YEAR LEVEL: THREE</b>	<b>UNIT TITLE: SHARING JESUS' MEAL</b>	<b>TERM: 3 Wk 1-5</b>
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**Overview of the unit**  
 The unit starts with students wondering at the forces in creation (such as water and wind) and the all-powerful God who created them.  
 The unit then moves into looking at how Jesus taught us to trust in God who provides what we really need. Students then recall the Last Supper and learn how Jesus gave the Eucharist to his followers could be drawn closer to him and wonder at a world where people are closer to Jesus through the Eucharist.  
 The conclusion of the unit focusses on the Eucharist as a way to say 'thank you' to God and looks at the features of an responses to the two parts of the Mass. The First Commandment is then taught and related to adoration within the Eucharist, as well as through other actions.

<b>Religious Education Steps of the Process</b>	<b>Key Understandings and Learning Points</b>
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<p><b>A WONDERING AT THE CREATOR</b>          A1 Experiences of being human          A2 Religious meaning of experiences          A3 Understanding what these experiences reveal about God</p>	<p><b>A1 Wondering at the forces in creation</b>          A1.1 Expresses wonder at the forces in creation (wind).          A1.2 Expresses wonder at the forces in creation (water).  <b>A2 Wondering at the God who created the forces in creation</b>          A2.1 Expresses wonder at the God who created the forces in creation.  <b>A3 Attribute: God is Almighty</b>          A3.1 Celebrates that God is Almighty.</p>
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<p><b>B THE PROMISE OF CHRISTIAN SALVATION</b>          B1 Christ models the Christian Promise          B2 Christ empowers to live like him</p>	<p><b>B1 Jesus taught trust in God as Creator</b>          B1.1 Identifies ways in which Jesus taught trust in God as Creator.  <b>B2 Jesus gave the Eucharist so his followers could draw closer to him</b>          B2.1 Retells incidents from the Last Supper.  <b>B2.2 Explains ways people today remember the special words and actions of Jesus at the Last Supper.</b>          B2.3 Describes how communities might be different if people drew close to Jesus through the Eucharist.</p>
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<p><b>C CHRISTIAN RESPONSE</b>          C1/C2 Christ's power is experienced through his Church          C3 The person Christ empowers the believer to become          C4 Continuing to wonder at Christian possibilities</p>	<p><b>C1 Catholics celebrate the Eucharist to say 'thank you' to God</b>          C1.1 Shares examples of ways people say 'thank you' and relates this to saying 'thank you' to God in the Eucharist.  <b>C2 Catholics celebrate the two main parts of the Eucharist</b>  <b>C2.1 Draws and labels furnishings found in the church.</b>  <b>C2.2 Illustrates furnishings, responses and actions used during the Liturgy of the Word.</b>  <b>C2.3 Draws and labels furnishings, sacred vessels and actions used during the Liturgy of the Eucharist.</b>          C2.4 Memorises prayers and responses used during the Liturgy of the Eucharist.  <b>C3 Jesus calls his followers to adore God</b>          C3.1 Names ways followers of Jesus adore and worship God.  <b>C4 Continuing to wonder at creation</b>          C4.1 Reviews and expresses the main ideas presented in the unit.</p>
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<b>General Capabilities</b>
<b>Literacy</b>
<b>Numeracy</b>
<b>ICT Capability</b>
<b>Critical and Creative Thinking</b>
<b>Personal and Social Capability</b>
<b>Ethical Understanding</b>
<b>Intercultural Understanding</b>
<b>Cross-Curriculum Priorities</b>
<b>Aboriginal and Torres Strait Islander histories and cultures</b>
<b>Asia and Australia's engagement with Asia</b>
<b>Sustainability</b>

# YEAR THREE - SHARING JESUS' MEAL

Term: 2 Weeks: 1-5

KEY: TN=Teacher Note

FQ=Focus Question

⊗=Prayer

*Italics*=Integration

**Bold**=Resources needed

**Shaded**=Assessment



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A1: WONDERING AT THE FORCES IN CREATION		A2: WONDERING AT THE GOD WHO CREATED THE FORCES IN CREATION	A3: ATTRIBUTE: GOD IS ALMIGHTY	B1: JESUS TAUGHT TRUST IN GOD AS CREATOR
<p>A1.1 Expresses wonder at the forces in creation (wind). Display a wind montage and ask students to guess what we are going to be talking about in our lesson today. <i>Students make a kite (in English – procedural texts) and fly it outside. As a class, discuss what the wind is able to do – both enjoyable and destructive (see p. 31 for ideas). Use the Wonder Questions from p. 29 and discuss. Students write their own wonder question/s on their kite and display.</i> *Wind montage created at - <a href="http://grant.robinson.name/projects/montage-a-google/app/">http://grant.robinson.name/projects/montage-a-google/app/</a></p>	<p>A1.2 Expresses wonder at the forces in creation (water). b) In the sandpit, show the power of water by running a hose with strong pressure, on the sand to form a river. Ask students for ideas on what could be added to the water to see the force of the water differently (adding rocks, bridges etc...) Students predict outcome. Note changes in the water flow and how the water changes the landscape and talk with the students about the power and force of water. Discuss the Wonder Questions on p. 31.</p>	<p>A2.1 Expresses wonder at the God who created the forces in creation. (Lesson to take place in the computer lab) Start discussion with a few Wonder Questions from p. 33 and then students think, pair, share their own wonder question/s. Students then use a search engine to find suitable graphic/s to illustrate their own wonder question/s. Students create a poster with their question and graphic/s in Publisher. <i>More able students could do more than one question and graphic, less able to do just one. Integration with ICT.</i></p>	<p>A3.1 Celebrates that God is Almighty. Discuss who the strongest person they know is and what they can do. Display Isaiah 40:12 and read it to the students, using props and motions - "Can anyone measure the ocean by handfuls (hold up your hands as if holding water), or measure the sky with his hands (point to the sky)? Can anyone hold the soil of the earth in a cup (hold up a cup), or weigh the mountains and hills on scales (hold up a set of scales)?" Discuss each line of the verse and include information from TN on p. 35. In pairs/small groups, students find magazine pictures that represent God's almightiness and glue onto outlines of the letters to make the banner "God is Almighty". <i>Tchr to ask students to explain their choices to help ascertain if students grasped the concept.</i>  ⊗Prayer circle around banner and say part of the Creed (p. 35) as a cumulative prayer.</p>	<p>B1.1 Identifies ways in which Jesus taught trust in God as Creator. Retell the story of the calming of the sea (Mark 4: 35-41), ensuring the story concludes with the words 'Who then is this, that even the wind and the sea obey him?' Repeat the final line of the story and discuss its meaning. Use the information in the Teacher Note, p.36, to explain: God uses divine power to provide what people really need: God's power is used only for good: Jesus told people to trust in God as Creator. <i>Students complete a Scriptural ThinkPad on the story.</i> *Scriptural ThinkPad worksheet</p>

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	<b>B2 JESUS GAVE THE EUCHARIST SO HIS FOLLOWERS COULD DRAW CLOSER TO HIM</b>				<b>C1 CATHOLICS CELEBRATE THE EUCHARIST TO SAY 'THANK YOU' TO GOD</b>
2	<p><b>B2.1 Retells incidents from the Last Supper.</b> Read the story of the Last Supper (Mark 14:12-26), highlighting the consecration. In pairs, students create a song (to a known tune) outlining the events of the Last Supper. Share songs with the class.</p>	<p><b>B2.2 Explains ways people today remember the special words and actions of Jesus at the Last Supper.</b> Read "Wilfred Gordon McDonald Partridge" to the students and discuss the FQ on p. 43. Have pictures of the things collected to help Miss Nancy remember and move them onto the IWB as children remember them from the story. Discuss what each object helped Miss Nancy remember. Discuss the symbols that are used in the Eucharist and as each is discussed move them onto the IWB and discuss what each helps us to remember in the Mass. Talk about TN on p. 41 with students. ⊗ Thank you Jesus, for loving me so much. I am glad that in the Mass we remember in a special way what you taught us. Help us to continue to grow closer to you through the Mass. Amen. *Mem Fox book *Pictures of symbols from book and Mass on IWB</p>	<p><b>B2.2 Explains ways people today remember the special words and actions of Jesus at the Last Supper. (cont'd)</b> Retell the story of the Last Supper using peg people. Students complete part of the worksheet noting the words, symbols and actions used during the Last supper. Then change the Last Supper scene into the Mass by moving the disciples in front of the table (now the altar) and placing the Church backdrop behind the scene. Discuss who each of peg characters now becomes at Mass. Briefly go through the Eucharistic Prayer, focussing on the consecration and the words "Do this in memory of me". Review TN on p. 41 with students. Students complete the rest of the worksheet, noting the symbols, words and actions of the Mass. *Props for Last Supper/Mass script *Symbols, actions and words worksheet - pictures for lower, blank for higher</p>	<p><b>B2.3 Describes how communities might be different if people drew close to Jesus through the Eucharist.</b> Discuss the First Commandment - (see TN on p.43) with students. Ask students to get a piece of string and tie a knot in one end. Ask them then to think about a time when they experienced someone not showing love to others or doing good. Share some. As they think of this time, slide a bead in the colour that reminds them of that time on their string. Repeat the process 2 or 3 more times. Then ask students to add a gold bead to their string. This bead represents us getting closer to Jesus in the Mass and how this can change our community. Then repeat the process with the multi-coloured beads thinking of examples of people being loving towards others after coming close to Jesus. *Multi-coloured beads in bowls *Plastic string cut to size *Smaller bowls of gold beads</p>	<p><b>C1.1 Shares examples of ways people say 'thank you' and relates this to saying 'thank you' to God in the Eucharist.</b> Using online program <u>Wallwisher</u>, class brainstorms ways people say 'thank you'. Explain to the students that Catholics celebrate the Eucharist as a way of saying 'thank you' to God for the many things God provides (see TBM, p.13). Students construct <b>thank you cards</b> (perhaps on the computer) to God, thanking God for the power of the rain or water (as discussed in A1/A2). Keep cards for use in the end of Unit liturgy. ⊗ Litany of Thanks - see p. 45/47. *<u>Wallwisher</u> wall setup *Materials for cards</p>

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	<b>C2 CATHOLICS CELEBRATE THE TWO MAIN PARTS OF THE EUCHARIST</b>				
<b>3</b>	<p><b>C2.1 Draws and labels furnishings found in the church.</b></p> <p>Do an online tour of the sanctuary of a Church from Together at One Altar (<a href="http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=34">http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=34</a>). Explain each object further, if necessary using information under the photos. Use flashcards with the names of the objects seen on the web and go to parish Church and label objects on the sanctuary and revise their use. Back in the classroom, add photos to the labels and display in the room.</p>	<p><b>C2.1 Draws and labels furnishings found in the church (cont'd).</b></p> <p>Students create a 3-d diorama of the sanctuary of a Church, labelling at least three furnishings found on the sanctuary. Students requiring extension could be asked to label more and then provide an explanation of the use of each piece.</p>			

SAMPLE

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<b>C2 CATHOLICS CELEBRATE THE TWO MAIN PARTS OF THE EUCHARIST</b>				
<p>C2.2 Illustrates furnishings, responses and actions used during the <b>Liturgy of the Word</b>.</p> <p>Present the two parts of the Mass to students using an adapted Circle of the Holy Eucharist script from Godly Play Volume 4 (p. 106). Present the parts of the Liturgy of the Word and go through the responses and actions that are used during this part of the Mass (Include information from TN on p. 49). Either as a class or in the lab go through the gestures and actions involved in the Liturgy of the Word from Together at One Altar (<a href="http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=76">http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=76</a>).</p> <p><b>*Circle of the Holy Eucharist cards (adaptation: include pictures next to word)</b></p>	<p>C2.2 Illustrates furnishings, responses and actions used during the <b>Liturgy of the Word (cont'd)</b>.</p> <p>Revise learning with the Circle of the Holy Eucharist cards – students in small groups to put the parts of the Liturgy of the Word in the correct order. Students to do a matching activity matching the responses from the Liturgy of the Word to their stem <b>(oral or written)</b>.</p> <p><b>*Circle of the Holy Eucharist cards for small groups</b></p> <p><b>*Matching activity worksheet- adapted from AS 1</b></p>	<p>C2.3 Draws and labels furnishings, sacred vessels and actions used during the <b>Liturgy of the Eucharist</b>.</p> <p>Present the Circle of the Holy Eucharist again, briefly revising the Liturgy of the Word part, but focussing on the actions and responses during the Liturgy of the Eucharist, using information from the TN on p. 51. Discuss the gestures and actions involved in the Liturgy of the Eucharist (final two) from Together at One Altar (<a href="http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=76">http://www.togetheratonealtar.catholic.edu.au/craft/dsp-content.cfm?loadref=76</a>). Revise learning with the Circle of the Holy Eucharist cards – students in small groups put the parts of the Liturgy of the Eucharist in the correct order.</p> <p><b>*Circle of the Holy Eucharist cards</b></p> <p><b>*Circle of the Holy Eucharist cards for small groups – with pictures and words</b></p>	<p>C2.3 Draws and labels furnishings, sacred vessels and actions used during the <b>Liturgy of the Eucharist (cont'd)</b>.</p> <p>Walk to the Church and Father John to name and explain the use of each sacred vessels used in the Liturgy of the Eucharist, including the tabernacle.</p> <p><b>Students to play picture/word bingo using the correct names for the vessels. (see Liturgical Objects Used in Mass in the Games section at <a href="http://catholicblogger1.blogspot.com">http://catholicblogger1.blogspot.com</a> for ideas)</b></p> <p>☪ Before leaving the Church allow some time for silent prayer in front of the tabernacle.</p> <p><b>*Organise for Father to come in or us to go to the Church</b></p> <p><b>*Bingo cards with picture and words</b></p>	<p>C2.3 Draws and labels furnishings, sacred vessels and actions used during the <b>Liturgy of the Eucharist (cont'd)</b>.</p> <p>Revise the furnishings and sacred vessels used during the Liturgy of the Eucharist. Students create labelled replicas of these to add to their diorama from C.2.1 (students who are able to can provide an explanation of the use of each).</p> <p><b>*Air-dry clay, white material, paint</b></p>

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C2 CATHOLICS CELEBRATE THE TWO MAIN PARTS OF THE EUCHARIST			C3 JESUS CALLS HIS FOLLOWERS TO ADORE GOD	C4 CONTINUING TO WONDER AT CREATION
<p>C2.4 Memorises prayers and responses used during the Liturgy of the Eucharist.</p> <p>Revise the words of the Lord's Prayer. Play a game on the IWB where students order jumbled sentences of the prayer. Students complete a cloze activity on the Lord's Prayer (oral or written).</p> <p>*Lord's Prayer cloze worksheet.</p>	<p>SCHOOL SPORTS CARNIVAL</p>	<p>C2.4 Memorises prayers and responses used during the Liturgy of the Eucharist (cont'd).</p> <p>Revise the Circle of the Holy Eucharist learning of the parts of the Mass, focussing on the Liturgy of the Eucharist. Discuss the responses we make during this part of the Mass. Have the stem and responses on jigsaw pieces and students match their piece with the person with the matching piece. Repeat a few times after swapping jigsaw pieces. Students complete a matching activity (worksheet or oral).</p> <p>*Circle of the Holy Eucharist cards</p> <p>*Stem and response jigsaw pieces - class set</p> <p>*Matching worksheet - adapt to oral responses for students whose reading level is low.</p>	<p>C3.1 Names ways followers of Jesus adore and worship God. Brainstorm ways people show respect and disrespect to others. Discuss TN on p. 53 with students and then brainstorm ways people show respect and disrespect to God. Students complete AS 5.</p> <p>⊗ A Psalm of Praise - p. 53</p> <p>*Photocopies of AS 5 worksheet - if necessary adapt for space for pictures/more space for words</p>	<p>C4.1 Reviews and expresses the main ideas presented in the unit (cont'd).</p> <p>⊗ Class Liturgy of the Word based on learning, and using thank you cards from C1.1.</p>

## KEY:

Differentiation through the use of open-ended tasks

Differentiation through the use of varying levels of a task