

NDMA 1ST GRADE CURRICULUM

Last reviewed in October, 2013

The six Transdisciplinary Themes explored throughout the First Grade year include:

WHO WE ARE	HOW THE WORLD WORKS
WHERE WE ARE IN PLACE AND TIME	HOW WE ORGANIZE OURSELVES
HOW WE EXPRESS OURSELVES	SHARING THE PLANET

**See the Programme of Inquiry (POI) for unit specifics.*

Disciplines and IB Strands Include:

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

Religion

Math

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

IB Strands	Objectives
Data Handling	<ul style="list-style-type: none"> • Represent data with tally marks • Read/make pictographs to compare information • Read/make bar graphs to compare information • Use and compare information from tally charts, bar graphs and pictographs to solve problems • Complete a graphing project with tallies, pictograph and bar graph
Measurement	<ul style="list-style-type: none"> • Compare and order length and height of objects • Estimate length using non-standard units • Use a ruler to measure items in inches/centimeters • Compare and order weights of objects using non-standard units and direct comparison • Compare objects to kilograms • Tell time to the half-hour and hour using an analog and digital clock (verbally and written form) • Find elapsed time • Read/use a calendar to find dates • Read days of the week and months of the year • Place days of the week and months of the year in correct order
Shape and Space	<ul style="list-style-type: none"> • Classify, sort and compare objects by color, size, shape • Identify, describe and compare the four plane shapes • Identify, describe and compare the six solid shapes • Give and follow directions about position and location of objects in space • Arrange & describe the location of objects in space by position, proximity & direction • Give and follow directions to find locations on a grid • Identify slides, flips, and turns of figures • Identify and create patterns
Number	<ul style="list-style-type: none"> • Understand and explain more, fewer, same, before, after and between • Recognize and count sets of 0 to 20 objects; read and write numbers 0 to 20 • Compare terms using the terms greater and lesser • Model the concept of addition • Identify coins: pennies, nickels, dimes and quarters • Understand the value of coins: pennies, nickels, dimes and quarters • Find the value of a group of coins • Find different ways to show the same amount of money • Identify lines of symmetry and make symmetrical figures • Identify and count equal parts • Identify halves, thirds, fourths and a whole • Write the following fractions: halves, thirds, fourths and a whole • Predict and determine the probability of an event • Read and write numbers from 1 to 110 • Regroup objects into tens and ones and write the number • Identify the place value of numbers through 99 • Show two digit numbers in different ways • Put ordinal numbers in order from first through tenth • Read ordinal numbers from first through tenth at random • Match ordinal number with the ordinal number word for first through tenth • Order numbers through 100 using before, between and after • Compare two numbers using greater than, less than and equal to

IB Strands	Objectives
Pattern and Function	<ul style="list-style-type: none">• Complete addition sentences with sums up to 10• Write addition sentences in vertical format• Model the concept of subtraction with manipulatives/symbols• Complete subtraction sentences both vertically and horizontally• Use models to act out subtraction story problems• Recognize and complete addition and subtraction concepts and strategies through 20

Science

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Units of Study & IB Strands	Objectives
Inquiry Process	<ul style="list-style-type: none"> • Make purposeful observations of the natural world using the appropriate senses • Generate questions based on observations • Plan and conduct simple investigations • Manipulate simple tools (ex: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection • Make accurate measurements with appropriate (non-standard) units for the measurement tool • Construct simple charts from data and observations
Inquiry Analysis and Communication	<ul style="list-style-type: none"> • Share ideas about science through purposeful conversation • Communicate and present findings of observations • Develop strategies for information gathering (ex. ask an expert, use a book, make observations, conduct simple investigations, watch a video)
Reflection and Social Implications	<ul style="list-style-type: none"> • Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities. • Recognize that science investigations are done more than one time
Magnets IB Strand: Forces and Energy	<ul style="list-style-type: none"> • Classify objects that are attracted by magnets and objects that are not attracted by magnets • Infer that magnetic force can pass through certain materials; infer that magnets can make objects move without touching them • Compare the strengths of various magnets and various parts of a magnet • Recognize that a magnet has two poles (north-seeking and south-seeking) • Observe that like poles of magnets repel each other and that unlike poles of magnets attract each other • Describe the shapes of various magnetic fields • Demonstrate and describe how to make temporary magnets • Explain that a compass helps people find out which way is north; compare the poles of a magnet to the needle of a compass
Kinds of Living Things IB Strand: Living Things	<ul style="list-style-type: none"> • Identify a variety of plants and animals in the schoolyard environment • Differentiate between plants and animals • Compare a variety of animals that live on earth • Identify similarities among plants • Observe and discuss the similarities and differences among several plants • Sort plants according to one characteristic • Identify similarities among animals • Observe and identify the various kinds of body coverings of animals • Group animals according to their body coverings • Identify different kinds of animal homes • Infer the value of each kind of animal home for its animal user • Compare two kinds of teeth: those for biting and those for chewing • Compare different animals and observe that different mouth parts help them eat different kinds of food • Classify animals according to one characteristic • Construct a system to classify various animals • Observe and discuss the life cycle of a plant • Observe and discuss the life cycle of animals

Units of Study & IB Strands	Objectives
Keeping Fit and Healthy IB Strand: Materials and Matter and Living Things	<ul style="list-style-type: none"> • Categorize foods according to the food groups in which they belong • Describe the importance of eating three balanced meals each day • Select foods that make up a balanced meal • Analyze snack foods to determine their fat content • Identify foods that make nutritious snacks • Analyze which muscles are being used while performing various exercises • Conclude that exercise works the muscles • Describe habits of rest and sleep that help people stay healthy • Compare the amounts of rest and sleep that different people get • Demonstrate the importance of hand-washing • Identify everyday good health and hygiene habits • Identify activities that promote good oral hygiene • Understand the importance of caring for our teeth • Infer the importance of brushing and flossing teeth daily • Understand that germs exist almost everywhere • Demonstrate how germs from a sneeze or on your hands can be spread • Observe how water droplets travel in a simulated sneeze • Conclude that covering your mouth and nose will help prevent germs from spreading • Illustrate and describe healthy activities

Social Studies

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Units of Study	Objectives	Unit Taught
Families	<ul style="list-style-type: none"> • Identify ways families spend time together • Describe various customs of families and explain their importance • Identify ways and describe similarities and differences in the ways that families meet basic human needs • Identify some of the special days that families celebrate and explain their importance • Recognize that families celebrate special times in different ways • Identify and describe the human characteristics of places • Explain the meaning of addresses • Use an address to find a location • Use a problem-solving process to identify a problem, consider options, choose and implement a solution 	<ul style="list-style-type: none"> • WWAIPAT • HWEO
Where We Live	<ul style="list-style-type: none"> • Recognize that people live, work and play in communities • Explore different types of communities • Use pictures and maps to locate places of significance • Identify the location of places using maps • Locate on maps some places of significance • Sequence and categorize information • Locate and identify places of significance on maps • Identify and describe the physical characteristics of continents and oceans • Identify the physical characteristics of landforms and bodies of water • Describe local bodies of water and landforms 	<ul style="list-style-type: none"> • HWO0 • STP • HWEO
Good Citizens	<ul style="list-style-type: none"> • Identify different kinds of groups • Recognize cardinal directions: north, south, east and west • Locate places using the four cardinal directions • Explain the need for rules and laws in the home, school and community • Give examples of rules or laws that establish order, provide security or manage conflict • Identify leadership roles in community, state and country • Describe the responsibilities and characteristics of a good leader • Identify qualities of good citizenship as illustrated by historic figures 	<ul style="list-style-type: none"> • HTWW • HWO0
All Kinds of Jobs	<ul style="list-style-type: none"> • Distinguish between needs and wants and recognize examples of each • Recognize that people may have wants but limited resources with which to satisfy them • Identify a variety of jobs that people perform • Describe the responsibilities and characteristics of good workers in a variety of jobs • Demonstrate understanding and skills through material such as artwork • Identify various goods that are made or grown • Identify and describe a variety of service jobs • Identify ways people exchange goods and services • Identify the role of market and trading in the exchange of goods and services 	<ul style="list-style-type: none"> • HWO0
Americans Long Ago	<ul style="list-style-type: none"> • Identify Native Americans as the first people to live in America • Recognize how some Native Americans celebrate their past • Read and create a time line • Describe how Christopher Columbus came to North America • Identify some of the different people who settled in America • Identify the contributions of historical figures who have influenced a nation and have exemplified good leadership • Use biographies to identify contributions of historical figures 	<ul style="list-style-type: none"> • WWAIPAT

Language Arts (Reading)

Units of Study	Objectives
Animals, Tame and Wild	<ul style="list-style-type: none"> <u>Amazing Words</u>: needs, responsibility, shelter, cuddle, tickle, faithful, fetch, heel, career, service, tool, sloppy, scrub, exercise, comfort, search, past, present, produce, transportation, danger, serve, snuggle, enormous, powerful, observe, wild, parent, canopy, screech, million, reserve, native, habitat, hatch, survive, chirp, croak, moist, world, forest, desert, chatter, silent, snort, medicine, poisonous, <u>Phonemic Awareness</u>: distinguish phonemes, blend and segment phonemes, count, distinguish /i/, onset and rime <u>Phonics</u>: short a, short l, short o, inflected ending –s, inflected ending –ing, short e, , short u, -ck, x, /ks/, plural –s, consonant s/z/, initial consonant blends, final consonant blends <u>Comprehension Target Skills</u>: Character, Setting, Plot, Main Idea and Details, Cause and Effect <u>Comprehension Strategy</u>: Monitor, clarify, summarize, visualize, important ideas, story structure, text structure <u>High Frequency Words</u>: my, come, way, on, in, she, take, what, up, blue, little, from, use, get, help <u>Fluency</u>: accuracy, appropriate rate, appropriate phrasing <u>Speaking/ Listening</u>: asking questions, sharing information about caring, giving introductions, sharing information about ideas, giving descriptions, giving directions <u>Research Skills</u>: selecting books, picture dictionary, reading a chart, lists
Communities	<ul style="list-style-type: none"> <u>Amazing Words</u>: chore, household, cooperation, rule, commute, subway, downtown, display, group, respect, share, aquarium, borrow, lines, rehearsal, soothe, citizen, leader, community, law, headquarters, branch, patrol, earn, enemy, extinct, protect, crater, holler, swamp, boisterous, bluff, environment, require, thrive, inhale, slimy, sludge, capture, creature <u>Phonemic Awareness</u>: blend and segment phonemes and words, distinguish long and short vowel sounds <u>Phonics</u>: consonant digraphs sh, th, vowel sounds in ball, long a: a_e, long i: i_e, consonant digraphs wh, ch, tch, ph, consonants c/s/, g/j/, long o: o_e, contractions, long u: u_e, inflected ending –ed, long e: e, ee, syllables VC/CV <u>Comprehension Target Skills</u>: sequence, cause and effect, author’s purpose, compare and contrast <u>Comprehension Strategy</u>: predict and set purpose, monitor and clarify, important ideas, inferring, background knowledge, questioning <u>High Frequency Words</u>: said, want, good, catch, no, put, could, be, old, paper, of, horse, people, live, work, who, out, there, down, inside, now, together, grow, food, around, find, water, under, family, other, also, their, some, new <u>Fluency</u>: accuracy and appropriate rate, appropriate phrasing <u>Speaking/ Listening</u>: relate an experience in sequence, share information about citizenship, give announcements, informal conversations, share ideas <u>Research Skills</u>: parts of a book, interview, maps, periodical and newsletter, alphabetical, picture dictionary
Changes	<ul style="list-style-type: none"> <u>Amazing Words</u>: growth, population, public, teeter, shuffle, crooked, makeshift, spindly, attempt, event, time line, famous, flatter, correct, awkward, common, mature, natural, features, tumble, swoop, crumple, nudges, nibble, wriggle, gardener, sprout, nature, dim, shade, sprinkling, destroy, humongous, insect, develop, cycle, rearrange, flurries, emerge, fragile, vessel, hibernate, migrate, temperature, autumn, freeze, bitterly, weary <u>Phonemic Awareness</u>: segment blend phonemes, add initial phonemes, add initial and final phonemes <u>Phonics</u>: vowel sounds of y, syllable pattern CV, consonant patterns ng, nk, compound words, ending –es, plural –es, vowels: r- controlled or, ore, inflected endings, vowel: r- Controlled ar, vowels: r- Controlled er, ir, ur, contractions ‘s, ‘ve, ‘re, comparative endings, consonant pattern –dge <u>Comprehension Target Skills</u>: sequence, compare and contrast, fact and opinion, author’s purpose, draw conclusions

Units of Study	Objectives
Changes continued	<ul style="list-style-type: none"> • <u>Comprehension Strategy</u>: summarize, inferring, monitor and clarify, visualize, text structure, background knowledge • <u>High Frequency Words</u>: things, always, day, become, nothing, stays, everything, ever, sure, were, enough, every, any, own, very, car, away, our, house, school, friends, few, afraid, read, soon, how, again, know, push, done, wait, visit, does, good-bye, before, won't, oh, right • <u>Fluency</u>: accuracy and rate, appropriate phrasing, expression and intonation • <u>Speaking/ Listening</u>: relate an experience in sequence, respect, give descriptions, share information and ideas, give announcement • <u>Research Skills</u>: interview, glossary, classifying and categorizing, diagram, technology: My Computer, Picture Graph
Treasures	<ul style="list-style-type: none"> • <u>Amazing Words</u>: celebrate, cherish, grateful, delicate, rarest, loot, genuine, original, imagination, delightful, carve, tangle, sighed, royal, peer, nation, symbol, tourist, abandon, splinter, sunken, harbor, statue, impression, familiar, favorite, memory, errand, stampede, jealous, relatives, sibling, secret, porridge, collector, seriousness, flourish, discover, dwell, resident, welcome, admire, sadness, tremendous, substantial • <u>Phonemic Awareness</u>: segment and blend, change phonemes • <u>Phonics</u>: vowel digraphs ai, ay, singular and plural possessives, vowel digraph ea, adding endings, vowel digraph oa, ow, three-letter consonant blends, vowel digraph ie, igh, consonant patterns kn, wr, compound words, vowel digraph ue, ew, ui, suffixes -ly, -ful, vowel sound in moon • <u>Comprehension Target Skills</u>: draw conclusions, theme, facts and details, cause and effect • <u>Comprehension Strategy</u>: monitor and clarify, visualize, important ideas, questioning, story structure, predict and set purpose • <u>High Frequency Words</u>: give, surprise, would, enjoy, worry, about, draw, colors, over, drew, great, sign, show, once, found, wild, took, mouth, eight, moon, above, touch, laugh, stood, room, thought, picture, remember, told, only, across, because, dance, opened, shoes • <u>Fluency</u>: expression and intonation, accuracy and rate, appropriate phrasing • <u>Speaking/ Listening</u>: give descriptions, share information about ideas, poetry presentation, purposes of media, • <u>Research Skills</u>: interview, tables/ chart, bar graph, glossary, e-mail, alphabetical order
Great Ideas	<ul style="list-style-type: none"> • <u>Amazing Words</u>: clever, intend, predicament, grumpy, exhausted, furious, batter, griddle, freedom, miserable, selfish, shrug, ignore, fond, proper, scarcely, explanation, riddle, wonder, confused, encouragingly, case, suspects, gadget, equipment, convenient, engine, pilot, steer, cellar, furnace, determined, inventor, technology, stable, stalled, biplane, sketch, speech, accomplish, doubt, original, (un)manned, glider, soar, exclaim • <u>Phonemic Awareness</u>: segment and blend, remove phonemes, add phonemes, change phonemes • <u>Phonics</u>: diphthongs ow, ou, final syllable -le, vowel patterns ow, ou, syllables V/CV, VC/V, vowel sound in foot: oo, inflected endings, diphthongs oi, oy, suffixes, -er, -or, vowel sound in ball: aw, au, syllable patterns, prefixes un-, re-, long o: o; Long i: i • <u>Comprehension Target Skills</u>: character, setting, plot, draw conclusions, compare and contrast, main idea and details, sequence, theme • <u>Comprehension Strategy</u>: monitor and clarify, background knowledge, summarize, text structure, inferring • <u>High Frequency Words</u>: along, behind, toward, eyes, never, pulling, loved, wood, should, door, among, instead, another, none, goes, today, kinds, heavy, against, early, learn, science, built, through, carry, answered, poor, different • <u>Fluency</u>: accuracy, rate, and expression, appropriate phrasing, intonation • <u>Speaking/ Listening</u>: techniques in media, share information and ideas, respond to media • <u>Research Skills</u>: reference sources/ take notes, dictionary, text features, picture graph, reading a web page, encyclopedia

Units of Study	Objectives
Reader's Workshop-Strategy Plans	<p><u>Getting Started: August to October</u></p> <ul style="list-style-type: none"> • Building a community of learners • Modeling reading behavior • Manners for successful dialogue • Decoding strategies with shared reading experiences • Expectations for "Reading Workshop (procedures) • Schema for types of books • Choosing "just right" books <p><u>Schema/ Making Connections: October to November</u></p> <ul style="list-style-type: none"> • Text-self • Meaningful Connections vs. "coincidences" • Text-text • Text- world • Expanding schema through topic study <p><u>Mental Images/ Visualizing: November - December</u></p> <ul style="list-style-type: none"> • "turning the TV on" • Using poetry short texts • Artistic response • Dramatic response • Split images <p><u>Inference: January -February</u></p> <ul style="list-style-type: none"> • Making sense of unfamiliar words • Making predictions • Unique interpretations of text <p><u>Questioning: February - March</u></p> <ul style="list-style-type: none"> • Asking questions before, during and after reading • Finding Answers <ul style="list-style-type: none"> ○ In the text ○ Infer from schema ○ Outside source ○ Reader's interpretations <p><u>Determining Importance/ Non-Fiction: March to April</u></p> <ul style="list-style-type: none"> • Conventions of non-fiction text • research <p><u>Synthesizing: April to May</u></p> <ul style="list-style-type: none"> • Overall Meaning (theme) • Evolution of thinking • Retelling • Getting the essence of the story (literal → inferential) • Share, recommend and criticize literature

Language Arts (Writing)

Units of Study	Objectives
The Sentence	<ul style="list-style-type: none"> Identify sentences from fragments Recognize that every sentence has a naming part Recognize that sentences have an action part Identify the naming parts and action parts in sentences Recognize that a telling sentence is a group of words that tells something Recognize that telling sentences begin with a capital letter and end with a period Capitalize and punctuate telling sentences correctly Recognize that a question is a group of words that asks something Identify telling sentences and questions; distinguish the two Recognize that questions begin with a capital letter and end with a question mark Capitalize and punctuate questions correctly Correctly punctuate telling sentences and questions Recognize and use question words in sentences Demonstrate how to ask a questions orally
Writing a Story/Personal Narrative	<ul style="list-style-type: none"> Discuss the steps of the writing process List topics for a story and select a topic to write about Discuss story topic List details for the story Make a word web Discuss the drafting and revising steps Discuss the proofreading step and practice proofreading Proofread work Discuss ideas for publishing and sharing Choose a way to share a story Add a title Listen to three-step oral directions Follow three-step oral directions
Nouns and Pronouns	<ul style="list-style-type: none"> Recognize and write nouns that name people and animals Recognize and write nouns that name things and places Recognize and write proper nouns that name people Recognize and write proper nouns that name animals and places Recognize plural nouns ending in 's' Distinguish between singular and plural nouns Use 'I' correctly when talking about self and another person Write 'I' with a capital letter Recognize he, she, it and they as words that take the place of nouns in sentences Write he, she, it and they to replace nouns in sentences
Verbs	<ul style="list-style-type: none"> Recognize and write action verbs in sentences Recognize that 's' at the end of a verb means that the subject is singular Complete sentences using verbs that agree with the subjects Complete sentences using verbs that agree with pronoun subjects Recognize past tense verbs with 'ed' Write a verb with 'ed' in a sentence Distinguish between the use of "is" and "are" with singular and plural subjects Write "is" and "are" in sentences Distinguish between the use of "was" and "were" with singular and plural subjects Write "was" and "were" in sentences Recognize and write contractions with "not" in sentences

Units of Study	Objectives
Adjectives	<ul style="list-style-type: none"> • Recognize adjectives that describe how things look • Identify adjectives in sentences • Write an adjective in a sentence to describe how things look • Recognize adjectives that describe taste and smell • Write adjectives that describe taste and smell to finish sentences • Recognize adjectives that describe how things sound and feel • Write adjectives to finish sentences that describe sound and texture • Recognize that adjectives with 'er' compare two nouns and that adjectives with 'est' compare more than two • Identify 'er' and 'est' adjectives in sentences • Finish sentences using adjectives with 'er' and 'est'
More Capitalization and Punctuation	<ul style="list-style-type: none"> • Recognize a sentence that is an exclamation • Recognize the exclamation point as the end punctuation of a sentence that is an exclamation • Write an exclamation • Recognize that titles for people begin with capital letters • Recognize correct punctuation of titles • Use capital letters and punctuation in proper nouns and titles • Write a sentence, using capital letters and punctuation in proper nouns and titles • Recognize capital letters at the beginning of the first word and other important words in book titles • Recognize that a book title is underlined • Write the title of a favorite book, using capital letters correctly • Recognize capital letters at the beginning of the names for the days of the week, months of the year and holidays • Use capital letters to write the names for the days of the week, months of the year and holidays • Recognize that a comma is used between the number of the day and the year in a date • Use a comma correctly in a date • Recognize that a comma is used between the city and state in an address • Use a comma correctly in addresses • Write a place name using a comma correctly in the city and state address
Handwriting	<ul style="list-style-type: none"> • Use good sitting position • Position paper and hold pencil correctly • Write vertical, horizontal, backward circle, forward circle and slant lines • Write numbers 1 to 10 • Write the 26 letters of the alphabet in both upper and lower case • Write a question mark and exclamation point
Spelling	<ul style="list-style-type: none"> • Write and verbally spell the assigned grade-level words in the following categories: <ul style="list-style-type: none"> ○ Short vowel sounds ○ Long vowel sounds ○ st clusters ○ Final ck and sh blend ○ th and wh ○ w's ○ ch and ph ○ tch and ov ○ Adding s/es ○ Adding ed/ing ○ Color words, School words, Direction words, Amounts, Common words (part 1 and 2), Number words 0 to 20, Ordinal numbers 1 to 12 ○ Days of the week, Months of the year ○ Holiday words: Halloween, Christmas

Religion

Unit	Chapters and Objectives
Our Church Community	<ul style="list-style-type: none"> • Ch. 1 – Understand that Jesus’ Church is like a family. When we make the sign of the cross, we show that we belong to God’s Family. • Ch. 2 – Understand that the parish church is where Catholics gather as a community to pray, and especially to celebrate Mass. • Ch. 3 – Understand that we believe the Bible is God’s word. God speaks to us when we listen to the scripture readings at Mass. • Ch. 4 – Understand that God is wonderful and good. All creation owes God praise. We praise God with our parish community at Mass.
Our Loving God	<ul style="list-style-type: none"> • Ch. 5 – Understand that God, our loving Father, created us out of love and created all the wonderful things in our world. • Ch. 6 – Understand that God gives us the gift of Baptism so that we can belong to Jesus’ Church and conform our lives to the Gospel. • Ch. 7 – Understand that God made us to know, love and serve him and to be happy with him in Heaven. We find happiness by being holy. • Ch. 8 – Understand that all good gifts in life come from God. God is a loving Father who always gives us what we need to be truly happy.
God’s Son Jesus	<ul style="list-style-type: none"> • Ch. 9 – Understand God loved us so much that he gave us the best gift possible, his own Son, Jesus. • Ch: 10 Understand that Jesus is present throughout the Eucharistic liturgy, especially in the bread and wine. • Ch. 11 – Understand God’s laws help us make loving choices. When we fail to be loving people, we need to ask God for forgiveness. • Ch. 12 – Understand meditating on the Gospels is a good way to pray. It can help us get closer to Jesus.
The Holy Spirit	<ul style="list-style-type: none"> • Ch. 13 – Understand that the Holy Spirit is always with the Church, helping its members love God and love others.
Feasts and Seasons	<ul style="list-style-type: none"> • Describe the season of Advent and the reason for Christmas to others. • Understand that Lent is a time to become more like Jesus. • Understand that Holy Week is the holiest week in the Church year. Learn the significance of the three holy days before Easter Sunday. • Communicate information to others about saints, holy days and holy people.
Prayers	<ul style="list-style-type: none"> • Recite the following prayers: The Sign of the Cross, The Our Father, Hail Mary, Glory Be, and Meal Prayer.