

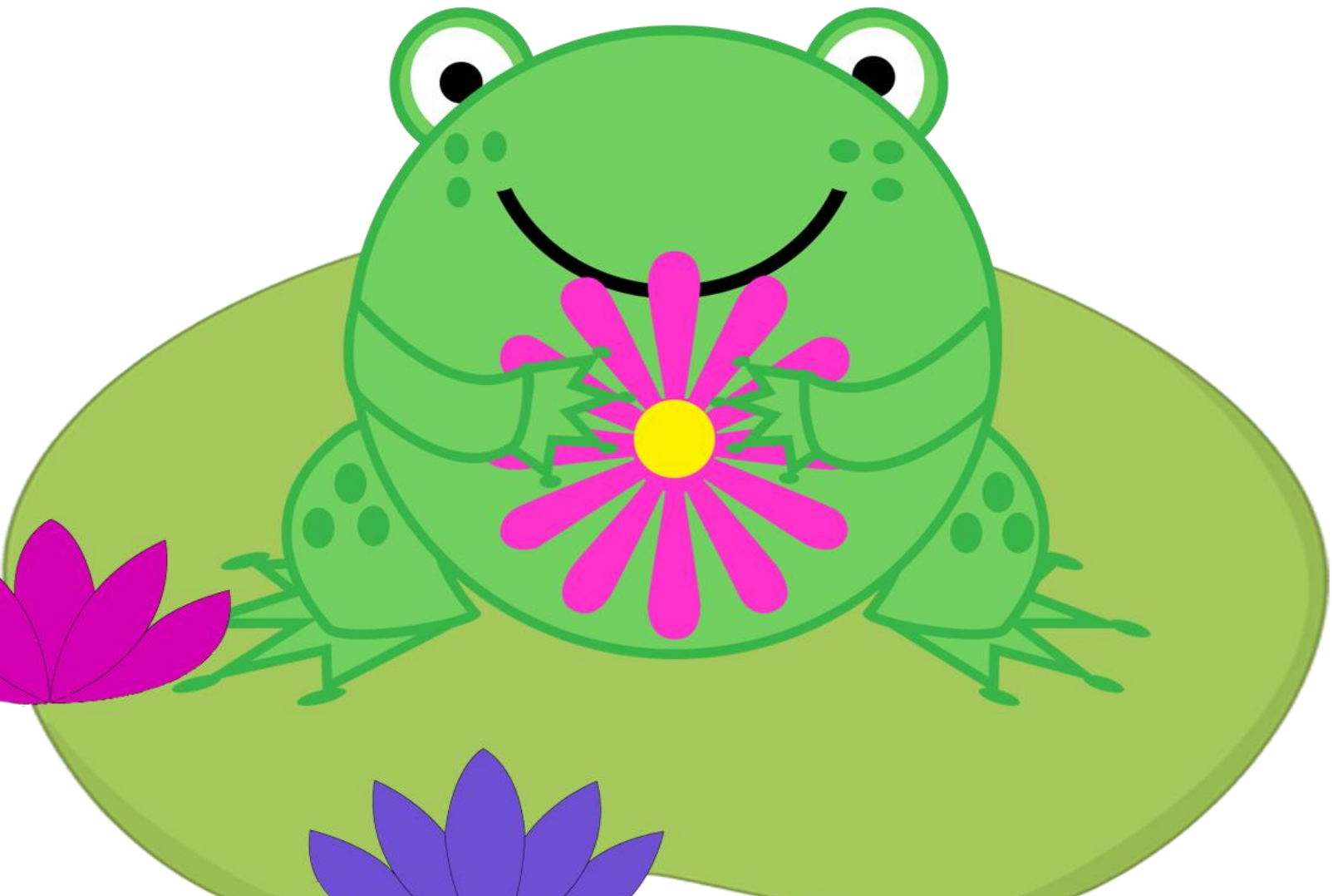
# APOSTOLIC BRIEFINGS *and* COMMUNICATIONS

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Sisters, Servants of the Immaculate Heart of Mary | Villa Maria House of Studies | Immaculata, PA 19345

## REMEMBER TO FULLY RELY ON GOD





# *In This Issue Spring, 2017*

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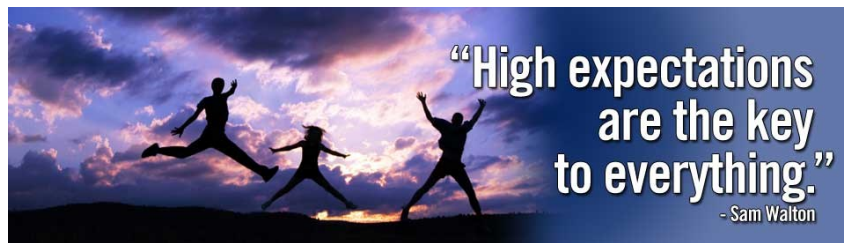
Sister Eileen Reilly IHM

# IHM Best Practices

## High Expectations Those Last Days of School G Suite for Education

### High Expectations

In classrooms where teachers hold high expectations for their students, children achieve to a greater level. Noted educator Ron Clark explains that in college, teachers are taught to teach to the middle of the class; he found that if you teach to the top of the class, all children succeed further. Stop and think, what do high expectations look like? Would you include the following on your list?



- Neat and complete work that is accurate and submitted on time.
- Behavior in the classroom where everyone, including the teacher, respects everyone in the class.
- Students prepared for class with all their supplies and workbooks, including tablets that are charged and ready for a day's work.

Carol Dweck in her book *Mindset, How We Can Learn to Fulfill our Potential*, instructs the reader to develop a Growth Mindset that will lead to success in parenting, business, school, and relationships. Throughout the book, she challenges the reader to be open. While intelligence and talent play a part in developing life-long skills, anyone can do anything given the will and encouragement. Rather than praising children for being smart; students should be praised for their effort. If students are held to high expectations, they will achieve them. If the student produces sub-par work, the teacher should encourage the effort while pushing the children to strive for more of which the teacher believes the child is totally capable.



Angela Duckworth in her book *Grit, the Power of Passion and Perseverance*, advances Dweck's theory proving that students need passion and perseverance far more than intelligence and talent. Example after example of professional athletes and entrepreneurs is given where practice and commitment led to the individual's success. Adults who inculcated high expectations mentored youngsters to achieve and become the best versions of themselves.

Sitting in our classrooms today are the next leaders of our country. Expect the most of students, and they will not disappoint you. While setting those high expectations for your students, be sure that you walk the talk and hold yourself to high expectations. Be sure that everything you do is neat and complete. Prior to class, be sure you know the content well and have all the materials and video clips ready. High expectations have always been a hallmark of Catholic Education; let us continue in this legacy.

# Those Last Days of School

What does the last week of school look like where you teach? Exams are finished and books are put away leaving the concept that school is over in the minds of teachers and students. When children do not have structured activities, often times someone gets hurt and problems arise. Teachers are encouraged to structure that last week for continued learning. Consider some of these ideas:



- Put students in groups to create quiz games for the content area that they studied and then have classroom group competitions. For instance, groups create religion, math, reading, English, science, and social studies quizzes. The group runs their quiz or bee and participates in the other groups' challenges. See which group gets crowned, *The Grade Champions*. Investigate Kahoot to create your quizzes. The students enjoy it. <https://create.kahoot.it/>
- Rather than throwing out half used workbooks, have students complete various pages. Come up with some incentives to help the children through the challenge of finishing those pages.
- If you are able to walk to a supermarket, green drop, pet shop or any other store, see if you may bring your children down for a field trip. Some supermarkets offer a cooking class and many offer tours and nutrition classes.



- Put children into groups and ask them to find a virtual field trip. Simply google "Virtual Field Trips" and you may be surprised to see all that is offered.



- Have a Google hour. Students research topics they are interested in pursuing and then present their learning to the class.
- Contact your local library and ask the librarian to come in and talk about summer reading to your class.
- Have students journal about the year including their strengths and areas of improvement. If time allows, the teacher may sit with each one sharing how they perceive what the child wrote. Teachers may also encourage children in career choices at this time.
- Have an "America's Got Talent" in your room. Have students share their talents and hobbies with each other.
- Invite parents into your class to share their careers.
- Have each child create a *Wordle* of all that they learned this year. Print them off and compare them. In Google Docs or Word, have students write words about what they learned this year. Repeat the words that indicate the greatest learning. Go to [www.wordle.net](http://www.wordle.net) and click on, Create Your Own, and have students paste their words. When complete, push Go.







## G Suite for Education - A Must for Every School





Google apps for education has been renamed G Suite for Education providing all schools free and unlimited access to Google Drive, Classroom, Docs, Sheets, Forms, Slides, Calendar, and Sites. While many educators are schooled in Microsoft Office Products, Google provides the same products free of charge with a greater opportunity for collaboration, and it is the future of computing. Because your work is stored in Google

Drive, all of your work is available on any computer via the Internet throughout the world. It is time for all educators to investigate and learn about Google Products. Only Google Schools have access to Google Classroom. Schools also have unlimited data storage on Google Drive.



If you are a Google School – Congratulations – you are on your way. If you still need to sign on to Google, contact your diocesan office for assistance in how to achieve this status. You may also Google the process. Get started today and you will take your school into the future. Once you are a Google School, explore all the products. Look at your schedule, pick the prep period you have most regularly, and use that time to learn the software. Investing time now will save you hours in the future.

	<p>Google Drive provides online storage free of charge for all your documents. Anyone with a Gmail email account has access to Google Drive. Anything that is placed on Google Drive may be shared with others. It also may be accessed anywhere that the Internet is present.</p>
 Google Classroom™	<p>Google Classroom, the largest growing Google product, allows teachers to give students assignments, and the students then submit the work online. Teachers know immediately who did and did not do the work. Feedback may be sent to the child electronically. Google Classroom also has the option to alert parents daily or weekly if assignments are complete or incomplete. Principals may set up a faculty Google Classroom, and have teachers submit lessons plans, goals, etc. online.</p>
 Google Docs	<p>Google Docs works just like Microsoft Word. The document creator has a sharing option available allowing others to edit the document. This is wonderful for group projects, Middle States Reports, and faculty meeting agendas. Docs comes complete with a revision history so you may see who edited the document. The document may be restored to previous revisions.</p>
	<p>Google Sheets mimics Microsoft Excel. Spreadsheets are created in which data is easily manipulated. Formulas quickly calculate numerical answers. Sorting of data is done quickly. Grade Books may be created.</p>

	<p>Google Forms collects data and organizes it in a Google Sheet. Forms has the ability to give students electronic tests, and it even grades the work. Currently, only objective questions may be scored. Many Google advocates believe in time that the Forms test grade will go directly into a grade book. Various information may be collected in forms.</p>
	<p>Google Slides compares with Microsoft PowerPoint. Slides provide space to write notes that are not seen during the presentation. If so desired, the creator may also share the presentation allowing participants to write their own notes to be viewed by all during the presentation. Apart from presentation, you may also create beautiful flyers and signs using slides.</p>
	<p>Google Calendar provides all types of sharing options. Teachers may post assignments in Classroom, and they will appear on the calendar. The calendar may be shared with the parents and students. The school may also use a Google calendar that syncs with parents' calendars. Color coding permits parents to see what is happening in school, in each classroom, and in their personal lives. Sharing calendars makes communications much easier in families.</p>
	<p>Google Sites gives the ability to create websites with multiple pages that are easily shared. Many teachers use Google Sites for their websites. In addition, teachers may create sites as projects for students with all the materials in one spot. Students are also able to created sites to share in-depth knowledge of particular content areas.</p>

As in everything, a learning curve exists with Google applications. Choose one of the above and work with it. Once you have mastered it, go on to another product. Taking a workshop on G Suite will enhance your learning. Schools may send a teacher to be trained, and then ask the educator to show the other teachers how to use it.

A few tips for G Suite include:

- Remember that these are Google driven and as a result all these applications will work best on a Chromebook or in the Chrome browser on a computer. Chromebooks are recommended for older students.
- The sharing capability works best when everyone involved has a Gmail account. Docs sharing does not work well with other Email providers. People may create a Gmail account and link it with their existing Email account.
- Find someone who knows G Suite well. When you meet a problem, ask the experts.

Enjoy learning about Google. You will be stretching yourself while getting ready for the next generation of technology.

#### **Sources:**

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<https://create.kahoot.it/>

[www.wordle.net](http://www.wordle.net)

For additional information regarding the IHM Best Practices contact Sister Margaret Rose Adams, IHM at [smgadams@gmail.com](mailto:smgadams@gmail.com). 2-17



## STRATEGIES TO STRENGTHEN MATH INSTRUCTION

“But I hate problem solving!” Sound familiar? If you’ve been using manipulatives and the technique of building a concept from the ground up, problem solving can employ those strategies as well.

Try using as many students as possible in “people sculpture” because the body is the best manipulative. Here are some examples:

**KID CLOCK** *for primary grades:* If you have enough floor space, arrange 12 children in a circle and give each a large card with a number 1 through 12 in the order of an analog clock face. Next ask for a volunteer to lie on the floor straight out with feet pointed at the 12. (This child is the minute hand.) A second volunteer *sits* at the head of the first child with feet facing the 3. (This shorter body becomes the hour hand.) The remainder of the class is the “studio audience”. Ask the audience what time it is. You now point the “hour hand” at a different number. Minute hand stays put! Ask again for the time. Once the children see what you’re doing, ask them to arrange the “kid clock” to a specific hour. The next time you try it, all the roles can change. You can drill the half hour, quarter hour and any other specific time in your curriculum using the same technique.

**PEOPLE SCULPTURE** *for older students beginning to learn equations in one variable:* Pick a simple equation in your mind (e.g.  $2x + 3 = 5$ ), but keep it a secret. Ask 2 volunteers to come and stand straight and tall at the front of the room, facing the class and backs to the board. On the board behind each child write a large  $x$ . Now ask for 3 more students to cluster together, but apart from the first 2. On the board draw a big plus sign between them and the  $x$ s and an equal sign after them. To complete the equation all that’s needed is the 5. So ask 5 more students to come up and stand to the right of the equal sign, facing the class. On the board write a big 5. Then say, “If everything to the left of the equal sign is the same as what’s to the right, what happens if I ask the 3 students to sit down?” *Answer:* It’s a different problem now; it’s not balanced. “What do you think I should do to balance it again?” *Answer:* Ask 3 of the 5 to the right of the equal sign to sit down. “Now the equation reads  $2x = 2$ . If each  $x$  is the same as one person, how can I write that?” *Answer:*  $x = 1$

Once students can *see* the math working, it makes more sense to them when you proceed to the abstract solutions.

**LOOK FOR PATTERNS** all grades: Cut several copies of 3 different shapes (circle, square, triangle) from colored paper; one color for each shape. Make them big enough for the whole class to see as you post them on the board in patterns. For example, for little ones start with addition facts and post 2 circles with a plus sign between them and 6 as the answer. Tell the class that each circle must stand for 3. Ask them how you knew that. Then change the answer to 8, and ask what the circles must be. Try this with various answers like 4, 10, 12 until they get the idea that the same shape must represent the same number. Change the answer to 7. Is it possible? No. Why? *Because different shapes mean different numbers.*

$$\square + \triangle = 6$$

Next post 2 different shapes and go back to the answer being 6. What could the addends be now? (5 + 1; 4 + 2; 0 + 6) Why? Because different shapes mean different numbers. Eventually when grade appropriate, introduce a third shape and see how they do. (0 + 1 + 5; or 2 + 1 + 3 etc.) You can also work this backwards when it comes time for subtraction.

*If older students have seen this done in younger grades, they recognize that only the same shapes can be added together. This now applies to adding only like variables together. If a square =  $x$ , can a circle be  $x$ ? No, because the same shape must be the same number or concept. Ask if you can add the square to the circle. Again, no. See if they can transfer that knowledge to see that an  $x$  can only be added to another  $x$ . This may help avoid the temptation to add an  $x$  to  $x^2$ .*

**SIMPLIFY THE PROBLEM:** If you add the first 100 natural numbers, what's the sum? (Remember that 0 is not a natural number.) Many children will begin to add each number to the next, to the next and so on. That time consuming process becomes frustrating even with a calculator. Instead, have them imagine a number line from 1 to 100. That's 50 pairs of numbers; each pair equaling 101. So  $50 \times 101 = 5050$

**GUESS AND CHECK:** I find that most students guess all the time, but hardly ever check! Propose this problem for them to guess and check: In an open book, the product of two facing pages is 6. Could the product of two facing pages in this book be 240? Give the reason for your answer.

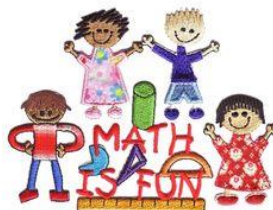
Since  $2 \times 3 = 6$ , the 2 facing pages are 2 and 3. In this book each odd numbered pages is one greater than the even page facing it.

*Guess:* Try some mid-range numbers e.g.  $14 \times 15 = 210$  (too small)

*Guess:*  $16 \times 17 = 272$  (too big)

Therefore, the product of two facing pages in this book cannot be 240.

***Good luck using manipulatives, instant recall drills,...and keep building from the ground up!***





# PRIME TIMES



Sisters, Servants of the Immaculate Heart of Mary  
Immaculata, Pennsylvania 19345

February, 2017

## Real Life Station Booklets

This Lent create real life Stations of the Cross booklets with your students. On the left side of the page have a depiction of one of the stations. On the right side allow the students to illustrate a time in their life that goes along with that station. For example, the first station: Jesus is condemned to death. Have the students illustrate a time when they were wrongly accused or a time that they felt alone and no one was standing up for them. By creating this booklet your students will be able to connect with the pictures they see hanging in the church with tangible, age appropriate, real life situations.



## On Saint Patrick's Day

Tune: "If You're Happy and You Know It"

On Saint Patrick's Day you might see a leprechaun,

On Saint Patrick's Day you might see a leprechaun,

If you close your eyes and wish  
And pretend you are Irish,

On Saint Patrick's Day you might see a leprechaun.

*Additional Verses:*

On Saint Patrick's Day you might see a rainbow bright...

On Saint Patrick's Day you might see a pot of gold...

On Saint Patrick's Day you might see a shamrock green...

## Leprechauns are Dancing

Leprechauns are dancing,  
How they love to play.  
Running in the fields and  
Playing tricks all day!  
You will never catch one,  
No matter what you do.  
They sing and dance and play  
their games,  
And run away from you!



## SPELLING ROLL-A-WORD

Materials: die/line paper/notebook or scrap paper

Start with the first word in your spelling list or vocabulary list. Roll a die and complete the activity for the number rolled. Continue with the rest of your list. Roll a #1 and

- 1 Write your word in a sentence
- 2 Draw a picture of your word.
- 3 Write a synonym of your word.
- 4 Write an antonym of your word.
- 5 Write the definition of your word.
- 6 Write your word three times.

### **Saint Joseph**

Joseph hammered, Joseph sawed,  
He worked hard every day.  
He showed his love for God,  
And thank God as he  
prayed.  
He took good care of Jesus  
Because God asked him to.  
He was a special guardian,  
For his love was true.



### **Book of the Month**

Each month choose a book that every child in your class will read. This can be done as an independent center or the book can be sent home each night with a different child (for larger classes obtain two copies of the book so that more than one child can read it each night). After the student reads the book, he/she will complete a book report. They will also complete a paper indicating whether or not they liked the book. At the end of the month, the papers will be tallied to see how popular it was. An oral class discussion can be used as an ending activity.

Here are a few books that might help your students develop a love of math.

### **One Hundred Ways to Get to 100**

By Jerry Pallotta is a great book of children friendly images like balls, flowers, turtles, hamburgers, and rockets – all are fun things to count all the way up to one hundred. A great way to introduce children to math skills.

### **Zero the Hero**

By Joan Holub and Tom Lichtenheld  
What's the value of zero and why is it so great anyway? This story is about the number zero. Each number in the story is a character. The other numbers in the story are not a big fan of the number zero. He doesn't add anything in addition. He's of no use in division. And don't even ask what he does to you in multiplication. But zero knows he's worth a lot, and when the other numbers get into trouble, he swoops in to prove that his talents are innumerable.

### **Poetry**

Poems that you teach your students can be used when changing books or subjects. Just start the poem and let the students continue. Poems and songs can also be used to review Language Arts skills. You can bring the poem up on the smartboard or use the chalkboard or poster board. Ask students to locate proper/common nouns, pronouns, verbs, adverbs, adjectives. Have them look for rhyming words, words with 2/3/4 syllables, find words that mean the same as... Here are a few poems and songs that are easy to learn and can be used to review Language Arts skills.



### **Money Rhymes**

Twenty-five cents, money that rhymes,  
Take one nickel, and add two dimes.

Three fat nickels, one thin dime,  
Makes twenty-five cents, every time.

Five fat nickels, no thin dimes,  
Makes twenty-five cents anytime.

### **The Drinking Fountain**

By: Marchette G. Chute

When I climb up  
To get a drink  
It doesn't work  
The way you'd think

I turn it up  
The water goes  
And hits me right  
Upon the nose

I turn it down  
To make it small  
And don't get any  
Drink at all.

## **EARTH DAY-HOORAY**

By Stuart J. Murphy

This is a story about Ryan, Luke, and Carly. They need to collect and recycle 5,000 cans if they want to make enough money to plant flowers in Gilroy Park. This story is a lesson about recycling and the math skill of place value. Your students will be counting by groups of one, tens, and hundreds as you read to them.



### **My Own Two Hands**

By: Ben Harper

I can change the world  
With my own two hands.  
Make a better place  
With my own two hands.  
Make a kinder place  
With my own two hands.

How can you make our world a better place with your own two hands?

This may be a good writing assignment for Earth Day. Give each student a copy of the poem. You can include a pair of hands at the top or have students trace their hands at the top or bottom. Students can then add how they can make our world a better place with their own two hands.

### **A Springtime Thank you**

Thank you, God for little things  
For butterflies with pretty wings  
For winds that make the flowers sway,  
And other things I've seen today

## **Easter Time**

Easter time, Easter time,  
We have so much to do.  
Time for bunnies, time for eggs,  
But time for Jesus too.

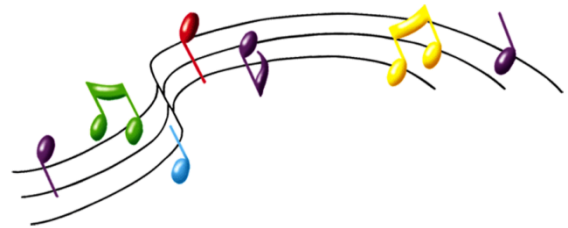


Oh, Easter time, Easter time  
Jesus showed his love,  
He died for us and rose again.  
He is with God above.

### **Tens and Ones Song**

Tune: This Old Man

I don't know, but I've been told,  
Tens are tall and ones are small.  
First you count up all the tens,  
Then add the ones to the end!



### **Songs for Counting**

#### **6's      London Bridges**

6, 12, 18, 24, / 30, 36, / 42, 48, / 54 and 60, / 66 and 72.

#### **7's      Mary Had A Little Lamb**

7, 14, 21, 28, / 35, 42, /49, 56, / 63, and 70, 77, 84.

#### **8's      This Old Man**

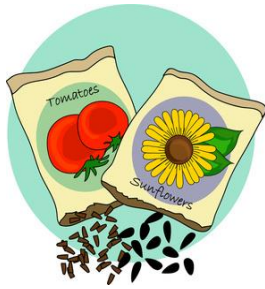
8, 16, / 24, /32, /40, /48, 56, 72, /80, 88, 96.

#### **9's      Ten Little Indians**

9, 18, 27, / 36, 45, 54, / 63, 72, 81, / 90, 99, 108

### A Little Seed

A little seed for me to sow  
A little soil to make it grow  
A little hole, a little pat,  
A little wish, and that that,  
A little sun, a little shower  
A little while –  
And then, a flower.



is

### Flower Garden

Tune: The Farmer in the Dell

The farmer plants the seeds  
The farmer plants the seeds  
Hi ho and Cherry-O  
The farmer plants the seeds.  
(Leader pushes each child down)  
The rain begins to fall  
The rain begins to fall  
(Make rain motions)  
Hi ho and Cherry-O  
The rain begins to fall.  
The sun begins to shine  
The sun begins to shine  
(Make circle with arms over head)  
Hi ho and Cherry-O  
The sun begins to shine.  
The plants begin to grow  
The plants begin to grow  
(Children rise slowly)  
Hi ho and Cherry-O  
The plants begin to grow.  
The buds all open up  
The buds all open up  
(Hands over heads, slowly lower arms)  
Hi ho and Cherry-O  
The buds all open up.  
The flowers smile at me  
The flowers smile at me  
(Everyone smiles)  
Hi ho and Cherry-O  
The flowers smile at me.



### Phonics Hunt

Reinforce phonics instruction with a search for sounds. Present a chart of feature sounds and invite students to search for these sounds in any curriculum area throughout the day. The student with the most words recorded at the end of the day wins a prize.

### May is Here

Tune: "Frere Jacques"

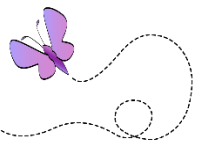
I see daisies, I see daisies,  
Bloom in May, bloom in May.  
May's the month for flowers,  
Goodbye, April showers.  
May is here, May is here.  
(Repeat, using names of other flowers that the children can see in May.)

### Mother's Day Compliment Wheel



Let Mom know how special she is with this compliment wheel.

Each student will need a paper plate, a piece of construction paper, and a brad. Trace the plate onto the construction paper, then cut out the resulting circle. Cut a pie shaped wedge from the plate, then use it to divide the circle into sections approximately the same size as the wedge. In each section, draw or write a reason why Mom is special. Attach the plate and circle with a brad.



### The Butterfly Song

Tune: Up on the Housetop  
First comes a butterfly and lays an egg.  
Out comes a caterpillar with many legs.  
Oh see the caterpillar spin and spin.  
A little Chrysalis to sleep in.

Sleep, sleep, sleep, wait and see!  
Sleep, sleep, sleep, wait and see!  
Out of the chrysalis, my oh my,  
Out comes a beautiful butterfly!

## Parts of Speech Songs

### **A verb Song**

Tune: B-I-N-G-O

Some words tell us things to do  
And verbs are what we call them.  
V-E-R-B-S 3x  
And verbs are what we call them.

Here are action words for you  
To act out as you sing them  
S-T-AND 3x  
Stand is an action word.

M-A-RCH 3x  
J-U-M-P jump 3 x  
H-O-P is hop 3x  
S-I-T is sit 3x

### **The Adjective Song**

Tune: Itsy Bitsy Spider

An adjective can tell us,  
More about a noun.  
Color, shape, and size,  
Its texture or its sound.  
For interesting writing,  
The adjective's your friend,  
Describe, describe, describe,  
From beginning to the end.



### **The Adverb Song**

Tune: Skip to My Lou

Adverbs add to a verb,  
Lots of times they're "L – Y" words,  
They explain how, where, or when.  
Verbs are lonely without them.

I walked \_\_\_\_\_. How, where, when

## **\$100 WORD CHALLENGE!**

Students, who are reluctant to do sums, are eager to work out how much their name adds up to. Anyone that is lucky enough to have an x, y, or z in their name gets very excited! Discuss with the class if the length of their name always determines the amount it is worth. Is a short word always less? Is a longer word worth more? Challenge the students to see if they can come up with a word that has a value of exactly \$100. What word is worth \$100? What is the value of your name? Which of your spelling words is the most expensive? Least?

### **\$100 Word Challenge!**

A	\$1	H	\$8	O	\$15	V	\$22
B	\$2	I	\$9	P	\$16	W	\$23
C	\$3	J	\$10	Q	\$17	X	\$24
D	\$4	K	\$11	R	\$18	Y	\$25
E	\$5	L	\$12	S	\$19	Z	\$26
F	\$6	M	\$13	T	\$20		
G	\$7	N	\$14	U	\$21		

- What word is worth \$100?
- What is the value of your name?
- Which of your spelling words is the most expensive? Least?

## **Summer Memories**

During the last days of school have your students decorate a Summer Shoe Box with pictures or words of what they anticipate this summer. Inside will be a copy of a summer activity calendar and/or other related activities. Over the summer the boys and girls can fill the shoebox with completed work and treasures from their adventures to share when they return in the fall.







## **FLIPPING FOR DIGITS**

### **Place Value**

Materials needed: 3 small spiral notepads (can get in the party section of Dollar Store),  
1 small thin dowel or thin unsharpened pencil,  
colorful beads

Use this easy to make manipulative to help students display numbers. First, write in order each digit from 0 to 9 in each of the three spiral memo note pads. Next, insert a small wooden dowel through the bindings of the notepads. Sometimes thin unsharpened pencils work. Then, to keep the spiral pads from sliding off the dowel or pencil, glue a decorative bead to each end. To use this manipulative, present a number in word or expanded form and have a student flip the pages of the notepads to display the number. Holding up the notepad, you can easily check answers.

## **100's MATH GAME**

Students need to be able to count to 100. No supplies needed to play.

The class can stand in a circle or stay seated at their desks or stand behind their chairs. Moving clockwise or up and down rows, direct students to count out loud moving around in the circle or rows. Each student says a number starting with 0 until they get to 100. The student that says 100 sits down. You can shorten it by counting 0 to 50 or start at 50 to 100. The last person standing wins. You can count by 5's, 10's, 25's to 100 or when working with multiplication students can count by 2's 3's, 4's etc. with the teacher choosing an ending number.



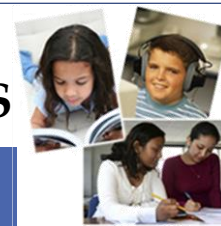
## **Prayer for the End of a School Year**

From Education for Justice

Christ, Teacher and Lord,  
Bless all in this school  
As we seek to end our year  
With the grace you so generously provide.  
We give thanks for the students  
And the faculty, the administrators,  
And all who have contributed  
To this year of nurturing and growth.  
We affirm all the positive moments,  
Of insight, of the excitement of learning,  
Of accomplishment, of creativity,  
Of laughter, of a sense of community.  
We recognize the times of struggle,  
Of difficult work, of misunderstanding,  
Even of failure--we give these  
To you for transformation,  
So they can become seeds  
That will find fertile soil.  
As we leave for the summer,  
May we take with us  
The knowledge that  
You will keep us all  
In your embrace so  
We may rest and be restored  
And so we can continue in  
The ongoing discovery of your Love.

# MAXIMIZING LEARNING FOR ALL STUDENTS

INCLUSION PRACTICES FOR CATHOLIC SCHOOLS AND PARISH RELIGIOUS EDUCATION



## UNIVERSAL DESIGN for Learning

You may not know the term "universal design" but you and I encounter it often in our everyday lives as we access information and navigate our community. Universal Design or UD is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for added on adaptation or

specialized design. This concept of universal design is clearly seen in architecture, where considerations of physical access for

individuals with disabilities are incorporated into the original design rather than added later. This approach has been life changing for people with disabilities and at the same time has had tremendous benefit for the broader population. Examples of universal design are closed captions, automatic doors and accessibility features on smartphones. These design elements help people with disabilities as well as the general population in a variety of ways. For example, the closed-caption option on TVs and YouTube videos allow people with hearing loss to see text of what is being

said onscreen. Closed captioning (CC) benefits everyone. You only need to go into a gym or noisy restaurant to witness the benefits of using the captioning.

The idea of UD has been adapted for learning environments. The term Universal Design for Learning (UDL) was coined by CAST (Center for Applied Special Technology) in

1999. To understand what UDL is, it helps to understand what it's *not*. The word "universal" may throw you off. It may sound as though UDL is

about finding one way to teach all kids. But UDL actually takes the opposite approach.

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. UDL doesn't specifically target students with learning and attention issues or other disabilities. It's about building in flexibility that can be adjusted for every student's strengths and needs and thus the most vulnerable learner as well as the most gifted have equal access and opportunities to succeed.

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed.

### UDL WEBSITES

**Center for Applied Special Technology** - the research behind UDL and detailed application with lessons and learning videos for teachers:

<http://www.cast.org/our-work/about-udl.html>

**ULD Center** - UDL

framework, learn how to apply UDL to your instructional practice:

<http://www.udlcenter.org>

**Understood for Learning**

**and Attention Issues:** What is UDL and How Does it Work:

[https://www.understood.org/en/school-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

[learning/assistive-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

[technology/assistive-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

[technologies-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

[basics/universal-design-for-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

[learning-what-it-is-and-how-](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

[it-works](https://www.understood.org/en/school-learning/assistive-technology/assistive-technologies-basics/universal-design-for-learning-what-it-is-and-how-it-works)

**The Iris Center:** Creating a

learning environment that challenges and engages all students – UDL videos and learning modules:

[http://iris.peabody.vanderbi](http://iris.peabody.vanderbilt.edu/module/udl/cinit/#content)  
[lt.edu/module/udl/cinit/#co](http://iris.peabody.vanderbilt.edu/module/udl/cinit/#content)  
[ntent](http://iris.peabody.vanderbilt.edu/module/udl/cinit/#content)

# UNIVERSAL DESIGN FOR LEARNING

## Framework and Application

UDL is a natural extension of the current work in neuroscience that says each brain processes information differently. CAST's research identified three primary networks that impact learning. The **recognition network** deals with incoming stimuli and affects "what" students learn. The **strategic network** mediates how students process incoming information based on such things as past experience or background knowledge. The **affective network** regulates students' attitudes and feelings about incoming information as well as their motivation to engage in specific activities. Successful teaching and learning involves addressing all three networks simultaneously.

Based on these three networks, CAST cites three principles of UDL:

- **Multiple means of representation** - to give learners various ways of acquiring information and knowledge. Is the information presented only orally/auditorily? Or are other means used? Examples could be: video captioning and video description, highlighted vocabulary in subject matter content; main ideas offered through graphic organizers; vocal directions matched with printed and visual/image representations (e.g., pictured directions in learning centers); pre-teaching opportunities for new vocabulary and concepts; color shading used for emphasis; use of [Visuwords](#)

or other supports for vocabulary development; and visual cueing for feedback during class.

- **Multiple means of expression** - to provide learners alternatives for demonstrating what they know. Will they express what they know orally, through pictures, demonstrate it through a project, video or in writing?

- **Multiple means of engagement**—to tap into learners' interests, offer appropriate challenges, and increase motivation. Will there be group activities, a means of an interactive response using technology, hands on manipulatives, a tactile response or other ways for immediate and sustained engagement?

### UDL benefits all students by:

- Meeting the needs of the widest range of students by reducing the number of barriers to learning
- Providing challenging, salient, and meaningful materials to students with a range of abilities
- Allowing students to learn in accordance with their dominant [learning preferences](#)
- Creating alternative ways for students to both receive and deliver information

The good news is that UDL is not in conflict with other methods and practices. It actually incorporates and supports many current research-based approaches to teaching and learning that we have been using for years, such as the following:

- Cooperative learning (group work)
- Differentiated instruction
- Performance-based assessment
- Project-based learning
- Multisensory teaching
- Theory of multiple intelligence
- Principles of student-centered learning

Preparing a lesson with Universal Design for Learning in mind will provide more ways for students to access the information and learning; facilitate more ways for students to actively participate and engage and encourages more ways for students to demonstrate learning. This results in more equitable access to success and accomplishment for ALL learners. As one proponent of UDL says: "UDL offers a new way of thinking about creating multiple learning opportunities in every area of course design and lesson preparation. Once you start thinking this way, the sky's the limit!"

Sr. Kathleen Schipani, IHM  
Office for Persons with Disabilities  
Archdiocese of Philadelphia

A new edition to the ABC Notes, **Maximizing Learning for All Students** will explore inclusion practices and evidenced based strategies that minimizes barriers and maximizes learning for ALL students.

# IHM Good Writers Club



Grades 3 & 4

## APRIL

Whatever your goal, you can  
get there if you are willing to  
work.

## MAY

Help me, Mary, every day,  
to be like you in my own way.  
In all my work and all my play,  
in what I do and what I say.

Grades 5 & 6

## APRIL

If you want happiness for a lifetime,  
help someone else.

Chinese Proverb

## MAY

Mary, my mother, be with me today,  
Help me to be kind in what I do and say.

Grades 7 & 8

## APRIL

Generosity makes us happier.  
Happiness makes us more generous.

## MAY

Give what you have.  
To someone else, it may be  
better than you dare to think.

Henry W. Longfellow



Spring, 2017

# PROFICIENCY IN PENMANSHIP



This certifies that

---

has attained that level of proficiency in penmanship  
required by the IHM GOOD WRITERS CLUB

for Grade

and thereby is entitled to this

## Certificate of Merit

awarded by the IHM Good Writers Club

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Date

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Member of the official Board of Evaluators

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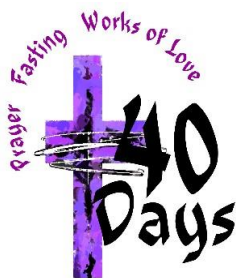
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Date

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Member of the official Board of Evaluators





**RELIGIOUS EDUCATION...Cover Sheet**  
**I.H.M. ABC NOTES -- SPRING, 2017**

**USCCB CATECHETICAL THEME, 2016 – 2017**  
**“PRAYER: THE FAITH PRAYED”**

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***Also Translated into Spanish by Sr. Eileen Reilly, IHM***



# Lenten Prayer Service: Reverencing Sacred Scripture



## ***Reverencing the Gift of Sacred Scripture in our Lives and in our Ministries***

(Suggested Use: For Faculty Meetings, Staff Development Meetings, Retreat Days)

### **Opening Hymn: “Your Words are Spirit and Life”**

*(Sing – or Listen Reflectively)*

**Call to Prayer:** We gather as a community of believers, praying to understand more fully the powerful significance of the Word of God in our lives, especially during this holy Lenten Season. We pray that Sacred Scripture will become more deeply rooted in our minds, on our lips, and in our hearts.

### **ENTHRONEMENT OF THE WORD:**

*(Silent pause, while the Bible is placed on the prayer table)*

**Opening Prayer:** Lord God, Your Word has come to be known and shared by men and women throughout the ages. May Your Spirit guide us, as we seek to reflect upon, understand, and bear witness to that Word. We ask this through Jesus Christ, Your Son, Our Lord. Amen.

**Reading:** Mt. 13: 1-9 *(Silent Reflection)*  
Mt. 13: 18-23 *(Silent Reflection)*

**Response:** “Your Words are Spirit and Life” *(Sing Refrain only)*  
*(Then sing as a response to the following verses of Psalm 33)*

**Reader:** Guide me in your truth and teach me, for you are God my Savior.  
For You I wait all the long day, because of Your goodness, Lord.

**All:** *(Repeat Refrain)*

**Reader:** For the Lord's Word is true; all His works are trustworthy. The Lord loves justice and right, and fills the earth with goodness.

**All:** *(Repeat Refrain)*

**Reader:** The plan of the Lord stands forever, wise designs through all generations.  
May Your kindness, Lord, be upon us, we have put our hope in You.

**All:** *(Repeat Refrain)*

**General Intercessions:** *(Please pray spontaneously)*

**Our Father ...**

**Closing Prayer:** Heavenly Father, help us to hear and understand Your Word during this Lenten Season, that we may more effectively labor in Your vineyard. Teach us how to let Your Word dwell within us, that we may more faithfully share Your Word with others. Strengthen us to live Your Word, that we may witness to Your abiding love and faithfulness. We pray this through Christ, our Lord. Amen.

**Closing Hymn: “Your Words Are Spirit and Life”** *(Refrain only)*

# LENTEN GATHERING PRAYER

**OPENING HYMN:** Jesus, Remember Me ...



**Psalm** Psalm 19: 8, 9

**Antiphon:** Your words, Lord, are Spirit and Life.

The law of the Lord is perfect, refreshing the soul.  
The decree of the Lord is trustworthy, giving wisdom to the simple.

The precepts of the Lord are right, rejoicing the heart.  
The command of the Lord is clear, enlightening the eye.

Glory be to the Father...

**SCRIPTURE READING:** Joel 2: 12-18  
*(Pause for silent reflection)*

**Sung Response:** Jesus, Remember Me...

**Intercessions** R/ Lord, hear our prayer.  
*(Please pray intercessions spontaneously)*

## CLOSING PRAYER:

O God, bless us during this holy season of spiritual renewal. Cleanse our hearts, inspire our minds, and fill our souls with Your peace, as we continue to live, love and spread Your Word. We ask this through Christ, our Lord. Amen!





## PRAYER SERVICE IN HONOR OF OUR LADY OF FATIMA

*Celebrating the 100<sup>th</sup> Anniversary of Mary's Apparitions at Fatima  
May 13, 2017 to October 13, 2017*

**Call to Prayer:** Throughout the course of human history, wars have repeatedly threatened the cause of peace in the hearts, homes, and lands of many;

**however,**

*Where would we be without our faith?*

*Where would we be without the God of all Creation?*

*Where would we be without the gift of His Mother, Mary?*

The Catholic Church has approved a number of apparitions of Mary, who has shown her faithful love and compassionate care for many people in various parts of the world. When the world was threatened by World War I, Mary chose three simple shepherd children to proclaim her message of praying the Rosary for peace and doing penance. This year, as we celebrate the 100<sup>th</sup>. Anniversary of Our Blessed Mother's apparitions at Fatima, let us continue to pray to Our Lady of Fatima for world peace. Like the Fatima children, let us proclaim the Fatima message of praying the Rosary and doing penance for our sins. May the Miracle of the Sun live on in our hearts. May our Mother Mary continue to intercede for us and for peace in our hearts, our homes, our country, and our world.

**Opening Hymn Choices:**    **In Fatima's Cove**  
   **Our Lady of Fatima**  
   **Immaculate Mary**

**Psalm 121 (1-8): The Lord is My Guardian**        *(Please alternate stanzas)*

I raise my eyes toward the mountains.  
   From where will my help come?  
My help comes from the Lord,  
   the maker of heaven and earth.

God will not allow your foot to slip;  
   your guardian does not sleep.  
Truly, the guardian of Israel  
   Never slumbers nor sleeps.

The Lord is your guardian;  
   the Lord is your shade  
   at your right hand.  
By day the sun cannot harm you,  
   nor the moon by night.

*(over)*

(2)

The Lord will guard you from all evil,  
will always guard your life.  
The Lord will guard your coming and going  
both now and forever.

Glory be to the Father...

**Scripture Reading: Luke 1: 26 – 38**

**Sung Response Choices:**    **In Fatima's Cove** (*Refrain only*)  
   **Immaculate Mary** (*Refrain only*)

**Intercessions: Response/ Lord, hear our prayer.**

That Mary will intercede for our Holy Father, Pope Francis, we pray...

That Mary will intercede for world leaders, we pray...

That Mary will pray for the health of all who are sick, we pray...

That Mary will pray for all those who are far from home, we pray...

That Mary will pray for all those who protect our country, our world, we pray...

That Mary will be with all those at their hour of death, we pray...

**Closing Prayer:** Let us pray the prayer that Our Lady of Fatima taught the children of Fatima to pray...

O my Jesus, forgive us our sins. Save us from the fires of hell. Lead all souls to heaven, especially those most in need of Your mercy. Amen.

**Closing Hymn Choices:**

**In Fatima's Cove**  
**Our Lady of Fatima**  
**Immaculate Mary**



***Our Lady of Fatima, pray for us!***



## **PRAYER SERVICE for STAFF and STUDENTS at the END of the YEAR**

### **Reflection on This Past Year's Efforts to Become Peacemakers**

*Invite the students to pause and reflect on the many ways that they have worked on being peacemakers during the year. Remind them that their work for peace is not coming to an end. Like a tiny seed planted only a short while ago, their work for peace will continue to grow with the proper nourishment. Explain to them that, in their prayer today, they will also call upon some of the saints who have helped them in their work for peace.*



### **CALL TO PRAYER**

Let us pause and recall that we live and dwell in the presence of God. Jesus has told us that where two or three are gathered in His name, He is there. Today, we gather to pray that we may all be true peacemakers.

**Opening Hymn:** "Prayer of St. Francis"

**Reading:** Colossians 3: 12 – 17

**Response:** Litany of the Saints



In response to the Word of God, let us pray a Litany of the Saints. By their faithful love and virtuous example, the Saints of God have shown us how to live these words of the Bible, how to be peacemakers. Let us remember some of our saints now, asking for their intercession. Please respond: Pray for us!

Our Lady of the Rosary,  
St. Francis of Assisi,  
St. Elizabeth of Hungary,  
St. Martin de Porres,  
St. Stephen,  
St. Elizabeth Seton,  
St. Peter Claver,  
St. Katharine Drexel,  
St. John Neumann,  
St. Rose of Lima,

Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.  
Pray for us.

(over)

(2)

### General Intercessions

Let us pray that the virtues we have practiced this year will continue to grow in our hearts.

**Please respond: Lord, hear our prayer.**

Lord, help us to accept each person as gift. Grant us the **courage** to reach out to those whom others see as different, we pray...

Lord, may all that we do be a reflection of our **love** for each other, we pray....

Lord, show us ways to resolve our differences. Give us the grace to seek **forgiveness** when we offend one another, we pray...

Lord, teach us to know that we need each other. Increase our **faith** in you and in those you have placed in our lives, we pray...

Lord, you come to us in words. In fact, you are the WORD. Help us to choose our words with care. May they be words that give **hope** to those who hear them, we pray...

Lord, instill in us the ability to be **patient** with ourselves and with others. Remind us that it takes time to grow, we pray...

Lord, help us to learn the secret of **joy** by reminding ourselves: Think of Jesus first, others second, and ourselves last, we pray...

### Our Father...

**Closing Prayer:** Father, you call all of us to be peacemakers. As this school year draws to a close, let us remember that the virtues we have practiced this year have become a part of us. May we continue to practice them during the summer, next year, and all the years of our lives. May these virtues continue to strengthen us as peacemakers, to offer us opportunities for grace, and to dwell in our hearts forever. We ask this through Christ Our Lord. Amen.

**Closing Hymn:** "Let There Be Peace on Earth"





## Music in the Religion Class

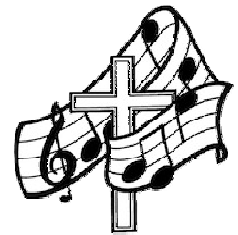
*Suggestions for Catholic School Religion Teachers  
and Religious Education Program Catechists*

Music offers wonderful opportunities to touch hearts and express that which words alone cannot express. The purpose of this page is to give religion teachers and catechists some ideas and resources for incorporating music into religion classes.

### **Starting and Ending with Music – Lent and Easter**

Beginning or ending religion class with the refrain or a verse of a hymn is a wonderful way to set the time apart from all the other times of the day. Seasonal songs for Lent and Easter abound! Here are some traditional hymns from *Breaking Bread* and *Music Issue* as suggestions. As always, the best resource is the children themselves. If they like a song it has meaning for them, so use it – maybe they will even lead the song! Remember the Easter Season goes on for weeks! Remind them by doing an Easter hymn to begin or end class for the whole season.

- † *Save Your People* by Jim Farrell
- † *Forty Days and Forty Nights*
- † *Somebody's Knockin' at Your Door* – Spiritual
- † *Lord, Who Throughout These Forty Days*
- † *Jesus Christ is Risen Today*
- † *Alleluia! Alleluia! Let the Holy Anthem Rise*
- † *Ye Sons and Daughters* (has a nice bouncy Alleluia refrain that can be used alone to begin and end class)



### **Praying with Music - Mantras**

Using music can add to the prayer experience. *Mantras* are short musical refrains which are repeated over and over to promote a meditative experience. They are sung very slowly and gently. These work wonderfully in settings with children when they do something one by one, such as adding something they created to a prayer table. They also work nicely as the response between intercessions or spontaneous prayers.

- † *Jesus, Remember Me* (Music Issue and Breaking Bread)
- † *Lord, Hear My Prayer* – by Taize (<https://www.youtube.com/watch?v=xZ9ycGq1pW4>)
- † *Jesus I Will Stay with You* (Stories and Songs of Jesus CD – Sr. Paule **Freeburg**, DC & Christopher Walker) – This song is wonderful as a meditation. Talk to the children about Jesus in the garden, read it from scripture, show a little video if your school or program has it. Then teach them this little refrain. Finally, invite them to close their eyes and imagine being in the garden with Jesus and sing this song. It is nice to sing with the very gentle recording and works at every age! This YouTube version is nice, but the CD version is even better. <https://www.youtube.com/watch?v=F9AxffmEbiE>

## Praying with Music for the Season

By far my favorite music for this season with all grades comes from the CD ***Behold the Lamb*** by **Janet Vogt and Mark Friedman** (yes, you have heard me mention their music before!) I highly recommend purchasing this CD or songs from it. Some of the best are:

### Lent

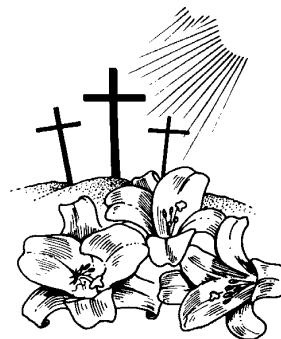
- † *Show Us Your Mercy* – asks God to help us in times of trouble
- † *O God, My God* – Good song for older children to help them focus on those who suffer.
- † *We are Yours, O Lord* – reminds us that we belong to God, not this world

### Holy Thursday, Good Friday

- † *Washing Feet* – application of Jesus washing the disciples' feet for today
- † *In the Silence of the Garden* – Tells the story of Jesus in the Garden on Holy Thursday
- † *Let the Wind Blow* – Tells the Good Friday story

### Easter

- † *Glory, Hosanna* – lively Easter song
- † *Easter Song* – lively song about Easter morning
- † *Song of Salvation* – a lively Easter song



## Web Resources

- † Catholic Mom - [http://www.catholicmom.com/music\\_catholic\\_kids\\_worship.htm](http://www.catholicmom.com/music_catholic_kids_worship.htm) This webpage includes reviews on some CD's recommended for Catholic children.
- † Catholic Icing – This page has a song about Lenten practices. It is ideal for little ones and sung to the tune of “Frere Jacques” or “Are You Sleeping.”

# HOSANNA

# Religion Bulletin Boards

## Spring, 2017 – Qualities of Mary

*As noted in the past, Bulletin boards have an important place in every classroom. They should be interactive as they provide a way to introduce new concepts or display student work related to the concept. Every classroom in a Catholic school/PREP program should have at least one bulletin board dedicated to increasing student awareness of faith values. They should be changed/updated on a regular basis throughout the school year.*

*Teachers and catechists should create boards that are equally engaging and educational. The use of interactive boards in the classroom ensures that students recognize the importance of the posted materials.*

*In December, we began to focus on the qualities of Mary, Our Bulletin Boards for the remainder of the school year will continue to focus on Mary—her feasts, her qualities and her messages. In March, the focus is on Mary’s Trust in God as evidenced in her “Fiat” at the Annunciation and her presence in the events celebrated during Lent. April’s focus is her concern for others and her compassion. In May, we commemorate the 100<sup>th</sup> Anniversary of Mary’s apparitions at Fatima and her reminders to us of the importance of prayer in our lives.*

*There are many little-known feasts of Mary that can also be shared with the students—not for the purpose of identifying the dates on the calendar, but with the intent of making Mary and her importance in the life of the Church better known to the students. Each month we will continue to identify some of those commemorated during that month with suggestions for using the bulletin boards as a teaching tool. The background of all of these can be found at <http://www.roman-catholic-saints.com/marian-calendar.html>*

*March – Mary, Model of Hope and Trust (“Be It Done to Me as You have Said.”)*

*April – Mary, Model of Concern for Others (“Your father and I have been anxiously searching for you.”)*

*May– Mary, Model of Prayer (“Pray the Rosary.”)*





## March

*Mary, Model of Hope and Trust*

*"Be it done to me according to your word.."*

**Mary always said  
"Yes" to God.  
Do You?**



One of the greatest feasts of Mary that we celebrate during March is the Feast of the Annunciation which also falls during the season of Lent. Teach the children that Mary's "yes" to the angel Gabriel was also present in her "yes" to God's will at the foot of the Cross. Note that whenever Mary is found in Scripture it is always a reflection of her trust in God and that we model Mary's trust when we say "Yes!" to Him. On the Bulletin Board, Place several pictures of Mary showing her trusting in God. (e.g. Annunciation, Presentation, Visitation, Cana, Calvary. ) Ask the students to contribute pictures of people doing God's will to form a collage showing trust.

*Note: Royalty-free images of scripture scenes can be found at: <http://clipart.christiansunite.com/>*

**YES YES YES YES**

**YES YES YES YES**

**YES YES YES YES**

**YES YES YES YES**



**Yes, I Can!!**

The season of Lent gives us many opportunities to echo Mary's "Fiat." Give the students an outline of the word "Yes." Ask them to record on the back of the word something they have done during Lent to show their trust in God. Templates can be found on one of the following pages. Place these around a Lenten scene on the Bulletin Board.

Other, lesser known feasts of Our Lady during March:

17 – Our Lady of Ireland

19 – St. Joseph, Spouse of Our Lady

23 – Our Lady of Victory

31 – Our Lady of the Holy Cross

## April

### *Mary, Model of Concern for Others*

*"Your father and I have been anxiously searching for you."*

## Our Lady of Good Counsel



Counsel and Protect Us!

Many beautiful titles have been given to the Mother of God over the centuries, and these titles have been given to her to honor her and for the helps she has given to us. These would include titles such as Mother of Good Counsel . This feast is celebrated on April 26 This image of Our Lady is said to have given strength and hope to Christians during their struggles with the Ottoman Empire and Islam. It is an example of Mary's care and concern for people everywhere. Have the students learn and pray for the strength and hope needed to remain as faithful Christians in today's world. You may want to add an intention sheet to the bulletin board so that students could write down current events that they would like the class to pray for.

## Mary Comes to Us!



Our Lady of Confidence



Our Lady of Charity



Our Mother of Perpetual Help



Our Lady of Lourdes



Our Lady of Knock



Our Mother of Providence

Mary has many titles. Many of these titles stem from her many apparitions which date back to the year 40 AD when she appeared to St. James as he was doing missionary work in Spain. Here she became known as Our Lady of the Pillar because she appeared to James while standing on a pillar. Place some of these Church-approved titles on the Bulletin Board. Have the students select a title to research and present to the class.

### **Other feasts of Mary in April:**

- 4 – Our Lady of Grace, Normandy
- 5 – Our Lady of Divine Providence
- 12 – Our Lady of Charity
- 29 – Our Lady of Faith
- 30 – Our Lady of Africa

**May**  
**Mary, Model of Prayer**

*"Pray the Rosary."*



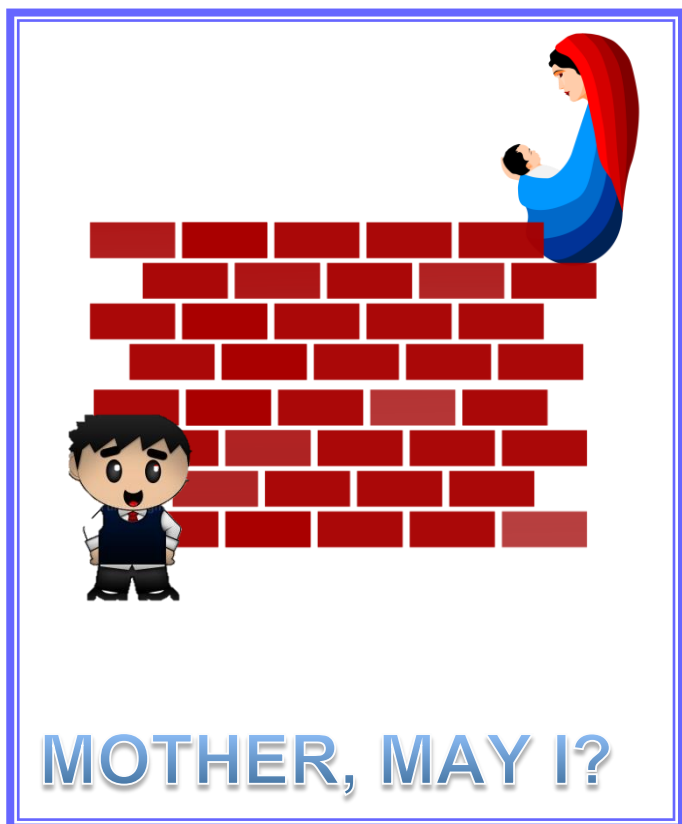
May 13 is the 100<sup>th</sup> Anniversary of Our Lady's first apparition at Fatima. Mary most important message to us at that time was to pray for peace and to pray the Rosary. She encouraged devotion to the Immaculate Heart. On a bulletin Board with an image of Our Lady of Fatima in the center, form a rosary around the border on which the students have written prayers for peace.

There is an old children's game called Mother, may I? This could be used during the month of May to help students learn more about Mary and see her as a loving mother. On a bulletin board, place a picture of Mary (as Mother) in the upper right hand corner. place an image of a student in the lower left hand corner with a path leading from one image to the other. Each brick on the path has an activity that the students could do each day to move closer to Mary. These could vary by level. In the children's game, the children get to move forward by completing small activities. See sample bricks on the attached page. These can be added to, changed or adapted to meet the needs of the students. Students may even create their own "bricks" so that by month's end they will have done something each day to honor Mary.



Other feasts of Mary during May include:

- [1. Our Lady, Queen of the May](#)
- [3. Our Lady of Czestochowa](#)
- [5. Our Lady, Queen of the Apostles](#)
24. Our Lady, Help of Christians
30. Our Lady of the Sacred Heart
- [31. Queenship of Mary](#)



YES YES

YES YES

YES YES

YES YES

YES YES

**Pray a decade of  
the Rosary.**

**Read a Scripture  
passage about  
Mary.**

**Write your own  
prayer to Mary.**

**Pray the  
Memorare to  
Mary**

**Find a famous  
picture of Mary.  
Learn something  
about it.**

**Tell a partner  
something new  
you have learned  
about Mary**

**Pray the Hail, Holy  
Queen with your  
class.**

**Sing a hymn to  
Mary with your  
class.**

**Learn a poem  
about Mary.**

**Draw a picture of  
yourself doing  
what Mary would  
do.**



# CATHOLIC TECHNOLOGY RESOURCES FOR RELIGIOUS EDUCATION

*Instruct the wise and they become wiser still. Proverbs 9: 9*

## Ignatian Spirituality

<http://www.ignatianspirituality.com>

The *Ignatian Spirituality* website provides many helpful resources about prayer and spirituality, discernment and guidance from an Ignatian perspective. The site describes Ignatian spirituality and teaches the reader to apply it to their daily life in practical ways.

## Spirit 4 Teens

<https://spirit4teens.wordpress.com/tag/spirit-xtra-2/>

*Spirit4Teens* is a blog that youth ministers and others that work with teenagers will find useful. It connects popular music that young people enjoy with Gospel themes. There is a link for a video for each song, as well as questions for reflection and discussion.

## The Sunday Website of St. Louis University

<http://liturgy.slu.edu/>

The *Sunday Website of St. Louis University* is a helpful tool for those who prepare liturgies. The site contains reflections, commentaries and intercessions based on each Sunday's readings, which can be adapted for your community's needs.

## Apps for Ipad, Iphone, Ipod

### Take 5 for Faith App

The *Take 5 for Faith* app is a simple tool to enliven the faith of busy people. It contains a link to the daily Mass readings and offers a reflection based on those readings. Because of its straightforward design and practical applications to daily life, *Take 5 for Faith* is ideal for every person who struggles to balance their faith life with their busy schedule.



### 3D Catholic App

The *3D Catholic* app was created by the University of Notre Dame's Institute for Church Life to encourage others to practice prayer, fasting and almsgiving, three devotions Catholics traditionally practice during Lent. 3D Catholic provides helpful reminders and connects you to other Catholics who are practicing the devotions along with you.



### Find a Mass App

The *Find A Mass* app is a quick and easy tool to locate a Catholic Mass near your current location. It includes an option to search for a Mass at a certain time or near a specific location. These features are helpful for those who like to plan ahead when traveling.



### Shared Wisdom

*Two heads are better than one.* Please submit your favorite technology resources for Catholic religious education at [s.carment@yahoo.com](mailto:s.carment@yahoo.com). Submissions will be included in upcoming issues. Many thanks to those who shared tools for this issue.

## Religious Education Treasurers



### Teachable Moments for Recall and for Forming Habits

When one is teaching the same children the second time around, it can sometimes be amazing/frustrating to experience certain realities. Perhaps you can distinctively remember having taught a certain truth, spirituality, or aspect of the Bible, only to observe totally blank faces upon mentioning it. The following are some everyday opportunities I have found for reinforcement/ recall of knowledge or for firming up of a habit of virtue.

1. Place the Date and Church liturgical season and celebration on the board each day. According to grade appropriateness this enables one to:
  - a. Review or teach a Saint most days.
  - b. Include whether it is a Solemnity, Feast, Memorial, optional memorial. (If one does not have access to an Ordo, this can sometimes be found on a Catholic calendar.
  - c. Interject that (if a feast or solemnity) the weekday Mass will include a Gloria--and occasionally a second Reading.
  - d. Recall that sometimes the seasonal celebration will supercede the celebration of the saint. (e.g. Lenten Mass, Easter Octave, etc.)
  - e. Redefine Apostle, Evangelist, Martyr, Doctor, Father of the Church.

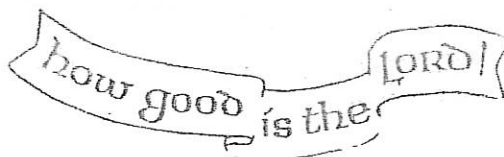


2. At the sound of an ambulance or fire whistle--recall a Spiritual Work of Mercy...to pray for those in need and those responding to the need.

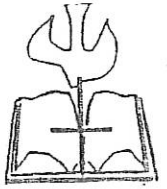
3. To reinforce the habit of attentiveness BEFORE making the Sign of the Cross for Prayer, be sure that all the words are used when praying the Sign of the Cross (no short cuts, such as, "In the name of the Father, Son, Holy Spirit...).

4. To reinforce prayer types vary opening prayer for class: Prayer from memory, spontaneous prayer, Scripture Reading, Reflection on Scripture, recollected moments of silence.

5. Occasionally use the "Review of the Day" for ending prayer...especially to reinforce *Gratitude* as an attitude before God. Gratitude inevitable leads to contrition.

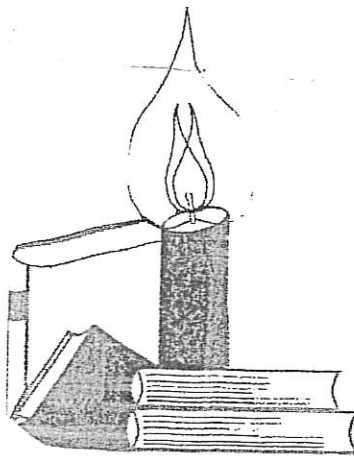


6. Be faithful to taking a few minutes at the end of the week to go over the upcoming Sunday Readings. Use this as an opportunity not only to explain/reflect on the readings but also to recall the planning of liturgical readings for Sundays and their location in the Bible (e.g. Old Testament, Hebrew Scriptures; New Testament, Christian Scriptures, etc.).



7. For a Friday afternoon *treat* invite the students to write 5,10, ... things they learned, re-learned in Religion this week, or to compose 5,10,... basic questions about their faith which they might use to quiz one another. Perhaps you might want to divide them into teams for this.

You could probably add many more of your own valuable favorites to help the teaching of our faith to move from *knowledge for test mode* to the gifts of *Understanding and Knowledge for life formation*.



**Hearts**

**Hands**

**Minds**



## **creating awareness of Catholic Social Justice**

Creating a culture of awareness begins right here in our classrooms. Pope Francis calls each of us to educate the minds of tomorrow to “ *do justice, to love kindness, And to walk humbly with your God?*” Micah 6:8.

### **What is Catholic Social Teaching?**

**“Catholic social teaching is a central and essential Element of our faith.” [www.usccb.org](http://www.usccb.org)**

**The Two Feet of Love in Action:**

- Social Justice: Remove Root Causes/Improve Structures**
- Charitable Works: Meet Basic Needs and Individuals**



#### Activity:

**K-4<sup>th</sup>:** As a class create a Word Cloud using (Tagul, Wordle, Tagxedo). Take one aspect and discuss the word allow the feedback to build around Catholic Social Teachings, print it out as a daily reminder for class and social justice.

**5-8<sup>th</sup>:** Have each students create a Word Cloud using (Tagul, Wordle, Tagxedo). Have the students work in pairs and brainstorm each aspect to create an awareness and discuss why they think as the future of the Catholic Church they are called to be aware of the Catholic Social Teachings.

### **7 Themes from Catholic Social Teachings: Designed for Elementary Education:**

- 1. Life and Dignity of the Human Person**
- 2. Call to Family, Community and Participation**
- 3. Rights and Responsibilities**
- 4. Option for the Poor and Vulnerable**
- 5. The Dignity of Work and the Rights of Workers**
- 6. Solidarity**
- 7. Care for God’s Creation**

**Activities to enhance the 7 themes:**

[www.avemariapress.com](http://www.avemariapress.com)  
[www.cchsaltimore.org](http://www.cchsaltimore.org)

### **Curriculum on Catholic Social Teaching:**

[www.anneneuberger.com](http://www.anneneuberger.com) – Children’s Book Author *Anne E. Neuberger* has an educational website that has Curriculum Ideas based on Catholic Social Teaching for Ages 4-8 and 7 and up.



# Seek First the Kingdom

*Parents in Partnership with God – Sharing Faith with Children*

*A Ministry of the Sisters, Servants of the Immaculate Heart of Mary, Immaculata, Pennsylvania*

## PARENT ADVICE FROM POPE FRANCIS -- PART 3 of 6

### **The Joy of Love (Apostolic Exhortation), Chapter 4: “Love in Marriage”**

Within months of his installation Pope Francis issued an Apostolic Exhortation: *Evangelii Gaudium* (*The Joy of the Gospel*). Three years later he issued his second Apostolic Exhortation, *Amoris Laetitia* (*The Joy of Love*). His pastoral priorities are those of Jesus: gospel and love! Joy is the byproduct common to gospel living and quality family life. Joy attracts, feeds, heals, and evangelizes. *The Joy of Love* spotlights love in the family. In chapter four Pope Francis tutors us on what love looks like in marriage by reflecting on St. Paul’s “love homily” (1 Corinthians 13: 4-7).

### **LOVE IS NOT RUDE, IMPOLITE, OR HARSH**

Courtesy is a developed skill that integrates respectful listening, careful speech, and often self-restraint or silence. Courteous speech encourages, comforts, heals and communicates respect and kindness. Christian language does not “*demean, sadden, anger or show scorn.*” (#100)

*“Love is gentle and thoughtful. ... Its actions, words and gestures are pleasing and not abrasive or rigid. Love abhors making others suffer”* (#99). Loving kindness builds up; rudeness tears down. Kindness creates bonds and establishes a climate for relationship to grow.

#### **Parent Ponder-Points:**

- “A kind mouth multiplies friends, and gracious lips prompt friendly greetings” (Sirach 6:5). For the next three days engage family members in noting examples – in life, literature, TV, or movies – that either affirm this teaching or illustrate how rudeness interferes with relationship-building.
- Others have remarked that God created us with two eyes, two ears and one mouth. What might that image suggest?
- “Reflective listening is a communication strategy involving two key steps: seeking to understand a speaker's idea, then offering the idea back to the speaker, to confirm the idea has been understood correctly” (Wikipedia). This week practice reflective listening.

#### **Reflection Questions:**

1. When do you feel it easy to be courteous, and when is it most difficult?
2. Would your spouse or children affirm that your language encourages, comforts, heals and communicates respect?
3. How consistently do you reflect back what your spouse or child says before giving your opinion or response?
4. Read *The Joy of Love*, # 99-100. What thought(s) most speak to your heart?



## LOVE IS NOT IRRITABLE OR RESENTFUL

Love remains calm in the face of disappointment. Love is not easily provoked by the actions or inactions of others. Love exercises thoughtful self-control rather than show anger or annoyance at what is perceived as unfair or dis-tasteful treatment. Love is not easily outraged, annoyed, irate, incensed, aggrieved, irritated, disgruntled, indignant . . . *“To nurture interior hostility helps no one. It only causes hurt and alienation” (#103).*

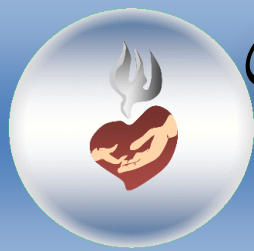
Pope Francis advised: *“It is one thing to sense a sudden surge of hostility and another to give into it, letting it take root in our hearts. ... My advice is never to let the day end without making peace in the family.” (#104)*

### Parent Ponder-Points:

- In the face of disappointment remind yourself that “Dis-appointment is His-appointment.” Ponder what greater good may result from this temporary disappointment. Trust that “temporary inconvenience can lead to permanent convenience!” Share this kind of reasoning with your children and give examples from your life-experience.
- Occasional bouts of irritability are most often caused by poor sleep, anxiety, and/or withdrawal from caffeine, alcohol, drugs, and nicotine. Safeguard a nightly sleep routine marked by the absence of lights, sounds, electronics, and TV. Eliminate caffeine after 6 PM, earlier, or completely.
- A pattern of irritability may have (1) human nature, (2) medical or (3) mental reasons that cause *frustration – the feeling of being upset or annoyed because a force outside yourself is preventing the progress, success, or fulfillment of something you desire*. If irritable, resentful behavior is human nature-based, *Wikipedia.com/ How to Cope with Frustration* suggests the following: 1. Learn your triggers. 2. Be proactive and avoid triggers whenever possible. 3. Practice stress-management breathing. 4. Manage your expectations of others. 5. View frustration as “delayed success” rather than failure. If irritability is medical or mental based seek professional help.

### Reflection Questions:

1. Emotional growth requires that we “name, claim, and tame” our emotions. Recall a recent incident of feeling irritable or frustrated. What was the underlying cause? How would you remedy it in the future?
2. How do you end your day with your spouse and children?
3. Read *The Joy of Love*, # 103-104. What thought(s) most tutor your heart?



# Busquen Primero el Reino

Padres de Familia Cooperando con Dios-

Compartiendo su Fe con sus Hijos/Hijas

Un Ministerio de las Hermanas, Siervas del Inmaculado Corazón de María

## CONSEJOS DEL PAPA FRANCISCO PARA LOS PADRES DE FAMILIA

PARTE 3 de 6 "La Alegría del Amor" (Exhortación Apostólica),

### Capítulo 4: "El Amor en el Matrimonio"

A los pocos meses de asumir su pontificado, Francisco emitió una exhortación apostólica: "Evangelii Gaudium" (La Alegría Del Evangelio). Tres años más tarde se publicó su segunda exhortación apostólica, "Amoris Laetitia" (La Alegría Del Amor). Las prioridades pastorales que establece, son las de Jesús: el Evangelio y el amor! La alegría es el subproducto común de vivir el Evangelio y la vida familiar de calidad. La alegría atrae, se alimenta, cura, y evangeliza. *La Alegría Del Amor* da relieve al amor en la familia. En el capítulo cuatro el Papa Francisco nos enseña como es el amor en el matrimonio mediante la reflexión sobre "la homilía del amor" de San Pablo (1 Corintios 13: 4-7).

***EL AMOR NO OBRA CON RUDEZA, NO ACTÚA DE MODO DESCORTÉS,  
NO ES DURO EN EL TRATO***

La cortesía es una habilidad desarrollada que integra la escucha respetuosa cuidadosa del habla y con frecuencia incorpora el autocontrol o el silencio. El discurso cortés anima, conforta, cura y comunica respeto y amabilidad. El lenguaje cristiano utiliza palabras que no... "humillan, que no entristecen, que no irritan, que no desprecian." (#100)

*"El amor no obra con rudeza, no actúa de modo descortés... Sus modos, sus palabras, sus gestos, son agradables y no ásperos ni rígidos. El amor detesta hacer sufrir a los demás."* (#99). La amabilidad construye: la grosería derriba. La bondad crea lazos y establece un clima en el cual la relación puede crecer.

### Padres: Para Reflexionar

- Durante los próximos 3 días intencione la mirada reflexiva hacia películas o programas televisivos que promuevan gestos claros de amabilidad y buena comunicación.
- Algunos autores han sugerido que Dios nos creó con 2 ojos, 2 oídos y 1 boca. ¿Qué significado tendrá esto?
- La "Escucha reflexiva" es una estrategia que consta de 2 pasos: (A) Recepcionar y comprender el contenido del emisor. (B) El destinatario recepciona la idea transmitida y la confirma con alguna palabra en la que refiere su comprensión y se la apropia. (Wikipedia). Sugerimos practicar esta estrategia durante la semana.

### Preguntas para la reflexión:

1. ¿En qué circunstancias siente que le es más fácil expresar gestos de cortesía a otros?, ¿Cuándo les es más difícil y por qué?
2. ¿Diría ud. que su esposo/a confirmaría que su lenguaje anima y promueve la cortesía, la acogida y el respeto entre los que componen su familia?
3. ¿Cuán frecuentemente reflexiona lo que su cónyuge o hijo/hija expresan antes de dar su opinión o responder?
4. Lea *La Alegría Del Amor*, # 99-100.  
¿De esta lectura que es lo que más lo interpela o toca su corazón?

## ***EL AMOR NO SE IRRITA, NO GUARDA RENCOR***

El amor se mantiene en calma en los momentos de decepción. El amor no se irrita fácilmente por las acciones u omisiones de los demás. El amor demuestra auto-control reflexivo, en lugar de mostrar enojo o molestia por lo que se percibe como un trato injusto o desagradable.

El amor no expresa fácilmente indignación, molestia, furia, ofensa, irritación, disgusto...

*"Alimentar cualquier tipo de agresividad pasiva no sirve para nada. Sólo nos enferma y termina aislándonos."* (# 103)

El Papa Francisco nos aconseja: *"Una cosa es sentir la fuerza de la agresividad que brota y otra es consentir que ella anide en nuestros corazones, dejar que se convierta en una actitud permanente: También nos aconseja nunca terminar el día sin enmendar como familia el daño otorgado a algunos de los miembros de la familia."* (#104)

### **Padres: Para Reflexionar**

- Frente a los espacios de decepción recuerda y pregúntate en vez del "por qué" habrá ocurrido tal o cual momento, el "para qué".

Reflexiona acerca del "bien mayor" que ese momento podrá traer para la familia. Confía que "un pequeño inconveniente puede conducir en oportunidades a mejores espacios de comunicación"

Comparta este tipo de razonamiento con sus hijo/as y de ejemplos con y desde su experiencia de vida.

- Momentos ocasionales de irritabilidad a menudo son causados por falta de sueño, ansiedad, alto consumo de cafeína, de alcohol, drogas, nicotina por mencionar algunos. Cuide un buen sueño y el entorno para obtenerlo (ausencia de luces, sonidos, uso de artículos electrónicos, y TV. Eliminar la cafeína después de las 6 de la tarde, o completamente.

- Un patrón de irritabilidad puede tener (1) naturaleza humana, (2) médica o (3) razones emocionales que pudiesen ocasionar frustración – en ocasiones se aprecia una sensación de molestia ocasionado por algún factor externo que pudiese estar impidiendo el logro personal deseado. Ante un comportamiento irritable o resentido Wikihow.com/ nos aporta algunas claves para administrarlo:

1. Identificar los factores desencadenantes.
2. Sea proactivo y en lo posible evite estas instancias.
3. Regule y administre su respiración en situaciones de stress.
4. Equilibre en la medida de lo posible el tema de "las expectativas con otros".
5. En oportunidades el sentimiento de frustración puede ser vista como un "logro /éxito retardado" en lugar de un fracaso. Si la irritabilidad tiene una causa médica o mental, busque ayuda profesional.

### **Preguntas para la reflexión:**

1. El crecimiento emocional requiere que nosotros "explicitemos y domesticemos" nuestras emociones. Realice el siguiente ejercicio:

Recuerde un incidente reciente que le causó sentimientos que elevaron sus niveles de irritabilidad, o le causó cierta frustración: ¿Qué hay a la base de ese sentimiento? ¿Cómo podría tratar de evitarlo a futuro?

2. ¿Cómo **terminó** el día con su cónyuge e hijos?

3. Leer ***La Alegría Del Amor***, # 103-104. ¿Qué pensamiento (s) lo interpelan de la lectura, resuenan, o tocan hondamente su corazón?