

# Grade 4 - Chapter 1

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## Discover

### Catechist Tips: Auditory Learners

Auditory learners may enjoy listening to “It Is Good” several times. Consider having proficient readers record the poem.

- Allow readers time to prepare.
- During quiet study time, permit auditory learners to listen again to the poem. This may help them better understand the gift of creation.

### Catechist Tips: Providence

*Providence* is a term used to sum up God’s relationship with creation.

- It refers to the way God shaped and continues to direct the universe and all life.
- The Second Vatican Council encouraged Catholics to recognize the events and people in which they find God’s presence and purpose today.

### Catechist Tips: Make a Class Prayer Space

Have the children help you design a quiet space for class members to use.

- Select a quiet corner, and have the children suggest ways to furnish it.
- Encourage the children to use the space alone when they need quiet.

### Catechist Tips: Gifted Students

The children who finish all of their work ahead of time may need enhancements to keep them occupied and to extend their learning.

- Ask gifted children to use vocabulary cards to devise games and review exercises.
- Consider asking these children to summarize chapter content.

## Catechist Tips: Quiet Music

Calming music can help the children concentrate on prayer and on schoolwork.

- Consider playing quiet instrumental music during guided meditations and study time.
- Work with your music teacher or media librarian to find suitable selections.

## Catechist Tips: Creator God

The Church teaches that God created all things with care (CCC, 290, 339), and that God continues to care for all things according to a plan that we call "divine providence."

Gather the children and begin by saying, **As Catholics we believe that God created the world and saw that it was very good. We believe that God continues to lovingly care for us and all living things. No matter what we do, God's care continues, and God provides what all of creation needs. We call this providence.** Write the word *providence* on the board or chart paper.

**How do we know this? When detectives follow a mystery, they must think about the evidence. Finding evidence is like going into your sister's room because you think she has your iPod® and finding it in her desk. It's the thing you can look at and say, "I knew it." What evidence do you see here?**

**Why is evidence important?** (*It helps to solve mysteries.*)

**What is the difference between a clue and evidence?** (Allow time for children to respond with ideas.)

**With a clue you can say, "I think I know." Like maybe you saw your iPod® case in your sister's backpack. So that clue might lead you to think she has your missing iPod®. With evidence you can say, "I know." When you find your iPod® in your sister's desk, that evidence shows you that you were right.**

**With God's providence we have both clues and evidence of it in two different places. Which stories in Scripture gives clues or evidence about God's loving care?** (Accept all reasonable responses; be sure to include: *creation, saving of the Jewish people, Jesus, words about his Father.*) Have a volunteer read the definition of *Divine Revelation* (on page 57) and then ask: **Can you think of any ways God has revealed his caring plan in your life?** (Accept all reasonable responses.) Use *family, friends, when something turned out well*, as prompts for children) Conclude by saying, **God has a loving, caring plan for all of creation and it includes each of us.**

## Glossary Activity: Providence

### Providence

#### ***Multiple Intelligence: Verbal/Linguistic***

Providence is God's loving care for all things; God's will and plan for creation. Use the following activity to help the children review the word *providence*.

- Write the word *providence* on the board.
- Point out the first seven letters: provide.
- Ask the children to name ten things that God provides for people.

## **Additional Activity: Creation Diorama**

### **Creation Diorama**

Supplies:

- box—one per child (shoe or tissue box works the best) cover the boxes with paper to hide the words and designs
- construction paper (various colors)
- air-drying clay
- chenille craft stems
- string
- glue
- tape
- markers
- safety scissors
- a variety of decorative items (*craft foam, paper clips, buttons, beans, beads, feathers, etc.*)

Steps:

- Distribute the materials to the children so that each child has a box and access to all of the other materials listed above.
- Say, **God the Father created us and everything around us. Today we are going to make Creation Dioramas. You can include any of your favorite things from creation. Let's start by creating ourselves.**
- Invite the children to create themselves from the materials you have provided. Encourage creativity.
- Once they have finished creating themselves, they can add other parts of creation that are important to them to their diorama (*animals, plants, sun, etc.*).
- Encourage three-dimensional designs. For example, try putting grass in front of a person so it looks like he or she is standing in it, or hang a sun from the roof of the box with string.

### **Additional Activity: Models**

Invite the children to make models of the quiet thinking places they have described.

- Provide shoe boxes, cardboard, clay, or other materials for the children to use in creating three-dimensional models.
- Encourage children to include themselves in their models.