



Creation Lens

Exploring the World, Discovering God

Grade Level: Grade 5

Title:

Classification

Denomination: Catholic

Lesson ID: LS-G5-08-CA

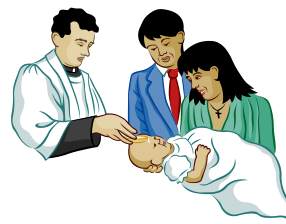
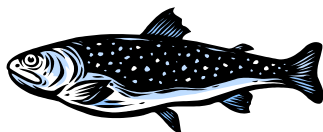
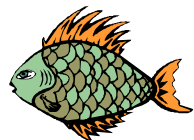
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Note: Web sites referenced in this lesson were valid at time of publication.

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LIFE SCIENCE MODULE - GRADE 5 - CATHOLIC

LESSON TITLE: Classification

GENERAL CONCEPT: Classifying

SCIENCE LESSON CONCEPT

- Classes of vertebrates

GOAL OF SCIENCE LESSON

- Students will learn about one class of vertebrates: fish.
- Students will learn that fish have their own set of characteristics.

OUTCOME EXPECTED

- Student will observe the characteristics of fish: how they breathe, body structure, and the food they eat.

RELIGION LESSON CONCEPT

- Classes of vocations

GOAL OF RELIGION LESSON

- Students will learn the four vocations recognized by the Catholic Church.
- Students will learn about the vocation of priest, religious, married, and single people.

OUTCOME EXPECTED

- Students will be more aware that we may change our vocation during our life.
- Students will begin to examine their own vocation and know that a vocation is a call from God.

MATERIALS NEEDED

- Science Journal page: Vertebrates: Fish
- Pen or pencil
- One fish in a container for each group (prefer each fish to be different)
- Colored pencils or crayons
- Handheld magnifying glasses (one per group)
- Information books and pamphlets about fish
- List of helpful websites about fish
- Project materials:
 - ~glue sticks or rubber cement
 - ~poster board (one per group)
 - ~colored construction paper
 - ~scissors
 - ~white construction paper
 - ~stencils
- Flip chart
- Sharpies/markers

MATERIALS NEEDED

- Flip Chart
- Sharpie/marker (at least two different colors)
- Pictures of each state of life (laminated if possible). Be sure to use a variety of age, ethnic, and gender persons for each category. Be sure to use a variety of Religious – men and women – in a variety of religious dress
- Wall-friendly adhesives to put up pictures and chart pages around the room
- An outline for conducting an interview
- Slips of paper with a state of life on each one and a bag or box to hold them. Be sure to have the same number of vocation choices.
- List of names of those who would be glad to have a student interview them. (NOTE: be sure these people have completed the Protecting God's Children requirements.)
- Religion Notebook/Journal
- Pen or pencil

SCIENCE METHODOLOGY

- **SAY:** There are five classes of vertebrates – fish, amphibians, birds, mammals, and reptiles.
- **SAY:** Today we are going to explore one class of vertebrates - fish.
- **HAVE** students take out their science journal page and a pencil or pen.
- **HAVE** students turn to the Science Journal page: Vertebrates: Fish
- **EXPLAIN** that the students will write about what they know about fish or stories they have read. For example, if they have fish or if they have ever gone fishing - what could be learned about fish from that experience.
- **ALLOT** several minutes for the writing assignment.
- **GIVE the** students the opportunity to share what they wrote or ideas they might have from listening to others.
- **USE** the flip chart during the discussion to record students' comments.
- **HAVE** different kinds of fish in individual containers placed in a central location. (one for each group)
- **ASSIGN** the students to a group.
- **SAY:** Each group has one fish to observe in detail.

RELIGION METHODOLOGY

NOTE: Be sure the persons to be interviewed have a copy of the interview form and are in compliance with your diocese's Protecting God's Children requirements.

- **HAVE** the pictures of priests, men and women religious, married couples, and single persons displayed in the classroom in an obvious spot at the start of the school day.
- **DO NOT SAY ANYTHING ABOUT THE PICTURES.** Let the students observe and think about why those images have been put up in the classroom.
- **WHEN RELIGION CLASS BEGINS ASK:** Has anyone made any new observations about our classroom today? If so, can you please share those observations and thoughts about them with us?
- **ALLOW** students to reply.
- **SAY:** In science class we learned that there are five classes of vertebrates. In the church there are four recognized vocations or states of life. A vocation is a call from God inviting each of us to a particular state of life. This call from God shows us how to serve others (the Church) during our lifetime. Every person receives a vocation or call from God. Some people get more than one call during their lifetime.
- **ASK:** From the pictures you see, what are the four states of life or vocations? (priest, religious, married,

Record observations on the Science Journal page.

- **ALLOW** students to move to group location.
- **ALLOT** time for observation and to record findings.
- **ASK:** Do you have questions about your fish? If so, please use the resources located in this central location.
- **SAY:** There are magnifying lens for you to use to more closely observe your fish.
- **ALLOT** time for further observation and researching.
- **SAY:** Be sure to record what you learn from the resources and from closer observations on the Science Journal page.
- **REGROUP** the class.
- **INTRODUCE** scientific vocabulary such as the parts of a fish.
- **DISCUSS** what characteristics describe a fish.
- **HAVE** the students divide into their groups again.
- **USE** the new knowledge on the subject to develop students' observations about the fish - labeling its parts using scientific terms.
- **ALLOW** time for group to observe and record.

single)

- **TAKE** four sheets of flip chart paper and print one state of life at the top of each sheet.
- **PUT** the flip chart sheets in the front of the room.
- **SELECT** a scribe for each state of life.
- **HAVE** the students generate ideas about how people in each vocation live their life for God.
- **HAVE** the students generate the responsibilities of each state of life.
- **HAVE** the scribes record the ideas.
- **EXPLAIN** that each student is going to conduct an interview with one person or couple in one of the states of life.
- **GIVE** each student the interview outline form.
- **EXPLAIN** the form.
- **AS AN EXAMPLE** the teacher should interview a student (representing the single state) using the interview form.
- **HAVE** each student pick from the box a slip of paper with the state of life of the person the student will interview.

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| <ul style="list-style-type: none"> • EXPLAIN to all of the students that each group must put together a project about their fish. • SAY: You may choose how to display what you have learned and what is important to know. Supplies are located in this central location. • ALLOT time for projects to be completed. • WHEN the projects are completed they will be displayed in the classroom or the hallway to educate fellow students about different kinds of fish. • POSIT: We have learned about classifying animals into vertebrates and invertebrates. We have now explored one class of vertebrates called fish. | <ul style="list-style-type: none"> • TELL the students that you can help them find someone to interview and set up the interview. • ALLOT about 1 week for interviews to be conducted. • FORM four groups (one for each state of life). • HAVE the students report their interview within that group. • HAVE each group report to the entire class. • CLASS may ask questions of each group after the report. • HAVE each student write a thank you letter or note to each person interviewed. • HAVE the students journal in the Religion Notebook about their present state of life or vocation: single and how they are to serve the Church now. • POSIT: Every person receives at least one vocation or call from God. This call is to a particular state of life. The first call after Baptism is to the single state. |
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SCIENCE LINKS

www.seagrant.wisc.edu/greatlakesfish/kids.html

[For Kids/Fish of the Great Lakes by Wisconsin Sea Grant](#) Take a look at **fish** parts and **anatomy** to get an idea. Comments | Credits | About Us ... Research News | **Fish** IDs | Special Features | **Kids'** Page | Site Map ...

www.kidfish.bc.ca/frames.html

[Kidfish - All About Lakes, Rivers, and Fly Fishing Too](#) A web-based tool for teaching Grade 5 to 7 students about our environment, **fish**, insects and environmental stewardship.

RELIGION LINKS

www.catholic.org/prayers/prayer.php?p=21

[Prayer for Choosing a **State of Life** - Prayers - **Catholic** Online](#) Library of **Catholic** prayers on perseverance, peace, love, devotion, and many more topics. Offers prayers in French, Latin, Spanish and English.

www.ehow.com/about_5096026_four-catholic-vocations.html

[What Are the Four **Catholic** Vocations? | eHow.com](#) Usually referred to in the context of priestly ordination, "**vocation**" is actually a concept that is pertinent to all members of **the Catholic Church**. The **vocation** of a ...

KEY WORDS

- CLASSIFICATION
- VERTEBRATE
- FISH
- CHARACTERISTICS
- GILLS
- ANTERIOR DORSAL FIN
- SCALES
- NOSTRIL
- LATERAL LINE
- PECTORAL FIN
- ANAL FIN
- PELVIC FIN
- EYE
- OPERCULUM
- CAUDAL FIN

KEY WORDS

- VOCATION
- STATE OF LIFE
- PRIESTHOOD
- SINGLE LIFE
- RELIGIOUS LIFE
- BROTHER
- SISTER
- NUN
- MARRIED LIFE