

Caring for the World

Plan-at-a-Glance Chart

Inquiry Question: How do we care for the world?

	Reading	Oral Language	Writing (may be scribed)	Working with Words	Centre Activities (play)
Component	Materials and Comprehension Strategies				
Introducing the Inquiry Unit		- class discussion - partner discussion	- write an idea		- painting/drawing
Read Aloud	Panda Kindergarten (NF: Description-Account) All strategies are integrated in each reading	- listen to Read Aloud text - class discussion - partner discussion			
	Further Readings/ Extensions	- examine other visual resources		- discuss vocabulary/ act out verbs	- move like Pandas - dramatize caring for Pandas - create pandas from modelling clay or by painting
Shared Reading	Somebody Cared for a Flower (F: narrative – Poem) First Reading All strategies are integrated in each lesson	- class discussion - partner discussion		- clarify vocabulary	- sequence images
	Second Reading	- partner discussion - class discussion		- identify and build high-frequency words - identify letters - building words activity	- dramatize gardening actions - grow plants - create illustrations
	Third Reading	- class discussion - partner or small-group discussion	- modelled/shared writing of what will happen next		
	Further Readings/ Extensions	- listen to more Read Aloud texts		- look at 'big and small' letters - look at environmental print - cloze activity - build words - oral rhyming	- big book and small versions with audio CD for rereading - sequence cards for story retelling - create a class garden

Caring for the World Plan-at-a-Glance Chart (continued)

	Reading	Oral Language	Writing (may be scribed)	Working with Words	Centre Activities (play)
Shared Reading	Clean Up Litter (NF: Persuasive – Poster) First Reading All strategies are integrated in each reading	- class discussion - partner discussion		- clarify vocabulary	
	Second Reading	- partner discussion - class discussion		- word matching/ letter concepts - awareness of word	- create a chart and/or sort items
	Third Reading	- class discussion - asking questions - partner discussion	- create a clean- up day plan (modelled/shared writing)	- identify high- frequency words - build words	- dramatize cleaning up litter - clean up of schoolyard
	Further Readings/ Extensions	- persuade others to pick up litter		- look at 'big and small' letters - cloze activity - phonemic and phonological awareness - build high- frequency words	- make a collage - role-play how to address someone who is littering - re-enact a litter clean-up day at the sand table
Text-Type Writing Study	Persuasive - Stating Reasons	- class discussion - partner or small- group discussion - small-group sharing of reasons - student self- evaluation	- modelled/shared writing of reasons - individually written and/or drawn reasons		
Concluding the Unit		- class discussion - partner or small- group discussion	- write an 'I can...' statement		- create a class big book of 'I can...' statements with illustrations

Notes: