

November 2024



OHPC KINDERGARTEN PLANTS AND ANIMALS

INTEGRATED UNIT #4

MARCH - APRIL

5 WEEKS

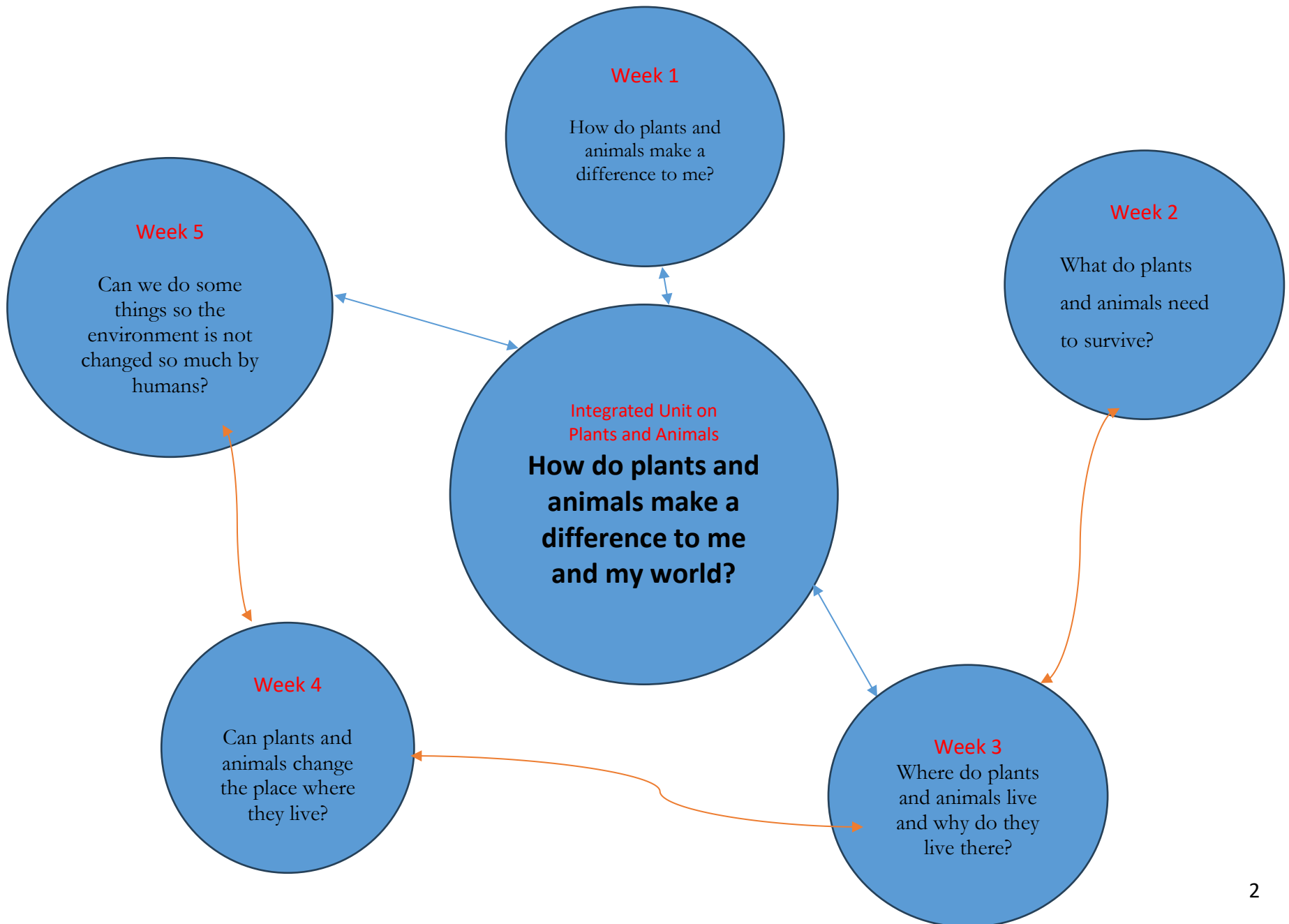


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Introduction to Plants and Animals Integrated Unit

The Kindergarten Curriculum consists of 6 documents:

- Curriculum Outcomes and Guide for Effective Strategies
- Integrated Unit # 1 – Belonging
- Integrated Unit #2 – Weather
- Integrated Unit #3 – Celebrations
- Integrated Unit #4 – Plants and Animals
- Integrated Unit #5 – Games

The Curriculum Outcomes and Guide for Effective Strategies document provides the framework for the delivery of the curriculum. Teachers must examine this document prior to teaching this Unit to have a thorough understanding of the learning outcomes for Kindergarten, to teach the Integrated Unit effectively and assess learner progress.

The Integrated Topics have been chosen to meet the learning outcomes for Language Arts, Mathematics, Science and Social Studies. No one Integrated Unit contains all outcomes. Rather, they are spread across the Integrated Units. The five Integrated Topics are: **Belonging, Celebrations, Weather, Plants and Animals and Games** with each having its own curriculum guide. This document contains the Learning Outcomes and Inclusive Learning and Assessment Strategies that will be taught in the **Plants and Animals Integrated Unit**. The following table highlights the letters, sounds, words and specific concepts in mathematics that are designated to be taught in each of the Integrated Units.

	First IU Topic	Second IU Topic	Third IU Topic	Fourth IU Topic	Fifth IU Topic
Integrated Unit Topic	Belonging	Weather	Celebrations	Plants and Animals	Games
Proposed Sequence for Language Arts Letters and Sounds	s, a, t, i, p, n	c(k), e, h, r, m, d	g, o, u, l, f, b	z, w, y, x	j, qu, v

	First IU Topic	Second IU Topic	Third IU Topic	Fourth IU Topic	Fifth IU Topic
Proposed sequence for Language Arts Sight Words (loosely following Dolch sight words)	Pre-primer words a, and, big, can, go, I, in, is, me, see, the, to	Pre-primer words it, not, run, up, we, away, find, help, here, jump, little, my	Primer words one, three, two, four, look, make, play, you, yellow, blue, red, brown, black, white, come, down	Primer words all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say	Primer words said, where, she, they, was, went, will, yes, eat, good, have, into, new, now, there, this, with
Proposed Sequence for Math Skills (refer to outcomes for Kindergarten Mathematics in this document)	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6	Strand 1 Strand 3, 6 Strand 4	Strand 1 Strand 2 Strand 3, 6	Strand 1 Strand 2 Strand 5 Strand 3, 6

Teaching and learning through Integrated Units provides engaging, authentic, and relevant opportunities for children to learn knowledge, skills, and values in Language Arts, Mathematics, Science and Social Studies. The children experience learning as a whole and they see “academic” knowledge and skills being applied to topics that are part of their lived experiences. Where appropriate, teachers may find ways that Health and Physical Well-being, Arts and Crafts, Music, and Additional Languages may be a part of the Integrated Units.

Essential Question: “How Do Plants and Animals Make a Difference to Me and My World?”

The Essential Question provides the over-arching focus throughout the unit. Teachers may start the unit by asking their learners the question (and perhaps create a chart with the learners’ answers). Teachers and children will revisit the question at the end of the unit and consider what they have learned.

The Essential Question should be posted in the classroom and referred to frequently. If a visitor enters the room, it should be obvious what the children are learning about. If a visitor/parent/administrator asks the children what they are learning about, the children should be able to readily answer.

Essential Question: [How Do Plants and Animals Make a Difference to Me and My World?](#)

Weekly questions:

Week 1: How do plants and animals make a difference to me?

Week 2: What do plants and animals need to survive?

Week 3: Where do plants and animals live and why do they live there?

Week 4: Can plants and animals change the place where they live?

Week 5: Can we do some things so the environment is not changed so much by humans?

End of Unit summary/celebration: Return to discuss the Essential Question: How do plants and animals make a difference to me and my world?

Summary of Curriculum Connections for Integrated Unit on Plants and Animals¹

Language Arts: *A list of LA SCOs that children will learn during this Unit will be filled in as the Writing Teams work on lessons/ activities for this unit.*

SCO	Strand 1: Listening and Speaking
1.1	Listen to music, conversation and environmental sounds for personal enjoyment
1.2	Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.
1.3	Use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect
1.4	Interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages
1.5	Become aware of how effective listening enhances understanding
1.6	Observe how tone, fluency and intonation impact meaning and mood
1.7	Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence
1.8	Develop increasing clarity and focus when sharing stories or experiences
1.9	Engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns
1.10	Develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus

SCO	Strand 2: Reading and Viewing
2.1	Identify an increasing number of letter names and letter sounds, beginning with those of personal importance
2.2	Develop questions when browsing through passages of interest
2.3	Connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding
2.4	Develop understanding and application of the Concepts of Print
2.5	Develop knowledge about the purpose and variety of texts that are read or read to them
2.7	Demonstrate understanding of some environmental print and pictorial information
2.8	Begin to apply comprehension strategies to visualize, predict and connect
2.9	Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing
2.10	Connect words and images in pre-emergent and emergent level texts to background knowledge

¹ Note: All Kindergarten Curriculum Outcomes are available in the OHPC Kindergarten Curriculum and Assessment Guidelines document. An individual Integrated Unit does not contain all of the outcomes for the entire curriculum.

SCO Strand 2: Reading and Viewing	
2.11	Recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words
2.12	Participate in shared reading and use the meaning and flow of the language to anticipate upcoming words
2.13	Begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages
2.14	Identify an increasing number of letter names and letter sounds, beginning with those of personal importance
2.15	Use known letter sounds to decode upcoming words in emergent level passages

SCO Strand 3: Writing and Representing	
3.1	Use shared ideas to co-construct stories
3.2	Assign meaning to experimental drawing and writing
3.3	Begin expressive writing to share ideas and real and imagined topics
3.4	Use peer collaboration and classroom tools to assist in writing process
3.5	Learn to print the upper and lower case letters of the alphabet
3.6	Connect spoken language(s) to written language and other representations (e.g. drawings)
3.7	Connect phonological awareness to letter shapes
3.8	Spell name and some words of personal importance correctly

Mathematics: *The following Math SCOs have been assigned to the Games Unit, although these SCOs may also be reviewed/included in other Integrated Units*

SCO Strand 1: Number Sense	
1.1.1	Say the number sequence to 10 by 1s
1.1.4	Say the number that comes after a given number
1.1.8	Count with meaning to 10, by building quantities
1.1.9	Count with meaning to 10, by matching quantity and numeral

SCO Strand 2: Operations with Numbers	
2.1.1	Compose and decompose numbers up to 9 in a variety of ways using manipulatives, fingers and pictures (e.g. seven fingers held up, fold down two fingers, how many are left?)

SCO Strand 3: Pattern and Relationship	
3.1.1	Create simple repeating patterns (2 elements)
3.1.2	Extend simple repeating patterns (2 elements)

SCO Strand 5: Measurement	
5.1.1	Classify objects according to selected attributes, e.g., size, colour, shape, texture, sound, etc.
5.1.2	Classify objects and count the number of objects in each category

SCO	Strand 5: Measurement
5.2.3	Recite days of the week and months of the year in order
5.2.4	Name the different monies (coins and notes) used in the Eastern Caribbean (standard units of measure) by identifying the quantity in terms of cents

SCO	Strand 6: Data Management and Probability
6.1.1	Collect simple sets of data in the class and school environment using observation.
6.1.2	Describe data classification.
6.1.3	Use counting to determine the number of objects in a group.
6.1.4	Describe the results of classification and data collection activities.

Science: *These outcomes are taken from the OHPC Kindergarten Curriculum and Assessment Guidelines document and have been distributed to fit the weekly questions in this Integrated Unit.*

SCO	Strand 2: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
2.1 - Use observations to describe patterns of what plants and animals (including humans) need to survive.	
2.1.1	Understand the difference between living and non-living things
2.1.2	Understand which living things are plants and which living things are animals
2.1.3	Understand that humans are animals
2.2 - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
2.2.1	Understand what “survive” means
2.2.2	Understand that all living things need water
2.2.3	Understand plants need light to live and grow.
2.2.4	Understand that plants do not need to move around because they make their own food.
2.2.5	Understand that some plants need different things to survive than other plants.
2.2.6	Understand that all animals need food to live and grow. They obtain their food from plants or from other animals.
2.2.7	Understand that some animals need different kinds of food to survive from other animals
2.2.8	Can give a specific example of how a plant or animal can change their environment to meet their needs.
2.2.9	Can explain that we know that plants and animals can change their environment because we have evidence
2.3 - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
2.3.1	Understand why different plants and animals live where they do (their needs are met)
2.3.2	Create a model to show where a plant or animal lives and what they find there that helps them to survive.
2.3.3	Understand the way that plants and animals depend on each other and on the environment where they live – it’s a system

SCO	Strand 2: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
2.4	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
2.4.1	Understand that things that people do to live comfortably can affect the world around them.
2.4.2	Understand that we can do some things to reduce the impact of humans on the environment
2.4.3	Understand that each child can make choices to reduce their impacts on the land, water, air, and other living things.

Social Studies: *These outcomes are taken from the OHPC Kindergarten Curriculum and Assessment Guidelines document and have been distributed to fit the weekly questions in this Integrated Unit*

SCO	Strand 3: Myself – Spatial Thinking
3.4	Identify natural and built features of the local environment (K)
3.5	Illustrate natural and built features of the local environment (S)

Overview and Preparation

Preparation of the Room

Teachers are encouraged to display the Essential Question for the Integrated Unit on a bulletin board or the wall.

Resources

Teachers are encouraged to look through the entire plan for the Integrated Unit on Plants and Animals (below) and gather resources needed to teach this unit.

Possible guest speakers and field trip(s)

When preparing for this unit, teachers are encouraged to consider: What/who is in the school/neighborhood to help us learn about [Plants and Animals](#)? Before any guest speaker comes to the class, the children will be guided to think of questions to ask him/her. After the guest speaker leaves, the children will complete a sheet that shows what they learned (in pictures and words, with help). Sample of that sheet is provided on Page 11 of this document.

Letter Introducing the New Unit to Parents/Families

One way to find out who will come into the classroom as a guest speaker is to send a note home (and circulate in the school) telling what the unit will be about and asking if anyone knows someone who could come into the classroom. In the letter, describe the focus of the Integrated Unit, ask for specific resources (if appropriate), and provide some examples for guest speakers, such as “someone who has...”, “someone who knows about...” Sample letter is provided on Page 10 of this document.

Consider possible play connections/materials (some possibilities are listed below)

Art/craft materials
Paint easel
Water table
Sand table
Toys connected to the topic
Blocks
Dress-ups
Puzzles

Sample Letter to Parents/Caregivers

School logo?

Date

Dear Parents and Caregivers,

On Monday, (date), we will be starting our second Integrated Unit of study. We will be learning all about “Plants and Animals” and we will be thinking about the question “How do plants and animals make a difference to me and my world?” This unit of study will be the focus in our classroom until (date).

We are wondering if any of you have a particular interest, or experience with plants or animals and if you could come into our class one afternoon to tell us about it. Maybe you are a livestock/vegetables farmer or have access to vegetables or livestock around your home. We are requesting your expertise in these areas, and we are extending an invitation to you to come to our class to share information with our children on plants and animals. Help our children learn more about growing vegetables. Maybe you have collected photos of different plants or animals. Maybe you know a veterinarian, or, perhaps you know someone else in the community who will be willing to come into our class to help us learn more about plants and animals and the difference they make to our world.

If you can help us out, please contact _____, phone: _____, and we will find a day and time for you, or someone you will suggest, to visit our class.

Meanwhile, please ask your child about what he or she is learning about Plants and Animals, and enjoy some discussions about this topic at home!

Thank you so much,

(Teacher)

Sample Recording Sheet After a Guest Speaker or Field Trip

What I learned from ____ (place for guest speaker's name, or location of field trip) _____

(Place for the child to do a drawing based on the guest speaker's visit)

(lines for child to write a word or two, probably with assistance from the teacher)

Detailed Five-week Plan

I. WEEK ONE

Essential Question: How Do Plants and Animals Make a Difference to Me and My World?

Question for Week One: How do plants and animals make a difference to me?

Language Arts – Plans for the Unit (5 weeks)

The teacher will be observing the children's Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **z, w, y, x** will be the focus. The teacher will do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (zoo, zucchini, watermelon, whale, extra, mix, examine, yam). Please see the “Useful Content for the Teacher” below for many ideas for engaging learners in phonemic awareness skills

The high frequency (sight) words **all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say** will be the focus. The teacher will do some “stand-alone lessons” to introduce these words. Please see the “Useful Content for Teacher below” for many ideas for teaching high frequency words.

The teacher is encouraged to find opportunities to emphasize those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Gathering Assessment Data and Record-keeping

The Specific Learning Outcomes (SCOs) and Inclusive Learning Strategies (ILSs) for this unit are directly linked. The learners learn and demonstrate development on the SCOS in the ILS. The teacher gathers assessment data on each of the SCOs (during the ILS). The Assessment data is gathered through Observation, Conversation and Products, as set out in the Inclusive Assessment Strategies (IAS) column.

The teacher will use the master checklist (hard copy or digital) included in the *Curriculum Outcomes and Guide for Effective Strategies* to record data collected about children’s progress in achieving the SCOs. The teacher will observe the children and will listen to the children’s responses or the teacher will arrange for the children to create a “product” to gather evidence of the children’s development of the SCO attitudes, skills, and knowledge.

The teacher will use a consistent scale in the checklist:

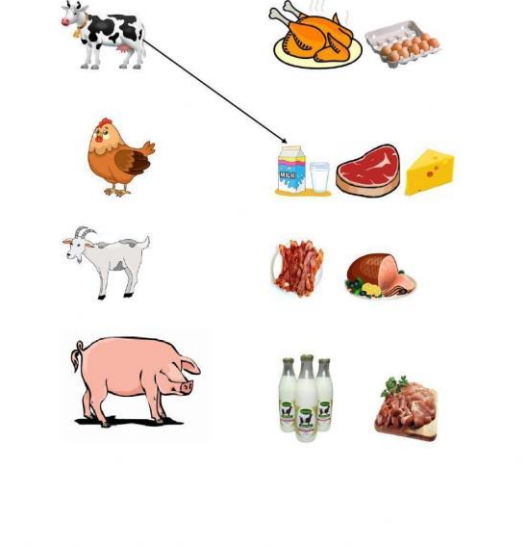
Is the child easily meeting the outcome (+)? Is the child meeting the outcome (=)? Does the child need more practice (-)?





The teacher will note the date of the observation/conversation, and the teacher may also add some comments for additional clarification

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies																
<p>Language Arts - Listening and Speaking</p> <p>1.2 Demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 Use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 Interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 Become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p> <p>The teacher will want to make an additional checklist to keep track of children’s development related to specific letters/sounds. See a sample below.</p> <table border="1" data-bbox="648 646 1318 1214"> <thead> <tr> <th data-bbox="648 646 848 837"><u>Identifying Letter sounds correctly</u></th> <th data-bbox="848 646 997 837"><u>Skills is present</u></th> <th data-bbox="997 646 1148 837"><u>Skill is absent</u></th> <th data-bbox="1148 646 1318 837"><u>Skill is emerging</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="648 837 848 964"><u>Z</u></td> <td data-bbox="848 837 997 964"></td> <td data-bbox="997 837 1148 964"></td> <td data-bbox="1148 837 1318 964"></td> </tr> <tr> <td data-bbox="648 964 848 1091"><u>W</u></td> <td data-bbox="848 964 997 1091"></td> <td data-bbox="997 964 1148 1091"></td> <td data-bbox="1148 964 1318 1091"></td> </tr> <tr> <td data-bbox="648 1091 848 1214"><u>Y</u></td> <td data-bbox="848 1091 997 1214"></td> <td data-bbox="997 1091 1148 1214"></td> <td data-bbox="1148 1091 1318 1214"></td> </tr> </tbody> </table>	<u>Identifying Letter sounds correctly</u>	<u>Skills is present</u>	<u>Skill is absent</u>	<u>Skill is emerging</u>	<u>Z</u>				<u>W</u>				<u>Y</u>				<p>Introduction to the Integrated Unit: Language Arts related to the topic: Discussion or Guest Speaker:</p> <p>Question for the week: <i>How do plants and animals make a difference to me?</i></p> <p>The teacher may start the unit by asking the learners what they like to eat. (Many other options: the teacher may bring in some fruits, vegetables. Or, if food is served at the school, the teacher may take the children to the kitchen to see what is cooked there; or invite the cook to the class to talk about what is cooked in the school kitchen. Or the teacher may invite a local community person who grows a small patch of vegetables to come in to chat with the children).</p> <p>When the teacher plans for a guest to come into the classroom, or to take the children on a little “field trip” within the school, the teacher will prepare the children before the event. The teacher will explain what will be happening and encourage the children to think about what they might learn and what questions they might have. During the visit, the teacher will support the guest to provide age-appropriate information to the children and to respond to the children’s questions. After the visit, the teacher will encourage the children to write/draw a response to what they learned (please see the form, page 11, in this document).</p> <p>Discussion</p> <p>As the teacher and children discuss what they like to eat (or what foods they saw or heard about above), the teacher may ask “where does the food come from”?</p>
<u>Identifying Letter sounds correctly</u>	<u>Skills is present</u>	<u>Skill is absent</u>	<u>Skill is emerging</u>															
<u>Z</u>																		
<u>W</u>																		
<u>Y</u>																		

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The children may answer “from the market!”, and the teacher may wonder, “how does that food get to the market?” Eventually, a child (or the teacher) may say that the chickens are grown on a farm, the eggs for the cake come from the chickens, the milk for the ice cream come from the cow, or nuts etc. The teacher will sing a version of Old MacDonald Had A Farm with the children, filling in the kinds of animals and plants that would be farmed locally. While singing the song, the teacher would pause and ask, “Why does Old MacDonald raise cows, ducks, sheep, banana trees, dasheen, mango? Etc.”</p> <p>Then, the teacher should ask the question How Do Plants and Animals Make a Difference to Me and My World? (and create a chart with the learners’ answers). The children would offer some information about providing food, and then the teacher will probe more, such as asking if there is a plant that helps them to find some shade when it’s hot. This chart could be displayed in the classroom, and the teacher and children could add to the chart throughout the 5 weeks of the IU. While the teacher is creating the chart, some “incidental” teaching of letters/sounds/sight words will occur. (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions to enhance Shared Writing and Shared Reading experiences). After the chart is completed, the children may take part in Shared Reading. The teacher may <u>add items</u> to the chart as the 5 weeks of the Integrated Unit unfold.</p> <p>The teacher and learners will try to think of plants and animals with words that start with the letters/sounds for this unit (y, z, w, x). Possible answers are: <u>Plants</u>:</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>Language Arts – Product (Reading Response)</p> <p>The teacher would use the drawing or the painting to assess the appropriate Writing and Representing outcome(s).</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5, 3.6 and 3.8 based on observation and conversation with the learners.</p>	<p>zucchini, watermelon yam, zabuca, yellow pepper, yard long beans , xilacayoth squash, zucca</p> <p><u>Animals:</u> walrus, worm, zebra, whale, weasel, woodpecker</p> <p>The teacher may have pictures to show the children, related to these letter sounds.</p> <p>After this discussion, the teacher will ask the children to draw a picture of their favorite foods. (Other options: perhaps the teacher could have a paper plate for the children to draw their favorite meal or have learners match pictures of food to where it comes from. For example, a picture of a cow matches with a picture of a glass of milk. https://images.app.goo.gl/XtYkjuZSTvuTt7)</p> <p>Let learners write their names on their drawing or worksheet. Learners can also label the items in their pictures, with the teacher’s assistance where necessary.</p> <p>The children could be invited to bring their favourite food that starts with the focus letters, providing an opportunity for show and tell.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p data-bbox="1409 391 1440 406">Foods</p> <p data-bbox="1409 412 1535 427">Food we get from animals</p> <p data-bbox="1409 435 1797 467">Different animals produce different things. Draw a line to match the animals to their products.</p> 

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 Recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>Mathematics - Measurement</p> <p>5.1.1 Classify objects according to selected attributes, e.g., size, color, shape, texture, sound, etc.</p> <p>5.1.2 Classify objects and count the number of objects in each category</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.1. understand the difference between living and non-living things</p>	<p>2.11 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Measurement Outcomes 5.1.1 and 5.1.2 based on observation and conversation with the learners.</p> <p>Science - Product</p> <p>The children will complete a worksheet and this will show the teacher if the child understands outcome 2.1.1</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.1.1 based on observation and conversation with the learners.</p>	<p>Items are placed into circles drawn on the floor or a designated corner of the classroom as learners answer the questions. The teacher will tell the children that items in one circle are “living” and items in the other circle are “non-living”.</p> <p>The children may think that plants cannot move. It would be very helpful if the teacher could get a vine to allow the learners to see the movement to the sun.</p> <p><i>(Most items gathered in the classroom will be non-living. Teachers are asked to bring living things for this activity. E.g. (Butterfly, worm, snake, turtle, fish, plant, banana, fruit vegetable...)</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; border-radius: 50%; padding: 10px; width: 150px; height: 150px; display: flex; flex-direction: column; justify-content: center; align-items: center;">   </div> <div style="border: 1px solid green; border-radius: 50%; padding: 10px; width: 150px; height: 150px; display: flex; flex-direction: column; justify-content: center; align-items: center;">   </div> </div> <p>-The children will complete a worksheet of pictures with living and non-living things, circle, color and count pictures of living things only</p> <p>https://images.app.goo.gl/kCFK7LrveL18RqLB9</p> <p><i>(The teacher may need an account to access these worksheets).</i></p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.11, 2,14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Science- Class Scrapbook and/or Individual Scrapbooks about Living and Non-Living Things</p> <p>The teacher and the children will create a scrapbook to distinguish between living and non-living things, including letter sounds and names that each animal begins with and spell the names. e.g. a-ant, d-dog, c-cat, f-fish...boy. zip. Zoo, zero, yarn. Yo yo, yacht, yard, window, watch wall, wallet, xylophone, x ray, x box). <i>(Teachers could send a note home to parents about the topic, asking for 5 pictures of each category),</i></p> <p>Group Work</p> <p>To complete this activity the teacher will gather all materials needed such as pictures <i>(that parents can assist with in advance</i> - glue, marker/ pencils, construction paper cut -out letters/words etc. Learners will be divided into small groups where they will sort pictures into living and non- living things. <i>(Encourage discussion to ascertain their choices).</i> Each group/ individual within groups will work on decorating their scrapbook to look visually appealing. The teacher will move around and assist the learners accordingly.</p> <p>Partner Writing.</p> <p>Learners will then be guided to label the pictures with the appropriate words, using letter sounds to sound out words.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. Drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.1. understand the difference between living and non-living things</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome</p>	<p>Each group will share their scrapbook with the class reinforcing the understanding of which things are living and which things are non-living things.</p> <p>The teacher could show the children a dry local seed, and ask ””is it living or non living?” (This is a challenge question that might result in very interesting discussion).</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	2.1.1 based on observation and conversation with the learners.	
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Science and Language Arts – Living and Non-living things</p> <p>Video, Shared Writing</p> <p>Learners will view a video clip of a frog eating bugs (only show 3-4 minutes of the video).</p> <p>https://www.youtube.com/watch?v=UIzHZviWXmc</p> <p>Brainstorm what is seen on the video. Record learners’ answers on a chart, using a repetitive phrase such as “I saw a” (This is a Shared Writing activity. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions of ways to enhance the experience to help children develop many different Language Arts skills).</p> <p>After creating the list (above), the teacher may guide a discussion using the following questions.</p> <p><i>What do you see the frog doing?</i> (running- movement, eating-Nutrition)</p> <p><i>How else do you know the frog is alive?</i> (breathing)</p> <p><i>What were some non-living things in the video?</i></p> <p>The teacher must explain that a living thing can eat and breathe, has young, and can grow. Non-living things do not do those things.</p> <p>Sorting Spree</p> <p>Gather pictures of various living things (plants,</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms 2.4 develop understanding and application of the Concepts of Print 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.7 demonstrate understanding of some environmental print and pictorial information 2.10 connect words and images in pre-emergent and emergent level texts to background knowledge 2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance 2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.1. understand the difference between living and non-living things</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.1.1 based on observation and conversation with the learners.</p>	<p>animals) and non-living things (chair, rock, book), two separate containers labeled “Living” and “Non-Living.” Each learner will be given a picture to decide if it's living or non-living by placing the picture into one of the containers. Learners will explain their reasoning (e.g., <i>The dog is living because it grows. The chair is non-living because it cannot move or eat...</i>). After sorting all pictures, review the different characteristics of living and non-living for reinforcement</p>

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<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.2 understand which living things are plants and which living things are animals</p> <p>2.2.4. Understand that plants do not need to move around because they make their own food.</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.1.2 and 2.2.4 based on observation and conversation with the learners.</p>	<p>Language Arts and Science - Nature Walk</p> <p><i>Which living things are plants and which living things are animals?</i></p> <p>Help the learners distinguish between living things that are plants and living things that are animals. This can be done by using songs like "Old MacDonald Had a Farm" to introduce vocabulary and basic information about different animals and plants. The teacher will use plants and animals present on local farms to insert while singing the song. (pigs, goats, sheep, rabbits, carrots, dasheen, potatoes, banana, tomatoes, lettuce, cabbage, mango, oranges, melon) etc. The teacher can help the children to say which things are plants and which things are animals.</p> <p>https://www.youtube.com/watch?v=M3WvViAUgyg</p> <p>Or, instead of Old MacDonald, the teacher may use the song ‘Looby Loo’. (I put my plants in, I put my animals out, etc.).</p> <p>Which living things are plants?</p> <p>Take learners for a walk in the environment to see living and nonliving things and to look for living things that we call “plants”.</p> <p>Have learners sing the tune “<i>Here we go around the Mulberry Bush</i>”, as they skip around, they would name the plants and any non- living things that are seen in the environment.</p>

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		<p>Have learners take a plant (or a leaf from a plant) back into the classroom (<i>where plants are available</i>) teacher would guide the learners on what plant to choose. (<i>Where plants are not available to take back, teacher provides</i>),</p> <p>Pair Groups Each learner will work with another learner to observe the plant or leaf they brought back to class or the one that is provided. The teacher offers support using through questioning (“What color is the plant?” What shape? Any veins? Any texture? Etc. They will talk about and give answers to the questions <i>What is a plant?</i> Learners’ answers will be recorded. The teacher would lead learners to a definition. (<i>Plants are living things that grow by making their own food using sunshine and water.</i>)</p> <p>Play Dough Modeling Learners will observe the plant or leaf and create a model with play dough. Or the children may use paper and scissors to create their plants. Teacher may want to give them coloured paper and model how to cut to create roots etc</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Science - What is an animal?</p> <p>Learners will observe and talk about the different animals displayed (via pictures, screen, real life animals etc.) by the teacher. They will give answers to the question <i>What is an animal?</i> Learners’ answers will be recorded. The teacher would lead learners to a definition. (<i>Animals are living things that eat other plants or animals for food, in order to live.</i>)</p>

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<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 Recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.8, 2.11 and 2.14 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.5, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p><i>Animal Hunt</i></p> <p>Learners will identify various toy animals found in their science corner and or have the learners hunt around the classroom for hidden animals according to the animal sounds they hear via audio.</p> <p>Learners will write ‘A’ next to the statement that indicates animal or ‘P’ for those that indicate plants. Each learner will have a sheet to record on. The teacher will help the children to read the sentences. The child will put their name on the paper.</p> <table data-bbox="1346 678 1843 1003"> <thead> <tr> <th data-bbox="1346 678 1499 711">A...animals</th> <th data-bbox="1654 678 1793 711">P... plants</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 743 1499 776">I have roots</td> <td data-bbox="1703 760 1843 776">_____</td> </tr> <tr> <td data-bbox="1346 784 1499 816">I have leaves</td> <td data-bbox="1703 800 1843 816">_____</td> </tr> <tr> <td data-bbox="1346 824 1499 857">I have legs</td> <td data-bbox="1703 841 1843 857">_____</td> </tr> <tr> <td data-bbox="1346 865 1499 898">I have ears</td> <td data-bbox="1703 881 1843 898">_____</td> </tr> <tr> <td data-bbox="1346 906 1499 938">I have a stem</td> <td data-bbox="1703 922 1843 938">_____</td> </tr> <tr> <td data-bbox="1346 946 1499 979">I have a nose</td> <td data-bbox="1703 963 1843 979">_____</td> </tr> <tr> <td data-bbox="1346 987 1499 1019">I grow in soil</td> <td data-bbox="1703 1003 1843 1019">_____</td> </tr> </tbody> </table> <p>Discussion/Review questions:</p> <p>Which living things are plants and which are animals?</p> <p>Why do animals need food?</p> <p>Why do plants need food?</p> <p>How does an animal get food?</p> <p>How do plants get food?</p>	A...animals	P... plants	I have roots	_____	I have leaves	_____	I have legs	_____	I have ears	_____	I have a stem	_____	I have a nose	_____	I grow in soil	_____
A...animals	P... plants																	
I have roots	_____																	
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<p>3.7 connect phonological awareness to letter shapes 3.8 spell name and some words of personal importance correctly</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.2 understand which living things are plants and which living things are animals</p>	<p>Science - Product</p> <p>The teacher will have the worksheet that the children filled out, to provide data of the children’s understanding of which things are plants and which things are animals.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.1.2 based on observation and conversation with the learners.</p>	<p>Why do animals hunt? Why don’t plants hunt? What are plants? What are animals? Compare characteristics of plants and animals.</p>
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.6 observe how tone, fluency and intonation impact meaning and mood 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Math, and Science - Do Plants and Animals make a difference to us for more than food</p> <p>Connecting to real-life: The teacher asks the learners to think about <u>how plants and animals make a difference to them?</u></p> <p>Read Aloud Read the book or show the video <i>The Very Hungry Caterpillar</i> by Eric Carle and ask learners to identify different plants and animals in the story. After the story, ask learners to identify the animals and the plants and distinguish between them by discussing the following questions. The very hungry caterpillar Animated Book Read aloud (youtube.com)</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>-Who in the story ate food? - Do you eat food? -What food do you eat that the caterpillar eats as well? -Can you think of other things in nature that eat food like the caterpillar? (Other animals) -Can you think of other plants besides those in the story? (Trees, flowers)</p> <p>Question learners about the caterpillar to bring out high frequency words “he” the, for, and out, look</p> <p>How do you know the caterpillar in the book is a male?</p> <p>(This is a Read Aloud/Viewing experience. Please refer to the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more ideas of ways to enhance the children’s Language Arts skills during this ILS).</p> <p>Mathematics</p> <p>Learners will play a game where they match pictures of food eaten by the caterpillar to the days when the caterpillar ate them. Then they count how many items the caterpillar ate in total. (This could be done with the full group of children, on a large chart made by the teacher. Or, the teacher may give the children their own charts to fill in, while the teacher fills in the large chart). The teacher will review the days of the week.</p>

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<p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Mathematics – Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s</p> <p>1.1.4 say the number that comes after a given number</p> <p>Mathematics – Measurement</p> <p>5.2.3 recite days of the week and months of the year in order</p> <p>Mathematics – Data Management and Probability</p> <p>6.1.1. Collect simple sets of data in the class and school environment using observation.</p> <p>6.1.2 Describe data classification.</p> <p>6.1.3 Use counting to determine the number of objects in a group.</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.2 understand which living things are plants and which living things are animals</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1 and 1.1.4 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.2.3 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2 and 6.1.3 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p>	<div data-bbox="1352 289 1759 613" data-label="Image"> </div> <p>Developing Topic- Group Work</p> <p>Learners will sit in groups. Each group will be given a mystery bag. (E.g. leaves- mint, tea bush, feather, fruit, egg, toy animal etc.) Where learners can pull different objects relating to plants and animals and have a chit chat surrounding <u>how plants and animals make a difference to them</u>. Learners are encouraged to ask questions. The teacher listens to their ideas and experiences.</p> <p>Suggested questions to ask</p> <ul style="list-style-type: none"> -<i>What do we use these leaves for?</i> -<i>Where do you think these feathers come from and what do we use them for?</i> -<i>Why do we eat fruits?</i> -<i>Why do you have eggs at home?</i> <p>The teacher could add some new ideas to the chart made at the beginning of the unit, about how plants and animals make a difference to us.</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>The teacher listens to learners as they express themselves during the mystery bag activity to observe to what extent the learners have grasped the concept.</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystem Outcome 2.1.2 based on observation and conversation with the learners.</p>	
<p>Language Arts</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment,</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Math, and Science – Are Humans Animals? Song and Dance</p> <p>Are humans animals? Have learners sing and do actions to the song <i>Head shoulder, knees and toes</i> or <i>Chest nut toe, knee, noses, eye, love Him</i>. https://www.youtube.com/watch?v=ZanHgPprl-0 https://www.youtube.com/watch?v=aW65QZAFXdQ</p> <p>Comparison Display a picture of an animal (<i>screen or on the board/ wall</i>) Lead learners into a conversation about identifying similarities between body parts of animals and body parts of humans using learners standing and touching their body parts. The body parts are recorded.</p> <p>Some incidental teaching of letters/sounds will be done as the teacher records children’s answers (Shared Writing; please see <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further suggestions).</p> <p>Mathematics Review number sense by counting the number of body</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process*</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Mathematics – Number Sense</p> <p>1.1.1 say the number sequence to 10 by 1s</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.7, 2.9, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.4 and 3.7 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p>	<p>parts that humans and animals have in common.</p> <p>Comparing animals and humans:</p> <p>Discuss with the learners:</p> <p>Do they both eat? Do you both depend on plants and animals for food? Do they both make young ones? Do they both grow?</p> <p>The teacher helps the learners to deduce that:</p> <ul style="list-style-type: none"> - since animals have some <i>similar body parts</i> as a human - since they have the same characteristics - since humans are NOT plants then humans are animals <p>If the teacher wishes, the learners could sort and then match puzzle pieces together to complete puzzles of a human and an animal</p> <p>https://images.app.goo.gl/mGYmQaBnD9DQxFe87</p> <p>https://images.app.goo.gl/JgPx81ctZjQtnKYUA</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.1.4 say the number that comes after a given number</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.1.3 understand that humans are animals</p>	<p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1 and 1.1.4 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>If the teacher wishes, the children could complete their own Venn diagram, using different pictures, to show that they understand that humans are animals.</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.1.3 based on observation and conversation with the learners.</p>	
	<p>End of Week One:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p> <p>If teachers wish, he/she could fill out an assessment form for each child as they do their presentation (as below):</p> <p>Kindergarten Plant & Animal Show and Tell Assessment Checklist (for Teachers)</p>	<p>End of Week One: Language Arts and Science – Favorite Plants and Animals</p> <p>Show and Tell</p> <p>The teacher with parents’ assistance will gather pictures of learners’ pets or favorite plants where learners do not have a pet. The teacher compiles a file on the computer of all photos sent by parents.</p> <p>The children will be coached so that they will include:</p> <ul style="list-style-type: none"> -Introduction of themselves and their plant/animal. -Sharing accurate information about their plant/animal. -Using appropriate language to talk about their plant/animals <p>Each learner will talk about his/her pet or favorite plant as photos are projected. Learners will be</p>

Subject Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Learner: _____ Date: _____</p> <p>Content</p> <p>-Introduce themselves and their plant/ animal. (Yes No)</p> <p>-Share accurate information about their plant/animal. (Yes No)</p> <p>-Use appropriate language to talk about their plant/ animals (Yes No)</p>	<p>encouraged to show appreciation for each other as they present.</p> <p>Guided Questions</p> <p>How do you think our community will look without plants and animals?</p> <p>How should we treat plants and animals?</p> <p>How do plants and animals make a difference to us for more than just food? (<i>Beauty-decoration, medicinal, protection, shade, etc.</i>)</p>

Additional Resources

<https://www.youtube.com/watch?v=za5z6WRz29I>

The Dr Binocs Show- Living and Non- living things

Where does food comes from?

<https://youtu.be/gXJSI6n8oz8>

Useful Content for the Teacher

Unless otherwise indicated here, useful content to support the Inclusive Learning Strategies in this week is embedded in the ILS.

Resources for a learner who is struggling:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

Resources for a learner who needs challenge:

Where does food come from?

https://youtu.be/PnSCciL_K3g

II. WEEK TWO

Essential Question: How Do Plants and Animals Make a Difference to Me and My World?

Question for Week Two: What do plants and animals need to survive?

Language Arts – Plans for the Unit (5 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **z, w, y, x** will be the focus. The teacher will do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (zoo, zucchini, watermelon, whale, extra, yucca). Please see the “Useful Content for the Teacher” below for many ideas for engaging learners in phonemic awareness skills

The high frequency (sight) words **all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say** will be the focus. The teacher will do some “stand-alone lessons” to introduce these words. Please see the “Useful Content for Teacher below” for many ideas for teaching high frequency words.

The teacher is encouraged to find opportunities to emphasize those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity engagement in sharing the experiences of others and with oral stories and information sharing</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language and, as Standard English develops, share their thoughts, feelings, and questions about engaging events, stories and conversation with increasing confidence.</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Science – Interdependent Relationship in Ecosystems</p> <p>2.2.1 understand what “survive” means</p> <p>2.2.2 understand that all living things need water</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.2.1 and 2.2.2 based on observation and conversation with the learners.</p>	<p>Introduction to Week Two:</p> <p>Language Arts and Science: What do plants and animals need to survive? What does “survive” mean?</p> <p>Teachers may start the week by providing multiple scenarios (video clips) to cement the meaning of the concept “survive”</p> <p>Scenario 1: Natural Disasters- Hurricanes or earthquake or Tsunami, After viewing video clippings the teacher leads the learners to how people survive natural and other disasters.</p> <p>Scenario 2: Diseases, fires https://www.youtube.com/watch?v=GHjgwqgj62E (what is a story board?) With the use story board the teacher tells: - the story of how someone went through the Covid-19 pandemic and how they survived. - the story of a fire that took place and how persons survive</p> <p>Possible definitions of the concept “survive”</p> <ul style="list-style-type: none"> -I must live and be healthy -To be alive -To have what we need to live -There are things around us that can hurt us but if we stay safe, we stay alive.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The children may be reminded of the motto they learned during the Integrated Unit on Weather: <i>Be Prepared: Not Scared.</i></p> <p>Learners view a video that captures humans and animals need for water. https://www.youtube.com/watch?v=kzhdLvakY7g</p> <p>Suggested Questions to guide discussion</p> <ol style="list-style-type: none"> 1. Why were animals moving away? 2. Why were the animals dying? 3. <i>'If there is no water, there is no life'</i> What does this mean? 4. What happened to the plants? 5. What do animals need to survive?
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: What do plants need to survive?</p> <p>The teacher tells the learners that they are going to start a science experiment to see how plants survive! Explain that two plant homes will be set up and they will be observing which plant is surviving and why.</p> <p>Modeling</p> <p>I Listen I do I say</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. Drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.11 and 2.14 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The children will draw a picture of the plant that survived the experiment. This picture will provide examples of the child’s letter formation and spelling of name.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>Setting Up Homes</p> <p>Cup#1: Explain that in one cup, there will be a healthy plant and give it all the things we think a plant will need to grow strong. Ask the learners to guess what those things will be. (Wait for responses like sunlight, water, air)</p> <p>Explain that the plant will be placed near the window for lots of sunlight. We'll also make sure to give it water regularly and keep it in an open area where it can get fresh air.</p> <p>Cup#2 Explain that in the other cup, there will be a plant, but this time, we won't give it any sunlight, water, or fresh air. We'll keep it in a closed space away from the window.</p> <p>Observation and Prediction:</p> <p>What do you think will happen to the plants over the next few days? Which plant do you think will survive better? Why? (Encourage discussion and guesses)</p> <p>Tell the learners to check every day on the plants and think about what they observe.</p> <p><i>(These experiments would be observed over the next two days.)</i></p> <p>After two days of observation and data collection there will be a grand conversation. Learners will be encouraged to ask questions about the experiment. The teacher will then pose the following questions.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation 6.1.2 describe data classification 6.1.4 describe the results of classification and data collection activities</p> <p>Science – Interdependent Relationship in Ecosystems</p> <p>2.2.1 understand what “survive” means 2.2.2 understand that all living things need water 2.2.3. Understand plants need light to live and grow</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1, 6.1.2 and 6.1.4 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.2.1, 2.2.2, 2.2.3 based on observation and conversation with the learners.</p>	<p>Observation Corner- <i>Who will survive?</i></p> <p><i>What did you notice over the two days you looked at the plants?</i> <i>How do the plants look?</i> <i>Why are they looking like that?</i> <i>Which one survived?</i> <i>Why did the other one die or shriveled up?</i></p> <p><i>What do plants need to survive?</i></p> <p>Learners will draw and color the plants that survived. They will write their names on their paper and the sentence- “This plant survived!”</p>
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.6 observe how tone, fluency and intonation impact meaning and mood 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: Obstacle Course and Poem</p> <p>Poem The teacher displays the poem on a chart and has learners repeat with actions</p> <p>Plants don't move around, that's the key (Stand still with arms at side) They make their own food, you see! (clap clap) Light, water, air they take (Reach arms up high, sip, breath out fast) Healthy growth, for goodness' sake! (Stomp both feet with a smile)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.2 develop questions when browsing through passages of interest</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The teacher has a conversation about the poem discussing each line with specific reference to the need for light to live and grow.</p> <p>Shared Reading</p> <p>The teacher would engage the children in shared reading of the poem. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for examples of ways to enhance the children’s development of LA skills through Shared Reading.</p> <p>Obstacle Course</p> <p>Set up an obstacle course inside or outside the classroom where learners must complete tasks related to plant needs:</p> <ol style="list-style-type: none"> 1. crawl under a tunnel for "soil," (this is what the plants’ roots do) 2. reach for a toy sun for "sunlight" (this is what the plants’ stems and leaves do) 3. then run with a jug for “water” (this is what the plants’ stems do)

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Science – Interdependent Relationship in Ecosystems</p> <p>2.2.3. understand plants need light to live and grow.</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.2.3 based on observation and conversation with the learners.</p>	
<p>Language Arts – Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Math and Science: Plant Shop</p> <p>Plant Shop</p> <p>This ILS provides many opportunities for the teacher to enhance the children’s development of LA skills through Shared Reading. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions.</p> <p>Set up a pretend plant shop with different sections labeled "Sun-loving Plants" (cacti, aloes, hibiscus...) and "Shade-loving Plants" (ferns,</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 Recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 Participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Hosta...) <i>Real plants are best but in cases where they are not available use pictures or toy plants.</i></p> <p>The teacher dresses and acts like a florist, explaining to the learners what is needed by all plants and what some plants need, and others may not need to survive.</p> <p>Learners are given opportunities to ask questions and make comments.</p> <p>The teacher points learners' attention to the signs in the shop (Sun loving plants, Shade loving plants) and guides the learners to read the signs by decoding the words. Learners will also study a chart that the teacher has made, with a list of items and cost. The chart will include items a plant will need to survive, such as water, shade, sunlight, soil nutrients).</p> <p>Learners will work in pairs to identify a plant and "buy" the items they think their plant needs (sunlight, water, shade, air, soil nutrients, etc.). The teacher clarifies accordingly.</p> <p>In reading the chart and buying the items at the plant shop, learners will name monies and identify quantities in cents. (E.g. 1 shade cost 5 cents and 1 sunlight costs 3 cents then 5 cents and 3 cents make 8 cents; $5+3=8$). They will also</p>

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<p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Mathematics – Operations with Numbers</p> <p>2.1.1 compose and decompose numbers up to 9 in a variety of ways using manipulatives, fingers and pictures</p> <p>Mathematics – Measurement</p> <p>5.2.4 Name the different monies (coins and notes) used in the Eastern Caribbean (Standard Units of measure) by identifying the quantities in terms of cents.</p> <p>Mathematics – Data Management and Probability</p> <p>6.1.3. use counting to determine the number of objects in a group</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Operations with Numbers Outcome 2.1.1 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.2.4 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcome 6.1.3 based on observation and conversation with the learners.</p>	<p>count objects. This should all be done orally, with the teacher’s support.</p> <p>The teacher will invite children to take part in role play with the Plant Shop at various times, when the children have the opportunity to choose various activities (such as drawing, puzzles, building).</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Interdependent Relationship in Ecosystems</p> <p>2.2.5 Understand that some plants need different things to survive than other plants.</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.2.3 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7, 2.8, 2.11,</p>	<p>Language Arts and Science: Animals Need Food: Videos and Discussion</p> <p>Review the video of the frog eating bugs (see ILS in Week One), question learners on what the frog (and the eagle) are doing to stay alive/survive.</p> <p>Write responses on the board.</p> <p><i>Why is the frog hunting the insects?</i></p> <p><i>Why is the eagle hunting the frog?</i></p> <p><i>Why do animals need food?</i></p> <p><i>What other things do animals need to survive/live? (Food, water, shelter, air).</i></p> <p>Revisit the story of <i>The Hungry Caterpillar</i>. Learners will name the different foods that the caterpillar ate.</p> <p>The teacher and the children will continue to think about different animals and they will consider if each animal gets food from animals or from plants or from both animals and plants.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Interdependent Relationships in Ecosystems</p> <p>2.2.6 understand that all animals need food to live and grow. They obtain their food from plants or from other animals</p> <p>2.2.7 understand that some animals need different kinds of food to survive from other animals</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.2.6 , 2.2.7 based on observation and conversation with the learners.</p>	<p><i>Guide for Effective Strategies</i> for explanation and suggestions.</p>
	<p>End of Week Two:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Two: Language Arts, Science, and Art: Weird and Wonderful Pets</p> <p>The teacher will discuss with the children the Science SCOs they have learned about this week. The group will do a Gallery Walk around the room, reading the charts and looking at work that will be displayed. They will think again about the way to answer the week’s question: What do plants and animals need to survive?</p> <p>The teacher will ask who has pets and then ask about the different foods their pets will eat. Children will wonder: "Why do cats eat meat, but rabbits eat carrots?"</p> <p>What would happen if their pet ate the wrong kind of food?</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The children will begin to realize that some animals need different kinds of food than other animals to survive.</p> <p>Each child will have a piece of paper and will make a drawing of a “weird and wonderful pet”. The teacher will encourage the children to use their imaginations. After the drawings are finished and colored, each child will have the opportunity to show his/her “Weird and Wonderful Pet” and will explain to the class why this pet would be so fun to have, plus what the pet would eat, and how the child would have to take care of it.</p>

Additional Resources

Natural disasters - <https://www.youtube.com/watch?v=OFZXxb3FNkw>

How animals survive- <https://www.youtube.com/watch?v=MpaeMTlfdB>

Useful Content for the Teacher

Creating story boards online- https://www.youtube.com/watch?v=AB_X3yLATz4&list=PLPYtDmVJpyoVb1tsAtEHZgJrO_7yWpg3

Resources for a learner who is struggling:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

Resources for a learner who needs challenge:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

III. WEEK THREE

Essential Question: *How Do Plants and Animals Make a Difference to Me and My World?*

Question for Week Three: *Where do plants and animals live and why do they live there?*

Language Arts – Plans for the Unit (5 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **z, w, y, x** will be the focus. The teacher will do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (zoo, zucchini, watermelon, whale, extra, yucca). Please see the “Useful Content for the Teacher” below for many ideas for engaging learners in phonemic awareness skills

The high frequency (sight) words **all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say** will be the focus. The teacher will do some “stand-alone lessons” to introduce these words. Please see the “Useful Content for Teacher below” for many ideas for teaching high frequency words.

The teacher is encouraged to find opportunities to emphasize those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
Language Arts - Listening and Speaking 1.2 demonstrate interest, curiosity, engagement in sharing the experiences of	Language Arts - Observation and Conversation The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4,	Introduction to Week Three: Language Arts, Science The teacher may start with a poem “At My Home”

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.3.1 understand why different plants and animals live where they do (their needs are met)</p>	<p>2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.4 and 3.7 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.3.1 based on observation and conversation with the learners.</p>	<p>Let the children know that the question for this week is. <i>Where do plants and animals live and why do they live there?</i> Ask the children to name what plants they know (teacher may make a list). Ask the children to name what animals they know (teacher may make another list). (This is a Shared Writing experience: please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for further ideas to make this experience helpful for developing children’s skills in Language Arts). Ask the children why those plants live where they do, and why those animals live where they do. The teacher may help the children to realize that the plants and animals live where they can survive: food, water, shelter.</p> <p>Game</p> <p>Learners go outside and play the game “rabbit in a hole”. Before going out to play the game, the teacher will ask: <i>What is the name of the animal in the game?</i> <i>Where does this animal live? Why does this animal live there?</i></p> <p>https://theinspiredtreehouse.com/rabbit-hole/ Or any other game that depicts animals’ homes.</p> <p>Another game the children might play is “Skip to my Lou”, with plants and animals:</p> <p>The teacher may start, as an example, and children may join when they have an idea.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>I live in a home, where do you live? (X3) Skip to my lou my darling.</p> <p>I live in a forest. Who am I? (X3) Skip to my lou my darling</p> <p>Then pause for answers...</p> <p>I live in water who am I (X3) Skip to my lou my darling.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Science – Habitats</p> <p>The teacher will print the word “Habitat” on a large piece of paper (leaving lots of room for the children to draw pictures on the paper later in the ILS). The teacher will point out letters/sounds to help the children read and remember the word. The teacher will explain that “habitat” means where something lives and survives.</p> <p>Learners will view a video about habitats and engage in discussion about the different places where animals and plants live.</p> <p>https://www.youtube.com/watch?v=9_a68jGhJvc</p> <p>After viewing the video, the teacher will ask the children what habitats they saw and what animals and plants they saw living in those habitats. The teacher</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies												
<p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.9, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>will make a table (see below) of the habitats, and print the animals and plants in a column underneath each habitat word (e.g. desert – list of animals that live there). The teacher may show the video a second time, so children may find additional information. The teacher may then ask the children if they know of more animals or plants that they could add to each of the habitats.</p> <table border="1" data-bbox="1276 626 1915 831"> <thead> <tr> <th>Desert</th> <th>Grasslands</th> <th>Forest</th> <th>Water</th> </tr> </thead> <tbody> <tr> <td>camels</td> <td>flowers</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Mathematics: The teacher will help the children count the number of animals and plants in each group. To make sure the children understand the graph, the teacher can ask a few children some questions, such as: how many plants and animals live in the water?</p> <p>The teacher can show the children the large piece of paper with the word “Habitats”, and then can print the question “Where do we live?” under the word “habitats”.</p> <p>The teacher will ask the children to draw lots of plants and animals on the big piece of paper with the word “Habitats – Where do we live?” – The plants and animals do not need to match any particular habitat. The children can be encouraged to draw large plants and animals and to fill the entire paper with colorful</p>	Desert	Grasslands	Forest	Water	camels	flowers			Total			
Desert	Grasslands	Forest	Water											
camels	flowers													
Total														

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Data Management and Probability</p> <p>6.1.3 use counting to determine the number of objects in a group</p>	<p>Language Arts – Product</p> <p>The children will label their drawings of plants and animals for the mural. These labels will provide examples of the child’s letter formation, letter/sound connection and spelling of name. The teacher may want to create a checklist to keep note of the children’s progress on the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcome 6.1.3 based on observation and conversation with the learners.</p>	<p>images of living things. The children may also be encouraged to label their drawings with the names of the living things (with support from the teacher).</p> <p>The large mural can be posted in the classroom, and the children may play a game of pointing to one of the plants or animals and answering the question “Where do we live?”</p> <p>The teacher might create a sheet with pictures of animals and pictures of habitats, for the children to match the animals to their habitats.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Interdependent Relationships in Ecosystems</p> <p>2.3.1 understand why different plants and animals live where they do (their needs are met)</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.3.1 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment,</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The children will write a sentence under their drawing. This will provide examples of the child’s letter formation and spelling of name.</p>	<p>Language Arts and Science: Where can I live?</p> <p>Read Aloud – Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> to enhance the development of many Language Arts skills through this Read Aloud experience.</p> <p>Learners will listen to a story <i>I Can't Live Here</i></p> <p>https://www.youtube.com/watch?v=zt1jvQUal4w</p> <p>Guided Questions</p> <ol style="list-style-type: none"> 1. Why was the little polar bear sad? (<i>His mother said they have to find a new home</i>) 2. Where did they stop first? (<i>forest</i>) 3. Why was the forest not suitable for a little polar bear? (<i>The stream was not deep enough to swim</i>) 4. What was the little polar bear’s concern about living in the desert? (<i>It was too hot</i>) 5. Why could the Polar bears could not live at the lake? (<i>They would not find the right kind of fish to eat.</i>) 6. Where did they eventually live and why?

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.2 develop questions when browsing through passages of interest</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.9, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>The teacher uses learners' responses to introduce the points that animals need: food, water, shelter, so that they can survive. Animals and plants live where their needs are met, so they can survive.</p> <p>As a response to the story and discussion, the children will draw a picture of one place that the polar bears thought about living, but that place would <u>not</u> be good for them. The children will complete a sentence under their picture, "I can't live here." The teacher will ask each child, while they are working, why the polar bear could not live there. This conversation will provide information to the teacher about the child's understanding of the Science SCOs.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.3.1 understand why different plants and animals live where they do (their needs are met)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.3.1 based on observation and conversation with the learners.</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science: Plants and Animals depend on each other</p> <p>Learners will sing along with the song: “The Green Grass grows round and round...” And The Green Grass Grew All Around + More Kids Songs Super Simple Songs (youtube.com)</p> <p>After watching the video and singing along, the teacher will make a list (with the help of the children) of each element in the song and draw arrows between the elements. The class will watch the video again, and stop to give the teacher the chance to do the writing - to make sure the list is complete!</p> <p>Green grass – hole – tree – branch - twig– nest – bird - egg</p> <p>The teacher will explain that plants and animals depend on their habitat, but they also depend on each other. So in the song, the bird depended on the tree to have twigs, and a safe space to have a nest.</p> <p>Teacher Led Discussion</p> <p>The teacher will explain to the learners how plants and animals depend on each other and the environment where they live</p> <p>Plants Give Animals Food: "Plants, like trees and flowers, grow in the ground. They make food from sunlight, water, and the air. Some animals, like birds, rabbits, and even some bugs, eat the leaves, fruits, and seeds that plants make. Can you imagine a rabbit munching on a carrot? That's a plant helping an animal!"</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Interdependent Relationships in Ecosystems</p> <p>2.3.1 understand why different plants and animals live where they do (their needs are met)</p> <p>2.3.3 understand the way that plants and animals depend on each other and on the environment where they live – it’s a system</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.3.1 and 2.3.3 based on observation and conversation with the learners.</p>	<p><i>Plants Give Animals Homes:</i> "Plants also give animals places to live. Birds build their nests in trees, and bees make their hives in flowers. Even big animals like bears will live near lots of plants in a forest. So, plants are like homes for many animals!"</p> <p><i>Animals Help Plants:</i> "Animals help plants too! When bees visit flowers to get nectar, they carry pollen from one flower to another. This helps the flowers make seeds and grow new plants. And when animals eat fruits, they spread the seeds around, which helps new plants grow in different places."</p> <p><i>Environment Is Important:</i> "Plants and animals live in different environments like forests, ponds, and mountains. These environments give them everything they need to live. Plants need sunlight, water, and soil. Animals need food, water, and a safe place to live. If we take care of the environment, we help plants and animals stay healthy and happy!"</p> <p>The teacher will set up a “Web of Life” game for the children: https://www.amnh.org/explore/ology/biodiversity/web-of-life/activity-instructions</p> <p>Or, the teacher will simplify the game by making cards (with picture and words). The children may sit in a circle and choose one card; say what is on the card, and tell what that plant or animal needs to survive. For example, one card will have a butterfly on it, and the child would say that the butterfly needs food from a plant; or another card will have a flower on it, and the child would say that the flower needs a bee to help move the pollen. The other children and the teacher could help each other to play this game.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.9, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts, Science: Plants and Animals live in an “environment”</p> <p>The teacher can remind the children what they have learned about plants and animals depending on each other. The plants and animals who live in the same place make up an “environment”.</p> <p>Plants and animals need each other:</p> <p>https://www.youtube.com/watch?v=VTHTYExiDpM</p> <p>The teacher may show this video to the children, stopping several times to write on a chart, so everyone will remember what they are learning. For example, stop the video and write: “Animals depend on plants for food”, or “Animals depend on plants for shelter”, etc.</p> <p>This is a Shared Writing experience. Please consult the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions to help children develop skills in Language Arts through this Shared Writing.</p> <p>After the video, the teacher can review what was written, and what they all learned from this video.</p> <p>The teacher will ask the children to create a diagram to show one plant or animal depending on another plant or animal. The teacher will show the children how to draw an arrow between the plant and the animal to show that they are connected. For example, the child might draw a tree and a bird, and put an arrow between</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p> passages to build a foundation of understanding 2.4 develop understanding and application of the Concepts of Print 2.5 develop knowledge about the purpose and variety of texts that are read or read to them 2.7 demonstrate understanding of some environmental print and pictorial information 2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing. 2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words 2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance 2.15 use known letter sounds to decode upcoming words in emergent level passages Language Arts - Writing and Representing 3.2 Assign meaning to experimental drawing and writing 3.5 learn to print the upper and lower case letters of the alphabet 3.6 connect spoken language(s) to written language and other representations (e.g. drawings) 3.7 connect phonological awareness to letter shapes </p>	<p> Language Arts – Product The children will label their diagrams. These labels will provide examples of the child’s letter formation, letter/sound connection and spelling of name. </p>	<p> the tree and the bird to show that the bird depends on the tree. The child will be asked to label the diagram, and so will print the words “tree” and “bird” (for example), with support from the teacher, if necessary. </p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.8 spell name and some words of personal importance correctly</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.3.3 understand the way that plants and animals depend on each other and on the environment where they live – it’s a system</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Science – Product</p> <p>The children will make diagrams to show they understand at least one connection between plants and animals.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.3.3 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: Making a model of a habitat</p> <p>To review, the teacher poses the question ‘<i>Why do you think plants and animals live where they do?</i>’</p> <p>Responses are recorded on a concept map completed by the teacher.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 Use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<div data-bbox="1276 378 1873 755" data-label="Diagram"> </div> <p>Making a model: Pair work</p> <p>Learners will work with a partner over several days to make a model of a habitat: one place where plants and animals (humans) live that meets their needs. The partners will need to agree which habitat they will create and which animals and plants they will put in their habitat. The children will create their model on a piece of cardboard, using play dough, construction paper, etc.</p> <p>The teacher will assist the children by asking them what challenges they are having, and if they have found some good solutions. The teacher will call all the children together to discuss challenges and solutions, and then invite the children to work some more on their model.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.3.2 create a model to show where a plant or animal lives and what they find there that helps them to survive.</p>	<p>Science – Product</p> <p>The children’s models of a habitat, what they include in that habitat, will show they understand Science SCO 2.3.2.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.3.2 based on observation and conversation with the learners.</p>	
	<p>End of Week Three:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p>	<p>End of Week Three: Language Arts and Science: Presenting Models of Habitats</p> <p>The teacher and children will prepare an invitation to send to parents/caregivers, other adults in the school, or another class of learners in the school.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>Each pair of learners will stand by their model and will share information about it to the visitors. The visitors will circulate around the room to see all the models of the habitats.</p> <p>The children will be answering the question for the week: <i>Where do plants and animals live and why do they live there?</i></p>

<p>Additional Resources</p> <p>All resources to support the Inclusive Learning Strategies in this week are embedded in the ILS.</p>
<p>Useful Content for the Teacher</p> <p>Unless otherwise indicated here, useful content to support the Inclusive Learning Strategies in this week is embedded in the ILS.</p>
<p>Resources for a learner who is struggling:</p> <p>The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for <u>all</u> children to learn, develop their skills, and respond.</p> <p>Detailed information on specific strategies to assist children in various stages of development are offered in the <i>Curriculum Outcomes and Guide for Effective Strategies</i>.</p>
<p>Resources for a learner who needs challenge:</p> <p>The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for <u>all</u> children to learn, develop their skills, and respond.</p> <p>Detailed information on specific strategies to assist children in various stages of development are offered in the <i>Curriculum Outcomes and Guide for Effective Strategies</i>.</p>

IV. WEEK FOUR

Essential Question: How Do Plants and Animals Make a Difference to Me and My World?

Question for Week Four: Can plants and animals change the place where they live (the environment)?

Language Arts – Plans for the Unit (5 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **z, w, y, x** will be the focus. The teacher will do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (zoo, zucchini, watermelon, whale, extra, yucca). Please see the “Useful Content for the Teacher” below for many ideas for engaging learners in phonemic awareness skills


The high frequency (sight) words **all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say** will be the focus. The teacher will do some “stand-alone lessons” to introduce these words. Please see the “Useful Content for Teacher below” for many ideas for teaching high frequency words.

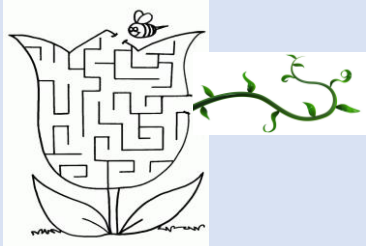

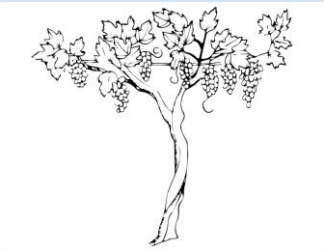
The teacher is encouraged to find opportunities to emphasize those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The children’s drawings and printing will show their development of the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Introduction to Week Four: Language Arts and Science: How do plants change the environment?</p> <p>Setting the Scene</p> <p>The teacher will tell the learners to imagine a vibrant forest. Birds are chirping, leaves are rustling, and flowers are blooming. The forest is full of life and activity. Every plant and animal in this forest plays a special role in making the environment the way it is. The teacher poses the question: <i>Can plants and animals change the place where they live? (Environment)</i></p> <p>The teacher probe learners to respond and waits. The teacher may ask who says “no” and who says “yes”. Count the number of children.) Ask the children why they say “yes” – what are they thinking about? Why do they say “no” – what are they thinking about? The teacher will let the children know how important their thinking is. Also, that as we learn more, they may change their thinking, and that’s what learning is all about.</p> <p>The teacher will tell the children they are going to watch a video that may change their ideas about how plants can change the environment.</p> <p>Video: Play -Pause -Share</p> <p>Learners will view a video. The teacher will stop the video at various parts, inviting questions and posing questions, to bring out the various ways that plants can change their environment. Below are suggested times to pause.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 Demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.11 Recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>https://youtu.be/xydZuMEyKig?si=9mRI0yVuwlxFnsVM</p> <p>Q and A session (0.6.0- 0.14 s) <i>Q- what do we mean when we say the environment?</i> A- Everything around a living thing <i>(Question to find out if they remember what is a living thing)</i></p> <p>(0.15- 0.22 s) <i>Q- How can tree roots change their environment?</i> A- They can grow strong and even break apart concrete.</p> <p>(0.23-0.38 s) <i>Q- What about the branches and leaves, how can they change the environment?</i> A- They provide shade that keeps the ground cool and provide a home for some animals.</p> <p>(0.50-1.24 s) <i>Q- How can a fallen tree change the environment?</i> A- It can become a home to small animals <i>(Review habitat)</i></p> <p>The children will be asked to draw a picture that shows one way that a plant can change the environment. It could be something that was learned from the video, or, it could be something that was mentioned in the initial discussion with the children. The children will be supported to print one sentence under their drawing. Or, the teacher may prepare the paper for the children’s drawing, with space for the drawing and an incomplete (fill-in-the-blank)</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.7 connect phonological awareness to letter shapes 3.8 Spell name and some words of personal importance correctly</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.2.8. can give a specific example of how a plant or animal can change their environment to meet their needs. 2.2.9 can explain that we know that plants and animals can change their environment because we have evidence</p>	<p>Science- Product</p> <p>The children’s drawings and printing will show their development of the Science SCOs.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.2.8 and 2.2.9 based on observation and conversation with the learners.</p>	<p>sentence at the bottom: “A plant can change the environment by _____.”</p>
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 Use Home Language(s) and, as Standard English develops, share their thoughts,</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Math, and Science: Plant Hero Adventure Game</p> <p>Learners will learn how various plants change their environment by acting as "Plant Heroes". The children will complete 3 different missions related to the plant heroes.</p> <p>The teacher sets up three (3) different stations in the classroom or the school environment and will divide the children into three groups.</p> <p>Each station will have a plant (or picture of a plant in the absence of a real plant), a card with information about the plant in relation to how it changes the environment and a mission/ activity to</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>complete. The teacher will show all the children the plants and will read to all the children what the plant does. The teacher will also explain what the children should do on the worksheets at the stations.</p> <p>Learners will start in their groups at a particular station. They will look at the plant/picture, read (<i>teacher may read</i>) and discuss how it changes the environment and then complete the provided activity. At the sound of a whistle they will move from one station to the next until all stations are completed.</p> <p><i>Teachers can choose any plant within context and also any number of stations according to the number of learners in class. Stations can be given special names for interest and motivation. Please see additional information in the Useful Content for Teachers section below.</i></p> <p><i>The teacher may ask additional adults to help during this ILS.</i></p> <p>Examples of Stations:</p> <p>Station #1 (5 minutes)</p> <p>Card: (One learner or teacher may read the card)</p> <p>Coral Vine (Antigonon leptopus)</p> <p>Coral vine is a climbing plant that covers the ground and keeps the soil from washing away. It also has pretty flowers that bees and butterflies like.</p> <p><i>(The children should discuss the question -How does it change the environment?)</i></p> 

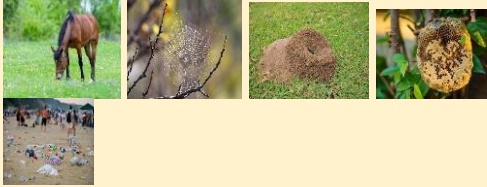
Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Number Sense</p> <p>1.1.1 Say the number sequence to 10 by 1's</p> <p>1.1.4 Say the number that comes after a given number</p> <p>1.1.8 Count by meaning to 10 by building quantities</p>	<p>Language Arts – Product</p> <p>The children’s printing will show their development of the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Number Sense Outcomes 1.1.1, 1.1.4, 1.1.8 and 1.1.9 based on observation and conversation with the learners.</p>	<p>Mission/Activity: Complete the maze to guide the bee which way to go to get to the vine.</p>  <p>Station # 2 (5 minutes)</p>  <p>Sea Grape (<i>Coccoloba uvifera</i>) Sea grape plants grow near the beach. Their strong roots help keep the sand in place. Their big leaves give shade and they make tasty berries for animals to eat. <i>(How does it change the environment?)</i></p> <p>Mission/Activity: Color the sea grapes, count the number of bunches on the tree and write the numeral that represents the quantity.</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.1.9 Count with meaning to 10, by matching quantity and numeral</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.2.8. can give a specific example of how a plant or animal can change their environment to meet their needs.</p> <p>2.2.9 can explain that we know that plants and animals can change their environment because we have evidence</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.2.8 and 2.2.9 based on observation and conversation with the learners.</p>	<p>There are _____ bunches of grapes on the tree.</p> <div data-bbox="1360 446 1549 625" data-label="Image"> </div> <p>Station # 3 (5 minutes) Banana (<i>Musa acuminata</i>) Banana plants grow big leaves that fall and make the soil rich. They grow yummy bananas that animals and people can eat. <i>(How does it change the environment?)</i></p> <p>Mission/Activity: <i>Connect the dots to complete the picture</i></p> <div data-bbox="1560 943 1709 1143" data-label="Image"> </div> <p>Reflection Circle After visiting all the stations, gather the children and have a reflection circle. The teacher collects all the plants or pictures and displays them one at a time. Learners will share what they learned about each plant and how it changes its environment.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>The teacher will write three sentences and ask for the children’s help with spelling the words Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for more ideas to make this an experience that helps the children to develop their skills in Language Arts.</p> <p>Echo Reading The teacher models fluency by reading aloud three sentences created from the science activity. After the reading learners will read with the same rate and prosody.</p> <ol style="list-style-type: none"> 1. Coral vine keeps the soil from washing <u>away.</u> 2. Sea grapes have strong roots that <u>keep</u> the soil in place. 3. Banana plants grow big leaves that fall and <u>make</u> the soil rich. <p>Sight Words As the teacher reviews how plants change the environment, the teacher will use some of these strategies to reinforce learning of the sight words. Prompt the learners to pay attention to the underlined words in each sentence. see and say- look at the word and say it spell it- spell out the letters then call the word Arm Tapping- Tap the letters on your arm and say the word Air Writing- Write the word in the air Book Writing- write the word in his/her book of Sight Words</p> <p>The teacher might extend the discussion to the idea that some plants might have a harmful effect on the environment. For example, some plants might</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>“invade” a garden and cause the garden plants to die. This would be one reason why a gardener would “weed” the garden.</p>
<p>Language Arts - Listening and Speaking</p> <p>1.1 listen to music, conversation and environmental sounds for personal enjoyment</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Science: How do <u>animals</u> change the environment?</p> <p>The teacher asks questions to review what children learned about animals in previous weeks of this Integrated Unit, and to think about what they have now learned about how plants can change the environment.</p> <ul style="list-style-type: none"> ● <i>Where do animals live?</i> ● <i>How do animals move?</i> ● <i>Can plants change the place where they live?</i> ● <i>Are humans animals?</i> <p><i>Do animals change anything around them?</i></p> <p>The teacher waits for learners to respond after each question and asks if they have any questions to ask. Learners' answers and questions will be recorded.</p> <p>Argument</p> <p>The teacher makes the claim that just like plants change their environment, animals can change their environment too (<i>Including humans</i>). Today, we are going to explore how animals change their environment as we continue on our adventure to discover their amazing powers!</p> <p>Group Work</p> <p>The teacher provides learners with toys or pictures of different animals (e.g. earthworm, rabbit, ants, bird,</p>



Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 recognise and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.1 use shared ideas to co-construct stories</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process*</p> <p>3.6 Connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.4, 2.7, 2.8, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The children’s drawings and printing will show their development of the Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.1, 3.4, 3.6 and 3.7 based on observation and conversation with the learners.</p>	<p>caterpillar, bee, dog, horse, donkey, spider, jack Spaniard/wasp) and pictures of humans. They will work in small groups to:</p> <ul style="list-style-type: none"> -Identify the pictures -talk about what they know about the animal/ human - talk about if that animal can change the environment <p>Shared Writing</p> <p>The teacher will call all the children together. The teacher will hold up a picture, one at a time, of the animals the learners were discussing in their small groups. The teacher will ask how this animal will change their environment by. Learners will share and the teacher records information. The teacher may also add information that the children have not thought of.</p> <p>This is a Shared Writing activity. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions to enhance the children’s skills in Language Arts through activity.)</p> <p>The list that the teacher and children will create will include this information (and more, depending on all the pictures that the teacher provided to the small groups)</p> <ul style="list-style-type: none"> ○ Horse/donkey - Eating plants/grass ○ Spider - Making web ○ Ants, Worm: Making tunnels or holes ○ Humans -Littering beaches ○ Humans – planting vegetables

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Interdependent Relationships in Ecosystems</p> <p>2.2.8. can give a specific example of how a plant or animal can change their environment to meet their needs. 2.2.9 can explain that we know that plants and animals can change their environment because we have evidence</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.2.8 and 2.2.9 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing. 1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect 1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages 1.5 become aware of how effective listening enhances understanding 1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence 1.8 develop increasing clarity and focus when sharing stories or experiences 1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: Video about animals changing their environment</p> <p>The teacher and the children will engage in Shared Reading of the ways that Animals may change their environment, referring to the list that was prepared in the previous ILS.</p> <p>Learners will view a video that speaks to how animals change the environment. The learners will be asked to watch and listen carefully to see if there is information that is new, to add to what they already know.</p> <p>https://www.youtube.com/watch?v=XiywCGadohQ</p> <p>Role play: Learners would act out how each animal changes its environment using role-play or puppetry</p> <p>Group Discussion: Engage the learners in a discussion by asking questions like:</p> <ul style="list-style-type: none"> • <i>What did you learn about how animals change their environment?</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.4, 2.5, 2.7, 2.8, 2.9, 2.11, 2.14 and 2.15 based on observation and conversation with the learners.</p> <p>Language Arts – Product</p> <p>The children’s drawings and printing will show their development of the Writing and Representing SCOs.</p>	<ul style="list-style-type: none"> • <i>Can you think of other ways animals/ humans change where they live?</i> • <i>Why do you think animals / humans change their environment?</i> <p>The children will be asked to draw a picture that shows one way that an animal can change the environment. It could be something that was learned from the video, or, it could be something that was mentioned previously with the children. The children will be supported to print one sentence under their drawing. Or, the teacher may prepare the paper for the children’s drawing, with space for the drawing and an incomplete (fill-in-the-blank) sentence at the bottom: “An animal can change the environment by _____.”</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.2.8. can give a specific example of how a plant or animal can change their environment to meet their needs.</p> <p>2.2.9 can explain that we know that plants and animals can change their environment because we have evidence</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.2.8 and 2.2.9 based on observation and conversation with the learners.</p>	
	<p>End of Week Four:</p> <p>Reassessing Previous Checklists</p> <p>The teacher will want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>The teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Four:</p> <p>Nature Walk/ Field Trip to Zoo, Animal Farm, Gardens</p> <p>Take learners on a nature walk/Field Trip to observe animals in their habitats and how they change their environment.</p> <p>Learners will draw a picture or share a story about their favorite animal (from nature walk or Field Trip) and how it changes its environment.</p> <p>The teacher will lead the children in a discussion about the question for the week, Can plants and</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>animals change the place where they live (the environment)?</p> <p>and will ask the children if they changed their mind about the answer they gave at the beginning of the week. Did they learn some new things this week?</p> <p>The teacher may also do a review, as follows:</p> <p>Visual Summary/ Using our senses Evidence clearly shows that plants and animals can change their environment. The teacher will use an infographic (Large pictures of a plant, an animal and a human) on the chalkboard/white board to summarize information using the guided questions. Learners will be given sentence strips with information to stick on the graphic in answer to the questions.</p> <ol style="list-style-type: none"> 1. <i>What evidence did we see of how plants and animals/humans change the environment? (e.g., Bird droppings, garbage around us, leaves from trees, humans cut trees to build homes)</i> 2. <i>What did we hear that shows plants and animals / human change their environment (e.g., Dog barking, birds chirping, frogs croaking, rabbits dig holes)</i> 3. <i>What can we smell as changes are being made to the environment by plants and animals / human (e.g., garbage/materials burning, stench from littering)</i>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p><i>Examples of sentence strips</i></p>  <p>Look! There is birds dropping on the floor.</p> <p>Animals dig holes in the ground.</p> <p>Seeds grow into trees.</p> <p>The leaves are falling .</p> <p>There is a smell of rubber in the air.</p> <p>Humans cut down trees to build houses.</p> 

Additional Resources:

All resources to support the Inclusive Learning Strategies in this week are embedded in the ILS.

Useful Content for the Teacher

1. Mangroves (*Rhizophora mangle*)

Simple Explanation: Mangroves are special trees that grow near the ocean. Their roots hold onto the sand and dirt so it doesn't wash away. They make safe homes for fish and crabs.

2. Sea Grape (*Coccoloba uvifera*)

Simple Explanation: Sea grape plants grow near the beach. Their strong roots help keep the sand in place, and they make tasty berries for animals to eat. Their big leaves give shade.

3. Banana (*Musa acuminata*)

Simple Explanation: Banana plants grow big leaves that fall and make the soil rich. They grow yummy bananas that animals and people can eat.

4. Soursop (*Annona muricata*)

Simple Explanation: Soursop trees grow spiky, green fruits. When their leaves fall, they make the soil better. They also give food to animals and people.

5. Breadfruit (*Artocarpus altilis*)

Simple Explanation: Breadfruit trees have big, tasty fruits. Their leaves fall and make the soil better. They also give shade to keep the ground cool.

6. Tamarind (*Tamarindus indica*)

Simple Explanation: Tamarind trees grow sweet-sour fruits. Their leaves help make the soil better, and they give shade and homes for animals.

7. Royal Palm (*Roystonea regia*)

Simple Explanation: Royal palms are tall trees with big leaves. Their roots help keep the soil strong, and they give homes to birds and animals.

8. Sugarcane (*Saccharum officinarum*)

Simple Explanation: Sugarcane plants grow tall and can make the soil strong. They also give us sweet sugar, but we need to take care of the soil when we grow them.

9. Coconut Palm (*Cocos nucifera*)

Simple Explanation: Coconut palms grow yummy coconuts. Their leaves fall and make the soil rich. They give food and homes to animals.

10. Coral Vine (*Antigonon leptopus*)

Simple Explanation: Coral vine is a climbing plant that covers the ground and keeps the soil from washing away. It also has pretty flowers that bees and butterflies like.

11. Frangipani (*Plumeria spp.*)

Simple Explanation: Frangipani trees have pretty flowers. When their leaves fall, they help make the soil better. They also bring bees and butterflies to the garden.

12. Ackee (*Blighia sapida*)

Simple Explanation: Ackee trees grow fruits that people and animals can eat. Their leaves make the soil rich and help plants grow better.

Resources for a learner who is struggling:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

Resources for a learner who needs challenge:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.

V. WEEK FIVE

Essential Question: *How Do Plants and Animals Make a Difference to Me and My World?*

Question for Week Five: *Can we do some things so the environment is not changed so much by humans?*

Language Arts – Plans for the Unit (5 weeks)

The teacher will be observing for children’s Concepts of Print. Please see the Useful Content for the Teacher below for a list of Concepts of Print.

The letters/sounds **z, w, y, x** will be the focus. The teacher will do some “stand-alone” lessons to introduce the children to these letters/sounds. Please see the “Useful Content for the Teacher” below for many ideas for teaching children letters/sounds.

Phonemic Awareness skills will commence and the focal point will be on initial phoneme isolation in words related to this Integrated Unit, such as (zoo, zucchini, watermelon, whale, extra, yucca). Please see the “Useful Content for the Teacher” below for many ideas for engaging learners in phonemic awareness skills

The high frequency (sight) words **all, am, at, be, but, did, do, get, he, like, no, on, please, ran, say** will be the focus. The teacher will do some “stand-alone lessons” to introduce these words. Please see the “Useful Content for Teacher below” for many ideas for teaching high frequency words.




The teacher is encouraged to find opportunities to emphasise those letters/sounds/phonemes/high frequency words with the children throughout the ILS for the unit.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Introduction to Week Five: Language Arts, Mathematics, Social Studies and Science: Natural and Built Environments</p> <p>The teacher will remind the children of the focus for Week Five of this Integrated Unit: how plants and animals may change their environment. The teacher will ask the children to tell ways that plants change the environment, and that animals change the environment.</p> <p>Link to the Social Studies SCOs (in the left column of this ILS) about natural and built environments and explain the terms “natural” and “built”. Ask the children to think about all the things around them in the school, out the window, etc. Which things are natural and which things are built by humans?</p> <p>The children will each draw and color an <u>outdoor</u> setting they are familiar with– e.g. the school, their house, the beach, the village. The teacher should prompt the child to add more things to their drawing (as appropriate). Then the children will label each item in their scene with “N” or “B” (N for natural; B for built).</p> <p>After, ask each child to count how many “N”s and how many “B”s they have in their scene. The teacher will make a chart with three columns: one column for children’s names, one column N (for Natural) and one column B (for Built). The teacher will ask each child to show his/her picture and count the N’s and the B’s, then add the information as the children count and report. For example, Joe will have 4 under the N and 5 under the B.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>3.8 Spell name and some words of personal importance correctly</p> <p>Mathematics – Measurement</p> <p>5.1.1 Classify objects according to selected attributes, e.g., size, color, shape, texture, sound, etc.</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.5, 2.7 and 2.14 based on observation and conversation with the learners.</p> <p>Language Arts: Product</p> <p>The drawing of a scene and labelling with N and B will provide the teacher with evidence of several Writing and Representing SCOs.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p> <p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Measurement Outcome 5.1.1 based on observation and conversation with the learners.</p>	<p>The group will agree that there are quite a few “B”s, which shows that humans build (or change) many things in the environment. The teacher may ask the children why we, as humans, change the environment (to make shade, to make a smooth road, to make shelter, to make a place to sit, etc.).</p> <p>The teacher may explain that some of the changes that humans make to the environment are not good for the planet earth. Then, the teacher may tell the children the question for this week:</p> <p><i>Can we do some things so the environment is not changed so much by humans?</i></p> <p>The teacher may let the children provide answers to this question.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Mathematics – Data Management and Probability</p> <p>6.1.1 collect simple sets of data in the class and school environment using observation. 6.1.3 Use counting to determine the number of objects in a group</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.4.1. understand that things that people do to live comfortably can affect the world around them.</p> <p>Social Studies – Myself – Spatial Thinking</p> <p>3.4 identify natural and built features of the local environment 3.5 illustrate natural and built features of the local environment (S)</p>	<p>The teacher will enter information into the checklist for Data Management and Probability Outcomes 6.1.1 and 6.1.3 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcome 2.4.1 based on observation and conversation with the learners.</p> <p>Social Studies: Product</p> <p>The drawing of a scene and labelling with N and B will provide the teacher with evidence of understanding Social Studies SCOs 3.4 and 3.5.</p> <p>Social Studies – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Myself – Spatial Thinking Outcomes 3.4 and 3.5 based on observation and conversation with the learners.</p>	

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.9 engage in active phonological awareness activities and word play to discriminate between various sounds in their environment, letters of the alphabet, rhyme and meaningful sound patterns</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: How does Planet Earth feel?</p> <p>Gather the children in a circle. Introduce them to a puppet or stuffed animal named "Earth."</p> <p>Explain that Earth is feeling sad because people are not taking care of it properly. (Earth is crying and saying things like: I can't take the smoke anymore, too much garbage on my land and water, and where are all my trees? Some animals are getting scarce. I feel lost, empty, dirty, and sick. I think you need to help me.)</p> <p>Teacher engages learners in chit chat about the puppet 'Earth'</p> <p>What is happening to earth? Why is he sad? What do people do to make him sick? How can we help the earth to feel better?</p> <p>Teacher uses the responses and explains to the learners that "the environment" is everything around us: the air, water, plants, and animals. The plants and animals on planet earth need the air, water, food, safe shelter, other plants and other animals. We need to take care of planet earth so it stays clean and helps all of us to stay healthy.</p> <p>Learners view pictures of a polluted environment (e.g., trash on the ground, dirty water, smoke in the air). Explain in simple terms what is happening in each picture and how it makes Mr. Earth feel sad and sick.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p> <p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p>	<p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.11, 2.12, 2.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<div style="display: flex; justify-content: space-around;">    </div> <p><i>Is it good for the environment?</i> <i>Is it harmful for the environment?</i> <i>How do you feel when you see these pictures?</i></p> <p>The teacher explains in simple terms how littering, wasting water, land, water and air pollution can harm the environment. Adding that human actions may be for good reason but that they hurt the Earth where we live. The teacher may tell some examples:</p> <ul style="list-style-type: none"> ● Why do humans cut trees? (Place to live, make paper, lumber/furniture). What happens if we cut too many trees? (No shelter for birds, no shade, no fruit). ● Why do we pollute the air (Factories produce food and materials). What happens if we pollute the air too much? (Plants and animals can't survive, hurts our lungs, makes us sick). <p>How can we help the earth feel happy? What can you do as a child in this big world?</p> <p>The teacher will have a chart of this chorus of a song:</p> <p><i>We are green champions, We'll tell you what to do, To save our planet, And keep it green and blue.</i></p>


Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Science – Interdependent Relationships in Ecosystems</p> <p>2.4.2. understand that we can do some things to reduce the impact of humans on the environment</p> <p>2.4.3 Understand that each child can make choices to reduce their impacts on the land, water, air, and other living things.</p>	<p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.4.2 and 2.4.3 based on observation and conversation with the learners.</p>	<p>As a Shared Reading activity, the teacher will go over the words of the song, emphasizing the rhyming words, letter sounds, high frequency/sight words (Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ideas to enhance the Language Arts skills and knowledge).</p> <p>The teacher should also help the children understand what the song means – why do we want the planet to be green and blue? What does “saving the planet” mean?</p> <p>Then the teacher will play the first part of the video (below) and invite the children to sing the chorus, while the teacher points to the words on the chart.</p> <p>https://www.youtube.com/watch?v=57MpZ-1VmRs We are Green Champions</p> <p>Have the child watch this video, stop at specific times, and the teacher write a list of what children can do (planting a tree, recycling, saving electricity, saving water). After the video, the teacher will go over the list with the children, and ask them what they can do to help the planet. Can they do any of the things listed in the video?</p> <p>Note: there is Shared Writing and Shared Reading in the last parts of this ILS. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for suggestions of ways to incorporate Language Arts skills during this experience.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p> <p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Reading and Viewing</p> <p>2.1 interact meaningfully with a wide range of genres and text forms</p> <p>2.2 develop questions when browsing through passages of interest</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p> <p>Language Arts - Reading and Viewing</p> <p>The teacher will enter information into the checklist for Reading and Viewing Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 1.13, 2.14 and 2.15 based on observation and conversation with the learners.</p>	<p>Language Arts and Science: What can we do?</p> <p>The teacher asks the children: Do you think we as human beings need to help Earth survive? What can we do to help Earth survive? How do we depend on the healthy earth?</p> <p>Read Aloud (or Video) “The Earth Book” by Todd Parr.</p> <p>https://youtu.be/lpEc5nHqO2c?si=hGiFV24ZUmA633S</p> <p>Gather the children in a circle. Hold up "The Earth Book" by Todd Parr or similar book that speaks to how humans can help to take care of the earth.</p> <p>This is a Shared Reading. Please see the <i>Curriculum Outcomes and Guide for Effective Strategies</i> for specific ideas of ways to make the most of a Read Aloud. Watch for ideas of what to do before, during and after this specific book!</p> <p>After reading the book, discuss the different ways the characters in the book helped the Earth.</p> <ul style="list-style-type: none"> ● Ask the children which ideas they liked best and why.

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.3 connect background knowledge to the titles and pictures of fiction and nonfiction passages to build a foundation of understanding</p> <p>2.4 develop understanding and application of the Concepts of Print</p> <p>2.5 develop knowledge about the purpose and variety of texts that are read or read to them</p> <p>2.7 demonstrate understanding of some environmental print and pictorial information</p> <p>2.8 begin to apply comprehension strategies to visualize, predict and connect</p> <p>2.9 demonstrate understanding by responding to read-alouds with images, model making, discussions, or temporary writing.</p> <p>2.10 connect words and images in pre-emergent and emergent level texts to background knowledge</p> <p>2.11 recognize and use a variety of high frequency words of personal importance, such as names and pre-emergent level high-frequency words</p> <p>2.12 participate in shared reading and use the meaning and flow of the language to anticipate upcoming words</p> <p>2.13 begin to demonstrate fluency and phrasing during shared reading, independent and guided reading of emergent level passages</p> <p>2.14 identify an increasing number of letter names and letter sounds, beginning with those of personal importance</p>		<ul style="list-style-type: none"> • Write their responses on a large chart paper or whiteboard. Check back to the end of the video to see if the children remembered all the 9 ideas listed. (Make the most of this Shared Writing experience by looking for suggestions in the <i>Curriculum Outcomes and Guide for Effective Strategies</i>. Read through the list with the children, to make it a Shared Reading experience as well). • Introduce the children to the concepts of reuse, reduce and recycle <p>Role Play <i>Learners</i> will work in groups as “Helpers” to help Earth by acting out different things that we as humans can do to help (<i>e.g., picking up trash, saving water, planting trees – refer to the things on the list that the teacher made after watching the video.</i> Teacher gives simple props to each group to help them get into character (<i>e.g., cardboard trash, toy watering cans</i>).</p> <p>Charades</p> <p>The teacher must choose one child and whisper one way to help the earth (pick up trash), then the child may act out that way to help, without speaking, and the other children will guess what the child is doing.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>2.15 use known letter sounds to decode upcoming words in emergent level passages</p> <p>Language Arts - Writing and Representing</p> <p>3.7 connect phonological awareness to letter shapes</p> <p>Science – Interdependent Relationships in Ecosystems</p> <p>2.4.2. understand that we can do some things to reduce the impact of humans on the environment</p> <p>2.4.3 Understand that each child can make choices to reduce their impacts on the land, water, air, and other living things.</p>	<p>The teacher will enter information into the checklist for Writing and Representing Outcome 3.7 based on observation and conversation with the learners.</p> <p>Science – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Interdependent Relationships in Ecosystems Outcomes 2.4.2 and 2.4.3 based on observation and conversation with the learners.</p>	
<p>Language Arts - Listening and Speaking</p> <p>1.2 demonstrate interest, curiosity, engagement in sharing the experiences of others and with oral stories and information sharing.</p> <p>1.3 use social listening and speaking skills to interact with a variety of audiences with sensitivity and respect</p>	<p>Language Arts - Observation and Conversation</p> <p>The teacher will enter information into the checklist for Listening and Speaking Outcomes 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.10 based on observation and conversation with the learners.</p>	<p>Language Arts, Mathematics, and Science: Recycling Class Project</p> <p>Teacher, parents and learners source bottles, materials for collage and seeds etc.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>1.4 interact and collaborate with the teacher and children who have diverse interests, backgrounds and languages</p> <p>1.5 become aware of how effective listening enhances understanding</p> <p>1.6 observe how tone, fluency and intonation impact meaning and mood</p> <p>1.7 use Home Language(s) and, as Standard English develops, share their thoughts, feelings and questions about engaging events, stories and conversations with increasing confidence</p> <p>1.8 develop increasing clarity and focus when sharing stories or experiences</p> <p>1.10 develop and apply vocabulary and language structures to enhance their understanding of how to communicate ideas with purpose and focus</p> <p>Language Arts - Writing and Representing</p> <p>3.2 Assign meaning to experimental drawing and writing</p> <p>3.3 begin expressive writing to share ideas and real and imagined topics</p> <p>3.4 use peer collaboration and classroom tools to assist in writing process</p> <p>3.5 learn to print the upper and lower case letters of the alphabet</p> <p>3.6 connect spoken language(s) to written language and other representations (e.g. drawings)</p>	<p>Language Arts – Product</p> <p>The writing that the children do on the cardboard under their “beautiful junk” art will demonstrate many of the Writing and Representing SCOs to the teacher.</p> <p>The teacher will enter information into the checklist for Writing and Representing Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 and 3.8 based on observation and conversation with the learners.</p>	<p>Sorting Recyclables</p> <p>Bring out a collection of recyclable and non-recyclable items. Have learners sort them into the correct bins (<i>use pictures or color-coded bins for guidance</i>).</p> <p>Math Data Collection: Counting and Charting</p> <p>Once all items are sorted, gather the class around the chart paper or whiteboard.</p> <p>Count the number of items in the recyclable bin together, writing the total number on the board under a "Recyclable Items" heading.</p> <p>Repeat the process for the non-recyclable bin, writing the total number under a "Non-Recyclable Items" heading.</p> <p>Ask the children to compare the two quantities: Which bin has more items? Which bin has fewer items?</p> <p>The teacher can emphasize how we can turn something old into something useful.</p> <p>The teacher should show the learners how to make a bird feeder from a plastic bottle: https://www.pbs.org/parents/crafts-and-experiments/how-to-make-a-plastic-bottle-birdfeeder</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
<p>3.7 connect phonological awareness to letter shapes 3.8 spell name and some words of personal importance correctly</p> <p>Mathematics – Pattern and Relationship</p> <p>3.1.1 create simple repeating patterns (2 elements) 3.1.2 extend simple repeating patterns (2 elements)</p> <p>Mathematics - Measurement</p> <p>5.1.1 classify objects according to selected attributes, e.g., size, color, shape, texture, sound, etc. 5.1.2 classify objects according to selected attributes, e.g., size, color, shape, texture, sound, etc.</p> <p>Mathematics – Data Management and Probability</p> <p>6.1.3 use counting to determine the number of objects in a group</p>	<p>Mathematics – Observation and Conversation</p> <p>The teacher will enter information into the checklist for Pattern and Relationship Outcomes 3.1.1 and 3.1.2 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Measurement Outcomes 5.1.1 and 5.1.2 based on observation and conversation with the learners.</p> <p>The teacher will enter information into the checklist for Data Management and Probability Outcome 6.1.3 based on observation and conversation with the learners.</p>	<p>The class may make a bird feeder as a group, and hang it in the school yard.</p> <p>The teacher should ask the children to bring in used buttons, bottle caps, pull tabs, bread tags, small twigs, seeds, etc. The children will sort the items into containers. The teacher will model how to make a pattern with the two kinds of items: e.g. bottle cap, seed, bottle cap, seed, bottle cap seed, and then will ask the children to make their own pattern, or to extend the teacher’s pattern.</p> <p>The teacher should pull together some photos from the internet, to show children examples of art made with “beautiful junk”. Using a piece of recycled cardboard as a base, the children will create beautiful designs and pictures with the recyclable materials. They will print their name on the cardboard, and perhaps a title for their design. Note: it is very challenging to glue the items onto a piece of paper. So the teacher may take photographs of the children’s designs/pictures, and then the items may be recycled.</p> 

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
	<p>End of Week Five: End of Integrated Unit</p> <p>Reassessing Previous Checklists</p> <p>The teacher will want to use the assessment strategy tools used throughout the week to reassess learners for new knowledge/improvements.</p> <p>Teacher will make notes in the anecdotal notes area of learners who may have been able to master the concept by the end of the week with dates.</p>	<p>End of Week Five: End of Integrated Unit</p> <p>Language Arts and Science: Celebration! The teacher may invite the families or other adults in the school, or another class in the school to visit the room and to help with celebrating all the learning from the Unit.</p> <p>Create a class poster with drawings and handprints with the title "Our Promise to Mr. Earth" to show how the children will help the environment.</p> <p style="padding-left: 40px;">Dear children, gather close, come near, There's something special you must hear. A heartfelt message just for you, For all the kind things that you do.</p> <p style="padding-left: 40px;">You pick up trash, you save the trees, You care for animals, birds, and bees. You turn off pipes, you plant new seeds, You do such good, helpful deeds.</p> <p style="padding-left: 40px;">Your little hands, your big kind hearts, Are fixing up my broken parts. Because of you, I feel so bright. You fill my days with hope and light.</p> <p style="padding-left: 40px;">So, here's a thank you, just for you, For everything you say and do. Keep helping me, keep being kind, Together, happiness we'll find.</p>

Specific Curriculum Outcomes	Inclusive Assessment Strategies	Inclusive Learning Strategies
		<p>Planting Activity Give each child a small plant or seeds to plant in a cup or where lands available take the learners outside to plant tree(s) or seeds. Explain how plants help the environment by cleaning the air and providing food and shelter for animals.</p> <p>Teacher will wrap up the unit by telling the learners that we can help our plant and animal friends by not littering, planting more trees and flowers, and making sure we don't waste water. When we take care of nature, we are helping all the plants and animals that live there! Adding that we should remember, plants and animals are always helping each other out. And we can help them too by taking care of the environment where they live.</p> <p style="text-align: center;"><i>Revisit the Essential Question</i> <i>Teacher will say: "Everyone repeat after me"</i></p> <p><i>"All the things that I have talked about, seen, and discovered tells me... "</i></p> <p><i>(Pointing to the words on the chart in the classroom)</i></p> <p><i>"How do plants and animals make a difference to me and my world?"</i></p>

Additional Resources

<https://youtu.be/lppYxsVzIE?si=YP3CTHppKRM9AOA6>

[Reduce Reuse Recycle Song for Kids](#) | [Earth Day Songs for Children](#) | [The Kiboomers](#)

Useful Content for the Teacher

Next Generation Science Standards (<https://www.nextgenscience.org/sites/default/files/AllDCL.pdf>)

Resources for a learner who is struggling:
or “*Five Green and Speckled Frogs*”

https://www.youtube.com/watch?v=ziGG_L9C12o

https://www.youtube.com/watch?v=y3zuRq_0N4hc
or “*The Itsy-Bitsy Spider*”

Resources for a learner who needs challenge:

The Inclusive Learning Strategies (ILS) listed for this week allow the teacher to differentiate for children’s varying skill development. The strategies are open-ended (rather than “single answer”) which provides opportunities for all children to learn, develop their skills, and respond.

Detailed information on specific strategies to assist children in various stages of development are offered in the *Curriculum Outcomes and Guide for Effective Strategies*.