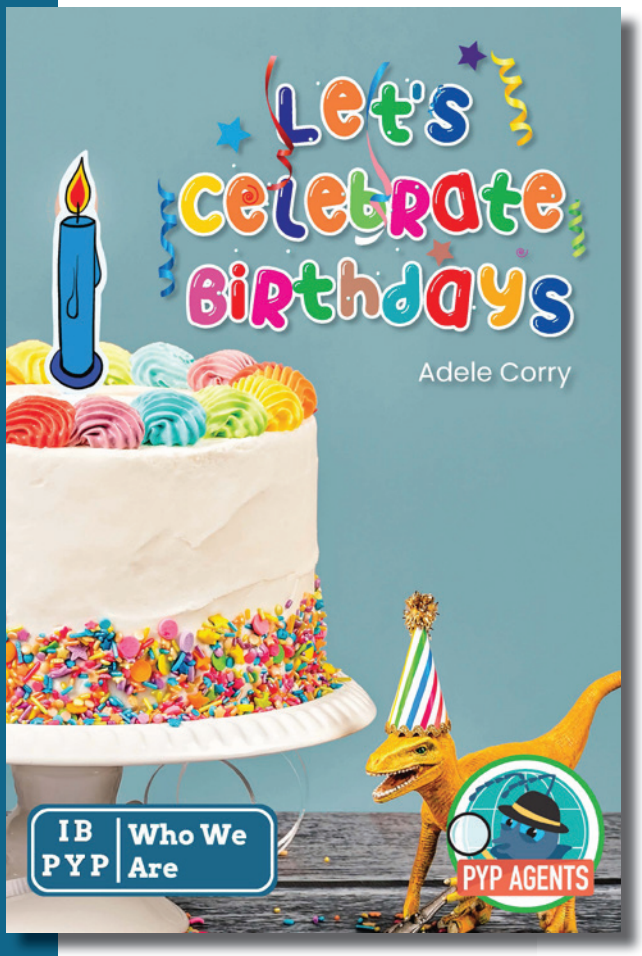
PYP Agents Teaching Framework

Key teaching guidance for the *PYP Agents: Year 1* books.



Let's Celebrate Birthdays

GREEN BAND

Who We Are

Central Ideas

- People have celebrations to mark important events in their lives.
- Birthday celebrations reflect important aspects of culture, tradition and identity.

PYP Learner Profiles

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Explore birthday traditions around the world.
- **Open-minded:** Appreciate and respect different ways of celebrating.
- **Knowledgeable:** Learn about global birthday traditions and reflect on the similarities and differences.
- **Communicators:** Share personal birthday experiences and discuss various cultural practices.
- **Caring:** Understand how birthdays can bring people together and show care for others.

Key Vocabulary

every	people	your
have	some	
other	their	
our	when	

New Vocabulary

birthdays	country	tradition
celebrate	significant	
everyone	candles	

Phonics

a-e	ay	are
i-e	wh	ee
ll	ar	
ow		

Inquiry Questions

- What is a birthday?
- Why are birthdays celebrated?
- What are some family traditions for birthday celebrations?
- How do different cultures celebrate birthdays?
- Are some birthdays more important than others?
- How do birthdays bring people together?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 17.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly. The students should/could ...

- be able to explain what a birthday is and how their birthday is celebrated.
- understand that birthday traditions differ across cultures and families.
- be able to identify similarities and differences in birthday celebrations worldwide.
- develop skills in expressing personal experiences and understanding cultural diversity.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Bring in a mystery bag/box containing items related to birthday celebrations. As items are taken from the bag/box, get children to speculate what they are going to be learning about. This should generate plenty of discussion and/or questions.
- Read *Kipper's Birthday* by Mick Inkpen.
- Birthday memory sharing: bring in a picture, memory or card from a favourite or recent birthday to share with the class. Use as a provocation to discuss emotions and the significance of birthdays.

(Add further activities to help create context as necessary, e.g. it may have been a student's birthday recently).

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity. (use Think It, Say It, Write It, Read It).
- Practising ordinal numbers: "My birthday is on the 12th of June."
- Using conjunctions: "I like celebrating birthdays because I get to see my friends."
- Writing descriptive sentences: "At my birthday party, we ate delicious cake and played fun games."

Speaking & Listening Opportunities

- Practise sentences saying the date of a student's birthday, e.g. My birthday is on the 26th of June. I will be seven years old.
- Think-Pair-Share activities talking about their own birthdays (see opportunities in Modelled/Shared/Guided Reading).

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What is a birthday and why do we celebrate? What do we want to find out about birthdays? Learners can suggest ideas here which may direct the learning in a particular direction, e.g. birthdays in a specific culture or birthdays in the past.
3. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they acheive this?
4. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
5. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section). Example: party invitations, birthday cards, single bubbles for information about birthdays in different cultures.
6. Potentially organize learners to plan for a celebration of their learning on this topic in class or as part of a homework activity. Possible opportunity to write a simple report about birthdays in another country or plan a party for a storybook character.
7. Plan for an opportunity for both teacher and students to reflect on the learning. Reflect on inquiry questions. What else might we want to know?

Modelled/Shared/Guided Reading Opportunities

- Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- Discuss title: What does 'celebrate' mean? What is the importance of candles on a birthday cake?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).

- pp 2–3: When is your birthday? How do we say this? Can students use ordinal numbers? How do we write this? Note cultural difference in date order, e.g. June 9th versus 9th of June.
- pp 4–7: Discuss different ways we can celebrate our birthday. Create a single bubble on the whiteboard.
- pp 8–9: What is the 'Happy Birthday' song? Do we have a different song/poem? Does anyone know about birthday celebrations in other countries?
- pp 10–11 and 12–13: Take note of captions, speech bubbles and the accent mark in pinãta. Are there any similarities with your birthday and birthdays in Greece and Mexico?
- Repeat for pp 14–17.
- pp 18–20: Ask students for their opinions about Vietnamese birthday celebrations. What would be the pros/cons of this?
- pp 20–21: What is the one thing all the countries mentioned have in common? (Sweets).
- p 22: What message is it giving us (e.g. importance of birthdays is about caring for others).
- p 23: Reflect on whether or not this question has been answered.

Shared/Guided/Independent Writing Opportunities

- Writing party invitations (see *Kipper's Birthday*) and birthday cards.
- Recipe for the perfect birthday party.
- Invite your dream guest (Superhero? Celebrity? Historical figure?) to your birthday party.
- Sequencing chart to show the timeline of a birthday or name day celebration.
- Shared learning sequence: Create a shared agreement of how birthdays will be celebrated at school, while remaining respectful of feelings and different cultures.
- Model how to assemble information from a single bubble about birthdays into a report graphic organizer. Students could create a simple report about birthdays in another culture using a similar process.

Connections

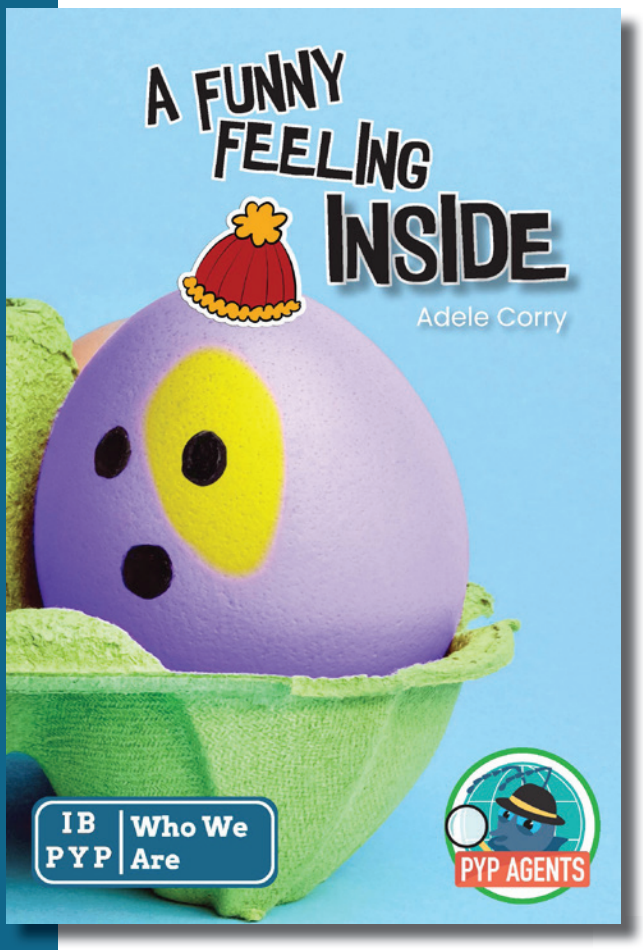
- **Geography:** Find countries in the book on a world map.
- **Languages:** Can we say happy birthday in another language?
- **History:** What were birthdays like in the past?
- **Mathematics:** Measurement of time e.g. dates, months of the year, ordering months of the year, and ordinal numbers.
- **Art:** Design a birthday card/ invitation.

Related books from Extend Education:

- **Who We Are:** Orange *Good Friends*
- **How We Organize Ourselves:** Green *A Surprise Gift*

Graphic Organizers

- Single bubble
- Report graphic organizer



A Funny Feeling Inside

GREEN BAND

Who We Are

Central Ideas

- We experience emotions in different ways, sometimes more than one.
- Our feelings affect how we interact with others and understand ourselves.

PYP Learner Profile

Inquirers	Knowledgeable	Thinkers	Communicators
Principled	Open-minded	Caring	Risk-takers
	Balanced	Reflective	

PYP Learner Profile Explorations

- **Inquirers:** Students will inquire into their own emotions and how these are felt in their bodies.
- **Communicators:** Students will share their experiences and feelings through discussions and reflections.
- **Caring:** Students will explore empathy by understanding their own feelings and those of others.
- **Balanced:** Students will discuss how different emotions are part of a balanced emotional life.
- **Reflective:** Students will reflect on how they feel and how to express these feelings appropriately.

Key Vocabulary

are	come	someone
have	our	friend
where	something	about

New Vocabulary

message	excited
words	scared

Phonics

ee	a-e	ow
ay	-ing	st

Inquiry Questions

- What are feelings?
- How do we recognize different feelings in ourselves and others?
- Where in our body do we feel different emotions?
- Can we feel more than one emotion at the same time?
- Why is it important to talk about our feelings?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 2, 3, 11, 13, 15.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could ...

- be able to identify and name different emotions.
- understand that emotions can be felt in different parts of the body.
- recognize that people can feel more than one emotion at the same time.
- know how to talk about their emotions and the importance of sharing how they feel with trusted individuals.
- develop phonics skills through key words in the book.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

- Fluency: Practise reading the text aloud, focusing on expression when talking about different feelings.

- Listening: Participate in discussions about feelings and where they are felt in the body.
- Writing: Create short sentences about how they feel using sentence frames, e.g. "I feel happy when ..."
- Phonics: Reinforce the phonics focus by identifying the sounds ee, ay, ow in words from the text.

Capturing Ideas/Hook

- Begin by asking the students, "How do you feel today?" and encourage them to share their feelings using emojis, hand gestures, or words. This will immediately engage them in reflecting on their own emotions.
- Show students a variety of emojis or illustrated facial expressions and ask them to match the emotions with the correct feelings (e.g. happy, sad, scared, excited).
- Play a quick 'Feelings Charades' game where students take turns acting out different emotions and their peers guess the feeling.
- Pose the question: "Where do you feel your emotions in your body?" and have students think about specific experiences. For example, "What does your body feel like when you are excited or nervous?"
- Explain to students that their brain controls how they feel. Show a simple image of a brain and connect it to the central theme of the book, asking: "How do you think your brain tells you when you're happy or sad?"

Sentence Work (Grammar)

- Writing about feelings: After discussions on emotions, guide the students to create sentences that express their feelings. Use the sentence structure: "I feel [emotion] when [situation]." For example: "I feel happy when I play with my friends."
- Think It, Say It, Write It, Read It: Students think about a time when they felt a particular emotion. Have them verbalize the sentence using the structure, e.g. "I feel scared when there is a loud noise." Students write the sentence independently or with teacher support. Encourage them to read their sentence aloud to a partner or to the class, reinforcing both grammar and speaking skills.
- Sentence expansion: Once students are comfortable with the basic sentence structure, encourage them to add more details to expand their sentences. For example: "I feel excited when I see my grandparents because they always bring me a surprise."
- Phonics integration: Incorporate the phonics focus (ee, ay, ow, ing, a-e, st) by highlighting these sounds in the sentences the students write. For example, "I feel happy when I play with my friends." – focusing on the sounds in feel and play.

Sentence Work

- Practise writing sentences from the speaking and listening activity (use Think It, Say It, Write It, Read It).
- Practise writing sentences based on the speaking activity: "I feel happy when ..." "I feel scared when ..."
- Use the structure Think It, Say It, Write It, Read It to guide students through the process.

Speaking & Listening Opportunities

- Discuss questions like: "When do you feel happy?" or "What makes you feel scared?"
- Share experiences of mixed emotions, e.g. feeling both excited and scared when going on a roller coaster. Allows students to identify important skills in self-management and communication.
- Role-play different emotions, focusing on how they can be expressed with facial expressions and body language.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about our feelings? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. What situations make you feel happy/nervous/excited/sad?
3. Encourage students to express their emotions using drawings and sentence starters. Discuss the difference between thoughts and feelings.
4. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
5. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
6. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
7. Potentially organize learners to plan for a `celebration of their learning' on this topic. What will they need to do?
8. Plan for an opportunity for both teacher and students to reflect on the learning. Discuss how emotions affect peoples' behaviour and actions.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss the title "A Funny Feeling Inside". What do students think this means? How do we feel emotions inside our bodies?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–3: "Where do we feel happy or scared in our bodies?" Ask students to reflect and share their experiences.
- pp 4–5: Discuss the role of the brain as the control centre for our feelings.
- pp 12–13: "When do you feel excited? What does your body do when you are excited?"
- pp 18–19: Explore the idea of feeling two emotions at once (e.g. happy and sad).
- Repeat the reading for deeper comprehension and emotional recognition.

Shared/Guided/Independent Writing Opportunities

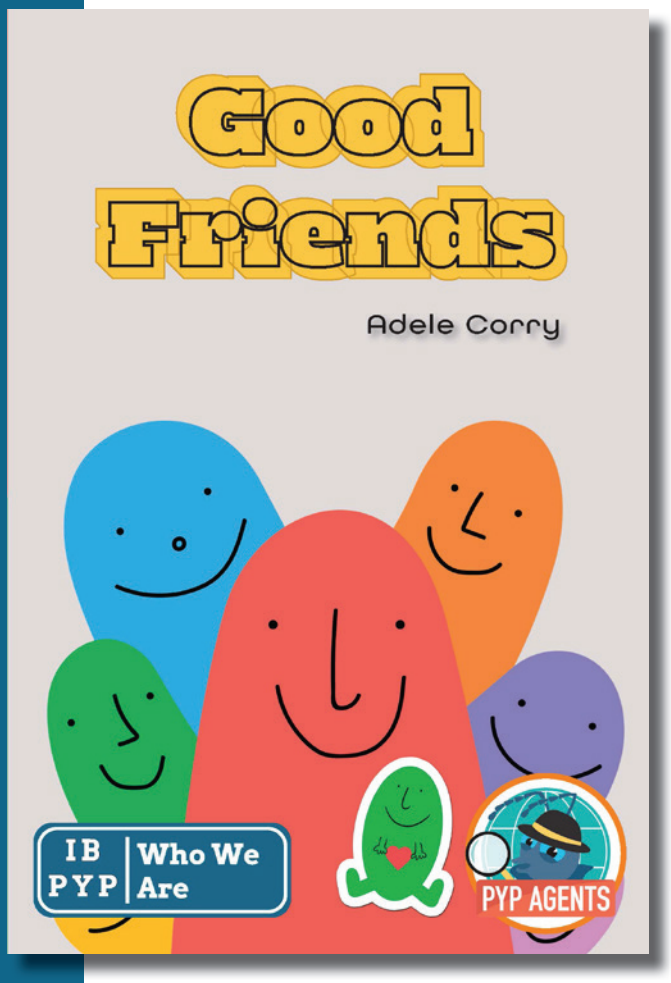
- Have students write short paragraphs or draw pictures about a time when they felt a certain way, and what their body did in response.
- Encourage them to describe how they feel and where they feel it in their bodies, model where appropriate – e.g. butterflies in stomach, heart racing …

Connections

- **Science**: Explore the brain and how it controls emotions.
- **Art**: Create "feeling faces" to represent different emotions.
- **PSPE (Health/Wellbeing)**: Discuss strategies for managing feelings and talking about them with trusted adults.
- **Mathematics**: Discuss "How strong is the feeling/how well are you feeling?" out of ten, expressing, ordering and quantifying with numbers.

Related books from Extend Education:

Who We Are: **Orange** *Good Friends*
How We Express Ourselves: **Green** *A Surprise Gift*



Good Friends

ORANGE BAND

Who We Are

Central Ideas

- Having friendly relationships with others is an important life skill.
- Friendship transcends differences and enriches our lives.
- Communication is key to building relationships.
- Shared experiences and challenges strengthen friendships.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Balanced:** Exploring how friendships are important for well-being.
- **Communicators:** Expressing themselves clearly, and understanding others may express themselves in different ways.
- **Caring:** Considering others' needs and respecting their thoughts and feelings.

Key Vocabulary

school	someone	something
going	because	different
friend		

New Vocabulary

laugh	enjoy	forgive
listen	problem	
imagine	agree	

Phonics

g/j	ay/a-e
ow/ou	ing
ew/ue	igh

Inquiry Questions

- What is a friend?
- How do we make a friend?
- How can we solve friendship problems?
- Can you be friends with someone who is different from you? How?
- Why is it important to listen to friends even when you disagree?
- How do people from different cultures or countries show they are friends?

Generate further questions from the class.

Comprehension

- Explicit teaching on locating information in the text.
- Use of humour in book: why is it funny? (Play on words)
- Inquiry question: p 15.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- be able to describe aspects of their identity.
- be able to describe differences and similarities between themselves and others.
- show an understanding of how to make and maintain friendships.
- understand that people in different countries have different ways of greeting friends.
- express their emotions clearly and respectfully in friendship situations.
- understand that friendships evolve and change, and that maintaining friendships requires effort and communication.
- recognize that everyone expresses friendship in different ways, depending on their culture and background.

Further learning outcomes to be added related to reading, writing, listening or speaking skills.
Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Display photos of a range of people and talk about how they might be feeling and the possible reasons why.
- Play the 'Me Too' circle game. Use pictures to explore emotions and develop the activity by including story-sharing activities. Students can share personal experiences of friendship challenges and solutions.
- Read a story about friendship: e.g. *Farmer Duck*.
- Create a role-play scenario about resolving friendship conflicts to help students practise problem-solving and empathy skills.

(Add further activities to help create context as necessary)

Sentence Work (Grammar)

- Play 'Crocodile Creek'.
- Fill in the blanks (based on key vocabulary and words in the glossary).
- Mixed up sentences: print sentences on strips and cut into individual words to reassemble.
- Practise sentences following patterns in the book: e.g. sentences starting with 'But' or joining clauses with 'and'.
- Introduce friendship-focused sentence starters like "My friend helps me when…," "I show kindness by…," or "I feel happy when my friend…".
- Include compound sentence-building activities where students practise joining ideas about friends, such as "I like my friend because…" or "My friend and I…".

Speaking & Listening Opportunities

- Modelled sentences based on sentence patterns in the book: e.g 'A friend is someone …' (p 6).
- Role play activities: introducing self, sharing likes/dislikes, strategies for solving problems.
- Think-Pair-Share activities (see opportunities in Modelled/Shared/Guided Reading).
- Circle time activities: students share features of a good friend or practise active listening skills.

Suggested Learning Sequence

1. Set context for the unit by reading a story to the class about friendship.
2. What do we already know about friends/friendship? What could we find out? Students can suggest ideas here which may direct the learning in a particular direction; e.g. can you be friends with an older/younger person? What should you do if a friend does something you disagree with?
3. Relate ideas about friendship to feelings.
4. Set success criteria for the unit: What is it that you want the students to know, do and understand? How will you know when they have achieved this?
5. Select appropriate activities for students' learning – depending on length of time spent on the unit and the questions that students have asked (suggestion is at least 4 weeks).
6. Introduce book *Good Friends* (see sequence of activities in Modelled/Shared/Guided Reading section).
7. Plan for an activity that could lead to new friendships in the class, e.g. use lollipop sticks with the children's names on them and pick out two at random. The children try and find one thing in common they both enjoy.
8. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading:

- Teach word 'imagine': Ask students to 'imagine' a delicious food item/meal and share experiences.

Select modelled, shared or guided reading as appropriate (the following activities are to be spread out over time):

- pp 2–3 (modelled or shared reading): Ask students to share how they would feel about that.
- pp 2–5: Ask "What is a friend?" Map students' ideas on whiteboard – accept all ideas at this stage.
- Find opportunities to use vocabulary that will be coming up in the next pages (e.g. might, someone).
- p 5: Explain how to read and form the contraction 'you're'. Explore other examples.
- pp 6–13 (modelled or shared reading): Relate back to the students' ideas on the whiteboard.
- p 13: Ask "What is a problem?"
- p 14: Collect examples of the types of things friends may disagree with.
- pp 15–21: Ask students if they recognize any of the languages. Do they have friends from other places?
- pp 22–23: Review concept of recipes (instructional writing) and read through them together. You could discuss ingredients – How much would you put in? If you could only choose a particular number of ingredients (e.g. 4), which would you choose?
- Find the word in the glossary that means …

Connections

- **Geography**: Mapping, friends in different places in the world.
- **Languages**: Ways to say hello.
- **Instructional writing**: Recipes from other countries (building cultural awareness and connecting with others).
- **Art**: Create a portraint of a friend, or a collage to represent their friendship group.

Related books from Extend Education:

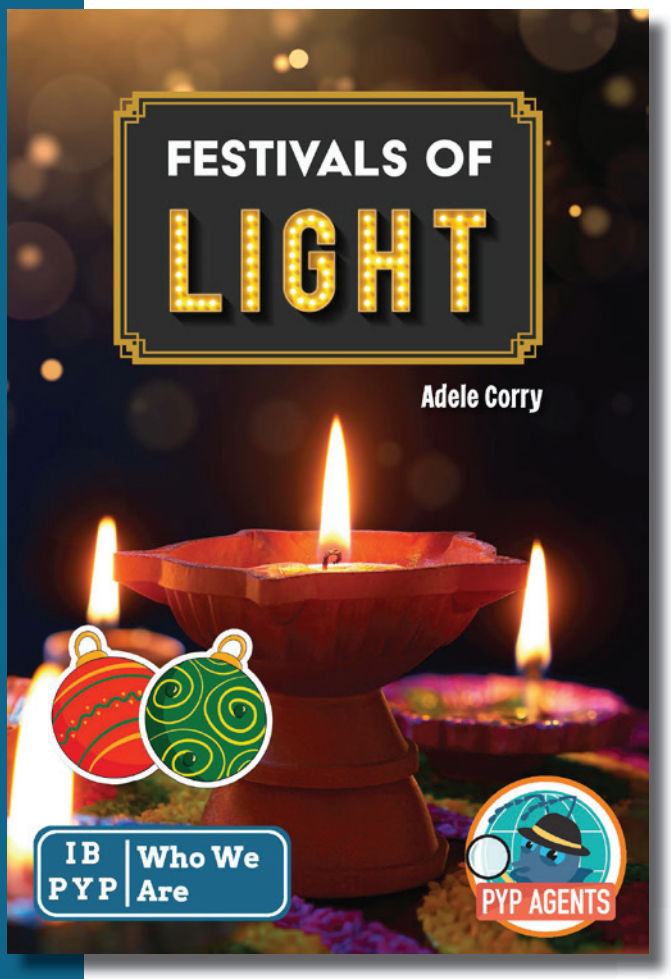
- **Who We Are**: **Green** *Let's Celebrate Birthdays; A Funny Feeling Inside*
- **Where We Are in Place and Time**: **Orange** *Talking Through Time*
- **How We Express Ourselves**: **Green** *Painting Portraits*

Shared/Guided/Independent Writing Opportunities

- Write a postcard to a pen pal introducing yourself.
- Write a recipe for friendship (based on own likes and dislikes).
- Class guide: 'How to be a Friend'.
- Students work in pairs or groups to create a recipe for friendship. They could later compare the different ingredients and reflect on why some are more important to them than others.

Graphic Organizers

- Single bubble: 'Friends'
- Cause and effect: showing impact of behaviour on others, e.g. smiling, selfishness, etc.
- What I want in a friend: draw self in middle surrounded by boxes (could compare with others, i.e. what do we have in common)



Festivals of Light

ORANGE BAND

Who We Are

Central Ideas

- All people have celebrations to mark significant events in their lives.
- Celebrations bring communities together across cultures and beliefs.
- Light is a symbol of hope, joy and triumph in various traditions.
- Festivals around the world honour history, nature and beliefs through symbols and rituals.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Asking questions about different celebrations around the world.
- **Open-minded:** Appreciating that different cultures have their own celebrations and festivals.
- **Knowledgeable:** Building knowledge about cultures around the world.
- **Communicators:** Discussing differences and similarities between various celebrations and cultures.

Key Vocabulary

people	lived	around
together	many	their
different		

New Vocabulary

celebrate	special
festival	during

Phonics

igh	ea/ee
a-e/ay/a	ing

Inquiry Questions

- What are festivals?
- Why/how do we celebrate festivals?
- What are the similarities and differences between how different cultures celebrate festivals?
- Why do we think festivals are celebrated with light?
- Why do we use light to celebrate important events?
- What do different lights (candles, lanterns, fireworks) represent in various cultures?
- How do different communities around the world celebrate similar themes, like victory or family?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- be able to identify some festivals that celebrate with light.
- know that different countries celebrate in different ways and their festivals often reflect cultural values and history.
- be able to describe differences and similarities between different festivals.
- identify key symbols and practices of various festivals celebrated with light.
- explore how different cultures use light and symbols to convey messages of hope, unity or remembrance.
- express similarities and differences in cultural practices respectfully and thoughtfully.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Gather/display resources related to a current local festival. Encourage students to discuss experiences.
- Possible opportunity to plan for a class celebration for a particular festival (i.e. provide a purpose for learning). What do we need to learn skills/knowledge? How will we find out?
- Find suitable stories to read to the class related to celebrations. Use a story bag (e.g. gather examples of items used in a celebration that children may not be familiar with).
- Cultural connection corner: Create a visual space in the classroom where students can add images or artefacts related to festivals from their cultures or communities, allowing them to visually see the diversity and commonalities.
- Festival planning activity: Students can choose elements from various traditions (like lanterns, candles or symbolic foods) to plan a simple "Festival of Light". They can then discuss the significance of each element.

Sentence Work (Grammar)

- Play 'Crocodile Creek'.
- Fill in the blanks (based on key vocabulary and words in the glossary).
- Mixed up sentences: Write sentences on strips and cut into individual words to reassemble.
- Writing sentences using the word 'many'.
- Sequencing words: Incorporate words like 'first', 'then', 'next' and 'finally' to help students describe the order of festival traditions or rituals, supporting storytelling and narrative skills.

Speaking & Listening Opportunities

- Modelled sentences based on sentence patterns in book, e.g. sentences starting with 'During': 'During the festival, I …' or 'During the weekend, we …'
- Teach simple note-taking (e.g. using a single bubble) to enhance students' listening skills.
- Think-Pair-Share activities: After reading each section on a specific festival, use Think-Pair-Share to discuss how that festival is similar or different from any local or family traditions the students may know.

Suggested Learning Sequence

1. Set context for the unit by displaying resources associated with a local festival and discussing students' experiences.
2. What do we already know about festivals? What could we find out? Students can suggest ideas here which may direct the learning in a particular direction: e.g. does every country/religion celebrate with festivals? Is there a difference between festivals in summer/winter? What festivals were celebrated in the past? Do people in the North Pole celebrate festivals?
3. Set success criteria: What is it that you want the students to know, do and understand, and how will you know when they achieve this?
4. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is at least 4 weeks).
5. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
6. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do?
7. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading:

- Show picture/s of a variety of lights – candles, fairy lights, fireworks – and elicit ideas about when we would see these types of lights.
- Discuss the word 'festivals' when it arises (or introduce the word) and ask students about festivals they have experienced/know about.
- Display book cover – what do students notice about how the word 'Light' is depicted.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- pp 2–5 (modelled or shared reading): Model how to use glossary to find the definition of 'public places'. Collect examples of public places.
- pp 6–7: Why do we celebrate good over evil? Explain how the story of Diwali is about a brave man who rescued a goddess and then returned to his homeland (from which he had been absent a very long time). The people celebrated his return with candles and now every year there is a celebration.
- pp 8–9: Are any of the ways Diwali is celebrated similar to a local festival?
- pp 10–13: Focus on glossary terms – Jewish, enemies, miracle. Discuss similarities and differences to Diwali.
- At p 11 stop and briefly explain about the menorah and the oil lasting for only one day. This will frontload content so the students can read the text with understanding.
- Continue in a similar fashion for the rest of the book and find opportunities to reread in order to familiarize students with the text.
- pp 22–23: How could we find out about the festivals on these pages? Possible opportunity for individual projects to be completed outside of class.
- Find the word in the glossary that means …

Connections

- **Geography:** Students could place festival icons on a world map, helping them visualize where different festivals originate.
- **Science:** Explore how light is created and controlled (e.g. candles, electric lights, fireworks), linking to discussions on safety, technology and natural versus artificial sources.
- **Art:** Lantern-making project. Students can make their own lanterns, decorating them with symbols representing things that are special to them.
- **Music:** Cultural awareness of traditional music associated with different festivals and cultures.

Related books from Extend Education:

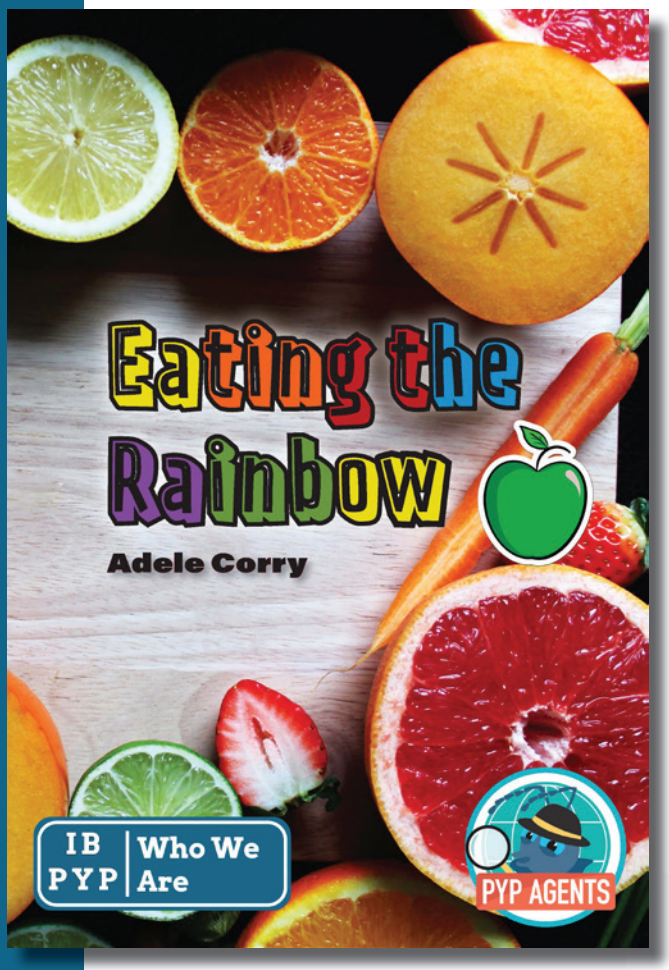
Who We Are: **Green** *Let's Celebrate Birthdays*
Where We Are in Place and Time: **Green** *Land of Ice and Snow*; **Green** *The Rainforest Is My Home* – places in the world
How We Express Ourselves: **Green** *The Magic of Music*

Shared/Guided/Independent Writing Opportunities

- Postcards from festivals: Students create postcards as if they were visiting one of the festivals. They could describe the sights, sounds and feelings they would experience, using descriptive vocabulary from the word list.
- Recipe for celebration: Students create a "Recipe for Celebration", listing what they think makes a celebration meaningful, such as family, food or music.

Graphic Organizers

- Explicit teaching of concept mapping, e.g. single bubble. Model use when collecting information, capturing ideas or during shared reading.
- Use concept map to collect ideas for own projects about a festival.
- Use double bubble graphic organizer to compare two different festivals.
- Use a Venn diagram to compare two festivals (e.g. Diwali and Hanukkah), focusing on shared and unique elements.



Eating the Rainbow

TURQUOISE BAND

Who We Are

Central Ideas

- Our choices in food impact our health and well-being.
- Different foods provide unique nutrients that help our bodies grow and function.
- Eating a balanced variety of foods helps us stay healthy.
- Exploring the natural world can help us understand what our bodies need.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Encouraging curiosity about different foods and their benefits.
- **Thinkers:** Making informed decisions about healthy eating.
- **Open-minded:** Showing an awareness of cultural differences regarding food choices.
- **Balanced:** Focusing on balanced diet choices.
- **Knowledgeable:** Understanding nutrition and the benefits of various fruits and vegetables.
- **Reflective:** Reflecting on food choices and their impact on health.

Key Vocabulary

your	different	should
just	eat	more
also	these	lots

New Vocabulary

nutrition	variety	blocks
nutrients	vitamins	enough
healthy	minerals	
energy	building	

Phonics

ea/ee/y	-er
ous	ai/ay/a-e
ow/o	

Inquiry Questions

- What nutrients does each colour in the rainbow provide?
- How does each nutrient help our body?
- Why is it important to eat a variety of foods?
- What does it mean to eat a balanced diet?
- How do different cultures incorporate colourful fruits and vegetables in their diets?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 11.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could:

- identify various fruits and vegetables.
- understand the basic benefits of different food colours.
- explain why a balanced diet is important.
- use descriptive language to express opinions on food preferences.

Further outcomes to support language skills:

- Reading & phonics: Practise reading food names and colour words.
- Speaking & listening: Discuss favourite foods and why they like them.
- Writing: Simple sentences about foods they like or new foods they want to try.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Rainbow food hunt: Have students bring in pictures or examples of foods they've eaten that represent each colour of the rainbow.
- Create a classroom display using pictures and play and/or real food items. Have labels available so students can match them to items.
- If students are unfamiliar with the vocabulary associated with fruits and vegetables, play 'Fruit/Salad Bowl' circle game.
- Read *A Very Hungry Caterpillar* and create a chart to sort everything the caterpillar eats into different colours.
- Sensory exploration: Use real fruits and vegetables for students to touch, smell, and describe before learning about their health benefits.

Sentence Work (Grammar)

Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It). Encourage sentence building based on the book:

- Think It, Say It, Write It, Read It: Students describe a fruit or vegetable and why it is important (e.g. "Carrots are good for our eyes").
- Guided writing: Work on writing sentences like "Eating colourful foods helps our bodies."

Speaking & Listening Opportunities

- Pair discussions: Students can discuss their favourite fruits and vegetables and why they like them.
- Group sharing: Students can share any interesting facts they learn about certain foods.
- Guess the fruit/vegetable: In pairs, one student gives clues and their partner has to guess what they are describing.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. Use an alphabet key to list as many food items known by the students.
3. What do we already know about a balanced diet? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. Why do we need to eat different foods? Do all animals need the same food as we do?
4. Introduce the concept of nutrition and a balanced diet. Explain what it means to 'eat a rainbow' by incorporating lots of different colours. Explore different food groups, including vitamins and minerals and their importance.
5. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
6. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
7. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Potentially organize learners to plan for a 'celebration of their learning' on this topic. Example: make rainbow fruit or vegetable skewers. What will they need to do?
9. Plan for an opportunity for both teacher and students to reflect on the learning. Engage in discussions and activities on making healthy food choices.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- Discuss title: What do you think it means to eat the rainbow? What do you think this book might be about?

Select modelled, shared or guided reading as appropriate (provide reading opportunities spread over multiple sessions).

- pp 2–3: Cover text and discuss pictures to elicit/reinforce what students understand about food and health. Introduce emboldened words and discuss links between nutrition, nutritious and nutrients (p 4).
- pp 4–5: Talk about different food groups (e.g. proteins, carbohydrates).
- pp 6–7: Explore the use of charts on p 6 and how they can give us information about vitamins. Use information on p 7 to help form sentences about different foods, e.g. Milk helps our bones grow strong; Carrots help our gums stay healthy etc.
- pp 8–9: Check students' knowledge of food items on p 8. Introduce the idea of minerals and how they help our bodies.
- pp 10–11: Explain what "eating the rainbow" means in terms of health.
- pp 12–13: Review word 'nutrient'. Read and answer the question on p 13. Could create a simple bar chart to collate information. Use a single bubble to map what we now know from our reading so far.
- pp 14–15: Ask "What does the word 'rich' usually mean? What do you think it means here?"
- pp 16–19: Read and repeat similar activities, e.g. bar chart, single bubble.
- pp 20–21: View the pictures on p 20. Ask students "What do these foods have in common?" "Should we eat as much of them as we can? Why/Why not?" Use the discussion to frontload the vocabulary.
- pp 22–23: Use these pages to encourage students to record their own food choices over a week. Ensure sensitivity when discussing food choices as their could be cultural or social differences and some students may be reluctant to try different foods.

Connections

- **Science:** Study plants, fruits, and vegetables, understanding their origins and how they contribute to health.
- **Mathematics:** Count the number of fruits and vegetables students have tried from each colour group. Identify the most popular and least popular colours and foods.
- **Art:** Draw or paint rainbows using real fruits and vegetables as inspiration.
- **Physical Education:** Discuss how certain foods provide energy for physical activities.

Related books from Extend Education:

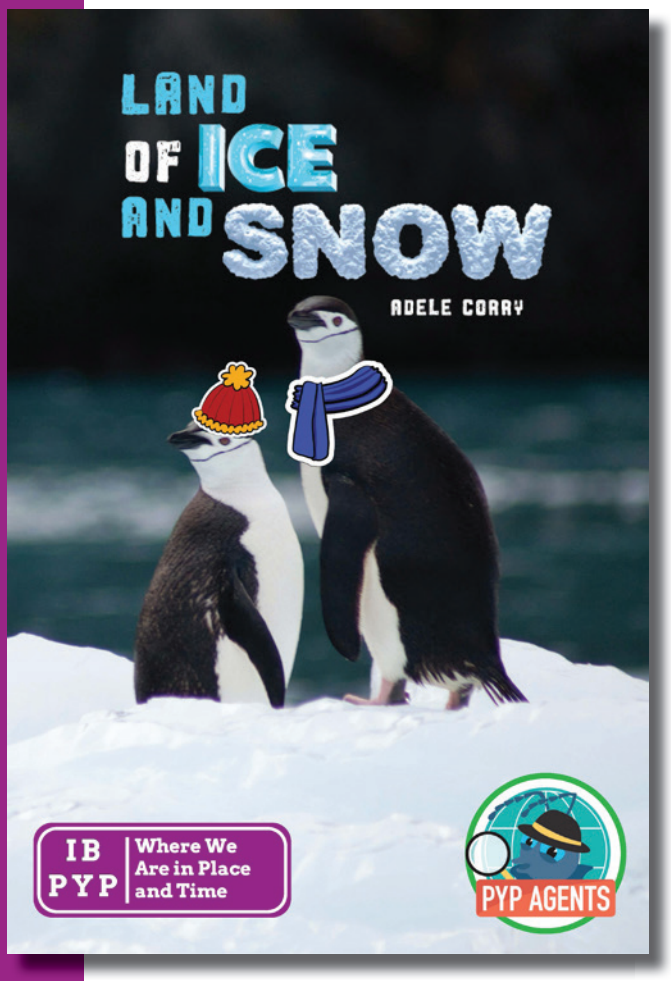
How the World Works: Green *Making Ice Cream*
Sharing the Planet: Orange *Food chains*

Shared/Guided/Independent Writing Opportunities

- List characteristics of a type of fruit or vegetable according to senses.
- Write simple acrostic poems about a type of fruit or vegetable.
- Model write 'My dream meal' – students can identify different elements of the meal, e.g. range of fruit and vegetables. Students then use the model as a template for their own dream meal.
- Food diary: Encourage students to keep a simple food diary to reflect on their food choices.

Graphic Organizers

- Alphabet key
- Sorting chart for food items: Sort by colour/type/healthy or unhealthy/likes or dislikes



Land of Ice and Snow

GREEN BAND

Where We Are in Place and Time

Central Ideas

- The geography and climate of a place affect the lives of people and animals that live there.
- Polar regions play a critical role in the global environment.
- Human actions can impact distant ecosystems, even in extreme places like Antarctica.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Asking questions about Antarctica and the animals that live there.
- **Thinkers:** Analysing how human activity affects Antarctica.
- **Knowledgeable:** Develop understanding of Antarctica, its climate and the animals that live there.

Key Vocabulary

are	people	they	help
on	like	very	about
their	there	look	
some	but		

New Vocabulary

animals	Earth
Antarctica	penguins
continent	scientists
covered	weather

Phonics

a-e	ow	ar
i-e	ay	ee
-ll	wh	st

Inquiry Questions

- What is the weather like in Antarctica? Do people live there?
- What kind of animals live in Antarctica? How do they survive?
- Do trees grow in Antarctica?
- Can anyone go and live there?
- How long does it take to travel to Antarctica? How do you get there?
- What challenges do animals and people face in extremely cold environments?
- How does the climate in Antarctica differ from other places, and why?
- Why is it important for scientists to study Antarctica, and how does their work help protect the planet?
- What can we learn about adaptation from the animals that live in Antarctica?
- How does the melting ice in Antarctica affect people and animals around the world?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 13, 15.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could ...

- name and locate the seven continents of the world.
- describe the geographical features of Antarctica.
- know about the types of animals found in Antarctica.
- understand the role of scientists in studying Antarctica.
- be aware of the challenges faced by humans and animals in this area.
- begin to appreciate the importance of the polar regions and their impact on global climate.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency etc.

Capturing Ideas/Hook

- Display pictures or toy animals which are specific to different continents, e.g. lion, kangaroo, moose, llama, panda, penguin, bear. Can students say where in the world these animals live and how they survive in their different climates? Could have a world map showing continents – place the animal on the correct continent.
- Have a bag with clothing items suitable for extremely cold weather. Where in the world might I be going? Give reasons.

(Add further activities to help create context as necessary)

Sentence Work (Grammar)

- Practise writing descriptive sentences about the weather, e.g. "The climate in Antarctica is cold, harsh, and unpredictable."
- Use adjectives to describe weather (e.g. frigid, icy, barren) and animals' adaptations (e.g. blubber-covered, thick-furred). Extend using lists of three adjectives and use of commas, e.g. "The weather in Antarctica is ___, ___ and ___."

Speaking & Listening Opportunities

- Modelled sentences based on sentence patterns in book, e.g. 'Some animals can/like/have…' (pp 6–9)
- Role play activities: introducing self, sharing likes/dislikes, strategies for solving problems
- Think-Pair-Share activities: Discuss how animals survive in Antarctica's extreme cold and how humans prepare for such an environment.
- Debate: Discuss the importance of conserving Antarctica and what actions students think are necessary.
- Discussion: Engage students with a discussion on what they know about polar climates and why scientists explore these regions.

Suggested Learning Sequence

1. Set context for the unit by engaging in hook activity.
2. What do we already know about life in Antarctica? What could we find out (students can suggest ideas here which may direct the learning in a particular direction, e.g. focus on animals and how they survive compared with humans).
3. Set success criteria for the unit: What is it that you want the students to know, do and understand, and how will you know when they achieve this?
4. Select appropriate activities for students' learning depending on length of time spent on the unit (suggestion is at least 4 weeks). Example: Postcard from Antarctica, draw and label items needed for a trip to Antarctica, independent report about a favourite animal from Antarctica.
5. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
6. Plan for an opportunity for both teacher and students to reflect on the learning.
7. Potential homework activity: Create a scene from Antarctica, e.g. a 3D model or diorama (scene inside a box).

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- View book cover and discuss title: Who would like to go to Antarctica? Why/why not?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–3: Relate to hook activity using a world map and animals. Check understanding of vocabulary (continents, Earth – model use of glossary).
- pp 4–5: What would be different about living on these continents? Before reading on, ask "What animals do you think you would find in Antarctica?" List animals on the board.
- pp 6–11: What is special about the animals depicted? (They are all able to survive.)
- Create a single bubble showing what we know so far about Antarctica. What do we know about the weather? Does it change? Are there seasons?
- pp 12–15: Answer inquiry questions. Add climate information to the single bubble.
- pp 16–21: Why do scientists go to Antarctica? Note the joke on p 19 – why is it funny? How does the melting ice cause a problem?
- pp 22–23: What can we do to help? List responses.

Connections

- **Geography:** On a map, label the seven continents, identify the polar regions, and describe basic geographical features of Antarctica.
- **Science:** Explain basic concepts of adaptation in animals and the effects of extreme temperatures. Conduct simple experiments on freezing and melting, simulating ice melting due to temperature change.
- **Mathematics:** Measure the time it takes for ice to melt at room temperature versus a colder environment, understanding seasonal changes in daylight and darkness in polar regions.
- **Art:** Create a cold-colour palette landscape representing Antarctica using blues, whites and grays.

Related books from Extend Education:

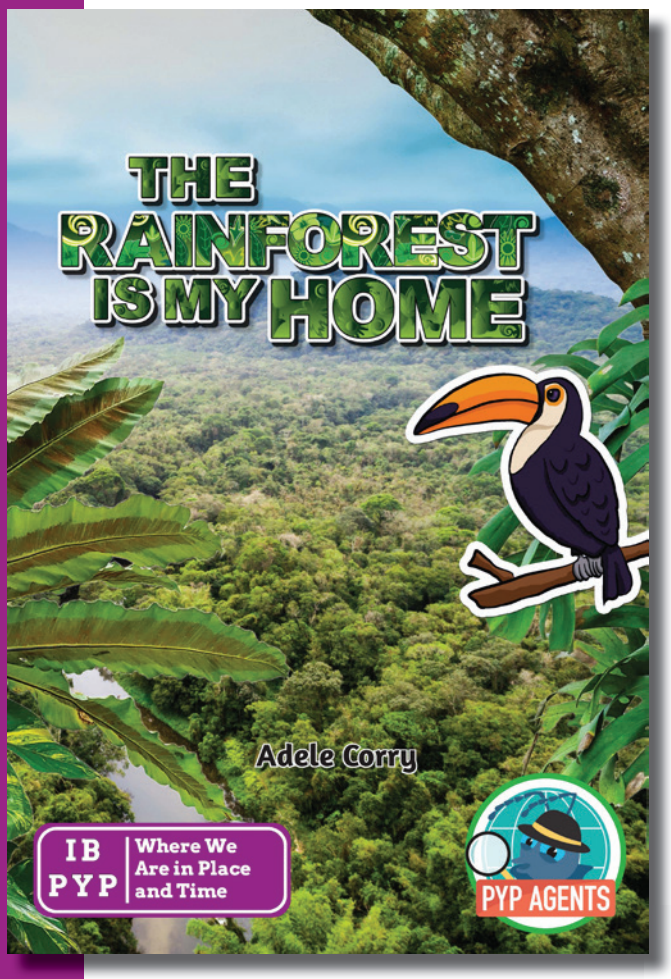
- **Where We Are in Place and Time: Green** *The Rainforest is my Home* – comparison of climate, plants and animals
- **How the World Works: Green** *Making Ice Cream* – freezing/melting experiments; **Orange** *Wild Weather*
- **Sharing the Planet: Turquoise** *Endangered Animals* – destruction of habitats

Shared/Guided/Independent Writing Opportunities

- Use information collected in the single bubble to write a simple postcard, e.g. I went to Antarctica. It was [weather]. I saw …
- Environmental pledge: Write a personal pledge on actions they can take to help conserve polar environments.
- Reflect and share: Have students create a "polar explorer report" about a chosen animal or scientist's role in conservation.

Graphic Organizers

- Single bubble
- Planning frame for postcard writing



The Rainforest is My Home

GREEN BAND

Where We Are in Place and Time

Central Ideas

- Geography and climate affect where animals and plants live.
- The rainforest is a complex system where plants and animals adapt to survive.
- Rainforest habitats need to be protected because they have an important role in keeping our planet healthy.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** As students investigate animal adaptations and the rainforest ecosystem.
- **Thinkers:** Students consider why different animals live in different layers.
- **Knowledgeable:** Students gain specific information about rainforest animals and plants.
- **Caring:** Fostering empathy for rainforest species and understanding conservation needs.
- **Reflective:** Students reflect on how human actions impact rainforests.

Key Vocabulary

there	very	animal
what	are	

New Vocabulary

through	umbrella	different
agouti	scorpions	medicine

Phonics

ow/ou	wh
ll	ee/ea
igh	

Inquiry Questions

- What makes the rainforest a unique home for so many animals and plants?
- How do different animals adapt to live in each layer of the rainforest?
- What would happen if one layer of the rainforest was damaged?
- Why is it important to protect rainforests, and how can we help?
- How does the weather in the rainforest affect the plants and animals that live there?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 20.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- describe the four layers of the rainforest and identify key animals in each.
- explain how specific animals are adapted to their layer in the rainforest.
- discuss why rainforests are important and how they support biodiversity.
- explore and reflect on ways people can help protect rainforests.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

- Reading: Improve fluency by reading the book aloud in guided reading sessions.
- Writing: Write a short description of a chosen rainforest layer and the animals found there.
- Phonics and vocabulary: Practise pronunciation and usage of rainforest-related terms.
- Listening: Listen to and discuss recordings or videos on rainforest conservation.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Start with a sensory experience to immerse students in the rainforest environment. For example: play rainforest sounds (rain, animals, wind) as students enter the room.
- Show pictures or videos of rainforest layers and ask students what they notice.
- Pose a question like, "What would it feel like to live in a rainforest?"

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).
- Use sentence-building exercises based on speaking and listening activities: "The forest floor is ___." "The canopy layer has ___."
- Students can practise sequencing sentences to describe the journey of a raindrop through the rainforest layers.

Speaking & Listening Opportunities

Encourage collaborative discussions:

- Role-play as rainforest animals where students describe their habitat and adaptations.
- Present findings on a chosen layer of the rainforest to the class.
- Discuss conservation efforts and brainstorm ways to protect rainforests.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about rainforests? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. What animals live in the rainforest? Are there any people that live in the rainforests? Use a KWL grid or single bubble to collect information.
3. Introduce the topic of rainforests. Discuss the importance of rainforests and explore the four layers.
4. Select different animals that live in rainforests and focus on their adaptations that allow them to survive in the layer they live in.
5. Discuss conservation: how learners' actions affect rainforests and what we can do to help.
6. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
7. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
8. Introduce book (see sequence of activities in Modelled/Shared/Guided reading section).
9. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do?
10. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss the title and cover image: "What do you think it would be like to live in a rainforest?"

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).
Structure reading sessions with a focus on:

- View pp 2–3: "What can we see in the picture?/What is it like?" Read pp 2–3 together. "What other words could we use that mean the same as dark/damp?" "Why do you think it is dark?" Begin a list of adjectives used to describe areas of the rainforest. Review adjectives.
- pp 4–5: Read the clue and question.

- pp 6–7: Read the fact file. "What do we now know about the forest floor?" If using a single bubble or KWL grid, continue to add information.
- pp 8–13: Repeat the above activities for developing understanding about the understory layer. Note the emboldened word 'humid' and model use of the glossary.
- pp 14–15: View the picture of the canopy layer and compare with forest floor and/or understory. Read together and introduce/discuss the author's use of 'umbrella' to describe the canopy.
- pp 16–17: Read clue and question.
- pp 18–19: Read fact file and note the simile 'The canopy layer is like a green roof …' Add information to KWL/single bubble if appropriate.
- pp 20–25: Repeat above activities for the subsequent section on the emergent layer.
- pp 26–27: Review animals in the picture. Discuss favourite animal and share information with a talk partner. Read facts and discuss the importance of the rainforest.

Connections

- **Science:** Ecosystems, animal adaptations, and the water cycle within rainforests.
- **Geography:** Locations of rainforests around the world and climate conditions.
- **Art:** Create models or drawings of rainforest layers. Develop a colour palette for this region.
- **Mathematics:** Counting and graphing the number of animals in each rainforest layer. Talk about increasing and decreasing numbers. Comparing bug population size to human population in same area.

Related books from Extend Education:

Where We Are in Place and Time: Green *Land of Ice and Snow*

How the World Works: Orange *Wild Weather*

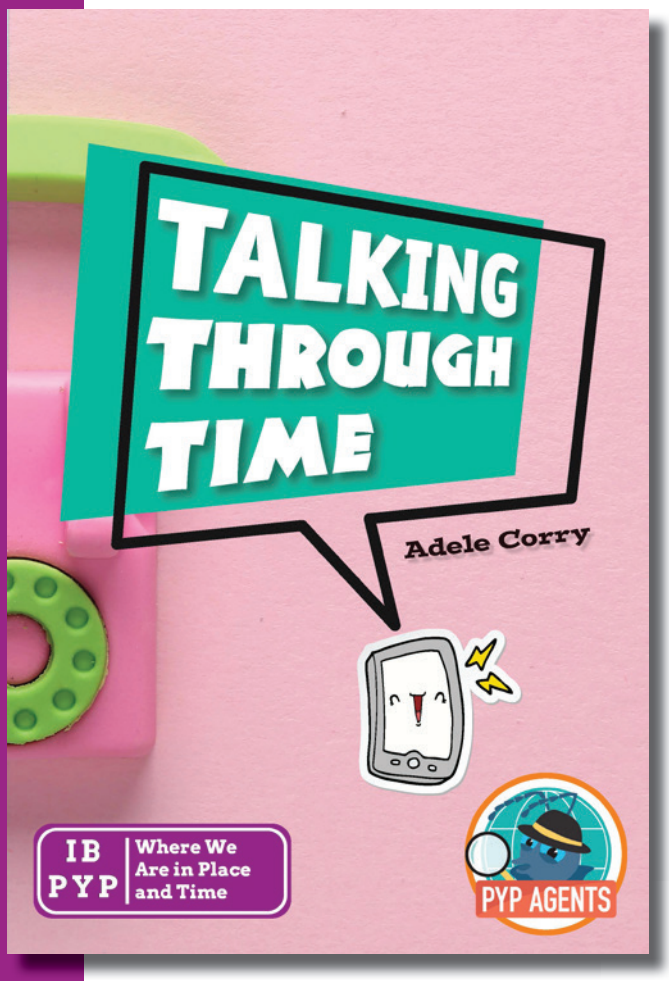
Shared/Guided/Independent Writing Opportunities

Provide prompts for creative and factual writing tasks:

- Describe your favourite animal in the rainforest and why.
- Write a letter as an animal asking humans to protect your rainforest home.
- Create a mini-book or poster about a rainforest animal's life.
- Create a single bubble about a favourite animal and use it to help create a mini book or fact file about rainforest animals.

Graphic Organizers

- KWL grid
- Single bubble
- Fact file



Talking Through Time

ORANGE BAND

Where We Are in Place and Time

Central Ideas

- Technology has changed the way people communicate over time.
- Communication changes to meet human needs.
- Different communication methods shape human connections.
- Innovations impact how we connect and share.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Explore how methods of communication have changed over time.
- **Knowledgeable:** Develop understanding of different ways of communicating with others.
- **Communicators:** Developing communication skills.

Key Vocabulary

people	can
could	someone
would	sometimes
this	

New Vocabulary

communication	telephone
video	envelope
emoji	message
grandparents	

Phonics

ea	ay
i-e	e-e
wh	u-e
a-e	ph

Inquiry Questions

- Why do we need to communicate with each other?
- What are all the different ways we can communicate today?
- How did people communicate in the past?
- How do you think it could change in the future?
- Is faster communication always better?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Use of glossary.
- Inquiry question: p 8.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- identify similarities and differences between communication devices past and present.
- discuss positive and negative aspects of communication methods.
- suggest future communication methods (imaginative/creative work).

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Play 'Telephone' game. Students sit in a circle and the teacher whispers a message into one student's ear, which is whispered around the circle. Last student communicates what they heard. Discuss difficulties of this method of passing on a message.
- Create a single bubble of all the ideas related to how we can 'pass on a message'/communicate.
- Display photos of artefacts related to communication. Can students sort photos into groups, e.g. things they have used/never used?
- Sort photos of various communication tools (e.g. postcard, telegram, email, emoji) into "Then" and "Now" categories.
- Imagine a future device people will use to communicate in 50 years. Students could describe or draw their invention.

Sentence Work (Grammar)

- Past and present tense verbs: "Today we use .../In the past we used ..."
- Play 'Crocodile Creek'.
- Play 'Sentence Doctor' (provide examples of sentences containing errors and tell the students they are looking for either (or all) a spelling error, a tense error or word order error).
- Example: The sent was letter. He sended the email. Peeple can send a postcard.

Speaking & Listening Opportunities

- Create some simple sentences using examples from the book written in past and present tense. A student reads out a sentence and the group decides if it is past or present. (This could be an opportunity for some movement – Go and stand in this corner if you think it is past and the opposite corner if it is present.)
- Example: I am sending an email. I sent an email. The email arrives. The email arrived.

Suggested Learning Sequence

1. Set context for the unit by displaying resources/pictures associated with communication and discussing students' experiences.
2. Play 'Telephone' game.
3. Set success criteria for the unit: What is it that you want the students to know, do and understand, and how will you know when they achieve this. What do the students want to find out about? Use a KWL grid or a single bubble to record ideas.
4. Select appropriate activities for students' learning – depending on length of time spent on the unit and the students' questions (suggestion is at least 4 weeks).
5. Play communication games e.g. 'Back-to-Back Drawing' or 'Can You Hear Me Now?' Discuss the importance of communicating clearly.
6. Invite an older visitor to the class who can talk to students about communication in the past.
7. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Potentially organize students to plan for a 'celebration of their learning' on this topic. What will they need to do?
9. Plan for an opportunity for both teacher and students to reflect on the learning e.g. create a classroom communication 'charter'.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading:

- Review single bubble created earlier showing methods of communication. This will help reinforce unfamiliar vocabulary.
- Display title of book. Discuss what it might mean, particularly the word 'Time'. Establish knowledge of concepts of past/present/future.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- pp 2–3: Review information discussed prior to reading and hook activities.
- pp 4–5: What do we already know about these forms of communication?
- pp 6–7: Read together and discuss the use of telephones for verbal communication e.g. "Who do you talk to?" Discuss differences between phones in the past and frontload vocabulary from the following two pages (e.g. wires, fixed, telephone box).
- pp 8–9 Read together and then discuss the inquiry question on p 8.
- pp 10–11 Discuss the 'essence' of a message e.g. short, clear, not full sentences etc.
- pp 12–15: Model use of glossary. What kind of message would you write on a postcard?
- pp 16–19: Compare and contrast methods of communication using a double bubble.
- pp 20–21: Check students' understanding of sending mail by sea or air. What are the advantages/disadvantages?

- pp 22–23: Add any extra information to the single bubble or KWL grid. What do we now know from our reading?
- Post-reading discussion: Compare advantages and disadvantages of each method, especially with physical letters versus digital communication (e.g. speed, reliability, excitement, memories).

Connections

- **Geography:** Examine stamps from different countries, discussing how they symbolize national identity and communicate unique features of each country.
- **History:** Develop a timeline to show how communication has changed from ancient times to today.
- **Mathematics:** Use timelines to measure how long each communication method was predominant, using simple concepts for subtraction and estimation. Compare the speed of different methods of communication focusing on units of time (e.g. an email takes seconds to send).

Related books from Extend Education:

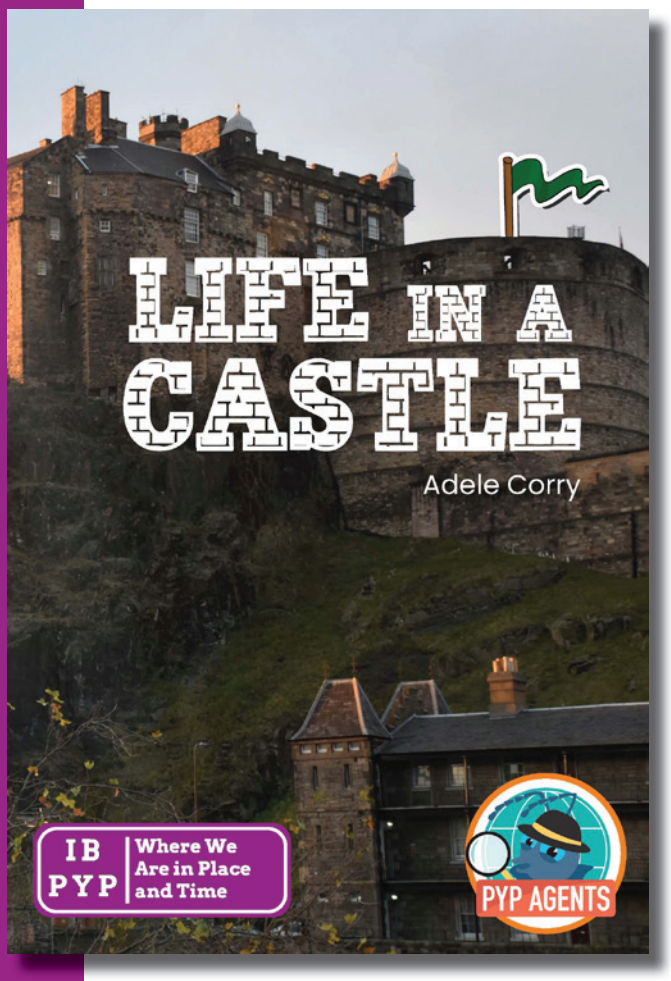
- **Who We Are**: **Green** *Good Friends* – relate to types of messages we send
- **How We Express Ourselves: Green** *The Magic of Music* – music as a communication tool
- **How the World Works: Orange** *Wild Weather* – how do we communicate in severe weather situations?

Shared/Guided/Independent Writing Opportunities

- Postcard writing – could focus on use of past tense verbs.
- This is an opportunity to use the single bubble to collect ideas for the postcard. Example: Let's imagine we are on holiday and went to the zoo. Collect ideas of what we could 'communicate' in our postcard.
- Let imagination run wild in creating a way of communicating in fifty years' time. Students could draw and label their invention or decide how they want to present it.
- Imagine you are going to send a message in a bottle. What information would you include? Write the message. (Could be an opportunity here to discuss personal safety in sharing information).

Graphic Organizers

- Single bubble
- Double bubble
- KWL grid



Life in a Castle

ORANGE BAND

Where We Are in Place and Time

Central Ideas

- There are differences in how we lived in the past and how we live in the present.
- People's homes and defenses reflect their time and needs.
- Social structures in the past shaped daily life and work roles.
- Communities build and change structures to meet evolving needs.
- Traditions and innovations influence how we communicate and defend.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Encouraging curiosity about the lives of different people that lived in castles.
- **Knowledgeable:** Building knowledge about castles and the people who lived in them.

Key Vocabulary

they	was	there
were	their	very
people	up	could
where	are	some
too		

New Vocabulary

castle	jester
drawbridge	moat
dungeon	servants
enemies	soldiers
garderobes	swords

Phonics

a-e	oo	wh
i-e	u-e	ar
ll	ck	ing
ee	ou	igh

Inquiry Questions

- Do people still live in castles today? If so, how has life in a castle changed?
- Why did kings, queens, lords, ladies, emperors and empresses live in castles? Do people have enemies today?
- Did castles have schools? What was life like for servants/soldiers?
- What materials would be needed to build a castle today?
- How do people protect their homes today compared to castle defenses?
- What do modern buildings have that castles didn't and why?
- Why were castles often built on hills?

Generate further questions suggested by students. What do we already know? What do we want to know?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 4, 7, 13.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- describe what a castle is.
- be able to explain the important features of a castle.
- compare and contrast the way of life of different people in the castle.
- find out about castles still in use in the present day.
- identify the purpose of various parts of a castle (e.g. moat, garderobe, keep) and explain how geography (location on hills) influenced castle placement and design.
- develop skills in comparing architectural features from different time periods and explaining why some castles are tourist sites today.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Role play: Teacher wears simple costume (e.g. crown and cloak) and invites children to investigate who they are. This activity is loosely based on Who Am I?/Twenty Questions). Students ask where he/she lives, which time period, etc. The teacher's answers reveal information related to the context of life in a castle. Try to stay in role and treat children as if they are people from that time (e.g. servants, soldiers, visiting royalty).
- Have images of parts of a castle (e.g. moat, drawbridge, dungeons). Ask children to guess what these places/things are.
- Create a display with a variety of castles from different parts of the world, plus fantasy castles from folk/fairy tales.

Sentence Work (Grammar)

- Opportunity to teach about the use of adjectives. Review sentence on p 19: How many adjectives are used to describe the dungeons? What happens if we add a few more? Teach students about three being the optimal amount.
- Display simple adjectives on the whiteboard. Practise writing sentences choosing three only.
- Play 'Crocodile Creek'.

Speaking & Listening Opportunities

- Think-Pair-Share activities (see opportunities in Modelled/Shared/Guided Reading).
- Role play: Students can use imperatives in role play situations as kings and queens. Encourage students to imagine themselves as architects or builders planning a castle. They can "present" to the class why specific features (moats, high walls) are essential, practising persuasive language.
- Miming activities: Fulfilling a role in the castle. Students then guess each other's roles, e.g. Are you a cook stirring a pot over the fire?

Suggested Learning Sequence

1. Set context for the unit with role-play activities or display of resources and discussing students' prior knowledge and/or experiences.
2. Set success criteria for the unit: what is it that you want the students to know, do and understand, and how will you know when they achieve this? What do the students want to find out?
3. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is at least 4 weeks).
4. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
5. Intersperse reading sessions with an appropriate activity from the writing opportunities.
6. Encourage the students to do their own research about castles as home learning. Allow students to present this in a way of their choosing. They may want to make a model of a castle using junk materials or a construction kit. Alternatively they may want to perform a joke to the class in their role as a jester.
7. Plan for an opportunity for both teacher and students to reflect on the learning. What did we learn? What was the most surprising thing you learned? What went well? What do we need to improve at?

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- See hook activities. Use the activities to elicit vocabulary which the students will meet in the book, e.g building, strong.
- Read title on the front cover. What does it look like it is made of? What do you think it might tell us about what castles are made of? What do we notice about the letter 't' in the word castle?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).

- pp 2–3: Model use of glossary. "Have you ever visited a castle? Where?"
- pp 4–5: Focus on heading 'Keeping Castles Safe' – safe from what? Safe from whom? Establish the meaning of the word enemy/ies. What might the enemies do? Discuss the inquiry question 'Why do you think castles were put high on a hill? (Think-Pair-Share)
- p 6–7: What does this also tell us about keeping castles safe? Inquiry question "Imagine …"
- pp 8–13: Do we have servants today? What might be different about their lives now? What about jesters?
- p 13: How do we know about what life was like in castles in the past?
- pp 14–17: What do you think happened to people who were put in the stocks? What might have happened to the enemies who were injured by the soldiers' weapons? Discuss the lack of medicine/ healthcare compared with today.
- pp 18–19: Review adjectives. Do we have dungeons today?
- pp 20–21: Compare good things about living in a castle in the past and not so good (e.g. the garderobes).
- pp 22–23: Encourage students to find out more about castles. How can we do this?

Connections

- **Geography:** Display a world map and identify locations of famous castles to give students a geographical context. This can also be done on a national map, and students can identify features of the land (hills, mountainous areas, seas, rivers and oceans).
- **History:** Use timelines, discussing the decline of castles and the rise of new forms of housing, government and technology. Why did castles become obselete and what replaced them? Use different language to describe the past and present.
- **Science:** Discuss engineering principles used in castle construction, like archways for support, stonework for insulation and natural light sources.
- **Mathematics:** Castle-themed mathematical problems.
- **Art:** Paintings used as secondary sources to show what life was like in castles long ago.

Related books from Extend Education:

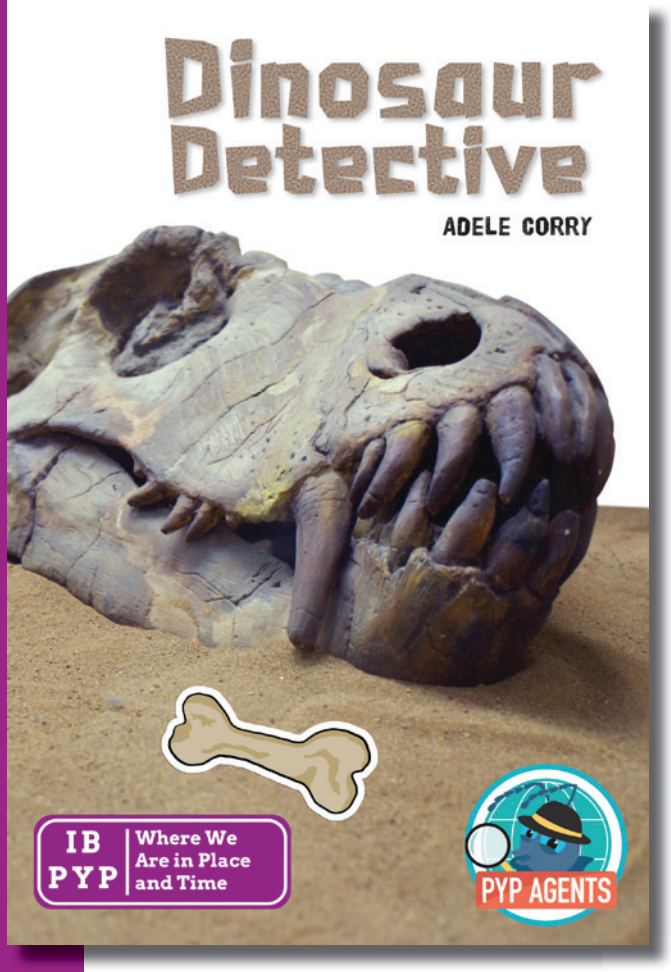
- **Where We Are in Place and Time:** Turquoise *Dinosaur Detective* – evidence from the past
- **How We Express Ourselves:** Orange *Fantastic Fairy Tales* – stories with castles
- **How We Organize Ourselves:** Orange *Giants in the Sky*

Shared/Guided/Independent Writing Opportunities

- Plan, write and illustrate a menu for a feast if you were a king or queen of a castle.
- After reading, use a single bubble to recall information about aspects of life in a castle. Share with a partner and add information (can be done as a small group as well).
- Compare and contrast daily life for kings and queens and their servants. Develop this from the Speaking and Listening Opportunities on roles. Draw a character performing a task and write a speech bubble.
- Creative assignment: Design a modern-day castle. Label parts that serve similar functions to medieval castle components, fostering creativity and synthesis of historical knowledge with modern concepts.

Graphic Organizers

- Single bubble
- Crocodile Creek
- Sequence charts: outline the daily routines of different castle inhabitants



Dinosaur Detective

TURQUOISE BAND

Where We Are in Place and Time

Central Ideas

- Exploring the past through fossils helps us understand life on Earth millions of years ago.
- Fossils are clues that tell us about creatures that lived long ago and how they adapted to their environment.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Students engage in curiosity-driven learning by exploring fossils and dinosaurs.
- **Thinkers:** Analysing how palaeontologists interpret fossils.
- **Open-minded:** Considering how Earth has changed over millions of years.
- **Knowledgeable:** Understanding scientific processes and historical timelines.
- **Communicators:** Discussing findings about dinosaurs and sharing ideas on fossils.
- **Reflective:** Thinking about the impact of time on living organisms and environments.

Key Vocabulary

were
came
could
different
just
many
lived
found

New Vocabulary

exist
dinosaurs
reptiles
cold-blooded
creatures
fossil
preserve
remains
amber
quarries
sediment

Phonics

ou/oo
ai/ey/a-e
ow/o
i-e/y/igh
-er
-ment
ee/y/ea

Inquiry Questions

- What are fossils, and how are they formed?
- How do scientists know what dinosaurs looked like?
- Why did dinosaurs become extinct?
- How can we learn about the past through fossils?
- What might Earth have looked like when dinosaurs roamed?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 5, 20.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- identify different types of fossils and explain how they are formed.
- describe what palaeontologists do and how they help us learn about the past.
- name and categorize different dinosaurs and understand their physical features and diets.
- reflect on what might cause animals to become extinct and compare that to today's endangered species.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

- Reading for comprehension, expanding vocabulary and discussing scientific ideas.
- Writing and speaking about dinosaurs, describing their features and making connections to the fossilization process.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Fossil dig simulation: Hide small "fossils" (e.g. plastic dinosaur bones or shells) in sand or clay, letting students experience a "dig" to introduce them to the concept of palaeontology.
- Dinosaur shadows and shapes: Show shadows or cutouts of different dinosaur shapes, and have students guess what type of dinosaur it might be, discussing features they recognize.

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).
- Think it, Say it, Write it, Read it: Have students create sentences such as "Palaeontologists use tools like a chisel to dig up fossils."
- Encourage sentence construction around key vocabulary like "A Velociraptor was a fast, meat-eating dinosaur."

Speaking & Listening Opportunities

- Class discussions: Talk about different dinosaurs, their features and their possible habitats.
- Group presentation: In small groups, students can present a "Dinosaur Profile," sharing unique facts and features of a dinosaur of their choice.
- Role play: Act out the role of palaeontologists, where students can discuss findings, ask questions and solve "palaeontology mysteries."

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about dinosaurs? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. How do we know dinosaurs existed? What did dinosaurs eat? Collect information in a single bubble or KWL grid.
3. Introduction to dinosaurs: Discuss different dinosaurs and their characteristics. Compare dinosaurs with animals alive today, exploring similarities and differences.
4. Understanding fossils: Explain how fossils form and why they are important. Discuss palaeontology, looking at different tools and processes.
5. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
6. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
7. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do? Homework activity: students research a dinosaur and its habitat to create a diorama.
9. Plan for an opportunity for both teacher and students to reflect on the learning. Discuss what might have caused dinosaurs to disappear and the importance of preserving today's species.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading: Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).

- Title discussion: Discuss the title "Dinosaur Detective" and what it suggests about exploring and finding clues.
- pp 2–3: What do dinosaurs look like, and how do we know? Model use of glossary.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).

- pp 4–5: How do different types of teeth tell us about dinosaur diets? Explore inquiry question.

- pp 6–7: Before reading ask "How do we know about dinosaurs?" Read together and formulate further questions that could be investigated.
- pp 8–9: What are fossils, and how are they made? Identify the different remains in the pictures of fossils.
- pp 10–11: What kinds of remains do you think you would find preserved in amber?
- pp 12–15: Display questions starting with who/what/where/why (how can also be included – answers on pp 16–17). Read pages – Can we answer the questions using the text?
- pp 18–19: Show pictures of tools/equipment that a palaeontologist might use, e.g. chisel, spade, dental picks, rock hammer, tissue paper, notebook. What might these be used for? Read pages.
- pp 18–23: After reading, students can role play, e.g. a newsreader reporting on a fossil discovery and an interview with a paleontologist. Use the 'W' questions to conduct the interview.

Encourage students to read in small groups, share questions and engage in critical thinking.

Connections

- **Science:** Fossil formation, types of rocks, climate, and habitats. Identify features of dinosaurs that helped them survive, e.g. spines, claws, tails, scales.
- **Geography:** Mapping locations where fossils have been found around the world.
- **Art:** Creating clay models or drawings of dinosaurs and fossils.
- **Mathematics:** Measuring the length of dinosaurs, comparing their sizes and understanding time and length scales. Introducing comparison to modern objects: "This dinosaur was bigger/heavier/taller than ... " How can we find out how many of our footprints would fit inside the footprint of e.g. an Apatosaur?

Related books from Extend Education:

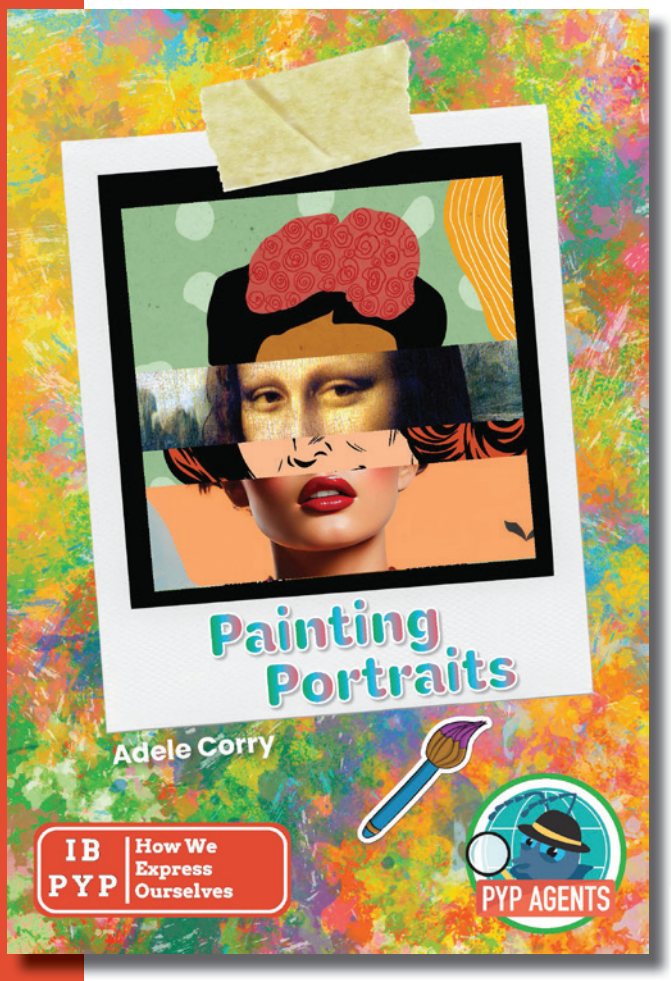
Where We Are in Place and Time: Orange *Talking Through Time*
Sharing the Planet: Turquoise *Endangered Animals*

Shared/Guided/Independent Writing Opportunities

- Describe a dinosaur: Students write a short description of their favourite dinosaur, including its size, diet and unique features.
- Imagine you are a palaeontologist: Write a journal entry about discovering a fossil and what you think it might tell about the past.

Graphic Organizers

- Single bubble
- KWL grid



Painting Portraits

GREEN BAND

How We Express Ourselves

Central Ideas

- People express their thoughts and ideas through art.
- Portraits tell stories about people's identities, emotions and lives from the past and present.
- Through portraits, people express their individuality, feelings and connections to others.
- Artists use portraits to convey personal and cultural identity, inviting others to explore different perspectives.
- Portraits reveal emotions and offer a window into people's inner worlds.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	**Communicators**	Caring	**Reflective**
	Principled	**Risk-takers**	

PYP Learner Profile Explorations

- **Communicators:** Appreciate that art can be used to communicate thoughts and feelings.
- **Reflective:** Reflecting on how art can make us feel and what the artist might be trying to say.
- **Risk-takers:** Exploring new ideas and techniques.

Key Vocabulary

who	do	what	too
am	like	they	you
I	me	are	

New Vocabulary

picture	outside	famous
portrait	inside	

Phonics

ng	ou	i-e
ow	-st	

Inquiry Questions

- Who am I in a portrait? Encourage students to think about self-representation and identity.
- How can colours and expressions show emotions?
- What makes a portrait famous? Discuss cultural and historical significance and explore iconic portraits like the Mona Lisa or Frida Kahlo's self-portraits.

Eliciting questions about portraits could be challenging for this age-range so it is suggested a portrait is chosen for students to ask questions about. For example:

- Who is this?
- How old do you think he is?
- What is he showing about himself?
- How do you think he is feeling?
- When do you think it was made?
- What kind of life do you think he has had?
- Would you like to meet this person? Why? Why not?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 8, 15, 19, 20.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly. What do they know about portraits?

The students should/could …

- know what a portrait is.
- know a portrait shows how we see people.
- know that a portrait shows how someone feels or how they want to be seen.
- use descriptive adjectives to describe features, e.g. curly hair, long beard, wrinkled skin etc.
- describe a variety of portraits using adjectives and basic art terms.
- create a simple self-portrait that conveys something personal about themselves.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Story bag with items personal to you as a teacher – what do the items tell you about the person who owns them? Use some things to match the ideas about "Who am I?" on page 2 – what things you like, what makes you happy, what you are good at …
- Letter from class puppet/toy asking for help in creating a portrait – wanting to create a particular image.
- Add further activities to help create context as necessary.
- Present a historical portrait and let students deduce aspects about the person's life, fostering curiosity and analysis skills.

Sentence Work (Grammar)

- Practise use of adjectives to add descriptive details about portraits, e.g. The boy has …; The man has ….
- Adjectives and features written on cards so students can select appropriate ones. Or adjective cards turned over – select three and use them to write a descriptive sentence.
- Use comparative adjectives to form sentences, e.g. "Her smile is bigger than …"
- Create story-building sentences to write short stories around a chosen portrait.

Speaking & Listening Opportunities

- Modelled sentences based on sentence patterns in book , e.g. "A portrait can show …" (pp 6–11).
- Pairs can use p 6 to describe features of one of the portraits and partner guesses which one they are describing, e.g. black hair, smiling, can see their ears.
- Think-Pair-Share activities: telling a partner information about yourself you would like shown in a portrait.
- Role play interviews: Let students pretend to interview the person in the portrait about their life or feelings.
- Descriptive pair activities: Partner students to describe someone else in the class in a portrait-style introduction, using adjectives learned in class.
- Portrait walk: Create a mini-gallery in the classroom with different types of portraits. Ask students to talk about which portrait resonates with/speaks to them and why.

Suggested Learning Sequence

1. Set context for the unit by using activities from the hook activities. Establish what the students may already know about portraits (see Inquiry Questions).
2. Introduce the book (see sequence of activities in Modelled/Shared/Guided Reading section). Read part of the book (e.g. up to p 13) before eliciting inquiry questions as students may need context. What do we already know about portraits? What could we find out? (Learners can suggest ideas here which may direct the learning in a particular direction – e.g. they may be interested in portraits of their own 'heroes' (sportstars, popstars etc.).
3. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this?
4. Intersperse reading and writing activities as appropriate. For example: using a single bubble to show what students know about portraits after reading first pages; practise writing descriptive sentences about people in portraits using adjectives in a list.
5. Model how to write clues for a 'Guess Who/Who Am I?' game.
6. Potentially organize learners to plan for a 'celebration' of their learning on this topic in class or as part of a homework activity. Possible opportunity for students to paint or draw their own portrait – could be in a certain style, e.g. Picasso.
7. Plan for an opportunity for both teacher and students to reflect on the learning, e.g What do we now know/how well did we learn?

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title and front cover: What can we see? Elicit vocabulary. What do you think a portrait might be? Can it be of anyone? Anything? Of yourself? A photograph? (These are opportunities to frontload some of the vocab in the book.)

Select modelled, shared or guided reading as appropriate (the following activities to be spread out over time and take opportunities to re-read text):

- pp 2–3: Create a simple single bubble, e.g. on a mini whiteboard to answer questions about self on p 2 and info on p 3.
- Before reading p 4, ask what is different about the three pictures? Elicit vocab – painting, drawing, photo. Read pp 4–5. Review 'portrait' in the glossary.
- Read and discuss pp 6–11. Focus on the question on p 8.
- pp 12–13: What do we now know about portraits? Use a single bubble and the book.
- Before reading pp 14–15, ask if anyone knows any famous portraits? What does famous mean? Can anyone find it in the glossary? Does anyone recognize any of the portraits on p 14 or p 15? Talk about Mona Lisa then read pages.
- pp 16–17: What do you think about these portraits? What is different about them? (Opportunity to frontload some of the vocab.) Read pages.
- p 19: What can you see? Encourage use of descriptive adjectives. Ask the question, discuss, then read pp 18–19. Connect with *Let's Celebrate Birthdays* – Spain and Mexico. What do we know about birthdays in these countries?
- Before reading pp 20–21 ask what are portraits for? Who has their portrait done? Why? Notice text feature 'caption' on p 21. Read.
- pp 22–23: How would you like to be seen?

Connections

- **History:** Portraits from the past are a secondary source about events/what life was like.
- **Art:** Create self-portraits to express ideas about self. Colour mixing.
- **Science:** Explore how body language and facial expressions communicate emotions and personality.
- **Mathematics:** Simple introduction to facial proportion as part of portraiture, connecting it to early geometry.

Related books from Extend Education:

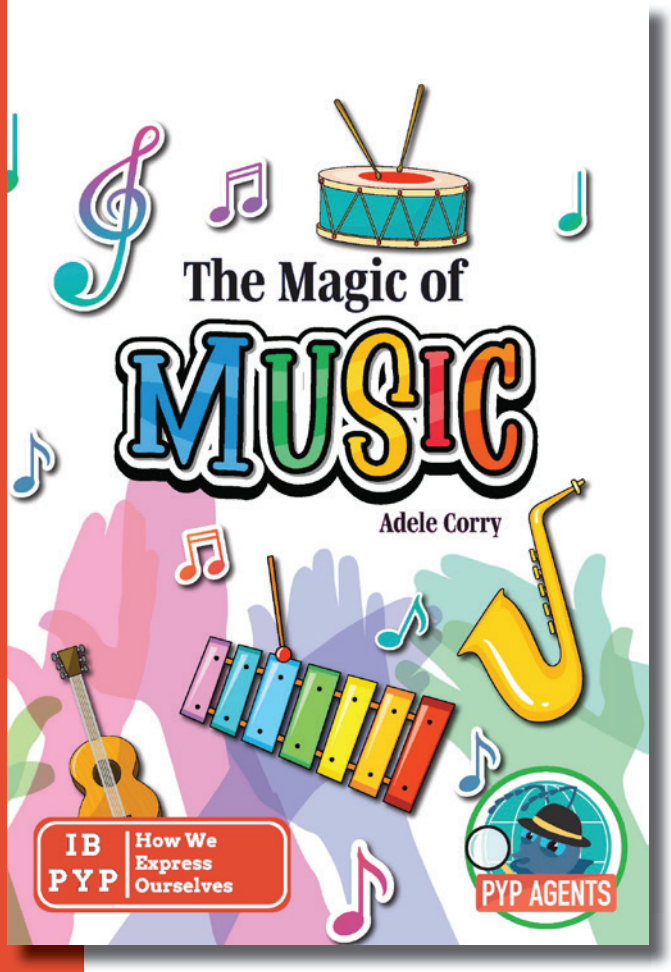
- **Who We Are:** **Green** *Let's Celebrate Birthdays; Funny Feeling Inside*
- **How We Express Ourselves:** **Orange** *True Colours*

Shared/Guided/Independent Writing Opportunities

- Have a range of portraits taken from the book (and add additional if desired). Students write 'Who am I?' with clues to lead the reader to select the correct portrait. Provide scaffolded writing frames as needed.

Graphic Organizers

- Single bubble
- Writing frames



The Magic of Music

GREEN BAND

How We Express Ourselves

Central Ideas

- Music is a universal language that helps us express emotions and connect with others.
- Different sounds and instruments create diverse musical expressions that evoke varied feelings.
- Music influences our feelings/memories and can bring people together in a shared experience.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Investigating the effects and forms of music.
- **Open-minded:** Appreciating various musical styles and expressions.
- **Balanced:** Exploring how music impacts well-being.
- **Communicators:** Music as a means of communication.
- **Reflective:** Reflecting on how music makes us feel.

Key words

are	have	into
use	some	people
our	make	

New Vocabulary

music	instruments
excited	circles

Phonics

ow	-ing	ou
ay	-ve	

Inquiry Questions

- How does music make us feel different emotions?
- What are some different ways people can create music?
- How does music connect people across cultures?
- Why do certain sounds remind us of particular places or people?
- How can music be used to express who we are?

Encourage students to add their own questions.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 7, 13.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- recognize how different music types evoke various emotions.
- explore ways to create sounds using their bodies and found objects.
- identify and differentiate musical instruments.
- understand how music connects to memories and personal experiences.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Start with a sound experiment – play various types of music (e.g. happy, sad, energetic) and ask students how each piece makes them feel. This will prompt initial thoughts on music's emotional impact.
- Explore what students already know about music and instruments.

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).
- Practise sentences describing how music makes them feel. For example, "This music makes me feel ___."
- Guided writing: Encourage students to write about an experience they had with music, using descriptive language.

Speaking & Listening Opportunities

- Share and discuss feelings evoked by different music genres.
- Have students describe their favourite music or instrument.
- Focus on identifying sounds in music, like rhythms, beats, and instrument types.

Suggested Learning Sequence

1. Set context for the unit using hook activity with various types of music.
2. What do we already know about music? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. When did people start making music? Do any other animals make music?
3. Introduce different types of music and instruments. Explore learners' emotions when they listen to these different sounds.
4. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
5. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
6. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
7. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do? Students could create their own music using body movements or found objects.
8. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss the title and cover. Ask, "What do you think we might learn about music? What do you think might be magical about music?" Use a single bubble to list ways music can be made.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).

- pp 2–3: Discuss how the children in the pictures are feeling. What kind of music do you think they are playing? (qualities of sound: quiet, soft, loud, energetic, happy, etc.). Discuss how music expresses feelings.
- pp 4–7: Read together and sort instruments into categories (percussion, strings, brass, woodwind, keyboard). Record using a single bubble.
- p 7: Inquiry question – could link to a science lesson on sound.
- pp 8–11: Model sentence writing after reading "We can ..."
- pp 12 : Before reading, explore different genres of music and frontload vocabulary. Read together and discuss personal preferences.
- pp 14–17: Before reading ask "How do we know what notes to play?" (Some students may already be reading musical notation – if not, further explanation may be needed).
- p 17: Look at the double meaning in the cat's speech bubble and discuss aw/au phoneme. Discuss adjectives used to describe the dynamics etc. Could extend to devising conductor signals to indicate volume, speed, quality, etc.

- pp 18–21: Relate back to pp 2–3 and how music can make us feel different things and how we can express how we feel through music. Revisit ideas expressed when discussing the book title about the magic of music. "Do we agree with the author?" Model use of glossary.
- pp 22–23: Link to writing activity about favourite type of music. Explore ideas about how music can help us learn. "How can we find out if this is true for our class?"

Connections

- **Science:** Explore sound waves and vibrations through musical instruments. Investigate variation in volume and pitch.
- **Physical Education:** Engage in rhythmic activities or dancing.
- **Social Studies:** Investigate musical traditions from different cultures.

Related books from Extend Education:

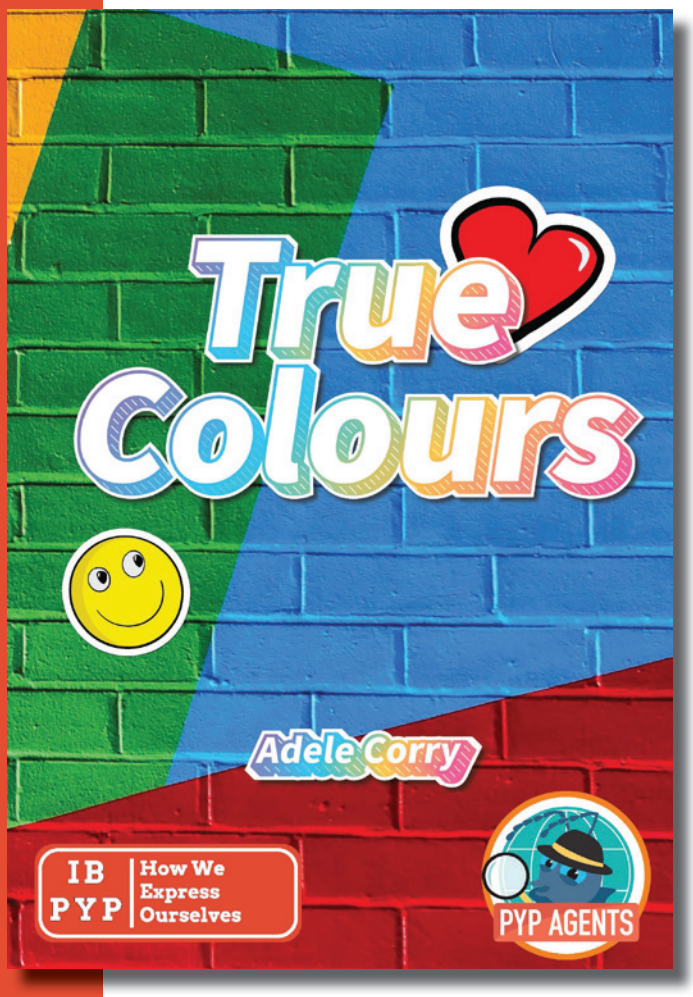
Who We Are: **Green** *A Funny Feeling Inside*

Shared/Guided/Independent Writing Opportunities

- Shared writing: Create a class description of different musical experiences.
- Independent writing: Ask students to write about their favourite type of music or instrument and why it matters to them.
- Guided writing: Focus on descriptive language related to sounds and feelings.

Graphic Organizers

- Single bubble



True Colours

ORANGE BAND

How We Express Ourselves

Central Ideas

- Colour is a powerful form of expression that can influence our emotions and actions.
- Colours help us understand and interpret our environment in various ways.
- The use of colour varies across cultures and can convey different meanings.
- Our perception of colour affects how we experience the world around us.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Reflective:** Reflecting on how colours influence our mood and behaviour.
- **Communicators:** Using colours to express feelings.

Key Vocabulary

have	about
make	someone
very	something
people	these

New Vocabulary

heard	calm
sayings	human
million	eye
excited	

Phonics

ee	ing
ea	kn
ou	ay
a-e	ow

Inquiry Questions

- Do colours affect us all the same way?
- How does colour influence our mood and behaviour?
- How do artists and cultures use colour to express emotions?
- Can different colours have different meanings in various cultures?
- How do animals perceive colour compared to humans?
- How does colour help us communicate feelings or ideas without words?

Generate further questions suggested by students. What do we already know? What do we want to know?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 4, 21, 22.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- know that colour can be used to express our feelings.
- know that colour is used by others to make us feel or behave in a certain way.
- express their feelings through a particular colour.
- understand that different cultures use colours differently to express feelings.
- identify and describe emotions associated with colours.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills, e.g. colour names – may want to focus on one colour (e.g. blue and find out how many different blues there are).

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- The teacher could come to class dressed in vibrant colours and discuss the reaction of students. What did they think/feel? What did they think was the reason?
- Create a display with different colours or different shades and tones of a colour – use fabric, paint colour samples or brochures, advertising material (flyers). As students interact with the display, notice comments or questions (could be used to help develop further inquiry questions).
- Provide students with a simple colouring in page of a room and ask them to select colours for the walls, floor and furnishings for a particular purpose (could be different purposes for different groups), e.g. a room for calming us down; a party room; a hospital waiting room for children/adults; a learning space, etc. Discuss why different colours were selected.
- Read *The Colour Monster* by Anne Llenas to students.
- Invite students to wear their favourite colours and discuss how these colours make them feel.
- Set up a gallery of colour-themed paintings or photographs and allow students to walk through, writing down their feelings or reactions to each colour.
- Colour mixing experiment: Provide primary colours in paint and let students explore mixing to see what emotions different shades evoke.

Speaking & Listening Opportunities

- Think-Pair-Share activity: Students reflect on their favourite colour and discuss with a partner why they like it.
- Oral rehearsal of sentences prior to writing
- Teach negotiation skills before group activities.
- Students choose a colour to represent how they feel each day, then explain their choice to a partner or small group.

Sentence Work (Grammar)

- Create a Crocodile Creek so students can practise sentence structure, e.g. I like/colour/because/it makes me feel/happy, calm, safe, strong, etc.
- Select the correct keyword to fill in the missing space in a sentence.
- Students can create sentences describing their feelings associated with each colour, using sentence starters such as "When I see blue, I feel …"
- Write descriptions about scenes where colours play a key role (e.g. "The red sunset made me feel …").

Suggested Learning Sequence

1. Set context for the unit and capture students' interest by displaying resources and discussing students' experiences. Develop inquiry questions.
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this?
3. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is up to 4 weeks).
4. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading and Writing sections).
5. Create a system for students to express their feelings about learning using colours. What colours could we use to communicate positive or negative feelings, e.g. worry, confidence, nervousness, happiness, sadness, etc. Encourage practical exploration of creating new colours and associating them with different emotions.
6. Plan for an opportunity for both teacher and student to reflect on the learning. What did we learn? What went well? What do we need to improve at?

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- See activities for capturing interest/hook.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- Front cover: Discuss with students what the title 'True Colours' might mean (idiom meaning 'reveal one's true character').
- pp 2–3: Check understanding of the term sayings – students may know some e.g. 'a piece of cake', 'pulling your leg' (relate to students' mother-tongue sayings). Discuss possible meanings of 'feeling blue' and 'seeing red'. ('Green with envy' is adapted from Shakespeare!).
- pp 4–5: Discuss students' answers to questions posed (and draw students' attention to question marks). Look at colours in the background of the photos on p 5 – do they agree?
- pp 6–11: Model use of glossary or ask students to explain how we can find out the meaning of words in bold. Create class/individual/paired single bubble showing colours we know about so far (blue, yellow, purple).
- Before reading pp 12–13 ask children to predict what they think red can make them feel/stands for.
- pp 14–19: Add information to the single bubble for red and yellow.
- pp 20–23: Students to answer questions posed. Record answers as part of modelled/shared writing.

Connections

- **Geography:** Investigate colours in nature – seas, forests, deserts, polar regions. Identify features on physical maps. Compare the use of colour in different cultures, marking the countries on the map.
- **Science:** Discuss how our eyes see colour and compare human colour perception with that of animals.
- **Art:** Explore Picasso's blue period – create an art work just using different shades and tones of blue. Practise mixing colours, looking at primary and secondary colours, tones and shades.
- **Social Studies:** Investigate how colours are used in festivals and cultural symbols around the world.

Related books from Extend Education:

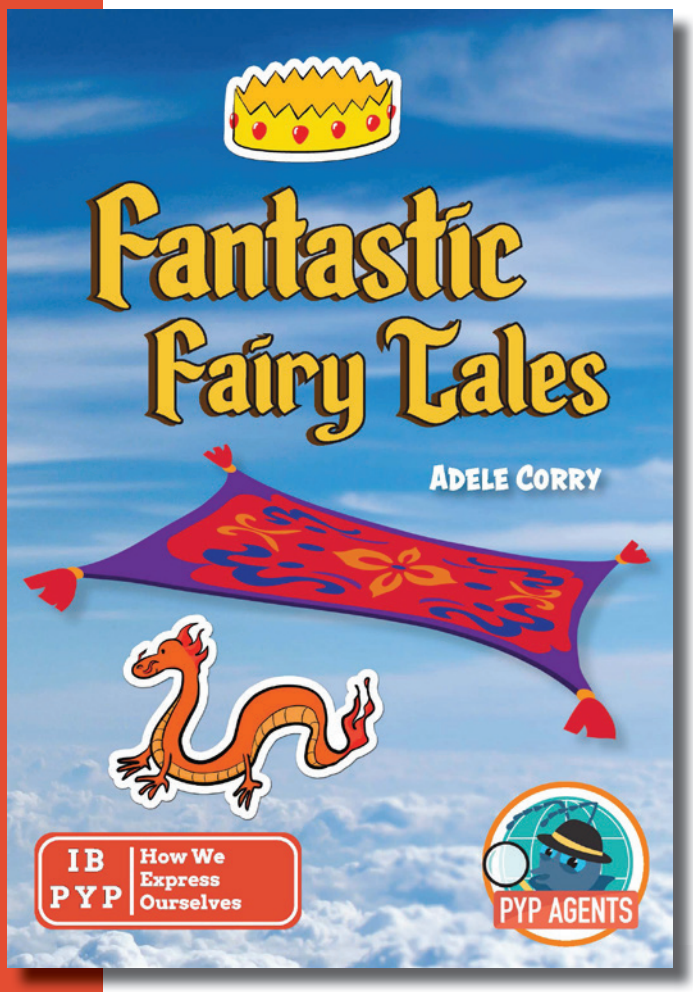
- **Who We Are:** **Green** *A Funny Feeling Inside*; **Orange** *Festivals of Light* – link to cultural differences in use of colour; **Turquoise** *Eating the Rainbow*
- **How We Express Ourselves:** **Turquoise** *Dots and Spots* – use of colour

Shared/Guided/Independent Writing Opportunities

- Create a single bubble showing recall of how colours make one feel – add own ideas.
- Using information from this topic, students can design their own rooms using colours that represent a specific mood or purpose.
- Students could create a piece of artwork that purposefully uses colour to convey specific moods or ideas.
- Guide students to write simple poems where each line represents an emotion linked to a colour.

Graphic Organizers

- Single bubble
- Colour and feelings web, connecting colours to the feelings they evoke as well as actions or cultural uses (e.g. "red – love, anger – stop signs")
- Compare and contract chart for colours in different cultures (e.g. red – danger, luck)



Fantastic Fairy Tales

ORANGE BAND

How We Express Ourselves

Central Ideas

- Through magical settings and characters, fairy tales teach us about values, courage and the power of storytelling.
- Fairy tales reflect cultural values and moral lessons.
- Stories from different cultures share similar themes of good versus evil and courage.
- Through storytelling, we express ideas of heroism, kindness, and justice.
- Imaginary worlds in fairy tales help us explore human emotions.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Knowledgeable:** Deepening understanding on fairy tales from around the world.
- **Reflective:** Refecting on the lessons fairy tales teach us.

Key Vocabulary

have	are	where
people	were	often
they	there	someone

New Vocabulary

hundreds	magical	village
kingdom	learn	danger
magic	castles	

Phonics

air	soft g
a-e/ay	ing
e-e/ee	

Inquiry Questions

- What are fairy tales?
- How are fairy tales the same? Different?
- Do fairy tales have happy endings?
- Do all the characters in a fairy tale have a happy ending?
- How do the characters' roles reflect values?
- How do fairy tales change over time and across cultures?
- Why are certain characters always good or evil in fairy tales?
- How do fairy tales help us understand right from wrong?
- How can we create our own fairy tale with a moral lesson?
- What elements make a story magical?

Generate further questions from class.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 8, 9, 11, 16, 21.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- be able to identify and describe the features of a fairy tale.
- learn how to use either a story map or a story mountain.
- use a story map or mountain to retell a fairy tale (could be as a whole class or with a partner).
- know that fairy tales are a way of teaching good ways to behave.
- identify common elements across fairy tales (e.g. setting, problem, magical resolution).

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Create a display using books and artefacts related to the fairy tale theme. If possible, have different versions of the same tale from different countries.
- Retell a fairy tale using a story bag (see instruction sheet).
- Moral dilemmas discussion: Start with moral questions or dilemmas that students might face, then connect these to fairy tales where characters face similar situations.
- Magic potion making activity: Invite students to create "potions" using coloured water and discuss how these represent different magical elements in stories.

Sentence Work (Grammar)

- Practise saying and writing sentences using is/are: There are heroes/There is a hero, etc.
- Match sentence halves – write a sentence on a strip. Cut at an appropriate place and give one piece to each student. Find your match.
- Introduce the concept of past tense in storytelling, using phrases such as "Once upon a time, there was…" or "Long ago, in a kingdom…"
- Practise sequencing words (first, then, after that, finally) to help students retell stories in order.
- Work on descriptive language for characters (e.g. "The brave knight," "The wicked witch").

Speaking & Listening Opportunities

- Contribute to class storytelling circles.
- Let students retell parts of fairy tales, incorporating alternative endings or modern settings. (thinking of *Shrek*, *Wicked*, etc.)
- Role play activities: Students role-play as heroes, villains or magical creatures, using hot-seating to ask questions from other characters' perspectives.

Suggested Learning Sequence

1. Set context for the unit using ideas from hook activities. Establish what the children already know about fairy tales and what they want to find out. Encourage them to read/listen to fairy tales over the week (in mother tongue as well as in English).
2. Set success criteria for the unit: What is it that you want the learners to know, do and understand and how will you know when they achieve this?
3. Introduce the book (see sequence of activities in Modelled/Shared/Guided Reading section).
4. Intersperse reading and writing activities as appropriate.
5. If time, select one fairy tale and model how to map it. Use the map in retellings in a storytelling circle.
6. Potentially organize learners to plan for a 'celebration of their learning' on this topic in class or as part of a homework activity. Select creative ideas: draw or make a wolf trap; write a recipe for a fairy tale; make a wanted poster for a fairy tale villain.
7. Plan for an opportunity for both teacher and students to reflect on the learning. Use reflection time to discuss what values or lessons the fairy tales conveyed and whether they are applicable in students' lives today.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- See capturing ideas/hook activities.
- View the front cover – discuss what clues it gives us to the elements of a fairy tale.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- pp 2–3: Begin to map prior knowledge using a single bubble. What types of magical things can happen in a fairy tale. Model use of glossary for meaning of 'magic'.
- p 4: Show heading only. Explain that fairy tales were told all over the world to children before books existed. Why? Show p 5: focus on adjectives 'good, kind, brave'. What do they think is happening in this picture and why? Can they predict the story outcome based on character decisions or magical events?
- pp 6–7: Can the students recognize the places/fairy tales from the pictures? Explain the term 'set' in this context. Add information to the single bubble.

- Before reading pp 8–13 write the word ‘characters’ on the board. Discuss who the characters are in a fairy tale. What are they like? What are the two types (e.g. good or bad). Do we know any words to describe good/bad characters.
- Read pp 8–13 and list the characters under subheadings ‘good’ and ‘bad’. Take note of the inquiry questions.
- pp 14–17: If sufficient time, teach the use of a story map or story mountain to show the journey or quest. This will be useful in retelling a fairy tale in a story circle.
- pp 18–21: Remind students of how fairy tales are used to help us express ideas about being good, kind and brave.
- pp 22–23: Can they answer the questions?

Connections

- **Geography:** Explore the settings of fairy tales around the world and map locations associated with well-known tales. Explore variations of the same story across different cultures.
- **Science:** Investigate “magical” elements from a scientific perspective (e.g. plants with medicinal properties, animals symbolizing qualities like bravery or wisdom). Students could plant bean seeds to explore ‘Jack and the Beanstalk’.
- **Art:** View and discuss illustrations of fairy tales from around the world. Create visual art inspired by fairy tale settings, mythical creatures or symbolic objects.
- **History:** Explore fairy tales from the past, and research how they have changed over time.

Related books from Extend Education:

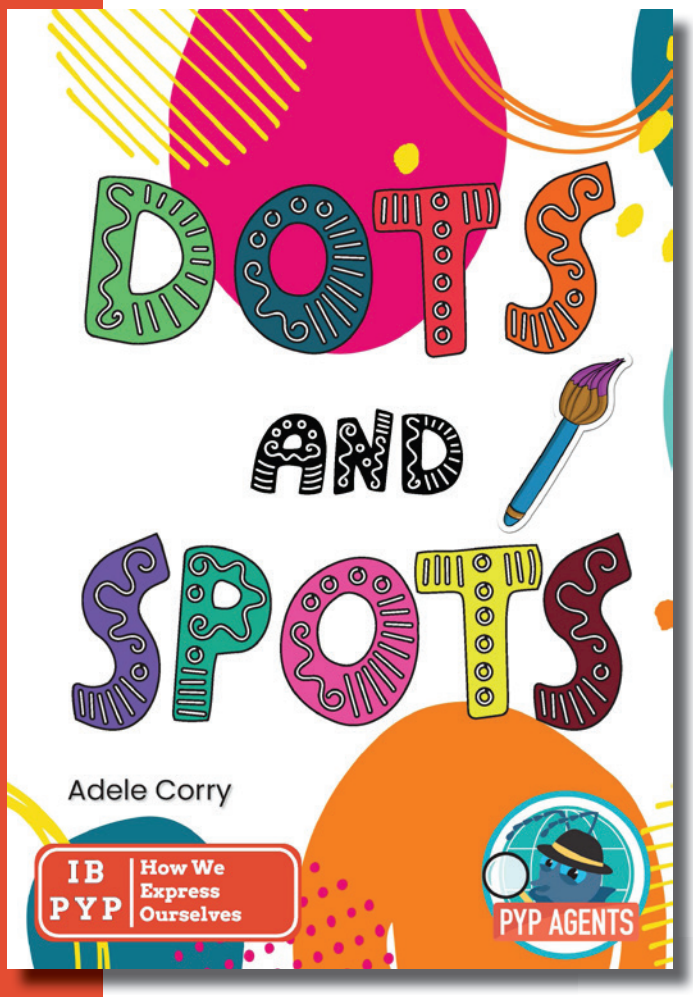
- **Where We Are in Place and Time:** **Green** *Life in a Castle*

Shared/Guided/Independent Writing Opportunities

- Single bubble
- Use a double bubble to compare/contrast two characters from fairy tales
- Label a story map/story mountain
- Creative writing: Write their own short fairy tales using specific elements from fairy tales (e.g. a hero, a quest, a magical element). Students could also create story mountains or maps to visualize the progression of the story.

Graphic Organizers

- Single bubble
- Double bubble
- Table showing features of fairy tales (see sample)



Dots and Spots

TURQUOISE BAND

How We Express Ourselves

Central Ideas

- Art can be a way to express emotions and stories.
- Abstract shapes and colours can represent different feelings and ideas.
- People use art to share their culture and heritage.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Exploring different forms of abstract art and artists' intentions.
- **Open-minded:** Learning about diverse artistic expressions and respecting different interpretations.
- **Knowledgeable:** Gaining understanding of abstract art and cultural symbolism.
- **Reflective:** Considering how different artworks make them feel.

Key Vocabulary

only
they
animals
sometimes
different
their
people

New Vocabulary

famous
abstract
artist
Russia
university
believed
represent

Phonics

ai/a_e
ee/y/ea
ous
ow/oa
i_e/igh

Inquiry questions

- What is abstract art?
- How does it differ from other forms of art?
- How do artists use colours and shapes to express emotions?
- Why are circles and dots significant in different cultures?
- How does Yayoi Kusama's art make you feel?
- Why do you think she uses so many dots?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 2, 5, 7, 8, 9, 11, 18, 20.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could ...

- be able to recognize and discuss different forms of abstract art.
- explore their own emotions through colour and shapes, creating abstract art that represents specific feelings.
- learn basic facts about artists like Wassily Kandinsky and Yayoi Kusama and their unique contributions to abstract art.

Further outcomes may include reading fluency, vocabulary acquisition, and building visual literacy by connecting images to emotions and ideas.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Begin with an art gallery walk. Display various abstract artworks (e.g. Kandinsky's and Kusama's) around the room.
- Encourage students to observe and discuss how the artworks make them feel before diving into the book.
- Introduce the concept of "starting with a dot," as per Kandinsky's philosophy and let students create their own dot-based designs.

Sentence Work (Grammar)

- Practise writing sentences from Speaking & Listening activity (use Think It, Say It, Write It, Read It).
- Practise writing descriptive sentences about different artworks, focusing on the structure "I see... This makes me feel..."
- Encourage sentence building using vocabulary words from the book (e.g. "Kusama uses dots to create...").

Speaking & Listening Opportunities

- Group discussions on how each artwork or page makes them feel.
- Paired sharing: Describe their own abstract art to a partner, focusing on what it represents and why they chose certain colours or shapes.
- Group presentations where students explain their favourite artwork in the book and why it resonates with them.
- Provide question prompts to use when discussing each artwork (e.g. "What do you see when you look at this painting?" "What kind of colours have been used? Describe them." "What shapes can you see?" What kind of lines can you see?" "How do you think the artist was feeling when they painted/drew this?" "Do you like it? Why/Why not?"

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. Use a KWL grid: What do we already know about abstract art? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. What does abstract mean? Why do people create abstract art?
3. Introduce the concept of abstract art with real-life examples. Explore Aboriginal art and symbolism in dots.
4. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
5. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
6. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
7. Discuss and analyse the book's pages on Kandinsky.
8. Examine Kusama's style and discuss cultural aspects.
9. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do?
10. Plan for an opportunity for both teacher and students to reflect on the learning. Students could create their own dot artwork inspired by what they have learned in the book.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title: What do you think "Dots and Spots" could refer to?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time).

- pp 2–3: Explore the concept of abstract art vs. traditional art. Answer the inquiry question.
- pp 4–7: Learn about Kandinsky and his use of colour and shapes.
- pp 8–9: Discuss the significance of circles in art. Answer the inquiry questions.
- pp 10–11: Discuss Damien Hirst's comment about the colour in the paintings giving him joy. Ask "How do the colours make you feel? Why?" Compare Hirst and Kandinsky.
- pp 12–17: Focus on Yayoi Kusama and her unique use of dots. Use a single bubble to record information about the artists in the book. Discuss similarities/differences.

- pp 18–21: Model use of glossary. Answer the inquiry questions. Interrogate the text to develop understanding of Aboriginal art and the storytelling aspect of dots. Add information to a single bubble.
- pp 22–23: Reinforce ideas about art being a way to express ideas, stories and feelings.

Connections

- **Art:** Create an abstract piece using dots and circles, inspired by the artists in the book.
- **Social Studies:** Explore how different cultures express identity through art.

Related books from Extend Education

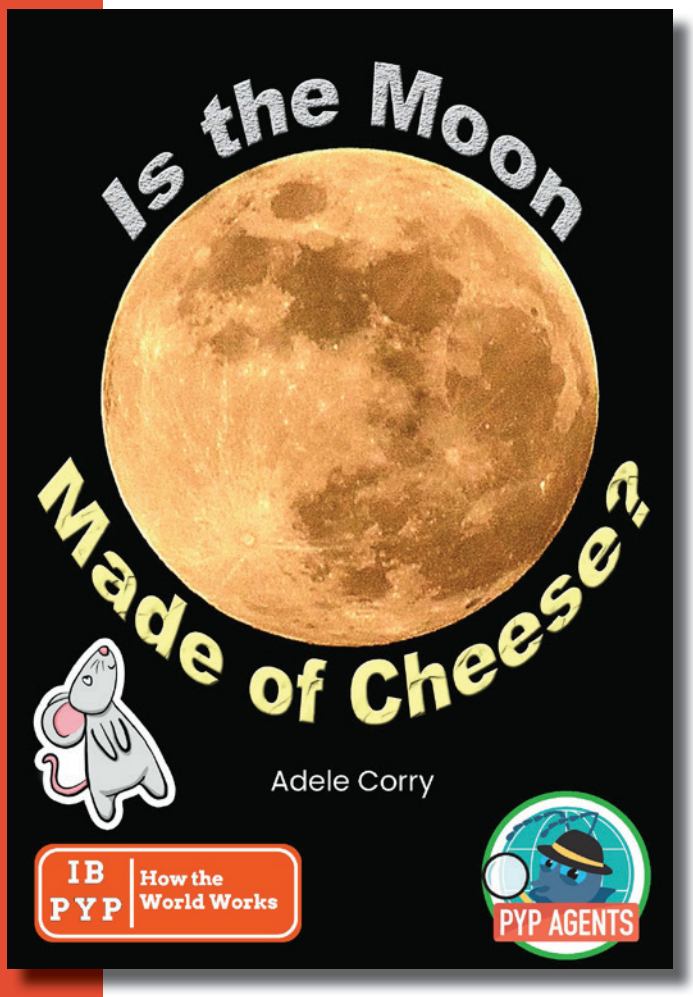
How We Express Ourselves: **Green** *Painting Portraits;* **Orange** *True Colours*

Shared/Guided/Independent Writing Opportunities

- Shared writing: Create a class description of a piece of abstract art, using adjectives and emotions.
- Guided writing: Each student writes a short piece explaining their own abstract artwork and the feelings it represents.
- Independent writing: Students write about an artist (like Kandinsky or Kusama) and what they learned about their style.

Graphic Organizers

- Single bubble
- Writing frames
- Double bubble: comparing two artists
- KWL grid



Is the Moon Made of Cheese?

GREEN BAND

How the World Works

Central Ideas

- Through the process of exploring space people come to new understandings about the natural world.
- Human curiosity and imagination lead to scientific discoveries and cultural stories.
- The moon's appearance and characteristics inspire both scientific investigation and mythological tales.
- Understanding celestial bodies helps us comprehend our place in the universe.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Encouraging curiosity about the moon.
- **Thinkers:** Considering why there is no life on the moon, and how this may be overcome.
- **Knowledgeable:** Deepening understanding about the moon.

Key Vocabulary

the	of	there
like	called	have
made	coming	people

New Vocabulary

craters	light
because	changing
breathe	city
basketball	

Phonics

oo	-ck	-pp
ee	-ll	
a-e	-igh	

Inquiry Questions

- Why did people tell stories about things on the moon?
- Can you see the moon from other planets?
- Why do people want to go to the moon?
- Who was the first person to go to the moon?
- Why is there no air or water on the moon?
- Why is the moon yellow?
- Why does the moon look different at various times of the month?
- How did people in the past explain things about the moon?
- What would we need to survive on the moon?
- Why does the moon have craters?
- How does the moon affect life on Earth, such as the tides?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 9, 13, 22.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- know some facts about what the moon looks like.
- understand that there is no life on the moon.
- identify essential needs for human survival and consider how these needs would be addressed in a lunar environment.
- use new vocabulary in sentences and explanations about the moon.
- understand why people in the past made up stories to explain what they saw.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Read a version of *Rabbit in the Moon* – there are different versions from different cultures (Korea, Japan, China, Vietnam, India, Mexico, Canadian First Nation/Cree). All explain why it looks like there is a rabbit on the moon.
- Story bag: Items to include are cheese, toy rabbit, toy space rocket, picture of a spacesuit and/or oxygen tank and mask.
- Read/view *Can't You Sleep Little Bear* by Martin Wadell on YouTube (www.youtube.com/watch?v=KMYJCtln1mQ).
- Model an "explorer" scenario: Ask students to imagine they're preparing for a journey to the moon. What questions do they have and what do they want to discover?
- Show short videos that simulate a moon landing or provide a 3D view of the moon's surface.
- Read short stories about the moon, such as *The Man in the Moon* or myths from different cultures (Native American, Chinese, African). Encourage students to compare scientific knowledge with these cultural tales.

Add further activities to help create context as necessary.

Sentence Work (Grammar)

- Writing subordinate clauses using 'because'.
- Practise writing subordinate clauses using "because" to explain observations (e.g. "The moon looks big because …").
- Explore "if" statements for conditional thinking (e.g. "If I lived on the moon, I would …").

Speaking & Listening Opportunities

- Modelled sentences using why and because (developing language for explanation texts).
- Students can have a mini-debate about whether humans should try to live on the moon. Would you like to live there?
- Think-Pair-Share activities: Students can discuss why they think people imagined the moon was made of cheese, or why cultures imagined animals or faces on the moon.

Suggested Learning Sequence

1. Set context for the unit by using an activity/activities from the 'Capturing Ideas/Hook' section.
2. Establish what the students already know about the moon and what they would like to find out. To capture ideas the following could be used: single bubble; KWL grid; A to Z thinker's key. Learners may suggest ideas here which may direct the learning in a particular direction, e.g. they may be interested in space rockets, aliens or other planets.
3. Set success criteria for the unit: What is it that you want the learners to know, do and understand and how will you know when they achieve this?
4. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is 2–4 weeks).
5. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
6. Intersperse reading and writing activities as appropriate. For example: using a graphic organizer to show what they know about the moon before and/or after reading the first few pages; practise writing sentences using 'because'.
7. Analyse simple text explaining something familiar and use as a model for an explanation text about the moon.
8. Modelled/shared writing of a plan for writing a text explaining some facts about the moon and then shared writing.
9. Potentially organize learners to plan for a 'celebration of their learning' on this topic in class or as part of a homework activity. Students could make a model of a space rocket or moon buggy at home.
10. Plan for an opportunity for both teacher and students to reflect on the learning, e.g. What do we now know/how well did we learn? Students could create "If I lived on the moon…" projects. Use student-created presentations or written reflections to assess understanding of both scientific and cultural aspects of the moon.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title: "Is the Moon Made of Cheese?" Why might people think it is? What do we know about the moon? Use a KWL grid to record what students may already know and what they might want to know (see section 'Inquiry Questions'). Alternatively create a single bubble.

Select modelled, shared or guided reading as appropriate (the following activities to be spread out over time):

- pp 2–3: Why is the boy thinking about cheese? Read pages and take note of punctuation – question mark and exclamation mark. How do we read the sentences when we see this punctuation?
- pp 4–5: Discuss features, e.g. bold text (glossary term), labels, two interesting fact boxes. Notice the different size of craters on p 4 and discuss using term size before reading to 'frontload'.
- pp 6–7: What are the facts about the colour of the moon? Ask students why the colour of the moon might look different at times. Think-Pair-Share.
- pp 8–9,10–11 and 12–13: Focus on punctuation (question marks and exclamation marks).
- Before reading pp 14–15, ask 'How do we know about the moon?' and use discussion to 'frontload' vocab. Ask 'How did they survive?' and review pp 11–12.
- pp 16–19: Features of the text, such as punctuation (? and ! as previous pages), joke, labelled pictures
- pp 20–21: Recall facts and add to single bubble/KWL grid.
- pp 22–23: Apply knowledge in answering the question about living on the moon.

Connections

- **Science:** Light and shadows, gravity (how the moon affects tides). What do living things need to survive?
- **Literature:** Exploring folklore and mythologies from different cultures, such as why some cultures see a rabbit on the moon.
- **Art:** Students could create their interpretations of the moon's surface, craters, and phases using paint, clay or digital tools.
- **Mathematics:** calculating the phases of the moon and relating to the calendar.

Related books from Extend Education:

Who We Are: Orange *Festivals of Light*

Shared/Guided/Independent Writing Opportunities

- Writing subordinate clauses using 'because'.
- Writing explanation text.
- Research writing: Students can write about an astronaut, like Neil Armstrong and his journey to the moon.

Graphic Organizers

- KWL chart: Track what students know about the moon, want to know and have learned
- Single bubble
- Foldable
- Cycle diagram: Visualize the phases of the moon

Making Ice Cream

GREEN BAND

How the World Works

Central Ideas

- Understanding food production highlights the connection between science and everyday life.
- Exploring the journey of food from ingredients to final product reveals changes in states of matter.
- The creation of foods involves combining, transforming and cooling ingredients.

PYP Learner Profile

Inquirers	Thinkers	Principled	Caring	Balanced
Knowledgeable	Communicators	Open-minded	Risk-takers	Reflective

PYP Learner Profile Explorations

- **Inquirers:** Students explore scientific questions and processes.
- **Thinkers:** Engaging in problem-solving and understanding the science behind ice cream making.
- **Knowledgeable:** Gaining new information about food processes.
- **Communicators:** Sharing their understanding through discussions and questions.
- **Reflective:** Considering how processes and cultural aspects affect daily life.

Key Vocabulary

better
there
how
made
most
things
other

New Vocabulary

invented
factory
machines
together
tastes
mixture
buy
stir
different
flavour

Phonics

ay
a-e
tt
i-e
ea
st
ee

Inquiry Questions

- What is ice cream made of?
- How does each ingredient contribute to the texture and flavour of ice cream?
- How does ice cream connect cultures, histories and personal preferences?
- What ingredients do you think are needed to make ice cream?
- How does freezing change the texture of the mixture?
- Why do people enjoy different flavours and how are they made?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 5, 12, 20.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could ...

- be able to identify and describe processes involved in making ice cream.
- explain why certain processes (like freezing) are important in food production.
- improve their phonics and vocabulary related to the themes and enhancing reading fluency through shared reading sessions.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills. Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Experimenting with flavours: Introduce unexpected flavours like fish, cheese, soy sauce or other unique flavours to help students explore cultural differences.
- Ice cream production tour (virtual/real): If possible, arrange a visit to a factory or watch a virtual tour video on ice cream production.
- DIY ice cream making activity: Simple recipe where students can mix ingredients, place them in a bag with ice and salt, and observe the freezing process.

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).
- Students can construct simple sentences from phrases based on speaking activities, like "The ice cream is made from …"
- They can also describe processes in the steps of making ice cream using sentences, e.g. "First, add milk. Then, mix it."

Speaking & Listening Opportunities

- Group discussions on what they taste in food, consistency, texture, flavour and temperature.
- Partner activities where students explain a process (e.g. "How to make ice cream") to each other.
- Reflective sharing: Students can share any family stories or cultural associations with specific foods. When have they had ice cream before? What memories can they share?

Suggested Learning Sequence

1. Set context for the unit by selecting a hook activity, e.g. observing how ice cream is made through images or videos, or tasting ice cream.
2. What do we already know about ice cream? What could we find out? Use a single bubble or KWL grid to record responses. Learners can suggest ideas here which may direct the learning in a particular direction: e.g. What is the most popular ice cream? Why do people like ice cream?
3. Facilitate hands-on activities, such as trying a simple ice cream recipe.
4. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
5. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
6. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
7. Potentially organize learners to plan for a 'celebration of their learning' on this topic, e.g. design an unusual ice cream flavour and create a poster to advertize it. What will they need to do?
8. Plan for an opportunity for both teacher and students to reflect on the learning. What have we learned?

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title: Invite students to give predictions about the book and ask further questions like "What is your favourite ice cream flavour and why?" "How do we think ice cream is made?" Use to frontload vocabulary.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–3: Read p 2. Is this a fact or an opinion? Do you agree/disagree? Ask questions about the pictures on p 3 in order to frontload the vocabulary in the captions.
- pp 4–5: Discuss the ingredients of ice cream. Where do they come from? Answer the inquiry question.
- pp 6–7: Focus on the picture and ask "What can we see?" Read text and ask "What do we notice about the word 'machine'?"
- pp 8–9: Notice the punctuation on p 9 – teaching moment for how to use time connectives.
- pp 10–13: Discuss favourite flavours and answer questions in the text.

- pp 14–15: Discuss the process so far and sequence the steps needed to have ice cream available. You may want to ask students about what other jobs are needed to produce the ice cream e.g lorry drivers, label designers, chefs.
- pp 16–17: Discuss the history of making ice cream. What do you think the first ice cream flavours were? Do you think this ice cream tasted the same as ice cream today?
- pp 18–21: Use a double bubble to compare the ice cream making process in the past and in modern factories.
- pp 22–23: Introduce a range of time connectives, e.g. first, secondly, next, then, after that, finally and discuss using them at the beginning of each sentence in the method section of the recipe.

Connections

- **Science:** Observing changes in states of matter (liquid to solid).
- **Social Studies:** Exploring historical aspects, like the invention of ice cream in ancient China and using ice from frozen rivers.
- **Mathematics:** Measuring ingredients, time for freezing and observing proportions for different flavours. Collect data about favourite ice cream flavours and create graphs to present results.

Related books from Extend Education

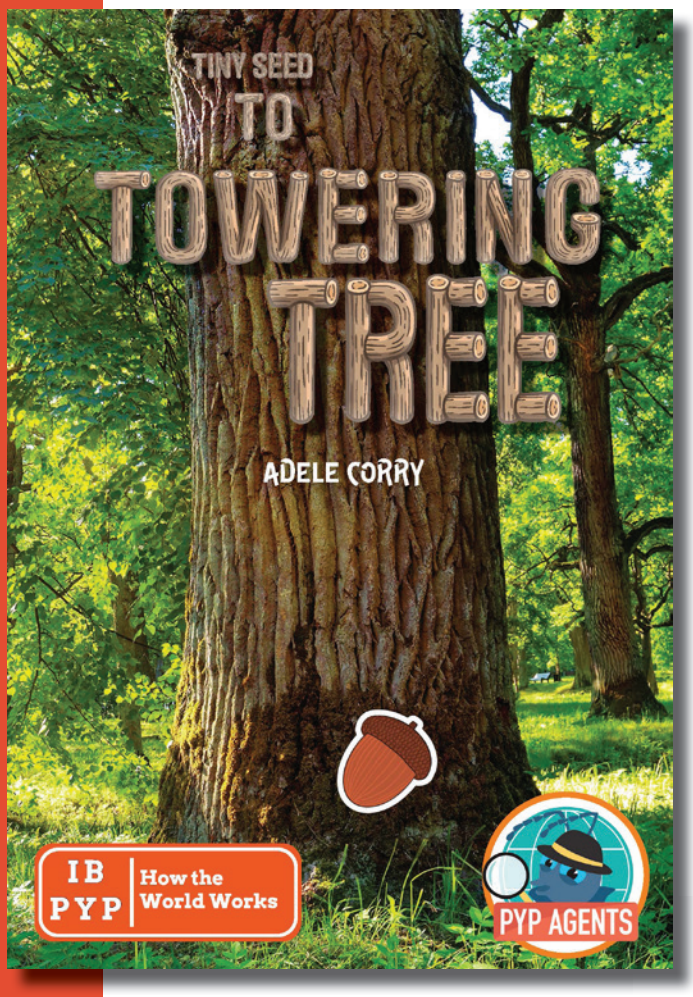
Who We Are: **Green** *Let's Celebrate Birthdays*
How We Organize Ourselves: **Green** *A Surprise Gift*
Sharing the Planet: **Orange** *Food Chains*

Shared/Guided/Independent Writing Opportunities

- Descriptive writing about flavours they enjoy or creating a menu of possible flavours.
- Sequential writing: Write a recipe for making ice cream.

Graphic Organizers

- Sequencing charts/flow bubble
- Single bubble
- KWL grid
- Double bubble



Tiny Seed to Towering Tree

ORANGE BAND

How the World Works

Central Ideas

- Growth is a journey that all living things experience.
- Plants provide life-sustaining resources for animals and humans.
- Different plants have unique needs for survival and growth.
- Plants and trees are an essential part of Earth's ecosystem.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Knowledgeable:** Building knowledge of trees and how they grow.
- **Caring:** Understanding how to care for plants and why this is important.

Key Vocabulary

this	every	come
inside	from	when
one	many	
into	some	

New Vocabulary

adult	leaves
autumn	produce
fruit	soil
germinate	towering

Phonics

ee	ow	-ing
i-e	oa	er
ea	-s	

Inquiry Questions

- How do we know how old a tree is?
- What do trees need to survive?
- Why do oak trees produce so many acorns?
- How do other types of trees produce seeds?
- How do plants and animals depend on each other?
- What does a seed need to become a big tree?
- Why do trees grow in some places but not others?
- How does the sun help plants grow?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 18, 20.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.
- observe and describe how seeds and bulbs grow into mature plants.
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Bring in some small plants in pots or even weeds and a variety of seeds (from packets or from inside of fruits). What do the children know about plants and seeds? Generate inquiry questions.
- Get children to plant a seed (bean seeds are ideal) to take home and observe. Writing activity could include keeping a simple diary of stages that occur. Extend to include a variety of seeds, such as seeds from local trees, fruits or flowers. Encourage students to hypothesize which conditions (light, water, soil) might affect each type of seed differently.
- Organize a nature walk to collect leaves and small plants. During the walk, guide students to observe and question where different plants grow, which animals interact with them, and what plants might need to thrive in these environments.
- Create an interactive classroom display with photographs and samples of seeds, roots, leaves, and tree bark. Invite students to label and categorize them over the course of the unit. Experiment with plant recognition apps.

Sentence Work (Grammar)

- Build sentences starting with time connectives alongside the flow bubble, e.g. first, next, after, finally.
- Fill in the blanks (based on key vocabulary and words in the glossary).
- Integrate descriptive language by using adjectives to describe plants at different stages (e.g. tiny, sprouting, towering).
- Use cause and effect language to create sentences, such as “Because the seed was watered, it started to grow.”

Speaking & Listening Opportunities

- Drama: Students listen to the teacher read out the different stages of a plant growing and students mime the life of a seed through its different stages, e.g. Stored in a packet (students curl up in a ball with eyes closed). The packet is opened (students open their eyes). The seed is planted in soil (students stretch up and then crouch back down). The seed starts to sprout (students start to slowly stand up). It grows leaves (students extend arms out), etc.
- Facilitate a class discussion on why some plants survive in the classroom while others might not, helping students make connections between plant care and their survival requirements.

Suggested Learning Sequence

1. Set context for the unit using activities from the hook activities. Establish what the students may already know about seeds and trees.
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they acheive this?
3. Introduce the book (see sequence of activities in Modelled/Shared/Guided Reading section).
4. Intersperse reading and writing activities as appropriate. For example, using the flow bubble to support writing about the sequence of life from seed to tree. Students could give oral reports on the progress of the bean seed they are growing at home.
5. Potentially organize learners to plan for a ‘celebration of their learning, on this topic in class or as part of a homework activity. Possible opportunity for students to share information related to research they have done on a related topic – e.g. collecting and displaying different leaves of trees from their locality.
6. Plan for an opportunity for both teacher and students to reflect on the learning. Could organize a “Plant Showcase” day where students present their plant’s growth stages, share interesting facts or display collected leaves and seeds. Extend to Mandala creation if appropriate.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- See Capturing Ideas/Hook section.
- View front cover and use of 'towering'. Check vocabulary understanding, e.g. acorn.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- View pictures on pp 2–5 and ask students questions that will elicit vocab, e.g. fruit, produce. Examples: What is the fruit of an apple tree? How many acorns do you think this tree can produce? This will 'frontload' the vocab so when the students read the sentence they can more readily decode tricky words.
- pp 6–11: Noticing stages in the life cycle so far. Could record stages in a simple flow bubble (see sample).
- pp 12–17: Add to the flow bubble. Review terms in glossary as they appear.
- Notice use of sayings/play on words: pp 6, 14, 17.
- p 18: Collect answers to inquiry question (link to learning outcomes).
- pp 19–23: Add information to the flow bubble.

Connections

- **Geography:** Link to the types of trees and plants found in different climates, focusing on why certain trees (e.g. oaks) thrive in particular environments. Explore different types of forests and where they are found around the world.
- **Science:** Investigate how plants grow. Deepen exploration of ecosystems by introducing the concept of food webs and the role trees play in them. Include discussions on seed dispersal, pollination and the role of insects in the life cycle of a plant.
- **Mathematics:** Measure and compare the heights of plants in class or at home. This can extend to calculating the growth rate of different plants over time.
- **Language Arts:** Read and discuss poems about trees.
- **Art:** Encourage students to draw or paint their observations from their nature walks or seedling growth, focusing on the stages of growth from seed to tree. Students could make leaf rubbings of leaves collected on their nature walk.

Related books from Extend Education:

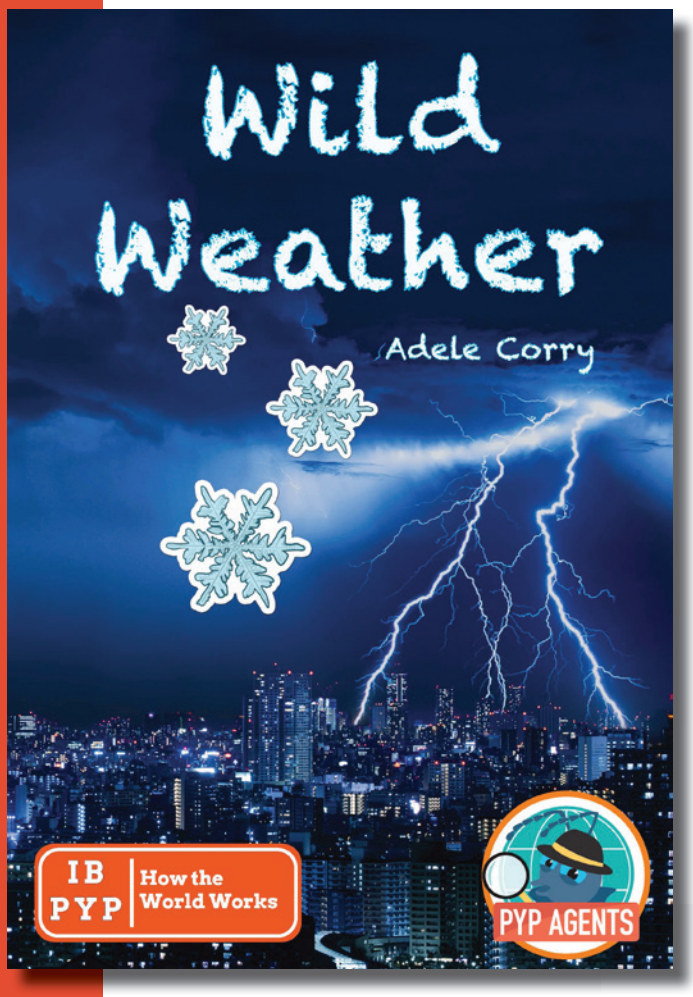
- **Who We Are**: **Turquoise** *Eating the Rainbow* – food that comes from trees
- **Where We Are in Place and Time**: **Orange** *The Rainforest is my Home*
- **How We Express Ourselves**: **Orange** *True Colours* – soothing colours of nature
- **How We Organize Ourselves**: **Turquoise** *Fighting Fire* – wildfires
- **Sharing the Planet**: **Green** *Ready to Recycle*; **Green** *Zookeepers* – food for animals; **Orange** *Wiggly Worms*; **Orange** *Food Chains*

Shared/Guided/Independent Writing Opportunities

- Model how to develop the writing of a simple report about trees from the flow bubble.
- Alternatively students could keep a simple diary of the growth of their seed using labelled drawings and or captions and pictures.
- Have students write down observations of their plant, integrating vocabulary like germinate, roots and leaves as they go.

Graphic Organizers

- Single bubble
- Flow bubble
- Sequential flowchart: Create a visual flowchart illustrating the stages from seed to towering tree, which students can reference throughout the unit.



Wild Weather

ORANGE BAND

How the World Works

Central Ideas

- Weather affects our daily lives and the environment around us.
- People adapt and prepare to stay safe in extreme weather conditions.
- Weather patterns vary globally and have different impacts on communities.
- Understanding weather helps us make choices for safety and comfort.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Knowledgeable:** Understanding different weather conditions and their associated risks.
- **Risk-takers:** Developing innovative strategies to deal with weather emergencies.

Key Vocabulary

sometimes	all	come
our	when	have
many	make	from
very	there	people
called	too	could
made	what	should
they		

New Vocabulary

blizzard	lightning	thunder
damage	noisy	together
dangerous	powerful	tornado
electricity	snowstorm	weather

Phonics

ea	ee
i-e	ar
wh	igh
a-e	or
ing	ou

Inquiry Questions

- What is weather? Can you think of examples?
- What do you know about weather?
- How does the weather affect what we do?
- How can you measure weather?
- How does our behaviour change with different seasons and weather?
- How does weather change throughout the day?
- Why is it important to understand weather?
- How do animals and plants respond to different types of weather?

Generate further questions from the class.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- be able to observe and describe weather associated with the seasons.
- be able to observe and describe changes across the four seasons.
- be able to explain how to keep safe in some wild weather situations.
- develop understanding of weather vocabulary and use it accurately in context.
- identify various types of weather and describe their effects on people and the environment.
- recognize basic safety practices for specific weather types.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency etc.

Capturing Ideas/Hook

- Bring in an 'emergency' bag and display items (see p 23 for some suggested items). Ask students why they think you have this bag? What could the items be useful for? Extend this activity by adding items for different weather scenarios (e.g. sunglasses for sun, a raincoat for rain, gloves for cold weather). This helps students visualize different types of weather responses.
- What do the students already know about wild weather? What do they want to know?
- Display pictures of examples of wild weather – can students match the correct caption with the picture?
- Set up a weather simulation using sounds (like thunder, rain or wind) and images of different types of weather to immerse students in the theme.

Sentence Work (Grammar)

- Play 'Sentence Doctor': provide examples of sentences containing errors and tell the students they are looking for either (or all) a spelling error, a tense error or word order error.
- Practise sentences which will inform others about weather in a news report.
- Weather mad libs: students fill in blank spaces in a weather forecast, choosing words from a vocabulary list. This helps them understand parts of speech in context.

Speaking & Listening Opportunities

- Role play: Introduce "Weather News Hour," where pairs of students create and present a weather forecast for the class, using vocabulary words to practise speaking skills.
- Think-Pair-Share activities in response to questions in reading activities.
- Observations about local weather: 'Today it is (sunny, cloudy, warm, cold, etc.)'.

Suggested Learning Sequence

1. Set context for the unit using the hook activities. Display the items in the 'emergency' bag and discuss students' experiences. Establish what the students already know about weather and storms. Record responses using a single bubble or KWL grid.
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this? What do the students want to find out about? Ask students to keep a simple weather diary for the time period of the unit.
3. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is at least 4 weeks).
4. Intersperse reading and writing activities. Example: use of single bubbles (class, pair or individual) to build up information about types of storms.
5. Oral language activity – model giving a news/weather report. Can the students guess the type of storm? List types of adjectives used.
6. Students could practise and present their own weather report warning about a coming storm and how to keep safe.
7. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- Ask for examples of 'wild' weather. (See hook activities).

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- pp 2–3: Review types of weather. What do we like to do in calm weather? Does wild weather stop us from doing anything?
- View diagram on p 4: interpret using text.
- p 5: Discuss students' experiences of storms.
- Create a whole class single bubble and add to it as information is read on the subsequent pp 6–21.
- Review terms in glossary as you progress through the book. Take opportunities to model how one can predict the meaning using context, pictures, etc.
- p 8: Discuss double meaning of word 'shocking'.
- p 11: If a tornado can destroy buildings what do you think people should do?
- Before reading pp 22–23: How can we keep safe in a storm?

Connections

- **Geography:** Explore global weather patterns and map the regions where certain weather events (e.g. tornadoes, snowstorms) are more common.
- **Science:** Experiment with temperature and water cycles to help students understand concepts like evaporation and precipitation in simple terms.
- **Mathematics:** Measure rainfall or temperature changes over a week and graph the results, introducing basic data representation.

Related books from Extend Education:

- **Where We Are in Place and Time**: **Green** *Land of Ice and Snow*; **Orange** *The Rainforest is My Home*
- **How We Express Ourselves**: **Green** *The Magic of Music*
- **How We Organize Ourselves**: **Turquoise** *Fighting Fire*
- **Sharing the Planet**: **Turquoise** *Endangered Animals*

Shared/Guided/Independent Writing Opportunities

- Model sentence writing to warn others of a coming storm: e.g. tomorrow/ next week/next Tuesday … it will be cold/snowy/windy/rainy.

Graphic Organizers

- Students could create a single bubble for one type of storm and work with a partner to create a double bubble – finding similarities and differences.
- Introduce a weather wheel that students can complete daily, adding visuals or descriptions of the day's weather, encouraging observational skills.

Amazing Amphibians

TURQUOISE BAND

How the World Works

Central Ideas

- Living things have unique features that help them survive in different environments.
- Amphibians are a special group of animals that can live both in water and on land.
- Adaptations help amphibians thrive in varied habitats.

PYP Learner Profile

Inquirers	Thinkers	Principled	Caring	Balanced
Knowledgeable	Communicators	Open-minded	Risk-takers	Reflective

PYP Learner Profile Explorations

- **Inquirers:** Asking questions about how amphibians survive in water and on land.
- **Thinkers:** Encouraging students to consider how amphibians' adaptations help them live in different environments.
- **Caring:** Developing empathy by understanding the importance of protecting amphibian habitats.
- **Knowledgeable:** Building knowledge about the unique characteristics of amphibians.
- **Communicators:** Sharing observations about amphibians and their environments.

Key Vocabulary

animals	under	when	around
would	water	their	different
eggs	they	through	another

New Vocabulary

special
learn
world
breathe

Phonics

oi	ai/a-e/ay
ly	sc/s
ir/er	i/i-e/igh
y/ee	ph/f

Inquiry Questions

- What makes amphibians unique from other animals?
- How do amphibians adapt to life both in water and on land?
- Why are some amphibians poisonous, and how does this help them?
- How can learning about amphibians help us understand our own needs for survival?
- How do environmental changes affect amphibians?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.
The students should/could …

- understand how amphibians adapt to living in water and on land.
- identify the stages of metamorphosis in frogs.
- explain the role of amphibians in their ecosystems, such as controlling insect populations.
- explore the concept of habitat and why it's essential to protect amphibian environments.
- develop vocabulary related to amphibians.
- practise sequencing and retelling the metamorphosis process.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.
Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Classroom activity: Begin by asking students to imagine what it would be like to breathe underwater and on land. Show a video or images of amphibians in their natural habitats to stimulate interest.
- Engagement prompt: "Imagine if you could live both in water and on land, just like an amphibian. What challenges do you think you would face?"

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).
- Sentence practice: Use sentences like "Amphibians live in water and on land" for oral practice, then guide students in writing it out.
- Writing focus: Practise sentences that describe the lifecycle stages of amphibians (e.g. "A tadpole grows into a frog").

Speaking & Listening Opportunities

- Discussion: Talk about how amphibians like frogs and toads differ and how these differences help them survive.
- Peer sharing: Students can share what they have learned about amphibians with a partner or in small groups.
- Reflective discussion: Ask students to discuss how humans can help protect amphibian habitats.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about amphibians? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. Which amphibians live in our country? What is the most dangerous amphibian? Use a single bubble or KWL grid to record responses.
3. Explain what an amphibian is, exploring their characteristics and habitats. Discuss adaptations such as gills, lungs and skin as means to breathe.
4. Explore the lifecycle of a frog (metamorphosis) with images and videos.
5. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
6. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
7. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Extend learning with activities about habitats and environmental impacts.
9. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do?
10. Plan for an opportunity for both teacher and students to reflect on the learning? Use an alphabet thinkers Thinkers key to show knowledge of amphibians.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title: Discuss the title "Amazing Amphibians," and ask students what they think makes amphibians amazing.

Select modelled, shared or guided reading as appropriate (the following activities to be spread out over time)

- Reading focus: Read pages in segments.
- pp 2–3: Focus discussion on breathing – see 'Capturing Ideas/Hook'.
- pp 4–5: Discuss amphibians' unique characteristics. Model use of glossary.
- p 6: Review the animal classifications. Create a sorting tree showing vertebrates and invertebrates and use the text to help sort pictures of different animals.
- pp 7–9: Use a double bubble to compare humans and amphibians. Add information as you progress through the book.
- pp 10–13: Analyse features of the text and devise success criteria for writing a non-chronological report. Notice how each sentence starts in a different way. Model write each sentence starting with, for example, 'Frogs ...' and discuss the impact on the reader.
- pp 14–21: Repeat above activities as appropriate for toads and salamanders. After reading individuals or pairs create own single bubbles about an amphibian. Compare different types using a double bubble.

- pp 22–23: Discuss impact of harmful factors such as pollution or global warming on the habitats of amphibians.
- After reading each section, ask comprehension and reflection questions.
- Guided reading activity: Have students identify new vocabulary and use it in sentences.

Connections

- **Science:** Life cycles, animal adaptations, ecosystems and biodiversity.
- **Geography:** Discuss where different amphibians are found and how climate impacts them.

Related books from Extend Education

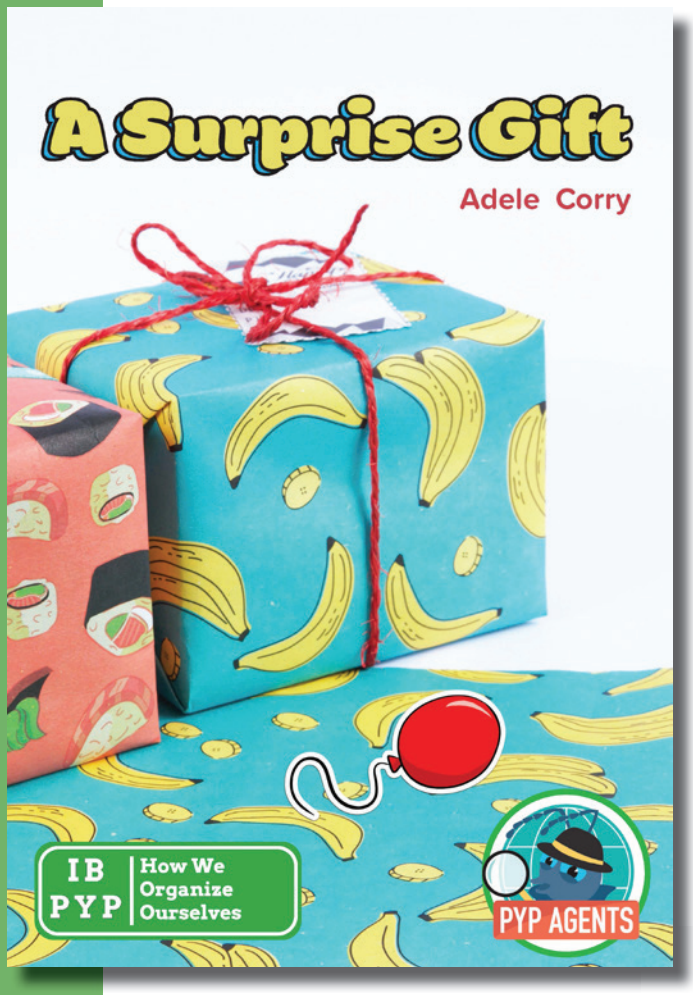
How the World Works: Orange *Wild Weather;* **Orange** *Tiny Seed to Towering Tree*

Shared/Guided/Independent Writing Opportunities

- Shared writing: Write a class description of a frog's metamorphosis.
- Independent writing: Have students write about their favourite amphibian or describe what they learned about salamanders and their unique ability to regrow tails. Learn features of non-chronological reports and devise success criteria for writing.

Graphic Organizers

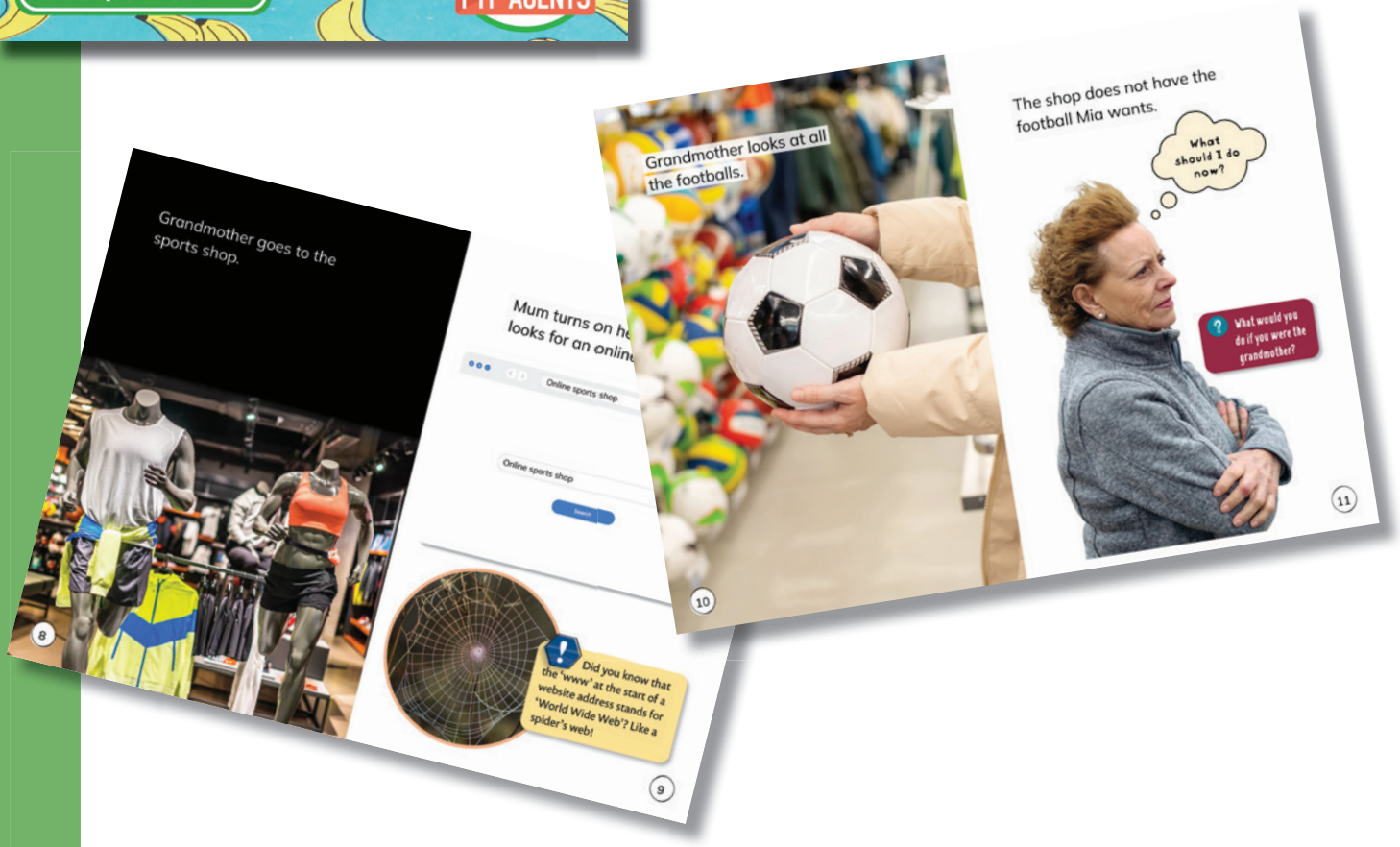
- Single bubble
- KWL grid
- Sorting tree
- Double bubble



A Surprise Gift

GREEN BAND

How We Organize Ourselves



Central Ideas

- People use different systems to show care and celebrate others.
- Shopping methods have evolved to meet changing needs.
- Our choices in shopping and giving gifts reflect who we care about.
- Different tools and systems help us buy gifts for our loved ones.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Open-minded:** Appreciating peoples' differences when choosing and receiving gifts.
- **Knowledgeable:** Understanding different shopping methods.
- **Caring:** Considering others' wants and needs when choosing thoughtful gifts.

Key Vocabulary

going	what	put
have	some	too
with	does	

New Vocabulary

decides	grandmother

Phonics

kn	ar
a-e/ay	oo
-ck/c	wh

Inquiry Questions

- Are all surprises good?
- Why do we give people gifts on their birthday?
- When is it better to shop in person? When is it better to shop online?
- How do you think shopping online might change in the future?
- What are the steps involved in buying a gift?
- How does the way we shop affect the gifts we choose?
- What are some reasons we give gifts?
- How can we show someone we care without buying a gift?
- Generate further questions from the students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 3, 5, 11.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- identify and describe different roles and responsibilities within a shopping system.
- be able to compare and contrast different shopping experiences and how they cater to different needs and preferences.
- identify ways in which shopping systems have evolved over time, including the use of technology and online shopping.
- discuss and reflect on the reasons people give gifts, connecting to personal experiences.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Display different images/photographs depicting 'shopping' from different countries (e.g. supermarket, street market, department store, catalogue etc.). Discuss similarities/differences.
- Have small catalogues available (e.g. from a toy store). Students select a surprise gift for a friend/family member and share information with a partner – for whom and what would they buy.

- Interactive story bag: Introduce key vocabulary and items from the story by allowing students to explore these in a "mystery bag" format. Include objects like a bank card, an online store receipt or screenshot and wrapping paper to encourage predictions about the story.
- Technology time travel: Show images of shopping methods from past to present, such as bartering, street markets, catalogue shopping, and online stores. Ask students to discuss the differences and what they think shopping might look like in the future.

(Add further activities to help create context as necessary.)

Sentence Work (Grammar)

- Focus on past tense verbs to describe events in the story, e.g. 'Grandmother looks at all the footballs – Grandmother looked at all …' If appropriate, learn irregular verbs – go/went, get/got, find/found, has/had.
- Expand vocabulary by discussing adjectives for shopping choices, like "thoughtful," "fun," or "useful."

Speaking & Listening Opportunities

- Role play activities involving shopping, e.g. set up a mini "shop" in the classroom with gift items (books, toys, cards). Students can shop for a friend or family member.
- Think-Pair-Share activities (see opportunities in Modelled/Shared/Guided Reading).

Suggested Learning Sequence

1. Set context for the unit by using an activity/activities from the Capturing Ideas/Hook section.
2. Establish what the students already know about shopping. To capture ideas, use a single bubble or KWL grid. Learners may suggest ideas here which may direct the learning in a particular direction.
3. Set success criteria for the unit: What is it that you want the learners to know, do and understand – and how will you know when they achieve this?
4. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is 2–4 weeks).
5. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
6. Intersperse reading and writing activities as appropriate. For example: using a graphic organizer to show the sequence of events of mum's and grandmother's shopping experiences.
7. Analyse a simple recount to discuss features and model the use of a planning frame for a recount.
8. Modelled/shared writing of a plan. Assess against success criteria.
9. Organize learners to plan for a 'celebration' of their learning on this topic in class or as part of a homework activity. Students could make or bring a gift for a friends, such as a drawing or small token, to practise thoughtful gifting.
10. Plan for an opportunity for both teacher and students to reflect on the learning e.g. What do we now know/how well did we learn? Students could discuss the choices made by different characters and how they reflect their relationship with Mia.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- Discuss title "A Surprise Gift". What is a surprise? Can there be good/bad surprises? What do we do when we want to buy a gift?
- Use a KWL grid to record what students may already know about shopping and their own experiences, and what they might want to know. Alternatively create a single bubble.

Select modelled, shared or guided reading as appropriate.

- pp 2–3: (Could relate to the previous green level book *Let's Celebrate Birthdays*). Use pictures to answer the inquiry question on p 3.
- pp 4–5: How do we know that Mia loves football? Answer the inquiry question. Focus on punctuation – new 'ellipsis'.
- pp 6–7: What choices do mum and grandmother have about shopping for a football? What do you think they could/will do?
- pp 8–9: Use a graphic organizer to start sequencing the shopping experiences of mum and grandmother. Continue reading and adding events to the sequence chart.
- pp 10–11: Answer the inquiry question.
- pp 12–13: How does grandmother feel when she finds the football?
- pp 14–15: Discuss the process of shopping for mum. How is it the same? How is it different?
- pp 16–21: Continue with the sequence chart and compare the vocabulary used to describe the two shopping experiences. What is the same/different?
- pp 22–23: Imagine what happened when Mia opened both birthday gifts. What do you think she said? What does the last sentence mean?

Connections

- **Geography:** Create a map of the town centre or a shopping centre.
- **Mathematics:** Create a "shopping budget" activity where students use pretend money to decide what they can buy for their friends within a certain amount.
- **Technology:** Introduce basic online safety principles, like asking an adult for help when shopping online.
- **Social Studies:** Explore different cultural traditions around gifting for birthdays, celebrations and other occasions.

Related books from Extend Education:

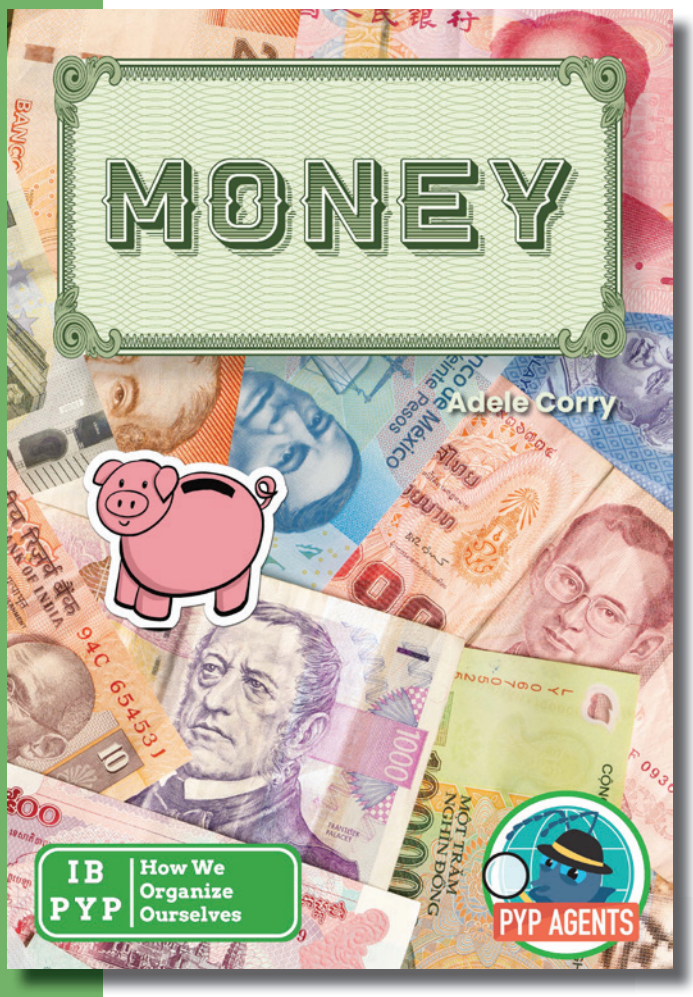
- **Who We Are:** **Green** *Let's Celebrate Birthdays*
- **Where We Are in Place and Time:** **Orange** *Talking Through Time* – use of mobile devices
- **How We Organize Ourselves:** **Green** *Money*

Shared/Guided/Independent Writing Opportunities

- Writing past tense sentences for writing a recount (chronological report).
- After role-playing or reading the story, students can write a simple thank you note to Mia's grandmother or Mia's mum for their thoughtful gifts.

Graphic Organizers

- KWL grid
- Sequencing writing frame
- Foldable: zig-zag book showing sequence of events.
- Emotion timeline: Track how Mia and her grandmother's emotions change throughout the shopping experience, discussing what emotions we feel when we give and receive gifts.



Money

GREEN BAND

How We Organize Ourselves

Central Ideas

- Money is a tool that helps us get the things we need and want and it connects people across communities.
- People use money in different ways for various needs and wants.
- Currency has evolved over time to reflect culture and security.
- Saving and spending choices affect our lives and communities.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Encouraging students to ask questions about how money is used globally.
- **Knowledgeable:** Building knowledge about money, its forms, and its significance.
- **Communicators:** Discussing spending, saving, and the purposes of money.
- **Caring:** Considering others' needs when making spending choices.
- **Reflective:** Reflecting on personal choices related to money.
- **Principled:** Understanding ethical considerations in spending and earning.

Key Vocabulary

want	use	some
are	ago	would
people	things	

New Vocabulary

money	picture
buy	factory
animals	currency
special	different

Phonics

ee	u-e	ar
ey	oy	ay
igh	-ck	

Inquiry Questions

- What is money, and why do we use it?
- How do people in different countries use money?
- What are some things we need money for?
- How can we save money, and why is this important?
- What makes currency special to each country?
- How can we tell real money from fake money?
- How has money changed over time?
- What do you think life would be like without money?
- Why might people choose to save instead of spend?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 11, 13, 18.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- understand the purposes of money (buying needs and wants).
- recognize different forms of currency (coins, banknotes, digital).
- identify that each country has unique currency, some share currencies or currency names.
- learn basic concepts of saving vs. spending.
- develop awareness of counterfeiting and the importance of authenticating money.
- practise mathematical skills by counting money and making change.
- explore the concept of earning money and jobs.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Start with a real or pretend "shop" in the classroom where students can "buy" or "sell" items using play money.
- Discuss: What would you do if you were given $10? £20?
- What is something you really want to buy?
- Introduce global currencies by showing images of different banknotes and coins from around the world.

Sentence Work (Grammar)

- Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).
- Have students create sentences about what they would like to buy and why.
- Practise sentences around the concept of saving, e.g. "I am saving my money to buy …"
- Use the structure: "I want to buy ___ because ___."

Speaking & Listening Opportunities

- Think-Pair-Share: Pair discussions on saving versus spending preferences.
- Role-playing shopkeeper and customer interactions.
- Sharing ideas on how they would save or spend money.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about money? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. How has money changed over time? Why do we need money? Capture ideas using a KWL grid or single bubble.
3. Introduce the concept of money and how it is used. Explore payment methods and different currencies around the world.
4. Discuss wants versus needs, and spending versus saving.
5. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
6. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
7. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do? Could set up a team shopping challenge, e.g students have a certain amount to spend on materials to create a model. Each type of material costs a different amount and thus teams need to carefully think what is possible.
9. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title: What do you think this book will tell us about money?
- Possible questions: Why do we need money? What do you already know about it?

Select modelled, shared or guided reading as appropriate (the following activities to be spread out over time)

- pp 2–3: Discuss basic concepts of wants and needs. See 'Shared/Guided/Independent Writing Opportunities'.
- pp 4–5: Before reading, list items money can buy and discuss needs vs. wants. Read and compare class list with text.

- pp 6–7: Explore different payment methods and discuss which ones students are familiar with.
- pp 8–9: "What do you think people did before money was invented?" Read and model use of glossary.
- pp 10–11: Talk about the uniqueness of currencies and national symbols. Explore the inquiry question. Model thought processes in designing a banknote for own country or another country (see 'Shared/Guided/Independent Writing Opportunities').
- pp 12–15: Before reading, frontload vocabulary by giving students an opportunity to handle banknotes and coins. Read p 15 – "What kinds of things would we buy with coins/notes?" "Would we buy a car with notes? A house?"
- pp 16–17: Depending on students' experiences, explore names related to currencies used in different countries.
- pp 18–19: Read and discuss. Explore the inquiry question.
- pp 20–21: Discuss the importance of saving money.
- pp 22–23: Discuss possible choices with saved money and introduce budgeting.
- After reading, add new learning to KWL grid or single bubble.

Connections

- **Mathematics:** Counting money, making change, basic budgeting, principle of partitioning or sharing.
- **Social Studies:** Currency from different countries, discussing different economic practices.
- **Art:** Designing their own "class currency" with unique symbols and designs.
- **Technology:** Learning about digital payment methods and the concept of online shopping.

Related books from Extend Education

How We Organise Ourselves: Green *A Surprise Gift* – exploring choices and the concept of giving

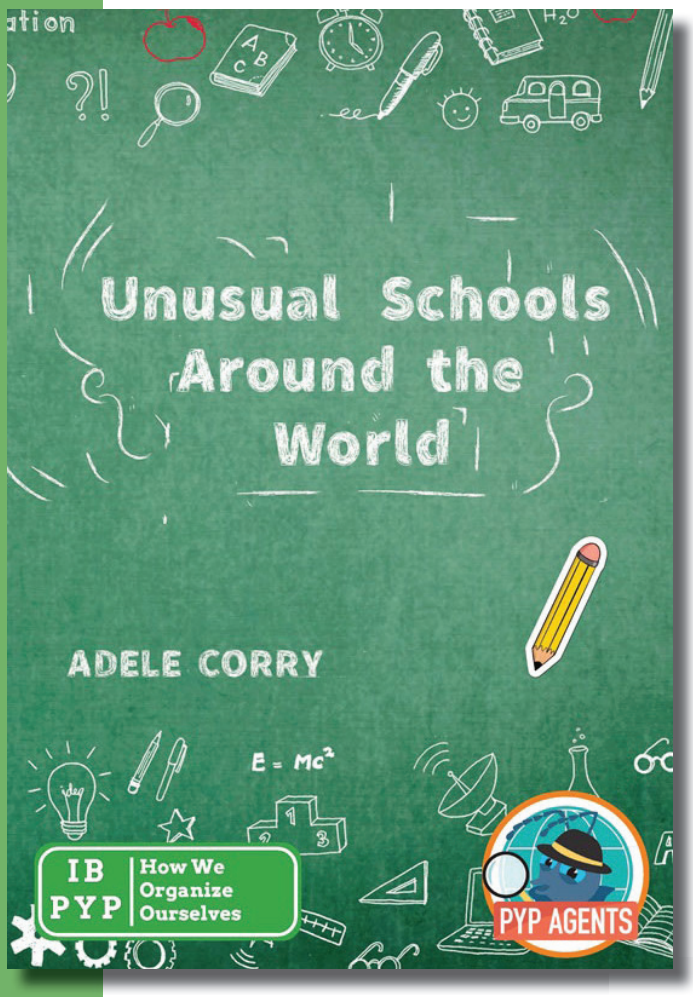
How the World Works: Orange *Tiny Seed to Towering Tree* – connecting the concept of growth to financial growth (savings)

Shared/Guided/Independent Writing Opportunities

- Shared writing: Create a list of "Needs vs. Wants" and discuss why each item is categorised. List could be organized into a double bubble.
- Guided writing: Write short reflections on how they would use a given amount of money.
- Independent writing: Write a story about a time they saved for something they wanted. Draw and label an alternative banknote for chosen country justifying selection of images (e.g important national building/animal/person/food).

Graphic Organizers

- Single bubble
- KWL grid
- Double bubble



Unusual Schools Around the World

ORANGE BAND

How We Organize Ourselves

Central Ideas

- Being part of a school community involves different roles and responsibilities.
- Schools can be different depending on where we live.
- There are many ways to learn, wherever we are.
- Schools help us learn and grow, even if they look different.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Balanced:** Understanding our role in our school community and how we can all help each other.
- **Caring:** Developing empathy for students that have different learning environments.
- **Reflective:** Reflecting on the similarities and differences between schools around the world.

Key Vocabulary

there	have	many
live	about	
they	some	

New Vocabulary

Bangladesh	floating
buildings	nature
country	unusual

Phonics

ai/ay/a-e	ea/y/ee
ow/ou	-ed

Inquiry Questions

- What is school for?
- Why are schools important?
- Are there different kinds of schools?
- How are they similar/different?
- What does it mean to be responsible at school?
- What rights do we have when we go to school?
- Do all children go to school?
- How does the environment influence the way a school is built?
- What would your ideal school look like and why?
- How do schools in different countries solve challenges like weather or transportation?

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- describe some unusual schools around the world and their similarities/differences.
- understand the function of schools.
- demonstrate an understanding of the responsibilities of all members of a school community.
- set a personal target to improve their community role in school.
- recognize the roles and responsibilities of all school community members, including their contributions.
- explore how geography and weather impact school structure and learning environments.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

Display image showing child labour and explain that this child does not go to school. Ask students questions:

- Why might the child not go to school?
- What would that be like?
- Show images of various unusual schools worldwide and ask students to guess what makes each school unique.
- Ask students to imagine a day without school and discuss how they would feel, sparking curiosity about the importance of education.
- Conduct a vocabulary exploration session where students act out or illustrate terms like "floating", "unusual" and "forest".
- If possible, create a temporary "forest school" in a garden or park, allowing students to learn outside to experience a different environment.

Generate questions for inquiry.

Sentence Work (Grammar)

- Practise sentences using past tense verbs with -ed ending.
- Develop use of language which denotes a personal opinion, e.g. I like/dislike, I think, I believe, etc.

Speaking & Listening Opportunities

- Role play: Have students role-play as members of different types of schools (e.g. a student in a forest school vs. a student in a traditional classroom). This can build empathy and understanding.
- School interview: Students can interview each other on what they like or would change about their school, helping them reflect on the school environment.
- Class discussion/debate: Choose some debate topics related to school to discuss with the class. In pairs, students discuss what are the pros and cons for each before discussing as a class. For example:
  - Reading is more important than mathematics.
  - Should all children go to school, no matter where they live?
  - Is it fair that some children have to work instead of going to school?
  - What's more important: having a big building or being able to learn anywhere?

Suggested Learning Sequence

1. Set context for the unit using the hook activity. Establish what the students already know about school and generate inquiry questions. Record students' responses on a KWL grid or single bubble.
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this? What do the students want to find out?
3. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is at least 4 weeks). Intersperse reading and writing activities. Example: Create a single bubble to share ideas about schools. Organize thoughts using cupboards/shelves/trays.
4. Students could create a rule book for an unusual school demonstrating an understanding of the concept of responsibility or could make a map of a forest school.
5. Potentially organize learners to plan for a 'celebration of their learning' on this topic in class or as part of a homework activity. Possible opportunity for students to share information related to research about an unusual school. Students choose how to present their research.
6. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- View front cover and discuss the meaning of 'unusual'. What do the students think an unusual school would be like?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–3: Create a single bubble to show thoughts about what schools are like (e.g. buildings, facilities, equipment). Read pp 4–5.
- pp 6–7: Why do you think the school in Guatemala is made of plastic bottles? What would be the same about that school and the school we attend?
- pp 8–9 and 10–13: What are the challenges faced in these schools?
- Introduce the idea of responsibility and develop ideas about how members of a community all have responsibility: for themselves (e.g. making an effort to learn), their school environment (e.g. keeping things tidy) and others (not distracting others, helping each other).
- This could be developed further: What rules do we need to have in our class/school? What is an important rule to have in a floating school?
- pp 15–17: Discuss likes/dislikes of forest schools. Could make a simple chart to reflect personal opinion.
- p 18: What do you think a train platform school is? Continue reading …
- What would be difficult in organizing a train platform school?
- pp 22–23: Discuss all the unusual schools in the book. Draw and label their favourite unusual school or create a double bubble to compare and contrast a student's own school with an unusual school of choice.

Connections

- **Geography:** On a world map, locate unusual schools around the world and investigate weather conditions in these areas. Have students map their own school journey and compare it to journeys to unusual schools worldwide, enhancing spatial awareness.
- **History:** Research schools in the past.
- **Social Studies:** Explore the concept of access to education globally, linking to rights and responsibilities in "How We Organize Ourselves."

Related books from Extend Education:

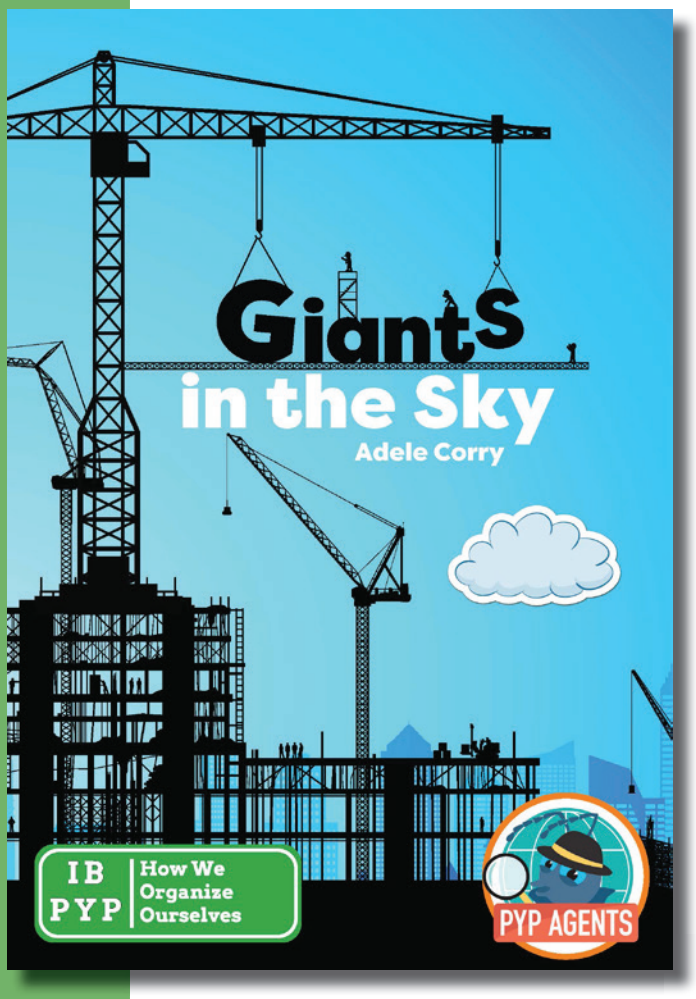
- **Who We Are**: **Orange** *Good Friends* – making new friends at school
- **Where We Are in Place and Time**: **Green** *Life in a Castle* – learning to be a knight

Shared/Guided/Independent Writing Opportunities

- Simple information report about the student's own school using sentence models.
  I go to _____ school.
  I wear _____.
  For lunch at school, I have _____.
- Encourage students to connect elements of unusual schools to their own lives, fostering reflection on how their school experience might differ from or resemble others.

Graphic Organizers

- Single bubble
- Double bubble
- I like/dislike chart
- Venn diagram: Students can compare their school with an unusual school of choice, examining similarities and differences.
- KWL chart: A "What I Know, What I Want to Know, What I Learned" chart would support ongoing reflection and inquiry as they learn about new types of schools.



Giants in the Sky

ORANGE BAND

How We Organize Ourselves

Central Ideas

- People build tall structures to solve different problems and meet needs.
- Structures reflect human creativity and innovation.
- We organize our spaces to help people live and work in crowded places.
- Tall buildings tell stories about the people and cultures that built them.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Investigating some of the biggest structures in the world.
- **Balanced:** Understanding the benefits and disadvantages of building tall buildings.
- **Caring:** Understanding the impact of building on their environment.

Key Vocabulary

have	why	more
were	people	
where	something	

New Vocabulary

buildings	structures
giant	thousands
pyramids	towering
restaurant	

Phonics

ow/ou	g/j
wh	ee/y/i/ea
ing	

Inquiry Questions

(from p 3 of the book)

- How do engineers make sure tall buildings are safe?
- What makes a building famous?
- How do different materials affect the height of buildings?
- What challenges do people face when they live in tall buildings?
- When was the first tall building made?
- Where is the tallest building in the world?
- How were they built?
- Why do people build tall buildings?

Generate further questions from the students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 22.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- explain why tall structures were constructed in the past.
- understand reasons why tall buildings are constructed (population growth, lack of space).
- know positive and negative aspects of living in tall buildings.
- be able to sort buildings into living spaces and monuments.
- compare structures from different cultures and times, recognizing similarities and differences.
- describe how different shapes and materials contribute to the strength and stability of tall buildings.
- develop an understanding of the impact of buildings on the environment and urban life.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc

Capturing Ideas/Hook

- Display photographs of the town/city centre of your location. Ask the students to describe or recognize any of the buildings. You could also compare the area with a photograph from the past. Take opportunity to frontload vocabulary (skyscrapers, skyline, towering, etc.)
- Tell the story *The King Who Wanted to Touch the Moon*.
- Use digital tools or apps (like Google Earth) to "visit" famous skyscrapers and landmarks, allowing students to explore different structures around the world virtually.
- Have students work in pairs or small groups to build the tallest structure possible using blocks, paper, or other materials, followed by discussions on what helped or hindered their building's stability.

Sentence Work (Grammar)

- Create questions using question words like "where" and "why".
- Analyse the text to explore different sentence starters. Students could apply knowledge in a non-chronological report about a famous towering building.

Speaking & Listening Opportunities

- In pairs, students take turns to draw a building using shapes, making sure their partner cannot see it. They then need to describe it to their partner. For example, 'The building is square shaped. It has a door in the middle and a triangle roof.' The partner then needs to try to draw the building using this description. Afterwards, compare pictures. Do they look alike? Reflect with students on what worked well in the task.
- Class debate/discussion: "Would you like to live in a tall building? Why or why not?" This allows students to consider various perspectives and practise articulating opinions.
- Group presentation: Each group can research a famous tall building and present to the class, focusing on its purpose, cultural significance and structural features.

Suggested Learning Sequence

1. Set context for the unit using the hook activity. Establish what the students already know about tall buildings and generate inquiry questions. Record students' responses in a single bubble or KWL grid.
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this? What do the students want to know?
3. Select appropriate activities for students' learning – depending on length of time spent on the unit (suggestion is at least 4 weeks).
4. Intersperse reading and writing activities. Example: create a single bubble to record facts about buildings. Introduce a problem solving graphic to record ideas about building ever taller buildings.
5. Potentially organize learners to plan for a 'celebration of their learning' on this topic in class or as part of a homework activity. Students may wish to construct a tall building at home (junk modelling or using a kit) and describe challenges and solutions. Allow students a choice of how to display their work. In pairs, students can review each other's designs, giving feedback on creativity, structure and function.
6. Plan for an opportunity for both teacher and students to reflect on the learning. What have you learned about buildings and structures? Why do you think people are inspired to build taller and taller buildings?

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- View the front cover and discuss what the book might be about and the choice of title.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–5: After reading p 3, generate further inquiry questions. Collect students' reasons why (p 5).
- pp 6–7: Note interesting fact insert and ask "Do leaders still do this today?"
- pp 8–13: "Why are these structures famous?" "Why do you think millions of people visit these structures every year?" "Have you ever visited a famous towering building?"
- pp 14–19: Interrogate the text to answer where/when/why questions. Create a timeline showing famous towering buildings.
- pp 20–23: Focus on what problems could occur with even taller buildings. Note different features throughout, e.g. headings, glossary terms, captions, etc.

Connections

- **Geography:** Place images of famous buildings and structures on a world map.
- **Science:** Explore different materials that are used to build different structures.
- **Mathematics:** Measure and compare heights, scales and shapes involved in different structures.
- **History:** Research the historical significance of certain structures, such as why the pyramids or the Eiffel Tower were constructed and their role in their respective societies.
- **Design/Technology:** Design a unique skyscraper, incorporating elements from different cultural architectural styles.

Related books from Extend Education:

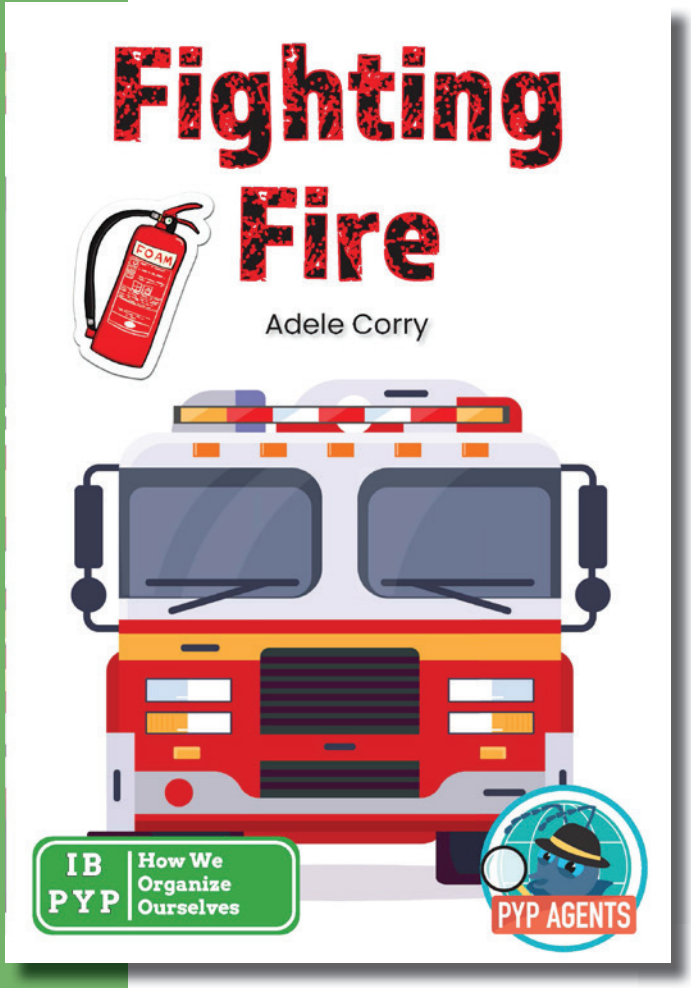
- **Where We Are in Place and Time**: **Green** *Life in a Castle* – built for protection
- **How We Express Ourselves**: **Orange** *Fantastic Fairy Tales* – stories with towering buildings
- **How the World Works**: **Green** *Is the Moon Made of Cheese* – life in space
- **How We Organize Ourselves**: **Turquoise** *Fighting Fire* – dangers of living in tall buildings

Shared/Guided/Independent Writing Opportunities

- Imagine visiting a famous building on holiday. Write a postcard showing essential information. Could prepare for writing using a single bubble.
- Design and label a building that could reach space.
- Write a diary entry as if you're living on the 100th floor of a skyscraper, describing what you see, how you feel and any challenges or advantages.
- Write a short piece on whether more tall buildings should be built in your city and why.
- Creative writing: "If I could build a building as tall as the moon, it would have…," allowing students to creatively envision what such a structure might include.

Graphic Organizers

- Single bubble made during reading sessions
- Problem solving organizer



Fighting Fire

TURQUOISE BAND

How We Organize Ourselves

Central Ideas

- People organize to protect each other and respond to emergencies.
- Helping others and keeping safe are important in our communities and around the world.
- Firefighters and other helpers work together to keep us safe.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Asking questions about how fires can happen.
- **Thinkers:** Thinking about the impact of fire on people and the surroundings.
- **Open-minded:** Being open to understanding new ways of helping others.
- **Caring:** Understanding the importance of caring for others in an emergency.
- **Principled:** Learning about the responsibilities of community helpers, such as firefighters.

Key Vocabulary

everyday	difficult	important
work	animals	together
whole	people	through
sometimes		

New Vocabulary

special	equipment
breathing	rescue
uniform	wrong
extinguish	emergencies
emergency	

Phonics

ous	qu
or/au	u/ue
igh/i-e	ae/ee/y

Inquiry Questions

- What tools and skills do firefighters need?
- How do people stay safe during fires?
- How do firefighters work together in emergencies?
- How do firefighters help us in emergencies?
- Why is it important to have safety rules?
- How do people help each other during disasters?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 7.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- identify emergency responders and understand basic fire safety principles.
- recognize the importance of fire safety.
- know who to call in an emergency.
- demonstrate understanding of basic safety rules.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Use a firefighter's uniform or equipment as a visual aid to discuss "Who helps us in emergencies?"
- Show pictures of firefighters in action and discuss the different tools they use.
- Ask students how they feel safe at home and school.
- Check if students know the phone number for emergency services in their country.
- Arrange a visit to a fire station or invite a firefighter into your school to talk to the students about fire safety.

Sentence Work (Grammar)

Practise writing sentences from speaking and listening activity (use Think It, Say It, Write It, Read It).

- "Firefighters wear special clothes to _____."
- "Firefighters help by _____." "In an emergency, I should _____."
- Use information from the text in note form and practise writing compound sentences.

Speaking & Listening Opportunities

- Practise safety language, such as "Stop, Drop, and Roll".
- Role play emergency scenarios where students practise calling the emergency services.
- Role play a scenario where students practise creating a safety plan.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about firefighters? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. Who can be a firefighter? Do all countries have a fire department? Record students' responses using a KWL grid or single bubble.
3. Discuss what firefighters do and why their job is so important.
4. Explore the idea of teamwork through activities that require students to work together. Use this to emphasize the importance of teamwork in a firefighting department.
5. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
6. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
7. Introduce book and discuss the central ideas (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Potentially organize learners to plan for a 'celebration of their learning' on this topic. What will they need to do?
9. Plan for an opportunity for both teacher and students to reflect on the learning: group discussions, sharing work with peers, and reviewing key ideas.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss the book title and cover. What do firefighters do? How can we keep ourselves safe?

Select modelled, shared or guided reading as appropriate (the following activities to be spread out over time).

- pp 2–3: Read heading on p 2 – "What do you think 'everyday' heroes means?" "What qualities does a hero have?" Discuss the uniform firefighters wear – "Why do firefighters need a helmet/mask/gloves/goggles?" "Why might reflective stripes be useful?"
- pp 4–7: Read the heading and ask students to scan the text to find the sentence that answers that question. Read p 7 – "How do firefighters work together?" "Why is it important for them to work together?"

- pp 8–11: After reading, ask students if they can recall four things about fire engines. Encourage reading for meaning rather than just decoding. "What do you think firefighters do when they are not attending an emergency?" Focus on the importance of maintaining equipment.
- pp 12–17: Before reading, discuss what other emergencies firefighters deal with. Read and add information to the single bubble (see 'Suggested Learning Sequence').
- pp 18–19: Read the caption 'Most wildfires are caused by people' and how this might happen. Collect ideas to use for designing a poster to remind people how to prevent wildfires.
- pp 20–21: Promote the idea of community – school, locality, town, city, country and across the world.
- pp 22–23: Discuss fire safety rules and the importance of working together. Model reading with expression and encourage students to participate by reading sight words or answering questions about the content.

Learning Connections

Science: Understanding combustion and the properties of fire and health (safety and emergency procedures).
History: Compare and contrast firefighters, equipment, regulations and safety measures now with a previous time period. The Great Fire of London – understanding an important event in history.
Geography: Mapping wildfire areas and understanding the reasons behind recent wildfires.
Language Arts: Poetry writing based on sensory aspects of fire.
Myths and legends: Explore myths and legends from around the world related to fire.
Art: Practise colour mixing.

Related books from Extend Education

Who We Are: Orange *Festivals of Light*

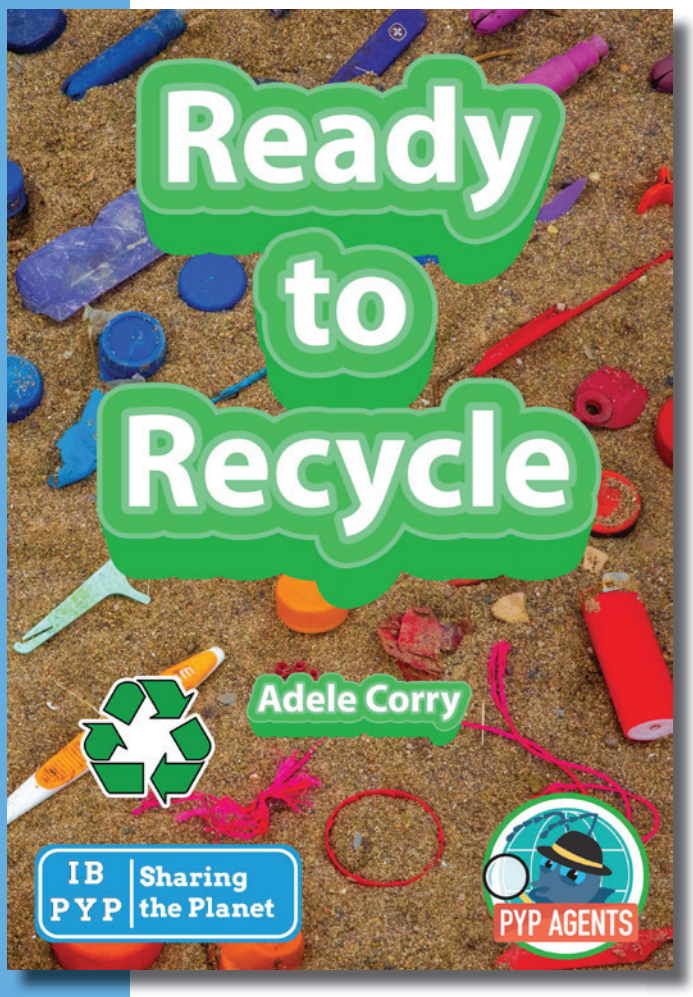
How the World Works: Orange *Wild Weather*

Shared/Guided/Independent Writing Opportunities

- List safety tips for the classroom or another location.
- Write a thank-you letter to firefighters, explaining why you are grateful for their help.
- Students could create a "My Fire Safety Plan" booklet, illustrating and labeling actions to take in a fire emergency.
- Design a fire safety poster.

Graphic Organizers

- Single bubble
- KWL grid



Ready to Recycle

GREEN BAND

Sharing the Planet

Central Ideas

- We can protect our planet by recycling things we no longer need.
- Helping others and keeping safe are important in our communities and around the world.
- Things we throw away can be used to make new things, helping our planet.
- When we reuse and recycle, we take care of the Earth.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Asking questions about how items can be reused or recycled.
- **Thinkers:** Thinking about the impact of waste and recycling.
- **Open-minded:** Being open to understanding new ways of helping others and protecting the planet.
- **Caring:** Understanding the importance of caring for the Earth.

Key Vocabulary

when	our	there
into	away	used
some	goes	other

New Vocabulary

recycling	animals
something	people
Earth	hundreds
water	

Phonics

a-e	ng
o-e	ar
ew	
oo	

Inquiry Questions

- Why is it important to recycle things instead of throwing them away?
- Can we recycle everything or are there some things that can't be recycled?
- Why do some countries have good recycling systems and others don't?
- What would happen to our planet if we stopped recycling/reusing things?
- When did recycling become important for people?
- Why is plastic packaging still used even though it doesn't break down?
- What happens to the things we throw away?
- What are some new things we can make from old things?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: pp 6, 12.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could ...

- understand the importance of recycling things rather than just throwing them away.
- know how recycling helps the environment, for both humans and animals.
- know some ways we can reuse things instead of throwing them away.
- know that their actions can have an impact on the environment.
- use persuasive language to get others to take action too.
- identify items that can be recycled.
- think of ways they can reduce waste at home.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Sorting activity using recyclable materials – students can create their own classification system.
- Provide photographs showing where rubbish has impacted on the natural world for an inquiry/wonder activity.
- Display a range of items and ask students which ones they think can be recycled. Discuss where items go after they are thrown away.
- Research images of floating islands of garbage online. Discuss how they came to be and where from.

(Add further activities to help create context as necessary.)

Sentence Work (Grammar)

- Practise the use of can and can't in sentences: "I can/we can …"
- Develop using question words: "Can you ride a bike?" "Yes I can/No I can't."
- Write sentences about recycling: "I can recycle a _____." "Recycling helps _____."

Speaking & Listening Opportunities

- Use 'persuasive' language to encourage others to recycle and/or reuse.
- Think-Pair-Share activities (see opportunities in Modelled/Shared/Guided Reading).
- Partners ask each other questions to which the answer can only be "Yes I can" or "No I can't", e.g. "Can you fly?" "Can you count to 20 in English?"
- Recycling discussion: Students can bring in recyclable items and explain why they think recycling is important.

Suggested Learning Sequence

1. Set context for the unit by using an activity/activities from the Capturing Ideas/Hook section.
2. Establish what the students already know about recycling. To capture ideas the following could be used: single bubble; KWL grid. Learners may suggest ideas here which may direct the learning in a particular direction.
3. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
4. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is 2–4 weeks).
5. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section)
6. Intersperse reading and writing activities as appropriate. For example, using a fishbone graphic organizer to show cause and effect of not recycling.
7. Set a homework activity to track recycling at home using headings 'what, who, when, where'.
8. Analyse a simple persuasive text to discuss features and model the use of a language to 'persuade'.
9. Modelled/shared writing of a persuasive text (a letter or a poster). Assess against success criteria.
10. Potentially organize learners to plan for a 'celebration' of their learning on this topic in class or as part of a homework activity. Could produce posters which could be displayed at school in hallways or other classrooms.
11. Plan for an opportunity for both teacher and students to reflect on the learning, e.g. using the KWL grid: 'What do we now know/how well did we learn?'

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Hook/inquiry/provocation activity
- Show a picture of a polluted place (e.g. a beach or children's play area). Ask: "Would you like to live here? Why not? What would you do if you did?" Use a KWL grid or single bubble to record what is known about rubbish, pollution and solutions.

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- View and read pp 2–3. Text features are bold glossary term, speech bubble, pictures and captions. Students can share own experiences of recycling at home, which can be collated under headings what, who, when, where, why.
- pp 4–5: Collect questions/opinions of landfill sites. What adjectives could we use to describe landfill sites? What happens there? What must it be like to work there? What does the term 'organic' mean?
- p 6: Why are landfill sites not good for our planet? Inquiry question.
- pp 7–9: Discuss impact of the rubbish in landfill sites. Encourage questions, e.g. How is it bad for animals and humans? If using a single bubble, ask "What can we add?" Could use a fishbone or other graphic organizers to explain cause and effect.
- pp 10–13: Review double meaning of text inside speech bubble on p 10: Review sequencing time connectives 'first', 'then', 'next' and 'finally' to recall and describe the process for reusing glass jars/bottles. If using the book with older students, co-create a decision tree chart for recycling.
- pp 14–21: Focus on verb can and negative – cannot/can't – practise sentences (see sentence work below). Focus on use of 'can' on p 16 – verb and noun (drink can). Text features are captions, interesting facts, labels, glossary term. Discuss impact of picture on p 15. How could this persuade people to recycle paper? Homework task – can students find out if any of their clothing/household items are made from recycled plastic bottles?
- pp 22–23: Review learning about recycling – purpose and actions we can take.
- Read books about recycling or community helpers, focusing on comprehension questions that relate to the central ideas.
- Model reading with expression, and encourage students to participate by reading sight words or answering questions about the content.

Connections

- **Science:** Explore materials and their properties, such as what can be recycled and what cannot, introducing classification and grouping.
- **Mathematics:** Counting and sorting recyclables by type, weight or size. Place a weighing scales below the food bin, after lunch the total can be a helpful provocation for food waste discussions.
- **Social Studies:** Map countries where recycling initiatives are high or low, comparatively.
- **Art/Design:** Create artwork from recycled materials.

Related books from Extend Education:

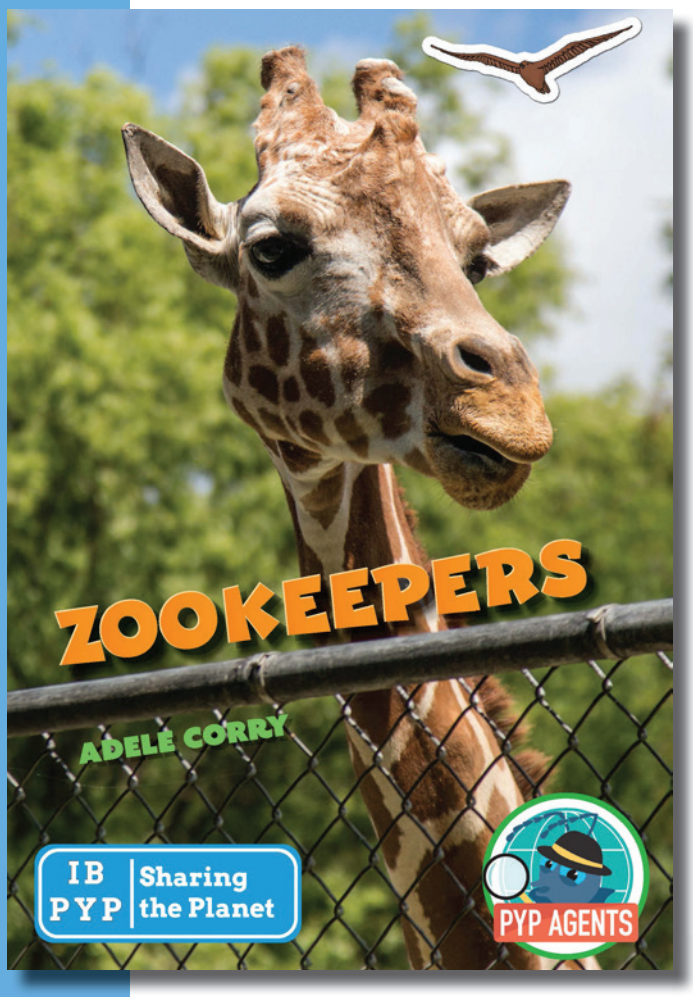
- **How We Express Ourselves**: **Green** *Making Music* – making instruments from recycled materials
- **Sharing the Planet**: **Turquoise** *Endangered Animals*

Shared/Guided/Independent Writing Opportunities

- Using conjunctions, e.g. 'because', 'when', 'if' in persuasive argument.
- Modelled/shared writing of a persuasive text (letter or poster) to persuade others to recycle.
- Students can write or draw what they can recycle in their home, school or community.

Graphic Organizers

- KWL grid
- Fishbone diagram (cause and effect)
- Single bubble: organizing information into 'cupboards and shelves'
- Sequence chart



Zookeepers

GREEN BAND

Sharing the Planet

Central Ideas

- Zoos help people learn about and care for animals.
- People and animals share the planet, and we can help protect them.
- Taking care of animals helps keep them safe and healthy.
- Zoos are places where we learn about animals and how they live.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Students can ask questions about how zoos care for animals.
- **Caring:** Zookeepers show care for animals.
- **Knowledgeable:** Zookeepers know a lot about animals and their needs.
- **Reflective:** Reflecting on how we can protect animals and nature.

Key Vocabulary

where	about
who	every
after	know
animals	

New Vocabulary

world	dolphins
penguins	busy

Phonics

oo/oo	ph
u-e	oy
ee	ll
a-e	

Inquiry Questions

- Why do we have zoos?
- How do zookeepers help animals stay safe and healthy?
- What kinds of animals live in zoos, and where do they come from?
- How can people help animals that are in danger?
- Why do animals need special care?
- Should all zoos exist? Why? Why not?
- Are some animals more important than others?
- How are animals' lives different in a zoo from living in the wild?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could ...

- be able to discuss the role of a zookeeper
- understand the importance of taking care of animals.
- describe ways people can help endangered animals.
- know the difference between a wild and a domesticated animal.
- be able to sort/classify some animals.
- know that humans can have a negative impact on wild animals, e.g. through the destruction of habitats.

Further outcomes could include reading comprehension, speaking, and listening skills focused on understanding animal care.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Arrange a zoo visit or experience a virtual zoo.
- Show pictures or videos of zookeepers at work and ask, "What do you think they are doing to help the animals?"
- Introduce stuffed animals or animal toys and discuss what care they might need.
- Share a simple fact, like "Did you know some animals in zoos are saved from extinction?"

Sentence Work (Grammar)

After reading, students can practise sentence formation:

- Use sentences like "A zookeeper looks after animals."
- Encourage students to use Think It, Say It, Write It, Read It.

Speaking & Listening Opportunities

- Discuss how zookeepers take care of different animals.
- Role-play as zookeepers, discussing the daily tasks involved.
- Group discussions about why zoos might be important for animals and people.
- Become an animal expert and present information about a wild animal in the zoo.
- Agree/disagree: Present a statement about zoos, e.g. 'Zoos are good places for wild animals.' Students decide whether they agree or disagree by adding their name to a post-it and placing it under the 'Agree' or 'Disagree' column. Ask them to justify their opinion. After the discussion ask if anyone has changed their mind.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about zookeepers? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction. Record students' responses using a KWL grid or single bubble.
3. Discuss a day in the life of a zookeeper. What are their main tasks and responsibilities? What challenges might they face in their job?
4. Select different animals and explore how they would need to be cared for. What is their diet? Could students design a suitable enclosure? What precautions might you need to take?
5. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
6. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
7. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
8. Potentially organize learners to plan for a 'celebration of their learning' on this topic, e.g. create a plan for a zoo showing different enclosures and facilities; create a diorama of an animal enclosure showing how it mimics the animal's habitat in the wild. What will they need to do?
9. Plan for an opportunity for both teacher and students to reflect on the learning.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss the book title and cover. What do you think a zookeeper does? Have you ever visited a zoo? What animals did you see?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–3: Discuss what zoos are and where the animals come from. Check understanding of the word 'wild' and view the glossary.

- pp 4– 5: Discuss why zookeepers often look after only one kind of animal (e.g. so they can get to know the animals really well and spot their care needs). Relate to other professions like doctors, primary teachers, etc. Could use the sentence pattern on p 4 for other professions: 'The person who looks after … is called …'
- pp 6–9: Read and discuss how animals could be sorted, e.g. big cats, sea animals, birds, etc. After reading, create a list of zoo animals and what their care needs might be.
- pp 10–11: Talk about the hard work zookeepers do and the different diets animals have.
- pp 12–13: Read the captions and ask "Why is it important that the zookeeper needs to know what food an animal needs?"
- pp 14–19: Add information to a single bubble of what zookeepers do. Use the information to write a job description for a zookeeper. Read p 16 and ask "What does the speech bubble mean?"
- pp 20–21: "Why is it important for zookeepers to teach people about animals and nature?"
- pp 22–23: Discuss the positives and negatives of being a zookeeper.
- Spread these reading sessions over time, emphasizing comprehension and discussion.

Connections

- **Science:** Explore animal habitats and needs.
- **Geography:** Discuss where animals come from around the world. Learn basic map skills when designing a zoo.
- **Social Studies:** Talk about how people protect endangered species.

Related books from Extend Education

Sharing the Planet: Turquoise *Endangered Animals*

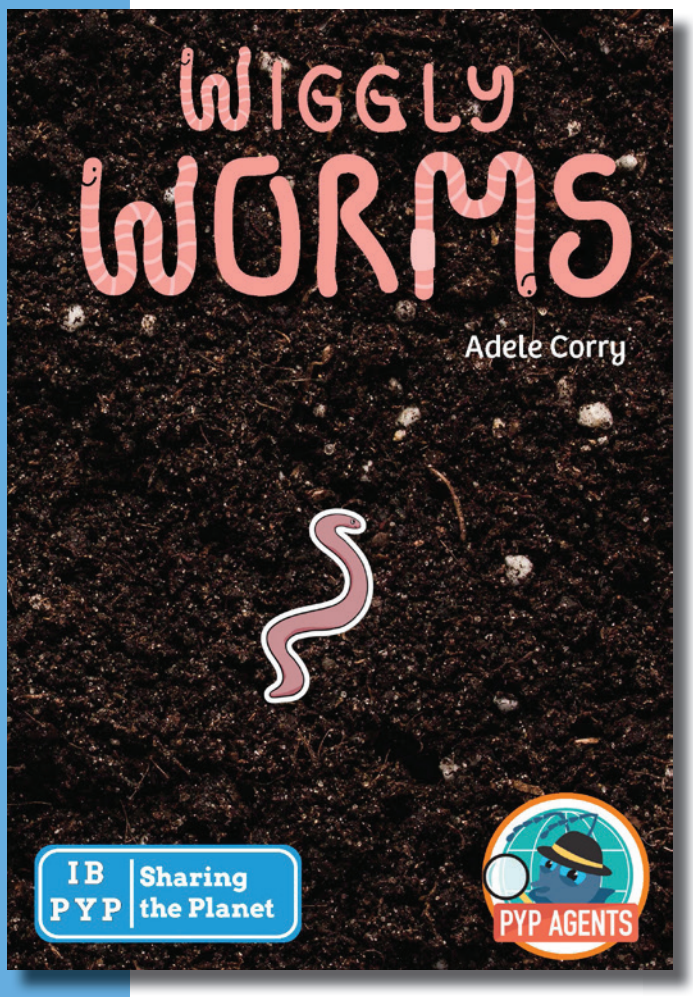
How the World Works: Turquoise *Amazing Amphibians*

Shared/Guided/Independent Writing Opportunities

- Shared writing: Create a list of zoo animals and discuss what each might need for care. Design and label a habitat and create an animal to live there.
- Guided writing: Write a short description of a zookeeper's job.
- Independent writing: Write sentences about a favourite zoo animal.

Graphic Organizers

- Single bubble
- KWL grid
- Writing frame for zookeeper job description



Wiggly Worms

ORANGE BAND

Sharing the Planet

Central Ideas

- Worms help keep our planet healthy by making soil good for plants.
- Worms are an important part of the food chain and help many animals survive.
- Worms have unique features and behaviors that help them survive underground.
- People can learn from worms and their role in nature to care for our world.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	**Caring**	**Reflective**
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Knowledgeable:** Building knowledge about worms and their importance to the ecosystem.
- **Caring:** Understanding how to care for worms and why this is important.
- **Reflective:** Reflecting on how we can help worms and protect their habitats.

Key Vocabulary

animals	little	they
around	move	very
even	their	
have	these	

New Vocabulary

breathe	mostly
eyes	surface
hedgehogs	weight
invertebrates	world

Phonics

ee/y/ea	-s
i-e	ou
o-e/ow	-ing

Inquiry Questions

- What type of animal is a worm?
- Do worms have eyes? How do they see?
- Do worms know up from down?
- What other body parts do worms have?
- How do they move?
- Do worms harm/help humans?
- What would happen if worms didn't live in the soil?
- How do worms help plants grow?
- What do worms eat and why is it important for the soil?
- Why do worms come to the surface when it rains?
- How do worms help recycle natural materials?

Generate further questions from the students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 21.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- identify the different parts of a worm's body and explain their functions.
- describe the ideal habitat for a worm and explain why they prefer moist environments.
- list animals that eat worms and understand worms' role in the food chain.
- explain how worms help plants grow by making the soil better for roots and water.
- discuss ways humans can protect worms and their habitats.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Show students photographs of a variety of animals (ranging from big beasts to worms) and ask them to rank them in order of importance and discuss. (It is likely children will rank the worm as the lowest creature!).
- Create a simple "worm habitat" in a jar with layers of soil and leaves so students can observe worm behaviour over time. Have a nature walk after the rain to observe the characteristics mentioned in the book.
- Read *Superworm* by Julia Donaldson.

Sentence Work (Grammar)

- Sentence building: Use the book's phrases and help students build sentences like "Worms are _____ (colour), _____ (texture), and _____ (size)." This exercise encourages use of descriptive adjectives and commas.

Speaking & Listening Opportunities

- Rehearse sentences that will support independent writing activity (use Think It, Say It, Write It, Read It).
- Display a list of adjectives used to describe animals e.g. fierce, slimy, graceful, cold, cuddly, dangerous, furry, smelly, soft, bony, etc. Sort into positive and negative and justify choices. Which words can be used to describe worms?
- Debates: Discuss if worms are "important" creatures or not. Use persuasive language to advocate for why worms are essential, or not.
- Partner discussions: Pair students to discuss why they think worms are beneficial or how worms might feel if they could talk.

Suggested Learning Sequence

1. Set context for the unit using activities from the hook activities. **Establish what the students may already know about worms and what they want to find out. Record students' responses in a single bubble or KWL grid.**
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this?
3. Introduce the book (see sequence of activities in Modelled/Shared/Guided Reading section).
4. Intersperse reading and writing activities as appropriate. For example: using a single bubble to collate information about worms, practise writing descriptive sentences about worms using commas in a list.
5. Model how to plan and write a simple report about worms.
6. Observational learning opportunity: Use a worm habitat or outdoor observation (if feasible) to watch worms in action.
7. Potentially organize learners to plan for a 'celebration of their learning' on this topic in class or as part of a homework activity. Possible opportunity for students to share information related to research they have done to further their learning about worms. Students choose how they present their research.
8. Plan for an opportunity for both teacher and students to reflect on the learning, e.g. What do we now know/how well did we learn? Students can share a short report or drawing about worms, explaining their importance to peers or parents.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- List adjectives to describe worms.
- What do students already know/want to know about worms?

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time)

- pp 2–3: What questions arise from this information? Explain speech bubble – coward/backbone.
- pp 4–5: Revisit simple punctuation – commas in a list.
- pp 6–9: Begin a co-constructed single bubble about worms – what can we recall from previous pages? Reread if unsure.
- pp 10–15: Explore worms' role in soil health, introducing the idea of recycling in nature.
- Read up to p 15. Where in the world would a worm like/not like to live? What is the evidence from the text?
- pp 10–15: Reflect on new learning and have students share one surprising fact they learned about worms.
- pp 16–19: How do worms protect themselves from predators?
- pp 10–15: Reflect on new learning and have students share one surprising fact they learned about worms.
- pp 20–21: See inquiry question on p 21.
- pp 22–23: Do these facts answer any of the students' inquiry questions? How can we find out more? (Opportunity to develop simple research skills.)

Connections

- **Geography:** Explore maps to find environments where worms are commonly found and discuss why they thrive there.
- **Science:** Investigate how worms contribute to decomposition and nutrient cycling. Explore food chains and webs.
- **Mathematics:** Measure the length of real or model worms, comparing sizes and introducing concepts like "longer" and "shorter."
- **Language Arts:** Read and discuss poems about worms.

Related books from Extend Education:

- **Where We Are in Place and Time**: **Green** *Land of Ice and Snow* – could worms live here? **Orange** *The Rainforest is my Home* – in which layer of the rainforest are worms found? **Turquoise** *Dinosaur Detective* – were there worms in the time of dinosaurs?
- **How the World Works**: **Turquoise** *Amazing Amphibians* – predators and prey
- **Sharing the Planet**: **Green** *Ready to Recycle* – what role do worms play in recycling? **Orange** *Food Chains* – worms in the food chain

Shared/Guided/Independent Writing Opportunities

- Create a simple report about worms from a single bubble. Students could make a simple booklet or use a graphic organizer with headings as writing prompts.
- Encourage students to write a fictional story about a worm's journey through the soil, incorporating facts from their learning.
- Imaginative writing activity creating a weather forecast targeted for worms, with different appeal than for humans.

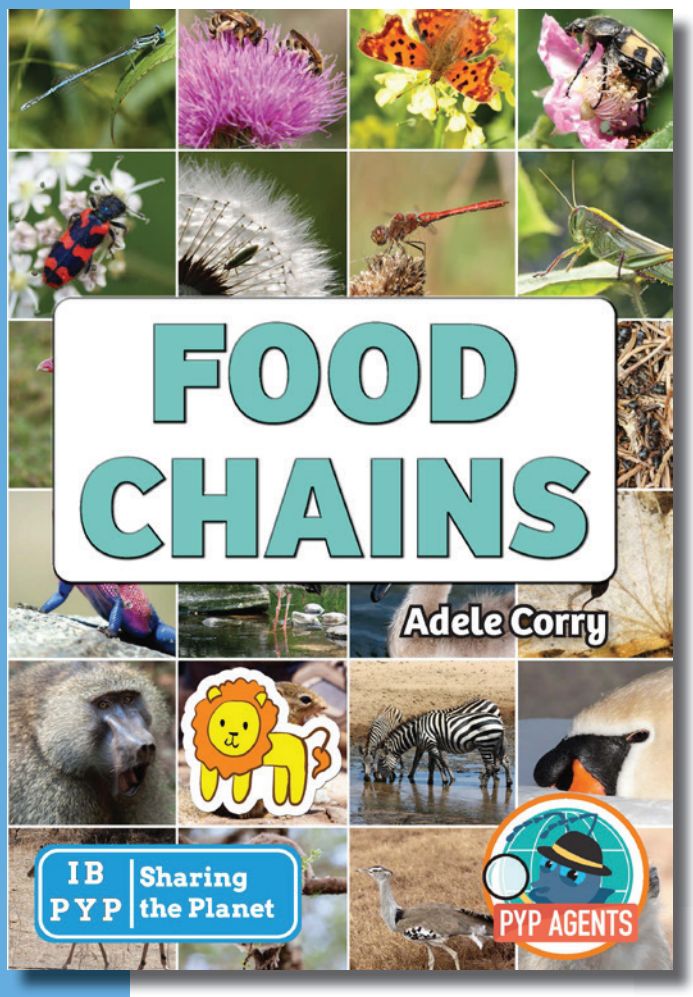
Graphic Organizers

- Single bubble: Create a "Worms Help the Planet" bubble map to list all the ways worms benefit the earth.
- Report writing graphic organizer
- Flow chart: Show the role of worms in the food chain, with simple diagrams illustrating worms, predators and plants.

Food Chains

ORANGE BAND

Sharing the Planet



Central Ideas

- All living things are connected in a web of life.
- Energy flows from the sun to plants and through animals.
- Every living thing has a role in nature's cycle.
- Human actions impact animals and plants in ecosystems.

PYP Learner Profile

Inquirers	**Thinkers**	Open-minded	Balanced
Knowledgeable	Communicators	Caring	**Reflective**
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Thinkers:** Encouraging curiosity into the natural world and the relationships between different animals.
- **Knowledgeable:** Deepening understanding of energy transfer.
- **Reflective:** Reflecting on our actions and the impact they may have on different ecosystems.

Key Vocabulary

all	comes	they
always	other	this
animals	some	where
cannot	their	

New Vocabulary

carnivore	omnivore
energy	plants
herbivore	products
nature	survive

Phonics

ee/ea	oo
ow	igh/i-e
a-e/ay/ai	ore

Inquiry Questions

- What is a food chain?
- What does a food chain show you?
- What happens if you take an animal or plant out of the food chain?
- What does a plant/animal need to survive?
- How do humans, climate, landforms and natural resources impact survival?
- What would happen if there were no plants in a food chain?
- How do plants and animals depend on each other?
- How can people protect food chains in nature?

Generate further questions with the students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry questions: p 14, 17.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding and modify learning outcomes accordingly.

The students should/could …

- know that all food chains start with energy from the sun.
- understand that energy is transferred from one organism to another.
- identify and name a variety of common animals (including humans) that are carnivores, herbivores and omnivores.
- demonstrate how food chains work.
- know that adverse factors disrupt the connections in a food chain and this impacts survival/ecosystems.
- classify food chains by habitat (e.g. marine, forest, grassland).
- create simple illustrations of food chains in different biomes.
- understand human roles as both omnivores and potential disruptors within food chains (emphasizing conservation themes).
- know that plants get their energy from the sun.
- know that animals (including humans) cannot make their own food, but get their energy/nutrition from what they eat.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Ask students what they have eaten today/last night? Why did they eat? (hunger/needing energy)? Quickly draw/label some of the food items (or students can do this independently). Example: chicken with rice; noodles with fried egg, etc. Where did the chicken get its energy from? Repeat for other ingredients.
- Use physical materials (e.g. cut-out images, toys, or outdoor elements) for students to create food chains and discuss them.
- Create a class food chain display with students each representing a different part of a chain, from sun to predator.
- Use real plants, soil, or water environments (e.g. small classroom terrarium) to visualize how energy might move in a simplified ecosystem.

Sentence Work (Grammar)

- Crocodile Creek: Use the sentence frame to form simple sentences showing what eats what. Use sentence frames like: "A _____ is a herbivore and it eats _____."
- Play 'Sentence Doctor': Provide examples of sentences containing errors and tell the students they are looking for either (or all) a spelling error, a tense error or word order error, e.g. Sum animals are herbivores. A prey eats the predator. Long ago, humans live in the wild.
- Integrate verbs associated with energy transfer (e.g. "provides" "consumes") to enhance vocabulary and understanding of relationships in food chains.

Speaking & Listening Opportunities

- Group work: Give students a range of pictures (e.g range of animals, plants and objects) and ask them to sort them in different ways. Discuss outcomes. If you could only sort them into 2 groups what would they be? Elicit living and non-living. What makes animals and plants living things? Do rocks/windows/pencils need food to carry on existing?
- Play a 'Who Am I' game. One student says a series of sentences and peers guess what they are. Example: I am a carnivore. I eat grasshoppers. I get eaten by a bird of prey. Who am I?

Suggested Learning Sequence

1. Set context for the unit using activities from the hook activities. Establish what the students may already know about food chains, energy, plant and animal survival.
2. Set success criteria for the unit: What is it that you want the students to know, do and understand and how will you know when they achieve this?
3. Introduce the book (see sequence of activities in Modelled/Shared/Guided Reading section).
4. Intersperse reading and writing activities as appropriate. For example, classify animals into herbivores, carnivores and omnivores. Model how to plan and write a simple report about an animal.
5. Potentially organize learners to plan for a celebration of their learning on this topic in class or as part of a homework activity. Possible opportunity for students to create a food chain at home using stacking paper cups or a 'washing line'. Or another of their choice.
6. Plan for an opportunity for both teacher and students to reflect on the learning. Display a 'washing line' food chain. What would happen if we took out a plant or animal in the food chain? What could cause this?

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.

Prior reading

- Show pictures of a variety of plants and animals, and ask what they have in common (frontload the vocab energy, survive and grow).

Select modelled, shared or guided reading as appropriate (following activities to be spread out over time):

- pp 2–3: Could be done in conjunction with the hook activity to find out what the students already know.
- pp 4–5: If animals cannot make food the same way as plants how do they get their energy? Before reading on, find out if the students can classify animals (e.g. do all animals eat the same kind of food?).
- p 6: Can students name animals which are herbivores? Continue reading p 7.
- Repeat above for pp 8–9 and pp 10–11. Draw a simple table with headings 'Herbivore', 'Carnivore' and 'Omnivore' and students can add animals to each column as they read.
- pp 12–13: Ensure understanding of the meaning of the arrows on p 13. What words could we use to replace the arrows? (e.g. '… is eaten by …')
- pp 14–15: Note features in the text, e.g captions, inquiry question. Give students cut-out pictures of some plants and animals. Can they create their own food chains?
- pp 16–17: Check the meanings of bold words in the glossary. Focus on inquiry question p 17.
- pp 18–19: Can the students draw some food chains showing humans?
- pp 20–21: Show heading only and discuss before reading the pages pp 22–23 and ask students to complete the food chains.

Connections

- **Geography:** Biomes – food chains in extreme climates (deserts, polar regions).
- **Science:** Investigate different habitats and adaptations animals have to survive.

Related books from Extend Education:

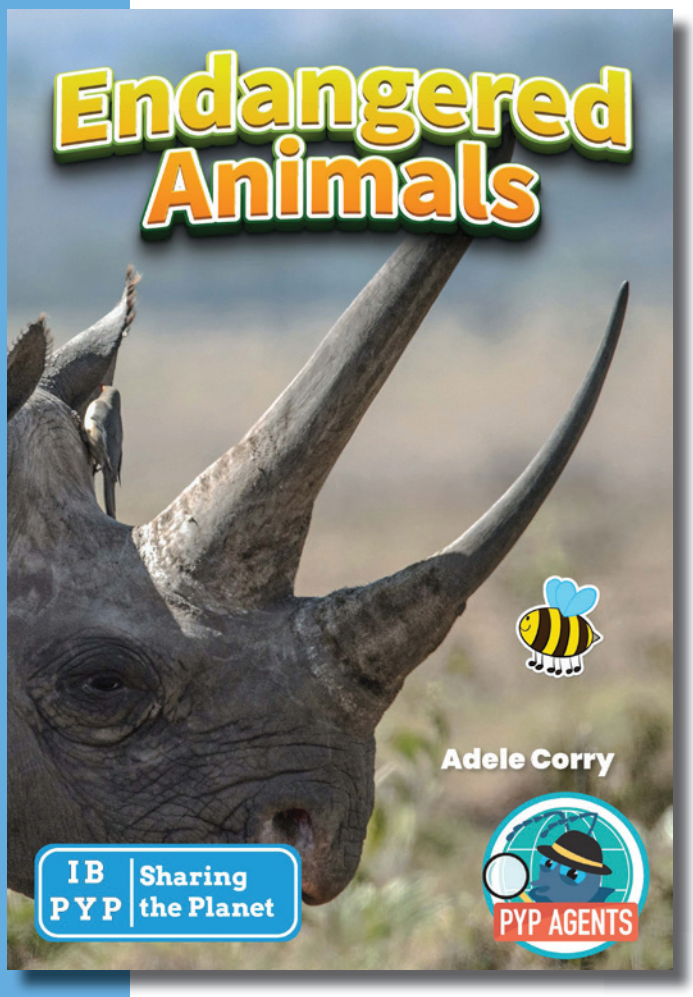
- **Who We Are**: Turquoise *Eating the Rainbow*
- **Where We Are in Place and Time**: Green *Land of Ice and Snow*; Orange *The Rainforest is My Home*; Turquoise *Dinosaur Detective*
- **How the World Works**: Orange *Tiny Seed to Towering Tree*; Turquoise *Amazing Amphibians*
- **Sharing the Planet**: Green *Zookeepers*; Turquoise *Endangered Animals*

Shared/Guided/Independent Writing Opportunities

- Students could develop their own single bubble about an animal and use it to further develop a report using a graphic organizer.
- Drawing and labelling food chains.
- Create food chain stories from the perspective of an animal or plant, detailing its "role" in the chain.

Graphic Organizers

- Crocodile Creek
- Single bubble
- Report writing graphic organizer
- Flow chart: Energy transfer from sun to top predator.
- Venn diagram: Compare and contrast herbivores, carnivores and omnivores.



Endangered Animals

TURQUOISE BAND

Sharing the Planet

Central Ideas

- Human activities impact animal habitats and the survival of species.
- Protecting endangered animals is essential to maintain biodiversity and ecological balance.
- Humans can destroy as well as protect.

PYP Learner Profile

Inquirers	Thinkers	Open-minded	Balanced
Knowledgeable	Communicators	Caring	Reflective
	Principled	Risk-takers	

PYP Learner Profile Explorations

- **Inquirers:** Students explore the reasons animals become endangered and ask questions about conservation.
- **Caring:** Emphasizes empathy for animals and understanding their need for safe habitats.
- **Principled:** Understanding ethical responsibilities toward wildlife conservation.
- **Reflective:** Students think about how their actions can help or harm animal species.
- **Thinkers:** Encourages students to consider solutions to prevent extinction.

Key Vocabulary

could	would	why
animals	another	become
when	every	many
very	more	

New Vocabulary

disappearing	special
species	happened
world	rhino
wondered	suitable

Phonics

-igh/i/i-e	er/ir/ur
ai/a-e/ay	ly
x	

Inquiry Questions

- What does it mean for an animal to be endangered?
- How do human activities contribute to animals becoming endangered?
- What is the difference between endangered and extinct animals?
- How can we help protect endangered animals in our daily lives?
- Why is it important to preserve different animal species?

Generate further questions from students.

Comprehension

(see workbook)

- Explicit teaching on locating information in the text.
- Inquiry question: p 10.

Possible Learning Outcomes

Establish students' prior skills, knowledge and understanding, and modify learning outcomes accordingly.

The students should/could …

- understand the basic concepts of endangered and extinct animals.
- identify ways humans can positively or negatively impact animal habitats.
- explain why it is important to protect animal species.
- reflect on personal actions that contribute to environmental sustainability.

Further learning outcomes to be added by the teacher related to reading, writing, listening or speaking skills.

Consider: phonics, key words, key grammar, new vocabulary, fluency, etc.

Capturing Ideas/Hook

- Give pairs/groups an Alphabet Thinker's key and ask them to list as many animal names as they can (remind them that these could be any animals – including dinosaurs). Share results so students can benefit from the knowledge of other students and add to their own lists. Use highlighter pens to classify animals, e.g. existing/not existing any more. Introduce new vocabulary – endangered, extinct.
- Show images of well-known endangered animals (polar bears, pandas) and ask students what they see/think/wonder.
- Guess the animal: Use facts related to endangered species to engage curiosity.

Sentence Work (Grammar)

- Create sentences based on vocabulary: "A polar bear's habitat is melting because of global warming."
- Practise sentences describing how students would help an endangered animal (use Think It, Say It, Write It, Read It).
- Analyse a piece of persuasive writing or a poster. Devise success criteria and model sentence types or persuasive language. Apply to 'Shared/Guided/Independent Writing Opportunities'.

Speaking & Listening Opportunities

- Group discussions about how they would feel if a favourite animal went extinct.
- Role-play where students act as environmental activists and discuss ways to protect specific animals.
- Sharing personal ideas on reducing pollution and protecting wildlife.

Suggested Learning Sequence

1. Set context for the unit using hook activity.
2. What do we already know about endangered species? What could we find out? Learners can suggest ideas here which may direct the learning in a particular direction: e.g. Have humans ever been endangered? Why is it bad for a species to go extinct? Record students' responses using a single bubble or KWL grid.
3. Discuss what it means for a species to be endangered. Look at different animal species that are endangered and why.
4. Set success criteria for the unit: What is it that you want the learners to know, do and understand, and how will you know when they achieve this?
5. Select appropriate activities for students' learning, depending on length of time spent on the unit (suggestion is at least 4 weeks).
6. Introduce book (see sequence of activities in Modelled/Shared/Guided Reading section).
7. Explore human impact and natural factors leading to extinction. Discuss what we can do to help.
8. Potentially organize learners to plan for a 'celebration of their learning' on this topic. Students could create a diorama of a habitat for an endangered animal. What will they need to do?
9. Plan for an opportunity for both teacher and students to reflect on the learning. Students could create a mini-project on an endangered animal, including facts about the animal and any conservation efforts.

Modelled/Shared/Guided Reading Opportunities

Spend 10–20 minutes on a session and over time provide opportunities for repeated reading.
Prior reading

- Discuss title: Point to the word 'endangered'. "What word can we spot inside this word?" "What do you think it means?" "What does it mean for an animal to be endangered?" Discuss expectations and initial thoughts.

Select modelled, shared or guided reading as appropriate (the following activities to be spread out over time)

- pp 2–3: What do "endangered" and "extinct" mean? Discuss the difference between "endangered" and "extinct". Link to the hook activities.
- pp 4–5: Answer the question on p 4 and list reasons why animals might become endangered. "What do you think the main reason is?" Do students know the names of any endangered animals?
- p 6: Discuss how animals suffer the loss of their habitat (use questioning to elicit vocabulary, e.g. destroyed, forests, hunting, pollution).
- p 7: Before reading, ask why dinosaurs no longer exist. Some students may already know common theories. "Who do we blame – humans? Why not?"

- pp 8–9: "Why do you think the woolly mammoth didn't survive after the ice melted?"
- pp 10–11: Discuss 'Habitat Harm' and how this affects different animals. Answer the inquiry question on p 10.
- pp 12–13: Read and discuss. Does the text make us think hunting is a good or bad thing. If we wanted to persuade people hunting was a good thing or a bad thing, what would we add/change? Could introduce persuasive language. "How can we get people to stop hunting these animals?"
- pp 14–17: Before reading, ask "What do we know about the impact of pollution on animals?" "What can we do to prevent pollution?"
- pp 18–21: Add information to a single bubble and model how to organize information (use analogy of cupboards and shelves).
- pp 22–23: Discuss ways we can help with a focus on actionable steps.

Connections

- **Science:** Explore ecosystems, habitats, and biodiversity.
- **Social Studies:** Human impact on the environment, conservation efforts worldwide.
- **Art:** Create awareness posters or animal sculptures from recyclable materials.
- **Language:** Practise vocabulary related to environmental science.

Related books from Extend Education:

Sharing the Planet: Green *Zookeepers*

How the World Works: Turquoise *Amazing Amphibians*

Shared/Guided/Independent Writing Opportunities

- Write a short paragraph about an endangered animal and why it needs help.
- Create a poster encouraging others to "Save Endangered Animals" with specific actions.

Graphic Organizers

- I see/I think/I wonder graphic organizer
- Single bubble
- Organize information in the single bubble and model how to use it to create headings for a non-chronological report
- Cause and effect graphic, e.g. fishbone diagram