

I Care About

TEACHER'S GUIDE

I Care About is a bright, illustrated series that helps young children take their first steps in exploring their wider world. Each engaging book features exercises to help promote a caring attitude, confidence, and self-esteem. Child-centered text gives readers an avenue to discuss their emotions, while the quirky and fun illustrations are designed to inspire a child's imagination. This series helps students identify why it is important to care about everything around them.

The lesson plans in the I Care About Teacher Guide are tailored towards students in grade 1. These lessons require students to work independently and collaboratively, and think critically about how to foster a caring attitude. Students will learn a variety of different practical strategies, and will be able to share their new learning with their classmates in different ways throughout each lesson of the Teacher's Guide.

It is recommended that the lesson plans in this guide are taught in a sequential order. It is also suggested that the final lesson align with Earth Day, or any environmental celebrations or activities that your school may hold. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in I Care About include:

I Care About Animals

I Care About My Body

I Care About My Family

I Care About My Friends

I Care About My Growing Brain

I Care About My Planet



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PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Caring for My Body and Brain	1-2 class periods*	bug connected energy germs improve muscles organs senses temperature
Caring For My Family and Friends	1-2 class periods	chores communicate confident point of view respect shy support traditions
Caring For Animals and The Planet	1-2 class periods	aluminum charities environment freshwater fuel mining poaching pollute pollution power plants resources tundra

* 1 class period = 40 to 60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Caring for My Body and Brain

Curriculum Correlations

Common Core State Standards
RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10

Ontario Language Arts Standards
Grade 1 Oral Communication:
1.1, 1.2, 1.3, 1.4
Grade 1 Reading:
1.3, 1.4, 1.5, 1.6

Materials

- *I Care About My Body* and *I Care About My Brain* (I Care About)
- Chart paper
- Folder or duotang (1 per student)
- *Caring for My Body and Brain Handout*
- *Caring for My Body and Brain Checklist*

Setting the Stage

To begin the lesson, the students will participate in a think-pair-share activity. Ask students the following question:

- What does it mean to care about someone or something, and how do you show you care?

Using a timer, give students one minute to think about the question independently.

After the minute has passed, have the students share their ideas with the person seated next to them.

Again, use a timer giving each student one minute to share (total of two minutes). As students discuss with their partner, write the question on the board or a piece of chart paper at the front of the room.

Now, move into the sharing portion of the activity. Ask students to raise their hand to share their ideas with the class. As students share their ideas, record the responses creating a word web around the question on the board.

Once everyone has who wants to share has had an opportunity to do so, review the responses as a class.

Explain to students that there are many ways to show we care. There are many different “someones” or “somethings” that we care about, too.

Explain that in order to care for others, you must first care for yourself. Provide each student with an empty folder or duotang, and a copy of the *I Care About My Body Handout*.

Objectives

Students will be able to:

- Understand the importance of caring for their body and brain.
- Identify strategies for caring for their body and brain.
- Develop a practical resource of care strategies.

Activity

Read *I Care About My Body* in its entirety.

Pause every two or three pages and ask students to recall the different ways the story suggests that they can care about their bodies.

Writing in the body portion of the handout, ask students independently record the ideas they hear in the book. You can write these responses on the board so that students are able to copy them down as needed.

Continue this pattern until the story is completed.

Remind students that this handout teaches them how to care for their “outside”, but that it’s also very important to care for the “inside”; their brain!

Read pages 4 to 9 of *I Care About My Brain*. In the brain section of the handout, have students record examples of how they can care about their brain.

Again, take up these responses as a class until students have the handout completed.

Extensions

- ▶ If time permits, students can decorate their handout or include pictures depicting the different care strategies. Students can also decorate the outline of the body to look like them.

Wrap-Up

Advise the class that over the next few lessons, they will begin to build their own book about the different ways they can care for themselves and others; people and things!

At the bottom of the handout, ask students to record three different things that they will do each day to care for their body and brain. Advise students they can use examples from the books, or include their own ideas that may not have been discussed.

Ask students to put their handout in their folder or duotang, to be submitted to you for review and safe keeping.

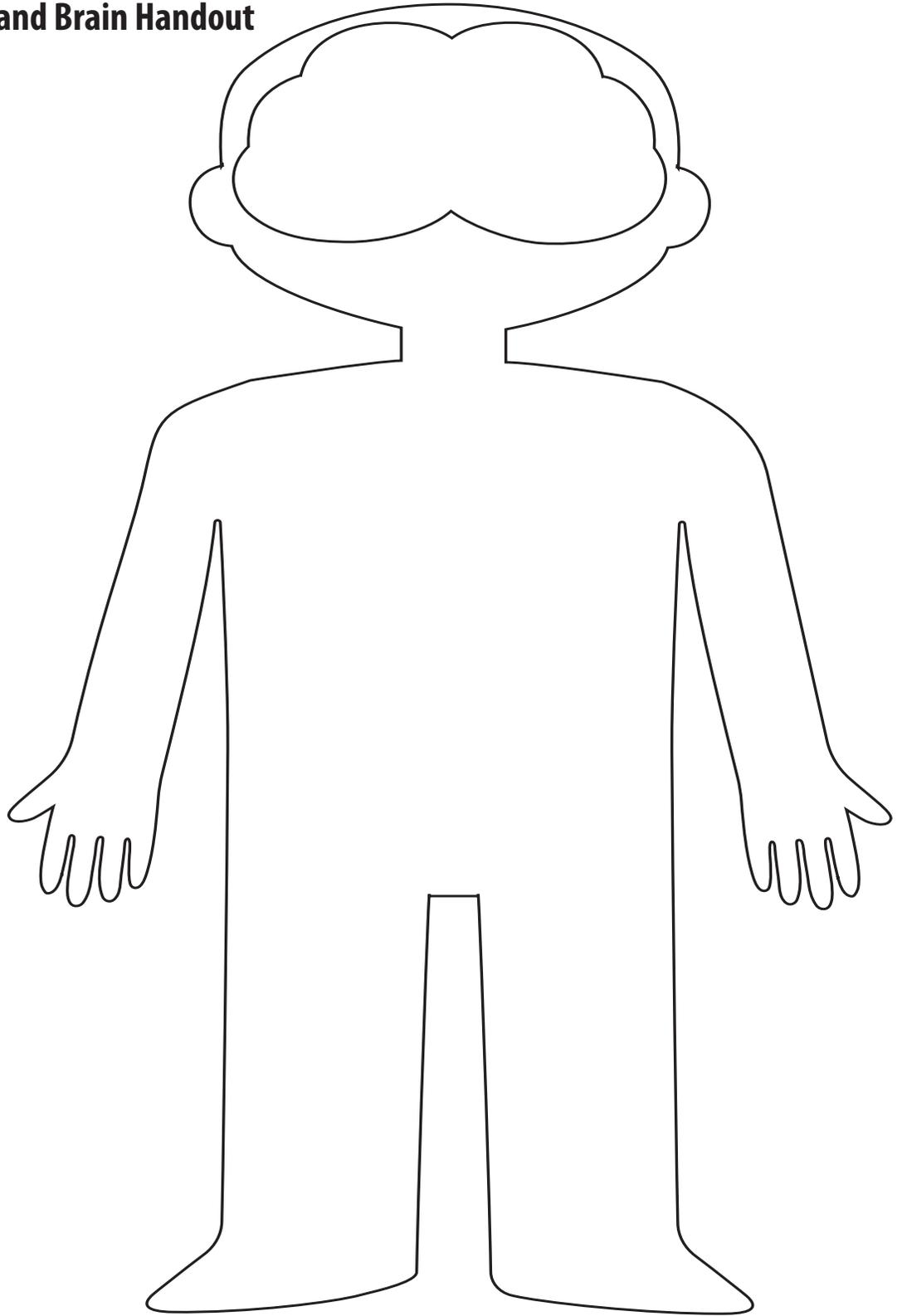
Assessment

Assess student understanding during activity through observation. Clarify misunderstandings as needed. Collect handout to be assessed for accuracy and completion using the *Caring for My Body and Brain Checklist*.

Name: _____

Date: _____

Caring for My Body and Brain Handout



Three ways I will care for my body and brain each day are:

1. _____
2. _____
3. _____

Student name: _____ Date: _____

Caring for My Body and Brain Checklist

Criteria	Level 1 <i>Does not meet expectations</i>	Level 2 <i>Approaching expectations</i>	Level 3 <i>Meets expectations</i>	Level 4 <i>Exceeds expectations</i>
Student recorded ideas from <i>I Care About My Body</i> within the body portion of the handout.				
Student recorded ideas from <i>I Care About My Brain</i> within the brain portion of the handout.				
Ideas recorded show understanding of self-care ideas and how they can be applied.				
Student identifies three ways they will care for their body and brain each day.				

Additional comments: _____

Student name: _____ Date: _____

Caring for My Body and Brain Checklist

Criteria	Level 1 <i>Does not meet expectations</i>	Level 2 <i>Approaching expectations</i>	Level 3 <i>Meets expectations</i>	Level 4 <i>Exceeds expectations</i>
Student recorded ideas from <i>I Care About My Body</i> within the body portion of the handout.				
Student recorded ideas from <i>I Care About My Brain</i> within the brain portion of the handout.				
Ideas recorded show understanding of self-care ideas and how they can be applied.				
Student identifies three ways they will care for their body and brain each day.				

Additional comments: _____

LESSON 2

Caring for Family and Friends

Curriculum Correlations

Common Core State Standards

RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10

Ontario Language Arts Standards

Grade 1 Oral Communication:

1.2, 1.3

Grade 1 Reading:

1.1, 1.3, 1.4, 1.5, 1.6

Materials

- *I Care About My Family* and *I Care About My Friends* (I Care About)
- Chart paper and markers
- Student folders/duotangs
- *Caring Classroom Handout*

Objectives

Students will be able to:

- Identify what makes them feel loved by their family.
- Develop “Caring Classroom” rules for their friends in class.

Setting the Stage

Revisit the last lesson by asking students to recall the ways they can care for their own body and brain. Ask students to raise their hand to share their responses with the class. Remind students how important it is to care for themselves so that they can care for other people and things.

Advise students that today we will talk about different types of care for family and friends. Read pgs. 4-15 of *I Care About My Family*. Ask students to share the ways that a family can make them feel loved.

- If this may be a difficult topic for some students in your class because of their home life, advise students that friends can also be considered family, or choose 2-3 families from current television shows and/or movies that your students would be familiar with, and ask them to share how these families show love.

Explain to your students that as a classroom of friends, you create a family, and so today you will create a list of “Caring Classroom” rules together to make sure everyone in the class feels cared for.

Activity

Begin by reading pgs. 4-15 of *I Care About My Friends* aloud to the class.

Using examples from the book, collaboratively create a list of “Caring Classroom” rules that will allow every student to feel cared for in your classroom family.

Record these rules on a piece of chart paper to be displayed in the classroom. Have each student sign the chart paper as if it were a “contract”; that they agree to abide by these rules to make sure the classroom is a caring environment for everyone in it.

Once the list has been completed, provide each student with a copy of the *Caring Classroom Handout*. Ask each student to record the rules on their handout. Next, students should decorate their handout however they choose. Ask students to double check to make sure all of the rules were included on their handouts.

Extensions

- ▶ Instead of compiling the list as a class initially, you could first split the class into small groups. Each group could develop their own list of rules, which could then be presented to the class. These lists could include examples from the book, as well as their own ideas. The class could then “vote” on their top 5 rules for the list.

Wrap-Up

Hand each student their folder/duotang from the previous lesson. Ask students to add their *Caring Classroom Handout* to their folder.

Remind students that the folder they are creating will serve as a care toolkit for them in the future.

Once complete, collect the folders/duotangs from each student for safe keeping.

Assessment

Assess student understanding during activity through observation. Clarify misunderstandings as needed. Collect handout and give a mark for completion.

Caring Classroom Rules

LESSON 3

Caring for Animals and the Planet

Curriculum Correlations

Common Core State Standards

RI.1.1, RI.1.2, RI.1.3, RI.1.7, RI.1.10

Ontario Language Arts Standards

Grade 1 Oral Communication:

1.2, 1.3, 1.4, 2.3, 2.5

Grade 1 Reading:

1.1, 1.3, 1.4, 1.5, 1.6

Materials

- *I Care About the Planet* and *I Care About Animals* (I Care About)
- *I Care About Animals and the Planet Handout*
- *Student Pledge Checkbrick*

Setting the Stage

Gather students together for reading time.

Remind students that so far, they have learned how to care for their body and their brain, and their family and friends. Ask students to think about what else is important to care for. Allow students to raise their hand to share some of their ideas and answers.

Explain that today you will discuss how to care for animals and the planet. In the *I Care About Animals* book, read pgs. 24-30. After reading, discuss the different ideas shared in the story.

Next, in the *I Care About The Planet* book, read pgs. 4-13. Again, discuss the different ideas shared in the story.

Depending on your group of students, you can record the brainstormed ideas, and/or allow students to refer back to the book as needed.

Objectives

Students will be able to:

- Identify ways to care for animals and the planet.
- Understand why it is important to care for animals and the planet.

Activity

Provide each student with a copy of the *I Care About Animals and the Planet Handout*.

Review the handout with the class. Explain that they must write one way they will commit to caring for animals, and one way that they will commit to caring for the planet. Lastly, students must explain in their own words why it is important to care for animals and the planet.

Extensions

- ▶ Students could combine their individual pledges to create a group pledge from the class. Again, this could be used at a time that aligns with Earth Day, or any other environmental based celebrations your school might hold.

Wrap-Up

Allow each student the opportunity to stand up at their desk and read their pledge to the rest of the class. Once complete, collect the handouts for review. Depending on the timing of this lesson, these pledges could be used for a display aligning with Earth Day.

Assessment

Students will submit their *I Care About Animals and the Planet Handout* to be assessed using the *Student Pledge Checkbrick*.

Name: _____ Date: _____

I Care About Animals and the Planet

My name is _____ and I care about animals and the planet!

I can show I care about animals by _____

I can show I care about the planet by _____

I think it is important to care about animals and the planet because _____

Student name: _____

Date: _____

Student Pledge Checkbrick

Criteria	Yes	No
Student identified one way they will care for animals.		
Student identified one way they will care for the planet.		
Student identified why it is important to care for animals and the planet.		

Additional comments: _____

Student name: _____

Date: _____

Student Pledge Checkbrick

Criteria	Yes	No
Student identified one way they will care for animals.		
Student identified one way they will care for the planet.		
Student identified why it is important to care for animals and the planet.		

Additional comments: _____

