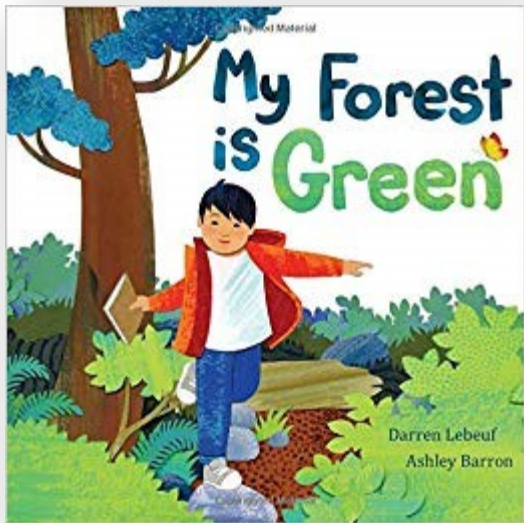


Writing Trait: Ideas

Learning Intention: Noticing and naming **details** about a forest
Language Arts and Science

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Before Reading

Share the title of this book and invite students to carefully examine the front and back cover pictures. Listen as ideas are shared and **communicated**.

If one child builds off the ideas of another, acknowledge how we all help each other think of new ideas together.

Ask students to name all the different colours they see on the front of the book. Then ask why they think this book might be called, *My Forest is Green* when there are so many different colours in the forest. Listen once again as they share their **critical thinking**.



Core Competencies

During Reading

Surround the pages of this book with lots of conversation. Invite students to ask questions. Beginning each response with the words, "I wonder ..." will help young children ask a question rather than make a statement. But of course, both are just fine!

Discuss all the different ways this author describes the forest. Sensory words abound. As ideas are shared, point to your eyes, nose, ears, mouth or hands and ask if the writer used a word that describes something you can see, smell, hear, taste or touch. Adding sensory descriptions is one tangible way to nudge students to add details to the drawing or writing.

After Reading

Go outside on a forest walk (Hopefully there's a forest or trees nearby) inviting students to carefully observe what they see, hear, smell, or touch (taste is probably not the best option!). With ideas in place, have another conversation once back in class. As students share ideas, offer paper in which they can draw and use their beginning knowledge of letter sounds to complete the sentence framework, "My forest is _____."

Science K

Science K 1 2 3 4 5 6 7 8 9 10 11 12

- *Sample questions to support inquiry with students:*
 - What daily and seasonal changes can you see or feel?
 - How are plants and animals affected by daily and seasonal changes?

Daily and seasonal changes affect all living things.

Curricular Competencies

Students are expected to be able to do the following:

Questioning and predicting

- ▶ Demonstrate curiosity and a sense of wonder about the world
- ▶ Observe objects and events in familiar contexts
- ▶ Ask simple questions about familiar objects and events

Planning and conducting

- ▶ Make exploratory observations using their senses

Processing and analyzing data and information

- ▶ Experience and interpret the local environment
- ▶ Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge
- ▶ Discuss observations

Communicating

- ▶ Share observations and ideas orally
- ▶ Express and reflect on personal experiences of **place**

Content

- ◆ weather changes
- ◆ seasonal changes
- ◆ living things make changes to accommodate daily and seasonal cycles
- ◆ First Peoples knowledge of seasonal changes

Name: _____

My forest is ... _____



The final page of this book creates an invitation to revisit the forest again and again to observe changes over time and during seasons creating a lovely match with the B.C. curriculum!

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