

Framework for Learning and Teaching; COP 26

Important Information
& User Guide



Early

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- Clicking on hyperlinks will take you to external webpages or organisers within the framework.



CFE Level	Early Level	First Level	Second Level	Third Level
Theme				
Climate Change	Winston Churchill: One Bear's Battle Against Global Warming By Jean Davies Okimoto Interactive Shared Reading	The Trouble with Dragons by Debi Gliori Inferring from texts	Carbon Footprint – Multimodal Text Cooperative Learning – Diamond 9	TEDEd Talk: Joss Fong Earth's giant game of Tetris Note taking
Climate Action	Spread the Word Collaborative response	Reducing carbon footprint through small daily changes Persuasive text	Carbon Footprint – The Campbell Family Cooperative learning – Jigsaw	Action plan for the future Cooperative learning – Search-Pair-Share
Lost Words (Biodiversity)	Primary 1 Ivy	Primary 2 Dandelion	Primary 3 Bramble	Primary 4 Magpie
	Primary 5 Acorn	Primary 6 Kingfisher	Primary 7 Otter	

Read the story up to page 12 and then ask the children to reflect on their predictions around the trouble with dragons.

Use the illustrations using inference questions to identify the actions that contribute to climate change and their consequences. With a particular focus on p. 11 and 12.

- What can I see in the picture? (clues)
- What questions can I ask?
- What can I infer? (what does this tell me about climate change?)

• Group Talk – allow children to discuss /put forward different perspectives around climate change. Leading to children engaging in Circle of Viewpoints or Hot Seating for the characters.

Plenary: (Review and recall)

- What does this story mean for us? What lesson(s) can we learn? Revisit and make links to the illustrations that demonstrate some of the actions we take as humans that negatively effect climate change.
- Use YouTube clip to summarise the learning about climate change.
<https://www.youtube.com/watch?v=5y7QdHjRtU>
- Children create a short [headline](#) to share what they have learned about climate change. This could be in the form of a video, audio recording or text.

Use a persuasive speech to try and persuade ground climate change.

- Effective Questions:**
- What's happening here?
 - Why did this happen?
 - What are they thinking/feeling here?
 - What will they do next?
 - What would you say if...? Why?
 - What do you think about...? Why?

Sustainable Development Goals:

12: Responsible Consumption and Production
13: Climate Action

Literacy E's and O's:

- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a
- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

Additional Resources/Digital Links

[Picture Inference Support](#)
[Circle of Viewpoints/Hot Seating](#) - sentence starters and questions

Explore links with other curricular areas:

Numeracy
 Social Studies, Science, RME etc.
 RME 1-05a
 RME 1-09c
 RME 1-10a
 SOC 1-12b
 TCH 1-02a



Rationale



Learning for a Better World

Glasgow's Learning for Sustainability Vision:

- ❖ To support all children and young people to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.
- ❖ All children and young people in Scotland have an entitlement to Learning for Sustainability and it is the responsibility of all practitioners to ensure this happens. This is a whole school (setting) approach.
- ❖ Learning for sustainability (LFS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LFS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.'

COP26 Uniting the World to Tackle Climate Change

COP26 (26th Conference of the Parties) UN Climate Change Summit will be held in Glasgow from Monday 1st November to Friday 12th November 2021.

'The COP26 summit will bring parties together to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention on Climate Change.' The UK will work with all countries and join with civil society, companies and communities to inspire climate action ahead of COP26.

Glasgow has been described as the 'perfect place' to host COP 26. The 'Dear Green Place' has set a target to be carbon neutral by 2030 and 'aims to be one of the greenest cities in Europe through its Sustainable Glasgow campaign, and is 4th in the world in the Global Destination Sustainability Index.' The UK is partnering with Italy to host COP26. It is putting climate change and the reversal of bio-diversity loss at the heart of the 2021 agenda.

The Youth Summit 'Youth Climate: Driving Ambition' and the PreCop26 will be held in Milan 28th - 30th September and 30th September - 2nd October respectively. 'We will work with our international partners, and through our Presidencies, in support of a green and resilient recovery that promotes sustainable growth and jobs and delivers for those most vulnerable to the impacts of climate change.'

Go to ukcop26.org to find out more.



Outcomes and Legacy



By engaging pupils with this resource practitioners will work towards the following outcomes:

- All children and young people in Glasgow will know what climate justice and climate change is and actions that can be taken (age and stage appropriate).
- All children and young people have the skills, knowledge and attributes to take decisions that will lessen the impact on the environment.
- All practitioners will develop their understanding of, and include in their teaching practice, Sustainable Development Goal 13, 16 and 10 (and other Global Goals as appropriate).

Legacy:

- All education establishments will uphold the child's entitlement to learning about sustainable development and their right to UNCRC Article 29 (right to education).
- All practitioners will have an increased understanding of Learning for Sustainability, their role in delivering this entitlement and their understanding of the Sustainable Development Goals (Global Goals).
- Existing and new resources, information and guidance will support all establishments to continue to further develop their whole school approach to Learning for Sustainability and support all practitioners to ensure they are delivering Learning for Sustainability through their own learning and teaching.
- Children, young people and families in Glasgow can and do make sustainable choices supported by their wider community, local and national government departments and agencies.

Support Guidance

– how to use the resource

- This resource provides suggested experiences for CfE early level focusing on the development of literacy skills within the context of Learning for Sustainability.
- Using [texts](#) learners will explore issues and actions linked to [Sustainable Development Goal 13; Climate Action](#). You may wish to raise awareness of the Sustainable Development Goals with your learners prior to engaging in these lessons, particularly SDG 13, Climate Action. Supporting information and videos to share can be found on [The World's Largest Lesson](#) website.
- There are two suggested experiences available; one focusing on climate change and the other climate action.
- These experiences are a guide and should be adapted to suit the needs and developmental stage of your learners, being mindful of differentiation, pace and challenge.
- The literacy strategies and approaches contained within the experiences will be more effective if embedded through practice.
- All supporting resources for these experiences are contained within this presentation. Use the links in blue to navigate to them.

Support Guidance

– how to use the resource

Navigate to contents/lesson overview

CfE level and LFS focus

Navigate to home slide

Suggested vocabulary that may be explored within lesson

Suggested experience development

Learning Intention and Success Criteria

Possible question stems to stimulate higher order thinking

SDGs explored through experience

Literacy E's and O's explored within experience

Learning for Sustainability: COP 26 First Level (Climate Action)

Key Vocabulary: fossil fuels, carbon footprints, persuade, justify, explain, campaign, convince, reconsider,

Introduction: (Connect the learning)

- Recap what has been learned so far about climate change and revisit 'Placemat' to reflect if any questions have been answered. Re read the story up to page 15.
- Share the learning intentions and success criteria.
- Use 'Mix, pair, share' to invite learners to consider the advice they would give the dragons to reduce the negative impact they are having on climate change.

Development: (Learners are actively involved and demonstrate their learning)

- Read the remainder of the story, compare and contrast learners advice with that given in the story.
- Introduce the concept of Carbon Footprint – having identified actions that negatively impact climate change begin to consider possible advice to reduce these leading to a reduction in individuals carbon footprint. Watch the [YouTube clip](#) (a few times) to define carbon footprint. Use the thinking routine 'Take Note' to encourage learners to summarise what they understand about carbon footprint by responding to one of the questions e.g., what is the most important point? What is something you found interesting? Use 'Mix, pair, share' to give learners an opportunity to share their response.
- Discuss and agree a definition of carbon footprint and fossil fuels.
- Explore learner's own carbon footprint – ask them to write or draw their day so far, then go back and circle all the actions that used fossil fuels and contribute to their carbon footprint.
- Generate a campaign for a small change in individual's daily routine to reduce their carbon footprint e.g., tooth brushing using less water, switch off lights, eat locally sourced food, walk/cycle to school. This could be individually, small groups or whole class: letter, poster, presentation, leaflet, info-graphic, moving image/short film/animation.

Plenary: (Review and recall)

- Invite learners to individually write a pledge of one small change they will make to reduce their own carbon footprint.
- Discuss as a class how to share this information with wider school and community.

Learning Intentions:
To persuade others to take action to reduce carbon footprint.

Success Criteria:

- Identify actions that can reduce the negative impact of climate change.
- Illustrate and highlight daily actions that use fossil fuels.
- Use persuasive language to encourage others to reduce their carbon footprint.

Effective Questions:

- What evidence can you present for...?
- How would you summarise...?
- What is the problem with...?
- Can you propose an alternative?
- What is the relationship between and?

Sustainable Development Goals:
12: Responsible Consumption and Production
13: Climate Action

Literacy E's and O's:

- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**
- When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**
- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-28a**

Additional Resources/Digital Links	Explore links with other curricular areas	
Carbon Footprint video clip - https://www.youtube.com/watch?v=DKDq1RMHscQ Persuasive writing poster	Numeracy Graphing data from children's daily actions: MNU 1-20b MTH 1-21a	Social Studies, Science, RME etc. RME 1-08a TCH 1-06a RME 1-09c TCH 1-11a HWB 1-16a SCN 1-04a SOC 1-08a EXA 1-02a TCH1-02a

Hyperlinks to additional resources contained within framework or external websites

Numeracy E's and O's that could be explored

Other curricular areas/E's and O's that could be explored

Navigate to next slide

Sustainable Development Goals (SDGs)



“What Are The Global Goals?”

On 25th September 2015, leaders from 193 member states of the United Nations, met to discuss the world’s problems and decide on a plan to tackle them. They named this plan the 17 Sustainable Development Goals (commonly known as the Global Goals).

The three big aims of the Global Goals are that we **fight inequality and injustice, end extreme poverty** and **tackle climate change**. The Global Goals are the most ambitious agreement for sustainable development that world leaders have ever made.

They build on the success of their predecessors, the Millennium Development Goals, and aim to go further to end all forms of poverty. That is why we need everyone to know about these Goals and to take action for them. Everyone, everywhere has a part to play. ”

Climate Change

“Climate change is a complex moral, scientific, social and technological issue that is likely to be one of the defining issues of the 21st century. It is essential that children and young people are given the opportunity to learn about this important issue and develop informed opinions and views as global citizens. In addition to being explicitly mentioned in many experiences and outcomes, climate change offers a stimulating, challenging and relevant context for learning across the curriculum.”

Education Scotland;
Exploring Climate Change

Downloads

-  PDF file: Exploring climate change: The basics (420KB)
-  PDF file: Exploring climate change: Evidence (322KB)
-  PDF file: Exploring climate change: Impacts (248KB)
-  PDF file: Exploring climate change: Predictions (23KB)
-  PDF file: Exploring climate change: The response (376KB)
-  PDF file: Exploring climate change: Controversy (322KB)
-  PDF file: Exploring climate change: Take action (389KB)



Further reading available:

<https://education.gov.scot/improvement/learning-resources/exploring-climate-change>

Experiences and Outcomes

“The curriculum areas of sciences, technologies, social studies, health and wellbeing and religious and moral education provide many rich opportunities to learn about climate change, renewable energy and sustainable development including moral principles which link to human responsibility for the environment.”

[Climate Change in Scottish Education Briefing: Education Scotland](#)

Early Level	Technologies – <i>Technological developments in society and business</i>	To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a	<p>Health and Wellbeing (Responsibility of All) - <i>Mental, emotional, social and physical wellbeing</i></p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a</p> <p>I know and can demonstrate how to travel safely. HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a</p>
First level	Religious and moral education – <i>Development of beliefs and values</i>	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a I am becoming aware that people’s beliefs and values affect their actions. RME 1-09c	
Second Level	Technologies – <i>Technological developments in society and business</i>	I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a	
	Religious and moral education – <i>development of beliefs and values</i>	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	
Third level	Science – <i>Planet Earth</i>	By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. SCN 3-04b I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things. SCN 3-05b	
	Technologies – <i>Technological developments in society and business</i>	I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. TCH 3-07a	
	Religious and moral education – <i>Development of beliefs and values</i>	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 3-08a I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. RME 3-09c	



Lessons – Overview

CfE Level	<u>Early Level</u>	<u>First Level</u>			<u>Second Level</u>			<u>Third Level</u>
Theme								
Climate Change	<p>Winston of Churchill: One Bear's Battle Against Global Warming By Jean Davies Okimoto</p> <p>Interactive Shared Reading</p>	<p>The Trouble with Dragons by Debi Gliori</p> <p>Inferring from texts</p>			<p>Carbon Footprint – Multimodal Text</p> <p>Cooperative Learning – Diamond 9</p>			<p>TEDEd Talk: Joss Fong Earth's giant game of Tetris</p> <p>Note taking</p>
Climate Action	<p>Spread the Word</p> <p>Collaborative response</p>	<p>Reducing carbon footprint through small daily changes</p> <p>Persuasive text</p>			<p>Carbon Footprint – The Campbell Family</p> <p>Cooperative learning – Jigsaw</p>			<p>Action plan for the future</p> <p>Cooperative learning – Search-Pair-Share</p>
Lost Words (Biodiversity)		<p>Primary 1</p> <p>Ivy</p>	<p>Primary 2</p> <p>Dandelion</p>	<p>Primary 3</p> <p>Bramble</p>	<p>Primary 4</p> <p>Magpie</p>	<p>Primary 5</p> <p>Acorn</p>	<p>Primary 6</p> <p>Kingfisher</p>	<p>Primary 7</p> <p>Otter</p>





Suggested Lesson Plans



Early

Climate Change

Climate Action

Visible Thinking
Routines

Additional Resources
Section

Learning for Sustainability: COP 26 Early Level (Climate Change)

Key Vocabulary: Global Warming, habitat, tundra, reduce, reuse, recycle, consequence, action, energy, challenge

Info for teacher/practitioner - Polar bears rely on sea ice to cover large areas in search of food. A longer melting season due to climate change means that sea ice is forming later and breaking up earlier in the year –

www.wwf.org.uk (search polar bears)

Please see additional slide regarding [learning environments](#) and [examples](#).

The book ‘Winston of Churchill, One Bear’s Battle Against Global Warming’, should be explored and revisited across a week or longer, dependent on the children’s needs and interests.

Read the story-using an [interactive shared reading approach](#) (each read will develop children’s understanding and ability to retell the story, consider use of props to support children’s opportunities to act out and retell the story).

Introduction: (Connect the learning)

- Before reading use the front cover/ blurb to invite predictions about the story. Use thinking routine [I see, I think, I wonder](#) to stimulate conversation.
- Through conversation determine prior knowledge of polar bears, habitats, the Arctic etc. - use the effective questions to stimulate discussion and record responses on a [concept map](#) this will provide a baseline of knowledge.

Development: (Learners are actively involved in their learning and demonstrate learning)

- Explore [new vocabulary](#) by making words sparkle using the [Shooting for the SSTARS](#) approach.
- Ask and answer questions about events in the story and explore ideas relating to global warming using think alouds and ponderings to stimulate children’s thinking. - [HOTS questions](#).

Opportunities for further development:-

- Role play the story through the use of small world, block play etc. to retell key events.
- Sequencing scenes, story maps, simple time-line, matching pictures/props to characters, guided writing – storyboard or story map (Hear, Say, Play, **Write** approach)
- Engage children in STEM experience relating to ice and different temperatures to help support children’s understanding of global warming.
- Provide access to non-fiction texts (including digital such as video clips) relating to polar bears and the arctic to promote and extend children’s interest.

Plenary: (Review and recall)

- Recap story using questions focused on the [5 finger retell](#) to determine knowledge and comprehension.
- Where did the story take place? What happened in the beginning/middle/end of the story? What problem did Winston and the polar bears have? What could you do to help Winston and the polar bears?

Learning Intentions:

To recount events in a story.

To talk about unfamiliar words in a text and answer questions to show understanding.

Success Criteria:

- Retell a familiar story about global warming in a variety of different ways (through indoor and outdoor environments).
- Contribute to discussions about global warming.
- Use new words in my play to show my understanding of global warming.

Effective Questions:

- Tell me about the front cover: What can you see? (discuss words on placards) What does it make you think about? What questions or puzzles do you have?
- I wonder what Global Warming means?
- (back cover blurbs)I wonder.....why Winston will have to fight for ice?

Sustainable Development Goals:

- 13 - Climate Action
- 12 - Responsible consumption and production
- 15 - Life on Land

Literacy E’s and O’s:

- I listen or watch for useful or interesting information and I use this to make choices or learn new things. **LIT 0-04a**
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a / LIT 0-16a / ENG 0-17a**
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a**

Additional Resources/Digital Links	Explore links with other curricular areas	
National Geographic Kids - Issue 173 A range of books - fiction and non-fiction YouTube - explore range of videos by searching polar bears	Numeracy Comparing icebergs MNU 0-11a	Social Studies, Science, RME etc. SCN 0-05a

Learning for Sustainability: COP 26 Early Level (Climate Action)

Key Vocabulary: action, protest, inspired, exhausted, courage

Introduction: (Connect the learning)

- Use the effective questions to recall with the children the story of Winston of Churchill.
- Revisit the concept map and add on anything the children have learned or discovered about polar bears, their habitats or the Arctic. Learning may have been extended through children exploring other texts such as non-fiction and digital, through STEM experiences relating to why ice melts.

Development: (Learners are actively involved in their learning and demonstrate learning)

- Once children are familiar with the story. Introduce, open and read with the children the [letter from Winston](#) (example attached which can be adapted for age and stage). You could use the ChatterPix app to create a video message from ‘Winston’.
- Engage children in a discussion about the contents of the letter or video message inviting children to think about the problem that Winston needs help to solve.
- With the children, make a list of all the actions you could take in nursery/school and at home that could help Winston and reduce the effects of climate change. Suggestions for positive climate action can be found in the [book](#), other suggestions can be found [here](#) such as reduce, reuse, recycle, using less energy e.g., turning out the lights, walking or cycling instead of using a car or even planting more trees.
- Encourage children to respond to Winston’s plea for help. This could be in the form of a video message, voice note, dramatisation, drawing or written response.
- Capture children’s responses to Winston and ‘send’ it back to him.

Plenary: (Review and recall)

- Reread Winston of Churchill and talk about all the ways you are now going to take action against climate change.
- Children could use the [‘Doodle It’](#) thinking routine to share how they will personally take action.

Opportunities for further development

- Within your learning space, create a visual representation where staff and children can recognise and celebrate their collaborative efforts of taking action for example, adding a symbol such as a light bulb to acknowledge that a child has remembered to switch off the lights when leaving a room.
- Create placards and have a protest.

Learning Intentions:

To give a response (verbal/written) inspired by what I have listened to/read.

Success Criteria:

- *Plan what I want to ‘write’ about or respond by talking about my ideas, acting it out and/or drawing.*

Effective Questions:

- Can you remember what happened in the story?
- What was the problem Winston and the polar bears had?
- What does Winston want us to do?
- I wonder how we can help Winston?
- I wonder what will happen if we do this?
- I wonder what will happen if we don’t?

Sustainable Development Goals:

12: Responsible Consumption and Production
13: Climate Action

Literacy E’s and O’s:

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**
- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b**

Additional Resources/Digital Links

Chatterpix – photograph Winston or polar bear teddy.

Explore links with other curricular areas

Numeracy
Record the actions people are doing to help Winston **MNU 0-20c**

Social Studies, Science, RME etc.
SOC 0-08a



Visible Thinking Routines



Thinking Routines and Active Learning Approaches



Concept Map

- This thinking routine allows practitioners to capture learners prior knowledge, thinking and questions about a topic. With younger learners you may wish to incorporate illustrations to support their ability to recall and revisit the map.

Doodle It

- Learners draw their response/idea to a question or topic of conversation. They then talk about what they have drawn.

I see, I think, I wonder:

- Look at an image or object inviting learners to share their thinking: What do you see? What do you think is going on? What does it make you wonder? The purpose of this routine is to help raise questions which could be used to guide pupil enquiry. Thinking should be shared and noted at each stage in the discussion, so it can be added to.

Visible Thinking; Project Zero. Harvard Graduate School of Education
<http://www.pz.harvard.edu/projects/visible-thinking>

Additional Resources

Early Level

- [Learning Environment](#)
- [Learning environment examples](#)
- [Interactive Shared Reading Approach](#)
- [Sparkle Words](#)
- [Key Vocabulary](#)
- [HOTS Questioning](#)
- [5 Finger Retell](#)
- [Additional Book Suggestions](#)
- [Winston's Letter](#)
- [ChatterPix](#)
- [Photograph from Winston](#)
- [Climate Action](#)



Learning Environment

It is important to set up a rich learning environment to support the context for learning around the book, *Winston of Churchill, One Bear's Battle Against Global Warming*.

Create a **Learning Environment** to support literacy with a Climate Change focus:

- copy of book
- polar bear toy (Winston)
- small, medium and large blocks covered in white paper to represent 'icebergs'
- tuff tray of ice blocks, small world animals,
- placards with messages from the book
- labels to encourage changes around the nursery which will help Winston
- visual representation/chart where staff and children can recognise and celebrate their collaborative efforts of taking action for example, adding a symbol such as a light bulb to acknowledge that a child has remembered to switch off the lights when leaving a room.

Learning Environment Examples



Use blocks and material to create an iceberg for the polar bear – **BIG** iceberg



Take some of the blocks away to make the iceberg smaller – **MEDIUM** iceberg



Use only a **few small blocks** to create a very **SMALL** iceberg for the polar bear



Use **small world** for imaginative play – animals and people



Create a **role play prop box** filled with fur material, white and blue material, furry hats, placards etc.



Water tray filled with ice – observe melting!

Interactive Shared Reading

Interactive Shared Reading

Interactive shared reading is an approach intended to support children's engagement and understanding of stories. These sessions should be planned and include multisensory opportunities for children to interact with a text.

In small groups, children should have the chance to revisit and hear the same story on several occasions. Adults should use think alouds and effective questions to encourage thinking and conversation whilst remembering to follow the child's lead to enable sustained interactions.

Through interactive shared reading children will develop awareness of book handling skills and concepts of print whilst exploring story elements and story structure to support their comprehension.



First read strategies and approaches

Purpose: To introduce the book and enable children to hear the whole story. Conversations should not affect the story's 'flow'.

Before reading:

- You may wish to draw children's attention to **some key features** of the book e.g., title, author, illustrator, front/back cover cover, blurb.
"Let's read the blurb. What does it tell us about the story?"
- Use the front cover/title to encourage children to make predictions about the book.
"Tell me about the front cover. What do you see?"
"What do you think the story might be about?"
- Children may be able to identify who the main character might be, the problem that may arise or the setting of the story e.g.,
"I am trying to visualise where this story might take place, I wonder if anyone else can..."
- To reinforce book handling skills you may wish to point to the word where you will start reading.

During reading:

Flow of story

- Read aloud to group (use comments and questions at natural breaks)
- Trace finger under some words
- Shorter conversations
- Encourage predictions *"I'm wondering about..."*
- Emphasise new vocabulary

After reading:

Develop Understanding

- Talk about the book using story elements (character, setting, problem, actions, resolution) and story structure (beginning, middle and end).
- Ask 'why' questions - Who (character)? Where (setting)? What (action/**big problem/resolution**)? Why (explaining/understanding)? E.g.,
"I'm trying to understand why (insert scenario) happened?"
"I'm wondering why (insert character's name) did that?"
- Leave a copy of text in library with story props to reinforce the story.

Interactive Shared Reading

Subsequent reads strategies and approaches

Purpose: To develop comprehension and extend thinking skills by engaging children in longer conversations.

Before reading:

Prior knowledge

- Recap story elements from last session and discuss any new vocabulary.
- To reinforce book handling skills you may wish to point to the word where you will start reading.

During reading:

Comprehension

- Ask more questions to develop understanding.
- Use think alouds **followed by** questions e.g.
 - "I'm wondering if..."*
 - "What would you...?"*
- Strive for 5 turns in conversations. Discuss characters' thoughts and feelings, refer to illustrations to provide clues for children.
- Encourage children to make connections with the story and their own experiences, thoughts and feelings e.g.,
 - "What does this story remind you of?"*
 - "Has anything in the story ever happened to you? Would you like to share it?"*
 - "What might you have done in _____'s situation?"*
- Use 'shooting for the SSTARs' to make words 'sparkle'.

After reading:

Develop thinking

- Have conversations about the **resolution** to the **problem**. Continue to ask **why** questions e.g.,
 - "What do you think about...? Why?"*
- Encourage children to explore characters' **thoughts** and **feelings**, imagine and project e.g.,
 - "What would you say if you were...? Why?"*
 - "Why do you think the character has been drawn like this?"*
- Ask about secondary characters' thoughts and feelings, encouraging children to explain their ideas.

Final read strategies and approaches

Purpose: To help children retell or read the story using illustrations and/or props as an aid.

Before reading:

Prior knowledge

- Ask children to recall the title, characters and setting and ask about the big problem in the story.
- Review any new 'sparkle words'.
- Explain that the children are going to 'read' the story. You won't read all the text, just the parts of it that children need help with.

During reading:

Encourage details

- Support children to retell the story (events, reasons why, thoughts, feelings) with think alouds, question prompts and illustrations/props e.g.,
 - "What happened on this page?"* *"What's happening here?"*
 - "Why did this happen?"* *"What is she thinking/feeling here?"*
 - "What will he do next?"*
- Encourage use of details – names, objects, feelings and reasons.
- Observe and encourage children to use new 'sparkle words'.
- Reread parts of the text if needed to secure understanding.

After reading:

Encourage thinking

- Develop conversations by following the children's lead.
- Continue to expand understanding by asking children to make connections, use their imagination (e.g., alternative ending) and make predictions e.g.,
 - "Think of a time when you... What would have happened if you...?"*
- Encourage all children to contribute by striving for five interactions. Invite children to comment on others children's suggestions.

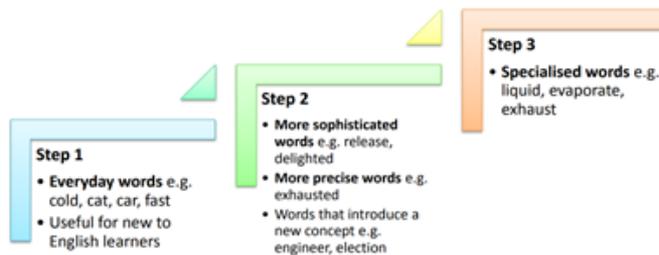
Sparkle Words

Sparkle Words

Supporting and building vocabulary are key to developing children's language and communication skills. Sparkle words is an approach for making the exploration of vocabulary a natural part of book sharing sessions and everyday conversation.

When planning a book sharing session (see interactive shared reading session):

- Review the book and select the best sparkle words (focus vocabulary) you wish to draw children's attention to. These may be words of interest or important words children need to know in order to understand the text.
- Select no more than five focus words per book.
- Ensure that there are a variety of words; nouns, adjectives, verbs and adverbs.
- Consider the three-step approach to introduce children to more complex and subject specific vocabulary.



- Plan how you will explain and bring the sparkle words to life to ensure children understand their meaning.
- Encourage children to highlight words interested them or are new to them.
- Seek opportunities to use and reinforce the sparkle words in a range of different contexts.

Shooting for the SSTARS

Vocabulary development is essential in the early years, but it is not just the number of words a child knows that is important but how well a child understands these words.

Shooting for the SSTARS is a strategy you can use to support children's understanding of new vocabulary.

- Stress** a new word before, during and after reading to focus children's attention.
- Show** children what the word means by pointing to an illustration, using your facial expressions, acting it out or altering how you say the word.
- Tell** children what the word means by giving a simple definition, using other words which mean the same or talking about the group or category the word belongs to, if appropriate.
- and Relate** the word to children's own knowledge, experiences or familiar situations and talk about other words with a similar meaning or an opposite meaning.
- Say it again** Read the book again and again allowing for more conversation relating to the new word and use the 'sparkle word' throughout the setting in different contexts. Hearing the word repeated is essential for children to be able to adopt and use this vocabulary in their own interactions.

Example: Sparkle word – *feast*

- Show** Pictures of a feast e.g., buffet at a birthday/wedding/celebration
- Tell** A special meal with delicious food or a large meal for lots people
- Relate** recall a time when there has been a 'feast' in nursery, e.g., Christmas lunch. Share a time when you have had a 'feast' at a celebration. Ask children, "have you ever had a feast?"
- Say it again** Seek opportunities to use the word through play e.g., house corner, "shall we make a feast for the family" or whilst exploring other stories e.g., "The Very Hungry Caterpillar had a feasts on Saturday."

Key Vocabulary

pollution

march

tundra

courage

protest

climate
change

gases

habitat

melting

action

atmosphere

HOTS Questioning

Higher Order Thinking



list, tell, describe, name, recite, show, recall, repeat, quote...

- What happened before... after...?
- How many ...?
- What is ...?
- Who was it that ...?
- When did ...?
- Who did ...?
- What did ...?
- Why did ...?
- Who spoke to ...?

Remembering

Compare, identify, sequence, research, categorise, explain...

- How would you sort/classify...?
- What was the problem with...?
- How is ... similar to ...?
- Which part of the story was the funniest/ saddest...?
- How did...?
- How would...?
- When did...?
- Can we find out...?

Analysing

select, choose, decide, discuss, prioritise, recommend, judge...

- Do you think ... is a good or bad thing?
- What changes to ... would you make?
- Did ... make the right choice?
- Why did they choose ...?
- Would you have...?
- Why were...?
- How would you feel if...?
- Do you believe...?

Evaluating

explain, predict, describe, report, observe, identify, give examples

- Tell me in your own words what happened?
- How would you explain ...?
- Who do you think ...?
- Tell me what happened first/next/after...?
- What did he/she look like?
- Why did...?
- Where did?

Understanding

act out, draw, sort, construct, use, complete, solve, collect...

- What questions would you ask?
- Can you show me...?
- Can you tell me which...?
- Why did...?
- Can you sort...?
- Can you finish...?
- Can you construct...?

Applying

imagine, create, design, plan, construct, invent, improve, predict

- What would you do if...?
- What could ... do instead?
- How could you change the ending?
- How could you design / invent a new way to ...?
- How would you explain/describe /show...?
- What could happen if ...?
- What other way could you...?

Creating

- I can use the information to build new ideas.
- I can say what I think about the information and back up my opinion.
- I can break down the information to understand it better.
- I can use the information in a new way.
- I can explain the ideas in the information.
- I can remember facts about the information.

Five Finger Retell



Additional Book Suggestions

- Polar Bear, Polar Bear, What Do You Hear - Eric Carle
- The Rainbow Bear - Michael Morpurgo
- The Polar Bear and The Snow Cloud - Jane Carbrera
- The Last Polar Bear - Jean Craighead George
- Big Bear, Little Bear – David Bedford and Jane Chapman
- The Lonely Polar Bear – Khoa Le

Example Letter from Winston - Template

Winston of Churchill
Ice of Hudson Bay
Churchill
Manitoba
Canada

Date:

Dear

I am writing to you today to help me solve a very big problem that we the polar bears have. We live on the ice of the Hudson Bay and go hunting on the ice for food. But the ice is melting because of global warming and if this keeps happening then we will have nowhere to live or find food. I have sent you a photograph of one of my friends sitting on the melting ice – he was very annoyed that this was happening and had to swim a great distance to get back to his family. He was exhausted when he got back.



I am asking you for help to save the ice so we polar bears can keep on living on it. It takes courage to make the changes needed to do this but I am sure if we all work together we can make changes to help stop the ice melting.

Can you think of some ways you can make a change to help save the ice from melting. We need your help to spread the word.

I must get back to the protest march I have organised with the other polar bears as there is a group of tourists visiting the tundra later today.

I know I can count on your support and thank you for your help. Remember never give up! We can all do something no matter how small.

Yours sincerely



Winston of Churchill
Polar Bear Leader

ChatterPix



Use the app Chatterpix to bring images and characters alive.

Photograph from Winston



Climate Action

The earth has some gas around it that holds in the heat of the sun.

It's called the atmosphere.

If you get too much of some of these gases,

the heat near the earth gets stuck and the earth heats up.



WHY IT'S GETTING HOTTER

by
Winston of Churchill
Manitoba, Canada,
North America, Earth



Burning gasoline in cars makes carbon dioxide.

Methane gas comes from rotting garbage in landfills.

Digging for oil and natural gas and mining coal lets out a gas called nitrous oxide. Too much of these gases is no good.



But green plants turn carbon dioxide into oxygen, which is very good.

People need to burn less gas, make less garbage, and plant more trees.



Glossary of Key Vocabulary

Climate Change	A significant change of climate patterns over a long period of time.
Global Warming	Process that causes the Earth's temperature to rise and makes the Earth warmer.
Fossil Fuels	Non-renewable and cannot be made by humans. They come in the form of natural gas, coal or oil.
Renewable Energy	Made from resources that nature will replace, like sunshine, wind and water.
Carbon Dioxide	Greenhouse gas produced when fossil fuels are burned by human activity. Forests, plants and the oceans absorb huge amounts of CO ² , reducing the levels of CO ² .
Methane	Comes from cows, sheep and paddy fields as well as from landfills or the breakdown of organic materials.
Carbon Footprint	The total amount of CO ² and methane gas released into the air from human activity that consumes energy such as heat, electricity and transport.
Emissions	The production and discharge of something, especially gas or radiation.



Glossary of Key Vocabulary



Greenhouse Effect	Warming of Earth's surface and the air above it. It is caused by gases (CO2 and methane) in the air that trap energy from the Sun.
Biodiversity	The variety of living things on Earth from humans, animals, plants and fungi down to the tiniest organism.
Action	Process by which something produces a change.
Consequence	The result of something that a person does.
Carbon Offset	An activity that balances out an individuals carbon footprint.
Reduce	Use less.
Reuse	Using again, possibly in a different way.
Recycle	Use raw materials to make something new.

Definition of Texts

Within the Literacy for All framework, regular reference to 'texts' is made. It is essential that practitioners provide learners with opportunities to explore and create a wide range of texts in order to build on the principles of 21st century relevance and personalisation and choice. Please refer to the CfE definition of texts:

What is meant by 'texts'?

The definition of 'texts' needs to be broad and future proof: therefore within *Curriculum for Excellence*,

a text is the medium through which ideas, experiences, opinions and information can be communicated.

Reading and responding to literature and other texts play a central role in the development of learners' knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy and English framework reflects the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose. Examples are given below.

Examples of texts
novels, short stories, plays, poems
reference texts
the spoken word
charts, maps, graphs and timetables
advertisements, promotional leaflets
comics, newspapers and magazines
CVs, letters and emails
films, games and TV programmes
labels, signs and posters
recipes, manuals and instructions
reports and reviews
text messages, blogs and social networking sites
web pages, catalogues and directories

In planning for learning in any curriculum area it is important for practitioners to ensure that children and young people encounter a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

Key References and Resources

- Vision 2030+ - In March 2013 Scottish Ministers accepted all thirty-one strategic recommendations of the Learning for Sustainability (LFS) report.
<https://education.gov.scot/nih/Documents/res1-vision-2030.pdf>
- World's Largest Lesson introduces the Sustainable Development Goals to children and young people everywhere and unites them in action.
<http://worldslargestlesson.globalgoals.org/>
- Education Scotland overview of climate change in education and the curriculum.
<https://education.gov.scot/improvement/Documents/ClimateChangeinScottishEducationBriefing140819new.pdf>
- Practitioner resource offering background reading to support understanding and planning for Climate Change
<https://education.gov.scot/improvement/learning-resources/exploring-climate-change>
- Good Life Goals
[https://docs.wbcsd.org/2018/09/Good Life Goals/Pack of Actions.pdf](https://docs.wbcsd.org/2018/09/Good%20Life%20Goals/Pack%20of%20Actions.pdf)

Motivational Videos

- All Aboard for Global Goals; Thomas and Friends - <https://www.youtube.com/watch?v=WE8Er1KRtJU&list=PLVKXDhi02s8rNqddxPqFjcE8fUDUMiqLI>
- We the People - <https://www.youtube.com/watch?v=RpgVmvMCmp0>
- Hear our Voices - <https://www.youtube.com/watch?v=0d1dFY13GZU>
- Decade of Action - <https://www.youtube.com/watch?v=9qmfghBVplQ>
Global Day of Action – September 25th 2020
- The girl who silenced the world for 5 minutes; Severn Cullis-Suzuki - <https://www.youtube.com/watch?v=xXiWi8LnZ7I>
- The Good Life Goals - <https://www.youtube.com/watch?v=bbrYODvkvGk>
- Start Living the Good Life Goals - <https://www.youtube.com/watch?v=Wg5lGuWeiWA>

Framework for Teaching and Learning COP 26



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