

Grade: 2 and 4		Topic: Cared For	
Curriculum Area: Science and Technology		Title: A Child is A Child	
<p>U.N. Rights of the Child Article(s):</p> <ul style="list-style-type: none"> All children have the right to special care and protection if they can't live with their parents. (Article 20) Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19) All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6) 		Teaching Strategies	
<p>Information Studies: Overall Expectations Inquiry and Research</p> <ul style="list-style-type: none"> Explore information using a variety of group activities Collaborate with others to share findings and ideas Synthesize findings and formulate conclusions Information Technologies Use information technology to explore information, collaborate with others, test ideas and present findings <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>		<p>Session 1 – 3 (This may take several periods to complete):</p> <ul style="list-style-type: none"> Read <i>A Child is A Child</i> to Mama mouse's entry into the story "She quickly picked up two soft leaves to wipe their eyes". Lead a discussion by asking students for ways to solve the problem of the orphaned frogs. Offer up the suggestion that the other animals might care for the frogs if that idea does not come up. What might be the difficulty with say a bird caring for the frogs? A mole? A mouse? Of all characters in the story, who would make the best-suited caregiver? Allow this discussion to lead into using the T-Chart. Select the criteria (gear this to grade level) that you would like the students to compare (food, habitat, movement, etc.) Break the students into small groups giving each group the task of researching the needs of the frogs versus the needs of one of the other characters. Some resources to consider for research are: online encyclopedias and databases (Grolier, Info-bits – a Thomson Gale product), print encyclopedias, books, magazines, picture plates...etc. <p>Session 4:</p> <ul style="list-style-type: none"> Once their research is done allow each group time to discuss and develop an argument for why their character/animal would make the best-suited caregiver for the frogs. Each group would then present their research findings and argument in favour of their character as caregiver. This could be done in role as the character, integrating drama. <p>Session 5:</p> <ul style="list-style-type: none"> Reintroduce the book <i>A Child is A Child</i> recapping the details of the story that lead to their research. Ask the class to hypothesize which character in the story will care for the frogs? To visually illustrate their choices have them sit in cluster groups based on their selection. Finish reading the story. Discuss with students how the differences/difficulties were dealt with. Was Mama Mouse the right caregiver? Why? In the end what did the frogs really need? (love, shelter, acceptance) How does this relate to children like you? Consider the concept of international adoption. <p>Further Thinking: Read <i>Emma's Story</i> a touching tale of a little Chinese girl adopted by a Canadian family. Using a Venn Diagram compare and contrast the two stories. Students could use "Smart Ideas" to create their Venn diagram or comparison web.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> <i>A Child is A Child</i> <i>Emma's Story</i> <p>Web Resources:</p> <ul style="list-style-type: none"> Online encyclopedias Online databases <p>Black Line Masters:</p> <ul style="list-style-type: none"> T-Chart Venn Diagram 			
<p>BE THE CHANGE... Suggestions for Action</p> <ul style="list-style-type: none"> Look at the website for Free the Children to see how you can get involved with children helping children Fundraise to adopt an animal from a local zoo. 			