

THEME	CONCEPT	LANGUAGE ARTS		MATH		SCIENCE	
Hunting, Gathering, Growing, Harvesting-Gr 5- Winter		Activities	Resources	Activities	Resources	Resources	Activities
Grade 5 SPRING/SUMMER  <u>VALUES</u> Respect Love Honesty Sharing Self-Esteem Compassion Trust Responsibility Success	100 years ago	Students will write a story about a day in the life of a 10/11 year old boy or girl living in Ile a la Crosse in the spring of 1900. students should think about how their life would have been different back then (chores, transportation, food, methods of getting food)	Ile a la Crosse Bi-Centennial book Elders Grandparents	Problem solving: such as, If you planted 12 tomato plants and the ratio of tomatoes to plant is 4:1 how much tomato would you have?  Extend: Have students plan out a garden. How many plants of each type of vegetable would you need to feed your family? Investigate price of vegetables. Investigate inputs into garden. What are your profits?		With the help of elders students will learn to tell directions by looking at the direction the plants are growing. Students may also investigate the reasons behind the direction of plant growth.  Investigate wild rice growing harvesting and market prices. A guest speaker will provide details. Students will write learning logs about wild rice.  alternatives: berry picking morel picking	Elder <i>Plants</i> (The Solski Group)  resource person
		CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL SKILLS AND VALUES		CELS: NUMERACY CREATIVE AND CRITICAL THINKING INDEPENDENT LEARNING		CELS CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING	

SOCIAL STUDIES		HEALTH		ARTS		PHYSICAL EDUCATION	
Activities	Resources	Activities	Resources	Activities	Resources	Activities	Resources
<p>Compare the growing season between the prairie region and the maritime region. As well as the type of plants that are indigenous to that region.</p> <p>Mid-southern to northern compare growing seasons.</p> <p>Snaring, hunting for animals with an animal.</p> <p>Field trip with a local wild rice farmer /hunter.</p> <p>CELS NUMERACY TECHNOLOGICAL INDEPENDENT LEARNING</p>	<p><i>Canada Eh! Explore Canada</i></p> <p><i>Environment Canada Website</i></p>	<p>Class Garden: class will plant and maintain a garden. This relates to the past when food was grown, and couldn't be bought. This could be a starting or cumulative activity for your nutrition unit. Students could investigate the use of pesticides and chemicals on our foods today and the possible effects on our health.</p> <p>Students will review Canada's food guide and the different nutrients found in each vegetables.</p> <p>CELS: PERSONAL SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING</p>	<p>Seeds Book on gardens Information on pesticides</p>	<p>Students will sketch a harvesting scene from the past that has accurate depictions of methods and tools use to harvest.</p> <p>Roles play a traditional fruit.</p> <p>Imitate various calls of animals and birds voice/ tools</p> <p>Draw and label various animals</p> <p>CELS: CRITICAL AND CREATIVE THINKNG COMMUNICATION INDEPENDENT LEARNING</p>		<p>Preparing the land for our class garden.</p> <p>Weeding and maintaining the garden.</p> <p>CELS: INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p>rotor tiller Rakes Hoes</p>