

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Gr 2 Plants & animals Winter		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	
<p style="text-align: center;"><u>Values</u></p> <p>Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution</p>	Animals in Winter	<p>Brainstorm what kind of animals we see in the winter. List on board.</p> <p>Read <i>Animals in Winter</i> H. Bancroft, R. Vangeider or <i>What do Animals do in Winter?</i> by Melvin and Gilda Berger</p> <p>Discuss which animals hibernate and which animals survive in the winter environment.</p> <p>Have students write about one of the animals and what it does to survive in the winter.</p> <p>Write a journal entry telling what would happen if children hibernated.</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p><i>Animals in Winter</i> H. Bancroft, R. Vangeider</p> <p>Grade 2 Circle Program IANF Canada</p> <p><i>What do Animals do in Winter?</i> by Melvin and Gilda Berger</p>	<p>Use pictures of animals to explore linear measurement and ordinal numbers</p> <p>Use ordinal words such as taller, shorter, longer, first, second and third to describe animals.</p> <p>Students complete p.29 <i>Grade 2 Circle Program Workbook</i> about animal sizes. Students should use snap cubes to measure the different animals.</p> <p>If pelts are available have students use a non standard measuring device to measure the length of a muskrat, beaver, fox and wolf. Students should talk about their findings using ordinal words.</p> <p>CELS: NUMERACY INDEPENDENT LEARNING CRITICAL AND CREATIVE THINKING</p>	<p><i>Circle Program workbook Grade 2.</i> <i>Grade 2 Circle Program</i> IANF Canada</p> <p>Pelts</p> <p>Linking cubes</p>	<p>How do you and your family get ready for winter? How does your dog or cat get ready for winter? Explain that because it is cold during winter there is little food for animals to eat. The animals slow down, find warmth, and go to sleep for the winter. That way the animals save their energy and don't need to eat. Copy the reproducible and distribute it to students. Ask which season is shown in the drawing. http://teacher.scholastic.com/lessonrepro/lessonplans/winter/animals.htm</p> <p>Discuss where the animals are located in the drawing (under the ice, in a tree trunk, and so forth.) Do students think animals would be in the same locations during the summer?</p> <p>Discuss animal changes in the winter and how animals store their food. Which animals store food in their bodies, in a tree, scavenges . . . ? How does a person feeding wild animals affect them in the winter?</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p>http://teacher.scholastic.com/lessonrepro/lessonplans/winter/animals.htm</p>

<u>Social Studies</u>		<u>Health</u>		<u>Arts</u>		<u>Phys. Ed</u>	
<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p>Why are animals' furs more valuable in the winter and early spring?</p> <p>People in our community still depend on animals for their livelihood.</p> <p>Tell students they are going to read <i>Trapline Diary</i> in <i>Signs of Spring</i> Grade 2 Circle Program INAC</p> <p>As they read have students keep track of where animals are found and which are caught.</p> <p>Have students observe an animal being skinned and the pelt being stretched. Alternately view pictures on beaver pelts on icsd112.ca</p> <p>What are pelts used for?</p> <p>Have students finish the story frame "If I had a beaver pelt I would. . ."</p> <p>CELS CRITICAL AND CREATIVE THINKING</p>	<p><i>Trapline Diary</i> in <i>Signs of Spring</i> Grade 2 Circle Program INAC</p> <p>Pelt Icsd112.ca</p>	<p>Discuss how we take care of our pets in the winter. Students will draw a picture of a pet and write sentences explaining how they would look after a pet in the winter.</p> <p>Focus on Responsibility How would you convince your parents you could look after a pet? What are all the things you could do to take care of the animal.</p> <p>CELS PERSONAL AND SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>		<p>Students will sing the action song <i>Oh, The Rabbit went Around with his White Coat on Song #44</i> Grade 2 Circle Program</p> <p>Snow art with crayons, chalk and dark blue construction.</p> <p>Students should include animals in their picture that: -hibernate -change color -get thicker coats</p> <p>CELS CRITICAL AND CREATIVE THINKING</p>	<p>Grade 2 Circle Program IANF Canada</p>	<p>Students will pretend they are animals trying to gather sparse food in winter. Students will dress warmly in their winter coats.</p> <p>Go on an outdoor hike and role play finding food by going to each of the far corners of the school grounds.</p> <p>Debrief inside after by asking students.</p> <p>How did they feel doing the task? What made the experience difficult?</p> <p>(this could be extended by having "food" (beanbags) at each station to have students collect and there could be less food than there are students.</p> <p>CELS INDEPENDENT LEARNING PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p>Bean bags</p>