

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Hunting/Gathering/Harvesting		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p>WINTER</p> <p><u>Values</u></p> <p>Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution</p>	<p>Appreciating Nature</p>	<p>Read a couple of legends to the class about hunting and gathering.</p> <p>Students will then make up and write their legends about hunting gathering in the winter.</p> <p>Examine the feelings and attitudes of the hunter after reading the story “The Twin”</p> <p>Write a creative story from the perspective of being hunted.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINING PERSONAL AND SOCIAL.VALUES AND.SKILLS</p>	<p><i>Keepers of Life</i> Bruchac, Cudato</p> <p><i>Project Wild</i> pages 221-215</p>	<p>Students will need to calculate what area of garden would be required to feed the students in the classroom.</p> <p>Students must determine the spacing required between plants.</p> <p>Students will calculate the area and perimeter of the garden.</p> <p>Students will prepare a meal following a recipe using metric measurements.</p> <p>Calculate the amount of food needed during the winter to feed the class.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING TECHNOLOGICAL LITERACY NUMERACY</p>	<p>Students will be given average growth of a variety of common garden – vegetables.</p> <p>Overlay grid</p> <p>Attribute blocks</p> <p>Calculators</p> <p>Recipes</p> <p>Access to a kitchen area.</p>	<p>Environment Barometer: students will observe, count, and graph the wildlife in the area.</p> <p>Discuss whether it would easier to hunt and gather in winter or summer</p> <p>Methods of hunting and gathering in the winter vs the summer</p> <p>Which foods can be found year round?</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION TECHNOLOGICAL LITERACY</p>	<p><i>Project Wild</i> p. 98-99</p>

Social Studies		Health		Arts		Phys. Ed	
<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>Create a map of the surrounding areas of Ile a la Crosse that is drawn to scale, include a compass rose.</p> <p>Students will create a legend to include deer, moose, and fish.</p> <p>Students will speak to family members or community members to help them plot the populations of animals.</p> <p>Discuss how hunters know where to find the animals.</p> <p>Why would a map of this kind be useful?</p> <p>Go out the trap line with an elder.</p> <p>CELS: COMMUNICATION CRITICAL AND CRATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>Atlases Large grid paper Maps of Saskatchewan Community members</p>	<p>“Nutrition: what types of food were traditionally eaten? Research nutritional value of such foods.</p> <p>What are the effects of nutritional deficiencies? Scurvy.</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING PERSONAL AND SOCIAL SKILLS AND VALUES.</p>	<p>Elders</p> <p>Northern food guide and pyramid (order through the Northern store)</p>	<p>Art: Tie –dyeing t-shirts with the colors of berries.</p> <p>Students will twist and tie their tshirts in interesting ways and take turns dyeing them.</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p>Berries Water Salt Stove White t-shirt for each student Elastics Parent Volunteers</p>	<p>As a class with a fisherman go on the ice and ice fish. If fish are caught we can hold a fish fry.</p> <p>CELS: TECHNOLOGICAL LITERACY PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION</p>	<p>Local fisherman Frying pan flour</p>