

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Tools- spring/summer- k-1		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
Kindergarten Grade One Spring/Summer <u>Values</u> Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution	Beading Tools Needle and thread	Bring in a moccasin to display to students. What do we already know about the beadwork and how it is made? Read <i>The Flower Beadwork People</i> orally to the students. Have students view the illustrations. Students respond to the illustrations: I see. . . CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING	<i>The Flower Beadwork People</i> Sherry Farrell Racette	-As a class view beadwork illustrations on page 12 and 13 of <i>The Flower Beadwork People</i> Count leaves, points, circles, petals, colored items Have each student draw their own flower beadwork. Exchange with partner share what they can count CELS: NUMERACY PERSONAL AND SOCIAL SKILLS AND VALUES COMMUNICATION	Illustrations from <i>The Flower Beadwork People</i> -on overhead using color photocopier or scan and use data projector	Porcupines- Read nonfiction book about porcupines. Brainstorm what they know about porcupines. Web on blackboard. Explain how porcupine quills can be used for beadwork. Make class book on porcupines.	Non fiction book on Porcupines Suggestions: <i>Porcupines</i> – Nature’s Children Example of beadwork using porcupine quills. Real porcupine quills

<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>Reread <i>The Flower Beadwork People</i> to students.</p> <p>Prior to reading have students recall what they remember about the book.</p> <p>This time have them listen for information about the Métis.</p> <p>As teacher reads stop periodically to have students share information on the Métis write on chart paper.</p> <p>Students make little book on key words about the Métis.</p> <p>Example: French, Cree, fur traders etc.</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p><i>The Flower Beadwork People</i></p>	<p>Family Roles: Kokum, Grandmother</p> <p>Read, <i>Where did you get your Moccasins?</i> Bernelda Wheeler</p> <p>Have an elder come in to demonstrate simple beading.</p> <p>Teacher talk about safety of using needle and thread.</p> <p>Student use plastic needle, plastic lacing and pony beads to make a nine bead pattern on cardboard.</p> <p>Teacher will precut each child a 10 cm x 10cm piece of cardboard and punch 6 holes</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL SKILLS AND VALUES NUMERSCY</p>	<p>Elder</p> <p><i>Where did you get your Moccasins?</i> Bernelda Wheeler</p> <p>-plastic lacing -pony beads -cardboard</p>	<p>Students will view illustrations from <i>The Flower Beadwork People</i></p> <p>Students create buckskin vests.</p> <p>These can be made from butcher block paper, tissue paper and twine. The twine can be sewed in using plastic needles and prepunched holes</p> <p>CELS: COMMUNICATION INDEPENDENT LEARNING CRITICAL AND CREATIVE THINKING</p>	<p><i>The Flower Beadwork People</i></p> <p>Twine Butcher block paper Tissue paper Plastic needles</p>	<p>Students will listen to fiddle music.</p> <p>Students will explore music and move to it. Students will demonstrate how they jig.</p> <p>Older students will demonstrate jiggling.</p> <p>CELS: CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL SKILLS AND VALUES INDEPENDENT LEARNING</p>	<p>Red River Jig</p> <p>Older students</p>