

Themes	Concept	Language Arts		Math		Science	
Crafts – Spring/ Summer– K- 1		Activities	Resources	Activities	Resources	Activities	Resources
<div>Values</div> <div>Respect</div> <div>Love</div> <div>Cooperation</div> <div>Sharing</div> <div>Self-esteem</div> <div>Compassion</div> <div>Responsibility</div> <div>Success</div> <div>Conflict resolution</div>	Beadwork	Focus on viewing.  As a class view beadwork. Use a real garment or moccasin or alternately a picture from <i>Expressing Our Heritage Métis Artistic Designs</i> Gabriel Dumont Institute  What do they see? How does it make them feel? What was the person who made it trying to do?  Do have anything beaded? Why is it beaded that way?  In small groups assign a picture from <i>Expressing Our Heritage Métis Artistic Designs</i> Gabriel Dumont Institute Have groups discuss what they see in the picture. Students should share vocabulary, feelings, and meanings of the beadwork.	<i>Expressing Our Heritage Métis Artistic Designs</i> Gabriel Dumont Institute	Counting classifying the beads according to color, type.  Create patterns with beads to decorate clothing forms. Count how many beads in pattern. Place real beads on the articles and then use small circle stickers to decorate articles p 17 <i>Indian &amp; Métis Math Units- Sask Ed</i>  Students will create number trains using beads. Students will practice ordinal numbers. What color bead is third? Second? Students will make a number train booklet p.12 <i>Indian &amp; Métis Math Units- Sask Ed</i>  Students will use beads as a non standard measuring device. Pony beads or barrel beads can be used for this activity p.14 <i>Indian &amp; Métis Math Units- Sask Ed</i>	- pony beads -barrel beads  <i>- Indian &amp; Métis Math Units- Sask Ed.</i>	Sorting objects according to color  Collecting nature objects on nature walk (alternatively students can take digital pictures of objects that are certain colors green grass, yellow dandelion etc)  Make a collage using the nature objects.  After having been on a nature walk have students review their pictures from <i>Expressing Our Heritage Métis Artistic Designs</i> Gabriel Dumont Institute Do they see anything different now? What were the designs inspired by? What season is the bead picture?	- nature objects Plants, leaves, flowers
		<b>CELS:</b> COMMUNICATION INDEPENDENT LEARNING PERSONAL AND SOCIAL VALUES AND SKILLS		<b>CELS:</b> NUMERACY COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS		<b>CELS:</b> COMMUNICATION INDEPENDENT LEARNING PERSONAL AND SOCIAL VALUES AND SKILLS	

Social Studies		Health		Arts		Phys. Ed	
Activities	Resources	Activities	Resources	Activities	Resources	Activities	Resources
<p>Discuss how families or communities often had their own kind of beadwork. Use examples from <i>Expressing Our Heritage Métis Artistic Designs</i> Gabriel Dumont Institute to show the differences. Use a Venne diagram to show differences and similarities.</p> <p>Have each student draw and colour beadwork that would represent their family. Students should be able to answer why to the following: Colour? Picture? Sending home a pattern of a moccasin or mitt to create a <i>frame</i> for the beadwork.</p> <p><b>CELS:</b> COMMUNICATION, PERSONAL AND SOCIAL SKILLS AND VALUES CRITICAL AND CREATIVE THINKING</p>	<p><i>Expressing Our Heritage Métis Artistic Designs</i> Gabriel Dumont Institute</p>	<p>Refer to beadwork designs created to represent their families. Have students share how their designs relate to their family. -What emotions does each color represent? -When are times when we feel those emotions? -What activities does the beadwork design make them think of? -What likes/dislikes does the beadwork design make them think of?</p> <p>Focus on pride. What is the meaning of someone giving you a beadwork item? Why? Do any other handmade items have similar meaning?</p> <p><b>CELS:</b> COMMUNICATION, PERSONAL AND SOCIAL SKILLS AND VALUES</p>		<p>Have students enhance the beadwork they designed by adding real beads.</p> <p>Mount drawing paper on a cardboard. (alternately teacher could make a simple design and students could select colours)</p> <p>Students add glue to one colour pour on beading beads let dry. (This is similar to process for using glitter)</p> <p>Continue until all colours have been added.</p> <p>Afterwards students will have circle time students will share their creations</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING COMMUNICATION, PERSONAL AND SOCIAL SKILLS AND VALUES INDEPENDENT LEARNING</p>	<p>Construction paper Beading design Glue Small beading beads</p>	<p>Students will play modified Simon Says -if you have on red take three steps forward, if you have blue jump four times. . .</p> <p>Ask students where do you wear beadwork? One place is a celebration. Students could practice Métis dances such as jigging or square dancing Using the <i>Steps in Time</i> CD</p> <p><b>CELS:</b> COMMUNICATION PERSONAL AND SOCIAL SKILLS AND VALUES.</p>	<p><i>Steps in Time</i> CD</p>