

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Plants/Animals Environment grade Three		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
winter  <b><u>Values</u></b>  Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	Bears	<p>Students watch video <i>Learning About Bears</i> from <i>Discovery Education</i> Students listen to facts and make jot notes about bears. Write a written report about black bears. Include diet, habitat and appearance. Students can use to find written information <a href="http://www.enature.com">www.enature.com</a> <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p> <p>Students collect and print pictures so they can display their information in a poster.</p> <p>Students present their research to the class.</p> <p>In addition <a href="http://www.dicovereducation.ca">www.dicovereducation.ca</a> has worksheets using bears to write good sentences and paragraphs that strengthen the written report</p> <p>Teacher read <i>The Bears Long Tail</i> by Jane Chartrand</p> <p>How did the bear get its short tail? Class brainstorm the way the fox could make the bear hibernate Students write legends explaining why the bear hibernates</p> <p><b>CELS:</b> INDEPENDENT LEARNING COMMUNICATION</p>	<p><i>Learning About Bears</i> from <i>Discovery Education</i> <a href="http://www.enature.com">www.enature.com</a> <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> <a href="http://www.dicovereducation.ca">www.dicovereducation.ca</a></p> <p><i>The Bears Long Tail</i> by Jane Chartrand</p>	<p>Bears can weigh up to 267kg. How many Grade 3's is that? Students weigh themselves and find all the different combinations of grade 3s to make close to 267.</p> <p>Adult male bears can have a range of 100km squared and adult females range 40 km squared Use base ten blocks to model this 1 unit=1km</p> <p>Bears can run 30 km in a hour same as speed limit in school zone. Compare this to a human <b>CELS:</b> NUMERACY</p>		<p>Students watch video <i>Hibernation and Homing</i> from <a href="http://www.discoveryeducation.ca">www.discoveryeducation.ca</a> Students read <i>Bears, Bears live Everywhere and , Bear Facts</i> in <i>Snow Moon</i> from the Circle Program Grade 3 INAC</p> <p>What are the animal adaptations the bear uses? What is hibernation? How does the bear prepare from hibernation? Where do bears hibernate? How long do they hibernate? Why do some bears hibernate longer than others? Why are baby bears born during hibernation? Why does the bear hibernate? Why is the polar bear's adaptation more extreme? What would happen if humans hibernated?</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING</p>	<p>www.discoveryeducation.ca</p> <p>Circle Program Grade 3 INAC</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>Using a map of Ile a la Crosse on SmartBoard have students mark where they have seen bears.</p> <p>Reread <i>The Bears Long Tail</i> by Jane Chartrand</p> <p>Note the importance of bear in aboriginal culture. Bears seen as spiritual.</p> <p>Have elder come in to tell stories about a bear and explain traditional uses of bear.</p> <ul style="list-style-type: none"> <li>-bear grease (balding, ear aches)</li> <li>-jewelry</li> <li>-meat</li> <li>-rugs</li> </ul> <p>Information on use of the bear is found <a href="http://www.albertasource.ca">www.albertasource.ca</a></p> <p>Boreal forest/bear</p> <p>Respect for animals we hunt. Not killing just for claws or gall bladder</p> <p><b>CELS:</b> TECHNOLOGY CRITICAL AND CREATIVE THINKING</p>	<p><i>The Bears Long Tail</i> by Jane Chartrand</p> <p><a href="http://www.albertasource.ca">www.albertasource.ca</a></p>	<p>Read <i>In the Path of a Great Bear</i> By Carol McTavish</p> <p>Discuss safety around wild animals</p> <p>Where might you see a bear in Ile a la Crosse?</p> <p>What precautions should you take when you see a bear?</p> <p>What precautions should you take when you are berry picking? Camping? Walking in woods?</p> <p>Read warning on <a href="http://www.enature.com">www.enature.com</a></p> <p>Have students make a PSA poster on bears.</p> <p>How do you know a bear is around? Signs? Hear? See? Have an elder explain how you know a bear is around. And hat should you do if you encounter one. Why are baby bears especiaaly dangerous?</p> <p>Listen to bear sounds on <a href="http://www.hww.ca">www.hww.ca</a></p> <p><b>CELS:</b> COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p><a href="http://www.enature.com">www.enature.com</a></p> <p><a href="http://www.hww.ca">www.hww.ca</a></p> <p><i>In the Path of a Great Bear</i> By Carol McTavish</p> <p>Elder</p>	<p>*Adapt song Down by the Bay to "Down by The Lake" to use local animals bear-underwear-beaver - clever, moose – goose rabbit - habit, fish – wish</p> <p>Make bear claw necklaces use leather lacing and bear claw beads.</p> <p>Students draw a winter scene and make a flap in the picture. Students tape behind their picture of a bear hibernating so it can be revealed when flap is lifted.</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING</p>	<p>Leather lacing Bear claw beads</p>	<p>Play animal tag - the person who is it gets to call what kind of animal everyone moves like - bear - rabbit , snake</p> <p>Move like a bear Bear walk Bear walking on hind legs *Move to speed of music, think how to to move when being - hunted, chased, hiding, chasing</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	