

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Plants/Animals	Grade 5- fall	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
FALL  <u>Values</u>  Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	Boreal Forest plants, animals and fire	Read <i>The Beavers' Big House</i> by Panas and Whitford  Each student make a web with brainstorming the beavers home, diet, work  Students describe the plants and animals in the beavers ecosystem How did the animals attempt to help the forest? Is this realistic? Why or why not?  The fire is described as a ferocious demon. Find all the describing words used to describe the fire. Draw the fire  What damage was done by the fire? What good things happened because of the fire?  Pick one of the lessons learned in the story and give an example from the story and example from your life to support this lesson.	<i>The Beavers' Big House</i> by Panas and Whitford	"Environment Barometer"  SWBAT Observe and count wildlife in an area  Discuss why the wild life is or is not present  Students go outside and observe and count or estimate wildlife in area and graph results  Make a school environment barometer   <b>CELS:</b> NUMERACY COMMUNICATION CRITICAL AND CREATIVE THINING INDEPENDENT LEARNING	<i>Project Wild</i> page 312 see lesson plan  conservation officer- discuss local wildlife populations	How are animals and plants helped by fire? KWL chart.  Read information from back of <i>The Beavers' Big House</i> by Panas and Whitford on forest fires.  Add to KWL chart.  Have student take their want to know questions they haven't had answered home and ask parents and grandparents about the benefit of fire.  Have students research one of the boreal forest animals use information from back of <i>The Beavers' Big House</i> by Panas and Whitford and <a href="http://www.hww.ca">www.hww.ca</a>  Moose, bobcat, black bear, red fox  Students create poster displaying information on their animal	<i>The Beavers' Big House</i> by Panas and Whitford

<b>Social Studies</b>		<b>Health</b>		<b>Arts</b>		<b>Phys. Ed</b>	
<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>“Stormy Weather”</p> <p>SWBAT Generalize that humans and wild life share environments and experience some of the same natural phenomenon – guided imagery</p> <p>Follow-Up: write a story that compares the ways of a child and animal might experience natural weather phenomenon’s</p> <p>-list animals common to the area and their contributions to the life of people (traditional vs modern) -fall migration patterns</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<p><i>Project Wild</i> pages 22-23</p> <p>see lesson plan</p> <p>-internet -Conversation Officer</p>	<p>“What’s for dinner?”</p> <p>Depending on food source either directly or indirectly SW list and analyze resources of food</p> <p>Students can identify the forms of animal’s life, which can be eaten in moderation by diabetics, discuss the importance of healthy eating e.g. Bacon CANNOT be eaten daily due to the calories and fat</p> <p>How labeling of food has effected eating habits of people?</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<p><i>Project Wild</i> p. 46</p> <p>see lesson plan</p> <p><i>Northern Nutrition Program Guide</i> Northern Stores</p>	<p>Music: rap -use forest facts and rhythm instruments to create a rap about trees</p> <p>Drama: Have I got a deal for you What makes an effective advertisement? Discuss concept of animal habitats and environmental requirements of plants. Imagine you are hired by a forest to attract plants. Create and videotape commercials to attract plants to the forest</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p><i>Focus on the Forest</i> page 98 elementary rhythmic instruments</p> <p><i>Focus on the Forest</i> page 146</p> <p>video internet search</p>	<p>Body movements of plants, animals</p> <p>Sounds of the environment</p> <p>Imitate the sounds by making suitable body movements</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p>CD of environment sounds of animals</p> <p><i>North American Cultural Lessons</i> Lessons: pre-school though high school</p>