

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Weather - Grade 5-	Weather	<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>	cold weather	<p>Using the farmer's almanac students will choose one week of the year and write their own version of the weather predictions in the farmers' almanac. Discuss expository writing and the need to convince your reader.</p> <p>The purpose of legends will be discussed and example presented to students. They will write their own legends about the "Spirit of Snow" key words: wind, weather, cold, frost</p> <p>Watch and create weather forecasts to be videotaped by students</p> <p>CELS: COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING</p>	<p><i>Farmers Almanac</i> Robert Thomas</p> <p>Examples of legends <i>Keepers of the Earth</i> M. Caduta & J. Bruchac</p>	<p>Strand of Measurement: using thermometers, students will take the temperature for 1 week in the morning and afternoon; results will be graphed and compared to temperatures in the early 1900's for the same time period.</p> <p>CELS: NUMERACY TECHNOLOGICAL LITERACY INDEPENDENT LEARNING</p>	<p>Saskatchewan Curriculum Guide Internet Climate Graphs Environment Canada</p>	<p>Students will track the sunrise and sunset from December to March, to determine the amount of daylight present during winter in Ile a la Crosse and in Australia. Students will realize that when we have winter it is summer in Australia.</p> <p>Why does the weather turn cold? Earths rotation around sun, jet stream, high and low pressure</p> <p>Students will compare how we predict weather today and how weather was predicted in the past.</p> <p>CELS: TECHNOLOGICAL LITERACY NUMERACY COMMUNICATION</p>	<p>Internet Daily Newspaper Radio Reports</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>Students will create a map of Canada that indicated where different Aboriginal groups originated, the types of climate, amount of precipitation, and normal temperature, high's and low's in the winter months. The land region and environment in that area. Students will determine the types of resources available to each aboriginal group.</p> <p>Describe how weather affected the livelihood of past communities/ individuals.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p>Early Canada Textbooks Canada Eh Maps of Canada Atlas</p>	<p>Students will conduct research on how weather affects a person's mood and well being. Students will choose one person to interview on a weekly basis to determine how their mood fluctuates with the weather.</p> <p>Students will record the results in the form of a journal which will be shared with the class.</p> <p>Research the importance of sunshine and vitamin D for health</p> <p>Proper caution in cold weather for dress in cold weather (frostbite)</p> <p>CELS: COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS TECHNOLOGICAL LITERACY</p>	<p>Daily weather reports Volunteers for interviews Tracking sheets Internet</p>	<p>Students will construct a wind vane out of materials brought from home.</p> <p>Students will take the tune from a common nursery rhyme and write their own song about winter to that tune. Then students will perform their song for the class</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p>Copies of famous nursery rhymes and tapes to hear the tunes</p>	<p>Students will cross country ski, s taking into consideration the clothing being worn to protect against weather.</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS INDEPENDENT LEARNING</p>	<p>Cross country skis and boots</p>