

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Crafts - Grade Four		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
winter <u>Values</u> Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	Drums	<p>As a class view illustrations in books these are painted by Jim Poitras</p> <p>Discuss what they see in each illustration. Have students share experiences they have had that could take place in the illustration.</p> <p>Listen to David Bouchard CD as teacher shows book <i>The Drum calls Softly</i> by David Bouchard</p> <p>How are respect and humility highlighted in the story? What are the significance of your grandparents in your life? How should we greet all elder sin order to show respect? How do you start your day? What do you do to make sure you are true to yourself?</p> <p>CELS: COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p><i>The Drum Calls Softly</i> by David Bouchard</p>	<p>Patterning</p> <p>Teacher will present a pattern using colour tiles such as blue blue blue red red Teacher will then use a drum to illustrate pattern slow slow slow slow quick quick</p> <p>Show a few more examples Slow, quick, soft, hard, high, wait, pause, low, long, short relating them to colours</p> <p>Students make their own drum patterns and transcribe them using colour tiles copy onto paper</p> <p>Have students share pattern with class and demonstrate.</p> <p>Have students switch patterns see if another student can recreate</p> <p>CELS: NUMERACY INDEPENDENT LEARNING CRITICAL AND CREATIVE THINKING</p>	<p>Drums Colour tiles</p>	<p>Drums were used to carry messages over long distances. Think/Hypothesis How do you think drums were used to communicate? As a class make up messages using drums. Danger- 5 then pause repeat 5 beats Run- 3 then pause 3 Come- 2 pause 2 repeat. Test/Explore How far away can you hear a message? Use 2 end of the playground to test this communication method.</p> <p>Adaptation/Conclusion How can this improve? What would be the limitations? Why was this effective long ago? What inventions have replaced this?</p> <p>CELS: INDEPENDENT LEARNING CRITICAL AND CREATIVE THINKING</p>	Drum

<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>Métis a mixture of first nation and European cultures</p> <p>Drum very important in first nation culture Read p.10, 11 <i>People of the Buffalo How the Plains Indians Lived</i> by Maria Campbell</p> <p>Participate in Drum ceremony</p> <p>What is protocol? What is the special meaning of the drums?</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING</p>	<p>Resource person</p> <p><i>People of the Buffalo How the Plains Indians Lived</i> by Maria Campbell</p>	<p>Heart beat as a rhythm</p> <p>Learn the rhythm of your heartbeat</p> <p>Have students find heartbeat during normal classroom activity</p> <p>Have students participate in relaxation activity and find heartbeat</p> <p>Have them run in spot, do jumping jacks, toe touches and then take heartbeat?</p> <p>How does your heartbeat change? How does our fitness level affect heartbeat?</p> <p>Find Heartbeat. Have students drum to the beat of their heartbeat. Listen to drummers Students match beat of drummers</p> <p>CELS: INDEPENDENT LEARNING CRITICAL AND CREATIVE THINKING</p>	<p>drums</p>	<p>Make small drum</p> <ul style="list-style-type: none"> -Circular base with no bottom or top(use cookie tin with bottom cut out, plumbers pipe cut to 10cm thickness, or springform pan) -leather cut to 3sm wider than the shape of the form(soak leather and lacing 15 minutes in warm waterbefore use to soften) - make 12 evenly spaced holes about 2 cm from edge. Put base in center of form -use 6 pieces leather lacing to tie opposite edges together around base (tie at each end with double knot) -last two holes on each side go around center sting and loop back to adjacent hole in order to keep laces in center -let dry leather will tighten -drum beater can be made from a dowel/stick, pebbles and small circle of leather, decorate with beads and feathers <p>Students focus on illustrations in <i>The Drum calls Softly</i> by David Bouchard these are painted by Jim Poitras</p> <p>Focus their attention on use of colour. Have students create monochromatic pictures using the illustrations from book as guide</p> <p>Watercolour: blue, green, white, black Students choose blue or green as their main colour. CELS: CRITICAL AND CREATIVE THINKING</p>	<p>Find rhythm of heartbeat</p> <p>Use rhythm of heartbeat to move in round dance</p> <p>Use music on CD by Northern Cree for round dance</p> <p>Round dance</p> <p>CELS: CRITICAL AND CREATIVE THINKING</p>	<p><i>The Drum Calls Softly</i> by David Bouchard</p>	