| Themes | Concept | Language Arts | | Math | | Science | |
|--|-------------------------|---|------------------------|---|----------------|---|----------------------------|
| Family- Gr. K1- fall | | Activities | Resources | Activities | Resources | Activities | Resources |
| Values Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution | Me Family Changes | Students will create a self portrait.Students will provided with a large I (8 ½ x 11) students will look through catalogues and magazines for things they like glue on the I.Students will create family portraits. Students will share why someone in their family is important to them.Students will list/review family words in Michif and English | magazines catalogue | Students will count how many: Brothers? Sisters?Students will use counters | linking chains | Change: How do families change? growing marriage death Students should bring in pictures of their families when they were babies. Alternatively they can draw pictures of their family when they were babies. Students can then draw pictures of their families in 5 years Family pictures from the past. How is this family different or same as mine? | family pictures website |
| | | CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS | | CELS: CRITICAL AND CREATIVE THINKING NUMERACY | | CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS | |

| Social Studies | | Health | | Arts | | Phys. Ed | |
|-------------------------|-----------------|------------------------------|------------------|-------------------------------|----------------|-------------------------|--------------------|
| Activities | Resources | Activities | <u>Resources</u> | Activities | Resources | Activities | Resources |
| Changes in families | The New Baby" | Decision Making | | Sing: | More Piggyback | Students will | fiddle music |
| | from Circle | | | "Taking Care of Yourself" | Songs by Jean | participate in a family | big buddies |
| Read "The New Baby" | Reading | Divide the class into | | More Piggyback Songs by | Warren | square dance with big | family |
| from Circle Reading | Program 1: | discussion groups to | | Jean Warren | | buddies and parents | |
| Program 1: Family | Family Stories. | generate a list of changes | | | | or grandparents | Piggyback |
| Stories. | | that will be happening in | | Students will create a family | | | Songs for |
| | | their lives in the next few | | picture using objects found | | Students will work in | Infants and |
| Use the sentence | | months. Have the groups | | on nature walk. | | groups to skip rope | <i>Toddlers</i> by |
| format: <i>Then we</i> | | report to the class. Use a | | | | with a long rope. | Jean Warren |
| <i>but now we</i> Make | | talking circle to explore | | Students will break into | | Students will use a | |
| a then/now chart about | | feelings regarding future | | groups to role play families | | number of skipping | |
| how they have changed | | changes and memories | | doing something together | | chants on family p | |
| since they were babies. | | about the past year. | | | | 72-73 Piggyback | |
| Use pictures and words | | | | | | Songs for Infants and | |
| | | Help students understand | | | | Toddlers by Jean | |
| | | how their decisions and | | | | Warren | |
| Write about a change in | | actions may influence their | | | | | |
| their journal. This may | | future. Include the students | | | | | |
| be a change in their | | in making plans for a | | | | | |
| school life such as a | | future event. Discuss the | | | | | |
| class member moving | | event in terms of outcomes | | | | | |
| away or a change in | | and what they can | | | | | |
| their family life. | | realistically accomplish. | | | | | |
| Encourage students to | | Events you may wish to | | | | | |
| express how the change | | plan include: | | | | | |
| made them feel. | | | | | | | |
| | | CELS: | | CELS: | | ODL 0 | |
| CELS: | | CRITICAL AND | | CRITICAL AND | | CELS: | |
| COMMUNICATION | | CREATIVE THINKING | | CREATIVE THINKING | | PERSONAL AND | |
| CRITICAL AND | | PERSONAL AND | | PERSONAL AND SOCIAL | | SOCIAL VALUES | |
| CREATIVE | | SOCIAL VALUES AND | | VALUES AND SKILLS | | AND SKILLS | |
| THINKING | | SKILLS | | COMMUNICATION | | | |
| | | COMMUNICATION | | | | | |
| | | | | | | | |