

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Jobs & Tasks – Grade Three		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
Spring/summer  <u>Values</u>  Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	Fire protection worker	<p>Students will view pictures of the forest fires that have been in the Ile a la Crosse area</p> <p>Have students pull vocabulary from the pictures. Write vocabulary list on board separate in to Feelings            Things you see            Things you hear            What people do            Safety</p> <p>Students participate in sharing circle and share their knowledge of forest fires.</p> <p>Students write a story pretending they are in the middle of a forest fire.</p> <p>Read The Two sides of Fire, <i>Fish Roast</i> and <i>Nothing to Worry About</i> From <i>Wild Goose Moon</i> from Circle Program INAC. Make cause and effect charts for each story and complete chart showing the good and bad of fire.</p> <p>CELS:            COMMUNICATION            CRITICAL AND            CREATIVE THINKING</p>	icsd112.ca  <i>Wild Goose Moon</i> from Circle Program INAC	<p>Students examine the data on the Media Fire Report on the government of Saskatchewan environment site. Students should be able to tell what the table is saying            Students should make bar graphs, pictographs or tally showing the fire status in each region.            -UNDER CONTROL            -HOLDING            -NOT YET UNDER CONTROL            -BEING OBSERVED</p> <p>CELS:            NUMERACY            COMMUNICATION</p>	www.environment.gov.sk.ca/	<p>As a class read the brochure <i>What you need to know about Wildfires</i> from the Government of Saskatchewan website.</p> <p>Students write a learning log saying what the risk factors are for forest fires.</p> <p>Students walk to the fire cache to observe the forest fire risk thermometer. Have an FPO explain the risk factors.</p> <p>Students will be know what each of the levels mean?            Extreme            High            Moderate            Low</p> <p>Forest fire – risk factors and how they are determined</p> <p>CELS:            COMMUNICATION            CRITICAL AND            CREATIVE THINKING</p>	Elder environment.gov.sk.ca /firesmart

<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>Have a Fire Protection Worker come in and talk with the students about their jobs. Write about the day of a fire protection worker. Also write about the dangers that they face. Have FPO highlight fires they have been at in other provinces and countries.</p> <p>Students will brainstorm jobs using three categories:</p> <ol style="list-style-type: none"> <li>1. involve fire</li> <li>2. protect environment</li> <li>3. protect people</li> </ol> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS INDEPENDENT LEARNING</p>	<p>Fire Protection Worker</p>	<p>Students will research forest safety and prevention tips from National Geographic , Saskatchewan Government and SmokeyBear.com</p> <p>Students will create display posters they use pictures and bullet form tips to show one of the following topics: Prevention Safety Effects on forest Effects on forest animals Caught in the natural disaster</p> <p>As a class create a list of steps to take in our own community to keep us safe from fire. This could be done on Microsoft publisher and put on the community access scroll.</p> <p>Have fire chief from town come in to judge the posters and talk to the students about the key points on preventing fires. Fire chief should also explain how to become a volunteer firefighter.</p> <p>CELS: TECHNOLOGY CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p>www.SmokeyBear.com</p> <p>environment.nationalgeographic.com /environment/natural-disasters/wildfire-safety-tips.html</p> <p>environment.gov.sk.ca/firesmart</p> <p>Fire Chief</p>	<p>Teacher will bring in natural charcoal from a fire or as a class go to a burn area.</p> <p>Keeping safety safety in mind students observe the charcoal. As a class web Smells like . . . Feels like . . . Looks like . . .</p> <p>Using commercial charcoal and white cardstock students create a picture of a burned out area .on one side of picture and use pencil crayons to draw it before it burned</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>		<p>Forest Fire Freeze Tag – running students are fire. Tagged students ate trees not on fire – “it” students are fire fighters.</p> <p>Game Fire alarm Mark out the play area with two endlines. Choose one player to be the chief. The other students are numbered 1 to 5. Chief stands at one end the others in the middle. When chief yells 2 fire all the twos run to opposite end of play area. The chief tries to tag as many firefighters as he/she can. Then firefighters help the chief. Game continues until all firefighters are caught. Last one caught becomes new fire chief.</p> <p>CELS: PERSONAL AND SOCIAL SKILLS AND VALUES COMMUNICATION</p>	<p>Ready to use PE activities for Grades 3-4 Landy and Landy</p>