

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Clothing – Grade Two		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
SPRING/SUMMER <u>Values</u> Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution	Flour Sack Clothing	Teacher will bring in a bag of flour.(it can be empty) Key Question: What do we use this for? What about the bag? Show students cover of book. <i>Flour Sack Flora</i> by Deborah L. Delaronde. Can use digital projector for clear view (can cover and display). What do you notice about this bag of flour? Explain to students that long ago flour bags were made of cloth. Have students predict what the book is going to be about from the cover. Have students write a journal entry describing all the things Flora had to do in order to get to go to town. CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING TECHNOLOGY	Bag of flour <i>Flour Sack Flora</i> by Deborah L. Delaronde.	Students will use non standard units to make a pattern of a shirt that would fit them. Students will work in partners to measure their neck shoulders and torso with a non standard measuring unit. After measuring they will use mural paper to draw the shirt pattern. Students will defend the choice of the non-standard unit they used for measuring. CELS: CRITICALANDCREATIVE THINKING NUMERACY PERSONALANDSOCIALVALUES AND SKILLS	mural paper	Students will discuss the use of their non standard unit used to measure the different length of their shirt patterns. Students will compare objects used to determine their relative size. Students will sort objects used to measure according to size. Students will write a learning log about finding length. CELS: CRITICALAND CREATIVE THINKING COMMUNICATION NUMERACY	

<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>Reread the book <i>Flour Sack Flora</i> by Deborah L. Delaronde. Have students focus on the bartering and trading in the book.</p> <p>Ask students "What do the characters trade?"</p> <p>Have students evaluate what they think of the bartering. Do items have to be of equal value?</p> <p>Students will: appreciate and value the heritage of their community</p> <p>Students will discuss the Métis values of sharing food. (from a moose). How does/did this practice strengthen our community?</p> <p>In a sharing circle have students give examples of sharing/bartering in the community.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p><i>Flour Sack Flora</i> by Deborah L. Delaronde.</p>	<p>Emotional support of a community.</p> <p>In what ways do we support each other as a community? Brainstorm sharing watching out each others children watching out for each others property holding gatherings</p> <p>What else should we do?</p> <p>What does it mean to be a good neighbor?</p> <p>Have each student draw picture and write a sentence showing our community members supporting each other.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>		<p>Share with students the history of flour sacks as clothing p.71 <i>Métis Legacy II</i> by Barkwell, Dorion and Hourie.</p> <p>Students will make tie dyed shirts using cranberries as the dye.</p> <p>Tie shirt in knots, fasten with elastics.</p> <p>Heat cranberries in pot with water bring to boil. Put shirt in still hot cranberry mixture. (ADULT SUPERVISION)</p> <p>Wash shirt in cold cycle with 1 cup of vinegar to set color</p> <p>CELS: CRITICAL AND CREATIVE THINKING</p>	<p><i>Métis Legacy II</i> by Barkwell, Dorion and Hourie</p> <p>frozen cranberries</p> <p>bargain t-shirts</p>	<p>Students will participate in cooperative activities such as group juggling.</p> <p>In small groups, use three or four beanbags to practice team-juggling skills, using the underhand throw. (Begin with one bag, throwing in a designated pattern to each person in the circle, until everyone has thrown to another person. Then add a second, third and fourth beanbag, until they can keep all the bags moving from person to person without dropping them.)</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>bean bags</p>