

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Plants/Animals	Grade 5- fall	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
FALL <u>Values</u> Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	identify	First Impression SWBAT: Distinguish between reactions to animal based nr myth or stereotype and those based on accurate information Students react to a variety of photos as a beginning to study the contributions of a range of animals. Students will have to say the first word that comes to their mind Complete a report on the lifecycle of Northern Animals CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY	Large photos or drawings of a variety of animals kids.nationalgeographic.com	“Environment Barometer” SWBAT Observe and count wildlife in an area Discuss why the wild life is or is not present Students go outside and observe and count or estimate wildlife in area and graph results Make a school environment barometer CELS: NUMERACY COMMUNICATION CRITICAL AND CREATIVE THINING INDEPENDENT LEARNING	<i>Project Wild</i> page 312 see lesson plan conservation officer- discuss local wildlife populations	Why do beavers build a dam? Why do humans build a dam? Hydroelectricity Create a Venne diagram “To Dam Or Not To Dam” debate SWBAT Evaluate the positive and negative effects on constructing a dam Role play: Individuals’ representation different perspectives and concerns related to a complex issue. Include hunters, business people CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS NUMERACY INDEPENDENT LEARNING	<i>Project Wild</i> p 312 see lesson plan

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>“Stormy Weather”</p> <p>SWBAT Generalize that humans and wild life share environments and experience some of the same natural phenomenon – guided imagery</p> <p>Follow-Up: write a story that compares the ways of a child and animal might experience natural weather phenomenon’s</p> <p>-list animals common to the area and their contributions to the life of people (traditional vs modern) -fall migration patterns</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<p><i>Project Wild</i> pages 22-23</p> <p>see lesson plan</p> <p>-internet -Conversation Officer</p>	<p>“What’s for dinner?”</p> <p>Depending on food source either directly or indirectly SW list and analyze resources of food</p> <p>Students can identify the forms of animal’s life, which can be eaten in moderation by diabetics, discuss the importance of healthy eating e.g. Bacon CANNOT be eaten daily due to the calories and fat</p> <p>How labeling of food has effected eating habits of people?</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<p><i>Project Wild</i> p. 46</p> <p>see lesson plan</p> <p><i>Northern Nutrition Program Guide</i> Northern Stores</p>	<p>Music: rap -use forest facts and rhythm instruments to create a rap about trees</p> <p>Drama: Have I got a deal for you What makes an effective advertisement? Discuss concept of animal habitats and environmental requirements of plants. Imagine you are hired by a forest to attract plants. Create and videotape commercials to attract plants to the forest</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p><i>Focus on the Forest</i> page 98 elementary rhythmic instruments</p> <p><i>Focus on the Forest</i> page 146</p> <p>video internet search</p>	<p>Body movements of plants, animals</p> <p>Sounds of the environment</p> <p>Imitate the sounds by making suitable body movements</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p>CD of environment sounds of animals</p> <p><i>North American Cultural Lessons</i> Lessons: pre-school though high school</p>