

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Grade k-1 Winter - Family		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p style="text-align: center;"><b><u>Values</u></b></p> <p>Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution</p>	Kokum	<p>In sharing circle students will tell who their kokums are and what they do to help them.</p> <p>Teacher will read <i>My Kokum called Today</i> By I. Loewen</p> <p>What has the kokum in the story taught the little girl?</p> <p>What has your kokum taught you?</p> <p>Students will draw a picture of their kokum. They will write a sentence; My kokum is the same as the kokum in the story because she. . . .</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p><i>My Kokum called Today</i> By I. Loewen</p>	<p>The girl in the story is 12 years old. How old are the kids in your family? Students will use a counter to represent each year for their age. For each child in their family they will use a different colour counter. If students do not know actual age talk about older and younger. Students will create a bar graph of their family member's ages. Coloring 1 square for each year. Students with no siblings can use cousins.</p> <p>CELS: CRITICAL AND CREATIVE THINKING NUMERACY INDEPENDENT LEARNING</p>		<p>Students will identify foods which come from plants. Which foods from plants are mentioned in <i>My Kokum called Today</i> By I. Loewen? What other foods come from plants? Students will use a grocery flier to look for foods that come from plants. After posters are completed students will share them with the class.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS INDEPENDENT LEARNING</p>	<p><i>My Kokum called Today</i> By I. Loewen fliers</p>

<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>As a class discuss the role of their kokum in their family.            Help them understand the importance of “kokum” (ties that bind family together and a source of knowledge and skills            Students will write my kokum is/was important to me because.            Students should bring pictures of their kokums to share with their class.            A short interview should also be done by students:            What was our community like when you were a little girl?            What did you do for fun?            What did you have for chores?            CELS:            COMMUNICATION            PERSONAL AND SOCIAL SKILLS            AND VALUES            INDEPENDENT LEARNING</p>	<p>interview to send home</p>	<p>What berries are mentioned in the story?            What other berries do we eat?            What food group are berries in?            Discuss with students.            Have students view their copy of <i>Canada’s Food Guide</i>            Students will sample preserves made from raspberries, cranberries and blueberries.            What does each taste like?            Students will write a learning log about each berry?            What other berries do we eat?</p> <p>CELS:            COMMUNICATION            CRITICAL AND CREATIVE THINKING            INDEPENDENT LEARNING</p>	<p><i>Canada’s Food Guide</i></p>	<p>Students will create picture frames for the photo of their kokum.            This picture can be scanned and printed in the correct size.            This will be created with cardboard frames in card style. The frame will be decorated with small crumbles pieces of tissue paper. Students should use colours similar to the berries or colours their kokum likes.            On the other side of the card students will nicely print the reasons their kokum is important.</p> <p>CELS:            CRITICAL AND CREATIVE THINKING            PERSONAL AND SOCIAL VALUES AND SKILLS            TECHNOLOGY</p>	<p>cardboard            tissue paper            glue            scanner</p>	<p>Reread the description of the round dance to the students.              Students will participate in a round dance.</p> <p>CELS:            PERSONAL AND SOCIAL SKILLS            AND VALUES</p>	<p>drumming music</p>