

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Grade 2- Food and Cooking		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
Season: Fall <u>Values</u> Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution CELS	MINSOPAY	Students will chant about berries. “ <i>Berry Picking</i> ” and “ <i>I Love Berries</i> ” from <i>Gather Round Circle Program Grade 2</i> Students will read “ <i>Berries, Berries, Berries</i> ” from <i>Gather Round Circle Program Grade 2</i> As a class make a list of the kinds of berries they have eaten and a second list of how they have eaten them. Each student fold a paper into 4 to make a berry book.. Page 1 My favourite berry Page 2 I ate it with Page 3 It tasted Page I love ____berries Each page should be illustrated. As a group students make a group listing poem All kinds of Berries list 4 types of berries All kinds of berries 4 describing words about berries All kinds of berries 4 ways to prepare berries All kinds of berries CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING.	<i>Gather Round Circle Program Grade 2</i>	Describe the meaning of quantities to 100 by relating them to berries and explain what effect each successive numeral position has on the actual quantity. Students use berries to represent numbers to 100. Students should use a number frame and berries to create numbers. Students should be able to estimate number of berries in a hand, in a cup, in a pail. .. Students should take pictures of 10 berries 100 berries This should be replicated for other objects found in nature rocks, leaves, cones. .. CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION	berries digital camera	Plan a healthy meal or snack involving minsopay. How could other food groups be incorporated into the snack? Students share their menu with the class and then decide on a class menu. CELS: CRITICAL AND CREATIVE THINKING	

<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>Review the basic needs of humans. If the students suggest various wants, differentiate between the two.</p> <p>As a class compare the importance of blueberries and other berries in our diet now to when their grandparents were young.</p> <p>(treat vs sustenance)</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>		<p>Brainstorming. Ask the students why it is important to eat "right." Responses might include: eating right helps us grow, keeps us in good health, gives us energy, makes our bones and teeth stronger, helps us think, gives our bodies vitamins, etc. Record the students' responses on chart paper or on the chalkboard.</p> <p>Students will watch PowerPoint on making minsopay.</p> <p>Students will analyze the ingredients. Which food group does it belong in? How could it be part of a balanced diet?</p> <p>Students will sample minsopay.</p> <p>Learning log:</p> <p>Minsopay is ____</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>		<p>Adapt the traditional song <i>Sing of Sixpence</i> to Sing a song of blueberries, bake in a pie adapt to use with different ways to eat berries in , jam , sugar and milk, in minsopay</p> <p>To the tune of <i>Mulberry Bush</i> sing <i>Here We Go Picking Berries</i> in Teacher Guide Circle Program 2</p> <p>Students will create a blueberry plant shadow box. blue tissue paper balled for the berries Green pipe cleaners and foam pieces can be used as stems and leaves. Black masking tape or strips of construction paper can be layered over white cardstock backing to make frames</p> <p>CELS: CRITICAL AND CREATIVE THINKING</p>	<p>Teacher Guide Circle Program 2</p>	<p>Plan a cross-country walk to pick berries.</p> <p>Discuss the importance of preserving the environment and of activities that do not disturb the natural environment.</p> <p>Students will participate in the walk.</p> <p>Afterwards a debriefing reviewing how they treated the environment.</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS</p>	