

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
<u>Grade 2 Crafts</u>		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
Season:FALL Values Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution CELS	Moccasins	<p>Read The Moccasins y Earl Einarson to students.</p> <p>Have students focus on the moccasins in the story. As a class brainstorm describing words for the moccasins and ways the moccasins made the boy feel.</p> <p>Students will view Moccasins in Expressing Our Heritage: Métis Artistic Design By Gabriel Dumont Institute.</p> <p>Have students write a learning log about moccasins.</p> <p>When complete students should view the find the differences between the moccasin workshops. Students will use the Circle Program 2 workbook p.63</p> <p>CELS COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>Expressing Our Heritage: Métis Artistic Design By Gabriel Dumont Institute</p> <p>moccasins</p> <p>Circle Program 2 workbook</p> <p>Peter’s Moccasins by Jan Truss</p>	<p>Students will analyze the repeating patterns shown in the beading of two different moccasins. Examining one line of beadwork students will identify the pattern. Example white, white, white, blue, blue, red.</p> <p>Students will then change the pattern to different modes first they can transfer it to graph paper with one square equaling one bead of the same color.</p> <p>Then students transfer the pattern to sound. White=clap Blue=stomp red=snap</p> <p>So pattern would translate to clap, clap, clap, stomp, stomp, red</p> <p>CELS NUMERACY CRITICAL AND CREATIVE THINKING</p>		<p>Measure the length of their moccasins (shoes) using a non standard unit.</p> <p>Students can measure the width, the length of the shapes of the patterns in the moccasins.</p> <p>Students should compare the measurements with those of a classmate that used a different non standard unit.</p> <p>Have students share what they learned.</p> <p>Is there a need for a standard measuring device?</p> <p>CELS: NUMERACY CRITICAL AND CREATIVE THINKING</p>	

<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>As a class discuss what has to be done to make moccasins. Bring moccasins for students to examine. Sharing circle topics. Who makes moccasins? Where did your moccasins come from? What is special about moccasins?</p> <p>Students will explore making of moccasins now and then.</p> <p>An elder will come in to explain how they make moccasins now. The elder will also share how moccasins were made in the past.</p> <p>Students should bring in a pair of their own moccasins to view. Also students can look at a pair of moccasins on www.metismuseum.ca</p> <p>Students will make a now and then chart contrasting the moccasins.(use, manufacture)</p> <p>CELS COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>www.metismuseum.ca</p> <p>elder</p>	<p>Teacher will read <i>Peter's Moccasins</i> by Jan Truss. Students will discuss the feelings Peter has about his moccasins and how it changes through the story.</p> <p>As a class students will list circumstances that make them shy like Peter:</p> <p>examples New haircut New student New school year</p> <p>Students will use problem solving model to extend their thinking about one of the situations.</p> <p>Students should explain what they would do in the situation.</p> <p>CELS PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION</p>	<p><i>Peter's Moccasins</i> by Jan Truss</p>	<p>Have students recall what they know about moccasins. Have students brainstorm words to describe the bead work.</p> <p>View moccasins from <i>Expressing Our Heritage: Métis Artistic Design</i> By Gabriel Dumont Institute</p> <p>Give students a black outline pattern of moccasins. Using beading beads and glue have students create their own moccasin patterns</p> <p>CELS CRITICAL AND CREATIVE THINKING</p>	<p><i>Expressing Our Heritage: Métis Artistic Design</i> By Gabriel Dumont Institute</p> <p>beading beads</p>	<p>Students play Pass the Moccasin.</p> <p>Teacher plays music. Students sit in a circle. Students pass one moccasin clockwise and one counter clockwise.</p> <p>When teacher stops music the two students with the moccasins race to switch places by running outside the circle.</p> <p>The student who gets to their spot first gets to stop the music the next time. Game continues until all students have got a chance to run.</p> <p>CELS: PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p>music pair of moccasins</p>