

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
		<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	Moose	<p>Have students read the non fiction story “Moose Talk” <i>Gather Round</i> Grade 2 Circle Program</p> <p>After readings have the class brainstorm the facts they know about moose.</p> <p>Have student create a web to organize the information they know about the moose</p> <p>Students will complete the true or false activity about Moose facts on p.56 <i>Grade 2 Circle Program Workbook</i></p> <p>Students will listen to the tape “<i>The Old Woman and the Moose</i>” and “<i>David</i>” <i>Story Basket Two</i> Grade 2 Circle Program</p> <p>Have students create a beginning, middle and end chart of the stories.</p> <p>As an extension have students work in partners to create a short story explaining how they would catch a moose without a gun.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>“<i>Moose Talk</i>” <i>Gather round</i> Grade 2 Circle Program</p> <p>“<i>The Old Woman and the Moose</i>” Grade 2 Circle Program</p> <p>“<i>David</i>” <i>Story Basket Two</i> Grade 2 Circle Program</p>	<p>Formulate a question relevant to one’s self, family, or community that can be answered by gathering information from people.</p> <p>Students will create a question about the moose to ask their families.</p> <p>Example: What is your favourite way to eat moose? Where have you seen moose?</p> <p>Have students bring information back to class, compile it and create a way to display it for the class.</p> <p>CELS: COMMUNICATION PERSONAL AND SOCIAL SKILLS AND VALUES NUMERACY</p>		<p>As a class students will choral read “<i>The Moose</i>” <i>Gather round</i> Grade 2 Circle Program</p> <p>Have students identify what foods we eat from the moose.</p> <p>-stew -fried -roast -dried -soup -moose nose</p> <p>If possible have samples of the food for students to try</p> <p>Have students write why the moose is important to our Métis culture</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p><i>The Moose</i>” <i>Gather round</i> Grade 2 Circle Program</p>

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>Brainstorm ways we get food. Record ideas. Keep these ideas for future reference. Include traditional activities of hunting, fishing, trapping, gathering, and growing wild rice. Other suggestions might include store, garden, food bank.</p> <p>Give the students a short period of time in buzz groups to <i>speculate</i> on what commodities are produced in their area (farm products, aquaculture products, products from hunting, gathering, trapping). Bring the class together and compile their suggestions on a master list. keep the list for future changes and additions</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>		<p>Explore the Discovering Wellness Patterns focus of grade two.</p> <p>Ask students about eating wild meat.</p> <p>What are the positive consequences?</p> <p>What are the negative consequences?</p> <p>What else has to be eaten in order for wild meat to be part of a healthy diet?</p> <p>How is wild meat part of the Métis culture?</p> <p>Does hunting add to our social, emotional and physical well being?</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	Northern Food Guide	<p>Have students create masks and practice roles in order to perform the play “<i>The Moose’s Loose Coat</i>” Gather round Grade 2 Circle Program</p> <p>Students will view “<i>Moose Hair Tufting</i>” <i>Expressing Our Heritage: Métis Artistic Design</i> Gabriel Dumont Institute</p> <p>Teacher background information on p. 113 <i>Métis Legacy II</i> by Barkwell, Dorion and Hourie</p> <p>Students can create their own moose tufting using black felt for background and small pom poms for moose tufting.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>“<i>The Moose’s Loose Coat</i>” Gather round Grade 2 Circle Program</p> <p><i>Expressing Our Heritage: Métis Artistic Design</i> Gabriel Dumont Institute</p> <p><i>Métis Legacy II</i> by Barkwell, Dorion and Hourie</p>	<p>Prior to the field trip to the cabin have students brainstorm equipment needs for a day trip (e.g., footwear, clothing, food, first aid kit) and review safety rules.</p> <p>At the cabin have students design a route for a walk or hike and complete the hike.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	