

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Hunting & Gathering – Grade Two		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
SPRING/SUMMER <u>Values</u> Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution	Muskrats	Teacher read <i>Nanabush and the Muskrats</i> by Linda Pelly Ask students who is the trickster in Cree culture. This is the aboriginal part of their Métis ancestry. These trickster stories are common among aboriginal culture but in Cree stories the tricksters name is Wisahkecahk. Students complete comprehension questions at back of storybook. How does this story explain the Muskrats appearance? What special features do animals have? Eg. Rabbits fluffy tail Mooses antlers Have students create a story explaining the appearance of an animal. Bring a muskrat fur to class have each student feel it. Have students concentrate on the feel of the muskrat fur and write journal: If I had 20 muskrat pelts I would . . . CELS: COMMUNICATION	<i>Nanabush and the Muskrats</i> by Linda Pelly muskrat fur	Problem-solving Make story problems about muskrat Ex: Joe caught five muskrats, he baked two, and how many does he have left? Bring in a display of pelts (beaver, rabbit, squirrel, muskrat etc) Have students use nonstandard materials to measure the pelts. Have students list the attributes of each pelt. (colour, size, shape, thickness) Students use comparative words(longer, shorter, thicker, thinner, big, little, narrow, wide) to create riddles that can be traded with a partner to solve. Eg Small, narrow, bushy brown answer squirrel CELS NUMERACY COMMUNICATION CRITICAL AND CREATIVE THINKING	pelts	As a class complete a KWL chart about muskrats. (know, what you want to learn, what you have learned) Read to class information about muskrat and its habitat on www.hww.ca Add to KWL chart. Visit a pond, marsh or muskeg area in the community. Remind students to use five senses when visiting the habitat. When they return to class have them make a five sense learning log. Use digital cameras to document habitat. Look for muskrat runs. Have students explain why muskrats would live in this habitat. Complete KWL chart CELS: CRITICAL AND CREATIVE THINKING	www.hww.ca

<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>Read information on Métis Foods on p.121 in <i>Metis Legacy II</i> by Barkwell, Dorian and Hourie</p> <p>Elder brings in trap and explains how muskrats are trapped. Have the elder emphasize where traps are set and why locations are chosen.</p> <p>Bring trapped muskrats into class.</p> <p>Students observe muskrats being skinned and gutted.</p> <p>Have the muskrats cleaned and baked.</p> <p>Students taste baked muskrat.</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p><i>Metis Legacy II</i> by Barkwell, Dorian and Hourie</p> <p>Elder Traps</p>	<p>Discuss the four food groups and which food group is the muskrat in</p> <p>List the foods in the meat/alternatives group</p> <p>Discuss students feelings about eating muskrats</p> <p>Food security</p> <p>Could you be a picky eater long ago</p> <p>Why or why not?</p> <p>Decision making.</p> <p>Should you refuse food an elder has prepared for you</p> <p>Stop think</p> <p>Safety around traps</p> <p>CELS: CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>icsd112.ca</p>	<p>Students view pictures of a muskrat.</p> <p>Have students Crayola Model magic as a medium to make muskrat sculptures.</p> <p>View pictures from visit to pond.</p> <p>Create a class pond using a variety of materials suck as digital pictures, construction paper, ,natural objects etc and make it the home for the muskrats students have created. A display board or big box can be used with table top for the base of this project.</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>		<p>The Muskrat is a very good swimmer.</p> <p>Ask students which swim strokes they know.</p> <p>Front crawl</p> <p>Dog paddle</p> <p>Frog kick</p> <p>How would a muskrat swim to dive down to the bottom?</p> <p>Which other animals swim? How?</p> <p>Ducks-paddle/dive</p> <p>Fish-glide</p> <p>Etc</p> <p>How could we move like them? Practice as a class.</p> <p>Have students move around the classroom to beat of drum using the swim stroke or animal called out. Teacher match tempo of drum to speed of animal.</p> <p>As a class go swimming at the local pool. Play a diving for rings game pretending to be muskrats.</p> <p>CELS: CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>Drum</p> <p>Pool</p>