

<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>
Shelter- Grade k1- fall	My House	<p>Students will list all the parts of their house. Teacher will write all on the board. Students will participate in a descriptive chant Look at the . . .</p> <p>Students will chant the action chant <i>This is My Little House</i> Circle Program Grade 1 Page 100</p> <p>Students will complete journal entry about their house, they will also draw a picture.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p><i>This is My Little House</i> Circle Program Grade 1</p>	<p>Students will list all the different types of houses.</p> <p>Students will count how many bedrooms in their house.</p> <p>Students will place squares on paper plate to represent how many rooms in their houses.</p> <p>Students can graph, types of house one bedroom 2 bedroom trailer etc.</p> <p>Students can count how many rooms in all the houses</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING NUMERACY</p>	paper plates	<p>Show students pictures of two houses. One typical house of today the other from one long ago.</p> <p>Distinguish attributes of houses which can be used to help describe it.</p> <p>Describe a house as completely as possible.</p> <p>Compare the properties of two houses.</p> <p>Use as many of the senses as possible in identifying properties of a house.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	website
<u>Values</u>							
Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution							

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>Students will look at home construction, for example, a traditional tipi or a sod house.</p> <p>In discussing the past, ask both "How?" and "Why?" questions. Relate to the availability of resources and technology. Guide students to not judge experiences and technologies of the past as being necessarily inferior to those of the present. Guide them to see advantages in lifestyles of the past (e.g., less pollution, more self - sufficient).</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p><i>Saskatchewan Past and Present</i> kit,</p>	<p>Fire safety:</p> <p>Students will create a fire safety exit plan for their house.</p> <p>Students will take home worksheet to draw a map for exit in case of fire from each of the bedrooms. Students and parents will plan for a place to meet.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>		<p>Song: <i>The Pots in the Cupboard go Clang Clang Clang</i> p. 88 <i>More Piggyback Songs</i> by Jean Warren</p> <p>Have students make a model of homes of the past. They can use popsicle sticks.</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<p><i>More Piggyback Songs</i> by Jean Warren</p>	<p>Play Simon Says with variation: If you've slept in a tent, hotel, camper, mansion</p> <p>Students will move around to the song <i>This is the way.</i> . This is the way we dig the basement, bring the logs, nail the</p> <p>CELS: CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION</p>	