

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Plants/Animals	Grade five	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
WINTER <u>Values</u> Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	outdoors	<p><u>Make a tree friend</u> give students an opportunity to become familiar with trees and their characteristics. Take students on a nature walk. Students will choose a tree friend, and they will write letters to their tree friends and keep track of their “tree friends” change over time and season.</p> <p>Novel study <i>Hannah Waters and the Daughter of Johanne Sebastian Bach</i> -setting winter in northern Saskatchewan community discuss family fiddle/violin playing Students will write letters to children in the past</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p>“Focus On Forest” p. 9</p> <p><i>Hannah Waters and the Daughter of Johanne Sebastian Bach</i></p>	<p><u>Oh deer!</u> Students will play a game of oh deer several times and graph the fluctuations in population</p> <p>Graph amount of snow fall for season.</p> <p>CELS: NUMERACY CRITICAL AND CREATIVE THINKING COMMUNICATIOJN</p>	<p><i>Project Wild</i> page 206-210</p>	<p><u>Plants & Animals adaptations:</u> students will learn how animals have adapted to survive in winter (camouflage, warmth plants, and go to the dormancy stage in the winter.</p> <p><u>Habitat Rummy:</u> students will be able to identify components of habitat as food, water, shelter and space and apply knowledge of these components to habitat requirements of various species of animals.</p> <p><u>Eye Spy:</u> students explore what plants and animals need in order to survive.</p> <p>Food web/ food chain</p> <p>CELS: PERSONAL AND SOCIAL SKILLS AND VALUES CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNNIG</p>	<p><i>Habitats</i> Solski Units <i>Plants</i> Solski Units <i>Journeys in Science</i></p> <p><i>Project Wild</i> p 38-43 see lesson plan</p> <p><i>Focus On Forest</i> pages 121-125</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><u>A potpourri of products</u> to give students an opportunity to practice research skills by investigating how particular forest product is manufactured.</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p>See lesson plan <i>Focus On Forest</i> p. 189-190, appendix C & D</p>	<p>Students will explore the medicinal properties found in different plants and animals.</p> <p>Traditional herbs and items used before modern medicine became the normal.</p> <p>Students will compare the differences between traditional and non traditional forms of medicine.</p> <p>How are herbs and medicines stored to last through the winter</p> <p>Winter activities to keep mentally and physically healthy in winter.</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION TECHNOLOGICAL LITERACY PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p>Elders Keewatin Yatthe Health Centre Doctors from St. Joseph’s Hospital The internet for research</p>	<p><u>Music from the woods.</u> To give students the opportunity to understand the importance of wood in the creation of music and to make their own musical instruments from wood.</p> <p><u>Bullroarer:</u> which was carved from the wood of a tree that was struck by lightning? When you spin either object around your head it makes a sound like the moaning of the wind or the howling of the wolf.</p> <p>Ice sculpting/ carving</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p><i>Focus on the Forest</i> page 201-202</p> <p><i>Native Crafts</i> by Maxine Trottier – pages 32-33</p> <p>powdered paint pails spoon water</p>	<p><u>Survival of the forest.</u> Give students the opportunity to understand the interactions that occur between various components in the forest community. Taking into consideration specifically the interactions in the winter months</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>“Focus On Forest” p. 154-155</p>