

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Transportation – 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	Rafts/flood	View picture on p4 & 5 on in <i>All Around the Village</i> Circle Program  As a class brainstorm transportation words  Students read <i>Floating Down the Road</i> by Linda Guebert  How did children build their raft? What did the children see on their raft trip? Where would you like to go on a raft? What would you have to do to make a raft safe?  Have students create a picture showing a journey on a raft through our town.  <b>CELS:</b> CRITICAL AND CREATIVE THINKING COMMUNICATION	<i>All Around the Village</i> Circle Program Guebert and Beyer  <i>Floating Down the Road</i> by Linda Guebert	Students will demonstrate an understanding of nonstandard measurements for mass.  Order classroom objects by weight. (pencil, ruler, erasers, chalkboard brush, transparent counters)  Use the balance scale to determine how much does each one weighs.  What can we use to get a measurement? (pennies, base ten blocks, interlocking cubes)  <b>CELS:</b> NUMERACY TECHNOLOGY	Balance scale	As a class investigate the best way to create a raft by testing what shape and materials float best.  Perform experiments with water and floating ex: making aluminum boats, rafts out of popsicle sticks or straws.  What classroom objects can they hold?(pencil, ruler, erasers, chalkboard brush, transparent counters)  How long will they float?  Students create a learning log about what type of raft they would build and draw a model of their raft.  <b>CELS:</b> CRITICAL AND CREATIVE THINKING COMMUNICATION	Tinfoil Straws Popsicle sticks Pennies

<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>Our community has experienced floods in its history.</p> <p>Students create a KWL chart and as a class list what we know about flooding in Ile a la Crosse.</p> <p>Homework assignment to ask parents of grandparents about floods</p> <p>Or use: <i>Memories of the Ile a la Crosse Flood</i> from icsd112.ca</p> <p>Complete KWL chart.</p> <p>Students make a plan about what they would do if it flooded in Ile a la Crosse now.</p> <p><b>CELS:</b> INDEPENDENT LEARNING CRITICAL AND CREATIVE THINKING</p>		<p>Have a class sharing circle about spring flooding.</p> <p>Have you ever had a shoe-ter? Booter?</p> <p>What do we see, hear, feel?</p> <p>How can we be safe?</p> <p>When should we:</p> <ul style="list-style-type: none"> <li>• Stay away from the water</li> <li>• Wear a life jacket</li> <li>• Make sure we have a buddy</li> <li>• Get an adult</li> </ul> <p>Each student creates a poster on flood safety.</p> <p><b>CELS:</b> INDEPENDENT LEARNING COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS</p>		<p>Students will sing Row Row Row Your Boat</p> <p>Adapt changing: Boat to raft Stream to street</p> <p>Students view the illustrations in <i>Floating Down the Road</i> by Linda Guebert</p> <p>Observe the multimedia collage that makes up the illustrations.</p> <p>Have students use printed photos, catalogues and drawings to create a picture of their raft trip.</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING TECHNOLOGY</p>	<p><i>Floating Down the Road</i> by Linda Guebert</p>	<p>Students will pretend they are on a raft by using a scooter board and paddle to move through a course.</p> <p>Students can also move on stomach and use arms to paddle.</p> <p>Progress the game by students hanging on to each other to join rafts together and using paddles to cooperatively move through the course.</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<p>Scooter boards Foam paddles</p>