

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
<u>Grade 2- Tools</u>		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
Season: Winter <u>Values</u> Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution	Snaring, observing, tracking	<p>Take students for a walk in fresh snow. Have students stop and observe where they have been, how we have impacted the snow.</p> <p>Students will read <i>“Reading Tracks” Signs of Spring</i> Circle Program Grade 2</p> <p>After reading the story have students examine the illustrations. Which of these animals have they seen signs of? What are the animals are doing?</p> <p>Have students identify what animals did by looking at their tracks. Grade 2 Workbook Circle Program p.84</p> <p>Identify animals by looking at their tracks. Grade 2 Workbook Circle Program p.86</p> <p>Alternately as a class read <i>Big Tracks, Little Tracks</i> by Franklin M. Bradley.</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p><i>“Reading Tracks” Signs of Spring</i> Circle Program Grade 2</p> <p>Grade 2 Workbook Circle Program</p> <p><i>Big Tracks, Little Tracks</i> by Franklin M. Bradley.</p>	<p>Have students use non standard measuring tools to estimate the length of tracks.</p> <p>Explain why the same non-standard unit should be used to determine length measurements that are to be compared.</p> <p>Have students survey a family member that has went snaring.</p> <p>Students should formulate a question that can be used to collect information for a graph?</p> <p>Example topics: type animals caught food made number of animals caught</p> <p>CELS: NUMERACY INDEPENDENT LEARNING</p>		<p>Go for a walk outdoors near the school. Keep three lists of observations: of nonliving things you see, of the living things observed, and of signs that living things are around. Compare the lists, especially list 1 with list 3, and list 2 with list 3.</p> <p>Have students investigate how humans use signs of animals to hunt. Students can gather information through a questionnaire home or an elder who hunts can come in to talk to class.</p> <p>CELS: CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	elder

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>How could we catch a rabbit? Have students examine snare wire. What would we look for .when setting a snare?</p> <p>Students will observe an elder setting a snare on their nature walk</p> <p>What happens if we don't get a rabbit in our snare?</p> <p>What would happen long ago if hunters did not get a rabbit in their snare?</p> <p>Have students develop the understanding that in the past people grew, gathered, and hunted much of their food and made most of the things they needed. Develop an appreciation of the resourcefulness of people.</p> <p>.</p> <p>CELS: CRITICAL AND CREATIVE THINKING</p>		<p>Is it right to snare rabbits? Is it cruel to animals? Is it hurting the environment?</p> <p>Level A: Extend Knowledge Base</p> <p><i>Step 1:</i> Stop to reflect on what you know and feel about the issue.</p> <p><i>Step 2:</i> Research the issue. Find the facts.</p> <p>Level B: Make an Informed Decision</p> <p><i>Step 3:</i> Explore options and consequences.</p> <p>CELS: PERSONAL AND SOCIAL SKILLS AND VALUES CRITICAL AND CREATIVE THINKING</p>		<p>Have students dip objects found on a nature walk near the school in paint to create animal tracks on white painting paper.</p> <p>Alternately students can use their fingers and paint to make tracks on their paper. Note tracks should be complete with toes and should show a pattern of movement by the animal.</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>		<p>Have students follow an orienteering course on the school grounds or in a local park.</p> <p>Discuss how long ago hunters would have to find their way in the bush.</p> <p>CELS: TECHNOLOGY CRITICAL AND CREATIVE THINKING</p>	