

THEME	CONCEPT	LANGUAGE ARTS		MATH		SCIENCE	
Family/Community Gr 5 Spring/Summer		Activities	Resources	Activities	Resources	Resources	Activities
Grade 5 SPRING/SUMMER <u>VALUES</u> Respect Love Honesty Sharing Self-Esteem Compassion Trust Responsibility Success	Traditional Family Life	<p>Students will read the information on Métis families from <i>Métis Legacy II</i> L. Barkwell, L. Dorion, A, Hourie in small groups</p> <p>Discuss how the relationships described are similar or different to their own family.</p> <p>Students will write a critical paragraph about their family life in comparison to the book</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	<i>Métis Legacy II</i> L. Barkwell, L. Dorion, A, Hourie	<p>Students will collect data on changing attitudes. Students will first create a survey about the use of wild life, the environment, and natural resources used today</p> <p>Students will interview members of their family and community about this topic and will display their results in various types of graphs and charts</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING NUMERACY</p>	<p>Project Wild</p> <p>Project Wild</p> <p>Project Wild – p. 257</p>	<p>Students will build a simplified model of the forest in the community</p> <p>Students will build a diorama of Ile a la Crosse’s forest community</p> <p>What resources provide sustenance or employment for community?</p> <p>CELS: CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION</p>	Focus On Forests – pages 144-145

SOCIAL STUDIES		HEALTH		ARTS		PHYSICAL EDUCATION	
Activities	Resources	Activities	Resources	Activities	Resources	Activities	Resources
<p>Students will increase their awareness of Saskatchewan multicultural background.</p> <p>The students will discover how the forest has influenced their family celebrations in the past and present.</p> <p>Students will establish which celebration is important to them. Choose one the celebrations and think of common forest items used during the celebration.</p> <p>Students will create own family tree at least 3 generations back. Can we get further back using Hudson Bay Archives, Internet?</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>Focus On Forests – p. 187</p>	<p>Students will learn how to have respect and care for them selves, family, and community which is an extended part of your family</p> <p>In grade 5 students can take a babysitting course to better prepare them for assisting in caring children.</p> <p>Link to virtues project respect, caring</p> <p>Discuss family health history, what diseases are hereditary? What can we do for prevention?</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION INDEPENDENT LEARNING</p>		<p>The Power Of Song: Bring the lyrics of contemporary music and the lyrics to traditional music, have students listen and read the lyrics and looking for family/community messages in both.</p> <p>They will compare which type of music has more messages.</p> <p>Student will discover the messages of respect of family</p> <p>Students will invent their own family song.</p> <p>Students should bring family pictures to scrapbook.</p> <p>CELS: COMMUNICATION PERSONAL AND SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING TECHNOLOGICAL LITERACY</p>	<p>Internet</p>	<p>Invite the community and family members for a game of bat and ball</p> <p>Students and family could also participate in dance or family walk</p> <p>CELS: PERSONAL AND SOCIAL VALUES AND SKILLS COMMUNICATION</p>	