

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Hunting & Gathering Grade Three		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
winter	trapping	<p>As a class view Wild by Nature for Kids: Beaver. Sound Venture Productions Ottawa Limited, 2003. Full Video. 20 April 2010. &lt;<a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>&gt;</p> <p>As a class list the good and the bad things they know about beavers Beavers are Rodents their cousins are rats and skunks</p> <p>As a class read <a href="http://www.trappingbeaver.com">www.trappingbeaver.com</a></p> <p>How does the author feel about the Beaver? Are animals either all good or all bad?</p> <p>Have students write a paragraph about another animal saying only its bad qualities or only its good qualities?</p> <p>Students read <i>Beaver</i> by Glen Rounds</p> <p>Students crate a story map showing the parts of a beavers day.</p> <p>CELS; PERSONAL AND SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING</p>	<p>Wild by Nature for Kids: Beaver. Sound Venture Productions Ottawa Limited, 2003. Full Video. 20 April 2010. &lt;<a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>&gt;</p> <p><i>Beaver</i> by Glen Rounds</p>	<p>Problem-solving: give the students a map with 5-10 traps on it. They must plan the shortest route to check them all.</p> <p>Have students view nickel. Why is the beaver on the nickel? Why is the beaver a symbol of Canada? Have students use nickels as manipulative to count by 5's</p> <p>Research the price of beaver pelts. Phone Northern store. Have students use repeated addition to find the total price of 2 pelts. 3 pelts. 4 pelts.</p> <p>How many could you buy for \$100</p> <p>CELS NUMERACY CRITICAL AND CREATIVE THINKING</p>	Northern Store	<p>Watch video on trapping beaver From youtube <i>beaver trapping in Saskatchewan</i> <a href="#">halfdocs</a></p> <p>What are three steps to trapping a beaver?</p> <p>Watch Video from discoveryeducation.ca <i>How They Live: Beavers</i></p> <p>As a class make notes on The beaver Living in Water The Beaverlodge Their Families Their Dams Preparing for Winter</p> <p>Each student draw a picture showing what they learned about beavers</p> <p>As a class read <i>Turtle Races with Beaver</i>p.61 <i>Keepers of the Animals</i> by Bruchac and Kaduto</p> <p>Beaver creates the pond habitat with his dam. List the animals that live in a pond.</p> <p>CELS: CRITICAL AND CREATIVE THINKING</p>	<p>youtube <i>beaver trapping in Saskatchewan</i> <a href="#">halfdocs</a></p> <p>How They Live: Beavers. Aims Multimedia, 1993. Full Video. 20 April 2010. &lt;<a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>&gt;</p> <p><i>Keepers of the Animals</i> by Bruchac and Kaduto</p>

<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>Students watch an elder skin and stretch a beaver.</p> <p>Beaver pelts were one of the reasons voyageurs came to Ile a la Crosse. These Europeans married first nations women and that is why there are Métis in Ile a la Crosse.</p> <p>Have an elder speak of the way we harvest animals from the land.</p> <p>Use maps of local area from icsd112.ca With help of local trapper hunter label the areas where you would trap beavers, hunt moose, fish, snare rabbits and hunt chicken or ptarmigan</p> <p>Label: Beaver River Canoe River Half Way Lake Rosser Bay</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>Elder Beaver pelt</p>	<p>Students will view beaver trap.</p> <p>Students will identify uses of beaver.</p> <p>Teacher will point out to students that some people are totally against trapping.</p> <p>Is it okay to trap beaver? STOP THINK As a class students list reasons why or why not</p> <p>Students watch The families portion of video from discoveryeducation.ca <i>How They Live: Beavers</i></p> <p>Students write jot notes about the characteristics of a beaver family.</p> <p>Students finish the sentence frame: Beavers are like a family when they . . .</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING COMMUNICATION PERSONAL AND SOCIAL VA;LUES AND SKILLS</p>	<p>Beaver trap</p> <p>How They Live: Beavers. Aims Multimedia, 1993. Full Video. 20 April 2010. &lt;<a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a>&gt;</p>	<p>Have students create a hollow Beaver dam using playdough sticks this can be part of a diorama showing the pond habitat. Complete it with playdough animals of the pond</p> <p>As a class read <i>Turtle Races with Beaver</i> p.61 <i>Keepers of the Animals</i> by Bruchac and Kaduto</p> <p>Students create puppets using popsicle sticks and pictures of the animals. In groups students reenact the story. p. 68 <i>Keepers of the Animals</i> by Bruchac and Kaduto Using voices they think the animals would have</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>Playdough</p> <p><i>Keepers of the Animals</i> by Bruchac and Kaduto</p> <p>Popsicle sticks</p>	<p>Go for a nature walk to a pond. Have students use digital camera to Take pictures of plants and animals in the pond.</p> <p>Make sure students wear rubber boots for their trip to the pond.</p> <p>After trip students print pictures and make a collage of their walk to the pond.</p> <p>Play Simon Says using animals from the pond p.69 <i>Keepers of the Animals</i> by Bruchac and Kaduto</p> <p><b>CELS:</b> TECHNOLOGY CRITICAL AND CREATIVE THINKING</p>	<p>Digital camera</p> <p><i>Keepers of the Animals</i> by Bruchac and Kaduto</p>