

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Grade k-1 Winter	Hunting Gathering	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p><u>Values</u></p> <p>Respect Love Cooperation Sharing Self-esteem Compassion Responsibility Success Conflict resolution</p>	Trapping	<p>As a class read <i>The Metis Alphabet Book</i> By J. Fauchon</p> <p>Focus students on T is for trapper. As a class do a KWL chart on trapping.</p> <p>What other letters could be done with trapping words? B is for beaver M is for muskrat L is for lynx R is for rabbit W is for weasel</p> <p>CELS: CRITICAL AND CREATIVE THINKING COMMUNICATION INDEPENDENT LEARNING</p>	<i>The Metis Alphabet Book</i> By J. Fauchon	<p>Explain to students that furs were sometimes measured by stacking them up.</p> <p>How many buttons stack up to be equal to your pencil? ruler? Try with at least 4 different manipulatives.</p> <p>Students share and check with a partner</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING NUMERACY PERSONAL AND SOCIAL SKILLS AND VALUES</p>	buttons legos dominoes linking cubes	<p>Students will go on a field trip with an elder to identify tracks in the snow.</p> <p>Students will take pictures of signs of animals.</p> <p>Students will set snares with elder.</p> <p>Students will create a class mural about signs of animals</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING TECHNOLOGY INDEPENDENT LEARNING</p>	elder digital camera

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>Reread <i>The Metis Alphabet Book</i> By J. Fauchon T is for Trapper.</p> <p>Have a guest speaker explain to students how families made a living trapping furs.</p> <p>How do families in Ile a la Crosse use fur? Pelts?</p> <p>Students will draw pictures explaining what they learned about trapping.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p><i>The Metis Alphabet Book</i> By J. Fauchon</p> <p>Elder</p>	<p>Students will identify the food groups Where does wild meat fit in the food groups? Which wild meats do we eat?</p> <p>From the snares set students will watch an elder make rrubabô.</p> <p>Students will enjoy a meal of rrubabô and bannock.</p> <p>Students will draw foods eaten on chart split into food groups. Which food groups are we missing? What else should we add to our meal? Students can draw and write answers.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p>Canada's food guide</p> <p>elders</p> <p>rabbit bannock</p>	<p>Students will create a picture of a winter forest scene using large white construction paper and painting trees.</p> <p>Students will use a potato stamp (precut) to put in animal tracks.</p> <p>Students will move to music pretending to be: a rabbit a beaver a muskrat a wolf There should be different tempos of music.</p> <p>CELS: COMMUNICATION CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>white construction paper paint brushes premade potato stamps</p>	<p>Students will participate in an outdoor hike. Students should pretend they are on their trap line. Role play checking all the traps carry their catch.</p> <p>CELS: CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING</p>	