

# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

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| <b>Unit Title:</b> <u>Beavers</u> | <b>Number of Lessons:</b> <u>12 lessons</u> | <b>Time (in weeks):</b> <u>6 weeks</u> |
| <b>Name:</b> <u>Emma Kivari</u>   | <b>Subject(s):</b> <u>Science</u>           | <b>Grade(s):</b> <u>Kindergarten</u>   |

## Rationale

This unit is important because it introduces students to the beaver, which is an important animal in their local environment. Students learn specific terminology that is used in reference to beavers as well as answers to key questions about beavers. Students will learn what beavers are, where they live, what they eat, what their predators are, what they do, and the things that make beavers unique. This unit also combines Indigenous knowledge of the beaver and the cultural connections that beaver brings. Students are active in their learning by experiencing the content in a variety of ways. The lessons include stories, sorting activities, cut and paste activities, drawing, writing, puppet making, ADST beaver dam building, a physical game, and a fun trivia game to help students review the unit. Students will also walk away from this unit with a physical book that documents their learning of the beaver.

## Overview:

- Week 1:
- Lesson 1: Parts of a beaver and beaver puppets (40 mins)
    - Students learn the parts of the beaver, label a diagram, and create a paper bag beaver puppet.
  - Lesson 2: Beavers are rodents! (25-30 minutes)
    - Students learn what are the characteristics that classify rodents, participate in a rodent sort activity, and add a page to their beaver book.
- Week 2:
- Lesson 3: Where do beavers live? (30 minutes)
    - Students learn where in the world beavers live, what they live in, and how they create their homes. Students add a page to their beaver book.
  - Lesson 4: Beaver's diet (20-25 minutes)
    - Students learn about what beavers eat. Students draw pictures of what beavers eat to add to their beaver book.
- Week 3:
- Lesson 5: Beaver life cycle (25-30 minutes)
    - Students learn the different phases of a beaver's life cycle and important aspects of each stage. Students cut and paste their learning into their beaver book through a sequencing activity.
  - Lesson 6: Predators and beaver safety (30 mins)
    - Students participate in a PHE lesson where they play a game of beavers and predators. Students learn some of the animals that are predators for beavers and ways that beavers can try to stay safe.
- Week 4:
- Lesson 7: Beaver's Grandfather Teaching "Wisdom" (30 minutes)
    - Students learn about one of the Seven Grandfather Teachings: Beaver's teaching of wisdom. Students learn through story and add it to their beaver book.
  - Lesson 8: Directed Drawing (30 minutes)

- Students take part in a directed drawing of a beaver from Art Hub for Kids. This may need to be separated into two lessons (drawing and colouring) depending on the time. Students will try to draw a beaver following the instructions given in the video and this will become the cover for their beaver unit work.

Week 5:

- Lesson 9: Brief introduction to the fur trade (30 minutes)
  - Students learn how beavers were hunted for their furs during the fur trade. Students will create beaver tail hats and trade pictures they have drawn of parts of a beaver.
- Lesson 10: ADST build a beaver dam (30-40 minutes)
  - Students work in small groups to plan and create a beaver dam with the materials provided. At the end of the lesson the teacher will test the dams to see if they can hold back water.

Week 6:

- Lesson 11: Beaver facts (30-40 minutes)
  - Students learn other fun facts about beavers that may have been missed or overshadowed in previous lessons. Students paste these facts into their beaver books.
- Lesson 12: Beaver trivia review game and book covers (30-40 minutes)
  - Students work in small teams to play a class-wide game of trivia. Questions will be based on information learners throughout the unit. Students also create a book cover for their beaver books using one of the various templates provided.

## CORE COMPETENCIES

| Communication  | Thinking  | Personal & Social  |
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| <p>Communicating:</p> <ul style="list-style-type: none"> <li>● Students communicate their learning in an accumulative book about beavers that they create.</li> <li>● Students communicate during group discussions.</li> <li>● Students communicate with their peers during class activities.</li> <li>● Students communicate their thoughts and ideas with the teacher.</li> </ul> <p>Collaborating:</p> <ul style="list-style-type: none"> <li>● Students work together in small groups to complete activities including:               <ul style="list-style-type: none"> <li>○ Sequencing activity</li> <li>○ ADST building a beaver dam</li> <li>○ Trivia review game</li> </ul> </li> </ul> | <p>Critical and Reflective Thinking:</p> <ul style="list-style-type: none"> <li>● Students answer questions about:               <ul style="list-style-type: none"> <li>○ what they learned</li> <li>○ recalling information from previous lessons</li> <li>○ connecting lessons</li> </ul> </li> <li>● Students reflect on their experiences</li> <li>● Planning their ADST dam</li> <li>● Sequencing activity</li> <li>● Rodent sort</li> </ul> <p>Creative Thinking:</p> <ul style="list-style-type: none"> <li>● Students think creatively to complete drawings in certain lessons.</li> <li>● Students create beaver puppets, beaver hats, and ADST dam</li> </ul> | <p>Personal Awareness and Responsibility:</p> <ul style="list-style-type: none"> <li>● Students ask for help when needed</li> <li>● Students gain confidence in the classroom through active participation</li> </ul> <p>Positive Personal and Cultural Identity:</p> <ul style="list-style-type: none"> <li>● Students learn how local Indigenous culture views the beaver</li> <li>● Students understand that there are multiple ways of knowing</li> <li>● Students recognize the role of Indigenous knowledge</li> </ul> <p>Social Awareness and Responsibility:</p> <ul style="list-style-type: none"> <li>● Students build and maintain diverse, positive peer and intergenerational relationships.</li> <li>● Students recognize and value other perspectives and experiences.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>● Students take responsibility for their words and actions.</li> <li>● Students show respect towards others</li> </ul> |
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## BIG IDEAS

(multiple subject areas for integrated unit)

| Science  | English Language Arts  | Arts Education  |
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| <ul style="list-style-type: none"> <li>● Plants and animals have observable features</li> <li>● Daily and seasonal changes affect all living things</li> </ul> | <ul style="list-style-type: none"> <li>● Stories and other texts can be shared through pictures and words</li> <li>● Everyone has a unique story to share</li> <li>● Through listening and speaking, we connect with others and share our world</li> </ul> | <ul style="list-style-type: none"> <li>● Engagement in the arts creates opportunities for inquiry through purposeful play</li> <li>● People connect to others and share ideas through the arts</li> </ul> |

## LEARNING STANDARDS

| Curricular Competencies  | Content   |
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| Science <ul style="list-style-type: none"> <li>● Demonstrate curiosity and a sense of wonder about the world</li> <li>● Make exploratory observations using their senses</li> <li>● Safely manipulate materials</li> <li>● Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge</li> <li>● Discuss observations</li> <li>● Represent observations and ideas by drawing charts and simple pictographs</li> <li>● Transfer and apply learning to new situations</li> <li>● Generate and introduce new or refined ideas when problem solving</li> <li>● Share observations and ideas orally</li> </ul> | Science <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Local First Peoples uses of plants and animals</li> <li>● Living things make changes to accommodate daily and seasonal cycles</li> </ul>   |
| English Language Arts <ul style="list-style-type: none"> <li>● Use sources of information and prior knowledge to make meaning</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Explore foundational concepts of print, oral, and visual texts</li> <li>● Recognize the importance of story in personal, family, and community identity</li> <li>● Exchange ideas and perspectives to build shared understanding</li> </ul>   | English Language Arts <ul style="list-style-type: none"> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> <li>● Writing processes</li> <li>● Concepts of print</li> <li>● Letter knowledge</li> <li>● Phonemic and phonological awareness</li> <li>● Letter formation</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> <li>● Explore oral storytelling processes</li> </ul>   |  |
| <b>Arts Education</b> <ul style="list-style-type: none"> <li>● Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul>  | <b>Arts Education</b> <ul style="list-style-type: none"> <li>● Processes, materials, movements, technologies, tools and techniques to support arts activities</li> <li>● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul> |
| <b>ADST</b> <ul style="list-style-type: none"> <li>● Choose tools and materials</li> <li>● Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</li> <li>● Reflect on their ability to work effectively both as individuals and collaboratively in a group</li> <li>● Use materials, tools, and technologies in a safe manner in both physical and digital environments</li> </ul> | <b>ADST</b>  |
| <b>Physical Health Education</b> <ul style="list-style-type: none"> <li>● Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul>   | <b>Physical Health Education</b> <ul style="list-style-type: none"> <li>● How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> </ul>  |

### Prerequisite Concepts and Skills:

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| <p>Students need to be able to:</p> <ul style="list-style-type: none"> <li>● Trace words on a piece of paper</li> <li>● Collaborate with other students in small groups</li> <li>● Draw pictures (to the best of their ability) that support their learning</li> <li>● Participate in class activities</li> <li>● Practice active listening skills</li> <li>● Explain their thinking to the teacher</li> </ul> |
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### Teacher Preparation Required:

| Lesson # | Teacher Preparation Required (See Unit Plan Sample)  |
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| Lesson 1 | <ul style="list-style-type: none"> <li>● Have the YouTube video ready to go</li> <li>● Print worksheets and puppet templates</li> </ul>  |
| Lesson 2 | <ul style="list-style-type: none"> <li>● Have a copy of the book <i>Beaver and Porcupine</i> by David Bouchard</li> <li>● Print off worksheets</li> <li>● Print off pictures of animals being used for the rodent sort</li> </ul>  |
| Lesson 3 | <ul style="list-style-type: none"> <li>● Have a copy of the book <i>Welcome Home, Beaver!</i> by Magnus Weightman</li> <li>● Print off worksheets (multiple for cutting and pasting)</li> <li>● Prepare a power point with images and videos of the beaver's home and the closing game "would beaver live here?"</li> <li>● Get the power point ready on the computer</li> </ul> |

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| Lesson 4  | <ul style="list-style-type: none"> <li>• Have pictures of different food and plants printed off</li> <li>• Bring in paper plates for the students</li> <li>• Print off the worksheets (2)</li> </ul>   |
| Lesson 5  | <ul style="list-style-type: none"> <li>• Print off the worksheets</li> <li>• Print off the sequencing images</li> <li>• Have a copy of the book <i>The Life Cycle of a Beaver</i> by Paula Hogan</li> </ul>  |
| Lesson 6  | <ul style="list-style-type: none"> <li>• Have portable music ready to go</li> <li>• Review the rules of the game and know where to find the materials</li> </ul>   |
| Lesson 7  | <ul style="list-style-type: none"> <li>• Have either the book or the video ready for class</li> <li>• Print off the worksheets</li> <li>• Have options for what to put in the poem</li> </ul>  |
| Lesson 8  | <ul style="list-style-type: none"> <li>• Have the YouTube video ready to go</li> <li>• Have pencils, erasers, and pencil crayons</li> <li>• Have a blank piece of paper for each student</li> </ul>  |
| Lesson 9  | <ul style="list-style-type: none"> <li>• Have the YouTube video ready to go</li> <li>• Print off the beaver tails</li> <li>• Print off the trading card worksheets</li> </ul>  |
| Lesson 10 | <ul style="list-style-type: none"> <li>• Bring in a beaver puppet</li> <li>• Prepare an oral story of why the puppet needs help building a dam</li> <li>• Have all of the building supplies ready to go</li> </ul>   |
| Lesson 11 | <ul style="list-style-type: none"> <li>• Have facts prepared, printed, and cut out for each student</li> <li>• Have a couple little parachute boxes made</li> <li>• Have the book <i>The Skydiving Beavers: A True Tale</i> by Susan Wood</li> <li>• Print out the worksheets</li> </ul> |
| Lesson 12 | <ul style="list-style-type: none"> <li>• Have the YouTube video ready to go</li> <li>• Prepare a trivia game (questions, answers, points, appearance) and team names</li> <li>• Print off the various covers that students can choose from for their beaver books</li> </ul>             |

### Cross-Curricular Connections:

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| <p>English Language Arts:</p> <ul style="list-style-type: none"> <li>• The teacher reads stories to the students</li> <li>• The students practice their writing/printing</li> </ul> <p>Arts Education:</p> <ul style="list-style-type: none"> <li>• Students will be making beaver puppets</li> <li>• Students will be using materials to create a beaver dam</li> <li>• Students will draw pictures</li> </ul> <p>ADST:</p> <ul style="list-style-type: none"> <li>• Students will use the materials given to create their own beaver dam that stops water.. There is no set way on how to do this.</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>• Indigenous cultural connections to the beaver will be taught</li> </ul> <p>Physical and Health Education:</p> <ul style="list-style-type: none"> <li>• Students will participate in a PHE lesson with a focus on beavers and their predators</li> </ul> |
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## Indigenous Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

- Students learn about human impacts on beavers
- Students learn about well-being through the Grandfather Teaching lesson
- Students are active in various portions of different lessons, including an entire PHE lesson

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

- All of the lessons are connected by recalling previous lessons and creating a product (small book) of the overall unit
- Students reflect on their learning throughout the unit by participating in a final trivia game
- Students learn through creating and experiencing (beaver puppets, building a dam, predator game, etc.)
- Students work in small groups for various parts throughout the unit

Learning recognizes the role of Indigenous knowledge.

- Indigenous knowledge of the beaver is used throughout the unit, including a specific lesson connected to the Grandfather Teaching of wisdom.
- Students learn about different ways of knowing and learning

Learning is embedded in memory, history, and story.

- Stories are used throughout the unit
- Students learn about the history of the beaver (including a brief introduction to the fur trade)

## Universal Design for Learning (UDL)

Multiple means of representation:

- Picture books read by the teacher
- Power point that contains pictures and videos to solidify content
- Showing examples while explaining instructions
- Physical photos
- Maps, diagrams, etc.
- Pre-teach vocab and continuously use the vocab
- Reflect on prior knowledge and prior lessons (making connections)
- Physical manipulatives
- Experiential learning
- Emphasize key elements
- Chunking information
- Explicit prompts
- Checking for understanding

Multiple means of expression:

- Providing students with options for writing and drawing utensils
- Combination of drawing, writing, pasting, creating, and experiencing
- Students describe and explain their work to the teacher
- Prompts and scaffolding

Multiple means of engagement:

- Reading stories
- Including songs and dances
- Showing pictures and videos
- Group work
- ADST Activity
- Creating puppets and beaver tail hats
- Having students experience their learning
- Interactive games

- Incorporating interesting facts

### Differentiated Instruction (DI):

- Students will be allowed alternative seating if required
- Students will be allowed to work individually or in pairs if it better suits their learning
- Students will be given a quiet area to work if necessary
- Students will be given alternatives to record their learning if necessary (ex/ technology, scribe, discussion, recording, drawing, cut and paste alternative worksheets, etc.)
- Students will be given extra time to complete a task if more time is required (group or individual)

### Overview of Lessons:

#### Lesson 1

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| <b>Name &amp; Time (Minutes Allotted):</b>         | Parts of a Beaver & Beaver Puppets (40 minutes)  |
| <b>Learning Standards: Curricular Competencies</b> | <ul style="list-style-type: none"> <li>● Make exploratory observations using their senses</li> <li>● Safely manipulate materials</li> <li>● Discuss observations</li> <li>● Exchange ideas and perspectives to build shared understanding</li> <li>● Use sources of information and prior knowledge to make meaning</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul> |
| <b>Learning Standards: Content</b>                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Writing processes</li> <li>● Letter knowledge</li> <li>● Phonemic and phonological awareness</li> <li>● Letter formation</li> <li>● Processes, materials, movements, technologies, tools and techniques to support arts activities</li> </ul>   |
| <b>Instructional Objectives</b>                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Add a part to the class beaver (drawing or labeling)</li> <li>● Trace the words on the beaver labeling worksheet</li> <li>● Colour, cut, and glue the beaver parts (head and body) to a brown paper bag to create a puppet</li> </ul>   |
| <b>Assessment:</b>                                 | <ul style="list-style-type: none"> <li>● Each student will add to the class beaver (help may be required)</li> <li>● The teacher will collect the labeling worksheets</li> <li>● The teacher will ask the students what parts they labeled</li> <li>● Students will be able to take their puppets home</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>  |
| <b>Teaching Strategies:</b>                        | Dance video for hook, giving instructions while seated on the floor, chunking instructions, must complete worksheet before puppet, class drawing of a beaver, circulating during work period   |
| <b>Materials:</b>                                  | <ul style="list-style-type: none"> <li>● Video:<br/> <a href="https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab">https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab</a> </li> </ul>   |

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|                           | <ul style="list-style-type: none"> <li>● Beaver labeling worksheet (page 55)<br/><a href="https://www.teacherspayteachers.com/Product/All-About-Beavers-Animal-Study-Unit-Easy-Prep-Animal-Science-Unit-7506756">https://www.teacherspayteachers.com/Product/All-About-Beavers-Animal-Study-Unit-Easy-Prep-Animal-Science-Unit-7506756</a></li> <li>● Beaver puppet template (pages 43-44) same as previous link</li> <li>● Brown paper bags</li> <li>● Pencils</li> <li>● Scissors</li> <li>● Glue</li> <li>● White board markers</li> </ul>  |
| <b>Lesson Activities:</b> |  |
| <b>Introduction/Hook:</b> | <ul style="list-style-type: none"> <li>● The teacher will play the busy beaver dance for the students:<br/><a href="https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab">https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab</a></li> </ul>  |
| <b>Body:</b>              | <ul style="list-style-type: none"> <li>● The teacher will get students to sit on the floor near the front of the classroom.</li> <li>● As a class they will draw a picture of a beaver on the whiteboard with different students adding different parts. (teacher led)</li> <li>● Once the beaver is drawn the teacher will go over with the class the different parts of a beaver.</li> <li>● The teacher will show and explain the worksheet that the students will complete (labeling 4 parts of a beaver done by tracing and colouring a beaver)</li> <li>● When students are done with their worksheet, they will hand it to the teacher and receive the materials and simple instructions for their beaver puppets. The teacher will ask them which parts of the beaver they labeled.</li> </ul> |
| <b>Closure:</b>           | <ul style="list-style-type: none"> <li>● Students will colour, cut, and paste the two beaver parts (head and body) onto a paper bag to create a paper bag puppet.</li> </ul>   |

## Lesson 2

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| <b>Name &amp; Time (Minutes Allotted):</b>         | Beavers are rodents! (25-30 minutes)  |
| <b>Learning Standards: Curricular Competencies</b> | <ul style="list-style-type: none"> <li>● Make exploratory observations using their senses</li> <li>● Discuss observations</li> <li>● Represent observations and ideas by drawing charts and simple pictographs</li> <li>● Transfer and apply learning to new situations</li> <li>● Share observations and ideas orally</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Explore foundational concepts of print, oral, and visual texts</li> </ul> |
| <b>Learning Standards: Content</b>                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Concepts of print</li> </ul>   |
| <b>Instructional Objectives</b>                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Sort animals into two categories: rodents and not rodents</li> <li>● Explain why an animal is a rodent or isn't a rodent</li> <li>● Complete the rodent worksheet which will be a part of their beaver book</li> </ul>   |
| <b>Assessment:</b>                                 | <ul style="list-style-type: none"> <li>● The teacher will assess whether students understand the concept of rodents through class and individual discussions.</li> </ul>  |



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|                           | <ul style="list-style-type: none"> <li>• The worksheet will be collected and added to their beaver book</li> <li>• The teacher will make note of any important assessment on a separate paper</li> </ul>  |
| Teaching Strategies:      | Starting with a story that has two rodents as main characters (connects to lesson), check for understanding, not giving materials until after the instructions, group work and individual work, review of content during lesson closure   |
| Materials:                | <ul style="list-style-type: none"> <li>• Book: <i>Beaver and Porcupine</i> by David Bouchard</li> <li>• Physical pictures of rodents and non-rodents</li> <li>• White board markers</li> <li>• Rodent worksheet</li> </ul>  |
| <b>Lesson Activities:</b> |   |
| Introduction/Hook:        | <ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>• The teacher reads the book <i>Beaver and Porcupine</i> by David Bouchard to the students.</li> <li>• The teacher asks the students to make predictions about the story and asks questions that help students review the book after reading. The teacher asks questions that lead into the topic of rodents.</li> </ul>   |
| Body:                     | <ul style="list-style-type: none"> <li>• The teacher explains to the students the things animals must have in order to be rodents.</li> <li>• The teacher explains that they will be doing a rodent sort activity.</li> <li>• The teacher checks for understanding before telling the students to return to their tables.</li> <li>• The students will work together to sort the pictures of animals into rodents and not rodents.</li> <li>• The teacher will explain the instructions for the rodent worksheet.</li> <li>• The teacher will check for understanding and the students will work individually to complete the worksheet.</li> </ul> |
| Closure:                  | <ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>• The teacher reviews what a rodent is with the class and together they sort more animals into rodents and not rodents (explaining why or why not)</li> </ul>  |

### Lesson 3

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| Name & Time (Minutes Allotted):             | Where do beavers live? (30 minutes)  |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>• Make exploratory observations using their senses</li> <li>• Discuss observations</li> <li>• Represent observations and ideas by drawing charts and simple pictographs</li> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>• Explore foundational concepts of print, oral, and visual texts</li> <li>• Exchange ideas and perspectives to build shared understanding</li> </ul> |
| Learning Standards: Content                 | <ul style="list-style-type: none"> <li>• Basic needs of plants and animals</li> <li>• Adaptations of local plants and animals</li> </ul>   |

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|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>● Living things make changes to accommodate daily and seasonal cycles</li> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Writing processes</li> <li>● Concepts of print</li> </ul>   |
| Instructional Objectives  | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Colour where beaver lives on a map (with visual aids present)</li> <li>● Trace the words on the worksheet</li> <li>● Draw a picture of a beaver lodge</li> </ul>   |
| Assessment:               | <ul style="list-style-type: none"> <li>● Students will hand in their completed worksheet to the teacher and this will become a part of their beaver book</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>   |
| Teaching Strategies:      | Starting with a book connected to the lesson, using a power point to show images and videos that help solidify the content, a worksheet where they can show their learning  |
| Materials:                | <ul style="list-style-type: none"> <li>● Book: <i>Welcome Home, Beaver!</i> by Magnus Weightman</li> <li>● Pre-made power point that is kid friendly with lots of visuals</li> <li>● Worksheets for identifying beaver's home</li> <li>● Glue</li> <li>● Scissors</li> </ul>  |
| <b>Lesson Activities:</b> |   |
| Introduction/Hook:        | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>● The teacher reads the book <i>Welcome Home, Beaver!</i> by Magnus Weightman to the class.</li> <li>● The teacher asks the students to make predictions about the story and asks questions that help students review the book after reading.</li> <li>● The teacher asks the students questions about where beaver lives (pre-assessment)</li> </ul>  |
| Body:                     | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit at their desks</li> <li>● The teacher uses a pre-made powerpoint to show how beavers create their lodges and dams. The power point will have visuals and videos to help solidify the content for the students. It will include where in the world beavers live, as well as specifics about their lodges.</li> <li>● The teacher will ask the students questions at certain points of the powerpoint to engage the students.</li> <li>● The teacher explains the instructions of the worksheet: <ul style="list-style-type: none"> <li>○ Trace the words</li> <li>○ Colour in the map only where the beaver lives (see example on screen)</li> <li>○ Draw and colour a picture of a beaver lodge</li> <li>○ Write name on the back</li> </ul> </li> <li>● The teacher will check for understanding and hand out the worksheets.</li> <li>● The teacher will circulate throughout the classroom.</li> </ul> |
| Closure:                  | <ul style="list-style-type: none"> <li>● The teacher closes out the lesson by playing a quick game with the students called "would a beaver live here?" The teacher reviews with the students where beavers like to live. After the</li> </ul>  |

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|  | review, the teacher clicks onto the next slides of the power point that depicts beaver living in different places. The students are supposed to shout out “yes” or “no” to answer the question “would beaver live here?” |
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#### Lesson 4

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| <b>Name &amp; Time (Minutes Allotted):</b>         | Beaver’s diet (20-25 minutes)   |
| <b>Learning Standards: Curricular Competencies</b> | <ul style="list-style-type: none"> <li>● Represent observations and ideas by drawing charts and simple pictographs</li> <li>● Use sources of information and prior knowledge to make meaning</li> <li>● Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> <li>● Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul>                                 |
| <b>Learning Standards: Content</b>                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Oral language strategies</li> <li>● Writing processes</li> <li>● Processes, materials, movements, technologies, tools and techniques to support arts activities</li> <li>● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul> |
| <b>Instructional Objectives</b>                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Identify the types of food that the beaver eats</li> <li>● Draw a picture of something that the beaver eats</li> </ul>   |
| <b>Assessment:</b>                                 | <ul style="list-style-type: none"> <li>● Pre-assessment activity during the introduction</li> <li>● Worksheet #1 acts as an assessment for worksheet #2</li> <li>● The teacher collects all of the worksheets for their beaver books</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>   |
| <b>Teaching Strategies:</b>                        | Starting with an activity that gets students moving around and thinking about what they already know about beavers, the introduction activity is a form of pre-assessment, worksheet #1 acts as an assessment before moving on to the drawing worksheet, chunking instructions, students can show off their work in a gallery walk  |
| <b>Materials:</b>                                  | <ul style="list-style-type: none"> <li>● Paper plates</li> <li>● Pictures of different foods, animals, and plants</li> <li>● Worksheet of identifying foods</li> <li>● Worksheet where students can draw their own beaver food</li> <li>● Drawing and colouring utensils</li> </ul>   |
| <b>Lesson Activities:</b>                          |   |
| <b>Introduction/Hook:</b>                          | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>● The teacher explains the intro activity that they will be doing before handing out materials.</li> <li>● After the teacher checks for understanding, the teacher gives each student a paper plate.</li> </ul>  |

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|          | <ul style="list-style-type: none"> <li>• The students get to go around and look at all of the different food options available (pictures on pieces of paper). The students will add anything to their plate that they think a beaver might eat.</li> <li>• The teacher goes over the correct answer with the students, and starts a discussion about the beaver's diet.</li> </ul>  |
| Body:    | <ul style="list-style-type: none"> <li>• The teacher explains the first worksheet that the students will be working on. (Identifying which foods beavers eat).</li> <li>• The teacher checks for understanding before handing out the worksheets.</li> <li>• Once students have completed the first worksheet, they will hand it to the teacher in exchange for the second worksheet where they get to draw a picture of something the beaver likes to eat. Students are also encouraged to write what they drew, but some students may require dotted lines to trace.</li> </ul> |
| Closure: | <ul style="list-style-type: none"> <li>• The teacher gets the students to form a single file line.</li> <li>• The teacher leads a gallery walk with the students where they get to observe their classmates' drawings.</li> </ul>   |

## Lesson 5

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| Name & Time (Minutes Allotted):             | Beaver Life Cycle (25-30 minutes)  |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>• Make exploratory observations using their senses</li> <li>• Discuss observations</li> <li>• Share observations and ideas orally</li> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>• Explore foundational concepts of print, oral, and visual texts</li> <li>• Exchange ideas and perspectives to build shared understanding</li> </ul> |
| Learning Standards: Content                 | <ul style="list-style-type: none"> <li>• Basic needs of plants and animals</li> <li>• Adaptations of local plants and animals</li> <li>• Living things make changes to accommodate daily and seasonal changes</li> <li>• Reading strategies</li> <li>• Oral language strategies</li> <li>• Concepts of print</li> </ul>  |
| Instructional Objectives                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Work with a partner or in a small group to sequence the pictures from happens first to happens last</li> <li>• Glue down their sequence onto a worksheet</li> </ul>   |
| Assessment:                                 | <ul style="list-style-type: none"> <li>• The teacher will circulate throughout the classroom to help and assess the students</li> <li>• The teacher will assess the students during the discussion of the sequence (asking students what goes first, next, etc.)</li> <li>• The teacher will collect the worksheets to assess and they will be put in the beaver books</li> <li>• The teacher will make note of any important assessment on a separate paper</li> </ul>  |
| Teaching Strategies:                        | Starting the lesson with an interactive game of "beaver, beaver, kit" helps students remember the names of baby beavers and gets kids moving, students practice critical thinking while doing the sequencing activity,   |

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|                           | the teacher goes over the correct answer before students glue down their sequences, closing the lesson with a book that reviews the information they learned allows students to not have all of the answers at the beginning of the lesson.  |
| <b>Materials:</b>         | <ul style="list-style-type: none"> <li>● Printed out pictures that will be used in the sequencing activity</li> <li>● Worksheets for gluing down their sequences</li> <li>● Glue</li> <li>● Book: <i>The Life Cycle of a Beaver</i> by Paula Hogan</li> </ul>  |
| <b>Lesson Activities:</b> |  |
| <b>Introduction/Hook:</b> | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor in a circle.</li> <li>● The teacher explains that they will play a quick game of “beaver, beaver, kit” (like duck, duck, goose).</li> <li>● The teacher asks students what they think the word “kit” means?</li> <li>● The teacher explains the rules of the game, checks for understanding, and lets the students play.</li> </ul>   |
| <b>Body:</b>              | <ul style="list-style-type: none"> <li>● The teacher explains that the students will be doing a sequencing activity. The students will be given different pictures and they need to organize them in order of what happens first to last.</li> <li>● The teacher checks for understanding before handing out the pictures.</li> <li>● Students work in small groups at their tables.</li> <li>● The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>● The teacher revisits the sequencing activity and asks for student help to solve the order of events.</li> <li>● As a class, they review the correct sequence to the activity and how they know.</li> <li>● The teacher hands out a worksheet to the students and tells them that they will be gluing the pictures down in sequential order.</li> </ul> |
| <b>Closure:</b>           | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor near the front of the classroom</li> <li>● The teacher reads the book <i>The Life Cycle of a Beaver</i> by Paula Hogan which reviews the life cycle covered in the body of the lesson.</li> </ul>   |

## Lesson 6

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| <b>Name &amp; Time (Minutes Allotted):</b>         | Predators & Beaver Safety (30 mins) PHE Lesson in Gym  |
| <b>Learning Standards: Curricular Competencies</b> | <ul style="list-style-type: none"> <li>● Transfer and apply learning to new situations</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Exchange ideas and perspectives to build shared understanding</li> <li>● Develop and demonstrate safety, fair play, and leadership in physical activities</li> </ul> |
| <b>Learning Standards: Content</b>                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> <li>● How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games</li> </ul>           |

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| Instructional Objectives | SWBAT: <ul style="list-style-type: none"> <li>● Participate in a game of beavers and predators</li> <li>● Recall the predators of the beaver</li> <li>● Explain some ways that beavers can stay safe</li> </ul> |
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| Assessment: | <ul style="list-style-type: none"> <li>● Students will be visually assessed on their participation in the PHE lesson.</li> <li>● The teacher will also assess the students (informally) at the end of the lesson when asking questions and helping make the connections between the activity and the beaver unit.</li> </ul> |
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| Teaching Strategies: | Warm up, teach the predator animals, ask guiding questions about the beaver unit content, relate the game to real-life beaver scenarios, take turns having different students be predators, connect the learning during the cool down |
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| Materials: | <ul style="list-style-type: none"> <li>● Access to a gym or outside area where the students can run around</li> <li>● Hula hoops</li> <li>● Bean bags</li> <li>● Pinnies</li> <li>● Whistle</li> <li>● Stereo and device to play music</li> <li>● Students should have water bottles</li> </ul> |
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**Lesson Activities:**

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| Introduction/Hook: | <ul style="list-style-type: none"> <li>● The teacher plays music while the students run around the gym to warm up.</li> <li>● The students sit on the circle in the middle of the gym to get their next instructions.</li> <li>● The teacher explains that they will be acting like certain types of animals. When the teacher says to go, the students will act like the animal that the teacher says. The animals will be bears, coyotes, eagles, and otters.</li> </ul> |
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| Body: | <ul style="list-style-type: none"> <li>● The students will sit on the circle for their next instructions on the game they will be playing.</li> <li>● The teacher explains that they will be playing a predator game connected to their unit on beavers.</li> <li>● The teacher asks the students “what is a predator?” and “what could be some predators of the beaver?”</li> <li>● The teacher explains that the animals they just acted as are some of the predators of the beaver.</li> <li>● The teacher explains how the game works.             <ul style="list-style-type: none"> <li>○ Most students will be beavers and some students will be predators (of their choice). The beavers need to build lodges so they can be safe. In order to build a lodge they need to pile 5 bean bags inside a hula hoop. They can only transport one bean bag at a time. If a predator tags them, they are out of the game (until they are allowed to reenter). Only 2 beavers can be safe in a single lodge. The goal is for the beavers to build as many lodges as possible and the goal for the predators is to catch as many beavers as possible. The numbers of bean bags,</li> </ul> </li> </ul> |
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|          | <p>hula hoops, lodge capacity, and beaver to predator ratio can be altered to fit the abilities of the class. Students will take turns being beavers and being predators. Beavers can also warn that a predator is near by slapping their tail.</p> <ul style="list-style-type: none"> <li>● The teacher asks students to repeat the rules.</li> <li>● The teacher initiates the game and monitors the game.</li> </ul>     |
| Closure: | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit back on the circle for a cool down.</li> <li>● The teacher leads the students in performing stretches while asking them questions about the game in relation to beavers and predators in the wild.</li> <li>● The teacher connects the game to the students' learning of beavers, predators, and the safety precautions they take.</li> </ul> |

## Lesson 7

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| Name & Time (Minutes Allotted):             | Grandfather Teaching - Wisdom (30 minutes)   |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>● Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge</li> <li>● Transfer and apply learning to new situations</li> <li>● Generate and introduce new or refined ideas when problem solving</li> <li>● Share observations and ideas orally</li> <li>● Use sources of information and prior knowledge to make meaning</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Explore foundational concepts of print, oral, and visual texts</li> <li>● Recognize the importance of story in personal, family, and community identity</li> <li>● Exchange ideas and perspectives to build shared understanding</li> <li>● Explore oral storytelling processes</li> </ul> |
| Learning Standards: Content                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Local First Peoples uses of plants and animals</li> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> <li>● Writing processes</li> <li>● Letter knowledge</li> <li>● Phonemic and phonological awareness</li> <li>● Letter formation</li> <li>● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>   |
| Instructional Objectives                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Contribute to class discussions and collaborative work</li> <li>● Copy the poem to their worksheet</li> </ul>   |
| Assessment:                                 | <ul style="list-style-type: none"> <li>● The teacher will assess the students through discussion and observation</li> <li>● The teacher will collect their worksheets to add to their beaver books</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>  |

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| Teaching Strategies:      | Starting the lesson with a story, group discussion, class collaboration to write a poem, poem style that focused on phonics and meaning, closure discussion relating to real life  |
| Materials:                | <ul style="list-style-type: none"> <li>• Book: <i>Grandfather, tell us about the Seven Teaching gift of Wisdom</i> (available at HGEC Library: <a href="https://media2.sd73.bc.ca/htbin/wwform/252?T=39886">https://media2.sd73.bc.ca/htbin/wwform/252?T=39886</a> )</li> <li>• Alternative video (if the book is unavailable): Grandfather Teachings with Elder Hazel: Wisdom: <a href="https://www.youtube.com/watch?v=ae2WxW2952I&amp;t=193s&amp;ab_channel=RoyalSaskatchewanMuseum">https://www.youtube.com/watch?v=ae2WxW2952I&amp;t=193s&amp;ab_channel=RoyalSaskatchewanMuseum</a></li> <li>• Worksheets</li> <li>• Options for what to put in the poem</li> </ul>  |
| <b>Lesson Activities:</b> |  |
| Introduction/Hook:        | <ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>• The teacher reads the book <i>Grandfather, tell us about the Seven Teaching gift of Wisdom</i> (available at the HGEC Library in the Seven Grandfather Teachings Kit) - If this book is unavailable, there is a YouTube video "Grandfather Teachings with Elder Hazel: Wisdom": <a href="https://www.youtube.com/watch?v=ae2WxW2952I&amp;t=193s&amp;ab_channel=RoyalSaskatchewanMuseum">https://www.youtube.com/watch?v=ae2WxW2952I&amp;t=193s&amp;ab_channel=RoyalSaskatchewanMuseum</a></li> <li>• The teacher discusses with the class what the meaning of wisdom is and how it connects to beaver.</li> </ul>   |
| Body:                     | <ul style="list-style-type: none"> <li>• The teacher tells the students that they will be creating a poem together.</li> <li>• The teacher explains what an acrostic poem is and how to make them. The word that will be the poem's inspiration is "wisdom." The class will need to come up with words or phrases that represent wisdom that begin with the letters w, i, s, d, o, and m.</li> <li>• This may be difficult for students so the teacher should have backup examples or ideas that can help the class.</li> <li>• Once the poem is complete, the teacher tells the students that they will be writing this poem on their worksheets, and the teacher shows the worksheet.</li> <li>• The teacher checks for understanding before handing out the worksheets.</li> <li>• The teacher circulates throughout the classroom to assess and help any students that may be struggling.</li> </ul> |
| Closure:                  | <ul style="list-style-type: none"> <li>• The teacher tells the students to sit on the floor near the front of the classroom</li> <li>• The teacher has a closure discussion with the students of ways that they can implement Beaver's teachings in their own lives</li> </ul>   |

## Lesson 8

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| Name & Time (Minutes Allotted):             | Directed Drawing (30 minutes)   |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>• Safely manipulate materials</li> <li>• Use sources of information and prior knowledge to make meaning</li> <li>• Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> </ul> |



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|                             | <ul style="list-style-type: none"> <li>Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul>  |
| Learning Standards: Content | <ul style="list-style-type: none"> <li>Adaptations of local plants and animals</li> <li>Living things make changes to accommodate daily and seasonal cycles</li> <li>Processes, materials, movements, technologies, tools and techniques to support arts activities</li> <li>Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>  |
| Instructional Objectives    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>Draw a beaver following the instructions shown in the video</li> </ul>   |
| Assessment:                 | <ul style="list-style-type: none"> <li>The teacher will collect the sheets at the end of the lesson to assess</li> </ul>  |
| Teaching Strategies:        | <p>Chunking, pausing the video repeatedly, telling students that no one's will look the same, gallery walk, student demonstration, quiet thumbs to show completion</p>  |
| Materials:                  | <ul style="list-style-type: none"> <li>Directed drawing video:<br/> <a href="https://www.youtube.com/watch?v=69lbrOmb7Gc&amp;ab_channel=ArtforKidsHub">https://www.youtube.com/watch?v=69lbrOmb7Gc&amp;ab_channel=ArtforKidsHub</a> </li> </ul>   |
| <b>Lesson Activities:</b>   |   |
| Introduction/Hook:          | <ul style="list-style-type: none"> <li>The teacher gets the students to sit on the carpet.</li> <li>The teacher asks for a student volunteer to help the teacher on the white board.</li> <li>The teacher tells the volunteer to copy what the teacher draws.</li> <li>The teacher draws simple shapes, pausing at times to allow the volunteer to copy the drawing. The teacher draws a simple picture of something that the students can recognize.</li> <li>Once the drawing is complete the teacher explains that what just happened was a directed drawing and explains what that means.</li> </ul>  |
| Body:                       | <ul style="list-style-type: none"> <li>The teacher tells the students to return to their desks and to collect their supplies on the way (pencils, erasers, and a piece of paper).</li> <li>The teacher tells the students to write their name on their paper and then flip it over when they are done.</li> <li>The teacher counts down to playing the video. The teacher plays and pauses the video at appropriate times for the students to complete the drawing. The teacher counts down every time that the video will resume play.</li> <li>The teacher tells the students not to say when they are done each step, but to put a quiet thumb in the air. The teacher waits until all students are ready to proceed before pushing play again.</li> <li>Once the drawings are complete, the teacher allows time for the students to add colour and other details to their beavers. Depending on the time, this may need to be done in a separate lesson.</li> </ul> |
| Closure:                    | <ul style="list-style-type: none"> <li>The teacher gets the students to line up at the back door.</li> <li>The teacher leads a gallery walk throughout the classroom so that the students can look at each others' work.</li> </ul>   |

## Lesson 9

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| Name & Time (Minutes Allotted): | Brief Introduction to the Fur Trade (30 minutes) |
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| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>● Safely manipulate materials</li> <li>● Use sources of information and prior knowledge to make meaning</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts</li> </ul>   |
| Learning Standards: Content                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Local First Peoples uses of plants and animals</li> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> <li>● Processes, materials, movements, technologies, tools and techniques to support arts activities</li> </ul>  |
| Instructional Objectives                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Colour and cut out a beaver tail that they will use to create a beaver tail hat</li> <li>● Draw simple pictures of different parts of a beaver</li> <li>● Trade their pictures with those of their classmates</li> </ul>   |
| Assessment:                                 | <ul style="list-style-type: none"> <li>● The teacher will circulate throughout the classroom to assess and help the students</li> <li>● The teacher will collect the worksheets to assess and place in their beaver books</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>  |
| Teaching Strategies:                        | <p>Starting with a song connected to the lesson (history of canada), connecting to previous lessons, chunking instructions, check for understanding before handing out materials, interactive experience, sharing session</p>   |
| Materials:                                  | <ul style="list-style-type: none"> <li>● YouTube video: <a href="https://www.youtube.com/watch?v=82P4Ta40E14&amp;t=103s&amp;ab_channel=BrianDraney">https://www.youtube.com/watch?v=82P4Ta40E14&amp;t=103s&amp;ab_channel=BrianDraney</a></li> <li>● Beaver tail printouts</li> <li>● Drawing and colouring utensils</li> <li>● Scissors</li> <li>● Glue</li> <li>● Stapler</li> <li>● Paper strips for the hats</li> </ul>   |
| <b>Lesson Activities:</b>                   |   |
| Introduction/Hook:                          | <ul style="list-style-type: none"> <li>● The teacher plays the song “Canada in My Pocket”: <a href="https://www.youtube.com/watch?v=82P4Ta40E14&amp;t=103s&amp;ab_channel=BrianDraney">https://www.youtube.com/watch?v=82P4Ta40E14&amp;t=103s&amp;ab_channel=BrianDraney</a></li> </ul>   |
| Body:                                       | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor near the front of the classroom</li> <li>● The teacher connects the lesson to the life cycle lesson and the predator lesson as well as connecting the song to the fur trade</li> <li>● The teacher gives the students a brief introduction to the fur trade and tells the students that they will be participating in their own version of a fur trade.</li> <li>● The teacher shows an example of the hats they will be making and tells them the first steps of making the hat (colour and cut out the beaver tail)</li> </ul> |

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|          | <ul style="list-style-type: none"> <li>● The teacher checks for understanding before giving the students their supplies.</li> <li>● The teacher explains that they will need to draw different parts of a beaver onto different pieces of paper that are already labeled (part and student name)</li> <li>● Once all of the students have coloured and cut out their trading cards, they will go around the classroom and trade them with their classmates. The teacher will explain that students must trade with a wide variety of students, and a student can not have more than one item of another student.</li> <li>● The students will glue down the parts that they have collected from other students</li> </ul> |
| Closure: | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor in a circle near the front of the classroom</li> <li>● The teacher has a closing discussion with the students about the fur trade and their experience during the lesson.</li> <li>● The teacher goes around the circle allowing any students to share something that stood out for them, interested them, or maybe one thing they collected that they really like</li> </ul>  |

## Lesson 10

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| Name & Time (Minutes Allotted):             | ADST Build a Dam (30-40 minutes)  |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>● Safely manipulate materials</li> <li>● Generate and introduce new or refined ideas when problem solving</li> <li>● Explore oral storytelling processes</li> <li>● Choose tools and materials</li> <li>● Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment</li> <li>● Reflect on their ability to work effectively both as individuals and collaboratively in a group</li> <li>● Use materials, tools, and technologies in a safe manner in both physical and digital environments</li> </ul> |
| Learning Standards: Content                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment</li> </ul>  |
| Instructional Objectives                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Work in small groups or pairs to plan how they want to build their dam</li> <li>● Work in small groups or pairs to create a dam with the materials available.</li> </ul>   |
| Assessment:                                 | <ul style="list-style-type: none"> <li>● The teacher will circulate throughout the class to assess and to help the students (encouraging their thinking, not giving answers)</li> <li>● The teacher will test the dams in the closure of the lesson to see how much water they hold back</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>   |

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| Teaching Strategies:      | Oral story hook, giving students a purpose for the activity (story), teams predetermined by seating arrangement, check for understanding, ADST activity, testing the dams as a whole class  |
| Materials:                | <ul style="list-style-type: none"> <li>● Plastic tubs or styrofoam containers</li> <li>● Clay and/or Play-Doh</li> <li>● Leaves, sticks, rocks</li> <li>● Water</li> <li>● Other materials students could use in their dams</li> </ul>  |
| <b>Lesson Activities:</b> |   |
| Introduction/Hook:        | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor near the front of the classroom</li> <li>● The teacher introduces a beaver puppet and tells the class an oral story about how this beaver needs help building a dam.</li> </ul>  |
| Body:                     | <ul style="list-style-type: none"> <li>● The teacher explains that the students will be creating a dam in small groups and explains the instructions</li> <li>● The teacher introduces the materials that they are able to use</li> <li>● The teacher checks for understanding before letting the students begin working</li> <li>● The teacher puts a timer on the smart board for 20 minutes so the students can see the time remaining, and tells students that they can add more time if needed</li> <li>● The teacher circulates throughout the classroom while the students work</li> </ul> |
| Closure:                  | <ul style="list-style-type: none"> <li>● The teacher will line up the beaver dams on a table and get the students to stand where they can see</li> <li>● One by one the teacher will pour water on one side of the dam to see how much water passes through the dam</li> <li>● The teacher and students applaud each others work</li> </ul>   |

## Lesson 11

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| Name & Time (Minutes Allotted):             | Beaver Facts (30-40 minutes)   |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>● Demonstrate curiosity and a sense of wonder about the world</li> <li>● Discuss observations</li> <li>● Use sources of information and prior knowledge to make meaning</li> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Explore foundational concepts of print, oral, and visual texts</li> </ul>      |
| Learning Standards: Content                 | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Local First Peoples uses of plants and animals</li> <li>● Living things make changes to accommodate daily and seasonal changes</li> <li>● Reading strategies</li> <li>● Oral language strategies</li> <li>● Writing processes</li> <li>● Concepts of print</li> </ul> |
| Instructional Objectives                    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Choose which facts they want to glue and which one they want to write out</li> <li>● Think of and ask any questions they have about beavers</li> </ul>  |

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| Assessment:               | <ul style="list-style-type: none"> <li>• The teacher will collect their worksheets to add to their beaver books</li> <li>• The teacher will ask the student which one they wrote out to make sure they understand the fact that they chose to write</li> <li>• The teacher will make note of any important assessment on a separate paper</li> </ul>   |
| Teaching Strategies:      | Starting the lesson with an interesting book related to the lesson, interactive way of introducing facts (parachutes), having students glue and write facts (practice writing), chance to ask unanswered questions (can impact the following lesson)   |
| Materials:                | <ul style="list-style-type: none"> <li>• Book: <i>The Skydiving Beavers: A True Tale</i> by Susan Wood</li> <li>• 1-3 small parachutes that you can put facts inside</li> <li>• Printed out and cut up facts for the students (organized in piles)</li> <li>• Worksheets</li> <li>• Paper to write down possible questions</li> </ul>  |
| <b>Lesson Activities:</b> |  |
| Introduction/Hook:        | <ul style="list-style-type: none"> <li>• The teacher gets the students to sit on the floor near the front of the classroom.</li> <li>• The teacher reads the book <i>The Skydiving Beavers: A True Tale</i> by Susan Wood to the class.</li> <li>• The teacher asks the students to make predictions about the book before reading and asks the students follow-up questions after reading.</li> </ul>   |
| Body:                     | <ul style="list-style-type: none"> <li>• The teacher introduces small pre-made fun fact parachutes to the class. These are small boxes with parachutes that contain fun facts about beavers that the students will glue to their worksheet. The ones that the students glue will be in little piles or baskets on a table to reduce the mess.</li> <li>• The teacher will allow students to take turns tossing the parachutes into the air.</li> <li>• The teacher opens each box and reads the fun facts inside (picture and words).</li> <li>• The teacher hands out the worksheet and explains the instructions to the students. The students will glue down the facts of their choice into the boxes on their worksheet, and they will write one fact in the lined section of their worksheet.</li> <li>• The teacher checks for understanding</li> <li>• The students return to their desks to complete the worksheet.</li> <li>• When students hand in their worksheets the teacher will ask them which fact they decided to write out and why.</li> </ul> |
| Closure:                  | <ul style="list-style-type: none"> <li>• The teacher gets the students to return to the floor.</li> <li>• The teacher begins a closing discussion with the students asking them if there is still anything that they want to know about beavers. If there are outstanding questions, this gives the teacher time to find the answers before the final lesson, and maybe the teacher can add these to the trivia game as bonus questions.</li> </ul>  |

## Lesson 12

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| Name & Time (Minutes Allotted):             | Beaver Trivia Game & Book Covers (30-40 minutes)   |
| Learning Standards: Curricular Competencies | <ul style="list-style-type: none"> <li>• Transfer and apply learning to new situations</li> <li>• Share observations and ideas orally</li> </ul> |

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|                                    | <ul style="list-style-type: none"> <li>● Use developmentally appropriate reading, listening, and viewing strategies to make meaning</li> <li>● Exchange ideas and perspectives to build shared understanding</li> </ul>   |
| <b>Learning Standards: Content</b> | <ul style="list-style-type: none"> <li>● Basic needs of plants and animals</li> <li>● Adaptations of local plants and animals</li> <li>● Local First Peoples uses of plants and animals</li> <li>● Living things make changes to accommodate daily and seasonal changes</li> <li>● Oral language strategies</li> <li>● Metacognitive strategies</li> </ul>  |
| <b>Instructional Objectives</b>    | <p>SWBAT:</p> <ul style="list-style-type: none"> <li>● Work in small groups to answer questions about beavers previously learned in the unit</li> <li>● Decorate a cover for their beaver books</li> </ul>  |
| <b>Assessment:</b>                 | <ul style="list-style-type: none"> <li>● The teacher will assess what the students have learned throughout the unit and can make notes of anything important.</li> <li>● The teacher will make note of any important assessment on a separate paper</li> </ul>  |
| <b>Teaching Strategies:</b>        | YouTube dance video for hook, pre-made team names, teams based on seating arrangement, interactive trivia game, options for book covers   |
| <b>Materials:</b>                  | <ul style="list-style-type: none"> <li>● YouTube video:<br/><a href="https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab">https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab</a></li> <li>● Large chart paper</li> <li>● Markers</li> <li>● Pre-made team names</li> <li>● Book cover templates</li> <li>● Pre-made trivia questions hidden on a poster board (can also be done digitally)</li> </ul>  |
| <b>Lesson Activities:</b>          |   |
| <b>Introduction/Hook:</b>          | <ul style="list-style-type: none"> <li>● The teacher will play the busy beaver dance for the students:<br/><a href="https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab">https://www.youtube.com/watch?v=nn5pXRzBzAQ&amp;ab_channel=Dance%27nBeatsLab</a></li> </ul>   |
| <b>Body:</b>                       | <ul style="list-style-type: none"> <li>● The teacher will separate the students into teams based on their seating arrangement</li> <li>● The teacher will give the teams options for names to choose from</li> <li>● The teacher will explain the rules of the trivia game</li> <li>● The teacher will host the trivia game and students will work together in teams to try and figure out the answers to the questions</li> <li>● The teacher will tell the students that they need to do one more thing for their beaver books: a book cover!</li> <li>● The teacher shows the students the options that they have for their covers</li> <li>● The teacher gives the students some time to work on their book covers</li> </ul> |
| <b>Closure:</b>                    | <ul style="list-style-type: none"> <li>● The teacher gets the students to sit on the floor in a circle near the front of the classroom.</li> <li>● One at a time the students take turns sharing one thing they learned about beavers that they thought was interesting or something that they liked</li> </ul>   |

## Resources:

- Books:
  - *Beaver and Porcupine* by David Bouchard:  
<https://www.pearsoncanadaschool.com/index.cfm?locator=PS3zLm&PMDbSitelD=6363&PMDbSolutionId=85160&PMDbSubSolutionId=&PMDbCategoryId=85180&PMDbSubCategoryId=&PMDbSubjectAreaId=&PMDbProgramId=151295&PMDbProductId=573398>
  - *Welcome Home, Beaver!* by Magnus Weightman:  
[https://www.amazon.ca/Welcme-Home-Beaver-Magnus-Weightman/dp/1605373575/ref=sr\\_1\\_1?crd=9DRNZZ00IWZB&keywords=welcme+home+beaver&qid=1670201610&sprex=welcme+home+beave%2Caps%2C175&sr=8-1](https://www.amazon.ca/Welcme-Home-Beaver-Magnus-Weightman/dp/1605373575/ref=sr_1_1?crd=9DRNZZ00IWZB&keywords=welcme+home+beaver&qid=1670201610&sprex=welcme+home+beave%2Caps%2C175&sr=8-1)
  - *The Life Cycle of a Beaver* by Paula Hogan:  
[https://www.abebooks.com/servlet/BookDetailsPL?bi=1061009351&searchurl=spo%3D30%26sortby%3D17%26p%3D2%26an%3DHOGAN%252C%2BPAULA%26sp%3D1&cm\\_s p=snippet- -srp2- -title20](https://www.abebooks.com/servlet/BookDetailsPL?bi=1061009351&searchurl=spo%3D30%26sortby%3D17%26p%3D2%26an%3DHOGAN%252C%2BPAULA%26sp%3D1&cm_s p=snippet- -srp2- -title20)
  - *Build, Beaver, Build!: Life at the Longest Beaver Dam* by Sandra Markle:  
[https://www.amazon.ca/Build-Beaver-Life-Longest-Dam-ebook/dp/B01BV2WJEU/ref=sr\\_1\\_6?crd=2C0FN6IC4NS68&keywords=the+life+cycle+of+a+beaver&qid=1670187659&sprex=the+life+cycle+of+a+beaver%2Caps%2C120&sr=8-6](https://www.amazon.ca/Build-Beaver-Life-Longest-Dam-ebook/dp/B01BV2WJEU/ref=sr_1_6?crd=2C0FN6IC4NS68&keywords=the+life+cycle+of+a+beaver&qid=1670187659&sprex=the+life+cycle+of+a+beaver%2Caps%2C120&sr=8-6)
  - *The Skydiving Beavers: A True Tale* by Susan Wood:  
[https://www.amazon.ca/Skydiving-Beavers-Idaho-True-Tale/dp/1585369942/ref=sr\\_1\\_1?crd=32MYRNSR27JZJ&keywords=the+skydiving+beavers&qid=1670201747&sprex=the+skydiving+beavers%2Caps%2C141&sr=8-1](https://www.amazon.ca/Skydiving-Beavers-Idaho-True-Tale/dp/1585369942/ref=sr_1_1?crd=32MYRNSR27JZJ&keywords=the+skydiving+beavers&qid=1670201747&sprex=the+skydiving+beavers%2Caps%2C141&sr=8-1)
  - *Grandfather, tell us about the teaching of wisdom:*  
<https://media2.sd73.bc.ca/htbin/wwform/252?T=39886>
- Teachers Pay Teachers:
  - <https://www.teacherspayteachers.com/Product/Beavers-An-Animal-Study-3462187>
  - <https://www.teacherspayteachers.com/Product/All-About-Beavers-Animal-Study-Unit-Easy-Prep-Animal-Science-Unit-7506756>
- YouTube Videos:
  - Beaver dam activity:  
[https://www.youtube.com/watch?v=VGb-BZ7TW4w&ab\\_channel=PAGameCommission](https://www.youtube.com/watch?v=VGb-BZ7TW4w&ab_channel=PAGameCommission)
  - Beaver dance song:  
[https://www.youtube.com/watch?v=nn5pXRzBzAQ&ab\\_channel=Dance%27nBeatsLab](https://www.youtube.com/watch?v=nn5pXRzBzAQ&ab_channel=Dance%27nBeatsLab)
  - "Canada in My Pocket" song:  
[https://www.youtube.com/watch?v=82P4Ta40E14&ab\\_channel=BrianDraney](https://www.youtube.com/watch?v=82P4Ta40E14&ab_channel=BrianDraney)
  - Grandfather Teachings with Elder Hazel: Wisdom:  
[https://www.youtube.com/watch?v=ae2WxW2952I&t=193s&ab\\_channel=RoyalSaskatc hewanMuseum](https://www.youtube.com/watch?v=ae2WxW2952I&t=193s&ab_channel=RoyalSaskatc hewanMuseum)
  - Directed Drawing:  
[https://www.youtube.com/watch?v=69lbrOmb7Gc&ab\\_channel=ArtforKidsHub](https://www.youtube.com/watch?v=69lbrOmb7Gc&ab_channel=ArtforKidsHub)

## Extensions to Unit:

This unit could be extended by diving deeper into the subjects covered or incorporating other subjects into the unit. For example, there could be a lesson included looking specifically at the family dynamics of beavers. As the unit stands now, this is included into the lessons on where beavers live as well as the beaver life cycle. Visual art is included in this unit through the creation of puppets, hats, and a beaver dam; however, more music and drama could be included within the unit. An entire lesson could also be dedicated to the creation of the book itself, including making a cover for the book.

## Reflections and Revisions

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Lesson #10: ADST Build a Dam - story example:

This beaver's name is Billy. Billy lives in a colony with his mom, dad, and sister. Billy loves to help his family work on their lodge and their dam. Unfortunately, when Billy was helping his colony build their dam, he was attacked by an eagle soaring above. Billy's colony was able to swim away to safety in their lodge. However, Billy was not so lucky. Billy was taken in the eagle's claws but luckily he managed to escape shortly after being scooped up. Billy crashed back down into the river and hurt himself when he hit the river. Billy really wants to help his family build their dam, but he is not in the best physical condition to do so. Billy needs our help to build his colony's dam.