Canadian Animal and their habitats

Grade level: 1/2

Class Description 1:

Our first class is a grade one and two combined classroom with full 24 students, with roughly an even number of boys and girls. There are varying levels of abilities in the class. One thing that can be noticed about this class is the level of confidence in public speaking that the students have. Some students are more inclined to raise their hands and participate and the rest are very shy, but with proper facilitation and questioning the other also participate. Another thing that is very noticeable is that this classroom is very diverse, and there are many cultural differences. Commonly in a split classroom there is a difference in their academic skills, but in this class most of the students are on the same level. Overall, most of the students are very enthusiastic and eager to learn. There are no students who require special assistance from an EA. However, there are a few students who are ELL and need more detailed instruction to do the work for them to fully understand the task at hand. There are two students who are on IEP, these students are gifted and need to be constantly pushed because they are advanced in their learning. This posed a challenge for us when we were teaching them, because while we were catering to the rest of the students, these students would not do the assignments and go off on their own. All the other students stay on task and are capable to finish there assigned homework, if given significant time to do it.

Class Descriptions 2:

Our second class is a grade one and two combined classroom as well, with full 23 students, with roughly an even number of boys and girls. There are varying levels of abilities in the class. This class is very energetic, and is always ready to participate. The classroom is very diverse, and there are many cultural differences. Overall, most of the students are very enthusiastic and eager to learn. There are no students who require special assistance from an EA. There are a couple of students who are pulled out of the classroom and there is one boy who just came to Canada recently so he is just learning English. The students like to participate in class and will always volunteer when asked. All the other students stay on task and are capable to finish there assigned homework, if given significant time to do it.

Unit Overview:

Our unit plan combines lessons about Animals, their habitats and environmental obligations within Canada. Our rationale for choosing these particular lessons was based on the interest of the students and what they like playing with. Our goal was to create educational lessons that were very interactive and allowed students to put themselves with in the lesson. Also, we wanted encourage them to peruse and ask questions about their interests. We structured our lesson in a way where the students were able to make connections within their community and spark more interest in learning. For every lesson,
we had a hook that had a lot of movement; singing, dancing, and anything to get them off their seats. This hook allowed us to capture their attention at the beginning and then we were able to move to the bulk of our lesson. The way that we planned our lesson was connecting with our previous lessons. Our first lesson was on animals in Canada, then habitats that those animals live in and finally how we can help sustain those habitats. The method of assessment that we used was simply to ensure students were staying on task, engaged and completed the activities to the best of their ability.

**Prescribed Learning Outcomes:**

- Explain the significance of personal or local events, objects, people and places (we will focus on animals that can be found in the country that the students live in, namely, Canada)
- Explain why people, events and places are significant to various individuals and groups (Q: Why are animals important?)
- Describe and respond to works of art
- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same ← we could use images here
- Recognize the causes and consequences of events, decisions and developments in their lives (cause and consequence) ← I think this is key because we are teaching them about responsibility
- Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)
- Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change)

**Lesson #1 Topic:** Language Science “Animals in Canada

**Grade Level: 1/2**

**Big Ideas:**

- We shape the local environment, and the local environment shapes who we are and how we live.
- Help them find real connections to the environment
- Living things have features and behaviors that help them survive in their environment

**Standards Addressed (PLO’s):**
• Explain the significance of personal or local events, objects, people and places (we will focus on animals that can be found in the country that the students live in, namely, Canada)
• Explain why people, events and places are significant to various individuals and groups (Q: Why are animals important?)

**Preparation:**

• Smart board
• Little toy animals
• Pictures of Canada map
• Pictures of animals
• Tape
• Sticky Notes
• Group Numbering

**Hook and Activating Prior Knowledge:**

• Vote for their favorite Canadian animals
• Ask them what they know about each animal

**Learning Activities:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>• Who we are and what we expect from them (behavior)</td>
</tr>
<tr>
<td></td>
<td>• Tell them to write names on the post-it notes</td>
</tr>
<tr>
<td></td>
<td>• Vote for the animals</td>
</tr>
<tr>
<td></td>
<td>• Brief discussion about animals (e.g. What do they eat)</td>
</tr>
<tr>
<td></td>
<td>• Shape of the day</td>
</tr>
<tr>
<td>30 min</td>
<td>Activity</td>
</tr>
<tr>
<td></td>
<td>• Vivian’s group</td>
</tr>
<tr>
<td></td>
<td>• Sorting plastic animals to different parts of Canada and deciding which animals live in Canada or not.</td>
</tr>
<tr>
<td></td>
<td>• Bobby’s Group</td>
</tr>
</tbody>
</table>
Using the smart board creating an interactive sorting system where students are able to touch the screen and more animals to different regions of Canada.

**Assessment:**

Give us a reason for why this animal would live in Canada, and possibly tell us where.

**Closure:**

- Cleanup

- Final discussion
  - “What do these animals have in common that helps them live in Canada?”

**Lesson #2 Topic: Language Arts/ Arts “Animals in Canada”**

**Grade Level: 1/2**

**Big Ideas:**

- People create art to express who they are as individuals and community.
- Help them find real connections to the environment
- Living things have features and behaviors that help them survive in their environment

**Standards Addressed (PLO’s):**

- Explain the significance of personal or local events, objects, people and places (we will focus on animals that can be found in the country that the students live in, namely, Canada)
- Describe and respond to works of art

**Preparation:**

- Pink and white bunny
- Wolf
- Tape
- Pictures of Habitats
- Paper to draw picture
- Worksheet
- Modeled project
- Book
- Examples of different habitats for class
**Hook and Activating Prior Knowledge:**

- Skit
  - Bobby is walking around with a pink bunny and white bunny
  - Vivian begins to “chase” with a wolf.
  - All stop at the white board and put the pink and white bunny on the board
  - Vivian asks the students “Which bunny would the wolf go for?” “Why”

**Learning Activities:**

- **Introductions**
  - 5 min

  **Hook**

  **Shape of the day**

- **Read aloud**
  - 10 min
    - “Wolf Island”

- **Activity**
  - 30 min
    - Allow the students to each pick an animal. They need to draw the animal
      that they have chosen and the habitat in which that animal is found.
    - Worksheet for assessment:
      “Why does this animal live in that habitat?”

- **Closure**
  - 5 min
    - Discussion
      - What did you learn about the arctic?

**Assessment:**

We can see if the students choose the right habitats for the animals and also if they can
write 1-2 sentences explaining about the habitat.

**Closure:**
- Final discussion

  o “What do these animals have in common that helps them live in their habitat?”

**Extensions**

- If we have extra time we can discuss the challenges that students faced in this.

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**Lesson #3 Topic:** Arts/ Environmental responsibility in Canada

**Grade Level:** 1/2

**Big Ideas:**

- We shape the local environment, and the local environment shapes who we are and how we live
- Our rights, roles and responsibilities are important for building strong communities
- Individuals have rights and responsibilities as global citizens

**Standards Addressed (PLO’s):**

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same ← we could use images here
- Recognize the causes and consequences of events, decisions and developments in their lives (cause and consequence) ← I think this is key because we are teaching them about responsibility
- Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (ethical judgment)
- Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change)

**Preparation:**

- Before and after pictures of habitats
- Tape
- Paper
- Pencil crayons
- The Lorax book

**Hook and Activating Prior Knowledge:**

- We teach them parts of the lumberjack song by Monty Python. Then once they know it they will all form a line behind Mr. Chilaka and we will parade around the room singing the song. As we are marching along we will be passing by all the different habitats that we learned (Before Pictures, These will be posted up while The students are learning the song). Miss. Fung will be at the end of the line posting the “AFTER” picture of the habitats after human influence.

**Learning Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hook</td>
<td>5 Mins</td>
</tr>
<tr>
<td>Read aloud: The Lorax</td>
<td>15 Mins</td>
</tr>
<tr>
<td>Revisit Pictures of habitats (Implications)</td>
<td>5 mins</td>
</tr>
<tr>
<td>Discussion: What can I do to help animals in Canada?</td>
<td>5 Mins</td>
</tr>
<tr>
<td>Extension: Let them finish their drawing</td>
<td>25 Mins</td>
</tr>
</tbody>
</table>

**Assessment:**

Students are able to connect and come up with ideas of how to protect the environments.

**Closure:**

- What are you going to do now/change to help the environment?

**Extensions**

- If we have extra time we can discuss the challenges that students faced in this.
Resource Critique:

**Smart Board**

This was an excellent resource for our assignments. This allows the teacher to set everything up through their laptops and upload it on to the board. The perk of using this is that every student is able to see the board and have all or the student’s attention. The downfall of using the smart board is that it requires a specialized program to access its interactive functions.

**The Lorax by Dr. Seuss**

Pros:
- Some of the students have already watched the movie or read the book in the past so there is already previous knowledge of the story
- The book really addresses the topic that we were focusing on, that is, protecting the environment
- The book is a critique of overconsumption and overproduction
- The book talks about important concepts such as deforestation, global warming and air pollution and how it affects animals (this ties in to our first two lessons)
- The pictures are great and it really illustrates the before and after clearly

Cons:
- The book is quite long and it took me 12-14 minutes to read the book

**Wolf Island by Celia Godkin**

This book is an amazing example of habitats and food chains. It worked well with our unit/lesson because many animals that were mentioned in the book can be found in Canada. This book has several lessons that a teacher can teach about and can provoke the students into more ethical questions. For a grade \( \frac{1}{2} \) class, the illustrations with in the book help really emphasize the different habitats that animals can live in. However, this book is fairly long and can be split up into two-day lesson.

**Food For Life “Artic Tundra” by Kate Riggs**

This book was very useful to show students what kind of animals live in the artic and what the environment looks like. The student would have a difficult time reading this because it is for a higher grade, however the pictures in the book have plenty of detail for them to understand.

**Food For Life “Mountains” by Kate Riggs**
This book was very useful to show students what kind of animals live in the mountains and what the environment looks like. The student would have a difficult time reading this because it is for a higher grade, however the pictures in the book have plenty of detail for them to understand.