

# EDCP 331 Project Plan

## **Class Description - Grade 1/2/3 Montessori**

The class where we will be guest teaching is a multi-grade Montessori classroom. Of our twenty-three students, twelve are in grade 3, four are in grade 2 and seven are in grade 1. This makes for a diverse class in terms of learning development stages. In our visit to the classroom the students were reading and sharing books together, and we saw a wide range of reading and writing levels present in the classroom. Some students were reading wordless or minimal word puzzle books and showing different levels of emergent writing. Other students were independently reading information books with small print and challenging scientific words with little or no support and writing detailed stories on complex topics.

The class had a very warm and happy atmosphere for the whole time that we were present in the classroom. It seemed to be a very supportive class, where students were encouraged to work together to help each other answer their questions and solve problems. Additionally, because of the Montessori pedagogy used in the classroom, we saw that the students had a fair amount of choice in their activities. This is going to inform our lesson planning as we expect that the students will thrive in a learning situation where they are able to have space to explore the topic independently and in small groups.

## **Rationale**

After surveying students during our first classroom visit and consulting with the teacher we decided to choose “Animals” as our group theme. Both teaching pairs designed lessons that explored animals and their traits but took different lenses and creative arts approaches. We wanted the lessons to be of interest to any child in the class and we felt that this topic would be a topic with a really broad appeal.

## **Objectives**

Our common objectives were that students would be able to:

- Learn and express their understandings through the creative arts
- See perspectives on animals, their traits and their coexistence with humans from both scientific and Indigenous points of view

Friday, February 26 - Lesson A: Animal Traits

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| <b>Subject:</b> Science | <b>Grade:</b> 1/2/3 | <b>Total Time:</b> 50 minutes |
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**Big Idea:**

Grade 1:

- Living things have features and behaviours that help them survive in their environment.

Grade 3:

- Living things are diverse, can be grouped, and interact in their ecosystems.

**Curricular Competencies: (what students will DO)**

Grade 1

- Compare observations with those of others
- Communicate observations and ideas using oral or written language, drawing, or role-play

Grade 3

- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate.

**Content: (what students will KNOW)**

Grade 1

- Structural features of living things in the local environment
- Behavioural adaptations of animals in the local environment

Grade 3

- Biodiversity in the local environment

**Learning Intention:**

Students will integrate creativity and imagination with their understandings about the traits that help animals live in their habitat.

**Prior Knowledge Needed:**

Students need to know that animals are diverse and have different needs.

Humans are animals.

Different body parts and characteristics and how they would relate to that animal's environment (ie. fur in cold environments, gills in water).

**Materials/Resources:**

- Copies of worksheet
- Ukulele for playing songs
- Visual representation of animals to stimulate discussion
- Coloring materials
- Examples of art created by teachers (model the activity)

| <b><u>Time</u></b> | <b><u>Lesson Overview</u></b> | <b><u>Notes</u></b>   |
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| 15 min             | <b><u>OPENING</u></b>         | <b><u>OPENING</u></b><br>-Have students sit around in a circle. |

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| <p>25 min</p> | <ul style="list-style-type: none"> <li>-Begin the lesson with a song that sings about the different types of places that animals live.</li> <li>-After the song, we will discuss how animals have different types of characteristics that help them adapt to their habitats.</li> <li>-Visuals will be provided in order to enhance discussion and connection-making.</li> </ul> <p>Examples of discussion questions:</p> <ul style="list-style-type: none"> <li>-What do you think this animal eats with big sharp teeth like that?</li> <li>-How do you think this animal keeps himself warm?</li> <li>-What sort of a home does this animal live in?</li> </ul> <p><b><u>ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>-Explain to students that you want them to keep in mind the types of characteristics that were just discussed and use them in order to create their very own imaginary animal!</li> <li>-Go over the worksheet with students and review the expectations for the completion of the activity.</li> <li>-Show and explain teacher examples.</li> <li>-Ask students if they have any questions before the activity begins.</li> <li>-Hand out worksheet.</li> <li>-Explain to students that after they plan out their animal traits they can grab coloring materials and draw their creatures.</li> <li>-Circulate around the group and ask questions in order to motivate creativity and detail in student's work. Assist students and offer positive feedback as well.</li> <li>-Warn students that they have 5 minutes to finish up their pictures when 20 minutes have elapsed. Remind students to come up with a name for their animal.</li> </ul> <p><b><u>POST-ACTIVITY</u></b></p> | <ul style="list-style-type: none"> <li>-Introductions before the song as an ice-breaker. Describe what a trait. Demonstrate hand actions for animal traits song and sing it twice.</li> </ul> <p><b><u>ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>-when showing teacher examples, make sure students are aware that these are only interpretations and everyone's creatures will be unique (not to be copied).</li> </ul> <p>models the activity/worksheet<br/> distribute worksheet copies<br/> (remember to bring them!)</p> <ul style="list-style-type: none"> <li>-If some students finish ahead of time they can partner up and share their animal in more detail with a buddy</li> </ul> <p><b><u>POST-ACTIVITY</u></b></p> |
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| 10 min | <p>-Have students gather around in a circle again.</p> <p>-Ask students to take a moment and close their eyes to think about the type of noise their animals would make.</p> <p>-Ask students who knows the song, “Old McDonald Had a Farm”</p> <p>-Tell students they are going to sing a version called “Maple Grove Had a Farm” (song written by the teachers to the tune of “Old McDonald”, see Appendix A) where we will go around the circle and have each student share the name of their animal and the sound they make.</p> <p>-The song will start with two examples of the teacher’s animals to serve as models for how the song is constructed.</p> <p>-Go around the circle sharing animals in the song until all student have had a turn.</p> <p>-Congratulate everyone for their participation and remind students to write their names on their work before it is collected by the teachers.</p> | <p>Calls students to circle. Quick debrief of activity. Show of hands - how many students have an animal that lives on land? in the water? Somewhere else? How many animals have lots of legs? Wings?</p> <p>-Remind students that we are in a shared space so be respectful of our volume.</p> <p>-Encourage students to use body movement to act out their animals as well.</p> |
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**Possible Extensions:** (extra challenge)

- Students who finish early can discuss their animal with a buddy. Grade 3s in particular will be asked to discuss the similarities and differences between their animals and why that might be based on their habitat and what the animals needs to connect to biodiversity.

**Possible Adaptations:** (extra support)

- Students who need extra support can work with students who have a more clear understanding of the assignment.
- Some of the written components of the worksheet can be adapted by allowing students to draw arrows connecting those elements to their drawing rather than describing them through words

**Formative Assessment:** (during or end of lesson; aids learning and guides next lesson)

- Before activity begins, check that students .
- Observing students as they work and checking for understanding and try to enhance their level of engagement and descriptions through questioning.

**Summative Assessment:** (how will students demonstrate their learning of this competency once “mastered”?):

- Students were able to make connections between their animals characteristics and its environment/needs.

**Enactive Teaching Approach:**

Our lesson focuses on using art methods (both singing and listening to music and visual arts) to enhance a science topic. Children will have ample hands-on time to create their dioramas, and will share with the class during the end of the final lesson. There is flexibility in terms of how long students can take in designing their dioramas and designating time to observe and compare the traits of different animals/habitats their peers designed. Although the animal/habitat they create will be imaginary, students will be connecting with the idea of what helps animals survive, and they will have to draw on logical information about animals to create an animal that could live in the context they create for them.

## Friday, February 26 - Lesson B: Animals and First Nations Storytelling

**Enacted Learning:**

This lesson uses an enacted learning approach in a number of ways. We believe this lesson is relevant to students because it deals with animals, stories and aspects of First Nations culture. All students have some contact with or interest in animals, they all engage with stories and they all live on traditional and unceded First Nation’s territory. This lesson is social in that we ask students to engage with each other, share their thinking and work collaboratively to accomplish tasks. Students will be active when they work together to sort vocabulary and when they are asked to act out their animal characters. Because our topic is “How do First Nations use animals in storytelling?” it naturally integrates language arts, social studies, drama and visual arts. This lesson is inclusive because we have considered adaptations and extensions to meet the needs of diverse learners.

**Subjects:** Language Arts, Drama, Social Studies

**Time:** 9:40-10:30 (50 minutes)

**Lesson Objectives:**

SWBAT

- identify how animal characters in First Nation stories can represent human traits and emotions
- act out, express in writing and/or drawing the identified traits or emotions of a chosen animal

**Curriculum:**

Gr. 1, 2, and 3:

Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community

**Materials:**

Sometimes I Feel Like a Fox -Danielle Daniel

Word Sort - made by teachers

Worksheet - made by teachers

**Lesson Overview:**

1. Hook: Engage and activate prior knowledge

Who has read a story with an animal character in it? Can we think of any examples? (Three Little Pigs, Little Red Riding Hood...) Why do you think authors use animals in their stories? (Fun, cute, exciting!) Sometimes authors give animal characters human characteristics, for example-- the pigs in the three little pigs are nervous and shy and the wolf is scary, brave, tricky. What are some other adjectives or describing words we use for people? (quiet, loud, strong, funny, wise, loving...)

What about an Indigenous story from a First Nation? Has anyone read one? Did it have animal characters in it?

Today, we're going to read you a story from the Anishinaabe nation and we want you to think about how the author has used animals to show personality traits or feelings?

2. Read the story--during reading (questions/prompt thinking)

Choose moments to stop and ask questions about the upcoming animals. The next animal is a \_\_\_\_\_ what kind of personality do you think it will have? Let's see...

3. After reading (questions/guiding)

What did you think? What are your questions?

Why do you think First Nations used animals in their stories so often? Try and talk about land and place and the history of the Indigenous peoples-- their history goes back to a time long before the city was here. Animals were an important part of their lives and were a respected part of the community.

Totem Animals: Who knows what a totem pole is? Has anyone seen one? Did you know all of the animals from this story are used in totem poles and they each have a special meaning?

Activity: (30 minutes)

1. Matching Game: totem animals and the personality adjective-- working in groups of 3 or 4. Tell them to guess and there aren't any wrong answers. Give them the "answer" sheet at the end if they want.
2. Think about what animal you feel like today. Model a couple examples: "Today I feel quiet and shy, so I feel like a turtle." Ask every student to choose an animal and keep this animal in their mind. Think about what kinds of adjectives/personality words go with

this animal. Refer back to my example. “I chose a turtle because I feel quiet and shy. So, I’m thinking of those words in my mind”

3. Next, in small groups (3 or 4) each student will “act out” their animal either with gestures or by simply stating their adjectives and the other group members will guess what animal they are.

4. Worksheet- scaffolded sentence “Sometimes I feel like a \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.”  
 “Sometimes I feel like a turtle, quiet and shy.” with a place to draw a picture of their animal.

**Extensions** (for Grade 3s):

- A longer sentence for the final activity
- More sophisticated vocabulary
- Drawing and colouring a mask template of their chosen animal if they finish early

**Adaptations** (for Grade 1s and 2s):

- A shorter sentence for the final activity with more scaffolding for writing
- Simplified vocabulary
- Simplified version of animal charades involving mostly gestures
- Draw and colour their animal if they aren’t able to write

**Assessment for learning:**

- Observe their behaviour and discussion contributions before, during and after the read aloud
- Check their understanding of the vocabulary before the word sort
- Observe their participation in the animal charades activity

**Assessment of learning:**

- Their final worksheet with the sentence and picture of their chosen animal

Friday March 11 - Lesson A: Animal Habitats pt. 1 and 2

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| <b>Subject:</b> Science  | <b>Grade:</b> 1/2/3 | <b>Total Time:</b> two blocks of 50 minutes |
| <p><b>Big Idea:</b></p> <p>Grade 1:</p> <ul style="list-style-type: none"> <li>• Living things have features and behaviours that help them survive in their environment.</li> </ul> <p>Grade 3:</p> <ul style="list-style-type: none"> <li>• Living things are diverse, can be grouped, and interact in their ecosystems.</li> </ul> |                     |   |
| <p><b>Curricular Competencies:</b> (what students will DO)</p> <p>Grade 1</p>  |                     |   |

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| <ul style="list-style-type: none"> <li>• Compare observations with those of others</li> <li>• Communicate observations and ideas using oral or written language, drawing, or role-play</li> <li>• Transfer and apply learning to new situations</li> </ul>   |  |  |
| <u>Grade 3</u> <ul style="list-style-type: none"> <li>• Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate.</li> </ul>  |  |  |
| <p><b><u>Content:</u></b> (what students will KNOW)</p> <p>Grade 1</p> <ul style="list-style-type: none"> <li>• Structural features of living things in the local environment</li> <li>• Behavioural adaptations of animals in the local environment</li> </ul> <p>Grade 3</p> <ul style="list-style-type: none"> <li>• Biodiversity in the local environment</li> </ul> |  |  |
| <p><b><u>Learning Intention:</u></b><br/>Students will integrate creativity and imagination with their understandings about the habitats where animals live.</p>   |  |  |
| <p><b><u>Prior Knowledge Needed:</u></b><br/>The prior lesson on animal traits - students should understand that animals have different traits that help them survive in their environment.<br/>Students should have created their own animal in a previous lesson as the basis for this project.</p>  |  | <p><b><u>Materials/Resources:</u></b></p> <ul style="list-style-type: none"> <li>• Students' completed worksheets from previous lesson</li> <li>• Ukulele</li> <li>• Paper plates</li> <li>• Colored playdough</li> <li>• Work-boards to protect desktops</li> <li>• White and/or colored paper</li> <li>• Scissors</li> <li>• Glue</li> <li>• Paints/Markers/crayons/etc.</li> <li>• Teacher's example of completed project</li> <li>• Book with animal habitats in it</li> </ul> |
| <b><u>Time</u></b>   | <b><u>Lesson Overview</u></b>  | <b><u>Notes</u></b>  |
| 10 min   | <p><b><u>OPENING</u></b><br/>Introduce the topic of our lesson: animal habitats</p> <p>Sing "animal homes" song.</p> | <p><b><u>OPENING</u></b></p>   |

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| <p>30 min.</p> | <p>Discuss what a habitat is:</p> <ul style="list-style-type: none"> <li>• What things does a habitat need to meet an animal's needs?</li> <li>• What are different habitats like?</li> <li>• What other creatures live there?</li> </ul> <p>Use a big book on animal habitats as a prop to discuss.</p> <p><b><u>ACTIVITY</u></b></p> <p>Show teacher-made plate diorama model. Tell students that we will be making these:</p> <ul style="list-style-type: none"> <li>• Can use the imaginary animal from their animal traits worksheet, or any real animal you choose.</li> <li>• Construct a plate diorama displaying your animal in its habitat</li> </ul> <p>The diorama should contain the following:</p> <ul style="list-style-type: none"> <li>• Your animal.</li> <li>• The resources in the habitat - food, water and shelter.</li> <li>• The climate in that habitat - is it often sunny? Snowy? Cold?</li> <li>• Other creatures that live in the habitat.</li> </ul> | <p><b><u>ACTIVITY</u></b></p> <ul style="list-style-type: none"> <li>• Prepare plates ahead of time</li> <li>• Hand students back their animal sheets from last lesson.</li> </ul> |
| <p>10 min</p>  | <p><b><u>CLEAN-UP and DEBRIEF</u></b></p> <ul style="list-style-type: none"> <li>• Students will be given time to clean up work areas first.</li> <li>• With remaining time we will look at the plate dioramas and their current progress. Students who wish to share their progress so far can describe to the class what they are making.</li> </ul> <p><b>End of Lesson pt. 1</b></p> <p><b>Lesson pt. 2</b></p>  | <p><b><u>CLEAN-UP and DEBRIEF</u></b></p>  |
| <p>30</p>      | <p><b><u>ACTIVITY</u></b></p>  |  |

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| 15   | <ul style="list-style-type: none"> <li>Students will continue working on their dioramas, following the criteria above</li> </ul> <p><b><u>CLOSING</u></b></p> <ul style="list-style-type: none"> <li>Students will clean up work stations.</li> <li>Once everyone is cleaned up, students will do a gallery walk.</li> </ul> | <ul style="list-style-type: none"> <li>Ask students if they would like to share what they liked or did not like about the series of lessons.</li> </ul> |
| <p><b><u>Possible Extensions: (extra challenges)</u></b></p> <ul style="list-style-type: none"> <li>Students can write a story about their animal</li> </ul>   |  |   |
| <p><b><u>Possible Adaptations: (extra support)</u></b></p> <ul style="list-style-type: none"> <li>Students who need extra support can work with students who have a more clear understanding of the assignment.</li> </ul>   |  |   |
| <p><b><u>Formative Assessment: (during or end of lesson; aids learning and guides next lesson)</u></b></p> <ul style="list-style-type: none"> <li>Before activity begins, check that students remember our prior animal traits lesson.</li> <li>Observing students as they work and checking for understanding and try to enhance their level of engagement and descriptions through questioning.</li> </ul>                         |  |   |
| <p><b><u>Summative Assessment: (how will students demonstrate their learning of this competency once “mastered?”):</u></b></p> <ul style="list-style-type: none"> <li>Students were able to make connections about the animal they developed and what it’s habitat would look like.</li> </ul>   |  |   |
| <p><b><u>Enactive Teaching Approach:</u></b></p> <p>Our lesson focuses on using art methods (both singing and listening to music and visual arts) to enhance a science topic. Children will have ample hands-on time to create their habitat diorama. Students will be connecting with prior knowledge by thinking of the animal traits from the prior lesson and thinking about the surroundings that the animal would live in.</p> |  |   |

Friday March 11 - Lesson B pt. 1: First Nations Animal Masks and Identity

**Enacted Learning:** This lesson uses an enacted learning approach in a number of ways. This lesson is relevant to students because it continues to deal with animals and First Nations culture, as well as the art of mask making. All students have some contact with or interest in animals and they all live on traditional and unceded First Nation’s territory. This lesson is social as we will encourage students to work together and communicate with each other while they are making their masks. Students will be active as they learn to make a mask by doing exactly that. This lesson naturally integrates the previous knowledge about storytelling (Language Arts) with

the Visual Art of mask making and the Social Studies involved in exploring First Nations' culture. It is also inclusive as there are adaptations and extensions designed to meet the needs of all the learners in the class.

**Subjects:** Visual Arts, Language Arts, Social Studies

**Time: Lesson 2: 9:40- 10:30 and after recess till lunch**

**Lesson Objectives:**

SWBAT

- choose an animal they identify with based on knowledge of totem animal characteristics
- create an animal mask using paper and art materials of their chosen animal

**Curriculum:**

Grade 1, 2, and 3

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Experience, document, perform, and share creative works in a variety of ways

**Materials:**

- Mask template cut out on paper
- pencil crayons, markers, crayons
- glue
- single hole puncher
- string
- Extension worksheet

**Lesson Overview:**

**Intro:**

Who remembers the story we read to you last time we were here?

Talk about "Sometimes I feel like a fox" and remind them of totem animals.

What kind of character was the turtle? What about the fox? The owl?

Show them some of their work from last class as examples/reminders.

Today each of you is going to choose an animal they feel they identify with. So, think about how you're feeling today and what kind of animal best represents you. Then, we are going to each make a mask of our totem animal!

Show our examples.

**Instructions:**

**Step 1:** Choose your totem animal

**Step 2:** Use pencil crayons, paints, or markers to make your mask look like the animal you chose.

**Step 3:** Add the necessary ears, snouts, or beaks to make it look like your animal using glue

**Step 4:** Ask your teacher to help you measure a string to fit your head

**Activity:**

Teachers will circulate and help students with their mask-making. We will ask students why they chose their animal. Music will be played during the work period.

**Extensions:**

If students finish their masks early a worksheet will be provided asking students to answer questions about their animal character, such as “What is your animal’s favourite food? Can you think of an animal that eats your animal? Where does your animal live? Is your animal bigger than a desk? a house? Is your animal smaller than a desk? a box of crayons? How fast can your animal move?”

**Adaptations:**

Teachers will be available to assist any students who are having difficulties with their mask-making. Templates will be cut out ahead of time by teachers.

**Assessment FOR learning:**

Teachers will have an opportunity to assess students understanding of totem animals during the introductory discussion and they can assess students behaviour during the mask making activity.

**Assessment OF learning:**

Teachers will have an opportunity to assess students masks when they are completed. If students complete the worksheet, we will be able to assess students’ understanding of animal characteristics.

## Lesson B pt. 2: First Nations Animal Masks and Drama

**Enacted Learning:** This lesson uses an enacted learning approach in a number of ways. This lesson is relevant to students because it continues to deal with animals and First Nations culture: the art of mask making and the dramatic arts. All students have some contact with or interest in animals and they all live on traditional and unceded First Nation’s territory. This lesson is social, as we will encourage students to work together and communicate with each other while they are engaging in the drama activity and reflecting on their learning. Students will be active as they explore their animal character by acting out how their animal would behave in different scenarios. In this way students will embody their character and gain a deeper understanding of perspective-taking and character in a story or play. This lesson naturally integrates the previous knowledge about storytelling (Language Arts) with the Visual Art of mask making, the Dramatic knowledge of “Walking in the Space” and the Social Studies involved in

exploring First Nations' culture. It is also inclusive as there are adaptations and extensions designed to meet the needs of all the learners in the class.

**Subjects:** Drama, Language Arts, Social Studies

**Time: Lesson 3: 1:00-1:50 and 1:50-2:40**

**Learning Objectives:**

**SWBAT:**

- Apply what they have learned about totem animals to act out their animal character using drama techniques
- Explore their animal character's movement, sounds and behaviours

**Curriculum:**

Gr. 1, 2, & 3

- Curricular Competency:
  - Apply learned skills, understandings, and processes in new contexts (Mask-making to drama activity)
- Content: Students are expected to know the following:
  - elements in drama including character
  - a variety of dramatic forms

**Materials:**

- The animal masks the students created in Lesson 2
- An open space to move freely in

**Lesson Overview:**

**Intro:**

Now we are going to do a drama activity using the beautiful masks you just created! In a moment we are going to split you into 2 groups. One group will work with Mrs. PW and one group will work with Ms. Raino. We are going to do "Walking in the Space." You will wear your masks explore moving and acting as your animal.

Teachers will form the groups and move students into different spaces.

Start by asking them to just move as their animal at a medium pace. Remembering to be mindful of the other animals in the room and their surroundings.

Change the pace-- faster, slower. How does your animal move when it is hungry? Imagine it just ate a huge buffalo-- how does it move? How do you feel?

What kinds of sounds does your animal make?

How would your animal act if it was thrown into a pool of water?

How would your animal act if someone stole its lunch?

How would your animal act if it saw a tiger? If it saw a turtle?

Notice the animals around you. Would you be scared of these animals or would you like to eat these animals? Would you be friends with these animals?

**Closing:**

Have students do a quick verbal reflection about what they learned or felt during the activity (in a circle). Then they will write an exit slip asking them to name their totem animal and tell us three characteristics that describe it.

**Adaptations:**

Students have the option to simply walk and move in the space wearing their masks.

**Extensions:**

If students would like to move on to another activity we will ask them to get into small groups and write a short story or skit involving their animal characters.

**Assessment FOR learning:**

Teachers will be able to assess students by observing them during the drama activity.

**Assessment OF learning:**

Teachers will be able to assess students' understandings from hearing their final reflections on the activity and by reading their exit slips

## Resource Critique

Daniel, D. (2015). *Sometimes I feel like a fox*. Toronto: Groundwood.

This book was told as a read-aloud in Lesson B on February 26. It is a children's picture book written by an Indigenous author relating the totem animals of the Anishinaabe nation including their specific characteristics. Pictures depict children wearing a mask of each animal. This is a rich text to use for including Indigenous perspectives in the classroom since it is accessible for children, enjoyable to read, and written by a Métis author. It is available in most bookstores.

Drew, D., & Martin, P. (1990). *Animal acrobats*. South Melbourne: Thomas Nelson Australia.

This "big book" was used as a reference resource in Lesson A on February 29. The book has pictures of different animals that can fly/leap and descriptions of the traits of these animals in kid-friendly language. The book can be checked out from the UBC Library. We have no cautions to give about this resource as we think it is very age-appropriate and suits its purpose well.

Gilmore, K. (2012). Animal coverings [song lyrics]. Retrieved from:

<http://teachingwithsongs.blogspot.ca/2012/01/animal-coverings.html>

These song lyrics adapted for Lesson A on February 29 as our opener for the lesson. It describes the coverings (ie. fur, scales) of different animals. We adapted it for our lesson to be

about broader animal traits so that it would fit our topic better, including verses about animals not in the original song that we knew our class would be interested in (see Appendix A).

Hare, T. (2001). *Animal habitats: Discovering how animals live in the wild*. New York: Facts on File.

This information book was used as a reference resource in Lesson A on March 11. It describes different habitats (ie. Sahara desert, subarctic) and an animal that would live in these habitats. The margins also have sketches of other animals that live in the same habitat, including predators. This animal can be checked out from the UBC library. The text is advanced for young readers, so we recommend using the visuals more, as we did in our lesson.

#### Phillips, Noni; Mask Template

Noni provided us with a mask template that was used in her son's class, which we used as the mask activity template for Lesson B on March 11. We printed it from the email she sent us and made the templates from that for our students. The masks turned out very well and we would highly recommend this mask template for future projects as it made easy to construct and durable masks. There were challenges to make the mask look like the wide variety of different animals students chose, but with more time (for example, knowing which animals your students had chosen ahead of time) educators could prepare more mask features ahead of time. See Appendix C.

Vandenberg, N. (2013) Animal Homes [song lyrics]. Retrieved from:  
<http://firstgradewow.blogspot.ca/>

This resource was used as a group song as the opener for Lesson A on March 11. It can be accessed at the blog linked above. We thought this song was really well written and suited our topic well, so we did not make any adaptations. Some students were not familiar with the tune the song was based off ("On Top of Old Smokey" or "On Top of Spaghetti") so we recommend having printed lyrics, and a rhythm that students can clap along with or hand actions so that students who are unfamiliar with the tune can participate fully.

## Appendix A

### **Animals have Different Traits**

To the tune of “Mary had a Little Lamb”

Animals have different traits, different traits, different traits  
Animals have different traits to help them each survive

Bears have lots of thick, soft fur; thick soft, fur; thick soft fur  
Bears have lots of thick, soft fur to keep them safe and warm

Birds have feathers all around, all around, all around  
Birds have feathers all around just to help them fly

Fish have shiny scales and gills, scales and gills, scales and gills  
Fish have shiny scales and gills so they can swim and breathe

Flies have six legs and two wings, and two wings, and two wings  
Flies have six legs and two wings to help them move around

Pandas like to eat bamboo, eat bamboo, eat bamboo, eat bamboo  
Pandas like to eat bamboo it is their favourite food

Animals have different traits, different traits, different traits  
Animals have different traits to help them each survive

Appendix C

