

People, Plants, and Animals

M1.1

TIME

500 minutes

OVERVIEW

In this learning experience, students develop their understanding of the terms *community*, *diversity*, and *habitat*. They begin building a collaborative Electronic Dictionary. They study plant and animal populations, focusing on how their needs are met in their habitats and observing and gathering data on a plant or an animal population. Through oral presentations, students become aware of Aboriginal peoples' traditional relationships with the land and of how people are connected to nature. They reflect on and discuss how diverse our Manitoba community is and what benefits this diversity brings to our community.

SPECIFIC LEARNING OUTCOMES AND LITERACY WITH ICT CONTINUUM DESCRIPTORS

Think about the intent of this learning experience (LE) and how you will facilitate instruction and assessment to meet your students' learning needs.

- What do your students need to know, be able to do, think, and feel at the end of this LE?
- What specific learning outcomes (SLOs) will guide instruction, learning, and assessment through this LE?

During instruction and assessment, students build understanding of interdisciplinary content through English language arts (ELA) and literacy with ICT. Therefore, target the SLOs in ELA and the descriptors in the Literacy with ICT Continuum that reflect your students' learning needs at this time of the year. Target two or three SLOs from each of the other subject areas for instruction and assessment. While additional SLOs will be uncovered and demonstrated, they may not be the focus of assessment. The targeted SLOs, descriptors, and criteria for observation can then be copied to the Focused Observation Form, available online at www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc.

English Language Arts

- 2.2.1 *Experience Various Texts*—Experience texts from a variety of forms and genres [such as personal narratives, plays, adventure stories, mysteries . . .] and cultural traditions; share responses.
- 2.2.2 *Connect Self, Texts, and Culture*—Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].
- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] to communicate and demonstrate understanding of forms and techniques.
- 3.1.2 *Ask Questions*—Ask general and specific questions on topics using predetermined categories.
- 3.1.3 *Contribute to Group Inquiry*—Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.
- 3.2.1 *Identify Personal and Peer Knowledge*—Record, select, and share personal knowledge of a topic to focus inquiry or research.
- 3.2.2 *Identify Sources*—Answer inquiry or research questions using a variety of information sources [such as classroom materials, school libraries, video programs, Dene/Inuit hunts . . .].

- 3.2.4 *Access Information*—Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.
- 3.2.5 *Make Sense of Information*—Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.
- 3.3.2 *Record Information*—Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.
- 4.2.1 *Appraise Own and Others' Work*—Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.
- 4.4.1 *Share Ideas and Information*—Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.
- 4.4.2 *Effective Oral Communication*—Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.
- 4.4.3 *Attentive Listening and Viewing*—Demonstrate appropriate audience behaviours [such as listening to opposing opinions, disagreeing respectfully, expressing opinions . . .].
- 5.2.4 *Evaluate Group Process*—Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.

Mathematics

- 4.SP.1 Demonstrate an understanding of many-to-one correspondence.
[C, R, T, V]
- 4.SP.2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.
[C, PS, R, V]

Science

- 4-0-1A Ask questions that lead to investigations of living things, objects, and events in the local environment.
- 4-0-2A Access information using a variety of sources.
Examples: school libraries, videos, traditional knowledge, local hunters, CD-ROMs, Internet . . .
- 4-0-2B Review information to determine its usefulness to inquiry or research needs.
- 4-0-4F Assume roles, and share responsibilities as group members.
- 4-0-4G Communicate questions, ideas, and intentions, and listen effectively to others during classroom-learning experiences.
- 4-0-5C Record observations in a variety of ways.
Examples: point-form notes, sentences, labelled diagrams, charts . . .
- 4-0-6A Construct bar graphs and pictographs using many-to-one correspondence, and interpret these as well as graphs from other sources.
- 4-0-7A Draw a conclusion based on evidence gathered through research and observation.
- 4-0-7B Identify new questions that arise from what was learned.
- 4-0-8A Recognize that experimental results may vary slightly when carried out by different persons, or at different times or places; but that if the results of repeated experiments are very different, something must be wrong with the design of the experiment.

- 4-0-9B Demonstrate confidence in their ability to do science.
- 4-0-9C Report and record what is observed, not what they think they ought to observe, or what they believe the teacher expects.
- 4-1-01 Use appropriate vocabulary related to their investigations of habitats and communities.
Include: habitat, physical adaptation, behavioural adaptation, traditional knowledge, technological development, population, community, food chain, food web, organism, producer, consumer, herbivore, omnivore, carnivore, predator, prey, scavenger, endangerment, extinction, conservation.
- 4-1-02 Recognize that each plant and animal depends on a specific habitat to meet its needs.
- 4-1-03 Identify the components of an animal habitat.
Include: food, water, living space, cover/shelter.
- 4-1-07 Investigate and describe a variety of local and regional habitats and their associated populations of plants and animals.
- 4-1-08 Predict and test to determine an appropriate method for measuring a plant population within a given habitat.
- 4-1-09 Recognize that plant and animal populations interact within a community.
- 4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions.

Social Studies

- 4-KL-020A Use traditional knowledge to describe and locate places in Manitoba.
- 4-KL-023 Identify issues related to environmental stewardship and sustainability in Manitoba.
- 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).
- 4-S-100 Collaborate with others to share ideas, decisions, and responsibilities in groups.
- 4-S-200 Select information from oral, visual, material, print, or electronic sources.
Examples: maps, atlases . . .
- 4-S-201 Organize and record information in a variety of formats and reference sources appropriately.
Examples: maps, charts, outlines, concept maps . . .
- 4-S-300 Formulate questions for research.
- 4-S-301 Consider advantages and disadvantages of solutions to a problem.
- 4-S-402 Support their ideas and opinions with information or observations.
- 4-S-403 Present information and ideas orally, visually, concretely, or electronically.

Aboriginal Languages and Cultures

3.3 Within the Community

3.3.1 Roles, Responsibilities, and Relationships

- 3.3.1: F-4 Describe how people in communities influence and depend on each other.

3.3.2 Daily Life and Sustenance

- 3.3.2: E-4 Suggest ways in which the local environment is or can be respected, maintained, and sustained (e.g., recycling, renovations, road repair, respect for private property).

3.4 Outside the Community

3.4.1 Living Things and Natural Resources and Phenomena

- 3.4.1: A-4 Describe ways in which living things depend on each other (e.g., animals help distribute pollen, food chains and food webs).
- 3.4.1: B-4 Classify living things in various ways (e.g., endangered, home/habitats, seasonal).
- 3.4.1: C-4 Give examples of the life processes and cycles of living things (e.g., migration, hibernation, changes in colour and covering) in the local area.
- 3.4.1: D-4 Classify natural resources in the community and local area in various ways (e.g., water/land-based, natural/processed state, living/non-living).
- 3.4.1: E-4 Outline natural or constructed processes that change a natural resource from one state to another (e.g., seed to flower, tree to paper).
- 3.4.1: F-4 Explain how people use living things and natural resources (e.g., water for drinking, cooking, and washing, animals for food, ceremonial items, and trapping, plants for gardens and medicines).

4.1 Specific Aboriginal Culture

4.1.2 Stories and Teachings

- 4.1.2: B-4 Explain the importance of oral tradition and Elders in Aboriginal cultures.
- 4.1.2: C-4 Identify the teachings found in traditional Aboriginal stories and legends.

4.2 Other Cultures: Connections and Influences

4.2.3 Our Environment

- 4.2.3: B-4 Describe the traditional Aboriginal perspective on natural resources (e.g., no ownership of natural resources, resources are to be shared).
- 4.2.3: C-4 Discuss how knowledge of plant and animal populations and interactions helped Aboriginal peoples to survive in the past.
- 4.2.3: D-4 Suggest ways to help conserve plant and animal populations and their habitats (e.g., clean up a local stream).
- 4.2.3: E-4 Identify how various Aboriginal cultures in Manitoba use Earth's materials (e.g., plant parts for food and medicine, clay for pots).

Literacy with ICT Continuum

Plan and Question

- P-1.1 recalls and/or records prior knowledge and asks topic-related questions

Gather and Make Sense

- G-1.1 finds and collects information (text, images, data, audio, video) from given media sources
examples: within applications, CD-ROMs, the Internet, broadcast media, email . . .
- G-1.2 identifies sources of information and provides bibliographic/reference data
examples: titles, authors, publication dates, URLs, standard bibliographic formats . . .
- G-1.3 records data or makes notes on gathered information and ideas using given categories and given ICT
examples: tables, graphic organizers, spreadsheets . . .
- G-1.4 collects primary data using electronic devices
examples: digital cameras, email, video cameras, digital audio recorders, digital microscopes, archived original artifacts, online surveys, Global Positioning System (GPS), probeware . . .

Produce to Show Understanding

- Pr-1.1 participates in establishing criteria for student-created electronic work
- Pr-1.2 composes text, records sound, sketches images, graphs data, and/or creates video
- Pr-1.3 edits electronic work according to established criteria, conventions, and/or standards
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .
- Pr-2.2 revises electronic work to improve organization and clarity, enhance content and artistry, and meet audience needs, according to established criteria, feedback, and personal preferences
examples: by creating and/or critically revising text, images, and/or sound to enhance electronic work; by revising audio/video clips or effects; by adjusting the pace and transitions in multimedia presentations; by adding animation to web pages . . .

Communicate

- C-1.1 displays and/or discusses electronic work
examples: text, images, sound, concept maps, multimedia presentations, email, tables, spreadsheets, graphs, video, animation, web pages, wikis, blogs . . .

Reflect

- R-2.1 invites and shares constructive feedback, related to established criteria, to reflect on using ICT to learn
example: explains selection of ICT . . .

SUGGESTED LEARNING RESOURCES**Software**

- spreadsheet
- word processing
- multimedia presentation
- painting or drawing
- digital photo
- concept mapping

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies
- Caduto, Michael J., and Joseph Bruchac. *Keepers of the Earth: Native Stories and Environmental Activities for Children*. Calgary, AB: Fifth House Publishers, 1997.
- ---. *Teacher's Guide to Keepers of the Earth: Native Stories and Environmental Activities for Children*. Saskatoon, SK: Fifth House Publishers, 1991.
- Manitoba Education and Training. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 1998.
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.
(See BLM 2: Constructing Student-Generated Criteria for Quality Work, available online at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_2.doc>, and BLM 5: Focused Observation Form, available at <www.edu.gov.mb.ca/k12/cur/multilevel/blm/blm_5.doc>.)

BLMs

- BLM M1.1#1: Electronic Dictionary Learning Centre
- BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet
- BLM M1.1#3: Connecting with Nature Learning Centre
- BLM M1.1#4: Legend Web
- BLM M1.1#5: Concept Overview
- BLM M1.1#6: Animal Habitats Learning Centre
- BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison
- BLM M1.1#8: Plant Habitats Learning Centre
- BLM M1.1#9: Plant Population in a Given Habitat (Word and Excel Spreadsheet)
- BLM M1.1#10: KWL: Habitats
- BLM OLE.8#1: Reflection Journal Learning Centre

TBLMs

- TBLM M1.1#1: Traditional Teachings and Stories
- TBLM M1.1#2: Aboriginal Elders
- TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills

SUGGESTIONS FOR INSTRUCTION**Preparation and Set-up**

- Gather Aboriginal stories and legends, in print and online, for student use in BLM M1.1#3: Connecting with Nature Learning Centre.
- Bookmark URLs of appropriate websites (or add URLs to teacher/class web pages).
- Invite an Aboriginal Elder to speak to the class. Review the background information provided in TBLM M1.1#2: Aboriginal Elders.
- Organize field trips and tours (e.g., The Manitoba Museum, Fort Whyte Centre, Oak Hammock Marsh Interpretive Centre, Spruce Woods Provincial Park, local natural habitat).
- Review ICT.4: Looks Like This, ICT.6: Caught in Action, ICT.7: Make Your Point, ICT.8: Look for It: Learning to Search the Internet, and ICT.9: Chart This.
- Review OLE.6: Collaborative Learning, OLE.8: Reflection Journal, and OLE.10: Electronic Collection.
- Use BLM 2: Constructing Student-Generated Criteria for Quality Work from *Independent Together* to guide you in creating student-generated criteria for self-assessment and peer assessment. The process usually begins in activation with a question such as the following: “What does quality _____ look, sound, and feel like?”

Once you decide on the targeted learning outcomes, refer to the suggestions for assessment (column three) in *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* for suggested criteria to elicit from students.

Guide students to create a chart such as the following to assess their learning.

Criteria for Quality _____	Met	Not Yet

Activating Strategies

- Students work together to develop their understanding of the terms *community* and *diversity*. They use print and electronic resources to assist them in completing BLM M1.1#5: Concept Overview for each term.
- Students complete the Know and Want to Know sections of BLM M1.1#10: KWL: Habitats. They discuss habitats and how plants and animals depend on their habitats to meet their needs. They identify the components of an animal habitat.
- Using examples of data with large numbers, students discuss the rationale of using one-to-one or many-to-one correspondence, and demonstrate how to create pictographs and bar graphs involving many-to-one correspondence. Students construct a graph involving many-to-one correspondence using one of the sample sets of data.
- Students listen to a guest speaker (Aboriginal Elder) talk about using traditional knowledge to describe places in Manitoba and discuss examples of Aboriginal peoples' traditional relationships with the land. Students identify how this traditional knowledge is helpful today in appreciating and respecting Manitoba's natural environment. They also discuss how Aboriginal traditional knowledge supports the principles of stewardship and sustainability.

Acquiring Strategies

- Students view the Habitats and Communities program at The Manitoba Museum and/or students use print and electronic resources to complete BLM M1.1#10: KWL: Habitats. They record their learning and questions, for use at their next visit to the Reflection Journal Learning Centre (see BLM OLE.8#1: Reflection Journal Learning Centre).
- Students brainstorm a list of Manitoba plants and animals. They sort the list into populations associated with different habitats (e.g., the schoolyard, local park, prairie, desert, boreal forest, marsh, tundra, Canadian Shield). They then explore their school community to identify various habitats. They record the variety of plants and animals observed, including the numbers of each variety observed, the range of movement, and sources of water and food.
- On a field trip to the Fort Whyte Centre, Oak Hammock Marsh, Spruce Woods Provincial Park, or a local natural habitat, students observe, describe, and record (using tally sheets, sketching, and a digital camera) plant and animal populations found in this habitat. They take digital pictures of components of an animal habitat, or they sketch the components and then scan the sketches into their electronic work. Students include the images in a report, identifying and describing how the animal meets its needs for food, water, living space, and cover/shelter.

Applying Strategies

- Cooperative groups of students measure the length and width of an area in the schoolyard. Students measure three random, one-meter-square sampling areas. As a class, students identify three plant populations found in the schoolyard. Each group counts and records the population of the selected plant populations in each sampling area. Students enter their group results in BLM M1.1#9: Plant Population in a Given Habitat to calculate the plant population in the entire area, and compare their results with those of peers. Students discuss possible reasons for differences in group results. They construct pictographs/bar graphs after deciding which many-to-one correspondence and intervals to use.
- Students reflect on the learning experience, thinking about and discussing how diverse our Manitoba community is and what benefits this diversity brings to our community.

- Students participate in learning centres:
 - BLM M1.1#1: Electronic Dictionary Learning Centre
Students collaborate to create an Electronic Dictionary using the Word Wall vocabulary. They compose clear definitions of terms, and create a multimedia presentation slide that includes a word, a picture, and the definition. Student slides are compiled into one class presentation.
 - BLM M1.1#3: Connecting with Nature Learning Centre
Students read stories or legends (print and online) that show Aboriginal peoples' traditional relationships with the land and how we are connected to nature. They complete BLM M1.1#4: Legend Web to indicate their understanding of the story or legend. Working in collaborative groups, they select and prepare a presentation (in the form of a play, a puppet show, or oral storytelling) to share their learning.
 - BLM M1.1#6: Animal Habitats Learning Centre
Using print and electronic resources, students research the components of a specific animal's habitat. Using BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison, students record how different animals meet their needs for food, water, living space, and cover/shelter. They compare their findings with those of other group members and the class.
 - BLM M1.1#8: Plant Habitats Learning Centre
Students predict and list types of plants they would likely find in their school community, and arrange the list in order from highest to lowest predicted populations. Students discuss how they might assess the accuracy of their predictions without counting actual plants. Students illustrate the habitat of a plant using painting or drawing software. They use the line tool to join the image of the plant to the parts of the habitat that meet its needs, and use the text tool to label the components, including food, water, and light.

SUGGESTIONS FOR ASSESSMENT

- Use BLM M1.1#10: KWL: Habitats to assess student understanding and to guide instruction. Are students recording personal knowledge? Do they contribute to the group's inquiry? Are students using key words and phrases to record information? Have they used a variety of sources and cited them appropriately?
- Review students' spreadsheets (see BLM M1.1#9: Plant Population in a Given Habitat). Have students collected data accurately? Have students labelled bar graphs correctly?
- Observe students during speaking/listening tasks (e.g., guest speaker, field trip). Use TBLM OLE.7#4: Observation Checklist for Speaking and Listening Skills to record observations of students' use of voice and oral communication as speakers, and of their ability to listen attentively as audience members.
- Assess students' understanding of how animals and plants meet their needs, using products resulting from BLM M1.1#6: Animal Habitats Learning Centre and BLM M1.1#8: Plant Habitats Learning Centre.
- Assess students' understanding of concepts, and identify areas needing further instruction through students' Reflection Journal entries (see BLM OLE.8#1: Reflection Journal Learning Centre). Write responses to students in their Reflection Journals to clarify their questions, encourage higher level thinking, and engage them in further discussions.

CONNECTION TO CANADIAN YOUTH FORUM: CELEBRATING COMMUNITY AND DIVERSITY

- This learning experience activates student interest in community and diversity, and provides students with the necessary background knowledge that the *Community and Diversity* unit will build upon in preparation for the *Canadian Youth Forum*.

BLM M1.1#1: Electronic Dictionary Learning Centre

Overview

At this learning centre, you will create an Electronic Dictionary using the classroom Word Wall vocabulary.

Resources

- multimedia presentation software
- Word Wall vocabulary
- dictionary
- print and electronic resources
- BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet

Tasks

- Have each group member choose a different vocabulary term from the classroom Word Wall.
- Using a dictionary, print and electronic resources, and what you've learned in the *Community and Diversity* unit so far, compose a clear definition of your chosen term. Use BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet to record your ideas.
- As a group, review the class-created criteria for the Electronic Dictionary slide. Create a multimedia presentation slide that includes the word, a diagram or picture representing the word, and the word definition. Share and discuss your work with your group. Make any necessary changes.
- Insert your slide into the class multimedia presentation, and include your vocabulary word in the presentation index.

Suggestion(s) for Collaboration

- Work together as a group to edit and revise your work.

What to Do with the Results of This Learning Centre

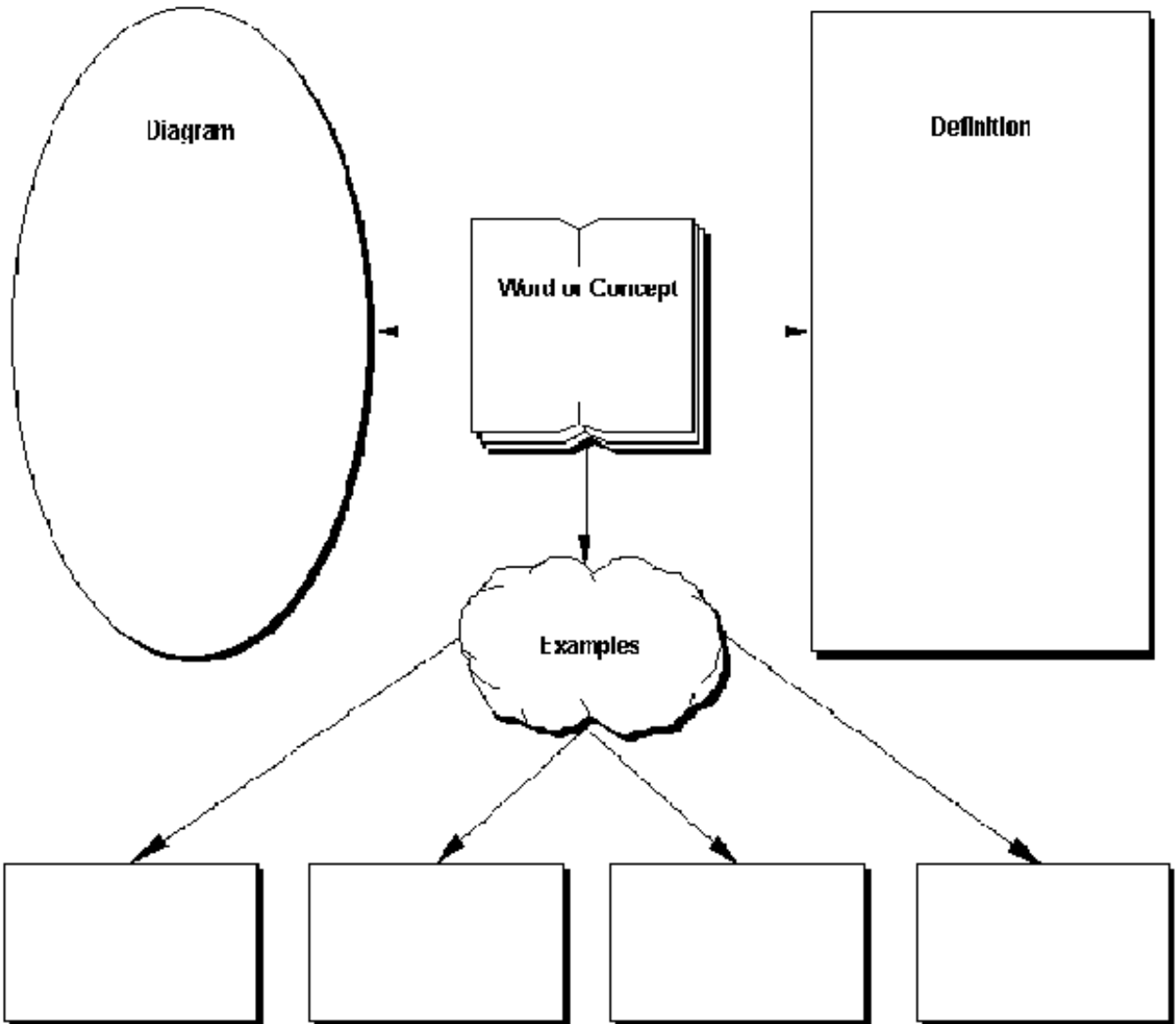
- Include your Electronic Dictionary slide in the class multimedia presentation.

Assessment Criteria

- The group's Electronic Dictionary slide has a clear definition of the chosen term and a diagram or picture that represents or depicts the term.
- The slide is animated in the correct order: word, picture, and definition.

BLM M1.1#2: Words, Words, Words: Vocabulary Think Sheet

Name _____ Date _____



BLM M1.1#3: Connecting with Nature Learning Centre

Overview

At this learning centre, you will read stories and legends that show Aboriginal peoples' traditional relationships with the land and how we are connected to nature. You will work with your group to select and prepare a presentation in which you share your learning about an Aboriginal story or legend.

Resources

- Aboriginal stories and legends (print and online)
- word-processing software
- BLM M1.1#4: Legend Web

Tasks

- Browse through the collection of Aboriginal stories and legends, in books and online.
- Check whether the information is authentic.
- Come to a consensus with your group to select one of the stories or legends that you will present. Remember that the story or legend you select must show traditional Aboriginal relationships with the land and how we are connected to nature.
- Use BLM M1.1#4: Legend Web to identify important parts of the story or legend.
- Decide on the format for your presentation. You may choose to prepare a presentation in the form of a play or a puppet show, or you may present the story or legend through oral storytelling. Use word-processing software to help you prepare your presentation.
- Collaborate with your group to prepare and practise your presentation.
- Select two or three criteria from your classroom brainstorming and create a chart to assess your learning.

Suggestion(s) for Collaboration

- Make sure the work is divided fairly among your group members.

What to Do with the Results of This Learning Centre

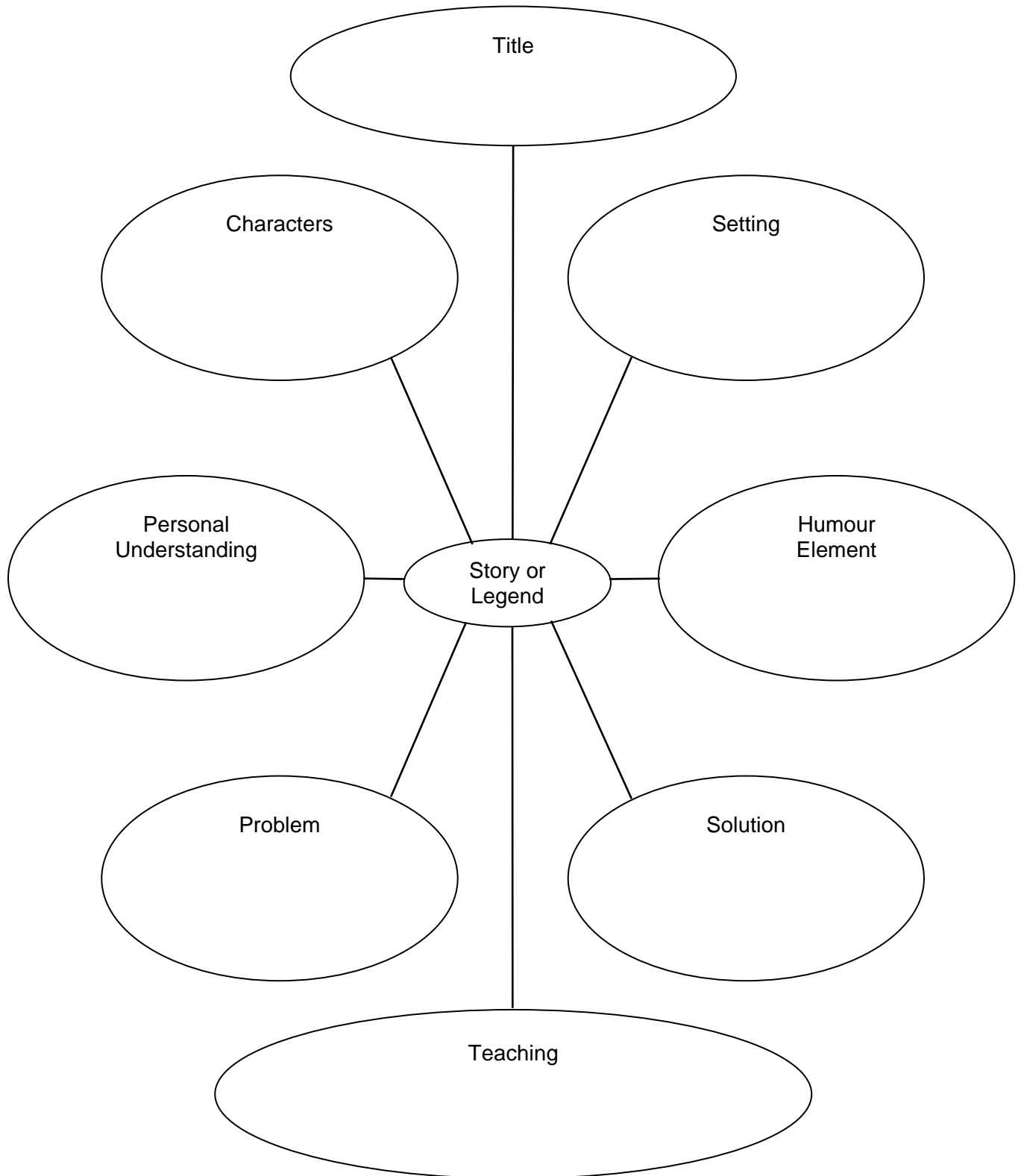
- Share your presentation with the class.

Assessment Criteria

- Your presentation meets the class criteria.
- When giving your presentation, you use your voice appropriately and speak fluently.
- When listening to presentations, you listen attentively.

BLM M1.1#4: Legend Web

Name _____ Date _____



BLM M1.1#5: Concept Overview*

Name _____ Date _____

Key word or concept.

Write an explanation or definition in your words. You will be paraphrasing.

Draw a figurative representation.

List facts (at least five).

Write down two questions about the concept.

Create an analogy.

* Source: Copyright © 1994 by Lynda Matchullis and Bette Mueller. Adapted with permission.

BLM M1.1#6: Animal Habitats Learning Centre

Overview

At this learning centre, you will use print and electronic resources to research the components of a specific animal's habitat. You will record how the animal meets its needs, and compare your findings with those of others in your group.

Resources

- print and electronic resources
- concept-mapping software
- BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison

Tasks

- Choose a Manitoba animal. Use print and electronic resources to research its habitat.
- Use concept-mapping software to record your findings.
- Share your concept map with your group. Work together to complete BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison.

Suggestion(s) for Collaboration

- Work together to select your animal habitat. Have each group member research a different one.

What to Do with the Results of This Learning Centre

- Include your concept map in your Electronic Collection.
- Post your group's completed BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison to share with the class.

Assessment Criteria

- Your concept map of the animal habitat has accurate information, recorded in key words. You have given a detailed description of the habitat and cited your sources.
- Your group has clearly compared animal habitats using BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison. The information you have recorded is accurate.

BLM M1.1#7: How Animals Meet Their Needs: Habitat Comparison

Name _____ Date _____

	Animal _____	Animal _____	Animal _____	Animal _____
Food				
Water				
Living Space				
Cover/ Shelter				

BLM M1.1#8: Plant Habitats Learning Centre

Overview

At this learning centre, you will discuss the types of plants found in your school community. You will use painting or drawing software to make a picture showing the habitat of a plant, including how the plant meets its needs.

Resources

- word-processing software
- painting or drawing software
- print or electronic resources

Tasks

- Predict and list the types of plants you could find in your school community. Share your list with your group.
- Work with your group to order the list from highest to lowest predicted populations.
- Discuss how you could test the accuracy of your predictions without counting actual plants. Write a paragraph sharing your group's thoughts.
- Illustrate the habitat of a plant using painting or drawing software. Use print or electronic resources to help ensure your information is accurate. Use the line tool and the text tool to label the habitat components, including food, water, and light.

Suggestion(s) for Collaboration

- Review the criteria for your picture. Share your work, and give feedback to your group members.

What to Do with the Results of This Learning Centre

- Include your graphic in your Electronic Collection.

Assessment Criteria

- Your plant habitat picture meets the class criteria.
- Your paragraph clearly explains how your plant population prediction could be tested. Your writing reflects correct spelling and appropriate use of capitals and punctuation.

BLM M1.1#9: Plant Population in a Given Habitat

Name _____ Date _____

Sampling Area	Plant Population 1	Plant Population 2	Plant Population 3
Sample 1 (1 sq. metre)			
Sample 2 (1 sq. metre)			
Sample 3 (1 sq. metre)			
Sample Average			

BLM M1.1#10: KWL: Habitats

Name _____ Date _____

Complete the following chart, using the **KWL*** strategy:**K—Know:** What do you already know about habitats?**W—Want to know:** What questions do you have about habitats?**L—Learned:** What have you learned about habitats?

Habitats		
<i>What do I already know about habitats?</i>	<i>What questions do I have about habitats?</i>	<i>What have I learned about habitats?</i>
Where I will look for information:	Resources I used:	

* **References**

- Ogle, D. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text." *The Reading Teacher* 39 (1986): 564–70.
- . "K-W-L Group Instruction Strategy." In *Teaching Reading as Thinking*. Ed. A. S. Palincsar, D. S. Ogle, B. F. Jones, and E. G. Carr. Alexandria, VA: Association for Supervision and Curriculum Development, 1986.

TBLM M1.1#1: Traditional Teachings and Stories*

Aboriginal traditional teachings or stories are often called *legends*. These traditional stories are considered by many to be Teachings of Life and give guidance to all aspects of life among Aboriginal peoples.

Many of the teachings are wintertime stories which, out of *respect*, are told only during winter, from the first permanent snowfall until Mother Earth's blanket of snow is again lifted in the spring. Today, Aboriginal people ask that the laws concerning Aboriginal cultures be respected and that *no* wintertime teachings be given from spring through fall of the year. There are other teachings given during these months.

According to the traditional beliefs, many of the teachings, especially the wintertime stories, involve the first Teacher who was sent by the Creator to give the instructions of Life to all of creation in this hemisphere.

He is called Nanabush by the Ojibway, and Wesakejak by the Cree.

On the surface, each teaching has a primary moral that is easily grasped. For instance, Wesakejak is often greedy and doesn't want to share his food with anyone. Somehow he will be tricked and end up with nothing. These stories are about one of the original laws given to the Aboriginal people of this land—*sharing*. Because this behaviour was expected, many teachings were given about it. The Aboriginal teaching is comparable to similar teachings from other cultures, which teach people to love one another, to be kind, to share, and to respect each other. For example,

- Love your neighbour as yourself . . .
- Do unto others as you would have them do unto you . . .

In addition to this obvious teaching, there are other teachings that are more subtle. These teachings require the listeners to think and to reach an understanding on their own.

When the European people came in contact with these teachings, they mistakenly thought these teachings were stories old people tell children. Many of the stories were recorded at this stage and put into print. Others who published similar stories changed some aspects to suit their own purposes, often unaware that each component of a story had a purpose related to the level of understanding people at different stages of knowledge would possess. To change any of the components is to change the teachings intrinsically. As a result, many of the written accounts of the teachings narrated at a child's stage of understanding are not compatible with the richness of meaning passed on by recognized teachers in the oral tradition.

* Source of Adaptation: Manitoba Education and Training. *Native Studies: Early Years (K-4), A Teacher's Resource Book*. Winnipeg, MB: Manitoba Education and Training, 1995. 29-31.

TBLM M1.1#2: Aboriginal Elders

The Role of Elders

Elders are the archives of Aboriginal communities. They are the people who have knowledge of traditional ceremonies, medicines, stories, songs, history, genealogy, and life experiences. It is important to recognize that no single Elder has extensive knowledge in all these areas.

An Elder is “any person regarded or chosen by Aboriginal peoples to be the keeper and teacher of its oral tradition and knowledge. Elders, as individuals, are seen to have their own unique strengths and talents” (Manitoba Education, Citizenship and Youth, *Kindergarten to Grade 12 Aboriginal Languages and Cultures* 129). Elders are generally respected by their family and community as people who have gained wisdom through their life experiences and who are able to teach by example. The criteria for recognition as an Elder may vary from community to community. Elders may be men or women, and they may be of differing ages, although it is rare to find a young person who is considered an Elder (Saskatchewan Education 5).

Inviting Elders to the Classroom

Inviting Elders to the classroom is a means of being inclusive of authentic Aboriginal voices and perspectives. A number of considerations are involved in planning to invite an Elder into a school setting. The first is choosing an Elder who has the knowledge that is appropriate to the students’ learning needs. This means finding an Elder who is respected and acknowledged by the community. Once an Elder is chosen, it is important that the request be made of the Elder in a respectful and appropriate manner. The exact manner in which a request is made will vary; it would be a good idea for the school to contact a local Aboriginal organization to advise them about the correct protocol for making a request of an Elder within that particular community. Whether approaching a First Nations, Métis, or Inuit Elder, it is usually appropriate for the person making the request to go to the Elder directly. The request is usually made with a gift; the appropriate gift for a traditional First Nations Elder is often tobacco or sometimes cloth. Consideration should also be given to time and travel expenses the Elder will incur in coming to the school. While many Elders may decline, an honorarium could be offered in addition to the gift and reimbursement.

References

- Manitoba Education and Youth. *Integrating Aboriginal Perspectives into Curricula: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Youth, 2003. 12.
- Manitoba Education, Citizenship and Youth. *Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007. 129.
- Saskatchewan Education. *Aboriginal Elders and Community Workers in Schools: A Guide for School Divisions and Their Partners*. Regina, SK: Saskatchewan Education, 2001. 5.

Additional information may be obtained from the following websites:

Assembly of Manitoba Chiefs. “Elders—General Information.” *Culture*.

<www.manitobachiefs.com/amc/culture/culture.html>.

Manitoba First Nations Education Resource Centre. *About*. <www.mfnerc.org/>.