

# CURRICULUM CONNECTIONS

Summer 2016: Nature's Clean Up Crew!



ARE YOU  
MY DAD?  
(PAGE 3)

Just in time for father's day, this activity introduces children to the names of different young animals.

**Grade 2-7: Language Arts: Teaching Idea –**

Once students have finished doing the activity in Nature WILD, ask students to make their own activity using either different animals or collective noun pairings. Eg. murder of crows, parliament of owls, herd of deer, flock of geese, mustering of storks. **Applicable Big Idea:** Language and Text can be a source of creativity and joy. **Grade 4 - 7** Playing with Language helps us learn how it works/use it purposefully.

**Resources:**

<http://users.tinyonline.co.uk/gswithenbank/collnoun.htm>

<http://www.mnn.com/earth-matters/animals/blogs/99-strange-collective-animal-names>

SINGING  
FATHERS  
(PAGES 4-5)

In this article, author Sheila Byers beautifully illustrates the fantastic care-taking skills of the male Plainfin Midshipman fish as well as how he uses sound to attract a mate.

**Grade K-6: Science: Teaching Idea –** use this article to demonstrate how adaptations help animals survive as individuals and a species. Look for other examples of organisms that sing in order to survive as individuals or as a species. **Curriculum Link: Science – Grade 1 Big Idea:** Living things have features and behaviours that help them survive in their environment.

**Resources:**

<http://www.livescience.com/27237-fish-sings-for-mates.html>

<http://www.mnn.com/earth-matters/animals/photos/8-unexpected-animals-that-sing/people-arent-the-only-animals-that-can#top-desktop>

READ-ALOUD  
STORY  
(PAGES 12)

“Summer Time! and the livin’ is easy...” except for the Worker Ant. This short rhyming poem is full of natural history information and is fun to read.

**Grade 2-10 Teaching Idea: Language Arts – Poetry.** Ant Rap! Have students create their own rhythm for this poem and perform it for the class. For more of a challenge, have students gather natural history information about an organism they are interested in and write their own rhyming poem/rap.

**Curriculum Link: Language Arts curricular competency:** Create and communicate. Use writing and design processes to plan, develop and create engaging and meaningful literary informational texts for a variety of purposes and audiences.

**Resources:**

Rap writing lesson <http://www.mywordwizard.com/raps-for-kids.html>

TURKEY  
VULTURES

(PAGES 10-11)

“The Turkey Vulture’s Latin name tells the story - *Cathartes* means ‘purifier’ or ‘cleanser’.” This article gives some very interesting information on a bird that is often seen as being dirty, ugly and scary. Use this article to help students challenge their own assumptions and prejudices.

**Grade 2-12 Teaching Idea:** Do an “iceberg lesson” using vultures and then have students do their own on themselves, yourself or another individual, culture or organism. Student could research an organism, person or culture that they have some assumptions about. On the top of the iceberg (the part above water) have students list physically visible characteristics and assumptions. Below list the characteristics that are less well known or visible, ones you would only know if you got to know the person, culture or organism. For extensions, follow the Perception’s lessons given on the Racism No Way website. [http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson\\_ideas/index.html](http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson_ideas/index.html)

**Curriculum Link: Applicable Core Competency:**

**Social Responsibility 1. Contributing to community and caring for the environment.**

Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment.

**Critical Thinking 1. Analyze and Critique** – Students consider a variety of perspectives. Here are some examples of applicable **I-statements** from the new curriculum: I can analyze evidence from different perspectives. I can reflect on and evaluate my thinking, products, and actions. I can analyze my own assumptions and beliefs and consider views that do not fit with them.

**Resources:**

iceberg template. Source: <http://www.elementaryschoolcounseling.org/marissas-blog/recent-additions>

Lesson on Perception – Accuracy. [http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson\\_ideas/20050627\\_78.html](http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson_ideas/20050627_78.html)

Lesson on Perception – Difference. [http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson\\_ideas/20040730\\_70.html](http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson_ideas/20040730_70.html)

## ASK AL

(PAGE 14)

**How did the Robber Fly catch and kill the wasp?**

**Grade K-12 Teaching Idea: Science and Language Arts** – Have students keep a regular list of questions they have about the natural world. These could be sparked by time spent investigating local natural areas, maybe through regular visits to a “thinking tree” or “sit spot”.

**Curriculum Link: Critical Thinking Core Competency – 2. Question and investigate**

- Students can ask open-ended questions and gather information. Students develop and refine questions.

**Resources:**

Sit Spot - <http://wearewildness.com/5-qualities-perfect-sit-spot/>

DABBLING WITH  
DUCKWEED

(PAGE 13)

Duckweed is a very common plant, easy to find in any stagnant fresh water area. This article gives instructions on how to grow your own duckweed and report observations to a local scientist.

**Grade K – 12 Teaching Idea: Science – Questioning and Predicting & Processing and Analyzing Data and Information.** Follow the directions of the experiment on page 13. Students could then design their own observation type experiment to conduct in a local natural area or the classroom.

**Curriculum Link:**

**Critical Thinking core competency - 1. Analyze and Critique** - Students consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments.

**Critical Thinking core competency 2. Question and Investigate** - Students develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions.

THE EDIBLE  
WILD

(PAGE 16)

There are many native plants in our province that are edible. Read *The Edible Wild* to learn how to identify a few of these wild foods while also learning how to be a responsible harvester.

**Grade 3-12 Teaching Idea: Language Arts/Social Studies/Math** - Have students choose one of the edible berries written about in this article, research its wildlife and health benefits, then find a recipe they could use it in. (They may need to substitute their berry into a recipe that calls for a domestic variety). Throw an edible wilds potluck where each student group contributes to the meal. If you live in an area suitable to these plants, add them to your school gardens to create native plant gardens for yourself and wildlife.

**Curriculum Link: Social Responsibility Core Competency 1. Contributing to community and caring for the environment.** Example **I-statement:** I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.

**Resources:**

Books by UVIC ethnobotanist Nancy Turner <http://www.amazon.com/Nancy-J.-Turner/e/B001HCUZUU> including *Food Plants of Interior First Peoples*.

Article <http://vancouver.sun.com/news/staff-blogs/add-native-food-bearing-plants-to-your-edible-yard>

*Plants of Coastal British Columbia: including Washington, Oregon and Alaska.* Author: Jim Pojar, Andy McKinnon, et. al. <http://www.lonepinepublishing.com/cat/9781551055329> (There are more books written by these authors that target different areas of BC),