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Climate Change Saskatchewan

CLIMATE CHANGE EDUCATION SASKATCHEWAN

**Cross-References Between
Saskatchewan Core Curriculum &
Selected Instructional Resource Materials**

Elementary Level: Grades 1 - 5

**English Language Arts: Grade 3
Health: Grade 3
Mathematics: Grade 5**

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Canada



SaskEnergy  **SaskPower**

CLIMATE CHANGE EDUCATION

Cross-References Between
Saskatchewan Core Curriculum &
Selected Instructional Resource Materials

Elementary Level: Grades 1 – 5 Guides


English Language Arts: Grade 3

Health: Grade 3

Mathematics: Grade 5

Major entry points - such as Knowledge, Skills and Attitude objectives - have been selected from the Saskatchewan Education/Learning curricula, including other statements and ideas from activities. Professional teachers may make other connections as they integrate instructional resources dealing with the topic of Climate Change.

REFERENCES

- The Big Picture: Integrating Children's Learning.** (1993). Pigdon, K., & Woolley, M. (Eds.). Heinemann Educational Books ([IRW](#)). ISBN 0-435-08792-4.
- A Breath of Fresh Air** (video, Your Amazing Body Series). (1997). Pyramid Film & Video ([MGR](#)). [21 min., Dup. Order No. V6712]
- Climate Change Saskatchewan** <<http://www.climatechangesask.ca>>.
- The Complete Guide to Thematic Units: Creating the Integrated Curriculum.** (1995). Meinbach, A., Meyer, R. L., & Fredericks, A. D. Christopher-Gordon Publishers ([IRW](#)). ISBN 0-926000-0-0.
-  **Grassroots Project** (Grade 5 Mathematics)
- Keepers of the Animals: Native Stories and Wildlife Activities for Children** (1st Canadian paperback ed.). (2001). Caduto, M. J., & Bruchac, J. Fifth House Publishers. ISBN 1-894004-70-1.
- Keepers of the Earth: Native American Stories and Environmental Activities for Children.** (1999). Caduto, M. J., & Bruchac, J. Fifth House Publishers (Fitzhenry & Whiteside [FHW]). ISBN 1-894004-38-8.
- The Learning Circle: Classroom Activities on First Nations in Canada: Ages 8 to 11.** (2000). Harvey McCue & Associates. Indian and Northern Affairs Canada (INA). ISBN 0-662-28448-8.
- Let's Talk About Having Asthma** (The Let's Talk Library Series). (1997). Weitzman, E. Rosen Publishing Group (Knobody Resources). ISBN 0-8239-5032-8.
- The Multicultural Math Classroom: Bringing in the World.** (1996). Zaslavsky, C. Heinemann Educational Books (IRW). ISBN 0-435-08373-2.
- Stories in Season** (CD-ROM). (1997). Pebble Beach Interactive (Regina). (1997). (Order No. 8364).

Teaching Literature in the Elementary School: A Thematic Approach. (1996). Moss, J. F.
Christopher-Gordon Publishers ([IRW](#)). ISBN 0-926842-55-2.

Teaching Writing: Balancing Process and Product (3rd ed.) (2000). Tompkins, G. E. Prentice Hall
(Pearson Education Canada). ISBN 0-13-955469-6.

Winning Against Asthma. (1995). Medcom (Magic Lantern Communications). [Video 29 min.].

Note. Additional information and teaching suggestions can be downloaded from the teacher's section of the Indian and Northern Affairs website at <http://www.ainc-inac.gc.ca/ks/english/12000_e.html>. Teachers should consult the latest bibliographic updates produced by Saskatchewan Learning.

ELEMENTARY LEVEL (Grades 1-5)

English Language Arts: Grade 3; Health: Grade 3; Mathematics: Grade 5

Grade 3 English Language Arts

(p. 22). The **foundational objectives** are broad statements of the overall, desired outcomes. They describe what students should achieve from their involvement in a particular subject area over a specified time frame (e.g., Grades 1-5). In English language arts, students will:

1. Listen to, read, and view a range of grade-level appropriate oral, print, and other media texts in a variety of situations for a variety of purposes; and speak, write, and represent to express their thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
2. Learn about and practise the skills and strategies of effective listeners, speakers, readers, writers, viewers, and representers.
3. Assess their own personal and group language growth and set goals for future growth.

The **specific learning objectives** describe the knowledge, attitudes, skills, and strategies that students should develop at each grade level in order to achieve the foundational objectives by the end of Grade 5.

Grades 1-3 Multi-Grade Sample Unit: Animals, Habitats, and Interdependence (p. 442)

Context: Science and Environment

Type: Inquiry

Units with an inquiry focus address not only the language arts objectives but also objectives from other subject areas such as arts education, health education, science, and social studies. Inquiry units also provide various opportunities for students to explore and clarify ideas; discover, access, and synthesize information through inquiry; and solve problems. Inquiry units are guided by students' curiosity and expanding interest in the larger world around them.

Instructional Resources

Consult the www.climatechangesask.ca portal linking to resources at Educators, Youth, etc.

Note: There are relatively few instructional resources for ELA that are specific to the topic of Climate Change. Resources identified may only relate to general environmental themes/contexts and the process of integration. Teachers who find new and exciting instructional resources should let Climate Change Saskatchewan and Saskatchewan Learning know about them.

The Big Picture: Integrating Children’s Learning

This unit offers students in a multi-grade setting the opportunity to work on a common theme with an inquiry emphasis. The unit topic was chosen because of students’ natural interest in and love of animals. The unit offers many opportunities to explore concepts presented in the science curriculum and includes many purposeful opportunities for language use and development. The suggested activities emphasize the use of oral, written, and visual language for the purposes of exploring, clarifying, organizing ideas, and making meaning.

[Example: in Grade 3 start linking “Endangered Animals” to the effects of “Climate Change” as ecosystems are changed over time, and animals experience difficulty adapting to changes in habitat or food supply.]

In this unit, the following focuses could be used:

Focus 1: Animal Observations (Lessons 1-6)

Grade 1: Insects and Animals in the Playground

Grade 2: Birds, Insects, and Animals in our Community

Grade 3: Amazing Animals

Focus 2: Caring for Animals (Lessons 7-9)

Grade 1: Caring for Animals in the Classroom and at Home (e.g., hamster)

Grade 2: Caring for Animals in our Community (e.g., Humane Society)

Grade 3: Interdependence and Human Responsibilities

Focus 3: Life Cycles (Lessons 10-13)

Grade 1: Life Cycles: Insect (e.g., ant), Bird (e.g., robin), and Mammal (e.g., calf)

Grade 2: Life Cycles: Insect, Bird, Mammal, and Fish (e.g., goldfish)

Grade 3: Life Cycles: Insect, Bird, Mammal, and Fish

Focus 4: Research (Lessons 14-21)

Grade 1: Interesting Animals (e.g., zoo animals)

Grade 2: Extinct Animals (e.g., dinosaurs)

Grade 3: Endangered Animals (e.g., burrowing owls).

Focus 4: Research (Lessons 14-21)

Grade 1: Interesting Animals (e.g., zoo animals)

Grade 2: Extinct Animals (e.g., dinosaurs)

Grade 3: Endangered Animals (e.g., burrowing owls).

Grade 3 English Language Arts (continued)

Instructional Resources

Sample Lesson 13 (p. 461) [Focus on Climate Change]

Observe students' contributions and abilities to listen attentively.

- Present ideas and information in sentences: (a) write letters, (b) create original texts to communicate and demonstrate understanding of forms and techniques, and (c) seek out information from people who may be knowledgeable ([IL](#)).
 - Develop an understanding of written language conventions (a, b, c).
- The Complete Guide to Thematic Units
 - Keepers of the Animals
 - Keepers of the Earth
 - The Learning Circle
 - Stories in Season
 - Teaching Literature in the Elementary School
 - Teaching Writing

Grade 3 Health

Instructional Resources

A Healthy Body: A Sample Unit on Controlling Diseases (p. 197) Consult the www.climatechangesask.ca portal linking to resources at Educators, Youth, etc.

- (p. 204) Identify sources of risk to healthy living.
- Develop their ability to make decisions (**CCT**).
- Identify personal and interpersonal behaviours in their everyday lives that might present a risk to their health or safety.
- Suggest several possible courses of action and explore the long- and short-term consequences of these actions.

A Breath of Fresh Air

Let's Talk About Having Asthma

Winning Against Asthma

- (p. 211). Students will:
- Establish daily habits for caring for their bodies in order to improve health and prevent illnesses (including HIV/AIDS)
 - Learn to support those who are trying to maintain or improve their health
 - Demonstrate respect for the needs and limitations of their bodies
 - Suggest several possible courses of action and explore the long- and short-term consequences of these actions
 - Make decisions based on their analysis of the choices
 - Design and apply action plans
 - Evaluate their progress and revise their plans as needed.

Procedure

- Some students in the class may have diseases such as ... asthma. Ask them what they do to control their disease and who taught them these things.
- Select [asthma, and the effects of air or water pollution as it relates to Climate Change] ... The purpose of the research will be to find out how [asthma] can be controlled.

Grade 5 Mathematics

Instructional Resources

STRAND: Data Management and Analysis (p. 516)

Topic: Organizing and Displaying

D-6 Display data using:

- f. bar graphs
- g. timelines and timetables
- h. line graphs (broken)

Example/Activity (p. 516). Data analysis: D-6 (h)

- How much do the temperatures outdoors vary each day? Record the temperature each day at the same time and display using a line graph.
- Why do temperatures, at times, vary so much from day to day? [How have temperatures varied on this day over the last 50 or 100 years? When was the record high recorded? Compare the average high for the last 20 years to a 20 year span from 100 to 80 years ago. Discuss the findings.]

STRAND: Data Management and Analysis (p. 518)

Topic: Summarizing and Interpreting

D-9 Solve problems involving data management

Example/Activity: Solve problems involving data management: D-9

- Collect, display and interpret data related to: matter and energy

M-19 Compare, estimate, and then measure the area of regions using

- a) square centimetres (cm²) (p. 69). Grades 4 – 6. [Students could estimate the area of the different climate regions using the map only.]



Grassroots Project

Integrate with the Science Grade 4 Unit “Predicting Weather” or the Grade 6 Unit “Ecosystems”!

Consult the www.climatechangesask.ca portal linking to resources at Educators, Youth, etc.

The Multicultural Math Classroom

<http://www.climatechangesask.ca/Learn-Climate-clidatmap.htm>