

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM

Unit Plan Template

Unit Title: All About Beavers!	Number of Lessons 12	Time (in weeks): 6
Name: Carly Sutherland	Subject(s): Science	Grade(s): 1

Rationale

This integrated unit is important because it teaches students the physical characteristics, structural features, and behavioural adaptations of the Canadian beaver through hands-on learning, art activities, and by writing about the beaver. Learning about the beaver is important because it is the national symbol of Canada.

Overview:

This unit is designed to teach students about the beaver such as their appearance, habitat, adaptations, diet, and predators by creating an “All About Beavers” book and through hands-on activities. We will start the unit by introducing the beaver by generating questions and reading a book about beavers. Following this, the students will complete the title page of their “All About Beavers” book by drawing a picture of a beaver and colouring it. For lesson 2, students will label the parts of a beaver. Lesson 3 will introduce the beavers habitat and lesson 4 will engage students in a hands-on activity where they build their own dam just like the beavers do. Lesson 5 will teach the students about the beavers oil glands which help keep the beaver dry and warm even when they are immersed in water. This will be taught by allowing the students to do a hands-on experiment with oil and water which will show them that oil and water don’t mix which is how the beaver's fur stays warm and dry. Lesson 6 , 7, and 8 will focus on the beaver's diet, predators, and fun facts about the beaver. Lesson 9, students will create their own beaver paper bag puppet. Lesson 10 and 11 will allow students to create their own beaver

habitat diorama. Lesson 12, the final lesson in this unit, will allow the students to showcase their learning of the beaver with their “All About Beavers” book, beaver puppet, and diorama.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<p><u>Communicating</u></p> <p><u>Connecting and engaging with others:</u> <i>Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.</i></p> <p><u>Acquiring and presenting information:</u> <i>Students communicate by receiving and presenting information. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing or reading, and requires understanding of how to interpret information.</i></p>	<p><u>Critical thinking</u></p> <p><u>Designing and developing:</u> <i>Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.</i></p> <p><u>Creative thinking</u></p> <p><u>Creating and innovating:</u> <i>Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may</i></p>	<p><u>Personal awareness and responsibility</u></p> <p><u>Self-advocating:</u> <i>Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.</i></p> <p><u>Positive personal and cultural identity</u></p> <p><u>Identifying personal strengths and abilities:</u> <i>Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand that they are unique and are a part of larger, and often multiple, communities.</i></p>

<p><u>Collaborating</u></p> <p><u>Supporting group interactions:</u></p> <p><i>Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group's interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.</i></p>	<p><i>be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.</i></p>	<p><u>Social awareness and responsibility</u></p> <p><u>Building relationships:</u></p> <p><i>Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways.</i></p>
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BIGIDEAS

(multiple subject areas for integrated unit)

Subject Name: Science	Subject Name: English Language Arts	Subject Name: Arts Education
Living things have features and behaviours that help them survive in their environment.	Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	Engagement in the arts creates opportunities for inquiry through purposeful play.

LEARNING STANDARDS

Curricular Competencies	Content
<p>Science:</p> <ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Communicate observations and ideas using oral or written language, drawing, or role-play 	<p>Science:</p> <ul style="list-style-type: none"> • Names of local animals • Structural features of living things in the local environment • Behavioural adaptations of animals in the local environment
<p>English Language Arts:</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Exchange ideas and perspectives to build shared understanding • Identify, organize, and present ideas in a variety of forms • Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation 	<p>English Language Arts:</p> <ul style="list-style-type: none"> • Concepts of print • Print awareness • Letter formation • Sentence structure • Conventions • Oral language strategies

<p>Arts Education:</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play 	<p>Arts Education:</p> <ul style="list-style-type: none"> • Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition • Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
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Prerequisite Concepts and Skills:

<p>Students should be able to:</p> <ul style="list-style-type: none"> • Read fluently at grade level • Write simple sentences • Draw/colour • Engage in active listening
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Teacher Preparation Required:

Lesson #	Teacher Preparation Required
Lesson 1	<ul style="list-style-type: none"> • Bring book about beavers • Photocopy page 1 of “All About Beavers” book • Write students names on duotangs • Bring students “All About Beaver” duotangs
Lesson 2	<ul style="list-style-type: none"> • Photocopy beaver labelling worksheet • Bring students “All About Beaver” duotangs
Lesson 3	<ul style="list-style-type: none"> • Habitat youtube video • Photocopy habitat page • Bring students “All About Beaver” duotangs
Lesson 4	<ul style="list-style-type: none"> • Build a dam youtube video • Bring materials for building a dam (waterproof container, sticks/popsicle sticks, leaves, rocks, air dry clay, water)
Lesson 5	<ul style="list-style-type: none"> • Bring oil, water, and construction paper
Lesson 6	<ul style="list-style-type: none"> • Photocopy food page • Bring students “All About Beaver” duotangs

Lesson 7	<ul style="list-style-type: none"> ● Photocopy predators page ● Bring students “All About Beaver” duotangs
Lesson 8	<ul style="list-style-type: none"> ● Photocopy fun facts page ● Bring students “All About Beaver” duotangs
Lesson 9	<ul style="list-style-type: none"> ● Beaver paper bag puppet example ● Paper bags ● Photocopy beaver parts
Lesson 10	<ul style="list-style-type: none"> ● Bring a completed beaver habitat diorama ● Bring shoeboxes (22) ● Bring beaver habitat diorama materials (blue playdough for the water, sticks, toy beavers, toy predators, toy trees, toy rocks, toy bushes, felt markers, glue, construction paper)
Lesson 11	<ul style="list-style-type: none"> ● Bring a completed beaver habitat diorama ● Bring students dioramas (22) ● Bring beaver habitat diorama materials (blue playdough for the water, sticks, toy beavers, toy predators, toy trees, toy rocks, toy bushes, felt markers, glue, construction paper)
Lesson 12	<ul style="list-style-type: none"> ● Bring all of the students work (“All About Beaver” duotangs, beaver puppets, habitat dioramas)

Cross-Curricular Connections:

This unit is largely focussed on science as we are learning about the structural features and behavioural adaptations of the Canadian beaver; however, English Language Arts and Arts Education are both being integrated into the unit. English Language Arts is integrated into this unit by having the students write facts about the beaver and Arts Education is integrated into this unit by having the students create a beaver paper bag puppet and a beaver habitat diorama.

Indigenous Connections / First Peoples Principles of Learning:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This First Peoples Principle of Learning is addressed in this unit by allowing the students to learn about beavers through hands-on learning and experience.

Universal Design for Learning (UDL):

1. MULTIPLE MEANS OF REPRESENTATION

I provide for multiple means of representation in this unit in the following ways:

- Showing the students an example of each “All About Beavers” page
- Brainstorming sessions
- Writing the completed brainstorming ideas on a piece of paper for students who find it difficult to read the white board from their desk.
- Oral and written instructions

2. MULTIPLE MEANS OF ACTION AND EXPRESSION

I provide multiple means of action and expression in this unit in the following ways:

- Dotted letters
- I will provide checklists for grammar and punctuation which students can use once they are done writing to make sure they used proper grammar and punctuation.
- Brainstorming sessions.

3. MULTIPLE MEANS OF ENGAGEMENT

I provide multiple means of engagement in this unit in the following ways:

- I will allow students to colour in felt markers if they want to.
- Brainstorming sessions.
- Hands-on activities (building a dam + oil and water don't mix experiment)
- Group work

Differentiate Instruction (DI):

- Wiggle chair for students who find it difficult to sit still.
- Dotted letters for students who have a difficult time writing.
- Noise cancelling headphones.

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Introduce the Beaver (40 minutes) (generate questions, read a book about beavers, have students complete page 1 of all about beavers book)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Concepts of print ● Print awareness ● Letter formation ● Sentence structure ● Conventions ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Write the word “beavers” ● Draw and colour a beaver
Assessment:	<ul style="list-style-type: none"> ● Write the word “beavers” ● Draw and colour a beaver
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Duotangs ● Book about beavers

	<ul style="list-style-type: none"> • Page 1 of All About Beavers photocopied • 2 or 3 nickel's
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet</p> <p>Introduce the beaver by asking how many students have seen a beaver. What can they tell you about it? Discuss what they know about a beaver and how it lives.</p> <p>Tell the students that the beaver is the national animal of Canada and that there is a picture of the beaver on one of our coins, does anyone know which coin that is?</p> <p>Show the students the nickel, Canada's 5 cents coin, pass the coin around so they can all see it up close.</p> <p>Tell the students that we will be creating an "All About Beavers" book and we will complete the book 1 page at a time.</p> <p>Tell the students that today we will be completing page 1 after I read them a story about beavers.</p> <p>Hook: read book about beavers</p>
Body:	<p>Show students an example of page 1 completed and explain that they will write the word "beavers" and draw/colour a beaver and write their name at the bottom of the page.</p> <p>Tell students to head back to their desk.</p> <p>Hand out page 1.</p> <p>Circulate while the students complete page 1.</p> <p>Tell the students to raise their hand when they are finished and I will come around with their duotang.</p> <p>Tell the students to put page 1 into their duotang.</p>
Closure:	<p>Students hear their fav part (I call out some generic parts) they pop up!</p>

Lesson 2

Name & Time (Minutes Allotted):	Label a Beaver (40 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world

	<ul style="list-style-type: none"> ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Read fluently at grade level ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms ● Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Concepts of print ● Print awareness ● Letter formation ● Sentence structure ● Conventions ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Label the parts of a beaver (tail, back feet, front paws, teeth, eye, body)
Assessment:	<ul style="list-style-type: none"> ● All parts of the beaver are labelled
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● White board marker ● Beaver stuffed animal

	<ul style="list-style-type: none"> ● Beaver labelling worksheet photocopied ● Duotangs
Lesson Activities:	
Introduction/Hook:	<p>Tell the students to come to the carpet</p> <p>Tell the students we will be labeling the parts of a beaver today.</p> <p>Hook: Show students the beaver stuffed animal and tell them we will use it to help us label the beaver</p>
Body:	<p>Draw a beaver on the white board and ask students to volunteer to tell me what each part is as I point to the part.</p> <p>Label the parts (tail, webbed feet, front paws, teeth, eye, body)</p> <p>Explain to the students that the beaver has specific physical characteristics that help them survive in their environment.</p> <p>As we label the beaver's parts, I will tell the students the reason for their importance.</p> <p>Tell the students we will be labeling a beaver for the second page of our beaver books.</p> <p>Tell the students to go back to their desk and I will hand out the beaver labeling page.</p> <p>Circulate the room while they complete the page.</p> <p>Ask students to raise their hand when they are done and I will come around with their duotang.</p>
Closure:	<p>Ask students to say what they learned today to a shoulder partner.</p>

Lesson 3

Name & Time (Minutes Allotted):	<p>Habitat page (40 minutes)</p> <p>https://www.youtube.com/watch?v=82DiWd7KGt0</p>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Read fluently at grade level ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning

	<ul style="list-style-type: none"> ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms ● Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Concepts of print ● Print awareness ● Letter formation ● Sentence structure ● Conventions ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Draw/colour a beavers dam ● Write 1 thing about the beavers dam
Assessment:	<ul style="list-style-type: none"> ● Draw a picture of a dam ● Write 1 thing about the dam
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation

Materials:	<ul style="list-style-type: none"> ● Building a dam Youtube video ● White board marker ● Habitat page photocopied ● Duotangs
Lesson Activities:	
Introduction/Hook:	<p>Tell the students that we will be completing the habitat page of our beaver books.</p> <p>Tell the students that beavers build dams which hold back water so they can build their home.</p> <p>A dam stretches across a stream and blocks the flow of water. This creates a large pond. Beavers build their homes in the still waters of these ponds rather than in rushing streams.</p> <p>Dams are made out of sticks, mud, and stones</p> <p>Hook: show youtube video about beavers building a dam</p>
Body:	<p>Tell students we will now be drawing a picture of a dam and writing one thing about the dam.</p> <p>Brainstorm things we could write about the dam on the whiteboard.</p> <p>Hand out the habitat page to the students.</p> <p>Circulate the room as they complete the habitat page.</p> <p>Ask students to raise their hand when they are done and I will come around with their duotangs.</p>
Closure:	<p>Ask students to share with their shoulder partner what their favourite part of a beavers habitat is.</p>

Lesson 4

Name & Time (Minutes Allotted):	<p>Build a dam (40 minutes)</p> <p>https://www.youtube.com/watch?v=VGb-BZ7TW4w&t=181s</p>
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play

	<ul style="list-style-type: none"> ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Build a dam that holds water back
Assessment:	<ul style="list-style-type: none"> ● The dam holds water back
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Waterproof containers (1 per table group: 5) ● Sticks or popsicle sticks (handful per table group) ● Leaves (handful per table group) ● Rocks (handful per table group) ● Air Dry clay instead of mud (chunk per table group) ● Water to test dam once it's built
Lesson Activities:	
Introduction/Hook:	<p>Tell the students we will be building a dam today like beavers do!</p> <p>Hook: show youtube video on how to build a dam.</p>
Body:	<p>Tell the students we will be building a dam just like the woman did in the video and we will be working together in our table groups to build a dam.</p>

	<p>Tell the students I have all the materials we need.</p> <p>Ask the students if they have any questions.</p> <p>Hand out the materials to each table group.</p> <p>Circulate the room while the students are building their dam.</p> <p>Tell the students to raise their hand when they are done and I will come with some water to test their dam.</p>
Closure:	<p>Ask students to pop up if their dam held back water. Ask students to raise their hand if they want to share how they built their dam.</p>

Lesson 5

Name & Time (Minutes Allotted):	Oil and Water Don't Mix Experiment (40 minutes)
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play
Learning Standards: Content	<ul style="list-style-type: none"> ● Behavioural adaptations of animals in the local environment
Instructional Objectives	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Explain how beavers don't get soaking wet when they spend so much time in the water
Assessment:	<ul style="list-style-type: none"> ● Exit ticket
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Cooking oil ● Water ● Construction paper
Lesson Activities:	
Introduction/Hook:	Tell the students to meet me at the carpet.

	<p>Have the student's speculate as to</p> <ul style="list-style-type: none"> -why beaver don't get soaking wet when they spend so much time in the water? -what keeps them from getting cold in the cold water? <p>Hook: Tell the students we will be doing an experiment to see how the beavers fur keeps them from getting wet.</p>
Body:	<p>Explain to the students that the beaver has oil glands under its tail. When beaver groom themselves, they spread the oil through their fur to make it waterproof. The water never gets near their skin. That's how they can stay dry and warm even in cold water. Wet fur would conduct heat away from the body. Since the fur doesn't get wet, the warmth stays in. Tell the students we will now do an experiment to see how the oil keeps them from getting wet.</p> <p>Here is an experiment to show to the class how the oil keeps the beaver from getting wet. I will conduct experiment 1 and the students will conduct experiment 2 in their table groups.</p> <ol style="list-style-type: none"> 1) Put some cooking oil in a bottle. Pour water on top and shake. Gradually the oil and water will separate and the water will sink to the bottom. Oil and water don't mix! 2) Pour some oil on a piece of construction paper so it soaks into a large area. Pour some water on top of the oil. The water will form globules or will run off. This is what happens when water touches a beaver's oiled fur. Oil and water don't mix!
Closure:	Ask the students what they learned.

Lesson 6

Name & Time (Minutes Allotted):	Food (grass, shrubs, tree bark, apples)
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<p>Learning Standards: Curricular Competencies</p>	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Read fluently at grade level ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms ● Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
<p>Learning Standards: Content</p>	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Concepts of print ● Print awareness ● Letter formation ● Sentence structure ● Conventions ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
<p>Instructional Objectives</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Draw pictures of what the beaver eats ● Write at least 1 food item that the beaver eats

Assessment:	<ul style="list-style-type: none"> ● Students draw pictures of the food that the beaver eats ● Students write at least 1 food item that the beaver eats
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Grass (in a bag) ● Tree bark (in a bag) ● Shrubs (in a bag) ● Beaver duotangs
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet.</p> <p>Tell the students we are working on page 4 of our beaver books.</p> <p>Hook: show students grass, tree bark, and an apple and ask the students what these items might be to a beaver? (As the students name each food item, write the name of the food item on the white board).</p>
Body:	<p>Tell the students we will be doing the food page of our “All About Beavers” book.</p> <p>Show the students an example of a completed food page.</p> <p>Tell the students they will write the word “Food” at the top of the page, draw/colour what the beaver eats, and write at least 1 food item at the bottom of the page.</p> <p>Ask students to go back to their desk.</p> <p>Hand out the food page.</p> <p>Circulate the room while the students are working.</p> <p>Tell the students to raise their hand when they are finished and I will come around with their duotang.</p>
Closure:	<p>Ask students to pop up if they drew grass, ask students to pop up if they drew tree bark, ask students to pop up if they drew an apple, ask students to pop up if they drew water lilies.</p>

Lesson 7

Name & Time (Minutes Allotted):	Predators
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Read fluently at grade level ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms ● Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Concepts of print ● Print awareness ● Letter formation ● Sentence structure ● Conventions ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

Instructional Objectives	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Draw the beavers predators ● Write the name of at least 1 predator
Assessment:	<ul style="list-style-type: none"> ● Students draw the beavers predator ● Students write the name of at least 1 predator
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Picture of wolf, coyote, fox, bear, cougar ● Predator page photocopied ● Beaver duotangs
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet. Tell them we are working on page 5 of our beaver books today. Hook: print pictures of the beavers' predators (wolf, coyote, fox, cougar, bear) and ask the students what these animals might be to the beaver. (As the students name each animal, write the name of the animal on the white board).</p>
Body:	<p>Ask the students if they know what a predator is. Tell the students that a predator is an animal that hunts other animals. The beaver's predators are wolves, coyotes, foxes, cougars, and bears. Tell the students we will be doing the predator page of our "All About Beavers" book. Tell the students that at the top of the page, they will write the word "Predators". Then they will draw a picture of the beavers' predators. Then they will write at least 1 name of the beaver's predators. "The beaver's predators are..." Show an example of the predator page. Ask students to go back to their desk. Hand out the predator page. Circulate the room while the students are working.</p>

	Tell the students to raise their hand when they are finished and I will come around with their duotang.
Closure:	Ask students to pop up if they drew a picture of a wolf, ask students to pop up if they drew a picture of a coyote, ask students to pop up if they drew a picture of a cougar, ask students to pop up if they drew a picture of a bear.

Lesson 8

Name & Time (Minutes Allotted):	Fun Facts (world's largest rodent, weighing up to 60 pounds, can hold their breath for 20 minutes, their teeth never stop growing over the course of their entire life) (40 minutes) find fun facts about beavers book
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Read fluently at grade level ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms ● Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Concepts of print ● Print awareness ● Letter formation

	<ul style="list-style-type: none"> ● Sentence structure ● Conventions
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Draw a picture of a fun fact about the beaver ● Write at least 1 fun fact about the beaver
Assessment:	<ul style="list-style-type: none"> ● Students draw a picture of a fun fact about the beaver ● Students write at least 1 fun fact about the beaver
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Fun facts page photocopied ● Beaver duotangs ● Fun Facts about beavers book
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet.</p> <p>Tell the students we will be working on page 6 of our “All About Beavers” book.</p> <p>Tell the students I will first read them a book about beavers.</p> <p>Hook: Show the students the book and ask students what they think page 6 will be about based on the title of the book.</p>
Body:	<p>Read the book to the students.</p> <p>Tell the students we will now be completing the fun facts page.</p> <p>Show the students an example of the fun facts page.</p> <p>Brainstorm fun facts about the beaver and write the students ideas on the whiteboard.</p> <p>Tell the students they will write “Fun Facts” at the top of their page, draw pictures of fun facts about the beaver, and write at least 1 fun fact about the beaver at the bottom of their page.</p> <p>Ask the students to go back to their desk.</p> <p>Hand out the fun facts page to the students.</p> <p>Circulate the room as they complete the fun facts page.</p> <p>Ask students to raise their hand when they are done and I will come around with their duotangs.</p>

Closure:	Ask students to say their fun fact to a shoulder partner.
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Lesson 9

Name & Time (Minutes Allotted):	Make a beaver paper bag puppet
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Make a beaver paper bag puppet
Assessment:	<ul style="list-style-type: none"> ● Coloured beaver parts ● Completed beaver paper bag puppet
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Completed beaver paper bag puppet ● Paper bags ● Beaver puppet parts photocopied
Lesson Activities:	

Introduction/Hook:	<p>Tell the students to meet me at the carpet.</p> <p>Tell the students that for our last beaver activity, we will be making a beaver paper bag puppet!</p> <p>Hook: Show an example of a beaver paper bag puppet.</p>
Body:	<p>Explain to the students that they will first colour the beaver parts (ears, eyes, teeth, arms, and tail).</p> <p>Then they will glue the pieces onto the paper bag.</p> <p>Ask the students to head back to their desks and I will hand out the materials.</p> <p>Circulate while the students are working.</p>
Closure:	<p>Gallery walk- have students walk around from table to table viewing other students beaver paper bag puppets.</p>

Lesson 10

Name & Time (Minutes Allotted):	Beaver Habitat Diorama
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Create a beaver habitat diorama

Assessment:	<ul style="list-style-type: none"> Students diorama includes: water, dam, beaver, some greenery, and a predator
Teaching Strategies:	<ul style="list-style-type: none"> Enthusiasm Preparedness Modelling Encourage participation
Materials:	<ul style="list-style-type: none"> Completed diorama Shoeboxes (22) or tissue boxes Beaver habitat diorama materials (blue playdough for the water, sticks, toy beavers, toy predators, toy trees, toy rocks, toy bushes, felt markers, glue, construction paper)
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet</p> <p>Tell the students we are going to make a beavers habitat in a shoebox.</p> <p>Hook: show students a finished beaver habitat diorama</p>
Body:	<p>Brainstorm with the class what we can put in our beaver habitat diorama and write their ideas on the whiteboard.</p> <p>Tell the students we are going to work on our dioramas for 2 lessons so they don't need to rush to finish it today because we will have time to finish it on Thursday.</p> <p>Tell the students I will hand out shoeboxes for everyone and materials for each table group will go in the center of their table group.</p> <p>Tell the students to go back to their desk and I will hand out the materials.</p> <p>Circulate while the students are working.</p>
Closure:	<p>Gallery walk- have students walk around from table to table viewing other students' dioramas.</p>

Lesson 11

Name & Time (Minutes Allotted):	Beaver Habitat Diorama Cont'd
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Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition ● Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Create a beaver habitat diorama
Assessment:	<ul style="list-style-type: none"> ● Students diorama includes: water, dam, beaver, some greenery, and a predator
Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Completed diorama ● Students dioramas ● Beaver habitat diorama materials (blue playdough for the water, sticks, toy beavers, toy predators, toy trees, toy rocks, toy bushes, felt markers, glue, construction paper)
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet.</p> <p>Tell the students we will be finishing our dioramas today.</p>

	Hook: Ask the students if anyone would like to show the class their diorama.
Body:	Students continue working on their diorama. Circulate the room while the students are working on their diorama.
Closure:	Gallery walk- have students walk around from table to table viewing other students' dioramas. Frontload the students about sharing day next class.

Lesson 12

Name & Time (Minutes Allotted):	Sharing Day!
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> ● Demonstrate curiosity and a sense of wonder about the world ● Communicate observations and ideas using oral or written language, drawing, or role-play ● Read fluently at grade level ● Use developmentally appropriate reading, listening, and viewing strategies to make meaning ● Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community ● Exchange ideas and perspectives to build shared understanding ● Identify, organize, and present ideas in a variety of forms
Learning Standards: Content	<ul style="list-style-type: none"> ● Names of local animals ● Structural features of living things in the local environment ● Behavioural adaptations of animals in the local environment ● Oral language strategies
Instructional Objectives	SWBAT: <ul style="list-style-type: none"> ● Share what they learned about the beaver
Assessment:	<ul style="list-style-type: none"> ● Observation while students are sharing their learning

Teaching Strategies:	<ul style="list-style-type: none"> ● Enthusiasm ● Preparedness ● Modelling ● Encourage participation
Materials:	<ul style="list-style-type: none"> ● Students dioramas ● Students “All About Beavers” books
Lesson Activities:	
Introduction/Hook:	<p>Invite the students to the carpet and tell them to sit in a circle. Tell the students we are going to share what we learned about the beaver with our classmates.</p> <p>Tell the students we will go around the circle and each student will get to choose if they want to share their “All About Beavers” book or their diorama.</p>
Body:	Students share their learning with their classmates.
Closure:	Ask students what was their favourite part learning about the beaver or their favourite fact about the beaver.

Resources:

<https://www.youtube.com/watch?v=VuMRDZbrdXc>
<https://www.teacherspayteachers.com/Product/Beaver-paper-bag-puppet-craft-2474542?st=e59a721292c825cad2704100a63d61d4>

Extensions to Unit:

This unit could be extended by going on a field trip to the Kamloops Wildlife Park and having a discussion on how the animals at the Wildlife Park adapt to survive in their environment.

Reflections and Revisions

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