

Title: Theme Unit: Canada

Learning Intention/Description of Learning Activity:

We have completed a unit on *Canada*. Our webpage on the classroom website for *Canada* contains storybooks, videos and songs, along with PDF's of the worksheets. Students learned about some of the symbols of Canada, various Canadian animals, the parliament building in Ottawa, Canadian inventions, and the names and locations on a map of the provinces and territories of Canada. For a link to the webpage on our classroom website go to:

<https://ccastellar.wixsite.com/mrcastellarin/copy-of-first-peoples>

What should kids know about Canada?

In class we learn that Canada is full of incredible outdoor wonders and is famed for its natural beauty. We live on Vancouver Island, British Columbia one of the most beautiful areas of Canada. Our province's capital city is Victoria. Our capital city for the country is Ottawa which is where the Prime Minister works. The official languages in Canada are English, and French although there are many languages spoken by the many cultures of people who call Canada their new home. In its broadest sense, Canadian culture is a mixture of British, French, and American influences, all of which blend and sometimes compete in every aspect of cultural life. Other peoples have added distinctive elements to this mixture in particular the indigenous peoples of Canada. The maple leaf has been the official emblem of the country but many other symbols, from the beaver to the sport of hockey are distinctly Canadian. The name Canada is derived from the indigenous word Kanata. Canada is a Monarchy but also an independent country which celebrates its birthday on July 1st known as Canada Day. Canadians are very innovative and have invented many things used by people all over the world ranging from sunglasses to the sport of basketball to name just a few. In addition, students have also learned about Canadian money with its denominations and the images on the coins and bills.

Teacher Comments/Feedback:

NAME participated in completing many of the worksheet pages in the Canada theme unit with little or no one-to-one support. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos.

NAME required some reminders and prompts to listen carefully to the instructions and to try to demonstrate HIS/HER best effort. Support was given one-to-one to complete most of the worksheet pages in the Canada them unit. HE/SHE required reminders and prompts to watch

and listen to the videos and instructions appropriately and to follow along with the instructions, examples and modelling shown such as, with the worksheet walk-through videos.

Unfortunately, NAME was absent for most or all this theme unit. Please go to the above-mentioned webpage and review the videos and if you want to print out the PDF worksheets to complete at home. Therefore, there is no data in which to assess HIM/HER.

NAME participated fully, completing all the worksheet pages in our Canada theme unit independently. HE/SHE was also able to watch and listen to the videos and instructions appropriately and to follow along with the examples and modelling shown such as, with the worksheet walk-through videos. HE/SHE was often able to demonstrate skills that exceeded expectations and showed an understanding beyond the learning outcomes.

Next steps:

Next Steps: continue to learn more about Canada by going to your public library to take out books about Canada. Do searches on the internet for various Canadian topics. View areas of Canada using Google Earth. Learn the words to Canada's national anthem *O' Canada* and celebrate Canada Day on July 1st. Do a poster/collage project of all the Canadian inventions you can find. Examples include, sunglasses, light bulb, telephone, chainsaw, snowmobile, kayak, canoe, garbage bags, electric wheelchair, Superman, electric stove, train sleeping car, basketball, goalie mask for hockey, baseball glove and many more.

Student Self Reflection:

Emerging	Developing	Proficient	Extending
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