

Date: Wednesday, December 2012		Title of the Lesson: National Parks of Canada	
Curriculum Area: Grade 5 Social Studies		Time: 3-4, one hour sessions	
Background Information: Just finished Natural Disasters last week, brief intro to National Parks & Project		Grouping: In seating groups for reading, no groups in computer room	
SS GLO's: .1 Value Canada's physical geography and natural environment .2 Critically examine the physical geography of Canada by exploring and reflecting upon the following questions and issues GLO's ICT: C5 Students will use technology to aid collaboration during inquiry. C7 Students will use electronic research techniques to construct personal knowledge and meaning.		SS SLO's: 1.1 – appreciate the environmental significance of national parks and protected areas in Canada. – appreciate the diversity of geographic phenomena in Canada. 1.2 – How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? – What are the major geographical regions, landforms and bodies of water in Canada? – What are the differences and similarities between the regions of Canada? SLO's ICT: C5.3.1 Access, retrieve and share information from electronic sources, such as common files C7.1.2 Summarize data by picking key words from gathered information and by using jottings, point form or retelling C7.1.3 Draw conclusions from organized information	
Learning Expectations: – discovery of and familiarity with some of Canada's National Parks, what they are, why they are important, appropriate behavior when visiting them.		Assessment: – questions/student interaction/observation -> formative – brochure -> summative	
Lesson: 1. Hook (5min) -> Group Questions (see handout) 2. Intro to lesson & topic (5min) -> National Parks & Brochure Project of a National Park in Canada -> Intro to National Parks, Parks Canada – National Parks Website: http://www.pc.gc.ca/eng/progs/pn-np/index.aspx 3. 10min -> Teacher reads National Parks of Canada booklet. On large stickies groups write one thing learned + one question, stick on board when done, go through as class. 4. Ecosystem video & questions/thoughts (5min) – students to look how to link video/ecosystems to national parks: http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/ecosystems.htm		<input checked="" type="checkbox"/> Mental Set <input type="checkbox"/> Sharing the Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modelling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure	

5. Parks Canada Site (5min) -> In 'Find a National Park' section choose one
 -> Point out what will be needed on brochure this lesson: cover, history & attractions In computer room we will go through each section at a time. [Order = Cover -> History -> Attractions -> Photos -> Interesting Information -> What Park Protects -> National Park Rules -> Location & Contact Info].
 -> Students will have 5min to decide on park once in computer room. Great way to find parks by location is through the Great Canadian Parks website (show) http://www.greatcanadianparks.com/gc_parks/Canada/home.html
 * make sure it is a National Park.
 - Once park selected on sticky, start with Cover Section (2min), History (10min), Attractions (5min). Once decided on park, write down your name and park on sticky, hand in. Computer room questions-> name into pond smartboard activity.
 7. Closure -> ticket/text to Language Arts fill out in computer room. Line up. In class.

Bloom's Taxonomy:

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences:

- Linguistic
- Logical/Mathematical
- Spatial
- Musical
- Bodily/Kinesthetic
- Interpersonal
- Intrapersonal
- Naturalistic

Materials/Resources:

- Smartboard files: in class, questions
- Group questions
- Sticky notes & text notepad
- LOCATIONS OF FILES:
- Brochure Template
- Links for National Parks Website
- WEBSITES:
- Parks Canada Booklet: http://www.pc.gc.ca/apprendre-learn/prof/sub/maison-home/images/maison-home_e.pdf
- Parks Canada website: <http://www.pc.gc.ca/eng/progs/pn-np/index.aspx>
- Ecosystem video: <http://studyjams.scholastic.com/studyjams/jams/science/ecosystems/ecosystems.htm>
- Great Canadian Parks website: http://www.greatcanadianparks.com/gc_parks/Canada/home.html
- National Parks of Canada Trivia: <http://www.funtrivia.com/playquiz/quiz3086472355b50.html>
- Awesome website: <http://www.watchknowlearn.org/Video.aspx?VideoID=30948&CategoryID=2309>
- Species At Risk Act: http://www.sararegistry.gc.ca/sar/index/default_e.cfm

Personal Notes/Reminders/Homework/Other Considerations/Modifications:

1. Alberta has _____ National Parks.

We think National Parks are important because

2. We would visit a National Park to

We think National Parks are important because

3. _____ & _____ are protected
in our National Parks.

We think National Parks are important because

4. _____ is the organization in
charge of all the National Parks in Canada.

We think National Parks are important because
