

21st Century Competencies – 3D Plastecine Saskatchewan Collaborative Map Game

Nichole Bredy

Glidden Colony School

CROSS-CURRICULAR INSTRUCTION: Social Studies and English Language Arts:

Grade: 3-4 (I did this with students from Gr.1-4)

Outcomes:

Grade $\frac{3}{4}$ Social Studies:

Grade -Resources and Wealth (RW)

RW3.1 - Appraise the ways communities meet their members' needs and wants.

RW3.2 - Analyze the creation and distribution of wealth in communities studied.

RW4.1 - Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.

RW4.2 - Investigate the importance of agriculture to the economy and culture of Saskatchewan.

Dynamic Relationships (DR)

DR3.2 - Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.

DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

DR4.2 Explain the relationship of First Nations and Métis peoples with the land

Interactions and Interdependence of Nations (IN)

IN4.1 - Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.

IN4.2 - Describe the origins of the cultural diversity in Saskatchewan communities.

IN4.3 -Determine the influence Saskatchewan people and programs have had on a national scale.

English Language Arts:

Comprehend and Respond (CR)

CR3.2 -View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.

CR3.3 -Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

CR3.4 -Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.

Compose and Create (CC)

CC3.1 -Compose and create a range of visual, multimedia, oral, and written texts that explore: identity (e.g., Spreading My Wings) community (e.g., Helping Others) social responsibility (e.g., Communities Around the World) and make connections across areas of study.

CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose

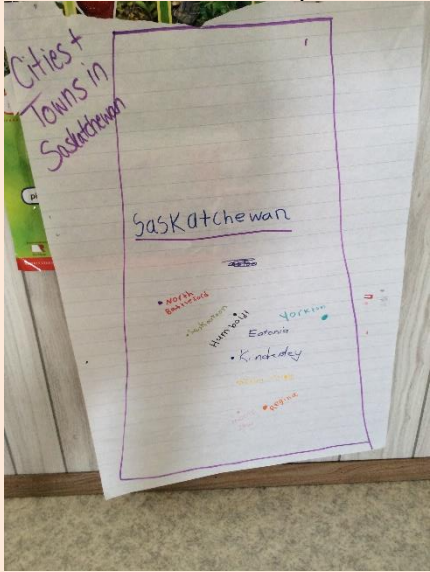
Summary of Plan:

This year my professional Development SMART Goal was to use cross-curricular instruction strategies in the classroom when pertaining to English Language Arts activities. Consequently, I have merged the Grade 3/4 Social Studies Curricular outcomes with the ELA curricular outcomes. This is a Unit plan that I have created to teach the students about the province of Saskatchewan. Some highlights include the following;

1. Using graffiti Charts as a pre-assessor.
2. Discovering research techniques about their own formulated questions. Utilizing ABC Brainstorm
3. Making a Destination Road Map and Puzzle of Saskatchewan
4. Reading Saskatchewan based Literature and creating Pop-up books
5. Creating Mind-Maps of Saskatchewan topics of Study
6. Designing a Life-size Plastecine 3-D Collaborative Saskatchewan Map Game with their own question based upon the mind-map
7. Presenting their Game and own Social Studies examination.

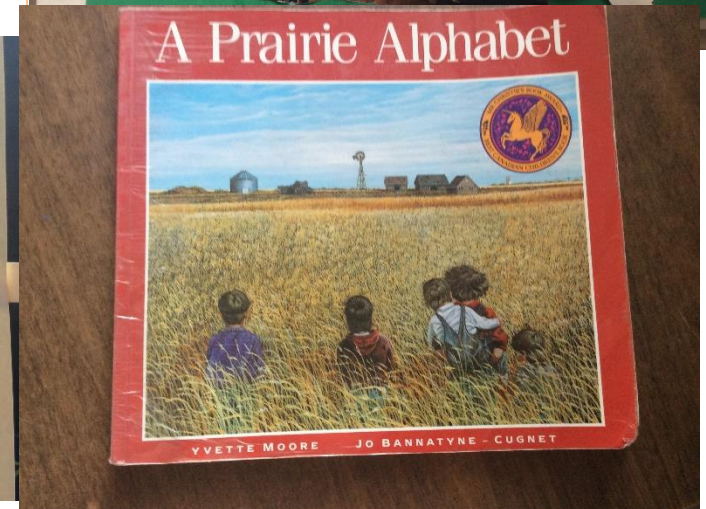
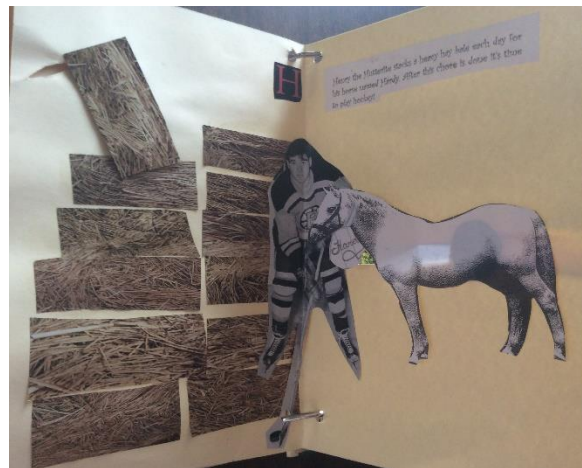
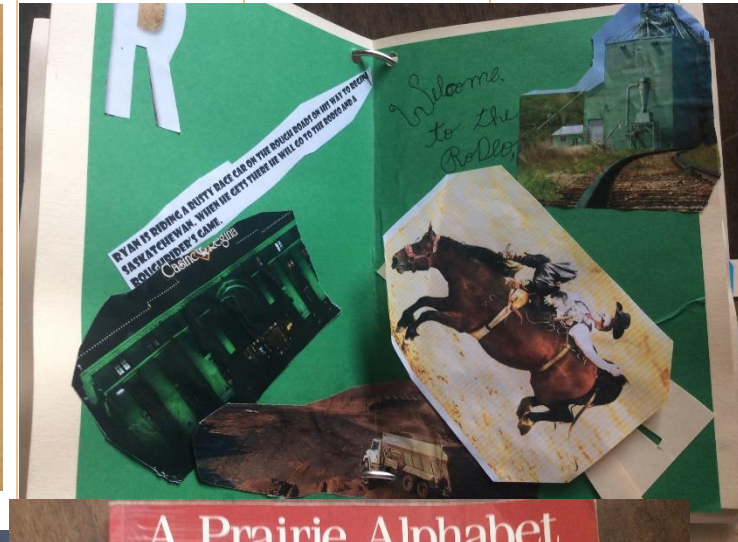
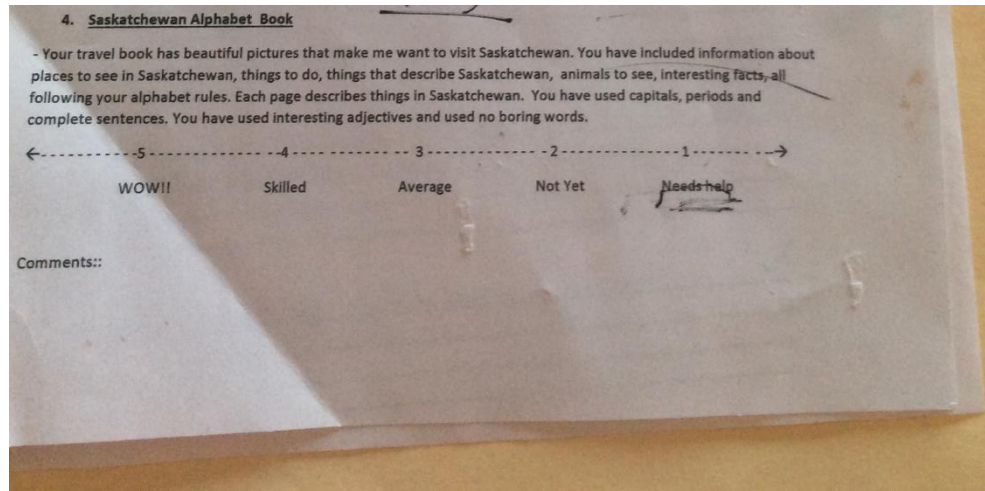
The FINAL Product:



Outcomes	Activity	Instructional Strategies and Description	Assessment Opportunities	Differentiation Opportunities	Resources
See above	Graffiti Charts – Constructivism Pre-assessor	<ol style="list-style-type: none"> 1. Choose the outcomes you would like the students to learn and pose them as questions on a large set of poster paper. 2. Provide the students with markers and ask them in groups to fill out what they already know about the provided question. They can draw picture 3. This will determine areas of need and strengths. 4. Some categories for students to discuss: What are some jobs/industries in Saskatchewan? What type of people live in Saskatchewan? Towns and Cities in Saskatchewan. What are some of the animals and plants in Saskatchewan?  <p>Our Sample Chart</p>	Pre-Assessor to inform your teaching	<ul style="list-style-type: none"> -They can write singular words -Draw pictures -Make labels 	Social Studies curricular outcomes
	What do we want to know?	<ol style="list-style-type: none"> 1. Students will create questions that they would like to explore while researching their projects. 2. This promotes students to learn researching techniques. This also became our interesting facts about Saskatchewan category. 3. Afterwards each student took about 3 questions and researched the answer. 4. Students orally present their information to the class. 	- Researching Techniques	<ul style="list-style-type: none"> -Graphic organizers -mind maps -various resources (pictures book) -concept maps 	Pearson Education: Saskatchewan
	Puzzle Map of Places	<ol style="list-style-type: none"> 1. Students will mark places on a poster board map of Saskatchewan that they would like to travel to. 	Research Techniques	<ul style="list-style-type: none"> - Graphic organizers 	-“Prairie Alphabet”

<p>in Saskat chewan</p>	<p>2. Students will mark out 15 cities/ towns in Saskatchewan. Including where thy currently live, the capital and largest city Centre.</p> <p>3. They will draw on 6 landmarks/towns they would like to visit. They also need to provide reasoning for why they would like to visit that place. Again they will research utilizing the internet and Saskatchewan based textbooks.</p> <p>4. Students will mark out on their post map the desired location and then will cut their map into a puzzle that they can challenge their friends to piece together.</p> <p>Sample work:</p>	<div data-bbox="344 431 802 1045"> </div> <div data-bbox="852 415 1314 1089"> </div>
---------------------------------	---	--

6. Assign each student a letter of the alphabet and have them create their own alphabet page about Saskatchewan. They need to use words that correlate with their letter they are assigned. (Look at the pictures below)
7. Students then present their pop-up books to their classmates about Saskatchewan.



Mind Map

1. Students will make a mind map of Saskatchewan. They will fill in the following categories: Interesting facts, Saskatchewan Things, The Land, People and Places, Industry/ Jobs

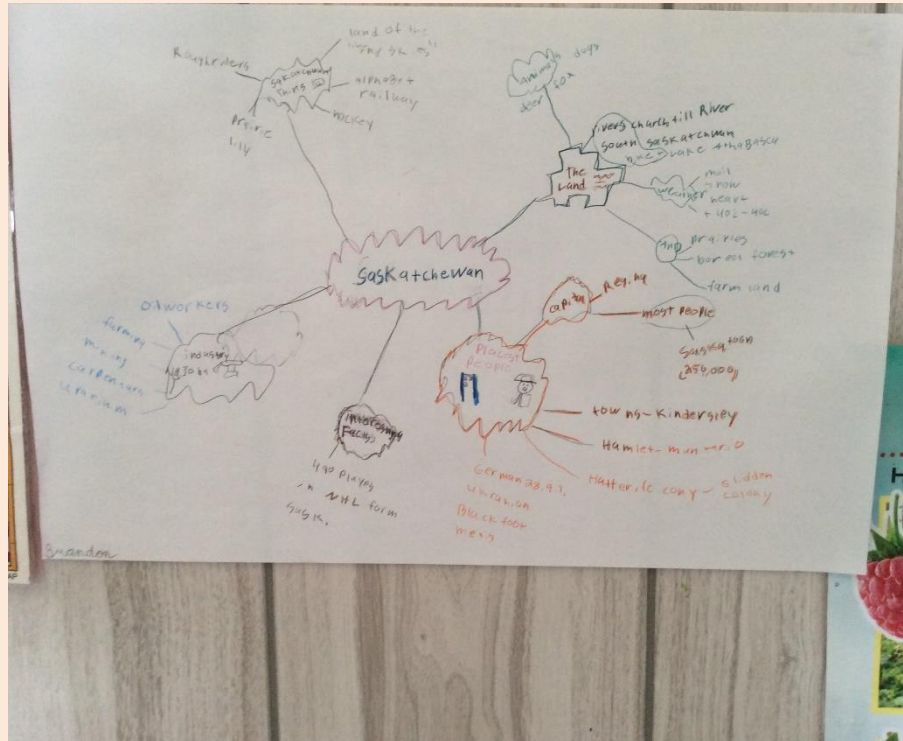
Formative Assessment

Graphic
organizers
-Pictures
instead of words

-Previous Lessons

2. The mind map will be created by using all the data and research they have found from their ABC Brainstorm, Alphabet Book, and Interesting Facts Chart.
- Sample Work:

- Cooperative groupings
- Saskatchewan symbols



Making the 3D Collaborative Plasticine Saskatchewan game map.

1. Use the mind map to create a (true or False, Multiple choice or Fill in the Blank question) question based off of each of the main categories in the mind map. One question for People and places, Interesting facts, Saskatchewan Things, The land and Industry/Jobs.
2. Each child will make 5 questions then. Look at the sample below of Questions my students made for their game based on their research.
3. Afterwards cut a large piece of cardboard into the shape of Saskatchewan have students place, landmarks, cities, lakes, towns, rivers, landforms, animals, people, Saskatchewan things and vegetation onto their maps made out of plastecine as seen below.
4. Students then create a rule sheet for their Saskatchewan Board game.

- Summative assessment of the Questions the students have created.
- Summative Assessment of the Board Game with Rubric

- Working hands-on with clay
- utilizing a map as a guideline
- Using symbols
- Cooperative groupings

- Atlas and all previous graphic organizers

- Students then play their Saskatchewan game as a review for all they have learned about Saskatchewan.
- The questions that they have created become the Summative Assessment. The map is assessed with the Creativity Rubric or a Rubric created for the requirements of the mind map.

Sample work:



Why are sections of Saskatchewan towns named alphabetically from A-Z? a) Government named them b) Police did it for order c) Name for the Alphabet railway.	True or False, 261,600 people live in Saskatchewan.	How many species of mammals live in Saskatchewan?
Answer: C- Alphabet Railway	Answer: True	
True or False, Saskatoon has more people living in it than North Battleford.	How many NHL hockey players are from Saskatchewan? a) 78 b) 1002 c) 349 d) 490	Name two of the top 7 family backgrounds that represent people Saskatchewan?
Answer: True	Answer: d- 490	Possible answers: Blackfoot, German, Ukrainian, Métis, French, Cree, English, Scottish, Polish, Irish.
True or False, the biggest lake in Saskatchewan is Dodge Lake?	What is the biggest animal in Saskatchewan?	Which one is not an industry/job in Saskatchewan? a) Chicken Boss b) oil worker c) diamond miner d) crab fishing
Answer: False, because its Lake Athabasca	Answer: A moose	Answer: d) crab fishing
What does the Saskatchewan license plate say? a) Love Regina b) Wheat Lands c) Land of Living Skies	How many McDonalds are in Saskatchewan? a) 102 b) 38 c) 59	What city is half in Saskatchewan and half in Alberta?
Answer: c) Land of Living Skies	Answer: b) 38	Answer: Lloydminster
True or False, Saskatchewan is called the "Grain Belt" of Canada.	What percentage of people in Saskatchewan are German? a) 39.9% b) 28.9% c) 21.2% d) 16.9%	How many Walmart's are in Saskatchewan? a) 13 b) 38 c) 53
Answer: True because we are the leading producer of wheat!	Answer: b) 28.9%	Answer: a) 13
How many rivers have the name Saskatchewan in them?	What animal is the symbol of Saskatchewan? Hint: It makes many holes.	True or false, Duck Lake is a town in Saskatchewan?
Answer: 2 South and North Saskatchewan Rivers	Answer: Black Tailed Prairie Dog	Answer: True it is a town and a lake.

