



The Wonder of  
**Grade 5**

# The Wonder of My Country

**Year 5 Month 5**



**Daily  
Wonder**  
Home Learning Hub

[dailywonderhomelearning.com](https://dailywonderhomelearning.com)

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## Month Overview

*Content warning. This unit, which addresses the painful history of Canada's residential schools and reservations in North America, may be distressing to some readers.*

### **CURRICULUM AREAS/LEARNING OUTCOMES — CONCEPTS/BIG IDEAS**

**Language Arts: Concept:** Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

**Connections:** Through a study of the Indigenous people of the land and the explorers settling the land, your child will read and view with a focus on critical thinking. The way the stories have been told in the past, glorifying some over others, will be viewed from different perspectives.

**Social Studies: Concept 1:** My country's policies and treatment of minority peoples have negative and positive legacies. **Concept 2:** Natural resources continue to shape the economy and identity of different regions of the country. **Concept 3:** The country's institutions and government reflect the challenge of our regional diversity.

**Connections:** Your child will study the history and geography of the country they live in. They will look at the First People on the land and study the results of exploration and immigration to this country.

**Concept 4:** Immigration and multiculturalism continue to shape my country's society and identity. **Connection:** Your child will take a look at their family's history to learn about the effects of immigration and the impact of settling into a new land.

**Math: Concepts:** Numbers describe quantities that can be represented by equivalent fractions. Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.

**Connection:** Your child is working with decimals, reviewing and practicing the concepts and skills learned previously.

### **CURRICULUM OVERVIEW**

The goal of this unit is to give your child a broad feeling for the country you live in. This will include a feeling for the size, shape and geographical features of the land you live on. Your child will learn about the types of natural resources that are important to different regions of your country. Your child will deepen their understanding for the First Peoples of the land you live on, learning about the lifestyles adapted to the different regions, as well as their value systems. The unit will then include stories of early explorers, their perspectives and values in relation to the First People and the resources on the land. Through biographies of explorers and early settlers, a feeling for the immigrant experience will unfold. The relations between First People and Settlers will be explored, and government treatment of First People will be a focus. With a focus on mapmaking, stories and writing assignments, the country you live in will come alive for your child, and a feeling for the history of the past will help create a vision for the future.



## FIRST PEOPLES' PRINCIPLES OF LEARNING PRESENT IN THE UNIT

**Principles:** Learning involves recognizing the consequences of one's actions. Learning involves generational roles and responsibilities. Learning recognizes the role of Indigenous knowledge.

**Connection:** Through studying the history and geography of your country, there will be connections made to values, decisions and actions of the early settlers, and the ways the relationships evolved with the Indigenous People of the land.

### MATERIALS NEEDED

- Atlas-Map of your country and/or Google Earth app – excellent interactive app allowing your child to “spin the globe” and zoom in on specific areas of the world
- Biographies of Indigenous leaders that are in the collective memory of your country- suggested websites in parent preparation section of overview.
- Biographies of Explorers/Settlers to your country (from library books or online sources) Make sure these are resources written for children. Find stories of the famous explorers/settlers that are in the collective memory of your country. Suggested websites in parent preparation section of overview.
- Modelling Material- clay or plasticine
- Bristol board to draw a large map
- Quill and ink (you can get a feather with a sturdy quill from a store and cut the tip on an angle to give the feeling for this writing tool.) You can buy ink pots at business supply stores.
- Grade 5 math workbook
- Chapter Book related to a theme of history of your country

### SOCIAL EMOTIONAL LEARNING:

**Social Awareness and Responsibility** involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. **Social Awareness and Responsibility** focuses on interacting with others and the natural world in respectful and caring ways. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

#### Facets

#### Resolving Problems:

Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.



### DEVELOPMENTAL CONNECTION

The study of history and geography follows the development of the child. In Grade 4, the study of geography and history begins with what is most familiar and relatable to the child, their own house. They begin mapping out their bedroom, their neighbourhood, familiar routes they walk and drive, and expanding step by step until they are learning the geography and history of their city, region, and province or state. In this way, geography and history is meaningful to the child, because it relates to their experience in the world. In Grade 5, this study expands further, to encompass the entire country you live in. As the child grows, their bird's eye view of the earth expands, and they are ready to look at the entire country. They are ready to hear different perspectives and challenges that have come about on the land you live on, and they are ready to consider new ways of building relationships, resolving problems, and valuing diversity. Our children need to feel the history of their country in their hearts, understanding the complexity of the relationships to each other and to the land and resources; from this understanding comes an imagination of how we can proceed in a healthier way moving into tomorrow.

### PARENT REFLECTION

#### Questions to consider before going into this unit:

What is my memory of learning about my country as a child? What was highlighted and glorified? How was I taught about the Indigenous People of the land? What new ways of seeing our history would I like to ensure that my child receives? Are there areas of our history that I don't really understand or haven't learned enough about? Can I challenge myself to do the research and deepen my understanding so I can impart this to my child in the right way? How are my geography skills? How well do I know the landscape of my country?

#### Questions to consider at the end of this unit:

How do I feel about the way this unit unfolded? Did my child receive the knowledge I was hoping to impart? What were some highlights or moments of connection that happened?



## Parent Preparation

Our Daily Wonder members live across the globe, so in this unit, we will guide you to prepare for the teaching of history and geography of the country you live in. This means that you will want to gather material ahead of time and be prepared for each week's focus. Don't worry!! Daily Wonder is with you each step of the way and will help you be most efficient with your time. Below, you will find recommended websites as a starting place for your research. We ask you to go on a personal journey to uncover the highlights you want to bring to your child.

**Math reminder:** When it comes to learning math, it is a continual process of learning and forgetting, remembering and forgetting. Although at first it may be a cause for frustration when you see that your child seems to forget all of the math they just practiced last month, it is in fact exactly how it should be. Just as a bone is actually strengthened from a break, the math mind and memory are strengthened through this process of remembering again and again. When you observe your child closely, you will notice that your child can come back to the place they left off, with the skill set they had, more and more quickly each time. Your child was introduced to decimals in unit 3, and then it was purposely left to rest and be "forgotten" for one month. It is now time to bring these concepts back to your child through the daily math practice. Guide your child through the concept of decimals, take a look at the unit 3 decimal portfolio, and let your child's memory be ignited again. Within a few days, they should be comfortable working on review sheets independently or with some support. The goal is to have your child come back to the decimal concepts and skills they reached in unit 3, and be able to move from support to independent work. They will work with the fraction and decimal relationship throughout the review.

Remember if you need more worksheets: <https://www.k5learning.com/free-math-worksheets>

## Week One Preparation:

### OVERVIEW OF GEOGRAPHY AND HISTORY OF THE COUNTRY

- Have a map of your country. Best plan would be to draw a large one on Bristol board, or on a blackboard, that you can use for learning purposes. Do not label it. This will be the activity for your child to do.
- Facts about your country: population, size, climatic regions, major geographical features with some facts, major bodies of water, type of government, name of leader, and how long their term is and the process for how they are elected, and other facts you find interesting and relevant.



- History about the Indigenous people of the land you live on, highlighting their relationship to the land. This will show your child that each climatic region supported the people in a different way: the natural resources dictated how they lived, what types of shelters they lived in, clothes they wore, food they ate. Share the map of Indigenous populations based on climatic region.
- Research the first explorer that arrived on the land you live on and came with the eye of discovering new land. Share this story with your child.
- Share stories of the First Contact between the Indigenous people and the European explorers. With a critical eye, have your child consider the very different perspectives of these two groups of people. What were their sets of values, and how were these at odds?

## Week 2 Preparation:

**HIGHLIGHT THE FAMOUS EXPLORERS/SETTLERS THAT YOUR COUNTRY CELEBRATES. HIGHLIGHT FAMOUS INDIGENOUS LEADERS YOUR COUNTRY CELEBRATES.**

- Choose 3-4 early explorers who are held in the hearts of your country's collective story. If you don't get time to go deeply into each explorer in a main lesson, you will still be able to tell the stories to your child. You will share these biographies with your child. The tendency for these stories to be glorified, and for the perspective of the Indigenous people to be ignored, is often deeply woven into the tapestry. With a critical eye, ensure that you and your child discuss these celebrated figures and understand their perspective at the time, and what their vision was missing at the time that we can see more clearly now.
- Share some information about the voyage by ship and the difficulties travelling this way for extended periods of time.
- Choose stories of Indigenous leaders who stood up for their people and way of life, and leaders who worked with newcomers. Again, if you don't have time to share each story in depth during main lesson, make sure to add the stories to your story time at the end of the lesson.

## Week 3 Preparation:

**LEARN ABOUT YOUR COUNTRY'S POLICIES AND TREATMENT OF INDIGENOUS PEOPLE.**

- Research some of the ways that the new settlers took over the land and the consequences for the First People. Share the facts about Reservations and Indian Residential Schools. Share about the efforts your country is making now to apologize and own the mistakes, or where your country is at in this process of truth and reconciliation. Take some time to learn about your own family's immigration story and/or it's impact on your family.



## Week Four Preparation:

### **FLEX WEEK- OPTION FOR INDEPENDENT PROJECT**

Here are suggestions for independent projects that can be done this week, or maybe you have your own idea to pursue!!

Step 1. Choose the project(s) you would like to do.

Step 2. If this applies, create a small sketch of what you plan to do. Consider what materials are needed.

Step 3. Gather the materials needed.

Step 4. Create your project.

Step 5. Share your project with your family members. Tell them why you chose it, and what you learned from this project.

### **Project Ideas**

1. Research a tool used by an Indigenous tribe in your country and build a replica.
2. Choose a piece of Indigenous art to copy or take inspiration from. Create a painting or clay sculpture.
3. Create an artistic scene of an Indigenous tribe living on the land: drawing or 3D model.
4. Choose a province or state to research. Create a travel brochure that would entice someone to visit.
5. Create a scrapbook highlighting a trip you took within your country.
6. Write a story about healing and reconciliation between two people.
7. Create a recipe book of traditional foods that grew on the land you live on.
8. Cook traditional foods for your family. This could be recipes from Indigenous groups, or recipes from your own culture.

## Resources:

### **CANADA**

#### **Information on First Nation people of Canada**

[https://kids.kiddle.co/First\\_Nations](https://kids.kiddle.co/First_Nations)

<https://www.rcaanc-cirnac.gc.ca/eng/1621447127773/1621447157184>

#### **Indigenous Stories from Canada**

<https://www.rcaanc-cirnac.gc.ca/eng/1316530132377/1535460393645>



<https://www.centennialcollege.ca/indigenous-education/our-stories-first-peoples-in-canada/>

**Book suggestions- Canada**

<https://www.cbc.ca/books/14-inspiring-children-s-books-from-indigenous-writers-1.4832091>

**Canadian Indian Residential Schools**

Please see this list of age appropriate books about Canadian Indian Residential Schools. You know what is appropriate to bring to your own child at this stage. Parents will include more or less detailed information as they see fit.

[https://www.google.com/search?q=Indian+Residential+Schools+books+for+children&rlz=1C1CHBF\\_enCA907CA907&oq=Indian+Residential+Schools+books+for+children&aqs=chrome..69j57.13189j0j15&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=Indian+Residential+Schools+books+for+children&rlz=1C1CHBF_enCA907CA907&oq=Indian+Residential+Schools+books+for+children&aqs=chrome..69j57.13189j0j15&sourceid=chrome&ie=UTF-8)

**Books about Residential Schools read on YouTube**

<https://youtu.be/GJxpzyVRc7w>

<https://youtu.be/p2MP5ioGHAc>

<https://youtu.be/1ExGDcnPH38>

**THE UNITED STATES**

<http://fiveofus.ca/waldorf-homeschooling/grade-five/united-states-geography/>

<https://www.pinterest.ca/rhodanschwarz/local-history-geography/>

<https://www.waldorfindspirations.com/images/5th-grade/history/suggestions-for-teaching-5th-grade-geography.pdf>

**Description of Europeans Arriving in America**

<https://www.waldorfindspirations.com/images/5th-grade/history/northAmerica/Lumbering-Across-America.pdf>

**Waldorf style map- not labelled**

<https://www.waldorfindspirations.com/images/5th-grade/history/northAmerica/Heartland-map.pdf>

**Native American Stories of Leaders**

<https://www.warpaths2peacepipes.com/native-american-stories/>

<https://nativeamericans.mrdonn.org/stories/>



**Native Americans-Indian Reservations—here is some general information to share with your child**

[https://www.ducksters.com/history/native\\_americans/indian\\_reservations.php#:~:text=An%20Indian%20reservation%20is%20land,by%20the%20United%20States%20government.](https://www.ducksters.com/history/native_americans/indian_reservations.php#:~:text=An%20Indian%20reservation%20is%20land,by%20the%20United%20States%20government.)

**Information on the Indigenous people of America. Follow links to get book recommendations.**

[https://www.ducksters.com/history/native\\_americans.php](https://www.ducksters.com/history/native_americans.php)

[https://kids.kiddle.co/Indian\\_reservation](https://kids.kiddle.co/Indian_reservation)

**Sample of how to bring Native American Dwellings into your unit**

<https://waldorfcriculum.com/Class5/usgeo.html>

**North American Indigenous Tribes- Map**

<http://www.native-languages.org/states.htm>

[https://legacy.npr.org/assets/news/2014/06/Tribal\\_Nations\\_Map\\_NA.pdf](https://legacy.npr.org/assets/news/2014/06/Tribal_Nations_Map_NA.pdf)

<https://www.npr.org/sections/codeswitch/2014/06/24/323665644/the-map-of-native-american-tribes-youve-never-seen-before>



## Verses, Poetry & Song Suggestions

### OPENING VERSE FOR GRADE 5

*I look into the world  
Wherein there shines the sun  
Wherein there gleam the stars  
Wherein there lie the stones  
The plants the live and grow  
The animals they feel and live  
And humans to Spirit give  
A dwelling in the soul*

*I look into the soul  
That living, dwells in me  
Life's spirit lives and weaves  
In light of sun and soul  
In heights of worlds without  
In depths of soul within  
To thee oh Spirit of Earth (or Spirit of God)  
In seeking, turn myself  
That strength and grace and skill  
For learning and for work  
In me may live and grow*

### CLOSING VERSE FOR GRADE 5

*May the long-time sun  
Shine upon you  
All love surround you  
And the pure light within you  
Guide your way home*

This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

**UNIT POETRY SUGGESTIONS****Farewell Address Chief Plenty Coups, of the Crow people (1909 at the Little Bighorn council grounds in Montana)**

The Ground on which we stand is sacred ground. It is the dust and blood of our ancestors. On these plains, the Great White Father at Washington sent his soldiers armed with long knives and rifles to slay the Indian. Many of them sleep on yonder hill, where Pahaska-White Chief of the Long Hair-so bravely fought and fell. A few more passing suns will see us here no more, And our dust and bones will mingle with these same prairies. I see, as in a vision, the dying spark of our council fires, the ashes cold and white. I see no longer the curling smoke rising from our lodge poles. I hear no longer the songs of the women as they prepare the meal. The antelope have gone; the buffalo wallows are empty. Only the wail of the coyote is heard. The white man's medicine is stronger than ours; His iron horse rushes over the buffalo trail. He talks to us through his "whispering spirit". We are like birds with a broken wing. My heart is cold within me. My eyes are growing dim. I am old....

-Pahaska- General Custer "whispering spirit"-

**My Heart Soars**  
*by Chief Dan George*

The beauty of the trees, the softness of the air,  
the fragrance of the grass, speaks to me.  
The summit of the mountain, the thunder of the sky,  
the rhythm of the sea, speaks to me.  
The faintness of the stars, the freshness of the morning,  
the dew drop on the flower, speaks to me.  
The strength of fire, the taste of salmon,  
the trail of the sun, And the life that never goes away,  
They speak to me. And my heart soars.

**Native American Poem**  
*Anonymous*

May the warp be the white light of morning  
May the weft be the red light of evening  
May the fringes be the falling rain  
May the border be the standing rainbow  
Thus weave for us a garment of brightness



**From Dreaming I Awake**

From dreaming I awake  
My memory I do shake  
I am in my body  
My body is in my bed  
My bed is in my room  
My room is in my house  
My house is on my street  
My street is in my neighbourhood  
My neighbourhood is my city  
My city is in my province/state  
My province/state is in my country  
My country is on the continent  
The continent is on the earth  
The earth is in the galaxy  
The galaxy is in the universe

The universe is in the Great Spirit  
Great Spirit holds the universe  
The universe holds the galaxy  
The galaxy holds the earth  
The earth holds the continent  
The continent holds my country  
My country holds my province/state  
My province/state holds my city  
My city holds my neighbourhood  
My neighbourhood holds my street  
My street holds my house  
My house holds my room  
My room holds my bed  
My bed holds my body  
My body holds, Me, Myself and I

**UNIT SONG SUGGESTION**

Sing your country's National Anthem.



## DAY 1

### GOALS OF THE LESSON

Your child will gain a broad view of the geographical features of the country they live in. They will learn about the system of government in their country, and how their leader is elected.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will introduce the unit with an imaginative bird's eye view description of flying over your country. Where are you beginning your journey and where are you ending it? What major landscapes and geographical features do you see? Where might you land for drinks of water and rest along the way? Have a journey mapped out in your mind, and share this picture with your child.

**Factual Content-** you will also share the facts about your country today. Population, how the country is divided into provinces or states and how many there are. The area of the country in km or miles, the names of the major bodies of water, mountain ranges, year that it became an official country, name of the Prime Minister or President, and how long their term is, and how they are elected, and briefly describe the type of government you have.

## TODAY'S LESSON

**STEP 1: Opening:** Begin the morning lesson with the morning verse. Here's our suggestion for Grade 5:

*I look into the world  
Wherein there shines the sun  
Wherein there gleam the stars  
Wherein there lie the stones  
The plants they live and grow  
The animals they feel and live  
And humans to Spirit give  
A dwelling in the soul*

*I look into the soul  
That living, dwells in me  
Life's spirit lives and weaves  
In light of sun and soul  
In heights of worlds without  
In depths of soul within  
To thee oh Spirit of Earth (or Spirit of God...)  
In seeking, turn myself  
That strength and grace and skill  
For learning and for work  
In me may live and grow*

**Sing your national anthem each morning during this unit.** Recite a verse or poem from an Indigenous tribe of your region. You may add any other poetry or verse that speaks to you and relates to the subject or the season. See our suggestions above Day 1.

**STEP 2: Intentional Movement Activity (IMA):** What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started? A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both! See Ball Exercises on hub.

**STEP 3: Five-minute Math Activity or Game:** Choose a math activity or game from the hub. Check out the fun math card games on the hub! Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 5 math workbook you have chosen. Remember! Now it is time for your child to review decimals.

**STEP 4: New Material: Introducing Your Country**

Share your imagination of an eagle flying over the country. Ask your child to close their eyes and take some deep breaths and listen to the imagination you bring to them.

Next, go into some details about the facts of the country, as outlined above.

**STEP 5: Learning Portfolio:** Your child will create a title page. They will draw the flag of your country and design the page with a border and title. Title: The Wonder of (name of country).

**STEP 6: Story:** Create a reverent space. Light a candle. You can read to your child, or have your child read independently.

**STEP 7: Closing:** Recite your closing verse to end the morning lesson. Here's one suggestion, but feel free to choose your own. This verse can either be spoken or sung. [Here's the tune](#) if you wish to sing it.

*May the long-time sun  
Shine upon you  
All love surround you  
And the pure light within you  
Guide your way home (or on)*

This is also an excellent place to recite a poem or verse from an Indigenous group.



## DAY 2

### GOALS OF THE LESSON

Your child will identify major geographical features and regions of the country they are from. They will learn about the Indigenous people of the land they live on, and their relationship to the land.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will want a large map of your country. Ideally it is drawn by you, in a large scale on Bristol board, or a blackboard. This will allow your child to identify and label important areas of your country. Labelling with sticky notes, or paper with tape allows your child to redo this activity daily.

Today you will share about the Indigenous people of the land you live on. You will share their connection to the land and how their lifestyles, homes, food and clothing were based on their relationship with the land.

## TODAY'S LESSON

**STEP 1: Opening:** Begin the morning lesson with the morning verse. Sing your national anthem each morning during this unit. Recite a verse or poem from an Indigenous tribe of your region.

**STEP 2: Intentional Movement Activity (IMA):** What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started? A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both! See Ball Exercises on hub

**STEP 3: Five-minute Math Activity or Game:** Choose a math activity or game from the hub. Check out the fun math card games on the hub! Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 5 math workbook you have chosen. Remember! Now it is time for your child to review decimals.

**STEP 4: Review: Bird's Eye View of Country and Facts.**

**Guided Conversation:** Describe the eagle's view of flying over the country. What did the eagle see? What were the major geographical features? Where did the bird stop for water and rest? Describe the government in your country, who is the leader? How long is the leader's term? What facts can you remember about our country?



**Have your country map ready:**

Choosing landmarks that were mentioned in your imagination yesterday, ask your child to label these places on the map. They can put a sticky note on the area, or a labeled piece of paper. Make sure the labelling is temporary, so you can redo this activity.

**Language Arts Writing:**

Have your child write 2 paragraphs on the information that was reviewed today, introducing general facts about your country.

**STEP 5: New Material: Indigenous People Living in Connection to the Land**

You will share with your child about the various climatic zones in your country, and how these climates and natural resources dictated the lifestyle of the Indigenous group that settled in that area. Share about the dwellings, food sources and clothing.

**STEP 6: Learning Portfolio:** There will be no entry in the portfolio today. Your child will do an artistic activity instead. **Artistic Activity:** Your child will create a 3D topographical map of your country out of clay, plasticine or salt dough. This will allow them to get a feeling for the land, the major mountain ranges and major bodies of water. Other materials such as rocks, moss or blue fabric for water etc. could be useful. We've even seen some children use dried beans! This is not meant to be a super involved project to display after (although they can if they like). Think about a Zen Garden for example, how after you've created a pattern in the sand, it can easily be swept away. This activity is just meant for your child to get a feel for the shape of your country. If your child really wanted to make it a bigger project, here are some examples:

- [Salt Dough Map](#)
- [Map made with dried beans](#)
- [Maps of Canada](#)
- [Maps of the USA](#)

**STEP 7: Story:** Create a reverent space. Light a candle. You can read to your child, or have your child read independently.

**STEP 8: Closing:** Recite your closing verse to end the morning lesson. This is an excellent place to recite a poem or verse from an Indigenous group.



## DAY 3

### GOALS OF THE LESSON

Your child will develop their skills with the writing process, as they proofread and edit their rough copy.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today your child will practice drawing the map of your country. When drawing a map, we want your child to experience the shape of the land as a whole, and the distinct features of the border. Often children can get very particular about getting it exactly right; the more important focus is for your child to have a feeling for the land. A wonderful activity is to have your child shade the entire map, from the inside to the outside, softly creating the shape of the country.

## TODAY'S LESSON

**STEP 1: Opening:** Begin the morning lesson with the morning verse. Sing your national anthem each morning during this unit. Recite a verse or poem from an Indigenous tribe of your region.

**STEP 2: Intentional Movement Activity (IMA):** What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started? A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both! See Ball Exercises on hub

**STEP 3: Five-minute Math Activity or Game:** Choose a math activity or game from the hub. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 5 math workbook you have chosen. Remember! Now it is time for your child to review decimals.

### **STEP 4: Review: Indigenous People Living in Connection to the Land**

**Guided Conversation:** What are the major climatic regions in the country? What region do you think makes the most desirable area to settle? Why? Describe how the Indigenous tribes connected to the land and survived because of this connection. Describe the different dwellings built in the various regions. Describe how the diet differed from region to region.

### **Have your country map ready:**

Ask your child to label various places on the map that they have learned about.



**Language Arts Writing:**

Have your child proofread and correct their rough copy writing. They should continue to use a dictionary to find correct spelling.

**STEP 5: New Material: Drawing Activity**

In preparation for the map drawing tomorrow, we want your child to get comfortable with the basic shape of your country. Considering the clay mapmaking from yesterday, have them use a crayon and roughly and loosely build the map shape from the inside to the outside. Have them try it a few times. [See video for example.](#)

**STEP 6: Learning Portfolio:** Have your child write their good copy in the portfolio. Include a title and a beautiful border.

**STEP 7: Story:** Create a reverent space. Light a candle. You can read to your child, or have your child read independently.

**STEP 8: Closing:** Recite your closing verse to end the morning lesson. This is an excellent place to recite a poem or verse from an Indigenous group.

Sample



## DAY 4

### GOALS OF THE LESSON

Your child will draw the map of your country, dividing it into regions inhabited by the Indigenous People of the land.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Today you will share a biography of the first explorer who arrived in the land you live on. Typically, we want to offer this story to your child as an imaginative picture that speaks to their feelings. We want to leave it as a feeling experience for today. This story and image will live in your child for the rest of the day, and through the night, where it gets processed further. Tomorrow is the time to get into reflections, thoughts and questions about today's material.

## TODAY'S LESSON

**STEP 1: Opening:** Begin the morning lesson with the morning verse. Sing your national anthem each morning during this unit. Recite a verse or poem from an Indigenous tribe of your region.

**STEP 2: Intentional Movement Activity (IMA):** What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started? A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both! See Ball Exercises on hub

**STEP 3: Five-minute Math Activity or Game:** Choose a math activity or game from the hub. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 5 math workbook you have chosen. Remember! Now it is time for your child to review decimals.

**STEP 4: Review: Indigenous People Living in Connection to the Land**

**Guided Conversation:** Name the major climatic regions of the country. Describe the different ways of life for the Indigenous People, depending on the land and climate. How would you describe the First People's value system?

**Have your country map ready:**

Ask your child to label various places on the map that they have learned about.



**Language Arts Writing:**

Based on the review, have your child write out each region settled by Indigenous tribes, and describe the weather and landscape, and how this dictated the type of dwelling, food and clothing. Have your child proofread and correct the writing. The good copy will be written today.

**STEP 5: New Material: Story of the First Explorer**

Share the story of the First Explorer who has been held in your country's collective narrative.

**STEP 6: Learning Portfolio:** Your child will draw the map of your country, with a legend and the writing about each region. Consider how you want the page layout to look. This map will identify the major regions where Indigenous tribes settled. Have your child colour each region a different colour and create a legend that names each region. Your child will include the writing they did today, explaining each region.

Sample of type of map:

- [Canada](#)
- [America](#)

(map is part of this website with information for each region) [https://en.wikipedia.org/wiki/Native\\_Americans\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/Native_Americans_in_the_United_States)

**STEP 7: Story:** Create a reverent space. Light a candle. You can read to your child, or have your child read independently.

**STEP 8: Closing:** Recite your closing verse to end the morning lesson. This is an excellent place to recite a poem or verse from an Indigenous group.



## DAY 5

### GOALS OF THE LESSON

Your child will review the story of the First Explorer. Through discussion they will consider the perspective of the explorer, in comparison to the perspective of the Indigenous People.

### WHAT TO KNOW BEFORE YOU BEGIN TODAY

Your child will draw a picture of the explorer from the story yesterday. You will want to have a suitable picture for your child to work from.

#### Heads-up!

You will need a new hand-drawn map of your country, or possibly the one you have can be used. You will now want a map that is divided into the provinces and territories, or states of your country (not labelled). On Day 7, your child will begin to identify these places on the map.

## TODAY'S LESSON

**STEP 1: Opening:** Begin the morning lesson with the morning verse. Sing your national anthem each morning during this unit. Recite a verse or poem from an Indigenous tribe of your region.

**STEP 2: Intentional Movement Activity (IMA):** What best suits your child? Choose an activity that meets their temperament and personality. Do they need to get some energy-burning exercise in order to sit quietly? Maybe a bike ride, run, or walk in the neighbourhood to get the day started? A different option is an indoor game. See the hub for a rhythmic activity to try with your child. Or...just maybe, you want to have your child do both! See Ball Exercises on hub

**STEP 3: Five-minute Math Activity or Game:** Choose a math activity or game from the hub. Follow the activity with 10-15 minutes of review of math concepts. Use the Grade 5 math workbook you have chosen. Remember! Now it is time for your child to review decimals.

### STEP 4: Review: The First Explorer Story

**Guided Conversation:** Ask your child to tell you what they remember of the first explorer. Ask prompting questions if necessary. Once they have shared the story, ask them to consider what type of personality and view of the world you would have to have to become an explorer? We want to draw out of your child the feeling for the adventurous, independent spirit of the early explorers. What would the experience be for the Indigenous People, when they began to see these strangers coming to the land they lived on? Would you say the Indigenous People value group and community or individualism? Describe the differing values that would cause conflict between Explorers and Indigenous People.



**Have your country map ready:**

Ask your child to label various places on the map that they have learned about. You can ask them to point out the shore the explorer landed on, and the areas they travelled on land.

**STEP 5: Language Arts Writing: Story of the First Explorer**

Your child will write a rough copy summary of the life of the First Explorer.

**STEP 6: Learning Portfolio:** Your child will draw a picture of the First Explorer in their portfolio.

**STEP 7: Story:** Create a reverent space. Light a candle. You can read to your child, or have your child read independently.

**STEP 8: Closing:** Recite your closing verse to end the morning lesson. This is an excellent place to recite a poem or verse from an Indigenous group.

Sample