Grade 1 Social Studies Unit

B. PEOPLE AND ENVIRONMENTS:

The Local Community

	Curriculum Expectations	Pages
B1.1	Describe some of the ways in which people interact with the natural environment and the built features of, and human services in, the local community to meet their needs, and what might happen if these features/services did not exist	7-18, 31-46, 48-54
B1.2	Identify some services and service-related occupations in their community and describe how they meet people's needs, including their own needs	55-64, 90-105, 138-140
B1.3	Create a plan that outlines some specific ways in which they	0, 47
B2.1		1-23
B2.2	between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them	24-30
B2.3	Analyse maps, and construct simple maps using appropriate elements, as part of their investigations into the interrelationship between people and significant natural and built features in their community	65-74, 77, 83
B2.4	Interpret and analyse information and data relevant to their investigations, using a variety of tools	124-128
B2.5	Evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelationship	58, 64
B2.6	Communicate the results of their inquiries using appropriate vocabulary	106-109

Preview of 90 pages from this product that contains 197 pages total.

Grade 1 Social Studies Unit

B. PEOPLE AND ENVIRONMENTS:

The Local Community

	Curriculum Expectations	Pages
B3.1	Identify the traditional Indigenous and treaty territory or territories on which their school is located	110-137, 141-142
B3.2	Identify some of the natural and built features of their community	7-54, 84-89
B3.3	Identify some distinct areas in the local community and describe some of the characteristics of these areas	55-64, 84-89
B3.4	Describe the location of some significant places in their community, using relative location	74-81
B3.5	Demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them	65-75, 77, 83
B3.6	Demonstrate an understanding of some common non-standard units of measurement	82-89
B3.7	Demonstrate the ability to construct simple maps of places they have visited, using symbols and non-standard units	67-70, 84-89
B3.8	Identify some of the services in the community for which the government and/or community is responsible and describe key responsibilities of people in the community in relation to those services	90-105, 138-140

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NAME: _____

THE LOCAL COMMUNITY



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Name: _____ 7

Curriculum Connection
B1.1, B3.2

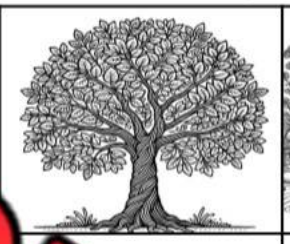
Natural Features

What is a Natural Feature?

A **natural feature** is something that was not built by humans. Examples:



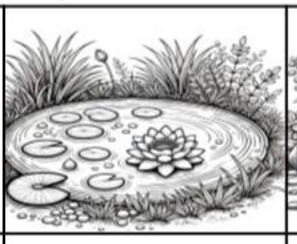
Pl...



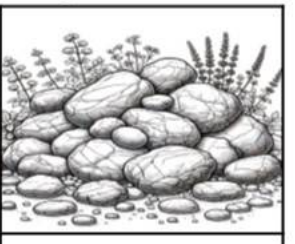
Trees



Streams

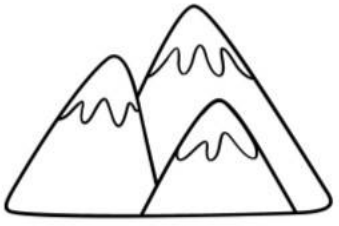


Ponds



Rocks

Natural Featu... ...tou... ...the natural features.



Mountain



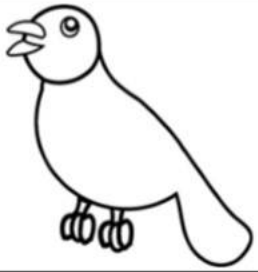
Building



Tree



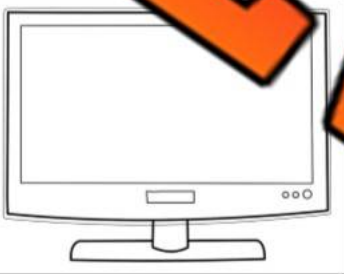
House



Bird



Car



TV



Chipmunk



Bush



Waterfall



Bike



Apple

PREVIEW

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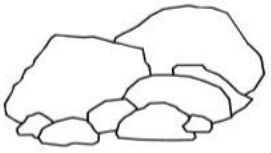
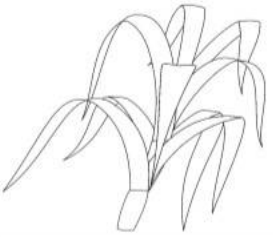
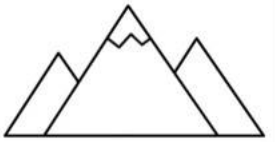
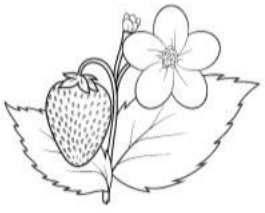
Curriculum Connection
B1.1, B3.2

Natural Features

Circle the natural features at your school.

				
Rocks	**Grass**	**Trees**	**Mountains**	**Streams**
				
Lake	**Pond**	**Squirrels**	**Spiders**	**Bees**
				
Strawberries	**Plants**	**Hill**	**Soil**	**Cliff**

PREVIEW

Draw

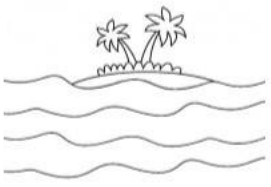
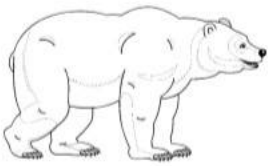
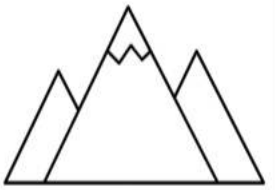
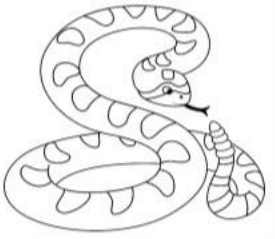
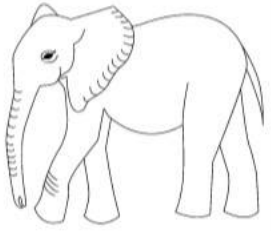
Draw pictures of 4 natural features at your scho

Name: _____ 9

Curriculum Connection
B1.1, B3.2

Natural Features

Circle the natural features in your community.

				
Islands	Bears	Trees	Mountains	Streams
				
Lakes	[illegible]nds	[illegible]ches	Snakes	Waterfalls
				
Elephants	Forests	Hills	[illegible]ons	Cliffs

PREVIEW

Draw

Draw 4 natural features in your community.

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Name: _____ 19

Curriculum Connection
B1.3, B3.2

Interacting With Natural Features

How We Use Natural Features

We interact with natural features every day in different ways. We depend on them for things like food, water, and materials to build and make things.

Sometim actions can harm nature, like when we waste water or litter.

PREVIEW



We use water to drink and wash.



cu uild



We burn coal and oil for energy.



Some people litter by dropping garbage.



We pick flowers to make bouquets.



We use to catch n.

Multiple Choice Circle the best answer.

1) We should try not to _____ water.	Drink	Waste
2) Cutting down trees is good or bad for the environment.	Good	Bad
3) Which burns oil to get energy?	A Bike	A Car
4) Which is a rock found in the ground?	Marble	Glass
5) Animals get sick or healthy from eating litter.	Sick	Healthy

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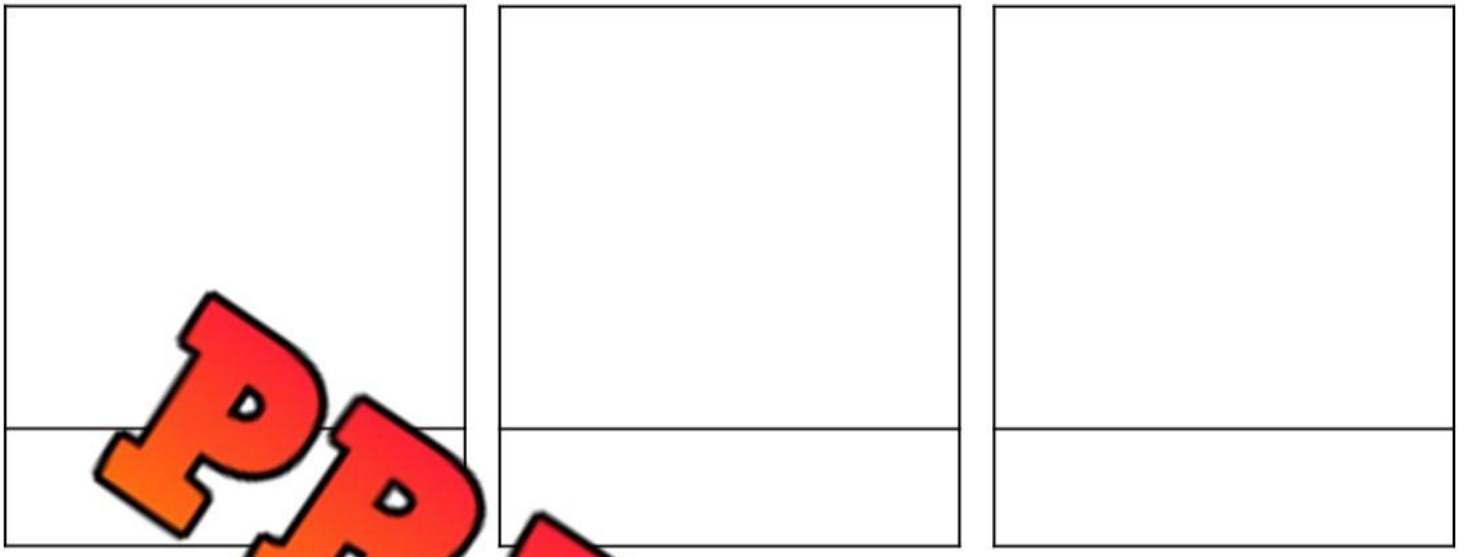
Curriculum Connection
B1.3, B3.2

Name and Draw

Name and draw 3 ways you use water at home or school.



Complete the Sentences

Use the word bank to fill in the blanks.

Rivers	Coat		Trees	Sunlight

1) We need _____ to help plants grow and keep us warm.

2) _____ give us wood for houses and furniture.

3) We use _____ from the ground for energy.

4) Fish live and swim in _____ that flow through our land.

5) Clean _____ is important for all living things to breathe.

Questioning

Write 1 question you have about the reading.

_____

_____

PREVIEW

Name: _____ 21

Curriculum Connection
B1.3, B2.1, B3.2

Interacting Responsibly With Natural Features

When we take care of natural features, we help our environment. Check out the ways we can help below.

Planting Trees	✓ Trees are homes to animals like birds and squirrels. ✓ Trees help clean the air. 
Pick	✓ Animals can eat garbage and get sick. ✓ [illegible] can make our water dirty. 
Using Less Plastic	✓ Plastic [illegible] landfills for many years. ✓ Plastic [illegible] animals and they get sick. 
Putting Waste In The Right Bin	✓ We can compost [illegible] becomes soil. ✓ We can recycle some things [illegible] again. 
Planting A Garden	✓ Plants make our air clean. ✓ Animals like ladybugs, bees, [illegible] toads will enjoy living in your garden. 

Write and Draw What will you do to take care of the environment?

_____

_____

_____

_____

PREVIEW

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Name: _____ 22

Curriculum Connection
B1.3, B2.1, B3.2

True or False

Is the statement true or false?

1) Planting trees can help clean the air.	True	False
2) Plastic in landfills can be eaten by animals.	True	False
3) Picking up trash makes water dirty.	True	False
4) Composting waste helps it become soil.	True	False
5) Recycl waste cannot turn it into something new.	True	False

Circle

d or bad for nature?



Liam throws his empty juice box on the ground at the park.

GOOD	BAD



Ella plants so wers in her backyard to visit.

GOOD	BAD



leaves the water hile brushing eeth.

G	D



Tom uses a reusable bag instead of a plastic one for groceries.

GOOD	BAD



Sophie breaks tree branches in the park to use for her play fort.

GOOD	BAD



Ben stomps on flowers while running through a garden.

GOOD	BAD

PREVIEW

Curriculum Connection
B1.3, B2.1, B3.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

Name: _____ Mark

Circle whether each action is **good** or **bad** for nature.

1) Planting trees	Good	Bad
2) Using plastic	Good	Bad
3) Saving water	Good	Bad
4) Breaking branches	Good	Bad
5) Recycling waste	Good	Bad
6) Stomping flowers	Good	Bad
7) Watering plants	Good	Bad
8) Leaving lights on	Good	Bad

PREVIEW

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Name: _____ 24

Curriculum Connection
B1.3, B2.2, B3.2

Poster: Protecting Our Natural Features

Objective What are we learning more about?

Students will learn how to keep natural features healthy by creating an informative and creative poster. This activity encourages students to think about actions that help protect the environment.

Materials What do we need for our activity?

- ✓ Bla paper board
- ✓ Markers, or col ncils
- ✓ Example list of orksheet)
- ✓ Example posters for in on



Instructions How do we comple the acti

1) **Choose a Topic**: Pick an idea from the list (Littering") or come up with your own idea about protecti feat

2) **Plan Your Poster**: Answer these guiding questions to help
   1) What is the main topic of your poster?
   2) What will you write on the poster to share your idea? Pra writing in big letters.
   3) What pictures will you include? Sketch them in the planning boxes.

3) **Look at Example Posters**: Check out the example posters to get ideas about how to design and organize your own.

4) **Create Your Poster**: Draw and write your messages on the poster board using bright and bold colours.

5) **Share Your Work**: Present your poster to the class and explain why you chose your topic and how it can help the environment.

PREVIEW

Name: _____ 25

Curriculum Connection
B1.3, B2.2, B3.2

Criteria Use the criteria below to complete the activity.

Criteria	Description
Neat Work	The drawings and writing are clean and easy to see.
Big, Clear Letters	The words are written in big letters so everyone can read them.
Bright C rs	The poster has lots of colours to make it stand out.
Go	he pictures match the message and show how to help e.
Sharing	stu an talk about their poster and explain their eas.

PREVIEW

Ideas Use the ideas b thi own way to help nature!

Idea	ion
No Littering – Clean Up Trash	Throw trash i bin t ground clean for people, pla and
Don't Waste Energy – Turn Off The Lights	Turn off lights when led e energy. This helps nature and the rld
Save Water – Don't Waste It	Turn off taps when not using w water helps animals, plants, and people.
Save Trees – Don't Cut Down a Life	Trees give us air and shade. Cutting them down hurts animals and nature. Protect trees.
Save Trees – They Will Save You	Trees clean the air we breathe. By saving trees, we are helping ourselves and the environment.
Bring a Bag – Don't Use Plastic Bags	Use cloth bags instead of plastic. Plastic can harm animals and make the land and water dirty.
Protect the Environment – Don't Damage Plants or Animals	Be gentle with plants and animals. Do not pick plants or harm animals in any way.

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Name: _____ 26

Curriculum Connection
B1.3, B2.2, B3.2

Planning Answer the questions below about your poster.

1) Which topic will you choose? Write it below.

2) Practice writing your text in **BIG** letters.

3) What pictures will you draw on your poster? Sketch them below.

PREVIEW

Name: _____ 27

Curriculum Connection
B1.3, B2.2, B3.2

Example Posters about protecting our natural features.



"Don't throw trash on the ground! Put it in the bin and keep the Earth happy!"

"Turn off the tap! Saving water helps plants, animals, and us!"



PREVIEW

Name: _____ 29

Curriculum Connection
B1.3, B2.2, B3.2

Reflection Questionnaire | Cut the reflection questionnaires below.

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will y to help nature every day?	✓	✗

Nam _____

Circle the box ce.

1) Should we ore tr animals?	✓	✗
2) Should people th ound?	✓	✗
3) Is it okay to waste wa br teeth?	✓	✗
4) Will you try to help nature every	✓	✗

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will you try to help nature every day?	✓	✗

Name: _____

Circle the box of your choice.

1) Should we plant more trees to help animals?	✓	✗
2) Should people throw garbage on the ground?	✓	✗
3) Is it okay to waste water when brushing your teeth?	✓	✗
4) Will you try to help nature every day?	✓	✗

PREVIEW

Name: _____ 30

Curriculum Connection
B1.3, B2.2, B3.2

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Neat Work	Very messy	A bit messy	Mostly neat	Very neat
Big, Clear Letters	Hard to read	Some words are clear	Most words are clear	All words are clear
Bright Colours	No colours or very few	Some colours used	Mostly colourful	Very bright and colourful
Good Pictures	Did not draw well	Some pictures match the idea	Most pictures match the idea	All pictures clearly match the idea
Sharing	Did not share	Shared a little	Shared some details	Shared clearly and fully

PREVIEW

Teacher Comments

Mark

Student Comments – What Could You Do Better?

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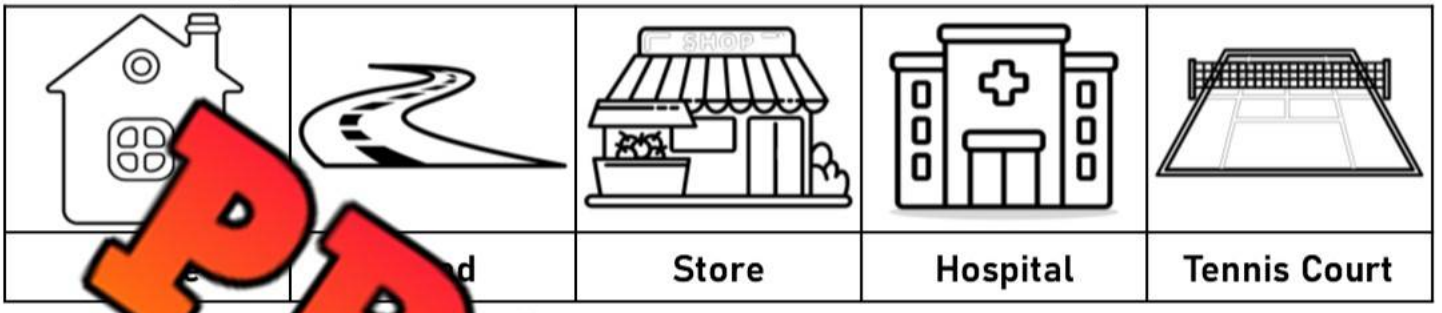
Name: _____ 31

Curriculum Connection
B1.1, B3.2

Built Features

What is a Built Feature?
A **built feature** is something made by people. We make things to make our lives better. Examples:



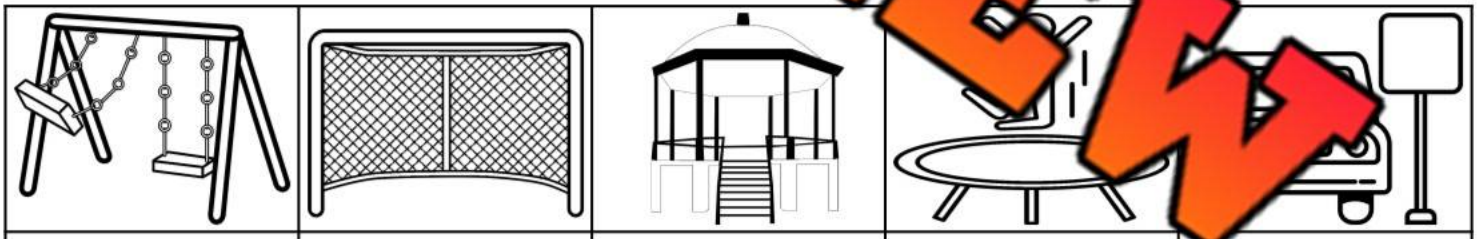
		Store	Hospital	Tennis Court

PREVIEW

Built Features Circle built features at your school.



School	Slide	Playgro	Ba	Soccer Net



Swing Set	Hockey Net	Gazebo	Trampoline	Parking Lot

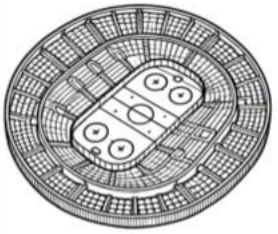
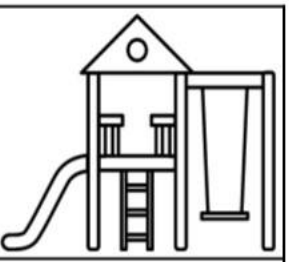
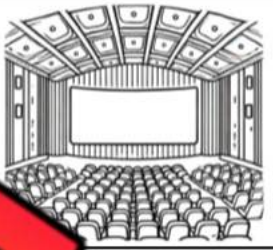
Draw Draw 3 built features that you like at your school.

Name: _____ 32

Curriculum Connection
B1.1, B3.2

Built Features

Circle the built features in your community.

				
Grocery Store	Arena	Hospital	Police Station	Playgrounds
				
Courthouse	[illegible]ail	[illegible]Theatre	Post Office	Fire Station
				
Airport	Train Station	Baseball Field	[illegible]ber Shop	[illegible]Gas Station

PREVIEW

Draw

Draw 3 built features found in your community.

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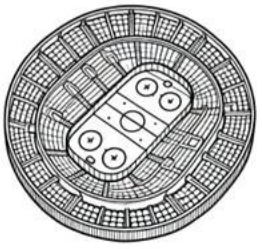
Name: _____ 33

Curriculum Connection
B1.1, B3.2

Matching - 1 Draw a line from the picture of the built feature to what it does.

Picture		What It Does
	○	○ Where police officers work
	○	○ Where mail is collected and sent
	○	○ Where we can buy d
	○	○ fire ters wait for es
	○	○ Where doctors work to help sick people
	○	○ Where people play sports

PREVIEW

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Name: _____ 34

Curriculum Connection
B1.1, B3.2

Matching - 2 Draw a line from the picture of the built feature to what it does.

Picture		What It Does
	○	○ Where kids play
		○ Where adults go if they do something bad
	○	○ Where people go to rship
	○	○ you get your hair ut
	○	○ Where you can go to buy things
	○	○ Where you get gas for your car

PREVIEW

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Name: _____ 35

Curriculum Connection
B1.1, B3.2

Activity Cut out the built features below.



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Name: _____ 36

Curriculum Connection
B1.1, B3.2

Activity Cut out the description of each built feature. Paste both the description and picture on coloured paper.

Where people go to [illegible] better	Where you go to get a haircut	Where you go to buy things
Where yo[illegible] to play	Whe[illegible]ou go to [illegible]	Where you go to get gas
Where adults go if they do something bad	Where you go to report a crime	[illegible] fir[illegible] fight[illegible] for a[illegible]
Where sports are played	Where you go to buy food	Where you go to send mail

PREVIEW

Name: _____ 37

Curriculum Connection
B1.1, B3.2

Puzzle Read the scenario, navigate the maze, and colour it after!

Dr. Hope was rushing to help a patient with an emergency. She got lost on the way to the hospital and needs your help finding the fastest route. Guide her ambulance through the maze so she can reach the hospital on time and save the day!



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Name: _____ 50

Curriculum Connection
B1.1, B3.2

Memory Game – Natural vs Built Features

Objective What are we learning about?

Students will learn to identify, compare, and differentiate between natural and built features in their surroundings, understanding their roles, importance, and how they interact in mmunities.

Materi u will need for the activity

- Set of Mem rds h group (provided)
- A small table or clear a flo



Instructions How you will comple activity

1. Divide the class into groups of 3 or 4. Give e ou y Game cards. (Provided)
2. Have each group lay all the cards face down in a grid o ble
3. The students take turns flipping over two cards at a time, trying ching term and its definition.
4. If a student finds a match, they remove those cards from the grid and keep them.
5. If the cards do not match, they are turned back over, and the next student takes a turn.
6. The game continues until all the cards have been matched.
7. After the game, review the terms and definitions with the class.
8. Discuss why these terms are important to understand and how they relate to the topic.

PREVIEW

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Curriculum Connection
B1.1, B3.2

Cards | Memory Game Cards



Tree

Natural



Bri e

Built



River

tural



House

Built



Mountain

Natural

PREVIEW

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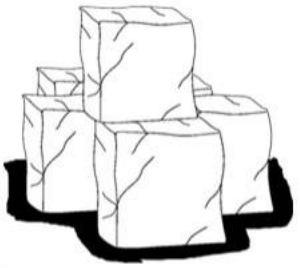
Curriculum Connection
B1.1, B3.2

Cards | Memory Game Cards



Rock

Natural



Sch[illegible]

Built



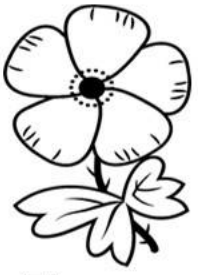
Lake

[illegible]tural



Hospital

Built



Flower

Natural

PREVIEW

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Name: _____ 53

Curriculum Connection
B1.1, B3.2

Cards | Memory Game Cards



Playground

Built



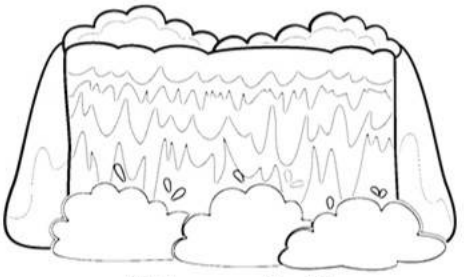
Ca

Natural



Treehouse

Built



Waterfall

Natural



Road

Built

PREVIEW

Name: _____ 55

Curriculum Connection
B1.2, B3.3

Areas In Your Community

Community Areas

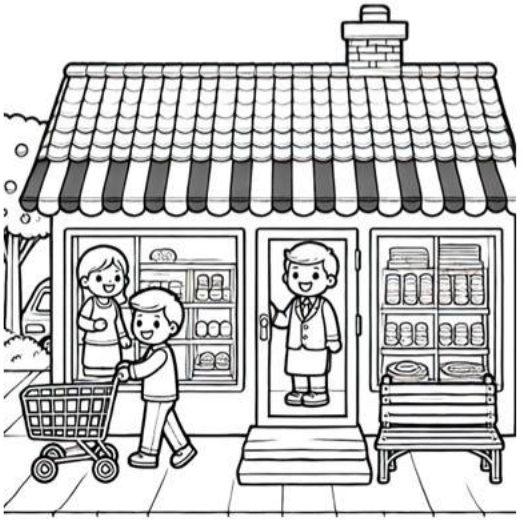
There are different areas in every community. There are places where people **live**, **shop**, and **work**.

PREVIEW

Residen[illegible]s: Areas Where People Live

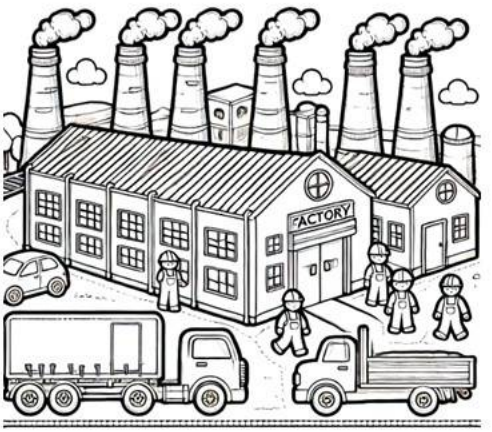
Are[illegible]ere pe[illegible]have a lot of houses. The houses [illegible]d[illegible]side[illegible]re not too close to stores. The[illegible]ve a[illegible]f stop signs. People who driv[illegible]eed





Commer[illegible]eas: [illegible]ere People Shop

Some areas ha[illegible]t of **sto**[illegible]ese are busy areas with a lot[illegible]car[illegible]a have traffic lights and wide roa[illegible]e cars will drive faster.



Industrial Areas: Areas Where People Work

Many people **work** in factories. Factories are built on the outside of communities. They are away from houses. Some factories are close to stores.

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Name: _____ 56

Curriculum Connection
B1.2, B3.3

Guess The Area

Can you tell which area it is based on the clues?

Clue 1	There are lots of stores.	
Clue 2	The roads are wide and busy.	
Clue 3	Cars drive faster here.	

Clue 1	People make or build things here.	
Clue 2	n hear loud machines.	
Clue 3	the outside of communities.	

Clue 1	here es here.	
Clue 2	Cars owly n signs.	
Clue 3	It is quiet,	

PREVIEW

Questions

Answer the q tion icture.

1) What are some things you see where you	
_____	
_____	
_____	

2) What are some things you see where you go shopping?	
_____	
_____	
_____	

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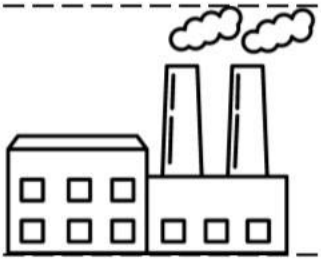
Name: _____ 57

Curriculum Connection
B1.2, B3.3

Sort Cut out the pictures below and sort them into the correct area.

Residential Area	Commercial Area	Industrial Area

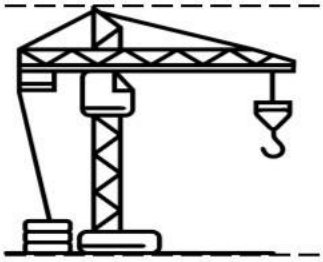
PREVIEW



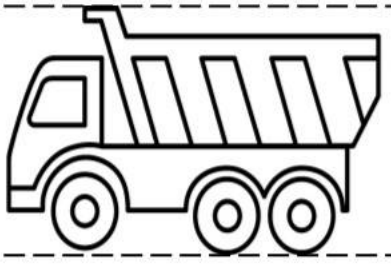
















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Name: _____ 60

Curriculum Connection
B1.2, B3.3

Song: Areas In A Community

Objective

What are we learning about?

Students will learn and sing a song about areas in a community, focusing on the features of commercial, residential, and work areas (industrial). They will act out each area while singing to understand how people live, work, and shop in their community.

PREVIEW

Materials

What you will need for the activity



- Printed lyrics
- Space for the class to stand and move together
- Optional: Pictures or images to show each type of community area

Instructions

How you will complete the activity

1) Begin by discussing what a community is and identify the three main areas: commercial (where people shop), residential (where people live), and work areas (where people work).
2) Show pictures or examples of what these areas look like.
3) Teach students the melody of "Twinkle, Twinkle, Little Star" and introduce the lyrics below.
4) Demonstrate simple actions for each verse (e.g., pretending to shop for commercial, acting like they are at home for residential, and pretending to build or work for work areas).
5) Hand out or display the printed lyrics for everyone to follow.
6) Sing the song together slowly the first time while doing the actions.
7) Repeat the song a few times to help students memorize the words and actions.
8) Ask students to share one thing they know about each area at the end of the activity.

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Name: _____ 61

Curriculum Connection
B1.2, B3.3

Lyrics	Sing the song together as a class, following the melody of "Twinkle, Twinkle, Little Star."

Lyrics (to the tune of "Twinkle, Twinkle, Little Star")



🎵 Verse 1:

In the busy market square,
Shops a[illegible]lls are everywhere.
People [illegible] they need,
Fru[illegible] cloth[illegible]ooks to read.
In the busy [illegible]re,
Shops and stalls [illegible]

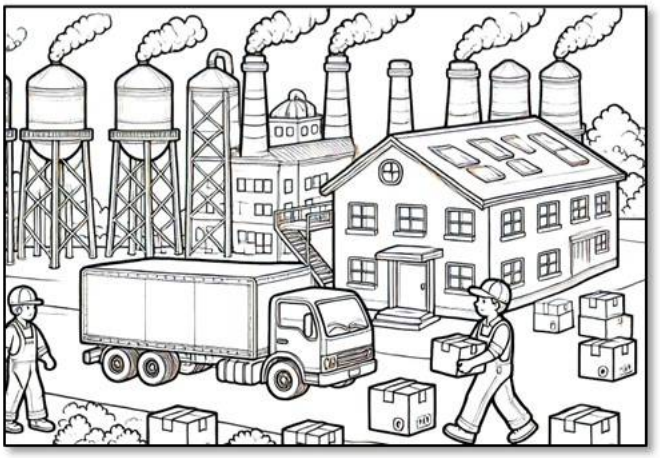


🎵 Verse 2:

[illegible]e qu[illegible]ghbourhood,
Famili[illegible]e wh[illegible]ife feels good.
Home[illegible]d g[illegible]t play,
Friends an[illegible]ours[illegible]day.
In the quiet neigh[illegible]our[illegible]
Families live where life fee[illegible]d. 🎵

🎵 Verse 3:

In the workplace all around,
Factories, tools, and busy sounds.
People working hard each day,
Making things in every way.
In the workplace all around,
Factories, tools, and busy sounds. 🎵



PREVIEW

Name: _____ 62

Curriculum Connection
B1.2, B3.3

Draw Draw each area—shopping, living, and working below, adding details you remember from the song.

1 Shopping Area

2 Living Area

3 Working Area

PREVIEW

Name: _____ 63

Curriculum Connection
B1.2, B3.3

Areas In Your School

Your **school** has many areas. We learn in our **classroom**. We play in the **playground**. We read and use computers in the **library**. The principal works in their **office**. The custodian has a ro[illegible] their things. We have **bathrooms** for stud[illegible] tea[illegible] Students walk in the **hallways**. Ha[illegible] reas in a school.



PREVIEW

True or False

Circl[illegible] the[illegible] ent is true or false.

1) Students work in classrooms.	[illegible]	False
2) Hallways connect the areas in a school.	Tru[illegible]	[illegible]lse
3) The principal works in a classroom.	Tr[illegible]	[illegible]
4) The custodian put their things in the gym.	[illegible]	Fal[illegible]
5) The gym is where students play.	True	Fa[illegible]



List

What areas are in your school? List them below.

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Name: _____ 65

Curriculum Connection
B2.3, B3.5

Maps And Their Parts

What is a Map?

A **map** is a drawing that shows where things are. Maps help us find places like schools, libraries, or parks. They also show us how to get from one place to another.

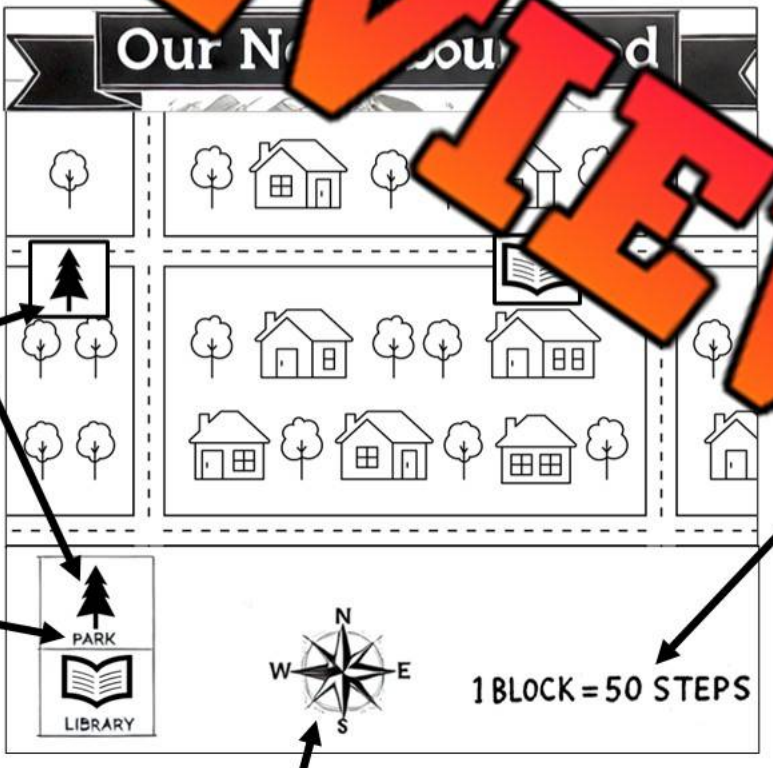
PREVIEW

Parts of a Map

W making ing a map, you need to know these important parts:

Title
e ti what the map shows, Our ourhood."

Symbols
Small pictures show things like playgrounds, washrooms, or trees.



Scale
A scale shows the distance etween on a e, if scale ys 1 block equals 50 steps, it means you walk 50 steps in real life.

Legend
The legend explains what the symbols mean.

Direction
A compass shows north, south, east, and west.

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Name: _____ 66

Curriculum Connection
B2.3, B3.5

Question — What is a map?

_____

_____

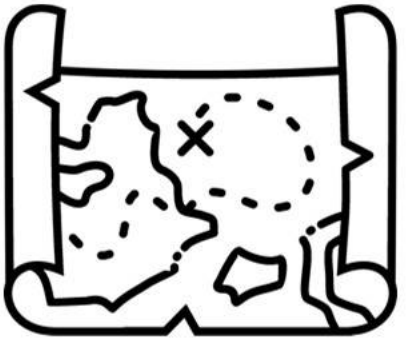
Matching — Match the part of the map to its purpose below.

PREVIEW

Title ◯	◯ Small pictures showing things like parks or libraries.
Symbol ◯	◯ Shows how far places are using blocks or steps.
Legend ◯	◯ ...at the map shows, like "Our Nei...rhood."
Direction ◯	◯ ...ains ...small pictures or sy...n.
Scale ◯	◯ A compass ...at s... South, East and ...

Circle — What symbol would you use for each place on a map?

1) To show your **house** on the map:		
2) To show a **tree** on the map:		
3) To show a **car** on the map:		
4) To show a **playground** on the map:		☐☐
5) To show a **library** on the map:		



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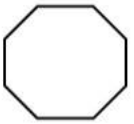
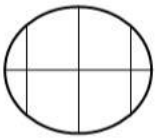
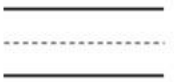
Name: _____ 67

Curriculum Connection
B2.3, B3.5, B3.7

Map Draw a map of your **neighbourhood**. Colour it using appropriate colours.

Legend					
House	Stop Sign	Park	Road	Forest	Apartment
					

Title: _____

PREVIEW

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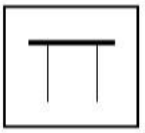
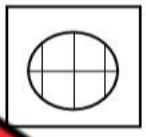
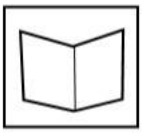
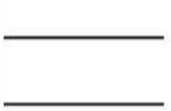
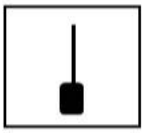
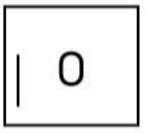
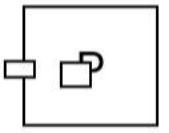
Name: _____ 68

Curriculum Connection
B2.3, B3.5, B3.7

Map Draw a map of your **school**. Colour it using appropriate colours.

Legend						
Classroom	Gym	Library	Hallway	Custodian Room	Office	Principal
						

Title: _____

PREVIEW

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Curriculum Connection
B2.3, B3.5

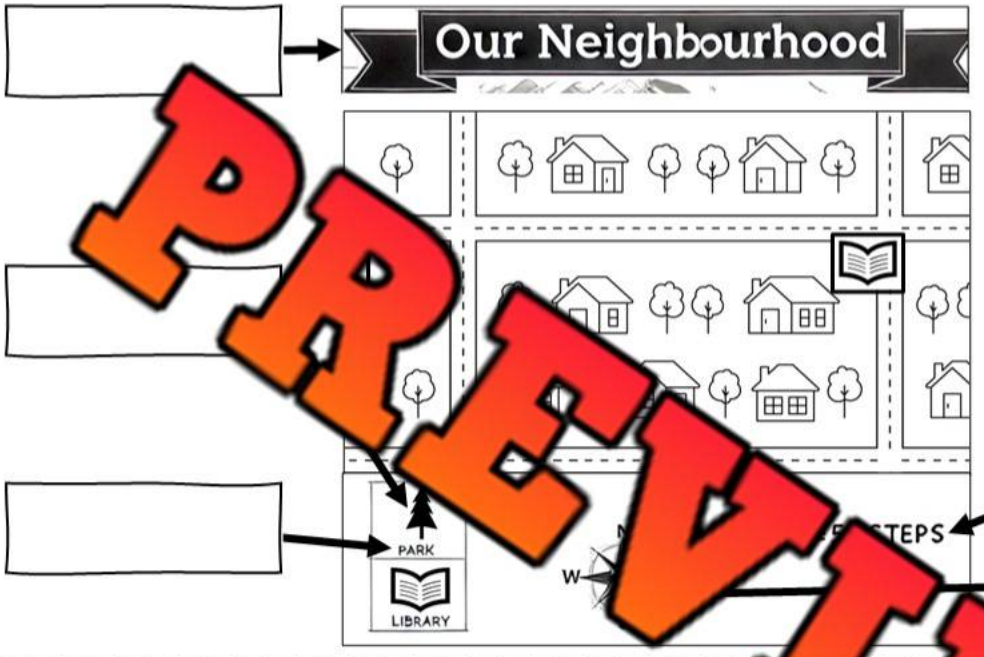
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Mark

Use the word bank to fill in the parts of the map.



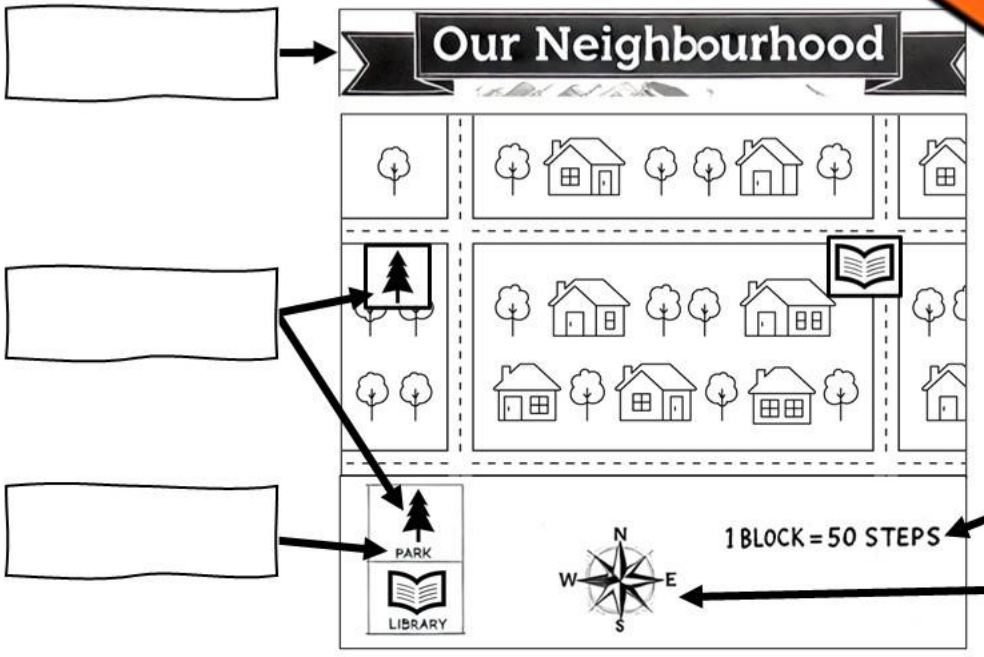
Word Bank	
Legend	Scale
Symbol	Title
Direction	

PREVIEW

Name: _____

Mark

Use the word bank to fill in the parts of the map.



Word Bank	
Legend	Scale
Symbol	Title
Direction	

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Name: _____ 72

Curriculum Connection
B2.3, B3.5

Mapping Skill - Scale

What does Scale Mean?

Every good map is drawn to scale. **Scale** means the size of the things on a map are drawn the right size. For example, if you were drawing your house, it should be bigger than the car in the driveway.

Drawing ... the object beside the picture. Make sure to draw it the right size.

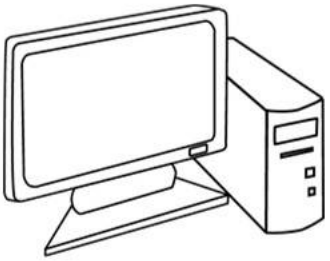
PREVIEW

	
Strawberry	Banana

	
	House

	
Cup	Pencil

	
Cookie	Television

	
Computer	Computer Mouse

	
Adult	Child

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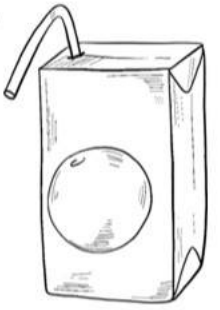
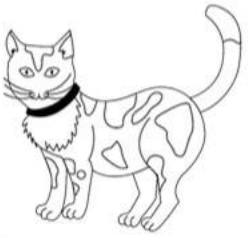
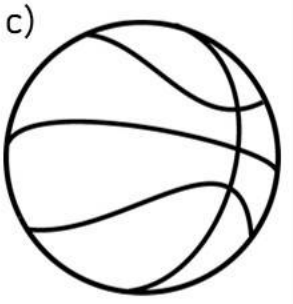
Name: _____ 73

Curriculum Connection
B2.3, B3.5

Scale Circle the object that is drawn to the right scale

	Original Object	Which of these objects is drawn properly?		
1		a) 	b) 	c) 
2		a) 	b) 	c) 
3		a) 	b) 	c) 
4		a) 	b) 	c) 
5		a) 	b) 	c) 

PREVIEW

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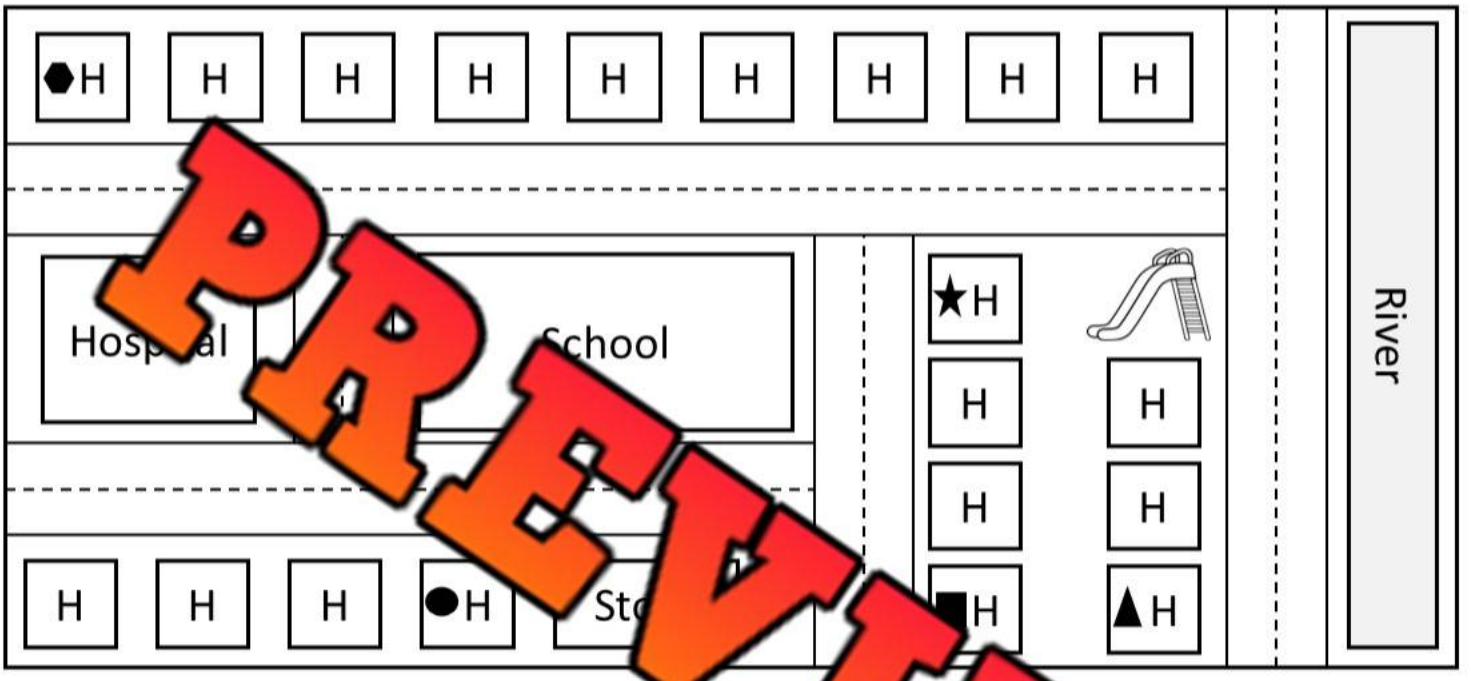
Name: _____ 74

Curriculum Connection
B2.3, B3.4, B3.5

Relative Location – Near, Far, Up, Down

Relative location tells where something is compared to something else, using simple words like near, far, up, or down.



PREVIEW

Map Reading Read the map and circ[illegible] cor[illegible]er

1) The ★ is 3 houses ____ from the ■

a) Near c) Up

b) Far d) Down

2) The [illegible] th[illegible]ol

a) Near

b) Far d) [illegible]

3) The ■ is ____ from the hospital

a) Near c) Up

b) Far d) Down

4) The ▲ is 3 houses ____ from the

a) Near c) Up

b) Far d) Down

5) The ● is ____ the store

a) Near c) Up

b) Far d) Down

6) The ⬢ is ____ from the

a) Near c) Up

b) Far d) Down

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Name: _____ 75

Curriculum Connection
B3.4, B3.5

Questions

Answer the questions below.

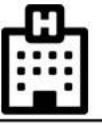
1) Draw a picture of something near where you live.	2) Draw a picture of something far from where you live.
Explain: *"My house is near..."*	Explain: *"My house is far from..."*
_____ _____	_____ _____

PREVIEW

Near or Far

Is it **near** or **far** from where you live?

1) Park 	Near	Far
2) Grocery Store 	Near	Far
3) School 	Near	Far
4) Gas Station 	Near	Far

5) Police Station 	Near	Far
6) Fire Station 	Near	Far
7) Hospital 	Near	Far
8) Barber Shop 	Near	Far

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Name: _____ 76

Curriculum Connection
B3.4

Relative Distance – Closer, Further

Distance is how far something is. We can say something is **closer** or **further** when explaining how far something is from us.

Closer	The school is closer to where I live than the mall.
Further	The hospital is further than the grocery store from where I live.

PREVIEW

Distance Describe the school related distances in the statements below.

1) The gym is _____ than the library.	closer to	further from
2) The office is _____ clas_____ gym.	closer to	further from
3) Right now, I am _____ than _____acher.	closer to	further from
4) Our class is _____ the play_____ t_____ 2s.	closer to	further from
5) Right now, I am _____ a window th_____ teach_____	closer to	further from

Distance Circle which you live closer to _____ further from.

I live closer to a...		I live further from a...
Park	or	Grocery Store
Barber Shop	or	Fire Station
Police Station	or	Gas Station
Hospital	or	Park
School	or	Movie Theatre
Train Station	or	Hockey Arena

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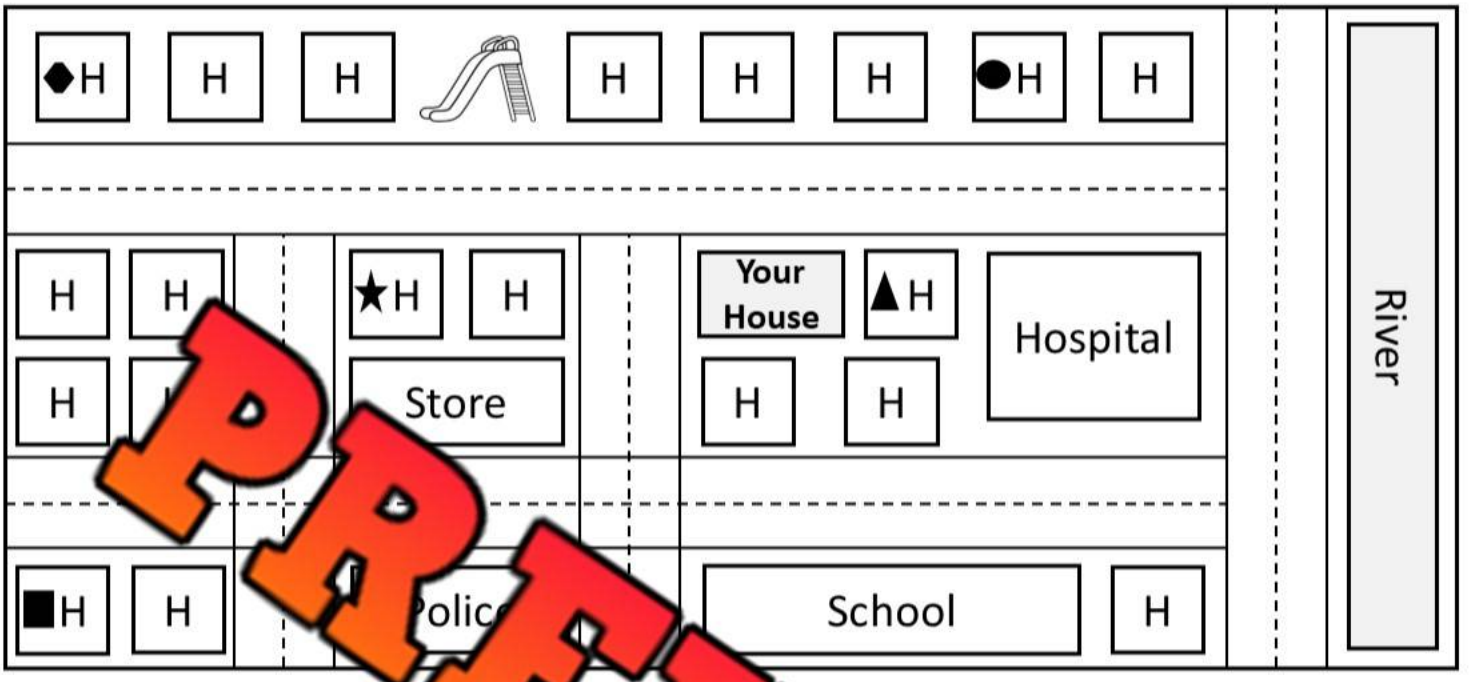
Name: _____ 77

Curriculum Connection
B2.3, B3.4, B3.5

Map Reading

Read the map and circle the correct answer.



1) My house is ____ the pa[illegible] th[illegible]	closer to	further from
2) The ▲ is ____ the hospital than ■	[illegible]ser to	further from
3) The ■ is ____ the police station than th[illegible]		further from
4) The ♦ is ____ the school than the ●	[illegible]	[illegible] from
5) The ★ is ____ the store than the ▲	close[illegible]	[illegible]er from

PREVIEW

Distance

Which is closest or furthest?

1) Which house is furthest from the police?	★	♦	▲	●	■
2) Which house is closest to the school?	★	♦	▲	●	■
3) Which house is furthest from the park?	★	♦	▲	●	■
4) Which house is closest to the park?	★	♦	▲	●	■

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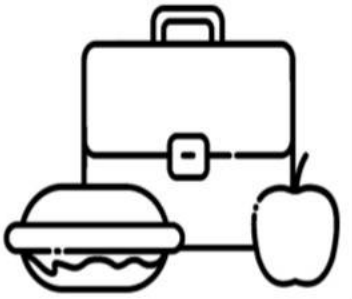
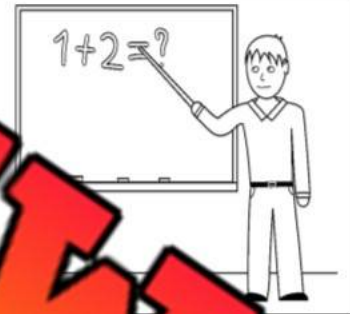
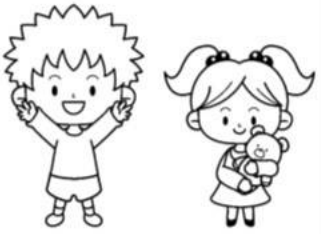
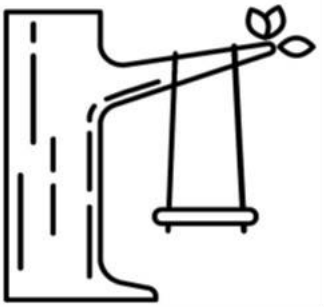
Name: _____ 78

Curriculum Connection
B3.4

Relative Direction – Right And Left

Questions Circle the correct answer.

Left ⟺ Right

1) The boy is to the _____ of the desk. a) Left b) Right		2) The apple is to the ____ of the bag. a) Left b) Right	
3) Th… is to th… ____ of t… pers… a) Left b) Right		4) The fries are to the ___ the burger. a) Left Right	
5) The fence is to the ____ of the house. a) Left b) Right		…) The …er is to the …rd. a) …t b) Righ…	
7) The boy is to the _____ of the girl. a) Left b) Right		8) The paintbrush is in their __ hand. a) Left b) Right	
9) The swing is to the _____ of the tree. a) Left b) Right		10) The globe is to the __ of the books. a) Left b) Right	

PREVIEW

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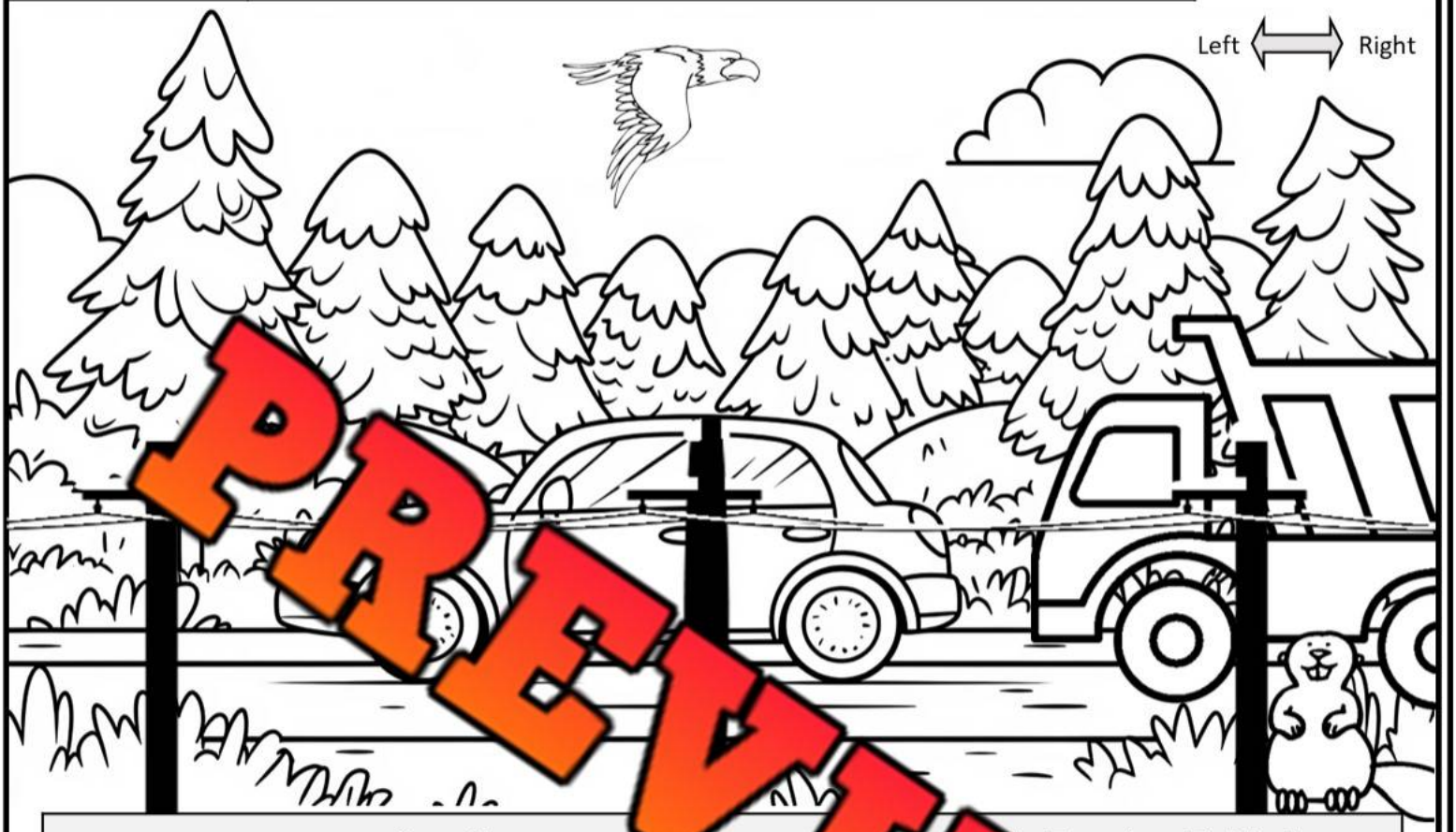
Name: _____ 79

Curriculum Connection
B3.4

Questions | Circle the correct answers by looking at the scene



PREVIEW

Questions	In Front or Behind	
1) The car is _____ the trees.		Behind
2) The trees are _____ the truck.	In Front	Behind
3) The cloud is _____ the trees.	In Front	Behind
4) The beaver is _____ the truck.	In Front	Behind
5) The power poles are _____ the road.	In Front	Behind

Questions	Left or Right	
1) The truck is to the _____ of the car.	Left	Right
2) The cloud is to the _____ of the eagle.	Left	Right
3) The car is to the _____ of the beaver.	Left	Right
4) The cloud is to the _____ of the car.	Left	Right
5) The power poles are to the _____ of the beaver.	Left	Right

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Curriculum Connection
B3.4

Questions	Draw these things in the correct location

1) A house in the middle	5) A bird above the car
2) A car to the left of the house	6) A cloud above the tree
3) A tree to the right of the house	7) The sun to the right of the cloud
4) A mountain behind the house	8) A road in front the house

PREVIEW

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Curriculum Connection
B3.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Circle the correct answer

1) The tree is to the _____ of the house.

Left | Right



2) The books are to the __ of the globe.

Left | Right



3) The ball is to the ____ of the racket.

Left | Right



Name: _____ | Mark

Circle the correct answer

1) The tree is to the _____ of the house.

Left | Right

2) The books are to the __ of the globe.

Left | Right

3) The ball is to the ____ of the racket.

Left | Right







Name: _____ | Mark

Circle the correct answer

1) The tree is to the _____ of the house.

Left | Right

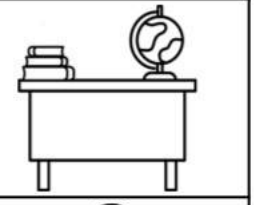
2) The books are to the __ of the globe.

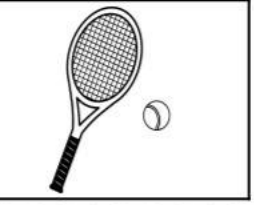
Left | Right

3) The ball is to the ____ of the racket.

Left | Right







Name: _____ | Mark

Circle the correct answer

1) The tree is to the _____ of the house.

Left | Right

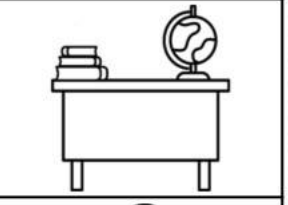
2) The books are to the __ of the globe.

Left | Right

3) The ball is to the ____ of the racket.

Left | Right







PREVIEW

Name: _____ 82

Curriculum Connection
B3.6

Non-Standard Units Of Measurement

We can measure distance using different things. We can use our **footsteps**, **tiles**, **houses**, or even **blocks**. A city block is separated by streets.

Footsteps	The gym is 60 footsteps away.
Tiles	The distance from my desk to the door is 20 tiles on the floor.
Blocks	I live 4 blocks of houses away from the mall.
Houses	friend lives 7 houses down from mine.



Part 1 leasur nces of the following using your footsteps.

	Dista	Number of Footsteps
1) From your desk/tab	oor	
2) From one side of your clas	the	
3) From your seat to the front of the	n	
4) From your seat to your teacher's seat		
5) From the door to the opposite corner of the roo		

Part 2 Estimate the distances below. With permission, me nces.

Distances	Estimate - Number of Footsteps
1) From your classroom to the gym	
2) From the gym to the library	
3) From the library to the office	
4) From the office to the custodian's office	
5) From the custodian's office to your classroom	

PREVIEW

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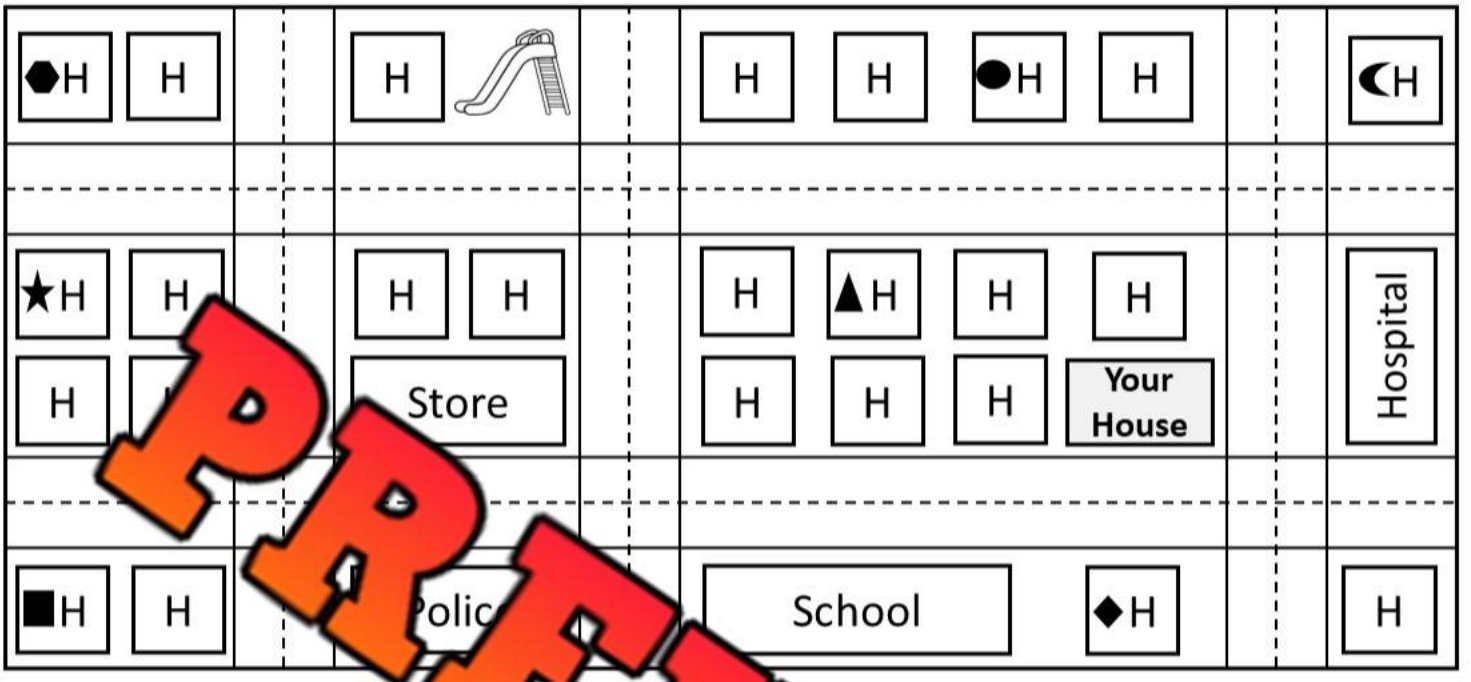
Name: _____ 83

Curriculum Connection
B2.3, B3.5, B3.6

Questions Read the map and answer the questions below.



PREVIEW

Dista	Answer
1) How many houses away is ● fro	
2) How many blocks away is ● from ⬢	
3) How many houses away is ☾ from ⬢	
4) How many blocks away is ☾ from ⬢	
5) How many houses away is ⬢ from ■	
6) How many blocks away is ⬢ from ■	
7) How many blocks away is ⬢ from the park?	
8) How many blocks away is ★ from the hospital?	
9) How many blocks away is ● from the school?	
10) How many blocks away is ◆ from the police?	

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Name: _____ 90

Curriculum Connection
B1.2, B3.8

Services In My Community

Communities have many needs. The workers in our community meet those needs. Here are some services that workers in our community provide:



Police offic safe



tors make us feel better



Waste collectors take our waste away



Fire fighters put out fires



Snowplows clear t snow off roads



Mail c s bring us ette ges.

PREVIEW

Draw Name and draw two services you have seen in your comm y.

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Curriculum Connection
B1.2, B3.8

Fill In The Blanks

Use the jobs word bank to fill in the blanks.

The workers below help us meet our needs. Without them, life would be unsafe! The services they provide are important.

Jobs Word Bank				
Police Officer	Doctor	Waste Collector	Fire Fighter	Snowplow Driver
				

PREVIEW

1) Someone who gives us m[illegible] to [illegible] better is a _____.

2) Someone who clears snow from th[illegible]oad is a _____.

3) Someone who makes sure everyone follows [illegible] _____.

4) Someone who takes our waste away is a _____.

5) Someone who puts out fires is a _____

Draw And Write

Would you want to have one of the jobs above? Why?

_____

_____

_____

Name: _____ 93

Curriculum Connection
B1.2, B3.8

Draw And Write - 2 What would life be like without the workers below?

Worker	Draw	Write
Fire Fighters 		

Worker	Draw	Write
Police Officers 		

PREVIEW

Name: _____ 94

Curriculum Connection
B1.2, B3.8

Our Responsibilities In The Community

We need to help the workers in our communities do their jobs. We can help them in many ways.

Matching Draw a line from the worker to how we can help them

Wor	How We Can Help Them
	Sort our garbage and recycling and bring it to the end of the driveway
	Sh snow off my sidewalk
	Eat fr d v ables and stay safe
	Follow the rules and laws in our community
	Have working smoke detectors in our houses

PREVIEW

Name: _____ 97

Curriculum Connection
B1.2, B3.8

Role-Play: Services In Action

Objective What are we learning about?

Students will learn about different essential services in the community by role-playing as workers from those services, showing how their jobs help the community.

Materials What will we need for our activity?

- Sc[illegible] cards [illegible] rent situations) (provided)
- Props or c[illegible] ptiona[illegible]
- Timer or stopwatc[illegible]



Instructions How will we co[illegible]plete [illegible]?

1. Divide the class into small groups of 3 to 4 st[illegible]s.
2. Provide each group with a scenario card that [illegible]n related to the topic being studied.
3. Give out roles to each student in the group, assigning them a ch[illegible] within the scenario, or let them decide and take roles.
4. If available, distribute props or costumes that may help students emb[illegible] their roles more effectively.
5. Set the timer to allocate a specific amount of time for the groups to discuss and act out their scenarios.
6. Allow each group to present their role-play to the class.
7. After all groups have presented, initiate a class discussion to reflect on the different approaches and outcomes observed during the role-plays.
8. Distribute reflection sheets for students to express what they learned and felt during the activity.

PREVIEW

Name: _____ 98

Curriculum Connection
B1.2, B3.8

Criteria Use the criteria below to complete the activity.

Criteria	Description
Imagination	Pretend you are doing the job. Think about what the worker does.
Voice	Speak clearly and kindly when explaining or acting out the role.
A	the job carefully, using realistic movements and actions.
Stay in Rol	A ke the r the whole time and stay focused on the job.
Teamwork	Work t with n, listening and sharing ideas.

PREVIEW

Scenario Cards Cut out the topics below

	Scenario	Desc
1	**The Overflowing Trash Cans**	A family wakes up to see their trash cans fu wing onto the lawn. The waste collector arrives in a bi k, honking to let the family know they're here. The driver steps out, puts on gloves, and picks up the trash while another worker operates the truck's lift to empty the cans. The family waves and says thank you, and the worker explains how the truck separates trash and recycling. Later, the family sees the waste collector at the park, cleaning up litter from the ground and putting it into bags.

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Name: _____ 99

Curriculum Connection
B1.2, B3.8

Scenario Cards | Cut out the topics below.

	Scenario	Description
2	The Boy at the Clinic	A little boy falls at the park and scrapes his knee. He arrives at the clinic with his parents, looking scared. A nurse greets them warmly and shows the boy where to sit. The nurse carefully cleans his knee with a soft cloth, applies a bandage, and tells him how to take care of the scrape. The nurse then writes a note for the parents about keeping the bandage clean. Another family with a sick baby arrives, and the nurse gently checks the baby's temperature while explaining what's next.
3	The Firefighter Saves the Day	A house near the neighborhood starts smoking, and neighbours run to see what's happening. The fire truck arrives to the scene with loud sirens and flashing lights. Firefighters quickly jump out, pull hoses, and connect them to the fire hydrant. One firefighter talks to the worried family, while others spray water on the fire. After the fire is out, they check the house to make sure everyone is safe. One firefighter shows kids how to stop, drop, and roll if their clothes catch fire, helping them feel safe and prepared.
4	The Busy Snowplow Driver	It snows heavily overnight, and roads are slippery with ice. Early in the morning, a snowplow driver gets to work, clearing snow from the roads. The driver stops to wave at children walking to school, letting them know the roads will be safe. Later, the snowplow gets stuck on a steep hill, and another truck comes to help pull it free. The driver continues plowing and makes sure the sidewalks near the school and the park are clear so kids can play safely.

PREVIEW

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Name: _____ 100

Curriculum Connection
B1.2, B3.8

Scenario Cards | Cut out the topics below.

	Scenario	Description
5	**Boy in the Mall**	A little boy gets separated from his parents in a busy shopping mall. He starts crying, and a security officer notices him. The officer kneels down to ask his name and where he last saw his parents. Holding his hand, the officer talks to him calmly while calling for [illegible] on the radio. After a few minutes, the parents arrive, relieved to find [illegible]. The officer gives them advice about staying close [illegible] crowded places.
6	**The Farmer at the Market**	A farmer [illegible] to town with a truck full of fresh fruits and vegetables for the [illegible]. The farmer sets up a stand and talks to shoppers about how [illegible] was grown. A family stops to buy apples, and the farmer explains [illegible] rain and soil helped the trees grow. Later, the farmer [illegible] starts [illegible] delivering food to schools and stores so everyone has [illegible] meals. At the end of the market, the farmer waves goodbye and drives [illegible] in an empty truck.
7	**The Cat in the Tree**	A little girl's cat gets stuck in a tall tree, and she doesn't know what to do. A police officer arrives and speaks gently to the girl, promising to help. The officer finds a long ladder and carefully climbs up to reach the frightened cat. The cat meows loudly but stays still as the officer gently carries it down. The girl hugs her cat and thanks the officer, who then talks to the children nearby about keeping their pets safe.

PREVIEW

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Name: _____ 101

Curriculum Connection
B1.2, B3.8

My Role Draw a picture of what your character did during the role-play.



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Curriculum Connection
B1.2, B3.8

Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Imagination	Did not pretend much.	Pretended a little.	Pretended well.	Pretended very well with great creativity.
Voice	Did not speak kindly or clearly.	Spoke kindly or clearly sometimes.	Spoke kindly and clearly often.	Always spoke kindly and clearly.
Actions	Did not show actions.	Showed a few helpful actions.	Showed many helpful actions.	Showed all helpful actions very clearly.
Stay in Role	Stopped pretending quickly.	Stopped sometimes.	Pretended most of the time.	Pretended the whole time with focus.
Teamwork	Did not share or help others.	Shared or helped sometimes.	Shared and helped often.	Always shared and helped very well.

PREVIEW

Teacher Comments

_____

_____

_____

Mark

Student Comments – What Could You Do Better?

_____

_____

_____

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Name: _____ 103

Curriculum Connection
B1.2, B3.8

Jobs In Our Community

There are many different jobs in communities. We need people to have these jobs to meet our needs. Check out some popular jobs below.

Fill In The Blanks

Use the jobs word bank to fill in the blanks.

Jobs Word Bank

Serve	anic	Store Clerk	Custodian	Mail Carrier	Farmer
					

1) Someone who fixes vehic a _____.

2) Someone who sells things from a e is a _____.

3) Someone who grows crops and raises ani s a _____.

4) Someone who gives us food at a restaurant is a _____.

5) Someone who keeps buildings clean and safe is a _____

6) Someone who delivers mail is a _____.

PREVIEW

Brainstorm

What are some other jobs in your community? Write or draw them.

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Curriculum Connection
B1.2, B3.8

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

Name: _____ Mark

Circle the correct job.

1) Gives medicine to help people.	
Doctor	Police Officer
2) Makes sure people follow rules.	
Police Officer	Bus Driver
3) Stops fires and saves people.	
Teacher	Firefighter
4) Delivers letters and packages.	
Police Officer	Mail Carrier

PREVIEW

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Name: _____ 110

Curriculum Connection
B3.1

Canada – Before Immigration

The Indigenous People of Canada

Indigenous means first people to live in a place. The Indigenous people of Canada were the first people who lived in Canada before any immigrants came. They lived here for thousands of years before people from all over the world moved to Canada.



The Indigenous people of Canada still live here today. Today there are over 1.4 million people in Canada who identify as Indigenous. They belong to 3 main communities – **Inuit**, **Metis**, and many different **First Nations**.

PREVIEW

Yes Or No Is the answer yes or no?

1) Does the word indigenous mean lived in an area first?	Yes	No
2) Are the Irish an Indigenous group?	Yes	No
3) Do the Indigenous live here anymore?	Yes	No
4) Were the Indigenous good at living in Canada?	Yes	No
5) Are there over one million Indigenous people in Canada?	Yes	No

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Curriculum Connection
B3.1

Colour

Colour the picture below.



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Name: _____ 112

Curriculum Connection
B3.1

Our Special Agreements: Treaties

What is a Treaty?

A **treaty** is a promise between groups to share land and live peacefully. Treaties help people work together and protect everyone's safety.

Importan s

The F s s treaties with the government to keep some of their land and culture. Th and th settlers. In **Ontario**, **Treaty 9** and **Treaty 3** are very important. S and i e meaning no treaty was signed for it.



Treaty 3: A Story Close to H

In places like **Fort Frances**, the Trea s sign

This treaty was between the **Anishinaabe pe** d

the **Canadian government** back in 1873!

In this treaty, the Anishinaabe people said, "You ca e s

but we still get to fish and hunt, and we want some of the hunting to d use."

Inside a Treaty Box

A treaty has rules about land, like building homes or roads. It gives rights, like fishing in lakes, and protects forests and rivers.

Fairness

When treaties were signed, First Nations gave up a lot of land. They only got small reserves, hunting tools, and some money in return.

PREVIEW

Name: _____ 113

Curriculum Connection
B3.1

Question Answer the questions below.

1) What is a treaty, and do you think it was fair?

2) W eaty la u live on? Or is your land **unceded** land?	

Circle C e cor er.

1) Where was Treaty 3 s	ronto	Fort Frances
2) First Nations got money and...	fo	Food
3) Who signed Treaty 3?	Inui ople	Anishinaabe people
4) When was Treaty 3 signed?	73	1973
5) Which treaty is not in Ontario?	9	11

Visualizing What were you picturing in your head while ng?

PREVIEW

Curriculum Connection
B3.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Put a checkmark (✓) on the correct answer!

Mark

What does **unceded land** mean?	
○ Land that First Nations did not agree to give away.	○ Land that First Nations agreed to share in a treaty.

Name: _____

Put a checkmark (✓) on the correct answer!

Mark

What does **unceded land** mean?	
○ Land that First Nations did not agree to give away.	○ Land that First Nations agreed to share in a treaty.

Name: _____

Put a checkmark (✓) on the correct answer!

Mark

What does **unceded land** mean?	
○ Land that First Nations did not agree to give away.	○ Land that First Nations agreed to share in a treaty.

Name: _____

Put a checkmark (✓) on the correct answer!

Mark

What does **unceded land** mean?	
○ Land that First Nations did not agree to give away.	○ Land that First Nations agreed to share in a treaty.

PREVIEW

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Name: _____ 115

Curriculum Connection
B3.1

Story: Ontario's First Families

Draw Illustrate the story by adding pictures to the book.

Once upon a time in the beautiful land of Ontario, a little girl named Mia was walking [illegible] forests near her home in Fort Frances. The sun shone through the t[illegible]i[illegible]ng happy songs. With each step, the leaves made soft, rustling sound[illegible] w[illegible] whispering stories.

PREVIEW

Name: _____ 116

Curriculum Connection
B3.1

One day, Mia found a big, old tree. Its bark was rough and had patterns that looked like pictures. The sun made its branches shine. As Mia touched one of the patterns with her finger, she heard a gentle voice, "That shows the story of the Anishinaabe people, the first families of this land."



Mia looked up and saw a friendly squirrel on a branch. "Did you talk?" Mia asked, surprised. The squirrel nodded. "I know the stories of this land, and I want to share them with you," it said.

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Curriculum Connection
B3.1

The squirrel told Mia about the Anishinaabe people who lived near the great lakes, caught fish in the clear waters, and danced in the forests. "They cared for this land just like you care for your toys," the squirrel said.



Mia also learned about places where the Anishinaabe met to tell stories, trade, and have big feasts. "Many groups lived here and shared the land," the squirrel explained.

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Curriculum Connection
B3.1

When the squirrel finished, the tree's patterns seemed even more special to Mia. She noticed the soft ground and the cool breeze in the air. She knew the land was full of amazing stories. Mia ran home, excited to tell everyone about the stories of Ontario's first families. She now knew every tree, lak rock held a secret waiting to be found.

PREVIEW

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Curriculum Connection
B3.1

Case Study: Anishinaabe People And Nature

Who Are the Anishinaabe People?

The Anishinaabe are one of Canada's first Indigenous groups. They have lived near the **Great Lakes** for hundreds of years. They are known for their love of nature and respect for the land. The word "**Anishinaabe**" means "original people."



What Do They Eat?

The Anishinaabe people live close to nature. They fish in lakes, hunt in forests, and grow foods like corn and beans. They also make beautiful beadwork and use birch bark to build canoes.

Special Facts About Anishinaabe Life

- They gather for celebrations with singing, dancing, and drums.
- They believe every tree, lake, and rock has a spirit.
- They tell stories to teach children about their history.

Where They Lived

The Anishinaabe people lived in wigwams, which are small homes made of wood and birch bark. These homes were warm in winter and cool in summer. Many Anishinaabe villages were near rivers or lakes.

PREVIEW

Name: _____ 120

Curriculum Connection
B3.1

True or False

Is the statement true or false?

1) The Anishinaabe lived near rivers and lakes.	True	False
2) Wigwams were made from bricks and stones.	True	False
3) The Anishinaabe grew corn and beans on their land.	True	False
4) They believed trees and rocks had spirits.	True	False
5) The word "Anishinaabe" means "original people."	True	False

Draw

Draw special facts about the Anishinaabe People.

Fishing in Lakes	Respecting Nature	Storytelling

PREVIEW

Word Search

Find the word bank words in the puzzle.

Anishinaabe	Wigwam
Birch	Canoe
Corn	Beans
Beans	Dancing
Spirit	Nature

J A N I S H I N A A B E S
X J A H N D I E M A W H P
F I S H I N G A E W X C I
C O R N H B H R R B V R R
C A N O E S Z I U E Z I I
D A N C I N G L T A O B T
W D W I G W A M A N X K R
X U K E L S X M N S I J Q

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Curriculum Connection
B3.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Is the statement true (T) or false (F)?

1) The word "Anishinaabe" means "great hunter."	T / F
2) Wigwams were homes made from stone and metal.	T / F
3) The Anishinaabe believe in spirits within nature.	T / F
4) The Anishinaabe lived near rivers, lakes, and mountains.	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) The word "Anishinaabe" means "great hunter."	T / F
2) Wigwams were homes made from stone and metal.	T / F
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Name: _____ Mark

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3) The Anishinaabe believe in spirits within nature.	T / F
4) The Anishinaabe lived near rivers, lakes, and mountains.	T / F

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Curriculum Connection
B3.1

Indigenous Neighbours and Friends

Before Our Schools

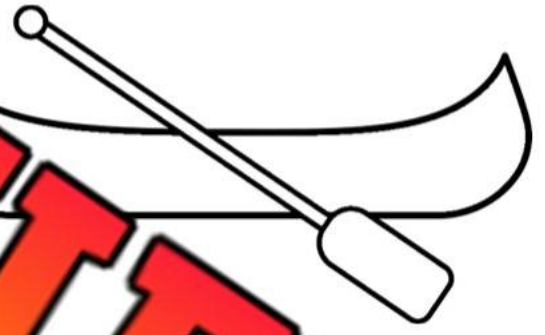
Long before our schools and playgrounds, Indigenous nations lived in Ontario.

They were the province's very first families!

What T

These s cial fa ht us so many things. Some of their gifts are:

- Maple
- Canoes for tra on wate
- Stories about nature



Long Ago Farms

A long time ago, before many of our houses and s were bu e

Haudenosaunee people were already here. They were awesom

grew **"The Three Sister,"** which were:

- Corn
- Beans
- Squash







This special group of foods is called the "Three Sisters". They work together in the garden, just like best friends!

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Question Answer the questions below.

1) What did Indigenous families do on the land before our school was here?

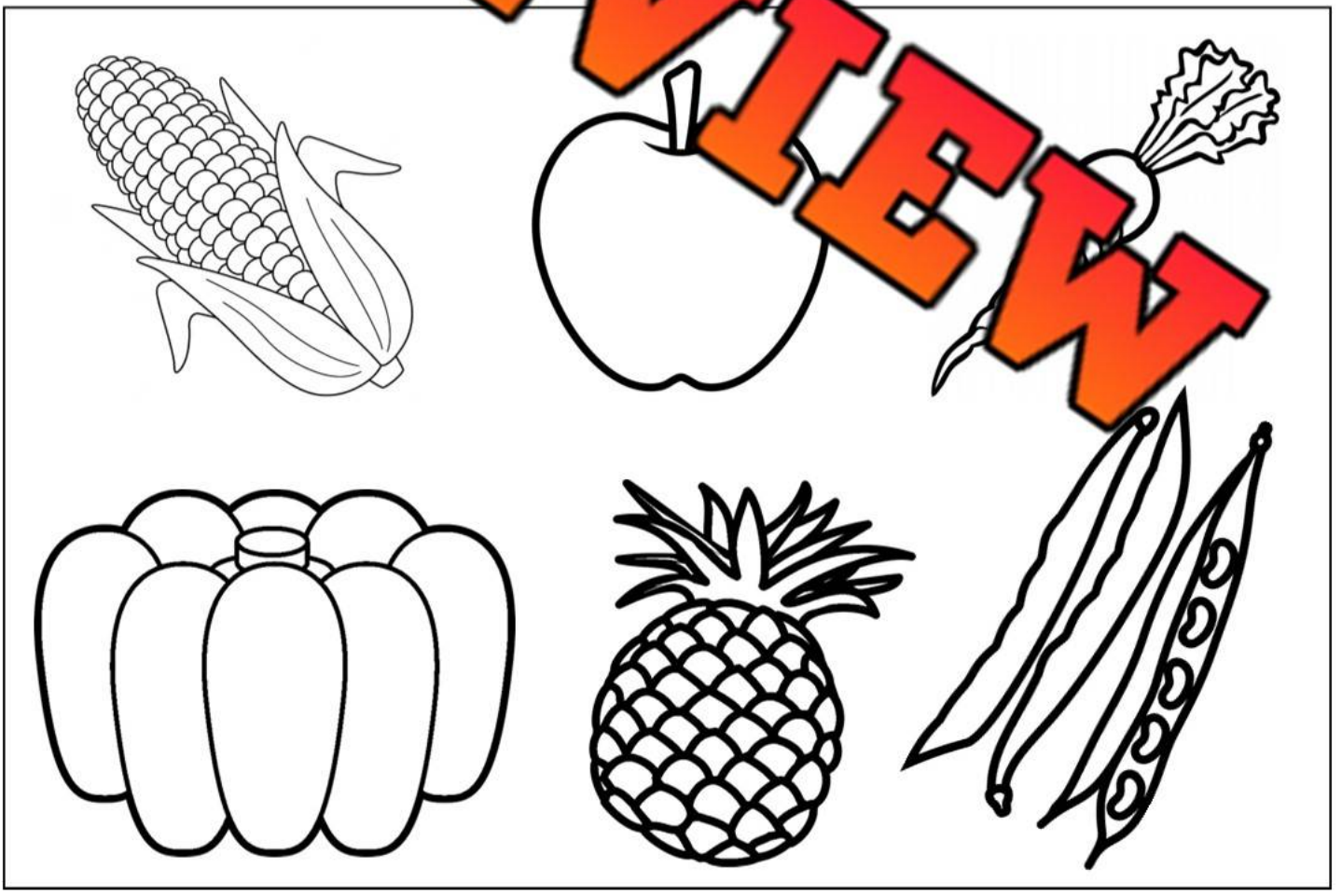
_____

_____

_____

2) W[illegible] "[illegible] Sisters"?

Colour The Sisters Her[illegible] some fru[illegible] tables - Colour the "Three Sisters".



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Activity: Canoe Craft

Objective

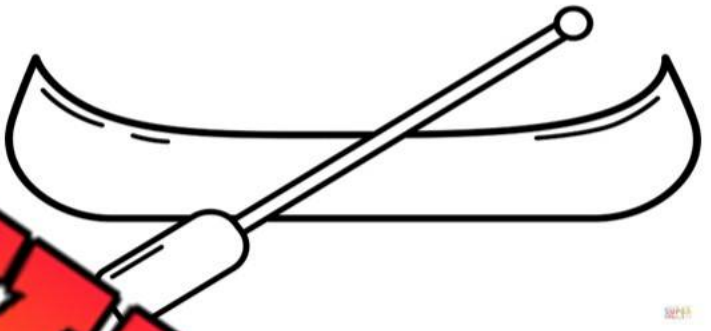
What are we learning more about?

Students will work in groups to create a model of a canoe. This activity will help students understand how canoes were important for traveling, fishing, and connecting communities.

Materials

What do we need for our activity?

- ✓ [illegible]
- ✓ Paper plate[illegible]
- ✓ Coloured pe[illegible] crayo[illegible]
- ✓ Scissors, glue or [illegible]e
- ✓ Blue construction pape[illegible]er)



Instructions

How do we comple[illegible]e activi[illegible]

1) Divide the class into small groups of 3–4 stu[illegible]. As[illegible] the task of creating a canoe model.
2) Provide each group with materials, including paper plat[illegible]ops[illegible]ns, and markers.
3) Ask students to cut the curved edge of the paper plate to create the[illegible]e base.
4) Students will colour the canoe and decorate it with creative designs.
5) Use popsicle sticks to create paddles and add them to the canoe model.
6) Colour a section of the cut paper plate blue to represent water and place the canoe on it.
7) Encourage groups to talk about how canoes were important for transportation, fishing, and connecting people.
8) Each group will present their canoe model to the class and share their ideas.

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Criteria Use the criteria below to complete the activity.

Criteria	Description
Teamwork	The group worked together and shared tasks to complete the canoe model.
Cutting and Shaping	The paper plate edges were cut carefully to form the canoe shape.
Creative	The canoe and base were colored neatly and showed creativity.
Use	terials like paddles and figures were used effectively and ged neatly.
Explanati	rou xplained how the canoe was used for travel and hing h nous peoples.

Example Model e Model by "Team Paddlers"

Ca ode



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How To Guide Follow these steps to create a canoe model with your group.

	Step	Description
1	**Prepare Your Materials**	Gather a paper plate, coloured pencils or crayons, popsicle sticks, glue, scissors, a cardboard base, and blue crayons or paper for the water.
2	**Cut the Paper Plate**	Take a paper plate and carefully cut off the curved edges all around the plate. This will leave you with the flat center of the plate. Use this flat piece to shape the body of your canoe by folding or trimming as needed.
3	**Color the Canoe**	Use brown crayons or markers to color the canoe to look like wood. Make sure to cover the entire surface so it looks
4	**Prepare the Base**	Take a piece of cardboard and color it blue with crayons or markers to represent water. Cover the entire surface evenly.
5	**Attach the Canoe**	Glue the canoe shape onto the middle of the cardboard base. Make sure it sits firmly
6	**Add Popsicle Stick Seats**	Place a popsicle stick horizontally across the canoe to make the seats. Glue it in place
7	**Create People**	Use small pieces of paper to draw and cut out people. Colour them and glue them onto the popsicle stick seats as if they are sitting in the canoe.
8	**Add Paddles**	Take small popsicle sticks or cut paper shapes to create paddles. Attach them to the sides of the canoe using glue.
9	**Add Details**	Use crayons or markers to draw waves or fish in the water around the canoe on the cardboard base for extra decoration.
10	**Let It Dry**	Allow the model to dry completely before moving or displaying it.

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Planning - Canoe Model

Answer the questions below.

1) Materials: What materials will you use for your canoe model?

Paper Plate	Popsicle Sticks	Markers	Scissors	Glue	Tape
Other:					

2) Plan y l: How will you make this built feature?

- _____
- _____
- _____
- _____
- _____
- _____

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4) Purpose: Why is the canoe important to Indigenous commun

_____

_____

_____

5) Details: What details will you add to your built feature?

❑ Colours	❑ Shapes	❑ Windows	❑ Doors	❑ Signs
Other:				

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Sketch Your Model	Draw your canoe model. Show all the parts you will include, like paddles, water, and any decorations.



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Rubric How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Teamwork	Group did not work well together.	Group worked together sometimes.	Group worked well.	Group worked very well together.
Cutting and Shaping	Edges were messy.	Edges were a bit neat.	Edges were neat.	Edges were very neat and smooth.
Creative Design	Design is [illegible].	Model has some creativity.	Model is creative.	Model is very creative and detailed.
Use of Materials	Materials were [illegible]	[illegible]ls were [illegible]t	Materials were neat.	Materials were very neat and tidy.
Explanation	No explanation was given.	[illegible]rt explanation was gi[illegible]	Clear ex[illegible]tion [illegible]	Detailed and clear explanation.

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Teacher Comments

_____

_____

_____

[illegible]ark

Student Comments – What Could You Do Better?

_____

_____

_____

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Curriculum Connection
B3.1

Fact Or Fiction – Indigenous Peoples And Their Land

Objective

What are we learning about?

Students will decide if statements about Indigenous peoples and their land are fact or fiction. This activity will help them learn about local Indigenous history and treaties in a fun and engaging way.

Materials

What will you need for the activity?

- Fact or Fiction statements
- A 'Fact' sign and a 'Fiction' sign to distinguish the two sides of the room
- Designated areas in the classroom to represent 'Fact' and 'Fiction' signs, allowing students to move to either side



Instructions

How will you complete the activity?

1. Your teacher will read statements. Pay close attention as each is read.
2. Consider carefully whether you think the statement is true or false.
3. If you decide the statement is true, walk to the 'Fact' side of the room.
4. If your guess is that it's not true, move to the 'Fiction' side of the room.
5. Stay on your chosen side and listen attentively for the correct answer to be revealed.
6. When the right answer is announced, return to your seat, ready for the next round.
7. Have fun getting up and moving!

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Fact or Fiction | Read the statements to the class.

#	Statement	
1	Indigenous people lived in Canada before immigrants came from other places.	Fact
2	The Métis people only live in the snowy northern forests.	Fiction
3	Treaties are promises made to share land and live peacefully.	Fact
4	Cano[illegible]ere first made from plastic by early Indigenous groups.	Fiction
5	The [illegible]ers are corn, beans, and squash that grow together.	Fact
6	[illegible] Centres are places where kids buy toys and [illegible]	Fiction
7	Inuit peo[illegible] col[illegible]thern parts of Canada.	Fact
8	The Anishina[illegible]lt the [illegible]gh in the mountains.	Fiction
9	Indigenous people[illegible]ture a[illegible]ve every tree has a spirit.	Fact
10	Unceded land means it [illegible]er g[illegible]a[illegible]a treaty.	Fact
11	Haudenosaunee people only ate b[illegible] pota[illegible]n their farms.	Fiction
12	Indigenous people taught settlers h[illegible]w to mak[illegible]ple [illegible]	Fact
13	Bears were taught by the Anishinaabe to [illegible]te all[illegible]e[illegible]	Fiction
14	The Inuit use snow to build their homes called ig[illegible]	Fact
15	Indigenous children had their own schools and buses[illegible]rs	Fiction
16	Many Indigenous groups have stories, dances, and songs abou[illegible]	[illegible]ct
17	Métis people only live in big cities with skyscrapers today.	Fiction
18	Indigenous people still live in Canada and share their culture.	Fact
19	Canoes sink easily because they are heavy and have no balance.	Fiction
20	The Three Sisters help each other grow like best friends.	Fact
21	Treaties were like pinky promises to share land and resources.	Fact
22	The Anishinaabe hunted whales in the ocean using big ships.	Fiction
23	Indigenous groups like the Haudenosaunee were great farmers long ago.	Fact
24	Métis beadwork was made to decorate forests and trees in winter.	Fiction
25	Indigenous people taught others how to respect nature and live peacefully.	Fact

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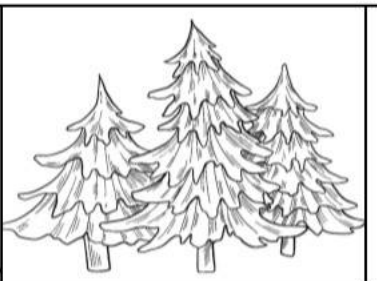
Total
/

Unit Test – The Local Community

Mark
/

Natural Features

Circle only the natural features.

			
	Building	Trees	House
			
Factory	Mountain		River

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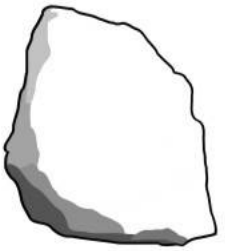
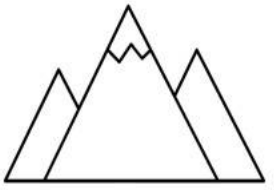
Mark
/

Built Features

Circle only the built features.

				
Road	Cliff	Hospital	Bridge	Trees
				
Playground	Rock	Mountain	House	School

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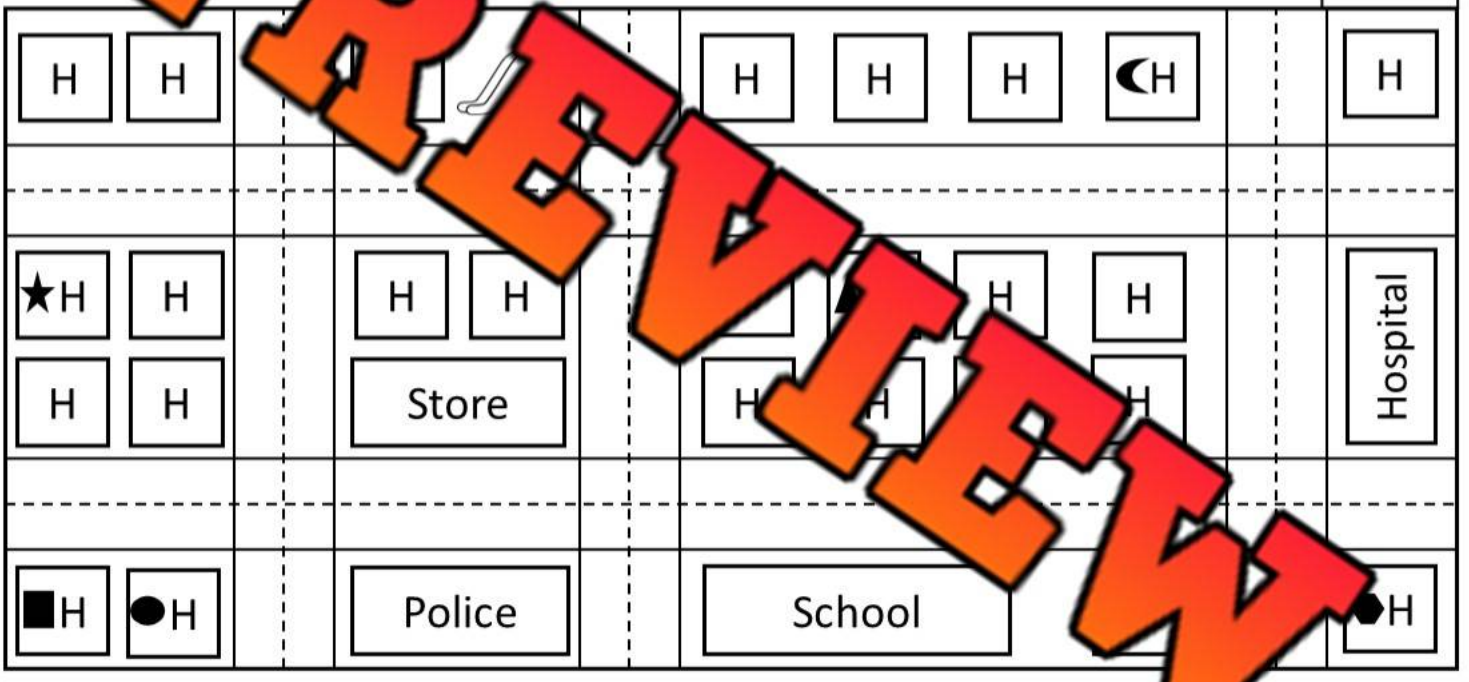
Scale Draw the object next to the picture in the correct size.

Mark /

			
Comp	Phone	Pencil	Eraser

Ques r the questions below.

Mark /



Distances	Answer
1) How many houses away is ▲ from ★	
2) How many blocks away is ● from ⬢	
3) How many houses away is ☾ from ◆	
4) How many blocks away is ☾ from ◆	
5) How many blocks is the store from the hospital?	

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Fill In The Blanks

Use the jobs word bank to fill in the blanks.

Mark /

Jobs Word Bank					
Server	Mechanic	Store Clerk	Custodian	Mail Carrier	Farmer
					

1) Som vehicles is a _____.

2) Some e who gs from a store is a _____.

3) Someone who s cro es animals is a _____.

4) Someone who gives u a re a _____.

5) Someone who keeps buildings cle safe _____.

6) Someone who delivers mail is a _____.

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Questions

Circle the correct answer.

Mark /

1) The cloud is _____ the sun.



a) In front of

b) Behind

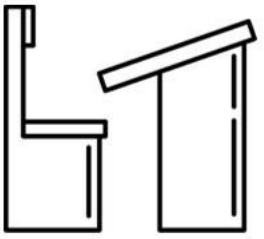
2) The mountain is _____ the tent.



a) In front of

b) Behind

3) The chair is to the _____ of the table.



a) Right

b) Left

4) The globe is to the ____ of the books.



a) Left

b) Right

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Yes Or No Circle Yes if the statement is correct. Circle No if it is not.

Mark /

1) Did Indigenous people live here before our school was built?	Yes	No
2) Do Inuit people live in warm places in Canada?	Yes	No
3) Did the Anishinaabe live near forests and lakes?	Yes	No
4) Did t[illegible]he believe every tree and rock had spirits?	Yes	No
5) Are t[illegible]ta[illegible]for land and water rights today?	Yes	No

PREVIEW

Matching Ma[illegible]rds t[illegible] meanings:

Mark /

Treaty ◯	◯ [illegible]orn, [illegible] and squash that help each [illegible]er g[illegible]
Three Sisters ◯	◯ A small [illegible] for [illegible]eling on water.
Unceded Land ◯	◯ A promise between group[illegible] to share and live peacefully
Canoe ◯	◯ A place to learn about Indigenous culture and meet friends.
Indigenous Friendship Centre ◯	◯ Land that was never given away in a treaty.

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