

<p>Resources used and possible considerations</p>	<p>-The book, <i>Elisapee and Her Baby Seagull</i> by Nancy Mike, Illustrated by Charlene Chua</p> <p>-Local Wildlife Rehabilitation organization to provide education on specific wildlife needs and what they do at their organization. Some potential options of local organizations that offer educational presentations:</p> <p>AIWC https://www.aiwc.ca/</p> <p>CWRS https://calgarywildlife.org/</p> <p>CEI https://ceinst.org/education/</p> <p>-Materials for enrichment project: recyclables, i.e. egg cartons, toilet paper rolls, twine, sticks, rocks, etc. [material that is approved by wildlife experts]. See here for a description of what enrichment for wildlife is and why it is important: http://www.torontozoo.com/enrichment</p>
<p>Author/creator and/or literature background</p>	<p>Author: Nancy Mike grew up in Pangnirtung, Nunavut and now lives in Iqaluit where she works as a nurse at the Hospital. She is passionate about sharing stories of her experiences growing up in Nunavut- this story being one of them! (Mike, 2017, p.37)</p> <p>Illustrator: Charlene Chua lives in Hamilton, Ontario with her family. She never had a seagull growing up, but she did have a pigeon named Christopher for a while. (Chua, 2017, p.37)</p>
<p>UPE course connections (not exhaustive)</p>	<p>Educ 460- Specialization I: Through engaging in this project as a lesson plan example or by doing this project themselves, pre-service teachers will gain an understanding of the Alberta Science Program of Studies, developing disciplinary ways of knowing, being, and doing, and designing for deep understanding of learners. Additionally, they will have opportunities to engage with Indigenous Ways of Knowing particular to the science discipline.</p> <p>Educ 535- Specialization II: Through engaging in this project as a lesson plan example or by doing this project themselves, pre-service teachers will gain an understanding of the Alberta Science Program of Studies, developing disciplinary ways of knowing, being, and</p>

	<p>doing, and designing for deep understanding of learners. Additionally, they will have opportunities to engage with Indigenous Ways of Knowing particular to the science discipline.</p> <p>Educ 520- Interdisciplinary Learning: Pre-service teachers will see the incorporation of Science and ELA outcomes in this project as an example of an interdisciplinary learning experience.</p> <p>Educ 530- Indigenous Education: The use of the book <i>Elisapee and Her Baby Seagull</i> as the entry point for this project is an excellent example for pre-service teachers of the importance and relevance of Indigenous literature content to learning in all grade levels.</p>
K-12 connection	<p>K-2 Science</p> <p>Kindergarten-Environment and Community Awareness</p> <p>Specific Learner Expectations:</p> <ul style="list-style-type: none"> • shows awareness of similarities and differences in living things, objects, and materials • generates ideas to make personal sense of objects, events, and relationships • selects and works with a variety of materials to build structures; e.g., blocks, wood and clay • uses simple tools in a safe and appropriate manner • recognizes the need to care for materials, and uses materials without wasting them • becomes aware of the importance of protecting the environment • describes a variety of homes; e.g., for people, animals, birds • recognizes familiar animals and their characteristics and surroundings; e.g., wild, farm, and zoo <p>Grade 1 Science- Needs of Animals and Plants</p> <p>General Learner Expectations:</p> <ul style="list-style-type: none"> • describe some common living things, and identify needs of those living things

Specific Learner Expectations:

- Observe, describe, and compare living things
- Contrast living and nonliving things
- Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter
- **Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild)**
- **Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care**

Grade 2 Science- Small Crawling and Flying Animals

General Learner Expectations:

- Describe the general structure and life habits of small crawling and flying animals and apply this knowledge to interpret local species that have been observed

Specific Learner Expectations:

- Recognize that there are many kinds of small crawling and flying animals, and identify a range of examples that are found locally
- Compare and contrast small animals that are found in the local environment
- Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home
- Describe the relationships of these animals to other living and nonliving things in their habitat, and to people
- **Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal**
- **Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation (gr.3)**
- **Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care (gr.3)**

	<p>K-2 ELA</p> <p>General Learner Expectations</p> <ul style="list-style-type: none"> Students will listen, speak, read, write, view, and represent to manage ideas and information <ul style="list-style-type: none"> -Plan and focus -Select and process -Organize, record, and evaluate -Share and review <p>*See POS 3.1; 3.2; 3.3; 3.4*</p> <p>Assessment:</p> <p>During this project-based lesson, teachers will need to have a clear and concise idea of what outcomes they will be targeting and assessing. There are many outcomes that students will be engaged in throughout the project, but you may not need to assess for all of them.</p> <p>Students will demonstrate their understanding of curricular outcomes through discussing, creating, writing, and ultimately sharing their projects in a final showcase of their wildlife enrichment projects and their ‘how-to’ books. Formative assessment will be used by the teacher to collect evidence of learning throughout the project in the form of examples of student work, anecdotal comments, photos/videos of student work etc. Summative assessment will be the final ‘how to book’ showcase.</p>
Materials	<p>-The book, <i>Elisapee and Her Baby Seagull</i> by Nancy Mike, Illustrated by Charlene Chua</p> <p>-Recyclables/ natural materials for enrichment projects: recyclables, i.e. egg cartons, toilet paper rolls, twine, sticks, rocks, etc. [material that is approved by wildlife specialists]</p> <p>-Scissors</p>

Rationale	<p>Big idea: This is a project-based learning experience using Nancy Mike’s book <i>Elisapee and Her Baby Seagull</i> as the entry point/hook. The essential question for this project is: “How do we care for the wildlife in our environment?”</p> <p>Purpose: Students will explore and engage with ecological concepts such as stewardship and develop an understanding of the importance of the environment and the act of stewardship and wildlife through the story of Elisapee in the book and her life in Nunavut while contemplating their own local wildlife and environment. In reading the story of how the little girl, Elisapee learns how to care for Nau the seagull by listening to her dad, learning from nature, and ultimately excepting Nau’s wildness, students will gain an understanding of the importance of a connection to the land in the Indigenous Nunavut culture. They will be exposed to place-based knowledge as they explore the setting of the book [Nunavut] and relate these concepts to their local environment and wildlife. In order to answer the essential question, students will learn about wildlife and their environments, how wildlife is impacted by humans, what things wildlife need to survive, and how humans can and do care for wildlife and our environments. Students and teachers will collaborate with a local wildlife rehabilitation centre to learn more about local wildlife, the injuries they often sustain from human interaction, and the ways in which the rehab centre helps them. They will learn about what needs the wildlife have and how they can create some enrichment items for them while they recover. The students will design, plan, and create an enrichment item for a chosen animal and will share their learning through creating a ‘how-to’ book to present at a final showcase.</p> <p>An important part of this project-based learning experience is the opportunity for real world learning about wildlife and how we can be stewards of our environments. Ideally, you would be able to reach out to a local wildlife rehab organization to book a presentation about caring for injured/orphaned wildlife. This will allow for rich connections to your local wildlife and environments and allow for relevant community connections. One consideration for this lesson is that you may adapt your final project based on your interactions with a wildlife rehabilitation organization. Perhaps the organization would have a specific animal that students could make an enrichment item for, or perhaps your class would choose what enrichment items to make and hang them around the classroom as a</p>
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	<p>showcase. Depending on the desired direction of the project the enrichment item could be made by students out of recycled material or it could be natural materials found by students during an outdoor field trip.</p>
Lesson/activities	<ol style="list-style-type: none"> 1. Read this picture book together as a class <ul style="list-style-type: none"> -spend time looking at the pictures and discussing the people and environment depicted in the book -discuss the author and the background of the story [see above blurb] 2. Read the book again <ul style="list-style-type: none"> -discuss the setting, Nunavut. Show the students where Nunavut is on a map/globe, discuss things about Nunavut culture, ways of life, language, wildlife etc. -discuss how Elisapee takes care of Nau the seagull: Ask questions about Nau. What does Nau's full name mean?; What does Nau like to do?; What does Nau eat?; Where does Nau sleep? Etc. -have conversations about student experiences with animals and wildlife: have they cared for a wild animal before?; what wild animals live by their houses?; what do they know about wild animals? Etc. Perhaps have them discuss it with partners and then share with the class. -discuss what your local environment is like: what animals are around?; is it warm/cold?; how is different from Nunavut? Etc. 3. Have a presentation by wildlife rehabilitation center re: caring for wildlife and enrichment. Learn about what certain animals do in the wild and learn about enrichment that can be made for them while they are recovering at the hospital. <p>[Before the presentation you can explain what enrichment is to your students].</p>

	<ol style="list-style-type: none"> 4. Students will make an enrichment project for a specific animal i.e. Crows, Ravens, Jays etc. [maybe the wildlife organization will use them, maybe you will keep them in your classroom]. 5. Students present their learning by making a 'how to' journal about their animal and enrichment project. Have students draw the animal, enrichment item and label with one word or short sentences depending on student level.
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Supporting Sources (APA):

AIWC (<https://www.aiwc.ca/>)

CEI (<https://ceinst.org/education/>)

CWRS (<https://calgarywildlife.org/>)

Toronto Zoo (<http://www.torontozoo.com/enrichment>)

Mike, Nancy. (2017). *Elisapee and Her Baby Seagull* (C. Chua, Illus.). Inhabit Media Inc.