

GRADE 5 NATURESCHOOL

Sometimes an hour or two with us just isn't enough to satisfy your students' learning needs. The Grade 5 Science curriculum is very well-suited to many activities that can be covered at the Kerry Wood Nature Centre and nearby McKenzie Trails Recreation Area.

GRADE 5 NATURESCHOOL

NatureSchool is a fresh, innovative way to immerse your Grade 5 population in nature and the environment across the curriculum. The Kerry Wood Nature Centre is uniquely equipped to handle your more challenging Science Curriculum topics; but that's not all NatureSchool has to offer. Your students will get a healthy dose of working and playing outside, collaborating with group members to achieve a common goal, and discovering new ways to problem solve. Personal reflection, group sharing, and active living are all integral parts of this week-long adventure.

MONDAY
Walk the 1 km trail and begin learning about Central Alberta's natural and cultural history.

TUESDAY
Hike the 4 km loop around the Gaetz Lakes Sanctuary. Compare ecosystem characteristics and take weather observations.

WEDNESDAY
Listen to an animated reading of a children's story written by Kerry Wood then write the next chapter in this whimsical saga. Work in groups to complete a scavenger hunt based on compass instructions.

THURSDAY
Visit the nearby Red Deer River riparian zone. Compare and contrast wetlands and rivers. Collaborate with group members to utilize the information learned at NatureSchool in a final group project then present your ideas to the class.

FRIDAY
Spend the day at McKenzie Trails to get up close and personal with this bountiful wetland ecosystem. Discover the dynamics of life in a wetland through pond dipping and an interactive food chain game.

Explore Collaborate Grow
Share Openness Active

Kerry Wood
Nature Centre
For more information,
please call 403-346-2010.

NATURESCHOOL

Where: Kerry Wood Nature Centre	Curriculum Connection: <ul style="list-style-type: none"> • Science Unit A Electricity and Magnetism • Science Unit D Weather Watch • Science Unit E Wetland Ecosystems • English Language Arts • Social Studies • Physical Education <i>A full curriculum fit is available below.</i>
When: September–June	
Duration: See the table below	
Cost: See the table below	
Maximum Number of Students: Your Grade 5 population	
Indoor/Outdoor: Mostly outside, please dress for the weather and wear proper footwear	
Description: NatureSchool is a fresh, innovative way to immerse your Grade 5 population in nature and the environment across the curriculum. The Kerry Wood Nature Centre is uniquely equipped to handle your more challenging Science Curriculum topics; but that's not all NatureSchool has to offer. Your students will get a healthy dose of working and playing outside, collaborating with group members to achieve a common goal, and discovering new ways to problem solve. Personal reflection, group sharing, and active living are all integral parts of this week-long adventure.	

NATURESCHOOL PROGRAM COSTS

NUMBER AND DURATION OF VISITS	COST	DESCRIPTION
One week at the Nature Centre, 5 hours/day	\$2800	Celebrate the end of Grade 5 with a full week of school with us in May or June. One day will be entirely at McKenzie Trails Recreation Area, the others will be at Kerry Wood Nature Centre.
4 in-school visits of 2 hours each, and one week at the Nature Centre, 5 hours/day	\$3300	Meet four times throughout the year at your school so we can begin to build a relationship with your students and develop the skills we will need for the full week. Together we'll explore the seasonal changes that occur in Central Alberta. Finish the year with a full week of school with us. One day will be entirely at McKenzie Trails Recreation Area, the others will be at Kerry Wood Nature Centre.

NATURE SCHOOL FULL CURRICULUM CONNECTION

SUBJECT	TOPIC	SPECIFIC OUTCOMES
Science	Skills Outcomes	<ul style="list-style-type: none"> • ask questions that lead to exploration and investigation • identify one or more ways of finding answers to given questions • work individually or cooperatively in planning and carrying out procedures • identify sources of information and ideas and access information and ideas from those sources • communicate with group members to share and evaluate ideas, and assess progress • record observations and measurements accurately, using a chart format where appropriate • state an inference, based on results • identify new questions that arise from what was learned
Science	Electricity and Magnetism	<ul style="list-style-type: none"> • demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses
Science	Weather Watch	<ul style="list-style-type: none"> • describe and demonstrate methods for measuring wind speed and for finding wind direction • record weather over a period of time • identify some common types of clouds, and relate them to weather patterns • appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather
Science	Wetland Ecosystems	<ul style="list-style-type: none"> • recognize and describe one or more examples of wetland ecosystems found in the local area • understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water • identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals • identify and describe adaptations that make certain plants and animals suited for life in a wetland • understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community • identify the roles of different organisms in the food web of a pond • identify human actions that can threaten the abundance or survival of living things in wetland ecosystems • identify individual and group actions that can be taken to preserve and enhance wetland habitats

English Language Arts	Explore thoughts, ideas, feelings and experiences	<ul style="list-style-type: none"> • use appropriate prior knowledge and experiences to make sense of new ideas and information • read, write, represent and talk to explore personal understandings of new ideas and information • search for further ideas and information from others and from oral, print and other media texts to extend understanding
English Language Arts	Comprehend and respond personally and critically to oral, print and other media texts	<ul style="list-style-type: none"> • describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information • comprehend new ideas and information by responding personally, taking notes and discussing ideas with others • experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers • describe and discuss new places, times, characters and events encountered in oral, print and other media texts • identify the main characteristics of familiar media and media texts • experiment with words and sentence patterns to create word pictures • use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts
English Language Arts	Manage ideas and information	<ul style="list-style-type: none"> • develop and follow own plan for gathering and recording ideas and information • organize ideas and information to emphasize key points for the audience • record information in own words • combine ideas and information from several sources • record ideas and information in relevant categories, according to a research plan • connect gathered information to prior knowledge to reach new conclusions • communicate ideas and information in a variety of oral, print and other media texts
English Language Arts	Enhance the clarity and artistry of communication	<ul style="list-style-type: none"> • experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis • use words and phrases to modify and clarify ideas in own writing • use capital letters, appropriately, in titles, headings and subheadings in own writing • use quotation marks and separate paragraphs to indicate passages of dialogue in own writing • organize ideas and information in presentations to maintain a clear focus and engage the audience • adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention

		<ul style="list-style-type: none"> • identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter • show respect for the presenter's opinions by listening politely and providing thoughtful feedback
English Language Arts	Respect, support and collaborate with others	<ul style="list-style-type: none"> • accept and take responsibility for fulfilling own role as a group member • discuss and decide whether to work individually or collaboratively to achieve specific goals • formulate questions to guide research or investigations, with attention to specific audiences and purposes • contribute ideas to help solve problems, and listen and respond constructively • show appreciation for the contributions of others, and offer constructive feedback to group members
Social Studies	Physical Geography of Canada	<ul style="list-style-type: none"> • appreciate the variety and abundance of natural resources in Canada • appreciate the environmental significance of national parks and protected areas in Canada • appreciate how the land sustains communities and the diverse ways that people have of living with the land • demonstrate care and concern for the environment through their choices and actions
Social Studies	Histories and Stories of Ways of Life in Canada	<ul style="list-style-type: none"> • recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity • acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history
Physical Education	Activity	<ul style="list-style-type: none"> • select, perform and refine more challenging locomotor sequences • select, perform and refine more challenging nonlocomotor sequences • select, perform and refine more challenging basic skills in a variety of environments and using various equipment
Physical Education	Benefits Health	<ul style="list-style-type: none"> • demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity • acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities • infer positive benefits gained from specific physical activities • understand the connection between physical activity, stress management and relaxation

Physical Education	Cooperation	<ul style="list-style-type: none"> • identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity • demonstrate etiquette and fair play • identify and demonstrate positive behaviours that show respect for self and others
Physical Education	Do it Daily ... for Life!	<ul style="list-style-type: none"> • participate regularly in physical activity to develop components of health-related fitness and movement skills • identify and follow rules, routines and procedures for safety in a variety of activities

Please note that the full scope to which each specific outcome is explored may vary according to several factors, including: the amount of time and the seasons in which we meet with your students, students' prior knowledge, and any special requests or accommodations.

In addition to the above specific learner outcomes, students will show growth in acquiring and applying the following traits:

- curiosity
- confidence in personal ability to learn and develop problem-solving skills
- inventiveness and open-mindedness
- perseverance in the search for understandings and for solutions to problems
- flexibility in considering new ideas
- critical-mindedness in examining evidence and determining what the evidence means
- a willingness to use evidence as the basis for their conclusions and actions
- a willingness to work with others in shared activities and in sharing of experiences
- appreciation of the benefits gained from shared effort and cooperation
- a sense of personal and shared responsibility for actions taken
- respect for living things and environments, and commitment for their care