

Week	Lesson Title	Lesson Activity	Key Outcomes	Evidence
Week 1				
Day 1	Introduction	Read <i>The Lorax</i> by Dr. Seuss. Identify elements of interdependence in the story, and discuss how this fictional story might relate to our lives. Introduce the guiding question "How do we speak for the critters?" Create a classwide K-W-L chart using Padlet on the topic of interdependence.	Sci 5-4; 5-10(11); ELA 5.2.2, K-W-L chart SS 5.1	
Day 2	Land and home activity	Students will explore the walking together website and take part in the online activity - How they appreciate the land versus how FNMI populations relate to the land.	SS 5.2.2.1 ; ELA 5.2.2	K-W-L chart Class discussion (formative)
Day 3	Student Discovery: Introduction to Wetlands; Wetland Classification in Alberta; Marshes - Abiotic Components and Plants (Producers)	Introduce wetland types. Draw marsh on designated white board showing abiotic features. Use stations to learn about common marsh plants, focusing on how the plants are related to the soil, water purification, and what animals may rely on for food. Have student groups draw and label plants on white board. Begin a chart of species that will be added to during the inquiry, and used for deciding which species to include in the Phylo Deck later in the project. Examine the FNMI uses for plants in wetland	Sci 5-10(1,2,3,4); ELA 5.3; SS 5.1, 5.1.2.1, 5.1.1.1, 5.1.1.2, 5.2.2.1	Species chart. Think-Pair-Share. Interdependence Journal questions. Teacher observation. Students will arrange themselves in small groups and explore different teacher provided resources that investigate the FNMI uses for plants in wetlands.
Day 4	Student Discovery:Wetland Animals - Primary Consumers, Secondary Consumers, Decomposers	Go on a virtual "wetland safari" using videos and pictures. Introduce animals of the wetlands, starting with the invertebrates (zooplanktons), focus on the importance of zooplankton to the ecosystem and move on to common vertebrates. Have groups of students draw and label animals on designated white board. In journals, write postcard home, telling your family 3 things you learned on your safari, and one thing you are still wondering about.	Sci 5-10(2,3,4,5,6,7,8); ELA 5.2; SS 5.1	Species chart. Think-Pair-Share. Interdependence Journal: write postcard home, telling your family 3 things you learned on your safari, and one thing you are still wondering about. Teacher observation.
Day 5	Interdependence and quality of life	Students will determine what function the zooplankton serves in its environment and pick something in their own lives that serves the same purpose in their environment.	SS 5.1.2.2.	During the think-pair-share students will discuss how the zooplankton relate to their own lives.