



Teaching *for*
TRANSFORMATION

Falling in Love with Animals

Grade 2

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My deep hope for the year:




My Deep Hope... is that my students fall in love with God's people and creation, that they naturally wonder and foster a curiosity for the world around them.



Our deep hope for the unit:

Falling in Love with Animals

 I can show an understanding of our **deep hope** for this term

Our deep hope is...

We can be **beauty creators** who **delight** in **creation**

and how it **reflects** **who God is**.





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Long Term Learning Targets:

- 🎯 I can be a beauty creator who delights in creation and how it reflects who God is.
- 🎯 I can connect to the hearts and minds of others through artwork that advocates for endangered animals.



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Curricular Outcomes:

Science

- Living things have life cycles adapted to their environment
- Similarities and differences between offspring and parent

Art

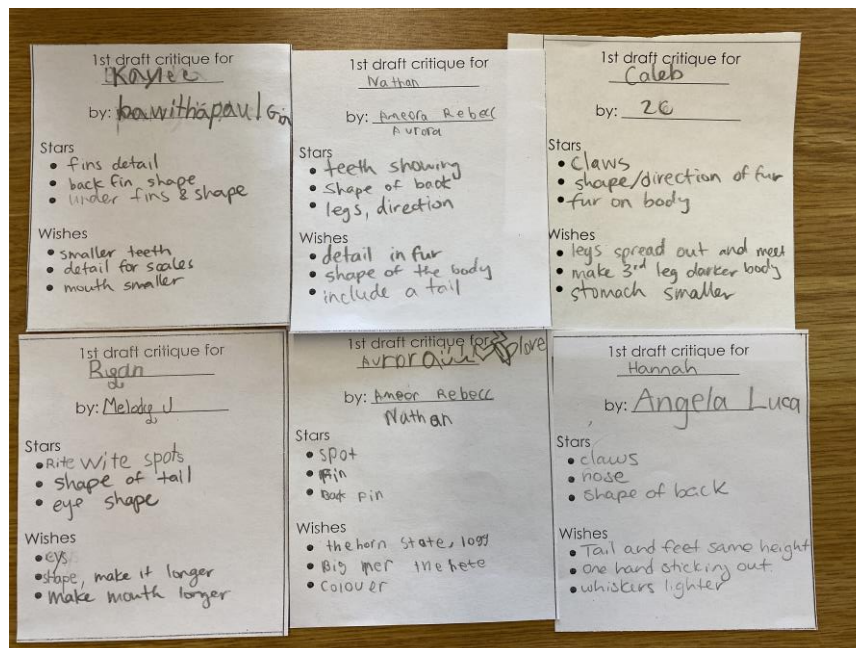
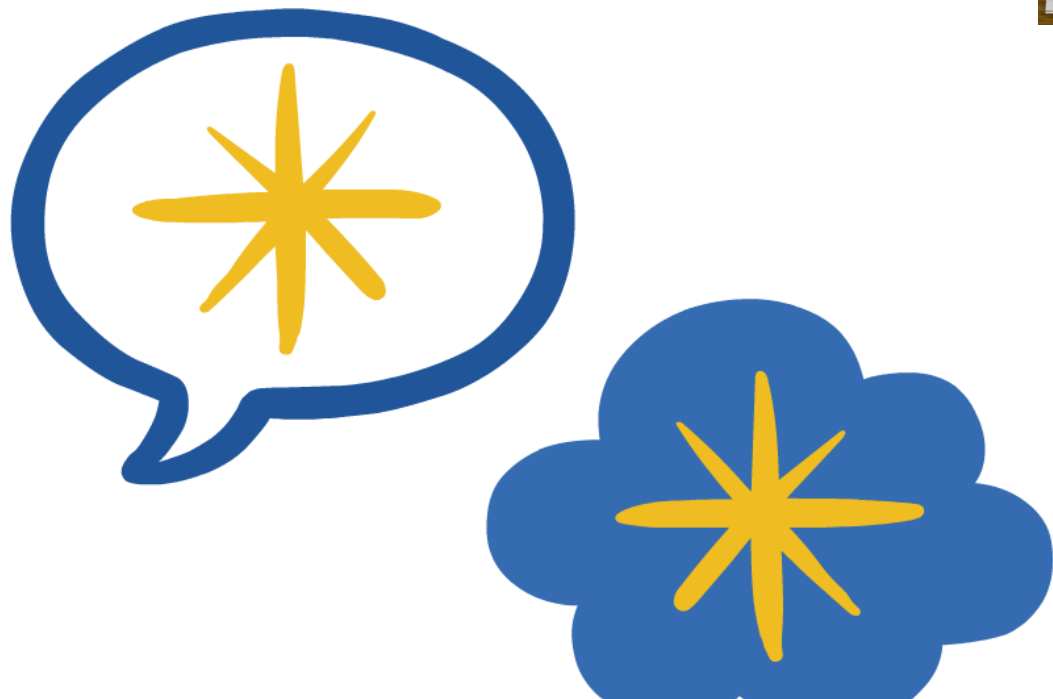
- Create artistic works as an individual using ideas inspired by inquiry and experimentation

Literacy

- Communicate observations and ideas using oral and written language

Gracious Communicators:

- Students gave constructive feedback to their peers about their animal art throughout the process of drafting
- Students had many wonders throughout our unit that we researched, asked experts about or watched videos on



Student's
engaging in art
critiques



SCAN ME





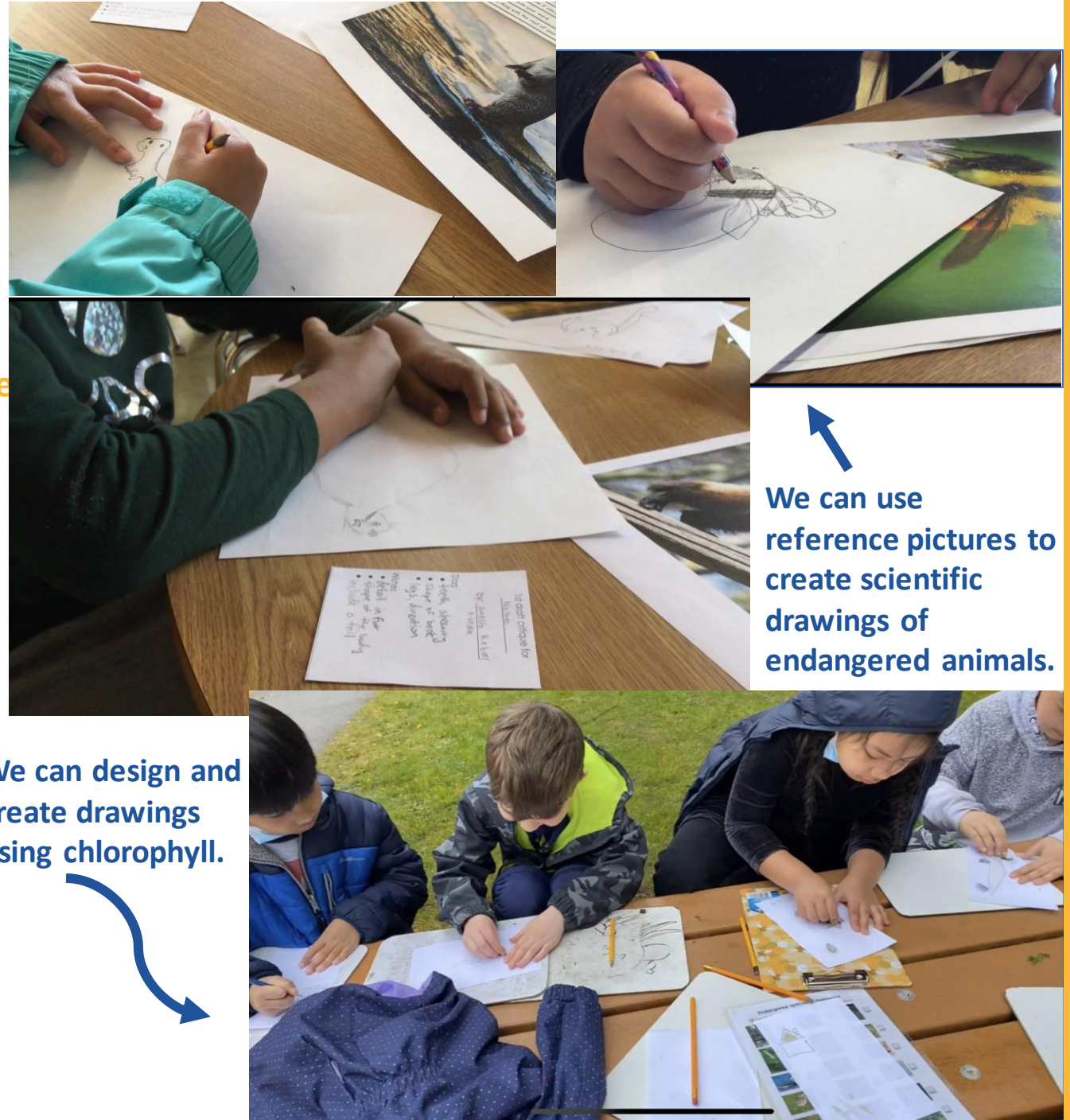
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Habit(s) of Learning:

Courageous Designers – Students created multiple drafts of their scientific drawing of an animal. We persevered by continuing to try again and apply feedback through each draft.



We can design and create drawings using chlorophyll.



We can use reference pictures to create scientific drawings of endangered animals.

See God's Story:

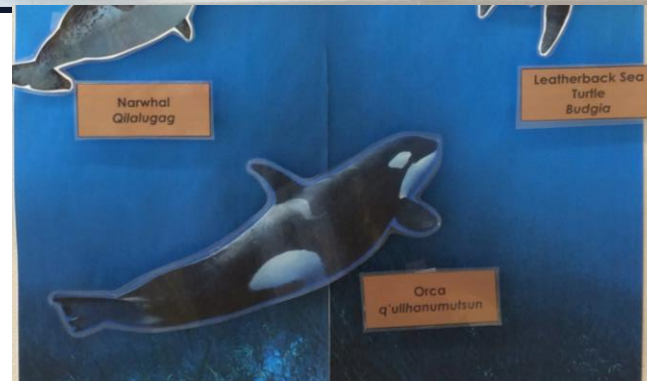
Creation	Fall	Redemption	Restoration
God created humans and animals to all coexist in harmony.	Animals are becoming endangered and extinct. A large contributing factor is due to human activities.	We can appreciate animals as image reflectors of God and create beauty by studying and drawing them.	We can practice restoration by increasing awareness of the threats and sharing why these animals are important.



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Storyline:

- Falling in love with animals
- Delighting in the animals God made and how amazing His creation is
- Continuing to explore Canada and the world virtually through trips and experiences
- Students each continued to fall in love with an animal in Canada through research



Each animal label also has the Indigenous name for that animal (Indigenous language from the land that animal is mainly found on)



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Throughlines:



- How does each animal reflect who God is?
How can we reflect who God is when interacting with animals?
- **Learners mirror** God's goodness through their interactions with animals and people who care for animals
- Delight in the image of God inherent in *all* animals.



- creating a scientific drawing of an animal by designing multiple drafts
- **Learners engage** in beautiful artwork that enriches the world by advocating for endangered animals
- reflecting God's heart for diversity, complexity, and creativity by advocating for and raising money to support endangered animals in Canada



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Formational Learning Experience:

Real needs: Endangered animals in Canada, habitat loss

Real people: Surrey Christian School Community, WWF, zookeepers at Vancouver Zoo, sending our wonders to animal experts (marine biologists, zoologists, etc.) via twitter

Real work: Present information and artwork as an act of advocacy and education our community



INVITE

- Kim Nill brought in her animals for students to learn about, observe and pet
- Created actions to our deep hope
- Life Cycles – observing beetles metamorphic cycle in the classroom
- Endangered Animals – Documentaries
- Students wondered about and discussed the animals on our storyboard
- Life Cycle of Plants – planted different vegetables with kindergarten class KE



SCAN ME

Look At Me!
(poem recited by
2C) - Butterfly Life
Cycle



ANIMALS IN THE CLASSROOM

KIM NILL BROUGHT IN HER PETS (BEARDED DRAGON AND RABBIT) AND TAUGHT STUDENTS ABOUT HOW TO TAKE CARE OF THEM. STUDENTS HAD THE OPPORTUNITY TO ASK THEIR WONDERS AND GENTLY PET THEM.





PLANT LIFE CYCLES

WE PLANTED VEGETABLE SEEDS WITH KINDERGARTEN (KB) AND CONTINUE TO OBSERVE THEM AS THEY GROW

NURTURE

- Watched videos of experts talking about endangered animals and how to help
- Minibeast Hike at Tynehead
- Finding endangered species in Fleetwood Park
- Trip to the Vancouver Zoo
- They were scaffolded and given tools to help them research their endangered animals in Canada (i.e. reading non-fiction texts, exploring kid-friendly websites to find information, learning what facts are most important to share, etc)
- Beauty creators through multiple drafts of their art, learning what special, unique and peculiar traits the animals have



RESEARCH

STUDENTS USE KID-FRIENDLY WEBSITES AND VIDEOS TO LEARN ABOUT THEIR ANIMAL





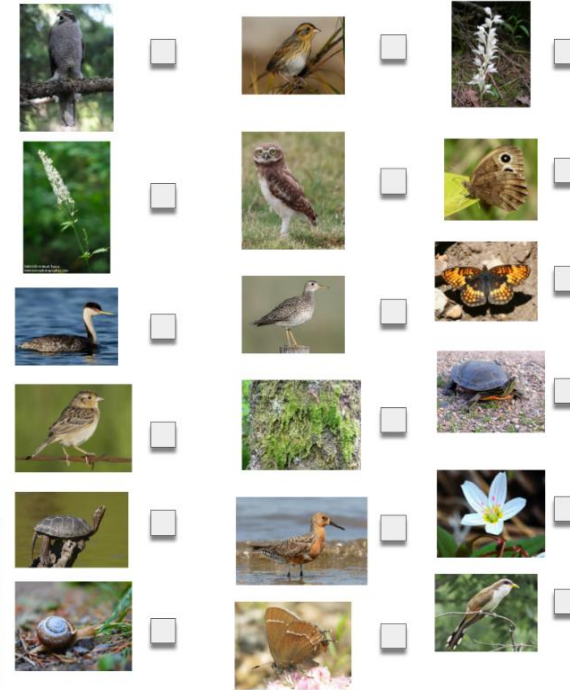
ENDANGERED SPECIES IN FLEETWOOD

ON OUR WALK, WE LOOKED
FOR DIFFERENT ENDANGERED
SPECIES THAT HAVE BEEN
SEEN IN THE PARK BEFORE.



Endangered Species in Fleetwood

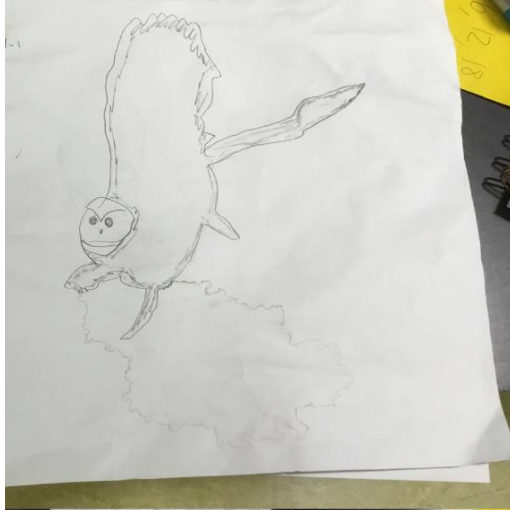
③ I can identify threatened and endangered species in Fleetwood Park.





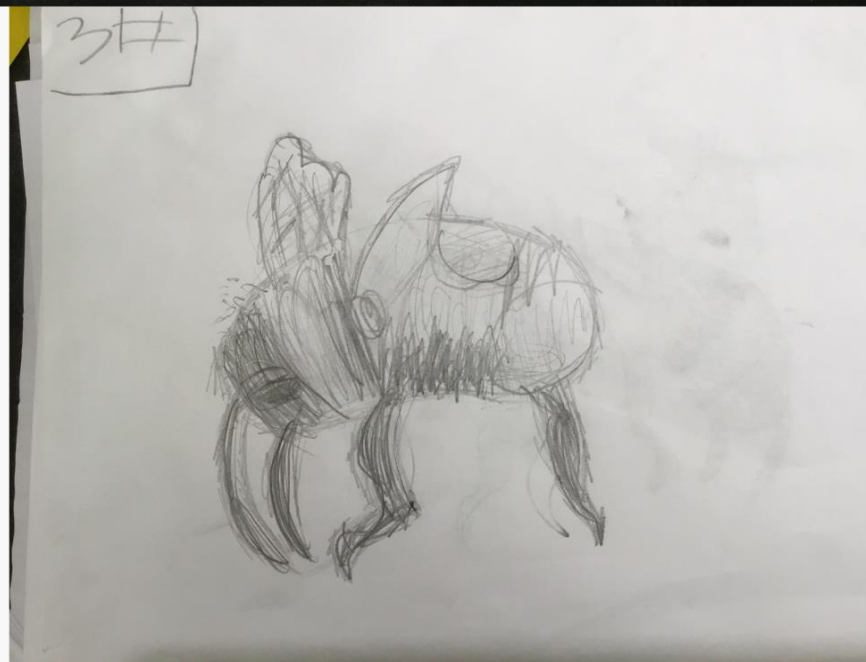
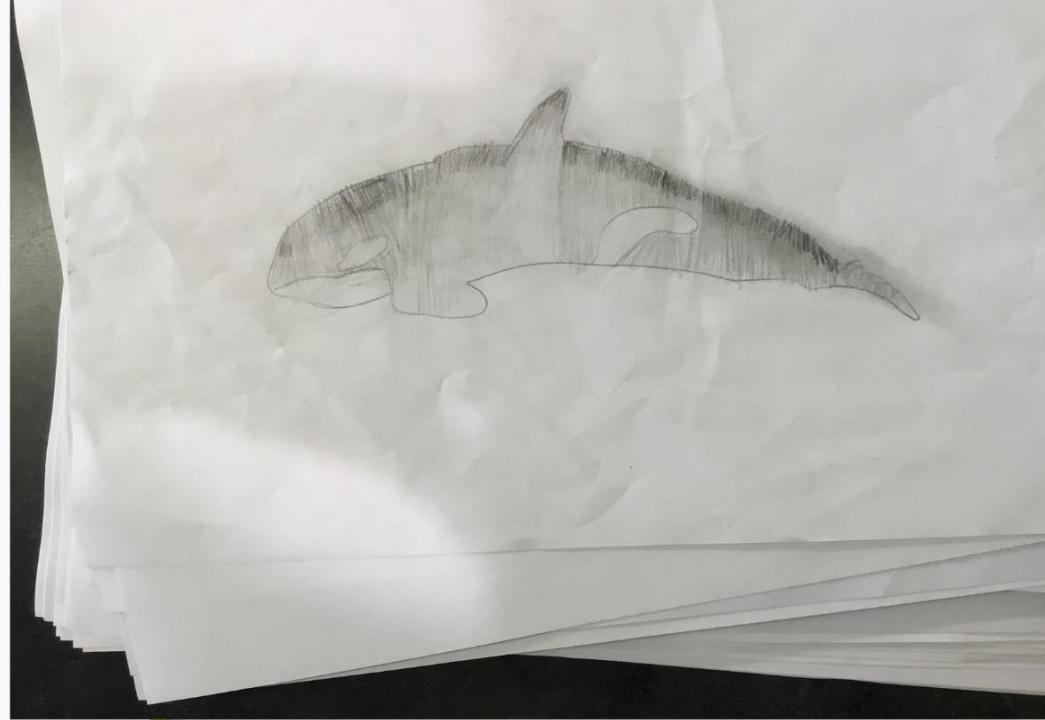
MINIBEAST HIKE

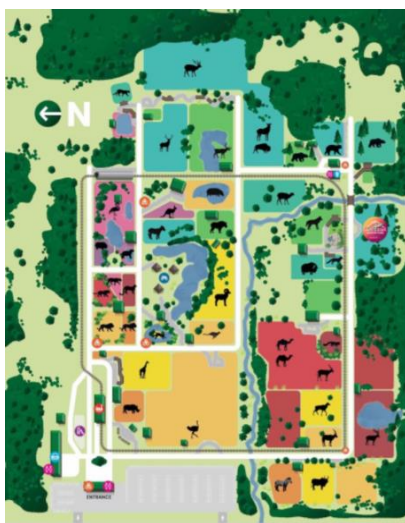
STUDENTS EXPLORED
TYNEHEAD WHILE
INVESTIGATING AND
DELIGHTING IN THE SMALL
CREATURES GOD CREATED



ANIMAL ART (BASED ON AUSTIN'S BUTTERFLY)

WE ARE SPENDING TIME
CREATING ART ABOUT THE
ANIMALS WE ARE
RESEARCHING.





How many animals are from North America?
12

How many animals are from Asia?
7

How many more animals are from Africa than South America?
THEY BOTH HAVE 12 EACH

How many animals are in North and South America altogether?
4

What is the difference between the number of animals in Asia and Africa?
5



VANCOUVER ZOO

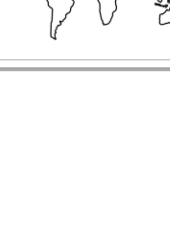
WE LEARNED AND EXPLORED
THE ZOO USING THE MAP
BEFORE WE WENT (MATH).
WE ASKED ZOOKEEPERS OUR
WONDERS AND DELIGHTED IN
THE ANIMALS AT THE ZOO.



- Students are going to hold an art gallery for parents and school community
 - Show their art
 - Explain their research
 - Donations will be accepted and donated to an organization students choose

Endangered Animals of Canada

Learning Targets



Physical Description

Physical characteristics of _____

Habitat

Diet

Habitat of a _____

Threats

Ways to Prevent Extinction

How does the _____ reflect who God is?



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Student Reflections:

We will be doing a padlet at the end of our unit where students get to share their favorite parts of our learning.

Here is an example of one we did during another unit.



Teacher Reflections:

- Students were highly engaged
- Learning was student directed
- Some of the research topics were difficult to find, having screenshots of websites or non-fiction texts for finding certain parts of their research would be helpful for when we do not have access to tech
- FLeX was something that they took ownership of and are proud of



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Additional Information to tell the story:

- We will be sending thank you cards to the Zoo next week!



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