

A Prairie Community in the Past

TEACHER PACKAGE

Thank you for booking a Teacher's Pet In-School Field Trip!



TEACHER'S PET™



In this package, you will find some key documents that will help you prepare for your upcoming fieldtrip. This package includes:

- ✓ Field Trip Form
- ✓ Checklist Letter
- ✓ Learning outcomes that will be explored during the fieldtrip
- ✓ Information Sheets about payments and volunteers

★ Please use the Checklist Letter as your guide as you prepare your classroom for our visit.

Please note that all documents are copyrighted and any reproduction or distribution of these documents electronically or otherwise, in whole or in part, is strictly prohibited except for the purposes of this singular scheduled field trip.

If you have any questions, please feel free to contact us at

- ★ 780 434 8224
- ★ 1-888-634-8738 for Calgary
- ★ Email: fieldtrips@tpet.ca

We are looking forward to visiting your classroom and engaging your students in an energetic and interactive learning experience!

Best wishes,

The Teacher's Pet Team



*No bus needed!
We come to your
classroom!*

A Prairie Community in the Past

FOR YOUR INFORMATION

Payments

Please note our Payment Policy:



1. You will be invoiced once the field trip has taken place. This invoice will be emailed to you. Kindly forward the invoice to your office for payment.
2. Payments may be by cheque or credit card.
3. If paying by cheque, please make the cheque out to **Teacher's Pet Educational Services** and mail to:
Teacher's Pet Educational Services
11215-180 Street
Edmonton, AB
T5S 0B4
4. If paying by credit card, please call the office at:
780 434 8224 (Edmonton)
1 888 634 8738

Please note: We are an approved vendor in your school district.

Volunteers

Volunteers are an integral part of your classroom and during this field trip. On your checklist letter and on the field trip form, you will find a suggested number of volunteers that are needed for this event. Please be aware that there may be components of this field trip where volunteers will need to read English. If this is difficult for some of your volunteers, we will try to place them at stations with little or no reading but this is not always possible.



Student Booklets



Teacher's Pet is going green! We are committed to helping the environment in accordance with green initiatives undertaken within schools. We are currently in the process of reducing the length of or eliminating the student booklets that have been used in our field trips. We understand that photocopying costs are steep and excess paper usage is not good for the environment.

As change takes time, some of our field trips will still have a reproducible student booklet this year. We thank you for your patience during this time of transition.

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IN-SCHOOL FIELD TRIP FORM

A Teacher's Pet Educational Services In-School Field Trip is visiting our classroom! Our students will have an opportunity to participate in interactive stations while learning several key components of the curriculum.

Here is brief outline of our learning adventure!

A Prairie Community in the Past: Ukrainians



Your children will learn about the Adventures of Superhero Settlers! The Ukrainians who settled on the prairies had a number of super powers to help them defeat the challenges they were faced with in Saskatchewan.

Geography, culture, goods and services will be explored in this superhero adventure.

Date of presentation: _____ Time of presentation: _____

Cost: _____ Please return your payment for this event by _____

✂ -----

I hereby give my son/daughter _____ permission to participate in the A Prairie Community in the Past In-School Fieldtrip on _____ at _____ AM/PM.

Date: _____ Signature: _____

Amount enclosed: _____

In order for your child to receive the maximum benefit from this field trip, we will require 3 volunteers to help out in station activities. Please arrive at least 15 minutes before the scheduled field trip time to receive instructions.

I will be able to volunteer.
Name/phone number: _____

I am sorry, but I will not be able to volunteer.



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CHECKLIST

The following is a checklist to help you prepare for this exciting event. We kindly recommend that this checklist is followed to ensure a smooth and productive field trip.

Before the field trip:

- If it is your policy to send home a field trip form letter for in-school field trips, you are welcome to use the one included in this package. It has been provided for your convenience!
- 3 volunteers are required and they should arrive at least 15 minutes prior to the beginning of the field trip.
- Please photocopy the Student Booklet.



Day of the field trip:

- Please organize your classroom in the following way:
 - 4 clearly defined areas for the 4 stations
 - The 4 stations require tables and chairs or desks pushed together for doing crafts and worksheets (enough seats for the number of students in each of the 4 groups)
 - Also, visuals and props will be displayed in the classroom
 - An open space is required for the Ukrainian dance lesson (whole class final activity), but desks can be moved at that time if necessary
 - A CD player and access to a plug in is required
- Divide your class into three groups. Students do not need to be in these groups at the beginning of the field trip but will break into their groups shortly afterwards. If you have already decided how the students will be divided up, it will ensure a smooth transition.
- Please provide each student with a name tag and pencil.
- The Teacher's Pet representative will arrive 20-30 minutes prior to the scheduled field trip to set up stations and talk to parent volunteers.

During the field trip:

- Students will rotate through stations.
- The Teacher's Pet representative does not replace the classroom teacher. It is beneficial for the classroom teacher to roam freely to provide positive reinforcement and troubleshoot. This is a great opportunity to monitor and assess your students' learning!
- Since students are quite involved during the field trip, it is necessary for them to stay in for recess.

After the field trip:

- Please fill out the online evaluation form found at <https://tpet.wufoo.com/forms/r7x3a7/>. Your input is very valuable and very much appreciated!

Payment:

- Please refer to the Payment section included on the "For Your Information..." page for detailed information about our Payment Policy.

Please contact us if you have any questions or comments. Thank you for allowing us the privilege of visiting your classroom!

Best wishes,

The Teacher's Pet Team

A Prairie Community in the Past

LEARNER OUTCOMES

The following **Learner Outcomes** are explored to varying degrees within the 2 hour Grade 2 In-School Field Trip, Ukrainians: A Prairie Community in the Past.

Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

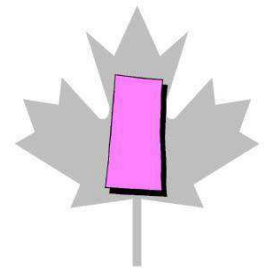
- appreciate how a community's physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)

Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)



2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities? (CC, LPP, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)



A Prairie Community in the Past

LEARNER OUTCOMES

2.2 A Community in the Past

Knowledge and Understanding

Students will:

2.2.6 Analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:

- What is unique about their community? (CC, I)
- What are the origins of their community? (TCC)

DIMENSIONS OF THINKING

Students will:

2.S.2 develop skills of historical thinking:

- correctly apply terms related to time (i.e., long ago, before, after)

2.S.3 develop skills of geographic thinking:

- use a simple map to locate communities studied in Canada
- determine distance on a map, using relative terms such as near/far, here/there

