

Curriculum Integration Ideas

These could be integrated at suitable times during the year.

Mathematics - Number Sense and Numeration

- ❖ Be open to capturing "Math" teachable moments while working directly with the "Habitarium" project.
- ❖ It will likely be necessary to prepare corresponding "thematic" activities and materials, particularly when focusing on problem solving activities with at least one operation.
- ❖ Consider "serendipitous" mental math activities when the situation warrants it, either as a large group or individually. (E.g. If we feed the geckos 19 crickets, how many will be left if they eat only 7?)
- ❖ Based on the data interpreted from ongoing classroom graphing activities, students could be asked to compare and order the numbers represented.
- ❖ Calculators can always be employed to keep a running tally of the data you select.

Mathematics - Measurement

- ❖ Be sure to model the correct terminology when speaking about measurement concepts during the "Habitarium" project.
- ❖ Measurement concepts can be seamlessly incorporated into data management and probability activities, particularly graphing.
- ❖ Consider starting with non-standard measurements for purposes of comparison and gradually move to standard units.
- ❖ Establish connections with gathered measurement data and the passage of time. This will actually be quantifying the growth of the geckos. Include variables such as weight and length.
- ❖ Consider providing opportunities for the students to track their own growth throughout the course of the academic year. Encourage the inevitable comparisons between the various rates of growth observed.
- ❖ Perimeter and area activities can make reference to the geckos' habitat.
- ❖ Consider taking daily or weekly outdoor temperature readings. As the seasons change, compare these temperatures with the relatively consistent temperature of the Habitarium tank.

Mathematics – Data Management and Probability

- ❖ As there will likely be a wide variety of graphing activities facilitated by your participation in the Habitarium project, consider starting the year by focusing on the nomenclature associated with graphs: labels, scales, title and data.
- ❖ Consider using an assortment of graphing styles: bar graphs, pictographs, etc.
- ❖ Graphs can be constructed via reference to many different variables: rate of cricket eating, number of crickets eaten per week, etc. Ask the students to make predictions and estimate whether or not the number of crickets eaten will increase as the geckos continue to grow.
- ❖ Graphing should begin as a whole class activity. As the students become more proficient with the tasks, individual students can update ongoing graphs, as necessary.
- ❖ When gathering longitudinal data, (data gathered over the course of the entire year) consider incorporating opportunities for the students to interpret displays of this numerical information. Provide a variety of ways for the class to express this understanding.
- ❖ Consider using these graphs as a resource for assessment activities in this area. Students' responses to prepared questions can be very indicative of their ability to interpret meaning derived from the data on graphs.

Language Arts

- ❖ Collect reading material and incorporate it into self-selected and guided reading activities:
 - Consider collecting a variety of materials (books, magazines, CD's, etc.) at different reading levels to meet the needs and interests of the students;
 - Include booklets that the children produce in this library of information.
- ❖ Encourage journal writing on the geckos' or crickets' activities. Journal entries can focus on any of the following:

Reptilia Habitarium Program Teacher Support Materials – Curriculum Integration

- Students can be asked to generate questions they would like answered, either about the geckos or other animals;
 - Use journal writing as an opportunity for the students to restate non-fiction into their own words or to relate what they have learned to their own experiences;
 - Consider having a “class” journal by the terrarium in which students are encouraged to jot down interesting observations.
- ❖ Generate a list of story starters. For example, “The Day Our Geckos Escaped...”
 - ❖ Brainstorm facts on the geckos. Ask each child to choose two facts and write them on large green gecko cut-outs. Post these around the room and add some crickets for a great display!

Oral Communication

- ❖ Schedule visits from other classes and parents to allow students to showcase their expertise in giving information and fielding questions.
- ❖ Encourage whole group planning sessions during which students formulate questions to investigate.
- ❖ Create a variety of displays and methods for relaying information regarding the geckos or other animals.

Social Studies

- ❖ Discuss and indicate on a map the countries of origin of the geckos. Extend this activity throughout the year for other animals that are studied.

Health

- ❖ Providing for the geckos and crickets raises issues of nutrition, balanced diet, and vitamin supplements.

Drama/Physical Education

- ❖ In the gymnasium, consider playing a game of geckos and crickets - some children are the geckos and others the crickets. The crickets sneak up on the geckos and can only be caught, if they are seen moving.
- ❖ Use the story "We're Going on a Bear Hunt" to generate one involving geckos and crickets and the particulars of their habitat.