

Book Title: *Muskrat will be Swimming*

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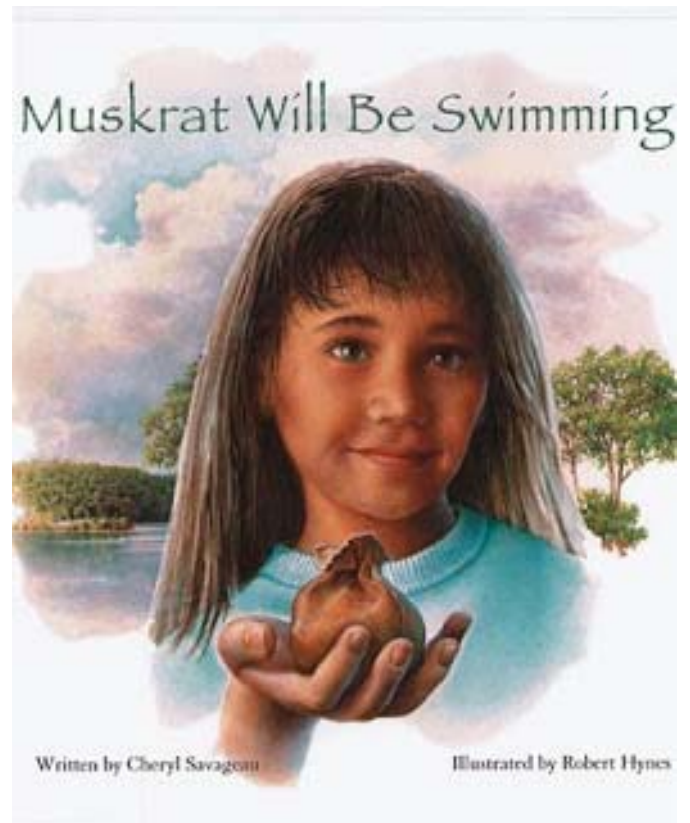
Annotation: Young Jeannie loves her community but feels sad and frustrated when classmates call her a lake rat. Jeannie confides in her grandfather who, through story, reminds her of the importance of the muskrat. With lyrical text and exquisite illustrations of wetland life, this book places traditions into the context of modern life. A wonderful book with many cross curricular connections.

Concepts at a Glance: Courage, creation story, relationship to grandfather, storytelling, place

Text set on Wetlands: Here is the Wetland (Madeline Dunphy); The Bulrush helps the Pond

Projects, Ideas and Activities:

1. Go for a walk in your community to find all the living things mentioned in the story. What is special about your community? How has it changed in 10 years? 50? 100?
2. Invite hunters and trappers from your community to share their knowledge about the living things mentioned in the book (and others!)
3. Extract lists of living and nonliving things from the book. Sort and classify them in various ways.
4. Pick a pond, lake or wetland area to watch over time. List and identify all the living and non-living things that you find.
5. Create a giant mural that portrays your wetland area and use string to web out how everything is interconnected.
6. Collect a bunch of cat tails and bulrushes. Arrange them in a still life,--two vases with the plants with a large rock or two at the base. Have students sit in a circle around the still life and draw what they see. This may take a series of lessons:
 - a. How to quick sketch--do this with different drawing items such as crayon, pens, chalk and different pens
 - b. Shapes and Proportions
 - c. Narrowing the focus
 - d. Drawing details
7. Use magnifying glasses to examine and identify some of the smaller animals that live in the pond water.
8. Any of the activities found at: <http://www.tilburyhouse.com/childrens/muskrat-will-be-swimming-teachers-take-note.htm>



Muskrat will be Swimming-Curricular Links

Social Studies 2.2 A community in the past

 **2.1.1** Appreciate the physical and human geography of the communities studied.

 **2.1.7** Examine how the community being studied has changed.

Science: Grade One

 **Topic B:** Seasonal Changes and **Topic E:** Needs of Plants and Animals

Science: Grade Two

 **Topic A:** Exploring Liquids and **Topic E:** Small Crawling and Flying Animals

Science: Grade Three







 **Topic E:** Animal Life Cycles

Science: Grade Five





 **Topic E:** Wetland Ecosystems

English Language Arts

3.1 Plan and Focus

-  (K) Ask questions to satisfy personal curiosity.
-  (1) Follow spoken directions for gathering ideas and information.
-  (3) Contribute ideas for developing a class plan to access and gather ideas and information.
-  (4) Ask relevant questions, and respond to questions related to particular topics.
-  (5) Identify categories of information related to particular topics and ask questions related to each category.
-  (7) Use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts.

3.2 Select and Process

-  (K) Seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.
-  (1-2) Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and Elders in the community.
-  (3) Review information to determine its usefulness in answering research questions.
-  (4) Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information.

Art: Level One- Composition

- ✚ **Component 7 (B)** The main part of a composition can be treated thoroughly before adding related parts.
- ✚ **Component 9-Craftmanship (A)** Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful. **(B)**Stepping back from a work helps in judging how it can be improved.

Art: Level Two-Expression -Component 10iii Media and Techniques (Drawing)

- ✚ Use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
- ✚ Use drawing tools to make a variety of lines-curved, straight, thick, thin, broken, continuous
- ✚ Make drawings from direct observations.