

Acknowledgements to the Grades 1-5 Saskatchewan Native Prairie Curriculum Units

This project would not have been possible without the vision and commitment of Sharon Metz, Manager, Marketing and Education, at Saskatchewan Watershed Authority, who initiated the groundwork for this series of curricular units in 1998.

Thanks also go to Lillian Forsythe, classroom teacher, who prepared the first working draft of activities for elementary students. This draft, along with the detailed curricular links document prepared by Kate Grapes-Yeo, was used as foundational material for the subsequently held writing workshop.

During December 2004, the following educators came together to prepare draft lesson activities for grades 1 – 5. Thanks go to Deb Froh, Linda Dodd, Judy Gazda, Diane Szabo, Marilyn Burkhardt, Ed Dunfield, and Kate Grapes Yeo. Resource persons who contributed content knowledge and inspiration to this writing workshop included Dr. Glenn Sutter and Paula Hill from the Royal Saskatchewan Museum, Dean Elliott from Saskatchewan Learning, and Dr. Don Waite, the ‘singing scientist’ of Earthsongs Productions. Contributions of resource materials and ideas from Karyn Scalise, from the Prairie Conservation Action Plan, were also appreciated.

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As the Grade One and Two Plants Units developed, numerous people helped provide resources necessary for the completion of the drafts. Linda Langford, Sharon Coffin and Myra Farrell assisted in providing artwork commissioned for the Natural Neighbours book developed by Saskatchewan Environment. Thanks to their contribution, the beautiful and detailed drawings of mammals by Paul Geraghty are featured in the grade one plants unit.

Jane Fonger took on the task of preparing new plant drawings for selected plants in the Wildlife Cards and the student activity sheets. The pen and ink art of David Benjoe illustrate Native Prairie Scapes in Grade One and Two.

Beth Warkentin, retired Early Childhood Education specialist at University of Regina, reviewed the manuscript, contributed suggestions to improve the activities and helped to draft the Preface to the project.

Kate Grapes-Yeo and I spent countless hours discussing the pros and cons of lesson activities, student work sheets, curricular fit and general layout of the materials. Kate provided the motivating force for pushing forward the subsequent drafts as corrections and improvements were made to the manuscript and drawings. Her great attention to detail has made the final Grade One and Two Plants possible.

I hope educators enjoy using these instructional materials in teaching the elementary science curriculum and that our students, who will become our future decision-makers, have the opportunity to learn about stewardship of the intricate Native Prairie ecosystem and to appreciate the value of our varied native wildlife, including native plants communities.

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