

Kindergarten Curriculum Framework					Months: March/April 2021	
Core Competencies						
Students will be...						
Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions. 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness & Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve some problems and ask for help I know other people can be different than me
Big Ideas						
Students will understand...						
English Language Arts	Français - immersion	Math	Socials	Science		
<ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words. Stories and other texts help us learn about ourselves and our families. Through listening and speaking, we connect with others and share our world. Curiosity and wonder lead us to new discoveries about ourselves and the world around us 	<ul style="list-style-type: none"> Employer les codes de politesse, savoir écouter et céder la parole aux autres facilitent la communication et favorisent le respect. Les images sont porteuses de sens et facilitent la compréhension d'un texte. 	<p>Numbers: Numbers represent quantities that can be decomposed into smaller parts.</p> <p>Computational Fluency: One-to-one correspondence and a sense of 5 and 10.</p> <p>Geometry & Measurement: Objects have attributes that can be described, measured, and compared.</p> <p>Data & Probability: Familiar events can be described as likely or unlikely and compared.</p>	<ul style="list-style-type: none"> Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others Our communities are diverse and made up of individuals who have a lot in common. 	<ul style="list-style-type: none"> Plants and animals have observable features. Daily and seasonal changes affect all living things. 		
Learning Standards						
Students will do / know...						
English Language Arts	Français - immersion	Math	Socials	Science		
<p>COMPREHEND AND CONNECT Through reading, listening and viewing students will:</p> <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity Use developmentally appropriate reading, listening, and viewing strategies to make meaning Explore foundational concepts of print, oral, and visual texts Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community <p>CREATE AND COMMUNICATE Through writing, speaking and representing students will:</p> <ul style="list-style-type: none"> Create stories and other texts to deepen awareness of self, family, and community 	<p>Explorer et réfléchir:</p> <ul style="list-style-type: none"> Participer activement à l'écoute et à la lecture pour faciliter la compréhension du texte Faire des prédictions à partir d'un support visuel <p>Créer et communiquer:</p> <ul style="list-style-type: none"> Interagir en suivant les stratégies de communication Utiliser l'écriture non conventionnelle et le dessin pour faire passer un message 	<p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> concrete or pictorial graphs as a visual tool Likelihood of familiar events single attributes of 2D shapes and 3D objects 	<ul style="list-style-type: none"> Acknowledge different perspectives on people, places, issues, or events in their lives (people, places, and events in the local community, and in local First Peoples communities) 	<ul style="list-style-type: none"> Basic needs of plants and animals Local First Peoples of Plants and Animals Question & Predict: demonstrate curiosity, observe, ask questions Analyze: experience & interpret the local environment, recognize First Peoples stories, discuss observations, represent observations Apply and Innovate: take part in caring for self, family, classroom and school, transfer learning to new situations, generate ideas when problem solving Communicate: share observations, reflect on personal experiences 		

Ideas for In-class Instruction				
English Language Arts	Français - immersion	Math	Socials	Science
<p>STORY Literary elements and devices: poetry inquiry, see below.</p> <p>STRATEGIES AND PROCESSES <u>Reading Strategies:</u> - making meaning from story using patterns, memory, and prior knowledge. - recognizing familiar words. <u>Oral Language Strategies:</u> - asking questions related to the topic <u>Metacognitive Strategies:</u> - talking and thinking about learning by goal setting to develop awareness of self as a reader and as a writer.</p> <p>LANGUAGE FEATURES, STRUCTURES, AND CONVENTIONS <u>Concepts of Print:</u> - the association of letters and sounds - the use of space to mark word boundaries <u>Letter Knowledge:</u> - recognizing most letter-sound matches <u>Phonemic Awareness:</u> - segment spoken words into phonemes (e.g., c / a / t) <u>Letter Formation:</u> - the use of letter strings to communicate meaning</p> <p>Inquiry: April is also known as Poetry Month. Create simple poems together as a group. This is a good opportunity to practice and apply concepts of print, phonemic awareness, and letter formation (see below). Kids Poems: <i>Teaching Kindergarteners to Love Poetry</i> by Reggie Routman includes samples of poems written by children. It is a way to 'demonstrate the poetry-writing process to your students by thinking aloud and drafting poems, collaborating on a poem together, and then having children write on their own'. Poems can also be connected with other curricular areas by making connections to their understandings about at Spring, Plants, Animals, Shapes, Family, Friends, Earth Day.</p> <p>-The Reading Strategies Book, by Jennifer Serravallo, is filled with emerging reader strategies.</p>	<p>Choisir un nouvel album à lire en classe. 1re lecture - Lisez le livre en entier. Faites une pause au milieu pour pratiquer à faire poser des questions et faire des prédictions à partir du texte et des images. 2e lecture - Relire le livre. Identifier les événements principaux et essayer de les remettre en ordre ou d'identifier les événements qui n'appartiennent pas à l'histoire. Voir "Close Reading" avec Mme Andrea</p> <p>Vous pouvez faire d'autres lectures du livre pour travailler les répétitions ou la conscience phonologique en essayant de trouver des mots qui riment, d'identifier les mots qui commencent par un certain son.</p> <p>Après l'écoute de l'histoire, les élèves peuvent dessiner leur « partie préférée » et décrire leur dessin avec des mots qu'ils connaissent en essayant d'écrire les sons du mots.</p>	<p><u>Inquiry:</u> What do you notice about these shapes? How are these shapes alike and different? <i>The focus of doing a guided inquiry would be to explore sorting 2D shapes and 3D objects using a single attribute, building and describing 3D objects creating, and describing 2D shapes and using positional language, such as beside, on top of, under, and in front of. As you and your class explore and engage in activities together, listen and observe while they explore materials. Bring a few of your observations back to a whole group reflection afterwards.; this is an authentic way to highlight strategies that are being practiced. Phrases such as, "I noticed that ___ used ___ and ___ to make ___."Allow learners to share their discoveries aloud too. Create a web or chart to hold their thoughts and discoveries that can be referred to over the period of time of the inquiry.</i></p> <p>-Playful Learning Invitation: Find My Object- this game practices describing different attributes. Practice sorting objects by their attributes on a sorting mat with 1 group or 2.</p> <p>-Playful Learning Invitation: Playing with lines and shapes. Create designs and shapes using Loose Parts.</p> <p>-Playful Learning Invitation: What Can You Create- An art based exploration. Try all the same shape of a mix.</p> <p>Art Inquiry: Print making also lends nicely to exploring 2D shapes on 3D shapes. What happens when we roll a can in paint and then on paper? What do we see?</p> <p>- Go outdoors: Shape Hunt. Printable PDF for cards.</p> <p><u>Read alouds:</u> Read: The Greedy Triangle Related Math Activity: Talk about 2D and 3D geometry as you form polygons, pyramids and prisms using marshmallows and toothpicks. Parts of the Lesson . Follow Lesson Here <u>More ideas:</u></p> <ul style="list-style-type: none"> Supplement your students' understanding by reading books that talk about shapes and 	<p><u>Inquiry:</u> What people, places, or events are most significant to you? Is your list the same as your classmates or family? <u>Sample activity:</u> Compare how friends or members of your family feel about selected people, places, issues, and events. <u>Key questions:</u> Why do different people have different perspectives on issues? If two people have different perspectives or opinions, does it mean that one person is right and the other is wrong? Explain your answer.</p> <p><u>Acknowledge different perspectives in local First Peoples communities</u> Read Where Did You Get Your Moccasins by Bernelda Wheeler. Discuss the importance of family and how the moccasins were made. Can students draw connections to their own family or experiences?</p> <p><u>Big Idea: Building healthy relationships with others</u> Learning to identify and regulate emotions is a big job, especially for little kids. One tool that many teachers have found helpful is a curriculum developed by Leah Kuypers, OT and autism resource specialist, called The Zones of Regulation. The Zones of Regulation another resources for learning about 'social smarts' is You Are a Social Detective.</p> <p>Heart-Mind-Online: 5-Step Problem Solving for Young Children</p> <p><u>The World Closest to Me-</u> Students are working toward:</p> <ul style="list-style-type: none"> showing an awareness of the concept of change naming changes in their everyday lives naming groups and places that are part of their lives giving examples of ways in which people co-operate e.g. sharing and taking turns naming which country they live in naming familiar places and landmarks in their school and community naming similarities and differences among families identifying the caregivers in their own families <p>Celebrate Earth Day</p>	<p><u>Inquiry:</u> What do we need to Grow and Be Healthy? What do animals need? What do plants need? <i>In this inquiry you can explore defining and sorting different needs and wants. (Shelter, clothing, food, water). Then choose an animal to learn deeply about learning about it's needs, and features. This can be a great way to incorporate ELA skills here by comparing fiction and nonfiction stories about animals in the Spring. See this Biology Teacher Guide for inspiration.; which includes animals and plants.</i></p> <p><u>Inquiry: Looking Closely</u> In April explore the different plants in the school yard. Ask learners to bring in any Spring plants if possible (daffodils, cherry blossoms, pussywillows, ect). Use magnifying glasses or not and spend time carefully observing and drawing a plant or plant(s). Repeat this over a series of days. You will find that each observation is an opportunity to examine the features of the plant and add details to their drawing. Art- If a drawing is done in sharpie, try painting one of their observations with watercolours. Did they notice any changes in the plant(s) over the days of observations? Create your own class book. An accompanying PDF with Invitations, Question Prompts, Observation Prompts, and resource lists; includes samples for documentation and assessment.</p> <p><u>Read Aloud:</u> Up in the Garden, Down in the Dirt and lesson by Adrienne Gear.</p> <p><u>Make exploratory observations using their senses</u> Use their senses of seeing, hearing, and smelling to describe different places in or outside of school.</p> <ul style="list-style-type: none"> You are going to take a walk with your class. Pay very close attention to what you see, hear, and smell. (No tasting on this walk, though you might find some things you can touch!) What information do you get from your senses about these places? When you return to your classroom, draw a picture of one of the places you visited on the walk. Think of a way to show the

<p>- In a collaborative read-aloud lesson, the teacher is responsible for reading the text while guiding the students to think about the text through the lens of various comprehension strategies like those found in The Daily Cafe. Loan a copy here. The teacher does this by asking rich questions that are scripted in the lessons.</p>		<p>provide puzzles and posters with clearly illustrated shape pictures.</p> <ul style="list-style-type: none"> Integrate geometry into your learning zones. I have posters illustrating shapes and shape names in the dramatic play area and observed children tracing the shapes with their fingers, copying the shapes at the play table and asking each other what a certain shape was called. <p>Data and Probability: Graphing Check out this website for a variety of sorting and graphing activities for young children: Early Years Math- Data Management</p> <p>Using concrete or pictorial graphs as a visual tool During morning meetings collect some data that can be used in a graph (The weather over a month, pets at home, favorite colours etc.)</p> <ul style="list-style-type: none"> As a class build a graph that represents that data. Look closely at the data in the graph. What do they notice? What can be inferred? <p>Bar Vocabulary This is a game to help build a concept of the term "bar", as it will be used in a bar graph.</p> <p>Materials: a pile of Unifix cubes for each learner, a timer, a long ruler or meter stick</p> <p>Game:Children sit in a circle with a pile of Unifix cubes in front of each child. Each child makes a bar using only one color of cube, depending on the teacher's instructions. For example, the teacher might say to the children: Make a bar with less than 10 cubes OR Make a bar with more than 2 cubes. Or use a timer and children attach cubes until it rings. Next have the children, a few at a time, slide their bars carefully in a line. A meter stick helps kids to line them up neatly. Then ask: How could we sort the bars? A child might answer, "Sort from shortest to tallest". Children take turns moving their bars into positions of shortest to tallest (sounds simple but may take a while!!). Teachers can continue questions – Are there more short bars or are there more long bars? How many children made tall bars? red bars? bars with four cubes? How many children made bars with fewer than 5 cubes? Ask again, "Is there another way we can sort the bars?" and repeat the sequence above.</p>	<p>Earth day is a way to look closely at places and events that are important to us and make connections to why they are. What places are special to you? How do we take care of these places?</p> <p>Green Kids Celebrate Earth Day</p> <ul style="list-style-type: none"> Talk about the term "green kids" and keeping the Earth "green" and what that means. Kids learn the meaning of this by participating in eco-friendly experiences. Such as this Green Tip video about Transportation Read simple Earth Day books and talk about the content. Book Suggestions: <ul style="list-style-type: none"> It's Earth Day! (Little Critter) by Mercer Mayer Biscuit's Earth Day Celebration by Alyssa Satin Capucilli and David T. Wenzel and Let's Celebrate Earth Day by Peter Roop 10 Things I Can Do to Help My World by Melanie Walsh Help kids notice when they reuse items and encourage them that they are becoming "green kids". Comment on the children's efforts each time they complete a green activity. 	<p>sounds you heard. If your sense of smell noticed something, how can you show that? When you're finished, share your drawing with a classmate.</p>
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Assessment and Reporting

Teaching and Assessment Tools: <https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/teaching-and-assessment-tools>
Early Learning Framework [Destiny Professional Resource Collection](#) or [Free PDF Download](#).

