

CURRICULUM CONNECTIONS

Activity #	Activity
D	Discussion
1	CATS BEING CATS! (Part 1)
2	CATS BEING CATS! (Part 2)
3	STORY MAP
4	SOLVING PROBLEMS IN RELATIONSHIPS
5	BALL TOSS REFLECTION

English Language Arts & Literature		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves	
Guiding Question	How can ideas and information be organized?	
Learning Outcome	Children explore how messages can be organized.	
	Skills & Procedures	
	Explore Messages shared in a variety of forms.	4
	Discuss the beginning, middle, and ending in a message.	3
	Identify corresponding written words as they are read aloud.	1
	Investigate a variety of features that help clarify messages.	1
	Create imaginative representations or dramatizations of stories that include story	4
	Represent information and ideas from a variety of real messages.	1,4
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and	
Guiding Question	In what ways can listening and speaking communicate feelings, ideas and information?	
Learning Outcome	Children explore listening and speaking skills through a variety of literacy experiences.	
	Skills & Procedures	
	Share personal experiences and stories through listening and speaking with others.	D, 2, 4
	Participate in group discussions.	D, 1, 2, 4,5
	Demonstrate a variety of listening behaviours.	D, 1, 2,4,5
	Listen to and follow simple one- or two-step instructions.	1,2,3
	Express an idea or share information through the use of body language or voice.	D,2,4,5
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How are messages understood?	
Learning Outcome	Children demonstrate understandings of messages communicated in texts.	
	Skills & Procedures	
	Listen to a variety of texts that are read aloud.	D
	Engage in discussions about texts that have been listened to.	D, 1, 2,4,5
	Discuss ideas and details from texts.	D, 1, 2, 3,5
	Sequence events from a text.	3
	Retell the beginning, middle, or ending of a text.	3
	Interpret illustrations.	D,1,3
	Share connections between a text and personal feelings or experiences.	D, 2,4,5
	Answer questions about ideas or information in texts.	D,2
	Make predictions based on information provided in texts.	D
	Compare actual outcomes to predictions made.	D

Physical Education and Wellness		
Organizing Idea	Active Living: Developing physical literacy through movement and active living supports well-	
Guiding Question	How can physical activity be included in daily life?	
Learning Outcome	Children explore physical activity in a variety of contexts.	
	Skills & Procedures	
	Participate in a variety of physical activities and games.	2
Organizing Idea	Movement Skill Development: Developing physical literacy through movement and active living	
Guiding Question	What is fair play?	
Learning Outcome	Children explore fair play through a variety of physical activities.	
	Skills & Procedures	
	Demonstrate respect for others during physical activity.	2
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and	
Guiding Question	How can personal characteristics influence feelings and emotions?	
Learning Outcome	Children describe personal characteristics and explore feelings and emotions.	
	Skills & Procedures	
	Express feelings in a variety of ways.	D,4
	Recognize that feelings and emotions are part of the human experience.	D,1,4
	Identify strategies to recognize and respond to feelings and emotions in a variety of	3,4
Organizing Idea	Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.	
Guiding Question	What might boundaries look like in different situations?	
Learning Outcome	Children recognize boundaries in various situations.	
	Skills & Procedures	
	Identify how to communicate personal needs and expectations to others in various	4
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on	
Guiding Question	What are healthy relationships?	
Learning Outcome	Children examine healthy relationships in learning and playing environments.	
	Skills & Procedures	
	Describe ways people develop healthy relationships with other people, the land, animals, Define and practise friendship.	2,4 4

Mathematics		
Organizing Idea	Time: Duration is described and quantified by time.	
Guiding Question	In what ways can time be described?	
Learning Outcome	Children interpret time as a sequence of events.	
	Skills & Procedures	
	Sequence events, limited to two events, according to time using words or ordinal	3

Science		
Organizing Idea	Energy: Understandings of the physical world are deepened by investigating matter and	
Guiding Question	How can objects, humans, and other animals move?	
Learning Outcome	Children explore movement of objects, humans, and other animals.	
	Skills & Procedures	
	Move objects in a variety of ways.	5
	Observe and imitate how animals can move.	1, 2
	Identify various ways that humans and other animals can move.	1, 2
	Examine the reasons why humans and other animals move.	1, 2
Organizing Idea	Computer Science: Problem solving and scientific inquiry are developed through the	
Guiding Question	How can instructions be used?	
Learning Outcome	Children interpret instructions in various environments.	
	Skills & Procedures	
	Match an action to the corresponding instruction.	5
	Engage in activities that involve following instructions in various contexts.	5
	Follow a sequence of two steps related to a learning experience.	3

Social Studies		
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How are needs and wants different?	
Learning Outcome	Children explore needs and wants.	
	Skills & Procedures	
	Explain ways to meet personal needs and wants.	1
Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	How can people work together in groups?	
Learning Outcome	Children relate cooperation and collaboration to achieving common goals.	
	Skills & Procedures	
	Evaluate the benefits of cooperation and collaboration.	2
	Demonstrate ways that people can cooperate.	2, 4