

CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	I MADE A PET!
2	RETELL THE STORY
3	ACCOMPLISHING GOALS
4	TALKING CIRCLE REFLECTION

English Language Arts & Literature		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	
Guiding Question	How can the organization of ideas and information support the sharing of messages?	
Learning Outcome	Students examine ways that messages can be organized and presented for different purposes.	
	Skills & Procedures	
	Identify the beginning, middle, and ending in a message.	D
	Identify the title and author or creator of a variety of digital or non-digital messages.	D
	Describe story elements within a variety of imaginary stories.	D,2
	Create imaginative representations or dramatizations of stories that include characters, setting, and events.	2
	Examine information provided by the narrator in a story or message.	D
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking be applied to develop oral communication?	
Learning Outcome	Students develop listening and speaking skills through sharing stories and information.	
	Skills & Procedures	
	Share experiences, ideas, and information with appropriate volume, tone, and pace.	4
	Present stories, songs, poems, or dramatizations individually or as a part of a group.	2
	Respond orally to questions during discussions.	D,1,2,3
	Contribute to discussions as a listener and speaker.	D,1,2,3,4
	Listen to and follow two-step instructions.	1,2,3

Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	What messages are conveyed through ideas and information within texts?	
Learning Outcome	Students investigate meaning communicated in texts.	
	Skills & Procedures	
	Respond to texts that have been read aloud.	D,1,2,3,4
	Understand words and phrases from texts that have been read aloud.	D
	Discuss the main idea of a variety of texts.	D,4
	Identify key ideas and details from texts.	D,1,2,3
	Retell the beginning, middle, or ending of a text.	D
	Retell or dramatize a story, including characters and setting.	2
	Identify the moral or lesson of a story.	D,3
	Share personal connections to ideas or information in texts.	D,3,4
	Identify similarities and differences between two texts.	D
	Answer questions requiring literal recall and understanding of examples, details, or facts in texts.	D
	Answer questions that require giving opinions about information in texts.	D
	Make predictions prior to and while reading, viewing, or listening to a text.	D
	Compare actual outcomes to predictions made.	D
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing be used to communicate meaning?	
Learning Outcome	Students create messages through the application of writing processes.	
	Skills & Procedures	
	Include own name on messages created.	3

Physical Education and Wellness

Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How can personal characteristics contribute to self-understanding?	
Learning Outcome	Students examine personal characteristics, feelings, and emotions and explore understanding of self.	
	Skills & Procedures	
	Recognize how emotions can be expressed.	2
	Identify and communicate feelings in a variety of contexts.	D,2
	Reflect on feelings and emotions that result from various personal experiences.	D,4
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can connections support healthy relationships?	
Learning Outcome	Students investigate how healthy relationships in learning and playing environments are built through connection.	
	Skills & Procedures	
	Explain how shared interests and goals can support healthy relationships.	3

Science		
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions	
Guiding Question	How do plants and animals survive?	
Learning Outcome	Students investigate and examine needs of plants and animals.	
	Skills & Procedures	
	Represent plants and animals in various environments.	1
	Determine how a local environment meets the basic needs of plants and animals.	1
	Describe personal experiences related to how humans take care of plants and animals.	1

Social Studies		
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	How can sharing cultures build connections between communities?	
Learning Outcome	Students explore cultures of diverse communities.	
	Skills & Procedures	
	Discuss how First Nations, Métis, and Inuit communities express culture.	4
Guiding Question	In what ways can people contribute to communities?	
Learning Outcome	Students investigate roles and responsibilities in community groups and organizations.	
	Skills & Procedures	
	Relate fulfillment of roles and responsibilities to achievement of community goals.	3, 4

Art		
Component 10 (i)		
	PURPOSE 2: Students will illustrate or tell a story.	
A	A narrative can be retold or interpreted visually	2
Component 10 (ii)	MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.	
D. Sculpture	Make two- and three-dimensional assemblages from found materials	1
	Learn the care and handling of clay, and explore the modelling possibilities.	1
	Use simple clay modelling techniques of rolling, pinching, adding, pressing, making coils, texturing.	1
	Create three-dimensional forms, using paper sculpture techniques of folding, scoring, cutting, curling, weaving, rolling, twisting, joining.	1

Drama		
Mime	The child should:	
	learn to express oneself physically and imaginatively through movement and gesture	2
	observe and study the animal kingdom, the size, shape and weight of animals, and the ways they move and react to their environment (animal mime)	2
	observe and study the differences and similarities of human beings through exploration of feelings, emotions and physical characteristics (character mime)	2