

CURRICULUM CONNECTIONS

| Activity # | Activity |
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| D | DISCUSSION |
| 1 | WHO AM I? |
| 2 | BEING AN ANIMAL FRIEND |
| 3 | PET SURVEY |
| 4 | HOW TO GREET A DOG |
| 5 | KWL CHART REFLECTION |

| English Language Arts & Literature | | |
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| 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. | 2,4 |
| | Represent information and ideas from a variety of real messages. | 2 |
| Organizing Idea | Oral Language: Listening and speaking form the foundation for literacy development and improve | |
| 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 | |
| | Practise listening and speaking skills through sharing oral stories. | D |
| | Share personal experiences and stories through listening and speaking with others. | D,3 |
| | Participate in group discussions. | D,1,2,3,4 |
| | Listen to and follow simple one- or two-step instructions. | 1,2 |
| | Express an idea or share information through the use of body language or voice. | D,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,4 |
| | Engage in discussions about texts that have been listened to. | D,2,4 |
| | Discuss ideas and details from texts. | D,2,4,5 |
| | Interpret illustrations. | D,1,4 |
| | Share connections between a text and personal feelings or experiences. | D,2,5 |
| | Ask questions to clarify ideas or information in texts. | D |
| | Answer questions about ideas or information in texts. | D,1,2,5 |
| | Make predictions based on information provided in texts. | D |
| | Compare actual outcomes to predictions made. | D |

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| Organizing Idea | Writing: Ideas and information can be articulated accurately and imaginatively through the use of | |
| Guiding Question | How can messages be recorded? | |
| Learning Outcome | Children experiment with written expression of ideas and information. | |
| | Skills & Procedures | |
| | Express ideas and information in a variety of creative ways. | 2 |
| | Apply creative thinking to create or make changes to a representation of a message. | 2 |
| | Ask questions about real people, places, or things to learn more about them. | D,5 |
| | Gather factual information from a variety of people, places, or things. | 5 |
| | Share factual information. | 2,5 |

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| Physical Education and Wellness | | |
| Organizing Idea | Movement Skill Development: Developing physical literacy through movement and active living | |
| Guiding Question | How can an awareness of the body facilitate movement? | |
| Learning Outcome | Children explore spatial awareness in a variety of physical activity contexts. | |
| | Skills & Procedures | |
| | Practise moving in relation to the location and proximity of people or objects in a | 1 |
| Organizing Idea | Movement Skill Development: Developing physical literacy through movement and active living | |
| Guiding Question | How can an awareness of the body facilitate movement? | |
| Learning Outcome | Children investigate movement of the body. | |
| | Skills & Procedures | |
| | Explore movement in a variety of indoor and outdoor physical activity contexts. | 1 |
| | Demonstrate movement of the body in creative ways. | 1 |
| 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. | 1 |
| 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. | 4 |
| | Identify strategies to recognize and respond to feelings and emotions in a variety of | 4 |

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| 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 | |
| | Describe personal, physical, and visual boundaries found in familiar contexts. | D,4 |
| | Indicate permission verbally in a variety of contexts. | D,4 |
| | Indicate refusal verbally and non-verbally in a variety of contexts. | D,4 |
| Organizing Idea | Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect. | |
| 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, places or objects. | 2,4 |

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| Mathematics | | |
| Organizing Idea | Number: Quantity is measured with numbers that enable counting, labeling, comparing, and | |
| Guiding Question | How can quantity contribute meaning to daily life? | |
| Learning Outcome | Children investigate quantity to 10. | |
| | Skills & Procedures | |
| | Represent quantity in different ways. | 3 |
| | Relate a numeral to a specific quantity. | 3 |
| | Count within 10, forward and backward, starting at any number, according to the | 3 |
| | Subitize quantities to 5. | 3 |
| | Compare the size of two sets using one-to-one correspondence. | 3 |
| | Describe quantities relative to each other using comparative language. | 3 |
| Organizing Idea | Number: Quantity is measured with numbers that enable counting, labeling, comparing, and | |
| Guiding Question | In what ways can quantity be composed? | |
| Learning Outcome | Children interpret compositions of quantities within 10. | |
| | Skills & Procedures | |
| | Identify a quantity in various groups or arrangements. | 3 |
| | Compose quantities within 10. | 3 |

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| Citizenship & Identity | | |
| General Outcome | Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity. | |
| "I am Unique" | | |
| Skills and Processes | Communication | |
| K.S.8 | demonstrate skills of oral, written and visual literacy: | |
| | ◦ listen to others in a socially appropriate manner | D |
| | ◦ respond appropriately to comments and questions, using language respectful of human | D |

| Creative Expression | | |
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| General Learner Expectations | The child explores self-expression through creative thought and through language, art, movement, music and drama. | |
| Specific Learner Expectations | The child: | |
| | explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement | 2 |

| Science | | |
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| Organizing Idea | Energy: Understandings of the physical world are deepened by investigating matter and energy. | |
| Guiding Question | How can objects, humans, and other animals move? | |
| Learning Outcome | Children explore movement of objects, humans, and other animals. | |
| | Skills & Procedures | |
| | Observe and imitate how animals can move. | 1 |
| | Examine the reasons why humans and other animals move. | D |
| Organizing Idea | Earth Systems: Understandings of the living world, Earth, and space are deepened by | |
| Guiding Question | How can environments be explored? | |
| Learning Outcome | Children examine and describe surrounding environments. | |
| | Skills & Procedures | |
| | Demonstrate respect while interacting with environments. | 4 |
| | Discuss the importance of protecting and respecting environments | 4 |
| | Identify ways to protect and respect environments. | 4 |
| 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. | 4 |
| | Identify instructions that help keep people safe in various contexts. | D |

| Social Studies | | |
|-------------------------|---|---|
| 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. | 4 |
| | Demonstrate ways that people can cooperate. | 4 |