

have the children identify them upon entering or exiting the classroom.

KINDERGARTEN OCTOBER



their individual personal characteristics are also part of a group, community, and classroom. Adding their name to their creation helps the

children make the link that their one important part that makes up the whole of the classroom community.



				#CCSCICCITIIIS
	ELAL	MATH	PE&W	CHILD DEVELOPMENT
LEARNER OUTCOMES & KEY KUSPS	O.I.: TEXT FORMS & STRUCTURES L.O.: Children explore how messages can be organized. Identify the front and the back of a book (TF) Identify rhymes and poems (TF) O.I.: ORAL LANGUAGE L.O.: Children explore listening and speaking skills through a variety of literacy experiences and stories through listening and speaking with others (OL) Participate in group discussions (OL) O.I.: VOCABULARY L.O.: Children develop vocabulary through a variety of literacy experiences. Develop new vocabulary through a variety of literacy experiences (V) *Children are exposed to the outcomes but mastery will be expected in June	**Focus will be on 2 D Shapes** OI - Geometry: Shapes are defined and related by geometric attributes. GQ: How can shape bring meaning to the space around us? LO: Children investigate shape. KNOWLEDGE A shape can be represented using objects, pictures, or words. Familiar two- dimensional shapes can be found in nature, such as - circles - triangles First Nations, Métis, and Inuit relate specific shapes to those found in nature. UNDERSTANDING Shape is structured two-dimensional or three-dimensional space. SKILLS & PROCEDURES Relate shapes in nature to various two-dimensional shapes. Describe a shape using words such as flat, curved, straight, or round. **Focus will be on numbers 0-5** Click here for KUSPs of each of the following learner outcomes. OI: Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating. GQ: How can quantity contribute meaning to our daily lives? LO: Children acquire an understanding of quantity to 10. GQ: In what ways can we compose quantity? LO: Children interpret compositions of quantities within 10.	Ol: Active Living LO: Children explore physical activity in a variety of contexts S&P: Explore a variety of seasonal physical activities. S&P: Participate in a variety of physical activities and games. Ol: Movement Skill Development LO: Children explore spatial awareness in a variety of physical activity contexts. S&P: Practice moving in relation to the location and proximity of people or objects in a variety of physical activity contexts. Ol: Character Development LO: Children describe personal characteristics and explore feelings and emotions. S&P: Identify personal characteristics	Citizenship and Identity The child appreciates the unique characteristics, interests, gifts and talents of others: — appreciates feelings, ideas, stories and experiences shared by others (C, I) — values oral traditions of others (C) — appreciates that French and English are Canada's official languages (C, I) —The child develops age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as: being a classroom helper. Environment and Awareness —The child generates ideas to make personal sense of objects, events, and relationships. —The child uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts. —The child begins to use some technology appropriately in learning activities and to communicate with others. —The child identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs, and traffic lights. Personal and Social Responsibility —The child shows willingness to explore and expand learning, and to try new things. —The child identifies and begins to demonstrate effective listening; e.g., actively listens and responds appropriately. —The child identifies and begins to demonstrate effective listening; e.g., actively listens and responds appropriately. —The child identifies and begins to demonstrate effective listening; e.g., classroom, school, and library, —The child identifies and begins to play alongside others. Creative Expression —The child desparates from parents/guardians willingly when in familiar and comfortable situations. —The child desparates from parents/guardians willingly when in familiar and comfortable situations. —The child uses imagination creatively in dramatic play; e.g., story, puppets, role-play, and mime. Physical Skills and Well Being —The child develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials.
ESSENTIAL	TIER 1 Words: These words include everyday language during discussions and environmental print around the classroom that may include daily schedule, signs, symbols and words. TIER 2 Words: Share, listen, create, recognize, connection, recall TIER 3 Words: Content words: rhyme, letters, compound words, poem *Teachers will use the tiered words in their vocabulary	Shape circle more square rectangle triangle flat curved straight round Number Mumber More More More More More More More M	physical literacy games movement space spatial awareness season active modes of direction weather transportation proximity indoor recreation people outdoor group feelings objects group individual emotions tindividual belong play characteristics virtues movement spatial awareness direction proximity people people objects surrounding environment	-Unique -Rules -Responsible -Experiment -Language -Imagination -Relationships -Listening -Signs -Routine -Play -Traditions -Citizen -Community
STRATEGIES & CLASSROOM ACTIVITIES/IDEAS	Click the image below or visit https://bit.ly/3x1bkCq for instructional ideas. Kindergarten ELA & Literature - Instructional Ideas October RADING	Click the image below or visit bit.ly/octkindergartenMATHS for instructional ideas. Note Section Comparison Compa	Opportunities to move as part of the daily routine will ensure movement is experienced more often by all. Discuss what activities children like to engage in outside when they are at home. Do these activities change during the year i.e. park in the summer versus sledding in the winter. Engage in a range of activities and environments such as the classroom, gym and wider community. Discuss factors that may contribute to the type of activity the group engages with e.g. on very cold days movement time outside is preferable to the gym. Engaging in activities in a wide range of environments enables children to become aware of how they need to adapt movement according to location. For example when there is ice on the ground we need to take shorter and more deliberate steps. Highlighting characteristics of students throughout the day will aid them in identifying personal characteristics in time. For example, noticing that a child is good at sharing, or a good listener empowers them to appreciate these characteristics in themselves.	When inviting the children to explore belonging and contributing to a group there are a few stories and accompanying experiences that incorporate a variety of play based and hands on learning experiences that can help support this exploration that also integrates learning from other outcomes. This is not an exhaustive list, rather ideas to spark your planning that includes titles you may already have in your school library or you can borrow from the Edmonton Public Library. "The Sandwich Swap" by Rania Al-Abdullah is a story of two girls who notice their cultural differences through their school lunches. This could lead to a class discussion about our favorite family meals, and what variety of foods the students pack in their lunches/snacks. If choosing to work explicitly with sandwiches, children could create their own unique sandwiches, do a class taste test, and take a class poll to judge their preferred creation. "The Dot" by Peter. H Reynolds unlocks children's confidence and growth when a teacher shows the protagonist that they are a creative person, even if they are only able to make a mark on a page. Children could be paired up, each given a piece of paper, and asked to make a mark on the page for their partner. After swapping papers, children could use a variety of art materials to turn their mark into a masterpiece. "Giroffes Can't Dance" by Giles Andreae follows the hesitant giraffe Gerald as he navigates through a world realizing his own differences and accepting the differences of other as he builds the confidence and self esteem to be able to bust his moves at the Great Jungle Dance. Children could share ideas about times they have been in a group of people where they needed to build courage and confidence. To promote gross motor skills, children could recreate Gerald's dance moves (on either the large carpet in the classroom, the gym, or outdoors) and create their own unique dance moves to demonstrate to the class. Children could use small plastic animals or animal puppets to recreate the stor
TRIANGULATION OF ASSESSMENTS	Conversations: Facilitate discussions about illustrations created and observed. Ask children to identify rhymes when in literature sharing opportunities. Facilitate conversations and discussions before, during and after - read alouds, mini lessons, and centre time. Focus conversations on making connections to personal feelings, experiences, building background knowledge, and reinforcing what you have taught. Observations: Are children able to identify the front and the back of a book? Are children able to recognize rhyming words? Are children actively participating in centre play with peers? Product/Performance: Oral language – children are able to blend and separate compound words in Phonological Awareness activities. Children are able to print their first name. Recognize some letters of the alphabet.	GEOMETRY Conversation: Invite noticing and talking about shapes and their attributes: • What do you see in the classroom that has the same shape as this [triangle]? • What shape do you think this is? Why? • How are these shapes the same? How are they different? Observation: Notice what children know, can do and understand: • Are children able to identify shapes by name? by attribute? in common objects? • Are children able to relate shapes in nature to two-dimensional shapes? • Are children able to sort shapes according to a single attribute? (lines, curves, geometric How many [spoons] do you have? I am going to mix them up - how many now? properties) Product/Performance: Invite children to engage with shapes: • Can you find something that has the same shape as this [square]? How do you know? • Find all the shapes like this one in this group of shapes. • What is this number? Can you put these numbers in order from 1 to 5?	Conversation: Conversations can happen throughout the day such as walking to the gym or recess. Do you do any activities with your family outside? Do we always play by ourselves? Is it different if we play in a group? Do you do the same activities all year? Do those activities change because of snow, rain, sun, wind? Is the classroom or the gym easier to run around in, and why? Observation: Observation checklist that would include success criteria such as children adjusting pace during movement activities with less space or more people. Product: Draw a picture of you doing something you are good at/like to do e.g., running, painting, sharing Show how you look when you are sad. Explain a time that you felt sad.	Conversations: What experiences do the children have in common (do they belong to the same sports teams, speak the same language, are part of the same class)? Are they able to talk about their likes and dislikes? Are they able to discuss their feelings related to a lived experience? Can they verbalize their understanding on a growth mindset? Observations: Do they take risks and try new challenges? Do they manage their emotions appropriately when being observed in situations where they made a mistake? Can they use their body to move in a creative way? Can they manipulate small objects in their hands? Product/Performance: Can they use a variety of materials to represent their unique characteristics? Are they able to engage in multi-sensory experiences, like preparing and trying new foods, while being part of a group? Can they use their imagination to transform an item into something else?
PROGRAMMING	Connections to the Kindergarten Program Statement. As you unpack this, keep in mind the learning activities/centres previously planned with the Kindergarten Program Statement, knowing that they can be used in teaching and assessing the new skills in the English Language Arts and Literature. For example, see below for a connection: New ELAL: Children experiment with written expression of ideas and information. 'Creative Expression Specific Learner Expectation': The child experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas.	Connections to the Kindergarten Program Statement: As you unpack this, keep in mind the learning activities/centres previously planned with the Kindergarten Program Statement, knowing that they can be used in teaching and assessing the new skills in Mathematics. For example, see below for a connection: New Math: Children investigate shape. (K Program Statement)- 'Environment and Community Awareness': identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs and traffic lights	Connections to the Kindergarten Program Statement. As you unpack this, keep in mind the learning activities/centres previously planned with the Kindergarten Program Statement, knowing that they can be used in teaching and assessing the new skills in Physical Education and Wellness. See below for connections: New PE&W: Children explore spatial awareness in a variety of physical activity contexts. (K Program Statement)- 'Physical Skills and Well Being': experiences and develops locomotor skills through a variety of activities; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding	As you unpack this, keep in mind the cross curricular connections to the other areas of the curriculum that can be made. This list is not exhaustive but allows you opportunity to begin thinking about how these can be integrated: (Citizenship and Identity) The child values his or her own unique characteristics, interests, gifts and talents. Connection to new Physical Education and Wellness Curriculum Skills and Procedures (p.8) -Identify how characteristics can be unique or sharedIdentify personal characteristics. (Environment and Awareness) identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs and traffic lights Connection to the new Math Curriculum: Children investigate shape (p.8) (Creative Expression) The child experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas. Connection to the new English Language Arts and Literature Curriculum: Children experiment with written expression of ideas and information (p.22)
RESOURCES & NVIRONMENT	Resources- See above placemat for resource ideas. Environment- We can bring these learning outcomes to life in various areas of defined play within the learning environment. Note: The learning outcomes are colour coded below with the accompanying areas of play underneath. Identify the front and the back of a book (TF) Include first name on messages created (W) Identify rhymes and poems (TF) Reading Area/Read Alouds: -Begin reading a book backwards or upside down and see if the children notice and can correct the planned mistake. -Gather a variety of small items from the classroom (printed out pictures/flashcards/puzzle pieces?) and place them in a bag or basket. Ask children to say the word of the item and try to think of a rhyming word. This same activity can be done with found items around the classroom, but children can clap the word to identify the number of syllables. Writing Centre: Children can practice writing their name using sand in shallow trays and a dry paintbrush, magnetic letters with a template of their name printed on paper, crayons on a variety of coloured paper clipped onto clipboards, and chalk on chalkboards. Recognize some letters of the alphabet with speed and accuracy (F)	Primary Resource: My Math Path including Provocation Cards & Math Talks Big Books Supplementary Resources: Kindergarten SharePoint Building Foundations: Mathematics in Play-Based Contexts, Amy Swinkels & Stephanie Power, pp. 16-60 Jump Math: Unit 3 - Geometry GK lessons 2, 3 and 4 and Unit 1 Numbers 1-5 NSK lessons 1, 2, 3 and 4 Note, you will need to create a free account to access these lessons in the teacher resource section of the Jump Math website. Pattern blocks Counting collections (bears, buttons, bottle lids, cars, etc.) Shape blocks Dot cards Shape cut outs Five frames Sorting mats or trays iPad to collect shape photos Playing cards (1-5) PREME math center activities Which One Doesn't Belong: A Shapes Book by Christopher Danielson When We Are Kind by Monique Gray Smith Ten in a Hurry and Ten on a Twig by Lo Cole The Circles All Around Us by Brad & Kristi Montague Mouse Shapes by Ellen Stoll Walsh Mouse Count by Ellen Stoll Walsh	Resources - PATHS Unit Two: Basic Feelings Environment- We can bring these learning outcomes to life in various areas of defined play within the learning environment. Note: The learning outcomes are colour coded below with the accompanying areas of play underneath. S&P: Practice moving in relation to the location and proximity of people or objects in a variety of physical activity contexts. Gross Motor/Movement Area: Each child places a hoop around their body to create their own personal bubble. Children move throughout an area (gym, classroom, field) without having hoops touch one another. If a child's body or hoop touches another child's body or hoop, the bubbles pop and the children have to do three star jumps each. To make this activity even more challenging, use chalk or a long rope to define an even smaller area and take the hoops away. S&P: Explore a variety of seasonal physical activities. Outdoor Exploration- Invite children to make a giant pile of leaves and encourage them to jump over it or into it. This is a great way to incorporate prepositional words within their play. Puddles offer a wonderful opportunity to engage in sensory play when outside. It is important to note that the children will need to be dressed appropriately (splash gear, rubber boots) prior to engaging in this experience. You can invite children to stomp, march, tip toe, jump (star jump, pencil jump etc.). This is a great way to incorporate action words (verbs) and expand children's vocabulary S&P: Identify personal characteristics	Resources -The Sandwich Swap by Rania Al-Abdullah https://www.youtube.com/watch?v=Rv4AWDz7sGc (video link if you don't have a paper copy.) -The Dot by Todd Parr https://www.youtube.com/watch?v=vKCsqbiCxE8 (video link if you don't have a paper copy.) -It's Okay to Make Mistakes by Todd Parr https://www.youtube.com/watch?v=lVnTh1RZvIY (video link if you don't have a paper copy.) Technology Integration Strategies - Provide children with appropriate media experiences on digital devices that support the kindergarten curriculum. Allow them to freely explore a variety of digital tools and start to build their tool belt. For more information on the ICT Outcomes, Instructional Strategies and Resources/Templates to support implementation, check out the EmTech SharePoint for October Kindergarten resources. Environment- We can bring these learning outcomes to life in various areas of defined play within the learning environment. Creative Expression Centre: Children adore exploring with open ended art materials to show their creativity. They can create shapes using paint, tape, markers, and/or stamps. Children can explore shape and develop their fine motor skills by pinching small squares of tissue paper and placing them on a traced out shape. Gross Motor/Movement Centre: Children learn through movement. They can play "Simon Says" to follow the directions of an adult/classmate and show they are able to follow the rules. Complexity can even be added to the game by adding scarves to the mix. Children can also use River Rocks as
<u>~ □</u>	Sensory Play: Children can sift through epsom salt, sand, or cornmeal, with small sieves to locate and identify letters in the sensory bin. Exit/Entry Activity: Place three magnetic letters near the entrance of the classroom (on a cookie sheet, on the door, on the door frame, etc.) and have the children identify them upon entering or exiting the classroom.	Environment- We can bring these learning outcomes to life in various areas of defined play within the learning environment. Please see above placement for ideas.	Creative Expression Area: After being given a blank circle, a piece of circle cardboard, or a recycled lid, children can glue loose parts, recycled items, or photocopied facial features to create a self-portrait to identify their personal characteristics. After having completed their self portrait, students can use an iPad or digital camera to capture their creation. Children can add their name to the page with a variety of writing utensils and class book can then be printed to be read, shared, and placed in the classroom library. This helps the children understand that their individual personal characteristics are also part of a group, community, and classroom. Adding their name to their creation helps the	part of an obstacle course to show they are willing to try something new and takes risks while responding appropriately during play alongside others. Sensory Play: Children can use scoops, spoons, rakes, and sticks in a sensory bin full of sand while gaining finger and hand dexterity and exploring the properties of shape and line. Children can squeeze, squish, and roll playdough with rolling pins, cookie cutters, and small plastic knives. Shaving cream can be spread into a thin layer of a table while children use their index finger to create lines, curves, and shapes.

Dramatic Play Centre: Children can be encouraged to create a "Shape Cafe" at the kitchen centre. Using a variety of play food, children can create a menu of items that fall

under certain categories (square foods, circle foods, triangle foods) and have their classmates order their preferred choice. Children can assist in creating menus, kitchen order forms, and receipts for their customers. Additionally, placemats with tracings of shapes can be added in order for the children to be able to match and identify shapes they are using during their play (for example, the bottom of the cup would rest on the tracing of the circle, or the pizza would rest on the tracing of the triangle.