CURRICULUM CRATE

A curriculum crate allows for a "teacher to apply a current and comprehensive repertoire of effective planning , instruction, and assessment practices to meet the learning needs of every student"(TQS 3). We start by **dissecting a learning outcome** to examine what students need to know, experience, and demonstrate in their learning journey for that outcome during this timeframe. We then use this to **plan an appropriate lesson**(s). This crate is an example moment in time that can showcase possibility to educators. Ideally you will customize this lesson to meet the needs of your students and know that learning outcomes are returned to many times throughout the year as we layer on our knowledge, understandings, skills, and procedures of each learner outcome. Thank you to teacher working groups who worked side by side with consultants to create these.

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CREATED BY

Thank you to teacher working groups who worked side by side with consultants to create this crate:

Amanda Lysak - St. Anne
Jill Morrison - Kindergarten Programming Consultant
Kathleen Ruff - Kindergarten Programming Consultant

GRADE	SUBJECT(S)	DATE
Kindergarten	English Language Arts and Literature	October 1/2022

Dissecting a Learning Outcome for Teacher Understanding

Why dissect a learning outcome? A learning outcome describes what students are required to know, understand, and be able to do by the end of a grade. For teachers, having a clear understanding of the anatomy of an outcome drives instruction and ensures that assessments hit the intended target of the learning outcome.

LEARNING OUTCOME(S)

Please note the nouns and verbs to help focus on concepts and skills as part of the learning outcome

Children experiment with written expression of ideas and information.

LEARNING EXPERIENCES & LESSONS

Consider how the verbs within the outcomes provide direction for the instruction. What are the ways students will acquire knowledge and skills? How will they "learn it"? Consider the instructional steps (acquire, build, consolidate) along the way. Think about the thoughtful sequence of learning experiences throughout the timeframe of learning (such as September). Remember Universal Design for Learning: anticipate & plan for a wide range of student needs. ONE of these learning experiences will be planned as a lesson below.

Acquire
"I am being introduced to a new topic or skill."
activate prior knowledge and engage students' attention, motivation, and interest
Build
"I am building upon my understanding of the concept/skill."

expand, delve, practice, apply
Consolidate
"I am getting ready to demonstrate my proficiency with the concept/skill."
make connections, analyze, synthesize, evaluate, extend practice

Acquire:
-Provide various types of writing utensils (such as pencils, pencil crayons, crayons, markers, oil pastels, white board markers, etc.) in addition to a variety of writing surfaces (such as paper, construction paper, sand paper, chalk board, white board, easel, scratch paper etc.) for children to gain an awareness of the properties of these materials and how they work during structured and unstructured times.
-Invite children create various types of lines on the page/writing surface (scribbles, diagonal, horizontal, vertical, circle etc.).

Build:
- Engage children in whole group discussions surrounding the idea that our thoughts and ideas can be represented concretely through pictures, words and mark making (for example, teachers could choose a book to read aloud or speak of a past personal experience to the class and demonstrate their thinking of what they understood by drawing pictures on chart paper that popped up in their thought process.)
- Encourage children to use surrounding peer and adult models to practice taking risks while working in a small group to practice making lines. (for example, the teacher may be sitting with 3 students at a table talking about how to make a diagonal line and how different writing utensils feel on different writing surfaces.)
-Children have opportunities provided throughout their day to represent their thinking and ideas within the environment such as clipboards and pencils at the block centre, paint and paper at the easel, notebooks and pencils/markers at the dramatic play centre for children to use make a menu, grocery list, etc.

Consolidate:
- Ask the children to verbalise/express the representation of what they have created
- Children are able to represent their thoughts and ideas through writing (whether that be lines, letters, shapes, etc.) independently without being prompted.

EVIDENCE OF LEARNING

These are the collection of assessments for the learning outcome(s) during this time frame. Consider how the verbs within the outcomes provide direction for the assessment. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration

Observations	Conversations	Products
-Children are using various writing utensils in various contexts throughout their day. -Children view themselves as a creator.	- During class discussions, are children able to express their thought process being represented in written form?	-Children will create written messages/representations with meaning.

MAKING CONNECTIONS WITH COMPETENCIES

Literacy & Numeracy	Student Competencies
Literacy ● Children participate in guided activities that model how to think about their literacy strengths and how they can regulate their	**Research and Managing Information** ● I use my senses to learn about the world around me. ● I connect new information with things I

learning.
- Children participate in guided activities that model how to identify the literacy skills needed to complete a task.
- Children, through guided activities, recognize that authors and illustrators, including themselves, are creators of oral, print, and digital texts.
- Children share personal experiences and, with guidance, connect them to relevant ideas or topics.
- Children explore various ways to present and share ideas and information.
- Children express meaning in various ways.

Numeracy

- Children participate in activities that develop spatial thinking (e.g., puzzles, building with blocks, drawing).
- Children recognize or create basic representations of quantitative information (e.g numbers, drawings).
- Children use a non-symbolic strategy in a task involving numeracy (e.g., act it out, draw it).

already know.
- I use information to understand my world and myself.
- I share my ideas and information.

Creativity and Innovation

- I create to learn and have fun.
- I use my imagination to combine materials or ideas to create something new.
- I change my creations based on new ideas information, or materials.
  I try new ways of doing things.

Collaboration

- I interact in groups to learn and have fun.
- I take turns when learning and playing with others.
- I am a courteous member of my learning communities.

Lesson Plan - A Potential Learning Experience

Below you will see a potential learning experience for a learner outcome in the new curriculum. You will be able to use this lesson as a strong pedagogical example as well as have the freedom to customize it based on your student needs. This can be part of a thoughtful sequence of learning experiences for students as part of ongoing teaching and assessment within the learning outcome.

LESSON TITLE
Ready, Set, Scribble!

LEARNING GOALS	STUDENT CRITERIA FOR SUCCESS	EVIDENCE OF LEARNING
Learning goals are written in kid-friendly language. What are the learning goals for THIS LESSON a single outcome may be too large for a single intention -- write multiple learning intentions as necessary	What will I see or hear students do or say DURING THIS LESSON that tells me they understand? Use the KUSPs to guide you. All KUSPS of the learning outcome must be addressed by the end of the year. Remember the verbs from Bloom's Taxonomy	This is the assessment(s) for THIS LESSON. What are the ways students will show their learning? How will students demonstrate their newly acquired knowledge and skills? How will you gather this evidence? Remember to triangulate evidence, that is, collect evidence from multiple sources of student demonstration
I can create and represent messages.	Children will create meaningful representations/messages using a variety of materials.	Children have transformed a line, shape, or dot into another creation.

TO DO BEFORE THE LESSON	RESOURCES NEEDED

- [ ] Provide experiences to engage children in the awareness of writing utensils and writing surfaces.
- [ ] Invite children to create various types of lines on writing surfaces
- [ ] Model with students several examples of how to use imagination to turn a dot into another creation. (This can be done using chart paper, the smart board, smaller papers, etc.)
- [ ] Have an established writing centre developed in your classroom where various writing utensils are available for children to use such as markers, pencil crayons, crayons, pencils. You might want to slowly introduce the various writing materials to allow ample time for children to explore their properties and build awareness of the materials.

Materials such as shaving cream on a table top, or using water and q tips on a chalkboard offers a different sensory experience for children to engage in.

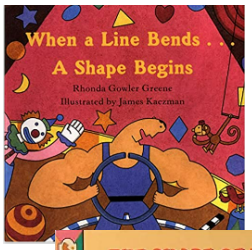
- [ ] The Dot by Peter H. Reynolds
- [ ] Writing utensils (crayons, markers, pencil crayons, oil pastels, etc.)
- [ ] White paper (8.5x11)

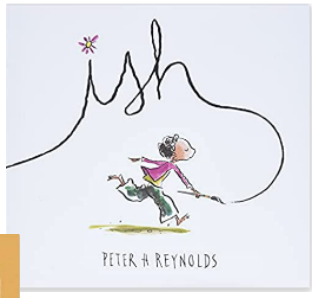
Additional Mentor Texts:

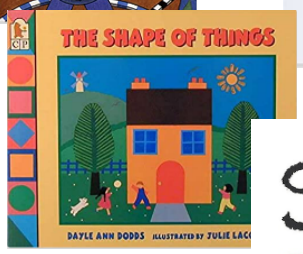
- When a Line Bends, A Shape Begins by Rhonda Gowler Greene
- Ish, by Peter H. Reynolds
- The Shape of Things by Dayle Ann Dodds
- Scribble by Ruth Ohi
- Not a Box by Antoinette Portis

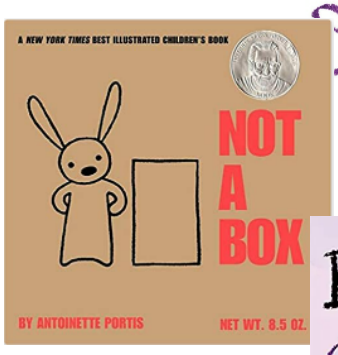
Mentor texts available in French:

- Barbouille by Ruth Ohi
- Pas du tout un carton by Antoinette Portis



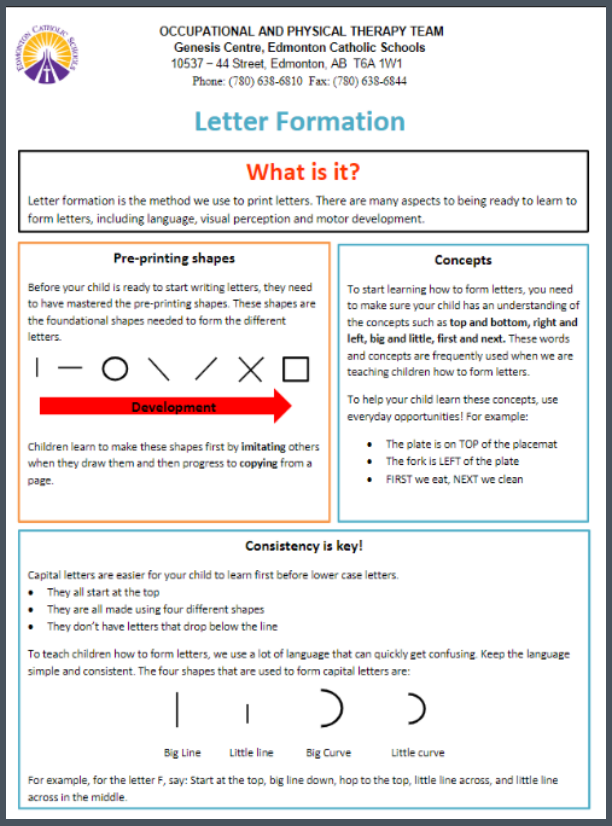






CONSIDERATION FOR LEARNER NEEDS

Need	Universal Support (GOOD for ALL students)	Targeted Support (CHOICE for ALL students)	Essential Support (Good for One)
Reading comprehension	• Introduce key vocab before reading • Offer read aloud as an option • Sticky notes for vocab challenges	• Paired reading for pacing • Noise canceling headphones • Time to re-read for clarity • Drawing option to map out ideas throughout	In addition to other supports, • Give reading in advance • Read with teacher in small group - stop and explain, draw connections, etc.



OCCUPATIONAL AND PHYSICAL THERAPY TEAM
Genesis Centre, Edmonton Catholic Schools
10537 – 44 Street, Edmonton, AB T6A 1W1
Phone: (780) 638-6810 Fax: (780) 638-6844

Letter Formation

What is it?

Letter formation is the method we use to print letters. There are many aspects to being ready to learn to form letters, including language, visual perception and motor development.

Pre-printing shapes

Before your child is ready to start writing letters, they need to have mastered the pre-printing shapes. These shapes are the foundational shapes needed to form the different letters.

Development

Children learn to make these shapes first by **imitating** others when they draw them and then progress to **copying** from a page.

Concepts

To start learning how to form letters, you need to make sure your child has an understanding of the concepts such as **top and bottom, right and left, big and little, first and next.** These words and concepts are frequently used when we are teaching children how to form letters.

To help your child learn these concepts, use everyday opportunities! For example:

- The plate is on TOP of the placemat
- The fork is LEFT of the plate
- FIRST we eat, NEXT we clean

Consistency is key!

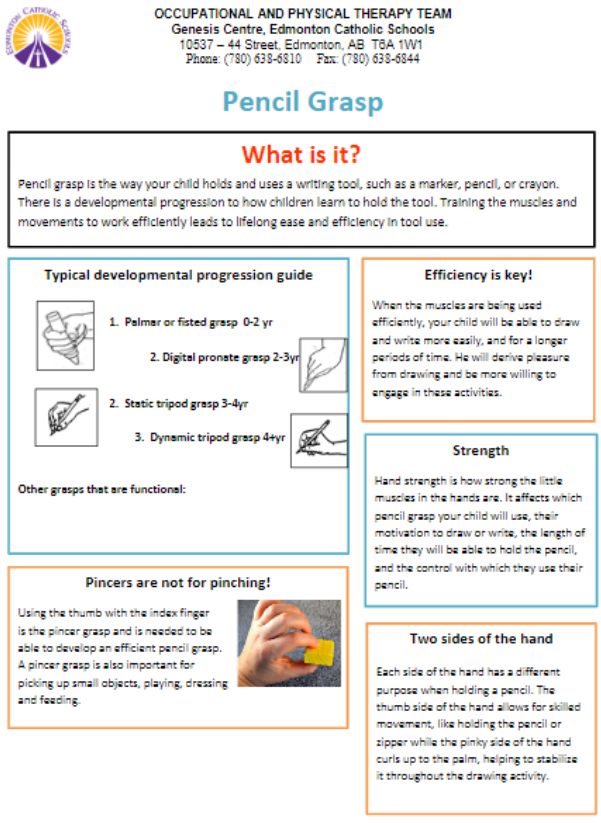
Capital letters are easier for your child to learn first before lower case letters.

- They all start at the top
- They are all made using four different shapes
- They don't have letters that drop below the line

To teach children how to form letters, we use a lot of language that can quickly get confusing. Keep the language simple and consistent. The four shapes that are used to form capital letters are:

Big Line Little line Big Curve Little curve

For example, for the letter F, say: Start at the top, big line down, hop to the top, little line across, and little line across in the middle.



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Pencil Grasp

What is it?

Pencil grasp is the way your child holds and uses a writing tool, such as a marker, pencil, or crayon. There is a developmental progression to how children learn to hold the tool. Training the muscles and movements to work efficiently leads to lifelong ease and efficiency in tool use.

Typical developmental progression guide

1. Palmar or fisted grasp 0-2 yr
2. Digital pronate grasp 2-3yr
2. Static tripod grasp 3-4yr
3. Dynamic tripod grasp 4+yr

Other grasps that are functional:

Efficiency is key!

When the muscles are being used efficiently, your child will be able to draw and write more easily, and for a longer periods of time. He will derive pleasure from drawing and be more willing to engage in these activities.

Strength

Hand strength is how strong the little muscles in the hands are. It affects which pencil grasp your child will use, their motivation to draw or write, the length of time they will be able to hold the pencil, and the control with which they use their pencil.

Pincers are not for pinching!

Using the thumb with the index finger is the pincer grasp and is needed to be able to develop an efficient pencil grasp. A pincer grasp is also important for picking up small objects, playing, dressing and feeding.

Two sides of the hand

Each side of the hand has a different purpose when holding a pencil. The thumb side of the hand allows for skilled movement, like holding the pencil or zipper while the pinky side of the hand curls up to the palm, helping to stabilize it throughout the drawing activity.

- Provide a multi-sensory approach.
- Include various materials (different writing utensil lengths, such as small golf pencils AND long pencil crayons.)
- Choice of representing a dot or a line in the lesson.
- Pre-teaching, re-reading the read aloud and highlighting new vocabulary for learners.
-Promote printing from top to bottom and left to right.
-Receptive language considerations, such as extra wait time for responses.
- Use of a variety of pencil grips to promote proper pencil grasps (refer to the Occupational Therapy SharePoint site page for more information).

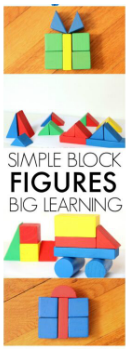
TEACHER INSTRUCTION / STUDENT EXPERIENCE & PRACTICE

1) Introduce the read aloud "The Dot" by Peter H. Reynolds. Brainstorm with the children what they think the book could be about based on the cover illustration. What character is on the front? Why is the dot coloured and the rest of the illustration in black and white? What might happen in this book?
2) After reading the book, discuss how the character changed from the beginning of the book to the end of the book. This can reinforce the children's view of themselves being the creator and having the confidence to do so.

3) Using the smart board, large chart paper, or regular sized paper, model along with the children how Vashti was inspired by a single dot on the paper that she originally thought was insignificant. Have a dot and/or line prepared on the page or slide you are using with the children. Brainstorm with them how the dot can evolve into something else. For example, if your slide had a single dot in the middle, maybe a child would share that it could change into a chocolate chip cookie. Finish the drawing by making a larger circle and adding more chocolate chips and other details to the masterpiece that children would share. For example, if your slide had a single line, maybe a child would share that it could change into a kite. Finish the drawing by adding the remaining lines to create the shape of the kite, the string, ribbons, etc.
4) Children will each be provided with one 8.5x11 white sheet of paper. One side will have a small dot and the other side will have a small line. These shapes may be placed in a variety of different areas on the paper. For example, maybe one paper has a small dot in the centre or a line down the side, but another paper has the dot in the corner and the line horizontally in the middle.
5) Encourage the children to use their thought process to generate ideas of how they could turn their dot or line into something else. Once they settle on an idea, they are asked to represent their thought using their choice of a variety of writing utensils.
6) Encourage children to print their name on their creation using however many letters they are able to.
7) After having completed their creations, children can be paired up in order to share their masterpieces.
8) Place the creations into a class book and consider using it as a read aloud in the days to come as well as placing it in the classroom library for the children to explore.

Cross Curricular Centre Extensions:

At the block centre, children are provided opportunities to create unique sculptures. Teachers can observe and prompt discussions about shape attributes (curved, flat, straight or round, math KUSP). Children can have the opportunity to use a writing utensil and provided clipboard/paper to express/represent what they've created. If the teacher is guiding the centre, they can scribe for what the child has constructed.



TEACHER REFLECTION / NEXT STEPS

- Children could be paired up and asked to create a mark/dot/line on the paper for their partner rather than the teacher providing it initially
- Children could be given a shape to turn into something else as an alternative from a dot and/or line.
- Reflection question: were the children able to generate new ideas outside of what was originally brainstormed?