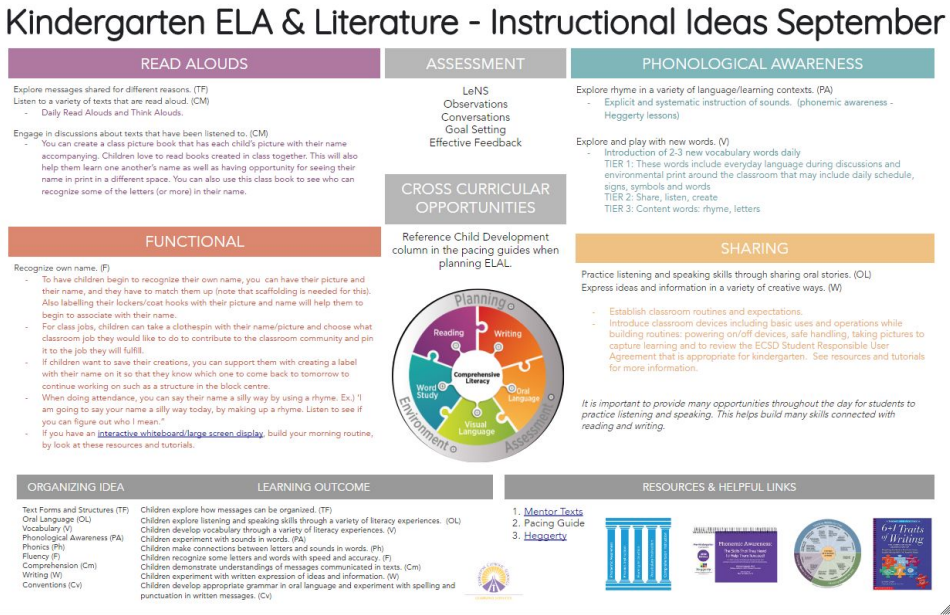
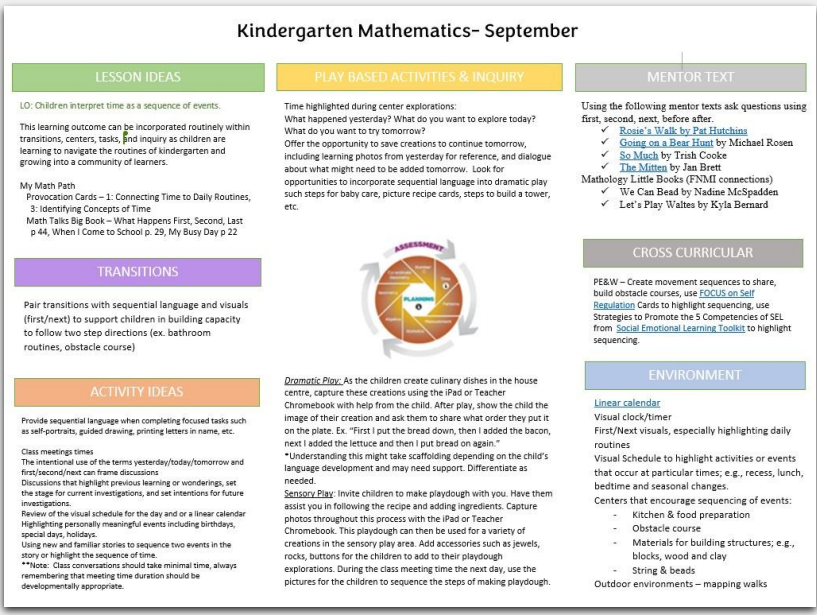


 EDMONTON CATHOLIC SCHOOLS LEARNING SERVICES bit.ly/ecsdnew KINDERGARTEN SEPTEMBER  @ecsdlearning #ecsdlearning				
	ELAL	MATH	PE&W	CHILD DEVELOPMENT
LEARNER OUTCOMES & KEY KUSPS	O.I.: TEXT FORMS & STRUCTURES L.O.: Children explore how messages can be organized. Explore messages shared for different reasons. (TF) O.I.: ORAL LANGUAGE L.O.: Children explore listening and speaking skills through a variety of literacy experiences. Practice listening and speaking skills through sharing oral stories. (OL) O.I.: VOCABULARY L.O.: Children develop vocabulary through a variety of literacy experiences. Explore and play with new words. (V) O.I.: PHONOLOGICAL AWARENESS L.O.: Children experiment with sounds in words. Explore rhyme in a variety of language/learning contexts. (PA) O.I.: FLUENCY L.O.: Children recognize some letters and words with speed and accuracy Recognize own name. (F) O.I.: COMPREHENSION L.O.: Children demonstrate understandings of messages communicated in texts. Listen to a variety of texts that are read aloud. (CM) Engage in discussions about texts that have been listened to. (CM) O.I.: WRITING L.O.: Children experiment with written expression of ideas and information. Express ideas and information in a variety of creative ways. (W)	OI - Time: Duration is described and quantified by time. GQ: In what ways can time be described. LO: Children interpret time as a sequence of events. KNOWLEDGE Sequence in time can be described in words, such as: -first -next -today Ordinal numbers can indicate order in time. UNDERSTANDING Time can be perceived as a sequence. SKILLS & PROCEDURES Sequence events, limited to two events, according to time using words or ordinal numbers. Describe daily events as occurring yesterday, today, or tomorrow.	OI: 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. Oi: Movement Skill Development LO: Children investigate movement of the body. S&P: Practice movement in any direction from one point to another. OI: Safety LO: Children recognize boundaries in various situations. S&P: Describe personal, physical and visual boundaries found in familiar context. OI: Character Development LO: Children describe personal characteristics and explore feelings and emotions. S&P: Identify how characteristics can be unique or shared.	Citizenship and Identity The child values his or her own unique characteristics, interests, gifts and talents. (I) -Values and Attitudes) -Knowledge and Understanding) The child examines what makes his or her own unique individuals by exploring and reflecting upon the following questions for inquiry: – What are my gifts, interests, talents and characteristics? (I) – How do my gifts, interests, talents and characteristics make me a unique individual? (I) – How do culture and language contribute to my unique identity? (I, CI) – What is the origin and/or significance of my given names? (I) -Skills and Processes- Dimensions of Thinking) The child develops skills of historical thinking: – recognizes that some activities or events occur at particular times of the day or year – differentiates between events and activities that occurred recently and long ago. Environment and Awareness -The child explores and investigates objects and events in the environment. -The child selects and works with a variety of materials to build structures: e.g., blocks, wood and clay. -The child manipulates or uses materials for a purpose; e.g., water, sand, wood and fabric. -The child recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes. Personal and Social Responsibility -The child demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement. -The child expresses personal feelings in appropriate ways. Creative Expression -The child explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement. -The child participates in action songs, singing games and poems. 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. -The child demonstrates an understanding of basic rules and fair play.
	TIER 1: These words include everyday language during discussions and environmental print around the classroom that may include daily schedule, signs, symbols and words. TIER 2: Share, listen, create TIER 3: Content words: rhyme, letters	Time second yesterday next today before tomorrow after first	Play Recreation Walking Running Jumping Throwing Kicking Catching Rules (i.e. stop & go) Symbols (i.e. lines on gymnasium floor) Signs (i.e. community signs, hand gestures & pylons) Digital safety (i.e. protect login, use only your own device) Strengths Talents Virtues	-Unique -Interest -Building -Talent -Gifts -Feelings -Recent -Events -Movement -Language -Activities -Structures -Feelings -Emotions -Express -Culture
	Click the image below or visit https://bit.ly/3KQz5Qg or instructional ideas. 	Click the image below or visit https://bit.ly/3zptkgk for instructional ideas. 	-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 i.e. on sunny days movement time outside is preferable to the gym. -Discuss boundaries as guidelines to keep people safe. Can children identify rules and explain the need for rules in the classroom, gymnasium and wider community? Discuss how rules are represented by signs and symbols in the wider community i.e. stop signs, lines on the road. -Spending time getting to know children aids in identification of personal characteristics. Highlighting said characteristics during meeting time enables children to form bonds i.e. “John, did you know that Peter has an older sister? I know you do too. I wonder what grade they are in?”	When inviting the children to explore their individual uniqueness and what their gifts and talents are, there are a few stories and accompanying experiences that incorporate a variety of play-based 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 can borrow from the Edmonton Public Library. - ‘I Like Myself’ by Karen Beaumont encourages children to begin thinking about what they like about themselves. As you revisit the story, invite children to create a representation of what they like about themselves using loose parts, plasticine, paint etc. You can also encourage them to capture pictures of themselves or one another using the classroom iPad or Teacher Chromebook and invite the children to create a display of the unique members that make up their class community. - ‘I’m Gonna Like Me: Letting Off A Little Self Esteem’ by Jamie Lee Curtis and Laura Cornell is a good story to begin dialoguing with children to celebrate what makes them each unique and how this uniqueness. This could lead to a discussion about what our gifts and talents are. Perhaps the children could create a talent show in the dramatic play centre to put on for their classmates showcasing their talents or gifts. - ‘Today I feel Silly and Other Moods that Make My Day’ by Jamie Lee Curtis and Laura Cornell / ‘My Many Colored Days by Dr. Seuss’ shows children that there are a variety of emotions and feelings we can experience. After revisiting the stories, children could create sensory bottles using colours to represent different feelings and can add different inclusions such as glitter, beads etc. These bottles can be added to the quiet/calming area of the room and used when in the quiet/calm area throughout the year. - ‘The Color of Us’ by Karen Katz highlights our beautiful uniqueness through the eyes of a child. This could lead to a discussion about our varying skin tones and an invitation to mix colours to match our skin tones that are unique to us. The children can use these colours to create a self portrait. These portraits can be displayed in the classroom or made into a classbook where each child labels their portrait with their name (or with the help of an adult). This book can be placed in the reading area for children to read and revisit.
INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS	Conversations: Facilitate conversations and discussions before, during and after - read alouds, mini lessons, and centre time. Ask questions to children about what they are doing and why. Focus conversations on making connections to personal feelings, experiences, building background knowledge, and reinforcing what you have taught. Observations: Are children listening to instructions, mini lessons, and peer sharing during whole group instruction? Are children using expressive language to share thoughts, ideas, understandings and connections? Are children actively participating in centre play with peers? Product/Performance: Oral language – Sharing thoughts, ideas, and understandings Recognizing their name Letter formation with a variety of materials (playdough, wiki sticks, etc.) Consider cross-curricular connections	Conversation: Discuss events in relationship to yesterday, today, tomorrow; explain steps (first/next). “What happened first/next?” “What happened today/yesterday?” “What will we do today/tomorrow?” Observation: Following two step directions including sequential language (first, next). Product/Performance: Sequence two events in a story (Student can verbally tell the order, put images of the 2 events in the story in order, point in the book which event was first, or which happened after), follow two steps to complete a task Observe how the student follows directions throughout the day in various situations.	Conversation: “What rules are different in the classroom to the gym?”; “What signs did you notice in the community that tell us the rules?” Observation: Observation checklist that would include success criteria such as children follow the rules for a particular space such as walking in the classroom and running, when encouraged, in the gym. Product/Performance: Draw a sign and explain what it tells us to do. Role play a time when a rule needs to be followed, explain the rule.	Conversations -Discuss what their gifts/talents are? -Discuss what different feelings they can experience. -Where is their favourite area to play? -What materials do they like creating with the most? -Exploring events that occurred recently or long ago) where did you play yesterday during centres? Thinking about the weekend, what did you and your family do? Observations Does the child participate in classroom discussions when exploring what makes them unique, what their gifts and talents are? Does the child explore different areas of the classroom to play? -Does the child use a variety of materials to express their thoughts, ideas, emotions in a variety of ways? -Is the child able to recall events that happened more recently such as what centre they played at yesterday and events that happened long ago such as a family vacation a couple of years ago? Products/Performances -Through pictures, loose parts representations or acting it out, can the child share what their gifts/talents are? -Create a representation that shows an emotion or feeling using a variety of materials- Sequencing their day (first we gather together, then we play at centres, next we go for recess...etc.) through pictures, words, or acting it out etc.
	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. See below for connections: New ELAL: Express ideas and information in a variety of creative ways (W) “Creative Expression Specific Learner Expectation: The child begins to select from familiar media, tools or materials to express thoughts, ideas, feelings and experiences; e.g., art materials, musical instruments, dance, story and puppets. New ELAL: Practice listening and speaking skills through sharing oral stories (OL) “Citizenship and Identity”: The child values how personal stories express what it means to belong. New ELAL: Explore messages shared for different reasons (W) “Citizenship and Identity”: The child values how personal stories express what it means to belong.	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. See below for connections: New Math: Children interpret time as a sequence of events. (K Program Statement) ‘Environment and Awareness’ The child explores and investigates objects and events in the environment.	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&WS: Participate in a variety of physical activities and games. “Physical Skills and Wellbeing” The child experiences educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships. New PE&WS: Practice movement in any direction from one point to another “Physical Skills and Wellbeing” The child experiences the basic skills in a variety of environments; e.g., playground New PE&WS: Describe personal, physical and visual boundaries found in familiar context “Physical Skills and Wellbeing” The child begins to identify and observe safety rules in such situations as in school, the school bus, pedestrian, playground, bicycle or motor vehicle passenger safety. New PE&WS: Identify how characteristics can be unique or shared “Citizenship and Identity” The child values his or her own unique characteristics, interests, gifts and talents.	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 shared. -Identify personal characteristics. (Creative Expression) The child explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement. Connection to the new English Language Arts Curriculum Skills and Procedures (p.21) Express ideas and information in a variety of creative ways. (Environment and Awareness) The child recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes. Connection to the new Mathematics Curriculum Skills and Procedures (p.14) Describe daily events as occurring yesterday, today, or tomorrow. (Personal and Social Responsibility) The child demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement. Connection to the new Physical Education and Wellness Skills and Procedures (p.8) Children describe personal characteristics and explore feelings and emotions.
	Resources Heggerty, Sound Walls, Multiple Paths to Literacy by Miriam Trehearne, mentor texts that include big books, easel, chart paper and a variety of centre materials. 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. Practice listening and speaking skills through sharing oral stories. (OL) Listen to a variety of texts that are read aloud. (CM) Engage in discussions about texts that have been listened to. (CM) Reading Area: -Include felt board stories and puppets that can be used to retell stories read in during read aloud or for children to create for their peers to listen to. -Set up a listening centre where children can listen to stories read aloud. Explore messages shared for different reasons. (TF) Explore and play with new words. (V) Writing Centre: Children can create pictures/cards/simple stories (depending on where they are developmentally) to share with another person. Provide an assortment of writing utensils and a variety of paper types and sizes. Dramatic Play: Children can create menus, take orders, create shopping lists etc. using clipboards and markers (or other writing utensils) [Put up new vocabulary with accompanying pictures in the house centre to support children in their writing or picture representations]. Express Ideas and Information in a variety of creative ways. (W) Building and Block Centre: As children create structures in the building and block centre, they can describe what they have created. As the weeks progress, you can also add other accessories to the building area such as figurines and textiles such as small pieces of fabric to see how layering these pieces adds to the stories stirring in their minds. Students will demonstrate an understanding of the nature of technology: Students can participate in a scavenger hunt to identify the types of technology available in the classroom and the purpose of the tool. It can be followed up with a Show & Tell activity to explore the new words. See further information in September Kindergarten Technology Ideas.	Primary Resource: My Math Path including Provocation Cards & Math Talks Big Books Supplementary Resources: Kindergarten SharePoint Visual clock/timer Visual Schedule Linear Calendar First/Next visuals (Visuals Supports, Classroom Visuals) Learning to Sequence Game: 4 Scene Building Foundations: Mathematics in Play-Based Contexts, Amy Swinkels & Stephanie Power, pp. 74 Linear Calendar FOCUS on Self Regulation cards for sequencing 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.	Resources PATHS Unit 1 – Positive classroom climate & Alignment Document Social Emotional Toolkit Media Smarts Thermometer zones for how we are feeling 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 movement in any direction from one point to another. S&P: Describe personal, physical and visual boundaries found in familiar context. Gross Motor Centre/Movement Area: Provide materials such as river rocks, hula hoops, skipping ropes etc. to create an obstacle course. Children will have the opportunity to design a course to travel in any direction from one point to another. Once they become familiar with the course, you can include different movement challenges such as jumping, throwing or catching etc. As children are navigating the obstacle course, you can scaffold the concept of them keeping in mind physical boundaries and space so that they do not bump into one another or other objects. S&P: Children describe personal characteristics and explore feelings and emotions. Creative Expression Centre: Invite children to look at themselves in a mirror and see what they notice about themselves- eye colour, hair colour, skin tone, glasses etc. Provide a variety of materials/loose parts and invite children to create a representation of themselves highlighting their unique features. Encourage them to share what makes them unique with one another in the class afterwards. Creative Expression Centre- Exploring feelings through music and colour. Provide paper and a medium such as paint. In the background have classical music playing softly. Encourage the children to paint their paper in any which way they choose while the music is playing. Reflect with the children afterwards, <i>how did the music make you feel? How did it help your paintbrush move around the paper? What would happen if we chose a different colour with the same song? Would your paintbrush movement be the same? What would happen if we played a different type of music, would it make you think of a different feeling?</i> You can change out the mediums and music to see how colour, mediums and music evoke and influence different feelings and emotions.	Resources -I’m Gonna Like Me: Letting Off a Little Self-Esteem’ https://www.youtube.com/watch?v=Gy4LlefHt6U (video link if you don’t have a paper copy.) -I Like Myself’ https://www.youtube.com/watch?v=HvN8DraWUWg (video link if you don’t have a paper copy.) -Today I feel Silly and Other Moods That Make My Day’ https://www.youtube.com/watch?v=1rZixrWEU (video link if you don’t have a paper copy.) ‘My Many Colored Days’ https://www.youtube.com/watch?v=Lum38DlPXw (video link if you don’t have a paper copy.) Environment- We can bring these learning outcomes to life in various areas of defined play within the learning environment. Building and Block Area: A variety of blocks and some accessories available for children to create representations of things they like (certain buildings/structures, places they have visited such as the lake or ocean, a family member’s home, the school playground etc.) This helps encourage them to take what is in their imagination and bring it to life. They could also create something that they are dreaming of such making a car or way to transport themselves! Endless opportunities live in the building and block area! Water Table: Exploring the possibilities of water play! Try adding different drops of food colour such as red, blue, purple, green along with bubbles and other accessories to see how these different accompaniments evoke different feelings and play with children as they explore the different properties of water. Writing Centre: Experimenting with mark making and writing/representing their stories and ideas by using a variety of writing utensils, paper types, tape, white boards, chalk boards etc. Reading Area: -Have a variety of books that you read during your gathering times available for children to revisit. They can be encouraged to make puppets or have puppets and other accessories available for children to act out the stories and their favorite part.
RESOURCES & ENVIRONMENT				