



Mrs. Sandra MacDonald
Kindergarten



Term 1 Overview

September 2022 - January 2023

Although the following details my plan for the term, adjustments will be made as necessary throughout the year to accommodate learning styles, needs and interests.

To meet curricular content, I use a thematic approach when planning and teaching. In an integrated program the theme is a vehicle we use to plan activities across the subject areas in order to make learning more meaningful and relevant for children. Project-based Learning is a student-centred approach to learning which focuses on developing a product or creation. Inquiry-based Learning is also a student-centred, active learning approach which focuses on questioning, critical thinking, and problem-solving. These two types of learning allow students a chance to wonder and question which gives them a chance to delve deeper into topics of their interest. The children will be engaged in these learning styles in many different subject areas – science, social studies, math, language arts, etc.

Throughout the kindergarten day:

- ❖ The children will be encouraged to develop a realistic and positive self-concept and to work towards developing a “growth mindset”. The children are encouraged to share and cooperate with others through every aspect of the kindergarten day. The use of programs, such as *Ease* as well as *Bucket Filling*, will help fulfil this goal.
- ❖ The children will be encouraged to become responsible citizens – to take care of their belongings as well as the classroom materials.
- ❖ The children will be encouraged to take responsibility for their behaviour and the choices that they make. Children are encouraged to follow our *P.A.C.K.* acronym (**P**erseverance, **A**ccountability, **C**ooperation, **K**indness) as well as use our school-wide strategy *T.I.L.T.* (**T**ell them to stop, **I**gnore, **L**ease the situation, **T**ell an adult) to problem solve.
- ❖ The children will be encouraged to respect cultural similarities and differences.

Themes:

The children’s interests may take our learning in a different direction; however, the themes that I intend to cover this term are:

- Gingerbread Man
- Fall Changes

- Salmon
- Thanksgiving
- Halloween
- Me; My Family; My Community
- December Celebrations
- Winter

Presentation of Learning:

Students will present their learning in a variety of ways this term:

- I will be sending home a collection of their work in their Memories Books.
- I will be sending home a self-assessment that each child will complete.
- I will be sending home a checklist completed by me of some behaviour and academic expectations and how their child is progressing.
- I am expecting to send home their Presentations of Learning on (or possibly before) November 30, 2022.

Core Competencies: These are interwoven in all teaching through all subject areas.

Communication ~ The students will be involved in activities where they will:

- connect and engage with others
- acquire and present information
- collaborate to plan carry out and review constructions and activities
- explain and reflect on experiences and accomplishments

Thinking ~ The students will be involved in activities where they will:

- think creatively
- think critically & reflectively

Personal & Social ~ The students will be encouraged to develop:

- positive personal and cultural identity
- personal awareness and responsibility
- social responsibility

Communication

- Parent/Teachers conferences
- Weekly Newsletters
- Blog
- Presentations of Learning
- Phone calls
- Report Cards

First Peoples Principles of Learning

The children will be encouraged to respect cultural similarities and differences. The

First People's Principles will be integrated throughout all teaching. Some of our focus will be on:

- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning is holistic, reflexive, reflective, experiential, and relational.

English Language Arts

Big Ideas

- ❖ Language and story can be a source of creativity and joy.
- ❖ Stories and other texts can be shared through pictures and words.
- ❖ Stories and other texts help us learn about ourselves and our families.
- ❖ Through listening and speaking, we connect with others and share our world.

Learning Standards

- **Story/Text**
 - structure of story ~ beginning/middle/end
 - literary elements and devices ~ humorous and creative texts, nursery rhymes, traditional stories
- **Strategies and processes**
 - reading strategies ~ making meaning using predictions and connections; making meaning from text using pictures, patterns, memory, and prior knowledge; re-telling some elements of story
 - oral language strategies ~ focusing on the speaker, taking turns; maintaining a "listening" posture; asking questions related to the topic; making personal connections; and making relevant contributions to discussion
 - writing processes ~ using pictures to tell stories
- **Language features, structures, and conventions**
 - the introduction of concepts of print ~ the symbolic nature of writing; the association of letters and sounds; the distinct features of letters; the correspondence between uppercase and lowercase letters; understanding the front and back of a book

Student Expectations:

- *I can read a picture and tell you what it means.*
- *I know how to hold a book.*
- *I know where to start to read and where to stop.*

- *I use active listening when engaged in group discussions and class activities.*
- *I can read my name.*
- *I know the letters in my name as well as some of the other alphabet letters.*
- *I know the difference between writing and drawing.*
- *I know that pictures tell a message.*
- *I can be part of class discussions and offer my ideas.*
- *I can tell personal stories.*
- *I take part in Show & Tell.*
- *My ideas are on topic.*
- *I can print my name.*

Activities

- Play name games
- Create name puzzles
- Sing alphabet songs & read alphabet books
- Use Andy Alligator puppet to introduce alphabet letters and their sounds
- Create numerous drawings to represent learning during a variety of situations (ie. *At school, I like...*, etc.)
- Read fiction & non-fiction children's literature
- Use pocket chart for language activities
- Create class books
- Create individual booklets
- Show & Tell
- Heggerty Phonemic Awareness program

Resources

- Variety of fiction and non-fiction children's literature (ie. Todd Parr, Franklin, Pete the Cat, Elephant & Piggie, etc.)
- Puppets
- Flannel board with story pieces
- Youtube - Jack Hartmann, Dr. Anthony Broughton - Alphabet Rap, Handwriting Heroes
- Heggerty Phonemic Awareness program

Mathematics

Big Ideas

- ❖ Repeating elements in patterns can be identified.
- ❖ Objects have attributes that can be described, measured, and compared.
- ❖ Numbers represent quantities that can be decomposed into smaller parts.

Learning Standards

- number concepts to 10
 - introduction and use of Calendar
 - counting forwards and backwards
 - ordinal numbers
- repeating patterns with two elements
 - free exploration with materials, patterning activities and games in groups, individually, and in stations
- single attributes of 2 dimensional shapes
- concrete or pictorial graphs as a visual tool for the class
- financial literacy – attributes of coins and financial role-play

Student Expectations:

- *I can count. (objects and rote)*
- *I can make a simple pattern with 2 elements.*
- *I can make a more complex pattern with 3 elements.*
- *I can add my opinion to our class graphs.*
- *I can identify 'most', 'least', and 'same' when interpreting class graphs.*
- *I can identify and describe the 2-dimensional shapes: circle, square, triangle, and rectangle.*
- *I can play pretend with play money.*
- *I can explain the difference between 'needs' and 'wants'.*

Activities

- Daily Calendar
- Create class graphs
- Math games
- Shape Bingo
- Pattern, number, and counting activities
- Read Math literature
- Number Poems

Resources

- Carole Fullerton Resources
- Math Their Way Resources
- Power of Ten
- Videos: Jack Hartmann
- Variety of numeracy-based children's books (ie. *Chicka Chicka 123*, ...)
- Math Manipulatives - pattern blocks, unifix cubes, Treasure Boxes for counting
- Play money

Science

Big Ideas

- ❖ Daily and seasonal changes affect all living things.
- ❖ Plants and animals have observable features.

Learning Standards

During our seasonal themes on “Fall” & “Winter” changes as well as during daily discussions of weather, we will cover:

- weather changes
- seasonal changes
- living things make changes to accommodate daily and seasonal cycles
- basic needs of plants and animals
- adaptations of local plants and animals

Student Expectations:

- *I can tell you 3-4 signs of the season changing from Summer to Fall.*
- *I can describe the daily weather and what I need to wear.*
- *I can tell you about apples and pumpkins and what they need to grow and how they change through the season.*

Activities

- Fall changes - apples, leaves, salmon, & pumpkins etc.
- Compare how salmon change and their life cycle
- Compare different types of pumpkins and their parts
- Experiment with pumpkins: float or sink
- Sing songs and learn poems about apples, pumpkins, Fall, etc.
- Nature hunt outside

Resources

- Variety of fiction and non-fiction children's literature

Socials

Big Ideas

- ❖ Our communities are diverse and made up of individuals who have a lot in common.
- ❖ Stories and traditions about ourselves and our families reflect who we are and where we are from.
- ❖ Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Learning Standards
<ul style="list-style-type: none"> • Rights, roles, and responsibilities of individuals and groups • Ways in which individuals and families differ and are the same • Personal and family history and traditions • Needs and wants of individuals and families • People, places, and events in the local community, and in local First Peoples communities
<p><u>Student Expectations:</u></p> <ul style="list-style-type: none"> • <i>I am a student. I have responsibilities in the classroom, on the playground, and around the school.</i> • <i>I have rights (ie. UN Convention on the Rights of the Child) such as the right to be safe, the right to an education, ...</i> • <i>I have a role in my family. I have to...</i> • <i>I have a role at school. I have to...</i> • <i>I know that my family is different from and similar to other families.</i> • <i>I can draw and name all of the people in my family and present this to my class.</i> • <i>I can share family traditions with my class.</i> • <i>I can explain the difference between needs and wants for individuals and families.</i>
Activities
<ul style="list-style-type: none"> • Learn about our school and how we play a part in it by following school expectation for being a part of a large social group • Orange Shirt Day activities to learn about Residential schools and indigenous culture • Me; My Family; My Community theme to compare families, traditions, and to look at how we fit and work within a community • Create family banners and present them to the class • December Celebrations theme to learn about different cultures and traditions (ie. “magic carpet” rides to different countries to learn about other cultures, traditions, and celebrations) • Set up different “community” centres in the classroom • Read a variety of fiction & non-fiction children’s literature on families as well as community • Sing songs and read poems about families and community helpers • PBIS activities as outlined by the PBIS committee
Resources
<ul style="list-style-type: none"> • Variety of fiction and non-fiction children’s literature • Variety of DVDs about community from the Henry Grube Education Centre • Many Todd Parr children’s books • Indigenous resources provided by the school district • Videos for Orange Shirt Day: Phyllis Webstand, Molly of Denali, Kujo’s Kids Zone

Arts Education

Big Ideas

- ❖ People create art to express who they are as individuals and community.
- ❖ Engagement in the arts creates opportunities for inquiry through purposeful play.
- ❖ Dance , drama, music, and visual arts express meaning in unique ways.
- ❖ People connect to others and share ideas through the arts.

Learning Standards

- Elements in the arts - dance, drama, music, visual arts
- Create artistic works collaboratively and as an individual
- Explore artistic expressions of themselves and community through creative processes
- Processes, materials, movements, technologies, tools, and techniques to support arts activities

Creative Process

- Takes part in class Arts Education activities
- Explores elements (drama, dance, music, visual arts), processes, materials, movements, technologies, tools and techniques of the arts
- Creates artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play.
- Takes responsibility and makes sure that classmates are physically and emotionally safe when engaging in arts activities

Drama ~ movement and drama experiences related to themes and seasonal topics
~ a variety of dramatic forms - improvisation; role-play

Dance ~ creative movement and traditional dance activities

Visual Arts ~ exploring all art media related to themes and seasonal topics
~ traditional and contemporary Aboriginal arts

Music ~ exploring musical experiences related to themes and seasonal topics

Student Expectations:

Creative Process

- *I take part in class Arts Education activities.*
- *I can explore elements (drama, dance, music, visual arts), processes, materials, movements, technologies, tools and techniques of the arts.*
- *I can create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play.*
- *I can take responsibility and make sure that my classmates are physically and emotionally safe when I engage in arts activities.*

Drama

- *I can dramatize a story by being a character.*
- *I can dramatize a story with a variety of dramatic forms: fully body, using puppets/mini-characters, etc.*
- *I can use a prop or action to represent another object or abstract idea.*

Dance

- *I can dance using body, space, dynamics, time, and form.*

Visual Arts

- *I can use an element of design (line, shape, texture and colour) and a principle of design (pattern, repetition) to create a visual piece of art.*
- *I can use a variety of processes, materials, movements, mediums, technologies, tools, and techniques to support artistic creations.*

Music

- *I am able to use music to express my understanding of beat, rhythm, tempo, pitch, and dynamic.*

Activities

- Create visual art, crafts, cut & paste activities related to theme work
- Draw pictures to represent learning - including colour & details as outlined by class criteria
- Participate in a variety of dance, drama, & music activities related to theme work
- E.T.M. (Education Through Music) singing games. Develops singing, listening, awareness of beat and rhythm, enjoyment of music
- Explore art media related to themes and seasonal topics - drawing & colouring, painting, print-making, cutting & gluing, finger painting
- Christmas Concert
- Winter Drama activities - dramatize the story, the Mitten

Resources

- E.T.M. (Education Through Music)
- Variety of children's literature
- Alphabet Songs & Raps

Applied Design, Skills, and Technologies

Big Ideas

- ❖ Designs grow out of natural curiosity.
- ❖ Skills can be developed through play.
- ❖ Technologies are tools that extend human capabilities.

Learning Standards

- Applied Design: students will Ideate (form an idea), Make, and Share products
- Applied Skills: students will use materials, tools, and technologies in a safe manner through play and collaborative work
- Applied Technologies: students will use simple, available tools and technologies to extend their capabilities

Student Expectations:

- *I can see a need and opportunity for designing through exploration.*
- *I can generate an idea from my experiences and interests.*
- *I can add to others' ideas.*
- *I can make a product.*
- *I can share my product with others.*
- *I can use materials and tools in a safe manner.*

Activities

- Class Maker Centre
- Trap the Gingerbread Man
- Save the Gingerbread Man
- Class Cardboard Challenge

Resources

- Variety of fiction and non-fiction children's literature
- Maker Centre - craft supplies

Career Education

Big Ideas

- ❖ Confidence develops through the process of self-discovery.
- ❖ Effective collaboration relies on clear, respectful communication.
- ❖ Everything we learn helps us to develop skills.
- ❖ Communities include many different roles requiring many different skills.

Learning Standards
<p>Personal Development:</p> <ul style="list-style-type: none"> • Goal-setting strategies • Risk-taking and its role in self-exploration <p>Connections to Community:</p> <ul style="list-style-type: none"> • Cultural and social awareness • Roles and responsibilities at home, at school, and in the local community • Jobs in the local community <p><u>Student Expectations:</u></p> <ul style="list-style-type: none"> • <i>I can try a new activity, make a new friend, and volunteer to ask/answer a question.</i> • <i>I can share with a partner and ask for an item respectfully.</i> • <i>I can plan, do, and reflect on a goal.</i> • <i>I can tell you about people who work in our community and a skill they need to do their job.</i>
Activities
<ul style="list-style-type: none"> • Theme work on “Me; My Family; My Community to learn about different people who work in our community
Resources
<ul style="list-style-type: none"> • Variety of fiction and non-fiction children’s literature • Variety of DVDs about community from the Henry Grube Education Centre

Assessment/Evaluation
<ul style="list-style-type: none"> • Observations of hands-on activities • Teacher-student conferencing • Large and small group discussions • Teacher-created checklists • Student self-assessments • Photographs of student work and interactions • Completed teacher-directed assignments and projects • School District Kindergarten Survey results • Periodic teacher assessments

Field Trips

Possible field trips:

- Salmon Run
- Fire Hall
- Skating
- Wildlife Park
- Big Little Science Centre

Mrs. Wiebe Term 1

Grade K Physical Education and Health

Big Ideas

Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living.

Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships.

Knowing about our bodies and making healthy choices helps us look after ourselves.

Learning Standards

Know and Understand

Proper techniques for fundamental movement skills including non-locomotor (i.e., balancing), locomotor (i.e., galloping), and manipulative (i.e., catching) skills.

How to participate in a variety of individual, dual and rhythmic activities and games.

Practices that promote health and well-being such as personal hygiene and nutrition

Do

Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments

Sept. - Oct. Safety, Location of washrooms, Routines

Throwing and catching / Movement Skills Stations

Oct.- Nov. Minor Games

Nov. - Dec. Gymnastics

Jan. Dance

Demonstrate safety, fair play, and leadership in physical activities

Explore strategies and resources for making healthy eating choices

Activities

Assessment/Evaluation

Community

<p>Running, hopping, galloping, move like a bear, single leg hop, skipping</p> <p>-change of pace and direction while running (Safety-Look where you are running)</p> <p>-problem solving and using different strategies</p> <p>-proper throwing and catching techniques</p> <p>-balancing and walking on a beam</p> <p>-forward rolls, log rolls, baby cartwheels, cartwheels, balance positions, motorcycle stop to jump from a height</p> <p>-rhythmic steps to music</p> <p>-timing, following sequential steps</p> <p>-respectful manners to other dancers</p> <p>-brain storm what makes good friendships</p> <p>Read: friendship books and discuss</p> <p>-what happens to your heart when you run fast?</p> <p>-body hygiene booklet</p> <p>-identify the four food groups</p> <p>-thumbs up/down if you think this is healthy food</p> <p>-draw a picture of a veggie, fruit, meat, grain, and milk product</p>	<p>For Learning:</p> <p>Anecdotal notes, observations, completion of health sheets and assignments, participation in discussions, checklists, peer reflection (give a thumbs up if your partner stepped with his/her opposite foot while throwing) **Positive only. No thumbs down if he did not step with his opposite foot</p>	N/A due to Covid 19
	<p>Of Learning:</p> <p>Report Cards, Criteria Checklist, Teacher assessment, Daily Participation</p>	
Resources:	<p>Friendship Story Books from the library:Franklin's New Friend, Clifford Manners, Piggie and Gerald Books, Canada Nutrition Guide Prime Coaching Sports BOKS</p> <p>Ready to Use P.E. Activities for Grades K-3, Tag, Tag, & Even More Tag, Physedgames.com, fiction and non-fiction stories regarding personal wellness and hygiene, individual hygiene booklets.</p> <p>YouTube Videos :Go Noodle, Brain Breaks</p>	

