



Mrs. Sandra MacDonald

Kindergarten

Term 2 Overview

February - June 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.

Much of the content in the second term is a continuation of learning from Term One and builds on concepts from the beginning of the year.

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 *PACK* acronym (**P**erseverance, **A**ccountability, **C**ooperation, **K**indness) as well as use our school-wide strategy *TILT* (**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:

- Chinese New Year
- Valentine's Day & Friendship
- Bears
- Creating With Colours
- Chicks
- Day of Suwentwecw
- Easter
- Dental Health
- Earth Day
- Mother's Day
- Spring Things - Plants, Seeds, & Insects
- Father's Day
- Summer Safety

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) April 28, 2023.

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
- 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

- ❖ Everyone has a unique story to share.
- ❖ Playing with language helps us discover how language works.
- ❖ Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

➤ **Story/Text**

- structure of story ~ beginning/middle/end
- literary elements and devices ~ humorous and creative texts, traditional stories, sound concepts, rhyme, rhythm

➤ **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, recognizing familiar words, environmental print

- oral language strategies ~ adjusting voice volume, pace, tone, & articulation; 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
- metacognitive strategies ~ talking and thinking about learning (through reflecting, questioning, goal-setting, self-evaluating) to develop one’s awareness of self as a reader and as a writer
- writing processes ~ using pictures to tell stories; using scribble writing or strings of letters to communicate meaning; distinguishing drawing from writing
- **Language features, structures, and conventions**
 - concepts of print ~ the symbolic nature of writing; the correspondence of spoken words to printed words; the association of letters and sounds; the distinct features of letters and words; the correspondence between uppercase and lowercase letters; left to right directionality; the use of space to mark word boundaries; the use of specific signs and symbols for punctuation
 - letter knowledge ~ recognizing and naming most letters of the alphabet; recognizing most letter-sound matches; recognizing some familiar words, such as classmates’ names and simple, frequently used words
 - phonemic awareness ~ segment spoken words into phonemes (e.g. h/a/t) and to blend phonemes into words
 - phonological awareness ~ ability to hear and create rhyming words, segment speech into separate words and hear syllables as “chunks” in spoken words
 - letter formation ~ distinguishing the difference between drawings and writing; using strings of letters/scribble writing to communicate meaning
 - the relationships between reading, writing, and oral language

Student Expectations:

- *I know where to start to read and where to stop.*
- *I know uppercase and the matching lowercase letters.*
- *I know most of the letter sounds that go with the alphabet letters.*
- *I can print my name using lowercase letters.*
- *I am able to use scribble writing or letter strings to make a sentence.*
- *I know the difference between writing and drawing.*
- *I know that pictures tell a message.*
- *I am able to hear and create rhyming words.*
- *I can be part of class discussions and offer my ideas.*
- *My ideas are on topic.*
- *I can adjust how loud I am, how fast I speak, my tone, and how clearly I speak.*
- *I can tell stories that are connected to something I know and have experienced.*

- *I am able to talk and think about my learning by reflecting, setting goals, and self-evaluating.*

Activities:

- Play rhyming games
- Activities where students copy print
- Emergent writing activities, such as “I Am An Author” journal
- Create drawings to represent learning during a variety of situations
- Read fiction & non-fiction children’s literature
- Use pocket chart for language activities
- Alphabet Bingo
- Create class books
- Create individual booklets
- Green Screen presentations
- Chatterpix presentations

Resources:

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

Mathematics

Big Ideas

- ❖ One-to-one correspondence and a sense of 5 and 10 are essential for fluency with numbers.
- ❖ Familiar events can be described as likely or unlikely and compared.

Learning Standards

- Number concepts to 10
 - use of Calendar activities
 - counting forwards and backwards
 - one-to-one correspondence
 - ordinal numbers
- Ways to make 5 using a variety of objects (subitizing - ie. I see 5; I see 4 and 1, etc.; comparing quantities; etc.)
- Decomposition of numbers to 10 (decomposing and recomposing quantities to 10; using concrete materials to make 10; arranging and recognizing numbers; etc.)
- Attributes of 2 dimensional shapes and 3 dimensional shapes
- Equality as a balance and inequality as an imbalance
- Direct comparative measurement ~ comparing different measurements using a baseline for linear, mass, & capacity
- Using the language of probability; the likelihood of familiar life events
- Financial literacy - attributes of Canadian coins; identification of and names of coins; exact and token value - trading; role-playing financial transactions

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 sort a 2-D and 3-D object by a single attribute, like colour, shape, etc.*
- *I can compare: this is longer than, shorter than, heavier than, etc.*
- *I can make numbers to 10 in a variety of ways.*
- *I can play pretend with play money.*
- *I can describe the attributes of the Canadian coins.*
- *I can explain the difference between 'needs' and 'wants'.*

Activities:

- Daily Calendar
- Create class graphs
- Math games
- Pattern, number, and counting activities
- Math Counting Collections and Treasure Boxes
- 3-D math activities
- Read Math literature
- Number poems
- Power of Ten ten-frame activities

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

- ❖ Plants and animals have observable features.
- ❖ Humans interact with matter every day through familiar materials.
- ❖ The motion of objects depends on their properties.

Learning Standards

- Basic needs of plants and animals
- Adaptations of local plants and animals
- Local First Peoples uses of plants and animals
- Properties of familiar materials
- Effects of pushes/pulls on movement
- Effects of size, shape, and materials on movement
- Living things make changes to accommodate daily and seasonal cycles
- First peoples knowledge of seasonal changes

Student Expectations:

- *I can tell you 3-4 signs of the season changing from Winter to Spring.*
- *I can describe the daily weather and what I need to wear.*
- *I can tell you an object that is non-living and an object that is living.*
- *I know that plants have stems, roots, leaves, flowers, and seeds that help them meet their basic needs.*
- *I can tell you what plants need to survive.*
- *I can tell you the life cycle of a plant, a chick, and a butterfly.*
- *I can tell you about First Peoples use of plants and animals.*
- *I can tell you about bears hibernating in the winter and when they come out in the spring.*
- *I can make different items move using different ways.*
- *I can talk about sliding, rolling, pushing, and pulling.*

Activities:

- Grow plants and learn about their life cycle and characteristics
- Hatch butterflies and learn about their life cycle and characteristics
- Hatch chicks and learn about their life cycle and characteristics
- Activities about motion using materials in the classroom

Resources:

- Variety of fiction and non-fiction children's literature'
- Butterfly Kit
- Various scientific videos

Socials

Big Ideas

- ❖ Our communities are diverse and made up of individuals who have a lot in common.
- ❖ Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Learning Standards

- Rights, roles, and responsibilities of individuals and groups
- 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

Student Expectations:

- *I am a student. I have responsibilities in the classroom, on the playground, and around the school.*
- *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 can share family traditions with my class and learn about traditions of other cultures.*
- *I have responsibilities. I need to help myself, others, and the environment.*
- *I can explain the difference between needs and wants for individuals and families.*

Activities:

- Earth Day activities
- Chinese New Year cultural activities

Resources:

- Various fiction and non-fiction literature
- Various videos

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: full 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 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 & glueing, finger painting

Resources:

- E.T.M.(Education Through Music)
- Variety of children's literature
- Variety of children's songs
- Alphabet Rap

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:

- Maker Centre
- Kindergarten Construction
- Cardboard Challenge Bear Projects
- Chatterpix Bear Projects
- Coding Activities with Mrs. Sauer
- Green Screen Presentations

Resources:

- Coding websites (Kodable)
- Construction table and materials
- Chatterpix

Career Education

Big Ideas

- ❖ Strong communities are the result of being connected to family and community and working together toward common goals.
- ❖ Learning is a lifelong enterprise.

Learning Standards

Personal Development:

- Goal-setting strategies
- Risk-taking and its role in self-exploration

Connections to Community:

- Cultural and social awareness

Student Expectations:

- *I can try a new activity, make a new friend, and volunteer to ask/answer a question.*
- *I can share with a partner and ask for an item respectfully.*
- *I can plan, do, and reflect on a goal.*
- *I can tell you about people who work in our community and a skill they need to do their job.*

Activities:

- Try a new activity
- Make a new friend
- Take part in group activities where students ask/answer questions
- Public speak - Bear Project, Mother's Day & Father's Day presentation where they set goal and self-assess
- Acknowledge cultural differences through a variety of activities (drumming with Bernice Jensen, crafts and activities with Ms. Harry (AEW) and Chinese New Year activities)

Resources:

- Use fiction and non-fiction books and stories
- Ms. Harry - school Aboriginal Education Worker
- Variety of short videos

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
<p>Possible trips at this time are:</p> <ul style="list-style-type: none">● Skating● Kamloops Wildlife Park in May or June● Big Little Science Centre● Cedar Dental Centre● Walk to Westmount (Clown) Park for a picnic in June

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

Jan. - Feb. Dance and skating

Hokie Pokie

Head and Shoulders, Knees and Toes

Mexican Hat Dance

Seven Jumps

Feb.- Mar. Throwing and catching

Scoops and balls

Using these skills in simple games

Clean your room

April- Movement Skills Stations

May-Striking Objects

-batting off a tee

-shooting with a hockey stick

June -small games outside

Soccer

-Going on the playground equipment

-Running

Demonstrate safety, fair play, and leadership in physical activities

Activities	Assessment/Evaluation	Community
Running, hopping, galloping, move like a bear, single leg hop, skipping -change of pace and direction while running (Safety-Look where you are running) -problem solving and using different strategies -proper throwing and catching techniques -rhythmic steps to music	<u>For Learning:</u> 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	N/A due to Covid 19

-timing, following sequential steps -respectful manners to other dancers -Safe boundaries (Kids in the Know Program) -Positive Mental Health (EASE)	<u>Of Learning:</u> Report Cards, Criteria Checklist, Teacher assessment, Daily Participation	
Resources:	Prime Coaching Sports BOKS Ready to Use P.E. Activities for Grades K-3, Tag, Tag, & Even More Tag, Physedgames.com YouTube Videos :Go Noodle, Brain Breaks Kids in the Know Program Ease Program	