

**LESSON:** Tattling vs. Asking for Help. Module A, Lesson 2

**GRADE LEVEL:** Kindergarten

**PAGE(S):** 99-102

**LEARNING OUTCOMES** (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

**Language Arts**

***Listening and Speaking***

- engage in oral communication
- know the importance of looking at the speaker
- know the importance of looking at the listener
- listen to the experiences and feelings shared by others
- ask for repetition, restatement, or general explanation when meaning is unclear
- follow simple directions
- listen attentively for short periods of time
- listen for general detail
- demonstrate an increasing awareness of facts, details, feelings and values
- show interest in playing with words and sounds in words
- increase vocabulary as interests and activities begin to expand
- become more thoughtful in choice of words
- focus on whole (content) rather than on part (detail) when retelling a story
- tell a simple story in proper sequence
- talk about personal experiences
- communicate feelings through talk
- express opinions
- speak in turn and stay on topic
- make relevant verbal contributions in small or large groups
- initiate dialogue
- listen and speak to: reason, direct, predict, imagine, greet, and request
- ask and respond to questions, seeking information (who, what, when, where, why)

***Reading and Viewing (Early Emergent):***

- model reading behaviours
- ask to be read to
- enjoy being read to
- know that books contain stories and can be a source of information
- read pictures rather than print and use them to facilitate meaning construction
- know that letters are put together to make words
- know the front and back of a book

***Emergent***

- model reading by relying on memory
- participate in shared reading
- choose to read independently at times
- return to favorite books
- ask to be read to
- enjoy being read to
- value reading and viewing as sources of information and pleasure

- share ideas about texts (e.g., books, videos, television commercials, posters)
- begin to focus on print to get meaning
- understand that the text as well as the pictures carry the story
- use sound-symbol relationships (usually initial consonants)
- know that pictures can be used to predict text
- develop an ability to predict meaning
- know that words have boundaries and are separated by white spaces
- begin to know that one-to-one matching is necessary for reading
- demonstrate directionality (left to right, back to front, beginning to end)
- demonstrate awareness of some print conventions
- know that books have authors, illustrators and titles
- recognize book language and begin to use it in speech, retelling or play
- use background knowledge to get meaning

### *Early*

- increase sight vocabulary of functional and personal words
- know that one-to-one matching is necessary in reading
- read silently for short periods
- value reading and viewing as sources of interest, enjoyment and information
- participate in shared reading
- read written instructions
- interpret illustrations, photographs, simple graphs, maps and other forms of visual representations
- read simple books independently
- know that books have authors, illustrators, titles, title pages, publishers, copyright, tables of contents
- reread/revisit favourite books and other texts
- choose to read/view during self-directed times
- enjoy being read to
- know that text is presented on a variety of ways (lists, cartoons, letters, signs, stories, speech, balloons, videos, posters, role play)
- respond personally, critically and creatively to text through written, oral and other representations
- use personal knowledge to ask questions of text (books, videos, drama, role play, poster, advertisement)
- use semantic, syntactic, and graphophonical cues to construct meaning by
  - confirming a response
  - predicting
  - self-monitoring for meaning
  - self-correcting
- develop strategies to check predictions
- use pictures for checking and predicting
- use text to confirm predictions

- know the significance of the main conventions of print (punctuation, capitalization, sentence structure)
- know the relationship between sounds and letters
- use strategies to construct meaning (identify main ideas, make inferences, identify supporting detail, sequence story events)
- use word attack strategies to construct meaning by: using context, syntax, plus initial gradually medial consonants (later final and gradually medial consonants)
- use knowledge of known words and affixes to decode a new word

### ***Writing and Other Ways of Representing***

#### ***Early Emergent***

- value writing and other ways of representing as sources of enjoyment and personal communication
- record meaning by combining picture and scribble writing
- reproduce letter or letter-like forms
- practice alphabet or letter formation
- communicate through drawings, scribbles, invented letters, and conventional letters
- place words and letters in random order
- demonstrate awareness of conventional print
- show directionality
- show that print holds meaning
- demonstrate awareness that print tells the story
- read back own writing
- know some words such as own name, mom, dad

#### ***Emergent***

- value writing and other ways of representing as sources of enjoyment, means of personal communication, and ways to record events and information
- use drawings, approximations, and letters to record meaning
- write caption or label to accompany own drawing
- know that letters can be written in upper and lower case forms
- make letters of the alphabet similar to conventional
- know that letters can be used to represent sounds
- match some letters to sounds
- participate in shared writing (e.g., writing a class invitation to parents)
- participate in collaborative, in-classroom drama (e.g., buying and selling in a play store)
- use simple props to support drama
- express ideas and emotions through body movement (e.g., respond to a story individually and in a group)
- write his/her own name
- attempt to communicate through print
- write single words, phrases, or short simple statements
- demonstrate awareness of some forms of writing, such as: labels, captions, stories and letters
- know that writing has a variety of functions
- begin to include temporary spellings in own writing

- correctly spell some high frequency words
- write initial consonants in words
- develop increasing ability to apply knowledge of sound-symbol correspondence
- experiment with vowels
- read back own writing

### *Early*

- value writing and other forms of representing as sources of enjoyment, means of personal communication, and ways to record events and information
- write a sequence of sentences that make sense
- participate in shared writing (e.g., writing a class letter to the mayor)
- use drawing, talking and reflecting as ways of rehearsing and planning for writing
- sequence ideas logically
- develop a sense of beginning, middle and end
- gain knowledge in terms used with writing (e.g., letter, word, sentence)
- demonstrate awareness of forms of writing and other ways of representing meaning (e.g., captions, stories, notes, poems, lists, role playing, drawing, video)
- reflect upon drama (e.g., present reflections in discussion, through painting and/or writing)
- begin to use vowel and consonant combinations
- represent most consonant sounds (initial, medial, final)
- know how to make letters of the alphabet (upper and lower case)
- use a combination of visual and graphophonical information to spell words
- confidently use temporary spelling where standard form is not known
- use class dictionaries, charts, poems, and lists as resources for spelling
- use conventional spacing between known words
- use writing to stand alone to convey meaning
- write for different purposes
- know writing as “ideas written down”
- show evidence of awareness of use of upper and lower case letters and simple sentence structures
- enjoy sharing own writing with others
- use writing and other ways of representing for a variety of functions (e.g., to record information, to inform, to describe, to entertain, to communicate personal thoughts and feelings)
- choose own topics to write about
- write connected ideas
- write a sentence and then illustrate it
- be able to read own writing
- demonstrate understanding that writing to be shared with an audience requires editing to ensure meaningful communication
- use appropriate drafting strategies for getting ideas on paper (e.g., taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor)
- use simple revision strategies for creating a meaningful message (e.g., through conferring with others, begin to make simple revisions by adding on crossing out and inserting)

- use simple editing strategies (e.g., make simple corrections in spelling, capitalization and punctuation such as circling and correcting some spelling errors, capitals and periods)
- use reading and re-reading of writing to confirm the construction of a meaningful message

### **Health**

- understand that each person is special
- identify and apply safety rules in a variety of everyday situations (e.g., telephone for help, follow traffic signals, follow safety rules for Halloween)
- understand that each person experiences a variety of feelings (e.g., happiness, sadness, fear)
- understand that some touches make us feel upset and confused (e.g., hitting, rough wrestling, too much tickling)

### **Religious Education**

- be aware of their feelings and appropriate ways to express them
- be aware of their own talents and abilities
- be aware of appropriate ways to express their likes and dislikes

### **Art**

- develop basic skills of interaction, cooperation and collaboration through group activities in making art images
- demonstrate a willingness to display images as part of a group display
- compare artworks for similarities and differences
- state verbally a reaction to an art work created by another person and explain the reaction
- develop visual awareness through describing, matching, aligning and simple classification
- choose art images that have personal meaning and tell why
- use visual media as a means to express ideas, feelings, concepts
- draw upon personal experiences and acquired knowledge when creating imagery
- demonstrate a willingness to develop and create visual imagery for specific purposes (e.g., birthday card, Christmas)
- discuss intentions in creating an art work
- demonstrate a willingness to use simple art making tools
- develop safe practice skills in the use of art making tools and materials
- identify a variety of visual art forms (e.g., photograph, drawing, painting, sculpture)
- demonstrate pride in creating a final product
- recognize that the elements of art and design can be used to convey meaning
- use visual imagery as a means of recording personal experiences and events

### **Social Studies**

- work with others and complete tasks for which they are responsible

- demonstrate self awareness (e.g., represent self in drawings, journals, orally)
- demonstrate personal growth in self confidence and motivation
  - apply previous knowledge to new situations
  - express own point of view
  - respond positively to encouragement
  - set personal goals (e.g., read 5 books, draw 3 pictures)
- show awareness of need for compassion, empathy, honesty, and respect in dealing with others
- demonstrate respect for personal and societal rights and responsibilities
  - show an awareness of the need for rules
  - show respect for members of a diverse cultural group
- accept responsibility for his/her behaviour
- demonstrate responsible behaviour in caring for the classroom and the school environment
- demonstrate the ability to persevere and solve problems
  - recognize when a problem exists
  - ask for help when necessary
  - identify alternate solutions
  - recognize the consequences of each alternate
  - make a decision by selecting the best alternative
- practice effective communication skills
  - express thoughts, feelings, and opinions in appropriate ways
  - listen attentively to other points of view
  - respond appropriately in a variety of social situations
- participate cooperatively in social groups
- locate and acquire information through
  - electronic sources
  - print sources
  - pictorial sources
  - real-life interactions
- develop temporal awareness by working on the concept of last week, last month, next month, next year
- demonstrate an awareness that irresponsible, abusive and exploitive behaviours are intolerable
- understand that family roles and societal expectations influence behaviours
  - become aware of school and social rules

## **Social Studies Sept. 2003**

### ***Social***

- **demonstrate an understanding of themselves as unique and special**
- **identify needs and wants that are common to all children**
- **identify and describe groups to which they belong**
- **demonstrate an understanding that the need for cooperation is an important part of being a member of a formal and informal group**

## **Mathematics**

### ***Making Sense of Data/Data Analysis***

- sort, classify, and display information using pictographs
- discuss and interpret displayed data
- read and interpret a graph (pictograph, graph using concrete objects)
- make predictions and decisions based on data

### ***Other***

- demonstrate confidence in ability to reason and justify thinking
- clarify problems by asking questions
- recognize and restate problems using objects, pictures, or words
- solve problems by acting out, making a diagram or constructing a model

### **Technology Education**

#### ***Communications***

- follow instructions to create products (e.g., by following verbal instructions, make a puppet, a big book, a structure with blocks, a plasticine object)
- communicate ideas for making a product (draw or paint a picture to describe how to do something; describe their actions in words; describe something by assembling a picture with geometric paper shapes)
- identify ways to communicate by using technology (e.g., discuss how to talk to someone in another place; describe ways to share a picture or story with people in another country; using magazine and book pictures, discuss tools and devices used to communicate with others)

### **Science**

- observe characteristics, similarities, differences and changes
- communicate information in a variety of ways (e.g., present information by talking, drawing, building, dramatizing)
- draw inferences from prior knowledge and experiences and make predictions (e.g., give explanations based on direct observation and concrete experience)