

LESSON: Imagine a School Without Bullying. Module B, Lesson 1

GRADE LEVEL: Kindergarten

PAGE(S): 115-117

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
- 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):

- 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

- 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
- know that pictures can be used to predict text
- 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
- 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
- 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 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

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 the senses are used to give us information about the world around us (e.g., eyes to see, nose to smell, ears to hear, tongue to taste, skin to touch)
- 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)
- understand that friends share and play together

Religious Education

- be aware of their feelings and appropriate ways to express them
- 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
- make choices among different media as part of the decision-making process in creating art (e.g., draw, model, paint, construct)
- 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
- organize information through a variety of concrete representations
- 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

- make predictions and decisions based on data

Measurement

- compare relative value of time by describing long time, short time events
- identify past, present and future (yesterday, today, tomorrow)

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 different ways to communicate by using technology (e.g., discuss how to talk to someone in another place; describe ways to share a picture or a story with people in another country; using magazine and book pictures, discuss tools and devices used to communicate with others)

Production

- solve problems involving technology by using various tools, materials and processes (e.g., Make things from materials such as paper, plasticine, wood or cloth by using tools such as pencils, scissors, rulers and sandpaper. Use processes such as cutting with scissors (separating), joining with glue or staples (combining), shaping with clay or plasticine (forming), and smoothing with sandpaper (finishing) to create the objects)

Science

- communicate information in a variety of ways (e.g., present information by talking, drawing, building, dramatizing)