

**LESSON:** Be Assertive (review and practice). Module C, Lesson 1

**GRADE LEVEL:** Kindergarten

**PAGE(S):** 127-130

**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
- 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
- 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
- value reading and viewing as sources of interest, enjoyment and information
- read written instructions
- know that books have authors, illustrators, titles, title pages, publishers, copyright, tables of contents
- enjoy being read to
- identify fiction and nonfiction
- begin to explore a variety of genres
- know that different authors and illustrators have individual styles
- know that text has different functions (narrative, expository)
- know that text is presented on a variety of ways (lists, cartoons, letters, signs, stories, speech, balloons, videos, posters, role play)
- 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 that words have multiple meaning, depending on use and context
- 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)
- use strategies to construct meaning (identify main ideas, make inferences, identify supporting detail, sequence story events)
- use knowledge of known words and affixes to decode a new word

### **Health**

- understand that each person is special
- understand that as he/she grows some things change and some do not (e.g., height, age, gender, skin colour, birthday)
- demonstrate respect for the health of self, others, and the environment
- 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

### **Social Studies**

- 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 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
- locate and acquire information through
  - electronic sources
  - print sources
  - pictorial sources
  - real-life interactions
- evaluate whether information is fiction or nonfiction
- 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**

#### ***Other***

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

### **Science**

- observe characteristics, similarities, differences, and changes
- draw inferences from prior knowledge and experiences and make predictions (e.g., give explanations based on direct observation and concrete experience)