

**LESSON:** Ask an Adult for Help. Module C, Lesson 2

**GRADE LEVEL:** Kindergarten

**PAGE(S):** 131-133

**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):***

- read pictures rather than print and use them to facilitate meaning construction

***Emergent***

- share ideas about texts (e.g., books, videos, television commercials, posters)
- know that pictures can be used to predict text
- 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
- use information in environmental print in the classroom, school and community
- interpret illustrations, photographs, simple graphs, maps and other forms of visual representations
- know that text is presented on a variety of ways (lists, cartoons, letters, signs, stories, speech, balloons, videos, posters, role play)
- use pictures for checking and predicting

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

### ***Early Emergent***

- read back own writing
- know some words such as own name, mom, dad

### ***Emergent***

- use drawings, approximations, and letters to record meaning
- write caption or label to accompany own drawing

### ***Early***

- use drawing, talking and reflecting as ways of rehearsing and planning for writing
- sequence ideas logically
- develop a sense of beginning, middle and end
- reflect upon drama (e.g., present reflections in discussion, through painting and/or writing)
- choose own topics to write about

## **Health**

- demonstrate respect for the health of self, others, and the environment
- know some community helpers (e.g., teachers, parents, police, school patrols)
- 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)
- 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**

- 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**

- 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
- locate and acquire information through
  - electronic sources
  - print sources
  - pictorial sources
  - real-life interactions
- 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***

- 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***

- 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)

### **Science**

- 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)