

LESSON: Find a New Place to Play. Module C, Lesson 3

GRADE LEVEL: Kindergarten

PAGE(S): 135-137

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
- 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):

- attend to environmental print

Emergent

- recognize some environmental print
- know that pictures can be used to predict text

Early

- 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
- use pictures for checking and predicting

Writing and Other Ways of Representing

Early Emergent

- record meaning by combining picture and scribble writing
- communicate through drawings, scribbles, invented letters, and conventional letters

Emergent

- use drawings, approximations, and letters to record meaning
- write caption or label to accompany own drawing
- write his/her own name
- demonstrate awareness of some forms of writing, such as: labels, captions, stories and letters

Early

- reflect upon drama (e.g., present reflections in discussion, through painting and/or writing)
- enjoy sharing own writing with others

Health

- demonstrate respect for the health of self, others, and the environment
- know some community helpers (e.g., teachers, parents, police, school patrol)
- identify and apply safety rules in a variety of everyday situations (e.g., telephone for help, follow traffic signals, follow safety rules for Halloween)

Religious Education

- realize the importance of their senses in exploring the world
- appreciate God's world with awe and wonder

Art

- 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)

- identify the elements of design in the natural environment
- 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)
- 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
- understand that family roles and societal expectations influence behaviours
 - become aware of school and social rules

Social Studies Sept. 2003

Place

- **describe some of the natural and constructed characteristics of their community**
- **begin developing mapping skills to identify, locate, and name familiar places within the community**

Mathematics

Number Sense and Operations

- recognize and create equivalent groups by using objects and pictures
- compare groups and describe the relationships using the following terms: “more than”, “less than”, “same as”

- create and count a set to ten
- understand the concept of number
- estimate the number of objects (to ten) in a set and count to check estimate
- demonstrate the process of addition by combining groups of objects

Making Sense of Data/Data Analysis

- collect data
- 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

Geometry and Spatial Sense

- describe the relative positions of objects: over-under, higher-lower, above-below, on-above, inside-outside

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 using objects, pictures, or words

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)

Control

- operate familiar devices to switch or regulate things (e.g., use the phone, lock and unlock the door, use a flashlight, turn the water on and off, set the volume, change channels on the tv, with appropriate software use a computer mouse to draw a picture)

Science

- demonstrate curiosity about and interest in the natural world (e.g., ask questions and bring objects of a scientific nature and handle them with respect and enjoyment)
- demonstrate an appreciation of the patterns and the diversity of the natural world (e.g., show an awareness of the patterns found in nature such as patterns in a leaf)
- demonstrate a positive attitude towards the environment (e.g., show care and concern for the immediate environment)
- observe characteristics, similarities, differences and changes
- communicate information in a variety of ways (e.g., present information by talking, drawing, building, dramatizing)
- identify the differences between wet and dry sand
- use simple terms to describe the immediate environment of the natural world (e.g., water changes to ice when it gets cold)