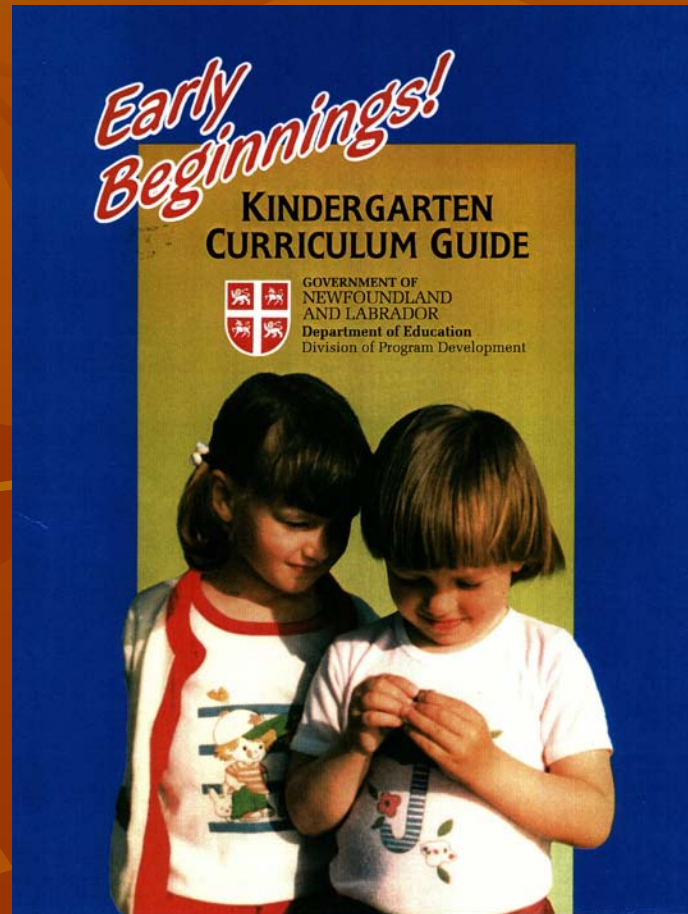


# *Completely Kindergarten- Kindergarten Curriculum Guide*



# What changes have occurred since *Early Beginnings* was published in 1997?



# Individual curriculum guides were introduced as curriculum was renewed in the following subject specific areas:

- English Language Arts (1999)
- Social Studies (2004)
- Music (2005)
- Religious Education (2008)
- Art (2009)
- Mathematics (2009)
- Science (2010)
- Health (2010)
- Physical Education (2010)

**Curriculum  
in**

***Early Beginnings***

**became outdated as new subject  
specific guides were created.**

**Therefore,**

**Kindergarten Teachers could no  
longer use only one guide specific to  
Kindergarten.**

**In 2010, updated curriculum guides  
were compiled and included in a new  
kindergarten guide....**





**What makes**  
*Completely Kindergarten*  
**complete?**

# Program Design and Components

- Understanding the Kindergarten Child
- Developmental Domains
- Understanding the Importance of Play
- The Role of the Kindergarten Teacher
- Planning for Curriculum Integration
- Inclusive Education

# Familiarize yourself with the explanation of play-based learning boxes on page 9 and refer to them in column 2 under each subject tab in the guide.

## Understanding the Importance of Play

Children play for the simple fact that they really enjoy it. It is a necessary part of healthy child development. Through play, children learn about their world and how to practise newly acquired skills, build relationships and understand the world around them. Play creates opportunities to be successful as well as to become challenged. Through engagement with materials and with others, children learn how to experiment, imitate, manipulate and test their environment. Children become problem solvers acquiring cooperative learning skills that prepare them for lifelong learning.

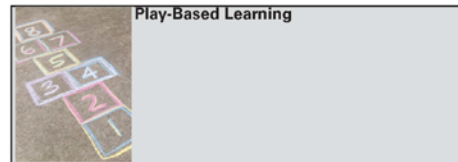
Play and active involvement are fundamental to a kindergarten program. Through the process of play, children learn to represent their real and imagined worlds using listening, speaking, reading, writing, role playing, painting, drawing, building, measuring, estimating and exploring. The kindergarten teacher uses play as an essential learning experience which supports, sustains, facilitates, extends, enhances and enriches the child's learning. Play promotes the development of the whole child.

In addition to large group, small group and individual learning experiences, a child-centred kindergarten classroom has blocks of sustained time for play. This includes teacher-directed play and child-initiated play where children pursue their own interests and explore new learning opportunities. Both types of play are necessary in order for children to achieve the curriculum outcomes.

Opportunities to learn through play are highlighted in column two under the subject specific tabs of the Kindergarten Curriculum Guide, *Completely Kindergarten* as seen in the example below.

### Convention on the Rights of the Child

The Convention on the Rights of the Child (Office of the High Commissioner for Human Rights, 1989) declares that, *"children have a right to play and their education should aim for holistic growth and development."*

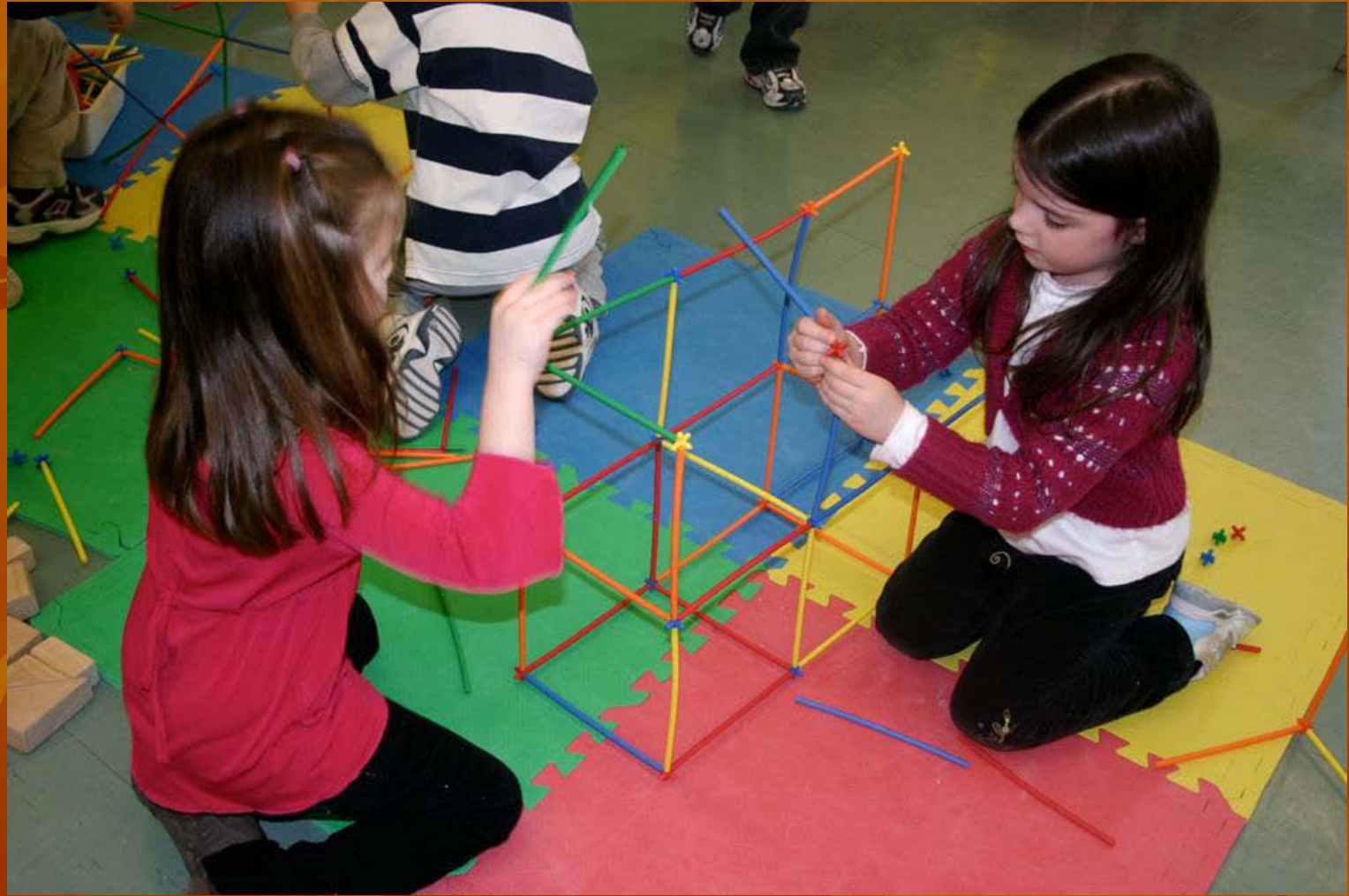


The kindergarten teacher is a facilitator of children's play, expanding learning, extending activities and designing the environment to support children's development. Acknowledging children's independence to choose what to play and how to play will support children as they try to make sense of their world. While the element of choice is critical to the kindergarten child's development, a teacher can monitor the child's progress and achievement during play. The teacher must recognize when it is best to intervene with appropriate suggestions to scaffold learning experiences and respond to the teachable moments.



**What does play look like  
in your classroom?**










































# Classroom Design and Routines

- Designing Physical Space
- Considerations for Classroom Design
- Learning Areas and Suggested Materials
- A Kindergarten Day at a Glance
- Kindergarten Curriculum at a Glance

# The following list of considerations on page 26 may be helpful to aid in your classroom design:



CLASSROOM DESIGN AND ROUTINES

---

## Considerations for Classroom Design

Consider the idea of dividing the classroom into areas for wet, dry, active, quiet, clean and messy activities.

- Place similar areas within close proximity of each other. For example, a block area and a dramatic play area are active areas which could be placed near each other whereas a reading area would need a more quiet space.
- Arrange materials in each area which can be easily accessed by children.
- Use baskets, bins, and drawers for storage and label them at a child's eye-level.
- Use furniture to define space and create boundaries for specific areas. A rug defines space and reduces noise.
- Place block areas and dramatic play areas in corners.
- Utilize wall space to display children's work rather than commercial materials. Display work at the children's eye level.
- Include floors, tables, walls and other areas in and around the classroom for workspace.
- Add materials to areas gradually as needed rather than overwhelming with too much at once. Eliminate unnecessary materials.
- Place areas requiring clean up in close proximity to a water source with available materials for children to access and to assist with clean up.
- Some areas may require close proximity to a storage space for brushes and paints.
- Create interactive areas that promote oral language development by positioning structures such as art easels beside each other so that children can interact and share while engaging in a similar activity.
- Vary the amount of space required for each area depending on the materials being used. For example, the block area will require a larger area for building structures.
- Establish the classroom design to ensure routines for courtesy, safety, and clean up.
- Take advantage of natural light where possible.
- Engage in discussions at the beginning of the school year regarding the ideal and reasonable number of students working in a learning area at one time. Keep in mind that some areas should offer more flexibility based on materials, space and interest.

26 COMPLETELY KINDERGARTEN - KINDERGARTEN CURRICULUM GUIDE - INTERIM EDITION

**Read the suggested list of materials for each learning area and add other items to the list:**

- Large Group Meeting Area ...page 27
- Reading Area ...page 28
- Listening Area ...page 29
- Writing Area ...page 30
- Numeracy Area ...page 31
- Science Area ...page 32 & 33
- Technology Area ...page 34
- Art Area ...page 35
- Dramatic Play Area ...page 36 & 37
- Block Area ... page 38

# Take a glimpse at a “Kindergarten Day at a Glance” on page 39 & 40

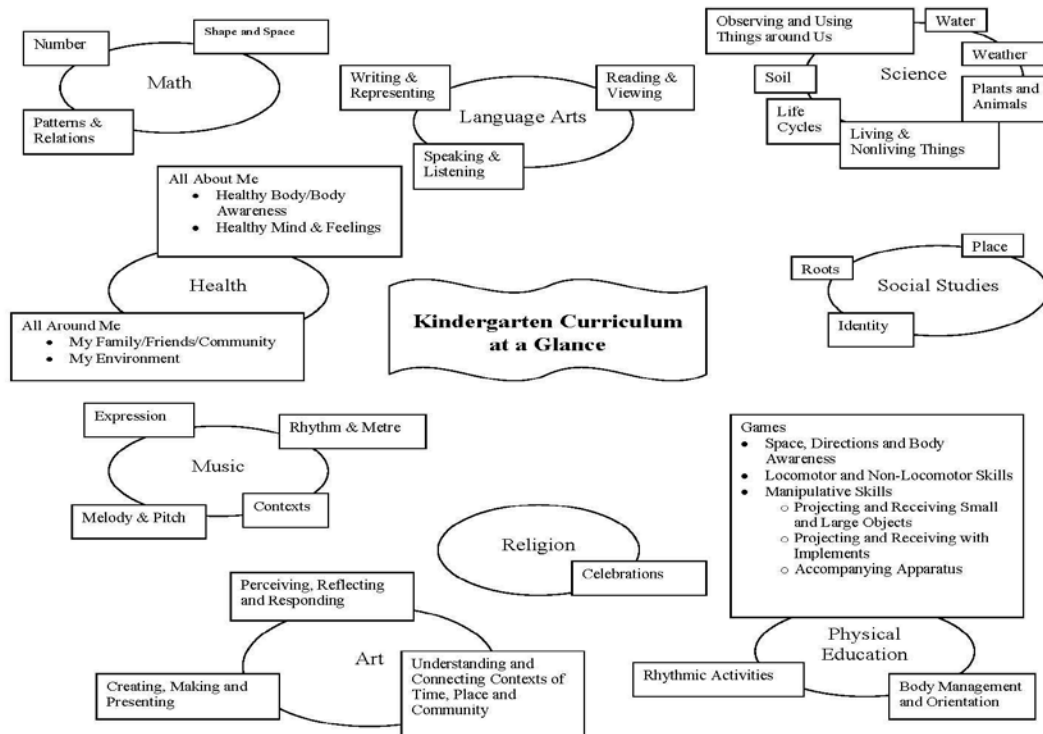
## A Kindergarten Day at a Glance

Establishing daily routines provides kindergarten children with the security of knowing the daily operation of the kindergarten classroom. Many outcomes of the kindergarten curriculum are reinforced once daily routines are practised. The chart below includes a sample of typical activities outside the specific learning areas which are linked to curriculum outcomes and may be included in a daily routine. Familiarity with curriculum outcomes in all content areas is important to effectively integrate children’s learning.

Activity	Examples of Linking Daily Routines to Outcomes
<p><b>Arrival &amp; Welcome</b></p> <ul style="list-style-type: none"> <li>• Allow the children an opportunity to sign in upon arrival. There are multiple ways to do this. Children may locate their name on a name card, print it on a chart, or place a clothes pin on an in/out board.</li> <li>• Children may be given an opportunity to respond to a question of the day which is posted in a designated place in the classroom. For example, the students may be asked if they can find something in the classroom that has a particular shape and bring it to the opening circle time or they may be asked their favorite colour.</li> </ul>	<p><b>Students will be expected to</b></p> <ul style="list-style-type: none"> <li>• understand that print carries a message. (English Language Arts-<i>Reading and Viewing</i>)</li> <li>• compare quantities one to ten using one to one correspondence. (Math)</li> <li>• begin to recognize some high frequency sight words.(English Language Arts-<i>Reading and Viewing</i>)</li> <li>• respond to and give simple directions or instructions. (English Language Arts-<i>Speaking and Listening</i>)</li> </ul>
<p><b>Opening</b></p> <ul style="list-style-type: none"> <li>• This is a great way to establish routine and expectations. This time would include whole group instruction, shared reading, modeled/guided writing (morning message or helper news), sharing, daily plans and schedules (calendar and weather chart).</li> <li>• Introductions to new games and activities in various learning areas can be included during this time.</li> <li>• New centres can be discussed and students can be involved in deciding which areas they will visit.</li> </ul>	<p><b>Students will be expected to</b></p> <ul style="list-style-type: none"> <li>• participate in conversation and small and whole group discussion. (English Language Arts-<i>Speaking and Listening</i>)</li> <li>• understand basic concepts of print including directionality, word, space, letter and sound. (English Language Arts-<i>Reading and Viewing</i>)</li> <li>• demonstrate an understanding of repeating patterns. (Math)</li> <li>• students will develop an awareness of rules and why they are made. (Social Studies)</li> <li>• use personal observations when asked to describe weather characteristics. (Science).</li> <li>• identify traditions, rituals and celebrations connected to their personal experiences. (Social Studies)</li> <li>• begin to ask and respond to questions, seeking information. (English Language Arts-<i>Speaking and Listening</i>)</li> <li>• listen to the ideas and opinions of others. (English Language Arts-<i>Speaking and Listening</i>)</li> <li>• respond to and give sample directions or instructions. (English Language Arts-<i>Speaking and Listening</i>)</li> </ul>

Activity	Examples of Linking Daily Routines to Outcomes
<p><b>Snack Time</b></p> <ul style="list-style-type: none"> <li>This is an appropriate time to incorporate healthy living outcomes, learn self-help skills, and provide opportunities for children to play and interact cooperatively.</li> </ul>	<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>identify and practise skills that will help students resolve conflict. (Social Studies)</li> <li>understand that healthy foods, as defined by <i>Eating Well with Canada's Food Guide</i>, give the body energy and help it grow. (Health)</li> <li>understand that one's interaction/play affects one's feelings and those of others. (Health)</li> <li>identify personal hygiene practices and their contribution to a healthy body. (Health)</li> <li>demonstrate the ability to make healthy food and beverage choices. (Health)</li> </ul>
<p><b>Activity Time</b></p> <ul style="list-style-type: none"> <li>This may be small group or individuals actively engaged in selected learning areas. During the day these activities will be play-based and are both teacher-guided and child-initiated and should be done in large blocks of time.</li> </ul>	<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>demonstrate that they are becoming aware of social conventions in group work and cooperative play. (English Language Arts-<i>Speaking and Listening</i>)</li> <li>understand that one's interaction/play affects one's feelings and those of others. (Health)</li> </ul> <p>Depending on the activities being explored, additional cross-curricular links may be achieved.</p>
<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>The closing provides opportunities for the teacher and children to bring closure to the events of the day. During this time, children comment on the activities of the day, share learning, and help plan for the next day. The teacher engages the children in reflection and discusses things that they might want to share.</li> </ul>	<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>express feelings and give simple descriptions of past experiences. (English Language Arts-<i>Speaking and Listening</i>)</li> </ul>
<p><b>Dismissal:</b></p> <ul style="list-style-type: none"> <li>This is a time to establish a routine, encourage their independence, promote appropriate dress for weather and reinforce safety practices.</li> </ul>	<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>follow a simple procedure when instructions are given one at a time. (Science)</li> <li>detect consistency and patterns in weather events and use language to describe these patterns. (Science)</li> <li>identify appropriate safety practices in, on or around motorized and non-motorized vehicles. (Health)</li> <li>demonstrate concern for the safety of self, others and surrounding environment. (Physical Education)</li> </ul>

# Kindergarten Curriculum at a Glance...page 41





# Connections

- KinderStart
- Home-School Partnerships
- Homework in Kindergarten

The background of the slide features a warm, orange-brown color palette. It is decorated with several large, stylized leaf silhouettes in a slightly lighter shade of orange, scattered across the surface. The overall aesthetic is autumnal and textured.

**What do home activities look  
like in your student's  
homes?**



## Homework in Kindergarten

Policies regarding homework vary amongst individual schools and districts. These policies will guide the amount and type of homework, if any, sent home by the kindergarten teacher. The following suggestions will help build a positive home and school connection when assigning tasks to be completed at home:

- Encourage parents and caregivers to read daily with their children. Send home a variety of books that can be read by the child (by memory, or familiar vocabulary) and books to support parents/caregivers reading to their child. Stress reading for enjoyment as opposed to reading as a “school” requirement. Establishing reading for pleasure on a daily basis is extremely important.
- Create a booklet/folder of nursery rhymes, chants, poems, or songs that you do everyday in the classroom to give to parents/caregivers. Encourage the students to teach them to a sibling, grand-parent or parent/caregiver.
- Encourage parents/caregivers to talk with their child about his/her day and inform them how to ask the right kind of questions. The questions should be open-ended and might include:
  - Can you tell me about the story that your teacher read today?
  - Can you tell me about the most exciting part of your day?
- Extend on the day-to-day activities of the classroom. For example, to reinforce a mathematical concept being explored, ask children to look for triangles in their neighborhood much like they did in the classroom.
- Send home in-class games on a weekly basis for the family to play together. It is important to ensure that the child knows how to play the game so he/she can be the “teacher”.
- Develop subject-based activity backpacks or baggies with interesting activities related to outcomes and concepts that reflect classroom learning and encourage enjoyable interactions between child and parent/caregiver.
- Recognize that each home environment is different and deadlines may be difficult for some families to adhere to when completing activities with their child. Be cognizant that some children may not have anyone at home who can spend time with them on play and learning activities.
- Make activities open-ended so that they are adaptable to the needs of all learners.

**View the clip,  
*Parent and Child-Friendly Science Backpack Activities* by  
clicking on the link for this video.**




# Assessment Techniques and Tools for Documentation


- Assessing the Kindergarten Student's Learning
- Assessment Tools

Look under the tab for English Language Arts and find suggestions for assessment strategies in column three that can be used on the LA profiles.

APPENDIX



**LANGUAGE ARTS STUDENT PROFILE**  
**Kindergarten**



STUDENT: \_\_\_\_\_ SCHOOL NAME: \_\_\_\_\_

SCHOOL NUMBER: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

READING AND VIEWING			
Indicator	Date	Comment	Assessment
Recognizes and recalls upper case letters (M)			<ul style="list-style-type: none"> <li>- Individual checklist for recognition</li> <li>- Individual/group worksheet for recall</li> <li>- Shared writing, individual writing</li> </ul>
Recognizes and recalls lower case letters (M)			<ul style="list-style-type: none"> <li>- Individual checklist for recognition</li> <li>- Individual/group worksheet for recall</li> <li>- Shared writing, individual writing</li> </ul>
Understands concept of letter (M)			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Sound boxes</li> </ul>
Understands concept of word (C)			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Fingerprinting, shared writing, individual writing</li> </ul>
Understands concept of first and last letter of a word (C)			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Shared writing, individual writing</li> <li>- Reading record analysis</li> </ul>
Understands directionality (C) <ul style="list-style-type: none"> <li>- left to right</li> <li>- front and back of book</li> <li>- top to bottom</li> <li>- return sweep</li> <li>- beginning to end</li> </ul>			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Picture walk of a book without reading, emphasizing these concepts</li> </ul>
Recognizes first and last name (M)			<ul style="list-style-type: none"> <li>- Observation</li> </ul>
Recognizes some personally significant words in context (e.g., mom, dad, love, pet names, names of siblings) (C)			<ul style="list-style-type: none"> <li>- Shared reading</li> <li>- Daily observation</li> </ul>
<b>Year End Reading Record (not necessary for all students)</b>		<b>Instructional Level</b>	<b>Accuracy Rate</b>



## LANGUAGE ARTS STUDENT PROFILE

### Kindergarten



**STUDENT:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

**SCHOOL NUMBER:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

WRITING AND REPRESENTING			
Indicator	Date	Comment	Assessment
Understands that print carries a message (M)			- Conference after journal or other
Understands the difference between drawing and writing (M)			- Conference
Distinguishes between numerals and letters when recording a message (M)			- Shared writing - Interactive writing - Journals, independent writing
Uses drawings, letters, and words to record meaning (C) - spaces between word-like clusters of letters - experiments with punctuation - uses letters to represent the predominant sounds in words - begins to spell some words conventionally			- May / June independent, un-edited (if students can write an independent message)
Beginning to write and represent simple informational texts (C)			- Simple diagram (e.g., Draw and label - Picture representation (e.g., Draw a picture of an animal and write a sentence about it.)
Attach May/June Writing Sample			



## LANGUAGE ARTS STUDENT PROFILE

### Kindergarten



**STUDENT:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

**SCHOOL NUMBER:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

SPEAKING AND LISTENING			
Indicator	Date	Comment	Assessment
Expresses feelings and gives examples of experiences (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Show-and-Tell (scheduled)</li> <li>- Newstelling (p. 60-62 First Steps Oral Language Resource Book)</li> </ul>
Begins to ask and respond to questions (M)			<ul style="list-style-type: none"> <li>- Small group discussion (p. 29-32 FS Oral Language Resource Book)</li> <li>- Classroom Observation (p. 152-153 FS Oral Language Resource Book)</li> </ul>
Expresses opinions (e.g., "I like" . . . "I don't like" ...) (M)			<ul style="list-style-type: none"> <li>- Classroom Observation</li> <li>- Show-and-Tell</li> </ul>
Listens to ideas and opinions of others (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Small group discussion (p. 29-32 FS Oral Language Resource Book)</li> </ul>
Responds to simple directions and instructions (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Barrier Games (p.110 FS Oral Language Resource Book)</li> <li>- Teacher-dictated patterns (e.g., multi-link cubes)</li> </ul>
Gives simple directions and instructions (C)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Barrier Games (p.110 FS Oral Language Resource Book)</li> <li>- Group Barrier Games (p.115-117 FS Oral Language Resource Book)</li> </ul>
Demonstrates awareness of social conventions in group work and co-operative play (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Social Conventions (p. 51-52 FS Oral Language Resource Book)</li> <li>- Me Working with a Group (Discovery Links Social Studies)</li> </ul>
Engages in simple oral presentations (C)			<ul style="list-style-type: none"> <li>- Show-and-Tell</li> <li>- Newstelling (p. 60-62 FS Oral Language Resource Book)</li> <li>- Oral Report Assessment Master (Discovery Links Social Studies, p. 34)</li> </ul>



# Curriculum Framework

- Curriculum Framework
- Curriculum Guide Organization

## Meeting the Essential Graduation Learnings in Kindergarten

Essential Graduation Learning	Kindergarten children will...
<b>Aesthetic Expression</b> Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.	<ul style="list-style-type: none"> <li>draw upon personal experiences and the environment to create art.</li> <li>respond personally to texts in a variety of ways.</li> </ul>
<b>Citizenship</b> Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.	<ul style="list-style-type: none"> <li>develop an awareness of rules and why they are made.</li> <li>describe and demonstrate ways we use our knowledge of materials to maintain a healthy environment which includes reducing, reusing, and recycling.</li> </ul>
<b>Communication</b> Graduates will be able to use listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively	<ul style="list-style-type: none"> <li>begin to experiment with language choices in imaginative writing and other ways of representing.</li> <li>demonstrate an understanding of repeating patterns (2 or 3 elements) by identifying, reproducing, extending, and creating patterns using manipulatives, sounds and actions.</li> </ul>
<b>Personal Development</b> Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.	<ul style="list-style-type: none"> <li>make choices to be physically active daily.</li> <li>regard reading/viewing as sources of interest, enjoyment, and information.</li> </ul>
<b>Problem Solving</b> Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.	<ul style="list-style-type: none"> <li>build and describe 3D objects.</li> <li>use meaning cues (personal experiences, context, picture cues) to predict, confirm/self-correct.</li> </ul>
<b>Technological Competence</b> Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications and apply appropriate technologies for solving problems.	<ul style="list-style-type: none"> <li>begin to use technology in writing and other forms of representing with assistance.</li> <li>use appropriate tools for manipulating and building simple objects.</li> </ul>
<b>Spiritual and Moral Development</b> Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.	<ul style="list-style-type: none"> <li>begin to recognize the need to respect celebrations in various living belief systems.</li> <li>recognize how celebrations influence people to respond to the needs of others.</li> </ul>


## Curriculum Guide Organization

Subject specific tabs for nine curriculum areas are included in *Completely Kindergarten - Kindergarten Curriculum Guide*. These subject specific tabs include the two-page layouts of the four-column spreads for each subject specific curriculum guide.

Subject specific curriculum guides containing upfront matter, two-page layouts of four column spreads and appendices are available online in their entirety. Also, copies of individual guides are available upon request from school administrators to the Learning Resource Distribution Centre at the Department of Education.

Curriculum outcomes are organized within a four-column, two-page spread for each subject area in kindergarten. Curriculum guides for Music, Art, Language Arts and Social Studies contain curriculum content for more than one grade level. Recent curriculum guides for Health, Science, Mathematics and Religious Education have been designed specifically containing only kindergarten content. The kindergarten curriculum content has been extracted from each one of the nine subject specific guides and it is included within *Completely Kindergarten - Kindergarten Curriculum Guide*.

The curriculum for subject specific areas has been organized into four column spreads on two-page layouts which read from left to right. Column one provides the specific curriculum outcomes which describe what students are expected to know, be able to do and value by the end of the school year. This column may also include elaborations on the outcome which are sometimes recorded as delineations, subsets, or indicators. Specific curriculum outcomes are usually grouped by topic or unit and may be presented in a teaching sequence. Where applicable, cross-curricular links are noted in a shaded box within column one of the two page spread for each subject area. For a specific example, see outcome 1.3 in Unit Two of the four-column spread for kindergarten Health. It can be found under the Health tab of this guide. There are two cross-curricular links to Social Studies and Religion for outcome 1.3 in Unit Two of the Health curriculum.



*Column One:  
Specific Curriculum  
Outcomes*

**Skills and Abilities**

**GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.**

**Outcomes**


*Students will be expected to:*

- 2.1 use personal hygiene practices that contribute to a healthy body.
- Include:
- brushing teeth at home with parent
  - washing hands before eating and after washroom use
  - sneezing in your sleeve
  - combing hair
  - using tissues to cough, sneeze and wipe nose, etc.

**Suggested Strategies for Learning and Teaching**

1. How do Germs Spread?  
 Spread glitter or flour on teacher's palms, and have him/her pretend to sneeze into their hands. Shake hands with students, thereby spreading the glitter/flour and demonstrating how germs spread. Explain that germs exist on hands and spread when we shake hands with others or touch things. That is why it's important to wash our hands before eating or touching our mouths, noses, or eyes. Demonstrate hand washing skills using soap and warm water to remove glitter/flour, while singing the alphabet song to ensure proper washing time. This would be an opportunity to invite a public health nurse to demonstrate the use of the black light in detecting germs on hands.

**Play-Based Learning**



Provide a prop box that includes: stuffed animals, dolls, toothbrush, dental floss, soap, towel, facecloth, facial tissues, blanket, mirror, doll clothes and baby hair brush.

- 2 demonstrate the ability to make healthy food and beverage choices.

*Cross-Curricular Links*

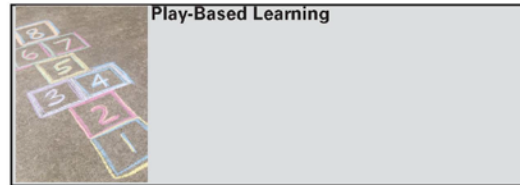
**Link to Health**  
*Unit One*  
**Outcome 2.2**

- **Physical Education**  
 identify healthy food choices

1. Introduce this outcome with a discussion in which the students share their understanding of healthy food. Ask if they can give an example of a healthy food. Record all suggestions. Use Canada's Food Guide to help children understand that the healthier foods belong to the food guide. Let students know that some foods should only be eaten occasionally. The intent is not to teach the food guide, but to introduce it and familiarize students with the types of foods included in it. Refer to "Guided Instruction" on p. 2 in Let's Eat! Teacher's Guide for alternate teaching and learning strategies.
2. Make a healthier pizza! Discuss various kinds of pizza and have students suggest healthy choice options for the crust and the toppings. Ask students to choose a crust and toppings they would be willing to try and, if possible, make it as a class. Relate the choices they have made to an earlier discussion of the food guide.

*Column Two:  
Suggestions for Learning and  
Teaching*

Column two provides clarification of the specific curriculum outcome(s), as well as suggestions of possible strategies/activities that might be used to help children achieve the outcome(s). These are only suggestions, and it is not necessary for teachers to use all of the suggested strategies nor is it necessary for all students to engage in the same learning experience. Some of the suggestions are possibilities for differentiating instruction. Opportunities to learn through play are also noted in column two of the four column spread within *Completely Kindergarten - Kindergarten Curriculum Guide* in a shaded text box entitled, "Play-Based Learning."



*Column Three:  
Suggestions for Assessment*

Suggestions for ongoing assessment that forms an integral part of the learning experience can be found in column three. While the suggested tasks presented may be used for assessment, they will also further clarify the specific curriculum outcome(s) and will often represent useful instructional activities. Observation of a kindergarten student's learning while they are engaged in an activity is a very powerful assessment tool when it is documented.

*Column Four:  
Resources*

A list of resources that will support the teaching and learning strategies of the outcome is found in column four. Other appropriate resources may be available to contribute to the achievement of the outcomes. This column may also provide space to record other resources that you use to teach this outcome.

**Skills and Abilities**

**GCO 2: Students will demonstrate the capability/ability to use skills, resources, and processes to create conditions and take actions that promote their health and that of the family.**

**Outcomes**

*Students will be expected to:*

- 2.1 use personal hygiene practices that contribute to a healthy body.

Include:

- brushing teeth at home with parent
- washing hands before eating and after washroom use
- sneezing in your sleeve
- combing hair
- using tissues to cough, sneeze and wipe nose, etc.

- 2.2 demonstrate the ability to make healthy food and beverage choices.

*Cross-Curricular Links*

Link to Health

Unit One

Outcome 2.2

- Physical Education identify healthy food choices

**Suggested Strategies for Learning and Teaching**

1. How do Germs Spread?

Spread glitter or flour on teacher's palms, and have him/her pretend to sneeze into their hands. Shake hands with students, thereby spreading the glitter/flour and demonstrating how germs spread.

Explain that germs exist on hands and spread when we shake hands with others or touch things. That is why it's important to wash our hands before eating or touching our mouths, noses, or eyes.

Demonstrate hand washing skills using soap and warm water to remove glitter/flour, while singing the alphabet song to ensure proper washing time. This would be an opportunity to invite a public health nurse to demonstrate the use of the black light in detecting germs on hands.



**Play-Based Learning**

Provide a prop box that includes: stuffed animals, dolls, toothbrush, dental floss, soap, towel, facecloth, facial tissues, blanket, mirror, doll clothes and baby hair brush.

1. Introduce this outcome with a discussion in which the students share their understanding of healthy food. Ask if they can give an example of a healthy food. Record all suggestions. Use Canada's Food Guide to help children understand that the healthier foods belong to the food guide. Let students know that some foods should only be eaten occasionally. The intent is not to teach the food guide, but to introduce it and familiarize students with the types of foods included in it.

Refer to "Guided Instruction" on p. 2 in [Let's Eat! Teacher's Guide](#) for alternate teaching and learning strategies.

2. Make a healthier pizza! Discuss various kinds of pizza and have students suggest healthy choice options for the crust and the toppings. Ask students to choose a crust and toppings they would be willing to try and, if possible, make it as a class. Relate the choices they have made to an earlier discussion of the food guide.



# Excerpts from Subject Specific Curriculum Guides are tabbed and numbered

Subject	Page Numbering
■ Health .....	H1-H120
■ Physical Education .....	PE1-PE20
■ Science .....	S1-S60
■ Mathematics.....	MA1-MA118
■ Religious Education.....	RE1-RE24
■ Art .....	A1-A52
■ Music.....	MU1-MU24
■ Social Studies.....	SS1-SS56
■ English Language Arts...	ELA1-ELA58

**Knowledge and Understanding**

**GCO 1: Students will demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.**

**Outcomes**

*Students will be expected to:*

- 1.2 understand that each person experiences a variety of feelings.

*Cross-Curricular Links***Links to Health***Unit Two***Outcome 1.2**

- **Social Studies**

*Unit 1: Identity*

Outcome K.1.3

- identify positive and negative feelings associated with belonging or wanting to belong to a group

Outcome K.1.4

- identify and practice skills that would help them resolve conflict

- **Religious Education**

Outcome 5.1

identify appropriate ways to express feelings

- **Physical Education**

demonstrate concern for the safety of self, others and surrounding environment

**Suggested Strategies for Learning and Teaching**

1. As a group, brainstorm a variety of emotions: happy, excited, bored, afraid, worried, angry, sad and disappointed. Use *Emotions Photographic Learning Cards* to discuss what the children in the pictures may be feeling.
2. Display a selection of *Emotions Photographic Learning Cards*. Discuss situations which may illicit varying emotions. For example: attending/ giving parties, going to the store and not getting an item you want, having nothing to do, being left out of an activity, getting on the school bus for the first time, interacting with older students, going to assemblies/concerts, etc. Students may select the picture card(s) they believe match(es) the scenario and explain their choice(s).
3. Using a digital camera, take pictures of students demonstrating body language and facial expressions that depict various emotions. These pictures can be used to make a booklet of emotions or a slide show.
4. Use the song, "If You're Happy and You Know It" to correlate body language and facial expressions with emotion words.
5. Create a classroom book of feeling words. Teachers may use cameras within their classrooms to capture emotions associated with situations such as receiving a gift, having a favourite toy broken, wanting a toy someone else has, playing in the snow, playing in a physical education class, singing a song, someone sneaking up behind you, being on stage, etc. The pictures may be captured in real life situations or in role play.
6. Use the poem "I'm Very Happy to be Me" to focus on the emotion of being happy/content. This poem and others like it may be found at [www.canteach.ca](http://www.canteach.ca).

I'm Very Happy to be Me

\_\_\_\_\_ is my hair,

\_\_\_\_\_ are my eyes.

I'm \_\_\_\_\_ years old,

I'm just the right size.

My name is \_\_\_\_\_

And as you can see,

I'm very happy to be me!





# Appendix

### A Developmentally Appropriate Classroom is one where children most often.....

- Lead.....rather than follow the teacher.
- Create.....rather than duplicate.
- Move.....rather than wait.
- Make the lines.....rather than colour in the lines.
- Speak.....rather than listen passively.
- Initiate.....rather than imitate.
- Raise questions.....rather than answer the teacher's questions.
- Solve their own problems.....rather than the teacher's problems.
- Make art.....rather than do crafts.
- Emphasize the process.....rather than the product.
- Use authentic skills.....rather than drill and practice.
- Make books.....rather than fill in workbooks.
- Decide.....rather than submit.
- Choose wisely.....rather than being told.
- Make a plan.....rather than follow the teacher's plan.
- Try again.....rather than fail.

Adapted from *"The Butterfly Garden: Developmentally Appropriate Practice Defined"*  
by Sandra Crosser, Ph.D



