

CIRCLE OF LIFE

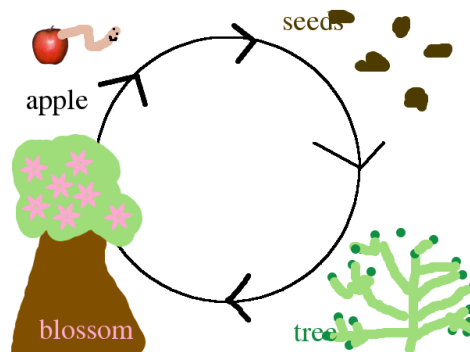
Kinder English Language Arts

Integrated Study of Information & Media Literacy,

Social Science and Life Science

(Pre/Junior and Senior Kindergarten)

LEARNING LOG



<http://avoca37.wpengine.netdna-cdn.com/21lillian/files/2013/10/Screen-shot-2013-10-21-at-1.15.11-PM.png>

First Name:

Last Name:

Circle of Life Learning Log

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This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum.

All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

Acknowledgement: Many thanks to Emily Walton for editorial support.

PURPOSE of LEARNING LOG RESOURCE:

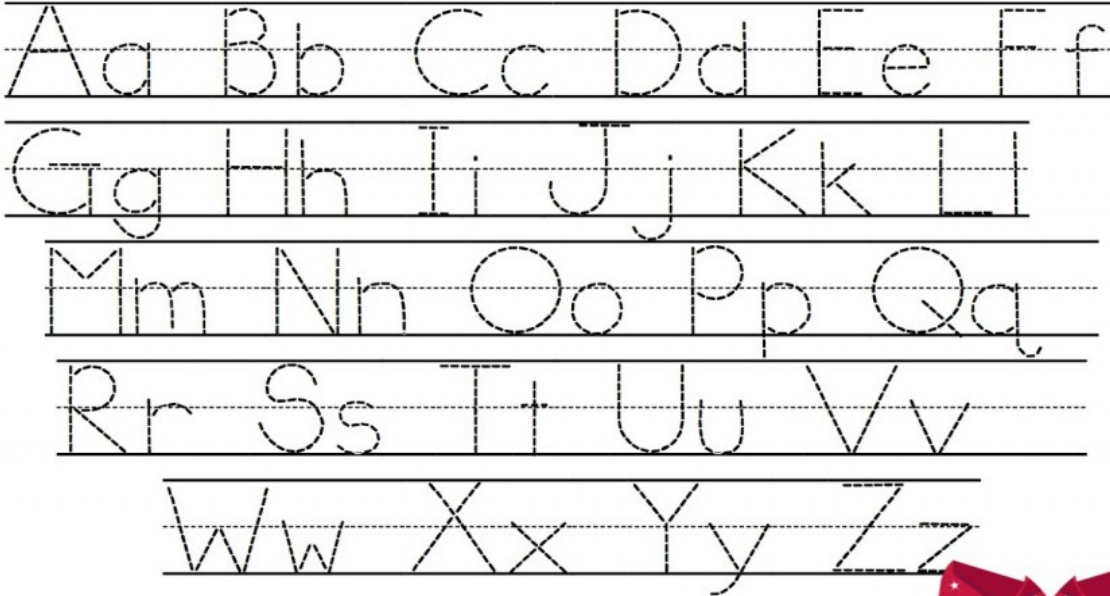
1. To support the Ontario Science and Mathematics Curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/ extended homework activities)
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a learning log (evidence of learning) built in to student resources

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UPPER and Lower Case Letters



Alphabet Trace



<http://www.kiddoshelter.com/wp-content/uploads/2014/10/alphabet-tracing-2-1024x791.jpg>

- Trace the upper and lower case letters carefully.

How well did you copy & print upper & lowercase letters?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

1. The Crayon Box That Talked

- Repeat each line of the poem after your teacher.

**“We are like a box of crayons,
Each one of us unique.
But when we get together...
The picture is complete.”**

From The Crayon Box That Talked



<http://4.bp.blogspot.com/--bYpnlVdh4Q/Vp0eyBhcUqI/AAAAAAAAABu0/8Gkexaf0Kzs/s640/The%2BCrayon%2BBox%2BThat%2BTalked%2Bpoem.jpg>

- Now practice it all together!



http://colourlovers.com.s3.amazonaws.com/blog/wp-content/uploads/2008/04/crayon_names.jpg

A crayon is coloured wax in a cylinder usually with paper wrapped around it. The cylinder is round with a **circle** face at the bottom.

- What things in the classroom have circle shapes in them?
- What makes me unique? Circle the words that are like you. (Your teacher can help you read if you like)
- I like to sing songs, dance, play games, read books, write letters, visit family.
- I am good at: _____
- Talk about what you like to do and what you are good at with your classmates.

How well did you identify how people are the same and different from each other ?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

2. My Family Circle

- Print the words "mom", "dad" and "pet" in the spaces below:

Mom

Dad

pet



<http://www.clipartbest.com/cliparts/ncB/L8K/ncBL8K7cA.jpe>

- Print the sentence: 'We are family below:'

Handwriting practice area with three horizontal dashed lines for writing the sentence.

Handwriting practice area with three horizontal dashed lines for writing the sentence.

- Let's print 2 rows of **F f** 's:

--	--	--	--

--	--	--	--

- Use your hawk eyes to see the difference

between **F** AND **f**.

- Show your teacher you can print out the lower and upper case letters of the alphabet.



<http://www.clipartkid.com/images/199/the-family-fun-day-has-been-scheduled-to-take-place-on-the-17th-of-XtAfEh-clipart.jpg> (Family Day: February 19, 2018)

- Draw a picture of what you want to do on Family Day at home:

How well did you demonstrate a solid understanding of self and family (circle of life)?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Use your hawk eyes to see the difference between

M and **m.**

- Print the upper and lower case for 'Mm' 3 times:

Mm			

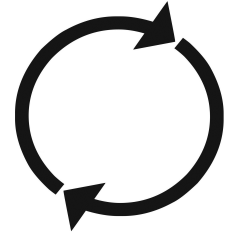
- Now print the upper and lower case for 'Dd' 3 times:

Dd			

- Look at the list of classmate names on the door.
Put them in alphabetical order.

3. The Alphabet - NOT a Circle.

A circle does not have a beginning or an end. It keeps on going...



























































<https://www.bowerhillchurch.org/wp-content/uploads/2015/02/SermonNeverEndingCircle.jpg>



- Put a circle around where the alphabet begins.
- Put a box around where the alphabet ends.
- Sing the Alphabet Song.
- Tell your class why the alphabet is not a circle.
- Partner Alphabet - Without using words and anything but your hands, work with a partner to show each letter of the lowercase alphabet.
- Share your alphabet with your classmates.

Upper and Lower Case Letter Check

- Match the uppercase letters with the lowercase letters.

A  i d a y	E  s g a t
B  f b u c	F  l b f g
C  d y c e	G  e g h y
D  k e d u	H  k s h f

<table border="1"> <tr><td>I  e g i t</td></tr> <tr><td>J  l j f c</td></tr> <tr><td>K  e g c k</td></tr> <tr><td>L  k l h u</td></tr> </table>	I  e g i t	J  l j f c	K  e g c k	L  k l h u	<table border="1"> <tr><td>M  e m i t</td></tr> <tr><td>N  l j f n</td></tr> <tr><td>O  o g c k</td></tr> <tr><td>P  k l h p</td></tr> </table>	M  e m i t	N  l j f n	O  o g c k	P  k l h p
I  e g i t									
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Q  e f q t									
R  l r p n									
S  o g s k									
T  k t h p									
U  e f q u									
V  l v p n									
W  i g w k									
X  l x h p									

Y  e f y u
Z  l v z n

- Print the upper and lower case alphabet in order on a blank sheet of paper.

- Identify the different sounds each letter makes.
- Look for letters in words in the classrooms.
- Write a note using 'secret code writing' (the first letter of each word).
- Use coloured paper; envelopers, coloured markers...for your note.
- See if your teacher can help read the words without all the letters.

STEP OUTSIDE:

- Look for letters in words on signs outside.

How well did you identify letters & print beginning sounds of words?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET - Print sentences with capitals & periods.

ET- Sequence pictures of daily events in logical order

4. Circle of Events in My Day

- Print the sentences below:

I get up.

Handwriting practice lines for the sentence "I get up." consisting of three horizontal dashed lines.

I eat breakfast.

Handwriting practice lines for the sentence "I eat breakfast." consisting of three horizontal dashed lines.

Handwriting practice lines for the sentence "I eat breakfast." consisting of three horizontal dashed lines.

I go to school .

Handwriting practice lines consisting of three horizontal dashed lines.

I learn .

Handwriting practice lines consisting of three horizontal dashed lines.

I have lunch .

Handwriting practice lines consisting of three horizontal dashed lines.

I see nature .

Handwriting practice lines for the sentence "I see nature .". The lines are dashed and consist of three horizontal rows within a rectangular box.

I go home.

Handwriting practice lines for the sentence "I go home.". The lines are dashed and consist of three horizontal rows within a rectangular box.

I eat dinner .

Handwriting practice lines for the sentence "I eat dinner .". The lines are dashed and consist of three horizontal rows within a rectangular box.

I go to bed.

A large dashed rectangular box for handwriting practice, divided into three horizontal sections.

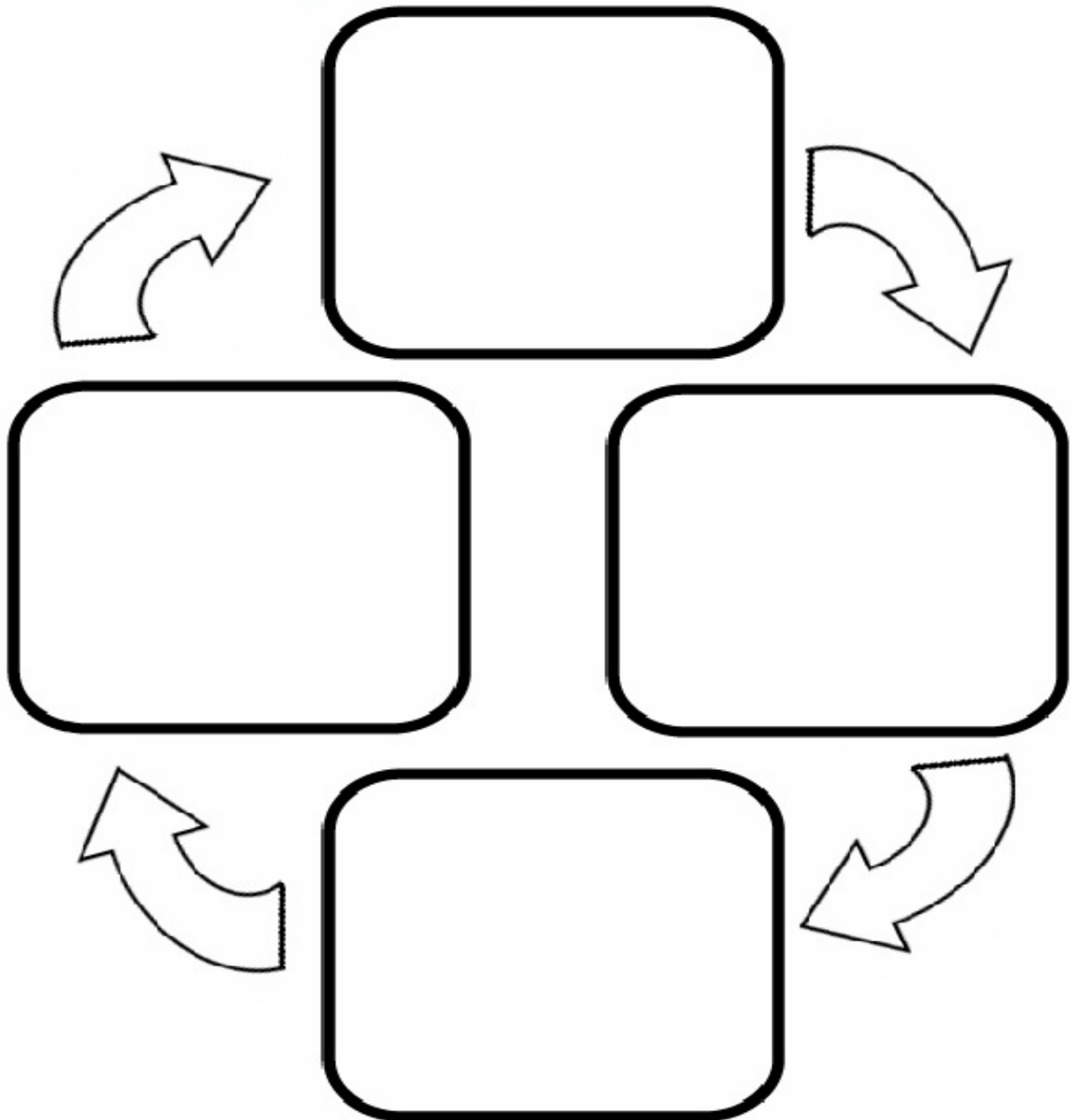
- Read the sentences again and circle the hardest letters to print.

How well did you print sentences with capitals & periods?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Draw a picture of what you do in a day.

Name:

Life cycle of a _____



<https://s-media-cache-ak0.pinimg.com/originals/21/88/b0/2188b02e3b2927ef9405bf7bb491400c.jpg>

- Your teacher will read this mixed-up story.
- Help your teacher fix the story by telling her what the real order of events is really like.

We then have lunch and physical education.

I will drive to school.

Next is time to read and write and learn about our community and living things.

Ms. Wilson will teach us Math and Research and Design in the Innovation Room.

I will then do my Watermarks class in the Imagination Laboratory with Mr. Rogers.

At the end of the day, Ms. Wilson teaches us all about the arts.

School rocks!

I will meet Ms. Wilson and Mr. Rogers at the Campfire Circle for Morning Inspiration.

We will go outside to learn, too.

How well did you print sentences with capital & period?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

5. Circle of Life at School

- Print my first and last names with capital letters on the first letter of each word:

- Pick 2 of your classmate's names from a hat and record them on the next page.
- Find out something about them and add some small pictures beside their names.

Classmate:

First Name

Last Name


Classmate:


First Name


Last Name


- Practice reading this poem out loud with your teacher:


Every Body Has A Name
by Jean Warren


Everybody has a name. 


Some are different, 


Some the same. 

Some are short, 

Some are long. 


All are right, 

None are wrong. 

I like my name, 

It's Special to me.

It's exactly who,

I want to be! 

<https://s-media-cache-ak0.pinimg.com/736x/7e/41/ed/7e41edf6ab134979e2a179594277e5b0.jpg>

It is kind to use names when you talk.

- Create a name game with your teacher that helps you practice everyone's first name.
- Read the Pledge of Kindness Poem with your teacher.



<https://s-media-cache-ak0.pinimg.com/736x/00/a1/34/00a1341adc68ff828b56413a67333243.jpg>

- Tell your teacher what you think a "pledge" is.

- Complete the "We do..." Sentences below:

	kindness.

	manners.

	sharing.

	work on our own.

We can be helpful at school by being kind to our spaces.

- Tell your teacher how you help keep our classrooms, our libraries and our outside clean.
- Draw the location of garbage cans in and around the school.

How well did you help keep our school clean?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

I like to read:	Check Here
menus at restaurants	
texts on a telephone	
recipes	
poems	
names	
dog tags	
dollar bills	
signs on the road	
books	
websites	
comic books	
newspapers	
magazines	
directions (how to make stuff)...	
with my Learning Buddy	



- Circle when/where you like to read on the Reading Bingo chart below:



Reading Bingo





Try reading a book in different places. Use this Reading Bingo card to change things up as you read. Enjoy reading outside, under a tree, or in a car. Initial each box when your child has read for 20 minutes.

 In the Car	M	 Under a Tree	 Free Choice	 Read Out Loud
 To My Pet	Th	 Sitting on the Floor	 Wearing a Hat	 Free Choice
 After Dinner	 Free Choice	 In a Different Accent	 To a Sibling	 In Bed
 With a flashlight	 Outside	 Free Choice	 Before Breakfast	 While Eating a Snack
 Free Choice	 In Your Pajamas	S	 In a Tent	 In a Whisper

[momitforward.com](https://s-media-cache-ak0.pinimg.com/originals/f0/a1/28/f0a128f008d28c79b4e768f9d83cef68.jpg)

<https://s-media-cache-ak0.pinimg.com/originals/f0/a1/28/f0a128f008d28c79b4e768f9d83cef68.jpg>

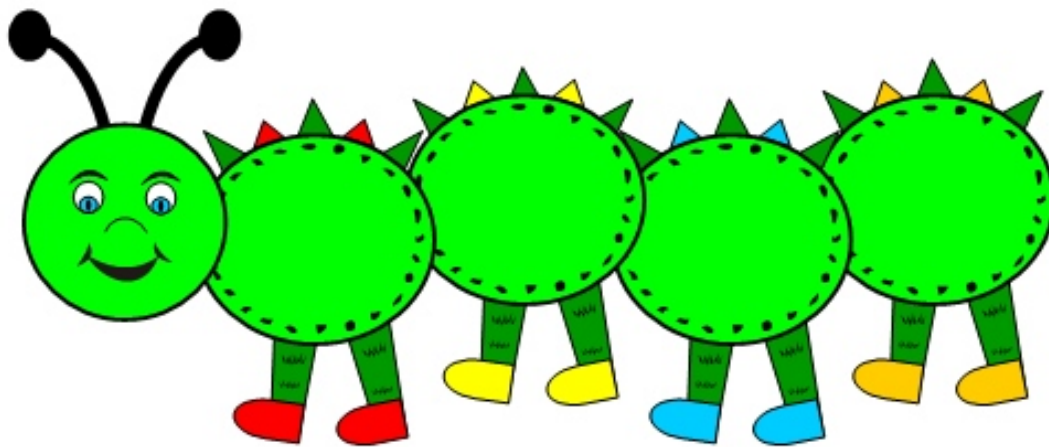
- Think of one other place you like to read and ask your teacher to print it here:

ET - Listen & respond to others during role play

ET – Demonstrate a solid understanding of the circle of life in living things.

6. Circle of Life in Nature

- Let's read the *Hungry Caterpillar* out loud.



<http://www.uniqueteachingresources.com/images/CaterpillarBookReportLargeExample.jpg>

- Circle how you felt after reading the story.



http://www.hrsg.ca/wp-content/uploads/bfi_thumb/APR2916-End-of-performance-reviews-mq5e846f7qm7blrkps1rr890psztrff16bug4f168.jp

STEP OUTSIDE:

- Talk with your classmates about how the pictures help tell the story during a classroom chat.

CLASSROOM CHAT: A Classroom Chat means you will talk about the following things about what you read!

F = Fact (Does the story use any facts?)

O = Opinion (How is it not true?)

 = Share cool words

P = Share picture words

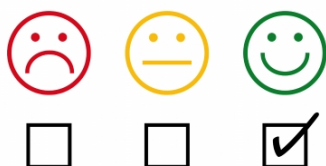
C = Share colour words

N = Share number words

? = Share puzzling words

TECH TIME:

- Listen to the *Very Hungry Caterpillar* on You Tube:
<https://www.youtube.com/watch?v=75NQK-Sm1YY>
- How did you like the YouTube story?



http://www.hrsg.ca/wp-content/uploads/bfi_thumb/APR2916-End-of-performance-reviews-mq5e846f7qm7blrkps1rr890psztrff16bug4f168.jpg

ACT IT OUT:

- Act out the story of the *Hungry Caterpillar*.
- Take turns being a different role.
- Make sure you listen to each other to help make the play fun.

How well did you listen and respond during role play?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

FINE ARTS FUN:

Create a caterpillar and more friends from the story using paper or clay.

Challenge: Are you hungry to learn more words?
Read the *Hungry Caterpillar* again and see how many words you can read.

STEP OUTSIDE:

- Look for a living plant, animal or bug.
- Draw what you found.
- Ask your teacher to print a question about your picture.

- Look at the circle of life for a butterfly:



<https://d1alt1wkdk73qo.cloudfront.net/images/guide/51de0542e21f4733ade7d5d25e7d84b9/640x960.jpg>

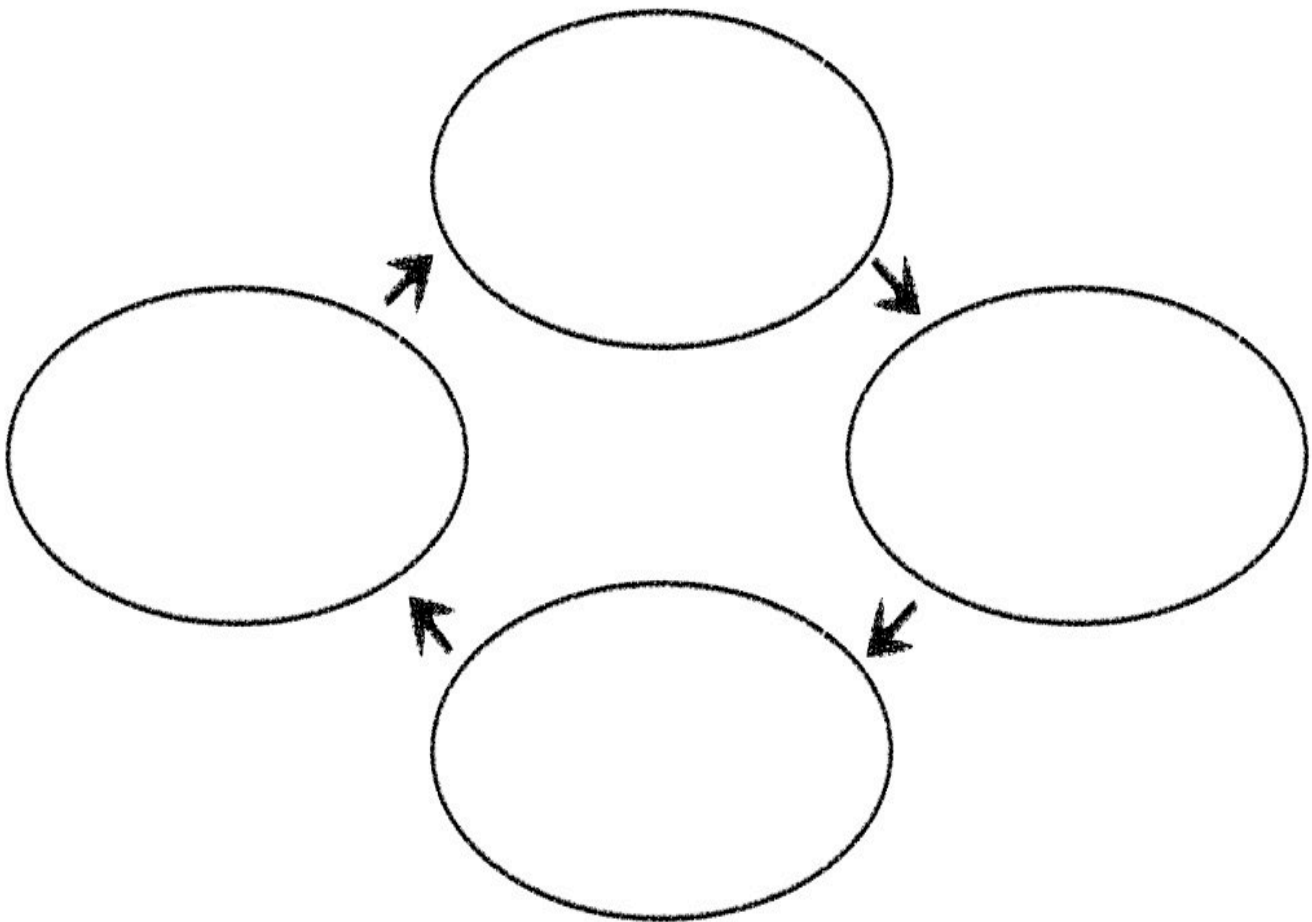
- Make your own pie plate circle of life for a butterfly.
- Use your pie plate to share your butterfly 'Circle of Life' story.
- Speak clearly with a strong voice.
- Scientists use the word "cycle" to show "circles of life".

- Use pictures to fill in the Butterfly Life Cycle.



The Butterfly Life Cycle

By: _____



<http://2.bp.blogspot.com/-odyyNIX-uhI/UUOu93IU36I/AAAAAAAAABo/9LM8nrzIQM/s1600/Life%2BCycles%2BUnit.032.jpg>

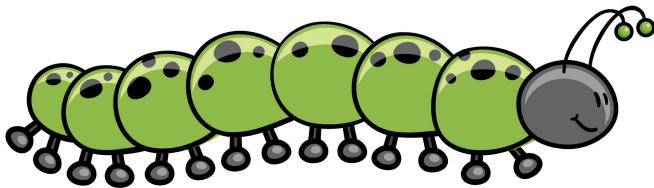
- Print the words circle, cycle and caterpillar.

circle

cycle

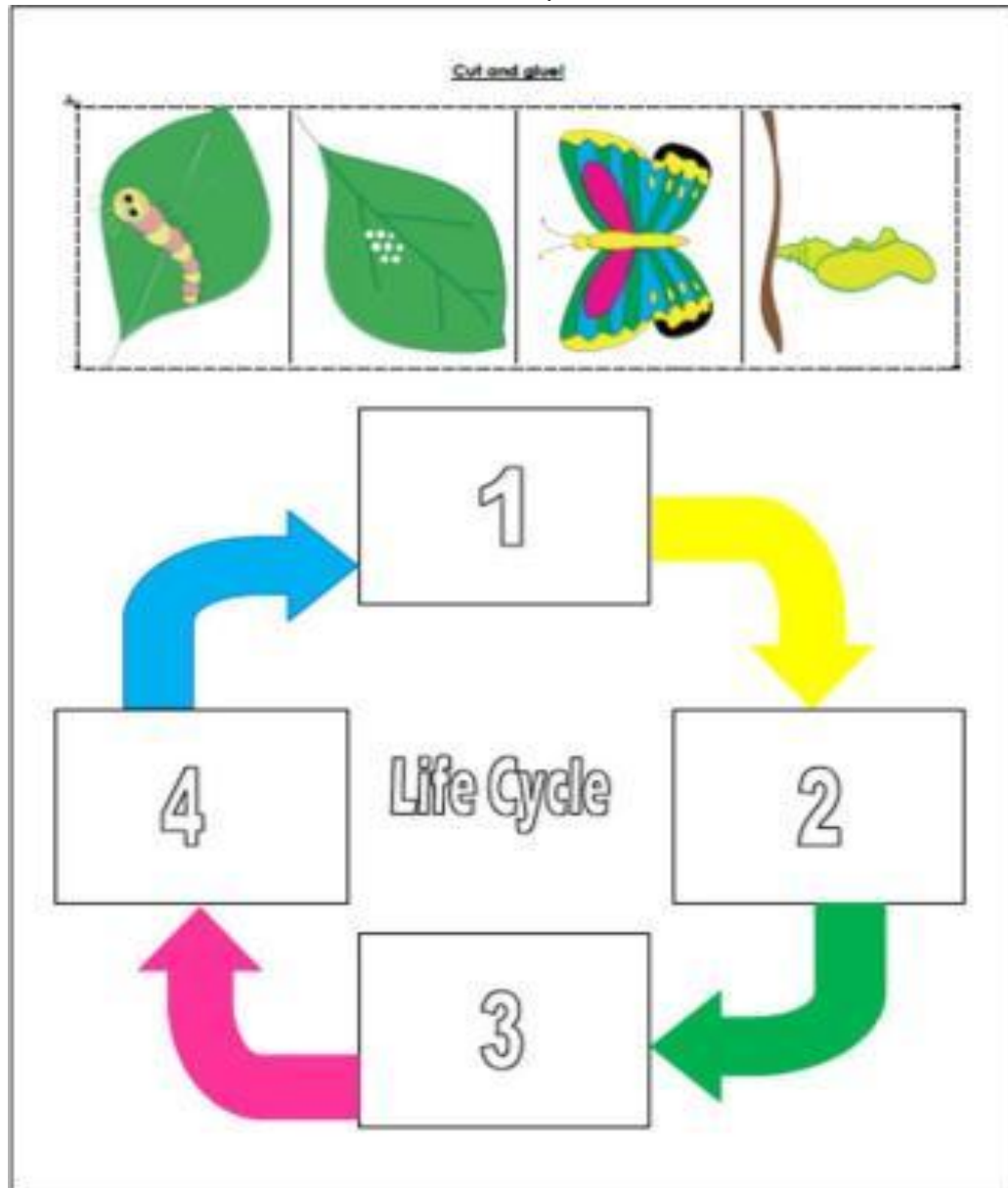
caterpillar

- What are the two sounds a "c" can make?
- What do the words "circle" and "cycle" sound like they begin with?



<http://littlebugs.ca/ESW/Images/catapillar.jpg>

- Look at the pictures below and number the order of events in the cycle of the butterfly.


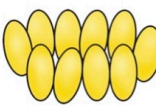

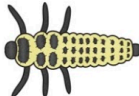


<http://teachingheart.net/blog/wp-content/uploads/2013/04/caterpillarhatsample2.jpg>

Cycle Check

- Draw a line between the numbers and the pictures that match the order of events for a ladybug.

1st	2nd	3rd	4th
-----	-----	-----	-----

			
---	---	---	---

Cut the pictures out and glue in the correct order of the ladybug lifecycle.

<http://3.bp.blogspot.com/-vEi9AeqQBWE/UUYjxaiT54I/AAAAAAAAAHnQ/P1tkeMPTrDc/s1600/Ladybug+cut+in+order.jpg>

How well did you demonstrate a solid understanding of the circle of life in living things?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Butterfly Lifecycle Project Extension:

- Make a stop motion film.
 - <http://www.ikitmovie.com/39/stop-motion-animation-curriculum.html>
 - https://www.youtube.com/watch?v=zRw_rkMwDq4
 - <http://www.wikihow.com/Animate-Clay>
- With classmates, story board the life cycle of a butterfly.
- Decide which part you'd like to help with:
 - Making plasticine figures
 - Designing the background (artwork on pieces of paper for the backdrop)
 - Writing the script
- Use the App 'Stop Motion Studio'.

STEP OUTSIDE:

- Build a butterfly garden at the school.



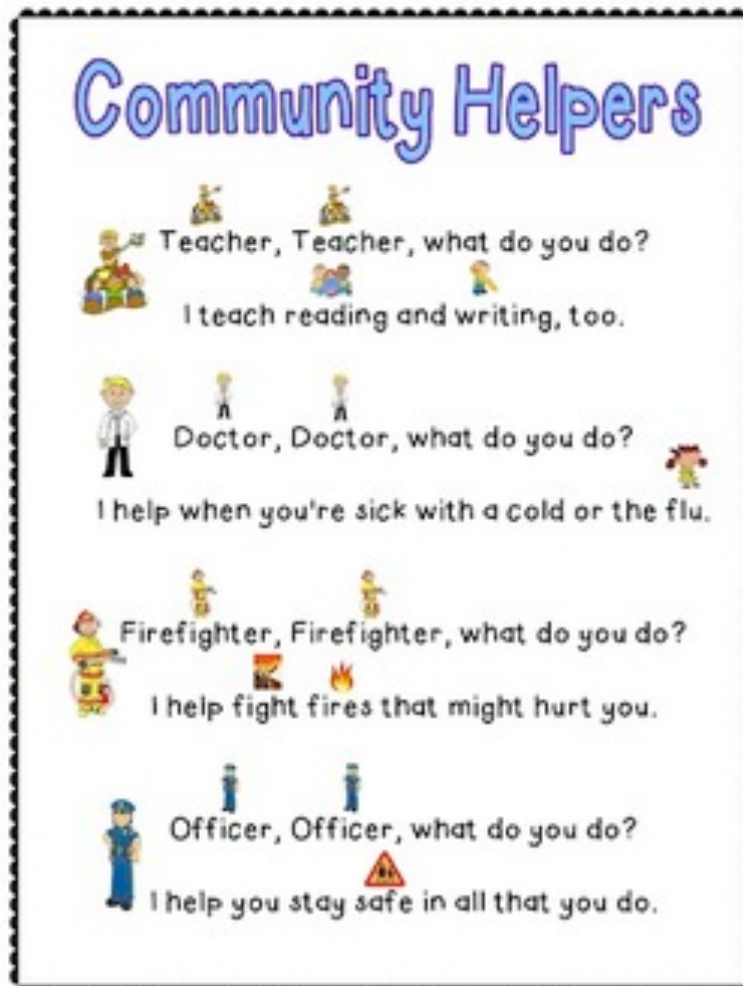
<http://telanganatourisminfo.com/wp-content/uploads/2016/06/butterfly-garden-at-Sanjeevaiah-park>.

ET- Ask questions & respond with good volume.

ET – Sketch observation of community helper

7. Community Life Savers

- Read out loud the following community life savers in the poem called, *Community Helpers*.



<https://s-media-cache-ak0.pinimg.com/originals/04/08/a1/0408a197942f4baf3ba4189d20d6411d.jpg>

- Who are other helpers in the community? (Your teacher will record these names below for you).

-
- Talk about what community helpers write about. Print the missing letter.

Fire fighters write about the ____afety of buildings.

Police officers have to write _____ickets and
____eports about crimes.

Store owners have to make _____ists of things to order.

Doctors have to write ____rescriptions for medicine.

Farmers have to write out what _____ood to buy for
animals on the farm to eat.

- Draw and label what one community member does.

How well did you sketch your observation of a community helper?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Reading Check (Diagnostic)

Word Wall I (JK)				
a	I	me	we	go
at	In	up	all	he
it	is	see	am	be
no	an	so	on	as
or	us	if		

- Find as many of the Kinder Words as you can inside the word "community":

--

STEP OUTSIDE:

- Listen to the story about community helpers outside.

Book: _____

Community Helper(s) _____

Information

Fact or Fiction - Explain

Share cool words

P = Share picture words.

C = Share colour words.

? = Share puzzling words.

During our classroom chat, make sure to:

1. Speak up so everyone can hear you talk about each story...
2. TELL THEM how you know something is a fact.
3. SAY WHY the story is like another story.
4. SAY HOW the story is like, or not like, a story in your own life.
5. LOOK at your audience and answer their questions.
6. SMILE and MAKE PEOPLE FEEL COMFORTABLE.

TECH TIME:

http://files.hubbardscupboard.org/Teacher_Version_22_-_People_Who_Help.pdf

- What does a community need?
- Brainstorm with your classmates, important parts of a community.
- Why do you need things like a hospital, school, grocery stores, and libraries?

How well did you ask questions & respond with good volume?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

8. Home Run

A home run in baseball means you have run around all the bases. You begin at home base and circle around all the bases to return to home plate.



<http://hddfhm.com/images/home-run-clipart-15.jpg>

STEP OUTSIDE:

Rules:

1. Start by timing how long it takes Team A to get the whole team around the bases:
 - (a) Start by having one person on Team A run around the base. When they return to home plate, they take the hand (carefully) of the next person on the team. They run around the bases together again.
 - (b) Then do this until everyone on the team has had a chance to run through the bases.
 - (c) A big team needs to cooperate to run around the bases without letting go of each other.
 2. Then Team B is timed. Let's see if they learned any lessons from watching Team A go first!
- Let's see how long it takes to run a team around the bases.

- Did you follow the rules of the game?

yes no most of the time

- Talk about being a good sport? (win or lose without bragging or complaining...)

- Were you a good sport?

yes no most of the time

- Did you accept help from others?

yes no most of the time

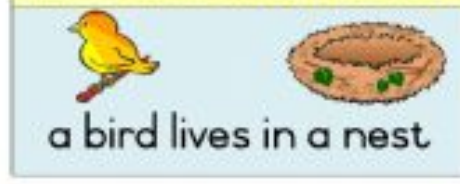
- Talk about how to make the game more fun next time.

Just like baseball has a home plate, animals have homes, too.

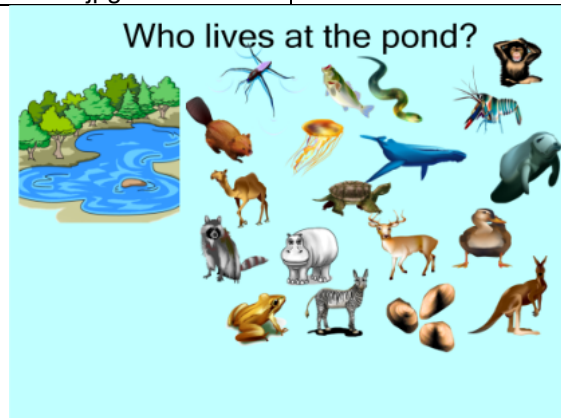
- Where do animals live?



<http://www.esprintables.com.es/previewprintables/2010/apr/thumb4062345031985.jpg>



<http://www.esprintables.com.es/previewprintables/2010/apr/thumb4062331277630.jpg>



<http://exchangedownloads.smarttech.com/public/content/c5/c5a1733e-f914-4f17-987f-0bde9b5c72d8/previews/medium/0001.png>



<https://s-media-cache-ak0.pinimg.com/236x/d9/21/14/d92114f9e2663e1c82a5f54fee3b0f5d.jpg>

Animals make a 'home run' when they return home to their houses.

- Print the "at" Family Words:

bat		
cat		
hat		
mat		
rat		
pat		
sat		

- **TECH TIME:**

http://files.hubbardscupboard.org/Short_a_Phonics_Reader_-_Student_Version.pdf

- What does a bat need for a home?
- What do bees need for their homes?

The Bumblebee

“Buzz, buzz, buzz” said the
bumblebee.

Here it comes, he’s after me.

Oh no he’s not, for I can see,

He’s on his way to the apple tree.

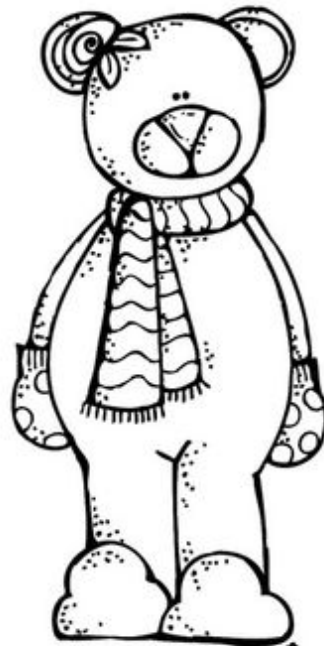


<https://s-media-cache-ak0.pinimg.com/736x/29/5f/8f/295f8f90fd803e34c92f51dbdf2b8533.jpg>

Polar Bear

Polar bear, polar bear,
where will you sleep?
I will sleep in my cave,
until I am ready to eat!

Polar bear, polar bear,
what will you eat?
I will eat a big seal,
for my morning treat!



<https://s-media-cache-ak0.pinimg.com/564x/4c/ab/f6/4cabf6c88df08cfb0e3c29a9b1d052ce.jp>

- Print the "en" Family Words:

den		
men		
pen		
ten		



<http://k40.kn3.net/taringa/1/6/1/4/7/8/23/ladypost/8F0.jpg?5620>



<https://s3-us-west-2.amazonaws.com/wildsafebc/assets/images/raccoonstre.jpg>

- Why do some animals live in dens?

Talk about...

- What would happen if the local pond dried up?
- What would happen if a wind storm blew down an animal shelter?
- What would happen if rain flooded out caves or dens?

STEP OUTSIDE:

- Make a fort with a classmate to make our own Reading Den.
- What problems might come up inside a fort? (for reading, for comfort, for protection from the elements, for the environment?)

Predict: I predict that _____

_____ (teacher will fill in)

- What is one question you have at the beginning of this project? (teacher will fill in)
-

- Let's build this woodland fort using pieces of nature.
- Think about why we might want more than 1 entrance.
- Let's think about what might make our den distinct.
- Select and use tools, equipment, and materials.
- Draw pictures at the beginning, middle and end of your fort building activity.

- Let's visit each other's dens.

TECH TIME:

<http://www.loving2learn.com/Books/RhymesandSongs/MoreRhymes/MyHouse.aspx>

How well did you solve step-by-step problems?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET – Identify how animals are the same and different from one another.

ET – Read, illustrate & speak about images.

9. Shedding Cycles

Many animals shed their skin or fur.

- Let's brainstorm, on the whiteboard a list of animals who lose their covering:

Lose their skin	Lose their fur

- Draw at least two animals in each box.

- What are some patterns in animal coats that make them stand out?



- Check out some STEM books to find out more about animals with interesting coats.
- What animals lose their feathers? _____

- Put a check in the table below - beside the body parts these animals have.

	Leg/ Arm	Wing	Fin	Tail	feather	Fur
dog						
snake						
goat						
human						
bird						
fish						

- Talk about how body coverings protect animals.
- Talk about when animals lose feather, fur, or skin.



Snakes shed their skin about twice a year - to remove small parasites that grow on their skin. Younger snakes can shed their skin every two weeks.

STEP OUTSIDE:

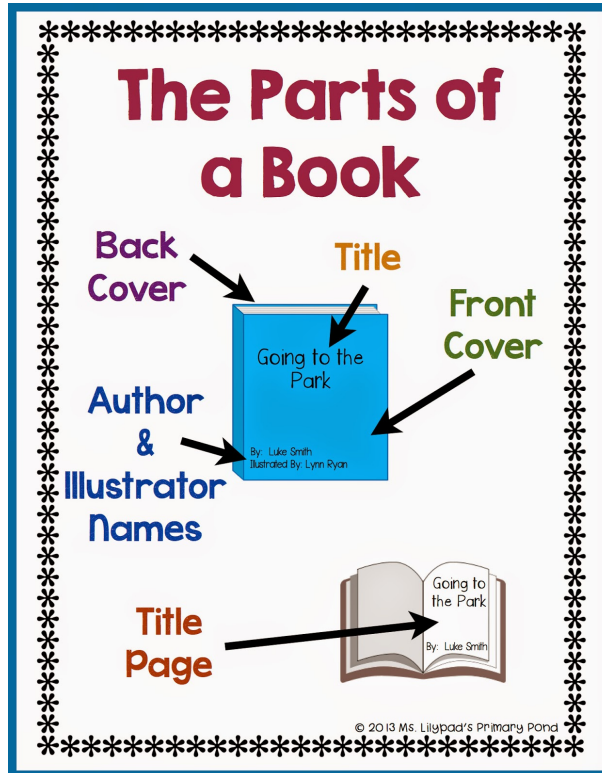
- Let's keep an eye out for skin, feathers and fur.

How well did you identify how animals are the same and different from one another?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

WORD HUNT:

- Select a book about animals from the STEM Library and make a list of animal words.

- Look at this poster called 'Parts of a Book'.



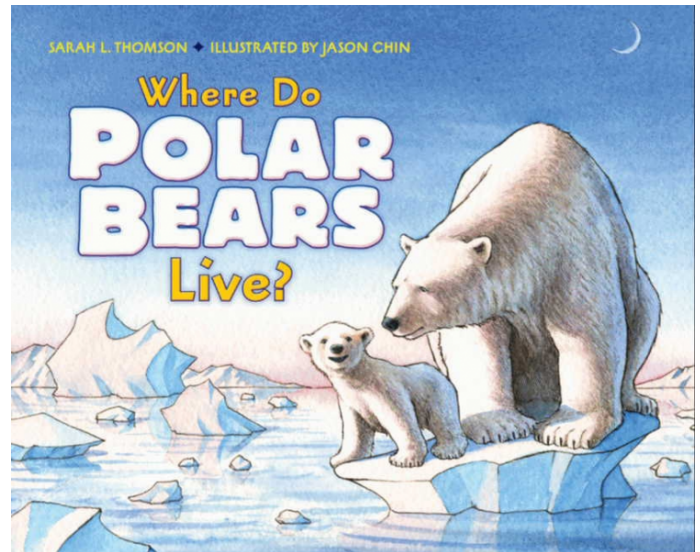
http://4.bp.blogspot.com/-vpPczrhHWA8/VAI_Ui8CymI/AAAAAAAAABAc/tfkC6O7hsmM/s1600/Parts%2Bof%2Ba%2BBook%2BPoster%2Bwith%2BBorder.jpg

- Using the book you found, tell the teacher the parts of the book, first by using this poster - and then without using the poster.
- What is in between each word? _____paces.
- Did a picture help you figure out a word?

- Print one word that a picture helped you read:

STEP OUTSIDE:

- Your teacher will read parts of each non-fiction book about animals.
- Talk about how this book is Fact or Fiction.
- Share cool words.
- Share picture words (P).
- Share colour words (c).
- Share puzzling words (?).



<https://i.harperapps.com/covers/9780061575181/y648.png>

How well did you read, illustrate, & speak about images?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET – Sketch life science observations.

ET – Being kind to nature.

10. Cycle of Seasons

STEP OUTSIDE:

- Take some photos of living and non-living things.
- Make a table below and draw your pictures to go in each part of the table.

Living	Non-Living

How well did you sketch life science observations?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

There are four seasons in a year in Canada.



<https://bill37mccurdy.files.wordpress.com/2015/02/four-seasons.jpg>

- Talk about the changes in each picture.

- Now make a new table and draw pictures of living things you might find in each season.

	Living	Non-Living
Fall		
Winter		
Spring		
Summer		

- Repeat each line of the Groundhog poem after your teacher.



<https://s-media-cache-ak0.pinimg.com/736x/a1/77/17/a17717510ea9902ea81712c616b18ae2.jpg>

TECH TIME:

- http://files.hubbardscupboard.org/Teacher_Version_26_-_Spring.pdf

Winter, Spring, Summer, Fall

(to the tune of "This Old Man")

Winter, Spring,

Summer, Fall

There are seasons,
four in all.

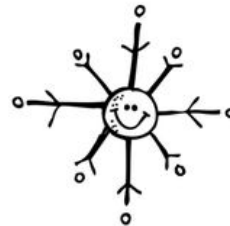
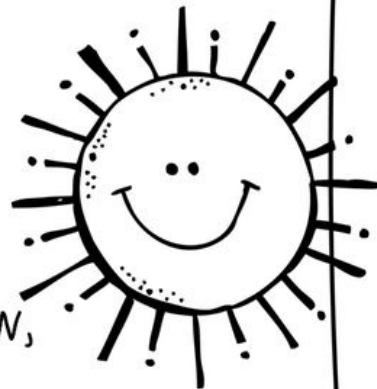
Weather changes,
sun and rain and snow,
Leaves fall down
and flowers grow.

Winter, Spring,

Summer, Fall

There are seasons,
four in all.

Look outside
and you will see
Just what season
it will be!



- Practice writing the names of the seasons.

Fall	
Winter	
Spring	
Summer	

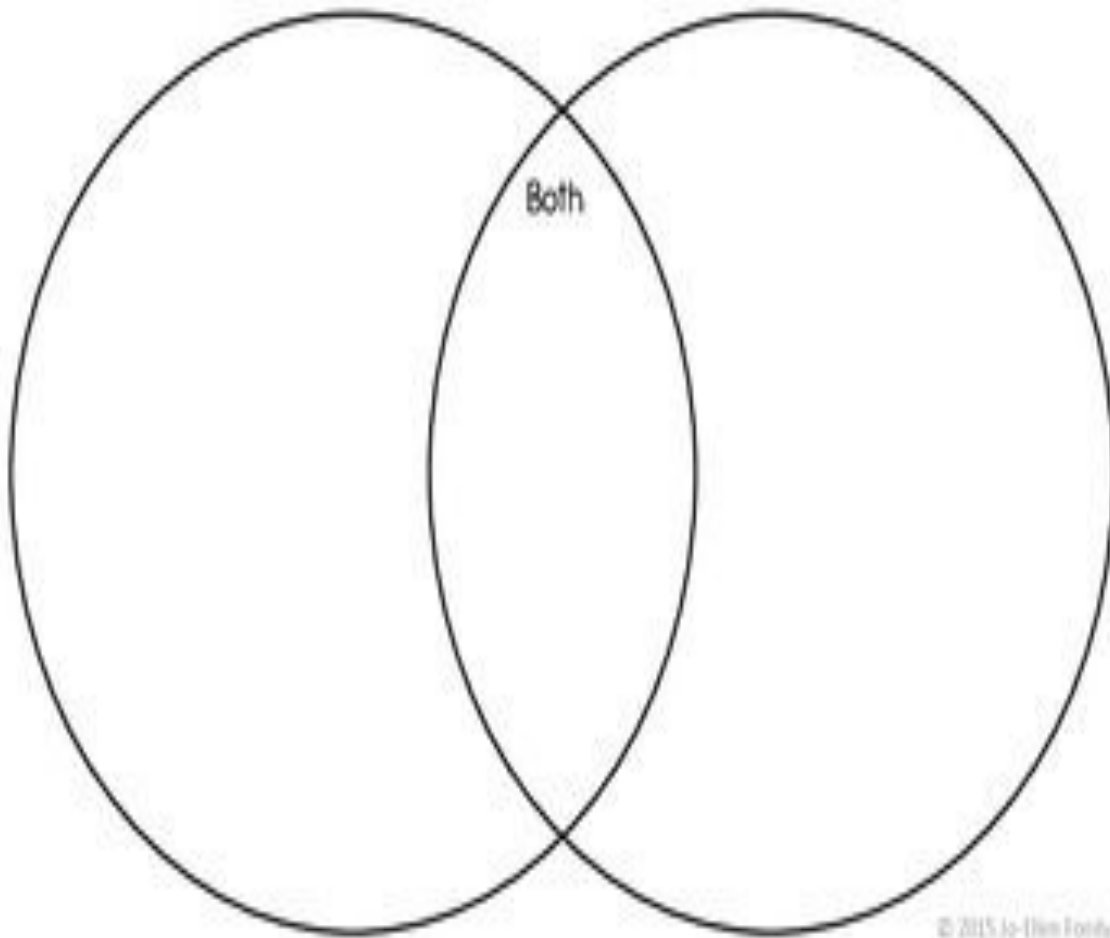
- Practice writing the months of the year.

January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

Name: _____ Date: _____

This Venn Diagram helps me to compare and contrast

_____ & _____



© 2015 Jo-Ann Early

- Compare January and February.
- What letters do they have in common?

How many words can you make with the word 'February'?

STEP OUTSIDE:

- Draw a picture about what you see. Write a sentence beginning with "I see..." .



<https://www.christart.com/IMAGES-art9ab/clipart/1473/christian-binoculars.png>

TECH TIME:

http://files.hubbardscupboard.org/Teacher_Version_2_-_I_See.pdf

http://files.hubbardscupboard.org/Teacher_Version_Outside_-_I_see_a.pdf

- Listen to your teacher read about the Ojibwe Medicine Wheel.

The Ojibwe Medicine Wheel (adapted from http://anishinaabemodaa.com/lessons?lesson_id=51)

The Ojibwa people...believe everything happens/goes in a circle clockwise...The Medicine Wheel...speaks of the need for balance, harmony and respect as bringers of happiness...Four is a sacred number among many tribal people. Four directions, four races of people, four cycles of life, four seasons, four winds and four quarters of the moon.

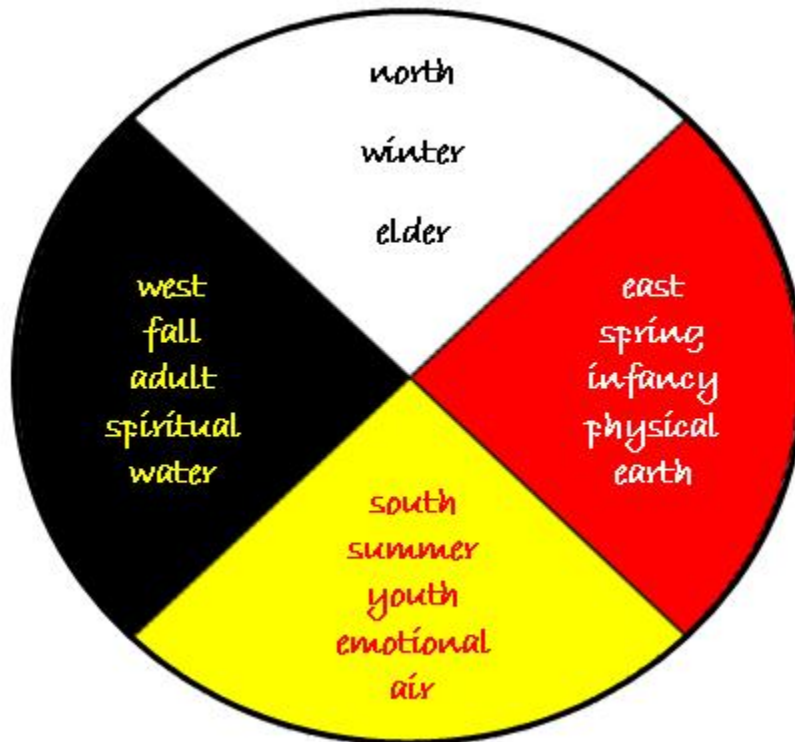
We began in the **east** (start of a new day)...The season is Spring...everything is just starting to come alive, to bud or grow, the trees, the grass, the flowers...The color is red...

...in the **south**, everything...from this direction is warm, thus the season is summer, the life stage is youth....The color is yellow.

In the **west**...(third quarter of the circle/wheel), the season is fall...leaves are changing and falling off their branches and the grass is turning brown, the life stage is adult...The color is black.

The **north** (final quarter of our circle/wheel)...is cold...the season is winter...we have completed our circle and have passed down our knowledge to our children and grandchildren... The color is white.

Being able to find balance...helps a person live a...good life...
(Mary R. Favorite, White Earth – 2004)



<http://anishinaabemodaa.com/data/upfiles/media/Medicine%20Wheel.JPG>

- Use a medicine wheel to show how our four directions (north, east, south, west), relate to the four seasons, (winter, spring, summer, fall).
- Make your own medicine wheel for this school year.
- Talk about how we show respect for the environment. (We never pick leaves from living branches of trees...)

How well did you demonstrate being kind to nature?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

STEP OUTSIDE:

- Look up pictures of medicine wheel gardens and talk about building one.



http://mesacreativearts.com/assets/images/Medicine_Wheel.jpg

- Print the "ot" Family Words:

dot		
got		
hot		
lot		
not		
pot		

- Print the 'ut' Family Words:

but		
cut		
hut		
nut		
put		

- Print the 'og' Family Words:

fog		
dog		
log		

11. Transportation Cycle

- Complete these sentences...

I get to school by _____.

My car is _____. (colour, size ...)

On my way to school I see _____.

- Draw some landmarks or things in your community that you see on your way to school each day.
- Do you see a friend's house? A store? A big rock, tree or stream?



<https://media-cdn.tripadvisor.com/media/photo-s/04/28/45/77/kimberley-general-store.jpg>

- Pick three important landmarks and draw a linear timeline of your journey from house to school.

House _____ School

- Print the 'et' Family Words:

bet		
get		
let		
met		
net		
pet		
set		
wet		

- Can you think of any other 'et' words?

- Print these 'ar' Family Words:

far		
car		

- Can you think of any other 'ar' words?

- Print these 'y' Family Words:

by		
my		

- Can you think of any other 'y' words?
- Tell your classmate what you do to get ready for school (from the time you leave your home until the time you arrive at school. Don't forget details such as buckling your seatbelt!)

12. Safe Circles

Rules help us have fun and be safe in our play areas.

- Repeat each Playground Safety Rule after your teacher.



<https://s-media-cache-ak0.pinimg.com/736x/5a/47/7b/5a477b456599bfd2fb6f5210ffd0d1c1.jpg>

- Print the "un" Family Words:

bun		
fun		
run		
sun		



Circle the word 'fun'.

<https://s-media-cache-ak0.pinimg.com/736x/7a/8a/fa/7a8afa52439b250169c9cfed61594588.jpg>

- Print the "all" Family Words:

all		
ball		
call		
fall		
hall		
mall		
tall		
wall		

The Tall Man

There was a man.

A tall, tall man.

Who ran and ran

into a can.

He fell right in,
his feet stuck out.

He made a plan
to scream and shout!



-an

- Print the "ig" Family Words:

big		
dig		
pig		

STEP OUTSIDE:

- Look for things you can go "in", "up", "over", "under", and "down" outside.
- What do you like to do best?

I like to go _____ things.

- Talk about the difference between the safety rules for a pond and a park.
- Tell your class what are safe things you do in the outdoors.

ET – Help others.

ET - Read, illustrate & label texts.

13. The Good Habit Cycle



We get positive 'vibes' when we get a 'thumbs up' signal.

<https://pointersviewpoint.files.wordpress.com/2010/08/thu.jpg>

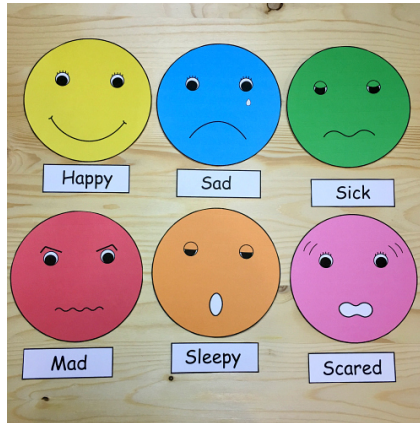
When we are in a large group, it helps to use signals (like raising our hand) so we can all have a chance to share.

- Take a look at these Rug Rules and see if they are good ones we can use in class.



<http://missgraysgroup.weebly.com/uploads/1/9/1/9/19195979/3595298.jpg?19>

- Look at these pictures of different feelings:



http://www.childcareland.com/uploads/2/5/6/0/25602007/299515_orig.jpg

- Think of a time when you lost something you really liked.
- How did it make you feel?

I was _____.

- Talk about how we can take care of things.
- Check off the ideas you think are good ones:

Put labels on our clothes, shoes, books, toys.	<input type="checkbox"/>
Put things away after using them.	<input type="checkbox"/>
Have a bag, box to keep things in.	<input type="checkbox"/>

When we make a mistake, what should we do next?

- (a) Be mad
- (b) Be sad
- (c) Be ready to try again
- (d) Be honest
- (e) Relax - we learn from mistakes - right?

It's okay when people point out our mistakes. They are trying to help us - not hurt us.

- How can we use our voice to help?
- How do some people use their voice to hurt?

Good habits help others. They should not hurt them.

- Talk about what we should do if someone has hurt feelings?
- Think of a time when you did something to help someone else.

- Share your story with the class.

How well did you help others?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

We show good habits when we help others be happy.

- What do you think is a recipe for making friends?
- Draw a picture and label what friendly people do.

How well did you read, illustrate and label texts?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Print the 'ad' Family Words:

bad		
Dad		
had		
mad		
sad		

- Print the 'id' Family Words:

did		
lid		

- Print the 'ox' Family Words:

box		
fox		
Lorox		

- Read the story of the Lorax for fun and talk about good environmental habits.

STEP OUTSIDE:

Going for a nature walk is a great healthy habit.

- Use a clip board and pencil to fill in what you see on your nature walk today!

MY nature walk

I saw 	<hr/> <hr/> <hr/>
I smelt 	<hr/> <hr/> <hr/>
I heard 	<hr/> <hr/> <hr/>
I touched 	<hr/> <hr/> <hr/>
I tasted 	<hr/> <hr/> <hr/>

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<https://www.pinterest.com/pin/558446422521641128>

Taking Turns

A Talking Stick can help us take turns.

- Let's make a Talking Stick so we can take turns telling about our favourite living thing outside.
- Take turns painting a part of the Talking Stick.
- Let it dry for a day.



http://2.bp.blogspot.com/-RrOqudYACSA/U7PvlbycJul/AAAAAAAAABY/lkiPqO3a_zU/s1600/images+%25286%2529.jpg

- Print the 'it' Family Words:

bit		
fit		
hit		
pit		
sit		
lit		



We **sit** around the fire **pit**.

- Print the 'an' Family Words:

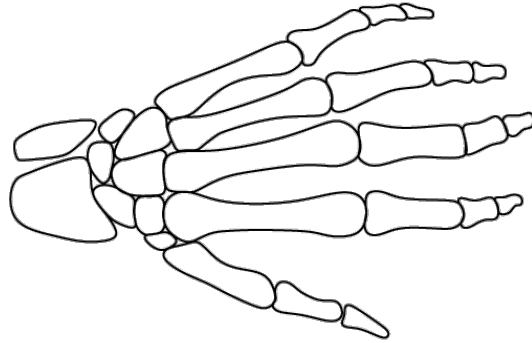
can		
fan		
man		
ran		

- Print the 'ed' Family Words:

bed		
fed		
led		
red		

14. Hand Band Circle

- Count up the number of bones in this hand.



<https://s-media-cache-ak0.pinimg.com/originals/ef/0c/5b/ef0c5bda23d3d608dd2d8daf999dd7ea.gif>

There are _____ bones in this hand.

- Look at the picture of the band.



- How many different instruments are being played in this band?

There are _____ instruments being played in this band.

- Make a list on poster paper of the instruments in this band.
- Draw an image beside each word to help you remember these big words!
- Let's make a Hand Band.



https://static1.squarespace.com/static/564e827de4b0625ac18b8eef/570bb111746fb9e6317ece11/57107984f850828b89abe7b6/1468415219578/IMG_0763.JPG?format=500w

- What is your favorite song or band?
- Talk about when you listen to music?

- Print the 'an' Family Words:

and		
band		
hand		
sand		

- Print the 'ix' Family Words:

fix		
mix		
six		

- Print the 'op' Family Words:

hop		
mop		
pop		
top		

TECH TIME:

- http://files.hubbardscupboard.org/Short_o_Phonics_Reader_-_Student_Version.pdf
- Clap out the rhythm of the pancake poem.
- Try and snap your fingers while say the words out loud.
- Use your hand band to drum out the beat of the poem.



<https://s-media-cache-ak0.pinimg.com/originals/ae/10/dd/ae10dd047d4fe64f034bc6e915a7b18c.jpg>

- Talk about foods you can eat with your hands?
- Use the rhyming mountain to create a rhyming poem that we can use to drum with our Hand Band.

15. Circle of Chores on the Farm

- Read about Issa's cycle of farm chores:

Daily Farm Chores (adapted from <http://lovelivegrow.com/daily-farm-chores/>)

I love having animals to care for... What are the chores, you ask?

Pigs - The pigs are the biggest reason I get outside in the morning. The pigs simply have to eat. Their whole job is to eat and get bigger, and they get really upset if I am late with the feed bucket!

- Fill up a bucket of feed to take to the pigs. If there's no feed currently mixed up, mix some up...
- Turn off the pigs' electric fence, hop in the pig pen, and empty the feed into the individual feed pans, all while dodging snorting, squealing, frantically excited pigs. They do love meal time!
- Touch each pig. Pigs love ear scratches and belly scratches, and I love it when they are used to my touch so I can easily measure them on weigh days.
- Clean out and refill the water bowl...
- Check the pig fence to see that it's all in order, especially if it's been raining...

Sheep - ...they are pretty low maintenance.

- When I'm over feeding the pigs, I check on the water for the sheep and fill it, if needed. They don't drink very much water, so it only needs to be topped up every couple of days or so.
- If I'm feeling generous (or if a ewe is pregnant) I toss a handful of corn into the old hay feeder...The sheep immediately get busy digging around in the hay for the yummy corn.

Poultry - We used to have to let the chickens out of the coop in the morning, but they are free-range now, as are the ducks.

- Put out a scoop of feed. The chickens could probably get by without, but the ducks really put up a fuss if there isn't feed available. The chickens...eagerly come running whenever they see us.
- Look around for eggs.

Evening:

- Feed the pigs again and check their water.
- Let the sheep out to graze. We haven't been doing this lately, because Buck has been in a mood, and it's hard to manage a ram in a mood!
- Do bigger projects, like moving the pigs to another paddock which involves resetting the fence netting. (adapted from Issa Waters, October 10, 2012)

- Pretend you are at home and sharing Issa's cycle of farm chores with your family.
- Use props to help remember details.
- Listen to his story again.
- Tell this story to your family when you get home.



<https://www.colourbox.com/preview/6822011-chicken-on-a-farm>

Classroom Farm Challenge

Problem:

- We do not have farm animals at school.
- What can we do?
- Draw pictures of school with farm animals.

- Share your ideas with your classmates.
- Find at least one idea that your classmates shared that you think is a good one.
- Share your classmate's idea.

TECH TIME:

- http://files.hubbardscupboard.org/Teacher_Version_28_-_At_the_Farm.pdf

MAKE A HILL

- Draw and label your hill. Name your hill after you!
- Compare your hill with a mountain.
- Challenge: Write a sentence about your hill.

Print the "ill" Family Words:

fill		
hill		
pill		
will		

• Print the "ell" Family Words:

bell		
fell		
sell		
tell		
well		

Why do you have to learn to print? I need to learn to print so I can _____ how my teachers what I know!



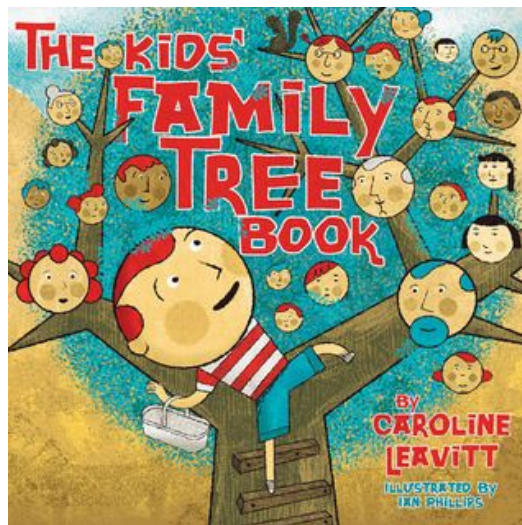
http://img.clipartall.com/paper-with-writing-clip-art-students-writing-clipart-508_186.

How well did you Identify & print word families & end sound of words?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

16. Cycle of Family Tales

- Do you have family stories you can talk share.
- Do you have a family member who is famous for doing something special?
- Do you have any funny stories about your parents, grandparents, aunts, uncles, cousins, brothers, sisters, or family pets?
- When your family gets together, do they 're-cycle' or repeat these stories?

Home Study: Bring in some photographs from home to help tell a family.



<https://s-media-cache-ak0.pinimg.com/736x/ef/43/fd/ef43fd3e6e300801ca0eafe99cf621fd.jpg>

- Use the words 'beginning', 'middle' and 'end', to share your family stories with your classmates.
- Talk about what problem was at the root of each tale, and how it was solved.
- Look at these 'Very Important Words' (VIW's) that help you tell stories. Print these VIW's:

he		
she		
her		
his		
Its		

- Look at the photographs and use the words 'he', 'she', 'her', 'his', and 'its' in a sentence about the pictures.

- Print some more VIW's:

is		
are		
was		
has		
win		
won		
yes		

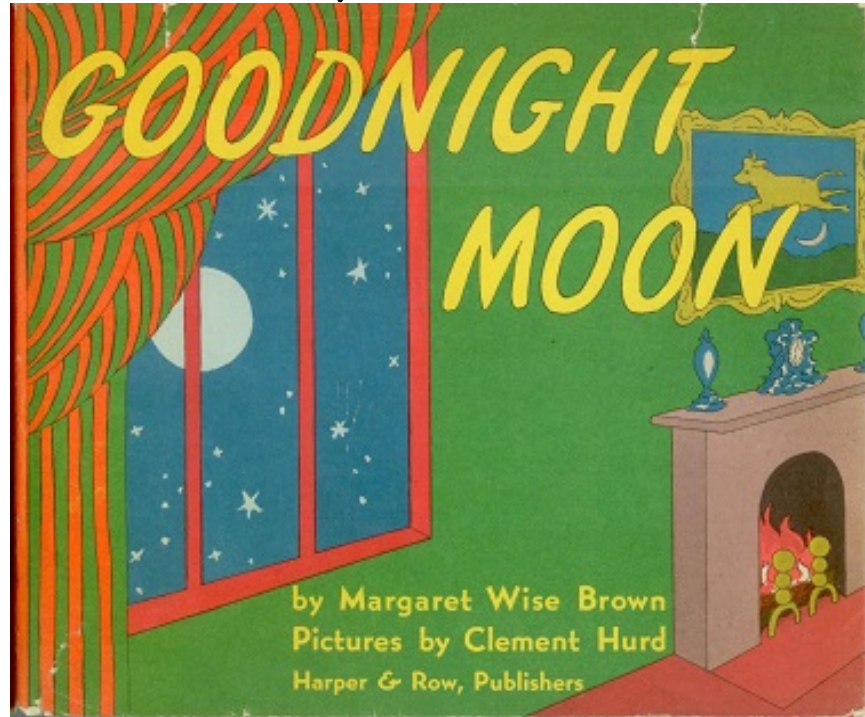
- Ask your teacher to help you make a sentence strip using one of the VIW words from the above list.

TECH TIME:

- http://files.hubbardscupboard.org/Short_i_Phonics_Reader_-_Student_Version.pdf

17. Bed Time

The moon in the sky means it's bed time!



<https://upload.wikimedia.org/wikipedia/en/5/51/Goodnightmoon.jpg>

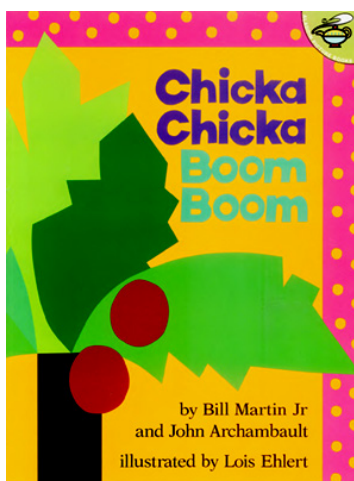
- Have you read this book? Yes, No, Maybe
- Show your teacher the word "moon" inside this book.
- How many times does the writer use the word 'moon'?

_____ times

- Print the "oo" sounding tricky words:

moon		
spoon		
too		
Boo!		

FUN READ:



TECH TIME:

- http://files.hubbardscupboard.org/Sight_Word_Booklet_12-_not___at.PDF
- http://files.hubbardscupboard.org/Teacher_Version_14_-_Bedtime.pdf

Alphabet Boom Game

- Create a game with lower case letters.
- Use a drum stick or flyswatter, boom the letter when your teacher or learning buddy says it.



- Write the word "cat" on your whiteboard.
- Write the word again but change 1 letter to make a new word.
- Try to make at least 6 or more words.

Challenge: Read these words out loud: to, too and two
They sound the same but they mean different things.

<p>two</p> <p>the number 2</p> <p>I have two dogs!</p> 	<p>too</p> <p>also or more</p> <p>Brrr. It's too cold for me!</p> 	<p>to</p> <p>used for every-thing else</p> <p>I went to the store.</p> 
---	--	---

https://media.licdn.com/mpr/mpr/shrinknp_800_800/AEEAAQAAAAAAAAAAmKAAAAJDA2MDQ2OGNmLTi4NjAtNGM3ZS04NjgyLTZkZTQ3NGU5YzcxYQ.jpg

Extension:

- Try this activity on your own or with your teacher.

Name _____

Cuttin' up HOMOPHONES



Can we go ?

We have cats.

You are fast!

I went lunch.

jets fly by.

I go bed.



to	two	too
too	to	Two

- Print the "oo" sounding words

book		
cook		
hook		
look		
nook		

TECH TIME:

- http://files.hubbardscupboard.org/Teacher_Version_Look_book.pdf
- Print a list of foods (with pictures) a cook might need to make a pizza.



18. WOW Words!

- Print the "ow" Family Words:

COW		
how		
now		
WOW		

- Try to use three words above in a sentence:

- Practice choral reading, 'There Was a Wise Old Owl':

There Was a Wise Old Owl

by Leanne Guenther

There was a wise, old owl --
Who lived up in a tree.

He sat upon a branch --
So all the world he'd see.

He looked at a snake,
He looked at a bee.

He looked at a mouse,
But he winked at me!



<https://s-media-cache-ak0.pinimg.com/originals/43/2e/4e/432e4e5aa65cd593fb89eae9b5aa6c86.jpg>

19. Colour Wheel

- Print colour words with lower case letters.

range	
red	
blue	
black	
brown	
green	
pink	
white	
yellow	

STEP OUTSIDE:

- Draw a picture of the things that you see that are different colours.

Extension:

- Listen and draw the sounds that you hear.
- What colours do you use for the different sounds?
- Do colours have feelings?

- Type the colour words on the computer.
- Print off the page and colour them by shading lightly over the words.
- Post your colour wheels for all to see.
- Print colour labels for as many things in the classroom as you can find. Celebrate Colour Week with your neatly printed labels.

ET - Follow two step verbal direction.

20. My Circle Collection Project

- Make a poster of circles you discover.
- Label each different circle in your collection.
- Present your poster to your classmates.

My Circle Project (Print "Yes" or "Not Yet")		
Me		Teacher
	Had lots of details in poster	
	Had lots of labels in poster	
	Typed out a sentence on the computer with good spacing and period at the end.	
	Spoke about your Circle Project so everyone could hear.	
	Looked at classmates when sharing and talking about your circle discoveries.	

How well did you follow two step verbal directions?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

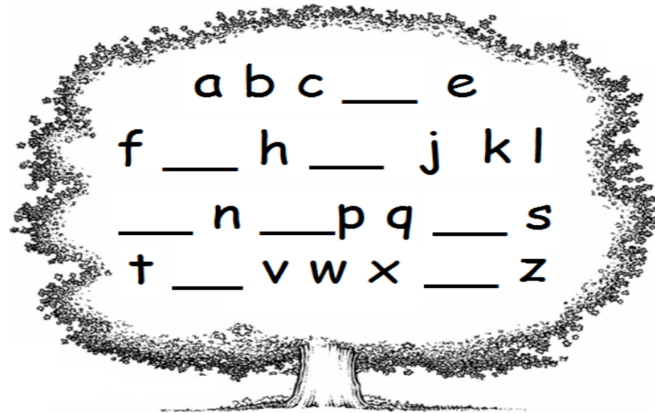
Circle of Learning: Word Master

Lowercase Letters Quiz

- Fill in the missing letters.

Name _____

Directions: Fill in the missing letters.



http://www.worksheeto.com/postpic/2009/04/alphabet-missing-letter-worksheet_34311.png

- Look at the Word Wall below and colour in the words you can read without help.
- Ask your teacher or Learning Buddy to help you learn the rest.

Word Wall (SK)				
cat, bat, hat, mat, rat, pat, sat	get, bet, let, met, net, set, wet	can, fan, man, pan, ran	had, bad, dad, mad, sad	not, dot, got, hot, lot, pot
but, cut, hut, nut, put	cow, how, now, wow	sit, bit, fit, hit, lit, pit	Red, bed, fed, led	run, bun, fun, sun
big, dig, pig	and, land, sand, hand	well, bell, fell, sell, tell	will, fill, hill, pill	ball, call, fall, hall, mall, tall, wall
do, to, two	far, car, war	dog, fog, log	did, lid, his	by, my
won	six, fix, mix	ten, pen, men	box, fox	top, hop, mop, top
was	yes	ask	has	for
her	him	his	its	are

- Print the words: 'Not Yet':

Not Yet

- Print the word: 'Mastered':

Mastered

**APPENDIX A:
JUNIOR KINDERGARTEN LETTER & WORD WALL**

LETTER WALL				
A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				
WORD WALL				
A	I	ME	WE	GO
AT	IN	UP	ALL	HE
IT	IS	SEE	AM	BE
NO	AN	SO	ON	DO
OR	US	IF		

APPENDIX B:
Senior Kindergarten Letter and Word Wall

Letter Wall				
Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				
Word Wall				
did, lid, his	big, dig, pig	can, fan, man, pan, ran	For	not, dot, got, hot, lot, pot
yes	by, my	get, bet, let, met, net, set, wet	ball, call, fall, hall, mall, tall, wall	Red, bed, fed, led
run, bun, fun, sun	but, cut, hut, nut, put	ask	has	had, bad, dad, mad, sad
will, fill, hill, pill	was	well, bell, fell, sell, tell	Her	sit, bit, fit, hit, lit, pit
and, land, sand, hand	him	his	Its	do, to
are	far, car, war	dog, log	cat, bat, hat, mat, rat, pat, sat	cow, how, now, wow
won	six, fix, mix	ten, men, pen	box, fox	top, hop, mop, top

APPENDIX C:

Ontario Expectations and Circle of Life Activities

Circle of Life activities	Ontario Expectations
1. The Crayon Box That Talked	KSSB.1.1 ; KSSB1.2
2. My Family Circle	KELAC4.4;
3. The Alphabet – NOT a Circle	KELAB2.8; KELAC4.1
4. Circle of Events in My Day	KELAB2.7
5. Circle of Life in School	KELAB2.2
6. Circle of Life in Nature	KELAB2.1; KELAD5.2; KELAB2.4; KS1.1; KELAA1.4;
7. Community Life Savers	KSSB3.1; KELAC4.2; KELAB2.6
8. Home Run	KSSB2.4; KSSB2.5; KS3.2; KS4.2; KS4.3; KS4.4; KS4.5; KELAA1.2; KELAA1.4; KELAA1.6
9. Shedding Cycles	KELAB2.3; KELAB2.5; KELAB3.1; KELAA1.8; KS1.3
10. Cycle of Seasons	KS1.2; KS3.3; KS3.4; KELAA1.7;
11. Transportation Cycles	KELAA1.4
12. Safe Circles	KS4.1; KS3.1; KSSB2.4
13. The Good Habit Cycles	KSSA1.1; KSSB2.1; KSSA3.1; KELAA1.3; KSSA1.2; KSSA1.3; KELAC4.5
14. Hand Band Circles	KELAA1.1; KELAA1.11; KSSB2.2; KSSB2.2
15. Circle of Chores on the Farm	KELAA1.4; KELAB2.10; KSSA3.2; KSSA.2.1
16. Cycle of Families Tales	KELAC4.3; KELAC4.5 KSSA3.3; KSSB1.3; KELAA1.9;
17. Bed Time	KELAC4.3; KELAC4.5
18. WOW Words	KELAC4.3; KELAC4.5
19. Colour Wheel	KELAC4.3; KELAC4.5
KELA = Ontario Kindergarten English Language Arts (non-fiction) expectations KS = Ontario Kindergarten Science expectations KSS = Ontario Social Studies expectations	

APPENDIX D:

Ontario Kindergarten English Language Arts Expectations

A. KINDER ORAL Communication - ELA A

KELAA1.1 explore sounds, rhythms, and language structures, with guidance and on their own

KELAA1.2 listen and respond to others for a variety of purposes and in a variety of contexts

KELAA1.3 begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond

KELAA1.4 follow and provide one- and two-step directions in different contexts

KELAA1.6 use language to talk about their thinking, to reflect, and to solve problems

KELAA1.7 use specialized vocabulary for a variety of purposes

KELAA1.8 ask questions for a variety of purposes and in different contexts

KELAA1.9 describe personal experiences, using vocabulary and details appropriate to the situation

KELAA1.11 demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words

B. KINDER READING – ELA B

KELAB2.1 demonstrate an interest in reading

KELAB2.2 identify personal preferences in reading materials in different

KELAB2.3 demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print

KELAB2.4 respond to a variety of materials read aloud to them

KELAB2.5 make predictions regarding an unfamiliar text that is read by and with the EL–K team, using prior experience, knowledge of familiar texts, and general knowledge of the world around them

KELAB2.6 use prior knowledge to make connections to help them understand a diverse range of materials read by teachers

KELAB2.7 use illustrations to support comprehension of texts that are read by and with the EL–K team

KELAB2.8 demonstrate knowledge of most letters of the alphabet in different contexts

KELAB2.10 retell information from non-fiction materials that have been read by and with the EL–K team in a variety of contexts, using pictures and/or props

KELAB3.1 begin to use reading strategies to make sense of unfamiliar texts in print

C. KINDER WRITING – ELA C

KELAC4.1 demonstrate an interest in writing and choose to write in a variety of contexts

KELAC4.2 demonstrate an awareness that writing can convey ideas or messages

KELAC4.3 write simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words

KELAC4.4 begin to use classroom resources to support their writing

KELAC4.5 experiment with a variety of simple writing forms for different purposes and in a variety of contexts

D. KINDER MEDIA – ELA D

KELAD5.2 communicate their ideas verbally and non-verbally about a variety of media materials

APPENDIX E: Ontario Science Kindergarten Standards

KS1.1 ask questions about and describe some natural occurrences, using their own observations and representations

KS1.2 sort and classify groups of living and non-living things in their own way

KS1.3 explore patterns in the natural and built environment

KS3.1 identify similarities and differences between local environments

KS3.2 describe what would happen if something in the local environment changed

KS3.3 identify ways in which they can care for and show respect for the environment

KS3.4 participate in environmentally-friendly activities in the classroom and the schoolyard

KS4.1 identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices

KS4.2 state problems and pose questions as part of the design process

KS4.3 make predictions and observations throughout the design process

KS4.4 select and use tools, equipment, and materials to construct things using the design process

KS4.5 communicate and record results and findings after constructing things either individually or in groups

APPENDIX F: Ontario Social Studies Expectations

FAMILY TREE AND ME

KSSA3.3 talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others

KSSB.1.1 recognize personal interests, strengths, and accomplishments

KSSB1.2 identify and talk about their own interests and preferences

KSSB1.3 express their thoughts and share experiences (e.g., experiences at home, cultural experiences)

SCHOOL LIFE

KSSB2.1 demonstrate self-reliance and a sense of responsibility

KSSB2.2 demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks

KSSA1.3 demonstrate an awareness of ways of making and keeping friends

KSSA1.1 act and talk with peers and adults by expressing and accepting positive messages (e.g., use an appropriate tone of voice and gestures, give compliments, give and accept constructive criticism)

KSSA1.2 demonstrate the ability to take turns in activities and discussions

KSSA3.1 develop empathy for others, and acknowledge and respond to each other's feelings

KSSA3.2 demonstrate respect and consideration for individual differences and alternative points of view

KSSA.2.1 use a variety of simple strategies to solve social problems

TRY IT ON

KSSB2.2 demonstrate a willingness to try new activities and to adapt to new situations

KSSB2.4 begin to demonstrate self-control and adapt behaviour to different contexts within the school environment

KSSB2.5 interact cooperatively with others in classroom events and activities

NEIGHBORHOOD NEWS

KSSB3.1 recognize people in their community and talk about what they do

APPENDIX G: Alberta ELA Expectations

AELAK1.1 Discover and Explore

Express ideas and develop understanding

- share personal experiences prompted by oral, print and other media texts
- talk about ideas, experiences and familiar events

Experiment with language and forms

- talk and represent to explore, express and share stories, ideas and experiences

Express preferences

- talk about favourite oral, print and other media texts

Set goals

- talk about own reading and writing experiences

AEKAK2.1 Use Strategies and Cues

Use prior knowledge

- connect oral language with print and pictures
- understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expect print and pictures to have meaning and to be related to each other in print and other media texts
- understand that print and books are organized in predictable ways

Use comprehension strategies

- begin to use language prediction skills when stories are read aloud
- ask questions and make comments during listening and reading activities
- recall events and characters in familiar stories read aloud by others
- read own first name, environmental print and symbols, words that have personal significance and some words in texts

Use textual cues

- attend to print cues when stories are read aloud
- begin to identify some individual words in texts that have been read aloud

Use phonics and structural analysis

- begin to make connections among sounds, letters, words, pictures and meaning
- identify and generate rhyming words in oral language
- hear and identify sounds in words
- associate sounds with consonants that appear at the beginning of personally significant words

Use references

- recite the letters of the alphabet in order
- copy scribed words and print texts to assist with writing

AELAK2.2 Respond to Texts

Construct meaning from texts

- relate aspects of oral, print and other media texts to personal feelings and experiences
- talk about experiences similar or related to those in oral, print and other media texts

Appreciate the artistry of texts

- experiment with sounds, words, word patterns, rhymes and rhythms

AELAK2.3 Understand Forms, Elements and Techniques

Understand forms and genres

- experience a variety of oral, print and other media texts

Experiment with language

- appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs

AELAK2.4 Create Original Text

Generate ideas

- contribute ideas and answer questions related to experiences and familiar oral, print and other media texts

Elaborate on the expression of ideas

- listen to and recite short poems, songs and rhymes; and engage in word play and action songs

Structure texts

- draw, record or tell about ideas and experiences
- talk about and explain the meaning of own pictures and print

AELAK4.1 Enhance and Improve

Appraise own and others' work

- make statements related to the content of own and others' pictures, stories or talk

Revise and edit

- retell ideas to clarify meaning in response to questions or comments

Enhance legibility

- form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
- explore the keyboard, using letters, numbers and the space bar

Expand knowledge of language

- explore and experiment with new words and terms associated with topics of interest
- experiment with rhymes and rhythms of language to learn new words

Enhance artistry

- experiment with sounds, colours, print and pictures to express ideas and feelings

AELAK4.2 Attend to Conventions

Attend to grammar and usage

- develop a sense of sentence

Attend to spelling

- hear and identify dominant sounds in spoken words
- demonstrate curiosity about visual features of letters and words with personal significance
- connect letters with sounds in words
- print own name, and copy environmental print and words with personal significance

Attend to capitalization and punctuation

- recognize capital letters and periods in print texts
- capitalize first letter of own name

AELAK4.3 Present and Share

Present information

- share ideas and information about own drawings and topics of personal interest

Enhance presentation

- use drawings to illustrate ideas and information, and talk about them

Use effective oral and visual communication

- speak in a clear voice to share ideas and information

Demonstrate attentive listening and viewing

- follow one- or two-step instructions
- make comments that relate to the topic being discussed

AELAK5.1 Respect Others and Strengthen Community

Relate texts to culture

- explore oral, print and other media texts from various communities

Celebrate accomplishments and events

- share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments

Use language to show respect

- use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns

AELAK5.2 Work within a Group

Cooperate with others

- participate in class and group activities
- find ways to be helpful to others

Work in groups

- ask and answer questions to determine what the class knows about a topic
- listen to the ideas of others

Evaluate group process

- respond to questions about personal contributions to group process

**APPENDIX H:
Kindergarten ELA Common Core State Standards (US)**

F.K.4: Read emergent – reader texts with purpose and understanding

SL.K.5: Add drawings or other visual displays to descriptions

W.K.2: Use a combination of drawing, dictating and writing to compose informative texts in which they name what they are writing about.

L.K.4: Ask and answer questions about unknown words in a text.

L.K.10: Actively engage in group reading activities with purpose and understanding

SL.K.1: Participate in collaborative conversations with partners about topics and texts

SL.K.6: Speak audibly and express thoughts, feelings and ideas clearly.

W.K.5: With guidance and support from adults, respond to questions and suggestions from peers.

SL.K.3: Ask and answer questions in order to seek help, get information or clarify something

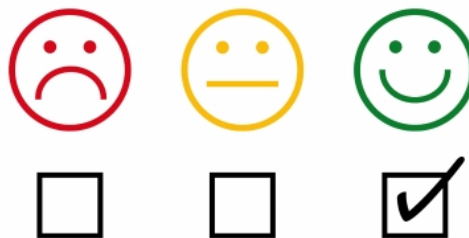
L.K.1: With prompting and support, ask and answer questions about key details in a text.

L.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear

SL.K.2: Confirm understanding of information presented orally by asking and answering questions

SL.K.4: Describe familiar people, places, things and events

- How did I like this learning log?



http://www.hrsg.ca/wp-content/uploads/bfi_thumb/APR2916-End-of-performance-reviews-mq5e846f7qm7blrkcps1rr890psztrff16bug4f168.jpg